



Chief Jimmy Bruneau School 2021-2022 SCHOOL IMPROVEMENT PLAN

SCHOOL: Chief Jimmy Bruneau High School

This plan is informed through consultation with ECE Teaching & Learning, Indigenous Language & Education, Inclusive Schooling divisions, TCSA RILE and RISC, and a selection of parents and CJBS staff. The CJBS Leadership Team and Staff met and collaborated to make changes at the end of the last school year. It will be shared with our educational school board representative and shared at a community government meeting when permitted. All school staff will be involved in the implementation of the action plan as the year progresses. Goals and actionable items were shared with staff in August and will be reviewed throughout the school year.

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, modelling, 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 Tłıchq 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, Tłıchq 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

CJBS will implement a comprehensive school-wide (JK-12) Indigenous Languages and Education (ILE) plan with goals and objectives aligned with the nine action areas outlined in the ILE Policy and Handbook and Accountability Framework.

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

Reinforce the importance of attendance as essential to academic achievement with students and families. Support families and students to improve attendance.

Reinforce the importance of positive school behaviours in academic achievement.

Strengthen Tier 1 Instruction through Student Centered Coaching between the PST and classroom teachers (JK – 12), with a focus on oral language, reading comprehension and numeracy across all subject areas.

Review and evaluate delivery of the entire model of RTI Interventions to ensure effective use of staff and resources for student success.

Evaluate and review PLC process to ensure assessments are being used effectively to inform and strengthen instructional practice at all grade levels.

Increase reading comprehension in Elementary, Junior and Senior High School students with targeted interventions to support academic achievement in all subject areas.

ACTION PLAN (Specific tasks, activities, actions)	WHO IS RESPONSIBLE? (For each action, task, activity)	INDICATORS / EVIDENCE OF PROGRESS (Specific measures / evaluation tools / benchmarks)	TIMELINE (For each action / task / activity)
Develop a policy to reduce cell phone use as a barrier to attention and learning. (e.g. all cell phones put	Admin SBST All Staff	Record incidents involving cell phone use and review plan of action.	Yearlong

<p>away during instructional time; cell phone safe zones & times</p>			
<p>Review the RTI model with all staff. Define expectations and responsibilities for implementation for all tiers, including PST roles to support the classroom, calendar of assessment and reporting dates, and monitoring and supervision schedule to ensure fidelity to model is maintained.</p> <p>Intervention model includes: Tiny Eye Fountas & Pinnell All Region Writes LLI interventions TROLL Guided Writing</p>	<p>Principal PST Literacy Coaches Classroom teachers SAs PLCs</p>	<p>Formative assessments Fountas and Pinnell Benchmarks Assessments TCSA Assessment Package PLC template</p> <p>Include data analysis of AAT and Diploma exam results to inform PLC process.</p>	<p>September Ongoing throughout the year. PLCs meet every Thursday. Intervention groups meet in cycles.</p>
<p>PLCs are scheduled every week to improve reading comprehension, phonological awareness and language development; as well as, Math and writing skills.</p> <p>Evaluate and review PLC process for LLI (Leveled literacy Intervention) and WIN (Whatever I Need) groupings to ensure most effective implementation of programming</p> <p>Operating Plan and School Goals: 1. All Students to exhibit proficiency across all 14</p>	<p>Literacy coaches Principal PST Classroom teachers SAs</p>	<p>Formative assessments Fountas and Pinnell Benchmarks Assessments PLC template</p>	<p>Ongoing throughout the year.</p> <p>Literacy Coaches to provide targeted coaching 3X per year (ie guided reading, guided writing, etc)</p>

<p>phonemic and phonological learning targets by the end of Grade 2.</p> <p>2. By Spring 2022, 50% of students (JK - 9) will close their reading gap by improving more than one grade level with a School Goal of 500 reading levels achieved.</p>			
<p>Continue Tier 2 Intervention model throughout Elementary, Junior High and High school with LLI and targeted interventions for Tier 2 and 3 students to continue reinforcement of reading comprehension skills, as well as, targeted interventions and assistance in core subject areas for Tier 1 students.</p>	<p>Literacy Coaches Principal PST Classroom teachers SAs</p>	<p>Formative assessments Fountas and Pinnell Benchmarks Assessments PLC template Basic Reading Inventory (Jerry L. Johns)</p>	<p>Ongoing throughout the year. F& P Coaches to provide coaching 1 week 3 x per year</p>

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 supports - 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.

<p>expectations for behaviour and responsibility for actions.</p> <ul style="list-style-type: none"> ● Support teachers to encourage students to practice self-regulation and incorporate self-regulation in SSPs as required. ● Explore restorative practices as a culturally responsive model for discipline and behaviour. 			
<p>Utilize resources currently available more effectively.</p> <ul style="list-style-type: none"> ● CYCCs and HWE , Community Liaison Support Worker as members of SBST ● Territorial Based Support Team ● Northern Counseling & Therapeutic Services ● Fourth R Program, HRPP, TAMI and Second Step delivered with fidelity 	<p>SBST Principal CYCCs HW Elders TBST</p>	<p>Collaboration between community partners and SBST to support student needs</p> <p>Staff trained in 4R, HRPP and LGBTQ2S+ HRPP</p> <p>Support Group for LGBTQ2S+ reinstated</p>	<p>Ongoing</p>
<p>Review roles and priorities of PSTs to ensure 60 – 25- 15 model of Inclusive Schooling is maintained to best meet the needs of students. Including:</p> <ul style="list-style-type: none"> ● Dividing roles and responsibilities of PSTs according to their strengths and passions. 	<p>PSTs Principal RISC</p>	<p>PSTs have a monthly plan to support staff and students.</p> <p>Staff and students embrace and utilize coaching provided by PSTs.</p> <p>SBST team meet regularly</p> <p>Parents and students feel supported.</p>	<p>Ongoing</p>

<ul style="list-style-type: none"> ● Determining a calendar of processes and responsibilities to be completed with PSTs ● Establishing system of whole class reviews and needs based reflection within first month of school to evaluate range of supports required for class (universal, targeted and essential supports) ● Using class reviews to inform planning and strategies to implement UDL, DI and scaffolding efficiently. ● Supporting teachers to review and update Individual Student Support (SSP, MEP and IEP) by mid-November ● Establishing School Based Support Team and Student Referral process for school year ● Planning strategies and processes to meet student specific goals i.e. restorative practices, self-regulation plans, Mapping, PATHS , My Blueprint ● Setting Teacher Coaching Schedule, ● Planning regular assessment schedule, School Wide Writes, AATs, Diploma Exam deadlines and dates 			
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<p>PSTs and teachers to engage in systematic review of current SSPs, MEPs and IEPs and implementation.</p> <ul style="list-style-type: none"> ● Ensure accurate evidence to support modifications. ● Plan targeted interventions and tracking to move students forward. ● Ensure parent and student involvement in support planning. <p>Principal and RISC to audit plan and implementation throughout the school year.</p>	<p>PSTS Admin RISC</p>	<p>Professional assessments referenced and followed in SSPs, MEP and IEP implementation.</p> <p>Interventions are followed through with fidelity and tracked through teacher and SA lessons and record keeping.</p> <p>Parents and students have input in Support Plans and/ or participate in MAPs</p>	<p>Reviewed throughout the year in SBST meetings and check-ins.</p>
<p>Review transition plans for all students moving from Gr. 9 to 10.</p> <ul style="list-style-type: none"> ● Administer reading assessment at end of Gr. 9 or beginning of Gr. 10 to determine supports and interventions required at high school. ● Continue LLI support for high school students as required. 	<p>PSTS SBST All staff</p>	<p>Student assessments are completed and transition plans put in place for all students entering high school.</p>	<p>June 2022</p>
<p>Incorporate community liaison support worker (CLS) position to support students and families with attendance.</p> <p>CLS Worker will:</p> <ul style="list-style-type: none"> ● Track attendance data ● Ensure students who are late have a means to get to school 	<p>Community Liaison Support Worker SBST</p>	<p>Track attendance data, communication with parents, SBST referrals and decisions re: support for attendance</p>	<p>September - June</p>

<ul style="list-style-type: none"> ● Contact students and families re: attendance ● Work with student and family to develop a plan to improve attendance and support student to attend school or catch up on assignments ● Determine barriers to school attendance and work with SBST and student to remove these barriers ● Develop a communication plan re: importance of attendance, as well as, incentives to improve attendance ● Other duties as required to support family and student 			
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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.

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

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

Team approach to support students through high school pathways.
 All potential graduates have a career and transition plan.
 Establish Learning Centre to support IEP students.
 Teacher evaluation and review.
 Support and build capacity among community staff.
 Research alternative scheduling to better meet student needs.
 Teachers are part of a collaborative team invested in students, school and community.

ACTION PLAN (Specific tasks, activities, actions)	WHO IS RESPONSIBLE? (For each action, task, activity)	INDICATORS / EVIDENCE OF PROGRESS (Specific measures / evaluation tools / benchmarks)	TIMELINE (For each action / task / activity)
Establish a team approach to support students in choosing high school pathways. <ul style="list-style-type: none"> ● Include students, parents, Regional Career Team and Territorial Career & Education Advisor (if available) and SBST if necessary. ● Make informed choices regarding course selection for high school. ● Ensure proper supports in place for learning i.e. SSP, guidance, mentorship etc ● Ensure student is aware of expectations and responsibilities for own learning 	Principal SBST All Staff Parents Student	Students make informed choices for high school programming. My Blueprints program is implemented and utilized by students.	Ongoing

<p>Review guidance and transition planning for graduating students.</p> <ul style="list-style-type: none"> ● Establish a transition plan for potential graduates and academic students. ● Include Mapping process to encourage motivation and drive for post-secondary career development. ● Ensure effective use of My Blueprints, partnerships with Regional Career team and ECE Career & Education Advisors 	<p>Principal SBST</p>	<p>All students receive guidance and support for post-secondary and career transitions.</p> <p>Students and families participating in transition & career planning.</p>	<p>Ongoing</p>
<p>Support Learning Centre and Transition Program students to ensure we are best meeting needs of students:</p> <ul style="list-style-type: none"> ● MAPS to plan with parents ● Flexible schedule and structure to ensure balanced time in regular classroom and individually scheduled learning. ● Collaboration with community partners to support transition and employment planning. 	<p>SBST PST Parents Regional Career team TCSA</p>	<p>All IEP students and parents engage in Mapping process.</p> <p>IEP students have a transition plan suitable to their needs.</p> <p>Students in Transition program attend and find supports to meet their unique programming needs. (ie. individualized programming, community programs, work experience, etc)</p>	<p>All year</p>
<p>Regularly scheduled classroom instructional support for teachers and SAs. Cycle length to be determined by identified support or strategy and proficiency of student and/ or teacher.</p>	<p>PSTs Literacy Coaches Admin</p>	<p>Supports required identified through the whole class review process.</p>	<p>September - June</p>

<ul style="list-style-type: none"> ● One or two teacher preps will be used to begin the coaching cycle, as well as, partial use of STIP days. ● Teachers will be prioritized by needs determined through student assessment, as well as determined by principal in collaboration with PST. <p>Provide in-servicing and coaching to reinforce literacy across the disciplines in high school programming.</p>		<p>Running records for spot checking reading behaviours, as well as, other assessments.</p> <p>Implementation of coaching cycles to support literacy goals.</p> <p>Staff trained in Trehearne, F&P Continuum</p>	
<p>Establish teacher evaluation and review schedule to ensure accountability to school priorities and goals including:</p> <ul style="list-style-type: none"> ● Review of teacher growth plans to ensure alignment with school and regional priorities. ● Review long range plans and lesson plans. ● Collaboration with SBST for class reviews and student support plans. ● Classroom observations and walkthroughs. ● Evidence of assessment data being used to inform classroom practices and interventions. Evidence of a well-balanced reading 	Admin	<p>Teachers will be evaluated within the review schedule.</p> <p>Long range plans reviewed and provided feedback.</p> <p>Teachers participate in class reviews and show evidence of strategic planning to meet all students' needs.</p> <p>Teachers are providing interventions informed by assessments</p>	<p>All year</p> <p>Ongoing</p>

<p>program including assessment, reading records and explicit writing strategies.</p> <ul style="list-style-type: none"> ● Planning for PLCs and intervention groupings ● Participation in PST coaching cycle. ● Response to feedback. 			
<p>Support and build capacity among community staff.</p> <ul style="list-style-type: none"> ● Provide coaching and collaborative planning as required. ● Encourage team-teaching opportunities. ● Access in-servicing and supports provided by ECE for Tlicho language teachers to implement <i>Our Languages Curriculum</i>. ● Ensure SAs have access to professional development and in-servicing. ● Provide additional opportunities for SAs to develop skills for use in school and classroom. ● Provide opportunities for leadership. ● Encourage Tlicho staff to lead cultural activities 	<p>Principal PSTs</p>	<p>Community staff is encouraged to lead in school and own professional development</p>	<p>Ongoing</p>
<p>Encourage teachers to engage in collaborative leadership by:</p>	<p>Principal</p>	<p>Teachers take ownership for leadership roles in school</p>	<p>Ongoing</p>

<ul style="list-style-type: none">● Providing opportunities to lead in divisional planning, PLCs or other initiatives● Engaging in processes provided through SBST● Providing meaningful professional development aligned with regional goals.● Encouraging teachers to access PD for professional growth.● Ensuring teachers are aware of community events and opportunities and encouraging their participation● Providing opportunities for teacher input in school operations and planning			
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