

Regina Public Schools

*Learning  
Improvement  
Plan*

For



Wascana Community School  
2011-2012



## Section One: *School Context*

**School Demographics** - Wascana Community School is located in North Central Regina on the corner of Pasqua Street and 4<sup>th</sup> Avenue. It was built in 1953.

In 2008-2009 the demographics of Wascana School changed significantly. The French Immersion Program completed its transition to École Mironuck Community School. In addition, the attendance areas of Herchmer and Wascana Schools were combined after the closure of Herchmer Community School. Approximately 90 students from Herchmer School moved over to Wascana along with many of the former Herchmer staff.

The Wascana community is made up largely of low-income housing but has maintained a population of younger families with school age children. At present the population is approximately 280 students. 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.

A new school building has been approved for the Herchmer / Wascana area. From community input, the former Herchmer site was selected for the rebuild and an architectural design was presented to the community last fall. The new school is scheduled to open in 2013.

**School Programs and Services** – Wascana Community School offers full time Pre-Kindergarten, full-time Kindergarten and 11 classrooms from Grades 1 – 8.

As a designated community school we are supported by a Community School Coordinator, a Nutritionist, Teacher Associates, and a Dream Broker working out of our school. We offer an array of supports including 3 Learning Resource Teachers (LRT), a Teacher Librarian (TL), a Speech and Language Pathologist (SLP), access to School Counselor service and Psychology support. 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.

Wascana was selected as a *Structural Innovation Demonstration Site* for the 2009-2010 school year. The Wascana plan focused on building a collaborative, inclusive model that allows for flexible and timely responses to student needs. The school is now set up in four “Clusters”. Each cluster has lead teachers in the areas of *Literacy, Numeracy, Inclusive Practices* and the teaching of *Aboriginal Content and Perspectives*. The plan also incorporates Intervention First and Circle of Courage philosophy. Altered recess times are also built into the school day.

Now in our third year as a Structural Innovation school, further structural changes allowed for the creation of 2 Literacy/Numeracy/Inquiry lead teachers. These lead teachers, along with 2 ½ Indigenous Studies teachers and 2 ½ Student Support Services teachers, make up the Support Education Teacher team (S.E.T.). It is the role of these S.E.T. teachers is to support the General Education Teachers (G.E.T.) with instructional practices and Tier 1 Interventions. Wascana's selection as a demonstration site allows the school access to the additional supports of three School-Based Instructional Consultants.

Wascana School offers and Indigenous Studies and Cree language program and has an Elder in Residence Program.



Through Community School funding and our partnerships with the Breakfast for Learning Program through the REACH Foundation, students have access to a lunch program five days a week and a universal morning snack program.

Wascana Community School has formal partnerships with the Regina Exhibition Park Association (EVRAZ), The Aboriginal Kinship Centre, and the Scott Collegiate Transitions program. These partnerships support our learning goals, community events and the student's personal and social growth. Partnerships have also been established with the Regina Fire Department, the Red Cross, Rainbow Youth, SUNTEP, Planned Parenthood, Costco, Staples Office Depot and the Albert Library.

**School Governance Structure** – Wascana Community School has a principal and a .4 vice principal. The School Community Council (SCC) will be elected on October 27, 2011. The council consists of parents, the principal, and teacher representatives. Currently there are vacancies on the council that hopefully will be filled during the election process.

### **Wascana Professional Learning Communities (PLCs)**

- 1) Wascana Intervention Team (WIT)
- 2) Learning Improvement Steering Committee (LIP)
- 4) Horizontal Professional Learning Communities  
Clusters 1(Pre-K and K), 2 (Gr. 1 and 2), 3 (Gr. 3-5) and 4 (Gr. 6-8)

### **Learning Improvement Plan (LIP) Steering Committee Members:**

- Dean Mieziako – Principal
- Brennan Hack – Vice-Principal, Literacy/Numeracy Lead
- Erin Powell – Learning Resource Teacher
- Debbie Bird-Frater – Literacy/Numeracy Lead
- Tusauna Manning – Cluster 1 Representative
- Elann McChesney – Cluster 2 Representative
- Mabel Bellegarde – Cluster 3 Representative
- Marilyn Embury – Cluster 4 Representative
- Sarah Bell – Cluster 4 Representative



## Section Two: *Continuous Improvement Framework and School Goals*

### **Continuous Improvement Priority: Higher Literacy Achievement**

**Goal 1:** 80% of students will increase one phase or more on their RAD scores in the areas of Comprehension (focus on Retrieving and Making Connections) and Strategy Use by June 2012.

**Goal 2:** 75% of Grade 1 and Grade 2 students will grow 5 levels or more on the ORR continuum by June, 2012.

**S**pecific: Student population percentage and target improvement level identified.

**M**easurable: RAD, ORR and F&P Value Added Assessments will be used to measure outcomes.

**A**ttainable: A realistic time frame and achievement level based on current school data.

**R**esults Oriented: Students will demonstrate growth in specific reading strategies.

**T**ime Specific: By the end of June, 2012.

#### **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 (and First Steps) –
  - 1) HIP/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 (WIT) and Inform data base to “drill-down” to student level of data and target student individual needs and personalized supports;
- Balanced Literacy actualization – Daily 5 and Daily CAFÉ;
- Balanced literacy block for all classes (emphasis on Read to Self, Read to Someone, and Listen to Reading as well as a Work on Writing component and Word Work component);
- Emphasis on 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 once per week;
- All classes working on building reading stamina and a gradual release from guided reading to independent reading;
- Use of student conferences as a means of providing regular feedback to students;
- Explicit strategy instruction in flexible groupings (First Steps);
- Use of HIP, ORR and F&P to find student levels, RAD, Vernon,OCA and F&P to determine reading strategy needs;
- 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;
- Writing emphasis on building ideas (journals) and the writing process;
- Use of the RPS Outcomes and Indicators for Language Arts to guide instruction;
- Development of Early Years PLC (Pre-K to Grade 2) with focus on E.Y.E/E.D.I. data



- Continue the 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;
- Reading Effects Program – half days from September to June;
- First Steps Reading and Writing strategies (formal plotting is optional);
- *See the Sound* program - SLP;
- Creation and use of computer generated storybooks (Raz Kids, Tumble Books);
- Technology support – VOCl, ichtat, blogs, wikis, podcasts, Inspiration, Kidspiration
- Targeted Assistive Technology supports – Kurzweil focus;
- Reading Buddies, Storytellers and Elders Program, Education Week, home reading programs, Literacy Volunteers, literacy grants, literacy bingo, take a book/leave a book program etc;
- Literacy resources – RAD resource kit resources, eReaders, *Literacy Place*, *Literacy in Action*, *Sightlines*, *National Geographic Reading and Writing Kits*, *Buffalo books*;
- Building of the non-fiction collection for all levels;
- Building High-Interest Controlled-Vocabulary novel collection;
- Building classroom libraries through other library withdrawn materials;
- Professional book circle on *Comprehension and Collaboration – by Harvey and Daniels*
- School literacy awards for 3 students per month;
- **Inquiry Connection** – Questioning, levels of Questioning, Activating Prior Knowledge, Making Connections, Wonderings/Ideas gathering and planning, journals (writing), 4 step planning;
- **Inquiry Connection** - Cluster 4 teachers participate in inquiry based units based on the outcomes and indicators from Social Studies, Science and Health curricula that offer literacy, numeracy, 2<sup>nd</sup> language and arts opportunities for students to demonstrate learning.

#### **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. Parents will continue to be involved in creating Literacy Backpacks. Parents will participate in the Community Literacy Bingos. Parents will give prizes away to students who achieve literacy goals.

#### **Use of Professional Learning Days:**

Teacher Moderation of VAAs

First Steps training and re-training – new teachers to an SI school

Outcomes and Indicators – by cluster

ORR, HIP, RAD and RAD ORR proficiency building – targeted teachers (Sharia Warnecke)

VAA Lead Teacher capacity building – (Brennan Hack/Debbie Bird-Frater)

Tier One Assistive Technology skill development workshops – targeted teachers (Lee Miller)

Other PD Day workshop TBD

#### **Evidence of Progress:**

School wide assessments will take place in the fall (pre) and spring (post) of each school year. 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. All students will have and ideas journal, a variety of planning models and the completion of several pieces through the entire writing process (portfolio).



## Section Two continued...

### Continuous Improvement Priority: Equitable Opportunities

**Goal 1:** Grade 7 students will demonstrate 65% average scores as measured by the Treaty Education Knowledge Survey by May 2012.

**Goal 2:** Grade 3 to 8 students will demonstrate 25% overall growth as measured by the pre (October) and post (June) assessment rubrics.

**S**pecific: Target percentage of improvement identified.

**M**easurable: Pre and Post assessments will be utilized.

**A**ttainable: A realistic time frame and level of integration based on current data.

**R**esults Oriented: Percentage represents an increase in Indigenous knowledge and awareness.

**T**ime Specific: By the end of June, 2012.

#### The Action Plan:

- Developing structure for team teaching with Indigenous Studies teachers to mentor/model best practices with Treaty instruction
- Lead teachers – 2.5 FTE Indigenous Studies teachers;
- Aboriginal Winter Games traditional teachings pre-K - 8 event (February);
- Storytellers traditional teachings event pre-K – 8 (winter);
- Continued development / actualization of Aboriginal Learning Resources;
- Meaningful integration of Aboriginal Content and Perspectives in to all subject areas using approved resources;
- Increase in approved resources for Cree language instruction and instruction: JerBear, the Treaties Kits, Buffalo Books, Nation books and Elder's Voices series;
- Increase Cree language instruction to all grade 1 – 8 students;
- Explicit teaching of Treaties in the classroom utilizing resources from The Office of the Treaty Commissioner;
- Use of the Common Curriculum Framework for Aboriginal Language and Culture Programs K-12 to further develop a scope and sequence for Indigenous Studies instruction Pre K – 8;
- Utilize the document create last year of curriculum links to explicitly teach about the Métis, Inuit, Treaties, world view, Elders and Role Models, the Circle etc;
- Development and implementation of the Virtues Program – teaching of 8 Aboriginal virtues and rewarding students who demonstration of those virtues – assembly recognition  
Respect, Courage, Generosity, Fortitude, Humility, Honesty, Responsibility, Patience, Wisdom
- Continued support by Grandma Bear and Elder Inez, Elder in Residence Program;
- Homeroom time devoted to explicit teaching of Aboriginal virtues – teacher resource book;
- Celebration of Aboriginal history, traditions and values
- Creation and use of Aboriginal Literacy Kits;
- Support of Equity Consultants and the Scott Collegiate Transitions teacher;
- Encourage Reclaiming Youth at Risk and Circle of Courage workshops and resources for staff;
- Explore Celebrations and mini-Mosaic with the support of Calvin Racette and George Favel;
- Continued development of Aboriginal content in the library in both fiction and non-fiction that celebrates local Nations. Identification of those materials with a spine code;
- **Inquiry Connection** - Cluster 4 teachers participate in inquiry based units based on the outcomes and indicators from Social Studies, Science and Health curricula that offer literacy, numeracy, 2<sup>nd</sup> language and arts opportunities for students to demonstrate learning.



**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. Approach the SCC for Cree language instruction resource funding. The SCC will be approached to help fund the Winter Games traditional teachings event.

**Use of Professional Learning Days:**

Treaties workshops / resource sharing – Jackie, Tanja, Melissa

PD Day Workshop – Aboriginal Winter Games

Lead Teacher PD with Calvin Racette and the other Indigenous Studies teachers in RPS

**Evidence of Progress:**

Pre and post assessments will be given to students in grades 1 – 8 measuring their growth in Cree language and Indigenous knowledge on predetermined outcomes by Cluster groups. Qualitative feedback will be collected of the Elder in Residence program. Student attitudes and levels of involvement (pride) will be monitored in Indigenous Studies and Cree classes by all staff for its effect on student engagement in school.





## Section Two continued...

### Continuous Improvement Priority: Higher Numeracy Achievement

**Goal:** 75% of students will make one full phase of improvement by June, 2012 on the Diagnostic Numeracy Assessment (DNA) Rubric as measured by grade level pre (September) to post (June) DNA Assessments.

**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: students are measured on their pre-assessment level of readiness to improve

**R**esults Oriented: represents growth on a pre and post timeframe

**T**ime Specific: By the end of June, 2012

#### The Action Plan:

- Support Education Teachers (S.E.T.) provide instructional practice and Tier 1 Intervention support on a flexible schedule of targeted support;
- Numeracy Nets professional development led by school-based consultants focused on individualized instruction (January, 2012)
- Addition of one DNA specific day per month focusing on DNA activities
- One Consultant visit per classroom focusing on DNA activities
- 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 (WIT) and Inform data base to “drill-down” to student level of data and target student individual needs and personalized supports;
- 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;
- Experiment with split grade math classes;
- 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 for their students;
- Use of relevant math games for DNA teaching support;
- 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;
- **Inquiry Connection** - Cluster 4 teachers participate in inquiry based units based on the outcomes and indicators from Social Studies, Science and Health curricula that offer literacy, numeracy, 2<sup>nd</sup> language and arts opportunities for students to demonstrate learning.





**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 manipulative resources to all classes or for the creation of classroom ready materials.

**Professional Learning Days:**

PD Day Workshop – alignment document and other next steps after DNA

Math word walls and other literacy to numeracy connections – consultants and Li/Num Leads

Teacher Moderation of DNA VAA

**Evidence of Progress:**

A pre and post survey of each teacher's year at a glance with Math Makes Sense will be used to determine how much of the program was covered. This survey will also include a checklist of strategies used throughout the year. The pre and post student problem solving strategy usage rubric will be used to measure student's abilities to select and apply appropriate strategies. This rubric will also measure student growth from pre to post.



## Section Two continued...

### **Continuous Improvement Priority: Inclusive Practices (Integration and Intervention)**

**Goal:** Students identified on the *Inclusion Rubric for Personal and Social Growth* will receive targeted Tier 1 supports and 60% of these students will demonstrate growth through an increase by one full phase in at least 2 of the 4 indicators on the rubric by June 2012.

**S**pecific: a targeted group of students will make measured growth on the rubric standard

**M**easurable: one full phase (averaged) overall growth on 2 of 4 indicators

**A**ttainable: a narrowed group with a targeted one step increase in 2 of 4 indicators

**R**esults Oriented: highest needs students receive the most support to improve outcomes

**T**ime Specific: measured in June 2012

#### **The Action Plan:**

- Support Education Teachers (S.E.T.) provide instructional practice and Tier 1 Intervention support on a flexible schedule of targeted support;
- Use of teacher-based intervention team (WIT) and Inform data base to “drill-down” to student level of data and target student individual needs and personalized supports;
- Specific Wascana Tier One interventions will be identified (see attached) and lead teachers identified to support implementation and actualization;
- Wascana 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;
- A checklist of student support needs will be created (November, 2011) 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 PPP’s, Intensive Needs forms and Diverse Needs forms (September, 2011 and on a needs basis to evaluate progress);
- Tier One intervention workshops will be conducted to build teacher’s repertoires and capacity to meaningfully integrate high needs behavior and academic students;
- 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 Wascana process for teacher’s to access the Tier One (school level) support team and the Tier Two (ISS) support team (see attached) will be followed;
- Students for who Wascana is their neighborhood will be reclaimed to Wascana 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 in particular);
- A teacher mentor program will be established (December, 2011) to connect high needs students with role models in the school;
- Outside Agency support will be sought to connect students with Big Brothers or Big Sisters, Boys Zone, Girls Zone, Guides, Scouts, Brownies etc; (Dream Broker and Community Coordinator);



**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.

**Professional Learning Days:**

Teacher-Based Tier One Support Team (WIT) release time for training and / or team meetings  
Tier 2 - Kurzweil and other assistive technologies  
Teacher-Based Intervention team Meetings (WIT) – Day 5 – noon  
ISS Team Mtgs

**Evidence of Progress:**

Students needs will be met more frequently at the classroom level without pull-out or necessitating the involvement of the ISS 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.





## Wascana 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 Cum (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 ISS (curriculum) or SSS (student services) team members do observations in classrooms.

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#### Student Support Services Intervention Level

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





# Wascana Intervention First

## Wascana Tier One:

### Universal / Classroom Based / School-Wide Interventions

(SSS Team NOT needed to access)

#### 1) Core Curriculum / Outcomes and Indicators

- RPS O&I drives instructional practice, resource selection, programming choices and student feedback informs future pedagogical decisions
- Use of approved programs and resources such as First Steps, Literacy in Action, Literacy Place, Daily 5 and CAFE, Balanced Literacy, PWIM, Math Makes Sense, Treaties Kit, Guided Reading Resources etc

#### 2) Universal Screening / Value Added Assessment

- VAA administered, teacher moderated and information informs practice
- HIP, F&P, ORR, RAD, and DNA
- Contact with Lindsay (VAA) or Jay to discuss strategies

#### 3) Differentiated and Adapted Instruction

- See DI tracking sheet for a detailed list
- Adaptations are noted – review Cum for previous year’s information

#### 4) Constructivism and Inquiry

- big questions - investigation
- backwards planning
- holistic, open exploration
- teaching with the end in mind

#### 5) Frequent Progress Monitoring

- anecdotal information, checklists and comprehension checks
- conference and goal setting

#### 6) Learning Environment

- visual cues, appropriate seating arrangements, routines, rules and procedures, mutual respect and sharing, co-managing the environment
- flexible arrangements, opportunities for student choice, movement incorporated into the learning agenda



## 7) Inclusive Practices

- belonging is supported and fostered
- adaptations and accommodations are being made
- whole class instruction

## 8) Metacognition and Self-Regulation

- flexible furniture, timers, verbal and visual cues, morning check-ins, body breaks, comprehension checks, chunking, Therabands, thumbs up / down, fidgets, heavy pressure, etc

## 9) Fostering Independence

- Circle of Courage, RAP, Elders
- Outside agencies such as Guides, Scouts, Big Brothers, Girl's Zone, Go Girls as they run programming out of the school
- School based mentorship
- Student service - volunteerism
- Program instruction – 2<sup>nd</sup> Step, COPE, CARE
- Presentations from the Resource Officer, Counselor etc

## 10) Assistive Technology

- Inspiration
- Kidspiration
- RAZ Kids, Tumble Books etc
- Headphones, calculator and other adaptation devices
- Kurzweil (Tier 2)

## 11) Teacher Team Problem Solving Meetings

- Horizontal PLC – clusters
  - Teacher-Based Intervention Team (WIT) – LRT's lead
  - Literacy / Numeracy / Inquiry Lead Teachers – Brennan, Debbie
  - VAA Lead Teacher - Brennan
  - Inquiry Lead Teacher - Brennan
  - Teacher Librarian - Elann
  - LRT – Erin, Kelsey, Hope
  - Reading Effects – Amanda
- In addition, our school has a number of high quality resources that are available for teachers to learn more about *Intervention First*, *Pyramid of Intervention*, and *Response to Intervention (RTI) in general* and Differentiated Instruction, Inquiry Learning, Metacognition, Self-Regulation and fostering independence resources.

## *Wascana School-Based Team Meeting Consultation Form*

***Background:***

<b><i>Student:</i></b>	<b><i>Teacher(s):</i></b>	<b><i>Meeting Date:</i></b>
	<b><i>D.O.B.</i></b>	<b><i>Grade:</i></b>
<b><i>Student's Strengths:</i></b>	<b><i>Concerns/ Challenges:</i></b>	<b><i>Previous Testing:</i></b>
		<b><i>Other Agency Involvement:</i></b>
<b><i>Supports In Place:</i></b>		<b><i>Medications:</i></b>

***Interventions:***

<b><i>What has been tried already:</i></b>	<b><i>What do we want to maintain:</i></b>
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***Intervention Action Plan (To be completed during the Team Meeting):***

<b><i>What:</i></b>	<b><i>Who:</i></b>	<b><i>When:</i></b>
<b><i>Date of the follow-up / evaluation:</i></b>		





**Professional Development Growth Plans**  
**2011 – 2012**  
**Wascana Community School**

Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Principal: Dean Miezianko

LIP Goal (Choose any 3 to focus on)	Professional Goal / Action Plan	Resources Required / Supports Needed	Target Dates
<p><b>Goal 1:</b> 80% of students will increase one phase or more on their RAD scores in the areas of Comprehension (focus on Retrieving and Making Connections) and Strategy Use by June 2012.</p> <p><b>Goal 2:</b> 75% of Grade 1 and Grade 2 students will grow 5 levels or more on the ORR continuum by June, 2012.</p>			
<p><b>Goal 1:</b> Grade 7 students will demonstrate 65% average scores as measured by the Treaty Education Knowledge Survey by May 2012.</p> <p><b>Goal 2:</b> Grade 3 to 8 students will demonstrate 25% overall growth as measured by the pre (October) and post (June) assessment rubrics.</p>			
<p><b>Goal:</b> 75% of students will make one full phase of improvement by June, 2012 on the Diagnostic Numeracy Assessment (DNA) Rubric as measured by grade level pre (September) to post (June) DNA Assessments.</p>			
<p><b>Goal:</b> Students identified on the <i>Inclusion Rubric for Personal and Social Growth</i> will receive targeted Tier 1 supports and 60% of these students will demonstrate growth through an increase by one full phase in at least 2 of the 4 indicators on the rubric by June 2012.</p>			
October Review with Colleague _____ (initials)		October Review with Principal _____ (initials)	
February Review:	Date:		
May Review:	Date:		
Year End Reflection:	Date:		
_____	_____	_____	
Teacher's Signature	Colleague's Signature	Principal's Signature	



**Wascana Community School  
Personal and Social Growth Rubric**

<b>Student</b>	
<b>Grade</b>	
<b>Teacher</b>	

**2011-2012**

	1	2	3	4	Pre	Post
<b>Understanding of Rules</b>	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.		
<b>Persistence and Engagement in Learning</b>	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 needs 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 his/her work done.		
<b>Respect and Consideration for Others</b>	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.		
<b>Classroom and Behaviour and Participation</b>	Student does not behave appropriately during class time. He/She does not make positive contributions to class activities. Student is often removed from the classroom.	Sometimes student does not behave appropriately during class time. He/She rarely makes positive contributions to class activities. Sometimes he/she is removed the classroom.	Student usually behaves appropriately during class time. He/She attempts to make positive contributions often. Sometimes he/she needs to be reminded of proper behaviour before returning to class.	Student consistently behaves appropriately during class time. He/She makes positive contributions to class activities regularly. He/She never needs to be reminded about proper behaviour to stay in class.		



## Section Three: *Communication Plan*

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

- School newsletters – monthly;
- Goals bulletin board by the front office;
- Staff Professional Development Growth Plans – aligned (see attached);
- Horizontal PLC meetings (Cluster Meetings) (see attached);
- Teacher-Based Team Meetings (WIT) (see attached);
- Instruction and School Services (ISS) Team Meetings;
- Discussions at monthly staff meetings;
- Data binder kept by Principal and Vice Principal and Inform (Pearson) used to store/share results, reflection ORID discussions held;
- Structural Innovation review meetings held with steering committee twice annually;
- On the school website;
- School sign – advertising events and displaying results;
- On the TV in the front foyer / communication centre;
- Discussions at SCC meetings – monthly;
- In display cases in the front entrance;
- Recognition Assemblies – monthly (school community invited to attend);
- Sharing the school LIP with area schools for the purpose of joint planning and mutual support;
- Quarterly meetings with Scott Collegiate and Martin Collegiate;

