

School Level Plan

School: Preeceville School

School Year: 2021-2022

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, Perseverance and Diversity

High Quality Teaching and Learning

- Provincial curricula and related resources that are developmentally appropriate and culturally responsive.
- Place play based learning experiences that support a sense of personal competency, self-efficacy, and social responsibility; and,
- A wide range of opportunities to learn, practice, experience and demonstrate understanding, confidence, and motivation for a healthy and balanced life.

Engagement of All Students, Families, and Communities

- Efforts are aligned to promote student, family, staff and community health and well-being.
- School Community Councils and First Nations Education organizations are involved in School Level Plans.
- School Leadership values cooperation, effective interpersonal communication and shared decision making.
- Schools, families, and communities engage in ongoing discussions and shared efforts to promote and support the health and well-being of staff, students, and the community; and,
- Reciprocal relationships share resources and services within the school and community.

School Mission, Vision, Values, & Compelling Why

Motto – Serving Students First

Mission – “Encouraging students to reach their potential”

Vision – “All students can learn at high levels”

Values – Building self-confidence, developing respect for others, and providing a sound body of knowledge.

Compelling Why

All students should have access to and experience the highest level of student-centered learning we can provide. We as a staff will promote intellectual, emotional, spiritual, and physical well-being. We will educate the whole student through a variety of academic and non-academic programming.

Effective Policy

- Protocols for collaboration on policy development and related protocols practices for health and well-being.
- Ongoing evaluation and monitoring of needs and effectiveness of efforts to improve well-being.
- Promising practices that enhance and well-being; and,
- Clear practices, procedures, protocols and regulations regarding health and safety in children and youth (e.g., nutrition, anti-bullying, physical activity, pandemic planning, air quality).

Healthy, Sustainable Physical and Social Environments

- Access to and support for healthier options.
- A welcoming, caring, and inclusive environment.
- Healthy relationships among and between staff, students, and the community.
- Responsive and inclusive leadership of staff, students, and community.
- Relationships that influence and are influenced by families, cultural perspectives, and the community.
- Modern, responsible infrastructure to maintain and promote the highest levels of support for students, staff, families, and the community.
- Systems that 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.
- Proactive, innovative approaches to sustain, support and grow Division facilities and systems.
- Efficiencies, both internally and externally, to ensure appropriate resources are targeted to our key areas including facilities, transportation, and technology.
- Strategies to use the school buildings and grounds, materials, equipment, and routes to and from the school to enhance well-being of staff, students, and the community; and,
- Informal role modelling, peer support, nurturing families, and safe communities.

| COMPONENT TWO – ACTION PLAN | | |
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| High Quality Teaching and Learning | | |
| Division Level | School Level | |
| Division Outcomes | School Level Outcome &/or Work Plans (Supports Sector and Division) | Evidence of Progress (How Have You Done?) |
| By June 30, 2022, 27% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten. | <p>By June 30, 2022, 27% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.</p> <ul style="list-style-type: none"> • Focus on growth in literacy; Use of Fall EYE assessment to target support • Consistent classroom routines and expectations • Self-regulation in small groups (RTI); use 5 point scale • Communicate with parents regularly, use SeeSaw as an extension of learning • Parent engagement activities- Virtual • Compare to spring assessment • Meet each term to communicate student growth • Kindergarten Teacher PD • SeeSaw | <ul style="list-style-type: none"> • |
| By June 30, 2022, 90% of Grade 1 to 6 students will show one-years growth in their reading levels. | <p>By June 2022, at least 60% of Grades 1-12 students will be at or above grade level on the goal setting outcome under the Assess and Reflect Strand.</p> <ul style="list-style-type: none"> • F & P testing Gr. 1-6 • Use Clevr/data warehouse to study last year's data; fall and spring gradients • Provide teacher led guided reading instruction and strategies | |

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| | <ul style="list-style-type: none"> • Provide intensive LLI, Seeing Stars and Rime Magic Daily 5 • Conferencing with students • Advancing on the F & P scale • GSSD rubrics | |
| By June 30, 2022, there will be 2% more students writing at or above grade level in Grades 4, 7, & 9 compared to the June 2019 data. | <p>By June 2022, at least 60% of Grades 1-12 students will be at or above grade level on the goal setting outcome under the Assess and Reflect Strand.</p> <ul style="list-style-type: none"> • Writing exemplars • EET strands • Use the provincial writing rubrics for Grades 1-12 • use Clevr/data warehouse to inform instruction | |
| By June 30, 2022, there will be 2% more Grades 2, 5, & 8 students at or above grade level in math compared to the June 2019 data. | <p>By June 30, 2022, at least 58% of students will be at or above grade level in math.</p> <ul style="list-style-type: none"> • Implement a curriculum mapping framework from kindergarten to Grade 9 Gotta Haves in each grade. • Mathology and Knowledge Hook • Math instructional coaches • Grades 2, 5, & 8 data • Math-assessment screener • GSSD rubrics | |

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| | <ul style="list-style-type: none"> Sk Common Math Assessments | |
| By June 30, 2022, the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from spring 2021 data. | <p>By June 30, 2022, the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from spring 2021 data.</p> <ul style="list-style-type: none"> Instruct students on emotional intelligence and anxiety/stress (compile/purchase resources) Vocabulary instruction prior to the SOSQ for 4-12 Incorporate more life skills in lower grades (review curriculum to see what matches our concept of this) Follow Kevin Cameron Guidelines for return to school “model calm” R360 screeners have a “library” of resources Use R360 PD modules Student of concern section in staff meetings At risk staff/student mentorship | |
| By June 30, 2022, the three-year graduation rate will increase by 2% from the June 2021 data. | <p>By June 30, 2022, the three-year graduation rate will increase by 2% from the June 2021 data.</p> <ul style="list-style-type: none"> High school assignment B policy Building relationships with students and parents – putting a face to the data Use RTI time to address gaps in | |

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| | literacy and math <ul style="list-style-type: none"> • All middle years teachers trained and using My Blueprint; Follow completion guides for each grade. • Data warehouse • Conferencing • My Blue Print E-Portfolios • SOSQ and My School data “dive” • Tech Time- Using the Google suite of products. • Flexible Timetable options for grade 11 & 12 • Promote special project credits and apprenticeship credits • ELA A 30 taught to all gr 11’s 2nd semester • Flit 30 to all grade 11’s • Life 101 to all gr 12’s • ENG 100 online option • Sask Poly Tech dual credit options • Grad coach and grad planning • Credit Recovery | |
| By June 30, 2022, the five-year graduation rate will increase by 2% from the June 2021 data. | By June 30, 2022, the five-year graduation rate will increase by 2% from the June 2021 data. See above | |
| By June 30, 2022, students in Grades 4 to 12 will report a 2% increase in student intellectual engagement from spring 2021 data. | By June 30, 2022, students in Grades 4 to 12 will report a 2% increase in student | |

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| | intellectual engagement from spring 2021 data. <ul style="list-style-type: none"> • Blended Learning • Responsive student-centered teaching • SOSQ and My School Data • SRC student voice • Environment/culture scan | |
| By June 30, 2022, GSSD will demonstrate a commitment to provide professional development and training to its staff based on the four Aspirational Statements. | | |

| Engagement of All Students, Families and Communities | | |
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| By June 30, 2022, all students will achieve a 2% increase in student attendance based on the June 2021 data. | By June 30, 2022, all students will achieve a 2% increase in student attendance based on the June 2021 data. <ul style="list-style-type: none"> • Use School Messenger for absences not reported to the office • Blended learning opportunities • Promote with social media • Edsby- onboarding parents and students • K-12 staff/parent/student communication • QR code use | |
| By June 30, 2022, GSSD will increase our organization's cultural competencies through division-wide processes and professional learning that grow our collective understanding about Indigenous identity, histories, worldview, and systemic barriers. | By June 30, 2022, Preeceville School will increase our schools' cultural competencies through school-wide processes and professional learning that grow our collective understanding about Indigenous identity, histories, worldview, and systemic barriers. | |

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| | <ul style="list-style-type: none"> • Treaty recognition at all meetings and events at our school • Adult treaty PD through staff meetings • When appropriate, building students' capacity for intercultural understanding, empathy, and mutual respect #63(iii) by use of treaty education, FNMI texts and acknowledgement of FNMI days • Participate in Orange Shirt Day | |
| By June 30, 2022, GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships. | | |
| By June 30, 2022, GSSD will actualize an Early Years Engagement Network to enhance educational opportunities for early years students. | | |
| By June 30, 2022, GSSD will establish a First Nations, Métis, and Inuit Advisory Council to enhance educational opportunities for Indigenous students. | | |

| Effective Policy and Procedures | | |
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| By June 30, 2022, each functional area within GSSD will demonstrate improvement in services through the development, review, and revision of administrative procedures that reduce barriers and enhance student success. | | |
| By June 30, 2022, each functional area within GSSD will demonstrate improvement in services through the development, review, and revisions of processes that reduce barriers and enhance student success. | | |

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| By June 30, 2022, GSSD will implement systemic and transparent approaches to find efficiencies and increase value for money allowing the Division to respond to the challenges of student and staff needs. | | |

| Healthy, Sustainable Physical and Social Environments | | |
|---|--|--|
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| By June 30, 2022, students will report feeling welcomed, included and feel a sense of belonging and caring at school. | By June 30, 2022, students will report feeling welcomed, included and feel a sense of belonging and caring at school. <ul style="list-style-type: none"> • SOSQ • Our School Survey Data • Student Voice • R360 screeners have a “library” of resources • Use R360 PD modules • Kevin Cameron Videos • Student of concern section in staff meetings • At risk staff/student mentorship | |
| By June 30, 2022, staff will report feeling welcomed, included and feel a sense of belonging and caring at work. | By June 30, 2022, staff will report feeling welcomed, included and feel a sense of belonging and caring at work. <ul style="list-style-type: none"> • PD focused staff meetings • Open communications • Live the service commitments | |
| By June 30, 2022, students will develop mental fitness (state of well-being and having a positive sense of how we feel, think, and act) to identify emotions and access supports. | By June 30, 2022, students will develop mental fitness (state of well-being and having a positive | |

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| | <p>sense of how we feel, think, and act) to identify emotions and access supports.</p> <ul style="list-style-type: none"> • Kevin Cameron supports for Trauma informed decisions • Focus on social and emotional health using the resources from NACTAR with students • Mindfulness | |
| By June 30, 2022, staff will develop mental fitness (state of well-being and having a positive sense of how we feel, think, and act) to identify emotions and access supports. | <p>By June 30, 2022, staff will develop mental fitness (state of well-being and having a positive sense of how we feel, think, and act) to identify emotions and access supports.</p> <ul style="list-style-type: none"> • See above | |
| By June 30, 2022, students will receive timely and responsive evidence-based prevention and intervention services at school. | <p>By June 30, 2022, students will receive timely and responsive evidence-based prevention and intervention services at school.</p> <ul style="list-style-type: none"> • ROA's/RTI Interventions in CLEVR • RTI meetings in a timely fashion • LLI/Rhyme Magic interventions | |
| By June 30, 2022, students and families will report that they know where to turn for more intensive support when needed. | <p>By June 30, 2022, students and families will report that they know where to turn for more intensive support when needed.</p> <ul style="list-style-type: none"> • Live the Service Commitments • Social Media promotion • Student Services feature in Newsletter | |
| By June 30, 2022, GSSD will enhance the physical facilities occupied by students and staff to ensure health and well-being. | <p>By June 30, 2022, Preeceville School will enhance the physical facilities occupied by students and staff to ensure health and well-being.</p> <ul style="list-style-type: none"> • Continue with Library project. • Outdoor learning/playground project • Breakfast Café | |

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| | <ul style="list-style-type: none"> Panther cafe | |
| By June 30, 2022, all high schools will have established alliances for gender and sexual diversity. | <p>By June 30, 2022, all high schools will have established alliances for gender and sexual diversity.</p> <ul style="list-style-type: none"> Preeceville School have teachers ready to support students ready to go | |

| COMPONENT THREE - THE REVIEW PLAN |
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| 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. |
| <ul style="list-style-type: none"> 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 |
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| How will the plan and progress be communicated to the school community? Note, a copy of the signed School Level Plan should be posted on the school website. |
| School Website, Facebook, SCC and SRC |

Douglas King

November 18, 2021

In-School Administrator(s) Signature

Date

Amanda Balyski

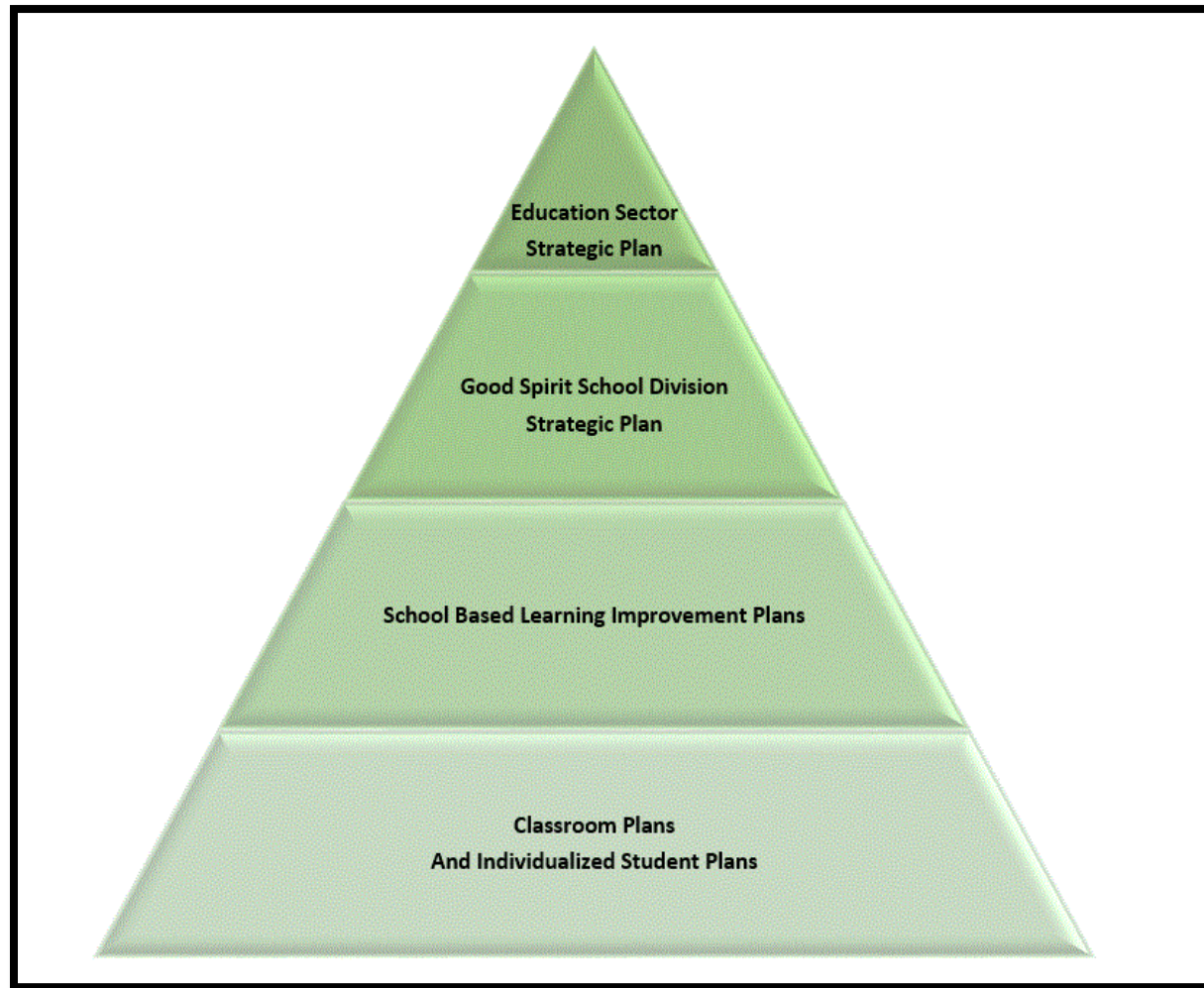
November 18, 2021

School Community Council Chairperson Signature

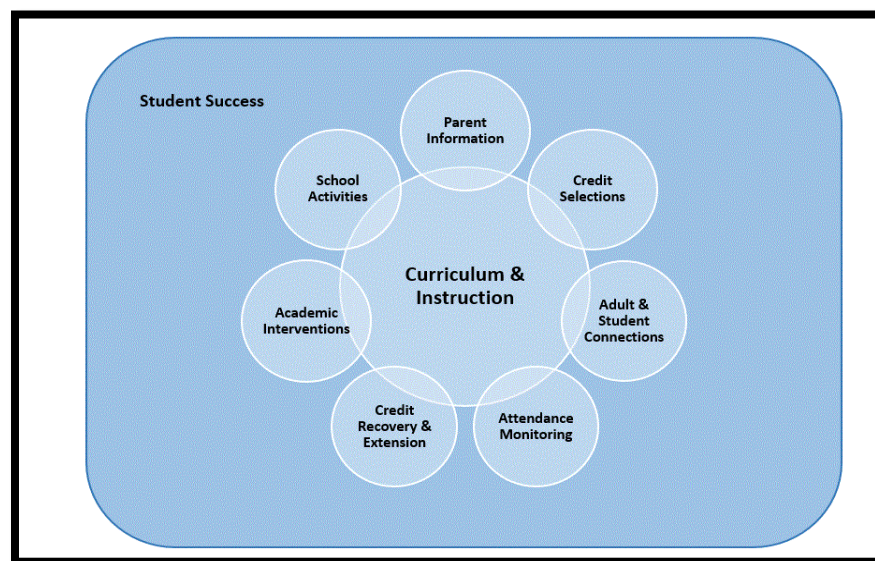
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Learning Improvement Plan Resources

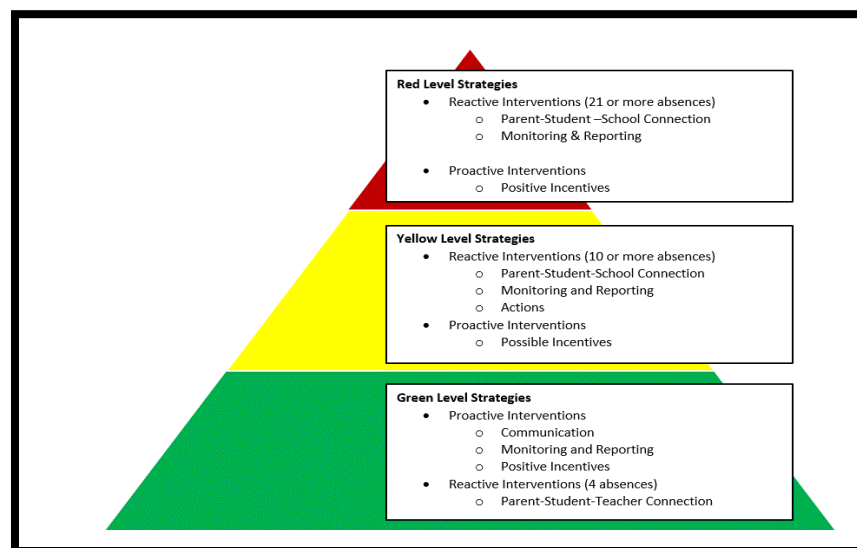
Strategic Plan Cascade



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.

