

RIVER EAST COLLEGIATE

SCHOOL PLAN

2017-2018



SCHOOL REPORTING 2017-2018 and PLANNING 2018-2019

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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)
2018/06/29

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| School Profile | <i>(Complete the following using FTE as of Sept 30th.)</i> | | |
| Number of Teachers 71 | Number of Students 1178 | Grade Levels Grades 9-12 | There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? yes |
| 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. | | | Year Revised 2017 |

SCHOOL REPORT – 2017/2018

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| School Priorities |
| 1. To enhance student achievement through authentic and appropriate literacy instruction across the content areas. |
| 2. To enhance the climate, culture and inclusivity at River East Collegiate. |
| 3. To enhance student achievement through authentic and appropriate mathematics instruction. |
| 4. To integrate teacher and student devices into teaching and learning activities in all subject areas to improve student success. |

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| 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. By June 2018 students will increase literacy in all subjects as well as be able to identify specific literacies in subject areas, using language to communicate, comprehend and think critically. | <ul style="list-style-type: none"> • a Literacy Team consisting of a minimum of one representative for each department was established to review current Literacy patterns in our building and to strategize how to move forward with literacy development. This team met three times over the year to review current text sets and to explore possible others. Further, we discussed ways in which to use the text sets • English department prepared a unit plan with same topic across the grades • Science department members incorporated at least one literacy activity into their courses and new frames and strategies were developed to improve student retention • ELA teachers worked collaboratively to plan a social justice unit that focused on reading strategies and approaches to texts • the literacy and reading apprenticeship groups have created a compilation of reading strategies grouped by purpose • a get caught reading campaign had good buy-in by students • staff used budget monies to purchase additional text sets or materials to support literacy for EAL and high interest/low reading ability • creation of a template for literacy strategies based on purpose to enhance meaning while reading • started work on classroom profiles to further develop teacher comfort with literature strategies • High STEP grade 9 students attended their English class with the Core grouping • use of Braille to support student with her language development • fitness posters displayed in the classroom, weight room and gymnasium • physical education recovery techniques integrated throughout all grades |

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| <p>2. By June 2018 students will become mathematically literate students who use mathematics confidently, accurately and efficiently.</p> | <ul style="list-style-type: none"> • worked on classroom profiles to further develop teacher comfort with math based strategies • worked with Math department head to further develop adapted materials • provided extra EA time in period 1 and period 2 to support math concerns (extra help, supervised test writing, etc.) • provided extra EA time in the resource area to provide individual support for math • High STEP grade 9 students attended their Math class with the Core grouping • use of heart rate monitors, beat counting in aerobics • grade 9 math team meet 4 times to review classroom data, plan units and share TELP ideas • all science team members have emphasized graphing and mathematical methods for solving problems • pressure and temperature sensors were added to the HAB payload to gather data to use in chemistry classes • grade 11 honors students participated in the River Watch program to gather pH turbidity and other data to use in chemistry and biology numeracy activities |
| <p>3. By June 2018 students will participate in, be exposed to and become more aware of the inclusive climate and culture at River East Collegiate.</p> | <ul style="list-style-type: none"> • Student Services department attended divisional in-service on new funding model • Student Services staff attended in-service on classroom/school profiling • Student Services worked with selected group of staff around building classroom profiles (approx. 15 staff) and identifying specific strategies needed to support student in the universal, targeted and intensive population • Student Services met with all high school support staff to establish a better plan on how to roll out the class profiles on a large scale • High STEP EA's are consistently working with one to one or small group of students • choice offered in physical education programs, opportunity to change in a preferred location for students who did not feel safe/comfortable in the general change room space • gender neutral language was incorporated in all physical education health units • staff participated in the Poverty Simulation • staff participated in the Blanket Exercise • increased use of gender neutral terms across all curricula • mental health awareness week focused on breaking the stigma around mental health • Escape poverty challenge and Pink Day participation • all Social Studies teachers have completed the Blanket Exercise and Treaty Training • Kodiak awards identified and rewarded acts of positive social behavior • teacher advisor sessions focused on our UNESCO core values |
| <p>4. By June 2018 staff and students will integrate a variety of devices into teaching and learning activities to enhance and increase higher level thinking and learning.</p> | <ul style="list-style-type: none"> • physical education and health incorporated a variety of iPad apps, use of kahoot, Apple TV, live streaming of games, quick access to research, daily ab workouts, iPad mirroring and video recording of skill • all ELA teachers have used OneNote to share materials and gather texts and links related to the social justice unit • 2 Social Studies teachers had fully functional OneNote for all semester 2 classes and a department OneNote is being used as a teaching tool to increase teacher comfort • 3 additional science classrooms were equipped with BYOD connectivity • staff were involved in two half day technology sessions • the IT coordinator provided staff with a Tuesday technology tip • the IT coordinator worked with numerous staff to improve integration • the technology team met to review current practice, dialogue about new strategies, discuss divisional direction monthly • use of iPad technology in math, music, band and physical education classes • teachers promoted the use of BYOD • use of course related software and hardware daily • use of assistive technology for our Independent Skills students • social media was used to promote all school events • use of the Parent Portal, the remind app, Permission Click, the dialer and email system, social media and our website to provide information and promote events to both students and parents |

SCHOOL PLAN – 2018/2019

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| <p>Planning Process</p> <p>List or describe factors that influenced your priorities.</p> <p>Our school priorities have been influenced by provincial and divisional priorities, the divisional strategic plan, student, parent and staff feedback, data gathered in 2017-2018, our participation in Reading Apprenticeship, TELP and UNESCO and community feedback.</p> <p>Describe the planning process and the involvement of students, staff, families and the community.</p> <p>Who was involved? On April 20, 2018 the professional staff and educational assistants of River East Collegiate met to review the school priorities of the 2017-2018 school plan. Staff members reviewed the plan in departments and responded to the outcomes, providing a review of each outcome and an opportunity to plan for the next school year. Discipline teams were provided the opportunity to create outcomes for each priority area that would apply specifically to REC. The Department Heads and the Administration team reviewed the target priorities and outcomes. 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 our student leaders were informed of the plans throughout the school year. The student leaders had a one-day retreat in the fall where they had direct input in the plan. School leadership teams in the areas of PBIS, AAA, Technology and Literacy provided input on a regular basis.</p> <p>How often did you meet? School staff met four times to review progress. These meeting involved teachers and support staff. Student leadership met monthly to review plans. Parent Council met 4 times per year to review and discuss the outcomes. The department head team met twice per month to review outcomes and inform our planning. Student services staff met every 6 weeks to provide input into the planning and evaluation process. Students were consulted and exit interview information was collected through our teacher advisor system.</p> <p>What data was used? Data was collected from all staff on April 20, 2018. Department head data, student services data, student voice, parent input, community input and agency input were collected throughout the year. In addition, PBIS data, AAA data, UNESCO data, Tyler data, provincial assessment data, attendance data, TELP data, mental health survey data, and graduation data were utilized. We also utilized that data collected through Baragar, and Our School Survey.</p> <p>Please articulate the ESD connection in your SIP. We have included ESD as part of our Learning and Behaving plan and as part of our climate, culture and inclusivity priority. In addition, we have significant work being completed through our Science department.</p> <p>Other highlights? We were part of the TELP project in Math, Physical Education and the Arts allowing our teachers to gather data and gain invaluable training. We were part of the Provincial Reading Apprenticeship program partnering with the school division, the province and Robert Andrews School exploring literacy across the content areas. Our Arts department completed significant work in establishing strong links between the Arts curriculum and all other curricular areas. Our student leadership program increased to include large numbers of students in a variety of areas including: physical education, humanitarian pursuits, higher academic pursuits, school ambassadors, mental health awareness, Indigenous leaders and UNESCO allowing for many excellent opportunities for a wide range of staff and students.</p> |
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| <p>School Priorities</p> <ol style="list-style-type: none"> 1. To enhance student achievement through authentic and appropriate literacy instruction specifically using language to communicate, comprehend and think critically. 2. To enhance student achievement through authentic and appropriate mathematics instruction. 3. To enhance the climate, culture and inclusivity through authentic and appropriate universal, targeted and intensive supports. 4. To integrate teacher and student devices into teaching and learning activities in all subject area to improve student success. |
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| <p>School Plan</p> | | | |
| <p>Expected Outcomes What specifically are you trying to improve for student learning? (SMART – specific, measurable, achievable, realistic, time)</p> | <p>Strategies What actions will you take?</p> | <p>Indicators How will you know that learning is improving?</p> | <p>Data Collection By what means will you collect evidence of progress toward learning?</p> |
| <p>1. By June 2019 students will increase literacy in all subjects as well as be able to identify specific literacies in subject areas, using language to communicate, comprehend and think critically.</p> | <ul style="list-style-type: none"> • finalize list of literacy strategies sorted by purpose to use school wide • additional materials purchased to support EAL readers and low level/high interest reading materials • continued work with Divisional Team for Reading Apprenticeship to establish meaningful reading opportunities school wide • add three members to the school based Reading Apprenticeship team | <ul style="list-style-type: none"> • students can use strategies independently • students can use strategies throughout all classes • Student Services will work to improve their library for EAL and high interest low level readers | <ul style="list-style-type: none"> • provincial assessment data on grade 12 exams • log in attempts for Ebscohost • book sign out sheets and circulation of library materials will be used to account for data • marks and observation regarding the written work completed by students. |

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| | <ul style="list-style-type: none"> • teachers to continue to add and refine literacy activities in all courses with the goal of having one activity per unit • Student Services work with staff regarding Class Profiles to determine specific literacy needs within the class and provide suggestions • increase library of books on MP3 for student access • grade 9 High STEP students will be integrated into all mainstream English classes • focus on critical thinking and use of reading strategies in reading instruction • teaching of types of questions on the exam, along with practice and feedback to sample questions • focus on central idea, audience, purpose, form and context on written assignments to encourage students to think about how they are reaching their audience and achieving their purpose • write in a variety of forms in all courses, examine writing models and work towards a polished final product on a regular basis in each course • conferencing and feedback used to help students improve written pieces • ELA department to define the skills students need to complete an inquiry task and look for strategies to facilitate the development of these skills as well as metacognitive reflection | <ul style="list-style-type: none"> • grade 12 students writing the ELA provincial standards test will score an average mark of 70% and 95% will earn a passing grade on the exam • grade 9 materials for High STEP will be shared with teaching staff for English • text sets will be developed • students will be able to explain and demonstrate their processes for making meaning of texts • students will be able to explain their choices in targeting a piece of writing to an audience • High STEP students will complete work provided with proficiency • evidence of student thinking will be visible in conversations, planning, note sheets and reflections • students will be able to ask questions and develop a plan for inquiry, evaluate sources of information and bring together different pieces of information to draw conclusions. | <ul style="list-style-type: none"> • reflections and planning sheets • conversations and final products • grade 9-11 credit attainment |
| <p>2. By June 2019 students will become mathematically literate students who use mathematics confidently, accurately and efficiently.</p> | <ul style="list-style-type: none"> • offer EA support in resource area for 10 sections a year • creation of adapted materials and alternative learning packages for use in the ISPL room for grade 9 math • grade 9 High STEP students will be integrated into all mainstream Math classes • science teachers will use activities to gather authentic data for students to graph and analyze • incorporating effective uses of mathematics to all aspects of the various curriculum being offered at REC • grade 9 math teacher planning using a minimum of 2 sessions per year • consultant support in math department initiatives • increase engagement in all math classes • use of OneNote to share materials in the math department • work as a grade 9 math team to solidify the TELP initiatives | <ul style="list-style-type: none"> • increased number of students accessing supports independently • increased sense of engagement • students will have access to appropriately leveled materials to meet outcomes of grade 9 math • grade 9 materials for High STEP will be shared with teaching staff for Math • pass rates for math courses will increase • numbers in ISPL will decrease • increased passing rate in ISPL for grade 9 math • High STEP students will complete work provided with proficiency • grade 9 math credit attainment will meet or exceed the provincial average • grade 12 students writing the math provincial standards test will score an average mark of 70% and the pass rate will increase to 95% | <ul style="list-style-type: none"> • report card data • provincial assessment data—reports utilized through Cheryl Hooper and Nadia • grade 9 TELP project data • One Note materials being shared department wide • grade 9-11 credit attainment |
| <p>3. By June 2019 students will participate in, be exposed to and become more aware of the inclusive climate and culture at River East Collegiate.</p> | <ul style="list-style-type: none"> • Student Services to offer “staff sessions” on adaptations and modifications of materials during department times • Student Services will increase the number of staff exposed to class profile use and become more proficient at the overall process • Student Services will in-service REC staff on the new funding and the identification of the universal, targeted and intensive population of kids • Student Services will in-service REC staff on the class profiling • continue to meet with all high schools to further discuss concerns with student services issues at the high school level • increase the ability to offer programming outside of the building for intensive populations • Social Studies teachers to create a breakout Edu boxes for grade 9-11 history classes | <ul style="list-style-type: none"> • by grade 11 all students will have a strong knowledge base around treaties and reconciliation • increased passing rates for students with adaptations and modifications • increase in student needs being met via increased use of classroom profiles • increased number of staff using class profiles to determine specific needs • increased number of staff referral for student services to address specific student need • increased number of credits earned by intensive population • students will become involved in social interest groups | <ul style="list-style-type: none"> • our school survey data • school profile data • number of staff attending sessions on adaptations and modifications • Tyler data • participation in student leadership opportunities and extracurricular opportunities |

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| | <ul style="list-style-type: none"> • mental health student groups to continue to present information to support increased awareness and knowledge of available resources • maintain Jack chapter requirements • student assemblies on various topics to support the climate of the building • teacher advisor lessons focused on PBIS initiatives • to utilize the UNESCO core values to show evidence of a culture of peace • staff to attend a PD session on poverty • staff to attend a PD session on AAA initiatives | <ul style="list-style-type: none"> • students will establish and maintain healthy relationships • students will make respectful choices about personal behavior and social interaction | |
| <p>4. By June 2019 staff and students will integrate a variety of devices into teaching and learning activities to enhance and increase higher level thinking and learning.</p> | <ul style="list-style-type: none"> • teachers to create functional One Note classroom support space for a minimum of one course • departments to create a One Note space to share materials and collaborate • incorporation of technology in classrooms via Office 365 and other apps as suggested through our PD sessions • increased use of BYOD in the arts - using a variety of Apps as demonstrated in the TELP sessions • use of teams in all departments—sessions to be offered to staff on the how to develop a functional TEAMS tool • encourage and promote the use of BYOD in all classrooms • transition from desktop tools to school network to cloud based tools • staff technology leadership team to plan and prepare PD opportunities • creation of a student technology team • exploration of the GenYes curriculum concepts • PD offered to staff in November to include OneDrive, OneNote, Video, Skype, Office, Remind App, document cameras and SAMR model review. • digital citizenship lessons to be delivered through our TA groups • incorporate technology goals in • department heads to create a structure to have each department member to share or lead a discussion on how they are moving to using student devices in the classroom • each teacher will plan and work toward using student supplied device in at least one lesson per unit of study | <ul style="list-style-type: none"> • students will be able to demonstrate how to access assignments, notes and other resources from home • students to utilize the collaboration space to view student generated responses • students will hand in more work online and access notes to reduce our paper usage • use of OneDrive has increased sharing and collaboration • student use of personal devices will increase • decrease in photocopying • decrease in lab bookings for low level tasks • technology information is incorporated into all department meetings • move towards a growth mindset for staff and students • increased teacher web presence | <ul style="list-style-type: none"> • students access to assignments and notes from home has created increased academic success • teacher use of One Note, Office 365 and TEAMS • teacher and student surveys • department head reports on technology use • IT Coordinator reports on technology use • data from the TELP project |