

RIVER EAST COLLEGIATE

SCHOOL PLAN

2015-2016



SCHOOL REPORTING 2014/2015 and PLANNING 2015/2016

Identification			
Name of School Division River East Transcona	River East Collegiate	Diana Posthumus	2015/07/10

School Profile <i>(Complete the following using FTE as of Sept 30th.)</i>			
Number of Teachers	76	Number of Students	1227
		Grade Levels	9-12
What is your mission statement? River East Collegiate challenges individuals to explore and grow within changing environments by developing academic skills and by encouraging the development of personal and social values, leading to achievement at the highest possible levels.			There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? <input checked="" type="checkbox"/> yes
			Year Revised 2010

SCHOOL REPORT – 2014/2015

School Priorities
1. Enhance student achievement through authentic and appropriate literacy instruction.
2. To support teachers in assessment for and as learning with a focus on curriculum mapping.
3. To continue the Paws-itively Kodiakpositive school wide behaviour campaign, with continued focus on « On Time and Ready » as well as Give Respect.Get Respect
4. Enhance student achievement through the use of educational Technology as a resource.
5.

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2012/13, 2013/14, 2014/15).	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. By June 2015 60% of all courses in the building will have an outcome based curriculum map available for students.	All funded students have AEP's and IEP's with specific outcome based curriculum maps. 75% of Math, Art, Physical Education and ELA courses have curriculum maps developed. Social Studies, Technology and Science curriculum mapping is a work in progress. Student's self-evaluation increased resulting in greater opportunities for authentic feedback. Department Heads had two half days of training in outcome based assessment. REC Assessment team participated in two half days of divisional training. Teachers did not utilize the CMAPS software.
2. By June 2015 all students within the building will be able to articulate what sustainable development and social justice looks like and how we can best incorporate this into our building and within the community.	Students completed the Tell Them From Me Survey. Data was reviewed with staff and our PBIS team utilized the data in their planning. The staff participated in a Histogram activity for REC which assisted with determining our REC Values. REC's values will follow the UNESCO principles of Learning to Know, Learning to do, Learning to be and Learning to live together. Science and Social Studies courses incorporated curricular outcomes related to sustainability. Student leaders supported the work of our PBIS team and our Unesco team.
3. By June 2015 100% of ELA teachers will be involved with Penny Kittle "Write Beside Them strategies in one of their classes.	100% of our ELA teachers utilized Penny Kittle strategies in one or more of their classes. Information on these strategies was reviewed at our school planning session with all staff. Document cameras were used in four classrooms. Five teachers participated in the divisional Penny Kittle workshop. Six teachers registered for the divisional Literacy Across the Curriculum session.

4. 100% of students will utilize educational technology as a resource in the classroom.	Students utilize phones, drop boxes, cloud based applications, wikis, blogs, GIS, CISCO academy, audio reading, document cameras and Smart boards on a daily basis. Teacher's websites, school website and divisional websites are utilized daily. Special Education students access a variety of alternative and augmented devices on a daily basis. Teachers utilize laptops, labs and student devices in all classes. The REC staff site is used daily. REC was a pilot school for the new divisional web design. Ten teachers received specific training on website development.
5. To enhance student performance through purposeful connections between River East Collegiate and its community.	REC had nine students participate in the High School Apprenticeship program. . Students participated in our KEY club, Students Without Borders, Run for the Cure, Student Leadership opportunities, and many extra-curricular and co-curricular programs. We utilized our website, dialer messages, parent information meetings, our Parent Advisory Council and our sign board to provide the community with REC information. Our grade 9 and 10 students participated in an extra-curricular fair to increase their understanding of opportunities available to them outside of the classroom. Student leadership hosted 5 school wide events including a welcome BBQ, a pep rally, a Christmas event, a dance and a Kodiak spring Carnival. A student bulletin was created weekly and was available on our website.

SCHOOL PLAN – 2015/2016

<p>Planning Process</p>
<p>List or describe factors that influenced your priorities.</p> <ol style="list-style-type: none"> 1. Divisional Priorities/Provincial Priorities 2. River East Collegiate' s Mission Statement and School Values 3. Student, staff and community feedback 4. Data gathered during the 2014-2015 school year through our student management system and through student and community survey's 5. Professional practice
<p>Describe the planning process and the involvement of students, staff, families and the community.</p> <p>Who was involved? On April 24th, 2015 the professional staff and educational assistants of River East Collegiate met to review the school priorities of the 2014-2015 school plan. Staff members reviewed the school mission statement and our school values. Staff members reviewed the plan in groups and responded to the outcomes, providing a personal review of each outcome and a group response to each outcome. Discipline teams were provided the opportunity to create outcomes for each priority area that would apply specifically to River East Collegiate. The target priorities and outcomes were reviewed by the Department Heads. The administrative team articulated the expected outcomes, indicators, strategies and data collection methods that River East Collegiate would use to work towards the achievement of our school plan. Our Parent Council and student leaders were informed of the plans throughout the year. School leadership teams in the areas of PBIS, Assessment, Technology and Unesco provided input on a regular basis.</p>
<p>How often did you meet?</p> <p>School staff met four times to review progress. These meetings involved teachers and support staff. Student leadership met monthly to review plans. Parent Council met 5 times per year and discussed the outcomes on each occasion. The department head team met once per month to review outcomes and inform our planning. Students were consulted and exit interview information was collected through our teacher advisor system.</p>
<p>What data was used?</p> <p>Data was collected from all staff on April 24th, 2015. Department Head data, student voice, parental input, community input and agency input were collected throughout the year. In addition PBIS data, Tyler data provincial assessment data and attendance and graduation data were utilized. We also utilized the data collected through Baragar and Tell Them From Me Survey. We included multiple partners, used past results and school trends to develop our plan. As 2014-2015 was our first year with our grade 9 students we were able to collect data regarding their successful transition.</p>
<p>Other highlights?</p> <p>The 2014-2015 school year saw grade nine students added to River East Collegiate. We increased our student population from 900 to 1250. We also added 30 new staff members to our team. The school had many renovations completed prior to and during the year to accommodate our new students. We have an off campus Industrial Arts program at one of our middle schools. We spent time understanding the history of the school and celebrating the many exciting changes during the year. Our staff and students reviewed our school values and made a commitment to embed the Unesco Pillars into all we do.</p>

<p>School Priorities</p>
1. Assessment: To strengthen assessment practice in order to inform teaching and to enhance learning.
2. Technology: To enhance student performance through the integration of technology in teaching and learning.
3. Safe Schools: To promote a positive approach to safety and belonging; continuing to create a positive school wide culture of learning and behaving.
4. Literacy: To enhance student achievement through authentic and appropriate literacy instruction.
5. Numeracy: To enhance student achievement through authentic and appropriate mathematics instruction.

School Plan

Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	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 2016 75% of our students will perform at grade level on the provincial report card in ELA as a result of an increased focus on authentic and appropriate literacy instruction.	<ul style="list-style-type: none"> -a team of six to eight teachers will be provided with release time of 2 half days to collaborate on a project focusing on literacy across the curriculum -shared space on the REC website to house digital resources and documents to support literacy across the curriculum -continued work with Penney Kittle strategies in the areas of reading and writing -increased focus on developing our collection of novels and reading materials from an Aboriginal perspective -each science teacher will incorporate 3 article studies per course in each semester -review tools to assess literacy at the high school level (student support services) 	Report card data will provide evidence of students performing at higher levels of academic achievement in ELA. Classroom libraries will increase their collections of relevant, engaging and authentic text and students will access these resources with increasing frequency. ELA teachers will network with other high school ELA teachers on the Penny Kittle "Write Beside Them" residency.	Gradebook data for all levels of ELA Report card data Provincial test result data Anecdotal data collected by the classroom teacher on authentic classroom activities. Student reflections and self-analysis
2. By June 2016 two teachers in each department will use an outcomes based gradebook in at least one course.	<ul style="list-style-type: none"> -all teachers to attend a one day divisional workshop on assessment practices for senior years schools on October 9th, 2015 - all department heads and 2 teachers in each department will take part in 2 half day workshops/sessions on how to create an outcomes based gradebook -a partnership of other divisional staff utilizing outcomes based gradebooks will be explored -teachers will agree on weighting for gradebooks through dialogue and PD opportunities 	Students will have an increased understanding of specific curricular area strengths and weaknesses Report card comments will reflect outcomes based language Students will be dialoging with teachers on which outcomes they need to improve upon and which outcomes they are successful with.	Gradebook setup and review Exit slips from the divisional senior years assessment PD and REC school based PD Teacher reflection on the learning process
3. By June 2016 100% of our students will be integrating technology into learning across the curriculum.	<ul style="list-style-type: none"> - 75% of teachers will use laptops 1 time per semester as a tool in their classroom to enhance learning. - 100% of students will have access to technology that meets their needs. - 2 departments will engage in an ICT initiative with our divisional consultants -our technology team will analyze the data collected on lab and laptop use and adjust our resources as needed -our technology support teacher will assist/demonstrate successful technology strategies with teachers in classrooms 	Student achievement and engagement will increase through the use of educational technology as an integral and integrated teaching and learning resource. Classroom teachers will increase their use of relevant technology on a daily basis. Increased use of cloud based storage for student work.	Review of lab and laptop booking data Student surveys reviewing technology access and the appropriate types of technology being used Divisional consultant reflection on ICT sessions
4. By June 2016 75% of our students will perform at grade level on the provincial report card in Math as a result of an increased focus on authentic and appropriate mathematics instruction.	<ul style="list-style-type: none"> - 2 REC math teachers will Pilot a coaching project with our divisional consultant -provide math help via the classroom teacher in all classes -teachers to maintain involvement in Provincial pilot opportunities, marker training sessions and divisional training sessions -teacher release time by grade and level to collaborate on effective classroom practices -establish vertical teams for all streams of mathematics 	Report card data will provide evidence of students performing at higher levels of academic achievement in Mathematics A framework for mathematics curriculum area coaching will be developed in 2 REC classrooms.	Gradebook data for all levels of Mathematics Report card data Provincial test result data Anecdotal data collected by the classroom teacher on authentic classroom activities. Student reflections and self-analysis
5. By June 2016 100% of our students will be able to articulate the four Unesco pillars as it relates to citizenship and sustainability.	<ul style="list-style-type: none"> - students will participate effectively in local, national and global communities through targeted classroom and extra-curricular activities -a student service learning trip will travel to Costa Rica for 2 weeks -student leaders will participate with our provincial Unesco student leaders to develop a local initiative -staff will participate in 2 half day workshops on citizenship and sustainability 	Staff and students understanding of learning to know, learning to do, learning to be and learning to live together will increase through the use of targeted classroom activities in each area.	Teacher Advisor session feedback. Tell Them from Me survey data. Data from our student Unesco leaders.

Direct inquiries about the <i>School Planning Report</i> to: Jason Drysdale Assistant Superintendent of Schools 204-667-7130 jdrysdale@retsd.mb.ca	DUE DATE: June 30, 2015	Submitting Completed <i>School Planning Report</i> Please submit completed <i>School Planning Reports</i> to your division office. Plans are to be submitted to Jason Drysdale at jdrysdale@retsd.mb.ca Electronic Submissions are required.
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2015-2016 RETSD Learning and Behaving Planning Template – Addendum to the School Planning Report

Step 1	Identification			
	Name of School Division River East Transcona	Name of School River East Collegiate	Name of Principal Diana Posthumus	Date (yyyy/mm/dd) 2015/06/08

Step 2	2014–2015 Learning and Behaving Plan Year End Report (RETSD addendum to the School Improvement Plan)	
	Previous Years’ Successes: Please comment on successes and progress towards meeting previous Learning and Behaving Plan outcomes	
	Expected Outcomes	Results (status, data or anecdotal evidence)
	<ol style="list-style-type: none"> With the addition of Grade 9’s to REC this year (plus the usual new grade 10 students) half of our student population this year was brand new to REC. A key goal was therefor to build community by helping student to be aware of opportunities for them to get involved at REC beyond the classroom. Student will demonstrate an awareness of classroom expectations and school wide expectations. Students will demonstrate respectful behavior and develop an increased awareness of the behaviors that are associated with respect in our building. 	<p>Parents were very supportive of the summer mail out detailing all of the opportunities available to our new Grade 9 and 10’s. Students were surveyed following a Club Fair/Welcome BBQ that took place on the first day for students. The results showed that students very much valued the format and the information that was shared to make participation accessible to them. Participation in extracurricular activities suggests that this strategy was effective. For example 110 of our Grade 9 students participated in extracurricular athletics. Their accomplishments included: Grade 9 Girls Provincial Vball banner, Grade 9 Boys Divisional Vball banner, Grade 9 Girls Bball Finalists, Grade 9 Boys and Girls Badminton Divisional Champs, and Grade 9 Girls Curling Finalists (playing against varsity). An additional 90 students at the Grade 10 level (also new to the building) participated in sports. Twenty grade 9 and 10 students participated in Student Leadership. Both Grade 9 and 10 students participated in our Key Club, Unesco/Ethics Bowl, and the Kodiak Celebration.</p> <p>Five classes of students worked with a pilot group of teachers in the first semester to create classroom sets of expectations. These pilot teachers shared examples with the rest of the staff during PD time. Subsequently, all students were actively involved in helping to develop a classroom matrix for each course at the start of the second semester. Students also participated in a limited capacity to refine the common areas matrix through TA groups.</p> <p>Students actively participated in our ‘Paws to Show Respect’ campaign over the course of the second semester. Students completed and submitted ballots after having been recognized by staff for their exemplary Kodiak behavior and their respectful approach to their efforts here. In total we had 251 ballots submitted during a 12 week campaign. Many of our Student Council members were also directly involved by going classroom to classroom to share details of the campaign.</p>

Step 3	2015–2016 Learning and Behaving Plan (RETSD addendum to the School Improvement Plan)			
	Expected Outcomes What specifically are you trying to improve for students learning? (SMART – specific, measureable, achievable, realistic, time)	Indicators How will you know that learning is improving?	Strategies What actions will you take?	Data Collection By what means will you collect evidence of progress toward learning?
	<ol style="list-style-type: none"> Students will show regard for others in a way that promotes a safe, respectful learning environment. Students will demonstrate an increased awareness of classroom expectations. In particular, our expectation is that at least 80 percent of students will indicate 	Students will be able to articulate several key expectations for classrooms when surveyed and will demonstrate respectful behavior in keeping with our expectations. Similarly, our hope is that by November more than 80 percent of students will indicate that they feel safe and respected at REC when surveyed through TTFM.	Sample matrices will be shared with staff as a brief review. Students will once again participate in the development of a classroom matrix near the start of each semester. These will be posted in the classrooms. Staff will receive professional	REC has volunteered to pilot the Tyler ODE tracking feature. Data would be gathered and charted highlighting challenges and areas that require further planning. Staff would be updated regularly at staff meetings with opportunities for

			development on proactive strategies to support matrix expectations.	input and discussions. The PBIS group will also conduct anecdotal surveys with staff and share those results. TTFM data will be compared to our baseline data.
	2. Students will show regard for others in a way that promotes a safe, respectful learning environment. Students will demonstrate an increased awareness of school wide expectations. All students will be able to articulate at least three key guidelines for each of the common areas by November 2015.	Students will be able to articulate behavior expectations for common areas in the building (hallways, cafeteria, library, et.) and will conduct themselves accordingly. The number of students recognized through behavior incentives to reinforce TA lessons will reflect student buy in.	Students will also participate in discussions regarding the school wide matrix through their TA groups. Staff will be reminded of the matrix structure and have an opportunity to share. Clear and direct signage will be posted in the hallways to highlight matrix expectations. Lesson plans will be developed by the PBIS team (with student input) and shared with students through TA groups. A campaign around hallway expectations will take place in early September, On Time and Ready expectations in late September, and cafeteria expectations in early October. A different form of positive recognition (with incentives) will be a part of each campaign.	Data would be gathered through Tyler regarding Office Discipline Events and surveys would be conducted to gauge student awareness of the Common areas matrix content. The TTFM data would also serve as an indicator of the extent to which students feel safe and respected.
	3. Students will demonstrate a connection to the building by becoming involved in extracurricular opportunities beyond the classroom. Our goal would be to see at least 30 percent of students become involved in at least one extracurricular activity (club, team, intramurals, student group, etc.) by June of 2016.	Participation will be tracked by grade level to determine the percentages that we are successfully encouraging to become involved in extracurricular activities at each level.	We will once again include a detailed account of the sports/clubs/groups in our summer mail out. A Club Fair will once again take place for new students arriving to REC in the fall in conjunction with a "Welcome Back BBQ".	Data regarding clubs/teams/student groups will be gathered by grade to see where further promotion of opportunities might be a benefit to students.
Step 4	Anticipated Budget Support and Use (see previously provided grid)			
	1. Funds would be used to support students as follows: 1) Hallway signage for common areas 2) Behavior incentives 3) Core PBIS Team PD costs 4) Welcome BBQ/year-end Kodiak Celebration			

2015-2016 RETSD Aboriginal 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	Date (yyyy/mm/dd) 2015/07/10

2014–2015 Aboriginal 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 Learning and Behaving Plan outcomes													
Step 2													
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 30%;">Expected Outcomes</th> <th>Results (status, data or anecdotal evidence)</th> </tr> </thead> <tbody> <tr> <td>1. To continue with our weekly Nakoda Girls meetings</td> <td>Students attended weekly meetings and participated with Chief Peguis and Donwood students in a variety of activities.</td> </tr> <tr> <td>2. Promote Aboriginal culture</td> <td>An Aboriginal studies class ran during semester one with 12 students. Our Unesco student leadership group participated in a city wide project with the focus of improving education for Aboriginal students on reserves. Our Nakoda girls participated in the divisional Powwow.</td> </tr> <tr> <td>3. Continue to provide Elementary/Junior High Aboriginal girls the environment and availability of an Aboriginal mentor to encourage staying in school and higher learning</td> <td>Students met weekly and attended a variety of activities. Our group participated in the divisional celebration of mentorship for Aboriginal students</td> </tr> <tr> <td>4.</td> <td></td> </tr> <tr> <td>5.</td> <td></td> </tr> </tbody> </table>	Expected Outcomes	Results (status, data or anecdotal evidence)	1. To continue with our weekly Nakoda Girls meetings	Students attended weekly meetings and participated with Chief Peguis and Donwood students in a variety of activities.	2. Promote Aboriginal culture	An Aboriginal studies class ran during semester one with 12 students. Our Unesco student leadership group participated in a city wide project with the focus of improving education for Aboriginal students on reserves. Our Nakoda girls participated in the divisional Powwow.	3. Continue to provide Elementary/Junior High Aboriginal girls the environment and availability of an Aboriginal mentor to encourage staying in school and higher learning	Students met weekly and attended a variety of activities. Our group participated in the divisional celebration of mentorship for Aboriginal students	4.		5.	
Expected Outcomes	Results (status, data or anecdotal evidence)												
1. To continue with our weekly Nakoda Girls meetings	Students attended weekly meetings and participated with Chief Peguis and Donwood students in a variety of activities.												
2. Promote Aboriginal culture	An Aboriginal studies class ran during semester one with 12 students. Our Unesco student leadership group participated in a city wide project with the focus of improving education for Aboriginal students on reserves. Our Nakoda girls participated in the divisional Powwow.												
3. Continue to provide Elementary/Junior High Aboriginal girls the environment and availability of an Aboriginal mentor to encourage staying in school and higher learning	Students met weekly and attended a variety of activities. Our group participated in the divisional celebration of mentorship for Aboriginal students												
4.													
5.													

2015–2016 Aboriginal 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)	Indicators How will you know that learning is improving?	Strategies What actions will you take?	Data Collection By what means will you collect evidence of progress toward learning?
Step 3	1. To build capacity with River East Collegiate ELA, Social Studies and Art teachers to incorporate Aboriginal perspective into their curriculum.	Increased number of units taught from an Aboriginal perspective. ELA and Social Studies classroom libraries have a variety of books from an Aboriginal perspective available for all students. Incorporate aboriginal artists in the classroom.	Teachers to attend Best Practices workshops and Truth and Reconciliation sessions AAA committee to have representation from all departments. Teachers to review available divisional resources at one of our in-service days Apply for an artist in the schools grant for an Aboriginal artist to come to REC	Review of teachers course outlines to identify Aboriginal Perspective Numbers of teachers attending divisional and provincial workshops Review of classroom libraries to identify books in place
	2. To increase school wide knowledge surrounding aboriginal culture and teachings.	Increased knowledge of the Aboriginal culture for River East Collegiate staff and students. Increased number of staff members involved in our AAA committee Increased pride for our Aboriginal students An increase in the number of Aboriginal students involved in extra-curricular opportunities	Teachers to attend the divisional Cultural Awareness session on November 17 th , the Sacred Teaching session on January 25 th and the Stereotyping session on March 14 th AAA committee to have representation from all departments. Teachers to review available divisional resources at one of our in-service days Involvement of our divisional consultant in our AAA meetings and events	Numbers of teachers attending divisional and provincial workshops Number of teachers involved with our AAA committee Numbers of Aboriginal students involved in extra-curricular activities
	3. To increase the number of Aboriginal students pursuing a post-secondary education.	An increase in the number of Aboriginal students seeking post-secondary education	Guidance department to meet with identified grade 12 Aboriginal students to do post-graduation planning Invitation to main Post Secondary Aboriginal support workers to meet with REC students Grade 12 students to tour post-secondary facilities	Number of aboriginal students attending the sessions.
	4. To provide mentorship opportunities for Aboriginal students	Increase in the development of community and school based partnerships. Increased attendance rates for those students participating in mentorship opportunities An increase in parental involvement at school for our Aboriginal students An increase in student employment and volunteering.	Nakoda Girls group to run 2 times per month in partnership with Chief Peguis and Donwood. Review the possibility of starting a drum group through our band program Complete a beading and a dance workshop.	Numbers of teachers attending divisional and provincial workshops
	5.			
Step 4	Anticipated Budget Use (all schools will receive \$1700.00)			
	2. We will use our funding to purchase books for our classroom libraries, provide release time for our ELA, Social Studies and Art teachers to develop units from an Aboriginal perspective. We will use funds for our Nakoda girl's mentorship group and for supplies for our Artist in the schools project.			