



Turtle River School Division 2017 to 2021 Strategic Action Plan "Rising Above the Fire"



"Learning Today For Tomorrow"

Table of Contents

Strategic Planning Cycle.....	Page3
Vision Statement.....	Page 4
Mission Statement.....	Page 4
Role Statement.....	Page 4
Educational Goals.....	Page 5
Philosophy of Education.....	Page 10
Purpose.....	Page 11
Belief Statement.....	Page 11
Division Overview	Page 11
Reflection on Past Division Priorities & Goals.....	Page 12
Current Division Priorities & Goals.....	Page 16
PATH – <i>“Rising Above the Fire”</i>	Page 22
Strategic Action Plan.....	Page 24
Strategic Planning Team.....	Page 37

Strategic Planning Cycle



Visión

“Learning Today for Tomorrow”

Misión Statement

Turtle River School Division’s mission is to assist students to reach a high degree of self-actualization to become both self-sufficient and contributing members of society.



Role Statement

The board of trustees of Turtle River School Division is responsible for policy formulation which provides the structure and organization for the education of students within its boundaries. The implementation of these programs is guided by the major goals assisting students to reach a high degree of self-actualization to become both self-sufficient and contributing members of society.

The board will focus on the overall needs of its students. Notwithstanding this, the board will pay due regard to its responsibilities to the community and encourage a high quality of education. The degree to which the board attains its goals will be measured through the use of standard evaluation tools, internal and external testing and the performance of students in their chosen endeavors.

The board in implementing its programs will draw upon the unique skills of staff and its use of progressive and varied methods of instruction.

In doing so, the board will maximize the use of specialized facilities to provide the greatest opportunity for student learning and social growth.



Reviewed 2004

EDUCATION GOALS OF THE TURTLE RIVER SCHOOL DIVISION

VALUE OF A GOAL STATEMENT

To the teacher and administrator:

- As a guide to enable the teacher and administrator to transmit through programs the specific objectives and goals of education as established by the Manitoba Education and Training and the school community.

To the trustee:

- As a guide to the development and implementation of board policy.

During their years of formal education, in the Turtle River School Division, students should be given the opportunity to:

1. **Develop a sense of self-worth and competence:**
 - a) Develop the ability to recognize and make the most of one's potential.
 - b) Develop the ability to be responsible and self-directing.
 - c) Develop the ability to deal effectively with expectations of daily living.
2. **Develop a desire for learning:**
 - a) Develop a positive attitude toward learning.
 - b) Develop intellectual curiosity and eagerness for lifelong learning.
3. **Develop respect for all people:**
 - a) Develop appreciation and respect for the worth, dignity and differences of individuals.
 - b) Develop understanding and appreciation of other races, creeds, nations, and culture.
 - c) Develop a respect and get along with people locally, provincially, nationally and internationally.

EDUCATION GOALS OF THE TURTLE RIVER SCHOOL DIVISION - Con't

4. **Develop responsible citizenship**
 - a) Develop respect for personal and public property.
 - b) Develop an awareness of civic rights, obligations and responsibilities.
 - c) Develop a sensitivity to the capabilities and limitations of societies and governments.

5. ***Develop skills in communications and mathematics:***
 - a) Develop basic skills in communication – listening, viewing, speaking, reading and writing in the official languages.***
 - b) Develop basic skills in mathematics – computing, problem solving, and estimating.***

6. **Learn to examine and process information:**
 - a) Develop the ability to think – inquire, analyze, synthesize and generalize.
 - b) Develop the ability to make decisions through the use of research and problem solving methods.
 - c) Develop the ability to analyze and process media information.

7. **Acquire knowledge, attitudes, skills and habits that promote health, physical fitness and safety:**
 - a) Develop an understanding of the interrelationships of health, physical fitness and psychological well-being.
 - b) Develop effective and lifelong individual physical fitness, health and safety habits.
 - c) Develop an ability to use leisure time.

8. **Develop a wealth of knowledge:**
 - a) Develop a wealth of information and concepts in the humanities and natural, applied and social sciences
 - b) Develop a background knowledge to make possible the pursuit of special interest.

EDUCATION GOALS OF THE TURTLE RIVER SCHOOL DIVISION - Con't

9. Develop an appreciation of artistic expression and beauty:

- a) Develop an appreciation of forms of artistic expression such as art, music, rhythm, drama, literature, film and crafts.
- b) Develop creative self-expression through various media.
- c) Develop further special talents in music, art and literature.

10. Develop an understanding of the necessity for wise use of natural resources:

- a) Develop an appreciation of the need for conservation of the natural environment.
- b) Develop recognition of the rights of future generations to benefit from these resources.

11. Develop an understanding of the Manitoban and Canadian community:

- a) Develop an awareness of the history, geography and cultural heritage of Manitoba and Canada.
- b) Develop background in and understanding of current Manitoba and Canadian issues and situations.
- c) Develop a sense of national pride.

12. Learn to be a responsible consumer

- a) Develop an understanding of personal buying, selling and other consumer affairs.
- b) Develop skills in managing finances, property, and other resources.

13. Develop an understanding and appreciation for family life skills

- a) Develop understanding and appreciation of living in family groups.
- b) Develop responsible attitudes and habits as a family member.
- c) Develop industrious and effective work habits that will transfer from the school setting to career placement.
- d) Develop an appreciation of good workmanship.
- e) Develop an understanding of the changing role of work in a technological age.

EDUCATION GOALS OF THE TURTLE RIVER SCHOOL DIVISION - Con't

14. Learn about the world of work

- a) Develop a positive attitude towards work.
- b) Develop a feeling of pride in achievements and progress.
- c) Develop industrious and effective work habits that will transfer from the school setting to career placement.
- d) Develop an appreciation for good workmanship.
- e) Develop an understanding of the changing role of work in a technological age.

15. Gain information needed to make job selections:

- a) Develop the ability to use information and counseling services related to the selection of jobs.
- b) Develop an awareness of opportunities and personal suitability related to specific fields of work
- c) Develop a knowledge of requirements and regulations related to a specific field of work.

16. Formulate or clarify a set of values and ideas:

- a) Develop an understanding of and a respect for the range and variety of values.
- b) Develop a value system as a guide to personal and group behaviour.

EDUCATION GOALS OF THE TURTLE RIVER SCHOOL DIVISION - Con't

17. Promote adult education programs:

- a) Develop policies which will promote and facilitate adult education in the communities.

18. *Develop competency in use of technology:*

- a) Develop skills to enable the use of the Internet.*
- b) Develop proficient keyboarding skills.*
- c) Develop skills to use technology in everyday life.*

Resolution Number 4, April 27, 2010

Philosophy of Education

The main objectives of an educational system should be to preserve and extend the democratic way of life and to develop each individual to his/her highest potential. Schools shall try to meet the needs of the student in the changing society in which they live by developing the student's affective as well as cognitive domain. Students will be challenged to communicate effectively, problem solve, think critically and independently, obtain knowledge, develop skills and positive attitudes which are essential for sound decision making.

The outcomes to be achieved for the individual are: a sound moral character, physical fitness, appreciation of spiritual values, love of home and country, a meaningful career, and a disciplined approach to the responsibilities of life.

The outcomes to be achieved for the good of society are: respect for duly constituted authority, a desire to correct injustice, genuine concern for the rights of others regardless of race, creed, colour or position, and a willingness to act in the best interest of society.

These outcomes can only be obtained if there is cooperation and support from all the components of the community which share the responsibility to educate children. Parents play the most important role in the child's physical, mental, emotional and social development. It is of prime importance that the parents and the school work together to provide a stimulating and supportive environment which will be conducive to the development of the whole child.

Reviewed January 2009

Purpose

The Turtle River School Division's Strategic Plan is a living framework which defines where the organization is going in the next three to five years. This strategic plan reflects the goals and priorities of the Turtle River School Division. The **2017-2021 Strategic Plan** is based on our present situation and our anticipated future needs. The plan includes strategies and activities that support success in reaching our overall division priorities and goals. This plan will be reviewed on an annual basis and updated as needed to reflect to continually changing needs of our staff, students, and communities.

Belief Statement

Turtle River School Division believes that strategic planning is important in meeting the needs of diversity of learners requires a comprehensive strategic plan in order to ensure success for all. The Division understands the importance of goal setting both at a Division and School level. ***"How can you get there if you don't know where you're going?"*** It is important to have vision and focus and set short and long term goals in order to allow for a bigger picture to be met. The implementation of new projects, initiatives, and activities guide and establish direction and priorities of the division.

Division Overview

Turtle River School Division provides educational programming and services to approximately 725 students from Junior Kindergarten to Grade 12. In total, the division is comprised of seven schools, one of which is a French Immersion school and two others are colony schools. Kindergarten in our division is full-time and works in collaboration with CFAN who provides Pre-school services to help prepare students. Instructional staffing is comprised of approximately 63 teachers and 40 educational assistants, which varies slightly from year to year.



Reflection of Past Division Priorities & Goals

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



Expected Outcomes	Results
<p>1. Student Engagement -</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. 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>
<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>2. School Climate -</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>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>3. 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>	<p>NOT MET</p> <p>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.</p>
<p>By June 2016, the division will have formed a Mental Health Advisory Committee where each school will have representation.</p>	<p>WORKING TOWARDS</p> <p>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.</p>

<p>4. 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 covert 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>5. 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 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 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 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>

Current Division Priorities & Goals

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



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?
<u>Student Engagement -</u> 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.	-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	- 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	-TTFM Survey Data
By May 2017, students will participate in more pro-social activities outside of their regular classroom based learning.	-earlier course selection -increase in vocational technology educational programming -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)	-Students help plan their projects and assessment criteria (rubrics) -attendance increases -increase in student achievement -higher participation by students in extra-curricular -increase in student achievement -increase in attendance	-TTFM Survey Data

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><u>School Climate</u> 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. Seuss 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><u>Literacy</u> 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

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><u>Literacy 'continued'</u></p> <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

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><u>Literacy 'continued'</u></p> <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><u>Numeracy</u></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

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><u>Numeracy – ‘continued’</u></p> <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

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><u>Numeracy – ‘continued’</u></p> <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 -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><u>Mental Health</u></p> <p>By June 2017, 50% 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 	<ul style="list-style-type: none"> -TTFM Survey Data
<p>By June 2017, 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

October 17, 2016 PATH

"Rising Above the Fire"

NOW

Strengths

- flexible program offerings
- Students move through the system
- Student numbers \$\$ from board
- Transportation → Flexible, sports
- teachers
- full-time kindergarten and KHIC
- history of trying new strategies
- baseline data and PD on numeracy&literacy
- Building maintenance / ambience

Opportunities

- change in government, \$\$\$
- New strategies, -new programming

Weaknesses

- recruiting/ retaining staff & students
- Older buildings
- Student numbers (low)
- Economically depressed area
- Parent / teacher relationships
- Transiency and CFS issues that require advocacy

- \$\$\$ categories = inflexibility

Threats

- changed gov't, may hurt funding

ENROLL

- Parents
- Communities
- Teachers
- Students
- EA's
- Principals
- Board trustees
- Senior Admin

FIRST STEPS

- Set Goals that focus on Socially Supporting students
- Set Goals that support the student experiences in our schools
- Develop a plan to support the Community Engagement in education
- Identify and utilize our Resources more effectively.

GOALS – Short-Term

1. **RESOURCES** - By June 2021, schools and the division will budget money and resources towards supporting student and staff member learning.
2. **Social Supports**-By June 30, 2021, 100% of all interactions between staff members, students, and community members will be conducted in a positive and respectful manner (professionalism).
3. **Community Engagement** -By June 2021, 80% of parents/care-givers of TRSD students will participate in 3 or more school-based activities and events. They will also report positive school interactions at 80% by June 2021.
4. **Student Engagement / 21st Century Skills** - Students in TRSD will have improved graduation rates and credit attainment and achievement by June 2021. Students in TRSD will have self-reported technology competence and positive self-talk by June 2021.

POSITIVE AND POSSIBLE

LONG-TERM GOALS

1. **21st Century Living** (students will develop the skills required to meet the demands of the world they are graduating into)
 - a. in technology
 - b. credits/grades towards graduation
 - c. self-management
 - d. self-care
 - e. mental health
 - f. a positive/hopeful outlook
 - g. positive self-image
 - h. positive image of others in their world
2. **Increased Professionalism among All Staff**
 - a. Accountability
 - b. Strength-focused
 - c. Supported by PD
 - d. Acting as positive role models
3. **Increase (positive) Parent/Caregiver Involvement**
 - a. Communication – sharing what's positive about
 - i. Content (what students are learning)
 - ii. Process (what experiences students are having)
 - b. Encouraging parents' positive comments
 - c. Having parent councils focused on broad school goals
 - d. Parents engaged in their children's learning
4. **Resources**
 - a. Improved on-line presence
 - i. Facebook
 - ii. Twitter
 - iii. New Webpage
 - b. Risk-taking (creativity)
 - c. Continuity of services
 - i. Supports
 - ii. Teachers
 - d. Buildings

NORTH STAR

DREAMS

- Families engaged
- Welcoming Environment
- Community involvement / support
- Safety, belonging, well-being for everyone
- Challenge, enrichment, support
- Independent learners
- Growth, opportunities, experiences,
- Success FOR ALL
- UDL
- Consistency with outside agencies
- Reduced baggage
- Current Education and technology
- Environmental education
- Cultivating curiosity
- Motivated, happy staff and students
- Cooperative 100%

Planning Alternative
Tomorrows of Hope

Participants – Oct 17, 2016 – Divisional Planning Day at the McCreary Golf Course

1. Jen Chrisp
2. Rhonda Buchanan
3. Krista Speiss
4. Dana Gurke
5. Karey Wilkinson
6. Jason Nadeau
7. Lauren Frohwerk
8. Shannon Desjardins
9. Dean Bluhm
10. Steven Hopfner
11. Vern McMical
12. Chrstine VanHumbeck
13. Pat Blake
14. Pam Vandepoele
15. Paul McDonald
16. Bev Szymesko
17. John VanWalleghem (Facilitator)

Themes and ideas that fit a “practical vision” for TRSD

The Student Experience

- Lifelong learning
- 21st century learner
- engaged students and families
- you would see
 - engaged learners, staff, families and communities
 - smiling faces
- improved academic marks, e.g., provincials
- all students graduating
- risk taking

Social Support

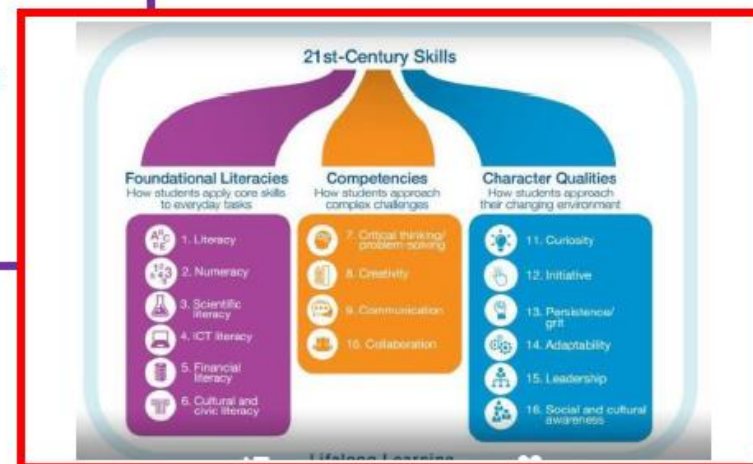
- you would sense
 - acceptance
 - well-being
 - positive learning and working environment
 - happiness
 - smiling
 - cooperation
 - everyone getting along
- positive talk in the community about our schools and division
- positive approach from the top down, e.g., Board, divisional staff, principal
- you would hear
 - laughter
 - positive reinforcement (students and staff)
 - encouragement and support

Community Engagement

- inclusive community
- teachers who are engaged and competent
- focus on teaching and learning
- parents are involved in their child's learning and supportive of school

Resources

- growing of advance technology (in all areas of the division)
 - equity of services
- financial resources to achieve all our d





Turtle River School Division Strategic Plan 2017 - 2021



Area	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020/2021
21st Century Skills Technology infusion into today's curriculum, Schools and Learning	1. The Division will purchase and use trial versions of various computer learning software in order to determine which software/apps to implement next year. <ol style="list-style-type: none"> Gizmo's Reflex Math RAZ Kids Dream Box Etc... 	<ol style="list-style-type: none"> Every school will have One Ipad or Laptop for every two students (1:2 ratio). Schools will open up Social Media and participate in the communication of <ol style="list-style-type: none"> Facebook Twitter New Webpage Schools will run/offer more technology courses such as: <ol style="list-style-type: none"> Coding/programming App & Web design Computer Based Social Media 	<ol style="list-style-type: none"> Students will be taught with a focus on the 16 21st Century Skills Teachers will be trained with a focus on the 10 21st Century Educator Skills. 	<ol style="list-style-type: none"> Students will be taught with a focus on the 16 21st Century Skills Teachers will be trained with a focus on the 10 21st Century Educator Skills. 	<ol style="list-style-type: none"> Students will be taught with a focus on the 16 21st Century Skills Teachers will be trained with a focus on the 10 21st Century Educator Skills. Every school will have One Ipad or Laptop for every student.

Area	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020/2021
<p>21st Century Skills</p> <p>'continued'</p> <p>Technology infusion into today's curriculum, Schools and Learning</p>	<p>3. The Division will open up Social Media and participate in the communication of</p> <p>d. Facebook</p> <p>e. Twitter</p> <p>f. New Webpage</p> <p>4. All Computer Labs will be dismantled.</p> <p>5. Teachers will be given PD/training in how to use technology.</p> <p>6. Students will be taught with a focus on the 16 21st Century Skills</p> <p>7. Teachers will be trained with a focus on the 10 21st Century Educator Skills.</p>	<p>3. Schools will use Computer Assisted Learning with their classroom teaching "Blended Learning".</p> <p>4. Teachers will be given PD/training in how to use technology.</p> <p>5. Students will be taught with a focus on the 16 21st Century Skills</p> <p>6. Teachers will be trained with a focus on the 10 21st Century Educator Skills.</p> <p>7. Students will be encouraged to use their own devices in their learning as well as borrow devices from the teacher (class/school device kits/sets).</p> <p>8. Teachers will teach using UDL practices that engage students in their learning. Classrooms have students more in charge of their learning and the teacher is a tour guide" to support and foster the meaning and connections.</p>	<p>3. Teachers will teach using UDL practices that engage students in their learning. Classrooms have students more in charge of their learning and the teacher is a tour guide" to support and foster the meaning and connections.</p>	<p>3. Teachers will teach using UDL practices that engage students in their learning. Classrooms have students more in charge of their learning and the teacher is a tour guide" to support and foster the meaning and connections.</p>	<p>4. Teachers will teach using UDL practices that engage students in their learning. Classrooms have students more in charge of their learning and the teacher is a tour guide" to support and foster the meaning and connections.</p>

Area	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020/2021
Early Year Learning	<ol style="list-style-type: none"> 1. Junior Kindergarten Pilot In École Laurier 2. Continue with Full-time Kindergarten 3. Continue with 3 & 4 year Old Screening 4. Monitor Assessment Data 	<ol style="list-style-type: none"> 1. Junior Kindergarten (half-time) - Pre-School is 2 days/week - Junior K is 3 times per week (ECE running program) <small>MOA partnership with local Child Care Agencies</small> 2. Continue with Full-time Kindergarten 3. Continue with 3 & 4 year Old Screening 4. Monitor Assessment Data 	<ol style="list-style-type: none"> 1. Continue with Full-time Kindergarten 2. Continue with 3 & 4 year Old Screening 3. Continue with Junior Kindergarten (half-time) 4. Monitor Assessment Data 	<ol style="list-style-type: none"> 1. Continue with Full-time Kindergarten 2. Continue with 3 & 4 year Old Screening 3. Continue with Junior Kindergarten (half-time) 4. Monitor Assessment Data 	<ol style="list-style-type: none"> 1. Continue with Full-time Kindergarten 2. Continue with 3 & 4 year Old Screening 3. Continue with Junior Kindergarten (half-time) 4. Monitor Assessment Data
Committees	Addition of following committee's; <ol style="list-style-type: none"> 1. Mental Health 2. Division Policy 3. Technology/LwICT 4. UDL 	Addition of following committee's; <ol style="list-style-type: none"> 1. French 2. AAA 	Addition of following committee's; <ol style="list-style-type: none"> 1. Career Studies 	<i>STATUS QUO</i>	<i>STATUS QUO</i>
Professional Development	<ol style="list-style-type: none"> 1. UDL 2. SERC 3. NVCi 4. First Aid/CPR/URIS 5. MRLc – Numeracy Pilot 6. Evidence-Based / Informed Practice 7. Leadership 8. Assessment 	<ol style="list-style-type: none"> 1. First Aid/CPR/URIS 2. UDL 3. Indigenous Education 4. MRLc – Numeracy Pilot 5. Leadership 6. Using Data to Inform, Aspire, and Lead 7. Assessment 	<ol style="list-style-type: none"> 1. First Aid/CPR/URIS 2. UDL 3. Indigenous Education 4. MRLc – Numeracy Pilot 5. Leadership 6. Using Data to Inform, Aspire, and Lead 7. Assessment 	<ol style="list-style-type: none"> 1. First Aid/CPR/URIS 2. UDL 3. Indigenous Education 4. Student Engagement 5. Leadership 6. Technology 7. Assessment 	<ol style="list-style-type: none"> 1. First Aid/CPR/URIS 2. UDL 3. Indigenous Education 4. Student Engagement 5. Leadership 6. Technology 7. Assessment

Area	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020/2021
Vocational Programming	<ol style="list-style-type: none"> Build Electrical Program Facility <ol style="list-style-type: none"> Hire Instructor Automotive 	<ol style="list-style-type: none"> NEW - <i>Electrical Construction @ Ste. Rose</i> <i>Setup programming</i> <i>Apply for Grants for new Vocational Programming</i> <i>Automotive</i> <i>Simulators (Bull Dozer, Excavator, etc..)</i> 	<ol style="list-style-type: none"> Automotive <i>Simulators (Bull Dozer, Excavator, etc..)</i> Electrical Develop 3rd Vocational Course → Business diploma / credits 	<ol style="list-style-type: none"> Business Automotive Electrical <i>Simulators (Bull Dozer, Excavator, etc..)</i> New – Cosmetology Program @ Alonsa 	<ol style="list-style-type: none"> Add/Develop 4th Vocational Course? -welding -culinary arts -carpentry
Academic Programming Literacy & Numeracy	<ol style="list-style-type: none"> <i>MRLc Numeracy Math Pilot Grades 5 to 9</i> <i>New Pacing Guide.</i> <i>Numeracy Committee</i> <i>Math Common Exams for HS credits</i> <i>Literacy Committee</i> <i>ELA Common HS Exams</i> 	<ol style="list-style-type: none"> New Numeracy Continuum New – ELA Curriculum Grades K to 8 Division Reading & Writing Continuum 	<ol style="list-style-type: none"> New – ELA Curriculum Grades 9 	<ol style="list-style-type: none"> New – ELA Curriculum Grades 10 	<ol style="list-style-type: none"> New – ELA Curriculum Grades 11
Division Special Events, Activities, and Workshops	<ol style="list-style-type: none"> Presentations <ol style="list-style-type: none"> TBD 	<ol style="list-style-type: none"> Science Fair Presentations - TBD 	<ol style="list-style-type: none"> TBD 	<ol style="list-style-type: none"> TBD 	<ol style="list-style-type: none"> TBD

Area	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020/2021
Alternative Programming/School Attendance (Learning to 18)	<ol style="list-style-type: none"> 1. Division Social Worker 2. Learning to 18 Policy 3. Partnership with ACC & Red River 4. Apprenticeships, Accredited Programs 5. TMO, Web Based & Distance Courses, "iTV" 6. PLATO Courses 7. Polycom 8. Career Cruising 9. Department Career Blueprint Courses, Volunteer Credit, Cultural Studies & Credit. 10. <u>Interactive Courses</u> <ol style="list-style-type: none"> a. Outdoor Education b. Hockey c. Curling d. SIC/SIP Courses – Eg. Theatre, Dance/Drama Eg. Women's Studies –SIC 11G - 41G Eg. Video Production - SIC 11G - 41G E.g. Journalism/Media 12G-42G E.g. Aboriginal Studies 12G -42G E.G. Basic French 11G -41G E.G. Crafts – SIP – 11G-41G E.g. Computer Programming/Problem Solving – SIP 11G-41G E.g. – Business/ Entrepreneurship – SIP 11G-41G 	<ol style="list-style-type: none"> 1. Partnership with ACC & Red River 2. Apprenticeships, Accredited Programs 3. TMO, Web Based & Distance Courses, "iTV" 4. PLATO Courses 5. Polycom 6. Career Cruising 7. Department Career Blueprint Courses, Volunteer Credit, Cultural Studies & Credit. 8. <u>Interactive Courses</u> <ol style="list-style-type: none"> e. Outdoor Education f. Hockey g. Curling h. SIC/ SIP Courses – Eg. Theatre, Dance/Drama Eg. Women's Studies –SIC 11G - 41G Eg. Video Production - SIC 11G -41G E.g. Journalism/Media 12G-42G E.g. Aboriginal Studies 12G -42G E.G. Basic French 11G -41G E.G. Crafts – SIP – 11G-41G E.g. Computer Programming/Problem Solving –SIP 11G-41G E.g. – Business/ Entrepreneurship – SIP 11G-41G 	<ol style="list-style-type: none"> 1. Partnership with ACC & Red River 2. Apprenticeships, Accredited Programs 3. TMO, Web Based & Distance Courses, "iTV" 4. PLATO Courses 5. Polycom 6. Career Cruising 7. Department Career Blueprint Courses, Volunteer Credit, Cultural Studies & Credit. 8. <u>Interactive Courses</u> <ol style="list-style-type: none"> i. Outdoor Education j. Hockey k. Curling l. SIC/SIP Courses – Eg. Theatre, Dance/Drama Eg. Women's Studies –SIC 11G - 41G, Video Production - SIC 11G -41G, Journalism/Media 12G-42G, Aboriginal Studies 12G -42G, Basic French 11G -41G, Crafts – SIP – 11G-41G, Computer Programming/Problem Solving –SIP 11G-41G, Business/ Entrepreneurship – SIP 11G-41G 	<ol style="list-style-type: none"> 1. Partnership with ACC & Red River 2. Apprenticeships, Accredited Programs 3. TMO, Web Based & Distance Courses, "iTV" 4. PLATO Courses 5. Polycom 6. Career Cruising 7. Department Career Blueprint Courses, Volunteer Credit, Cultural Studies & Credit. 8. <u>Interactive Courses</u> <ol style="list-style-type: none"> m. Outdoor Education n. Hockey o. Curling p. SIC Courses – Eg. Theatre, Dance/Drama, Women's Studies –SIC 11G - 41G, Video Production - SIC 11G -41G, Journalism/Media 12G-42G, Aboriginal Studies 12G -42G, Basic French 11G -41G, Crafts – SIP – 11G-41G, Computer Programming/Problem Solving –SIP 11G-41G, Business/ Entrepreneurship – SIP 11G-41G 	<ol style="list-style-type: none"> 1. Partnership with ACC & Red River 2. Apprenticeships, Accredited Programs 3. TMO, Web Based & Distance Courses, "iTV" 4. PLATO Courses 5. Polycom 6. Career Cruising 7. Department Career Blueprint Courses, Volunteer Credit, Cultural Studies & Credit. 8. <u>Interactive Courses</u> <ol style="list-style-type: none"> q. Outdoor Education r. Hockey s. Curling t. SIC/SIP Courses – Theatre, Dance/Drama, Women's Studies –SIC 11G - 41G, Video Production - SIC 11G -41G, Journalism/Media 12G-42G, Aboriginal Studies 12G -42G, Basic French 11G -41G, Crafts – SIP – 11G-41G, Computer Programming/Problem Solving –SIP 11G-41G, Business/ Entrepreneurship – SIP 11G-41G

Area	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020/2021
Aboriginal Educational Programming	<ol style="list-style-type: none"> Seven Teaching Kits for Each School AAA Funding Models/ Plans for Cultural Perspectives, Literacy and Numeracy Education Focuses. Data Analysis of Indigenous Learners Purchase / Order in Culturally Relevant Books/ Text Exposure and Experiences to Culture e.g. fieldtrip, guest speakers, school events 	<ol style="list-style-type: none"> Aboriginal Consultant AAA Funding Models / Plans for Cultural Perspectives, Literacy and Numeracy Education Focuses. Data Analysis of Indigenous Learners SIC/SIP Course - Native Studies 11G Purchase / Order in Culturally Relevant Books/ Text Exposure and Experiences to Culture e.g. fieldtrip, guest speakers, school events 	<ol style="list-style-type: none"> Aboriginal Consultant AAA Funding Models / Plans for Cultural Perspectives, Literacy and Numeracy Education Focuses. Data Analysis of Indigenous Learners SIC Course - Native Studies 11G & 21G Purchase / Order in Culturally Relevant Books/ Text Exposure and Experiences to Culture e.g. fieldtrip, guest speakers, school events 	<ol style="list-style-type: none"> Aboriginal Consultant AAA Funding Models / Plans for Cultural Perspectives, Literacy and Numeracy Education Focuses. Data Analysis of Indigenous Learners SIC Course - Native Studies 11G, 21G, & 31G Purchase / Order in Culturally Relevant Books/ Text Exposure and Experiences to Culture e.g. fieldtrip, guest speakers, school events 	<ol style="list-style-type: none"> Aboriginal Consultant AAA Funding Models / Plans for Cultural Perspectives, Literacy and Numeracy Education Focuses. Data Analysis of Indigenous Learners SIC Course - Native Studies 11G, 21G, 31G, & 41G Purchase / Order in Culturally Relevant Books/ Text Exposure and Experiences to Culture e.g. fieldtrip, guest speakers, school events

Area	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020/2021
Instructional Leadership	<u>Implementation Plan –Stage 1</u> 1. Accountable Follow-up with Principals and Teachers. Senior admin will check if important conversations are being had. Check that communication is occurring effectively. 2. MRLC Numeracy Pilot Project (2016 to 2018) 3. 10pt Action Plan Development (after Assessment Results) – Important Conversations to look to continuously improve. 4. Continue to look at the data as school and division teams in order to plan and make evidence and informed decisions. Important conversations regarding the data and planning next steps. (2016-) 5. <i>Division Committee's</i> 6. Strategic Planning (2017-2021)	<u>Implementation Plan –Stage 2</u> 1. Accountable Follow-up with Principals and Teachers. Senior admin will check if important conversations are being had. Check that communication is occurring effectively. 2. MRLC Numeracy Pilot Project (2016 to 2018) 3. 10pt Action Plan Development (after Assessment Results) – Important Conversations to look to continuously improve. 4. Continue to look at the data as school and division teams in order to plan and make evidence and informed decisions. Important conversations regarding the data and planning next steps. 5. Discussions regarding Individual School Plans and Teams 6. <i>Division Committee's</i> 7. Strategic Planning (2017-2021)	<u>Implementation Plan – Stage 3</u> 1. Accountable Follow-up with Principals and Teachers. Senior admin will check if important conversations are being had. Check that communication is occurring effectively. 2. 10pt Action Plan Development (after Assessment Results) – Important Conversations to look to continuously improve.	<u>Implementation Plan –Stage 4</u> 1. Accountable Follow-up with Principals and Teachers. Senior admin will check if important conversations are being had. Check that communication is occurring effectively. 2. 10pt Action Plan Development (after Assessment Results) – Important Conversations to look to continuously improve.	<u>Implementation Plan – Stage 5</u> 1. Accountable Follow-up with Principals and Teachers. Senior admin will check if important conversations are being had. Check that communication is occurring effectively. 2. 10pt Action Plan Development (after Assessment Results) – Important Conversations to look to continuously improve.

<p>Instructional Leadership – “continued”</p>	<p>7. Send Principals and Senior Admin to “Got Data, Now What?” Training</p> <p>8. TRAM Meetings (7 x/year)</p> <p>9. MRLC Leadership Training for Principals and Senior Admin (5-6x/year) for two years</p> <p>10. PD – focused on building instructional leaders</p>	<p>8. TRAM Meetings (7 x/year)</p> <p>9. MRLC Leadership Training for Principals and Senior Admin (5-6x/year) for two years</p> <p>10. PD – focused on building instructional leaders</p>	<p>3. Continue to look at the data as school and division teams in order to plan and make evidence and informed decisions. Important conversations regarding the data and planning next steps.</p> <p>4. Discussions regarding Individual School Plans and Teams</p> <p>5. <i>Division Committee’s</i></p> <p>6. Strategic Planning (2017-2021)</p> <p>7. TRAM Meetings (7 x/year)</p> <p>8. MRLC Leadership Training for Principals and Senior Admin (5-6x/year) for two years</p> <p>9. PD – focused on building instructional leaders</p>	<p>3. Continue to look at the data as school and division teams in order to plan and make evidence and informed decisions. Important conversations regarding the data and planning next steps.</p> <p>4. Discussions regarding Individual School Plans and Teams</p> <p>5. <i>Division Committee’s</i></p> <p>6. Strategic Planning (2017-2021)</p> <p>7. TRAM Meetings (7 x/year)</p> <p>8. PD – focused on building instructional leaders</p>	<p>3. Continue to look at the data as school and division teams in order to plan and make evidence and informed decisions. Important conversations regarding the data and planning next steps.</p> <p>4. Discussions regarding Individual School Plans and Teams</p> <p>5. <i>Division Committee’s</i></p> <p>6. Strategic Planning (2021-2025)</p> <p>7. TRAM Meetings (7 x/year)</p> <p>8. PD – focused on building instructional leaders</p>
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Area	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020/2021
Student Services	<ol style="list-style-type: none"> 1. New - Disabilities Act Compliance -Accessibility 2. Policy - Student Services 3. Resource Teacher Training Manual & Program Overview 4. CLEVR – 1st Stage 	<ol style="list-style-type: none"> 1. Train Resource Teachers and Teachers in Assessments 2. Train New Resource Teachers 3. Review and Revamp Assessments 4. New Funding Model 5. CLEVR – 2nd Stage 	<ol style="list-style-type: none"> 1. Policy – Crisis Response 2. Policy – Exam Guidelines 3. Policy – New Funding Model Guidelines 4. CLEVR – 3rd stage 	<ol style="list-style-type: none"> 1. TBD 2. CLEVR – Full implementation 	<ol style="list-style-type: none"> 1. TBD 2. CLEVR – Full implementation
Division Planning	<ol style="list-style-type: none"> 1. Develop a 3 Year Division Plan & Goals -(Year 1) <ul style="list-style-type: none"> - Evaluate Current Div. Plan and Goals - Set New Division Plan Goals & Plan 2. Review 2012-2017 Strategic Plan 3. Develop a “5 year Strategic Plan” <p style="text-align: center;">2017-2021</p> <ul style="list-style-type: none"> - Implement New Strategic Plan -Review Data <p>- Department Review</p> 	<ol style="list-style-type: none"> 1. 3 Year Division Plan & Goals (Year 2) 2. 5 year Strategic Plan <p style="text-align: center;">2017-2021</p> <p>- Submit to Department</p> <ul style="list-style-type: none"> - Review Data -Review Division Plan/Goals -Review Strategic Plan -Involvement of Stakeholders <p>(Parents, community, TRTA, PAC, Public, School Staff, and Students)</p> 	<ol style="list-style-type: none"> 1. 3 Year Division Plan & Goals (Year 3) 2. Evaluate Division Plan 3. Set New Goals and Develop New Division Plan for 2019/2020 4. 5 year Strategic Plan <p style="text-align: center;">2017-2021</p> <p>- Department Review</p> <ul style="list-style-type: none"> - Review Data -Review Division Plan/Goals -Review Strategic Plan 	<ol style="list-style-type: none"> 1. 3 Year Division Plan & Goals (Year 1) 2. 5 year Strategic Plan <p style="text-align: center;">2017-2021</p> <ul style="list-style-type: none"> - Review Data -Review Division Plan/Goals - Review Strategic Plan - Evaluate Div. Plan Set New Division Goals & Plan 	<ol style="list-style-type: none"> 1. 3 Year Division Plan & Goals (Year 1) 2. Evaluate the “5 year Strategic Plan” <p style="text-align: center;">2017-2021</p> 3. Develop New 5 Year Strategic Plan for 2021-2025 <p>New 3 Year Division Plan & Goals (Year 1)</p> <p>- Submit to Department</p> <ul style="list-style-type: none"> - Review Data -Review Division Plan/Goals -Review Strategic Plan

Area	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020/2021
Assessment	<u>Data analysis of</u> -divisional assessments -Report cards -Prov. Assessments -Math pilot data	-Rubrics -Teacher Assessment Discussions (cognitive coaching) -Greater Teacher Accountability -Data Analysis -Course Outlines -Prof. Growth Plans -PD Sharing at staff meetings	-instructional leaders in schools		
French Revitalization	-grades K to 9 -cultural experiences	-grades k-10 -cultural experiences	-grades k-11 -cultural experiences	-grades k-12 -cultural experiences	-grades k-12 -cultural experiences
Mental Health	-division social worker -TTFM Assessments -PD for all staff members	-division social worker -TTFM Assessments	-division social worker -TTFM Assessments	-division social worker -TTFM Assessments	-division social worker -TTFM Assessments
Student Engagement	- use of technology / social media in learning -increase student attendance -STUDENT SUCCESS	-build community involvement -events that bring parents in the school beyond parent/teacher interviews Eg. Meet the Teacher BBQ, Spring Concerts, etc...			

Area	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020/2021
Literacy	<ul style="list-style-type: none"> -reflective of our Aboriginal Learners -Strength-focussed lessons - 				
ESD	<ul style="list-style-type: none"> -all schools ESD Plan -division ESD plan / policy -ESD Committee -water bottle fill stations -Accessibility Plan 				
School Climate	<ul style="list-style-type: none"> -Community relations Eg. Guest readers, career day, community speakers, visit local communities, give back to communities through community service -instructional leaders 	<ul style="list-style-type: none"> -Relationships / interactions between teachers and students and principals -Respect between staff, students, parents and community -better communication with parents (e.g. email, twitter, Remind 101) 	<ul style="list-style-type: none"> -positive pre-suspicion towards all students -professionalism in all staff conduct -Building RESPECT between ALL! 		
School Voice	<ul style="list-style-type: none"> -explore Aspire High -review dreams -discuss with principals dreams and ultimate goals -purchase books -discuss model → Baseline Survey's 	<ul style="list-style-type: none"> -survey Students -survey teachers, and principals -survey parents -survey community 			

Area	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020/2021
Technology	-ICT Strategic Plan (3 year plan) -Review / Plan / Implement	-Technology Teacher Advisory Group	-ICT Strategic Plan Development (3 year plan)		
Planning and Scheduling	-School Planning Accountability of Goals -new staff orientation with follow-up	<ul style="list-style-type: none"> - 3 year schedules - 4 period/day classes with teacher advisory groups - School Planning Accountability of Goals - 2 FULL-TIME SUB TEACHERS 	-School Planning Accountability of Goals	-School Planning Accountability of Goals	-School Planning Accountability of Goals



Strategic Planning Team

Board of Trustees (2016/2017)

Karey Wilkinson (Chair)

Gwen McLean (Vice-Chair)

Pam Vandepoele

Gordon Wilson

Carol Senkowski (as of November 2016)



Leadership Team

Bev Szymesko

Superintendent

Shannon Desjardins

Secretary-Treasurer

Jason Nadeau

Resource Consultant

Steven Hopfner

Technology Consultant

Pat Blake

Literacy/Numeracy Consultant

Dean Bluhm

Transportation/Maintenance

Paul MacDonald

Principal Glenella School

Lauren Frohwerk

Principal Parkview Colony School

Jennifer Chrisp

Principal McCreary School

Vern McMicheal

Principal Alonsa School

Rhonda Buchanan

Principal Ste. Rose School

Krista Speiss

Principal Grass River Colony School

Christine VanHumbeck

Principal École Laurier

Dana Gurke

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