

Telkwa School Growth Plan 2022-2024

Last year’s inquiry was based on promoting a sense of belonging and school connectedness with the goal of creating a community of inclusion and positive relationships. Based on reflections and conversations with staff, we are going to continue to focus on fostering a culture of resiliency and self-efficacy as well as learning about neurodiversity and trauma-informed practices.

Inquiry Question: How will learning about neurodiversity and applying trauma-informed practices foster resiliency and self-efficacy in our students and impact student achievement in literacy?

What is going on for our learners:



- Covid effect – social & academic
- Attitude toward learning – resiliency (owning their learning)
- Little or no stamina
- The unknown of what is happening when they are not at school

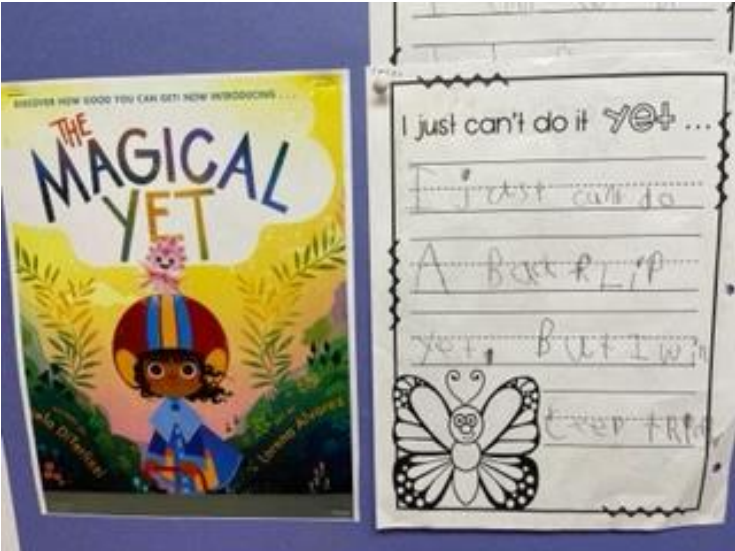
What will have the biggest impact:

- Classroom strategies – being trauma-informed & understanding neurodiversity
- Differentiation
- Focus on the CC
- Learning, respecting & supporting each other
- Relationships – respect, safety, time



What do we need to learn & what can we do to make a meaningful difference?

	In Class	As a School	Pro-D
<p>Trauma (anxiety, neurodiversity)</p> <p>Relationships – student & parent connection</p> <p>Self-reg – con’t using strategies</p> <p>Mindset – resiliency & self-efficacy</p> 	<p>Breathing – grounding</p> <p>Co-regulating</p> <p>Mirroring</p> <p>Apply trauma-informed strategies</p> <p>Quiet reflection time</p> <p>CC – greater focus, going deeper so it is more meaningful (authentic reflections)</p> <p>Student voice – what do you need? How can I help you?</p> <p>Outdoor walks/learning – nature’s healing (connecting with the land – indigenous ways of learning)</p>	<p>Grounding @ staff meetings (Embers-R. Wagamese, breathing exercises)</p> <p>School Wide Events – building school community (spirit)</p> <ul style="list-style-type: none"> • Terry Fox – Hike • Take Me Outside Day • Spirit days • Pancake breakfast (for parents) • Bingo & Cake Night (PAC event, teacher support) • Dad band at Christmas Concert  <p>CC – monthly themes (Personal/Soc – Oct.)</p> <ul style="list-style-type: none"> - all classes contribute 1 piece/per mo to the bulletin board - celebrations of learning - assemblies – intro theme - gallery walks, sharing, celebrations of learning <p>Student Voice – what do you need? How can I help you? (common language)</p>	<p>Jocelyn</p> <p>Birgit</p> <p>Marina</p> <p>Audrey</p> <p>Book: Natural Curiosity (Ind. Perspectives in environmental inquiry)</p> <p>Ross Green</p> <p>Release Time</p> <p>Collab time (P/I)</p> <p>Co-teaching</p>

<p>Deepen literacy with a focus on writing</p> <ul style="list-style-type: none"> • Continue to use writing data as a base to show growth • DART/EPRA reading data • Early literacy portfolios (K, 1) 	<p>Literacy groups - primary Story workshops</p>  <p>The image shows two items side-by-side. On the left is the cover of the book 'The Magical Yet' by Susan MacKay, featuring a young girl with a colorful striped hat and a butterfly. On the right is a student's handwritten story on lined paper. The text reads: 'I just can't do it yet ... I just can't do A BUMP UP yet, BUT I W...'. There is a drawing of a butterfly at the bottom of the page.</p>	<p>School-wide Halloween story – every class writes a part (will do a themed story every term) Adding additional small parts for story workshop sets</p> <p>Demand Write at beg/end of year DART/EPRA results FSA results for Gr. 4 & 7</p>	<p>Book: Story Workshops (Susan MacKay)</p>
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Evidence: Year 1 collection of baseline data

- Student surveys – use info from district student surveys as well as our own survey (limit to 3-5 questions)
- Qualitative Stories from Telkwa's learning community (staff, students, caregivers)
- Data from literacy portfolios (reading & writing)

As a living document, evidence, both qualitative and quantitative, will be collected and added throughout the year.