

# TURTLE MOUNTAIN SCHOOL DIVISION PLAN 2016/2017

## Identification

Name of School Division Turtle Mountain	Name of School Divisional	Name of Superintendent Tim De Ruyck	Date (yyyy/mm/dd) 2016/09/30
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## School Profile

*(Complete the following using FTE as of Sept 30<sup>th</sup>.)*

Number of Teachers 84	Number of Students 986	Grade Levels K-12	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes, schools include within their school plans.
What is your mission statement? 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.			Year Revised 2015=2016 for 2016-2017

## Planning Process

List or describe factors that influenced your priorities. Our priorities are based primarily on feedback received from various stakeholders, including students, staff, parents, and community. Our plan also includes priorities as required by the province. We also have maintained data from a variety of sources, ranging from early years to grade 12, which we have referenced.
Describe the planning process and the involvement of students, staff, families and the community. Who was involved? We held a community forum in October of 2015 as part of the renewal of our four year strategic plan. We also engaged staff, students, and parents in a survey process during the 2015-2016 school year, and a very strong response rate which was very positive.
How often did you meet? We held a one day community forum in October 2015, as well as the survey process which occurred over a period of several weeks.
What data was used? We reviewed our Tell Them From Me Survey results, graduating student survey results, academic achievement data for grade 7/8 and well as the grade 12 provincial exams, EDI results, grade three literacy/numeracy results as well as Fountas and Pinnell data for our school division.
Other highlights?

## Division Priorities

1. Encourage students to be active, motivated, and fully engaged learners.
2. Facilitate improvements in literacy and numeracy achievement for all students.
3. Enhance communication across all stakeholder groups.
4. Align student experiences to facilitate success in an ever-changing world.

## Division Plan

<b>Expected Outcomes</b> What specifically are you trying to improve for student learning? (observable, measurable)	<b>Strategies</b> What actions will you take?	<b>Indicators</b> How will you know that learning is improving?	<b>Data Collection</b> By what means will you collect evidence of progress toward learning?
1. Achievement in literacy and numeracy will improve by at least 10% across all grade levels and for all students.	<ul style="list-style-type: none"> <li>-staff will participate in PD with literacy/numeracy teacher leader, using Faye Brownlie's model</li> <li>-by June 2017 all grade 1-6 teachers will have received training and implemented Daily 5, Café, as well as the Daily 3 Frameworks</li> <li>-SLP's and resource teachers will be trained in Daily 5 as well</li> <li>-staff will continue to participate in Reading Apprenticeship training, will be evaluating future participation</li> <li>-TMSD to participate in the MRLC action research project for grades 6 and 9 math, facilitated by Laura Brake</li> <li>-Grade 9 Math will be offered as full year courses</li> <li>-Greater use the grade 9 transitional math credit, as well as Applied Math 30 and 40</li> <li>-school administrators will participate in leadership sessions with the MRLC to promote effectiveness in working with teachers</li> </ul>	<ul style="list-style-type: none"> <li>-staff will monitor improvement in student achievement through both classroom as well as divisional assessments</li> <li>-improvement in provincial assessment results</li> <li>-anecdotal feedback from staff</li> <li>-fewer referrals to student services for literacy/numeracy support</li> </ul>	<ul style="list-style-type: none"> <li>-assessment results, pre and post assessments as part of Faye Brownlie's model</li> <li>-feedback from staff</li> </ul> <p>January and end of year assessments as part of MRLC action research project, includes control group</p>
2. Student Engagement will improve by at least 20% for all students, with a focus on middle and senior years.	<ul style="list-style-type: none"> <li>-Teacher advisor models will be repurposed as needed to ensure all students have an identified significant adult in school</li> <li>-Staff will receive professional development in Mental Health First Aid, using a train the trainer model</li> <li>-Guidance counselors and school psychologists will be delivering mental health programming along with teachers in K-8</li> <li>-Staff will receive professional development to promote the "Teacher as Facilitator" model, including the transformative view (learning is a social and interactive process amongst students and teachers), MRLC participation as well as divisional committee work</li> <li>-Promotion of innovation in the classroom through the purposeful use of technology, teachers applying for funding</li> <li>-Students will be supported in several ways as part of developing their career pathways, therefore making more meaning of their middle and high school education and improving student engagement, this will include expanded use of Career Cruising, the Career Development leader working with students in middle years classrooms, dedicated staff allocations in Boissevain and Killarney for Career Guidance, reworking annual Career Day to expand exposure of various career options to students, and strengthening use of provincial Career Exploration credits</li> </ul>	<ul style="list-style-type: none"> <li>-Student achievement will increase</li> <li>-Attendance will improve</li> <li>-Staff will engage in more project based-multi-disciplinary activities with students</li> <li>-teacher applications to access funding to support technology innovation in the classroom</li> <li>-student career paths will be evident through their portfolio work as well as Career Cruising</li> <li>-increase in students applying for scholarships/bursaries</li> <li>-Participation in MRLC sessions (rethinking high school)</li> </ul>	<ul style="list-style-type: none"> <li>-student grades (academic achievement)</li> <li>-anecdotal feedback from students and staff</li> <li>-survey results</li> <li>-teacher feedback regarding technology innovations in the classroom</li> <li>-pre and post assessments for the K-8 mental health programming</li> <li>-career cruising participation and student portfolios</li> </ul>
3. All Middle and High School students will be given opportunity refine their skills in the core competency areas (Six C's) as part of their classroom and learning experiences.	<ul style="list-style-type: none"> <li>-Partnering with On Board Education to administer a comprehensive survey process with students in grades 4-12, which will then be used to address issues in relation to student mental health, strengthening resiliency, and building skills in the 6 C's</li> <li>-A divisional committee will be struck to develop a support document for teachers to provide strategies for integrating Core Competency work within the classroom.</li> <li>-Middle and senior years' classroom layouts and furniture focusing on flexibility, collaboration, and personalization.</li> </ul>	<ul style="list-style-type: none"> <li>-work on instilling the six C's will become evident within the classroom and the work students are doing as part of their curricular programming</li> <li>-student portfolio work will include samples demonstrating increased proficiency in the six C's</li> <li>-purchase and refurbishment of furniture, non-traditional classroom layout</li> </ul>	<ul style="list-style-type: none"> <li>-OnBoard education survey results</li> <li>-Anecdotal feedback from staff</li> <li>-samples of student work and teacher lessons</li> <li>-development of divisional support handbook</li> </ul>

<p>4. Sustainable development awareness and efforts will be further enhanced amongst all students.</p>	<ul style="list-style-type: none"> <li>-Green Technology/Green careers will be part of the focus as part of career development</li> <li>-Opportunity will be taken where possible to access/utilize resources as forwarded from Anne MacDiarmid</li> <li>-Staff from TMSD will attend the EECOM conference at the Peace Gardens in August, 2016, and bring back resources to share amongst staff</li> <li>-Newly developed outdoor education school initiated course will include a focus on environmental and sustainable development issue</li> </ul>	<ul style="list-style-type: none"> <li>-students demonstrating increased awareness of career opportunities in green technologies/sustainable development</li> <li>-staff use of resources as identified by the province and elsewhere</li> </ul>	<p>Sustainable development projects at various grade levels within schools.</p> <p>Career development leader and career guidance counselors work with students in the area of sustainable development</p> <p>Student participation in Outdoor Education SIC course, with a focus on environmental issues</p>
<p>5. Communication amongst stakeholders will be strengthened and frequency increased.</p>	<ul style="list-style-type: none"> <li>-further enhancement to the division and school websites</li> <li>-creating a vehicle for feedback other than budget consultations and occasional surveys</li> <li>-seek ongoing opportunities for staff to share updates on innovative projects/initiatives with the Board as well as parents/public</li> <li>-engage local media with updates on initiatives within the division</li> </ul>	<ul style="list-style-type: none"> <li>-degree and frequency of feedback from stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>-response rate from stakeholders</li> <li>-tracking of traffic to division website</li> </ul>