



2021-2022 SCHOOL IMPROVEMENT PLAN

SCHOOL: Jean Wetrade Gameti School

This plan was discussed with all staff and during PLC groups. There were consultations with TCSA board staff. The newly appointed TCSA board member will be apprised of the School Important Plan in the very near future for any additions.

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 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

JWGS is continuing to grow and promote building Tlicho Culture and Language with a whole school approach being guided by the Our Languages Curriculum and Dene Kede. The Dene Kede curriculum will continue to strengthen in our Integrated Studies/Culture Based-Integrated Programming. Mental Health and Wellness Elders will continue to play a vital role in this area.

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 JWGS ILE Action Plan	ILE team	Complete update Inform JWGS staff	October 30, 2021
Enhance current practices of prayer and O'Canada in the classrooms	ILE committee Support Assistant Classroom Teachers and Support Assistants	Prayer and O'Canada are accessible in each classroom and at eye level for students to follow. Prayer over the intercom is slower paced for students to be able to track the words on the poster. O'Canada is tracked by the students while it is played over the intercom. Prayers and O'Canada are voiced by JWGS students	Poster accessible by end of October (need to access them in the school or receive more) End of October - coaching is required by Elder End of October - poster are required for each class and may have to be receive more from TCSA Starting time will be 8:45 a.m.
Bulletin board visual of language growth (Days of the week focus)	ILE team	Visuals are displayed on the bulletin board across from Tlicho Yati classroom	Yearlong
Days of the week - whole school focus). Each day of the week will explicitly focus on a word of the week, phrase, Dene Law and acknowledgement. Dene Laws will be cyclical.	ILE team Principal Tlicho Yati teacher Classroom teachers and Support assistants	Starting on Friday October 1 with prayers for those that have passed on with Feeding the Fire ceremony. Hearing phrases in the hallway, as students come in the morning and afternoon. Teachers say it to the parents. Showing Dene Law in and out of school.	Yearlong October will be introduction of Friday (prayer) Week of October 4 (Monday phrase) Week of October 11 (Tuesday Dene Law - self and others) Week of October 18 (Wednesday fact about the season) Week of October 25 (Thursday repeat Dene Law to environment)

		Facebook posts of students in action.	Week of November 1 full implementation of Monday to Friday focuses.
Our Languages Curriculum	ILE team Tlichon Language teacher	Participation in regional and territorial workshops on the new Our Languages Curriculum Explicit focus during camps using Campguide Book and OLC Winter and Spring Camps Facebook posts of students in action.	February and April/May Camps
Building Community and School relationships	ILE team All JWGS staff Principal	Increasing Facebook Posts of students and staff Adding to the photos to the school folder Celebrations Teachers communicating with parents (home-visits)	Immediately Immediately Mid-October Report card time

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 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

JWGS will improve oral language and reading levels through a systemic approach. The school will use data from Fountas Pinnell, Phonological Awareness targets to drive instruction in Tier 1. The PLC process will be the engine that drives the collaborative approach to strengthening Tier 1 instruction.

Math will be a focus this year with board level coaching happening for individual teachers. The board support will ensure that regional resources are being used through a coaching model explicitly focusing on manipulatives, math talks, resources and lesson planning.

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<p>Use of the Regional Oral Language Initiative for JK-6</p> <p>TROLL</p> <p>by Spring 2021, 60% of Kindergarten students at or above the 25th percentile with 25% above the 50th percentile</p>	<p>PST Classroom teachers Support Assistants</p>	<p>Use of cueing systems - students be able to raise a finger to represent each word.</p> <p>Talking in complete sentences when asked a question.</p> <p>Use of nouns and verbs to increase vocabulary. What is this? This is a ---. Daily summative assessments through Exit Slips, check-ins, targeted in ELA</p> <p>Checklists on speaking and listening in Miriam Trehearne</p> <p>Increase vocabulary within Tlicho, CBIP, Math and ELA</p> <p>Increase language within our play-based centers</p>	<p>September and October Following layout of Oral Language Initiative</p> <p>JK/Kindergarten data collection in September and May. Summative benchmarking weekly.</p> <p>Teacher will collect data weekly from a checklist</p> <p>Use unit vocabulary for all classes Math-like talks</p>
<p>Phonological and Phonemic Awareness Assessments (JK-6)</p>	<p>PST Classroom teachers Support Assistants Principal Tlicho Yati</p>	<p>JK/K/ focusing on Targets 1-7 1-2 focusing on Targets 1-14 3-6 focusing on Targets 1-14 where needed</p>	<p>Spring January Targeted November</p>
<p>Strengthening Tier 1 instruction at all levels</p>	<p>PST Classroom teachers Support Assistants Principal Tlicho Yati</p>	<p>Running Records for spot checking of reading behaviours</p> <p>Weekly meetings with board staff for Tier 1 instruction.</p> <p>F/P onsite coaching</p>	<p>Daily</p> <p>PLC process/coaching</p> <p>3 times a year</p>

		<p>Implement Eagle Crest Analyze F/P data at reporting periods</p> <p>Guided Reading, Writing About Reading, Word work/phonics/phonological awareness</p>	on-going
<p>F&P Close the Gap: by Spring 2021, 50% of students will close their reading gap by improving more than one grade level.</p>	<p>PST Classroom teachers Support Assistants Principal Tlichio Yati</p>	<p>Weekly PLC collaborative meetings to analyze data from Tier 1 instruction.</p> <p>On-site coaching from F/P in guided reading and use of Tier 1 resources</p> <p>benchmarking on a daily basis with running record</p> <p>continue use of Eagle crest</p> <p>LLI cycles for student JK-10</p>	<p>Every two weeks slips will be submitted to the LLI teacher of those students who had levelled growth in their reading.</p> <p>The River of Reading board will be updated every two weeks.</p> <p>Students gaining a level/s will be given canoe/s and hung on the river of reading in the foyer. School celebrations will be done when stars reach the top of the ladder.</p>
<p>Strengthen Tier 1 math instruction using regional resources: Math Makes Sense, Leaps and Bounds, Mathology, Math Talks</p>	<p>PST Classroom teachers Support Assistants Principal</p>	<p>Coaching with board level staff Lesson planning that emphasizes math outcome, strategy, manipulatives, assessment</p> <p>Teacher using Math Talks</p> <p>Using manipulatives to support instruction and learning</p>	Ongoing

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.

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

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. The EDI and the MDI as well as the HBSC survey is indicating that most of our students are dealing with trauma. This is having a direct impact on student mental health and wellness and success in student achievement.

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School-based Support Team	Principal PST Various members of staff & additional professionals	The SBST will meet bi-weekly to support specific needs of students from a collaborative approach. Notes will be kept and follow up will occur so that teacher and students feel supported.	Year long

		Increase referrals to SBST and other services such as Stanton and TinyEyd, Ed Psych	
Increased focus of Speech and Language	PST Classroom teacher SAs	TinyEye sessions occurring 4 days a week Parents participating in Literacy activities	Year long
Continue to provide a health breakfast and snack programs	Principal Teachers Secretary	Inventory the amount of food that is being distributed each month.	Each month record the amount of food that is ordered
IEP/SSP will use data to inform goals	PST Classroom teacher	Ed Psych assessments, F/P, SLP and OT, Phonological Awareness	Reporting Periods
Continue to focus on the 5 categories in the MDI and EDI	Principal, PST, Classroom teachers and Support Assistants	Understanding the 5 domains of self-regulation and how to co-regulate the stress (energy and tension) by recognizing the triggers of students.	

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

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PD for staff will be strictly observed to permit all staff to engage in professional development in targeted areas in the school/classroom. Initiative Areas are: Speech and Language with TinyEye for E-Helpers and Fountas and Pinnell Benchmark Assessments	Principal PST LLI Fountas and Pinnell Consultants SLP Coordinator at TCSA E-helpers Board Staff	Ehelper training in speech and language. Stanton support in assessment with TinyEye for proficiency. Teacher understanding of the reading process will improve and reading levels will increase as comprehension and fluency improve.	TinyEye - beginning in September 2021 with on-going checkpoints with therapists. Fountas and Pinnell TBD Board office staff - During PLC cycles Eaglecrest reading assessment with checkpoint every two weeks.
Collaborative approach to support students in high school and career pathways.	Principal SBST Parents Student Regional Career Team CEA	Student use validation statements to make informed choices about course selection Implementation of My Blueprint for student in grades 7-12	Throughout the year
Transition planning for students K -1, 6-7, 9-10 and 12 onward	Principal SBST Parents Student RISC Community Liaison Person (HS)	Mapping Sessions for all IEP students Transition Plan in place for all IEP students moving in transition years.	Throughout the year Spring for key transition times
Increase use of Google	Principal TCSA, All Education staff	PD sessions with Tom L. Self directed learning and on the job training	Ongoing