

Regina Public Schools

*Learning
Improvement
Plan*

For



Seven Stones Community School
2015 - 2016



Section One: *School Context*

School Demographics – Seven Stones Community School is a new school in North Central Regina serving the combined catchment areas of the former Wascana Community School and Herchmer Community School. Seven Stones opened in 2014 with a population of 352 students from Pre K to 8 including an Early Developmental Centre. The school was designed by Number 10 architecture in partnership with the community and has adopted the identity as the Seven Stones Spirits. In July of 2015, it received the People’s Choice award for best overall project by the Council of Educational Facility Planners International.

The Seven Stones community is made up largely of low-income housing maintained by a population of younger families with school age children. The school population is approximately 85% First Nations and Métis heritage. The community is supported through local agencies such as The Four Directions Community Health Centre, the North Central Community Association, and the Rainbow Youth Centre. Awasis Child Care Co-Op operates an adjacent facility with 51 enrolled infants, toddlers and school aged children. Seven Stones is part of the Scott Collegiate family of schools.

The new design is a 21st Century learning environment that supports collaboration, flexible groupings, inquiry based teaching and inclusive practices. The school operates in four Personal Learning Communities (PLCs). Each PLC is made up of a cohort of multi-grade level students, a core of generalist classroom teachers and a flexible group of support teachers, paraprofessionals and ancillary staff. We aim to provide personalized learning opportunities to foster each child’s holistic growth and development.

School Programs and Services – Seven Stones Community School offers full time Pre-Kindergarten, full-time Kindergarten and three Personal Learning Communities from Grades 1 – 8.

As a designated community school we are supported by a Nutritionist, Teacher Associates, and a community liaison worker (Dream Broker). We offer an array of supports including Learning Resource Teachers (LRT), a Behavioral Coach, a Literacy / Numeracy lead teacher, an Early Reading Intervention Teacher (ERIT), a Teacher Librarian (TL), a Speech and Language Pathologist (SLP), School Counselor, Occupational Therapist, Instructional Consultant and Educational Psychologist. We also have access to a School Resource Officer (SRO) through the Regina City Police and a Public Health Nurse through the Regina Qu’Appelle Health District.

Seven Stones School teaches the Circle of Courage philosophy and offers an Indigenous Studies and Cree language program and has an Elder in Residence Program. We also offer band, fiddle and drum circles. We also offer our culture and arts programs in tandem to support student engagement in passion projects and artistic expression.

Through Community School funding and our partnerships with the Breakfast for Learning and Breakfast Clubs of Canada, students have access to a universal morning snack program and a paid hot-lunch program four days per week.

Seven Stones Community School has formal partnerships with the Regina Exhibition Park Association (EVRAZ Place) and the Regina Qu’Appelle Health Region (RQHR).



School Governance Structure – Seven Stones Community School has a Principal and a .4 Vice Principal. The School Community Council (SCC) will be elected by October 30, 2015. There are currently vacancies for additional parents, community members and additional appointed members to the council.

Seven Stones Professional Learning Communities (PLCs)

- 1) Sevens Stones Intervention Team (SSIT)
- 2) Learning Improvement Steering Committee (LIP)
- 3) Vertical Professional Learning Communities
 - a) Literacy Action Team, b) Numeracy Action Team,
 - c) Inclusion Action Team, d) Aboriginal Education Action Team
- 4) Horizontal Professional Learning Communities
 - Pre-K & Kindergarten, PLC 1 (Gr. 1- 2), PLC 2 (Gr. 3-5) and PLC 3 (Gr. 6-8)

Learning Improvement Plan (LIP) Steering Committee Members

Jay Fladager – Principal
Sherry Reavley – Vice Principal and Learning Resource Teacher
Krista McMillen – Learning Resource Teacher
Jason Howse – Literacy / Numeracy Support Teacher
Mehley Whittle – Kindergarten Teacher
Bahiyih McRedmond – Early Reading Intervention Teacher
Alison Kimbley – PLC 3 Teacher
Jolene Siemens – Learning Resource Teacher

Fundamental Beliefs

Together is Better – when students, staff and parents work together, a wiser vision emerges, a stronger team develops and a greater resolve to improve is achieved;

School is a Supportive Environment – when all students are celebrated for their unique talents, skills, and dreams, all students belong and all students can learn;

Strive for Continuous Improvement – when achievable targets for improvement are set based on developmental readiness, student motivation, and instructional best –practice, we can work together to improve.



Section Two:

Continuous Improvement Framework and School Goals

Continuous Improvement Priority: Higher Literacy Achievement

Current Literacy Achievement for 2012-13
Goal: 80% of Wascana Community School students in Grades 1 – 8 will experience one half to one full year of growth in their reading ability.
Outcome 1 – ORR 38% of Grade 1 students are reading at or above grade level. 40% of Grade 2 student are reading at or above grade level.
Outcome 2 – RAD 69% of Grade 3 students achieved a Level 10 or above. 56% of Grade 4 students achieved a Level 10 or above. 83% of Grade 5 students achieved a Level 10 or above. 67% of Grade 6 students achieved a Level 10 or above. 36% of Grade 7 students achieved a Level 10 or above. 43% of Grade 8 students achieved a Level 10 or above.
Outcome 3 – VaaW (Writing) 21% of Grade 3 students achieved a Level 3 or above. 50% of Grade 4 students achieved a Level 3 or above. 47% of Grade 6 students achieved a Level 3 or above. 24% of Grade 7 students achieved a Level 3 or above.
Outcome 4 – EYE –TA Students achieved 72% Green outcomes, 23% Yellow outcomes and 5% Red outcomes.

Literacy Achievement Goals for 2013-14, 2014-15 and 2015-16
Goal 1 – 80% of Grade 3 students will be reading at or above grade by June 2014, 90% by June 2015, and 95% by June 2016 as measured by the Fountas and Pinnell assessment (F&P).
2014 Results: 23 of 33 (69.7%) of Grade 3 students were reading at or above grade level at the end of June 2014.
2015 Results: 41% of Grade 3 students were reading at or above grade level at the end of June 2015.



Goal 2 – 80% of Grade 4 to 8 students will achieve a Level 10 or higher by June 2014, 90% by June 2015 and 95% by June 2016 as measured by the Reading Assessment District (RAD).

2014 Results:

81% of grade 4s, 71% of Grade 5s, 50% of grade 6s, 86% of grade 7s, 70% of Grade 8s achieved a 10 or higher by June 2014.

7% of grade 4's, 7% of grade 5s, 0% of grade 6s, 19% of grade 7s, and 20% of grade 8s achieved a 15 or higher by June 2014.

Level 15 by skill: 25% Pre-Reading, 25% Retrieving, 44% Interpreting, 19% Analyzing, 25% Post-Reading.

2015 Results:

72% of Grade 4, 89% of Grade 5, 75% of Grade 6, 57% of Grade 7 and 66% of Grade 8s achieved a 10 or higher by June 2015.

Goal 3 – 80% of Grade 3 to 8 students will achieve a Level 3 or higher by June 2014, 90% by June 2015 and 95% by June 2016 on the Value Added Writing Assessment (VaaW).

2014 Results:

In each of the eight concepts, Grade 3-8 students achieved (1) 40%, (2) 28%, (3) 53%, (4) 40%, (5) 25%, (6) 25%, (7) 31%, (8) 41% (35% overall) at level 3 or higher by June 2014.

2015 Results:

35% of Grade 3, 48% of Grade 4, 38% of Grade 5, 54% of Grade 6, 55% of Grade 7 and 56% of Grade 8s achieved a Level 3 or higher by June 2015.

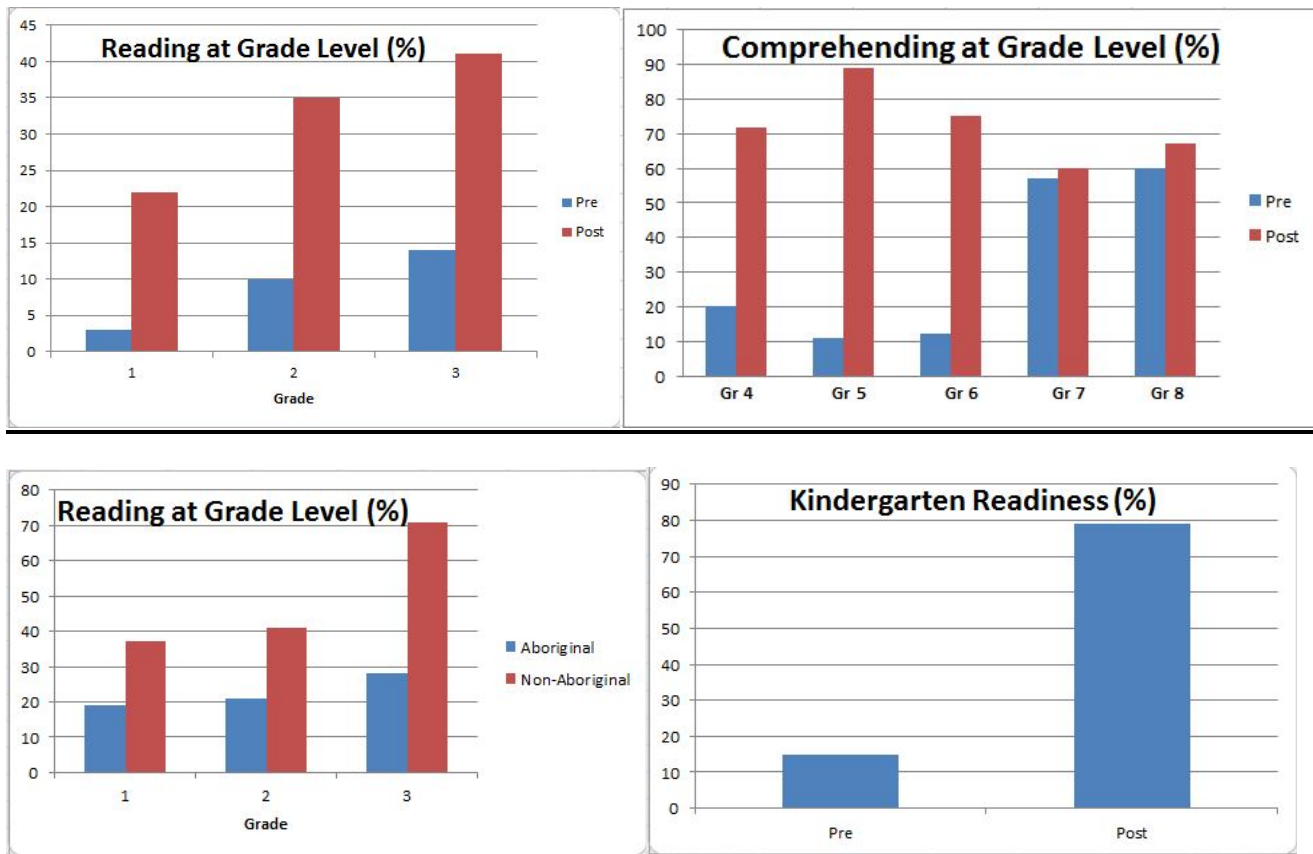
Goal 4 – 85% of Kindergarten students will achieve the Green level on at least 3 of 5 indicators on the Early Years Evaluation (EYE-TA) by June 2014.

2014 Results:

84% of Kindergarten students achieved a Green EYE level in readiness for Grade 1 by the end of June 2014.

2015 Results:

85% of morning Kindergartens and 73% of afternoon kindergartens achieved the Green level on at least 3 of 5 indicators by June 2015.



Specific: Student population percentage and target improvement level identified.

Measurable: RAD, VaaW, EYE & F&P Value Added Assessments will be used to measure outcomes.

Attainable: A three year time frame for achievement level based on current school data.

Results Oriented: Students will demonstrate growth in specific reading strategies.

Time Specific: By the end of June 2014, June 2015 and June 2016.

The Action Plan:

- Support Education Teachers (S.E.T.) will provide instructional practice and Tier 1 Intervention support on a flexible schedule of targeted support;
- Six step outcomes cycle using VAA's and Outcomes and Indicators –
 - 1) ORR or F&P screening,
 - 2) RAD VAA pre-Assessment,
 - 3) Major Teaching Emphasis mini pre-assessment,
 - 4) Major Teaching Emphasis targeted support,
 - 5) Major teaching Emphasis mini post-assessment, (Repeat steps 3-5 as needed)
 - 6) RAD VAA post-Assessment;
- Use of teacher-based intervention team (SSIT) and Inform data base to “drill-down” to individual student level and target support to student’s individual needs;
- Small group LLI intervention with grade 3’s beginning in September – Kelsey and Krista (PMs), ERIT maintaining students on LLI until grade level is achieved;



- Implement a Balanced Literacy structure using the Daily 5 and Daily CAFÉ (CAFÉ and pensive focus) in all classes by October;
- Implement a common structure of whole group, large group, small group and independent practice and solidify strategy group instruction structure and common language using Saskatchewan Reads as our framework;
- Primary Supports: Hanen Learning Language and Loving it, ABC and Beyond, Early Reading Intervention, ASKI oral language assessment, LLI intervention, LLI Phonics, EYE assessment;
- Senior Supports: LLI intervention, Success Maker, Remix series, etc;
- Balanced literacy block for all classes (Read to Self, Read to Someone, Listen to Reading, Work on Writing and Word Work components);
- Teach student self-selection of Good Fit Books (book boxes used in all classes) including the support of all S.E.T. teachers to assist in the selection process every second week;
- All classes working on building reading stamina and a gradual release of responsibility to independent / metacognitive reading;
- Use of student conferences as a means of providing regular feedback to students;
- Explicit strategy instruction in flexible groupings (First Steps and CAFE);
- Outcome based reporting through GradeBook;
- Explicit use of graphic organizers;
- Key resources – Literacy Place, Literacy in Action, Fountas and Pinnell, First Steps;
- Support of on-line site licenses like Daily CAFÉ, Vocab A-Z, Raz-Kids, Reading A-Z, Tumblebooks, Hear Builder, digital Orca etc;
- Use of Teacher Moderation process to build common language, common understanding and to mutually determine goals and expectations;
- “Kid Language” outcomes and indicators posters will be prominently displayed and utilized;
- Use of the RPS Outcomes and Indicators for Language Arts to guide instruction;
- Focus on Activating Prior Knowledge, explicit Comprehension and Word Attack strategies, and the use of graphic organizers;
- Building students’ abilities to find and use Text Features;
- Technology support – blogs, wikis, podcasts, Inspiration, Kidspiration;
- Targeted Assistive Technology supports – iPads and Kurzweil focus working with Lee Millar;
- Formative assessment focus on iPads by GET teachers (shared use) using Three Ring, Google Drive, Evernote or CAFÉ Pensieve;
- Kindergarten and Pre-Kindergarten ASKI project and supports to foster oral language development and narrative pre skills;
- Reading Buddies, Storytellers and Elders Program, Education Week, home reading programs, Literacy Volunteers, literacy grants, literacy bingo, Albert Library storytellers etc;
- **Inquiry Connection** – Questioning, levels of Questioning, Activating Prior Knowledge, Making Connections, Wonderings/Ideas gathering and planning, journals (writing), 4 step planning, backwards design, Wonder Walls, PWIM, Understanding by Design resources, RAN Strategy;

The Role of the SCC:

The SCC will provide funding for purchasing and creating books and materials and literacy activities. Parents and guardians will be used as volunteers for literacy activities. Parents and Guardians are asked to participate in home based literacy activities and school-based literacy events. Kindergarten and Pre-Kindergarten parents are asked to participate in the ASKI survey and follow up activities at home and school (coffee and talk). Supporting LLI home reading program during school hours augmented time to literacy blocks. Consider iPod purchase and digital storybook purchase.



Use of Professional Learning Days:

Teacher Moderation of VAAs

On going check ins and PD using Saskatchewan Reads document and supports

Outcome based reporting

Collaboration focus on iPick structure and Good Fit Books

Book studies – Pre K and K – *Joyful Literacy Interventions* – Janet Mort

PLC 1 and SET – *No More Independent Reading Without Support* – Debbie Miller

PLC 2 and SET – *Comprehensive Literacy Resource, Gr 3-6* – Mirium Trehearne

PLC 3 and SET – *Struggling Readers* – Lori Rog

First Steps training and re-training – new teachers

F&P assessment training for Grade 2 and 3

Continued Daily 5 and CAFÉ workshops – monthly staff meetings

Evidence of Progress:

School wide assessments will take place in the fall (pre) and spring (post) of each school year. Regular check ins throughout the year using the OCA, ORR, Vernon and Fountas and Pinnell.

New students will be assessed upon entry. Students are administered ability level RAD or F&P. The strategy rubrics in the RAD kits will be used to measure progress on the continuum.



Section Two continued...

Continuous Improvement Priority: Equitable Opportunities

Current Equitable Opportunities Achievement for 2012-13
Goal – 80% of First Nations and Métis students at Wascana Community School will experience one half to one full year of growth in their reading ability.
Outcome – 86% of First Nations and Métis students made a half year of growth in their reading level. 23% of First Nations and Métis students made a full year of growth in their reading level.

Equitable Opportunities Goal for 2013-14
Goal – 80% of Kindergarten to Grade 8 students will achieve a Level 12 or higher by June 2014, 90% by June 2015 and 95% by June 2016 on the Aboriginal Worldview assessment.
2014 Results: 85.8% of K to 8 students achieved a level 10 or higher by June 2014.

Equitable Opportunities Goal for 2014-15
Goal – Perceptual data will be gathered in October using the Tell Them From Me (TTFM) survey with grade 4 – 8 students as pre data on student belonging, safety and advocacy and disaggregated by Aboriginal and Non-Aboriginal student population. A school-based online survey will be created to gather post perceptual data with the goal of achieving parity of responses between Aboriginal and Non-Aboriginal students on the survey responses by June 2015.

2015 Results:					
Pre – Survey			Post – Survey		
	Aboriginal	Non-Aboriginal		Aboriginal	Non-Aboriginal
# Surveyed	79	21	# Surveyed	83	15
Advocate	6/10	6/10	Advocate	5/10	5/10
Home Advocate	6/10	5/10	Home Advocate	6/10	7/10
Bullying	5/10	7/10	Bullying	6/10	8/10
Safe at School	8/10	7/10	Safe at School	9/10	2/10
Learning Time	7/10	7/10	Learning Time	5/10	8/10
Expectations	8/10	8/10	Expectations	6/10	6/10
Positive Climate	6/10	7/10	Positive Climate	5/10	6/10
T-S Relationship	7/10	7/10	T-S Relationship	6/10	5/10

- S**pecific: Target percentage of improvement identified.
- M**easurable: Pre and Post assessments will be utilized.
- A**ttainable: A three year time frame based on current data.
- R**esults Oriented: Percentage represents an increase in Worldview knowledge and awareness.
- T**ime Specific: By the end of June 2014, June 2015 and June 2016



The Action Plan:

- Indigenous Studies / Cree teacher, Elder in Residence and Aboriginal Education PLC;
- Focus on June 2015 report *Truth and Reconciliation* and the '7 calls to action' for education – redesign parent engagement, expand cultural role modelling, expand resources, focus on inclusion and representation (windows and mirrors);
- Cultural arts program supporting transitions and engagement with the arts and FN culture and perspectives;
- Building stronger community connections through Treaty 4 flag, pipe ceremony, tipi on site, Round Dance, National Aboriginal Day celebration, Orange Shirt Day, Honoring Our Parents open house etc.;
- Utilize perceptual data from the Tell Them From Me (TTFM) to compare Aboriginal and Non-Aboriginal student responses to questions about belonging, advocacy, and safety. Utilize Speak It app to assist students in completing the survey independently and anonymously;
- Publically sharing Aboriginal / non-Aboriginal student comparative data with the goal of activating conversations to reduce the achievement gap;
- Increasing higher order thinking / high yield student engagement opportunities:
 - Makerspaces, students designing their learning spaces, community field trips, heritage fair, honoring our parents event, Indigenous Games, Live Arts Métis dance project, Orange Shirt Residential School honoring, students creating their own book bags, developing the outdoor learning space by building their own planter boxes etc.,
 - Student / parent family opportunities at school (literacy, dance, traditional projects),
 - Student leadership of school service opportunities (recycling, social media leaders, EDC leadership, Little Green Thumbs, assembly leaders, morning helpers, buddy programs),
 - Student leadership of community opportunities (shoveling for neighbors, safety walk, safety convention, community painting etc. through partnership with NCCA),
 - Student hands-on learning opportunities (PAA at Campus Regina Public and Scott Collegiate, Destination Imagination, science fair, maker fair),
 - Student collaboration opportunities (gym blast, team building challenges, cross classroom challenges, assembly challenges),
 - PLC 1 golden time and Thursday K/Pre K and EDC collaborative communication stations;
- ASKI project assessment and follow up resources and materials;
- Drumming circles: Sage Girls and Niska Boys;
- November project regarding local heroes and honoring leaders from the community. Pursue the creation of a calendar to celebrate nominated individuals and publish/sell in January;
- Continued development / actualization of a Cultural Resources;
- Development of traditional plants space and resources with the help of Elder Betty McKenna and Calvin Racette;
- Teachers will integrate Aboriginal Content and Perspectives in to all subject areas using approved resources;
- Increase in approved resources for Aboriginal Content instruction: JerBear, the Treaties Kits, Buffalo Books, ASKI, Turtle Island books, Nation books and Elder's Voices series;
- Increase Cree (and other FN languages) resources (OBI systems and Cultural Language Awareness site);
- Explicit teaching of Treaties in the classroom by classroom teachers utilizing resources from The Office of the Treaty Commissioner;
- Use of the Indigenous Studies Outcomes and Indicators to guide FN content integration;
- Continuation of the Circle of Courage student recognition program – teaching the 4 elements of the circle and rewarding students who demonstrate those elements – Belonging, Independence, Mastery and Generosity;
- Encourage Reclaiming Youth at Risk and Circle of Courage workshops and resources for staff;



- Encourage Treaty training workshops for all teachers and catalyst training for select teachers;
- ESAA and Division PD opportunities to build anti-oppressive toolkit – presentations open to RPS admin and teachers;
- Increase conversations with Scott Collegiate (Māmwēyatitān Centre) staff on student engagement, attendance and cultural offerings;
- **Inquiry Connection** - Project based learning based on the Circle of Courage and Indigenous Studies O&I.

The Role of the SCC:

The SCC will fund Aboriginal heritage and culture events. Parents and guardians will be invited to take part in events at the school and are asked to help students with heritage projects at home. Discussions will be held with the SCC on how to increase Aboriginal cultural pride and sense of belonging. ASKI project involvement in survey responses and follow up activities. Build upon the growing SCC involvement to take on more leadership with community projects. Build upon increased parent communication with the school through email and Remind 101 communication. Build upon parent comfort level to speak with school leadership as a key mode of designing community engagement activities and honoring their feedback and input.

Use of Professional Learning Days:

PD Day Workshop – Treaties / resource sharing – building scope and sequence awareness
 Encourage Professional Development on Treaties – level 1 and 2 and catalyst teachers
 ASKI training – K, Pre K, grade 1, S.E.T. and admin
 Truth and Reconciliation – staff meeting and PD day alignment

Evidence of Progress:

Pre and post assessments will be given to students in grades 1- 8 measuring their growth understanding of First Nations world view. Qualitative feedback will be collected of the Elder in Residence program from staff. Student attitudes and levels of involvement (pride) will be monitored during Aboriginal content integration projects for its effect on student engagement in school.





“Our school embraces the Seven Stones Philosophy. The seven stones are representative of the psychological needs of all people. If an individual is missing a stone, the whole community works on replacing the missing link.” ~ Elder Betty McKenna

Growth

Growth happens in four key areas: mental, spiritual, emotional and physical. Most people pay attention to the physical and mental aspects of growth, but neglect the other two important areas.

Order

We need order in our lives and some things from mother Earth provide that (the sun will always rise in the east and the directions never change).

Adequacy

Means living with enough and not getting caught up in consumerism. This includes sharing food and other necessities with everyone – not hoarding it for yourself.

Love

It is a basic human need – to love and be loved.

Social Approval

We all need social approval and can get that from friends, family, teachers, and other community members.

Security

To know there are others who support us, and look out for us to keep us safe.

Self-Esteem

To love yourself and know you are worthwhile.



Section Two continued...

Continuous Improvement Priority: Higher Numeracy Achievement

Current Numeracy Achievement for 2012-13
Goal – 80% of students in Grade 1 to 8 will experience one full phase of growth on the Diagnostic Numeracy Assessment (DNA).
Outcome- 25% of Grade 1 students achieved a Level 3 or above. 37% of Grade 2 students achieved a Level 3 or above. 31% of Grade 3 students achieved a Level 3 or above. 8% of Grade 4 students achieved a Level 3 or above. 0% of Grade 5 students achieved a Level 3 or above. 26% of Grade 6 students achieved a Level 3 or above. 60% of Grade 7 students achieved a Level 3 or above. 11% of Grade 8 students achieved a Level 3 or above.

Numeracy Achievement Goals for 2013-14, 2014-15 and 2015-16
Goal – 80% of Grade 1 – 8 students will achieve a Level 3 or higher by June 2014, 90% by June 2015 and 95% by June 2016 as measured by the Diagnostic Numeracy Assessment (DNA).
2014 Results: Grade 1 – 65% achieved level 3 or higher by the end of June 2014 Grade 2 – 73% achieved level 3 or higher by the end of June 2014 Grade 3 – 81% achieved level 3 or higher by the end of June 2014 Grade 4 – 78% achieved level 3 or higher by the end of June 2014 Grade 5 – 12% achieved level 3 or higher by the end of June 2014 Grade 6 – 9% achieved level 3 or higher by the end of June 2014 Grade 7 – 48% achieved level 3 or higher by the end of June 2014 Grade 8 – 29% achieved level 3 or higher by the end of June 2014
2015 Results: Grade 1 – 21% achieved level 3 or higher by the end of June 2015 (Task 1 - subitizing) Grade 1 – 84% achieved level 3 or higher by the end of June 2015 (Task 2 – counting) Grade 2 – 45% achieved level 3 or higher by the end of June 2015 (Task 1 - balancing) Grade 2 – 50% achieved level 3 or higher by the end of June 2015 (Task 2 - addition) Grade 3 – 53% achieved level 3 or higher by the end of June 2015 (decomposing) Grade 4 – 46% achieved level 3 or higher by the end of June 2015 (equality) Grade 5 – 40% achieved level 3 or higher by the end of June 2015 (multiplication) Grade 6 – 37% achieved level 3 or higher by the end of June 2015 (fractions) Grade 7 – 43% achieved level 3 or higher by the end of June 2015 (number line) Grade 8 – 52% achieved level 3 or higher by the end of June 2015 (algebra)

- S**pecific: students must improve number sense grade level skills
- M**easurable: a targeted number of students will be able to reach the pre-determined benchmark
- A**ttainable: A three year time frame based on current data.
- R**esults Oriented: represents growth on a pre and post timeframe
- T**ime Specific: By the end of June 2014, June 2015 and June 2016.



The Action Plan:

- Support Education Teachers (S.E.T.) provide instructional practice and Tier 1 Intervention support on a flexible schedule of targeted support;
- six step outcomes cycle using VAA's and Outcomes and Indicators –
 - Classroom screening (optional),
 - DNA VAA pre-Assessment,
 - Major Teaching Emphasis mini pre-assessment,
 - Major Teaching Emphasis targeted support,
 - Major teaching Emphasis mini post-assessment, (Repeat steps 3-5 as needed)
 - DNA VAA post-Assessment;
- Use of teacher-based intervention team (SSIT) and Inform data base to “drill-down” to student level and target student’s individual needs and personalized supports;
- Outcome based reporting through GradeBook;
- DNA back fill groups for senior and intermediate students – September and October;
- Implement new DNA tasks at grade 3 and 4;
- *Comprehension and Collaboration* resource to build early inquiry structures and solidify I-chart structures for numeracy components;
- Van de Walle resource used to implement number sense strategy instruction in grades 4 – 8;
- Numeracy Nets resource used to identify student’s number sense development and identification of targeted back fill strategies in number sense;
- Independent augmented math time with IXL or Mathletics or Do The Math (purchase supported by EvrazPlace);
- Big Ideas Alignment document will be used to “back fill” student needs;
- Number sense strategy activities 10 minutes per math class focusing on grade level skills;
- Explore +4 structure used to organize homeroom numeracy structure;
- Use of math Word Walls and Word Webs with each unit of study, PWIM the title page;
- Text feature lessons will be applied directly to the Math Makes Sense text book;
- “Kid Language” outcomes and indicators posters will be prominently displayed and utilized;
- A tower of math manipulatives for each grade will be created and placed in classrooms;
- Teachers will use the *Problem Solver* binders at the levels they feel appropriate;
- The Numeracy PLC will continue to develop a site of relevant math games for DNA teaching support; numeracy unwrapping curriculum workshop;
- Teachers will connect problem solving strategies to literacy strategies and focus on using text features, activating prior knowledge, determining the main ideas, removing irrelevant and supporting details and will utilize similar graphic organizers to those used in literacy;
- Inquiry Connections - numeracy journals as connected with constructivism and inquiry learning / wonderings and observations;
- Utilize literature resources / resource list in the library for Math Makes Sense connections;

The Role of the SCC:

The SCC will be informed of this goal and asked to participate in math celebrations of learning. Funding from the SCC may be approached to purchase materials for distributing manipulatives and resources to all classes or for the creation of classroom ready materials.

Professional Learning Days:

Outcome based reporting – PD days and collaboration structure

Formative Assessment PD - iPads

Numeracy Nets and number sense instruction

Creating a developmental continuum profile for all students



Crating an altered reporting system for non-grade level performing numeracy students to reflect mastery of outcomes at their level of readiness

Teacher Moderation of DNA VAA

DNA grade 3 and grade 4 task 2 workshops

Explore Plus 4 – Andrea Youck

Evidence of Progress:

Students will perform numeracy tasks with a deeper understanding of the big ideas in numeracy and increased numeracy metacognition as measured by growth in phases on the Diagnostic Numeracy Assessment. Student’s individual skill and strategy growth will be charted for the purposes of back filling, grouping for instruction and planning for future intervention and instruction.



Section Two continued...

Continuous Improvement Priority: Inclusive Practices and Smooth Transitions

Inclusive Practices and Smooth Transitions Goals for 2013-14 and 2014-15
Goal 1 – Students identified on the Personal and Social Growth Inclusion Rubric will make 80% overall growth by June 2014, 90% by June 2015 and 95% by June 2016.
2014 Results: 28 students were measured in 5 growth areas achieving growth in 84/140 possible areas (60%) by the end of June 2014.
2015 Results: 30 students were measured in 5 growth areas achieving growth in 77/150 possible areas (51%) by the end of June 2015.
Goal 2 – 80% of Grade 8 graduates from Seven Stones will choose to register and attend Scott Collegiate by June 2014, 85% by June 2015, 95% by June 2016.
2014 Results: 16 of 32 (50%) grade 8 students registered at Scott Collegiate at the end of June 2014.
2015 Results: 18 of 23 (80%) grade 8 students registered at Scott Collegiate at the end of 2015.

Specific: a targeted group of students will make measured growth on the rubric standard

Measurable: one full phase (averaged) overall growth on 2 of 5 indicators

Attainable: a narrowed group with a targeted one step increase in 2 of 5 indicators

Results Oriented: highest needs students receive the most support to improve outcomes

Time Specific: measured in June 2014 and June 2015.

The Action Plan:

- Increase the number of students receiving a personalized learning experience: IIP, differentiation, impact or behavior assessment, behavior plan, Record of Adaptation, student choice, family goal setting, passion and creativity projects, diverse needs documentation and implementation;
- Emphasis on supporting students to understand their learning styles, foster their interests and discover their passion and creativity;
- Emphasis on supporting the arts; Globe Theatre project, fiddling, guitar club, band, jigging, drama club and arts based instruction in literacy and numeracy, cultural arts;
- Engagement time built into the specialists' timetable for small group or individual instruction on passion areas for students called Opportunities Time (piano, singing, movie making, beading, sketching etc.);
- Attendance and late monitoring and follow up by Sherry and Karen Pedscalny;
- Support Education Teachers (S.E.T.) provide instructional practice and Tier 1 Intervention support on a flexible schedule of targeted support;



- Behavioral Coach – self-regulation strategy development and independence building;
- Transition Room development of resources (OT support);
- Increasing higher order thinking / high yield student engagement opportunities:
 - Makerspaces, students designing their learning spaces, community field trips, heritage fair, honoring our parents event, Indigenous Games, Live Arts Métis dance project, Orange Shirt Residential School honoring, students creating their own book bags, developing the outdoor learning space by building their own planter boxes etc.,
 - Student / parent family opportunities at school (literacy, dance, traditional projects),
 - Student leadership of school service opportunities (recycling, social media leaders, EDC leadership, Little Green Thumbs, assembly leaders, morning helpers, buddy programs),
 - Student leadership of community opportunities (shoveling for neighbors, safety walk, safety convention, community painting etc. through partnership with NCCA),
 - Student hands-on learning opportunities (PAA at Campus Regina Public and Scott Collegiate, Destination Imagination, science fair, maker fair),
 - Student collaboration opportunities (gym blast, team building challenges, cross classroom challenges, assembly challenges),
 - PLC 1 golden time and Thursday K/Pre K and EDC collaborative communication stations;
- Scott Collegiate advocacy teacher – improve connections, engagement and smooth transitions;
- Tell Them From Me (TTFM) results used to guide interventions and engagement actions;
- Pose question on TTFM survey to grade 4 – 8 students about high school choice, use data for follow up, re-survey in March or April:
- Use of school-based intervention team (SSIT) and Inform data base to “drill-down” to student level and target student’s individual needs and personalized supports;
- Regina Qu’Appelle Health Region (RQHR) partnership and supports (practicum nurses);
- Increased use of PAA kits and Scott Collegiate shops for student’s practical skill development;
- Identification of Seven Stones most vulnerable students, plotting of those students on 4 point rubric for personal and social growth and inclusion; targeted interventions; pre and post assessment;
- Use of Inform and iGo to record intervention plans;
- Use of PowerSchool transition documents to guide adaptations and interventions;
- Use of iGo to record and share Data Boards;
- Explore methods to link *Assessment* (Inform, school based folders) with *Intervention* (PowerSchool transitions, ROAs, rubrics, IIPs) with *Instruction* (literacy, numeracy, inquiry);
- Seven Stones will follow the Intervention First philosophy and practice of including students with behavior and learning needs in the regular classroom setting as a first response approach;
- School wide use of Zones of Regulation, ‘calm down kit’, transition spaces for behavior management, Super Flex, and Incredible Flexible You;
- A checklist of student support needs will be created and leveled into first, second, third and fourth priority sequence for assistance;
- Classroom Teachers (G.E.T.) and Support Teachers (S.E.T.) will collaborate to complete and carry out IIP’s;
- Tier One intervention workshops will be conducted to build teacher’s repertoires and capacity to meaningfully integrate high needs behavior and academic students;
- Regular PD provided to EAs and TAs to align research and practice;
- Use of Feeney scripts and GOPDR to build teacher’s capacity with student self-regulation;
- Integration and intervention lead teachers will be provided extra support and training to build their capacity to make recommendations to other teachers with regards to high needs behavior and academic students;



- The Seven Stones process for teachers to access the Tier One (school level) support team and the Tier Two (ISS) support team (see attached) will be followed;
- Developing outcome based reporting approaches specific to EAL and Tier 2 and 3 students;
- Students for whom Seven Stones is their neighborhood school will be reclaimed to Seven Stones School from congregated programs (where possible) through discussions with the Superintendent;
- Assistive technology resources will be increased along with teacher's skills to facilitate students use of the tools (Kurzweil and iPads);
- A teacher mentor program will be established to connect high needs students with role models in the school;
- Outside Agency support will be sought to connect students with Big Brothers, Go Girls etc.;
- Begin interagency connections with Cog. Dis – Denise Swallow;
- Resource support from *Jigsaw Learning: Intervention* and Hewson/Adrian process.

The Role of the SCC:

This goal will be shared with the SCC and their support will be sought to develop understanding in the community of inclusive practices. Support will be sought to purchase self-regulation materials. Encouragement of inclusion through family events.

Professional Learning Days:

Feeney Scripts and GOPDR – follow up PD

Insights to Behavior support from Allie Carlini

Struggling Readers Summit – Jay

Autism Spectrum Disorder PD for all staff – C&Y to present

Autism conference – Kari and Melissa

School-Based Tier One Support Team (SSIT) release time for training, mtgs every Tuesday at noon

PD Day Workshop – Tier 1 Assistive Technology

Development of key iPad apps for strategy support

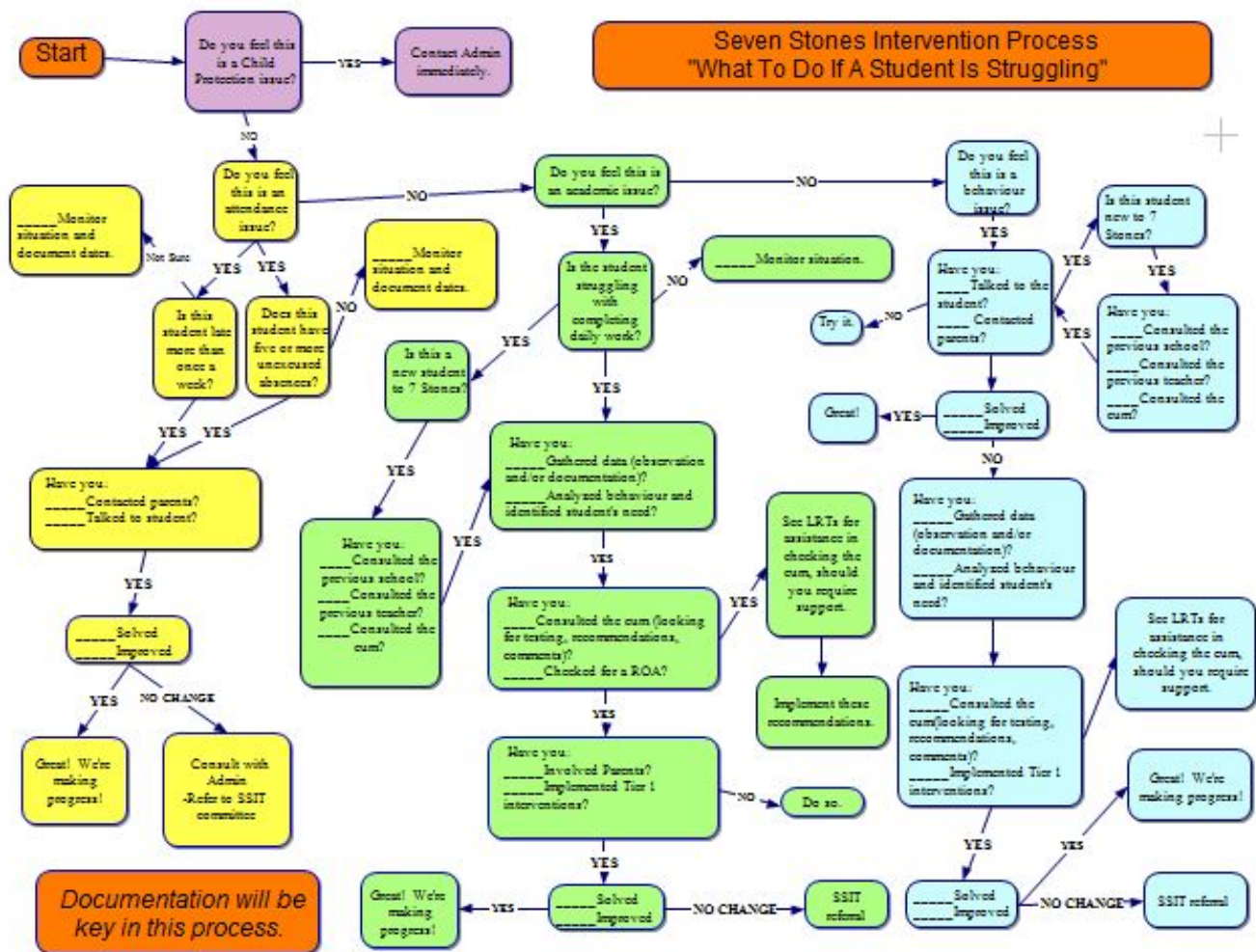
SA Team Mtgs

Seven Stones PD Blog – resource development, comments and sharing on Twitter

Evidence of Progress:

Students needs will be met more frequently at the classroom level without pull-out or necessitating the involvement of the SA team. Teachers will have an expanded repertoire of strategies to include students with special needs. Student's behavior and social needs will be met more frequently allowing academic progress to occur. Student progress will be measured on a social growth rubric in a pre and post manner. Meaningful integration of students with special needs will occur more frequently. An increased number of graduates will choose and attend Scott Collegiate.







Seven Stones Intervention First

Intervention Support Process:

Classroom Teacher(s) Level

- Classroom Teacher gathers data (observation and/or documentation), analyses student behavior and learning and identifies student's needs.
- Classroom Teacher consults the Cumulative Folder (testing, recommendations, comments)
- Classroom Teacher consults relevant staff (previous teacher, previous school).
- Classroom Teacher Implements Tier One Interventions.
- Classroom Teacher informs Admin and involves Parents.
- Classroom Teacher completes a Cum Review (with assistance).

School Based Intervention Level

- Student is presented to the School Based Intervention Team.
- Recommendations of the Team are followed up on which may include having SA team members do observations in classrooms.

----- CLEAR -----

Intensive Supports Intervention Level

- Student is presented at SA Team meeting(s).
- SA team makes recommendations for Tier Two or Three interventions.



Seven Stones School-Based Team Meeting Consultation Form (S.S.I.T.)

Background:

Student:	Teacher(s):	Meeting Date:
Last School Attended:	D.O.B.	Grade:
Student's Strengths:	Concerns/ Challenges:	Previous Ancillary Testing:
		Other Agency Involvement:
Current Support Team (wrap around team):		Medications:
Current Level of Achievement:		
Literacy:		
Numeracy:		

Interventions:

What has been tried already:

Intervention Action Plan (To be completed during the Team Meeting):

What? Who? When? Review meeting date?



Seven Stones School
Personal and Social Growth Rubric
2015-2016

Student: _____ Grade: _____
 Teacher: _____

	1	2	3	4	Pre	Post
<i>Understanding of Rules</i>	Student doesn't follow rules and procedures.	Student follows some rules and procedures if he/she is being watched.	Student usually follows rules and procedures.	Student follows rules and procedures consistently.		
<i>Persistence and Engagement in Learning</i>	Student is not interested in learning at school. He/she usually needs help to keep trying.	Sometimes student is interested in learning at school. He/she sometimes need help to keep trying.	Student is interested in learning and likes to try new things. He/she usually tries very hard to make sure his/her work is done well.	Student loves to learn and wants to know more. He/she consistently tries very hard to get my work done.		
<i>Respect and Consideration for Others</i>	Student is disrespectful and speaks out inappropriately. He/she doesn't demonstrate a caring attitude towards other students.	Student tries to be respectful. He/she doesn't like others to challenge his/her ideas. Student sometimes shows consideration for others.	Student is generally respectful. He/she can disagree without being angry. He/she often shows consideration for others.	Student is consistently respectful. He/she can disagree politely and constructively. He/she shows consideration for others and demonstrates caring for their feelings.		
<i>Classroom Behaviour</i>	Student does not behave appropriately during class time despite frequent reminders and supports.	Student's behavior during class time depends greatly on adult supports and interventions.	Student usually behaves appropriately during class time if monitored to use self-regulation skills.	Student consistently behaves appropriately during class time without close monitoring. Can apply self-regulation and self-monitoring.		
<i>Participation</i>	He/she does not make positive contributions to class activities. Student is often removed from the classroom.	He/she rarely makes positive contributions to class activities. Sometimes He/she is removed from the classroom.	He/she attempts to make positive contributions often. Sometimes he/she needs to be reminded of proper behavior before returning to class.	He/she makes positive contributions to class activities regularly. He/she never needs to be reminded about proper behavior to stay in class.		



Communication Goal
Self Awareness in Asking for Help
Student Self- Assessment Rubric
Seven Stones Community School 2015-16

Student: _____ Grade: _____

Teachers: _____

Have student complete this self-evaluation with assistance if needed. Complete at least one each term. Record and date.

Strategies that help me refocus or self-regulate are:

	1	2	3	4	Initial Assessment	2 nd Assessment	3 rd Assessment	4 th Assessment
				Dates:				
Paying Attention	___ I often lose focus and don't realize it	___ I often lose focus and don't know how to refocus myself	___ I often lose focus and use a strategy to refocus	___ I am usually able to stay focused on what I am supposed to pay attention to				
Understanding instructions and tasks	___ I often feel confused about instructions or tasks	___ I often do not understand instructions or the assignment and feel confused	___ I often understand most of the instruction and tasks	___ I usually understand the instruction and tasks				
Asking for help	___ I am often unaware that I need to ask for help	___ I am often aware that I need help but do not ask for it because: _____ _____	___ I am usually aware that I need help and ask my teacher or a friend a question	___ I am usually able to complete tasks without asking for help				

Comments:



Independence & Communication IIP Goal
Self Awareness/Metacognition and Asking for Help- Self Regulation
Teacher Rubric
Seven Stones Community School

Student: _____ Grade: _____
 PLC: _____ Teachers: _____

Complete this rubric at least 3 times throughout the year (each term). Record and date on the right.

	1	2	3	4	1 st Assess- ment	2 nd Assess- ment	3 rd Assess- ment	4 th Assess- ment
				Dates:				
Attention	___ when student seems unfocused he/she appears unaware they have gotten off task	___ when student seems unfocused he/she appears to be aware that they are off task and does not use any strategies to refocus	___ when student seems unfocused he/she uses strategies to refocus	___ student usually seems able to focus on the lesson or activity				
Under- standing	___ student often seems generally confused about instructions or tasks	___ student seems to understand some of the instructions and tasks	___ student often seems to understand most instructions and tasks	___ student usually seems to understand instructions and tasks				
Asking for Help	___ student often seems unaware that they should ask for help or chooses not to ask for help	___ student often says "I don't know what to do" or "I need help."	___ student usually asks specific questions	___ student is usually able to complete tasks accurately with the instruction provided by the teacher				

Comments:



Seven Stones Community School - Transitions Rubric - 2015 – 2016

Student: _____ Grade: _____ PLC: _____

Key - Level of Support Needed

- 4 – Requires **no** assistance during this type of transition
- 3- Requires **Occasional** assistance during this type of transition
- 2 – Requires **a lot** of assistance during this type of transition
- 1- **Almost Always** requires assistance during this type of transition

Area of Consideration	Expectations	1st	2nd	3rd	4th
	Dates:				
Transitioning from task to task (independently)	<ul style="list-style-type: none"> *Responding to the requests of teacher *Having necessary materials *Keeping hands and feet to self *Maintaining the expected noise level *Maintaining the expected transition speed *Ignoring distractions 				
Transitioning from space to space (independently)	<ul style="list-style-type: none"> *Responding to the requests of teacher *Having necessary materials *Keeping hands and feet to self *Maintaining the expected noise level *Maintaining the expected transition speed *Ignoring distractions 				
Transitioning from teacher to teacher (independently)	<ul style="list-style-type: none"> *Responding to the requests of new teacher *Having necessary materials *Keeping hands and feet to self *Maintaining the expected noise level *Maintaining the expected transition speed *Ignoring distractions 				
Transitioning from indoor to outdoor/outdoor to indoor (independently)	<ul style="list-style-type: none"> *Managing drink and bathroom needs before exiting to outdoors *Changing footwear, if necessary *Responding to supervisors requests *Managing necessary outdoor apparel *Keeping hands and feet to self * Maintaining the expected noise level and using the correct door *Maintaining the expected transition speed when the bell rings * Ignoring distractions *Asking for help in conflict *Respecting the building and property 				



Seven Stones Community School

Gradual Release of Responsibility: Working Towards Independence Rubric 2015-2016

Student: _____ Grade: _____

Key – Level of Support Needed

Teachers: _____

4 – Requires **No** assistance

3 – Requires **Occasional** assistance

2 – Requires a **Lot** of assistance

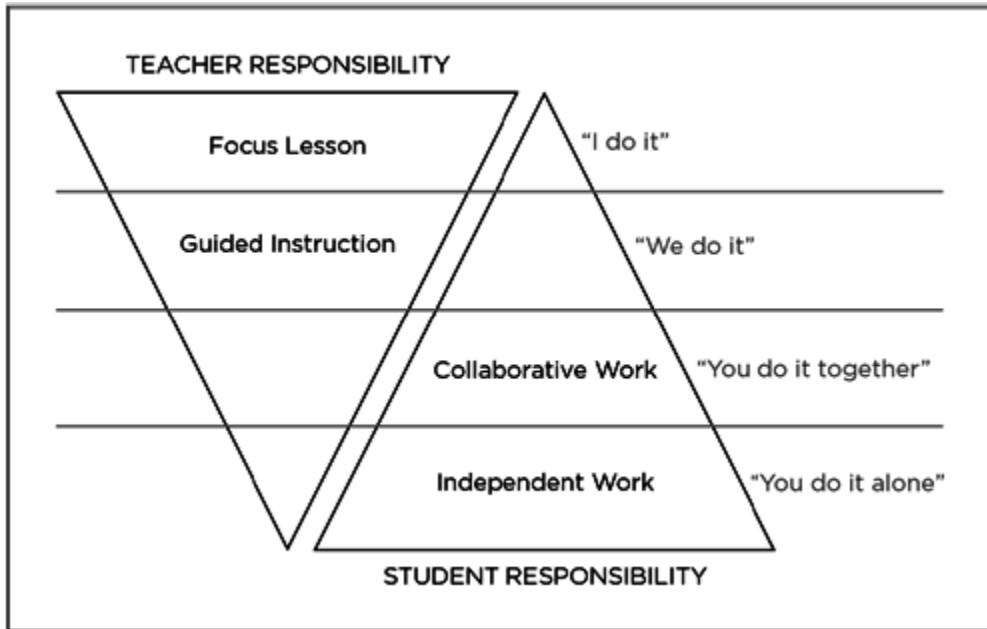
1 – **Almost always** requires assistance

*Please keep in mind, we need to build up skills and structures that allow student to gradually require less of our assistance – students who need this goal will NOT achieve it without coaching and structures. Please refer to the gradual release of responsibility chart on reverse of this page.

Areas of Consideration	Expectations	1 st	2 nd	3 rd	4 th
		Dates:			
Readiness to Work	<ul style="list-style-type: none"> *follows the agreed-upon teacher cues *attentive to instructions *shows active listening body language *is in a mind-set for learning and willing to use tools to get there *shows willingness and motivation *uses self-regulation and Zones of Regulation tools and strategies 				
Use of Space	<ul style="list-style-type: none"> *chooses a place to sit away from distracting peers *moves to the space quietly and quickly *chooses a spot and position and stays there 				
Organization	<ul style="list-style-type: none"> *participates in creating class anchor charts, schedules and organizational structures *follows the common organizational structures (such as putting papers in “Hand in” or “Complete” “Incomplete” bins *brings items when asked to bring materials or knows where to get materials within the learning space *written work is read-able to student and teacher 				
Focus	<ul style="list-style-type: none"> * listens attentively and follows or repeats instructions *Once instructions are understood, student can work for _____(goal) minutes independently on a good-fit task 				
Getting Help	<ul style="list-style-type: none"> *works with teachers to understand his/her own needs and abilities *identifies accurately when help or adaptations are needed “I can’t do this...” “I need this” *tries a task before asking for help *when help is needed, student is specific “I need help with _____”, “Can you tell me what to do with _____”, “Can you show me another example of _____” *asks a peer before asking a teacher when appropriate *checks notes, charts, posters, and previous examples *asks for help instead of doing nothing 				

Comments: _____





Focus lessons – Teacher models his/her thinking, establish purpose and outcomes, activate prior knowledge, keep brief.

Guided instruction – small group instruction whenever possible, address needs, teach at appropriate level, develop skills and strategies gradually.

Collaborative Learning – Students require opportunities to work with their peers; to problem solve, discuss, negotiate and think. This phase is critical. Students must use language to learn. Collaborative/cooperative learning must be structured and collaborative skills must be taught and reviewed. There must be a method to ensure individual accountability; a way to know what each student’s role in the group is.

Independent – Once we know a student is capable of working on a task independently provide opportunities to practice independently.

The gradual release of responsibility is not linear. Students move back and forth between the components as they master skills and strategies.

Vertical alignment of skills and strategies is necessary – viewing all skills/strategies/concepts as a clear developmental continuum.

Anchor charts and common routines are essential to the process also.

Student self evaluation is also critical to this process as it provides an opportunity for student self reflection and metacognition.

This process is applicable to all subject areas.

Adapted from the work of Douglas Fisher, et. al., 2008.

Seven Stones Teacher Collaboration Meeting Record

Support Education Teachers (S.E.T.)	General Education Teachers (G.E.T.)	Date:	
Group Norms and Working Assumptions: <ul style="list-style-type: none"> Everyone has wisdom and we need everyone's wisdom to get the wisest result. There are no wrong answers. We must stay engaged. The whole is greater than the sum of its parts. Everyone will hear others and be heard. We must expect and accept that we will not reach closure. 'Solution focused' plans are sought by all. 		Target Plan: <ul style="list-style-type: none"> <input type="checkbox"/> Co-Teaching <input type="checkbox"/> Strategy Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Observation <input type="checkbox"/> Student Support <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> Inquiry <input type="checkbox"/> Other: _____ 	
Collaborative Planning Record	Instructional Planning	Assessment Planning	Student Planning
Reflections What have we done? What have we learned?			
Decisions What is our goal(s)? How will we know we have reached our goal?			
Next Steps What action will we take?			
Needs Who is responsible? What resources are needed?			



Seven Stones PLCs 2014 - 2015

	General Education Teachers (G.E.T.)	Support Education Teachers (S.E.T)	Support Staff
Horizontal Clusters	Mehley and Sasha Marnie, Debbie and Chelsey Kevin, Kari, Melissa and Sydney Jason, Alison, Morgan and Cassie	Sherry Kelsey Jolene Krista Jackie / Sheri Starla Jay	As Required
Learning Improvement Plan (LIP)	Sherry Jason Jay Bahiyiyh Alison Krista		
Seven Stones School-Based Intervention Team (SSIT)	Sasha	Krista Kelsey Jay Sherry Jackie / Sheri Bahiyiyh Starla Jolene	
Intervention 1st Student Support Team (SA)	Principal, Vice Principal, LRTs, and Behavior Coach Karen Pedscalny (Counselor), Kristina Thunberg (SLP), Mike White (Psychologist), Vanessa Pham (OT), Andrea Youck (School-Based Consultants)		
Aboriginal Education			
Literacy			
Numeracy			
Inclusion (Integration Intervention)			



Seven Stones 2015 – 2016 PD Calendar

Date	Event	Sub Allotment (13 days)	Date
Aug 27	AM – System Initiatives / School Goals PD PM – Staff Meeting	ORR / DNA – Debbie ORR / DNA– Chelsea ORR / DNA- Lindsay	Sept 28 -AM Sept 28 -AM Sept 28 -AM
Aug 28	AM – Family of Schools Reading Focus PD / Specialist PD / Intensive Supports PD PM - Prep	K/Pre K – Planning (Family Engagement)	Oct 8 - AM Oct 8 - AM
Aug 31	AM – Prep or C of P Opportunity PM – Prep	PLC 1 – Planning (Inquiry)	Oct 19 - AM Oct 19 AM Oct 19 AM
Oct 9	AM – Scoring & Moderating / Intensive Supports PD / Pre K & Kinder PD PM – Staff Meeting & Prep of C of P	PLC 3 – Planning (Literacy)	Sept 29 – AM Sept 29 – AM Sept 29 - AM
Nov 6	AM – Staff Meeting, PD and Prep PM - Prep	IIP – Parent Meetings	May 11 AM/PM
Dec 4	AM – Family of Schools Reading Focus Day 2 / Specialist & Intensive Support PD PM – Staff Meeting and Prep	IIP – Parent Meetings	May 12 AM/PM May 12 AM/PM
Jan 29	AM – Prep and C of P PM – Staff Meeting and Prep	IIP Transition Mtgs IIP Transition Mtgs IIP Transition Mtgs	May 30 AM/PM May 30 AM/PM May 30 AM/PM
March 10	AM – Staff Meeting, PD and Prep PM – Prep	ORR / DNA – Debbie ORR / DNA – Chelsea ORR / DNA - Lindsay	June 6 -AM June 6 -AM June 6 -AM
March 11	AM - Teacher’s Convention PM – Teacher’s Convention		
April 22	AM – Treaty Outcomes Day 2 PM – Staff Meeting and Prep		
May 19	AM – Moderation / Pre K & Kinder PD / Intensive Support PD PM – Staff Meeting and Prep or C of P		
June 17	AM – Staff Meeting, PD and Prep PM - Prep		
June 29	AM – Staff Meeting and Prep PM – Prep		



Regina Public Schools Curriculum Assessment Summary, 2015-2016

PreKindergarten to Grade 9

	PreKinderten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Fall Assessment Window Sept. 9 - Oct 16, 2015	HMTMS	EYE	ORR	F & P	F & P	RAD	RAD	RAD	RAD	RAD	RAD
		*HMTMS	DNA-EN	DNA-EN	DNA-EN	DNA-EN	DNA-EN	DNA-EN	DNA-EN	DNA-EN	
	HMTMS	EYE	DNA	GB+	F & P	RAD	RAD	RAD	RAD	RAD	RAD
				DNA - FR	DNA-FR	DNA-FR	DNA-FR	DNA-FR	DNA-FR	DNA-FR	
Spring Assessment Window May 11 - June 17, 2016		EYE	ORR	F & P	F & P	RAD	RAD	RAD	RAD	RAD	RAD
			DNA-EN	DNA-EN	DNA-EN	DNA-EN	DNA-EN	DNA-EN	DNA-EN	DNA-EN	
		EYE	GB+	GB+	GB+	RAD	RAD	RAD	RAD	RAD	RAD
			DNA-FR	DNA-FR	F & P	DNA-FR	DNA-FR	DNA-FR	DNA-FR	DNA-FR	
					DNA-FR						
CAT 4 - Grades 5 & 9 - (November 2 - 13, 2015)											
*HMTMS (Help Me Tell My Story) done in selected schools (October 19 - December 11, 2015)											
Tell Them From Me Survey (TTFM) - All FI & English Grades 4 - 12 students and teachers participate (October 13 - November 19, 2015)											
Assessments for English Program Students											
Assessments for French Immersion Students											

**For the 2015-16 school year, Value Added Assessment Writing (VAAW) results will not be collected at the division level. It is recommended that Value Added Assessment Writing data be used at the classroom level to support mastery of provincial writing outcomes.



Section Three: *Communication Plan*

The Learning Improvement Plan will be communicated to the school community through:

- Data Wall and Goals displayed in Big Bear;
- Collaboration Meetings by cluster for sharing and planning purposes with staff;
- Magnetic data boards created for and by each PLC – identifying literacy, numeracy and behavioral needs for the purpose of triangulating data on instruction / intervention / assessment;
- School newsletters – monthly;
- SCC meetings and newsletter information;
- School Website, Twitter and Green Kiosk displayed on foyer TV;
- Goals posted in each collaboration room for teacher reference;
- Staff Professional Development Growth Plans on PD Place – aligned;
- Weekly Teacher Collaboration Meetings (see attached);
- Horizontal PLC meetings (Cluster Meetings);
- Vertical PLC meetings (Literacy, Numeracy, Inclusion, Aboriginal Education);
- School-Based Team Meetings (SSIT) (see attached);
- Student Achievement (SA) Team Meetings;
- Discussions at monthly staff meetings;
- Data binder kept by Principal and Vice Principal and Inform used to store/share results, reflection ORID discussions held;
- Professional Book Circles (monthly);
- On the school website www.sevenstones.rbe.sk.ca ;
- On the school Twitter account @7Stones_School;
- On classroom / PLC Twitter accounts / ThingLink / Dojo / Evernote / Remind101 etc;
- Classroom sharing of data on iGo, Evernote, Pensieve;
- Discussions at SCC meetings – monthly;
- Recognition Assemblies – monthly (parents phoned and personally invited);
- Sharing the school LIP with area schools for the purpose of joint planning and mutual support;
- Quarterly meetings with Scott Collegiate;
- Meetings with Team Herridge SA team;
- Development of an Outcomes Binder to be shared broadly in June 2015.

