



School Level Plan

School: Canora Composite School

School Year: 2022-2023

FOUNDATIONAL ITEMS

Division Motto, Mission, Vision, Values, & Aspirational Statements

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

Aspiration Statements - High Quality Teaching and Learning, Engagement of All Students, Families, and Communities, Effective Policy Healthy, Sustainable Physical and Social Environments

School Mission, Vision, Values, & Compelling Why

“Learning Today for Success Tomorrow”

Caring

- I Respect staff, students, and myself
- I Accept others regardless of their gender, race, or sexuality
- I look to solve any issues in a Thoughtful and Respectful Manner
- I model Positive character traits and set goals
- I Stand Up against any form of bullying

Cooperative

- I use Appropriate and Positive language
- I take Ownership and Responsibility for my actions
- I work with others and Lead by example
- I Respect others’ ideas, even if they are different from our own
- I am an Active listener and engaged in my classes
- I Cooperate with others to create a positive and fun learning experience

Supportive

- I Support my classmates, staff, teammates, coaches
- I Encourage my peers to do their best and achieve success
- I give a helping hand to make our school a better place
- I am Active and Engaged in school events

ASPIRATIONAL STATEMENTS INTO ACTION

High Quality Teaching and Learning

- Provincial curricula and related resources that are developmentally appropriate and culturally responsive.
- Employ 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.

Division Level	School Level			
Division Outcomes	School Level Work Plans (What is the School Doing?)	Tell Your Story (What Products, Observations, Conversations & Stories will the School Gather to Illustrate Progress?)	Most Responsible Person	Budget
By June 30, 2023, 25% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.				
By June 30, 2023, there will be 10% more Grades 1 to 3 reading at or above grade level as compared to fall 2022 data.				
By June 30, 2023, there will be 2% more students writing at or above grade level in Grades 4, 7, & 9 compared to the June 2022 data.			Ally Rock	
By June 30, 2023, there will be 2% more Grade 2, 5, & 8 students at or above grade level in math compared to the June 2022 data.	<u>CCS Math Goal</u> 20% of all students in grades 5-8 will be at or above grade level by April Screener. Using grade level screeners to guide our plans for success.	Students will work on basic addition, subtraction, multiplication, division facts utilizing: Mad minutes, Xtra math, Flash cards Classroom push-ins by SST to the grade 5 classrooms Classroom math stations, Mathletics and adapted groupings, Xtra Math, RTI, Leaps and Bounds Resource. Final results from the spring data, show great increases all through 5-9 but mainly in the 9's, we had the largest increase in success. 5's- we have 1 in the low red and 4 in the mid-range red out of 36 students.	Derek Serdachny	

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		6's- we have 5 in low range red and the rest are high red numbers and above, out of 34 students. 7's – only 3 out of 38 are in low red scores. 8's – 5 out of 41 in the low red area. 9's- 6 out of 45 in the low red and 2 did not do the screeners but would be considered modified to alt programs for Math for next year.		
By June 30, 2023, the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from June 2022 data.	Monitor students and use information in Ourschool survey in the spring to compare results. Goal: Student anxiety will be reduced as a result of having daily response to intervention (CAT time). (through the use of daily activity, coordinated events, extracurricular). Currently we have: bulletin boards posters in classrooms that show that we are all an ally. Books in the library. puzzles in the library for students to do that are calming GSA club	<ul style="list-style-type: none">○ Is the CAT program helping you in your future career plans?<ul style="list-style-type: none">• Less homework• Middle years RTI centered around Math/ELA improvement/enhancement activities.○ Increased preparedness for summative assessment * The addition of extracurricular programs and noon hour activities to assist with anxiety/depression <ul style="list-style-type: none">○ Test-taking strategies○ Student-teacher individual learning○ Less stress around academics○ Positive student-teacher relationships Ideas to improve anxiety levels:	Kim Eiteneier	

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	<ul style="list-style-type: none">- extra-curricular- SRC-sponsored assemblies/activities- outdoor recess- Fun Fridays- breakfast cart- lunch program- sensory room <p>We Will purchase a cougar water bottle for each student in the school. Help promote healthy choices and a sense of belonging for those students who can't afford cougar clothing</p> <p>We will also add Halloween assembly and dance to this year's schedule to help promote a welcoming school environment early in the year. (Class Challenges)</p>	<ul style="list-style-type: none">• week at a glance so students know what's coming up so they can plan (senior high especially).• use folder to organize what to study for the test. Show students how to focus studying on what you don't already know.• demonstrate how to use online resources to help understand a concept (could be a simulation, video, game).• help students organize their materials in their binders (binder intervention). <p>- survey data – spring data</p> <p>- recess conversations</p>		
By June 30, 2023, the three-year graduation rate will increase by 2% from the June 2022 data.	<p>Grad Coaches: Kim, Derek, Thomas: Positive relationships, connecting with “at risk” kids.</p> <p>All staff and students: Using My Blueprint –</p> <ul style="list-style-type: none">• Options for success- modified or extra assistance, Credit Recovery and extensions programs.• Attend division wide Career Fair	<p>Currently we have 3 grade 12 students that will continue to be monitored.</p> <p>Derek and I will meet monthly and continuously check with their academic progress.</p>	Kim Eiteneier	

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		All grade 7-9 students actively involved in MyBlueprint all year. Grade 10’s will touch base in Wellness and our Grade 11 and 12’s will be tutored/informed by Mr. E and Mr. Serdachny. GSSD Career Day June 2023 - we are on target to Graduate 30/31. One graduate is working from home, not associated with the school. June 26, 2023 - we had 2 grade 12 students on our list in September that did not show up at our school and 1 grade 12 student moved in October. That left us with 28 potential graduates and 27 met the requirements to graduate (96.4%) of attending grade 12 students in 2022-23.		
By June 30, 2023, the three-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2022 data.			Kim Eiteneier	
By June 30, 2023, the five-year graduation rate will increase by 2% from the June 2022 data.			Derek Serdachny	
By June 30, 2023, the five-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2022 data.			Derek Serdachny	
By June 30, 2023, students in Grades 7 to 12 will report a 2% increase in student intellectual engagement from spring 2022 data.	- differentiated instruction (ex. chromebooks, group work, inquiry, etc.) - reset activities (ex. read aloud after recess, play music and read independently after recess, etc.) Use outdoor learning spaces more often. DL programs	- student attendance - observation of attention - report cards Outdoors will be utilized. Garden space created	Kim Eiteneier	

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	My Blueprint programs Career work experiences Career educational classes Increase teacher capacity and school activities. Use of liaison workers. CARS room intervention and activities. Positive growth and mentoring by staff Positive building of relationships Use of counsellor for anxiety mentorship Develop opportunities for student elective programs. Teacher/peer relationships.	and used by students. According to Ourschool survey, student engagement is about 5% higher than Canadian average. Teacher/student relations are better than Canadian average. Continue to use special guests, special presentations, and PSP staff to assist students in need. June 2023-We have continued emphasizing DI and ROA’s to students through our SST and RTi meetings. CARS has continued to support students in need of a ‘soft landing’. We have 8 teachers trained with MHFA and continue to promote more teachers/staff to go through the program. MyBlueprint continues with the 7-9 groups but we need to do a better job of utilizing it at the senior levels. Perhaps an introduction into the classroom(ELA or History)		

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		Weekly consultations with our Counsellor to coordinate how we are meeting the needs of our students. Something to consider next school year is the SOS-Q data and identify students in ‘need’ of emotional support and pair them up with a teacher or staff member they feel comfortable.		

ASPIRATIONAL STATEMENTS INTO ACTION

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.

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By June 30, 2023, there will a 2% increase in student attendance based on the June 2022 data.	Admin will monitor attendance closely. 5 absences, teachers phone/email home 10 absences Principal phones home 15 or more absences Principal phones home, Superintendent c'd. There will be a need to communicate constantly during excessive absences with emphasis on keeping up to date with work and using online resources in case of prolonged absence.	At risk students continue to be an attendance problem. Monitor and utilize more home visits with some families to promote attending. June 2023- huge problem with little results. At the elementary level some families are difficult to contact and coordinate meetings. Some students coming back from DLS are de-socialized and extremely difficult to engage in school. Senior students we have tried to support with google classroom and phone calls to parents to make sure they are on target with their classes, also some home visits as well. The problem seems to be getting worse with limited success with our current strategies.	Kim Eiteneier	
By June 30, 2023, GSSD will deepen relationships with families and communities by increasing our understanding of Indigenous identities, histories, and worldviews.	Counsellor and SST have done 2 home visits so far in the first month. Connect with our GSSD FN liaison worker for resources and assistance.	Continue to monitor, visit, and reach out to community services for assistance. FN resources obtained and used in school. We engaged with our FN Aboriginal coach for speaking engagements in class and at 1 staff meeting on the use of proper language for students to use that is not racially indiscriminate. We also touched base with some other leaders like Dustin Brass (Key Reserve) on ideas to deter racial slurs to FN people and to other races in general. We plan to start a 1, 3, and 5 year plan on how we	Kim Eiteneier	

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		can get students to accept other students regardless of race or ethnic background. We had FN dancers in on National Aboriginal Day in June to celebrate the day. WE also had a few students dance and enjoyed some Bannock with all staff after the dance presentation.		
By June 30, 2023, GSSD will deepen relationships with families and communities by engaging in authentic opportunities to promote student intellectual, physical, social-emotional, spiritual, and physical well-being.	Start home visits to some student homes SLC to connect with parents Progress plans, connections to parents through Edsby or phone. Students part of growing, taking care, harvesting, and selling garden products to the community. Opening up school for opportunities to watch activity-based sports that their children are a part of throughout the year. Consultation with SCC on a fundraiser throughout the community for funds for new kitchen	SLC in November and March. Extracurricular events throughout the year open to public. Garden market open to the community in September as well as during Community Days in August(downtown). Student run with Mr. Serdachny. SCC/CCS fundraiser in 2024 for Kitchen renovation.	Kim Eiteneier	

ASPIRATIONAL STATEMENTS INTO ACTION

Effective Policy and Procedures

- 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 well-being.
- 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).

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By June 30, 2023, each school within GSSD will demonstrate improvement in services through the development, review, and revision of processes/practices that reduce barriers and enhance student success.	Use of GSSD Indigenous Success Coordinator and use of virtual presentations to explore alternative methods of teaching of FN culture. Work with the Indigenous division worker. Continued teaching of Truth and Reconciliation	Home visits to some of our students’ homes. Librarian did a presentation to each class on the resources and concept about Truth and Reconciliation. Teachers used resource packages in their classrooms to discuss matters around Truth and Reconciliation. June 2023-Work with Jesse Armstrong(Indigenous Consultant GSSD) to support our programs at school or give us ideas/resources to enhance our FN resources and teaching.	Kim Eiteneier	

ASPIRATIONAL STATEMENTS INTO ACTION

Healthy, Sustainable Physical and Social Environments

- Access to and support for healthier options.
- A welcoming, caring, and inclusive environment.
- Healthy relationships among and between students, staff, and the community.
- Responsive and inclusive leadership of students, staff, and community.
- Relationships that influence and are influenced by families, cultural perspectives, and the community.
- Responsible infrastructures are built and maintained to current standards, with practices and procedures in place to plan for a strong and vibrant future.
- External and internal efficiencies will be implemented to ensure appropriate resources are targeted to key focus areas such as school buildings, grounds, materials, equipment, and routes to and from school.

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By June 30, 2023, students and staff will report feeling welcomed, safe, and included at school.	Consulting with CSHS and division partnerships around feeding our hungry students. Donations to secure food. Edsby connections and phone calls on student wellbeing. Use of the school generated benevolent fund.	Food for breakfast, lunch program. Food distributed to ‘needy’ students’ lockers. Implement a ‘eat at school’ program. We also have a large amount of oatmeal to use for the students. Some is used and some will be used more when we finish our kitchen. We enjoyed a pancake breakfast put on by the SRC for all students and staff. We enjoyed a large Christmas Dinner put on by our SRC and SCC for all students and staff.	Kim Eiteneier	
By June 30, 2023, students and staff will develop strategies for identifying emotions and accessing supports to enhance mental well-being.	Review the Credit recovery AP, Credit Extension AP, Attendance AP-halfway through each Q. Review sos q data also to determine need for changes in our programming or daily operations based on student results. STF counselling services(Mental Health Awareness)	Determine survey results in November and In the spring. We have completed 1successful recovery program to date(Oct/2022). Utilizing coping strategies in classroom or outside.	Kim Eiteneier	
By June 30, 2023, schools will follow established processes when responding to identity-based harassment involving students and staff.			Kim Eiteneier	

PLAN REVIEW & REVISION

Three times per year, the school team should unpack their School Level Plans. Emphasis should be placed on progress. 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?

COMMUNICATION STRATEGY

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

Date

School Community Council Chairperson Signature

Date