



Accountability Report

Learning Improvement Plans

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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:

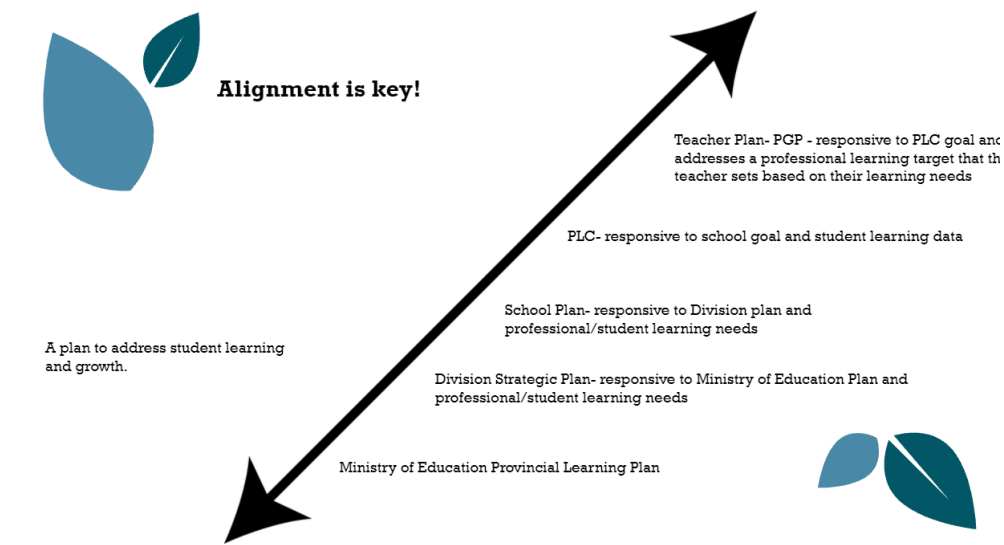
1. What is a Learning Improvement Plan?

The Learning Improvement Plan (LIP) is a strategic planning document that helps schools align their work to the school division strategic plan. There is more than one strategic planning tool that school teams can use for the 2020-21 school year:

- Following Their Voices Schools complete a LILAC.
- The Instructional Change Matrix
- The LIP

School strategic planning documents serve multiple purposes:

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



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

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

FTV Schools LILAC- Arthur Pechey



1. First Nations, Métis and Inuit Student Achievement Goal:

By June 2021, 100% of students (FMNI & Non FMNI) will be achieving, in the Number Strand:

- meeting and exceeding standards or
- 50% catch up growth or
- an individualized goal.

2. Lag Indicator(s)

- Number Strand (Math Common Assessment)
- Making Connections Document
- Environment Checklist

3. Data Source(s) for the Lag Indicator(s)

- Math Common Assessment; Number Strand
- School-based Math Tracking Sheets
- Making Connections (Relationship/Culture) Document
- Environment Checklist & Walkthroughs (PGP & Admin Walkthroughs)
- Student Goal Setting (Lead by Teachers)

Lead Indicators	5. Teacher Actions	6 Data Sources	7. Plan for Monitoring	8. SCLT Actions	9. Data Checks
<p>CADEMICS</p> <p>.1.1 Purposefully and strategically selecting teaching strategies and learning activities that promote student construction of knowledge aligned with specific lesson/unit outcomes.</p>	<p>A. PGP Goals</p> <ul style="list-style-type: none"> • IC Map used to address personal teacher goal with self-assessment • Reviewed 3 times a year with admin • Updated LILAC consistently by SCLT (1st Friday of every month) <p>B. Teachers will attend PD & Learning Supports:</p> <ul style="list-style-type: none"> • Math PD with <i>MathUP School</i> (Division PLCs) • FNMI Workshop Opportunities (Teachers seek outside PDs) • Embedded PLC (Bi-weekly at AP) <p>C. Literacy Model Implementation (1 - 3)</p> <ul style="list-style-type: none"> • Morning Meeting • Heggerty Phonemic Awareness Program • Phonics program • Reading and writing workshop (Daily 5) • Play based/Experiential Learning • Print rich/ homelike environment <p>D. Teachers will implement a variety of high impact discursive and</p>	<p>A. PGP Document and IC Map</p> <p>B. Google Drive document to update</p> <p>C. Early Lit screen & DRAs (October 29)</p> <p>D.</p> <ul style="list-style-type: none"> • MCA Number Strand • 1re-8e année Évaluation Commun de Mathématiques, volet nombre • School-Based Tracking Sheet 	<p>A. PGP meetings with admin</p> <ul style="list-style-type: none"> • Revisit IC Map and adjust as growth is made in goal <p>B.</p> <ul style="list-style-type: none"> • <i>MathUP</i> Checklist <ul style="list-style-type: none"> ○ Embedded PLC allows for check-ins with teachers ○ Co-constructed and individual goals are reviewed in weekly huddles • Provide staff FNMI PD opportunities and sign up accessible to all staff • Embedded PLC agendas and outlines shared by the leadership team weekly and collaborated on. <p>C. Continue to complete sections of the Lit Screen to monitor progress</p>	<p><i>Instructional/School Change Matrix</i> (Insert):</p> <ul style="list-style-type: none"> • What is your current state? Organize baseline data. • Surface the beliefs of staff regarding the school goal/vision by supporting staff in contributing to the LILAC with actions and plans for meeting PGP goals. • What is the preferred state? (SMART goal) As a school, staff will monitor and reflect on teaching strategies that promote student achievement through celebration. • Through shadow coaching, huddle discussions, and embedded PLCs, teachers will learn about and practice strategic high impact practices and strategies that support their students' achievement. • Do a mid-year check in? Review the learning targets and 	<p>Baseline: 2020-2021 Data</p> <p>Impact: Ongoing, monthly data trackers through Google Sheets.</p> <p>Plans for sharing: Bi-weekly embedded PLCs</p> <p>Plans for celebrating successes:</p> <ul style="list-style-type: none"> • School clan challenges to support math growth and connect as a school. • Showcasing student achievement and goals on social media, classroom platforms, and bulletin boards.

2. Sample Instructional Change Matrix

Vincent Massey School

<i>Leadership Actions/ Functions</i>	<i>Create a Sense of Urgency- The Moral Imperative</i>	<i>Establish guiding team</i>	<i>Uplifting vision and strategy</i>	<i>Communicate vision and strategy through words, deeds and symbols</i>	<i>Remove obstacles/ Empower people</i>
Organize	<p>What is your current state? Organize baseline data. *DRA *Early Lit Screen *Pre-K/K Domains</p> <p>Surface the beliefs of staff regarding the school goal/vision.</p> <p>Completed surfacing beliefs activity on August 31st PLC Day</p>	<p>Coordinate a responsive plan. If this is the problem... then implement this evidence based strategy.</p> <p>Set the professional learning target and success criteria for the school goal.</p>	<p>What is the preferred state? (SMART goal) Describe the difference in practices, procedures, relationships, results and school climate if the vision is achieved.</p> <p>Be enthusiastic. Resonate positivity. *changed practice *enthusiasm *positivity *collaboration *hope</p>	<p>Create structures to support goal and vision.</p> <p>Plaster the school goal everywhere!</p> <p>Everyone (staff, students, families, parents and the SCC should be able to articulate the school learning goal/vision.</p> <p>Teachers need to be able to articulate what they do, and why they teach the way they do.</p>	<p>Remove or alter structures and procedures that support the old ways of doing things. High impact:</p> <ol style="list-style-type: none"> Heggerty Lips-school wide Literacy teacher Modeling Embedded time Connie M Visualize & Verbalize
Collaborate	<p>Analyze/interpret student learning data. Go on a "data" treasure hunt. Highlight strengths. Drill down the "break-down". Identify an instructional response. Involve people, Invite input.</p>	<p>Create a sense of team. Identify strengths.</p>	<p>Describe the commitments that individuals make to each other. To be: *open-minded *growth mind-set *vulnerable - willing to try new things *stretch thinking</p>	<p>Establish regular meetings to discuss new learning, share ideas, set direction, review progress and get feedback.</p> <p>Four Week PLC/Collaboration Rotation: 1. High Effect Literacy Strategies 2. Collaboration - co-planning with grade alike partner 3. Ed. Support - strategies 4. Data analysis and plan</p>	<p>Provide PD, time, support and resources that will encourage implementation of the vision.</p>
Engage	<p>Ensure inclusion of key stakeholders- Staff, SCC, parents and students. *Edsby *SCC Meetings</p>	<p>Establish school leadership team. Define roles and responsibilities. Carla Penner Henry - Literacy Coach Chelsea Gunville - Literacy Coach</p>	<p>Map out the vision with all stakeholders. (Consider the use of a metaphor to describe the journey)</p>	<p>If appropriate, build partnerships with other agencies to support the vision of the school.</p>	<p>Have regular check in conversations with staff, students, families, SCCS to talk about how the implementation plan is going.</p>

ADMINISTRATIVE IMPLICATIONS:

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

GOVERNANCE IMPLICATIONS

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

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