

2023-2024

Rivers Collegiate

School Strategic Plan



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Preface

RRSD Statement on Continuous Improvement Planning 2023-28

The Rolling River School Division's vision is "Citizens who enrich our world" and our mission is in partnership with parents and community, provides a quality education, within a safe & caring environment, encouraging personal excellence, with dignity and respect for all. RRSD commits to graduating students who have the knowledge, skills, and values that empower them to contribute positively and meaningfully in an ever changing local and global community.

Our plan for continuous improvement from 2018-23 has been focused on providing high-quality experiences for students through intentional teaching and learning for literacy, numeracy, cultural proficiency, and mental health/well-being.

As we begin planning for the 2023-28 school years, we hope to gather input from all members of the RRSD community.

Source: RRSD Continuous Improvement Planning 2023-28 Community Survey (2023)

Belief Statements

We believe:

- All students have the ability to learn and achieve success.*
- All students are unique and learn in different ways.*
- All students are valued for their individual gifts, talents and diversity.*
- All students can conduct themselves in an ethical manner.*
- All students can positively influence their world.*

Priorities

- Mental Health and Well Being*
- Cultural Proficiency*
- Literacy*
- Numeracy*

Source: RRSD Website <https://www.rrsd.mb.ca/> (October 2023)

RRSD Land Acknowledgement & Reconciliation Statement

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 and Rivers Collegiate respects the agreements made in these territories, the relationships and responsibilities they entail, and commit to a spirit of reconciliation for the future.

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*

School boards are required to provide appropriate educational programming to all students within their schools. Policy and practice must comply with the Canadian Charter of Rights and Freedoms and The Human Rights Code of Manitoba, which specify that there must be reasonable accommodation of students' special needs unless they demonstrably give rise to undue hardship to due cost, risk to safety, impact on others, or other factors.

While the provincial curriculum is appropriate educational programming for most students, there are some students whose intellectual deficits/intellectual development disorders prevent them from accessing some or all of the provincial curriculum. Within the context of Manitoba Education and Early Childhood Learning's philosophy of inclusion, two instructional supports, modifications and individualized programming, provide students with intellectual deficits/intellectual development disorder access to the benefits of education. This supports meaningful involvement in the school community and promotes enhances student well-being.

Source: *Supporting Inclusion: Modification and Individualized Programming in Manitoba Schools (2022, p. 1 Manitoba Education and Early Childhood Learning).*

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 to 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.

We are now a couple of years post-pandemic and continue to re-adjust our pedagogy and practice in the classroom to support our students, staff, and community. What we have learned during the pandemic was that some “ways of doing” were no longer effective in meeting the needs of our students in a new world. In 2023, as we continue to implement more opportunities for students back into our school (sports, athletics, Hockey Skills Academy, Social Justice, Head Strong/Wellness, Wetlands & Nature Based Learning, Safe & Caring Schools committee, 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 are asked to take advantage of these opportunities now to help build their *toolbox* and well-rounded skills for **their 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, Non-Violent Crisis Intervention, Cultural Proficiency, Mamahtawisiwin, Supporting Inclusion, Safe & Caring Schools, Trauma Informed & Resilient Schools, 1st Aid & CPR, Physical Health training, etc...) to help them

gain new skills or refined skills to improve their own teacher *toolbox*. As a staff, we encourage and expect our **students** to become more self-motivated and push themselves to greater limits during their learning path. We also ask our **parents** to 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.

Each year, we involve students, staff, and the community in providing feedback and opinions about what our school requires to improve. This includes personal conversations, emails, phone calls, surveys (Tell Them From Me student & parent surveys, Continuous Improvement survey, First Day Orientation Student surveys, High School course selection data & conversations with students etc...). From the data we receive, we attempt to make changes to our timetable, student programming, and staff professional development.

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 or reading materials for parents on topics that parallel school/divisional priorities. • Make attempts to support families by providing details about 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. • Parents also have access to the Parent Portal where they can view student information live and up-to-date. • Provide parent access to our school website so they may stay current on student progress, school activities and events. • Our school website is currently being reviewed and updated (clearing old information and replacing with updated links, email addresses, etc...) • Engagement of students and parents in school planning priorities through feedback surveys (Tell Them From Me/ Continuous Improvement Surveys etc...). • Use of school or classroom websites and various apps (Microsoft TEAMS) to

	<p>communicate homework, class priorities, reminders, etc.</p> <ul style="list-style-type: none"> • The addition of the My Blueprint, 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 child’s progress throughout the year as necessary (Parent/Teacher Interviews, IEP/AEP meetings, Re-entry meetings, Intake meetings etc...) • Use of email to communicate between staff, parents, and students for updates of homework, concerns, good news/achievements of students. • School plan and community report to communicate goals, successes, challenges and next steps. • Outdoor school sign updated regularly with important upcoming dates and information. • School Newsletter sent out 1-2 times per month to provide parents with important date updates, highlights of our school & student successes and other information about our school. • 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,

	<p>sporting events, and Grade 7 & 9 & 12 Transition meetings or Grad Parent group meetings etc...</p> <ul style="list-style-type: none"> • To volunteer/coach at RCI and in RRSD, they must have all completed Child Abuse Registry, Criminal Record Checks, and Respect in Sport certifications in place before working with students or athletes.
<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 Schools</i>) which supports student voice and parent voice. • Cultural Proficiency surveys (RCI based). • Sr. High course selection surveys and data to help inform us which courses have the highest interest. • Report Card Data will be used to make decisions about academic needs in our school. • 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. • School Newsletter 1-2 times per month. • School Open House event held in September. In Sept 2023, we had our best turnout in 20 years. With over 85 parents and students attending our evening. • 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 2024 Parent meeting in November to assist parents in preparing their son/daughter for graduation.

	<ul style="list-style-type: none"> • All Gr.7-12 students (or classes) meet with Administration or School Social Worker to review timetables, future careers/plans, make connections and discuss needs for the year. This is done 2-3x per year (September, January, and/or June).
<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 for Employment credits offered by MB Education & Training. Grade 9-12 students are gaining valuable experiences working in the community and giving back. • Two students completed a Cultural Exploration credit in 2022-23 as they travel to out of country to learn more about cultures abroad. Presentations were made to administration post-trip. • 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 students to consider their career paths as they move towards adulthood. • 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.

	<ul style="list-style-type: none">• 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 2023, we have spent many professional development days learning about FMNI and bringing us a closer connection and understanding of cultural proficiency.• We have a daily land and treaty acknowledgement statement read during our opening announcements.• Continuing in 2023-24, 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 out approximately \$3,500 to local community group projects.• We work with the Riverdale Municipality & Town of Rivers in regard to the Community Centre where our Hockey Skills Academy is hosted.
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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 in Westman.
- Rivers is situated near the Rivers Provincial Park, Lake Wahtopanah, Little Saskatchewan River, Aspens Walking Trail, the Rivers Community Soccer Fields, and the Rivers Wetland Centre of Excellence.
- Riverdale Community Complex is a where our Hockey Skills Academy takes place.
- Rivers Collegiate is situated within the town of Rivers and municipality of Riverdale.
- Rivers Elementary School is located within walking distance of RCI.

School Profile

- **152** students (2023);
 - Several Gr. 9 students (8) decided on School of Choice to Crocus Plains (BSD) *to take vocational programming that we are unable to provide.*
- Projected population: **We should stabilize around 160-165 for a few years.**
- Approximately, **29%** of our school population identify as being *First Nations, Métis, or Inuit.*
- **98%** of students speak **English** at home.
- **98%** of students at RCI were **born in Canada.**
- **Only 2.8%** of students have been required to repeat a course/grade.
- **8%** of our students state they have a disability that limits their participation in school activities or learning.
- **21%** of our students plan to pursue a trade or apprenticeship after high school.
- **43%** of students plan to attend post-secondary education (university, college, etc...).
- **44%** of our students state they have someone outside of the school who consistently provides encouragement and can be turned to for advice.
- *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*, band room, woodworking shop 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 create 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 (4.5)
- Administrative Assistant (1), Librarian (.5)
- Custodian (1), Cleaner (1) & Bus Drivers (5)
- Career Development Coordinators (2) (based out of RRSD)
- 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 Teen Clinic this year.

Strengths:

- Within our school community, RCI has hosted:
 - **LiveDifferent** (September 2023)
 - John Dunn **Artic Explorer** (Spring 2023)
 - **Rivers Police**-Multiple Topics (Jan-June 2023) Ongoing in 2023-24
 - **Internet Child Exploitation Unit** (Gord Olson) presentation (December 2022).
 - **MADD: Drunk Driving & Marijuana Use** presentations (December 2022)
 - Each year, we 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/FMNI guest speakers in classrooms*** among other areas as time allows.
 - Teen Clinic (Monthly)
 - Hockey Skills Academy, Wetlands Centre, Foods & Nutrition, Band, and Woodworking opportunities.
- 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, Brandon University, MB Parks, Parks Canada, among others).

- As part of RRSD, RCI is grateful for opportunities to take part in professional development workshops in recent years such as Trauma Informed & Resilient Schools, Violent Threat & Risk Assessment training, Focus on the 90% (Darci Lang), Kids These Days (Jodi Carrington), Cultural Proficiency (various presenters), Treaty Education Training, Non-Violent Crisis Intervention, Asist Training (Suicide prevention), Mental Health First Aid, Respect in Sport & Respect in Schools Certification, Manitoba Rural Learning Consortium (Grade 7, 8, 9, 10 Math, ELA & Literacy trainings), Instructional Leadership, 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 to re-engage students into expanding their learning limits and seeing all that they are capable of doing. We also want them to explore more about their future and truly consider areas of interest as they get closer to graduation.
- 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 saw some of our classroom numbers swell over 30 students in several of our classes in the high school.
 - We have been able to split most of our Gr. 9 courses (Math, ELA, SS, Science, Phys. Ed.) to accommodate for large number.
- 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. However, Mental Health & Well-Being appears to be an area of concern for many young people and one that we are continuing to learn about and consider how we can assist our students best. This is an area that we must reach out to the community services regularly for support and ask that parents seek additional supports outside of the school hours.

- Student re-engagement and attendance concerns. Since the pandemic, we have noted a great increase in the number of days those students are absent. We need parent assistance in getting students to school and remaining at the school. A new provincial student attendance policy will be unveiled in 2023-24. We hope to see improvement in this area over the next two years. When students miss that face-to-face time in the classroom, it takes away from their opportunity to stay up to date on homework, assessments, and feedback from teachers. We need students in our building.
- During the pandemic, we were forced to cut to main programs (Hockey Skills Academy & Wetland Management). Fortunately, the Hockey Skills Academy was brought back for our students to participate in during 2022-23. Currently we have approximately 80 students involved in this program in grade 7-12. RRSD supports this program through staff, transportation, and a budget to provide some equipment and resources for our instructor. The town/municipality offers the ice time at no-cost, allowing for ALL students the opportunity to participate in this program. If students do not have equipment, we will find or purchase equipment for them. We do not charge students or families to take part in this program.

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. Students take part in a first day survey to inform us of any current concerns, wishes, goals etc...for the school year. We review this data and attempt to support the themes that we see from the data. We will be working with this information in various school groups over the year to further benefit our students. This student survey information along with what was gathered through **our Tell Them From Me** survey (May 2023) 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 about our school.

We are re-designing our **Safe & Caring Schools Committee** for 2023-24 and look forward to working with new representatives in this group. We have asked some students to take part as committee members and have reached out to some parents to participate as well. 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(s), an PMH member, Riverdale Early Learning Centre director, 6 or more students, and our local police department.

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.

School Motto:

Currently, our Motto is **"PAY IT FORWARD"**. During the 2023-24 school year, we would like to involve our staff and students in moving forward with a new school motto that will describe our school environment, who we are at RCI, and who we want to be in the future. We will involve all grades of students to be part of this work.

Rivers Collegiate School Plan 2023-24

Priority Domain: Mental Health and Well Being

Canadian & Manitoba Statistics (2019-23)

- 1 of 6 children in Canada have been sexually assaulted. More alarming is that 95% of sexual assaults are NOT reported to police.
- Almost half (46%) of indigenous women have experienced sexual assault.
- In Manitoba, the rates of violent crime against young women and girls are 5-6 times higher for those living in MB's Northern communities.
- Manitoba has the highest rates of sexual assault in Canada (Double Canadian Average).
- Over half of women with mental health related disabilities (55%) reported that they had been a victim of sexual assault at least once since age 15.
- Over 815% increase in reports of online luring.
- Manitoba has the highest rates of youth suicide in Canada.
- 40% of LGBTQ+ youth have seriously considered suicide in the last year while 48% have reported in self harm.
- 93% increase in drug overdoses in Manitoba since 2019.
- Almost 90% of 11, 000 children in care with child welfare agencies in MB are Indigenous. This is the highest rate of all industrialized societies on our planet.
- In April 2019, there were 1,942 police reported Incidents of Partner Violence (IPV) in MB.
- Every two hours a child in MB is exposed to police reported incident of IPV (In April 2019, that represented 700 children) and every 20 minutes there is one police reported incident of IPV in MB.

Current Level of Performance: According to the 2022-23 *Tell Them From Me* (TTFM) survey

- Approximately, 7% (male) and 10% (female) felt unsafe at RCI.
- 71% of parents felt their child felt safe at RCI. (Only 14 parents responded to survey).
- Approximately 70% 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.
- 44% of students stated they have experienced some form of bullying at least once as a teenager.
- Less than 10% of students reported being victim to severe bullying at RCI.
- 85+% of students feel that RCI is a safe school. The national average is 66%.
- 60% of students have a positive sense of belonging at RCI and 78% felt they had positive healthy relationship at school with staff or friends.
- 63 % of our students value school outcomes but only 65% of students aspire of finishing high school. (76 % female & 53% male). However, our graduation rate is consistently around the 90-95th percentile range over the past 8 years.
- 21% of our students intend to pursue a trade program after high school. (up almost 10% from last year). 43% intend on pursuing post-Secondary education of some kind.
- 60% of our student population belong to an athletics/sports program at RCI; national average is 48%.
- 24% of students reported having moderate-high levels of anxiety. (Down 10% from last year). 67% report they have a good level of self-esteem
- 60% of students have a positive sense of belonging at RCI and 80% felt they had positive

healthy relationships at school with staff or friends.

Goal: By the end of June 2024, 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, newsletters, announcements and 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.
- 100% of our staff are certified in Respect in School training.
- Community & Student Coaches must also be trained in Respect in Sport in order to coach at RCI.
- 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, Homework Club, Woodworking

Performance Targets	Strategies	Indicators of Success	Timelines	Responsibility	Status Update
By the end of June 2024, 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 2024. - Assemblies and ceremonies to celebrate our various successes in academics, athletics, 	<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. 	<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 2024.</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 and then yearly updates for new staff)</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>and school volunteer service.</p> <ul style="list-style-type: none"> - 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. - 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 	<ul style="list-style-type: none"> - Ongoing Student surveys and questionnaires during the school year to provide <i>temperature checks</i> of students. 		<p>School Administration to support teachers in accessing resources and /or facilitating professional development.</p>	
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Rivers Collegiate School Plan 2023-24

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:

- 70% 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 any cultural perspective training in 2022-23. This is interesting because many of these students are in the same classes that state they did receive instruction.
- 29% of RCI student population identifies as First Nations, Metis or Inuit.
- 98% of our students were born in Canada and 2% immigrated to Canada.
- Only 2% of our students speak an additional language other than English at home.
- 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 2024.

Ways to Achieve:

- Treaty & Land Acknowledgement being read over announcements each day and posted in the classrooms, office etc...:
- ***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.***
- Celebrate Truth & Reconciliation Day (Week) in late September in a variety of ways in classrooms. Each teacher was provided with information to present unless they were deciding to create their own means of celebration/recognition.
- 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, Treaty Education, 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 2024, 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 or events in the classroom 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>

Priority Domain: Numeracy

Current Level of Performance:

- Numeracy continues to be a struggle for younger students. The transition from elementary school to Jr. High requires more attention to the skills on a consistent basis (homework must be completed and practiced). This year, all of our Gr. 7 students received a rating of Approaching mid-Grade 7 Level of Performance or better. Approximately 16 of 24 were meeting grade standards consistently. Unfortunately, our Gr. 8 data was not available from MB Education from 2022-23.
- 15 of the 22 Grade 9 students achieved a minimum of 2 (Basic Understanding or better in application of concepts and skills) in all areas of Grade 9 Math. While 19 of 22 received a minimum of 2 or better in the Transitional Math course.
- No Grade 12 Provincial Exams (No data available). They will write tests again in 2023-24.
- 14 of the 15 Essential Math 40 (Gr. 12) students had a rating of Good, Very Good or Excellent. All students received their credit this year in this course.
- 5 Applied Math 40 (Gr. 12) students had a rating of Good, Very Good, or Excellent. All 5 received their credit.
- 5 Pre-calculus Math 40 (Gr. 12) students had a rating of Good, Very Good or Excellent. All 5 received their credit.

Goals:

By June 2024, 80% 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 2024, 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). Students have a dedicated 25 minute academic period per day to get extra help, complete homework and assignments etc...
- IXL & Mathletics online programs purchased for all classroom teachers to complement their classroom teaching (Gr. 7-12).
- An additional Math period has been added to the schedule for each of the past 3 years to support more instruction and feedback time for our students.

<u>Performance Targets</u>	<u>Strategies</u>	<u>Indicators of Success</u>	<u>Timelines</u>	<u>Responsibility</u>
<p>By June 2024, 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 2024, 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. - Implementation of year-long math courses in Grade 7 & 8. Unfortunately we couldn’t offer it in Gr.9 this year. - We have more students taking the Introduction to Pre-Calc & Applied course in recent years. s - Formative assessments 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 and teacher collected information in Gr. 7, 8, and 9-12 courses. - 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, testing, and resources to support staff and students. -Admin supports teachers with course programming, professional development & resources.

Priority Domain: Literacy

Current Level of Performance

- No Grade 12 Provincial ELA exams (No Data Available)
- 16 of RCI 17 grade 12 students received their ELA credit. 83% of our students received grades of basic, 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.
- 18 of 21 grade 9 students received their ELA credit in 2022-23. 76% of these students received grades of basic, *good*, *very Good* or *excellent* on provincial report card data.
- Approximately 65% of students in Grade 7 and Grade 8 met or exceeded (70% or higher) the outcomes /expectations in ELA.

Goals:

By June 2024, 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 2024, 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.

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).
- Students have a 25-minute block of academic time per day provided to them as a support to meet with teachers, complete homework and assignments.

<u>Performance Targets</u>	<u>Strategies</u>	<u>Indicators of Success</u>	<u>Timelines</u>	<u>Responsibility</u>
<p>By June 2024, 70% of our Grade 7 and 8 students, and 80% of the students in grades 9-12, will achieve a minimum or 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 provided at the student's level. - 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— dedicated academic time to support more 1-1 or reteaching of difficult topics to smaller groups or full group. 	<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 asking questions about what they are reading. - Tell Them From Me Survey. - Provincial Report Card data as well as the Assessment Data completed each year. 	<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>	<ul style="list-style-type: none"> -All teachers through their own courses. -Resource teacher to work with individual students and support teachers. -Administration to support programs and teachers.