



## Learning Improvement Plan

**School:** Columbia School

**School Year:** 2018/19

### COMPONENT ONE – FOUNDATIONAL ITEMS

#### Division Motto, Mission, Vision, Values, & Aspirational Statements/Compelling Why

#### School Mission, Vision, Values, & Compelling Why

**Motto** – Students Come First

**Mission** – “Building Strong Foundations to Create Bright Futures”

**Vision** – “Learning Without Limits ... Achievement For All”

**Values** – Belonging, Respect, Responsibility, Learning, Nurturing and Perseverance

**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.

**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

#### Mission Statement

COUGARS strive for excellence!

**Courage**

**Ownership**

**Understanding**

**Growth**

**Acceptance**

**Resilience**

**Spirit**

#### Vision

Inspiring compassionate global citizens who persevere to ignite change, creating positive outcomes for all!

achievement. In some instances, special circumstances will dictate that we go 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.

## Values - The Cougar Code

**Cougars are Respectful.**

**Cougars are Responsible.**

**Cougars are Safe.**

**Cougars are Kind.**

### Cougars use their WITS

**W - walk away**

**I - ignore**

**T - talk it out**

**S - seek out adult help**

**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.

## **Columbia School Compelling Why Questions**

### **1. What does it mean to be a Columbia Cougar?**

- **Inspiring excellence**
- **To have fun**
- **Being the best YOU, you can be**
- **Acceptance**
- **Diversity**
- **Part of a team, part of a family**
- **Strive for excellence**
- **High expectations**
- **Support**
- **Pride**
- **Understanding and not be naïve**
- **Giving the basic needs**
- **Relationship building**
- **Leading by example**

**\*\*\*Our school family that respects diversity and strives for personal excellence\*\*\***

### **2. What do we celebrate?**

- **Character**
- **Relationships with students**
- **Students growth**
- **Celebrate learning from our mistakes**
- **Diversity**
- **Kindness**
- **Learning**

- Initiative
- Positive
- Courage to try something new
- Embrace change
- Inclusiveness
- Programming
- School Spirit
- Fun
- Trust

**3. Why should kids choose to come to Columbia?**

- Safe
- Welcoming
- Compassion and understanding
- Relationship with staff
- Diversity
- Opportunities
- Belonging
- Acceptance
- Solid foundation
- Students come first: support and programming

**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).		<b>By June 30, 2019, Columbia School 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).</b>	<b>Columbia School will recognize and honor “Every Child Matters” on September 27 by having as many staff and students participating in “Orange Shirt Day”. Elders to speak to students throughout the school year on a variety of First Nation topics. Columbia School will continue to offer programs for students in the areas of Drum Group, Beading Group &amp; Language Club throughout the entire 2018-19 school year.</b>
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.	<b>By June 30, 2019, all students in K to grade 6 will achieve at least a 2% increase in student attendance from 2017-18 percentages. By June 30, 2019, all students in grades 7 &amp; 8 will achieve at least a 5% increase in student attendance from 2017-18 percentages.</b>	<b>Administration, teachers, school counselor &amp; ACW will ensure to follow GSSD Attendance AP 340 and document monthly on students that are an attendance concern. Administration &amp; ACW will deliver attendance letters as needed on a monthly basis.</b>
By June 30, 2020, at least 85% of GSSD students in grades 1 to	By June 30, 2019, at least 83% of GSSD students in grades 1 to 6 will be at grade level or above in reading.	<b>By June 2019, 83% of students in grades 1-6 will be at or above grade level</b>	<b>All students in grades 1 to 6 who are below their grades’ instructional level as</b>

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6 will be at grade level or above in reading.		according to the Fountas & Pinnell BAS or their IIP target level in ELA.	<p>measured by Fountas and Pinnell in September, will demonstrate at least three levels of growth by June 2019.</p> <p>All grade 1-3 teachers will have implemented word study according to GSSD Criteria.</p> <p>All grade 1-8 teachers will implement guided reading according to GSSD criteria.</p> <p>All grade 1-8 teachers will implement independent reading according to GSSD Criteria.</p> <p>Students who appear to be significantly below grade level in reading in grades k-8 will have a targeted literacy intervention plan implemented.</p>
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.	65% of the students in grades 4 & 7 will achieve a score of 3 or better on the Ministry Holistic Writing Rubric or meet their IIP target level by June 2019.	<p>All teachers will be using the Ministry Writing Continuum to plan for writing instruction.</p> <p>All teachers will using the GSSD Compose &amp; Create Analytical rubrics to assess and provide feedback to students.</p>
By June 30, 2020, at least 80% of GSSD students in grades 2,	By June 30, 2019, at least 70% of GSSD students in grades 2, 5 & 8 will be at or above grade level in math.	70% of the students in grades 2, 5 & 8 will achieve a score of 3 or better on the Ministry Hollistic Number Strand Rubric	All grade 2-8 teachers will implement the GSSD Math screeners to determine if

**COMPONENT TWO – ACTION PLAN**

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5, & 8 will be at grade level or above in math.		or meet their IIP target level by June 2019.	RTI is required for specific students. All teachers will use the K-8 GSSD Math Analytical rubrics.
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.	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. 88% of the students will achieve green on the EYE by June 2019, to ensure that they are ready for learning in the primary grades.	Columbia School will be holding a minimum of 1 monthly “Family Engagement Event” per month, throughout the 2018-19 school year.
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, male students in grade 4 to 6 will report at least a 3% increase in student intellectual engagement from TTFM data. By June 30, 2019, female students in grade 4 to 6 will report at least a 3% increase in student intellectual engagement from TTFM data. By June 30, 2019, male students in grade 7 & 8 will report at least a 3% increase in student intellectual engagement from TTFM data. By June 30, 2019, female students in grade 7 & 8 will report at least a 3% increase in student intellectual engagement from TTFM data.	Columbia School staff is committing to “Mindfulness” training and PD opportunities throughout the 2018-19 school year to help with engagement of students in the classroom.

<b>COMPONENT TWO – ACTION PLAN</b>			
<b>Division Level</b> Student & Family Focus		<b>School Level</b>	
<b>Long–Term Goals</b> (Supports Sector Plan)	<b>Short-Term Goals</b> (Supports Long-Term Goal)	<b>Short-Term Goals &amp;/or Work Plans</b> (Supports Sector and Division Goals)	<b>Evidence of Progress</b> (How Have You Done?)
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><b>By June 2019, male students in grade 4 to 6 will report a 5% reduction in levels of anxiety from TTFM data.</b></p> <p><b>By June 2019, male students in grade 7 and 8 will report a 5% reduction in levels of anxiety from TTFM data.</b></p> <p><b>By June 2019, female students in grade 4 to 6 will report a 5% reduction in levels of anxiety from TTFM data.</b></p> <p><b>By June 2019, female students in grade 7 and 8 will report a 5% reduction in levels of anxiety from TTFM data.</b></p>	

<b>COMPONENT THREE - THE REVIEW PLAN</b>
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• What is on and off target?</li> <li>• What do we need to adapt in our plan?</li> <li>• What can we do to be more effective as a team?</li> <li>• What can I do to be a more effective team member?</li> </ul>

<b>COMPONENT FOUR - THE COMMUNICATION PLAN</b>
<p><b>How will the plan and progress be communicated to the school community?</b></p> <p>LIP will be first presented to the SCC on September 11 to get their approval.</p> <p>The plan and progress of the learning plan will be communicated through the following:</p> <ul style="list-style-type: none"> <li>• Update item at every SCC meeting</li> <li>• Literacy Information at Student Led Conferences</li> <li>• Planned Family Engagement Events</li> </ul>

- Parents Promoting Reading Bulletin Board

The SCC will assist in communicating the school's LIP goals through involvement at Student Led Conferences and Meet the Family Night. Information will also be sent out in monthly school newsletter.  
The School LIP will be posted on the school website for the community to access.

*Bryce Krawetz*

In-School Administrator(s) Signature

September 11, 2018

Date

*David B.*

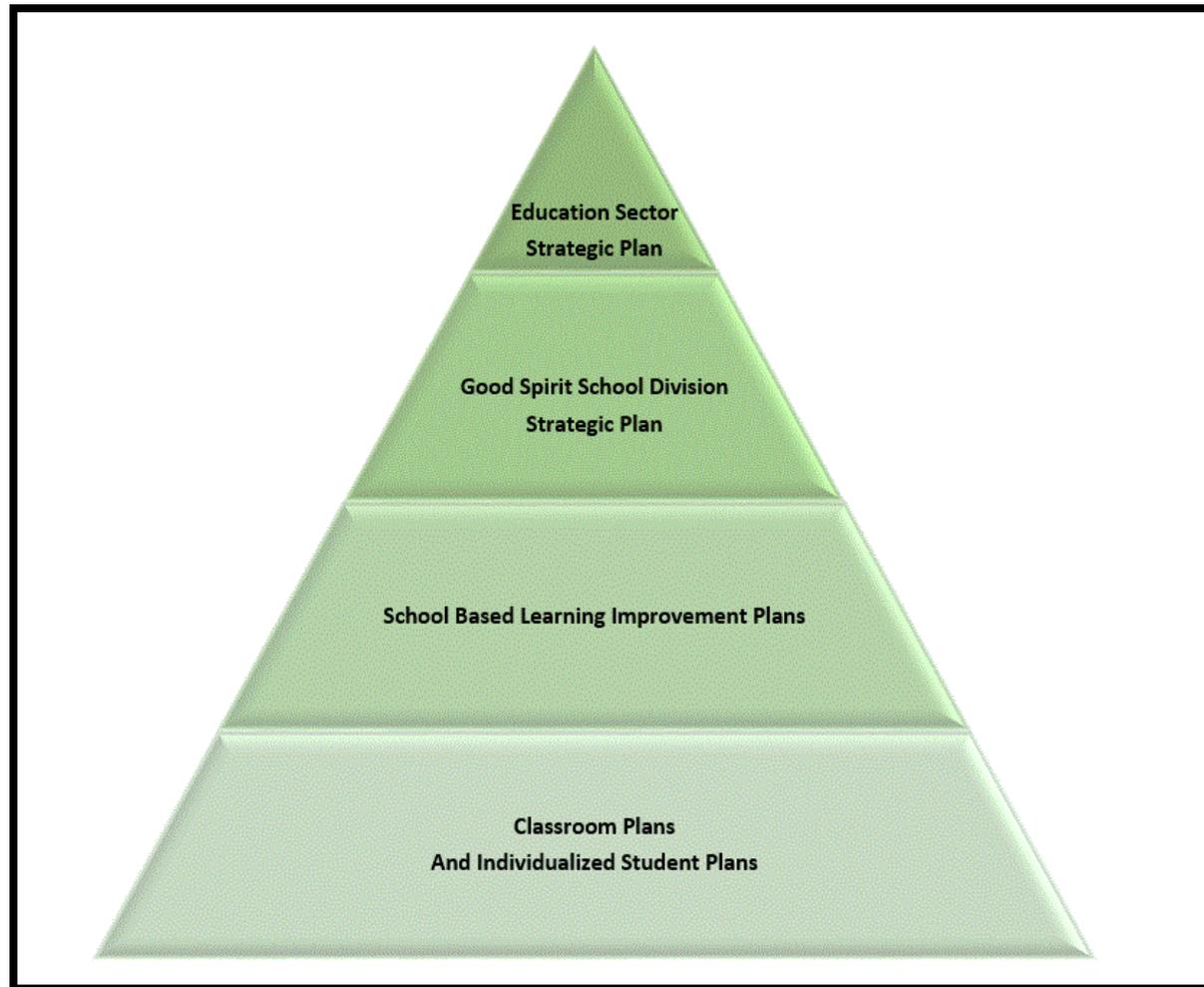
School Community Council Chairperson Signature

September 11, 2018

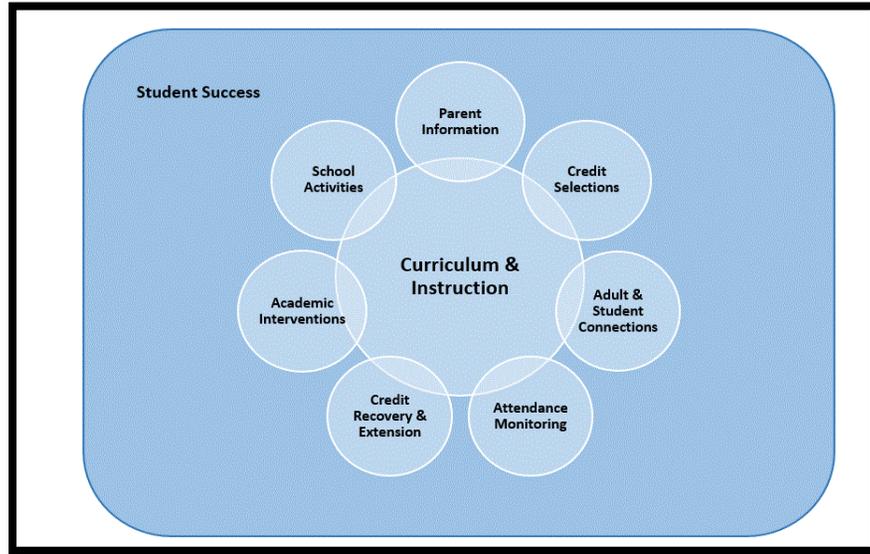
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## Learning Improvement Plan Resources

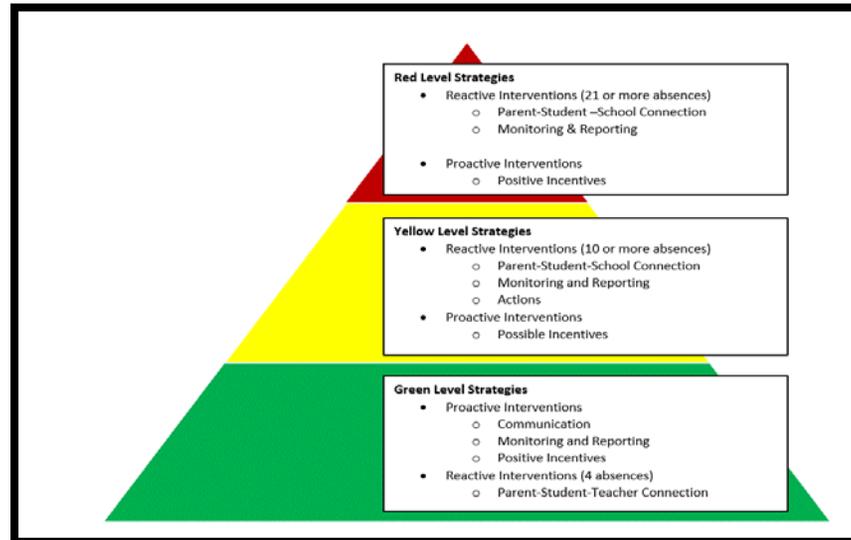
### Strategic Plan Cascade



## 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.