

Learning Improvement Plan Template



School: MC Knoll

Year: 2017/18

Principal: Jason Trost

Vice-Principal: Phil Adams

COMPONENT ONE - FOUNDATIONAL ITEMS

Division Motto, Mission, Vision & Values	School Mission, Vision & Values
<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>Relationships Matter: Mindset Brings Success</p>

COMPONENT TWO – ACTION PLAN

Division Level	School Level			
Long-Term Goals (Supports Sector Plan)	Short-Term Goals (Supports Long-Term Goal)	Action/Work Plans	People Responsible	Evidence of Progress (How Have You Done?)
<p>By June 2020, at least 85% of GSSD students will be at grade level in reading.</p> <p>2016-2017 Data At or Above level Gr 1 – 75% Gr 2 – 96% Gr 3 – 79% Gr 4 – 81% Gr 5 – 87% Gr 6 – 89%</p>	<p>By June 2017, at least 85% of MC Knoll students will read at or above grade level in Grades 1 to 6.</p>	<ol style="list-style-type: none"> All of our grade 1 to 6 students will be given the Fountas & Pinnell Reading Assessment according to GSSD timelines. This data will be reported to the community as part of the 2017-2018 School Report Grade 7 students who are below level will be given the Fountas & Pinnell Reading Assessment according to the grade 2 timelines. The SST will administer this assessment. The Grade 1 Early Literacy Assessments will be given in September. These assessments will guide group formation in early October. All teachers of ELA will use their UBD year plan for each context being taught. Teachers will continue to amend these documents as they work through them The Grade 1 to 3 teachers will use the F&P Word Study program as part of their balanced instructional approach Levelled Literacy Interventions will be offered to students under level using the GSSD look fors and criteria. The student selection meetings happen in October, January, April and June. Seeing Stars will be offered to students who are not having success with LLI. 	<ol style="list-style-type: none"> Reeve, Morley, Rodgerson, Budz, Stewart, Michalchuk, Heshka, Muir, Knight, Erhardt, Adams Reeve, Morley All teachers Reeve, Morley, Budz, Stewart, Michalchuk, Rodgerson Adams, Erhardt, Jarvis, Trost, Adams, Jarvis 	<ul style="list-style-type: none"> Monthly Recovery meetings for Tier 2 4 LLI meetings annually F&P data analysis to measure student, classroom and school progress

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		<p>8. The GSSD ELA Outcome Rubrics will be used to report progress to the students and parents.</p> <p>9. Student Led Conferences in November and March will ensure students and parents are able to compare their reading level to exemplars</p> <p>Professional Development Plan:</p> <ul style="list-style-type: none"> • SK Reads for Kindergarten to Grade 4 with focus on Word Study and Independent Reading ✓ Early Literacy Practices in Kindergarten – Hanson– August 2017 <p>Intervention Plan:</p> <ul style="list-style-type: none"> • Core instruction • Recovery Periods • LLI • Seeing Stars • PSP 	<p>8) All teachers</p> <p>9) All teachers</p>	
<p>By June 2020, at least 90% of students exiting Kindergarten in GSSD will be ready for learning.</p> <p>2016-2017 Data: Awareness of Self 100% Social Skills 100% Cognitive Skills 89% Lang/Commun 93%</p>	<p>By June 2018, at least 95% of students exiting Kindergarten from MC Knoll will display appropriate development in each of the 5 EYE TA Domains (Awareness of Self, Social Skills,</p>	<p>1. The Early Years Evaluation (EYE) will be given to assess our Kindergarten student’s readiness for learning in November.</p> <p>2. Homeroom teacher will meet with PSP to discuss students at risk</p> <p>3. Classroom Interventions will be put in place for students who not meeting expectations</p> <p>4. The EYE will be given in May to students who were not meeting expectations on the original assessment.</p> <p>5. Transition meetings with the Kindergarten and Grade 1 teacher will ensure our student supports are in place as students enter grade 1.</p> <p>6. The EYE data will be reported to the community as part of the 2017-2018 School Report</p> <p>7. The Kindergarten teacher will develop Professional Growth Goals connected to early literacy practices.</p> <p>Intervention Plan:</p> <ul style="list-style-type: none"> • Core instruction 	<p>1. Hanson</p> <p>2. Hanson, Welke, Haczkevicz</p> <p>3. Hanson</p> <p>4. Hanson</p> <p>5. Hanson, Reeve, Morley, Trost, Adams</p> <p>6. Trost</p> <p>7. Hanson</p>	<ul style="list-style-type: none"> • EYE analysis in November • EYE analysis in May

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Fine Motor 89% Gross Motor 100%	Cognitive Skills, Language and Communication, Fine motor skills	<ul style="list-style-type: none"> Student Support 		
By June 2020, at least 80% of GSSD students will be at grade level in writing. 2016-17 data: None to report	By June 2017, at least 75% of MC Knoll students in Grades 4, 7, and 9 will score a 3 on the GSSD Compose and Create Rubric.	<ol style="list-style-type: none"> All students in Grade 4, 7 and 9 will be scored using the Ministry's Holistic Writing Rubric. This data will be reported to the school community in the 2017-2018 school report. Five staff members will be sent to PD out of division and offer strategies to support core instruction for writing at the December staff meeting A resident writer will be hired to motivate students in grade 3 and 4. Administrator walk thrus will use the Writing Continuum and offer feedback to improve core instruction All teachers will use the GSSD Analytical Compose & Create rubrics when reporting to parents and offering feedback to students. Professional Development Plan: <ul style="list-style-type: none"> ✓ Making Writing Instruction Work – Warman – Phillippi & Cannon - Sept 14 & 15 • Jennifer Serravallo – Saskatoon – Michalchuk, Heshka, Adams - Nov 14 Intervention Plan: <ul style="list-style-type: none"> • Core instruction / Recovery Periods / Student Support 	<ol style="list-style-type: none"> Heshka, Michalchuk, Jordan, Phillippi Heshka, Michalchuk, Cannon, Phillippi, Adams Heshka, Michalchuk, Stewart Trost, Adams 	<ul style="list-style-type: none"> GSSD Compose and Create Rubrics Ministry Holistic Writing Rubric in grade 4 and 7
By June 2020, at least 80% of GSSD students will be at grade level in math. 2016-2017 Data:	By June 2018, at least 75% of MC Knoll students in Grades 2, 5, and 8 will score a 3 on the GSSD Number Strand Rubric.	<ol style="list-style-type: none"> All of our students in grades 1 to 8 will be given the GSSD Grade Level Screeners for the following grade by June. This data will be reported to the community as part of the 2017-2018 School Report The GSSD Screener Reporting Tool will be used to guide the instruction of teachers. Vertical columns represent core instruction needs. Horizontal columns represent individual interventions needed. The GSSD Math Outcome Rubrics will be used to report progress to the students, parents and community in the 2017-2018 School Report. 	<ol style="list-style-type: none"> Classroom Teachers Classroom Teachers Classroom Teachers Budz, Rodgerson, Muir, 	<ul style="list-style-type: none"> Monthly recovery meetings for Tier 2 interventions GSSD entry screener analysis

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No data to report	<p>Specific to MC Knoll: By June 2018, 80% of our students in Grade 1 to 8 will be at level or above on the Math Entry Screening Tool</p>	<ol style="list-style-type: none"> 5. The Provincial Math Rubric for will be given in grades 2, 5 & 8. This data will be compared to our report card marks as well as our Grade level screeners 6. Saskatchewan Common Assessments will be given at unit end for student assessment and to ensure level of questioning is accurate. 7. Student Led Conferences in November and March will ensure students and parents are able to compare their math level to exemplars 8. An Intervention Plan will be created by the Math team with the intent of beginning a systematic approach to interventions in 2018-2019. <p>Professional Development Plan:</p> <ul style="list-style-type: none"> • SPDU – Number Talks Workshop – Yorkton – Knight, Reeve - Sept 22 • SUM Conference – Saskatoon – Reeve, Morley, Trost - Oct 22 & 23 <p>Intervention Plan:</p> <ul style="list-style-type: none"> • Core instruction • Recovery Periods • Student Support 	<p>McDowell, Cannon, Jordan</p> <ol style="list-style-type: none"> 5. Classroom Teachers 6. Classroom Teachers 7. Classroom Teachers 8. Trost, Adams, Jarvis, Muir 	<ul style="list-style-type: none"> • School report cards
<p>By June 2020, < 10% of GSSD students will report being affected/impacted by depression and anxiety</p> <p>2016-2017 Data:</p> <p>Gr 7-8 Boys Anxiety 19%</p>	<p>By June 2018, all MC Knoll students in grade 4-8 will report a 5% reduction in levels of anxiety.</p> <p>By June 2018, all MC Knoll students in grade 7&8 will report a</p>	<ol style="list-style-type: none"> 1. A school wide Behavior Matrix will be developed that outlines behavior expectations for our school. This matrix will be taught to students in homeroom classes 2. R360 will be used to track behavior incidents. Staff will input behavior incidents that are above a student’s baseline behavior. 3. The Behavior Intervention Team will flag and intervene students who have an inordinate amount of R360 entries or have demonstrated a red behavior 4. R360 data will be analyzed to see areas for potential areas of PBIS Professional development. 5. Students will set goals at student-led conferences geared specifically to their learning behaviors 6. Tell Them From Me will be administered to Grade 4 to 8 students in April to evaluate. 	<ol style="list-style-type: none"> 1. All Staff 2. Homeroom teachers 3. Trost 4. Trost 5. Homeroom teachers 6. Heshka, Michalchuk, 	<ul style="list-style-type: none"> • R360 entries • TTFM analysis in April

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Gr 7-8 Girls Anxiety 49% Gr 7-8 Boys Depression 16% Girls Depression 46%	5% reduction in levels of depression.	7. A Buddy Bench will be purchased and installed on the playground to encourage our student's sense of belonging. 8. FRIENDS Mental Health programming will be administered in all grades as part of the Health Curriculum. This program will be offered every 2 years. 9. Activities in Grades 4 to 6 will be offered to encourage students to become involved in sports in the middle years. 10. Intramural programming across grades will encourage school wide relationships. 11. The <i>Fuel Their Schools</i> Grant will provide funding so students can have a healthy snack after intramurals. 12. Students in grade 1,2,7 & 8 will be buddied together for peer tutoring of the Behavior Matrix 13. Adventure Education will be offered for students in grade 7 & 8 to show the venues and activities Yorkton has that can promote positive mental health. Professional Development Plan: <ul style="list-style-type: none"> ✓ FRIENDS Training – Yorkton – Cannon, Phillippi, Jordan, Trost, Harman – August 2017 • SPEA – Regina – McDowell, Schendel – May 2018 Intervention Plan: <ul style="list-style-type: none"> • See Behavior Pyramid 	Muir, McDowell, Knight, Phillippi, Jordan, Cannon 7. Adams 8. Jordan, Cannon, Phillippi, Trost, Harman 9. Jordan, Adams, Trost 10. Schendel 11. Schendel 12. Behavior Matrix 13. McDowell	
Attendance 2016-2017 Data 2% missed >25% 10% missed 10%-24%	90% of MC Knoll students will miss less than 10% of school	1) Classroom teachers will flag students who have missed 3 consecutive days or an estimated 20% of regular classes. These students will be referred to administration as outlined in the Behavior Pyramid 2) A form letter will go home in report cards of students who have missed 10% + of school. This letter will stress the importance of attendance and list the actual percentage of days missed. 3) Students who are missing more than 20% of school will be placed on an attendance contract. Intervention Plan:	1) Classroom teachers 2) Adams 3) Adams	<ul style="list-style-type: none"> • Maplewood data at report card time will flag attendance concerns

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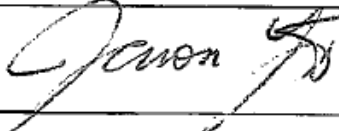

Division Level	School Level			
Long-Term Goals <small>(Supports Sector Plan)</small>	Short-Term Goals <small>(Supports Long-Term Goal)</small>	Action/Work Plans	People Responsible	Evidence of Progress <small>(How Have You Done?)</small>
		<ul style="list-style-type: none"> Homeroom classroom support Behavior Intervention Team PSP/GSSD support 		

COMPONENT THREE - THE REVIEW PLAN

<p>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.</p>
<ul style="list-style-type: none"> 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

<p>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.</p>
<ul style="list-style-type: none"> The LIP will be placed on the school webpage The LIP will be a standing item on the Administrator’s report at the SCC meeting Snapshots of our LIP will be put on social media A school report for 2017-2018 will be given to all of our families.

<p style="text-align: center; margin: 0;">In-School Administrator(s) Signature</p> 	<p style="text-align: center; margin: 0;">SCC Chairperson Signature</p> 
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