

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 Updated February 2026

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 Nation, and Binche Whut'en. Our school population this year is hovering around 224 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 Indigenous ancestry. We are excited to have Crystal Millard return as our Language and Culture Teacher, and our Aboriginal Advocate position is filled with Dalphena Joseph.

We work towards engaging 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 are honoured to have Elder Kenny Leon work with our school on a weekly basis.

We have a dedicated Learner Services department that consists of 2.2 Special Education Teachers, 1 Literacy Interventionist, 24 Learning Support Workers, 3 part-time School Counsellors, an Occupational Therapist, and a Speech Language Pathologist. In addition to SLP and OT in person, we also receive online SLP and OT services. This year we have 10 enrolling classrooms.

This year, we continue to struggle with staffing. Our teaching positions are fully staffed, but unfortunately, we have 5 CUPE (learning support workers) postings that have not been filled. We also lack a robust casual replacement list. Lack of staffing is a daily problem, and we need to look for ways to help our District with hiring casual employees.

We understand the power that a significant adult can play in the ability of students to learn. We strive to build 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 current 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 two academic goals (one literacy, and one numeracy goal) and three 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.





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: Core Competencies

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. We use the SNAP program as a framework for other SE programs to build from. Different portions of the SNAP are introduced at different grade levels and support our other SE programs (WITS, Zones of Regulation, and Bucket Filling).

Since 2017 we have been 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 (ACEs – Adverse Childhood Experiences).

As a trauma informed school, we strive to create a community that is safe (consistent, reliable, predictable), promotes the establishment of positive relationships, and directly supports our students in managing their emotions and self-regulating.



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





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



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

Our Student Leadership Club is now in its fourth year of development. The club is a formal structure that allows students to express their ideas and make suggestions for improving the day-to-day school experience of our students. This year we are working to help this group of student leaders to look at how good citizens help others.

We have diverse learners in our classrooms, and we need to have our resources and library 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 resources available to our students and staff.

We recognize that 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. We are working on further developing our connections with other organizations in our surrounding communities (Connexus, Nezul Be Hunuyeh, Pope Mountain Arts, Talo Nadleh-Un).

One of our ongoing acts of conscious reconciliation is to have every classroom develop a local land acknowledgement at the beginning of each school year. Students work to understand the importance and significance of these. Each classroom has their acknowledgement proudly displayed.

We have an active Staff Wellness Program. Our committee consists of both CUPE and BLNTU members. This committee routinely organizes fun challenges, prize draws, and morale boosting activities.

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. Throughout the year 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 show gratitude.

David Hoy Elementary has a Value 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**oals, **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 2:

1. To improve our school community's understanding of the impacts of chronic absenteeism on student learning; and
2. To decrease the number of students missing more than 2 days of school each month.

Goal Summary:

This is a new focus area for David Hoy Elementary. Using data from the 24/25 school year, we know that 77 % of our student population had chronic absenteeism. This means that they miss 10 % or more of the school days each year. This same data shows that 81% of our indigenous students had chronic absenteeism.

We plan on increasing our communication with caregivers on the importance of school attendance. We will include short articles in the newsletter, discuss the topic of attendance at First Nation Education Meetings and PAC Meetings. We will also include an attendance statement with our Formal Learning Updates. Educating students on the importance of regular attendance is also part of our action plan. Staff will be working with classes on both information for students and fun incentive activities.

David Hoy Elementary and FSJSS have been chosen to be part of an attendance research project with Dr. Dustin Loyie from UBC. They will be working with our school community to help us better understand our attendance issues and develop a research-based action plan.

February Update:

A comparison between our 2024/25 September to December chronic absentee percentage and this year's percentage indicates that our increase in communication with families regarding the importance of regular attendance seems to be having little impact. We are going to continue to work on our communication with families around the negative effects correlated with chronic absenteeism. We understand that the reasons behind attendance issues are complex and may require time to change established behaviours.

Goal 3.

Develop the ability of our students to persevere in solving problems and be able to use a variety of strategies to solve **not only** mathematical problems, but problems we face in everyday life.



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 (**G**ive it your all, **R**edo if necessary, **I**gnore giving up, **T**ake time to do it right), 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 provide our students with problems in various content areas and help our students to recognize that there are multiple ways to solve the same problem.

GOAL AREA: Literacy

Goal 4. 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 complete a variety of formal (CCR, FSA) and informal (PM Benchmarks, DIBELS, Words Their Way) assessments to determine what skills each student needs to move forward.

All classrooms are placing a renewed emphasis on early literacy skills. Classrooms use a variety of programs (Sequential Phonics, Heggerty, Letter Land, Primary Success, Phonics in Motion, Words Their Way) to support the development of foundational literacy skills.

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, guided reading, shared reading) in our Primary classrooms for several years. We have started looking at other programs that support sequential and direct instruction of early literacy programs. We have purchased a variety of early decodable books and are starting to use these instead of PM Books at the early stages of reading development. This year some of our staff are working with Stephanie Lindstrom and Michelle Miller-Gauthier (District Literacy Coach) on examining and improving our early literacy instruction.

Our Inclusive Education department is continuing to support the use of an online reading program called Lexia. We have purchased 40 seats. This is a program designed to help students who are not reading at grade level to develop the skills they need to become successful readers. This is now our fourth year of using Lexia, and we are examining the data closely to determine which students benefit the most from this online program.

We know the important role that vocabulary and background knowledge play in reading and writing. This year we are increasing the number of place-based learning activities that our students participate in. We are working on improving our students' understanding of the world we live in. Our activities frequently involve working with Local Elders and Knowledge Keepers. We know that this will increase the oral language skills of our students.

May 2025 Update:

We are excited to have a new teaching position added to David Hoy School. For the 2025 2026 school year we will have a .5 Indigenous Student Support Teacher. Their focus will be on helping students develop literacy and numeracy skills.

We have a large team (4 staff) signed up for a professional development program called Fundamentals of Structured Literacy. We are committed to improving our ability to monitor student progress and ensure optimal student success.

November 2025 Update:

Unfortunately, the .5 Indigenous Student Support Teacher position was not filled. We have posted a 6-hour Indigenous Education Advocate position to support students, as of February, 2026 this position has remained unfilled.

A new position was created this year to support Intermediate students struggling with reading. A fulltime Literacy Interventionist position was created and filled by Jessica Gooding. This position targets Intermediate students that are significantly below grade level in their reading. Students are tested and provided with research based targeted instruction. We are excited to see the impact of this position.



February 2026 Update:

Ms. Gooding worked with 20 intermediate students from October to December. These students were working between PM 8 and PM 26. The students worked in groups that focused on:

1. specific missing phonic skills, and/or
2. fluency development.

PM data indicates that this intervention program is making a difference for these students. The table below shows student growth from the beginning of October to the beginning of February.

In January, the Inclusive Ed team looked at data and graduated some students from the intervention program and added new students. At the end of Term 2 we will be adding another fluency group for a group of grade 4/5 students.

Chart Notes:

- In the chart below we have highlighted students that have been part of the intervention group, but have chronic absenteeism and have missed numerous classes.
- A letter "G" means they were graduated out of the program.

PM Benchmark Results			
Student	October	December	February
1	8	8	9
2	14	17	18
3	10	15	15
4	13	17	19
5	12	15	G
6	16	16	G
7	17	17	18
8	11	12	12
9	12	14	17
10	17	18	20
11	18	22	23
12	17	17	19
13	16	17	20
14	20	21	23
15	24	24	G
16	26	27	G
17	26	28	G
18	24	27	23
19	26	27	G
20	26	30	G

GOAL AREA: Numeracy

Goal 5. To improve students' number sense so that all students are fully meeting grade level expectations or their IEP goals and become confident mathematical thinkers.

Goal Summary:

We know that number sense is the foundation of a students' success in mathematics. As an identified need and goal for our students we recognize that number sense needs focused daily attention. Through number talks, hands-on activities and games we will provide the students with the opportunity to explore and expand their thinking about numbers. The students will be encouraged to test new ideas, learn that mistakes are a part of the process, and make sense of their mathematical ideas.



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				
	2022	2023	2024	2025
Grade 2	50	26	15	38
Grade 3	58	62	44	44

PM Benchmark Assessment

The PM Benchmark Assessment is a tool we use to help us identify where a child is in their literacy learning. It is a short 10-15 min assessment. Teachers listen to each child read a short passage. Listening to a child read gives a teacher a lot of information about a student's reading ability. Fluency (reading speed & prosody), decoding ability, and comprehension are all assessed with this tool. The School District has established District wide expectations for what level a child should be reading to be fully meeting expectations in the primary grades.

Year 1 (2024 2025) Structured Phonics Interventions:

In September of 2024, the grade 2 cohort group had only 15 % of grade 2 students fully meeting expectations. As a school we began looking at what additional interventions were needed to support these students. During the 2024-2025 school year our grade 2 cohort received extensive literacy classroom instruction using a program called Sequential Phonics. We planned for a second dose of literacy instruction in Term 2 but a staffing shortage prevented us from adding a second dose. By the end of the school year 48 % of grade 2 students were fully meeting expectations in literacy.

Year 2 (2025 2026) Structured Phonics Interventions:

This year 4 staff members signed up for some additional phonics training with District Psychologist Stephanie Lindstrom. We will be looking at ways to incorporate her teaching into our Literacy Instruction. We have added extra Literacy support to each Primary classroom (LEXIA programing, or J. Soles – Teacher push in) to support student literacy development.

LEXIA – Online Reading Support Program

Lexia is an evidence based digital reading program that is based on literacy and language research. This program provides students with structured, sequential online lessons at each child’s learning level. This program supplements the instruction students receive from their classroom teacher.

This is our fourth year using this program. We have again purchased 40 seats and are using them with a targeted group of students. We have discovered that Lexia only appeals to a certain group of students. We need to monitor progress closely so that teacher intervention and support is available. This is the second year we have included primary students in the program, and our data shows us that early intermediate and primary classes might be the better spot to focus on the Lexia program.

The charts below show September to December growth of our Grade 1 students on the Lexia program. Each blue row represents a student enrolled in the program. The chart shows that all grade one students were testing below grade level in September. The chart shows significant learning gain in just 4 months. Some students showed over one year growth in literacy skills.

P	K Skills					1st Skills			
	1	2	3	4	5	6	7	8	9
0	4					0			
✓	✓	✓	✓	✓	48%				
✓	✓	25%							
✓	66%								
✓	✓	✓	✓	✓	22%				
>	>	✓	✓	✓		4%			
✓	✓	✓	50%						
✓	✓	✓	✓	✓	14%				
>	>	>	✓	✓		78%			
91%									
✓	✓	28%							
>	>	✓	✓	✓		97%			

February 2026 Update

The chart below was snapped on February 9th and shows the same students as the previous chart. Considerable progress can be seen from December to now for all students. There are now 7 students working on grade 1 level phonics skills.

P	K Skills					1st Skills			
	1	2	3	4	5	6	7	8	9
0	2					2			
✓	✓	✓	✓	✓	✓	57%			
✓	✓	✓	53%						
✓	✓	✓	34%						
✓	✓	✓	✓	✓	✓	47%			
>	>	✓	✓	✓	✓	✓	32%		
✓	✓	✓	✓	✓	✓	14%			
✓	✓	✓	✓	✓	✓	44%			
>	>	>	✓	✓	✓	✓	✓	9%	
✓	10%								
✓	✓	✓	19%						
>	>	✓	✓	✓	✓	✓	✓	✓	21%

EYE (Early Years Evaluation)

The EYE-DA is an individually administered direct assessment tool that we use to assess children entering Kindergarten. The EYE-DA assesses four key areas of early childhood development: Awareness of Self and Environment, Cognitive Skills, Language and Communication, and Physical Development.

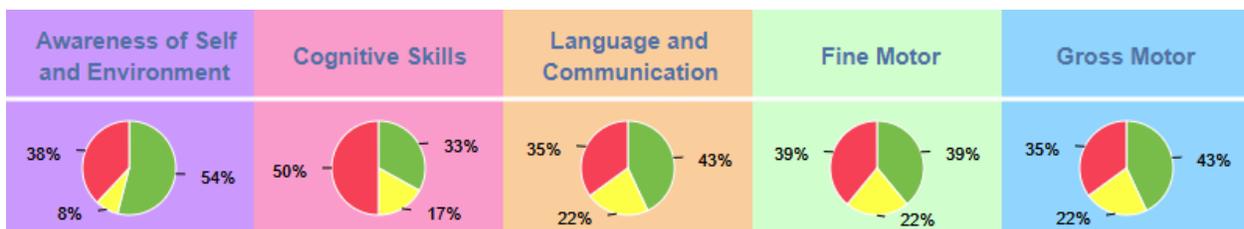
The data from the EYE shows that over the last two years there is a high percentage of students entering kg at David Hoy Elementary that are experiencing significant difficulty in several areas of development.

Data from Early Development Instrument (EDI) identified our area as having a high rate of childhood vulnerability. Our EYE results support this data. This year, our school has been chosen to be part of a pilot program targeting Strong Start participants. The pilot supports healthy eating, physical activity, and social emotional development.

Data – Kg Students September 2025



Data – Kg Students September 2024



Data – Kg students – September 2023



Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'

Appendix B – Data to Support School Growth Plan - Numeracy

Number Sense - Data to Support this goal:

SNAP – Our School District supports the use of the SNAP (Student Numeracy Assessment & Practice) to assess students' numeracy skills in Grades 3 & 6. We are currently using the Number Sense templates in the assessment process.

The Charts on the next two pages show the percentage of students scoring at the Proficient level. We are pleased with the significant growth we see from the beginning to the end of the year.

The Understanding and Solving section evaluates the ability of our students to write grade appropriate equations for a given number. We wonder if students understand what grade level equations are. We will work on clarifying expectations with students. Our Grade 6 students have struggled in this area for the past 3 years.

The Connecting & Reflecting section assesses the ability of our students to reflect on the math task they were just given. It also requires students to be able to demonstrate they understand the value of a number by giving a real-world example that accurately represents its value. Our Grade 3 students have struggled in this area for the past 3 years. The Curriculum Department for the School District has worked on ways to support students in this area. Using sentence prompts is one of the new strategies we are using with students. Focusing on number sense activities will also support students in improving their understanding of number value.

Grade 3 SNAP DATA

% of Students Scoring Proficient 2023 2024 Grade 3							
Reasoning & Analyzing		Connecting & Reflecting		Understanding & Solving		Communicating & Representing	
Sept	May	Sept	May	Sept	May	Sept	May
31	45	17	55	24	38	31	62

% of Students Scoring Proficient 2024 2025 Grade 3							
Reasoning & Analyzing		Connecting & Reflecting		Understanding & Solving		Communicating & Representing	
Sept	May	Sept	May	Sept	May	Sept	May
38	48	4	22	17	41	46	52

% of Students Scoring Proficient 2025 2026 Grade 3							
Reasoning & Analyzing		Connecting & Reflecting		Understanding & Solving		Communicating & Representing	
Sept	May	Sept	May	Sept	May	Sept	May
26		15		26		44	

Grade 6 SNAP DATA

% of Students Scoring Proficient 2023 2024 Grade 6							
Reasoning & Analyzing		Connecting & Reflecting		Understanding & Solving		Communicating & Representing	
Sept	May	Sept	May	Sept	May	Sept	May
6	20	n/a	6.7	6	10	33	57

% of Students Scoring Proficient 2024 2025 Grade 6							
Reasoning & Analyzing		Connecting & Reflecting		Understanding & Solving		Communicating & Representing	
Sept	May	Sept	May	Sept	May	Sept	May
44	38	n/a	3	9	13	33	50

% of Students Scoring Proficient 2025 2026 Grade 6							
Reasoning & Analyzing		Connecting & Reflecting		Understanding & Solving		Communicating & Representing	
Sept	May	Sept	May	Sept	May	Sept	May
44		13		13		78	

Appendix C – Growth Plan as a Living Document:

- Active PAC with a focus on bringing in other community members (Facebook live meetings)
- Student Leadership Club – Student passions and interests help to determine special activities that are organized for students.
- Dragons Breath/Staff Meetings – Agenda organized around goals
- PLC Meetings – Focus on improving student success by identifying and working on small inquiry projects based on our growth plan goals.
- Bi-weekly newsletter to families (include education/communication around goal areas – focus this year is on attendance)
- Monthly Education Director Meetings (this year, Administrator attendance at meetings has been sporadic due to extreme staffing shortages)

Appendix D – Ministry Student Learning Survey – District Wide Questions

Ministry Student Learning Survey					
Question	Grade 4				
	2020 21	2021 22	2022 23	2023 24	2024 25
How many adults do you think care about you at your school (3 or more)	89%	65	62	53	74
I am happy at school.	68%	No Data	69	82	65
Do you feel safe at school?	78%	64	79	94	82
When you make a choice, do you think about how it might affect others?	50%	50	58	71	67
Are you learning how to solve problems in peaceful ways?	50%	56	56	59	74
Do you feel good about yourself?	78%	48	64	82	68

Ministry Student Learning Survey					
Question	Grade 7				
	2020 21	2021 22	2022 23	2023 24	2024 25
Is school a place where you feel like you belong?	55%	80	67	56	62
At your school, how many adults do you feel care about you (3 or more)?	73%	50	54	69	55
Do you feel safe at school?	82%	90	82	73	74
When you make a choice, do you think about how it might affect other people?	70%	62	68	53	52
At School, I am learning how to solve problems in peaceful ways.	64%	70	54	60	55
Do you feel good about yourself?	55%	67	62	81	64

Most of the Time/All of the Time answer category reported.