



Coast Mountains Board of Education School District 82

# SUWILAAWS COMMUNITY SCHOOL

**L a u g h i n g**  **L i v i n g**  **L e a r n i n g**  
ENGAGE. IGNITE. EMPOWER.

2022-2027

Our children will journey through this building, making memories of learning that will positively impact them for the rest of their lives. Together, we will build a collection of amazing experiences where identity and culture are promoted, where learning is fun, where families are supported, where education is student centered and is driven by each students' needs. Wherever children are in their learning journey, we will provide a path founded in strong research, and tried and true practices. ENGAGE. IGNITE. EMPOWER.



Suwilaawks Community School is situated on Tsimshian Territory in beautiful Terrace, BC. Our school has increased in size over the last few years and we have added two more classrooms. This is an increase of four divisions in the last 5 years. We now have 15 divisions with 52 staff members. Suwilaawks boasts a rich cultural environment with students coming from a variety of backgrounds. 218 of our 318 students identify as Indigenous and represent many Nations. We have 116 students who qualify for English Language Learning supports with 24 of those students having a first language other than English. 45 of our students meet the current criteria for Ministry of Education designations. Over the last few years, Suwilaawks has had about a 35% transiency rate each year. Our students and their families make our school truly a great place to be and Suwilaawks is noted for its warm and welcoming environment and has a real 'family' feel as you walk through the front doors.



## “THE GIVENS” ... SOME OF THE GREAT THINGS THAT ENGAGE, IGNITE AND EMPOWER US DURING OUR SUWILAAWKS DAYS

### BEFORE AND AFTER SCHOOL

- “Ama sah” (Good Day) Greeting each morning
- Open door in the morning for students – choice morning activities
- Early morning breakfast club, healthy snacks and a nutritious lunch offered each day.
- Choice activities at lunch time.
  - outside adventures,
  - reading
  - coding and computers
  - lego and engineering
  - arts
  - sports
  - cooperative games
  - cedar weaving
- The Afterschool Sports and Arts Initiative includes free recreational and learning programs outside of the regular school hours.
  - GaGa Ball, Pickleball, biking, running, track and field, volleyball, Taekwondo, basketball, soccer, floor hockey, dance, choir, music, 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.
- Interschool sports programs for Grade 6 students
- Library is open morning, noon and afterschool



### PROGRAMS

- Our mornings start off with dedicated physical fitness and motivation activities. Suwilaawks is ‘bringing back play’ to support our students with the modelling of healthy, active lifestyles. Choice is key for these activities.
- The Suwilaawks Academies have been named by our students as the ‘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 is the hub of the school. It has become an engaging atmosphere that promotes the love of literature. The living room feel brings a comfort and warmth to our building.
- The Suwilaawks gardening/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 have been developed with K’San, Kermode Friendship Centre, CCRR, Skeena Diversity and MCFD.
- Our student designed rooms:
  - - “Our Room”, “Our Learning Lab”, “Our Library”, “The Green Room”, “Our Kitchen”, “Our Cafe”, “Our Lego Lab”, provide places and spaces for all students to connect, to develop their passions, and to engage with small groups.
- Zones of Regulation and common self-regulation language shared in the school community.
- Our diverse cultures are respected and celebrated throughout the year and meaningful, relevant and culturally connected activities are weaved throughout all areas.
- Strong all nations drumming program.

### THE PEOPLE AND STRUCTURES

- 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.
- Our Parent Advisory Committee is committed to supporting all students.
- Team of 50 staff all supporting our students to be the best they can be ... from clerical, First Nations support workers, administration, custodians, teachers, youth support workers, educational assistants, cooks, counsellors, noon hour supervisors, volunteers - everyone plays a role in our building and comes together as a ‘family’.
- 15 classrooms
- A team of 7 Learner Support teaching staff
- Small group work 60 minutes four days per week to support interventions and enrichments. This is for all students.
- School Wide Literacy and Numeracy structures
  - Daily 5 framework for literacy
  - Daily 3 framework for numeracy
- An understanding that learning takes time and patience
- Partnerships with TDCSS, Kermode, MCFD, Ksan, Kalum Community Schools



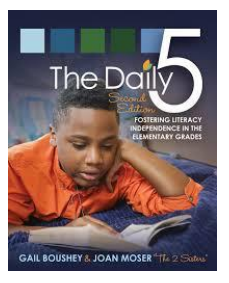
## GRIT, MOTIVATION, "I CAN"

- We know our students attend more on special days and 98% of students cite our exciting days/programs as the 'best days ever'. Our school focus is on promoting a welcoming, positive, safe, inclusive, play based/hands on learning environment. Our goal is to keep students motivated and excited to do their best. Student voice and choice is valued.
- Our inquiry question from previous plans have now been added to the "Givens" ... we know these strategies are engaging, igniting and empowering our students and we will continue on this path.



## STAFF SUPPORT

- From our staff survey, there is a desire to have more professional learning opportunities.
- We will provide professional learning opportunities and support building a network of support and shared practices through built in collaboration time.
- **Inquiry Question: Will providing targeted collaboration time support school wide initiatives to support student growth and learning?**



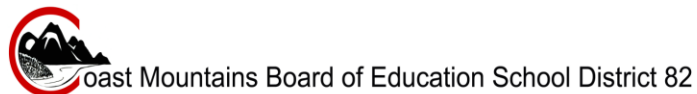
## CAFE Menu

Comprehension	Accuracy	Fluency	Expand Vocabulary
<ul style="list-style-type: none"> <li>Check for understanding (CUE) to the story</li> <li>Block up and read</li> <li>Read what happens next</li> <li>Identify the main characters</li> <li>Identify the characters</li> <li>Identify the story</li> <li>Identify the problem and solution</li> <li>Identify the author's purpose</li> <li>Identify the main idea and details</li> <li>Identify the main idea and details</li> <li>Identify the main idea and details</li> <li>Identify the main idea and details</li> </ul>	<ul style="list-style-type: none"> <li>Check check, check, check</li> <li>Check the pictures</li> <li>Check the words and sounds</li> <li>Check the beginning and ending sounds</li> <li>Check the beginning and ending sounds</li> <li>Check the beginning and ending sounds</li> <li>Check the beginning and ending sounds</li> <li>Check the beginning and ending sounds</li> <li>Check the beginning and ending sounds</li> <li>Check the beginning and ending sounds</li> <li>Check the beginning and ending sounds</li> </ul>	<ul style="list-style-type: none"> <li>Be a vocabulary reader</li> <li>Read many words by heart</li> <li>Read smoothly</li> <li>Read with expression and pacing</li> <li>Use punctuation to enhance meaning</li> <li>Practice and read again</li> <li>Read about it or just right books</li> </ul>	<ul style="list-style-type: none"> <li>Be a vocabulary reader</li> <li>Identify interesting words</li> <li>Use interesting words in speaking and writing</li> <li>Use word parts to determine meaning of words</li> <li>Use base knowledge and context to understand and confirm meaning of words</li> <li>Use base knowledge and context to understand and confirm meaning of words</li> <li>Use base knowledge and context to understand and confirm meaning of words</li> <li>Use base knowledge and context to understand and confirm meaning of words</li> <li>Use base knowledge and context to understand and confirm meaning of words</li> </ul>

## LITERACY AND NUMERACY

- Our goal is to have students feel positive and confident with their numeracy and literacy skill development and to see themselves as striving learners.
- All students will gain a minimum of one years growth in reading. Students requiring intensive interventions will be identified and additional supports will be provided .
- Student achievement will improve in numeracy through a sustained and deliberate focus on key math concepts with a specific focus on number sense, critical thinking and application.
- Questions we will focus on to drive our instruction: What are the students' specific needs in reading, writing, vocabulary, and number skills. What do their assessments tell us in terms of their strengths and areas requiring further support and how can we use our resources to best meet students' needs and enhance their strengths?

**Inquiry Question: Will daily use of the Heggerty Phonemic Awareness program result in higher literacy for our students? Cohort will be tracked for next three years.**



## STRATEGIES to ENGAGE, IGNITE and EMPOWER

### GRIT, MOTIVATION, "I CAN" , WELL-BEING

- Caring adults - all students are the responsibility of all teachers
- Use of school wide Zones of Regulation
- Use of Trauma Informed Lens
- Growth Mindset focus
- Principal to host 'campfire' sessions to share school messages with each group
- School wide morning messages
  
- Cultural Teachings embedded in teaching and learning across subjects
- Increase focus on Indigenous cultural connections
  
- More opportunity for student voice and choice, input and ownership of activities
- Increased Play Days and Outdoor Learning
- Resources gathered for play based learning
- Academies
  
- Fine Dining Fridays ... Each Friday one of our classes will eat in fine dining fashion, encouraging great conversations around a nutritious lunch.
  
- Focus on students' strengths and set goals with students
- continued Daily 5 and Daily 3 structures,
- Student led DPA
- Support alternative spaces to learn and ways to learn.
  
- greater involvement of parents & community
  
- *addressing weather prepared clothing barriers*
- *address transportation barriers*

### STAFF SUPPORT

- All staff will be provided time to engage in professional learning opportunities to support school wide initiatives:
- 60 minutes of collaboration time built into the school schedule each week
- Common prep time for teacher teams where possible
- Optional professional learning luncheons, optional afterschool collaborations and optional online at your own pace webinars.
- Monthly staff meetings will have professional learning as a focus.
  
- Topics:
  - -Trauma Informed Practices
  - Indigenous ways of learning
  - Play Based Learning
  - Outdoor Education
  - Daily 5 and Daily 3 Literacy and Numeracy Structures
  - Heggerty Phonemic Awareness
  - Assessment for Learning
  - Numeracy best practices



### LITERACY AND NUMERACY

- Programs and school schedules will support focussed literacy and numeracy times.
- School Wide Literacy and Numeracy structures
  - Daily 5 framework for literacy
  - Daily 3 framework for numeracy
- Explicit teaching, modelling
- Use of technology
- Co-constructed anchor charts; displays of student work, clear expectations
- Consistent use of benchmarks and assessments to inform instruction and practice
- Use of differentiated instruction practices and materials
- Use of learning goals and success criteria
- Focus on stamina and perseverance through feedback
- Use of explicit and timely feedback
- Play based and authentic learning opportunities
- Small group work 60 minutes four days per week to support interventions and enrichments. This is for all students.
- resources allocated to ensure literacy rich classroom environments
- resources allocated to ensure numeracy rich classroom environments
- Heggerty Phonemic Awareness Program for earliest learners
- Secret Stories
- Carole Fullerton
- An understanding that learning takes time and patience



## WE NEED TO ENSURE WE:

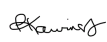
- Deepen our shared understanding of how trauma impacts learning and why a school-wide approach is needed for creating a trauma-sensitive school
- Support all students to feel safe physically, socially, emotionally and academically
- Address students' needs in holistic ways
- Explicitly connect students to the school community and provide multiple opportunities for students to practice newly developing skills throughout the school
- Work together as a team with a shared sense of responsibility for every student

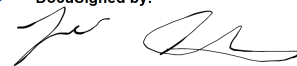
**ENGAGE**

**IGNITE**

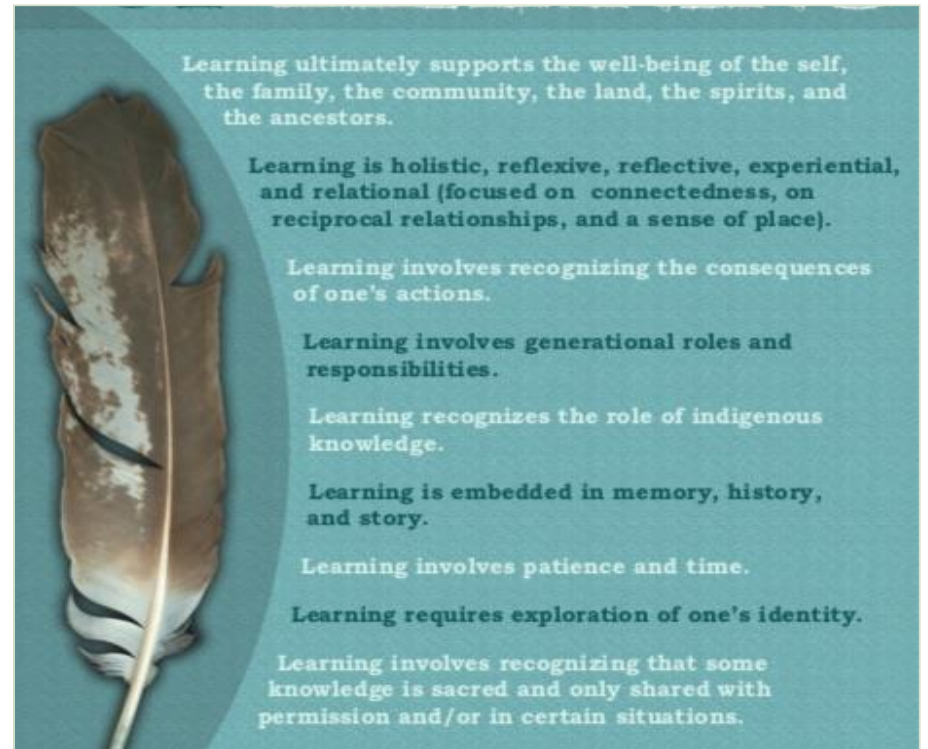
**EMPOWER**



DocuSigned by:  
  
 D8C14C39BD5A4DA...

DocuSigned by:  
  
 A11A1AED2D5148F...

## GUIDING PRINCIPLES



Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.