



School District No.91 (Nechako Lakes)

**David Hoy Elementary
Plan to
Enhance Student Learning
2018/2019**

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, Tache, and Binche. Our school population this year is hovering around 235 students. David Hoy School's population has a history of fluctuating dramatically within each school year. There is a Strong Start program that runs out of our building and we have an Afterschool Arts and Sports Program that runs afterschool in 6 week sessions.

Between 50-60% of our school population identify as being of First Nations ancestry. We work closely with the Chuntoh Education Society to help us provide all of our students with local cultural opportunities. We work hard to engage our students in local content that is personally relevant to our learners. We strive to imbed aboriginal knowledge throughout all areas of the curriculum.

We have a dedicated Learner Services department that consists of 2 Special Education teachers, 1 Short Term Learning Support Teacher, an Aboriginal Home School Coordinator, and 20 Learning Support Workers. This year we have 13 enrolling classrooms, each with low class sizes (all under 20 students). Our school is supported by a school counsellor, Occupational Therapist, and a Speech Language Pathologist.

Goal Area: Literacy

Goal 1a. To have all students reading at grade level, or fully meeting their literacy IEP goals.

Data to support the setting of this goal:

- K Assessment
- Circle Charts
 - Janet Mort Bubble Charts are used in K-2 classrooms
 - Sight word and letter/sound data collected and used throughout the school year
- PM Benchmark Data (End of Grade 2 data)

Cohort Group	Percentage Fully Meeting on PM Benchmark Testing
Current 3	100%
Current 4	91%
Current 5	7%
Current 6	70%
Current 7	63%

*The 7% for our Current grade 5 cohort group appears to be unusually low. This is not a typo.

- DIBELS Data
 - Interventions starting 2018 2019 School Year
 - Fluency Support targeting below grade level intermediate students.
- RAD Data – Grade 4/5/6/7

School Wide Process for responding to learning issues:

- School Based Team meetings
- Targeted Teacher instruction,
- Primary blitzing
- Fluency targeting (intermediate students)
- Teacher and LSW support in the intermediate grades (both push-in support and pull-out support)
- Targeted Teacher/Librarian Literacy support in the primary grades

Differentiated Instruction: Some examples include: cross-grade fluency/Zones program, use of multi-level texts, small group instruction, pre-teaching skills, audio books, and scribing.

Goal 1b. To cultivate a love of reading

School Wide Plan (some ideas for 2018/2019) include:

- School wide challenges
- Character Dress up days
- Themed Reading days (ie Dr. Seuss, Robert Munsch days)
- DEAR (Drop Everything and Read)
- Daily Read Aloud – In each classroom
- Community Member Guest Classroom Readers
- Buddy Reading (Intermediate/Primary) – continue and expand on this successful program

Goal 2. To improve the writing practice of our students, with a focus on fluency, idea generation and personal communication.

Data to support the setting of this goal:

- In class formative assessments

School Wide Plan:

- Daily Write activities – all grades implement a daily write to help build fluency. Focus is increasing the words on paper.
- Sharing of strategies for improving our student’s ability to come up with writing topics and ideas. What do our students want to tell us about? What are they interested in? What do they want to “talk” about?

Goal Area: Social Emotional Well-Being

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

Students:

Data to support Goal:

- A history of ongoing community trauma for the Fort St. James and area communities.
- Monitor number of students taking on leadership roles (monitors, Peer Mediation Club, other....)
- Buddy reading program
 - Building on this program
 - personal reflection opportunities,
 - core competency focus?

Classroom – Programs/Strategies:

- **Peer Mediation & Conflict Resolution**
 - **2017 2018 School Year –Year 1 Pilot Grade 5/6 Program**
 - School Counsellor/Classroom teacher co teach
 - 6 week training program of entire class.
 - Mini-retreat for team building of class
 - Students had the option of joining a club to help on playground after course was complete.
 - **2018 2019 School Year – Year 2**
 - Continue with interested students from last year’s program **and** extend the program to other students in the building.
 - Modified/abbreviated refresher & training with Toni Dagenais (school Counsellor)
- **Connecting to the Land & Honoring local culture and knowledge keepers**
 - **Place Based Learning Activities & Connecting to our Community**
 - Outdoor Classroom
 - Continue to promote opportunities for guests and local knowledge keepers to interact with students
 - Ethnobotany Garden/UNBC /JP Research Forest Connections and Field trips.
 - Environmental Stewardship
 - Increase # of fieldtrips out into our community
 - Continue partnerships with Chuntoh Education Society

- K/1 Out into the Wild program - continue
 - Build High school partnership – Nahounli Creek investigations
 - Sturgeon Program & local watershed investigations and activities
 - School Composting/Recycling program and Waste site field trips
 - **Learning about local culture**
 - Guest workshops (drum building, rattle making, singing, storytelling, medicines, beading, traditional foods, traditional harvesting practices, language)
- **Trauma Informed Practice (TIP)**
 - **2017 2018 School Year – Year 1 – Building Understanding**
 - Professional Development for staff (SD91 Joanna Cardinal – Mental Health Clinician – worked with our LSWs during school time on TIP)
 - Staff attend workshops with Lynda O’Neill on Pro-D Days
 - Guest Speakers/Counselors from Tl’azten – speaking with staff
 - **2018 2019 School Year – Year 2 – Implementing Strategies/Programs**
 - Use of : Working Towards a Compassionate, ACES-Informed Learning Community Rubric (from Lynda O’Neill)
 - Continued classroom use of a number of different programs: Friends, Mind-up, Zones of Regulation, Second Step, WITS, DARE
 - District Wide implementation of SNAP program
- **Acts of Kindness (School Wide)**
 - Yearlong food and hamper program
 - Random Act of Kindness activities throughout the year
- **Roots of Empathy Program (One classroom targeted)**
 - Grade 5 (2017 2018)
 - Grade ? (2018 2019)
- **Values Education Program David Hoy Dragon Value Program**
 - Diversity, Respect, Attitude, Gratitude, Opportunities, Nurturing, Spirit
 - One value per month – Different grades are assigned different values.
 - Classes create staff bulletin board display around their value and an assembly presentation
- **Growth Mindset Activities**
 - **Poster of the month – School Wide**
 - **Classroom Teacher use – varies per class**
- **School Breakfast/lunch program**

- Focuses on improving student understanding of healthy foods students can prepare for themselves, and the Canada Food Guide (What are protein alternatives? What proteins could I eat for breakfast? Trying new foods)
- Veggie Trays for healthy snacks (Grade 7 Leadership opportunity)

Staff Programs

- Health and Wellness committee
- Fun 30 Day Challenges
- **Monthly staff Theme Activities – (For Example: scavenger hunts, potluck, survivor pools, Phone Free Fridays)**
- Staff Presentations and workshops on strategies to deal with trauma, compassion fatigue, and stress

School – Specific Goals

Goal Area: Numeracy

Goal 1. To improve students’ number sense so that all students are fully meeting grade level expectations or their IEP goals

Data to Support this goal

- Numeracy DNA test results
 - *probe at grade 3 and grade 6*

Grade	% Fully Meeting
Current Grade 4	50 %
Current Grade 7	24 %

** data is taken from the Numeracy section of the Numeracy DNA test. Students that are new to our building (must be here for more than 2 years), and IEP students were excluded from the data

School Wide Plan:

- Use of Mathletics at the upper primary and Intermediate levels
- SNAP activities
- School wide focus on a Growth Mindset
- Increased classroom use of Open ended Questions
- Direct instruction

Goal 2. Develop the ability of our students to solve mathematical problems.

Data to Support this goal:

Grade	% Fully Meeting
Current Grade 4	31%
Current Grade 7	24 %

** data is based on **only 1 question** that is identified as problem solving in the Numeracy DNA assessment – Shape and Solid. Students that are new to our building (must be here for more than 2 years), and IEP students were excluded from the data.

School Wide Math Assessments we could use?

- Numeracy DNA (grade 3 & 6)
- Other???

School Wide Plan:

- Project based learning activities – Trevor Caulkins Projects
- Learning about GRIT and the role of perseverance in problem solving
- Growth Mindset instruction – School wide focus
- Road to Reasoning program
- Place based projects (focus on “real” math)
- Open Ended Questions
- Marian Small activities – do we need to order some books?
- Focus on multiple ways of solving the same problem