



TURTLE RIVER SCHOOL DIVISION

Strategic Action Plan

2023 – 2027

"Learning today for tomorrow"

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Strategic Planning Cycle



Turtle River School Division Planning Framework



Mission: 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.

Beliefs: Turtle River School Division believes that strategic planning is important in meeting the needs of the diversity of learners, and therefore 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 the bigger picture to be met. The implementation of new projects, initiatives, and activities guide and establish direction and priorities of the division.

Vision: "Learning Today for Tomorrow"

Purpose: The Turtle River School Division's Strategic Plan is a living framework which defines where the organization is heading in the next four years. This strategic plan reflects the priorities and goals of the Turtle River School Division. The 2023-2027 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

Values: Turtle River School Division is committed to safeguarding and promoting:

- *Safe, caring, and inclusive schools*
- *The physical, emotional, and psychological well-being of all students and staff*
- *Human rights, and the dignity and worth of every member of our community*
- *The essential partnership between families and schools*
- *An intentional attack on students, families, teachers, and staff is an attack on the integrity of public education.*
- *We reaffirm our commitment to confronting discrimination, intolerance, intimidation, prejudice, and the disinformation intended to undermine public education as a trusted institutions.*

Strategic Priorities:

1. Literacy
2. Numeracy
3. Student/Staff Well-Being
 - a. Mental Health
 - b. Social Emotional Well-Being
 - c. Student Engagement
 - d. School Climate
 - e. LGBTTTQ2+
4. Recruit and Retain Staff
 - a. Positive Parental Engagement
 - b. Elders and Knowledge Keepers
 - c. Innovative Teaching Techniques Using Technology
 - d. Effective and Efficient Timetabling and Scheduling

Turtle River School Division Planning Framework

Priority 1: Strengthen Literacy Achievement

There will be a four-year division-wide focus on kindergarten to grade 8 reading development. Reading comprehension and skill development will be emphasized. The board is committed to continuous improvement for all students.

Strategies	Success Indicators	Data Sources
<ol style="list-style-type: none"> Focus will be placed on a reading intervention program to support students who are reading below grade level. <ul style="list-style-type: none"> ELI LLI Precision Reading Computer programs to be used in school and at home: <ul style="list-style-type: none"> "Reading A to Z" for all K to grade 9 classrooms. "Epic Books" Students placed in literature groups at their reading level (with the support of librarian, resource teacher, and EAs) Teachers will teach multiple text decoding strategies to support reading development. 	<ul style="list-style-type: none"> Grade 12 provincial ELA exams Compare our data to that of the province Student reading fluency will increase. Students will use a variety of decoding strategies Reading comprehension will improve. Students' high frequency word banks will increase. Students will respond critically to a variety of text 	<p>Fountas and Pinnell Reading Assessments</p> <p>School based data compared to that of the division and province.</p> <p>Provincial assessment</p> <ul style="list-style-type: none"> Grade 12 Provincial ELA exam Grade 10 Provincial ELA exam Middle Years Assessment Early Years Assessment <p>Transition documents</p> <p>Report Cards</p>

5. High Frequency Sight words will be practiced at school and at home to support student whole-word development. (rings of Dolch words) 6. Explicit teaching of reading strategies in all subject areas. 7. Focus on critical thinking skills. 8. Use reading assessments to inform instruction 9. Schools will support Home Reading programs in all of their elementary classrooms. 10. Novel studies on books with an indigenous theme 11. Infuse reading strategies across all subject areas 12. mRLC – Early years teachers are trained in the new ELA Curriculum. 13. Words Their Way and Spelling programs 14. Science of Reading 15. Grade-to-grade transition meetings with literacy on the agenda. 16. Full day every day kindergarten 17. I Love to Read Month activities	<ul style="list-style-type: none"> - Students will regularly borrow books for reading independently - Students will read books online at home and in their spare time using their “Reading A to Z” account and/or “Epic Books” account - Classes will have home-reading programs. - Students will read the books in home reading programs with their parents. - Increased use of formative assessments to guide teaching. 	
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Priority 2: Strengthen Numeracy Achievement

There will be a four-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.

Strategies	Success Indicators	Data Sources
<ol style="list-style-type: none"> 1. Numeracy continuum to help identify missing foundational skills 2. mRLC Numeracy Project PD and program initiatives for grades 4 to 9 <ul style="list-style-type: none"> - Review the mRLC quizzes to understand students' misunderstandings. 3. Use formative assessments to inform instructional practice. 4. Increased focus on experiential (hands-on) instruction 5. Real life problem-solving and questions that are practical and relevant to students, especially indigenous students 6. Emphasis on applying strategies to solve a problem – implement the GRASS problem-solving method 7. Allocate time specifically for problem solving and mental math and for practicing mental math strategies. 	<ul style="list-style-type: none"> -Students are competent in the four basic math operations and will have rapid recall of addition, subtraction, multiplication, and division facts -Students are strong in mental math calculations. -Students will apply a variety of mental math strategies when solving mathematical problems -Students can apply basic formulas to solve mathematical problems. -Students will be able to problem-solve “multiple step” math problems -Students will show their thinking in various ways (e.g. pictorially, symbolically, concretely, etc...) -mRLC quiz scores will improve -Continual growth in basic facts on computer programs (Mathletics, Sumdog, etc.) 	<ol style="list-style-type: none"> 1. Numeracy Project Grades 4 to 9 Quiz #4 assessment data as completed by classroom teachers 2. Provincial Assessments <ul style="list-style-type: none"> - Early Years - Middle Years - Grade 10 Assessment - Grade 12 Assessment 3. Report card data

8. Opportunities, games, and activities to provide for the memorization of number facts 9. Daily Smartboard activities (calendar math, Jump Math) 10. Mathletics for all grades 11. Guided math and math centers 12. Homework that focuses on practicing skills 13. Detailed questions that require multiple layered problem-solving – to support student mental math abilities 14. Professional Development - Numeracy		
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Priority 3: Student/Staff Well Being

There will be a four-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.

Strategies	Success Indicators	Data Sources
<ol style="list-style-type: none"> 1. All students identify two adults in the school whom they trust and to whom they would go when needing to talk. 2. Universal Design for Learning – to ensure appropriate inclusive educational experiences for all students. 3. Professional Development for Teachers <ul style="list-style-type: none"> - Mental Health First Aid - Respect in Schools - Respect in Sports - Treaty Commission Training for principals/teachers. - Sources of Strength - ASSIST - VRTA - Restitution training - Care for All in Education 	<ul style="list-style-type: none"> -Positive student achievement -Strong student engagement -High staff retention -Positive attitudes of staff -Positive school climate - Improved attendance for students and staff -Reduction in student and staff anxiety and depression -Fewer referrals to the Division Social Worker or other counselling services 	<p>The TTFM/Our School 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>Feedback from staff through survey data.</p> <p>Monthly reports retained by social worker.</p> <p>Grade-to-grade transition plans</p> <p>Evidence of experiential learning</p>

<ul style="list-style-type: none"> - mRLC for principals - Mamàhtawisiwin online - Ongoing professional development to ensure consistent use of SSPs in adaptations and modifications and individualized programming. <p>4. Programs that support mental wellness for students</p> <ul style="list-style-type: none"> - Seeds and Roots of Empathy - Moozoom - Social Media Awareness (Val Caldwell) - Hearts and Minds <p>5. Indigenous Inclusion</p> <ul style="list-style-type: none"> - Mamàhtawisiwin: The Wonder We Are Born With – <ul style="list-style-type: none"> - An Indigenous Education Policy Framework - Land Acknowledgement is read at all assemblies and school events. - Indigenous kits with puppets and books - Community Schools Program - Provide students with access to local culturally appropriate supports - Explore land-based learning - Connect with Elders and- Knowledge Keepers to share in activities/events - Jason Parenteau – Plant Medicine lessons for grades 4, 5, and 6 	<ul style="list-style-type: none"> - Each student will have two adults in school with whom he/she feels comfortable speaking when needed. - Fewer behavioural referrals to the school office. - Students report they are feeling safe on TTFM survey - Indigenous activities are happening throughout the school <ul style="list-style-type: none"> - Literature is being shared, - Indigenous artwork, - “Oh Canada” in Cree, - Orange Shirt Day with videos - Bulletin boards are displaying items related to indigenous topics - Posters with motivational messages are displayed on bulletin boards - Strong student participation in experiential learning activities. - Staff report increased success in student-engagement. 	<p>Evidence of technology being infused to create enhanced learning environments.</p> <p>School suspension records</p> <p>Classroom profiles identify areas that need support.</p>
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<p>6. School Activities</p> <ul style="list-style-type: none"> - Terry Fox Walk and videos - Spirit Week - Milk Spirit Week - Project 11 - Book Fairs - Orange Shirt Day and Activities for Truth and Reconciliation - Pink Shirt Day and Activities to promote Inclusion - Social Justice Club (Scare for Hunger, Christmas Food Hampers, Mitten Tree, etc.) - Student Council – increased student voice - Extra-Curricular sports and clubs - Grade 9 retreat - Apprenticeship program - Career exploration - Volunteer credit hours - Integrate technology, focusing on future employment <p>7. Support for Students</p> <ul style="list-style-type: none"> - Support students with access to devices. (grade 9 students are given a lap top) - Increased focus on experiential learning. 	<ul style="list-style-type: none"> - Increased participation in school wide wellness activities. - Increased number of lessons on wellness for all students - Consistent use of SSPs. - Student and staff wellness activities are occurring, - There are a number of staff who have been trained in Mental Health First Aid. 	
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<ul style="list-style-type: none"> - Foster a safe and inclusive learning environment - Thrival Kits - Bulletin Boards on mental health - Support learning and sharing with computer applications like Remind, SeaSaw - Breakfast and snack programs will help support students' nutritional needs. <p>8. Mental Wellness for Staff</p> <ul style="list-style-type: none"> - Division Wellness Committee - Mental Health Well Being – is a standing item on staff meeting agendas. - Team building activities at staff meetings - Snack days - Secret Santa <p>9. Support for students, staff, and families with connections to mental health and well-being resources and activities</p> <p>10. Classroom profiles identify students' strengths and needs.</p> <p>11. Social Worker will work with families of students who are not attending regularly.</p> <p>12. Information sharing/posting on Divisional/School Webpage</p> <p>13. Engaging parents and caregivers</p> <p>14. Meet the Staff barbecues</p>		
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Priority 4: Recruit and Retain Staff and Students

There will be a four-year focus on retaining the staff we currently have employed and the number of students we currently have attending our schools. We will actively recruit additional students and will promptly recruit staff when openings arise.

Strategies	Success Indicators	Data Sources
<ol style="list-style-type: none">1. Create a promotional video for the division, highlighting the benefits of teaching within the division or in a specific school.<ul style="list-style-type: none">- Unique programs, supportive environments, or advancement opportunities.- Share success stories and data showcasing student achievements resulting from effective teaching.- Showcase the positive impact teachers have on students and the community.2. Offer ongoing professional development, workshops, and training opportunities to assist teachers in enhancing their skills and knowledge.3. Establish mentorship programs for new teachers to provide guidance, support, and a smooth transition into the profession.	<p>School enrollments increase</p> <p>Fewer teachers are leaving the division</p> <p>Teachers are remaining in the division for extended periods.</p> <p>Teaching positions are filled with qualified teachers.</p> <p>There are enough substitute teachers and EAs to cover classes</p> <p>Positive relationships within staff</p>	<p>School enrollments</p> <p>Track number of teachers leaving the division</p> <ul style="list-style-type: none">- Reasons for leaving- Type of contract <p>Teaching positions promptly filled with qualified teachers.</p> <p>Track numbers and names of teacher and educational substitutes</p>

<ol style="list-style-type: none"> 4. Create teacher-led committees or task forces to gather input and feedback on important matters. 5. Storm days – be more diligent in decisions to close schools due to inclement weather. 6. Celebrate achievements within the community – Kindergarten to Grade 11 Awards Day to include presentations to staff. 		
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