



Our Mission

“Working together today, preparing the citizens of tomorrow!”

About Us

- ☐ Student Population = 202
- ☐ Classroom Teachers = 10
- ☐ Resource Teachers = 2
- ☐ Reading Recovery Teacher = 0.5
- ☐ Music Teacher = 0.5
- ☐ Phys. Ed. Teacher = 1.0
- ☐ Teacher Librarian = 0.5
- ☐ Library Technician = 0.5
- ☐ Educational Assistants = 13
- ☐ Literacy/Numeracy Facilitator=2
- ☐ Clerk =1.0
- ☐ Custodial Staff = 2.5
- ☐ Principal = 1
- ☐ Grades K-5

School Priorities for 2018-2019

1. Literacy – enhance student achievement through authentic and appropriate literacy instruction
2. Numeracy – foster student achievement through developmentally appropriate mathematics instruction
3. Safe and Caring School – enhance the school climate and culture by further developing a caring, safe and inclusive school
4. Sustainable Development – community outreach initiatives that support our focus on teaching students to become socially and globally responsible citizens

Expected Outcomes for 2019-2020

1. By June 2020, 90% of students, including FNMI (First Nation, Metis & Inuit), will communicate and demonstrate increased understanding in reading and writing as a result of increased instructional focus of the gradual release of responsibility toward student independence
2. By June 2020, 75% of students, including FNMI (First Nation, Metis & Inuit), will communicate and demonstrate increased understanding of concepts through problem solving using a variety of strategies
3. By May 2020, 80% of students will become aware of social responsibility, problem solving and increasing their understanding of the connection between actions and consequences
4. By June 2020, all students will increase their understanding that everyone shares the responsibility to take care of their community, both locally and globally

Results for 2018-2019

Literacy & Numeracy Celebrations...

- Radisson School was the Early Years “hub school” for RETSD’s Regie Routman Writing Project. All teachers participated in reflective professional development related to personal learning goals to support student learning.
- Teachers co-taught with teaching partners, giving them time to observe in other classrooms, mentor and reflect on their practice.
- Professional conversations and sharing continue to positively impact teachers’ strategies for instruction and assessment in literacy and numeracy.
- Grade 4 & 5 teachers integrate technology into mathematics instruction, with a focus on problem-solving.
- Student reading, writing and math growth and products are celebrated in classrooms, displays, bulletin boards, student-led conferences and assemblies.
- During the 2018-2019 school year, all students participated in All School Writes as part of the Regie Routman Writing Project (October, & May). Average writing samples for each class with a focus on strengths and areas of next steps (development needed) were identified. Student writing samples were reviewed by vertical teams to assess the developmental milestones across Kindergarten – Grade 5 and correlate to grade level writing benchmarks.
- All students have shown growth in reading, writing, and numeracy as evidenced by student learning.
- Reading Recovery: Everyone has made progress or will be discontinuing.
- Students with Exceptional Needs: 90% of students on IEP and AEP’s have progressed related to their learning goals.
- Professional conversations and sharing continue to positively impact teacher strategies for instruction and assessment in student literacy and numeracy.

Safe and Caring School Celebrations...

- All our classrooms participate and take leadership in social responsibility initiatives. This includes Siloam Mission, Plessis Food Bank, raising money for Jump Rope for Heart and Terry Fox, school-based Earth Day initiatives, learning & working together, participation in Transcona area community clean up.
- Students and families participated in three evening family events at Radisson School. One family night was sponsored by PAC, our Halloween Dance, with students, families and staff coming together. Our Community Connector coordinated a family night for decorating Gingerbread Houses in late November 2019, with 50+ families participating. Radisson literacy team facilitated a literacy evening, supporting readers and writers in the home environment.
- Parents/caregivers provided feedback from our fourth annual Radisson School Parent Survey in May 2019. This was the second year the survey was sent out electronically, with paper copies available. Feedback from Radisson community members also included anecdotal comments:
 - 73% report we are meeting expectations in regard to our school's ability to meet their child's learning needs.
 - 75% indicate we are meeting expectations, that our teaching emphasizes thinking, writing, and understanding in all subject areas.
 - 75% report that we are meeting expectations when reporting on student learning.
 - 73% state we are meeting expectations related to student behaviour and expectations are clearly communicated and re-enforced.
 - 80% report we are meeting expectations in regard to communications that keep them informed and up to date about important events in their child's school life.
 - 60% feel we are meeting expectations that Radisson School's learning environment is safe, caring and inclusive for all students.
 - 88% indicate we are meeting expectations, providing opportunities for extra-curricular activities and/or special events for their child(ren).
 - 94% feel we are meeting expectations related to opportunities to be involved as a parent in our school.
 - 70% of parents are aware of our school priorities
 - 83% of parents are aware of our school's community outreach initiatives
- In November K-3 participated in school survey—103 students participated in a school-based Safe & Caring online survey:
 - 77% of students feel celebrated when they do something well at school.
 - 80% of students feel that adults notice things they have done well.
 - 78% of students feel it is OK to be themselves at school.
 - 73% of students feel it is OK to make mistakes at school.
 - 87% of students say they have friends at school.
 - 83% of students feel safe in the classroom
 - 71% of students feel safe in the hallway
 - 70% of students feel safe on the playground
- In April 2020, Grades 1-5 participated in school wide survey—150 students participated in a school based Safe & Caring paper survey...
 - 54% of students feel celebrated when they do something well at school.
 - 69% of students feel that adults notice things they have done well.
 - 77% of students feel it is OK to be themselves at school.
 - 73% of students feel it is OK to make mistakes at school.
 - 84% of students say they have friends at school.
 - 80% of students feel safe in the classroom
 - 73% of students feel safe on the playground

Anecdotal feedback was shared in regard to students' feelings about school and the school environment. 71/150 provided additional comments such as: they feel safe on the playground, and they feel celebrated at school.

Sustainable Development Celebrations...

- Students have engaged in social responsibility/social justice initiatives to raise awareness and support our community. This includes local, city-wide and global awareness and sustainable actions. Initiatives included Siloam Mission, Earth Day and Earth Caretaking activities, raising money Jump Rope for Heart & Terry Fox, food donations for our community food bank and more!
- All students participated in the Community Clean up on May 10, 2019. This was organized through our community Transcona BIZ, with all Transcona schools participating.
- Monthly assemblies incorporate social responsibility/social justice initiatives that are student driven and correlated to curricular outcomes.
- Our has students taking leadership for recycling awareness and collection. Students actively participate in recycling efforts within our school community.
- All staff and students actively participated in sustainable development experiences in social learning communities.
- Artist in the School, J. Cook, worked with all students integrating dance with curricular learning, culminating with a performance assembly to celebrate the week.