



School Improvement Plan: 2023-2024



Our Context

Thornhill Primary School is located on the traditional territory of the Kitselas People of the Ts'msyen nation. Kitselas means 'People of the Canyon' and the village of Gitau and its neighbouring National Historic Site of Kitselas Canyon is only minutes down the highway from our school. Other students from the Kitselas nation live in Kulspai, which is located down the Skeena River to the east of our school.

We have a student population this year of 186 whose homes come from an expansive geographical area which includes Usk, Gitau, Kleanza, Gossen, Copper Mountain, Upper and Lower Thornhill, Jackpine, Lakelse Lake, Kulspai, Queensway, Old Remo, and all areas in-between. As one of the few K-3 primary schools left in the province, we boast 10 classrooms, a popular StrongStart Program, and a recently added Preschool Program. We provide breakfasts to those who want it before school and run a lunch program that is very well used.

Besides their teachers and educational assistants, students are supported by our Indigenous Support Worker, Speech and Language team, literacy support teacher, and teacher librarian.

Our students are outdoorsy and adventurous. They are brave performers in our music concerts and practitioners of kindness. They embrace participation in cultural events and take care of our school and each other. Our students love lunch-time dances, Run 4 Fun, National Indigenous Peoples Day, Fun Day, Spirit Weeks, and our weekly Caught Being Kind draws.



Our Learners

Proficiency for all students in literacy is the main area of focus for our school. Our children have a curiosity for and enjoyment of books. They love hearing stories, taking books out of the library, and sharing connections.

Our learners use developmentally appropriate reading, listening, and viewing strategies to make meaning.



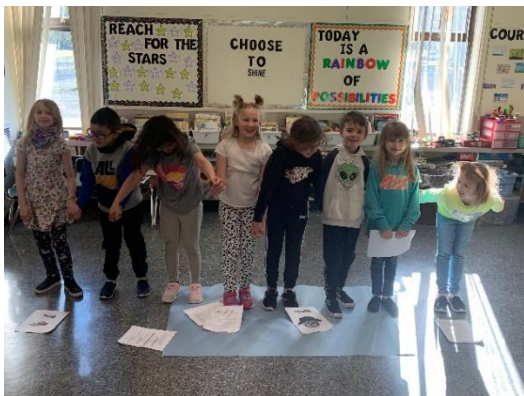
Kindergarten students look at, listen to, and retell stories during literacy centres.

Our learners engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community.



Grade one students responding to our Language and Culture teacher, Ms. Klein. (I need more examples)

Our learners plan and create a variety of different communication forms for different purposes and audiences.



Grade 2 students take a bow after performing a short play. Grade 3 students share their original poetry during a class reading event. Students write and draw in their personal journals.

Our Focus

Our students' learning goal is to read fluently at grade level. All our staff agree that this is key to their future success as learners.

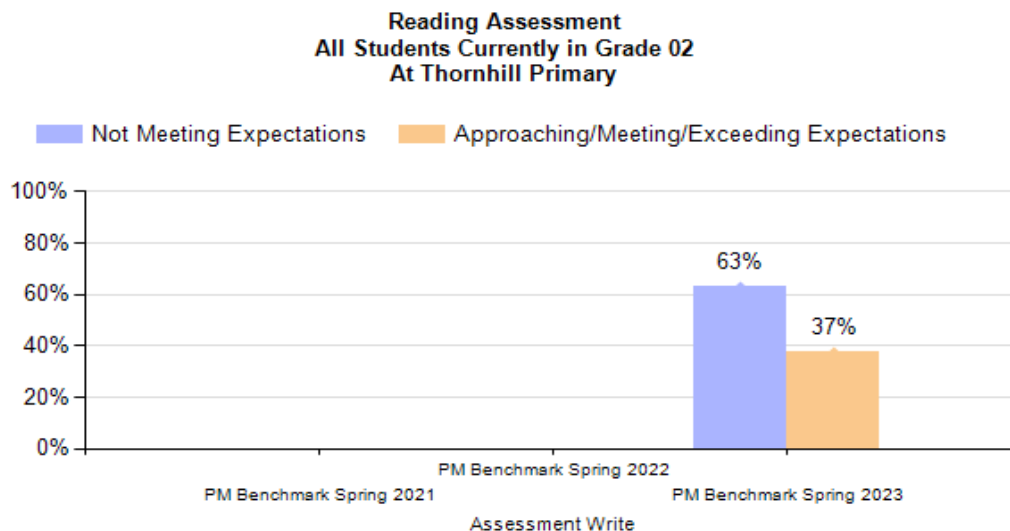
Thornhill Primary teachers have been using a variety of methods and resources to teach early literacy. Some of the resources used in the previous year are:

- Secret Stories
- LIPS Program
- Phonics Workbooks
- Music Videos (eg: Jack Hartmann) (there are more examples I need to add)

Students practice reading as a class, in guided reading groups, with buddy readers, and independently. In some classes students participate in literacy centres, while Blitz groups run by our learner support team are designed to have students practice specific skills that they have not yet mastered.

Our Next Steps

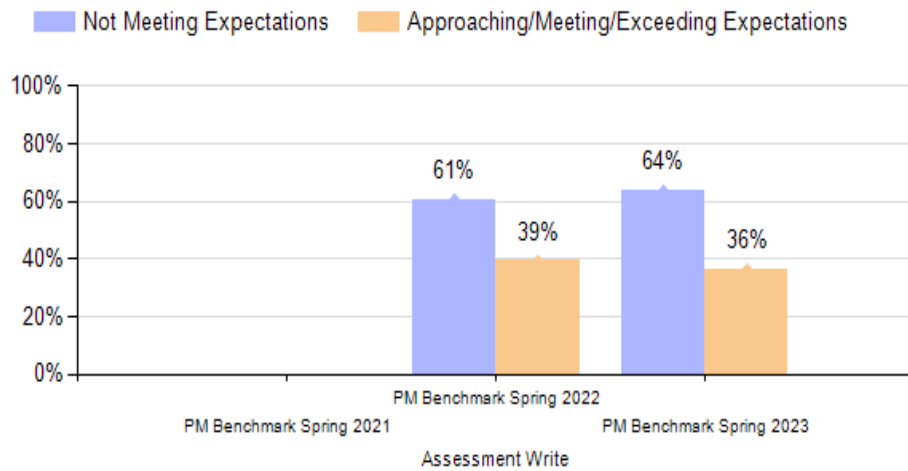
Data from the spring reading assessments, which were completed by classroom teachers, shows that the majority of our students currently in grades 2 and 3 are not meeting expectations in reading. This means that over 60% of these students are reading at least a grade level below their own.



The above graph shows the reading assessment data for approximately 70 grade one students in May 2023.

Below is the assessment data for our 34 students who were in grade two last May.

Reading Assessment
All Students Currently in Grade 03
At Thornhill Primary



Our intention as a staff this year is to take part in the new district literacy initiative by adopting the science of reading practice of teaching intensive phonemic awareness and phonic decoding. The staff will be trained, receive classroom resources, and be supported in adopting the UFLI (University of Florida Literacy Initiative) program in their classrooms.

The staff will receive collaboration time in two-month segments (October/November, January/February, April/May) to support each other in the planning of literacy activities.

The school will build its own collection of engaging literature for independent and group reading activities.