

Erickson Collegiate: School Plan 2022-23

“Who You Are Makes a Difference”



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Preface

Philosophy of Inclusion

Rolling River School Division 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)

Message from the Principal

When families, communities, and schools work together the result is an increase in student success. Students will also feel successful when they feel a connectedness and a purpose to the school. This can be done while respecting and understanding the whole child- the spiritual, physical, mental, and social emotional aspects. Knowing their stories is very important to their success. While we have made great strides in recent years at Erickson Collegiate, there is still much work to do in terms closing the gaps for all students. COVID has had a huge impact on our attendance, academic success, and mental health. Building stronger relationships, a greater sense of belonging, and self-worth will ultimately improve academics and contribute to the division's mission of eliminating the achievement gap and increasing post-graduate and employment options and opportunities for all students. Erickson Collegiate is supportive of and committed to the goals of Cultural Proficiency, Literacy, Numeracy, and Mental Health and Wellness to 1) close the achievement gaps for all students and 2) to increase the post-secondary and employment options for all students.

Stakeholder Involvement

When schools, parents, families and communities work together to support learning, students experience increased academic success, attend school more regularly, are more engaged and pursue pathways to post-secondary education (NEA Education Policy and Practice Department).

The following information identifies domains for stakeholder involvement and describes specific actions undertaken at Erickson Collegiate:

Domains for Parent/Stakeholder Involvement	Actions Undertaken at ECI
<p>Communicating: Utilizing and creating 2-way communication channels between home and school.</p>	<ul style="list-style-type: none"> • Syner-voice used to communicate important events and information to parents • PowerSchool used to communicate student learning/achievement toward Manitoba Curriculum outcomes. • Emails, texts, phone calls • Some teachers post homework, assignments, test, etc on social media • News stories posted on the school website to highlight special events and student achievements. • Parent-teacher Conferences • Facebook Messenger
<p>Decision Making: Include students, parents and stakeholders as participants in school decisions and advocacy activities.</p>	<ul style="list-style-type: none"> • All Schools in RRSD implement the Tell Them from Me Survey that supports “student voice” and “parent voice”. • Parents are asked to take part in committees to have input on important school related topics (ex. dress code, school review, etc.)

<p>Community Collaboration: Coordinate resources and services for students, families, and community groups to include agencies, business, and post-secondary institutes.</p>	<ul style="list-style-type: none">• Working with community business partners to create work experience and apprenticeship opportunities for students.• Working with community organizations to provide opportunities for our students• Providing extra-curricular opportunities to students through community partnerships• Student and School representation at community events.• Joint project with RRSD, Brandon University, Erickson Elementary, and ECI
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Rolling River School Division: Vision, Mission, Beliefs and Priorities

Our Vision *(What we want to become)*

Citizens who enrich our world.

Mission *(What we do and for whom)*

Rolling River School Division, in partnership with parents and community, provides a quality education, within a safe and caring learning environment, encouraging personal excellence, with dignity and respect for all. Rolling River School Division commits to graduating students who have the knowledge, skills and values that empower them to contribute positively and meaningfully in an ever changing local and global community.

Beliefs

We believe:

- All students have the ability to learn and achieve success.
- All students are unique and learn in different ways.
- All students are valued for their individual gifts, talents and diversity.
- All students can conduct themselves in an ethical manner.
- All students can positively influence their world.

Priorities *(What we value and use as our compass when we make decisions)*

- Excellence in Education
- Healthy Living
- Community Partnerships
- Sustainable Future

Erickson Collegiate: Vision and Mission

Our Vision

Who you are makes a difference

Mission

Erickson Collegiate Institute is committed to providing quality education in a safe and positive learning environment that supports academic, social, and personal growth. We encourage and assist students in their development of becoming responsible contributing citizens who respect diversity, culture, community, the environment, and themselves.

Erickson Collegiate Profile

School Profile (*A brief overview of relevant demographic information as well as specific school strengths, equity issues and/or challenges.*)

Erickson Collegiate is a Grade 7-12 school with approximately 143 students. This is an increase from recent years. We are diverse and our catchment area – Erickson, Rolling River First Nations, Sandy Lake, and Onanole/parts of Riding Mountain National Park – is reflective of that diversity. Approximately 50% of our student body is Indigenous and another 6% identify as Metis. We have students from El Salvador and The Philippines.

Strengths:

- Diversity of student population
- Knowledgeable, understanding, caring, and empathetic teaching and support staff
- Student centered school
- Strong and solid pedagogy
- Commitment to Indigenous education and cultural proficiency
- Provincially – highest Indigenous student graduation rates; ELA Standards Exam – highest Indigenous pass rates
- Band program, Photography, Food and Nutrition, and Horticulture
- Staff commitment to provide many extra/ optional opportunities to increase our students' learning experiences
- A strong working relationship with RRFN
- BSSIP program
- Language programs – Anishinaabe, French,
- Student Support Facilitator/ Program
- Outreach and Self –Directed Learning program
- Resource
- Career Preparation and Exploration Program: Grade 11 and 12 Work Experience
- Apprenticeship program
- Counseling – personal, academic, post-secondary
- Intervention and supports for students

- 1:1 access to educational technology for all students
- Exceptional rates for credit completion
- Teen Clinic
- Indigenization of curriculum – working towards a philosophy of “two-eyed seeing”

Challenges:

- To ensure that the basic needs and safety of all our students are being met
- Coordination and participation of family, community, and agency support networks for youth who face significant challenges and adversity (i.e. poverty, abuse – drug, alcohol, sexual, physical, emotional)
- Meeting the diverse social, emotional, and academic needs of all students
- Identifying work placements and related job sites for vocational education and apprenticeship programs
- Limited to what we can offer in terms of academic and vocational programs
- Increasing the number of Aboriginal students enrolled in Applied/ Pre-Calc Math, Physics, Biology, and Chemistry at the Grade 12 level
- Ensuring we are meeting the TRC recommendations as related to education
- Increase Indigenous students’ involvement in extra-curricular programs such as sports

School Staffing Profile:

Principal/Vice Principal	1.0
Teachers	9.0
Counsellor	0.9
Resource Teacher	0.5
Student Support Facilitator/ librarian	1.0
Educational Assistants	3.0
BSSIP Coordinator	0.5
Secretary	1.0
Head Custodian/ Cleaner	2.0

School Planning: Erickson Collegiate 2022-23

Priority Domain(s): Cultural Proficiency with an emphasis on Indigenous World View

Goal: Equitable Outcomes for FNMI learners

Teach and promote cultural world views – with an emphasis on infusing Indigenous world view into curriculum and activities

Current Level of Performance: November 2015: teachers began the process of developing units/ lessons and/ or assignments to infuse Aboriginal perspectives into curriculum. Majority of teaching staff have attended the Treaty Education Initiative (TEI) and received the educational kits. Staff has had on-going professional development in Indigenous Education, Treaty Relations, and Residential Schools. The BSSIP program is accessible to all students and teachers and is utilized for cultural support, working with families, supporting students by meeting the needs of the whole child. Indigenous world view is present in curriculum through tipi teachings, discussing the importance of all living and non-living things, understanding the calls to action and the role of the TRC, developing cross – curricular units (ELA, SS, Science) that focus on the impact of residential schools, land, and language, understanding the true history of our country and how it has impacted our families. We also include and explore other cultures that exist within our school – including El Salvador and Metis.

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target? data/measures)	Timelines (Target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
<p>- By June 2023, all teachers will continue to infuse cultural proficiency with an emphasis on Indigenous world view into each subject; on a school-wide level staff will infuse cultural proficiency with an emphasis on Indigenous perspectives into school and community activities</p> <p>We will also include all cultural views within the school community, making sure that all students “see” themselves in the building.</p>	<p>- Involve Indigenous youth, family, traditional knowledge keepers, and community (as appropriate) to support learning and ways of knowing</p> <p>- Subject area teachers work together to look at curricular outcomes with a goal to establish lesson/ unit plans and/ or assignments with an Indigenous world view focus.</p>	<p>-Teacher lesson plans/assignments will provide evidence that students are being exposed to Indigenous world view as well as other cultural perspectives and that curricular outcomes are being met</p> <p>- The actualization of Indigenous content, perspectives, and ways of knowing in curriculum</p> <p>- The number or % of Indigenous students reaching proficiency in outcomes</p> <p>- The number of pd sessions attended by teachers that relate to Indigenous world view/ education</p> <p>-The number of school/ community events that involve Indigenous world view and other cultural perspectives</p> <p>- feedback from ECI survey</p>	<p>- all staff will participate in professional development on equity, diversity, and inclusion.</p> <p>-- By June 2023 the school will have organized or participated in several events/ activities that included Indigenous world view</p> <p>- By June 2023, including, discussing, and embedding the cultural perspectives and stories of all of our students in our day-to-day work will be an on-going priority.</p>	<p>-Classroom teachers will design learning opportunities to allow students to explore and learn about Indigenous world view, as well as other cultures of our students.</p> <p>-School administrator will support teachers by providing lesson/assignment exemplars across diverse subject areas.</p> <p>-School administrator will seek out pd opportunities outside the school/division to support staff in working towards the stated objectives.</p>		
<p>PD Needs: Bring in outside teachers/ community members that have experience in the infusion of Aboriginal perspectives to work with teachers</p>						

School Planning: Erickson Collegiate 2022-23

Priority Domain(s): Numeracy

Goal: (Overarching and written in easy language.)

By June 2023, 75% of our grade 7 and 8 students will achieve a minimum of 2-3 (a basic to good understanding and application of the concepts and skills) in all areas of numeracy on the provincial report card (number concepts, mental math, problem solving).

By June of 2023, 80% of our 9-12 students will achieve a minimum of 70% or a 2-3 (a basic to good understanding and application of the concepts and skills) in all areas of numeracy in either the Applied, Pre-Calculus or Essentials stream.

Current Level of Performance:

Based on 20-21 and 21-22 report card data the following students were achieving 2 and above (basic to very good) on the provincial report card assessment scale in all areas of math concepts – knowledge and understanding, mental math, and problem solving.

20-21	Grade 7 All	Grade 8 All	Grade 7 Indigenous	Grade 8 Indigenous	21-22	Grade 7 All	Grade 8 All	Grade 7 Indigenous	Grade 8 Indigenous
Knowledge and understanding	96%	59%	94%	38%	Knowledge and understanding	81%	75%	79%	61%
Mental Math	96%	59%	94%	38%	Mental Math	81%	75%	79%	61%
Problem Solving	96%	59%	94%	38%	Problem Solving	81%	75%	79%	61%

Based on 20-21 and 21-22 report card data, for all students as well as Indigenous learners, the following data for each of our math streams in grades 9-12 show the percentage of students achieving 2 and above (basic to very good) on the provincial report card assessment scale in all areas of math concepts and skills:

20-21	ALL	Indigenous	21-22	All	Indigenous
Essentials 20M	100%	100%			
Essentials 20 S	62%	62%	Essentials 20 S	80%	78%

Intro to Applied and Pre -Calc 20 S	77%	66%	Intro to Applied and Pre -Calc 20 S	57%	67%
Essentials 30 M	100%	100%	Essentials 30 S	95%	90%
Essentials 30 S	92%	88%	Applied 30 S	85%	66%
Pre-Calc 30 S	100%		Pre- Calc 30 S	100%	
Essentials 40 S	57%	86%	Essentials 40 S	80%	67%
Applied 40 S	94%	87%	Essentials 40 M	100%	100%
Pre- Calc 40 S	100%		Pre Calc 40 S	100%	
Intro to Calculus 45	100%		Trans Math 10 F	66%	35%
Math 10 F	60%	42%	Math 10 F	56%	22%

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target? data/measures)	Time Lines (target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
<p>By June 2023, 75% of our grade 7 and 8 students will achieve a minimum of 2-3 (a basic to good understanding and application of the concepts and skills) in all areas of numeracy on the provincial report card (number concepts, mental math, problem solving).</p> <p>By June of 2023, 80% of our 9-12 students will achieve a minimum of 70% or a 2-3 (a basic to good understanding and application of the concepts and skills in all areas of numeracy in either the Applied, Pre-Calculus or Essentials stream.</p>	<ul style="list-style-type: none"> - Additional supports such as SSF, small group instruction, noon support, tutorials, Self-Directed Learning, and Resource - Student achievement is routinely reviewed, monitored, and analyzed by principal and school team. Tracked over time. - Routine analysis of student performance through formative assessment - Investigate perspectives, experiences, and promising practices in math learning and teaching identified in the MRLC math project - Assessments are aligned with curriculum - Essential vocabulary is identified at all levels - MRLC Numeracy: Grades 7, 8, and 9: Multiplicative Thinking from Skip Counting to Algebra 	<ul style="list-style-type: none"> - There is an increase in the number students enrolled in those courses - there is an increase in the number of students meeting or exceeding the outcomes/ expectations in math courses - provincial report card data - provincial numeracy assessments -MRLC numeracy data 	<ul style="list-style-type: none"> - By June 2019, in addition to the two teachers that have been part of the MRLC project, our Grade 7 and 8 teachers will have completed the in-servicing for the MRLC math program. Our Grade 9 teacher will also continue to be part of the cohort - school team meetings throughout the year - Formative assessment is ongoing 	<ul style="list-style-type: none"> - teachers monitor student performance through formative assessment - school team reviews student achievement - two teachers and principal participate in MRLC math project - principal to seek our other pd opportunities 		

Professional Development Needs:	<ul style="list-style-type: none"> - increasing the at-level numeracy skills and competencies for our Indigenous students - transitioning/ preparing Grade 7/8 students for senior high math - how to program for students that are significantly below grade level
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School Planning: Erickson Collegiate 2022-23

Priority Domain(s): Literacy

Goals: *By June 2023, 75% of our Grade 7/8 students, all, and Indigenous learners, will achieve a minimum of a 2, a basic to good understanding and application of concepts and skills in all areas of ELA, according to the provincial report card scale.*

By June 2023, 80% of our grade 9-12 students, all, and Indigenous learners, will achieve a minimum of a 2, a basic to good understanding and application of concepts and skills in all areas of ELA, according to the provincial report card.

Emphasis will be on reading and comprehension.

Current Level of Performance:

20-21	Grade 7 All	Grade 8 All	Grade 7 Indigenous	Grade 8 Indigenous	21-22	Grade 7 All	Grade 8 All	Grade 7 Indigenous	Grade 8 Indigenous
Critical Thinking	91%	66%	89%	51%	Critical Thinking	81%	90%	78%	84%
Listening and Viewing	93%	66%	88%	51%	Listening and Viewing	86%	95%	85%	92%
Reading	89%	66%	82%	51%	Reading	81%	95%	78%	92%
Speaking	92%	66%	87%	51%	Speaking	90%	95%	78%	71%
Writing	92%	66%	88%	51%	Writing	81%	95%	78%	92%

20-21	All Learners	Indigenous Learners	21-22	All Learners	Indigenous Learners
ELA 10 F	71%	64%	ELA 10 F	80%	58%
ELA 20 F	89%	82%	ELA 20 F	63%	50%
ELA 30 S	88%	83%	ELA 30 S	85%	53%
ELA 40 S	79%	57%	ELA 40 S	80%	76%

Performance Targets	Strategies (What are we going to do to achieve the Performance Targets?)	Indicators of Success (How do we know we are achieving our target? data/measures)	Timelines (Target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
<p><i>By June 2023, 75% of our Grade 7/8 students, all, and Indigenous learners, will achieve a minimum of a 2, a basic to good understanding and application of concepts and skills in all areas of ELA, according to the provincial report card scale.</i></p> <p><i>By June 2023, 80% of our grade 9-12 students, all, and Indigenous learners, will achieve a minimum of a 2, a basic to good understanding and application of concepts and skills in all areas of ELA, according to the provincial report card.</i></p> <p><i>Emphasis will be on reading and comprehension.</i></p>	<ul style="list-style-type: none"> - Additional supports such as SSF, small group instruction, noon support, tutorials, Self-Directed Learning, Resource - Student achievement is routinely reviewed, monitored, and analyzed by principal and school team. Tracked over time. - Routine analysis of student performance through formative assessment - assessments are aligned to curriculum - the amount of time to adequately address meeting outcomes and expectations will be examined - essential vocabulary is identified at all levels - school and classroom Response to Intervention practices are in place to help - students meet goals when data indicated intervention is needed - WIN time -Monitoring of attendance and incompletes 	<ul style="list-style-type: none"> - Provincial report card data - Provincial standards assessments -Formative and Summative assessments by classroom teachers 	<ul style="list-style-type: none"> - Provincial assessments to be completed by deadlines - School teams meet regularly throughout the year to review student performance, and determine appropriate interventions -Built in consult time 	<ul style="list-style-type: none"> - teachers monitor student performance through formative assessment - school team reviews student achievement - principal to seek out other pd opportunities 		

PD Needs	Professional development re: new high school curriculum Professional development mrlc – Grade 8 Literacy					

School Planning: Erickson Collegiate 2022-23

Priority Domain(s): Mental Health and Wellbeing

Goal: (Overarching and written in easy language.)

Increase students’ sense of belonging / purpose as well as their sense of self-worth.

Continue to provide opportunities for all people in our school to build and/or strengthen relationships

Current Level of Performance:

This domain has been an on-going priority for our school. While behavior has stabilized for the most part and our credit completion and graduation rates have improved throughout the past years, we still believe that our students could do better if some of them could have a better sense of belonging and sense of self-worth. COVID has had a huge impact on our students and their mental health, and we have seen a regression in attendance as well as engagement as a result. We cannot control extenuating circumstances (poverty, home life, abuse – drugs, alcohol, other), however; we do believe that if we can build solid relationships with our students and help them to be more connected to the school, we can increase engagement, academic achievement, hope,

and support student wellness. We also believe that relationship building and establishing a sense of belonging and self-worth are pro-active approaches to improved mental health.

Performance Targets	Strategies (What are we going to do to achieve the Performance Target?)	Indicators of Success (How do we know we are achieving our target? data/measures)	Time Lines (target dates to complete actions)	Responsibility (Who does what?)	Status Update	Revisions
<p>Throughout 2022 – 2023 there will be an increased knowledge and improved awareness on mental health among both staff and students.</p> <p>Throughout 2022-23 students will continue to feel a better sense of:</p> <ul style="list-style-type: none"> - connectedness to at least one adult in the school - self worth - sense of belonging and purpose 	<ol style="list-style-type: none"> 1.Continue with Mental Health and High School Curriculum Guide – new curriculum delivered to students 2.Guidance/ guest presentations (i.e. self-awareness programs) 3.GSA Group and guidance counselor: diversity conference 4.Informal conversations between staff with students 5.Community organization presentations (i.e. Canadian Centre for Child Protection, AFM, SERC) 6.Increase cultural and traditional awareness for our Indigenous students (i.e. Flight of the Feather conference, Tipi building, weaving Indigenous world view into courses, drumming, smudging, dress making, sharing circles, residential schools, TRC) 7. Establish a Student Leadership group 8.Conduct a school profile 	<ol style="list-style-type: none"> 1.Divisional Social Justice Day participation 2.Staff PD/ Training (i.e. ASSIST Program, Canadian Mental Health First Aid Program, MTS presentations, in-school: Weaving Indigenous world views into classes, NVCI, VTRA, MRLC) 3.School Wellness Day(s)/ Fun activities/ in-class/ whole school breaks and activities 4.Visible information for students and staff 5. Inter-school and community events (i.e. Traditional Feast, Remembrance Day, Christmas Dinner, Kids Can Shop, community BBQ) 6. Tell Them From Me Survey 7. Student participation in school and extra- 	<ul style="list-style-type: none"> - MH curriculum: throughout school year - presentations / attending events throughout year - PD is on-going throughout year - Once a month WIN group activities and competitions - AFM/ SERC presentations to students - exit slips: from students to see if they have made a meaningful connection with one staff member and if the feel a better sense of belonging - BSSIP: on-going throughout the year 	<ul style="list-style-type: none"> - Grade 7 and 8 Phys Ed teacher, Grade 7 and 8 teachers, guidance counselor - guidance counselor, teachers and principal - students and staff organize - guidance counselor, principal - BSSIP coordinator, Elders, and teachers 		

	<p>9. Staff member trained in the Not Tobacco program 10. Staff member trained in SafeTALK program 11. Connection list 12. Implementation of school wide Response to Intervention framework (Meetings 13. Grade Group consult Meetings 14. Exit Slips 15. BSSIP/ Language Programs 16. Continued joint efforts with other schools and community 17. Collaborating as a team to support all students 18. Getting the fitness room operational</p>	<p>curricular activities increases (exit slip) 8. Students are happier and feel a better sense of belonging (observation and exit slip) 9. Teen Clinic 10. School Climate Survey</p>				
<p>Professional Development Needs:</p>	<ul style="list-style-type: none"> - continued pd re: weaving Aboriginal perspectives into classes - continued pd re: mental health and wellness for students and staff 					