



# Accountability Report

## Learning Improvement Plans

**Randy Emmerson, Superintendent of Schools**  
**October 15, 2018**

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## **SOURCE DOCUMENTS:**

1. The Saskatchewan Rivers Public School Division's Board approved 2017-2020 Strategic Plan states the following in its preamble:

"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. 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 2017-18 contained four key components:

- Educational Priority Area for Learning Improvement
- Needs Analysis
- School Goal – Future State
- Implementation Plan

The LIP was an integral part of the planning and reporting of school achievement throughout the school year. The LIP was a source document for planning by the Dreamcatcher Leadership Teams. The initial submission of information with specific goal targets was returned to schools in May with an added column for the reporting of results. The LIPs were then used as the reporting of school achievement in late June.

The data from the LIPs is now able to be collated and comparisons can be made between years. The results are discussed with school administration and areas of need are able to be addressed. Please see the summary chart that follows to compare the results between:

## 2. Summary of Results of School LIPs – Goal Achievement Success

**2016-17**

	Number of Students that Reached Their Goal	Total Students	Percentage of Students that Reached Their Goal
AP	330	372	89%
BR	85	89	96%
BH	167	208	80%
Carlton	177	217	82%
CW	96	121	79%
C Lake	119	144	83%
DB	82	87	94%
EC	50	70	71%
EV	472	609	78%
JD	316	354	89%
KG	148	188	79%
KN	105	175	60%
MP	173	278	62%
OS	66	96	69%
PACI	110	160	69%
PM	158	217	73%
QM	256	325	79%
RW	207	240	86%
RV	202	321	63%
SE	131	161	81%
SH	61	78	78%
SL	116	139	83%
TD	86	107	80%
VM	280	330	85%
WP	54	120	45%
WM	22	43	51%
WC	79	93	85%
WV	159	184	86%
WR	81	94	86%
WJB	129	186	69%
	4517	5806	78%

**2017-18**

	Number of Students that Reached Their Goal	Total Students	Percentage of Students that Reached Their Goal
AP	237	260	91%
BR	113	118	96%
BH	164	179	92%
Carlton	197	288	68%
CW	90	103	87%
C Lake	109	165	66%
DB	60	97	62%
EC	108	130	83%
EV	490	578	85%
JD	328	352	93%
KG	179	190	94%
KN	134	184	73%
MP	180	245	73%
OS	85	98	87%
PACI	124	170	73%
PM	189	238	79%
QM	230	335	69%
RW	216	239	90%
RV	280	350	80%
SE	114	149	77%
SH	39	80	49%
SL	76	92	83%
TD	114	124	92%
VM	292	320	91%
WP	28	30	93%
WM	48	66	73%
WC	73	98	74%
WV	117	173	68%
WR	72	87	83%
WJB	106	169	63%
	4592	5707	80%

### 3. Sample LIP from Osborne Public School

Below is a sample of one of our school's Learning Improvement Plans. If Trustees would like to see specific samples please contact Superintendent Emmerson.

Osborne School



## 2017-2018 Learning Improvement Plan

**Principal:** Ina Holmen  
**Vice Principal(s):** N/A

**School Community Council Chair:** Osborne School

### 1. Educational Priority Area for Learning Improvement

Osborne School will be working on a reading comprehension/text level goal for the 2017-2018 school year. The previous years' data indicates that Osborne has not yet achieved this goal. However, by using strategies and focussing on reading we have shown improvement. This goal is important for students to be lifelong literate learners.

### 2. Needs Analysis

Student Demographics (PreK included where applicable)	2015-2016		2016-2017		2017-2018	
	##	%	##	%	##	%
<b>Enrolment (September 30)</b>						
ALL	114		96		99	
FNMI (First Nations, Métis, Inuit)	49/114	43	41/96	41	35/99	35
NON (Non-Declared, Non-FNMI)	65/114	57	55/96	57	64/99	64
Students with IIPs	22/114	19	2/96	22	18/99	18
EAL Students	13/114	12	7/96	7	12/99	12

Student Achievement Data	2014-2015		2015-2016		2016-2017	
	#/#	%	#/#	%	#/#	%
<b>DRA Text Levels (K-8 as applicable)</b>						
ALL	78/116	67	73/114	64	74/96	77
FNMI	32/53	73	27/49	55	33/96	81
NON	46/63	73	46/65	71	41/96	75
<b>Math Common Assessment (K-9 as applicable)</b>						
ALL	78/114	68	53/84	63	76/100	76
FNMI	27/52	52	19/37	51	32/43	74
NON	51/62	82	4/47	72	44/57	77%
<b>*Writing Strand (K-9 as applicable)</b>						
ALL	68/117	58	73/105	70%	65/96	68%
FNMI	24/48	50%	22/36	61%	22/41	54%
NON	44/71	62%	51/69	74%	43/55	78%

### 3. School Goal – Future State

**School Reading Goal:**

By June 2018, 100% of Osborne students will be achieving at proficiency or mastery standards in text level and comprehension OR have 50% catch up growth in text level and comprehension OR will reach their individual benchmark level in reading literacy.

**Reading or Writing or Math**

<b>School Goal: Text Level Goal</b>						
	2017-18 Baseline		2017-18 Targets		2017-18 Goal Summary	
	#/#	%	#/#	%	#/#	%
<b>STUDENTS ACHIEVING MASTERY/PROFICIENCY</b>	67/99	67	67/99	67	58/98	59
<b>STUDENTS ACHIEVING 50% GROWTH</b>	25/99	26	25/99	26	21/98	21
<b>STUDENTS ACHIEVING INDIVIDUALIZED GOAL</b>	6/99	6	4/6	66	6/98	6
<b>SCHOOL GOAL SUMMARY INDICATOR</b>	98/99	92	96/99	97	85/98	87
<p><b>Corresponding Division Strategic Planning Goal</b>  <b>Comprehension Goal</b>            By June 2018 100% of Osborne students will be achieving:</p> <ul style="list-style-type: none"> <li>• Mastery or proficiency standards or</li> <li>• 50% catch up growth or</li> <li>• An individualized goal</li> </ul> <p>in reading literacy</p>						

Text level and comprehension						
	2017-18 Baseline		2017-18 Targets		2017-18 Goal Summary	
	##	%	##	%	##	%
<b>STUDENTS ACHIEVING MASTERY/ PROFICIENCY</b>	57/96	59	62/99	63%	43/98	44%
<b>STUDENTS ACHIEVING 50% GROWTH</b>	15/96	16	21/99	21%	21/98	21%
<b>STUDENTS ACHIEVING INDIVIDUALIZED GOAL</b>	2/96	2	16/99	16%	5/98	5%
<b>SCHOOL GOAL SUMMARY INDICATOR</b>	74/96	77	99/99	100%	69/98	70%

## 4. Implementation Plan

### School Goal:

By June 2017, 100% of Osborne students will be achieving at proficiency or mastery standards in text level and comprehension OR have 50% catch up growth in text level and comprehension OR will reach their individual benchmark level in reading literacy.

### Corresponding Division Strategic Planning Goal

#### Comprehension Goal

**By June 2018 100% of Osborne students will be achieving:**

- Mastery or proficiency standards or
    - 50% catch up growth or
    - An individualized goal
- In reading literacy

### Metrics:

**Lag Indicator** (how will we measure growth):

- **DRA and Early Literacy Story Retelling** for Kindergarten
- **DRA** three times a year (September, use June results/new students, January and May) Grades 1-8 Skopus (the tool previously used to view the data)
- **Student Achieve Report Card - Comprehend and Respond Reading Outcomes**

Data Updates: May 2017 DRA entered June 13, 2018

**Strategy 1: Assessments to Drive Our Instruction**  
**Lead Indicators (How are we going to do it?)**

**Formative Assessments**  
**Running Records**  
**Provincial Reading Rubrics**  
**Student Friendly Reading Rubric**  
**DRA**  
**ELP - K-3**  
**Daily 5**

**Timeline for Strategy & Action Implementation:**  
**Timeline for Strategy & Action Implementation:**  
**Osborne School Goal set in June 2017 by principal, teachers and school coach.**  
**DRA 3 times/year**

**Action Steps** (how we are going to do it):

Summarize DRA data and identify **Target Students**  
Set goals for student achievement (target students) from DRA assessment  
Interpret and analyze student data to plan strategic instruction (comprehension and/or text level) to meet students' needs (class and target students)  
Utilize curriculum implementation cycle: instruct, assess, data, plan  
Support teachers when assessing students and interpreting data  
Running records - as required to assess and drive our instruction

Use student friendly rubric, running records, skopus, between DRA assessments.

**Leads – People Responsible:**

Principal – Ina Holmen  
Coach – Gwen Neudorf  
Osborne Teaching Staff with the assistance of Education Associates

**Metrics**

We will see, hear & do the reading strategies and assessments as listed above.

**Professional Development Required/ SRPSD Initiatives:**

Dreamcatcher meetings & initiatives  
Sticky Team Leadership  
ELP, WIG huddles, Ed. Support meetings, Coaching cruise  
Daily Café Website

**Division Support Connections:**

Superintendent – Cory Trann  
Consultant – Corrine Schwehr  
School Coach  
TRC  
Sticky Team

Ed. Support Teacher

Sask Reads

Technology Coach

**Resources Required:**

Wi-Fi

Literacy books at student levels. Mainly First Nations content.

**Strategy 2 : Effective Instruction/Pedagogy**

**Lead Indicators**

- **Guided Reading**
- **Flexible Groupings & Target Students**
- **Explicit Teaching of Reading Comprehension Strategies**
- **Daily Cafe & Daily 5**
- **Northeast School Div. Tasks/Resources**
- **Curriculum Implementation Cycle**
- **Reading Comprehension Bookmarks**
- **Grade Reading Binders**
- **Sticky Team**
- **WIG Huddles**
- **Before/During/After Strategy sheets**
- **Sask. Reads document**

**Timeline for Strategy & Action**

**Implementation:**

**Lead indicators are ongoing throughout the year.**

**Sticky team activities and celebrations, coaching cruise**

**Action Steps:**

- Guided Reading, beginning with fiction and moving towards non-fiction (beginning students minimum 4 times a week, approaching students minimum 3 times a week, proficient and mastery students minimum 3 times a week for 20 minutes) (class size and needs will be a factor)
- Use resources and support materials appropriate to student needs (differentiated instruction)
- Collaborate (common planning time, division coach/consultant, PLC group, EST, teachers, EA's) to develop a bank of differentiated instructional strategies for classroom use
- WIG Huddle every Day 3 PLC and share with Principal
- Set specific goals for students not at grade level
- Provide differentiated support materials as needed by students (graphic organizers, high interest/low vocab. books, early reading strategies etc.)
- Coach, principal and classroom teachers develop strategies to work with target students and EIP students.
- Use comprehension strategy bookmarks, curriculum/strategies by grade in binders, posters of reading strategies, Daily Cafe strategies, samples of student work in each classroom
- Use of Reading Binders for target students
- Sticky Team develops and promotes awareness of Reading Comprehension School Goal.



### **Strategy 3:**

#### **Lead Indicators**

- **Student Goal Setting**

#### **Action Steps**

- implement the cyclical process of student goal setting
- utilize formative assessment (running record/DRA/rubrics)
- set appropriate learning goal (teacher and student)
- tracking of achievement progress (by teacher or student)
- use Bump-it-up-wall to assist students gauge where they are on the 1 to 4 scale
- analyze progress toward goals through student - teacher conferences
- ongoing reflection and conferencing with students about formative comprehension reading assignments
- goal setting and commitment by students at an assembly planned by Sticky Team
- Use of technology (Seesaw, Google Drive, Overdrive App Smashing) to enrich and engage student learning, and parent involvement.

### **ADMINISTRATIVE IMPLICATIONS:**

1. Administration will continue to monitor the Learning Improvement Plans to ensure it serves its two main purposes:
  - a. It contains schools' plans for increased achievement;
  - b. It is the tool for reporting student achievement.
2. Administration will continue to redefine the criteria for goal setting for the Learning Improvement Plans to support our Division's belief in the power of individualized goal setting for every student. For example, currently the number of students that appear in a school's graduation goal is the number of students that are a part of a year's cohort group. As we move forward we are tracking the students that are on a path towards a 3 year graduation or a 5 year graduation plan once students enter grade 10.
3. Administration will continue to support and sustain the alignment of the Learning Improvement Plan with the Dreamcatcher Coaching program, the SRPSD Strategic Plan targets and with the Province's ESSP. This alignment creates greater efficiency and clarity for schools in their communication with all parts of their school community.
4. Administration is requiring schools to identify three additional strategies in their Learning Improvement Plans beginning in the 2018-19 school year. The additional strategies are the following:
  - a. Attendance;
  - b. Technology ; and
  - c. Community engagement.

### **GOVERNANCE IMPLICATIONS**

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

1. Ensure all schools complete Learning Improvement Plans.
2. Ensure Administration continues to provide accountability reporting on LIPS.
3. Provide the financial support for student learning and intervention strategies.