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# LLOYDMINSTER CATHOLIC SCHOOL DIVISION

Continuous Improvement Framework Strategic Plan

August 2009 - June 2012

Revised September 20, 2011

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# TABLE OF CONTENTS

Continuous Improvement Framework Strategic Plan

August 2009 - June 2012

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PAGE	Contents
4	About Us ...
7	Division Financial Profile
8	Our Governance Structure
10	Summary of Assessments
15	Learning Improvement Plan Goal #1: Reading
24	Learning Improvement Plan Goal #2: Math
32	Learning Improvement Plan Goal #3: Writing
39	Learning Improvement Plan Goal #4: Surveying Your Landscape
46	Division Improvement Plans: Equitable Opportunities

PAGE	Contents
66	Division Improvement Plans: Smooth Transitions
73	Division Improvement Plans: System Accountability & Governance
103	Assessment For Learning Division Results
108	Learning Improvement Plan Update

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# ABOUT US...

## Division Profile

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### *Our Mission*

*Lloydminster Catholic School Division will nurture the spiritual, intellectual, social and physical development of each student in a faith-centered community.*

### **An Introduction:**

Through our model of governance, our Board of Education trustees annually reviews their mission and value statements. This process is very helpful to the Board in a planned effort to reaffirm its' core values and provides an opportunity to reflect on its operations to remain focused on what is important at the local level.

The Board's Values represent their core priorities in Lloydminster Catholic School Division (LCSD) culture, including what drives trustee priorities and how they truly act in the pursuit of excellence for our organization. The Board's Values are increasingly important in the development of the strategic planning process documented in their "Continuous Improvement Framework." The Board is committed to permeate these Values throughout our operations in the service of our students and the mandate of Catholic Education.

### **Our Story:**

Lloydminster Catholic School Division continues to grow and expand educational services since our inception as a school division in 1959. During this span of time, our school division has grown to provide a range of academic programming within our Catholic Education mandate. Our growth has enabled us to add new schools to meet our community's desire for Catholic Education. We celebrated the opening of our first school in 1961. Father Gorman opened in 1977 to provide a Catholic elementary programming for Saskatchewan students. In 1982, St. Joseph opened to serve the city's southwest on the Alberta side. In 2001, Holy Rosary High School moved to their new school at the

current site and St. Mary's began their first year in their current site. Our Kindergarten to grade 7 single-track French Immersion program is growing at such a rate that we now are working diligently with the Saskatchewan Ministry of Education to open a new École St. Thomas facility.

Our Lloydminster Catholic School Division has an exciting vibrancy. As we evolve, our Board of Education continues to assess and reaffirm its purpose and mandate. We are proud for the academic achievement of our students from Kindergarten to grade 12. We are grateful for our students' active involvement in their faith through such initiatives as the Catholic Youth Leadership Program where our school division has partnered with our St. Anthony's Parish to support this initiative. We actively cheer for them as they participate in the wonderful extra-curricular opportunities. We encourage the seeds of their faith to develop and grow throughout their life.

Value #1 Catholic Faith:

Catholic faith permeates all aspects of our students' education.

Value #2 Academics:

We strive for academic excellence for all students.

Value #3 Communication:

Open communication with our students, staff, and our faith community characterizes our interactions.

Value #4 Family / Community:

Students, parents, and staff work together as a team.

Value #5 Honesty:

Integrity and honesty guide our conduct.

Value #6 Leadership:

Strong leadership is characterized by innovation and excellence and promoted through continuous learning.

Value #7 Love / Respect:

We foster love and promote respect for human dignity and life.

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# ABOUT US...

## Demographics

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### *Division Profile*

Our school division has four elementary schools (K-7) and one high school (8-12). All of our schools offer a well-rounded, Catholic education, based on curriculum provided from the Saskatchewan Ministry of Education. Our schools are abound with co-curricular and extra-curricular opportunities!

St. Mary Elementary School

Approximately 350 students, Kindergarten - 7

St. Thomas Elementary School

Approximately 355 French Immersion students, Kindergarten - 7

St. Joseph Elementary School

Approximately 231 students, Kindergarten - 7

Father Gorman Community School

Approximately 300 students, Pre-Kindergarten - 7

Holy Rosary High School

Approximately 678 students, 8 - 12

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# ABOUT US ...

## Fiscal and Capital Planning

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LCSD has completed PSAB implementation as directed by the ministry and are now fine tuning the division processes and procedures. The schools will be going into the third year in which *School Generated Funds* component will be included in the Divisions financial reporting. This has resulted in administration procedures being adjusted to guide the schools. The PSAB component for tangible capital assets has been completed for the building valuations and depreciation. LCSD was compliant with the Ministry's February 2010 PSAB deadline.

A weakness that was identified with all the additional PSAB reporting requirements was the limitations of our previous financial software. We fully implemented the SRB accounting software during the 2010/11 school year. The human resource module has been developed with full implementation to take place during the 2010/11 school year. It may take up to a year to be fully integrated to the schools.

The major capital issue LCSD is dealing with is the growth and severe overcrowding of our French Immersion school. We have received final funding approval to proceed with the tendering of the project. We have started construction and anticipate a completion date of May 1, 2013. Our partnership with Alberta Catholic Social Services is being finalized. To alleviate the overcrowding of École St. Thomas 5 modular classrooms were placed into service for the start of the 2010/11 school year. We are experiencing significant growth in all our schools and will be looking at additions to St. Joseph, Father Gorman and Holy Rosary High School. If growth continues we may need to plan for a new elementary school.

The second major capital goal is the purchase and set up of a bussing compound/maintenance shop. During the 2009/2010 school year land was purchased and construction started. Occupancy for the new building was September 2011. Funding for this project will come from reserves and accumulated surplus as the school division has been saving for a number of years for this project. LCSD will continue to upgrade its bussing fleet by adding at least a bus a year.

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# MAKING SENSE OF A UNIQUE SITUATION

Two provinces, strategic planning, Saskatchewan's CIF, school goal setting...

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## *Our Governance Structure*

The Lloydminster Catholic School Division operates under a Role Clarification and Accountability (RCA) model. The primary action of the Board of Education is to direct senior administration through policy. The Director of Education has a very extensive list of Administrative Procedures that clearly articulate the structures of the school division and the accountability of those to whom he delegates authority at the division and school levels.

The Board of Education consists of 7 elected members, while senior administration consists of the Director of Education and 3 superintendents. Each school has a principal and a vice-principal(s) to support and provide leadership to the school.

### **The Alignment of Our Goals**

In the Spring and Summer of 2009, our Board of Education and senior administration developed this strategic plan designed to guide school and division actions over the next three years. The Board of Education identified areas of priority based upon: learning data, emerging needs, and public consultation meetings. In the summer of 2009, each school developed an action plan aligned with provincial and school division goals. Thus, our school division has everyone working toward the same specific improvement goals!

### **Summary of Assessments**

Although there are many advantages to being a Border City, an issue we face is finding a proper balance between mandated assessments from both provinces and those local common

measures that are necessary to function as a successful school division. Another challenge is getting timely data to teachers and administrators so they can truly use assessments for learning. Our division is no longer going to use CAT-3 Assessments believing the change to Division Assessments will provide more meaningful data. The following assessment schedule will begin with this Continuous Improvement Framework Strategic Plan (CIF). We are very pleased to have agreements in place to simplify the data collection, while creating greater utility for teachers, schools and the division.

LCSD Reading Screens, grades K-9, will be given in September, February and May.

LCSD Math Screens, grades K-9, will be given in September, February and May.

LCSD Writing Assessment, grades 6-8-10, will be given in November (pre-assessment) and May.

LCSD Surveying Your Landscape, grades 1-12, will be given twice in a school year.

Saskatchewan Ministry of Education Assessment For Learning Assessments, various grades and subjects, will be given in April and May of each year.

Saskatchewan Ministry of Education Treaty Survey, various grade levels, given in the spring of each year



# Father Gorman 2011-2012 Assessment

**August 11**

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**September 11**

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**October 11**

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**November 11**

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**December 11**

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**January 12**

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**February 12**

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**March 12**

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**April 12**

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**May 12**

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**June 12**

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- Assessment dates are highlighted in GREY
- Assessment results are highlighted in RED

## LCSD ASSESSMENT DATES Father Gorman Elementary School

**Test Period 1:**  
 September 12-16 Phonological K, Math A K  
 September 19-23 Math A Gr. 1-7  
 Sept 26-Oct 12 Reading Gr. 5/6/7  
 October 13-28 Reading Gr. 2/3/4  
 November 1-4 Reading Gr. 1  
 November 7-18 Writing Sample Assessments Gr. 6,  
 Surveying Your Landscape Gr. 2-7  
 November 21-25 Teacher & Student Focus Group

**Results Period 1:**  
 October 7 Phonological K, Math A K-7  
 October 19 Reading Gr. 5/6/7  
 November 7 Reading Gr. 2/3/4  
 November 8 Reading Gr. 1  
 November 25 Elementary Report Cards  
 December 2 Surveying You Landscape  
 December 9 Teacher & Student Focus Group Findings  
 December 12 Writing Gr. 6

**Test Period 2:**  
 December 5-9 Comprehension Gr. 4-7  
 January 16-20 Math B Gr. 1-7  
 January 23-27 Reading Gr. 6/7 (at-risk)  
 Jan 30-Feb 3 Reading Gr. 4/5 (at-risk)  
 February 6-23 Reading Gr. 1/2/3  
 Feb 21-Mar 2 Phonological Awareness K, Math B K

**Results Period 2:**  
 December 21 Comprehension Gr. 4-7  
 February 8 Math B Gr. 1-7  
 February 16 Reading Gr. 4/5/6/7  
 February 29 Reading Gr. 1/2/3  
 March 15 Phonological Awareness K, Math B K  
 March 23 Elementary Report Cards

**Testing Period 3:**  
 Apr 16-May 4 AFL Writing Assessments  
 April 23-27 Reading Gr. 6/7 (at risk)  
 Apr 30-May 4 Writing Sample Assessments Gr. 6  
 May 7-11 Reading Gr. 4/5 (at risk),  
 Surveying Your Landscape Gr. 2-7  
 May 14-June 1 Treaty Essential Learning Assessment  
 May 22-June 6 Reading Gr. 1/2/3  
 May 24-31 Teacher & Student Focus Groups  
 May 28-June 1 Comprehension Gr. 4/5/6/7  
 June 7-13 Phonological Awareness K, Math C K  
 June 11-15 Math C Gr. 1-7

**Results Period 3:**  
 May 8 Reading Gr. 6/7  
 May 16 Reading Gr. 4/5  
 May 25 Writing Gr. 6  
 June 1 Surveying Your Landscape  
 June 12 Reading Gr. 1/2/3  
 June 15 Comprehension Gr. 4/5/6/7  
 June 18 Phonological Awareness K, Math C K  
 June 22 Math C Gr. 1-7



# St. Joseph 2011-2012 Assessment Calendar

## August 11

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## September 11

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## November 11

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## December 11

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## January 12

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## February 12

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## March 12

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## April 12

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## May 11

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## June 11

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24	25	26	27	28	29	

- Assessment dates are highlighted in GREY
- Assessment results are highlighted in RED

## LCSD ASSESSMENT DATES St. Joseph Elementary School

Test Period 1:	Phonological K, Math A K
September 12-16	Math A Gr. 1-7
September 19-23	Reading Gr. 5/6/7
Sept 26-Oct 12	Reading Gr. 2/3/4
October 13-20	Reading Gr. 1
November 1-4	Writing Sample Assessments Gr. 5,
November 7-10	Surveying Your Landscape Gr. 2-7
November 21-25	Teacher & Student Focus Group
Results Period 1:	
October 7	Phonological K, Math A K-7
October 19	Reading Gr. 4/5/6/7
November 7	Reading Gr. 2/3/4
November 8	Reading Gr. 1
November 25	Elementary Report Cards
December 2	Surveying Your Landscape
December 9	Teacher & Student Focus Group Findings
December 12	Writing Gr. 6
Test Period 2:	
December 5-9	Comprehension Gr. 4/5/6/7
January 16-20	Math B Gr. 1-7
January 23-27	Reading Gr. 6/7 (at-risk)
Jan 30-Feb 3	Reading Gr. 4/5 (at-risk)
February 6-23	Reading Gr. 1/2/3
Feb 21-Mar 2	Phonological Awareness K, Math B K
Results Period 2:	
December 21	Comprehension Gr. 4-7
February 8	Math B 1-7
February 16	Reading Gr. 4/5/6/7
February 29	Reading Gr. 1/2/3
March 15	Phonological Awareness K, Math B K
March 23	Elementary Report Cards
Testing Period 3:	
Apr 16-May 4	AFL Writing Assessments
April 23-27	Reading Gr. 6/7 (at risk)
Apr 30- May 4	Writing Sample Assessments Gr. 6
May 7-11	Reading Gr. 4/5 (at risk), Surveying Your Landscape Gr. 2-7
May 14- June 1	Treaty Essential Learning Assessment
May 24-31	Teacher & Student Focus Groups
May 28- June 1	Comprehension Gr. 4/5/6/7
June 7-13	Phonological Awareness K, Math C K
June 11-15	Math C Gr. 1-7
Results Period 3:	
May 8	Reading Gr. 6/7
May 16	Reading Gr. 4/5
May 25	Writing Gr. 6
June 1	Surveying Your Landscape
June 12	Reading 1/2/3
June 15	Comprehension Gr. 4/5/6/7
June 18	Phonological Awareness K, Math C K
June 22	Math C Gr. 1-7



# St. Mary's 2011-2012 Assessment Calendar

**August 11**

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**September 11**

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**November 11**

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**December 11**

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**January 12**

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**February 12**

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**March 12**

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**April 12**

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**May 12**

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**June 12**

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- Assessment dates are highlighted in **GREY**
- Assessment results are highlighted in **RED**

## LCSD ASSESSMENT DATES St. Mary's Elementary School

<b>Test Period 1:</b>	
September 12-16	Phonological K, Math A K
September 19-23	Math A Gr. 1-7
Sept 26—Oct 12	Reading Gr. 5/6/7
October 13-28	Reading Gr. 2/3/4
November 1-4	Reading Gr. 1
November 7-18	Writing Sample Assessments Gr. 6
	Surveying Your Landscape Gr. 2-7
November 21-25	Teacher & Student Focus Group
<b>Results Period 1:</b>	
October 7	Phonological K, Math A K-7
October 19 Reading	Gr. 5/6/7
November 7	Reading Gr. 2/3/4
November 8	Reading Gr. 1
November 25	Elementary Report Cards
December 2	Surveying Your Landscape
December 9	Teacher & Student Focus Group Findings
December 12	Writing Gr. 6
<b>Test Period 2:</b>	
December 5-9	Comprehension Gr. 4/5/6/7
January 16-20	Math B Gr. 1-7
January 23-27	Reading Gr. 6/7 (at-risk)
Jan 30-Feb 3	Reading Gr. 4/5 (at-risk)
February 6-23	Reading Gr. 1/2/3
Feb 21—Mar 2	Phonological Awareness K, Math B K
<b>Results Period 2:</b>	
December 21	Comprehension Gr. 4-7
February 8 Math B Gr.	1-7
February 16	Reading Gr. 4/5/6/7
February 29	Reading Gr. 1/2/3
March 15	Phonological Awareness K, Math B K
March 23	Elementary Report Cards
<b>Testing Period 3:</b>	
Apr 16-May 4	AFL Writing Assessment
April 23-27	Reading Gr. 6/7 (at risk)
Apr 30-May 4	Writing Samples Assessments Gr. 6
May 7-11	Reading Gr. 4/5 (at risk), Surveying Your Landscape Gr. 2-7
May 14-June 1	Treaty Essential Learning Assessments
May 22-June 6	Reading Gr. 1/2/3
May 24-31	Teacher & Student Focus Groups
May 28—June 1	Comprehension Gr. 4/5/6/7
June 7-13	Phonological Awareness K, Math C K
June 11-15	Math Gr. 1-7
<b>Results Period 3:</b>	
May 8	Reading Gr. 6/7
May 16	Reading Gr. 4/5
May 25	Writing Gr. 6
June 1	Surveying Your Landscape
June 12	Reading Gr. 1/2/3
June 15	Phonological Awareness K, Math C K
June 22	Math C Gr. 1-7



# St. Thomas 2011-2012 Assessment Calendar

**August 11**

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**September 11**

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**October 11**

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**November 11**

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**December 11**

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**January 12**

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**February 12**

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**March 12**

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**April 12**

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**May 12**

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**June 12**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- Assessment dates are highlighted in GREY
- Assessment results are highlighted in RED

**LCSD ASSESSMENT DATES**  
St. Thomas Elementary School

<b>Test Period 1:</b>	
September 12-16	Phonological K, Math A K
September 13-26	FLA Reading Submissions
September 19-23	Math A Gr. 1-7
Sept 26-Oct 12	Reading Gr. 5/6/7
October 13-28	Reading Gr. 2/3/4
November 1-4	Reading Gr. 1
November 7-18	Writing Sample Assessments Gr. 6
	Surveying Your Landscape Gr. 2-7
November 21-25	Teacher & Student Focus Groups
<b>Results Period 1:</b>	
October 7	Phonological K, Math A K-7, FLA Results
October 19	Reading Gr. 5/6/7
November 7	Reading Gr. 2/3/4
November 8	Reading Gr. 1
November 25	Elementary Report Cards
December 2	Surveying Your Landscape
December 9	Teacher & Student Focus Group Findings
December 12	Writing Gr. 6
<b>Test Period 2:</b>	
December 5-9	Comprehension Gr. 4/5/6/7
January 9-27	FLA Reading Submissions
January 16-20	Math B Gr. 1-7
January 23-27	Reading Gr. 6/7 (at-risk)
Jan 30-Feb 3	Reading Gr. 4/5 (at-risk)
February 6-23	Reading Gr. 1/2/3
Feb 21-Mar 2	Phonological Awareness K, Math B K
<b>Results Period 2:</b>	
December 21	Comprehension Gr. 4/5/6/7
February 6	FLA Results
February 8	Math B Gr. 1-7
February 16	Reading Gr. 4/5/6/7
February 29	Reading Gr. 1/2/3
March 15	Phonological K, Math B K
March 23	Elementary Report Cards
<b>Testing Period 3:</b>	
Apr 16-May 4	AFL Writing Assessments
April 23-27	Reading Gr. 6/7 (at risk)
April 30-May 4	Writing Sample Assessment Gr. 6
May 7-11	Reading Gr. 4/5 (at risk)
	Surveying Your Landscape Gr. 2-7
May 7-24	FLA Reading Submissions
May 14-June 1	Treaty Essential Learning Assessment
May 22-June 6	Reading Gr. 2/3/4
May 24-31	Teacher & Student Focus Groups
May 28-June 1	Comprehension Gr. 4/5/6/7
June 7-13	Phonological Awareness K, Math C K
June 11-15	Math C Gr. 1-7
<b>Results Period 3:</b>	
May 8	Reading Gr. 6/7
May 16	Reading Gr. 4/5
May 25	Writing Gr. 6
June 1	Surveying Your Landscape
June 8	FLA Results
June 12	Reading Gr. 1/2/3
June 15	Comprehension Gr. 4/5/6/7
June 18	Phonological Awareness K, Math C K
June 22	Math C Gr. 1-7



# Holy Rosary 2011-2012 Assessment Calendar

**August 11**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**September 11**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**October 11**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**November 11**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**December 11**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**January 12**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**February 12**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

**March 12**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**April 12**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**May 12**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**June 12**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- Assessment dates are highlighted in **GREY**
- Assessment results are highlighted in **RED**

## LCSD ASSESSMENT DATES Holy Rosary High School

**Test Period 1:**  
 September 7-14 Math C Gr. 8/9 (using previous year C screen)  
 September 26-30 Reading Gr. 8/9 (all)  
 October 3-12 Math A Gr. 8/9  
 November 7-18 Writing Sample Assessments Gr. 8 & 10, Surveying Your Landscape Gr. 9-12  
 November 21-25 Teacher & Student Focus Group

**Results Period 1:**  
 October 7 Reading Gr. 8/9  
 October 19 Math C, A Gr. 8/9  
 December 2 Surveying Your Landscape  
 December 9 Teacher & Student Focus Group Findings  
 December 12 Writing Gr. 8 & 10

**Test Period 2:**  
 December 5-9 Comprehension Gr. 8/9  
 December 12-16 Reading Gr. 8/9 (at risk)  
 February 6-23 Math B Gr. 8/9

**Results Period 2:**  
 January 10 Reading Gr. 8/9  
 February 29 Math B Gr. 8/9

**Testing Period 3:**  
 April 23-27 Reading Gr. 8/9 (at risk)  
 Apr 30-May 4 Writing Sample Assessments Gr. 8 & 10  
 May 7-11 Surveying Your Landscape Gr. 8-12  
 May 24-31 Teacher & Student Focus Groups  
 May 28-June 1 Comprehension Gr. 8/9  
 June 11-15 Math C Gr. 8/9

**Results Period 3:**  
 May 8 Reading Gr. 8/9  
 May 25 Writing Gr. 8/9  
 June 1 Surveying Your Landscape, Teacher & Student Focus Group Findings  
 June 15 Comprehension Gr. 8/9  
 June 22 Math C Gr. 8/9



# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #1

## LCSD

90% of students in each grade from 1-9 will achieve or exceed the grade level standard (decoding, fluency and comprehension) on the *LCSD Reading Screen*.

## Measure

LCSD Reading Screen



### Action Plan:

1. ELA teachers will provide differentiated instruction to those identified in fall 2011 Reading screen on a regular basis.
2. Students will practice reading aloud in class during reading of short stories and novels. Teacher will keep data to monitor student progress.
3. Students will have silent reading time and will show an understanding of what was read through either discussion with the teacher or response journals.
4. Vocabulary will be taken up throughout the year for a minimum of 15 minutes twice a month.
5. Reading comprehension kits or equivalent teacher designed reading comprehension activities will be used throughout the year.
6. ELA teachers will use multiple reading strategies throughout the year in daily lessons where applicable.

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #1

## LCSD

90% of students in each grade from 1-9 will achieve or exceed the grade level standard (decoding, fluency and comprehension) on the *LCSD Reading Screen*.

## Measure

LCSD Reading Screen



## Action Plan:

1. Each team will create/continue to work on a SMART goal
2. Each team will develop/follow a CLOSING THE GAP/RTI plan to assist in the attainment of the Smart Goal by assessing the best practices from the previous year's plan and incorporating new strategies as they arise throughout the year. This process is constantly evolving in consultation with the administration.
3. The Admin Team will provide support and feedback in the PLC binders.
4. The PLC Teams will be actively involved in relating research and professional readings to their data evidenced by completing the related response sheets in their PLC binders.
5. The Admin Team will provide opportunities for
  - a) Peer teaching
  - b) Timetabling –common prep times for grade-alikes
  - c) Early Dismissal meetings- 90% of/ all of the time will be allotted for PLC work
6. The SCC will be determining goals directly related to the school Reading, Mathematics, and Writing goals.

# Learning Improvement Plan

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7. Follow up supports for implementing at least one L to J process related to a SMART goal in the classroom.
8. Students not meeting or exceeding his/her set standard (as determined by PLC team) will receive support from the LAT team. Supports May Include: Reading Intervention, one-on-one pull out programming, Comprehension and Decoding strategies, assistance in the classroom.
9. The Admin Team will provide the teachers with opportunities to view and use exemplars from other sources to aid in the development in each grade. Ex: AAC, CAMP, GL, Division exemplars.

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #1

## LCSD

90% of students in each grade from 1-9 will achieve or exceed the grade level standard (decoding, fluency and comprehension) on the *LCSD Reading Screen*.

## Measure

LCSD Reading Screen



## Action Plan:

1. All learning teams will have a specific action plan for each goal.
2. All teams will receive administrative feedback after each PLT meeting.
3. The L to J method will be used to monitor at least 1 SMART Goal (regarding goals 1, 2 and 3) to measure student growth and improvement for each grade throughout the year.
4. All teams will use the “Five Keys to Quality Assessment” to ensure quality assessments and communication.
5. All teachers in the Evaluative and Professional Learning Tracks of the LCSD will utilize the Professional Learning Matrix to facilitate growth in Planning, Instruction and Lesson Presentation, Classroom Organization and Management, Assessment and Evaluation, and Educational Technology to ensure student growth and improvement in reading.
6. The Learning Assistance Teacher will support reading improvement using the reading intervention program.

# Learning Improvement Plan

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7. Professional Learning Team Leaders will meet with school-based Administration monthly to discuss team direction, data and support.
8. Additional support for reading will be offered to all students in grade 4 to 7 whose data indicates more than five errors in fluency.
9. The Enhanced Learning Program will be implemented to assist students in grades 1 – 7 in developing reading skills as an extension of the RTI.
10. The Learning Assistance Teacher will team teach with all classroom ELA teachers to support reading skill advancement.
11. A school data team comprised of PLT leaders, the LAT and school principal will look at available data in November, February and May to determine patterns and trends to support Achievement # 1.

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #1

## LCSD

90% of students in each grade from 1-9 will achieve or exceed the grade level standard (decoding, fluency and comprehension) on the *LCSD Reading Screen*.

## Measure

LCSD Reading Screen



## Action Plan:

1. Each Professional Learning Team will create and carry out a specific detailed action plan in alignment with the Response to Intervention model (A-22) to support this goal. This action plan will include:
  - a) All teachers will gather and use specific assessment data to monitor and improve student learning on an ongoing basis (RTI: Universal Screening and Diagnostic Assessments)
  - b) The identification and programming for “at risk” students. (Universal Screening and Diagnostic Assessments and Levels 1, 2, and 3).
  - c) Actions determined by the professional learning team to support reading in alignment with Long Term Planning (A-13.)
  - d) All teachers will create and implement Reading Comprehension strategies supported by school and division Professional Development.

# Learning Improvement Plan

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2. All students from Kindergarten to Grade 7 will be assessed following the LCSD Assessment Calendar (fall, winter and spring) on reading skills in decoding, fluency and comprehension. Students in Grade 4 to 7 will also complete the LCSD Comprehension Assessment twice in the school year as determined by the LCSD Assessment Calendar.
3. Each Professional Learning Team will meet at least three times to review and/or revise action plans based on the LCSD Reading Screen Data.
4. Each Teacher will complete a classroom observation at least twice in the school year focused on Reading Comprehension strategies.
5. Each Professional Learning Team will provide school based administration with summaries of team meetings. The Professional Learning Team will receive administrative feedback after each PLT meeting.
6. The Father Gorman School Based Data Team will meet at least twice to review data on the learning improvement goals.
7. The Father Gorman Principal and one LAT will meet regularly with the Superintendent of Student Services to review reading assessment results and plans.

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #1

## LCSD

90% of students in each grade from 1-9 will achieve or exceed the grade level standard (decoding, fluency and comprehension) on the *LCSD Reading Screen*.

## Measure

LCSD Reading Screen



## Action Plan:

1. All Learning Teams will implement ELA/FLA Reading SMART goals and action plans. LCSD Reading screen results will guide practice and action in ELA. School based assessment data will guide FLA action.
2. All teams will receive administrative feedback after PLT meetings (monthly).
3. The school timetable will allow for regrouping and support to address student needs.
4. Implementation of balanced literacy philosophy and strategies.
5. K-7 will administer common FLA reading assessments 3x/year.
6. Professional learning regarding balanced literacy will be provided for staff as needed.
7. FLA and ELA take home reading program will be centralized to ensure students have access to reading at their levels.
8. School based French Reading Intervention will occur in Grades 1 and 2. Classroom based FLA mini-reading intervention will occur in Grades 1 – 3, as needed.
9. School based English Reading Intervention will occur in Grades 3 & 4.

# Learning Improvement Plan

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10. Based on LCSD Reading Screen data, one on one English reading support will occur in Grades 5 – 7.
11. Data from the June Gr. 2 School-based English reading screens will guide the regrouping for the Intensive start of Grade 3 English.
12. Phonological follow-up in Kindergarten in English and French
13. Children with decreasing phonological scores in Kindergarten will be re-tested in English Grades 1 and 2 to ensure language acquisition.

# Learning Improvement Plan

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## Ministry

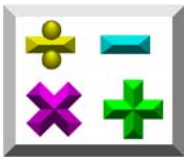
Higher Literacy and Achievement #2

## LCSD

75% of students in each grade from 1-9 will achieve or exceed the grade level standard on the *LCSD Math Screen*.

## Measure

LCSD Math Screen



## Action Plan:

1. Continue noon hour math help and offer it more often, due to need and individual improvement.
2. Prep days will be offered to students prior to the screen.
3. All grade 8 and 9 teachers will “L to J” the indicators covered on the math screen.
4. Communicate Learning targets (student outcomes) at the start of each unit with a tracking checklist to each student as well as communicating them throughout the unit.
5. Math team will analyze October 2011 Math screens results and make further action plans based on the results.
6. Grade 8 and 9 teachers will use the “Math Assessment Data Collection” method with each graded evaluation.
7. Discuss the screen within grade 8 and 9 math classes prior to the screen dates.
8. Use differentiation to ensure student success at meeting curricular outcomes such as, Mathletics, workbooks, pacing, leveling assignments, small groups...(to discuss in future Early Releases).
9. Math teachers will use RTI to help students who are two or more grade levels below current grade, to improve student success.

# Learning Improvement Plan

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## Ministry

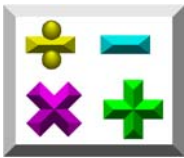
Higher Literacy and Achievement #2

## LCSD

75% of students in each grade from 1-9 will achieve or exceed the grade level standard on the *LCSD Math Screen*.

## Measure

LCSD Math Screen



## Action Plan:

1. Each team will create/continue with a SMART goal.
2. Each team will develop/follow a CLOSING THE GAP/RTI plan to assist in the attainment of the Smart Goal by assessing the best practices from the previous year's plan and incorporating new strategies as they arise throughout the year. This process is constantly evolving in consultation with the administration.
3. The Admin Team will provide support and feedback in the PLC binders.
4. The PLC Teams will be actively involved in relating research and professional readings to their data evidenced by completing the related response sheets in their PLC binders.
5. The Admin Team will provide opportunities for
  - a) Peer teaching
  - b) Timetabling –common prep times for grade-alikes
  - c) Early Dismissal meetings- 90% of/ all of the time will be allotted for PLC work
6. The SCC will be determining goals directly related to the school Reading, Mathematics, and Writing goals.

# Learning Improvement Plan

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7. Follow up supports for implementing at least one L to J process related to a SMART goal in the classroom will be provided by Admin.
8. Admin has allocated 30 additional minutes to the Math times for grade 4-7 (increase to 270 minutes on a 6 Day Cycle).
9. Admin has scheduled common math times for grade 4/5 and 6/7.
10. Math teams have been set up for support for grade 4/5 and 6/7 that include LAT and IMS programming.
11. An Integrated Math and Science (IMS) program has been implemented to develop the math skills of those students in grade 4-7 that show a talent for Math.

# Learning Improvement Plan

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## Ministry

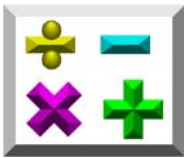
Higher Literacy and Achievement #2

## LCSD

75% of students in each grade from 1-9 will achieve or exceed the grade level standard on the *LCSD Math Screen*.

## Measure

LCSD Math Screen



## Action Plan:

1. All learning teams will have a specific action plan for each goal.
2. All teams will receive administrative feedback after each PLT meeting.
3. The L to J method will be used to monitor at least 1 SMART goal (regarding goals 1, 2 and 3) to measure student growth and improvement for each grade throughout the year.
4. All teams will use the “Five Keys to Quality Assessment” to ensure quality assessments and communication.
5. All teachers in the Evaluative and Professional Learning Tracks of the LCSD will utilize the Professional Learning Matrix to facilitate growth in Planning, Instruction and Lesson Presentation, Classroom Organization and Management, Assessment and Evaluation, and Educational Technology to ensure student growth and improvement in math.

# Learning Improvement Plan

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6. The Learning Assistance Teacher will collaborate with teachers on how to support math skills improvement. Professional Learning Team Leaders will meet with school -based administration monthly to discuss team direction, data and support.
7. The Learning Assistance Teacher will team teach with all classroom math teachers to support math skill advancement.
8. A school data team comprised of PLT leaders, the LAT and school principal will look at available data in November, February and May to determine patterns and trends to support Achievement # 2.
9. The Enhanced Learning Program will be implemented to assist students in grades 1 – 7 in developing math skills as an extension of the RTI.
10. Mathletics will be used in grades 1 – 7 to supplement the math curriculum and provide support and enrichment for students to ensure growth and improvement in math.

# Learning Improvement Plan

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## Ministry

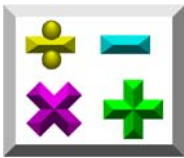
Higher Literacy and Achievement #2

## LCSD

75% of students in each grade from 1-9 will achieve or exceed the grade level standard on the *LCSD Math Screen*.

## Measure

LCSD Math Screen



## Action Plan:

1. Each Professional Learning Team will create and carry out a specific detailed action plan in alignment with the Response to Intervention model (A-22) to support this goal. This action plan will include:
  - a) All teachers will gather and use specific assessment data to monitor and improve student learning on an ongoing basis (RTI: Universal Screening and Diagnostic Assessments)
  - b) A plan that incorporates the use of pre and post data information; this will include the identification and programming of areas and/or students that require additional support to meet the goal and those exceeding the goal in Grade 4 to 7 (RTI: Universal Screening and Diagnostic Assessments and Levels 1, 2, and 3 and Enrichment Projects).
  - c) At least one L to J assessment strategy to support this goal.
  - d) Actions determined by the professional learning team to support math in alignment with Long Term Planning (A-13.)
2. All students from Kindergarten to Grade 7 will be assessed following the LCSD Assessment Calendar (fall, winter and spring) on math skills.

# Learning Improvement Plan

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3. Each Professional Learning Team will meet at least twice to review and/or revise action plans based on the LCSD Math Screen Data.
4. Each Professional Learning Team will provide school based administration with summaries of team meetings. The Professional Learning Team will receive administrative feedback after each PLT meeting.
5. The Father Gorman School Based Data Team will meet at least twice to review data on the learning improvement goals.

# Learning Improvement Plan

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## Ministry

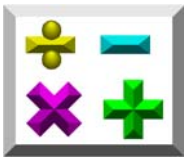
Higher Literacy and Achievement #2

## LCSD

75% of students in each grade from 1-9 will achieve or exceed the grade level standard on the *LCSD Math Screen*.

## Measure

LCSD Math Screen



## Action Plan:

1. All Learning Teams will implement Math action plans.
2. All teams will receive administrative feedback after PLT meetings (monthly).
3. Data from the LCSD Math Assessment, AFL assessments (Grade 5), and classroom assessments will guide regrouping, instruction and Learning Team actions.
4. The implementation of new curriculum and the purchase of the recommended resources will support curriculum objectives.
5. We will use French Math Screen.
6. Professional learning sessions will be offered through the year for teachers regarding instructional strategies for all strands, according to the needs of the students.

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #3

## LCSD

80% of students in each of grades 6, 8, and 10 will be writing at or above a level 3 on the *LCSD Writing Assessment*.

## Measure

LCSD Writing Assessment



### Action Plan:

1. E.L.A. teachers will students for, and administer, a mock writing AFL. (Style and Conventions)
2. Effective organizational techniques such as graphic organizers, pre-writing, and drafting, will be taught in grade 8, 9 and 10, in multiple curricular writing assignments. (Organization)
3. Students will learn, and effectively demonstrate in their writing, how to create an accurate, strong, and meaningful response to a writing prompt, in a persuasive essay assignment and other writing assignments. (Content)
4. E.L.A teachers will instruct students in the use of proper mechanics using the SMARTBoard tool “mechanics dashboard” or other equivalent tools. (Mechanics)
5. E.L.A teachers will integrate mini-lessons on style, conventions, and mechanics into lessons regularly. (Style, Conventions, Mechanics)

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #3

## LCSD

80% of students in each of grades 6, 8, and 10 will be writing at or above a level 3 on the *LCSD Writing Assessment*.

## Measure

LCSD Writing Assessment



## Action Plan:

1. Each team will create/continue working on a SMART goal
2. Each team will develop/follow a CLOSING THE GAP/RTI plan to assist in the attainment of the Smart Goal by assessing the best practices from the previous year's plan and incorporating new strategies as they arise throughout the year. This process is constantly evolving in consultation with the administration.
3. The Admin Team will provide support and feedback in the PLC binders.
4. The PLC Teams will be actively involved in relating research and professional readings to their data evidenced by completing the related response sheets in their PLC binders.
5. The Admin Team will provide opportunities for
  - a) Peer teaching
  - b) Timetabling –common prep times for grade-alikes
  - c) Early Dismissal meetings- 90% of/ all of the time will be allotted for PLC work
6. The SCC will be determining goals directly related to the school Reading Mathematics, and Writing goals.

# Learning Improvement Plan

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7. Follow up supports for implementing at least one L to J process related to a SMART goal in the classroom.
8. Students not meeting or exceeding his/her set standard (as determined by PLC team) will receive support from the LAT team. Supports May Include: Reading Intervention, one-on-one pull out programming, Comprehension and Decoding strategies, assistance in the classroom.
9. The Admin Team will provide the teachers with opportunities to view and use exemplars from other sources to aid in the development in each grade. Ex: AAC, CAMP, GL, Division exemplars.
10. The staff will be involved in their own writing process so they will be better able to model this for the students (2010-2011: we focused on the conventions, for 2011-2012 we will focus on reflective writing for content)

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #3

## LCSD

80% of students in each of grades 6, 8, and 10 will be writing at or above a level 3 on the *LCSD Writing Assessment*.

## Measure

LCSD Writing Assessment



## Action Plan:

1. All learning teams will have a specific action plan that supports this writing goal.
2. All teams will receive administrative feedback after each PLT meeting.
3. The L to J method will be used to monitor at least 1 SMART goal (regarding goals 1, 2 and 3) to measure student growth and improvement for each grade throughout the year.
4. All teams will use the “Five Keys to Quality Assessment” to ensure quality assessments and communication.
5. All teachers in the Evaluative and Professional Learning Tracks of the LCSD will utilize the Professional Learning Matrix to facilitate growth in Planning, Instruction and Lesson Presentation, Classroom Organization and Management, Assessment and Evaluation, and Educational Technology to ensure student growth and improvement in writing.
6. The Learning Assistance Teacher will collaborate with teachers on how to support writing improvement.
7. The Learning Assistance Teacher will team teach with all classroom ELA teachers to support writing skill advancement.

# Learning Improvement Plan

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8. Professional Learning Team Leaders will meet with school -based administration monthly to discuss team direction, data and support.
9. A school data team comprised of PLT leaders, the LAT and school principal will look at available data in November, February and May to determine patterns and trends to support Achievement # 3.
10. The Enhanced Learning Program will be implemented to assist students in grades 1-7 in developing writing skills as an extension of the RTI.

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #3

## LCSD

80% of students in each of grades 6, 8, and 10 will be writing at or above a level 3 on the *LCSD Writing Assessment*.

## Measure

LCSD Writing Assessment



### Action Plan:

1. Each Professional Learning Team will create and carry out a specific detailed action plan to support this goal. This action plan will include:
  - a. All teachers will gather and use specific assessment data to monitor and improve student learning on an ongoing basis.
  - b. The identification of writing skills required (or essential) to the grade/development level of students within the scope of the Professional Learning Team.
  - c. Students at all grade levels will be given exemplars and criteria to improve their writing.
2. Students at the grade 6 level will write the LCSD Writing Assessment in the fall and again in May as outlined in the LCSD Assessment Calendar.
3. Each Professional Learning Team will provide school based administration with summaries of team meetings. The Professional Learning Team will receive administrative feedback after each PLT meeting.
4. The Father Gorman School Based Data Team will meet at least twice to review data on the learning improvement goals.

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #3

## LCSD

80% of students in each of grades 6, 8, and 10 will be writing at or above a level 3 on the *LCSD Writing Assessment*.

## Measure

LCSD Writing Assessment



### Action Plan:

1. The ELA Team will implement the Writing action plan. LCSD Writing Assessment and classroom assessment results will guide practice and action.
2. All teams will receive administrative feedback after PLT meetings (monthly).
3. We will utilize major integrated resources to support writing in ELA and FLA as defined by the curriculum.
4. We will provide students with exemplars.

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #4

## LCSD

75% of students will indicate that learning targets are provided.

## Measure

LCSD Surveying Your Landscape



## Action Plan:

1. Learning targets are specifically identified in HRHS teacher planning templates. (Year Plan, Unit Plan, Lesson Plan)
2. Administrative walk throughs look for learning targets and include a student interview regarding their understanding of the current lesson's learning target.
3. All grade alike teachers will collaboratively create and include specific learning targets in their lesson and unit plans.
4. Additional support will be given to first and second year teachers through the evaluation process regarding learning targets.

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #4

## LCSD

75% of students will indicate that learning targets are provided.

## Measure

LCSD Surveying Your Landscape



### Action Plan:

1. Learning targets will be communicated to students at the beginning of each topic, either through posting, orally discussing, written out and any other means that works for the students.
2. The term “learning target” will be used when describing outcomes using student friendly language.
3. The “Surveying Your Landscape” will be administered as per the Division Assessment calendar.

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #4

## LCSD

75% of students will indicate that learning targets are provided.

## Measure

LCSD Surveying Your Landscape



### Action Plan:

1. Learning targets will be communicated to students in grades 1 – 7 at the beginning of each topic.
2. The term “learning target” will be used when describing outcomes using student friendly language.
3. The “Surveying Your Landscape” survey will be administered to all students and teachers in grades 1 - 7 in November and May.
4. Professional Learning Team Leaders will meet with school -based administration monthly to discuss team direction, data and support.
5. School administration will conduct walkthroughs/discussions to observe visible learning targets in all classrooms.
6. School administration will review with professional staff the Summary Report of Focus Group meetings as the information becomes available to look for trends, common understandings and “best practice” opportunities.

# Learning Improvement Plan

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## Ministry

Higher Literacy and Achievement #4

## LCSD

75% of students will indicate that learning targets are provided.

## Measure

LCSD Surveying Your Landscape



## Action Plan:

1. Evidence of Learning Targets will be visible in all Grade 1 to 7 classrooms by the end of September and continuing for the remainder of the school year.
2. Each Professional Learning Team will create and carry out a specific detailed action plan to support this goal. This action plan will include:
  - a. An ongoing plan for team discussions regarding the use of Learning Targets in classrooms or specific subjects (ELA and Math.)
  - b. Every Teacher will have at least one L to J Assessment Strategy (in addition to the Math L to J) to support student learning.
  - c. Team review and revision of action plans based on data collected in the LCSD Surveying Your Landscape Survey.
3. The school based administrative team will provide feedback to individual teachers regarding the use of Learning Targets in their classroom at least twice through informal observations or student dialogues.

# Learning Improvement Plan

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4. The LCSD Surveying Your Landscape Survey will be administered following the timelines outlined in the LCSD Assessment Calendar.
5. The Father Gorman School Based Data Team will meet at least twice in the year to review and provide feedback on the data collected in the LCSD Surveying Your Landscape Survey and the focus groups.

# Division Improvement

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## Ministry

Higher Literacy and Achievement #4

## LCSD

75% of students will indicate that learning targets are provided.

## Measure

LCSD Surveying Your Landscape



### Action Plan:

1. We will use the Key Communicator document to guide communications regarding progress and achievement.
2. We will provide students with very specific written learning targets in all classes and involve them in understanding the criteria to achieve them.
3. We will track student progress (long-term, short term) using data from student assessments (school based common assessments, LCSD Assessments, classroom assessments) to guide practice.
4. We will showcase student achievements.
5. We will celebrate successes using a minimum of one L to J strategy in home-room classrooms.
6. Staff will implement the school RTI (Response to Intervention) to support student success.

# Division Improvement

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7. Administration will support the use of learning targets through classroom observation and provide supports for “best practice” (articles, information, opportunities for teacher discussion, peer observation, and growth).
8. Administration will support the use of the Instructional Coach.
9. Administration will support and guide the use of the Instructional Coach.

# Division Improvement

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## Ministry

Equitable Opportunities #1

## LCSD

By the beginning of the 2011-2012 school year all school classrooms will have SMART boards and all teachers will have training and support in using technology to enhance instruction.



### School based Administration Action Plan:

1. Will work with the Technology Lead Teacher to create ½ day blocks of training support for HRHS teachers.
2. Teachers will be required to share SMART board lessons.
3. HRHS Administration will model use of SMART boards by utilizing them during staff meetings or presentations.
4. By January 2010 all instructional locations will have a SMART board.

# Division Improvement

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## Ministry

Equitable Opportunities #1

## LCSD

By the beginning of the 2011-2012 school year all school classrooms will have SMART boards and all teachers will have training and support in using technology to enhance instruction.



### School based Administration Action Plan:

1. SMART boards for all the class rooms will be ordered by the end of 2009, for the classrooms.
2. The Administration will plan with the Technology Lead Teacher (TLT) to offer SMART board sessions for the staff (EAs as well as professional) and in doing so will provide class coverage for the teachers who indicate an interest.
3. All staff will be encouraged to attend as many sessions as needed or to work with the TLT on developing SMART board skills. Each teacher will let the Administration know where their need lies and as it pertains to their Professional Learning.
4. Staff will be encouraged to work with each other in implementing and problem solving SMART board usage.
5. Administration will follow up with those teachers who have identified that SMART board usage is a priority for the professional learning and do not have a SMART board, to ensure they have access to the portable SMART board situated in the library.

# Division Improvement

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## Ministry

Equitable Opportunities #1

## LCSD

By the beginning of the 2011-2012 school year all school classrooms will have SMART boards and all teachers will have training and support in using technology to enhance instruction.



### School based Administration Action Plan:

1. By December 2009, every classroom in St. Joseph School will have a SMART board installed.
2. All teachers will meet with the Technology Lead Teacher for support at various times throughout the school year.
3. Technology support will be provided every month to enhance instruction.

# Division Improvement

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## Ministry

Equitable Opportunities #1

## LCSD

By the beginning of the 2011-2012 school year all school classrooms will have SMART boards and all teachers will have training and support in using technology to enhance instruction.



### School based Administration Action Plan:

1. Father Gorman Administration (principal) will identify and budget for the placement of each SMART board in classrooms at Father Gorman.
2. The Father Gorman Administrative Team (vice principal) will work collaboratively with the Technology Lead Teacher to tailor learning opportunities to the needs of staff and students as well as support initiatives within the division.
3. All teachers will have the supports and training required to implement the use of the SMART board.

# Division Improvement

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## Ministry

Equitable Opportunities #1

## LCSD

By the beginning of the 2011-2012 school year all school classrooms will have SMART boards and all teachers will have training and support in using technology to enhance instruction.



### School based Administration Action Plan:

1. Administration will identify placement of the SMART boards.
2. Division Technology Coordinator will be scheduled by administration to support staff in the usage of technology to support instruction.
3. Administration will ensure that staff meets the requirements of the conditions to have a SMART board in their classroom

# Division Improvement

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## Ministry

Equitable Opportunities #2

## LCSD

All administrators and teachers will understand and implement *Administrative Procedure 360; Assessment*, beginning August 24, 2009.



### School based Administration Action Plan:

1. Details of the AP 360 will be reviewed with all staff before September 14, 2011 Early Release meeting.
2. The weekly ZCI (internal communication system) will be used to highlight specific items throughout the year.
3. Learning Team will be required to review AP 360 in each semester to assure that all assessment is in alignment with LCSD AP 360.
4. HRHS Administration will review teacher year plans to ensure alignment with AP 360.

# Division Improvement

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## Ministry

Equitable Opportunities #2

## LCSD

All administrators and teachers will understand and implement *Administrative Procedure 360; Assessment*, beginning August 24, 2009.



### School based Administration Action Plan:

1. Administration will summarize the Assessment procedures at the first fall early dismissal September 14, 2011. (Completed)
2. Administration will review AP 360 at the first meeting on the year – August 31, 2011 and again at the Long Range planning meeting.
3. Administration will meet with each grade alike group in the first term to engage in an assessment procedure discussion and address any concerns.
4. Administration will follow up with the teachers once per term as the teachers meet with Administration and discuss their own reporting procedures and report cards.
5. Administration will look for adherence to the procedure as they go on their “walkabouts”.

# Division Improvement

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## Ministry

Equitable Opportunities #2

## LCSD

All administrators and teachers will understand and implement *Administrative Procedure 360; Assessment*, beginning August 24, 2009.



### School based Administration Action Plan:

1. All professional staff will review *Administrative Procedure 360* (AP 360) at the first scheduled staff meeting of the 2009, 2010 and 2011 school years.
2. A copy of AP 360 will be provided in Professional Learning Team binders for reference.
3. PLT's will be required to review AP 360 in each term to assure that all assessment is in alignment with LCSD goals.
4. First year teachers at St. Joseph School will meet with an Instructional Coach and the principal at the beginning of the school year to examine AP 360 (LCSD Key Communicators Document).

# Division Improvement

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## Ministry

Equitable Opportunities #2

## LCSD

All administrators and teachers will understand and implement *Administrative Procedure 360; Assessment*, beginning August 24, 2009.



### School based Administration Action Plan:

1. Father Gorman Administrative Team and/or the Instructional Coach will individually review AP 360 with all new teachers.
2. Father Gorman Administrative Team will review AP 360 with all teachers by or at the September 22 staff meeting.
3. All teachers will incorporate procedures of assessment and reporting into their planning.

# Division Improvement

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## Ministry

Equitable Opportunities #2

## LCSD

All administrators and teachers will understand and implement *Administrative Procedure 360; Assessment*, beginning August 24, 2009.



### School based Administration Action Plan:

1. Teams will examine and discuss Administrative Procedure 360 in September team meetings.
2. Administration will discuss AP360 with teachers in long term planning interviews and Professional Growth plan meetings.
3. Administration will verify implementation of the AP 360 prior to first term report cards.

# Division Improvement

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## Ministry

Equitable Opportunities #3

## LCSD

For the duration of this CIF Strategic Plan 2009-2012, Instructional Coach(s) will provide supports to teachers in all areas of instruction and be integral in the mentoring of new teachers' instructional practices.



### School based Administration Action Plan:

1. Require all first and second year teachers to HRHS to meet with instructional coach twice before October 30, 2011.
2. Provide class coverage to facilitate meeting times between teacher and coach.
3. HRHS Principal will facilitate support for individual teachers and Learning Team with Instructional Coach.

# Division Improvement

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## Ministry

Equitable Opportunities #3

## LCSD

For the duration of this CIF Strategic Plan 2009-2012, Instructional Coach(s) will provide supports to teachers in all areas of instruction and be integral in the mentoring of new teachers' instructional practices.



### School-based Administration Action Plan:

1. Administration will meet with the Division Instructional Coach(s) and the school based Instructional Coach(s) (IC), during the first week of school, to set an action plan for the year.
2. Administration will ensure the IC is being used by staff effectively and understands the IC role-to be done at the Long Range planning/matrix meetings.
3. Administration will use the teacher's Professional Learning Goals as a basis to determine need for the IC.
4. The IC(s) and the School-Based IC(s) will present to the staff, at the first early dismissal, September 14, 2011, their roles and how they will be a support for each other and the teachers. (Completed)
5. The teachers will complete an individual survey as well as a PLC survey (compiled by all the IC's) to identify their area of greatest need. (Completed)
6. The Administration will follow the division guidelines for the "use" of the IC(s).

# Division Improvement

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## Ministry

Equitable Opportunities #3

## LCSD

For the duration of this CIF Strategic Plan 2009-2012, Instructional Coach(s) will provide supports to teachers in all areas of instruction and be integral in the mentoring of new teachers' instructional practices.



### School based Administration Action Plan:

1. LCSD first and second year teachers at St. Joseph School will be provided with opportunities to meet with the Instructional coach.
2. LCSD first and second year teachers at St. Joseph School will be required to attend staff development sessions facilitated by the Instructional Coaches.
3. Teachers implementing new curriculum will be provided with opportunities to meet with the Instructional coach.
4. The Instructional Coach will meet with the principal as required to discuss specific school needs as they relate to assessment and instructional practices.

# Division Improvement

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## Ministry

Equitable Opportunities #3

## LCSD

For the duration of this CIF Strategic Plan 2009-2012, Instructional Coach(s) will provide supports to teachers in all areas of instruction and be integral in the mentoring of new teachers' instructional practices.



### School based Administration Action Plan:

1. Father Gorman Administrative team will work collaboratively with the Instructional Coach (regularly scheduled meetings with the Principal/Vice Principal.)
2. Father Gorman Administrative team will facilitate opportunities for the instructional coach to meet and work with teachers.
3. All first and second year teachers will be required to meet with the instructional coach by the start of September.
4. All grade 6 and 7 teachers will be supported in opportunities to work with the instructional coach to actualize new curriculum and First Days of School routines.
5. Information will be shared and participation will be encouraged in all applicable workshops designed by the instructional coach.

# Division Improvement

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## Ministry

Equitable Opportunities #3

## LCSD

For the duration of this CIF Strategic Plan 2009-2012, Instructional Coach(s) will provide supports to teachers in all areas of instruction and be integral in the mentoring of new teachers' instructional practices.



### School based Administration Action Plan:

1. Administration will coordinate the scheduling of the Instructional Coach (IC).
2. All new teachers to the division in year 1 and 2 and who are new to teaching will work with the IC throughout the year.
3. Experienced teachers may request the services of the IC.

# Division Improvement

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## Ministry

Equitable Opportunities #4

## LCSD

For the duration of this CIF Strategic Plan 2009-2012, *Saskatchewan Treaty Education Kit(s)* will be implemented in every grade.



### School based Administration Action Plan:

1. All Social Studies, Native Studies, Cree and History classes will incorporate the contents of the *Treaty Education Kit* into their classes.
2. The Humanities team will investigate using aboriginal resources in the surrounding area to support the Treaty Education kit.
3. All Teacher Year plans will show evidence of Treaty Education content.

# Division Improvement

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## Ministry

Equitable Opportunities #4

## LCSD

For the duration of this CIF Strategic Plan 2009-2012, *Saskatchewan Treaty Education Kit(s)* will be implemented in every grade.



### School based Administration Action Plan:

1. The Administration will distribute to each teacher a copy of the *Treaty Education Kit*. (Completed)
2. The Library Technician will highlight those resources that fit within the Treaty Education Material(s) once per term or as new material become available.
3. The Administration will work with the Aboriginal Coordinator in finding ways to support the teachers with any questions that may arise.
4. The Administration expects to see *Treaty Education Kits* incorporated in all the Teacher's yearly time lines in some manner, for the 2009-2010 year with full implementation in the 2010-2011 year with reminders sat the Long Range meeting in 2011. (Completed)
5. The Administration will meet with each grade alike team in the second term, to see how the *Treaty Education Kit* is fitting into their existing plans and how they are using it in general.

# Division Improvement

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## Ministry

Equitable Opportunities #4

## LCSD

For the duration of this CIF Strategic Plan 2009-2012, *Saskatchewan Treaty Education Kit(s)* will be implemented in every grade.



### School based Administration Action Plan:

1. Every Social Studies teacher in Kindergarten through grade 7 will implement the *Saskatchewan Treaty Education Kit* for 20 hours of instructional time.
2. Grade 4 Social Studies teachers and Grade 7 Social Studies teachers and students will complete Ministry of Learning Surveys pertaining to Treaty Education.

# Division Improvement

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## Ministry

Equitable Opportunities #4

## LCSD

For the duration of this CIF Strategic Plan 2009-2012, *Saskatchewan Treaty Education Kit(s)* will be implemented in every grade.



### School based Administration Action Plan:

1. *Saskatchewan Treaty Education Kit(s)* will be implemented and/or integrated at each grade level.
2. Treaty Education Surveys will be completed as requested by the Ministry of Education.
3. Our Family Liaison and Library Technician will support teachers in implementation (identification and sharing of supports, etc.)

# Division Improvement

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## Ministry

Equitable Opportunities #4

## LCSD

For the duration of this CIF Strategic Plan 2009-2012, *Saskatchewan Treaty Education Kit(s)* will be implemented in every grade.



### School based Administration Action Plan:

1. Teachers, administrators and students will complete surveys at the request of the Ministry of Education.
2. All staff will use the *Saskatchewan Treaty Education Kit(s)* provided to implement Treaty Education at their grade level beginning September 2009.
3. Library Technician will highlight treaty materials based on needs of the various grades.
4. Treaty Education will be evident in all planning documents.

# Division Improvement

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## Ministry

Smooth Transitions #1

## LCSD

All students in grades 8-12 will receive exceptional career and post-secondary counseling training.



### School based Administration Action Plan:

1. The HRHS Career Counseling staff will meet with all grade 10-12 students before September 30, 2011.
2. The HRHS Career counseling staff will implement the Career section as prescribed in the Raider Time program, evaluate and recommend changes as needed.
3. The HRHS Career Counseling staff will create and submit a year plan of all career related activities (IE, Apprenticeship, Scholarship, Post Secondary application, resume building, Post secondary open house tours, skill competitions, graduation and post secondary requirements for the 2011-2012 school year to HRHS Principal by September 30, 2011).

# Division Improvement

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## Ministry

Smooth Transitions #2

## LCSD

By May 31, 2010, twenty-five First Nations and Métis students will be enrolled in a Personal Mentoring or the Leadership Mentoring program, in either the junior or senior level of these programs.



### School based Administration Action Plan:

1. HRHS Admin will support and encourage the collaboration between HRHS Mentorship, Career Counseling, Community Liaison worker, and School Councilors.
2. All Aboriginal students enrolled in HRHS will be identified with the Mentorship Coordinator.
3. HRHS Administration will assist and support Aboriginal Mentorship endeavors as proposed by the Mentorship Coordinator.

# Division Improvement

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## Ministry

Smooth Transitions #3

## LCSD

Each school will develop and meet regularly with focus groups of students and teachers to identify effective practices in the classroom. The focus groups will eventually identify methods to increase trust and collaboration between staff, students and the community.



### School based Administration Action Plan:

1. Collaborate with LCSD Instructional Coaches to establish a team of HRHS staff members and students to create focus groups at HRHS.
2. Provide training on conducting and participating in effective focus group sessions.
3. Work collaboratively with LCDS Instructional Coaches to conduct at least 2 focus group sessions before May 1, 2012 with results to be shared with HRHS staff and students by May, 2012 early release.

# Division Improvement

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## Ministry

Smooth Transitions #3

## LCSD

Each school will develop and meet regularly with focus groups of students and teachers to identify effective practices in the classroom. The focus groups will eventually identify methods to increase trust and collaboration between staff, students and the community.



### School based Administration Action Plan:

1. For the 2011-2012 school year the Administration will research the best practices of focus groups that fit in with our school and meet its needs.
2. Administration will use the Focus Group strategy to determine the success of the IMS program.
3. Administration and LAT will use the Focus Group strategy to ensure the RTI is being used effectively.

# Division Improvement

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## Ministry

Smooth Transitions #3

## LCSD

Each school will develop and meet regularly with focus groups of students and teachers to identify effective practices in the classroom. The focus groups will eventually identify methods to increase trust and collaboration between staff, students and the community.



### School based Administration Action Plan:

1. Using the Surveying Your Landscape data, teachers will meet to identify effective practices in the classroom.
2. In alliance with the *National Staff Development Council* (NSDC) the school based administration will review focus group data that looks at student learning from professional staff and student perspectives twice a year.

# Division Improvement

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## Ministry

Smooth Transitions #3

## LCSD

Each school will develop and meet regularly with focus groups of students and teachers to identify effective practices in the classroom. The focus groups will eventually identify methods to increase trust and collaboration between staff, students and the community.



### School based Administration Action Plan:

1. Father Gorman Administrative team will work collaboratively with division personnel to develop and plan with stakeholders to gather feedback over the course of the year.
2. Two focus group sessions will be coordinated with division personnel and hosted at Father Gorman for teachers and students.

# Division Improvement

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## Ministry

Smooth Transitions #3

## LCSD

Each school will develop and meet regularly with focus groups of students and teachers to identify effective practices in the classroom. The focus groups will eventually identify methods to increase trust and collaboration between staff, students and the community.



### School based Administration Action Plan:

1. We will participate in teacher and student focus groups two times a year to identify and improve effective practices in the classrooms.

# Division Improvement

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## Ministry

System Accountability and Governance #1

## LCSD

By the end of June 2010, the school division will be fully implementing new web-based Accounting and Personnel software which will improve both inputs and accountability.



### School based Administration Action Plan:

1. Work collaboratively with Central Division Office Finance Department personnel and Holy Rosary High School (HRHS) secretary responsible for financial matters to assist in implementing the new financial software.
2. Provide meeting and training time for HRHS financial secretary.
3. Create new understandings of financial procedures as they apply to HRHS staff members with face to face discussions.

# Division Improvement

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## Ministry

System Accountability and Governance #1

## LCSD

By the end of June 2010, the school division will be fully implementing new web-based Accounting and Personnel software which will improve both inputs and accountability.



### School-based Administration Action Plan:

1. The Administration will meet with Division Office Finance Department personnel to become more familiar with using the new program(s).
2. The Administration will develop a support system including the secretary to use the new software.

# Division Improvement

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## Ministry

System Accountability and Governance #1

## LCSD

By the end of June 2010, the school division will be fully implementing new web-based Accounting and Personnel software which will improve both inputs and accountability.



### School based Administration Action Plan:

1. School based administrators and secretarial staff will learn about and implement new web-based Accounting and Personnel software.
2. Supports, training and coverage will be provided to ensure that the secretarial staff and school based administration is knowledgeable about all new procedures.

# Division Improvement

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## Ministry

System Accountability and Governance #1

## LCSD

By the end of June 2010, the school division will be fully implementing new web-based Accounting and Personnel software which will improve both inputs and accountability.



### School based Administration Action Plan:

1. Our applicable school personnel (administration, secretary, coordinators, etc.) will contribute feedback to the Division Office Finance Department regarding the implementation process for the benefit of improved practices.
2. All applicable school personnel will participate in training sessions to become familiar with the new software and division processes.
3. New processes will be implemented as designed by Division Office Finance Department staff.

# Division Improvement

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## Ministry

System Accountability and Governance #1

## LCSD

By the end of June 2010, the school division will be fully implementing new web-based Accounting and Personnel software which will improve both inputs and accountability.



### School based Administration Action Plan:

1. Administration and office personnel will attend all in-services regarding the new software and implement as per the procedures of the LCSD.
2. Staff will be trained to access the software as needed.

# Division Improvement

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## Ministry

System Accountability and Governance #2

## LCSD

By June 30, 2012 the LCSD Recruitment and Retention Program will lead to the employment of 25 new employees.



### School based Administration Action Plan:

1. HRHS Principal will work closely with interns assigned to HRHS in an effort to hire quality teachers.
2. HRHS Principal will make contact with universities (U of S, U of L) in an effort to recruit graduating teachers.
3. HRHS Administration will participate in the intern interview process for all interns in the surrounding area.
4. HRHS Principal will provide the Director of Education with all professional staffing needs by the end of March each school year.

# Division Improvement

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## Ministry

System Accountability and Governance #2

## LCSD

By June 30, 2012 the LCSD Recruitment and Retention Program will lead to the employment of 25 new employees.



### School based Administration Action Plan:

1. The Administration will support all new initiatives for Recruitment and Retention with its staffs (laptops).
2. The Administration will support those staff that wish to further their education by making them aware of the Division supports, (grants, etc.).
3. The Administration will support the College(s) in placing student with mentor teachers, in their new Master teaching program, this will enable us to show these long term teachers-to-be what life is like in LCSD. (Completed)
4. The Administration will support the College(s) in placing student with mentor teachers, for the ED FX program.
5. The Administration will participate in educating the long-term teachers at the College level. (Completed)

# Division Improvement

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## Ministry

System Accountability and Governance #2

## LCSD

By June 30, 2012 the LCSD Recruitment and Retention Program will lead to the employment of 25 new employees.



### School based Administration Action Plan:

1. The Principal will provide the Director of Education with all professional staffing needs by the end of March each school year or as required.
2. The school based administration will provide leadership opportunities for all staff.
3. The school will support the Vice Principal's work with the NSDC to continue improving student learning.

# Division Improvement

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## Ministry

System Accountability and Governance #2

## LCSD

By June 30, 2012 the LCSD Recruitment and Retention Program will lead to the employment of 25 new employees.



### School based Administration Action Plan:

1. Father Gorman Administrative team will work collaboratively with Central Office personnel to select and hire the best possible teaching and support personnel.
2. Father Gorman Administrative team will implement and support the Professional Growth process for all new teachers.
3. Father Gorman Administrative team will identify future staff needs to allow for early hiring or creative retention.

# Division Improvement

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## Ministry

System Accountability and Governance #2

## LCSD

By June 30, 2012 the LCSD Recruitment and Retention Program will lead to the employment of 25 new employees.



### School based Administration Action Plan:

1. Administration will maintain current contacts with the Faculte St. Jean (AB) and the BAC programs (SK) to request interns and attempt to hire strong French Immersion teaching candidates.
2. Holy Rosary High School Graduates, now graduating from the FAC/BAC programs will be contacted in person by administration regarding employment.
3. Administration will work with the SCC to promote École St. Thomas School and ensure new staff feel welcome.
4. Administration will post adds in the University of AB/SK via the site based supervisors or intern supervisors. Contact with these supervisors is essential for intern recruitment.
5. Administration and staff ensure that new staff feel welcome and appreciated through the school start up activities and various events staff events throughout the year.
6. Administration will ask current staff to promote École St. Thomas as a possibility for employment.
7. By January of every year, administration will have discussed with all new and existing staff their intention for the upcoming school year.

# Division Improvement

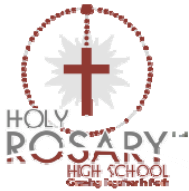
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## Ministry

System Accountability and Governance #3

## LCSD

Our school division will collaborate with St. Anthony's Priest and Parish Council in order to support the growth of the Catholic Youth Leadership Program.



### School based Administration Action Plan:

1. HRHS Admin will arrange a meeting with Fr. Jan Sobkowicz before Sept 1, 2011.
2. Parish Priest will be invited to HRHS once per week to meet with classes and students.
3. Parish Priest will meet with Christian Ethics (CE) Learning Team and CYLP coordinator before September 15, 2011.
  - a. A year plan/schedule will be established for priest to collaborate with CE teachers and CE classes.
4. HRHS Admin will meet weekly with CYLP coordinators to assist and provide support as needed.

# Division Improvement

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## Ministry

System Accountability and Governance #3

## LCSD

Our school division will collaborate with St. Anthony's Priest and Parish Council in order to support the growth of the Catholic Youth Leadership Program.



### School based Administration Action Plan:

1. The Administration will showcase their schools involvement in the Christian Youth Leadership Program (CYLP) in their masses and prayer services.
2. The Administration will invite the priests to the CYLP band practices, when the priests schedule allow them time to come and visit.

# Division Improvement

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## Ministry

System Accountability and Governance #3

## LCSD

Our school division will collaborate with St. Anthony's Priest and Parish Council in order to support the growth of the Catholic Youth Leadership Program.



### School based Administration Action Plan:

1. School based administration will attend meetings involving St. Anthony's Parish priest, the Parish Council, and representatives of the LCSD regarding the CYLP as required.
2. School based administration will meet regularly with the CYLP coordinator or designate to discuss implications of the program on St. Joseph School.
3. St. Joseph School will provide as an extra-curricular opportunity for students in grades 4 – 7 the youth program, Break Forth, through its affiliation with the CYLP at Holy Rosary High School.

# Division Improvement

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## Ministry

System Accountability and Governance #3

## LCSD

Our school division will collaborate with St. Anthony's Priest and Parish Council in order to support the growth of the Catholic Youth Leadership Program.



### School based Administration Action Plan:

1. Father Gorman staff will communicate and advertise all CYLP events as shared with us.
2. We will encourage student participation in CYLP events.
3. Guest presentations and visits involving CYLP personnel will be facilitated at Father Gorman as determined.

# Division Improvement

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## Ministry

System Accountability and Governance #3

## LCSD

Our school division will collaborate with St. Anthony's Priest and Parish Council in order to support the growth of the Catholic Youth Leadership Program.



### School based Administration Action Plan:

1. École St. Thomas School will offer a praise and worship band for grades 5-7 students, called Hold Fast.
2. Christian Youth Leadership Program students will be welcomed to share and perform at École St. Thomas to promote Youth leadership.
3. Administration will meet regularly with CYLP Coordinator to ensure clear communication regarding programming and École St. Thomas student needs.

# Division Improvement

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## Ministry

System Accountability and Governance #4

## LCSD

Between January 1, 2009 and August 31, 2012 ten teachers and administrators will have completed the *National Staff Development Council* Leadership Academy or a Masters' Program at an accredited university.



### School based Administration Action Plan:

1. HRHS Admin will offer time and support to HRHS staff members who maybe conducting school based research as a part of their studies.
2. HRHS admin will provide leadership opportunities to HRHS staff member engaged in post graduate studies or *National Staff Development Council*.

# Division Improvement

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## Ministry

System Accountability and Governance #4

## LCSD

Between January 1, 2009 and August 31, 2012 ten teachers and administrators will have completed the *National Staff Development Council* Leadership Academy or a Masters' Program at an accredited university.



### School based Administration Action Plan:

1. The Administration will support any teacher wishing to pursue their education by being a mentor, providing resources, and assisting with time management.
2. The Administration will encourage any teacher expressing any interest in further learning to explore all options, and put them in touch with other colleagues who have expressed the same interested.
3. Lori-Ann has completed the 2 ½ years with the NSDC (Learning Forward) and will graduate December of 2011.

# Division Improvement

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## Ministry

System Accountability and Governance #4

## LCSD

Between January 1, 2009 and August 31, 2012 ten teachers and administrators will have completed the *National Staff Development Council* Leadership Academy or a Masters' Program at an accredited university.



### School based Administration Action Plan:

1. One school based administrator from St. Joseph School will complete the *National Staff Development Council* Leadership Academy by December, 2011.

# Division Improvement

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## Ministry

System Accountability and Governance #4

## LCSD

Between January 1, 2009 and August 31, 2012 ten teachers and administrators will have completed the *National Staff Development Council* Leadership Academy or a Masters' Program at an accredited university.



### School based Administration Action Plan:

1. The Principal at Father Gorman is currently enrolled and participating in the NSDC Leadership Academy Class of 2011.
2. The Principal at Father Gorman currently holds a Masters' degree and encourages others to pursue theirs.
3. Three teachers are currently completing classes towards their Masters' degree and will be given support for completion.

# Division Improvement

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## Ministry

System Accountability and Governance #4

## LCSD

Between January 1, 2009 and August 31, 2012 ten teachers and administrators will have completed the *National Staff Development Council* Leadership Academy or a Masters' Program at an accredited university.



### School based Administration Action Plan:

1. Administration will work with *National Staff Development Council* (NSDC) candidates (staff who attended local/international NSDC workshops) to support school improvement efforts.
2. École St. Thomas Administration will complete the Masters of Educational Studies program at the University of Alberta by August 2012.

# Division Improvement

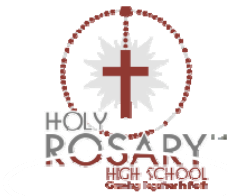
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## Ministry

System Accountability and Governance #5

## LCSD

Our school division will increase the amount of communications with our parents and School Community Councils.



### School based Administration Action Plan:

1. HRHS will use Facebook, Twitter and group email to communicate frequently with students and parents.
2. HRHS school newsletters will be sent to families via email.
3. LCSD website and HRHS school web calendar links will be emailed to parents each month with the newsletter.
4. HRHS SCC will provide monthly contribution to the HRHS newsletter.
5. All families will be contacted via telephone once per semester by their child's homeroom/Raider Time teacher.
6. All students will complete monthly progress reports and a parent signed return rate of 90% is a goal for this year.
7. HRHS principal will communicate directly with the School Community Council at regular meetings about the CIF document; school/division goals and action plans; and any initiatives involving student learning.

# Division Improvement

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## Ministry

System Accountability and Governance #5

## LCSD

Our school division will increase the amount of communications with our parents and School Community Councils.



### School based Administration Action Plan:

1. The Administration will encourage the School Community Council (SCC) to invite the Division Office Personnel to a meeting to meet each other and to hear their presentation on division goals.
2. The Administration will continue to put the SCC information in the newsletters.
3. The Administration will encourage the SCC to keep the Division Office Personnel abreast of their activities.
4. The Administration will encourage the SCC to be a visual force at school functions.
5. The Administration will encourage the SCC to send their own letters etc. home as opposed to always being a part of the school newsletter.

# Division Improvement

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## Ministry

System Accountability and Governance #5

## LCSD

Our school division will increase the amount of communications with our parents and School Community Councils.



### School based Administration Action Plan:

1. St. Joseph School will provide families with a variety of communication options including: LCSD website (school calendars); Twitter; monthly school newsletters; classroom letters; Electronic Bulletin Board; student agendas (sent home daily); emails; phone calls; and interviews upon request (both teacher and parent).
2. All professional staff will follow the LCSD Key Communicators' Document.
3. The Principal will communicate directly with the School Community Council at regular meetings about the CIF document; school/division goals and action plans; and any initiatives involving student learning.
4. St. Joseph School will be on Facebook and Twitter to provide up to the minute information as it becomes available. All events and special notices will be updated in a timely manner to enhance communication between school, community and the home.

# Division Improvement

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## Ministry

System Accountability and Governance #5

## LCSD

Our school division will increase the amount of communications with our parents and School Community Councils.



### School based Administration Action Plan:

1. Father Gorman Administration will share and communicate division, parent, and SCC communications through: newsletters, website, EBB, scrollers, reminder notes, letters, Twitter and calendars.
2. The Father Gorman Administration, the Family Liaison, and the Community School Coordinator will focus on creating two way communication between parents (home) and the school.

# Division Improvement

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## Ministry

System Accountability and Governance #5

## LCSD

Our school division will increase the amount of communications with our parents and School Community Councils.



### School based Administration Action Plan:

1. Administration facilitates the School Community Council (SCC) minutes on a common drive for the Secretary and Chair person of the SCC.
2. Daily agendas, school newsletters, class newsletters, phone calls, school web-page, and Twitter will be used as communication tools.

# Division Improvement

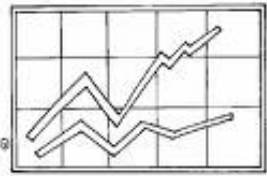
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## Ministry

System Accountability and Governance #6

## LCSD

The school division and each school will have a Data Team. Each Data Team will examine all sources of data a minimum of three times each year.



### School based Administration Action Plan:

1. Establish a Data team of HRHS staff members, by September 15, 2011.
2. HRHS Administration and other supports will provide direction and information to HRHS data teams on effective data analysis.
3. HRHS administration will lead a school wide data analysis in February 2012 Early Release.

# Division Improvement

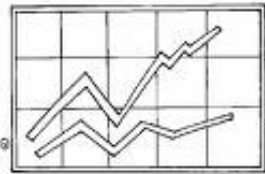
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## Ministry

System Accountability and Governance #6

## LCSD

The school division and each school will have a Data Team. Each Data Team will examine all sources of data a minimum of three times each year.



### School based Administration Action Plan:

1. The Administration will require one member of each Professional Learning Community to be the Data Leader. This Data Leader will assume the responsibility for understanding and explain the team's data to them.
2. The Administration will meet with the leaders monthly to establish their roles help with concerns, answer questions, and to examine and analyze data.
3. The Administration will meet with all the Data Leaders each term or as needed to review the data processes used in each team, with the Instructional Coach(s) from the division as well as the school.
4. The Administration will call together the Data Leaders as needed based on the Division requests.

# Division Improvement

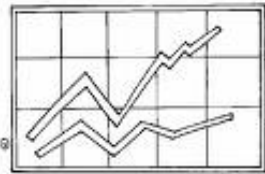
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## Ministry

System Accountability and Governance #6

## LCSD

The school division and each school will have a Data Team. Each Data Team will examine all sources of data a minimum of three times each year.



### School based Administration Action Plan:

1. The school data team will meet three times a year (November, February and May) to analyze and interpret data to provide insight and guidance for student learning.
2. The school data team will be comprised of the Learning Assistance Teacher, PLT team leaders and Principal.
3. The school data team will report to the professional staff at early dismissal staff meetings in December, March and June to look at trends and assessment results that impact student learning.

# Division Improvement

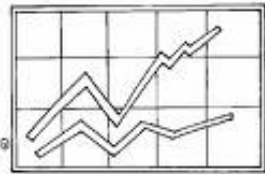
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## Ministry

System Accountability and Governance #6

## LCSD

The school division and each school will have a Data Team. Each Data Team will examine all sources of data a minimum of three times each year.



### School based Administration Action Plan:

1. The Father Gorman Data Team with the instructional coach will meet at least twice in the school year and share information in a cascade approach.
2. The Father Gorman Administrative team will work with the instructional coach to guide each professional learning team through at least three data meetings per year.
3. The Father Gorman Principal and one LAT teacher will meet regularly with the Superintendent of Student Services to review data related to the Response to Intervention model.
4. We will ensure membership from our school on the division data team as needed.

# Division Improvement

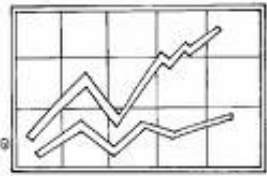
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## Ministry

System Accountability and Governance #6

## LCSD

The school division and each school will have a Data Team. Each Data Team will examine all sources of data a minimum of three times each year.



### School based Administration Action Plan:

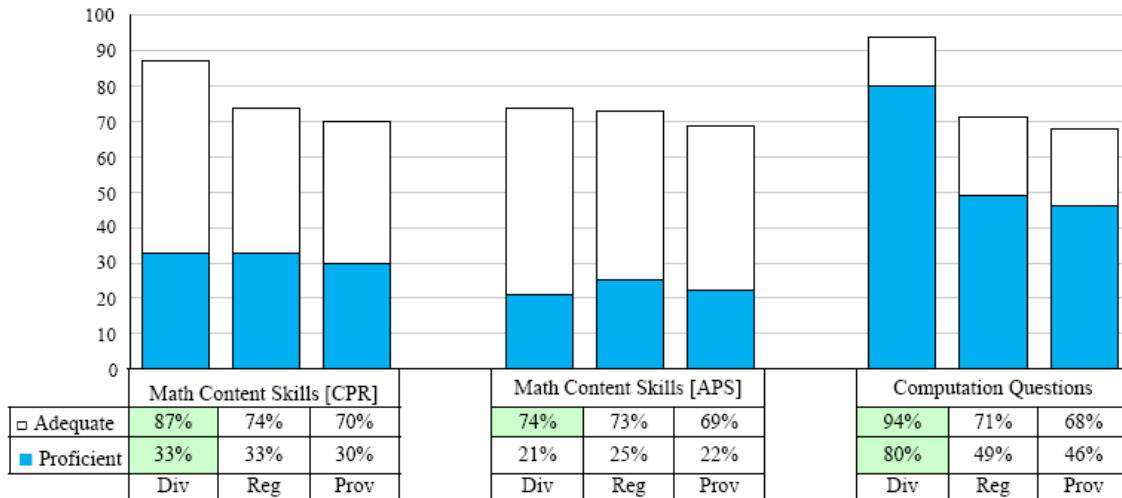
1. Administration will identify staff to be part of a school Data Team who will meet three times per year to examine all sources of data.
2. Data will be organized and shared in timely manner to staff and teams to allow for adjustments to classroom instruction.

# AFL Division Results 2011

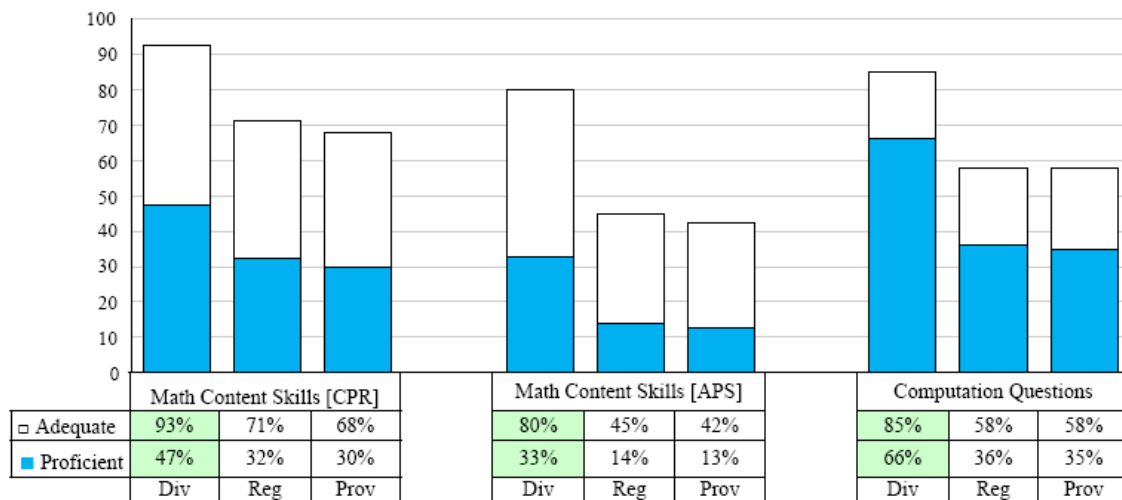
## How does LCSD math results compare to the Provincial results?

Figure 2.1 shows the results of LCSD Grade 5 and Grade 8 students who have achieved either the adequate or higher or the proficient standard compare to similarly achieving students in the region and province.

**Figure 2.1: Percentage of Grade 5 Students Achieving Adequate or Higher and Proficient Performance, Division, Region, Province**



**Figure 2.1: Percentage of Grade 8 Students Achieving Adequate or Higher and Proficient Performance, Division, Region, Province**

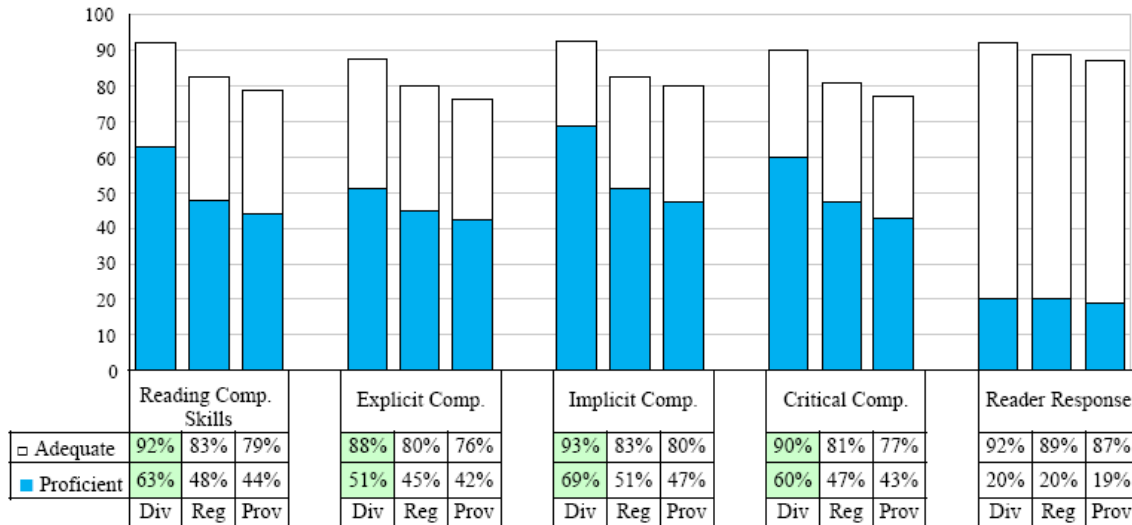


# AFL Division Results 2011

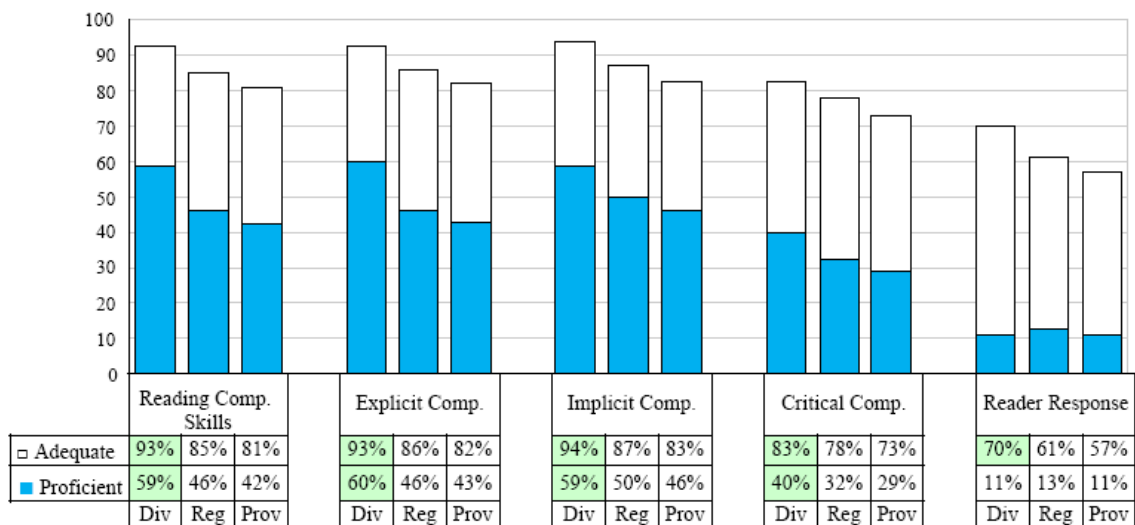
## How does LCSD reading results compare to the Provincial results?

Figure 2.1 shows the results of LCSD Grades 4, 7 and Grade 10 students who have achieved either the adequate or higher or the proficient standard compare to similarly achieving students in the region and province.

**Figure 2.1: Percentage of Grade 4 Students Achieving Adequate or Higher and Proficient Performance, Division, Region, Province**



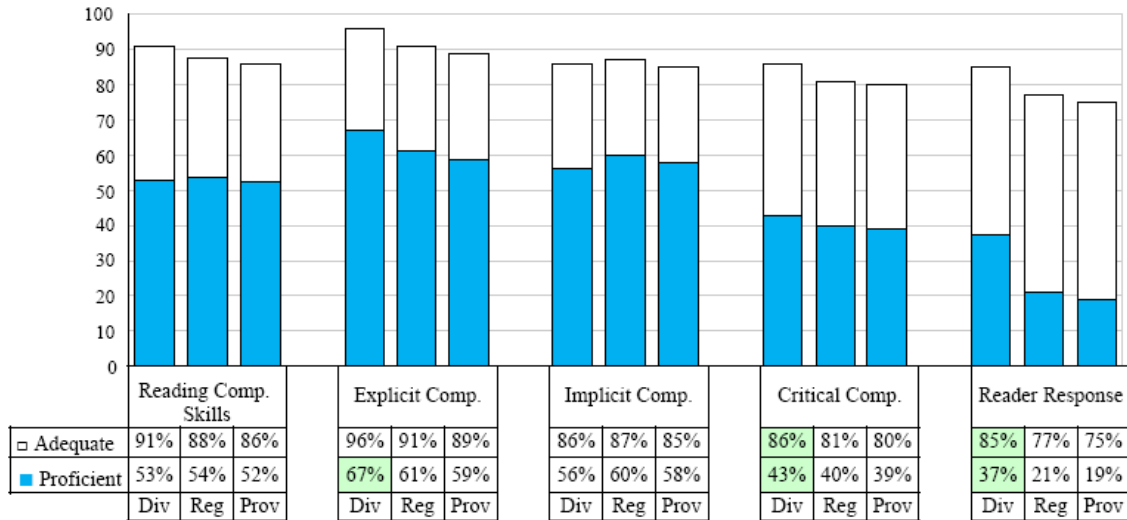
**Figure 2.1: Percentage of Grade 7 Students Achieving Adequate or Higher and Proficient Performance, Division, Region, Province**



# AFL Division Results 2011

## AFL reading data continued...

**Figure 2.1: Percentage of Grade 10 Students Achieving Adequate or Higher and Proficient Performance, Division, Region, Province**

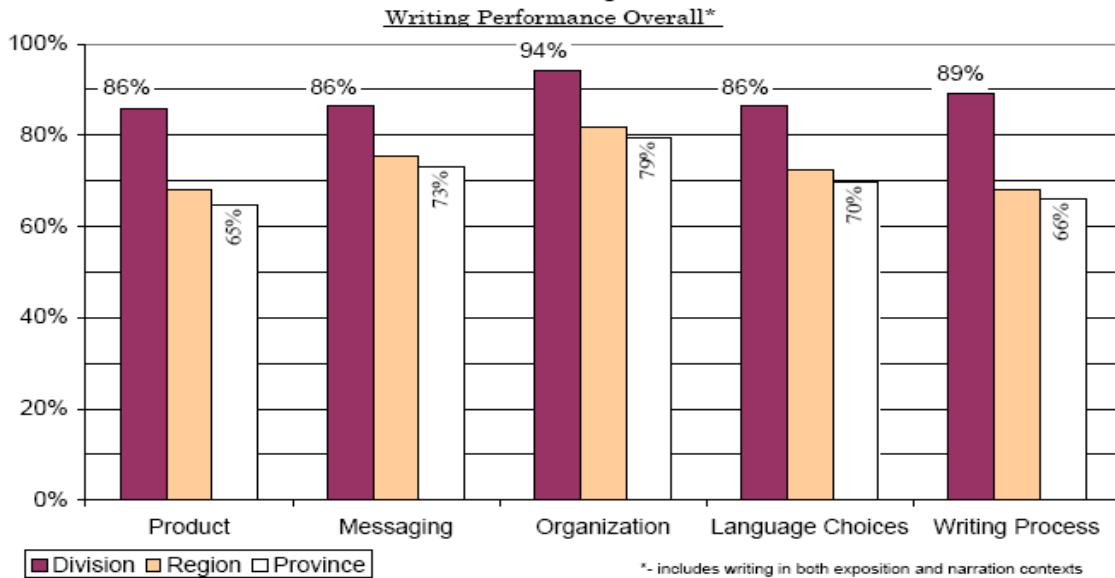


# AFL Division Results 2011

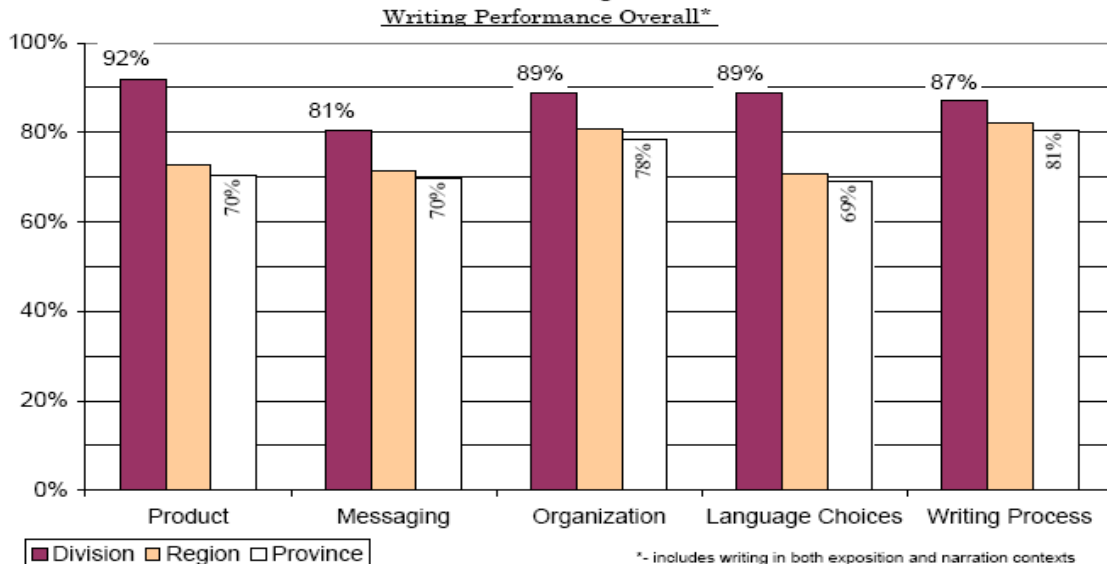
## How does LCSD writing results compare to the Provincial results?

Figure 2.1 shows the results of LCSD Grades 5, 8 and Grade 11 students who have achieved either the adequate or higher or the proficient standard compare to similarly achieving students in the region and province.

**Figure 2.1: Percentage of Grade 5 Students Achieving Adequate or Higher Performance, Division, Region, and Province**

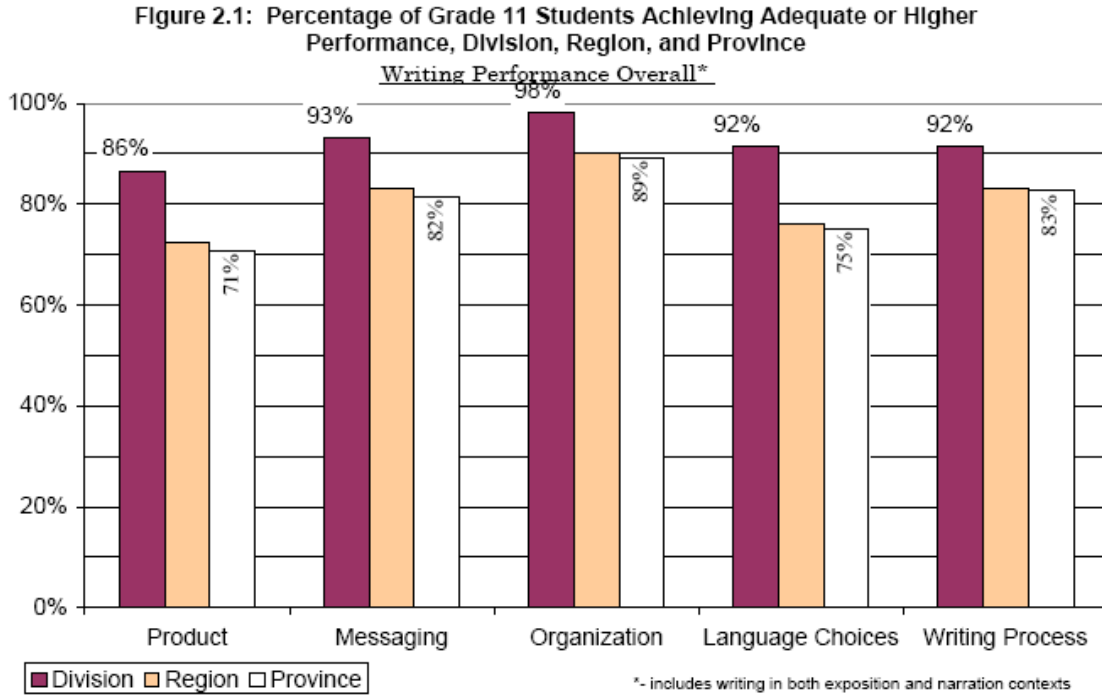


**Figure 2.1: Percentage of Grade 8 Students Achieving Adequate or Higher Performance, Division, Region, and Province**



# AFL Division Results 2011

## AFL writing data continued...



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## LEARNING IMPROVEMENT PLAN UPDATE (END OF YEAR 2)

Check to see how we are doing in meeting our goals!

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As mentioned in the previous pages, a report on the learning goals contained in this plan will be published at the completion of each school year, with a report on all goals being published at the completion three years. Our first year data was extremely encouraging and our second year is incredible! A brief summary can be found below based upon evidence from our *LCSD Assessments, Provincial Grade 5, 8 and 11 Writing Assessments, Provincial Math 5 and 8 Assessments, Provincial Reading 4, 7, 10 Assessments* and *Provincial Indicators*.

**CIF Learning Goal #1: Reading** - 80% of students in each grade from 1-9 will achieve or exceed the grade level standard (decoding, comprehension and fluency) on the *LCSD Reading Screen*.

Data demonstrates:

1. The Saskatchewan Provincial Assessments were given in grades 4, 7 and 10. Our results, as in Math and Writing, are exceptional in all areas with our students greatly exceeding the regional and provincial averages of students meeting an acceptable standard and students achieving significantly higher results. Please see the graphs at the end of this CIF report.
2. Using our LCSD Assessments, in 2010-11, 91.6% of K-9 students achieved this goal, which is up 2% from the previous year. Grade 1 data is usually lower, but in 2010-11 86% of students achieved standard, which is much high than the norm (last year 20 points lower) as students usually come into grade 1 with a variety of reading levels. 2011 data is extremely encouraging for our grade 1's!

**CIF Learning Goal #2: Math** - 75% of students in each grade from 1-9 will achieve or exceed the grade level standard on the *LCSD Math Assessment*.

Data demonstrates:

1. LCSD Math Assessments - Kindergarten = 75%; Grade 1 = 78% : Grade 2 = 64% : Grade 3 = 62% : Grade 4 = 67% : Grade 5 = 53% : Grade 6 = 73% : Grade 7 = 49% : Grade 8 = 51% : Grade 9 = 37% .
2. Our grade 5 and 8 students completed the 2011 AFL assessment and students scored higher than the provincial averages and on but 3 questions. Our students in both grades greatly exceeded the region and provincial averages, as the results are amazing! Please see the attached graphs at the end of this CIF document.
3. Our LCSD Assessments are designed to for Mastery level of concepts and should always have a lower number of students achieving standard than we see when students complete provincial assessments.

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**CIF Learning Goal #3: Writing** - 80% of students in each of grades 6, 8 and 10 will be at or above Level 3 on the *LCSD Writing Assessment*.

Data demonstrates:

1. The last round of provincial writing assessments was in 2010. Our grade 8's scored higher on provincial assessments than they did on our LCSD assessment, however we need to focus on moving our 8's from achieving standard provincially to achieving excellent standard provincially. Our LCSD acceptable standards are equivalent to the provincial excellence standards because we believe in seeking excellence. The conclusions above are supported by provincial data as well. This data is simply amazing! All grades are significantly above the provincial scores in all five measured areas of the AFL assessments. Please see the attached graphs at the end of this CIF report.
2. LCSD Assessments: Grade 6 = 76%; Grade 8 = 66%; Grade 10 = 83%

**CIF Learning Goal #4: Learning Targets** - 75% of students will indicate that learning targets are provided.

Data demonstrates:

1. 87% of students indicate that learning targets are provided, which is down from last year's 94%.
2. One school in particular had a much lower rate this year, with the others mostly the same. We will focus on the use of learning targets more in discussions with administration and teachers to improve the reported usage of learning targets, which are a very valuable tool in LCSD!

## Summary

We are extremely pleased with our year 2 data, especially the manner in which our provincial and local assessment data seem to be giving us consistent feedback. Our Math, Reading and Writing data is significantly above regional and provincial scores in all grade levels. Please take the time to look at the graphs attached to the back of this report. The hard work our teachers and students have put into their learning is certainly paying off and the focus of our school division on learning won't waiver. We continue to improve and we will keep striving for the best possible learning opportunities for our students.