



2021-2022 SCHOOL IMPROVEMENT PLAN

SCHOOL: Mezi Community School

BRIEFLY DESCRIBE HOW THIS PLAN WAS DEVELOPED AND WHO WAS PART OF THE PROCESS:

- **Meeting with the SBST to discuss and develop goals in conjunction with our PLC planning, our Intervention Blocks and the needs of the school**
- **Discuss/review with leadership team at MCS - includes PST, department heads, and learning centre teacher**
- **Review with staff in a face to face meeting to discuss and review our goals**
- **Reviewed by our educational school board representative and shared at a community government meeting.**

GOAL #1: Culturally Responsive Programs and Services

Indigenizing education in the support of developing capable Tlicho people (Key areas to focus on: Tlicho whole school approach to language, Indigenizing education plans/documents, OLC, DK, CBIP, etc). Contributing to revitalization, maintenance, and promotion of Tlicho language and culture. This section should be developed in consultation with your ILE team and linked to your ILE Action Plan that was developed in 2020-2021.

Regional Targets:

1. Support for 'Our Languages' Curriculum Implementation - Mentoring for every ILE through onsite planning, modeling, and coaching with the resources and assessments developed to support the OLC.
2. Strengthen ILE teams in every school to support whole school approaches to language - Fully functional ILE teams in every school that develop and enhance the whole school approach to Tłıchǫ language.
3. Develop local resources and courses to support high level of cultural instruction - Update and/or develop at least 2 locally developed courses (Trails of Ancestors, Tłıchǫ Agreement, Spirituality, and Child Development) and develop teacher resources to support the Drumming course.

RATIONALE / BACKGROUND: (fill in school specific background, data, context) then complete action plan

Mezi Community School is continuing to grow and promote building Tlicho Culture and Language with a whole school approach being guided by the Our Languages Curriculum and Dene Kede. The Dene Kede curriculum will continue to strengthen in our Integrated Studies/Culture Based- Integrated Programming. Mental Health and Wellness Elders will continue to play a vital role in this area.

ACTION PLAN (Specific tasks, activities, actions)	WHO IS RESPONSIBLE? (For each action, task, activity)	INDICATORS / EVIDENCE OF PROGRESS (Specific measures / evaluation tools / benchmarks)	TIMELINE (For each action / task / activity)
Updating our ILE Action Plan	ILE Committee	Completion of the update Sharing plan with all school staff	September 30th, 2021
Using ‘whole school phrases and greetings’ in Tlicho, on a regularly occurring basis.	ILE Committee Joshua Linkletter - Principal All classroom teachers and support assistants.	Monthly schedule of key phrases to be introduced at staff meetings. *Classroom teachers working with Tlicho language and culture teachers	Weekly and monthly focus throughout the school year.
Students doing morning prayer in Tlicho	Lena Moosenose - Tlicho Teacher Bertha Simpson - Secretary All teachers - encouraging students to learn and practice prayer	Monday to Friday	Daily, throughout the school year
More systematic approaches with the ‘Our Languages’ curriculum.	ILE Committee Joshua Linkletter- Principal Lena Moosenose All classroom teachers and support assistants.	Evidenced by use of Our Languages and Dene Kede in planning and implementing classroom instruction (lesson plans).	Varies, each adult in the school indicates an area for self-improvement and concentrates on improving in this area before they choose another focus.

		Participation in regional and territorial workshops on the new Our Languages curriculum.	
Culture Based Integrated Planning	All school staff	<p>Appropriate and Engaging integrated lessons derived from the Dene Kede, OLC and other curriculum documents</p> <p>Regular use of our camp guidebook to plan appropriate lessons before attending camp as well as bring camp back into the classroom.</p>	Ongoing throughout the school year. Lesson planning prepared by classroom teachers and supported by Tlicho language and culture teachers as well as support assistants.

GOAL #2: Student Achievement

Supporting high quality instruction, structures, and training. Improving student success in oral language, early literacy, reading, and mathematics, through innovative and responsive strategies.

Regional Targets:

1. Oral Language TROLL: by Spring 2021, 60% of Kindergarten students at or above the 25th percentile with 25% above the 50th percentile
2. F&P Close the Gap: by Spring 2021, 50% of students will close their reading gap by improving more than one grade level.
3. Mathematics: CTBS Close the Gap: by Spring 2021, 50% of students will close their numeracy gap by improving more than one grade level.

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MCS will improve oral language and reading levels through a systemic approach. The school will use data from Fountas Pinnell, Phonological Awareness targets to drive instruction in Tier 1. The PLC process will be the engine that drives the collaborative approach to strengthening Tier 1 instruction.

Math will be a focus this year with board level coaching happening for individual teachers. The board support will ensure that regional resources are being used through a coaching model explicitly focusing on manipulatives, math talks, resources and lesson planning.

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<p>Weekly meeting in PLC teams with PSTs or Principal- to work on the literacy cycles and targeted goals and specific strategies for Intervention blocks.</p> <p>Use PLC teams to develop strong instructional capacity of classroom teachers in regards to Tier 1 language instruction.</p> <p>Review RTI with all staff. Define expectations and responsibilities for implementation for all tiers, including PST roles to support the classroom, calendar of assessment and reporting dates, and monitoring and supervision schedule to ensure fidelity to model is maintained.</p>	<p>Principal, Literacy Coach, Classroom Teachers and PSTs</p>	<p>Collection of data- common formative and summative assessments during the PLC cycles</p> <p>Running record of instructional strategies tried and a comment on their effectiveness. Summative assessment of the ELO being taught through the cycle.</p>	<p>Weekly and at the beginning and end of each of our three academic cycles</p> <p>Protected and designated PLC time on Thursdays and during specific prep times every week.</p> <p>Teachers are expected to meet and collaborate on a daily basis. PLC cycles run from 4 – 6 weeks in length for the duration of the year.</p>
<p>Deepen classroom teachers understanding of how to use the Math Makes Sense program to effectively teach best practices</p>	<p>Administrations, Board Coordinators, PSTs and Classroom teachers</p>	<p>Mentoring (PST), collaboration and the sharing of classroom assessment data</p> <p>All teachers successfully using Math Talks and Manipulatives during Math lessons.</p>	<p>Ongoing throughout the school year with PSTs. (Monthly)</p>

<p>Professional Development for Tier 1 language instruction with a focus on balanced and explicit literacy. Regional – Fountas and Pinnell PD provided at the school by F & P representative. School – provided by Teri Livesey (PST) as needed School – Virtual PD for Intermediate and Highschool ELA)</p>	<p>Principal – Joshua Linkletter (Identifying needs, organizing and funding) PST – Teri Livesey (Identifying needs, organizing, and delivering) Classroom Teachers (Express needs and participate in PD)</p>	<p>All PD will be focused on language instruction.</p>	<p>Providing relevant PD throughout the year and as needed.</p>
<p>Continue Tier 2 intervention to address specific skill deficits in students reading abilities. (i.e., oral language, decoding, reading comprehension, etc.)</p>	<p>Principal – Joshua Linkletter (Provide protected time) PST – Teri Livesey (Identify students’ needs, organize delivery of intervention, and support the interventionists) Classroom Teachers SAs</p>	<p>Data collected from TROLL (JK-1), Phonics 14, Fountas and Pinnell (Gr. 1-12), and All Region Write (Gr. 1-9)</p>	<p>Daily – 40 minute intervention sessions with a reading specialists. Intervention groups run 2 – 5 weeks for the duration of the year.</p>
<p>Bi-weekly/Bi-monthly (i.e., meet every two weeks) meetings between classroom teacher, PST, and principal to review lesson and unit plans, assessments, and instructional/classroom management strategies</p>	<p>Principal – Joshua Linkletter (Provide protected time during staff’s prep time) PST – Teri Livesey (provide resources and provide support where needed) Classroom Teachers (Collect data, authentically collaborate, share lesson and unit plans)</p>	<p>Running record of instructional strategies tried and a comment on their effectiveness. Summative assessment of the ELO being taught through the cycle.</p>	<p>Regular bi-weekly/bi-monthly (i.e., meet every two weeks) with classroom teachers.</p>

GOAL #3: Wellness and Student Support

Ensure all students have equal opportunity to succeed. Adapt programming in response to student centered decision making. Focus on bullying strategies, self-regulation, SSP, IEP, and SBST.

Regional Targets:

1. Provide culturally innovative mental health and wellness programming - Expand on the territorial CYCC program with fully integrated Health and Wellness Elders
2. Integrated SSPs, IEPs, MEPs, and SBSTs that respond and drive referrals and supports - The RISC will work with PSTs to establish and provide on-going monitoring protocols.
3. Provide responsive programming for students with complex needs - Increase access to services and programming that support the delivery of SSP, MEP and IEP goals.
4. Improve attendance.

RATIONALE / BACKGROUND: (fill in school specific background, data, context) then complete action plan

Ensure all students have equal opportunity to succeed. Adapt programming in response to student centered decision making. Focus on bullying strategies, self-regulation, SSP, IEP, and SBST. The EDI and the MDI as well as the HBSC survey is indicating that most of our students are dealing with trauma. This is having a direct impact on student mental health and wellness and success in student achievement.

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Continue the 'Rise and Shine' program. This will ensure: <ul style="list-style-type: none"> - Students will receive a nutritious breakfast every morning - Time and supplies for personal hygiene (i.e., 	Principal – Joshua Linkletter (Provide protected time and funding) PST – Teri Livesey (Ordering supplies and providing ideas for the relationship building activities)	Reduced office referrals. Qualitative evidence (i.e., teacher reflections, student reflection, and administrators' observations, CYCC monthly report)	Daily 8:50 – 9:10 am -EVERY SINGLE DAY

<p>toothpaste, toothbrush, hairbrush, etc.)</p> <p>Protected time to bond with teacher and peers, in a non-threatening and non-academic setting. (A time to fill their bucket)</p>	<p>Classroom Teachers (Honouring the time and respecting the needs of the students)</p>		
<p>Continue to implement our Second Step, Bullying Prevention, and Social Thinking programs</p>	<p>Administration PSTs Classroom Teachers</p>	<p>Common monthly schedule for schoolwide approach to program topics. Reduction in the amount of office referrals. Increased and sustained attendance.</p>	<p>Review of program (September) Ongoing schoolwide themes throughout the school year.</p>
<p>Weekly meetings as a SBST to look at IEPs and SSPs, data, PLC process, and intervention blocks with documented meeting minutes and focus on a formal wrap around process</p>	<p>Administration, PSTs, and classroom teachers as needed or requested</p>	<p>Documented Meeting minutes – organized into a systematic record keeping</p> <p>Formalized Wrap Around process</p>	<p>September 2020 to June 2021</p>
<p>Attendance To keep students in school and in classes- specifically Grade 7-12 - throughout the day and school year. *Creation of Safe Spaces for students at risk *Use of more self-regulation techniques and spaces *More positive messaging of the importance of attending school – radio and social media etc</p>	<p>Administration overall direction and messaging of the importance of attendance in school.</p> <p>PSTs work to create a safe space for students who are at risk.</p> <p>Self-regulation training for staff</p> <p>Work with CYCCs to wrap around and support students and families to keep them in school.</p>	<p>Increased attendance from last year.</p> <p>Reduction in the number of student office referrals and suspensions.</p> <p>Increase in students staying in class and using self-regulation techniques.</p>	<p>September 2020</p> <p>Monthly Media Blitz on Attendance</p> <p>Check data on referrals etc 4 times a year during reporting periods. November 2020 January 2021 April 2021 June 2021</p>

GOAL #4: Lifelong Learning

Developing capable lifelong learning. Provide professional development that supports innovative teaching, quality career focusing, and reading instruction. Accountability/ operational sustainability: what are we doing to improve the system, support employees, evaluate employees, and support all staff to reach performance goals.

RATIONALE / BACKGROUND: (fill in school specific background, data, context) then complete action plan

1. Purposeful coaching and in-servicing for staff. Ensure every staff receives a variety of onsite coaching throughout the year to meet individual needs.
2. Quality career path support for students in grades 7-12; Develop and expand interagency efforts to promote career focused programming and support.
3. Increase the capacity to utilize technology across the region - Support and expand on IT instruction and capacity through the region

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<p>Targeted PD for Staff We will provide protected time for staff to professionally develop in the areas of greatest need.</p> <ol style="list-style-type: none"> 1. Speech and Language Tiny Eye Training for the SA responsible to carry out the programming. 2. Training in Fountas and Pinnell Benchmark Assessment 	<p>Administration, PSTs Tiny Eye Coordinator- Mathew Sharpe Fountas and Pinnell Consultant SLP Support Assistant</p>	<p>SA will be trained in speech and language skills. Student oral language will improve based on pre and post assessment (report provided by Tiny Eye). Teachers skill level will increase in literacy instruction (both reading and oral language) Increased reading and comprehension scores in our benchmark assessments</p>	<p>TINY EYE Starting September 2021 On-going Monthly check-ins between Coordinator and SA.</p> <p>Fountas and Pinnell September 2021 May/June 2022</p> <p>Eagle Crest reading assessment - ongoing throughout the school year</p>
<p>On-site/Remote coaching with Fountas and Pinnell Consultant to increase literacy levels.</p>	<p>Board coordinators, school administration, PSTs, classroom teachers and support assistants</p>	<p>TROLL Data Fountas and Pinnell Benchmark Assessment Data (Sept 2020 and May 2021)</p>	<p>Ongoing Support in schools</p>

<p>On-site coaching with Tom Hierk to support school level professional learning communities.</p>		<p>ARWs (Nov 2020 and May 2021) PLC Oral Language Data</p>	<p>Schools visits by the coordinators/consultants (3-4 times per year)</p>
<p>Establish a team approach to support students in choosing high school pathways.</p> <ul style="list-style-type: none"> ● Include students, parents, Regional Career Team and Territorial Career & Education Advisor (if available) and SBST if necessary. ● Make informed choices regarding course selection for high school. ● Ensure proper supports in place for learning i.e. SSP, guidance, mentorship etc ● Ensure student is aware of expectations and responsibilities for own learning (MAPS) 	<p>Principal SBST All Staff Parents Student</p>	<p>Students make informed choices for high school programming.</p> <p>My Blueprints program is implemented and utilized by students.</p>	<p>Ongoing</p>
<p>Support Learning Centre and Transition Program students to ensure we are best meeting needs of students:</p> <ul style="list-style-type: none"> ● MAPS to plan with parents ● Flexible schedule and structure to ensure balanced time in regular classroom and individually scheduled learning. ● Collaboration with community partners to 	<p>SBST PST Parents Regional Career team TCSA</p>	<p>All IEP students and parents engage in Mapping process.</p> <p>IEP students have a transition plan suitable to their needs.</p> <p>Students in Transition program attend and find supports to meet their unique programming needs. (ie. individualized programming, community programs, work experience, etc)</p>	<p>All year</p>

support transition and employment planning.			
Increase use of Google, PowerSchool, and PeopleSoft	Principal Tech Lead All staff	Checking email regularly, entering time, access google drive, running PowerSchool reports (attendance, demographics, etc.)	On going