

Cassie Hall Elementary

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A Great Place to Be!

2024-25 School Improvement Plan





Our Context

Cassie Hall Elementary is a kindergarten to Grade 6 school that is located on n Tsimshian Territory. Our neighborhood is culturally and socioeconomically diverse. We currently have 155 learners and 30 staff members, including teachers, counsellor, EA's, Strongstart Coordinator, Early Learning Coordinator, Indigenous Support Workers ,custodians, noon-hour supervisors and one administrator.

Our learners are made up of 78% Indigenous children, including Tsimshian, Nisga'a, Haisla, Haida, Tahltan, Metis, and Gitksan. We are very proud of the growth and accomplishments our learners have demonstrated. Making connections with our learners and families is a priority in our day-to-day work. There is a marked TEAM approach and commitment to engage learners and ensure that personalized learning is at the heart of our work.

Our Focus

Literacy

To address the strengths and needs of all students and to ensure that all students have an equal opportunity to become successful in all areas of their individual literacy programs.

Evidence gathered through Acadience, UFLI daily strategies and practice, anecdotal reports, and daily observations indicate that we have a significant number of students who are struggling to meet grade-level expectations in all areas of literacy. For example, one of our Grade 5-6 classrooms which were assessed informally during the early weeks of September 2023, revealed that very few students, approximately 6 are reading at or close to grade level. The range of reading abilities for this class for most students falls in the early primary range. This holds true for all our classrooms, with a significant number of learners performing well below grade-level expectations.

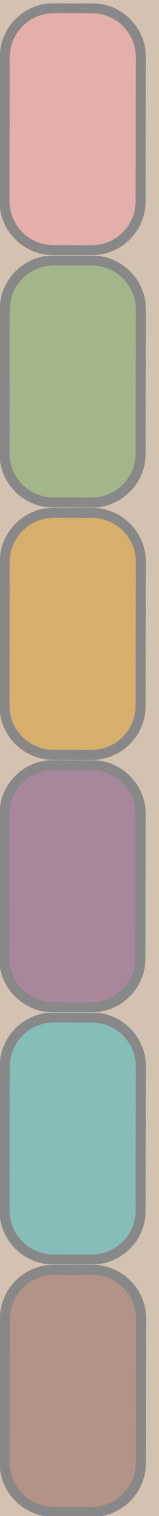
There are several factors that could contribute to our learner's struggle to obtain adequate literacy skills.



We do know that lack of attendance is a huge concern that directly affects progress and individual students' success in becoming more confident and literate learners. **In the spring of 2024, we purchased a 5 passenger van to support our families with getting their children to school. Each day our Indigenous Support Workers and EA's take turns picking up children and getting them to school on time.**



We are committed to using a myriad of strategies to ensure the best opportunity for all learners to thrive and feel successful. Through a collaborative approach with all staff (Teachers, EAs, ISWs).



Strategies and Practice

- Offering small group instruction and one-on-one support daily.
- Focus on our Indigenous Learners and use culturally inclusive strategies.
 - Using best practices from K-Grade 6.
- Focused literacy time daily in all classrooms, supported by resource teacher, EA, and classroom teacher.
 - ELL groups to target skills.
- Empower Reading Program, (NEW) spearheaded by Zachary Frankel, District Lead Teacher, for a select group of students with Ministry Designations.
- Teachers will be trained to use the UFLI Reading program to assess and develop lessons to support all learners. Spearheaded by Tina McDonald, District Principal for Early Learning.
 - A team of 4 educators, Tina McDonald, Laura Gray, and two lead teachers from our school will assess all learners reading ability and missing skills.
 - Staff training in Acadience Reading will help detect students who require extra help and support an RTI multi-tiered model.
 - Leveled books in all classrooms to ensure that all learners are reading at their level.
- All classrooms being inclusive of all learners in ensuring that programs offered are a good fit for all learners to demonstrate growth and confidence in all areas of literacy.
 - Encourage and support reading at home on a consistent basis.
 - Professional Development opportunities for all staff.

Social and Emotional Health and Positive Wellbeing for all

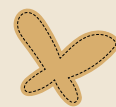
We are acutely aware that social and emotional health is integral to our success as learners!



We will ensure that Cassie Hall is always a safe and respectful learning environment for all learners. All staff will model and demonstrate care, compassion, and a positive investment in all learners. Students will feel cared about and supported to be their best person.



We know that many of our students struggle with self-regulation and behaviour. There are a myriad of reasons contributing to poor social and emotional health, however, most importantly we will ensure that every child feels cared for, and nurtured and has a sense of belonging at school.



Strategies and Practice

The Personal and Social Core Competency has three sub-competences.

1. Personal Awareness and Responsibility
2. Positive Personal and Cultural Identity
3. Social Awareness and Responsibility

-Offering a warm, safe, and supportive learning environment.

-Being inclusive of all learners and supporting them to reach their full potential.

-Offering cultural activities that are inclusive of all diverse backgrounds and cultures.

-Social Awareness: with support, learners will understand the perspectives of others and empathize with them.

-Self-awareness: with support, learners will know their strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

-Self-management: with support, learners will effectively manage stress, control impulses, and motivate themselves to set and achieve goals.

-Offering a nutritious breakfast, lunch, and snacks to all students.

-Counseling services to individuals, and small groups, as well as teaching strategies of self-regulation to all classrooms.

-Daily check-in and social/emotional support from our Indigenous Support Workers for all Indigenous students.

-“Back to the Land” garden project intended to engage all learners in harvesting and learning subsistent living ways of supporting themselves and our community.

-A Trauma Informed Practice approach in all classrooms.



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- A Trauma Informed Practice approach in all classrooms.
 - Focus on kindness and respect.
- Cassie Hall Rockstar Program (Respect, Ownership, Cooperation, Kindness, Safety.)
 - Persevere in difficult situations.
- Provide tools and strategies for all students to demonstrate self-regulation and appropriate choice-making.
 - Uses strategies and teaching from Zones of Regulation.



OUR LEARNERS

We know that learning takes patience and time!

Our learners will be provided the opportunity to demonstrate learning in multiple ways and will feel proud of their successes.

Our learners will be provided with equitable learning opportunities and be supported to reach their full learning potential.

Our learners will feel a sense of belonging, value, and respect. They will be welcomed into an inclusive learning environment every day, where they feel safe and cared about.

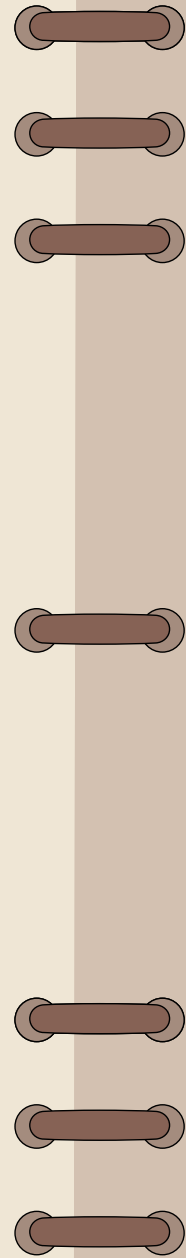




Our commitment daily includes:

- A wrap-around team approach to support all learners.
- A safe, caring, and orderly learning environment.
- Involving parents and caregivers in all aspects of our learner's needs.
- Collaborating with our Indigenous partners, Indigenous District Team, and Indigenous Communities.
- Supporting Indigenous Support Workers by connecting with family and being the liaison for positive interactions with the school team.
- Clear communication to keep all stakeholders informed of goals and initiatives for all learners.
- Support home/school partnerships.
- Maintain an open-door policy to facilitate the involvement of all stakeholders.
- Regular check-ins with students, especially those who present as more vulnerable and at-risk.
- Celebrate diversity and culture by creating an environment where students feel valued and proud of their heritage and culture.
- Invite role models and community members to model and teach cultural awareness and provide meaningful experiences.
- Provide nutritious food to ensure that learners are ready to learn.
- Provide social and emotional support to all learners.
- Expect that students can and will be high achievers.









Thank
you