



Continuous Improvement Framework

South East Cornerstone School Division

Macoun School



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Section 1: Division Context

Vision

Our students are competent, confident learners prepared for the challenges of a changing world.

Mission

Our mission is to take a holistic approach and collaborate with parents and the community to inspire every student: *"To Think, To Learn, To Achieve, and To Care."*


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 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 Principal to share EYE data with SCCs.




-  1.1.2 Improving Pre-Kindergarten and Kindergarten Practices

Actions

-  01 Utilize developmentally appropriate intervention for Pre-K and K students.
-  02 Ensure regular Pre-K visits to the K classroom.
-  03 Maintain up-to-date early years referrals (years 0-3).
-  04 EYE data shared at student-led conferences and supplemented with examples of student work.
-  05 Invite division consultants in to work with K teachers in order to support best practices.
-  05 Student data discussed at SST/ELT meetings.
-  06 Invite SLP/counselor to transition days.


-  1.1.3 Family Engagement

Actions

-  01 Annual IMPACT event set up for families
-  02 Ensure literacy nights are set up annually.
-  03 Invite parents in for student-led conferences two times/year.

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 Ensure teachers are utilizing SLP supports.


















 2.1.2 Reading supports provided to parents & the community


 **Actions**

-  01 Develop a plan to inform parents about our eBook and audio book resources.
-  02 Host a literacy night to inform parents about reading strategies to use at home .
-  03 Use our newsletter for literacy information.
-  04 The SCC get involved with classroom reading for grades 1-2.

 2.1.3 Effective Practices in Reading

 **Actions**

-  01 Utilize Sask Reads document.
-  02 Teacher modelling
-  03 Teachers co-construct what 'good' readers do when reading aloud across the grades.
-  04 Teachers follow I do, we do, you do model.
-  05 Teachers use the Daily 5 model for ELA class.
-  06 Teachers have students record their reading.
-  07 Teachers model how to choose appropriate books ("I pick").
-  08 Teachers foster peer partners for reading.
-  09 Utilize co-teaching model for Rtl.
-  10 Teachers set up home reading programs that are enjoyable.
-  11 Different kinds of summative and formative data will be collected in order to ensure progress monitoring.
-  12 Implement Nelson Literacy 4 & 5 (cross-curricular resources).
-  13 Implement Nelson Literacy 1-2 (cross-curricular resources).
-  14 Create early literacy teams for grades K-5 teachers and administrator.
-  15 Pre-K/K-1-2 Budding Reading
-  16 Use triangulation of evidence for literacy assessment.
-  17 Invite divisional literacy consultants in.

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-  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 Support teachers through reflection and classroom implementation.

-  2.2.2 Effective Practices in Reading

 **Actions**

-  01 Utilize Sask Reads document (for teachers and administrators)
-  02 Teacher modeling 'good' reading for a variety of texts, purposes, and audiences.
-  03 Teachers co-construct what 'good' readers do when reading aloud and silently.
-  04 Teachers follow "I do, we do, you do" model.
-  05 Teachers use a Daily 5 Model for ELA.
-  06 Teachers set up home reading programs that are enjoyable and student-based.
-  07 Teachers use a variety of diagnostic, formative and summative assessment data to examine during SST meetings.
-  08 Implement Nelson Literacy 5-8, Crossroads, Collections and other Division/Ministry approved resources.
-  09 Implement a Buddy Reading program.
-  10 Utilize e-library
-  11 Teachers use triangulation of evidence for assessment.
-  12 Invite divisional literacy consultants in.

-  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 Support teachers through reflection and classroom implementation.


-  2.3.2 Effective Practices in Writing

 **Actions**

-  01 Elementary literacy teams focus on writing and reading.
-  02 Utilize "Expanding Expression" tool for writing.
-  03 Using co-construction for different kinds of writing.
-  04 Showcase student work in communication home (eg. newsletters)
-  05 Utilize RtI support for writing interventions.
-  06 Teachers explicitly teach a variety of writing strategies (including organizers).
-  07 Have author visits at the school to promote the importance of writing.

-  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 Support teachers through reflection and classroom implementation.

-  2.4.2 Effective Practices in Math

 **Actions**


-  01 Use coding in math and other classrooms to enhance development of mathematical thinking and increased engagement.
-  02 Using a variety of assessment tools for math.
-  03 Use a variety of division-supported resources (FSIM, Balanced Math, Numeracy Nets, Math Makes Sense, Making Math Meaningful, Teaching Student-Centered Math).
-  04 Use SST/ELT to discuss classroom and school data.
-  05 Designate Rtl time for math support, as established by the SST.
-  06 Teachers use triangulation of evidence for math.
-  07 Invite divisional curriculum consultants in

-  2.4.3 Jump Math Pilot


-  2.4.4 Universal Screen

 **Graduation Rate**














 **Outcomes**

-  3.1 Graduation - By 2020 the three-year graduation rate for SECPSD 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 Bring 21st Century pedagogical practices to classrooms.
-  02 Use OurSchool data for school improvement planning.
-  03 Use "Digital Citizenship" modules with students.
-  04 Collaborate with all stakeholders to create a school improvement plan.
-  05 Utilize consultants to work on Sandra Herbst professional development with teachers.
-  06 Continue to focus on triangulation of assessment.
-  07 Continue student-led conferences twice annually.
-  08 Utilize counselor for in-class support.
-  09 Create Safe School Charter in collaboration with SCC.
-  10 Annual review of behavior matrix and school expectations.
-  11 Use SST meetings to discuss student behavior needs.
-  12 Use Review 360 to document (worrisome and negative) behavior.
-  13 Use the Review360 screening tool in the fall and again in the spring.

 3.1.2 Attendance Focus


 **Actions**

-  01 Follow our division's administrative policy and attendance monitoring.
-  02 SST to review monthly attendance data.
-  03 Attendance data on visibility wall and shared with SCCs.
-  04 Continue to support parents.
-  05 Use correspondence home to illustrate/inform parents of the importance of attendance.
-  06 "Lunch on Me" for those students with perfect attendance.





 3.1.3 Student Graduation and Post-Graduation Plans


 3.1.4 Monitoring Credit Attainment

 3.1.5 Cyber Stone


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

 **Actions**

-  01 Use 21 Century Skills as a means to choose appropriate work for student portfolios.
-  02 Do coding in math and other areas.
-  03 Use the curriculum and recognize 21st Century skills in order to create year plans and developing tasks and assessments.
-  04 Implement Maker Stations for students


 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


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

-  4.1.2 Parent & Community Engagement

-  4.1.3 Enhanced supports for FNM students


-  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


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



 5.1.2 Baseline data & data analysis regarding student wellness


Actions


-  01 Use our OurSchool data to develop action plans that focus on Sense of Belonging, Positive Relationships and Anxiety.
-  02 Use Review 360 screeners for student behavior.

 5.1.3 Safe and Caring Schools



Actions

-  01 Review Safe Schools Charter annually with SCC and staff.
-  02 Create a phone-tree program for emergencies.

 5.1.4 Effective Practices in Developing Wellness

 5.1.5 Support staff levels of happiness and well being.

Actions

-  01 Use staff meetings to celebrate school successes.
-  02 Use coaching during PGP meetings.