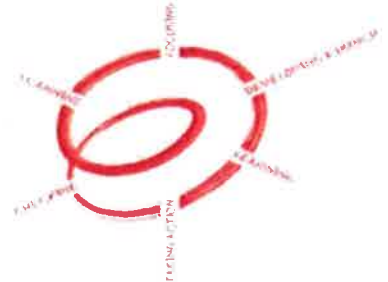


Coast Mountains Board of Education School District 82

School Growth Plan 2020 - 2021

THORNHILL PRIMARY SCHOOL
Coast Mountains School District #82
3860 Paquette Avenue
Terrace, BC V8G 3S8



MISSION STATEMENT

Thornhill Primary School provides educational programs that will encourage children to become enthusiastic lifelong learners and responsible, productive members of our changing society.

BELIEF STATEMENT

At Thornhill Primary School we have the right to learn in safe, caring surroundings. We respect ourselves, others, our work, and our environment. Together we are the best we can be.

Thornhill Primary



...a great place to bel

SCHOOL CONTEXT:

- Thornhill Primary's 180 students in Kindergarten through Grade 3 come from a spread out geographical area, Lakelse Lake, Jackpine, Upper and Lower Thornhill, Queensway, Kitselas, (Gitaus and Old Remo), Gossen, Copper River Estates, Copper Mountain and Kleanza.
 - Approximately 45% of our students are of Indigenous Ancestry descent and belong to a myriad of Bands/Nations, but mainly Gitselasu (Kitselas) means 'People of the Canyon' in the Tsimshian language of Sm'algyax.
 - Our building is situated on the same property as our Elementary School.
 - A number of students are serviced as ELL (English Language) Learners, Ministry Designated with social/emotional, physical/health, and/or learning needs.
 - A vibrant StrongStart Program operates within our school and is included in scheduling, such as, library, Physical Education (gym), assemblies and special performances.
 - Our school counselling case load is fairly extensive with a number of students who suffer from emotional trauma, anxiety and inability to self-regulate.
 - Our warm and welcoming staff is committed to maintaining a positive school environment. We have a strong connection with our learners, their families, our school community and one and other.
 - Our outside environment has 2 playground areas that we share with Thornhill Elementary and 2 Baseball fields that the communities use for the season. These spaces are utilized by our learners during lunch, recess and for Learning walks and other educational lessons.
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1. Scanning: What's going on for your learners? How do you know?

- Results in students' performance in spring 2018, using PM Benchmarks Assessments, New District Math Assessment and Writing indicated that the majority of our students have made great gains in reading according to our in-school data records for each student. Students have increased several reading levels over this school year. However, District results show a high percentage Not Yet or Minimally Meeting.
 - Our Indigenous Support Worker is adept in the successes and needs of our aboriginal students. Academic, cultural activities and social/emotional support is provided on a daily basis. ● Indigenous role models (elders) and community leaders provide numerous valuable learning opportunities throughout the school year.
 - Students like school and feel safe at Thornhill Primary. They have positive peer relationships and feel connected to two or more adults at school.
 - Student progress is related to the targeted use of Resource, EA's, and LIF (Ed Fund.)
 - Thornhill Primary families value education and are involved in students' learning.
 - 'Ms. Phyllis' (Bolton), our school Sm'algyax Language Coach and Elder has been successful in broadening the students knowledge of Tsimshian language and culture.
 - Effective classroom resources and libraries that support learners' reading goals and allow for building 'just right' boxes for individual students.
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- Our school library is filled with rich, engaging and culturally relevant literature. The library programs support all classes with their reading program weekly lessons.
- Classes partner to provide buddy reading opportunities, as well as, art and music.
- Extensive use of a hands-on games approach to math instruction and math practice using Friends of 10 and Mathematical Thinking/Carol Fullerton
- A music program that is rich with quality instruction and opportunities to showcase musical accomplishments through participation in the Pacific Northwest Music Festival and a Winter Concert
- Opportunities to learn outside the school that include field trips to the pool, skating, farms and other locations.
- Ready, Set, Learn events, Welcome to Kindergarten and Open house several times a year.

INDIGENOUS Learners: Specific strategies, but inclusive of all learners

Demonstrated significant progress in reading levels and writing.

- Regular contact with our Indigenous Support worker who is very supportive, caring, involved and focussed on learners.
- Access to lunch hour crafts, activities and one-on-one time with our ISW.
- Ms. Phyllis (Bolton), our school Tsimshian Language Coach and Elder has been successful in broadening the students' knowledge of the Sm'algyax language, culture, identity and traditional territory.
- The First Peoples Principals of Learning are embedded in many of our teaching practices. • Exposure Tsimshian Seasonal Rounds



FOCUSSING: Our School, Our Learners, Their Successes and Challenges

GOAL 1: Increased performance in literacy skills, in the area of comprehension and fluency. Consistent teaching of reading strategies, such as rereading and developing fluency will be a focus.

GOAL 2: Increased performance in Numeracy skills.

Our focus is partitioning — to move students from counting all and counting on into partitioning and compensation. We will also focus on representing and describing numbers and patterning including the ability to describe the attributes of the pattern.

INQUIRY QUESTION:

- How will number talks, open-ended tasks, a myriad of manipulatives and allowing for multiple ways to problem solve increase performance?
- How will a small group focus in the Blitz room as well as consistent daily practice and regular assessment of students' success increase literacy skills.

WHAT DO WE KNOW?

- "Every child can learn, just not on the same day or in the same way." ● Targeted instruction of strategies supports all learners
- Using supports, i.e., EA' and non-enrolling staff in a focussed, goal oriented fashion ensures success.
 - The key measure of student performance is the new Numeracy Assessment, Reading Assessment, and the School Wide Write. BC Performance Standards are used for assessing writing at each grade level. Teachers also consider other forms of assessment, such as anecdotal and daily observation to determine success and challenges.
- Involving parents in a focused dialogue that include strategies and a supportive relationship is beneficial to all learners.
- Providing students with clear and concrete feedback is important for growth.
- Data on student achievement in reading comprehension and mathematical problem solving are areas of challenge for many students.
- We are committed to infusing Aboriginal content and perspectives in all subject areas, as well as, worldviews and First People's Principles of Learning.
- Consistent teaching practice, with each individual learner in mind, leads to much success.
- A strong focus on the foundations of reading and math will enhance learning.
- 'One size' does not fit all and differentiated instruction is important to meet the needs of all learners.
- Quality assessment of literacy skills and numeracy skills is an important part of learning that informs teachers of learning styles, strengths and needs. ● Lessons that target specific skill areas improve performance.
- Use of technology supports diverse needs in classrooms.
- Hands on and use of manipulatives to support learning is hugely important.

Student Forums: Summarized feedback from our Learners about their learning:

Adapted from Dr. Judy Halbert and Dr. Linda Kaser "Spirals of Inquiry: For Equity and Quality"

1) Tell us about your learning environment. What helps you learn and what makes it hard for you to learn?

Helps me learn:

-good effort, teachers, manipulatives (money, rekenreks, number lines), practice, time, support people, listening, friends

-food(fruit), water, parents, sports/exercise, charts, supplies/materials, transportation, sleep

-Blitz room, routines use of visuals, quiet classrooms --Makes it hard to learn:

-silence, talking/laughing, too much noise, people bothering you (teasing, excluding, copying work)

-not enough sleep

2) How do you share ideas about things that happen in your school? —show and tell

them, talk to parents, email/messages/Facebook

-planners/notices

-notebooks -open house, parent

teacher meetings

-report cards

- telling a teacher, duty, EA, or Mrs. Bragg about a problem we are having

3) Do the things that you learn at school help you at home and in the community? What would you like to learn that would help you?

-math(time), printing, socials, writing, art, science, music, library, reading, computers -Like to learn:

-math(division, time)

-science(rockets, nature, animals, northern lights, underwater creatures, gravity, solar system) -

socials(history, world)

-sports

-gardening

4) How does your school include everybody? What can we do to make sure that this happens?

-communicate with all parents

-Winter concert

-include everyone

-Music Festival

-book fair

- Special Assemblies

-home reading program

- Terry Fox Run

-book exchanges -recesses -egg drop -lake

- Fun Day

day

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)

- Less 'stand and deliver' and more hands on learning is required.
- Student engagement will be monitored.
- Reading and writing takes time. We will continue to monitor interventions, strategies and successful programs.
- We will target Numeracy and continue to support staff with strategies, resources and guidance. ● Professional dialogue and review of best research-based practice are effective ways to support all learners.

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?

- All staff members are expected to participate in Professional Development throughout the school year.
 - Training will continue to be offered to teachers and 1-3 students will be assessed and monitored for progress or lack of progress. ● Teachers will be offered collaboration time to meet with their colleagues to share strategies that are proving to be successful.
 - Continue to work with Carol Fullerton to engage in professional conversations and learn new strategies.
 - Using school data and assessment results to inform practice will continue to be a focus.

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)

⇒ What are the roles of Teachers, Support Staff, Principals and Vice-Principals in the inquiry? ⇒ How are you communicating this to parents and incorporating their feedback?

- School Based Team will meet regularly (at least once a month) and clearly outline action plans (Student Learning Plan) and follow up for those students who are challenged with various aspects of their learning.
- Classroom supports, i.e. ENS, Resource, Ed Fund Position, etc., will be accessed to directly target and focus on developing solid literacy skills.
- Providing support in the classroom "push in" model, to allow students to receive consistent help that is closely connected to classroom learning.
- Provide a literacy rich environment by having lots of leveled books available and quality read aloud materials.
- Identify needs early and develop a plan to address the needs.
- Increased use of Aboriginal content and local experts.
- Recognize important aboriginal events and celebrate them as a school
- Continue to foster and build strong relationships with our Aboriginal community

- Further collaboration between teachers. This will include teachers from Thornhill Primary collaborating with teachers from Thornhill Elementary to work towards common goals for our students.
- Having students participate in Math Talk and use of manipulatives to support learning.
- Less traditional problem solving and more improved number sense through the use of different methods of teaching.
- 'Blitz' Resource Support for students who are missing the phonological awareness/early literacy skills.
- Incorporating student voice in our goals and planning.
- Sharing with parents through newsletters, Facebook page, and information posted at front door and PAC meetings.

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?

- Anecdotal notes and observations will show that students are more confident and ready to move to the next level.
- Report cards will show that students are progressing and responding well to interventions that are focussed on individual skill development.
- Regular assessment will show individual growth in literacy and numeracy skills.
- Data collected in the District Assessment Management System will be reviewed and shared.

School Principal Signature: *D. Bregg-Hounsell*