Turtle Mountain School Division
Annual Report on Continuous Improvement 2021-2022

Identification		
Name of School Division: Turtle Mountain	**Name of Superintendent:** Grant Wiesner	**Date (yyyy/mm/dd):** 2022/10/31

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.

Division Profile
Turtle Mountain School Division serves the communities of Killarney, Boissevain, Minto, as well as provides education services to the students in four Hutterite colonies. Killarney and Boissevain each have a K-12 school, while Minto School is K-8 with students then transitioning to Boissevain for their high school programming. The four colonies each have K-12 schools. We also work closely with the Turtle Mountain Adult Education Centre, which operates out of two sites in both Killarney and Boissevain. Turtle Mountain School Division's focus is to meet the needs of all students. As the Division has been navigating the COVID-19 pandemic, we have been working on the areas of strengthening literacy and numeracy achievement, enhancing student experiences and engagement, strengthening pathways to student success, and developing strong and resilient students. The Division has been working on a mentorship project, as the 2021-2022 school year had 46% of staff being new to the profession (5 years experience or less). Teacher mentors were supervised by the Superintendent/CEO and the Literacy and Numeracy teacher-leaders. The mentorship project addressed the following topics: how we do things in TMSD, assessment and evaluation, best practices in teaching and learning, Manitoba Rural Learning Consortium (specifically the Numeracy Achievement Program), Teaching Sprints, Professional Learning Communities, using data to guide teaching and learning, grade-to-grade transitioning, and administration and reporting of the provincial assessments in grades 3, 7, 8. In Turtle Mountain School Division we have also been targeting our efforts to strengthen engagement and resilience amongst our students. These two student characteristics were significantly impacted as a result of the COVID-19 pandemic and remote learning. As part of our efforts to support student engagement and resilience, we surveyed students using the OurSchool survey and have been looking at where student needs have been identified. The Division has used the Learning to Age 18 funding, along with divisional resources, to fund a divisional social worker since 2017-2018. We feel this position has served us well in supporting at-risk students and in building relationships with families.

Senior Administration Team

Turtle Mountain School Division's Senior Administration team consists of a Superintendent/CEO, an Assistant Superintendent of Student Services, and a Secretary-Treasurer. The Division also has a Supervisor of Transportation, Buildings and Maintenance.

Superintendent/CEO:

The Superintendent/CEO shall provide leadership in developing, achieving and maintaining educational and operational programs and services. The Superintendent has the authority to delegate to other personnel all activities related to the provision of educational programs and services, and operational/transportation services. The Superintendent/CEO is primarily responsible to the Board for all functions of the Division.

Assistant Superintendent of Student Services:

Reporting to the Superintendent, the Assistant Superintendent of Student Services provides leadership and the support required to develop and maintain all aspects of exceptional education programs and services to the Division using the collaborative/ consultative resource model of service delivery.

Secretary-Treasurer:

The Secretary-Treasurer acts as the secretary and financial manager within the Division. The Secretary-Treasurer administers and supervises all activities related to nonteaching and/or support services sector as defined within this job description and in the organizational chart. The Secretary-Treasurer is primarily responsible for fiscal management. The Secretary-Treasurer reports to the Superintendent/CEO. The Secretary-Treasurer provides leadership in business administration activities, which includes: accounting, purchasing, payroll, general administration and those areas of responsibility specifically assigned to her.

Supervisor of Transportation, Buildings and Maintenance:

The Supervisor of Transportation and Maintenance is responsible for the management of the Transportation and Maintenance functions within the Division and reports to the Superintendent/CEO.

Student Demographics:

Disaggregation	Number of Students	Percentage of Student Population
English as an Additional Language	196	18.9% (12.7% Hutterian, 6.2% other EAL)
Self-declared Indigenous	122	11.7%
Children in Care	12	1.2%
Non-indigenous, non-EAL	721	68.2%

Total Student Population	1039	

Staffing Profile:

Full-Time Equivalents	Number
Principals	6
Vice Principals	2
Teachers	81
Counsellors	2
Resource Teachers	6
Teachers supporting special needs low enrolment classes	0
Educational Assistants	52
Speech Language Pathologists	1.47
Reading Clinicians	1
Occupational Therapists	0.5
Physiotherapists	0
Psychologists	0.25
Social Workers	1

Other Professional Staff (specify):
    Literacy Teacher-Leader
    Numeracy Teacher-Leader
    Career Development/CTS/Apprenticeship Teacher-Leader
	0.8
	0.5
	0.5

Education for Sustainable Development:

Education for Sustainable Development	Number of Schools
Number of schools in the division	7
Number of schools with an ESD plan	7

Strategic Plan:
The Turtle Mountain School Division's Strategic Plan can be found on our website at
www.tmsd.mb.ca.

Division Priorities
- Strengthen Literacy and Numeracy Achievement
- Enhance Student Experiences and Engagement
- Strengthen Pathways to Student Success
- Develop Strong and Resilient Students

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 through a strategic planning meeting, surveys, and school-based and divisional data. 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 2019 as part of the renewal of our four year strategic plan. We also engaged staff, students, and parents in a survey process, and a very strong response rate which was very positive.

How often did you meet?
We held a one day community forum in October 2019, as well as the survey process which occurred over a period of several weeks. We also meet as an administration group, as well as with the Board, on an ongoing basis to review progress. As part of the four year strategic plan we revise goals annually.

What data was used?
We reviewed Resiliency Survey results, OurSchool survey results, graduating student survey results, academic achievement data, EDI results, mRLC's NAP results for Grades 4-9, provincial data (grades 3, 7 and 8), divisional Literacy/Numeracy results, as well as Fountas and Pinnell data for our school division. The Division also analyzes high school graduation rates, trends in the provincial report card, and historically exames successful credit attainment and average marks in the grade 12 provincial assessments in Mathematics and English Language Arts.

Grant Expenditures
Indigenous Academic Achievement: ($27,000) ● 0.25 FTE Divisional Numeracy Teacher-Leader (Wages and Benefits)
Career Development: ($31,250) ● 0.43 FTE CDI/HSAP Divisional Coordinator Position (Wages, Benefits)
Early Years' Enhancement: ($90,000) ● 0.45 FTE Early Years' Teaching Position (Wages and Benefits): Boissevain School ● 0.45 FTE Early Years' Teaching Position (Wages and Benefits): Killarney School
Early Childhood Development Initiative: ($15,150) ● Work with the Turtle Mountain Community of Early Childhood Educators (collaboration of the Turtle Mountain Community of Early Childhood Educators: Public Health, Turtle Mountain School Division, PROMISE Years, Boissevain, Killarney & Minto Early Learning Centres and Nursery Schools) in planning and running Three Year Old Wellness Fairs in Boissevain and Killarney (*canceled in spring 2022*) ● Professional Development: $1,240.18
English as an Additional Language: ($74,950) ● 0.16 FTE Divisional Literacy Teacher-Leader (Wages and Benefits) ● 1.0 FTE Educational Assistant: Boissevain School (Wages and Benefits) ● 1.0 FTE Educational Assistant: Killarney School (Wages and Benefits)
Learning to Age 18 Coordinator: ($20,000) ● 0.21 FTE Divisional Social Work Clinician (Wages and Benefits)
Literacy and Numeracy: ($81,192) ● 0.95 FTE Reading Recovery Teacher (Wages, Benefits, and Supplies) ● 0.20 FTE Divisional Numeracy Teacher-Leader (Wages and Benefits)
Technology Education Grant: ($34,040) ● Equipment and supplies for vocational programming: Industrial Arts and Human Ecology

Expected Outcomes What specifically was TMSD trying to improve for student learning? (observable, measurable)	OUTCOME 1: **Turtle Mountain School Division will strengthen Literacy and Numeracy achievement, across all Grade levels and for all students.**		
Strategies What actions did TMSD take?	**Indicators** How did TMSD know that learning is improving?	**Data Collection** By what means did TMSD collect evidence of progress toward learning?	**Results** (status, data or anecdotal evidence)
● Use the BC Performance Standards to assess Reading and Writing growth from Grade to Grade	● Individual student growth reflected on the continua	● Informal Reading and Writing Assessment Continua; student samples	● Consistent teaching of reading skills: Strategies, Comprehension and Response and Analysis, Grades 1-8 ● Consistent teaching of writing skills: Meaning, Style, Form and Conventions, Grades 1-8

● Literacy Programming to support Early and Middle Year student reading development	● Students demonstrate improved reading scores over time
	● Teachers are reviewing their student scores at the start of the school year to guide instruction and programming.
		● Fountas and Pinnell results
		● Levelled Literacy Scores
		● Reading Recovery measures
			● Grades 1-8 Fountas and Pinnel - 68% of all students read at or above grade level.
			  ● FNMI - 66% read at or above grade level.
			  ● EAL - 50% read at or above grade level
			● Reading Recovery - 80% of students completed program with Accelerated or Substantial progress
			● Levelled Literacy Gr. 1-6 - 94% of participants made gains in reading scores

● Full day every day kindergarten	● Student growth in benchmark outcomes, reflected over time ● Connecting to Wellness Fair (Three Year Old) and Kindergarten Intake Data (DIAL-IV)	● TMSD Kindergarten Transition document ● DIAL-IV ● Wellness Fair	● 71% of Kindergarten students are meeting all numeracy outcomes ● 82% of Kindergarten students are meeting all literacy outcomes in reading (Strategies, Response and Analysis) and writing (Meaning, Style, Form)
● Cohesive and consistent divisional Literacy and Numeracy	● Improvement in student achievement levels in Literacy and Numeracy ● Best practices in Literacy and Numeracy teaching	● Identification and delivery of Tier 1, 2 and 3 RTI Interventions for Literacy and Numeracy	● Implementation of Levelled Literacy from Grades 1 to 8 ● Classroom Support teacher supporting

programming and assessment strategies/interventions as per the through Mentorship and the Teaching Sprints model	and learning is evident through classroom observations by school administration, Literacy and Numeracy Teacher-Leaders, and Superintendent/CEO	● Instructional Leadership Observations	individualized reading programming ● Tier 3 reading support via Resource Teachers ● Tier 2 math support ● Creation of Numeracy & Literacy Divisional Expectation documents
● Focus on assessment for, as, and of learning	● Assessment is used to guide instruction and close learning gaps	● Numeracy and Literacy Assessments (NAP, Numeracy Screening Tool, Addition and Multiplication Running Records, IRA, IWA, F&P)	● Data is increasingly being used to drive instructional decisions at the classroom and school levels
● Professional development support for staff in Literacy and Numeracy, including the use of Literacy/Numeracy Teacher-Leaders	● The number of teachers who participated in mRLC PD and TMSD's Literacy/Numeracy Teacher-Leaders; The list of teachers who participated in mRLC Literacy/Numeracy PD	● Professional development opportunities on Literacy / Numeracy improvements are made available to teachers: NAP, Carole Fullerton, Faye Brownlie…; Manitoba Rural Learning Consortium teacher registrations	● 50/81 teachers participated in mRLC PD opportunities. ● Literacy and Numeracy provide regular in-house PD opportunities ● PLCs in all schools
● Professional development support for staff in Perspectives in Indigenous Education	● The number of divisional staff who participated in mRLC PD with a focus on Perspectives in Indigenous Education	● Professional development opportunities on Perspectives in Indigenous Education	● 8/81 teachers participated in mRLC professional development opportunities. ● 24/81 teachers participated in an in-house professional development opportunity
● Professional development support for staff in Mental Health supports	● The number of divisional staff who participated in PD with a focus on Mental Health supports	● Professional development opportunities on Mental Health supports	● Resource, Guidance, School and Divisional Administration attended Safe and Caring Schools PD ● EAs completed Non-Violent Crisis Intervention professional development
● Transition meetings between Grade levels, with specific reference to	● Sharing of transition document from Grade-to-Grade with Literacy and Numeracy outcomes that students have met	● Grade-to-Grade Transition Document	● Transition meetings have occurred in each school, from Kindergarten to Grade 9.

Literacy/Numeracy outcomes			
● Participate in the Manitoba Rural Learning Consortium Numeracy Achievement Project, Grades 4-9	● Improved student outcomes using NAP Manitoba Data Tool	● mRLC NAP Manitoba Data Tool	● This year we are continuing professional development work at the grade ½ level ● We are also reinservicing our grade 6/9 staff. ● Overall 13% increase of the amount of students achieving above 65% average since 2018. Improvement in all four stands of numeracy (Number Sense-2%^, Patterns and Relations-7%^, Shape & Space-7%^, Statistics and Probability-8%^)
● Improve NAP outcomes for Indigeneous Learners	● Grade level year end baselines	● Manitoba Data Tool	● Improved 6% overall from 2019-2020 across all four strands
● Professional Learning Communities focused on narrowing achievement gaps in Literacy and Numeracy using Teaching Sprints	● Evidence of student growth on Teaching Sprint "Sand" activities	● PLCs using Learning Sprints forms; Teacher participation in Learning Sprints PD	● PLC times embedded into school master timetables. ● Teaching Sprints PD for teachers at Divisional PD Day
● Utilization of Numeracy Screening Tool, Grades K-8, with Guided Math supports	● Numeracy Screening Tool that measures Grade Level Foundational Outcomes	● Gr. 1-3 data will be tracked using Excel Spreadsheets ● Data collected in the NAP data tool	● Used at various grade levels (grade K -8) around the division
● Expand Reading Apprenticeship methodologies	● Reading Apprenticeship strategies will be consistently applied by teachers who have been trained, in middle years and high school; increased evidence of metacognitive strategies used by students in all subject areas	● Reading Apprenticeship Calendar of Strategies	● Reading Apprenticeship calendar of strategies were utilized by teachers with formal training

• Strengthen consistency in terms of best practices across the division	• Mentorship of new teaching staff; staff moving to new subject/grade area	• Identified Mentors/Mentees	• Mentors met with mentees monthly to review: how we do things in TMSD, assessment and evaluation, best practices in teaching and learning, Manitoba Rural Learning Consortium (specifically the Numeracy Achievement Program), Teaching Sprints, Professional Learning Communities, using data to guide teaching and learning, grade-to-grade transitioning, and administration and reporting of the provincial assessments in grades 3, 7, 8

Expected Outcomes What specifically was TMSD trying to improve for student learning? (observable, measurable)	OUTCOME 2: **Turtle Mountain School Division will enhance student experiences and engagement by encouraging and developing students to become active and motivated students.**		
Strategies What actions did TMSD take?	**Indicators** How did TMSD know that learning is improving?	**Data Collection** By what means did TMSD collect evidence of progress toward learning?	**Results** (status, data or anecdotal evidence)
• Project-Based Learning, including ongoing development of the Six C's (creativity, collaboration, critical thinking, citizenship, character, communication)	• Students becoming proficient in all competencies as identified in Turtle Mountain School Division learning competency document	• Turtle Mountain School Division's Learning Competency Rubric (part of division document)	• Project based learning at Colony Schools • Genius Hour • In house PD opportunities provided
• Technology integration with a focus on future employment needs	• Equitable technology available to all students, students proficient in using technology as a tool for learning and communication	• Evidence of technology infusion enhancing student/teacher learning environments • Xello	• Increased use of online platforms (Google Classroom, Seesaw) from K-12 • Life-Works 10S uses Xello for course planning
• A focus on sustainable development and climate change, including green technologies and changes in industry	• Students become informed on the issues surrounding climate change and sustainable development, and are actively engaged in working collectively to address these challenges	• Evidence of student engagement in sustainable development strategies	• Sustainable Grant projects at each school
• Professional development, and resources required for experiential learning experiences	• Positive uptake of professional development available to teachers	• Evidence of experiential learning activities/opportunities for students	• Inquiry based learning experiences, implementation of Genius Hour • STEAM programs in schools • Genius Hour and STEAM professional development opportunity on divisional PD day

• Universal Design for Learning will be utilized to ensure appropriate, inclusive educational experiences for all students	• Student needs are meet through Universal Design for Learning	• Universal Design for Learning Unit Plans	• Professional Development with Shelley Moore for all staff • Staff book studies
• Class Profiles will assist in identifying students' strengths and needs and intervention strategies for school teams to use	• Curricular outcomes measures show improved scores, using intervention strategies identified on Class Profiles	• Class Profiles	• Class Profiles are completed K to 12 in each school via Student Services Resource teachers twice annually.
• Turtle Mountain School Division will provide ongoing professional development to ensure the consistent use of student-specific plans in adaptations, modification of curricular learning expectations, and individualized programming	• Consistent use of student-specific plans (adaptation, modification, individualized)	• Student-specific plans	• Professional Development completed with all Student Services staff and administrators on the new guidelines for implementing student-specific plans
• A consistent divisional practice will be implemented for transitioning students from Grade-to-Grade and from school to adulthood	• Individualized Transition Plans (when appropriate) for students coming into Kindergarten and in the senior years	• Individualized Transition Plans	• Student services teachers are utilizing the transition timelines, reviewing and documenting transition plans within Clevr • Families and outside support agencies are included in all steps • 18 students in TMSD have Individualized Transition Plans
• Transition from school to TMAEC; including	• Team meetings; minutes; documented steps to follow	• Consistent process when students transition from High School to TMAEC	• Underage student daily attendance at TMAEC for 2021-22 Boissevain was

joint programming between school and the Adult Education Centre			56.9% Killarney 67.0 % average for both 63% ● Underage course completion credits for 2021-22: 28 out of 38 possible credits (Boissevain=11, Killarney=17)

Expected Outcomes What specifically was TMSD trying to improve for student learning? (observable, measurable)	OUTCOME 3: Turtle Mountain School Division will strengthen pathways to student success.		
Strategies What actions did TMSD take?	**Indicators** How did TMSD know that learning is improving?	**Data Collection** By what means did TMSD collect evidence of progress toward learning?	**Results** (status, data or anecdotal evidence)
● Career exploration in the middle years and throughout high school.	● Student/parent use of Xello for course selection, career planning	● Data tracking through Xello ● Graduation Survey	● It was a difficult year due to the pandemic. Most of our career development initiatives were negatively affected.
● Provide senior years' students the opportunity to have individualized career and education planning support with Career Guidance personnel	● Record of individual student meetings with Career Guidance personnel in schools	● Dedicated staff allocations in Boissevain and Killarney for Career Guidance	● Every grade 11 student in Killarney and Boissevain had a sit down meeting with Career Guidance Teacher to discuss their thinking in terms of career pursuits
● Track student success after graduation (post-secondary/ vocational) to determine school programming	● Survey data from graduating students, one year and five year; Increase in students reporting a pathway after graduation	● Survey data from graduating students, one year and five year	● Data inaccessible at this time (changes to SurveyMonkey login)
● Use of .50 FTE Teacher-Leader position to oversee internships, apprenticeships, and strengthen this programming	● Student participation in apprenticeship and internship programming	● Enrolment and completion of credits in Career Exploration credits; Student participation in internships	● Internships in both Killarney and Boissevain were limited due to the pandemic. Four apprenticeships in Killarney and zero in Boissevain. Internships and apprenticeships on the colony maintained momentum.
● Restructure parent/teacher interview process, to ensure students	● Student/Parent attendance at Student-Led conferences	● Student and Parent engagement	● Reintroduced in person meetings as COVID restrictions allowed

and parents find the process valuable. Teacher involvement with student-led conferences will occur.			
● Ensure direct linkages between student course selections and career aspirations	● Student demonstration of understanding of curricular outcomes will increase	● Xello	● Grade 9-12 Student Course Selections and Timetables in Xello
● Teacher Advisors Pilot	● Boissevain Senior Years staff piloting daily Advisor Group time, focusing on: Relationship building, Mental Health, Career Prep, and Executive Functioning	● Daily meeting times scheduled ● Student work completion in the areas of: Relationship building, Mental Health, Career Prep, and Executive Functioning	● Advisor groups occurred daily ● Student work completion was tracked

Expected Outcomes What specifically was TMSD trying to improve for student learning? (observable, measurable)	OUTCOME 4: **Turtle Mountain School Division will develop strong and resilient students by focusing on Youth Mental Health, Safe and Caring Schools, and other sources.**		
Strategies What actions did TMSD take?	**Indicators** How did TMSD know that learning is improving?	**Data Collection** By what means did TMSD collect evidence of progress toward learning?	**Results** (status, data or anecdotal evidence)
● School RTI Teams and Meetings	● At-risk students are identified and provided with timely access to supports and appropriate interventions	● RTI referral forms and documented meetings with School RTI Teams	● Regular weekly RTI/ Leadership meetings
● Response to Intervention Model for mental health programming and interventions	● All students receive Tier 1 mental health supports (school wide or classroom presentations/interventio n); some students receive targeted Tier 2 mental health supports (targeted areas or small groups); few students receive student specific and individualized Tier 3 mental health supports (individual referrals to Guidance Counsellor/School Social Work/Resource Teacher)	● Feedback from Student Services Needs Survey; Guidance/Social Work/Resource caseload reviews; ● Pre- and post-assessment data from the K-8 Mental Health Initiative programming, collected by Guidance Counsellors, School Social Work, and School Psychologist	● Pilot programs: Second Step, Social Emotional Learning via Advisory groups
● Re-connect students and school community after COVID 19 pandemic response	● Consistent communication and implementation of safety guidelines ● Supporting staff and students to stay home when unwell	● OUR School Survey	● 80% of students stated that they felt comfortable returning to school
● Consistent application of Safe and Caring Schools document	● Students reporting an increased sense of confidence, reduction in reported incidents of bullying and students disengaging due to anxiety; Safe and Caring Schools PD for administration and	● Feedback from students via The Resiliency Questionnaire, as well as post-graduation	● NVCI PD for EAs ● Restitution PD for administrators and teaching staff

	Student Services personnel		
- Consistent reporting and expectations for student attendance	- Students and staff will understand and follow the TMSD Student Attendance Policy - Teachers' completing daily attendance/attendance by course	- Month-end principals' reports; Monthly attendance report and feedback data from School Social Work Clinician - PowerSchool	- PD on PowerSchool SIS - Increased reporting consistency at the Senior Years level - Regular reports from School Social Work Clinician to Senior Adminstration - Killarney School (K to 12) - 89% of students attended more than 80% of the time - Boissevain School (K to 12) - 88% of students attended more than 80% of the time - Minto School (K to 8) - 100% of students attended more than 80% of the time
- School Staff will receive professional development in Mental Health First Aid and ASIST Suicide Prevention Training	- The number of staff members who have participated and been trained in Mental Health First Aid and ASIST Training	- Mental Health First Aid Attendance; ASIST attendance	- Paused due to unavailability of programming opportunities due to COVID
- A whole school approach for student behaviour will be used to gather data, use the data to inform the creation of a plan, and track intervention success	- Schools will have evidence of behaviour data, behaviour plans, and supports/strategies	- Behaviour Data, Functional Behaviour Assessments (FBAs), Behaviour Intervention Plans (BIPs), School-wide and student specific behaviour supports and strategies	- FBAs to drive all Behaviour Support Plans. - Improved data collection - both qualitative and quantitative - Frequent communication between team members (monthly meetings) - 5 TMSD students have BIPs
- Institute Classroom and Schoolwide Restitution (PILOT)	- Students identify their basic need(s) - Students can identify their quality world	- Restitution: Needs Survey	- Staff PD completed

• Promote student engagement through relationship building, ensuring all students have a significant adult in schools	• Student reporting in OUR School Survey Survey; Increase in students indicating they have an adult advocate at school; Staff reporting increased success in student engagement/relationship building	• OUR School Survey Survey; Feedback from staff	• 61% of students from Grades 4-6 indicate they have a significant adult at school • 78% of students from Grade 4-6 indicate a positive teacher-student relationship • 69% of students from Grade 7-12 indicate a positive teacher-student relationship