

2019-2020 RETSD Indigenous Academic Achievement Planning Template – Addendum to the School Planning Report

Step 1	Identification			
	Name of School Division RIVER EAST TRANSCONA SCHOOL DIVISION	Name of School RIVER EAST COLLEGIATE	Name of Principal DIANA POSTHUMUS/SANDY DZUBA	Date (yyyy/mm/dd) 2019/06/28

Step 2	2018–2019 Indigenous Academic Achievement Plan Year End Report (RETSD addendum to the School Improvement Plan)	
	Previous Years’ Successes: Please comment on successes and progress towards meeting previous IAA Plan outcomes. Please include a summary of how funds were allocated in support of your outcomes.	
	Expected Outcomes	Results (status, data or anecdotal evidence)
	1. By June 2019 our Aboriginal student will offer one activity per month where Aboriginal culture is honored and explored.	Students attended mentorship training, participated in the divisional Pow Wow planning and organization, students met 1x per semester, staff participated in training, Aboriginal Art pieces were represented in multiple areas of the school and were a focus at our Arts Celebration. Teacher team met 6 times during the year. Student participation in mentoring included 5-7 students on a semi regular basis. Attendance at Manito Ahbee. Tristan James was a strong mentor and advocate across the division at many schools. A Star Blanket was presented to Tristan James for his exceptional leadership over his 4 years at REC and to celebrate his graduation.
	2. By June 2019 there will be an increase in the number of Aboriginal focused selections offered in our classrooms and school library.	We increased our Indigenous reading materials in our library, our ELA, Social Studies and Family Studies classrooms.
	3. By June 2019 we will establish a River East Collegiate Drum Group	We held numerous sessions to invite drummers to join a possible drum group. We had 2 people interested in participating. The drum was used in several percussion classes in our band room and with our special need’s students. Additional work is required to complete this goal.
	4. To increase the academic success and attendance of our Aboriginal students.	Counsellors report an increase in the number of Aboriginal students attending tours and seeking information regarding post-secondary opportunities. Several students received scholarship funds to continue their education at the post-secondary level.
5. To utilize the Blanket Activity in grade 9/11 classrooms.	The Social Studies department utilized divisional resources to have several presentations in Canadian History Classrooms. Divisional direction required the use of divisional facilitators to complete the training.	
2018-19 Budget Allocation Summary:		

Step 3	2019-2020 Indigenous Academic Achievement Plan (RETSD addendum to the School Improvement Plan)			
	Expected Outcomes What specifically are you trying to improve for students learning? (SMART – specific, measurable, 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. By June 2020 our Aboriginal students will participate in the Lord Wolseley mentorship on a regular basis and will offer several school-based activities at REC to celebrate Aboriginal culture.	<ul style="list-style-type: none"> staff based Aboriginal leadership team will meet one time per semester with divisional supports to identify plans for the semester/year student based Aboriginal leadership team will meet a minimum of 2 times per semester to set up activities for the mentorship and school-based activities students will participate in the REC fall leadership event and the divisional mentorship training 	<ul style="list-style-type: none"> staff team has met two times staff will participate in the blanket exercise or the Poverty simulation activity 	<ul style="list-style-type: none"> number of activities completed for staff and students minutes of meetings number of students participating in events 	

	2. By June 2020 there will be an increase in the number of Aboriginal focused activities and resources offered in our classrooms.	<ul style="list-style-type: none"> grade 9 SS teachers will use Treaty Training resources in the classroom each grade level of ELA will teach on Indigenous framed novel reading materials reflecting an Aboriginal Perspective will be available to students through our classroom and school library grade 9 math PD for teachers will include a presenter who has activities that support Aboriginal perspective in the math curriculum art classes will complete a mural regarding Reconciliation Indigenous art activities for each grad level(grade 10-seven teachings, grade 11 – beading) introduction of Indigenous artists during lessons lunch time opportunities for students to do beading and dream catchers 	<ul style="list-style-type: none"> Grade 9 students will have received Treaty Training Aboriginal materials will be available in all subject areas 	<ul style="list-style-type: none"> tracking use of materials from classroom libraries, central library and the use of the bins of materials available through our Social Studies department.
	3. To increase the academic success and attendance of our Aboriginal students	<ul style="list-style-type: none"> utilize our youth care workers to engage with students and families to build their capacity to attend school and engage in academic classes provide regular attendance supports for our parents and students provide regular attendance data to parents use of our Jets Hockey Academy staff to support our Aboriginal student participants provide counsellors and department heads with a list of our self-identified Aboriginal students school counsellors to meet with Triad students identified as Aboriginal to provide specific career related opportunities counsellors will target the grade 9 students entering the building and the grade 12 students preparing to graduate 	<ul style="list-style-type: none"> an increase in attendance and academic success of our identified at-risk Aboriginal students a better connection with our Aboriginal caregivers where there is a sense of support and trust in the school an increased number of Aboriginal students seeking information for career and post-secondary options an increase in graduation rates of Aboriginal students 	<ul style="list-style-type: none"> number of credits earned student interviews attendance reports data collected by our support team identifying number of home visits, phone contacts and face-to-face conversations with students counsellor contact information post-secondary acceptance lists
	4. To utilize the Blanket Activity in grade 9 and 11 classrooms	<ul style="list-style-type: none"> social studies department will support Leigha Jackson with coverage so that she can present the Blanket Activity to students. Professional Development for in-school teams to include 2.5 days of training 	<ul style="list-style-type: none"> staff will have completed the training blanket activity will be delivered to grade 11 Canadian History students 	<ul style="list-style-type: none"> number of blanket activities offered anecdotal data from students
Step 4	Anticipated Budget Use (all schools will receive \$1700.00)			
	1. We will utilize our budget to support our Indigenous Student leadership team (approximately \$600) and to support classroom and TA activities to increase inclusion of Aboriginal perspective in the curriculum including the delivery of the blanket exercise in our grade 9/11 classrooms(1100).			