

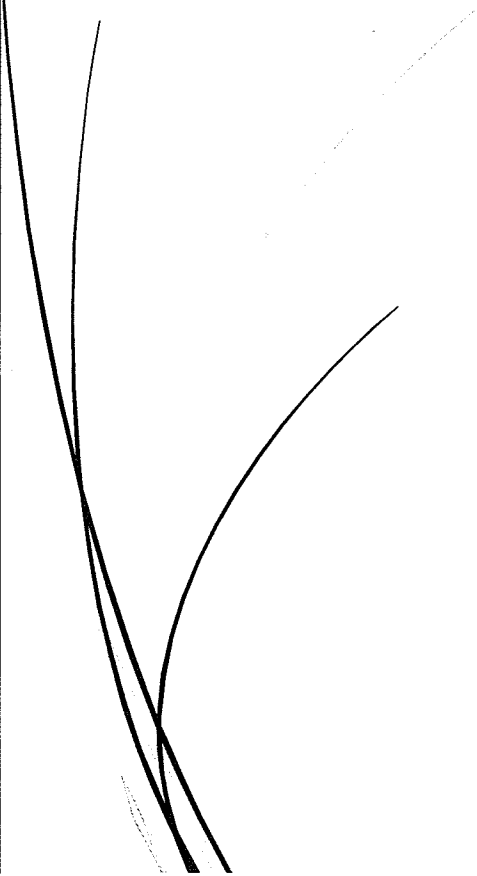


2017-2018

Rivers Collegiate

School Strategic Plan

Year 2



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 (page 1)

Principal's Message

Parents, Students, and Community members,

This year we are continuing to work towards our framework of strategic planning in RRSD that will include a five-year period from 2016-2021. At Rivers Collegiate, the purpose of such planning is to increase the success of our students in the priorities of Mental Health & Well Being, Literacy, Numeracy, and Cultural Proficiency. Over these next five years, we encourage parents, students, educators, and community members to engage in discussions as we work towards continuous improvement in making our school a better place to learn and work.

We have worked diligently to prepare staff, students, and community members as we journey towards a better learning environment at RCI. We will continue to provide excellent learning opportunities and experiences through a variety of 21st Century programming and differentiated instruction for students. We will offer our staff appropriate professional development to enhance their knowledge and skills in the recognized areas of our school and divisional goals.

As a staff, we are very proud of what we have been able to accomplish over the past few years and look forward to reaching new goals during our five-year strategic plan. We look forward to working with you this year and celebrating the accomplishments along the way.

Yours in education,

Mike Klassen

Principal
Rivers Collegiate

Stakeholder Information

Domains for Parent/Stakeholder Involvement	Actions Undertaken at RCI
<p>Parenting: 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 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.
<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 Syner-Voice, a communication tool that enables school administrators to send 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 School Bundle so they may stay current on student progress, school activities and events (2017-2018). • Engagement of students and parents in school planning priorities through feedback surveys. • Regular newsletters created by students to communicate the happenings of our school. • Use of school or classroom websites and various apps to communicate homework, class priorities,

	<p>reminders, etc.</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. • Classroom or Principal blog or website postings will be used to communicate information to parents, students, and community members.
<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. • Parents invited to assist with classroom presentations in areas of their expertise. • Volunteer chaperones for field trips and school events. • Parent volunteers for specialty events such as Vision & Hearing Screening Testing. • Parents are also welcome to attend our Undergrad & Graduation ceremonies, Westman Youth Choir performance, Grade 7 & 9 Transition 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 will implement the <u>Tell Them From Me Survey (Our School)</u> which supports “student voice” and “parent voice”. • <i>Thought Stream</i> Survey process completed in 2015 provided community stakeholders an opportunity to contribute to School Division Planning. This survey will continue to be utilized until further surveys are completed with parent/community responses. • 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. • Grade 7 & 9 transition meeting for students and parents as they prepare for entry to Jr. High and the Credit System respectively. • We will also host a grade 12 Graduation 2018 Parent meeting in October to assist parents in preparing their son/daughter for graduation. Ongoing supports 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</p>	<ul style="list-style-type: none"> • Grade 11/12 students volunteer with Rivers Elementary Breakfast Program. • Grade 11/12 work experience connects students to different

<p>institutes.</p>	<p>professionals and businesses in and around our community.</p> <ul style="list-style-type: none"> •The Career Preparation, Life Work Experience, and Apprenticeship programs also allow for students to consider their career paths as they move towards adulthood. •Students from all grades at RCI volunteer to help with organizing and running of school events on a regular basis. •Many students have also been regular volunteers at Rivers Elementary as we attempt to create a 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. •Grade 12 students volunteer with Samaritan House and help organize a local Halloween for Harvest event to gather food items for our local food bank. •Starting in October 2017, RCI will partner with the Thomas Sil Foundation in offering students the opportunity to belong to a <i>Youth in Philanthropy</i> team which partners with our local Rivers & Area Community Foundation. Two students from each grade will be members of this group.
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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 40 Km northwest of Brandon and currently has a population of approximately 1200 people.
- Rivers Collegiate is situated within the town of Rivers and municipality of Riverdale, Manitoba.
- Rivers Elementary School is located within walking distance of RCI.
- In June, 2017 Rivers Collegiate in partnership with the Town of Rivers, Riverdale Municipality, Rivers & Area Community Foundation, Ducks Unlimited, Tree Canada, CN Eco-Connexions, Fort Whyte Alive, and many other organizations held a *Rivers Wetland Centre of Excellence* **Grand Opening** to signify the hard work of our students, staff, community, and partners in the development of our ecological learning centre situated within the Aspen Trail area. Lieutenant Governor of MB, Janice Filmon and other officials from all levels of government were present to acknowledge the work done by our school and community. We also celebrated Canada 150 as a community during this event.

School Profile

- **153** students (2017);
- Projected population: **155** (2018) & **174** (2019) & **177** (2020).
- **15%** of our population identify as *First Nations, Métis, or Inuit*.
- *Attachment Theory, Universal Design Learning (UDL), Differentiated Instruction (D.I.) & a “We Care” attitude* have helped teachers adapt to the ever-changing world of education.
- We consider our school to be *Environmentally Friendly* and include elements of *Outdoor Education, Biodiversity, Nature Based Learning, Health, Fitness, Well-Being, Arts and Music* to enrich our students understanding of the world around them.
- The addition of a *wetlands management* program, *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.
- We feel that we have developed an identity for our school and created a true sense of belonging for our students. We will continue to work on building a sense of belonging and place for all of our students.

Staff Profile

- Principal (1.0 FTE)
- Teachers (10.5 FTE)
- Including: Guidance (.50 FTE) & Resource (.75 FTE)
- SSF Coordinator (1) & Educational Assistants (4)
- Administrative Assistant (1)
- Career Preparation Coordinator (1), Librarian (1), Bus Drivers (5),
- Custodian (1), & Cleaner (1)
- In 2017, we will have four Brandon University student teachers working at RCI in semester one. There is a possibility for more participating in teacher training in semester two.
- Each year, numerous parents & community members (approximately 20-25) volunteer within our school as coaches, guest speakers, chaperones, or volunteers for specialty events.
- We also work closely with PMH Mental Health worker, CFS workers, Rivers Police services, and the Riverdale Youth Justice Committee.

Strengths:

- As a school, we host multiple events including:
 - Rolling River Athletic Association Junior High Soccer Tournament
 - RCI will be hosting the *MHSAA Senior Boys & Girls Varsity Volleyball Provincial Championships* in partnership with Brandon University in late November 2017.
 - In the past couple of years, we have also hosted the Junior Varsity Boys Provincial Championships as well as the Provincial Curling Championships.
- Within our community, RCI has hosted:
 - Guest speaker, *Cameron Johnston*, as he presented a session called “Stress Soup” for students and community members on the topics of **Mental Health, Wellness, and Stress Reduction for our Youth**.
 - Guest speakers, Dick O'Brien & Wendy Sutton presented to our students & community on the topic of **Resiliency**.
 - This year, we are in discussion with the Prairie Mountain Health authority to be part of a ***Life Skills training pilot program*** for students.
- 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, Fort Whyte Alive, Tree Canada, Nutrients for Life, EECOM, Royal Roads University, Brandon University, MB Parks, Parks Canada, etc...)

Challenge Areas:

- Low enrollment in certain courses has led us to adjust our timetable and offer less optional courses for students.
- 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.

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.

(This year, as part of our PAX training, homeroom staff members were to ask their homeroom students to develop their own Vision for their classrooms and make considerations about our school values and beliefs. Students were surveyed in the first week of school as part of our attempt to create better climate and common goals for our school. We thank the students for their opinions and will return throughout the school year to gather more data and information about their feelings about our school. Our vision, mission, beliefs, and values will be revised in to 2017-18 and ready for September 2018.

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
2017-2018

Priority Domain: Mental Health and Well Being

Current Level of Performance: According to the 2016-17 TTFM survey:

- 62% of our students and 75% of parents feel that RCI is a safe school.
- 99% of parents reported that their son/daughter *felt safe* either Always or Usually when attending RCI.
- 87% of parents felt their child was treated fairly at RCI
- 72% of students report to having positive relationships at RCI.
- 62% identified having a positive learning environment, and 63% have a positive teacher-student relationship. Both of these percentages are up by 5% in this survey.
- 18% of our students reported to have Moderate-High levels of Anxiety.
- 26% of our students reported to have Moderate-High levels of Depression.
- 19% of our students have reported Moderate-High levels of bullying, exclusion or harassment but less than half of this is being reported to adults.
- Students were also asked to complete a qualitative questionnaire asking “What Student Would Like To Hear or Not Like To Hear From Adults” when being spoken to. This information/data was provided to staff to provide them with further insight on student anxiety and fears they have in schools.

Goal: By the end of June 2018, 75% of students, parents, and staff will identify RCI as a safe and caring school community.

<u>Performance Targets</u>	<u>Strategies</u>	<u>Indicators of Success</u>	<u>Timelines</u>	<u>Responsibility</u>	<u>Status Update</u>	<u>Revisions</u>
By the end of June 2018, Students, 75% parents, and staff will identify RCI as a safe and caring community	<ul style="list-style-type: none"> - Training of all Staff with the PAX program. - Flexible scheduling for students, as they require it. - Restitution. - Train all Grade 11 students in Safe-Talk Fall 2017. - Develop presentations that our <i>Headstrong</i> students will take the lead with and deliver to classes. - 1 "in-house" PD session for teachers. - Mental Health 1st Aid Training (2 teachers each year). - Develop Wetlands/ Outdoor Ed/ Sustainable Living courses to connect back to nature. - Continue with HSA to foster sense of community and belonging. - Expand and develop the True Colours (GSA) group. - We Day. - Use of Peer Mentor/Tutors. - Breakfast/ Lunch Program. - Use of SSF room as a safe place for students. - 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. - Goal & Vision setting & concerns questionnaire given to all students in September 2017. 	<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 involvement with <i>True Colours</i> group. - Student led projects working in conjunction with Municipality - Increased enrollment of HSA. - Ongoing Student surveys and questionnaires during the school year. 	<p>Sept 2017- Pax Training.</p> <p>Fall 2017, All staff trained in Respect in Schools.</p> <p>TTFM (Our School) Survey Fall 2017 & Spring 2018.</p> <p>Life Skills Training for Students (PMH) Fall 2017.</p> <p>Safe Talk training Fall 2017.</p> <p>Continued check-ins with students- ongoing.</p>	<p>All Teachers, EA's, support staff are now trained in PAX.</p> <p>Support Staff getting to know all students.</p> <p>Guidance to provide/ teach students the skills and possible means to handle stress, anxiety and social issues.</p> <p>School Administration to support teachers in accessing resources and /or facilitating professional development.</p>	<p>Only 62% of students felt RCI was a safe environment this past year. More work must be done in this area.</p> <p>Although we have met and exceeded our goal for parents to feel this is a safe school, clearly we need to learn more from students.</p>	

Rivers Collegiate
School Plan
2017-2018

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:

- 73% of our students felt they had been taught about cultural perspectives in the past school year.
- 13% of our students were “Not Sure” if they had been taught about culture perspectives in the past school year.
- 88% of our students were born in Canada and 12% immigrated to Canada.
- 14% of our students speak an additional language other than English at home.
- 15% of our students identify as First Nations, Métis, or Inuit (FNMI).

Goal: By June 2018, there will be an increase in our students’ and staffs’ knowledge and understanding of First Nations, Métis, & Inuit (FNMI) perspectives as well as cultural diversity.

<u>Performance Targets</u>	<u>Strategies</u>	<u>Indicators of Success</u>	<u>Timelines</u>	<u>Responsibility</u>	<u>Status Update</u>	<u>Revisions</u>
By June 2018, students and staff will be able to identify 1 way that they understand FNMI culture and history.	<ul style="list-style-type: none"> - Staff to develop at least 1 unit of study within each of the humanities (ELA, Social Studies, History, Global Issues, Band, Art, 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 and appreciation of the cultural diversity at RCI. 	<p>All teachers to 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 for hands on teaching (Teachers).</p>	<p>We feel confident that most of our students and all of our staff increased their understanding and knowledge of cultural perspective last year. We are finding a “resistance” from some students who are basing their understandings on stereotypes. Our focus will be to provide our students with opportunities to increase their understanding of Truth & Reconciliation and cultural diversity at RCI.</p>	

Rivers Collegiate
School Plan
2017-2018

Priority Domain: Numeracy

Current Level of Performance:

- Based on 2016-17 provincial report card data, 58% of Grade 7's & 73% of Grade 8 students at RCI achieved a minimum of 3 (Good understanding and application of concepts and skills—Report Card Scale) in all areas of Numeracy.
- Grade 9 mRLC math data saw an increase of 12% in test scores in 2016-17 as compared to the year prior. Students averaged 75% in the four math strands.
- Based on 2016-17 provincial report card data, 60% of students in Grades 9-12 students met or exceeded (70% or higher) the outcomes /expectations in all areas of Numeracy.
- Based on 2016-17 Grade 12 provincial report card data, RCI students ranked above the provincial average in Applied Math (61%) and Essentials Math (69%) however fell just below the provincial average (65.9%) in Pre-Calculus Math (65.1%).

Goals:

By June 2018, 75% of our Grade 7 & 8 students will achieve a minimum of 3 (70%) in all subject areas.

By June 2018, 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.

By June 2018, 65% of Grade 12 students will achieve a mark average of 60% on Provincial Test in Mathematics

<u>Performance Targets</u>	<u>Strategies</u>	<u>Indicators of Success</u>	<u>Timelines</u>	<u>Responsibility</u>	<u>Status Update</u>	<u>Revisions</u>
<p>A) By June 2018, 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>	<ul style="list-style-type: none"> - Smaller group settings for teachers to gain more one-on-one time with students. - Resource time to work with individual students. - Build students' academic language. - Connect the goal of the lesson with the outcomes in the curriculum. 	<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. - Provincial Assessment Data improvements. 	<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>	<p>-All math teachers using strategies within their courses.</p> <p>-Resource teacher to support classroom teachers with strategies</p> <p>-Resource teacher – work individually with students.</p> <p>-Admin supports teachers with course programming, professional development & resources.</p>		
<p>B) By June 2018, 65% of Grade 12 students will achieve a mark average of 60% on the Provincial Test in Math.</p>	<ul style="list-style-type: none"> - 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 7-10. - Formative assessments used to gauge how well students understand outcomes. 					
<p>C) By June 2018, 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"> - Resource time with individual students to support and develop basic skills. - Involvement in the mRLC professional development program to assist teachers in best practice mathematics teaching. 					

Rivers Collegiate
School Plan
2017-2018

Priority Domain: Literacy

Current Level of Performance

- According to the provincial English Language Arts report card data, Grade 12 RCI students scored above (70.7%) the provincial average (67.7%) in 2016-17.
- Report Card assessment data indicates that 71% of students in Grade 7 and 57% of students in Grade 8 met or exceeded (70% or higher) the outcomes /expectations in ELA in 2016-17.
- Report Card assessment data indicates that 73% of Grade 9-12 students met or exceeded (70% or higher) the outcomes /expectations in ELA in 2016-17.

Goals:

By June 2018, 75% 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 area of reading and comprehension.

By June 2018, 75% 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 area of reading and comprehension.

<u>Performance Targets</u>	<u>Strategies</u>	<u>Indicators of Success</u>	<u>Timelines</u>	<u>Responsibility</u>	<u>Status Update</u>	<u>Revisions</u>
By June 2018, 75% of our Grade 7 and 8 students, and 75% of the students in grades 9-12, will achieve a minimum or 3 (70%) in the areas of reading comprehension and writing.	<ul style="list-style-type: none"> - Smaller group settings for teachers to gain one-on-one time with students. - Resource time to work with individual 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. - Extra literacy classes provided to support 7-10 students. - School budget to purchase high interest/low level books. - Co-teaching to provide extra support within classrooms. - Library reading classes incorporated into ELA class time. - Literature Circles. 	<ul style="list-style-type: none"> - Students gaining 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 Assessment Results - Provincial Report Card. 	<ul style="list-style-type: none"> -Immediate and ongoing implementation. -Students' progress, strategies used in the classroom will be discussed at our monthly Grade Group meetings with teachers. 	<ul style="list-style-type: none"> -All teachers through their own courses. -Resource teacher to work with individual students and support teachers. -Admin to support programs and teachers. 		