
Accountability Report

Learning Improvement Plans: School Strategic Planning

Jennifer Hingley, Superintendent of Schools
October 21, 2024





SOURCE DOCUMENTS:

1. The Saskatchewan Rivers Public School Division's Board approved 2021-2030 Strategic Plan states the following:
 - Students experience joyful learning that fulfills current needs and provides a foundation for future success.
 - Students are supported to sustain and strengthen their resiliency and mental wellness.
 - Students are affirmed and diversity is supported and celebrated.
 - Students demonstrate active citizenship and are supported by engaged families and effective partnerships
 - Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community

Saskatchewan Rivers Public Schools are committed to providing quality education for all students as exemplified by the school division motto "Excellence for Every Learner". The work of the school division is driven by our commitment to achieving our long-range goals through broad strategies and specific actions in each goal area.

2. Saskatchewan Rivers Public School Division Board Policy 2

Role of the Board

- 3.1 Provide overall direction for the Division by establishing annual priorities and key results.
 - 3.1.1 Annually approve budget (driven by the Board priorities).
- 3.2 Identify accountability reports to be presented to the Board and through such reports monitor progress toward the achievement of key results.
- 3.3 Annually evaluate the effectiveness of the Division in terms of key results.

EVIDENCE:

1. Planning for Alignment, Engagement and Improvement

Schools engage in strategic planning so that they are intentional about their actions and can ensure that students, staff and the community are accessing a quality learning program. School leadership teams can use the following tools to plan their specific actions:

- Following Their Voices School complete a LILAC.
- The Instructional Change Matrix
- Leadership Learning Community Year End Reflection Survey

School strategic planning documents serve multiple purposes:

- Surface beliefs and establish a compelling why;
 - Create a plan of action;
 - Determine a meaningful focus (professional learning target);
 - Implement change in practice;
 - Develop shared knowledge and understandings;
 - Examine outcomes and assess results to determine impact;
 - Celebrate effort and reflect on the process.

Schools create professional learning goal(s) within a literacy, math or high school context. This decision is made by school teams as a result of analyzing student learning needs data. The school team will identify the instructional strategy(ies) that is the best response to that student learning data. This becomes professional learning target of the staff.

Reading, Math and High School Division Professional Learning Targets

Reading Goal Schools: Deliverables and Goals



2021-2022

Teachers will have impactful and well established literacy routines with an emphasis on **morning meeting** and word work.

Explicit **teaching of phonemic awareness**, phonological awareness and phonics using the key resource **Heggerty**

Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes

2022-2023

Teachers will enhance their **phonics/word work** instruction

Teachers will support student **fluency** in reading by using quality **decodable books**

Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes

Literacy Look fors: Literacy Look-Fors

2023-2024

- K-3 Teachers will enhance their **phonics/word work** instruction by implementing the UFLI resource and following SRPSD's scope and sequence. Grades 4-12 teachers will use UFLI when necessary to ensure that all students have the foundational reading skills in place.
- teachers will implement impactful spelling and writing instruction
- teachers will conduct effective teacher read and think alouds to support student reading comprehension
- teachers will implement the Experiential Play Based Learning Model (EPBLM) to create invitations to learning that meet social, science, health and art outcomes
- Schools will work with SCCs and families to share the components of the Literacy Model and how to support learning at home

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Saskatchewan Rivers Public School Division Math Model: A Professional Development Project for the Implementation of High Impact Strategies



School Year	Goal/Deliverable
2020-2021	-teachers will explore the research around the math model (Math Workshop) -teachers will explore the research around engaging students in math (Building Thinking Classrooms)
2021-2022	-teachers will begin to have impactful and well established math routines with an emphasis on MindsOn -teachers will implement Building Thinking Classroom practices- flexible and collaborative groups, use of non-permanent vertical spaces -T.L.C. teachers will begin to implement the Building fact Fluency Kits
2022-2023	-teachers will have impactful and well established Minds On activities embedded in their math classes -teachers have a clear curricular goal and purpose that supports all students through differentiation (Lesson) -teachers will enhance their engagement instruction with continued strategies from Building Thinking Classrooms -teachers will implement the Building Fact Fluency Kits

Math "Look Fors"

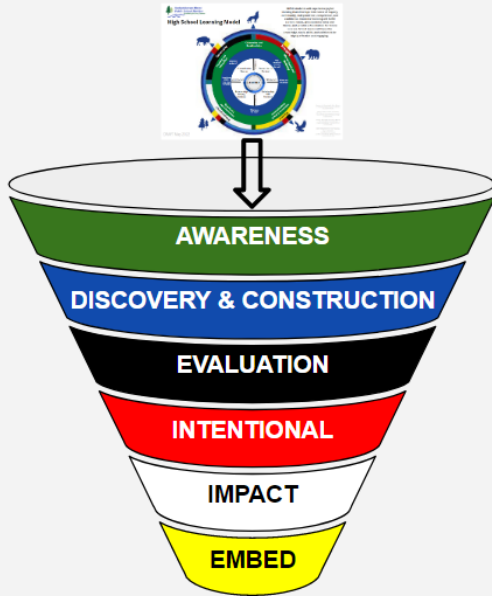
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2023-2024

- Teachers will enhance their **Lesson** (explicit instruction) by implementing the **MathUp** resource
- Teachers will conduct the **Wrap Up** portion of the Math Model using the discussion questions from **MathUp**
- Teachers will continue to implement the **Building Fact Fluency** kits to increase **basic fact fluency**
- Teachers will continue to implement strategies for **engagement** from the Building Thinking Classroom resource
- Teachers will implement the **Experiential Play Based Learning Model (EPBLM)** to create invitations to learning that meet social, science, health and art outcomes
- Schools will work with SCCs and families to share the components of the Math Model and how to support learning at home

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HS Learning Model Rollout & Development

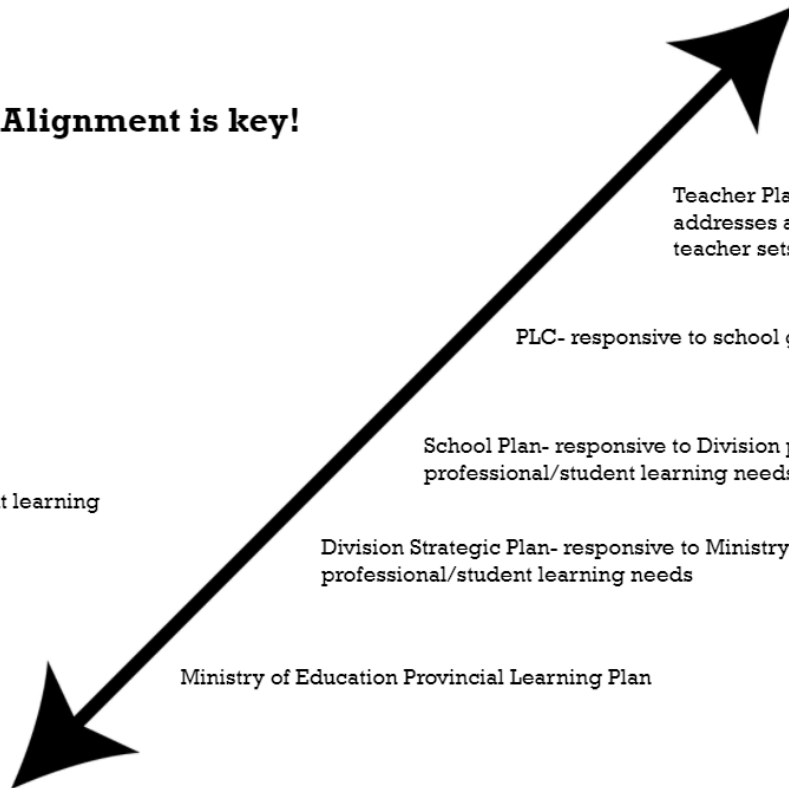


2022-2023 Generate Awareness & Discovery/Construction	<ul style="list-style-type: none"> • Embed model in all division based HS learning communities. • Generate awareness of the model with school staff. • Engage school staff in discovering and learning about ways in which the model can impact their teaching practice. • Co-construct and flesh out resources to support implementation at both the school and classroom levels.
2023-2024 Discovery/Construction & Evaluation & Intentional	<ul style="list-style-type: none"> • Continue to embed model in all division based HS learning communities. • Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels. • Evaluate the resources constructed. • Intentionally include the learning model in teacher PGPs.
2024-2025 Discovery/Construction & Evaluation & Intentional & Impact & Embed	<ul style="list-style-type: none"> • Continue to embed model in all division based HS learning communities. • Continue to co-construct and flesh out resources to support implementation at both the school and classroom levels. • Evaluate the resources constructed. • Intentionally include the learning model in teacher PGPs. • Assess the impact of the HS learning model. • Embed the HS learning model in all practices.



Alignment is key!

A plan to address student learning and growth.



Teacher Plan- PGP - responsive to PLC goal and addresses a professional learning target that the teacher sets based on their learning needs

PLC- responsive to school goal and student learning data

School Plan- responsive to Division plan and professional/student learning needs

Division Strategic Plan- responsive to Ministry of Education Plan and professional/student learning needs


Ministry of Education Provincial Learning Plan



Instructional/School Change Matrix "Great schools "row as one"; they are quite clearly in the same boat, pulling in the same direction in unison. The best schools... were tightly aligned communities marked by a palpable sense of common purpose and shared identity among staff. A clear sense of "we". (Lickona and Daisodon, 2005)

Leadership Actions/ Functions	Create a Sense of Urgency- The Moral Imperative	Establish guiding team	Uplifting vision and strategy	Communicate vision and strategy through words, deeds and symbols	Remove obstacles/ Empower people	Celebrate early wins	PERSISTENCE- Keep going when the going gets tough	Transformation- New culture to support new ways
Organize	What is your current state? Organize baseline data. Surface the beliefs of staff regarding the school goal/vision.	Coordinate a responsive plan. If this is the problem... then implement this evidence based strategy. Set the professional learning target and success criteria for the school goal.	What is the preferred state? (SMART goal) Describe the difference in practices, procedures, relationships, results and school climate if the vision is achieved. Be enthusiastic. Resonate positivity.	Create structures to support goal and vision. Place the school goal everywhere! Everyone (staff, students, families, parents and the SCC should be able to articulate the school learning goal/vision. Teachers need to be able to articulate what they do, and why they teach the way they do.	Remove or alter structures and procedures that support the old ways of doing things.	Establish short-term goals. Example- using a mind-on activity. -moving ____ of students from yellow to green.	Stay focused- say no to other initiatives/opportunities. There is no shortage of "things" to do... Over-doing creates burn out and initiative fatigue. Use student learning data to mark progress.	Create shared beliefs about the school learning goal/vision. Describe the "must-dos and the taboos... Have an assessment/feedback loop established to review student learning information to ensure that everyone is on track. Write a reflective summary that captures the progress made towards the school learning goal.
Collaborate	Analyze/interpret student learning data. Go on a "data" treasure hunt. Highlight strengths. Drill down the "break-down". Identify an instructional response. Involve people, invite input.	Create a sense of team. Identify strengths.	Describe the commitments that individuals make to each other.	Establish regular meetings to discuss new learning, share ideas, set direction, review progress and get feedback.	Provide PD, time, support and resources that will encourage implementation of the vision.	Recognize progress- have staff share something that they have tried that they are excited about.	Do a mid-year check in? Review the learning targets and success, criteria. Reflect on what is different. Articulate the difference. "We used to... Now we"	Ensure that you have a plan for sustaining the work and "on-boarding" new staff. Plan for regular "touch points" to re-connect with shared beliefs and expectations of staff/students.
Engage	Ensure inclusion of key stakeholders- Staff, SCC, parents and students.	Establish school leadership team. Define roles and responsibilities.	Map out the vision with all stakeholders. (Consider the use of a metaphor to describe the journey)	If appropriate, build partnerships with other agencies to support the vision of the school.	Have regular check in conversations with staff, students, families, SCCS to talk about how the implementation plan is going.	Allocate school budget to ensure that staff have the resources that are needed.	Share staff/student/parent testimonials. What is working? What is challenging?	Recognize the school leadership team. Consider how to ensure that appreciation for growth and progress is embedded in the culture of the school.
Enact	Tell a compelling story. What is your "why"?	Establish a point person- Who will direct communication, organize meetings, ensure that tasks get done.	Create a hopeful vision that will inspire the school community to offer their heads and hearts to achieve the vision.	Create a "kick-off" to generate excitement regarding the work. -Goal setting assembly, notice in the newsletter, video- etc.	Address pockets of dissonance. Find something that they are willing to try. Create consensus.	Celebrate success! Make a "big deal" of progress. Include the wider community in acknowledging progress.	Invite others to share in and support learning. (Talk/ Collaborate with another school, Invite Ed Centre Staff for supportive PD)	Tell the school story. Highlight individuals who are leading the charge. Share student stories. "Bag" about your staff and students.

FTV: LILAC

	1. First Nations, Métis and Inuit Student Achievement Goal: By June 2022, 100% of QMPS FNMI Pre-K-8 students will be achieving at proficiency or mastery standards, or will reach their individual goal level in literacy, as outlined in their co-constructed achievement plan.		3. Data Source(s) for the Lag Indicator(s) 1. Edsby 2. MSS 3. FTV Surveys		
	2. Lag Indicator(s) 1. EYE, ELS, or DRA 2. Weekly attendance data 3. Student and teacher FTV Data				
4. Lead Indicators	5. Teacher Actions	6. Data Sources	7. Plan for Monitoring	8. SCLT Actions	9. Data Checks
5.1.1 Purposefully and strategically selecting teaching strategies and learning activities that promote student construction of knowledge aligned with specific lesson/unit outcomes.	A. Complete the teacher self-assessment tool on strategy use to determine baseline, then re-administer the tool monthly to determine progress and next steps. B. Complete anecdotal records of specific students when using the teacher clarity strategy in selected lessons. C. Study the teacher clarity strategy then use it in selected lessons. D. Work with intervention team when working through the intention/reflection plan. E. Gather and study student and teacher evidence to reflect on impact and inform next steps.	A. Teacher Self-assessment – Strategy Use tool B. Teacher Clarity Intent and Reflection plan. C. Student Anecdotal Records - New Learning and Work Completed D. Written feedback, feedforward and next steps through informal peer observation. F. Other student and teacher evidence FTV reports: Teacher Practice Report • 2. Drawing on Teacher Clarity Measures Engagement Report • 2.2. Self-reported work completed during an Observation • 3.1. Student new learning self-reported during an Observation FTV Survey Responses • Student Survey – Interactions	A. Every three months teachers review their self-assessment data in comparison to baseline. B. Before and after each PLC meeting, teachers reflect on understanding and use of the teacher clarity strategy. C. The SCLT monitors completion of teacher self-assessments, teacher reflection, and student anecdotal records and does a monthly review of the data. D. At each staff meeting, the SCLT provides teachers with the opportunity to review teacher self-assessment data and student anecdotal records together to determine impact and next steps. E. The SCLT regularly monitors that teachers are participating in informal peer observations.	A. Support teachers' study of the teacher clarity strategy in staff meetings. B. Support staff to administer self-assessments, reflect on understanding, use and impact of the teacher clarity strategy to determine next steps. C. Schedule opportunities for teachers to informally share resources, observe one another teach using the teacher clarity strategy. D. Through Shadow Coaching support teachers to: • use the Teacher Clarity strategy in lessons; • reflect on impact of strategy on student learning; and, • consider next steps. E. Gather, analyze and share teacher and student evidence at staff meetings and other venues to inform discussion and next steps.	Baseline: • Teacher self-assessment: Before September 30 • Regular review at staff meetings Impact: Ongoing during PLC and Huddle meetings Plans for sharing: • Staff meetings • School Community Council meetings • Facebook page Plans for celebrating successes: • Providing information on the degree to which the goal is achieved through Facebook

2. Sample Instructional Change Matrix

Vincent Massey School

Leadership Actions/ Functions	Create a Sense of Urgency- The Moral Imperative	Establish guiding team	Uplifting vision and strategy	Communicate vision and strategy through words, deeds and symbols																		
Organize	<p>What is your current state? Organize baseline data. DRA & Pre-K/K Domains</p> <p>Early Lit Screen Grade 1 Grade 2 Grade 3</p> <p>*Grade 4-8 - formative tool for students below grade level</p> <p>*Phonological Awareness Continuum Grades 1-3 *Phonics Placement Screener Grades 3-8 *DRA Grades 4-8 Decodable Assessment *Grades 1 & 2</p> <p>(The DRA DATA will be on a new chart once Stacey and Brad have the spreadsheet ready. 2022-2023 Data)</p> <table border="1"> <thead> <tr> <th># Total</th> <th>% Total</th> <th>Grade Level</th> </tr> </thead> <tbody> <tr> <td>280</td> <td>100%</td> <td>Total Students</td> </tr> <tr> <td>118</td> <td>40.83%</td> <td>Meeting</td> </tr> <tr> <td>7</td> <td>2.42%</td> <td>20% Growth</td> </tr> <tr> <td>41</td> <td>14.19%</td> <td>Individual plan</td> </tr> <tr> <td>196/289</td> <td>67.44%</td> <td>Goal summary</td> </tr> </tbody> </table>	# Total	% Total	Grade Level	280	100%	Total Students	118	40.83%	Meeting	7	2.42%	20% Growth	41	14.19%	Individual plan	196/289	67.44%	Goal summary	<p>Coordinate a responsive plan. If this is the problem... then implement this evidence based strategy.</p> <p>A percentage of our students are not reaching their text level and comprehension targets, so we will use high impact strategies as a response to our students' unfinished learning.</p> <p>High impact strategies will be regularly introduced, practiced and planned for during weekly PLC meetings. Once implemented, the strategies will be revisited during PLCs and monthly "Burning Question" meetings.</p> <p>UFLI will be implemented class wide in grades K-3 according to the division scope and sequence. UFLI will be used class wide in grades 4-8 where 50% or more of the class requires a specific skill as indicated on the Phonics Placement Screener. It will be used in small group intervention for students who are scoring in the early primary area on the screener.</p> <p>Overarching responsive plan is the Literacy Model, implemented within PLC's and</p>	<p>What is the preferred state? (SMART goal) Describe the difference in practices, procedures, relationships, results and school climate if the vision is achieved.</p> <p>Be enthusiastic. Resonate positivity.</p> <ul style="list-style-type: none"> changed practice enthusiasm positivity collaboration hope confidence from changed practices stronger relationships/connections as a result of collaboration classrooms that reflect a collaborative relationship focused environment 	<p>Create structures to support goal and vision.</p> <p>Plaster the school goal everywhere! VM Reading Goal Poster</p> <p>Everyone (staff, students, families, parents and the SCC should be able to articulate the school learning goal/vision.</p> <p>Teachers need to be able to articulate what they do, and why they teach the way they do.</p> <p>VM staff is working on building common language across PreK-8.</p> <p>Include the language from Focus on Regulation and the Zones of Regulation to support our students as they learn to regulate themselves.</p> <p>Common language is built around the implementation of UFLI from grades K-8.</p>
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Vincent Massey School "Snapshot"

Vincent Massey Public School

What our staff learning looks like
Our staff is actively engaged in professional learning opportunities during weekly meetings, PLC Days, and individually chosen workshops. Our teachers are risk takers who challenge themselves to learn new strategies which support joyful student learning!


At Vincent Massey Public School we BELIEVE in Safety, Responsibility, Respect and Courage as the foundations of teaching and learning.

Safe – We care about each other and we keep each other safe. We treat each other with kindness, compassion and empathy.


Responsible – We are all responsible for our learning environment. We make choices that allows us to stay in the "Green Zone" where everyone can learn in a positive space.

Respect – We choose to be respectful of ourselves, of each other and of our place of learning. We build healthy relationships that promote learning and create a positive school culture.

Courage – We have the courage to make healthy choices, to explore new opportunities, to develop our skills and to do what is right. We do not let fear stand in our way and challenge ourselves to be our very best.



What does excellence look like
Students who are nurtured physically, mentally, spiritually, and emotionally; capable, caring and curious students; joyful learning to promote future success; meaningful, trusting relationships; belonging to a community that is compassionate, knowledgeable, responsive, reflective, and culturally sensitive.

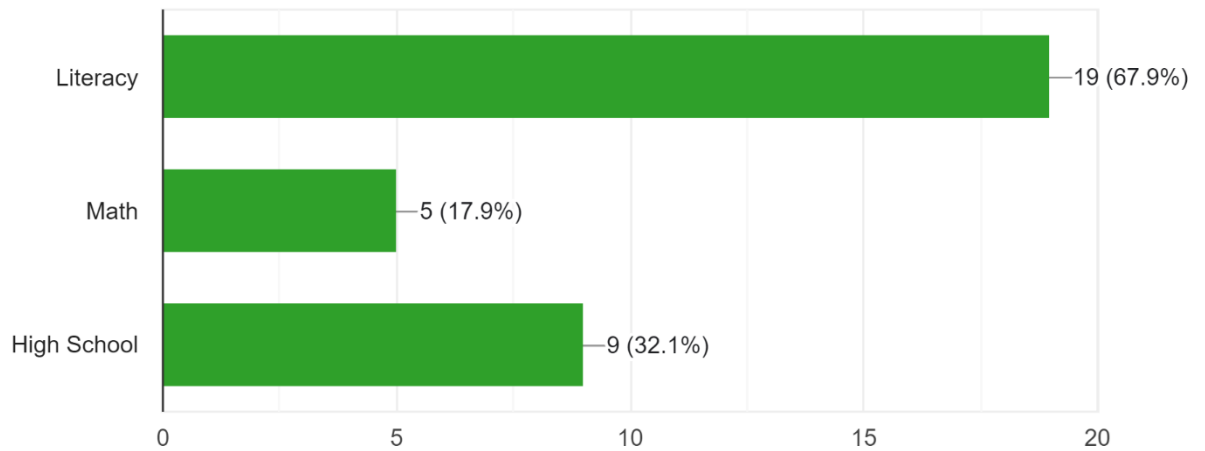


Saskatchewan Rivers Public School Division
Excellence for Every Learner

Leadership Learning Team Reflections:

What is your school goal?

28 responses



Specifically, what part(s) of the model were you actualizing this school year?

- Onboarding middle years teachers onto EPBL, refining all parts of the model throughout the school.
- Phonics and word work; read alouds; monitoring reading goals, adapting to the students, intervention is at the forefront of the work, flex group implementation;
- Shared Reading, Story Workshop, Flex Groups, Morning Meeting, Modelled Reading, EPBL, Reading Workshop, DRRA, monitoring and tracking of data for UFLI, Reading conferences, Independent Reading
- We have been focussing on the "Blueberry" circle withing the Literacy Model.
- UFLI and EPBL
- Word study in the Literacy Model
- Within the Math Model, we were seeking to actualize the Lesson component with the use of the MathUP resource
- We continued to work on the workshop model by incorporating daily literacy groups. Over the course of the year, we focused on the outer rings ong the model including the blue ring (morning meeting, word study, independent reading, and shared reading). We were also intentional in maintaining effective practices that addressed the green circle through our Circle of Courage work. After teachers became proficient at UFLI, we focused heavily on EPBL and Land-based learning. During biweekly PLC meetings, teachers experienced each form of play in the EPBL model and learned how to implement it in their teaching.
- Word Study, flex groupings and EPBL
- Connection to Process-O-BPAR work Connection to Content- Teacher Clarity/Smart Starts Relationship with Students- Caught Being Deadly, Land-Based learning, Relationship among students- Morning Meetings, Land-Based Learning MUST HAVE AND TALK ABOUTS actualized all of the above; co-constructed with staff PGP's centered around this
- This year we were working on the circle of courage which is the outside of the High School Model.

We prioritized relationship to content in the form of our school wide clarity goal. We implemented a new huddle system, continued collecting student voice (VERSO), and re-vamped our advisory groups to be more agentic, and in our professional development we are taking a holistic view that is inspired by the circle of courage. However within all of these initiatives, we are using relationships as a foundation for creating change and taking risks.

How did your leadership team execute the plans that were created?

- Follow the scheduled check-ins; co-create and plan it as a whole group
- Effective: embedded PLCs, modelling- gradual release of responsibility, using PD dollars to bring in subs for teachers to plan with LST and DC Tighten Up: follow up on planning days, more comprehensive embedded PLC schedule: what will each week look like?, shift from no longer having an LST to admin/IECs taking over that role, entering data in a timely fashion, review and implementing literacy model pieces
- Building consistency within the school in phonics/reading programs. Creating a continuum through the grade levels. For next school year, continue to work through the EPBL Model. Also, focusing on building autonomy with our Support Staff and student needs.
- Effective: ULFI, EBPL Room Creation/ Activities Tighten Ups: Grade 6-8 implementing literacy look fors
- We have effectively created maintaining persistence of staff through embedded PLC time, creating empowerment with new ways of doing things. Created a culture of collaboration teacher self efficacy with great discussions around best practices and sharing stories of success. We have done a great job celebrating success with staff but need to extend that to the greater school community.
- Effective- building a team to work together; setting a direction; co-creating common expectations; Tighten Up- Monitoring of data; classroom observations by admin;
- Leadership communication and connection. This will be reflected in next year's timetable. We also need to revisit the Matrix more during leadership meetings to keep us on track and focused.
- Our strategies for empowering teachers were very effective. Teachers were fully supported in a purposeful way to overcome obstacles. Many teachers emerged as leaders in the high impact strategies offering our school many voices. We could tighten up opportunities for celebrations. We need more, well timed/purposeful celebrations planned.
- When leadership team is also involved in the teaching of target-goal subjects we are giving leadership in (ie Principal and IEC both were engaged in daily teaching and delivery of Math and UFLI instruction respectively), it allows for greater collective understanding of needs and concerns as we went forward, and therefore more effective actionable solutions to challenges that arose.

How has your leadership helped your teachers grow in their understand and implementation of Indigenous Worldview and practices

- Self-reflection with the model, where teachers go through the process of highlighting what we are doing well and what they want to work on. Bringing these reflections to our PLC day so teachers are prepared to discuss the implementation with Mike and either Liz or Bente. Including Mike Relland's Model of Indigenous Education in our PGP's as part of our Teachers' Professional Goals.
- We had Knowledge Keeper Mike Relland spend time with our staff during our April PLC Day and used this as a way of moving our EPBL and Land-based learning forward. In our biweekly PLC meetings, we are following the Indigenous Education Model as teachers are learning, experiencing, and sharing each time.

- Our school is currently demonstrating a drive to incorporate the EPBL model in our classes, demonstrating a commitment to hands on learning and empowering students to take control of their learning. We are also working towards consistent land acknowledgments during morning announcements and encouraging staff and students to reflect on how the land shapes their identity. Outdoor learning is front and centre as we focus on our school garden boxes, encouraging students to grow their own food, traditional medicines and learn from the land and each other. Teachers then take these experiences and use them in their own teaching. We have a K-4 culture camp that is based on these ideas with activities connected to curriculum.
- We have worked on decolonizing classroom environments and the importance of that, We have connected our school 'Must Do's' to the Circle of Courage, school procedures are connected to the Medicine Wheel, Acknowledging and educating staff about Orange Shirt Day, MMIWG2S, Indigenous Storytelling Month, attending the Pow Wow, Indigenous correlation to EPBL, having Kevin come in to teach the importance of fire as it relates to fire Friday, Tipi teachings, encouraging staff to participate in Indigenous related PD through the division, supporting teachers to start teaching about treaties.
- We have seen growth in teachers understanding through experiential learning, incorporating the seven grandfather teachings, and actualizing the TRC calls to action embedded in the PGP. We started the year with Leading to Learn "someone on my mind" to focus on supporting all students.

I know we have made a difference for teachers because...

- Far fewer disciplinary issues have arisen this year and attendance is strong. Utilized the mentors more this year to address the softer issues within the family instead of just focusing on student behaviour.
- We have seen the changes in their instructional practices. Shared discussions during the embedded PLCs
- Feeling and seeing teacher perspective shift, understanding their data and using student data to understand the full story of their students. Using data to drive their instruction. Teacher clarity, teacher efficacy and capacity.
- Teachers are incorporating all elements of the literacy and EPBL model. Teachers are excited to learn and share during our biweekly PLC meetings and FTV Huddles. Teachers have gained new skills and are taking risks in their instruction. Teachers tell us that they feel supported and that they appreciate the learning that we are doing at QM. Learning is happening organically. We receive a lot of positive feedback from staff. They appreciate that there is someone on staff to support them with new initiatives. Students are happy to be at school.
- We see the confidence in our teachers. They are being empowered through strategies.
- The school climate survey showed that teachers feel like we are working as a collaborative unit.
- Teachers are taking risks of new implementation. Our teachers see us approachable and there is high levels of trust. They come to us with issues. Students are happy in classes and experiencing joyful learning.
- Our teachers are comfortable in their roles, even though this year included many new adjustments and resources that altered previous teaching strategies. Their comfort shows that they are ready to take risks and move in positive directions.
- There is a culture of support and professional learning in the building.
- Teachers have trust in our leadership team and now confidently share challenges and celebrations on a regular basis, knowing that they will always be actively supported. There is a cohesion and a collective efficacy that had not existed previously.
- Because they are embracing looking at math as a next goal. They can see how flex groups are beneficial in other subject areas.

- They are feeling a sense of confidence in the new programs and resources they are using and are supporting one another in the use of these programs and resources. Conversations in the staffroom often revolve around what is happening in the classroom and we are seeing parallels across grade levels. We are no longer the first source of support; they are supporting each other and are providing training to EAs to carry out programs with individuals or small groups.

ADMINISTRATIVE IMPLICATIONS:

1. Administration will continue to support school leadership teams with strategic planning, determining a clear professional learning focus based on high impact/effect teaching and learning strategies.
2. Administration will continue to refine the data collection and reporting process for school strategic plans to support our division's belief in the power of individualized goal setting for every student. The refinement will provide focus for schools in the goal setting and another point of reflection for goal achievement.
3. Administration will continue to support and sustain the alignment of school plans with the Division's strategic plan. This alignment creates greater efficiency and clarity for schools in their communication with all parts of their school community.
4. The Integrated Learning Team will continue to ensure that school teams are supported by providing access to evidence based research practices; timely in school support through coaching and mentoring; and providing effective and responsive professional development learning opportunities.

GOVERNANCE IMPLICATIONS

Based upon the report it is recommended the Board continue to do the following:

1. Ensure all schools use and complete one of the strategic planning tools.
2. Ensure Administration continues to provide accountability reporting on school strategic planning.
3. Understand and value the crucial role of Consultants and Coaches in developing efficient and effective school teams.
4. Provide the financial support for student learning and intervention strategies.