



Learning Improvement Plan

School: YORKDALE CENTRAL SCHOOL

School Year: 2019/20

COMPONENT ONE – FOUNDATIONAL ITEMS

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

School Mission, Vision, Values, & 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 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

YCS Motto: “Born to Lead”

YCS Mission: “In partnership with the community, Yorkdale Central School will provide a nurturing environment where each student can develop to one’s full potential in preparation for the future.”

YCS Vision: Yorkdale Central School is a center of educational excellence that...

- Develops, maintains and promotes academic, social, athletic leadership and cultural growth for all students.
- Creates an environment in which all are motivated to be active, involved, and enthusiastic learners.
- Promotes physical and emotional wellness.
- Encourages the support and participation of all its stakeholders.

YCS Values: Commitment. Community. Collaboration. Compassion. Courage.

STUDENT & FAMILY

INTERNAL PROCESSES

PEOPLE CAPACITY

FINANCIAL STEWARDSHIP

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 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.

Commitment: Making a commitment entails a promise, a course of action and sacrifice. We employ all of these in our pursuit of every student’s potential. We remain accountable in providing high-level opportunities for engagement and learning, and we support these efforts through high standards of teaching, continuous improvement and professional learning. Commitment is one of the values that underpin strong and mutually beneficial relationships. It is a strong indicator of a self-discipline, resilience, and persistence.

Community- We value professional integrity and respect, and these values provide a foundation for how we treat our students, parents, colleagues and stakeholders. This means assuming positive intent, practicing direct and supportive communication, maintaining confidentiality and honesty, and working toward mutual understanding. We will be honest, open, ethical and fair because stakeholders expect us to adhere to our word. Furthermore, we desire an environment where stakeholders may think big, have fun, and do good, while pursuing individual and shared passions.

Collaboration: We value the sense of connection between stakeholders in our community. We respect that our collective knowledge, talents, and efforts fuel our continual growth and successes. Collaboration is fostered through trust, which requires truth-telling, fulfilling promises and communicating celebrations and challenges. Collaboration promises shared accountability. When sustained over time, it also increases the overall expertise and efficiencies of stakeholders. Often, talent attracts new talent which further benefits the community.

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 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.

Compassion- In a culture of belonging, everyone matters, and therefore we will be present and connect with transparency, dignity and respect. We know it takes people with different ideas, strengths, interests, abilities and cultural backgrounds to succeed. Knowing this, we build relationships to foster a safe, healthy, and inclusive environment. We remain solution-minded in all issues. On a daily basis, we recognize that stakeholders do not care how much we know, or what we do, until they find out how much we care.

Courage: Courage is a highly valued virtue. Without courage, fear can erode our spirits, efforts and growth. Courageous individuals share a growth mindset, which promotes growth through determination and grit. We believe good work takes time to achieve. Furthermore, our community values those who persevere, challenge the status quo, and innovate, and courage supports the passions of these stakeholders who then engage, energize, and inspire others. True leadership is courageous, and it dares individuals to be make an impact and shape a better future for self and others.

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
By June 30, 2020, children aged 0-6 years will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.	By June 30, 2020, 30% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.	By June 2020, the number of students exiting Kindergarten at the appropriate development (green) will remain at 95% or greater.	<p>WORK PLAN: In September 2019, Kindergarten teacher to assist in GSSD modelling for all GSSD K teachers.</p> <p>Through September to November 2019, Kindergarten students will be assessed and reported using the EYE-TA. Subsequent supports will be introduced through a more intensive pod setting where centres will be used to support EYE-TA concerns. (1 Adult/Centre)</p> <p>Through 2019-20, YCS and its Kindergarten teacher will look to apply the ECKERS environment guidelines as a pilot school. Furthermore, there will be a number of parent engagement days beginning in October 2020.</p> <p>On a regular basis in 2019-20, Seesaw will be used as a sharing tool between the school and the parent community.</p> <p>In February 2020, YCS will look to hold a Literacy Engagement Day for pre-schoolers (Ages 3-4).</p>

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
			<p>In March 2020, YCS will look to hold a Numeracy Engagemetn Day for pre-schoolers (Ages 3-4).</p> <p>In May 2019, K students not meeting success criteria in EYE-TA will be reassessed.</p> <p>EVIDENCE: <u>GSSD Early Learning</u> <u>EYE-TA Assessment Results</u> <u>CLEVR- Rtl Documentation</u> <u>Responding to EYE Testing Results</u></p>
By June 30, 2020, Saskatchewan will achieve an 85% three-year graduation rate and a 90% five-year graduation rate.	By June 30, 2020, the number of students reporting high levels of anxiety will reduce by 2%.	<p>By June 2020, the number of students reporting high levels of anxiety will reduce by 2%.</p> <p>By June 2020, 85% of students will report that they have staff advocacy to provide encouragement & support as required. This will be reflected in the OurSchool & SOS-Q Surveys.</p>	<p>WORK PLAN: By September 2019, any staff members with outstanding Friends Training to be addressed. The list for the Staff- Student Connections initiative will be updated with new students (JB).</p> <p>By September 2019, classroom rules to include specific references to cell phone usage.</p> <p>By October 2019, a “Girl Empowerment” group will be established for Grades 5-8. (Lead: JW-EC-CS-BB)</p>

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
			<p>Through 2019-20, support & volunteerism will continue for both the breakfast & lunch programs.</p> <p>YCS to secure funding & training with Thrive Kits & Speak Out program in partnership with Manitoba Mental Health. Funding secured in June 2019.</p> <p>By October 1 2019, the Beyond the Hurt leaders will facilitate a school review by location. (BB-TB) Staff supervision habits to reflect data. To be reviewed in February 2020.</p> <p>Administer & Review results of student surveys, including SOS-Q in November 2019 & OurSchool in May 2020. Child Study Team & Staff to determine interventions including Teen Boost, counselling, outside agencies, etc.</p> <p>By October 2019, a Media Club will be introduced for student participation & social media engagement. (TB)</p> <p>EVIDENCE: Staff- Student Connecting List SRC & Mentorship Members</p>

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
			Girl Empowerment Membership Thrive Certification & Kits Sharing in Social Media Child Study Team Minutes SOS-Q OurSchool
	By June 30, 2020, the three-year graduation rate will increase by 2%. By June 30, 2020, the five-year graduation rate will increase by 2%.	Commitment to literacy, numeracy, attendance and student wellness goals in other areas of 2019-20 Learning Improvement Plan Commitment to literacy, numeracy, attendance and student wellness goals in other areas of 2019-20 Learning Improvement Plan	EVIDENCE: As planned & required, YCS staff will take part in transitional meetings where students are entering & exiting the school system, including Grade 8 students moving to the YRHS setting. Through 2019-20, the Child Study Team and classroom teachers will review Grade 7/8 F&P Fall Assessments (Yellow/Red) and commit/support to discussion of independent reading and conferencing within the classrooms. Efforts to be reflected in GSSD graduation data.
	By June 30, 2020, students in Grades 4 to 12 will report a 2% increase in student intellectual engagement.	YCS: By June 30, 2020, YCS students in grade 4 to 12 will report at least a 3%	WORK PLAN: In June/August 2019, Review of engagement data reflected in the

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
		increase in student intellectual engagement.	<p>SOS-Q and Our School data collection.</p> <p>Through 2019-20, implement engaging content within curriculum learning. Teachers will initiate contact with students' homes and Child Study Team with signs of disengagement.</p> <p>Through 2019-20, monitor student use & assigned lists to Homework Room.</p> <p>EVIDENCE: SOS-Q Data Our School Data Child Study Team Minutes Homework Room Document</p>
	By June 30, 2020, all students will achieve a 2% increase in student attendance.	YCS: By June 30, 2020, 90% of all YCS students in Kindergarten to Grade 8 will achieve at least a 90% attendance (green). Students who failed to achieve this level in 2018-19 will increase their attendance rate by >5%.	<p>WORK PLAN: Beginning of the School Year connections, including those students considered at-risk in the previous year. Review previous year data.</p> <p>Through 2019-20, positive attendance habits will be shared periodically through social media and emailed announcements.</p>

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
			<p>Through 2019-20, monthly monitoring by classroom teachers and administrations. Record required interventions through CLEVR.</p> <p>All year, attendance awareness efforts will be included in YCS FLASH, which will be shared weekly.</p> <p>By September 2019, designation of healthy relationships with school adults draft sheet. These relationships will be fostered all year.</p> <p>EVIDENCE: <u>GSSD Data Warehouse</u> Editions of YCS Flash Documentation within Maplewood and CLEVR Teacher- Student Lists from School Culture Committee</p>

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
	By June 30, 2020, GSSD will determine the levels of parental engagement of all schools.	Collaborate with GSSD in determining & assessing parent engagement within YCS.	<p>WORK PLAN:</p> <p>Before September 2019, SCC will have completed a new playground structure on the premises. Celebration & calendar to occur by October 2019.</p> <p>Through 2019-20, continue with the use of SeeSaw and related applications to engage parents in school activities and student learning.</p> <p>Through 2019-20, all classroom novel studies will be accompanied with a parent invitation. If a parent wishes their own copy of the book, the school will provide it.</p> <p>By October 2019, engage with school community council on the construction of a cross fit activity room. Engage with a SCC sub-committee on the development of a parent engagement survey.</p> <p>By November 2019, explore the use of a community-based data collection using Our School application. This will include a review of the Parent Engagement</p>

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
			<p>Handbook and a subsequent survey using Survey Monkey. (TB)</p> <p>By December 2019, work with School Community Council in response to Our School data collection.</p> <p>In March 2020, the school staff will reflect on the data collection of the Parent Engagement Survey. This will include connection to the applicable checklist.</p> <p>In January 2020, commit to One Book One Community event.</p> <p>EVIDENCE: Use of Social Media to share engagement activities</p> <p>OurSchool Survey Monkey</p>
By June 30, 2020, 80% of students will be at grade level or above in reading, writing and math.	By June 30, 2020, reading data will show a 2% increase of Grade 1-6 students reading at or above grade level.	YCS: By June 30, 2019, >90% of Grade 1-6 students will achieve grade level standards using Fountas & Pinnell assessment.	<p>WORK PLAN: Commit to three benchmarking periods including Oct, Jan and May. Subsequent guided reading practices and interventions.</p>

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
		<p>YCS: By June 30, 2019, >70% of students receiving Levelled Literacy Intervention will complete intervention at grade level.</p> <p>YCS: By June 30, 2019, of students not achieving Fountas & Pinnell standards, >95% will experience a growth of one year and/or meet their IIP/ROA literacy-related goal.</p>	<p>Committee to see that a prompting guide & F&P Continuum is accessible to & implemented by every practicing classroom by September 2019. Rime Magic Training in August 2019</p> <p>Commit to LLI Interventions prior to September 10. LLI Leadership Team will respond promptly to patterns of achievement.</p> <p>Explore “in house” reading practice for students not receiving “at home” support of reading. EA availability to be determined.</p> <p>In January 2020, One School One Book event involving Gordon Kormon’s “Slackers” to be facilitated. Books purchased before December 2019. SB/TD/BB/EC</p> <p>EVIDENCE: Reading Benchmarks, Outcome-Based Reporting, GSSD LOOK FORS, Artifacts of Learning Outcome Progress. Evidence of Professional Development. RtI Timetable and Record Sheets. Student Services timetables & reports.</p>

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
			<p>YCS Facebook, Twitter & Webpage will reflect literacy events occurring within YCS</p> <p><u>GSSD indicators of Responsive Teaching</u></p> <p><u>GSSD ELA Curriculum, Assessment & Instruction</u></p> <p><u>GSSD Literacy Link</u></p> <p><u>Word Study</u></p> <p><u>Levelled Literacy Intervention</u></p> <p><u>SASK READS</u> <u>SASK READS for Administrators</u></p> <p><u>GSSD Data Warehouse</u></p>
	By June 30, 2020, writing data will show an increase of 2% of Grade 4, 7 & 9 students writing at or above grade level.	YCS: By June 30, 2020, 75% of Grade 1-8 students will achieve grade level standards in writing achievement, according to the holistic rubric.	<p>WORK PLAN: Sigmund Brouwer is available on request by teachers for assistance.</p> <p>Through 2019-20-, Grades 4 & 7 to work closely with GSSD leaders & colleagues with instruction & reporting to the province. Other</p>

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
			<p>grades also to partake in instructional and assessment practices including development of instructional walls by October 1 2019 and writing portfolios by November 1 2019.</p> <p>Commit to a half day on January 31 2020 to work with grade alike partner to benchmark writing and exemplars.</p> <p>Organization of a “Featured Writer” bulletin board by library. Each grade would have a section to feature writing from their grade. (By committee)</p> <p>Organization of an optional book club. Book to be chosen to help with different writing strategies. First book to be in Nov/Dec 2019 – suggested book – Boy Writers- Reclaiming their Voices – Ralph Fletcher.</p> <p>By November 12 2019, staff members provided with possible templates for writing conferences.</p>

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
			<p>EVIDENCE: Professional Development. RtI Timetable and Record Sheets. GSSD Action Plan. Student Services timetables & reports.</p> <p>YCS Facebook, Twitter & Webpage will reflect writing events occurring within YCS</p> <p><u>Writing Continuum & Rubrics</u></p> <p><u>GSSD Writer In Residence</u></p> <p><u>GSSD indicators of Responsive Teaching</u></p> <p><u>GSSD ELA Curriculum, Assessment & Instruction</u></p> <p><u>GSSD Literacy Link</u></p> <p><u>Word Study</u></p> <p><u>GSSD Data Warehouse</u></p>
		YCS: By June 30, 2020, at least 70% of Grade 1-8 students will be at or	<u>WORK PLAN:</u>

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
	By June 30, 2020, math data will show an increase of 2% of Grade 2, 5 & 8 students at or above grade level.	<p>above grade level in math using the math analytical rubrics. Grades 2, 5, & 8 will be reported to the province.</p> <p>YCS: By June 30, 2020, >90% of Grade K-4 students will achieve grade level standards using achievement data from the YCS outcome-based report cards.</p> <p>YCS: By June 30, 2020, >85% of Grade 5-8 students will achieve grade level standards using achievement data from the YCS outcome-based report cards.</p>	<p>In August 2019, YCS staff will continue its focus on developing Number Sense and flexible thinking in Math beginning with its partnership with the DMT Institute. There will be a follow session in October 2019 with intermittent webinars through the school year.</p> <p>By September 15 2019, Math Committee will establish consistency in Math Screener implementation through the development of a written document. Entry Screeners to be completed by students by October 4 2019. Subsequent review to determine students to be targeted for classroom & interventionist support. (30 minutes periods over a four-week block)</p> <p>A Math Engagement event will occur during Education Week (October 20-26).</p> <p>By October 2019, Mathology resources to be determined following revisited training in August 2019.</p>

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
			<p>Principal to maintain priority of collaboration among math interventionists each 4-6 weeks.</p> <p>By mid-October, Math instructional wall to be erected & maintained in all classrooms. During October 20-26 2019, there will be a math engagement school event.</p> <p>In March 2-6 2020, a second math engagement event will occur in March Math-ness.</p> <p>By April 3 2020, Mid-Year Screener (B) will be completed by all grades and entered into CLEVR for tracking.</p> <p>In May 2020, final assessments & reporting on student progress.</p> <p><u>EVIDENCE</u> Holistic Math Rubrics, GSSD Math Screeners, GSSD Math Rubrics, SK Common Math Assessments, Assisting Tools: Mathology, Mathletics subscription,</p> <p><u>Mathology</u></p>

COMPONENT TWO – ACTION PLAN			
Division Level		School Level	
Student & Family Focus		Student & Family Focus	
Sector Outcomes	Division Outcomes	School Level Outcome (Supports Sector and Division)	Work Plan & Evidence of Progress (How Have You Done?)
			<p><u>DMTI Partnership</u></p> <p><u>All Ministry Created Math</u></p> <p><u>GSSD MATH Curriculum, Assessment & Instruction</u></p> <p><u>GSSD Links & Resources</u></p> <p><u>Math Common Assessments</u></p> <p><u>Math K-9 Screeners</u></p> <p><u>Math Screener Spreadsheet</u></p> <p><u>GSSD Data Warehouse</u></p> <p><u>Numbers Talk Resource (Mental Math & Computation)</u></p> <p><u>Sask Math Teachers Society</u></p>

Division Level		School Level	
People Capacity		People Capacity	
Sector Outcomes	Division Outcomes	School Level Outcome &/or Work Plans (Supports Sector and Division)	Evidence of Progress (How Have You Done?)
By June 30, 2020, collaboration between First Nations and Métis and non-First Nations and Métis partners will result in significant improvement in First Nations and Métis student engagement and will increase the three-year graduation rate from 35% in June 2012 to at least 65%, and the five-year graduation rate to at least 75%.	By June 30, 2020, 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, 2020, YCS will increase our organization's cultural competencies through division-wide processes and professional learning that grow our collective understanding about	<p>WORK PLAN</p> <p>Development of Portal Folder for the organization of instructional supports for the First Nation Unit Plans by October 2019</p> <p>Starting in October 2019, YCS will secured funds to facilitate "beading" as an art and integrated curricular activity.</p> <p>Promotion of Student Generated Reconciliation Project in Hallways by October 2019</p> <p>By February 2020, YCS will secure services to facilitate "hoop dancing" within its physical education classes.</p> <p>Through 2019-20, continued reconciliation awareness in the YCS Flash</p> <p>Through 2019-20, Budget expenditures in the area of reconciliation resources.</p> <p>EVIDENCE</p> <p>YCS Portal Staff Room</p> <p>Record of Budget Expenditures</p>

Division Level		School Level	
People Capacity		People Capacity	
Sector Outcomes	Division Outcomes	School Level Outcome &/or Work Plans (Supports Sector and Division)	Evidence of Progress (How Have You Done?)
			Use of Aboriginal Workers within the classrooms

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.

Signed copy of LIP will be posted to the document section of the Yorkdale Central School webpage as well as to the School Community Council page.

Progress with the 2019-20 School Improvement Plan will be reported upon monthly as School Community Council meetings.

A School Community Council Report will be issued in June 2020. This is included in all student report cards and issued to the website.

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?

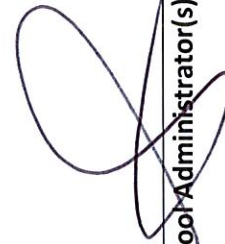
COMPONENT FOUR - THE COMMUNICATION PLAN

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.

Signed copy of LIP will be posted to the document section of the Yorkdale Central School webpage as well as to the School Community Council page.

Progress with the 2019-20 School Improvement Plan will be reported upon monthly as School Community Council meetings.

A School Community Council Report will be issued in June 2020. This is included in all student report cards and issued to the website.



In-School Administrator(s) Signature

Oct 8/19

Date



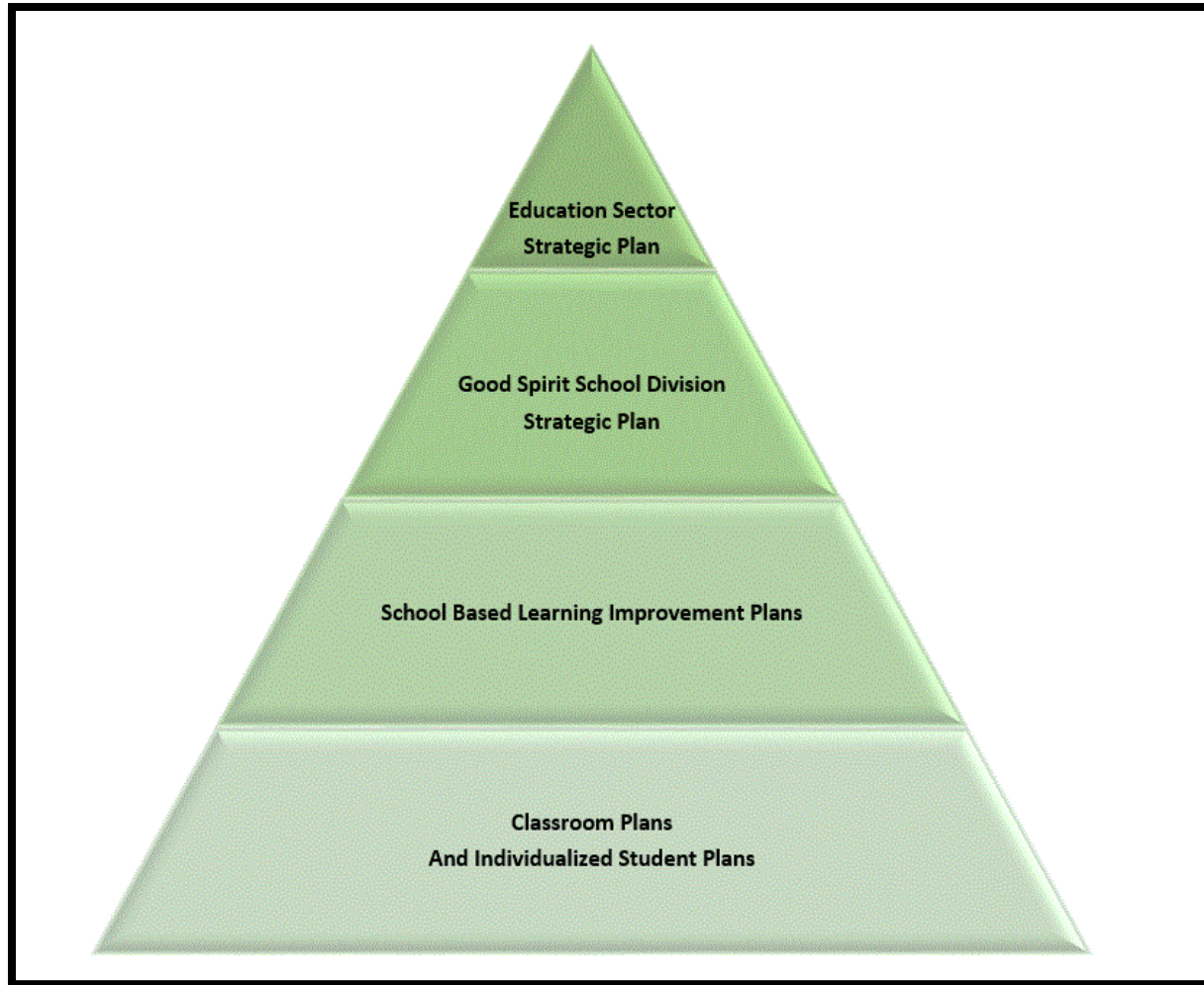
School Community Council Chairperson Signature

Oct 8/19

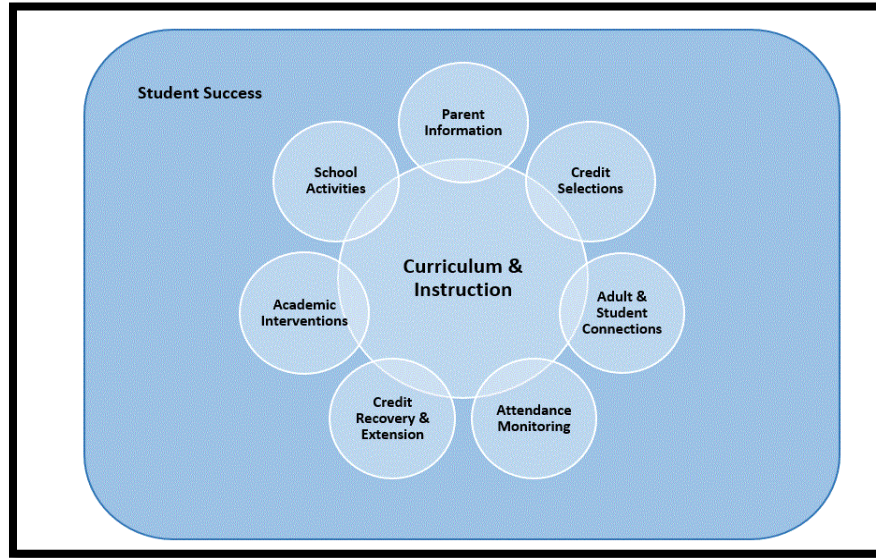
Date

Learning Improvement Plan Resources

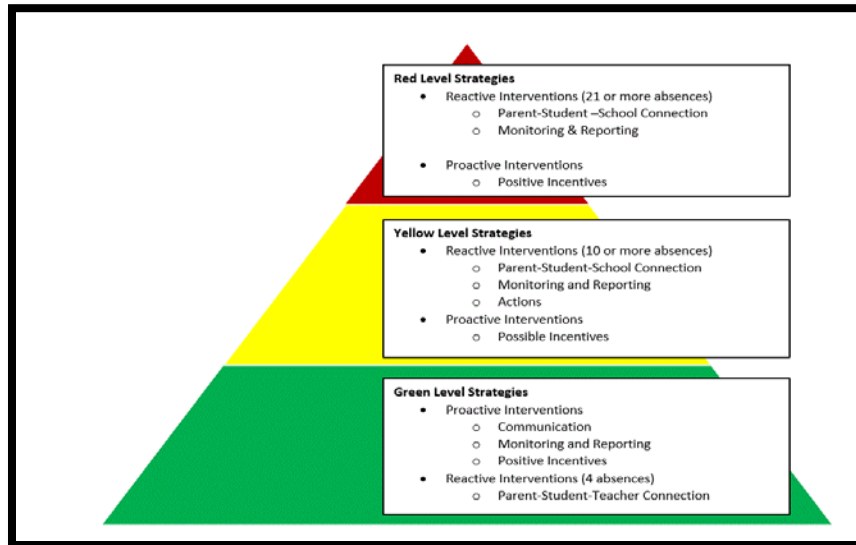
Strategic Plan Cascade



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.

LITERACY	NUMERACY	SCHOOL CLIMATE
<p>CHAIR: Sandra Diduck</p> <p>Emily Crow Jon Muir Kerrie Steciuk Genna Mortenson Breanne Beres Renee Kindiak Emma Castle Tammy Danylko Jillian Hicks</p>	<p>CHAIR: Brittany Simmons/Lori Betge</p> <p>Tricia Parsons Tanis Sandercock Evan Neibrandt Sharalee Kulcsar Lori Betge Lee Ann Corson Neil Wendell Tanya Breitzkreuz Randeem Simonsen Carla DeWarle</p>	<p>CHAIR: Julie Wilson</p> <p>Scott Yemen Kerry Linsley Eric Bellamy Bob Buehler Christa Schmelinski Darlene Arnold Tim Bomboir ** Emma Markham Adrienne Walsh Stephanie Newsham Prianka Deb Valerie Hollinger</p>