

SCHOOL DIVISION REPORTING 2014/2015 and PLANNING 2015/2016

Identification

Name of School Division/District Turtle River School Division	Name of Superintendent (s) Bev Szymesko	Date of Report (yyyy/mm/dd) 2015/10/30
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Division Profile (Provide the staffing numbers in the following roles using FTE as of Sept 30th.)

Teachers 62.05*	Counsellors 0	Resource Teachers supporting general education classes 5.15	Teachers (RT or Spec Ed supporting special needs (low-enrollment) classes 0	Educational Assistants 38.26	Speech/Language Pathologists 0.50	Reading Clinicians 0
Occupational Therapists 0 No Services available in our area	Physiotherapists 0 No Services available in our area	Psychologists 1 on a contract for services basis	Social Workers 1	Other Professional Staff 0.5 FTE French Consultant, 0.6 FTE Literacy & Numeracy Consultant <small>*Includes Superintendent, Resource Consultant, Social Worker, Resource teachers, and Reading and Numeracy Intervention Teachers</small>	Number of schools in the division that have an Education for Sustainable Development (ESD) plan (either separate or embedded in the school plan). Number of schools in the division: 7 Number of schools with an ESD plan: 7	

SCHOOL DIVISION REPORT – 2014/2015

School Division Priorities – Please check the box indicating the last year a report was submitted to the department. **2011/2012** **2012/2013** **2013/2014**

1. Student Engagement

2. School Climate

School Division Report – Please comment on successes and progress towards meeting expected outcomes, since your last submission.

Expected Outcomes	Results (status, data or anecdotal evidence)
1. Student Engagement – By June 2015, Turtle River School Division students will have an increase of academic achievement by 10% overall.	In 2011/2012 our average student academic achievement average was 72% overall. In 2012/2013 our average student academic achievement average was 73% overall. In 2014/2015 our average student academic achievement average was 72% overall. The data indicates we not yet achieved this goal in comparison to other years as noted above. We will continue to work diligently on supporting student learning and growth in all schools and in all subjects in order to support student academic achievement and overall success.

2. Student Engagement – By June 2015, Turtle River School Division students will have an increase of student graduation rate from 63% to 80% .

We are happy to report that we have not only met this goal, but exceeded it. In June 2015, our grade 12 graduation rate was 82%.

3. Student Engagement – By June 2015, Turtle River School Division students will have an increase of course attainment/ success rate of 80% or greater.

In 2014/2015, our grades 9-12 students had a course attainment/success rate of 92%. Therefore, the data indicates we have met this goal.

4 School Climate –By June 2015, Relationships will improve within Turtle River School Division schools.

DATA - TTFM Results for Social/Emotional Outcomes

Area of Focus	May 2015	May 2013
Students with positive relationships	69%	70%
Students with a positive sense of belonging	67%	70%

Anecdotal

The above data would indicate that relationships have not improved. However, we have noticed that students are more aware of the importance of social relationships. Students are more knowledgeable as well as teachers. We feel there has been growth in areas that are not revealed in the above survey data.

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.

Each school is offering at least two new High School courses each year in order to encapsulate learners.

The Division has been developing a new Construction Electrical program that is set to begin in Sept 2017. It will support the Automotive Program that began in Sept 2013. In addition, the Division is in the process of developing 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.

In most schools in our division, mathematics classes with split grades have been divided into two groups. 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. 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.

Overall

Overall, 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 in both 2014 and 2015. Division Professional Development in building up school climates into positive learning atmospheres is a continued focus. 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.

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.

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.

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.

In conclusion, while there is other evidence such as anecdotal and staff impressions that would suggest that we have met this goal in a number of ways. The data collected from the TTFM student survey for students in grades 7-12 indicates that students are not feeling that their relationships in schools are stronger.

SCHOOL DIVISION PLAN – 2015/2016

Planning Process

List or describe factors that influenced your priorities.

- Conversations with students, with educators, and with parents in our division (in meetings, PLC's, committee's, and department meetings)
- The combination of division data and department influences supported the implementation of Literacy and Numeracy as priorities.
- Provincial Assessment data
- Division Common Exam Data
- Student Engagement and School Climate are important priorities that we have been focussing on over the last three years as we continue to provide students an engaging school that encourages learning in a safe environment.
- Over the past few years we have seen a rise in the number of referrals we are seeing for mental health issues and this has brought the issues regarding well-being physically, emotionally, and mentally to the health of all of our students.
- Recent evidence based research in education (UDL, Numeracy Education, Team-Building, Mental Health and Well-Being, etc....)
- 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?

There is a Division Planning Team consisting of Division Consultants, Senior Administration, Division Trustees and School Principals. Teachers are invited to participate at various points in the year. Specialists are brought in to assist in the planning process. Larry Bidzinski from Manitoba Education and Eileen Sutherland from MRLC are two of the most recent facilitators to come and help support our divisions planning.

The Trustees and Senior Administration staff members also have 1-2 public consultations meetings regarding budgeting where input from the public is sought out before budgets are developed. This feedback and information also drives our planning process.

Principals meet with their school staff members and local Parent Advisory Councils on a regular basis, discuss school goals and plans. Information is collected and then shared when they meet in the division planning teams.

Principals meet on a regular basis as teams in order to guide and provide feedback to the division in what direction their staff an, students, and parents direct needs and further focus.

Schools also run regular assemblies and most have student councils where students have a voice.

Teachers and students meet at the division office in a variety of Advisory Committee Meetings 2-3 times per year. For example, the Student Voice Committee has the student reps and a staff member rep from every school gather at the division office to share and discuss what initiatives and direction they would like to see their schools and the division move in. Other committees include: Workplace Health and Safety, Education for Sustainable Development, Technology, Numeracy/Science, ELA/Social Studies, Professional Development, Physical Education, Social Justice, Building & Maintenance, Grades K-3, Grades 4-6, Grades 7-9, Resource Team, Principal Team, and Vocational Technology Studies.

The division has also developed a strategic plan that guides our direction and focus from year to year. This plan is a little more detailed and includes the division's vision.

How often did you meet?

In 2014/2015 total we met a total of 4 times in order to plan and consult with stakeholders as a division planning team and with the public regarding budget priorities.

(This is in addition to our regular board meetings, principal meetings, staff meetings, committee meetings, and PAC meetings.)

In 2015/2016 we are planning on meeting 3 times throughout the year formally as a division planning team and do a public consultation meeting.

(This is in addition to our regular board meetings, principal meetings, staff meetings, committee meetings, and PAC meetings.)

What data was used?

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

Other highlights?

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). We are continuing to evolve our model and are looking at a few new options to continue to improve the effectiveness of our planning.

School Division Priorities

1. Literacy
2. Numeracy
3. School Climate
4. Student Engagement
5. Mental Health

School Division Plan

Exemplars can be found at < <http://www.edu.gov.mb.ca/k12/ssdp/index.html>>.

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 you are making progress?	Data Collection How will you collect evidence of progress?
<p>1. Literacy</p> <p>By June 2016, 80% of Kindergarten students will have a word bank (vocabulary) of 100 or more words.</p>	<ul style="list-style-type: none"> -Word Walls -Word Banks -Dolch Word Flash Cards -Home Reading Program -Dolch Word Card Rings for home -Teach word attack strategies for decoding -KHIC – Kindergarten Here I Come program (7 days) of pre-kindergarten teaching for students -Fulltime Kindergarten -Literacy/Numeracy Consultant 	<ul style="list-style-type: none"> -Student vocabularies will increase. -Student Reading Levels will increase. -Students will have a variety of word attack strategies when decoding text. -Literacy Emphasis at School and Home will be evident 	<ul style="list-style-type: none"> -Observation Survey -K/1 Brigance Screening -Resource Teacher / Classroom Teacher Reporting and Assessments -EDI Data
<p>By June 2016, 80% of Kindergarten students will be able to Identify their Letters (alphabet, either uppercase or lowercase) with 80% or greater accuracy.</p>	<ul style="list-style-type: none"> -Letter and Picture association Cards -Song and Physical Gestures -Handwriting Without Tears Program -Sandpaper/Sandbox touch activities -Letter Card ring for home -Home reading program -KHIC – Kindergarten Here I Come program (7 days) of pre-kindergarten teaching for students -Fulltime Kindergarten -Literacy/Numeracy Consultant 	<ul style="list-style-type: none"> -students will be able to identify letters by name -students will be able to identify the sounds of each letter -students will be able to match up the uppercase and lowercase letters 	<ul style="list-style-type: none"> -Observation Survey -K/1 Brigance Screening -Resource Teacher / Classroom Teacher Reporting and Assessments -EDI data
<p>By June 2016, 80% of Grade 4 students will be reading at grade level or better.</p>	<ul style="list-style-type: none"> -Reading and Writing Continuum Checklist -ELA Divisional Committee meetings -Division Grade Team Meetings -LLI Kits (Levelled Literacy Intervention Program) -Literacy Place Program -Guided Reading Groups -Home Reading Programs -Regular Reading Assessments -Reading & Writing Continuums -Reading Intervention Programs -Theme Days (eg. Dr. Seuss Day) -Literacy/Numeracy Consultant 	<ul style="list-style-type: none"> - Students will show more confidence in reading -students will use a variety of text decoding strategies in their reading - Discussions amongst staff regarding reading strategies and assessment data - Improved student comprehension and meaning 	<ul style="list-style-type: none"> -Reading Assessment Results (F & P and PM Benchmark) -Reading and Writing Continuum Checklists

<p>By June 2016, 80% of Grade 8 students will have achieved all of their Reading & Writing Continuum goals (checklist).</p>	<ul style="list-style-type: none"> -Reading and Writing Continuum Checklist -ELA Divisional Committee meetings -Division Grade Team Meetings -LLI Kits (Levelled Literacy Intervention Program) -Literacy Place Program -Guided Reading Groups -Home Reading Programs -Regular Reading Assessments -Reading & Writing Continuums -Reading Intervention Programs -Theme Days (eg. Dr. Seuss Day) -Literacy/Numeracy Consultant 	<ul style="list-style-type: none"> -students will use literary vocabulary when discussing their writing -students will be able to identify various genres -students can use a variety of literary devices 	<ul style="list-style-type: none"> -Reading and Writing Continuum Checklists -Reading Assessment Results (F & P and PM Benchmark) -Gates
<p>2. Numeracy</p> <p>By June 2016, 80% of Grade 9 Math students will pass the divisional common exam.</p>	<ul style="list-style-type: none"> - All K-8 Teachers will be trained in First Steps in math -Division Numeracy Committee -Creation of a Divisional Common Exam -UDL Professional development for teachers -Literacy/Numeracy Consultant -Numeracy Continuum -Division Grade Team Meetings 	<ul style="list-style-type: none"> -learning is evidenced cross-curricular -students do well on the grade 7 numeracy provincial assessment 	<ul style="list-style-type: none"> -Division Common Exam Results
<p>By June 2016, 75% of Kindergarten Students will be able to count to 30.</p>	<ul style="list-style-type: none"> -KHIC – Kindergarten Here I Come program (7 days) of pre-kindergarten teaching for students -Fulltime Kindergarten - All K-8 Teachers will be trained in First Steps in math -Division Numeracy Committee -Numeracy Centers in the classrooms -Numeracy PD -JUMP Math PD & Resources -UDL Professional development for teachers -Literacy/Numeracy Consultant -Numeracy Continuum -Division Grade Team Meetings 	<ul style="list-style-type: none"> - teachers will use a variety of hands-on strategies to teach math in their classrooms (eg. Dice and card games) -PD – Box Cars and One-Eyed Jacks -numeracy will be discussed at Panel Meetings when completing the numeracy continuums -numeracy centers in the classrooms -hands-on manipulatives being used as concrete learning 	<ul style="list-style-type: none"> -EDI -WRAT Assessment -Numeracy Continuum -Resource Teacher / Classroom Teacher Reporting and Assessments
<p>By June 2016, 75% of Grade 4 students will be able to successfully multiply one-digit computations using an algorithm (e.g. 9x9).</p>	<ul style="list-style-type: none"> - All K-8 Teachers will be trained in First Steps in math -Division Numeracy Committee -Numeracy Centers in the classrooms -Numeracy PD -JUMP Math PD & Resources -UDL Professional development for teachers -Literacy/Numeracy Consultant -Numeracy Continuum -Division Grade Team Meetings 	<ul style="list-style-type: none"> - teachers will use a variety of hands-on strategies to teach math in their classrooms (e.g. Dice and card games) -PD – Box Cars and One-Eyed Jacks -numeracy will be discussed at Panel Meetings when completing the numeracy continuums 	<ul style="list-style-type: none"> -WRAT Assessment -Numeracy Continuum -Resource Teacher / Classroom Teacher Reporting and Assessments

<p>By June 2016, 75% of Grade 8 students will be able to covert between fractions, ratios, and decimals.</p>	<ul style="list-style-type: none"> - All K-8 Teachers will be trained in First Steps in math -Division Numeracy Committee -Numeracy Centers in the classrooms -Numeracy PD -JUMP Math PD & Resources -UDL Professional development for teachers -Literacy/Numeracy Consultant -Numeracy Continuum -Division Grade Team Meetings 	<ul style="list-style-type: none"> - teachers will show visual representations of each -students will be able to demonstrate between each using three methods (numerical, pictorially, and ...) 	<ul style="list-style-type: none"> -Grade 7 Provincial Assessment Results -WRAT Assessment -Numeracy Continuum -Resource Teacher / Classroom Teacher Reporting and Assessments
<p>3. <u>School Climate</u></p> <p>By May 2016, there will be an increase in “Pro-Social” Activities in each school (e.g. Student Council, Spirit Week, etc....).</p>	<ul style="list-style-type: none"> -student councils -student leadership conference -special school presentations -Divisional Student Voice committee -community support and involvement 	<ul style="list-style-type: none"> -schools encourage and motivate student participation in various school activities -students are engaged in school beyond the classroom -student achievement increase -student positive attitudes increase -decline in negative student behavior -increased attendance in school -students feel part of a group -schools feel like a family, helpful and intertwines -classes and various grades are working together 	<ul style="list-style-type: none"> -TTFM Survey results -Student Participation Lists in each activity -student attendance data -student achievement data
<p>Using the TTFM Survey data, Students will identify a reduction of 5% of perceived bullying in grades 7-12 by May 2016.</p>	<ul style="list-style-type: none"> -Division Social Worker will provide presentations on bullying -educate students on bullying, various forms, etc.. -school assemblies -student handbooks and policy against bullying -Student presentations on bullying 	<ul style="list-style-type: none"> -there will be less office referrals -positive attitude amongst students and staff members -students will feel safe in halls, washrooms, and during other unsupervised times -students will be educated on different forms of bullying 	<ul style="list-style-type: none"> -TTFM Survey data
<p>4. <u>Student Engagement</u></p> <p>Using the TTFM Survey data, Students will identify an increased sense of engagement in their class lessons and instruction by 10% in grades 7-12 by May 2016.</p>	<ul style="list-style-type: none"> -Breakfast program -more UDL in classroom instruction -differentiated instruction -project based learning -PD for teachers in UDL -PLC groups in schools in UDL -MRLC PD -PLC groups in division in UDL -community involvement -increase in course choice and types of courses offered -earlier course selection -increase in vocational technology educational programming 	<ul style="list-style-type: none"> - all students are included in each classroom, regardless of ability -units have themes -students have choices in what they do to show they can meet an outcome -Students are involved in their learning -Students help plan their projects and assessment criteria (rubrics) -attendance increases -increase in student achievement 	<ul style="list-style-type: none"> -TTFM Survey Data
<p>By May 2016, students will participate in more pro-social activities outside of their regular classroom based learning.</p>	<ul style="list-style-type: none"> -school staff will promote participation in extra-curricular activities -schools will offer more pro-social activities, breakfast program -sports program, student council, special student presentations -special activities (e.g. WE DAY) 	<ul style="list-style-type: none"> -higher participation by students in extra-curricular -increase in student achievement -increase in attendance 	<ul style="list-style-type: none"> -TTFM Survey results -Student Participation Lists in each activity -student attendance data -student achievement data

<p>5. Mental Health</p> <p>By June 2016, 90% of All Students will feel safe enough to speak with a school staff member (using TTFM survey responses).</p>	<ul style="list-style-type: none"> -staff will each be assigned a student as an advisor -staff will let students know they are there to talk to if needed -staff will make themselves available -division social worker -School resource teacher -presentation/PD educating students on why everyone needs someone to talk to and how everyone needs help at times 	<ul style="list-style-type: none"> -students will feel safe enough to approach staff members to talk and ask for help -students will work with division social worker when and as needed -staff will have increased positive relationships with their students 	<p>-TTFM Survey Data</p>
<p>By June 2016, the division will have formed a Mental Health Advisory Committee where each school will have representation.</p>	<ul style="list-style-type: none"> - Staff and student PD - presentations - School needs assessment - Division social worker - Community resources and involvement 	<ul style="list-style-type: none"> -a committee will be formed - they will have met and minutes will be produced -students and staff will receive information, presentations, and help as needed -PD and presentations will be organized 	<ul style="list-style-type: none"> -division data -committee/team, policy, and meeting minutes
<p>For inquiries about School Division reporting and planning contact Tia Cumming <Tia.Cumming@gov.mb.ca> or 204-945-8417.</p>	<p>For inquiries about Student Services reporting and planning contact: Marilyn Taylor at <marilyn.taylor@gov.mb.ca> or Joanna Blais at <Joanna.Blais@gov.mb.ca> or 204-945-7907</p>	<p style="text-align: center;">DUE DATE: OCTOBER 31, 2015 Electronic submissions are required.</p> <p style="text-align: center;">Please submit completed template to: Ruth Parnetta at <Ruth.Parnetta@gov.mb.ca>. Phone: 204-945-0989</p> <p style="text-align: center;">More information is available at <http://www.edu.gov.mb.ca/k12/ssdp/index.html>.</p>	