



Learning Improvement Plan 2016-17



COMPONENT ONE: Setting the Context

School: Columbia School
Feeder Communities: None
Principal: Mr. Bryce Krawetz
Vice-Principal: Mr. Tim Bomboir

School Profile

Grade	PreK	K	1	2	3	4	5	6	7	8	Total
2014-15	32	48	34	42	46	43	43	35	22	30	375
2015-16	32	49	48	39	46	47	50	42	33	22	408
2016-17	32	45	51	51	40	46	55	53	47	35	455
2017-18	32	48	45	51	51	40	46	55	53	47	468
2018-19	32	48	48	45	51	51	40	46	55	53	469

Anomalies

Presently the school has 42(March 16) EAL students not including pre-k, the majority being from the Philippines.

Current Staff FTE = 27.36

Teachers – 24.40

Student Support Teachers – 2.05 FTE

Educational Assistants – 12 (10 EAs at 5.5 hours/day, 1 EA at 5.75 hours/day & 1 EA at 4.5 hours/day)

School Counselor – 0.80

Library Tech – 1 (7 hours/day)

Admin Assistant – 1 (8 hours/day)

Custodians – 2 (8 hours/day)

Projected Number of Classes for 2017-18 = 20

COMPONENT TWO: School Learning Improvement Plan

Division Motto, Mission, Vision & Values	School Mission, Vision & Values
<p align="center">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 and Nurturing</p>	<p>Our mission is developing productive and caring citizens through education. We achieve our mission through our vision which believes: Responsible, confident and caring citizens reflect pride in themselves through academic and personal achievements.</p>

Division Level		School Level		
Division Goals (Student & Family Focus)	Department Goals	Goals	Action/Work Plans (including RtI Process)	Evidence of Progress
<p>By June 2020, at least 85% of GSSD students will be at grade level in reading, writing, and math</p>	<p>By June 2017, at least 80% of GSSD students will read at or above grade level in Grades 1 to 6.</p> <p>By June 2017, at least 75% of GSSD students in Grades 4, 7, and 9 will score a 3 on the GSSD Compose and Create Rubric.</p>	<p>100% of the students will achieve a grade of “meeting grade level expectations” in the strand of “Comprehend & Respond” or their IIP target level in ELA by June 2017.</p> <p>All students in grades 1 to 6 who are below their grades’ instructional level as measured by Fountas and Pinnell in September, will demonstrate at least two levels of growth by June 2017. All students on IIPs will meet their reading target levels.</p>	<p>The Action Plan(Teams and Timelines)</p> <p>March 2017, 63.5% of the students in grades 1-8 met or exceeded “grade level expectations” in the strand of “Comprehend & Respond”.</p> <p>November 2016, 62% of the students in grades 1-8 met or exceeded “grade level expectations” in the strand of “Comprehend & Respond”.</p> <p>In 2015-16, 65% of the students in grades 1-6 met “grade level expectations” in the strand of “Comprehend & Respond” and 90.4% of the students in grades 7 & 8 achieved a grade of 70% or better.</p> <p>Timelines and Strategies</p>	<p>Evidence of Progress</p> <p>Evidence of progress will be documented in CLEVR. Teachers will indicate what they believe are the contributing factors to the student not succeeding.</p> <p>Reassessment results will also be included.</p> <p>Student Support</p> <p>The School SST will work with teachers to ensure that students utilizing IIP’s will be included as part of the LIP. Another area of focus will be the inclusion of all students into the regular classroom as</p>

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			<p>Kindergarten will use information from EYE to guide instruction.</p> <p>The grades 1-8 teams will work with the Literacy coaches and SST to ensure that the outcomes of the ELA curriculum are being interpreted and assessed correctly. At least 2 assessments that will be used to report essential learnings to parents must be agreed upon by grade partners. Common assessments were created (using SMART goals) so that students who do not meet a proficient standard can be identified for additional support. Students who are not meeting proficient standards will be identified in CLEVR. Students who are identified in CLEVR will be discussed at a monthly Learning Intervention meeting to determine if additional supports need to be established.</p> <p>As well: All students in grades 1-6 will be assessed using the Fountas and Pinnell reading assessments, students in grade 7 that are in red will also be assessed.</p> <p>Students who appear to be significantly below grade level in</p>	<p>much as possible using targeted interventions and differentiated instruction based on readiness. The school's SST's will have a monthly Learning Intervention meeting to provide input to help provide resources for students who may require additional support.</p> <p>The Role of the School Community Council The council sees a role in encouraging families to focus on the school's literacy goal through personal contacts, organized family reading events, and networking with other SCC's. For 2016/2017 the SCC's goal is to help engage parents in read-at-home activities that will increase the reading skills of their children.</p> <p>School Book Fair One School One Book</p>

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			<p>reading in grades 1-6 may be supported through Levelled Literacy Intervention.</p> <p>Students who appear to be significantly below grade level in reading in grades 1-6 will be supported with DI.</p>	
By June 2020, at least 85% of GSSD students will be at grade level in reading, writing, and math.	By June 2017, at least 75% of GSSD students in Grades 2, 5, and 8 will score a 3 on the GSSD Number Strand Rubric.	100% of the students will achieve a grade of “meeting grade level expectations” in the strand of “Number Sense” or their IIP target level in Math by June 2017.	<p>The Action Plan(Teams and Timelines) March 2017, 61.5% of the students in grades 1-8 met or exceeded “grade level expectations” in the strand of “Number Sense”.</p> <p>November 2016, 66% of the students in grades 1-8 met or exceeded “grade level expectations” in the strand of “Number Sense”.</p> <p>In 2015-16, 60% of the students in grades 1-6 met “grade level expectations” in the strand of “Number Sense” and 90.4% of the students in grades 7 & 8 achieved a grade of 70% or better.</p> <p>Timelines and Strategies Kindergarten will use information from EYE to guide instruction.</p>	<p>Evidence of Progress Evidence of progress will be documented in CLEVR. Teachers will indicate what they believe are the contributing factors to the student not succeeding. Reassessment results will also be included.</p> <p>Student Support The School SST will work with teachers to ensure that students utilizing IIP’s will be included as part of the LIP. Another area of focus will be the inclusion of all students into the regular classroom as much as possible using targeted interventions and differentiated</p>

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			<p>The grades 1-8 teams will work with the Math Coach where applicable and SST to ensure that the outcomes of the Math curriculum are being interpreted and assessed correctly. At least 2 assessments that will be used to report essential learnings to parents must be agreed upon by grade partners. Common assessments were created (using SMART goals) so that students who do not meet a proficient standard can be identified for additional support. Students who are not meeting proficient standards will be identified in CLEVR. Students who are identified in CLEVR will be discussed at a monthly Learning Intervention meeting to determine if additional supports need to be established.</p> <p>Implement elements of the Indicators of Effective Math Instruction.</p>	<p>instruction based on readiness. The school's SST's will have a monthly Learning Intervention meeting to provide input to help provide resources for students who may require additional support.</p> <p>The Role of the School Community Council The council sees a role in encouraging families to focus on the school's math goal through personal contacts, and organized family events. For 2016/2017 the SCC's goal is to engage parents in math activities that will increase the problem solving skills of their children.</p> <p>Newsletter Ideas or games for home Table at Book Fair/Student Led Conferences with handouts for parents with Math ideas</p>

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By June 2020, at least 90% of students exiting Kindergarten in GSSD will be ready for learning.	By June 2017, at least 85% of students exiting Kindergarten in GSSD will be ready for learning.	100% of the students will achieve green on the EYE by June 2017, to ensure that the students are ready for learning in the primary grades.	<p>Timelines and Strategies November 2016, 40% of kindergarten students are in the green area of the EYE assessment. The Pre-K and K team will work with the Student Support Teachers to increase their understanding of the outcomes of the curriculum to ensure that students in the classroom who require additional support will be “red flagged” for support. Kindergarten will use information from EYE to guide instruction.</p> <p>Students who are not meeting proficient standards will be identified in CLEVR. Students who are identified in CLEVR will be discussed at a monthly Learning Intervention meeting to determine if additional supports need to be established.</p>	<p>Evidence of Progress Evidence of progress will be documented in CLEVR. Teachers will indicate what they believe are the contributing factors to the student not succeeding. Reassessment results will also be included. Student Support The School SST will work with teachers to ensure that students utilizing IIP’s will be included as part of the LIP. Another area of focus will be the inclusion of all students into the regular classroom as much as possible using targeted interventions and differentiated instruction based on readiness. The school’s SST’s will have a monthly Learning Intervention meeting to provide input to help provide</p>

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				resources for students who may require additional support
<p>By June 2018, all GSSD teaching staff will use the Indicators of Responsive Teaching to reflect on their teaching practices and set professional growth plan goals in target areas.</p>	<p>GSSD will continue to work towards the actualization of our 5 Year PD Plan. The continued focus being classroom environments, UbD Planning (curriculum knowledge, assessment and instruction). New teachers to GSSD will receive on-going support and training during the CLASS ACT sessions during the year. Focus areas include support services, the 5 Year PD Plan, etc....</p> <p>Educational assistants new to GSSD are orientated to the position through the TEAM Orientation Process. On-going professional development is also provided during the year from internal and external providers.</p> <p>All GSSD Schools will utilize Review 360 (R360) consistently to record incidents regarding students' behaviour.</p>	<p>All teaching staff will use the Indicators of Responsive Teaching to reflect on their teaching practices and set professional growth plan goals in target areas.</p> <p>Educational assistants will complete the TEAM Orientation Process.</p> <p>Columbia School will continue to use R360 for all in class and office referrals. Columbia School will continue to follow the School-Wide Behaviour Plan.</p>	<p>Timelines and Strategies Teachers will meet with administration in September and June to review their professional growth plans and binder. Administration will also be meeting with staff throughout the school year on an informal basis to review how the professional growth plan is going. Staff will submit initial growth plan in September, a mid-year reflection in February and a year-end reflection by June 2, 2017. Educational assistants will complete the TEAM Orientation process with teacher by September 30. Columbia School will continue to use R360 for all in class and office referrals.</p>	<p>Evidence of Progress Teachers will compile evidence in their professional binder that will show their growth throughout the school year on their growth plan. Educational assistants are on a rotational basis for Appraisal Reviews and will continue to follow that schedule. Every second year there will be a formal appraisal completed. R360 information will be reviewed by staff and used to help setup behavior plans for students if needed.</p>

COMPONENT THREE: The Communication Plan

How will the plan and progress be communicated to the school community?

The plan and progress of the learning plan will be communicated through the following:

- Update item at every SCC meeting
- Literacy Information at Student Led Conferences
- Planned Events – Literacy Night
- Parents Promoting Reading Bulletin Board

The SCC will assist in communicating the school’s SMART goals through involvement at Student Led Conferences and Open House.

Teachers will explain to parents at student led conferences how they are working with their children to improve their literacy and math skills in support of the school goal.

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.

In-School Administrator(s) Signature	SCC Chairperson Signature