



Accountability Report

Learning Improvement Plans: School Strategic Planning

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October 16, 2023



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
- Leadership Learning Community Year End Reflection Survey

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

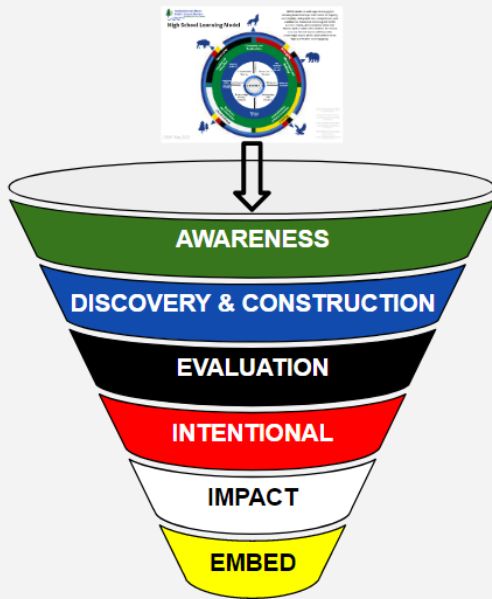


Saskatchewan Rivers Public School Division Math Model: A Professional Development Project for the Implementation of High Impact Strategies

School Year	Goal/Deliverable	Student Outcome
2020-2021	-teachers will explore the research around the math model (Math Workshop) -teachers will explore the research around engaging students in math (Building Thinking Classrooms)	-caring relationships established through the Math Model, opportunities to speak and listen with purpose
2021-2022	-teachers will begin to have impactful and well established math routines with an emphasis on MindsOn -teachers will implement Building Thinking Classroom practices- flexible and collaborative groups, use of non-permanent vertical spaces -T.L.C. teachers will begin to implement the Building fact Fluency Kits	-students will experience a soft landing routine at the beginning of math class -students will be prepared and excited for math -students will become engaged thinkers and part of a community of learners -students will work toward becoming fluent with their basic facts
2022-2023	-teachers will have impactful and well established Minds On activities embedded in their math classes -teachers have a clear curricular goal and purpose that supports all students through differentiation -teachers will enhance their engagement instruction with continued strategies from Building Thinking Classrooms -teachers will implement the Building Fact Fluency Kits	-students will construct their own math meaning and have a positive mathematical mindset -students will be confident and willing to take risks without the need to mimic -students will know their basic facts



HS Learning Model Rollout & Development

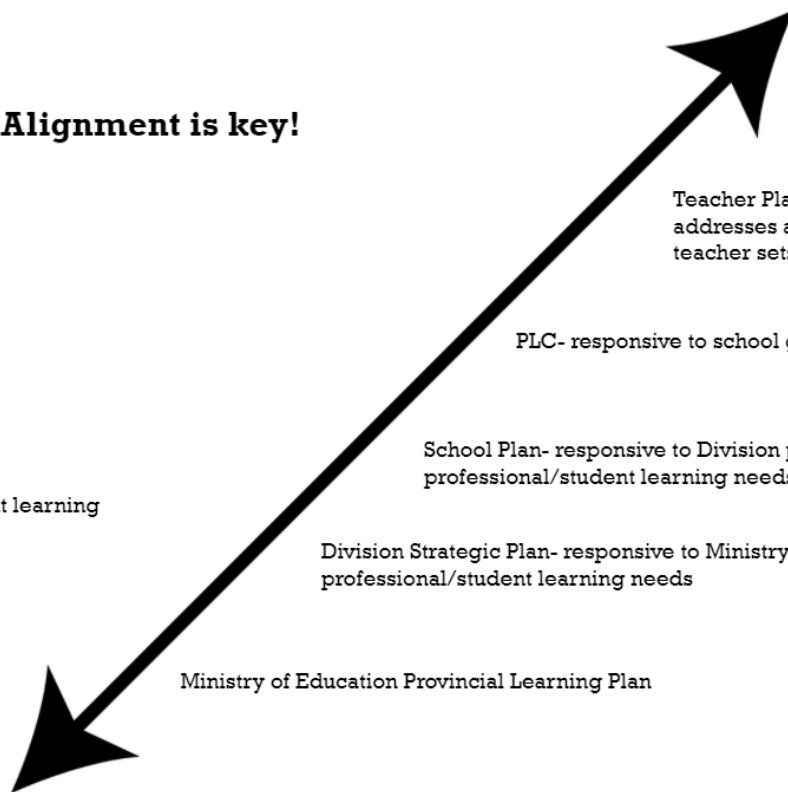


2022-2023 Generate Awareness & Discovery/Construction	<ul style="list-style-type: none"> • Embed model in all division based HS learning communities. • Generate awareness of the model with school staff. • Engage school staff in discovering and learning about ways in which the model can impact their teaching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



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 Daisodon, 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: LILAC

	1. First Nations, Métis and Inuit Student Achievement Goal: 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.		3. Data Source(s) for the Lag Indicator(s) 1. Edsby 2. MSS 3. FTV Surveys		
	2. Lag Indicator(s) 1. EYE, ELS, or DRA 2. Weekly attendance data 3. Student and teacher FTV Data				
4. Lead Indicators	5. Teacher Actions	6. Data Sources	7. Plan for Monitoring	8. SCLT Actions	9. Data Checks
5.1.1 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 • 2. Drawing on Teacher Clarity Measures Engagement Report • 2.2. Self-reported work completed during an Observation • 3.1. Student new learning self-reported during an Observation FTV Survey Responses • Student Survey – Interactions	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 informally share resources, observe one another teach using the teacher clarity strategy. D. Through Shadow Coaching support teachers to: • use the Teacher Clarity strategy in lessons; • reflect on impact of strategy on student learning; and, • consider next steps. E. Gather, analyze and share teacher and student evidence at staff meetings and other venues to inform discussion and next steps.	Baseline: • Teacher self-assessment: Before September 30 • Regular review at staff meetings Impact: Ongoing during PLC and Huddle meetings Plans for sharing: • Staff meetings • School Community Council meetings • Facebook page Plans for celebrating successes: • Providing information on the degree to which the goal is achieved through Facebook

2. Sample Instructional Change Matrix

École Vickers School Plan

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	C
<p>Organize</p>	<p>What is your current state? Organize baseline data.</p> <p>Surface the beliefs of staff regarding the school goal/vision.</p> <p><i>This is our fourth year at EVS with a primary Math goal. Our secondary goal is citizenship. Our data is showing progress in both areas.</i></p> <p><i>We are continuing to focus on the implementation of Math Up and Building Thinking Classroom strategies as our primary Math teaching resources.</i></p> <p><i>Baseline data is set using Math, data from the previous school year.</i></p> <p><i>Our leadership team will continue to use the SRPSD Priorities to support growth in our building.</i></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><i>Staff PGP's include a professional learning target related to Math including a success criteria for this goal as well as an individual professional goal that they strive to improve on throughout the school year.</i></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><i>Our preferred state is to walk down the hallway and observe students and teachers alike engaged in building thinking classrooms where students are working in collaborative groupings and teachers are facilitating learning.</i></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><i>The school goal "level up" is visible when you walk into the building and see the staff introduction bulletin board.</i></p> <p><i>There is a goal bulletin board in the staff room displaying staff responses to their plans to "level up" their students and/or classrooms.</i></p>	<p>Remove or alter structures and procedures that support the old ways of doing things.</p> <p><i>Further support Math Up Implementation through PLC discussions and any available PD opportunities.</i></p> <p><i>Traditional Instructional Practices will blend with workshop models (flex groups, random groups, student choice, vertical writing surfaces, etc.).</i></p> <p><i>Grade-like PLC groups → sharing teaching strategies and success stories.</i></p>	<p>Es: E: ac -r ye M in oj Pl sl st</p>

Ecole Vickers School "Snapshot"

École Vickers



We believe

At Ecole Vickers we aim for all staff, students, and community members to foster a learning environment that is safe, enjoyable and focused on building the learning of every individual. Our shared belief is that we will be successful in our school Math goal once the Math Look Fors are consistently visible in our classrooms.



What our staff learning looks like

Our teachers can articulate the school goal and understand the high impact strategies needed to achieve the goal. The staff use PLC time to engage in discussions about student needs, analyze data, and adjust their teaching as needed. They celebrate successes and support each other with challenges. Our staff is confident in taking risks in the classroom using new resources and strategies to gain success in our school goals.



What does excellence look like

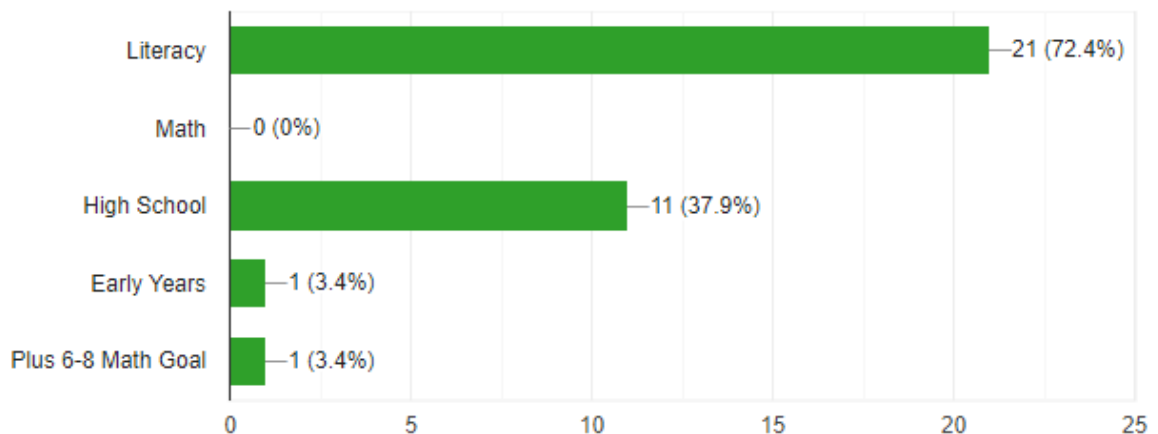
At École Vickers, we show excellence when we are united in a common goal; we are collaborative; we are supportive. Excellence is our students achieving their goals, growing in all areas, and reaching their full potential.

Leadership Learning Team Reflections:

What was your school goal? Choose the most appropriate.



29 responses



Specifically, what part(s) of the model were you actualizing this school year?

- Connection to process and content with a focus on I can statements, visibly posted success criteria and co-constructed with students
- New Literacy model for k-6 classrooms, Introduction of the high school model for 7-12, with a focus on the first two sections, and looking into differentiation and how to support grad plans that don't fall into the three-year traditional grad plan.
- Our staff focused on flex groupings, co-construction, and teacher clarity (high impact FTV practices) and how these align with the practices in the Literacy Model. Some of our staff focused on word work and morning meeting
- Building fluency using decodable books; Collective teacher efficacy using the workshop model - flex groups; building understanding of the science of reading in a book study format; worked on different strategies for "sharing" in both flex groups & morning meeting; Story workshop; vocab & word work in the workshop model (morpheme magic gr. 5-8); improved used of Heggerty; implemented UFLI in gr. 1-4 and as an intervention model in gr. 5-8

How did your leadership team execute the plans that were created?

- Embedded PLD's, Mentoring, Shadow coaching, Team teaching, resource creating, resource sharing, teacher led PLD's, Alignment with FTV
- We made sure that our PLCs were aligned with Literacy Model, our school goal and best/high efficacy teaching strategies. We used the information we received in our Literacy Leadership Meetings to guide our planning for PLCs. We worked together to check in with our classroom teachers regularly and made ourselves available to support when needed. We set realistic expectations for each part of the Literacy Model with our staff and allowed time to implement, ask questions, revise, etc.
- All staff were provided with the necessary resources to implement grade appropriate strategies. PD funds were used to bring in subs to allow for monthly WIG Meetings. Both Admin and Coach attended all WIG Meetings. PLC Days focused on Literacy Model, Literacy Look-Fors and opportunities to discuss and share best teaching practices. Support provided to implement use of Decodable Readers. Bulletin Board in Staffroom was created at the beginning of the year to ensure that Literacy Model and best practices were always kept in mind. Literacy Look-Fors document was used as PGP.
- Through embedded huddles (PLC's) we: Support and monitor teachers' understanding and application of various strategies. Provide opportunity for teacher to see strategies modelled. Offer opportunities for shadow coaching. Encourage self reflection of the impact. Create strategy look-fors in order to reflect on the impact. Schedule opportunities for teachers to informally observe one another teach using the various strategies. Offer opportunities for teachers to visit teachers from other schools. Through Shadow Coaching support teachers to: a. use the various strategies in lessons; b. reflect on impact of strategy on student learning; and, c. consider next steps.
- Weekly PLC Meetings, student-centered meetings, weekly wrap-up meetings, ongoing conversations between staff and with students and families, focus on teacher clarity, leadership team meetings, data reflection to make decisions.

Describe your team's leadership actions that have had the greatest impact on teacher learning.

- Embedded PLCs, working one-on-one with teachers, staying the course with implementation (revisiting the plan), modelling high-impact strategies, making connections/relationships with teachers, and taking the initiative to extend our learning (UFLI site visit), voluntary book study.
- Use of sub time to allow for WIG meetings throughout the year to ensure that all staff have opportunities to share and discuss progress. Has led to a sense of collective teacher efficacy. Having both admin and coach available for these meetings has been essential to our progress

- Modeling, communicating, and taking risks. Modeling, navigating, and authentically sharing challenges. Creating open community for dialogue -- authentic conversations between staff members. Well organized PLC days that were aligned, strategic, and provided time for staff to explore the new learning within their own context. Strategically building professional relationships with staff who have relevant individual goals to themselves.
- PLC days were effective but the greatest impact was actually one on one coaching with staff, in real situations, with lots of discussion.
- We are much more intentional and we communicate. The trust and autonomy given to the teachers has been reciprocal. We are co-learners. That has been made clear we are on the journey with the teachers.

I know we have made a difference for teachers because...

- Teachers are engaged in learning and are excited for weekly PLC meetings. We have built a culture of reflection and continuous improvement. Teachers are willing to take risks in their teaching and engage in rich conversations about teaching and learning. Teachers have attended TLCs and other SRPSD PD and immediately try their new learnings in the classroom. Teachers better understand the "Why" behind what we are doing in regards to the science of reading. They can articulate what they are doing and why they are doing it.
- They have provided us feedback in regards to the support they have received in working towards their goals. (Staff Survey)
- Students know what they need to do to achieve
- We are feeling more confident with the changes that have been made and we are seeing stronger relationships with students; staff feel that they have the knowledge and ability to make beneficial changes for the whole school.
- We focus on constructive conversations for change, free of judgment.

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.