

LEARNING IMPROVEMENT PLAN 2020-2021

School Name: Coronach School

Administrator(s): Nate Beselaere

SCC Chair: Crystal Manske

Step 1: Problem Statement *(Explain what the problem is and why strategic action is required to address it.)*

We have worked hard over the past two years to increase our reading scores. With the events that occurred last year we were unable to accurately determine whether we achieved our goal of having 80% of grades 1-8 students reading at grade level. We want to continue to maintain our momentum and focus on reading at our school this year.

This will be the first year that Coronach School focuses on student writing as an academic goal. Our goal is to determine what level all of our students are at and start doing some preliminary work to increase our scores based on the initial assessment.

With the new challenges of schools re-opening during a pandemic we want to ensure that our back to school plan and the changes happening within our building surrounding safety are working for students and families.

Step 2: Student Strengths

STUDENT STRENGTHS – based on student results
<p>READING: 2018-2019 Division Assessments: Due to COVID-19 there were no assessments in 2019-2020 Grade 1 – 86% Grade 2 – 82% Grade 3 – 84%</p> <p>2019-2020 Reading Assessment November 2019 & January 2020 Grade 1 – 80% Grade 2 – 86% Grade 3 – 87%</p>
<p>WRITING: 2018-2019 Division Assessments: Due to COVID-19 there were no assessments in 2019-2020 Grade 4 – 76% Grade 7 – 58% Grade 9 – 78%</p>
<p>MATH: 2018-2019 Division Assessments: Due to COVID-19 there were no assessments in 2019-2020 Grade 2 - 87% Grade 5 – 84% Grade 8 – 75%</p>
<p>OTHER: Even though our reading assessments were low in January 2020 (grades 1-8 – average 70% reading</p>

at grade level or above) when looking at student growth from September-January we were showing growth and trending to reach our goal (grade 1-8 – average 80% - reading at grade level or above) by June.

In regards to our attendance, between September-February we maintained an average of 93% which included both regular and excused absences. Our attendance data over the years has always been high (90%+) but never included excused absences in the data.

Step 3: Needs Analysis/Root Cause Analysis (What is causing the problem and what evidence can be provided to support the analysis)

SCHOOL PROFILE

Demographics (Students)	2017-18	2018-19	2019-20
Total Enrolment	168	183	190
- Male	93	100	99
- Female	75	83	91
- Unspecified			0
School Attendance Rate	92%	95%	93%
School Graduation Rate (High School Only)	100%	100%	91%
Reading Assessment Results grade 1	60%	86%	80% (Jan)
Reading Assessment Results grade 2	79%	82%	86% (Jan)
Reading Assessment Results grade 3	79%	84%	87% (Jan)
Other Reading Assessment Results (grade level)			
Reading Assessment Results grade 4	100% BRI	74% BRI	80% FP (Jan)
Reading Assessment Results grade 5	85% BRI	92% BRI	68% FP (Jan)
Reading Assessment Results grade 6	100% BRI	71% BRI	75% FP (Jan)
Reading Assessment Results grade 7	92% BRI	50% BRI	38% FP (Jan)
Reading Assessment Results grade 8	100% BRI	67% BRI	45% FP (Jan)
Writing Assessment Results grade 4	92%	76%	
Writing Assessment Results grade 7	67%	58%	
Writing Assessment Results grade 9	80%	78%	
Other Writing Assessment Results (grade level)			
Math Assessment Results grade 2		87%	
Math Assessment Results grade 5		84%	
Math Assessment Results grade 8		75%	
Other Math Assessment Results (grade level)			

Special Populations	2017-18	2018-19	2019-20
# of First Nations & Metis	4	5	8
# of EAL Students	0	1	0
# of Students receiving Student Support	4	5	8
- eIIP	4	5	7
- Modified	0	1	1
- Alternate	0	0	1
- Reduced	2	2	3
- Other	2	2	3

Step 4: School Goals/Future State (List the overarching and annual targets for the outcome. How will the situation will be different because of the actions taken to improve it?)

SCHOOL GOAL (SMART FORMAT)

By June 2021, 80% of grade 1-8 students will read and comprehend at grade level as measured by Fountas and Pinnell.

By June 2021, writing proficiency (level 3 or higher) for students grades 1-12 will increase by 10% over the course of the year based on the Ministry of Education’s Holistic Writing Rubrics.

By June 2021, 80% of students grade 1-12 will report that they feel safe at school as measured by the OurSchoolSurvey and 80% of parents (K-12) will report that they feel their child’s safety and well being is a priority based on data collected from monthly teacher made assessments/surveys.

Step 5: Work Plan/Implementation Plan (What are the high-level actions that will be taken to address the problem?)

Adult Indicators						Evidence
Action Steps	Due Date:	Person(s) Responsible (Lead)	Measures	Professional Development & Resources (Human & Financial)	Engagement (SCC, Staff, Parents, Community, other)	

Gather Baseline	September	Teachers 2-8	F&P	Tier I and II Interventions	Admin, SST, Learning Support Team	Times/methods of interventions
Gather Baseline	November	Teacher 1	F&P	Tier I and II Interventions	Admin, SST, Learning Support Team	Times/methods of interventions
Gather Formative Data	Every 6 weeks	Teachers 1-8	Running Records Formative Assessments	Variety of resources	Admin, SST, Learning Support Team	Results from assessments
Gather Summative Data Data Wall	November, March, June (more frequent for students with interventions)	Teacher 2-8	F&P LLI	Tier I and II Interventions	Admin, SST, Learning Support Team	Results from assessments
Gather Summative Data Data Wall	January, March, June (more frequent for students with interventions)	Teacher 1	F&P LLI	Tier I and II Interventions	Admin, SST, Learning Support Team	Results from assessments
Independent Reading, Guided Reading, Daily Five	All year	Teachers 1-8	Daily, weekly conferencing	Variety of resources	Teachers	Results from conferencing
Reading A-Z, Raz-Kids	All year	Teachers 1-8	Anecdotal records	Technology, computer programs	Teachers	Data collection
Holiday Reading Bingos	All year	SCC	Bingos	SCC finances	SCC	Student engagement and qualitative feedback
Holiday Reading Gift	December	SCC	Children's books, novels, magazines	SCC finances	SCC	Student engagement and qualitative feedback
SCC Reading Challenges, SCC Book Picks	January March May	SCC, Library Associate	Number of Books Read	SCC finances	SCC	Participation numbers from libraries - Palliser and School
Reading Fair	Scheduled Interview Times	SCC, Admin	Booth and Stations	Variety of resources	Parents	Student engagement and qualitative feedback
Book Fair	Scheduled interview times	Library Associate	Scholastic Library	Scholastic	Parents Community	Student engagement and qualitative feedback
Professional Development	All year	Admin, SST, Teachers 1-8	Professional Development Team	Teacher PD finances	Admin, SST, Learning Support Team	Professional development at staff meetings

Adult Indicators						Evidence
Action Steps	Due Date:	Person(s) Responsible (Lead)	Measures	Professional Development & Resources (Human & Financial)	Engagement (SCC, Staff, Parents, Community, other)	
Summer Writing Workshops	July-August	Admin	Participation		Parents	Student engagement and qualitative feedback
Virtual Writing Course	All year	Teachers 4-8	Participation 2X Weekly	Teachers 4-8	Teachers	Student engagement and qualitative feedback
Gather Baseline	October	Teachers 2-12	Ministry of Education Holistic Writing Rubrics	Tier I and II Interventions	Admin, SST Learning, Support Team	Times/methods of intervention
Gather Baseline	December	Teachers 1	Ministry of Education Holistic Writing Rubrics	Tier I and II Interventions	Admin, SST, Learning Support Team	Times/methods of intervention
Gather Summative Data Data Wall	February, June (more frequent for students with interventions)	Teachers 2-12	Ministry of Education Holistic Writing Rubrics	Tier I and II Interventions	Admin, SST, Learning Support Team	Results from assessments
Gather Summative Data Data Wall	March, June (more frequent for students with interventions)	Teachers 1	Ministry of Education Holistic Writing Rubrics	Tier I and II Interventions	Admin, SST, Learning Support Team	Results from assessments
Analyzing Writing Exemplars	All year	Teachers 1-12	Exemplars		Teachers	Visually displayed in classrooms
Writing Traits Workshops	All year	Teachers 1-8	Lesson plans	Purchase of new version of Writing Trait Crates 1-8	Teachers	Anecdotal records and classroom assessments
Writing Fair	Scheduled interview times	SCC, Admin	Booth and stations	Variety of resources	Parents	Student engagement and qualitative feedback
Professional Development	All year	Admin, SST, Teachers 1-12	Professional Development Team	Teacher PD Finances	Admin, SST, Learning Support Team	Professional development at staff meetings

Adult Indicators						Evidence
Action Steps	Due Date:	Person(s) Responsible (Lead)	Measures	Professional Development & Resources (Human & Financial)	Engagement (SCC, Staff, Parents, Community, other)	
Gather Baseline Health	August	Admin, Teachers	Data collection form		Staff	Data gathered
Safety Plan (adjusted throughout the school year)	All year	Admin	Staff meeting	Division template	Staff Parents Community	Staff, parent, and student qualitative feedback
Safety Video	September	Admin	Feedback	Technology	Staff Parents Community	Staff qualitative feedback
School Student Supplies	September	Admin	Feedback	School finances	Staff	Staff qualitative feedback
School/Classroom Safety Supplies	September	Admin	Feedback	School finances	Staff	Staff qualitative feedback
Initial Safety and Well Being Survey	September	Teachers	Scale (1-5) Short response	Survey Monkey	Parents	Parent engagement and qualitative feedback
Monthly Survey (Surveys will vary based on changes to procedures and protocols)	October - June	Teachers	Scale (1-5) Short response	Survey Monkey	Parents	Parent engagement and qualitative feedback
Monthly Survey (Surveys will vary based on changes to procedures and protocols)	October - June	Teachers	Scale (1-5) Short response	Survey Monkey	Students	Student engagement and qualitative feedback
Data Analysis	LIT meetings	Teachers	Data collected	Survey Monkey	Parents	Results from survey
Data Sharing	Staff meetings	Teachers	Data Collected	Summary Report	Staff	Presentation
Safety Visual Board	All year	Teachers	Data collected	Survey Monkey	Staff Parents Community	Display
Communication	All year	Admin		Technology	Parents Community SCC	Newsletters, letters to families, social media, school website