



## 2021-2022 SCHOOL IMPROVEMENT PLAN

**SCHOOL:** Alexis Arrowmaker School

**BRIEFLY DESCRIBE HOW THIS PLAN WAS DEVELOPED AND WHO WAS PART OF THE PROCESS:**

The SIP is developed with the support of the TCSA staff. The AAS staff have contributed actionable items. The staff will continue a review of the document periodically. When conditions allow, the document will be shared at a community government meeting.

**GOAL #1: Culturally Responsive Programs and Services**

Indigenizing education in the support of developing capable Tlicho people (Key areas to focus on: Tlicho whole school approach to language, Indigenizing education plans/documents, OLC, DK, CBIP, etc). Contributing to revitalization, maintenance, and promotion of Tlicho language and culture. This section should be developed in consultation with your ILE team and linked to your ILE Action Plan that was developed in 2020-2021.

**Regional Targets:**

1. Support for ‘Our Languages’ Curriculum Implementation - Mentoring for every ILE through onsite planning, modeling, and coaching with the resources and assessments developed to support the OLC.
2. Strengthen ILE teams in every school to support whole school approaches to language - Fully functional ILE teams in every school that develop and enhance the whole school approach to Tłıchų language.
3. Develop local resources and courses to support high level of cultural instruction - Update and/or develop at least 2 locally developed courses (Trails of Ancestors, Tłıchų Agreement, Spirituality, and Child Development) and develop teacher resources to support the Drumming course.

**RATIONALE / BACKGROUND:** (fill in school specific background, data, context) then complete action plan

<b>ACTION PLAN (Specific tasks, activities, actions)</b>	<b>WHO IS RESPONSIBLE? (For each action, task, activity)</b>	<b>INDICATORS / EVIDENCE OF PROGRESS (Specific measures / evaluation tools / benchmarks)</b>	<b>TIMELINE (For each action / task / activity)</b>
Update our ILE Action Plan.	ILE Committee.	Complete the update and share with staff.	October 8, 2021.
Students participate in doing morning prayer in Tlicho	The prayer is led by the language instructor, with the support of all the staff.	The students become more independent in recalling the prayer.	The progress will be assessed weekly.
Familiarizing staff with the new “Our Languages” curriculum.	The Indigenous Languages Committee: The AAS staff	Lesson plans will use Our Languages and Dene Kede in planning and implementing classroom instruction. Participation in regional workshops on the new Our Languages curriculum.	Each adult in the school indicates an area for self-improvement and concentrates on improving in this area before choosing another focus.
Introduce ‘whole school phrases and greetings’ in Tlicho in each class.	All classroom teachers and support assistants.	Classroom teachers will work with the Tlicho language and culture teacher. The teachers and SAs work together to plan Tlicho Yati phrases that are used in the classroom as well as the playground.	Monthly and weekly focus throughout the school year.
Implementing Dene Kede in the classes.	All teachers.	Classroom teachers will work with the Tlicho language and culture teacher.	Monthly throughout the school year.

**GOAL #2: Student Achievement**

Supporting high quality instruction, structures, and training. Improving student success in oral language, early literacy, reading, and mathematics, through innovative and responsive strategies.

Regional Targets:

1. Oral Language TROLL: by Spring 2022, 60% of Kindergarten students at or above the 25th percentile with 25% above the 50th percentile
2. F&P Close the Gap: by Spring 2022, 50% of students will close their reading gap by improving more than one grade level.
3. Mathematics: CTBS Close the Gap: by Spring 2022, 50% of students will close their numeracy gap by improving more than one grade level.

**RATIONALE / BACKGROUND: (fill in school specific background, data, context) then complete action plan:**

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<b>School Level</b> *Weekly meeting in PLC teams with the teachers to work on the literacy cycles and targeted goals and specific intervention strategies	Principal and teachers.	Collection of data- formative and summative assessments during the PLC cycles	Weekly
<b>Classroom Level</b> *Grade level Collaborative teams will create a SMART goal based on their literacy cycle, their Fountas and	Classroom Teachers as part of their PLC teams and with Board Consultants and the literacy coach	Literacy diagnostic assessments- Fountas and Pinnell Benchmark Assessments	Ongoing throughout the school year. Assessed three times a year to correspond with the three academic cycles.

<p>Pinnell Benchmark data and implement a plan of action to increase oral language and reading levels</p> <p>*Work with Stephanie Bonnar to strengthen our Tier 1 reading instruction and our Tier 2 Intervention groups.</p>		<p>PLC handouts and planning sheets-meeting templates and literacy cycle handouts.</p> <p>Operating Plan and School Goals:</p> <ol style="list-style-type: none"> <li>1) By Spring 2022, 60% of Kindergarten students at or above the 25<sup>th</sup> percentile on the TROLL assessment.</li> <li>2) F&amp;P Close the Gap: by Spring 2022, students will collectively gain 25 reading levels..</li> <li>3) All Students to exhibit proficiency across all 14 phonemic and phonological learning targets.</li> </ol>	
<p><b>Board Level</b></p> <p><b>Continue to work on improving the teacher use of the Fountas and Pinnell resources to support student growth.</b></p> <p>Consultants will work with teachers, PSTs, and Administration to strengthen our PLC team process</p>	<p>Board Consultants and Coordinators.</p>	<p>TROLL Data</p> <p>Fountas and Pinnell Benchmark Data (Sept 2021)</p> <p>ARWs (Nov 2021)</p>	<p>Ongoing Support in schools</p> <p>Schools visits by the coordinators/consultants for 3-4 times per year</p>
<p><b>Deepen classroom teachers understanding of how to use the Math Makes Sense program to effectively teach best practices</b></p>	<p><b>Administrations, Board Coordinators, and Classroom teachers</b></p>	<p><b>Mentoring, collaboration and the sharing of classroom assessment data.</b></p>	<p><b>Ongoing throughout the school year.</b></p>

		Teachers successfully use Math Talks and Manipulatives during Math lessons.	
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**GOAL #3: Wellness and Student Support**

Ensure all students have equal opportunity to succeed. Adapt programming in response to student centered decision making. Focus on bullying strategies, self-regulation, SSP, IEP, and SBST.

**Regional Targets:**

1. Provide culturally innovative mental health and wellness programming - Expand on the territorial CYCC program with fully integrated Health and Wellness Elders
2. Integrated SSPs, IEPs, MEPs, and SBSTs that respond and drive referrals and support - The RISC will work with PSTs to establish and provide on-going monitoring protocols.
3. Provide responsive programming for students with complex needs - Increase access to services and programming that support the delivery of SSP, MEP and IEP goals.
4. Improve attendance.

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Provide staff with the EDI/ MDI reports and walk them through data analysis activities so we become familiar with the results of these tools.	Principal	Anecdotal notes (understandings) from staff and administration on the data presented	November 2021 to January 2022

Continue to foster self regulation awareness instruction.	Consult with Monique Smith for support.	Develop further plans for healthy eating and fitness. Seek an increased attendance in our Wellness Activities and anecdotal evidence from students and staff at the school.	Monthly September 2021 to June 2022
Continue to explore what our understanding of trauma is as a whole school staff. Present materials to the whole staff and work done in classrooms and PLC times, PD days, pre and post surveys	Administration and NCSA	Understanding will be shown in the survey results from the pre and post surveys. Teachers are working to create spaces that are safe and secure for students.	November to April- monthly materials presented to the whole school
Look at SSPs, data, PLC process, and intervention blocks.	Administration and classroom teachers as needed or requested SBST	Documented Meeting minutes – organized into a systematic record keeping	September 2021 to June 2022
Attendance To keep students in school and in classes throughout the day and school year. *Creation of Safe Spaces for students at risk *Use of more self-regulation techniques and spaces *More positive messaging of the importance of attending school	<b>Administration overall direction and messaging of the importance of attendance in school.</b>  <b>Self-regulation training for staff</b>  <b>Work with NCSA to support students and families to keep them in school.</b>	<b>Increased attendance from last year.</b>  <b>Increase in students staying in class and using self-regulation techniques.</b>	<b>September 2021</b>  <b>Check data on referrals etc 4 times a year during reporting periods.</b> <b>November 2021</b> <b>January 2022</b> <b>April 2022</b> <b>June 2022</b>

**GOAL #4: Lifelong Learning**

Developing capable lifelong learning. Provide professional development that supports innovative teaching, quality career focusing, and reading instruction. Accountability/ operational sustainability: what are we doing to improve the system, support employees, evaluate employees, and support all staff to reach performance goals.

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1. Purposeful coaching and in-servicing for staff. Ensure every staff receives a variety of onsite coaching throughout the year to meet individual needs.
2. Quality career path support for students in grades 7-12; Develop and expand interagency efforts to promote career focused programming and support.
3. Increase the capacity to utilize technology across the region - Support and expand on IT instruction and capacity through the region

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<b>Introduce career paths in unit plans,</b> to increase exposure and set student pathways for school and career development.	<b>TCSA Post Secondary Student Support Coordinator</b>	<b>All Grade 9 students will have completed their CPP document and get credit.</b> <b>Grade 7 to 10 students will attend at least one Career Fair and university/college presentation.</b>	<b>Career Fair April ? 2022</b>
Targeted PD for Staff *We will provide protected time for staff to professionally develop in the areas of greatest need.	<b>Principal</b> <b>Tiny Eye Coordinator- Matthew Sharpe</b> <b>Fountas and Pinnell Consultant</b>	<b>SA will be trained in speech and language skills.</b> <b>Student oral language will improve based on pre and post assessment. Tiny Eye provides a report.</b>	<b>TINY EYE</b> <b>September 2021</b> <b>On-going Monthly check-ins between Coordinator and SA.</b> <b>Fountas and Pinnell</b> <b>September 2022</b>

<p>1. Speech and Language Tiny Eye Training for the SA responsible to carry out the programming. 2. Training in Fountas and Pinnell Benchmark Assessment</p>		<p><b>Teacher skill level will increase in reading and literacy and correlate to the data collected in the Fountas and Pinnell Benchmark assessment.</b></p>	<p><b>February 2022 April 2022 May/June 2022</b></p>
<p><b>Increase the school capacity to utilize technology.</b></p>	<p>Principal, teachers, IT support staff.</p>	<p><b>All staff become proficient in the use of the Google platform for communication. All staff take responsibility in recording time on Peoplesoft. Teachers will use computers to provide students with assignments. Students develop skills with the use of software: The use of software for learning; use word processing software; learn to save and file documents.</b></p>	<p><b>Ongoing throughout the year.</b></p>