



School Level Plan

School: M.C. Knoll School

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

Relationships Matter – Growth Mindset Brings Success

Growth Mindset

- Set Goals
- Learn from your Mistakes
- Embrace Fears
- Learn
- Persevere
- Practice
- Optimism
- Take Risks

Relationships Matter

- Trust
- Nurture
- Belonging/Acceptance
- Make Connections
- Engage over involve
- Respect
- Humility
- Treat Others with Respect

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

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, at least 30% more M.C. Knoll students will be assessed as “green” according to the EYE.</p>	<p>By June 20, 2020, at least 30% more M.C. Knoll students will be assessed as “green” according to the EYE.</p> <ol style="list-style-type: none"> 1. The Early Years Evaluation (EYE) will be given to assess our Kindergarten student’s readiness for learning in November. 2. Homeroom teacher will meet with SST and PSP to discuss students at risk. 3. Classroom Interventions will be put in place for students who not meeting expectations. 4. Transition meetings with the Kindergarten and Grade 1 teacher will ensure our student supports are in place as students enter grade 1. 5. The Early Lit. Assessment will be given in January
<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, there will be a reduction of students reporting anxiety by 2%.</p>	<p>By June 30, 2020, there will be a reduction of students reporting anxiety (based on previous year data).</p> <ol style="list-style-type: none"> 1. A school wide Behavior Matrix will be followed that outlines behavior expectations for our school. This matrix will be taught to students in homeroom classes

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>2. The first 2 weeks of school SST's will work with students on specific behavior plans for students in need.</p> <p>3. R360 will be used to track behavior incidents. Staff will input behavior incidents that are above a student's baseline behavior.</p> <p>4. The Behavior Intervention Team will flag and intervene students who have an inordinate amount of R360 entries or have demonstrated a red behavior</p> <p>5. Intramural programming across grades will encourage school wide relationships.</p> <p>6. Adventure Education will be offered for students in grade 7 & 8 to show the venues and activities Yorkton has that can promote positive mental health.</p>
<p>By June 30, 2021, the five-year graduation rate will increase by 2% from the June 2019 data.</p>	<p>M.C. Knoll will contribute to the GSSD graduation rate by continuing to create positive school experiences for students.</p>	<p>M.C. Knoll will contribute to overall positive experiences with school leading to better student engagement.</p> <ol style="list-style-type: none"> 1. Continuing to diversify extra-curricular experiences. 2. Promoting a balanced literacy framework in middle years and a culture of reading. 3. Engaging with the Circle of Courage and improving Indigenous student engagement. 4. Improving family engagement and, in turn, increasing positive experiences with school.
<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 20, 2021, M.C. Knoll students will support a 2% increase in student intellectual engagement.</p>	<ol style="list-style-type: none"> 1. Our School Survey will be used to gauge current levels of intellectual engagement.

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>2. M.C. Knoll will continue to promote innovative programming for students:</p> <ul style="list-style-type: none"> -extra-curricular diversity -athletic success -Adventure Ed. -Welcome in guest speakers and virtual experiences -continue to be responsive in our instruction so that students are met at their academic level -promote balanced literacy and math -allow for student interest to be at the center of planning and instruction -promote individual choice in independent reading
<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 30, 2021, M.C. Knoll will achieve a 2% increase in student attendance data.</p>	<ol style="list-style-type: none"> 1. The students services attendance team will meet at the start of each month 2. Provided data will be used to assess and identify “at-risk” students 3. 340-1 forms will be completed on all “red” level non-attenders 4. The school team will track communication 5. All “yellow” and “red” level non-attending students will be sent an attendance letter at each reporting period <p>COVID-19 Specific Additions:</p> <ul style="list-style-type: none"> -a school wide-plan is in place for supporting learning who require short-term absences (self-isolate, COVID-19 related fears, etc.) -teachers will communicate with families regularly who are missing time

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)
		-Administration will reach out to families who have missed more than two-weeks and create a support plan
By June 30, 2021, GSSD will obtain an 80% parental satisfaction rating regarding COVID-19 supports and response.	By June 30, 2021, M.C. Knoll will obtain an 80% parental satisfaction rating regarding COVID-19 supports and response.	<ol style="list-style-type: none"> 1. Administration and staff will frequently review the COVID-19 response plan (school level). 2. Admin. Meeting information will be shared with staff in a timely fashion (Monday Memo, etc.). 3. Parent communication will continue through the daily announcements and Edsby when ready. 4. Division level plans will be followed at a school level.
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.	By June 30, 2021, there will be 2% more students reading at or above grade level in Grades 1 to 6 compared to the previous year's June data.	<ol style="list-style-type: none"> 1. Balanced literacy (PD provided) for K-8 2. Focus on Guided Reading in 1-5 and Independent reading 6-8 3. Reading goals set from FandP continuum 4. Data using from miscue, etc. to provide formative assessment 5. LLI team and referral process in place 6. Continued promotion of a culture of reading
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.	By June 30, 2021, there will be 2% more M.C. Knoll students writing at or above grade level in Grades 4, 7, & 9 compared to the previous year's June data.	<ol style="list-style-type: none"> 1. Continued exploration of student choice (journaling, topic choice, etc.) 2. Teaching explicit mini-lessons on writing techniques 3. Use of Jennifer Seravallo's work for mini-lessons 4. Goal setting using the FandP continuum 5. S.B. writing academy

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)
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.	By June 30, 2021, there will be 2% more Grades 2, 5, & 8 M.C. Knoll students at or above grade level in math compared to the previous year's June data.	<ol style="list-style-type: none"> 1. Balanced instructional model will be implemented 2. Screener data will be used to structure intervention at the small group table 3. SST will use a “push-in” model in grades 5-8 and where possible in grade 1-4 to support intervention 4. Mathology will be implemented in grades 1-3 5. Individuals “best practice” and look-Fors have been set in grades 1-3 6. Knowledge hook implemented grades 4-8. Data will be used in an ongoing way to promote responsive instruction.

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.	<ol style="list-style-type: none"> 1. By June 2021, students at M.C. Knoll will report feeling a greater sense of belonging in their school environment. 	<ol style="list-style-type: none"> 1. By June 2021, all MCK staff will have completed “4 Seasons of Reconciliation” training 2. Administration will promote the use of PD day time to complete for all staff 3. Staff will continue to look at ways that new students to MCK feel welcomed and supported 4. Implementation of the Circle of Courage as a guiding document

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?

A copy of this plan will be posted to the M.C. Knoll website. It will also be shared at the SCC AGM.

Phil Adams

Oct. 28, 2020

In-School Administrator(s) Signature

Date

K Wagner

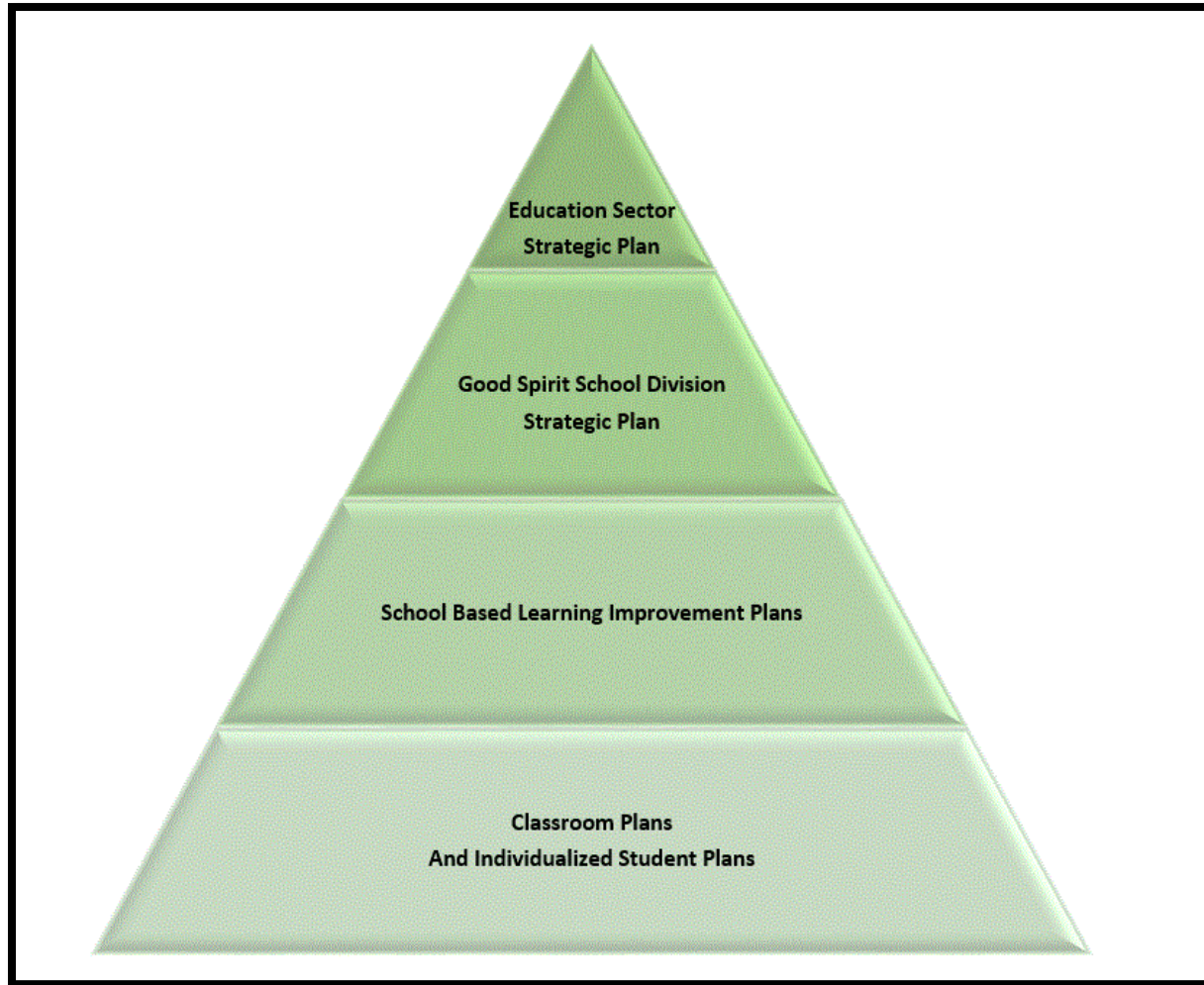
Oct 28, 2020

School Community Council Chairperson Signature

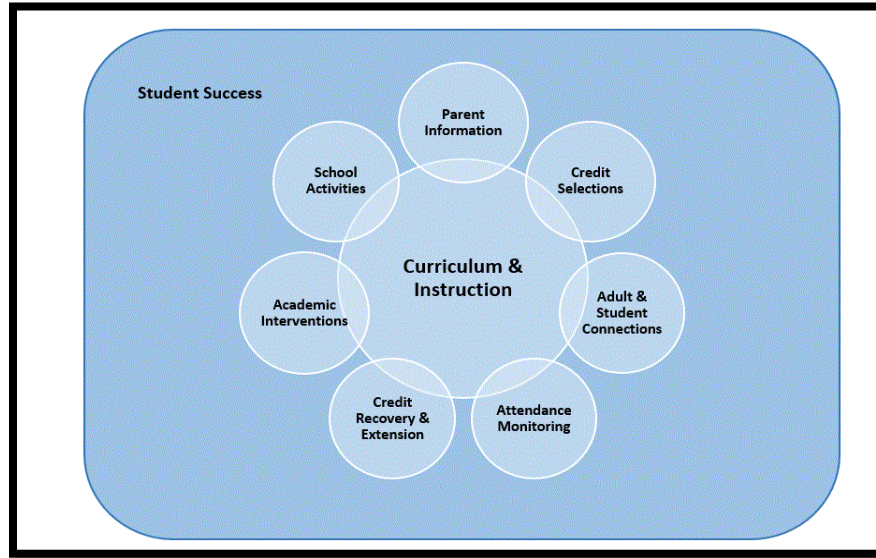
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Learning Improvement Plan Resources

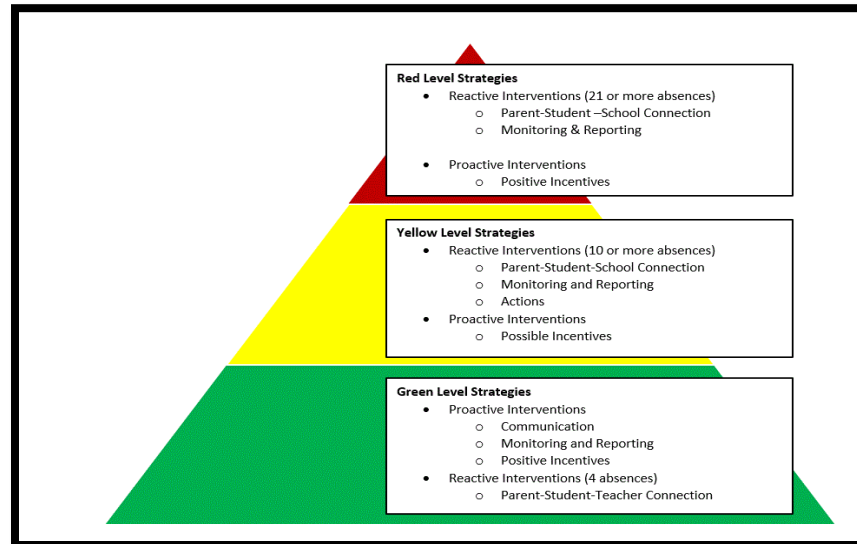
Strategic Plan Cascade



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.

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.