

# Turtle Mountain School Division



*STRATEGIC PLAN*

*September 2020 – June 2024*

## **PREAMBLE**

Turtle Mountain School Division has adopted a four-year planning cycle commencing in September 2020. 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 26, 2019, 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	Karen Wear

### **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**

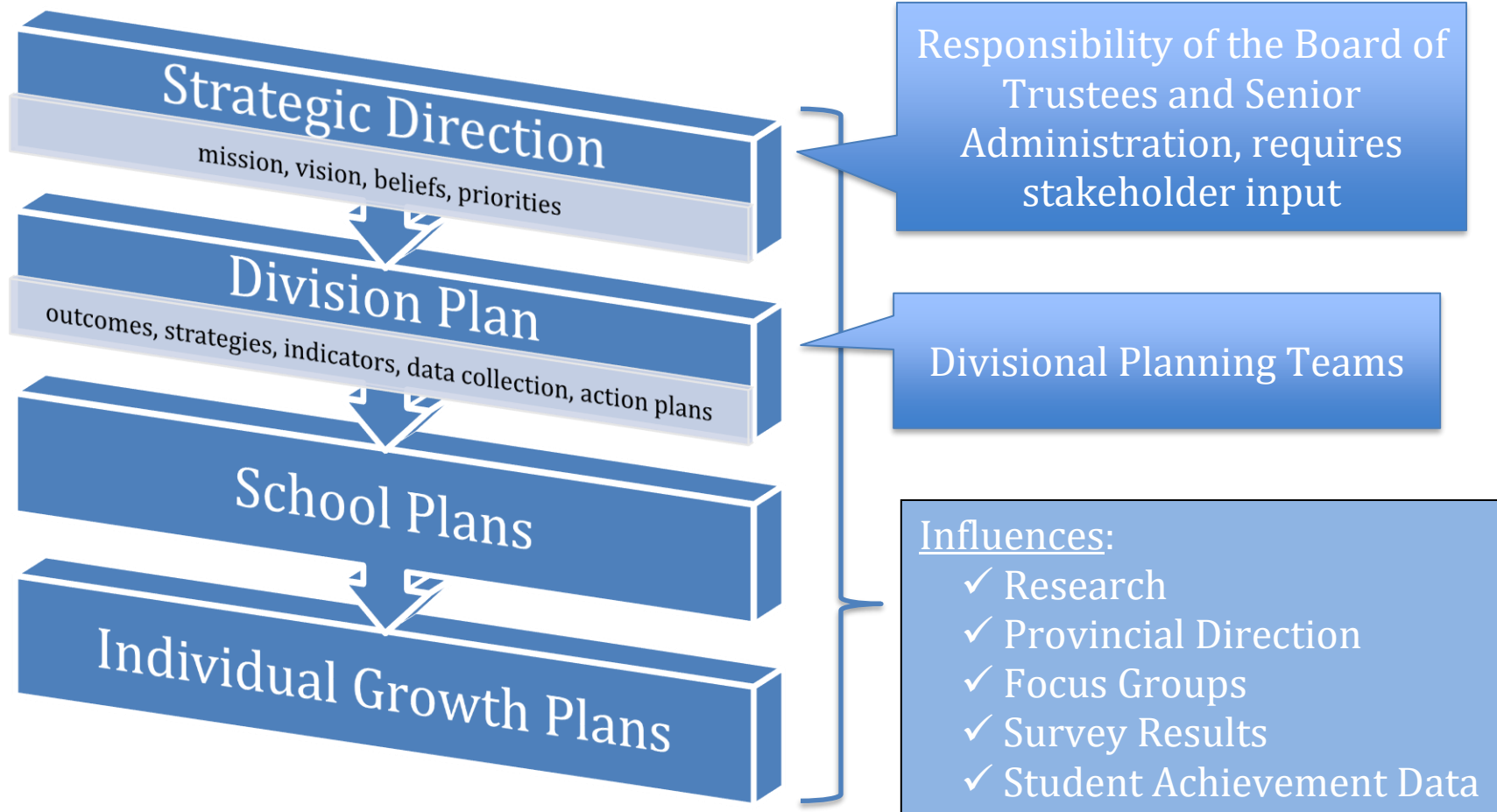
Empowering all students to succeed.

## **MISSION**

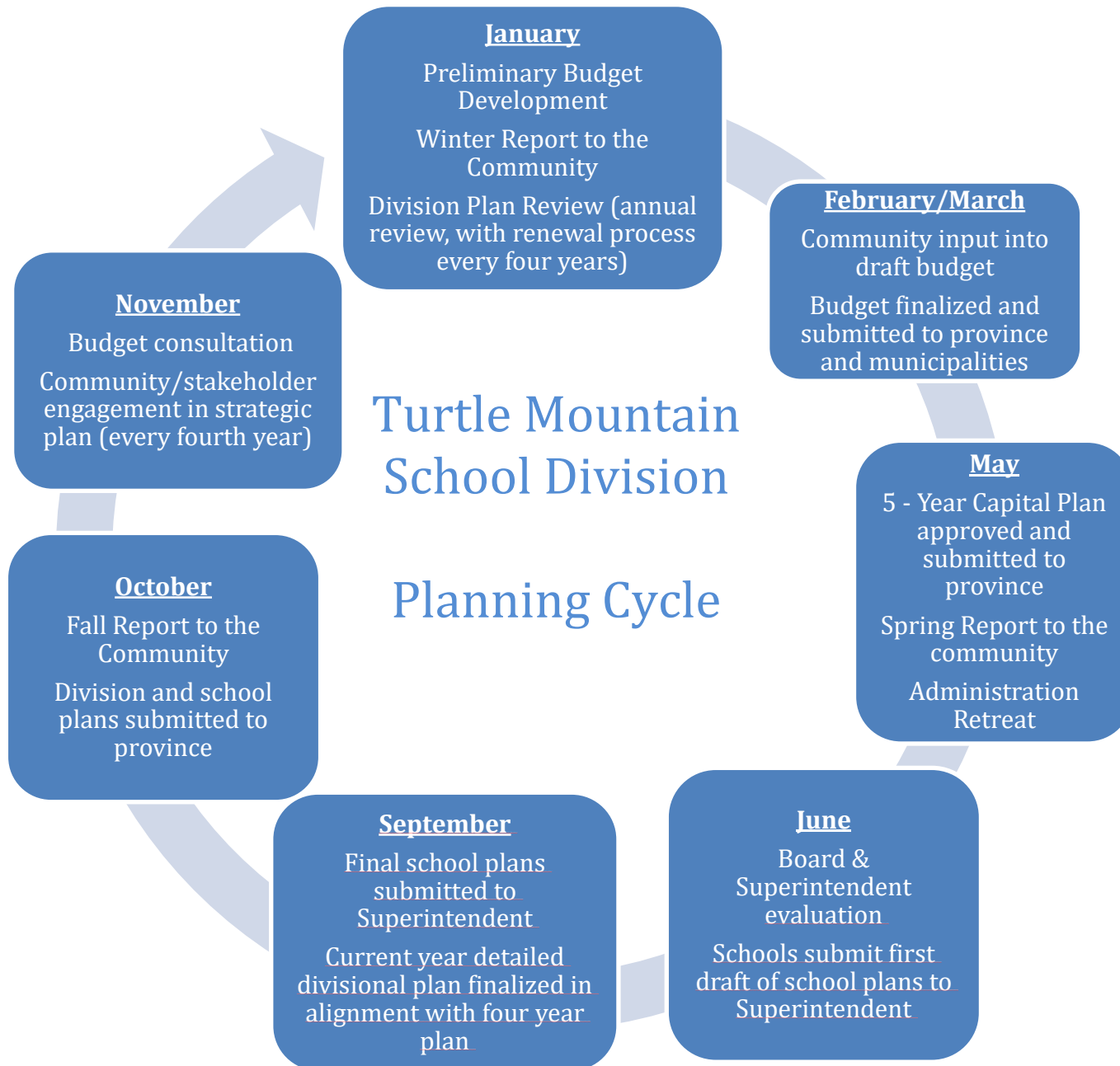
The students are the focus of all our efforts. The Division strives to provide an education that prepares individuals for a meaningful life in a changing world. We promote a learning environment that begins in the home, continues in the school and is supported by the community.

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, 2020-2024**

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.

<b>Division Priorities</b>	<b>Strategies</b>	<b>Success Indicators</b>	<b>Data Sources</b>
<p><b>1. Strengthen Literacy and Numeracy Achievement</b></p>	<ul style="list-style-type: none"> <li>● Early Years Programming, Reading Recovery and Levelled Literacy</li> <li>● Full day every day kindergarten</li> <li>● Cohesive and consistent divisional literacy and numeracy programming and assessment strategies/interventions as per the Response to Intervention model</li> <li>● Focus on academic rigour</li> <li>● Professional development support for staff, including the use of Literacy/Numeracy Teacher Leaders</li> <li>● Transition meetings between grade levels, with specific reference to literacy/numeracy outcomes</li> <li>● Participate in the Manitoba Rural Learning Consortium Numeracy Achievement Project, Grades 5-9</li> <li>● Participate in all Manitoba Rural Learning Consortium Numeracy and Literacy professional development sessions (K-12)</li> <li>● Use the BC Performance Standards to assess Reading and Writing growth from grade to grade</li> <li>● Professional Learning Communities focused on narrowing achievement gaps in Literacy and Numeracy using Teaching Sprints</li> <li>● Utilization of Numeracy Screening Tool, grades K-8, with Guided Math supports</li> <li>● Strengthen consistency in fully implementing Daily 5/CAFE (the four key</li> </ul>	<ul style="list-style-type: none"> <li>● Numeracy and Literacy Achievement data, including:               <ul style="list-style-type: none"> <li>● Grade 12 Provincial Exam data</li> <li>● Improvement in student achievement levels</li> <li>● Professional development opportunities on literacy / numeracy improvements are made available to teachers</li> </ul> </li> <li>● Data indicating the baseline for Turtle Mountain School Division with a comparison to provincial and national averages is made available to Board</li> <li>● Sharing of transition document from grade-to-grade with Literacy and Numeracy outcomes that students have met</li> <li>● Improved reading scores using Fountas and Pinnell</li> <li>● Numeracy Screening Tool and Guided Math score improvement</li> <li>● Evidence of Daily 5 and/or CAFÉ being practiced, including the use of posters and visuals</li> <li>● Reading Apprenticeship strategies will be consistently applied by teachers who have been trained, in middle years and high school; increased evidence of metacognitive</li> </ul>	<ul style="list-style-type: none"> <li>● Achievement data, school based, divisional, provincial</li> <li>● Report Cards</li> <li>● Provincial Exams</li> <li>● Manitoba Rural Learning Consortium End-of-Year assessments</li> <li>● Provincial Numeracy Data Tool</li> <li>● Fountas and Pinnell results</li> <li>● Levelled Literacy Scores</li> <li>● Reading Recovery measures</li> <li>● Informal Reading and Writing Assessment Continua</li> <li>● Transition Document</li> <li>● Numeracy Screening Tool</li> <li>● Formal and Informal Observations</li> <li>● Reading Apprenticeship Calendar of Strategies</li> </ul>

	<p>components of successful reading: Comprehension, Accuracy, Fluency, and Expanding Vocabulary, and providing strategies to support each goal)</p> <ul style="list-style-type: none"> <li>● Expand Reading Apprenticeship methodologies</li> </ul>	<p>strategies used by students in all subject areas</p>	
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Division Priorities	Strategies	Success Indicators	Data Sources
<p><b>2. Enhance Student Experiences and Engagement</b></p>	<ul style="list-style-type: none"> <li>● Increased focus on experiential/hands on learning</li> <li>● Project-Based Learning, including ongoing development of the Six C's (creativity, collaboration, critical thinking, citizenship, character, communication)</li> <li>● Technology integration with a focus on future employment needs</li> <li>● A focus on sustainable development/climate change, including green technologies and changes in industry</li> <li>● Professional development, and resources required for experiential learning experiences</li> <li>● Provide senior years' students the opportunity to have individualized career and education planning support</li> <li>● Senior Years' students will be supported in developing a plan for post-secondary education or employment</li> <li>● Promote student engagement through relationship building, ensuring all students have a significant adult in schools</li> </ul>	<ul style="list-style-type: none"> <li>● Strong student participation in experiential learning opportunities</li> <li>● Positive uptake of professional development available to teachers</li> <li>● Equitable technology available to all students, students proficient in using technology as a tool for learning and communication</li> <li>● Students becoming proficient in all competencies as identified in Turtle Mountain School Division learning competency document</li> <li>● Students become informed on the issues surrounding climate change and sustainable development, and are actively engaged in working collectively to address these challenges</li> <li>● Provide support for pilot programs to support experiential learning</li> <li>● Dedicated staff allocations in Boissevain and Killarney for Career Guidance</li> </ul>	<ul style="list-style-type: none"> <li>● Turtle Mountain School Division's Learning Competency Rubric (part of division document)</li> <li>● Evidence of student learning in relation to learning competencies</li> <li>● Evidence of student engagement in sustainable development strategies</li> <li>● Evidence of technology infusion enhancing student/teacher learning environments</li> <li>● Evidence of experiential learning activities/opportunities for students</li> <li>● Student participation in internships</li> <li>● Enrolment and completion of credits in Career Exploration credits</li> <li>● Survey data from graduating students, one year and five year</li> </ul>

Division Priorities	Strategies	Success Indicators	Data Sources
<p><b>3. Strengthen Pathways to Student Success</b></p>	<ul style="list-style-type: none"> <li>● Career exploration in the middle years and throughout high school.</li> <li>● Use of career guidance designations in both Killarney and Boissevain Schools</li> <li>● Use of .50 Teacher Leader position to oversee internships, apprenticeships, and strengthen this programming</li> <li>● Restructure parent/teacher interview process, to ensure students and parents find the process valuable. Teacher involvement with student-led conferences will occur.</li> <li>● Ensure direct linkages between student course selections and career aspirations</li> <li>● Focus on Teaching Sprints to guide instruction and determining specific outcomes where students need support and enrichment</li> <li>● Universal Design for Learning will be utilized to ensure appropriate, inclusive educational experiences for all students</li> <li>● Class Profiles will assist in identifying students' strengths and needs and intervention strategies for school teams to use</li> <li>● A consistent divisional practice will be implemented for transitioning students from grade-to-grade and from school to adulthood</li> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● Student/parent use of Xello for course selection, career planning</li> <li>● Record of individual student meetings with career guidance personnel in schools</li> <li>● Student participation in apprenticeship and internship programming</li> <li>● Student portfolios and work with teacher advisors</li> <li>● Student demonstration of understanding of curricular outcomes will increase</li> <li>● Student needs are met through Universal Design for Learning</li> <li>● Curricular outcomes measures show improved scores, using intervention strategies identified on Class Profiles</li> <li>● Sharing of transition document from grade-to-grade and of Individualized Transition Plans (when appropriate) for students in the senior years</li> <li>● Consistent use of student-specific plans (adaptation, modification, individualized)</li> </ul>	<ul style="list-style-type: none"> <li>● Data tracking through Xello</li> <li>● Student participation in internships, apprenticeships</li> <li>● Student portfolio data</li> <li>● Teaching Sprint forms</li> <li>● Universal Design for Learning Unit Plans</li> <li>● Class Profiles</li> <li>● Grade-to-grade Transition Document</li> <li>● Individualized Transition Plans</li> <li>● Student-specific plans</li> </ul>



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<p><b>4. Develop Strong and Resilient Students</b></p>	<ul style="list-style-type: none"> <li>● Response to Intervention Model for mental health programming and interventions</li> <li>● Professional development for staff, mental health training for adults who work with youth</li> <li>● Consistent application of Safe and Caring Schools document, all students belong</li> <li>● Consistent expectations for student conduct and attendance, all staff, with referrals to Division Social Work Clinician as required</li> <li>● Consistent expectations for academic rigour and student accountability</li> <li>● All students have a designated adult in schools (classroom teacher or teacher advisor)</li> <li>● School Staff will receive professional development in Mental Health First Aid</li> <li>● Guidance counselors, social worker, and school psychologist will deliver mental health programming alongside teachers in K-8</li> <li>● School Social Work Clinician will engage with students and families of students who are not regularly attending and provide support</li> <li>● 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 (School-Wide Positive Behaviour Intervention Supports)</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in students reporting a pathway after graduation</li> <li>● students reporting an increased sense of confidence, reduction in reported incidents of bullying and students disengaging due to anxiety</li> <li>● Staff reporting increased success in student engagement/relationship building</li> <li>● Increase in students indicating they have an adult advocate at school</li> <li>● The number of staff members who have participated and been trained in Mental Health First Aid</li> <li>● The percentage of students who are able to identify where and to whom they could go if experiencing anxiety; the number of anxiety-reducing strategies that students are able to identify</li> <li>● Student attendance will improve</li> <li>● Schools will have evidence of behaviour data, behaviour plans, and supports/strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Alternative Education enrolment figures</li> <li>● Feedback/data from Attendance Support Worker</li> <li>● Feedback from staff through survey data as well as discussion with school administration</li> <li>● Feedback from students via The Resiliency Questionnaire, as well as post-graduation</li> <li>● Mental Health First Aid Attendance</li> <li>● Pre- and post- assessments for the K-8 mental health programming, collected by guidance counselors, social worker, and school psychologist</li> <li>● Month-end principals' reports</li> <li>● Monthly reports maintained by School Social Work Clinician</li> <li>● Behaviour Data, Functional Behaviour Assessments, Behaviour Support Plans, School-wide and student specific behaviour supports and strategies</li> <li>● Monthly report from divisional Social Work Clinician</li> </ul>