RIVER EAST COLLEGIATE

SCHOOL PLAN

2019 – 2020

SCHOOL REPORTING 2018/2019 and PLANNING 2019/2020

Identification		
Name of School Division **River East Transcona School Division**	Name of School **River East Collegiate**	Name of Principal **Diana Posthumus/Sandy Dzuba**	Date (yyyy/mm/dd) **2019/06/28**

School Profile	*(Complete the following using FTE as of Sept 30th.)*		
Number of Teachers 70	Number of Students 1160	Grade Levels 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 – 2018/2019

School Priorities

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 areas to improve student success.

5.

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 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.	- We have been working through discussions by grade level groups and the whole department about common texts and skills and activities at each grade level for the ELA department scope and sequence document. - All ELA teachers produced a course outline with major units, activities, and assignments listed. - Two members of the ELA department were added to the Reading Apprenticeship group. - 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 - 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 - grade 9/10 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

2.	By June 2019 students will become mathematically literate students who use mathematics confidently, accurately and efficiently	- 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 10 math - grade 10 High STEP students were integrated into all mainstream Math classes - science teachers used activities to gather authentic data for students to graph and analyze - incorporated effective uses of mathematics to all aspects of the various curriculum being offered at REC - grade 9 math teacher planning completed 2 sessions - consultant support in math department initiatives occurred 2 times - increase engagement in all math classes - use of OneNote to share materials in the math department - worked as a grade 9 math team to solidify the TELP initiatives
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.	- Student Services offered "staff sessions" on adaptations and modifications of materials during department times - Student Services increased the number of staff exposed to class profile use and become more proficient at the overall process - Student Services in-serviced REC staff on the class profiling - met with all high schools to further discuss concerns with student services issues at the high school level - increased 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 - mental health student groups presented information to support increased awareness and knowledge of available resources - maintained Jack chapter requirements - student assemblies were held 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
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.	- Discussion and sharing took place at department meetings around ideas for integration of BYOD. - Sharing with colleagues at a PD day took place in November, in order to facilitate and mentor staff in the organization, layout and application of One Note for their classrooms. Each teacher took part in a sample student activity, then used planning tie to collaborate with subject area peers. The goal was to use student supplied devices, and One Note in at least one lesson per unit of study. Each teacher developed a One Note Notebook in at least one course this year. - PD and discussions took place with the SAMR model in mind, with all staff taking part in a collaborative activity using One Note and how to use student devices more effectively. Math teachers coordinated one half day PD with their consultant, who shared ideas for technology integration strategies. - Staff across many areas collaborated with ICT Coordinator for support, planning and technology implementation. - Several more teachers were supplied with Apple TVs and Wikis in their classrooms to increase ability for student sharing and presenting of ideas, using BYOD. In these classrooms, students accessed materials and submitted work back to teachers online. - The purchase of VR headsets resulted in these peripheral devices increasing interactive learning experiences. Students used Virtual Reality used in Social Studies as well as several technology classes. - Assistive technology implementation ideas were shared with the resource department and time was taken with specific students to introduce these tools (speech to text, text to speech etc.). - More events were Livestreamed this year, from Band and choir to sporting events. Students in Grade 9 were all exposed to the My Blueprint online tools for career planning and self-development. - Digital Citizenship was a focus of two TA sessions, and a new Digital Citizenship Behavior matrix was rolled out in TA through collaboration with the PBIS committee.

Planning Process

List or describe factors that influenced your priorities.

Our school priorities have been influenced by provincial and divisional priorities, the divisional strategic plan, student, parent and staff feedback, data gathered in 2018-2019, our participation in Reading Apprenticeship, TELP and UNESCO and community feedback.

Describe the planning process and the involvement of students, staff, families and the community.
Who was involved?

On April 26, 2019 the professional staff and educational assistants of River East Collegiate met to review the school priorities of the 2018-2019 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.

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.

What data was used?

Data was collected from all staff on April 26, 2019. 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, 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, exit surveys with our graduates and Our School Survey.

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.

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 and Miles Mac Collegiate, 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 and mental health awareness, allowing for many excellent opportunities for a wide range of staff and students.

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School Plan

Expected Outcomes What specifically are you trying to improve for student 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. By June 2020, 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	• Focus on critical thinking and use of reading strategies in reading instruction from grades 9-12 • A strong focus on writing, and renewed emphasis on various levels of demand writing as a part of courses from 9-12.	• Test scores will improve, and more students will pass the exam.	• Provincial Exam scores • Report Card scores • Observation data

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	• A focus on answering a question using evidence, elaboration, and extension to a broader context. • Writing in a variety of forms in all courses, examining writing models, and working toward a polished final product on a regular basis in each course. • Conferencing and feedback used to help students improve written pieces. • Grade 12 teachers planning together to work on strategies to improve exam scores • Review of exam vocabulary and terms related to visual and design elements. • 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.	• Students will be able to explain the choices they are making in targeting a piece of writing to an audience. • Student responses to questions and timed prompts will show more textual evidence and elaboration, and students will be more comfortable producing writing in a given timeframe.	
2. By June 2020, we will ensure balance in the content of courses and define how courses will promote student skill progression as students move through ELA courses in each grade.	• ELA teachers will complete a semester plan/detailed course outline to be reviewed at each grade level to ensure balance and a consistent level of challenge in courses of the same type. We want to make sure that students build on their skills as they move up through the grade levels. • The ELA department will continue to develop a scope and sequence document and will use department time for regular grade-level planning and sharing. • Classroom visits will allow teachers to learn more about what other teachers in the department are doing. • Members of the department will have a book club next year.	• Students will demonstrate skills to build on as they move to the next level. • Exam scores will improve. • Report card grades will improve.	• Report on skills and tasks done by each group of students by the end of each course. Marks in courses and score on provincial exam at the end of grade 12
3. By June 2020 students will become mathematically literate students who use mathematics confidently, accurately and efficiently.	• Offer EA support in all Grade 9 math classes. • Grade 9 teacher planning using a minimum of 2 sessions per year • Consultant support in math department initiatives-student services to offer support of adaptations and modifications of materials • Use of One Note/Teams to share resources amongst math team members • Pi Day events that allow all students in different grades and streams of math to interact and have fun with mathematics • Building Thinking classrooms conference with Peter Liljedahl to be offered to more teachers	• Resource support in the classroom is evident and planning and PD opportunities exist for classroom teachers and the resource team. • Participation in the Pi Day event by all teachers and students. • desktop whiteboards in use on a regular basis	• report card data • provincial assessment data reports utilized through Cheryl Hooper and the consultant • grade 9 TELP project data • One Note materials being shared department wide • grade 9-11 credit attainment • classroom observation to gather data on engagement
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.	• Each Department to have a standing line item for technology discussions at each meeting. Regular sharing time for successful integration of BYOD and movement to the higher levels of the SAMR model to take place (rotation of staff sharing to take place). • Each teacher will plan and work toward using student supplied devices in every unit of study. • Provide another PD session and discussions around SAMR model. Have staff look at a variety of different activities and rank them on where they fall on the SAMR spectrum. • Plan at least one collaborative PD with a sister school such as KE or MMC to share subject area specific integration strategies. • Encourage staff to collaborate with ICT Coordinator and Consultants. ICT Coordinator and Consultant time is available for support, planning and implementation.	• Teacher integration and use of technology will increase. • Teachers will begin to leverage the capabilities of student-supplied devices in their classrooms. • Student use of personal devices will increase. • Increased teacher web presence for student learning to take place beyond the school day either using TEAMS or One Note. • Digital Citizenship will improve and less issues around student devices interfering in learning will take place. • Move towards a growth mindset for staff and students. Learning activities will begin to foster more collaboration and deeper thinking.	• reports from department heads • data from the grade 9 TELP project and the music and physical education project • teacher and student surveys • data collected from my referral

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	• Add more display hardware for 4-5 teachers in order to have access to BYOD sharing in their rooms (Apple TV, Widi) • Demonstrate uses and integration of VR glasses for increased engagement through interactive learning experiences. • Introduce the capabilities of Microsoft Teams to all staff. With the removal of local pickup and drop boxes staff, will need to use this application for the exchange of materials with students. Promoted as well will be the possibilities for student - teacher communication and feedback. Staff Team has been created and will begin to shift away from the current staff portal, to the Team site. • Digital Citizenship Matrix will be revisited for all grades early in the year, as well as introduced to new grade 9 students. Firm expectations will be placed on grade 9s and supported by staff, as well as new students each following year. • Educate and support staff for integration of new TYLER 360.		
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