



2019/2020 Turtle River School Division Plan

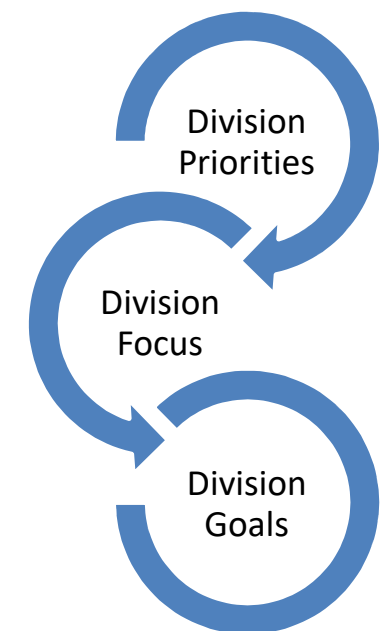
Division Priorities for 2019-2021:

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

Division Focus for 2019/2020: 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 2019-2020:

1. Inclusion
2. Indigenous Education
3. Disaggregated Data Usage
4. Continuous Improvement




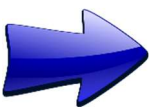


Prior Data Used to Develop this 5-Year Division Plan:

Grade 3 & 4 Provincial Assessment Data: In the Fall of 2016, 38.5% of all students in Grade 3 met expectations in all three reading sub-competencies. 25.0% of self-declared Indigenous students met expectations in all three reading sub-competencies, 36.4% of boys met expectations in all three reading sub-competencies. *Note: Provincially – 47.3% of all students in Grade 3 met expectations in all three literacy sub-competencies.*

Grade 8 Provincial Assessment Data: In January of 2017, 29.2% of all students in Grade 8 were meeting mid-grade performance in all three sub-competencies in reading comprehension, 30.4% of self-declared Indigenous students were meeting mid-grade performance in all three sub-competencies in reading comprehension, 20% of boys were meeting mid-grade performance in all three sub-competencies in reading comprehension. *Note: Provincially – 49.4% of all students in Grade 8 were meeting mid-grade performance in all three sub-competencies in reading comprehension.*

Grade 8 Provincial Assessment Data: In January of 2017, 25% of all students in Grade 8 were meeting mid-grade performance in all three sub-competencies in expository writing, 26.1% of self-declared Indigenous students were meeting mid-grade performance in all three sub-competencies in expository writing, 16.7% of boys were meeting mid-grade performance in all three sub-competencies in expository writing.

Note: Provincially – 43.8% of all students in Grade 8 were meeting mid-grade performance in all three sub-competencies in expository writing. Jan 2019 at 44.7% provincially


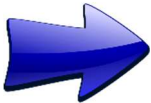


Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data
Literacy  	1. By January 2019, 40% of ALL mid-grade 8 students will meet expectations in all three sub-competencies in expository writing (Jan 2017 at 25%). (Jan 2018 at 44.3%). Jan 2019 at 40%	-Writing will be worked on in ALL subjects, not just ELA -Writing Feedback will be Visible -Increase in writing by students in ALL Grades -Increase in quality writing activities occurring in the classrooms at all grades and levels -Students receive feedback/marked work of writing reinforcing correct conventions, etc....	1. Focus on writing in all subject areas 2. Support a variety of writing (fiction / non-fiction) 3. Teachers will provide formative, immediate, and relevant feedback	 → Visible Feedback provided to students (based on principal anecdotal notes of writing samples of students in the classroom) → Provincial Assessments results (Gr.3/4, 7/8, and 12)
	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%			
	3. By January 2021, 60% 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%	1. By January 2020, 29% of mid-grade 8 self-declared Indigenous students will meet expectations in all three sub-competencies in expository writing (Jan 2017 at 33.3%). Jan 2019 at 27.3% 2. By January 2020, 23% of mid-grade 8 boys will meet expectations in all three sub-competencies in expository writing (Jan 2017 at 16.7%). Jan 2019 at 35%		

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Prior Data Used to Develop this 5-Year Division Plan:

Grade 3 & 4 Provincial Assessment Data: In the Fall of 2016, 34.6% of all students in Grade 3 met expectations in all four numeracy sub-competencies. 10% of self-declared Indigenous students met expectations in all four numeracy sub-competencies, 33.3% of boys met expectations in all four numeracy sub-competencies. *Note: Provincially – 34.6% of all students in Grade 3 met expectations in all four numeracy sub-competencies.*

Grade 7 Provincial Assessment Data: In January of 2017, 28.1% of all students in Grade 7 were meeting mid-grade performance in all five sub-competencies of number sense and number skills, 9.1% of self-declared Indigenous students were meeting mid-grade performance in all five sub-competencies of number sense and number skills, 29% of boys were meeting mid-grade performance in all five sub-competencies of number sense and number skills. *Note: Provincially – 32.5% of all students in Grade 7 were meeting mid-grade performance in all five sub-competencies of number sense and number skills.* Jan 2019 at 35.9% Provincially







Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data
Numeracy  	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%	By January 2020, 34% of self-declared Indigenous grade 7 students in will meet mid-grade performance in all five sub-competencies in number sense and number skills (Jan 2017 at 9.1%). Jan 2019 at 38.9%	1. Continuation of implementation of mRLC project (Grades 6-9) 2. All teachers use formative assessments to inform instructional 3. All teachers learn and implement the GRASS problem solving method (or similar problem – solving graphic organizer suitable to the age of their students)	→Visible teacher observation of student confidence in math problem-solving. →Provincial assessments (Gr.3/4, 7/8, and 12) / department data
	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%	By January 2020, 40% of male grade 7 students will meet mid-grade performance in all five sub-competencies in number sense and number skills (Jan 2017 at 29%). Jan 2019 at 33.3%		
	By January 2021, 50% 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%	By January 2020, 34% of grade 7 students in care will meet mid-grade performance in all five sub-competencies in number sense and number skills. Jan 2019 - No Data Available		

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Prior Data Used to Develop this 5-Year Division Plan:

In Fall 2016, TTFM divisional data indicates that on average Grade 7-12 students indicated the following 6 school climate indicators as follows:

- 65% of students participated in sports, the Canadian norm was 48% (In May 2018, TRSD was at 63%). May 2019 at 69%
- 28% of students had a high rate of participation in clubs, the Canadian norm was 42% (In May 2018, TRSD was at 29%) May 2019 at 31%
- 68% of students in school had a high sense of belonging, the Canadian norm was 71% (In May 2018, TRSD was at 66%) May 2019 at 62%
- 26% of students were victims of moderate to severe bullying, Canadian norm is 22% (In May 2018, TRSD was at 23%) May 2019 at 24%
- 63% of students felt safe attending school, Canadian norm was 65% (In May 2018, TRSD was at 56%) May 2019 at 62%
- Positive teacher-student relationships were indicated to be 6.2/10, Canadian norms are also 6/10 (In May 2018, TRSD was at 5.8/10) May 2019 at 6.2/10
- Positive Learning climate was indicated as 5.9 out of 10, the Canadian norm was 5.9/10 (In May 2018, TRSD was at 5.6/10) May 2019 at 6.0/10



Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data
School Climate  	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).	-Students will be involved in more sports / clubs in schools -reduction in bullying -students feel safe attending school	- Hands-on, interactive, high student interest, student choice activities and programming - Breakfast / snack program for ALL students -Trades programming to meet the needs for ALL students	-TTFM survey data
	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).	-student attendance will show improvement -An increase in Grade 9 "first-time" credit achievement rates (TRSD 2015/2016 at 90%, prov. at 88.3%) (in Math) 2017/2018 68.6% TRSD and 87.7% prov. Avg. (TRSD 2015/2016 at 96%, prov. at 90.2%) (in ELA) 2017/2018 76.5% TRSD and 89.5% prov. Avg.		
	By June 2021, 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).			

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Prior Data Used to Develop this 5-Year Division Plan:

In Fall 2016, Grade 7-12 students indicated on average using the TTFM survey the following:

- 73% of students had aspirations for finishing high school, the Canadian norm is 82% (In May 2018, TRSD was at 80%) May 2019 at 82%
- 56% of students are intellectually engaged, the Canadian norm is 50% (In May 2018, TRSD was at 56%) May 2019 at 59%
- 78% had positive relationships, Canadian norm is 76% (In May 2018, TRSD was at 72%) May 2019 at 69%
- 39% of students are motivated and interested in school, Canadian norm is 30% (In May 2018, TRSD was at 34%) May 2019 at 35%
- 75% valued schooling outcomes, Canadian norm is 73% (In May 2018, TRSD was at 67%) May 2019 at 70%

Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data												
<div>Student Engagement</div> <div>✓</div> <div>➡</div>	<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>By June 2021, 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>Grade 7 Provincial Assessment - Engagement</p> <p>-In February 2020, 60% of students in Grade 7 will indicate that they are engaged and have established an interest in learning (currently in 2016/2017 56.1%).</p> <p>-In February 2020, 50% of students in Grade 7 will indicate that they are engaged and have established awareness of personal learning goals (currently in 2016/2017 - 36.8%).</p> <p>-In February 2020, 85% of students in Grade 7 will indicate that they are engaged and have established participation in lessons (currently in 2016/2017 -77.2%).</p> <p>-In February 2020, 75% of students in Grade 7 will indicate that they are engaged and have established accepting responsibility for assignments (currently in 2016/2017 - 70.2%).</p>	<p>-Cultural perspectives infused through classes and school</p> <p>-Increased community involvement (school evening family-oriented activities, special events, social media, spirit weeks, cross-grade interaction)</p> <p>-Teachers using Lessons that are engaging students in learning and relevant to the real-world</p> <div></div> <p>shutterstock.com • 1404610814</p>	<p>-TTFM survey data</p> <p>-Grade 7 student engagement provincial assessment</p> <p>Figure 1: Measures of student engagement in <i>OurSCHOOL</i></p> <table><tr><th>Social Engagement</th><th>Institutional Engagement</th><th>Intellectual Engagement</th></tr><tr><td>Sense of Belonging at School</td><td>Values Schooling Outcomes</td><td>Interest and Motivation</td></tr><tr><td>Participation in Sports and Clubs</td><td>Positive School Behaviour</td><td>Effort</td></tr><tr><td>Positive Relationships at School</td><td>Positive Homework Behaviour</td><td>Quality Instruction</td></tr></table> <div></div> <p>shutterstock.com • 1158342658</p> <p><i>*all images are copyright free and accessed from Pixabay at the following webpage https://pixabay.com/</i></p>	Social Engagement	Institutional Engagement	Intellectual Engagement	Sense of Belonging at School	Values Schooling Outcomes	Interest and Motivation	Participation in Sports and Clubs	Positive School Behaviour	Effort	Positive Relationships at School	Positive Homework Behaviour	Quality Instruction
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Prior Data Used to Develop this 5-Year Division Plan:
In the Fall 2016, Canadian Norms for Grades 7-12 from the TTFM survey indicated that 20% of girls and 15% of boys indicated moderate or high levels of depression. 21% of girls and 14% of boys indicated moderate or high levels of anxiety based on Canadian norms.
The TTFM survey indicated that in our division students in grades 7-12 indicate on average of 20% having moderate or high levels of anxiety with the norm averaging to 18%. (In May 2018, TRSD was at 23%) May 2019 at 22%
The TTFM survey indicated that in our division students in grades 7-12 indicate on average of 21% having moderate or high levels of depression with the norm averaging to 18%. (In May 2018, TRSD was at 23%) May 2019 at 23%

Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data
<div>Mental Wellness</div> <div>✓</div> <div>➡</div>	By June 2019, 85% of Grade 7-12 students will report low levels of anxiety and depression.	By June 2020, 100% of students in every school will identify two adults in the school they feel comfortable speaking with if and when needed.	-Students identify “safe adults” in the school with whom they comfortable talking with when needed. -Division social worker (class presentations, interventions, workshops, individual student counselling)	-TTFM survey data -Collected data tracked from the facilitator of classroom presentations -collected data of student slips indicating their “go to” people and recorded time provided a few times per year at every school to help support the development of relationships -Div. Social worker caseload summary data
	By June 2020, 88% of Grade 7-12 students will report low levels of anxiety and depression.	By June 2020, All students in Grades 9-12 will have received the presentation “Everyone Matters”	- Divisional Mental Health & Wellness Committee will meet and schools will discuss at staff meetings	
	By June 2021, 90% of Grade 7-12 students will report low levels of anxiety and depression.		-All schools will have a presentation on mental wellness  shutterstock.com • 232586146	 shutterstock.com • 77073631

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