

## **TANTALUS SCHOOL GROWTH PLAN**

**2018-2019**

Tantalus School resides in the community of Carmacks north of Whitehorse. Carmacks and Little Salmon Carmacks First Nations live together in a community of approximately 500 people.

Ninety-one percent of the students at Tantalus School is First Nations. Nine out of 12.5 teachers are First Nations. Six out of 7.5 education assistants are also First Nations. Most are Northern Tutchone citizens but other nations are also represented. Tantalus School has worked very hard at creating a positive relationship with the community at large, ensuring that there is clear communication between Chief/Council and the Principal and with the Mayor/Council and principal. We have also ensured that there is open communication with parents and guardians concerning their children. Other organizations in the community are included in any of our celebrations.

Culture is embedded in our school. LSCFN has been very supportive in helping us with activities. Please see the area of "School Commitment to First Nation Ways of Knowing and Doing."

Over and above the important cultural component to our education at Tantalus, we have also embedded positive behaviour supports throughout the school. During the past three years, we have ensured that positive language and actions are used in all areas of communication. We use a restorative model at the school to help students understand their choices and behaviour and the consequences of that behaviour. We have helped to create a "family" atmosphere in the school with the creation of the lunch and breakfast programs served at the school every day. Staff have volunteered to serve the lunch, and our high school EA, Giselle Larkin, cooks the lunch for the students every day. The program is supported by LSCFN as well as YFFL and other donations from mining companies. This program has helped to reduce negative behaviour as all students have two solid meals to help them focus on their learning.

Currently, we have spent this past year instituting the new curriculum, using the Core Competencies as our guiding star for all our programming now. Students' language is changing, reflecting these core competencies. Teachers are challenging students to relate their work to core competencies through reflection and discussion, which has helped students to understand the work requested from them in a

more meaningful way. Tantalus School is on a positive journey. Staff and students are supported by the community, and the positive results are noticeable.

**School Demographic:**

The student population of Tantalus School is 114 students, of which 91% are First Nations Students and 9% are non-First Nation Students. We have 48 First nation male students, and 55 First Nation Female students. As well, there are 8 non-First Nation male students and 3 non-First Nation female students. Total male student population is 56; total female student population is 58.

Of the 12.5 teachers, 9 are First Nations. We have 7.5 education assistants, of which 6.5 are First Nations. The administrative assistant, the principal, and the library assistant are non-First Nations.

**School Vision and Mission:**

We believe every child should have a safe and positive learning environment. We believe every student should explore and appreciate their cultural milieu. We believe in embedding FN cultural goals and norms in education whenever possible. We believe every student should have all the supports and guidance they need to engage in their learning and meet their unique potential. We believe that all people deserve to be treated with respect and kindness, and we follow the "Three Be's" of our school - Be Respectful, Be Responsible, Be Reliable.

**Schools Commitment to First Nation Ways of Knowing & Doing (Cultural Inclusion Standards)**

During the past six years, Tantalus has encouraged and created opportunities for First Nation culture, ways, and means to be in the school on a continuing basis. Every year, we have 3 to 4 fishing camps, berry picking, elder in the school, drumming and dancing courses for all students, and sewing on Fridays to ensure that students learn the art of beading and creating patterns. We had a one-week moose hunt four years ago, which was very successful, and we are hoping to be able to do this again next year. Students have used their artistic ways to create beautiful images. There are many projects pertaining to our First Nation that have supported and promoted culture in the school. We have had great support from LSCFN in ensuring that we can continue to make the culture a viable part of our school. This includes giving the school sets of books written by our elders presenting Doolie law to all students, as well as issues concerning the creation of our territorial government.

We have also instituted archery, snowshoeing, and visits to the trap lines. Graduation exercises the last 3 years saw drumming and dancing as the opening part of the celebration, along with Northern Tutchone prayer said by an Elder, and, last year, the singing of O Canada in Northern Tutchone.

Two of our staff helped to create the grade 10 Residential School unit for social studies. Each year the students do this unit with the help of Elders who survived their residential school experience. Little Salmon also provides counselling and support for the class if needed. At the end of the unit, a luncheon celebration with the students, teachers, elders, and principal takes place.

Our new CELC is providing wonderful support for our school now. She has come up with some project ideas to help both the female and male students in the school. We are looking forward to carrying on our partnership through her involvement in our school.

### **Tantalus Elementary School Growth Plan Goals 2018-2019**

#### **Goal #1: To develop a growth mindset within our elementary classrooms**

##### **Objectives to support the goal:**

- Displays of visual representations of growth mindset language and actions in classrooms
- Incorporate into student portfolios
- Use of same reporting language throughout
- Focusing on learning of responsibility in individual students
- Unit reflections
- Monthly meetings to reflect

##### **Target (s)**

- Its ok to make mistakes/learn from mistakes
- Reinforcement of growth mindset language

##### **Rationale (why):**

To foster self- esteem and empathy

To develop personal and social responsibility

**Goal #2: To model and demonstrate PBIS language in classrooms for positive behavior among Tantalus school staff and students.**

**Objectives to support the goal:**

- Displays of visual representations of PBIS language and actions in classrooms
- Modelling and demonstrations of appropriate language and tone used by staff and students
- Tracking of incidents using a PBIS sticker chart or checklist (observations)
- Extreme behavior – Behaviors support plans with LAT and EA
- Monthly Reflections using self-assessments

**Target (s)**

- Continue the PBIS school plan throughout the elementary
- Reinforcement of positive behavior and language amongst staff and students
- Regular meetings with PBIS team

**Rationale (why):**

To foster and support a positive learning environment

**Goal #3: To focus on portfolio development in relation to core competencies and diverse learning strengths and needs.**

**Objectives to support the goal:**

- Use a hard copy focusing on core competencies
- Teacher chooses one core competency to focus on for each unit taught
- Students choose one core competency to focus on for each unit learned
- Connect core competencies to unit big ideas and First Peoples principles of learning
- Unit self-reflections to monitor.

**Target(s):**

- Continue core competencies understandings
- To strengthen the infusion and connections to local First Nations culture and traditions
- To incorporate real life experiences

**Rationale (why):**

To foster an understanding of the core competencies in relation to First peoples principles of learning.

**How will we monitor?**

For each goal we will

September: determine baseline using self-reflections from each classroom.

Monthly meetings to debrief on team goals using

- observations from classrooms
- comparing and summarizing student self-reflections
- Reflecting on how the goals were met on previous month
- Determining what needs to be changed, improved or discarded as a team

Goal	Actions: Strategies/Interventions	Evidence to Track Progress	Person(s) Responsible
<p><b>Goal #1: To develop a growth mindset within our elementary classrooms.</b></p>	<p><b>Working as an elementary team</b></p> <ul style="list-style-type: none"> <li>• create visual representations of growth mindset language and actions for the classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Posters in and around school at student's eye level</li> <li>• Modelling and demonstration of growth mindset language and actions in student friendly language</li> <li>• Portfolio unit self-reflections and assessments</li> <li>• Monthly meetings for team reflections and analysis</li> </ul>	<p><b>School Staff (Teachers, P-Ps, Administration)</b></p> <p><b>Consultants</b></p> <p><b>Students</b></p>
<p><b>Goal #2: To model and demonstrate PBIS language in classrooms for positive behavior among Tantalus school staff and students.</b></p>	<p><b>Working as an elementary team,</b></p> <ul style="list-style-type: none"> <li>• create displays of visual representations of PBIS language and actions in and around the school in student friendly language and height.</li> <li>• model and demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Use of PBIS sticker chart and checklists</li> <li>• Monthly student self-reflections</li> <li>• Extreme Behavior tracking charts for individual students</li> <li>• Monthly meetings for</li> </ul>	<p><b>School Staff (Teachers, P-Ps, administration, bus drivers, custodians and CELC)</b></p> <p><b>Consultants</b></p> <p><b>Students</b></p>

	<p>appropriate language and tone for PBIS for consistency.</p> <ul style="list-style-type: none"> <li>extreme behavior-develop a behavior support plan with learning assistant and para-professionals.</li> </ul>	<p>team reflections and analysis</p>	
<p><b>Goal #3: To focus on portfolio development in relation to core competencies and diverse learning strengths and needs.</b></p>	<p><b>Working as an elementary team and within individual classrooms,</b></p> <ul style="list-style-type: none"> <li>create student portfolios, sectioned into the core competencies</li> <li>For each unit, teacher and students each choose one core competency to focus on and connect to the unit big idea and First Peoples Principles of Learning</li> </ul>	<ul style="list-style-type: none"> <li>Student unit self-reflections of core competencies and First Peoples Principles of Learning</li> <li>Portfolios: Evidence of Learning (Photos, work, end projects, reflections)</li> <li>Fresh Grade</li> <li>Teachers will track competencies met within their units for their classrooms.</li> <li>Monthly meetings for team reflections and analysis</li> </ul>	<p><b>School Staff (Teachers, P-Ps, Administration)</b></p> <p><b>Consultants</b></p> <p><b>Students</b></p>

**Tantalus School Growth Plan – High School Goals**

Problem	Goal	Incentive	Data Collection	Teacher Goals
Students coming to class late	Reduce student lateness	See below.	Keep track of lateness in class	Regular data sharing meetings and incentive planning see below.
Students taking too long to finish course work on a semester time-frame	For academically able students, increase the pace at which work is completed	See below.	Track unit/course completion as done for reporting purposes	Regular data sharing meetings and incentive planning see below.
School Community <ul style="list-style-type: none"> <li>• Swearing in the halls</li> <li>• Garbage in the halls</li> <li>• Tone of language</li> </ul>	Reduce swearing Keep the halls clean Students and teachers maintain a civil tone in the halls	See below.	Record incidences of swearing and messy hallways. Self-track tone and language.	Regular data sharing meetings and incentive planning see below.

Strategies.

In general, we propose to link access to the incentives to fulfilling school goals. In addition, we propose to provide time cues to students such as music in the hall. Monitor the hallway for garbage, and verbally correct swearing.

Incentives.

These start with simple examples of meaningful positive reinforcement (ex. “Thank-you for picking that up!” [Note that we complement and say specifically what it is for.]) to larger events like field trips.

A typical field trip incentive would start as an agenda item in a data-sharing meeting (described below). Once we agree on a trip or event we then set a goal for lateness, academic pace and so on that must be achieved in order for students to participate. Student council can be tasked with some of the planning of



the event. Teachers can then track if these goals are being met based on our data collection. Goals are numerically based. Students are selected for trips or events on a case by case basis.

We also propose to make limited use of items like gift cards for special situations (as determined in monthly meetings) similar to how attendance was rewarded at the end previous school years.

Proposed field trip ideas include fishing or hiking for an afternoon, snow forts in the winter, and possibly a trip to Whitehorse.

#### Data Collection.

Teachers track attendance. They will also record data on swearing, messy hallways, and anything else that appears to negatively effect school community (ex. Fight, other violence, bullying). Numbers and times are discussed at monthly meetings. Data collection template to follow.

#### Monthly Meetings.

BRIEF meetings are proposed where data is collected, events/trips are proposed, and data is assessed for effectiveness. It is emphasised that meetings are on topic and brief. This is incentive to attend and participate on an ongoing basis.

#### Connection to PBIS.

We acknowledge that language and modelling are powerful things. As such, we cannot expect that students will change their behaviour if they see their teachers exhibiting that which we wish to reduce. We propose that teachers will, for example, track their use of language in class as per PBIS philosophy and model the behaviours we wish to see in the students.

#### Other Possible Supports

Lateral Kindness work shop for students and teachers

Copies of “Curiously Social and Socially Curious” for teaching how to get along with others

Tetherball for the high-school somewhere at the front of the school

