

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 May 2025

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.

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. Elder Kenny Leon works with our school on a weekly basis.

We have a dedicated Learner Services department that consists of 2.2 Special Education Teachers, 24 Learning Support Workers, 2 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 11 enrolled classrooms.

This year, we continue to struggle with staffing. We are fully staffed but 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.

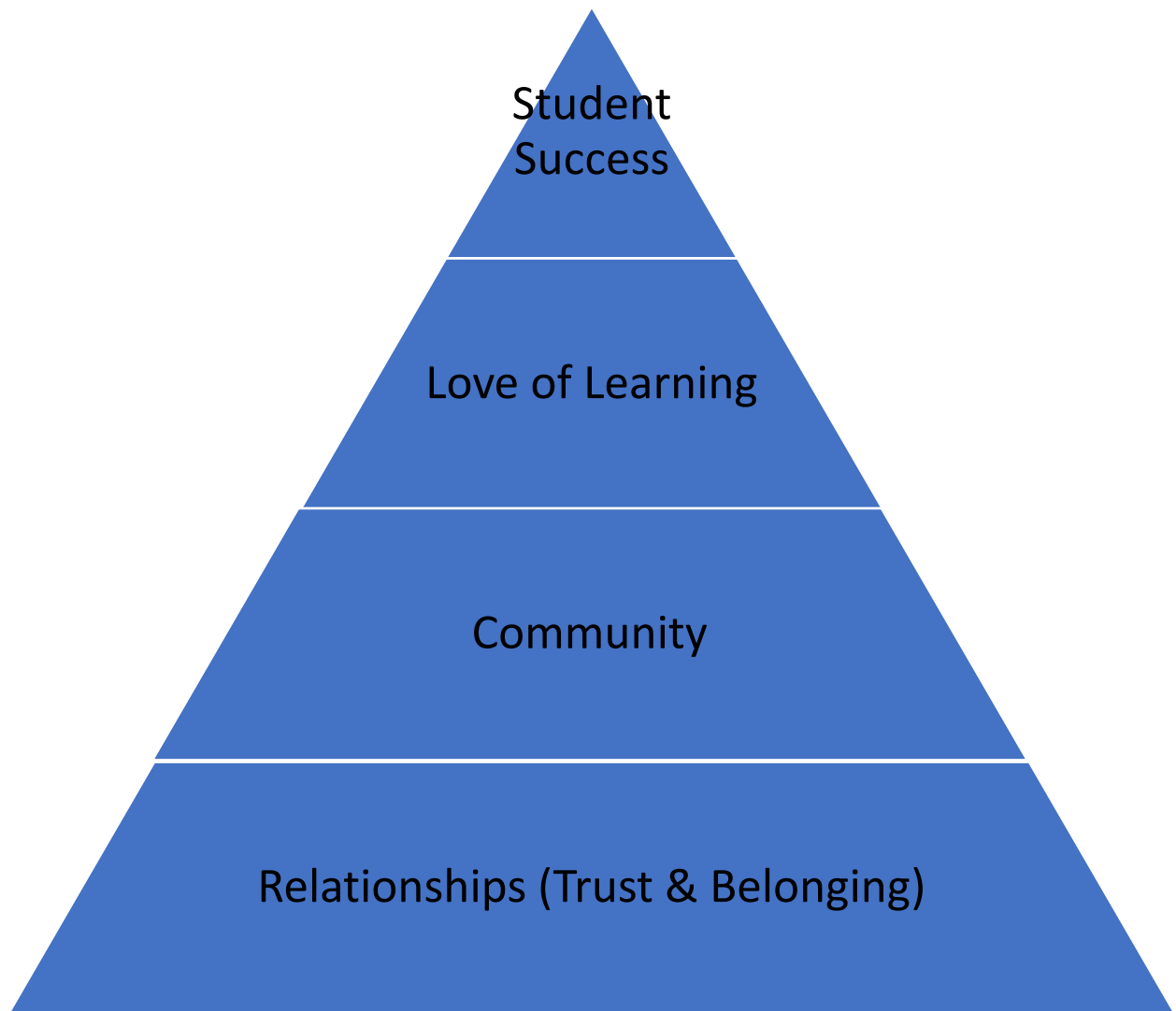
We understand the power that a significant adult can play in the ability of students to learn. We strive to build and strengthen relationships. Building strong relationships with our students and their families will continue to be the foundation on which our growth plan is built.

Our School Goals align with the 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.





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





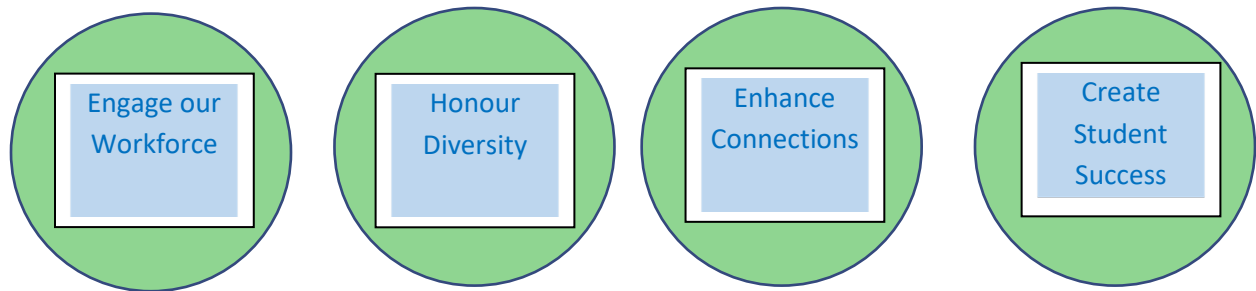
I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

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. 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, EASE, Kimochi, 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.

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 third 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.



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 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 the 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.



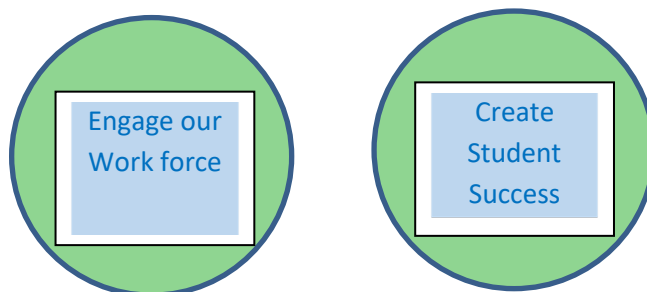
As an educator, I know that my students' learning relies upon my ability to develop strong relationships, and that without those relationships, meaningful learning is unlikely to occur.

Sara Florence Davidson – Potlatch as Pedagogy



GOAL 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 their peers and adults in their lives, amazing things happen.

Professional Learning Communities (PLCs) provide an opportunity for staff to work with their colleagues to focus on improving student learning. Teaching staff look at school goals and pick an area that they are passionate about. Professional learning opportunities (that relate to our school goals) are provided to our Learning Support Workers on PLC days.

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 choices in how they show their knowledge and in what they study.

Our Student Leadership Club organized a fantastic “Break the Rules Day” for our students this spring. This activity is a great fundraiser and an incredible school spirit activity.

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 Nak’al bun (Stuart Lake), and the chuntoh (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 – David Hoy Dragon Alumni



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:

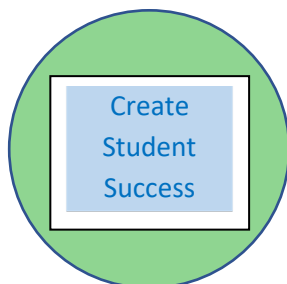
This goal is tied to our Dragon Values. When we look at the Dragon Value of “Attitude” we talk to our students about having a Growth Mindset. They learn about GRIT (Give it your all, Redo if necessary, Ignore giving up, Take time to do it right), and perseverance and how these attitudes are tied to our 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 primary teachers are working with Jen Kelly from POPEY 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 third 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 (7 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.

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.

A PLC inquiry group is implementing a short-term plan for term 3, where David Hoy students are paired up with students from FSJSS. Students will play games that build number sense and have fun at the same time!



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
Grade 2	50	26	15
Grade 3	58	62	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 at to be fully meeting expectations in the primary grades.

In September the current grade 2 cohort group had only 15 % of students fully meeting expectations. As a school we began looking at what additional interventions were needed to support these students.

February Update:

A majority of our grade 2 cohort received extensive literacy classroom instruction using a program called Sequential Phonics. A second dose of literacy instruction will be added to students not yet at grade level started in Term 2. At last testing, there are now 40% of students reading PM benchmarks at a fully meeting level. We are excited to see these gains!

May Update:

Staffing shortages prevented us from adding the planned second dose of literacy instruction. The grade 2 cohort is responding well to classroom interventions. At last testing, there are now 48% of students Fully Meeting.

2. 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 third year using this program. We have purchased 40 seats and are using them with a targeted group of students. This year we have included primary students in the program.

The chart below shows a student who was placed in the Lexia program at a level 10 (beginning of grade 2). They have used the program since the middle of September and are now 67% through the 13th unit (beginning grade 3). That is just over a year's growth in 4 months.

1st				2nd			3rd		
6	7	8	9	10	11	12	13	14	15
>	>	>	>	✓	✓	✓	67%		

The chart below is an example of another student making excellent progress on Lexia. This student was placed in the Lexia program at level 6 (beginning of grade 1). They have used the program since the middle of September and are now 57% through the 11th unit (middle grade 2). That is almost a year and a half growth in 4 months.

	1st				2nd		
5	6	7	8	9	10	11	12
>	✓	✓	✓	✓	✓	57%	

3. CCR– Grade 5 District Assessment

CCR Assessment

The CCR (Cross Curricular Reading Assessment District) is a whole class nonfiction reading assessment tool used by our District.

The CCR assesses several different reading skills: identifying main ideas, making connections, sharing opinions, making inferences, identifying supporting details, using word skills, and comprehension skills.

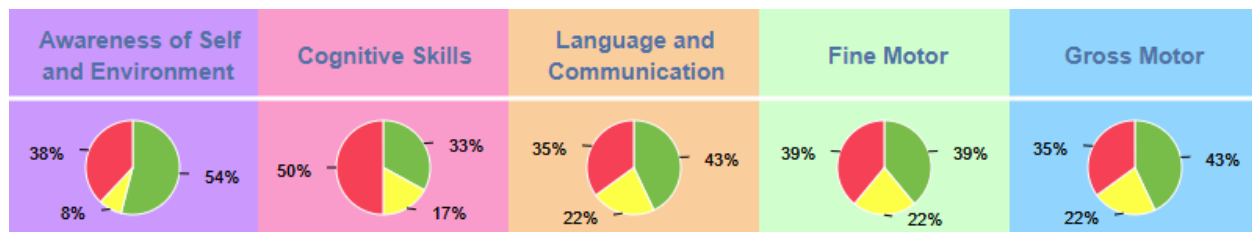
EYE (Early Years Evaluation)

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.

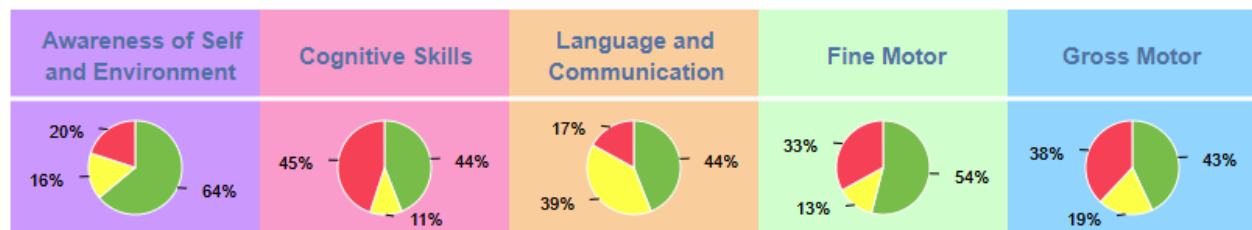
The data from the EYE shows that over the last two years there is a high percentage of students entering kg at David Hoy Elementary that are experiencing significant difficulty in several areas of development.

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 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 Chart below shows 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.

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.

% 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	TBA	4.2	TBA	17	TBA	46	TBA

% 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	N/A	n/a	n/a	9	N/A	33	N/A

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
- Dragons Breath/Staff Meetings – Agenda organized around goals
- SBT & PLC Meetings
- Bi-weekly newsletter
- Monthly Education Director Meetings

Appendix D – Core Competencies

Love of Learning & Problem Solving – Data to Support this goal:

We are looking at different ways to capture student data on how we are doing in this area. We are exploring ways of determining how well our Social Emotional programs are working.

Using our Student Leadership Team to generate ideas on gathering student data is one area we are exploring this year.

We are going to collect data from the year end student self-reflections on their core competency goals.

Appendix E – Ministry Student Learning Survey – District Wide Questions

Ministry Student Learning Survey					
Question	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
	2019 20	2020 21	2021 22	2022 23	2023 24
How many adults do you think care about you at your school (3 or more)	76%	89%	71%	62%	56%
I am happy at school.	52%	68%	61%	No Data	59%
Do you feel safe at school?	62%	78%	69%	79%	57%
When you make a choice, do you think about how it might affect others?	52%	50%	43%	58%	48%
Are you learning how to solve problems in peaceful ways?	43%	50%	56%	56%	50%
Do you feel good about yourself?	81%	78%	54%	64%	61 %

Ministry Student Learning Survey					
Question	Grade 7	Grade 7	Grade 7	Grade 7	Grade 7
	2019 20	2020 21	2021 22	2022 23	2023 24
Is school a place where you feel like you belong?	35%	55%	57%	67%	56%
At your school, how many adults do you feel care about you (3 or more)?	69%	73%	62%	54%	67%
Do you feel safe at school?	54%	82%	70%	82%	68%
When you make a choice, do you think about how it might affect other people?	50%	70%	54%	68%	49%
At School, I am learning how to solve problems in peaceful ways.	65%	64%	44%	No Data	56%
Do you feel good about yourself?	36%	55%	54%	62%	80%

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