

TURTLE MOUNTAIN SCHOOL DIVISION PLAN 2017/2018

Identification			
Name of School Division Turtle Mountain	Name of School Divisional	Name of Superintendent Tim De Ruyck	Date (yyyy/mm/dd) 2017/10/19

School Profile		<i>(Complete the following using FTE as of Sept 30th.)</i>	
Number of Teachers	84	Number of Students	986
		Grade Levels	K-12
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.			There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes, schools include within their school plans.
			Year Revised 2017-2018

Planning Process
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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			
Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
<p>1. Achievement in literacy and numeracy will improve by at least 10% across all grade levels and for all students.</p>	<ul style="list-style-type: none"> -ensure follow up occurs after classroom-based reading assessments are completed -strengthen consistency in fully implementing Daily 5, Cafe, including mini-lessons and conferences -additional staff will receive Reading Apprenticeship training -the literacy teacher leader will work with staff in the implementation of the new ELA curriculum as well as the B.C. Performance Standards in Reading and Writing -continue to participate in the MRLC action research project for grade 6 and 9 math, with a focus on enduring understandings -strengthen use of manipulatives in K-6 -increase consistency in using numeracy nets -increase focus on math vocabulary amongst students -continue to administer and the grade 9 divisional math diagnostic assessment, and use data to discuss improvement strategies in the middle years -strengthen our use of the grade 9 transitional math course, as well as Applied Math 30/40 -strengthen our consistency in using pre and post assessments within RTI -Teachers plan to meet the needs of all students by using instructional practices for diverse groups of learners -For students who have exceptional learning needs, IEP goals are developed to support their growth in Literacy and Numeracy -TMSD is strengthening the use of Grade 9 Transitional Math to complement Grade 9 Math 10F -Grade 9 math and ELA are a full-year courses to avoid periods of time without Numeracy or Literacy instruction 	<ul style="list-style-type: none"> -teachers will become proficient is using classroom based reading assessments, guided planning, and instructional practices aligned with best practice. Observation, data collection, and feedback from the literacy teacher leader will be used. -Growth of students in the B.C. Performance Standards in Reading -we will achieve consistent application of the Reading Apprenticeship model in middle years and high school, this will also be monitored and managed through the literacy teacher leader in conjunction with school administrators. -teachers will implement the new ELA curriculum, with this being supported and monitored by the literacy teacher leader -writing development will strengthen amongst students, with teachers focusing on the reciprocity of reading and writing -differentiation strategies will improve with math instruction, with this being led and monitored by the numeracy teacher leader -Differentiated instruction, Universal Design for learning, and adaptation plans are observable in a classroom -there are targeted goals for Literacy and Numeracy development in IEPs -Monitor enrolment and achievement levels in Transitional and Math 10F and ELA 	<ul style="list-style-type: none"> -assessment results, pre and post assessments as part of Faye Brownlie's model -feedback from staff -observation and monitoring by both the literacy and numeracy teacher leaders -Continuum for each grade 1-8 student completed using the B.C. Performance Standards in Reading -January and end of year assessments as part of MRLC action research project, includes control group -Fountas and Pinnell -grade 12 provincial exam data -observational evidence as well as teacher unit and lesson planning -DI and UDL are evident in lesson and unit plans; teachers can explain what adaptations a student requires -data collection based on IEP SMART goals -timetables reflect year-long course offerings in Grade 9 Math and ELA -year-end mRLC Numeracy results -year-end ELA assessment results
<p>2. Student Engagement will improve by at least 20% for all students, with a focus on middle and senior years.</p>	<ul style="list-style-type: none"> -additional staff will receive professional development in Mental Health First Aid -Guidance counselors and school psychologist will continue delivering mental health programming along with teachers in K-8 -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 -designated school staff will engage with individual students identified as vulnerable or impoverished, based on the resiliency/engagement survey -Promotion of innovation in the classroom through the purposeful use of technology, teachers applying for funding -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 	<ul style="list-style-type: none"> -Attendance will improve -Staff will engage in more project based-multi-disciplinary activities with students -teacher applications to access funding to support technology innovation in the classroom -improvement in the "commitment to learning" section of the OnBoard Education resiliency/engagement survey -student career paths will be evident through their portfolio work as well as Career Cruising -increase in students applying for scholarships/bursaries -students are able to explain their transition plan and how their course selections fit into that 	<ul style="list-style-type: none"> -student grades (academic achievement) -anecdotal feedback from students and staff -survey results -teacher feedback regarding technology innovations in the classroom -resiliency/engagement survey results through OnBoard Education -pre and post assessments for the K-8 mental health programming -career cruising participation and student portfolios -student attendance and participation in transition planning meetings and student signatures on plans

	<p>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</p> <p>-Students are involved in creation of integrated and coherent transition plans</p>		
<p>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.</p>	<p>-Partnering with On Board Education, continue 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</p> <p>-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</p> <p>-Middle and senior years' classroom layouts and furniture focusing on flexibility, collaboration, and personalization.</p> <p>-Students will be explicitly taught skills that facilitate growth in independence and self-determination</p> <p>-Positive interaction and interdependence with peers is foster to provide support for inclusive activities</p>	<p>-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</p> <p>-student portfolio work will include samples demonstrating increased proficiency in the six C's</p> <p>-purchase and refurbishment of furniture, non-traditional classroom layout</p> <p>-students will develop self-advocacy skills</p> <p>-all students will participate in various school activities</p>	<p>-OnBoard education survey results</p> <p>-Anecdotal feedback from staff</p> <p>-samples of student work and teacher lessons</p> <p>-development of divisional support handbook</p> <p>-TMSD staff contributions to the NPDL hub</p> <p>-data collection on specific self-advocacy skills that have been taught; evidence of student use</p> <p>-the number of students participating in various school activities</p>
<p>4. Communication amongst stakeholders will be strengthened and frequency increased.</p>	<p>-further enhancement to the division and school websites</p> <p>-creating a vehicle for feedback other than budget consultations and occasional surveys, this will include a pre-budget consultation involving division and school administration with the Board of Trustees</p> <p>-seek ongoing opportunities for staff to share updates on innovative projects/initiatives with the Board as well as parents/public</p> <p>-engage local media (radio and newspaper) with updates on initiatives within the division</p> <p>-there will be purposeful attempts by school personnel to build long-term rapport with parents/caregivers</p> <p>-there will be effective ongoing communication between parents/caregivers and school personnel</p>	<p>-degree and frequency of feedback from stakeholders, both within TMSD and externally</p> <p>-articles in local newspapers and interviews on CJRB radio (1220 am) and online (https://www.discoverwestman.com/cjrb)</p> <p>-parents/caregivers will attend meetings and contribute to planning for their child(ren)</p> <p>-parents are aware of and can describe planning and programming for their child</p>	<p>-response rate from stakeholders</p> <p>-tracking of traffic to division website</p> <p>-articles in local newspapers and interviews on CJRB radio (1220 am) and online</p> <p>-parental attendance; parental signatures on IEPs</p> <p>-telephone and email logs of school personnel</p>