School Growth Plan

Nathan Barton Elementary School, School District # 92 (Nisga’a)

2020 – 20201

Lavita M Robinson, School Principal

(Draft)

**Overview:**

Gingolx is a small village community of approximately four hundred people. It is the most isolated of all village communities in the Nisga’a School district. The community is served by one paved highway. This highway is often closed due to poor weather, slides (mud, snow, and rock), and bridge washouts. The closest major center is Terrace which is one hundred seventy-five km away. The relative isolation of Gingolx presents some challenges for the learning community at Nathan Barton Elementary. There is a shortage of Teachers on Call and poor teacher retention overall. Enriching extracurricular activities for students are often difficult to access.

Nathan Barton Elementary serves thirty-five Nisga’a students from grades K-7. There are three classroom teachers, One Nisga’a Language & Culture Teacher, three educational assistants with one assistant acting as our Home School Coordinator as well, one Learning Support Teacher and a District Student counsellor. Students receive 120 minutes of Nisga’a language instruction weekly and also receive 120 minutes of Nisga’a Culture instruction. Students actively participate in annual cultural events such as Hoobiyee (Nisga’a New Year) and Fishery Bay Field trips (traditional oolichan fishing camp).

Nathan Barton Elementary School is now in our third year of offering extra First Nation support in all classrooms. We are very fortunate that we have been successful at receiving the First Nation Education Steering Committee (FNESC) five-year grant. Nathan Barton School has a five-year plan to support the Nisga’a language & culture programs in our school as a whole.

**Belief Statements:**

We believe that all children are capable of learning and experiencing success.

We believe that respect for all individuals is a cornerstone to learning and teaching in reference to Nisga’a laws of the Nation.

We believe education is a shared responsibility between the home, the school, and the community.

We believe that exemplary teaching requires sound planning, the effectual delivery of lessons, strong classroom management and leadership, and the use of adaptive assessments.

We believe in lifelong learning.

**Mission Statement:**

Through the use of innovative and effective pedagogy our goal at Nathan Barton Elementary is to help our students develop their hearts and minds to the fullest.

**School Goals:**

* Our first school goal is to improve decoding skills as well as comprehension skills across all grades. All students were assessed using the *PM Benchmark diagnostic* tests. Students were then put in small learning groups based on their respective scores. Since October, the principal, teachers, and educational assistants have worked collaboratively during a *literacy* block every morning from 9:00a.m. to 10:30 a.m. to deliver reading programs using the Read Well program, and or the Guided Reading program, with a main focus on decoding and comprehension. Both reading programs allow for seamless ongoing assessment that, in turn, informs instruction. It also accommodates daily instruction in phonemic awareness and phonics, vocabulary, reading fluency, and comprehension that helps to build the foundation necessary for students to become lifelong readers.
* Our second goal is to improve numerical problem-solving across all grades. We subscribe to the belief that when children learn effective strategies for solving math problems when they are young, they can transfer these problem-solving skills more generally as they get older (i.e., They become better problem-solvers in life).
* Our approach encourages children to become better at defining a problem, thinking of ways to solve it, implementing a solution, and evaluating the results.
* Our approach makes use of manipulatives and models that engage students in the language of math. We believe that students thrive when they are taught in a multisensory framework.
* When students are able to physically move manipulatives to show various mathematical relationships, their sense of *touch* is actively engaged. When students are encouraged to communicate their mathematical ideas through *speech*, they can test their ideas to see if they are sufficiently convincing. When students are able to *look* at something that visually represents a mathematical concept, they are able to access visual and spatial learning constructs.
* Students work with a District Math leader throughout the year on a once per-week basis. The goal of this weekly interaction with the District Math leader is to assist students with Number Sense and operations which relates to the New BC curriculum.
* Our third goal is to improve social responsibility. Twice a month on a Monday morning intend to hold a school wide assembly where lessons based on Moral Intelligence (8 Virtues) are taught. Positive Behavior strategies are used throughout the week to reinforce the lessons.
* Elders and community role models are a big part of this goal. Elders and role models are invited to speak to individual classrooms around social responsibility.
* NBES will be looking into programs such as the CASEL (Collaborative for Academic, Social, and Emotional Learning) CASEL is dedicated to advancing the science and practice of school-based social and emotional learning (SEL) CASEL’s mission is to make social and emotional learning an integral part of education from preschool through high school.
* Our fourth goal is to adapt our Nisga’a Language curriculum to fit the newly adopted (A.S.K. M.E.) document in our School District. The Document is used throughout BC First Nation schools as a tool to teach language fluency.
* Nathan Barton Elementary School will work closely with fluent speakers during the translating and preparation of the curriculum

**Data Collection:**

* Read Well assessments will be administered to all students periodically throughout the school
* PM Benchmark is ongoing throughout the year
* District Math Assessment
* District wide writing assessment
* Leveled Nisga’a language assessment