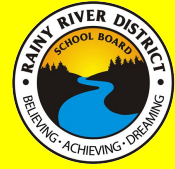


# BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT 2018-19



COMMUNITY, CULTURE & CARING

## OBJECTIVE

The Rainy River District School Board Improvement Plan is an ongoing collaboration between students, classrooms, schools and the system to inform our practice to enhance student well-being and achievement. Monitoring, reflection and dialogue will encourage capacity building across the District.

**GOAL: PROVIDE SAFE, INCLUSIVE, AND RESPECTFUL LEARNING ENVIRONMENTS THAT SUPPORT POSITIVE ACADEMIC GROWTH AND WELL-BEING .**

### STRATEGIES

#### A. MENTAL HEALTH FOCUS

Identify school needs and build educator capacity in social emotional learning to support students' well-being.  
(Mental Health and Addictions Plan)

#### B. INDIGENOUS FOCUS

Support culturally responsive teaching and learning to support the *Truth and Reconciliation Calls to Action*.  
(FNMI Board Action Plan)

#### C. PATHWAYS FOCUS

Enhance student awareness and understanding of, and access to, the various pathways.  
(Student Success Plan; Equity Plan)



NUMERACY

**GOAL: PROVIDE INFORMED, PERSONALIZED, AND PRECISE INSTRUCTION BALANCING INQUIRY LEARNING WITH CAREFUL PRACTICE OF SKILLS AND PROCEDURES TO BUILD MATHEMATICAL FLUENCY.**

### 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.**

### 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

- Mental Health supports are in place.
- Individual Pathways Planning for Gr. 7-10 students takes place, at minimum two times this year.
- Gr. 8 Exit Survey is implemented.
- Monitoring of enrolment and completion rates occur for specialized programs (e.g. SHSM, eLearning)
- Professional development supports are in place, with an emphasis on supporting new teachers.
- School Climate survey pilot is administered to students in Grades 4-12.
- Principal conduct focused walkthroughs.
- Elementary reading levels and fundamental math skills are tracked throughout the year.

## IMPACT

- Increase in the number of students indicating that they feel safe and included in their schools: to 80%.
- Persistent Absenteeism rates decrease: to 14.4%.
- 5 Year Grad rates increases: to 88%.
- Increased success rate for specialized programming.
- Increase in EQAO results:
  - Gr. 3 Reading: to 60%    Gr. 3 Math: to 55%
  - Gr. 3 Writing: to 60%    Gr. 6 Math: to 39%
  - Gr. 6 Reading: to 74%    Gr. 9 Academic Math: to 85%
  - Gr. 6 Writing: to 64%    Gr. 9 Applied Math: to 35%
  - OSSLT: to 70%            OSSLC pass rate: to 96%