

# SCHOOL REPORTING 2018/2019 and PLANNING 2019/2020

<b>Identification</b>			
Name of School Division River East Transcona	Name of School Robert Andrews School	Name of Principal Ted Stoesz	Date (yyyy/mm/dd) June 28, 2019

<b>School Profile</b>	<i>(Complete the following using FTE as of Sept 30<sup>th</sup>.)</i>		
Number of Teachers 18.60	Number of Students 247	Grade Levels 6, 7, 8	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? Committed to fostering a learning environment, which promotes excellence through the realization of one's potential.			Year Revised 2003-04

## SCHOOL REPORT –2018/2019

<b>School Priorities</b>
1. Robert Andrews students will become independent learners through reading, writing, and thinking, with the ultimate goal to become self-determining learners.
2. Robert Andrews School will enhance climate, culture and inclusivity for students by implementing Positive Behaviour Interventions and Supports (PBIS) at all three tiers (universal, targeted and intensive).
3. Robert Andrews students will become mathematically literate citizens through problem solving, and mental math/estimation, using conversations and technology to enhance the learning.

<b>Previous Years' Successes:</b> Please comment on successes and progress towards meeting previous school plan outcomes.	
<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence).</b> Feel free to attach files with results, if needed.
1. a) Students will learn how to read, write and think in the various disciplines (as Scientists, Historians, Mathematicians, etc.)  b) By June 2019, 95% of students will enhance their writing capabilities by always using non-negotiable criteria/expectations in their writing.	a) Students were introduced to and utilized 2 different types of graphic organizers. They focused on gathering information like a Researcher, Historian and Scientist. They utilized various research sites/information: Ebscohost, Webpath Express, TED Talks and their school library. They gathered information to prepare and present for their passion project (IBL). Students were able to demonstrate their knowledge of a chosen topic.  b) 80% of students were consistently using the non-negotiables criteria in their writing to demonstrate their ideas. Students are able to refer to the poster and show how they are using the criteria to enhance their writing and make it clearer. There is still a large population that require prompting and reminders to ensure their writing has complete thoughts. We looked at writing samples, final products and had the students do a visual tree reflection of how they viewed themselves as a learner in completing these expectations
2. a) By June 2019, 90 % of students will participate in one or more activities that value the attitudes that indicate an improved commitment toward local and global citizenship.	a) i. In December, 98% of our school population participated in our school community potluck lunch, left overs were donated to Siloam Mission. Prior to the pot luck, homeroom classes engaged in discussions and projects based on philanthropy. ii. On December 13, John Janzen from Siloam Mission shared through an illustrated book the complexities around homelessness and how we can help at a local level at a whole school assembly. iii. All Grade 6 classes participated in a dog food and dog treat collection for animals on reserves and in shelters.

<p>b) By June 2019, Robert Andrews School will demonstrate the implementation of PBIS with fidelity as identified on the PBIS rubric.</p>	<ul style="list-style-type: none"> <li>iv. In November 2018, 50 % of Grade 7 classes volunteered at Winnipeg Harvest.</li> <li>v. 15 % of the school population attended We Day, October 30, 2018.</li> <li>vi. 25 % of our school participated in an Environmentally Sustainable Bike Ride to Bird's Hill Park on June 20, 2019.</li> <li>vii. Project 11 was delivered to all Grade 6 students and 50 % of the Grade 7 students.</li> <li>viii. 10 % of the school population were actively involved with Students without Borders. This lunch time committee worked with the Me to We Foundation. Throughout the year the participated in We Scare Hunger, Rafiki campaign. Local campaigns included, collecting and making gifts for kids at Children's Hospital, making neeChees to sell and money was donated to local Ingenious initiatives, and organized a Walk for Water to raise awareness about water conservation and global need.</li> <li>ix. Robert Andrews had an active student leadership group of 45 Grade 8 students for 2018-2019 and was joined in Spring of 2018 by 25 Grade 7 and 4 Grade 6 students. These students volunteered selling pizza at lunch, creating a haunted forest with donations going towards Winnipeg Harvest, organized a schoolwide carnival, volunteered at feeder schools to facilitate four of their schoolwide events. These volunteer opportunities support the development of a safe and caring community of students within the building and into the feeder schools.</li> <li>x. IAA mentorship program with Dr. Hamilton focusing on the Seven Sacred teaching.</li> <li>xi. Indigenous drumming was offered for self-identified and non-identified Indigenous students.</li> <li>xii. February 27, 2019, Pink Shirt Day was recognized through all homerooms participating in a week-long session of mini-lessons emphasizing respectful communication, self and peer advocacy. The school was decorated with student made posters encouraging kindness. A school wide kindness challenge followed.</li> <li>xiii. Green Shirt Day was recognized with 4 mini-activities that encouraged discussions about youth mental health. On May 7, 2019, a schoolwide assembly was held to synthesize homeroom discussions and further encourage the promotion of self-care. 100 % of students and staff received the "RETSD Band Together" bracelets, approximately 60 % of the students and staff wore green.</li> <li>xiv. Student behaviour that aligned with the school matrix was consistently recognized by staff through RAM tickets. These tickets were entered into a weekly homeroom draw starting in October 2018. Draw prizes ranged from pizza to school swag (RA hipster balls and RA Tuber'z)</li> <li>xv. A small group of Grade 8 students participated in the Red Cross Healthy Relationships training program and became certified facilitators of the program.</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>i. Tier 2 team completed the TFI in collaboration with divisional consultants. Tiered Fidelity Inventory results: Tier 1, 97 % and Tier 2, 81 %.</li> <li>ii. Tier 2 team developed a One Note folder to house all the documents for Tier 2 material and developed PD to staff outlining Tier 2 process and interventions offered and how to deliver them.</li> <li>iii. All Grade 6 students participated in a 6-lesson program from the MindUp curriculum, focusing on self-regulation and mindfulness strategies.</li> <li>iv. Schoolwide matrix was consistently referenced by staff and directly taught to Grade 6 students in September.</li> <li>v. Weekly behaviour draws in homerooms, celebrating student successes and strengths.</li> </ul>
<p>3.</p> <ul style="list-style-type: none"> <li>a) By June 2019, 100% of students will use technology to enhance their learning in Math and will be able to communicate their Mathematical understanding.</li> <li>b) By June 2019, 100% of students will have the opportunity to apply their numeracy skills towards ESD initiatives in the form of integrated projects (economics, environment, human health and wellbeing).</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students used iPads to create products and used apps to demonstrate their understanding. Those Apps included Explain Everything, Desmos, Book Creator, iMovie, Plickers, etc.</li> <li>• 100% of students participated in coding and STEM activities (Junior Achievement, Hour of Code, Kids Can Code).</li> <li>• 100% of students have been exposed to IBL/PBL in Math classes.</li> <li>• 100% of students have interacted with topics presented by professionals in STEM and ESD related fields.</li> </ul>

## SCHOOL PLAN –2019-2020

### Planning Process

List or describe factors that influenced your priorities.

- a) Divisional Priorities were the major factor in choosing the school priorities
- b) Success/Lack of success in current priorities

Describe the planning process and the involvement of students, staff, families and the community.

Who was involved?

The Administration Team met several times to develop a process. The school Leadership Team was consulted in developing a process. Once the school priorities were decided (using the divisional priorities, by all staff), each staff member was given the opportunity to choose the priority/priorities about which they were most passionate, and join with others to form a Professional Learning Community (PLC) for that priority. Students were not directly involved, but data (provincial, teachers' observations) indicate that there are weaknesses in general in literacy and numeracy. The current PLC groups met to reflect on the successes of the current year. The newly formed PLC's met several times to determine their plans for the coming year (Outcomes, Indicators, Strategies, Data). The PLC's will meet regularly throughout the year to implement the plan

How often did you meet?

Admin Team: 3-5 times, plus many day-to-day discussions. Leadership Team: Two-Four Team meetings. Staff: Half-day plus one and a half staff meetings, PLC Groups: 2-3 times.

What data was used?

Provincial data, analysis of writing samples, surveys, school-developed skills tests.

Please articulate the ESD connection in your SIP.

Please see Literacy Strategy #1-a)-vii below.

Other highlights?

Our school is the "Hub" school for the Regie Routman in Residence Literacy initiative in the Middle Years schools in RETSD. This Literacy initiative has been a major focus for our school. Alongside literacy, numeracy is beginning to hold an increased focus over this past year and will continue in the coming year. In addition, we are participating in the provincial Reading Apprenticeship Strategic Literacy Initiative, entering our third year, with seven (out of 16) classroom teachers involved.

### School Priorities 2019-2020

1. Robert Andrews students will become independent learners through reading, writing, and thinking, with the ultimate goal to become self-determining learners.
2. Robert Andrews School will enhance climate, culture and inclusivity for students by implementing Positive Behaviour Interventions and Supports (PBIS) at all three tiers (universal, targeted and intensive).
3. Robert Andrews students will become mathematically literate citizens through problem solving, and mental math/estimation, using conversations and technology to enhance the learning.



<p>2.</p> <p>a) By June 2020, students will feel safe and included in the school community; this will be reflected in the student responses to the Our SCHOOL Survey where 75% of students will report “feeling safe” attending Robert Andrews.</p> <p>b) By June 2020, schoolwide cohesive management of student absenteeism and behaviour through the development of Absenteeism and Behaviour communication protocol with home.</p>	<p>2.</p> <p>a)</p> <ul style="list-style-type: none"> <li>i. MindUp lessons incorporated into Health classes across all grade levels.</li> <li>ii. Mini Friday assemblies focusing on mindfulness, incorporating Go Noodle activities and guided practice.</li> <li>iii. Schoolwide engagement days (1/2 day a term) to encourage student voice and development of interests, hobbies and self-care.</li> <li>iv. Expand the Project 11 program to all grade levels.</li> <li>v. Mental Wellness Club open for all students with bi-monthly meetings.</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>i. Tier 2 team will develop a systematic protocol for communicating student absenteeism with care givers.</li> <li>ii. Tier 2 team will develop a systematic protocol for communicating student behaviour referrals with care givers.</li> <li>iii. Tier 2 team will provide professional development to staff regarding school and home communication systems for both absenteeism and behaviour.</li> <li>iv. PBIS PLC will prepare and electronically distribute a parent newsletter home with strategies for families that align with school initiatives supporting positive student behaviour.</li> </ul>	<p>2.</p> <p>a)</p> <ul style="list-style-type: none"> <li>i. Positive behaviour will increase</li> <li>ii. Positive behaviours noted by staff and students celebrated at school assemblies or through general announcements.</li> <li>iii. Student engagement will increase</li> <li>iv. Student anxiety will decrease according to OurSCHOOL data</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>i. Stronger communication between home and school</li> <li>ii. Positive behaviour will increase</li> <li>iii. Solution focused problem-solving discussions between home and staff</li> </ul>	<p>2.</p> <p>a)</p> <ul style="list-style-type: none"> <li>i. Student discipline referrals will decrease</li> <li>ii. OurSCHOOL data</li> <li>iii. TFI Inventory</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>i. TFI Inventory</li> </ul>
--	---	--	--

<p>3.</p> <p>a) By June 2020, 100% of students will engage in authentic, rigorous and meaningful numeracy learning in various subjects to enhance their understanding of topics covered in Math class.</p> <p>b) By June 2020, 100% of students will utilize technology to enhance their learning in Math and will be able to communicate their Mathematical understanding in various ways.</p>	<p>3.</p> <p>a)</p> <ul style="list-style-type: none"> <li>i. Math teachers will participate in an in-house Math residency/PLC focusing on IBL/PBL in Math.</li> <li>ii. Math teachers will share learnings from residency at staff meetings.</li> <li>iii. Staff will participate in a book study (Numeracy committee to provide selected readings pertaining to topics covered in residency/PLC).</li> <li>iv. Math teachers will incorporate PBL/IBL into their curriculum.</li> <li>v. Homeroom teachers will continue to do Estimation problems during designated homeroom time.</li> <li>vi. Two school wide open-ended problem-solving activities.</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>i. Teachers will use Microsoft Teams, One Note, iPads, Other devices and apps to model ways of communicating and demonstrating understanding.</li> <li>ii. Teachers will participate in professional learning such as a residency/PLC, book study.</li> <li>iii. Staff will collaborate to create online units.</li> </ul>	<p>3.</p> <p>a)</p> <ul style="list-style-type: none"> <li>i. Students will identify ways that Math exists outside of the Math classroom.</li> <li>ii. Students will engage in meaningful numeracy conversations with homeroom teachers and peers outside of Math class.</li> <li>iii. Students will see the real-world application for mathematics through the whole school problem solving activities, estimation time and IBL/PBL in math class.</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>i. Class Notebooks are visible for parents, admin and other teachers (making learning visible, increasing the communication with home).</li> <li>ii. Students are comfortable showing their learning in a digital fashion.</li> <li>iii. Students are using technology in an authentic and meaningful way.</li> </ul>	<p>3.</p> <p>a)</p> <ul style="list-style-type: none"> <li>i. Student survey (effectiveness of school wide problem solving, estimation and IBL/PBL in math class)</li> <li>ii. Staff survey</li> <li>iii. Report card data</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>i. Classroom Observations through the residency/PLC.</li> <li>ii. Student Survey</li> <li>iii. Parent/Guardian survey</li> <li>iv. Report card data</li> </ul>
---	--	---	---