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# Accountability Report

## Learning Improvement Plans: School Strategic Planning

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**October 3, 2022**



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## **SOURCE DOCUMENTS:**

1. The Saskatchewan Rivers Public School Division's Board approved 2021-2024 Strategic Plan states the following:
  - Students experience joyful learning that fulfills current needs and provides a foundation for future success.
  - Students are supported to sustain and strengthen their resiliency and mental wellness.
  - Students are affirmed and diversity is supported and celebrated.
  - Students demonstrate active citizenship and are supported by engaged families and effective partnerships
  - Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community

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. Planning for Alignment, Engagement and Improvement**

Schools engage in strategic planning so that they are intentional about their actions and can ensure that students, staff and the community are accessing a quality learning program. School leadership teams can use the following tools to plan their specific actions:

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

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.

Schools create professional learning goal(s) within a literacy, math or high school context. This decision is made by school teams as a result of analyzing student learning needs data. The school team will identify the instructional strategy(ies) that is the best response to that student learning data. This becomes professional learning target of the staff.

# Reading, Math and High School Division Professional Learning Targets

## Reading Goal Schools: Deliverables and Goals



### 2021-2022

- ❖ Teachers will have impactful and well established literacy routines with an emphasis on **morning meeting** and word work.
- ❖ Explicit teaching of **phonemic awareness**, phonological awareness and phonics using the key resource **Heggerty**
- ❖ Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes

Literacy Look fors: [Literacy Look-Fors](#)

### 2022-2023

- ❖ Teachers will enhance their **phonics/word work** instruction
- ❖ Teachers will support student **fluency** in reading by using quality **decodable books**
- ❖ Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes

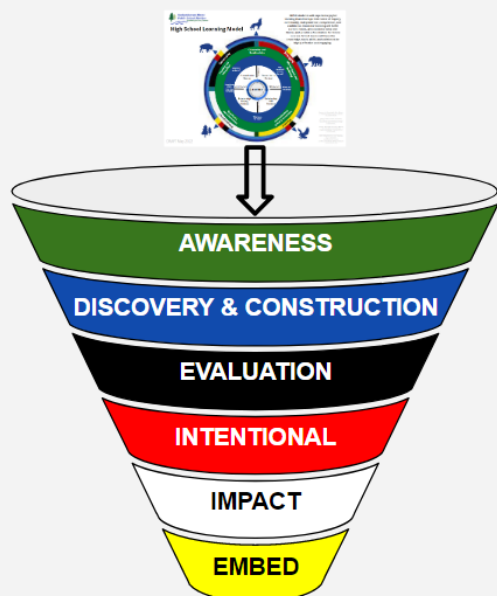


## Saskatchewan Rivers Public School Division Math Model: A Professional Development Project for the Implementation of High Impact Strategies

School Year	Goal/Deliverable	Student Outcome
2020-2021	<ul style="list-style-type: none"> <li>-teachers will explore the research around the math model (Math Workshop)</li> <li>-teachers will explore the research around engaging students in math (Building Thinking Classrooms)</li> </ul>	<ul style="list-style-type: none"> <li>-caring relationships established through the Math Model, opportunities to speak and listen with purpose</li> </ul>
2021-2022	<ul style="list-style-type: none"> <li>-teachers will begin to have impactful and well established math routines with an emphasis on <b>MindsOn</b></li> <li>-teachers will implement Building Thinking Classroom practices- <b>flexible and collaborative groups, use of non-permanent vertical spaces</b></li> <li>-T.L.C. teachers will begin to <b>implement the Building fact Fluency Kits</b></li> </ul>	<ul style="list-style-type: none"> <li>-students will experience a soft landing routine at the beginning of math class</li> <li>-students will be prepared and excited for math</li> <li>-students will become engaged thinkers and part of a community of learners</li> <li>-students will work toward becoming fluent with their basic facts</li> </ul>
2022-2023	<ul style="list-style-type: none"> <li>-teachers will have impactful and well established Minds On activities embedded in their math classes</li> <li>-teachers have <b>a clear curricular goal and purpose</b> that supports all students through differentiation</li> <li>-teachers will enhance their <b>engagement</b> instruction with continued strategies from Building Thinking Classrooms</li> <li>-teachers will implement the <b>Building Fact Fluency Kits</b></li> </ul> <p><b>Math "Look Fors"</b></p>	<ul style="list-style-type: none"> <li>-students will construct their own math meaning and have a positive mathematical mindset</li> <li>-students will be confident and willing to take risks without the need to mimic</li> <li>-students will know their basic facts</li> </ul>



# HS Learning Model Rollout & Development

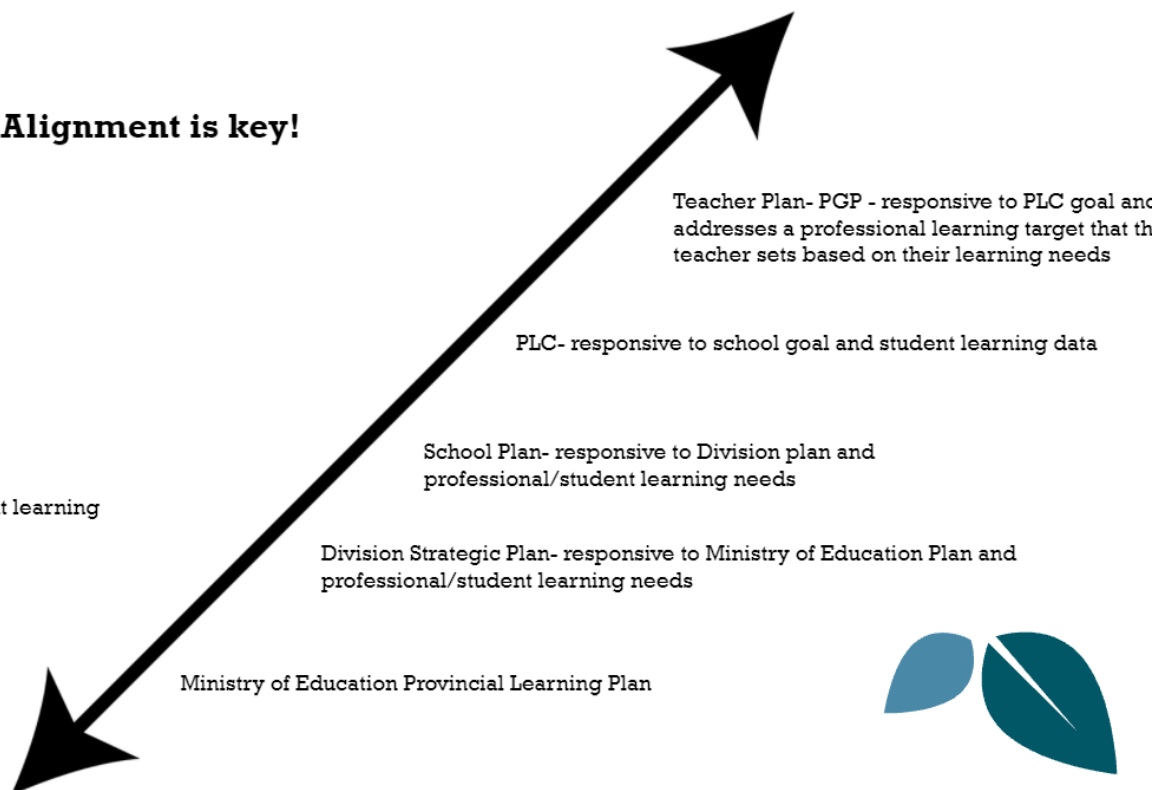


<b>2022-2023</b> Generate Awareness & Discovery/Construction	<ul style="list-style-type: none"> <li>• Embed model in all division based HS learning communities.</li> <li>• Generate awareness of the model with school staff.</li> <li>• Engage school staff in discovering and learning about ways in which the model can impact their teaching practice.</li> <li>• Co-construct and flesh out resources to support implementation at both the school and classroom levels.</li> </ul>
<b>2023-2024</b> Discovery/Construction & Evaluation & Intentional	<ul style="list-style-type: none"> <li>• Continue to embed model in all division based HS learning communities.</li> <li>• Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels.</li> <li>• Evaluate the resources constructed.</li> <li>• Intentionally include the learning model in teacher PGPs.</li> </ul>
<b>2024-2025</b> Discovery/Construction & Evaluation & Intentional & Impact & Embed	<ul style="list-style-type: none"> <li>• Continue to embed model in all division based HS learning communities.</li> <li>• Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels.</li> <li>• Evaluate the resources constructed.</li> <li>• Intentionally include the learning model in teacher PGPs.</li> <li>• Assess the impact of the HS learning model.</li> <li>• Embed the HS learning model in all practices.</li> </ul>



**Alignment is key!**

A plan to address student learning and growth.



Teacher Plan- PGP - responsive to PLC goal and addresses a professional learning target that the teacher sets based on their learning needs

PLC- responsive to school goal and student learning data

School Plan- responsive to Division plan and professional/student learning needs


Division Strategic Plan- responsive to Ministry of Education Plan and professional/student learning needs

Ministry of Education Provincial Learning Plan

**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 Daiskodon, 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
<b>Organize</b>	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 practice, procedures, relationships, results and school climate if the vision is achieved.  Be enthusiastic. Resonate positivity.	Create structures to support goal and vision.  Plaster 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.
<b>Collaborate</b>	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 differences. "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.
<b>Engage</b>	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.
<b>Enact</b>	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. "Brag" about your staff and students.

## FTV: LILAC

	<b>1. First Nations, Métis and Inuit Student Achievement Goal:</b> By June 2022, 100% of QMPS FNMI Pre-K-8 students will be achieving at proficiency or mastery standards, or will reach their individual goal level in literacy, as outlined in their co-constructed achievement plan.					
	<b>2. Lag Indicator(s)</b> 1. EYE, ELS, or DRA 2. Weekly attendance data 3. Student and teacher FTV Data			<b>3. Data Source(s) for the Lag Indicator(s)</b> 1. Edsby 2. MSS 3. FTV Surveys		
4. Lead Indicators	5. Teacher Actions	6. Data Sources	7. Plan for Monitoring	8. SCLT Actions	9. Data Checks	
<b>5.1.1</b> Purposefully and strategically selecting teaching strategies and learning activities that promote student construction of knowledge aligned with specific lesson/unit outcomes.	A. Complete the teacher self-assessment tool on strategy use to determine baseline, then re-administer the tool monthly to determine progress and next steps.  B. Complete anecdotal records of specific students when using the teacher clarity strategy in selected lessons.  C. Study the teacher clarity strategy then use it in selected lessons.  D. Work with intervention team when working through the intention/reflection plan.  E. Gather and study student and teacher evidence to reflect on impact and inform next steps.	A. Teacher Self-assessment – Strategy Use tool  B. Teacher Clarity Intent and Reflection plan.  C. Student Anecdotal Records - New Learning and Work Completed  D. Written feedback, feedforward and next steps through informal peer observation.  F. Other student and teacher evidence  FTV reports: Teacher Practice Report <ul style="list-style-type: none"><li>2. Drawing on Teacher Clarity Measures</li></ul> Engagement Report <ul style="list-style-type: none"><li>2.2. Self-reported work completed during an Observation</li><li>3.1. Student new learning self-reported during an Observation</li></ul> FTV Survey Responses <ul style="list-style-type: none"><li>Student Survey – Interactions</li></ul>	A. Every three months teachers review their self-assessment data in comparison to baseline.  B. Before and after each PLC meeting, teachers reflect on understanding and use of the teacher clarity strategy.  C. The SCLT monitors completion of teacher self-assessments, teacher reflection, and student anecdotal records and does a monthly review of the data.  D. At each staff meeting, the SCLT provides teachers with the opportunity to review teacher self-assessment data and student anecdotal records together to determine impact and next steps.  E. The SCLT regularly monitors that teachers are participating in informal peer observations.	A. Support teachers' study of the teacher clarity strategy in staff meetings.  B. Support staff to administer self-assessments, reflect on understanding, use and impact of the teacher clarity strategy to determine next steps.  C. Schedule opportunities for teachers to <u>informally to share</u> resources, observe one another teach using the teacher clarity strategy.  D. Through Shadow Coaching support teachers to: <ul style="list-style-type: none"><li>use the Teacher Clarity strategy in lessons;</li><li>reflect on impact of strategy on student learning; and,</li><li>consider next steps.</li></ul> E. Gather, analyze and share teacher and student evidence at staff meetings and other venues to inform discussion and next steps.	<b>Baseline:</b> <ul style="list-style-type: none"><li>Teacher self-assessment: Before September 30</li><li>Regular review at staff meetings</li></ul> <b>Impact:</b> Ongoing during PLC and Huddle meetings  <b>Plans for sharing:</b> <ul style="list-style-type: none"><li>Staff meetings</li><li>School Community Council meetings</li><li>Facebook page</li></ul> <b>Plans for celebrating successes:</b> <ul style="list-style-type: none"><li>Providing information on the degree to which the goal is achieved through Facebook</li></ul>	



## 2. Sample Instructional Change Matrix

### Wild Rose School

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
<b>Organize</b>	<p>What is your current state? Organize baseline data.</p> <p>Surface the beliefs of staff regarding the school goal/vision.</p> <p>Teachers are using June 2021 data as baseline data for returning students, and completing Early Lit Screens and DRAs for new students</p> <p>Teachers are using the RTI Triangle to monitor student current state and growth - each teacher will focus on a different student each mini PLC</p> <p>RTI Triangle part of PGPs and discussed with DC Coach and/or Principal monthly</p> <p>Staff beliefs regarding Literacy created and discussed regularly - See WR Strat Plan</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>We believe fluency is critical to comprehension and staff is focused on phonemic awareness in early years (and with struggling middle years students) in order to make improvements</p> <p>DRA data shows increase in fluency and comprehension. Student data shows growth.</p> <p>Creating stronger classroom connections and relationships is a priority and teachers are focused on use of Morning Meeting to start day in a good</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.</p>	<p>Create structures to support goal and vision.</p> <p>Plaster the school goal everywhere!</p> <p>Needs a plan</p> <p>Everyone (staff, students, families, parents and the SCC should be able to articulate the school learning goal/vision.</p> <p>Needs a plan</p> <p>Teachers need to be able to articulate what they do, and why they teach the way they do.</p> <p>PLC time built into TT biweekly</p> <p>Ed Support structures TT to minimize pullouts (although do happen) and support teachers in classroom</p>	<p>Remove or alter structures and procedures that support the old ways of doing things.</p> <p>EA scheduling looks different and majority of time is more focused on group support rather than individual intervention.</p> <p>Teachers are working to shift practices in classroom so students needing more support receive it from teacher rather than EA.</p>	<p>Establish short-term goals. Example- using a minds-on activity. -moving ___ of students from yellow to green.</p> <p>Teachers will incorporate Morning Meetings into Daily Routine</p> <p>Sharing time and reflection will be made a priority as part of the learning process</p>

### Quotes from school leadership team survey:

The matrix was the tool which set the tone for our goal work and planned for how this work would be laid out. The matrix guided our team in making necessary check-ins, the continual analyzing of our school data and guiding our overall work

We looked to it, added and expanded as the year progressed...love that it was a living document

We used our LILAC as part of FTV and filled in the required reflection documents each week.

Direction and reflection

Flexible matrix to guide learning.

co-constructed, use check-ins as benchmarks

The instructional change matrix helped define our path throughout the school year.

Establishing goals. Forward planning for second half of year.

The matrix gave our math team direction for each semester. The matrix also gave us suggestions and support to try if we ran into something that we were unfamiliar with.

It allowed us to reflect when we came together on PLC days. It gave us a clear goal but also allowed for change and growth.

I revisited the Change Matrix periodically this year, but I am just getting comfortable with it.

### **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.