

2019 - 2020 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/SANDY DZUBA	Date (yyyy/mm/dd) 2019/06/28

Step 2	2018-2019 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. Please include a summary of how funds were allocated in support of your outcomes.		
	Expected Outcomes	Results (status, data or anecdotal evidence)	
	1. Students will continue to have a voice as a means to offer input. Student feedback will be gathered to review when planning with other data (MyReferrals data, demographics, academic indicators, etc).	Students participated in the OurSchool Survey. A sampling of student who are new to REC participated in a transition survey to gather feedback on their experience making the move to high school. Grade 9 and 10 students were surveyed regarding their awareness of REC clubs and extra-curricular opportunities. Mini-assemblies were subsequently held for our Grade 9 and 10 students to make them aware of all the opportunities available to them. Grade 12 students participated in an exit survey.	
	2. Student interest will be represented in data driven decisions. The PBIS Committee will use OneNote as a means to share/store PBIS information so that it is easily accessible (matrices, flowcharts, precision requests, lesson plans, etc). Meetings will use TIPS format.	A PBIS channel was created in TEAMS. The committee added materials over the course of the year such as examples of matrices, Kodiak character campaign ballots, information regarding the MyReferrals process, and other information to support staff with PBIS initiatives.	
	3. Students will be recognized through incentive campaigns with a focus on character and school-wide expectations.	Various character-themed campaigns took place over the course of the year. The campaigns were introduced through TA meetings and mini-assemblies. Staff recognized students with prize ballots for demonstrating qualities such as kindness, optimism, determination, and integrity over the course of the year. Prize draws were held, and students received items such as Kodiak mitts, Kodiak lanyards, Kodiak pens, and Kodiak gym bags. Staff also sent Kodiak postcards to families to recognize positive student choices and to strengthen a sense of community.	
4. Students will be involved in Mental Health Initiatives in conjunction with the jack.org chapter at REC.	Students were involved in a variety of initiatives in support of mental health. Student leadership worked to support the "Yellow is for Hello" assembly. Students worked with select teachers to plan a Mental Health Awareness week which included a "Crush the Stigma" information campaign via posters in the hall, daily announcements, visits from therapy dogs, and a wind-up lunch meeting. Students also participated in a MADD assembly. A smaller group of leadership students participated in a TADD workshop. Some students participated in the "Run for It" event promoting mental health. Information regarding mental health and healthy habits were shared through TA meetings. Some students also attended the Youth Matter Conference.		
2018-2019 Budget Allocation Summary: Funds were used for staff release time for PBIS planning, character campaign prize incentives, and a community-building Welcome Back BBQ for students.			

Step 3	2019-2020 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)	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. Students will demonstrate an expanded understanding and awareness of Digital Citizenship and the implications for themselves and others.	We will revisit the newly created "Digital Citizenship Matrix" with students. The matrix will be posted in computer use areas and reviewed through TA meetings. The digital citizenship guidelines will be reinforced by teachers via integration with curriculum material as appropriate.	Students will be able to identify and articulate key elements of the Digital Citizenship matrix. Students will show improved decision-making regarding use of social media and respect toward peers. Students will be respectful of technology in the building.	Reduced number of social media related conflicts or concerns. Fewer repeat conflicts stemming from social media. Reduced school costs for damaged technology (computers and other).
	2. Students will demonstrate positive character traits and respectful behavior toward others to enhance their peers' feelings of safety in the building. Students will contribute to planning for a common understanding of classroom expectations (behavior matrix).	Character campaigns with ballots and prize draws will be held throughout the year to recognize positive behavior. Information will be shared through TA meetings and assemblies. Meetings with students to address behavior will have a problem-solving focus. The PBIS Committee will continue to add resources and information for staff in Teams. Teachers will build a classroom matrix with each class at the start of each semester.	Students will demonstrate increased respect toward peers. The number of students who receive ballots recognizing their positive behavior will increase over the course of the year. Each class will create a matrix for behavior expectations that will be displayed in the classroom.	Reduced referrals and reduced incidence of repeat negative behaviors. OurSchool Survey data indicating an increased percentage of students indicating they feel safe at REC (goal of 60%).

	<p>3. Students will gain awareness and knowledge of mental health issues along with strategies to manage challenges and build resiliency.</p>	<p>Students will continue to have the opportunity to get involved with the jack.org chapter at REC. A Mental Health Awareness Campaign will be held for students. Supports for students will be highlighted and opportunities for students to connect with the school in positive ways (extracurricular, clubs, etc.) will be showcased. Relevant assemblies and opportunities will be included over the course of the year.</p>	<p>Students will demonstrate an awareness of mental health challenges and be able to identify relevant supports. Student participation will increase in the jack.org group. Students will be able to identify strategies that support resiliency and the ability to cope with stress in positive ways.</p>	<p>Increased participation in school opportunities beyond the classroom. Increased school engagement for students struggling with challenges. Results of OurSchool Survey pertaining to stressors and perceived supports.</p>
Step 4	Anticipated Budget Support and Use (see previously provided grid)			
	<p>1. Budget items include release time for PBIS planning, support for community-building events for students, prizes for character-themed campaigns to recognize positive behavior, and resources/materials to support PBIS at REC.</p>			