



**Tahltan School  
School District #87**

**School Plan  
Strengthening Learning in All Domains  
2019-2020**



# Tahltan School

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## **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 positive productive 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 a few hours upstream from the Alaska border and is home to the Tahltan First Nation. Tahltan School has approximately 23 students in K-9. The school staff takes pride in the success of their 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 and camping, and Tahltan dancing.

## Goal 1: Personal Awareness and Responsibility/ Social Responsibility

Students will acquire the knowledge, attitude, and skills to openly express feelings verbally. Students will build self-confidence, which will in turn help with resiliency, risk taking, self-determination and being able to handle constructive criticism. It is important for students to also develop a sense of service towards their community. We have identified this as a need from using data from previous student needs assessments and anecdotal notes from staff. The goal is to have 100% of the students meeting in these two core competencies.



<b>Social-Emotional Learning (SEL): Plan</b>	
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Frequently talking about different feelings and ways to handle these feelings</li> <li>• Use of Everyday Speech lessons and videos</li> <li>• Incredible flexible you program</li> <li>• Go Noodle</li> <li>• Acts of service in the community (baking and cooking for elders and other community members, community clean up).</li> <li>• Team building activities</li> <li>• Involve Melva and Rocky more within the school</li> </ul>
<b>Outside Agency Supports</b>	Initiation of wrap around service support to include Mental Health professionals, Tahltan Health Services, and RCMP
<b>Measurement of Progress/ Assessment</b>	Monthly Student Success Assemblies House Team League events BC Performance Standards (Social Responsibility) Aboriginal knowledge Tool Social Responsibility Core Competencies Authentic assessment tracking (anecdotal, checklists, rubrics)

## Goal 2: Communication

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Students will acquire skills that allow them to either be approaching or meeting expectations in reading and writing. It is important that students develop skills that allow them to:

1. Connect and engage with others.
2. Acquire, interpret and present information.
3. Collaborate to plan, carry out and review constructions and activities.
4. Explain/recount and reflect on experiences and accomplishments.

Through looking at the data for the entire school we have identified that key areas of literacy that need to be improved on as comprehension skills and writing skills. Although many of our students are able to decode the texts that they are reading they struggle with the comprehension aspect. When it comes to writing only 19% of our students are meeting expectations with 81% not meeting expectations. It is a priority that the primary program is building the foundational skills so that students can succeed in the intermediate grades. We have started using the intervention program Great Leaps with our grades 2-8 students to improve their reading skills.

The library has been revitalized and organized with many new books for the students to read. The library system is now working which allows students to sign books out so that they can bring them home. A functional library was one of our top priorities this year because we feel that it is important in order to run a successful literacy program. Being able to find titles and authors you want has been a joy to both the students and staff.





<b>Literacy: Plan</b>	
<ul style="list-style-type: none"> <li>▪ To have at least 75% of the students approaching or meeting expectations for writing.</li> <li>▪ To have 100% of the students approaching or meeting expectations for reading.</li> </ul>	
<b>Target Areas</b>	<p>Reading, Reading Comprehension:</p> <ul style="list-style-type: none"> <li>▪ Phonological &amp; Phonemic Awareness</li> <li>▪ Automaticity &amp; Fluency</li> <li>▪ Vocabulary Development</li> <li>▪ Comprehension</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>▪ Written Expression</li> <li>▪ Paragraph structure</li> <li>▪ Vocabulary development</li> <li>▪ Punctuation and grammar</li> </ul>
<b>Strategies</b>	<p>Vocabulary and grammar building</p> <p>Daily writing activities</p> <p>Paragraph writing</p> <p>Comprehension questions and activities</p> <p>Use of RAZ kids for reading and writing</p> <p>Great Leaps</p> <p>Daily 5</p> <p>Current events</p> <p>Go Noodle</p> <p>Letter names and sounds</p>
<b>Technology Integration</b>	<p>Laptops stations in each classroom, &amp; projector in each classroom, access to desktop computer lab</p> <p>Learning Software:</p> <ul style="list-style-type: none"> <li>▪ digital writing graphic organizers</li> </ul>

	<ul style="list-style-type: none"> <li>▪ All the Right Type: typing skills</li> <li>▪ Microsoft accessibility options for speech to text on laptops.</li> <li>▪ iPad apps (Monster Math, Hand Writing with out Tears, Language Development)</li> </ul>
<b>Measurement of Progress/ Assessment</b>	D.A.R.T – Fall and Spring results F.S.A. results in Grades 4 and 7 November, PM benchmarks Fall and Spring results Core Competencies, BC Reading & Writing Performance Standards, Exemplars & Achievement Indicators.

### Goal 3: Numeracy

**Students will gain the skills and knowledge to improve in the areas of number sense, problem solving and the application of mathematics in a variety of contexts.**

We continue to use the Numeracy Nets checkpoints to asses if we are meeting our numeracy goals. The checkpoints allow for teachers to see if students are meeting the expectations for their grade. It is important for students to master the skills for each checkpoint before moving on so that students can build upon their skills rather than leaving gaps within their numeracy program. It is also important that the foundational skills are developed. Making sure that there is a strong numeracy program in the primary years is important for student success in the intermediate years.

<b>Numeracy: Plan</b>	
<p><b>Targets identified for 2019/2020</b></p> <ul style="list-style-type: none"> <li>▪ All students will be meeting or approaching expectations in numeracy by June 2020</li> </ul>	
<b>Target Areas</b>	Numeracy Target Areas: <ul style="list-style-type: none"> <li>▪ Number Sense &amp; Number Concept</li> <li>▪ Automaticity, Fluency</li> <li>▪ Problem Solving</li> <li>▪ Numeracy Literacy</li> <li>▪ Applications of Numeracy</li> <li>▪ Risk taking and Independence when it come to numeracy</li> </ul>
<b>Technology Integration</b>	Laptops stations in each classroom Document Camera & Projector in each classroom Learning Software: <ul style="list-style-type: none"> <li>▪ Khan Academy</li> <li>▪ Math Prodigy</li> </ul>
<b>Strategies</b>	Numeracy Nets, Math Makes Sense, Jump Math Basic fact drill practice Small group instruction & intervention Hands-on manipulatives & experiential learning moving from concrete to visualization to representation to abstract
<b>Measurement of Progress/ Assessment</b>	BC Performance Standards & Achievement Indicators Numeracy Nets Assessments: the student’s ability to meet the requirements of the checkpoints will be used in presenting data.

### Attendance

	K	K	K	K	1	2	3	4	4	5	6	6	6	6	6	6	7	7
<b>Abs</b>	<b>38</b>	<b>26</b>	<b>35.5</b>	<b>34</b>	<b>19</b>	<b>25</b>	<b>16</b>	<b>25</b>	<b>26.5</b>	<b>19</b>	<b>24</b>	<b>22</b>	<b>17</b>	<b>27</b>	<b>27</b>	<b>33</b>	<b>10</b>	<b>22</b>
	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>													
<b>Abs</b>	<b>19</b>	<b>42</b>	<b>10</b>	<b>22</b>	<b>72</b>													

**Removing the extreme outliers, at Tahltan School the average student has missed about 23 days of school. (as of February 12, 2020)**

To address this issue we have started attendance challenges to increase attendance and school. We have also set up community meetings to talk about the importance of attending school. We are looking for support from community members and the chief and council to help reduce the high level of absenteeism at Tahltan School.

**Literacy assessment fall 2019**

Reading	Not meeting	Approaching	Meeting
k-3	6 (86%)	0(0%)	1 (14%)
4-7	5 (50%)	2 (20%)	3 (30%)
8-9	1 (25%)	2 (50%)	1 (25%)
<b>Total</b>	<b>12 (57%)</b>	<b>4 (19%)</b>	<b>5 (24%)</b>

Writing	Not meeting	Approaching	Meeting
k-3	4 (57%)		3 (43%)
4-7	9 (90%)		1 (10%)
8-9	4 (100%)		
<b>Total</b>	<b>17 (81%)</b>		<b>4 (19%)</b>

Results from June 2019

Focus for this school plan will be on personal awareness and responsibility, social responsibility, and numeracy

	Not Yet Meeting	Approaching Expectations	Fully Meeting Expectations
Attendance	88%	8%	4%
Pos Per Cult. Ident	0%	17%	83%
Per. Aware & Resp	4%	50%	46%
Soc Resp	8%	40%	52%
Communication	0%	20%	80%
Creative Thinking	0%	4%	96%
Critical Thinking	0%	32%	68%
Mental Well being	8%	48%	44%
Phy Devel	4%	12%	84%
Speech & Lang	0%	40%	60%
Comprehend and connect	56%	28%	16%
Create and Communicate	58%	21%	21%
Oral Comm			
Numeracy	29%	38%	33%