



## DEHCHO DIVISIONAL EDUCATION COUNCIL

Box 376, Fort Simpson, NT X0E 0N0

Tel: (867) 695-7300

Fax: (867) 695-7359

[www.dehchoed.org](http://www.dehchoed.org)

### School Improvement Plan – A Guide

**Purpose:** There is ample evidence that supports the idea that planning at the school level is effective in improving student achievement if it promotes collaboration, has a focus on improving learning, is not overly complex, is based on measurable outcomes, and attempts to capture short term gain.

### **Timelines:**

*August/September/October* – work with staff, students, DEA, parents, and community members in developing the school goals for 2021-2022.

*Deadline: October 14<sup>th</sup>* – the SI Plans should be submitted to the Assistant Superintendent no later than this date. The DDEC will submit the SI Plans to ECE.

*Ongoing throughout the year* - striving to complete the tasks supporting the goals of the SI Plans and reflecting on what has been successful and what needs to be adjusted or improved upon for the following year.

*May/June* – Annual reporting on the current SI Plan, reassessment of goals, and beginning development of next year's SI Plans – in consultation with all stakeholders. A teleconference call will occur with the Assistant Superintendent to go over the Annual Report and both the principal and supervisor will sign off on the SI Plan Annual Report. Principals will be asked to complete a Final Report of the SI Plans. You will use the template on the last page of this document for the Final Report.

### **Strategies for Focus:**

- SMART goals.
- Strategies to improve student achievement.
- Strategies to improve students' organizational skills.
- Strategies to improve attendance and punctuality.
- A focus on culture and language development.
- Partnerships with other agencies and GNWT departments.
- Safe and Caring Schools.
- Strengthening school – community relationships and partnerships.
- Strategies for behaviour supports.
- Healthy relationships strategies.
- Plans to improve student access to technology and promote the positive use of technology.

***ECE has identified that the Dehcho needs to identify community involvement more clearly in the planning process, which includes the planning, implementation, and reporting on the goals in the SI Plans. Please be sure that consultation with, at least, the DEA is part of the development of the SI Plans.***

### **Additional Instructions:**

- An SI Plan can be created for each: Elementary levels and Middle & Secondary Levels if the goals are different for the different levels.
- Your SI Plan should have 2-4 goals for each SI Plan.
- In the "Briefly Describe How this Plan Was..." box, please be sure to include how the plan was specifically developed and identify the groups of individuals who were part of the process. This box is essential and has been identified a missing information by ECE.
- As ECE is attempting to align processes with the commitments outlined in the *Education Renewal and Innovation Framework: Direction for Change* document, SI Plans should reflect some of the commitments found in ERI. For example: should an SI Plan include goals which align with *Safe and Caring Schools* or *Elders in the Schools*, identify this in the school goals.

## 2022-2023 SCHOOL IMPROVEMENT PLAN

<b>SCHOOL:</b> Liidlii Kue Elementary School
<b>GRADES:</b> JK – 6
<p><b>BRIEFLY DESCRIBE HOW THIS PLAN WAS DEVELOPED AND WHO WAS PART OF THE PROCESS:</b></p> <p>This plan was developed in consultation with the teaching and support staff at Liidlii Kue Elementary School to target the unique educational needs of our students. This improvement plan sets realistic, achievable, and measurable goals that will be beneficial to the school community, community partners, and parents/guardians.</p>

GOAL	RATIONALE / BACKGROUND	ACTION PLAN /TASKS/ STRATEGIES	WHO IS RESPONSIBLE?	MEASURES / INDICATORS / EVIDENCE	TIMELINE
<p>I. Reading- Improve Decoding and Reading Comprehension.</p> <p>The goal by June 2023 is to have 55% of our students</p>	<p>Being a proficient reader is critical to decoding and understanding text.</p> <p>In talking to teachers, they</p>	<p>Implement daily 80-90 minute literacy blocks for grades 1 to 6. These blocks will first focus on Guided Reading and incorporate</p>	<p>Support Staff, Teaching Staff, PST, and the school principal. A Literacy Lead teacher will attend twice-monthly virtual Professional Learning sessions targeting reading comprehension. Literacy Leads will mentor colleagues. Whole staff will receive professional learning in Read Aloud / Guided Reading. The Principal will observe grades 1-9 Guided Reading lessons, coaching teachers in reading comprehension strategies and prompts.</p>	<p>Fountas and Pinnell benchmark assessments will be used for grades 1 to 6. Teacher observations, checklists, conversations, rubrics, and other formative assessments will also be used.</p>	<p>August 2022 to June 2023</p>

reading at grade level.	are seeing reading growth in students	Interactive Read Aloud, Shared Reading, Independent Reading, and Word Work.			
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<b>GOAL</b>	<b>RATIONALE / BACKGROUND</b>	<b>ACTION PLAN /TASKS/ STRATEGIES</b>	<b>WHO IS RESPONSIBLE?</b>	<b>MEASURES / INDICATORS / EVIDENCE</b>	<b>TIMELINE</b>
<p><b>II. Writing-</b></p> <p>As of Spring 2022, 48% of LKES students were writing at grade level The goal by June 2023 is that 55%+ of students will write at grade level.</p>	<p>Proficiency in the 6 writing traits (voice, ideas, presentation, conventions, organization, word choice, sentence fluency) empowers students to become better communicators.</p>	<p>As part of the daily 80-90 minute literacy block, students will engage in word work. Part of this word work will be preparing for weekly spelling tests, essay and letter writing. Grades K-6 classrooms have implemented a Word Wall of emergent writers. Daily Word Work, and writing practice will follow each Guided Reading Lesson.</p>	<p>Support Staff, Teaching Staff, PST, and the school principal..</p>	<p>School Wide Writes (DSWs) are implemented across the 6 writing traits twice a year.</p>	<p>September 2022 to April 2023, along with term reporting 1-3 reporting periods.</p>

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<p><b>III.</b> Indigenous Education- To provide enriching afterschool activities, and an increase in “On the Land” programming where parents and community partners are included. Incorporate knowledge-keepers to offer sewing, beading, and drumming instruction for our students. Also, to work with our Gr. 6 graduates in preparing graduation materials. Last to work closely with community</p>	<p>A school needs to promote a Safe and Caring environment that reflects Dene culture.</p>	<p>We plan to provide a series of hands-on activities for students and will be led by local knowledge-keepers. We will partner with ENR’s “Take a Kid Trapping” program, Melissa with “Out on the Land” program, DDEC RILE (Sharon Allen), as well as local agencies such as LKFN, Friendship Centre, Village of Fort Simpson, local Museum (Terry Geoffrey),</p>	<p>Support Staff, Teaching Staff, PST, and the school principal.</p>	<p>Observations, conversations, and anecdotal records will be kept to gauge the success of this programming.</p> <p>We will promote our programming by providing Facebook, Voices of the North, Infovision, and memo updates to all community members on Dene Laws and Dene Ways of Life.</p>	<p>August 2022 to June 2023</p>

<p>partners and LKRHS to improve our culturally resource inventory.</p> <p>Promotion of Dene Laws through recognizing Monthly Dene Followers.</p>					
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<p><b>IV. Inclusive Education-</b> To ensure that School Based Support Teams (SBST) are being effectively utilized. SBST meetings occur once a week between the</p>	<p>School Based Support Teams need to function effectively to help ensure that all students' need are met.</p>	<p>School Based Support Teams will meet weekly to address the needs of students.</p>	<p>Support Staff, Teaching Staff, PST, and the school principal.</p>	<p>Minutes of School Based Team meetings will be kept. Action items will be followed up on and recorded.</p>	<p>August 2022 to June 2023</p>

<p>PST and homeroom teacher and then SBST scheduled meetings include all stakeholders.</p> <p>Implementation of SEE Learning and Olweus programming to promote inclusivity and a safe environment where all students thrive on being included, represented, and connected.</p>					
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<p><b>V. Mental Wellness-</b> To improve student connectedness to staff/teachers and to what students are learning. To continue promoting our counselling services; teachers to implement incentive programs such as our Dene Law Awards.</p> <p>Teachers promote SEE Learning to promote Wellness within the classroom. Teachers participate in “Wellness Wednesdays” to help build on self-care.</p> <p>Olweus Learning components to closely tie with the</p>	<p>Students who feel more connected to at least one staff member have significantly better outcomes across a variety of constructs.</p>	<p>List strategies you are using to increase student connectedness (greeting students at the door, assigning staff to students to ensure that check-ins occur throughout the day, etc.) Involve parents to develop and follow-up on their child’s wellness.</p> <p>Include CYCC to promote counselling services and in-class presentations to help educate students on the importance of wellness.</p> <p>SEE Learning integrated in teachings</p>	<p>Support Staff, Teaching Staff, PST, CYCC, Samson Tshuma, and the school principal.</p>	<p>Student surveys, student questionnaires, informal interviews, etc.</p> <p>Samson Tshuma (DDEC Wellness Coordinator) to periodically check with LKES admin for suggestions/advice on improving programming.</p>	<p>August 2022 to June 2023</p>



wellness of all students, which includes an harassment/bully-free learning environment for all.					
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**Benjamin Adams**

**January 2023**

**Principal's Signature**

**Date**

\_\_\_\_\_ **Supervisor's Signature**

\_\_\_\_\_ **Date**

**2022-2023 SCHOOL IMPROVEMENT PLAN – FINAL REPORT**

**SCHOOL: Liidlii Kue Elementary School**

**GRADES: JK – 6**

**BRIEFLY DESCRIBE HOW THIS PLAN WAS DEVELOPED AND WHO WAS PART OF THE PROCESS:**

*For Example- This plan was generated and revised in consultation with all school staff and the DEA.*

<b>GOAL</b>	<b>RATIONALE / BACKGROUND</b>	<b>ACTION PLAN /TASKS/ STRATEGIES</b>	<b>WHO IS RESPONSIBLE?</b>	<b>RESULTS</b>	<b>TIMELINE</b>
I  Reading Comprehension.					
Comments:					

<b>GOAL</b>	<b>RATIONALE / BACKGROUND</b>	<b>ACTION PLAN /TASKS/ STRATEGIES</b>	<b>WHO IS RESPONSIBLE?</b>	<b>RESULTS</b>	<b>TIMELINE</b>
<b>II.</b> Writing-					
Comments:					

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<b>GOAL</b>	<b>RATIONALE / BACKGROUND</b>	<b>ACTION PLAN /TASKS/ STRATEGIES</b>	<b>WHO IS RESPONSIBLE?</b>	<b>RESULTS</b>	<b>TIMELINE</b>
<b>III.</b> Indigenous Education					
Comments:					

<b>GOAL</b>	<b>RATIONALE / BACKGROUND</b>	<b>ACTION PLAN /TASKS/ STRATEGIES</b>	<b>WHO IS RESPONSIBLE?</b>	<b>RESULTS</b>	<b>TIMELINE</b>
<b>IV.</b> Inclusive Education-					
Comments:					

<b>GOAL</b>	<b>RATIONALE / BACKGROUND</b>	<b>ACTION PLAN /TASKS/ STRATEGIES</b>	<b>WHO IS RESPONSIBLE?</b>	<b>MEASURES / INDICATORS / EVIDENCE</b>	<b>TIMELINE</b>

V. Mental Wellness-					
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**Benjamin Adams**

**JUNE 2023**

**Principal's Signature**

**Date**

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**Supervisor's Signature**

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**Date**