



Learning Improvement Plan

School: Invermay School

School Year: 2019/20

COMPONENT ONE – FOUNDATIONAL ITEMS

Division Motto, Mission, Vision, Values, & Aspirational Statements/Compelling Why	School Mission, Vision, Values, & Compelling Why
<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>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.</p> <p>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</p>	<p>Motto – Lifelong Learning</p> <p>Mission – “Inspiring a Passion for Knowledge”</p> <p>Vision – “Working together as a team today to build a successful tomorrow”</p> <p>Values – “Respect, Integrity, Commitment, Compassion, Fairness”</p> <p>Compelling Why?</p> <p>Equitable & Balanced Opportunities – Each student, rural or urban, has the right to a quality education and equal opportunities.</p> <p>Reading – Reading influences every subject area and our whole life. We focus on reading every day with Guided Reading, Accelerated Reading, Reading A-Z, IXL Reading and Math, and an open library.</p> <p>Family Engagement – Family engagement = engaged students. Students who are engaged in the school are also engaged in their learning. Family engagement also includes community engagement. It is the community that raises the child. Our school is open to the community for all community clubs to hold meetings in the school. To encourage and increase family engagement we will outline the expectations for volunteering (being specific for each activity), send out a letter requesting volunteers on the parents’ schedules and being open to rearranging our day to accommodate the volunteers.</p>

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.

School Demographics

Feeder Communities: Margo and Rama

Principal: Melissa Grona

Enrollment History

Grade	K/1	2/3	4/5	6/7	8	9	10	11	12	Total
2009-2010	16	17	19	17	12	9	9	12	9	120
2010-2011	11	16	16	20	7	11	10	7	11	109
2011-2012	15	13	16	18	8	9	11	9	7	106
2012-2013	15	11	20	15	11	10	9	11	11	113
2013-2014	12	16	13	19	9	11	8	8	13	109
2015-2016	11	16	12	22	6	8	10	7	7	94
	K/1/2	3/4/5	6/7	8	9	10	11	12		Total
2016-2017	21	24	12	10	11	8	7	7		100
	K/1/2	3/4/5	6/7/8	9	10	11	12	12+		Total
2017-2018	20	22	20	9	11	7	7			96
2018-2019	18	22	20	4	10	9	5	1		89
2019-2020	15	21	21	6	3	8	8	2		84
Projected										

Current Staff:

Instructional – 5.71 FTE + 0.4 Admin + 0.49 SST = 7.50 FTE

Educational Assistants – 3 @ 5.5 hrs/day

Administrative Assistant – 1.0 FTE

Custodian – 1.0 FTE

Library – 3 hrs/day

Number of Classrooms – 7. Each morning Kindergarten ELA (even mornings), Gr. K/1/2, Gr. 3/4, Gr. 5/6, Gr. 7/8, Gr. 9/10, Gr. 11/12. Each afternoon K/1/2, 3/4/5, 6/7/8, 9/10, 11/12.

COMPONENT TWO – ACTION PLAN

Division Level Student & Family Focus		School Level	
Sector Outcomes	Division Outcomes	School Level Outcome &/or Work Plans (Supports Sector and Division)	Evidence of Progress (How Have You Done?)
By June 30, 2020, children aged 0-6 years will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.	By June 30, 2020, 30% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.	By June 30 2020, 30% more Invermay students will exit Kindergarten at the green EYE level than when entering Kindergarten in September 2019.	Brenda and Dalice will attend PD. Kindergarten students will receive daily ELA pull out. Brenda will connect with Pre-K parents and discuss options for Pre-K and playschool. Host 2 family engagement days. PE 20/30 students will plan activities to entertain younger siblings. Open the library during playschool and dance: be clear on rules of the library – no phone zone, no food, quiet and respectful. Invite parents to the mini-language lessons.
	By June 30, 2020, all students will achieve a 2% increase in student attendance based on the previous year's June data.	By June 30, 2020, all Invermay students will achieve a 2% increase in student attendance based on the June 2019 data.	Teachers will prepare sub plans with notice to call the office of attendance by 9:00 am. Amanda or Melissa will contact parents to check on absent students. Attendance will be taken during DL classes (non-reporting class in Maplewood). Amanda will provide Melissa with monthly attendance summaries.
	By June 30, 2020, the number of students reporting high levels of anxiety will reduce by 2% based on the previous year's June data.	By June 30, 2020, the number of students reporting high levels of anxiety will reduce by 2% based on the June 2019 data.	Gr. 9/10 lockers are moved to the main hallway to reduce anxiety among gr. 5/6 students transitioning to their class and gr. 6/7/8 students going out for recess.

COMPONENT TWO – ACTION PLAN

Division Level <small>Student & Family Focus</small>		School Level	
Sector Outcomes	Division Outcomes	School Level Outcome &/or Work Plans (Supports Sector and Division)	Evidence of Progress (How Have You Done?)
			<p>The Breakfast Program will continue for the entire 2019-2020 school year thanks to the CIF grant.</p> <p>Family engagement sessions.</p> <p>Intentionally teach time management, anxiety awareness and strategies, how to use class time appropriately and how to stay on track with classes on Induction Day and throughout the entire school year.</p> <p>High school teachers to discuss when major assignments/exams are planned to try to spread out the workload.</p> <p>**Suggested presentations – gambling/gaming session again; cell phone risks to your health</p>
<p>By June 30, 2020, 80% of students will be at grade level or above in reading, writing and math.</p>	<p>By June 30, 2020, there will be 2% more students reading at or above grade level in Grades 1 to 6 compared to the previous year's June data.</p>	<p>By June 30, 2020, there will be 2% more students reading at or above grade level in Grades 1 to 6 compared to the June 2019 F&P data.</p> <p>By June 30, 2020, at least 80% of Invermay students gr. 1-6 will be reading at or above grade level.</p>	<p>Schedule double grades for ELA.</p> <p>Weekly guided reading sessions in each grade.</p> <p>Sharing the Reading A-Z and IXL log in information with parents.</p> <p>Have a variety of books in the library to appeal to all students. Library tech will check with students of their interests and author preferences.</p> <p>Possibly create a monthly author focus section.</p>

COMPONENT TWO – ACTION PLAN

Division Level Student & Family Focus		School Level	
Sector Outcomes	Division Outcomes	School Level Outcome &/or Work Plans (Supports Sector and Division)	Evidence of Progress (How Have You Done?)
			<p>Buddy reading between gr. 7/8 and gr. 1/2.</p> <p>Will plan a One Book-One School program. Melissa will reach out to Charlotte Raine for suggestions. Melissa will also seek donations for the purchase of the novels. Teachers will assess according to GSSD F&P deadlines.</p>
	<p>By June 30, 2020, there will be 2% more students writing at or above grade level in Grades 4, 7, & 9 compared to the previous year’s June data.</p>	<p>By June 30, 2020, there will be 2% more students writing at or above grade level in Grades 4, 7, & 9 compared to the June 2019 data.</p>	<p>We will use the Ministry prompts and rubrics for gr. 1-3, 5-6, 8, 10-12. Using Word Study in gr.3-4. ELA teachers will self-assess their students in Nov. and March. GSSD data is due June 11. ELA teachers will focus on writing daily.</p>
	<p>By June 30, 2020, there will be 2% more Grades 2, 5, & 8 students at or above grade level in math compared to the previous year’s June data.</p>	<p>By June 30, 2020, there will be 2% more Grades 2, 5, & 8 students at or above grade level in math compared to the June 2019 data.</p>	<p>Math Screener gr. 2-9 due into Clevr by Oct. 4. Math Screener B assessment window May 4-15.</p>
<p>By June 30, 2020, collaboration between First Nations and Métis and non-First Nations and Métis partners will result in significant improvement in First Nations and Métis student engagement and will increase</p>	<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 Sept. 30, 2019 all school gatherings and celebrations will recognize that we are on Treaty 4 Territory and the Traditional Homeland of the Metis.</p>	<p>Recognize Orange Shirt Day Sept. 26. Oct. 15 PD – Diana will share what she learned from the Blanket Exercise PD; Truth and Reconciliation video & 4 quadrants.</p>

COMPONENT TWO – ACTION PLAN

Division Level Student & Family Focus		School Level	
Sector Outcomes	Division Outcomes	School Level Outcome &/or Work Plans (Supports Sector and Division)	Evidence of Progress (How Have You Done?)
the three-year graduation rate from 35% in June 2012 to at least 65%, and the five-year graduation rate to at least 75%.	By June 30, 2020, the three-year graduation rate will increase by 2% from the previous year's June data.		<p>All gr. 10-12 teachers will utilize at risk letters/phone calls to inform parents of student's progress. Teachers are to communicate to parents as soon as there is a change in a student's progress. Melissa will use the credit tracking graduation document with all gr. 9-12 students.</p>
	By June 30, 2020, the five-year graduation rate will increase by 2% from the previous year's June data.		
	By June 30, 2020, students in Grades 4 to 12 will report a 2% increase in student intellectual engagement based on the previous year's June data.	<p>By the end of October 2019, staff will create a rubric to assess student's intellectual engagement. Staff will also create a survey for students to self-assess intellectual engagement. By the end of March 2020, staff will assess each student's intellectual engagement. Students will also self-assess. By the end of May 2020, staff will assess each student's intellectual engagement. Students will also self-assess.</p>	<p>Staff will create a rubric which will be tied to a percent to assess student intellectual engagement. Staff will assess each student and the students will self-assess with a survey. Staff will then review results and have sit-down conversations with those students whose self-assessments are vastly different than staff assessments.</p>

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. REVIEW IN DECEMBER, MARCH & JUNE.

- 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.

In-School Administrator(s) Signature

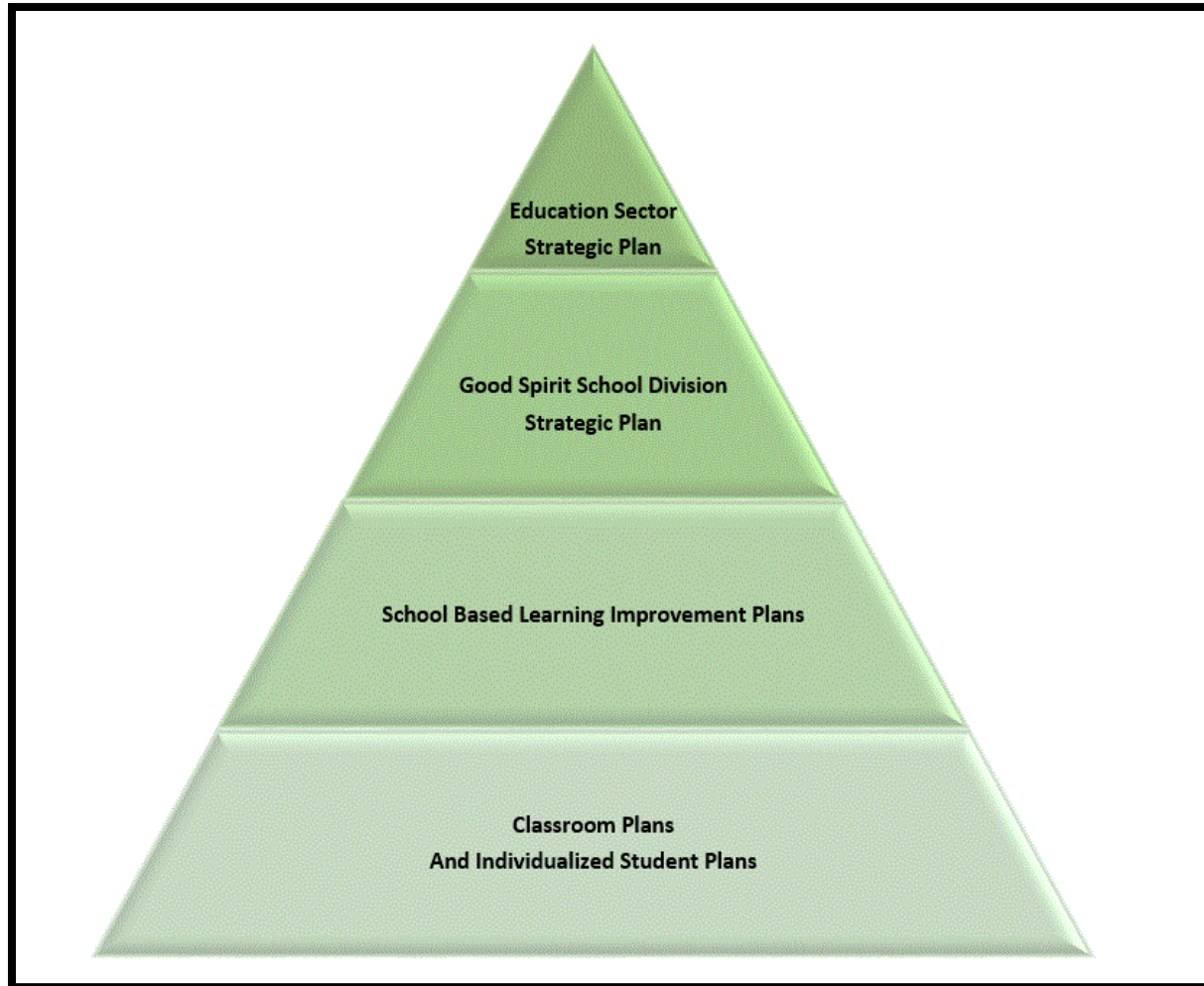
Date

School Community Council Chairperson Signature

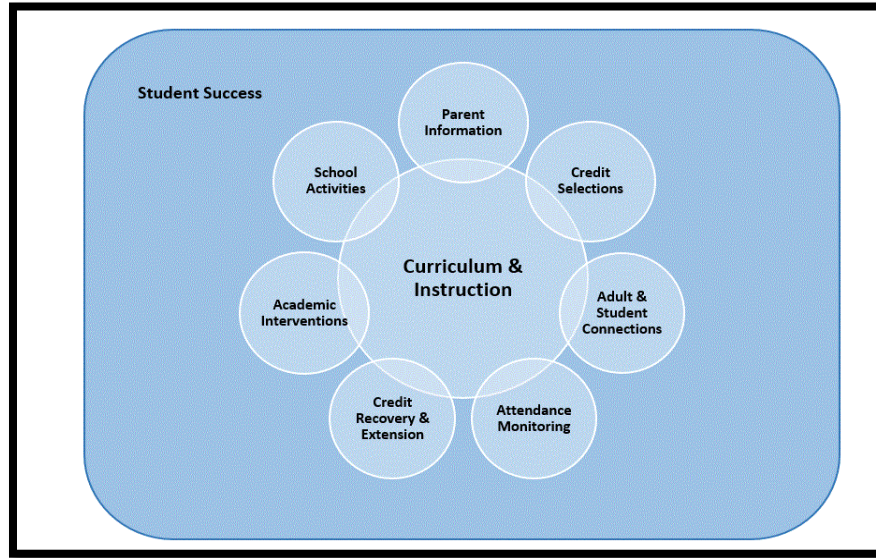
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Learning Improvement Plan Resources

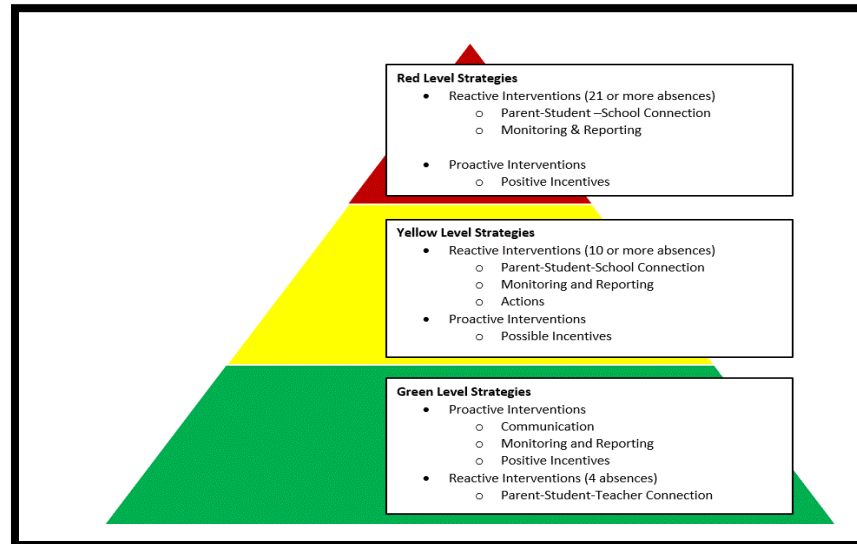
Strategic Plan Cascade



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.