



South East Cornerstone Public School Division

2016 – 2017 Learning Plan

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Section 1: Division Context

Values

Guiding Principles

Success in the South East Cornerstone School Division No. 209 is achieved by acting upon our commitment to the following principles:

- **Development of the Whole Person** - We value education that includes physical, emotional, social, academic and spiritual development.
- **Celebration of Success** - We value a culture of celebration and the acknowledgement of success.
- **Working Together for Success** - We value productive teamwork.
- **Participation** - We value participation and support of all individuals and groups in our community.
- **Responsibility** - We value accountability for all individuals and groups in our division.
- **Effective Leadership** - We value creative and facilitative leadership.
- **Growth and Innovation** - We value continuous improvement of teaching and learning and the use of innovative practice.
- **All Students will Learn** - We value personal growth and development for all students.
- **Success for All** - We value a positive environment that enables each person to achieve his/her potential.
- **Commitment to Be Your Best** - We value passionate commitment and good character.

Motto

"Be Your Best!"

Vision

Our vision is success and achievement for every student in every school

Mission


Our mission is to provide passionate committed leadership to ensure success for all




Section 2: Outcomes, Strategies and Actions

Early Years















Outcomes

-  1.1 Early Learning - By June of each year, 90% of students exiting Kindergarten will score in the appropriate range in four of the five domains, one of which must be the Language and Communication domain, as measured by the Early Years Evaluation (EYE-TA).

Strategies

-  1.1.1 Professional Development on Early Learning for Teachers/Administrators

Actions









-  01 Provide opportunity for site visits for PreK and K teachers.
-  02 'Playtime is not a break' PD provided by the Ministry to PreK and K teachers.
-  03 Math PD around numeracy provided to K teachers.
-  04 To provide information to PreK and K teachers of the modules that are available to them on the Ministry blackboard and how to access them.
-  05 Ensure there is a PD component of PreK and K team meetings.
-  06 Invite administrators to all PD opportunities.
-  07 Presentation at an admin meeting around Kindergarten philosophy, best practices and the Early Learning document.
-  08 Support and train our PreK and K teachers as per Ministry requirements.
-  09 Provide the SPDU Literacy Practices Workshop to Kindergarten teachers.
-  10 PreK and K teachers attend the SPDU workshop "Responding to Children's Interests"
-  11 Provide the workshop "Putting the Pieces Together" to PreK and K teachers.
-  12 Principals share EYE data with SCCs.
-  13 EYE data posted on school Visibility Walls unless fewer than 5 students in Kindergarten.
-  14 Explore options to monitor and track PreK and K teacher professional learning participation.



1.1.2 Improving Pre-Kindergarten and Kindergarten Practices



Actions






-  01 Establish a list of developmentally appropriate interventions for Pre-Kindergarten and Kindergarten students
-  02 Mentorship opportunities provided for teachers.
-  03 PLC opportunities set up around best practices.
-  04 Share current information on early learning as it becomes available.
-  05 Elementary Curriculum Consultants model effective practice strategies in classrooms for teachers.
-  06 SLPs provide regular classroom lessons around phonological awareness.
-  07 PreK and K teachers follow up with their students on the phonological awareness lessons provided by the SLPs.
-  08 Early Learning and Care consultants provide in classroom support to PreK and K.



1.1.3 Family Engagement




Actions

-  01 Develop an awareness with parent/community groups of the importance of reading with children (SCCs, public libraries and literacy groups)
-  02 Literacy events set up for families
-  03 Set up a way for teachers to share ideas with each other in regards to family events.
-  04 KidsFirst Community Liaison and EAL Consultants set up networking events for our newcomer families with young children.
-  05 KidsFirst Community Liaison and Early Learning and Care Consultants set up networking events for our teen parents.

At Grade Level in Reading, Writing, and Math









Outcomes


-  2.1 Reading - By June 2017, 76% of Grade 3 students will be reading at F & P Level O as measured by the spring AIMSweb RCBM . By 2020, 80% of Grade 3 students will be reading at F & P Level O.

Strategies







-  2.1.1 Professional Development on Reading Instruction for Teachers/Admin

Actions

-  01 Develop a 1 page support document on phonological awareness
-  02 Encourage schools to send teachers to the Reading Summit.
-  03 EAL presentation to teachers/admin
-  04 SLP/OT presentation to teachers/administrators
-  05 Work through the Sask Read for Administrators document at admin meetings
-  06 Book circle on the book "Read, Write, Lead" at admin meetings
-  07 Develop an implementation plan once the reading "at grade level" criteria is finalized.
-  08 Share the phonological awareness support document at an admin meeting.

-  2.1.2 Reading supports provided to parents & the community

Actions





-  01 Develop a communication plan to inform parents about our eBook and audio book resources
-  02 Continue to expand eBook and audiobook offerings
-  03 Encourage literacy events in all schools.
-  04 Schools engage the SCC to develop a plan to reach out to parents and the community in regards to the importance of reading.
-  05 Send copies of the Early Learning, Reading and Sask Reads brochures to schools to then send home with students.
-  06 Newsletter inserts sent to schools on reading strategies and best practices.




2.1.3 Effective Practices in Reading



Actions




-  01 Investigate ways to get research based effective instructional strategies information to teachers.
-  02 Review the Grade 1 to 3 component of the Elementary Literacy plan.
-  03 Share the Ministry support document on what effective practices look like in Grade 1 to 3 reading.
-  04 Expand Tier III Literacy Project to 12 schools

-  2.2 Reading - By 2020, 80% of Grade 4 - 8 students will be reading at grade level as measured by the Spring AIMSweb RCBM.

 **Strategies**







 2.2.1 Professional Development on Reading Instruction for Teachers/Administrators


 **Actions**

-  01 Balanced literacy workshop provided for grades 6 to 9 ELA teachers.
-  02 Implementation of the Grade 4-5 component of the Elementary Literacy plan.
-  03 Develop an implementation plan once the writing "at grade level" criteria is finalized.

 2.2.2 Effective Practices in Reading

 **Actions**







-  01 Implementation of Nelson Literacy Gr 4 & 5 - cross curricular resources in classrooms.
-  02 Set up and conduct a book circle on the Daily 5 - targeting Grades 4 and 5 teachers
-  03 Expand elementary literacy teams (ELT) to include grades 4 and 5 teachers in all schools
-  04 Grade 6 to 9 literacy plan developed
-  05 Provide adaptive technology support for students (ex. Read, Write, Gold)
-  06 Support document developed for administrators on what effective practices look like in Grades 4 to 8 reading.

-  2.3 Writing - By 2020 80% of Grade 1 - 9 students will be at or above grade level (A and M) in writing as measured by the provincial writing rubric and 80% of Grade 10 - 12 students will achieve a mark of 75% or higher in the CC (Compose & Create) strand of high school ELA classes.

 **Strategies**







 2.3.1 Professional Development on Writing Instruction for Teachers/Administrators


 **Actions**

-  01 Writing workshop provided for grade 4 and 5 ELA teachers.
-  02 Writing workshop provided for grades 6 to 9 ELA teachers.
-  03 Set up adobe sessions for teachers using the provincial writing rubric.
-  04 Provide support to teachers using the established rubrics during the year.
-  05 Explore options of ways to range find with teachers using the provincial rubric.
-  06 Share the writing continuum and rubric with administrators at an admin meeting.


 2.3.2 Effective Practices in Writing

 **Actions**




-  01 LLI presentation to administrators with a focus on the writing component.
-  02 Support document developed for administrators on what effective practices look like in writing.
-  03 Elementary Literacy teams focus on writing along with reading.
-  04 Promote the use of the "Expanding Expression Tool Kit"
-  05 Share the holistic writing rubric as a part of literacy infusion.
-  06 Encourage the use of the collaborative writing model.

-  2.4 Math - By 2020 80% of Grade 1 - 9 students will be at or above grade level (A and M) in math and 80% of Grade 10 - 12 students taking high school math will achieve a mark of 75% or higher.

 **Strategies**







 2.4.1 Professional Development on Mathematics Instruction for Teachers/Administrators

 **Actions**

-  01 Determine how to support admin and grades 1 to 9 teachers on the use of the provincially developed math rubrics.
-  02 Math workshops provided for Grades 6 to 8 math teachers: structures for differentiation, parts of a whole, number talks
-  03 Workshops provided for Grades 1 to 5 math teachers: number talks, parts of a whole, structures for differentiation






 2.4.2 Effective Practices in Math

 **Actions**

-  01 1 page support developed on math diagnostics options that schools have available.
-  02 Encourage coding in math & other classrooms to enhance development of mathematical thinking and increased engagement
-  03 Use 3D modeling and printing to promote creativity and higher level spatial reasoning
-  04 Support document developed for administrators on what effective practices look like in math.
-  05 Encourage the use of guided math.
-  06 Identify the classrooms using guided math and analyze their data.

 2.4.3 Jump Math Pilot

 **Actions**

-  01 Eight schools to pilot the program for grades 1 to 8 for the 2016/17 school year.
-  02 Orientation workshops provided for the pilot teachers.
-  03 Process to progress monitor the pilot during the school year set up.
-  04 Regular progress monitoring taking place to determine how the pilot is going.
-  05 Examine expansion of the pilot based on the results.



2.4.4 Universal Screen



Actions




01 Determine requirements for an appropriate universal screen in math for grades 1 to 9



02 Explore other options for a math universal screen

Graduation Rate






















Outcomes

-  3.1 Graduation - By 2020 the three-year graduation rate for SECPD students, excluding students who are enrolled in Alt. Ed. or FIP in their Grade 10 year, will have increased from the June 2015 measure of 84.9% to at least 90% as measured and reported by Persistence to Complete Grade 12 data set as provided by the Ministry of Education.

Strategies

3.1.1 Effective Practices to Improve Graduation Rates

Actions


-  01 Career Services Consultant exploring different ways to enhance pathways to graduation.
-  02 Ensure all Grade 9 and 10 students have a SaskCareers account.
-  03 Explore dual credit options.
-  04 Schools look at providing some courses over an entire year vs a semester.
-  05 Bring 21st Century pedagogical practices to classrooms to increase student engagement and better prepare students from transition to post-secondary studies and the workforce.
-  06 Determine a plan for utilizing guiding documents to provide support for school and school division graduation plans once available.
-  07 Grad Team to attend provincial Improving Graduation Rates meeting.
-  08 Establish a grad rate improvement team.
-  09 Promote digital citizenship in all students and staff following Ministry recommendations outlined in "Digital Citizenship Continuum from Kindergarten to Grade 12" and "Digital Citizenship Education in Saskatchewan Schools".
-  10 Explore options for offering summer school to South East Cornerstone students.
-  11 EAL Consultants will work with schools to encourage use of the EAL A10L online course.
-  12 EAL Consultants will work with ELA teachers to [provide support and resources to obtain the 5 required ELA high school courses.
-  13 Explore ways to communicate with stakeholders in regards to attendance, priorities, etc.
-  14 Provide focused support to schools.
-  15 Determine a way to ensure that every student has a SaskCareers account set up and opportunities to utilize it.
-  16 Develop and utilize a tool to track students' credit acquisition.
-  17 Reach out to Evan Hardy in Saskatoon to examine what they are doing around Grad Rates and Student Engagement.
-  18 Curriculum consultants will follow up with teachers on their work with Sandra Herbst.
-  19 Engage Sandra Herbst to continue to work with our high school teachers.
-  20 Continuing with focus on assessment including triangulation in all subjects K to 12.
-  21 Re-introduce the Student First document at an admin meeting with high school administrators.

- 📖 22 Discussion around Student First document and what a Student First Classroom looks like with high school administrators.







📊 3.1.2 Attendance Focus

📖 Actions

- 📖 01 Schools and School Counselors target truancy in the early/middle years and put actions in place.
- 📖 02 SST's will review attendance data and put necessary interventions in place.
- 📖 03 Partner with licensed daycares to support young mothers with school attendance
- 📖 04 School Administration and counsellors will work through the intervention checklist and where they have seen no improvement refer severely chronic absenteeism to the HUB
- 📖 05 Develop a mechanism to gather effective attendance practices from schools to then be shared with all schools.
- 📖 06 Determine a way to track school level attendance intervention plans










 3.1.3 Student Graduation and Post-Graduation Plans

 **Actions**

-  01 Develop a plan for grades 9-12 Student Led Conferences that include Pregrad and post grad plans including course selections.
-  02 Establish a process to support and maintain students career plans from grade 9 through grade 12
-  03 Identify courses throughout high school where class time can be spent on Grades 9-12 Grad and Career Planning
-  04 Students entering Grade 9 will develop and maintain a Grad and Pre Grad plan
-  05 Submit an annual summary of OurSchool implementation, results and responses in June of each school year.
-  06 Provide inservice to all Career 9 teachers and school administration to talk about Saskcareers and MyBlueprint expectations.







 3.1.4 Monitoring Credit Attainment

 **Actions**

-  01 Develop a process that will require teachers to make a copy of the grade book for all students who have not been successful in an objectives based class.
-  02 Career counselors, curriculum consultants and school administration in each high school work together to examine and monitor credit attainment data and plan for interventions.
-  03 Ensure a personalized plan is developed for each student not on track to graduate on time.
-  04 Administrators use Skopus reports to monitor credit attainment.
-  05 Develop a process or AP around credit extension that is aligned with Ministry expectations
-  06 Examine school elective offerings incorporating student choice
-  07 Develop a plan to increase parental awareness of and involvement in their child's credit attainment, beginning in Grade 9 or earlier.
-  08 Share Skopus reports on credit attainment at admin meetings.
-  09 Develop a new Skopus report on credit attainment











 3.1.5 Cyber Stone


 **Actions**

-  01 Develop Special Project Course options for Cyber Stone
-  02 Develop a plan to spread the word of the expansion of Cyber Stone to include core courses for Gr 8 & 9 - ELA, math, science, social studies
-  03 Ensure schools have a staff member that monitors/supports students enrolled in Cyberstone
-  04 Credit extension - develop procedures to allow students to extend courses beyond the normal semester or single year time frame (not simple credit recovery)
-  05 Explore options for offering summer school through CyberStone
-  06 Develop a CWEX/Apprenticeship shell course to be available to all teachers.


 3.1.6 To embed 21st Century Learning into everything we do.

 **Actions**










-  01 Each time we develop PD or plan any workshops, focus on embedding 21st Century Learning.
-  02 Gain an understanding of what 21st Century Learning is.
-  03 Show the connections to the curriculums - support to what the teachers are already doing.
-  04 Put together a mandatory module on the front matter of curriculums.
-  05 Module developed to help teachers understand outcomes and indicators.
-  06 Follow up with teachers that were a part of the 21st Century Learning workshop to see if they would like to form a PLC.
-  07 Develop/determine common language for schools and teachers to be using.
-  08 Develop planning documents/templates that embeds 21st Century Learning.
-  09 Build awareness among all stakeholders of the need to develop 21st Century competencies in our students to prepare them for transition to life and work in a global knowledge economy.
-  10 Provide PD to encourage use of flipped classrooms & blended learning in math classrooms

-  3.2 Graduation - By June 2020, the five year graduation rate for SECPSD students will be 95% or above.

 **Strategies**


 3.2.1 Effective Practices to Improve Graduation Rates

 **Actions**

-  01 Identify those students who miss their 3 year graduation window and ensure a personalized plan to work towards graduation is developed.
-  02 Structure set up to do independent course work with students.
-  03 Schools are aware of the set up of Adult Ed
-  04 Ensure students have an advocate in place for support.
-  05 Track the number of credits obtained for students enrolled beyond the 3 year graduation rate.
-  06 Determine what are currently the stumbling blocks for students graduating - what subjects? Develop a plan to address them.
-  07 Explore the option of making course selection a part of Student-Led Conferences
-  08 Explore ways to get students thinking about graduation starting in Grades 6 to 9.
-  09 Begin to examine Our School perceptual surveys data on Positive Student-Teacher Relationships and Intellectual Engagement

Improving FNM Engagement & Graduation









Outcomes

-  4.1 FNM Graduation - By June 2020, the three year graduation rate for students self-identified as FNM will have increased from the 2015 measure of 52% to at least 65% as measured and reported by the Persistence to Complete grade 12 data set. Needs to increase by at least 3% annually.

Strategies



4.1.1 Cultural Responsiveness

Actions

-  01 Provide PD on “culturally responsive pedagogy” to Grades 1 to 12 teachers and administration.
-  02 School based administrators from our schools with high FNM enrollment attend the targeted PD modules when they are developed.
-  03 Continue to build relationships with Federal Schools to facilitate smooth transitions
-  04 Respecting and honoring Treaty relationships.
-  05 Develop a script to be used to opening remarks/presentations acknowledging that we are all Treaty people.
-  06 Explore options of a visual for schools to post in the hallway to hang with the apology.
-  07 Visit Bert Fox School in Fort Qu'Appelle to talk with them about their involvement with Following Their Voices.
-  08 Curriculum teams work through the FN outcomes and indicators document and design support pieces for teachers.





4.1.2 Parent & Community Engagement


Actions

-  01 Local Advisory Councils in Arcola, Carlyle and Stoughton to meet three times a year to seek input from students, parents and the community of each First Nations in how to improve success and belonging of students in the schools.
-  02 Arcola, Stoughton and Carlyle Schools share their OurSchool/TTFM First Nations data with their Local Advisory Council and determine actions as a result of the data.

4.1.3 Enhanced supports for FNM students

Actions











-  01 Develop a plan for the work of our FN Educator in our schools
-  02 Continue to seek input from our First Nation Local Advisory Councils to determine the needs of our First Nation students.
-  03 Develop a way for career monitoring of FN student pathways to graduation - credit attainment.
-  04 Consultants shadow the extra FN supports put into some of our schools.

-  4.2 FNM Student Engagement - By June 2020, 85% of SECPSD self-identified FNM students will be able to identify a caring adult at their school who is invested in their well being as measured and reported by the Our School student surveys.

 **Strategies**


 4.2.1 Advocate at School

 **Actions**

-  01 Examine the "Following Their Voices" report and website to determine items we can implement across the division.
-  02 Visit "Bert Fox" Community School in Fort QuAppelle to discuss "Following Your Voices" program and the impact it has on their school.
-  03 Develop a plan to implement aspects of the Following Your Voices work in our schools.
-  04 Explore various ways for schools to ensure every child has an adult connection at school.
-  05 Provide resources to counselors to support themselves and staff in connecting with students.
-  06 Develop a support document for schools around student advocacy.
-  07 Work with Community Education Liaisons in the area of student engagement.
-  08 Explore PD opportunities for school staff on connecting with students
-  09 Re-visit and update the smooth transitions document.
-  10 Present updated smooth transitions document at as admin meeting.

Well-being



Outcomes

-  5.1 Well-being - By June 2020, the well-being of students will have increased for Grade 4 - 8 to at least 85% and for Grade 7 - 12 to at least 80% as measured and reported by the Our School student survey measures of Sense of Belonging, Positive Relationships and Anxiety.

Strategies






5.1.1 Professional Development for Our Organization on Wellness

Actions

-  01 Workshop on student mental health/anxiety provided for teachers.
-  02 Explore what PD opportunities there are for our teachers around student well-being.








5.1.2 Baseline data & data analysis regarding student wellness


Actions

-  01 Student Services Counselors examine OurSchool data and develop actions to address levels of anxiety among our students
-  02 SST discussions on student anxiety
-  03 Schools examine their OurSchool data and develop action plans focused on Sense of Belonging, Positive Relationships and Anxiety.
-  04 Schools examine their Review 360 Universal screen data and put necessary action plans in place.
-  05 Review 360 Universal Screen data is reviewed and followed up on.











5.1.3 Safe and Caring Schools


Actions

-  01 Create an AP on Gender and Sexual Diversity
-  02 Set up and organize regional GSAs across the school division
-  03 GSD/GSA presentation to SCCs at November workshops
-  04 Schools are to record all Office referrals and Bullying incidents in Review 360.
-  05 Review 360 behavioral screen is completed by all students and teachers in the fall. Students in the red will be re-screened in the spring.
-  06 Engage SECTA and administrators to determine what 'student engagement and advocacy' looks like in our division.
-  07 Engage SECTA and administrators to develop parameters of what 'student engagement and advocacy' looks like in our schools.




 5.1.4 Effective Practices in Developing Wellness

 **Actions**

-  01 Structure in place in every school to ensure that all students have an advocate in school.
-  02 Research a system wide plan around wellness.
-  03 Study what other school divisions are doing around wellness for students and staff.
-  04 Committee developed to discuss staff wellness.
-  05 Examine school level data around "Advocacy at School"
-  06 Focus on Student First at every grade level.
-  07 Determine the curriculum outcome correlation for the Canadian Mental Health Literacy curriculum resource.
-  08 Have some schools pilot the Canadian Mental Health Literacy curriculum resource in Grades 9 and/or 10.
-  09 Seek and examine feedback from schools that piloted the Canadian Mental Health Literacy curriculum resource.
-  10 Share the website teenmentalhealth.org at an admin meeting to then be taken back to a staff meeting.

 5.1.5 Support staff levels of happiness and well being.

 **Actions**

-  01 Celebrate growth at the school level . Ex. school grad rates, school reading results
-  02 Survey teachers to seek PD feedback and determine needs.
-  03 Analyze survey results to guide the development of our PD plan for next school year.