

Turtle Mountain School Division



STRATEGIC PLAN

September 2016 – June 2020

PREAMBLE

Turtle Mountain School Division has adopted a four-year planning cycle commencing in September 2016. This *Strategic Plan* follows extensive community consultations (including parents and students), survey input, research and administration and staff input. It stems from the division's beliefs, vision and mission.

ACKNOWLEDGEMENTS

Turtle Mountain School Division held a strategic planning forum on October 3, 2015, which included trustees, parents, students, staff, and senior administration. In addition, Turtle Mountain School Division invited feedback through online surveys which were conducted with students, staff, parents, and community members throughout the communities within the Division. The board of trustees would like to acknowledge the contribution of these stakeholders to this document. Without their collaboration and feedback this new planning framework would not have been possible.

Turtle Mountain School Division Board of Trustees

Leah Cann	Rodney Hintz
Shirley Highfield	Robert MacTavish
Garth Nichol	Sonia Cole

Turtle Mountain School Division Administration

Tim De Ruyck - Superintendent / CEO
Grant Wiesner - Assistant Superintendent of Student Services
Kathy Siatecki - Secretary-Treasurer

BELIEFS

The Board of Trustees has identified a set of beliefs that will guide the actions of the Turtle Mountain School Division and its senior administration.

- We will be accountable for our decisions.
- We will operate in an open and public way.
- We will work as a team.
- We will remain open to new ideas.
- We will work with integrity.
- We believe in fiscal responsibility.
- We believe in a model of sustainable development.

VISION

Empowering all students to succeed.

MISSION

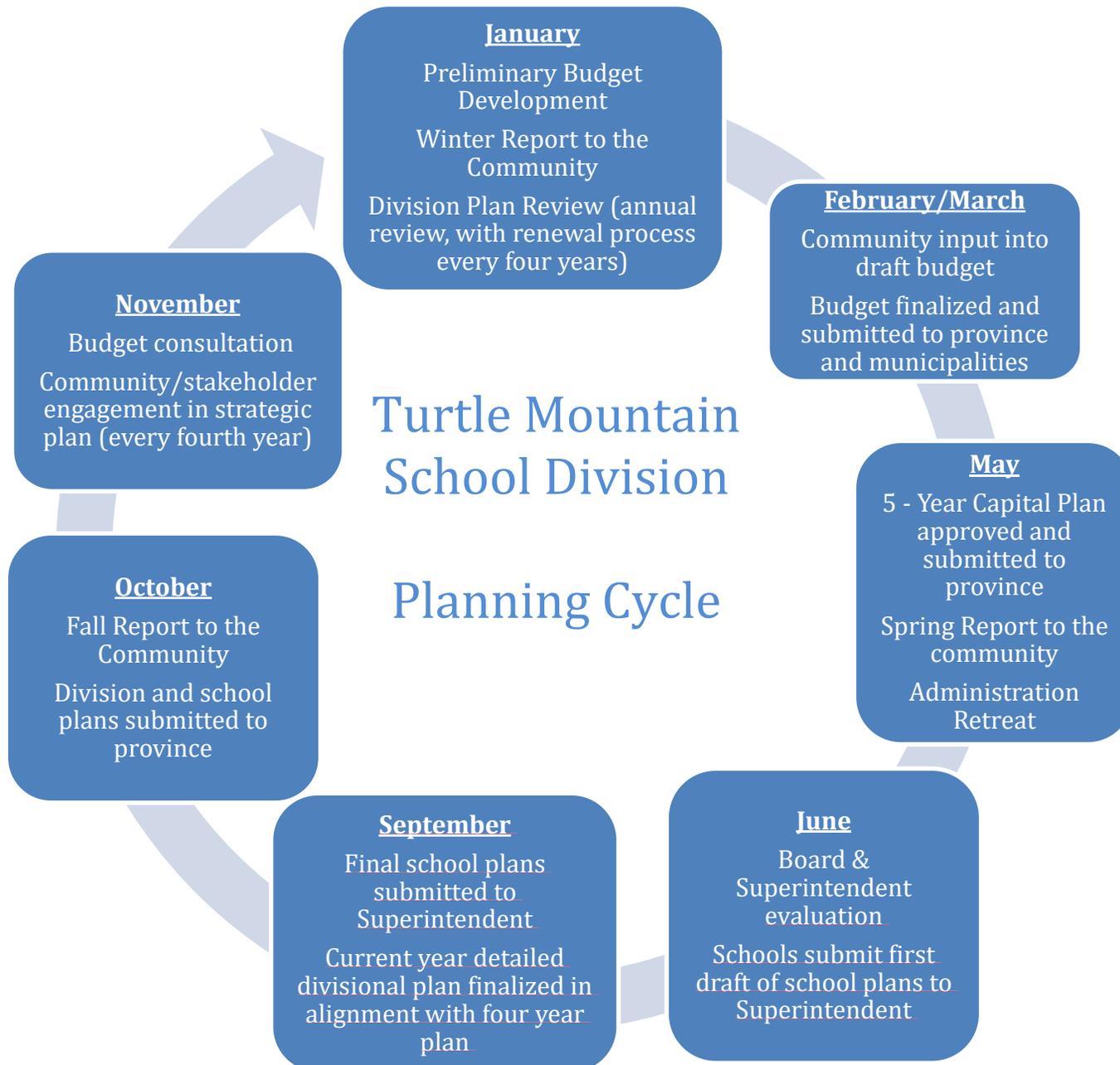
The students are the focus of all our efforts. The Division strives to provide an education that prepares individuals for a meaningful life in a changing world. We promote a learning environment that begins in the home, continues in the school and is supported by the community.

Our mission statement reflects two important values that the Division holds as fundamental. First, "**The students are the focus of all our efforts**". This requires a commitment by the Board, schools and staff to consider the students first. Our mission statement also recognizes that our ultimate goal is to prepare, "**...the individuals for a meaningful life in a changing world**". This recognizes that change is a constant for both our students and our school division.

Turtle Mountain School Division Planning Framework



Turtle Mountain School Division Planning Cycle



DIVISION PRIORITIES, 2016-2020

These priorities have been developed for a four-year period and will be reviewed annually. They serve to underpin the Board's decisions throughout the year. The regular work of the Board will continue alongside these priorities as part of the progress of the division, and the Board is committed to continuous improvement for all. The division priorities will link directly with the Division Plan as is submitted to Manitoba Education annually.

Division Priorities	Strategies	Success Indicators	Data Sources
<p>1. Encourage students to be active, motivated, and fully engaged learners</p>	<ul style="list-style-type: none"> • Strengthen opportunities for students to learn in alternative ways (for example, apprenticeships, Career and Technologies Study Program) • Provide professional development for teachers, instilling the pedagogy of teachers as learning facilitators, and focusing on engagement strategies for middle and high school years • Provide professional development and support for staff K-12 in strengthening relationships with students • Maintain student/teacher ratios to provide contact time with students • Receive information from senior administration in relation to resiliency, mental health, and safe schools, and provide support to strengthen these initiatives • Provide support to ensure students receive regular career counseling in relation to course selections and post-secondary aspirations • Support purposeful technology integration in the classroom to enhance student learning 	<ul style="list-style-type: none"> • Student enrolment figures in alternative programs reduced • Strong student participation in experiential learning opportunities • Positive uptake of professional development available to teachers • Staff reporting increased success in student engagement/relationship building • students reporting an increased sense of confidence, reduction in reported incidents of bullying and students disengaging due to anxiety • Increase in students indicating they have an adult advocate at school • Increase in students reporting a pathway after graduation • Equitable technology available to all students, students proficient in using technology as a tool for learning and communication 	<ul style="list-style-type: none"> • Alternative Education enrolment figures • Feedback/data from Attendance Support Worker • Feedback from staff through survey data as well as discussion with school administration • Feedback from students via Tell Them From Me, as well as post-graduation • Evidence of technology infusion enhancing student/teacher learning environments

<p>2. Facilitate improvements in literacy and numeracy for all students</p>	<ul style="list-style-type: none"> • Review data with senior administration to establish a baseline for literacy and numeracy capabilities • Receive options from senior administration for review and recommendations for improvements • Provide professional development for teachers at all levels to promote improvement for literacy/numeracy, with a strengthened focus on middle and high school years • Administration provide options/recommendations for strategies and teaching methods • Provide funding for personnel, programming and professional development 	<ul style="list-style-type: none"> • Data indicating the baseline for Turtle Mountain School Division with a comparison to provincial and national averages is made available to Board • Review improvement strategies and approve options for implementation • Professional development opportunities on literacy / numeracy improvements are made available to teachers • Improvement in student achievement levels 	<ul style="list-style-type: none"> • Achievement data, school based, divisional, provincial • Feedback from staff via surveys as well as discussion with school administration • Feedback and reporting from senior administration
<p>3. Enhance the board's communication strategies across stakeholder groups</p>	<ul style="list-style-type: none"> • Evaluate current communication methods (website, quarterly releases) and make recommendations related to improving communication • Develop and implement new strategies based on recommendations and current best practices • Develop a one-year communication strategy for the Board • Develop ways to inform the public about educational reform • Receive information from senior administration regarding the status 	<ul style="list-style-type: none"> • Methods to communicate with stakeholders will be increased • Stakeholder engagement and feedback will increase 	<ul style="list-style-type: none"> • Inventory of communication methods/timelines • Feedback from stakeholders through cyclical survey process

<p>4. Align student experiences to facilitate success in an ever-changing world</p>	<p>of parent councils, and share information with parent councils on an ongoing basis</p> <ul style="list-style-type: none"> • Share divisional information regarding bursary/and scholarship availability • Support programming that instills the competencies of communication, collaboration, culture and ethical citizenship, character, critical thinking, computer and digital technology, creativity, innovation and entrepreneurship (use 21st century learning competencies index) • Work with Senior Administration to Develop a TMSD Learning Competencies document • Provide funding for professional development for teaching staff related to Learning Competencies • Provide support to promote global citizenship in relation to climate change and sustainable development, including the promotion of green technology and career choices • Seek ways to provide experiential learning through school programming (real world) 	<ul style="list-style-type: none"> • Students becoming proficient in all competencies as identified in TMSD learning competency document • TMSD Learning Competencies Document established, including rubric and strategies for teachers • Students become informed on the issues surrounding climate change and sustainable development, and are actively engaged in working collectively to address these challenges • Provide support for pilot programs to support experiential learning 	<ul style="list-style-type: none"> • TMSD Learning Competency Rubric (part of division document) • Feedback from staff • Feedback from students • Evidence of student learning in relation to learning competencies • Evidence of student engagement in sustainable development strategies
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