

## Learning Improvement Plan

School: Victoria

School Year: 2018/19

Division Motto, Mission, Vision, Values, & Aspirational Statements/Compelling Why	School Mission, Vision, Values, & Compelling Why
<p><b>Motto</b> – Students Come First</p> <p><b>Mission</b> – “Building Strong Foundations to Create Bright Futures”</p> <p><b>Vision</b> – “Learning Without Limits ... Achievement For All”</p> <p><b>Values</b> – Belonging, Respect, Responsibility, Learning, Nurturing and Perseverance</p> <p><b>Student Learning and Well-Being</b> - We exist to provide the highest level of student learning. All students will experience learning environments rich in the opportunities and experiences necessary to promote intellectual, emotional, spiritual and physical well-being. Students will be provided with differentiated supports to assist them as they commit to develop their personal potential. They will be empowered to achieve success and positively impact the lives of others. Students will have access to relevant, engaging curriculum and instruction supported by effective assessment strategies and tools. A definitive focus on student growth requires the measurement of individual progress toward a clear set of identifiable and measurable outcomes. Data will be used to inform decision-making processes with the ultimate goal of promoting future personal growth and providing students the ability to achieve to their potential.</p> <p><b>Equitable and Balanced Opportunities</b> - We are committed to providing equitable, balanced opportunities among schools, students and staff. To achieve this goal, baselines are essential to organizational effectiveness. A baseline, or basic standard guideline, is a pre-determined level that must be established in order to achieve our strategic objectives. Confirmed baselines provide us with the knowledge of the important components of our instructional and operational programs. The implementation of the strategic plan will include the development of baselines to guide future decisions with attention to high-level growth and achievement. In some instances, special circumstances will dictate that we go</p>	<p><b>Motto:</b> Students come First</p> <p><b>Mission:</b> Embrace the ABC’s - Achieving, Believing and Caring</p> <p><b>Vision:</b> The Future Starts Here</p> <p><b>Values:</b> Belonging, Responsibility, Respect, Learning and Nurturing</p>

beyond established baselines to address specific needs. When that is the case, the division will implement equity processes. Equity is a system of fair and inclusive rules, processes or practices that must be consistently implemented to ensure transparency and student success. For example, in some instances, a school might have a higher than average occurrence of students with intensive learning needs. In such a case, the school could appeal to the intensive supports equity process to request additional teacher and/or paraprofessional staff beyond the established baseline. Another example might see a school being allotted additional caretaking staff beyond the established baseline due to the existence of a Pre-Kindergarten program within the facility. When baselines and equity processes are in place and adhered to, students, staff and school needs will be met in a fair and transparent manner. It is fundamentally important that board members, students, staff, families and communities are able to express a shared understanding of the established processes and baselines. The division will determine the "current state" and compare that to the "desired state." The difference between the current and desired state will be classified as the "gap." Schools will be provided with the tools to be given the optimum opportunity for success.

**Accountability For All** - We are all accountable. Board members, students, staff, families and community members have a responsibility, both individually and as part of the learning team, to participate and to contribute positively to public schools. We will provide high-level learning opportunities allowing students to reach their potential both in school, in family life and as part of their community. Knowledgeable, skilled staff will provide guidance and support in the development of capable, open-minded, educated citizens. Families and communities, working together with the school and school division, play an essential role in the creation of thriving, challenging learning environments to nurture the leaders of tomorrow. Innovative approaches to the responsible management of division operations and activities will ensure efficiencies and improvements are achieved at all levels. Transparency and accountability in every area of operations are of paramount importance. Each person is held to a high professional standard and maintains a mutual respect for individual contributions to ensure success for our students and continuous school division progress. Individuals contribute to the team effort allowing all to reach their potential. Our success is a direct result of what we are able to accomplish together to achieve our best.

**People Engagement** - We are all a community of learners. Collaborative partnerships with students, staff, families and community members will enhance educational opportunities. The collective efforts of highly motivated, passionate, dedicated staff will result in successful students and promote continual progress towards ensuring every student is provided with the ability to succeed both within the school environment and after graduation. Internal and external communications focus on fostering and growing positive relations with students, staff, families and our communities to create a sense of confidence, optimism and pride in Good Spirit School Division. Innovative and inspiring board members, students, staff, families and community members in all areas of education will be positive ambassadors of their school experience. A thriving school community is built on a team effort within a healthy, culturally-responsive environment. As we continue to grow and change, our focus remains that of a safe, welcoming learning atmosphere that celebrates diversity, fairness, respect, responsibility and the deepening of knowledge.

**Sustainable Infrastructure** - We are committed to providing modern, responsible infrastructure to maintain and promote the highest levels of support for students, staff, families and the community. It is a core responsibility of the school division to ensure buildings, grounds, transportation and technology are built and maintained not only to current standards but that practices and procedures are in place to plan for a strong, vibrant future. We will develop proactive, innovative approaches to sustain, support and grow our facilities and systems. The Good Spirit School Division will continually look for efficiencies both internally and externally to ensure appropriate resources are targeted to our key areas including facilities, transportation and technology. Students, staff, families and communities will have access to infrastructure that is safe and consistently responsive to a changing learning environment. Strong infrastructure will ultimately result in improved student achievement levels.

Division Level Student & Family Focus		School Level	
Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Short-Term Goals &/or Work Plans (Supports Sector and Division Goals)	Evidence of Progress (How Have You Done?)
<p>By June 30, 2020, GSSD will promote empathy, respect and understanding in teaching related to residential schools and aboriginal history as outlined in the Truth and Reconciliation Calls to Action (Section 63).</p> <p>By June 30, 2020, all GSSD students will achieve at least a 5% increase in student attendance.</p>	<p>By June 30, 2019, all GSSD students in Kdn to grade 6 will achieve at least a 2% increase in student attendance.</p> <p>By June 30, 2019, all GSSD students in grades 7 to 12 will achieve at least a 5% increase in student attendance.</p>	<p>By June 2019, 90% of students from K-Gr.4 who are considered "at risk" with attendance will increase their attendance by 2%.</p> <p><b>Schoolmessenger will go out every day at 10 am for students who are marked absent</b></p> <p><b>Classroom teachers will make calls home when students are absent for 3 days. Teachers will record info in Maplewood under Notes.</b></p> <p><b>Attendance information will be mentioned in each of the monthly newsletters and through social media</b></p>	

Division Level Student & Family Focus		School Level	
Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Short-Term Goals &/or Work Plans (Supports Sector and Division Goals)	Evidence of Progress (How Have You Done?)
By June 30, 2020, at least 85% of GSSD students in grades 1 to 6 will be at grade level or above in reading.	By June 30, 2019, at least 83% of GSSD students in grades 1 to 6 will be at grade level or above in reading.	<p>We will work together with the Family Resource Centre.</p> <p>A letter of attendance will go home after a student has had 15% absence. Letters will be kept in the cum folder.</p> <p>Through the SCC we will talk about the importance of attendance and build relationships with the families to determine any barriers the family may be facing.</p> <p>Home visits will happen to determine barriers the family is having for school attendance.</p> <p>By June 2019, at least 80% of students in Grade 1 through 4 will read at or above Grade Level according to the Fountas and Pinnell Assessment.</p> <p>Strong Tier One literacy program using: UbD, balanced literacy, guided reading, independent reading, good fit books.</p>	

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Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Short-Term Goals &/or Work Plans (Supports Sector and Division Goals)
		<p>Students below grade level will be targeted in small RTI groups, LLI and/or Seeing Stars. There are currently 3 LLI groups and will look at word study groups and the F &amp; P guided reading packs</p> <p>Grade 1-4 will use a balanced literacy approach. Interventionists will meet with small groups daily.</p> <p>Grade 1-4 will use consistent language and resources i.e. Daily 5 and CAFÉ during daily instruction, Lori Rog books, Sask Reads document, rubrics, Reading Strategies book</p> <p>Grade alike RTI will be provided for students to develop their literacy skills.</p> <p>Technology to enhance literacy: destination reading, essential skills, raz kids, spelling city, EPIC.</p>
		Evidence of Progress (How Have You Done?)

Division Level Student & Family Focus		School Level	
Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Short-Term Goals &/or Work Plans (Supports Sector and Division Goals)	Evidence of Progress (How Have You Done?)
By June 30, 2020, GSSD will achieve an 85% three-year graduation rate.		Victoria School will utilize the Literacy Coach to support our goals.  Family engagement to talk about how parents are helping out with reading	
By June 30, 2020, GSSD will achieve a 90% five-year graduation rate.			
By June 30, 2020, at least 80% of GSSD students in grades 4, 7, & 9 will be at grade level or above in writing.	By June 30, 2019, at least 63% of GSSD students in grades 4, 7 & 9 will be at grade level or above in writing.	By June 2019, at least 60% of Grade 1-4 students will score a 3 on the Ministry Holistic Writing.  -using the writing continuum  -using the Holistic Rubric  -GSSD writing rubrics  -collecting samples of writing pieces  Writer's workshop – the how, what and why of writing	

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Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Short-Term Goals &/or Work Plans (Supports Sector and Division Goals)	Evidence of Progress (How Have You Done?)
By June 30, 2020, at least 80% of GSSD students in grades 2, 5, & 8 will be at grade level or above in math.	By June 30, 2019, at least 70% of GSSD students in grades 2, 5 & 8 will be at or above grade level in math.	<p>August 29 – Sigmund Brouwer PD</p> <p>Sept 21 – Sigmund Brouwer presentation in the school for Grade 1-4</p> <p>Feb – Sigmund Brouwer presentation</p> <p>Grade 3-4 using Story Ninja kits</p> <p>Attend writing PD being offered after school for teachers</p> <p>EET PD and to use the common language throughout Pre-K-Grade 4</p> <p>Checklists will be used</p> <p>Exemplars</p> <p>Bump it up walls</p> <p>PLC discussions and assessing the writing together</p> <p>Books: Writing powers, Writing Strategies, Making Writing Instruction work</p> <p>By June 2019, at least 65% of Grade K-4 students will score a 3 on the GSSD Number Strand Rubric.</p>	



Division Level Student & Family Focus		School Level	
Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Short-Term Goals &/or Work Plans (Supports Sector and Division Goals) Use Math Screeners for Grade 1-4	Evidence of Progress (How Have You Done?)
By June 30, 2020, at least 90% of students exiting Kindergarten in GSSD will be ready for learning in the primary grades.	By June 30, 2019, 100% of PreK & Kdn teachers will participate in a minimum of 5 specialized early years training opportunities as outlined by the Ministry of Education.	<p>-GSSD number strand rubric</p> <p>-SK Common Math assessments Pre and post assessment from ministry</p> <p>-Appoint Math Catalyst Teacher-Kim Chutskoff and Kimberly Gulka</p> <p>Number Talks</p> <p>Looking at GSSD math document</p> <p>Grade alike RTI will be used to develop numeracy skills.</p> <p>Mathology kits for Grade 1 and 2 with PD on how to use the kits</p> <p>By June 2019, 10% of students scoring yellow or red in the fall testing will score green in the spring testing.</p> <p>EYE testing EET Family engagement – family events. SeeSaw</p>	

Division Level Student & Family Focus		School Level	
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By June 30, 2020, GSSD will achieve at least a 5% increase in student intellectual engagement.	By June 30, 2019, GSSD students in grade 4 to 12 will report at least a 3% increase in student intellectual engagement. By June 30, 2019, GSSD students in grade 4 to 12 will report at least a 3% increase in student intellectual engagement.	Use the early years coach	
By June 30, 2020, GSSD will reduce the number of students reporting anxiety by 5%.	By June 30, 2020, GSSD will reduce the number of students reporting high levels of anxiety by 5%.	By June 2019, Grade 4 students will report a 5% reduction in levels of anxiety.  Inclusion: -morning program -SLC -extra curr activities -school counsellor -teachers trained for FRIENDS -Grade 1 and 4 will use the FRIENDS program -R360 -staff making connections with all students -SOSQ survey in the fall that students participate in	SOSQ

Three times per year, the school team should unpack their LIP. Emphasis should be placed on results. The following questions may be used as prompts for discussion.

- What is on and off target?
- What do we need to adapt in our plan?
- What can we do to be more effective as a team?
- What can I do to be a more effective team member?

How will the plan and progress be communicated to the school community? Note, a copy of the signed LIP should be posted on the school website.

*Handwritten signature of In-School Administrator(s)*

In-School Administrator(s) Signature

Oct. 16/18

Date

*Handwritten signature of School Community Council Chairperson*

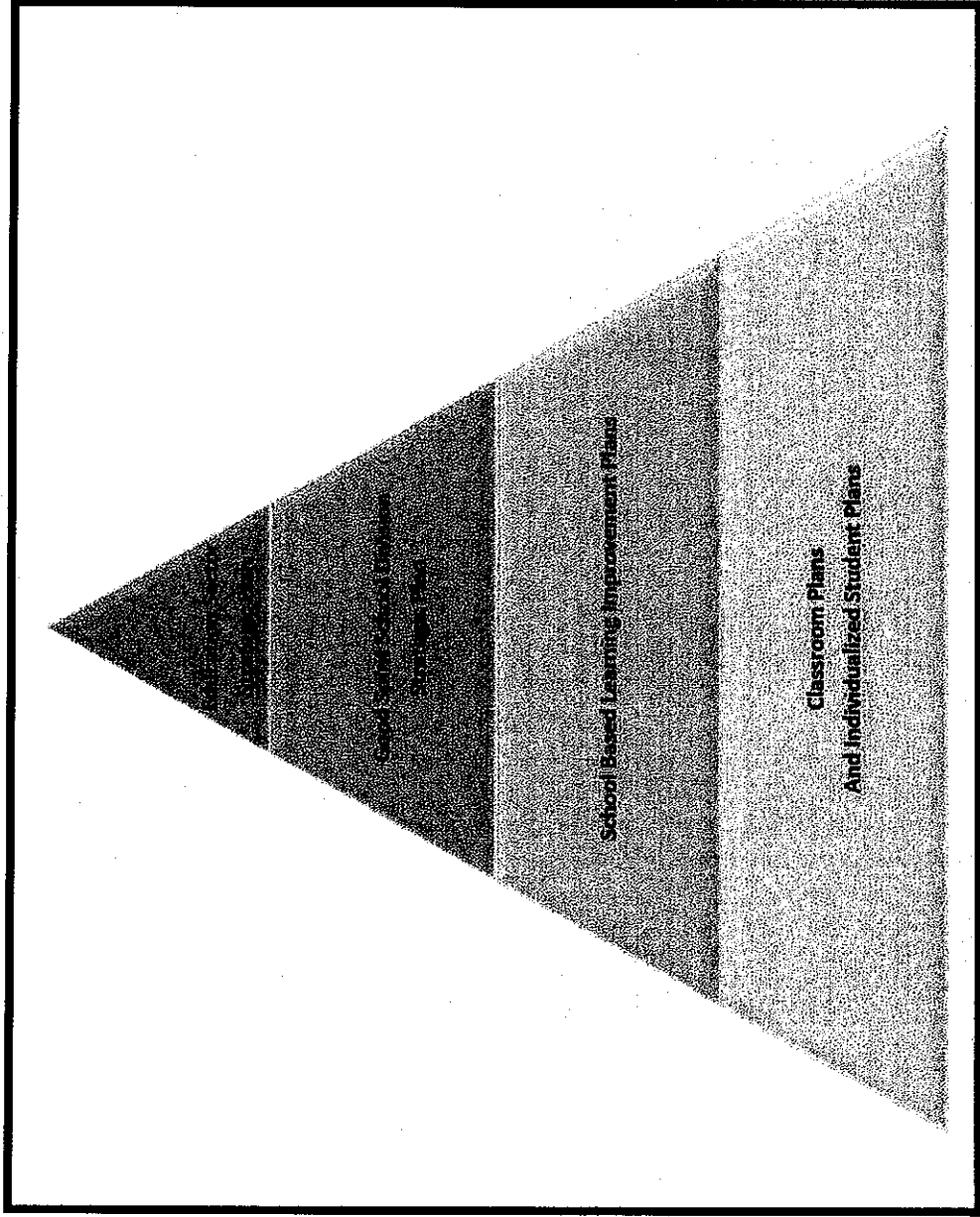
School Community Council Chairperson Signature

Oct. 16/18

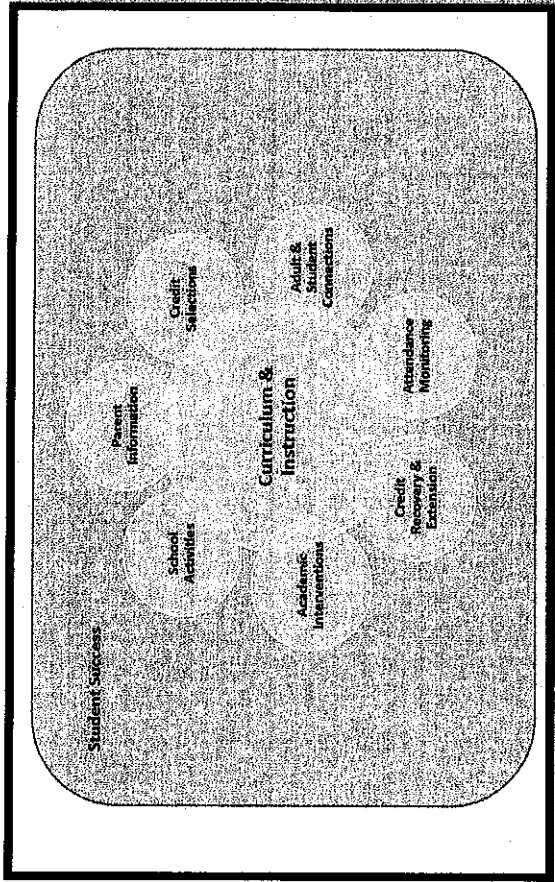
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# Learning Improvement Plan Resources

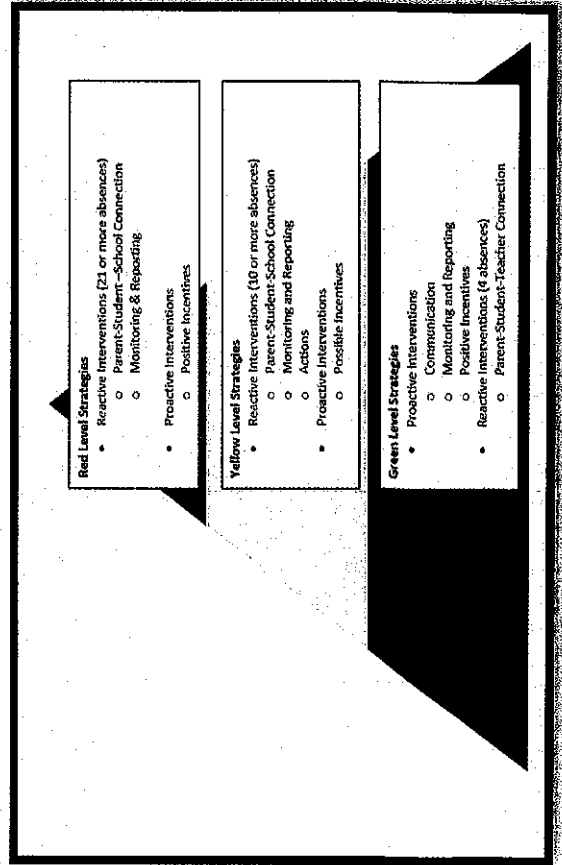
## Strategic Plan Cascade



# GSSD Student Success Framework



# GSSD Attendance Pyramid of Interventions



## GSSD Academic Pyramid of Interventions

### Academic Intervention – The Intersection of the Adaptive Dimension and Response to Intervention

Providing students with timely and regular academic interventions is an important component of the Good Spirit School Division's Framework for Student Success, Achievement and Graduation. This can be accomplished through the systemic implementation of supports and through regular and consistent application of the fundamentals of the Adaptive Dimension.

#### Red Level Strategies

- Curricular and materials, instructional and assessment, or environmental adjustments are selectively and purposefully designed to meet individual student needs.
- Emphasis is on tailoring the content and instructional approach in the context of individual needs so that the student achieves the outcomes.

#### Yellow Level Strategies for small groups of students

- Curricular and materials, instructional and assessment, or environmental adjustments are selectively and purposefully applied to similar interest, need or ability groupings.
- Emphasis is on enriching, extending, reinforcing, or differentiating to stated curricular outcomes.

#### Green Level Strategies for all students

- Decisions about curriculum and materials, instruction and assessment, and environment are applied to all students.
- A variety of instructional approaches is employed.