



Nechako Growth Plans 2024-25

Our Learners:

Our learners are cooperative, diverse, inclusive, kind, caring, and take responsibility for themselves and contributing positively to the class and school community. We will be focusing on: Social Awareness, Responsible Decision Making, Relationship Building, and Self Management.

Haisla Connection

The importance of our Haisla connection occurs in relationships. The Haisla people model many traditional child-rearing practices that include learning by watching closely and imitating elders' actions. The Haisla students becoming more proud of their Haisla culture. We expect and will continue to include many traditional activities, such as dancing, drumming, celebrating, singing, and story telling. These traditional activities promote pride, harmony and well-being. These ceremonies engage attention, working memory, and cognitive aspects of self-regulation (executive functions) through watching, listening, modeling, and instruction. We believe that when our students are proud of their cultural heritage, they will be more confident, secure and open to greater academic success.

Nechako Literacy Goal 2024-25

In Literacy education, we've identified ten grade two students below grade level, approximately at the 9-24 percentile. Our goal is that they will progress to the 40-50 percentile range in oral fluency as measured by the Acadience Assessment tool by 2025.

Our intervention plans will incorporate daily UFLI classroom instruction, targeted small group classroom instruction 2-3 times per week, and individual support 3x per week.

We will use Acadience Assessment tool for both our benchmark and weekly progress monitoring. This will help to inform on-going successes and areas of further targeted instruction that may be needed. Research shows that if students improve, they're literacy they more likely to perform well academically. We believe our students will improve their: memory, problem-solving abilities communication, and empathy all of which are essential for academic success.

Wellness Goal

By the end of the school year, 95% of students will be able to use good manners in and outside the classroom, deal with conflicts with peers, and positively interact with adults in the building.

Good manners play a significant role in our interactions with others. They can enhance our well-being and contribute to positive social dynamics at our school. Treating people with kindness, respect, and consideration creates a more pleasant environment for everyone involved.

The goals for manners will be part of the Core Competencies reported on by teachers. All our assemblies will focus on our Code of Conduct and manners.

We will discuss and teach critical manners, including teaching children to say "please," "thank you," "I'm sorry, you're welcome," greeting people with a hello, using polite lunchroom manners, asking before touching other people (bubble space), touching things that aren't yours, keeping their belongings tidy, being patient, waiting their turn, and owning their mistakes.

We will use a Wellness rubric to measure progress. Students will complete the rubric as a self-assessment, and then the staff will meet with each student to review their choices and set individual goals. The self assessment will happen three times a year.

Indigenous Goal

Our goal is to improve our communication with the Haisla Nation and bring more events to our school. This will be achieved by reaching out the education coordinator Angie Maitland and Coast Mountain liaison Spencer Edward. We believe that this will enhance the knowledge of our staff and students as we learn more about the rich history of the Haisla Nation. In addition, we find that when Haisla role models come to our school it fosters professional conversations that leads too more lessons in the classroom.