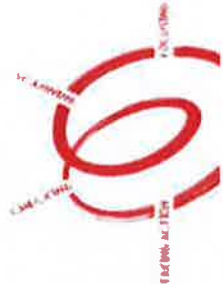




## School Growth Plan 2020 – 2021

**Deadline for Submission: July 15, 2020**  
**Submit via email to: Superintendent of Schools**

What matters most for our learners?  
How do we know?  
What matters most?



1. **School:** Please include your mission statement and provide a brief description of your school, educational programs and student demographics.



The staff, students and community members of Kildala work together to provide a nurturing educational environment that enables all students to meet their academic, social, emotional and physical needs and to empower each individual to reach his/her fullest potential.

Kildala Elementary School currently enrolls 222 students from Kindergarten to Grade 6 and offers programming in both English and French Immersion. For the 2020-2021 school year we will have eleven classroom teachers, 1.5 resource teachers, one First Nations Support Worker, 0.3 Language and Culture Teacher, 0.5 counsellor, 0.5 Librarian, seven Educational Assistants and one full time administrator working at the school. We also house the First Nations Centre Library for Kitimat.

Kildala Elementary School is located in a residential neighborhood including single dwelling homes, trailer homes, condominiums, row housing, apartments and acreages. The population of the school reflects the variety of living situations available in the neighborhood. Kildala is becoming a neighborhood school housing a StrongStart centre, a preschool, before and after school care as

well as offering after school programs for children and families through the ASSAI grant. The community kitchen is used both by school programs as well as community programs.

The learners at Kildala School represent the whole spectrum of abilities. Specific groups within the population are: low incidence designated students (6%), high incidence designated students (9%), French Immersion students (33%) along with a small percentage of behavior students. We have one of the highest Speech and Language needs in the district and numerous intermediate students being put forward for Psychologist Assessments in the fall. Learners without significant learning challenges all perform in the minimally meeting, meeting and exceeding categories in reading, writing and math according to the Performance Standards. Students tend to be weaker in their written work and those ratings are predominantly in the minimally meeting category.

A significant number of students at Kildala Elementary live in poverty and come to school burdened by hunger, lack of sleep, inadequate clothing, and social and emotional issues. We have implemented a Breakfast and Lunch Club program, to help meet some of these needs. We also provide access to clean clothing and assist with laundry and helping to provide self care needs.

## 2. **Scanning:** What's going on for your learners? How do you know?

- ⇒ *What student achievement evidence are you looking at? Include the evidence (non-student specific, i.e. Benchmarks, School Wide Writes, DMA (Island Net Math), English 10 Provincial Exam, 6-Year Completion)*
- ⇒ *What have you learned from your students when gathering their answers to:*
  1. *What helps you to learn?*
  2. *What are barriers in our school to your learning?*
  3. *What do we need to do in our school to remove these barriers?*
  4. *What is it adults do that shows they believe you will be a success?*
- ⇒ *What are the opportunities to develop a deeper understanding of Indigenous ways of knowing?*

According to a variety of school wide assessments, informal and formal observations, testing, report card data and quick scale rubrics, it is evident that one of the most important learning needs of our students academically is in the area of literacy. Many students are not reading at grade level. Writing is also of concern and we have worked very hard on this and have seen gains. The students themselves, once engaged, demonstrate intelligence and ingenuity. They often have trouble organizing their thoughts and presenting them in a meaningful way on paper. They need to be taught how to present and enhance their written work with charts, maps, pictures, and diagrams and also by using oral discussions and presentations as identified in the First Peoples Principals of Learning. A struggle still seems to be transferring their ideas from their "plan" into a written piece. We have focussed on this, bringing in many local author's and discussing the process of writing and that there are always improvements to be made before the final copy.

Also, there is still a need for developing empathy and more positive behaviour peer interactions; however, the amount of office referrals these past two years have decreased dramatically. Three

years ago we implemented The Zones of Regulation school wide and it has proven to be successful. Staff and students have started to build a common vocabulary and many students can successfully identify which Zone they are in. They are starting to recognize what tools they need in order to move zones, so that they are in the green zone ready to learn. Many students that are not yet or minimally meeting Social Responsibility expectations are on the Youth Support Worker or counselling case load and they work together more in depth on finding tools that work for each student's needs.

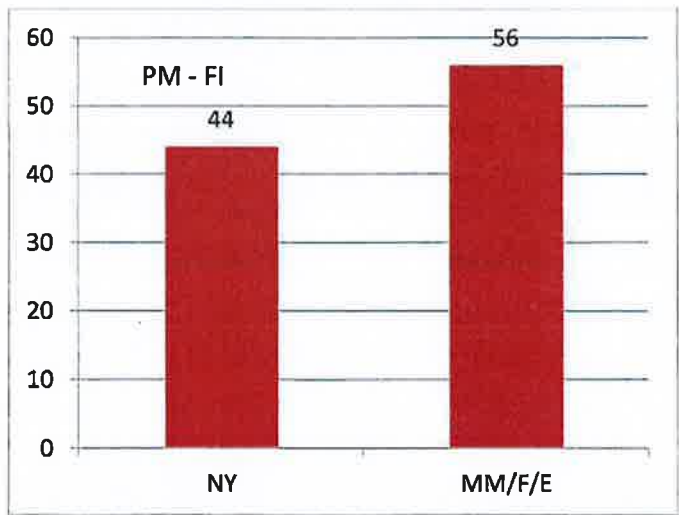
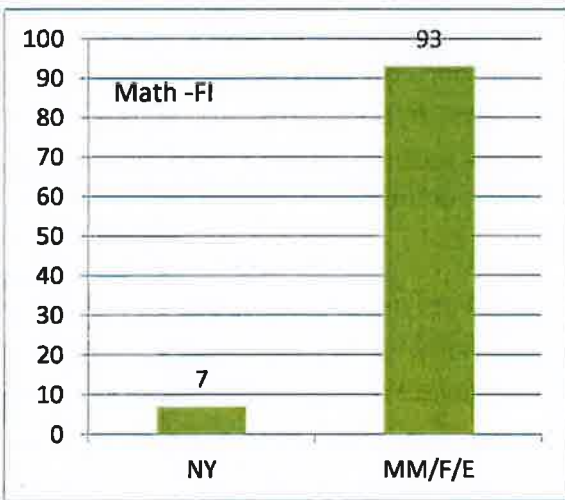
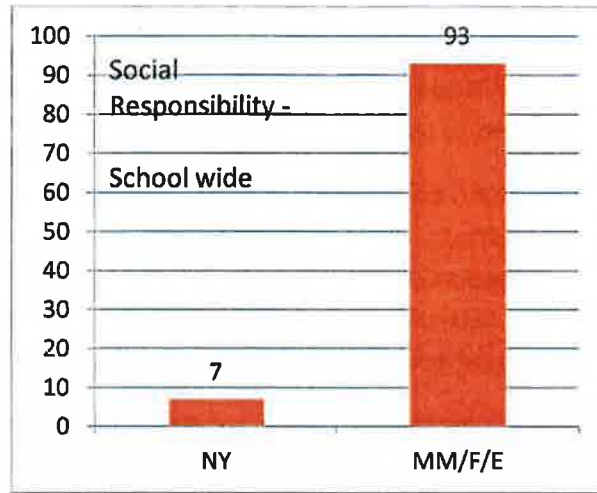
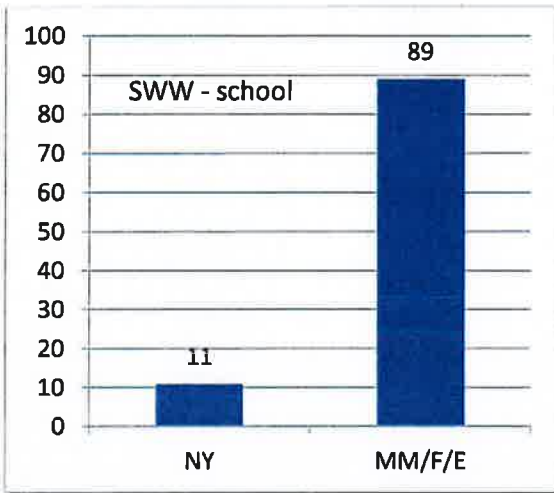
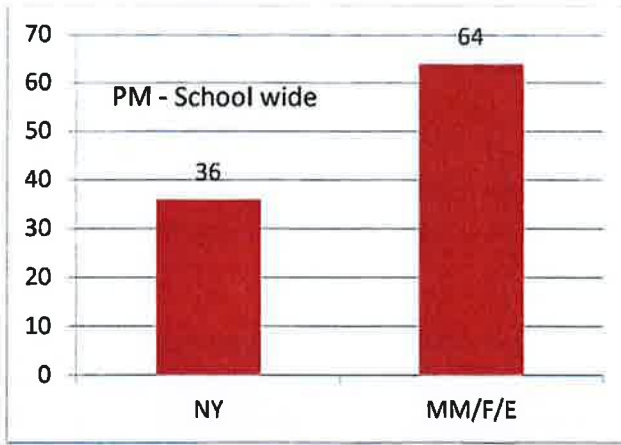
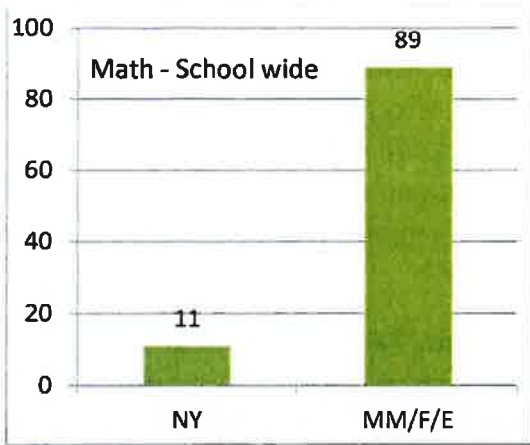
In addition, this past year we have implemented the WITS program. Teaching the students strategies such as Walk Away, Ignore, Talk it Out and Seek Help, which help with bullying and peer victimization. It has also been known to help reduce aggression and improve social responsibility and build healthy peer relationships. We will continue working on these strategies next year. This year we created a school wide mural, the theme being, Kindness - Be the 'I' in KIND, in which each staff member and student added their handprint around. This is a reminder that we all stand together to be kind to one another.

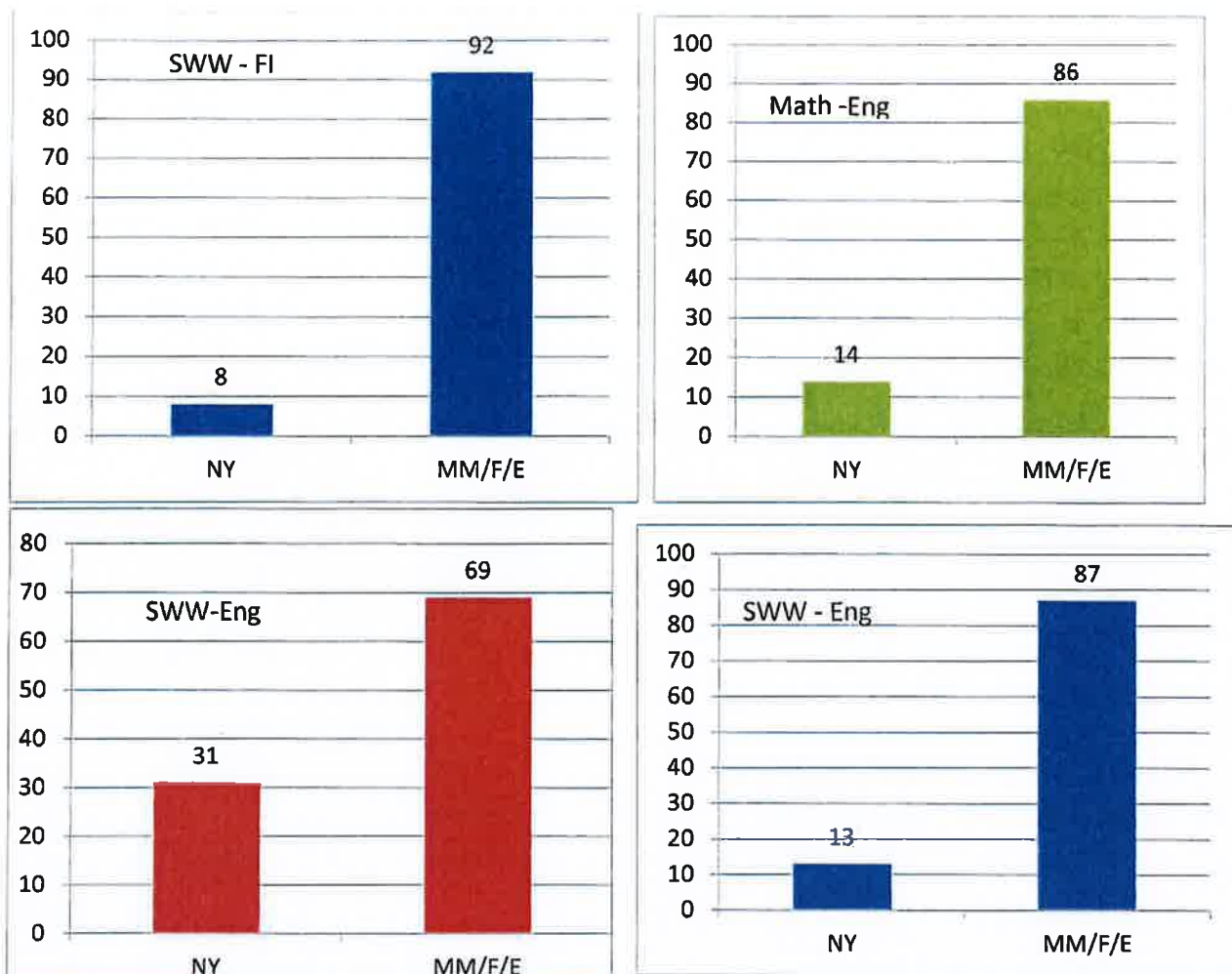
We also worked hard on our virtues every month (safety, responsibility, connectedness, inclusiveness, kindness, respectfulness, and perseverance). The students displaying these qualities were acknowledged at our monthly assemblies with a certificate, their names were displayed on the front bulletin board and their picture was put up on the TV screen. This worked really well and motivated the students as they all liked the recognition.

Unfortunately, due to COVID, we do not have any 2020 Spring data, but Spring 2019 data shows that only 7% of our students are not yet meeting Social Responsibility expectations and 11% are not yet meeting grade level math expectations according to the Island Net Diagnostic, which is down 7% from the previous year. We focused a lot these past two years on Carole Fullerton and playing the math games associated with that. We had math stations on the last Friday of every month. The intermediates would learn the games and teach them to the primaries. The students really enjoyed it. 11% are not yet at grade level expectations for writing according to our School Wide Write assessments and 36% are not yet at grade level in Reading according to PM Benchmark data, so that will continue to be a focus.

Last year when collecting data, I made a list of each of the students that were not yet meeting grade level expectations according to the School Wide Write, Island Net Math, PM Benchmarks, Social Responsibility Quick Scales and the FSA, as I found it more relevant to know specifically which kids we had to target. Staff and I had conversations around what we were doing for these students (many on SIPS or IEPs already, receiving Learner Support, or on the Youth Support Worker and/or counselling case load). Our growth plan was focussed around what we could do for these specific students.

These graphs show our data, (from Spring 2019), which I have in three sections: School Wide results, French Immersion (FI) results and English results.





**3. Focusing:** Where does your focus need to be? What is your specific inquiry question? Why is this important? Where would you concentrate your focus to change the results and the experience of your learners? Must reflect one of the Board Goals and a focus on Aboriginal students.

While we have made many gains, there is still a need to continue on a literacy goal, which is also a goal for the District Board of Education. Teachers wanted to explore whether a focused, school-wide approach targeting specific literacy skill development in a play-based environment will address the needs of our most vulnerable students. This initiative included a differentiated approach allowing for individual student success and increasing the skill level and success rate of students, while intertwining Aboriginal content and material. The question was:

Will a focussed time in the schedule, targeting literacy skills, in a play based environment, address vulnerable student needs?

Unfortunately, our multi-aged groupings for literacy bins will have to be put on hold due to the cohorting of students this year, so it will look a little different. One of the changes is based on some recommendations by the psychologist who was up testing students. We began to notice a

trend in her recommendations which seemed to centre around phonological awareness. The students she was testing all seemed to be lacking in some of these areas. She recommended the Heggerty Phonemic Awareness Program which targets all of those skills. The primary teachers have all agreed to pilot this program next year to see if it fills some of those literacy gaps in our learners. As a school we are working on testing all students according to the Two Peas Phonological Assessment, and using the Heggerty assessment as a more in depth piece. From there we can better tailor the literacy bins to meet the gaps in those students' literacy skills. In addition, we will be implementing specific or more in depth assessments for each of the bins, something we feel has been lacking previously.

The intermediate classes are going to try doing math bins next year, targeting basic skills based on the Carole Fullerton resources.

We have also changed the schedule again so that we are able to make the best use of all the staff available at that time, so that our groups can be small enough to warrant success.

Some successes that we had with the literacy bins were:

- Students were engaged
- They love it
- Progress observed across all bins
- Positive attitudes
- Students making connections in the classroom to learning being done in the lit bins
- Lots of oral language practice in intermediate
- Rotation in intermediate worked well
- The moving of the students in the primary bins worked well, no one was "stuck"
- Chance to meet and work with all the intermediate students over the rotations
- Smaller groups were important and worked well
- Opportunity for some students to demonstrate leadership skills (may be weak in class but were able to excel at activities with younger peers)

A few challenges were:

- Lots of time away from class activities (have changed it from 5 days a week to 2 days for intermediates and 3 days for primary)
- Different primary and intermediate times created challenges for the split class
- Limited time for testing (especially if the student isn't yours)
- Some behaviour issues with the older grade students influencing younger students
- Skill grouping in primary led to bigger groups in some rotations, which were difficult to manage

Reading and Writing go hand in hand. If students aren't able to read, then it will have an adverse effect on their writing. We will continue to work on our writing goal. Both English and French have common resources which will help to guide our question:

If we collectively work to strategically teach writing strategies as outlined by researchers and programs such as Adrienne Gear, The 2 Sisters Daily Café Program, The Six Traits of Writing, and Faye Brownlie's work around teaching writing, to what degree will our students' writing skills improve according to the Writing Performance Standards by the end of the school year?

Also we hope to raise the success rates in our Aboriginal learners by adding more Aboriginal content into the everyday lessons we teach. I have bought all the teachers a copy of Adrienne Gear's *Powerful Understanding* book and we are going to use it as a framework for increasing our literacy, global citizenship and social responsibility. Even though the students are showing growth in their Social Responsibility we feel they need to broaden their global citizenship into the community and make them more responsible and accountable for their actions and for the students to realize the impact of their actions on a broader scale. We will be dividing the concepts in the book into 3 sections, and focusing on one each term, Term 1 - Self, Term 2 – Others, Term 3 – World. We have created a school wide project around the theme of "Connectedness" using *The Powerful Understanding* as our framework and intertwining it with culture and self-identification. Each student will have the opportunity to paint a "symbol" that represents themselves and/or their family heritage which will be added to a deer hide mural displayed in the library.

If we collectively use the Adrienne Gear resource "We Are All Connected – Exploring Self, Family, Community and Land through Aboriginal Picture Books" as well as her book *Powerful Understanding*, will we help to develop more "global citizens?"

**4. Developing a Hunch:** What practices in your school are leading to this situation? (*Focus on the areas over which educators have control – not parents, the system or the learner.*)

Our hunch is that if we continue to incorporate Aboriginal texts into our everyday literacy lessons, it will create a better sense of belonging with some of our learners therefore, creating more engagement which would lead to better academic success. In addition, it would create greater empathy from all students and make them more culturally aware and prepare them for becoming global citizens. By increasing our focus each term from self, to others, to world, it will make the students understand their place in the world and the effect that they can have to make a difference. We know that this learning will take "time and patience."

We also feel that we need to increase parental involvement in the school. It was noted that we get a lot of parents and families coming out to our Spring Dance, but hardly any parents coming out to things like meet the staff night or parent/teacher interviews. We thought if we offered more "non-threatening" school events such as a barbeque for meet the staff night, a literacy and/or math games night, movie night, Christmas crafts etc., to make some parents more comfortable and get the families we want to see into the schools, we might have more parents attending the "non-fun" events and they might show a greater interest and involvement in their child's learning. Our Meet the Teacher BBQ / Scavenger Hunt and Numeracy Night this year were a great success, as we had many families come out to participate that we normally don't see in the schools. Unfortunately,

our other events (Literacy Night, Family Movie Night, and School Dance) we didn't get to hold because of COVID.

In addition, we feel that communication, in particularly poor vocabulary and speech language development, and a lack of common language are creating a road block in the academic and social/emotional success. As the students get older, the learning gap widens and we are seeing more behavioural issues in the older students due to academic frustration. If we were able to implement a more cohesive school behavioural strategy/program as well as develop a common language and provide more opportunities for communication, we hope that students would be more familiar and comfortable in their academic programs and experience more success.

This in turn leads to Social Responsibility. If students feel safe and comfortable in their surroundings, they are more willing to take risks and be engaged in their own learning. However, due to poor communication skills and a lack of vocabulary, students are having a hard time expressing their problems or issues. This in turn leads to hands on behaviour as they are not sure how to express themselves. We are going to continue expanding upon our School Wide Zones of Regulation program and provide more opportunities for students to find the right "tool" to self-regulate, as well as continuing to enforce the WITS Program and have students practice their Walk Away, Ignore, Talk it Out, Seek Help strategies and develop that common language.

5. **Professional Learning:** What do the professionals in your building need to learn? How will this learning occur? What resources can you access? How will you build in multiple opportunities for learning?

The first step is to build relationships and connections with these students which in turn will increase their comfort level. They need to know that the adults, and students, in the building care about them and that they are in a safe environment. Secondly, we need to develop an understanding that learning takes time and patience.

Understanding the First Peoples Principles of Learning

Teachers collectively doing a school wide write in September and again in May. Teachers will meet to assess the writings using the Writing Performance Standard.

Social Responsibility Quick Scales Fall and Spring

Student self-assessments

Reading Levels to be assessed on an ongoing basis

Two Peas in a Pod Phonological Assessment

Heggerty Phonemic Awareness

Strategies to approach independent reading



Reviewing teacher support materials in the areas of teaching writing: the Trait Boxes, Adrienne Gear Reading and Writing Power material and books, Faye Brownlie's materials, Literacy circles information, Carole Fullerton assessments and resources

Adrienne Gear First Nations resource list and anchor texts from Powerful Understanding

Purchase more Aboriginal French books to support Trait Crates and the themes of self, other and world.

Formation of professional learning communities built upon collaboration time.

Informal book and article sharing

Sharing of initiatives taking place in the school

Creating co-teaching opportunities between teachers on our staff

Principal support of professional development opportunities in the area of reading and writing instruction

Hearing from "in house" experts on teaching and learning strategies

Giving teachers a chance to view other classrooms with "local experts"

Encourage staff to attend Professional Development Events pertaining to our school goals and inquiry questions

District Initiatives

French Literacy Support – use of older peer buddies

**6. Taking Action:** What are you doing about it? What will staff do differently? How will you know if it's working? (Incorporate the 3 levels of Response To Intervention and a focus on First Peoples Principles of Learning)

- ⇒ *What are the roles of Teachers, Support Staff, Principals and Vice-Principals in the inquiry?*
- ⇒ *What actions/ changes are happening based on what the students have identified as barriers to learning?*
- ⇒ *How are you communicating this to parents and incorporating their feedback?*

Installed two sensory paths in our hallways (one upstairs and one downstairs)

Recognizing students monthly who exhibit the virtues

Trying to be creative with more in school support

Changing up the Literacy bins

Getting the families involved more, by providing "non-threatening" school events: Welcome back BBQ, literacy/math games night, movie night, Christmas stations

Understanding the Zones of Regulation – we feel that if students are able to identifying their emotions and which zone they are in, then they are better able to express their feelings to others and resolve conflicts. In turn, we can teach them the tools they need to get in the “green zone” which is the optimal learning zone.

Reinforcing the students to use their WITS

Learn more about executive functioning skills.

Also understanding the First Peoples Principles of Learning:

Ways of knowing: Learning takes time and patience

Culture is cooperative, collaborative, and supportive

Learning is emergent

Focus on students and teacher interaction

Students have multiple opportunities for success and quiet recognition

Learners are guided to find their own solutions and answer their own questions

Tier 1 – high quality core instruction that specifically targets reading and writing strategies

The principal, supported by support staff, has implemented collaboration times twice a week which has proven to be effective and worthwhile. While teachers are meeting, admin is working on the Zones of Regulation, WITS, Character Traits, Virtues and various themes, with the students during this time. The school counsellor and Youth Support Worker are also reinforcing these skills in the classrooms, as well as, in small groups and with the individual students on their caseloads.

We will:

- have common literacy times when students are grouped and working on literacy bins, targeting specific skills

- increase Aboriginal content so that more students are able to self-identify and have a greater sense of connection and belonging

- focus more on sharing our ideas both formally and informally.

- focus on greater depth and less anxiety about coverage (depth vs breadth – Chris Weber) in conjunction with the new curriculum

- increase teacher knowledge about teaching and writing in general

- pay more attention to individual differences and infusion of strategies to meet the needs of learners.

- use of the Learner Support model and Differentiated Instruction

- use of weekly class meetings

- use more positive behavior interventions

- celebrate the learning successes, celebrate student success

We have a Zones of Regulation bulletin board at the schools entrance which students' reference. In addition, many classrooms have some sort of Zones "check-in" and tools such as calming breathing posters for students to refer to as well. In the counselling office as well as principal office, there are also "check-ins" and strategies provided. It is all very visible to staff, students and parents so that everyone is aware of what our school goals are and what we are striving towards. We will also communicate and share our success and journey with parents/guardians through school newsletters. Students are acknowledged with a virtue certificate at an assembly, their names go on the bulletin board at the front entrance as well as their photo goes up on the TV screen.

Tier 2 – Students who are not responding to initial Tier 1 supports will require further specific interventions and supports. Concerns will be brought forth to the School Based Team which includes: the classroom teacher, teacher reps (1 from both the English and French Immersion Program, as well as primary and intermediate), administration, resource teacher, counsellor, First Nation Support Worker and Youth Support Worker. We will continue to use the supports and expertise of our School Base Team members and provide interventions when necessary.

Interventions will begin with the team looking at changes that could be made to the physical space in the classroom, the daily schedule, the teaching strategies and teaching resources to better support student learning.

The Resource teachers and other team members will work collaboratively with our teachers to help us achieve our goals, especially for Tier 2 interventions. As well, we have additional Teacher Librarian time to also help support the students in their reading and writing. First Nations Support Workers also work with small target groups to work on a focused skill.

Tier 3 – Tier 3 is the introduction of other teaching team members and the use of specific strategies and resources to support student learning. In addition to the above team members there may be additional support staff working with the students, using targeted, intensive strategies and programs, such as OT/PT and speech.

7. **Checking:** Have you made enough of a difference? What evidence will you be seeking to know you are making a difference?
- ⇒ *When will you check in and how often?*
  - ⇒ *How can you do it in a way that allows for immediate adjustment?*

We would know if Aboriginal Students comfort levels have risen as their participation in class would increase, they would become more engaged and they would be able to resolve conflicts with peers more easily. This in turn would increase their academic success, which would be shown by an increase in their literacy and numeracy skills.

What can we expect to see?

An increase in the number of students meeting expectations for the school wide writes (September and May) using the Writing Performance Standard

Social Responsibility Quick Scales completed in Fall and Spring, percentage of student Not Yet meeting will decrease

Reading levels assessed on an ongoing basis

Regular use of the Writing Performance Standards and Social Responsibility Quick Scales

Literacy bin groups will be assessed more regularly and students will move bins upon successful demonstration of skill.

Use of the Zones of Regulation, common language and visuals around the school and in every class room

Use of the Focus on Bullying Program

Use of the WITS program

A decrease in behavior interventions at the office (less write-ups)

Students more empathetic towards each other and able to communicate more effectively

Students having more of a growth mindset and becoming more globally aware and responsible

Increased attendance

Greater visibility of enjoyment and participation

More positive feedback

Repetition of "values/character traits" through DPA

More parent involvement (PALS, family fun/cultural nights, meet the teacher night, parent/teacher interviews, barbeque, literacy/math games night)

Criteria for Success:

Every learner improving in writing skills as measured by the Writing Performance Standard.

Every learner improving their reading level measured by the PM Benchmark Program.

Number of students fully meeting expectations according to the Social Responsibility Performance Standard Quick Scale increases.

This year we have shown growth in many areas according to our data. This confirms that we are on the right track but still have a ways to go in supporting the needs of all learners.

School Principal Signature: 