
Accountability Report

Instructional Leadership: School Strategic Planning

Jennifer Hingley, Superintendent of Schools

October 20, 2025



SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board approved 2021-2030 Strategic Plan states the following:
 - Students experience joyful learning that fulfills current needs and provides a foundation for future success.
 - Students are supported to sustain and strengthen their resiliency and mental wellness.
 - Students are affirmed and diversity is supported and celebrated.
 - Students demonstrate active citizenship and are supported by engaged families and effective partnerships
 - Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community

Saskatchewan Rivers Public Schools are committed to providing quality education for all students as exemplified by the school division motto "Excellence for Every Learner". The work of the school division is driven by our commitment to achieving our long-range goals through broad strategies and specific actions in each goal area.

2. Saskatchewan Rivers Public School Division Board Policy 2

Role of the Board

- 3.1 Provide overall direction for the Division by establishing annual priorities and key results.
 - 3.1.1 Annually approve budget (driven by the Board priorities).
- 3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
- 3.3 Annually evaluate the effectiveness of the Division in terms of key results.

EVIDENCE:

1. Planning for Alignment, Engagement and Improvement

Schools engage in strategic planning so that they are intentional about their actions and can ensure that students, staff and the community are accessing a quality learning program. School leadership teams can use the following tools to plan their specific actions:

- Following Their Voices School complete a LILAC.
- The Instructional Change Matrix
- Leadership Learning Community Year End Reflection Survey

School strategic planning documents serve multiple purposes:

- Surface beliefs and establish a compelling why;
 - Create a plan of action;
 - Determine a meaningful focus (professional learning target);
 - Implement change in practice;
 - Develop shared knowledge and understandings;
 - Examine outcomes and assess results to determine impact;
 - Celebrate effort and reflect on the process.

Schools create professional learning goal(s) within a literacy, math or high school context. This decision is made by school teams as a result of analyzing student learning needs data. The school team will identify the instructional strategy(ies) that is the best response to that student learning data. This becomes professional learning target of the staff.

Reading, Math and High School Division Professional Learning Targets

Reading Goal Schools: Deliverables and Goals



2021-2022

Teachers will have impactful and well established literacy routines with an emphasis on **morning meeting** and word work.

Explicit **teaching of phonemic awareness**, phonological awareness and phonics using the key resource **Heggerty**

Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes

2022-2023

Teachers will enhance their **phonics/word work** instruction

Teachers will support student **fluency** in reading by using quality **decodable books**

Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes

Literacy Look fors: [Literacy Look-Fors](#)

2023-2027

- K-3 Teachers will enhance their **phonics/word work** instruction by implementing the UFLI resource and following SRPSD's scope and sequence. Grades 4-12 teachers will use UFLI when necessary to ensure that all students have the foundational reading skills in place.
- teachers will implement impactful spelling and writing instruction
- teachers will conduct effective teacher read and think alouds to support student reading comprehension
- teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes
- Schools will work with SCCs and families to share the components of the Literacy Model and how to support learning at home

Saskatchewan Rivers Public School Division Math Model: A Professional Development Project for the Implementation of High Impact Strategies



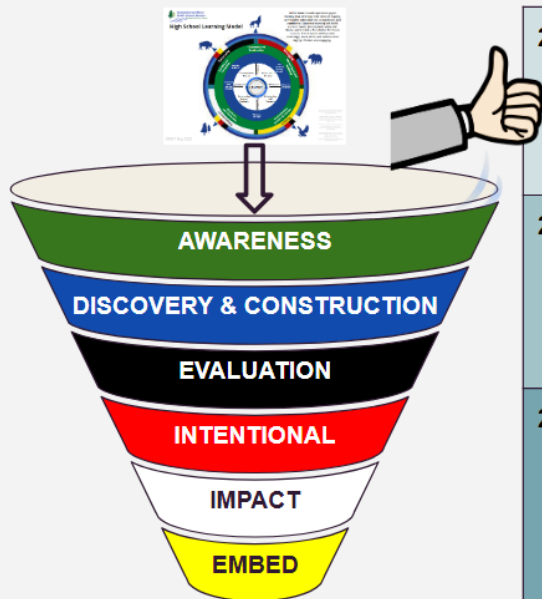
School Year	Goal/Deliverable
2020-2021	-teachers will explore the research around the math model (Math Workshop) -teachers will explore the research around engaging students in math (Building Thinking Classrooms)
2021-2022	-teachers will begin to have impactful and well established math routines with an emphasis on MindsOn -teachers will implement Building Thinking Classroom practices- flexible and collaborative groups, use of non-permanent vertical spaces -T.L.C. teachers will begin to implement the Building fact Fluency Kits
2022-2023	-teachers will have impactful and well established Minds On activities embedded in their math classes -teachers have a clear curricular goal and purpose that supports all students through differentiation (Lesson) -teachers will enhance their engagement instruction with continued strategies from Building Thinking Classrooms -teachers will implement the Building Fact Fluency Kits <u>Math "Look Fors"</u>

2023-2030

- Teachers will enhance their **Lesson** (explicit instruction) by implementing the MathUp resource
- Teachers will conduct the **Wrap Up** portion of the Math Model using the discussion questions from **MathUp**
- Teachers will continue to implement the **Building Fact Fluency kits** to increase **basic fact fluency**
- Teachers will continue to implement strategies for **engagement** from the Building Thinking Classroom resource
- Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet **social, science, health and art outcomes**
- Schools will work with SCCs and families to share the components of the Math Model and how to support learning at home



HS Learning Model Rollout & Development

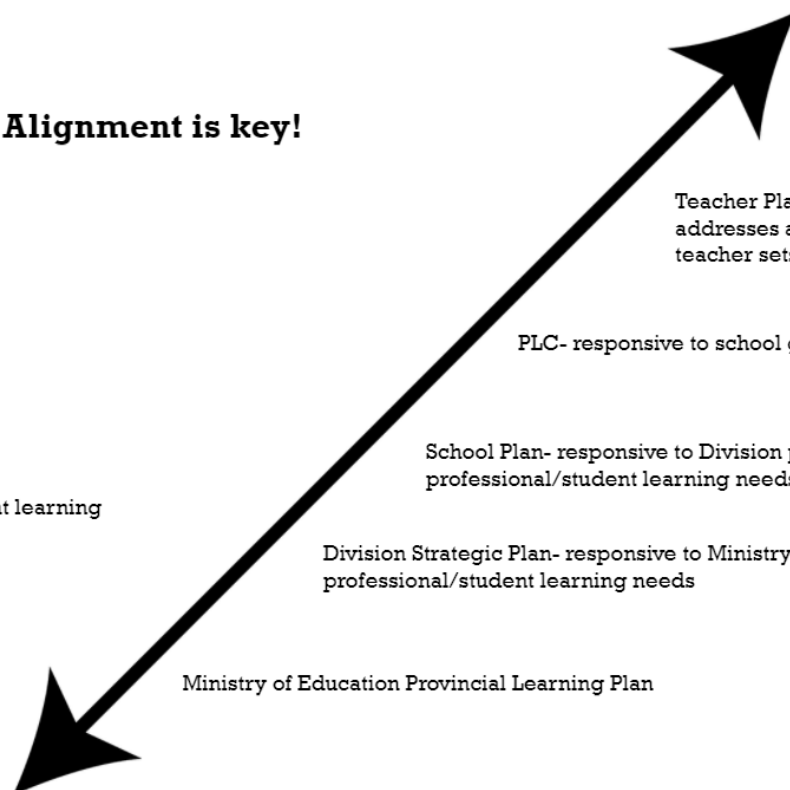


2022-2023 Generate Awareness & Discovery/Construction	✓ Embed model in all division based HS learning communities. ✓ Generate awareness of the model with school staff. ✓ Engage school staff in discovering and learning about ways in which the model can impact their teaching practice. ✓ Co-construct and flesh out resources to support implementation at both the school and classroom levels.
2023-2024 Discovery/Construction & Evaluation & Intentional	• Continue to embed model in all division based HS learning communities. • Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels. • Evaluate the resources constructed. • Intentionally include the learning model in teacher PGPs.
2024-2030 Discovery/Construction & Evaluation & Intentional & Impact & Embed	• Continue to embed model in all division based HS learning communities. • Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels. • Evaluate the resources constructed. • Intentionally include the learning model in teacher PGPs. • Assess the impact of the HS learning model. • Embed the HS learning model in all practices.



Alignment is key!

A plan to address student learning and growth.



Ministry of Education Provincial Learning Plan

Division Strategic Plan- responsive to Ministry of Education Plan and professional/student learning needs

School Plan- responsive to Division plan and professional/student learning needs

PLC- responsive to school goal and student learning data

Teacher Plan- PGP - responsive to PLC goal and addresses a professional learning target that the teacher sets based on their learning needs



Instructional/School Change Matrix "Great schools 'row as one'; they are quite clearly in the same boat, pulling in the same direction in unison. The best schools... were tightly aligned communities marked by a palpable sense of common purpose and shared identity among staff. A clear sense of 'we'". (Lickona and Daiskodon, 2005)

Leadership Actions/ Functions	Create a Sense of Urgency- The Moral Imperative	Establish guiding team	Uplifting vision and strategy	Communicate vision and strategy through words, deeds and symbols	Remove obstacles/ Empower people	Celebrate early wins	PERSISTENCE- Keep going when the going gets tough	Transformation- New culture to support new ways
Organize	What is your current state? Organize baseline data. Surface the beliefs of staff regarding the school goal/vision.	Coordinate a responsive plan. If this is the problem... then implement this evidence based strategy. Set the professional learning target and success criteria for the school goal.	What is the preferred state? (SMART goal) Describe the difference in practice, procedures, relationships, results and school climate if the vision is achieved. Be enthusiastic. Resonate positivity.	Create structures to support goal and vision. Plaster the school goal everywhere! Everyone (staff, students, families, parents and the SCC should be able to articulate the school learning goal/vision. Teachers need to be able to articulate what they do, and why they teach the way they do.	Remove or alter structures and procedures that support the old ways of doing things.	Establish short-term goals. Example- using a mind-on activity. -moving ____ of students from yellow to green.	Stay focused- say no to other initiatives/opportunities. There is no shortage of "things" to do... Over-doing creates burn out and initiative fatigue. Use student learning data to mark progress.	Create shared beliefs about the school learning goal/vision. Describe the "must-dos and the taboos... Have an assessment/feedback loop established to review student learning information to ensure that everyone is on track. Write a reflective summary that captures the progress made towards the school learning goal.
Collaborate	Analyze/interpret student learning data. Go on a "data" treasure hunt. Highlight strengths. Drill down the "break-down". Identify an instructional response. Involve people, invite input.	Create a sense of team. Identify strengths.	Describe the commitments that individuals make to each other.	Establish regular meetings to discuss new learning, share ideas, set direction, review progress and get feedback.	Provide PD, time, support and resources that will encourage implementation of the vision.	Recognize progress- have staff share something that they have tried that they are excited about.	Do a mid-year check in? Review the learning targets and success criteria. Reflect on what is different. Articulate the differences. "We used to... Now we"	Ensure that you have a plan for sustaining the work and "on-boarding" new staff. Plan for regular "touch points" to re-connect with shared beliefs and expectations of staff/students.
Engage	Ensure inclusion of key stakeholders- Staff, SCC, parents and students.	Establish school leadership team. Define roles and responsibilities.	Map out the vision with all stakeholders. (Consider the use of a metaphor to describe the journey)	If appropriate, build partnerships with other agencies to support the vision of the school.	Have regular check in conversations with staff, students, families, SCCS to talk about how the implementation plan is going.	Allocate school budget to ensure that staff have the resources that are needed.	Share staff/student/parent testimonials. What is working? What is challenging?	Recognize the school leadership team. Consider how to ensure that appreciation for growth and progress is embedded in the culture of the school.
Enact	Tell a compelling story. What is your "why"?	Establish a point person- Who will direct communication, organize meetings, ensure that tasks get done.	Create a hopeful vision that will inspire the school community to offer their heads and hearts to achieve the vision.	Create a "kick-off" to generate excitement regarding the work. -Goal setting assembly, notice in the newsletter, video- etc.	Address pockets of dissonance. Find something that they are willing to try. Create consensus.	Celebrate success! Make a "big deal" of progress. Include the wider community in acknowledging progress.	Invite others to share in and support learning. (Talk/ Collaborate with another school, Invite Ed Centre Staff for supportive PD)	Tell the school story. Highlight individuals who are leading the charge. Share student stories. "Brag" about your staff and students.

FTV: LILAC

	1. First Nations, Métis and Inuit Student Achievement Goal: By June 2022, 100% of QMPS FNMI Pre-K-8 students will be achieving at proficiency or mastery standards, or will reach their individual goal level in literacy, as outlined in their co-constructed achievement plan.				
	2. Lag Indicator(s) 1. EYE, ELS, or DRA 2. Weekly attendance data 3. Student and teacher FTV Data		3. Data Source(s) for the Lag Indicator(s) 1. Edsby 2. MSS 3. FTV Surveys		
4. Lead Indicators	5. Teacher Actions	6. Data Sources	7. Plan for Monitoring	8. SCLT Actions	9. Data Checks
5.1.1 Purposefully and strategically selecting teaching strategies and learning activities that promote student construction of knowledge aligned with specific lesson/unit outcomes.	A. Complete the teacher self-assessment tool on strategy use to determine baseline, then re-administer the tool monthly to determine progress and next steps. B. Complete anecdotal records of specific students when using the teacher clarity strategy in selected lessons. C. Study the teacher clarity strategy then use it in selected lessons. D. Work with intervention team when working through the intention/reflection plan. E. Gather and study student and teacher evidence to reflect on impact and inform next steps.	A. Teacher Self-assessment – Strategy Use tool B. Teacher Clarity Intent and Reflection plan. C. Student Anecdotal Records - New Learning and Work Completed D. Written feedback, feedforward and next steps through informal peer observation. F. Other student and teacher evidence FTV reports: Teacher Practice Report • 2. Drawing on Teacher Clarity Measures Engagement Report • 2.2. Self-reported work completed during an Observation • 3.1. Student new learning self-reported during an Observation FTV Survey Responses • Student Survey – Interactions	A. Every three months teachers review their self-assessment data in comparison to baseline. B. Before and after each PLC meeting, teachers reflect on understanding and use of the teacher clarity strategy. C. The SCLT monitors completion of teacher self-assessments, teacher reflection, and student anecdotal records and does a monthly review of the data. D. At each staff meeting, the SCLT provides teachers with the opportunity to review teacher self-assessment data and student anecdotal records together to determine impact and next steps. E. The SCLT regularly monitors that teachers are participating in informal peer observations.	A. Support teachers' study of the teacher clarity strategy in staff meetings. B. Support staff to administer self-assessments, reflect on understanding, use and impact of the teacher clarity strategy to determine next steps. C. Schedule opportunities for teachers to informally to share resources, observe one another teach using the teacher clarity strategy. D. Through Shadow Coaching support teachers to: • use the Teacher Clarity strategy in lessons; • reflect on impact of strategy on student learning; and, • consider next steps. E. Gather, analyze and share teacher and student evidence at staff meetings and other venues to inform discussion and next steps.	Baseline: • Teacher self-assessment: Before September 30 • Regular review at staff meetings Impact: Ongoing during PLC and Huddle meetings Plans for sharing: • Staff meetings • School Community Council meetings • Facebook page Plans for celebrating successes: • Providing information on the degree to which the goal is achieved through Facebook

2. Sample Instructional Change Matrix

John Diefenbaker School

Instructional/School Change Matrix "Great schools "row as one"; they are quite clearly in the same boat, pulling in the same direction in unison. The best schools... were tightly aligned communities marked by a palpable sense of common purpose and shared identity among staff. A clear sense of "we" (Lickona and Davisson, 2005)

Leadership actions/Initiatives	Create a Sense of Urgency- The Moral Imperative	Establish guiding team	Uplifting vision and strategy	Communicate vision and strategy through words, deeds and symbols	Remove obstacles/ Empower people	Celebrate early wins	PERSISTENCE- Keep going when the going gets tough	Transformation- New culture to support new ways
	What is your current state? Organize baseline data. JD has experienced a large intake of new students. Several are new to the division and establishing a baseline for data is first priority. Many of the students arriving this year are having their first experiences in schools or have been away for 2+ years. ELP Screens and DRA (4-8) assessments completed by Oct. 5th. ELP Screens 4-8 completed by Dreamcatcher /LST. Data will be ongoing and documented using bubble charts and running records.	Coordinate a responsive plan. If this is the problem... then implement this evidence-based strategy. A percentage of our students are not reaching their text level targets. We will use the Literacy Model as a tool to inform, model, and collaborate with teachers to create alignment and collective efficacy in response to our students' unfinished learning. High-impact strategies will be regularly introduced, practiced, and	What is the preferred state? (SMART goal) Describe the difference in practices, procedures, relationships, results and school climate if the vision is achieved. Be enthusiastic. Resonate positivity. Mission Statement JDPS provides a safe, positive learning environment committed to respect, responsibility, safety, and high-level achievement. JDPS Beliefs Stat... JDPS 2022-23 Sc... January 30th PLC -Theme of Celebration and Acknowledgements	Create structures to support goal and vision. (In progress) Flow Chart of who to connect with for support. Coaching (DC & LST) <i>Collective Teacher Efficacy = 1.57</i> <i>Coaching Effect Size = 0.58</i> Resource Coaching: providing teachers with resources needed to actualize high-effect instructional strategies. 10 Literacy Model Resources - School-wide word study resources -Hegerty (P.A.) -Jolly Phonics -Morpheme Magic -"Shifting the Balance" book	Remove or alter structures and procedures that support the old ways of doing things. Literacy Team (admin, DC, LST, IEC)- model, co-plan, provide resources, and offer ongoing guidance for new initiatives. Collective Efficacy=1.57 Resources: -Structures to promote change in classroom environment (i.e. furniture) -in-class support to try new instructional strategies/methods -provide opportunities to visit colleagues (site visit) -Professional Reading Resources: "Shifting the Balance"	Establish short-term goals. Example- using a minds-on activity. Share successes/celebrations (Master Builder Cart/Individual and Class bricks) 	Stay focused- say no to other initiatives/opportunities. There is no shortage of "things" to do... Over-doing creates burn out and initiative fatigue. -Literacy Team re-focuses Grade 4-8 staff (Math→ Literacy Goal) -created a sense of urgency (change in DRA data date) - Create "Must-Do" document outlining the area/areas of utmost importance-alignment is key (less is more). Use student learning data to mark progress. With the help of Patricia Bibby, create a "Text-Level Tracker" as a formative tool to assess student growth. John Diefenbaker Text Level Tr... Use of bubble charts and decodable running records for monitoring K-3.	Create shared beliefs about the school learning goal/vision. Co-collaborated with staff at onset of the year. JDPS Beliefs Statement 8 x11.d... Describe the "must-dos and the taboos... JDPS Must Do Document Have an assessment/feedback loop established to review student learning information to ensure that everyone is on track. Embedded PLC's- time to reflect on student learning, collaborate with colleagues, and develop action plans. Provide opportunities to self-assess (dotification) and provide feedback

John Diefenbaker "Snapshot"

We believe:



At JDPS we believe students and families are fundamental in all we do. We ensure students are surrounded by safe and caring staff allowing **ALL** students to **THRIVE** and **LEARN**.

Our shared focus on building literacy skills supports students in reaching their full potential.



John Diefenbaker Public School

What our staff learning looks like:

Our staff at JDPS work together to support student learning. We ensure all classrooms have rich and engaging literacy **LEARNING** opportunities for all.

We learn together through monthly Professional Learning Communities, PLC days and individual professional growth plans. Staff use this time to discuss student growth and needs, analyze data and adjust teaching as needed.



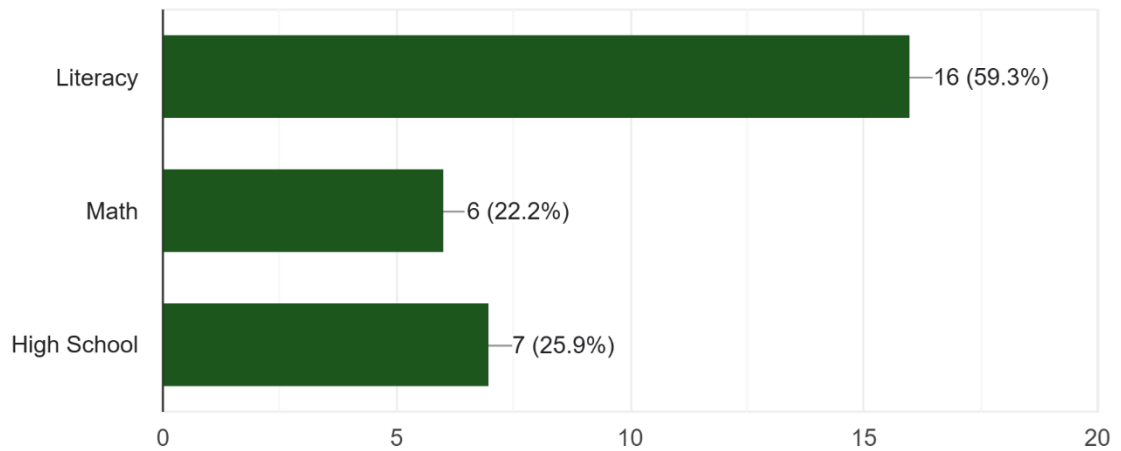
What does excellence look like:

At JDPS we show excellence when we work towards a common **GOAL**, use research-informed instructional approaches, let assessment guide us, and deliver instruction in whole & small groups, and individually when needed.

Leadership Learning Team Reflections:

Leadership Learning Community:

27 responses



What did your teachers focus on to improve their professional practice?

- Fidelity to UFLI - whole group and flex group differentiation; intervention; EPBL and Land-based to support the work in literacy and to provide experiences to support learning and comprehension overall. Bug Club was implemented in grades 5-7 with fidelity.
- Our literacy goal shifted from reading focused to writing. We introduced and started using the syntax project and the Expanding Expressions Toolkit. We also continue to use UFLI and Bug Club.
- Reading conferences, timely & effective feedback, incorporating decodables into their daily practice, independent reading
- Reading and Writing Instructional Strategies, Literacy Resources such as UFLI and Bug Club, Division Learning Models, Credit Attainment - teacher clarity (OB-PAR) and Morning Meeting as an Engagement strategy for the high school.
- Teacher Efficacy - - developing a system to help students take ownership of their learning and track their individual progress in courses. This was accomplished through the use of visuals, checklists and individualized schedules for completion. - Visuals in classrooms allows for students to be able to track where they were to be at any given moment throughout the year. - Used an adapted smart start strategy in all classrooms. - Co-Created a student self-assessment for progress conferences. - On-going refinement of tracking systems in second semester. - Having students set their academic goals. - Continuous feedback & regular check-ins with students at the start of workspace to help them identify what they should be working on. - Collaboration to identify student learning styles and co-construct plan to meet those learning needs - ie. hands on, engaging & predictable expectations.

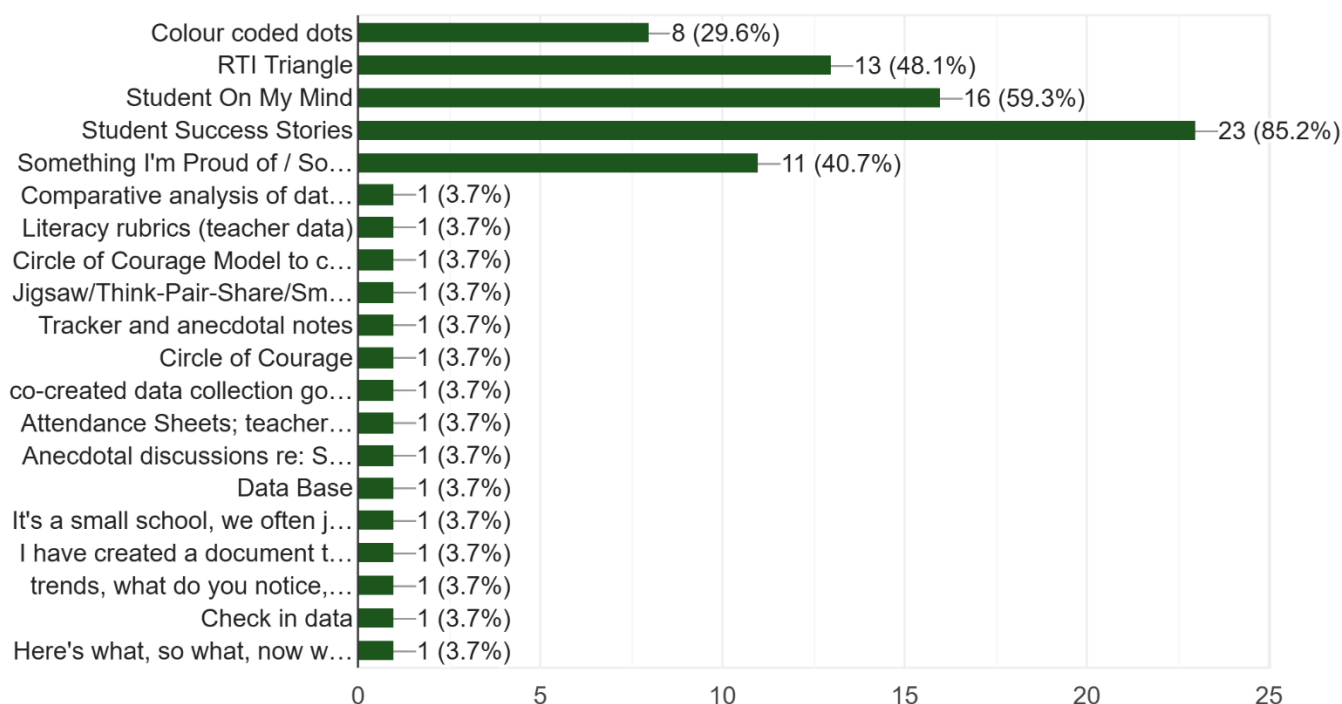
- Integration of ideas from book study using "Building Thinking Classrooms", incorporated Math Up strategies and used the Math Up Professional Development pieces at our PLCs, use of Math Screeners, increased use of manipulatives to improve student understanding.
- The most recent focus is effective instructional strategies for writing.

As a leadership team, what is a practice or process that you currently have in place that advanced your work as a team and impacted your staff in a positive way.

- Weekly embedded PLCs where high impact instructional strategies were modeled and shared. Weekly embedded PLCs are planned and include modeling, resources and sharing. Data check ins. Peer observations supported building capacity. Coaches modelling for teachers in the classroom. Co-planning with coaches, including individual teachers and grade alike teachers. Full day PLC that focused on school goals, Indigenous Education Framework, and offered workshop sessions for teachers to choose from.
- We use PLC days and Embedded PLC time to respond to teacher input. We also provided in class support and used school division leaders to help support in class learning.
- Weekly embedded PLC's, meeting monthly with our literacy coach, frequent check-ins with teachers, supported targeted students with extra practice and reading strategies.
- A practice that has advanced our work as a leadership team and positively impacted staff is the continued implementation of bi-weekly PLCs with a focus on proactive planning and responsive reflection where we could align on key priorities in math, identify pressure points in other subject areas or with intensive needs supports, share observations of what is going well or what needs tweaking, and share leading responsibilities with ELA initiatives, EPBL and land based work, Indigenous perspectives roll out, and math commitments.
- Weekly intervention meetings, WIG Huddles, Data meetings end of each block, student intervention and credit tracker, must haves and talk abouts which include the above practices
- embedded PLCs and weekly leadership meetings, anchor documents as a third point of reference for teacher reflection and coaching

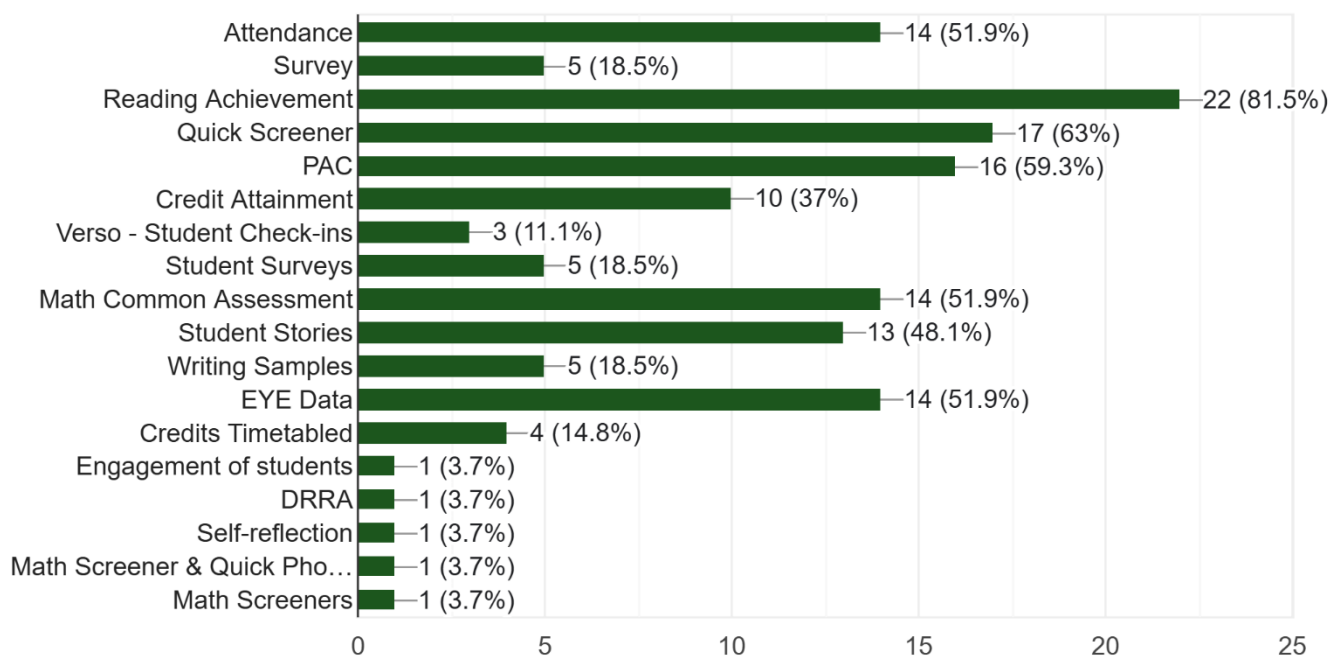
What processes do you use to look at this data on your PLC days?

27 responses



What student achievement data are you looking at during your PLC days?

27 responses



What actions did you take as a staff because of analyzing the data?

- We adapted programs for students who struggled with appropriate grade outcomes. With our grade 8s we looked at what we believed was most important to focus on to prepare them for High School.
- We fine-tuned what our key focus will be on with writing and on strong instructional practice to use throughout the school.
- We responded to our most recent data by replanning our flex groups, meet with IEC to plan for intervention, reflect on our current literacy practices and working with school-based coaches to further refine strategies.
- Gave more support, structured flex grouping, troubleshooting issues
- Adjusting EA/IEC supports; Adjusting student workloads (7-12); re-examine possible adaptations in the classroom; re-teaching

How did you use the Change Matrix to guide your work as an LLC?

- We use Lilac to review our SCLT actions and teacher actions to ensure that we are meeting our goals for student achievement.
- We went over it as a staff to help prioritize our next steps. We will look at it again to start our next school year.
- As an FTV school we use LILAC and check our progress throughout the year.
- We used it as a tool at the beginning of the year to set our school goals and individual professional goals.
- Celebrating and communicating with SCC and families
- We used our Action Plan, but our Action Plan was the foundation of what we did during our PLC's.
- The matrix helped us honestly assess where staff were in terms of aligning our vision and who could carry the loads in different areas. We used it to identify which initiatives had momentum and which areas needed more support.

What division supports were most impactful?

- LLC meetings and time to work on PLC planning
- Coaching support, check ins and scheduled conversations with learning consultants, Learning Models to anchor our work and look for, the amazing professional development opportunities that have been provided for all staff - teachers and EAs that support the vision
- The LLCs are critical. The planning, the ideas, and the activities already planned to bring back to our staff are huge. The time to sit down with our team and plan uninterrupted is key to having an intentional strategic plan. The support of Ed Centre coaches and consultants has helped move our work forward, particularly Kathleen and Kristin to meet our literacy goals. Teacher learning communities are a good way to sustain implementation of the literacy model.
- LLC meetings were fantastic, we really appreciate when we are given some direction and suggestions for our PLCs. Michelle B. Court has also been a tremendous support for our IECs. Shelley Moore and the training we received during our last IEC workshop regarding the Classroom Support Planning was also very valuable. We took that back to our staff and spent some time looking at our students and areas of

- Time with division coaches and consultants. We especially enjoy the visits to the school. Michelle, Darlana, Patricia, Jasmin and Tanis have been BEYOND helpful to us the last two years!!!need during our last PLC. The staff loved it and although it didn't answer all of our questions and classroom complexities, it is a starting point to target areas where multiple students have need.

ADMINISTRATIVE IMPLICATIONS:

1. Administration will continue to support school leadership teams with strategic planning, determining a clear professional learning focus based on high impact/effect teaching and learning strategies.
2. Administration will continue to refine the data collection and reporting process for school strategic plans to support our division's belief in the power of individualized goal setting for every student. The refinement will provide focus for schools in the goal setting and another point of reflection for goal achievement.
3. Administration will continue to support and sustain the alignment of school plans with the Division's strategic plan. This alignment creates greater efficiency and clarity for schools in their communication with all parts of their school community.
4. The Integrated Learning Team will continue to ensure that school teams are supported by providing access to evidence based research practices; timely in school support through coaching and mentoring; and providing effective and responsive professional development learning opportunities.

GOVERNANCE IMPLICATIONS

Based upon the report it is recommended the Board continue to do the following:

1. Ensure all schools use and complete one of the strategic planning tools.
2. Ensure Administration continues to provide accountability reporting on school strategic planning.
3. Understand and value the crucial role of Consultants and Coaches in developing efficient and effective school teams.
4. Provide the financial support for student learning and intervention strategies.