

Annual School Performance Report

School Name: River Valley Middle School

Principal and/or Designate: Erika Nelson (VP)

Core Leadership Team: Megan Morrissey, Matt Leger, Sean Carroll, Laura Carr, Janice Jordan

Date Modified: January 10, 2020

School Strengths	Evidence and Rationale in Brief (What were you using for evidence and why were you using it?)
<p>Systemic School Planning: Indicator 4: Schools use evidence-informed RTI strategies to support students academically.</p> <p>4.1 School-wide responses with varied strategies for academic intervention are systematically employed.</p> <p>4.2 The school has an effective process in place for identifying students who require accommodations, adjusted curricular outcomes, and individualized programming.</p>	<p>Pyramids of Intervention for Academics: reviewed each school year with teachers and updated as needed to be posted in classrooms and in StaffShare.</p> <p>How-to documents for teachers to make referrals to ESST (as frustration with the new procedure under ESS Connects).</p> <p>Minutes from ESST Meetings.</p> <p>Implementation of At-Risk lists at each reporting period with official procedures to work with students and parents to get students on/off these lists.</p> <p>Creation of "Workroom" and "Homework Room" for students during an After School Activity Period to support students to get extra help or get work done. Examination of tracking sheet data to determine who is going where.</p> <p>Resource "Quick guides": given to teachers with students on PLPs to show their justified accommodations in a quick glance chart.</p> <p>Quarterly ESST "Resource Round-up" newsletter created and given to staff with pertinent information regarding their students or "how-t</p>
<p>Learning Environments: Indicator 20: School Staff members that the learning environment is welcoming, orderly, healthy and safe.</p> <p>21.1: Boundaries and expectations are co-constructed, explicitly taught, modeled, regularly reviewed with students and positively reinforced. Students and families know these expectations.</p>	<p>Pyramids of Intervention for Behaviour: reviewed each school year with teachers and updated as needed to be posted in classrooms and in StaffShare.</p> <p>Cyber security posters are up and are reviewed with every student in the technology lab. Policy 311 is in their agenda and must be signed by parents.</p> <p>Electronic device policy – in agenda, sent to parents, posted on website, constantly referred to by teachers and staff. Heavily and consistently enforced by ALL adults in the building.</p> <p>Our School Data reflects the expectations for behaviour are transparent and consistent.</p> <p>Teacher Perception Survey data reflects that teachers feel students are well-versed in expectations and students are respectful.</p> <p>Raider Code (behaviour expectations) posted throughout the school and engrained in our culture.</p> <p>Constant reference to ourselves and students as "Raiders", "Raidernation" and "our Raider family".</p> <p>Behaviour Reflection Sheets that are filled out in workroom by student who were sent there.</p>

Current Areas of Focus	Progress toward goal (2 or more variables may be used) W: Withdrawn NS: Not Successful IP: In Progress PS: Partially Successful OT: On Target S: Successful EE: Exceeded Expectations NGA: New Goal Added GA: Goal Adjusted	Potential Area(s) of Focus for Growth identified through Self-Assessment Process	Evidence and Rationale in brief (What were you using for evidence and why were you using it?) Link to relevant school improvement indicators	Suggested Professional Learning Opportunities or action items needed to support progress (e.g., high-yield instructional practices)	Link to the PLWEP as appropriate	Link to the DIP and the Objectives of the 10-year Education Plan as appropriate
Assessment – Consistently identify and explain what constitutes the new 1-4+ standards based grades.	GA: Goal Adjusted	Assessment – Effective Feedback to promote student growth.	<p>“Wall walk” Posted rubrics, explanation of outcomes, models etc. OurSchool Survey PAE results Perception Survey Data Home Report comments Teacher survey Student questioning</p> <p>Classroom Practice: Indicator 23: Instructional Strategies 23.1: Teachers model expectations for and provide examples of quality work.</p> <p>23.2 Teachers create a common understanding of quality work with students through the use of rubrics, indicators, exemplars, and performance levels.</p>	<p>Continued PD sessions on examples of effective feedback.</p> <p>Bringing in District Assessment leads to work with teachers.</p> <p>Teaching teams and PLC groups examination of current feedback items.</p> <p>Communicating expectations clearly with parents.</p>		<p>Ends Policy 3: To increase the engagement of children & youth by embedding competencies such as, critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning.</p> <p>(Links to objectives 3, 4, 5, 8 and 9 of the 10 Year Plan)</p>
Literacy/Numeracy SMART goals	W: Withdrawn	Resilience – Building Grit within our Students.	<p>Our School Survey indicates students have difficulty differentiating between “bullying” and conflict.</p> <p>Anecdotal notes from teachers express frustration with students who have no “follow-through” when assignments get tough.</p>	<p>Ongoing study into the development of GRIT and actively incorporating it into everyday discussions.</p> <p>Book Study “Fostering Grit”.</p> <p>Guest Speakers.</p> <p>RaiderTime PBIS lessons</p>		<p>Ends Policy 3: To increase the engagement of children & youth by embedding competencies such as, critical thinking, citizenship, entrepreneurship, innovation, personalized learning and leadership in teaching and learning.</p> <p>(Links to objectives 3, 4, 5, 8 and 9 of the 10 Year Plan)</p>

			<p>Classroom Practice: Indicator 24: Instructional Strategies: 24.1 Teachers focus on learner-centred strategies that promote engagement, active processing, the construction of subject-specific knowledge, and the development of Global Competencies. 24.2 Teachers personalize learning experiences and foster engagement by promoting autonomy, competence, relatedness, and relevance throughout their instruction. 24.4 Students use metacognitive strategies to self-regulate their learning, emotions and behaviours. 24.8 Students have opportunities to engage in purposeful discussion to gain a deeper understanding of their learning and themselves.</p>			
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