



## 2022-2025 Turtle River School Divisional Plan

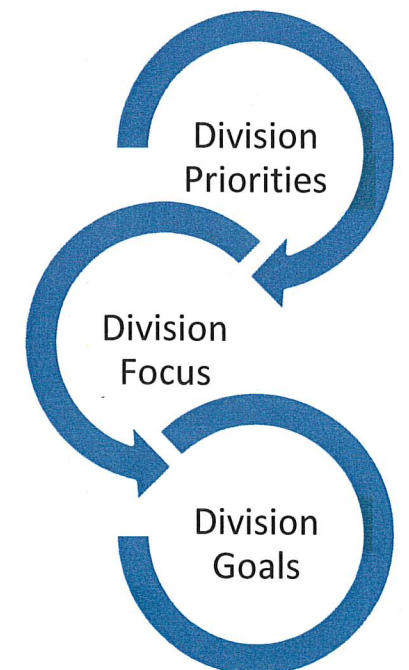
### Division Priorities for 2022-2025:

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

**Division Focus for 2022-2025:** The Division will focus on the following areas to support the achievement of the specific goals in each of our Priority Areas. Focus Areas complement the Division's goals and improve the overall education of students in our division.

### Areas of Focus for 2022-2025:

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



## 3-YEAR DIVISION PLAN

### 2022-2023, 2023-2024, & 2024-2025

Division Priority	SMART Goal(s)	Indicators	Strategies	Evaluation/ Assessment / Source of Data
Literacy	<p><i>There will be a three-year division-wide focus on Grades 2 to 8 Reading Development. Reading comprehension and skill development will be emphasized.</i></p> <p><b><u>Literacy Goal for 2022/2023</u></b> Students in Turtle River School Division will increase their reading fluency and comprehension skills. By the end of June 2023, 70% of grades 2 to 8 students will be reading grade level material with 90% accuracy or higher, and with satisfactory comprehension (based on divisional reading assessments, including the Fountas and Pinnell Reading Assessment kits).</p> <p><b><u>Literacy Goal for 2023/2024</u></b> Students in Turtle River School Division will increase their reading fluency and comprehension skills. By the end of June 2024, 75% of grades 2 to 8 students will be reading grade level material with 90% accuracy or higher, and with satisfactory comprehension (based on divisional reading assessments, including the Fountas and Pinnell Reading Assessment kits).</p> <p><b><u>Literacy Goal for 2024/2025</u></b> Students in Turtle River School Division will increase their reading fluency and comprehension skills. By the end of June 2025, 80% of grades 2 to 8 students will be reading grade level material with 90% accuracy or higher, and with satisfactory comprehension (based on divisional reading assessments, including the Fountas and Pinnell Reading Assessment kits).</p>	<p>-student reading fluency will increase.</p> <p>-students will use a variety of decoding strategies</p> <p>-reading comprehension will improve.</p> <p>-student's high frequency word banks will increase.</p> <p>-students will respond critically to a variety of text</p> <p>-students will regularly borrow books for reading independently</p> <p>-students will read books online at home and in their spare time using their Reading A to Z account and/or Epic Books account</p> <p>-classes will have home-reading programs.</p> <p>-students will read the books in home reading programs with their parents.</p>	<ol style="list-style-type: none"> <li>Focus will be placed on a reading intervention program to support students who are reading below grade level. <ul style="list-style-type: none"> <li>ELI</li> <li>LLI</li> <li>Precision Reading</li> <li>Reading Comprehension Intervention</li> </ul> </li> <li>Reading A to Z licenses will be purchased for all K to grade 9 classrooms.</li> <li>Teachers can sign-up their classes for "Epic Books"</li> <li>Words Their Way and Spelling programs</li> <li>Students placed in literature groups</li> <li>Guided reading groups will be supported – (with the assistance of librarian, resource teacher, EAs, etc.)</li> <li>Teachers will teach multiple text decoding strategies to support reading development.</li> <li>High Frequency Sight words will be practiced at school and at home to support student whole-word development. (rings of Dolch words)</li> <li>Schools will support Home Reading programs in all of their elementary classrooms.</li> <li>Students will be loaned books from school and classroom libraries.</li> <li>Focus on critical thinking skills.</li> <li>Novel studies on books with an indigenous theme</li> <li>Infuse reading strategies across all subject areas</li> <li>Buddy reading</li> <li>I Love to Read Month activities</li> <li>Use reading assessments to inform instruction</li> </ol>	Fountas and Pinnell Reading Assessments

Division Priority	SMART Goal	Indicators	Strategies	Evaluation/ Assessment / Source of Data
Numeracy	<p><i>There will be a three-year focus on Grades 4 to 9 Curriculum Level Numeracy Skill Development. An emphasis will be on all curricular strands; however, a special emphasis will be placed on Number Sense and Number Skills.</i></p> <p><b><u>Numeracy Goal for 2022/2023</u></b> Students in grades 4 to 9 in Turtle River School Division will increase their numeracy skills. By June 2023, 70% of grades 4 to 9 students will demonstrate an understanding of 80% or more of the grade level Essential Outcomes in math (as assessed by the mLRC final quiz administered by the classroom teacher).</p> <p><b><u>Numeracy Goal for 2023/2024</u></b> Students in grades 4 to 9 in Turtle River School Division will increase their numeracy skills. By June 2024, 75% of grades 4 to 9 students will demonstrate an understanding of 80% or more of the grade level Essential Outcomes in math (as assessed by the mLRC final quiz administered by the classroom teacher).</p> <p><b><u>Numeracy Goal for 2024/2025</u></b> Students in grades 4 to 9 in Turtle River School Division will increase their numeracy skills. By June 2025, 80% of grades 4 to 9 students will demonstrate an understanding of 80% or more of the grade level Essential Outcomes in math (as assessed by the mLRC final quiz administered by the classroom teacher).</p>	<p>-students are competent in the four basic math skills and will have rapid recall of addition, subtraction, multiplication, and division facts</p> <p>-students are strong in mental math calculations.</p> <p>-students will apply a variety of mental math strategies when solving mathematical problems</p> <p>-students can apply basic formulas to solve mathematical problems.</p> <p>-students will be able to problem-solve "multiple step" math problems</p> <p>-students will use a variety of strategies to solve problems</p> <p>-students will show their thinking in various ways (e.g. pictorially, symbolically, concretely, etc...)</p> <p>-mRLC quiz scores will improve</p> <p>-continual growth in basic facts on computer programs (Mathletics, Sumdog, etc.)</p>	<ol style="list-style-type: none"> <li>Perspectives from the indigenous culture embedded in lessons and mathematical problems</li> <li>Numeracy continuum to help identify missing foundational skills</li> <li>mRLC Numeracy Project PD and program initiatives for grades 4 to 9</li> <li>Use formative assessments to inform instructional practice.</li> <li>Review the mRLC quizzes to understand students' misunderstandings.</li> <li>Emphasis on applying strategies to solve a problem – implement the GRASS problem-solving method.</li> <li>Detailed questions that require multiple layered problem-solving – to support student mental math abilities</li> <li>Real life problem-solving and questions that are practical and relevant to students, especially indigenous students</li> <li>Allocate time specifically for problem solving and for mental math and for practicing mental math strategies.</li> <li>Opportunities, games, and activities to provide for the memorization of number facts</li> <li>Daily Smartboard activities (calendar math, Jump Math)</li> <li>Teacher Numeracy Professional Development.</li> <li>Mathletics for all grades</li> <li>Hands-on learning</li> <li>Guided math and Math centers</li> <li>Home work that focuses on practicing skills</li> </ol>	<ol style="list-style-type: none"> <li>Numeracy Project Grades 4 to 9 Quiz #4 assessment data as completed by classroom teachers.</li> </ol>

Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data
Student/ Staff Well-Being	<p><i>There will be a three-year division-wide focus on Student and Staff Well-Being. 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 engage socially with other students, and to participate in physical well-being activities. These activities will support students' mental wellness. Staff members will be supported with training and professional development. A very important part of student and staff well-being revolves around the understanding of the indigenous perspective and embedding these important teachings into each and every classroom. Staff members will be supported with training and professional development on this topic, as well.</i></p> <p><b><u>Student/Staff Wellbeing Goal for 2022/2023</u></b> By the end of June 2023, every student in grades K to 12 in Turtle River School Division will have the opportunity to take part in a minimum of five team building and/or wellness activities. A minimum of one professional development day for school staff will be provided on the topic of mental wellness.</p> <p>By the end of June 2023, every student in grades K to 12 in Turtle River School Division will have the opportunity to take part in a minimum of five lessons and/or activities based on the topic of indigenous education. A minimum of one professional day for school staff will be provided on the topic of the indigenous education policy. Staff will then be able to use this information and infuse it into their lessons. They will have the knowledge to create wellness activities related to this topic.</p> <p><b><u>Student/Staff Wellbeing Goal for 2023/2024</u></b></p>	<p>-positive student achievement</p> <p>-strong student engagement</p> <p>-high staff retention</p> <p>-positive attitudes of staff</p> <p>-positive school climate</p> <p>-improved attendance</p> <p>-reduction in student and staff anxiety and depression</p> <p>-fewer referrals to the Division Social Worker or other counselling services</p> <p>-fewer behavioural referrals to the school office.</p> <p>-each student will have two adults in school with whom he/she feels comfortable speaking when needed.</p> <p>-student and staff activities are occurring,</p> <p>-students report they are feeling safe on TTFM survey</p> <p>-indigenous activities are happening throughout the school (literature is being</p>	<p>1. Use data from the TTFM Survey to make changes at the school and classroom level to support students and teachers.</p> <p>2. P.D. - Treaty Commission Training for principals/teachers - Kevin Chief - Niigan Sinclair - Respect in Schools - Respect in Sports - SAGE and LIFT - mRLC for principals - Mamàhtawisiwin online</p> <p>3. Mamàhtawisiwin: The Wonder We Are Born With – An Indigenous Education Policy Framework</p> <p>4. Land Acknowledgement is read at all assemblies and school events.</p> <p>5. Breakfast and snack programs will help support students' nutritional needs.</p> <p>6. Support for students, staff, and families with connections to mental health and well-being resources and activities</p> <p>7. Foster a safe and inclusive learning environment</p> <p>8. Engaging parents and caregivers - Meet the Staff barbecues - information sharing/posting on Twitter, Divisional/School Webpage - support learning and sharing with applications like Remind, SeaSaw</p> <p>9. Division Social Worker – to support students</p> <p>10.Support students with access to devices. (grade 9 students are given a lap top)</p> <p>11.School Activities - Terry Fox Walk and videos</p>	<p>The TTFM/OurSchool Survey which students complete in May.</p> <p>The number of mental well-being and indigenous activities/projects/lessons occurring in each school</p> <p>The number of professional development days which are provided for staff</p>

	<p>By the end of June 2024, every student in grades K to 12 in Turtle River School Division will have the opportunity to take part in a minimum of seven team building and/or wellness activities and a minimum of seven lessons/projects/activities addressing the topic of indigenous education. A total of at least three professional development days for school staff will be provided on the topics of mental wellness and/or indigenous education.</p> <p><b><u>Student/Staff Wellbeing Goal for 2024/2025</u></b></p> <p>By the end of June 2025, every student in grades K to 12 in Turtle River School Division will have the opportunity to take part in a minimum of ten team building and/or wellness activities and a minimum of ten lessons/projects/activities addressing the topic of indigenous education. A minimum of two professional development days on mental well-being and a minimum of two professional development days on indigenous education will be provided for school staff.</p>	<p>shared, indigenous artwork, Oh Canada in Cree, Orange Shirt Day with videos, etc.)</p> <p>-bulletin boards are displaying items related to indigenous topics</p> <p>-posters with motivational messages are displayed</p>	<ul style="list-style-type: none"><li>- Spirit Week</li><li>- Milk Spirit Week</li><li>- Project 11</li><li>- Sources of Strength</li><li>- Care for All in Education</li><li>- Hearts and Minds</li><li>- Book Fairs</li><li>- Orange Shirt Day and Activities for Truth and Reconciliation</li><li>- Pink Shirt Day and Activities to promote Inclusion</li></ul> <p>12.Student Council</p> <p>13.Extra-Curricular sports and clubs</p> <p>14.Team building activities for staff</p> <ul style="list-style-type: none"><li>- activities at staff meetings</li><li>- snack days</li><li>- Secret Santa</li></ul> <p>15.Community Schools Program</p> <p>17.Acknowledging Treaty lands</p> <p>18. Indigenous kits with puppets and books</p>	
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