



RAINY RIVER HIGH SCHOOL/RIVERVIEW/MCCROSSON TOVELL

SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT 2019-2021



Community, Culture & Caring

OBJECTIVE

The Rainy River High School/Riverview/McCrosson Tovell K-12 School Improvement Plan is an ongoing collaboration between students, teachers, parents and school systems. We aim to inform our practice as we enhance student well-being and achievement. Monitoring, reflection and dialogue will encourage capacity building at Rainy River High School, Riverview and McCrosson-Tovell school.

GOAL: PROVIDE SAFE, INCLUSIVE, AND RESPECTFUL LEARNING ENVIRONMENTS THAT SUPPORT POSITIVE ACADEMIC GROWTH AND WELL-BEING FOR K-12 STUDENTS.

STRATEGIES

A. MENTAL HEALTH FOCUS

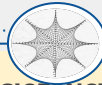
Identify school needs and build capacity in social emotional learning to support students and teachers well-being.

B. INDIGENOUS FOCUS

Support culturally responsive teaching and learning to support the *Truth and Reconciliation Calls to Action*.

C. PATHWAYS FOCUS

Enhance student awareness and understanding of, and access to, the various pathways.



Numeracy

GOAL: PROVIDE INFORMED, PERSONALIZED, AND PRECISE INSTRUCTION BALANCING INQUIRY LEARNING WITH CAREFUL PRACTICE OF SKILLS AND PROCEDURES TO BUILD MATHEMATICAL FLUENCY. (BALANCED INSTRUCTION/ASSESSMENT)

STRATEGIES

A.

Support intermediate educators to bridge the gap for students in Grades 7-10 through teacher collaboration and strategies to spiral instruction and assessment.

B.

Support elementary educators in implementing small group, guided math instruction focusing on fluency, problem-solving and communication.

C.

Support all educators in making math authentic and engaging, so all students improve their mindsets towards mathematics.



Literacy

GOAL: PROVIDE INFORMED, PERSONALIZED, AND PRECISE INSTRUCTION TO ENHANCE STUDENT LITERACY LEARNING AND ACHIEVEMENT ACROSS THE CURRICULUM, K-12. (BALANCED INSTRUCTION/ASSESSMENT)

STRATEGIES

A.

Teachers regularly monitor and review **student progress** to **provide feedback** and plan next steps to **deepen instruction**.

B.

Build **educator capacity in guided reading and writing** to personalize student learning and achievement, K-6.

C.

Introduce choice, voice, and identity in authentic reading and writing tasks for students, K-12.

MONITORING/ACTION PLAN

- School Climate Survey to students grade 4-12
- On-site counselling
- Individual Pathways Planning for Gr. 7-10 students takes place, at minimum, two times this year.
- Offer a variety of K-12 opportunities in school and extracurricular
- Credit accumulation grade 9/10
- Instructional teaching practices for numeracy and literacy that include; Guided Reading, Problem Solving, Conferencing, Differentiated Assessment
- Regular collaboration with community partners
- Strength based mindset/Growth mindset focus
- Literacy McT/RIV: focus on writing skills

Impact: School Climate Survey 2019 (see data appendix) The majority of students had not been physically bullied (90%), verbally bullied (71-82%), socially bullied (72-77%), or cyber bullied (81-86%) in the past 4 weeks.

- RRHS has reduced the number of SAL students
- Credit Accumulation for grade 9-10's : 100%

LITERACY:Gr. 3 R - 25% move to 50% (2018) W - 12% move to 50% (2019) at provincial standard. Gr. 6 R - 77% move to 85% (2018) W - 54% move to 60% (2019) at provincial standard.

Grade 10 OSSLT Literacy Plan 19/20 - We will increase the overall success rate to 70% and increase the success rate for students in the applied program to 30%.

NUMERACY Gr. 3 38% move to 50%

Gr. 6 38% move to 50% (46% in Grade 3 same cohort)

Gr. 9 D: 79% Gr. 9 P: 50% (2018) move to D: 80% , P: 50% (2019) at provincial standard. Increase in EQAO results from small group intervention strategies