



Accountability Report

Learning Improvement Plans

Randy Emmerson, Superintendent of Schools
September 19, 2016

SOURCE DOCUMENTS:

1. Saskatchewan Rivers Public School Division Board Policies
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.
3. The Saskatchewan Rivers Public School Division's 2014-2017 Strategic Plan states the following: The Board will operate as a policy making body. As it discharges this responsibility, the Board will:
- Operate with integrity;
 - Operate in an open, accountable and approachable fashion

EVIDENCE:

1. What is a Learning Improvement Plan?

The Learning Improvement Plan (LIP) is a school-level planning document that has been designed as a support for schools in their strategic improvement planning. The goals in the LIP should align with the division CIP and provincial priorities.

The Saskatchewan Rivers Public School Division Learning Improvement Plans in 2015-16 contained six key components:

- School Mission Statement
- School Vision Statement
- Demographics – School Enrolments and Configurations, Student and School Demographics
- Governance Structure – School Community Council, First Nations and Métis Organizations, Communication Plan
- Programs and Services – Overview of Curricular Courses and Programs, Our Caring and Respectful School Environment, Use of Instructional Technology, Student Leadership Opportunities, Out-of-School Educational Experiences, Extra-Curricular Programs, Supports for Learning, Staff Learning Initiatives
- School SMART Goal(s) – Goal(s), Indicators, Strategies, and Actions. **This is the most important component of the school Learning Improvement Plan as it outlines the strategic school efforts towards improved learning outcomes and results for students.**

Arthur Pechey Public School

2015-2016 Learning Improvement Plan

School Address: 2675 4th Avenue West
Prince Albert, SK S6V 5H8
Telephone: 922-9229
Fax: 763-4878
Website: www.srsd119.ca/schools/arthurpechey.html
Principal: Darlene Schultz
Vice Principal: Dejan Letkeman
School Community Council Chair: Lisa Howden





Mission

School Mission Statement

Through mutually respectful school and community partnerships, Arthur Pechey Public School is dedicated to creating a welcoming, safe and meaningful learning environment.

We are committed to empowering our young people through individual goal setting and the development of the characteristics of successful learners to allow them to reach their highest level of personal academic excellence and social and emotional well-being.

Vision

School Vision Statement

We envision our students to be self-disciplined learners, able to apply their knowledge of all literacies to solve real-world problems and be productive and compassionate citizens.

Values

The decisions and actions of our school are strongly guided by the shared values of our school division as we strive towards a high quality education and to seek to maximize each child's individual learning ability.

Motto

By striving, we succeed.

Demographics

School Enrolments and Configurations

School enrolment: 242

K1 – 15

K2 - 14

Grade 1- 21

Grade 2- 23

Grade 3- 33

Grade 4- 19



Grade 5- 27
Grade 6- 24
Grade 7- 25
Grade 8 - 21

Student and School Demographics

Arthur Pechey Public School is located in the beautiful West Hill area of Prince Albert, SK. It is a multicultural and diverse educational community comprised of positive, hard-working and supportive families from mixed socio-economic and religious backgrounds.

Governance Structure

School Community Council

The School Community Council is a dedicated and enthusiastic group of parents and community members who hold regular monthly meetings to identify, support and communicate our school goals and action plans of our Learning Improvement Plan.

Communication Plan

The progress of our school goals will be frequently communicated to the learning community at the monthly School Community Council meetings. Ongoing access of our proud accomplishments and advancement of our Learning Improvement Plan will be made available through our school newsletter, website, Remind App, Facebook page, assemblies and several classroom Blogs.

Programs and Services

Overview of Curricular Courses and Programs

The learning program at each grade level offers a broad spectrum of subjects to meet the requirements of the Saskatchewan Core Curriculum as outlined by the Ministry of Education. The Dreamcatcher Coaching Model of sustainable leadership focused on increasing student achievement for all students is embedded in all curricular courses and programs from Kindergarten to grade 8.

Grades K-3 are involved in the Early Literacy Project and grades 3-8 are involved with Literacy in Action. Classroom teachers and our Educational Support team work collaboratively to use their expertise and training to provide differentiated instruction and adaptations to meet the varied learning needs in our classrooms. We strongly believe that students are most successful when this collaboration extends beyond the school by working closely with home. Arthur Pechey Public School is continuously implementing quality research-based instructional, assessment and reporting practices in efforts to achieve a meaningful 21st century learning environment in which all students can achieve their highest level of personal academic, social and emotional success.

All students are provided with instruction in the areas of Music, Visual Arts and Practical and Applied Arts. Enrichment of these areas is augmented by the offering of a Band program for students in grades 5 to 8 and Choir for students in grades 2 to 8. Students are provided with numerous opportunities throughout the year to showcase their talents.



Our Caring and Respectful School Environment

Throughout the year, the characteristics of successful learners; citizenship, responsibility, work habits and confidence are embedded within classroom instruction, assessment and activities. These characteristics are also emphasized through school-wide assemblies, the efforts of the 'Peacekeepers' on our playground, and student recognition events. These characteristics provide a foundation for students to help them reach their highest level of academic, social, emotional and physical excellence. These characteristics are also critical for the development of their personal well-being and for building mutually respectful relationships between students, staff and families in our community.

Use of Instructional Technology

The school has 10 classroom based SMART Boards, 1 Interactive Whiteboard and 7 Sound Field Systems. All students and staff at Arthur Pechey Public School have access to wireless reception throughout the building as well as a lab of laptops. I pads are used within the classrooms for students to access Apps that help support their reading, writing and math skill development. In addition, there are stand-alone desktop computers available for individual student instruction. All students are given technology instruction as guided by the SRPSD Technology Skills checklist.

Student Leadership Opportunities

Our student-centered environment offers many opportunities for our young people to develop their leadership skills. Opportunities include our Student Led Conferences, Student Leadership Council (SLC), Me to We Initiatives, Intramural Leaders, Peacekeepers, Library Helpers, Daily Announcements, Sound and Lights Helpers, Technology Experts, Morning Announcements, Milk Helpers, Sports Competitions, and active involvement in a wide variety of academic experiences in the classroom.

Out-of-School Educational Experiences

Meaningful educational experiences in school are enhanced by a variety of out-of-school activities such as swimming lessons at Frank Dunn Pool for grades 3-5, Career Fair, Mass Band Concert at Carlton Comprehensive High School, collaborative and mentorship opportunities with Carlton and PACI students, Try-a-Trade day at Carlton, Boat Race Challenges, Science Fair, Pink Shirt Day, skiing, volunteering through the Prince Albert Health District, skating at the West Hill Arena, activities through the Mann Art Gallery and a wide variety of drama and performing arts productions.

Extra-Curricular Programs

Arthur Pechey offers a wide range of extra-curricular activities, developmental and competitive sports for all ages. Students in grades 1-3 can participate in the Arthur Pechey Kids Club where kids can participate in various Destination Imagination activities as well as cooperative games, technology, arts and crafts, baking, skating and sliding. As a member of the Prince Albert and Area Athletic Association, students in grades 5-8 have the opportunity to be involved in cross-country running, volleyball, basketball, badminton and track and field teams. The Arthur Pechey Chess Club is open to all students in grades 6-8 during the months of November to March.

Supports for Learning

School Social Worker

Arthur Pechey has a school social worker who works closely with school staff to support and develop the emotional, social and personal well-being of students in all grades.



Student Success Club

Students in all grades have access to the Success Club in the Library every morning at 8:25 and every noon hour for assistance with homework or school related work.

Dental Sealant Program

Arthur Pechey in partnership with the Prince Albert Public Health Region offers the Dental Sealant Program to students in grades K,1,2,7 and 8.

Intramural Programs

Students take part in the school's intramural program which runs at recess and noon hour from mid-October until mid-April. Students are assigned to one of four house colors and participate and compete for points for their house. The main focus of the program is to provide students with daily physical activity while at the same time having fun. Arthur Pechey Public School is an In-Motion school and a yearly recipient of the provincial and national QPDE Awards.

Volunteer Programs

A number of opportunities are available for students to participate in the school volunteer programs.

Grade 4 School Safety Patrol

Students have the opportunity of being a part of the safety patrol team which oversees the designated crosswalks and assists students in crossing the street safely on the way to and from school. Students are provided with training in early September and are supervised by a staff member.

Grade 5 Peacekeeper Program

Students are given training in conflict management and how to deal with minor conflicts on the playground. Student teams of two assist the adult supervisors during morning, noon and afternoon recess.

Grade 6 Milk Program

This program provides students, along with a staff supervisor, the opportunity to oversee the collection of money and distribution of milk to all grades during the noon hour.

Grade 7 and 8 Intramural Leaders

Students take a leadership role when they volunteer to be in charge of organizing teams to take part in the intramural activities at recess and noon hour. Intramural Leaders are expected to participate in all games and conduct themselves in a manner that displays excellent sportsmanship and he/she serves as a role model for students of all ages participating in the games.

Staff Learning Initiatives

Arthur Pechey staff members are involved in many important division and curriculum related initiatives as part of our commitment to continuous improvement.

Arthur Pechey has implemented the new Students Achieve Report Card including the Parent Engagement Portal, Interim Reports and Student Led Conferences in continued dedication to enhancing and improving assessment and reporting practices.



Staff at all grade levels are involved in various division initiatives including the Dreamcatcher Coaching Project consisting of embedded instructional coaching across all grades, Early Literacy Project along with Early Literacy Coaching, DRA, EYE, Kindergarten workshops, Help Me Tell My Story, Tell Them From Me, Destination Imagination, Moving on Up - Reading and Writing Strategies, Teaching Treaties in the Classroom, Curriculum and Technology Workshops (CAT), Assessment and Reporting Workshops, Website and SMARTboard Support, First Aid and CPR Refresher Course, Violence and Threat Assessment Workshops, New and Second Year Teacher Support Groups and Administration Professional Learning Communities.

Staff participate in school-based PLC groups on a weekly basis as well as division-wide PLC's throughout the year in order to enhance our focus on student learning.

Arthur Pechey SMART Goal 2015-2016

Goal Statements, Lag Indicator, Strategies and Lead Indicators	Professional Development Required	Division Support Connections	Timeline for Strategy Implementation and Engagement Activities
<p>Priority Area Reading SMART Goal (Division goal): By June 2016, 100% of SRPSD students will be achieving at proficiency or mastery standards in reading literacy OR have 50% catch up growth (students not achieving grade level standards) OR will reach their individual benchmark level (students on individualized plans) in reading literacy in reading literacy.</p> <p>Specific Goal (School goal - smaller WIG – Wildly Important Goal): By June 2016, 100% of grades K-8 Arthur Pechey students will be achieving at proficiency or mastery standards in reading literacy (reading level, comprehension and Kindergarten language and communication skills) OR have 50% catch up growth (students not achieving grade level standards) OR will reach their individual benchmark level (students on individualized plans) in reading literacy.</p> <p>Lag Indicator (How will we measure growth?):</p> <ol style="list-style-type: none"> 1. June 2015 DRA for grades 1-3, September 2015 DRA for grades 5-8 2. Kindergarten Early Years Evaluation (EYE) October 2015 Subtests: C2, C3, C4, D1, D2, D3, D5, D6 and D8. (Subtests of the EYE assessment have been identified that align with our reading goal and are critical building blocks to the development of reading skills and comprehension.) 3. Students Achieve K-8 – monitoring and reporting progress of reading and comprehension will be through targeted outcomes in ELA and ALL subject areas where applicable. 	<p>- Dreamcatcher Coaching Support – Coach Cruising, Sticky Team and Leadership Team Workshops Early Literacy - DRA - EYE - Help Me Tell My Story - Moving On Up Reading and Writing Strategies - First Year Teacher Support - Second Year Teacher Support</p> <p style="text-align: center;"><u>August 31st PLC – My Reading Journey</u></p> <p>Big Ideas:</p> <ol style="list-style-type: none"> 1. What will your students “My Reading Journey” product look like? 2. How will your students demonstrate how they are making of sense of reading in ALL subject areas? (Application of reading skills and deep understanding-comprehension) 	<p>Division Level - Early Literacy, DRA, EYE and Moving On Up - Pam Anderson Klassen and Michelle Blais-Court (EL Coach) - Help Me Tell My Story - - Dreamcatcher Coaching support – Supt. Emmerson and Tracy Bloomquist</p> <p>School Level - Admin. team, DC Coach, Sticky Team, Student Support Services (Ed. Support) team, teachers, EAL teacher and tutors, parent, caregivers and students</p>	<p>June – August ENGAGEMENT: June: ~ Kindergarten Open House – Welcome to Kindergarten bags included a new book and reading strategies/tips for parents ~ Conference – “Building Bridges: Readers and Writers Together”– Gr 3 & 6 teachers ~ June 12th PLC -2015/16 SMART Goal Planning - began effective Learning Environments – SK Reads -Classroom Libraries – books purchased in June</p> <p style="text-align: center;">August 31 Staff Meeting ~ Updates to all teacher/school webpages ~ Remind 101 and AP Facebook Page</p> <p>September ASSESSMENT: ~ DRA Grades 5-8 ~ Student Goal Setting based on DRA results from Gr. 1-4 June 2015 and Gr. 5-8 Sept. 2015 ~ Sticky and Leadership Team to meet to plan Family/School-wide Literacy Events each month</p>

<p>Strategy I Student Goal Setting Action Steps (How are we going to do it)</p> <ul style="list-style-type: none"> a) Implement the cyclical process of student goal setting (set the stage for Student Led Conferences) b) Use DRA data to set appropriate learning goals c) Track achievement progress on teacher monitoring sheet d) Track achievement progress through K-8 Student Goal Setting Sheets in their Learning Portfolios for reading level and comprehension and student/teacher conversations e) Early discussions in September 2015 to discuss our Engagement Board and Student Goal Setting approach for the year. <p>Lead Indicators:</p> <ul style="list-style-type: none"> f) Ongoing student/teacher conferences to discuss student goal-setting and progress g) Discuss impact of student goal setting on student achievement –strengths, areas of improvement and next steps (preparing for Student Led Conferences) h) Evidence that students are tracking their own progress on their personal Goal Setting Sheets. 	<p>PD - Dreamcatcher Team: *UbD planning as the framework for embedding high-impact reading and comprehension skills in ALL subject areas. -SK Reads -UbD templates and unit plans on the ILD and other resources -Assessment: learning portfolios, Glogs, Go Apps, digital scrapbooks, journals, etc. Authentic Assessment: Learning Beyond the Classroom- rigorous performance tasks so students have real-life opportunities to APPLY reading and comprehension skills. Teacher Collaboration: Student Reading Journey products (student goal setting-tools for tracking their progress) and personalizing UbD planning with: - grade specific reading/comprehension strategies in ALL subject areas - learn/plan for application of reading and comprehension skills through authentic assessments (performance tasks) with community based component.</p>		<p>September to June ~ Ongoing formative assessment: running records, fluency drills and school created comprehension assessment tools ENGAGEMENT: ~ Conference with students to go over reading goals ~ Boo Hoo Books and Breakfast Open House</p> <hr/> <p>October ASSESSMENT ~ Kindergarten EYE: Oct. 15 – Nov. 25 ~ <u>Oct. 9 PLC</u> See Attachment ENGAGEMENT: TBA</p> <hr/> <p>November ~ <u>Nov. 23 PLC</u> See Attachment ENGAGEMENT: TBA</p>
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<p>Strategy 2: Instruction / Pedagogy – flexible groupings (text level) – guided reading groups to explicitly model and teach comprehension skills</p> <p>Action Steps:</p> <ul style="list-style-type: none"> i) Implement flexible grouping based on current student data j) <u>Embed effective reading and comprehension strategies and tools in ALL subject areas</u> k) Use flexible groupings for explicit strategy-based instruction (SK Reads/EET) in a balanced literacy program in an organized and effectively designed RTI learning environment. l) Develop a bank of high-impact differentiated instructional, reading and comprehension strategies and assessment tools (reading RTI, SK Reads and AP Student Supports and Interventions binder, Building Bridges- Readers and Writers Tools) m) Set specific goals and develop strategies for students not at a grade level (50% and IGP's) in collaboration with Dreamcatcher Coach n) EAL teachers and tutors directly support student reading goals in collaboration with teachers 	<p>“My Reading Journey” – student goal setting, monitoring and reporting (SLC’s and throughout the year) all year long.</p> <ul style="list-style-type: none"> i) based on June/Sept. DRA results j) SK Reads: Overarching Principles Big Ideas of Reading -Oral Language and Reading (discussions, questioning, vocabulary, prior knowledge- all subjects) k) SK Reads Instructional Approaches *High Impact Reading Comprehension Strategies and Formative Assessment Practices * Interventions and Supports for Tier 3 students-50% and IGP *Building Bridges-Readers and Writers Conference Tools and Strategies l) *SK Reads Intervention *AP Reading, Writing and Behavior RTI Protocols m) based on June/Sept. DRA results n) ongoing 		<p>December ENGAGEMENT: TBA</p> <hr/> <p>January ASSESSMENT ~ DRA Grades 1,2,3 and 4 (Jan.4-28) ~ Ongoing formative assessment using running records, fluency drills and school created comprehension assessment tools ~ <u>Jan. 29 PLC</u> See Attachment ENGAGEMENT: TBA</p> <hr/> <p>February ENGAGEMENT: TBA</p> <hr/> <p>March ENGAGEMENT: TBA</p> <hr/> <p>April ~ Kindergarten EYE: April 15 – May 29 ~ <u>April 15 PLC</u> See Attachment ENGAGEMENT: TBA</p>
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Lead Indicators:

- o) Flexible groupings
- p) Discuss impact of strategic instruction (SK Reads, high impact strategies/systems) on student achievement at PLC's.

Strategy 3:

Formative Assessment

- Grades 1-8 Running Records for text level and comprehension
- Grades 1-8 Reading Comprehension Formative Assessments
- Kindergarten Formative Assessments based on the EYE

Action Steps:

- q) Analyze DRA results and student data to inform flexible groupings, instruction (fluency, accuracy, text level and/or comprehension) and formative assessments
- r) Use running records, **RTI reading protocol** and fluency drills
- s) Effective formative assessment practices for reading and comprehension in **all subject areas**

Lead Indicators:

- t) Formative assessment monitored at the weekly and individual PLC's with the school-based coach – based on sound research / SK Reads, D. Williams formative assessment strategies to improve student learning, Schimer, Vagle, Hattie, Cooper, Anne Davies, etc.
- u) Use running records and adjust instruction accordingly
- v) Discuss the impact of **effective feedback, successful assessment and strategic instruction** on student achievement
- w) Set goals for student achievement

- q) *mid-Sept. and ongoing
* DRA analysis – effective instruction/assessment strategies and practices
- r) ongoing – embed SK reads
- s) SK Reads Instruction and Assessment
-Learning Portfolios – SLC's
-High Impact Formative Assessment Practices (Williams, Hattie, Schimmer, Erkens, et al.)
-Authentic Assessments – Inquiry Based Planner template -for long term learning to take place it must happen in context (community/connections)

<p>x) Use EYE data to plan for student instruction, supports and interventions</p> <p>The acid test of effective formative assessment, however, is not how well written the strategies are, or how many good techniques are in use, but the extent to which pupils are, as a result of our work, actively engaged in thinking, learning and assessing learning.” Clarke, 2008, p.11</p> <p>Strategy 4: Parent Involvement and Engagement Action Steps:</p> <p>y) Educate parents about reading comprehension strategies and tools. Communication can occur through notes, green bags, student agendas, bulletin boards, websites and other tools.</p> <p>z) Provide parents with resources that may include bookmarks with questions to ask during reading, technology supports (ie. Apps), comprehension check strategies and tools, and more.</p> <p>Lead Indicators:</p> <p>aa) At minimum, once each month, teachers will communicate with and/or provide resources for parents to support their child’s learning in a particular area of reading/comprehension, <u>learning strategies and/or self-regulation strategies.</u></p> <p>bb) Every month the school newsletter will highlight reading comprehension in a parent-friendly manner through tips, resources, websites, etc.</p> <p>cc) Discuss parent feedback/communication at PLC meetings</p> <p>dd) Monthly Family Literacy Events/Assemblies</p>	<p>y-z) Communication tools/strategies this year...</p> <p>aa) Academic reporting – Parent Portal -Zones of Regulation: Self-regulation and emotional control</p> <p>dd) Student Led</p>		<p>May - June ~ DRA grades K-8 <u>ENGAGEMENT:</u> TBA</p> <p>June ~ June 20 PLC See Attachment <u>ENGAGEMENT:</u> TBA</p> <p>aa) August Staff Meeting</p>
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Summary of Goals 2015-16

School	WIG Goal	M/P	50 %	IB	Enrolment June '16	Success %	
Arthur Pechey	By June 2016, 100% of grades K-8 Arthur Pechey students will be achieving at proficiency or mastery standards in reading literacy (reading level, comprehension and Kindergarten language and communication skills) OR have 50% catch up growth (students not achieving grade level standards) OR will reach their individual benchmark level (students on individualized plans) in reading literacy. Text level – Top and Comprehension - Bottom	168	33	11	251	85%	
		214	32	5			
Big River PHS	Reading All students in grade 7 and 8 will be achieving at mastery or proficiency levels, or will achieve 50% catch-up or will achieve their individual benchmark in reading comprehension. Credit Attainment By June 2016, all full-time Big River High School students will have successfully completed a minimum of 8 courses. All part-time students will have completed a minimum of 75% of their courses registered or reached their independent targets.	Reading Goal					
		25	12	2	43	91%	
		29	7	3			
		Credit attainment					
		55	5	1		98%	
Birch Hills	By June 2016 100% of Birch Hills Public School students will be achieving Mastery or Proficiency grade level standards in the number strand for Mathematics outcomes OR will have 50% catch up growth in number strand Mathematics outcomes OR will reach their individual benchmark level in number strand Mathematics outcomes.	219	13	12	234	95.3%	
		204	3	16			
Carlton	By June 2016, 80% of the students currently enrolled at Carlton, and part of Carlton's 2013-2014 cohort, will graduate within 3 years.	277				79.4%	
		220?					
Canwood	By the end of June 2016, 100% of the Grade K – 9 students will be achieving mastery or proficiency in all mathematical outcomes OR will have 50% catch up growth OR will reach their individual benchmark.	73	10	5	100	78%	
		78	0	0			
Christopher Lake	By the end of June 2016, 100% of Christopher Lake Public School students will be achieving mastery or proficiency grade level standards in 100% of the Number Strand outcomes or will have 50% catch up growth or will reach their individual benchmark level.	119	13	3	134	90%	
		109	9	3	121		

Debden	By June 2016, 100% of K-8 Debden Public School students will be achieving mastery or proficiency standards in comprehending grade level text OR will have 50% catch up growth in text level and comprehension (students not achieving mastery or proficiency standards) OR will reach their individual benchmark level in reading literacy (students on individualized plans).	52.5 51	25 18	2.5 0	70	87.5%
East Central	By June 2016, 100% of East Central Public School students will be achieving mastery or proficiency standards in all Number Strand outcomes OR will have 50% catch-up growth in Number Strand outcomes (students not achieving mastery or proficiency standards) OR will reach their individual benchmark level in mathematics (students on individualized plans).	73 75	1 1	9 7	84	99%
Ecole Vickers	By June 2016, all École Vickers Public School students will be achieve mastery or proficiency in the number strand or will have 50% "catch up" growth OR will reach their individual benchmark level.	589 431	54 47	23 23	501	75%
John Diefenbaker	JD School SMART goal: By June 2016, 100% of John Diefenbaker Public School students will be at mastery or proficiency as measured by the Student Achieve Writing Strand OR will have improved one level standard in the writing strand (students not achieving mastery or proficiency standards) OR will reach their predetermined individual benchmark.	177 220	66 22	61 29	349	78%
King George	Reading Literacy (Comprehension) - By June 2015, 100% of King George Public School students will be achieving Mastery or Proficiency in text level &/or comprehension OR will have 50% catch up growth in text level or comprehension (students not achieving Mastery or Proficiency) OR will reach their individual benchmark in text level/reading comprehension (students on individual plans).	99 100	38 35	55 22	173	91%
Kinistino	By June 2016, 100% of Kinistino Public School K-10 students will be achieving mastery or proficiency in the number strand outcomes.	188 158	14 4	11 3	189	87%
Meath Park	By June 2016, 100% of Meath Park Public School's students from K-12 will be achieving mastery or proficiency in writing cues and conventions (mechanics and sentences) and message as measured by the Meath Park Writing Rubric or by reaching an Individualized Benchmark Goal (IBG).	226 156		53 12	277	61%
Osborne	By June 2016, 100% of Osborne students will be achieving mastery or proficiency standards in Reading Comprehension OR will have 50% catch up growth (students not achieving mastery or proficiency standards) OR will reach their individual benchmark level in Reading Comprehension (students on ellPs).	59 70	32 15	11 4	114	78%

PACI	By June 2016, all full-time PACI students will have successfully completed a minimum of 8 courses. All part-time students will have completed a minimum of 75% of their courses registered or reached their independent targets.	151 87/136		38 8/17	153	62%
Princess Margaret	By June 2016, 100% of SRPSD students will be achieving at proficiency or mastery standards in reading literacy OR have 50% catch up growth (students not achieving grade level standards) OR will reach their individual benchmark level (students on individualized plans) in text level as measured by the DRA with the support of fluency strategies.	104 125	60 69/82	8 4/7	182	78.6%
Queen Mary	<p><u>Reading and Oral Language Literacy SMART goals</u></p> <p><u>Pre-K</u> By June 2016, 100% of Queen Mary Prekindergarten students will be achieving mastery or proficiency standards in grammar OR will increase two benchmark levels in grammar as measured by the SLP screen.</p> <p><u>Kindergarten</u> By June 2016, 100% of Queen Mary Kindergarten students will be achieving mastery or proficiency standards in oral language skills OR will increase two benchmark levels in oral language skills as measured by the SLP screen.</p> <p><u>Grade 1</u> By June 2016, 100% of QMPS grade 1 students will be achieving at proficiency or mastery standards in text level and the key areas of phonemic awareness and phonics skills as measured by the DRA and EL screen OR have 50% growth (students not achieving grade level standards) OR will reach their individual benchmark level (students on individualized plans).</p> <p><u>Grades 2 – 4 (2, 3, 2-4L, 4L, 4/5M, 4/5N)</u> By June 2016, 100% of QMPS students will be achieving at proficiency or mastery standards in text level and four comprehension strategies as measured by the DRA OR have 50% growth (students not achieving grade level standards) OR will reach their individual benchmark level (students on individualized plans). The targeted comprehension strategies are; previewing/ prediction, retelling/ summarizing, making connections/interpretation, & reflection.</p> <p><u>Grade 5 – 8 (5H, 6R, 6/7G, 7M & 8M)</u> By June 2016, 100% of QMPS students will be achieving at proficiency or mastery standards in text level and comprehension as measured by the DRA -OR have 50% growth (students not achieving grade level standards) -OR will reach their individual benchmark level (students on individualized plans).</p>	140 12/48 8/41 30/133 53/100 103	100 18 8 10 4 40	65 0 5 3 8	322	47%
Red Wing	By June 2016, 100% of Red Wing Public School students will be achieving mastery or proficiency standards in reading literacy or will have 50% catch-up growth or will reach their individual benchmark level in reading literacy (IB).	209 215	23 3	10 0	254	86%

Riverside	By June 2016 all Riverside Public School students will increase their reading literacy by one color benchmark as measured by running records.	125	100	77	286	63%
		107	71	1		
Shellbrook Elem	By June 2016, 100% of Shellbrook Elementary Public School will be at a blue or green level in writing as measured by the Student Achieve Writing strand applicable outcomes/provincial writing rubrics OR will have improved one level standard in writing literacy (students not achieving mastery or proficiency standards) OR will reach their individual benchmark level in writing literacy (students on individualized plans).	103	43	9		
		81	39	1	148	80%
Spruce Home	By June 2016, 100% of Spruce Home Public School students will be achieving at proficiency or mastery standards in relation to reading text level OR will have 50% catch up growth (students not achieving grade level standards) OR will reach their individual benchmark level (students on individualized plans) in reading text level.	62	16	5		
		53	10	4	73	92%
St Louis	By June 2016, all of SLPS Grades K – 12 students will be achieving mastery or proficiency in comprehending grade level text OR have 50% catch-up growth in text level or comprehension OR achieve their benchmark determined by their individualized plans. <i>Note: Currently 55% of our students are M/P in comprehending grade level text, therefore, we must address the remaining 45%, bringing our M/P levels to 80% by the June 2016.</i>	82	31	50		
		82	22	18	147	83%
TD Michel	By June 2016, 100% of TD Michel students will be achieving at proficiency or mastery standards in reading level and comprehension OR have 50% catch up growth OR will reach their individual benchmark level in reading literacy.	58	26	19		
		67	14	11	101	91%
Vincent Massey	By June 2016, all grade 1-8 students will read text at the proficient (blue) or mastery (green) level as measured by the DRA 2 <u>OR</u> have 50% catch up growth <u>OR</u> achieve an individual benchmark.	298	70	43		
		238	60	10	365	84%
WP Sandin	Math By June 2016, 100% of W.P. Sandin students in grades 6 – 9 will be achieving mastery or proficiency on all outcomes in the number strand AND will be achieving mastery or proficiency on at least 75% of all outcomes OR will have 50% catch up growth in the number strand (students not achieving mastery or proficiency standards) AND will achieve 50% catch up growth in all outcomes OR will reach their individual benchmark level in the number strand (students on individualized plans).	62	57	3		
		74	23	3	124	81%

WP Sandin	Credit Attainment By June 2016, 100% of all W.P. Sandin grade 10-12 students will achieve a credit in all courses that they are registered in.	84 70	0	0	82	85%
WESMOR	By the end of June 2016, all Wesmor students will reach proficiency/ independence in all three (3) of the elements (paraphrase/summarize, make connections, synthesize) on the Wesmor nonfiction rubric when responding to reading.	313 88/142			142	62%
West Central	By June 2016, all grade K-8 students will read text at mastery or proficiency standards OR will have 50% catch up growth in text level (students not achieving mastery or proficiency standards) OR will reach their individual benchmark level in reading literacy (students on individualized plans).	60 68/75	14 6/7	3 3/3	85	91%
Westview	By June 2016, all Westview students will be achieving mastery or proficiency, 50% catch-up growth or their individual program standards in the Number Strand.	120 119	44 35	34 44	198	97%
Wild Rose	By June 2016, all grade K-8 students will read text at mastery or proficiency standards OR will have 50% catch up growth in text level (students not achieving mastery or proficiency standards) OR will reach their individual benchmark level in reading literacy (students on individualized plans).	75 67	19 10	6 10	100	87%
WJ Berezowsky	By June 2016, 100% of WJ Berezowsky Public School grade 1-3 students will be achieving mastery or proficiency standards in text level OR will have 50% catch up growth in text level (students not achieving mastery or proficiency standards) OR will reach their individual benchmark in text level (students on individualized plans).	95 115	54 25	15 8	178	83%
		M&P	50% C	IB		
Raw Totals		4633	1070	668	6371	
Percentage Totals of Types of Goals that were Achieved		72.7%	16.8%	10.5%	100%	
Percentage Students that did not Reach Their Goal		~22%				

NOTES FOR COMPLETING THE LIP

Please remove this page from your Learning Improvement Plan once it is completed.

The 2016-2017 LIPs will be *internal* documents only – it will not be shared publicly. This will be reviewed at the end of the school year.

Section 1

- The questions in the box are there simply as a guide for Principals; they can be deleted after the responses have been completed.

Section 2

- All relevant/applicable information should be included for a school; Principals can delete the portions of data table(s) that do not apply to their school.

Section 3

- Schools may include one goal (Reading or Writing or Math, OR Graduation Rates/ Credit Attainment), or two goals (Reading or Writing or Math, AND Graduation Rates/ Credit Attainment). The template has been set up for two goals because it is easier to delete a second table than it is to add one. The first goal template is highlighted with green accents; the second goal template is highlighted with orange accents. The same color scheme is applied to the strategies section.
- Principals can delete the portions of data table(s) that do not apply to their school, or modify the tables to accurately reflect the school goal they are working on.
- Division Goal Summary Indicators will be provided by the Student Assessment Data Analysis Consultant.

Section 4

- The three strategies for each goal follow the Dream Catcher format.
- Metrics should be updated as new data is available.

All Sections:

- The lines of text under the numbered headings are to help in the completion of the LIP. The lines of instruction should be deleted after the LIP is complete.

School Name and Logo



2016-2017 Learning Improvement Plan

Principal: _____

Vice Principal(s) _____

School Community Council Chair: _____

1. Educational Priority Area for Learning Improvement

What is the current state and reason for action?

Explain what and how big the challenge is and why strategic action is required to address it. Describe or visually represent the challenge. What is the history of the challenge? Why is it important? How big is the challenge?

2. Needs Analysis

What evidence can be provided to support the reason for action?

Outline the best and most recent data available - in relationship to the SRPSD goals in each area.

*The Student Achievement Data provided should represent the # and % of students who have reached **Mastery/Proficiency** in each area. Numbers less than 10 must be suppressed – enter N/A.*

Student Demographics	2013-2014		2014-2015		2015-2016	
Enrolment (September 30)	# /#	%	#/#	%	#/#	%
ALL						
FNMI (First Nations, Métis, Inuit)						
NON (Non-Declared, Non-FNMI)						
Students with eIIPs						
EAL Students						

Student Achievement Data	2013-2014		2014-2015		2015-2016	
	#/#	%	#/#	%	#/#	%
DRA Text Levels (K-8 as applicable)						
ALL						
FNMI						
NON						
Math Common Assessment (K-9 as applicable)						
ALL						
FNMI						
NON						
*Writing Strand (K-9 as applicable)						
ALL						
FNMI						
NON						

Graduation Rates Data	2013-2014		2014-2015		2015-2016	
	2011-2012 Cohort		2012-2013 Cohort		2013-2014 Cohort	
Three Year Graduation Rate	##	%	##	%	##	%
ALL						
FNMI						
NON						
Five Year Graduation Rate	##	%	##	%	##	%
ALL			N/A	N/A	N/A	N/A
FNMI			N/A	N/A	N/A	N/A
NON			N/A	N/A	N/A	N/A

Note: See Appendix A for an explanation of how students are assigned to a cohort.

3. School Goal – Future State

List the overarching and annual targets for the outcome.

How will the situation will be different because of the actions taken to improve it?

Note: Goals should use the SMART format. In most cases, the baseline information provided will be student achievement data from the end of the previous school year.

Reading or Writing or Math

School Goal:				
	2016-2017 Baseline		2016-2017 Targets	
	# of students (##)	% of students	# of students (##)	% of students
SCHOOL GOAL SUMMARY INDICATOR				
STUDENTS ACHIEVING MASTERY/PROFICIENCY				
STUDENTS ACHIEVING 50% GROWTH				
STUDENTS ACHIEVING THEIR INDIVIDUAL PLAN				

Corresponding Division Strategic Planning Goal
(Division Goal with which the School Goal Aligns):

	2016-2017 Baseline		2016-2017 Targets	
	# of students (___/___)	% of students	# of students (___/___)	% of students
DIVISION GOAL SUMMARY INDICATOR - STUDENTS ACHIEVING MASTERY/PROFICIENCY				100%

Graduation Rates/ Credit Attainment

School Goal:

	2016-2017 Baseline		2016-2017 Targets	
	# of students (#/#)	% of students	# of students (#/#)	% of students
SCHOOL GOAL SUMMARY INDICATOR				

Corresponding Division Strategic Planning Goal (Division Goal with which the School Goal Aligns):
 By June 2017, 75% of the SRPSD 2014-2015 cohort of students will have graduated within 3 years.
 (Ministry ESSP Outcome: Saskatchewan’s graduation rate will be 85% by 2020.)

	2016-2017 Baseline		2016-2017 Targets	
	# of students (___/___)	% of students	# of students (___/___)	% of students
SCHOOL GOAL SUMMARY INDICATOR (Three Year Graduation Rate)				75%

Additional School Goals

Second Reading, Writing, or Math Goal:

	2016-2017 Baseline		2016-2017 Targets	
	# of students (#/#)	% of students	# of students (#/#)	% of students
SCHOOL GOAL SUMMARY INDICATOR				
STUDENTS ACHIEVING MASTERY/PROFICIENCY				
STUDENTS ACHIEVING 50% GROWTH				
STUDENTS ACHIEVING THEIR INDIVIDUAL PLAN				

**Corresponding Division Strategic Planning Goal
(Division Goal with which the School Goal Aligns):**

	2016-2017 Baseline		2016-2017 Targets	
	# of students (___/___)	% of students	# of students (___/___)	% of students
DIVISION GOAL SUMMARY INDICATOR - STUDENTS ACHIEVING MASTERY/PROFICIENCY				100%

Second Graduation Rate / Credit Attainment Goal:

	2016-2017 Baseline		2016-2017 Targets	
	# of students (#/#)	% of students	# of students (#/#)	% of students
SCHOOL GOAL SUMMARY INDICATOR				

Corresponding Division Strategic Planning Goal (Division Goal with which the School Goal Aligns):
 By June 2017, 75% of the SRPSD 2014-2015 cohort of students will have graduated within 3 years.

(Ministry ESSP Outcome: Saskatchewan's graduation rate will be 85% by 2020.)

	2016-2017 Baseline		2016-2017 Targets	
	# of students (___/___)	% of students	# of students (___/___)	% of students
SCHOOL GOAL SUMMARY INDICATOR (Three Year Graduation Rate)				75%

4. Implementation Plan

What strategies and actions will be taken to achieve the goal?

Metrics/ Indicators – Achievement Data

What evidence will you have that you are accomplishing your goals?

Identify measures that show progress toward your targets and goals. Ideally these will be leading measures that enable timely adjustments, in addition to the lag indicator that represents year-end results.

School Goal:

Corresponding Division Strategic Planning Goal
 (Division Goal with which the School Goal Aligns):

Metrics (Lag Indicator – How will we measure progress/ growth?):

Data Updates (What is the most recent data and what is the date of the data entry?)

Strategy 1 (What do we want to do?):

Instruction/ Pedagogy -

Action Steps (How will we do it?):

**Timeline for Strategy & Action
Implementation:**

Leads – People Responsible: (Who will lead the strategies and actions?)

Metrics (Lead Indicators – What will we see, hear, do?):

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:

Resources Required:

Strategy 2 (What do we want to do?):
Formative Assessment/ Reassessment Strategies -

Action Steps (How will we do it?):

**Timeline for Strategy & Action
Implementation:**

Metrics (Lead Indicators – What will we see, hear, do?):

Leads – People Responsible:

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:

Resources Required:

Strategy 3 (What do we want to do?):
Student Goal Setting

Action Steps (How will we do it?):

**Timeline for Strategy & Action
Implementation:**

Metrics (Lead Indicators – What will we see, hear, do?):

Leads – People Responsible:

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:

Resources Required:

Second School Goal:

Corresponding Division Strategic Planning Goal
(Division Goal with which the School Goal Aligns):

Metrics (Lag Indicator – How will we measure progress/ growth?):

Updated (What is the date of the last entry of data?):

Strategy 1 (What do we want to do?):

Instruction/ Pedagogy -

Action Steps (How will we do it?):

**Timeline for Strategy & Action
Implementation:**

Metrics (Lead Indicators – What will we see, hear, do?):

Leads – People Responsible:

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:

Resources Required:

Strategy 2 (What do we want to do?):
Formative Assessment/ Reassessment Strategies -

**Timeline for Strategy & Action
Implementation:**

Action Steps (How will we do it?):

Metrics (Lead Indicators – What will we see, hear, do?):

Leads – People Responsible:

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:

Resources Required:

Strategy 3 (What do we want to do?):

Student Goal Setting

Action Steps (How will we do it?):

**Timeline for Strategy & Action
Implementation:**

Metrics (Lead Indicators – What will we see, hear, do?):

Leads – People Responsible:

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:

Resources Required:

Appendix A

How are students assigned to a Grade 10 cohort?

- Students are assigned to a Grade 10 cohort (group) only if they are enrolled in the regular 24-credit policy (English, French Immersion, or Fransaskois program) in their Grade 10 year.
- Students are assigned to a Grade 10 cohort in the year that they are registered in Grade 10 and achieve at least two marks (pass or fail) in Grade 10 courses. This requirement is the first two marks earned in any secondary level courses, not the first two credits earned. Students can have no credits and still be placed in a Grade 10 cohort.
- Students are attributed to the school and school division last attended in the year they were assigned to a Grade 10 cohort. Students may complete all/ most of their secondary credits in that school/ school division, or may complete few or no credits in that school/ school division.
- Students enrolled in Grade 9 are not included in Grade 10 cohorts even if registered in Grade 10 courses; no Grade 9 marks earned by a student enrolled in Grade 10 count towards this two-mark requirement.
- Students are removed from a cohort if they are deceased, move out-of-province, or move out-of-country, before they graduate grade 12 (they are considered not to be in the cohort and do not affect the graduation rate) – AS LONG AS the student's last school in this province has entered 'deceased', 'transferred to out-of-province schooling', or 'transferred to out-of-country schooling' as the enrolment outcome in the provincial SDS system.
- Students who began in the regular 24-credit policy and transfer to alternative education, functional integrated, or Adult 12 programs remain in the original Grade 10 cohort; Grade 12 completion under any of the programs is counted toward graduation rates.
- Students who never met the requirements for being put into a Grade 10 cohort group (who were enrolled in alternative education, functional integrated, or Adult 12 programs) and then graduate from one of those programs, are not included in the graduation rate calculations.

2015-2016 YEAR-END GOAL SUMMARY

School: VINCENT MASSEY PUBLIC SCHOOL

SCHOOL GOAL: Reading Goal:

By June 2017, 100% of SRPSD students will be achieving at proficiency or mastery standards in reading literacy OR have 50% catch up growth (students not achieving grade level standards) OR will reach their individual benchmark level (students on individualized plans) in reading literacy.

	# of students (<u> </u> / <u> </u>)	% of students
SCHOOL GOAL SUMMARY INDICATOR	308/365	84%
STUDENTS ACHIEVING MASTERY/PROFICIENCY	238/365	65%
STUDENTS ACHIEVING 50% GROWTH	60/365	16%
STUDENTS ACHIEVING THEIR INDIVIDUAL PLAN	10/365	3%

DIVISION GOAL WITH WHICH THE SCHOOL GOAL ALIGNS:

Same as above

	# of students (<u> </u> / <u> </u>)	% of students
DIVISION GOAL SUMMARY INDICATOR		
STUDENTS ACHIEVING MASTERY/PROFICIENCY		
STUDENTS ACHIEVING 50% GROWTH		
STUDENTS ACHIEVING THEIR INDIVIDUAL PLAN		

ADMINISTRATIVE IMPLICATIONS:

1. Provide formative feedback to the administration during Learning Walks.
2. Ensure reflection and data analysis occurs by the school administration in each school so the School SMART Goals address the most pressing or strategic necessities.
3. Continue to refine the specifics of the School SMART Goals so that progress towards the Education Sector Strategic Plan targets and outcomes can be achieved.
4. Continue to refine the LIPs to draw tighter connections to the day to day learning process and the long term planning of the schools.

GOVERNANCE IMPLICATIONS:

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

1. Maintain the current direction for ensuring schools complete Learning Improvement Plans.
2. Ensure Administration will continue to provide accountability reporting on LIPS.
3. Continue to provide the financial support for student learning and intervention strategies