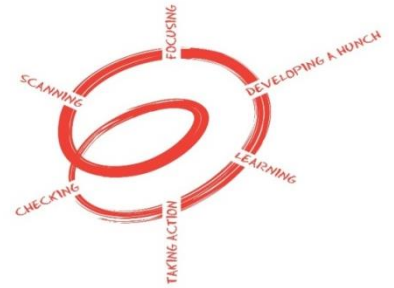




School Growth Plan 2022 – 2023

Cassie Hall Elementary



Mission Statement

Our mission at Cassie Hall Elementary School is to offer all learners an instructional program of the highest quality and in a caring, safe environment. In partnership with parents and the community, we as a team will continue to build an educational climate that enhances the development of self-esteem, a love for learning and a respect for self, others, and the land.

Our motto:

Back to Basics; Back to the Land



Students learning about bike riding with bikes purchased for the after-school programme.

Our Code of Conduct

Cassie Hall ROCKS

- R** Respect ourselves, others, and the land.
- O** Own our words and our actions responsibly.
- C** Cooperate with one another.
- K** Kindness shown towards others.
- S** Safety in our work and our play.

Demographics

Cassie Hall Elementary is a kindergarten to grade six school that is located on Tsimshian Territory. Our neighbourhood is culturally and socio-economically diverse. We currently have 147 learners and 30 staff members including classroom teachers, resource teachers, arts education teacher, counsellor, librarian, educational assistants, First Nation Support Workers, Food Coordinator, Strong Start coordinator, secretary, custodians, noon-hour supervisors, and administrator. Our learners are made up of 75% First Nations including Tsimshian, Nisga'a, Haida, Haisla, Tahltan, Metis and Gitksan.

We are very proud of our school and the accomplishments that our learners have made. Making connections with our learners and their families is a real focus in our day-to-day work. There is a definite team approach that we take to engage our learners and ensure that personalized learning is at the heart of our work together.

We aligned our school growth plan with the following three goals of the district:

1. We facilitate opportunities for all students to realize their full potential.
2. We facilitate well-being across Coast Mountains School District 82.
3. We honour and respect, culture, diversity, and inclusion.

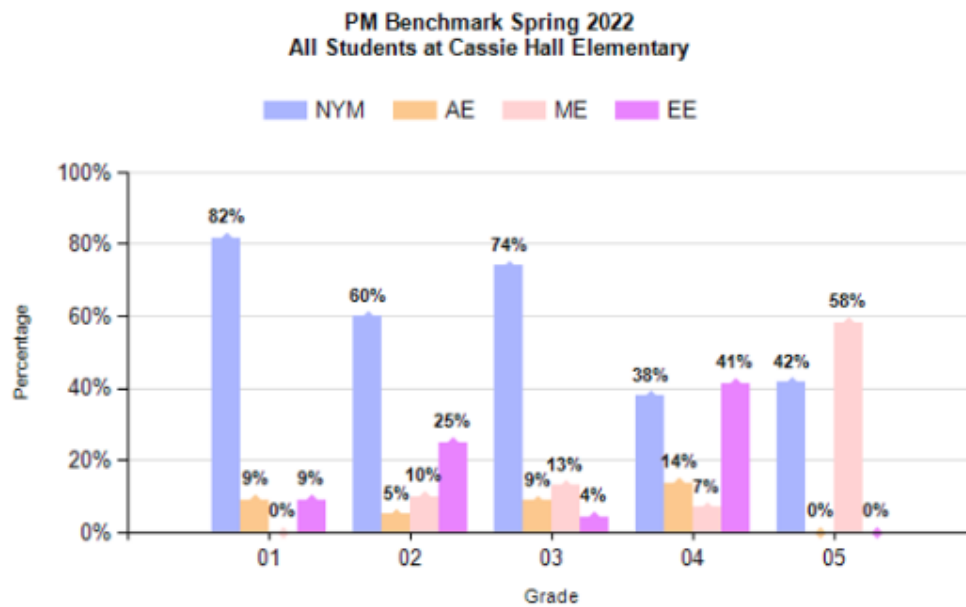
1. Create Student Success

All students will realize their full potential.

Programme Strengths

- A caring, supportive staff that works collaboratively to foster the development of the core competencies (communication, thinking, and personal and social competency) that our learners need to be successful in and out of school.
- A common Literacy Framework (CAFE) to support our learners with a common language.
- Literacy stations with three adults per classroom (K-3) for 50 minutes daily. Literacy instruction with two adults per classroom for all intermediate classes.
- Literacy Blitz Room that provides additional support for approximately 30% of our learners. Support is provided for 30 minutes per day per child with a small group instruction. Instruction is targeted to phonological awareness, reading, writing and oral language needs.
- Teacher-Librarian led writing instruction following the CAFE framework for each class. Each class then uses this language for learning in the classroom.
- School-wide assessment for phonological awareness skills. The data is used to inform instruction and plan for Tier 2 and Tier 3 interventions.
- A Library that is filled with rich, engaging and culturally relevant literature. The library program supports all classes with their reading programs with weekly lessons. Our focus has been on reading “Good Fit Books” that children choose for themselves and providing time and explicit instruction to increase their strategies.
- We will receive a grant from Odin books to purchase more reading resources for students.
- Numeracy Blitz support, that provides additional support for Number Sense.
- Teachers to participate in the Adrienne Gear workshops.
- A Strong Start Program that provides play-based learning activities for our families with young children from birth to five years of age.
- Ready Set Learn events including school tours, information sessions, open houses and a “Welcome to Kindergarten”. These events target our 3- and 4-year-old children and their families.

PM Benchmarks Spring 2022 Results



PM Benchmark Spring 2022

Grade	NYM		AE		ME		EE	
	#	%	#	%	#	%	#	%
01	9	82	1	9	0	0	1	9
02	12	60	1	5	2	10	5	25
03	17	74	2	9	3	13	1	4
04	11	38	4	14	2	7	12	41
05	5	42	0	0	7	58	0	0

Grade	Number of students (Not on IEP and attend regularly)	PM Benchmarks Gained	Average
1/2	11	106	9.6
2/3	13	70	5.4
3	13	81	6.2

Grade 4 Foundation Standard Assessment

Proficiency Level

Assessment	Emerging	On track	Extending
Reading	20	4	1
Numeracy	23	3	0

Focusing

Literacy

For the past few years, our school had a very strong understanding of the CAFE literacy programme, and the Blitz Room has been well used. In fact, our librarian teaches CAFE to all students in the school during library visits. CAFE focuses on the four key components of successful reading: comprehension, accuracy, fluency, and expanding vocabulary. Last year we had a .6 literacy teacher who focused on the science of reading using the “Secret Stories” and “Heggerty” programmes with student who needed greater literacy support. In addition, we had a lot of new teachers using the same programmes in their classes. Our PM Benchmarks show that Cassie Hall students are not performing well in reading; the same can be said for our scores on the grade 4 Foundation Skills Assessment (FSA). When we look at the raw data from the fall assessments to the spring assessments, however, we do see a positive trend. Although most of our student are NYM expectations, primary students who attended and who were not on Individual Education plans, improved by an average of 7 PM Benchmarks. Our kindergarten students were not included in this tally because we did not test them for PM benchmarks in the fall. It is our hope that as absenteeism from Covid improves, we will come closer to closing the gap the currently exists.

Inquiry Question

If resource teachers group students by literacy needs and target skills, will PM Benchmarks improve?

Developing a Hunch

Our hunch is that:

Students will improve their PM Benchmark scores when staff use small groups in the Blitz Room to target literacy skills.

Professional Learning

- We will invite Pat Mouland to teach new staff how to use the Blitz Room and literacy strategies that work.
- We will provide Heggerty (phonemic awareness) and Secret Stories (phonics program) to all staff who would like to add the science of reading to their curriculum.
- Continue to use teaching by Adrienne Gear as we had four teachers participate in professional learning with her this year.
- CAFE will be taught to all incoming teachers.

Taking Action

We believe that through a collaborative approach that has “all hands-on deck” for all learners, we can better meet the needs of our learners.

We commit to:

- Use CAFE strategies, Daily 5 as taught by classroom teacher and the librarian.
- Utilize the Blitz Room to capacity.
- Create a schedule for designated Literacy blocks with three adults supporting literacy time.
- An understanding that all students learn at different rates and through different means
- A focus on developing the foundational skills of reading: comprehension, accuracy, fluency, expanding vocabulary.
- Learner support being available for students with a learning designation and students who need targeted support with literacy skills.
- Librarian continuing to teach a common language of reading and provide rich, meaningful, and cultural relevant books.
- Engage students to see themselves as readers.
- Empower students to achieve.
- Literacy learning for all staff including Educational Assistants and First Nation Family Support Workers.
- * Reading strategies from Adrienne Gear will be used.
- * ELL groups to target skills.
- * Teachers will make “Sound Walls” for learning to read.
- * “Heggerty” and “Secret Stories” resources will be ordered for primary teachers so that they can use the science of reading approach.

2. Organizational Wellness

Facilitate wellbeing across Cassie Hall Elementary School



Top 10 Cassie Hall Rock Stars 2022

Program Strengths

- Counsellor delivered yearlong Mind-Up programme to students for learning about the brain and emotional regulation.
- Focus on healthy living with daily physical activity provided by the classroom teacher. We participated in PG Cougars Healthy Living Challenge and the Run for Fun.
- A healthy foods programme that provides breakfast, snacks, and lunch to our learners. The BC Fruit and Vegetable Programme, the School Milk Programme and the Kermode Friendship Society Soup Programme also encourage healthy eating.
- Fruit smoothie snacks for all students two times a week with extra funding from Breakfast Club of Canada.
- Promotion of using the Farmer's Market to buy fresh produce through a grant for coupons for students.
- Opportunities for learning outside of the school that include trips to the community garden, involvement in the Salmonid Enhancement program, the trades shops at Caledonia, Ferry Island, Kitselas Canyon, forestry field trips, neighbourhood walks, local farm visits, swimming pool, various hiking spots, community garden, plant walks, the Terrace Public Library.
- Outdoor School. Our Kindergarten teachers take their learners off campus once per week for three months to learn about Forest, Farm, Stream, and Garden.
- A supportive PAC that plays an important role in helping to make our school community safe and caring. They have assisted with events including hot lunches, movie nights, installation of new playground equipment, Indigenous Day celebrations, pancake breakfasts, turkey lunches, and school garden.
- A "Back to the Land" garden project that is intended to engage all learners in building and maintaining a school garden. Community Garden is planned, maintained, harvested, and eaten by 8/8 classes.
- Growth Mindset is taught in most classes.
- Afterschool Sports and Arts Activity Initiative (ASSAI) with students participating from all grade levels.

Scanning

Cassie Hall Rockstar Programme

Students are recognized throughout the year by staff for their positive behaviour around the school. Staff give students a ticket and let them know which positive attribute they have displayed. R – respect, O – ownership C- cooperation, K – kindness and S – safety. Each week, three Rockstars are recognized, and a Cassie Hall water bottle is given out. At the end of the year, we have an award ceremony where the top ten Rockstars are celebrated for their exemplary behaviour.

ROCKSTAR TICKETS	Total Number of Tickets
Respect	65
Ownership	22
Cooperation	122
Kindness	137
Safety	33
Total	379

Trauma Informed Practice

We have many students who did not attend school due to the on-going pandemic, and attendance has historically been a struggle for many students at Cassie Hall. The EDI data shows that 25% of our students are not physically ready for school. We know that when students feel accepted and understood, they will engage more in their learning. If a student feels their teacher likes them, they will be less likely to act out and be ready able to learn. A trauma informed approach focuses on building relationships. Furthermore, students whose flight/fight/freeze response is addressed will be able to learn in class. Safety is paramount in allowing the prefrontal cortex to engage and the amygdala response to calm. Compassionate schools or trauma informed practices allow the staff in the school to have empathy, compassion and understanding when dealing with triggered students.

Focusing

Wellness

Our students and staff have been through some challenging years because of Covid-19. Stress, anxiety, and depression are at a high from not being able to connect, communicate and even see faces. We also learned from our collaborative scanning as a staff that 64% of the grade one to six students have experienced or are experiencing some form of trauma. We would like our building to be an emotionally safe place as well as a place where we can build strong relationships. We had three clubs going at lunch this year: Pokémon, Rainbow and Doodle Clubs. These were very well attended, and attendance showed that there is a need for connection and belonging. We spent last year learning more about trauma informed practise during staff meetings and this year we would like to focus on providing opportunities for wellness for both staff and students.

Inquiry Question

If we provide opportunities for connection and social emotional regulation, will it result in an increased sense belonging resulting in greater attendance?

Developing a Hunch

Our hunch is that:

Our students will feel safer and more connected to the school community when we focus on positive behaviours, emotional regulation, and opportunities for connection. We are hopeful that strategies used by students will also be adopted by the adults in the building and allow for greater staff well-being.

Professional Learning

- We will invite guests to our staff meetings on occasion to share their expertise and ideas around trauma-informed practices. We will use teaching of Dr. Linda O'Neill.
- We will learn mindfulness for the classroom and the science behind why mindfulness works
- We will utilize YouTube, Ted Talks, and Brene Brown videos to share positive messages to our staff throughout the year.
- We will share relevant materials with our students around self-esteem, positive relationships, and empathy throughout the year.
- Each class will participate in the EASE program (Everyday Anxiety Strategies for Educators) with the school counsellor. Teachers will be present to learn and reinforce strategies. This will accompany the Mind-Up lessons that students will receive this school year.

Taking Action

We believe that through a collaborative approach that has “all hands-on deck” for all learners, we can better meet the needs of our learners.

We commit to:

- Make time in class for social communication and collaboration.
- Build relationships within the school community and with families.
- Establish “buddy classes” where primary classes connect with intermediate classes to do activities in their classes and around the school.
- Utilize the garden as a school, growing flowers, vegetables, and harvesting in the fall.
- Go on hikes and walks as a class or as a school.
- Every day there will be announcements in the morning that encourage deep breathing, gratitude and appreciation.
- We will hire staff to hold lunch time clubs for students.
- We will have lunch time yoga and pickle ball for staff.
- Continue to utilize the Mind-Up program purchased for our school by the school counsellor.
- Honour and celebrate culture and uniqueness in our students and weave culture throughout learning.
- Continue using Growth Mindset in the classrooms.
- Create safe spaces in the school – most classrooms have a “Calm Corner”.
- Teach students strategies to calm the stress response with the EASE program (Everyday Anxiety Strategies for Educators)
- Making the food programs more accessible to a greater number of students.
- Administration will use a trauma informed lens for discipline of students.
- Use school-based team meetings to identify at-risk students and develop plans for success.

- Use Positive Behaviour Intervention to identify students who “ROCKS” and use a system to recognize and reinforce desired behaviour.
- Everyone in the school will participate in a mindfulness activity following lunch as lead by the counsellor.

3. Diversity

Honor and respect culture, diversity, and inclusion



Learning at Kitselas Canyon

Program Strengths

- Cultural celebrations that include feasts, a study of the Tsimshian seasonal rounds, National Indigenous Peoples Day.
- Language and Culture teacher visited the classroom once a week to teach Sm'algax language.
- Opportunities for learning outside of the school that include trips to the community garden, involvement in the Salmonid Enhancement program, the trades shops with Caledonia, Ferry Island, Kitselas Canyon, forestry field trips, neighbourhood walks, local farm visits, swimming pool, various hiking spots, plant walks, and the Terrace Public Library.
- A “Back to the Land” garden project that is intended to engage all learners in building and maintaining a school garden. Community Garden is planned, maintained, harvested and eaten by 8/8 classes.
- Pride Day and Rainbow Club to celebrate uniqueness and the LGBTQ2S+ community.
- All of our students on Individual Education Plans are integrated into the classroom with educational assistant and resource teacher support.
- Use of POPARD to help support our students with Autism.
- Dani Shindi delivered an Autism Awareness program to our students.

- Our school continued to focus on increasing understanding of identity and giving our learners a stronger sense of place.
- We have made a strong connection to the Kitsumkalum community to verify and seek advice on ensuring what we are doing culturally in our schools is authentic and true to the Tsimshian ways.
- Imbedded into the learning were the First Peoples Principles of Learning. Each classroom will also have the Tsimshian Law displayed to better understand the Tsimshian ways of respect and honour.

Scanning

Learner Support

35 identified as struggling/school-based team meeting to discuss concerns

26 students receive additional services for ELL (English Language Learners)

17 students have Ministry Designations and receive support with social/emotional, physical/health and/or learning needs

First Nations Support Workers

Two First Nations Support workers that provide Seasonal Rounds, language education, literacy block support, food programs and overall support to Indigenous students and their families

Focusing

Seventy-five percent of our student body at Cassie Hall are Indigenous. Currently we have two First Nations Support Workers who support our Indigenous students through academics and cultural awareness. Each month, students learn about the Seasonal Rounds and practise basic words in Sm'algayax. We also have a language and culture teacher who delivers language curriculum to our primary students. In addition, classroom teachers practise using Sm'algayax greetings and language. For instance, we greet all students with an "Ama Ganlaak" in the mornings. Each month, First Nation Family Support workers included information about Seasonal Rounds in the newsletter. We also have a wonderful celebration of Indigenous Day at Lakesle where students learn about culture and outdoor experiences. Cassie Hall teachers are very proud of their outdoor garden; this year we have added an Indigenous bed. We have 17 students on an IEP and our main priority is to have students successful in the classroom with the support of seven Educational Assistants and 1.9 Resource Teachers. Our school also has an LGBTQ+ club that meets weekly. They have been responsible for raising awareness and putting on events like our fun "Pridentity Day"

Inquiry Question

If we have increased awareness of different cultures, most specifically, Tsimshian will it increase students' comfort level at school and ability to take chances in their learning. It is our hope students will have more confidence to try challenging work.

Developing a Hunch

Our hunch is that:

Our students will feel safe and more connected with our school community with increased Tsimshian culture visibility. This will result in a greater sense of school belonging and more confidence in abilities and wanting to learn.

Professional Learning

- We will invite more role models into the school to teach both staff and students.
- We will utilize our First Nations Family Support Worker to teach us about Seasonal Rounds.
- We will share relevant materials with our students around an appreciation of culture all year.

Taking Action

We believe that through a collaborative approach that has “all hands-on deck” for all learners, we can better meet the needs of our learners.

We commit to:

- Build relationships within the school community and with families.
- Utilize the garden as a school, growing flowers, vegetables, and harvesting in the fall which includes an Indigenous bed.
- Use the Seasonal Rounds format to get outdoors picking berries, campfire salmon cookouts, picking rosehips, and going on plant walks.
- Morning announcements will include the Sm’algyax language for greetings.
- Honour and celebrate culture and uniqueness in our students and weave culture throughout learning.
- Give more presence of Indigenous culture in our school, for example, our front entrance decorated with artifacts that match the seasonal rounds.
- Mural in school of our Tsimshian Cougar art designed by Tracey Starr to be completed by Art education students.
- Utilize the First People’s Principals of Learning.
- Our First Nations Family Support Worker will have a “Culture Club” next year where students will have hands on learning opportunities about Tsimshian culture.
- We will attempt a version of the “transition Feast” with Grade 5’s preparing the feast for the outgoing Grade 6s.
- Some classes will have “Sharing Circles”.
- Indigenous content embedded into the Social Studies curriculum.

Checking: Performance Indicators

Attendance: We will monitor student attendance and reach out to families that are not sending their students to school to try to understand the reasons.

School wide assessments: We will look at data collected in the fall and spring to see if there are any improvements. The PM Benchmarks administered in the fall can help inform practice. We have district-wide assessments for reading, writing and numeracy, as well as the provincial Foundation Skills Assessment.

Reports cards: We will analyze report cards to see how our students are performing.

Spending time in nature: We will track the times that classes and the school spend time in nature and informally track behaviours, good news stories, and teacher feedback, as well as observation.

Informal Conversations: Staff will informally report their positive, social interactions with students, and observations will be made to see if there are more interactions between *all* staff and students.

Positive Blitzing: We will get a feel for how students are feeling about themselves, and staff can share how they positively influence others. We will check to see if students can identify safe spaces and people in the school they can trust.

Behaviour Referral: We will track behaviours of students. With the Cassie Hall “Rockstar” initiative, we will have a weekly draw with a prize for students exhibiting the behaviours from our code of conduct. We will track how many students receive recognition. We will also track suspension data and violent risk assessment data.

School Principal Signature: 