

Learning Improvement Plan

School: Churchbridge Public 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 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

SCHOOL GOALS

The staff at Churchbridge Public School has used the Learning Improvement Plan format to identify the following goals:

1. **School Climate:** To provide a safe and healthy climate at Churchbridge School.
2. **Physical Environment:** To provide a physical environment that enables and supports teaching and learning.
3. **Literacy:** To support the GSSD goal for student literacy.
4. **Mathematics:** To support the GSSD goals for math achievement at grade level.
5. **Academic Support:** To use data to determine and provide appropriate supports and/or interventions for struggling and under challenged students.
6. **Technology:** To provide resources and Professional Development for teachers to increase the use of technology in the classroom.
7. **Communication:** To communicate with parents and the community using email, school newsletter, assemblies and the school website:
<http://cps.gssd.ca>.

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,

<p>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.</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 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).</p>	<p>By June 30, 2019 all students at CPS will have a deeper understanding of residential schools and aboriginal history.</p>	<p>By June 30, 2019 all students at CPS will experience lessons on Truth and Reconciliation in every subject area.</p> <ul style="list-style-type: none"> • Admin will offer professional development supports to those teachers who need further support in incorporating first nations and metis content into their classes. • Educators will share successful strategies during PLC's. • All staff will take part in the Blanket Exercise prior to school start up. • Connections will be made with another school that has a different demographic than CPS to share experiences and learn from each other. 	
<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>	<ul style="list-style-type: none"> • Admin will review attendance monthly. • Staff will follow the procedures outlined in AP 340. 	

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"> Teachers will work to design lessons that are engaging and meaningful to students. 	
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.	<ul style="list-style-type: none"> Grades 1-6 will do daily guided reading a minimum of 4/6 days in the cycle. LLI will occur for the younger grades. Grades 1 and 2 do take home reading and word rings each night. Elementary grades do balanced literacy – shared reading, independent reading, read alouds, word work. Grades 1, 2, and 3 use the F&P Word Study Program. Kindergarten and grade 1 use jolly phonics. The elementary grades utilize cross curricular units. 	
<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>	By June 30, 2019 CPS students will achieve a 100% three-year graduation rate.	<p>By June 30, 2019 CPS students will achieve a 100% three-year graduation rate.</p> <ul style="list-style-type: none"> Students taking distributed learning classes will be monitored closely. If they are falling behind they will be required to work on DL during their spares until caught up. My Blueprint will be used by all students to help them track work, credits, and determine the necessary steps to achieving their goals post-graduation. Family nights will be arranged throughout the year to build 	

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?)
		relationships with caregivers and communicate our school goals.	
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 70% of CPS students in grades 4, 7 and 9 will be at grade level or above in writing.</p> <ul style="list-style-type: none"> • At least 3 hours/6 day cycle devoted to writing • Use the Trait Crates to cover the different components in writing – Gr. 4/5 • Complete a variety of different writing pieces (formal, creative and reflective) – Gr. 9 • Display the bump-it-up wall • Use the division created rubrics and continuum • Do a writing portfolio where students can choose the pieces they would like to be assessed. • Fill-in-blank writing to help teach and demonstrate structure within writing. • Use Writing prompts to stimulate writing– ex. Roll the dice writing ideas. • Incorporate writing conventions into the class lessons – word study stations, word ladders, spelling lessons, word wall. • Grade 3 will work through the Story Ninja program with Sigmund Brouwer. • Admin will support all grades in accessing support from Sigmund Brouwer. 	

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 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.	<ul style="list-style-type: none"> • All grades 2-9 teachers will administer screeners to target missing or weak outcomes. • All elementary grades will work on mastering grade appropriate math facts. Teachers will consistently review key math vocabulary throughout the year to ensure long-term retention. • Teachers will consistently review math outcomes throughout the year particularly in the area of fractions. • Administrators and SST will support teachers in developing math stations for teaching to allow for regular review of outcomes rather than “teach and move on” approach. 	
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.	<ul style="list-style-type: none"> • Administrators will ensure that coverage is made available for the Kindergarten teachers to attend all five pd sessions. 	
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.	<ul style="list-style-type: none"> • CPS will offer elective classes based on student interest surveys. • Teachers will diversify teaching methods to suit students learning styles. • Teachers will modify the content to best suit students levels. 	
	By June 30, 2019, GSSD students in grade 4 to 12 will report at least a 3% increase in student intellectual engagement.		

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 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%.	<ul style="list-style-type: none"> • Revisit Induction Day Sessions • Student/Staff Matches and check-ins • Wellness/Family Nights • Utilize Health Nurse and Nurse Practitioner and School Counselor, regular classroom visits. • The Friends Program will be utilized. 	

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

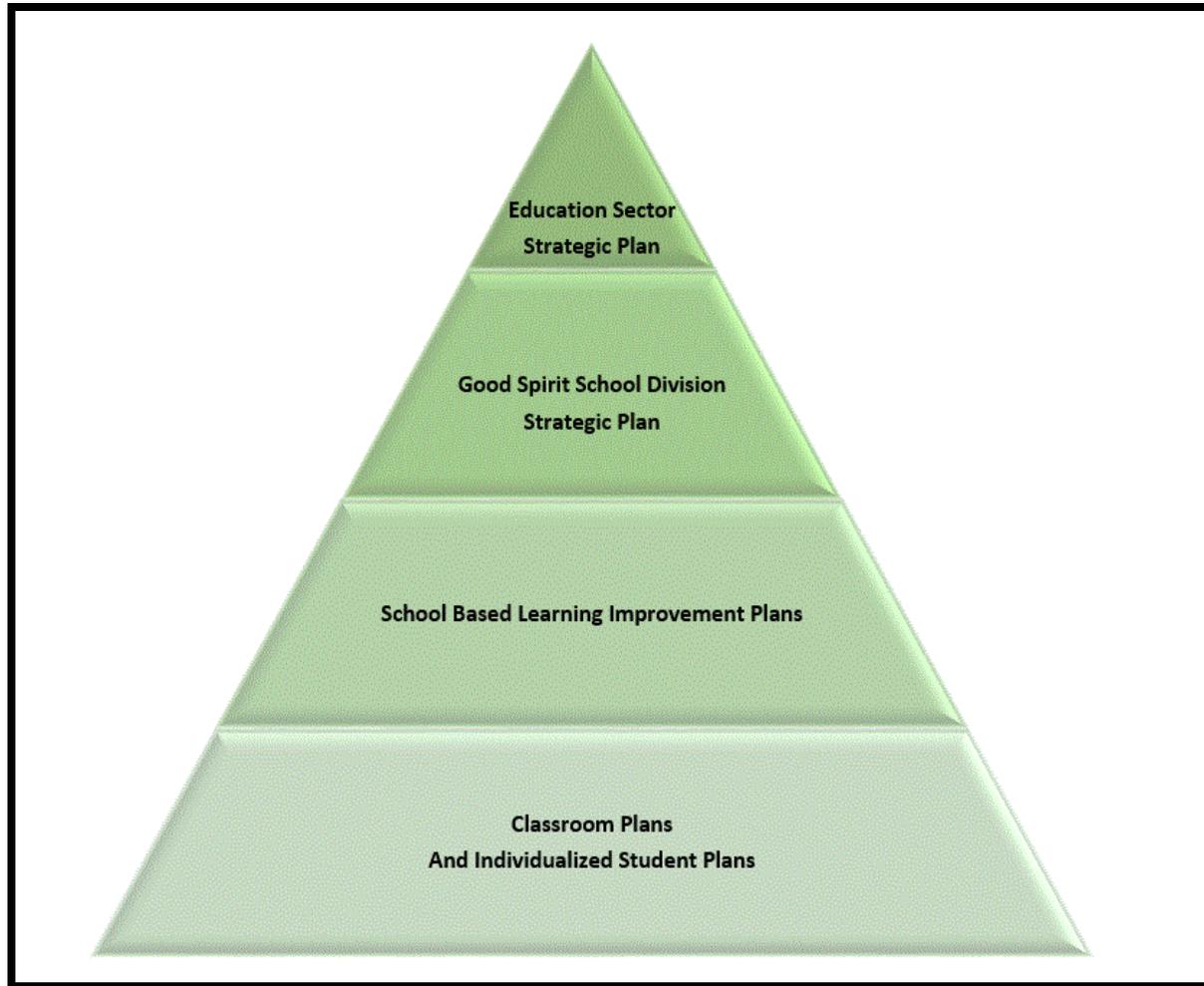
<p>How will the plan and progress be communicated to the school community? Note, a copy of the signed LIP should be posted on the school website.</p>

In-School Administrator(s) Signature | **Date**

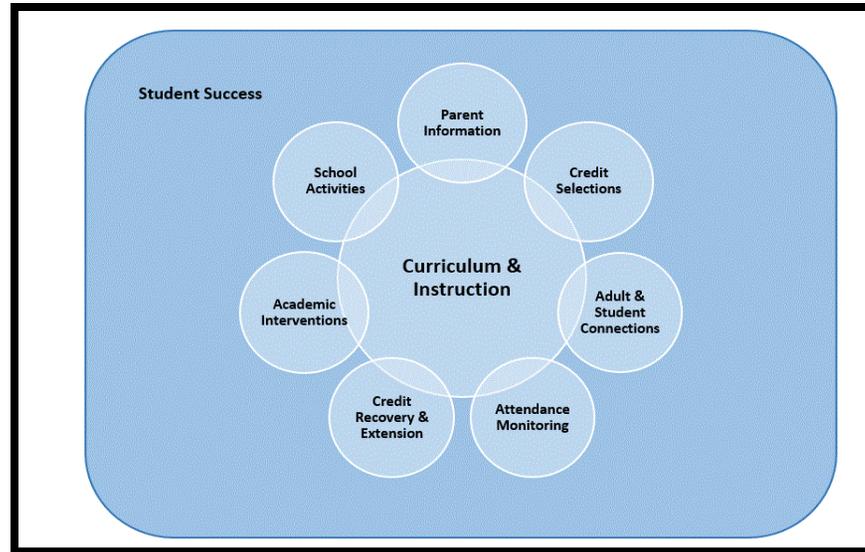
School Community Council Chairperson Signature | **Date**

Learning Improvement Plan Resources

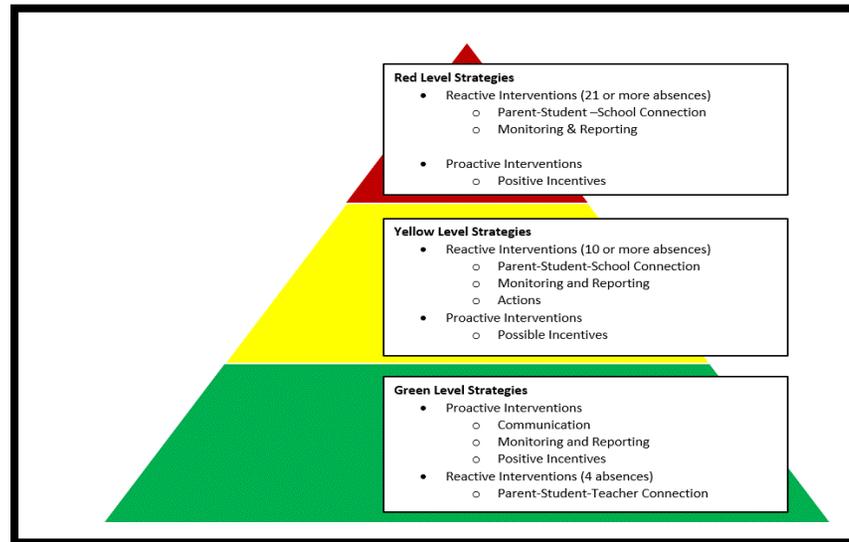
Strategic Plan Cascade



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.

