



School Level Plan

School: Kamsack Comprehensive Institute

School Year: 2020-21

COMPONENT ONE – FOUNDATIONAL ITEMS

Division Motto, Mission, Vision, Values, & Aspirational Statements/Compelling Why

Motto – Students Come First

Mission – “Building Strong Foundations to Create Bright Futures”

Vision – “Learning Without Limits ... Achievement For All”

Values – Belonging, Respect, Responsibility, Learning, Nurturing and Perseverance

Student Learning and Well-Being - We exist to provide the highest level of student learning. All students will experience learning environments rich in the opportunities and experiences necessary to promote intellectual, emotional, spiritual and physical well-being. Students will be provided with differentiated supports to assist them as they commit to develop their personal potential. They will be empowered to achieve success and positively impact the lives of others. Students will have access to relevant, engaging curriculum and instruction supported by effective assessment strategies and tools. A definitive focus on student growth requires the measurement of individual progress toward a clear set of identifiable and measurable outcomes. Data will be used to inform decision-making processes with the ultimate goal of promoting future personal growth and providing students the ability to achieve to their potential.

Equitable and Balanced Opportunities - We are committed to providing equitable, balanced opportunities among schools, students and staff. To achieve this goal, baselines are essential to organizational effectiveness. A baseline, or basic standard guideline, is a pre-determined level that must be established in order to achieve our strategic

School Mission, Vision, Values, & Compelling Why

Motto – Keep Caring Important

Mission – committed to providing a safe, caring environment where all can reach their unique potential as life-long learners

Vision – Learning Without Limits...Achievement for all

Values – Belonging, respect, responsibility, learning, nurturing, perseverance.

SCHOOL GOALS: At KCI we are striving to provide:
A wide variety of educational experiences to meet the needs and interests of all students.

1. A structured learning environment where student responsibility and self-discipline are fostered and mutual respect among staff and students is sought.
2. Opportunities for academic excellence.
3. Opportunities for the development of an understanding of other cultures.
4. A safe and attractive environment in which students will want to work and socialize.
5. Opportunities for leadership development.
6. Effective home and school communication.

In short, our goal is to provide a school, which our students are proud to attend and whose program is

STUDENT & FAMILY INTERNAL PROCESSES PEOPLE CAPACITY FINANCIAL STEWARDSHIP

objectives. Confirmed baselines provide us with the knowledge of the important components of our instructional and operational programs. The implementation of the strategic plan will include the development of baselines to guide future decisions with attention to high-level growth and achievement. In some instances, special circumstances will dictate that we go beyond established baselines to address specific needs. When that is the case, the division will implement equity processes. Equity is a system of fair and inclusive rules, processes or practices that must be consistently implemented to ensure transparency and student success. For example, in some instances, a school might have a higher than average occurrence of students with intensive learning needs. In such a case, the school could appeal to the intensive supports equity process to request additional teacher and/or paraprofessional staff beyond the established baseline. Another example might see a school being allotted additional caretaking staff beyond the established baseline due to the existence of a Pre-Kindergarten program within the facility. When baselines and equity processes are in place and adhered to, students, staff and school needs will be met in a fair and transparent manner. It is fundamentally important that board members, students, staff, families and communities are able to express a shared understanding of the established processes and baselines. The division will determine the “current state” and compare that to the “desired state.” The difference between the current and desired state will be classified as the “gap.” Schools will be provided with the tools to be given the optimum opportunity for success.

Accountability For All - We are all accountable. Board members, students, staff, families and community members have a responsibility, both individually and as part of the learning team, to participate and to contribute positively to public schools. We will provide high-level learning opportunities allowing students to reach their potential both in school, in family life and as part of their community. Knowledgeable, skilled staff will provide guidance and support in the development of capable, open-minded, educated citizens. Families and communities, working together with the school and school division, play an essential role in the creation of thriving, challenging learning environments to nurture the leaders of tomorrow. Innovative approaches to the

consistent with the values and expectations of the community, which we serve.

Compelling WHY?

All Children deserve our very best. We “keep caring important”. We want our students to grow. We strive to open doors for a bright future for all. We will provide the tools to ensure success.

Literacy skills (reading and writing) impact success in all coursework. Reading skills and comprehension are essential life skill. Writing is a necessary for communication and is a life long skill for all. These tools are required to be an informed citizen.

responsible management of division operations and activities will ensure efficiencies and improvements are achieved at all levels. Transparency and accountability in every area of operations are of paramount importance. Each person is held to a high professional standard and maintains a mutual respect for individual contributions to ensure success for our students and continuous school division progress. Individuals contribute to the team effort allowing all to reach their potential. Our success is a direct result of what we are able to accomplish together to achieve our best.

People Engagement - We are all a community of learners. Collaborative partnerships with students, staff, families and community members will enhance educational opportunities. The collective efforts of highly motivated, passionate, dedicated staff will result in successful students and promote continual progress towards ensuring every student is provided with the ability to succeed both within the school environment and after graduation. Internal and external communications focus on fostering and growing positive relations with students, staff, families and our communities to create a sense of confidence, optimism and pride in Good Spirit School Division. Innovative and inspiring board members, students, staff, families and community members in all areas of education will be positive ambassadors of their school experience. A thriving school community is built on a team effort within a healthy, culturally-responsive environment. As we continue to grow and change, our focus remains that of a safe, welcoming learning atmosphere that celebrates diversity, fairness, respect, responsibility and the deepening of knowledge.

Sustainable Infrastructure - We are committed to providing modern, responsible infrastructure to maintain and promote the highest levels of support for students, staff, families and the community. It is a core responsibility of the school division to ensure buildings, grounds, transportation and technology are built and maintained not only to current standards but that practices and procedures are in place to plan for a strong, vibrant future. We will develop proactive, innovative approaches to sustain, support and grow our facilities and systems. The Good Spirit School Division will continually look for

<p>efficiencies both internally and externally to ensure appropriate resources are targeted to our key areas including facilities, transportation, and technology. Students, staff, families and communities will have access to infrastructure that is safe and consistently responsive to a changing learning environment. Strong infrastructure will ultimately result in improved student achievement levels.</p>	
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COMPONENT TWO – ACTION PLAN		
Student & Family Focus		
Division Goal	School Level Goal (Supports Division Goal)	School Level Work Plan (Items to support school level goal)
<p>By June 30, 2021, 30% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.</p>		
<p>By June 30, 2021, the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from fall 2020 data.</p>	<p>By June 30, 2021, KCI will reduce the number of students reporting high anxiety by 2% from Fall 2020 data</p>	<p>Strategies:</p> <ul style="list-style-type: none"> ✓ Values of the month ✓ Art “therapy” ✓ Staff PD for self care/mindfulness ✓ Mind up curriculum – calm classroom ✓ Counselor support – classroom/small group/individual ✓ Aboriginal Achievement coach support ✓ Grad Coach Support ✓ Music – teach relaxation strategies ✓ All teachers will adopt a start up routine to facilitate calm ✓ Laughter and praise – reduce the negative ✓ Exercise and outdoor activities ✓ Breakfast and lunch program ✓ FTV ✓ Friends program ✓ Yoga ✓ Cultural room ✓ Explicitly teach strategies to cope with anxiety

COMPONENT TWO – ACTION PLAN

Student & Family Focus

Division Goal	School Level Goal (Supports Division Goal)	School Level Work Plan (Items to support school level goal)
		<ul style="list-style-type: none"> ✓ Be proactive – design supports for students known to struggle – RTI team referral ✓ Teacher mentors ✓ Promote extra curricular ✓ Wellness workshops ✓ Involve students in assisting peers ✓ Connect to community – ie nursing home/Victoria School ✓ Makerspace ✓ Flexible deadlines ✓ Teach executive functioning skills ✓ Allow multiple pathways to demonstrate achievement of outcomes
<p>By June 30, 2021, the three-year graduation rate will increase by 2% from the June 2019 data.</p> <p>By June 30, 2021, the five-year graduation rate will increase by 2% from the June 2019 data.</p>	<p>By June 30, 2021, 85% of grade 10 – 12 students will attain at least 8 credits per year.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> ✓ Credit rescue/intervention ✓ Google Docs list of overdue or to be worked on ✓ Bi weekly meetings ✓ Flagging students who need intervention ✓ Grad coach ✓ Aboriginal Achievement coach ✓ FTV school ✓ Increase parent communication and engagement ✓ Mentors and peer tutoring ✓ Addictions counsellor/increased counselling time ✓ Aboriginal Community Worker ✓ Homework club

COMPONENT TWO – ACTION PLAN

Student & Family Focus

Division Goal	School Level Goal (Supports Division Goal)	School Level Work Plan (Items to support school level goal)
		<ul style="list-style-type: none"> ✓ Extra curricular – ie cultural activities – drumming/dancing ✓ Increase teacher capacity ✓ Dual credits/special credits/locally determined options ✓ Distributed learning ✓ Blueprint for all students Gr 9 -12 ✓ Individual goal setting ✓ Career education classes ✓ Life transition class for all grade 11's ✓ Link students to the trades and local business people
<p>By June 30, 2021, students in Grades 4 to 12 will report a 2% increase in student intellectual engagement from fall 2020 data.</p>	<p>By June 30, 2021, KCI students will report a 2% increase in intellectual engagement from Fall 2020 data.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> ✓ Staff PD for self care – Positive Growth Mind Set ✓ Identify and assist disengaged students ✓ Landbased learning ✓ Spartan STEAM Hour ✓ grad coach ✓ aboriginal achievement coach ✓ FTV coach ✓ Elders in the classroom ✓ Use discursive strategies ✓ Identify reasons for disengagement ✓ Monitor and prepare interventions ✓ Engage families ✓ Positive reinforcement ✓ Use story telling and humour ✓ Student forum – ask student – SPEAK OUT program

COMPONENT TWO – ACTION PLAN

Student & Family Focus

Division Goal	School Level Goal (Supports Division Goal)	School Level Work Plan (Items to support school level goal)
		<ul style="list-style-type: none"> ✓ Mind Up curriculum – calm classroom ✓ Motivational speakers – join with other schools ✓ Revisit strategies monthly ✓ Student goal setting ✓ Differentiate instruction ✓ Provide academic materials that create interest and motivations ✓ Build relationships ✓ Provide enrichment opportunities ✓ Allow students to learn through their interests/passions ✓ Teacher/peer mentorship of students
<p>By June 30, 2021, all students will achieve a 2% increase in student attendance based on the June 2019 data.</p>	<p>By June 2021, all students will achieve a 2% increase in student attendance based on the June 2019 data.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> ✓ Strategic focus on yellow zone students ✓ Attendance check ins daily ✓ Coaches encourage school attendance ✓ Make sure teachers are aware of who is in the yellow/red zone ✓ Increase parent/student communication about the importance of attendance ✓ Monthly recognition for “green” attenders ✓ Strategic planning of engaging lessons using discursive strategies

COMPONENT TWO – ACTION PLAN

Student & Family Focus

Division Goal	School Level Goal (Supports Division Goal)	School Level Work Plan (Items to support school level goal)
		<ul style="list-style-type: none"> ✓ Aboriginal Achievement Coach ✓ Cultural supports ✓ Increase academic support – RTI/credit rescue/homev ✓ Staff mentors ✓ Encourage extra curricular involvement – expand pr group ✓ More opportunities – distributed learning ✓ Feed kids – breakfast/lunch ✓ Engage families – have caregivers in to share knowle ✓ Connect FN youth – ISSI project ✓ Reduce anxiety ✓ Grad coach ✓ Student mentors/role models/tutors/reading buddies ✓ Investigate the barriers to attendance ✓ Follow GSSD attendance plan ✓ Tier 1, Tier 2, Tier 3 strategies – see document ✓ Pursue transportation of students ✓ Increase student recognition through Junior assembl ✓ Celebrate increases along the way
<p>By June 30, 2021, GSSD will obtain an 80% parental satisfaction rating regarding COVID-19 supports and response.</p>		
<p>By June 30, 2021, there will be 2% more students reading at or above grade level in Grades 1 to 6 compared to the June 2019 data.</p>	<p>By June 30 2021, reading data will show a 2% increase in grade 5 and 6 students reading at or above grade level from the Fall 2020 assessment to the Spring 2020 assessment</p>	<p>Strategies</p> <ul style="list-style-type: none"> ✓ Global read alouds ✓ Librarian reading strategy website resource ✓ Rise up program ✓ Use literacy coaches ✓ Online reading programs – epic/raz kids ✓ Use gssd portal resources ✓ Balanced literacy classroom ✓ Use data to target instruction

By June 2

COMPONENT TWO – ACTION PLAN

Student & Family Focus

Division Goal	School Level Goal (Supports Division Goal)	School Level Work Plan (Items to support school level goal)
		<ul style="list-style-type: none"> ✓ Reading buddies ✓ Differentiate – do not make all students read the same material ✓ Develop classroom libraries ✓ Use graphic organizers ✓ Best fit books ✓ One on one conferencing ✓ Book talks/trailers ✓ Word wall/vocabulary ✓ Explicitly teach reading behaviors ✓ Targeting reading groups ✓ Guided reading ✓ Create a balanced literacy block ✓ Use F and P literacy continuum ✓ Create a school-wide reading culture ✓ Increase physical activity ✓ Targeted reading experiences ✓ Art inspired by literacy ✓ Work on fluency and comprehension ✓ Use technology Brainstorm platforms, padlet, pictures to express ideas, google read and write ✓ Anchor activities ✓ Exemplars ✓ Adapt assignments to the learner ✓ Refer to RTI team for additional supports
<p>By June 30, 2021, there will be 2% more students writing at or above grade level in Grades 4, 7, & 9 compared to the June 2019 data.</p>	<p>By June 30 2021, writing data will show an increase of 2% of grade 7 & 9 students writing at or above grade level compared with June 2019 data</p>	<p>Strategies</p> <ul style="list-style-type: none"> ✓ Use Sigmund Brouwer – author in residence – ✓ Use of portal resources ✓ Use of literacy coaches

COMPONENT TWO – ACTION PLAN

Student & Family Focus

Division Goal	School Level Goal (Supports Division Goal)	School Level Work Plan (Items to support school level goal)
		<ul style="list-style-type: none">✓ Refer to the Ministry Writing Continuum to confirm outcomes, essential skills, text forms and recommended lengths, and before/during/after strategies✓ Share writing samples and analytical rubrics with students and co-construct criteria✓ Writing instruction as part of a balanced literacy framework where the reading and writing connection is fostered through mentor texts, modelled/shared writing and independent writing✓ Target instruction with writing mini lessons using the F and P✓ literacy continuum and <i>Writing Strategies</i>✓ Set writing goals with students and confer with students early in the writing process✓ Establish a school – wide writing culture across grades and subjects✓ ELA teachers will be clear on the measurement tool (meet with Charlotte Raine)✓ Utilize writing strategy book✓ Use EET writing strategy✓ Use GSSD writing rubric✓ Daily writing✓ Create portfolios✓ Words their way✓ Grade alike writing stations

COMPONENT TWO – ACTION PLAN

Student & Family Focus

Division Goal	School Level Goal (Supports Division Goal)	School Level Work Plan (Items to support school level goal)
		<ul style="list-style-type: none"> ✓ 5/6 PLC focus on writing/clarifying rubrics/review exemplars/targeted skill development group ✓ Practice gallery walks – bump it ups ✓ Self assessments ✓ GSSD writing supports ✓ PLC with colleagues ✓ Formative assessments and benchmarking with other teachers ✓ Set goals with students ✓ Refer to RTI for additional support ✓ Increase teacher capacity through various PD opportunities
<p>By June 30, 2020, there will be 2% more Grades 2, 5, & 8 students at or above grade level in math compared to the June 2019 data.</p>	<p>By June 30 2021 the spring math screener results for grades 5 – 9 will show a 2% increase between the Fall 2020 and Spring 2021 data</p>	<p>Strategies</p> <ul style="list-style-type: none"> ✓ Variety of review techniques and strategies including: ✓ Use GSSD math screeners ✓ Real world applications ✓ Manipulatives ✓ Math pull outs – RTI ✓ Use GSSD math coach ✓ GSSD math portal resources ✓ Visit other classes – math pods ✓ Use of discursive strategies ✓ FTV coach ✓ Many formative assessments (variety) ✓ Cross grade tutors ✓ Cross curricular ✓ Math games ✓ Technology – Knowledgehook, Khan Academy ✓ After school clubs ✓ Use of study hall ✓ Math catalyst teacher support ✓ Math dictionaries

COMPONENT TWO – ACTION PLAN**Student & Family Focus**

Division Goal	School Level Goal (Supports Division Goal)	School Level Work Plan (Items to support school level goal)
		<ul style="list-style-type: none"> ✓ Identify students who need support early – RTI ✓ Teachers attend PD around mathematics

People Capacity

Division Outcomes	School Level Goal (Supports Division Goal)	School Level Work Plan (Items to support school level goal)
By June 30, 2021, GSSD will increase our organization’s cultural competencies through division-wide processes and learning that grow our collective understanding about Indigenous identity, histories, worldview and systemic barriers.		

COMPONENT THREE - THE REVIEW PLAN

Three times per year, the school team should unpack their LIP. Emphasis should be placed on results. The following questions may be used as prompts for discussion.

- What is on and off target?
- What do we need to adapt in our plan?
- What can we do to be more effective as a team?
- What can I do to be a more effective team member?

COMPONENT FOUR - THE COMMUNICATION PLAN

How will the plan and progress be communicated to the school community? Note, a copy of the signed LIP should be posted on the school website.

a copy of the signed LIP will be posted on the school website.
Updates on LIP goals will be presented at SCC meetings.

In-School Administrator(s) Signature

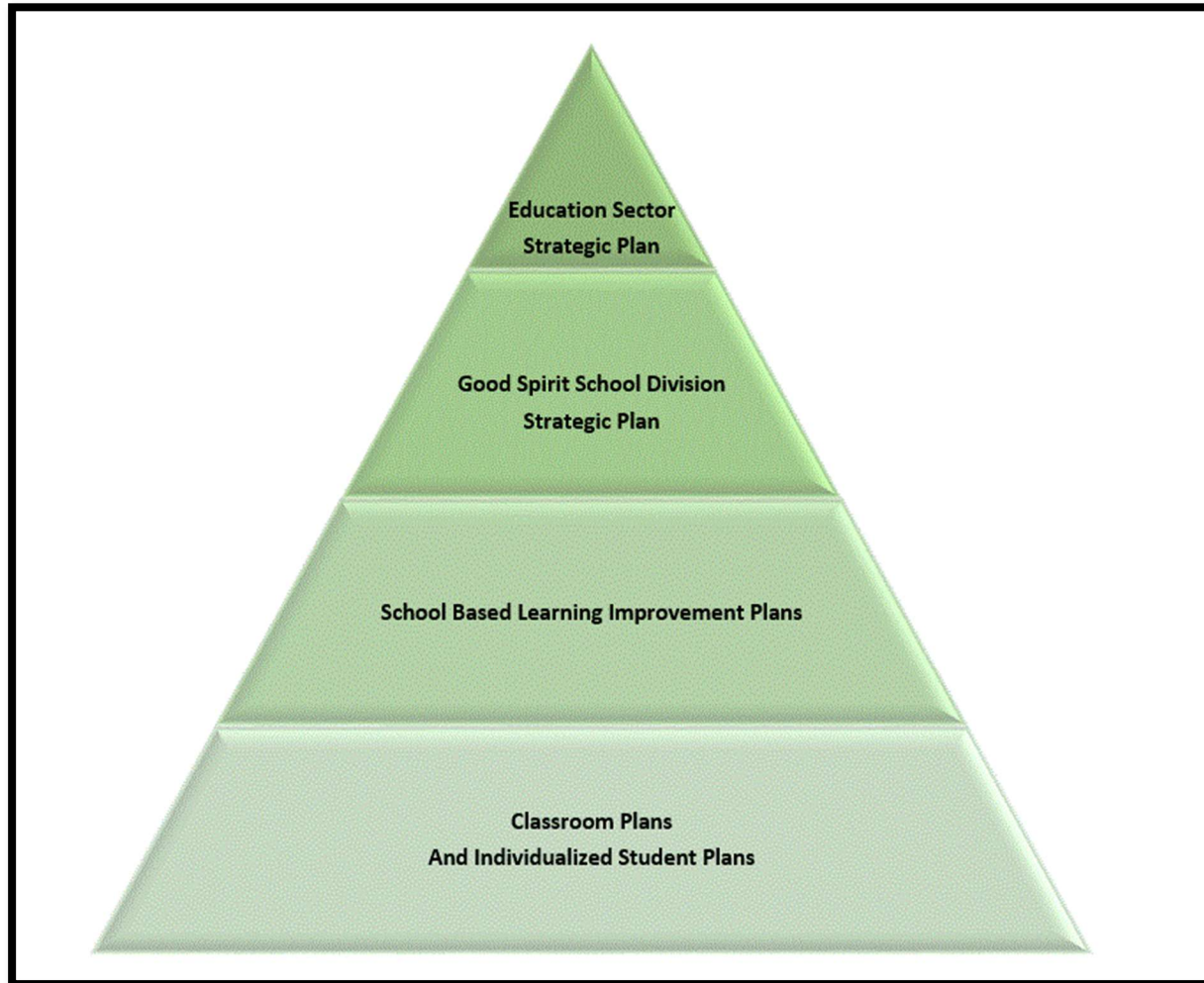
Date

School Community Council Chairperson Signature

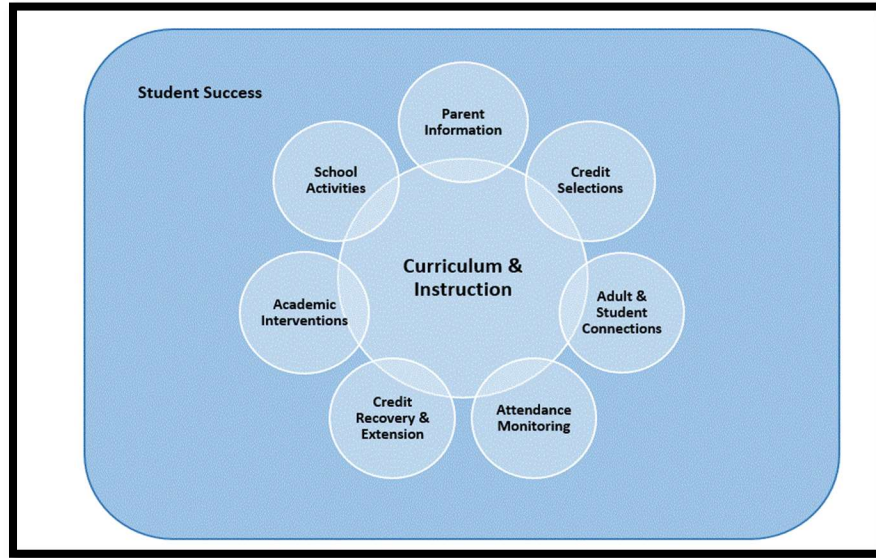
Date

Learning Improvement Plan Resources

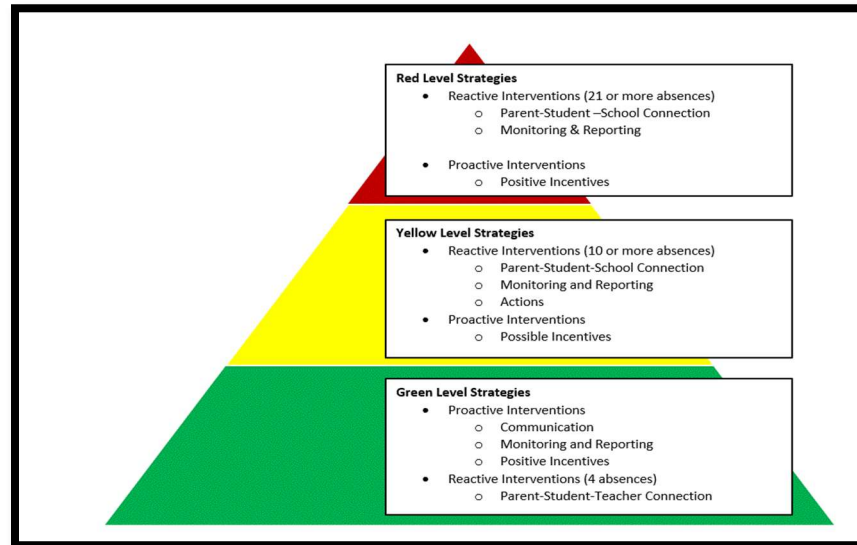
Strategic Plan Cascade



GSSD Student Success Framework



GSSD Attendance Pyramid of Interventions



GSSD Academic Pyramid of Interventions

Academic Intervention – The Intersection of the Adaptive Dimension and Response to Intervention

Providing students with timely and regular academic interventions is an important component of the Good Spirit School Division's Framework for Student Success, Achievement and Graduation. This can be accomplished through the systemic implementation of supports and through regular and consistent application of the fundamentals of the Adaptive Dimension.

Red Level Strategies

- Curricular and materials, instructional and assessment, or environmental adjustments are selectively and purposefully designed to meet individual student needs.
- Emphasis is on tailoring the content and instructional approach in the context of individual needs so that the student achieves the outcomes.

Yellow Level Strategies for small groups of students

- Curricular and materials, instructional and assessment, or environmental adjustments are selectively and purposefully applied to similar interest, need or ability groupings.
- Emphasis is on enriching, extending, reinforcing, or differentiating to stated curricular outcomes.

Green Level Strategies for all students

- Decisions about curriculum and materials, instruction and assessment, and environment are applied to all students.
- A variety of instructional approaches is employed.