

SCHOOL DIVISION PLANNING REPORT 2014-15

Step 1	Identification		
	Name of School Division	Turtle Mountain School Division	Name of Superintendent
			Tim De Ruyck
			Date Report (2014/10/16)

Step 2	Division Profile (Provide the staffing numbers in the following roles using FTE as of Sept 30 th .)					
	Teachers 84.15	Counsellors 2		Resource Teachers supporting general education classes 7	Teachers (RT or Spec Ed supporting special needs (low-enrollment) classes)	Educational Assistants 39.46
	Occupational Therapists	Physiotherapists	Psychologists 1	Social Workers	Other Professional Staff	Speech/Language Pathologists 2
				We have a .5 FTE teaching position who serves as an ICT leader, and this year by combining applicable grant funding we added a 1.0 FTE teaching position to establish a literacy/numeracy teacher leader.		

Step 3	Previous Years Report. Please comment on successes and progress towards meeting previous division plan outcomes. (2011-12, 2012-13, 2013-14)	
	Expected Outcomes	Results (status, data or anecdotal evidence)
	1. Alignment of essential learning with expected outcomes	An increased number of staff reported having successfully planned a unit using essential outcomes and backwards design, as was noted when our TMSD rubric was repeated with staff in the spring of 2014 and through the work staff completed with the Manitoba Rural Learning Consortium.
	2. Implementation of ICT goals and priorities to effectively integrate technology across curricula	Feedback from school administrators was very positive in terms of the addition of the .5 ICT Leader who worked in classrooms with students and teachers to more effectively integrate technology.
	3. All students will develop career awareness skills appropriate to their grade and ability levels.	Participation in career trek was the highest it has ever been in the division, and CTS/high school apprenticeship participation continues to be very strong. The career day hosted at Killarney School and focusing on Manitoba Hydro was a great success.
	4. Assessment practices will be aligned with the TMSD assessment handbook.	The assessment handbook, which is very aligned with provincial recommendations, served as the main reference point for all staff. The completion of the provincial report cards, including improved comment writing as well as separating out learning behaviours from academic achievement, was successful across the division.
	5. Sustainable development, cultural awareness, and social justice will be infused in the student and staff learning	Fee reduction continued to be an area of focus for the division, with plans to continue with fee reduction strategies into 2014-2015. Through the budget process it was also solidified that full day every day kindergarten would be offered across the division starting in 2014-2015.
	6. Communication will be strengthened within the organization and with stakeholders.	Divisional email addresses were aligned, and a focus on the division website as a main communication hub continued. Division highlights were sent out quarterly, within the division as well as to parents and the communities at large. Plans are progressing to conduct a complete revamp of the division website and an alignment of school websites. Plans were also solidified to begin using Synervoice in the 2014-2015 school year as a supplemental communication tool.
7. Staff and students will interact in a respectful, safe, and positive manner.	A divisional committee comprised of school admin, students, parents, guidance, divisional admin, and trustee representation met on several occasions throughout the school year to establish a divisional Safe and Caring Schools support document for schools. The document outlines best practices for prevention and response in bullying situations, as well as strategies to build resiliency in students. Several resources are also highlighted, several of which are being used by schools in the 2014-2015 school year. Tell them from me survey results as well as school based data sources have and will be used to measure ongoing progress.	

	Division Priorities (As part of 2012-2016 Divisional Strategic Plan)
Step 4	1. Work to develop students' skills to assist them in leading meaningful lives.
	2. Promote professional development, for all levels of the organization that improves the quality of education offered to our students.
	3. Communicate effectively with our stakeholders.
	4. Provide safe environments for students and staff within the division.

SCHOOL DIVISION PLANNING REPORT 2014-15 Cont'd

	Planning Process (2014-15)
Step 5	List or describe factors that influenced your priorities. Turtle Mountain School Division established a four year divisional strategic plan, the first year of implementation occurred in 2012-2013. As part of the planning cycle, on an annual basis outcomes associated with the priorities are reviewed and revised based on successes, challenges, and next steps.
	Describe the planning process and the involvement of students, staff, families and the community. Who was involved? Board of Trustees, School and Divisional Administration, school staff, feedback from student and parent councils, grad survey results, Tell Them From Me Survey results.
	How often did you meet? Two separate meetings were held in the spring of 2013- one with the trustees and a second one with the school administrators (May, 2013) The planning for the 2013 2014 year was a continuation of the work done in 2011 when a planning session was held with trustees, teacher representatives (MTS executive), school administrators, town council reps, (Boissevain) parent advisor reps.
	What data was used? Provincial Standards data, Division data- DRA results, Benchmarks, Grad survey results, and student services review survey results, Tell Them From Me Survey Results
	Other highlights

2014–2015 Division Plan

For examples, see the school planning website at <http://www.edu.gov.mb.ca/k12/specedu/pie/index.html>

Step 6

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?
1. Improve student success in achieving curricular outcomes across all subjects and including literacy/numeracy.	Teachers will utilize UBD in the planning of one full course, with the intent of ensuring curricular outcomes are driving instruction. Connection to the curriculum will be evident, students will be aware of outcomes. Essential learning outcomes, and common assessments will be utilized by all staff. Effectively intergrate technology to promote engagement and achievement of curricular outcomes	Continued participation in MRLC work, particularly regarding Essential Learning and Backwards Design. Use of newly created Literacy/Numeracy Teacher Leader to work with staff/students. Teacher teams established and meeting on a regular basis. Use of IT Leader to work directly with staff/students in classrooms.	Improved student achievement, student success in literacy numeracy as determined by school based and divisional assessments. Qualitative feedback from IT Leader and Literacy/Numeracy Leader, as well as feedback from staff.
2. Students' individual needs will be met in order to promote success.	All schools will utilize the TMSD RTI handbook as the framework for RTI and PBIS. All schools will have RTI teacher collaboration teams with regular meetings. The meetings will be recorded with minutes. School wide discipline plan and behaviour matrix established and communicated to all students/staff/parents. Students identified as at-risk will remain engaged in school and showing progress in credit attainment. Video conference courses occur successfully in second semester. Increased demonstration of readiness for grade 1 by students attending Kindergarten full time.	All schools will ensure regular RTI team meetings are occurring, and will ensure regular WIN (what I need) time will be provided for students requiring additional support. Schools will formalize discipline tracking for all behaviour incidents requiring office referral. Use of additional time for Attendance Support Worker, to promote engagement amongst students who are at risk and/or do not attend regularly. PD day in September, Tess LeLond, mental health PD day in February, Charlie Applestein, behaviour Implementation of Video conference network between Boissevain and Killarney to help sustain viable course electives. Implementation of full day every day kindergarten across the division	Student attendance records Student behaviour tracking Student referrals to WIN groups, and subsequent achievement Classroom assessment data Anecdotal feedback from kindergarten teachers and parents in relation to student readiness from grade1.
3. Career planning strategies will be strengthened to promote transition from high school to post-secondary/apprenticeship/work force.	Students will better plan course selections based on anticipated career aspirations. More students will have a sense of career plans after high school graduations. More students will report use of school guidance counselors as a resource for career planning.	Guidance counselors to ensure career counseling occurs individually with students in grade 10 (course selection focus) and in grade 12 (post-secondary applications, student finance assistance, scholarship/bursary information, career information) Continued work with Career Trek for grade 6 students Meet with representative from Career Cruising to discuss latest version of software Continued use of portfolios with students through teacher advisors Continue to offer Career Exploration credits	Graduating student survey data Student course selections Number of students seen by guidance counselors to plan for course selection/transition after graduation
4. Strengthen teacher proficiency/consistency in assessment practices.	All teachers to align assessment practices with divisional assessment document. Gradebooks aligned with curricular outcomes IEP R form will be used for students on IEP's and as attachments to provincial report card	Use of divisional IT leader to work with staff in using Maplewood to align grade books with best practices Continued work with MRLC	TMSD Rubric to be completed in January 2015, used as a measure or progress based on previous staff feedback.
5. Students will have in an increased sense of safety and belonging in all schools.	Students reporting fewer incidents of bullying/cyberbullying Increased student engagement/fewer incidents of mental health distress and or disengagement from school related to social conflicts	All schools will implement strategies outlined in TMSD Safe and Caring Schools document. Staff to attend Safe and Caring Schools conference and provincial document review All staff to have completed Respect in School no later than December 1, 2014	Tell Them From Me Survey Results Office referrals pertaining to bullying activity

			Expectation of all schools to develop safe schools committees. Integration of virtues, empathy, compassion, acceptance, resilience woven into curriculum.	
	6. Students will have increased opportunity for learning in the areas of social justice, human diversity, and sustainability	Continued reduction of student fees in all areas. Increased level of Social Justice Content across curricula	Student Fees will be further reduced by a minimum of 25% all areas, including both curricular and extra-curricular. Student and staff participation in WE Day School based projects involving recycling, outdoor classrooms. Professional development for staff to include Human Diversity/Social Justice/Sustainability within curriculum. Plan session with Anne MacDiarmid from department to discuss best practices to integrate social justice topics.	Summary of changes to student fees as reported by school administration. Participation in activities such as WE Day. Feedback from staff regarding social justice integration

Education for Sustainable Development (ESD)

Survey	<u>Education for Sustainable Development (ESD)</u>			
	<p>Survey Background Manitoba Education and Advanced Learning is encouraging all schools to have an ESD school plan by 2015. This could be accomplished by embedding ESD as one of the school priorities annually or as a separate ESD school plan. A resource to assist with this is the Guide for Sustainable Schools in Manitoba <http://www.edu.gov.mb.ca/k12/esd/pdfs/sustainable_guide.pdf> Manitoba Education and Advanced Learning also encourages a whole school system approach to ESD. This approach encourages sustainability principles being considered in all aspects of the division/school: local and global sustainable development challenges are reflected in the curriculum across all subjects; buildings and school grounds are managed sustainably and provide a 'sustainable learning space'; the school interacts with the community in which it is located. A resource to assist with this is the Domain Framework for Whole System Approach to ESD http://www.edu.gov.mb.ca/k12/esd/pdfs/seda_domain_framework.pdf In particular, a system approach covers the following 5 domains:</p> <p>A. Governance: Includes strategic planning, asset management, policies and school improvement plans, financial support, monitoring and evaluation.</p> <p>B. Curriculum, Teaching and Learning - Students acquire and demonstrate the knowledge, skills, attitudes and life practices that contribute to a sustainable future. ESD resources are provided for staff, pedagogy develops critical thinking, active citizenship, systems and futures thinking, inquiry, active learning, problem-solving in a local and global context.</p> <p>C. Capacity Building - System and school administrators demonstrate commitment and leadership in the implementation of ESD across the system. ESD professional development is provided for all staff. Human resources policies, practices and development plans are aligned with sustainable development principles.</p> <p>D. Facilities and Operations - Sustainable principles are applied to the design, construction and renewal of division buildings and all aspects of facility management, procurement, resource use and transportation. School outdoor spaces are developed for outdoor learning.</p> <p>E. Partnerships Opportunity to engage parents and the community in the practice of ESD principles and in addressing local sustainability issues through community projects and /or partnerships.</p>			

	1. a. Our school has an ESD school plan in place? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	b. Our school has an ESD school plan in place that incorporates all aspects of the 5 domains listed above. Yes <input type="checkbox"/> (still in progress) No <input checked="" type="checkbox"/>

	2. Our school has integrated elements of the 5 domains (outlined above) into our ESD school plan. (some but still work in progress) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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	3. Our school has integrated the following ESD activities into our school plan: (list all that apply)
	a. Student social justice projects X
	b. Environmental stewardship X
	c. Sustainable changes to facilities and operations X
	d. Connecting ESD to curricular outcomes X

e. Community partnerships for sustainability happening to varying degrees

f. Other (please specify) _____

4. Our school is: (list all that apply)

- a. Just beginning our work in ESD
- b. Has implemented ESD policies
- c. Has a well integrated ESD/sustainable school plan and philosophy
- d. Reporting and communicating ESD initiatives (continuing to build on this)
- e. Evaluating ESD progress (continuing to build on this)

5. Our school would welcome support in: (list all that apply)

- a. PD for staff
- b. Developing an ESD school plan or including ESD into the existing school plan
- c. Curriculum and resource support
- d. Other (please specify) _____

6. Comments and Suggestions _____

Direct inquiries about all **Reports** to:
Larry Budzinski
Email: <Larry.Budzinski@gov.mb.ca>
Phone: 204-572-5117

DUE DATE: OCTOBER 31, 2014

Please submit completed Reports to Doreen Rothery at:
Email: <Doreen.Rothery@gov.mb.ca>.
Electronic submissions are required.
Phone: 204-945-8867
More information is available at <www.edu.gov.mb.ca/K12/specedu/pie/index.html>

STUDENT SERVICES PLANNING REPORT 2014-2015

* As of Oct 2013 the Divisional SS Report is to be submitted on the same year as the Special Needs Funding Review and Reporting Cycle*

Fully describe the Student Services planning process. Provide details of your planning process (who was involved, how were priorities chosen and data used).

Step 7

Plan is a continuation of the divisional planning meeting held with stakeholders in the creation of the four-year plan 2012- 2016. The plan was reviewed with school administrators in May 2014 to identify 2014 2015 goals.

Report on previous years outcomes. Please comment on successes and progress towards meeting previous student services plans. (2013-2014)

Step 8

Outcomes targeted (from previous plans)

1. Response to Intervention Framework will be embedded within the Student Services Delivery Model in all schools for academic and behavior support.

Results (end of year status, data or anecdotal evidence)

All schools have RTI teams in place and are meeting at a minimum monthly. Boissevain and Killarney Schools have RTI teacher teams, and a RTI School Leadership/ Intervention Team. The RTI team teachers are in various stages of development. The emphasis is for the teacher team to be using the PLC model to develop common assessments based on the key understandings of specific curricula and to then provide the students requiring additional time and support to meet the outcome through flex groupings called WIN. All seven schools have WIN time timetabled in the schedule. Teacher collaboration time is timetabled in all seven schools. The 2 schools with the RTI School Leadership/Intervention Teams have regular weekly meetings.

The TMSD RTI handbook was completed and is to be used by schools in the implementation of the RTI framework.

An increased number of staff reported having successfully planned a unit using essential outcomes and backwards design, as was noted when our TMSD rubric was repeated with staff in the spring of 2014 and through the work staff completed with the Manitoba Rural Learning Consortium.

Seventeen classroom teachers (8 SY, 1 MY, and 8 EY classroom teachers) participated in the mRLC Unit Planning using Essential Outcomes and Backward design. All school administrators participated in the mRLC session on Backward Design using essential outcomes specific to school administrators.

All Student Services Resource Teachers completed the two year of the Middle Leadership Program with the mRLC. The program focused on collaboration, co-teaching, using classroom profiles as a data source for providing support to classroom teachers, classroom observations, work samples, and facilitation skills.

An additional 14 staff members (school administrators, clinicians, resource & guidance, classroom teachers) attended the 3 day Simplifying RTI Workshop in October 2013.

		All schools received training in positive behavior supports and are to establish school wide behavioural matrices.
	2. All students will develop career awareness skills appropriate to their grade.	An annual multiagency transition meeting is held in October to identify and plan for students qualifying for services through SMD, MarketABILITIES, Supportive Living, (Prairie Partners in Boissevain, Southwest Community Options in Ninette (Killarney area), Mental Health, Children's disABILITIES. All relevant agencies invited attend the meeting. Partners attend the student Individual Transition Planning meetings. Participation in career trek was the highest it has ever been in the division, and CTS/high school apprenticeship participation continues to be very strong. The career day hosted at Killarney School and focusing on Manitoba Hydro was a great success.
	3. Division will review its assessment practices and policies.	The assessment handbook, which is very aligned with provincial recommendations, served as the main reference point for all staff. The completion of the provincial report cards, including improved comment writing as well as separating out learning behaviours from academic achievement, was successful across the division. One school used the IEP-R in the reporting process for students on IEP. All K to 8 teachers were trained in the Fountais and Pinnel Benchmark and are using it to assess all their students in the fall of 2014. Resource teachers start the IEP meetings with the students current level of performance, however they do not use the strengths, challenges next steps format consistently.
	4. Cultural Awareness and social justice will be promoted in the division.	High school social studies and History teachers attended two professional development sessions with the Turtle Mountain Souris Valley Historical Society on the local resources the Society has on the Metis and aboriginal settlements and migration patterns within the local area.
	5. The Division will investigate its support for early childhood education (0 to 5)	Through the budget process it was also solidified that full day every day kindergarten would be offered across the division starting in 2014-2015. The Early Childhood Committee consisting of local Daycare Directors, Nursery School Teachers, Prairie Mountain Regional Health- Public Health Nurses, Kindergarten Teachers, PROMISE Years Parent Child Coordinator, Community Service Delivery- Autism & Early Intervention Specialist, Family Services & Housing- Children's disABILITIES Worker, Pre School SLP continue to meet 3 times a year to review EDI results, programming data, and to plan and coordinate parent programming and supports within communities. Continuation of monthly PROMISE Years meetings with Prairie Spirit, Southwest Horizons, Fort La Bosse School Divisions, Family Services & Housing, of Manitoba Early Learning and Child Care Program Prairie Mountain Regional Health, Manitoba Health, Child and Family Services of Western Manitoba, Healthy Child Manitoba. Parent programs were offered in Killarney and Boissevain. Specific programs offered were: Welcome to Kindergarten (Boissevain) Shake, Rattle and Roll (Killarney & Boissevain) Step 2 (Killarney & Boissevain). Pre School Wellness Fairs were held in Boissevain and Killarney.

2014–2015 Student Services Plan			
Step 9	Expected Outcomes What specifically are you trying to improve for students? (Observable, measurable)	Indicators How will you know you are making progress?	Data Collection How will you collect evidence of progress?
	1 By June 2015, 90% of our students will be meeting curricular outcomes in literacy/numeracy.	Classroom profile data will be used to direct Student Services Resource and Guidance supports to classroom teachers and students within the classroom setting. Student Service and classroom teachers will collaborate by co-	Improved student achievement, student success in literacy numeracy as determined by school based and divisional
			Strategies What actions will you take? Release time will be provided to classroom teachers to facilitate classroom profile meetings. Student Services Teachers will have scheduled time

	<p>planning, co-teaching and co-assessing effective instructional techniques including differentiated instruction, adaptations, modifications, learning profiles, assessment for, of, and as learning will drive instruction to meet students' learning needs.</p> <p>Principals will have common RTI teacher collaboration time scheduled on the timetable.</p> <p>Regular WIN times will be timetabled.</p>	<p>in their timetable to be in classrooms.</p> <p>Increase teacher familiarity with Kurzweil through resource and IT leader.</p> <p>Professional development in the areas of co-teaching, co-planning, UBD, essential outcomes.</p> <p>Student Services will facilitate RTI teacher teams to determine the essential outcomes for all students to know, build common assessments, develop the teaching strategies using a backward design, analyze the assessment data and then provide the additional support and time to students demonstrating need through the WIN groups.</p>	<p>assessments.</p> <p>Qualitative feedback from Student Services Teachers, IT Leader and Literacy/Numeracy Leader, as well as feedback from staff.</p>
<p>2. By June 2015, 100% of our students' individual needs will be met in order to promote success.</p>	<p>All schools will utilize the TMSD RTI handbook as the framework for RTI and PBIS.</p> <p>All schools will have student services resource and guidance teachers as leads in the school RTI Intervention team to identify and support students requiring Tier 2 and Tier 3 supports</p> <p>The meeting discussions will be data driven. Meetings will be recorded with minutes.</p> <p>Regular WIN time will be established for students requiring the additional time and support to meet the essential outcomes within the classroom setting.</p> <p>A case manager will be assigned to each student referred.</p> <p>School wide discipline plan and behaviour matrix established and communicated to all students/staff/parents.</p>	<p>RTI Intervention teams will be meeting monthly.</p> <p>RTI Intervention team will develop a referral process to access Tier 2 & 3 supports in literacy, numeracy &/or behavior.</p> <p>The case management role will be described with role expectations.</p> <p>RTI team will take lead in ensuring school behavior matrix is developed and will support classroom teachers to teach the expected behaviours to students requiring the teaching.</p> <p>RTI Intervention team will develop the universal screening tools for behavior, literacy, and numeracy.</p> <p>RTI Intervention team will develop an inventory of research supported programs to be used with students requiring Tier 2 and 3 support in behavior, attendance, literacy and numeracy.</p> <p>IEP's will emphasize current level of performance through discussion of strengths, challenges and next steps. The next steps will form the content of the IEP</p> <p>BIP will address student needs through the lens of resilience.</p>	<p>Student attendance records</p> <p>Student behaviour tracking</p> <p>Student referrals to WIN groups, and subsequent achievement</p> <p>Classroom assessment data</p> <p>Behaviour Intervention Plan data</p> <p>IEP data</p> <p>Report card data</p> <p>Anectodal feedback from</p>
<p>3. By June 2015, Student Services resource and guidance teachers will strengthen grade to grade, early years to middle years, middle years to high school and high school to post secondary transition strategies.</p>	<p>All teachers will complete a learning profile with their students and use that info in planning with the support of student services.</p> <p>Student Services will develop a grade to grade transition protocol for teachers to get to know their students.</p> <p>Guidance Counsellors will be meeting with students on Individual Transition Plans at least twice a year to ensure the</p>	<p>Student Services Resource Teachers to coordinate outgoing teacher to incoming teacher transition meetings before the end of the school year.</p> <p>Classroom teachers will complete individual learning profiles with their students with the support of Student Services Teachers.</p> <p>Students requiring individual transition plans will have ITP completed at grade 10.</p>	<p>Graduating student survey data</p> <p>Minutes of the transition meetings</p> <p>Number of students with learning profiles.</p>

		student is aware of the post school options available to them and to ensure the student is completing the prerequisite courses.	Early Pro 3000 assessments for students at risk of dropping out of school. Guidance Counsellors will connect individual students with the student services personnel in the appropriate post secondary institute (ACC, Brandon University, U of Manitoba, U of Winnipeg)	
4. By June 2015, Student Services Resource and Guidance teachers will increase their proficiency/consistency in assessment practices.		Classroom profiles will be used as the basis to identify classroom needs and supports. Student Services Resource and guidance teachers will be implementing the following informal assessments to assist classroom teachers in determining individual needs as a first step: classroom observations, reviewing student work and records with classroom teachers, conversations with teachers, parents, and student, informal test- error analysis as student does specific tasks, surveys, checklist, informal reading Inventory, ecological inventory, functional behavioural assessment. IEP R will be used as the reporting tool for students on Individualized Education Plan.	Continued work with Student Services in building their informal assessment, collaborating and facilitating skills through professional development, book studies, mentoring. Appropriate informal and formal assessment data will be included in the IEP or BIP as part of the current level of performance. Student Services professional development in effective instruction, literacy, numeracy and case specific disabilities.	TMSD Rubric to be completed in January 2015, used as a measure of progress based on previous staff feedback. Meeting minutes Student Services annual caseload data

Date: October 31, 2014

Division Contact: Tim De Ruyck, Superintendent/CEO

SCHOOL DIVISION PLANNING REPORT 2014-15

TEMPLATE ASSISTANCE

- 1) The templates are available at:
<http://www.edu.gov.mb.ca/k12/specedu/pie/index.html>
- 2) The file is a protected word document. It needs to be unprotected in order to add rows or columns. Use Tools Menu, Select Unprotect Document.
- 3) We request that divisions use the template whenever possible as it assists the department in the collection and analysis of data.
- 4) The template can be used to submit the following reports:
 - a) Division Planning Report
 - b) Student Services Report
- 5) We request electronic submission of the reports to Doreen.Rothery@gov.mb.ca.