



**School Level Plan**

**School:** Columbia School **School Year:** 2022-2023

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| **FOUNDATIONAL ITEMS** | |
| **Division Motto, Mission, Vision, Values, & Aspirational Statements** | **School Mission, Vision, Values, & Compelling Why** |
| **Motto** – Students Come First  **Mission** – “Building Strong Foundations to Create Bright Futures”  **Vision** – “Learning Without Limits ... Achievement for All"  **Values** – Belonging, Respect, Responsibility, Learning, Nurturing, 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 | **Mission Statement**  COUGARS strive for excellence!  **Courage**  **Ownership**  **Understanding**  **Growth**  **Acceptance**  **Resilience**  **Spirit**  **Vision**  Inspiring compassionate global citizens who persevere to ignite change, creating positive outcomes for all!  **Values –**  **The Cougar Code**  **Cougars are Respectful.**  **Cougars are Responsible.**  **Cougars are Safe.**  **Cougars are Kind.**  **Cougars use their WITS**  **W - walk away**  **I - ignore**  **T - talk it out**  **S - seek out adult help**  **Columbia School Compelling Why Questions**   1. **What does it mean to be a Columbia Cougar?**  * **Inspiring excellence** * **To have fun** * **Being the best YOU, you can be** * **Acceptance** * **Diversity** * **Part of a team, part of a family** * **Strive for excellence** * **High expectations** * **Support** * **Pride** * **Giving the basic needs** * **Relationship building** * **Leading by example** * **Family Driving**   **\*\*\*Our school family that respects diversity and strives for personal excellence\*\*\***   1. **What do we celebrate?**  * **Character** * **Relationships with students** * **Students’ growth** * **Celebrate learning from our mistakes** * **Diversity** * **Kindness** * **Learning** * **Initiative** * **Positivity** * **Courage to try something new** * **Embrace change** * **Inclusiveness** * **Programming** * **School Spirit** * **Fun** * **Trust** * **Persevere** * **Each other**  1. **Why should kids choose to come to Columbia?**  * **Safe** * **Welcoming** * **Compassion and understanding** * **Relationship with staff** * **Diversity** * **Opportunities** * **Belonging** * **Acceptance** * **Solid foundation** * **Students come first: support and programming** |

| **Aspirational Statements into Action** | | | | |
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| **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 2022, 25% more students will exit Kindergarten according to the EYE (green) than when entering Kindergarten.**  **Columbia School will be holding a minimum of 2 “Family Engagement Events”, throughout the 2022-23 school year.**  **Kindergarten Sprints to achieve green skills with all students.**  **Incredible years program, Speech Intervention groups, Heggerty programming.**  **“Show What you Know” conferences.** | **Pre-K home visits, monthly parent engagement activities and evening visits for working families.**  **Family engagement of Welcome event, Spooky Science October, Winter Wonderland and Fine Motor February.**  **November Update –**  **KA – students in Red, students in Yellow and students in green.**  **KB – students in Red, students in Yellow and students in green.**  **May Update –** | **Nancy Zawislak**  **Marlee Molnar**  **Janel Kindratsky**  **Rheannon Currie**  **Amber Wawryk**  **Pre-K & Kindergarten EAs** | **Expenses for engagement events.** |
| 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 10% more Grades 1 to 3 reading at or above grade level as compared to fall 2022 data.**  **All students in grades 1 to 6 who are below their grades’ instructional level as measured by Fountas and Pinnell in September, will demonstrate at least one level of growth by June 2023.**  **All grade 1 to 3 students in June will be compared to their own Fountas & Pinnell scores from November to calculate their levels of growth.**  **All grade 1-3 teachers will have implemented word study according to GSSD Criteria.**  **All grade 1-8 teachers will continue to implement guided and independent reading according to GSSD criteria.**  **Students who appear to be significantly below grade level in reading in grades K-8 will have a targeted literacy intervention plan implemented.**  **A focus on the love for reading and reading for pleasure at any level or genre.**  **Guided reading support for early years with Literacy interventionist.**  **Grade 1 Heggerty reading support, SIMBI for grade 1 to 5, RISE intervention, LLI, Fast Forward, Rime Magic, and Seeing Stars.**  **Use writing continuum.** | **November Update –**  **Grade 1 Literacy data for the fall is the following.**  **December Update –**  **F & P data has been reviewed with staff and indicates the following achievement from fall data.**  **Overall grades 2 to 6.**  **of students are exceeding reading levels (blue)**  **of students are meeting reading levels (green)**  **of students are approaching reading levels (yellow)**  **of students are not yet meeting reading levels (red)**  **of students are not measured at this time**  **Data by grade indicated the following.**  **Grade 2 has of students reading at or above grade level.**  **Grade 3 has of students reading at or above grade level.**  **Grade 4 has of students reading at or above grade level.**  **Grade 5 has of students reading at or above grade level.**  **Grade 6 has of students reading at or above grade level.**  **February Update –**  **Grade 1 students were assessed for the first time and of the students were reading at or above grade level expectations at this point in the school year. Students will be reassessed in Spring.** | **Grade 1 to 3 teachers**  **Grade 4 to 6 teachers**  **Principal, SSTs, school literacy teacher.**  **Library tech.** | **Expenses for photocopying.**  **Release time to complete assessments.**  **Writing Powers resources.**  **Writing Traits resources.**  **SIMBI**  **P to Z guided reading kit.** |
| 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. | **By June 2023, 2% more students in grades 4 & 7 will achieve a score of 3 or better on the Ministry Holistic Writing Rubric, compared to June 2022 data.**  **All teachers will be using the Ministry Writing Continuum to plan for writing instruction.**  **All teachers will use the GSSD Compose & Create Analytical rubrics to assess and provide feedback to students.** | **Foster the love of writing and celebrate the joy and success of writing.** | **Grade 4 and 7 teachers.** | **Writing resources.** |
| By June 30, 2023, there will be 2% more Grades 2, 5, & 8 students at or above grade level in math compared to the June 2022 data. | **By June 2023, 2% more students in grades 2, 5 & 8 will achieve a score of 3 or better on the Ministry Holistic Number Strand Rubric, compared to June 2022 data.**  **All grade 2-8 teachers will conduct the GSSD Math screeners to determine if RTI is required for specific students.**  **All teachers will use the K-8 GSSD Math Analytical rubrics.**  **Formative assessment used for data collection, connections to real life, guided Math and hands on activities.**  **Common Saskatchewan Math assessments.** | **Math discovery and with manipulatives in all grades.**  **Data collected on Mathology (grade 1 to 3), Mathletics (grade 2 to 8) and Math Up (grade 5 to 8) to track student progress in areas of Math.** | **Pre-K to 8 teachers.** | **Cost for Mathology for grade 3, Mathletics for grade 2 to 8 students and Math Up licenses for grade 5 to 8 teachers and training.** |
| 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. | **By June 2023, male students in grade 4 to 6 will report a 2% reduction in levels of anxiety from spring 2022 data Our School Survey data.**  **By June 2023, male students in grades 7 and 8 will report a 2% reduction in levels of anxiety from spring 2022 data Our School Survey data.**  **By June 2023, female students in grade 4 to 6 will report a 2% reduction in levels of anxiety from spring 2022 data Our School Survey data.**  **By June 2023, female students in grades 7 and 8 will report a 2% reduction in levels of anxiety from spring 2022 data Our School Survey data.**  **Monthly information will be sent by school counselor to all staff on different strategies and programming that can be shared with students. This will help all staff to deal with students experiencing anxiety.**  **Connections to all curriculums, Triple P (community agencies), Friends program, “Taking Care” – monthly news, workshops in the classroom, Teen Boost, Dino School (Incredible Years) – Kindergarten to grade 2, Lego club, Rainbow Club, People World, mentorship, and Self-Regulation groups.**  **Zones of regulation and Wholistic Mental Health Education.** | **Support students and families when parent engagement can occur.**  **Positive phone calls home to families to ensure positive relationships with all Columbia families.**  **November Update –**  **SOS-Q is being completed in January with all grades 4 to 8 students.**  **Our School Survey will be completed in Spring of 2023 with grade 4 to 8 students**  **March Update –**  **SOS-Q was completed by students in grades 4 to 8 in January.**  **Overall results showed:**  **students % in the Blue - High**  **students % in the Green - Adequate**  **students % in the Yellow - Concerning**  **students % in the Orange - Worrisome**  **students % in the Red - Risk**  **\*\* students (%) scored red in one or more areas\*\***  **\*\*Areas of concern for school are**  **Extra-curr. opportunities and interactions with peers will offer opportunities for success with boosting self-confidence and internal resilience.**  **May Update –**  **By June 2023, male students in grade 4 to 6 will report a 2% reduction in levels of anxiety from Our School Survey data.**  **Boys in grade 4 to 6 showed an overall of % compared to anxiety levels in 2022.**  **By June 2023, male students in grades 7 and 8 will report a 2% reduction in levels of anxiety from Our School Survey data.**  **Boys in grades 7 & 8 showed an overall of % compared to anxiety levels in 2022.**  **By June 2023, female students in grade 4 to 6 will report a 2% reduction in levels of anxiety from Our School Survey data.**  **Girls in grade 4 to 6 showed an overall of % compared to anxiety levels in 2022.**  **By June 2023, female students in grades 7 and 8 will report a 2% reduction in levels of anxiety from Our School Survey data.**  **Girls in grades 7 & 8 showed an overall of % compared to anxiety levels in 2022.** | **All staff.**  **Amber Wawryk** | **Family engagement supplies.**  **PD training for staff (ex. Up and Down the Worry hill.)**  **Student lounge to promote independence and leadership.** |
| By June 30, 2023, students in Grades 4 to 12 will report a 2% increase in student intellectual engagement from spring 2022 data.  By June 30, 2023, students and staff will develop strategies for identifying emotions and accessing supports to enhance mental well-being. | **By June 2023, male students in grade 4 to 6 will report at least a 2% increase in student intellectual engagement from spring 2022 Our School Survey data.**  **By June 2023, female students in grade 4 to 6 will report at least a 2% increase in student intellectual engagement from spring 2022 Our School Survey data.**  **By June 2023, male students in grades 7 & 8 will report at least a 2% increase in student intellectual engagement from spring 2022 Our School Survey data.**  **By June 2023, female students in grades 7 & 8 will report at least a 2% increase in student intellectual engagement from spring 2022 Our School Survey data.**  **Accountability for attendance and complete work.**  **Educational use of technology during the school day.**  **Extracurricular opportunities for students to promote engagement.**  **Differentiated Instruction and interest-based learning to help meet each student at their level.**  **Continue to enhance the school community through buddy programs, assemblies, and presentations by guest speakers.**  **Breakfast/nutrition provided in mornings to help students/families start the day of right.** | **November Update –**  **SOS-Q is being completed in January with all grades 4 to 8 students.**  **Our School Survey will be completed in Spring of 2023 with grade 4 to 8 students**  **March Update –**  **SOS-Q was completed by students in grades 4 to 8 in January.**  **Overall results showed:**  **students % in the Blue - High**  **students % in the Green - Adequate**  **students % in the Yellow - Concerning**  **students % in the Orange - Worrisome**  **students % in the Red - Risk**  **\*\* students (%) scored red in one or more areas\*\***  **\*\*Areas of concern for school are**  **May Update –**  **By June 2023, male students in grade 4 to 6 will report at least a 2% increase in student interest and motivation from fall 2022 Our School Survey data.**  **Boys in grade 4 to 6 showed an overall of % compared to intellectual engagement in 2022.**  **By June 2023, female students in grade 4 to 6 will report at least a 2% increase in student interest and motivation from fall 2022 Our School Survey data.**  **Girls in grade 4 to 6 showed an overall of % compared to intellectual engagement in 2022.**  **By June 2023, male students in grades 7 & 8 will report at least a 2% increase in student intellectual engagement from fall 2022 Our School Survey data.**  **Boys in grades 7 & 8 showed an overall of % compared to intellectual engagement in 2022.**  **By June 2023, female students in grades 7 & 8 will report at least a 2% increase in student intellectual engagement from fall 2022 Our School Survey data.**  **Girls in grades 7 & 8 showed an overall of % compared to intellectual engagement in 2022.** | **All staff.**  **Amber Wawryk** | **Presentations and guest speakers.**  **Extra-curricular programing costs.** |

| **Aspirational Statements into Action** | | | | |
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| **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. | | | | |
| **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, there will a 2% increase in student attendance based on the June 2022 data. | **Columbia School will compare grade to grade and student to student data to look at trends, increases, or decreases in attendance success.**  **Example: Grade 6R attendance in 2021-22 will be compared against current year grade 6R and 2021-22 grade 6R student will be compared with current year grade 7 data for that student.**  **Continue to track chronic absenteeism and use targeted support.**  **Breakfast and lunch programs, home visits to build relationships with families, student incentives, Fun Food Friday,** | **Building relationships with students and families to encourage regular attendance. This can be achieved through school spirit, so students do not want to miss the fun.**  **Family survey to get feedback on how engaged families feel with the school and what opportunities could be added.**  **November Update –**  **Monthly attendance has been received from GSSD and phone calls were made to those families to ensure needs are meet for student.**  **May Update –**  **Attendance Data has been analyzed monthly by Admin.** | **Bryce Krawetz**  **Jason Gordon**  **Amber Wawyrk**  **Joletta Littlewolfe** | **Breakfast program grant.** |
| By June 30, 2023, GSSD will deepen relationships with families and communities by increasing our understanding of Indigenous identities, histories, and worldviews. | **By June 30, 2023, Columbia School will deepen relationships with families and communities by increasing our understanding of Indigenous identities, histories, and worldviews.**  **Columbia School offered programs for students in the areas of Drum Group for boys’ grade 3 to 8, and Powwow Dance and Teachings for girls in grades 3 to 8 throughout the school year. Beading group at lunch.**  **Library has many resources on all cultures and needs to be accessed by staff and students throughout the school year.**  **Columbia staff have reviewed the 94 “Calls to Action” and are each on an individual journey through this document.**  **Professional Development session for all staff with Clorice Delorme from GSSD, completed in 2021-22 school year.**  **Division support of Jesse Armstrong and Clorice Delorme for all staff.**  **Storytelling month, GSSD story bins, Saskatchewan Royal Museum elder storytelling and Anti Racism Day.**  **Hallway murals added to represent many cultures.** | **All classrooms will enhance their collective understanding about Indigenous identity, histories, world view and systemic barriers. This will be completed by attending GSSD zoom session. Elders to speak to students throughout the school year on a variety of First Nation topics.**  **Columbia School will recognize and honor “Every Child Matters” on September 29 and throughout the school year by having as many staff & students as possible participating in “Orange Shirt Day”.**  **Honour song will be played every Friday to begin the day.**  **Joletta Littlewolfe (ICW) establishing relationships with families and students.**  **Admin and 14 students attended Survivor’s Flag Ceremony at YRHS on June 1, 2022.**  **Columbia Drum and Powwow Dancers performed on June 21 for National Indigenous Peoples Day for Columbia Staff and students.**  **The celebration included guest speakers and lunch (soup and Bannock) for all staff, students, and guests.** | **All staff**  **Joletta Littlewolf**  **Clorice Delorme** | **Library books, Drum Group, Powwow Dancing, Beading Group and Elder teachings.**  **Performances (Hoop Dancing)** |
| 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. | **By June 30, 2023, Columbia School will deepen relationships with families and communities by engaging in authentic opportunities to promote student intellectual, physical, social-emotional, spiritual, and physical well-being.**  **Promotion of a love for reading, variety of engagement activities, backpack partnership with Westview United Church to support families in need, OSOB, Art show,**  **Bring families into the building for fun and not always about education.** | **Circle of Courage classes or parent night.**  **Impact events for Pre-K and Kindergarten families.**  **Customized messages for families.** | **All staff** | **Meet the Family event Mug and Muffin event Pancake Breakfast**  **Mental Health presentation for families.** |

| **Aspirational Statements into Action** | | | | |
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| **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). | | | | |
| **Division Level** | **School Level** | | | |
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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. | **Compile a list of supports available in school and community. (Medical, physical, and spiritual) This list will be communicated with all Columbia families.**  **Triple P information shared with families.**  **Showcase staff at Columbia School in monthly newsletters and supports they offer. (School counselor, ICW, speech, etc.)**  **Breakfast and lunch program.**  **Who is your families support – photos with IIPs.** | **Survey families to see the level of awareness they have around programs offered at Columbia School.** | **Bryce Krawetz**  **Jason Gordon**  **Amber Wawryk**  **Joletta Littlewolf** | **Breakfast program grant.** |

| **Aspirational Statements into Action** | | | | |
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| **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. | | | | |
| **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, students and staff will report feeling welcomed, safe, and included at school. | **Greeting students and parents outside in the morning to begin the school day.**  **Extra-curricular programming (GSA)**  **Constable Flett making connections with students and giving presentations to classrooms on internet safety.**  **Using zoom to connect parents for Halloween Parade, Remembrance Day Program, Awards Ceremony, Talent Show and other school events, when in person cannot be achieved.**  **Mentorship and Buddy Reading with students.**  **Lunch helpers.** | **Diversity being recognized at the beginning of each school day. Time to reflect, pray or give thanks to student’s culture/religion.**  **Welcoming message and flags displayed (Saskatchewan, Treaty 4, Metis and Rainbow) at school’s main entrance.** | **All staff**  **Main office** | **Extra-curricular programming costs.** |
| By June 30, 2023, schools will follow established processes when responding to identity-based harassment involving students and staff. | **Ensuring all staff are aware of a staff members or student’s desire on use of pronouns. This will ensure respect is given to all.** |  | **All staff** |  |

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| **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? |

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| **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. |
| LIP will be first presented to the SCC in October to get their approval.  The plan and progress of the learning plan will be communicated through the following:   * Update item at every SCC meeting * Planned Family Engagement Events   The SCC will assist in communicating the school’s LIP goals through involvement at Meet the Family Night.    Information will also be sent out in monthly school newsletter.  The School LIP will be posted on the school website for the community to access. |

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| **In-School Administrator(s) Signature** | **Date** |
|  | Oct. 7, 2022 |
|  |  |
| **School Community Council Chairperson Signature** | **Date** |

*Rhonda Berard*

Oct. 7, 2022