

# Learning Improvement Plan

Paradise Hill School

2017-2018

## School Mission Statement

Working together to create success in Literacy and Achievement. Students and staff will feel that they are part of something innovative and challenging. As a school, we believe that students and student learning are our top priorities.

## School Vision Statement

Commitment to work together to ensure every student has the ability to achieve personal success. Learning is a shared responsibility between school, family, and community.

## School Community Council and the Learning Improvement Plan

The school Learning Improvement Plan will be shared with the SCC in September 2017 at the first regular meeting. In the previous school year discussions with members of the SCC in regards to the focus on literacy and math were held at various meetings of the Council. The LIP will be included as a regular agenda item for discussion during the Principal's report. This will highlight progress and areas of concern. The SCC will be presented with a midterm progress report in February 2018. This progress report highlights student/school progress on reaching the school goals. The SCC members are encouraged to share the information presented with parents and community members. At the Annual Meeting of the School Community Council the Principal will include an update for parents. In the fall of 2017, the Learning Improvement Plan will be shared with the parent community during Education Week. The Learning Improvement Plan is posted on the school homepage in the fall. In 2017, the Principal will include updates in regards to the Learning Improvement Plan to ensure parents are informed of the goals and the specifics of how the goals will be reached.

## School and Grade Configurations and Enrolments

Paradise Hill is a Kindergarten to Grade 12 School.

The school has the following class configurations for 2017-2018.

Kindergarten/ Grade 1	20	(K-8 Gr. 1 -12)	Grade 2	17
Grade 3 / 4	24	(Gr. 3-16 Gr. 4-8)	Grade 4 / 5	27 (Gr. 4-7 Gr. 5-21)
Grade 6	12		Grade 7	23
Grade 8 / 9	29	(Gr. 8-15 Gr. 9-14)	Grade 10	18
Grade 11	20		Grade 12	16
TOTAL STUDENTS: 206				

## School Programs and Services

### 1. Academics

As a school we strive to ensure academic excellence and high standards for our students from Kindergarten to grade 12.

Paradise Hill School offers many credit opportunities for students in grades 10 through 12. We ensure all students have an opportunity to meet with the Guidance Counsellor during Career Education periods and counselling periods to discuss credit needs. The school tracks credits on a master for developing a three year plan. The School has

developed opportunities for credit recovery for students who have faced difficulty during a semester.

**2. Athletics**

PHS offers a variety of sports programs for students from grade 4 through 12. These sports include volleyball, cross country, golf, curling, basketball, badminton, track and field and a noon hour intramural program.

**3. Clubs**

The school has developed many opportunities for non-athletic students and has worked to improve the options for elementary students from grade 4 through 12. PHS offers the following: Student Representative Council, Yearbook, Senior Drama, Friends of Rachel, Kindness and Compassion Club, Cooking Club, Lego Club, Speed Stacking, SADD, Melody Bells, and Card Stamping Club.

**4. Cross Curricular Planning Strategy**

The staff works at implementing cross curricular planning that will meet outcomes for all targeted C.O.R.E. curriculums of Science, Social Studies, Health, and English Language Arts. This supports outcome-based planning and assessment and will ensure that Literacy is our most important outcome in all curriculum areas.

**5. Response to Interventions**

The school's Response to Intervention Program (RTI) has gone through transformation in the past few years to ensure the school is serving the needs of all students. This program is a vehicle to target improved student learning in the key areas of literacy and achievement. The RTI model this year involves a rotation of assistance in Kindergarten to grade 9.

The grade 10-12 program involves targeted delivery of services to those students below grade level. The delivery of program involves the Student Support Services Teacher, classroom teachers and educational assistants assigned to senior high classes. The grade 10-12 RTI program is provided through differentiated instruction with regular classes. The instruction will focus on specific skills and the Teal LLI Kit. The grade 7-9 students will be tested using the NWSD screens in Math and Reading/Literacy. All at risk students in math will be tested by SSST with Key Math once they have been identified by the NWSD math screens.

**6. Lexicore**

In September, the grade 4-6 students at tier 3 will use Lexicore computer program to assist in skill development. An Educational Assistant will assist the students with the Lexicore Program 4 of 6 days in the cycle. The students will be tested at the end of each month.

The grade 1-3 students will be tested at various intervals during the course of the year with Fountas and Pinnell. The tier 3 students in grade 1-3 will work through the green and blue LLI Kits to improve literacy.

**7. School Based Instructional Facilitator**

The SBIF has allocated nine periods in a six day cycle to assist in our intervention delivery.

**8. Fountas & Pinnell**

Students in grade 1-3 are tested during the school year in accordance to the guidelines outlined by the Northwest School Division. The grade 4-9 at risk students will be tested

using Fountas and Pinnell. The individual class structure for literacy blocks will be used to target at risk students.

The data wall located in the staffroom provides a visual for staff to see student progress in literacy.

Building capacity in understanding data for achievement has been included as a staff meeting agenda item to allow the staff to review, discuss and plan using the data. This allows for a clear understanding of the data results.

**9. SaskReads**

Our teaching staff has committed to professional development based on ‘unpacking’ the SaskReads document. Administration has allocated portions of the staff meeting to continue supporting teachers and developing literacy plans within the school. The implementation of SaskRead is a whole school focus with the understanding that all teachers teach literacy.

**10. Programs Supporting Classroom Instruction**

Mathletics K-8, Accelerated Reading 1-6, Basic Essential Learning K-6, Raz Kids, Guided Math, Mathletics and Reading A-Z. The Daily 5 Program will continue during regular class time in grades 1-6.

## **PARADISE HILL SCHOOL PLAN –2017-2018 GOALS**

### **PHS GOAL 1**

#### **Higher Literacy and Achievement**

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**School Goal**

To have 80% of grade 1-9 students achieving or exceeding grade standards in reading comprehension. Students with identified learning challenges will have individualized goals to improve their literacy during the course of the school year. These goals will be established by the classroom teacher in consultation with the Student Support Services Teacher.

**Rationale**

It is our belief that we need to be actively involved in student learning and addressing the specific goals of the Division and Ministry. We will strive to pay attention to all students and believe every student has the ability to succeed.

**Objective**

Students will achieve or exceed the grade level in reading based on screens and comprehension. As a staff, our goal is to increase literacy.

**Performance Indicators & Baseline Data**

Benchmark testing at the beginning of the year through RTI, and reading comprehension testing. The past reading screens will also be used to establish benchmarks and compare student progress. The scores will be updated on the data wall in the staffroom as well as the master binder in the staff workroom. This binder is a complete history of student data. The information and scoring will be discussed at staff meetings to keep the staff updated on changes.

	Grades 1-9 Reading Data – Fountas & Pinnell		
	Below Grade Level	At Grade Level	Above Grade Level
2016-2017	49	27	80

(156 students)	31%	17%	51%
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**Performance Target**

80% of students in regular programming in grades 1-9 will achieve grade level in reading. The school will work to decrease the number of students not at grade level by 10% based on Fountas & Pinnell testing at designated times during the year.

**Outcomes**

**Summary of Progress**

**Plans/Strategies**

The staff has been provided collaboration time to plan and assess using reading data to ensure student learning is first and foremost. During the year the school has developed cooperative teaching at various grade levels, used Reading Specialists to assist with strategies, the use of Learning Coaches to help plan for students, Individual Reading Plans are also completed and monitored during the school year, LLI Kits and Barton, writing rubrics and writing exemplars are used in the school.

Various teachers have also used writing exemplars to further develop writing skills. Writing exemplars and standards provided by the division will be used to measure the student abilities.

The SaskReads document has been used to help staff cultivate a culture of reading. This was done in conjunction with the SCC Literacy Nights, Annual Book Fair and the triangulation of student led conferences. Ongoing measurement of tests results for the purpose of improving student achievement, teacher curricular and program focus through horizontal/vertical PLC collaboration and parental involvement.

**PHS GOAL 2**  
**Mathematics**

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**School Goal**

The staff would like to develop math skills and strategies for students to become more efficient in mathematics. The school will work to meet the NWSD Strategic Plan Goal for 2017-2018 to have 80% of students in Grades 1-9 achieve or exceed grade level in numeracy based on math standard screens by June 30<sup>th</sup>, 2020. These screens are NWSD screens and Saskatchewan Ministry of Education pre and posttests.

**Rationale/ Objective**

On August 29<sup>th</sup>, 2017, a portion of the Professional Development Day with staff will focus on numeracy. Our objective is to have 80% of students achieve or exceed the grade level standard in mathematics. It is our belief that we need to be actively involved in student learning and addressing the specific goals of the Division and the Ministry. We will continue to pay attention to all students and believe that every student has the ability to excel in the area of Math Skills and Numeracy.

**Performance Indicators & Baseline Data**

The school will establish benchmark testing at the beginning of the year through screens, individualized assessment and monitoring in RTI groupings. Teachers will begin to use Mathletics to track student achievement in numeracy outcomes in grades 1-8. Key Math for at-risk students identified through Pre/Post assessments.

**Performance Target**

In September teachers will begin to implement NWSD formative math screens. Each month at the staff meeting we will discuss student performance. Teachers have the options of inviting a colleague, administrator or Learning Coach to assist in implementing math teaching strategies. A 10% decrease in the number of students not achieving grade level standards in Math skills will occur by June 2018.

**Outcomes**

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**Summary of Progress**

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**People Responsible**

Classroom teachers

**Resources**

NWSD Math screens and Staff Professional Development

**School Action Plan**

- To develop professional collaboration time within staff meetings and encourage cooperative teaching with the SSST and SBIF. Professional development has included learning by instruction and backward by design planning.
- We will develop our professional knowledge and understanding of KEY Math to monitor the at risk students in math. This is used to assist teachers to plan and address those skills that need improvement.
- As a staff, we will research and implement cooperative guided math teaching in various grades in the elementary program in order to provide best practices for our students.

- The school will create math blocks similar to literacy blocks to work with students to improve student understanding of math facts and skills. Several elementary teachers have also implemented JUMP Math to supplement regular instruction.
- The School Community Council will also be asked this year to include a Math Night for Parents and Students to engage and promote awareness of numeracy skills.

## **PHS GOAL 3**

### **Writing**

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#### **School Goal**

The school will work to ensure 80% of our students will be at or above grade level.

#### **Teacher Goal**

With the emphasis on student achievement in writing skills teacher at Paradise Hill School will work to ensure they develop their skills in regards to the writing process.

Teachers from grades 1-8 will unpack and work toward mastery of teaching writing strategies contained in the Scholastic Writing Crates as well as other writing methods to develop a continued cross curricular emphasis on writing. Subject teachers will work at emphasize the writing process within non English Language Arts classes. This will allow for a consistent development of students writing skills at every grade level.

#### **Rationale**

It is our belief that we need to be actively involved in student learning and addressing the specific goals of the Division and Ministry. The staff believes the focus on improving literacy skills is linked to developing effective writing skills which are essential for students. We will strive to pay attention to all students and believe every student has the ability to succeed.

#### **Objective**

The school will work to improve student's abilities to write in accordance with writing continuums provided for each grade level. The classroom teacher and subject teachers will work with the SSST, SBIF to coordinate a framework for improving student's skills to fall within the expected norm.

#### **Performance Indicators & Baseline Data**

The school data collection will include the provincial writing assessment rubric scores in grade 4, 7 and 9. Classroom and subject teachers will also collect anecdotal observations and formal assessment from student's assignments during the school year.

#### **Performance Targets**

All teachers from Kindergarten to Grade 8 will be using the Scholastic Writing Crates to work on writing skills of the students.

Subject teachers in grade 9-12 will work on cross curricular writing skills to ensure students are developing skills to improve their ability to write.

#### **Outcomes**

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## Summary of Progress

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### Plans/Strategies

Teachers will unpack the Writing Crates and implement strategies in their classes. Three teachers will attend Jennifer Serravallo's conference in November then present the information to colleagues during professional development time at a staff meeting. Professional Resources on writing from the Division will be implemented in the classrooms Teachers will use the writing continuums provide by the Ministry of Education.

## PHS GOAL 4

### Student Engagement Goal

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#### School Goal

By June 2018 Paradise Hill School will increase the intellectual engagement of grade 7-12 students by increasing interest and motivation by 10%. By June 2018 we will increase the social engagement of students in grade 4-6 by 10%.

#### Rationale

Students will be able to show increased academic discussion in class, completion of assignments, and engagement in classroom activities. Students will be able to state what is expected and will be able to create a timeline to complete assignments and projects, and will significantly increase the level of completion. Students will seek additional resources on their own and will be able to overcome obstacles in completing a task.

#### Objective

The school will work to improve the interest and motivation level of students in grades 7-12 and to increase the social engagement of students in grades 4-6.

#### Performance Indicators & Baseline Data

Grade 7-12 Data	Interest/Motivation		Effort		Intellectual Engagement	
	School	Canadian Norm	School	Canadian Norm	School	Canadian Norm
2012- 2013	17%	30%	59%	69%	30%	50%
2013- 2014	20%	30%	67%	69%	50%	50%
2014- 2015	25%	30%	66%	69%	48%	50%
2015- 2016	28%	30%	69%	69%	49%	50%
2016- 2017	28%	30%	62%	69%	50%	50%

The standard of comparison will be OurSCHOOL data from 2016-2017 surveys with the new 2017-2018 data to allow for a review of the academic engagement of students.

Elementary Gr 4-6 Data	School Sports		School Clubs	
	School	Canadian Norm	School	Canadian Norm
2012-2013	65%	68%	52%	49%
2013-2014	74%	68%	40%	49%
2014-2015	91%	68%	40%	49%
2015-2016	64%	68%	53%	49%
2016-2017	78%	68%	43%	49%

The staff will conduct a review of extra-curricular activities offered to students and review the level of participation of grade 4-6 students. The participation and number of clubs offered in the 2017-2018 school year will be measured against data from the 2016-2017 school year.

In regards to academics teachers will have day book notes and anecdotal information on assignments to provide evidence.

The standard of comparison will be OurSCHOOL data from 2016-2017 surveys with the new 2017-2018 data to allow for a review of the academic engagement of students.

**Performance Target**

The School will increase academic engagement of student’s grade 7-12 by 10% by the end of June 2018. The school will increase student participation and engagement by 10% by the end of June 2018. The staff believes attendance is an important aspect of school and as a result will also work to decrease student absenteeism by 10% in 2017-2018.

**Outcomes**

**Summary of Progress**

**Plans/Strategies**

As a Kindergarten to Grade 12 staff we will commit to the following:

- a) Center instruction on high expectations for student achievement



- b) Demonstrate effective teaching practices
- c) Recognize individual student learning needs and developing strategies to address those needs
- d) Provide clear and intentional focus on subject matter content and curriculum
- e) Foster and manage a safe, positive learning environment
- f) Communicate and collaborate with parents and school community

These aspects will assist in making the academic classes an active learning environment and as a result will have an impact on student engagement.

The elementary staff will continue to develop and implement new opportunities for students in regards to extra-curricular opportunities. Teachers will promote and encourage students to become involved and as a result increase student engagement.

The school has implemented the Student in Good Standing Policy. The school also uses a homework/behaviour tracking form for students in grade 7 - 12 to monitor academic progress. If teachers deem the student at risk the coach or club leader is informed on the extra-curricular sheet and must complete the assigned work before participating in the programs.

Continue to expand the NWSM Mentorship Program to include more staff and students.

Expand the use of final projects for students in grades 7-9.

Increase grade 7-12 class opportunities for more learning through inquiry based projects.

Allow students to redo assignments and have more choice in assignment types.

Look for ways to lessen student anxiety. The 2016-2017 OurSCHOOL survey indicated students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations was 19% of students in grades 7-12. The anxiety level level per grade were as follows: Grade 7 – 12% Grade 8 – 21% Grade 9 – 11% Grade 10 – 37% Grade 11 – 12% Grade 12 - 21%

During the school year the staff will work to engage students in Grades 11-12 and encourage students to take more classes reducing the number of spares. The staff will work with parents to reiterate the importance of daily attendance for the academic success of their children.

In 2016-2017 the grade 5 students, Wellness Coordinator and the Grade 5 teacher will coordinate a new program “Recess Guardians.” This is a student driven program to provide structured play during recess breaks. This program will be reintroduced in 2017-2018.

The Wellness Coordinator has developed a relaxation program for both individual students and classes. This works in conjunction with the Zones of Regulation and the creation of various friendship groups to develop cooperation skills.

## **GOAL 5**

### **Early Entrance**

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#### **School Goal**

The school will work to ensure children ages 0-6 will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.

#### **Rationale**

It is our belief that we need to be actively involved in student learning and addressing the specific goals of the Division and Ministry. We will strive to ensure that early learning intervention takes place in Kindergarten to assist in developing skills students need to succeed in grade 1 and early primary grades. The skills mastered at an early age are the building blocks for future academic growth.

**Objective**

The school team will monitor and assist on skill development in; Awareness of self and environment, cognitive skills, language and communication, fine motor skills and gross motor skills.

**Performance Indicators & Baseline Data**

EYE-TA Fall & Spring Results in Kindergarten  
SLP & OT Screens  
Fountas & Pinnell – Grade 1 Results  
Math Screens – Grade 1

**Performance Targets**

EYE-DA will be administered to all Kindergarten students in the fall to assess readiness in skills.

**Fall 2016**

50% of students were performing at grade level	6 of 12 students
42% of students needing Tier 2 support	5 of 12 students
8% of students needing Tier 3 support	1 of 12 students

**Spring 2017**

92% of students were at grade level	11 of 12 students
8% of students needing Tier 2 support	1 of 12 students

**Outcomes**

**Summary of Progress**

**Plans and Strategies**

Consultation will take place with Kindergarten teacher, Student Services Teacher and other team members to establish a targeted intervention plan for students not at readiness levels in one or more areas.

Children that have Tier 3 (requiring intensive support) will receive one-on-one support with a planned intervention program tailored to their needs.

The child would be reassessed in the spring to determine progress and what interventions would be needed in grade 1 to achieve grade level

Parents are an important part of the process as the children only attend every second day.

Intervention plans are also created for parents to work on specific skills at home

Children that fall into the Tier 2 group receive targeted, small group instruction both in and out of the classroom until the teacher, SLP, or OT feel they have met the specific grade level  
Parents of Tier 2 group are supplied with interventions to work on at home  
We assess the targeted practice skills often to determine if programming is successful and share results with parents so they can hear about student's success. We also share information on programs that work at school and home.  
Develop a strong partnership between home and school

## **PHS GOAL 6**

### **Treaty Education**

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#### **School Goal**

In 2017-2020 Paradise Hill School will work on improving student outcomes in Treaty Education. The staff will ensure Treaty Education and First Nations Awareness content is implemented by all teachers.

#### **Teacher Goal**

Treaty Education and First Nations Awareness are an integral part of the curriculum. The emphasis on ensuring student understanding of the process and history of Treaty Education and the dynamics of First Nations relationships are important in changing perceived bias and notions people hold about First Nations. Teachers will work to intertwine this awareness in a cross curricular fashion. Teachers will work on Treaty Education lessons at the September 25<sup>th</sup> Professional Development Day. This will result in a clearer understanding of treaty education and implication in the classroom.

#### **Rationale**

Mandates Treaty education in the classroom will be implemented in all classrooms and Indigenous content will be included in all subject areas. This will increase the opportunities for students to connect First Nations perspectives to their daily life.

#### **Objective**

The school will provide equitable opportunities for all students to develop an awareness of First Nations in Saskatchewan. The school will work to ensure students have an appreciation for Saskatchewan past and present. The continued emphasis on Treaty Education will promote cultural appreciation and understanding.

#### **Performance Indicators & Baseline Data**

Teachers have been teaching Treaty and First Nations Awareness in their classes but only approximately 80% of teachers intertwined the content in all their subjects. Administrators will discuss the implementation of First Nations Awareness during the PPGP meeting in the fall, monitor the inclusion of information on class outlines and direct observations during walkthroughs and supervision of teachers.

#### **Performance Target**

100% of teachers will utilize Treaty Education and First Nations Awareness in their classrooms and individual subjects through the course of the school year. All students will listen/view First Nations or Metis presentation during the school year. The school will plan more NWSD Elder experiences during the school year.

#### **Outcomes**

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## Summary of Progress

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### Plans/Strategies

The staff will use the Treaty Catalyst teachers to help facilitate a more concerted effort in using Elders during the school year for student presentations. The Treaty Kits will be reviewed in the fall and supplement with missing material. The Treaty Kits will also be highlighted at a staff meeting in the fall. This year the school is promoting the Culture Camp in an effort to have more students attend promoting student awareness. The School has designated one staff member to coordinate this effort.

The school will increase First Nation and Metis materials available in the library for students and teachers.

The School will coordinate student presentations with the Elder Program, initiate the Blanket Exercise in the fall, develop a First Nations Art focus in fine arts classes from Kindergarten through grade 10 with the continuation of the use our guest artist, the Orange T-Shirt Day and the continuation of Hoop Dancer Workshop for students. The school will also develop a plan to recognize Aboriginal Day in 2018. In an effort to increase awareness of First Nations issues and awareness the school will make Native Studies 20 mandatory for Grade 11 students.

## **PHS GOAL 5**

### **Graduation Rates**

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#### School Goal

Paradise Hill will strive to maintain 100% Graduation rates through 2020.

#### Rationale

The attainment of a High School diploma is a proven advantage to students entering both the workforce and post-secondary education. Paradise Hill School traditionally has high rates of grade 12 graduation and as a staff we do not want to lose focus on maintaining this success.

#### Objective

To ensure all students registered in Grade 12 complete the requirements of 24 credit units to graduate from Paradise Hill School.

#### Performance Indicators & Baseline Data

<b>Year</b>	<b>Graduation Rate</b>
<b>June 2012</b>	<b>100%</b>
<b>June 2013</b>	<b>100%</b>
<b>June 2014</b>	<b>100%</b>
<b>June 2015</b>	<b>90%</b>
<b>June 2016</b>	<b>95%</b>

June 2017	100%
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**Performance Targets**

1. At PHS 100% of students will complete grade 12 within 3-4 years of registering in grade 10.
2. Students in grades 7-12 will receive structured Career Guidance classes each year.
3. Grade 9 students will create online portfolios using saskcareers.ca. This portfolio creation is the beginning of student’s life plans and career portfolio.
4. Grade 10-12 students will continue to build individual career portfolios using saskcareers.ca.
5. All grade 11 students (100%) will complete Caps, Copes, Cops testing in the fall of 2017. All grade 11 students and parents will attend follow up interviews with the NWSD Guidance personnel to interpret and explain the test data.
6. All students in Grade 11-12 (100%) will be given the opportunity to participate in See Your Future – Education and Career Fair in the Fall of 2017 and Try-A-Trade Expo in the Spring of 2018.

**Outcomes**

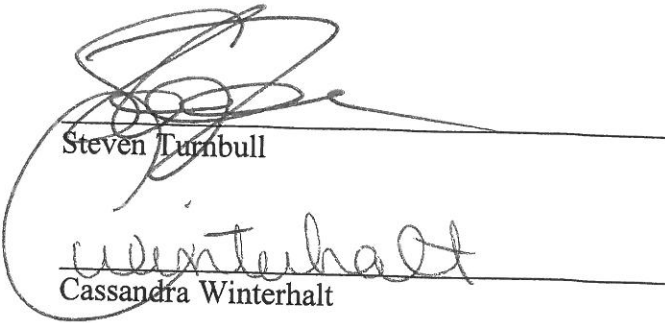
**Summary of Progress**

**Plans and Strategies**

1. PHS will use credit recovery for any student that does not attain the required classes during the year.
2. Students in grade 10 are required to take 10 credit units during the school year.
3. Students in grade 11 are required to take 8 credit units during the school year.
4. All students will have Career Education in grades 7-12 with the school Career Guidance Teacher. The classes will be embedded into the timetable to ensure curriculum is covered. The Career Guidance Teacher will teach all students in 7-12 which will allow for smooth transitions of the class from year to year.
5. Ensure all grade 9 students develop a Life Plan and Portfolio. Both are essential planning tools the students will use in grade10-12.
6. Students will have access to additional options including Special Credits 12, 20, 30, Apprenticeship credits and SUNWEST online courses.

Principal Signature: \_\_\_\_\_

Principal Signature:



Steven Turnbull

SCC Chair's Signature:



Cassandra Winterhalt

Superintendent's Signature:



Darrell Newton

June 30<sup>th</sup>, 2017