

SCHOOL DIVISION PLANNING REPORT 2013-14

Divisions are required to provide the information for all four reports:

1. The School Division Report; 2. The Student Services Report; 3. The Categorical Grants Report; 4. The Finance Report on Categorical Grants.

Step 1	Identification		
	Name of School Division Turtle River School Division	Name of Superintendent Bev Szymesko	Date Report (yyyy/mm/dd) 2013/10/31

Step 2	Division Profile (Provide the staffing numbers in the following roles using FTE as of Sept 30th.)							
	Teachers 62.175	Counselors 0		Resource Teachers supporting general education classes 5.15	Teachers (RT or Spec Ed supporting special needs (low-enrollment) classes 0	Educational Assistants 45	Speech/Language Pathologists 0.50	Reading Clinicians 0
	Occupational Therapists 2 on a part-time basis through Parkland Children's Therapy Initiative	Physiotherapists 1 on a part-time basis through Parkland Children's Therapy Initiative	Psychologists 1 on a contract basis for services	Social Workers 1	Other Professional Staff			
				1 - French Consultant				

Previous Years Report. Please comment on successes and progress towards meeting previous division plan outcomes. (2009-10, 10-11, 11-12)			
Step 3	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Expected Outcomes</p> <p>1. Student Engagement - By June 2015, Turtle River School Division students will have an increase of academic achievement by 10% overall.</p> <p>By June 2015, Turtle River School Division students will have an increase of course attainment/ success rate of 80% or greater.</p> <p>By June 2015, Turtle River School Division students will have an increase of student graduation rate from 63% to 80% .</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Results (status, data or anecdotal evidence)</p> <p><u>Data</u> We are tracking and analyzing student academic achievement success in order to compare and evaluate this goal in June 2015. This data is also allowing us to improve programming and delivery. This year and last will be our baseline. We are looking at student credit success rates and overall achievement percentages.</p> <p>Graduation rates are being monitored as we compare grade 9 class sizes with graduating class sizes to determine the overall graduation rates. In June 2015, the data will show us if our overall graduation rate has improved after we have implemented these new programs and initiatives. Our Division's baseline is averaging out at around 63% which is below Provincial average rates (closer to 80%).</p> <p><u>Status</u> The Division has focused Staff Training on engaging all students in their learning. Teaching using Universal Design and meeting the needs of all of the learners in their classrooms/schools. Our focus is also being directed towards evidenced-based practices: The importance of Effective Teaching.</p> </td> </tr> </table>	<p>Expected Outcomes</p> <p>1. Student Engagement - By June 2015, Turtle River School Division students will have an increase of academic achievement by 10% overall.</p> <p>By June 2015, Turtle River School Division students will have an increase of course attainment/ success rate of 80% or greater.</p> <p>By June 2015, Turtle River School Division students will have an increase of student graduation rate from 63% to 80% .</p>	<p>Results (status, data or anecdotal evidence)</p> <p><u>Data</u> We are tracking and analyzing student academic achievement success in order to compare and evaluate this goal in June 2015. This data is also allowing us to improve programming and delivery. This year and last will be our baseline. We are looking at student credit success rates and overall achievement percentages.</p> <p>Graduation rates are being monitored as we compare grade 9 class sizes with graduating class sizes to determine the overall graduation rates. In June 2015, the data will show us if our overall graduation rate has improved after we have implemented these new programs and initiatives. Our Division's baseline is averaging out at around 63% which is below Provincial average rates (closer to 80%).</p> <p><u>Status</u> The Division has focused Staff Training on engaging all students in their learning. Teaching using Universal Design and meeting the needs of all of the learners in their classrooms/schools. Our focus is also being directed towards evidenced-based practices: The importance of Effective Teaching.</p>
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		<p>Each school is offering new High School courses each year in order to encapsulate learners.</p> <p>The Division has evolved their Vocational Program to include an Automotive Program beginning in Sept 2013. In addition, the Division has developed Strategic Alliances with Manitoba Education's Apprenticeship Program and Brandon's ACC College Program to help support student transition and interest in learning post secondary fields of study.</p> <p>In most schools in our division, mathematics classes with split grades have been split up. Math is being taught in whole grades. All K to 8 teachers have been training in First Steps in Math. Additionally, math learning centers and games have been implemented in each classroom as we continue evolving our math instruction.</p> <p>Lastly, the Division Planning Team has developed a 5 year Strategic Plan in order to help support our division in meeting our both short and long term goals.</p>
	<p>2. School Climate - By June 2015, Relationships will improve within Turtle River School Division schools.</p>	<p>Overall The Division has emphasized Staff Training on Building up school climates into positive learning atmospheres. The importance of building trust between staff and students in buildings is important. The focus on making schools welcoming and safe is our top priority. The use of anonymous surveys (Division Bullying Survey, RHA Health Survey, and the TTFM Survey) to allow students to share their ideas, concerns, and thoughts about how they feel about their school.</p> <p>A large portion of our emphasis is based on bullying. Schools have developed protocols and plans in order to help reduce bullying in schools. Informing and educating students on what bullying is and what to do when they encounter it as the victim, bystander or bully is empowering students and school staff members.</p> <p>We want to schools to be fun places for students to feel welcome and learn. We are seeing growth in our schools as schools are having more frequent assemblies. School Spirit is increasing as students across the grades interact and develop relationships. It is becoming indicative of positive collegial interactions between students across the grades is making school atmospheres more positive.</p> <p>Schools are being proactive in creating safe schools by educating staff members in how to deal with bullying, student disagreements, and relationship building. School administrators have been prioritizing more of their time throughout the day to focus on building stronger school teams in order to better support students. Focus is on teachable moments as they occur in the school and classroom. We want to involve students more in the problem-solving process.</p>

	Division Priorities	
Step 4	1.Student Engagement	
	2.School Climate	

SCHOOL DIVISION PLANNING REPORT 2013-14 Cont'd

Planning Process (2013-14)

List or describe factors that influenced your priorities.

Department initiatives, mandates, and directives
 Recent evidence based research in education
 Stakeholder input.
 Division need, reflection on areas of growth.
 School planning goals, public and community discussions.
 Administrative discussions
 Curriculum demands
 Needs of students and staff members
 Social pressures to implement new sustainable practices

Describe the planning process and the involvement of students, staff, families and the community.

Who was involved?

Last year a Five Year Strategic Plan was developed with a Division Planning team which consisted of all Division Trustees, Division Administration staff, and school principals. These people represented the needs, wants, and opinions of the stakeholders in each of their areas and districts.

Each school principal has met with their school staff members, students and local Parent Advisory Councils discussing school goals and plan for the next school year. Goals and ideas were suggested and collected and teams then organized and condensed into school priorities. After that, administrators from each school presented their school and community needs to each other in a discussion to plan for the future direction of the division.

A Division planning meeting was called where school board trustees, administrators, and senior administration asked a representative from Manitoba Education to meet with us in October 2012. Priorities were discussed and suggested. Under his direction we narrowed down our priorities to two. The trustees and administrators were then broken into two groups to discuss and create a plan to address each of the two priorities.

The division priorities were then brainstormed amongst administration for strategies and ideas for reaching set outcomes. Administrators shared priorities with student bodies, parents, school staff members and parent groups. Each administrator brought information, ideas, and suggestions to the next division planning meeting in December 2012. This strategic planning is an ongoing process which was continued as we further developed our strategic plan.

In October 2013, at our first Division Planning meeting of the 2013/14 school year we invited Eileen Sutherland to our meeting in order to assist with ideas, consult, suggest, and help give us feedback as we continually evaluate and change our strategies and plans in order to meet the needs of our students and communities.

How often did you meet?

In total we met formally four times as a Division Team in order to discuss and develop the strategic plan. However, we have also met in smaller groups with all of the trustees or all of the principals in order to refine and evaluate future directions and goals.

Step 5

<p>What data was used?</p> <p>TTFM bullying surveys PRHA Health Surveys Provincial Assessment Data Division Bullying Survey Data Provincial Priority Data School, Division, & Provincial Graduation Rate Data School, Division, & Provincial Attendance Data Aboriginal Student Identification Data Public suggestions, concerns, and consultation data School Plans/Goals 2012 EDI survey results</p>
<p>Other highlights</p> <p>The division is using a new planning model this year. In addition, as these priorities are large and quite extensive. We are looking at setting in place a multi-year plan (3 year plan) in regards to Division Planning with an overall Division Year Strategic Plan (5 year plan).</p>

2013–2014 Division Plan			
For examples, see the school planning website at http://www.edu.gov.mb.ca/k12/specedu/pie/index.html			
Expected Outcomes	Indicators	Strategies	Data Collection
What specifically are you trying to improve for student learning? (Observable, measurable)	How will you know you are making progress?	What actions will you take?	How will you collect evidence of progress?
<p>1. Student Engagement -</p> <p>By June 2015, Turtle River School Division students will have an increase of academic achievement by 10% overall.</p> <p>By June 2015, Turtle River School Division students will have an increase of student graduation rate from 63% to 80% .</p> <p>By June 2015, Turtle River School Division students will have an increase of course attainment/ success rate of 80% or greater.</p>	<p>Evidence of student learning</p> <p>Differentiating Instruction</p> <p>Less Misbehaviour</p> <p>School Climate is respectful</p> <p>Increase in school participation</p> <p>Increase in course grades/marks</p> <p>Increase in student graduations</p> <p>Increase in positive school and student relationships</p> <p>Increase in student attendance</p> <p>Increase in course attainment.</p>	<p>1. Effective Instruction - Teaching Instruction (Focus on Differentiated Instruction & project based-learning, hands-on-approach, student participation, positive relationship development)</p> <p>-Professional development for Staff members</p> <p>-Effective Teaching Instruction – meaningful learning, backwards design, layered curriculum, student centered approach</p> <p>-Focus on critical thinking</p> <p>- Support teachers with Teaching deeper levels of thinking (higher order)</p> <p>-check for understanding</p> <p>-interactive learning</p> <p>-modeling of goal</p> <p>-technology infused learning</p> <p>-get students moving and active</p>	<p>-Calculation of course grade/mark data in comparison to past years .</p> <p>-Graduation data and analysis for the division graduation rates in comparison to past years</p> <p>-TTFM survey results</p> <p>-Division survey results</p> <p>-Increase in course success rate</p> <p>-Attendance Rates</p> <p>-Division Assessments</p> <p>-Provincial Assessment Data</p>

			<p>2. <i>Literacy / Numeracy</i> – new division and school directives to promote and help students learning</p> <ul style="list-style-type: none"> -First Steps in Math -Math Learning Centres -Math Learning Games -Critical Thinking -Classroom Discourse -Hands-on Learning/Activities <p>3. Reevaluate allocated Admin Time – administrators may have more time to model and support teachers, increase school spirit, improve school involvement, supervise and monitor teaching, reduce negative behavior and help improve school climate overall.</p> <p>-Training and time for teachers to implement new strategies.</p> <p>-</p> <p>4. Increase of School/Division/Community Activities & Involvement – get parents more in schools.</p> <ul style="list-style-type: none"> -guest speakers -parades -visit care homes -guest readers <p>5. School Attendance – keep kids in school, increase student enjoyment, make school fun, keep kids learning by being in school.</p> <ul style="list-style-type: none"> -offer different courses/choices -offer different instruction models - Division sponsored bursary for high academic average 	
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		<p>6. Student and Staff Involvement. <u>Build relationships/teams.</u></p> <ul style="list-style-type: none"> -Sports Teams -student council -Creating inviting classrooms -Building opportunities for students to teach each other (support a higher level of understanding and ownership for success). -monthly progress reports <p>7. <u>New Programs</u></p> <ul style="list-style-type: none"> -Full Time Kindergarten -Possible future Junior Kindergarten and Adult Education program. -French Revitalization in our Division 	
<p>2. School Climate - By June 2015, Relationships will improve within Turtle River School Division schools.</p>	<p>Students will have less incident reports to the office.</p> <p>Administrators will see more positive interactions between students and staff members</p> <p>Communication will be improved overall</p> <p>People will work together and have fun</p> <p>Students will participate in more school activities</p> <p>Increase in school spirit</p> <p>Increase in Attendance</p> <p>Increase in Positive Relationships</p> <p>There will be less concerning phone calls from parents</p> <p>More noticeable community involvement</p>	<p>1. Division PD will focus on building healthy school environments.</p> <ul style="list-style-type: none"> -trust -teaming -support <p>2. Safe Transition Times (busses, between classes)</p> <p>3. Teaching Strategies - Greeting students at the door, off the bus, in the hallway.</p> <p>-teach tolerance and acceptance -visibility</p> <p>4. School Spirit Assemblies / Events (K-12)</p> <ul style="list-style-type: none"> -cohesion of all students -celebrate success -focus on positives -pep rallies/spirit weeks - create a visually inviting school that students are proud of -safe, clean environment 	<p>TTFM survey results</p> <p>Division survey results</p> <p>Attendance rates</p> <p>PRHA – Health Survey</p> <p>Staff and student retention rates between students, staff members, and school unity</p> <p>Office Incident report data</p> <p>Increase in school spirit and participation</p>

			<p>-display school goals -display student learning</p> <ol style="list-style-type: none"> 5. Student Support Periods 6. Staff Training and mentoring program (induction) 7. Division Consultants to help with programming and planning 8. Student Counseling and Guidance 9. Grade & Team meetings 10. Division implemented activity days. 11. Community Involvement <ul style="list-style-type: none"> -guest readers -community clean-up -highway clean-up -guest speakers -health agencies -local talent shows -parent helpers -eg. Mothers day tea -community/school interaction 12. Staff Involvement /Staff Moral <ul style="list-style-type: none"> -relationships -staff morale -celebrate success -focus on positives -recognize extras Staff appreciation 13. Work on hidden curriculum <ul style="list-style-type: none"> -social -relationships -pride -competition -model positive feedback -teach skills, attitudes, and dispositions that students need to function positively in school and work 	
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			14. Technology implementation 15. Incentive programs for staff and students 16. Modeling by administrators 17. Positive Behavior Support 18. Inter-grade Relationship building in schools -buddy reading, -sharing, teams -peer mentoring, -team building	
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Survey	<u>Education for Sustainable Development (ESD)</u> Survey Background Manitoba Education encourages a whole school system approach to ESD. This approach, for example, encourages sustainability into all aspects of the division: key local and global sustainable development challenges are reflected in the curriculum across all subjects; buildings and campuses are managed sustainably and provide a ‘sustainable learning space’; the school interacts with the community in which it is located. In particular, a system approach covers the following 5 domains: <p>A. Governance: Includes strategic planning, asset management, policies and school improvement plans, financial support, monitoring and evaluation.</p> <p>B. Curriculum, Teaching and Learning - Students acquire and demonstrate the knowledge, skills, attitudes and life practices that contribute to a sustainable future. ESD resources are provided for staff, pedagogy develops critical thinking, active citizenship, systems and futures thinking, inquiry, active learning, problem–solving in a local and global context.</p> <p>C. Capacity Building - System and school administrators demonstrate commitment and leadership in the implementation of ESD across the system. ESD professional development is provided for all staff. Human resources policies, practices and development plans are aligned with sustainable development principles.</p> <p>D. Facilities and Operations - Sustainable principles are applied to the design, construction and renewal of division buildings and all aspects of facility management, procurement, resource use and transportation. School outdoor spaces are developed for outdoor learning.</p> <p>E. Partnerships Opportunity to engage parents and the community in the practice of ESD principles and in addressing local sustainability issues through community projects and /or partnerships.</p>			
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	<p>1. Our division has a sustainability plan in place? Yes <input type="checkbox"/>X No <input type="checkbox"/></p> <p>2. Our division has a sustainability plan in place that incorporates all aspects of the 5 domains listed above. Yes <input type="checkbox"/>X No <input type="checkbox"/></p> <p>3. Our division has integrated elements of the 5 domains (outlined above) into our plan. Yes <input type="checkbox"/>X No <input type="checkbox"/></p>			
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	<p>4. Our division has integrated the following ESD activities into our plan. (list all that apply)</p> <p>a. Student social justice projects <input type="checkbox"/> X</p> <p>b. Environmental stewardship <input type="checkbox"/> X</p> <p>c. Sustainable changes to facilities and operations <input type="checkbox"/> X</p> <p>d. Connecting ESD to curricular outcomes <input type="checkbox"/> X</p> <p>e. Community partnerships for sustainability <input type="checkbox"/> X</p> <p>Other (please specify) _____</p>	
	<p>Our division is (list all that apply);</p> <p>a. Just beginning our work in ESD <input type="checkbox"/></p> <p>b. Has implemented ESD policies _____ <input checked="" type="checkbox"/> X</p> <p>c. Has a well integrated ESD/sustainable school plan and philosophy <input type="checkbox"/> X</p> <p>d. Reporting and communicating ESD initiatives <input type="checkbox"/> X</p> <p><input type="checkbox"/></p>	
	<p><u>Evaluating ESD progress</u></p> <p>Our school division would welcome support in;(list all that apply)</p> <p>a. PD for staff <input type="checkbox"/> X</p> <p>b. Developing an ESD school plan or including ESD into the existing plan <input type="checkbox"/></p> <p>c. Curriculum and resource support <input type="checkbox"/> X</p> <p>Other (please specify) _____</p>	
	<p>5. Comments and Suggestions _____ Our division is continually evolving our ESD plan and initiatives as we grow stronger in this area. We have been very proactive and have implemented many initiatives in both our schools and division. Continued funding and allocation of resources is always helpful as often these initiatives tend to cost more. We always welcome opportunities/PD and support for staff in developing their knowledge in ESD areas. It would also be helpful to have curricula focused on ESD practices in order to frame-up or guide various schools/divisions. _____</p>	
<p>Direct inquiries about all Reports to: Larry Budzinski Email: <Larry.Budzinski@gov.mb.ca> Room 411 27-2nd Ave S.W. Dauphin MB R7N 3E5 Phone: 204-572-5117</p>	<p style="text-align: center;">DUE DATE: OCTOBER 31, 2013</p>	<p>Please submit completed Reports to Kim Warelis at: Email: <Kim.Warelis@gov.mb.ca> Electronic submissions are required. Phone: 204-622-2024 More information is available at <www.edu.gov.mb.ca/K12/specedu/pie/index.html></p>