



Accountability Report

Learning Improvement Plans

Jennifer Hingley, Superintendent of Schools
November 16, 2020

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 2019-20 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 2019-20 school year included three additional strategies

- Attendance;
- Technology; and
- Engagement.
- Early Learning

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

We do not have results for the 2019-20 school year as the suspension of classes in the spring of 2020 prevented the collection of year-end data.

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 Queen Mary:

2019-2020 Learning Improvement Plan

Principal: Kari Korczak

Vice Principal(s) Sandy Morley

School Community Council Chair: Pernel Ballantyne

1. Educational Priority Area for Learning Improvement

What is the current state and reason for action?

QMPS is located in a vulnerable community within Prince Albert. A large percentage of our students are identified as at-risk due to multiple socio-economic factors such as; poverty, physical, emotional & sexual abuse, family & student alcohol &/ drug addiction, homelessness, food insecurity and crime. Currently the student population is over 93% First Nations and Metis students.

Looking at our data in the past several years, our student achieving at M/P have been able to maintain this target and continued to grow. We have made changes in the last several years to the delivery of our early literacy and literacy programming to help better support our students, especially those achieving below grade level. One such change is moving guided reading back into the classroom with the help of extra supports. Another significant change was to eliminate our 50% growth target. We found that creating a SMART goal for our students that were achievable helped to build confidence in students as they showed success.

Teachers all utilize the strategies as outlined in SaskReads and we have now paved the path to making writing a priority as part of our reading programming. Alongside “best practices” in teaching reading, we have implemented Word Analysis.

Early literacy interventions are also the foundation for reading and writing skills. With the help of the EYE data, our K teachers using several strategies in the classroom to help their students develop in the communication and language domain. In order to track growth, they are using bubble charts for three areas of communication and language with each student.

The number of FMNI students achieving M/P standards continues to be an area that requires learning improvement. For this reason, our Dreamcatchers Project and school goal will focus on learning improvement in the area of reading literacy through data analysis, collaborative action planning, targeted interventions and making explicit connections between reading and written responses to reading.

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)	2017-2018		2018-2019		2019-2020	
	#/#	%	#/#	%	#/#	%
Enrolment (September 30)						
ALL	440	100	399	100	422	100
FNMI (First Nations, Métis, Inuit)	407	92.5	379	95	289	68
NON (Non-Declared, Non-FNMI)	33	7.5	20	5	133	31
Students with IIPs	58	13	38	10	56	13.2
EAL Students	15	3.5	25	6	6	1.4

Student Achievement Data	2017-2018		2018-2019		2019-2020	
	#/#	#/#	%	%	##	%
DRA Text Levels (K-8 as applicable)						
ALL	165/326	160/327	48.9	47.76	170/339	50.15
FNMI	156/316	149/312	47.8	46.79	156/320	48.75
NON	9/10	11/15	73.3	60.87	14/19	73.68
Math Common Assessment (K-9 as applicable)						
ALL	151/328	168/365	46.03	46.27	133/331	40.18
FNMI	143/315	158/346	45.66	46.01	123/313	39.3
NON	8/13	10/19	52.63	50	10/18	55.56
*Writing Strand (K-9 as applicable)						
ALL					121/311	38.91
FNMI						
NON						

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: Reading Literacy-TEXT LEVEL						
By June 2019, 100% of QMPS 1-8 students will be achieving at proficiency or mastery standards, or will reach their individual goal level in reading literacy text level as measured by the DRA.						
	2019-2020 Baseline		2019-2020 Targets		2019-2020 Goal Summary	
	##	%	##	%	##	%
STUDENTS ACHIEVING MASTERY/PROFICIENCY	138/338	40.8	140/312	44.8		
STUDENTS ACHIEVING INDIVIDUALIZED GOAL	51/338	15.1	172/312	55.1		
SCHOOL GOAL SUMMARY INDICATOR	229/338	67.7	312/312	100		
Corresponding Division Strategic Planning Goal (Division Goal with which the School Goal Aligns):						
By June 2019, 100% of SRPSD students will be achieving proficiency or mastery standards or catch up growth or an individualized goal in reading literacy.						
	2019-2020 Baseline		2019-2020 Targets		2019-2020 Goal Summary	
	##	%	##	%	##	%
STUDENTS ACHIEVING MASTERY/PROFICIENCY	138/338	40.8	140/312	44.8		
School Goal: Reading Literacy-COMPREHENSION						
By June 2019, 100% of QMPS 1-8 students will be achieving at proficiency or mastery standards, or will reach their individual goal level in reading literacy text level as measured by the DRA.						
	2019-2020 Baseline		2019-2020 Targets		2019-2020 Goal Summary	
	##	%	##	%	##	%
STUDENTS ACHIEVING MASTERY/PROFICIENCY	50/214	23.4	164/214	76.6		
STUDENTS ACHIEVING INDIVIDUALIZED GOAL	48/214	22.4	50/214	23.3%		.
SCHOOL GOAL SUMMARY INDICATOR	100/214	46.7	214/214	100%		

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 GOALS: READING Literacy

TEXT LEVEL (All 1-8 students)

By June 2019, 100% of QMPS 1-8 students will be achieving at proficiency or mastery standards OR will reach their individual goal in reading literacy text level as measured by the DRA.

COMPREHENSION

By June 2019, 100% of QMPS Grade 4 – 8 students and Grade 2 – 3 students reading above text level 4 will be achieving at proficiency or mastery –OR- will reach their individual goal in reading literacy comprehension as measured by the DRA.

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 OR will reach their individual benchmark level in reading literacy.

Metrics (Lag Indicator):

Test #1

2018-2019 DRA Test #3

2019-2020 Running Record (all in September)

2019-2020 ELS (Grade 1 ONLY September)

2019-2020 DRA Test # 1 (December)

2019-2020 DRA Test #2 (May)

Word Analysis with two targeted students grades 1-3 (Test in September, Jan, and May)

Examine student Test #1 data:

- Identify M/P or individual benchmark summary indicators for all students for each goal
- Determine year-end text level and Comprehension or Early Literacy targets for each student.
- Update on-line data wall to include summary indicator, base-line data and year-end targets for each student

Test #2 (May) 1-8 – full DRA

Ongoing: Word Analysis, Running Records

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

Data Updates – refer included Dreamcatchers Action Plan which outlines Gradual Release of Responsibility focused comprehension strategy instruction and assessment schedule.

Strategy 2 Flexible Grouping - instruction pedagogy

Action Steps:

- Explicit teaching/modelling of strategies
- Data collecting
- Plan for groupings based on on-going data collection
- Classroom teacher plans and facilitates guided reading with ALL of their students. While the classroom teacher is conducting 12-15 minute guided reading sessions, additional EA support guides two other stations with students not working with teacher. These stations would work to supplement reading instruction and alternate every 15 minutes.
- Stations will include the Daily 5 activities, journal writing, sounds/symbol reviews, sight words, and games and integration of other subjects with ELA.

Guided Reading Format

- **Use existing format as per ELP/SaskReads/ ELA resources**
- **Rachelle (DC Coach) will work with Guided Reading instructors to model instructional practice.**
- **Gr 1 Guided Reading Flexible Groupings focus instruction as follows or determined by student need based on data and teacher action plans:**

Groups lower than a DRA 4 work also on phonemic awareness.

Rescue Reading also incorporated. Target students in 1-3, identified by teachers, will have one on one time for Word Analysis.

Lead Indicators:

- Running record Results
- Word Analysis Results

Strategy 2 (What do we want to do?):

Formative Assessment/ Reassessment Strategies - Running Records

Action Steps:

- Regular running record assessments
- Using data from running records to drive instruction and implement new reading and comprehension strategies

Lead Indicators:

- Running records (assessing red and pink zone students' weekly, yellow bi-weekly, etc.)

Time Line:

- Running records are to be done by the end of September so that teacher knows approximate DRA text level.
- Running records will be administered to monitor pink, red, and yellow students

Action Steps/Metrics (How will we do it?):

Running record is a tool that is useful for assessing a student's reading strategies and levels. Running Records can be used any time a student is reading classroom/independent texts. The student or the teacher selects a grade-appropriate book. As the student reads the text (at least a 100-word sample), the teacher records the oral reading behaviors of the student noting miscues and comprehension.

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

Teachers:

- Implementing classroom strategies
- Collecting classroom data

DC coach/team:

- Analyzing data to see where additional supports are needed

Resources Required:

Sask Reads

DRA

Words Analysis

Professional Development Required/ SRPSD Initiatives:

Early Literacy Initiative

Division Support Connections:

Darlana Harding (EL Coach)

Division Assigned Reading Tutor

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

Student Goal Setting

Gr. 2-8 Focused Comprehension Strategy Instruction & CHECK-IN assessments

- Appropriate texts used to support ELA theme/context and needs/interests of students:
- Reflect on CHECK IN DRA rubrics assessment data to plan for interventions, focus instruction & resources
- Coach & classroom teachers work together to develop instructional and intervention plans based on assessment data.

Gr. 1 Focused Phonemic Strategy Instruction & CHECK-IN Assessments

Action Steps:

- Appropriate texts used to support ELA theme/context and needs/interests of students:
- Reflect on CHECK IN DRA rubrics assessment data to plan for interventions, focus instruction & resources
- Coach & classroom teachers work together to develop instructional and intervention plans based on assessment data.

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

- Reflect on CHECK IN DRA rubrics assessment data to plan for interventions, focus instruction & resources
- Students will be able to set, with guidance, reading and comprehension goals.
- Students' goals will be achievable and goals continually set in order master school and individual goals.

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

- Teachers
- Dream Catcher Coach

Professional Development Required/ SRPSD Initiatives:

- Early Literacy Initiatives

Division Support Connections:

- Darlana Harding

Resources Required:

- Scheduled 1:1 Planning Meetings
- PLC collaborative meetings
- Sub coverage for imbedded planning for skills of Word Analysis

Second School Goal: Early Years or Graduation

By June 2020 100% of our students exiting kindergarten will be:
ready for learning in the primary grades as measured by the EYE-TA; or
Achieving an individualized goal.

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

By June 2020 100% of our students exiting kindergarten will be:
ready for learning in the primary grades as measured by the EYE-TA; or
Achieving an individualized goal.

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

Bubble Charts for the following Domains/Subtest:
D1-Follow two-step commands,
D5-Communicate orally in 5-7 word sentences
others can understand
D7-Verbalize how they are feeling

Data Updates (What is the most recent data and what is the date of the data entry?):
Bubble Charts (ongoing)
EYE Data Test #1 October 21-November 27
Test #2 April 1- May 12

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

Instruction/ Pedagogy - Exposure to language for Kindergarten students in an environment that is authentic led by students' interests including adults and mentor students.

Action Steps (How will we do it?):

- Copycat (words, sentences)
- Hanen Strategies
- Zoophonics games

- Book with a Buddy
- Tell Plus reading and conversation program from the SLP's for large and small group reads.
- Walk and Talk
- Introduction of Cree words, commands, sentences.
- Board games that invite conversation

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

Students bubble charts will indicate growth in the three domain/action areas. Students will engage in language with peers and adults within the building increasing word and sentence usage.

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

Teachers

Principal

Vice-Principal

Darlana Harding (EL Coach)

Professional Development Required/ SRPSD Initiatives:

K Workshops

Division Support Connections:

Darlana Harding

Kathleen Schwartzenberger

Kami Karakochuk

Resources Required:

Division Supports

Strategy 4 - Attendance

Action Steps (How will we do it?):

- Target students and families that have poor attendance or sudden decrease in attendance.
- Follow attendance outliers and help support families to get students to school with support of social worker and mentor.

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

- Increase in attendance at school-wide level
- Relationship with families that need support and increased overall attendance from their children.

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

Principal

Vice-Principal

Teachers

Mentor

Social Worker

EST Teachers

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:

Kelly Gerhardt

Resources Required:**Strategy 5 – Technology****Action Steps** (How will we do it?):

- Utilizing GoApps as a form of communication for staff and in classrooms
- Purchased Chromebooks for middle to upper end to use in classrooms.
- PD opportunities for staff members

Timeline for Strategy & Action Implementation:

- Teachers now have access to one class set of Chromebooks to utilize in the classroom.

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

- Teachers becoming comfortable using Chromebooks and Go Apps for instructional purposes.
- Students valuing the use of Chromebooks and Go Apps for assignments.

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

- Classroom Teachers
- Vice-Principal
- Principal
- Teacher assigned to technology in school

Professional Development Required/ SRPSD Initiatives:

- Divisional led workshops

Division Support Connections:

Ron Fines

Stacey Monette

Resources Required:

Chrome Books

Strategy 6 - Community Engagement/Empowerment**Action Steps** (How will we do it?):

Our goal this year is for our students to “see themselves” within the building and decolonize our school. The first step we have taken is formation of a Culture Committee headed by Principal who have identified and changed the following:

- Oh Canada only on Fridays and alternating with Cree language.
- Recognize during assemblies and school functions that we are all treaty people.
- Student(s) to lead cultural celebrations during assemblies.
- Finding and creating place in school for cultural activities
- Art club with focus on traditional Indigenous art works
- Tipi Teachings Implemented school-wide (K-8)
- Weekly and monthly Smudging practices
- Blanket Exercise for teaching staff
- Land-Based Education in Outdoor Ed.

Continued Community Invitations to School Functions

- Books and Bites
- Literacy Family Night
- Halloween Dance and Celebrations
- Terry Fox Walk-a-Thon
- Round Dance and Community Potluck

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

- Increased attendance
- Increased family attendance and participation in events

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

Administration

Sticky Team

Committee Heads

Professional Development Required/ SRPSD Initiatives:

Division Support Connections:

Jodi Letendre

Tyson Fetch

Heather Tibbs

Resources Required:

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.
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 complete Learning Improvement Plans.
2. Ensure administration continues to provide accountability reporting on LIPS.
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.