



2020-2022 Turtle River School Divisional Plan & 2019/2020 Divisional Plan Reporting

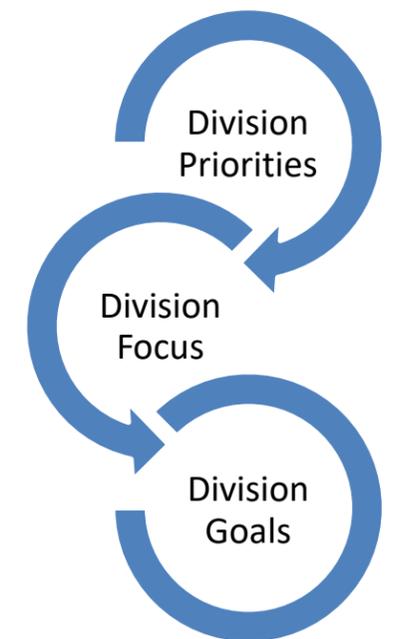
Division Priorities for 2020-2022:

1. Literacy
2. Numeracy
3. Student/Staff Wellbeing

Division Focus for 2020-2022: The Division will use the following Focus Areas in support of achieving our specific goals in each of the Division's 5 Priority Areas. These areas of focus support specific planning and improvement in broader areas that have an indirect impact on the larger goals. Focus Areas complement reaching the Division's Overall Goals and Improve the Education of students in the division overall.

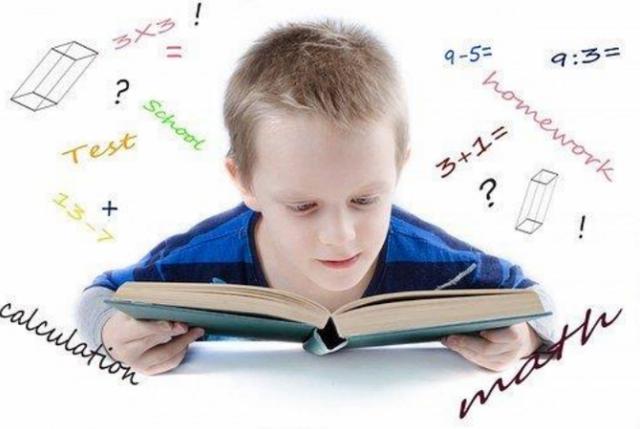
Areas of Focus for 2020-2022:

1. Mental Health and Wellness
2. Social/Emotional Wellbeing
3. Inclusion
4. Indigenous Education



DIVISION REPORT – 2019/2020

Division Priority	GOALS	Results
<p>Literacy</p> <p>✓</p> <p>✓</p>	<p>1. By January 2019, 40% of ALL mid-grade 8 students will meet expectations in all three sub-competencies in expository writing (Jan 2017 at 25%). (Jan 2018 at 44.3%).</p> <p>2. By January 2020, 50% of ALL mid-grade 8 students will meet expectations in all three sub-competencies in expository writing (Jan 2017 at 25%) (Jan 2018 at 44.3%) (Jan 2019 at 40%) (Jan 2020 at ~50.9%)</p>	<p>In 2019/2020, we are seeing continued growth in expository writing in our division. In Jan 2020, ~50.9% of students were meeting expectations in all three writing sub-competencies. You will see by the colour coded data on the left that have made significant gains in just 3 years of focussing in this area allowing us to achieve our goal. Provincially, ~55.1% of students were meeting expectations in expository writing. Therefore, we are achieving similarly as the rest of the province.</p>
<p>Numeracy</p> <p>✓</p> <p>✓</p>	<p>By January 2019, 40% of ALL grade 7 students will meet mid-grade performance in all five sub-competencies in number sense and number skills (Jan 2017 at 28.1%). (Jan 2018 at 28.9%). (Jan 2019 at 38.9%)</p> <p>By January 2020, 45% of ALL grade 7 students will meet mid-grade performance in all five sub-competencies in number sense and number skills (Jan 2017 at 28.1%). (Jan 2018 at 28.9%). (Jan 2019 at 38.9%) (Jan 2020 at ~44.0%)</p>	<p>In 2019/2020, we are seeing continued growth in numeracy competencies in our division. In Jan 2020, ~44.0% of students were meeting expectations in all five sub-competencies in number sense and number skills. You will see by the colour coded data on the left that have made significant gains in just 3 years of focussing on these competencies allowing us to say that we met this goal. Provincially, ~47.8% of students were meeting expectations in numeracy competencies.</p>
<p>School Climate</p> <p>✓</p> <p>?</p>	<p>By June 2019, Students in Grades 7-12 will have a 2% improvement in the 6 identified positive school climate indicators. (participation in sports or clubs, school sense of belonging, reduction of moderate to severe bullying, feelings of safety when attending school, positive teacher-student relationships, and feelings of a positive learning climate).</p> <p>By June 2020, Students in Grades 7-12 will have a 2% improvement in the 6 identified positive school climate indicators. (participation in sports or clubs, school sense of belonging, reduction of moderate to severe bullying, feelings of safety when attending school, positive teacher-student relationships, and feelings of a positive learning climate).</p>	<p>In 2019/2020, we were not able to assess students due to Remote Learning occurring because of COVID-19. In May of 2020, we did not complete the TTFM survey due to students remote learning at the time.</p> <div data-bbox="1889 1231 2542 1689" data-label="Image"> <p>The image shows two children, a boy and a girl, walking along a winding path on a grassy hill. The boy is wearing a green shirt and brown shorts, and the girl is wearing a pink dress. They are both smiling and appear to be enjoying their walk. The background features a bright yellow sun, blue sky with white clouds, and green foliage.</p> </div> <p><i>*all images are copyright free and accessed from Pixabay at the following webpage https://pixabay.com/</i></p>

Division Priority	GOALS	Results
<p>Student Engagement</p> <p>✓</p> <p>?</p>	<p>By June 2019, Students in Grades 7-12 will report a 2% improvement in the following 5 identified academic engagement indicators (academic engagement, valuing school outcomes, having positive relationships, aspirations on finishing high school, and students reporting high levels of interest and motivation).</p> <p>By June 2020, Students in Grades 7-12 will report a 2% improvement in the following 5 identified academic engagement indicators (academic engagement, valuing school outcomes, having positive relationships, aspirations on finishing high school, and students reporting high levels of interest and motivation).</p>	<p>In 2019/2020, we were not able to assess students due to Remote Learning occurring because of COVID-19. In May of 2020, we did not complete the TTFM survey due to students remote learning at the time.</p>  <p><i>*all images are copyright free and accessed from Pixabay at the following webpage https://pixabay.com/</i></p>
<p>Mental Wellness</p> <p>✓</p> <p>?</p>	<p>By June 2019, 85% of Grade 7-12 students will report low levels of anxiety and depression.</p> <p>By June 2020, 88% of Grade 7-12 students will report low levels of anxiety and depression.</p>	<p>In 2019/2020, we were not able to assess students due to Remote Learning occurring because of COVID-19. In May of 2020, we did not complete the TTFM survey due to students remote learning at the time.</p>  <p><i>*all images are copyright free and accessed from Pixabay at the following webpage https://pixabay.com/</i></p>

2-YEAR DIVISION PLAN – 2020-2021 & 2021-2022

As of March 2020, all provincial assessments have been paused during COVID-19 and as students were learning remotely from home in April, May and June 2020, we were unable to administer the TTFM survey. Our Divisional goals revolved around specific areas of development involving our provincial assessments and the TTFM survey as indicators of student growth. As the provincial assessments have paused this year, we are developing NEW goals that factor in some of the needed "Recovery Learning" for some students, the compounding affect of COVID on students, families, educators, and communities, and the additional time required to practice provincial health guidelines. Additionally, classrooms and students have been involved in different learning platforms which may have included: in-school learning, remote learning, or a blend of learning types. If a student, classroom, or school must shift between changing health conditions or over to different learning models, we know this will have a direct impact on student learning and achievement. We intend to administer the TTFM in May of 2021.

The next two years will be a focus on cores. It will be a focus on some recovery learning along with the essentials.

Division Priority	SMART Goal(s)	Indicators	Strategies	Evaluation/ Assessment / Source of Data
<p>Literacy</p>	<p><i>There will be a two-year division-wide focus on Grades 2 to 8 Reading Development. Reading fluency, comprehension, and skill development will be emphasized.</i></p> <p><u>Literacy Goal for 2020/2021</u> Grade 2 to 8 Students in Turtle River School Division will increase their overall reading and comprehension skills. By the end of October 2021, 75% of students in grades 2 to 8 will be either reading at grade level or have gained at least one full grade level of reading achievement (based on the divisional reading assessments).</p> <p><u>Literacy Goal for 2021/2022</u> Grade 2 to 8 Students in Turtle River School Division will increase their overall reading and comprehension skills. By the end of October 2022, 75% of students in grades 2 to 8 will be either reading at grade level or have gained at least one full grade level of reading achievement (based on the divisional reading assessments).</p>	<p>-student reading fluency will increase.</p> <p>-students will be exposed to and have read more text (books).</p> <p>-students will be able to use more decoding strategies when reading.</p> <p>-student understanding of the text they read will improve.</p> <p>-student's high frequency word banks will be increased.</p> <p>- student's appreciation, joy, and love of reading will improve.</p> <p>-students will regular borrow books for reading at home (school and class library)</p> <p>-students will read books online using their Reading A to Z account and/or Epic Books account</p> <p>-classes will have reading at home programs.</p>	<ol style="list-style-type: none"> 1. Directed intentional Reading Intervention support at students who are reading below grade level will be focussed upon. 2. Reading A to Z license will be purchased for all K to 9 teachers/classrooms. 3. Teachers can sign-up their students for "Epic Books", and online reading program for classroom and home usage. 4. The use of writer's workshop will be promoted. 5. Guided reading groups will be supported in every classroom. 6. Teachers will focus on teaching students multiple text decoding strategies to support reading development. 7. High Frequency Sight words will be used to support student whole-word development. 8. Additional support staff in schools to support guided reading groups. 9. Purchase NEW Reading Assessment Kits to support student assessment by teachers. 10. Purchase NEW Literacy Intervention Reading Kit (Teal) for all school. 11. Schools will invest in and support "Home Reading" programs in all of their classrooms. 12. Students will be loaned out books from their school and classroom libraries. 	<ol style="list-style-type: none"> 1. October 15th Reading Assessment data submitted to the division as completed by classroom teachers. <div data-bbox="2604 897 2905 1548" data-label="Image"> </div> <p><small>*all images are copyright free and accessed from Pixabay at the following webpage https://pixabay.com/</small></p>

Division Priority	SMART Goal	Indicators	Strategies	Evaluation/ Assessment / Source of Data
<p>Numeracy</p>	<p><i>There will be a two-year division-wide focus on Grades 7 to 8 Curriculum Level Numeracy Skill Development. Emphasis will be on all of the curricular strands, however, emphasis will be placed on Number Sense and Number Skills.</i></p> <p><u>Numeracy Goal for 2020/2021</u> Middle Year students in Turtle River School Division will increase their numeracy skills. By June 2021, 75% of students in grades 7 & 8 will demonstrate an understanding of 75% or more of the "Essential Outcomes" in math (as assessed on the Numeracy Research Project formative quiz #4 administered by classroom teachers).</p> <p><u>Numeracy Goal for 2021/2022</u> Middle Year students in Turtle River School Division will increase their numeracy skills. By June 2022, 80% of students in grades 7 & 8 will demonstrate an understanding of 80% or more of the "Essential Outcomes" in math (as assessed on the Numeracy Research Project formative quiz #4 administered by classroom teachers).</p>	<p>-students are competent in basic math skills without being dependent on a calculator (addition, subtraction, multiplication, and division).</p> <p>-students are able to calculate basic math calculations using mental math.</p> <p>-students can use basic formulas to solve a mathematical problem.</p> <p>-students will apply basic algorithms in solving addition, subtraction, multiplication, and division.</p> <p>-student memorization of multiplication facts with fluency will be evident.</p> <p>-students will be able to problem-solve "multiple step" math problems</p> <p>-students will be able to solve problems and show their thinking in various ways (e.g. pictorially, using words, numbers, etc...)</p>	<ol style="list-style-type: none"> 1. Additional perspectives from the indigenous culture in lessons 2. Numeracy continuum to help fill in foundational skills 3. mRLC Numeracy Project PD and program initiatives 4. Formative and summative assessment 5. Emphasis on students understanding basic mathematical problem-solving skills and being able to apply strategies to solve a problem. 6. Rich questions that require multiple layered problem-solving will support student mental math abilities as well as being able to apply skills when needed. 7. Real Life Problem-solving and questions that are practical and relevant to students and the "Real World". 8. Multiplication Facts memorization and fluency will be emphasized. "Drill and Skill" 9. Students will develop core understandings of the basic four algorithms (addition, subtraction, multiplication, and division). 10. Teacher Focus on number patterning will support student mathematical thinking. Peter Liljedahl's work is suggested. 11. Teacher Numeracy Professional Development. 12. Teacher's will focus on converting numbers between fractions, ratio's, decimals, and percent's. 	<ol style="list-style-type: none"> 1. Numeracy Project Grade 7 & 8 Quiz #4 assessment data as completed by classroom teachers.  <p><small>*all images are copyright free and accessed from Pixabay at the following webpage https://pixabay.com/</small></p>

Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data
<p>Student/ Staff Well-Being</p>	<p><i>There will be a two-year division-wide focus on Student and Staff Well-Being. Staff and Students are the important people in our buildings that make our Schools and Division successful. The division wants to support students and staff members as we continue through a challenging time for education. We want to allow for time for students to recovery their learning, engage socially with other students, and participate in physical well-being activities which will support students overall mental wellness. Supporting staff members with training, professional development, and easing stresses related to educating during a Pandemic will be critical to supporting overall staff member and student success.</i></p> <p>Student/Staff Wellbeing Goal for 2020/2021 By the end of June 2021, Turtle River School Division will support student and staff member wellbeing with the implementation of a total of 10 initiatives to boost moral and reduce stress. The Division will complete 5 initiatives for staff members and 5 initiatives for students. A list will be developed at the division level and will be used to implement these initiatives to support student and staff members.</p> <p>Student/Staff Wellbeing Goal for 2021/2022 By the end of June 2021, Turtle River School Division will support student and staff member wellbeing with the implementation of a total of 12 initiatives to boost moral and reduce stress. The Division will complete 6 initiatives for staff members and 6 initiatives for students. A list will be developed at the division level and will be used to implement these initiatives to support student and staff members.</p>	<ul style="list-style-type: none"> -reduction in student and staff member anxiety and depression -positive student achievement -staff and students feel safe attending school and their workplaces. -strong student engagement -high staff retention -less referrals to the Division Social worker or counselling services -less behavioural referrals to the school office. -staff moral will be positive (positive workplace climate) -student moral will be positive (positive school climate) -students will have positive school relationships -students will have two adults in school that they can speak to if needed. -the school building culture is positive with support from school administrators. -student and staff activities are still occurring, but just in different ways (e.g. Virtual) 	<ol style="list-style-type: none"> 1. Foster a safe and inclusive learning environment <ul style="list-style-type: none"> -school staff will prepare schools and classrooms so they are welcoming to students -special health guidelines are implemented and students are practiced on following 2. Engaging parents and caregivers <ul style="list-style-type: none"> -information sharing/posting on Twitter, Divisional/School Webpage and other Social Media -support learning and sharing using applications like Remind, SeaSaw, etc... -sending home parent communications as information becomes available 3. Use data from the TTFM Survey to make changes at the school and classroom level to support students and teachers. 4. Support for families, students, and staff members with connections to mental health and well-being resources. 5. Support schools/parents with access to clear health guidelines and plans for different scenarios. 6. Support students with access to mental health resources and activities. 7. Division Social Worker supporting students and schools. 8. Allowing schools, teachers and students to focus on the cores. 9. Staff member support for planning and preparation. 10. Support students with access to internet and access to devices. 11. Support staff members with access to PD that supports remote learning. 12. Flash drives will be purchased for students and staff members to use to support their learning and instruction. 13. Breakfast and snack programs will help support students' nutritional needs. 14. The Division will support schools doing Mental Health Activities. 15. Support buildings with PPE (plexiglass dividers, masks, sanitizer wipes, hand sanitizer stations, touchless water fill stations, visors, and cleaning supplies) and outdoor learning supports. 	<ol style="list-style-type: none"> 1. The TTFM or OurSchool survey will be completed in May by staff members and students. The Focus will be on Student Well-Being around the areas denoted in the graphic below. The results will be used to indicate if our goal has been met. <p><i>*The graphic below is from The Learning Bar's Open Resource "An Overview: The Well-Being Framework and it is part of the TTFM/OurSchool Survey.</i></p> <p>Well-Being Survey - OurSCHOOL Survey - The Learning Bar</p> 