

Continuous Improvement Framework

South East Cornerstone Public School Division



Contact person:
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SASK_Section

Values

Guiding Principles

Success in the South East Cornerstone Public 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 1: Division Context

Organization Chart:




Division Boundaries:




Section 2: School Division Goals and Accomplishments

Early Years

Outcomes



-  1.1 Early Learning - By June of each year, 90% of students exiting Kindergarten will score in the appropriate range on the RTI scoring index of the EYE and be ready for school.

Strategies

-  1.1.1 To Facilitate Professional Development on Early Learning for Pre K and K Teachers



-  1.1.10 Focused Grade Structure

Actions


-  01 K teachers receive intensive support for Semester 1 of 2019-2020 school year.
-  02 Grade 1 teachers receive intensive support for Semester 2 of 2019-2020 school year.

-  1.1.11 Welcome to SECPSD

Actions






-  01 SECPSD develops a "Welcome to SECPSD" event structure with supports for schools to welcome future families to SECPSD.
-  02 Schools host Welcome to SECPSD event prior to December 2019.

-  1.1.2 Support Improved Pre-Kindergarten and Kindergarten Practices


-  1.1.3 Support School Community Engagement.

-  1.1.4 Support School Teams in Interpreting and developing actions from EYE-TA data



Actions


-  01 Analyze SECPSD EYE - TA data and create procedural supports for EYE - RTI.
-  02 Engage with a pilot of EYE teacher resources for K.
-  03 Pilot Learning Bar EYE Supports for K with Fidelity.
-  04 Create a template for classroom planning actions from EYE student reports.
-  05 Deliver PD to show the connection of EYE data and Student Success Process.

 1.1.5 Improve EYE entrance scores


 1.1.6 Student Success Process

 **Actions**

-  01 Ensure School Staff Understand the SECPSD Student Success Process.
-  03 Coordinators review and update interactive flowchart webpage.






 1.1.7 Ensure All pertinent SECPSD personnel understand the student success process.

 **Actions**

-  01 Review Student Success Process with School Teams.




 1.1.8 Responsive Teaching

 **Actions**

-  01 Ensure Admin Teams understand the value and depth of the data gleaned from Universal Screens.
-  02 Ensure Consultants and Coaches understand the value and depth of the data gleaned from Universal Screens.
-  03 Investigate and prepare supports to further understanding of Universal Design across SECPSD.
-  04 The LST Team will develop and deliver Instructional Strategies modules for Administrators to facilitate an ITP meetings.
-  05 The LST Team will review and develop a plan using The supporting All Learners Ministry Document.


 1.1.9 Student Support Teams

 **Actions**

-  01 Ensure SST's are meeting once every 6 days or equivalent.
-  02 Review and update the student support guidelines after gathering face to face feedback.
-  03 Share updated student support guidelines with Admin Teams.

 **At Grade Level in Reading, Writing, and Math**





 **Outcomes**



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

 **Strategies**

 2.1.1 Facilitate Data Analysis and Support Interventions




 **Actions**

-  01 Incorporate Data Analysis in "for learning" pieces of meetings.
-  02 Develop Best Practices Guide for Data Analysis.
-  03 Ensure that all schools have implemented SECPSD SST procedures that include analysis of student data related to reading, writing and math, action plan, and intervention structure.
-  04 Review potential budget surpluses to address potential interventions for reading at grade 1,2 and 3.

-  05 Develop and implement alternate effective tier three literacy interventions.
-  06 Identify tier three reading instructional strategies that can be infused within tier one instruction.










 2.1.2 Support School Community Council engagement


 **Actions**

-  02 Continue to expand eBook and audiobook offerings.
-  05 Ensure schools engage the SCC to develop a plan to reach out to parents and the community in regards to the importance of their role within the learning plan.
-  10 Support Schools in hosting Reading, Writing and Math Days each Spring.


 2.1.3 Instructional Team Plan

 **Actions**


-  10 Support Schools to analyze grade 2 reading results and plan interventions for grade 3.
-  11 Elementary Curriculum Consultants make grade 3 classrooms a priority.
-  12 Support staff in understanding components and expectations of ITP.
-  13 Provide resources to ensure best practices for literacy instruction in kindergarten.
-  14 Monitor monthly ITP meetings through the submission of meeting minutes.
-  15 Provide resources to ensure best practices for literacy instruction in 1-9.
-  16 Support the alignment of ITP self-reflections with PGP goals.
-  17 Provide support and resources for the implementation and facilitation of the SLAM 10-12.
-  18 Provide resources to ensure best practices for literacy instruction in 10-12.

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


 **Strategies**


 2.2.1 Support Actualization of Sask Reads for Administrators

 2.2.2 Support Implementation ITP into classrooms

 2.2.4 PowerUP


 **Actions**


 01 Develop Supports for Schools adopting Power up in grades 6-8.

 02 PowerUp seats are available for grades 6-12 students requiring Tier 2 interventions beyond LLI.


 2.2.5 LEXIA Core 5


 **Actions**

 01 Ensure all grades 2-5 students have access to Core 5 account.


 02 Monitor Core 5 student use and access to program.

 03 Pull data and track student achievement.






 04 Share data with Admin teams so they can provide support to teachers.


-  2.3 Writing - By June of each year, 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) outcomes for high school ELA classes.

 **Strategies**





-  2.3.1 Support Schools in Implementation of ITP including Saskatchewan Writing Rubrics and Continua


 **Actions**

-  03 Set up online sessions for teachers using the provincial writing rubric.
-  04 Provide supports, through consultants, to teachers using the established rubrics during the year.
-  05 Leverage Clevr to track progress and record data.
-  06 Update and renew PD HUB supports.
-  07 Share writing rubrics with all Subject area teachers for use assessing students writing and sharing common expectations.


-  2.3.4 Develop Effective Practices and Expectations in Writing Instruction


 **Actions**

-  1 Follow up on the work and philosophy of Sandra Herbst with teachers.
-  2 Update and renew PD HUB content on writing Instruction
-  3 Sandra Herbst to work with Administrators to evaluate implementation of triangulation and co-construction.
-  4 Share writing rubrics with all ELA teachers, direct teachers to PD Hub section of same.

-  2.3.5 Research existing developed resources and evaluate for adoption for SECPSD

 **Actions**





-  01 Mine SECPSD Website for pieces to showcase on the PD HUB.



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

 **Strategies**

 2.1.1 Facilitate Data Analysis and Support Interventions






 **Actions**

-  01 Incorporate Data Analysis in "for learning" pieces of meetings.
-  02 Develop Best Practices Guide for Data Analysis.
-  03 Ensure that all schools have implemented SECPD SST procedures that include analysis of student data related to reading, writing and math, action plan, and intervention structure.
-  04 Review potential budget surpluses to address potential interventions for reading at grade 1,2 and 3.

-  05 Develop and implement alternate effective tier three literacy interventions.
-  06 Identify tier three reading instructional strategies that can be infused within tier one instruction.







 2.4.1 Investigate Continuing Education Opportunities for Math Teachers


 **Actions**

-  01 Determine how to support admin and grades 1 to 9 teachers on the use of the provincially developed math rubrics.
-  04 PD provided to increase teachers ability to triangulate evidence of learning.
-  05 PD provided to show teachers how to utilize technology to save time in assessment practices.
-  06 Research External Online PD offerings for Math Teachers (eg. You cubed).
-  07 Plan for gathering 2,5,8 Math assessments, PD plan and practice run of data collection.





 2.4.2 Support Schools in Actualizing the Math Component of the ITP

 **Actions**

-  05 Encourage the use of guided math in schools not piloting JUMP Math.
-  06 Identify the classrooms using guided math and analyze their data.
-  07 Identify resources/gaps in math resources for supporting K-12 math.
-  08 Provide PD Hub materials to support Implementation of Mathematician's Framework.
-  09 Targeted PLC for Math Teachers in grades 6-9 to help actualize Mathematician's Framework.
-  10 Recirculate Math Supports and Resources Inventory for all grades and all teachers. This includes Tier 1,2 and 3.



 2.4.3 Jump Math Pilot

 **Actions**

-  07 Continue to keep the question and answer resource updated on One Note.
-  08 Jump Math Outreach Manager to work with pilot schools.
-  09 Analyze Data to determine future direction in regards to JUMP math.
-  10 Expand JUMP Math to grades 1,2 across SECPD




 2.4.4 Support Schools to Understand and Interpret Universal Screen Data


 **Actions**

-  01 Review Universal Screen expectations and procedures with Admin Teams.
-  02 Continue use of 4-6 Math Screen and use data to inform instruction.




 2.4.5 Analyze year over year scorecard data and develop leveled interventions.

 **Actions**

-  1 Ensure schools can access and interpret Scorecard Data.
-  2 Scorecard Data is reviewed with SOS.
-  3 Schools review Scorecard Data and incorporate needed interventions into SIP.


 2.4.6 Investigate data trends showing achievement inconsistencies across Outcomes and Through Grades

 **Actions**

-  01 Compare data sets from Outcome Attainment, Credit Attainment, Final Percentage Report and Skovision Scorecard results looking for trends and possible actions.
-  02 Develop a tool for Admin Teams to use outlining "Look fors" in Year Plans and Syllabi. (Foci on triangulation and 15 fixes)
-  03 Develop "Pre Assessment" Survey for teaching staff based on understanding of assessment best practices.

 **Graduation Rate**

 **Outcomes**





















-  3.1 Graduation - The three-year graduation rate for SECPD students, excluding students who are enrolled in 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 Research and Implement Effective Practices to Improve Graduation Rates

Actions

-  01 Career Services Consultant will promote different ways to enhance pathways to graduation.
-  05 Bring ISTE pedagogical practices to classrooms to increase student engagement and better prepare students for transition to post-secondary studies and the workforce.
-  06 Determine a plan for utilizing SASKgraduates guiding documents to provide support for school and school division graduation plans.
-  07 Grad Team to attend provincial Improving Graduation Rates meeting/symposium.
-  09 Leverage IT Team, to develop resources for School Admin to promote digital citizenship in all students and staff using ISTE standards and "Digital Citizenship Continuum" from "Digital Citizenship Education in Saskatchewan Schools".
-  10 Explore options for offering summer school to South East Cornerstone students.
-  12 EAL Consultant will work with ELA teachers and Admin to provide support and resources to obtain the 5 required ELA high school courses.
-  13 Explore ways to communicate with stakeholders in regards to priorities.
-  15 Ensure that every grade 9-12 student has a MyBlueprint account and ensure its usage across curricula.
-  16 Expand Access to Skopus Credit Tracking Report for Homeroom Teachers and Career Counsellors.
-  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.
-  23 Share and have discussion on the "Digital Citizenship Continuum for K-12" and "Digital Citizenship Education in Saskatchewan Schools" at an admin meeting.
-  25 Define and develop the connections between our various processes and Student Intellectual Engagement. (We belong and are Valued)
-  26 Walk through the saskgraduates.ca website at an admin meeting.
-  27 Monitor MyBlueprint Usage and report findings to Admin for follow-up.
-  28 Develop Heuristics to encapsulate SECPD Philosophies around our beliefs.
-  29 Credit Tracking Report becomes a tool for tracking student progress through homeroom structure and SLCs.
-  30 Implemented Coding Quest program for grades 4-6.
-  31 Expand Coding Quest to include Grades 7-9 and Introduce Coding Trek for grades 1-3.



3.1.10 Support Admin in Analyzing Our School Data and develop further supports.

Actions



03 School staff and SST's examine their OurSchool data and develop action plans focused on Sense of Belonging, Positive Relationships and Anxiety.



04 School staff and SST's examine their Review 360 Universal screen data and put necessary action plans in place which are then reviewed and followed up on.



06 School staff and SST's examine gaps between FNMI and Non FNMI students in the Sense of Belonging measure and implement interventions..



07 School staff and SST's examine OurSchool and develop action plans focused on teacher relationships and intellectual engagement.



08 Review Schools submission of OurSchool driven actions and share best practices through Admin Team and PD HUB.



09 Develop framework for engaging student representatives within schools to gather student perception of Advocacy.



10 Schools use developed framework to gather student voice in regards to advocacy needs and supports.



11 Examine Review 360 Universal data to seek connection between Bullying reports on Tuesday and Office Referrals Wednesday.


































12 Remove attendance from Wednesday office referrals and investigate the change in data by doing so. (Wednesday is after SST)



3.1.11 Mental Health Focus







Actions

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-  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".
 -  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.
 -  11 Develop Homeroom Lessons using Modules from TeenmentalHealth.org
 -  12 Mine Leaders and Learners Mental Health magazine and develop presentations for staff meetings.
 -  13 Research GSD 20L Curricula document and determine further actions.
 -  14 Provide the anti-bullying presentation, Bullying Ends Here by Tad Milmine, to Gr. 6-11 students.
 -  15 Provide and Coordinate the anti-bullying presentation from Kids on the Block for Gr. 3-5 students
 -  16 Partner with the RCMP, WPS and EPS to provide the sexting information presentation, Before You Hit Send to Gr. 4-12 students.
 -  17 Provide Mental Health First Aid Training to all Gr. 9 Health teachers.
 -  18 Provide Red Cross training for the Healthy Youth Relationships and Beyond the Hurt programs for counsellors.
 -  19 Explore providing Safe Talk Training for counsellors.
 -  20 Discuss and review the Tragic Events processes with our Mental Health partner agency
 -  21 Partner with the RCMP, WPS and EPS to discuss student presentations for the 2018-2019 school year.
 -  22 Present "Worrisome Behaviors" information to caretakers and bus drivers.
 -  23 Investigate the Mind-Up curriculum for use in K-8 classrooms.
 -  24 Implement the Teen Mental Health Curriculum Modules in one course (ELA 10, 20, 30, Wellness 10, etc) and Gr. 9 Health classes during the 2018-2019 school year.
 -  25 Provide well-being information to all staff regularly through the Did You Know documents.
 -  26 Implement Mind Up Curriculum for use in all K-8 Classrooms. Supports to be built on PD Hub. Resources purchased centrally and distributed.
 -  27 Counsellors will develop PD Hub module to support teachers helping kids with self harm, suicidal thoughts.
 -  29 Providing MOOC admission for all K-12 Teachers for "Bringing Mental Health to Schools" through UBC. Will deliver on Red or Brown days.
 -  30 Identify Schools to engage in SAYCW survey.
 -  31 Investigate the work of Dr. Carrington and leverage SECTA convention keynote.
 -  32 Monitor Mind Up implementation and develop supports.
 -  33 Discuss with schools Teen Mental Health plans for 2019-2020.
 -  34 Develop mechanism to gather student voice in regards to suicide prevention and resilience.
 -  35 Investigate resource "The Third Path" for possible implementation across SECPD.



3.1.12 Safe and Caring Schools Committee Research Student Wellness Programs



Actions

-  04 Schools are to record all Office referrals and Bullying incidents in Review 360.
-  06 Schools use Behavior Tracking function of Review 360 to record Behavior Intervention Plans.
-  07 Support Schools in implementing "Turning Points" program.
-  08 Remove attendance incidents from Office referrals and analyze data for wall walk.
-  09 Develop AP and appendices to conform to new Child Abuse expectations from Ministry.
-  10 Research and Support The Learning Tree "Turning Points" pilot in SECPSD.



3.1.13 Analyze OurSchool "Drivers of Student Outcomes data with focus on Effective Learning Time, Relevance and Rigor and plan PD HUB session teacher supports.






Actions

-  01 Analyze Student Drivers for SECPSD and plan division wide interventions.
-  02 Schools submit an annual summary of OurSchool interventions, results and responses in June to each school year.



3.1.2 Analyze attendance data to determine further supports



Actions

-  01 SST 's target truancy and work through the intervention checklist Pre K through 12.
-  02 AMC website is used to track Attendance interventions.
-  03 Investigate and develop Attendance plan template (Similar to Behaviour Plan), and provide to schools for use during intervention checklist.
-  04 Investigate School level attendance and Interventions processes.
-  05 - Train Counsellors in Keeping Kids in School - Stan Baker.



3.1.3 Monitor Student Led Conferences to ensure inclusion of Student Graduation and Post-Graduation Plans




Actions

-  01 Develop a plan using MyBlueprint to support grades 9-12 Student Led Conferences that include pre-grad and grad plans.
-  05 Schools submit an annual summary of OurSchool implementation, results and responses in June of each school year.



3.1.4 Monitor Credit Attainment in Grade 10 and plan further supports



Actions

-  02 Develop 'Cornerstone Success' process for Career Development Counsellors and Grad Rate Improvement Team to Implement in Schools.
-  04 Administrators use Skopus reports to monitor credit attainment and ensure a personalized plan is developed for each student not on track to graduate.
-  11 Obtain school level reports from the Ministry and share with administrators.



3.1.5 Promote and Monitor Utilization of Alternate Pathways to Graduation




Actions

-  01 Develop Special Project Course options for Cyber Stone
-  06 Develop a CWEX/Apprenticeship shell course to be available to all teachers.



3.1.6 Research and Develop Best Practices for Global Competencies




Actions


-  02 Build supports for Admin to actualize ISTE standards best practice in their schools.
-  04 Develop a Module for PD HUB from Understanding Outcomes and Indicators document.
-  08 Develop planning documents/templates that embed ISTE standards.




3.1.7 Implement and monitor Student First Classrooms in grade 10

Actions


-  01 Focus on Student First Classrooms in Grade 9-12. Specifically using We Belong and are Valued Roles.
-  02 ELA Instructional Coaches Develop ITP pieces for Grade 10 ELA.
-  03 Secondary ELA Instructional Coaches to Model and promote Student First Classrooms in Grade 10.


 3.2 Graduation - The five year graduation rate for SECPD students will be 95% or above.


 **Strategies**

 3.2.1 Implement Best Practices to Improve Graduation Rates


 **Actions**


 09 SST's examine OurSchool perception surveys data focusing on Positive Student Teacher Relationships, Intellectual Engagement and Anxiety.

 10 SECPD attend Graduation Rates Seminar yearly.

 3.2.2 Monitor the Utilization of Adult 12 pathway and its impact on Graduation Rates


 **Actions**

 01 Have SIS run an Adult 12 Pathway report to gain understanding of quantity of students and schools utilizing this pathway.

 02 Study FNMI data and determine utilization of Alternate pathways opportunities.

 **Improving FNMI Engagement & Graduation**

 **Outcomes**

 4.1 FNMI Graduation - By June of each year, the three year graduation rate for students self-identified as FNMI 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. (3% annual increase)
















 **Strategies**



4.1.1 Truth and Reconciliation



Actions



-  03 Continue to build relationships with Treaty 4 Education Alliance to facilitate smooth transitions and supports for FNMI students.
-  05 Develop a script to be used for opening remarks/presentations acknowledging that we are all Treaty people.
-  07 Promote the use of the Truth and Reconciliation website to Admin teams.
-  08 Curriculum teams work through the Treaty Education outcomes and indicators document and design support pieces for teachers.
-  09 Support Teachers in Truth and Reconciliation work.
-  10 Share Leading to Learn Information and Structure with Admin Teams.
-  11 Develop PD HUB Supports for Teachers and Admin to access to promote Truth and Reconciliation work.
-  12 Develop Support Lessons for schools to provide context for Treaty Symbols signage in their buildings.
-  13 Ensure Land acknowledgement scripts are used to open hosted meetings.
-  14 Develop strategy to include Treaty Outcomes and Indicators within gradebooks and reporting documents.
-  15 Distribute Ministry Video of Treaty Website Tour when available.
-  16 Target Middle Years Teachers with supports for implementing Treaty Outcomes and Indicators and Truth and Reconciliation work.
-  17 Develop Supports for use at staff meetings or ITP meetings to include Treaty Calls to Action.
-  18 Leading to Learn Signposts are included in Admin meeting For Learning sessions.
-  19 SECPD develops Family Engagement Strategy during 2019-2020 school year for 2020-2021 Implementation.



4.1.2 Increase Parent & Caregiver 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 Enhance supports for FNMI students

 **Actions**







-  02 Continue to seek input from our First Nation Local Advisory Councils to determine the needs of our First Nation students.
-  03 Explore and promote alternate Pathways to assist FNMI students in Graduation and Credit Attainment.
-  04 Student Services consultants work with the FN Rtl coaches.
-  05 Investigate FNMI Attendance data and correlate to enrollment numbers.

-  4.2 FNMI Student Engagement - By June of each year 85% of SECPSD self-identified FNMI 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 Support Schools to ensure every Student has an Advocate at School

 **Actions**

-  04 Explore various ways for schools to ensure every FNMI student has an adult connection at school.
-  05 Provide resources to counselors to support themselves and staff in connecting with students.
-  06 Investigate SaskAdvocate website..
-  07 Focus the Work of Community Education Liaisons towards student engagement.
-  09 Revise the smooth transitions document.
-  10 Present revised smooth transitions document at an admin meeting.