

A dark blue vertical bar runs down the left side of the page. A blue arrow-shaped graphic points to the right from the bar, containing the text '2022-2023'.

2022-2023

Rivers Collegiate

School Strategic Plan

Post-Covid Restrictions

A series of overlapping, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating a sense of movement and growth.

ROLLING RIVER SCHOOL DIVISION



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Preface

Philosophy of Inclusion

Rolling River School Division and Rivers Collegiate planning and programming is guided by the Manitoba Philosophy of Inclusion:

Manitoba Education is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

Source: Appropriate Education Programming in Manitoba: Standards for Student Services (2006). Manitoba Education and Training

Principal's Message

Parents, Students, and Community members,

In 2019-20, we embarked on our final year of a 5-year plan with RRSD and the Province of Manitoba Department of Education and Training. As you are all aware, the Covid-19 Pandemic hit in March 2020, and we were forced into a variety of restrictions and changes including masks, sanitization, social distancing, and cleaning of high touch surfaces for the next couple of years. We did not move away from the four main priorities; however, we did need to consider new ways and pedagogies to work through the plans with those restrictions.

During the pandemic, we were faced with “building the plane while already in flight”. We saw schools across the planet adopt new techniques, technologies, and ways of instructing our students. Our pedagogies changed to focus more and directly on the learning, and not solely on how we did things in the past. There was a definite shift in our school environment and how teachers and students worked together. We observed so wonderful aspects of teaching and learning, and we noted areas that required greater support.

As we now head back to *normalcy* in education, we will continue to use some of what we learned during the pandemic and let go of some past practices that are no longer effective in our new world. As we implement more opportunities for students back into our school (sports, athletics, Hockey Skills Academy, Social Justice, Art Club, Wetlands, Youth in Philanthropy etc...) we hope to see more students re-engaging in many parts of our school including academics, athletics & clubs, and community service. Students, take advantage of the changes and be ready for **your future**.

Every year, we encourage our **staff** to participate in professional development opportunities (Agile Schools, Visible Learning, Mental Health First Aid, mRLC Math, Literacy training etc...) to help them gain new skills or refined skills to improve their teacher toolbox. We continue to encourage and expect our **students** to become more self-motivated and push themselves to greater limits during their learning path. We ask that all **parents** take active roles in their

children's learning as we can together strive for continuous improvement in the four priorities of Mental Health & Well-Being, Cultural Proficiency, Numeracy, and Literacy. In a collective partnership between parents, students, educators, and community members, we can be part of the equation to ready our students and children for the future.

As a school, we will continue to communicate with our school community members in hopes of hearing more voices as we continue to create a better place to learn and work. I look forward to the journey within the strategic plan and celebrating our accomplishments throughout the year.

Yours in education,

Mike Klassen

Principal
Rivers Collegiate

Stakeholder Information

Domains for Parent/Stakeholder Involvement	Actions Undertaken at RCI
<p>Parents: To support and assist families by providing opportunities to understand the social, emotional, and educational needs of our students.</p>	<ul style="list-style-type: none"> • Attempts to provide information regarding workshops for parents on topics that parallel school/divisional priorities. • Make attempts to support families by providing workshops, meetings, and/or relevant information that involve parent input. • We have a School Social Worker to further assist in meeting the needs of families requiring assistance.
<p>Communication: Utilizing and creating 2-way communication channels between home and school</p>	<ul style="list-style-type: none"> • RCI will use PowerSchool to communicate student learning/achievement towards Manitoba Curriculum outcomes. • RCI will use the PowerSchool Program (Messenger), a communication tool that enables school administrators to send Phone or Email messages to parents and/or staff, regarding any kind of school related event such as special announcements, parent nights, last minute cancellations, and good news stories. • Provide parent access to our school website so they may stay current on student progress, school activities and events. • Engagement of students and parents in school planning priorities through feedback surveys (Tell Them From Me). • Use of school or classroom websites and various apps (Microsoft TEAMS) to communicate homework, class priorities, reminders, etc. • The addition of the My Blue Print, career planning program has assisted students, parents, and school staff to communicate further about education, future careers, and how to get there. • Inviting parents into our school to meet with staff or administration to discuss their

	<p>child's progress throughout the year as necessary.</p> <ul style="list-style-type: none"> • Use of email to communicate between staff, parents, and students for updates of homework, concerns, good news/achievements of students. • School website updated regularly with information and events. • School plan and community report to communicate goals, successes, challenges and next steps. • Outdoor school sign updated regularly with important upcoming dates and information. • Teachers are encouraged and expected to make regular contact with parents regarding student progress especially when a student is struggling with academic, behavioural and social emotional concerns.
<p>Volunteering: Parents and community members are welcomed as coaches, chaperones, guest speakers and as audiences in school.</p>	<ul style="list-style-type: none"> • Parent volunteers to help coach sports teams or attend as chaperones on field trips and at school events. • Parents invited to assist with classroom presentations in areas of their expertise. • Parent volunteers for specialty events such as Vision & Hearing Screening Testing. • Parents are welcome to attend our Undergrad & Graduation ceremonies, special guest presentations, Band concerts, sporting events, and Grade 7 & 9 & 12 Transition meetings or Grad Parent group meetings etc...
<p>Decision Making: Include students, parents and stakeholders as participants in school decisions and advocacy activities.</p>	<ul style="list-style-type: none"> • RCI utilizes the <u>Tell Them From Me Survey</u> (<i>Our School</i>) which supports student voice and parent voice. • Cultural Proficiency surveys (RCI based). • Report Card Data will be used to make decisions about academic needs in our school.

	<ul style="list-style-type: none"> • Student surveys created by the school will be completed by students in the fall and spring of each year. • Ongoing “check-ins” with students and parents where feedback can be given regarding our school programming and progress towards our continuous goals. • Gr. 7-12 Discipline Reports & Suspension Notices. • Parent, Student, and Staff emails and other forms of communication. • Grade 7 & 9 transition meetings (May or September) for students and parents as they prepare for entry to Jr. High and the Credit System respectively. • We hosted a grade 12 transition meeting in September and a Graduation 2023 Parent meeting in November to assist parents in preparing their son/daughter for graduation. • Ongoing support will be offered throughout the school year for students.
<p>Community Collaboration: Coordinate resources and services for students, families, and community groups to include agencies, business, cultural organizations, and post-secondary institutes.</p>	<ul style="list-style-type: none"> • Gr. 9/10 students have a Careers credit (Life Work Exploration) tied into their ELA credits and earn a second credit along with valuable information about careers, resume writing and job applications as preparation for life after high school. • More students are working on the Community Service credit offered by MB Education & Training. Grade 9-12 students are gaining valuable experiences working in the community and giving back. • Two students will be working on a Cultural Exploration credit in 2022-23 as they travel to out of country to learn more about cultures abroad. • Grade 11/12 work experience connects students to different professionals and businesses in and around our community. • The Career Preparation, Life Work Experience, Credit for Employment, and Apprenticeship programs also allow

	<p>students to consider their career paths as they move towards adulthood.</p> <ul style="list-style-type: none">• Students from all grades at RCI volunteer to help with organizing and running school events on a regular basis (Student Council, Halloween for Harvest, MTS PD Day participation, Rage Hockey games and home games for teams sports, etc..)• Many students have also been regular volunteers at Rivers Elementary as we attempt to create greater partnerships and relationships with staff and students with RES.• Attempts have been made to create relationships with local First Nations communities to help support better understanding of the First Nations culture and the process of Truth & Reconciliation. In 2022-23, we hope to spend time with a local first nations community to bring closer connections between our community and theirs.• We have a daily land and treaty acknowledgement statement read during our opening announcements.• Continuing in 2022-23, RCI will partner with the Rivers & Area Community Foundation in offering students the opportunity to belong to a <i>Youth in Philanthropy</i> team. We hope to involve at least two students from each grade as members of this group. In past years, our team handed our approximately \$3,500 to local community group projects.
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School and Community Demographics

Community Profile:

- In 1908, Rivers was named after Sir Charles Rivers Wilson, Chairman of the Board of the *Grand Trunk Pacific Railway*.
- The history and heritage of this ‘rail town’ continues to grow as Rivers is still a major transportation and shipping rail-line.
- Rivers is located 40km northwest of Brandon and currently has a population of approximately 1200 people. The community is growing and seeking ways to promote themselves as a tourist attraction and a good option for families to consider when moving to Westman.
- Rivers is situated near the Rivers Provincial Park, Lake Wahtopanah, Aspens Walking Trail, and the Rivers Wetland Centre of Excellence.
- Riverdale Community Complex is a wonderful complex where our Hockey Skills Academy take place.
- Rivers Collegiate is situated within the town of Rivers and municipality of Riverdale, Manitoba.
- Rivers Elementary School is located within walking distance of RCI.

School Profile

- **160** students (2022);
- Projected population: ***We should stabilize around 160-165 for a few years.***
- Approximately, **22%** of our school population identify as being *First Nations, Métis, or Inuit*.
- **98%** of students speak **English** at home.
- **96%** of students at RCI were **born in Canada**.
- *Agile Schools: Learning Sprints, Cultural Proficiency training, Response to Intervention (RTI), Attachment Theory, Universal Design Learning (UDL), Differentiated Instruction (D.I.), Non-Violent Crisis Intervention (NVCI), Mental Health First Aide, Asist Training, and a “We Care” attitude* have helped teachers adapt to the ever-changing world of education to further assist our students.
- We consider our school to be *Environmentally Friendly* and include elements of *Outdoor Education, Biodiversity, Nature Based Learning, Health, Fitness, Well-Being, Food & Nutrition, Woodworking, Arts and Music* to enrich our students understanding of the world around them.
- The inclusion of a *wetlands management* program & outdoor education classes, *hockey skills academy*, and a state-of-the-art *fitness room* have assisted in transforming our school to becoming a more positive environment for students to learn.
- This year, we hope to re-establish our school identity and created a true sense of belonging for our students.

Staff Profile 2022-23

- Principal (1.0 FTE) & Teachers (11.0 FTE)
- School Social Worker (.50 FTE shared with R.E.S.) & Resource (.50 FTE)
- SSF Coordinator (1) & Educational Assistants (5.5)
- Administrative Assistant (1), Librarian (.5)
- Custodian (1), Cleaner (1) & Bus Drivers (5)
- Career Development Coordinators (2) (based out of RRSD)
- 2 Student Teachers (Brandon University) in October 2022 and others in Winter 2023.
- Numerous parents & community members (approximately 20-25 per year) volunteer within our school as coaches, guest speakers, chaperones, drivers, or volunteers for events that take place at RCI.
- We also work closely with a PMH Mental Health worker, CFS workers, Rivers Police, Ambulance, & Fire services, as well as the Riverdale Youth Justice Committee.
- Teen Clinic has been in our school helping students since January 2019. We are waiting to hear if we will have access to the Teen Clinic this year.

Strengths:

- Within our community, RCI has hosted:
 - **Internet Child Exploitation Unit** (Gord Olson) presentation (December 2022).
 - **MADD: Drunk Driving & Marijuana Use** presentations (December 2022)
 - This year, we intend to have more guest speakers work with our students in the areas of ***Life Skills training, SERC presenters: LGBTQ+, Transgender & Identity, and Human Sexuality, SafeTalk (Suicide prevention Training), Cultural Proficiency*** among other areas as time allows.
- We are part of the RRSD *One-to-One Technology* program. All students at RCI have personal devices or access to a device each day. Students are expected to adopt the Appropriate Use agreement and utilize the devices for education and learning.
- RCI has multiple partnerships with local, regional, provincial, and national organizations and agencies to help support our staff, students, and community in developing a safer and more engaging environment for learning. (RACF, CFS, AFM, PMH, Mental Health, local businesses, Ducks Unlimited Canada & Oak Hammock Marsh, Fort Whyte Alive, Tree Canada, Nutrients for Life, EECOM, Royal Roads University, MB Parks, Parks Canada, among others).
- As part of RRSD, RCI is grateful for opportunities to take part in professional development workshops such as Focus on the 90%-re-engagement and motivational speaker *Darci Lang*, Cultural Proficiency (various presenters), Non-Violent Crisis Intervention, Asist (Suicide prevention), Mental Health First Aid, Manitoba Rural Learning Consortium (Grade 7, 8, 9, 10 Math, ELA & Literacy trainings), Agile Schools (Simon Breakspear), Response to Intervention (RTI), among many other learning opportunities.

Challenge Areas:

- Low enrollment in certain courses has led to adjustments in our timetable and unfortunately results in us offering fewer elective courses for students in the future. We continue to encourage students to expand their selections and not take the bare minimum when considering credits and graduation. “Do whatever you can now, so you can do whatever you want later” motto has been expressed to students. This is an ongoing work in progress. As our school population increases/stabilizes over the next few years, low enrollment should balance out to provide equal numbers in our classrooms. In 2022-23, we have seen some of our classroom numbers swell over 30 students in several of our classes in high school.
 - We have been able to split most of our Jr. High courses (Math, ELA, SS, Science, Home Ec, Shops, French) to accommodate for large number in Gr. 7.
 - In Grade Ten, we have been able to split some optional courses
- Meeting the needs of a diverse learning population. The ever-growing expectation to meet the needs of our students in the areas of social, emotional, and academics becomes more difficult each year.
- Mental Health & Well-Being is possibly our toughest challenge at RCI. We work hard to get to know our students and understand the struggles they have academically, physically, and social emotionally. This seems to be an area of concern for young people and one that we are continuing to learn about and consider how we can assist our students best.
- During the pandemic, we were forced to cut two main programs (Hockey Skills Academy & Wetland Management). Fortunately, the Hockey Skills Academy was brought back for our students to participate in. Currently we have approximately 80 students involved in this program in grade 7-12.

Rivers Collegiate

Vision:

Rivers Collegiate is committed to the pursuit of excellence in Academics, Athletics, and Citizenship Education. Responsibility and respect for self, others, and the environment is an expectation of everyone at RCI. At Rivers Collegiate, all students are encouraged to be the best they can be.

During the first full day of classes in September, our staff reviewed a wide variety of topics with our students to frontload their school year with reminders and refresher courses on items such as technology use, saving files, sending emails and documents appropriately, and expectations around due dates and late assignments. This first day was to help set the tone for the school year and assist students with understanding our common goals and objectives for the year. We took a smaller survey of our students to find out what themes were still lingering from the pandemic. We will be working with this information in various school groups over the year to further benefit our students. This information, along with what was gathered through **our Tell Them From Me** survey (May 2022), has provided us with detailed information about our students. We thank the students for their opinions and will return throughout the school year to gather more data and information about their thoughts regarding our school.

We are re-designing our **Safe & Caring Schools Committee** for 2022-23 and look forward to working with new representatives in this group. We will include the following people to help create a better school environment at RCI. Our team includes: RCI Administrator, Resource & Classroom Teacher, School Social Worker, Community Parent, an RHA member, Riverdale Early Learning Centre director, 6 students, and our local police.

Mission Statement:

- *Rivers Collegiate exists to provide through a partnership of Students, Parents, School and Community:*
 - *Safe, supportive and positive learning environments with*
- *Opportunities and challenges to develop full intellectual, physical, emotional potential and life-long learning skills for*
 - *Success in adapting to our changing world.*

Beliefs and Values:

At Rivers Collegiate, we believe in developing a positive school climate by providing a safe, supportive, orderly environment where respect is always present. We believe that education is a partnership between school, community, students and parents.

A successful experience at our Collegiate requires trust, cooperation and constant communication involving all members of our school community. It is our belief that well-educated students must receive a well-rounded education, which includes a firm knowledge of academics, technology, skills in leadership, service and athletics.

We are committed to the use of a wide variety of instructional techniques and experiences in meeting the needs of our students. Finally, we believe in providing consistent, fair, realistic guidelines and consequences and that student rights are accompanied by responsibilities. True discipline is self-discipline and to reach that goal, responsibility lies with the student, teachers and parents.

Rivers Collegiate School Plan 2022-23

Priority Domain: Mental Health and Well Being

Current Level of Performance: According to the 2021-22 *Tell Them From Me* (TTFM) survey

- 73% of parents felt their child was safe at RCI. However only 9 parents responded to requests to participate in this survey in May 2019.
- 87% of students stated they **had not** been part of or witnessed physical bullying however there was a noticeable observation regarding online/cyber bullying with students.
- 78% of students feel that RCI is a safe school. The national average is 66%.
- 61% of students have a positive sense of belonging at RCI and 82% felt they had positive healthy relationship at school with staff or friends.
- 65% of students report a positive learning environment. (64% is the National Avg).
- 74 % of our students value school outcomes but only 69% of students aspire to finishing high school. (78 % female & 64% male). However, our graduation rate is consistently around the 93-96th percentile range over the past 7 years.
- 12% of our students intend to pursue a trade program after high school.
- 63% of our student population belong to an athletics/sports program at RCI; national average is 44%. There was a 30% increase in sports/activity participation over the past year with the lifting of restrictions. We expect this number to be higher next year.
- 33% of students reported having moderate-high levels of anxiety. 65% report they have a good level of self-esteem
- 61% of students have a positive sense of belonging at RCI and 82% felt they had positive healthy relationships at school with staff or friends.

Goal: By the end of June 2023, 80% of students, parents, and staff will identify RCI as a safe and caring school.

Ways to Achieve:

- Safe & Caring Schools committee formation including community members/parent, students, and staff.
- School Pride & Belonging: clothing, events, assemblies, ceremonies to celebrate the positives in academics, athletics, and school service.
- Certify Grade 11 students in Safe-Talk and other mental health educational programming.
- 80% of our staff were certified in CPR/First Aid training in 2022.
- Promote health, fitness, and wellbeing through Physical Education, Health, Hockey Skills Academy, Outdoor Education, intramurals, athletics, and our fitness room.
- Mental Health 1st Aid, Asist, and NVCI Training for staff members.
- Breakfast /Lunch program and designation of the SSF Room as a “safe space” for students to work and learn.
- Utilizing nature-based learning to promote a reconnection of students to the great outdoors and natural world around them.
- Headstrong training, Peer Tutors & Mentors, Choir group, Homework Club, Woodworking Wednesdays, Art Club Fridays, Volunteer opportunities, and Pride week activities among others.
- All Staff have been certified in Respect in Schools and several now are training in Respect in Sport if/when coaching or supervising teams. We will also be asking student coaches to certify in this as well.

<u>Performance Targets</u>	<u>Strategies</u>	<u>Indicators of Success</u>	<u>Timelines</u>	<u>Responsibility</u>	<u>Status Update</u>
By the end of June 2023, 80% Students, parents, and staff will identify RCI as a safe and caring community	<ul style="list-style-type: none"> - Promote health, fitness, and wellbeing through Physical Education, Health, Hockey Skills Academy, Outdoor Education, Wetland Management courses, intramurals, athletics, and our fitness room. - Flexible scheduling for students, as they require it. - Restitution. - Safe & Caring Schools committee formation including community member/parent, students, and staff. - School Pride: Rams T-Shirts f& Water Bottles for all students & staff. - Train all Grade 11 students in Safe-Talk Spring 2020. - Assemblies and ceremonies to celebrate our various successes in academics, athletics, and school volunteer service. - Breakfast /Lunch program and designation of the SSF Room as a "safe space" for students to work, learn, and grow. - Headstrong training, Peer Tutors & Mentors, Social Justice, choir group, Homework Club, Volunteer opportunities, among others. - 1 "in-house" PD session for teachers. - Mental Health 1st Aid Training. - Develop Wetlands/ Outdoor Ed/ Sustainable Living courses to connect back to nature. - Implementation of Hockey Skills Academy to foster sense of community and belonging. 	<ul style="list-style-type: none"> - Observation of positive student interactions. - Tracking of incidents (who, when, where). - Discussion at staff meetings re: strategies being used and how they are working. - TTFM (Our School) survey. - Student led projects working in conjunction with Municipality - Increased student participation in Student Council Activities. - Increased enrollment of HSA. - Ongoing Student surveys and questionnaires during the school year to provide <i>temperature checks</i> of students. 	<p>All staff trained in Respect in Schools, and working towards recertifications in NVCI, Mental Health First Aid and Asist trainings..</p> <p>TTFM (Our School) Survey Spring 2023.</p> <p>Life Skills Training Safe Talk training</p> <p>Continued check-ins with students-ongoing during the school year.</p>	<p>All staff have their Respect in School certifications (Fall 2022)</p> <p>Support Staff getting to know all students.</p> <p>School Social Worker will be working with our students and assessing needs on an ongoing basis with our student support team</p> <p>School Administration to support teachers in accessing resources and /or facilitating professional development.</p>	

	<ul style="list-style-type: none">- Use of Peer Mentor/Tutors.- Planning for students' success (Adaptations, IEP, BIP, Safety plans, etc.) through our new CLEVR program.- Regular Grade Group & PLC meetings.- Assemblies to celebrate student/staff successes.- Student Council activity planning for ALL students to participate				
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Rivers Collegiate School Plan 2022-23

Priority Domain: Cultural Proficiency

Current Level of Performance: As a staff team, we determined that we currently continue to perform at the Cultural Pre-Competence level of understanding and implementing culture into our course work and classroom planning. Based on the TTFM Survey:

- 69% of our students felt they had been taught a sufficient amount about cultural perspectives in the past school year.
- 16% of our students were “not sure” if they had been taught about cultural perspectives in the past year. 13 % felt they did not receive cultural perspective training in 2021-22.
- 96% of our students were born in Canada and 8% immigrated to Canada.
- 2% of our students speak an additional language other than English at home.
- 22% of our school population identifies as First Nations, Metis, or Inuit.
- Students report (in-school surveys Gr. 11/12) a deeper understanding of cultural perspectives however feel that we are approaching cultural competence. Students also indicate that a lot of misinformation continues to stand in the way of understanding.

Goal: Increase students’ and staffs’ knowledge and understanding of First Nations, Metis, or Inuit perspectives as well as cultural diversity. 85% of our students will recognize that they have been taught about Cultural perspectives by June 2023.

Ways to Achieve:

- Treaty & Land Acknowledgement being read over announcements each day and posted in the classrooms:
- ***Rolling River School Division schools operate on the original territories of the Anishinaabe, Ininew, Oji-Cree, Dakota, Lakota, Dene and Métis people. Rolling River School Division respects the agreements made in these territories, the relationships, and responsibilities they entail, and commits to a spirit of reconciliation for the future.***
- Open conversations about Truth & Reconciliation within classroom settings in all grade levels.
- Invite elders from our local communities to speak to students about FMNI perspectives and cultural diversity.
- Use of FMNI literature within the classroom through an increase in the number of options for selection within our library and classrooms.
- Provide opportunities for staff and students to explore more FMNI literature and information to provide greater context of Truth and Reconciliation in Canada.
- Provide staff with appropriate PD opportunities to gain greater understanding of FMNI and Truth & Reconciliation.
- Implementation of the new Manitoba Education document, ***Mamahtawisiwin***.

Continued:

<u>Performance Targets</u>	<u>Strategies</u>	<u>Indicators of Success</u>	<u>Timelines</u>	<u>Responsibility</u>
<p>By June 2023, students and staff will be able to identify 1 way that they understand FNMI culture and history.</p>	<ul style="list-style-type: none"> - Staff will attempt to develop/implement at least 1 unit of study within various courses (ELA, Social Studies, History, Music, Art, Phys. Ed etc.) centered around FNMI people for each grade (7-12). - Open conversations about Truth and Reconciliation within classroom setting. - Invite Elders into the school for class and school presentations. - Incorporation of FNMI culture and teachings within Wetlands, Outdoor Ed., Sustainability. - Use of FNMI literature within the classroom. - Consideration of the addition of FNMI language displayed in our school. 	<ul style="list-style-type: none"> - Observation of students celebrating and understanding each other's cultural diversity. - Students able to share their understanding of FNMI culture. - Students able to identify how their understanding of FNMI culture has changed. - Survey students at the end of their courses. 	<ul style="list-style-type: none"> - Immediate and ongoing. - More staff members will be involved in PD and PLC sessions this year to assist in providing more clarity on HOW we can affect change within Truth & Reconciliation. - As a school, we will be organizing a Cultural Perspectives Day to help promote Truth & Reconciliation, appreciation of the cultural diversity at RCI. 	<p>All teachers infuse FNMI ideas/ perspectives into their classrooms.</p> <p>Administration, Teachers, and Librarian will order materials that support FNMI perspectives.</p> <p>Booking of presenters and guests (Teachers & PLC team).</p> <p>Use of our Wetlands Centre of Excellence and Outdoor Education courses for hands on teaching (Teachers).</p>

Rivers Collegiate School Plan 2022-23

Priority Domain: Numeracy

Current Level of Performance:

- Numeracy continues to be a struggle for younger students with less than 70% of our Grade 7 & 8 students achieving a minimum of 3 (good understanding and application of concepts and skills) on provincial reporting data.
- Approximately 88% of the 33 Grade 9 students achieved a minimum of 3 (Good Understanding and application of concepts and skills or better) in all areas of Numeracy.
- No Grade 12 Provincial Exams (No data available).
- 13 Essential Math students: 11 had a rating of Good, Very Good or Excellent.
- 13 Applied students: 11 had a rating of Good, Very Good, or Excellent
- 3 Pre-calculus students: 3 received a rating of Good, Very Good or Excellent.

Goals:

By June 2020, 75% of Grade 7 & 8 students will achieve a minimum of 3 (good understanding and application of concepts and skills on the provincial report card scale) in all areas of numeracy.

By June 2020, 75% of Grade 9-12 students will achieve a minimum of 70% (3 – Good understanding and application of concepts and skills on the provincial report card scale) in all areas of numeracy.

Ways to Achieve:

- Smaller group settings for teachers to work more 1-on-1 with students.
- Build students' academic language and understanding of math concepts.
- Connect the goal of the lesson with the curricular outcomes.
- Provide yearlong Math opportunities for grade 7-10 to build and strengthen foundational math knowledge.
- Formative assessments are used to gauge how well students understand skills and course outcomes.
- Involvement in MB Rural Learning Consortium (mRLC) PD training for Grade 7, 8, 9, and 10 Math teachers.
- Scheduled work periods/time to assist students in need of additional supports (WINN Time).
- IXL & Mathletics online programs purchased for all classroom teachers to complement their classroom teaching (Gr. 7-12).

<u>Performance Targets</u>	<u>Strategies</u>	<u>Indicators of Success</u>	<u>Timelines</u>	<u>Responsibility</u>
<p>By June 2023, 75% of Grade 7 & 8 students will achieve a minimum of 3 (good understanding and application of concepts and skills on the provincial report card scale) in all areas of numeracy.</p> <p>By June 2023, 75% of Grade 9-12 students will achieve a minimum of 70% (3 – Good understanding and application of concepts and skills on the provincial report card scale) in all areas of numeracy.</p>	<ul style="list-style-type: none"> - Smaller group settings for teachers to gain more one-on-one time with students. - Build students’ academic language. - Connect the goal of the lesson with the outcomes in the curriculum. - Trans Math course in Grade 9 provided for students to build and strengthen their foundational math knowledge. - Implementation of year-long math courses in Grade 7-9 and offer an additional course for our Grade 10 students to extend their learning in preparation for Pre-Calculus and Applied 11/12 courses - Formative assessments are used to gauge how well students understand outcomes. - Involvement in the mRLC professional development program to assist teachers in best practice mathematics teaching. - Scheduled work periods to support struggling students in numeracy. - SSF support - Use of visuals, manipulatives during direct teaching to support learning outcomes & IXL programming. 	<ul style="list-style-type: none"> - Provincial Report Card Data based on numeracy outcomes. - Data from IEP. - Increase in students’ using math vocabulary to explain problem-solving strategies. 	<p>-Immediate and on-going implementation.</p> <p>-Students’ progress, strategies used in the classroom will be discussed at monthly Grade Group meetings with teachers.</p>	<ul style="list-style-type: none"> -All math teachers using strategies within their courses. -Resource teacher to support classroom teachers with strategies -Resource teacher – work individually with students. -Admin supports teachers with course programming, professional development & resources.

Rivers Collegiate School Plan 2022-23

Priority Domain: Literacy

Current Level of Performance

- No Grade 12 Provincial ELA exams (No Data Available)
- 15 of 17 RCI grade 12 students received their ELA credit. 80% of our students received grades of good, very good, or excellent on provincial report card data. Only an approximate 90% of MB students earn their Gr. 12 ELA credit each year.
- 100% of RCI of 31 grade 9 students received their ELA credit in 2021-22. 75% of these students received grades of *Good, Very Good or Excellent* on provincial report card data.
- 65% of students in Grade 7 and Grade 8 met or exceeded (70% or higher) the outcomes /expectations in ELA in 2021-22

Goals:

By June 2023, 70% of our Grade 7 & 8 students will achieve a minimum of 3 (Good understanding and application of concepts and skills—Report Card Scale) or 70% in the area of reading comprehension and expository writing.

By June 2023, 80% of our Grade 9-12 students will achieve a minimum of 3 (Good understanding and application of concepts and skills—Report Card Scale) or 70% in meeting the outcomes/expectations in ELA 2018-19

Ways to Achieve:

- Smaller group settings for teachers to work more 1-on-1 with students.
- Build students' basic academic language.
- Connect the goal of the lesson with the curricular outcomes.
- Content area reading is provided at the student's level to assist with comprehension skill building.
- Provide staff with more high interest/low level books and resources to utilize in courses.
- Purchase of the IXL ELA online program to support teachers and students with their courses (Gr. 7-12).

<u>Performance Targets</u>	<u>Strategies</u>	<u>Indicators of Success</u>	<u>Timelines</u>	<u>Responsibility</u>
<p>By June 2023, 70% of our Grade 7 and 8 students, and 80% of the students in grades 9-12, will achieve a minimum of 3 (70%) in the areas of reading comprehension and expository writing.</p>	<ul style="list-style-type: none"> - Smaller group settings for teachers to gain one-on-one time with students. - Build students' academic language. - Connect the goal of the lesson with the outcomes in the curriculum. - Content area reading is provided at the student's level. - Year-long ELA courses for Grades 7-10. - School budget to purchase high interest/low level books. - Purchase of IXL online learning resource for all students - Library reading classes incorporated into ELA class time. - Literature Circles. - Use of visuals, audio materials & speech to text /word prediction technology to enhance comprehension & writing. - Schedules work periods and SSF supports to assist students. - WINN TIME 	<ul style="list-style-type: none"> - Students gain more interest in books and reading independently. - Increase in academic vocabulary. - Students are able to identify the goal of the lesson and why they are learning it. - Increase in use of the library and signing out of books. - Students ask questions about what they are reading. - Tell Them From Me Survey. - Provincial Report Card. 	<p>-Immediate and ongoing implementation.</p> <p>-Students' progress, strategies used in the classroom will be discussed at our monthly Grade Group meetings with teachers.</p>	<p>-All teachers through their own courses.</p> <p>-Admin to support programs and teachers.</p>