



# Coast Mountains Board of Education School District 82

## School Growth Plan 2016 – 2019

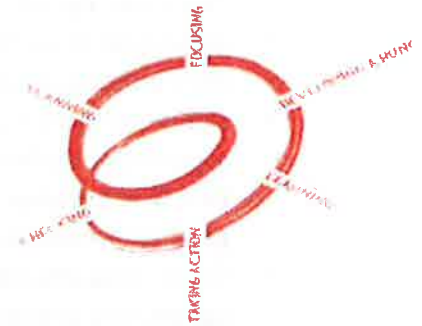
A multi-year plan for improvement beginning in 2016  
Current Year 2018-2019

### Suwilaawks Community School

#### Mission Statement

Ultimately, we want all students to leave Suwilaawks with a sense of accomplishment, a passion for learning and the enthusiasm and confidence to be thoughtful, lifelong learners. We want our students to be happy, healthy and fulfilled.

We believe all our students can succeed academically and socially.



#### “Living, Laughing, Learning”



#### “Ama Sah, Suwilaawks” – A Good Day to Learn

Suwilaawks Community School is situated on Tsimshian Territory in beautiful Terrace, BC. Our school population averages around 235 students in Kindergarten through Grade 6. Suwilaawks boasts a rich cultural environment with students coming from a variety of backgrounds. 84% of our students identify as First Nations and represent the Haisla, Metis, Tsimshian, Haida, Gitksan, Tahltan, and Nisga’a Nations. 23% of our students receive ELL support. 15% of our students have identified special learning needs. Over the last few years, Suwilaawks has had about a 35% transiency rate each year. In 2017-2018, we had to say good-bye to 52 cherished students; however, we had the opportunity to make connections with another 79 new faces throughout the year. Our students and their families make our school truly a great place to be. Suwilaawks is noted for its warm and welcoming environment and has a real ‘family’ feel as you walk through the front doors.

Some of the great things happening at Suwilaawks:

- “Ama sah” (Good Day) Greeting each morning
- Open door in the morning for students
- Early morning breakfast club, healthy snacks and a nutritious buffet lunch offered each day
- Our mornings start off with dedicated physical fitness. Suwilaawks is ‘bringing back play’ to support our students with the modelling of healthy, active lifestyles.
- Fine Dining Fridays ... Each Friday one of our classes will eat in fine dining fashion, encouraging great conversations around a nutritious lunch.
- The Suwilaawks Academies are our most popular activity. During these time students have the opportunity to choose a learning activity they are passionate about. We offer Fine Arts Academy and Applied Skills and Design Academies each week.



- The “Lego Lab” is an entire room dedicated to our future architects. The stories and language that develop through the process of play are absolutely astounding.

- The Suwilaawks Library has undergone a complete facelift. It has become an engaging atmosphere that promotes the love of literature. Parents are invited to pop in at any time.
- Our diverse cultures are respected and celebrated throughout the year.
- Our First Nations Support Workers play a key role at Suwilaawks; whether they are connecting with families, supporting in classrooms, running art clubs, drumming clubs, or providing cultural cooking opportunities, they are definitely making a difference.



- The Afterschool Sports and Arts Initiative includes free GaGa Ball, Pickleball, biking, running and track and field, volleyball, Taekwondo, basketball, soccer, floor hockey, dance, choir, guitar, computers and coding, culinary arts, First Nations fine arts, and just plain fun. Healthy snacks are provided. This initiative has been made possible through many community and provincial partnerships.



- The Suwilaawks composting program and our community gardens provide hands on learning opportunities throughout the year.

- The Suwilaawks StrongStart is an early learning program that runs Monday through Thursday with outreach opportunities on Fridays. Strong partnerships with Kermode Friendship Centre and MCFD.
- Weaved throughout all areas are meaningful, relevant and culturally connected activities.
- Common self-regulation language shared in the school community.
- Our Parent Advisory Committee is committed to supporting all students.
- Our newly designed “Our Room” is a place for all students to connect.

#### Scanning:

- Through conversations with our school community, we recognize that some of our challenges are directly related to social and emotional issues, specifically attendance, GRIT, perseverance and self-confidence. Many teachers are exploring direct teaching of mindful behaviours in order to support student confidence. Our goal is to create an atmosphere of “I Can” through purposeful growth mindset opportunities.
- 100% of the students with attendance concerns are struggling to move beyond a minimal level in achievement.
- 100% of the students exhibiting behavioral challenges are also falling behind in academic areas.
- From our student surveys:
  - 99% of the students indicated that they believe two or more adults believe that they will be successful. The most predominant reason for this belief is because “They (the staff) like me.”
  - Students listed a variety of structures/ways that have helped them learn: the most common answers were “getting to choose things we like to learn about” and ‘fun activities’. Friendships, Daily 5, lots of help, clear instructions and DPA were also mentioned.
  - Among the top barriers for learning, students reported a variety of reasons including “confusing instructions, being tired, being away and when classroom is too loud”
  - Removing barriers: Students suggested more fun days, more time to sleep, quiet spaces, rides to school and opportunities to choose who they work with.
- The majority of students are achieving at a minimal level in reading, writing and numeracy. There is not a significant discrepancy between our aboriginal learners and our non-aboriginal learners. Our goal is to have all of our students fully meet expectations through focussed goals and targeted interventions.
- As we review the school data, we need to be mindful of the First Peoples Principles of Learning. Developing strong relationships are essential to supporting students and learning is focused on connectedness, reciprocal relationships and a sense of place. We strive to fully understand the ‘whole child’. Ensuring that all of our students feel welcomed and are touching base with our FNSWs every day is one of our top priorities. Aboriginal content is weaved and integrated in all areas throughout the day.

### **Focusing:**

- The “Givens” that have now become part of our everyday school community culture and identity:
  - Daily 5 framework for literacy
  - Daily 3 framework for numeracy
  - An understanding that learning takes time and patience
  - Weekly teacher collaboration opportunities
  - Morning fitness
  - Afterschool Sports and Arts Clubs
  - Zones of Regulation
- Our teachers have high expectations and continue to support students to become confident learners. Our goal is to have all students be heard to say “I Can” when challenged with a task.
- A focus on engaging students and motivating our children to work to their full potential is a priority for our school. A strong guiding focus is to empower perseverance and build GRIT through choice activities in literacy, numeracy, physical activity, applied skills academies and arts academies.
- Through our inquiry from the 2015/2016, 2016-2017 and 2017-2018 school years, we have discovered that choice and independence through structures such as the Daily 5 and the Daily 3 increase engagement in reading, writing and numeracy. We have embraced these structures and as a staff we will continue to support each other in further development and implementation.
- A continued focus needs to be on developing foundational skills:
  - Reading: comprehension, accuracy, fluency, expanding vocabulary
  - Writing: meaning, style, form and conventions (Six Trait Writing)
  - Numeracy: specifically speedy recall and computation (Carol Fullerton)

### **Inquiry Question:**

1. ***Will an increase in engagement activities lead to an increase in attendance and in the number of students fully meeting expectations in literacy and numeracy? (for example: focus on Indigenous cultural connections, outdoor education, learning ‘blitzes’, afternoon academies, continued Daily 5 and Daily 3 structures, student ‘choice and voice’ activities)***

### **How Will We Get There?**

We believe we will see this growth in motivation and achievement if we:

- Teach and use common language about reading: CAFÉ strategies, Six Trait Writing, and Carole Fullerton for Numeracy
- Continue to ensure high quality, culturally relevant and engaging books are purchased for the school library as well as for each of the classroom libraries.
- Select well researched numeracy resources to build our classroom numeracy libraries.
- Provide descriptive feedback and individual goal setting to support next steps in learning.
- Transform our school grounds into an outdoor learning classroom.
- Build partnerships with local community groups to support outdoor learning opportunities

- Connect with our First Nations partners to develop outdoor activities
- Weave culturally relevant activities into all learning.
- Transform the environment and structures to meet all students needs ... creation of “Our Room” and rearranging learner support services to allow for small group instruction and intensive interventions.

### **Developing a Hunch:**

Our earliest learners are keen, confident and excited to be at school. This enthusiasm tends to decline by the upper elementary grades, where a perceived lack of motivation and desire are reported by teachers to be “road blocks” to progress. What can the school do to keep the enthusiasm for learning rolling throughout all the grades? And how can the school ensure that all students are able to fully meet expectations in reading, writing and numeracy?

- We know that when there is an outdoor event, a special field trip or a cultural presentation, we have an increase in student attendance and an observed increase in excitement and motivation for follow up activities; our hunch is that the addition of more of these events will improve attendance.
- Students have shared their enthusiasm and excitement for our Friday Academy choices and our Arts Academies; our hunch is that the staff commitment to the vision of choice experiences will lead to increased attention and interest in learning and our hope is to see that transfer into high levels of literacy and numeracy achievement.
- We have seen an increase in reading achievement since the implementation of our Daily 5 structure, especially for those classes who have had this consistent structure for 2 or more years. Our hunch is that continuing to provide this structure will show greater results next year. We can support this through dedicated and targeted resources.

### **Professional Learning:**

- Carole Fullerton to work with the Suwilaawks’ staff on numeracy
- Trauma Informed Schools will be a priority for our monthly professional learning opportunities.
- Outdoor education research and plan development
- Continued sharing of conversations with our Dr. Williams school team
- Focused common collaboration time twice weekly : themes CAFÉ Reading, Six Traits Writing and Carole Fullerton Math resources.
- Continued professional learning focus on Daily 5 and Daily 3
- Opportunities will be provided for teacher observation in well-established literacy and numeracy rich classrooms.

## **Taking Action:**

### **Our Staff**

- Embraces student choice and student voice, outdoor learning opportunities and “Academy” opportunities for our students
- The Learner Support Team(s) in collaboration with classroom teachers will provide differentiated supports directly in the classroom (Tier 1). Those students requiring exceptional supports are referred through the School Based Team for additional services (Tier 2 and Tier 3 supports). The structure of the Daily 5 and Daily 3 go hand in hand with the Response to Intervention Model.
- Classroom schedules will be structured with a literacy and numeracy focus.
- Clear criteria, learning intentions, descriptive feedback and exemplars/examples will be the norm in every classroom.
- Opportunities will be provided to strengthen work with assessment for learning and differentiated instruction that incorporates the inclusionary model of Learner Support.
- Support staff will be part of our professional learning discussions during common collaboration times.
- Will have professional learning opportunities with ‘master’ teachers.
- Enhance and expand on Aboriginal content and indigenous ways of learning and provide opportunities to weave and integrate these activities into curriculum. Our First Nations Culture teacher and First Nations Support Workers will support teachers in this area.
- Continue to foster and build strong relationships with our Aboriginal community

### **Our Students:**

- Our students will have ‘choice’ and ‘voice’ in activities.
- Will start the day off building energy and identity with DPA (Daily Physical Activity).
- Will have increased outdoor learning opportunities.
- Will be engaged in relevant, meaningful lessons.
- Will showcase their pride in their heritage
- Will be provided with clear outcomes and lots of examples of what is expected.
- Will have many opportunities and different ways to ‘show what they know’.
- Will have opportunities to showcase their talents and passions
- Will care about their learning and strive to do their personal best because the learning is engaging and relevant.

### **For our Parents:**

- Coffee is always on ... and parents are encouraged to be part of the school atmosphere.
- Parent workshops on literacy and numeracy will be offered.
- Our students’ successes will be showcased and there will be many opportunities to celebrate and be part of the rich cultural heritage at Suwilaawks.
- Up to date information is posted on our Suwilaawks Facebook page and will be emailed out to parents.

- The School Plan will be shared with our new parents each September at our Meet the Teacher evening and feedback will be invited. The School Plan will be posted visually on the front bulletin board.
- Regular updates will be provided to the PAC.

**Checking:**

- Ongoing reading assessments using reading benchmarks will occur once each term. For struggling students, early intervention strategies will be discussed at the School Based Team meetings.
- Monitor attendance trends
- School Wide Write will happen in late May. Individual writing conferences will occur each week.
- A school wide math assessment will take place in late May. Weekly conferences within the framework of the Daily 3 will allow for guided lessons in areas of need.
- Kindergarten screening assessments will take place in September and in May.
- Social, behavioral and self-determination data will be collected from classroom profiles.
- Throughout the year, the Learner Support Team(s) will meet with the School-Based Team to monitor how well students are responding to the new strategies and approaches with regards to their academic and social/emotional learning.
- Regular discussions at our Professional Learning Meetings as well as during our collaboration meetings will allow us to assess our progress.

We believe all our students can succeed academically and socially.

**"Living, Laughing, Learning**

School Principal Signature:

*[Handwritten Signature]*

to be signed September 2018

Sept 1, 2018

