Dakota Collegiate fosters a safe, caring and inclusive environment where students enhance their self-awareness, social responsibility and fulfil their academic potential

DCI School Plan 2019-2020

This multi-year plan (4 year) will be supported by a multi-year professional development plan.

Goal	Strategies/Tasks	Success Criteria
1. Lancer Nation will demonstrate care and concern for each other and ourselves as we aim to create a culture of belonging, mastery, independence, and generosity.	Provide PD opportunities that will support staff to reflect on how we balance our own circles of belonging, mastery, independent & generosity Develop systemic approaches to promote and support our staff's well-being and well becoming Social Committee and Wellness Committee will connect to increase the number of opportunities for staff socialization, fun and well-becoming Implement "Lancer Talks" to increase student independence, belong and generosity Change the physical esthetic and environment of the school interior to better reflect student culture and voice – cafeteria	**We will see, hear, hold ...** More diverse groups of people collaborating together More Inclusive Classrooms and school events (accessibility examples: money, physical environment, technology) Students and staff treating each other with respect and kindness Data that reflects an increase in teacher wellness (surveys) Data that reflects greater success in students meeting personal and academic goals; attendance, credit attainment, graduation rate increase, decrease in conflicts An increase in student independence and responsibility for their own learning

Dakota Collegiate fosters a safe, caring and inclusive environment where students enhance their self-awareness, social responsibility and fulfil their academic potential

Goal	Strategies/Tasks	Success Criteria
2. Students will demonstrate an increase in attendance and academic engagement.	Staff will examine data around unexcused absences Teachers will re-examine Attendance Process as per the Staff Handbook Curriculum Cohort meetings will unpack Attendance Processes and how everyone is implementing these processes Create the opportunity for a sub-committee (that involves student voice) to examine attendance at DCI Identify learning structures that empower learners to self-monitor – look to the MYSP for specific strategies to unpack/utilize (p17) Explore student-centered, strength-based assessment practices and learning opportunities where learners use "goals and results to fuel their own learning" (Frey, Fisher & Hattie, 2018) (p17, MYSP)	**We will see, hear, hold ...** An Increase in punctual and regular attendance Students using devices responsibly An increase in students completing quality work and handing assignments in on time Evidence of regular collaboration between Teachers and parents to support student learning An improvement in achievement data (Power BI) Less interim reports being issued Improved credit achievement and graduation rates overtime

Goal	Strategies/Tasks	Success Criteria
3. All learners will demonstrate care and concern for their OWN learning.	Identify learning structures that empower learners to self-monitor – look to the MYSP for specific strategies to unpack/utilize (p17, MYSP) Ensure learners are provided with clear learning intentions and success criteria (Students knowing why and what they are doing and how to get there) Continue to develop Wednesday Morning Help Centers to support students' independence and academic success. Explore Growth Mindset practices through Midweek Network and PD opportunities	**We will see, hear, hold …** Staff modelling what care and concern is. Observational data illustrating that most students are prepared for class, homework completed An Increase use of the help and academic centers Improved credit achievement and graduation rates A list of criteria consistent with a school culture that promotes growth mindset Evidence of a culture that promotes growth mindset across the school environment

Dakota Collegiate fosters a safe, caring and inclusive environment where students enhance their self-awareness, social responsibility and fulfil their academic potential

Goal	Strategies/Tasks	Success Criteria
4. All staff and students will recognize the value of an equitable and inclusive school community.	Staff will work towards understanding and developing collective efficacy as we implement the school plan Address and close the achievement gap between non-Indigenous and Indigenous students Continued teacher involvement on the 94 committee: renamed Mino Giizighaad School wide professional learning on decolonizing education, inclusive school initiatives, and curriculum Encourage professional learning on the topic of "Cultural Proficiency" and "Identity Diversity"	**We will see, hear, hold …** A diversity in students participating in school activities Students supporting each other in extra-curricular, academic and social domains Evidence of increased engagement on "Our School Survey" More inclusive classrooms and school events (accessibility examples: money, physical environment, technology) Teachers and students utilizing assistive technologies to include all learners Teachers participating, learning and further implementing equitable and inclusive instructional practices

Dakota Collegiate fosters a safe, caring and inclusive environment where students enhance their self-awareness, social responsibility and fulfil their academic potential

Goal	Strategies/Tasks	Success Criteria
5. All staff will strengthen instructional practices in response to our growing EAL population	Provide professional learning opportunities to support EAL learners Utilize and collaborate with the EAL experts in the building Share Lancer360 strategies with all teachers Access and utilize LRSD supports (Melanie Davlut, Greg Kiesman (Assistive Tech), Tim McKay, etc) Consider how an Ambassador program can be re-established to reflect the needs of Newcomer and International Students Examine Power BI data that is reflective of our EAL/ISP Learners	**We will see, hear, hold ...** Teachers participating and learning about equitable and inclusive instructional practices Teachers and students utilizing assistive technologies to include all learners Teachers using Lancer 360 strategies in various subjects Teachers utilize and implement common pathways and strategies on how to instruct EAL learners Resources indicating EAL specific curricular goals and strategies

Goal	Strategies/Tasks	Success Criteria
6. Teachers will deepen their understandings of evidence-informed decision making, using the Collaborative Learning Cycle and Power BI.	Staff will experience the Collaborative Learning Cycle on Nov. 1 Staff will monitor the effectiveness of the Grade 9 Cohort system on student learning – perhaps examining the data near the end of the year through the CLC Teachers and Admin will monitor Lancer 360 – perhaps examining the data near the end of the year through the CLC Address and monitor the achievement gap between non-Indigenous and Indigenous students Teachers and Admin will follow the Data Literacy Roadmap as per the LRSD Data Literacy Initiative Teachers will work toward using the CLC and/or Learning Sprints throughout Midweek Network	**We will see, hear, hold …** Creation of a DCI data literacy team Teachers explaining what Power BI is and how they might use it Teachers sharing evidence of students learning in MWN report out Staff using the language of the "collaborative learning cycle" Staff engaging in difficult and uncomfortable conversations about data to examine and improve practice

Dakota Collegiate fosters a safe, caring and inclusive environment where students enhance their self-awareness, social responsibility and fulfil their academic potential

Goal	Strategies/Tasks	Success Criteria
7. Teachers will further examine the continual transition process for students throughout high school to develop structures that support students with credit achievement.	Student Services and classroom teachers will develop a tiered system of learning support to support credit achievement/extension/recovery. (Midweek Network) Use teacher survey results to make evidence-informed decisions around academic recovery Invite students to provide their voice and perspective Review transition processes between the grades considering individual needs and paths – ATC, Propel, University, College, Employment etc. Use class profiles to support individual transition planning Develop a "Scope and Sequence" for the life skills students acquire in high school (Year 2 goal) Create and implement individual learning pathways for our LAL & EAL students	**We will see, hear, hold ...** Structures in place to support students academically (MWN help centers, Sandbox) Students accessing the wide variety of programming LRSD has to offer (ECHO, ATC, on-line courses, HUB, PROPEL, Quest…) Evidence of increased engagement on "Our School Survey" Teachers utilizing and implementing common pathways and strategies on how to instruct and support all learners Teachers using Power BI to examine the evidence of the effectiveness of grade 9 cohorts and the Lancer 360 course.