

David Hoy Mission:

We strive to create a nurturing and safe community where everyone is respected and encouraged to reach their full potential as life-long learners – socially, physically, and academically.

School Plan to Support Student Learning
David Hoy Elementary 2021 2022

School Overview

David Hoy Elementary is the only public elementary school in the community of Fort St. James. We provide educational programs to students living in the communities of Yekooche, Fort St James, Nak'azdli Whut'en, Tl'azt'en Whut'en, and Binche Whut'en. Our school population this year is hovering around 248 students. David Hoy School's population has a history of fluctuating dramatically within each school year. We have an Afterschool Arts and Sports Program that runs afterschool in 4–6-week sessions.

Between 50-60% of our school population identify as being of First Nations ancestry. In December of this year our Carrier Language and Culture teacher resigned. We have put out a posting to replace this teacher, but unfortunately, we have not been able to hire a replacement yet. In December we invited Elder Jonas Morris to support our students and we are planning to continue on with this program. We engage our students in local content that is personally relevant to our learners. We strive to embed aboriginal knowledge throughout all areas of the curriculum. We invite local knowledge keepers and elders to join us in our learning whenever possible.

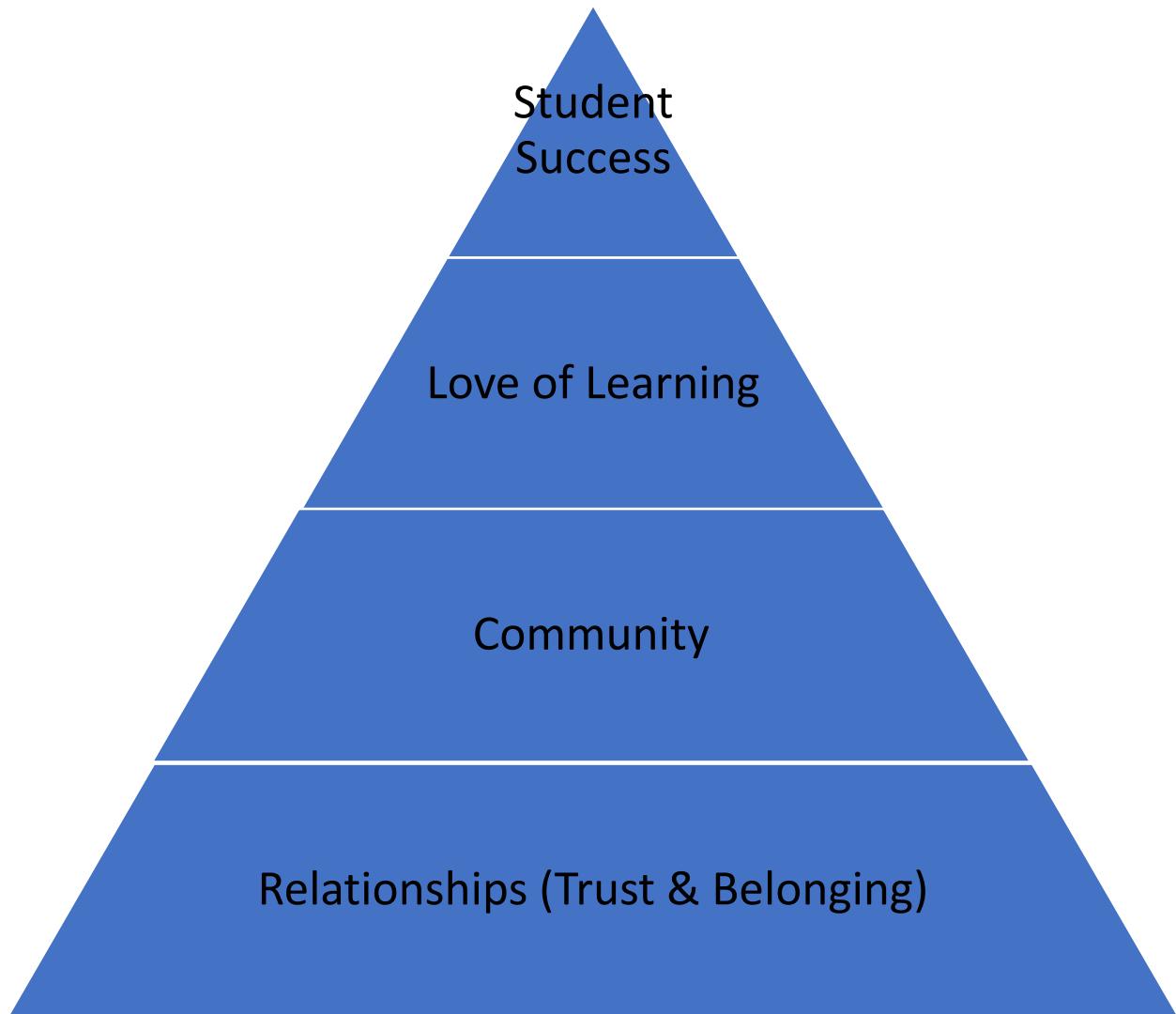
We have a dedicated Learner Services department that consists of 2 Special Education Teachers, 1 Intermediate Support Teacher, 22 Learning Support Workers, 2 School Counsellors, an Occupational Therapist, and a Speech Language Pathologist. This year we have 14 enrolling classrooms.

School time during a Pandemic

This year, student attendance has notably improved. We understand the power that a significant adult can play in the ability of students to learn. When children are in the building, we will strive to rebuild and strengthen relationships. Building strong relationships with our students and their families will continue to be the foundation on which our growth plan is built.

Our School Goals align with the District Goals of Creating Student Success, Honoring Diversity, Engaging the Workforce, and Enhancing Connections. We believe that with strong relationships we create a school community where student success is possible. We have set three academic goals (one literacy, and two numeracy goals) and two Core Competency goals. Our Core Competency goals include both students and staff. We believe that our entire school community needs to have the opportunity to follow their passions and that by supporting them in their learning journeys, we create meaningful learning opportunities that have a lasting effect. This is how we build staff engagement and student success.





Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be.

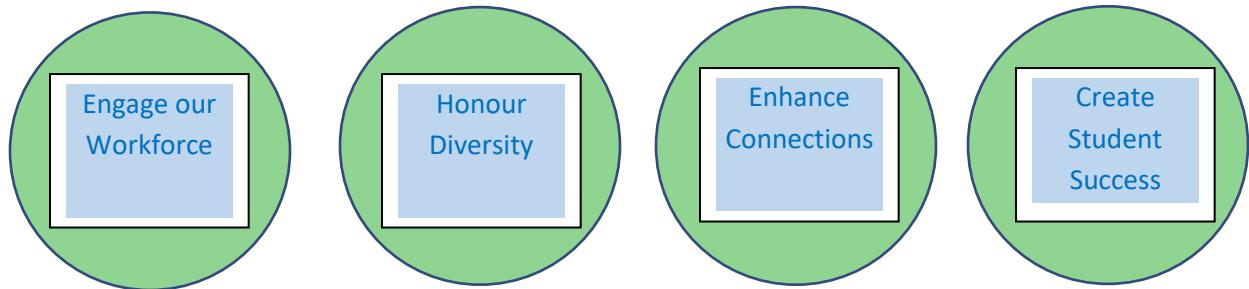
Rita Pierson





I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou



Goal Area: Social Emotional Well-Being

Goal 1. Students and staff will develop strategies to help improve **their** health and personal well-being.

Goal Summary:

Our school uses several different programs to help students develop specific strategies to help them with social emotional regulation. SNAP (Stop Now and Plan) is a program implemented across the District and is used in most of our Intermediate classrooms. This year we are working on breaking out certain aspects of the SNAP program and teaching them at specific grade levels. We are also working on better understanding how the SNAP program supports our other WITS, Zones of Regulation, Ease, and Bucket Filling programs.

Since 2017 we have been working on becoming a school that practices in a trauma informed manner. We have worked extensively on improving our understanding of Trauma and its impact on student learning. Staff have attended numerous workshops and as a school we continue to work at being a compassionate and ACES-informed community.

This year we are continuing with our journey of ensuring our students see themselves represented in our school community.

We are working through our school resources to ensure that we no longer have any textbooks, novels, or teacher resources that use outdated and inappropriate terminology. We have diverse learners in our classrooms, and we need to have our resources and libraries reflect this. We want to ensure that all our students see themselves reflected in the materials we use and feel that they belong in our community. We are actively improving the diversity of the resources available to our students and staff.



When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part.

Rudine Sims Bishop



We recognize that our students learn best when they feel safe and respected. Helping our students connect to the land and honour the culture of the local indigenous people is important. We strive to provide our students with numerous opportunities to learn outside and from local guests, knowledge keepers and elders. We have a close relationship with Chuntoh Education Society and value their support in meeting our school goals.

David Hoy School has an active Act of Kindness program that supports all members of our school community. We know that gratitude is connected to happiness. Students and staff perform acts of kindness throughout the year. Each month we send out food and clothing hampers to our community's families. The students identify ways to give thanks to our community, and each year they come up with creative ways to give thanks.

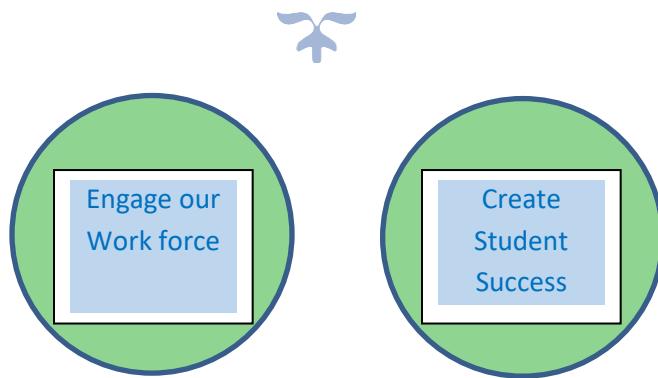
David Hoy Elementary has a Values Program. We are the David Hoy Dragons and each letter in our name stands for a different value that we identify monthly. Our values are: **D**iversity, **R**espect, **A**ttitude, **G**ratitude, **O**pportunities, **N**urturing and **S**pirit. This value program ties closely to school wide Growth Mindset activities.





As an educator, I know that my students' learning relies upon my ability to develop strong relationships, and that without those relationships, meaningful learning is unlikely to occur.

Sara Florence Davidson – Potlatch as Pedagogy



GOAL AREA: Core Competencies

Goal 2. To cultivate a Love of Learning in our students and staff (**identifying and following our passions**)

Goal Summary:

Cultivating a love of learning for both our students and staff is a foundational goal for our school. We know that people learn best when they are having fun and have some control over their learning. When students have strong relationships with the peers and adults in their lives, amazing things happen.

This year we have been able to run our PLC inquiry groups. PLC is a time when all staff work with their colleagues to focus on improving student learning. Staff look at our school goals and then pick an area that they are passionate about.

This year we have inquiry groups looking at:

1. Place based learning,
2. Strategies for supporting early literacy skills in intermediate learners,
3. Indigenizing and diversifying our resources
4. Creating a culture of belonging by building social emotional skills

We strive to create an environment that is fun and exciting for our students. As a school we plan numerous spirit days, and special events. Classroom teachers work to give students choice in how they show their knowledge and in what they study.

Students love learning outside and that is a big part of what we do. Our classes go out onto the land frequently and learn by doing. We value collaborative practices, and our staff and students learn and work together to solve problems.

We are located a short walk from Stuart Lake, and the forest. Our classes regularly play, learn, and explore in these spaces. We are learning how to teach all subject areas outside, and we are excited about improving our skills in this area.

We have a beautiful outdoor classroom, and this space is used all year round.

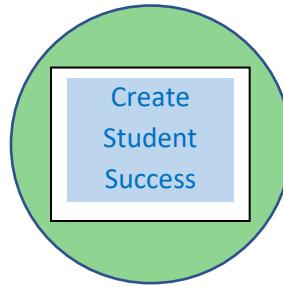




I love outside!

Chloe Felix-Hanson





Goal Area: Literacy

Goal 3. To have all students reading at grade level, or fully meeting their literacy IEP goals.

Goal Summary:

Literacy and Numeracy skills are our main academic focus. All classroom teachers use a variety of formal (RAD, FSA) and informal (PM Benchmarks, DIBELS, Words Their Way) assessments to determine what skills each student needs to move forward. At the primary levels (K-3) teachers only formally report out to parents in these areas.

We use our School Based Team Meetings to discuss both classroom and individual needs and to help implement strategies that are identified in these meetings.

We have been implementing Joyful Literacy strategies (student skill tracking, targeted instruction, blitzing, guided reading, shared reading) in our Primary classrooms for several years. Last year many of our primary classes implemented a strategy called Story Workshop. This is a powerful strategy that develops numerous literacy skills (storytelling, understanding of story structure, vocabulary). We will continue to support the development of this strategy across all classrooms.

All our classrooms are increasing the amount of place-based learning that they participate in. Shared experiences build community, promote discussions, and build vocabulary. We know the important role that vocabulary and background knowledge play in reading and writing and we are focusing on increasing our

students opportunity to participate in authentic experiences that promote critical thinking and inquiry. Our activities frequently involve working with Local Elders and Knowledge Keepers. We know that this will increase students' oral language skills.

Goal Area: Numeracy

Goal 4. To improve students' number sense so that all students are fully meeting grade level expectations or their IEP goals.

Goal Summary:

We know that strong number sense is critical to excelling in numeracy.

We are using more hands-on real-life problems, SNAP math activities, Mathup lessons, and Thinking Classroom strategies in our classrooms.



Goal 5. Develop the ability of our students to persevere in solving problems and be able to use a variety of strategies to solve a variety of problems (not just Math problems).

Goal Summary:

This goal is tied to our Dragon Values. When we look at the Dragon Value of “Attitude” we talk to our students about having a Growth Mindset. They learn about GRIT, and perseverance and how these attitudes are tied to our learning. Project based learning activities that involve solving real problems are used frequently in the building. We are using Marian Small, Trevor Caulkin and Peter Liljedahl strategies to encourage our students to focus on multiple ways to solve the same problem.



Appendix A – Data to Support School Growth Plan - Literacy

Data to support the setting of this goal:

1. PM Benchmark Data

% Fully Meeting on Fall PM Benchmark Testing	
Fall 2021	
Current Grade 2	38%
Current Grade 3	46%

2. RAD Data – Grade 4/5/6/7

% Fully Meeting on Fall RAD Testing	
Fall 2021	
Grade 4	13%
Grade 5	5%
Grade 6	3%
Grade 7	3%

*This year the District modified the parts of the RAD completed by our students. The test was shortened to focus in on areas that students traditionally have had difficulty with (1. Metacognition skills, and 2. Identifying main ideas and supporting details). These low scores are concerning and identify a clear area that we need to focus on.

Appendix B – Data to Support School Growth Plan - Numeracy

Number Sense - Data to Support this goal:

- Numeracy DNA test results (for 2018 &2019)
- Numeracy – New District SNAP assessment (2021)

Grade	% Fully Meeting
2020/2021 Grade 3	38%
2019/2020 Grade 4	92%
2018/2019 Grade 4	50 %
2020 2021 Grade 6	33%
2019 2020 Grade 7	52%
2018 2019 Grade 7	24 %

Problem Solving - Data to Support this goal:

As a school we are looking at what other data teachers currently use to provide them with information on students' problem-solving abilities. A couple questions we are talking about right now:

Is there a need for us to create an intermediate and primary level problem solving assessment?

Is there a way we can create and use the same assessment across several grades? Use open-ended type problems that allow multiple access points.

Appendix C – Data to Support School Growth Plan – Social Emotional Learning

Belonging - Data to support Goal:

1. A history of ongoing community trauma for the Fort St. James and area communities.
2. Ministry Satisfaction Survey Data

As a school community we question the validity of the Ministry Satisfaction Survey. Each of our grade level cohorts consists of a small number of students. When working with small numbers, we know that a couple of students can have a dramatic influence on percentages.

In addition, The Ministry Learning Survey is a long survey; we question whether students (especially our grade 3 students) understand what the questions are asking and their endurance for this test.

We are starting to gather anecdotal information from our students around the Ministry questions. We want to know the why behind the numbers. We also are interested in their suggestions for improvements.

Ministry Survey – Belonging Category						
Question	Grade 7		Grade 7		Grade 7	
	2018	2019	2019	2020	2020	2021
Do you feel welcome at your school?	53%		50%		82	
	66% P	52% D	65%	53%	65	63
How many adults at your school care about you? (Positive response)	60%		69%		73	
	52% P	40 % D	54%	49%	61	68
At school I am learning how to care for my mental health.	50%		56%		45	
	50% P	39% D	51%	48%	46	46
Do you feel good about yourself	73%		36%		55	
	55 %P	54 % D	52%	47%	48	49

Question	Grade 4		Grade 4		Grade 4	
	2018	2019	2019	2020	2020	2021
I am happy at my school	80%		55 %		72	
	72% P	69% D	71 %	59%	72	68
How many adults do you think care about you at your school (positive response)	63%		62 %		89	
	67% P	63% D	63%	50%	65	73
Are you learning how to care for your mental health?	44%		35%		33	
	40% P	31% D	39%	33%	37	32
Do you feel good about yourself	81%		81%		78	
	72% P	67 % D	70%	66%	65	59

Often /Always answer category reported. P represents Provincial percentage; D represents District percentage.

Appendix D – Data to Support School Growth Plan – Social Emotional Learning

Love of Learning - Data to Support this goal:

Question	Ministry Student Learning Survey					
	Grade 7		Grade 7		Grade 7	
	2018 2019		2019 2020		2020 2021	
I plan my learning based on my goals	40%		62%		55	
	47% P	41% D	45%	45%	42	46
At School do you get to work together on projects with your classmates	67%		50 %		45	
	55% P	37% D	54%	40%	52	42
At school do you get to work on things you are interested in as part of your course work	27%		27%		18	
	25% P	15% D	25%	24%	23	25
At school, are you taught to take ownership or control of your learning?	33%		23%		18	
	32% P	17% D	32%	29%	30	21
My learning is connected to the local environment and community	27%		35%		27	
	29% P	24% D	29%	25%	25	23
At school, I provide input into what I learn, and how I learn.	40%		31%		27	
	43% P	29% D	41%	33%	39	35

Question	Grade 4		Grade 4		Grade 4	
	2018 2019		2019 2020		2020 2021	
	2018 2019	2019 2020	2020 2021	2018 2019	2019 2020	2020 2021
Do you get to work on projects with your classmates?	56%		52%		28	
	47% P	44% D	45%	30%	41	38
Do you get to work on things you are interested in as a part of your schoolwork?	41%		29%		17	
	30% P	23% D	28%	23%	26	19
Do you feel you have choice about what you are learning	7%		10%		0	
	20% P	19 % D	18%	16%	16	13

Often /Always answer category reported. P represents Provincial percentage; D represents District percentage.

Appendix E – Ministry Student Learning Survey – District Wide Questions

Ministry Student Learning Survey				
Question	Grade 4		Grade 4	
	2019	2020	2020	2021
How many adults do you think care about you at your school?	76%		89	
	68% P	57% D	65	73
I am happy at school.	52%		68	
	70% P	57% D	72	72
Do you feel safe at school?	62%		78	
	77% P	58% D	79	74
When you make a choice, do you think about how it might affect others?	52%		50	
	52% P	37% D	51	46
Are you learning how to solve problems in peaceful ways?	43%		50	
	53% P	40% D	53	50
Do you feel good about yourself?	81%		78	
	66% P	59% D	78	66

Ministry Student Learning Survey				
Question	Grade 7		Grade 7	
	2019	2020	2020	2021
Is school a place where you feel like you belong?	35%		55	
	52% P	40% D	50	44
At your school, how many adults do you feel care about you?	69%		73	
	54% P	49% D	49	57
Do you feel safe at school?	54%		82	
	69% P	59% D	70	65
When I am making a decision to do something, I stop to think about how it might affect other people?	50%		70	
	52% P	50% D	53	42
At School, I am learning how to solve problems in peaceful ways.	65%		64	
	60% P	52% D	58	59
Do you feel good about yourself?	36%		55	
	52% P	47% D	49	50

Often /Always answer category reported. P represents Provincial percentage; D represents District percentage.