

## LEARNING IMPROVEMENT PLAN 2023-24

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.)*

***While we noticed high results with the division math assessments in Grade 2,5,8 for the 2022-2023 school year we are noticing that numeracy competencies among students across the school, especially those in middle years-high school are concerning.***

***Based on the OurSCHOOL survey data we are noticing in both elementary and middle-high school student’s low levels of students being interested and motivated in their learning paired with high levels of students with moderate or high levels of anxiety and/or depression.***

**Step 2: Student Strengths**

<b>STUDENT STRENGTHS – based on student results</b>			
<p>READING: We observed consistency of using common phonological and phonemic awareness strategies among grades 1-3. Collection of frequent and regular anecdotal data on fluency and reading comprehension strategies was practiced among grades 1-8. The final reading data collected by the school at the end of the 2022-2023 school year indicated that 80% of all grades 1-8 students were reading at or above grade level.</p>			
Grade 1 – 58%	Grade 2 – 94%	Grade 3 – 93%	Grade 4 – 81%
Grade 5 – 86%	Grade 6 – 78%	Grade 7 – 69%	Grade 8 – 81%
<p>WRITING: We collected frequent and regular data on writing proficiency, followed rubrics that were consistent in our ability of</p>			

measuring writing success, and utilized exemplars organized into writing continuums among grades 1-12. The final writing data collected by the school at the end of the 2022-2023 school year indicated that 83% of all grades 1-12 students were writing at or above grade level.

Grade 1 - 83%	Grade 2 - 94%	Grade 3 - 79%	Grade 4 - 64%
Grade 5 - 86%	Grade 6 - 83%	Grade 7 - 73%	Grade 8 - 81%
Grade 9 - 92%	Grade 10 - 93%	Grade 11 - 100%	Grade 12 - 82%

**MATH:** We observed our elementary students learning multiple approaches to understand areas within the numeracy strand. Middle years and high school classrooms continued their focus on utilizing thinking classrooms for enhancement in learning of mathematics. The final mathematics data collected submitted and recorded by the school division at the end of the 2022-2023 school year indicated the following:

Grade 2 - 100%	Grade 5 - 71%	Grade 8 - 74%
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**OTHER:** When asked on the OurSCHOOL survey about students' sense of belonging, 78% of elementary students indicated having a sense of belonging and 70% of high school students indicated having a sense of belonging. When providing the same students with a separate survey that was more detailed and specific to the school 93% of students felt that they had a sense of belonging at Coronach School.

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

**SCHOOL PROFILE**

<b>Demographics (Students)</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Total Enrolment	176	176	190	204
- Male				
- Female				
- Unspecified	0	0	1	1
School Attendance Rate	95%	95%	90%	
School Graduation Rate (High School Only)	92%	100%	100%	
Reading Assessment Results grade 1	71%	80%	63%	
Reading Assessment Results grade 2	60%	80%	94%	
Reading Assessment Results grade 3	63%	77%	74%	
Other Reading Assessment Results (grade level)				
Writing Assessment Results grade 4	40%	43%	71%	
Writing Assessment Results grade 7	83%	62%	73%	
Writing Assessment Results grade 9	100%	61%	91%	
Other Writing Assessment Results (grade level)				
Math Assessment Results grade 2	82%	87%	100%	
Math Assessment Results grade 5	65%	74%	71%	
Math Assessment Results grade 8	62%	70%	74%	
Other Math Assessment Results (grade level)				

<b>Special Populations</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
# of First Nations & Metis	12	16	14	
# of EAL Students	2	2	5	5
# of Students receiving Student Support	6	5	6	6
- eIIP	6	5	6	6
- Modified	3	2	3	2
- Alternate	0	0	0	2 (FI)
- Reduced	4	4	5	3
- Other (BSP/SSP)	14	9	10	

**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)**

**Math Learning and Assessment:** By February 2024, students in grades 1-9, will show an overall increase of 5% or more in meeting and/or exceeding (ME/EX) on the Student First Math Screener (SFMS) based on the initial data collected in September. Where applicable teachers will also collect data using the Saskatchewan Common Math Assessment (SCMA) to direct instruction and enhancement of numeracy skill development.

**Mental Health & Well-Being:** By June 2024, 100% of students K-12, will be taught and offered actionable ways to develop the following seven-character strengths (self confidence, empathy, self-control, integrity, curiosity, perseverance, optimism) to build resiliency. By June 2024, 80% of students grades 4-12 will be able to explain in written form on the Our SCHOOL Survey and supplemented by a school assessment (as needed), one of the seven-character strengths and explain using concrete evidence how they have used this strength throughout the year enabling them to become a "THRIVER".

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

Math Learning and Assessment:

Adult Indicators						Evidence
Action Steps	Due Date:	Person(s) Responsible (Lead)	Measures	Professional Development & Resources (Human & Financial)	Engagement (SCC, Staff, Parents, Community, other)	
Pre-Assessment	September	Classroom Teacher	Student First Screeners	NA	Staff	Completed assessments
Pre- Assessment: LIT Group Data Analysis	October	Classroom Teacher	Student First Screeners	NA	Staff	Data collection spreadsheets
Anecdotal Records & Classroom Monitoring	Monthly	Classroom Teacher	Saskatchewan Common Math Assessment (SCMA)	Division Professional Development	Staff	Observations and completed assessments
Elementary (1-4) Classroom/School Numeracy Fair	Year	Staff	Participation	Financial	Staff/SCC/Community	Student engagement/qualitative feedback
Middle Years (5-9) STEM Career Fair & Resources	Year	SCC	Feedback	Financial	SCC/Community	Student engagement/qualitative feedback
Post-Assessment	February	Classroom Teacher	Student First Screeners	NA	Staff	Completed assessment
Post Assessment: LIT Group Data Analysis	March	Classroom Teacher	Student First Screeners	NA	Staff	Data collection spreadsheets
Pre-Assessment	June	Classroom Teacher	Student First Screeners – Level for 2024-2025	NA	Staff	Completed assessments
Post Assessment: LIT Group Data Analysis	June	Classroom Teacher	Student First Screeners – Level for 2024-2025	NA	Staff	Data collection spreadsheets

Mental Health and Well-Being:

Adult Indicators						Evidence
Action Steps	Due Date:	Person(s) Responsible (Lead)	Measures	Professional Development & Resources (Human & Financial)	Engagement (SCC, Staff, Parents, Community, other)	
Newsletter Information and Resources	Monthly	LIT Teachers Principal	Participation	NA	SCC/ Staff/ Community	Parent engagement /qualitative feedback
Monthly Education -Videos -Classroom Mini Lessons - Social Stories -Extension Activities -Assemblies	Monthly	LIT Teachers	Participation	Professional Development	Staff	Student and staff engagement/ qualitative feedback
Bulletin Board	September	LIT Teachers	Participation	NA	Staff	Student engagement/ feedback
Staff Book Club	November/ February Monthly	LIT Teachers Staff	Participation	Professional Development Financial	Staff	Staff engagement/ feedback
Sponsored Speaker(s)	Year	SCC	Participation	Financial	SCC/ Staff/ Community	Student, parent, community engagement/ feedback
Recognition/Awards	Monthly	Students Staff	Participation	Financial	Students/ Staff	Student and staff engagement/ feedback