

School Level Plan

School: Saltcoats

School Year: 2021-2022

COMPONENT ONE – FOUNDATIONAL ITEMS

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

Motto – Students Come First

Mission – “Building Strong Foundations to Create Bright Futures”

Vision – “Learning Without Limits ... Achievement For All”

Values – Belonging, Respect, Responsibility, Learning, Nurturing, Perseverance and Diversity

High Quality Teaching and Learning

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

Engagement of All Students, Families, and Communities

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

School Mission, Vision, Values, & Compelling Why

Mission- Saltcoats School creates an environment of belonging while fostering a love of learning, a sense of responsibility and a respect for self and others.

Vision – Learning for all.

Values – Belonging, Respect, Responsibility, Learning, Nurturing, Community, and Citizenship.

Compelling Why – More than ever, Saltcoats School seeks to provide a balanced environment that will grow the leaders of tomorrow. The present situation provides an opportunity to help students learn to deal with challenging situations and develop appropriate coping reactions that are healthy and beneficial. In the current state of affairs, we must provide our students opportunities to master the above stated virtues as well as their curricular goals.

High Quality Teaching and Learning

Equitable and Balanced Opportunities - We are committed to providing equitable, balanced opportunities among the school’s, students and staff. Saltcoats School is committed to the principle that success is shared by all and realized by all.

Accountability For All – At Saltcoats School we are all accountable. All students are accountable to all staff and all staff is accountable to all students. We will provide high-level learning opportunities allowing students to reach their potential

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.

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.

People Engagement – Saltcoats School brings members of the communities of Saltcoats and Bredenbury together to form our Mustang Family. 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 being part of the Mustang Family.

COMPONENT TWO – ACTION PLAN

High Quality Teaching and Learning

Division Level	School Level	
Division Outcomes	School Level Outcome &/or Work Plans (Supports Sector and Division)	Evidence of Progress (How Have You Done?)
<p>By June 30, 2022, 27% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.</p>	<p>By June 30, 2022, 27% more of testable students will exit Kindergarten at appropriate development (green) than when entering Kindergarten by using targeted interventions and implementing sprints.</p> <ul style="list-style-type: none"> • Students will be assessed in October and March for their EYE readiness. • The homeroom teacher and SST will work together to make a plan for at risk students. • Interventions will be put in place to help students meet expectations. • Enrichment activities will be given to students exceeding expectations. • During the school year the K- 2 teachers will meet to discuss the use of common language and symbols. • Transition meetings will occur to ensure that supports are in place or this year’s K students as well as the grade one students. • The K teacher will develop a PGP that has goals connected to early literacy practices. 	
<p>By June 30, 2022, 90% of students will show one-years growth in their reading levels.</p>	<p>By June 30, 2022, 90% of students who are tested with F and P will show at least one-years growth in their reading levels.</p> <ul style="list-style-type: none"> • Fall F and P assessments will be administered, and teachers will plan interventions appropriate for their students based on those results. • Grade 1 students will do the Early Literacy Assessments in September and guide interventions. • Levelled Literacy Interventions will be offered to students using GSSD look for’s and criteria. 	

COMPONENT TWO – ACTION PLAN

High Quality Teaching and Learning

Division Level	School Level	
Division Outcomes	School Level Outcome &/or Work Plans (Supports Sector and Division)	Evidence of Progress (How Have You Done?)
	<ul style="list-style-type: none"> Seeing Stars will be offered to students who are not having success with LLI. Mustang time will also be used for reading interventions. <p>October, January, and April PLC and ELA teachers will observe the Literacy Continuum, in regards to, Reading Laddering.</p>	
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>The Mustangs will have two goals. The first is to maintain our 90% of students writing at grade level. The second is to improve on that and raise by 2%.</p> <ul style="list-style-type: none"> All students in Grade 4 and 7 will be scored using the ministry’s Holistic Writing Rubric. This data will be reported in the annual school report. During the school year all compose and create outcomes for grades 1-8 will be reported every reporting period. During the year all teachers from 1-8 will use the GSSD Analytical Compose and Create rubrics when reporting to parents and students. Administrator walkthroughs will use the writing continuum and provide feedback. Grades 5 and 6 will participate in writing for the Gazette. Grade 1 students will participate in the June Author’s Tea. 	
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>The Mustangs will have two goals here as well. The first is to maintain the high level of achievement and the second is to grow the 2%</p> <ul style="list-style-type: none"> During the school year all Numeracy Outcomes will be reported for all students from K-8 on every reporting period. 	

COMPONENT TWO – ACTION PLAN

High Quality Teaching and Learning

Division Level	School Level	
Division Outcomes	School Level Outcome &/or Work Plans (Supports Sector and Division)	Evidence of Progress (How Have You Done?)
	<ul style="list-style-type: none"> All students from grade 2-8 will be given the division screeners and those results will be used to determine interventions and guide instruction. Grades 2 and 5 will participate in the Provincial Math assessments. Students will use IXCEI and Reflex math to provide enrichment and practice. Students will participate in a “See What I Know About Math Fair”. <p>During the School Year the student will work on a common Math Concept together for a Math Afternoon</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>By June 30, 2022, the number of students reporting anxiety will reduce by 2% based on last year’s data.</p> <ul style="list-style-type: none"> Mindfulness training. Increased sense of belonging and respect within the school. Saltcoats School will teach students coping skills to handle the stress and anxiety surrounding Covid 19. Students will be able to report their feelings in monthly google surveys. Students will have regular opportunities to celebrate their compassion, courage and resilience. 	
By June 30, 2022, the three-year graduation rate will increase by 2% from the June 2021 data.	Saltcoats’s contribution to this goal is a commitment to have our grade 8’s leaving Saltcoats school meeting or achieving 80% of the essential outcomes that are outlined by the Ministry.	
By June 30, 2022, the five-year graduation rate will increase by 2% from the June 2021 data.	Saltcoats’s contribution to this goal is a commitment to have our grade 8’s leaving Saltcoats school	

COMPONENT TWO – ACTION PLAN

High Quality Teaching and Learning

Division Level	School Level	
Division Outcomes	School Level Outcome &/or Work Plans (Supports Sector and Division)	Evidence of Progress (How Have You Done?)
	meeting or achieving 80% of the essential outcomes that are outlined by the Ministry.	
By June 30, 2022, students in Grades 4 to 12 will report a 2% increase in student intellectual engagement from spring 2021 data.	<p>By June 30, 2021, the students in grades 4 to 8 will report a 2% increase in student intellectual engagement based on last year’s data.</p> <ul style="list-style-type: none"> • Strong responsive teaching. • Grade 5/6 will participate in Gazette writing. • Grade 1 students will participate in the June Authors’ Tea. • All students will have an opportunity to enter the Young Saskatchewan writer’s Contest. • Students will be encouraged to express and record their feelings about the pandemic in their writer’s notebook. • Students will continue to work with guided reading. • Mustang Time will be used to address RTI needs. • Students will participate in a See What I Know in Math Fair • Students will work on a common Math Concept during a Math afternoon. • Grades 6-8 will do a culture fair. • The Mustangs will seize the opportunity that Covid 19 has given us to increase opportunities for Greenspace learning. • Students from Grades 1,4 and 7 will participate in friends training. 	

COMPONENT TWO – ACTION PLAN		
High Quality Teaching and Learning		
Division Level	School Level	
Division Outcomes	School Level Outcome &/or Work Plans (Supports Sector and Division)	Evidence of Progress (How Have You Done?)
By June 30, 2022, GSSD will demonstrate a commitment to provide professional development and training to its staff based on the four Aspirational Statements.	Three meetings will be held with teachers to discuss the PD continuum and the events that are available to meet their needs and how they align with their PGP.	

Engagement of All Students, Families and Communities		
Division Level	School Level	
Division Outcomes	School Level Outcome &/or Work Plans (Supports Sector and Division)	Evidence of Progress (How Have You Done?)
By June 30, 2022, all students will achieve a 2% increase in student attendance based on the June 2021 data.	<ul style="list-style-type: none"> • This may be difficult due to Covid Protocols, but higher levels of engagement and lower levels of anxiety will help achieve this goal. • Our commitment to CSCH will help our students feel safe and resilient. • Student attendance will be monitored and reported on from the office. Parents and Guardians will be supported. • Initiatives will be created to encourage student attendance. These activities will be fluid as the Covid regulations are ever changing. • There will be monthly attendance celebrations. 	
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>By June 30, 2022, Saltcoats School will increase our communities’ cultural competencies through school-wide learning that grow our collective understanding about Indigenous identity, histories, worldview and systemic barriers.</p> <ul style="list-style-type: none"> • Saltcoats school will recognize September 15, 2021 as the 146 Anniversary of the signing of Treaty 4. • Will engage Jess and Clorice for support. 	We have invited Clorice Delorme to share some resources at our Oct Staff Meeting.

Engagement of All Students, Families and Communities		
Division Level	School Level	
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	<ul style="list-style-type: none"> Orange Shirt Day will be observed on September 30, 2021 with a school wide zoom address from Chief Cadmus Delorme Clorice Delorme will attend our October Staff meeting and do a session on resources. 	
By June 30, 2022, GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships.	Saltcoats school looks forward to reaffirming its partnerships with the local community groups. Including the rinks, park and walking paths.	
By June 30, 2022, GSSD will actualize an Early Years Engagement Network to enhance educational opportunities for early years students.	Saltcoats school is planning several family engagement activities.	

Effective Policy and Procedures		
Division Level	School Level	
Division Outcomes	School Level Outcome &/or Work Plans (Supports Sector and Division)	Evidence of Progress (How Have You Done?)
By June 30, 2022, 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.	When APs are released, we will review them and provide feedback.	
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.	At Saltcoats School, we will review our policy and remove barriers for student achievement.	
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.	At Saltcoats School we will conduct monthly reviews of decentralized budget.	

Healthy, Sustainable Physical and Social Environments

Division Level	School Level	
Division Outcomes	School Level Outcome &/or Work Plans (Supports Sector and Division)	Evidence of Progress (How Have You Done?)
By June 30, 2022, students will report feeling welcomed, included and feel a sense of belonging and caring at school.	At Saltcoats School we will be committed to providing a welcoming and inclusive environment. Our implementation of our CSCH will aid in that avenue. We will measure our results the Our School and SOSQ surveys.	
By June 30, 2022, staff will report feeling welcomed, included and feel a sense of belonging and caring at work.	At Saltcoats School we will be committed to providing a welcoming and inclusive environment. Our implementation of our CSCH will aid in that avenue. We will measure our results with the SOSQ.	
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.	At Saltcoats School we will be committed to providing a welcoming and inclusive environment. Our implementation of our CSCH will aid in that avenue. We will measure our results with the Our School and SOSQ surveys.	
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.	At Saltcoats School we will be committed to providing a welcoming and inclusive environment. Our implementation of our CSCH will aid in that avenue. We will measure our results with the SOSQ survey.	
By June 30, 2022, students will receive timely and responsive evidence-based prevention and intervention services at school.	At Saltcoats School we will be using formative assessments, division screeners and provincial assessments to identify students needing supports. We will have regular RTI meetings to discuss students who may require supports and what the best supports are.	
By June 30, 2022, students and families will report that they know where to turn for more intensive support when needed.	At Saltcoats School the first point of contact will always be the homeroom teacher. The next point will be myself. Our parents will be notified of who to contact when they have concerns.	
By June 30, 2022, GSSD will enhance the physical facilities occupied by students and staff to ensure health and well-being.	At Saltcoats school we will conduct regular OH and S meetings as well as routine school inspections to ensure that our facility is safe. Our CSCH team will be working with students and community to make our facility's appearance bring out the positive environment that we want to create.	

Healthy, Sustainable Physical and Social Environments		
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COMPONENT THREE - THE REVIEW PLAN
<p>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.</p> <ul style="list-style-type: none"> • What is on and off target? • What do we need to adapt in our plan? • What can we do to be more effective as a team? • What can I do to be a more effective team member?

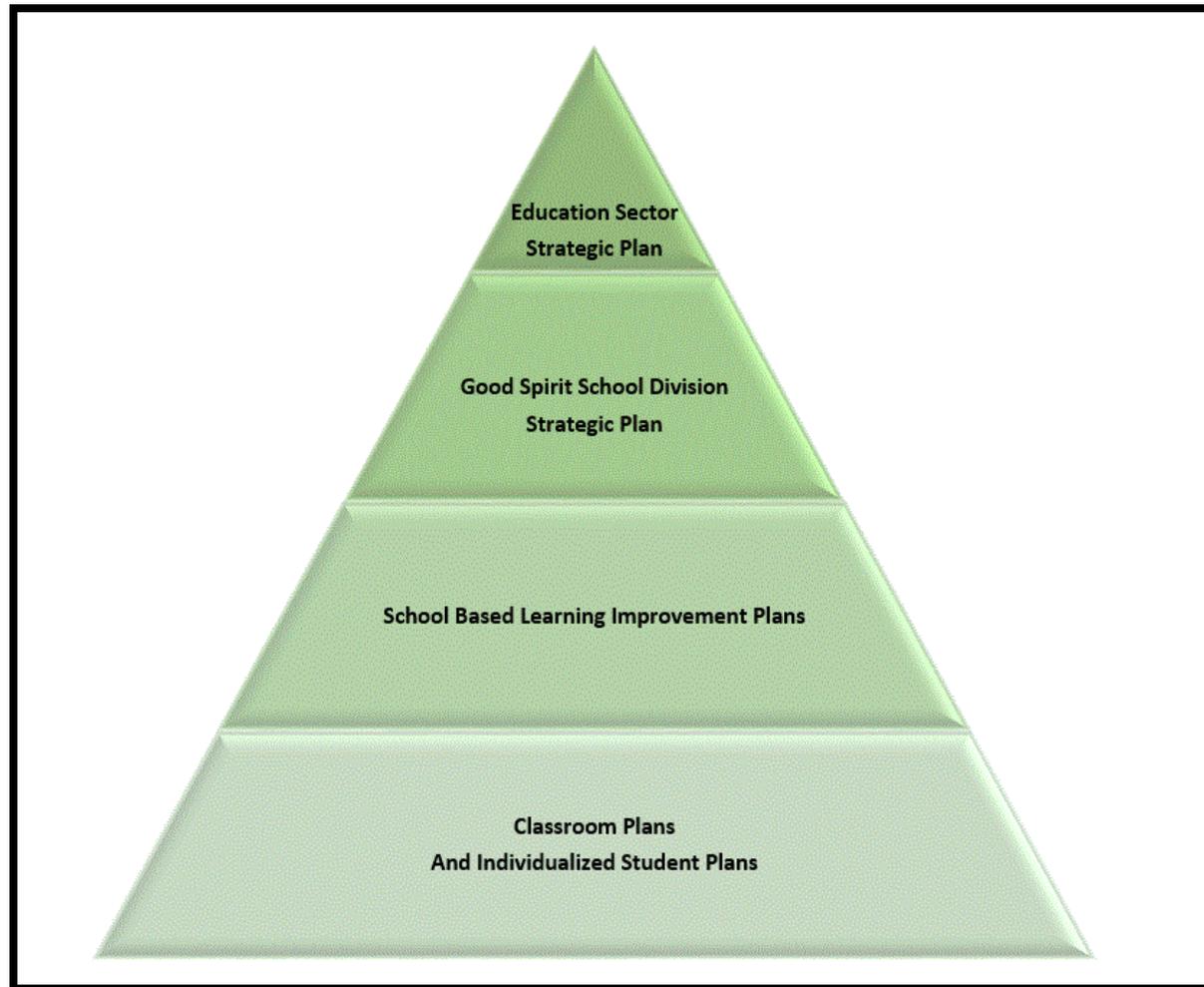
COMPONENT FOUR - THE COMMUNICATION PLAN
<p>How will the plan and progress be communicated to the school community? Note, a copy of the signed School Level Plan should be posted on the school website.</p>

In-School Administrator(s) Signature	Date
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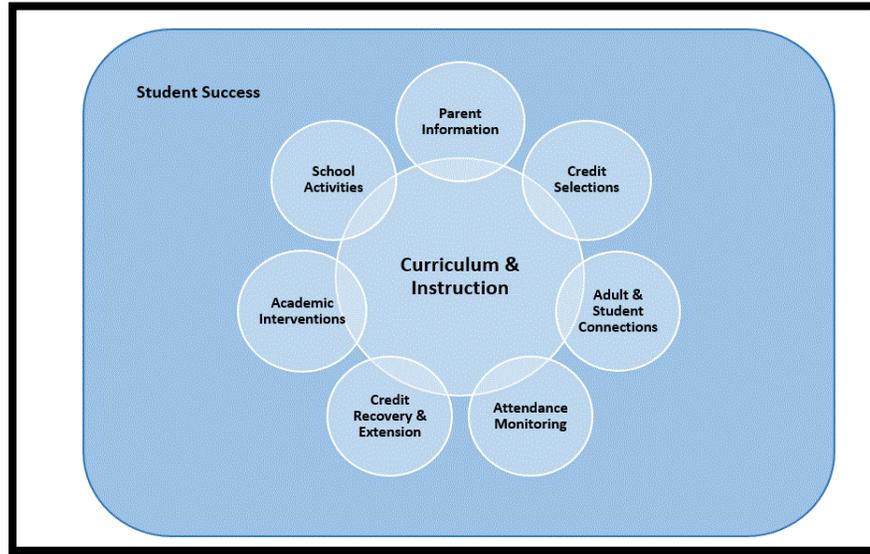
School Community Council Chairperson Signature	Date
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Learning Improvement Plan Resources

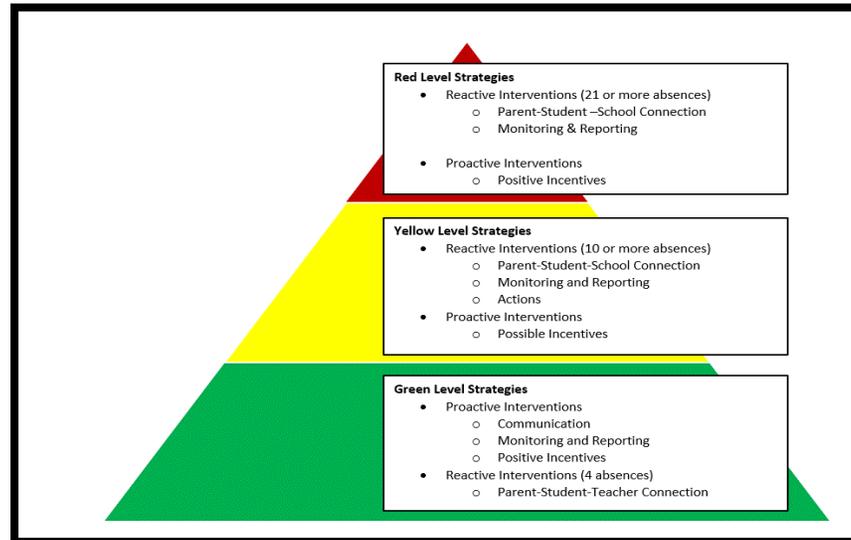
Strategic Plan Cascade



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.