

SCHOOL DIVISION REPORTING for 2017/2018 and School Division Plan for 2018/2019

Identification

Name of School Division/District	Turtle River School Division	Name of Superintendent (s)	Bev Szymesko	Date of Report (yyyy/mm/dd)	2018/10/31
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Division Profile (Provide the staffing numbers in the following roles using FTE as of Sept 30th.)

Teachers 63.5* Principals 3.10	Guidance Counsellors 0.79	Resource Teachers supporting general education classes 5.15	Teachers (RT or Spec Ed supporting special needs (low- enrollment) classes 0	Educational Assistants 35	Speech/Language Pathologists 0.60	Reading Clinicians 0.5
Occupational Therapists Services as provided by PRHA	Physiotherapists Services as provided by PRHA	Psychologists Services contracted out on an as needed basis	Social Workers 1.0	1.0Resource Consultant 0.5 FTE French Consultant *Does not include Superintendent, Resource Consultant, Social Worker, French Consultant and Reading and Numeracy Consultant	Number of schools in the division that have an Education for Sustainable Development (ESD) plan (either separate or embedded in the school plan). Number of schools in the division: 7 Number of schools with an ESD plan: 7	

SCHOOL DIVISION REPORT – 2017/2018

School Division Priorities

1.Student Engagement

2.School Climate

3. Literacy

4. Numeracy

5. Mental Wellness

School Division Report – Please comment on successes and progress towards meeting expected outcomes, since your last submission.	
Expected Outcomes	Results (status, data or anecdotal evidence)
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%).	PENDING – In January 2018, our provincial assessment results indicated an increase from 25% to 44.3%. Those results are very promising leading us to believe that we will successfully make our goal of 40% by this coming January 2019. Some of the strategies that we are seeing help in this success include; increased teacher professional development in the areas of literacy, continued support in schools, discussions with educators, specific enhanced leadership initiatives, provincial assessment overview training, and focused use of assessment data in the classroom and from provincial assessments. (Jan 2018 at 44.3%).
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%).	PENDING - In January 2018, our provincial assessment results indicated an increase from 28.1% to 28.9%. Those results indicate we are making gains in the right direction even though they appear to be small. We are still optimistic that we will continue to make progress towards making our goal of 40% by this coming January 2019. Some of the strategies that we are seeing help in this success include; increased teacher professional development in the areas of numeracy, specifically a research project with other divisions and the mRLC, continued support in schools, discussions with educators, specific enhanced leadership initiatives, provincial assessment overview training, and focused use of assessment data in the classroom and from provincial assessments. (Jan 2018 at 28.9%).
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).	PENDING - In the Spring of 2018, we used the “Our School” or TTFM tool in order to assess students’ feelings on the School Climate in their buildings. The data revealed that we were not making improvement in these areas but that may because of a lag in implementing our plan. We focused on the listed 6 identified areas as we implemented these strategies as we continue to work towards improving school climate. This assessment is completed yearly from grades 4 to 12 students in our division schools. In June of 2019 we will be able to reassess our progress.
Student Engagement - 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).	PENDING - In the Spring of 2018, we used the “Our School” or TTFM tool in order to assess students’ feelings on Student Engagement in their buildings. The data revealed that we were not making improvement in these areas but that may because of a lag in implementing our plan. We focused on the listed 5 identified areas as we implemented these strategies as we continue to work towards improving student engagement. This assessment is completed yearly from grades 4 to 12 students in our division schools. In June of 2019 we will be able to reassess our progress.
Mental Wellness - By June 2019, 85% of Grade 7-12 students will report low levels of anxiety and depression.	PENDING - In the Spring of 2018, we used the “Our School” or TTFM tool in order to assess students’ feelings on their Mental Wellness in their buildings. The data revealed that we were not making improvement nor losing ground in this domain. The focus on anxiety and depression in students helps to identify supports to our system that is needed. There may not be any visible growth yet because of time required to see change as well as lag time in implementing strategies into our school systems. This assessment is completed yearly from grade 4 to 12 students in our division schools. In June of 2019 we will be able to reassess our progress.

SCHOOL DIVISION PLAN – 2018/2019

Planning Process

List or describe factors that influenced your priorities.

- Conversations with students, with educators, and with parents in our division (in meetings, PLC's, committee's, and department meetings)
- The combination of division data and department influences supported the implementation of Literacy and Numeracy as priorities.
- mRLC pilot data
- Provincial Assessment data
- Division Common Exam Data
- Strategic Planning
- Student Engagement and School Climate are important priorities that we have been focussing on over the last three years as we continue to provide students an engaging school that encourages learning in a safe environment.
- Over the past few years we have seen a rise in the number of referrals we are seeing for mental health issues and this has brought the issues regarding well-being physically, emotionally, and mentally to the health of all of our students.
- Recent evidence based research in education (UDL, Numeracy Education, Team-Building, Mental Health and Well-Being, etc....)
- Stakeholder input.
- Division need, reflection on areas of growth.
- School planning goals, public and community discussions.
- Administrative discussions
- Curriculum demands
- Needs of students and staff members
- Social pressures to implement new sustainable practices

Describe the planning process and the involvement of students, staff, families and the community.

Who was involved?

There is a Division Planning Team consisting of Division Consultants, Senior Administration, Division Trustees and School Principals. Teachers are invited to participate at various points in the year. Specialists are brought in to assist in the planning process. Eileen Sutherland from MRLC and John Van Wallegghem are two of the most recent facilitators to come and help support our divisions planning.

The Trustees and Senior Administration staff members also have 1-2 public consultations each year meetings regarding budgeting where input from the public is sought out before budgets are developed and plans are implemented. This feedback and information also drives our planning process.

Principals meet with their school staff members and local Parent Advisory Councils on a regular basis, discuss school goals and plans. Information is collected and then shared when they meet in the division planning teams.

Principals meet on a regular basis as teams in order to guide and provide feedback to the division in what direction their staff an, students, and parents direct needs and further focus.

Schools also run regular assemblies and most have student councils where students have a voice.

Teachers and students meet at the division office in a variety of Advisory Committee Meetings 2-3 times per year. For example, the Student Voice Committee has the student reps and a staff member rep from every school gather at the division office to share and discuss what initiatives and direction they would like to see their schools and the division move in. Other committees include: Workplace Health and Safety, Education for Sustainable Development, Technology, Numeracy/Science, ELA/Social Studies, Professional Development, Physical Education, Social Justice, Building & Maintenance, and Grades K-3, Grades 4-6, Grades 7-9, Resource Team, Principal Team, and Vocational Technology Studies.

The division has also developed a strategic plan that guides our direction and focus from year to year. This plan is a little more detailed and includes the division's vision.

How often did you meet?

In 2016/2017 we met a total of three times as a whole to plan and revise our Divisions Strategic Plan and Division goals. However, additionally 5 follow-up meetings occurred with the partial team members to work on setting new goals and planning. In 2017/2018 we met 3 more times to continue with the implementation and development of the plans in different stakeholder groups. In 2018/2019 we are looking to change our meeting format to allow for increased opportunities for richer discussions and data analysis. The model sees us meeting for one full-day as a team and then meet 5x at different stakeholder meetings with a summary follow-up whole group meeting to end the school year.

What data was used?

TTFM bullying surveys
Provincial Baseline Data (May 2018)
Provincial Assessment Data (Grades 3/4, 7/8. & 12)
Division Assessment Data (Grade 9, 10 & 11 Common Exams, Division Assessment Data, Report Cards)
Provincial Priority Data
School, Division, & Provincial Graduation Rate Data
School, Division, & Provincial Attendance Data
Indigenous Identification Data
Public suggestions, concerns, and consultation data
School Plans/Goals
EDI survey results

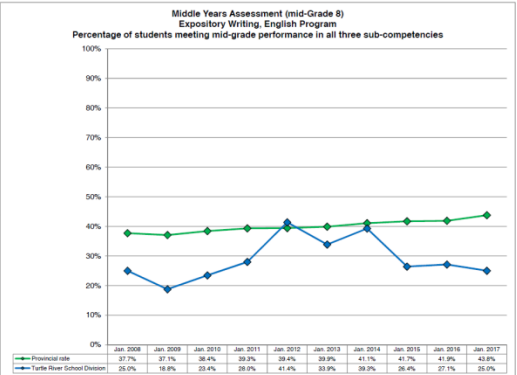
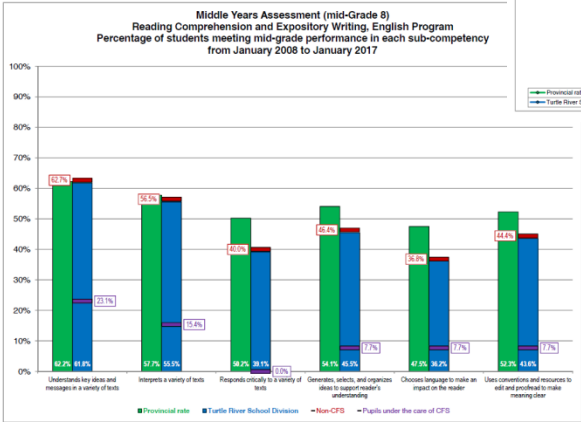
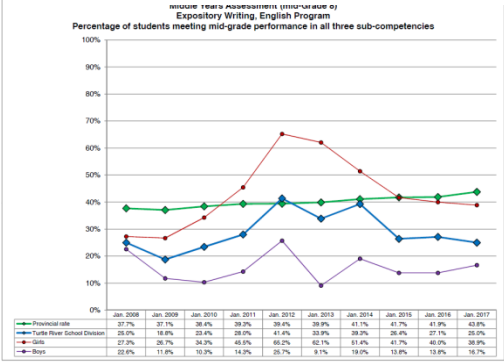
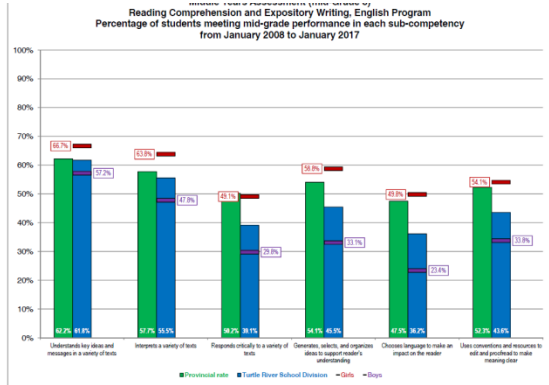
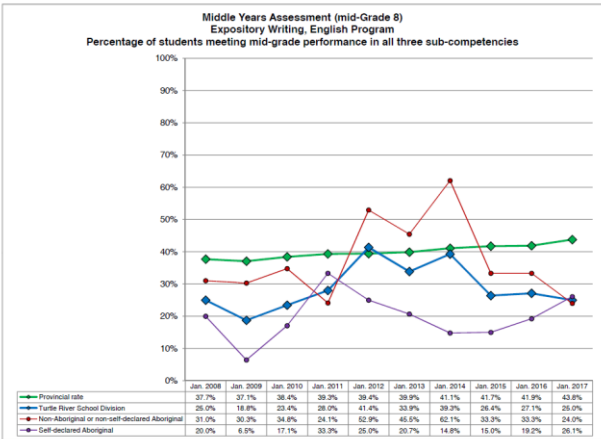
Other highlights?

The division is using a new planning model. In addition, as these priorities are large and quite extensive, we have implemented a multi-year plan (3-year plan) in regards to Division Planning with an overall Division Strategic Plan (5 year plan). The New Strategic Plan for 2017 to 2021 has been developed as well a 3-year division plan with performance targets.

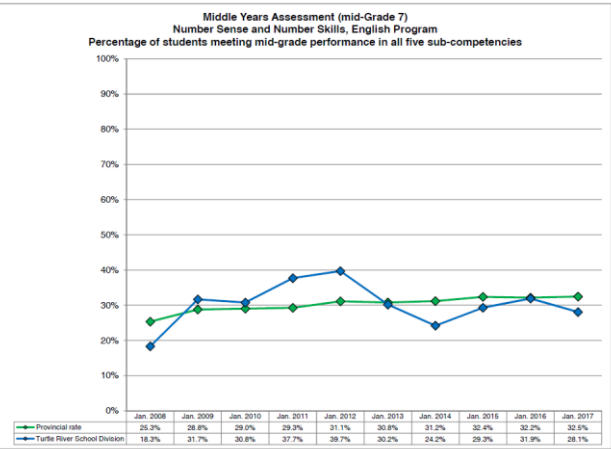
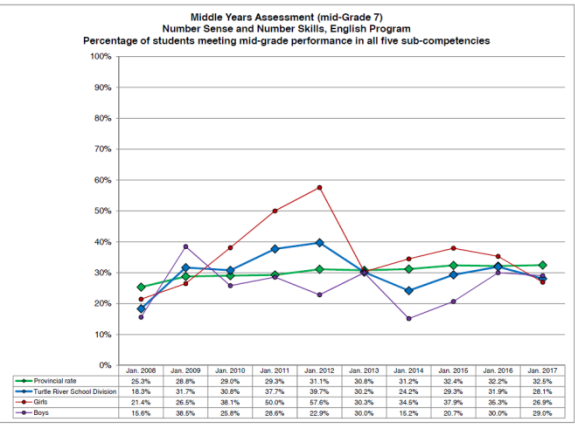
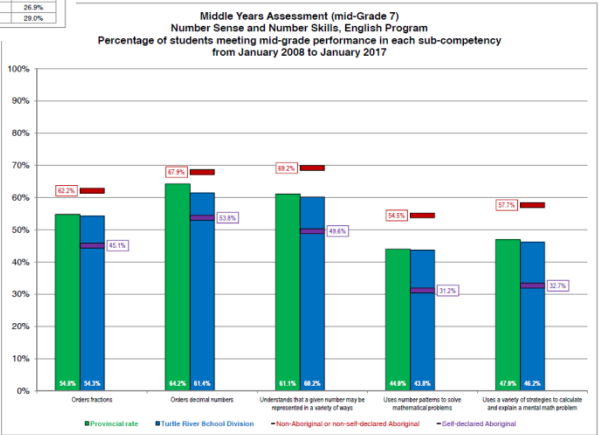
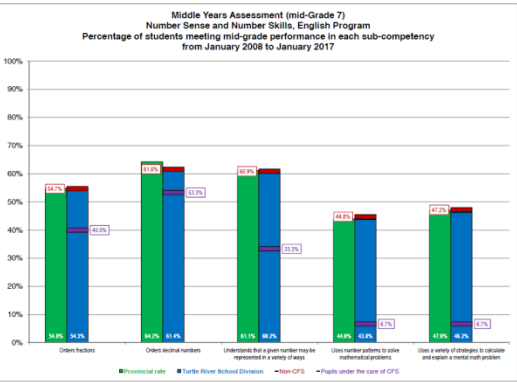
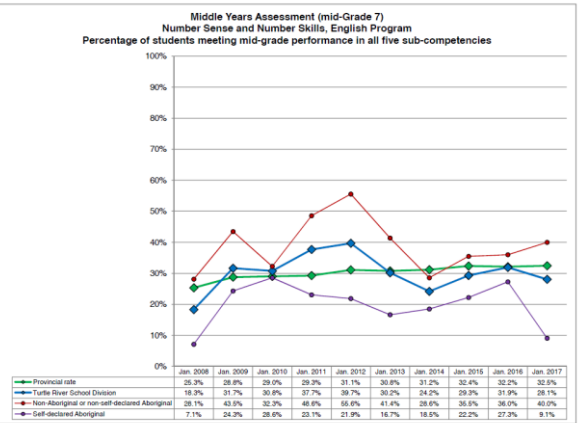
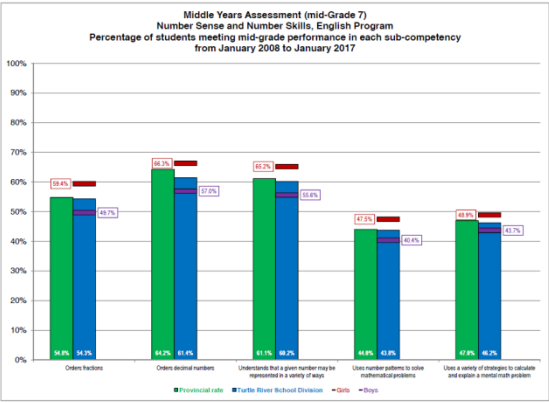
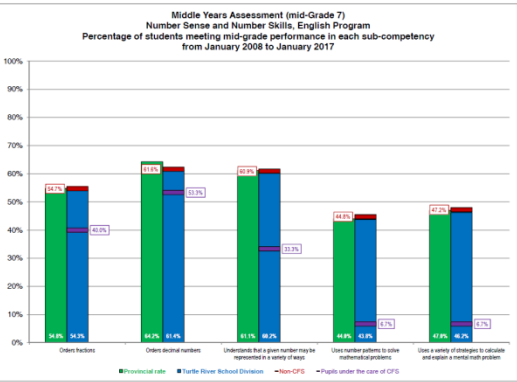
2018/2019 Turtle River School Division Plan

Current Data:
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 Aboriginal 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 Aboriginal 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 Aboriginal 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.*

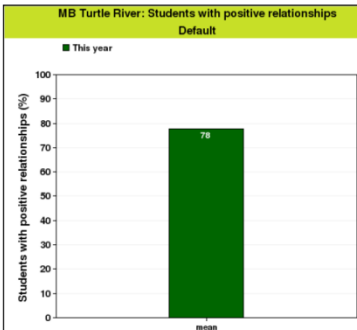
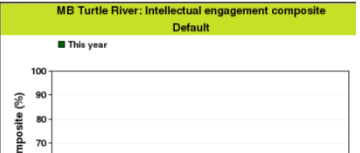
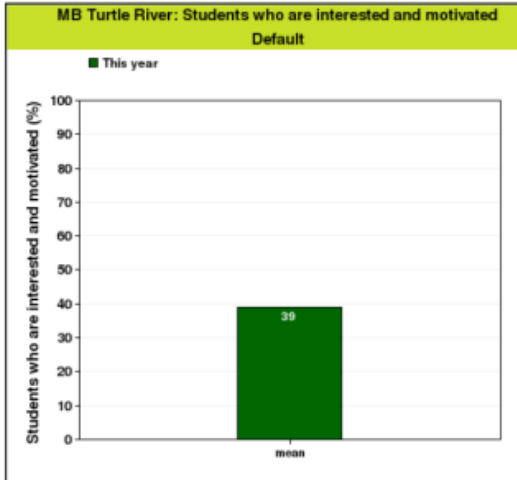
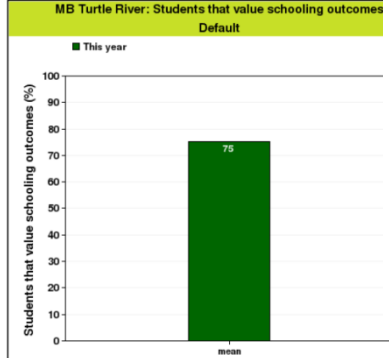
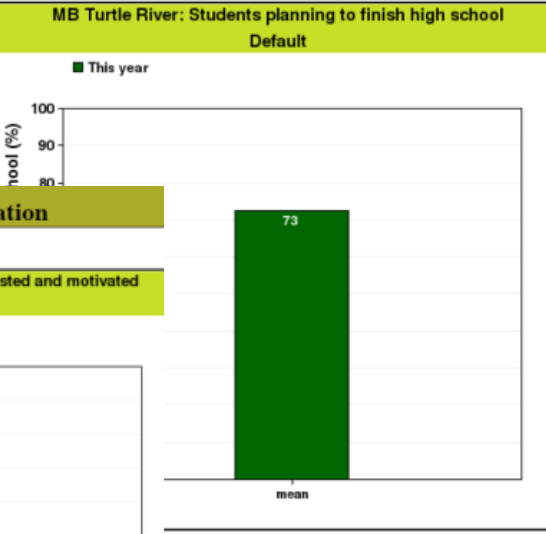
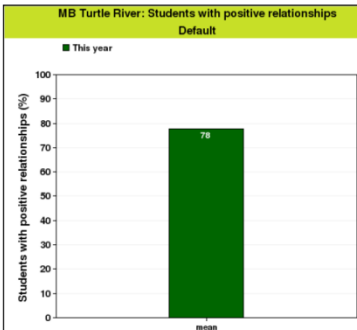
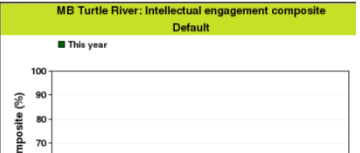
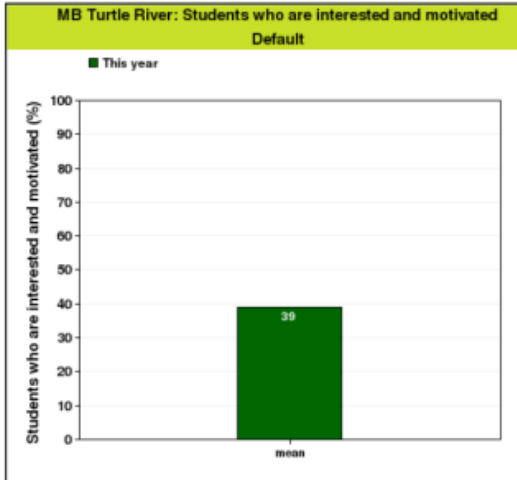
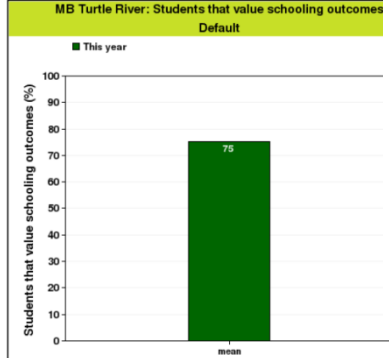
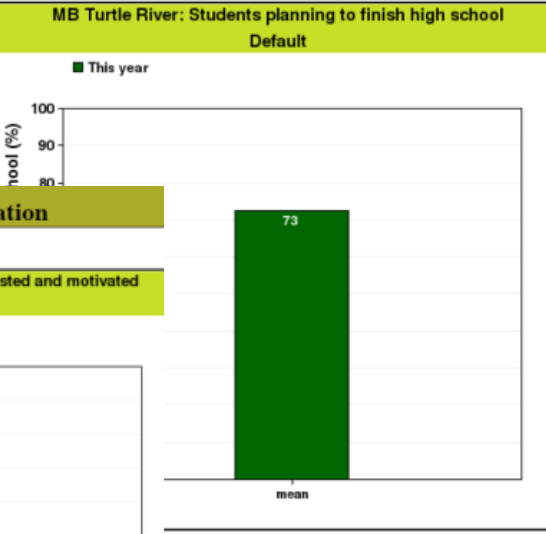
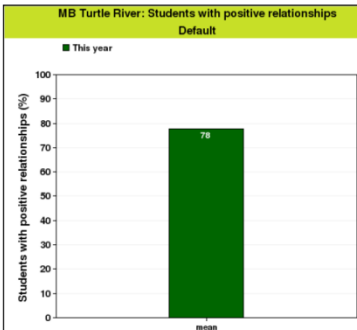
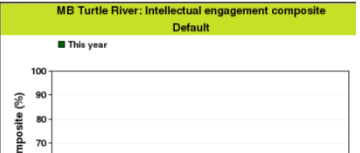
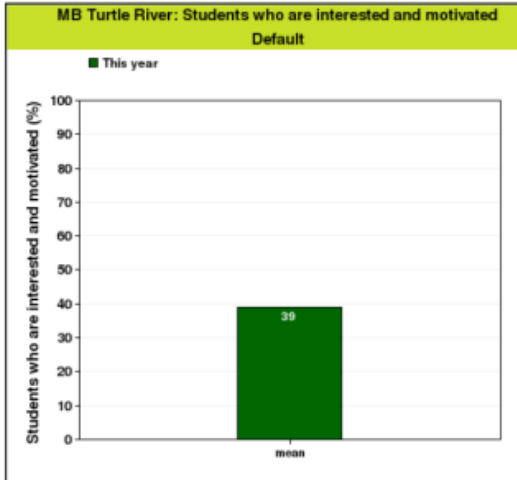
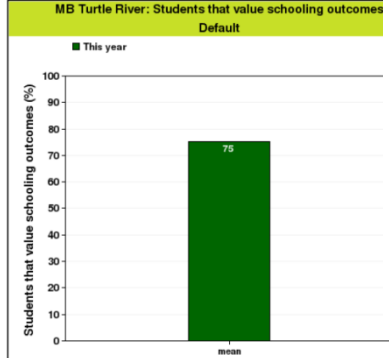
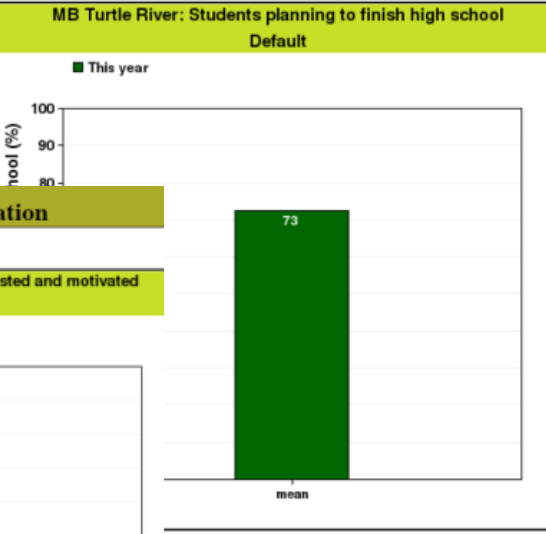
Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data
Literacy	1. By January 2019, 40% of ALL mid-grade 8 students will meet expectations in all three sub-competencies in expository writing (Jan 2017 at 25%). (Jan 2018 at 44.3%).	-Writing will be worked on in ALL subjects, not just ELA -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.... -Appropriate text with content that reflects the learners backgrounds -Increase in purposeful writing being completed fully (through the entire Writing Process) -Student Writing Folders -Teachers will focus on curricular goals	-School Plans will echo similar goals based on their own individual school data. -PD/Training for Teachers (E.g. F&P LLI Intervention program and assessment, Joe Stouffer, etc.) -focus on non-fiction writing tasks -support a variety of writing (journal, short stories, essay, different tense and perspectives, creative stories, etc...) -use of guided reading groups in all grade levels in order to coach all students development in literacy -use of different genres -use of writing organizers (graphic organizers) -technology support for writers -regular usage of “The Writing Process” -writing continuum -PLC groups -Focus must be placed on supporting the disaggregated learners achievement	→provincial assessments (Gr.3/4, 7/8, and 12) -department data & samples of writing from students in each class
	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%).	1. By January 2019, 29% of mid-grade 8 self-declared Aboriginal students will meet expectations in all three sub-competencies in expository writing (Jan 2017 at 26.1%). 2. By January 2019, 23% of mid-grade 8 boys will meet expectations in all three sub-competencies in expository writing (Jan 2017 at 16.7%).	-Student Profiles, Classroom Profiles, & School Profiles -Indigenous Education Initiatives (land-based learning, relevant content, guest speakers <elders>, staff and student PD) -Levelled readers for reading intervention and classroom reading groups -New ELA curriculum support -Assessment Formative and Summative -Intentional Instruction based on assessment results -Feedback – immediate, relevant, and formative -subject learning continuum’s -effective communication with students and parents -Higher Level of thinking, questioning and learning (Blooms Taxonomy) -focus on critical thinking and skills -deeper level of thinking and learning -incorporate the 21 st century skills and thinking -Intentional actions that supports meeting the goal. -Division Training and Support for the Early Years and Middle Years Provincial Assessments	
	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%).	3. By June 2019, 54% of ALL Grade 3 students on average (2009 to 2018) will show an increase in the reading sub-competency “Reflects on and setting reading goals”. (Fall 2009 to 2016 at 49.5%).		



Current Data: 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 Aboriginal students met expectations in all four numeracy sub-competencies, 33.3% of boys met expectations in all four numeracy sub-competencies. <i>Note: Provincially – 34.6% of all students in Grade 3 met expectations in all four numeracy sub-competencies.</i> 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 Aboriginal 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. <i>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.</i>				
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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%).	By January 2019, 34% of self-declared Aboriginal 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%). By January 2019, 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%).	-School Plans will echo similar goals based on their own individual school data. -Focus must be placed on supporting the disaggregated learners achievement -mRLC Numeracy research project -Division Numeracy research project -Marzano’s Nine High Yield Instructional Strategies -Use of good pedagogy: reach-backs; homework; pacing guides; etc. -numeracy consultant support -increased time on math in class (time table / scheduling) and time where math is taught -new teacher support/ mentoring / planning for teacher assignments -Intentional Instruction based on formative assessment results -focus on critical thinking and skills -Higher Level of thinking, questioning and learning (Blooms Taxonomy) -Intentional action that supports meeting the goal. -incorporate the 21 st century skills and thinking -Numeracy Committee - Division Common Exams – Gr. 9-11 HS Essential Math -Division Training and Support for the Early Years and Middle Years Provincial Assessments	→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%).	By January 2019, 34% of grade 7 students in care will meet mid-grade performance in all five sub-competencies in number sense and number skills.		 
	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%).			

Current Data: 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%). -28% of students had a high rate of participation in clubs, the Canadian norm was 42% (In May 2018, TRSD was at 29%) - 68% of students in school had a high sense of belonging, the Canadian norm was 71% (In May 2018, TRSD was at 66%) -26% of students were victims of moderate to severe bullying, Canadian norm is 22% (In May 2018, TRSD was at 23%) -63% of students felt safe attending school, Canadian norm was 65% (In May 2018, TRSD was at 56%) -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) -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)				
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 -Key discussions with stakeholders regarding TTFM survey results - a reduction in social inequity -reduction in bullying	-School Plans will echo similar goals based on their own school data. Resource -Corwin Books Models– Aspire High, School Voice, Student Voice, Teacher Voice, Principal Voice, & Parent Voice -Listen to Learn Trades Technology Programming -New Electrical Construction Program -Automotive -Human Ecology -Woodworking	-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).	-students feel safe attending school -student attendance will show improvement -Indicators listed above showing improvement	-21 st Century Skills incorporation in programming and learning -Intentional action that supports meeting the goal. -Career Planning & Guidance	<div>Participate Clubs</div> <div>MB Turtle River: Student participation in school clubs Default</div> <div><div>This year</div><div>mean</div><div>28</div></div> <div>Bullying, Exclusion, and Harassment</div> <div>MB Turtle River: Bullying, exclusion, and harassment Default</div> <div><div>This year</div><div>mean</div><div>26</div></div> <div>Feel Safe Attending this School</div> <div>MB Turtle River: Feel safe attending this school Default</div> <div><div>This year</div><div>mean</div><div>63</div></div>
	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).	-Indicators listed above showing improvement -Grade 7 provincial assessment data on student engagement will indicate an increase -An increase will occur in our overall student tracked graduation rates of Grade 12 students -An increase in Grade 9 “first-time” credit achievement rates (TRSD 2015/2016 at 94%, prov. at 90%) (in ELA and Math)	-Assemblies K -12 -Engaging lessons and learning that encompasses and respects ALL student strengths and abilities (facilitate student-centred approach learning) -hands-on, interactive, high student interest -student choice and voice -Cross-Grade Interaction -building opportunities for students to teach each other (supports a high level of understanding) -Breakfast and Snack program to support students hierarchy of needs (Manslow) -Focus must be placed on supporting the disaggregated learners	<div>Positive Teacher-Student Relations</div> <div>MB Turtle River: Positive teacher-student relations Default</div> <div><div>This year</div><div>mean</div><div>6.2</div></div> <div>Students with a positive sense of belonging (%)</div> <div>MB Turtle River: Positive learning climate Default</div> <div><div>This year</div><div>mean</div><div>5.9</div></div>

Current Data: 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%) -56% of students are academically engaged, the Canadian norm is 50% (In May 2018, TRSD was at 56%) -78% had positive relationships, Canadian norm is 76% (In May 2018, TRSD was at 72%) -39% of students are motivated and interested in school, Canadian norm is 30% (In May 2018, TRSD was at 34%) -75% valued schooling outcomes, Canadian norm is 73% (In May 2018, TRSD was at 67%)																
Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data												
Student Engagement	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).	-Key discussions with stakeholders regarding TTFM survey results -In February 2019, 50% of students in Grade 7 will indicate that they are engaged and have established self-assessment practices (currently in 2016/2017 17.5%).	-School Plans will echo similar goals based on their own school data. -Focus must be placed on supporting the disaggregated learners achievement - Resource -Corwin Books Models– Aspire High, School Voice, Student Voice, Teacher Voice, Principal Voice, & Parent Voice -Listen to Learn -Use the TTFM survey results to discuss with students at an assembly about bullying, social media, etc...	-TTFM survey data -Grade 7 student engagement provincial assessment												
	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).	Grade 7 Provincial Assessment - Engagement -In February 2019, 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%). -In February 2019, 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%). -In February 2019, 85% of students in Grade 7 will indicate that they are engaged and have established participation in lessons (currently in 2016/2017 -77.2%). -In February 2019, 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%).	-Schools will focus on the 9 areas of Student Engagement as evidenced from TTFM -Cultural Perspective practices and initiatives -Celebrate Successes -Positive Recognition -Special Events -School Assemblies -Spirit Weeks/Days -Pep Rallies -positive staff morale -Cross-Grade Interaction -building opportunities for students to teach each other (supports a high level of understanding) -community and parent involvement	Figure 1: Measures of student engagement in <i>OurSCHOOL</i> <table><tr><td>Social Engagement</td><td>Institutional Engagement</td><td>Intellectual Engagement</td></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>	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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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).		-Intentional action that supports meeting the goal. -21 st Century Skills incorporated in learning and student programming. It must be relevant and practical to students to encourage learning (explain why they need to know this and how they will use it).	<table><tr><td>Positive Relationships MB Turtle River: Students with positive relationships Default ■ This year </td><td>Intellectual Engagement Composite MB Turtle River: Intellectual engagement composite Default ■ This year </td><td>Interest and Motivation MB Turtle River: Students who are interested and motivated Default ■ This year </td><td>Values School Outcomes MB Turtle River: Students that value schooling outcomes Default ■ This year </td><td>Aspirations - Finish High School MB Turtle River: Students planning to finish high school Default ■ This year </td></tr></table>	Positive Relationships MB Turtle River: Students with positive relationships Default ■ This year 	Intellectual Engagement Composite MB Turtle River: Intellectual engagement composite Default ■ This year 	Interest and Motivation MB Turtle River: Students who are interested and motivated Default ■ This year 	Values School Outcomes MB Turtle River: Students that value schooling outcomes Default ■ This year 	Aspirations - Finish High School MB Turtle River: Students planning to finish high school Default ■ This year 								
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Current Data: 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%) 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%)				
Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data
Mental Wellness	By June 2019, 85% of Grade 7-12 students will report low levels of anxiety and depression.	By June 2019, 100% of students in every school will identify two adults in the school they feel comfortable speaking with if and when needed.	-School Plans will echo similar goals based on their own school data. -Focus must be placed on supporting the disaggregated learners	-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 2019, All students in Grades 9-12 will have received the presentation “Everyone Matters”	-Division Social Worker -Class Presentations, -Interventions, and -Workshops -Individual Student counselling	
	By June 2021, 90% of Grade 7-12 students will report low levels of anxiety and depression.		-Seeds of Empathy, Roots of Empathy -Division Social worker facilitates the training in all of the Grade 9-12 classrooms -Schools allocate Time and Support to allow for student and staff member relationships to be developed. - Teacher Relationships with Students - Each student decides what two staff members they would like to have as their “go to” people. Time is allocated for these students and staff members to meet and setup their relationship. -Schools will yearly collect student decided “go-to” people in their building from ALL students. -Schools will distribute a pink sheet that every student will fill in. -School Principals will keep track by each class that all students have indicated their “go-to” people -School principals will keep student sheets at the school and indicate to the Superintendent when completed. -Other Mental health support initiatives -RespectEd -Listen to Learn	

Anxiety

MB Turtle River: Students with moderate or high levels of anxiety
Default

This year

Students with moderate or high levels of anxiety (%)

100
90
80
70
60
50
40
30
20
10
0

20

mean

Depression

MB Turtle River: Students with moderate or high levels of depression
Default

This year

Students with moderate or high levels of depression (%)

100
90
80
70
60
50
40
30
20
10
0

21

mean