



2024 – 25 School Plan to Enhance Student Learning



Daajing Giids, BC
V0T 1S0

250-559-8822

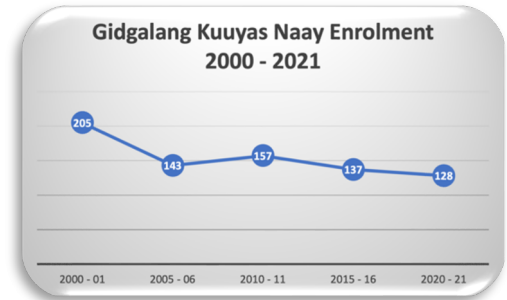
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ABOUT US

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

- *We currently enrol 116 students, after seeing a 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/qkn-pac/>) is a strong advocate for school success and student well-being.*
- *As a relatively small high school, we have much to celebrate.*
 - *University tours occurring annually for grade 11 students.*



- Our sports programs are strong! This year:
 - *Girls' volleyball placed 3rd in the Zone Championships.*
 - *Boys' Single A basketball Zone Champions, 2nd place at Provincials.*
 - *Many wrestlers qualified for the provincial tournament.*
 - *GKN track & field team is showing significant promise.*

STUDENT DATA

- Student Learning Survey Data – Appendix A
- Graduation Assessments – Appendix B
- English First Peoples 10 Data – Appendix C
- Haida Gwaii Adolescent Health Survey Recommendations – Appendix D

WORKING TOGETHER GOAL

2023-24 Goal: 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.

UPDATE

- *During the first semester of the 2023/2024 school year, we piloted a Professional Learning Community (PLC) model in our timetable. PLC time is meant for teachers to collaborate on the most effective use of RTI time. Several logistical challenges related to staffing shortages had to be overcome. The next step is to refine the model to make it more sustainable.*

2024-25 Goal 1: Implement adjustments to the pilot model for a Professional Learning Community structure based on student and staff feedback to our first-semester trial.

RATIONALE:

- Academic Intervention (RTI) is a validated practice that supports students in obtaining academic success.
- In an RTI model, staff support students with catching up, writing missed tests, and providing general support. In an ideal RTI model, teachers collaborate weekly to discuss students and develop sound academic interventions, commonly referred to as a 'Professional Learning Community.'

OBJECTIVES:

- Utilize staff, and student feedback in conjunction with current staffing to develop a PLC model that will work for us.

STRATEGIES:

- Share feedback and challenges with staff to gather ideas and thoughts about trying this again in the 2024-25 school year.

HOW WILL WE KNOW THIS IS HAPPENING?

- A sustainable and effective RTI/PLC model will be in place for the 2024-25 school year and beyond.



STUDENT WELL-BEING GOALS

2024-25 Goal 2: Implement a variety of strategies related to ‘Student Well-Being’, both in the areas of academic learning and supports as well as student physical and mental health.

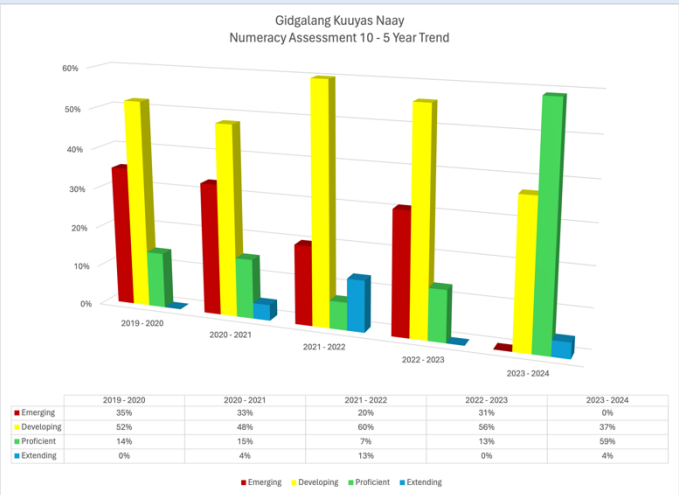
UPDATE

Literacy:

- Over the course of the 2023 – 24 school year, student writing samples have been collected and assessed from all grades. Although this project has taken a significant portion of our allocated PLC time, teachers have been able to identify areas for instructional focus when guiding improvement for writing.

Numeracy:

- Over the last 5 years, our Numeracy 10 Assessment data has shown that we have had a growing disparity with provincial results. We have seen a significant percentage of our students score as ‘Emerging’ on this assessment. Over the course of the 2023-24 school year, we implemented the following strategies specific to this assessment:
 - We assumed that literacy may be a barrier to accessing the assessment. We address literacy support later in this document.
 - We allocated Professional Learning Time for teachers to review and prepare for the Graduation Numeracy Assessment. Several resources are available online for teachers to use to familiarize students with the format of the GNA.
 - We scheduled the grade 10 mathematics courses for the first semester and ran the assessment in January, near the end of those courses.
 - We Communicated with families and students on a regular basis a month prior to the assessment date. We addressed individuals through counselling when we knew that anxiety might be a barrier to performance, and we explicitly taught test writing skills.
- As per the graph below, we are happy to report that, in the 2023/2024 assessment session, the percentage of students who scored either proficient or extending was 63% vs a previous 5 year average of 18%**



RATIONALE:

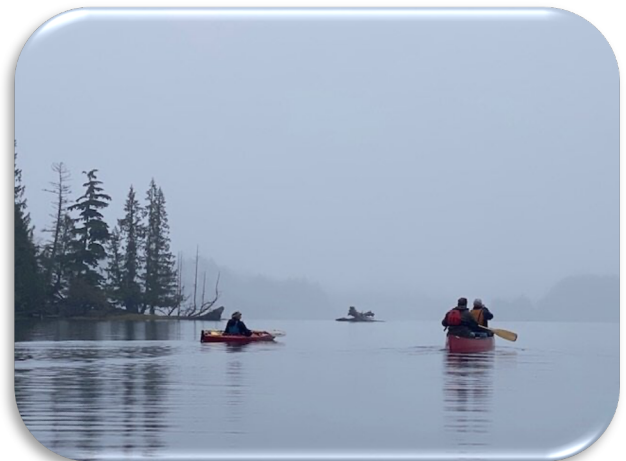
- In our discussions as a staff, it is clear that Student Well-Being is an area we want to prioritize and work on over the coming year. Rather than create a variety of goal statements, we have added a variety of objectives and strategies related to student learning and mental health.
- Some of the data that we have used to create these objectives comes from:
 - Student Learning Survey – Appendix A
 - Graduation Assessments – Appendix B
 - Locally Developed Student Survey

OBJECTIVES:

- Evaluate the effectiveness and impact of the current **school food program**.
- To validate responses on the Student Learning Survey, utilize a school-developed grade 10 – 12 **survey** specific to wellness, mental health, and engagement.
- Staff will implement research-based strategies to **support student well-being** based on information from the survey.
- Examine factors related to **school attendance** and determine what additional supports and/or strategies we can implement.
- Utilize learning from the grade 8-12 **literacy-based assessments** to inform literacy strategies for the 2024-25 school year.
- Teach and encourage a Growth Mindset’ among students regarding the **Graduation Assessments**. Where possible, we will encourage students to rewrite these provincial examinations to improve their marks.

STRATEGIES:

- Analyze and evaluate data specific to the school food program. *(Fall 2024)*
- Implement a school-developed ‘Student Well-Being’ survey. *(Fall and/or Spring 24-25 school year)*
- Review 2024 Middle Years Development Index report
- Share an ‘attendance protocol’ for staff to ensure consistency of attendance supports *(Fall 2024)*
Protocol supports may include:
 - Flex scheduling
 - Online resources and supports
 - Communication Plan
 - External Agency supports
 - School-based team
 - Counselling
- Purposefully engage students to write the GNA on several occasions, using the principles of a growth mindset, to determine if this will help with overall results. ***In progress.***



EMBRACING UNIQUE CULTURE AND TERRITORY GOAL

Continuing Goal 3: Begin implementing units from Math and Science First Peoples Resources to be able to track changes to course completion rates.

RATIONALE:

- We implemented English First Peoples 10 (EFP10) as the only English option in our school in 2014. In 2016, we implemented EFP12 exclusively. **See Appendix C**
- 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.

OBJECTIVES:

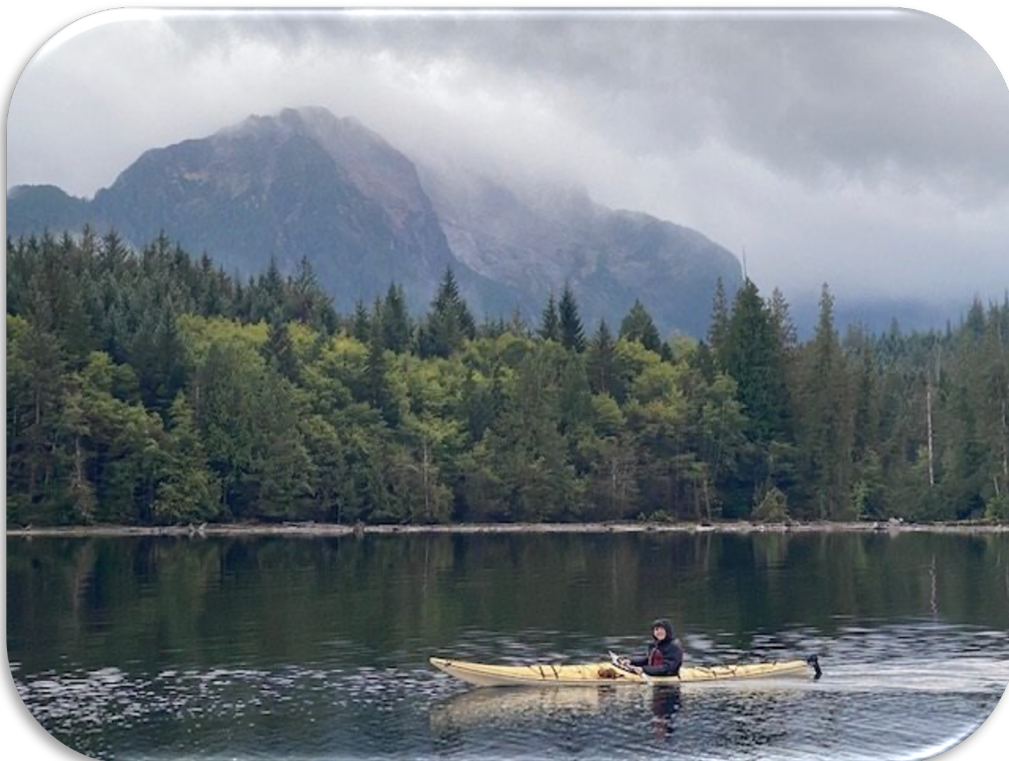
- FENSC workshops in the Spring of 2023 resulted in various resources being shared with staff. Over the coming year, we will reflect on how to specifically support teachers in using these resources across a variety of courses.

STRATEGIES:

- Use the beginning staff meetings of the 2024-25 school year to share resources and strategies.
- Work with staff using the resources to present at a professional development day.

HOW WILL WE KNOW THIS IS HAPPENING?

- Update in our 2025-26 school plan on this goal.



Appendix A – Student Learning Survey Data

We have selected a few questions to track from the SLS survey:

At your school, how many adults do you feel care about you?

Results show students reporting “2 adults” or more.

	Grade 10 %	Grade 12 %
2017 - 2018	39	85
2020 - 2021		59
2021 - 2022	44	67
2022 - 2023	73	85

Is school a place where you feel like you belong?

	Grade 10 %	Grade 12 %
2017 - 2018	17	50
2020 - 2021		41
2021 - 2022	38	25
2022 - 2023	60	35

Do you feel welcome at your school?

	Grade 10 %	Grade 12 %
2017 - 2018	28	69
2020 - 2021		70
2021 - 2022	56	50
2022 - 2023	79	80

Do you feel safe at school?

	Grade 10 %	Grade 12 %
2017 - 2018	50	77
2020 - 2021		67
2021 - 2022	75	57
2022 - 2023	50	67

Do you feel good about yourself?

	Grade 10 %	Grade 12 %
2017 - 2018	28	38
2020 - 2021		64
2021 - 2022	25	50
2022 - 2023	40	50

At school, I am learning how to care for my mental health.

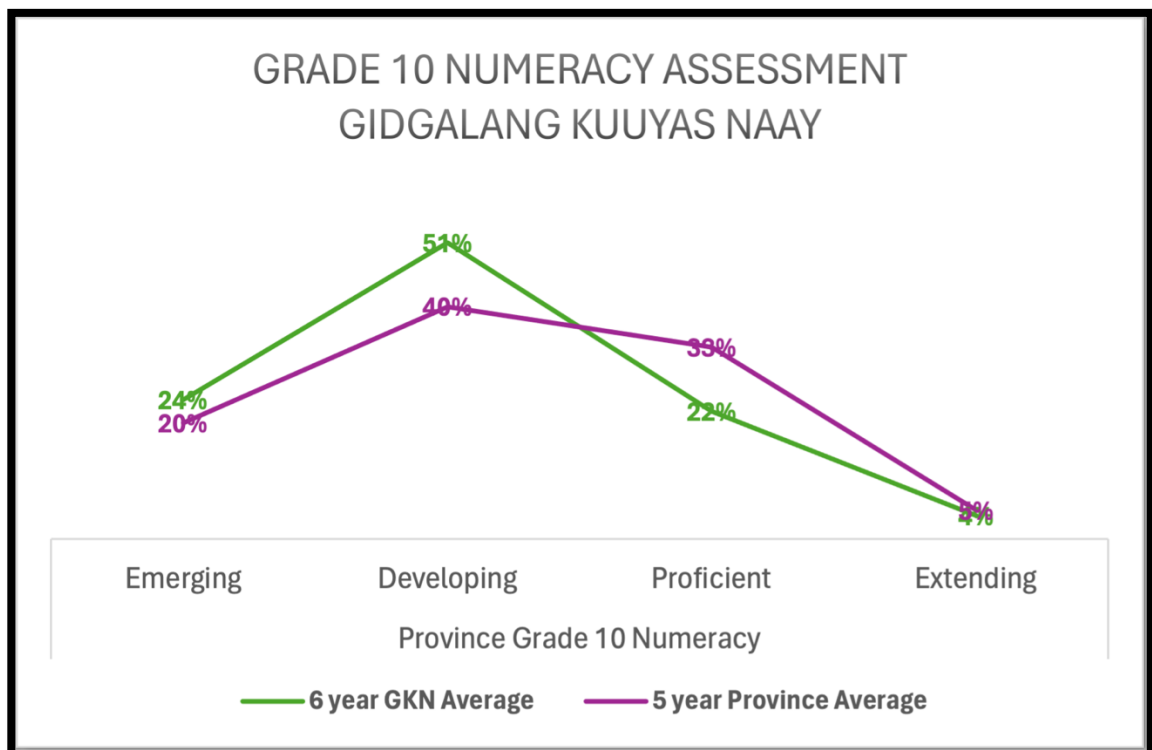
	Grade 10 %	Grade 12 %
2017 - 2018	6	35
2020 - 2021		26
2021 - 2022	25	17
2022 - 2023	67	11

Appendix B – Graduation Assessments

Numeracy 10

	SD50 Grade 10 Numeracy			
	Emerging	Developing	Proficient	Extending
2018 - 2019	31 %	44 %	25 %	0 %
2019 - 2020	35 %	52 %	14 %	0 %
2020 - 2021	33 %	48 %	15 %	4 %
2021 - 2022	20 %	60 %	7 %	13 %
2022 - 2023	31 %	56 %	13 %	0 %
2023 - 2024	0 %	37 %	59 %	0 %
6 Year Average	25 %	50 %	22 %	4 %

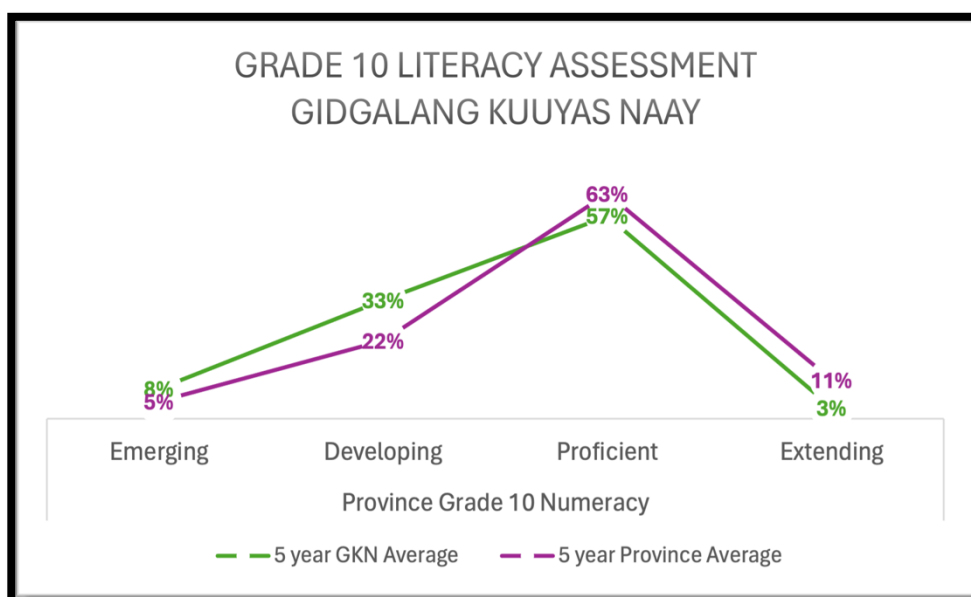
	Province Grade 10 Numeracy			
	Emerging	Developing	Proficient	Extending
2018 - 2019	27 %	45 %	25 %	3 %
2019 - 2020	23 %	37 %	35 %	5 %
2020 - 2021	21 %	41 %	34 %	4 %
2021 - 2022	16 %	38 %	36 %	9 %
2022 - 2023	15 %	41 %	35 %	10 %
2023 - 2024	Not yet available			
5 year Average	20 %	40 %	33 %	5 %



Literacy 10

	SD50 Grade 10 Numeracy			
	Emerging	Developing	Proficient	Extending
2019 - 2020	7 %	35 %	59 %	
2020 - 2021	7 %	37 %	56 %	
2021 - 2022	6 %	22 %	67 %	6 %
2022 - 2023	13 %	38 %	44 %	6 %
5 year Average	8%	33 %	57 %	3 %

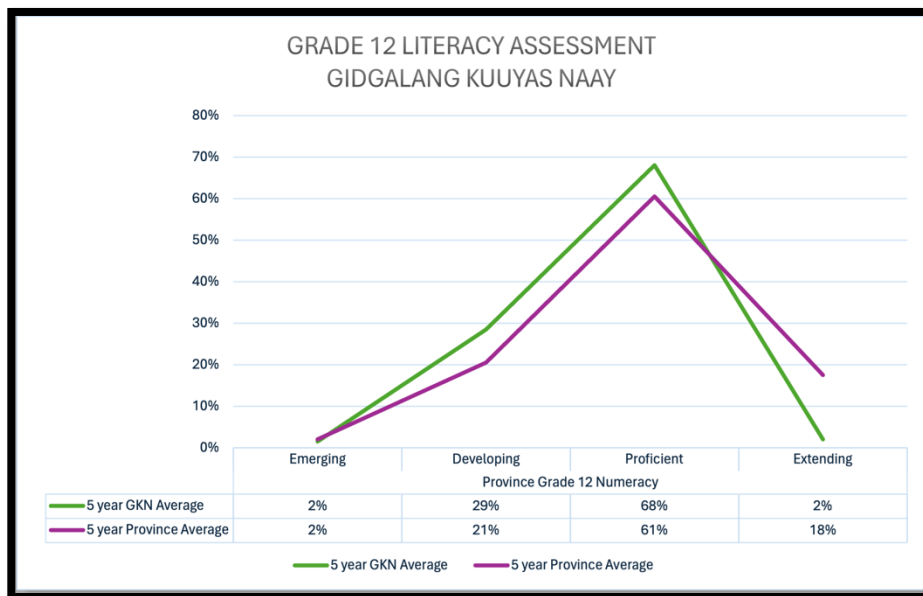
	Province Grade 10 Numeracy			
	Emerging	Developing	Proficient	Extending
2019 - 2020	5 %	21 %	64 %	10 %
2020 - 2021	5 %	23 %	62 %	11 %
2021 - 2022	4 %	21 %	63 %	11 %
2022 - 2023	5 %	22 %	62 %	11 %
5 year Average	5 %	22 %	63 %	11 %



Literacy 12

	SD50 Grade 10 Numeracy			
	Emerging	Developing	Proficient	Extending
2021 - 2022	3 %	35 %	62 %	0 %
2022 - 2023	0 %	22 %	74 %	4 %
2 year Average	2 %	29 %	68 %	2 %

	Province Grade 10 Numeracy			
	Emerging	Developing	Proficient	Extending
2021 - 2022	2 %	20 %	61 %	18 %
2022 - 2023	2 %	21 %	60 %	17 %
2 year Average	2 %	21 %	63 %	11 %



Appendix C – English First Peoples 10 Data

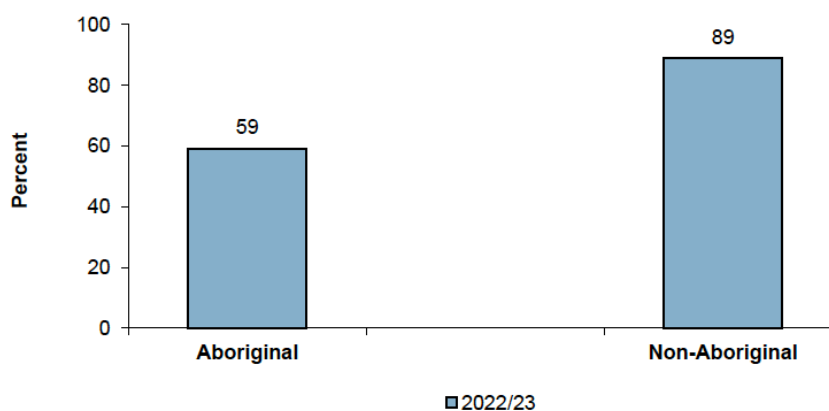
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Aboriginal					Non-Aboriginal				
	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better	
		#	#	%	#		%	#	#	%
2019/20	66	30	45	24	36	22	19	86	18	82
2020/21	30	16	53	14	47	22	13	59	11	50
2021/22	49	18	37	12	24	24	18	75	14	58
2022/23	44	26	59	22	50	18	16	89	12	67

School Year	Aboriginal				Non-Aboriginal			
	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count	
			Gr 10 #	Non-Gr 10 #			Gr 10 #	Non-Gr 10 #
2019/20	66	34	62	4	22	13	22	0
2020/21	30	23	30	0	22	16	22	0
2021/22	49	27	45	4	24	15	24	0
2022/23	44	26	42	2	18	9	16	2

English First Peoples 10 (combined): C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

These courses carry 2 credits each and students are expected to take 2 courses.

Appendix D – Student Developed Haida Gwaii Adolescent Survey

In April of 2024, high school students from across Haida Gwaii partnered with colleagues from the McCreary Centre Society to develop a uniquely Haida Gwaii Adolescent Health Survey.

Below are the seven (7) recommendations shared by students:

- 1. Connect with elders and provide access to cultural practices and experiences in the community.**
 - *Meet with Elders where they feel safe and comfortable (Ex. SHIP).*
 - *Participate in cultural activities outside of school.*
- 2. Provide increased training for staff to support mental health.**
 - *Trauma informed.*
 - *Address stresses facing students.*
 - *Provide additional opportunities for confidential support.*
 - *Share information widely (ex. school assemblies)*
 - *Involve other caring school staff (coaches, custodians)*
- 3. Ensure safe, reliable, and accessible transportation for students.**
 - *Find innovative ways to ensure transportation is safe and reliable for students.*
 - *Ex,: families contribute to bus operation, with student subsidies available.*
- 4. Provide time and opportunities for students to connect with nature.**
 - *Incorporate time in nature into the school curriculum or school day.*
 - *School-wide events or activities to promote getting into nature (ex. Coast Days).*
 - *Integrate learning Haida traditions with getting out into nature.*
- 5. Support all students to lead and participate in meaningful activities in school.**
 - *Variety of activities available on campus (ex. clubs, equipment for a variety of activities)*
 - *Opportunities for student leadership (ex. student council)*
 - *School-wide activities or events (ex. Coast Days, Wellness Wednesdays)*
- 6. Encourage school pride through merchandise and activities.**
 - *Student-designed merchandise (ex, sweatshirts)*
 - *Clubs and activities to promote connection and pride at school (ex. colour teams, school spirit days)*
- 7. Support students to learn life skills and prepare for their future.**
 - *Financial literacy, like budgeting, taxes, and investing.*
 - *Exploring post-secondary programs and support with applications.*
 - *Supporting the transition to larger communities.*