

SCHOOL DIVISION REPORTING for 2016/2017 and School Division Plan for 2017/2018

Identification

Name of School Division/District Turtle River School Division	Name of Superintendent (s) Bev Szymesko	Date of Report (yyyy/mm/dd) 2017/10/31
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Division Profile (Provide the staffing numbers in the following roles using FTE as of Sept 30th.)

Teachers 66.30* 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 35.20	Speech/Language Pathologists 0.50	Reading Clinicians 0
Occupational Therapists 1 Services as provided by PRHA	Physiotherapists 0 Services as provided by PRHA	Psychologists 1 on a contract for services basis	Social Workers 1	1.0 Resource Consultant 0.5 FTE French Consultant *Does not include Superintendent, Resource Consultant, Social Worker, 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 – 2016/2017

School Division Priorities

1. Student Engagement

2. School Climate

3. Literacy

4. Numeracy

5. Mental Health

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)
<p>1. <u>Literacy</u></p> <p>By June 2017, 50% of Kindergarten students will have a word bank (vocabulary) of 100 or more words.</p>	<p>NOT MET - In June 2017, we found that 21% of all students had a word bank of 100 or more words. 25% had a word bank of 75 or more words, 38% had a word bank of 50 or more words and 85% of student had a word bank of 25 or more words. We achieved higher results than the previous year as we made some positive changes by including student names and commonly used classroom words such as months, days, colours, etc....</p>
<p>By June 2017, 80% of Kindergarten students will be able to Identify their Letters (alphabet, either uppercase or lowercase) with 80% or greater accuracy.</p>	<p>WORKING TOWARDS – In June 2017, 32% of all students could identify all 52 letters. However, 66% could identify at least 50-51 letters. 89% of students could identify at least 45 letters.</p>
<p>By June 2017, 80% of Grade 4 students will be reading at grade level or better.</p>	<p>MET – In June 2017, 85.2% of all grade 4 students are able to read at grade level or better.</p>
<p>By June 2017, 80% of Grade 8 students will be reading at grade level or better.</p>	<p>MET – In June 2017, 85.1% of all grade 8 students are reading at grade level. In addition, 91.2% of all students are reading at grade 7 or higher level.</p>
<p>2. <u>Numeracy</u></p> <p>By June 2017, 80% of Grade 9 Math students will pass the divisional common exam.</p>	<p>MET – In June 2017, 83% of students passed the Grade 9 divisional math exam.</p>
<p>By June 2017, 75% of Kindergarten Students will be able to count to 30.</p>	<p>MET – In June 2017, ALL students were able to count to 30, or greater.</p>
<p>By June 2017, 75% of Grade 4 students will be able to successfully multiply one-digit computations using an algorithm (e.g. 9x9).</p>	<p>MET – 94% of all students were able to multiply one-digit computations using an algorithm.</p>
<p>By June 2017, 75% of Grade 7 students will be able to covert between fractions, ratios, and decimals.</p>	<p>WORKING TOWARDS - 39% of all students could successfully convert between fractions, ratio's and decimals.</p>

<p>3. School Climate</p> <p>By May 2017, there will be an increase in Positive Classroom Experiences where all classrooms will engage in 4 or more strategies that give students positive experiences in their classrooms. (e.g. Dr. Seuss Day, Themed Lessons/units, UDL units, Inclusive education for all student learning, math work stations/centres, students engaged in their learning, etc....).</p>	<p>APPROACHING – Classrooms in our division are full of engaging and fun activities. All of the schools and classrooms engaged in one and sometimes two activities but overall not all of the classrooms engaged in a minimum of four activities. While there has been tremendous growth in this area we still have room to improve and will continue to work towards meeting this goal so that the classroom and school are fun and engaging.</p>
<p>Using the TTFM Survey data, Students will identify a reduction of 1% of perceived bullying in grades 7-12 by May 2017.</p>	<p>NOT MET – Students have reported a 2.3% increase in bullying in grades 7 to 12. In addition, the grades 4 to 6 students identified almost 5% increase in bullying. The division will be looking further in the types of bullying that are occurring and the level of intensity in the bullying. Lastly, the location the bullying occurs. One thing to note is the increase in bullying outside of school has increased drastically. Students are identifying with strong levels of what to do when being bullied as well as the supports available when at school.</p> <p>In May 2017, 50% of all grade 4 to 6 students in Turtle River reported to being a victim of at least one of the types of bullying. In May 2016, 45% of all grade 4 to 6 students in Turtle River reported to being a victim of at least one of the types of bullying. (4 main types of bullying - physical, verbal, social, and cyber) In May 2017, 33.5% of all grade 7 to 12 students in turtle River reported as being a victim of one of the types of bullying. In May 2016, 31.2% of all grade 7 to 12 students in turtle River reported as being a victim of one of the types of bullying.</p>
<p>4. Student Engagement</p> <p>Using the TTFM Survey data, Students will identify an increased sense of engagement in their class lessons and instruction by 10% in grades 7-12 by May 2017.</p>	<p>WORKING TOWARDS – The data below indicates we did make some improvement; however, we did not meet our goal. We need to focus more on this goal if we want to make real gains with engaging students.</p> <p>In May 2017, 29% students in Turtle River reported to being engaged in their instruction. In May 2016, 28% students in Turtle River reported to being engaged in their instruction.</p>
<p>By May 2017, students will participate in more pro-social activities outside of their regular classroom based learning.</p>	<p>MET – The data collected from students as per the TTFM survey would indicate that we have met this goal. More students are identifying with a sense of belonging in school. They are participating in more school pro-social activities. In May 2017, 82% of grade 4 to 6 students identified a sense of belonging while 76% participated in sports and clubs. In May 2017, 67% of grade 7 to 12 students identified a sense of belonging with 64% participating in sports and clubs.</p>
<p>5. Mental Health</p> <p>By June 2017, 50% of All Students will feel safe enough to speak with a school staff member (using TTFM survey responses).</p>	<p>MET – At least 50% of students feel they can speak with a staff member at school. However, the data indicates that we have actually decreased in this area. Students are beginning to not feel safe to speak with school staff members regarding bullying.</p> <p>In May 2017, students in grades 4 to 6 indicated that 78% of students felt there was a safe way to report bullying and 84% of students feel there are adults at the school that victims can talk to. In May 2016, students in grades 4 to 6 indicated that 83% of students felt there was a safe way to report bullying and 85% of students feel there are adults at the school that victims can talk to.</p> <p>In May 2017, students in grades 7 to 12 indicated that 51% of students felt there was a safe way to report bullying and 48% of students feel there are adults at the school that victims can talk to. In May 2016, students in grades 7 to 12 indicated that 55% of students felt there was a safe way to report bullying and 54% of students feel there are adults at the school that victims can talk to.</p>
<p>By June 2017, the division will have formed a Mental Health Advisory Committee where each school will have representation.</p>	<p>MET – The division formed a committee with the Division Social Worker chairing the committee and meeting at least once.</p>

SCHOOL DIVISION PLAN – 2017/2018

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 VanWalleghem 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.

What data was used?

TTFM bullying surveys
Provincial Baseline Data (May 2017)
PMHA Health Surveys
Provincial Assessment Data (Grades 3/4, 7/8. & 12)
Division Assessment Data (Grade 9 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
2014/15 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.

2017/2018 Turtle River School Division Plan

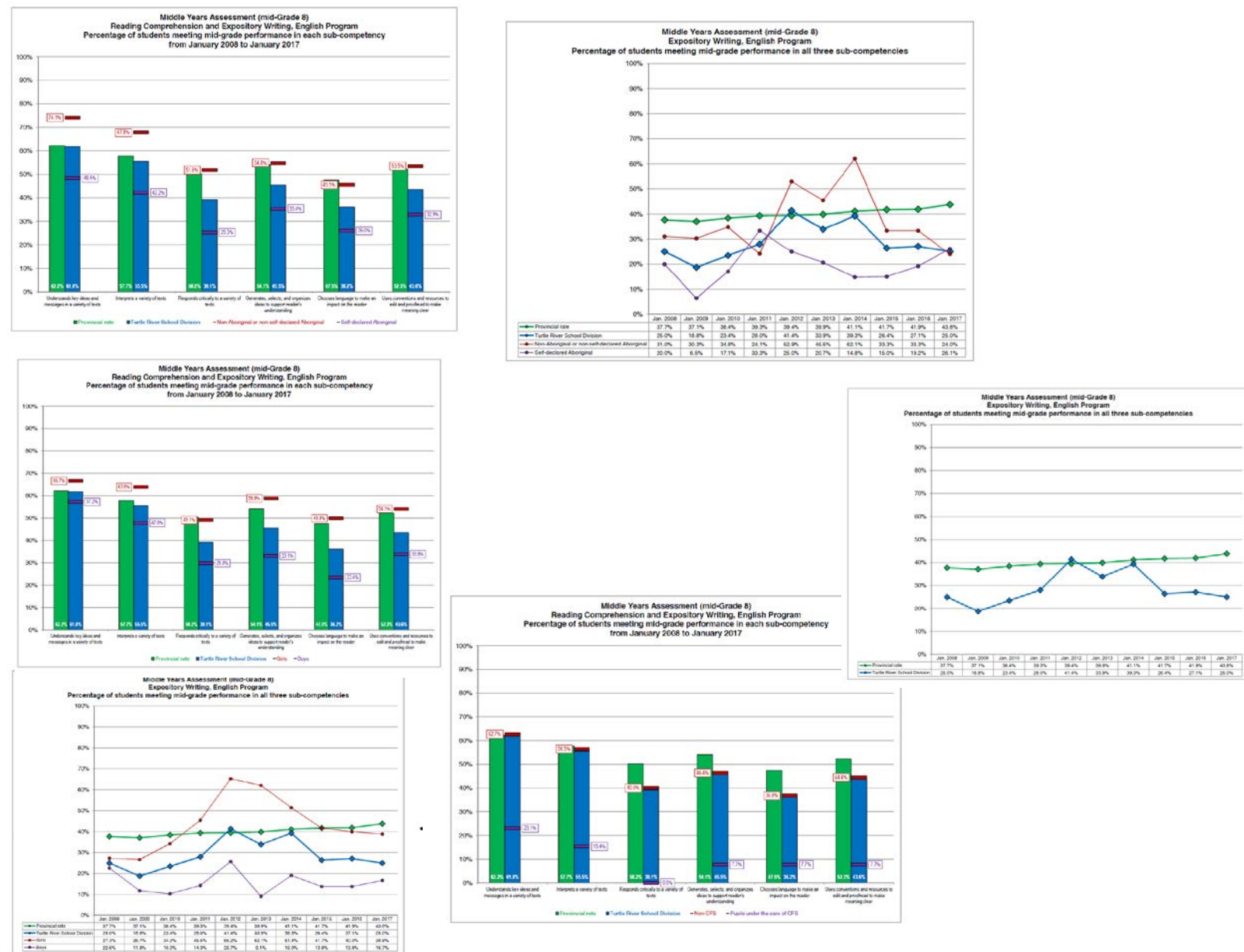
Current Data:

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	<p>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%).</p> <p>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%).</p> <p>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%).</p>	<p>-Writing will be worked on in ALL subjects, not just ELA</p> <p>-Increase in quality writing activities occurring in the classrooms at all grades and levels</p> <p>-students receive feedback/marked work of writing reinforcing correct conventions, etc....</p> <p>-Appropriate text with content that reflects the learners backgrounds</p> <p>-Increase in purposeful writing being completed fully (through the entire Writing Process)</p> <p>-Student Writing Folders</p> <p>-Teachers will focus on curricular goals</p> <p>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%).</p> <p>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%).</p> <p>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%).</p>	<p>-School Plans will echo similar goals based on their own individual school data.</p> <p>-PD/Training for Teachers (E.g. F&P LLI Intervention program and assessment, Joe Stouffer, etc.)</p> <p>-focus on non-fiction writing tasks</p> <p>-support a variety of writing (journal, short stories, essay, different tense and perspectives, creative stories, etc...)</p> <p>-use of guided reading groups in all grade levels in order to coach all students development in literacy</p> <p>-use of different genres</p> <p>-use of writing organizers (graphic organizers)</p> <p>-technology support for writers</p> <p>-regular usage of “The Writing Process”</p> <p>-writing continuum</p> <p>-PLC groups</p> <p>-Focus must be placed on supporting the disaggregated learners achievement</p> <p>-Student Profiles, Classroom Profiles, & School Profiles</p> <p>-Indigenous Education Initiatives (land-based learning, relevant content, guest speakers <elders>, staff and student PD)</p> <p>-Levelled readers for reading intervention and classroom reading groups</p> <p>-New ELA curriculum support</p> <p>-Assessment Formative and Summative</p> <p>-Intentional Instruction based on assessment results</p> <p>-Feedback – immediate, relevant, and formative</p> <p>-subject learning continuum’s</p> <p>-effective communication with students and parents</p> <p>-Higher Level of thinking, questioning and learning (Blooms Taxonomy)</p> <p>-focus on critical thinking and skills</p> <p>-deeper level of thinking and learning</p> <p>-incorporate the 21st century skills and thinking</p> <p>-Intentional actions that supports meeting the goal.</p> <p>-Division Training and Support for the Early Years and Middle Years Provincial Assessments</p>	<p>→provincial assessments (Gr.3/4, 7/8, and 12) -department data & samples of writing from students in each class</p> 

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. *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 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. *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.*

Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data
Numeracy	<p>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%).</p> <p>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%).</p> <p>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%).</p>	<p>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%).</p> <p>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%).</p> <p>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.</p>	<ul style="list-style-type: none"> -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 21st 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 	<p>→provincial assessments (Gr.3/4, 7/8, and 12) -department data</p>

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%
- 28% of students had a high rate of participation in clubs, the Canadian norm was 42%
- 68% of students in school had a high sense of belonging, the Canadian norm was 71%
- 26% of students were victims of moderate to severe bullying, Canadian norm is 22%
- 63% of students felt safe attending school, Canadian norm was 65%
- Positive teacher-student relationships were indicated to be 6.2/10, Canadian norms are also 6/10
- Positive Learning climate was indicated as 5.9 out of 10, the Canadian norm was 5.9/10

Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data																																										
<p>School Climate</p>	<p>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).</p> <p>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).</p> <p>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).</p>	<p>-Students will be involved in more sports / clubs in schools</p> <p>-Key discussions with stakeholders regarding TTFM survey results</p> <p>- a reduction in social inequity</p> <p>-reduction in bullying</p> <p>-students feel safe attending school</p> <p>-student attendance will show improvement</p> <p>-Indicators listed above showing improvement</p> <p>-Grade 7 provincial assessment data on student engagement will indicate an increase</p> <p>-An increase will occur in our overall student tracked graduation rates of Grade 12 students</p> <p>-An increase in Grade 9 “first-time” credit achievement rates (TRSD 2015/2016 at 94%, prov. at 90%) (in ELA and Math)</p>	<p>-School Plans will echo similar goals based on their own school data.</p> <p>Resource -Corwin Books Models– Aspire High, School Voice, Student Voice, Teacher Voice, Principal Voice, & Parent Voice</p> <p>-Listen to Learn</p> <p>Trades Technology Programming</p> <p>-New Electrical Construction Program</p> <p>-Automotive</p> <p>-Human Ecology</p> <p>-Woodworking</p> <p>-21st Century Skills incorporation in programming and learning</p> <p>-Intentional action that supports meeting the goal.</p> <p>-Career Planning & Guidance</p> <p>-Assemblies K -12</p> <p>-Engaging lessons and learning that encompasses and respects ALL student strengths and abilities (facilitate student-centred approach learning)</p> <p>-hands-on, interactive, high student interest</p> <p>-student choice and voice</p> <p>-Cross-Grade Interaction</p> <p>-building opportunities for students to teach each other (supports a high level of understanding)</p> <p>-Breakfast and Snack program to support students hierarchy of needs (Manslow)</p> <p>-Focus must be placed on supporting the disaggregated learners</p>	<p>-TTFM survey data</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Participate Sports</p> <table border="1"> <tr><th>Category</th><th>Value (%)</th></tr> <tr><td>This year</td><td>65</td></tr> <tr><td>Default</td><td>48</td></tr> </table> </div> <div style="text-align: center;"> <p>Participate Clubs</p> <table border="1"> <tr><th>Category</th><th>Value (%)</th></tr> <tr><td>This year</td><td>28</td></tr> <tr><td>Default</td><td>42</td></tr> </table> </div> <div style="text-align: center;"> <p>Bullying, Exclusion, and Harassment</p> <table border="1"> <tr><th>Category</th><th>Value (%)</th></tr> <tr><td>This year</td><td>26</td></tr> <tr><td>Default</td><td>22</td></tr> </table> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>Feel Safe Attending this School</p> <table border="1"> <tr><th>Category</th><th>Value (%)</th></tr> <tr><td>This year</td><td>63</td></tr> <tr><td>Default</td><td>65</td></tr> </table> </div> <div style="text-align: center;"> <p>Positive Teacher-Student Relations</p> <table border="1"> <tr><th>Category</th><th>Value</th></tr> <tr><td>This year</td><td>6.2</td></tr> <tr><td>Default</td><td>6.0</td></tr> </table> </div> <div style="text-align: center;"> <p>Positive Learning Climate</p> <table border="1"> <tr><th>Category</th><th>Value</th></tr> <tr><td>This year</td><td>5.9</td></tr> <tr><td>Default</td><td>5.9</td></tr> </table> </div> <div style="text-align: center;"> <p>Sense of Belonging</p> <table border="1"> <tr><th>Category</th><th>Value (%)</th></tr> <tr><td>This year</td><td>68</td></tr> <tr><td>Default</td><td>71</td></tr> </table> </div> </div>	Category	Value (%)	This year	65	Default	48	Category	Value (%)	This year	28	Default	42	Category	Value (%)	This year	26	Default	22	Category	Value (%)	This year	63	Default	65	Category	Value	This year	6.2	Default	6.0	Category	Value	This year	5.9	Default	5.9	Category	Value (%)	This year	68	Default	71
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Current Data: In Fall 2016, Grade 7-12 students indicated on average using the TTFM survey the following:

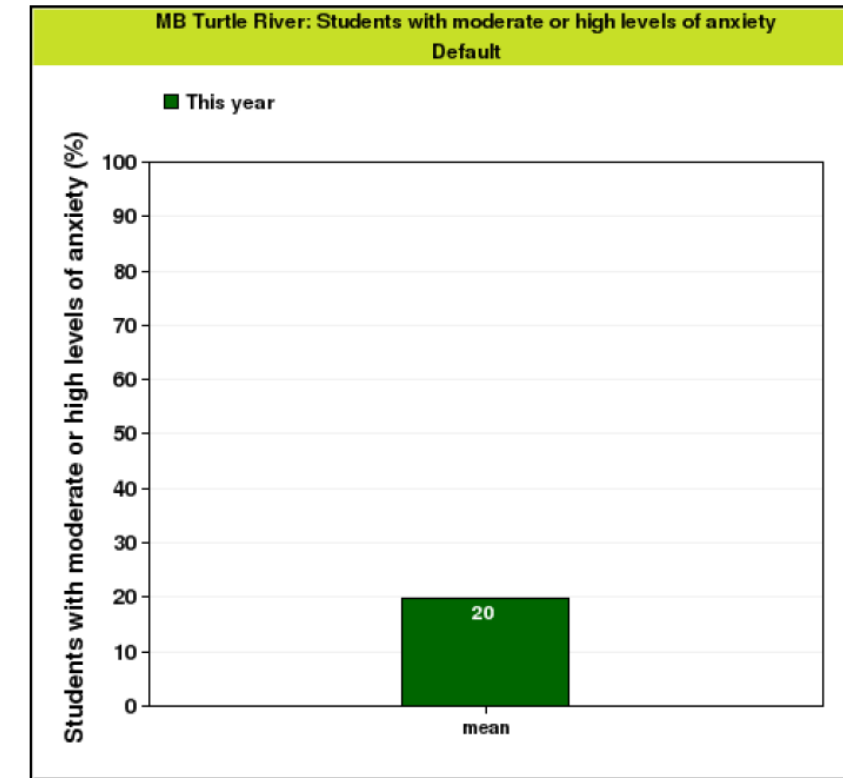
- 73% of students had aspirations for finishing high school, the Canadian norm is 82%
- 56% of students are academically engaged, the Canadian norm is 50%
- 78% had positive relationships, Canadian norm is 76%
- 39% of students are motivated and interested in school, Canadian norm is 30%
- 75% valued schooling outcomes, Canadian norm is 73%

Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data																										
<p>Student Engagement</p>	<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>-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%).</p> <p>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%).</p>	<p>-School Plans will echo similar goals based on their own school data.</p> <p>-Focus must be placed on supporting the disaggregated learners achievement</p> <p>- Resource -Corwin Books Models– Aspire High, School Voice, Student Voice, Teacher Voice, Principal Voice, & Parent Voice -Listen to Learn</p> <p>-Use the TTFM survey results to discuss with students at an assembly about bullying, social media, etc...</p> <p>-Schools will focus on the 9 areas of Student Engagement as evidenced from TTFM</p> <p>-Cultural Perspective practices and initiatives</p> <p>-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)</p> <p>-community and parent involvement</p> <p>-Intentional action that supports meeting the goal.</p> <p>-21st 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).</p>	<p>-TTFM survey data -Grade 7 student engagement provincial assessment</p> <p>Figure 1: Measures of student engagement in OurSCHOOL</p> <table border="1" data-bbox="1383 544 2128 1008"> <thead> <tr> <th>Social Engagement</th> <th>Institutional Engagement</th> <th>Intellectual Engagement</th> </tr> </thead> <tbody> <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> </tbody> </table> <table border="1" data-bbox="2253 433 3030 917"> <thead> <tr> <th>Social Engagement <i>Student is involved in the social life of the school</i></th> <th>Institutional Engagement <i>Student values and strives to meet the formal requirements for school success</i></th> <th>Intellectual Engagement <i>Student makes an emotional and psychological investment in learning</i></th> </tr> </thead> <tbody> <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>Attendance</td> <td>Effort</td> </tr> <tr> <td>Positive Friendships at School</td> <td>Positive Behaviour</td> <td rowspan="2">Appropriately Challenged</td> </tr> <tr> <td></td> <td>Homework and Study Habits</td> </tr> </tbody> </table> <p>Aspirations - Finish High School</p> <p>Positive Relationships</p> <p>MB Turtle River: Students with positive relationships Default ■ This year 78</p> <p>Intellectual Engagement Composite</p> <p>MB Turtle River: Intellectual engagement composite Default ■ This year 56</p> <p>Values School Outcomes</p> <p>MB Turtle River: Students that value schooling outcomes Default ■ This year 75</p> <p>Interest and Motivation</p> <p>MB Turtle River: Students who are interested and motivated Default ■ This year 39</p> <p>Students planning to finish high school</p> <p>MB Turtle River: Students planning to finish high school Default ■ This year 73</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	Social Engagement <i>Student is involved in the social life of the school</i>	Institutional Engagement <i>Student values and strives to meet the formal requirements for school success</i>	Intellectual Engagement <i>Student makes an emotional and psychological investment in learning</i>	Sense of Belonging at School	Values Schooling Outcomes	Interest and Motivation	Participation in Sports and Clubs	Attendance	Effort	Positive Friendships at School	Positive Behaviour	Appropriately Challenged		Homework and Study Habits
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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%. 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%.

Division Priority	SMART Goal (benchmarked)	Indicators	Strategies	Evaluation/ Assessment / Source of Data
<p>Mental Health</p>	<p>By June 2019, 85% of Grade 7-12 students will report low levels of anxiety and depression.</p> <p>By June 2020, 88% of Grade 7-12 students will report low levels of anxiety and depression.</p> <p>By June 2021, 90% of Grade 7-12 students will report low levels of anxiety and depression.</p>	<p>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.</p> <p>By June 2019, All students in Grades 9-12 will have received the presentation “Everyone Matters”</p>	<p>-School Plans will echo similar goals based on their own school data.</p> <p>-Focus must be placed on supporting the disaggregated learners</p> <p>-Division Social Worker</p> <ul style="list-style-type: none"> -Class Presentations, -Interventions, and -Workshops -Individual Student counselling <p>-Seeds of Empathy, Roots of Empathy</p> <p>-Division Social worker facilitates the training in all of the Grade 9-12 classrooms</p> <p>-Schools allocate Time and Support to allow for student and staff member relationships to be developed.</p> <p>- 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.</p> <p>-Schools will yearly collect student decided “go-to” people in their building from ALL students.</p> <p>-Schools will distribute a pink sheet that every student will fill in.</p> <p>-School Principals will keep track by each class that all students have indicated their “go-to” people</p> <p>-School principals will keep student sheets at the school and indicate to the Superintendent when completed.</p> <p>-Other Mental health support initiatives</p> <p>-RespectEd</p> <p>-Listen to Learn</p>	<p>-TTFM survey data</p> <p>-Collected data tracked from the facilitator of classroom presentations</p> <p>-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</p> <p>-Div. Social worker caseload summary data</p>

Anxiety



Depression

