

# SCHOOL REPORTING 2016/2017 and PLANNING 2017/2018

<b>Identification</b>			
Name of School Division River East Transcona School Division	Name of School Robert Andrews School	Name of Principal Ted Stoesz	Date (yyyy/mm/dd) 2017/07/25

<b>School Profile</b>	<i>(Complete the following using FTE as of Sept 30<sup>th</sup>.)</i>		
Number of Teachers	19.08	Number of Students: 245	Grade Levels: 6-8
What is your mission statement? Committed to fostering a learning environment, which promotes excellence through the realization of one's potential.			There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes Year Revised 2003-04

## SCHOOL REPORT – 2016/2017

<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
4. Robert Andrews students will use a variety of technologies competently and responsibly to enrich authentic learning outcomes.

<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) By June 2017, 90% of students will have successfully completed the writing process and published a writing piece.  b) By June 2017, 80% of students will choose text from a wide range of fiction and non- fiction topics.	1. a) Students in grades 7 and 8 exceeded the goal of 90% by 5%. Grade 6 students met the goal of 90%. School Wide Writing Samples provided evidence that supports a 7.3% increase in student use of non-negotiables. School wide "Tree" self-assessment survey indicated 100% of students could identify their position on the writing continuum.  b) Book circulation in the Learning Commons increased by 7 %. For the students in Grade 6 & 7 the average number of books signed out was 15. Of the 156 students, 40 signed out 5 or fewer books, or 74% of students signed out 6 or more books. This does not include the books students borrowed from the Classroom Libraries.
2. a) By June 2017, RA will have implemented their 2016-2017 PBIS action plan with fidelity.	2. a) Staff met regularly to analyze school wide data through My Referrals, using the TIPS meeting format. PBIS team attended the divisional in-service with Dr. Tim Lewis to further develop professional understanding of the foundational component and pedagogy of PBIS. Tiered Fidelity Inventory (TFI), Tier 1 completed to support planning for 2017-18 school year with TFI

<p>b) By June 2017, RA will begin implementing PBIS Tier II: Targeted supports.</p>	<p>score increasing from 78% in June 2016 to 98% by April 2017. School wide launch of Behaviour Matrix posted throughout the building – visible in every classroom and shared space.</p> <p>b) Behaviour Matrix launch was supported through assemblies and classroom mini-lessons teaching each specific behaviour expectations. Positive behaviour by student body acknowledged through the “RAM tickets,” which celebrated the student exemplifying safe, respectful and responsible behaviour. Tickets entered into a draw that provided the opportunity for students to win a school PBIS t-shirt.</p>
<p>3.</p> <p>a) By June 2017, 75% of the students will achieve a 3 in the Problem solving (Math) section of the provincial report card.</p> <p>b) By June 2017, 90% of the students will achieve a 3 in the Mental math and estimation section of the provincial report card.</p>	<p>3.</p> <p>a) In term 1, 86% of students in Grade 6-8 obtained a 3 or 4 on problem solving on their provincial report card In term 3, 92% of students in Grade 6-8 obtained a 3 or 4 on problem solving on their provincial report card</p> <p>b) In term 1, 81% of students in Grade 6-8 obtained a 3 or 4 on mental math and estimation on their provincial report card In term 3, 92% of students in Grade 6-8 obtained a 3 or 4 on mental math and estimation on their provincial report card</p>
<p>4.</p> <p>a) By June 2017, 90% of all students will have experienced 3 integrated lessons focusing on basic functions in the Office 365 software suite.</p> <p>b) By June 2017, all students will have the opportunity to utilize their own technology device in class, understanding the expectations and responsibilities involved.</p> <p>c) By June 2017, 90% of students will understand their responsibilities as a “digital citizen”. Three lessons per grade will be selected from CommonSenseMedia.org.</p>	<p>4.</p> <p>a) A re-assessment of this priority through an informal staff survey found that many students were proficient in basic functions of Office 365. Teachers expressed concerns about students who seemed reluctant to use OneDrive to share documents. Lessons were shared with all students to utilize this function.</p> <p>b) Dependent upon MY BYOD policy.</p> <p>c) Even though MYBYOD policy was not in place yet, digital citizenship was taught in two lessons for all grades 6-8 students in preparation using CommonSenseMedia.org.</p>

**SCHOOL PLAN – 2017/2018**

<p><b>Planning Process</b></p>
<p>List or describe factors that influenced your priorities.</p> <p>a) Divisional Priorities were the major factor in choosing the school priorities</p> <p>b) Success/Lack of success in current priorities</p>
<p>Describe the planning process and the involvement of students, staff, families and the community.</p> <p>Who was involved?</p> <p>The Administration Team met several times to develop a process. The school Leadership Team (4 teacher Team Leaders plus 2 admin) met for a half-day session (with assistance from the division Middle Years Consultant), to generate ideas and develop 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.</p>
<p>How often did you meet?</p> <p>Admin Team: 3-5 times, plus many day-to-day discussions. Leadership Team: Half-day plus several Team meetings. Staff: one and a half staff meetings, PLC Groups: 2-3 times.</p>

What data was used?

Provincial data, analysis of writing samples, on-line survey, school-developed skills tests

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.

### School Priorities

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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.
4. Robert Andrews students and staff will grow competency in the use of technology to enhance learning.

### School Plan

<b>Expected Outcomes</b> What specifically are you trying to improve for student learning? (SMART – specific, measurable, achievable, realistic, time)	<b>Strategies</b> What actions will you take?	<b>Indicators</b> How will you know that learning is improving?	<b>Data Collection</b> By what means will you collect evidence of progress toward learning?
1. <ul style="list-style-type: none"> <li>a) By June 2018, 75% of students will be able to write a short non-fiction summary utilizing supporting details from a non-fiction text.</li> <li>b) By June 2018, 75% of students will be able to view non-fiction text and identify the main ideas.</li> <li>c) By June 2018, 90% of all students will enhance their writing capabilities using the non-negotiable criteria/expectations.</li> </ul>	1. <ul style="list-style-type: none"> <li>a) Utilize graphic organizers; use non-negotiables; create Essential question. Teachers will use the OLM to model learning. ELA teachers will use revisions sheets. Staff will be given PD on the use of organizers, SQP2RS, and essential questions from New ELA curriculum. ELA classes will provide consistent writing time to enhance RAW time.</li> <li>b) Provide PD for staff on reading strategies (SQP2RS). Identify the main parts of non-fiction text when skimming. Provide staff with 4 graphic organizers; annotating/ coding text. Staff will use the OLM to teach students SQP2RS, coding text, and Read around the text organizers. Students will be provided with a variety of non-fiction text at grade level. Non-fiction text for classroom libraries and Learning Commons will be focus of new purchases.</li> <li>c) Use “What Good Writers Do!” to guide the review with Grade 7 &amp; 8 in early September. Teach and review the</li> </ul>	1. <ul style="list-style-type: none"> <li>a) Students will be able to create at least one essential question and be able to explain the purpose of the question. Students will use a form of an organizer to create their written piece. Students will be able to identify key information and write using non-negotiables.</li> <li>b) Students will use SQP2RS. Students will use coding/annotating sheets. Students will use at least two strategies to gather information. Students will be able to identify and discuss main ideas of texts.</li> </ul>	1. <ul style="list-style-type: none"> <li>a) A short summary product.</li> <li>b) Students will demonstrate their learning by completing a graphic organizer; engaging in conversations, and through observations by teacher.</li> <li>c) Anecdotal and Writing Sample data</li> </ul>

	<p>same for Grade 6s. Use data from fall Writing Sample to gauge student needs with non-negotiables. Final data from Spring Writing Sample to analyze growth.</p>	<p>c) All students will engage with direct feedback from the teacher using non-negotiables in their writing. Additional support will be in place for students needing further practice.</p>	
<p>2. By June 2018, Office Managed Discipline Events will have decreased by 10 % compared to 2016-2017 for identified areas.</p>	<p>2.</p> <ul style="list-style-type: none"> <li>• In Fall, a review of the My Referrals data system, Precision Request, Behaviour Definitions and Behaviour Flow Chart with all staff will occur at a staff meeting/PD.</li> <li>• The PBIS team will develop and post space specific matrixes (LC, Hallway and Technology). Specialist teachers will develop and post specific matrixes that outline behaviour routines for their areas by mid fall.</li> <li>• In September, Grade 6 team will teach specific lessons for each behaviour expectation of the school wide matrix.</li> <li>• RAM Tickets will be given for positive behaviour.</li> <li>• Continue to implement PBIS Tier 1 with fidelity.</li> <li>• Identifiable roles for committee members.</li> <li>• Grade level Teams identify areas of growth for students' success and develop consistent practices.</li> <li>• Assembly schedule created by RALT team in September and shared with staff.</li> <li>• In conjunction with Student Leaders, present focused lessons in school-wide assemblies.</li> <li>• The PBIS Committee will plan themes or behaviour expectation lessons for each assembly.</li> <li>• Additional mini-lessons provided for Homeroom Teachers to follow-up and reinforce.</li> <li>• Lessons reinforced through a two-week blitz using RAM tickets. A T-shirt draw at the end of those two weeks.</li> <li>• Begin and complete implementation of PBIS Tier II with fidelity, by June 2018.</li> <li>• RALT to attend divisional PBIS: Tier II in-service.</li> <li>• Student Services staff will develop a flow chart of additional supports.</li> <li>• Student Services and Administration will create a formal system to address attendance concerns.</li> <li>• Implementation of Problem Solving Data Sheet school-wide.</li> </ul>	<p>2.</p> <ul style="list-style-type: none"> <li>• Positive behaviour will increase.</li> <li>• Positive behaviours noted by staff and students and celebrated at general assemblies or through general announcements.</li> <li>• Office referrals will decrease.</li> <li>• Both staff and students will use common vocabulary with respect to the expectations.</li> </ul>	<p>2.</p> <ul style="list-style-type: none"> <li>• Staff will record all classroom and office managed discipline events in My Referrals.</li> <li>• Tyler Pulse Data will compare year-to-year data by identified areas.</li> <li>• Number of RAM tickets used to track and acknowledge positive behaviour. Number of Office Referrals.</li> <li>• Anecdotal evidence of common vocabulary.</li> </ul>

	<ul style="list-style-type: none"> <li>Regular assemblies will be held.</li> </ul>		
<p>3.</p> <p>a) By June 2018, 80% of students will achieve a 3 or 4 in the Problem Solving (Maths) section of the provincial report card.</p> <p>b) By June 2018, 90% of the students will achieve a 3 or 4 in the Mental Math and Estimation section of the provincial report card.</p> <p>c) By June 2018, students will use technology to investigate and respond to mathematical problems 25% of the time.</p>	<p>3.</p> <p>a) Regular problem solving instruction, conversation and practice for all students at all grade levels using a variety of strategies. We will utilize online programs, maths and card games that activate Mathematical thinking. Maths teachers will attend various PD sessions throughout the year.</p> <p>b) Complete Estimation 180 at least two times in a school year. We will utilize online programs, maths and card games that activate Mathematical thinking. Maths teachers will attend various PD sessions throughout the year.</p> <p>c) Teachers will implement the use of One Note and One Drive in their lessons. Students will utilize iPads to demonstrate their learning and Maths teachers will attend various PD sessions throughout the year.</p>	<p>3.</p> <p>a) Classroom formative assessment (products, observations, conversations) and the Provincial report card.</p> <p>b) Classroom formative assessment (products, observations, conversations) Provincial report card.</p> <p>c) Classroom formative assessment (products, observations, conversations). Teachers will increase their use of iPads, OneNote and OneDrive to monitor students work and enhance student learning.</p>	<p>3.</p> <p>a) Report card data</p> <p>b) Report card data</p> <p>c) Products generated on iPads, OneNote or OneDrive</p>
<p>4. Robert Andrews students will grow competency in the use of technology to enhance authentic learning.</p>	<p>4.</p> <p>a) Teachers and students will participate in weekly lessons over a course of 14 weeks throughout the school year to learn new platforms for learning and sharing. An ICT Learning Coach will lead these sessions assisting both teacher and students to gain knowledge and understanding of these platforms.</p> <p>b) The ICT Learning Coach will work with all classrooms throughout the year to assist with the development of various IBL opportunities involved with data collection.</p>	<p>4.</p> <p>a) Students and teachers will utilize office 365 and classroom notebooks to share information and learning experiences.</p> <p>b) All students will be able to show evidence of a data collection process related to an IBL assignment.</p>	<p>4.</p> <p>a) All homeroom classes will have a class notebook.</p> <p>b) All students will exhibit a data collection sampling.</p>