



Learning Improvement Plan

School: MC Knoll

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

Growth Mindset

- Learn from your Mistakes
- Embrace Fears
- Learn
- Persevere
- Practice
- Optimism

Relationships Matter

- Trust
- Nurture
- Belonging/Acceptance
- Make Connections
- Engage over involve
- Respect
- Humility

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)	Responsibility Evidence of Progress (How Have You Done?)
<p>By June 30, 2020, GSSD will reduce the number of students reporting anxiety by 5%.</p>	<p>By June 30, 2020, GSSD will reduce the number of students reporting high levels of anxiety by 5%.</p> <p>Specific to MC Knoll According to The Tell Them From Me Survey, in May of 2018</p> <p>37% of grade 4's 16% of grade 5's 36% of grade 6's 28% of grade 7's 35% of grade 8's</p> <p>Reported moderate of high levels of anxiety.</p>	<ol style="list-style-type: none"> 1. A school wide Behavior Matrix will be followed that outlines behavior expectations for our school. This matrix will be taught to students in homeroom classes 2. The first 2 weeks of school SST's will work with students on specific behavior plans for students in need. 3. R360 will be used to track behavior incidents. Staff will input behavior incidents that are above a student's baseline behavior. 4. The Behavior Intervention Team will flag and intervene students who have an inordinate amount of R360 entries or have demonstrated a red behavior 5. R360 data will be analyzed to see areas for potential areas of PBIS Professional development. 6. Students will set goals at student-led conferences geared specifically to their learning behaviors page of the report card 7. Tell Them From Me will be administered to Grade 4 to 8 students in April to evaluate. This data will be reported to the ministry. 8. The SOS-Q will be given prior to January. Targeted interventions will be put in place through recovery meetings. 9. Activities in Grades 4 to 6 will be offered to encourage students to become involved in sports in the middle years. These activities will be run through a student mentor program. 10. Intramural programming across grades will encourage school wide relationships. 11. 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. 12. Professional Development Plan: Optional FRIENDS Training – Yorkton – open to all staff 	<ul style="list-style-type: none"> • All staff • All staff • All staff • Trost, Adams, Jarvis • Trost, Adams • All teachers • Adams • Trost • Michalchuk, Trost, Knight • Schendel • McDowell, Jordan, Phillippi, Cannon

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<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>Specific to MC Knoll In 2018, 88% of all students will missed less than 10% of school</p>	<p>Attendance</p> <ol style="list-style-type: none"> Classroom teachers will flag students who have missed 3 consecutive days Attendance data from the warehouse will be analyzed monthly. The GSSD flowchart and reporting procedures will be used at monthly attendance meetings. 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. The GSSD will promote the importance of regular attendance by issuing 3 letters to parents throughout the year (beginning, October, Christmas) 	<ul style="list-style-type: none"> All homeroom teachers Adams Adams, Harman, Jarvis, Trost Adams Kruger
	<p>Specific to MC Knoll Baseline data of parent’s opinion of the MC Knoll Family-School partnership will be attained according to the “Beyond the Bake Sale” survey</p>	<ol style="list-style-type: none"> All members of the SCC will complete the Beyond the Bake Sale – “4 Versions of Family-School Partnerships. Random parents will be randomly selected to complete the survey. The SCC will be educated about the difference between engagement vs involvement. The SCC will allocate fundraising dollars to increase parent involvement at our school. The school will adopt REMIND as a common means of family communication and will message home 3 -5 times weekly. The office will send daily announcements via email. 5 social media posts weekly will be made to celebrate events. 	<ul style="list-style-type: none"> Trost, SCC SCC SCC, Trost All teachers Adams, Trost

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<p>By June 30, 2020, at least 85% of GSSD students in grades 1 to 6 will be at grade level or above in reading.</p>	<p>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> <p>Specific to MC Knoll In 2018 88% of students in Grade 1 to 6 were at grade level or beyond in reading according to the Fountas & Pinell Benchmark Assessment</p>	<ol style="list-style-type: none"> 1. 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 2018-2019 School Report 2. F&P data will be reported to the community as part of the 2018-2019 School Report 3. Grade 7 & 8 students who are below level will be given the Fountas & Pinnell Reading Assessment according to the grade 6 timelines. The SST will administer this assessment. 4. The Grade 1 Early Literacy Assessments will be given in September. These assessments will guide group formation in early October. 5. 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 6. The Grade 1 to 3 teachers will use the F&P Word Study program as part of their balanced instructional approach 7. Levelled Literacy Interventions will be offered to students under level using the GSSD Look Fors and criteria. The student selection meetings happen in December, January, April and June. 8. F&P Word Study will be offered to students who are not having success with LLI. 9. The GSSD ELA Outcome Rubrics will be used to report progress to the students and parents. 10. The F&P Continuum will be used to set individual goals for reading. 11. Student Led Conferences in November and March will ensure students and parents are able to compare their reading level to exemplars 12. Grade 6 to 8 classrooms will investigate ways to provide interventions and student support within the balanced literacy framework 	<ul style="list-style-type: none"> • Morley, Kuschak, Budz, Stewart, Main, Michalchuk, Muir, Malkoske, Templeman, Knight, Erhardt • Trost • Adams • Morley, Kuschak • All teaching staff • Morley, Kuschak, Budz, Stewart, Main • Erhardt, Adams, Jarvis • Jarvis • All teaching staff • All teaching staff • All teaching staff • Adams, Knight, Erhardt, Jordan, Phillippi, Cannon

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<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.</p>	<p>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> <p>Specific to MC Knoll In June 2018, 37% of students in Grade 7 were at grade level or above in writing.</p> <p>72% of students in grade 4 were at grade level or above in writing.</p>	<ol style="list-style-type: none"> All students in Grade 4 and 7 will be scored using the Ministry’s Holistic Writing Rubric. This data will be reported to the school community in the 2018-2019 school report. The GSSD writer in residence will be used with students in grade 3. Instruction and planning will be guided by the Ministry Writing Continuum. Teachers will use the F&P Writing Continuum to set individual writing goals in writing. Administrator will use the GSSD Writing Look Fors during walk thrus. All teachers will use the GSSD Analytical Compose & Create rubrics when reporting to parents and offering feedback to students. All teachers will keep a writing portfolio <p>Professional Development Plan</p> <ul style="list-style-type: none"> GSSD Writing Evening Sessions – Sept 28 - Knight, Erhardt Pernille Ripp – SMYA – Regina – November 1 & 2 - Cannon, Adams, Jordan, Phillippi, Erhardt Penny Kittle – Saskatoon – March 6 & 7 Ruth Culham – Regina – April 12 	<ul style="list-style-type: none"> Michalchuk, Malkoske, Jordan, Phillippi Stewart, Main Adams, Erhardt, All teachers All teachers Trost, Adams All teachers All teachers

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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)	Responsibility Evidence of Progress (How Have You Done?)
<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.</p>	<p>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> <p>Specific to MC Knoll In 2018, 63% of our students in grade 2 to 8 were at level or above in math according to the GSSD screeners.</p>	<ul style="list-style-type: none"> All of our students in grades 1 to 8 will be given the GSSD Grade Level Screeners according to GSSD timelines 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 Levelled Math Intervention Team will review data with teachers and select students for intervention. These interventions will target students in grade 4 to 6. The GSSD Math Outcome Rubrics will be used to report progress to the students, parents and community in the 2017-2018 School Report. 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. PD connected to the ministry rubrics will be offered by the GSSD. Grade 1 and 2 teachers will receive Mathology. Pearson will provide PD Saskatchewan Common Assessments will be given at unit end for student assessment and to ensure level of questioning is accurate. Student Led Conferences in November and March will ensure students and parents are able to compare their math level to exemplars Manipulatives will be purchased for every classroom. The math lead will work with teachers to show how these manipulatives can be used in regular instruction. Year plan development will ensure essential outcomes are scheduled during peak instruction times. <p>Professional Development</p> <ul style="list-style-type: none"> Pearson Mathology – October 9 - Budz, Morley, Kuschak, Math Screener & RTI – October 19 - Muir, Trost, Jarvis, Adams Saskatchewan Understands Math –Saskatoon – Nov 2&3 - Trost, Morley, Kuschak, Muir 	<ul style="list-style-type: none"> All teachers All teachers Trost, Muir Trost, Muir Kuschak, Budz, Malkoske, Muir, Jordan, Phillippi Morley, Kuschak, Budz All teachers All teachers Muir, Trost Trost, All classroom teachers

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By June 30, 2020, at least 90% of students exiting Kindergarten in GSSD will be ready for learning in the primary grades.	Specific to MC Knoll In May 2018, 90% of our Kindergarten students show appropriate age development.	<ul style="list-style-type: none"> The Early Years Evaluation (EYE) will be given to assess our Kindergarten student’s readiness for learning in November. Homeroom teacher will meet with SST and PSP to discuss students at risk Classroom Interventions will be put in place for students who not meeting expectations The EYE will be given in May to students who were not meeting expectations on the original assessment. Transition meetings with the Kindergarten and Grade 1 teacher will ensure our student supports are in place as students enter grade 1. The EYE data will be reported to the community as part of the 2018-2019 School Report The Early Literacy Look Fors will be used by administrators and the classroom teacher to set professional growth goals The Kindergarten teacher will develop Professional Growth Goals connected to early literacy practices. The Kindergarten teacher will attend 5 professional development days as outlined by the ministry of education <p>Professional Development Plans</p> <ul style="list-style-type: none"> GSSD Early Years PD Continuum - Bishop 	<ul style="list-style-type: none"> Bishop, McDowell Bishop, Welke, Jarvis, Bishop Bishop, Jarvis Bishop, McDowell Amy Bishop, TBD Trost Trost, Adams Bishop Bishop

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 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 2018-2019 will be given to all of our families with a summary statement regarding the process toward each goal

In-School Administrator(s) Signature

Date

School Community Council Chairperson Signature

Date