

## School Level Plan

**School:** Melville Comprehensive School

**School Year:** 2021-22

### COMPONENT ONE – FOUNDATIONAL ITEMS

| Division Motto, Mission, Vision, Values, & Aspirational Statements/Compelling Why   | School Mission, Vision, Values, & Compelling Why   |
|---|--|
| <p><b>Motto</b> – Students Come First</p> <p><b>Mission</b> – “Building Strong Foundations to Create Bright Futures”</p> <p><b>Vision</b> – “Learning Without Limits ... Achievement For All”</p> <p><b>Values</b> – Belonging, Respect, Responsibility, Learning, Nurturing, Perseverance and Diversity</p> <p><b>High Quality Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Provincial curricula and related resources that are developmentally appropriate and culturally responsive.</li> <li>• Place play based learning experiences that support a sense of personal competency, self-efficacy, and social responsibility; and,</li> <li>• A wide range of opportunities to learn, practice, experience and demonstrate understanding, confidence, and motivation for a healthy and balanced life.</li> </ul> <p><b>Engagement of All Students, Families, and Communities</b></p> <ul style="list-style-type: none"> <li>• Efforts are aligned to promote student, family, staff and community health and well-being.</li> <li>• School Community Councils and First Nations Education organizations are involved in School Level Plans.</li> <li>• School Leadership values cooperation, effective interpersonal communication and shared decision making.</li> <li>• 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,</li> <li>• Reciprocal relationships share resources and services within the school and community.</li> </ul> | <p>MCS will provide a safe and caring environment, where students are challenged to become engaged citizens and lifelong learners.</p> <p>All students, staff, parents, and community members will value and work towards:</p> <p style="text-align: center;">Personal Excellence in Academics<br/>Creating a Caring, Positive School Climate<br/>Engaged Citizenship</p> <ul style="list-style-type: none"> <li>• We believe all students can learn</li> <li>• We encourage the acceptance of diversity</li> <li>• We will continue to collaborate with our various stakeholders</li> <li>• We promote the development of student abilities needed to become active informed citizens</li> <li>• We will provide adaptations to ensure student success</li> </ul> |

**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  |   |  |
|--|---|--|
| High Quality Teaching and Learning   |   |  |
| Division Level   | School Level  |  |
| Division Outcomes  | School Level Outcome &/or Work Plans<br>(Supports Sector and Division)  | Evidence of Progress<br>(How Have You Done?)   |
| By June 30, 2022, 27% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.       | Not Applicable  | Not Applicable   |
| By June 30, 2022, 90% of Grade 1 to 6 students will show one-years growth in their reading levels.                                   | Not Applicable  | Not Applicable   |
| 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><b>By June, 2022, MCS will see 2% more students in grades 7 and 9 at or above grade level in writing.</b></p> <p><b>Sept-Nov</b></p> <ul style="list-style-type: none"> <li>-Classroom teacher/SST/Admin establish previous writing data for each student</li> <li>-Collaborate with Instructional Team to determine best practice, best resources to support writing</li> <li>-Provide Intervention Teacher training to support</li> </ul> <p><b>Dec-Feb</b></p> <ul style="list-style-type: none"> <li>-Implement pan-curricular strategies for writing</li> <li>-Collaborate amongst MY teachers to embed evaluation in ELA assignments</li> </ul> <p><b>March-May</b></p> <ul style="list-style-type: none"> <li>-Carry our Holistic assessments</li> <li>-Determine growth</li> </ul> | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Holistic Writing Assessment</li> <li>GSSD indicators of Responsive Teaching</li> <li>GSSD ELA Curriculum, Assessment &amp; Instruction</li> <li>GSSD Literacy Link</li> <li>Levelled Literacy Intervention</li> <li>SASK READS</li> <li>GSSD Data Warehouse</li> </ul> <p><b><u>School Improvement Teams Check and Reflect:</u></b><br/>(SITs to provide evidence of Progress)<br/><u>Dec 8, 2021</u></p> <p><u>March 2, 2022</u></p> <p><u>May 24, 2022</u></p> |



| COMPONENT TWO – ACTION PLAN  |  |   |
|--|--|---|
| High Quality Teaching and Learning   |  |   |
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| 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><b>By June, 2022, 2% more grade 8 students will be at or above grade level as measured by the Math assessment.</b></p> <p><b>Focus: Intervention toward the gaps in learning for 7-9 Math. “Close the gaps to set students up for success”</b></p> <p><b>Sept-Nov</b></p> <ul style="list-style-type: none"> <li>-Complete Math Screener</li> <li>-SST compiled data into spreadsheet for ease of reference</li> <li>-Intervention teacher to collaborate with MY classroom teachers and SST to determine RTI-style groups (Green, Yellow, Red)</li> <li>-Intervention Teacher to work with Red level math students; classroom teacher to work with Green/Yellow groupings</li> <li>-Focus on pre-teaching strategies with collaboration between classroom teacher and SST</li> </ul> <p><b>Dec-Feb</b></p> <ul style="list-style-type: none"> <li>-Revisit groupings; Intervention applied in response to data</li> <li>-Explore concepts and PD from DMTI (Developing Math Teaching Institute)</li> <li>-MY SIT group to explore and utilize resources available such as KnowledgeHook, engage teacher leadership to share best practice</li> </ul> <p><b>March-May</b></p> <ul style="list-style-type: none"> <li>-Administer Spring math assessment</li> <li>-evaluate outcome, set goals for next school year</li> </ul> | <p><b>Resources:</b><br/>Mathology<br/>KnowledgeHook</p> <p><b>Resources:</b><br/>Math Screener<br/>Number Sense data<br/>SST Spreadsheet</p> <p><b><u>School Improvement Teams Check and Reflect:</u></b><br/>(SITs to provide evidence of Progress)<br/><u>Dec 8, 2021</u></p> <p><u>March 2, 2022</u></p> <p><u>May 24, 2022</u></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><b>By June 2022, MCS will report a reduction in anxiety for students by 2%</b></p> <p><b>Focus: To create therapeutic spaces for students</b></p> <p><b>Sept-Nov</b></p> <ul style="list-style-type: none"> <li>-Complete the establishment of a High School and Middle Years SST Rooms</li> <li>-Work with Facilities to create a work plan around ventilation for ceremony (ie: smudging)</li> <li>-Establish connections with Aboriginal Advisor and local Elders</li> <li>-Form and meet with a Student Advisory Committee to guide staff response to student need</li> </ul>   | <p><b>Resources:</b><br/>SOSQ<br/>Our School Data</p> <p><b><u>School Improvement Teams Check and Reflect:</u></b><br/>(SITs to provide evidence of Progress)<br/><u>Dec 8, 2021</u></p>  |



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|   | <p><b>Dec-Feb</b></p> <ul style="list-style-type: none"> <li>-Meet with school chapel committee to understand restoration, intent of the space, and vision</li> <li>-Connect with a volunteer to utilize the space as a place to offer support (ie: Youth Pastor)</li> </ul> <p><b>March-May</b></p> <ul style="list-style-type: none"> <li>-embed a locally develop question in My School survey to gather data about student engagement with the therapeutic spaces in the school.</li> </ul>  | <p><u>March 2, 2022</u></p> <p><u>May 24, 2022</u></p>   |
| By June 30, 2022, the three-year graduation rate will increase by 2% from the June 2021 data. | <p><b>Bu June, 2022, MCS will increase graduation rates by 2%.</b></p> <p><b>Focus: Foster a culture of innovation and commitment to supporting student graduation</b></p> <p><b>Sept-Nov</b></p> <ul style="list-style-type: none"> <li>-Establish Career Counselor/Admin norms, weekly check ins, and common procedures</li> <li>- Review all timetables, credit counts, and DL course attempts to finalize a pathway to graduation for all 10-12 students</li> <li>-Individual meetings with all at-risk students within September</li> <li>-Progress reports sent home and student progress regularly discussed with parents (classroom teacher/Admin)</li> <li>-Struggling students identified to RTI team each month; Team to initiate support</li> </ul> <p><b>Dec-Feb</b></p> <ul style="list-style-type: none"> <li>-Course completion reviewed immediately at the end of each Quad; Credit recovery utilized to complete courses</li> <li>-Edsby Credit Recovery process learned and integrated</li> <li>-Gr. 10 and 11 student progress reviewed with High School SIT (to include SST)</li> </ul> <p><b>March-May</b></p> <ul style="list-style-type: none"> <li>-Review course offerings with staff to include student course selections for best fit</li> <li>-Monitor progress (Eligible to Graduate)</li> <li>-Review timetables with students prior to year end for changes to limit lost instructional time due to course changes in September</li> </ul> | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Data Warehouse</li> <li>Edsby PD Group</li> <li>High School Curriculum Coaches</li> </ul> <p><b><u>School Improvement Teams Check and Reflect:</u></b><br/>(SITs to provide evidence of Progress)</p> <p><u>Dec 8, 2021</u></p> <p><u>March 2, 2022</u></p> <p><u>May 24, 2022</u></p> |



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| High Quality Teaching and Learning   |   |  |
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| By June 30, 2022, the five-year graduation rate will increase by 2% from the June 2021 data. | <p>By June 2022, MCS will see an increase in 5 year graduation rates.</p> <p>Focus: Create a graduation pathway to meet student ability, stamina, and interest</p> <p>Sept-Nov</p> <ul style="list-style-type: none"> <li>-Work with High School SIT, MY SIT, and SST team to identify students that may need a course-reduced experience through HS (i.e.: maximum of 3 or 4 credits per semester)</li> <li>-Determine course offerings that fit cohort ability (i.e: full year WAM 10 for a particular group)</li> </ul> <p>Dec-Feb</p> <ul style="list-style-type: none"> <li>-Meet with Curriculum team to discuss a framework for “Hands-On Grad” initiative (program aimed to provide integrated curriculum through high interest theme-based instruction and content)</li> <li>-Discuss staffing initiatives and needs assessment to deliver “Hands-on Grad” programming.</li> <li>-Create 5 year grad plans for applicable students in collaboration with HS SIT, SST, and Admin</li> </ul> <p>-March-May</p> <ul style="list-style-type: none"> <li>-Review staffing initiatives</li> <li>-Finalize timetables and course selections with 5 year plan in mind</li> </ul> | <p>Resources:</p> <p>Data Warehouse</p> <p>Edsby PD Group</p> <p>High School Curriculum Coaches</p> <p><u>School Improvement Teams Check and Reflect:</u><br/>(SITs to provide evidence of Progress)<br/><u>Dec 8, 2021</u></p> <p><u>March 2, 2022</u></p> <p><u>May 24, 2022</u></p> |

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|---|---|--|
| High Quality Teaching and Learning  |   |  |
| Division Level  | School Level  |  |
| Division Outcomes   | School Level Outcome &/or Work Plans<br>(Supports Sector and Division)  | Evidence of Progress<br>(How Have You Done?)   |
| By June 30, 2022, students in Grades 4 to 12 will report a 2% increase in student intellectual engagement from spring 2021 data.                              | -Admin will engage students in a discussion of course offerings to explore interest in Agricultural PAA offerings, Special Project Credits, Work experience opportunities, Mental Health & Well Being 20L | <b>Resources:</b><br>Pathways to graduation<br>GSSD Curriculum Team<br><br><b>School Improvement Teams Check and Reflect:</b><br>(SITs to provide evidence of Progress)<br><u>Dec 8, 2021</u><br><br><u>March 2, 2022</u><br><br><u>May 24, 2022</u> |
| By June 30, 2022, GSSD will demonstrate a commitment to provide professional development and training to its staff based on the four Aspirational Statements. | <b>Division Initiative</b>  | <b>Division Initiative</b>   |



| Engagement of All Students, Families and Communities   |   |   |
|--|---|---|
| Division Level   | School Level  |   |
| Division Outcomes  | School Level Outcome &/or Work Plans<br>(Supports Sector and Division)  | Evidence of Progress<br>(How Have You Done?)  |
| By June 30, 2022, all students will achieve a 2% increase in student attendance based on the June 2021 data.   | <p><b>MCS will support students to achieve a 2% increase in attendance over 2021 data.</b><br/> <b>Focus: MCS will make attendance a priority effort</b></p> <p><b>Sept-Nov</b><br/>           -Establish an Attendance Team (MS, DW)<br/>           -Establish a process of reporting Absenteeism between classroom teacher, Administrative Assistant, Administration, SST, Student Counsellor Career Counsellor.</p> <p><b>Dec-Feb</b><br/>           -Establish and create Attendance Letters/Attendance Meetings procedures.<br/>           -Continue to develop the approaches and procedures of the Attendance Team</p> <p><b>March-May</b><br/>           -Monitor the attendance data for improvement</p> | <p><b>Resources:</b><br/>           Data Warehouse<br/>           Edsby<br/>           GSSD APs Re: Attendance</p> <p><b><u>School Improvement Teams Check and Reflect:</u></b><br/>           (SITs to provide evidence of Progress)<br/> <u>Dec 8, 2021</u></p> <p><u>March 2, 2022</u></p> <p><u>May 24, 2022</u></p>                        |
| 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. | <p><b>MCS will contribute to a collective understanding about Indigenous identity, histories, worldview, and systemic barriers by incorporating student voice and implementing anti-racist education practices</b></p> <p>-Student Advisory established (MS, RD)<br/>           -Leading to Learn team member for GSSD (MS)</p>   | <p><b>Resources:</b><br/>           GSSD Indigenous Student Success Consultant<br/>           Knowledge Keepers<br/>           Elders</p> <p><b><u>School Improvement Teams Check and Reflect:</u></b><br/>           (SITs to provide evidence of Progress)<br/> <u>Dec 8, 2021</u></p> <p><u>March 2, 2022</u></p> <p><u>May 24, 2022</u></p> |
| By June 30, 2022, GSSD will demonstrate a commitment to  | <p><b>By June 2022, MCS will commit to establishing new and reaffirmed partnerships.</b><br/> <b>Focus: MCS will establish a network of Elders and community volunteers to support students</b></p>   | <p><b>Resources:</b><br/>           GSSD Indigenous Student Success Consultant<br/>           Knowledge Keepers</p>   |



| Engagement of All Students, Families and Communities   |   |  |
|--|---|--|
| Division Level   | School Level  |  |
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| the establishment of new and reaffirmed partnerships.  | <p><b>Sept-Nov</b><br/>-Connect locally with interested support personnel (Elders, local Pastors, etc.) (MS, DW)</p> <p><b>Dec-Feb</b><br/>-Incorporate the support personnel into school events and offerings, such as smudging in the SST room and utilizing the Chapel</p> <p><b>March-May</b><br/><br/>-Plan for next year: Incorporate Student response and input(via Student Advisory and Our School locally determined questions) as well as support personnel ideas</p> | <p>Elders</p> <p><b>School Improvement Teams Check and Reflect:</b><br/>(SITs to provide evidence of Progress)<br/><u>Dec 8, 2021</u></p> <p><u>March 2, 2022</u></p> <p><u>May 24, 2022</u></p> |
| By June 30, 2022, GSSD will actualize an Early Years Engagement Network to enhance educational opportunities for early years students.                 | Division Initiative   | Division Initiative  |
| By June 30, 2022, GSSD will establish a First Nations, Métis, and Inuit Advisory Council to enhance educational opportunities for Indigenous students. | <p>Division Initiative</p> <p>-MCS intends to establish a student advisory that will parallel this work (See above)</p>   | Division Initiative  |



| Effective Policy and Procedures  |  |  |
|--|--|--|
| Division Level   | School Level   |  |
| Division Outcomes  | School Level Outcome &/or Work Plans<br>(Supports Sector and Division) | Evidence of Progress<br>(How Have You Done?) |
| 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. | Division Initiative  | Division Initiative                          |
| 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.                | Division Initiative  | Division Initiative                          |
| 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.               | Division Initiative  | Division Initiative                          |



| Healthy, Sustainable Physical and Social Environments   |   |   |
|---|---|---|
| Division Level  | School Level  |   |
| Division Outcomes   | School Level Outcome &/or Work Plans<br>(Supports Sector and Division)  | Evidence of Progress<br>(How Have You Done?)  |
| By June 30, 2022, students will report feeling welcomed, included and feel a sense of belonging and caring at school.   | <p>By June 2022, an increase in belonging will be reported by students in the school as measured by an increase in the Our School data.</p> <p>Focus: MCS is committed to an inclusive, supportive environment</p> <p>Sept-Nov<br/>           -MCS CARES committee reconvenes<br/>           -HS and MY SST Rooms, therapeutic spaces (see above)</p> <p>Dec-Feb<br/>           -Planning and hosting students and parents from feeder schools at events such as parent/student dance, movie nights, etc.<br/>           -Planning of comprehensive school visits (meet your teacher, school tours, transition meetings between feeder schools<br/>           -Planning if Intensive Needs students exchanges (i.e: art, music, or phys. Ed type events)<br/>           -Transition meetings between SSTs in CTTSD and GSSD, parents and students</p> <p>Mar-May<br/>           -Host school visits and transition efforts/meetings</p> | <p>Resources:<br/>           Our School Data<br/>           Student Survey</p> <p><u>School Improvement Teams Check and Reflect:</u><br/>           (SITs to provide evidence of Progress)<br/> <u>Dec 8, 2021</u></p> <p><u>March 2, 2022</u></p> <p><u>May 24, 2022</u></p> |
| By June 30, 2022, staff will report feeling welcomed, included and feel a sense of belonging and caring at work.  | <p>Year goals:<br/>           -Host appreciation events (i.e.: Bus Driver Appreciation Breakfast)<br/>           -Engage SCC to support a Staff Appreciation Day<br/>           -Foster Mentor staff relationships for our new staff members</p>  | <p><u>School Improvement Teams Check and Reflect:</u><br/>           (SITs to provide evidence of Progress)<br/> <u>Dec 8, 2021</u></p> <p><u>March 2, 2022</u></p> <p><u>May 24, 2022</u></p>  |
| 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. | <p>Year goals:<br/>           -Opportunities for Student Counselor to meet students and provide an overview of supports<br/>           -Discuss and promote Mental Health &amp; Well-Being 20L as a course offering with students<br/>           -Explore options to train and incorporate Mindfulness into the school</p>  | <p><u>School Improvement Teams Check and Reflect:</u><br/>           (SITs to provide evidence of Progress)<br/> <u>Dec 8, 2021</u></p> <p><u>March 2, 2022</u></p> <p><u>May 24, 2022</u></p>  |



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| Division Level   | School Level  |   |
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| 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. | <b>Year Goals:</b><br><b>-Promote Mindfulness opportunities for all staff (Morning Mindfulness sessions, for example)</b><br><br><b>-Promote School Counselor extended role of support for staff</b>  | <b>Resources:</b><br><b>Mindfulness training, Trina Markusson</b><br><b>Decentralized PD Fund</b><br><br><b><u>School Improvement Teams Check and Reflect:</u></b><br>(SITs to provide evidence of Progress)<br><u>Dec 8, 2021</u><br><br><u>March 2, 2022</u><br><br><u>May 24, 2022</u> |
| By June 30, 2022, students will receive timely and responsive evidence-based prevention and intervention services at school.   | <b>Year Goals:</b><br><b>-SST/Admin weekly check ins added to the work plan</b><br><b>-RTI meetings monthly with a prompt for teacher input a week prior to meetings</b><br><b>-SST connections made in feeder schools to strengthen transitions to MCS</b> | <b><u>School Improvement Teams Check and Reflect:</u></b><br>(SITs to provide evidence of Progress)<br><u>Dec 8, 2021</u><br><br><u>March 2, 2022</u><br><br><u>May 24, 2022</u>  |
| By June 30, 2022, students and families will report that they know where to turn for more intensive support when needed.   | <b>Division Initiative</b>  | <b>Division Initiative</b>  |
| By June 30, 2022, GSSD will enhance the physical facilities occupied by students and staff to ensure health and well-being.  | <b>Division Initiative</b>  | <b>Division Initiative</b>  |

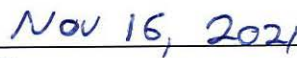


| Healthy, Sustainable Physical and Social Environments   |  |  |
|---|--|--|
| Division Level  | School Level   |  |
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| By June 30, 2022, all high schools will have established alliances for gender and sexual diversity. | MCS CARES Committee does this work as part of their mandate            |  |


| COMPONENT THREE - THE REVIEW PLAN  |
|--|
| Three times per year, the school team should unpack their School Level Plans. Emphasis should be placed on results. The following questions may be used as prompts for discussion.   |
| <ul style="list-style-type: none"> <li>• What is on and off target?</li> <li>• What do we need to adapt in our plan?</li> <li>• What can we do to be more effective as a team?</li> <li>• What can I do to be a more effective team member?</li> </ul> |

| 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. |
|  |

  
In-School Administrator(s) Signature

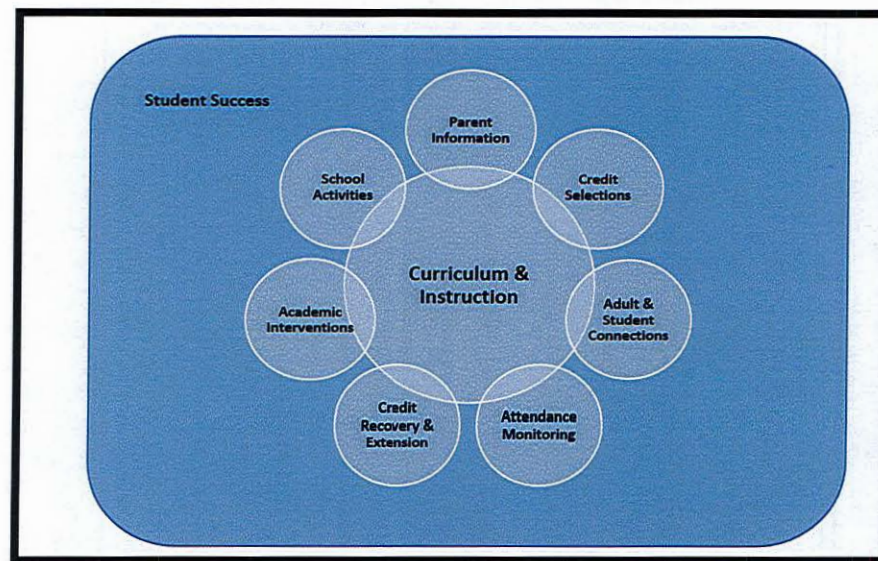
  
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School Community Council Chairperson Signature

  
Date

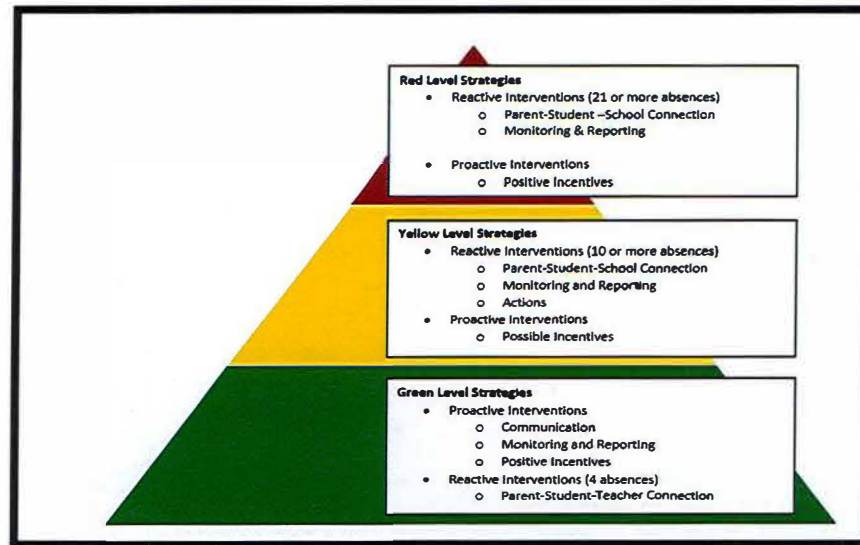


## GSSD Student Success Framework





## 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.

