

### Dakota Collegiate Multi-Year School Plan

Goal	Strategies	Success Criteria
<p><b>1. All Members of Lancer Nation will demonstrate care and concern for each other, and for themselves, as we aim to create a culture that incorporates the Circle of Courage and its concepts of Belonging, Mastery, Independence, and Generosity.</b></p>	<p>Teacher Leaders will provide opportunities during Professional Learning Days to reflect on how we, as individuals and as a staff, understand the concepts of the Circle of Courage and how it relates to our work (Sept 27, Feb 4th, March 18, April 22).</p> <p>The Wellness Committee will develop school-wide initiatives to promote and support our staff and students' well-being and well-becoming.</p> <p>The Wellness and Social Committees will collaborate to identify and organize opportunities for staff socialization, fun and well-becoming.</p> <p>The Lancer Pride Committee, with student voice, will revitalize 'Lancer Days' to ensure student participation, engagement and mental health are the primary focus.</p> <p>Staff and students will continue to participate and implement awareness and support for Mental Health through the entire school year and Mental Health Week.</p> <p>Staff will gather data about student engagement in extracurricular activities and clubs.</p> <p>Some teachers will participate in a Midweek Network that focuses on strategies to support positive female mental health and raise school wide awareness on a regular basis.</p>	<p>Increase in the number of diverse staff members who come together to collaborate on various working committees.</p> <p>Increase in the number of opportunities that are more inclusive and whereby, socio economic status, physical infrastructure and access to technology are not limiting factors to participation.</p> <p>Increase in staff identifying they are meeting or exceeding their own expectations of well-being and well-becoming.</p> <p>Increase in students meeting personal and academic goals through regular attendance, credit attainment and graduation rates.</p> <p>Students will be able to identify and implement positive resiliency strategies that are reflective of the 6 Ways of Well-Being, Sources of Strength, and the Circle of Courage.</p>

	<p>Staff will specifically learn about and utilize WHRA's 6 Ways of Well Being, strategies from Sources of Strength and the Circle of Courage to support the development of common language around mental health.</p> <p>Staff will build awareness of the Circle of Courage through in-class teaching and posters/language throughout the school.</p> <p>The Circle of Support team will establish a safe place for Indigenous students in rooms 122 and 123 (Indigenous Student Support Centre).</p> <p>The Infrastructure Committee will continue to oversee all new space configurations, painting and general esthetics while also enlisting student voice to ensure our surroundings reflect a welcoming and healthy environment.</p>	<p>Our School Survey data reflecting a decrease in students who identify as females reporting being moderately to highly depressed.</p>
<p><b>2. All students will demonstrate an increase in attendance and academic engagement.</b></p>	<p>Staff will focus on relationship building and further develop effective communication between teacher and student.</p> <p>Staff will intentionally focus on creating a welcoming environment where students feel cared for, and positive relationships are established.</p> <p>A working committee including staff and students will re-visit the Process of Interventions to Encourage Regular Attendance as outlined in the Staff Handbook and make recommendations.</p>	<p>Increase in students attending school on time and attending regularly.</p> <p>Increase in students consistently utilizing devices for learning as reported by teachers.</p> <p>Increase in students meeting curricular outcomes while reaching their full potential.</p> <p>Increase in teachers consistently communicating and collaborating with</p>

	<p>Teachers will develop and implement a school-wide definition and rubric for how to be a Master Learner (Lancer 360 and beyond) focusing on student learning behaviours (This is different from Mastery Learning).</p> <p>Teachers will continue to examine the processes that supported learning during covid19 (i.e., smaller classes, half-day attendance, online learning options) and attempt to replicate or further iterate those processes, fostering strong teacher-student relationships and student engagement.</p> <p>Teachers will participate in ongoing Professional Learning (Nov 5<sup>th</sup>, Feb 4<sup>th</sup>, Mar 18<sup>th</sup>) to explore student-centered, strength-based assessment practices and learning opportunities where learners use “goals and results to fuel their own learning” and are empowered to self-monitor (i.e., Assessment Capable Learners - Frey, Fisher &amp; Hattie, 2018) (p17, MYSP (Multi Year Strategic Plan)).</p> <p>Staff will continue to participate in the Mino Giizighaad Committee supporting the 94 Calls to Actions of the Truth and Reconciliation Commission.</p>	<p>caregivers/parents/guardians to support student learning and attendance.</p> <p>Decrease in the number of interim reports issued for students.</p> <p>Increase in student credit attainment and increased graduation rates.</p>
<p><b>3. All students will demonstrate an increased awareness and care for their learning.</b></p>	<p>Teachers will ensure learners are provided with clear learning targets and success criteria regarding both academic and learning behavior outcomes.</p> <p>Teachers will identify and understand learning structures that empower all learners to self-monitor (Look to the <u>MYSP</u> for specific strategies to utilize) (p17, MYSP).</p>	<p>Students will be able to articulate both academic and learning behavior learning targets and success criteria.</p> <p>Increase in students being prepared for class and engaged in learning.</p>

	<p>Teachers will identify and understand learning structures, strategies and routines to further support learning and engagement for our male learners (Midweek Network)</p> <p>The Circle of Support Team will intentionally collaborate to foster school and culture connection for Grade 9 students who have identified as Indigenous. This will include the creation of an Indigenous Student Support Centre, monthly learning with divisional Knowledge Keepers, regular culture activities and outings while adhering to our group manta of Every Child, Every Day.</p> <p>Through Professional Learning teachers will explore and be encouraged to implement Growth Mindset practices.</p> <p>Teachers will structure time to build relationships, set goals and review report cards with students before sending them home.</p>	<p>Increase in students accessing academic support.</p> <p>Increase in student credit attainment and graduation rates.</p> <p>Increase use of language that reflects a culture of Growth Mindset.</p>
<p><b>4. Staff will acknowledge the value of an equitable and inclusive school community.</b></p>	<p>Staff will acknowledge, understand, and address the circumstances that contribute to the academic achievement gap between Non-Indigenous and Indigenous students through collegial conversations and professional learning.</p> <p>Teachers will identify, understand, and implement learning structures, strategies and decisions to further support learning and engagement for our indigenous learners.</p>	<p>Increase in numbers of students with diverse backgrounds participating in a range of school activities.</p> <p>Increase in the percentage of students reporting on Our School Survey they are 'Engaged' in their learning.</p> <p>Increase in the number of opportunities that are more inclusive</p>

	<p>Staff will continue to participate in the Mino Giizighaad committee supporting the 94 Calls to Actions of the Truth and Reconciliation Commission.</p> <p>Staff will participate in Anti-Racist and Identity Diversity Education (Nov 26 &amp; Feb 4).</p> <p>Staff and students will continue to participate in the newly formed BIPOC committee supporting Black History Month and BIPOC awareness year-round.</p> <p>Students will be encouraged to share their anti-racist learning with their families and the community.</p> <p>Students will demonstrate learning in a variety of ways with access to multiple adaptations.</p>	<p>and whereby, socio economic status, physical infrastructure and access to technology are not limiting factors to participation.</p> <p>Increase in the number of teachers and students accessing and utilizing assistive technologies.</p> <p>Students will feel comfortable and confident in asking for an adaptation or variety in learning demonstration.</p>
<p><b>5. Teachers will strengthen instructional practices in response to our growing multilingual population.</b></p>	<p>Teachers will utilize and collaborate with both the EAL (English as an Additional Language) and Lancer 360 teachers to learn about strategies that best support multilingual learners.</p> <p>Teachers will access resources and participate in Professional Learning by collaborating with Louis Riel School Division supports such as EAL teacher - Melanie Davlut, IS teacher - Greg Kiesman for Assistive Technology and Tim Mackay - Director of International Support Program and Newcomer Services to identify curricular goals for their subject area.</p> <p>Student Services teachers in coordination with EAL teachers will investigate re-establishing a Student Ambassador Program</p>	<p>Increase in teachers participating and learning about equitable and inclusive instructional practices.</p> <p>Increase in teachers utilizing assistive technologies to support multilingual learners.</p> <p>Increase in teachers using Lancer 360 strategies in variety of subjects to support multilinguals learners.</p>

	<p>to support and participate in offering a safe, trusted, and welcoming environment for our Newcomer and International Students.</p> <p>Teacher Leaders / Professional Development team will embed multilingual strategies into professional learning.</p> <p>Through Midweek Network teachers will focus on learning and implementing strategies to support multilingual learners. These strategies will be shared in the Midweek Network report out and further implemented in school wide professional learning.</p> <p>Professional Learning for Educational Assistants around assistive and multilingual technologies will be provided.</p>	<p>Increase in teachers utilizing and implementing common practices and strategies that support multilingual learners.</p> <p>Increase in teachers accessing EAL specialists, identifying and implementing essential curricular goals for their subject area and the multilingual learner.</p>
<p><b>6. Teachers will deepen their understanding of evidence-informed decision making, using the Collaborative Learning Cycle and Power BI.</b></p>	<p>Teachers experienced the Collaborative Learning Cycle on Nov. 1, 2019, &amp; September 27<sup>th</sup>, 2021.</p> <p>Teachers will access PowerBI to further disaggregate data and use it as a tool to measure their impact on student academic achievement and engagement.</p> <p>Teachers will examine the achievement and engagement data of the first 4 years of Lancer 360 using the Collaborative Learning Cycle.</p> <p>Staff will examine data using the Collaborative Learning Cycle to address the academic achievement gap between Non-Indigenous and Indigenous students.</p>	<p>Formation of a Dakota Collegiate data literacy team.</p> <p>Increase in teachers understanding the potential of Power BI and using the data to enhance their professional practice and support student learning.</p> <p>Increase in teachers sharing their professional learning that support student learning at Midweek Network report out sessions.</p>

	<p>Teachers will collect existing and new data around mental health within a Midweek Network and use this data to guide our classroom and wellness committee school wide actions.</p> <p>Four Teachers will participate in Teaching Sprints professional learning which supports cycles of inquiry and evidence-based decision making.</p> <p>Teachers will use curriculum cohort time to dive deeper into student achievement and engagement data.</p>	<p>Increase in the number of staff engaging in courageous conversations, using data to examine, improve and challenge their current practice.</p>
<p><b>7. Teachers will continue to examine the process of transitioning students from one grade to the next to ensure personalized learning structures are in place to support students in their credit attainment and program planning.</b></p>	<p>Student Services teachers in collaboration with classroom teachers through class profiles will develop and implement a tiered system of learning interventions to support credit attainment and recovery.</p> <p>Student voice will be used to guide decisions and next steps for learning and transition to other educational programs.</p> <p>Individualized transition plans will be developed and implemented to support students as they access various academic, vocational or employment settings such as ATC, PROPEL, ECHO, Apprenticeship, University, College, Employment etc.</p> <p>Teachers will use Power BI to examine the evidence of the effectiveness of grade 9 cohorts and the Lancer 360 course.</p>	<p>Increase in the number of interventions outlined in the Tiered system of learning interventions to support students academically.</p> <p>Teacher and students will be accessing a wide variety of programming within Dakota Collegiate, and Louis Riel School Division such as ECHO, Apprenticeship, ATC, Inform Net, On-line Courses, Community-based work placements, HUB, PROPEL etc.</p> <p>Increase in student engagement on the Our School Survey and/or a school-based survey. In 2021, participation increased to almost 1000 completed surveys.</p>

	<p>Teachers will identify and understand learning structures that empower all learners to self-monitor – look to the <u>MYSP</u> for specific strategies to utilize. (p17, MYSP) (Assessment Capable Learners)</p> <p>2-3 Grade 9 teachers will meet and share learning processes with Grade 7/8 teachers from the Dakota Collegiate family of Schools (Nov. 26<sup>th</sup>, afternoon) to support the transition into grade 9.</p>	<p>Teachers have co-created and will access success criteria for the implementation of Flipped Classroom, Mastery Learning, Outcome-based Assessment, Learning Targets/Success Criteria and Triangulation of Assessment.</p>
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