



School District No. 50

Haida Gwaii

**2023 – 2024
School Plan
to
Enhance Student Learning**



14 Park Street
Port Clements, BC
V0T 1R0
250-557-4333

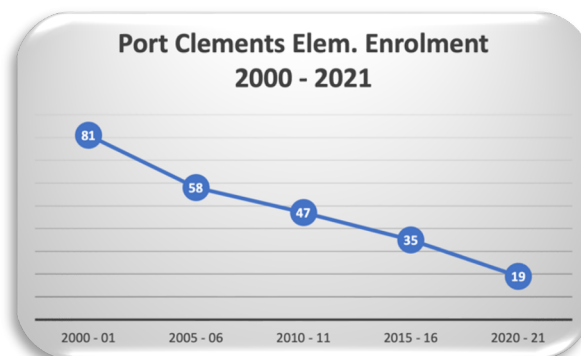
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About Us

Port Clements Elementary serves 21 students in grades K – 7, but also has a very active StrongStart serving 20 pre-schoolers three mornings per week. Just over 50% of our students self-identify as Indigenous and we recently enrolled 2 students from Columbia that speak no English.

Our students are served by the following staff:

- 1.0 FTE Classroom Teacher / Vice Principal
- 1.0 Classroom Teacher
- 0.8 SERT / Classroom Teacher
- 2 Education Assistants (40 hours / week)
- 1 Indigenous Resource Worker (5 hours / week)
- Administrative Assistant (30 hours / week)
- Library Clerk (5 hours / week)
- StrongStart Coordinator (12 hours / week)
- Food Coordinator (4 hours / week)



Similar to communities across Haida Gwaii, our school has experienced a decreasing enrolment for the last two decades.

Creating Our Plan

Our school plan is aligned with the school district's [Strategic Plan](#) using feedback and data from a variety of stakeholders and data sets, including:

- Student Learning Survey (students and parents)
- Foundational Skills Assessment
- Miscellaneous student questionnaires
- Staff input
- Parent Advisory Council

This school plan is intended to orient our school into the future. A future in which incremental steps towards improving student success are intentional, communicated, meaningful, and grounded in best practices. The three goals addressed in this plan are intended to create better learning environments by building upon identified areas of growth.

Given how small our school is, student assessment data is limited in evaluating multiyear trends related to student achievement. However, our size also lets us track individual student performance which has been analyzed in creating this plan.



Embrace Unique Culture and Territory

GOAL 1 Utilize a variety of strategies to help our students embrace the unique culture and territory of Haida Gwaii and support our students in better understanding individual identity and heritage.

Objectives:

- To recognize and validate local knowledge keepers and language teachers that are integral to our school in sharing Haida Language, culture, and traditions.
- To create equity for learners through conscious acts of reconciliation.
- Build relationships with role models on an ongoing basis.
- Produce, display, visit, and celebrate Indigenous cultural works.

Strategies:

- Secure annual funding for Role Model visits.
- Before role model presentations, ensure students have relevant background information.
- Celebrate cultural learning during assemblies.
- Working with our Indigenous Resource Worker to facilitate cultural field trips and visits by local knowledge holders.
- Create opportunities to celebrate and share the heritage of all our students.
- Incorporate ethnic and cultural food into our school food program.
- Use strategies, such as Venn Diagrams, to examine cultural similarities and differences.
- Work with the school district to deal with specific challenges of bussing our students to cultural opportunities.
- Participation in Mount Moresby Adventure Camp annually.
- Continued participation in Fisheries and Oceans Canada Salmonid Program.



How Will We Know

- Increased positive responses on Student Learning Survey.
- Increased positive responses from all grades on school generated survey.
- Collecting samples of student work and feedback related to student understanding of uniqueness of Haida Gwaii.
- Positive relationships with role models reflected through thank you cards, pictures, and reports.

Student Well Being

GOAL 2 Increase the number of students meeting grade-level expectations in literacy and numeracy.
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LITERACY OBJECTIVE

To improve students' comprehension and application of logical thinking, which includes gathering all the information, assessing the facts and methodically deciding the best way to move forward.

To improve student writing, reading fluency and comprehension.

Strategies

- Ensure that Port Clements School is on the list for 23 – 24 visits by Christine Fraser, SD50's Literacy consulting teacher.
- Promote our school-wide library program through a daily library time.
- Improve research skills through use of technology and library resources.
- Have intermediate students read daily announcements.
- Support research-based teaching specific to spelling instruction.
- Encourage participation in District Alder Reading program.
- Monthly celebration of books read by each student.
- Use the Fountas & Pinnell assessment to inform literacy interventions including learning assistance.

How will we know:

- Examination of grade 4 & 7 Foundational Skills Assessment (FSA) written in the fall.
- Use of other literacy assessments, including Fountas and Pinnell.
- School wide writing samples, October and May, using the newly revised BC Performance Standards.
- Staff collaboration on individual student literacy / numeracy progress.

NUMERACY OBJECTIVE

To improve students' critical thinking skills by focusing on number sense and problem-solving.

Strategies:

- 100% of students that are identified with a weakness in Math are given extra support by Education Assistant, Special Education Resource Teacher, and/or classroom teacher.
- Grade 4-7 students do daily mad minutes to build numeracy fluency and confidence.
- Increase numerical fluency through various school (flashcards) and home (math games) strategies.
- Host a family game night with an emphasis on numeracy.

How will we know:

- Work with district and staff to find and use a numeracy assessment suitable to all grades in September '23 and again in May '24.
- Examine numeracy performance standards twice a year and check in with students in K-7.
- Work with staff to examine numeracy reporting and alignment with numeracy assessment data.
- Monthly themes related to number sense and problem solving to be taught school wide.
- Check Provincial Standards in Numeracy at this [LINK](#) .



GOAL 3 Focus on a school-wide approach to teaching British Columbia's Physical and Health curriculum.
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WELLNESS OBJECTIVE:

Ensure a school-wide focus on the 'Big Ideas' contained in [BC's Physical and Health Curriculum](#) related to physical activity, healthy choices and learning about similarities and differences in individuals and groups and how that influences community health.

Strategies:

- Focus on school engagement and belonging through opportunities for staff, parent, and student-organized theme days, student clubs, and student leadership.
- Maintain broad student participation in school, district athletic, and other extra-curricular opportunities.
- Work as a staff to create monthly teaching themes related to the Physical and Health Curriculum.
- Involve local partners on topics related to healthy living (ex. internet safety, fitness, nutrition, personal health).

**How will we know:**

- Establish 2023 –2024 baseline data related to:
 - School Attendance
 - Attendance by parents at school events
 - Behaviour referrals
 - District Event participation
 - Participation in after-school programming offered by Haida Gwaii Recreation
 - Anecdotal observations by students and parents

Working Together

Although we have not included a school goal related to the strategic goal of Working Together, our various strategies speak to the work of our school, district, and community partners team to ensure a coordinated approach to supporting student achievement.