

SENATOR ALLAN BIRD MEMORIAL SCHOOL - LEARNING IMPROVEMENT PLAN (LIP): 2025/2026

First Nation School: Senator Allan Bird Memorial School Vision Statement: wici-pimohtimitotān <i>Walking together.</i> (mamawi pimohtitak)					
Education Committee	Sr. Admin Leadership Team (SALT)	Teachers			
Councilor: Dean Henderson Committee: Roger I. Bird Committee: Andrea Naytowhow Committee: Sherry Naytowhow Committee: Glenda Henderson Committee: Clarice Roberts Elder: Jennifer Bird	Sean Lessard - Education Support Director: Diana McGillivary Principal: Agnes Naytowhow VP: Treena Cook TBD (Numeracy) Veronica Cook (Literacy) Student Services: Yvonne Mercredi TLC - Anne Clarke, Lorissa Beatty & Beverly Bird High School - TBD <b>Literacy Division</b> 1/2/3/4 Team Leaders: Div 1 - Sonia Opoonechaw Div 2 - Valdene Chaboyer Div 3 - Rosalene McKay Div 4 - <b>Numeracy Division</b> 1/2/3/4 Team Leader: Div 1 - Marcella Gray Div 2 - Julie Naytowhow Div 3 - Jacynda Balllntyne Div 4 - Muhammad Hashim <b>Treaty Language &amp; Cultural Teacher:</b> Beverly Bird and Lorissa Beatty SuperIntendent (IIC): Noella Mitsuing	Division I	Division II	Division III	Division IV
		PK: Sabrina Waditaka K: Michelle Hunt Gr. 1: Sonia Opoonechaw Gr. ½: Cynthia Jobb Gr. 2: Marcella Gray Gr. 3: Cara Nelson Gr. 3: Corrina Nelson Elem: Cree: Anne Clarke Elem. PE: Dallas Cook Land-Based: Lorissa Beatty & Beverly Bird	Gr. 4: Lee Nelson Gr.5: Julie Naytowhow Gr. 6A: Glenda Kerr Gr. 6B: Valdene Chaboyer Elem Cree: Anne Clarke Elem. PE: Dallas Cook Land-Based: Lorissa Beatty & Beverly Bird	Gr. 7: Norma Ballantyne Gr. 8: Rosalene McKay Gr. 9: Jacynda Ballantyyne Elem. Cree: Anne Clarke Elem. PE: Dallas Cook Land-Based: Lorissa Beatty & Beverly Bird	Electives: Eric Gardiner Cree: Randy Clarke Math: Muhammad Hashim ELA: SCI: R. Kuchala Electives: Amber Sawatzky  Adult Educ: Donald Bird Land-Based: Lorissa Beatty & Beverly Bird

Curricular Programming and Frameworks Overview			SMART Goal Configuration (Specific, Measurable, Achievable, Relevant, Time-bound)		FALL Update (Nov)	Winter follow-up (Feb)	SPRING Update (May)
P O R T F O L I O S	Literacy	Curriculum, Instruction and Assessment Professional Development Developmental Reading Assessment(DRA) Balanced Literacy Learning Cycles LLI Literacy Nights	S- What is the goal? Be specific	By June 2026 all students will increase their reading levels by 2 reading levels.	What is the status of the goal based on student data?	What is the status of the goal based on student data?	What is the status of the goal based on student data?
			M- How can you quantify (numerically or descriptively) measure progress?	Fountas & Pinnell Assessments (Fall, Winter and Spring)			
			A-Who is a part of the goal? What skills are needed? What resources are necessary?	Teachers/EA’s -Grade 1 - 9 Literacy Catalyst This goal is relevant with well planned lessons, units and year plans. Teachers will have access to Fountas & Pinnell Assessment kits, Engaged Literacy, Daily 5, LLI, Haggerty, Reading and writing goals - Writing year plans, and writing assessments.			
			R- Is this goal relevant with prior goals and data?	Yes, each year we try to get the student to reach 2 grade levels until they are caught up to their grade level.			
			T- What is the deadline?	May 2026			
	Numeracy	Curriculum, Instruction and Assessment Professional Development Common Math Year Plan	S- What is the goal? Be specific	The goal is to have all teachers K-9 follow the Common Year Plan (so that they are teaching curriculum), complete the Common Math Assessments and enter the marks into Open Admin. Implement Learning Cycles 1 grade per month	What is the status of the goal based on student data?	What is the status of the goal based on student data?	What is the status of the goal based on student data?

	<p><i>Common Math Assessments</i> <i>Mental Math Learning Cycles</i> <i>RTI Model</i> <i>Numeracy Nights</i></p>	<p>M- How can you quantify (numerically or descriptively) measure progress?</p>	<p>To quantify and measure progress in achieving the learning targets from Pre-Kindergarten to Grade 9 by using a combination of formative and summative assessments, data tracking, and observational strategies.</p>			
		<p>A-Who is a part of the goal? What skills are needed? What resources are necessary?</p>	<ol style="list-style-type: none"> <li>Teachers</li> <li>Students</li> <li>School Admin</li> <li>Support Staff</li> <li>Sandra Anderson (TSEC)</li> <li>Math Catalyst</li> </ol>			
		<p>R- Is this goal relevant with prior goals and data?</p>	<p>Monthly Open Admin</p>			
		<p>T- What is the deadline?</p>	<p>Regular Check ups: Schedule monthly or bi-weekly to monitor progress, discuss challenges, and make any adjustments as necessary.</p>			
<b>TLC</b>	<p><i>Common Year Plan (CYP)</i> <i>Land Based Curriculum</i> <i>Professional Development</i> <i>Learning Cycles</i> <i>CREE Language Curriculum</i> <i>Teaching Treaties</i> <i>Indigenous Curriculum Framework (ICF)</i> <i>Cultural Activities</i> <i>Elders Council</i> <i>TLC Gathering</i></p>	<p>S- What is the goal? Be specific</p>	<p>By June 2026</p> <p>Land-based: Learn survival skills and traditional ways of knowing Language: understand and speak the language more fluently and confidently Record Pre-Post Assessments for L.B &amp; Language on OpenAdmin</p>	<p>What is the status of the goal based on student data?</p>		<p>What is the status of the goal based on student data?</p>
		<p>M- How can you quantify (numerically or descriptively) measure progress?</p>	<p>Planning and delivery of language methods and cultural practices workshops and seminars for professional development days. Provide guidance and design appropriate strategies to facilitate learning.</p> <p>Delivery of language teaching methods. Total Physical Response (TPR) and Accelerated Second Language Acquisition (ASLA).</p> <p>Delivery of cultural teachings and practices. To be delivered during Professional Development TBA.</p> <p>Guidelines and principles of the language methods will be visible amongst school participants.</p> <p>Cree language will be heard in hallways, offices, playground and on the bus. Cree and cultural knowledge will be evident in school environment, planning, instruction, and assessments.</p>			
		<p>A-Who is a part of the goal? What skills are needed? What resources are necessary?</p>	<p>Cree Language teacher/Catalyst, Teachers, students, School Admin, Support staff, Parents &amp; Caregivers</p> <p>The collaborative teams of TLC consists of: Anne Clarke - Coordinate, supervise, oversee the TLC services TLC Consultant TSEC - Priscilla Land based coordinator - Lorissa Beatty Land-based Teacher - Beverly Bird</p>			
		<p>R- Is this goal relevant with prior goals and data?</p>	<p>OpenAdmin: Review of prior goals and data as a baseline. Goals are in accordance with values, mission and vision statements for SABMS.</p>			
		<p>T- What is the deadline?</p>	<p>June 2026</p>			

				Check in/follow up: Schedule monthly or weekly monitor check ins for , discuss successes and challenges, adjust accordingly. Mid term Exam Final Exam Report cards			
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Curricular Programming and Frameworks Overview			SMART Goal Configuration (Specific, Measurable, Achievable, Relevant, Time-bound)		FALL Update	SPRING Update
P O R T F O L I O S	Stud ent Ser vic es	Pre-Screening and Post Assessments New Referrals Individualized Education Programs (IEP) High-Cost Students Accommodations/ Adaptations/Services/ Recommendations. Professional Development Guidance Counseling - Mental Health/Wellness NVSS/TSEC SLP, OT, Ed psych,Jordan’s Principle SLP/OT SS Team, Teacher, Parent, Student Meetings. Educational Assistants Service Provider facilitation.	S- What is the goal? Be specific	By the end of June 2026, the goal of the Student Support Services program will be to provide a collaborative team approach that will focus on Individualized support and recommendations for all students who qualify for services and that have an Individualized Education Plan throughout the school year.	What is the status of the goal based on student data?	What is the status of the goal based on student data?
			M- How can you quantify (numerically or descriptively) measure progress?	*Data Tracking/Database Collection - Pre/Post Assessments. *IEP Development/Progress Monitoring - Report Card periods (Nov, March, June) Elementary. *High School Reporting periods (Quad 1, 2, 3, 4, 5). Teacher/EA feedback/Reporting. *High-Cost Student Caseload numbers, IEP Caseload numbers, Types of Services provided/Recommendations throughout the year. *EA - Assignments (High-Cost/SEL) students/Training EAs how to data track. *Guidance Counselors’ - Student Caseloads, Scheduling, Cultural Component. *NVSS/TSEC SLP, OT, Ed psych, Jordan’s Principle tracking the number of students, services, scheduling & visits.		
			A-Who is a part of the goal? What skills are needed? What resources are necessary?	<b>The collaborative SS team will consist of:</b> <b>Yvonne</b> - Coordinate, Supervise team, EAs, GC’s, Oversee SS Program Scheduling & facilitation, Service Provider/Parent communication/meetings (NVSS - Screening, TSEC SLP/JP OT/SLP), New referrals, Consent form renewals, Database management/Overview, PD scheduling. <b>Maureen</b> - IEP development, progress monitor, new referrals, consent form renewals, data management, team/parent communication/meetings, student scheduling, Teacher/EA support, In-class student observations. <b>Lena</b> - IEP development, progress monitoring, team/parent meetings, student scheduling, Teacher/EA support, in-class observations, SEL students. <b>Resources:</b> - WRAT 5/SPS Pre/Post Assessments - IEP documents/Student schedules - New referral follow-up (October - March) - Consent Form renewals 2025-2026 - Confidential space for Ed psych assessments - Confidential Service provider/parent/student/team meeting space - Confidential Service space (TSEC/NVSS/JP/OT) - Individual one on one or small group work space - Program resources, supplies, Sensory room - Student Chromebooks/Headphones - Haggerty (Phonics) Program - Calendar of Events/Service provider visits/Due dates  <b>Educational Assistants/Assignments:</b> -One on One (HC/SEL) or Small group assignments. -Professional Development opportunities. -Team meetings.		

				<div><div>- IEP training - How to utilize the IEP for learning/progress monitoring.</div><div>- TSEC/NVSS SLP/OT - PD Training, scheduling, student caseloads.</div><div>- Jordan’s Principle SLP/OT - Scheduling, Student Caseloads.</div><div>Resources:</div><div><div>- Assignments - High-Cost/SEL students</div><div>- Team meetings/IEP Review/How to progress-monitor.</div><div>- Daily log</div><div>- Professional Development - SLEA Brian Zimmer/OTHER</div><div>- NVSS/TSEC - Pull Out scheduling</div></div><div>Guidance Counselors (Tiffany/Dean):</div><div>- Student Scheduling, Consent forms, Parent communication/meetings, /Inter-agency partnerships, Cultural Room/Elders/Activities/Events, Land-base connection.</div><div>Resources:</div><div><div>- Individual Confidential office space/office supplies</div><div>- Confidential filing cabinet with lock and key</div><div>- Student file/paperwork case management time</div><div>- Student Scheduling and Check-in system</div><div>- Safe space/Quiet space for students/parent meetings</div><div>- Cultural Space - supplies/resources</div><div>- Inter-agency partnerships/Community Events</div></div></div>		
			R- Is this goal relevant with prior goals and data?	<div>*Yes, the IEPs are a continuation of all students' goals. If students have achieved their goals, new goals will be decided upon in a team meeting with the parent/teacher.</div> <div>*Pre/Post assessment data from Literacy scores/Numeracy scores, Ed psych reports, any SLP/OT program goals/recommendations are added to or updated with the most recent data for each individual student’s IEP throughout the year.</div> <div>(All paper assessments are available and kept in the student’s file under lock and key in the student support office).</div> <div>*A Database Management System is in place using Google Spreadsheets for all programs and services provided for all students each year. It is kept up to date throughout the year.</div> <div>*A list of returning EAs/Support Staff is also kept on a file along with all students who require an assigned EA.</div>		
			T- What is the deadline?	<div>*Deadlines are coordinated with Fall/Winter/Spring Literacy/Numeracy scores.</div> <div>*Pre-Assessments for WRAT 5/SPS (Sept-October)/Post-Assessments (May-June).</div> <div>* Report card periods (Elementary - Nov/Mar/June) (High School - Quads 1-5).</div> <div>*Service agreement dates or depending on the number of services purchased.</div> <div>*Year-end updates and closing of IEPs (May-June).</div> <div>*Guidance Counselors begin caseload scheduling/consent forms prep (September and is on-going into June).</div> <div>*Educational Assistants - Daily logs (On-going/Monthly).</div>		
	High School	Curriculum, Instruction and Assessment Attendance, Retention Transitions and Career Pathways	S- What is the goal? Be specific	By June 2026 80% of students from P/K - 12 will achieve an overall attendance of 80%.	What is the status of the goal based on student data?	What is the status of the goal based on student data?
			M- How can you quantify (numerically or descriptively) measure progress?	Based on 3 A’s, academics, attendance and attitude Student Liaison monitor monthly - open Admin Attendance letter to parents of high school grade 6, 7, 8, 9, 10, 11, 12.		
		Professional Development Grade 9 Plan Graduation Plan Credit Recovery	A-Who is a part of the goal? What skills are needed? What resources are necessary?	Teachers, students, Admin, parents & caregivers Student Liaison		
			R- Is this goal relevant with prior goals and data?	Average cumulative from 2023-2024 is <b>74.8%</b> Open Admin Data		

				Average cumulative from 2024-2025 is <b>74.3 %</b> Open Admin Data (0.5 down)		
			T- What is the deadline?	Deadline is June 2026 80% attendance contract 80% * attendance letter to parents/attendance contract Mid term Exam Final Exam Report cards		