

2024-2025



SUWILAAWKS  
COMMUNITY  
SCHOOL

Our Suwilaawks Family



Work Hard!  
Be Kind!  
Have Grit!  
Gani!





# OUR CONTEXT



SITUATED ON THE TRADITIONAL AND UNCEDED TERRITORY OF THE TSIMSHIAN PEOPLE IN BEAUTIFUL TERRACE, BRITISH COLUMBIA,

Suwilaawks Community School is home to 355 learners in Grades K through 6.

Over the years, our school continues to be a beacon of growth and diversity, now boasting 16 classrooms and a dedicated staff of 53 members. Our school community is a tapestry of cultures, with 240 of our learners proudly identifying as Indigenous, representing many Nations. 66 of our learners are coming from outside of Canada.

We are truly rich in diversity.



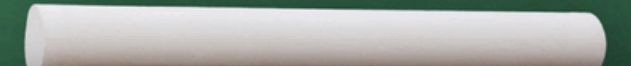
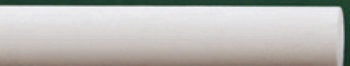


# ABOUT US ...



Early morning breakfast programs, Morning Mingles, lunchtime clubs, full lunch programs, strong student leadership opportunities, high academic expectations, free afterschool camps, there is something special within these walls ... our staff listen to the voices and choices of the kind and thoughtful learners in our building.

What truly sets Suwilaawks apart is its warm and welcoming environment. Stepping through our front doors, you'll immediately sense the family atmosphere that defines our school. It's a place where learners, staff, and families grow together, making Suwilaawks Community School not just a place of learning but a great place to spend our days.







# LA GWELGA LAK (THE FIRE IS LIT).



At our school, we believe in creating a remarkable journey for our learners, filled with unforgettable moments of learning that will positively impact them for a lifetime.

Engage, Ignite, Empower encapsulates our dedication to creating a learning environment that captivates, sparks curiosity, and empowers our learners to achieve their full potential.

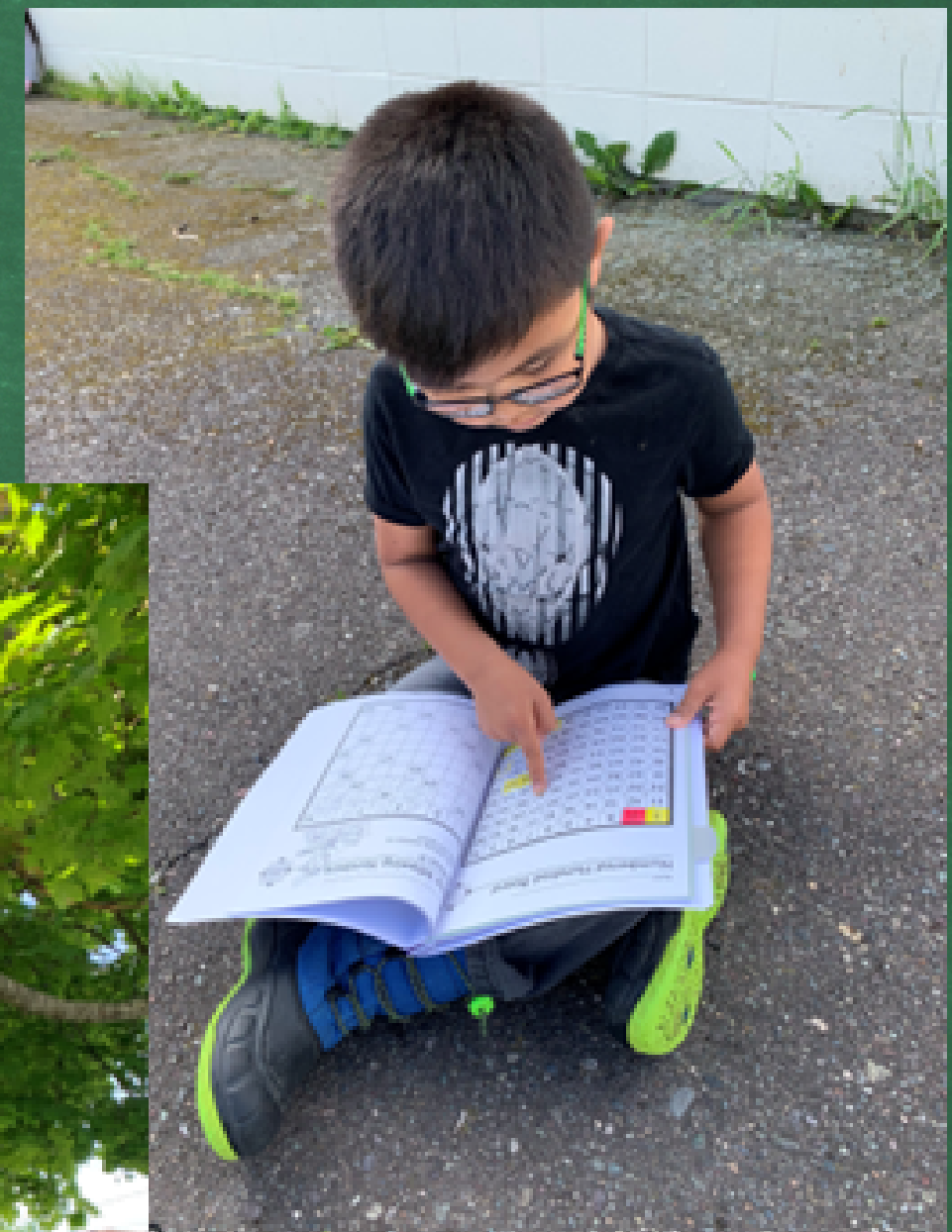






# OUR FOCUS AND OUR LEARNERS

We facilitate opportunities for all students to realize their full potential. Our goal is to have learners feel positive and confident with their numeracy and literacy skill development and to see themselves as striving learners.







# ACTIONS AND INDICATORS:



80% of our Kindergarten learners are not yet meeting in phonological awareness and 83% of our Kindergarten learners are not yet meeting in letter sound knowledge.

We know these are much needed pre-reading skills and will form part of our Response to Intervention strategies. This cohort will be our focus over the next 4 years. By the end of grade 2, each student will meet expectations in phonemic awareness and letter sound knowledge.

All learners in grades 2-6 will reach early fluent reader or fluent reader with a minimum of one year's growth in reading as measured by Acadience Reading Assessments.

Learners requiring intensive interventions will be identified and additional supports will be provided.





# NUMERACY

• 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. This will be measured by skill assessments.



## QUESTIONS THAT GUIDE AND DRIVE OUR INSTRUCTION:

What are the learners' 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 learners' needs and enhance their strengths?

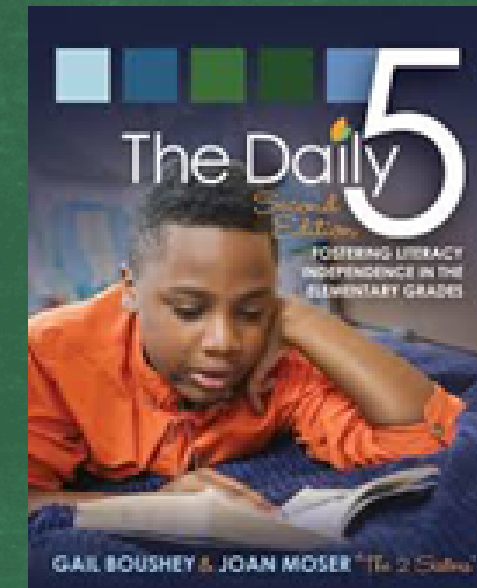






# 'LITERACY AND NUMERACY' NEXT STEPS

- Programs and school schedules will be built around focussed literacy and numeracy times. (Tier 1 RTI)
- School Wide Literacy and Numeracy structures (Tier 1 RTI)
- Daily 5 framework for literacy
- Daily 3 framework for numeracy
- Use of technology for access to materials at each child's individual level.
- Co-constructed anchor charts; displays of student work, clear expectations
- Consistent use of benchmarks and assessments to inform instruction and support learners in setting goals for their learning
- Use of differentiated instruction practices, modelling and materials
- Focus on stamina and perseverance through 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 learners. (Tier 1, Tier 2 and Tier 3)
- Resources allocated to ensure literacy and numeracy rich classroom environments
- Heggerty Phonemic Awareness Program for earliest learners (Tiers 1, 2 and 3)
- UFLI Program for primary classrooms and for interventions at all levels
- LINKS Literacy Pilot program
- Corrective Reading for Tier 2 and Tier 3 Literacy Support
- Secret Stories



©CAFE Menu©			
Comprehension	Accuracy	Fluency	Expand Vocabulary
<ul style="list-style-type: none"> <li>• Check for understanding</li> <li>• Connect to the story</li> <li>• Ask up and about</li> <li>• Respond when someone asks a question and ask a question</li> <li>• Retell the story</li> <li>• Explain the problem and solution</li> <li>• Explain the author's purpose</li> <li>• Illustrate mental pictures</li> <li>• Make inferences</li> <li>• Use text features</li> <li>• Compare the story</li> <li>• Use the text to solve and explain</li> <li>• Make grade appropriate connections</li> <li>• Identify cause and effect</li> <li>• Compare and Contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Check check - double check</li> <li>• Use the picture</li> <li>• Check letters and sounds</li> <li>• Blend beginning and ending sounds</li> <li>• Blend onsets and rime</li> <li>• Segment words</li> <li>• Blend words</li> <li>• Check letters and sounds</li> <li>• Blend words and then check them</li> <li>• Blend words that make sense</li> </ul>	<ul style="list-style-type: none"> <li>• Be a successful reader</li> <li>• Know many words to read</li> <li>• Read smoothly</li> <li>• Read with expression and pacing</li> <li>• Use punctuation to enhance meaning</li> <li>• Read with accuracy</li> <li>• Read and read again</li> <li>• Read aloud to or with others</li> <li>• Read a word that makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• Be a successful reader</li> <li>• Know many words to read</li> <li>• Use mapping strategy</li> <li>• Read and write</li> <li>• Use word parts</li> <li>• Determine meaning of words</li> <li>• Use phonics</li> <li>• Use context to guess word meaning</li> <li>• Add someone to learn a word</li> <li>• Use dictionaries, thesaurus and glossaries</li> </ul>



# WE HONOUR AND RESPECT CULTURE, DIVERSITY AND INCLUSION

Goal: Ensure that Indigenous learners in grades K-6 have access to culturally relevant resources, support, and opportunities that promote their academic success and personal growth.

- Culturally Relevant Curriculum: Integrate Indigenous perspectives, histories, and knowledge across all subjects.
- Increase Focus on Indigenous Cultural Connections: Provide access to dedicated Indigenous Education Support staff.
- Community Engagement: Foster strong partnerships with local Indigenous communities and organizations to enhance cultural learning and support.
- Learner Empowerment: Create opportunities for Indigenous learners to lead and participate in school events and activities that celebrate their heritage.
- An understanding that learning takes time and patience.

Because Every Picture... Has A Story To Tell.



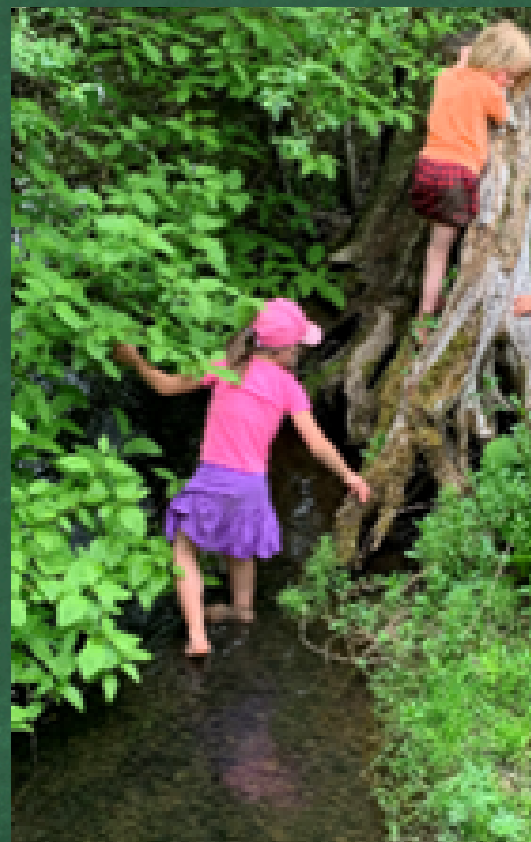




# 'NURTURING AND SUPPORTING WHATEVER OUR LEARNERS NEED'

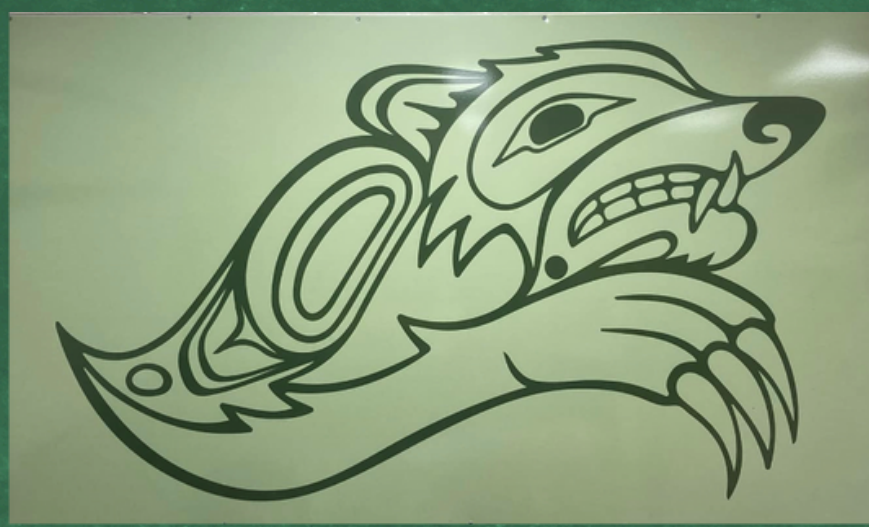
## NEXT STEPS

We facilitate well-being across Coast Mountains School District. Our goals are to create a supportive school community where every learner strives for lifelong healthy living by practicing kindness, making healthy choices, staying active, and supporting one another in achieving their best selves all the while knowing who we are and where we come from.



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 	 	 	 
SAD	HAPPY	WORRIED	MAD
SICK	CALM	FRUSTRATED	SCARED
TIRED	READY TO LEARN	SILLY	OUT OF CONTROL
BORED	PROUD OF MYSELF	ANNOYED	YELLING





- CARING ADULTS - ALL LEARNERS ARE THE RESPONSIBILITY OF ALL TEACHERS
- USE OF SCHOOL WIDE ZONES OF REGULATION
- USE OF TRAUMA INFORMED LENS
- GROWTH MINDSET FOCUS
- 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 LEARNERS' STRENGTHS AND SET APPROPRIATE GOALS
- LEARNER LED INITIATIVES
- ACCESS TO BREAKFAST, LUNCH AND SNACKS
- BEFORE AND AFTER SCHOOL CLUBS AND PROGRAMS AND SOFT STARTS TO EACH MORNING.
- COLLABORATION BUILT INTO OUR SCHEDULES FOR OUR TEACHERS TO HAVE TIME TO DEVELOP PLANS FOR LAGGING SKILLS AND SCHOOL INITIATIVES.
- A MINIMUM OF 30 MINUTES OF PHYSICAL ACTIVITY EACH DAY.
- EACH MORNING GATHERING WILL SHARE THE 'ROAD TO KINDNESS' BEST PRACTICES AND MANY OPPORTUNITIES TO ENGAGE.



WORK HARD! BE KIND! HAVE GRIT!



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