



# **2023 – 24 School Plan to Enhance Student Learning**



Daajing Giids, BC  
V0T 1S0

250-559-8822

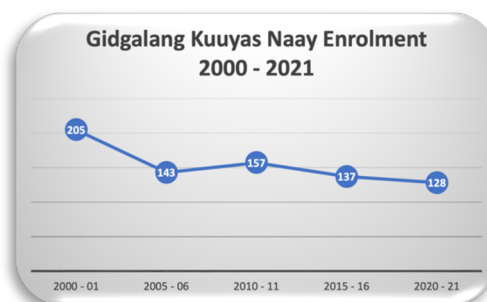
# TABLE OF CONTENTS

WORKING TOGETHER	3
GOAL 1:	4
STUDENT WELL BEING	4
GOAL 2:	6
GOAL 3:	6
GOAL 4:	6
GOAL 5:	7
GOAL 6:	7
EMBRACING UNIQUE CULTURE AND TERRITORY	7
GOAL 7:	8

## ABOUT US

*Gidgalang Kuuyas Naay Secondary is located in Daajing Giids, Haida Gwaii.*

- *We currently enrol 109 students, after seeing steady enrolment decline from 157 in 2010.*
- *We offer small class sizes for most subject and provide a good deal of support including:*
  - **9.286 FTE teachers**
  - **1 full time Learning Resource teacher**
  - **3 full time Educational Assistants**
  - **1 full time Indigenous Resource Worker**
- *We serve students from T'lell, Port Clements, Sandspit, Skidegate and Daajing Giids.*
- *Our Parent Advisory Council (<https://sd50.bc.ca/gkn-pac/>) is a strong advocate for school success and student well-being.*
- *For a small school, we have much to celebrate.*
  - *Our sports programs are strong! This year:*
    - *Girls' volleyball placed 2<sup>nd</sup> in the Zone Championships*
    - *9<sup>th</sup> place with 4 and 1 win/loss at the single A Boys' basketball Provincial tournament this year*
    - *Boys' Soccer Zone Champs*
    - *An incredible representation from our school on this years' North American Indigenous Games roster for volleyball*



## Working Together

The strategic goal of 'Working Together' is articulated in SD50's strategic plan and so Hawaa to our students, staff and parents who have passionately shared ideas specific to numeracy, literacy, mental health and wellness as all important priorities for our school to consider as we set goals for the coming school year.

Some of the initiatives we currently have in place to support student well-being, numeracy and literacy include:

- Academic Intervention (RTI)
- A full time Learning Resource Teacher



- Flexible scheduling including online, face to face, and blended course delivery models.

However, how do we know that we are being successful with programs already in place? Are our initiatives helping to close the achievement gap between non-Indigenous and Indigenous learners? What are priorities that we can focus on that will impact student well-being and achievement?



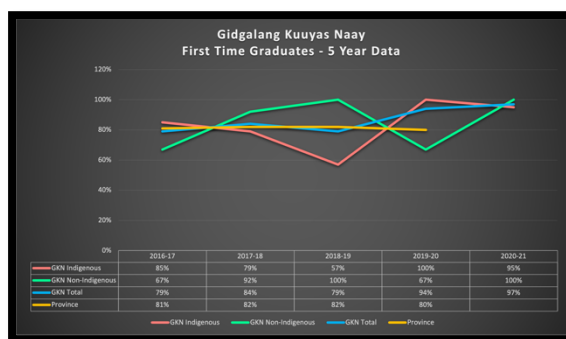
Although there continues to be an achievement gap between Indigenous and non-Indigenous learners, we are noticing that the achievement of Indigenous learners in our school is a growing area of strength. As an example, our school's first-time graduation data shows that we are slightly above similar provincial data, especially for our Indigenous students (see graph). It should be noted that due to the very small number of students in our school, data can be impacted

year to year by cohorts.

An area of strength for our school continues to be our commitment to the Response to Intervention (RTI) model that we implemented in 2016.

Students know our RTI time as 'Academic Intervention' which occurs once per week. During the weekly RTI block, staff support students with catching up, writing missing tests, and providing general support to struggling students. In an ideal RTI model, teachers collaborate weekly to discuss students and come up with sound academic interventions, commonly referred to as a 'Professional Learning Community.'

This has been challenging to put into place given our constraints with timetabling as a small school.

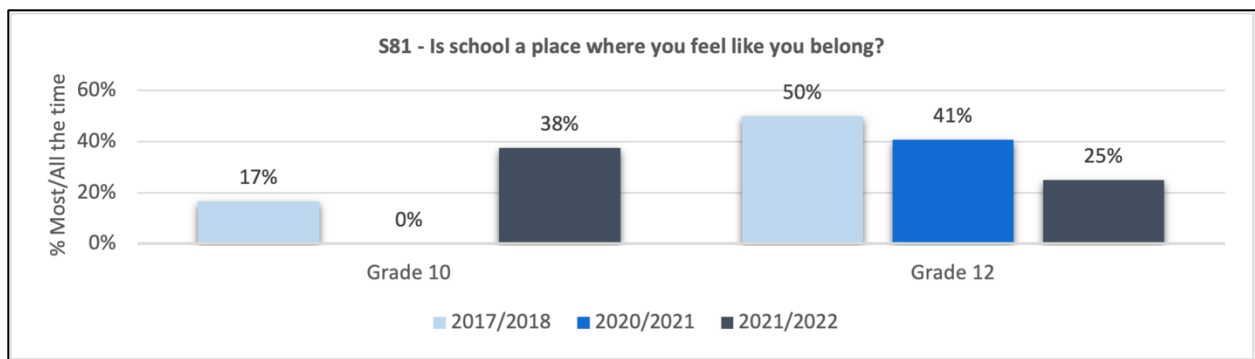
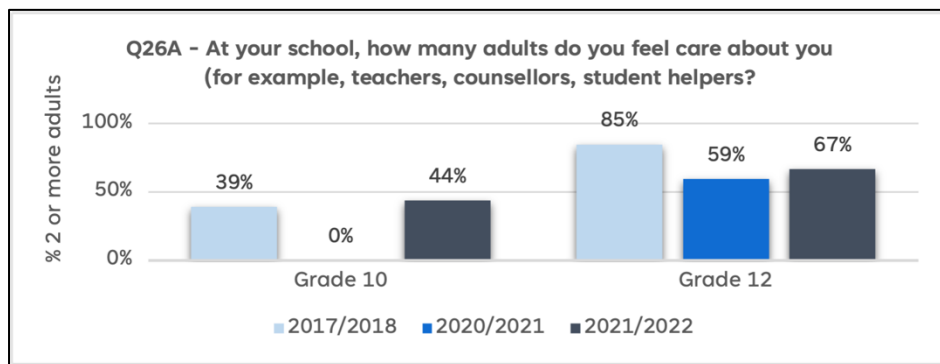
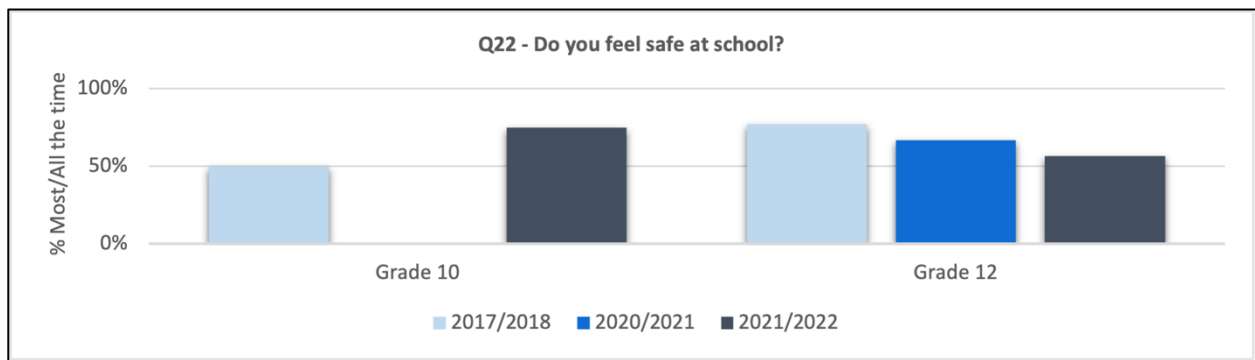
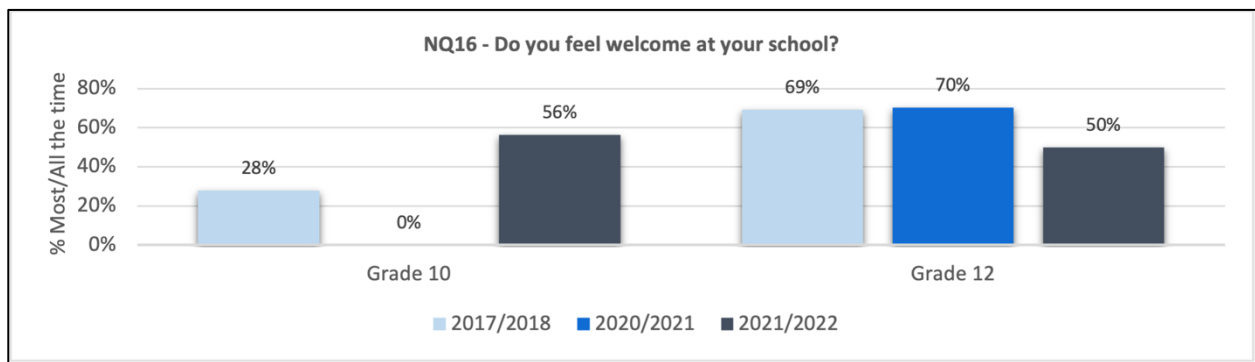


**GOAL 1:** Work with staff to see if a Professional Learning Community structure can be added to our timetable to assist with enhancing student achievement and well.

## Student Well Being

We have discussed a number of goals under 'Student Well Being' that will support both student learning and student mental health.

Here are some results from the last three years of the student learning survey focussing on how welcoming our school is, how safe students feel at school, how many adults students identify as caring about their well-being, and students sharing if feel like they belong at school:



Student responses specific to belonging by grade 10 and 12 students is concerning and deserves some attention. Given that our grade 10 and 12 cohort sizes are small, we have the opportunity to consider an all-students survey specific to wellness, mental health and engagement.

Goals that we would like to focus on in 2023 – 24 include:

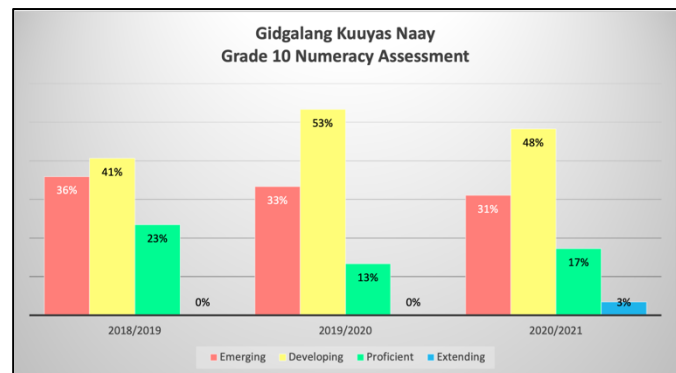
**GOAL 2:** Begin tracking access to programs that we assume promote wellness with greater accuracy (food programs, counselling programs).

**GOAL 3:** Develop a well-being survey to be administered to students once every term (or twice in a school year??) in order to obtain better student perspective and inform future decision making.

**GOAL 4:** Gidgalang Kuuyas Naay staff will contribute and help implement research-based strategies to help support student belonging and well-being.

Although we looked at both Literacy and Numeracy data as a staff, it was the Graduation Numeracy Assessment (GNA) data that arose as a priority for us to examine over the coming year. We discussed reasons for the gap in numeracy performance at length. Coming out of the pandemic, and with so few GNA seasons from which to draw conclusions, here are some staff hypotheses about why performance on the Grade 10 GNA is lower than we would like.

1. The GNA, similar to the Foundational Skills Assessment Numeracy, requires a degree of literacy that may impact student performance.
2. The GNA is not tied to a specific math course and consequently the timing of the assessment sessions can separate students from their experiences in math by some time, especially in our mostly semestered timetable.



3. "Math anxiety" and "test anxiety" is real in our students, and may keep students from being as successful as they could be.
4. The GNA is a "low stakes" assessment. Students do not invest as much in it as they used to invest in Provincial exams. Performance on the GNA does not affect grades at all.
5. Students should feel comfortable in their skills, but also should generally feel comfortable and at home in the school.

Given this look at the GNA data, we have created our final two goals for the coming school year:

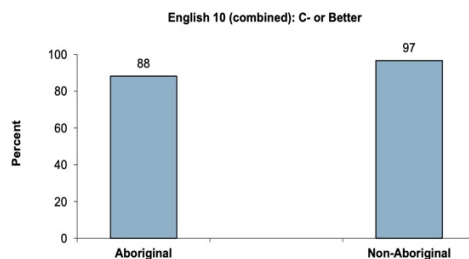
**GOAL 5:** Using the newly revised BC Performance Standards, we will implement a bi-annual literacy-based assessment to obtain information on grade 8 – 12 literacy data for our school.

**GOAL 6:** Purposefully engage students to write the GNA on several occasions, using the principals of a growth mind set, to determine if this will help with overall results.

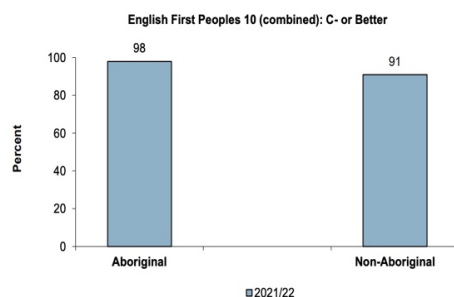
## Embracing Unique Culture and Territory

We implemented English First Peoples 10 (EFP10) as the only English option in our school in 2014. In 2016, we implemented EFP12 exclusively. Interestingly, the highest marks in EFP classes are still being achieved by non-Indigenous students. However, course completion rates for EFP courses (which count as graduation required courses, is higher for our Indigenous learners than our non-Indigenous learners.

Provincial Average for English 10:



District Average for EFP10:



We believe that when our Indigenous students see Indigenous authors prioritized in our English programs, they are more likely to feel successful in academic programs. We are interested in learning if similar initiatives will make a difference in other courses.

**GOAL 7:** Begin implementing units from Math and Science First Peoples Resources in order to be able to track changes to course completion rates.