



# Alvin A. McKay Elementary School

311 Church Street  
 Telephone (250) 621-3277  
 Ms. Martha Swinn, Principal  
 School site: <http://aames.nisgaa.bc.ca/>

Laxgalts'ap, BC V0J 1X0  
 Fax (250) 621-3220  
 Email: [mswinn@nisgaa.bc.ca](mailto:mswinn@nisgaa.bc.ca)

## School Growth Plan 2020 - 2021

### Goals:

- Increase measures of success in reading, writing, and mathematics.
- Students feel safe at school and practice personal problem-solving skills.
- All students and staff practice mindfulness at school.
- All students and staff model and practice Ayuukhl in everyday life.
- Strengthen and deepen Nisga'a Language and Culture practices within the school.

STRATEGIES	ACTIONS
Use data from assessments to inform teaching.	<ul style="list-style-type: none"> <li>• Teachers work with the principal and district literacy/numeracy/ELL/Special Ed to plan needs for class and students.               <ul style="list-style-type: none"> <li>○ Benchmark reading assessments (Fall, Winter, Spring)</li> <li>○ District Wide Write in October and May</li> <li>○ FSA (4 &amp; 7) in January</li> <li>○ District Numeracy Assessment (Fall &amp; Spring through Athletics)</li> <li>○ ELL Oral Language Matrix, PPVT for ELL students</li> </ul> </li> </ul>
Use District Literacy Plan	<ul style="list-style-type: none"> <li>• Principal and teachers will display district literacy posters in rooms and in the office.</li> <li>• Teachers will mindfully plan curriculum around the 6 paddles. Every student every day will:               <ul style="list-style-type: none"> <li>○ Listen to a fluent adult reader read aloud.</li> <li>○ Talk with their peers about reading and writing.</li> <li>○ Write something personally meaningful.</li> <li>○ Read something they understand.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Read accurately.</li> <li>○ Read something they choose for themselves.</li> <li>● Teachers and staff will weave literacy and numeracy through subject areas.</li> <li>● Teachers and staff will explicitly teach literacy and numeracy skills.</li> <li>● Teachers will implement ELL strategies in classrooms with ELL students.</li> <li>● Staff will participate in holding Family Literacy events to encourage community literacy.</li> </ul>
<p>Develop a positive attitude towards math and build teacher competency.</p>	<ul style="list-style-type: none"> <li>● Teachers will use a school-wide problem-solving process: stop, think, plan, do, review.</li> <li>● Nisga’a Language class will incorporate math and numeracy into its curriculum.</li> <li>● Teachers and staff will use concrete materials, manipulatives, the Number Sense booklets, base 10 models to develop students’ comprehension of the Big Ideas.</li> <li>● Teachers will use Mathletics online and offline resources with students.</li> </ul>
<p>Practice social responsibility and the Ayuukhl</p>	<ul style="list-style-type: none"> <li>● Teachers will invite Elders and Role Models to work in the school and classrooms.</li> <li>● Principal will implement the Lukwil’aam Program (Positive Behavior Support program).</li> <li>● Staff will welcome students when they arrive at school and to the classroom.</li> <li>● Staff will employ a talking/healing circle approach to conflict resolution in the school and classrooms. <ul style="list-style-type: none"> <li>○ Each person has the right to voice their story.</li> <li>○ Each person has a responsibility to listen to another’s story.</li> <li>○ Each person has a responsibility to find out the root of a conflict and to find a solution that is acceptable to all parties.</li> </ul> </li> <li>● Teachers will use check-ins and mindfulness breaks to help students learn self-regulation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers will employ the Student Intervention Plan process to target strategies to meet students’ self-regulation needs.</li> </ul>
<p>Practice and promote Nisga’a Language and Culture</p>	<ul style="list-style-type: none"> <li>• Staff will include cultural/language posters and bulletin boards in the halls, offices and classrooms.</li> <li>• School will participate in local cultural events: Hoobiyee, Aboriginal Day etc.</li> <li>• School will host a learning feast to learn traditional feast practices.</li> <li>• Staff will participate in district language and cultural initiatives.</li> <li>• Staff will support strategies to provide greater flexibility for scheduling Nisga’a Language opportunities.</li> <li>• Teachers will look for ways to incorporate Nisga’a and First People’s Principles of Learning within their curriculum and practices. <ul style="list-style-type: none"> <li>○ Learning supports the well-being of the self, family, community, land, spirits and ancestors.</li> <li>○ Learning is holistic, reflexive, reflective, experiential, and relational.</li> <li>○ Learning involves generational roles and responsibilities.</li> <li>○ Learning recognizes the roles of indigenous knowledge.</li> <li>○ Learning is embedded in memory, history and story.</li> <li>○ Learning involves patience and time.</li> <li>○ Learning requires explorations of one’s identity.</li> <li>○ Learning involves recognizing that some knowledge is sacred and only shared with permission.</li> </ul> </li> <li>• Staff will look for ways to learn more about Nisga’a Language and Culture.</li> </ul>
<p>Continue to practice mindfulness techniques as well as other SEL strategies</p>	<ul style="list-style-type: none"> <li>• Staff and students will participate in daily mindfulness practice .</li> <li>• Principal and staff will include mindfulness in assemblies.</li> </ul>

	<ul style="list-style-type: none"> <li>• Principal and teachers will create peace spaces, routines or corners to ensure students have a place to quiet down.</li> <li>• Staff will support the use of SEL initiatives in the classroom and around the school.</li> </ul>
<p>Continue to encourage parent and community involvement in the school.</p>	<ul style="list-style-type: none"> <li>• Principal and staff will work with LVG to improve parent support and involvement.</li> <li>• Principal and staff will support PAC initiatives to increase parental involvement.</li> <li>• Principal will meet monthly with the local PAC to discuss current issues; communicate upcoming events; and to gain a clearer perspective of the community’s concerns.</li> <li>• School will ensure regular communication through newsletters and the school website.</li> <li>• Teachers will encourage parents to come to school to participate in events (Science Celebration, open houses etc.); to read with students; or to do activities in classrooms.</li> </ul>

## **Some things to think about:**

· How are parents engaged in school planning? What mechanism are in place for communication?

- emailed growth plan to parents, PAC and LVG and requested feedback
- Parent Night - hard copies of growth plan available along with a “Parking Lot” and sticky notes for parents to post their thoughts
- parent meetings and emails provide ongoing feedback

· How are students involved in school planning?

- Student Learning Survey is usually monitored by the principal - students often share their ideas as they type them in or as the principal scribes for them
- Students often tell the principal their ideas during recess, outside supervision or during class meetings (informal and ongoing)
- School Wide Write topic - If I could change one thing about school / my class it would be ...

· How were staff involved in developing your plan?

- Two official growth plan meetings - fall / spring
- Visit portions of the growth plan during staff meetings
- Ongoing verbal and written feedback (emails) over the school year

· How are staff involved in professional learning that will improve student outcomes in your focus areas?

- Staff meetings include a mindfulness/SEL component as well as a learning component - these are principal or staff led experiences
- FNEC L&C grant meetings - often contain a language learning component as a demo of the curriculum
- When possible, staff are given release time to participate in webinars or in-person learning sessions
- LST / LRT participate in monthly meetings that include a professional learning component
- LVG provided mindfulness training, in the past, for many of our staff, students and parents

· What strengths can you draw on to support your work?

- Mindfulness training provided by LVG
  - Strong literacy/numeracy background of the grade 2/3 teacher
  - Strong language and psychology background of the Learning Support Teacher
  - ISPARC training and counseling training of the grade 6/7 teacher - provides information on body breaks, SEL supports
  - Numeracy LST, LRT, district counsellor who visit our school provide extra support
  - Partnership with Nisga'a Supported Child and Family Services - the in-school component
  - Principal's training: ELL, SEL, Leadership, and Emergence
  - On-going support of literacy consultants, Kristi Clifton and Cathy McCubbin
  - On-going mentoring support of former SD 92 superintendent, Joe Rhodes
  - Community, language and cultural knowledge of the Nisga'a staff
- What assessments do you find most useful/reliable in determining student achievement?
- DWW
  - DART
  - Benchmarks
  - PPVT
  - ELL language matrices (reading, writing, oral language) for ELL students
- What led you to identify the goals/areas of focus you have in your plan?
- Literacy & Numeracy - school and district assessments have shown that we have many struggling learners especially within the domains of reading, writing, and numeracy
  - Nisga'a Language & Culture - district goal
  - SEL / Mindfulness - initiated by LVG but recognized by staff to be a necessary component of learning
- Why have you chosen these particular goals?
- observation and collected data have shown that these are areas in which we have struggled -- led us to improve upon the areas
  - success with Mindfulness and L&C - we want to continue progressing and learning
- How can the Board support you in your work?

- release time for staff who want to pursue training in an area of growth
  - visit the school and help us see/share our successes
  - district PD to touch upon common areas of growth amongst the schools
  - **re-visit the technology plan for the district** - getting iPads for elementary students in October/November does not help with getting literacy & numeracy plans underway especially when we use 3-4 different programs: Spelling City, EPIC, Raz Kids, and Mathletics - Ideally everyone should have iPads or laptops by the third week of the school year.
- What are the greatest challenges you face in achieving the goals of your plan?
- consistent staffing - attendance, qualified TOC's
  - motivation - some staff are stuck in their ways
  - access to technology for students and in-service in the use of technology
  - having the tech department coming into the school at the beginning of every year to ensure that teachers are set up to use all of the devices in their room
    - providing what isn't there
    - re-teaching how to use the technology when needed