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## **New Hazelton Elementary School 2024-2025 School Enhancement Plan**

### **Our Context**

Our mission at New Hazelton Elementary is to provide students with positive learning and social experiences to enable them to participate successfully in society.

New Hazelton Elementary is a K-7 school on the traditional territory of the Gitksan people and is located in the District of New Hazelton. The larger school community is comprised of several small townships and seven reserves from two separate nations: the Gitksan and the Wet'su'wet'en. Consequently, we have a diverse student population, with many talents in art, sports, music, and other areas of interest such as technology. Seventy percent of our students travel to school by bus. The student population is projected to be approximately 100 students, 80% of whom are Indigenous. Fifteen percent of our students are Ministry-identified. Parents and families have traditionally been strong supporters of school events, such as concerts, assemblies, fundraisers, and activity nights.

### **Our Learners**

The students who attend New Hazelton Elementary School are a very diverse group of individuals who demonstrate a wonderful sense of humour, an interest in sports and art, and an acceptance of others. They arrive in the early years keen and eager to be at school and excited about their learning. Art and academic work is proudly displayed in the hallways as a reminder of the artistic and academic abilities of the students at New Hazelton Elementary. Students clearly enjoy building relationships both in the school and community. This is evidenced by their welcoming new students and guests into our school.

We know that every successful student has at least one (and preferably two) adults in their life who believe in them and support them in a positive way. Interestingly, we also know that even if a child can not identify an adult who they feel believes in them, they benefit when they have friends who they know adults believe in. Students at New Hazelton Elementary are able to identify at least one adult who they know believes in them.

They enjoy opportunities to share their voices – to be able to express themselves in a variety of ways, with pride and competence.

They show resiliency skills in navigating through the challenges of the world they live in.



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They have access to a range of support services – mentorship, role models, peer support, academic support, counseling, career exploration, technology – to help them establish goals and vision for the future and to address issues that may impede the path to success.

### **Our Focus**

Creating safe, engaging learning environments where students see themselves and their culture reflected and where they know the adults in the building believe in them. At New Hazelton Elementary we will target:

A continued focus on developing foundational skills:

- Reading: comprehension, accuracy, fluency, vocabulary
- Writing: meaning, style, form, conventions
- Numeracy: computation, math facts, pattern recognition

### **Goals:**

- Language and story will be recognized as sources of creativity and joy across all grades.
- Students will develop computational fluency appropriate for age and grade.
- Students will be able to identify at least one adult in the building who they feel believes in them.

\*instruction and interventions are based on what we know is best practice and the effectiveness of the instruction and interventions is defined by the data we collect through robust assessments.

A focus on social-emotional learning and skill development that incorporates culturally relevant programming guided by First Peoples Principles of Learning.

- Self-regulation strategies
- Trauma -informed practice which includes, clutter free rooms, multiple ways of demonstrating learning, clear predictable schedules; embracing and teaching students the concept “four blankets of resilience”: self, family, community, and culture.
- Embracing the First Peoples Principles of Learning, specifically “Learning involves patience and time” “Learning recognizes the consequences of one’s actions”.
- Engaging parents in the school on a regular basis. This includes work to restart PAC which has not been active for the past several years.



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## **Our Next Steps**

guided by the following questions.

- *What are the roles of teachers, support staff, and administrators in the enhancement plan?*
- *What actions/ changes are happening based on what the students have identified as barriers to learning?*
- *How are we communicating this to parents and incorporating their feedback?*

### **Tier 1**

“All hands on deck” - all staff have roles in supporting students emotionally, behaviorally, and academically.

High quality instruction, guided in part by the First Peoples Principles of Learning, is focused on literacy, numeracy, and social-emotional learning. The Learner Support Teacher, Counsellor, Principal, First Nations Support Workers, and Education Assistants all play a role in providing this support alongside the classroom teacher and work together to develop student success plans which may include Tier 2 and 3 interventions.

For those students needing more targeted supports in these areas, the school-based team (including all of those staff listed for Tier 1) can look at Tier 2 and 3 interventions,

Other actions include:

- Start the day with check-ins – how is everyone doing?
- Ensure clear criteria, learning intentions, visual schedules, formative assessment, descriptive feedback are the norm in every class
- Foster strong relationships with our communities
- Showcase and celebrate our students’ work, culture, successes in a variety of ways
- Encourage more parent and community involvement in school – literacy nights, talent shows, reading time during the day, etc.
- Work with HSS to bring peer tutors/mentors into the school
- Continue to communicate information about learning, achievement, and other initiatives to staff and parents via the school website, school newsletters, meet the teacher nights, PAC, PAC Facebook page, etc.

### **Checking:**

Checking will be guided by the following questions:

- How will we know we have made enough of a difference?
- What evidence will we be seeking to know we are making a difference?
- Feedback from students and parents – check three times/year
- Improved attendance rates – check monthly via MyEd



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- Reduced number of conduct reports – check monthly
- Improved results in reading (Acadience Assessment), writing (School Wide Writes), and numeracy (CMSD Numeracy Assessment) – fall/spring, and on FSAs
- More staff using formative assessment, UDL, and RTI practices to guide instruction, assessment, and interventions.

### **Mental Health and Wellbeing**

At New Hazelton Elementary School we take the mental health and wellbeing of our students and staff seriously. We work alongside several services to provide a range of accessible supports. These services include:

- Foundary BC
- Gitxsan Child and Family
- North West Community Development Centre
- Ministry of Family and Child Development

We will support all staff and students in developing skills and strategies proven to help cultivate strong relationships and self-confidence.