



**RAINY RIVER DISTRICT SCHOOL BOARD
IMPROVEMENT AND EQUITY PLAN (BIEP) 2021-2023**

CULTURE OF CARING	MENTAL HEALTH, WELL-BEING AND ENGAGEMENT	
	All students will be supported to improve mental health, well-being, and engagement, through the fostering of a sense of belonging and a positive school environment. Schools will provide students with the appropriate, timely and quality school-based mental health supports, using a tiered approach to intervention.	
CULTURE OF LIFELONG LEARNING	ACHIEVEMENT	
	All students, including those communities of students who - historically and currently - are underserved, will be given the tools to succeed academically and in life.	
	Improve Student Mental Health and Well-Being	
	Goal(s)	Strategies
	100 % of students are engaged in a classroom and school environment which supports a sense of safety, inclusion, and well-being.	<ul style="list-style-type: none"> • Social Emotional Learning lessons provided through School Mental Health Ontario • Mental Health Literacy Lessons provided through School Mental Health Ontario • Health and Physical Education Curriculum lessons, supporting healthy relationships and healthy living/well-being • Mathematics curriculum lessons focused on Social Emotional Learning • Culturally Relevant and Responsive Curriculum/Teachings • Rainbow Connection Presentations
	100% of schools will implement activities that promote student and family engagement and school connections, including extra-curricular activities.	<ul style="list-style-type: none"> • Grade 6 and 8 Transition Days • Kindergarten in person registration events (Meet and Greet, Play Dates) • Extra-curricular and intramural activities • Field Trips and Land-Based Learning • In-school Presentations and Assemblies • District Speech Contest and Gagwe-gikendamaawiziwin • In-person Graduations and Celebrations
	Improve Math Achievement	
	Goal(s)	Strategies
	All students will experience a rich mathematics program based on the best practices outlined in <i>Growing Success</i> and High-Impact Instructional Practices in Mathematics; this includes differentiated instruction, targeted math supports, and hands-on learning.	<ul style="list-style-type: none"> • Support the effective implementation of the new math curriculum (Grades 1 to 8), as well as the Grade 9 De-Streamed Math Course, through professional development, at-the elbow co-teaching opportunities, and staff meeting sessions. • Focus professional development on equity and culturally relevant and responsive teaching in math and the use of high impact instructional and assessment strategies. • Provide elementary teachers with professional development and resources to support makerspace technologies as tools for students to apply math concepts.
	Improve Literacy Achievement	
Goal(s)	Strategies	
100% of students will make gains in reading and writing as identified on school-based reading continuums.	<ul style="list-style-type: none"> • Implement the Literacy Plan Board-Wide using common instruction and assessment tools, specifically the new reading continuum, <i>The Next Step Forward in Guided Reading</i>, Digital Reader, and Assessment Kit. • Support classrooms/teachers in implementing guided reading and writing lessons. 	
Improve Conditions for Learning		
Goal(s)	Strategies	
All students will have the opportunity to learn through experiences that are hands-on, meaningful, and purposeful.	<ul style="list-style-type: none"> • Expand Connected North Programming across the Board, with a focus on specific courses and subject areas for this year: <ul style="list-style-type: none"> ○ Grade 4 Science Unit – Living Systems (all schools) ○ Gr. 11 Understanding Contemporary Indigenous Voices (all schools) ○ Gr. 9 Expressions of First Nation, Métis, and Inuit Cultures (all schools) ○ FFHS Gr. 11/12 Indigenous Entrepreneurship Course • Provide Indigenous focused hands-on learning experiences to 100% of students in Grades 7 and 8. • Ensure resources within schools and libraries reflect diversity. • Support school and system leaders in school improvement planning through bi-monthly Dr. ABC sessions. • Provide other learning opportunities to school and system leaders and staff (e.g., Equity Institute sessions). • Provide Special Education strategies/supports for students as outlined in their Individual Education Plans (IEP). • Review <i>Growing Success</i> and Assessment, and the RRDSB Assessment, Evaluation, and Reporting Procedure, with respect to accommodations for <i>all</i> students, the reduction of tasks, and the suspension of late deductions. 	
PATHWAYS & TRANSITIONS		
All students will have the skills, knowledge, and confidence they need to succeed in the future, as they transition from elementary to secondary school and to their postsecondary pathway, whether apprenticeship, college, community living, university, or the workplace.		
Improve Graduation Rates		
Goal(s)	Strategies	
80% of students will graduate with an Ontario Secondary School Diploma or a Certificate of Accomplishment within five years of starting Grade 9	<ul style="list-style-type: none"> • Provide Credit Rescue and Credit Recovery and tutoring supports for at-risk students. • Provide Summer Cooperative Learning and Dual Credit Experiences as an opportunity for students to gain credits towards graduation. • Provide in-school supports such as Student Success Teachers, Guidance Teachers, Indigenous Grad Coach (FFHS), and Health Navigator (FFHS) to support students with pursuing their pathways. • Develop a land-based Reach Ahead Credit for at-risk students (FFHS). 	
Improve Student Readiness for Future Success		
Goal(s)	Strategies	
100% of students in Grades 7 and 8 participate in a minimum of two trade-focused hands-on learning experiences.	<ul style="list-style-type: none"> • Provide hands-on learning experiences through the Techways Program as part of Grades 7 and 8 Individual Pathway Planning (IPP) development. • Offer family/student information sessions and events for students making school to school transitions (JK/SK, Grades 6-7, 8-9, external to Board). • Develop IPP implementation guide for educators, mapping out process to ensure at least two meaningful pathway planning sessions per year from Grades 7 to 12. • Provide pathways focused experiences to students and families, including “Skills Ontario Discovery Day”, Workboot/Kickass Careers Talks, post-secondary visits, and “Kickstart Your Skilled Trades Future.” • Promote job skills programs (including Co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program, and Dual Credits) to all Grade 10 students as part of Career Studies course, as well as through the course selection process. • Conduct Exit Surveys in Grades 6, 8 and 12 (with questions from the School Climate Survey). 	
75% of students report that they feel that school is helping them learn about possible future career options and pathways		