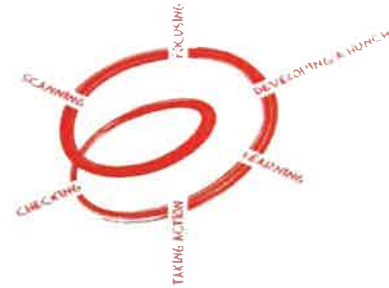




School Growth Plan 2022 – 2023

Kildala Elementary School

Mission Statement



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 is a 'school family' environment providing a safe, caring and structured place for learning.

Kildala Elementary School is situated on the Haisla Territory in Kitimat, BC. Our school currently enrolls 220 students from Kindergarten to Grade 6 and offers programming in both English and French Immersion. For the 2022-2023 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, eight Educational Assistants and one full time administrator working at the school.

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 houses 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 kitchen and gym are used both by school programs as well as community programs. Our school PAC is very active and helps our school coordinate fundraising ventures to acquire resource opportunities for students.

The learners at Kildala School represent the whole spectrum of abilities. Specific groups within the population are: low and high incidence designated students (14%), French Immersion students (30%), Indigenous Learners (30%) along with a small percentage of behavior students and many Speech and Language needs. 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, assist with laundry, and provide for self care needs. There is a strong connection between students, families and staff within our school community.

Program Strengths:

- A caring and supportive staff that works collaboratively to foster the development of the core competencies in our learners
- Breakfast and lunch program, healthy snacks offered each day. The BC Fruit and Vegetable Program, the School Milk Program also encourage healthy eating.
- The Afterschool Sports and Arts Initiative includes free sports and art activities, and a whole lot of fun. Healthy snacks are provided. This initiative has been made possible through many community and provincial partnerships.
- Kildala StrongStart is an early learning program that runs 5 days a week and helps to connect families with community resources.
- Weaved throughout all areas are meaningful, relevant and culturally connected activities
- Common self-regulation language through the Zones of Regulation and WITS program
- Our Parent Advisory Committee is committed to supporting the school community
- The Kitimat Parents for French are committed to supporting the French Immersion Program
- Literacy bins (targeted practice) 30 min 3x/week
- Shared numeracy language, Carole Fullerton resources and anchor texts
- Consistent use of Phonological Awareness Heggerty Program
- Focus on healthy living with daily physical activity
- Opportunities to learn outside: Salmonid Enhancement Program, partnerships with NWTEC, Shames Mountain and Onion Lake to ski, neighbourhood walks, swimming pool, skating rink, curling rink, nature walks
- Kindness theme "Be the 'I' in KIND"
- Virtues Program – acknowledging students and celebrating successes
- Repetition of values/character traits/core competencies through DPA

Scanning: What's going on for your learners? How do you know?

- According to a variety of school wide assessments, informal and formal observations, testing, report card data and quick scale rubrics, literacy continues to be an area of focus
 - School Wide Write results
 - PM Benchmarks
 - Kindergarten Screener
 - 2 Peas in a Pod Phonological Assessment
 - Heggerty Phonological Awareness Program

- Numeracy
 - common word problem vocab language
 - reinforcing basic skills through games
 - connecting it to real life situations
 - focusing on a more growth mindset towards math concepts

- Beyond the need to improve student performance in numeracy and literacy there is a need for our struggling learners to engage in their learning and take ownership of their learning. Some barriers include: attendance, lack of focus or engagement, tired.

- Developing empathy and more positive behaviour peer interactions

- Indigenous Ways of Knowing
 - Infusing Indigenous content and perspectives in all subject areas, as well as, worldviews and First People's Principles of Learning
 - Accessing support from our Director of Instruction Indigenous Education
 - Role models
 - First Nations Support Worker providing opportunities for students to participate in cultural activities such as: beading, cedar weaving, button blankets, dream catchers, totem poles, cedar canoes, storytelling/puppets, art, drumming, cooking, celebrations, etc
 - Professional Development days to support and educate staff with Indigenous World Views and Perspectives
 - Accessing resources at the First Nations Resource Centre and using Jeannie's expertise
 - Recognizing Indigenous events and celebrating them
 - Building relationships with our Indigenous community
 - Incorporating the Haisla Language through our Language and Culture teacher
 - Incorporating The Six Cedars Trees Core Competency teachings

Focusing:

A continued focus needs to be on developing foundational skills:

- Reading: comprehension, accuracy, fluency, expanding vocabulary
- Writing: meaning style, form and conventions (Six Traits Writing)
- Numeracy: recall and computation, problem solving, patterning, proportional reasoning, operational sense, partitioning (Carol Fullerton)

Inquiry Question:

1. If we continue to use the teachings of The Six Cedar Trees as a basis for our school culture will it increase self awareness and reflection in literacy and social responsibility?
2. Will implementing the Heggerty Phonological Awareness Program consistently in the primary grades increase literacy skills?
3. If students are exposed to more real life math situations in a game based setting, will it help develop stronger fundamental math skills in problem solving ability?

How will we get there?

- authentic self-reflections throughout the school year presented in a variety of situations
- add targeted phonological strategies to our literacy bins (based on the 2 Peas Assessment)
- continue with the daily Heggerty Phonological Awareness Program
- teach and use common language about reading: CAFÉ strategies, Daily 5, Six Traits of Writing, and Carole Fullerton for Numeracy
- continue to ensure culturally relevant and engaging books are available in the school library and for classroom use that relate to The Six Cedar Trees theme
- weave culturally relevant activities into all learning
- math stations and games
- family Literacy and Numeracy nights

Developing a Hunch:

Our hunch is that: if students can connect with one or more of The Six Cedar Tree animals, that identify a character trait, they will be more likely to self reflect on their actions and make better choices.

Our hunch is that: when receiving daily phonetic intervention from Kindergarten onwards, students will perform better in reading and writing tasks by the end of grade 3.

Our hunch is that: if students can relate their classroom math activities to real life situations they will be more engaged, develop a stronger growth mindset, and this in turn, will be shown through greater fundamental math skill acquisition

Professional Learning:

- teachers will be given opportunity to collaborate with their colleagues
- formation of professional learning communities built upon collaboration time.
- informal book and article sharing
- sharing of initiatives taking place in the school
- Principal support of professional development opportunities in the area of reading, writing and numeracy 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

Taking Action:

- continue building relationships and connections with the students
- embed First Peoples Principles of Learning
- incorporate the teachings of The Six Cedar Trees
- French Literacy Support – use of older peer buddies
- promote innovative practices through the use of digital technologies to promote individualized learning
(see attached RTI Pyramid)

Checking:

- school wide assessments in the Fall and Spring, which will inform instruction
- student self-assessments / reflections
- reading levels assessed on an ongoing basis
- Two Peas in a Pod Phonological Assessment
- Heggerty Phonemic Awareness assessments
- use collaboration to reflect on practice, and determine the planning and implementation of strategies to meet student needs

- early intervention strategies will be discussed at the School Based Team meetings
- increased engagement and socially responsible citizens
- more students meeting grade level expectations in literacy and numeracy
- 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

Pyramid of Interventions

Tier III

5%

Intense Support for students at high risk for retention

All Tier I and II strategies PLUS:

Small focus groups or individual support (30-40 minutes 3x/week)
 Progress monitoring
 IEP goals
 Behavior plans – Safety Plans
 Outside agency support – Kermode Friendship, Tamitik Status of Women, Ministry, Child Development Centre, Sources

Tier II

15%

Intermediate Support for struggling students

All Tier I Strategies PLUS:

Life skills – swimming, cooking, gymnastics, shopping
 Small focus groups (Literacy support, Resource teachers, FNSW, Social Skills)
 Literacy Support Intensive Phonological Awareness Program
 Counseling – Youth Support Worker – Speech – OT - PT
 Literacy Bins – Sight words, CVC words, Phonological Awareness, Alphabet, Sounds, Vowels
 Adaptations – open book, cue cards, resource materials, organizational skills, wait time, headphones, choices, reduced work load/break down assignments, small group work, extended time to complete assignments/tests, readers, scribes, use of calculator, photocopied notes, oral assessment, word prediction software, speech to text, spell checker, audio tapes, electronic texts, peer helper, breaks, preferential seating

Tier I

80%

Instructional strategies provided for all students

School Based Team FN Language and Culture
 Morning DPA Flexible seating
 Classroom based instruction
 Universal data assessments (School Wide Write, PM Benchmarks, K Screener, Numeracy Assessment, Social Responsibility quick scale)
 Ongoing formal and informal assessments
 Zones of Regulation, WITS, The Six Cedar Trees Teaching
 Differentiated Instruction (project-based learning, hands-on learning, flexible seating, graphic organizers, visual schedule/examples, multi-sensory approach)
 Math – Sumdog, IXL, Mathletics, Prodigy,
 STEM, access to technology, Code.org, Lego Robotics
 Heggerty Phonological Awareness Program, Reading A-Z, Raz Kids, Reading Eggs

Pre-Interventions

School-wide structures and processes

Collaboration time
 Literacy bins
 Zones of Regulation
 School wide assessments
 Sensory Paths
 Build Connections / Rapport
 Communication with Home
 Declutter/ Organize Classroom
 Routines / Structure
 Virtues

First Peoples Principles of Learning

Positive reinforcements
 Clear, concise directions
 Professional Development
 WITS Program
 School Newsletters

