

SCHOOL DIVISION REPORTING for 2015/2016 and SCHOOL DIVISION PLANNING for 2016/2017

Identification

Name of School Division/District **Turtle River School Division** Name of Superintendent (s) **Bev Szymesko** Date of Report (yyyy/mm/dd) **2016/10/31**

Division Profile (Provide the staffing numbers in the following roles using FTE as of Sept 30th.)

Teachers 62.05* Principals 3.10	Guidance Counsellors 0.79 Resource Teachers 5.15	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 1 Services as provided by PRHA	Physiotherapists 0 Services as provided by PRHA	Psychologists 1 on a contract for services basis	Social Workers 1	1.0 Resource Consultant 0.5 Junior Kindergarten 0.4 FTE French Consultant, 0.6 FTE Literacy & Numeracy Consultant *Does not include Superintendent, Resource Consultant, Social Worker, and Reading and Numeracy Consultant		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 – 2015/2016

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

3. Literacy

4. Numeracy

5. Mental Health

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)
<p>1. Literacy</p> <p>By June 2016, 80% of Kindergarten students will have a word bank (vocabulary) of 100 or more words.</p>	<p>WORKING TOWARDS</p> <p>In May and June 2016, we assessed Kindergarten students and found that only 2/40 students had achieved this goal. Only 5% of students had a word bank of 100 or more words. As a result, we are revising the goal for next year as well as increasing our Full-time Kindergarten to include a newly piloted Junior Kindergarten as well as adding in more accountability throughout the year with multiple checks for student achievement in this area.</p>
<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>	<p>MET</p> <p>In May and June 2016, we assessed Kindergarten students and found that 36/44 students had achieved this goal. That is 82% of students could identify 80% or more of their letters. We will continue with this goal as it is felt as an import step in developing literacy and a strong indicator of literacy development.</p>
<p>By June 2016, 80% of Grade 4 students will be reading at grade level or better.</p>	<p>MET</p> <p>In May and June 2016, we assessed Grade 4 students and found that 46/54 of them, or 85% of these students were reading either at or above grade 4 level. We will continue with this goal as it is felt as an import indicator of literacy development and helps support students as they continue to advance on their continuum of learning.</p>
<p>By June 2016, 80% of Grade 8 students will have achieved all of their Reading & Writing Continuum goals (checklist).</p>	<p>NOT MET</p> <p>During the 2015/2016 School year we began initial steps into developing a Reading and Writing Continuum in our ELA committee. However, they were not completed and were placed on hold with the announcement of the new ELA curriculum forthcoming. The continuums are being revised this year and as a result we are not using them as originally intended and this goal cannot be evaluated. Moving forward, we will be changing our goal to provide us with a more clear and concise level of data that will help indicate Grade 8 reading and literacy levels.</p>
<p>2. Numeracy</p> <p>By June 2016, 80% of Grade 9 Math students will pass the divisional common exam.</p>	<p>NOT MET</p> <p>During the 2014/2015 and 2015/2016 School years, the division’s Numeracy Committee developed a “Common” Division Grade 9 Exam. The results from June 2016 showed that only 23/44 students in grade 9 passed this exam (52%). Since we began seeing this data we have enrolled and are currently participating in a Pilot project with 14 other divisions in the province in order to improve instruction and student learning. The Division Numeracy Committee is continuing to develop exams for grades 10 & 11 as well as have important discussions to inform and change our current practices. The Division has also completed a two-year long Numeracy Leadership PLC group run through the MRLC.</p>
<p>By June 2016, 75% of Kindergarten Students will be able to count to 30.</p>	<p>MET</p> <p>In May and June 2016, we assessed Kindergarten students and found that 39/42 could count to 30 or greater (93%).</p>
<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>	<p>WORKING TOWARDS</p> <p>In May and June 2016, we assessed Grade 4 student in their multiplication skills and found that 94% could multiply at 5 x 5 level (grade curricular goal) and 60% could multiply at the 9 x9 level. While we did not quite make that goal we are keeping it as we want to continue to keep the expectations high in this skill area.</p>

<p>By June 2016, 75% of Grade 8 students will be able to convert between fractions, ratios, and decimals.</p>	<p>NOT MET</p> <p>We assessed Grade 8 students in May/June of 2016 and determined that only 25/55 students (45%) could convert between fractions, ratios, and decimals. It was surprising because based on the Grade 7 numeracy assessments from January 2015, our division showed that 95% of students were able to meet this goal (the provincial average was 71.4%). We have begun using new instructional programs and tools such as JUMP math as well as spiral planning and spiral teaching which will help support student learning.</p>
<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>	<p>WORKING TOWARDS</p> <p>The division and schools have been working together to increase student participation and engagement in schools. Currently, we are already doing a great number of activities and continued this during the 2015/2016 school year. Spirit weeks, Robert Munch presentations, Jerry Sereda and Robert Laird as just a few of the presentations that schools and the division presented to students. The division is very involved in sports activities and students are always encouraged to get involved and motivated in a number of ways beyond sports. Local school clubs as well as an increase to educational programming that goes into the vocational areas is also a way schools and the division are getting students involved. Automotive, grade 7/8 home economics and wood-working as well as high school shops programming have students engaged in different classroom learning environment and content. In the future we will have Electrical Construction which will add to this type of engagement option for students.</p>
<p>Using the TTFM Survey data, Students will identify a reduction of 5% of perceived bullying in grades 7-12 by May 2016.</p>	<p>MET</p> <p>In May of 2015, Using the TTFM survey, 22% of students indicated that they perceived they were being bullied. IN May 2016, students indicated that only 10% perceived that they were being bullied. The Canadian Norms were 22% in May 2015 and 23% in May 2016.</p> <p>Overall, that would indicate that not only are we above Canadian Norms, but we had an overall 13% reduction in perceived bullying, exceeding expectations.</p>
<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>	<p>MET</p> <p>Using the TTFM survey, in May 2015, student indicated that 47% felt intellectually engaged in their learning while in May 2016, 59% indicated being intellectually engaged. That is an increase of 12% overall and showed excellent growth. The Canadian Norms in May 2015 was only 50% and in May 2016 was a mere 47%. This indicated that as engagement has been a division goal and priority over the past couple years we are making excellent growth that is having a profound effect on students in their learning.</p>
<p>By May 2016, students will participate in more pro-social activities outside of their regular classroom based learning.</p>	<p>WORKING TOWARDS</p> <p>Overall, schools are reporting more student involvement as observed by teachers and principals. They feel that students and schools are engaging in their learning as indicated above in their intellectual engagement results in their classes and in the classrooms.</p> <p>However, using the TTFM survey, students indicated that in May 2015, 34% participated in school clubs while in May 2016, only 30% participated in school clubs. The Canadian Norm was 42% in May 2015 and 41% in May 2016.</p> <p>In addition, using the TTFM survey, students indicated that in May 2015, 68% participated in sports while in May 2016, 69% participated in sports. The Canadian Norm was 48% in May 2015 and 45% in May 2016.</p> <p>Was the decrease and increase the same students just changing how they were engaged? This is difficult to conclude and only inferences will allow us to continue to improve in this area. In reflection of this goal we will look at re-focusing it towards a more specific area in the individual classrooms as opposed to the entire school.</p>

5. Mental Health

By June 2016, 90% of All Students will feel safe enough to speak with a school staff member (using TTFM survey responses).

NOT MET

The TTFM survey allowed students to indicate in May 2015 that 30% of students felt they could speak with someone. However, in May 2016 only 19% felt they could turn to a staff member. These results indicate that we have not met our goal and have some work here in order to make achievement in this area.

By June 2016, the division will have formed a Mental Health Advisory Committee where each school will have representation.

WORKING TOWARDS

The Division has made excellent gains towards this goal. While it has not been met yet we have begun the initial work towards seeing this goal achieved with great success. Mental Health and Wellness of students and staff members in our division is important and as a result we have been programming PD opportunities accordingly. In April 2015, the division had the MTS EAP counsellor do a PD workshop for Mental Health and Wellness for staff members as well as in April 2016 Chris Brown and Big Daddy Taz was brought in for Mental Health and Wellness of students and staff members. The division has a full-time Social Worker that we utilize for classroom presentations and interventions. Small group intervention and individual counselling is also offered. We invest in The Kids in the Know and other programs that help support students Mental Wellbeing.

SCHOOL DIVISION PLAN – 2016/2017

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
- Strategic Planning
- 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. Eileen Sutherland from MRLC and John VanWalleghem 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 each year meetings regarding budgeting where input from the public is sought out before budgets are developed and plans are implemented. 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, and 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 6 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 met 3 times throughout the year formally as a division planning team and do public consultation meetings.

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

In 2016/2017 we have met for a full day planning session on October 17, 2016 as we developed a new strategic plan and hope to meet in December and May as we continue planning and revising our Divisions Strategic Plan and Division goals.

What data was used?

TTFM bullying surveys
Provincial Baseline Data (May 2016)
PRHA Health Surveys
Provincial Assessment Data (Grades 3/4, 7/8. & 12)
Division Assessment Data (Grade 9 Common Exams, 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). The New Strategic Plan for 2017 to 2021 is being developed and expected in early 2017. 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 2016/2017

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 2017, 50% 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 (9 days) of pre-kindergarten teaching for students -Fulltime Kindergarten -Literacy/Numeracy Consultant -Jr. Kindergarten 	<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 -Division Created Assessment -K/1 Brigance Screening -Resource Teacher / Classroom Teacher Reporting and Assessments -EDI Data
<p>By June 2017, 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 (9 days) of pre-kindergarten teaching for students -Fulltime Kindergarten -Literacy/Numeracy Consultant -Jr. Kindergarten 	<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 -Division Created Assessment -K/1 Brigance Screening -Resource Teacher / Classroom Teacher Reporting and Assessments -EDI data
<p>By June 2017, 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) -Division Created Assessment -Reading and Writing Continuum Checklists

<p>By June 2017, 80% of Grade 8 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 -Assessment/Collection of Data 3x/year to inform progress 	<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 -Division Created Assessment -Literacy/Numeracy Consultant Assessment 3x/year (Oct/Nov, Jan/Feb & May/June)
<p>2. Numeracy</p> <p>By June 2017, 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 -Grade 6 & 9 MRLC Math Pilot Project -Pacing Guide for Grades 5 to 8 teachers -Grade 9 Math will run ALL YEAR long 	<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 -Division Created Assessment
<p>By June 2017, 75% of Kindergarten Students will be able to count to 30.</p>	<ul style="list-style-type: none"> -KHIC – Kindergarten Here I Come program (9 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 -Jr. Kindergarten 	<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 -Division Created Assessment
<p>By June 2017, 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 -Division Created Assessment

<p>By June 2017, 75% of Grade 7 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 -Assessment/Collection of Data 3x/year to inform progress -Grade 6 & 9 MRLC Math Pilot Project -Pacing Guide for Grades 5 to 8 teachers 	<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 -Division Created Assessment -Resource Teacher / Classroom Teacher Reporting and Assessments -Literacy/Numeracy Consultant Assessment 3x/year (Oct/Nov, Jan/Feb & May/June)
<p>3. <u>School Climate</u></p> <p>By May 2017, there will be an increase in Positive Classroom Experiences where all classrooms will engage in 4 or more strategies that give students positive experiences in their classrooms.</p> <p>(e.g. Dr. Seus Day, Themed Lessons/units, UDL units, Inclusive education for all student learning, math work stations/centres, students engaged in their learning, 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 class activities -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 -Classroom Inventory completed by conversations between the principal and Teachers
<p>Using the TTFM Survey data, Students will identify a reduction of 1% of perceived bullying in grades 7-12 by May 2017.</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 2017.</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

By May 2017, students will participate in more pro-social activities outside of their regular classroom based learning.	<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 	-TTFM Survey results
5. <u>Mental Health</u> By June 2017, 50% of All Students will feel safe enough to speak with a school staff member (using TTFM survey responses).	<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 	-TTFM Survey Data
By June 2017, the division will have formed a Mental Health Advisory Committee where each school will have representation.	<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 	-division data -committee/team, policy, and meeting minutes