SUNRISE
SCHOOL DIVISION

Annual Report on Continuous Improvement

Fall 2022

School Division Profile

Geographic and Demographic Information

Sunrise is geographically one of the largest school divisions in Manitoba covering more than 7,180 km^2. It extends from the Oakbank and Dugald area in the southwest, through Anola to Whitemouth in the southeast, and north to Lac Du Bonnet and Powerview. Located centrally in the School Division are the communities of Garson, Tyndall and Beausejour. There are nine, rural municipalities within the division's boundaries (See Appendix 1). In Sunrise School Division there are thirteen schools, six Hutterian Colony schools and four adult learning centers. On September 29, 2022, Sunrise School Division had an increased population of 4796 students. The School Division is governed by a Board of nine trustees.

Strengths, Equity Issues and Challenges

Sunrise School Division has developed a comprehensive educational culture which values student achievement and supports student learning. Reaching high levels of achievement will look different for each student depending on each circumstance, ability, and need. The Division offers English programming at seven schools, English and French Immersion (Dual Track) programming at four schools and English and Ukrainian Bilingual programming at two schools.

Sunrise School Division supports the uniqueness and diversity of all students in our communities, respecting their backgrounds and/or personal circumstances, so that each child can be successful. Citizenship, sustainability, inclusion, and well-being are essential to ensure that all students are prepared in their role as global citizens who have respect for their own and other cultures and are prepared to be actively involved in the world.

Purpose

- Nothing less than outstanding learning experiences, one student at a time.
- To enable, optimize and personalize/individualize student learning, achievement and growth in breadth and depth.

Vision

- Every student will have the opportunity to experience the joy of learning in the Sunrise School Division in order to be better prepared for the future, with the knowledge, skills and values to achieve their own personal goals.

Goals - Board of Trustees

Literacy and Numeracy:

- Improved literacy and numeracy results at the kindergarten to Grade 3 levels, so that students can be successful, life-long learners.

Communication:

- Enhanced communication to instill public confidence for increased clarity and consistency among the division, community, staff, parents, and students.

Quality Learning Opportunities and Experiences:

- Enhanced, increased and innovative learning opportunities for students.

The newly elected Board of Trustees has made it a priority to review and revise their existing strategic plan in the upcoming year.

The Sunrise Education Framework

The Sunrise School Division Learning Framework (See Appendix 2) was developed this past year to support the existing Sunrise Education Plan which has been in place for several years. The Sunrise Learning Framework also provides a bridge between the work of the division and the newly released Manitoba Education and Early Childhood Learning Framework for Learning. The Sunrise Learning Framework uses triangulated data, classroom profiles, and responsive teaching strategies to inform decisions around expected practices in the division.

The Sunrise Learning Framework was written so that the work at the school level remains the primary focus of the work in the division. The work taking place in each school has the biggest impact on student success as it keeps the attention, allocation of resources, and the divisional supports closest to students. The work at each school happens through three clear targets:

-School Plan development and implementation

-Implementation of provincially expected practices

-Implementation of divisionally expected practices.

As shown in the framework, the provincial expectations exist in three guiding documents:

-Manitoba Education and Early Childhood Learning Framework for Learning

-Manitoba Education and Early Childhood Learning Action Plan

-Mamàhtawisiwin: The Wonder We Are Born With

The framework then goes on to identify five divisional priority areas, each with expected practices to be embedded at the school level. These priority areas are:

-Numeracy

-Literacy

-French Immersion

-Indigenous Education

-Mental Health

As previously mentioned, all educational decisions around student programming, learning interventions, and instructional strategies used must incorporate the use of triangulated data, be informed using classroom profiles, and also employ responsive teaching practices. The key work of the division is to develop system-wide understanding of the common practices and to provide a clear delineation of what is expected versus what is an invitational practice for teachers. (See Appendix 3)

Triangulation of data means a collection of observations, conversations and products of process and performance as triangulated evidence of learning to improve instructional practice and increase student achievement. Understanding our classroom of students means using common profiles to understand student strengths and needs to improve instruction and increase student success on learning outcomes. Responsive teaching means using a variety of agreed upon teaching strategies so that students can do their best learning and make forward gains.

The work at the schools cannot be successful without various support systems in place at the school and divisional levels. The final row in the Sunrise Learning Framework identifies the human resources available to staff and students in schools. The type of support provided by each role is clearly articulated and shared with staff at all schools. (See Appendix 4)

Outside of the items identified in the Sunrise Learning Framework, there are also several foundational beliefs that apply to instructional practices across the division. Those include:

- embedding learning into classroom instruction as it aligns with curricular documents
- planning for, instructing, and assessing the achievement of learning outcomes
- addressing diverse learning needs through inclusionary practices
- making data-informed decisions
- using Divisional and Provincial support documents
- linking learning to both personal and collective rights and responsibilities
- incorporating a three-tiered approach to meet needs at all levels
- building relationships that promote a restorative school culture
- practicing habits that promote positive social, emotional, physical, and mental health
- fostering a common understanding of and applying consistent criteria to planning and assessment

School Division Staffing Profile

Senior Administrative Team:

Cathy Tymko, Superintendent/CEO

Jody Thiessen, Secretary-Treasurer

Lars Feilberg, Assistant Superintendent – Learning and Student Support Services

Jason Lange, Director of Human Resources

The Senior Administrative Team works collaboratively to set direction for the division, to allocate adequate resources to the chosen initiatives, to provide training or support for staff, to monitor the progress being made, and to communicate accountability measures to the system.

The divisional leadership team also consists of several administrators, managers, directors, program leaders, and various other support staff. (See Appendix 5) The total number of staff currently employed by Sunrise School Division is as follows:

Drivers	97
Teachers	422
Custodial/Maintenance	51
Educational Assistants/Work Counsellors	145
Mechanics	8
Library Clerks	12
Secretaries	31
Clinicians	21
Mental Health Workers	2
Executives/Directors/Managers	9
ICT Tech and Senior Server Operation Specialists	7
Finance and Payroll Officers, Purchasing Clerk, Intermediate Accountant	7
Safety Officer (contract 2 days per week)	1
Executive Assistants, Senior Admin Assistants, HR Coordinator	6
Total	**819**

Sunrise School Division Data Collection

System change and growth takes a minimum of five years to implement and see impact. This is if things remain stable and the past few years navigating a pandemic has been anything but stable. School systems are also moving organisms and as veteran teachers are replaced with early career teachers this can have an impact on the rate of change. One of the realities in Sunrise School Division is that teachers receive training and begin to implement new strategies and then they choose to move on to different schools or school divisions which means that new people are entering and then the teaching cycle for adults begins again.

Sunrise School Division supports student growth and achievement by continuing to focus on having high quality instruction for each child, every day. One process that we are using is a process called “Teaching Sprints” which asks teachers to focus on one small area of their practice that they want to improve. The idea is grounded in research that says by making small, incremental changes over a period of time, these add up to create lasting, systemic growth and change for student achievement outcomes. Simply put, as teachers get better at teaching certain things, students will increase their learning.

The Superintendent and the Assistant Superintendent also engage in school visits on a six-week rotation throughout the school year to monitor progress, to gather data, and to build system capacity through professional conversations with school leaders. Each school collects data relevant and meaningful to the work identified on their school plan. The division collects data from grade 1 to 8 report cards, on grade 9 to 12 credit attainment and on graduation rates.

Sunrise School Division uses the Power BI Application of Office 365 to sort, analyze, and report on student report card data. Power BI allows the division to look at data from all schools combined, from individual schools, by grade level, by report card category, and by other demographic categories. Power BI allows schools to look at their own data as a school, by classroom, by grade level, by report card category, and by other demographic categories. Sunrise School Division data from this past year takes a high-level look at the following report card areas:

-Critical Thinking

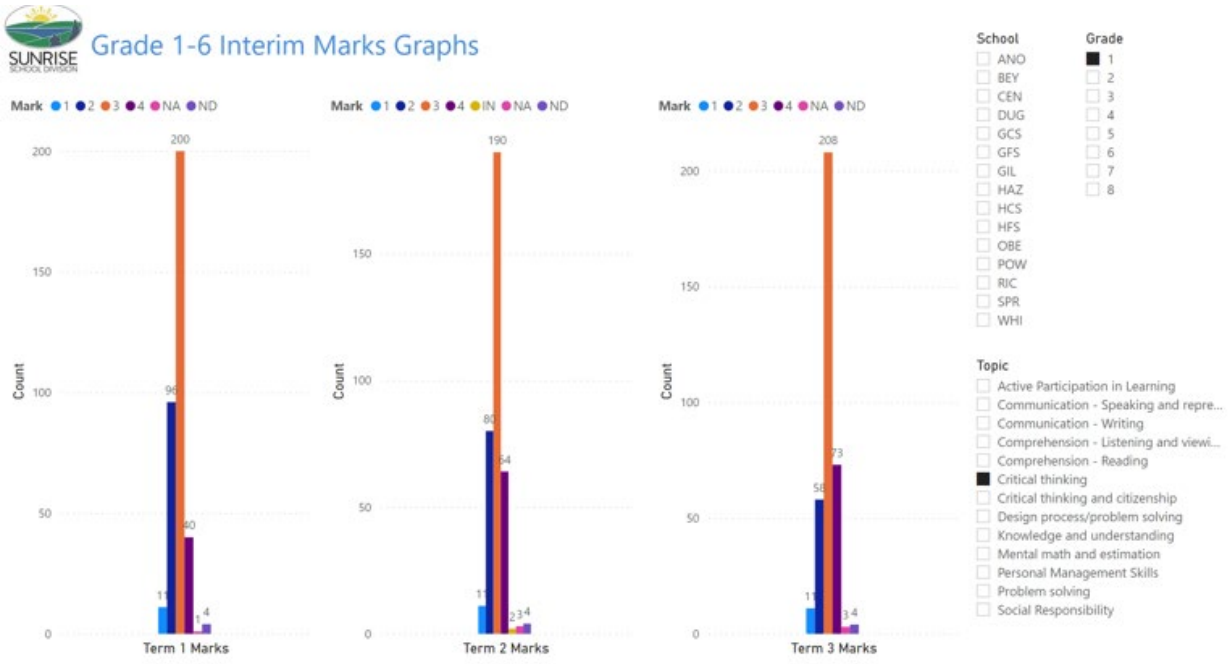
-Problem Solving

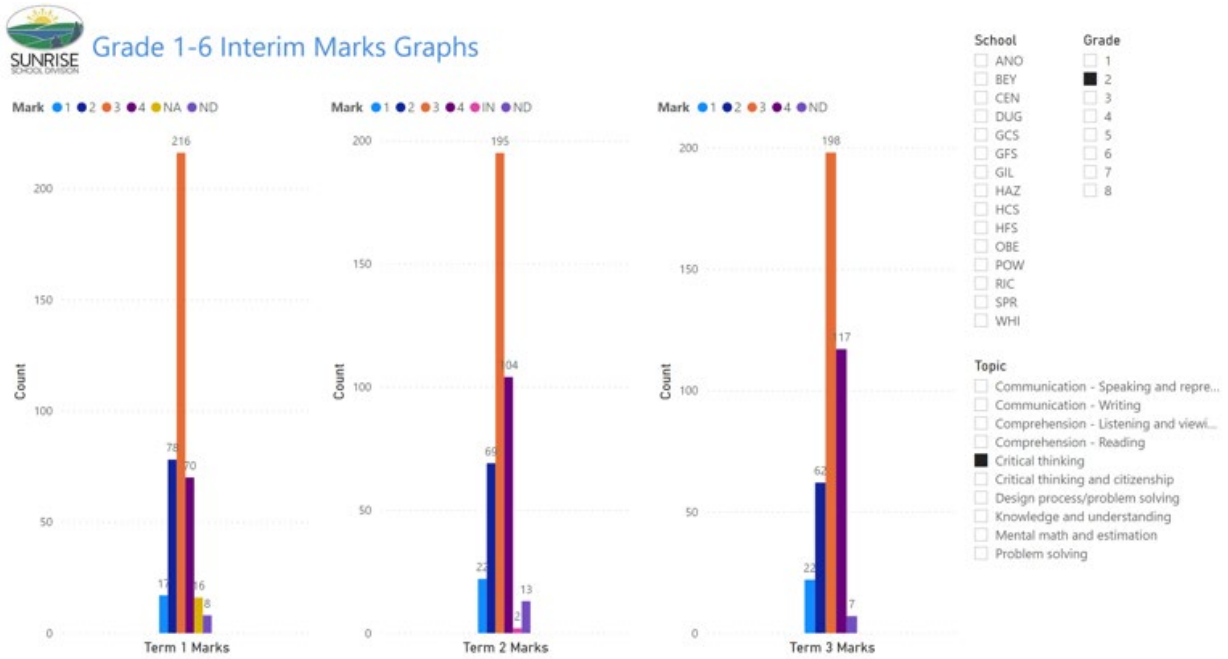
-Comprehension – Reading

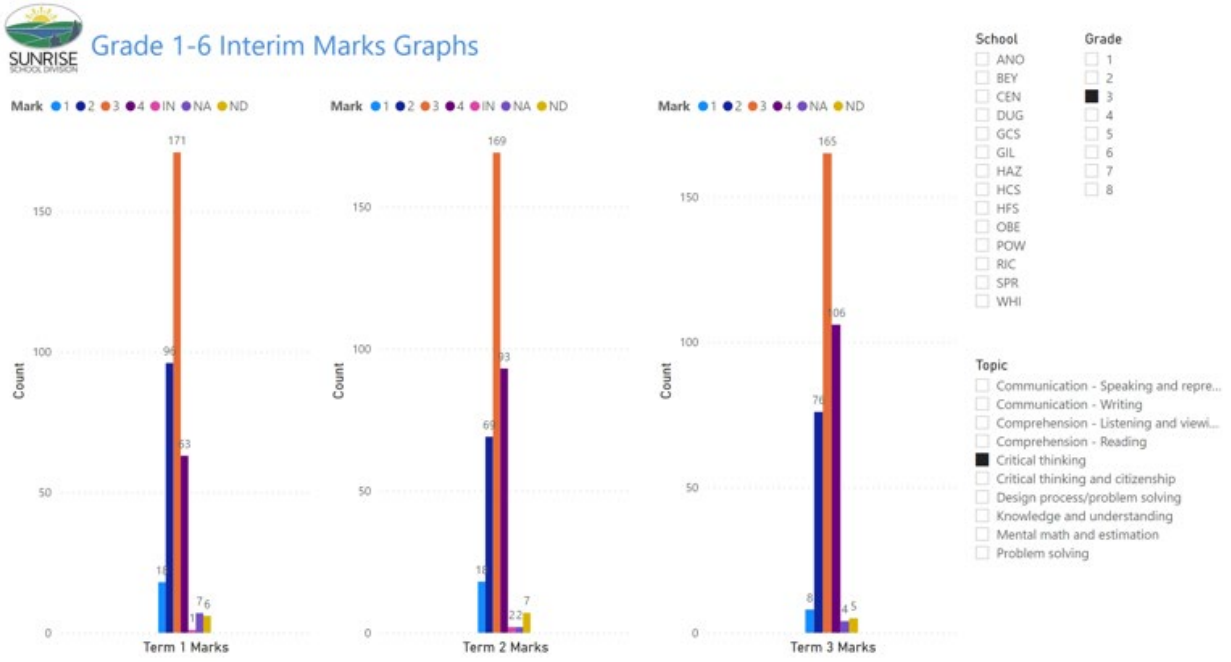
-Communication – Writing

The following slides show a breakdown of each grade in each category. The shaded boxes on the right side of each slide will indicate the grade and category being presented. A high-level analysis would have you looking for progression from the 1's and 2's given in Term 1 and Term 2 moving towards an increase of 3's and 4's by Term 3. The division can drill further down into topics, grades, skills to assess and determine if additional supports or other interventions may need to be provided in a targeted and informed way. Report card data is one of the main sources of information used to inform school and classroom planning.

Critical Thinking Data – Grade 1 to 8



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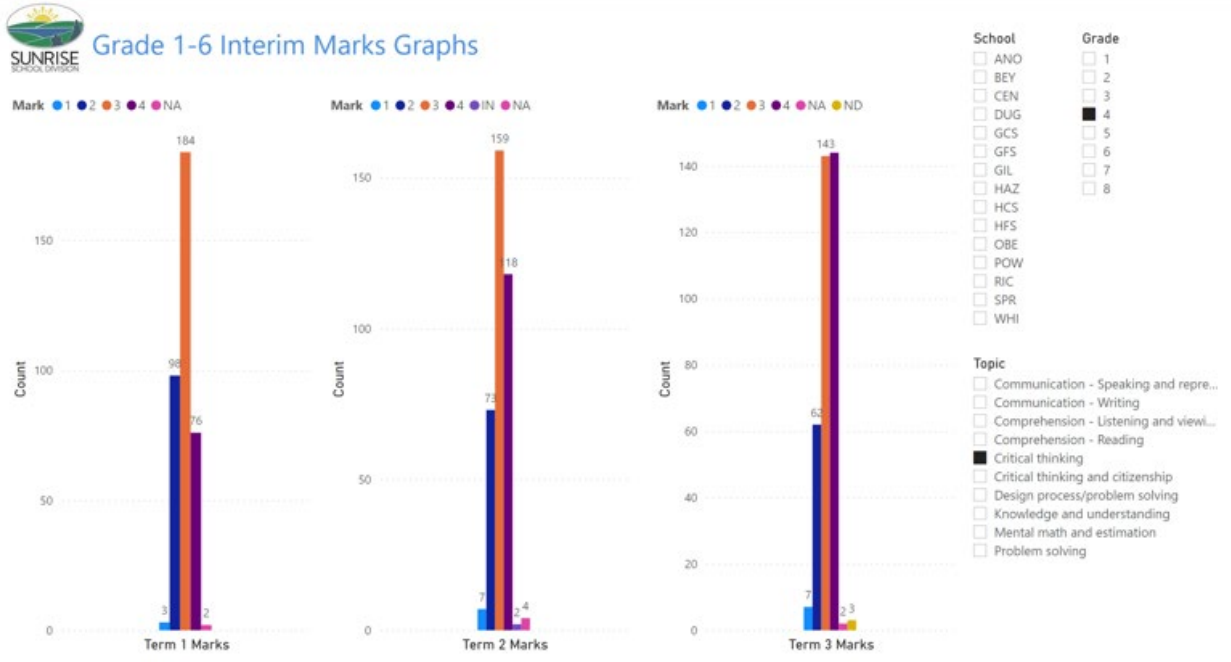
Problem solving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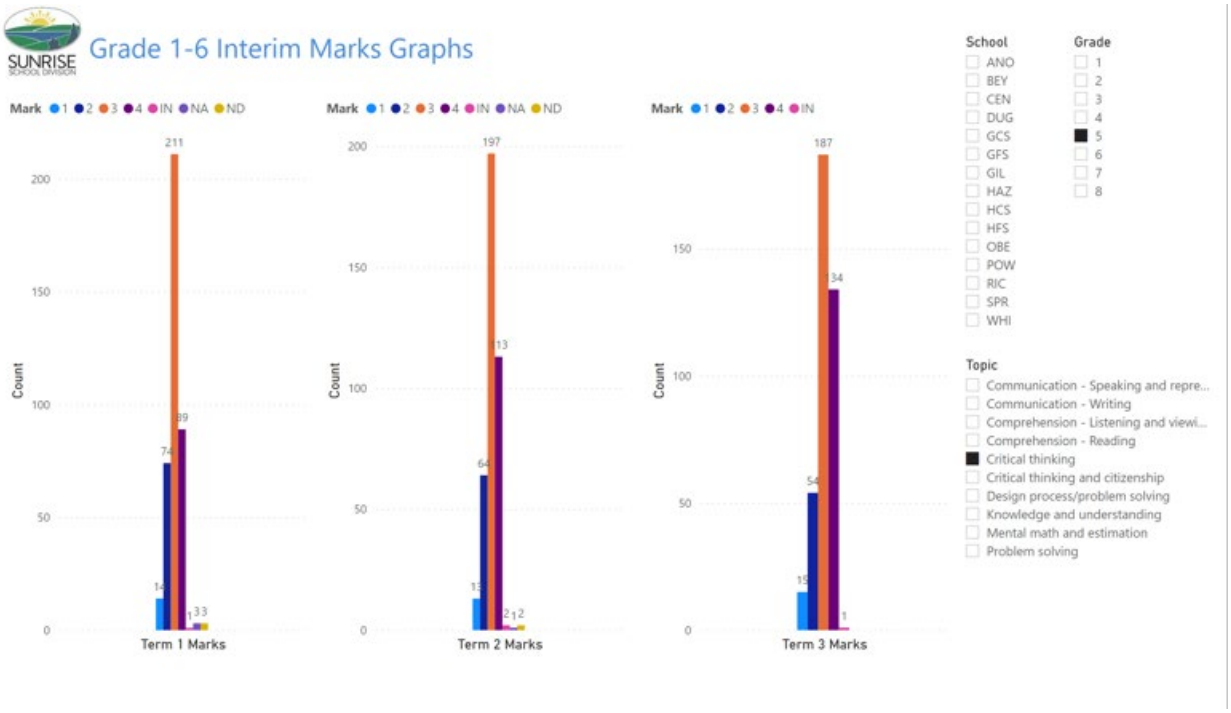
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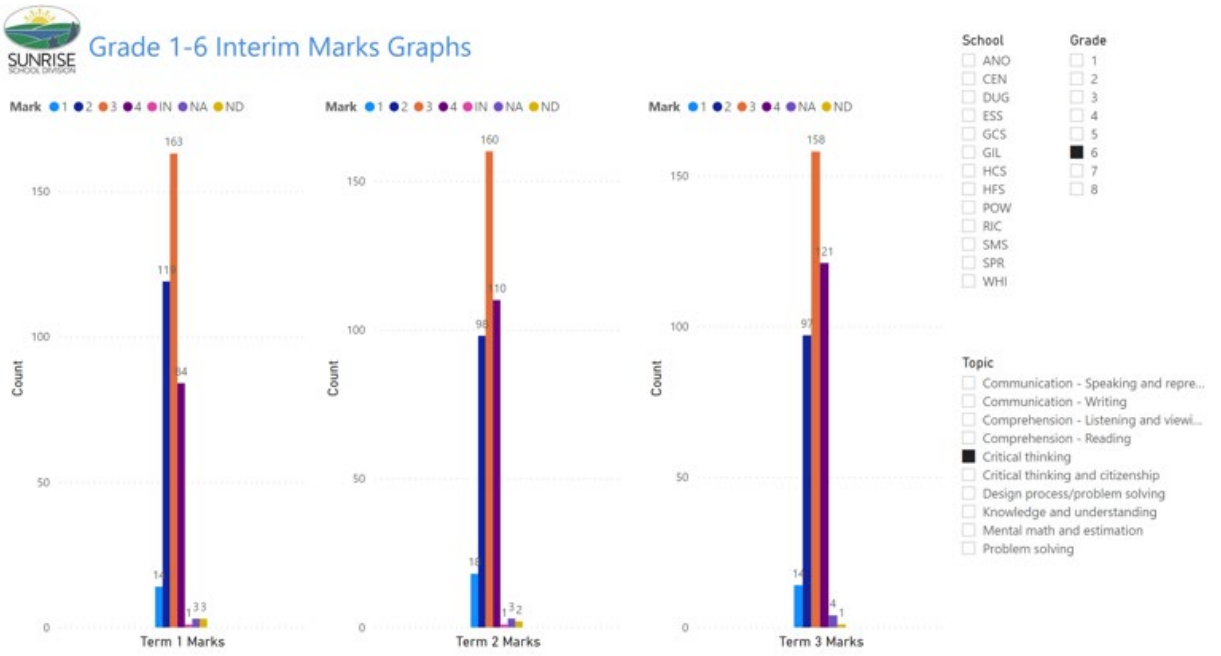
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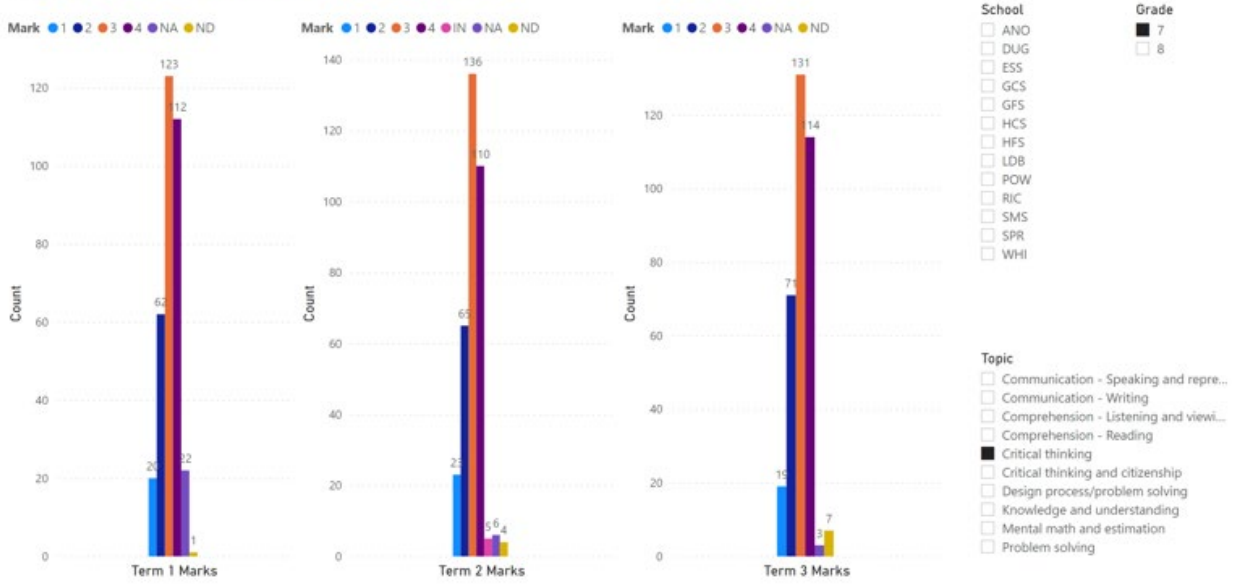

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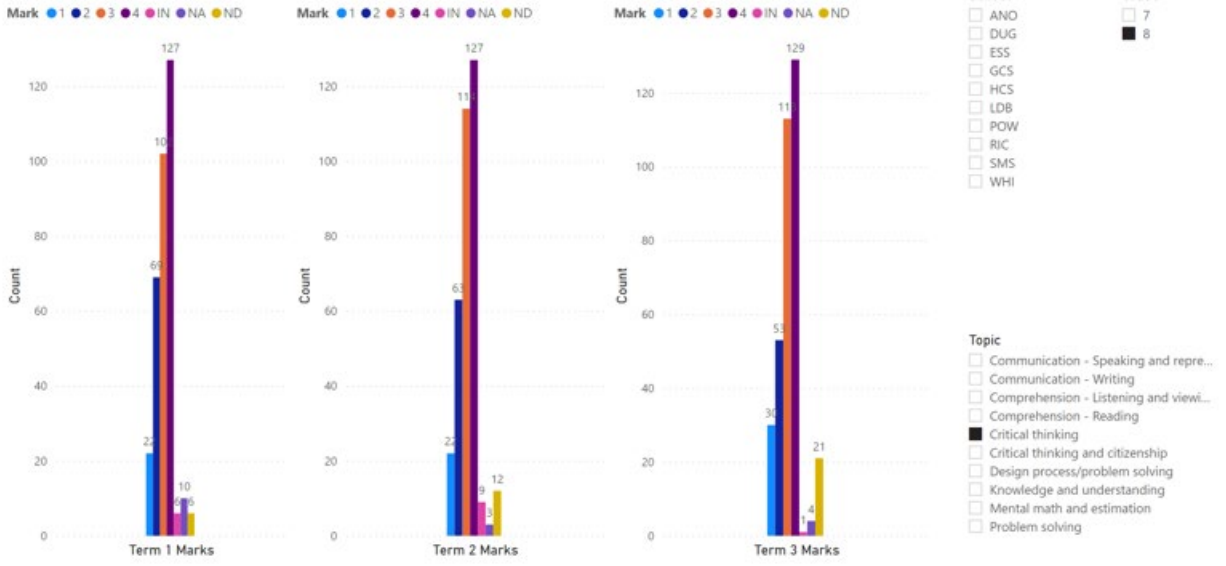
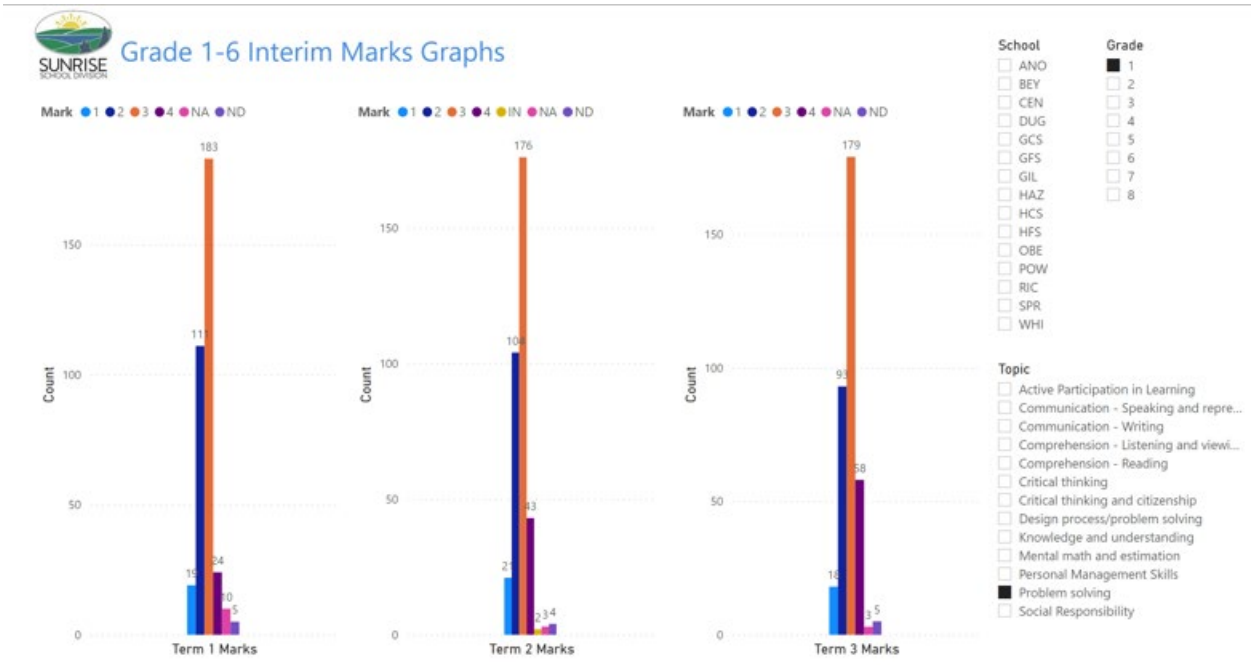
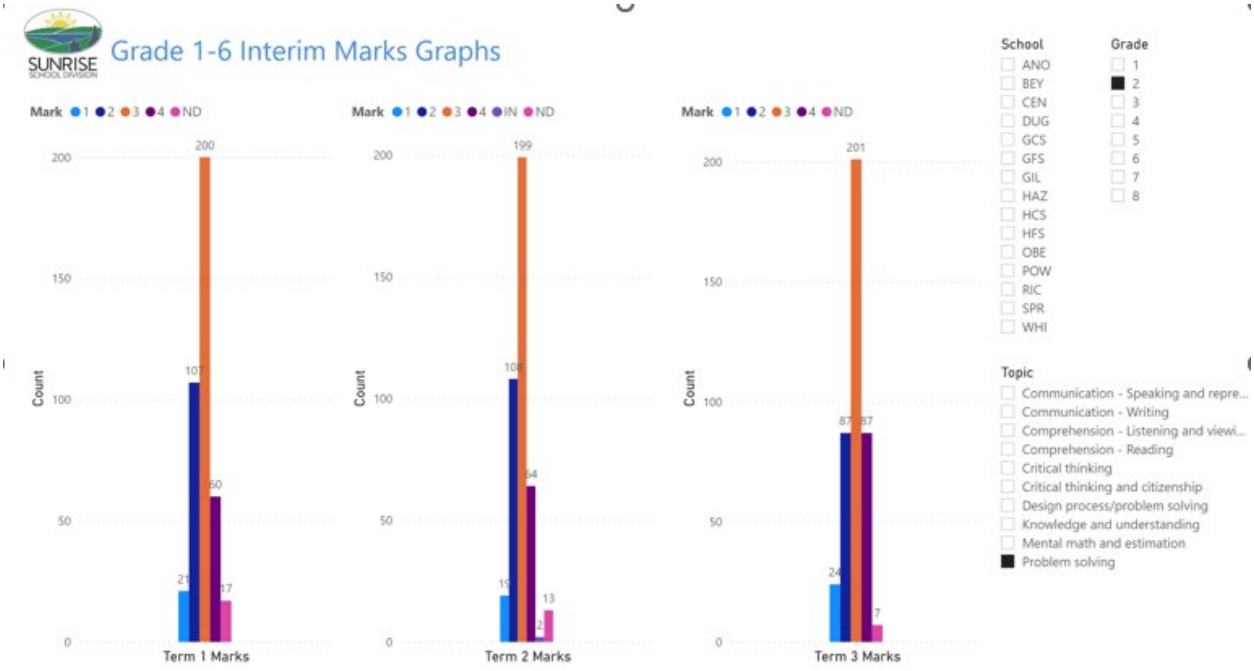
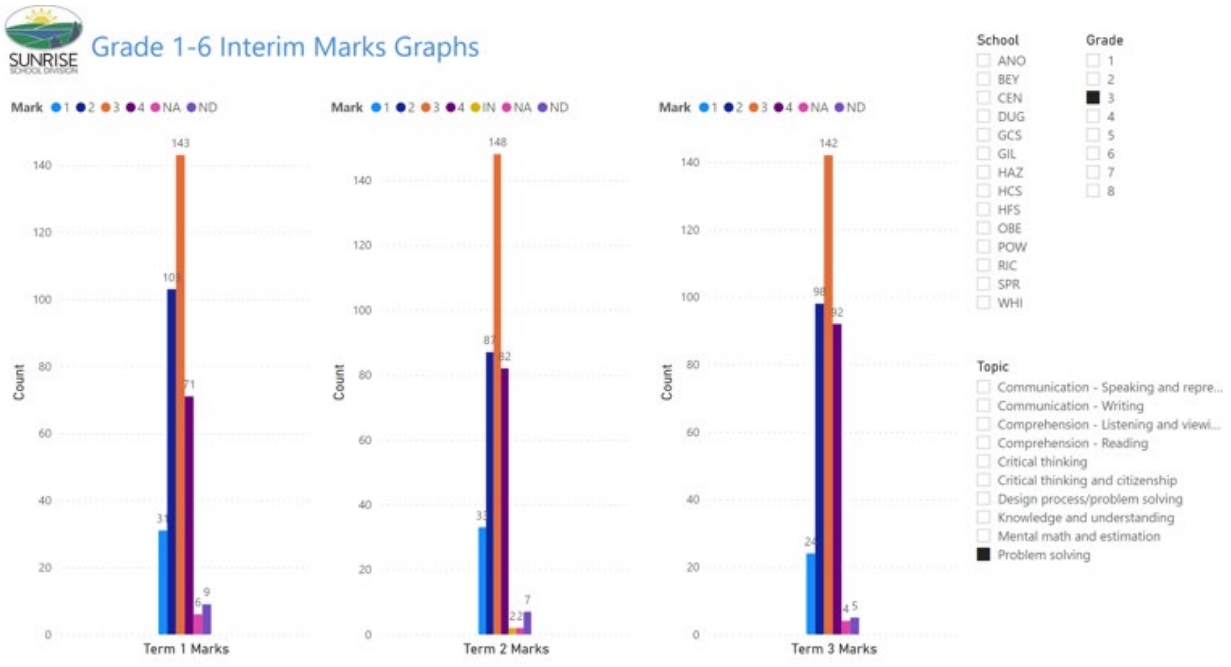


Problem Solving Data – Grade 1 to 8



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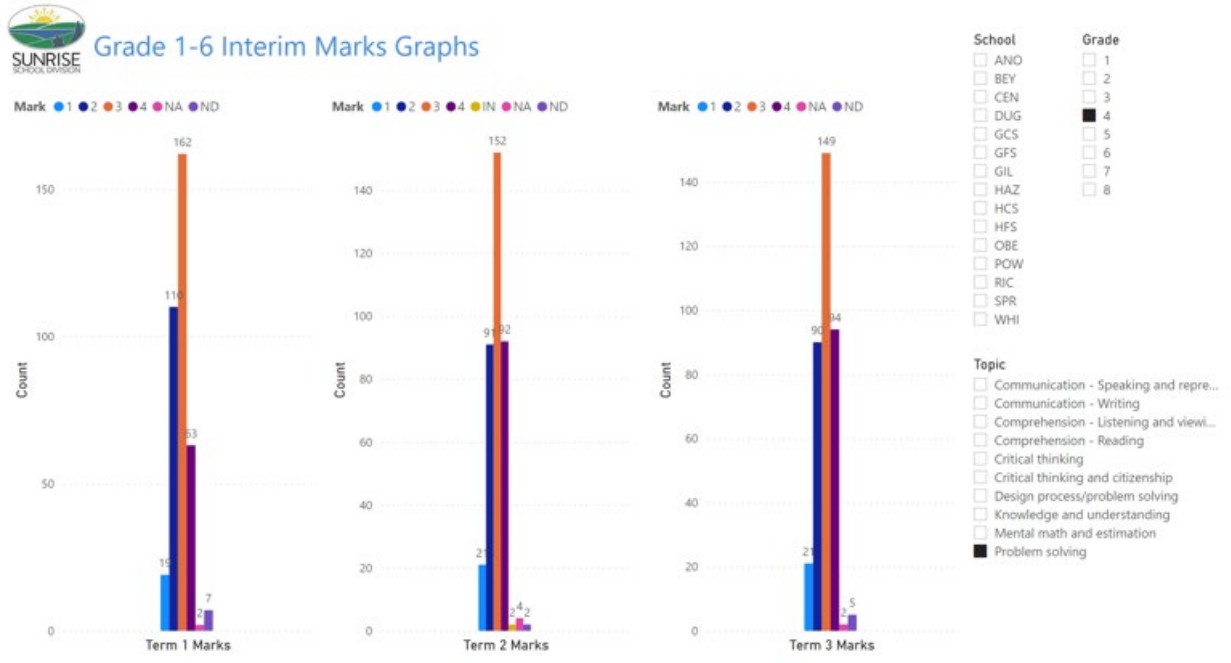
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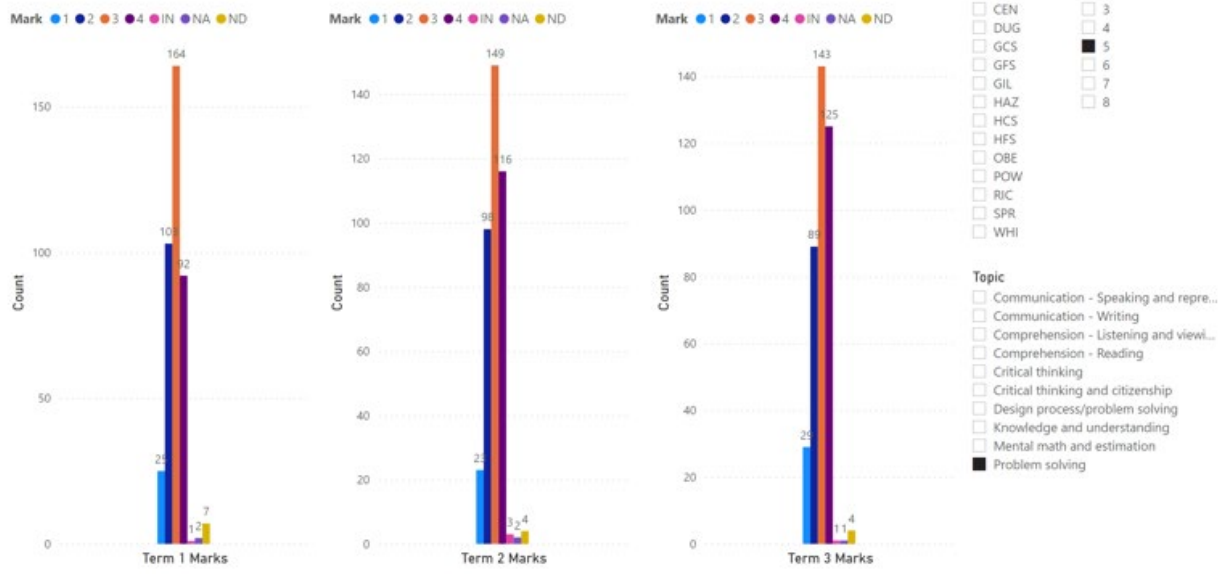

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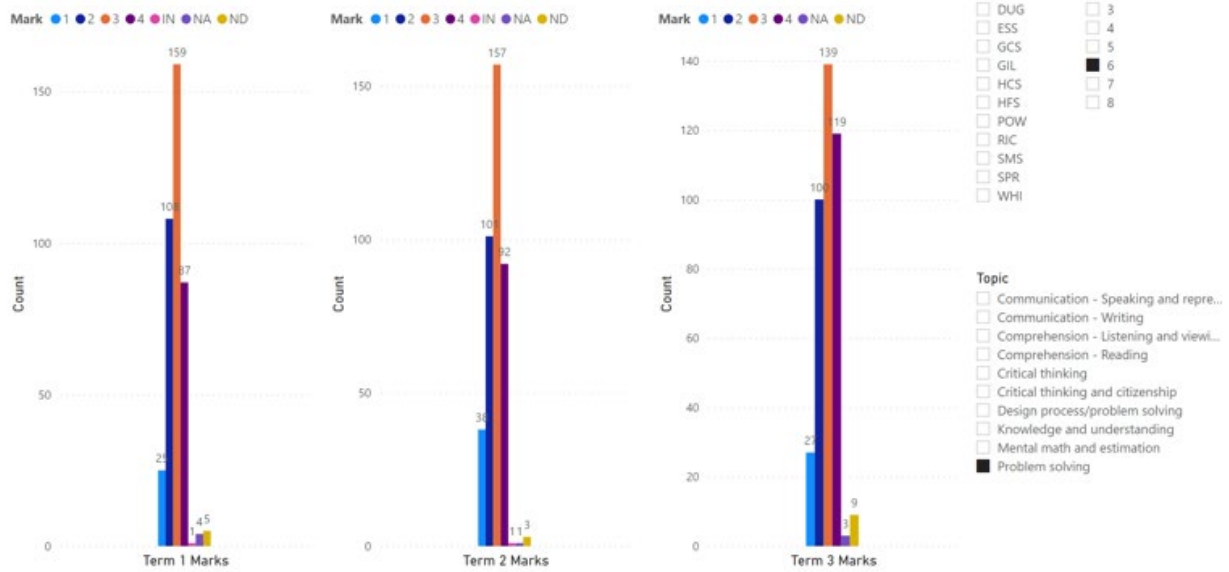

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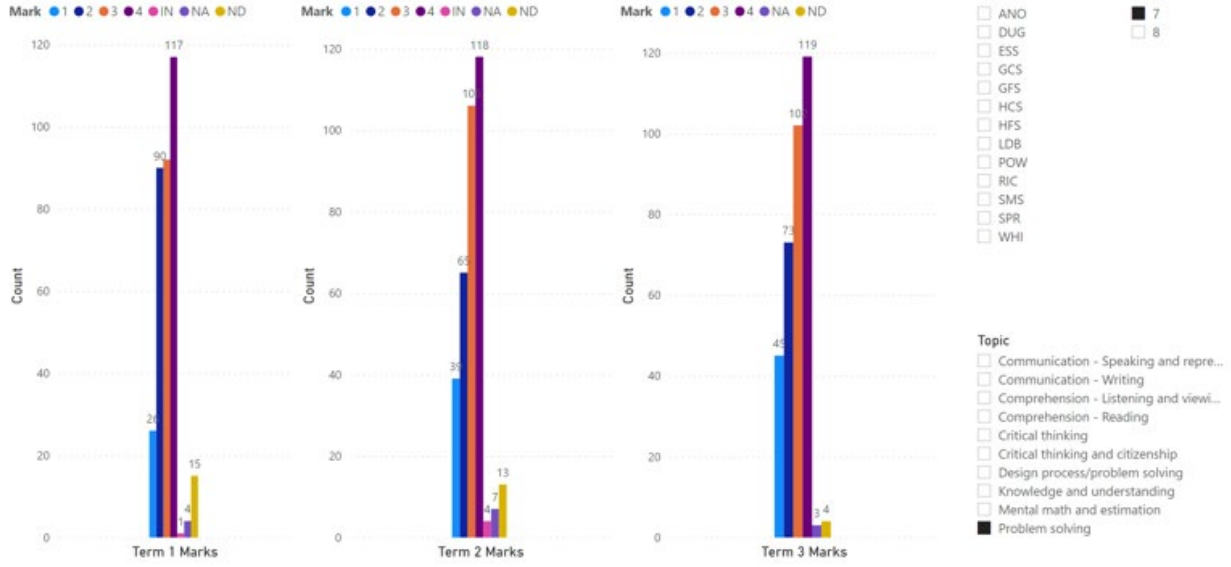

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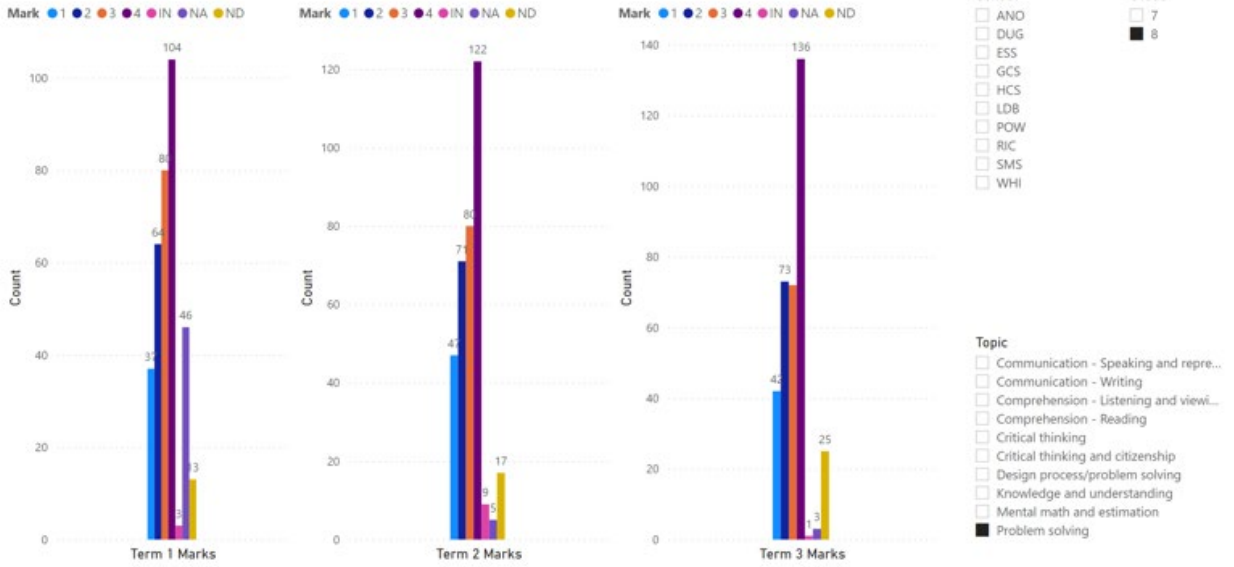
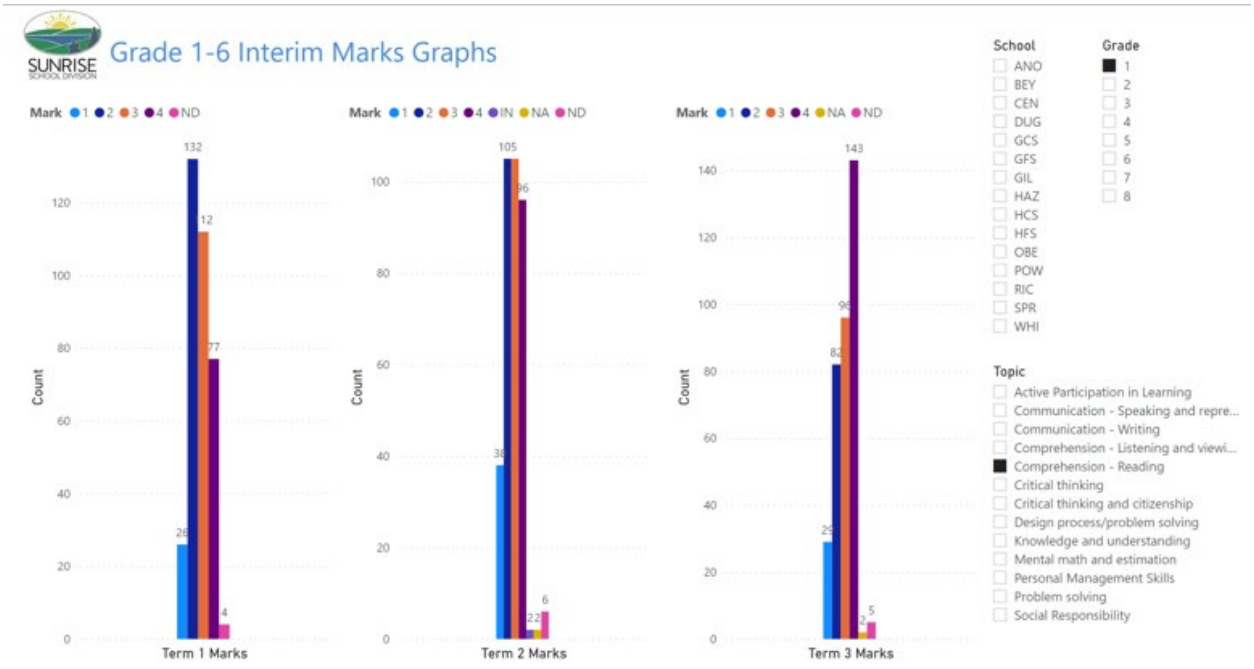
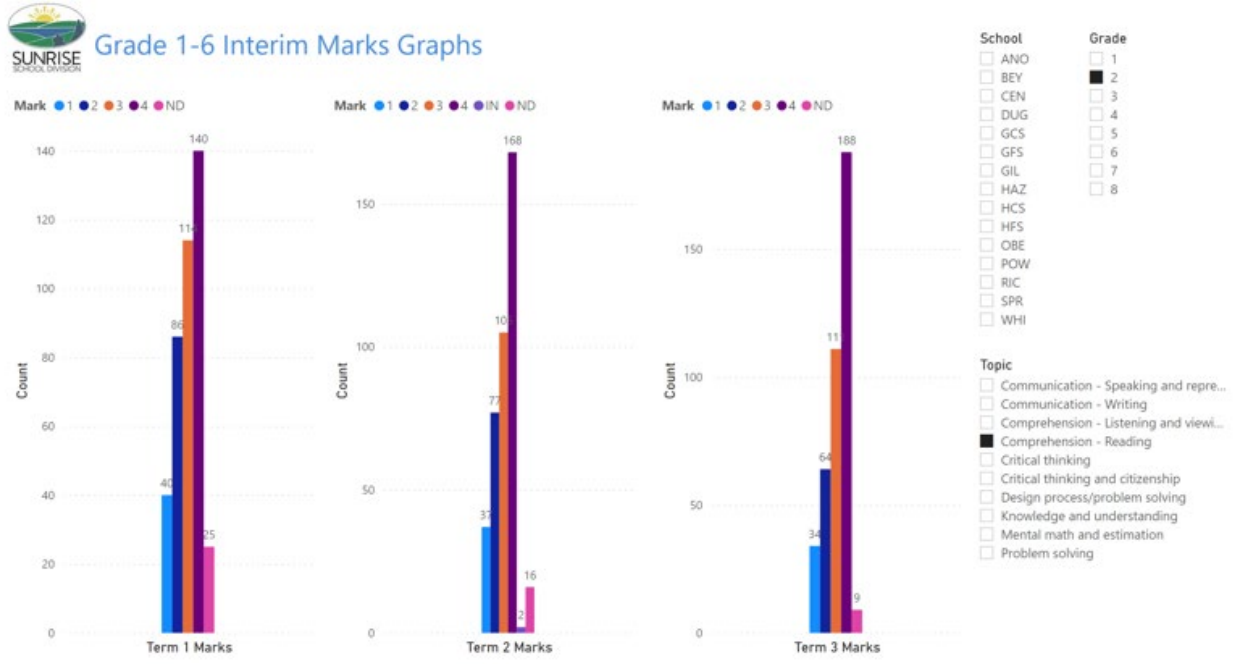


Reading Comprehension – Grades 1 to 8





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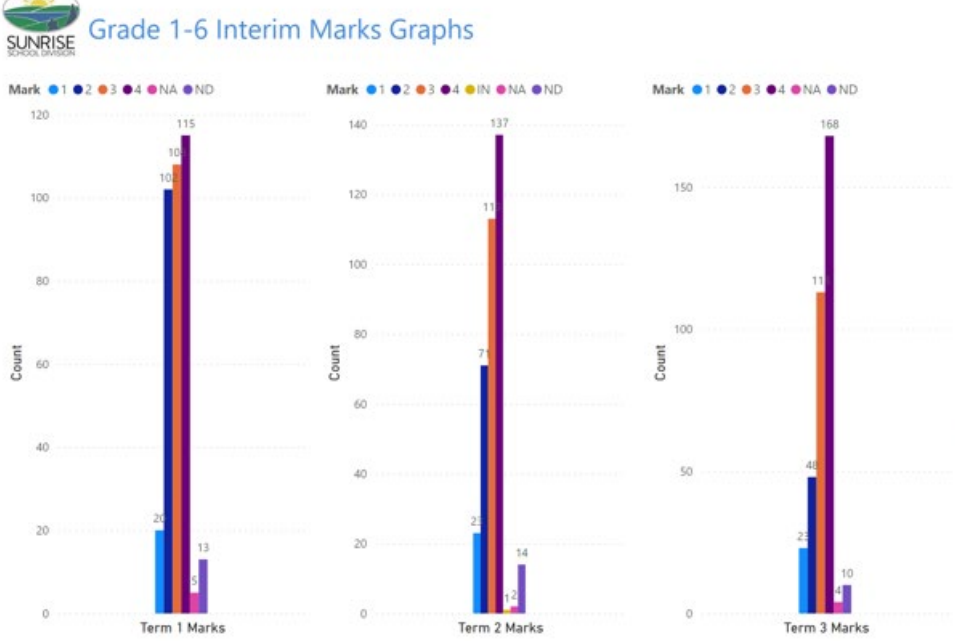

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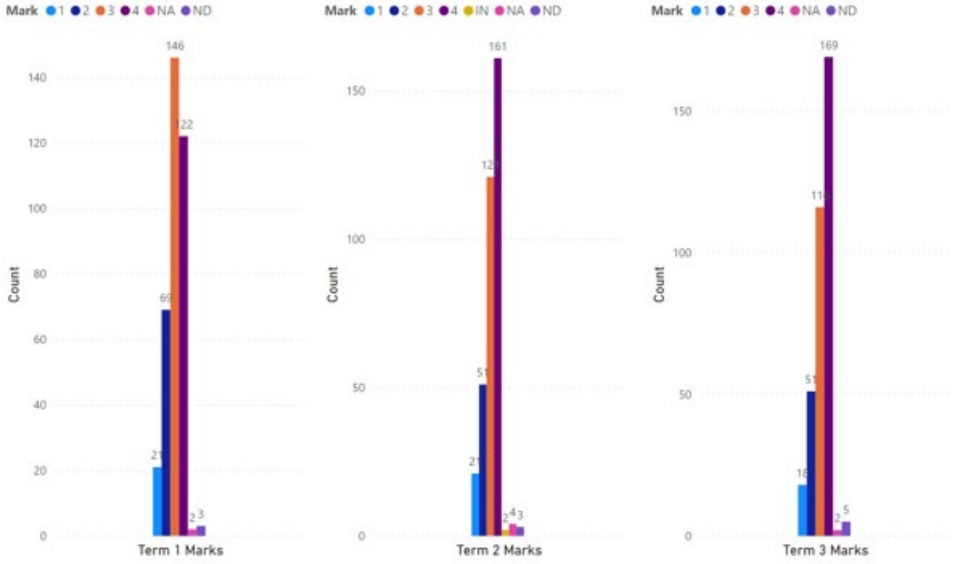

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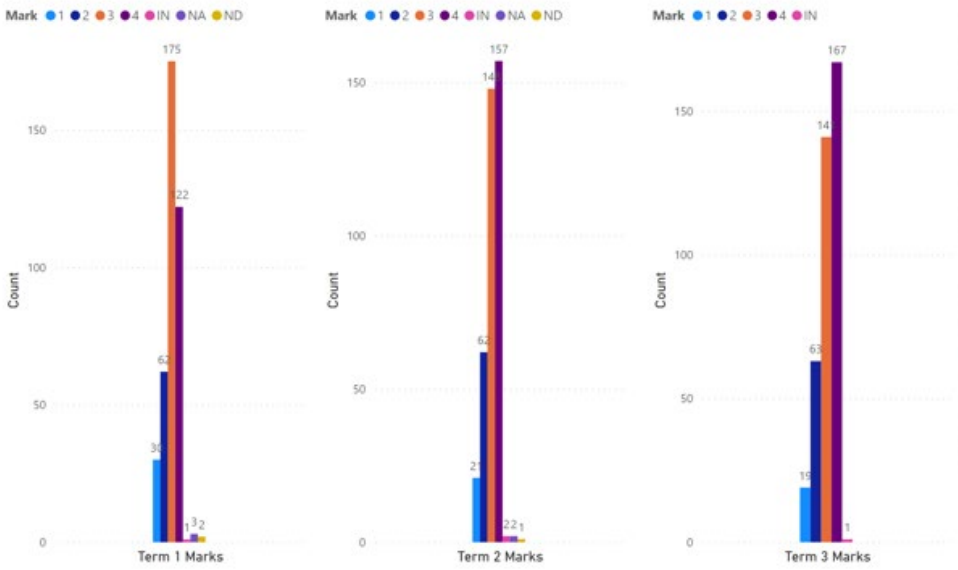

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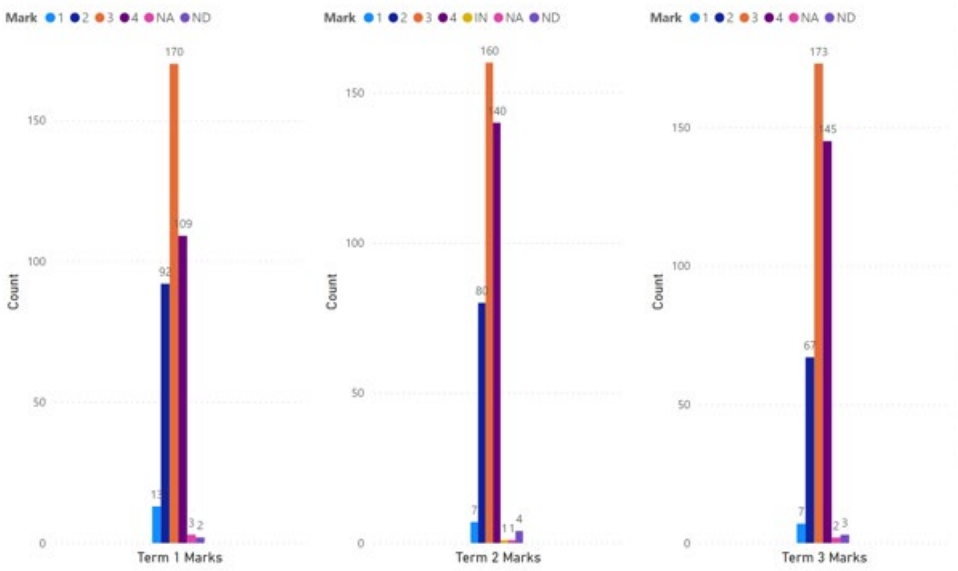
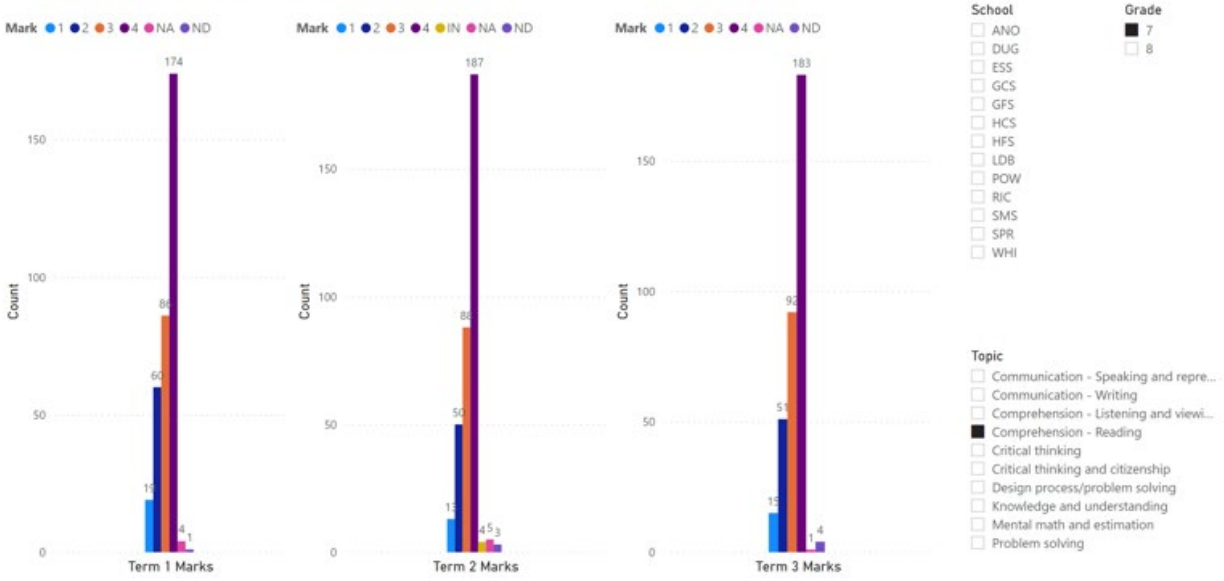


Grade 7-8 Interim Marks Graphs



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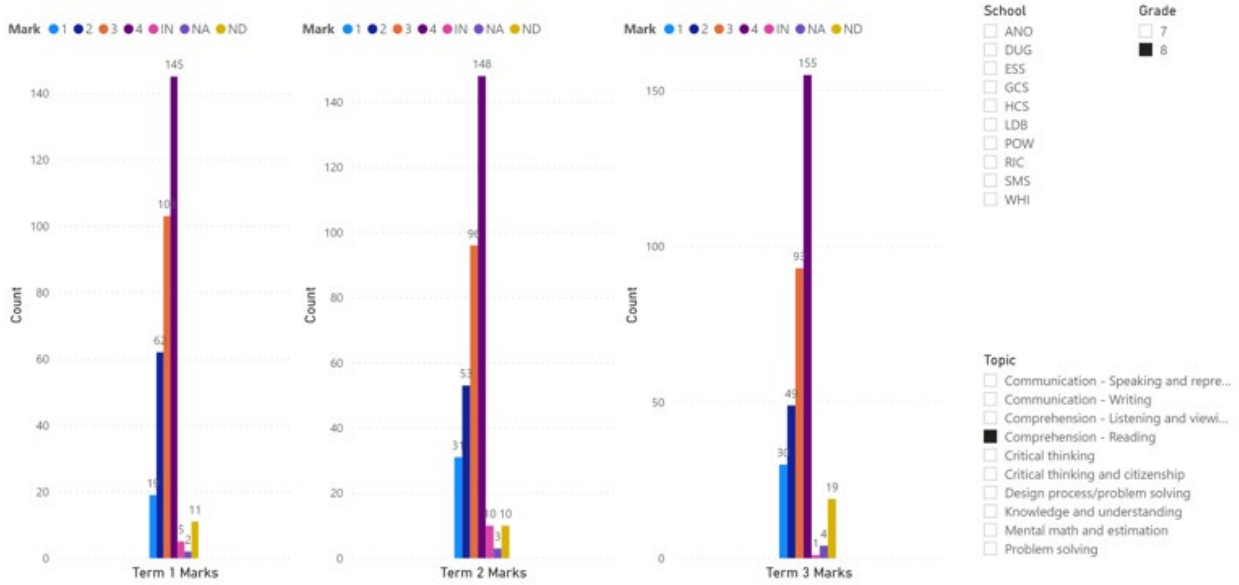
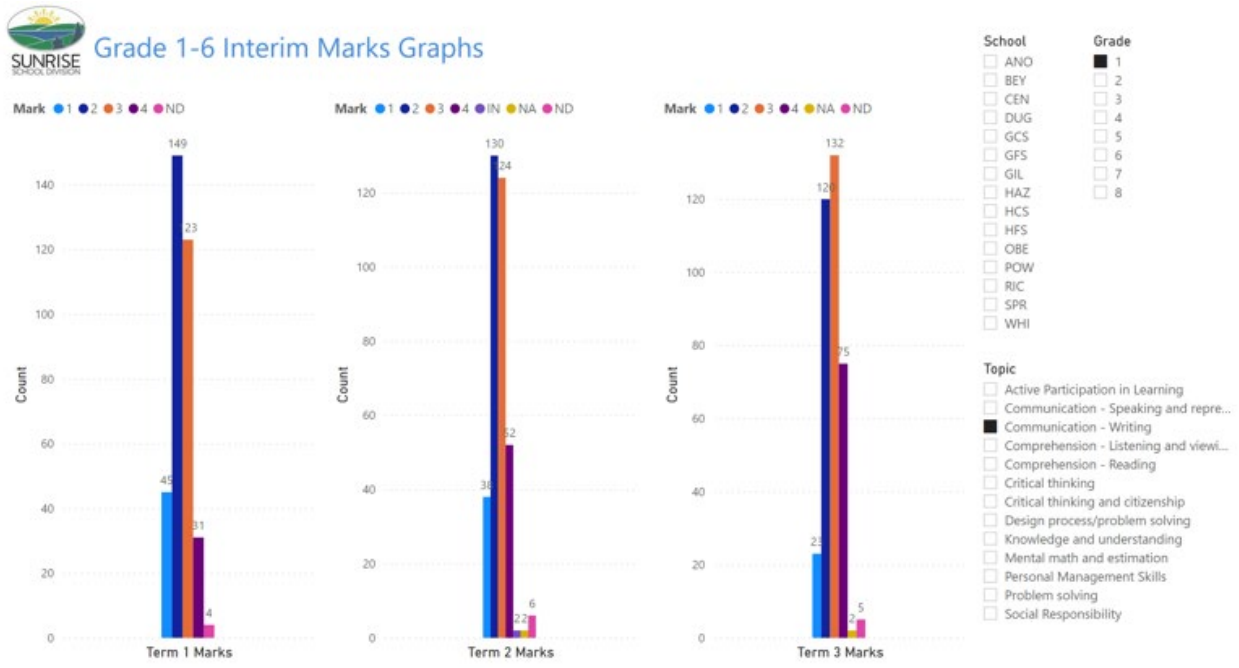
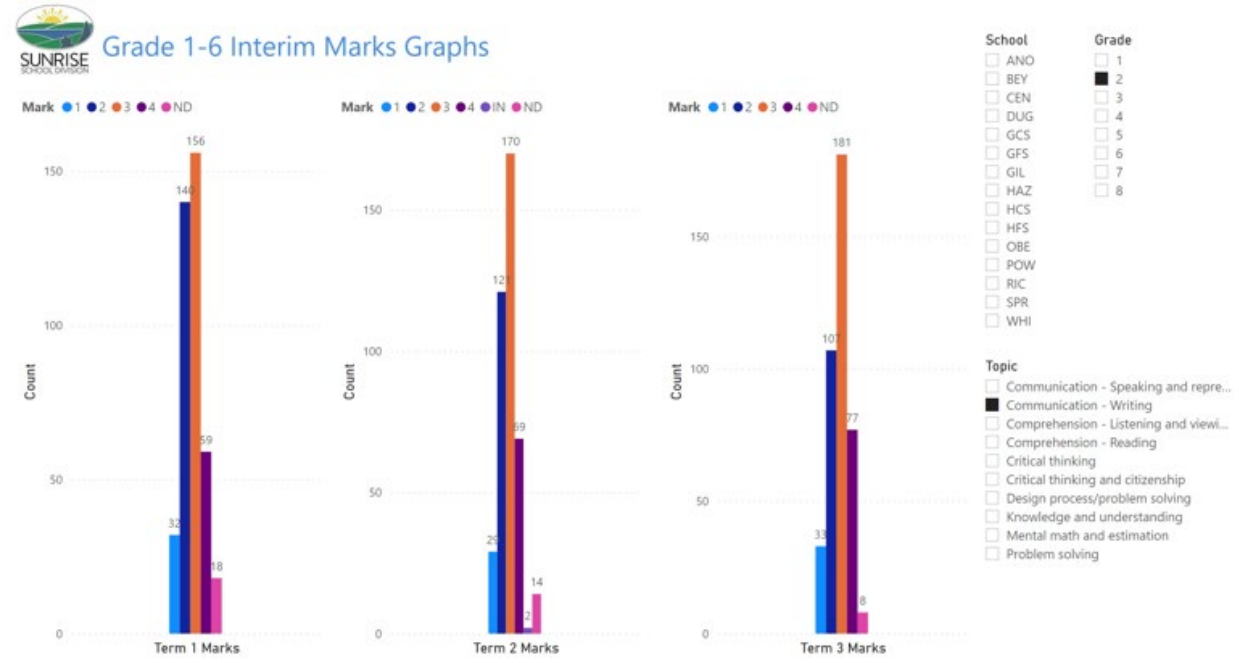


Writing – Grade 1 to 8





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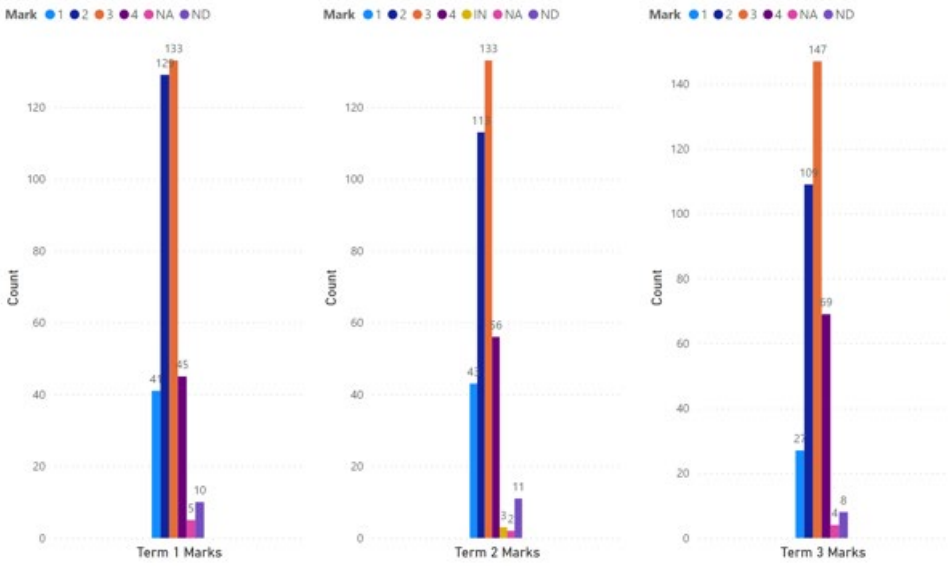

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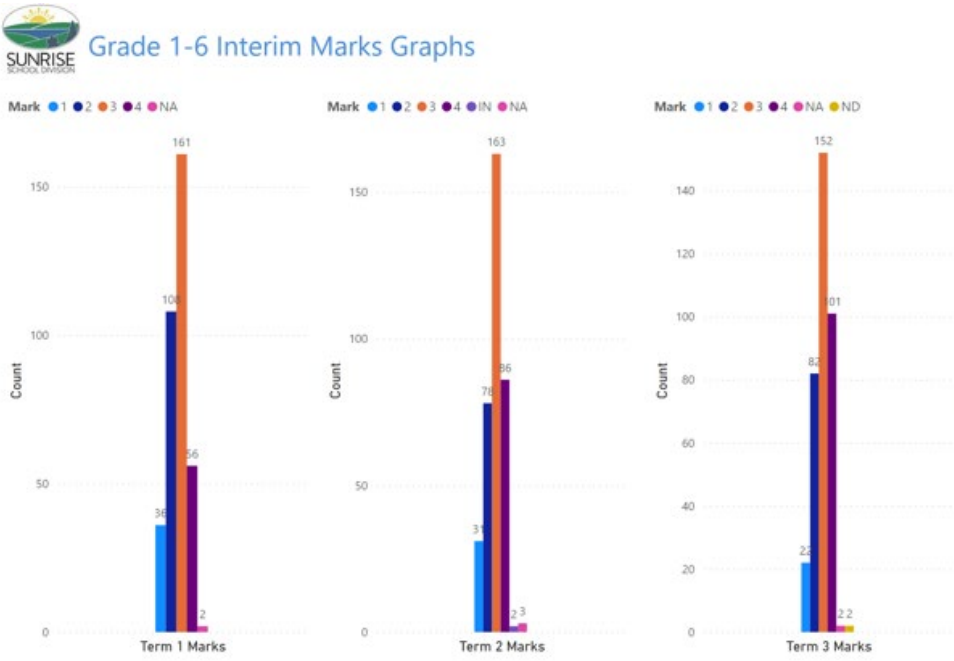

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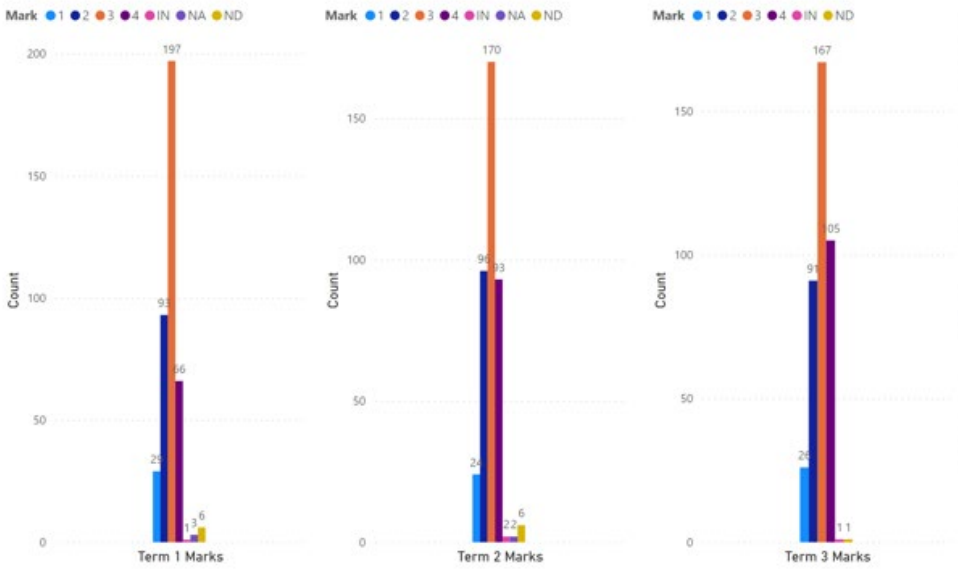
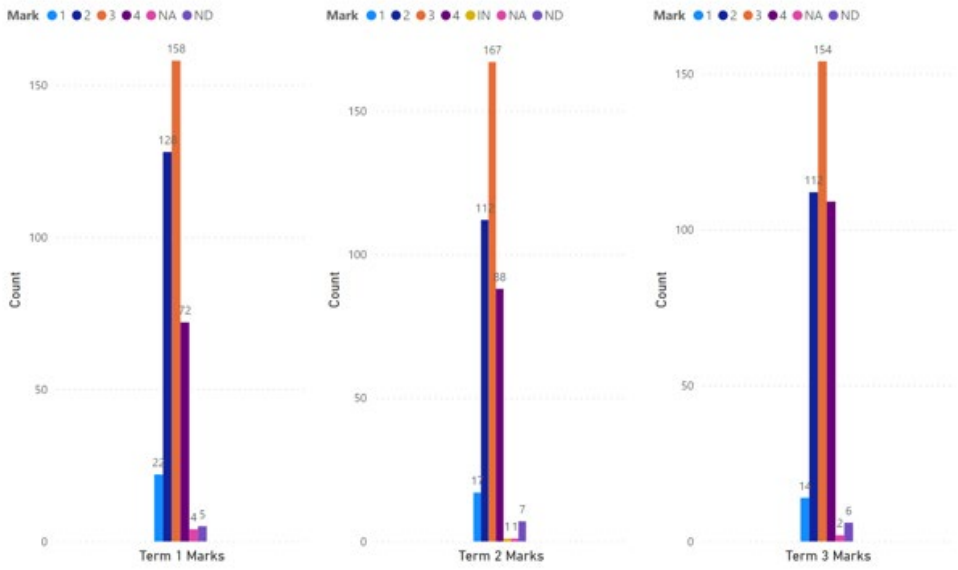
Topic: Communication - Speaking and repre..., Communication - Writing, Comprehension - Listening and viewi..., Comprehension - Reading, Critical thinking, Critical thinking and citizenship, Design process/problem solving, Knowledge and understanding, Mental math and estimation, Problem solving

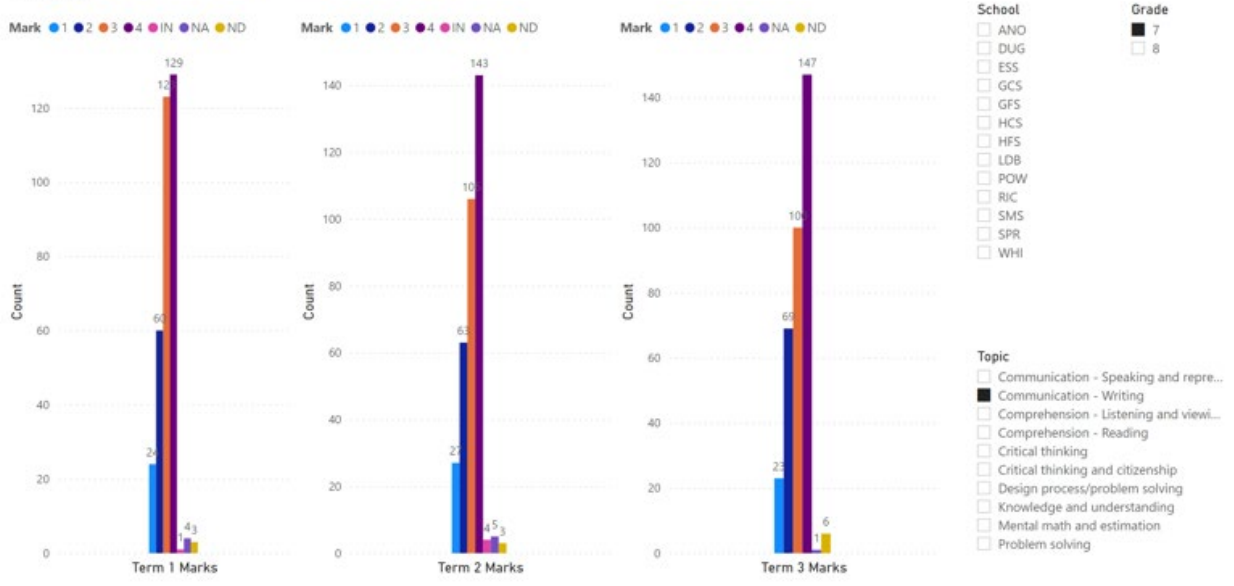
Grade 1-6 Interim Marks Graphs



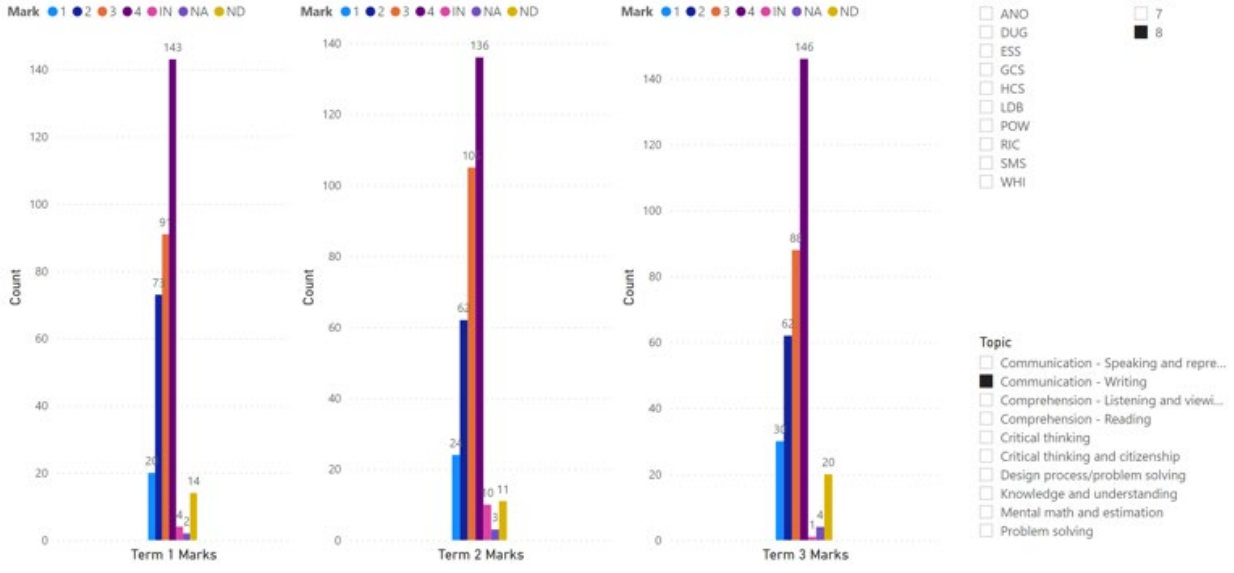
Grade 1-6 Interim Marks Graphs



Grade 7-8 Interim Marks Graphs



Grade 7-8 Interim Marks Graphs



All students in the province of Manitoba require 30 credits to graduate with a high school diploma. Schools in Sunrise School Division have different timetables for high school students so the number of credits that they can attain in one school year differs from school to school. The following slides take a high-level look at the following data:

-Grade 9 end of year credits

-Grade 10 end of year credits

-Grade 11 end of year credits

-Grade 12 end of year credits

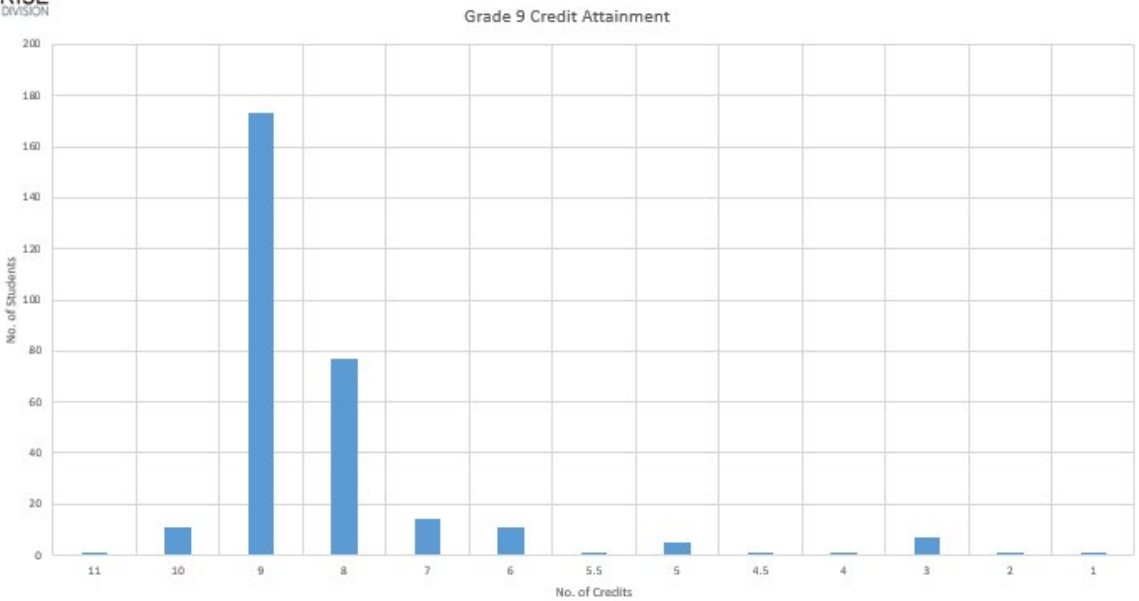
The first slide in each grade level contains the data for the number of credits possible for that grade level at each school. The accompanying graph shows the number of students who attained a particular number of credits, organized in descending order. Students who attained “zero” credits or who show up with a “blank” for number of credits may have just begun the school year with us, may be following an Individualized Program, or may have been homeschooled the past school year. Smaller number of credits attained may mean that a student transferred in or out part way through the school year.

The division can also drill further down into schools, grades, and individual students, to assess and determine what additional supports or other assistance may need to be provided in a targeted and informed way. Grade 9 credit attainment data is one of the highest predictors of successful completion of high school programming and graduation, so Sunrise schools do focus closely on the completion of Grade 9 Math and ELA data.

2021-2022 Grade 9 Credit Attainment

Possible Number of In-Class Credits to be Attained:

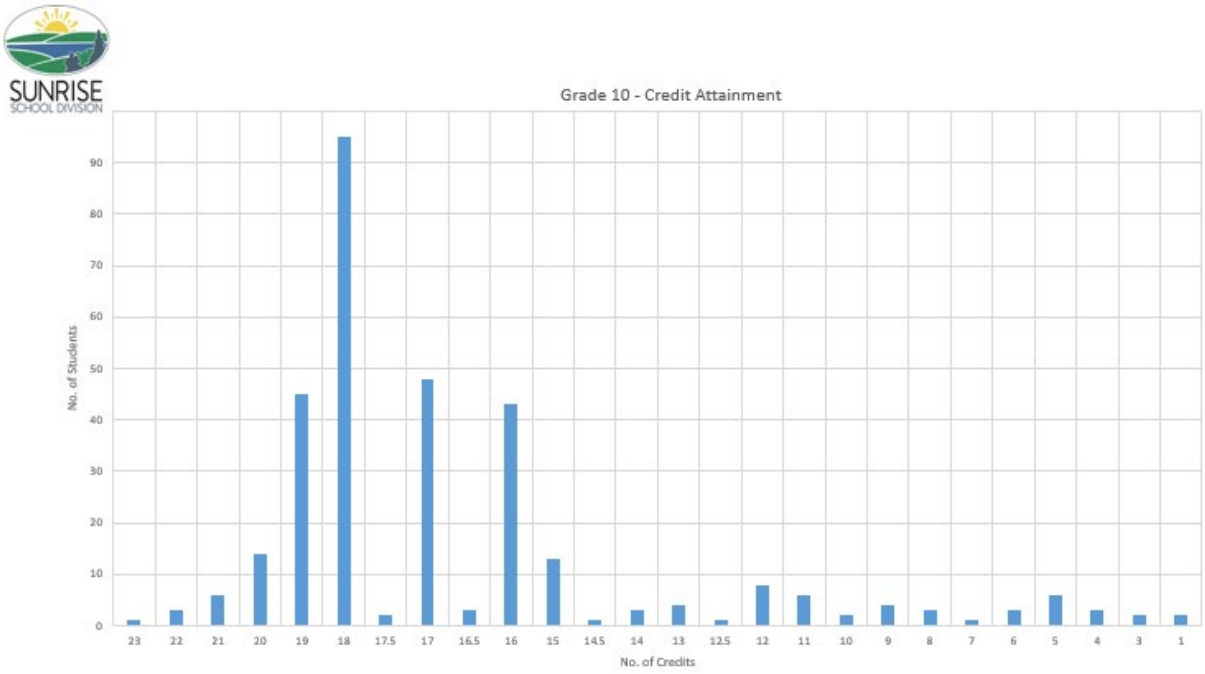
École Edward Schreyer School	= 9
École Powerview School	= 8
Lac du Bonnet Senior School	= 8
Springfield Collegiate Institute	= 9
Whitemouth School	= 8



2021-2022 Grade 10 Credit Attainment

Possible Number of In-Class Credits to be Attained:

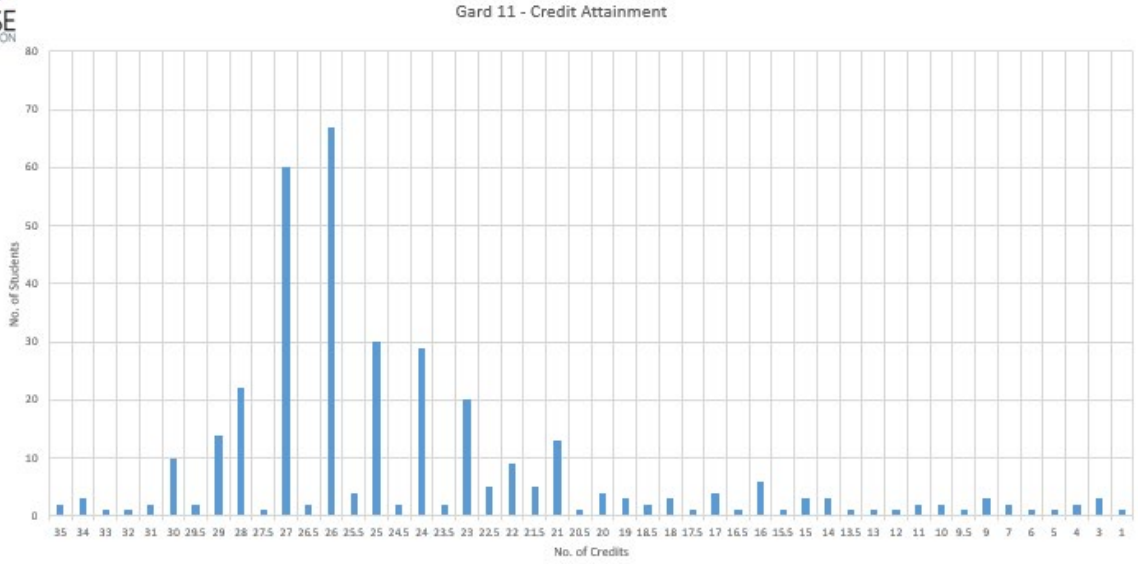
École Edward Schreyer School	= 19
École Powerview School	= 16
Lac du Bonnet Senior School	= 16
Springfield Collegiate Institute	= 18
Whitemouth School	= 16



2021-2022 Grade 11 Credit Attainment

Possible Number of In-Class Credits to be Attained:

École Edward Schreyer School	= 29
École Powerview School	= 24
Lac du Bonnet Senior School	= 24
Springfield Collegiate Institute	= 27
Whitemouth School	= 24



2021-2022 Grade 12 Credit Attainment

Possible Number of In-Class Credits to be Attained:

École Edward Schreyer School	= 39
École Powerview School	= 32
Lac du Bonnet Senior School	= 32
Springfield Collegiate Institute	= 36
Whitemouth School	= 32

Number of Graduates per School

École Edward Schreyer School: 71

École Powerview School: 42

Lac du Bonnet Senior School: 30

Springfield Collegiate Institute: 148

Whitemouth School: 12

Colonies

Grafton Colony: 2

Hofer Colony: 2

Heartland Colony: 0

Richland Colony: 0

Springwell Colony: 2

Whiteshell Colony: 2

Part of the reason that Sunrise tracks the credit attainment data is so that we can look at actual graduation rates on any given year. For example, in September 2021, there were 364 students categorized as grade 12 based on age and number of years in high school. Of those 364 students, only 321 of them had enough credits at the start of the year to make graduation a possibility. Some students have IEPs and will attend school until 21, while others plan to return for a fifth or even sixth year to complete the graduation requirements.

If Sunrise School Division were to calculate the grad rate based on the number of grads out of the number of grade 12 students, we would be reporting an 85.4% graduation rate. By looking at the numbers of grads out of the number of grade 12 students with enough to reasonably reach the 30 required credits, the graduation rate goes up to 96.9%.

Meeting students where they are and helping them achieve progress towards their goals is a foundational belief in Sunrise School Division. Making it acceptable to finish high school in as many years as are needed is one example of how we meet the needs of learners one student at a time.

The above reported data is disaggregated in many ways at the school and divisional level. The data representing the number of English as an Additional Language (EAL) students as well as the number of students who self-declared their Indigenous status is as follows:

Disaggregation	Number of Students	Percentage of Population
English as an Additional Language	263	5.6%
Self-Declared Indigenous Identity	980	20.9%

Career Education Data

The following number of credits were achieved in the Life/Work Exploration 10S, Planning 20S, Building 30S and Transition 40S Courses:

Year	Number of Credits
2014-2015	354
2015-2016	315
2016-2017	607
2017-2018	422
2018-2019	334
2019-2020	298
2020-2021	362
2021-2022	454
All Years	3146

The following number of High School Apprenticeship Program (HSAP) Credits were granted:

Year	Number of Credits
2014-2015	220
2015-2016	84
2016-2017	157
2017-2018	164
2018-2019	176
2019-2020	117
2020-2021	202
2021-2022	96
All Years	1216

New courses in Career Development have also been added and the following number of credits have been obtained:

Year	Credit for Employment	Career Devt Internship	Community Service
2019-2020	130	4	18
2020-2021	127	0	6
2021-2022	162	7	26
All Years	419	11	50

As noted in the Sunrise Learning Framework, the work at the school level remains the primary focus of the work in the division. Each school develops their school plan using a data-informed approach and then sets a target based on student needs at their site. Every school submits their plan on a common template (Appendix 6) and is held accountable through school visits as well as a year-end summary report.

The division shares a Report to the Community annually. The 2021-2022 Community Report for Sunrise School Division can be found at: https://22.files.edl.io/c790/08/25/22/165810-3008f5d5-a77c-4aa3-bed7-fd4e908f1f7f.pdf

Each school in the division also share a Report to the Community annually with the families in their catchment area. School Community Report can be found at:

Anola School

Centennial School

École Edward Schreyer School

Hazelridge School

Oakbank Elementary School

Springfield Collegiate

Whitemouth School

Gross Colony School

Hofer Colony School

Springwell Colony School

École Beausejour Early Years School

École Dugald School

Gillis School

Lac du Bonnet Senior School

École Powerview School

Springfield Middle School

Grafton Colony School

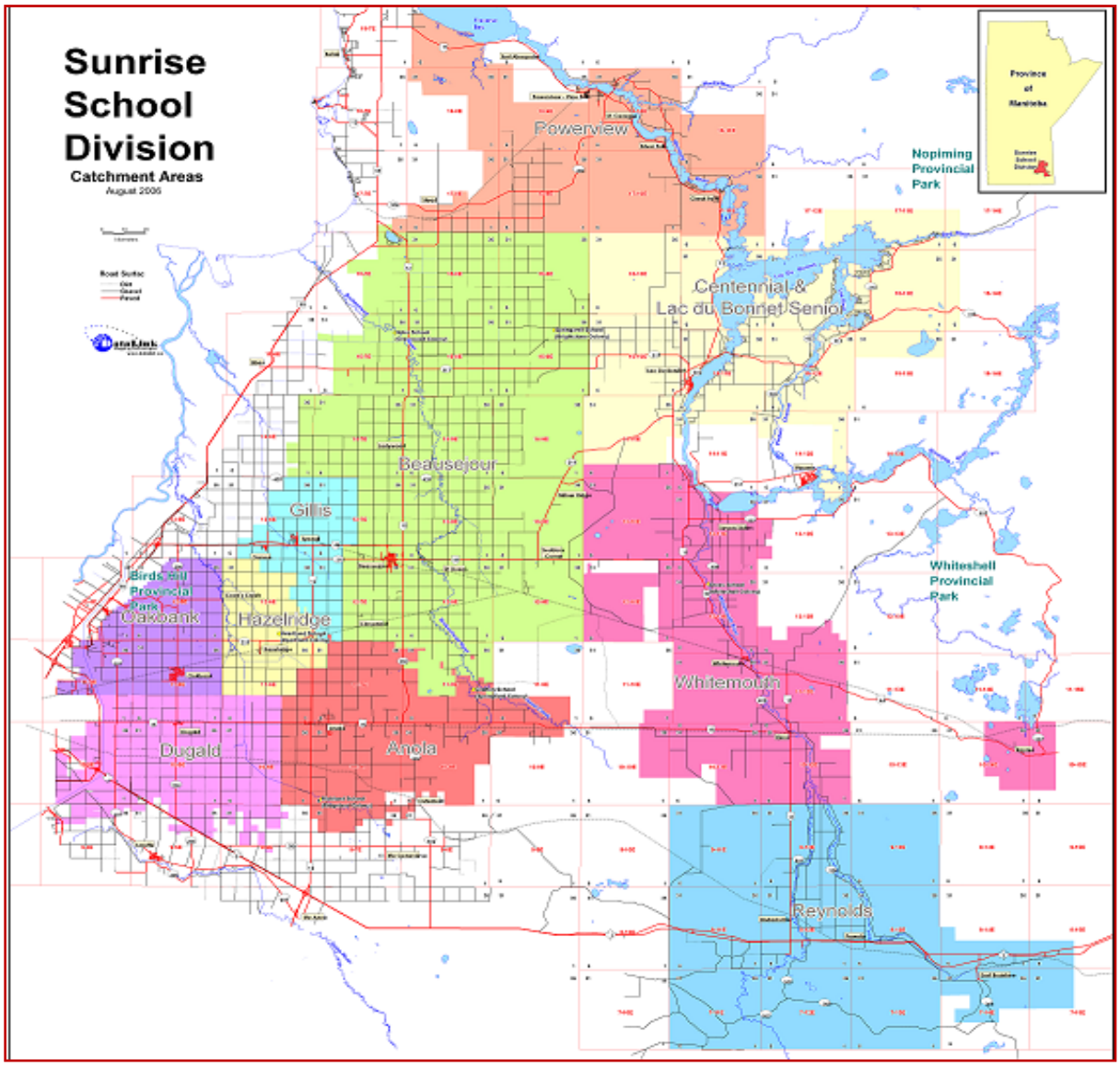
Heartland Colony School

Richland Colony School

Sunrise Adult Education Centres

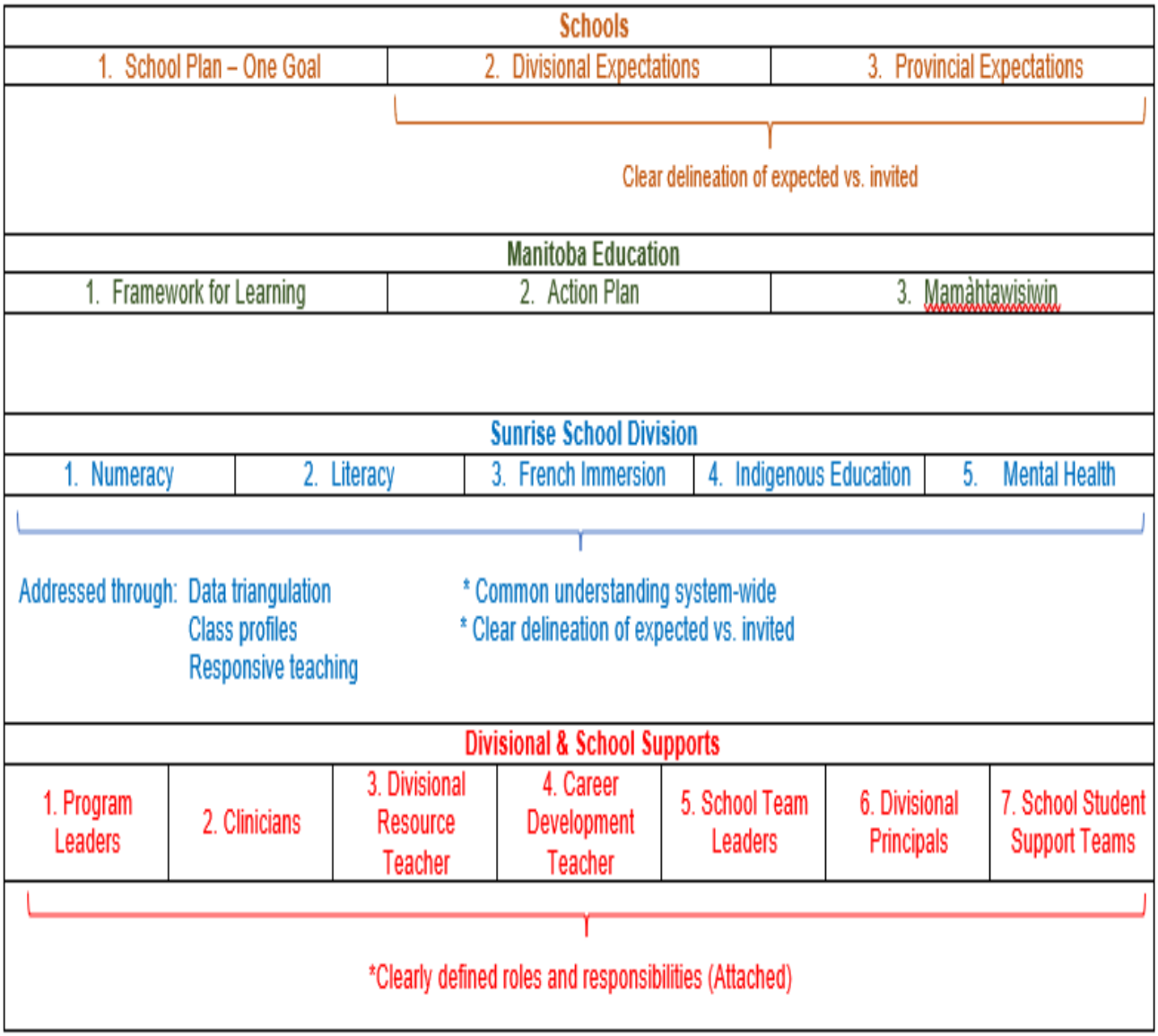
Appendix 1

Sunrise School Division Map



Appendix 2

Sunrise School Division Learning Framework



Appendix 3

Sunrise School Division 2022-2023 – Expectations vs. Invitations

Expected Practices:

School Plan & School Visits (One Goal)

Grade 6 to 9 Numeracy Initiative Participation

Mamàhtiwisin Implementation (IAA Plan -School)

L'Approche Intégrée en Immersion Training (Teachers Trained)

Healthy Schools Plan Development and Implementation – Mental Health Focus (Schools)

Reading and Writing Progressions Implementation (K to Proficient)

Use of data triangulation, class profiles and responsive teaching practices across all areas

New Teacher Mentor Support (School and Divisional level)

Meeting Attendance Expectations:

SELT (Instructional Leadership)

Student Services Teams

Clinicians

Numeracy Committee

French Immersion Committee

Team Leader Sessions

Invitation:

Literacy Project - Small Group Instruction (In Participating Schools)

Treaty Relations Training

Residencies in Schools

Leadership Cohort

Career Cafés

Appendix 4

Divisional and School Supports 2022-2023

To assist schools with meeting the expectations of the province and the division, the following positions are in place as a support for schools. The work being done by the people in these roles is under the direction of the school and/or divisional administration. The general responsibilities of these positions are as follows:

Program Leaders:

- ✓ Build educational capacity with classroom teachers in schools.
- ✓ Provide support, resources, and assistance to administrators as requested.
- ✓ Work with divisional and school administrators to understand and implement promising practices in effective ways.

Clinicians:

- ✓ Consult on and provide input to school administrators and school student support teams for strategies to support student learning.
- ✓ Provide specialized assessments and recommendations to school administration to deliver appropriate educational programming for students with exceptional learning needs.
- ✓ Work with divisional and school administrators to understand and implement promising practices in effective ways.

Divisional Resource Teacher:

- ✓ Support school teams in implementing school-wide student services support models and in providing student specific programming support.
- ✓ Work with divisional and school administrators to understand and implement promising practices in effective ways.

Divisional Career Development Teacher:

- ✓ Work with and provides support to Career Development and Apprenticeship teachers in schools.
- ✓ Secures positive partnerships with community employers for student work placements and apprenticeship placements.
- ✓ Supports schools with grant applications in the areas of technology education.
- ✓ Liaises with the province to remain current with safety requirements and credit options available for students.

School Team Leaders:

- ✓ Work with school administrators to implement the school plan and support teachers with the school goal.
- ✓ Model excellent classroom pedagogy to build capacity with teachers at their school.
- ✓ Mentor and support individual teachers and PLCs at the school level.
- ✓ Assist divisional support staff in their work at the school as directed by school administration.
- ✓ Assist with the planning and delivery of school-based PD both on admin days and at school staff meetings.
- ✓ Work directly with the school administration in identified areas that best support the administrator.

Divisional Principals:

- ✓ Work under the direction of the Superintendent to support divisional, provincial, and operational initiatives.
- ✓ Support schools with the implementation of all divisional and provincial expectations.
- ✓ Supervise and manage divisional program leaders and career development teacher.
- ✓ Assist with building instructional leadership capacity with school administrators.

School Student Support Teams:

- ✓ Support the provision of appropriate educational programming at the school.
- ✓ Model excellent classroom pedagogy to build capacity with teachers at their school.
- ✓ Ensure practice is compliant with all provincial and divisional policies and procedures.
- ✓ Assist divisional support staff in their work at the school as directed by school administration.
- ✓ Assist with the planning and delivery of school-based PD both on admin days and at school staff meetings.
- ✓ Work with divisional and school administrators to understand and implement promising practices in effective ways.

Appendix 5
Divisional Leadership Team

School	Principal	Assistant Principal
Anola	Anthony Stanley	
École Beausejour Early Years School	Michael Carter	Kaela Breitsprecher
Centennial School	David Ogren	
École Dugald School	Chris Gusberti	Angela Ward
École Edward Schreyer School	Lonnie Liske	Erica Massie Jaymi Witzke
Gillis School	Anthony Penner	
Hazelridge School	Lana Gardner	
Lac du Bonnet Senior School	Kim Stevenson	
Oakbank Elementary School	Shana Rogers	Shannon Neustater
École Powerview School	Chrissy Viznaugh	Mary-Jo Hovorka-Seymour Paul Schram
Springfield Collegiate	Kevin Doell	Carol Blocker
Springfield Middle School	Bob Welsh	Heather Bethune
Whitemouth School	Randal Bonneteau	
Grafton Colony School	Elizabeth Redekopp	
Gross Colony School	Kristin Balleny	
Heartland Colony School	Sylvia Evenson	
Hofer Colony School	Ben Hofer	
Richland Colony School	Robert Pankratz	
Springwell Colony School	George Waldner	
Adult Education Centres	Tannis Magnusson	

Divisional Principals: Jody Wielgosh
Trevor Reid

Program Leaders: Joanna Kaptein - Literacy
Natalie Hlady – Literacy
Allan Stevenson - Numeracy
Patty Whatman – Active Learning
Greg Crowe- Music

Divisional Resource Teacher: Lorinda Bradley

Career Development Coordinator: Greg Link

Finance Manager: Susan Knodel

Purchasing Manager: Tracy Weidman

Maintenance Manager: Derrick Ryback

Transportation Manager: Jason Ziprick

ICT Director: Gord Tulloch

Appendix 6
School Plan Template

School Plan for 2022-23

1. **Goal**:
   What led to the creation of this goal?

   Goal Statement:

2. **Strategies / Resources**

3. **Indicators / Timeline**

Action Steps/ Tasks	*Responsibility*	*Timelines*	*Materials/ Resources*	*Evidence of Success*	*Status*

4. **Evidence of success**