

ESSP Level Three School Strategic Plan Summary

	Box 700, Rosetown, Sask., S0L 2V0 Phone: (306) 882-2677 Fax: (306) 882-3366 Toll Free: 1(866) 375-2677, www.sunwestsd.ca	Reference	AP 110 Education Sector Strategic Plan (ESSP)
		Revised:	May 3, 2021
		Level:	Division
		Submit to:	Superintendent of Education
		When:	Year End

Principal's Name	Jill Long	School Year	2021-2022
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INTRODUCTION

The ESSP Level Three School Strategic Plan Summary is completed to provide our parents and community with information about our school, our successes, and the areas in which we have plans to improve.

This summary reports on the previous school year and communicates direction for the next school year. A review of the context of our school is also provided.

Sincerely,


Principal's Signature

June 29, 2022
Date

LOREBURN CENTRAL SCHOOL**MISSION AND VISION****VISION:**

Pursuing Excellence

MISSION:

Growing Leaders for a Better Tomorrow

RALLY CRY:

Leaders Believe it, Aztecs Achieve it

THE STUDENTS

Loreburn Central School currently serves the needs of 76 students. Our population has slightly decreased over the past few years, with more students graduating than entering Kindergarten.

THE STAFF AND CLASS SIZE/CONFIGURATION

7 teachers currently work at Loreburn Central School, with a 6.35 FTE. Other members of our staff include a secretary, librarian, student counsellor, career counsellor, custodian and 5 educational assistants. Class sizes range from 1 to 10 students. Some unique features of our school include:

Student Goal Setting, Personal & Classroom Mission Statements, Plus/Delta Meetings, Leader In Me, Personalized Math programing, and Daily 5 in ELA for Grade 1-8

COMMUNITY PERCEPTIONS

The School Community Council, staff and students need to understand their school learning and community environments. After discussions among the stakeholders (SCC members, staff, students) the following information was gathered and areas of improvement were identified:

Here's what we know:

1. Community Descriptors

- Volunteer driven
- Supportive
- Agriculture based along with tourism
- Tight knit within the 4 communities
- Generous
- Increased level on Entrepreneurship in the area
- Creative and Artistic ~ able to think outside of the box

2. School Environment

- Supportive
- Tight Knit
- Encouraging
- Generous
- High Extra Curricular Participation from Students and Staff (sports, and more drama and music this past year)
- Inclusive

3. Areas of possible improvement

Mental and emotional supports

Students are distracted by phones (continuing to teaching appropriate usage)

Encourage reading

Continue to connect with parents and stakeholders to have them interact with students. (in person or virtually). Work on more parent engagement. SCC is working on this as a goal as well.

Mentorship with older and younger students again

4. As a result of the above information, the following goals have been set and actions will be undertaken to achieve the goals.

1. Conscious connections with parents through phone call, or text. As well as posting pictures and short video clips on social media and SeeSaw.
 2. Regular student connections between grade levels (Reading, Math)
 3. Middle Years Mental Wellness, Increased information in newsletter, Mental Wellness Speakers, Sue Host a parents night
-



Relationships

We are all mentors.

Consider This While Planning....

Relationships may need to change for the PreBL goal to be achieved. This includes changes to the relationship between teachers and learners, the relationships between learners and the community, and the relationships between the school and the local community.

Division Priorities

1. Mentorship of Staff
2. Mentorship of Students
3. Mentorship of Staff-Student
4. Global/Community-Student Mentorship

Actions Completed

Current School Year

1. Continued with color teams work on school culture

2. Leadership cards for staff and students to give to each other, as well when they hand in the cards students get to pick a scratch off card for color team points.

3. Created many staff events, such as tag games and gatherings

4. Provided opportunities for students to do a wide array of extracurricular activities (Music, Art, Science, LSAT, Drama, SLT, Diversity Club, and Sports)

ESSP Connections

- Early Years
 Engagement
 First Nations & Metis
 At Grade Level
 Graduation Rates
 Efficiencies



Environment

We provide flexible learning environments.

Consider This While Planning....

Environments tell stories about who holds control, who is trusted, what behaviour is expected and what should take place in the space. Environments have a direct impact on mood as well as affecting people's ability to learn, concentrate and collaborate.

Division Priorities

1. Flexible/personalized scheduling
2. Flexible environments that are based on learners

Actions Completed

Current School Year

1. Submit 5-year plan for facilities school Improvement

2. Student enjoy going to the new student lounge/workspace

3. Students are working in the outdoor classroom within classes and on their own

4. Return of the fooseball table and leather chairs/benches in hallways

ESSP Connections

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Opportunities

We provide voice and choice.

Consider This While Planning...

Which curriculum structures and learning opportunities will be used to build the skills needed for the PeBL goal to become a reality? How will freedom of pathways, personalization, choice of pace or content be achieved through these opportunities? How do you ensure that the competencies, skills and attitudes for successful lifelong thinking and learning are integrated meaningfully into all opportunities with clear progression of challenge?

Division Priorities

1. (Personalized) PeBL professional development
2. Build school knowledge of instructional models that provide student voice and choice (I do, We do, You do)

Actions Completed

Current School Year

1. Provided students in Gr 6-9 opportunities to pick 3 areas from lots of modules for their PAA class.
Elementary STEAM projects.
2. Provided student choice in many classes for assessment opportunities. (Exams, projects, videos, ect)
3. Had students participate in Sun West Leadership and Consult Teams. Other students also attend virtual presentations.
4. Students are provided with a wide range of DLC classes.
Students in Grade 11-12 take CWEx class.

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Resources

We access people, knowledge, technology & our skills.

Consider This While Planning...

All goals require resources of some description, even if it is just your time. Which resources - technology, material or human - will be needed to accomplish your PeBL goals? How will resources be distributed and used to maximize value and effectiveness?

Division Priorities

1. Create a PeBL team responsible for implementation and mentorship
2. Effective use of technology tools
3. Revision of media centres/Learning Commons

Actions Completed

Current School Year

1. Students in Grade 6-12 each provided with a laptop and charger. Students in Gr 6-8 laptops remain at the school, and can be taken home with permission.
2. Students in K-5 each provided with an iPad. iPads are charged in the charging containers in each Elem Classroom.
3. Purchasing of programs such as SEESAW, IXL, RAZ
4. Made a plan to access additional supports for helping students meet their individual goals.
5. Students are very comfortable with Microsoft Teams and SeeSaw as learning platforms

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Distribution of Leadership

We are learners that lead.

Consider This While Planning....

How will leadership/mentorship skills be fostered, grown and practiced so that gains can be sustained? How will staff/teachers/learners share leadership to create sustainability? How will learners be provided progressively challenging leadership possibilities as their skills grow?

Division Priorities

1. Establish a PeBL Leadership team to guide implementation
2. Ensure school based administrators are supportive of PeBL
3. Establish a PeBL mentor at every school

Actions Completed

Current School Year

1. TRIAD worked together to do school wide planning for professional development days
2. Students participated in LSAT, SLT and Diversity Club
3. PeBL Mentor working with all teachers and different students to help students achieve their personal goals
4. Leadership Roles and students encouraged to be leader of themselves.

ESSP Connections

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Evaluation

We set goals and measure our growth.

Consider This While Planning....

Answer this BEFORE embarking on any project. How will you be certain that you have met your PeBL goal? How can teachers be certain that their innovation and practice is achieving progress for learners and the school vision? How will administrators know? How will learners know?

Division Priorities

1. Ensure teachers, students and administrators are using assessment data for personal goal setting
2. Align and integrate 7Cs language with Learning Behaviors language

Actions Completed

Current School Year

1. Used data from Flourishing School Inventory, Our School Survey, Reorder Rubric, and Sun West Reading Assessment to set our School Goals
2. Students and Teachers are very comfortable with MSS
3. High School staff are using Teams as a way to collect student's assessments, record lessons and correspond With each other.
4. DRA levels are used to help set students goals, and drive teacher instruction. Teachers communicate with all parents their DRA students.
Staff creating student Personalized goals for students that are below grade level

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Recognition

We honour growth in who we are & what we learn.

Consider This While Planning....

Recognition is more than celebrating success, it is honouring growth, potential and mastery. Ask yourself: How will learners be recognized for their achievements and their contribution to enhancing the vision and values of the school? How will managers and teachers and parents be similarly recognized? How will this recognition fuel public sharing, praise and learning?

Division Priorities

1. Share models of PeBL journey
2. Advance the Growth Mindset

Actions Completed

Current School Year 2021-22

1. Announcements, newsletters, social media (FB and Instagram) and leadership cards are ways we have been recognizing students and staff.

2. Color Team Points displayed
School Goals Bulletin Board highlight reading, math and assignments completed on time

3. Awards Night done
Middle years math banging the gong.

4. Celebrations are a part of our staff meeting agenda
Pep Rallies/Spirit Days/ Running the Gauntlet

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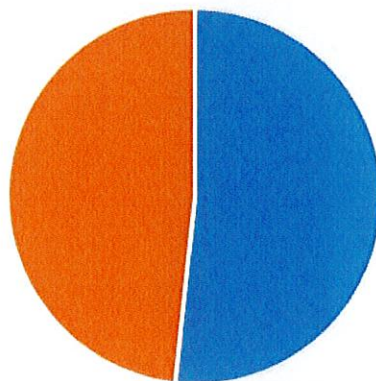
STATUS OF STUDENT ACHIEVEMENT

Sun West School Division uses a variety of assessment measures as a basis for assessing student performance. The following tools are used to supplement assessment activities developed and carried out by classroom teachers. Some take place yearly while others occur every two years.

1. Division Level Assessment

Reading Grade 1-5 (Includes reading and comprehension)

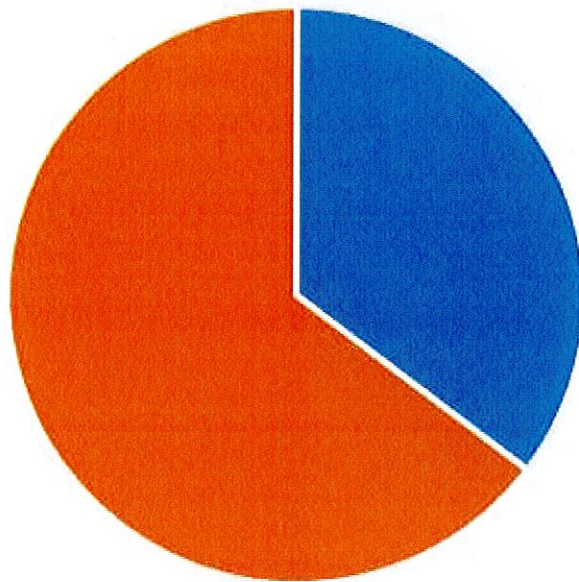
Reading Grade 1-5



■ At or Above Grade Level
 ■ Below Grade Level

Writing

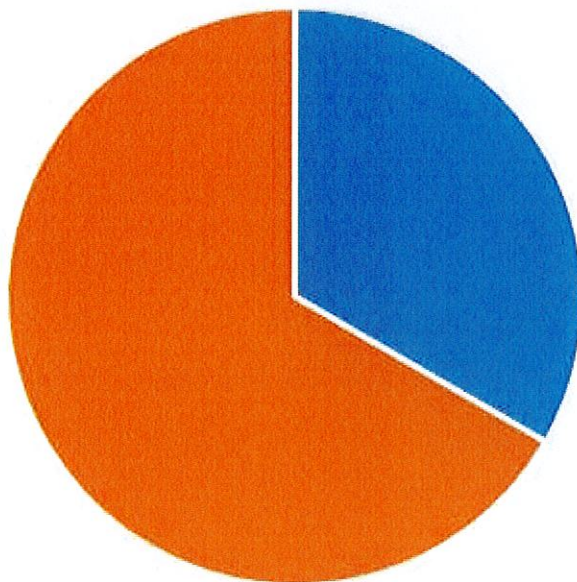
Writing Grade 4, 7, 9



■ Below Grade Level ■ At or Above Grade Level

Math Grade 2, 4 & 8

Math Grade 4, 7, 9



■ Below Grade Level ■ At or Above Grade Level

Data Wall

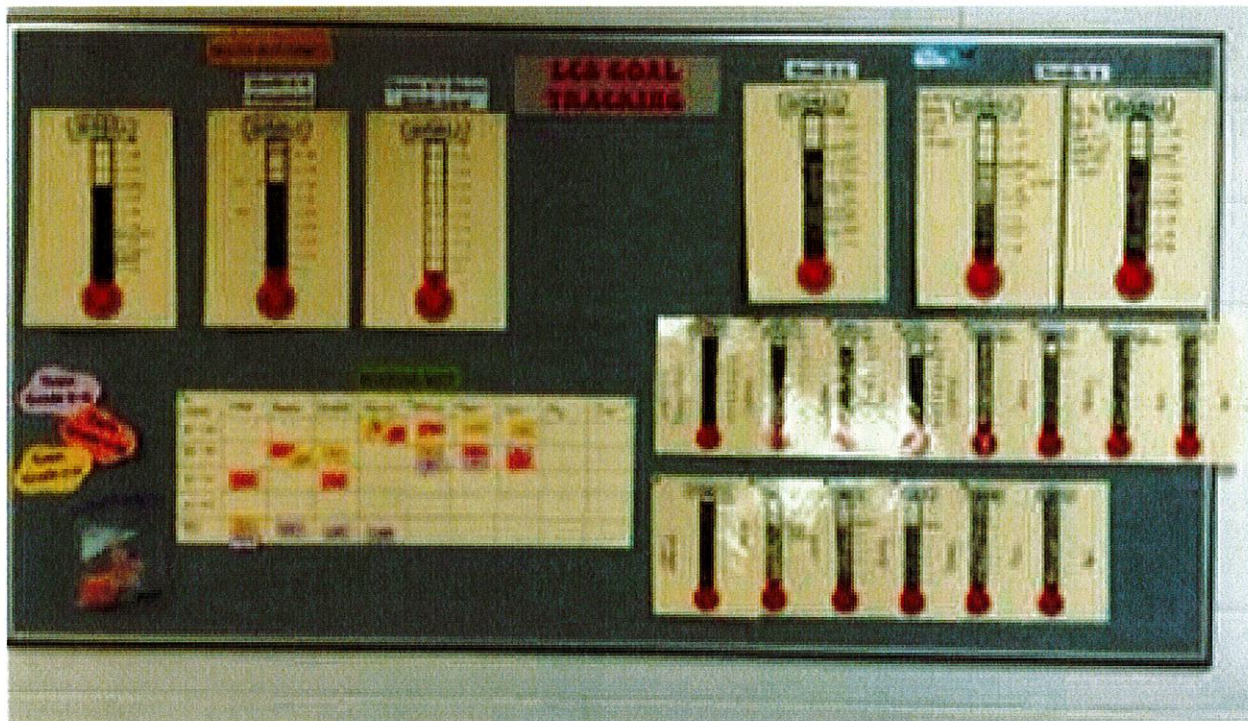
Includes:

Reading minutes for Grade 3-5

Reading Books Grade 3-5

Math Outcomes Completed Gr 3-9

Assignments Completed on Time Grade 6-12



2. OurSchool Survey Data:

Elementary 2021 Grade 4-6

Figure 2: Percentage of students socially engaged at Loreburn Central School

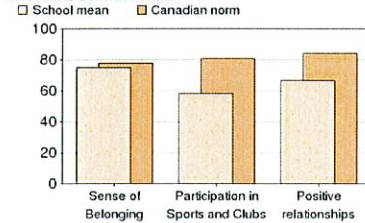


Figure 3: Percentage of students institutionally engaged at Loreburn Central School

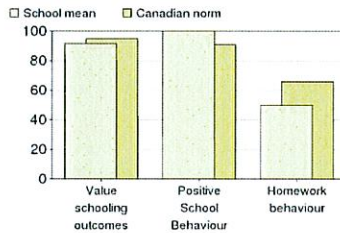
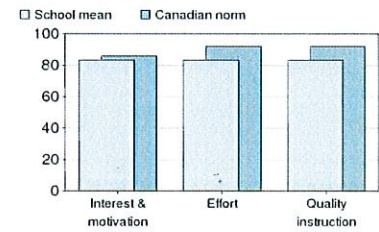


Figure 4: Percentage of students intellectually engaged at Loreburn Central School



Our School Survey High School 2021 Grade 7-12

Figure 1: Percentage of students socially engaged at Loreburn Central School

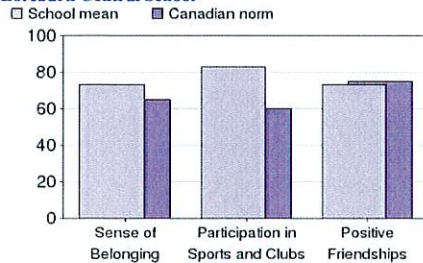


Figure 2: Percentage of students institutionally engaged at Loreburn Central School

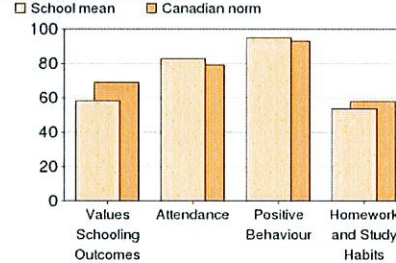
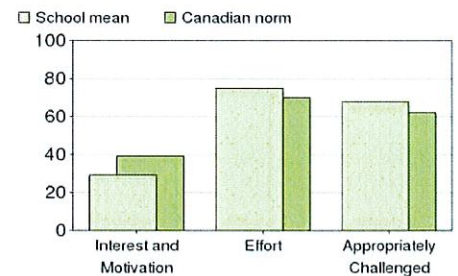


Figure 3: Percentage of students intellectually engaged at Loreburn Central School



3. Graduation Rate

- The graduation rate from 2017-2018 was 100%
- The graduation rate from 2018-2019 was 100%
- The graduation rate from 2019-2020 was 100%
- The graduation rate from 2020-2021 was 100%

TRENDS, STRENGTHS AND AREAS TO IMPROVE STUDENT ACHIEVEMENT

Results from the total data picture for our school indicate some trends, strengths and areas for improvement that we see in student achievement. These results are summarized below. Some conclusions resulting from an analysis of this information are also presented.

Trends:

- Students feel safe and have a positive sense of belonging

- Staff and community members are willing to go the extra mile to provide students with many opportunities.

- Students experiencing anxiety and stress

-
- Decrease in independent and family reading
-

Strengths:

- Students feel safe and have a positive sense of belonging
 - PeBL learning are improving students' achievement
 - Students working on the same skills at the same time (Math and ELA)
-

Areas for Improvement:

- Staff and students need to keep working on reading, writing and math.
 - Continue to look for ways to engage students, families and community
 - Focus on student's mental wellness
 - Healthy Eating – Breakfast club and smoothies
-

Conclusion:

Loreburn Central School allows students to explore their interests and helps students in become more independent, by actively teaching goal setting, and helping students to creating calendars to complete work on time. We are always looking for ways to improve our teaching and learning, and always want to do what's best for students.

NEXT STEPS IN 2022-2022

Staff will continue to study current and past student achievement results to focus on learning improvement efforts and school goals. School-based administrators will include SCC members in ESSP Level Three school strategic planning at the beginning of the school year.

ADDITIONAL INFORMATION


This document is intended as information for the Loreburn Central School Community Council and public with regards to the outcomes of the 2020-2021 **ESSP Level Three School Strategic Plan**. This document is not to be reproduced without written permission.

This report was prepared by Jill Long (School-Based Administrator)

Principal's Signature

Date


SCC Chairperson's Signature


Date