

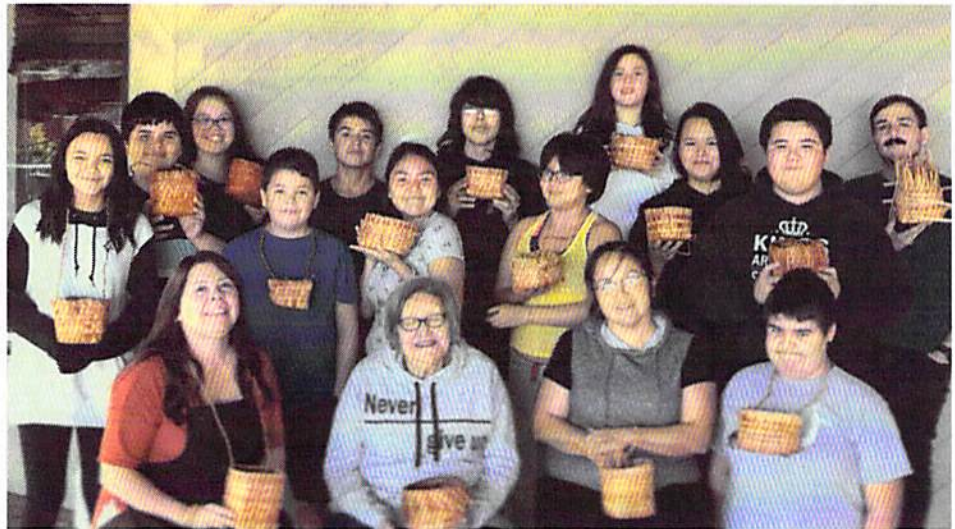
Hartley Bay School

Growth Plan

2019-2020

Mission

Hartley Bay school will endeavor to provide opportunities for every child to learn and experience positive growth each year.



At Hartley Bay School we believe it is important to :

Respect yourself

loodis lip' nuun

Respect other people

looda sila gyedn

Respect all things

looda txa' nii goo

Take care of yourself

Gylks ama niisgn

And

Be Happy

Ada lguisguun

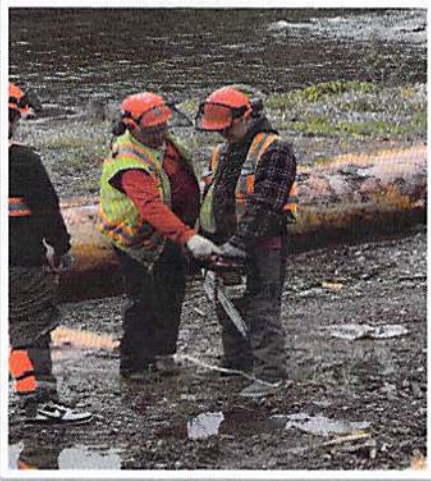
Context

Student Body is 100% First Nations

Scope of the grades covered is Kindergarten to Grade 12

The Hartley Bay village Council is a strong advocate for our School and the focus of School District #52 We currently have a Local Education Agreement with the School District.

The Student body is small, but present a full schedule of needs, particularly with respect to a diversity of abilities within each classroom, where each hosts at least a range of 3 grade levels.



Goal #1 To Improve Math skills, both in the area of recall of basic facts, to reasoning skills to solve problems

Objectives: Every student will show improvement in their reading scores by one or more level to bring them closer to a level in accordance to the widely held standards for their respective grade. Every student who is not yet achieving at a level close to grade level will receive assistance to improve their math skills. The school will seek ways to encourage ways to build Math skills at home.

Evidence-Based Rationale School-wide assessment of student engagement, participation and baseline levels will happen in early fall and be continued at least 3 times per year. Student Math activities and achievement will be posted and growth will be celebrated and encouraged.



Assessment tools and processes to assess progress on Goals and Objectives

- Canadian Achievement Test
- Report Card records
- Level of Participation in student activities
- Surveys of staff, students, parents and other community members on the subject of Math.

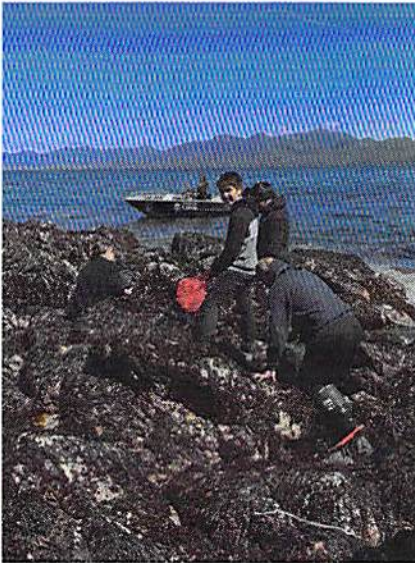
Instructional Strategies to be implemented to impact goal, worded as an action research question

When using traditional indigenous methods of teaching and learning, using a "hands on approach", and employing a "observe, practice, share" technique, and providing opportunities for students to teach the learned skills to others, will this have a positive academic social, and personal impact upon Mathematics achievement success?



Structures to be implemented to impact goals, resulting from working within the framework of the Action research question.

- Younger students who have acquired a skill will be given opportunities to pass this learning on to older students.
- Older students using newly learned skills and facts will also have opportunities to interact with younger students and peers to share learning.
- Organized gatherings to showcase Math skills and practical applications.



Plans for staff development and collaborative work

- PLC webinars delivered by FNSA in at least 4 afterschool sessions to entire staff
- Staff members working together with multi-aged groups to deliver lessons
- Staff and parents working with student groups in family evening sessions
- Conference in Fall and Spring for staff members to add to strategies and to network
- Math contests and other Home activities such as games, presentations etc.
- Surveys of staff , students, parents and other community members

Communication Strategies (Students, Staff, Community)

- Monthly newsletters and assemblies, each with a section headlining Math
- Booklets-videos, to showcase activities

Monitoring Dates Plan

- Baseline data gathered in June of 2019 which reflects Math levels for all students
- December comparison and graphing results using report card data
- March 2020 compare to June 2019
- Year end testing of all students to determine growth
- Anecdotal records by students teachers and families

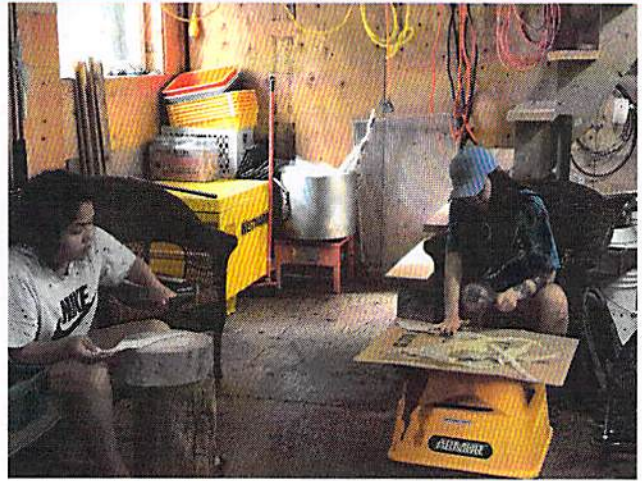


Summary

Our plans to build resources which enhance Math achievement and also compliment our Gitga'at beliefs and values. These resources may be either student generated or purchased will continue both as Library resources and technology based.

Where to Next

Depending on the findings over the next year, we will either adjust our strategies in the search for what works best for our students, or enhance our plans to include other strategies that would compliment what we we are trying to achieve- better Math skills for all students.



Goal #2- this is a continuation of our goal for 2018/19

To infuse into our total school delivery, in all subject areas, the relationship of Gitga'at Culture, to the lessons being presented. We will include this emphasis to include Art, Elder's teachings (stories, law and protocols), the Smalgyax program, Social Studies, Science, Writing Literature and Math. 6 of the Hartley Bay staff are Gitga'at, as are 100% of the Hartley Bay Students.

Objectives

To ensure that every student is aware that they are part of the Gitga'at Nation and what that entails, in a way that impacts them in a way that is within their understanding and corresponds appropriately to their age and grade.

Evidence-Based Rationale

Satisfaction surveys to both parents and students that will reflect degree of learning, and will be distributed 3 times a year.

Strategies for Learning

Much of the Cultural learning will be done in conjunction with Gitga'at Elders advice and possibly direct delivery. Where and when possible, learning will be done through concrete experiences on the land and waters.

Where and when possible, Gitga'at Culture and traditions will be linked to Core subject lessons such as Math, English, and Socials Studies and Science. Art and Music will also be part of this.

Structures to be implemented to impact learning

Following the traditional method of learning of "observing, practicing, and mastery," students will, under the direction of an older mentor, younger learners will learn new skills, such as food preparation, art skills and music.

Plans for Staff Development and Collaborative work

These will follow the basic outline for Goal #1, with the exception of Math Contests.

Communication Strategies and Monitoring Dates Plan

-will follow the schedule for Goal #1

Summary

Our plan is to build resources that enhance Gitga'at knowledge and skills, and to use them as much as possible to ensure that students have a better understanding of what it is to be Gitga'at



Survey for this school included students who ranged from Kindergarten to Grade 12.

28 students were surveyed

	sometimes	usually	rarely
I enjoy Math	46%	46%	11%
I keep up to date with my assignments	60%	28%	11%
I care whether I succeed at school	21%	75%	3%
I do my best to get good marks	25%	71%	3%

	Agree	Don't agree	Partly Agree
I think that Math will be useful to me as an adult	71%	14%	14%
I think that learning about my Culture is important	96%		3%
I think that my school is helping me to become a successful adult	100%		

Data of Students from Kindergarten to Grade 12 showing level of achievement as of June 1, 2019 in Reading and Math, based on Report card marks and comments as well as informal and formal assessments by Classroom Teachers.

Grade	No. Of Students	Reading at Bnmk	Reading Below Bnmk	Math at Bnmk	Math Below Bnmk
K	2	2	0	2	0
1	2	1	1	1	1
2	2	1	1	1	1
3	3	2	1	2	1
4	0	0	0	0	0
5	3	1	2	1	2
6	2	2	0	2	0
7	6	2	4	4	2
8	4	4	0	4	0
9	1	1	0	1	0
10	4	1	3	1	3
11	1	1	0	1	0
12	3	2	1	2	1