



2021-2022 SCHOOL IMPROVEMENT PLAN

SCHOOL: Elizabeth Mackenzie Elementary School

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

- **Meeting with the SBST to discuss and develop goals in conjunction with our PLC planning, our Intervention Blocks and the needs of the school**
- **Discuss/review with leadership team at EMES- includes Vice-Principal and the PSTs**
- **Review with staff in a face to face meeting to discuss and review our goals**
- **Reviewed by our educational school board representative and shared at a community government meeting.**

GOAL #1: Culturally Responsive Programs and Services

EMES will continue to promote and revitalize Tlicho language and culture through whole-school approaches to indigenous languages as outlined in the Indigenous Languages and Education Handbook. As well as our integrated lesson planning as outlined in our Culture Based Integrated Planning (CBIP).

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 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

While EMES has always had its own unique ways of promoting Tłıchq language and culture through systemic practices, like: prayers/reflection when we gather, singing *O Canada* in Tłıchq, and offering extensive Tłıchq Yati and locally developed courses. Our revitalized school-wide holistic approach to Tlıcho language and culture with further development of our student’s Tlıcho identity and way of life.

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)
Updating our ILE Action Plan	ILE Committee	Completion of the update Sharing plan with all school staff	September 30th, 2021
Using ‘whole school phrases and greetings’ in Tlıcho, on a regularly occurring basis.	ILE Committee John Gouthro - Principal Lisa Zoe– Vice Principal All classroom teachers and support assistants.	Monthly schedule of key phrases to be introduced at staff meetings. *Classroom teachers working with Tlıcho language and culture teachers	Weekly and monthly focus throughout the school year.
Students doing morning prayer in Tlıcho	Lisa Zoe - Vice-Principal Joni Tsatchia – Immersion Denise Zoe – Immersion Donna Camsell - Tlıcho Yati	Monday to Friday	Daily, throughout the school year
More systematic approaches with the ‘Our Languages’ curriculum.	ILE Committee John Gouthro - Principal Lisa Zoe– Vice Principal Donna Camsell– Tlıcho Yati Joni Tsatchia and Denise Zoe – Tlıcho Immersion All classroom teachers and support assistants.	Evidenced by use of Our Languages and Dene Kede in planning and implementing classroom instruction (lesson plans). Participation in regional and territorial workshops on the new Our Languages curriculum.	Varies, each adult in the school indicates an area for self-improvement and concentrates on improving in this area before they choose another focus.

Culture Based Integrated Planning	All school staff	<p>Appropriate and Engaging integrated lessons derived from the Dene Kede, OLC and other curriculum documents</p> <p>Regular use of our camp guidebook to plan appropriate lessons before attending camp as well as bring camp back into the classroom.</p>	Ongoing throughout the school year. Lesson planning prepared by classroom teachers and supported by Tlicho language and culture teachers as well as support assistants.
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GOAL #2: Student Achievement

EMES will support high quality instruction, structures, and training. Improve student success in oral language, early literacy, reading, and mathematics, through innovative and responsive strategies.

Regional Targets:

1. Oral Language TROLL: by Spring 2021, 60% of Kindergarten students at or above the 25th percentile with 25% above the 50th percentile
2. F&P Close the Gap: by Spring 2021, 50% of students will close their reading gap by improving more than one grade level.
3. Mathematics: CTBS Close the Gap: by Spring 2021, 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

To improve student success in oral language and reading levels through a systematic, data driven, collaborative process through our professional learning communities and our intervention blocks. In gathering our data from Fountas and Pinnell Benchmark Assessments, the vast majority of our students from Grade 1 to Grade 6 are two or more grade levels below, of those who were assessed.

In Math, to improve student success we will follow a systematic, data driven and collaborative process. Using CTBS benchmark assessment (Fall 2019) we have identified Number Sense as an area of immediate focus.

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Weekly meeting in PLC teams with PSTs or Principal- to work on the literacy cycles and targeted goals and specific strategies for Intervention blocks.	Principal, Literacy Coach, Classroom Teachers and PSTs	Collection of data- common formative and summative assessments during the PLC cycles	Weekly and at the beginning and end of each of our three academic cycles
Implement LLI intervention blocks with a literacy coach (SK to Grade 6)	Literacy Coach, PSTs	Increased reading data from F&P benchmark assessments. Increased proficiency percentage in our PLC student data.	Quarterly (or as needed) for each academic cycle
Grade level Collaborative teams will create a SMART goal based on their literacy cycle, their Fountas and Pinnell Benchmark data and implement a plan of action to increase oral language and reading levels. Operating Plan and School Goals: 1) By Spring 2022, 60% of Kindergarten students at or above the 25 th percentile 2) F&P Close the Gap: by Spring 2022, 50% of students will close their reading gap by	Classroom Teachers as part of their PLC teams and with Board Consultants and our PSTs	Systemic use of language within our play-based centres Fountas and Pinnell Benchmark Assessments Student data from our PLC academic cycles (Phonological and Phonemic learning targets)	All School Year Three times a year during the beginning and end of each of our three academic cycles

<p>improving more than one grade level.</p> <p>3) All Students to exhibit proficiency across all 14 phonemic and phonological learning targets by the end of grade 2.</p>			
<p>Work with F&P representatives to strengthen our Tier 1 reading instruction and our Tier 2 Intervention groups.</p>	<p>Administration, Literacy Coach, PSTs and Classroom Teachers</p>	<p>Increased growth (over last school year) in individual student reading and writing levels</p>	<p>Language assessment data: TROLL (Sept. and May) BAS (Sept. and May) ARW (Oct and May)</p>
<p>On-site/Remote coaching with Fountas and Pinnell Consultant to increase literacy levels. On-site coaching with Tom Hierk to support school level professional learning communities.</p>	<p>Board coordinators, school administration, PSTs, classroom teachers and support assistants</p>	<p>TROLL Data Fountas and Pinnell Benchmark Assessment Data (Sept 2020 and May 2021) ARWs (Nov 2020 and May 2021) PLC Oral Language Data</p>	<p>Ongoing Support in schools</p> <p>Schools visits by the coordinators/consultants (3-4 times per year)</p>
<p>Deepen classroom teachers understanding of how to use the Math Makes Sense program to effectively teach best practices</p>	<p>Administrations, Board Coordinators, PSTs and Classroom teachers</p>	<p>Mentoring (PST), collaboration and the sharing of classroom assessment data</p> <p>All teachers successfully using Math Talks and Manipulatives during Math lessons.</p>	<p>Ongoing throughout the school year with PSTs. (Monthly)</p>

GOAL #3: Wellness and Student Support

EMES will 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.

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

Through data collected in the EDI and the MDI as a well as the HBSC survey a significant amount of our students are experiencing and dealing with varying levels of trauma. This is having a direct effect on their overall wellness and therefore their overall performance in school.

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)
Continue to Provide a healthy breakfast and snack program schoolwide.	Administration	Keep track of the amount of healthy food that is being distributed and eaten each month.	Keep track of the amount of food that is ordered each month.

		Increased and sustained attendance.	
Continue to implement our Second Step and Bullying Prevention Program	Administration PSTs Classroom Teachers	Common monthly schedule for schoolwide approach to program topics. Reduction in the amount of office referrals. Increased and sustained attendance.	Review of program (September) Ongoing schoolwide themes throughout the school year.
Weekly meetings as a SBST to look at IEPS and SSPs, data, PLC process, and intervention blocks with documented meeting minutes and focus on a formal wrap around process	Administration and PSTs	Documented Meeting minutes – organized into a systematic record keeping. Formalized Wrap Around process.	September 2021 to June 2022
Focus on improving the five measures relating to a child’s physical health and social and emotional well-being (optimism, happiness, self-esteem, absence of sadness and general health).	Administration, PSTs, ClassroomT teachers and Support Assistants	Continue to decrease the number of students in grade 4 who fall in the lowest category of the well-being index.	Compare our MDI data annually.
Focus on improving the five measures relating to a child’s physical health and social and emotional well-being (physical health, social competence, language and cognitive development and communication skills and general knowledge).	Administration, PSTs, Classrooms Teachers and Support Assistants	Continue to decrease the number of students who score below in the two or more domains in the EDI	Compare our EDI data annually

GOAL #4: Lifelong Learning

EMES will develop 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.

Regional targets:

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

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

EMES has many students with a variety of skills and challenges. It is essential that our staff are equipped with the foundational knowledge required to best meet the needs of their students. It is also important for this training to be ongoing so that teachers have accessibility to the most up to date strategies for these topics.

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<p>Targeted PD for Staff We will provide protected time for staff to professionally develop in the areas of greatest need. 1. Speech and Language Tiny Eye Training for the SA responsible to carry out the programming.</p>	<p>Administration, PSTs Tiny Eye Coordinator- Mathew Sharpe Fountas and Pinnell Consultant SLP Support Assistant</p>	<p>SA will be trained in speech and language skills. Student oral language will improve based on pre and post assessment (report provided by Tiny Eye).</p>	<p>TINY EYE Starting September 2021 On-going Monthly check-ins between Coordinator and SA. Fountas and Pinnell September 2021</p>

2. Training in Fountas and Pinnell Benchmark Assessment		Teachers skill level will increase in literacy instruction (both reading and oral language) Increased reading and comprehension scores in our benchmark assessments	May/June 2022 Eagle Crest reading assessment - ongoing throughout the school year
Staff training for Trauma, ASD and FASD	John Gouthro – Principal Professional Consultants	Staff exhibit a better understanding in these topics and start to perform the recommendations made by the professionals to support their students.	Ongoing through the school year (PPD days and Thursday early dismissal days).
Increase use of Google, PowerSchool, and PeopleSoft	Principal Tech Lead All staff	Checking email regularly, entering time, access google drive, running PowerSchool reports (attendance, demographics, etc.)	On going