



Nazko School

School Growth Plan

2024-2025 School Year

School District 28 rests on the traditional lands of the Lhtako Dene.



School Story / Journey

Nazko Valley Elementary is a unique rural school situated on Nazko First Nation traditional territory, 100 KM west of Quesnel. Nazko Valley Elementary seeks to teach and practice local culture and traditions. We work to incorporate the 'First People's Principles of Learning' into our teaching practices and school learning environment. Our School strives to encourage love, honor, and respect as core values of our learning community. The Circle of Courage informs our practice through belonging, generosity, mastery and independence. Nazko Valley Elementary promotes the joy of learning through playing, learning, and working on the land. Our learning is immersed in the natural environment that surrounds our community. This includes Marmot Lake, Nazko River and Stump Lake. We work to create opportunities to positively interact in a safe space. Nazko School believes in whole school/ strength-based learning that is built on the premise of circle, interconnectedness with identity, language, tradition, land and nature.



Supportive Spaces

Goal: To support and promote student's social and emotional well-being through recognition of feelings and needs, to support growth in academic success and create safe inclusive learning spaces through Circle of Courage, Circle of Security, Second Step, and Mind-up frameworks.

Rationale:

Programs engrained in the school such as Circle of Courage, Circle of Security, Second Step Frameworks and Mind-up frameworks help to have students feel a sense of efficacy and become self-sufficient in problem solving, and support and help each other and the whole school community.

Actions / Strategies:

Foster belonging through being with students, welcoming students at the beginning of the day to assess emotional and physical needs. Leading to whole group breakfast where students can access one to one support in addressing their basic physical, social and emotional needs while ensuring the safety of students.

Respond to student needs and concerns in thoughtful, consistent, restorative ways. Use practices of Restorative Justice circles and Second Step as frameworks to be personally accountable, assist others in need, and value healthy relationships.

Teaching and modeling a growth mindset through student strengths and meeting students where they are at and creating opportunities to move forward.

Measures:

Students assist in problem solving and coming with whole solutions to planning school events, assisting each other and siblings or extended family. The school is seen as an extension of the family and the students see the school as such, as relationships are close-knit

Speak to the Data:

Celebrating student success through being with, delighting in and acknowledging the accomplishments and learning experiences of students as a whole community through tasks, goals and challenges, and problem solving together along with other students and staff.



Equity and Engagement Literacy

Goal: Improve and track student's literacy skills by demonstrating increased individual goal attainment and academic growth in literacy. Students and teachers collaborate on assessment to develop and refine personal literacy goals.

Rationale:

Nazko Valley has a whole school approach to literacy which includes small groups and individual learning. Teachers collaborate and plan together. Concrete learning strategies such as oral story telling, Stop Motion and Circle Story are programs that allow students to feel a sense of success in their learning.

Actions / Strategies:

Action/strategies:

Reading:

Side by side reading, Literacy circles, Guided reading, Daily 5, ,Literacy games (word development/vocabulary development), Teacher read alouds, Reading Power, Comprehension, Small and Whole group mini lessons.

Writing

Stop motion - the writing process : ideating, drafting, organizing, editing, revising, and publishing, group writes, whole school writes. Small and Whole group work.

Measures:

Reading:

Assessment Practice Measures: PM benchmarks, Fontas and Pinnell

Writing:

Assessment Practice Measures: Anecdotal, Rubrics, Student/teacher reflection, student exemplars, conferencing (teacher-student, student-student)

Speak to the Data:

In literacy, most students are not at the proficient level of reading, however last year there was great growth and development for some students. Our learners need extra support, and a learning assistance teacher comes out once a week to work with primary students and regularly assess their skill levels in reading.



Equity and Engagement - Numeracy

Goal: To build positive attitudes towards numeracy, and develop students genuine love for math and skill development.

Rationale

Students need to demonstrate increased individual goal attainment and academic growth in numeracy as an integral aspect of daily life.

Actions / Strategies:

Small group mini lessons, whole group lessons, number of the day, daily 5 numeracy, hands on math experiences and problem solving, cultural application of numeracy skills, cross-curricular applied design, skills and technology, mathletics, math games, math interviews, teacher to student, student to student, math journal and table talk.

Measures:

Small group, Problem based application, SNAP Assessment (Sue H.), Anecdotal data, self-assessment, student summative assessment, AFL: diagnostic, formative, and summative (student and teacher reflection on growth), student teacher conferences.

Speak to the Data:

Without a District wide assessment tool, it difficult to speak to numeracy data. Teachers can speak on anecdotal data, problem based applications, diagnostic tools, formative and summative assessment and student teacher conferences.



Cultural Collaboration

Goal: By exploring our cultural identity and learning at the school and on the land with elders, family and community, we equip our learners with deeply woven cultural identities and influences. The partnership and collaboration with the community is an important part of our school culture and values. We are continually developing our understanding of Indigenous knowledge and perspectives.

Rationale

The school is situated near Nazko First Nation. There is collaboration with Nazko First Nation and Nazko Valley School. This brings partnership and cultural collaboration throughout the seasons of the school year aligning with cultural realms.

This includes well being of the self, the family and the community.

Actions / Strategies:

Carrier Language, sharing circle, drum circle, restoration circle, elders' circle, smudge, medicine making, lahal games, drumming, salmon release, ancient forest trip, culture days

Elders

Being on the land - intergenerational experiences (e.g.: Crater Lake, Salmon Release, Marmot Lake Trail Maintenance), harvesting food and medicines, community Clean Up.

Healing

Generational roles and responsibilities

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Out of school event planning and support

Measures:

School based belonging strategy with students and parents

Sharing circles, drum circle, restoration circle, elder's circle

Land based activities

- With community
- Indigenous knowledge and perspectives

Speak to the Data:

There is a strong connection between school and Nazko community. Whole school cultural and other events bring a large number of the community into the school. Many of these events include cultural activities such as drumming, fishing and other land-based activities. Students and staff attend cultural events at the health center or community members and members are resourceful and bring cultural content into the school. (i.e. what is the meaning of the drum, fishing on the land, etc.)

