

# **RIVER EAST COLLEGIATE**

## **SCHOOL PLAN**

**2016-2017**



**SCHOOL REPORTING 2015/16 and PLANNING 2016/17**

Identification			
Name of School Division <b>River East Transcona School Division</b>	Name of School <b>River East Collegiate</b>	Name of Principal <b>Diana Posthumus</b>	Date (yyyy/mm/dd) <b>2014/06/24</b>

School Profile	<i>(Complete the following using FTE as of Sept 30<sup>th</sup>.)</i>		
Number of Teachers 76	Number of Students 1190	Grade Levels 9-12	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? yes
<b>What is your mission statement?</b> 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.			Year Revised 2010

### SCHOOL REPORT – 2015/2016

School Priorities
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.

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 file with results, if needed.
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 increase focus on authentic and appropriate literacy instruction.	<ul style="list-style-type: none"> <li>• a team of 4 teachers were provided with release time and PD in literacy across the curriculum</li> <li>• shared space was utilized by the ELA and science departments</li> <li>• 4 staff joined a PD session with Murdoch and TCI featuring Chris Tovani</li> <li>• a large number of books were purchased for our classroom libraries in ELA and social studies, including those with an Aboriginal perspective</li> <li>• 2 Science teachers incorporated 3 article studies per course in each semester</li> <li>• over 75% of our students successfully achieved their ELA credit</li> </ul>
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"> <li>• all teachers attended a half day divisional workshop on assessment practices at the high school level</li> <li>• all department heads along with 2 other teachers in their department completed at least 1 outcomes based gradebook in a course</li> <li>• all math teachers in grade 9 agreed on weighting for gradebooks specific to their outcomes</li> <li>• divisional sessions were provided for the arts, social studies, ELA and math teachers to create common outcomes based gradebooks</li> <li>• report card comments were created using outcomes based language</li> <li>• gradebook set-up support was provided by the school division</li> </ul>

<p>3. By June 2016 100% of our students will be integrating technology into learning across the curriculum.</p>	<ul style="list-style-type: none"> <li>• 75% of our teachers used laptops in the classroom on at least 2 occasions during the semester</li> <li>• 100% of students had access to technology that met their needs</li> <li>• our library staff along with our technology coordinator reviewed laptop statistics and lab use and adjusted our schedules as needed</li> <li>• our technology support teacher and library technician demonstrated a variety of resources and technology information at 4 staff meetings</li> <li>• students and teachers were utilizing drop boxes and technology related processes to facilitate assessment and evaluation</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>• 2 teachers were involved in a pilot coaching project with our divisional consultant</li> <li>• over 75% of our students successfully completed their math credit</li> <li>• math help was provided by all classroom teachers and through resource support and our peer tutor program</li> <li>• 2 teachers participated in Provincial pilot opportunities, marker training sessions and divisional training sessions</li> <li>• our grade 9 team met on 2 afternoons to collaborate on effective classroom practices at the grade 9 level</li> <li>• vertical teams were established at each level</li> <li>• the math department members met for a full day to plan in their vertical teams</li> </ul>
<p>5. By June 2016 100% of our students will be able to articulate the four UNESCO pillars as it relates to citizenship and sustainability.</p>	<ul style="list-style-type: none"> <li>• students participated in local, national and global issues in class and in the community</li> <li>• a full day student leadership retreat was held for 75 student leaders in October</li> <li>• a school wide assembly was put on about mental health awareness run by our student leaders</li> <li>• several science and social studies department members took part in workshops surrounding sustainability</li> <li>• the UNESCO pillars were reviewed in all classes and students were able to identify their representation throughout the building</li> </ul>

### SCHOOL PLAN – 2016/2017

<p><b>Planning Process</b></p>
<p><b>List or describe factors that influenced your priorities.</b></p> <ol style="list-style-type: none"> <li>1) divisional priorities/provincial priorities</li> <li>2) River East Collegiate’s mission statement and school values</li> <li>3) student, staff and community feedback</li> <li>4) data gathered during the 2015-2016 school year through our student management system and through student and community survey’s</li> <li>5) professional practice</li> </ol>
<p><b>Describe the planning process and the involvement of students, staff, families and the community.</b></p> <p><b>Who was involved?</b></p> <p>On April 22<sup>nd</sup>, 2016 the professional staff and educational assistants of River East Collegiate met to review the school priorities of the 2015-2016 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, AAA, Technology and UNESCO provided input on a regular basis.</p>
<p><b>How often did you meet?</b></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 6 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><b>What data was used?</b></p> <p>Data was collected from all staff on April 22<sup>nd</sup>, 2016. Department head data, student voice, parental input, community input and agency input were collected throughout the year. In addition, PBIS data, AAA data, UNESCO data, Tyler data, provincial assessment data and attendance and graduation data were utilized. We also utilized the data collected through Baragar, the divisional mental health survey and Tell Them from Me Survey. We included multiple partners, used past results and school trends to develop our plan.</p>

**Other highlights?**

The 2015-2016 school year was the second year with grade nine students. We were able to incorporate changes to our schedule, reviewed course offerings and adjusted our classroom practice to accommodate the needs of our grade nine students. We opened a new state of the art music facility and a new home economics lab along with the completion of many other maintenances related projects. We reviewed our student leadership structure and created new opportunities for student voice to be part of our planning. We also reviewed our committee structure during the year and determined the groups that would work together for the following school year. Our school experienced the loss of a student which tested our resiliency as a school community during our second semester. We are very proud to say that our community rallied around our school, supported us and we continue to heal in a positive way from the experience.

**School Priorities**

1. **Assessment:** To strengthen assessment practice in order to inform teaching and enhance learning. All teachers will use outcomes based grade books for all courses.
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.
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**

<b>Expected Outcomes</b> What specifically are you trying to improve for student learning? (observable, measurable)	<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. By June 2017 all teachers will utilize evidence based/outcomes based gradebooks in all courses.	<ul style="list-style-type: none"> <li>• staff will meet in department groups and subject specific groups to set up grade books</li> <li>• PD time will be allocated to staff to solidify common practice in assessment and evaluation</li> <li>• staff will participate in divisional and provincial PD opportunities as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• all teachers will have a gradebook that provides information about student performance that can be understood by students and parents</li> <li>• students will be dialoging with teachers on which outcomes they need to improve upon and which outcomes they are successful with</li> </ul>	<ul style="list-style-type: none"> <li>• Gradebook setup and review</li> <li>• exit slips from department level PD</li> <li>• teacher reflection on the learning process</li> </ul>
2. By June 2017 students will become literate in all subjects using language to communicate, comprehend and think critically.	<ul style="list-style-type: none"> <li>• development of classroom libraries in multiple disciplines</li> <li>• science department to create a science literacy team to create 5 literacy sets to be used across science classes</li> <li>• electronic and print versions of graphic organizers will be available for teacher use</li> <li>• release time will be provided for teacher teams engaged in increasing strategies for literacy in the classroom</li> <li>• supports will be provided to classroom teachers for students who require adaptations and modifications to reach their literacy goals</li> <li>• reorganization of the school library to include a casual reading area and a movement towards incorporating a learning commons perspective</li> <li>• all departments have literacy goals incorporated into their classroom plans</li> </ul>	<ul style="list-style-type: none"> <li>• all ELA classrooms have a well-developed classroom library with a range of texts available</li> <li>• all students will have read at least 2 books independent from required class materials</li> <li>• Science teachers will incorporate 5 literacy assessments in their gradebooks</li> </ul>	<ul style="list-style-type: none"> <li>• book sign out sheets and circulation of library materials</li> <li>• grade book entries</li> <li>• criteria in course outlines</li> <li>• Provincial assessment data</li> </ul>

<p>3. By June 2017 students will become mathematically literate students who use mathematics confidently, accurately and efficiently.</p>	<ul style="list-style-type: none"> <li>• grade 9 teachers will receive a minimum of 5 days of PD through the division</li> <li>• vertical teams have been established for all 3 levels of mathematics across grades 9-12</li> <li>• we are piloting the grade 12 Provincial exams</li> <li>• math teachers participate at the Provincial level in PD and training specific to the course they are teaching</li> <li>• incorporating effective uses of mathematics into all aspects of the various curricula being offered at REC</li> </ul>	<ul style="list-style-type: none"> <li>• report card data will provide evidence of students performing at higher levels of academic achievement in Mathematics</li> <li>• students and teachers in grade 9 will report an increased sense of engagement in mathematics as a result of the TELP project</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial assessment data</li> <li>• Grade 9 TELP project data</li> </ul>
<p>4. By June 2017 students will integrate technology into their learning across the variety of curricula they participate in.</p>	<ul style="list-style-type: none"> <li>• use of the TELP project outcomes for grade 9 mathematics students</li> <li>• bring your own device into the classroom, promoting the effective use of student devices</li> <li>• incorporating effective uses of technology into all aspects of the various curricula being offered at REC</li> <li>• use of software specific to course outcomes (e.g. accounting software, Lab Quest, GPS software, Fitbit, heart rate monitors etc.)</li> <li>• use of the wireless network</li> <li>• use of laptops and IPad in our music program</li> <li>• use of assistive technology when needed</li> </ul>	<ul style="list-style-type: none"> <li>• student achievement and engagement will increase through the use of educational technology as an integral and integrated teaching and learning resource</li> <li>• classroom teachers will increase their use of relevant technology on a daily basis</li> <li>• increase use of cloud based storage for student work</li> <li>• use of bring your own device in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 9 TELP project data</li> <li>• laptop and lab use data</li> <li>• Edmodo account information</li> </ul>
<p>5. By June 2017 100% of our students will increase their ability to develop resiliency as it relates to positive mental health.</p>	<ul style="list-style-type: none"> <li>• lessons will be incorporated into our Teacher Advisor meetings on a regular basis</li> <li>• student leadership will create 2 groups whose mandate is to increase positive mental health awareness for all</li> <li>• 2 school wide assemblies will be held with a focus on responsible decision making and social emotional health</li> <li>• use of the divisional focus on mental health staff information</li> <li>• participation in the divisional mental health project</li> <li>• to utilize the UNESCO core values to show evidence of a culture of peace</li> <li>• establishing UNESCO awards at all grade levels with a focus on the 4 pillars</li> </ul>	<ul style="list-style-type: none"> <li>• students will identify they are able to regulate their emotions and behaviors with increased positive outcomes</li> <li>• students will establish and maintain healthy relationships</li> <li>• students will make respectful choices about personal behavior and social interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Tyler pulse data</li> <li>• Tell Them from me data</li> <li>• teacher and support staff records</li> <li>• student surveys</li> <li>• physical education teacher data regarding the implementation of the divisional mental health resources through grade 10 classes</li> </ul>

<b>Step 1</b>	<b>Identification</b>			
	Name of School Division River East Transcona	Name of School River East Collegiate	Name of Principal Diana Posthumus	Date (yyyy/mm/dd) 2016/06/24

<b>Step 2</b>	<b>2015–2016 Aboriginal Academic Achievement Plan Year End Report (RETSD addendum to the School Improvement Plan)</b>		
	<b>Previous Years’ Successes: Please comment on successes and progress towards meeting previous AAA Plan outcomes. Please include a summary of how funds were allocated in support of your outcomes.</b>		
	<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence)</b>	
	1. To build capacity with River East Collegiate ELA, Social Studies and Art teachers to incorporate Aboriginal Perspective into their curriculum.	<ul style="list-style-type: none"> <li>▪ 100% of ELA and Social Studies teachers incorporated Aboriginal perspectives into at least one unit.</li> <li>▪ art, ELA and social studies classrooms purchased books to support Aboriginal perspective in the classroom</li> <li>▪ Aboriginal artists and speakers were invited into our art classrooms and social studies classrooms</li> <li>▪ four teachers attended the divisional Best Practices workshops, Truth and Reconciliation sessions and provincial sessions</li> </ul>	
	2. To increase school wide knowledge surrounding aboriginal culture and teachings.	<ul style="list-style-type: none"> <li>▪ all staff participated in two PD sessions with the focus on integrating Aboriginal perspective into the classroom</li> <li>▪ all staff participated in a smudge ceremony and took part in the teaching around the smudge</li> <li>▪ all staff took part in a powerful session with one of our Aboriginal students as she shared her RETSD story</li> <li>▪ our AAA committee has representation from all school departments</li> <li>▪ one of our students was featured in the WSO concert</li> <li>▪ one of our Aboriginal student musician’s work was featured at the Legislature and across the city in several high profile events</li> </ul>	
3. To increase the number of Aboriginal students pursuing a post-secondary education.	<ul style="list-style-type: none"> <li>▪ our guidance department met with our grade 12 Aboriginal students to review resources available and to provide supports to access these resources</li> <li>▪ Aboriginal students toured the two University campuses with a focus on the supports available to them at the University level</li> </ul>		
4. To provide mentorship opportunities for Aboriginal students.	<ul style="list-style-type: none"> <li>▪ Nakoda girls group ran two times per month with the focus on supporting Chief Peguis and Donwood students</li> <li>▪ a school-based support group for young Aboriginal women who recently joined REC ran four sessions</li> <li>▪ a youth care worker supported Aboriginal families to assist their children to engage positively in high school</li> <li>▪ a drum was purchased so we could set up a drumming group at REC</li> </ul>		

<b>Step 3</b>	<b>2016–2017 Aboriginal Academic Achievement Plan (RETSD addendum to the School Improvement Plan)</b>			
	<b>Expected Outcomes</b> What specifically are you trying to improve for students learning? (SMART – specific, measureable, 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. By June 2017, materials reflecting an Aboriginal perspective will be used at least twice in each ELA course.	<ul style="list-style-type: none"> <li>• students will have read, listened to, or viewed pieces in a unit of study that reflect Aboriginal perspectives</li> <li>• more reading materials reflecting an Aboriginal perspective will be available to students through classroom libraries and book sets</li> </ul>	<ul style="list-style-type: none"> <li>• resource bin of materials</li> <li>• collection of short pieces that can be sued for various topics</li> <li>• Aboriginal focus unit in grade 10 ELA</li> </ul>	<ul style="list-style-type: none"> <li>• tracking use of materials from the bin.</li> <li>• teacher survey</li> <li>• classroom library sign-out sheets</li> <li>• student work samples</li> </ul>

	2. By June 2017 REC teachers will increase their knowledge of Aboriginal Culture and Teachings.	<ul style="list-style-type: none"> <li>• AAA Lead Teachers to attend Best Practice RETSD workshops and any Provincial workshops available</li> <li>• AAA Lead teachers will share their learning with their departments</li> <li>• professional development time allocated to Aboriginal culture and teachings</li> </ul>	<ul style="list-style-type: none"> <li>• increased department/teacher understanding of Aboriginal culture and teachings</li> <li>• an increase in the number of Aboriginal students participation in school events and sports teams</li> </ul>	<ul style="list-style-type: none"> <li>• numbers of teachers attending division and provincial workshops</li> <li>• number of teachers involved in our AAA committee work</li> </ul>
	3. To increase the number of grade 11 and 12 students seeking post-secondary education.	<ul style="list-style-type: none"> <li>• provide counsellors and department heads with a list of all of our grade 11 and 12 students who have self-identified as Aboriginal</li> <li>• school counsellors to meet with all Aboriginal students to do career focused planning</li> <li>• provide opportunities for Aboriginal students to meet with the Aboriginal support teams at our universities and colleges</li> </ul>	<ul style="list-style-type: none"> <li>• an increased number of Aboriginal students are seeking out information for post-secondary opportunities</li> <li>• an increase in graduation rates of Aboriginal students</li> </ul>	<ul style="list-style-type: none"> <li>• counsellor contact information</li> <li>• post-secondary acceptance lists</li> <li>• anecdotal notes from classroom teachers</li> </ul>
	4. To increase the academic success and attendance of our at-risk Aboriginal students.	<ul style="list-style-type: none"> <li>• utilize our two youth care workers to engage with students and families to build their capacity to attend school and engage in academic classes</li> <li>• provide regular attendance data to parents</li> <li>• provide a strong support team to assist parents and caregivers</li> </ul>	<ul style="list-style-type: none"> <li>• an increase in attendance and academic success of our identified at-risk Aboriginal students</li> <li>• a better connection with our Aboriginal caregivers where there is a sense of support and trust in the school</li> </ul>	<ul style="list-style-type: none"> <li>• number of credits earned</li> <li>• student interviews</li> <li>• attendance reports</li> <li>• data collected by our support team identifying number of home visits, phone contacts and face to face conversations with students</li> </ul>
	5. By June 2017 a drum group will be established with ties to our local feeder schools for mentorship opportunities.	<ul style="list-style-type: none"> <li>• our band program will run the drum group with supports from our divisional Aboriginal connectors</li> <li>• a student leader/keeper of the drum will be identified to mentor other students</li> <li>• explore the ability to offer a credit for drum group course</li> </ul>	<ul style="list-style-type: none"> <li>• an increase in the sense of pride for Aboriginal students at REC</li> </ul>	<ul style="list-style-type: none"> <li>• number of students involved with the drum group.</li> <li>• number of performances completed by the drum group.</li> </ul>
Step 4	<b>Anticipated Budget Use (all schools will receive \$1700.00)</b>			
	1.			

2016-2017 RETSD Learning and Behaving Planning Template – Addendum to the School Planning Report

<b>Step 1</b>	<b>Identification</b>			
	Name of School Division RETSD	Name of School RIVER EAST COLLEGIATE	Name of Principal DIANA POSTHUMUS	Date (yyyy/mm/dd) 2016/06/24

<b>Step 2</b>	<b>2015–2016 Learning and Behaving Plan Year End Report (RETSD addendum to the School Improvement Plan)</b>	
	<b>Previous Years’ Successes: Please comment on successes and progress towards meeting previous Learning and Behaving Plan outcomes</b>	
	<b>Expected Outcomes</b>	<b>Results (status, data or anecdotal evidence)</b>
	1. 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.	REC had volunteered to pilot the Tyler ODE tracking feature. Staff were in-serviced on using MyReferrals. Data was gathered and charted highlighting challenges and areas that require further planning. The data was reviewed at our PBIS Committee meetings and used to inform school-wide decisions on proactive responses to behavior trends. Staff were updated at staff meetings with opportunities for input and discussions. The PBIS group conducted “walk and talk” surveys with students to gather further info to guide decision-making. Grade 12 students participated in exit interviews to share reflections and feedback. Students at all grades worked with their teachers to develop a classroom matrix at the start of each semester which was then posted in the classroom. TTFM data was compared to our baseline data. As a result, additional focus was placed on mental health and AAA initiatives. One of our aboriginal students joined us in our PD session to present staff with a powerful perspective on the importance of inclusion.
	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.	Staff reviewed the Common Area Matrix with students through the TA meeting structure. Promotional campaigns highlighting behavior expectations (Paws to Show Respect) were conducted in the fall and throughout the winter. There were 184 students recognized for their respectful behavior in the common areas by staff with 60 of those individuals being awarded Kodiak mitts through weekly prize draws. More than two dozen students received character themed Kodiak shirts as a result of their respectful behavior in the cafeteria based on selections by staff who were doing lunch duty. Data was gathered through Tyler regarding Office Discipline Events and surveys were conducted to gauge student awareness of PBIS initiatives including the Common Areas Matrix content. When surveyed in the spring, the TFI data showed that implementation of Level 1 PBIS initiatives had increased from the previous year to 80% this year. Grade 9 and 10 students participated in a mini-assembly in November to review expectations, particularly for common areas and at local businesses. REC worked in partnership with local businesses to promote respectful behavior and citizenship among our students. Local business staff (i.e. McDonald’s) were provided with respect ballots to give our students for a prize draw at REC when they were serving as exemplary role models for REC.
2. 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.	Data regarding clubs/teams/student groups was gathered by grade to see where further promotion of opportunities might be a benefit to students. In terms of leadership, an average of 20 students participated in the three committees: School Philanthropy, School Events, and School Spirit. Student participation in the Welcome Back BBQ/Club Fair and the Year-End Kodiak Celebration was excellent with a participation rate of over 80%. All Grade 9 students visited the Club Fair. A focus group survey afterward indicated our new students valued this opportunity and, in fact, would appreciate even more time to connect with student mentors to gather information regarding opportunities at REC. Student Leadership members across all grades did an excellent job of supporting these opportunities.	
<b>Funds were used to support students through:</b>		
<ol style="list-style-type: none"> <li>1. sub costs for PBIS planning meeting</li> <li>2. the purchase of prizes for behavior promotions</li> <li>3. Welcome BBQ/year-end Kodiak Celebration 4) posters highlighting common areas expectations</li> </ol>		



2016–2017 Learning and Behaving Plan (RETSO addendum to the School Improvement Plan)				
	<b>Expected Outcomes</b> What specifically are you trying to improve for students learning? (SMART – specific, measureable, 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?
Step 3	1. Students will continue to strengthen their awareness of behavior expectations in a respectful learning environment to contribute to a safe and inclusive school culture. Students will demonstrate an awareness of school-wide expectations and be conversant with the language associated with each of those expectations. At least 80% of students will be able to articulate the key common area expectations for a given location by the end of semester 1 (Feb. 2017) and will be able to elaborate on the specific guidelines.	<ul style="list-style-type: none"> <li>All staff will use the MyReferrals system so that we can track student data and plan proactively for emerging behavior trends with targeted and timely interventions. MyReferrals data will be used to target behavior issues in specific areas, particular populations and particular times as needed.</li> <li>Expectations for REC common areas will be shared through TA groups (with poster displayed in each classroom). Staff will use the matrix language when addressing issues. Teachers will develop classroom matrices with their students. There will be student representation on the PBIS Committee.</li> <li>staff will distribute Kodiak behavior incentive ballots for draws (mitts/bags)</li> <li>start-up assembly/power point (shared with staff and students)</li> </ul>	<ul style="list-style-type: none"> <li>reductions in frequency of behavior concerns in areas of focus as per Tyler data</li> <li>decrease in interventions needed and increase in positive recognition</li> <li>classroom matrix posted in each room</li> <li>staff using common language from the matrix in discussions with students regarding behavior</li> </ul>	<ul style="list-style-type: none"> <li>teachers will be asked to post the matrix in the classroom and submit a copy of each class matrix to admin</li> <li>number of ballots entered</li> <li>MyReferrals data will provide a sense of whether students are meeting the common area expectations</li> <li>the Tiered Fidelity Inventory will also serve as a way to assess progress in this area</li> </ul>
	2. Staff will successfully use MyReferrals data to help students reduce overall office managed behavior by 10% across all grades.	<ul style="list-style-type: none"> <li>data will be examined at PBIS meetings to form a plan for effective interventions and supports</li> <li>Student Services will also receive MyReferrals discipline reports to assist in the planning process</li> <li>PBIS Committee will share data with staff at least twice each semester</li> <li>PBIS Committee will meet at least 8 times throughout the year to review data and plan targeted interventions. All departments will be represented.</li> </ul>	<ul style="list-style-type: none"> <li>decrease in interventions needed (both targeted and collectively)</li> </ul>	<ul style="list-style-type: none"> <li>Tyler data regarding Office Referrals as accessed through Tyler Pulse</li> </ul>
	3. By June 2017 REC students (Grade 11) will be conversant with the five Social Emotional Skills and able to identify key aspects of each. Physical Education staff will teach five Social Emotional Skills to improve student resiliency in their grade 11 Health classes.  By June 2017 REC students will make connections to the five Social Emotional Skills in curriculum and school structures like PLC's, PBIS.  By September 2016 REC students will create posters to promote the five SEL's posters and refer to them making connections.	<ul style="list-style-type: none"> <li>health teachers will use lesson packages to teach 5 social emotional skills to students' in their classes</li> <li>teachers/staff will become aware of the prevalence of the 5 SEL's in curricular and school structures and find opportunities to include them in other school activities</li> <li>posters will be displayed and classrooms and locations so students and staff can see them</li> </ul>	<ul style="list-style-type: none"> <li>student survey June data will indicate an improvement in student skill set in reference to the 5 SEL's</li> <li>PBIS data will show an improvement in coping skills and from the deliberate specific teaching of the 5 SEL's – and improvement in school climate</li> </ul>	<ul style="list-style-type: none"> <li>whole school survey at the beginning and end of the school year</li> <li>in September and in June, on-line student surveys will be conducted for students in health classes where the 5 SEL's resiliency skills are taught</li> </ul>
Step 4	<b>Anticipated Budget Support and Use (see previously provided grid)</b>			
	<b>3. Funds would be used to support students as follows:</b> <ol style="list-style-type: none"> <li>behavior incentives</li> <li>core PBIS team PD/sub costs</li> <li>welcome BBQ/year-end Kodiak Celebration</li> </ol>			