



Student Achievement Plan - RHS

Purpose:

Levelling up achievement outcomes and experiences for every student. For each priority and indicator, schools will use school level data on their student populations to further refine actions.

Priority: Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve students' literacy learning and achievement.

Strategy: Improve student's decoding and communication skills. By emphasising formal writing skills and providing feedback for editing in all classes, not just language-based ones, student's literacy skills will improve, and as a result, they will feel more confident in their ability to develop and share ideas, analyse text, and respond to questions posed. Teachers will work with students in conference-style feedback sessions to help students engage in meaningful conversation about their strengths and areas for focus. When applicable, prior to formal assessment, there will be a grace period to engage students in conferences and feedback sessions, allow for further edits.

Goal: Improve students' math learning and achievement.

Strategy: Improve student attendance by building self-confidence and positive attitudes towards math. By increasing attendance, students can build basic math skills, curricular knowledge, and a positive mindset towards math. Teachers in grade 9 and 10 will use digital tools to assist in building and/or reviewing skills, increasing confidence, and finding areas of improvement for students.



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	<p>Indicator: Increased passing rates, decreased credit recovery, increased success on the OSSLT. Increased edits and conversation around feedback to allow for understanding and increased success in class.</p>	<p>Indicator: Greater successes and increased attendance. Greater number of students successful (on first attempt, when applicable) of achieving grade 9 math credit.</p>
<p>Priority:</p> <p>Preparation of Students for Future Success</p>	<p>Goal: Improve students' graduation rates and preparedness for future success.</p> <p>Strategy: Responsibility, accountability, and graduation rates increase by providing engaging opportunities for learning, interest-based activities that encourage student-voice, and a variety of extra-curricular opportunities to engage students. Hands-on learning, experiential and cooperative learning opportunities. Provide opportunities for students to build their self-advocacy skills and as a result, perseverance. Students entering grade 9 will build these skills by taking GLS1O in their first semester.</p> <p>Indicator: Increased graduation rates within 5 years of grade 9 entry. Increase passing rates on first attempt at the destreamed, applied and academic level. Providing students and caregivers with cooperative and OYAP experiences to increase academic engagement and graduation success. Facilitating jobs/trades fair in Rainy River at night to involve caregivers and provide knowledge about opportunities in these areas. Hold a grade 9 night that increases communication to parents/caregivers and to build engagement in the school community upon entry into the school.</p>	



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Priority: Student Engagement and Well-Being	Goal: Improve students' participation in class time and learning by encouraging voice, student-driven learning, and collaborative approach to supporting students.	Goal: Improve student well-being, mental health, and engagement within the school community. By using a variety of resources, human resources, and strategies to help students feel included, heard, and supported.
	Strategy: By using a variety of strategies, such as: Teacher mentors, alternative education programming (semester 2), low floor/high ceiling activities, attendance programming, student voice, choice, hands-on, real-world applicable skills and experiences, assessments that are broad and focused on big ideas, students will see	Strategy: Varied supports based on student response



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	themselves and hear their voice in the assessments, activities, and build skills in self-advocacy, initiative, and responsibility.	
	Indicator: Decrease in the number of students missing class, leaving class for long periods of time, not being successful, or not entering SAL.	Indicator: Students indicating on COMPASS Survey that they are feeling supported, and engaged in school community. In informal conversations with students, they are demonstrating that they are experiencing improvements in mental health, anxiety level, engagement of students who are experiencing anxiety/depressing in school community. Students will also be accountable for their time away by learning while on cell phone in class as this is a concerning detractor from learning.