



Insert school
logo here

Learning Improvement Plan

School: Sturgis Composite School

School Year: 2018/19

COMPONENT ONE – FOUNDATIONAL ITEMS

Division Motto, Mission, Vision, Values, & Aspirational Statements/Compelling Why	School Mission, Vision, Values, & Compelling Why
<p>Motto – Students Come First</p> <p>Mission – “Building Strong Foundations to Create Bright Futures”</p> <p>Vision – “Learning Without Limits ... Achievement For All”</p> <p>Values – Belonging, Respect, Responsibility, Learning, Nurturing and Perseverance</p> <p>Student Learning and Well-Being - 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>Equitable and Balanced Opportunities - 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>	

STUDENT & FAMILY

INTERNAL PROCESSES

PEOPLE CAPACITY

FINANCIAL STEWARDSHIP

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.

COMPONENT TWO – ACTION PLAN

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 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).		SCS teachers 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 by work in their respective core subject curriculums.	
By June 30, 2020, all GSSD students will achieve at least a 5% increase in student attendance.	By June 30, 2019, all GSSD students in Kdn to grade 6 will achieve at least a 2% increase in student attendance. By June 30, 2019, all GSSD students in grades 7 to 12 will achieve at least a 5% increase in student attendance.	Student attendance will be monitored and follow the recommendations from the GSSD Attendance Matters guidebook.	
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.	By June 2019, at least 85% of SCS students, Grades 1 - 6, will read at or above grade level. Strategies/Outcomes * F & P * Guided Reading * LLI groups * SST Pullouts * Explicit Reading Strategy Instruction (mini lessons) * EYE testing * RAZ Kids * Reading A-Z * Tumble Books * Shared reading * Independent Reading * Home Reading	Review fall F&P data Classroom teachers to set reading goals for each student Use data to help determine guided reading groups At monthly staff meeting share successes and challenges

COMPONENT TWO – ACTION PLAN

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?)
		<ul style="list-style-type: none"> * Choral Reading * Community volunteered reading * Saskatchewan Reads * Peer mentoring * Reading Challenges * Seeing Stars * Sigmund Brouwer/Story Ninjas * Modelled Reading * Read Aloud with specific focus on story elements, text features and reading strategies * Literacy Continuum * Word Work <p>Owners</p> <p>Carla O Sherry Tara Lisa Kristin Carla L</p> <p>Timelines</p> <ul style="list-style-type: none"> * F&P Fall and Spring *Target those who are below in the winter *RAZ testing * LLI groups for the fall & spring *Reading A-Z... daily 	<p>Complete F & P refresher in Fall</p> <p>LLI team collaboration with LLI coach</p> <p>Literacy Coaches will co-assess with teachers for F & P</p> <p>Using Word Work as part of balanced literacy</p>

COMPONENT TWO – ACTION PLAN

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 achieve an 85% three-year graduation rate.</p> <hr/> <p>By June 30, 2020, GSSD will achieve a 90% five-year graduation rate.</p>		<p>Mr. Hrynychyshyn will meet with and monitor all students from grades 7-12. Students-teacher in class conferences will take place prior to and after reporting periods.</p> <p>Release time will be used to set up regular scheduled meetings to set up individual plans and to monitor student progress.</p> <p>Mr. Cameron will conduct his annual meeting with grade 12's in September and February to ensure students are on track to graduate.</p> <p>Checking with all subject teachers to ensure students are on pace to obtain their minimum credits.</p> <p>Identify students at risk and discuss and implement a strategic rescue or recovery plan.</p> <p>Attendance strategies through following GSSD Attendance Matters booklet/efile.</p>	<p>Tracking progress of activities on MyBlueprint.</p> <p>Tracking credits of MyBlueprint for grade 10-12 students.</p> <p>In semester II Mr. H. has "graduation tracking" time built into his timetable.</p>

COMPONENT TWO – ACTION PLAN

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 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.	<p>By June 30, 2019, at least 65% of SCS students in grades 4, 7 & 9 will be at grade level or above in writing.</p> <p>All students in Grade 4, 7 and 9 will be scored using the Ministry’s Holistic Writing Rubric.</p> <p>Participate in Writer in Residence program</p> <p>Classroom teachers will utilize GSSD Compose and Create Rubrics in class to guide instruction</p> <p>Strategies</p> <ul style="list-style-type: none"> * Story Ninjas program * GSSD Writing PD opportunities * Writer’s Workshop * Writing Notebooks <p>Owners Carla O Kristen</p>	<p>GSSSD Compose and Create rubrics</p> <p>Ministry Holistic Writing Rubric in grade 4 and 7</p>
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>Teacher will use Sask Common Math Assesment</p> <p>RTI for students needing assistance</p>	<p>Sask Common Assesments</p> <p>Math Rubrics</p> <p>Triangulated assesment</p>

COMPONENT TWO – ACTION PLAN

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>Teachers will attend PD related to Math</p> <p>Monthly Math conversations Teachers will report Math Screener date in CLEVR by October 5, 2018</p>	
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>SPDU Family Engagement PD session Aug. 29/18</p> <p>Outdoor Education Workshop PD in North Battleford September 28/18</p> <p>Engaging in Responsive Environments in K – self study online</p> <p>Literacy Practices in Kindergarten Modules – self study online</p> <p>Play and Exploration: Phase I online modules</p>	
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.	Administer the old TTFM survey and go over results with students and staff.	

COMPONENT TWO – ACTION PLAN

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, 2019, GSSD students in grade 4 to 12 will report at least a 3% increase in student intellectual engagement.		
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%.	<p>Our school surveys grade 4-12 (the old TTFM). Will look at survey results.</p> <p>SOSQ will be administered.</p> <p>Team up anxious student with a safe and trusted student or staff member.</p> <p>Look to create/have a safe area for students to go to.</p> <p>Consultation with GSSD Counsellor Criag Folk. Counsellor works in small and large groups (sometimes with an entire class) educating on anxiety and depression, drug use, bullying.</p> <p>Look at the possibility of Mental Health 10 course.</p>	

COMPONENT THREE - THE REVIEW PLAN

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?

COMPONENT FOUR - THE COMMUNICATION PLAN

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.

The LIP for SCS for 2018-19 will be shared with our SCC and posted on the school website. Any inquires, questions or concerns that are brought up by students, parents, or others will be dealt with by our school team.

Brad Cameron

August 31, 2018

In-School Administrator(s) Signature

Date

Janice Beatty

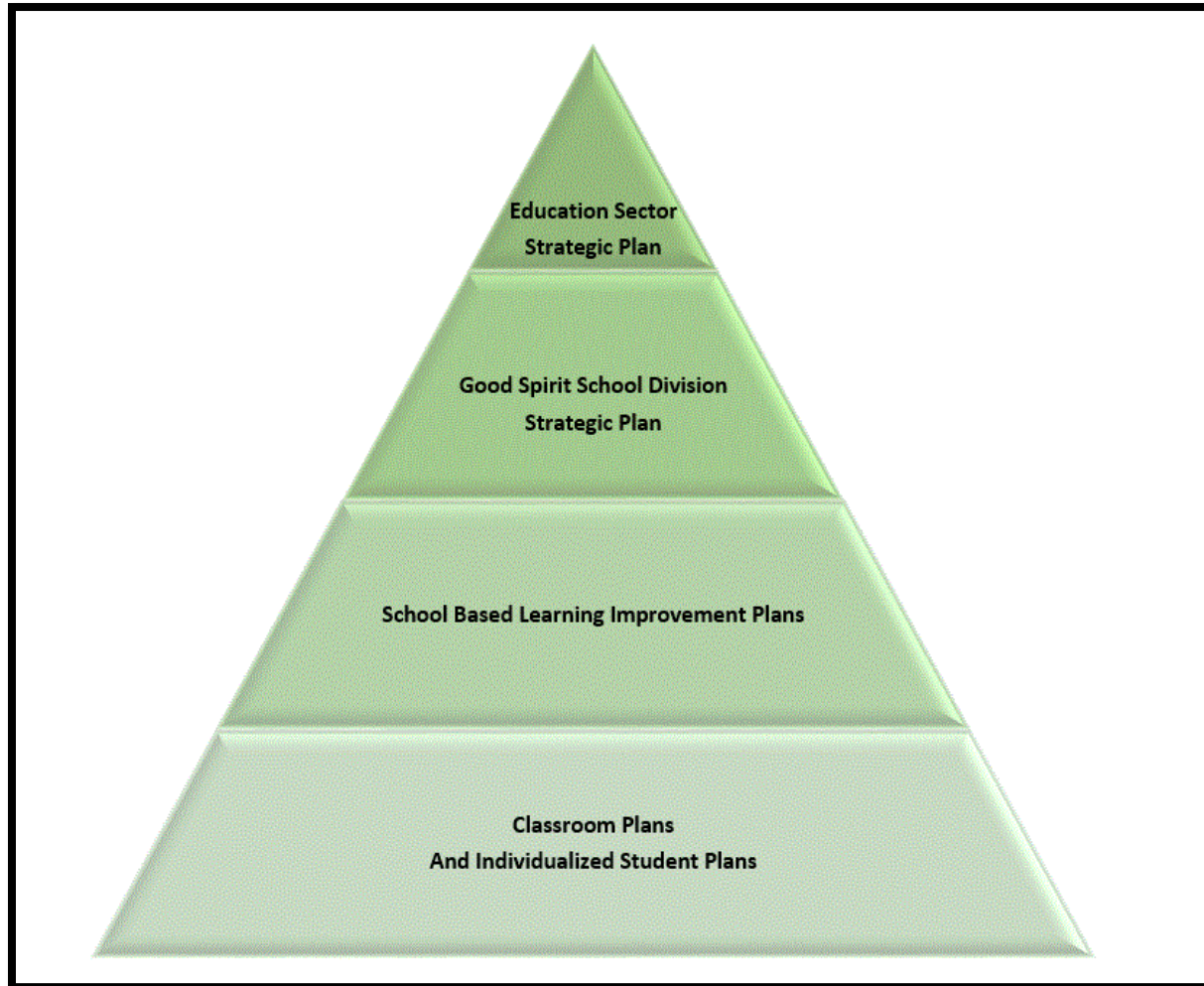
September 18, 2018

School Community Council Chairperson Signature

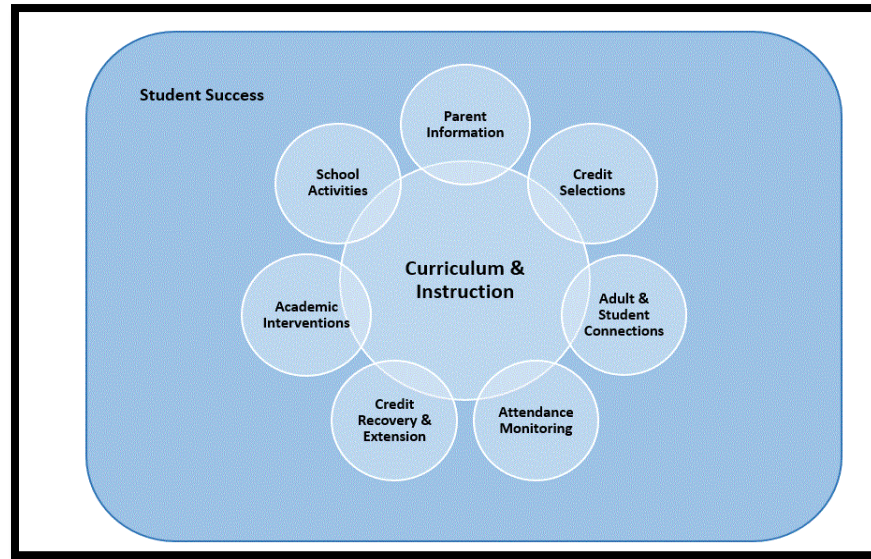
Date

Learning Improvement Plan Resources

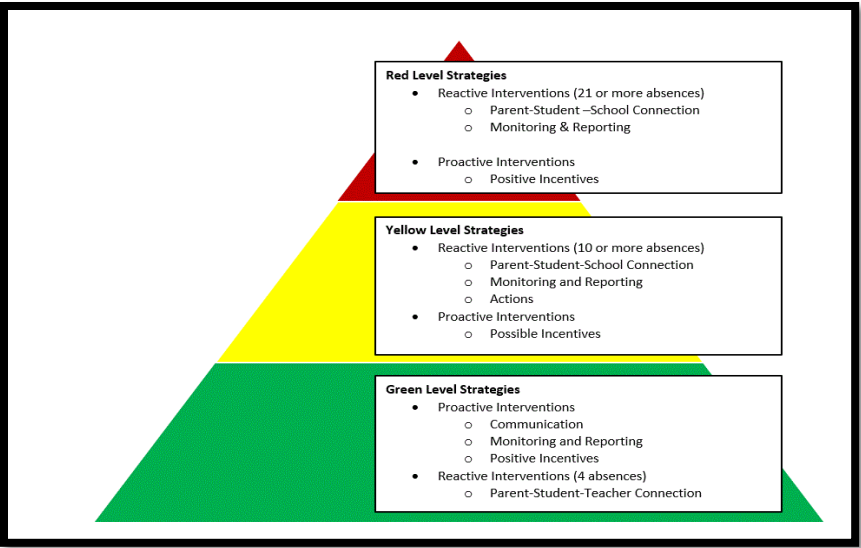
Strategic Plan Cascade



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.

