

LEARNING IMPROVEMENT PLAN 2021-22

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.)*

Student well being and mental health is a concern after having the past two school years disrupted by the global pandemic. Ensuring that students have a connection to both a staff member and a community member, are learning and understanding strategies to improve their mental health and provided with consistent opportunities to check in with staff and meet, if necessary, will help students over-all-well-being.

Over the last few years our school has been focusing heavily on reading and writing initiatives. Due to the three month school closure in 2020 where students were left doing supplemental learning, and the disruptions and remote learning experiences that followed, progress in terms of students reading and writing have been hindered. However, the processes that we have put into place and the collaborative effort of staff have been effective in brining student results back to where they were pre-pandemic. We are going to continue with our academic commitment to improve student reading and writing.

Step 2: Student Strengths

STUDENT STRENGTHS - based on student results
<p>READING:</p> <p>2020-2021 Division Assessments: Grade 1 – 71%, Grade 2 – 67%, Grade 3- 75%</p> <p>At the beginning of the 2020-2021 school year 33% of students grade 1-8 were reading and comprehending at or above grade level as measured by Fountas and Pinnell. By the end of the year 65% of students grade 1-8 were reading and comprehending at grade level. If we looked at students who were reading at or above grade level and/or one level behind grade level the results increased to 79%. Students who were identified as yellow (one level behind) have shown tremendous growth (a full year or more in growth).</p>
<p>WRITING:</p> <p>2020-2021 Division Assessments: Grade 4 – 40%, Grade 7 – 83%, Grade 9 - 100%</p>

<p>At the beginning of the 2020-2021 school year 51% of students grade 1-12 were writing at or above grade level as measured by the Ministry of Educations Holistic Writing Rubrics. By the end of the year 76% of students grade 1-12 were writing at or above grade level.</p>
<p>MATH:</p> <p>2020-2021 Division Assessments: Grade 2 – 82%, Grade 5 – 65%, Grade 8 - 62%</p>
<p>OTHER: Safety and Well-Being</p> <p>At the end of the 2020-2021 school year 82% of our students grade 1-12 reported feeling safe at school as measured by the OurSchool Survey and 88% of our parents reported feeling that their child(ren's) safety and well-being was a priority over the course of the school year based on the data collected from school assessments/surveys.</p>

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)	2018-19	2019-20	2020-21
Total Enrolment	183	191	178
- Male	100	99	95
- Female	83	91	83
- Unspecified	0	0	0
School Attendance Rate	95%	93%	95%
School Graduation Rate (High School Only)	100%	91%	91%
Reading Assessment Results grade 1	86%	80%	71%
Reading Assessment Results grade 2	82%	86%	60%
Reading Assessment Results grade 3	84%	87%	63%
Other Reading Assessment Results (grade level)			
Writing Assessment Results grade 4	76%	N/A	40%
Writing Assessment Results grade 7	58%	N/A	83%
Writing Assessment Results grade 9	78%	N/A	100%
Other Writing Assessment Results (grade level)			
Math Assessment Results grade 2	87%	N/A	82%
Math Assessment Results grade 5	84%	N/A	65%
Math Assessment Results grade 8	75%	N/A	62%
Other Math Assessment Results (grade level)			

Special Populations	2018-19	2019-20	2020-21
# of First Nations & Metis	5	8	12
# of EAL Students	1	0	2
# of Students receiving Student Support	5	8	6
- eIIP	5	7	6
- Modified	1	1	3
- Alternate	0	1	0
- Reduced	2	3	4
- Other	2	3	0

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

SCHOOL GOAL (SMART FORMAT)

Wellness Goal:

1. By June 2022, 100% of student K-12 will be able to name at least one staff member and community member (someone outside of their household) they would go to in times of crisis or emotional distress. By June 2022 100% of students K-12 will have received information on coping strategies for anxiety for their age and grade level. By June 2022, 80% of students Grade 4-12 will be able to identify three or more coping strategies to reduce anxiety and improve their mental health. By June 2022, 80% of students Grade 4-12 will be able to identify at least one time when they used a coping strategy to help themselves and/or someone else.

Academic Goal:

2. By June 2022, 80% of Grade 1-8 students will read and comprehend at grade level as measured by Fountas and Pinnell. By June 2022, 80% of students Grade 1-12 will be able to write proficiently as measured by the Ministry of Education’s Holistic Writing Rubrics.

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

1. Wellness Goal: Adult Indicators						Evidence
Action Steps	Due Date	Person(s) Responsible (Lead)	Measures	Professional Development & Resources (Human & Financial)	Engagement (SCC, Staff, Parents, Community, other)	
Daily Check Ins	All Year	Teachers K-12	Participation	None	Teachers	Student engagement and qualitative feedback
Monthly Check Ins	All Year	Admin	Data collected	None	Teachers	Results from survey
Student Support/Connection Assessment	Trimester	Teachers K-12	Data collection	None	Staff	Results from survey
Classroom Re-Connection/Partnerships	All Year	Teachers K-12	Participation	None	Teachers	Students engagement and qualitative feedback
Building Community Relationships	All Year	SCC	Data Collected	None	SCC	Results from Survey
Mental Health Tools and Strategies	All Year	Admin	Feedback	Technology	Parents Community SCC	Newsletter, Social Media, School Website
Wellness Wednesday	All Year	Teachers K-12	Participation	Mental Health Resources Financial	Staff	Student engagement and qualitative feedback
Monthly Wellness Themes	All Year	Admin	Participation	None	Staff	Student engagement and qualitative feedback
Monthly Mental Health Strategy Focus	All Year	Teachers K-12	Participation Data Collection	Mental Health Resources Financial	Staff	Results from Survey
Mental Health Guest Speaker	Semester (1 each semester)	Teachers K-12 Admin SCC	Feedback	Financial	Staff SCC	Student engagement and qualitative feedback
Random Acts of Kindness	All Year	Teachers K-12	Participation	Financial	Teachers	Student engagement and

						qualitative feedback
Extra-Curricular	All Year	Staff	Data Collected	Financial	Staff SCC	Student engagement and qualitative feedback
School Wide Events	All Year	Staff	Pre-Post Survey	Financial	Staff	Student engagement and qualitative feedback
Health and Wellness Classes	All Year	Teachers 7-12	Pre-Post Assessment	Learning Consultants	Teachers SCC	Results from assessment

2. Academic Goal: 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
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