

Yorkton Regional High School – School Level Plan

School: Yorkton Regional High School

School Year: 2021-22

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 balanced 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

Motto – TBD

Mission – In Pursuit of Excellence

Vision – TBD

Statement of Values and Beliefs - The Family of Raiders includes students, staff, and parents, both past and present. As family members we will:

- Conduct ourselves at all times in a manner that brings honour, pride, and dignity to ourselves and our school.
- Work towards a school atmosphere in which everyone feels safe and supported.
- Recognize and respect differences in people, opinions, and ideas.
- Encourage and celebrate each other’s efforts and achievements.

High Quality Teaching and Learning

- We believe that all students can learn at high levels. Located within this belief is our acceptance of diversity and our whole-hearted efforts to honour diversity within the halls of the YRHS. We also acknowledge as an act of Reconciliation that the land on which we learn as the Family of Raiders is

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.

Treaty 4 Territory: and the traditional territory of the Cree and Saulteaux, Assiniboine and Metis.

- As a Comprehensive High School, we offer a wide range of learning opportunities for students to engage in. Classes are offered over five different academic streams; Functionally Integrated, Alternative Education, Modified, Regular, and Advanced Placement. Course offerings within these streams vary Department to Department. There are four distinct Departments within the YRHS that offer credit courses: Humanities, Practical & Applied Arts, Math & Science, and Physical Education. The Student Services Department supports our students with Attendance Tracking, Jr and Sr Grad Interviews, My BluePrint, SUTIL/Grad Information Night, Career Counselling, Guidance, access to School Counsellors, Nurse Practitioner, and avenues to attain professional services outside of our school.

Effective Policy

- Change within our educational setting involves all stakeholders. Grassroots level change involves, staff, students (when appropriate), parents, School Community Council, Senior Administration, and the Good Spirit School Division Board.
- Clear practices, procedures, protocols, and regulations are in place for our students that fall into four main categories of school policy:
 - **Student Responsibilities**
 - **Transportation, Driving and Facility Use**
 - **Prohibitive Use of Substances**
 - **Student Conduct**

Healthy, Sustainable Physical and Social Environments

- YRHS Staff welcome all students to our caring and inclusive school.
- Our staff are working to find new and exciting ways in which to not only more fully engage our students, but their guardians as well. When students and their families are

	<p>more fully engaged in the happenings within our school and its classrooms the learning opportunities multiply.</p> <ul style="list-style-type: none"> • We continue to work alongside the GSSD to ensure that our building is safe and consistently responsive to a changing learning environment.

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, there will be 2% more students writing at or above grade level in Grades 4, 7, & 9 compared to the June 2019 data.	<p>By June 30, 2022, there will be 2% more students writing at or above grade level in Grade 9 compared to the June 2019 data.</p> <ol style="list-style-type: none"> 1. The Provincial ESSP Writing Assessment is administered in June and serves as the measuring stick for this outcome. A 4pt. rubric is utilized to measure student success and a score of 3 or 4 is the overall goal. 2. A team approach has been taken with the ELA 9 Teachers to ensure that all staff use the same rubrics and exemplars and will arrive at the same assessment points with regards to student work. 	<ol style="list-style-type: none"> 1. The Junior ELA PLC meets roughly once a month and with the guidance of the Humanities Learning Leader will facilitate the administration of this assessment. 2. The Junior ELA PLC meets roughly once a month and with the guidance of the Humanities Learning Leader this work shall continue.

COMPONENT TWO – ACTION PLAN

High Quality Teaching and Learning

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	3. A writing portfolio is created for each grade 9 student upon entry to the YRHS. This writing portfolio follows each student as they move through grades 9-12.	3. Through the use of Google Documents this process has been digitized.
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>1. The YRHS shall have supports in place for students with mental health and addiction concerns.</p> <p>2. We are currently offering two sections of the Mental Health and Addictions 10L course to 50 students that chose the class as an elective. School Counsellors present sessions in the mental health class curriculum, which is a YRHS grade 10 elective course.</p> <p>3. The YRHS through the SRC/Leadership/RCR has created an avenue for student voice to be heard.</p> <p>4. The Rainbow Club has created a nurturing environment. Our students feel safe, acknowledged, and our club members have a sense of belonging within our school.</p> <p>5. School Counsellors are proactive in supporting new students coming into the building by providing classroom sessions for all</p>	<p>1. Our School/Addictions Counsellor shall be able to share case numbers, treatment plans, successes, and challenges.</p> <p>2. The MHA10L course has had a sustained enrolment over the course of the last four years since the course was first introduced. The PSY30SP and PSY30HD courses also have a strong component within them dealing with mental health.</p> <p>4. Club supervisors will submit a report of group numbers and projects undertaken.</p> <p>5. School Counsellors Westberg and Lulashnyk work with grade 9 students in Health and Computer Fundamentals. They</p>

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High Quality Teaching and Learning

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	<p>grade 9 students with information about anxiety and accessing school counsellors within either Quad 1 or 2. (Mindful exercise).</p> <p>6. School Counsellors are developing plans for students dealing with high levels of anxiety. These plans include coping with anxiety as well as treatment of thinking patterns that contribute to anxiety. School counsellors collaborate with students, teachers, SST's, home and community agencies to develop these plans.</p> <p>7. School Counsellors connect with students to identify those who would benefit from the Teen Boost partnership between GSSD and Saskatchewan Health Authority and attend sessions with students every Wednesday.</p> <p>8. ELA teachers identify students who need support with classroom presentations due to anxiety to meet course curriculum outcomes and refer those students to the school counsellor who works with them to build this skill.</p> <p>9. Two annual screeners; <i>Our School Survey</i> and the <i>SOS-Q Survey</i> will be administered this school year. This data shall be compared to the last collected data.</p>	<p>also see students new to the school on a 1 on 1 basis.</p> <p>6. School Counsellors Westberg and Lulashnyk continue to develop 'safe plans' for students that require assistance to deal with high levels of anxiety.</p> <p>7. At present we have 6 students that are registered to take part in this program.</p> <p>8. Humanities Learning Leader will remind staff at Department Meetings of this potential accommodation. Student Services personnel also connect with CTTCS Division to ensure that grade 9 students new to our school are also accommodated.</p> <p>9. Students that score in the 'red zone' on the SOS-Q Survey are discussed at the weekly RTI Meetings. Vice-Principal's ensure that each of these students are</p>

COMPONENT TWO – ACTION PLAN

High Quality Teaching and Learning

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		connected to an adult in the building for support.
By June 30, 2022, the three-year graduation rate will increase by 2% from the June 2021 data.	<p>The data collected and shared by the GSSD #204 will show our progress in relationship to the Short-Term Goals established by the School Division.</p> <ol style="list-style-type: none"> 1. YRHS Counsellors and Administrators utilize the Adult 12 Graduation Guidelines* as set out by the Ministry where circumstances warrant. (*presently not counted as having obtained 24 credits in the Ministry’s outcome) 2. Course failure rates are reviewed at the end of each Quad. 3. YRHS Submission of Assignment Policy shall be followed by teachers and administrators to proactively support students in completing assignments on time. Students do not have a choice of not submitting the work. 4. Edsby will track the number of credits that may be recovered. We will follow AP 359 for this process. Credit Recovery is an intervention used to recover a credit for a 10, 20, or 30 level course that a student has not successfully completed. 	<ol style="list-style-type: none"> 1. At present we have 7 students working to attain their Adult 12 Standing. 2. Mike to record course failure rates per Quad. <ul style="list-style-type: none"> • Quad 1 • Quad 2 • Quad 3 • Quad 4 4. Johnna to record credits recovered per Quad. <ul style="list-style-type: none"> • Quad 1 • Quad 2 • Quad 3 • Quad 4

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High Quality Teaching and Learning

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	<p>5. Credit Extension (CE) is an intervention to extend time to achieve a credit/final mark in a 10, 20, or 30 level course. The support room may be utilized to offer additional time and assistance, depending on a student’s given situation. We will follow AP 359 for this process.</p> <p>6. Math 9 Teachers will administer a common assessment to grade 9 students in regular and pre-AP courses to ensure they are in the proper program. This common assessment also informs instruction. The Math 9 Screener is administered twice.</p> <p>7. English 9 Teachers will administer a common assessment (Gates-MacGinitie) to grade 9 students in regular and pre-AP courses to ensure they are in the proper program. It is also used by our SST’s and teachers to determine levels of support needed in the classroom at a Tier 1 level.</p> <p>8. Grade 9 students use My Blueprint in Health and Computer Fundamentals classes to build resumes, write cover letters, do learning/personality inventories and start the process of career exploration at the high school level.</p>	<p>5. Johnna to record credits extended per Quad.</p> <ul style="list-style-type: none">• Quad 1• Quad 2• Quad 3• Quad 4 <p>6. We are presently working with the GSSD to try and make this assessment more valid for our students.</p> <p>7. We are presently working the GSSD to try and find a more meaningful assessment.</p> <p>8. Within My Blueprint we are able to access the statistics to determine what percentage of these tasks are completed.</p>

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High Quality Teaching and Learning

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	<p>9. Grade 10 Junior Grad Interview done in Science 10 classes, Quads 1-4 through the use of My Blueprint. An introduction to career research and the many resources that the YRHS Student Services Dept. offers. A large component of these visits deals with ensuring our students understand the Math Pathways as well as all of the Elective Choices in Humanities.</p> <p>10. The establishment of curricular components in Wellness 10 from My Blueprint. This will lay a foundation for next year's Grade 10's who will have begun work on My Blueprint in their Grade 9 year. Goal Setting, Budgeting, Resumes and Cover Letters are addressed in these sessions.</p> <p>11. Academic goal-setting takes place in all classes through the use of the Edsby Markbook. Subsequent goal reflection takes place in individual classrooms and is carried out by classroom teachers.</p> <p>12. Mrs. McBride accesses Ministry Transcripts to create the Grad List for those students that have met all necessary requirements for Graduation in June of 2022.</p>	<p>9. Student Services Department will carry on with these classroom visits.</p> <p>10. Student Services Dept. Head reports when this is completed.</p> <p>11. Students in all classes shall set an academic goal for themselves beginning on the first day of each Quad.</p> <p>12. Our current Grad List as of Oct. 31, 2021 has 198 students on it. There are some students that are attending DLS this school year that are still eligible to graduate with the YRHS Class of '22.</p>

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High Quality Teaching and Learning

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	<p>13. Grade 11 and 12 students enroll in sessions offered by SUTIL during instructional time to explore post-secondary possibilities.</p> <p>14. Grad Information Night</p> <p>15. With the implementation of remote learning our teachers have widened their instructional strategies to include platforms such as a; Google Classroom, Google Meets, Moodle, use of document cameras etc. Everybody is working to increase student engagement through strategies such as maintaining a wide variety of program choice, improving the effectiveness of classroom feedback and assessment practices.</p> <p>16. Work Experience opportunities allow students to gain credits in valuable career-oriented situations.</p> <p>17. Apprenticeship credits are offered through our DLS where students work 100 hours beneath a Journeyperson for a credit in return and hours accumulated for Post-Secondary purposes.</p>	<p>13. SUTIL is being done virtually this fall during the months of October, November and December.</p> <p>14. Grad Information Night (Virtual) is to be held on Monday, November 29, 2021 from 6:30pm to 8:00pm. This session is held to share initial information pertaining to the Graduation Ceremony to be held in June of 2022.</p> <p>16. At present there are 48 Career Work Experience students enrolled.</p> <p>17. At present we have 8 students enrolled in Apprenticeship.</p>

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High Quality Teaching and Learning

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	<p>18. YRHS monitors attendance and intervenes immediately when attendance issues threaten to interfere with student learning and/or the reaching of graduation. The Quad System coupled with some Remote Learning has taxed us to find new and creative ways to accomplish this.</p> <p>19. Relearning and Reassessing opportunities will continue to be available for students. Each Department has taken the base policy and adapted it to meet their requirements.</p> <p>20. In light of the COVID-19 Pandemic we have made RTIme mandatory for all grade 9's and 10's this school year.</p> <p>21. The Main Entrance has been wrapped in an effort to engage our Class of '22 to 'stay the course and cross the stage.'</p> <p>22. Student Services Personnel conduct one on one Grad Interviews with our Grade 12's to ensure that all students have been given the necessary information to access scholarships, and understand the process of post-secondary applications.</p>	<p>18. Refer to the YRHS Attendance Goal.</p> <p>20. Mandatory RTime shall be 'built-in time' to work on skill deficits and/or missing work when we return to our regular school schedule.</p>

COMPONENT TWO – ACTION PLAN**High Quality Teaching and Learning**

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By June 30, 2022, the five-year graduation rate will increase by 2% from the June 2021 data.	<ol style="list-style-type: none">1. Student supports in the form of SST's, EA's, School Counsellors, Entayan Room Staff is absolutely essential for these students to become successful.2. The Entayan Room allows for flexible scheduling of students that find themselves in need of a longer pathway to graduation.	1. RTI Team members will red flag any student at the end of each Quad that did not obtain their credit.
By June 30, 2022, students in Grades 4 to 12 will report a 2% increase in student intellectual engagement from spring 2021 data.	<p>Data will be pulled from the OurSchool Survey to gage our students present intellectual engagement levels.</p> <ol style="list-style-type: none">1. Students that are intellectually engaged find learning to be interesting, enjoyable and relevant. YRHS results are 4% lower than the nation.2. How do we go about engaging students intellectually?	<ol style="list-style-type: none">1. The data from the OurSchool Survey that will be administered in the spring of 2022 will be used to track this goal.2. Staff will work together to brainstorm ideas to meet this goal.
By June 30, 2022, GSSD will demonstrate a commitment to provide professional development and training to its staff based on the four Aspirational Statements.		

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?)
<p>By June 30, 2022, all students will achieve a 2% increase in student attendance based on the June 2021 data.</p>	<p>1. Attendance at the YRHS</p> <ul style="list-style-type: none"> - Students and their parents or guardians are responsible for student attendance in school - If a student must be absent: <ul style="list-style-type: none"> - Have a parent or guardian call (306) 786-5561 to explain the legitimate absence on the day of the absence or in advance if possible - the call can be made at any time of day and a message left - Attendance Reports shall be generated by a YRHS Admin. Assistant that will show a student's name, class and number of times they have been absent from class <ul style="list-style-type: none"> - Teachers will track student attendance in class and remind students to have their absences explained in a timely manner <ul style="list-style-type: none"> - 3 Absences – Teachers are to call home and make a note of the call in Edsby - 5 Absences (5-10 hours) – student is spoken to by Student Services Staff and a call is made to parents/guardians - 10 Absences (10-20 hours) – student is spoken to by Administration and a call is made to parents/guardians reminding them that the credit may be pulled at 15 absences - 15 Absences (15-30 hours) – student meets with Administration and depending on the situation a credit may be pulled 	<p>1. We are going to work within the limitations of Edsby to try and ensure that we are able to hold students accountable for their daily attendance.</p> <ul style="list-style-type: none"> - Mili/Jhonnette send out an Attendance Report which the RTI Teams will refer to

Engagement of All Students, Families and Communities

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<p>By June 30, 2022, GSSD will increase our organization’s cultural competencies through division-wide processes and professional learning that grow our collective understanding about Indigenous identity, histories, worldview, and systemic barriers.</p>	<p>By June 30th, 2022, YRHS will promote empathy, respect and understanding in teaching related to residential schools and aboriginal history as outlined in the Truth and Reconciliation Calls to Action (Section 63). This shall occur via several different activities:</p> <ol style="list-style-type: none"> 1. Our in-school administrators shall acknowledge that we are meeting on Treaty 4 Territory at all public functions as well as denote this fact within the signature lines of their GSSD email. 2. Our ISAC (Indigenous Student Achievement Centre) Team is utilizing the Office of the Treaty Commissioner to advance Truth and Reconciliation within our classrooms. 3. Engaging Young Leaders – Our ISAC Staff along with the YTC are collaborating to provide our students with opportunities to learn more about culture within a framework that may provide our students with Special Project Credits. Val Gendreau in her capacity as GSSD Special Project Credit Coordinator shall meet with the ISAC Staff to continue these efforts once we return to Tier II instruction. 4. The YRHS shall work to have an Elder assigned to the building to work with both staff and students. 	<ol style="list-style-type: none"> 1. This practice has become part of the culture of our school. 2. Our Humanities Learning Leader shall investigate to determine whether we need to access additional kits. 3. Erin will arrange with YTC to see if this program is available this school year. If possible, this program may resume in Quads III and IV. Erin will also consult with Val Gendreau to see if there are any outstanding Special Project Credits to complete. 4. The process of replacing our Elder shall get under way once we are clear of COVID repercussions for one month. At present

Engagement of All Students, Families and Communities

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	<p>5. The staff and students of the ISAC are planning a celebration that will be held on June 21, 2022.</p> <p>6. ICW will conduct home visits as needed with individual students' families.</p> <p>7. ICW goes to the ISAC daily to meet with Indigenous students and support their attendance needs in the classroom. This practice minimizes the amount of time they are out of classrooms.</p> <p>8. ICW engages students in our cultural activities to build relationships with our Indigenous students.</p> <p>9. YRHS staff shall engage students in our Indigenous Sports Club to build relationships with our Indigenous students.</p>	<p>our ICW, Victoria Blackbird (knowledge-keeper) shall continue to add cultural components to our programs. Andrew Quewezance will also be consulted as needed.</p> <p>5. The planning and hosting of this event is dependent on our COVID Restrictions at the time.</p> <p>6. Home visits are an ongoing practice.</p> <p>7. Erin shall continue to access and monitor student attendance.</p> <p>8. Once we are back to our regular Tier I learning this will be re-introduced. Grants have been written and sent off to the Painted Hand Casino to help with the cultural activities such as beading, and ribbon skirt seweing.</p> <p>9. Once we are back to our regular Tier I learning this will be re-introduced.</p>

Engagement of All Students, Families and Communities

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	<p>10. GSSD Director and Jess Armstrong shall be hosting a one-hour Indigenous Student Senate to hear ideas of what can be done to bolster Indigenous graduation rates in our school.</p> <p>11. The Grad Coach works with all self-declared Indigenous youth in completing our 'Reaching Graduation' forms and in ensuring that each student has chosen an appropriate pathway that will ultimately lead to graduation from grade 12.</p> <p>12. SST's and Entayan Room Staff work to ensure student credit attainment is closely scrutinized in relation to support periods such as Tutorials being assigned in lieu of credits.</p> <p>14. ISAC Advisory Council made up of students and elders meet regularly to discuss school issues and barriers to learning.</p>	<p>10. The planning and hosting of this event is dependent on our COVID Restrictions at the time. 1.</p> <p>11. J. McBride has been working with E. Nicolas to ensure that she understands the process and is able to complete 'Reaching Grad Forms' on her own.</p> <p>14. Presentations are made to the YRHS Leadership Team when needed.</p>
By June 30, 2022, GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships.		
By June 30, 2022, GSSD will establish a First Nations, Métis, and Inuit Advisory Council to enhance educational opportunities for Indigenous students.		

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.		
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.		

Healthy, Sustainable Physical and Social Environments		
Division Level	School Level	
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By June 30, 2022, students will report feeling welcomed, included and feel a sense of belonging and caring at school.	<ol style="list-style-type: none"> 1. The return of RCR where students are in smaller cohorts and take part in team building activities to help build connections to the school. 2. Our Extra-Curricular clubs/teams are back in action helping to increase our student's sense of belonging. 3. A return to a somewhat 'normal' routine albeit within a Quad System has also increased our student's sense of belonging. Along with 	

Healthy, Sustainable Physical and Social Environments

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	the three period day the school cafeteria and library are now open for student use.	
By June 30, 2022, staff will report feeling welcomed, included and feel a sense of belonging and caring at work.	<ol style="list-style-type: none"> 1. In-school administrators will constantly monitor professional staff feelings through discussions within PGP's, PLC's and random conversations designed around enhancing relationships. 2. In-school administrators will work closely with SST's to ensure that EA's are feeling valued. 3. In-school administrators will closely monitor the Admin. Assistants to ensure that they are feeling valued. 4. Student Services shall continue to offer 'Coffee Friday' as a manner in which staff can gather to meet during a break in the day to build team. 5. The Social Committee will continue to schedule events for staff to be able to relax and get to know one another better. 6. All staff are playing a role in creating the school's long overdue: Mission & Vision Statements. 	<ol style="list-style-type: none"> 2. One meeting shall be held per quad to share positive stories within the two groupings of EA's. 3. Random coffee days, Christmas gifts, and Admin. Assistant Appreciation Day go along way to make folks feel valued. 5. The first event was held at the Brown's Acreage and involved a Family BBQ coupled with Par-3 Golfing, a Bouncy Castle and the requisite Axe Throwing Event.

Healthy, Sustainable Physical and Social Environments

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	7. Administration will continue to create opportunities for staff to meet as a collective group for lunches during PD days.	
By June 30, 2022, students will develop mental fitness (state of well-being and having a positive sense of how we feel, think, and act) to identify emotions and access supports.	<p>1. School Counsellors Westberg and Lulashnyk have classroom visitations planned.</p> <p>2. The Grade 10 Drama Class performed their Creative Collective to end Quad 1 built around one theme of Mental Health. There were ten performances that centered around the theme.</p> <p>3. Roby Sharpe will include Factual Information on Daily Announcements from the GSSD Monthly Newsletter.</p>	1. The Leadership Class will promote Mental Fitness via our school Social Media sites and through planned activities.
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.	<p>1. Wendy Nesseth was accessed to help staff focus on 'Mindfulness.'</p> <p>2. GSSD Monthly Mental Health and Wellness Newsletter is posted to our Staff Edsby Knowledge feed.</p>	Breathing exercises were learned and practiced at the Oct. 12, 2021 PD Day.
By June 30, 2022, students will receive timely and responsive evidence-based prevention and intervention services at school.	<p>1. RTI Meetings are held weekly for grade groupings as follows: Grade 9/10 (A. Kyle), Grade 11/12 (J. McBride)</p> <p>2. RTI me is operational each day from 11:00am to 11:30am.</p>	<p>1. One grade meets each week on Wednesday mornings. This is two more meetings than in previous years.</p> <p>2. RTI me is mandatory for all students in grades 9 and 10 in an effort to re-establish our culture of academic excellence.</p>

Healthy, Sustainable Physical and Social Environments		
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	3. Study Hall is operational each day during Periods 2 and 3. 4. SST's and our ISSL have tutorial time built into their days.	
By June 30, 2022, students and families will report that they know where to turn for more intensive support when needed.	School Counsellors visit classrooms and speak at Staff Meetings to ensure folks know where to access services.	1. Supports are listed on our school website. Posters have been posted in all school washrooms with numbers to call to contact resources.
By June 30, 2022, GSSD will enhance the physical facilities occupied by students and staff to ensure health and well-being.	On March 7, 2022 construction is slated to begin to bring about some cosmetic changes to the external portions of the building as well as to provide air conditioning and new windows.	
By June 30, 2022, all high schools will have established alliances for gender and sexual diversity.	1. The YRHS Rainbow Club was created during the 2017-18 school year. It serves as a beacon of excellence for all high schools in the province. The students regularly visit staff meetings to help educate our staff.	1. This fall our 'Pride Flag Crosswalk' was repainted. The group also created a metallic pride flag that was mounted to the front of the school.

COMPONENT THREE - THE REVIEW PLAN
Three times per year, the school team should unpack their School Level Plans. Emphasis should be placed on results. The following questions may be used as prompts for discussion.
<ul style="list-style-type: none"> • 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 School Level Plan should be posted on the school website.

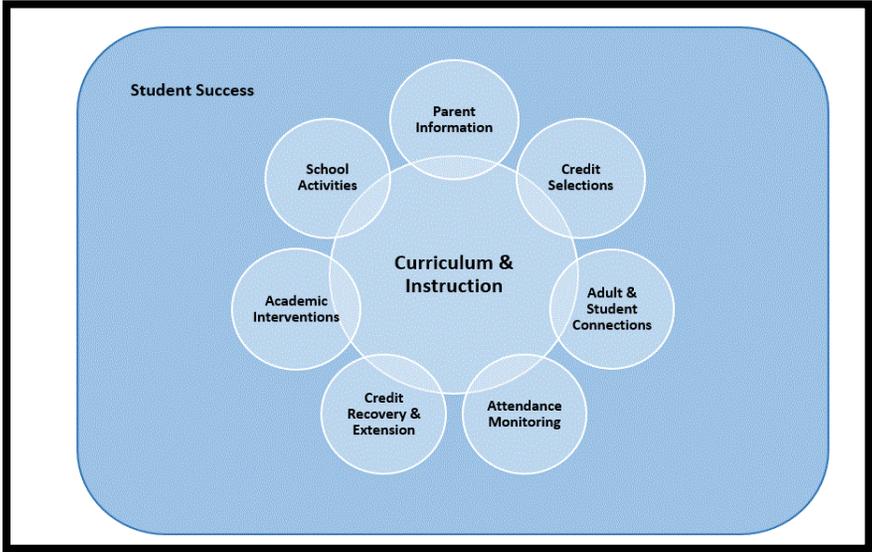
In-School Administrator(s) Signature

Date

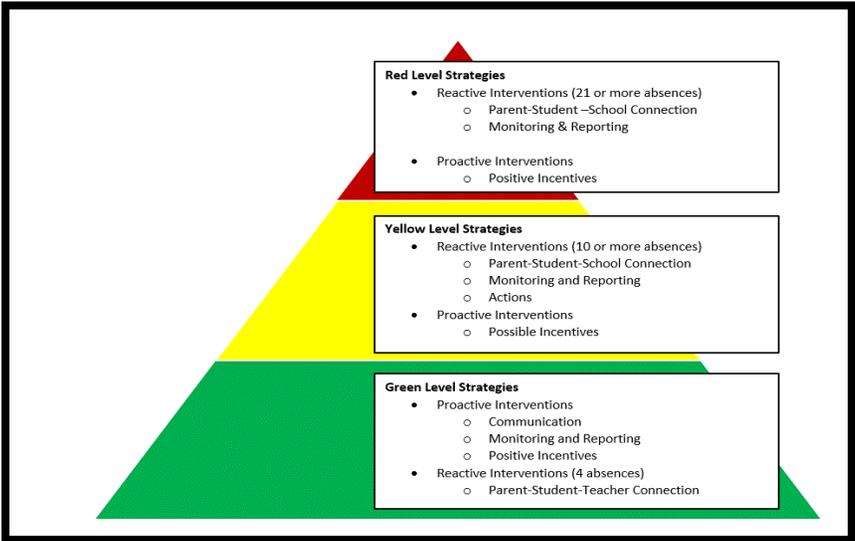
School Community Council Chairperson Signature

Date

GSSD Student Success Framework



GSSD Attendance Pyramid of Interventions



GSSD Academic Pyramid of Interventions

Academic Intervention – The Intersection of the Adaptive Dimension and Response to Intervention

Providing students with timely and regular academic interventions is an important component of the Good Spirit School Division's Framework for Student Success, Achievement and Graduation. This can be accomplished through the systemic implementation of supports and through regular and consistent application of the fundamentals of the Adaptive Dimension.

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.