

SCHOOL DIVISION PLANNING REPORT 2014-15

Step 1	Identification		
	Name of School Division Turtle River	Name of Superintendent Bev Szymesko	Date Report (yyyy/mm/dd) 2014/10/31

Step 2	Division Profile (Provide the staffing numbers in the following roles using FTE as of Sept 30 th .)							
	Teachers 69*	Counsellors 0		Resource Teachers supporting general education classes 5.15	Teachers (RT or Spec Ed supporting special needs (low-enrollment) classes) 0	Educational Assistants 47	Speech/Language Pathologists 0.50	Reading Clinicians 0
	Occupational Therapists 0	Physiotherapists 1 on a part-time basis through Prairie Mountain Children's Therapy Initiative	Psychologists 1 on a contract basis for services	Social Workers 1	Other Professional Staff 1 – French Consultant			
	*Includes superintendent, French consultant, Social worker, resource teachers, and our resource consultant.							

Step 3	Previous Years Report. Please comment on successes and progress towards meeting previous division plan outcomes. (2011-12, 2012-13, 2013-14)	
	Expected Outcomes	Results (status, data or anecdotal evidence)
	<p>Student Engagement -</p> <p>1. SE#1 - By June 2015, Turtle River School Division students will have an increase of academic achievement by 10% overall.</p> <p>2. SE#2 - By June 2015, Turtle River School Division students will have an increase of course attainment/ success rate of 80% or greater.</p>	<p>Data</p> <p>SE#1 & SE#2 - 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. Data collected in 2012/13 will be used as our baseline to determine success (overall improved achievement). We are looking at two areas of academic achievement and successful course attainment. The specific data used will be the student course final marks for SE#1 (compared from 2012/13 to 2014/15. SE#2 will be evaluated using the 2012/13 course attainment success rate in comparison with the 2014/15.</p> <p>SE#3 - 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% in 2012/13 which is below Provincial average rates (closer to 80%).</p>

	<p>SC #1 - Each school has its own individual model that has continued to show improvement. We have seen greater support by students and parents in our schools. The data collected from the TTFM survey indicates an increase in positive feelings from students in their schools. Relationships are being developed as staff members, and students are feeling safer and welcomed. Administrators have fostered relationships with local policing, businesses, agencies, and parents as they continue to support the students in their buildings.</p>
<p>3. SE#3 - By June 2015, Turtle River School Division students will have an increase of student graduation rate from 63% to 80%.</p>	<p>Status The Division has focused Staff Training on engaging all students in their learning. The division has setup a two to three year commitment with Jennifer Katz on UDL: 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> <p>Each school is offering at least two new High School courses each year in order to encapsulate learners.</p> <p>The Division has been developing a new Construction Electrical program that is set to begin in Sept 2015. It will support the Automotive Program that began in Sept 2013. In addition, the Division has developed Strategic Alliances with Manitoba Education's Apprenticeship Program Red River College, 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 trained in First Steps in Math. As new teachers enter our division we continue to train them in First Steps in Math. Additionally, math learning centers and games have been implemented in each classroom as we continue improving our math instruction.</p> <p>Lastly, the Division Planning Team has developed a 5 year Strategic Plan in 2012 to help support our division in meeting our both short and long term goals. This is not a static document, it is continually evolving as we change our focuses and meet goals. The team is currently working on a new 2015 to 2020 Strategic Plan.</p>

	<p>School Climate -</p> <p>4. SC#1 - By June 2015, Relationships will improve within Turtle River School Division schools.</p>	<p>Overall</p> <p>Overall, in June 2014, School administrators have noted that students are more engaged and appear to be showing improvement. Student graduation in grade 12 has continued to show positive results. Division Professional Development in 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 has proven to be very valuable in identifying student concerns.</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. In addition, our division has developed new policy regarding the new amendments to the Safe Schools Act regarding Human Diversity and Code of Conduct. These documents have supported schools in making clear guidelines of acceptable and unacceptable behavior both in and out of school.</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 and this is something that takes time to educate students and provide them with valuable skills.</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 and staff members across the grades are making school atmospheres more positive places.</p>
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Division Priorities	
Step 4	1. Student Engagement
	2. School Climate
	3. Numeracy

SCHOOL DIVISION PLANNING REPORT 2014-15 Cont'd

Planning Process (2014-15)

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?

Every year, each school principal meets 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 order 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. The result was a new division plan that included a 5 year 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. She continued to join and advise us throughout the year. We continued to work towards our division goals and plan to support improvement with various strategies and initiatives. As a group we continued to meet and discuss with all of the stakeholders.

October 2014, brings us to year three of our three year division plan. We are preparing to have a division public meeting in order to include all of the stakeholders as we evaluate these current goals and look towards the future. In June 2015 we will have the final data that will allow us to evaluate our current division plan. This data will be used to assess our outcomes and success. This will then aid in developing new direction. In October 2015 we will be looking at setting new division goals and a new strategic plan.

Step 5

<p>How often did you meet?</p> <p>In total we met formally three times as a Division Team in 2013/2014 in order to discuss and develop the division plan and then layout steps and goals in a 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. In 2014/15 we have scheduled to meet 3 times (Early Fall, Winter, and then Spring).</p>
<p>What data was used?</p> <p>TTFM bullying surveys PRHA Health Surveys Provincial Assessment Data Division 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. In addition, as these priorities are large and quite extensive, we have implemented a multi-year plan (3 year plan) in regards to Division Planning with an overall Division Strategic Plan (5 year plan).</p>

2014–2015 Division Plan			
For examples, see the school planning website at http://www.edu.gov.mb.ca/k12/specedu/pie/index.html			
Expected Outcomes What specifically are you trying to improve for student learning? (Observable, measurable)	Indicators How will you know you are making progress?	Strategies What actions will you take?	Data Collection 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 Differentiating Instruction Less Misbehaviour School Climate is respectful Increase in school participation Increase in course grades/marks Increase in student graduations Increase in positive school and student relationships Increase in student attendance 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 -Effective Teaching Instruction – meaningful learning, backwards design, layered curriculum, student centered approach -Focus on critical thinking</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>-Increase in course success rate in comparison to last years</p> <p>-TTFM survey results -Division survey results -Attendance Rates -Division Assessments -Provincial Assessment Data</p>

			<ul style="list-style-type: none"> - Support teachers with Teaching deeper levels of thinking (higher order) -check for understanding -interactive learning -modeling of goal -technology infused learning -get students moving and active <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 	
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<p>1. 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>1. Division PD will focus on building healthy school environments. -trust -teaming -support</p> <p>2. Safe Transition Times (busses, between classes) -more supervision</p> <p>3. Teaching Strategies - Greeting students at the door, off the bus, in the hallway. -teach tolerance and acceptance -visibility</p>	<p>TTFM survey results Division survey results Attendance rates PRHA – Health Survey Staff and student retention rates between students, staff members, and school unity Office Incident report data Increase in school spirit and participation</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>	<ol style="list-style-type: none"> 4. School Spirit Assemblies / Events (K-12) <ul style="list-style-type: none"> -cohesion of all students -celebrate success -focus on positives -pep rallies/spirit weeks <p>- create a visually inviting school that students are proud of</p> <ul style="list-style-type: none"> -safe, clean environment -display school goals -display student learning 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. Mother's 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 	
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			<ul style="list-style-type: none"> 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 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 <ul style="list-style-type: none"> -buddy reading, -sharing, teams -peer mentoring, -team building 	
3.				
4.				
5.				

Education for Sustainable Development (ESD)

Education for Sustainable Development (ESD)

Survey Background

Manitoba Education and Advanced Learning is encouraging all schools to have an ESD school plan by 2015. This could be accomplished by embedding ESD as one of the school priorities annually or as a separate ESD school plan. A resource to assist with this is the Guide for Sustainable Schools in Manitoba <http://www.edu.gov.mb.ca/k12/esd/pdfs/sustainable_guide.pdf> Manitoba Education and Advanced Learning also encourages a whole school system approach to ESD. This approach encourages sustainability principles being considered in all aspects of the division/school: local and global sustainable development challenges are reflected in the curriculum across all subjects; buildings and school grounds are managed sustainably and provide a 'sustainable learning space'; the school interacts with the community in which it is located. A resource to assist with this is the Domain Framework for Whole System Approach to ESD http://www.edu.gov.mb.ca/k12/esd/pdfs/seda_domain_framework.pdf

In particular, a system approach covers the following 5 domains:

- A. **Governance:** Includes strategic planning, asset management, policies and school improvement plans, financial support, monitoring and evaluation.
- 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.
- 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.
- 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.
- 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..

Survey

1. a. Our division has an ESD school plan in place? Yes No
- b. Our Division has an ESD school plan in place that incorporates all aspects of the 5 domains listed above. Yes No

2. Our Division has integrated elements of the 5 domains (outlined above) into our ESD school plan. Yes No

3. Our Division has integrated the following ESD activities into our school plan: (list all that apply)

- a. Student social justice projects
- b. Environmental stewardship
- c. Sustainable changes to facilities and operations
- d. Connecting ESD to curricular outcomes
- e. Community partnerships for sustainability
- f. Other (please specify) _____

	<p>4. 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"/></p> <p>c. Has a well integrated ESD/sustainable school plan and philosophy <input checked="" type="checkbox"/></p> <p>d. Reporting and communicating ESD initiatives <input checked="" type="checkbox"/></p> <p>e. Evaluating ESD progress <input checked="" type="checkbox"/></p>	
	<p>5. Our division would welcome support in: (list all that apply)</p> <p>a. PD for staff <input checked="" type="checkbox"/></p> <p>b. Developing an ESD school plan or including ESD into the existing school plan <input checked="" type="checkbox"/></p> <p>c. Curriculum and resource support <input checked="" type="checkbox"/></p> <p>d. Other (please specify) _____</p>	
	<p>6. Comments and Suggestions _____</p> <p>_____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. For example, our division is running our 2nd Annual ESD Competition where schools within our division compete with each other by engaging in a variety of ESD projects and ideas. Students and schools participate in sustainable living practices. 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 <i>Reports</i> to: Larry Budzinski Email: <Larry.Budzinski@gov.mb.ca> Phone: 204-572-5117</p>	<p>DUE DATE: OCTOBER 31, 2014</p>	<p>Please submit completed Reports to Doreen Rothery at: Email: <Doreen.Rothery@gov.mb.ca>. Electronic submissions are required. Phone: 204-945-8867 More information is available at <www.edu.gov.mb.ca/K12/specedu/pie/index.html></p>