

Turtle Mountain School Division

Annual Report on Continuous Improvement 2018-2019

Identification		
Name of School Division: Turtle Mountain	Name of Superintendent: Tim De Ruyck	Date (yyyy/mm/dd): 2019/10/31

Division Profile

Turtle Mountain School Division serves the communities of Killarney, Boissevain, Minto, as well as provides education services to the students on 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.

In recent years Turtle Mountain School division has been increasingly successful in our efforts to meet the needs of all students. As we work for continuous improvement in literacy and numeracy, we have focused our efforts on strengthening the capacity of our teachers and their instructional strategies. We have utilized teacher leaders who work directly in classrooms with students and teachers, and by doing so model best practices which teachers can carry forward to utilize. We have also been engaged in several professional development initiatives in relation to literacy and numeracy, one of the most significant being the grade six and nine action research project with Laura Brake through the Manitoba Rural Learning Consortium.

In Turtle Mountain School Division we have also been focusing our efforts to strengthen engagement and resilience amongst our students. As part of this effort we engaged our grade four to twelve students in a comprehensive survey process through HELIS, one which enabled us to specifically identify which students are requiring additional supports. We intend to repeat this process in 2019-2020 to measure ongoing efforts. We also have used our 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 meeting the needs of students.

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

The Senior Administration team consists of a Superintendent/CEO, Secretary-Treasurer, and an Assistant Superintendent of Student Services. We also have a Supervisor of Transportation as well as a Supervisor of Buildings and Maintenance.

Number of Teachers: 86	Number of Students: 1028
Staffing Profile: <ul style="list-style-type: none"> ● Principals: 7 ● Vice-Principals: 2 ● Teachers: 86 ● 0.8 FTE Literacy Teacher-Leader (0.05 FTE grant funded) ● 0.5 FTE Numeracy Teacher Leader (0.5 FTE grant funded) 	<ul style="list-style-type: none"> ● Counsellors: 2 ● Resource Teachers: 6.5 ● Educational Assistants: 37 ● 0.5 FTE Career Development/CTS/Apprenticeship Teacher-Leader (0.25 FTE consortium funding)



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.

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. Another community forum is planned for October 26, 2019 to renew our strategic plan.

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. 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 our Resiliency 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. More recently we are also part of the grade 6 and 9 math pilot through the MRLC, which also is a strong data source for us.

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.



Grant Expenditures
Aboriginal Academic Achievement Grant: (\$27,000) <ul style="list-style-type: none">● 0.20 FTE Divisional Literacy Teacher-Leader (Wages and Benefits)
Career Development Grant: (\$31,250) <ul style="list-style-type: none">● 0.25 FTE CDI/HSAP Divisional Coordinator Position (Wages, Benefits, Telephone, Mileage, Curricular Materials, and Supplies)
Early Years' Enhancement Grant: (\$90,000) <ul style="list-style-type: none">● 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 Grant: (\$12,592) <ul style="list-style-type: none">● Professional Development: \$1,975● Meals and Mileage: \$550● Supplies: \$9,225● Advertising: \$842
Education for Sustainable Development Grant: (\$4,900) <ul style="list-style-type: none">● School-based projects for TMSD's seven schools, including: picnic tables for outdoor seating; materials for school/community garden; create and publish picture books about tolerance, diversity and inclusion; park benches to create an area for outdoor learning; whiteboard table for collaborative learning space; brought in a facilitator to decorate cookies and scrapbook Christmas cards; items to send to women in Winnipeg who are in need and live in shelters
English as an Additional Language Grant: (\$63,475) <ul style="list-style-type: none">● 0.05 FTE Divisional Literacy Teacher-Leader (Wages and Benefits)● 2.0 FTE Educational Assistants:
Learning to Age 18 Grant: (\$20,000) <ul style="list-style-type: none">● 0.21 FTE Divisional Social Work Clinician (Wages and Benefits)
Literacy and Numeracy Grant: (\$77,520) <ul style="list-style-type: none">● 0.95 FTE Reading Recovery Teacher (Wages, Benefits, and Supplies)● 0.05 FTE Divisional Numeracy Teacher-Leader (Wages and Benefits)
Technology Education Grant: (\$33,875) <ul style="list-style-type: none">● Equipment and supplies for vocational programming: Industrial Arts, Human Ecology, Business Administration

Expected Outcomes What specifically was TMSD trying to improve for student learning? (observable, measurable)	OUTCOME 1: Turtle Mountain School Division will facilitate improvements in 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)
<ul style="list-style-type: none"> Complete the Informal Reading Assessment process, grades 2-8 	<ul style="list-style-type: none"> Teachers will become proficient in using classroom based reading assessments, guided planning, and instructional practices aligned with best practice. Ensure follow up occurs after classroom-based reading assessments are completed 	<ul style="list-style-type: none"> Calendar of each Informal Reading Assessment and follow-up meeting Continuum measures Observation, data collection, and feedback from the Literacy Teacher-Leader 	<ul style="list-style-type: none"> All Grade 2-8 classrooms completed the Informal Reading Assessment by November, 2018. Planning meetings occurred for each classroom teacher, with the Literacy Teacher-Leader and Resource teachers. Each grade 2-8 student had their reading skills placed on a reading continuum, and an instructional plan was created for each student in each classroom. Grade 2-8 teachers reported individual student reading strengths, challenges, and next steps on Provincial Report Cards.
<ul style="list-style-type: none"> Strengthen consistency in fully implementing Daily 5 and/or CAFÉ, including mini-lessons and conferences 	<ul style="list-style-type: none"> Evidence of Daily 5 and/or CAFÉ being practiced, as observed by the Literacy Teacher-Leader, school administration, Assistant Superintendent, and Superintendent, through classroom visits, including the use of posters and visuals 	<ul style="list-style-type: none"> Visitation of every grade 1-8 classroom by the Literacy Teacher-Leader, school administration, Assistant Superintendent, and/or Superintendent 	<ul style="list-style-type: none"> Every grade 1-8 classroom was visited and evidence of Daily 5 and CAFÉ was tracked. Work is ongoing during PLC time and early closures to ensure consistency in Daily 5 and/or CAFÉ in all K-8 classrooms. The focus of observations being evidence of best practice (explicit reading instruction, guided/shared reading, literature circles and supported writing) within this framework.
<ul style="list-style-type: none"> Expand Reading Apprenticeship training to include more staff 	<ul style="list-style-type: none"> Reading Apprenticeship strategies will be consistently applied by teachers who have been trained, in middle years and high school 	<ul style="list-style-type: none"> Increase in the number of teachers trained in Reading Apprenticeship Three mandatory meetings in the 2018-2019 school year for teachers 	<ul style="list-style-type: none"> 31 teachers have been trained in Reading Apprenticeship. 28 teachers attended the mandatory meetings and reported on and demonstrated the strategies that they had been using in class.

	<ul style="list-style-type: none"> • Increased evidence of metacognitive strategies used by students in all subject areas • Monitoring will occur by the Literacy Teacher-Leader in conjunction with school administrators 	<p>trained in Reading Apprenticeship,</p> <ul style="list-style-type: none"> • where they report on and demonstrate the strategies that they have been using in class. • An additional 2 Teacher Leaders have been identified, to strengthen teacher support within the Division. • A Collaborative Coaching Model has been implemented, with the support of the Department of Education, in 2018-2019. 	
<ul style="list-style-type: none"> • Implement the new ELA curriculum 	<ul style="list-style-type: none"> • Teachers will implement the new ELA curriculum, with this being supported and monitored by the Literacy Teacher-Leader • 4 Additional Teacher Leaders have been identified to support the work of the teachers within the Division 	<ul style="list-style-type: none"> • Observation and monitoring by the Literacy Teacher-Leader 	<ul style="list-style-type: none"> • The new ELA curriculum is being implemented in all Early and Middle Years' classrooms in TMSD. • TMSD , in 2017-2019, has participated in a 3 year Provincial cohort to support the New ELA Curriculum Implementation, facilitated by Angela Burdett.
<ul style="list-style-type: none"> • Participate in the mRLC Numeracy action research project for grades 5, 6, 7, 8, and 9, with a focus on enduring understandings. 	<ul style="list-style-type: none"> • Results between participating classrooms and control classrooms will be compared • Overall results with all participating school divisions will be analyzed. 	<ul style="list-style-type: none"> • End of year assessment results, including participating and control student data • Data shared by mRLC 	<ul style="list-style-type: none"> • As of June 30, 2019, TMSD's grade 6 participating student mean scores were 17% higher than the control student scores; grade 7 participating student mean scores were 6% higher than the control student scores; grade 8 participating student mean scores were 12% higher than the control student scores; and grade 9 participating student mean scores were 17% higher than the control student scores. • mRLC's analysis of mean scores from June Baseline Assessments for all participating school divisions show significant

			<p>improvement in Grades 6, 7, 8, and 9 student numeracy skills.</p> <ul style="list-style-type: none"> Since 2016 TMSD students results have improved every single year (12% increase across all classrooms 5 to 9)
<ul style="list-style-type: none"> Increase student participation in Applied Math 30/40 	<ul style="list-style-type: none"> Increased enrollment in Applied Math 30/40 	<ul style="list-style-type: none"> School enrollment data 	<ul style="list-style-type: none"> TMSD has maintained Applied Math 30 and 40S programming for two consecutive years with stable enrolment (15-20 students), using the video conference platform. Grade 9 mRLC results have increased every single year since 2016, which reflects the training and increased allotment of time for mathematics in grade 9. TMSD students in grade 9 have increased 22%.
<ul style="list-style-type: none"> Pilot project increased contact time in grade 9 mathematics in one school 	<ul style="list-style-type: none"> Allocation of time in course 	<ul style="list-style-type: none"> School timetable 	<ul style="list-style-type: none"> Both Killarney and Boissevain Schools have increased their grade nine math programming to 70 minutes per day. As this enrolment carries through to grades 11-12 we will monitor increased success.
<ul style="list-style-type: none"> Strengthen our consistency in using pre- and post- assessments within RTI, K-8 	<ul style="list-style-type: none"> Number of pre- and post- assessments developed during school-based PLC meeting times 	<ul style="list-style-type: none"> Data collection from school resource teachers 	<ul style="list-style-type: none"> TMSD is more consistent with pre- and post- assessments in RTI, K-8, on average, four pre- and post- assessments have been created per grade in 2018-2019.
<ul style="list-style-type: none"> Track student reading data, grades 1-8 	<ul style="list-style-type: none"> Grades 1-8 students are meeting grade-level reading benchmarks Grades 1-8 students are showing growth, grade-by-grade, over time 	<ul style="list-style-type: none"> Fountas and Pinnell benchmark data 	<ul style="list-style-type: none"> Since 2016, reading levels (at or above) for TMSD's students in Grades 1-8 have shown an increase of 20%, from 50% of students reading at or above in 2016 to 70% of students reading at or above in 2019. Students who were in Grade 1 in 2016 showed improvement of 35% by Grade 4 in 2019. Students who were in Grade 2 in 2016 showed improvement of 17% by Grade 5 in 2019. Students who were in Grade 3 in 2016 showed improvement of 15% by Grade 6 in 2019. Students who were in Grade 4 in 2016 showed improvement of 28% by Grade 7 in 2019. Students who were in Grade 5 in 2016 showed a decrease of 12% by Grade 8 in 2019.
<ul style="list-style-type: none"> Use grade 12 provincial exam data to identify areas that need 	<ul style="list-style-type: none"> Results that TMSD receives from the province (school-based, 	<ul style="list-style-type: none"> Provincial results, (school-based, divisional, and provincial results) 	<ul style="list-style-type: none"> Over the last four years, TMSD's Pre-Calculus results have improved to At or Above when compared to provincial data; TMSD continues to work to improve Applied Math results

<p>emphasis in Senior Years. Grade 12 provincial exam results indicated that TMSD students have consistently been above the provincial mean in Essential Math and English Language Arts, but are slightly below the provincial mean in Pre-Calculus and Applied Math.</p>	<p>divisional, and provincial results) are being used to improve student achievement in Pre-Calculus and Applied Math</p>	<ul style="list-style-type: none"> • Teacher report 	<ul style="list-style-type: none"> • Pre-Calculus and Applied Math teachers have been providing additional support to students, including extra help, practice exams. • Essential Math and English Language Arts results continue to be above average when compared to provincial data. • We have revised our assessment document to ensure students receive experience with cumulative exams prior to grade 12. We have also strengthened our focus on regular summative assessment to ensure students have feedback on strengths, challenges, next steps as they progress through programming leading up to provincial exams.
<ul style="list-style-type: none"> • Pilot the Informal Writing Assessment, as well as the B.C. Performance Standards in Writing 	<ul style="list-style-type: none"> • Writing development will strengthen amongst students, with teachers focusing on the reciprocity of reading and writing 	<ul style="list-style-type: none"> • Student exemplars from the three pilot schools (baseline data and data gathered after instruction) • There has been a strategic and intensive focus on Writing Across the Curriculum supported by hosting Faye Brownlie in the School Division in November, 2018, with a follow up of 18 participants involved in Faye Brownlie's MRLC work supporting writing. 	<ul style="list-style-type: none"> • All students showed growth on the B.C. Performance Standards in Writing • Teachers describe increased confidence in delivering writing instruction and assessing student growth.
<ul style="list-style-type: none"> • Increased Literacy and Numeracy Skills for AAA, EAL students. 	<ul style="list-style-type: none"> • AAA and EAL students are showing growth, grade-by-grade, over time 	<ul style="list-style-type: none"> • Provincial data, divisional data, mRLC data 	<ul style="list-style-type: none"> • Since 2016, FNMI reading levels (at or above), Grades 1 to 8, increased 21%, from 45% of FNMI students to 66%. • Since 2016, EAL reading levels (at or above), Grades 1 to 8, increased 32%, from 31% of EAL students to 60%. • mRLC data for the Numeracy Achievement Project indicates that FNMI students showed a 5% improvement in understanding of Grade 6 curricular outcomes; 8% improvement in understanding of Grade 7 curricular outcomes; 6% improvement in understanding of Grade 8 curricular outcomes; 12%



			<p>improvement in understanding of Grade 9 curricular outcomes.</p> <ul style="list-style-type: none"> mRLC data for the Numeracy Achievement Project indicates that EAL students showed a 10% improvement in understanding of Grade 6 curricular outcomes; 12% improvement in understanding of Grade 7 curricular outcomes; 37% improvement in understanding of Grade 8 curricular outcomes; 16% improvement in understanding of Grade 9 curricular outcomes.
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Expected Outcomes What specifically was TMSD trying to improve for student learning? (observable, measurable)	OUTCOME 2: Turtle Mountain School Division will promote student engagement by encouraging students to be active, motivated and fully engaged students, with a focus on middle and senior years.		
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)
<ul style="list-style-type: none"> Additional staff will receive professional development in Mental Health First Aid 	<ul style="list-style-type: none"> The number of staff who participated in the Mental Health First Aid training Feedback from staff about the training 	<ul style="list-style-type: none"> The number of staff who participated in the Mental Health First Aid training, out of a total of 20 available spots 	<ul style="list-style-type: none"> Since 2017, 47 staff members have participated and been trained in Mental Health First Aid (31 teachers, 16 support staff). All report that they feel better equipped to provide support to students who are experiencing a Mental Health issue.
<ul style="list-style-type: none"> Guidance counselors, social worker, and school psychologist will continue delivering mental health programming along with teachers in K-8 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Pre- and post-assessments for the K-8 mental health programming, collected by guidance counselors, social worker, and school psychologist 	<ul style="list-style-type: none"> 2018-2019: 102 grade 6-8 students were delivered 8 lessons on Dealing with Conflict with Others. Pre- and post-assessments indicate that students had a: 13% increase in knowing that conflict does not mean bullying; 13% increase in identifying different ways to solve conflicts; 6% increase in the value of conversation and listening.
<ul style="list-style-type: none"> Promotion of innovation in the classroom through the purposeful use 	<ul style="list-style-type: none"> Teacher applications to access funding to support 	<ul style="list-style-type: none"> IT Leader record of teacher applications for funding to support 	<ul style="list-style-type: none"> 12% of teachers (10/84) accessed the technology funding for classroom innovations.

of technology, teachers applying for funding	technology innovation in the classroom	technology innovation in the classroom	
<ul style="list-style-type: none"> 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 Xello (formerly Career Cruising) 	<ul style="list-style-type: none"> Student career paths will be evident through their portfolio work as well as Xello The Career Development leader working with students in middle years classrooms 	<ul style="list-style-type: none"> Student grades (academic achievement) Career cruising participation and student portfolios 	<ul style="list-style-type: none"> TMSD is monitoring overall student achievement, and will be doing so over time. Both Boissevain and Killarney Schools are monitoring student progress through their advisor groups for immediate feedback. The Careers/Apprenticeship Leader, Career Support Teachers, and school administration acted as a second layer of monitoring All TMSD students (with the exception of colony students), grades 6 and up are using Xello (formerly Career Cruising) to explore career pathways, choose high school course selections and post secondary entrance requirements.
<ul style="list-style-type: none"> Provide senior years' students the opportunity to have individualized career and education planning support 	<ul style="list-style-type: none"> Dedicated staff allocations in Boissevain and Killarney for Career Guidance 	<ul style="list-style-type: none"> Student participation in internships Enrolment and completion of credits in Career Exploration credits 	<ul style="list-style-type: none"> In 2018-2019, 27 credits were earned in Career Development Internships; 48 HSAP credits were earned All grade 9 students in Killarney and Boissevain Schools enrolled in and completed Career Development/Life Work Exploration 10G All grade 9 and 11 students attended the Career Symposium in Brandon
<ul style="list-style-type: none"> Rework annual divisional Career Day to expand exposure of various career options for grade 10 and 11 students 	<ul style="list-style-type: none"> Career Development Leader increased the number of career options offered during annual divisional Career Day 	<ul style="list-style-type: none"> Number of career options offered in 2017-2018 divisional Career Day compared to previous years' offerings 	<ul style="list-style-type: none"> 2015-2015: One career option 2016-2017: 12 career options 2017-2018: 12 career options 2018-2019: 12 career options
<ul style="list-style-type: none"> Senior Years' students will be supported in developing a plan for post-secondary education or employment 	<ul style="list-style-type: none"> Graduating student survey results 	<ul style="list-style-type: none"> Graduating student survey results 	<ul style="list-style-type: none"> Graduating students consistently report at 90%+ they have a plan for what they will pursue after high school. Students also consistently indicate they highly value the career development programming they receive throughout high school.
<ul style="list-style-type: none"> Provide senior years' students the opportunity participate in 	<ul style="list-style-type: none"> Career Development Leader tracking student enrollment numbers 	<ul style="list-style-type: none"> Student participation in High School Apprenticeship Program 	<ul style="list-style-type: none"> In 2018-2018, 127 credits were earned by students in the High School Apprenticeship Program; 78 credits were earned in 2018-2019.

<p>Apprenticeship opportunities</p>			
<ul style="list-style-type: none"> School administration will identify students who do not feel like they have a relationship with a significant adult at school and assign staff to support those students. 	<ul style="list-style-type: none"> Staff will begin to build relationships with the students who do not feel like they have a relationship with a significant adult at school 	<ul style="list-style-type: none"> OnBoard Education Resiliency Survey 	<ul style="list-style-type: none"> 2018-2019: Resiliency Survey through OnBoard Education indicated that 14% of students in grades 4-12 felt they did not have a significant adult at school.
<ul style="list-style-type: none"> School Social Work Clinician will engage with students and families of students who are not regularly attending and provide support 	<ul style="list-style-type: none"> Attendance will improve 	<ul style="list-style-type: none"> Month-end principals' reports, which include student attendance Monthly reports maintained by School Social Work Clinician 	<ul style="list-style-type: none"> 119 students had a (minimum) of one month with daily attendance lower than 80%; all were contacted (teacher, administration, or School Social Work Clinician). 104 were due to illness, family circumstances, or family vacations. All 104 students yearly average were over 80%. 15 students had chronic monthly attendance issues lower than 80% (1.5% of TMSD student population). Of these, 8 students made gains with support from the School Social Work Clinician.
<ul style="list-style-type: none"> Schools will create opportunities for FNMI and EAL students to see themselves represented. 	<ul style="list-style-type: none"> Curricular planning included FNMI and EAL perspectives FNMI leaders spoke to students Cultures were celebrated 	<ul style="list-style-type: none"> Curricular planning included FNMI and EAL perspectives FNMI leaders spoke to students about the Truth and Reconciliation Project Mini-Folklorama was planned 	<ul style="list-style-type: none"> Senior and Middle Years' ELA and Social Studies had specific planning related to FNMI perspectives (novel studies, projects) FNMI residential school survivor spoke to K-12 students on Orange Shirt Day Staff, and Middle and Senior Years's students participated in blanket ceremonies. 5 staff participated in mRLC's three day workshop focused on the Truth and Reconciliation Project.



Expected Outcomes What specifically was TMSD trying to improve for student learning? (observable, measurable)	OUTCOME 3: Turtle Mountain School Division will align student experiences to facilitate success in an ever-changing world, by supporting middle years and high school students in demonstrating progressive development in the core competencies, focusing on Citizenship, Character, Communication, Collaboration, Creativity, and Critical Thinking.		
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)
<ul style="list-style-type: none"> All staff will receive professional development as part of TMSD becoming a member of the NPDL network, and will work to instill the Six C's across grade levels and curricular areas 	<ul style="list-style-type: none"> Reporting from teachers regarding the increased level of student engagement and learning. Division and school administration and school participating in or viewing deeper learning projects within schools. 	<ul style="list-style-type: none"> Reporting from school principals regarding the number of deeper learning projects schools have engaged in. 	<ul style="list-style-type: none"> Due to financial constraints we are no longer formally part of the NPDL network, however the focus on deeper learning and core competencies remains a strong focus within TMSD. All schools within TMSD were able to demonstrate student project work which focused on deeper learning. Two which were particularly noteworthy included the STEAM class in Boissevain School as well as the Anne Frank project in Killarney School which led to school and divisional performances.
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> All teaching staff to again plan and teach at least one unit/project purposefully focused on the core competencies 	<ul style="list-style-type: none"> School administrators monitored 	<ul style="list-style-type: none"> School administrators reported that all staff completed at least one unit/project purposefully focused on the core competencies. This remained true for 2018-2019. School administrators asked teachers to consider a deeper learning goal as part of teacher professional growth plans. This will continue in 2019/2020.
<ul style="list-style-type: none"> School administrators will increase their understanding of the importance of deeper learning in classrooms and how that impacts student engagement and development. 	<ul style="list-style-type: none"> School administrators attended the Deep Learning Lab International Conference in 2018, and conducted a review of NPDL supporting materials 	<ul style="list-style-type: none"> School administrators reviewed staff professional growth plans, each was to have a goal in relation to instilling deeper learning within their classrooms. 	<ul style="list-style-type: none"> This focus amongst school administrators continued for 2018/2019. We ensured we downloaded and distributed all of the NPDL resources, including templates used for planning deeper learning projects with students. Administrators also reported many teachers have also looked to other sources when developing deeper learning projects, such as other teacher websites, pinterest, etc.



Expected Outcomes What specifically was TMSD trying to improve for student learning? (observable, measurable)	OUTCOME 4: Turtle Mountain School Division will promote student engagement and learning by enhancing and increasing communication amongst school division stakeholders, parents, and community.		
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)
<ul style="list-style-type: none"> Further enhancement to the division and school websites 	<ul style="list-style-type: none"> All division websites updated monthly 	<ul style="list-style-type: none"> Tracking division websites updates 	<ul style="list-style-type: none"> Each of TMSD's websites (division and school) have been updated monthly.
<ul style="list-style-type: none"> Seek ongoing opportunities for staff to share updates on innovative projects/initiatives with the Board as well as parents/public 	<ul style="list-style-type: none"> Completion of quarterly divisional public reports Education-Specific board meetings at schools 	<ul style="list-style-type: none"> Tri-annual divisional public reports Education-Specific board meetings at schools 	<ul style="list-style-type: none"> Divisional public reports were released in October 2018, February 2019, and May 2019 Education-Specific board meetings at Wellwood Colony School and Boissevain School
<ul style="list-style-type: none"> Expand the use of social media to communicate with stakeholder groups (community, parents, students) 	<ul style="list-style-type: none"> Increased use of Facebook to send out board and divisional information 	<ul style="list-style-type: none"> Data tracking provided by Facebook Number of items posted to Facebook 	<ul style="list-style-type: none"> Facebook traffic has been very strong, the last divisional communication received over 1500 views and 22 shares. In the 2018-2019 school year, on average, TMSD had 4 posts/month
<ul style="list-style-type: none"> Increase the use of online surveys to gather information from stakeholder groups (community, parents, students) 	<ul style="list-style-type: none"> Use SurveyMonkey to create, manage, and analyze information 	<ul style="list-style-type: none"> Track the number of online surveys TMSD conducts through SurveyMonkey Track the number of responses to TMSD online surveys 	<ul style="list-style-type: none"> In the 2018-2019 school year, TMSD conducted 11 online surveys, an increase of 4 compared to 2017-2018. The last survey to parents via SurveyMonkey yielded over 128 responses.
<ul style="list-style-type: none"> Engage local media with updates on initiatives within the division 	<ul style="list-style-type: none"> Monthly articles submitted to local newspapers Monthly articles submitted to school newsletters 	<ul style="list-style-type: none"> Monitor the number of Board Meeting Highlights published in local media 	<ul style="list-style-type: none"> Several articles were submitted to the Killarney Guide and Boissevain Recorder in the 2018-2019 school year TMSD Board Highlights submitted to all divisional school newsletters five times.

	<ul style="list-style-type: none"> Monthly Board Highlights published to TMSD website 	<ul style="list-style-type: none"> Track Board Highlights posted to TMSD website 	<ul style="list-style-type: none"> TMSD Board Highlights posted to the divisional website five times last year Enhanced use of division Facebook account, which has received high traffic, and has included using the targeted audience feature.
Promote awareness in relation to the provincial review of public education within Maniotoba	Feedback received from parent councils, staff, and rural municipalities made it very evident the outreach was worthwhile, many were unaware a review had been undertaken	Number of parent councils, R.M.'s, and staff groups met with Postcard distribution within TMSD Website traffic	Awareness of the provincial review was increased significantly, with several groups (example, Killarney parent council) becoming engaged and reaching out to the province to express the need for local boards and local decision-making in relation to public education.

Expected Outcomes What specifically was TMSD trying to improve for student learning? (observable, measurable)	EARLY CHILDHOOD TMSD, along with planning partners in Public Health, Early Childhood Educators (Daycares and Nursery Schools), PROMISE Years' (CTI), and the Killarney and Boissevain Parent-Child Coalitions, set goals for promoting school readiness in children, birth to 5 years old, using funds from the Early Childhood Development Initiative Grant.		
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)
<ul style="list-style-type: none"> Preschoolers aged 0-5 years in the Turtle Mountain School Division catchment area will be screened and referred for appropriate services. 	<ul style="list-style-type: none"> Wellness Fairs will be hosted in Killarney and Boissevain in April. Preschoolers will be screened for vision, hearing, health, fine and gross motor development, social-emotional, and speech and language. Referrals for services were completed where required. 	<ul style="list-style-type: none"> List of children who were screened at each station; number of referrals made 	<ul style="list-style-type: none"> 110 children were screened at the Wellness Fairs: referrals were made for vision (25), hearing (3), social-emotional (13), speech and language (16), and OT/PT (8)
<ul style="list-style-type: none"> Parents will be informed of the domains discussed 	<ul style="list-style-type: none"> Parents will be given the "Getting Ready for School: A 	<ul style="list-style-type: none"> Quantity of handbooks distributed upon 	<ul style="list-style-type: none"> 91 "Getting Ready for School: A Parent's Guide" handbooks were distributed; items were

<p>in the Healthy Child Manitoba handbook, "Getting Ready for School: A Parent's Guide."</p>	<p>Parent's Guide" handbook at the Wellness Fairs; each screener will discuss one domain from the handbook with parents; children will be provided with an item that matches with the domain (ex. Art and Music: harmonica; Outdoor Play: sidewalk chalk)</p>	<p>registration; number of each item distributed by Wellness Fair screeners</p>	<p>handed out and explained (in reference to the handbook's domains) at screening stations</p>
<ul style="list-style-type: none"> Parents will have opportunity to discuss behaviour concerns with an Early Intervention specialist, based on concerns arising from 2014-2015 divisional EDI results. 	<ul style="list-style-type: none"> TMSD's School Social Work Clinician will administer the ASQ-SE Social-Emotional questionnaires as part of the Wellness Fairs 	<ul style="list-style-type: none"> Completed ASQ Social-Emotional questionnaires; number of referrals made 	<ul style="list-style-type: none"> 82 children were screened at the social-emotional station at the Wellness Fairs; 3 children were referred to a physician for follow-up; 13 received follow-up contact from School Social Work Clinician
<ul style="list-style-type: none"> Parents/guardians will have opportunity to share their strengths, challenges, and questions about early childhood to 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). 	<ul style="list-style-type: none"> Turtle Mountain Community of Early Childhood Educators will ask parents/guardians to complete a survey on surveymonkey.com , asking questions to assist with programming decisions to provide parents of pre-school children with support in areas identified in the survey 	<ul style="list-style-type: none"> Comparison of the total Wellness Day parent surveys completed in 2018 to 2019; completed surveys compared to parents who attended the 2019 Wellness Fairs 	<ul style="list-style-type: none"> 75 Parent Surveys were completed at the 2019 Wellness Fair, which was 82% of parents. 88% of parents completed the 2018 Wellness Fair Surveys.