Accountability Report

Learning Improvement Plans

Randy Emmerson, Superintendent of Schools
September 9, 2019

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 is a support for schools in their strategic improvement planning. The goals in the LIP align with the division Strategic Plan.

   The Learning Improvement Plans in 2018-19 contained four key components:
   ▪ Educational Priority Area for Learning Improvement
   ▪ Needs Analysis
   ▪ School Goal – Baseline data; School Target Info and Results
   ▪ Implementation Plan – Broad strategies and specific actions
   The LIP in the 2018-19 school year included three additional strategies
   - o Attendance;
   - o Technology; and
   - o Engagement.

2. **Purposes:**
   a. **Planning:** The LIP is an integral part of the planning and reporting of school achievement throughout the school year as it is a source document for planning and reflection by the Dreamcatcher Leadership Teams and by the school administrators
   b. **Reflection:** School administrators and superintendents of schools reflect on the progress towards school goals during learning walks.
   c. **Reporting:** Achievement data related to schools' identified goals is submitted in late June and the LIP is used as the reporting tool. The data from the LIPs is collated and comparisons can be made between years.

3. Summary of Results of School LIPs – Goal Achievement Success

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%
Totals	4592	5707	80%

2018-19

	Number of Students that Reached Their Goal(s)	Total Students	Percentage of Students that Reached Their Goal
AP	378	437	86%
BR	103	130	79%
BH	242	272	89%
Carlton	175	267	66%
CW	110	115	96%
C Lake	108	171	63%
DB	93	108	86%
EC	47	62	76%
EV	475	545	87%
JD	471	610	77%
KG	154	173	89%
KN	207	242	86%
MP	189	237	80%
OS	63	99	64%
PACI	144	175	82%
PM	152	182	84%
QM	339	539	63%
RW	189	233	81%
RV	297	421	71%
SE	70	121	58%
SH	64	90	71%
SL	115	132	87%
TD	188	208	90%
VM	318	389	82%
WP	178	238	75%
WM	46	69	67%
WC	89	93	96%
WV	132	206	64%
WR	68	91	75%
WJB	140	173	81%
Totals	5344	6828	78%

4. **Sample LIP from**

Below is a sample of one of our school's Learning Improvement Plan for 2018-19.

2018-2019 Learning Improvement Plan

Principal: **Kevin Koroluk**
Vice Principal(s): Tammie Horan
School Community Council Chair: Betty MacDonald

1. Educational Priority Area for Learning Improvement

What is the current state and reason for action?

John Diefenbaker Public School is a Pre-K to Grade 8 school with approximately 420 students. John Diefenbaker Public School is located in Crescent Heights, on the east side of the city of Prince Albert. The school serves a diverse community of learners and offers a variety of academic and athletic programming. John Diefenbaker Public School's community consists of ethnic cultures indigenous to Canada and to several ethnic cultures new to Canada. John Diefenbaker is home to students with thirteen different languages spoken as a first language in student homes.

The staff and students of John Diefenbaker Public School will be achieving at mastery or proficient standards in reading literacy.

One of the challenges that John Diefenbaker Public School faces in meeting the school's smart goal is the inconsistent student attendance and the transient nature of the school population. In the first month of school, JD has registered over 159 new students. JD has a core population of students, but in recent years, the trend has been for the school population to have more ins/ outs than student enrollment over the course of the school year. A large number of EAL students presents a unique academic challenge of providing English instruction to varying levels of English learners. Lastly, John Diefenbaker Public School provides a flexible blocked reading program for grades 1 -5. Flexible blocked reading attempts to address the needs of non-readers and students reading several grades below grade level. Guided reading instruction in grades 6-8 is within the classroom setting where teachers address the many reading levels using the Daily 5 strategies. Blocked reading and classroom instruction uses best practices of modelled, shared, scaffolded and independent reading strategies.

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 (PreK included where applicable)	2016-2017		2017-2018		2018-2019	
Enrolment (September 30)	#/#	%	#/#	%	#/#	%
ALL	413	100%	438	100%	418	100%
FNMI (First Nations, Métis, Inuit)	222	54%	276	63%	292	70%
NON (Non-Declared, Non-FNMI)	191	46%	162	37%	126	30%
Students with eIIPs	**28**	**6%**	**40**	**9%**	**43**	**10%**
EAL Students	98	24%	92	21%	36	9%

Student Achievement Data	2015-2016		2016-2017		2017-2018	
	#/#	%	#/#	%	#/#	%
DRA Text Levels (K-8 as applicable)						
ALL	220/356	61%	217/362	61%	238/351	67.81%
FNMI	125/211	59.24	110/194	57%	145/223	65.02%
NON	95/145	65.52	107/168	64%	93/128	72.66%
Math Common Assessment (K-9 as applicable)						
ALL	134/365	36.71	159/377	42%	168/376	44.68%
FNMI	65/22	29.41	64/207	31%	93/246	37.8%
NON	69/144	47.92	95/170	56%	75/130	57.69%
*Writing Strand (K-9 as applicable)						
ALL	211/365	57.81	220/374	59%	172/321	53.58%
FNMI	115/217	53%	115/215	53.49	89/187	45.81%
NON	96/148	64.86%	105/159	66.04%	83/124	66.94%

3. School Goal – Future State

School Goal:
JD School Goal- By June 2019, 100% of K to 8 JD Public School students will read grade level text at mastery or proficiency OR have 50% in catch up growth OR reach a predetermined, individual benchmark text level in reading literacy. (individual plan)

	2018-19 Baseline		2018-19 Targets		2018-19 Goal Summary	
	#/#	%	#/#	%	#/#	%
STUDENTS ACHIEVING MASTERY/PROFICIENCY	225/352	63.9%	264/389	67.8%	208/290	71.7%
STUDENTS ACHIEVING 50% GROWTH	46/352	13.1%	78/389	20.1%	35/290	12.1%
STUDENTS ACHIEVING INDIVIDUALIZED GOAL	57/352	16.2%	47/389	12.1%	24/290	8.3%
SCHOOL GOAL SUMMARY INDICATOR	328/352	93.2%	389/389	100%	267/290	92.1%

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

By June 2019, 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 in reading literacy (students on individualized plans).

	2018-19 Baseline		2018-19 Targets		2018-19 Goal Summary	
	#/#	%	#/#	%	#/#	%
STUDENTS ACHIEVING MASTERY/ PROFICIENCY	238/351	67.81%	264/389	67.8%	208/290	71.7%

Additional School Goal – Reading or Writing or Math

Second School Goal:
By June 2019 100% of K-8 JD students will comprehend grade level text at mastery or proficiency OR have 50 % catch up growth OR reach a predetermined individual benchmark. This data will be gathered from SA.

	2018-19 Baseline		2018-19 Targets		2018-19 Goal Summary	
	#/#	%	#/#	%	#/#	%
STUDENTS ACHIEVING MASTERY/PROFICIENCY	163/256	63.6%	178/347	51.3%	194/320	60.6%
STUDENTS ACHIEVING 50% GROWTH			85/347	24.5%		
STUDENTS ACHIEVING INDIVIDUALIZED GOAL			84/347	24.2%		
SCHOOL GOAL SUMMARY INDICATOR			347/347	100%		

Corresponding Division Strategic Planning Goal
(Division Goal with which the School Goal Aligns):
By June 2019, 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 in reading literacy (students on individualized plans

	2018-19 Baseline		2018-19 Targets		2018-19 Goal Summary	
	#/#	%	#/#	%	#/#	%
STUDENTS ACHIEVING MASTERY/ PROFICIENCY	238/351	67.81%	264/389	67.8%	208/290	71.7%

4. Implementation Plan

School Goal:
 JD School Goal- By June 2019, 100% of K to 8 JD Public School students will read grade level text at mastery or proficiency Or have 50% catch up growth (students not achieving grade level standards) OR reach a predetermined, individual benchmark text level in reading literacy. (individual plan)

Corresponding Division Strategic Planning Goal
 By June 2019, 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 in reading literacy (students on individualized plans).

Metrics (Lag Indicator – How will we measure progress/ growth?):
Baseline data will be collected for all new to JD students/May 2018 DRA data will be the baseline for previous JD students
DRA results will be collected in Dec and May

Data Updates (What is the most recent data and what is the date of the data entry?):
June 2018/ Sept 2018

Strategy 1 (What do we want to do?):
Instruction/ Pedagogy - Flexible Blocked Reading/ Guided Reading Instruction

Action Steps (How will we do it?): Using the DRA
Students will be placed in levelled guided reading groups determined by their baseline DRA. These groups will be flexible. Reading instruction in classrooms will use the instructional strategies as determined by Sask Reads (modelled, shared, scaffolded and independent reading) Growth will be measured by monthly, bimonthly and weekly running records and term DRA's and the Early Literacy Story Retell for K.

Metrics (Lead Indicators – What will we see, hear, do?)**:**
Guided reading groups will meet daily in grades 1-5. Classroom instruction will include the Daily 5 components.
Each group will be levelled and focus on specific explicit reading strategies required to be a successful reader.   Grades 6-8 instruction will also meet the varying needs of learners in the classroom with a Daily 5 guided reading structure.

- Mini plc's will focus on best practice for reading instruction (phonological awareness, sight word recognition, word family, spelling patterns, fluency practice to improve text level

- Mini plc's will focus on comprehension strategies using common strategies and language
- Google data wall to monitor progress
- Predetermined benchmarks for student goals
- Formative assessments
- ELP screen K-3
- DC coaching focused on structured specific reading strategies
- Ed support team to provide reading support to struggling readers

Leads – People Responsible (Who will lead the strategies and actions?)**:**
Administration and the DC team along with the Ed support team will support the classroom teacher's work through the PLC's and the school mini PLC's.

Professional Development Required/ SRPSD Initiatives:
Daily 5
The Café
Reciprocal Teaching Strategy
The Reading Strategies Book
Saskatchewan Reads
Division Support Connections:
Corrine Schwehr – Data consultant
Stacey Monette- IL consultant
Ron Fines- Technology support
Randy Emmerson – Superintendent of Curriculum
Kathleen Schwartzenberger- Early Years Consultant
Resources Required:
DRA kits
Sask. Reads Document
Running Records
Daily 5
The Café
Reciprocal Teaching Strategy
The Reading Strategies Book
JD running record kits- each grade has running record kits

> **Timeline for Strategy & Action Implementation:**
> **Ongoing assessment- formative and summative**
>
> **Monthly and bi-weekly reading check-ins (running records/DRA)**

Strategy 2 (What do we want to do?):
Formative Assessment/ Reassessment Strategies -
Effective Instruction and Pedagogy-differentiate instructional methods to meet students' needs

> **Timeline for Strategy & Action Implementation:**
> **Monthly and bi-weekly reading check-ins (running records/DRA)**

Action Steps (How will we do it?):
- Guided reading in classroom using modelled, shared, scaffolded and independent reading
- Flexible blocked reading groups
- Model reading strategies during flexible grouping instruction
- Monitor student growth using DRA level running records
- Explicit teaching of reading strategies
- Model Daily Café and Daily 5
- Mini plc's – sharing explicit best practices for reading instruction
- Sticky team initiatives
- Shared google data wall
- EAL classroom
- Squiggle Park (K-3)
- Sound Reading program

Metrics (Lead Indicators – What will we see, hear, do?):
- Extra reading support groups- DC support/Ed support
- Reading tutors
- Using support people (EA/substitutes) to work on skills utilize the proper technique, timing, and use of running records
- utilize running record template
- interpret and analyze student data to plan strategic instruction (fluency, accuracy, and/or text level)

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

Administration and the DC team and the Ed support team will support the classroom teacher's work through the PLC's and the school mini PLC's.

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:
Corrine Schwehr – Data consultant
Stacey Monette- IL consultant
Ron Fines- Technology support
Randy Emmerson – Superintendent of Curriculum
Kathleen Schwartzenberger- Early Years Consultant
Resources Required:
DRA kits
Saskatchewan Reads
Running Records
Daily 5
The Café
Reciprocal Teaching Strategy

The Reading Strategies Book
JD running record kits

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

Action Steps (How will we do it?):
- set specific goals for students not at grade level
- implement the cyclical process of student goal setting
- utilize formative assessment (running record) data
- tracking of achievement progress
- analyze progress toward goals through student - teacher conversation/conference

Metrics (Lead Indicators – What will we see, hear, do?):
- individual plans for students
- small group instructional reading sessions
- reading strategies interventions
- Squiggle Park- technology
- DC coach intervention
- Ed support intervention

Leads – People Responsible (Who will lead the strategies and actions?)**:**
Administration and the DC team will support the classroom teacher's work through the PLC's and the school mini PLC's.

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:
Corrine Schwehr – Data consultant
Stacey Monette- IL consultant
Ron Fines- Technology support
Randy Emmerson – Superintendent of Curriculum
Lambert Schwartzenberger – IN Consultant
Tom Michaud

Timeline for Strategy & Action Implementation:
Bimonthly running record check-ins for reading growth
Conferencing with students

Resources Required:
Goal setting templates
Running records
Google data wall
The Café
The Daily 5
Reciprocal Teaching
The Reading Strategies Book
Squiggle Park – technology
Levelled reading tubs

Strategy 4 - Attendance

Action Steps (How will we do it?):
- Communication -personal phone calls from SW to welcome families to JD
- Communication through newsletters/ SchoolMessenger/SEESAW/Remind/texts
- Positive conversations with students and families

Metrics (Lead Indicators – What will we see, hear, do?):
- Positive interactions (phone calls from administration about success in school)
- Connections between school and home
- Individual plans with students and families with chronic absenteeism
- Classroom teachers alert administration with attendance concerns

Leads – People Responsible (Who will lead the strategies and actions?)**:**
Administration and the school Social Worker will lead.

Professional Development Required/ SRPSD Initiatives:
SRPSD attendance initiatives

Division Support Connections:

Resources Required:

> **Timeline for Strategy & Action Implementation:** September welcome calls to every JD family
> Check in with families experiencing attendance challenges

Strategy 5 – Technology

Action Steps (How will we do it?):
- Opportunity for all students to access technology
- Pods of chrome books/laptops in every division
- Technology equipment in every classroom as center
- Technology is an integral part of the school day

Metrics (Lead Indicators – What will we see, hear, do?):
- Groups of students using technology to learn in all subject areas
- Classes of students using technology to build technological literacy skills
- Individual students using technology for IIP, IN and for EAL
- Students using technology to learn about the world as an integral part of the school day

> **Timeline for Strategy & Action Implementation:** Strategic timetabling of laptop/chromebook use

Leads – People Responsible (Who will lead the strategies and actions?)**:**
Admin team, DC team, CAT member, Classroom teachers, Ed support teachers

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:
Stacey Monette- IL consultant
Ron Fines- Technology support

Resources Required:
Hardware and software
Quality headsets

Strategy 6 - Community Engagement/Empowerment

Action Steps (How will we do it?):
- Communication – newsletters/SchoolMessenger/ SEESAW/Remind/texting/personal phone calls/electronic advertising sign

Metrics (Lead Indicators – What will we see, hear, do?):
- Invitations to school that are engaging, innovative and non threatening
- Invitations where students show their family what is important to them at school
- Events where families feel that the school cares about their child and well being of the family

Leads – People Responsible (Who will lead the strategies and actions?)**:**
Administration, DC team, classroom teachers and school staff

Professional Development Required/ SRPSD Initiatives:

Division Support Connections: School Social Worker **Resources Required:**	**Timeline for Strategy & Action Implementation:** On going throughout the school year

Second School Goal:

By June 2019 100% of K-8 JD students will comprehend grade level text at mastery or proficiency OR have 50 % catch up growth OR reach a predetermined individual benchmark.

Corresponding Division Strategic Planning Goal
(Division Goal with which the School Goal Aligns):
By June 2019, 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 in reading literacy (students on individualized plans).

Metrics (Lag Indicator – How will we measure progress/ growth?):
Baseline data will be collected for all new to JD students/ May 2018 DRA data will be the baseline for previous JD students/DRA data will be collected in DEC 2018 to inform instruction for 2019.
SA comprehension results will be collected Nov Jan and May from SA

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

June 2018/ Sept 2018

> **Timeline for Strategy & Action Implementation:**
> **Ongoing assessment- formative**

Strategy 1 (What do we want to do?):
Instruction/ Pedagogy – Comprehension Strategies(Guided Reading)
Growth will be measured by
monthly, bimonthly and weekly running records and term
DRA's and the Early Literacy Story Retell for K. Data will be collected from the reading outcome from SA in each term.

Action Steps (How will we do it?): Using the DRA
students will be placed in levelled flexible guided reading groups
using student baseline DRA. Text level and comprehension skills will be monitored and assessed.

Metrics (Lead Indicators – What will we see, hear, do?):
Classroom instruction and guided reading groups will meet daily in grades 1-5. Sask Reads instructional approaches (modelled, shared, scaffolded and independent reading) will be the foundation for guiding instruction.
Each group will be levelled and flexible and focus on specific explicit reading strategies required to be a successful reader.   Grades 6-8 instruction will also meet the varying needs of learners in the classroom with a Daily 5 guided reading structure.

- Mini plc's will focus on comprehension strategies using best practice reading strategies and common language
- Google data wall to monitor progress
- Predetermined benchmarks for student goals
- Formative assessments- running records
- DC coaching focused on structured specific reading strategies
- Ed support team to provide reading support to struggling readers

Leads – People Responsible (Who will lead the strategies and actions?)**:**
Administration and the DC team along with the Ed support team will support the classroom teacher's work through the PLC's and the school mini PLC's.

Division Support Connections:
Corrine Schwehr – Data consultant
Stacey Monette- IL consultant
Ron Fines- Technology support
Randy Emmerson – Superintendent of Curriculum
Kathleen Schwartzenberger

Resources Required:
Daily 5
The Café
Reciprocal Teaching Strategy
The Reading Strategies Book
Sask Reads

Strategy 2 (What do we want to do?):
Formative Assessment/ Reassessment Strategies –
 Effective Instruction and Pedagogy-differentiate instructional
methods to meet students' needs

<table>
<tr><td>**Timeline for Strategy & Action Implementation: Ongoing and formative**</td></tr>
</table>

Action Steps (How will we do it?):
In levelled flexible blocked reading groups common language and
best instructional practice (Sask Reads) focused on reading comprehension skills.
Small reading groups of Div 3 students will be supported by DC
coach and Ed Support teacher.

Metrics (Lead Indicators – What will we see, hear, do?)**:**
Daily blocked reading groups will focus on common language and instructional strategies.
- common language
- modelled, shared, scaffolded and independent reading
- focused teaching on comprehension skills
- running record assessment – comprehension component
- term DRA text level and comprehension mark from reading strand of SA
- Reading tutor program support for struggling students

Leads – People Responsible (Who will lead the strategies and actions?)**:**
Administration and the DC team along with the Ed support team will support the classroom
teacher's work through the PLC's and the school mini PLC's.

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:
Corrine Schwehr – Data consultant
Stacey Monette- IL consultant
Ron Fines- Technology support
Randy Emmerson- Superintendent of Curriculum
Kathleen Schwartzenberger- Early Years Consultant
Strategy 3 (What do we want to do?):
Student Goal Setting

Action Steps (How will we do it?):

- set specific goals for students not at grade level

- implement the cyclical process of student goal setting
- utilize formative assessment (running record) data
- tracking of achievement progress
- analyze progress toward goals through student - teacher conversation/conference

Metrics (Lead Indicators – What will we see, hear, do?):
- individual plans for students
- small group instructional reading sessions
- reading strategies interventions
- Squiggle Park- technology
- DC coach intervention
- Ed support intervention

Timeline for Strategy & Action Implementation: Ongoing teacher/student conferences

Leads – People Responsible (Who will lead the strategies and actions?)**:**
Administration and the DC team along with the Ed support team will support the classroom teacher's work through the PLC's and the school mini PLC's.

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:
Corrine Schwehr – Data consultant
Stacey Monette- IL consultant
Ron Fines- Technology support
Randy Emmerson- Superintendent of Curriculum
Kathleen Schwartzenberger- Early Years Consultant
Resources Required:
Sask Reads
Goal setting templates
Running records
Google data wall
The Café
The Daily 5
Reciprocal Teaching
The Reading Strategies Book
Squiggle Park – technology
JD levelled reading tubs
Sound Reading computer program

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 refine the data collection and reporting process for the Learning Improvement 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 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. For example, beginning in the 2019-20 school year all schools with Kindergarten programs will be required to have a Learning Improvement Plan goal for Early Learning.

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.