



Gitwinksihlkw Elementary School

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Grades K-7



School Plan for Student Success 2023-2024

Our School District is a place we:

- use Nisga'a language and practice Nisga'a culture with pride and confidence.
- listen and communicate respectfully.
- work and learn together, sharing our gifts and honouring the unique gifts of others.
- cultivate wellness and balance in all areas of being - heart, mind, body, and spirit.

We believe that an **EDUCATED** person models:

- | | |
|------------|------------------|
| Respect | Teamwork |
| Compassion | Patience |
| Integrity | Curiosity |
| Creativity | Sayt K'ilim Goot |

EVERY CHILD. EVERY DAY.

Who are we?

Gitwinksihlkw Elementary School is a community of 22 students, two classroom teachers, two education assistants, a shared district counselor, a custodian, an administrative assistant, and a shared principal.

The primary foci this year will be in areas of Literacy (communication) & Wellness with an overarching embedding of Nisga'a Language and Culture. We believe that without strong literacy skills, students are not able to access the knowledge and skills in other areas of learning nor communicate that learning and understanding as they continue their educational journey. Wellness, for all school members, as an active state of bettering, or at least maintaining, one's own physical, mental, emotional health which allows for focused pursuit of holistic learning.

LIP WILA LOOM'

WELL-BEING and IDENTITY come first for students and staff in our district. They are the roots that nurture each person's ability to take care of themselves, each other, and this place. Our aim is to nourish the body, heart, spirit, and mind of each member of our school district community, child and adult, preparing them to be confident, capable leaders who thrive as individuals and who contribute to the well-being of the Nisga'a Nation as a whole.

GOAL	Actions	Evidence	Reflection/Next Steps
Students feel a sense of belonging and confidence in identity	<ul style="list-style-type: none"> • All students will take part in drumming, singing & other culturally significant practices • All teachers will incorporate Nisga'a language. • Whole school celebrations, including Feasts, involving the community when possible, will take place. • All staff members will connect with all students • Greeting students in the morning/farewell at end of day • Student survey on connectedness, well-being & growth 	<ul style="list-style-type: none"> • Weekly instruction & interaction with EiR Alvin Azak, as well as daily Nisga'a language class. • Walk to School, Every Child Matters, Learning Feast(s), Unity Day • Staff members will actively engage with all student for regular 'how are you?' check-in. • Bus duty & noon supervision • Inperson & Student Learning Survey results 	
Student learning will not be hindered by hunger.	<ul style="list-style-type: none"> • Healthy/nutritious food options will be available before school, and throughout the day, for all students. • Filtered water will be available 	<ul style="list-style-type: none"> • District Food Program Coordinator will ensure healthy foods/snacks are available • Continued enrollment in BC Fruit/Vegetables in the Classroom program • Ease of access to the filtered water bottle filler 	

Actions for Enhancing Staff Capacity & Learning:

- School Learning Feast - dependent on protocols nearer to June
- Elders in the school & classrooms
 - Scheduled day(s) with District Elder Alvin Azak
 - Invitation(s) to Village Elders to attend GES
- Staff members will check-in with all students for regular 'how are you?'
- Attending events at other schools to build sense of District Community

GANWILAAK'ILS

We support each student in developing their unique gifts on their educational journey. The BC curriculum focuses on students' ability to KNOW, DO, and UNDERSTAND; additionally, we want students to BE and BECOME who they hope to be.

GOAL	Actions	Evidence	Reflection/Next Steps
Every student improves their communication skills.	<ul style="list-style-type: none"> • All students will benchmarked using Fontas & Pinell • Primary Teachers and students will methodically work on skills/components identified within the research-based Joyful Literacy framework • Alphabet names and sounds will be assessed for all elementary students using Joyful Literacy tools <ul style="list-style-type: none"> -purposeful interventions focusing on trends to be implemented 	<ul style="list-style-type: none"> • Spring benchmarking will highlight 1+yr growth • Individual skill charts will visually display skill acquisition • Growth in sight word recognition, decoding, and fluency. 	<ul style="list-style-type: none"> • Ongoing F & P benchmarking. • Regular opportunity to communicate learning with peers & adults
Student attendance increases	<ul style="list-style-type: none"> • School - home communication highlighting connection between attendance & increased school success 	<ul style="list-style-type: none"> • Follow-up assesments will exhibit successful remediation • Literacy scores on the FSA will show longitudinal growth • Analysis of attendance trends & academic growth 	

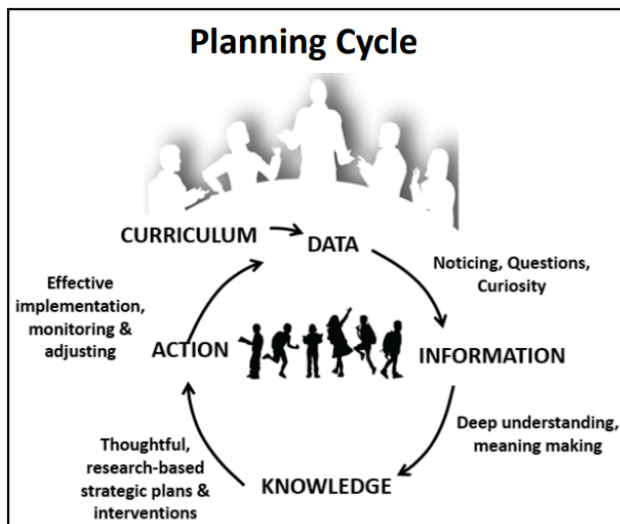
Actions for Enhancing Staff Capacity & Learning:

- Ongoing pro-d with Dr. Janet Mort - Joyful Literacy... K-7
- Sharing of student assessment data
- Whole school learning opportunities (reading buddies, joint projects, co-teaching)
- Staff meeting sharing of Literacy reading strategies
- Work with district partners (Nikki Lineham (math), Tammy Renyard (curric/planning), and Clair McKay (SpEd))

Plans for Engaging Parents

- Home Reading Program -
- Create awareness about the effect of regular attendance -
- Parent nights
 - Students will share/communicate learning
 - NESS representatives for gr. 7 transistions
- Communication/Invitation - events, celebrations, updates
 - School Learning Feast - dependent on protocols nearer to June
 - Partnering with Nisga'a Village of Gitwinksihlkw
 - Guest speaker opportunities
- Ways to support their child

Planning Cycle for School Team:



- Sharing/creation of the (Draft) SSPS with staff at last staff meeting of the school year to elicit input
- Periodic review to guide ongoing action and data collection
- Spring review to inform subsequent SSPS development