

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 2023 2024

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 233 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. We are excited to have Crystal Millard return as our Language and Culture Teacher, we have a posting out for an Aboriginal Advocate.

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 School Counsellors, an Occupational Therapist, and a Speech Language Pathologist. In addition to in person SLP and OT, we also receive online SLP and OT services. This year we have 12 enrolling 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.

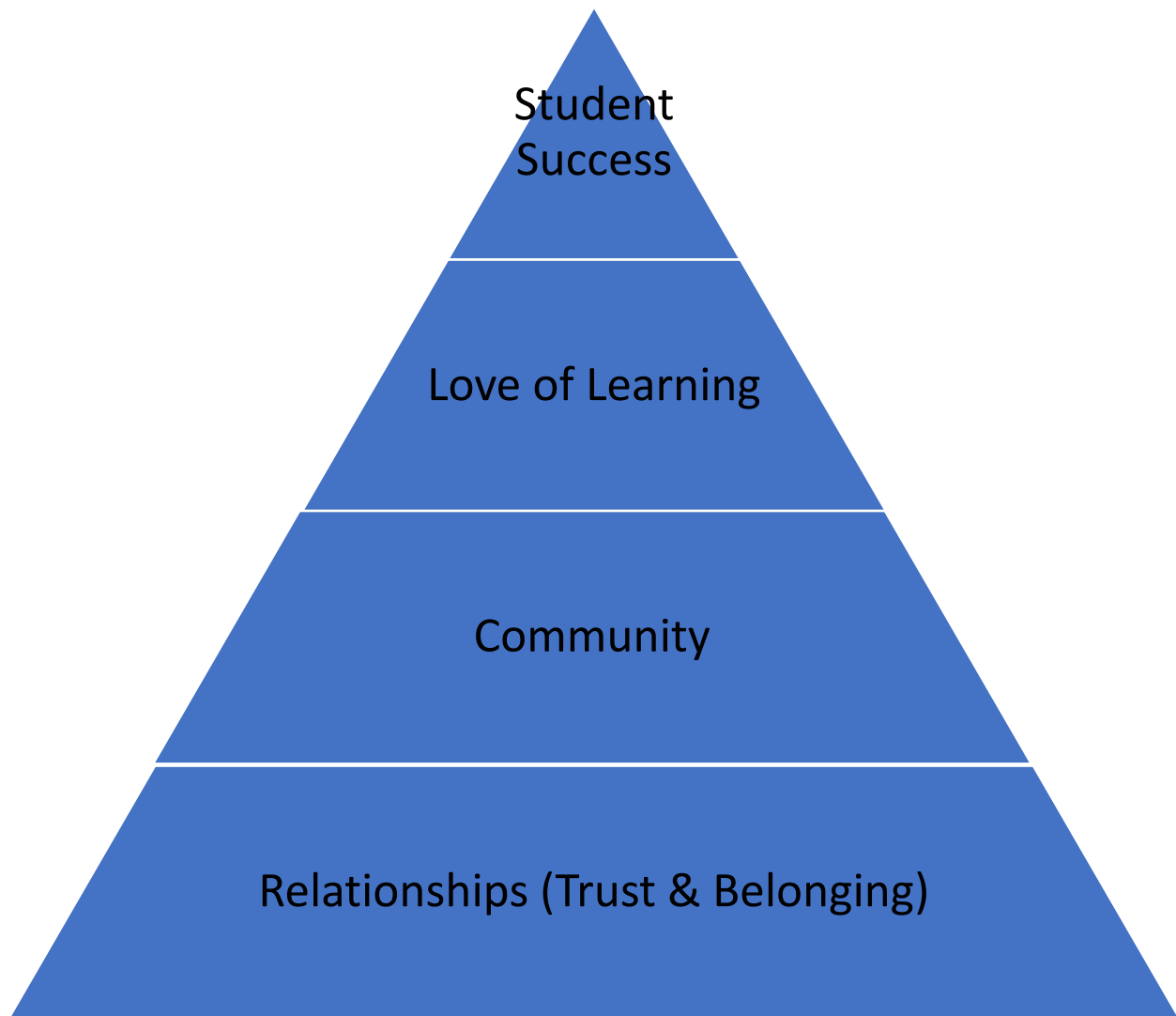
We understand the power that a significant adult can play in the ability of students to learn. We strive to build and strengthen relationships. Building strong relationships with our students and their families will continue to be the foundation on which our growth plan is built.

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





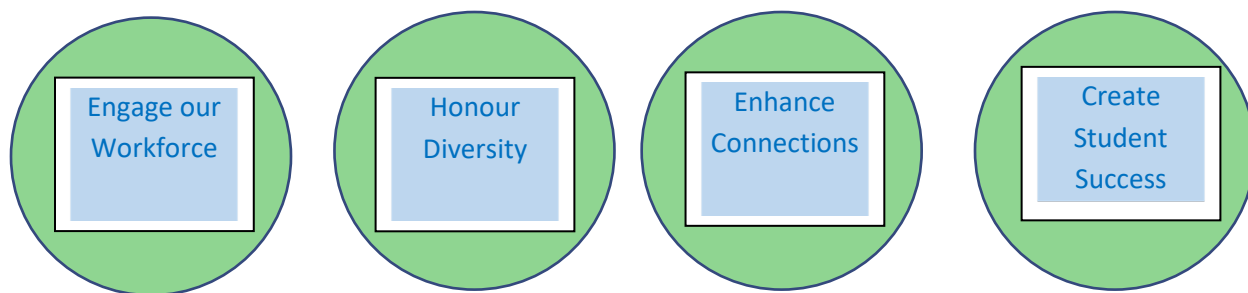
I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

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, Worry Dragons, and Bucket Filling).

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 (ACES – Adverse Childhood Experiences).

As our staff consists of many new employees, we decided this year we are going to revisit what it means to be a trauma-informed school. This year we spent our first 2 PLC days working together to understand the impact of trauma on the brain and behaviour. Our next steps are to

review our school structures with a trauma informed lens. This will be an inquiry project for one of our PLC groups.

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 our students see themselves represented in our school community.



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



Our Student Leadership Club is now in its second year of development. The club is a formal structure that allows students to have a venue 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 (so far, we have sent thank you notes and cupcakes to wildfire fighters and gathered supplies for food hampers).

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.

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

One of our ongoing acts of conscious reconciliation is to have every classroom develop a local land acknowledgement. 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. This year, one of our PLC inquiry projects centers around joy. This group is using a program called the Big Joy Project to investigate microacts that build joy for both students and staff.

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 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.



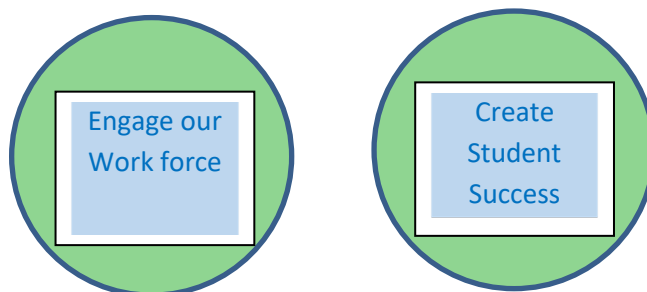
As an educator, I know that my students' learning relies upon my ability to develop strong relationships, and that without those relationships, meaningful learning is unlikely to occur.

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.

This year we have a PLC group that is looking at the impact of inviting community members into our school to share their passions. Students will get an opportunity to sign up for a “passion group” that ignites their interest. We are hoping to run our first session just before spring break.

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.

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 Nakulbun (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



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.

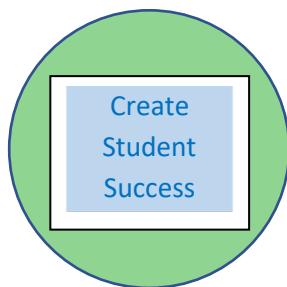
We provide our students with problems in various content areas and help our students to recognize that there are multiple ways to solve the same problem.

This year we have an inquiry project that will involve directly teaching two classrooms five problem solving skills that can be applied to any 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) 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 added Story Workshop to our Literacy activities and find this is a useful strategy to build vocabulary and literacy skills.

In the Intermediate classrooms we are continuing to use an online reading program called Lexia. 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.

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.

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 to a students' success in mathematics. As an identified need and goal for our students we recognize that number sense needs focused daily attention. We will address number sense development in 15–20-minute daily blocks (separate from regular math instruction). 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.

This year we are going to build an interactive Math display in the hallway. Students will get the opportunity to solve problems, riddles, and challenges. We are going to make math FUN!

Using Math Talks and SNAP we are regularly assessing our students to help identify misconceptions and guide further learning.



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	
Grade 2 (This is our current Grade 3 cohort)	50%
Grade 3	58%

% Fully Meeting on Fall PM Benchmark Testing Fall 2023	
Current 2	26%
Current 3	62%

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.

The above data shows that 62% of our grade 3 students are fully meeting expectations in reading. The year before, 50% of these students were fully meeting. That is a nice increase.

The current grade 2 cohort group is struggling to meet their literacy goals. As a school we are putting additional interventions in place to support these students (Lexia seats, blitzing).

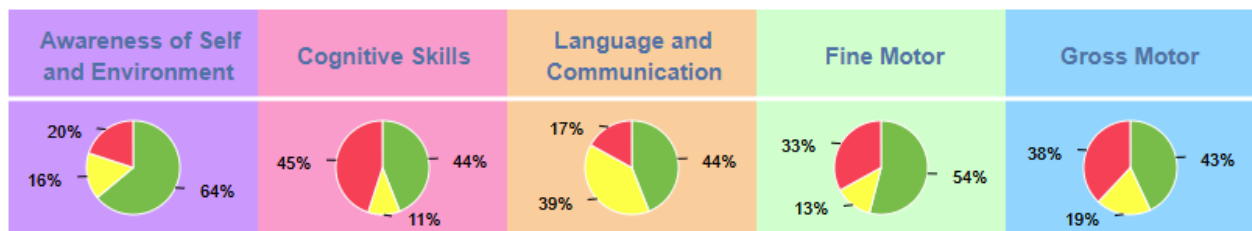
2. CCR Data – Grade 5

% Fully Meeting on Fall CCR Testing Fall 2023	
Current Grade 5	Data to be collated - TBA

CCR Assessment Information

The CCR (Cross Curricular Reading Assessment District) is a whole class nonfiction reading assessment tool used by our District. This is the first year we have used this assessment tool.

3. EYE (Early Years Evaluation) 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 just the Number Sense templates in the assessment process.

The Chart below shows the percentage of students scoring at the Proficient or Exceeding level.

We find it interesting that both cohorts struggle in the same question categories.

The Understanding and Solving category rates the ability of our students to write 3 grade appropriate equations for a given number. We wonder if they understand the expectation.

The Connecting & Reflecting category rates the ability of our students to reflect on the math task they were given. To reflect on the task they just completed. Again, we wonder if the students have had enough practice reflecting in writing on their mathematical thinking.

2023 2024 Beginning of Grade 3			
Reasoning & Analyzing	Connecting & Reflecting	Understanding & Solving	Communicating & Representing
53	28	39	56

2023 2024 Beginning of Grade 6			
Reasoning & Analyzing	Connecting & Reflecting	Understanding & Solving	Communicating & Representing
59	28	21	59

Appendix C – Growth Plan as a Living Document:

- Brainstorming boards in staff room focused on school goal areas
- Active PAC with a new focus on bringing in other community members (Facebook live meetings)
- Student Leadership Club
- Dragons Breath/Staff Meetings – Agenda organized around goals
- SBT & PLC Meetings
- Social Media – Instagram/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 student journal writing (self-reflections) around how they have improved in these core competency areas.

We are going to start collecting anecdotal stories from teachers/staff. We hope to build a David Hoy Grit and Growth Mindset Journal that staff can contribute to at the beginning of each staff meeting.

Appendix E – Ministry Student Learning Survey – District Wide Questions

Ministry Student Learning Survey					
Question	Grade 4		Grade 4		Grade 4
	2019 2020		2020 2021		2021 - 22 2022 23
How many adults do you think care about you at your school?	76%		89%		71%
	68% P	57% D	65	73	
I am happy at school.	52%		68		61%
	70% P	57% D	72	72	
Do you feel safe at school?	62%		78		69%
	77% P	58% D	79	74	
When you make a choice, do you think about how it might affect others?	52%		50		43%
	52% P	37% D	51	46	
Are you learning how to solve problems in peaceful ways?	43%		50		56%
	53% P	40% D	53	50	
Do you feel good about yourself?	81%		78		54%
	66% P	59% D	78	66	

Ministry Student Learning Survey					
Question	Grade 7		Grade 7		Grade 7
	2019 2020		2020 2021		2021 - 22 2022 23
Is school a place where you feel like you belong?	35%		55		57%
	52% P	40% D	50	44	
At your school, how many adults do you feel care about you?	69%		73		62%
	54% P	49% D	49	57	
Do you feel safe at school?	54%		82		70%
	69% P	59% D	70	65	
When you make a choice, do you think about how it might affect other people?	50%		70		54%
	52% P	50% D	53	42	
At School, I am learning how to solve problems in peaceful ways.	65%		64		44%
	60% P	55% D	58	59	
Do you feel good about yourself?	36%		55		54%
	52% P	47% D	49	50	

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

P represents Provincial percentage; D represents District percentage.