

St'a7mes (Stawamus) School - School Improvement Plan
Version 4.0 – October 29, 2019

Mission Statement:

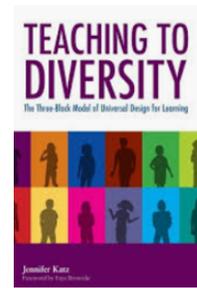
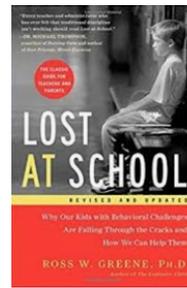
We are proud to be a unique set of "choice" schools/programs that are rooted in connecting students to innovative, meaningful, authentic, and relevant learning experiences in everything we do.

Our 2019-20 School Learning Plan has been reviewed over the past 5 years. It is intended for staff, students, and parents at St'a7mes School, including Aya7ayulh Chet (Cultural Journeys) & Learning Expeditions, be represented on this committee and to have been engaging in refreshing and refining their "Theories of Actions" and professional goals.

This year, our School Improvement Committee has determined the areas of our plan where we would like to seek input and consultation and established timelines for developing and refining our School Improvement Plan on a yearly basis. Staff, parents and students will also be engaging through committee meetings, online surveys and forums.

We are currently in the process of focusing our program inquiries using our School District's refreshed Education Plan, the "Spirals of Inquiry" model, Ross Green's "Lost at School" instructional tool, and Jennifer Katz's "Teaching to Diversity" resource.

Using the "If (strategy/pedagogy) and (learning)" template, the revised "Theories of Action" for 2019/20 have been developed over the course of our summer professional development days, September & October staff meetings, and in individual meetings with staff, students, and parents.



DESIRE RESULTS

2019-20 REVISED THEORIES OF ACTIONS

Aya7ayulh Chet (Cultural Journeys):

If we continue to practice the first peoples Principles of Learning, then we will foster a community of culture creators who are resilient and responsible for their own learning, for others, and for the natural world.

Learning Expeditions:

If we involve students in authentic projects that promote resiliency and an emotional connection to community, then our students will develop as engaged, compassionate, and responsible citizens.

PROCESS FOR DETERMINING AREA OF STUDENT LEARNING OF MOST CONCERN

These Theories of Action were developed through the lens of supporting **every student in all of our programs**. One criterion as we developed them was **“Does this Theory of Action support/impact every student?”**

Our learning goals must first focus on the **“learning as a foundation”** skills of Communication, Health and Wellness, and on the **“learning as a process”** skills as we know deeper learning cannot move forward until these foundations are supported or in place. We know that using the strategy of purposeful and relevant instruction to engage all learners in all programs in developing the 21st century learning competencies of **thinking critically, collaboration, contribution and creativity and innovation**.

More specifically, the **areas of student learning** of most concern for each program are:

Aya7ayulh Chet (Cultural Journeys)

- To have the tools and skills necessary to manage emotions in order to be ready to learn
- To read & write at grade level
- To be number fluent at grade level
- To engage in learning and to collaborate with others

Learning Expeditions

- The ability to work independently
- The ability to collaborate with peers
- Effective time management during class and with projects
- The ability to self-regulate to persevere and engage in learning
- Fostering a drive for learning

SPECIFIC GROUPS OF STUDENTS OF MOST CONCERN

A majority of our students in both our programs would fit into a category of groups of students of most concern. We still see students in all of our programs struggle to:

1. **engage in learning**
2. **demonstrate empathy**
3. **work independently**
4. **regulate their behaviour**

More specifically, the specific **groups of students** of most concern by program include:

Aya7ayulh Chet (Cultural Journeys)

- Students who come from vulnerable and traumatic backgrounds.
- Students who lack the understanding of “what is the purpose of **this** school?”
- Students who lack understanding of empathy and respect for others.
- Students with exceptionalities not receiving enough community and/or family support for specific needs, which impacts learning of self and others

Learning Expeditions

- Student “well-being” index (including pro-social behaviour, self-esteem, happiness) is concerning and can negatively impact learning.
- Students who are unable to work independently or collaboratively due to lagging skills which disrupts others ability to learn.
- Maintaining the balance between PBL with skill and content-based learning for core subjects (i.e. Math).
- Students who lack the understanding of “what is the purpose of school?”
- Students who come with traumatic backgrounds/adverse childhood experiences.
- Many of the students who struggle with (untreated) mental health concerns.

DATA DASHBOARD OF DISAGGREGATED EVIDENCE

In an effort to provide a more interactive approach to examining our school data this year, we have moved to a web-based data dashboard.

You can access this data dashboard at our School Improvement Plan website which can be found at our school website (<https://seatoskylearningconnections.com/>) under “Home” > “School Improvement Plan” > “Data Dashboard”.

DESIRED KNOWLEDGE AND SKILLS FOR STUDENTS AND STAFF

As per our desired knowledge and skills from last year, students should be able to demonstrate growth in levels of safety, engagement, health and wellness. They should demonstrate growth in functional oral, written and visual communication. They should demonstrate growth in the competencies of thinking critically, collaboration, contribution, and creativity/innovation.

Staff should be able to demonstrate growth in their understanding and practice of differentiation of instruction and assessment strategies to meet the needs of ALL learners. They should demonstrate growth in their understanding and application of attachment-based approaches and strategies to meet the health and wellness needs of all learners. They should demonstrate growth in their understanding of purposeful, authentic, relevant learning design to engage and develop 21st century competencies in all learners.

SOURCE OF EVIDENCE
Key drivers of action

Learning as a Foundation - Our key sources of evidence for health and wellness will be our attendance data, behavior data, health survey data, work habits data, self-efficacy data. For communication our key sources of data will be our grad rates, year-to-year transitions (readiness), course marks, presentations of learning assessments, school wide write data, passport data.

Learning as Process - Our key sources of data will be our presentations of learning data, social-emotional data and assessment data.



What research have you considered in selecting your chosen instructional strategies and structures?

We primarily use the work of Gordon Neufeld (Attachment based strategies) and International Institute of Restorative Practice as a foundation for our school’s approach to developing the health and wellness of our students. In addition, we have used the following work to guide our practice:

- **Ross Greene** (Collaborative Problem Solving)
- **Jennifer Katz** (Teaching to Diversity)
- **Judy Halbert & Linda Kaser** (Spirals of Inquiry)
- **Gordon Neufeld** (Attachment-based Strategies)
- **Tony Wagner** (Isolation to Collaboration, Reaction to Purpose and Focus; Compliance to Engagement)
- **Ron Berger’s** work on PBL, critique process, expeditionary learning

What instructional structures and strategies are currently working in your school?

From the very beginning, our school has used the following 4 structures to support ALL our learners:

1. **No bells (flexible schedules)**
2. **Multi-age classrooms (personalization)**
3. **First name basis for all staff (mutual respect & attachment)**
4. **K-12 Learning Environment (mentorship)**

More specifically, each program uses the following structures & strategies to support our learners:

Cultural Journeys:

- School-wide themes of safety, kindness, and purpose are creating a healthy and inclusive school community
- Targeted multi-level reading instruction and intervention is improving literacy achievement
- Targeted multi-level numeracy instruction and intervention is improving numeracy achievement
- Practicing and sharing Skwxwú7mesh culture and language is resulting in students taking pride and ownership of the teachings shared with them

Learning Expeditions:

- Choice within projects (personalization)
- A variety of daily physical activities with student input
- Intentional use of attachment theory to form positive connections between students and teachers
- Connecting students with community to provide authentic meaningful learning
- Fostered sense of care and inclusiveness

What new strategy or structure are you most excited about? Why?

Collaborative Support Teachers – The addition of a collaborative support teacher in each program has had immediate impact on student learning. We believe that this teacher, if used effectively, acts as a conduit between all teachers in fostering collaboration in the co-planning, co-teaching, and co-assessing of student learning. It also allows teachers to have another Tier 1 level of support when dealing with challenging behavior.

Spirals of Inquiry & NOII Symposium – This model enables our teachers in each program collaborate on a common “problem of practice” to guide their professional learning. This learning has led to the foundation of our school learning plan and guides our professional practice.

What is your professional learning plan for staff?

- 1) **Spirals of Inquiry & NOII Symposium** - The Network Symposium is an annual event attracting educators from all over the world. The event highlights current innovative approaches to educational leadership, including keynote speakers and intimate sessions showcasing real-life examples of the [Spiral of Inquiry](#) in action from BC schools and beyond. The Symposium is designed to flow at an engaging and quick pace, while offering attendees plenty of time for focused learning as well as discussions and networking.

- 2) **Ross Greene** - "COLLABORATIVE & PROACTIVE SOLUTIONS: Understanding and Helping Behaviorally Challenging Kids"
- 3) **Jennifer Katz** – "Teaching to Diversity means that students vary in what they already know, what they are ready to learn, the pace at which they are able to proceed through curriculum, and the level of adult support they require for success. Building inclusive learning communities requires that students see school as a place where they belong, are valued, and have something to contribute."
- 4) **FNESC Conference** - Showcasing innovative curriculum, inspiring people and excellent networking opportunities, the First Nations Education Steering Committee (FNESC) Annual Aboriginal Education Conference draws over 800 educators each year
- 5) **ERASE Bullying Training** – VTRA (Violence, Threat, Risk, Assessment) Training is made available to all admin and teaching staff.
- 6) **High Tech High Residencies** - Many teaching staff had the opportunity to go to High Tech High for a 2-day visit over the past two years. We are looking into sending more staff this year, but budget constraints may postpone this to another year.
- 7) **Attachment Based Strategies Refresh** - All staff will have the opportunity to join a Gordon Neufeld Intensive Level 1 training next year in the Fall. Administration will be coordinating a group that combines online learning with live discussion with a Neufeld Institute Facilitator.

How is your budget aligned with this School Learning Plan?

The budget aligns in terms of creating supports for all learners' health and wellness. Small class sizes, high ratio of adults to students, supports for students (counselors and youth care workers.) Professional development money is targeted to support School Learning Plan strategies.

RESPONSE TO INTERVENTION (RTI)

How does your school plan to monitor student success and intervene when students struggle with their learning?

The Pathways to School Based Team (SBT) is used to identify students who are struggling with their learning and/or social-emotional and/or behavior needs. At SBT, we collectively review students' histories, current interventions and the effect, and discuss new interventions.

Students in alternative programs like ours generally struggle with their learning and/or socio-emotional needs on daily basis. Our approach, with high adult to student ratios per class, is to do our best to be always at the ready to intervene, to connect students to learning concepts, to provide supports when needed.

How are you using Collaborative Models of Support to differentiate for students' needs and plan for safe inclusive settings?

Our Learning Services teachers work with students and teacher to create effective "push-in" models of support, student learning plans and/or Individual Education Plans for our most vulnerable students. Learning Services teachers provide feedback and support to classroom teachers to help them provide appropriate support and adaptations for each student.

We have also hired Collaborative Support Teachers for all our programs this year in hopes of building capacity among our teaching staff to support all our learners through regular collaboration, co-planning, co-teaching, and co-teaching.

What authentic classroom information is being used by your teacher teams to support planning for responsive instruction?

Classroom Mapping is used throughout all programs to identify all classroom & student-specific needs by classroom.

School Learning Plan - *District Visit Overview*

9:00-9:15am – BG School Rounds (daily structure). Visitors to observe school culture in hallways.

9:15am-9:25am - Welcome Song, Acknowledgements, & Introductions

9:25-9:45am - Brayden to lead discussion around School Improvement Plan

- a) Theories of Actions
- b) Areas of Most Concern
- c) Strategies & Structures
- d) Data Dashboard

9:45-10:30am - Tour of Aya7ayulh Chet (Cultural Journeys) & Learning Expeditions

Station 1: Spawk'was Class (Natalia - Grades K-2)

Station 2: Sxwi7shen Class (Jenna - Grades 1-3)

Station 3: YoYo's Class (Matt/Kye - Grades 4-6)

Station 4: Learning Expeditions (Grade 7-12)

10:30-10:45am – Coffee Break

10:45-11:30am - Student Panels

- a) Aya7ayulh Chet (Cultural Journeys)

- b) Learning Expeditions

11:30-12:00pm - Discussion, Questions & Answers

12:00-12:45pm – Staff Recognition Lunch