



SUNRISE
SCHOOL DIVISION

Annual Report on Continuous Improvement

Fall 2024

School Division Profile

Geographic and Demographic Information

Sunrise is geographically one of the largest school divisions in Manitoba covering more than 7,180 km². 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 27, 2024, Sunrise School Division had an increased population of 4855 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

The Board of Trustees made it a priority to review and revise their existing strategic plan and completed their document on May 2, 2023. The following areas of focus were identified:

Educational Domain:

- The division will provide both the opportunities and tools needed for every student to improve their literacy skills.
- The division will provide both the opportunities and tools needed for every student to improve their numeracy skills.

Social-Emotional Domain:

- Mental Health: The division will work together with students, families, as well as qualified school, divisional and community support personnel to help meet the mental health needs of students.
- Well-Being: The division will provide engaging and inclusive events, presentations, celebrations, and learning opportunities that promote belonging, well-being, and resilience for all students.

Relational Domain:

- Community Connections: The division will promote and engage in activities that create, strengthen, and value the perspectives of our community partners.
- Cultural Connections: The division will work to improve our understanding of and honour the perspectives of culturally diverse groups as well as language learners in all our schools.

The complete strategic plan can be found at: [Strategic Plan](#) and is included as Appendix 7 in this report.

The Sunrise Education Framework

The Sunrise School Division Learning Framework (See Appendix 2) was developed three years ago to identify priorities for all schools in the division. 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:

Trevor Reid, Superintendent/CEO

Jody Thiessen, Secretary-Treasurer

Lars Feilberg, Assistant Superintendent – Learning and Student Support Services

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	91
Teachers	410
Custodial/Maintenance	45
Educational Assistants/Work Counsellors	151
Mechanics	8
Library Clerks	13
Secretaries	36
Clinicians	21
Mental Health Workers	1
Executive Directors/Managers (includes senior admin team)	9
ICT Technicians, Senior Server Specialists and Application Support Specialist	8
Finance, Payroll and Purchasing Support Staff	6
Safety Officer (contract 2 days per week)	1
Executive Assistants, Senior Admin Assistants, HR Coordinator	5
Community Connector	1
French Monitor	1
Trustees	9
TOTAL	816

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:

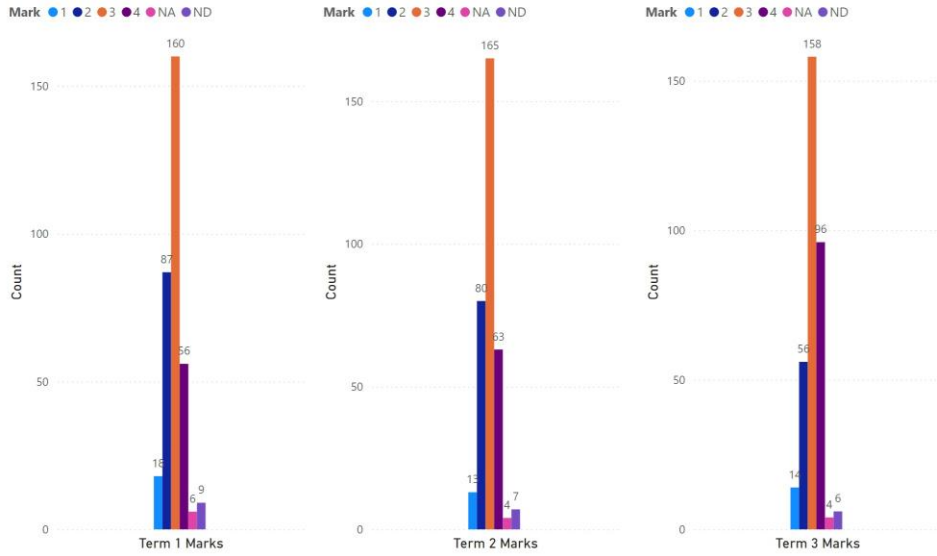
- Critical Thinking
- Problem Solving
- Comprehension – Reading
- Communication – Writing

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



Grade 1-6 Interim Marks Graphs



- School**
- ANO
- BEY
- CEN
- DUG
- GCS
- GFS
- GIL
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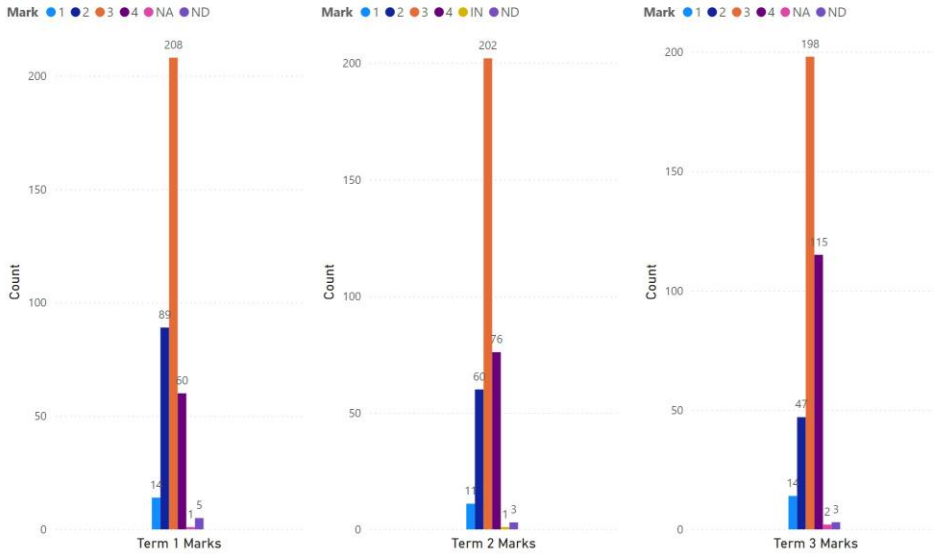
- Grade**
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- 4
- 5
- 6

- Term**
- T1
- T2
- T3

- Topic**
- Critical thinking
- Knowledge and understanding
- Listening and viewing
- Mental math and estimating
- Problem solving
- Reading
- Speaking and representing
- Writing



Grade 1-6 Interim Marks Graphs



- School**
- ANO
- BEY
- CEN
- DUG
- GCS
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- GIL
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- Grade**
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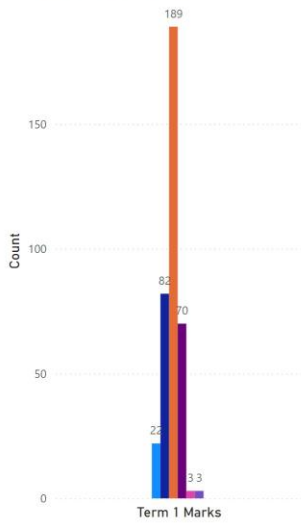
- Term**
- T1
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- Topic**
- Critical thinking
- Knowledge and understanding
- Listening and viewing
- Mental math and estimating
- Problem solving
- Reading
- Speaking and representing
- Writing

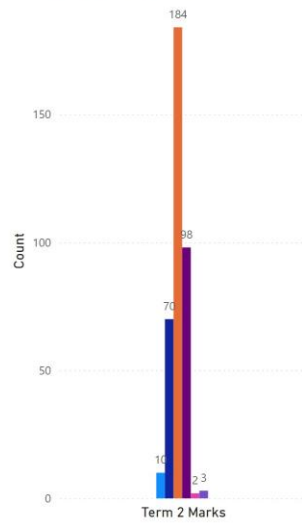


Grade 1-6 Interim Marks Graphs

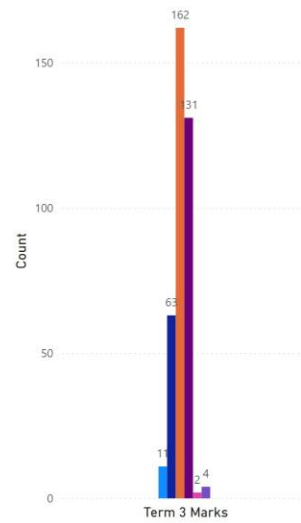
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- School**
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- Grade**
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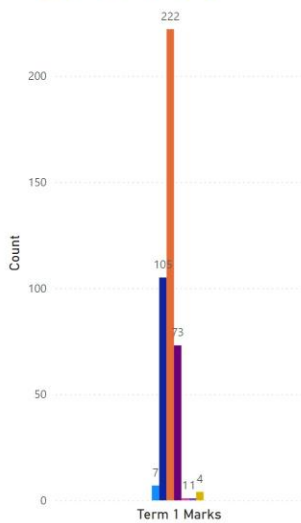
- Term**
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- Topic**
- Critical thinking
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 - Listening and viewing
 - Mental math and estimating
 - Problem solving
 - Reading
 - Speaking and representing
 - Writing

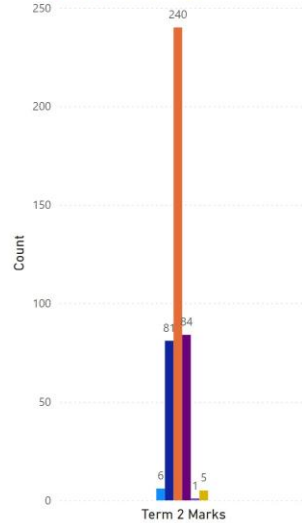


Grade 1-6 Interim Marks Graphs

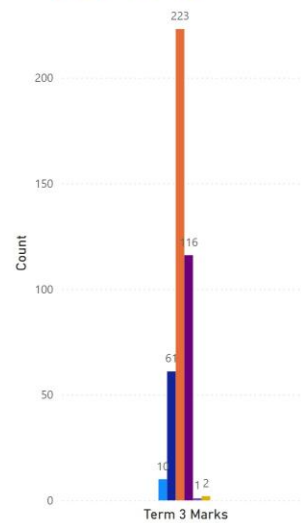
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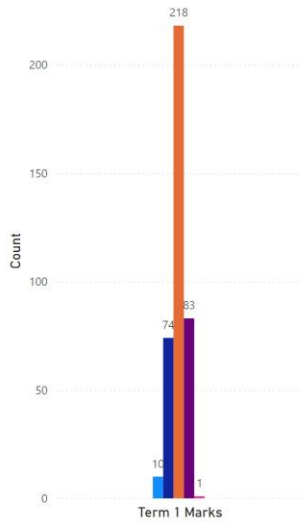
- Term**
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- Topic**
- Critical thinking
 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Problem solving
 - Reading
 - Speaking and representing
 - Writing

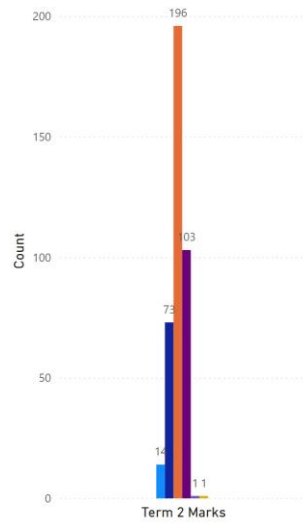


Grade 1-6 Interim Marks Graphs

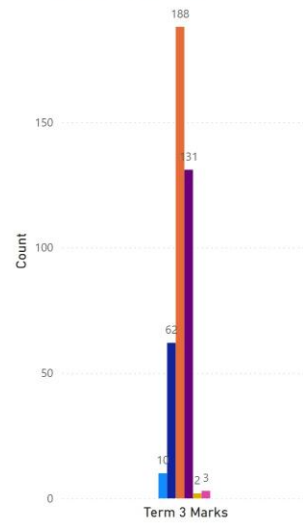
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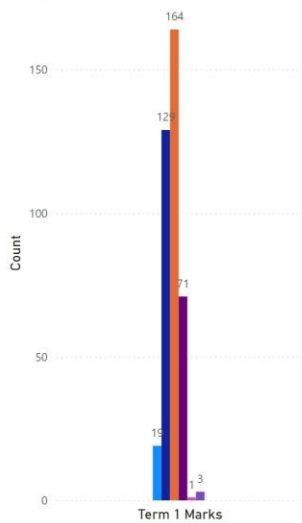
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- Term**
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- Topic**
- Critical thinking
 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Problem solving
 - Reading
 - Speaking and representing
 - Writing

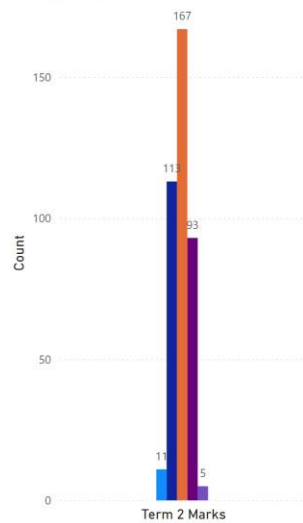


Grade 1-6 Interim Marks Graphs

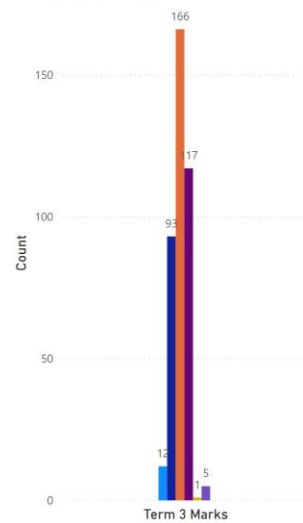
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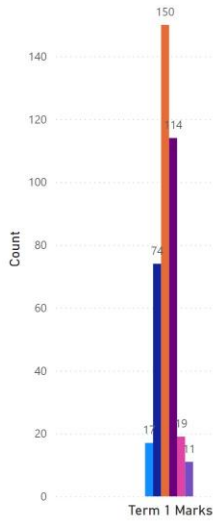
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- Grade**
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- Term**
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- Topic**
- Critical thinking
 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Problem solving
 - Reading
 - Speaking and representing
 - Writing

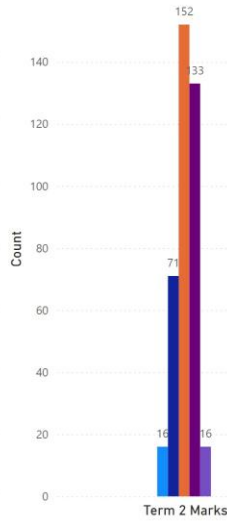


Grade 7-8 Interim Marks Graphs

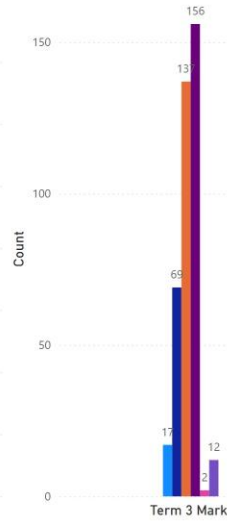
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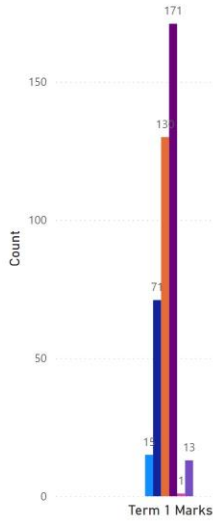


- School**
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- Grade**
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- Term**
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- Topic**
- Active participation in learning
 - Critical thinking
 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Overall Grade
 - Personal management skills
 - Problem solving
 - Reading
 - Social responsibility
 - Speaking and representing
 - Writing

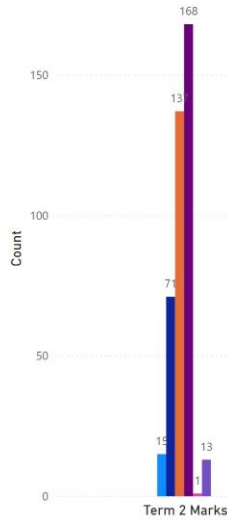


Grade 7-8 Interim Marks Graphs

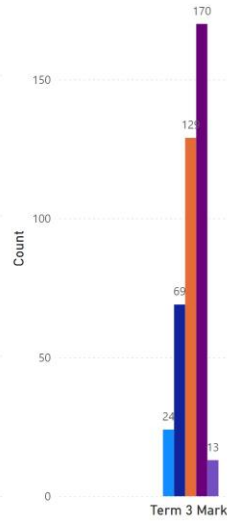
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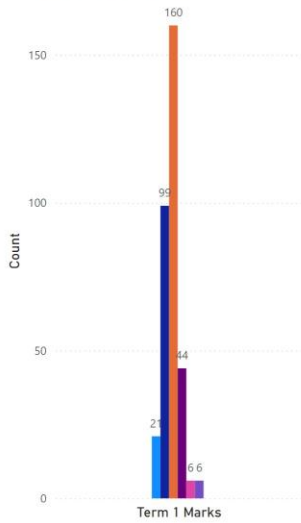
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- Term**
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- Topic**
- Active participation in learning
 - Critical thinking
 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Overall Grade
 - Personal management skills
 - Problem solving
 - Reading
 - Social responsibility
 - Speaking and representing
 - Writing

Problem Solving Data – Grade 1 to 8

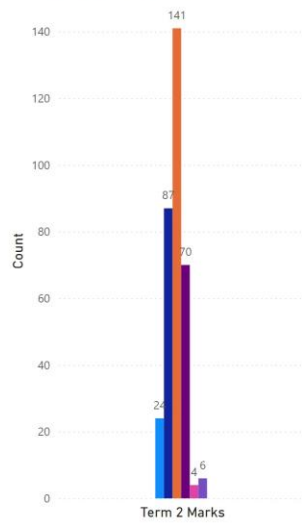


Grade 1-6 Interim Marks Graphs

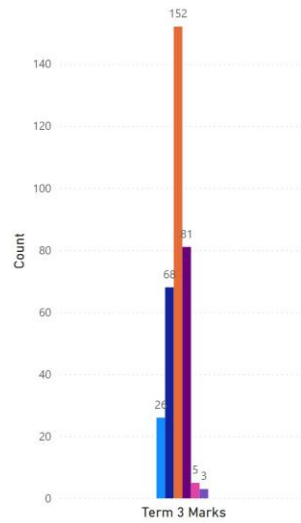
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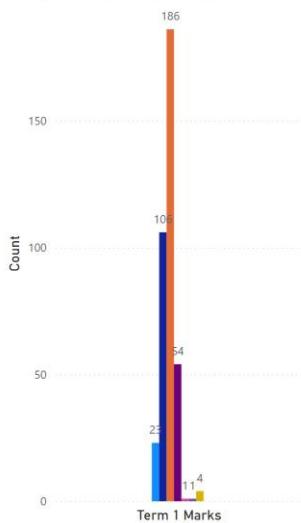


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- Topic
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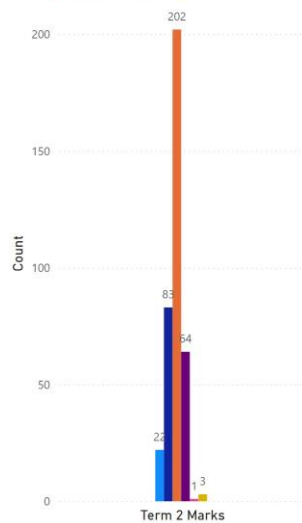


Grade 1-6 Interim Marks Graphs

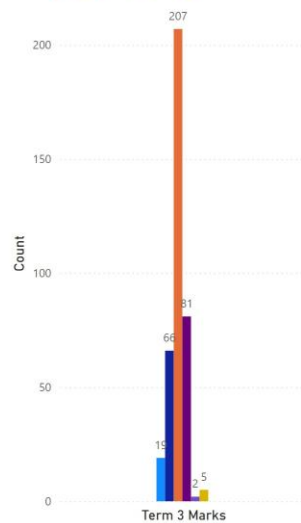
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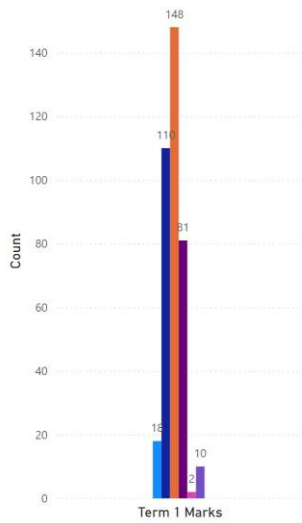


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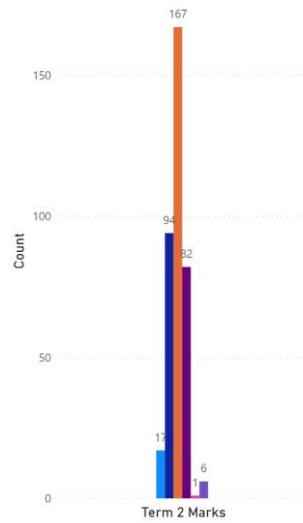


Grade 1-6 Interim Marks Graphs

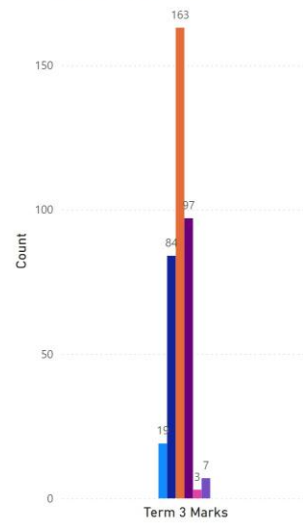
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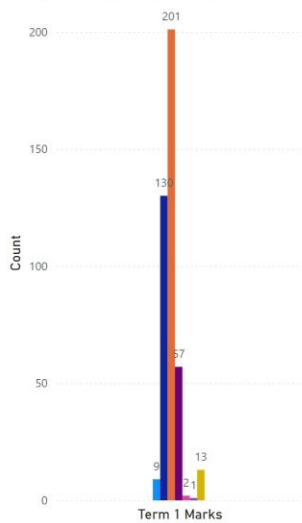
- Term**
- T1
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- Topic**
- Critical thinking
 - Knowledge and understanding
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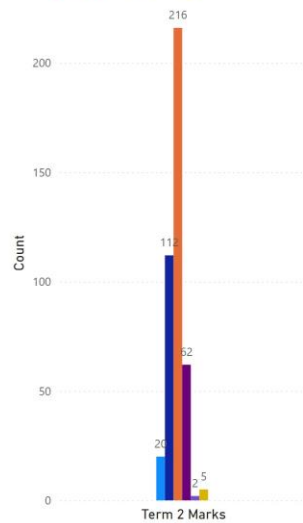


Grade 1-6 Interim Marks Graphs

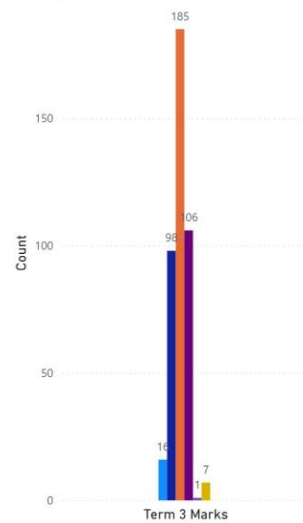
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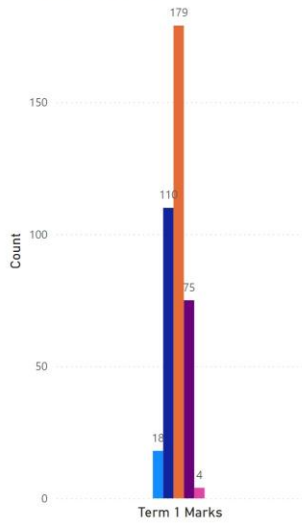
- Term**
- T1
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 - T3

- Topic**
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 - Speaking and representing
 - Writing

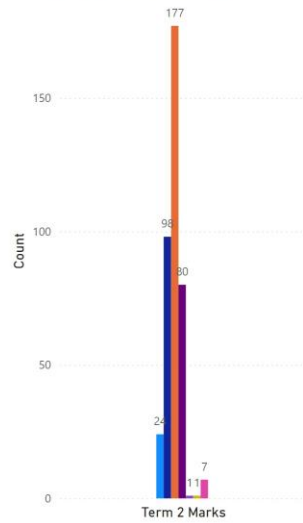


Grade 1-6 Interim Marks Graphs

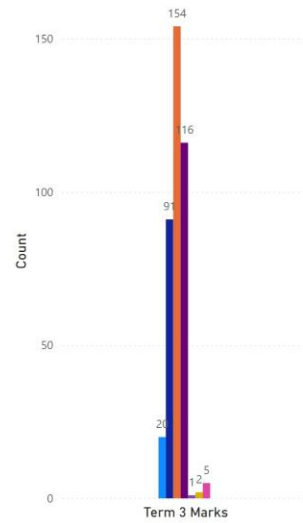
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Mark ● 1 ● 2 ● 3 ● 4 ● IN ● NA ● ND



Mark ● 1 ● 2 ● 3 ● 4 ● IN ● NA ● ND



- School**
- ANO
 - BEY
 - CEN
 - DUG
 - GCS
 - GIL
 - HAZ
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 - OBE
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- Grade**
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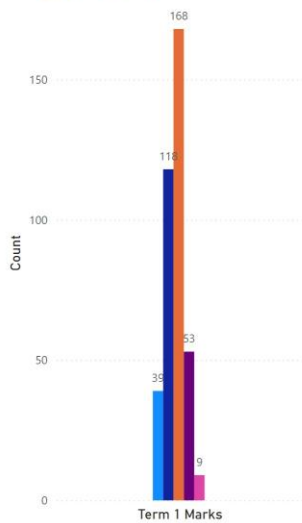
- Term**
- T1
 - T2
 - T3

- Topic**
- Critical thinking
 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Problem solving
 - Reading
 - Speaking and representing
 - Writing

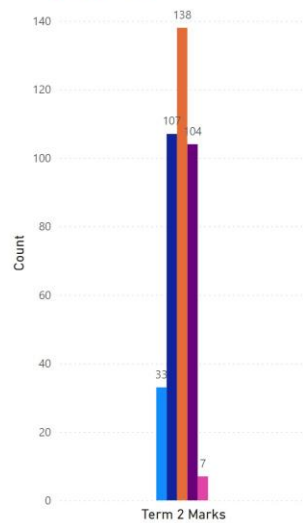


Grade 1-6 Interim Marks Graphs

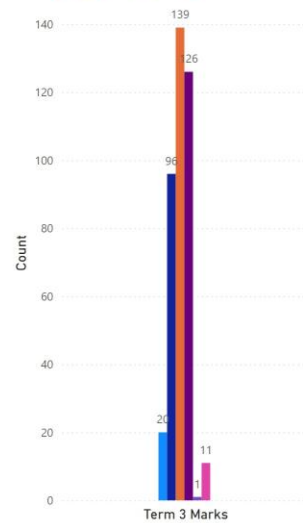
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- School**
- ANO
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- Grade**
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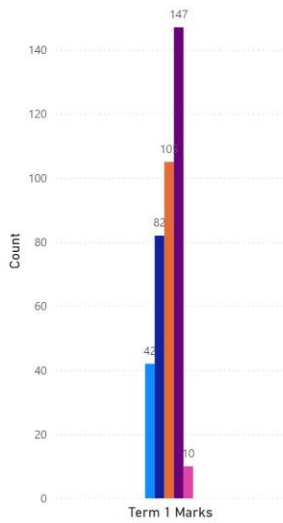
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- Topic**
- Critical thinking
 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Problem solving
 - Reading
 - Speaking and representing
 - Writing

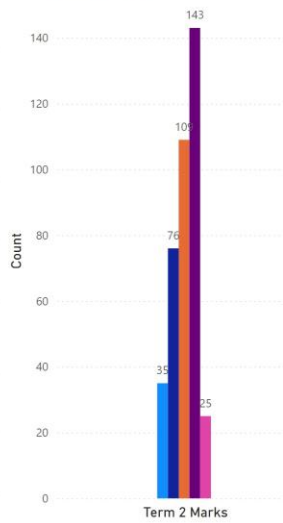


Grade 7-8 Interim Marks Graphs

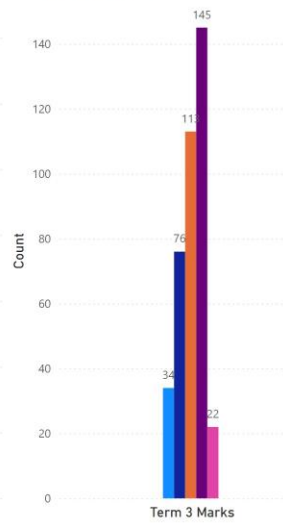
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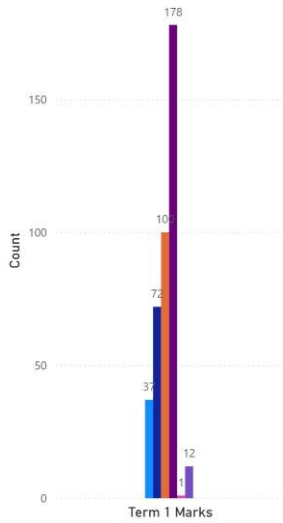


- School**
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- Grade**
- 7
 - 8
- Term**
- T1
 - T2
 - T3
- Topic**
- Active participation in learning
 - Critical thinking
 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Overall Grade
 - Personal management skills
 - Problem solving
 - Reading
 - Social responsibility
 - Speaking and representing
 - Writing

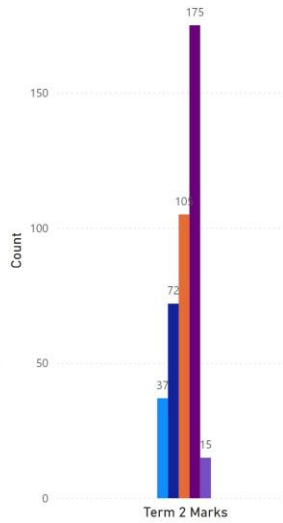


Grade 7-8 Interim Marks Graphs

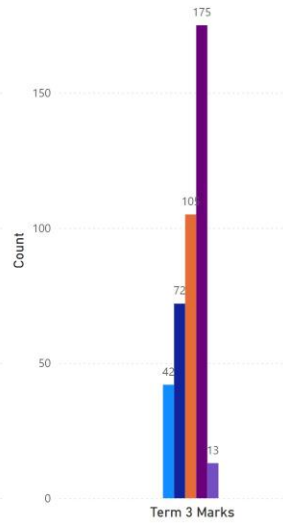
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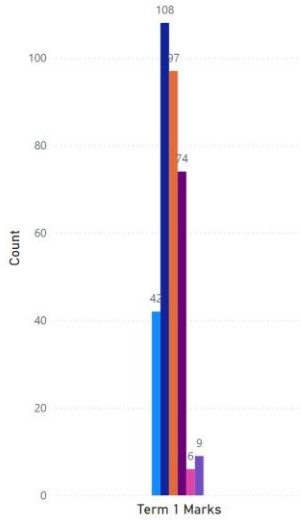
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Reading Comprehension – Grades 1 to 8

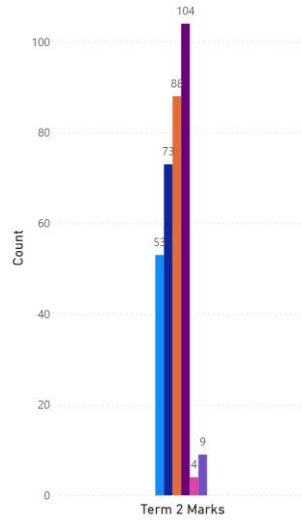


Grade 1-6 Interim Marks Graphs

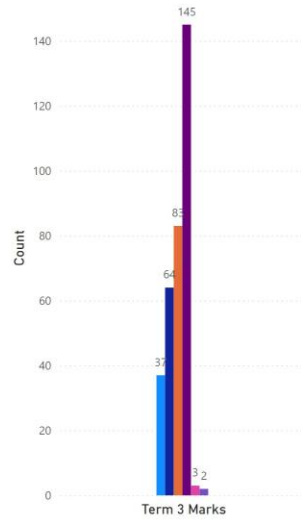
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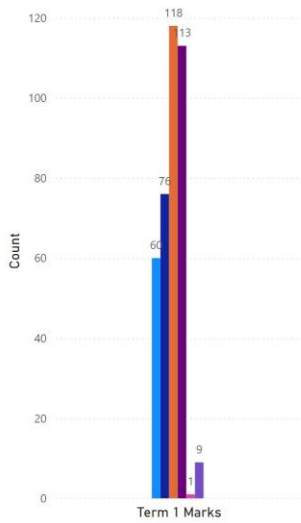


- School
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- Term
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- Topic
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 - Problem solving
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 - Writing

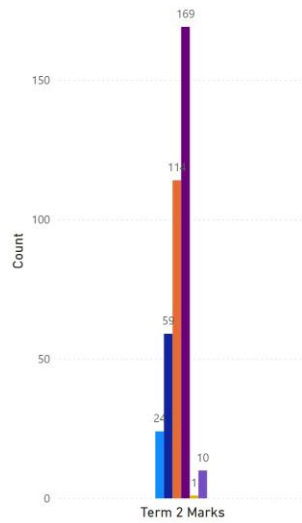


Grade 1-6 Interim Marks Graphs

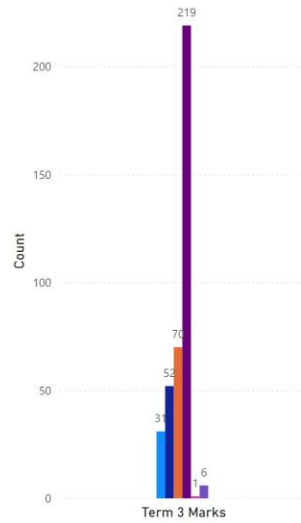
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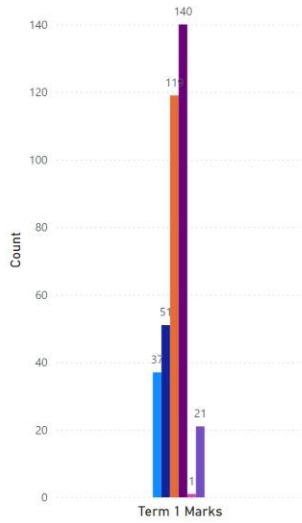


- School
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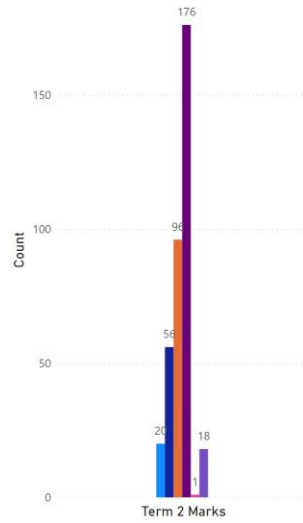


Grade 1-6 Interim Marks Graphs

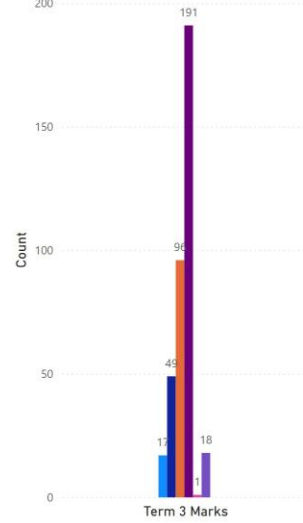
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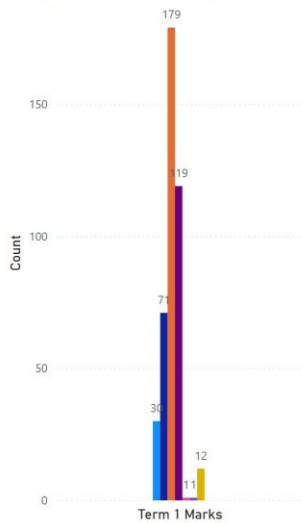


- School**
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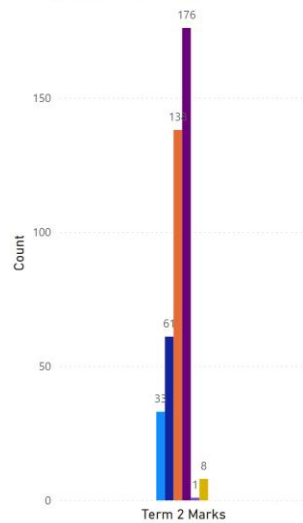


Grade 1-6 Interim Marks Graphs

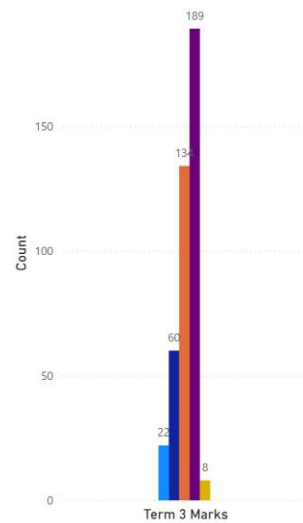
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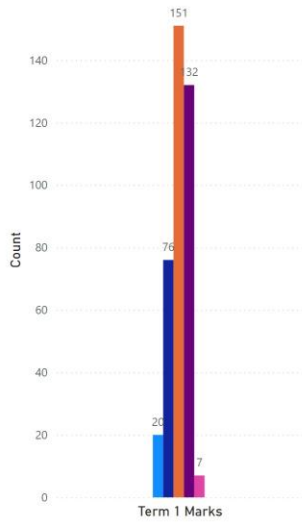


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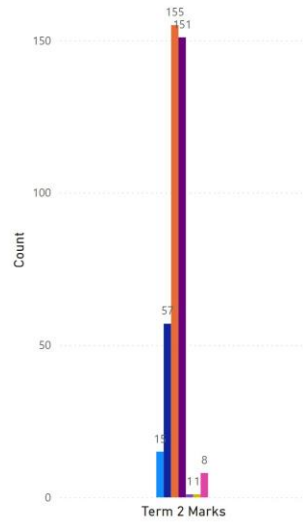


Grade 1-6 Interim Marks Graphs

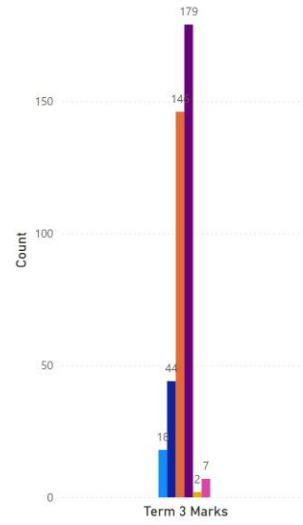
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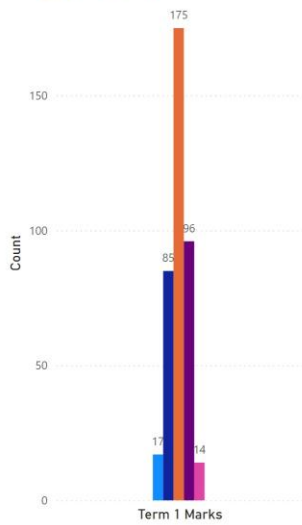


- School**
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- Term**
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 - T2
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- Topic**
- Critical thinking
 - Knowledge and understanding
 - Listening and viewing
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 - Writing

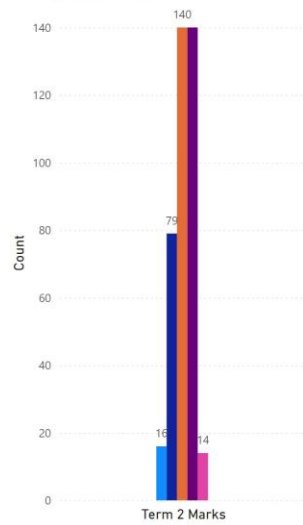


Grade 1-6 Interim Marks Graphs

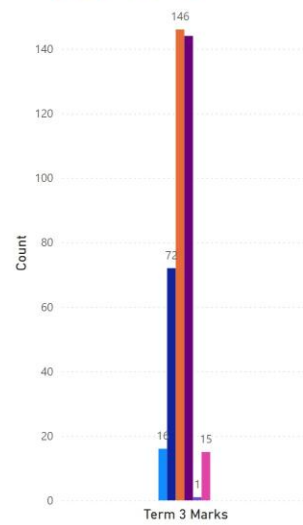
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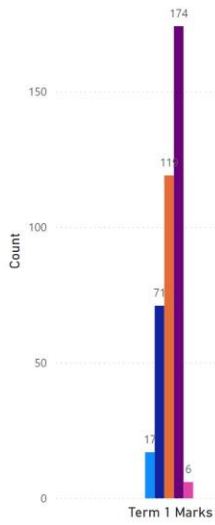


- School**
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- Grade**
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- Term**
- T1
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- Topic**
- Critical thinking
 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Problem solving
 - Reading
 - Speaking and representing
 - Writing

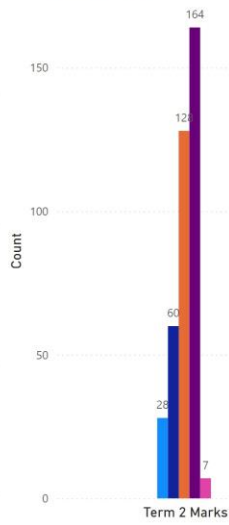


Grade 7-8 Interim Marks Graphs

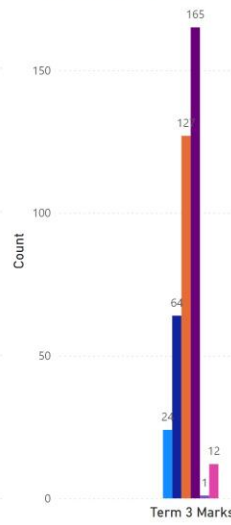
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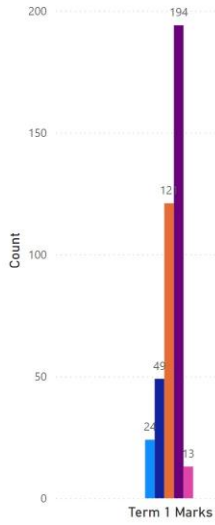


- School**
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 - RIC
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 - WHI
- Grade**
- 7
 - 8
- Term**
- T1
 - T2
 - T3
- Topic**
- Active participation in learning
 - Critical thinking
 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Overall Grade
 - Personal management skills
 - Problem solving
 - Reading
 - Social responsibility
 - Speaking and representing
 - Writing

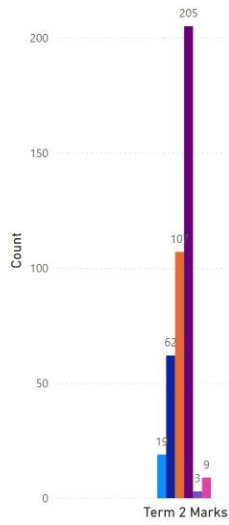


Grade 7-8 Interim Marks Graphs

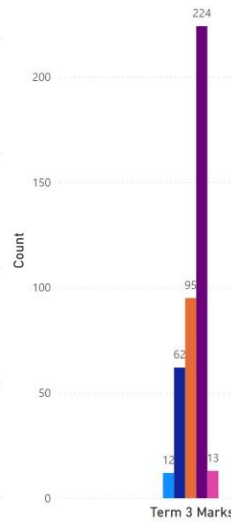
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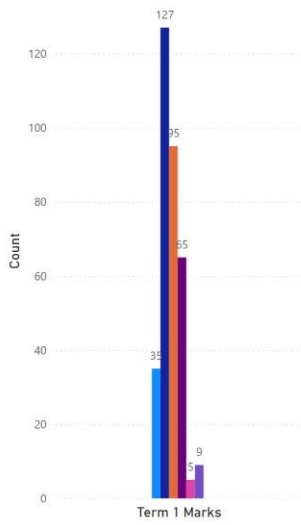
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- Grade**
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 - T3
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 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
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 - Speaking and representing
 - Writing

Writing – Grade 1 to 8

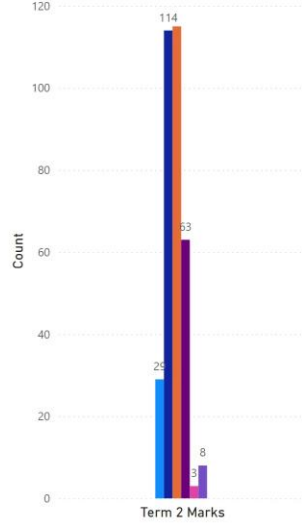


Grade 1-6 Interim Marks Graphs

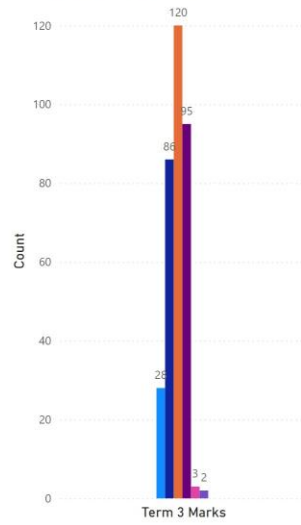
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Mark ● 1 ● 2 ● 3 ● 4 ● NA ● ND



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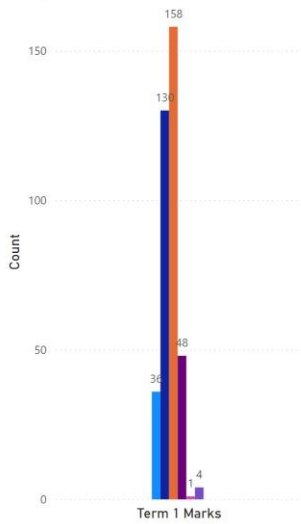
- Term
- T1
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- Topic
- Critical thinking
- Knowledge and understanding
- Listening and viewing
- Mental math and estimating
- Problem solving
- Reading
- Speaking and representing
- Writing

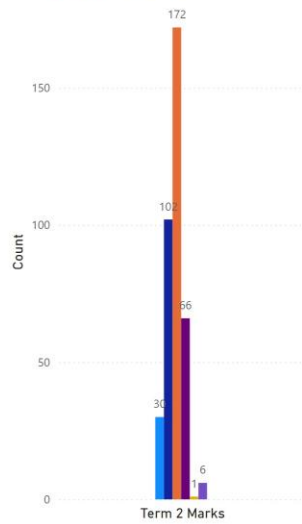


Grade 1-6 Interim Marks Graphs

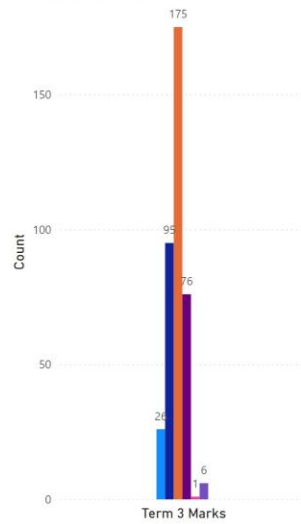
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Mark ● 1 ● 2 ● 3 ● 4 ● NA ● ND



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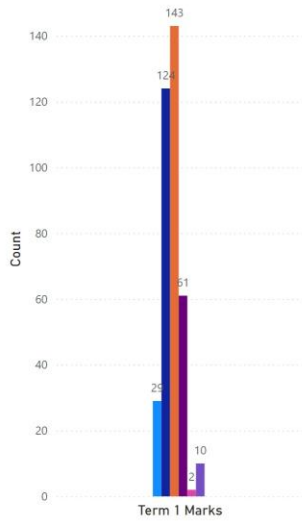
- Term
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- Topic
- Critical thinking
- Knowledge and understanding
- Listening and viewing
- Mental math and estimating
- Problem solving
- Reading
- Speaking and representing
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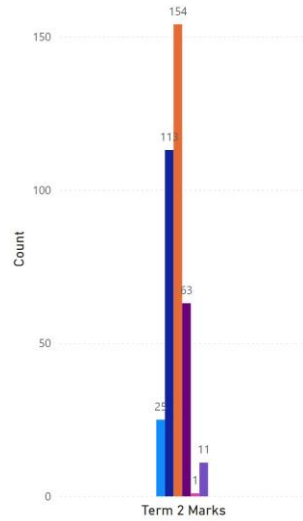


Grade 1-6 Interim Marks Graphs

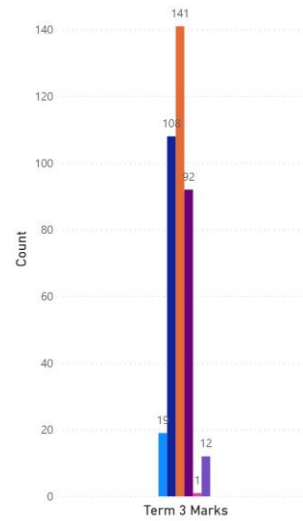
Mark 1 2 3 4 NA ND



Mark 1 2 3 4 NA ND



Mark 1 2 3 4 NA ND



- School**
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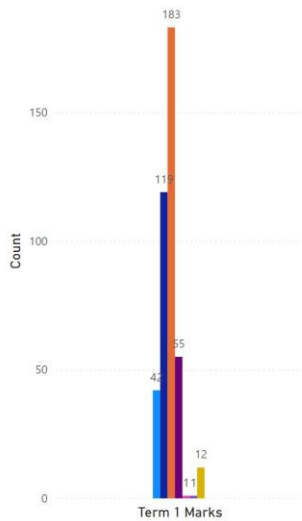
- Term**
- T1
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- Topic**
- Critical thinking
 - Knowledge and understanding
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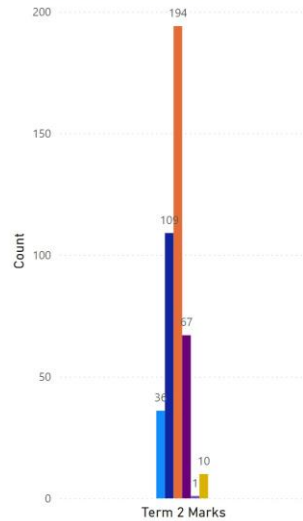


Grade 1-6 Interim Marks Graphs

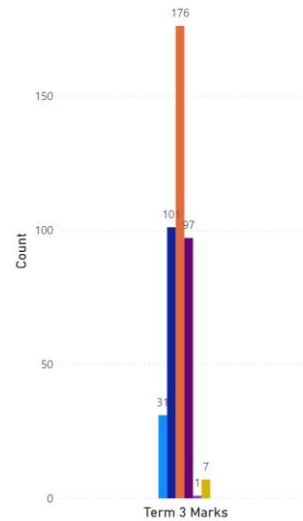
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- School**
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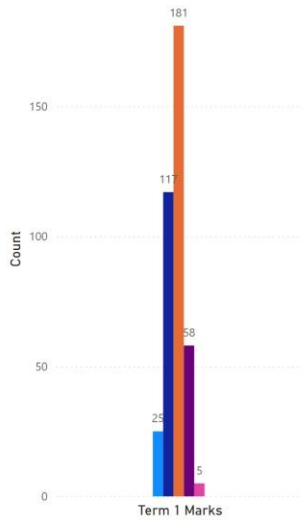
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 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Problem solving
 - Reading
 - Speaking and representing
 - Writing

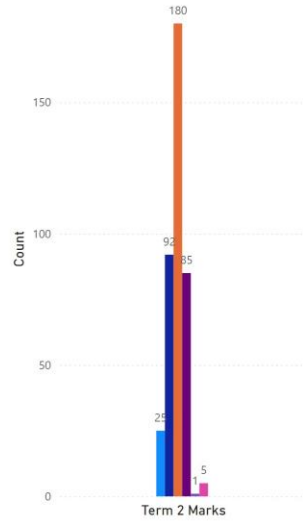


Grade 1-6 Interim Marks Graphs

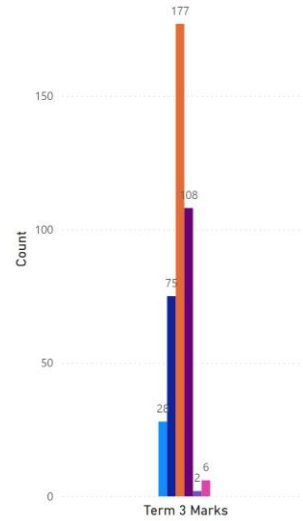
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Mark 1 2 3 4 NA ND



Mark 1 2 3 4 NA ND



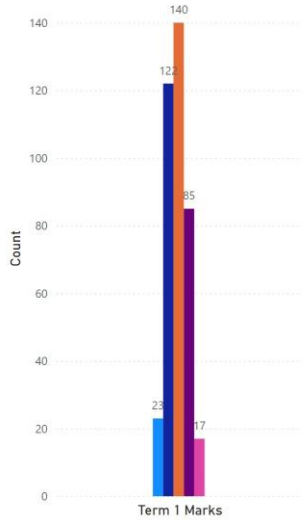
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- ANO
 - BEY
 - CEN
 - DUG
 - GCS
 - GIL
 - HAZ
 - HCS
 - HFS
 - OBE
 - POW
 - RIC
 - SPR
 - WHI
- Grade**
- 1
 - 2
 - 3
 - 4
 - 5
 - 6
- Term**
- T1
 - T2
 - T3

- Topic**
- Critical thinking
 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Problem solving
 - Reading
 - Speaking and representing
 - Writing

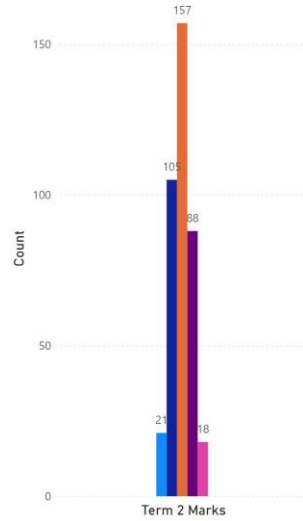


Grade 1-6 Interim Marks Graphs

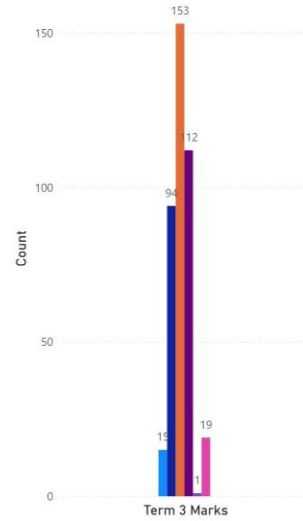
Mark 1 2 3 4 NA ND



Mark 1 2 3 4 NA ND



Mark 1 2 3 4 NA ND



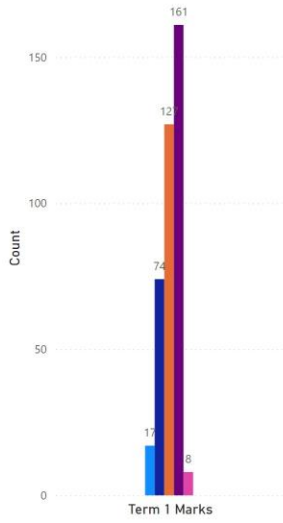
- School**
- ANO
 - CEN
 - DUG
 - ESS
 - GCS
 - GPS
 - GIL
 - HCS
 - HFS
 - POW
 - RIC
 - SMS
 - SPR
 - WHI
- Grade**
- 1
 - 2
 - 3
 - 4
 - 5
 - 6
- Term**
- T1
 - T2
 - T3

- Topic**
- Critical thinking
 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Problem solving
 - Reading
 - Speaking and representing
 - Writing

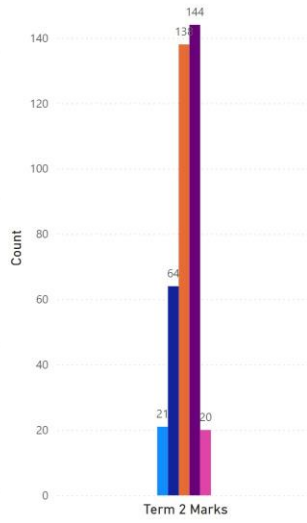


Grade 7-8 Interim Marks Graphs

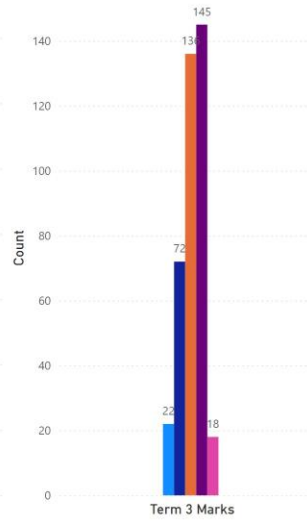
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Mark ● 1 ● 2 ● 3 ● 4 ● ND



Mark ● 1 ● 2 ● 3 ● 4 ● ND

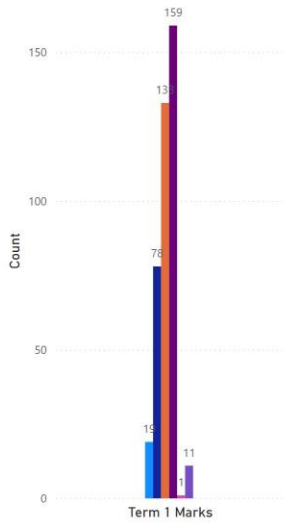


- School**
- ANO
 - DUG
 - ESS
 - GCS
 - GFS
 - HCS
 - HFS
 - LDB
 - POW
 - RIC
 - SMS
 - SPR
 - WHI
- Grade**
- 7
 - 8
- Term**
- T1
 - T2
 - T3
- Topic**
- Active participation in learning
 - Critical thinking
 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Overall Grade
 - Personal management skills
 - Problem solving
 - Reading
 - Social responsibility
 - Speaking and representing
 - Writing

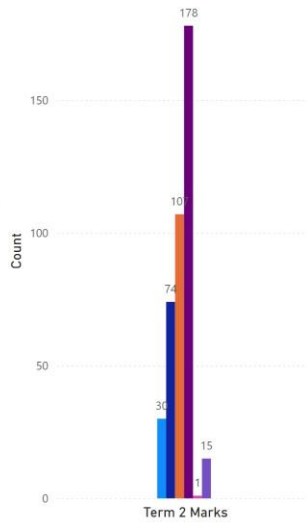


Grade 7-8 Interim Marks Graphs

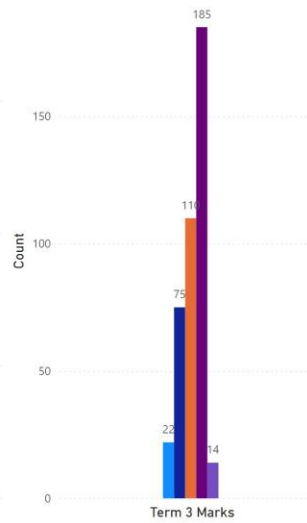
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Mark ● 1 ● 2 ● 3 ● 4 ● IN ● ND



Mark ● 1 ● 2 ● 3 ● 4 ● ND



- School**
- ANO
 - DUG
 - ESS
 - GCS
 - HCS
 - HFS
 - LDB
 - POW
 - RIC
 - SMS
 - SPR
 - WHI
- Grade**
- 7
 - 8
- Term**
- T1
 - T2
 - T3
- Topic**
- Active participation in learning
 - Critical thinking
 - Knowledge and understanding
 - Listening and viewing
 - Mental math and estimating
 - Overall Grade
 - Personal management skills
 - Problem solving
 - Reading
 - Social responsibility
 - Speaking and representing
 - Writing

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.



2023-2024 Grade 9 Credit Attainment

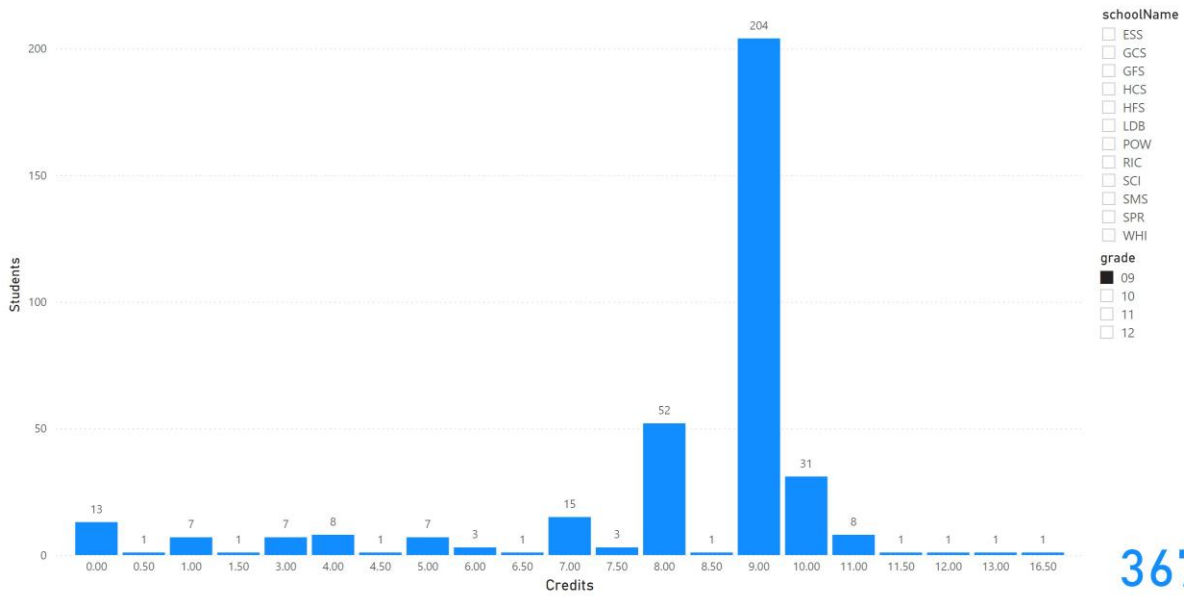
Possible Number of In-Class Credits to be Attained:

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



Credit Attainment Report 2023-24

Updated: September 19, 2024





2023-2024 Grade 10 Credit Attainment

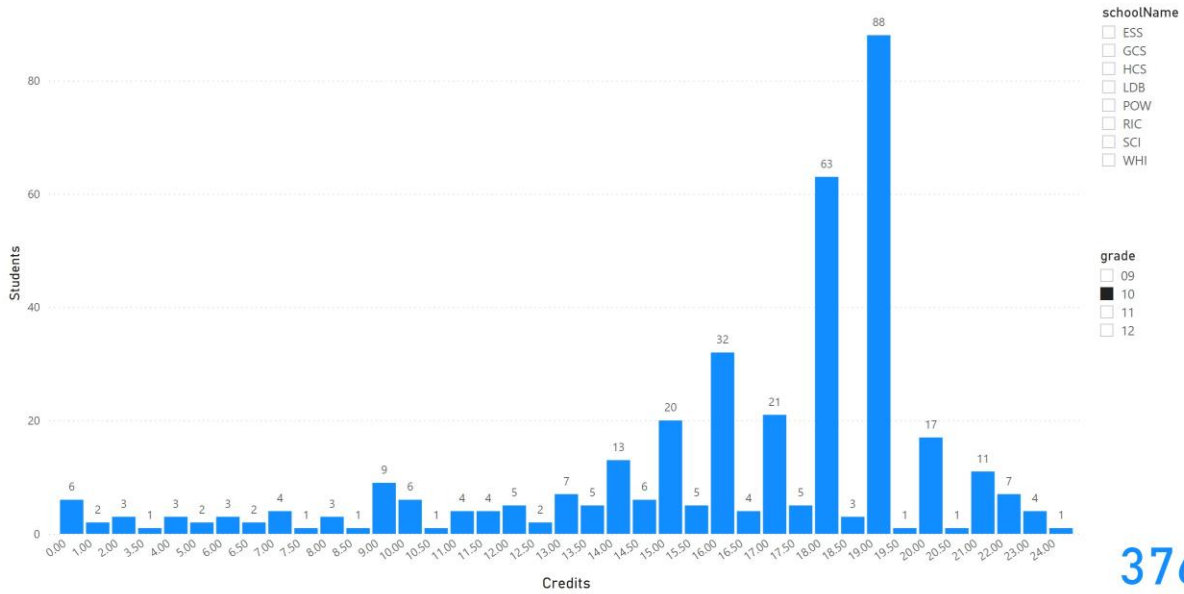
Possible Number of In-Class Credits to be Attained:

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



Credit Attainment Report 2023-24

Updated: September 19, 2024





2023-2024 Grade 11 Credit Attainment

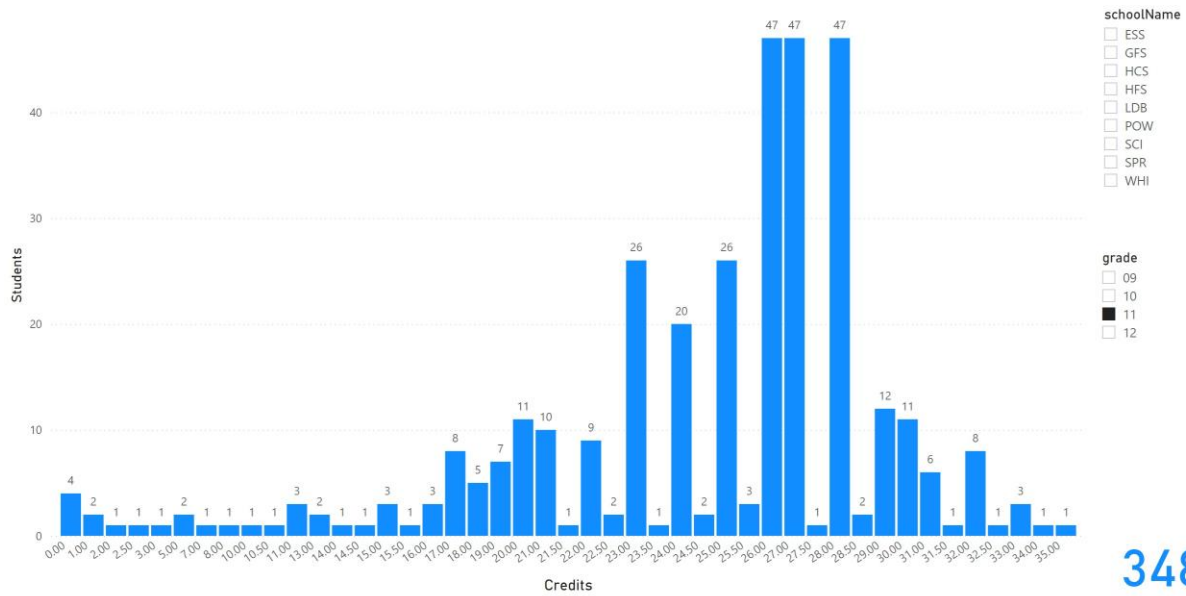
Possible Number of In-Class Credits to be Attained:

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



Credit Attainment Report 2023-24

Updated: September 19, 2024





2023-2024 Grade 12 Credit Attainment

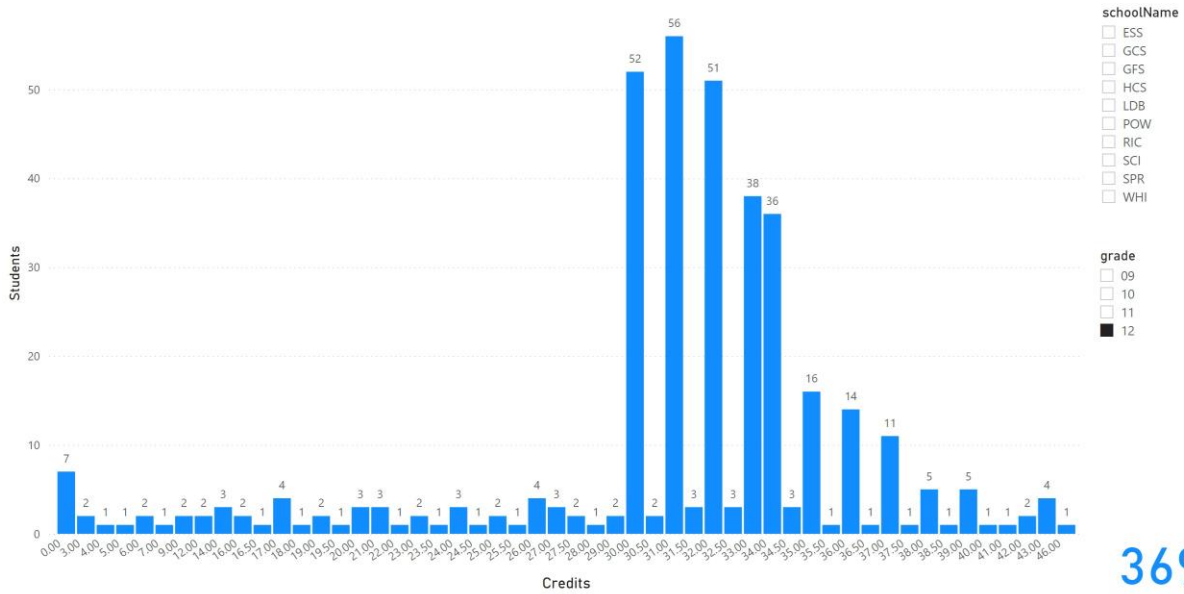
Possible Number of In-Class Credits to be Attained:

École Edward Schreyer School	= 39
École Powerview School	= 32
Lac du Bonnet Senior School	= 32
Springfield Collegiate Institute	= 38
Whitemouth School	= 32



Credit Attainment Report 2023-24

Updated: September 19, 2024



369

Number of Graduates per School

École Edward Schreyer School: 95

Springfield Collegiate Institute: 145

École Powerview School: 36

Whitemouth School: 5

Lac du Bonnet Senior School: 28

Colonies

Grafton Colony: 1

Richland Colony: 2

Heartland Colony: 0

Springwell Colony: 3

Hofer Colony: 0

Whiteshell Colony: 4

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. Some students require more time to complete their 30 credits due to environmental, socio-economic, and/or academic reasons. These students along with students on IEPs may attend for a fifth or sixth year of high school and can attend until the age of 21.

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	376	7.7%
Self-Declared Indigenous Identity	1,064	22.0%

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
2022-2023	837
2023-2024	499

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
2022-2023	85
2023-2024	174

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
2022-2023	83	3	14
2023-2024	254	8	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 2023-2024 Community Report for Sunrise School Division can be found at:

[Sunrise School Division Report to the Community 2023-2024](#)

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](#)

[École Beausejour Early Years School](#)

[Centennial School](#)

[École Dugald School](#)

[École Edward Schreyer School](#)

[Gillis School](#)

[Hazelridge School](#)

[Lac du Bonnet Senior School](#)

[Oakbank Elementary School](#)

[École Powerview School](#)

[Springfield Collegiate](#)

[Springfield Middle School](#)

[Whitemouth School](#)

[Grafton Colony School](#)

[Gross Colony School](#)

[Heartland Colony School](#)

[Hofer Colony School](#)

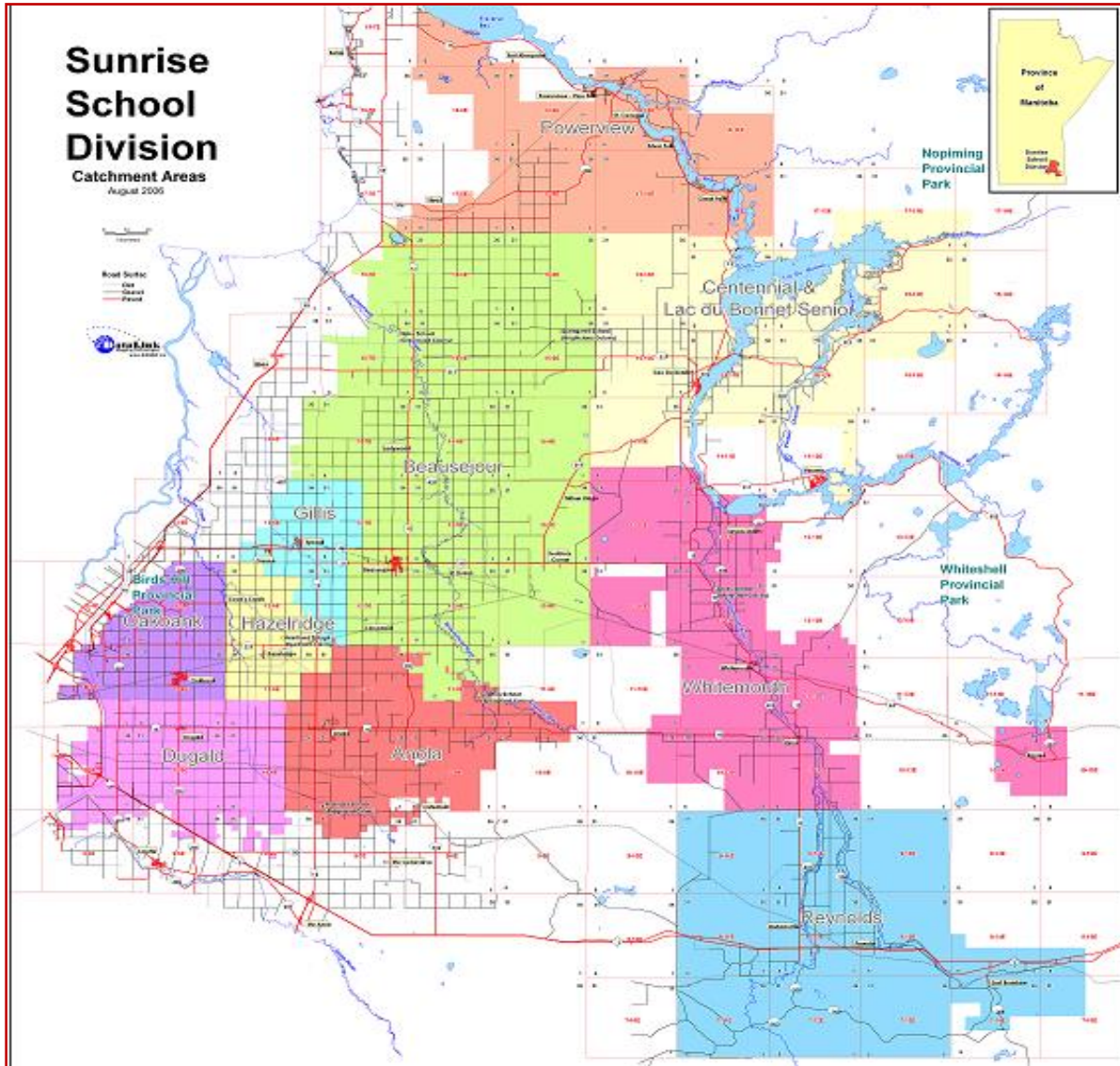
[Richland Colony School](#)

[Springwell Colony School](#)

[Sunrise Adult Education Centres](#)




Appendix 1

Sunrise School Division Map



Appendix 2

Sunrise School Division Learning Framework

Schools						
1. School Plan – One Goal	2. Divisional Expectations			3. Provincial Expectations		
 Clear delineation of expected vs. invited						
Manitoba Education						
1. Framework for Learning	2. Action Plan			3. <u>Mamāhtawisiwin</u>		
Sunrise School Division						
1. Numeracy	2. Literacy	3. French Immersion	4. Indigenous Education	5. Mental Health		
 Addressed through: Data triangulation Class profiles Responsive teaching * Common understanding system-wide * Clear delineation of expected vs. invited						
Divisional & School Supports						
1. Program Leaders	2. Clinicians	3. Divisional Resource Teacher	4. Career Development Teacher	5. School Team Leaders	6. Divisional Principals	7. School Student Support Teams
 *Clearly defined roles and responsibilities (Attached)						

Appendix 3

Sunrise School Division 2023-2024 – Expectations vs. Invitations

Expected Practices:

School Plan & School Visits (One Goal)

Grade 6 to 9 Numeracy Assessment Project (NAP) Participation

Mamàhtiwisin Implementation (IAA Plan -School)

L'Approche Intégrée en Immersion Training (Teachers Trained)

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

Literacy Learning Document Implementation (Reading and Writing Progressions Implementation - K to Proficient is expected as outlined in the document)

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

New Teacher Mentor Support (School and Divisional level)

Teacher Professional Learning Plan (TPLP) rotational evaluations.

Meeting Attendance Expectations:

SELT (Instructional Leadership)

Student Services Teams

Clinicians

Divisional Professional Learning Communities (Numeracy, Literacy, French Immersion, Healthy Schools, Talent Development)

Team Leader Sessions

Invitation:

Program Leader Support

Treaty Relations Training

Leadership Cohort

Career Cafés

Educational Assistant Training Sessions

Appendix 4

Divisional and School Supports 2023-2024

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

<u>School</u>	<u>Principal</u>	<u>Assistant Principal</u>
Anola	Anthony Stanley	
École Beausejour Early Years School	Michael Carter	Kaela Breitsprecher
Centennial School	David Ogren	
École Dugald School	Andrew Mead	Angela Ward Kelly Palmer
École Edward Schreyer School	Lonnie Liske	Erica Massie Jaymi Witzke
Gillis School	Anthony Penner	
Hazelridge School	Bryna Demers	
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	Lauralee Reimer	
Hofer Colony School	Ben Hofer	
Richland Colony School	Anna Langevin	
Springwell Colony School	George Waldner	
Adult Education Centres	Tannis Magnusson	

Divisional Principals: Jody Wielgosh
Chris Gusberti

Program Leaders: Joanna Kaptein - Literacy
Natalie Hlady – Literacy
Allan Stevenson - Numeracy
Elana Spence – Active Learning
Greg Crowe- Music
Lorinda Bradley – Student Services

Career Development Coordinator: Greg Link and
Jerrod Kusyk

Finance Manager: Matthew Bialek

Purchasing Manager: Tracy Weidman

Maintenance Manager: Derrick Ryback

Transportation Manager: Jason Ziprick

ICT Director: Gord Tulloch

Workplace Safety Officer: Shirley Thera

Appendix 6
School Plan Template

School Plan for 2023-24

1. Goal:

What led to the creation of this goal?

Goal Statement:

2. Strategies / Resources

3. Indicators / Timeline

<i>Action Steps/ Tasks</i>	<i>Responsibility</i>	<i>Timelines</i>	<i>Materials/ Resources</i>	<i>Evidence of Success</i>	<i>Status</i>

4. Evidence of success

Appendix 7 Sunrise School Board Strategic Plan

Board Strategic Plan

2023-2026



Purpose:

Nothing less than outstanding learning experiences, one learner at a time.

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 life goals.

Priority Domains

The Board has identified the following three domains as their priorities for the upcoming three school years:

Educational

Social/Emotional

Relational

Areas of Focus in Each Domain

Within the *Educational* domain, the Board has chosen *Literacy and Numeracy* as their specific areas of focus.

Within the *Social/Emotional* domain, the Board will be focused on *Mental Health and Well Being*.

Within the *Relational* domain, the Board has chosen to focus on *Community and Cultural* connections.





What is a strategic plan?

Strategic planning is the process of setting goals, deciding on actions to achieve those goals, and mobilizing the resources needed to take those actions.

The priority domains outlined by the Board are the focal points of their work for at least the next three year period.

Additional work by school and divisional staff will support the domains in the strategic plan and will meet both provincial and divisional expectations with regard to student success.

The Board planning cycle will see the strategic plan reviewed and possibly revised annually.

We heard what stakeholders had to say and incorporated your feedback into our plan.

Educational Domain

Within the *Educational* domain, the Board has chosen *Literacy* and *Numeracy* as their specific areas of focus.

Literacy:

The division will provide both the opportunities and tools needed for every student to improve their literacy skills.

Numeracy:

The division will provide both the opportunities and tools needed for every student to improve their numeracy skills.



Social-Emotional Domain

Within the *Social-Emotional* domain, the Board will be focused on *Mental Health* and *Well-Being*.

Mental Health:

The division will work together with students, families, as well as qualified school, divisional and community support personnel to help meet the mental health needs of students.

Well-Being:

The division will provide engaging and inclusive events, presentations, celebrations, and learning opportunities that promote belonging, well-being, and resilience for all students.



Relational Domain

Within the *Relational* domain, the Board has chosen to focus on *Community* and *Cultural* connections.

Community Connections:

The division will promote and engage in activities that create, strengthen, and value the perspectives of our community partners.

Cultural Connections:

The division will work to improve our understanding of and honour the perspectives of culturally diverse groups as well as language learners in all our schools.



Educational Action Plan Strategies

Literacy:

The division will provide both the opportunities and tools needed for every student to improve their literacy skills.

- Teachers will use the divisional Reading Progressions to track student progress.
- Teachers will use the divisional Writing Progression to track student progress.
- The Reading Recovery program will be used for select students.
- Schools will participate in provincially developed assessments at grades 3, 4, 8, 10 and 12.
- Schools will develop and implement a comprehensive literacy plan using the divisional literacy guidelines.



Numeracy:

The division will provide both the opportunities and tools needed for every student to improve their numeracy skills.

- Teachers will use manipulatives and Math toolkits with students.
- Teachers will engage in the Numeracy Assessment Program (NAP) in grade 6 through to grade 10.
- Schools will participate in provincially developed assessments at grades 3, 4, 7, 10 and 12.
- Schools will develop and implement a comprehensive numeracy plan using the divisional numeracy guidelines.

Social-Emotional Action Plan Strategies

Mental Health:

The division will work together with students, families, as well as qualified school, divisional and community support personnel to help meet the mental health needs of students.

- Schools will partner with the local health authority to access available services for students.
- Schools will work collaboratively with the divisional clinicians when programming to meet student needs.
- The division will train a complement of staff at each school in both proactive and reactive interventions.
- The division will employ a qualified mental health worker to help build capacity for staff at schools.



Well-Being:

The division will provide engaging and inclusive events, presentations, celebrations, and learning opportunities that promote belonging, well-being, and resilience for all students.

- Schools will support the success of students through various methods of recognition throughout the school year.
- Schools will offer extra-curricular activities based on student interest as much as they are able.
- Students in grades 9 through 12 will have the opportunity to participate in the divisional Artspeak program.
- Schools will support experiential learning through relevant off-site excursions.
- Schools will bring in outside presenters and guests to supplement learning if possible.

Relational Action Plan Strategies

Community Connections:

The division will promote and engage in activities that create, strengthen, and value the perspectives of our community partners.

- Trustees will engage in collaborative meetings with elected officials in the municipalities and towns of Sunrise.
- Trustees will attend public events at schools whenever possible.
- Trustees will attend divisional events whenever possible.
- The board and schools will develop a series of parent and public engagement opportunities on a variety of topics.
- The division will provide opportunities for the assessment of pre-kindergarten students for families in Sunrise.
- The division will increase the use of traditional and social media communication methods.



Cultural Connections:

The division will work to improve our understanding of and honour the perspectives of culturally diverse groups as well as language learners in all our schools.

- Staff will work to implement the teachings within the provincially developed document *Mammothosimim: The Wonder We Are Here With*.
- French Immersion teachers will use the strategies in *L'approche intégrée* when teaching students in the immersion program.
- Schools will create inclusive environments in alignment with the Sunrise policy on Respect for Human Diversity.
- The division will work collaboratively with our Hutterian communities and schools to support their values in our colony schools.

Success Indicators

Educational Domain

- Provincial Report Card Data
- Provincial Assessment Data
- Reading Progression Data
- Writing Progression Data
- Reading Recovery Data
- Numeracy Assessment Program Data
- Continuous Improvement Plan Data



Social-Emotional Domain

- Student Attendance Data
- Student Suspension Data
- Talent Development Annual Review Data
- Graduation Data
- School Community Reports
- Divisional Community Report
- Share-A-Story Tracking



Relational Domain

- Board Planning Cycle Report
- Municipality & Town Meetings
- Career Development Credit Data
- P&C Meeting Reports
- Early Years Assessment Data
- School Community Reports
- Divisional Community Reports
- Community Engagement Data



Appendices to the Strategic Plan

Appendix A.

Policy 05: Annual Planning Cycle

This policy is in the Board Policy Manual and gets reviewed annually by the Policy Committee. The strategic plan review is meant to take place in late April. The Board should align their planning cycle with existing practices in the divisions.

Appendix B.

Board Report Plan

This document is developed by the Superintendent and approved by the Board annually. It provides a checklist and timeline for the reports that will be shared throughout the board meetings each year. It is a fluid document that can be changed as needed but also provides a timeline for the things that are required of the Board. The reports listed in this document should also be strongly aligned with the Board Strategic Plan.

Appendix C.

Learning for Success

The Learning for Success initiative outlines the operational expectations for schools for both the process and the school division. It provides schools with areas of focus, expected actions, and also identifies the support in place to assist with a successful transition. A learning for success guide is distributed to schools to assist in school division. The learning for success and the Board Strategic Plan should be strongly aligned.



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