

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 2022 2023

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 240 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 a fully staffed Aboriginal Education Department. Crystal Millard is our new Language and Culture Teacher, and Aaron Leon has been hired as 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.

We have a dedicated Learner Services department that consists of 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, this year we are also piloting an online SLP and OT Project. This year we have 13 enrolling classrooms.

Emerging from a Pandemic

This year, student attendance has notably improved. However, we have had waves of sickness dramatically effect our attendance (of both staff and students). Lack of staffing is a daily problem and we need to look for ways to help our District with hiring casual employees.

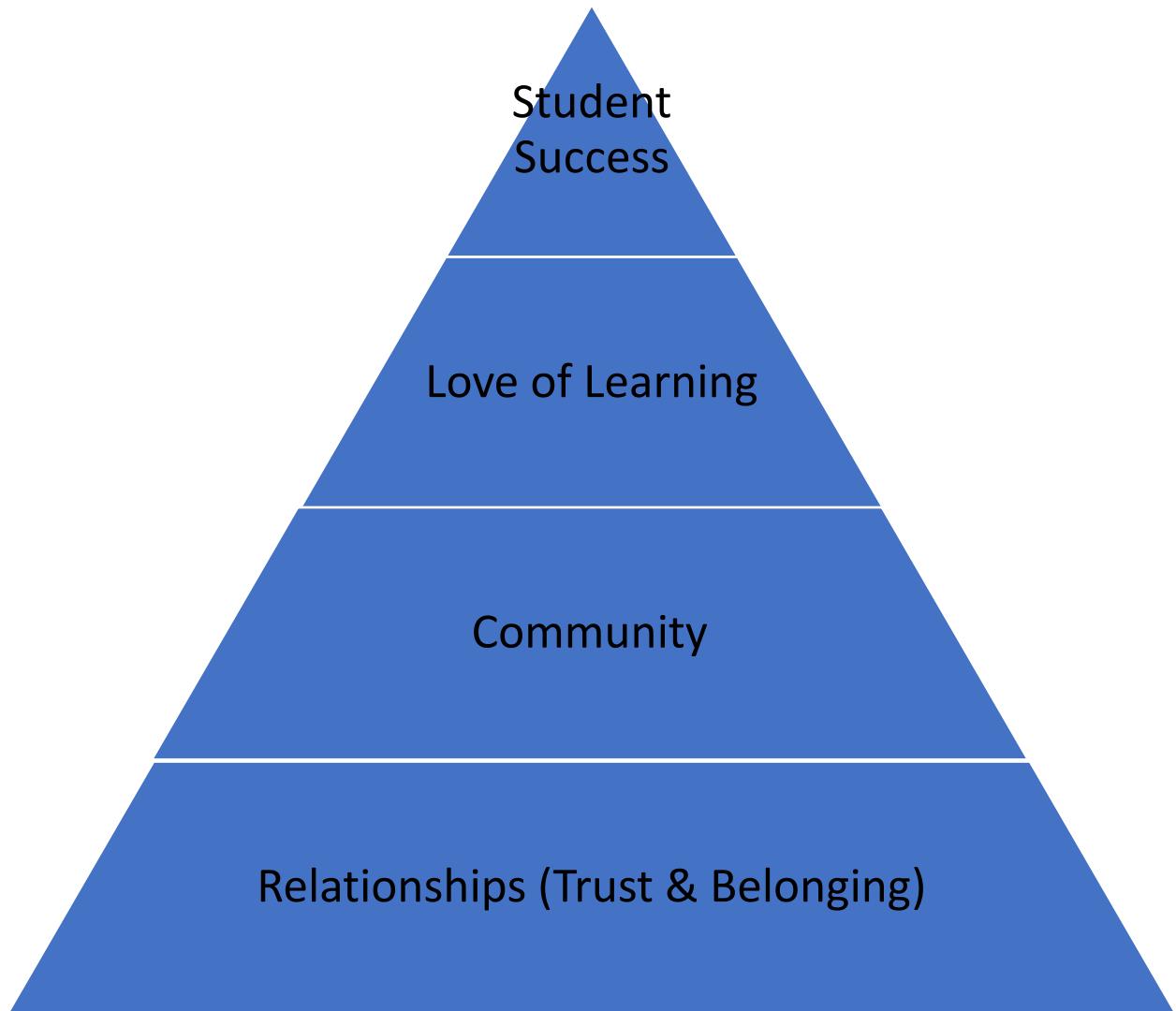
We understand the power that a significant adult can play in the ability of students to learn. When children are in the building, we will strive to rebuild and strengthen relationships. Building strong relationships with our students and their families will continue to be the foundation on which our 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 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





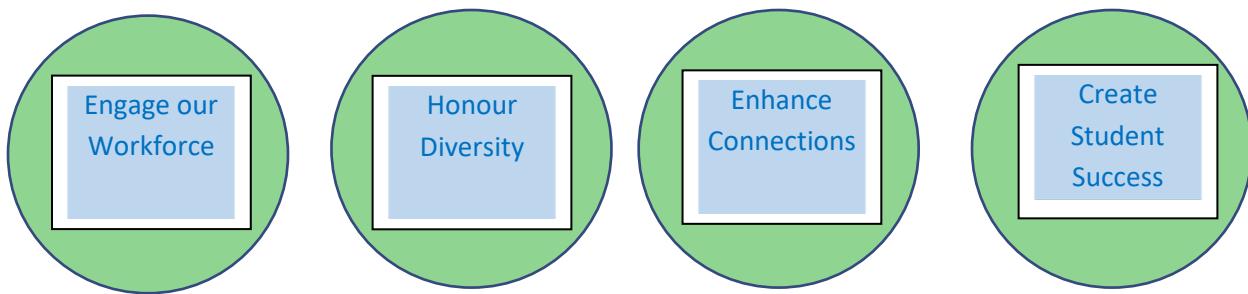
I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

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. This year we are looking at how certain aspects of the SNAP program supports and connects with 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 (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 our students see themselves represented in our school community.

This year we have a Student Leadership Club! 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.

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).



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



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.

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 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.



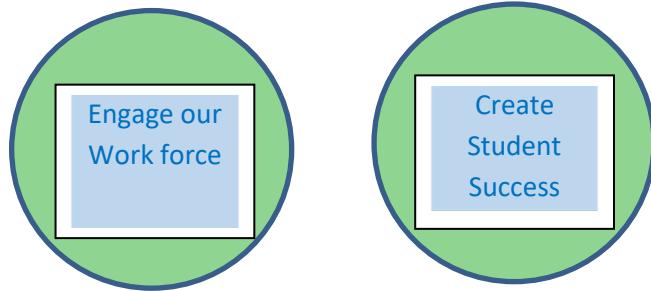
As an educator, I know that my students' learning relies upon my ability to develop strong relationships, and that without those relationships, meaningful learning is unlikely to occur.

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 the 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 our school goals and then 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 started off our PLC time by focusing on Literacy. We have a large number of learners in our classes that are struggling to read. We have committed to spending the first 4 PLC Days focusing on Literacy and how to support our struggling learners.

After winter break we will form Inquiry groups that will focus on improving student performance in other growth plan areas.

A new focus this year, is supporting students in using technology to improve their access to new content and in the sharing of ideas. Classrooms are exploring the use of a variety of different adaptive technologies that will support our students at being more independent in their learning and result in improved motivation and self-esteem.

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 Nakulbun (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 – 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:

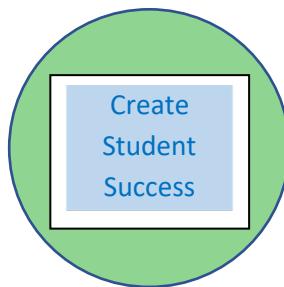
This goal is tied to our Dragon Values. When we look at the Dragon Value of “Attitude” we talk to our students about having a Growth Mindset. They learn about GRIT (Give it your all, Redo if necessary, Ignore giving up, Take time to do it right), and perseverance and how these attitudes are tied to our 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 (RAD, 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 are using a variety of programs (Sequential Phonics, Heggerty, Letter land, Primary Success, Phonics in motion) to support the development of foundational literacy skills. At the primary levels (K-3) teachers formally report out to parents only in Literacy and Numeracy.

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 piloting 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 will closely monitor the results of this program to see if we would like to expand this project next year.

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.

Through the use of 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	
Current 2	50%
Current 3	58%

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.

2. RAD Data – Grade 4/5/6/7

% Fully Meeting on Fall RAD Testing Fall 2022	
Current Grade 4	36
Current Grade 5	8
Current Grade 6	12
Current Grade 7	25

RAD Assessment Information

The RAD (Reading Assessment District) is a whole class nonfiction reading assessment tool used by our District. Our district is currently in the process of creating a new district assessment. We are including the data from the RAD fall assessment, but both teachers and the District question the validity of this assessment.

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 & 7. We are currently using just the Number templates in the assessment process.

The Chart below shows the number of students scoring at each level of the scoring rubric. A number 1 represents understanding not evident, 2 represents some understanding, and 3 represents proficient understanding.

We would like to see an increase in the % of students at each grade level scoring a 3 on this assessment.

2022 2023 Grade 3						2022 2023 Grade 7					
Beginning of Year			End of Year			Beginning of Year			End of Year		
1	2	3	1	2	3	1	2	3	1	2	3
34%	33%	31%				3 %	39%	57%			

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
- Aboriginal Advocate
- Social Media – Instagram/newsletter
- Monthly Education Director Meetings

Appendix D – Core Competencies

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

As a school we are looking at different ways to capture street data on how we are doing in this area.

We want to explore ways of determining how well our Social Emotional programs are working.

We are going to work on gathering student anecdotal comments around grit and perseverance.

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.

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 2022	
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 2022	
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.