



**Tahltan School
School District #87**

**School Plan
Strengthening Learning in All Domains
2016-2018**

Tahltan School

MISSION:

In partnership with parents and the community, Tahltan School will provide a safe, caring, orderly and challenging environment where students develop skills, knowledge, values and cultural identity to become healthy, lifelong learners and valuable members of their community and Canadian society.

VALUES:

Tahltan School has four core values:

Respect Independence Kindness Responsibility

Falling within the above are: positive encouragement and communication, embracing diversity, respect of self and others, doing your best, honoring culture, honesty, safety, empathy, forgiveness, generosity, fairness, pride, dignity, and trust.

VISION:

As a team we will develop and maintain a synergistic dynamic working relationship that is engaging and promotes lifelong learning. The students we work with will develop personal and academic efficacy. The staff will develop a high degree of self and professional efficacy. We will have a school where students achieve their goals and staff continuously develop and demonstrate an understanding & respect for diversity, self-determination, integrated cultural learning, rigorous experiential learning, the effects of trauma on learning, behavioural delays, as well as demonstrate an effective ability to provide ongoing meaningful and purposeful teaching and learning for students to reach their potential.


BELIEFS:

- A positive, challenging environment encourages learning. All learners should be supported and nurtured in reaching their potential academically, physically, socially and culturally.
- An atmosphere of safety permits growth.
- Character qualities such as respect, kindness, caring, honesty, fairness, integrity and good judgment are important for life success.
- Teamwork develops individual potential and personal fulfillment.
- Collaboration and consistency between school, parents and community creates a healthy school and strengthens the community.
- Parents are the first and most important teachers of a child.
- Cultural identity and academic achievement are equally important.
- Everyone is valued for their unique qualities and diversity is embraced.

CONTEXT

Tahltan School is located in Telegraph Creek, BC on Highway 51 approximately 112 kilometers southwest of Dease Lake. This small, close knit, community is few hours upstream from the Alaska border and is home to the Tahltan First Nation. A few kilometers past Telegraph Creek at the end of the road, is the abandoned town of Glenora, which, during the gold rush of the last century, was a bustling community with thousands of people from all over the world. Tahltan School has approximately 30 students in K-10. The school staff takes pride in the success our students in all learning domains. The school embraces local culture through activities such as Tahltan language, art, and culture including living on the land: fishing, trapping, camping and hunting.



Tahltan School Goals 2015-2016			
	Goal 1: Literacy	Goal 2: Numeracy	Goal 3: Social-Emotional Learning
	Students will acquire the knowledge, skills and attitude in fundamental and critical language skills to improve in the areas of oral communication, reading, reading comprehension, and written expression.	Students will acquire the knowledge, skills and attitude in fundamental and critical numeracy skills to improve in the areas of number sense, problem solving, and applications of mathematics in various contexts.	Students will acquire the knowledge, skills and attitude to recognise and manage emotions, develop care and concern for others, make responsible decisions, establish positive and healthy relationships, and handle a range of challenging situations effectively.
Performance Expectations			
Much more than expected	All students fully meet or exceed reading and writing expectations in all subject areas at their grade level	All students fully meet or exceed numeracy expectations at their grade level	All students fully meet or exceed social responsibility expectations at their grade level
More than expected	All students minimally meet reading and writing expectations in all subject areas at their grade level	All students minimally meet numeracy expectations at their grade level	All students minimally meet social responsibility expectations at their grade level
Expected	All students demonstrate improved reading and writing skills in all subject areas at their grade level	Students demonstrate improved numeracy skills	Students demonstrate improved personal social responsibility skills
Less than expected	No improvements noted in reading and writing	No improvements noted in numeracy performance	No improvement noted in Socially responsible behavior
Much less than expected	Reading and writing performance has decreased in all subject areas	Numeracy performance has decreased	Socially responsible behavior performance has decreased

Goal 1: Literacy results for 2015 / 2016.

Students will acquire the knowledge, skills and attitude in fundamental and critical language skills to improve in the areas of oral communication, reading, reading comprehension, and written expression.

Reading	2015	2016	2015	2016	2015	2016
Grades	Fully Meeting	Fully Meeting	Approaching Expectations	Approaching Expectations	Not Yet Meeting	Not Yet Meeting
k-2	18%	13%	27%	63%	55%	25%
Gr 3-6	18%	13%	36%	25%	46%	63%
Gr 7-9	12%	17%	38%	50%	50%	33%

Writing	2015	2016	2015	2016	2015	2016
Grades	Fully Meeting	Fully Meeting	Approaching Expectations	Approaching Expectations	Not Yet Meeting	Not Yet Meeting
k-2	0%	13%	44%	50%	56%	38%
Gr 3-6	0%	13%	36%	13%	64%	75%
Gr 7-9	12%	17%	25%	67%	64%	17%

Data comparison from 2015 to spring 2016

k-2

Reading: The percentage of students meeting or approaching expectations in reading rose from 45% to 75%. The PM bench mark assessment data was used for this information gathering. It assesses fluency and comprehension.

Writing: a similar result was found with writing. There was a slight increase in the number of students meeting or approaching expectations in writing. It went from 44% to 63%. Writing performance standards were used for assessment

Grade3-6

Reading: There was a decrease in the number of students meeting or approaching expectations in reading. It went from 54% to 38%. The PM bench mark assessment data was used for this information gathering. It assesses fluency and comprehension.

Writing: a similar result was found with writing. There was a decrease in the number of students meeting or approaching expectations in reading. It went from 36% to 26%. Writing performance standards were used for assessment.

Grade 7-9

Reading: The percentage of students meeting or approaching expectations in reading rose from 37% to 74%.

Writing: The percentage of students meeting or approaching expectations in writing rose from 50% to 67%.

Literacy: Plan			
<p>Targets identified for 2015/2016</p> <ul style="list-style-type: none"> 50% of students will be meeting or approaching expectations in Reading by June 2016 ACHIEVED 50% of students will be meeting or approaching expectations in Writing by June 2016 ACHIEVED <p>Targets identified for 2016/2017</p> <ul style="list-style-type: none"> All student will be meeting or approaching expectations in reading by June 2017 All student will be meeting or approaching expectations in writing by June 2017 			
Target Areas	<p>Oral Communication, Language Development, Reading, Reading Comprehension, & Writing Target Areas:</p> <ul style="list-style-type: none"> Receptive and Expressive Language Development Phonological & Phonemic Awareness Automaticity & Fluency Vocabulary Development Comprehension Written Expression 		
Strategies for 2015 2016 with additions for 2016 2017 Reading	Primary Program (K-2)	Intermediate Program (3-6)	Middle School Program (7-9)
	<p>Morning meeting, calendar routine FUNdations (5 elements of early literacy & reading program) Talking Tables, Words Their Way Guided Reading Groups Differentiated Learning Software: Earobics & Essential Skills Speech & Language Pathologist Support Special Education Specialist Support</p>	<p>Morning meeting, calendar FUNdations (5 elements of literacy & reading intervention program) SRA Developmental Reading Groups (reading program at students' levels) Small group instruction & intervention Guided Reading Groups Read Aloud & activities Small group learning stations (literacy & math) Software: Essential Skills Speech & Language Pathologist Support Special Education Specialist Support</p>	<p>Differentiated Small Group Learning in language & math Small group instruction & intervention Read Aloud & activities Software: Essential Skills, MobyMax, Speech & Language Pathologist Support Special Education Specialist Support</p>
Strategies Writing & Vocabulary Development	<p>FUNdations Sky Writing & Cursive Writing Workshop</p>	<p>FUNdations Sky Writing & Cursive Writing (multi-sensory writing activities) Vocabulary building activities as per SLP suggestions including: antonyms & synonyms</p>	<p>Just Words Vocabulary building activities: synonyms, antonyms Journals Crosswords</p>

Technology Integration	<p>Laptops stations in each classroom Document Camera & Projector in each classroom Digital Camera in each classroom Access to desktop computer lab Learning Software:</p> <ul style="list-style-type: none"> ▪ Earobics: development of phonological & phonemic awareness, visual-auditory discrimination & memory at students' level ▪ MobyMax (grades 7-9): Online numeracy skill development program ▪ Mathletics ▪ Kidspiration: digital writing graphic organizers ▪ All the Right Type: typing skills
Measurement of Progress/ Assessment	<p>D.A.R.T – Fall and Spring results F.S.A. results in Grades 4 and 7 PM benchmarks BC Performance Standards, Exemplars, & Achievement Indicators: Reading & Writing FUNdations performance tasks, assessments</p>

Goal 2: Numeracy

Students will acquire the knowledge, skills and attitude in fundamental and critical numeracy skills to improve in the areas of number sense, problem solving, and applications of mathematics in various contexts.

Numeracy	2015	2016	2015	2016	2015	2016
Grades	Fully Meeting	Fully Meeting	Approaching Expectations	Approaching Expectations	Not Yet Meeting	Not Yet Meeting
k-2	27%	13%	55%	63%	18%	25%
Gr 3-6	27%	13%	27%	25%	46%	63%
Gr 7-9	23%	17%	44%	50%	44%	33%

k-2: The percentage of students meeting or approaching expectations in numeracy dropped from 82% to 76%.

Grades 3-6: The percentage of students meeting or approaching expectations in numeracy dropped from 54% to 38%.

Grades 7-9: The percentage of students meeting or approaching expectations in numeracy remained the same at 67%.

Numeracy: Plan

Targets identified for 2015/2016

- 60% of students will be minimally meeting expectations in Numeracy by June 2016
- **Target achieved for k-2**
- **Targets not achieved for Grade 3 to 6 and 7 to 9**

Targets identified for 2016/2017

- All students will be meeting or approaching expectations in numeracy by June 2017

Target Areas

Numeracy Target Areas:

- Number Sense & Number Concept
- Automaticity, Fluency
- Problem Solving
- Numeracy Literacy
- Applications of Numeracy

Strategies	Primary Program (K-2)	Intermediate Program (3-6)	Middle School Program (7-9)
	<p>Saxon Math, Numeracy Learning Centres Morning meeting, calendar routine Spiral of number concepts & strands Basic facts practice Visualization & verbalization linked to numeracy literacy & number concept Small group instruction & intervention Hands-on manipulatives & experiential learning moving from concrete to visualization to representation Saxon Math Problem Solving Model Software: MobyMax</p>	<p>Numeracy Nets, Saxon Math, Numeracy Learning Centres Morning meeting, calendar routine Spiral of number concepts & strands Basic facts practice & math minutes Visualization & verbalization linked to numeracy literacy & number concept Small group instruction & intervention Hands-on manipulatives & experiential learning moving from concrete to visualization to representation to abstract Saxon Math Problem Solving Model Software: Mathletics</p>	<p>Saxon Math, Numeracy Nets, Math Makes Sense, Numeracy Learning Centers Basic fact drill practice Saxon Math Problem Solving Model Visualization & verbalization linked to numeracy literacy & number concept Small group instruction & intervention Hands-on manipulatives & experiential learning moving from concrete to visualization to representation to abstract Puzzles, KenKen Software: MobyMax</p>
Technology Integration	<p>Laptops stations in each classroom Document Camera & Projector in each classroom Learning Software:</p> <ul style="list-style-type: none"> ▪ Moby Max: number operations practice, problem solving skills practice ▪ Mathletics 		
Measurement of Progress/ Assessment	<p>BC Performance Standards & Achievement Indicators Saxon Math Assessments Numeracy Nets Assessments: the student's ability to meet the requirements of the checkpoints will be used in presenting data</p>		

Goal 3: Social-Emotional Learning

Students will acquire the knowledge, attitude, and skills to recognise and manage emotions, develop care and concern for others, make responsible decisions, establish positive and healthy relationships, and handle challenging situations effectively.

Soc-emot	2015	2016	2015	2016	2015	2016
Grades	Fully Meeting	Fully Meeting	Approaching Expectations	Approaching Expectations	Not Yet Meeting	Not Yet Meeting
k-2	33%	38%	44%	38%	22%	25%
Gr 3-6	70%	38%	20%	38%	10%	25%
Gr 7-9	0%	33%	44%	22%	56%	22%

k-2: The percentage of students meeting or approaching expectations in social emotional development remained about the same at 76%

Grades 3-6: The percentage of students meeting or approaching expectations in social emotional development dropped from 90% to 76%.

Grades 7-9: The percentage of students meeting or approaching expectations in social emotional development rose from 44% to 55%

2016 in review

This year there was a significant emphasis on promoting the prestige of the individual by gaining a greater understanding of who they are and what it means to be Tahltan. There have been multiple activities to broaden the students' traditional knowledge. This knowledge has included activities with a focus on language, stories and lifestyle.

2017 onwards

In discussion with the community in the spring of 2016, it was felt that a greater emphasis needed to be placed on the concept of respect: respect for self, others and the land. The staff added to the notion of promoting respect when they identified additional areas that students appeared to need support in; areas such as perseverance, assertiveness, courage, determination, purposefulness, reliability, tenacity and wonder. The notion that these virtues needed a deliberate focus has come to the forefront and as 2017 begins staff are looking at ways of being deliberate in assisting children develop these virtues in themselves. They have decided to focus on Tahltan Values and the direct teaching of values of respect, unity, acceptance, generosity, honesty, resourcefulness, kindness, support, interdependence, family, and independence. To assist with building student capacity, a Community Based team of advisors will be helping implement the steps the school needs to take to meet the needs of its students. It is known that the school cannot achieve the goals it has set and the community cannot realise the dreams it has for its children unless we come together to support each other. 2017 promises to be an exciting year

Social-Emotional Learning (SEL): Plan	
<ul style="list-style-type: none"> ▪ 50% of students will be minimally meeting expectations in Social-Emotional Learning (Social Responsibility) by June 2016 ACHIEVED <p>Targets identified for 2016/2017 and 2017/18</p> <p>100% of students will be minimally meeting expectations in Social-Emotional Learning (Social Responsibility) by June 2017</p>	
Target Areas	<p>Social-Emotional Learning Target Areas:</p> <ul style="list-style-type: none"> ▪ Self-awareness ▪ Social-awareness ▪ Self-management ▪ Relationship management ▪ Responsible decision making <p>Virtues: respect, unity, acceptance, generosity, honesty, resourcefulness, kindness, support, interdependence, family, and independence</p>
Strategies	<p>Primary:</p> <ul style="list-style-type: none"> • Occupational Therapy tools for self-regulation <p>Intermediate:</p> <ul style="list-style-type: none"> ▪ D.A.R.E Program (RCMP); <p>Middle School:</p> <ul style="list-style-type: none"> ▪ Alert Program (elements for self-regulation) <p>School-wide:</p> <ul style="list-style-type: none"> ▪ House Team League with multi-grade co-operative groups focused on working together as a team ▪ Tahltan Values direct teaching of virtues of respect, unity, acceptance, generosity, honesty, resourcefulness, kindness, support, interdependence, family, and independence. ▪ Emotional Freedom Technique. ▪ Increase family involvement in daily school activities not just special occasions. ▪ Multiple cultural experiences with community members. ▪ ARC Process (Attachment, Regulation, Competency) <p>Incorporation of healthy lifestyles events: Health Fair (Tahltan Health), Jump Rope for Heart, Terry Fox Run, Cooperative Games</p> <p>Opportunities for student leadership: Recycle It Program, Winter Fest, Sports Day</p> <p>Tahltan Arts & Culture Program</p>
Outside Agency Supports	Initiation of wrap around service support to include Mental Health professionals, Tahltan Health Services, and RCMP
Measurement of Progress/ Assessment	<p>Monthly Student Success Assemblies</p> <p>House Team League events</p> <p>BC Performance Standards (Social Responsibility)</p> <p>Aboriginal knowledge Tool</p> <p>Authentic assessment tracking (anecdotal, checklists, rubrics)</p> <p>BERS: Behaviour-Emotional Rating Scale (when needed)(?)</p>

2016 Fall Data

Student	Grade	PM	Performance	Numeracy
		Benchmarks	Stds	Nets
		Reading	Writing	Numeracy
1	1	2	3	1
2	1	2	3	1
3	1	2	3	1
4	2	3	3	3
5	2	1	1	1
6	2	1	1	1
7	3	3	3	2
8	3	3	3	3
9	3	3	3	2
10	3	3	3	1
11	3	3	3	1
12	3	3	3	2
13	4	3	3	1
14	4	3	3	2
15	5	3	3	2
16	5	3	3	2
17	5	1	2	1
18	6	3	3	2
19	6	3	3	3
20	7	3	3	3
21	8	3	3	3
22	8	3	3	3
23	9	3	3	3
24	10	3	3	3
25	k	3	2	3
26	k	1	2	1
27	k	1	2	1

3	2	1
not yet meeting	Approaching Expectations	Fully meeting