



Gitwinksihlkw Elementary School

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Grades K-7

Principal Tanya M. Azak

Growth Plan 2020 - 2021

School Context:

Gitwinksihlkw Elementary School is a community of 28 students, 3 classroom teachers, 3 education assistants, 1 Nisga'a Language and Culture teacher assistant, 1 shared LRT/LST, 1 shared district counselor, 1 janitor, a secretary and a principal/Language Teacher. GES is a K-7 school with three divisions; division 1 (grades K-2), division 2 (grades 3, 4 & 5) and division 3 (grades 6 & 7).

Goal 1: GES aims to improve and increase the English Literacy of our students, as measured by the DART, EPRA and DWW scores.

Inquiry Question: What do you think is driving your plan for student success?

After receiving the data collected from the Fountas & Pinnell Benchmark Assessment, DWW, DART & EPRA, and in discussions with staff members, we feel there is a general weakness in the area of Literacy across all grades.

Our goal(s)

We will continue to offer a balanced literacy program, using (but not limited to) Guided Reading programs, Daily 5, read well, reading power, reading 44 and continue to focus on improving our reading instruction by using the Richard Allingtons Six Elements of Effective Reading Instruction (6 paddles), to best meet the needs of all learners.

Scanning: (What do you know about your students – their successes and challenges - what's going on for them?)

Successes

- Students are willing to engage
- Students enjoy new resources
- Students enjoy cross curricular instruction

Challenges

Many of our students have challenges in the area of Literacy. Our students require a specific focus on interventions and the implementation of teaching strategies that will best meet their specific learning needs.

Our learners are struggling for a variety of reasons:

The challenges teachers have developing plans to reach the needs of diverse learners

- Appropriate materials for instruction
- Personal motivation and interest on part of students
- Learned reliance on an adult without effort to attempt independence
- Need for greater parental involvement through home support
- Attendance

Evidence/Data to support:

After assessment through DART/EPRA, PM Benchmarks and School Wide Write, approximately 66 percent of our current Grade 1- 7 students are minimally meeting or not yet meeting expectation for reading and writing in their grade level. A good portion of this 66 percent are reading and writing well below grade level and the progress is miniscuel. Report card grades also reflect this evidence.

DART/EPRA Results (2017 – 2019)

Spring 2017	Spring 2019	Change from 2017-19
NYM – 5 – 16%	NYM – 8 - 28%	3 students drop 1 level
MM – 17 – 55%	MM – 11- 38%	8 students stay same level
FM – 9 – 29%	FM – 10 – 34%	7 students gain 1 level
Total – 84% (Meeting Expect.)	Total – 72% (Meeting Expect.)	
Total 38 students (7 didn’t complete)	Total 34 students (5 didn’t complete)	

DWW Results (2017 – 2019)

Grade Level Expectations	2017	2018	2019
NYM	6	6	10
MM	10	10	10
FM	13	4	5
EE	1	1	3
	TOTAL 36 – 6 DNW	TOTAL 28 – 7 DNW	TOTAL 29 – 1 DNW

Key Learnings:

We will continue to assess Reading and Writing in October and May. We will use PM Benchmarks, Performance Standards and the School/District Wide Write (BC Performance Standards) for these formative assessments.

In the new curriculum, all core competencies will be accessed through our goal. Students will engage in both creative and critical thinking through a wide variety of literary activities.

Developing a Hunch: What will lead our goal to success?

Taking Action: In June 2019, as a staff we reexamined the plans that were used for the 2018/2019 School Year. We made a decision:

1. Formative assessment is crucial to directing instruction

In September 2021, we will reexamine to adjust plans for the current school year.

Engaging in new Professional Learning: (Summarize new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

Plans:

- In-service
- Learning walks
- Collaborative Inquiry Projects for this year will include a book study implementation of the Daily Five, Culturally Responsive Teaching & the Brain and Mindset.

Taking new Professional Action: What will you do differently?

We will use project-based learning and inquiry to increase personal motivation for Reading and Writing. We will implement it into the classrooms. We will look to other schools who are running successful programs for ideas and support.

Communication Strategies: (How will you communicate your inquiry and your results to the school community?)

- Refer to goals during Parent Teacher Interviews
- Include Reading and Writing as a topic of discussion at each staff meeting

Parental/Community Involvement: (How will you work together as a school community to do this work?)

1. Home Reading programs
2. Parent/Community events centered around Literacy

Connection to the District Goals: (How does this plan connect to our district vision?)

- To develop literacy performance by purposefully engaging diverse learners in the process of reading to understand across all subject areas.

Our focus is improving Literacy skills; to support students whether they are below, at, or above grade level.

Connection to Richard Allingtons Six Elements of Effective Reading Instruction (6 paddles); (Which of these principles align with your plan?)

1. Listens to a Fluent Adult Reader read aloud
2. Talks with their peers about reading and writing
3. Writes something personally meaningful
4. Reads something they understand
5. Reads Accurately
6. Reads something they chose themselves

Goal 2: GES will strive to improve Nisga’a proficiency as measured by District baseline tests and the .

Analysis/Rationale:

We get an overall sense that Nisga’a proficiency levels are in and continuous decline. The District Language team is working on developing a series of baseline assessments to implement on an annual basis. This information will help guide instruction as well as give a more accurate picture of Nisga’a proficiency levels at GES.

Data Sources Used to Track Progress:

Proficiency tests will be created, following the guidelines of the A.S.K.M.E. document, previous assessments created by the SD and ACTFL. Currently there are no district wide assessment tools, however; GES has chosen to use the assessment tools that are built into the A.S.K.M.E document. We expect to test Kindergarten - grade 7 students throughout the year, this will enable us to compare those results throughout the year and guide our practice.

Performance Target for 2020 - 2021 and Strategies:

In an effort to improve Nisga’a proficiency the NLC department has adopt some of the A.S.K.M.E. document. This program is based on conversational everyday language, taught through conversations, gestures and common vocabulary.

Focused Attention On:

NLC teacher will continue to improve teaching skills by attending training sessions and work closely with the NLC team. Assessment results will help guide the next steps with instruction as well, showing what is working and what needs further review and refinement. As a staff we will purposefully integrate as much Nisga’a language and culture into the regular curriculum as is possible; including conversation, greetings, commands and simple requests and responses, all voiced in Nisga’a.

Goal 3: GES will strive to continue to improve the learning atmosphere in the school by continuing to provide quality instruction aimed at appropriate social and emotional behaviors.

Analysis/Rationale:

While as a school community we are proud of the growth of our students we also recognize there is room for continued growth with respect to social and emotional learning. This can be measured in part by the Middle Years Development Instrument (MDI) completed annually. We can compare overall results from one year to the next to monitor changes in parent attitudes about their children at school and the school itself.

Data Sources Used to Track Progress:

Summaries of Middle Years Development Instrument (MDI) and the joint parental satisfaction surveys data will be used to monitor growth. Looking at previous MDI reports; it is evident that our children struggle in many areas of the development of social and emotional skills. Areas such as self-esteem, happiness, self-regulation, optimism, sadness, social behaviour, etc.

Performance Target for 2020 - 2021 and Strategies:

We suspect there is an upward trend in a students overall health and well-being, and would hope to see evidence of that in the data collected as described above.

Focused Attention On:

Generally speaking, GES will use talking circles and school assemblies to discuss school wide issues that come up from time to time, followed by individual encouraging conversations with students who have demonstrated a reluctance to comply with general instructions with respect to expected student behavior. Staff will all have similar classroom rules, expectations, and consequences that as a staff we can all support and help students adhere to. All school student behavior rules and expectations will be based on the fundamental Nisga'a rule of "RESPECT".

Signatures of school planning council

	Name	Signature	Date
Principal:			
Parent:			
Parent:			

Teacher			
T.A.			

Approval of the Board and Superintendent:

	Name	Signature	Date
Superintendent:			
Assistant Superintendent			
Board Chair:			