SCHOOL REPORTING 2017/2018 and PLANNING 2018/2019

Identification

Name of School Division River East Transcona School Division	Name of School Robert Andrews School	Name of Principal Ted Stoesz	Date (yyyy/mm/dd) June 29, 2018

School Profile	*(Complete the following using FTE as of Sept 30th.)*		
Number of Teachers: 20	Number of Students: 243	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 for 2017/2018

School Priorities – 2017-2018

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.

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes.

Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach files with results, if needed.
1. 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. b) By June 2018, 75% of students will be able to view non-fiction text and identify the main ideas. c) By June 2018, 90% of all students will enhance their writing capabilities using the non-negotiable criteria/expectations.	a) Students in grade 6, 7 and 8 exceeded the goal of 75% by 10%. Classroom teachers utilized graphic organizers and were able to provide evidence of students completing a non-fiction summary with supporting details from a variety of disciplines. 95% of the students in grade 6, 7 and 8 were able to create an essential question and used graphic organizers to record key information. b) 90% of grade 6, 7 and 8 students viewed non-fiction text and identified the main ideas through inquiry-based learning and I-Cubed projects. Students demonstrated their knowledge of a topic through their note taking and writing in their inquiry-based projects. Staff modeled a variety of organizers using the OLM. The Learning Commons added a significant number of non-fiction texts to support researching on non-fiction texts based on inquiry projects. c) 85% of students were able to enhance their writing capabilities using the non-negotiables. The Writing Sample and non-fiction writing were used as baseline data. Students demonstrated non-negotiables in Inquiry-based learning projects and I Cubed projects.

2. By June 2018, Office Managed Discipline Events will have decreased by 10 % compared to 2016-2017 for identified areas.	Teachers are using precision request, managing and documenting classroom behaviour, as outlined in the divisional document for classroom and office managed behaviour with the My Referral system. In 2016-2017 (September – April) there were 32 Office Managed Discipline Events compared to 2017-2018 when there were 11 Office Managed Discipline Events, a decrease of 66%. RALT members attended PBIS Tier II divisional in-services, The Problem Solving Data sheet was used at grade level Team meetings to refer students for increased school supports. RALT meetings looked at information from the Problem Solving Data sheet and My Referrals to determine student concerns and next steps to support learning and behaving. The 2016-2017 Tier II TFI score: 58%, compared to 2017-2018 Tier II TFI score: 77%; showing a 33% increase.
3. a) By June 2018, 80% of students will achieve a 3 or 4 in the Problem Solving (Maths) section of the provincial report card. 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. c) By June 2018, students will use technology to investigate and respond to mathematical problems 25% of the time.	a) Analysis of the Trimester 3 report cards found that 92% of students achieved a 3 or a 4 in the Problem Solving section of the provincial report card. b) Analysis of the Trimester 3 report cards found that 94% of students achieved a 3 or a 4 in the Mental Math and Estimation section of the provincial report card. c) Students used technology to investigate and respond to Mathematical problems 10%. Students are not yet receiving the full advantage of the technology to enable their learning.
4. Robert Andrews students will grow competency in the use of technology to enhance authentic learning.	Students were taught the use of the divisional software (Office 365 and its components) by a teacher ICT Learning Coach, with particular emphasis on the uses to enhance and enable learning.

SCHOOL PLAN – 2018/2019

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: one and a half staff meetings, PLC Groups: 2-3 times.

What data was used?
Provincial data, analysis of writing samples, on-line survey, school-developed skills tests.

Please articulate the ESD connection in your SIP.
Please see Numeracy goal 3. c) 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.

School Priorities 2018-19

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School Plan 2018-19

Expected Outcomes What specifically are you trying to improve for student learning? (SMART – specific, measureable, achievable, realistic, time)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?

1.
 	
a) Students will learn how to read, write, and think in the various disciplines (as Scientists, Historians, Mathematicians, etc.)
	a)
	i. Teachers will develop disciplinary reading/writing/thinking frameworks (e.g. "What Do Good Scientists Do When Reading/Writing/Thinking?")
	ii. Teachers will form a PLC on integrating disciplinary literacies
	iii. Continued teacher engagement in Regie Routman initiative, in all subject areas
	   • On-boarding of new teachers in a PLC
	   • Continue refreshing and reflecting on individual teacher growth using RR methods, through classroom visitations, ObserveMe invitations
	iv. Expanded teacher involvement in Reading Apprenticeship Strategic Literacy Initiative
	v. Each grade level team will plan and implement at least one thematic unit that makes connections between disciplines (ELA teachers team with content area teachers)
	vi. Students will use disciplinary reading/writing/thinking to explore topics related to Education for Sustainable Development
		a)
		i. Students will be able to identify what writing looks like in each discipline
		ii. Students will be able to read and interpret disciplinary texts
		iii. Students will use 2 different graphic organizers to record information
		iv. Students will create writing across 2 disciplines (e.g. ELA and a content area)
		v. Each student will develop a project based on Inquiry of their choosing.
			a)
			i. Project artifacts, pieces of writing
			ii. Survey of student engagement in disciplinary writing
			iii. Classroom based assessment
			iv. Use Dimensions of Students' Writing to assess progress
			v. Student reflection

b) By June 2019, 95% of students will enhance their writing capabilities by always using non-negotiable criteria/expectations in their writing.	b) i. Teachers in all disciplines will model this, using OLM ii. Teachers in all disciplines will use the anchor charts/posters for "What Good Writers Do".	b) i. Conversations, observations, products ii. Writing Samples	b) i. Conversations, observations, products ii. Writing Samples iii. Use Dimensions of Students' Writing to assess progress iv. Student Visual Tree reflection

2. a) By June 2019, 90 % of students will participate in one or more activity that values the attitudes that indicate an improved commitment toward local and global citizenship	a) Committees (Grade levels teams, PLCs and Student Leadership Committees) will offer the following opportunities: • Deck the Halls (school wide potluck), with a focus on service learning and the reality of poverty in Manitoba • Students without Borders, providing enrichment and service learning in collaboration with WE Day to raise aware of Indigenous issues in Canada • Schoolwide Pancake Breakfast, supporting One Just City (local homeless shelter) • Schoolwide assemblies to share information supporting the philosophy behind the initiatives from Builder's Club and Students without Borders Committees • Pink Shirt Dance and T-shirt creation with homeroom mini-lessons about respecting others, how to stop bullying, increasing student awareness of their responsibilities as citizens of Robert Andrews School. • ESD Bike Ride event • Triple A mentorship with students at Dr. F.W.L. Hamilton School, with an emphasis on empathy for younger students and the Seven Sacred Teachings. • Leadership students to serve fellow students through organized lunches prepared at school to raise support for Builder's Club and Students Without Borders initiatives.	a) • Positive behaviour will increase. • Positive behaviours noted by staff and students and celebrated at general assemblies or through general announcements.	a) • Our School data • Staff anecdotal observations and conversations • Additional student survey(s)
b) By June 2019, Robert Andrews School will demonstrate the implementation of PBIS with fidelity as identified on the PBIS rubric.	b) • Professional Development to ensure consistent language, management of behaviour and documentation in My Referrals. • Documents outlining divisional definitions, school expectations and lesson plans accessible to all staff through Microsoft Teams. • In September, Grade 6 and 7 Teams will teach a specific lesson for each behaviour expectation of the school wide matrix. • Teachers will incorporate Active Start as needed, gym time will be scheduled to homerooms at the beginning of the school day.	b) • Positive behaviour will increase • Positive behaviour will be noted by students and celebrated • Office referrals will decrease • Staff and students will use common vocabulary with respect to the expectations	b) • Tiered Fidelity Index will document and reflect progressive growth and sustainability of supports

	• School wide use of Go Noodle movement breaks and guided meditation to support the practice of mindfulness. • Grade 6 students will engage in lessons from Mind Up		
3. 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.	a) • Using Microsoft Teams • Using other communication apps (Explain Everything, Flipgrid etc.) • Participating in the Hour of Code • Invite professionals from STEM careers to speak to students	a) • Students will use the iPad to enhance and demonstrate their learning regularly each term. • Students will use an iPad independently to communicate their mathematical understanding • Students will use the iPad to participate in mathematical understanding	a) • Classroom based assessment • Math teachers survey • Products created using the iPad • Assessment conversations facilitated by apps
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 well-being).	b) • Integrating Math into inquiry projects or project-based learning • Professionals to come in to speak about ESD related initiatives with a focus on STEM • Developing and using ESD themed estimation topics • Integrating the recommendations from the provincial ESD documents • "Story of Stuff"	b) • Students will complete a project related to the ESD domains (including a section on numeracy skills) • Students will complete estimation problems and give reasonable answers related to ESD topics	b) • Classroom based assessment • Math teachers survey • Exhibitions of student projects