

Haida Gwaii

ADDITIONS & ATTACHMENTS of the REGULAR MEETING of the Board of Education Haida Gwaii School District No. 50

Location:	Agnes L. Mathers Elementary School, K'il Kun
Date:	May 14, 2024
Time:	5:15 PM (NB: new time)
Use TEAMS link:	Link in email – Also available on the Haida Gwaii School District website

ADDITIONS & ATTACHMENTS:	Page
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**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAII**

<u>MEETING AGENDA ITEM # 8.1</u>						
Action:		Information:	X			
Meeting:	Regular	Meeting Date:	May 14, 2024			
Topic:	Superintendent's Update					
Background/Discussion:						
May 2024 Superintendent's Update						
Recommended Action:						
Information						
Presented by: Interim Superintendent						



Sing.Gaay 'laa / Singaay 'láa

Welcome to Taaxid Kung¹ (Sockeye month) | SGiwée Kungáas² (Seaweed Month)

Rather than share what is happening at each of our schools (although I do have a few highlights that have been shared below) within our Strategic Priority areas, this month's report focuses on providing the Board and the public with an annual update on year one of our strategic priorities. Haida Gwaii is fortunate to have a committed group of leaders and educators who rolled up their sleeves and dove into working on projects and strategies related directly to the Board of Education's three broad strategic objectives. Although there is still much work to do, I also want to express my gratitude and admiration for the Haida Gwaii team!

Prior to reading about our progress toward strategic objectives, I did want to share a few photos and stories from our schools.



Hawaa to Sk'aadgaa Naay's Indigenous Resource Worker Kelsey Pelton, who organized these student 'Red Dress Day' displays.

Early Learning Coordinator Janine Wilson has been helping facilitate year-end Parents as Literacy (PALS) sessions.

Hawaa to her and to all the parents who have said ok to sharing the joy expressed in these photos:



Watch for a grade 12 PALS session coming up in June!

¹ Xaayda kil

² Xaad kii Haida Gwaii SD Regular Mtg - May 14, 2024

Hawaa to Gudangaay Tlaats'gaa Naay teacher **Katie Willmot** who recently took a group of girls to Vancouver for the [Girls Who Leap program](#). Katie and the girls will host their new friends from Vancouver on Haida Gwaii in a few weeks. Here are a few highlights from Katie, along with some pictures:

- one highlight of the trip was playing in a 3 on 3 tournament with the Girls Who Leap program and some other youth from the island. The girls absolutely loved getting a chance to play basketball with other youth. They then got to learn about and share their experiences with racism in sport.
 - another highlight of the trip was seeing the girls work together to film their own PSA's on girl's empowerment and leadership in sport. It was amazing to see them all take part and share their unique experiences. They're looking forward to watching them when the crew comes to Masset with the hope of the PSA's being shared around Canada.
- Another exciting day was when they got to design and paint their own Air Force 1s at an incredible space called Victory! It was neat to see the girls' unique personalities come out in their shoe designs.
- another highlight was learning how to golf with some incredible mentors. Afterwards, they got dressed up for a nice dinner at the golf club. The girls were excited when they were gifted Lululemon outfits!



- the night market and Granville Island were also big hits on this trip.

The group in Vancouver was incredibly kind and generous to us, and I am so grateful for everything they did for us! It was so wonderful seeing the girls' confidence and leadership skills grow throughout the trip.

We are really looking forward to hosting Girls Who Leap program in Masset in a couple weeks. The girls are very excited to share their life on Haida Gwaii with their new friends!

Hawaa Katie and girls for sharing as this sounds like an incredible experience!

At tonight's meeting, **school plans** for Agnes L. Mathers Elementary, Port Clement Elementary, Sk'aadgaa Naay Elem., and Gidgalang Kuuyas Naay will be shared. Thank you to the staff from these schools for their contributions. Parents in each of these schools are encouraged to check out the plans, which will be posted to the School District website. Please have a look at the following strategic objective updates and enjoy May!

Manu
Interim Superintendent



EMBRACING UNIQUE CULTURE AND TERRITORY



* **STRENGTHEN COMMUNITY CONNECTIONS AS PER EQUITY SCAN ***

- ✓ Increased honorarium for Haida Knowledge holders.
- ✓ Partnered with student leaders and McCreary to collect student feedback on cultural and outdoor learning experiences in schools.
- ✓ Haida Language Initiative deepens our understanding of language and protocols while creating an entry point for all staff and students.
- ✓ Equity scan regional session completed in Spring of 2023
- ◆ Review Haida Education Committee Terms of Reference (*May – Dec 2024*)
- ◆ SD50 Role Model Program (*Review goal and timeline*)



* **SUPPORT PLACE-BASED LEARNING IN SCHOOLS ***

- ✓ Assist schools with identifying and addressing barriers related to outdoor education.
- ✓ Support high schools in developing local Board-Authorized and Approved courses that recognize cultural learning.
- ✓ Review and strengthen the partnership with K'aayxada Adventure Camp.
- ◆ Increase staff fluency and understanding related to 'decolonizing' and 'Indigenizing' our schools and classrooms. (*Learning opportunity with Dr. Sara Davidson and Dr. Nikki Yee in 2024-25*)
- ◆ Staff development support specific to place-based learning. (*Ongoing*)



* **PRINCIPALS WORKING WITH DR. SARA DAVIDSON ***

- ✓ SD 50 principals to work with Dr. Sara Davidson at every 23 – 24 PVP meeting.
- ◆ Provide all new SD 50 teachers with a copy of Potlatch as Pedagogy.



* **ANNUAL REPORT TO THE HAIDA EDUCATION COUNCIL ON ALL SD 50 HAIDA LANGUAGE AND CULTURE INITIATIVES ***

- ✓ Publish an annual report for the Haida Education Council (HEC) related to all Haida Language and Culture initiatives within SD 50
- ✓ Support each of our schools in developing a portion of their school plan related to encouraging Haida language and culture activities.
- ✓ Collaborate and seek feedback from both Skidegate and Old Massett specific to Haida Language and Culture programs.
- ✓ Utilize resources provided by the Skidegate Haida Immersion Program (SHIP) and the Council of the Haida Nation (CHN).
- ◆ Work with local communities to develop Haida Language and Culture postings that appeal to potential applicants.
- ◆ Support and strengthen Language Nest Programs
- ◆ Increase awareness and use of Ministry Approved Curriculum for Xaayda Kil/Xaad Kil K-12 (*in-progress*)



* **EXTENSION OF HUMAN RIGHTS SPECIAL HIRING PROGRAM ***

- ✓ Utilize the Human Rights Special Hiring Program to increase the number of Indigenous Educators and Employees in our system.

WORKING TOGETHER

* **STRENGTHENING RELATIONSHIPS ***

- ◆ Create and communicate a calendar of external partner 'check-in' dates.
 - ✓ *Meetings with Masset Village Council & CAO (May '23, April '24)*
 - ✓ *Visit Chief Matthews School (May '23)*
- ◆ Provide municipalities / regional district with a fall overview of any capital projects completed at schools in their communities.
- ◆ Create opportunities for in-person visits by the Superintendent and Board Chair to share school district priorities.
- ◆ Host an annual meeting with RCMP, MCFD and Haida Gwaii Child and Family Services Society.

* **SUPPORTING PARENT LEARNING WITH SD 50 DPAC ***

- ✓ Superintendent and Trustee representatives regularly attend DPAC meetings.
- ✓ Work with DPAC to establish a theme and format for an annual parent learning event.
- ✓ Successful 'Power Up' event in Fall of 2023.

* **CRISIS RESPONSE PROCESS ***

- ✓ Create a small team to examine and formulate an SD 50 crisis response plan.

* **SUPPORT STUDENT VOICE***

- ✓ Work with McCreary Society to create an action project to capture SD 50 student voice.
- ✓ Support a process for Board of Education to hear from students and their experiences regularly.
- ◆ Assign a district contact to begin gathering student voice over the 23 – 24 school year.
- ◆ Gather a small group of representative students 4 – 6 times during the school year to assist with capturing student voice.

* **SUPPORT A PAC AT EACH OF OUR SCHOOLS ***

- ✓ Identify schools that currently do not have a PAC.
- ✓ Work with schools to create communication and an invitation to parents/guardians specific to PAC.
- ✓ Partner with DPAC to support parent presentations on the importance of a school PAC.

* **ADHERE TO ACCESSIBLE BC ACT ***

- ✓ Join the working group of Northern BC school districts working to create a plan specific to accessibility.
- ✓ Create a local SD50 accessibility committee.
- ✓ Publish, communicate and seek feedback on the SD50 Accessibility Plan
- ✓ Ensure SD50 website meets Web Content Accessibility Guidelines 2.1 (WCAG 2.1)

* **FOCUS ON RECRUITMENT & RETENTION ***

- ✓ Work within BCPSEA and MECC specific to incentives for relocation and retention.
- ✓ Work with post-secondary institutions to support on-line programs leading to teacher certification.
- ✓ Increase number of student teacher placements.
- ◆ Reassess housing possibilities for staff
- ◆ Ensure robust onboarding and orientation process for new employees.



10%



100%



100%



60%



95%



100%



60%

STUDENT WELL-BEING



- ✓ Continued opportunities for schools and teachers to work with Literacy Helping coach.
- ✓ The first draft of the SD50 Literacy Framework was completed. *Requires final edits prior to consultation with educators.*
- ✓ Support literacy staff development
- ◆ Bi-monthly meetings specific to the development of an SD 50 literacy framework.
- ◆ Establish SD 50 Literacy Team consisting of representatives from PVP and teachers.



- ✓ Collection and analysis of grade 2 literacy data from both the Fall and Spring of the 2023 – 24 school year.
- ✓ Confirmation of partnership with Christine Fraser for 23 – 24.
- ✓ Purchase of F&P assessments for every school
- ✓ Initial training provided to interested teachers
- ✓ Continued support for teachers practicing and using the F&P assessment.
- ✓ Assisting teachers with analysis of F&P data to support literacy interventions.
- ✓ Support for Christine Fraser to continue mentoring/coaching teachers using the F&P
- ◆ Supporting an SD 50 teacher lead expert in administering the F&P assessment.



- ✓ Successful Year 1 rollout of PreVenture Program to all grade 8 students
- ✓ Participate in the Early Years Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) in 2023 – 24.
- ✓ Participate in and analyze results from Adolescent Health Survey by the McCreary Society.



- ✓ Continued opportunity for teachers to participate in 'Thinking Classrooms' with a numeracy helping teacher.
- ◆ Focus on district-wide numeracy results using a district assessment.
- ◆ Establish a professional learning group specific to numeracy.
- ◆ Scan, select and pilot district numeracy assessment tool.
- ◆ Provide interested teachers with support in learning, implementing, and analyzing the results of district numeracy assessment.



- ✓ Strengthen existing programs: *PALs, Welcome to Kindergarten, Seamless Day, Strongstart*
- ✓ Explore opportunities to add programs like JustB4
- ✓ Explore creative opportunities to provide ECE certification.
- ✓ Begin planning for new Masset Daycare
- ◆ Develop Early Learning Priorities for SD50 *(in-progress)*

STUDENT WELL-BEING

* **SAFE, WELCOMING AND INCLUSIVE SCHOOLS ***

- ✓ SD 50 Website meets provincial accessibility requirements.
- ✓ SOGI Presentation to PVP group in April '23
- ✓ SD 50 participating in Northern BC School Districts Accessibility Committee.
- ✓ All school libraries will be provided with a consistent set of age-appropriate inclusion student resources.
- ✓ Schools will be supported and encouraged to plan and implement school-based inclusion activities.
- ✓ Staff development opportunities related to SOGI and inclusion.
- ✓ Collaborate with inclusion community representatives.
- ✓ Sexual Orientation and Gender Identity representatives in each of our schools.
- ✓ Scan of accessibility obstacles in each of our schools.
- ◆ Accessibility policy work is underway.

* **TECHNOLOGY SUPPORTED LEARNING ***

- ✓ IPADs for Haida Gwaii's 1 to 1 project were purchased in 2020 - 21. We are heading into year 4 of a 6-year cycle. *(Ongoing)*
- ✓ Staff development opportunities related to using the IPAD in education. *(Ongoing)*
- ✓ Highlight staff and students who are using the IPAD in creative ways to support learning. *(Ongoing)*
- ✓ Continue to demonstrate how the IPAD can increase accessibility for students.

* **MASSET K-12 SCHOOL ***

- ✓ The Naming Committee, using the Board of Education's Naming Policy, provides the name for the new school, which was unanimously approved by the Board at the April 2024 Board meeting. New name: **Daaxiigan Sk'adáa Née**
- ✓ Vice Principal Cal Westbrook was hired for the new school.
- ✓ With the project delayed until September 2024, Principals Ian Keir, Cal Westbrook, and Claudette Lavoie used the Spring of 2024 to support staff with planning for the move to the new school.
- ✓ A public open house with 90 visitors occurred on May 3rd.
- ◆ Host Tahayghen Elementary closing ceremony.
- ◆ Host opening ceremonies and feast for the opening of Daaxiigan Sk'adáa Née
- ◆ Review year 1 of school to make adjustments for 2025-26 school year.

90%

100%

50%



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAII**

<u>MEETING AGENDA ITEM # 9</u>						
Action:		Information:	X			
Meeting:	Regular	Meeting Date:	May 14, 2024			
Topic:	Indigenous Education					
Background/Discussion: Verbal Report Haida Education Committee (HEC) May Meeting Agenda						
Recommended Action: Information						
Presented by: Interim Superintendent						



SCHOOL DISTRICT NO. 50 - HAIDA GWAII
Haida Education Council (HEC) Meeting – May 16th, '24
School Board Office @ 10 am

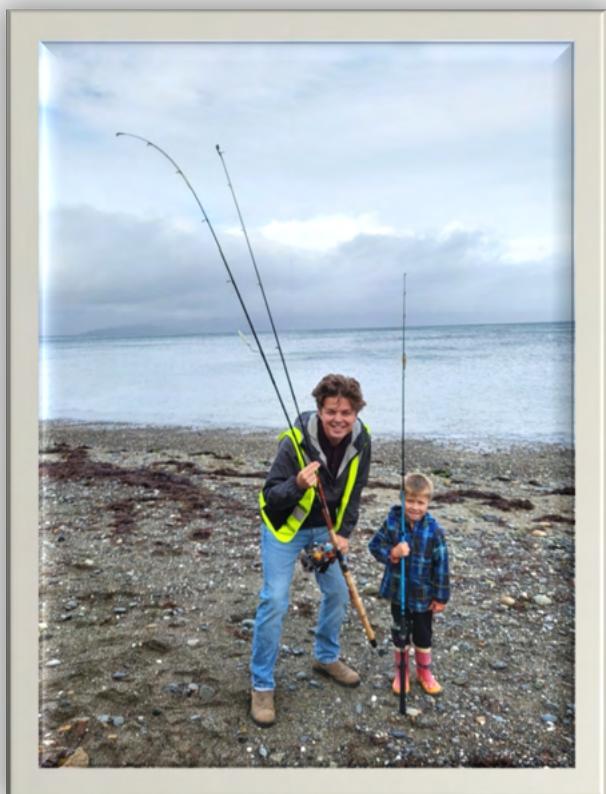
AGENDA

- 1) Previous Meeting Feb.14/24
- 2) News from across the district
 - a. Elders graduation – Skidegate – May 22nd
 - b. Girls Leap Program – Katie Wilmont (GTN)
 - c. McCreary Student Survey
 - d. Sk'ada Principles with Principals – Dr. Sara Davidson
- 3) 1-1 Ipad update – Steve Goffic
- 4) Daaxiigan Sk'adáa Née – Hawaa School Naming Committee – Ian Keir – *Press Release attached to HEC invitation*
- 5) Graduation Dates
 - a. Gudangaay Tlaat's gaa Naay – June 8th
 - b. Gidgalang Kuuyas Naay – June 15th
 - c. Skidegate – June 8th
 - d. Old Massett – June 22nd
- 6) How Are We Doing (HAWD) Report – *attached to HEC invitation*
- 7) BC Tripartite Education Agreement – May Report
- 8) 2024 – 25 Calendar - *attached to HEC invitation*
- 9) LEA Updates
- 10) Honouring Haida Language Program – Jaskwaan
- 11) Superintendent
 - a. May Report to the Board
 - b. New Superintendent – *Press release attached to HEC invitation*
- 12) HEC Terms of Reference & Ministry indigenous Council Policy – click [HERE](#)
 - a. Question for Partners:
 - i. Is it time to review the HEC Terms of Reference
 1. Membership
 2. Representation
 3. Frequency of meetings
- 13) Student Success Sharing (includes students of ALL ages)



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50 HAIDA GWAII**

<u>MEETING AGENDA ITEM # 10.6</u>						
Action:		Information:	X			
Meeting:	Regular Board	Meeting Date:	May 14, 2024			
Topic:	School Plans					
Background/Discussion: 2024/2025 School Plans: Agnes L. Mathers Elementary School GidGalang Kuuyas Naay Secondary School Port Clements Elementary School						
Recommended Action: Information						
Presented by: Interim Superintendent						



Agnes L. Mathers Elementary School Plan 2024-2025

403 School Road
Sandspit, BC
250-637-5454

About Us

Agnes L. Mathers School has served Sandspit, a community of approximately 250 people, for over 45 years. All students live in the village of Sandspit, and most live within walking or biking distance of the school. The population of Sandspit has declined over the years, and as a result, fewer students attend the school than in previous years. The student population for 2024-2025 is expected to be approximately the same as the current population of 2023-2024. In 2017, a new school was built on the site of the original building, which included three classrooms, a StrongStart room, and a library.

2023 – 24 Staffing

With enrollment expected to remain nearly the same for 2024-25, we anticipate similar levels of staffing as 2023 – 24 as outlined below:

Position	Staffing Level
K – 7 Classroom Teachers	2.0 FTE
Special Education Resource Teacher	0.4 FTE
Vice Principal	0.4 FTE
Administrative Assistant	30 hours/week
Indigenous Resource Worker	5 hours/week
Library Clerk	5.0 hours/week
Strong Start Coordinator	20 hours/week
Food Coordinator	10 hours/week
Education Assistants	50 hours/week
Custodial Services	Contracted

Building OUR Plan

Our school plan is a continuation of our plan from 2023/2024. Our community school continues to value the access we have to outdoor and cultural learning spaces and the benefit that this has on student well being. Our school food program has also been a success and we see the benefit that it has on student well being and mental health. Moving into the next year we want to continue to build on the goals we have been working towards and examine how they connect with the Sk'ad'a learning principles and the First Peoples Principles of Learning in authentic ways.

The Agnes L. Mathers School Plan has been developed in connection with the School District 50 Haida Gwaii draft Strategic Plan to ensure our school goals align with the district's vision. The school plan is discussed regularly, and it will be very important to review the school plan throughout the year to ensure that the goals are being achieved and reflected upon as the school year develops. The school plan was developed through input from a variety of school community groups, including ALM staff, the Parent Advisory Council, and student surveys.

Student Data

- Student Learning Survey Data – Appendix A
- Foundational Skills Data – Appendix B
- Fountas and Pinnell Reading District Assessment Data – Appendix C

School Specific Data

Moving into the 2024-2025 school year, we aim to further inform our academic, cultural, and social-emotional planning with three school-specific data sets.

1. We will complete a school-wide writing assessment (**School Wide Write**) at the beginning and end of the school year. One school-wide write will be designed specifically for our primary students and one for our intermediate students.
2. We will also administer a grade-specific school-wide **numeracy assessment** at the beginning and near the end of the school year.
3. We would also like to create and implement a **school—and community-specific school-wide survey** for students and parents that seeks to inform the progress and effectiveness of our current school goals.

These data sets will be in addition to our Student Learning Survey, Fountas and Pinnell Reading Assessment, and Foundation Skills Assessment data sets. Our hope is that school-specific data will help inform us about our progress toward academic, cultural, and social-emotional learning goals.



'Working Together' Goal

IMPLEMENT REGULAR COLLABORATION TIME FOR SCHOOL STAFF TO FOCUS ON OUTDOOR EDUCATION AND CULTURAL INITIATIVES.

Rationale:

Outdoor, place based, and cultural initiatives are very important and valued by our school community and our community at large. ALM has unique access to intertidal areas, forest ecosystems, and culturally significant places that we must ensure are proactively utilized and planned for. These unique places connect our teaching to the Sk'ad'a learning principle that learning emerges from authentic experiences and from curiosity.

Objectives:

- Opportunities for staff to discuss and plan outdoor and cultural learning events for students.
- Regular discussions regarding student progress and successful authentic student engagements with place.
- At least three afternoon planning sessions will be organized to collaborate on place-based learning initiatives.

Strategies

- Yearly schedule, including at least three afternoon planning sessions.
- Pre-planning of focused conversations (Staff Meeting agenda item).

Measures:

- Staff feedback.
- Reflecting upon benefits to students.

Promising Practices from 2023-24:

- Staff Meeting planning discussions
- PAC meeting reports and engagement
- Continuation of place-based learning activities (Kayaking, Copper Bay, Nettles)



Student Well-Being

FOCUS ON STUDENT ACCESS TO FOOD AND NUTRITION PROGRAMMING WITH AN EMPHASIS ON CULTURALLY SIGNIFICANT FOODS OF HAIDA GWAII.

Rationale:

ALM has collaboratively developed a food program that includes access to fruit and vegetable recess snacks as well as a variety of lunch options every day of the week. By continuing to increase access to culturally significant foods such as salmon, deer, and halibut, we hope to increase student choice and agency over what they eat and to help students participate in a more localized engagement with food.

Objectives:

- To increase student access to local foods of cultural significance.

Strategies:

- Increased engagement with local food suppliers (Food to School)
- Healthy snacks and lunch catered or made for students every school day.
- Increased food coordinator hours.

Measures:

- Student surveys (school level and provincial level).
- Regular check-ins with students.

Promising Practices from 2023-24:

- Increased snack co-ordinator and lunch co-ordinator hours



Embracing Unique Culture and Territory

RECOGNIZE, RESPECT, AND EMBRACE THE LAND AND CULTURE OF HAIDA GWAII

Rationale:

ALM school recognizes and acknowledges the place where we live and the territory where we can live, grow, and learn. By engaging in activities that allow students to understand and value their privileged access to these places, we hope to grow their recognition and respect for the land and culture of Haida Gwaii. An increased understanding and engagement with the Haida language will also help ALM students understand and respect the territory where we live.

Objectives:

- Honouring the traditional territory and language of the Haida Nation.

Strategies:

- Inviting Haida role models to school activities both in the school building and in the larger community, especially in places of cultural significance like Copper Bay, Cumshewa village, and Skidegate.
- Ensuring students are participating in cultural events and activities on Haida Gwaii.
- Strengthening connections with other schools and programs, such as the Language Nest and Haida Heritage Centre at Kay Llnagaay to further students' knowledge and understanding of Haida Language and Culture.

Measures:

- Student Learning Survey results in regard to specific questions concerning cultural connections and Indigenous learning.

Promising Practices from 2023-24:

- Weekly Visits with language co-ordination Fallon Crosby
- Field Trips to Copper Bay, Gray Bay, Hiellen Village Longhouses
- Weekly Circle gathering – Gus Gaad iis – Land Acknowledgement practice and monthly Haida Values discussion



Appendix A – Student Learning Survey Data

Due to the size of our school, our SLS data is limited to the very few students we have in grades 4 and 7 every year.. However, here is the four year data for our school on a few important SLS questions:

How many adults do you think care about you at school?

Results show students reporting “2 adults” or more.

	Grade 4	Grade 7
2017 - 2018	60%	20%
2020 - 2021	81%	60%
2021 - 2022	50%	50%
2022 - 2023	33%	100%

I am happy at my school? (Gr. 4). I would like to go to a different school. (Gr 7)

	Grade 4	Grade 7
2017 - 2018	100%	40%
2020 - 2021	50%	100%
2021 - 2022	50%	0%
2022 - 2023	0%	0%

Do you feel safe at school?

	Grade 4	Grade 7
2017 - 2018	80%	40%
2020 - 2021	100%	100%
2021 - 2022	50%	50%
2022 - 2023	50%	100%

When you make a choice, do you think about how it might affect others?

	Grade 4	Grade 7
2017 - 2018	100%	40%
2020 - 2021	0%	50%
2021 - 2022	50%	50%
2022 - 2023	67%	100%

Are you learning to solve problems in peaceful ways?

	Grade 4	Grade 7
2017 - 2018	80%	75%
2020 - 2021	0%	100%
2021 - 2022	50%	0%
2022 - 2023	0%	50%

Do you feel good about yourself?

	Grade 4	Grade 7
2017 - 2018	100%	80%
2020 - 2021	0%	100%
2021 - 2022	50%	50%
2022 - 2023	67%	50%

Appendix B – Foundational Skills Assessment

Grade 4 FSA Literacy & Reading Data

	Participation Rate	Emerging %	On Track %	Extending %
2023/24	0.0%			
2022/23	100%	0.0%	100%	0.0%
2021/22	100%	0.0%	100%	0.0%
2020/21	100%	0.0%	100%	0.0%
2019/20	100%	0.0%	100%	0.0%
2018/19	100%	33.3%	66.7%	0.0%
2017/18	100%	16.7%	50%	33.3%

Grade 4 FSA Numeracy Data

	Participation Rate	Emerging %	On Track %	Extending %
2023/24	0.0%			
2022/23	100%	100%	0.0%	0.0%
2021/22	100%	50.0%	50%	0.0%
2020/21	100%	0.0%	100%	0.0%
2019/20	100%	0.0%	100%	0.0%
2018/19	100%	33.3%	66.7%	0.0%
2017/18	100%	16.7%	83.3%	0.0%

Grade 4 FSA Writing Data

	Participation Rate	Emerging %	On Track %	Extending %
2023/24	0.0%			
2022/23	0.0%			
2021/22	0.0%			
2020/21	0.0%			
2019/20	100%	0.0%	100%	0.0%
2018/19	100%	0.0%	100%	0.0%
2017/18	100%	0.0%	100%	0.0%

Grade 7 FSA Literacy & Reading Data

	Participation Rate	Emerging %	On Track %	Extending %
2023/24	0.0%			
2022/23	100%	50 %	50 %	0.0%
2021/22	100%	0.0%	100%	0.0%
2020/21	50%	50 %	50 %	0.0%
2019/20	100%	25%	75%	0.0%
2018/19	100%	33.3%	66.7%	0.0%
2017/18	100%	14.3%	57.1%	28.6%

Grade 7 FSA Numeracy Data

	Participation Rate	Emerging %	On Track %	Extending %
2023/24	0.0%			
2022/23	100%	50%	50%	0.0%
2021/22	100%	0.0%	66.7%	33.3%
2020/21	25%	0.0%	100%	0.0%
2019/20	100%	75%	25%	0.0%
2018/19	100%	33.3%	66.7%	0.0%
2017/18	100%	28.6%	57.1%	14.3%

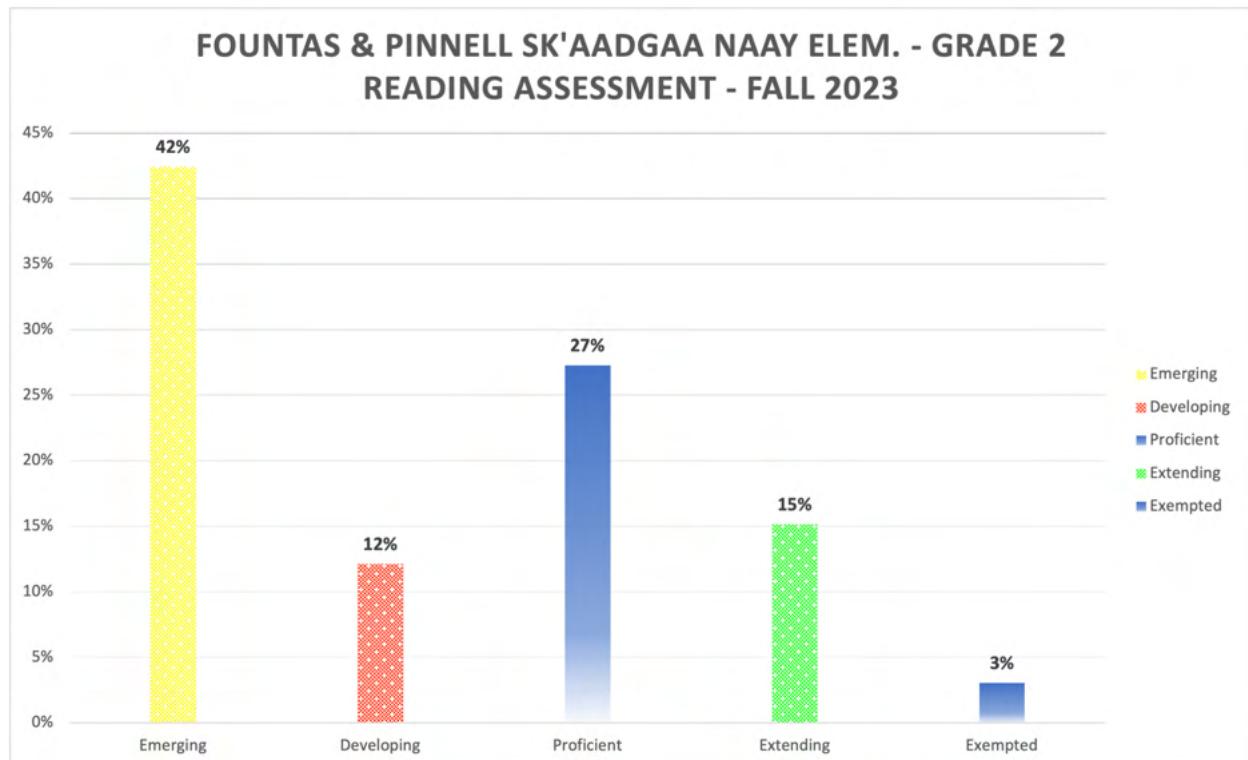
Grade 7 FSA Writing Data

	Participation Rate	Emerging %	On Track %	Extending %
2023/24	0.0%			
2022/23	0.0%			
2021/22	0.0%			
2020/21	0.0%			
2019/20	100%	0.0%	100%	0.0%
2018/19	100%	0.0%	100%	0.0%
2017/18	100%	0.0%	71.4%	28.6%

Appendix C – Fountas & Pinnell Reading Assessment

In the fall of 2023, the school district implemented the Fountas & Pinnell Reading Assessment for all grade 2 students with the plan to expand the use of this assessment across additional grades in the coming years. Students will complete the assessment in the Fall and Spring of each school year to help inform teachers of student progress in reading.

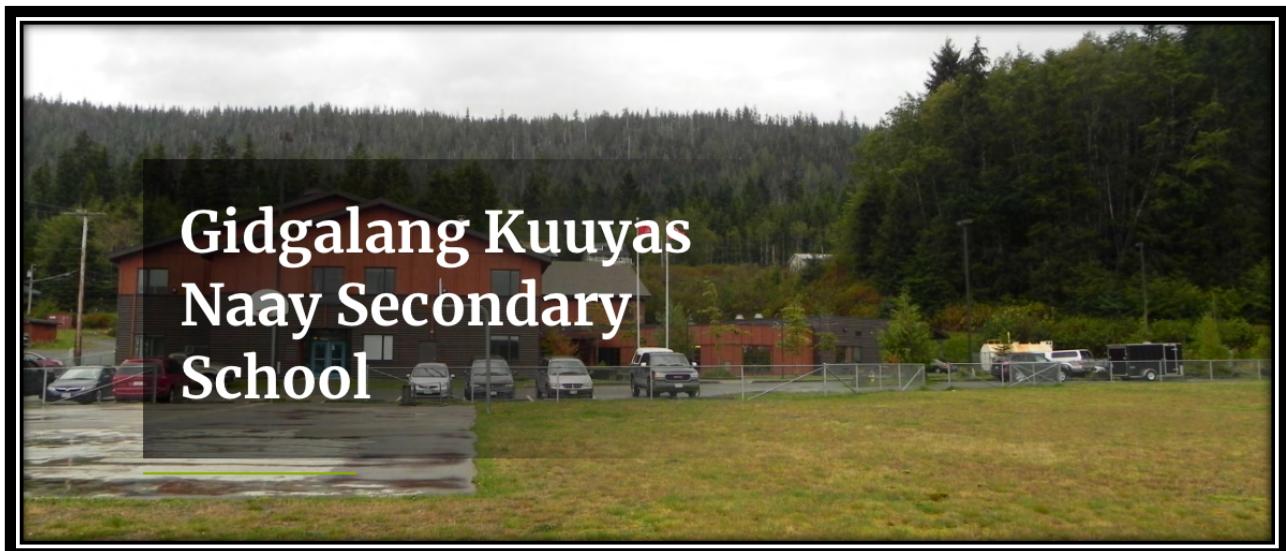
Although our school is too small to post our specific scores given that we would only have 1 or 2 students in grade 2, a glance at the data across the district helps provide some understanding of reading progress in the Fall for our grade 2 students.





School District No. 50
Haida Gwaii

**2024 – 25
School Plan
to
Enhance Student Learning**



Daajing Giids, BC
V0T 1S0

250-559-8822

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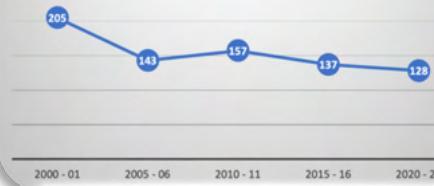
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ABOUT US

Gidgalang Kuuyas Naay Secondary is located in Daajing Giids, Haida Gwaii.

- *We currently enrol 116 students, after seeing a steady enrolment decline from 157 in 2010*
- *We offer small class sizes for most subject and provide a good deal of support including:*
 - 9.286 FTE teachers
 - 1 full time Learning Resource teacher
 - 3 full time Educational Assistants
 - 1 full time Indigenous Resource Worker
- *We serve students from T'ell, Port Clements, Sandspit, Skidegate and Daajing Giids.*
- *Our Parent Advisory Council (<https://sd50.bc.ca/gkn-pac/>) is a strong advocate for school success and student well-being.*
- *As a relatively small high school, we have much to celebrate.*
 - *University tours occurring annually for grade 11 students.*

**Gidgalang Kuuyas Naay Enrolment
2000 - 2021**



- Our sports programs are strong! This year:
 - Girls' volleyball placed 3rd in the Zone Championships.
 - Boys' Single A basketball Zone Champions, 2nd place at Provincials.
 - Many wrestlers qualified for the provincial tournament.
 - GKN track & field team is showing significant promise.

STUDENT DATA

- Student Learning Survey Data – Appendix A
- Graduation Assessments – Appendix B
- English First Peoples 10 Data – Appendix C
- Haida Gwaii Adolescent Health Survey Recommendations – Appendix D

WORKING TOGETHER GOAL

2023-24 Goal: Work with staff to see if a Professional Learning Community structure can be added to our timetable to assist with enhancing student achievement and well.

UPDATE

- *During the first semester of the 2023/2024 school year, we piloted a Professional Learning Community (PLC) model in our timetable. PLC time is meant for teachers to collaborate on the most effective use of RTI time. Several logistical challenges related to staffing shortages had to be overcome. The next step is to refine the model to make it more sustainable.*

2024-25 Goal 1: Implement adjustments to the pilot model for a Professional Learning Community structure based on student and staff feedback to our first-semester trial.

RATIONALE:

- Academic Intervention (RTI) is a validated practice that supports students in obtaining academic success.
- In an RTI model, staff support students with catching up, writing missed tests, and providing general support. In an ideal RTI model, teachers collaborate weekly to discuss students and develop sound academic interventions, commonly referred to as a 'Professional Learning Community.'

OBJECTIVES:

- Utilize staff, and student feedback in conjunction with current staffing to develop a PLC model that will work for us.

STRATEGIES:

- Share feedback and challenges with staff to gather ideas and thoughts about trying this again in the 2024-25 school year.

HOW WILL WE KNOW THIS IS HAPPENING?

- A sustainable and effective RTI/PLC model will be in place for the 2024-25 school year and beyond.



STUDENT WELL-BEING GOALS

2024-25 Goal 2: Implement a variety of strategies related to 'Student Well-Being', both in the areas of academic learning and supports as well as student physical and mental health.

UPDATE

Literacy:

- Over the course of the 2023 – 24 school year, student writing samples have been collected and assessed from all grades. Although this project has taken a significant portion of our allocated PLC time, teachers have been able to identify areas for instructional focus when guiding improvement for writing.

Numeracy:

- Over the last 5 years, our Numeracy 10 Assessment data has shown that we have had a growing disparity with provincial results. We have seen a significant percentage of our students score as 'Emerging' on this assessment. Over the course of the 2023-24 school year, we implemented the following strategies specific to this assessment:
 - We assumed that literacy may be a barrier to accessing the assessment. We address literacy support later in this document.
 - We allocated Professional Learning Time for teachers to review and prepare for the Graduation Numeracy Assessment. Several resources are available online for teachers to use to familiarize students with the format of the GNA.
 - We scheduled the grade 10 mathematics courses for the first semester and ran the assessment in January, near the end of those courses.
 - We Communicated with families and students on a regular basis a month prior to the assessment date. We addressed individuals through counselling when we knew that anxiety might be a barrier to performance, and we explicitly taught test writing skills.
- As per the graph below, we are happy to report that, in the 2023/2024 assessment session, the percentage of students who scored either proficient or extending was 63% vs a previous 5 year average of 18%**



RATIONALE:

- In our discussions as a staff, it is clear that Student Well-Being is an area we want to prioritize and work on over the coming year. Rather than create a variety of goal statements, we have added a variety of objectives and strategies related to student learning and mental health.
- Some of the data that we have used to create these objectives comes from:
 - Student Learning Survey – Appendix A
 - Graduation Assessments – Appendix B
 - Locally Developed Student Survey

OBJECTIVES:

- Evaluate the effectiveness and impact of the current **school food program**.
- To validate responses on the Student Learning Survey, utilize a school-developed grade 10 – 12 **survey** specific to wellness, mental health, and engagement.
- Staff will implement research-based strategies to **support student well-being** based on information from the survey.
- Examine factors related to **school attendance** and determine what additional supports and/or strategies we can implement.
- Utilize learning from the grade 8-12 **literacy-based assessments** to inform literacy strategies for the 2024-25 school year.
- Teach and encourage a Growth Mindset' among students regarding the **Graduation Assessments**. Where possible, we will encourage students to rewrite these provincial examinations to improve their marks.

STRATEGIES:

- Analyze and evaluate data specific to the school food program. (*Fall 2024*)
- Implement a school-developed 'Student Well-Being' survey. (*Fall and/or Spring 24-25 school year*)
- Review 2024 Middle Years Development Index report
- Share an 'attendance protocol' for staff to ensure consistency of attendance supports (*Fall 2024*)
Protocol supports may include:
 - Flex scheduling
 - Online resources and supports
 - Communication Plan
 - External Agency supports
 - School-based team
 - Counselling
- Purposefully engage students to write the GNA on several occasions, using the principles of a growth mindset, to determine if this will help with overall results. ***In progress.***



EMBRACING UNIQUE CULTURE AND TERRITORY GOAL

Continuing Goal 3: Begin implementing units from Math and Science First Peoples Resources to be able to track changes to course completion rates.

RATIONALE:

- We implemented English First Peoples 10 (EFP10) as the only English option in our school in 2014. In 2016, we implemented EFP12 exclusively. **See Appendix C**
- We believe that when our Indigenous students see Indigenous authors prioritized in our English programs, they are more likely to feel successful in academic programs. We are interested in learning if similar initiatives will make a difference in other courses.

OBJECTIVES:

- FENSC workshops in the Spring of 2023 resulted in various resources being shared with staff. Over the coming year, we will reflect on how to specifically support teachers in using these resources across a variety of courses.

STRATEGIES:

- Use the beginning staff meetings of the 2024-25 school year to share resources and strategies.
- Work with staff using the resources to present at a professional development day.

HOW WILL WE KNOW THIS IS HAPPENING?

- Update in our 2025-26 school plan on this goal.



Appendix A – Student Learning Survey Data

We have selected a few questions to track from the SLS survey:

At your school, how many adults do you feel care about you?

Results show students reporting “2 adults” or more.

	Grade 10 %	Grade 12 %
2017 - 2018	39	85
2020 - 2021		59
2021 - 2022	44	67
2022 - 2023	73	85

Is school a place where you feel like you belong?

	Grade 10 %	Grade 12 %
2017 - 2018	17	50
2020 - 2021		41
2021 - 2022	38	25
2022 - 2023	60	35

Do you feel welcome at your school?

	Grade 10 %	Grade 12 %
2017 - 2018	28	69
2020 - 2021		70
2021 - 2022	56	50
2022 - 2023	79	80

Do you feel safe at school?

	Grade 10 %	Grade 12 %
2017 - 2018	50	77
2020 - 2021		67
2021 - 2022	75	57
2022 - 2023	50	67

Do you feel good about yourself?

	Grade 10 %	Grade 12 %
2017 - 2018	28	38
2020 - 2021		64
2021 - 2022	25	50
2022 - 2023	40	50

At school, I am learning how to care for my mental health.

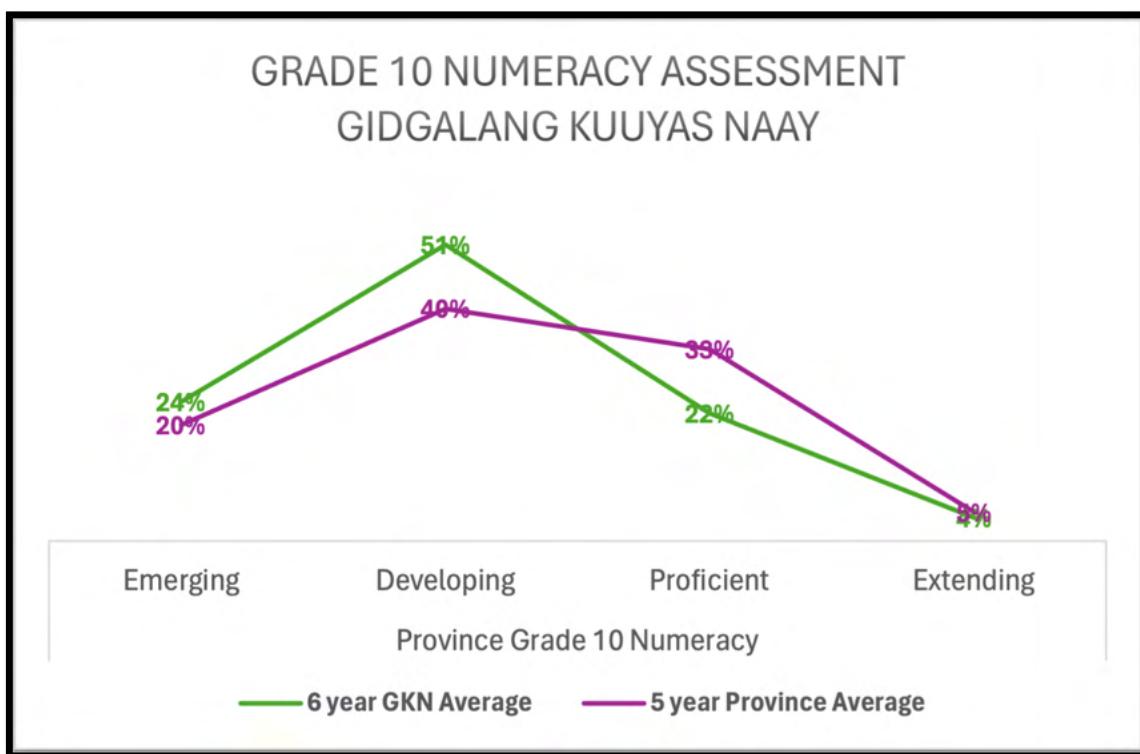
	Grade 10 %	Grade 12 %
2017 - 2018	6	35
2020 - 2021		26
2021 - 2022	25	17
2022 - 2023	67	11

Appendix B – Graduation Assessments

Numeracy 10

	SD50 Grade 10 Numeracy			
	Emerging	Developing	Proficient	Extending
2018 - 2019	31 %	44 %	25 %	0 %
2019 - 2020	35 %	52 %	14 %	0 %
2020 - 2021	33 %	48 %	15 %	4 %
2021 - 2022	20 %	60 %	7 %	13 %
2022 - 2023	31 %	56 %	13 %	0 %
2023 - 2024	0 %	37 %	59 %	0 %
6 Year Average	25 %	50 %	22 %	4 %

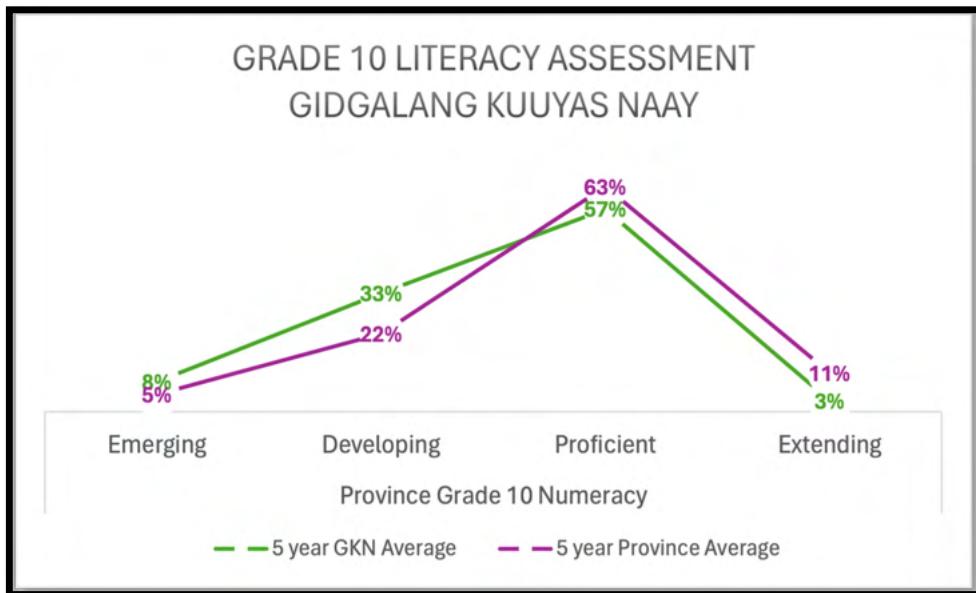
	Province Grade 10 Numeracy			
	Emerging	Developing	Proficient	Extending
2018 - 2019	27 %	45 %	25 %	3 %
2019 - 2020	23 %	37 %	35 %	5 %
2020 - 2021	21 %	41 %	34 %	4 %
2021 - 2022	16 %	38 %	36 %	9 %
2022 - 2023	15 %	41 %	35 %	10 %
2023 - 2024	Not yet available			
5 year Average	20 %	40 %	33 %	5 %



Literacy 10

	SD50 Grade 10 Numeracy			
	Emerging	Developing	Proficient	Extending
2019 - 2020	7 %	35 %	59 %	
2020 - 2021	7 %	37 %	56 %	
2021 - 2022	6 %	22 %	67 %	6 %
2022 - 2023	13 %	38 %	44 %	6 %
5 year Average	8%	33 %	57 %	3 %

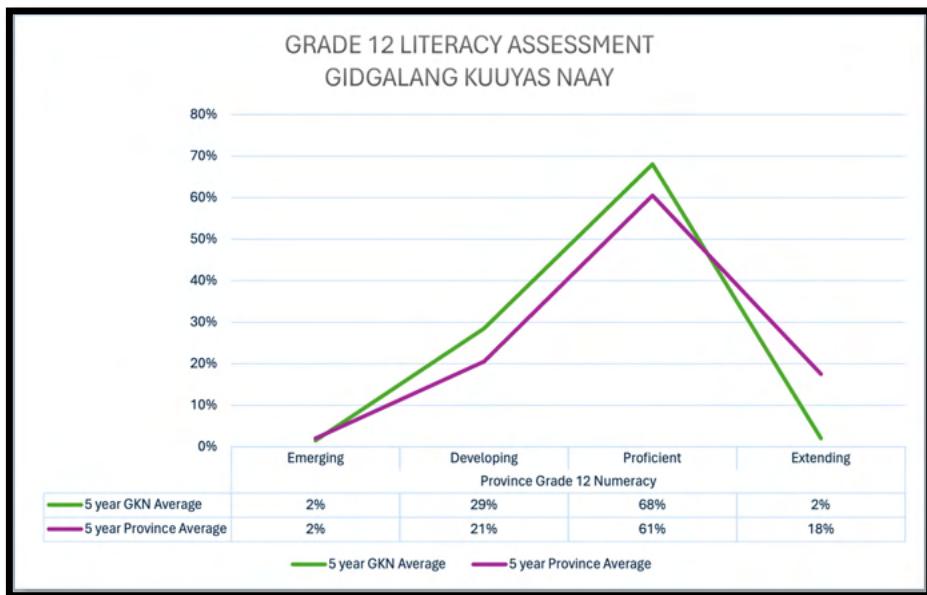
	Province Grade 10 Numeracy			
	Emerging	Developing	Proficient	Extending
2019 - 2020	5 %	21 %	64 %	10 %
2020 - 2021	5 %	23 %	62 %	11 %
2021 - 2022	4 %	21 %	63 %	11 %
2022 - 2023	5 %	22 %	62 %	11 %
5 year Average	5 %	22 %	63 %	11 %



Literacy 12

	SD50 Grade 10 Numeracy			
	Emerging	Developing	Proficient	Extending
2021 - 2022	3 %	35 %	62 %	0 %
2022 - 2023	0 %	22 %	74 %	4 %
2 year Average	2 %	29 %	68 %	2 %

	Province Grade 10 Numeracy			
	Emerging	Developing	Proficient	Extending
2021 - 2022	2 %	20 %	61 %	18 %
2022 - 2023	2 %	21 %	60 %	17 %
2 year Average	2 %	21 %	63 %	11 %



Appendix C – English First Peoples 10 Data

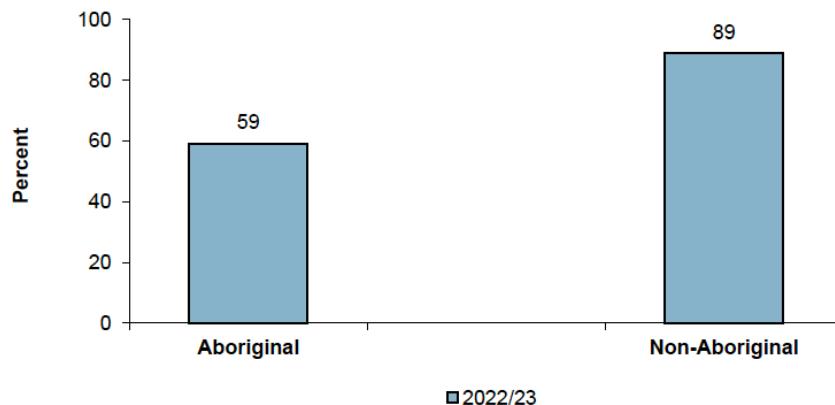
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

School Year	Course Mark Count	Aboriginal						Non-Aboriginal						
		C+ or Better			B or Better			Course Mark Count	C+ or Better			B or Better		
		#	#	%	#	%	#		#	%	#	#	%	
2019/20	66	30	45		24	36	22	19	86		18	82		
2020/21	30	16	53		14	47	22	13	59		11	50		
2021/22	49	18	37		12	24	24	18	75		14	58		
2022/23	44	26	59		22	50	18	16	89		12	67		

School Year	Course	Aboriginal						Non-Aboriginal					
		Mark Count	Total Gr 10		Course Mark Count		Mark Count	Total Gr 10		Course Mark Count		#	#
			#	Students *	#	#		#	Students *	#	#		
2019/20	66	34	62	4	22	13	22	13	22	0	22	0	
2020/21	30	23	30	0	22	16	22	16	22	0	22	0	
2021/22	49	27	45	4	24	15	24	15	24	0	24	0	
2022/23	44	26	42	2	18	9	18	9	16	2	16	2	

English First Peoples 10 (combined): C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.
English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

These courses carry 2 credits each and students are expected to take 2 courses.

Appendix D – Student Developed Haida Gwaii Adolescent Survey

In April of 2024, high school students from across Haida Gwaii partnered with colleagues from the McCreary Centre Society to develop a uniquely Haida Gwaii Adolescent Health Survey. Below are the seven (7) recommendations shared by students:

- 1. Connect with elders and provide access to cultural practices and experiences in the community.**
 - *Meet with Elders where they feel safe and comfortable (Ex. SHIP).*
 - *Participate in cultural activities outside of school.*
- 2. Provide increased training for staff to support mental health.**
 - *Trauma informed.*
 - *Address stresses facing students.*
 - *Provide additional opportunities for confidential support.*
 - *Share information widely (ex. school assemblies)*
 - *Involve other caring school staff (coaches, custodians)*
- 3. Ensure safe, reliable, and accessible transportation for students.**
 - *Find innovative ways to ensure transportation is safe and reliable for students.*
 - *Ex,: families contribute to bus operation, with student subsidies available.*
- 4. Provide time and opportunities for students to connect with nature.**
 - *Incorporate time in nature into the school curriculum or school day.*
 - *School-wide events or activities to promote getting into nature (ex. Coast Days).*
 - *Integrate learning Haida traditions with getting out into nature.*
- 5. Support all students to lead and participate in meaningful activities in school.**
 - *Variety of activities available on campus (ex. clubs, equipment for a variety of activities)*
 - *Opportunities for student leadership (ex. student council)*
 - *School-wide activities or events (ex. Coast Days, Wellness Wednesdays)*
- 6. Encourage school pride through merchandise and activities.**
 - *Student-designed merchandise (ex, sweatshirts)*
 - *Clubs and activities to promote connection and pride at school (ex. colour teams, school spirit days)*
- 7. Support students to learn life skills and prepare for their future.**
 - *Financial literacy, like budgeting, taxes, and investing.*
 - *Exploring post-secondary programs and support with applications.*
 - *Supporting the transition to larger communities.*



School District No. 50
Haida Gwaii

**2024 – 2025
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 15 students in grades K–7 and has a very active StrongStart that serves 20 pre-schoolers three mornings per week. Just over 50% of our students self-identify as Indigenous.

Our students are served by the following staff:

- 2.0 FTE Classroom Teachers
- Vice Principal
- 0.8 Special Education/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 (14 hours / week)

Like communities across Haida Gwaii, our school has experienced a decreasing enrollment for the last two decades. An informal scan of our community indicates that our enrolment will stabilize and increase slightly in the coming years, beginning with the primary grades.

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) *(limited reliability due to size of our school)*
- Foundational Skills Assessment *(limited reliability due to size of our school)*
- Staff input
- Parent / Caregiver feedback

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

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

Student Data

- Student Learning Survey Data – Appendix A
- Foundational Skills Data – Appendix B
- District Fountas & Pinnell (Reading Assessment) Data – Appendix C

EMBRACE UNIQUE CULTURE AND TERRITORY GOAL

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

Rationale:

Although we have some challenges regarding availability of role models and bussing for our students, we continue to see this goal as important for our school.

Promising Practices from 2023-24:

The District Haida Language and Culture teacher, Fallon Crosby, has been making regular visits to our school this school year, and this has been well received by our staff and students. We have also had a guest, Tammi Ryland, share the process of halibut dehydration with our students. We are hopeful that guests like Fallon and Tammi, among others, will be regular visitors to our school in the coming years.

Objectives:

- To recognize and validate local knowledge keepers and language teachers who are integral to our school in sharing the 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:

- Connect with the District Principal of Indigenous Education early in the year to review this goal and determine additional strategies and supports.
- 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 like 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 surveys.
- Collecting samples of student work and feedback related to student understanding of the uniqueness of Haida Gwaii.
- Positive relationships with role models are reflected through thank you cards, pictures, and reports.

STUDENT WELL-BEING GOAL 1

CONTINUING GOAL	Increase the number of students meeting grade-level expectations in literacy.
------------------------	---

Objectives:

- To improve students' comprehension and application of logical thinking, including gathering all the information, assessing the facts and methodically deciding the best way forward.
- To improve student writing, reading fluency and comprehension.

Strategies:

- Ensure that Port Clements School participates in annual opportunities for increasing literacy professional learning.
- Continue with our 'Buddy Reading' program.
- Use the Fountas and Pinnell assessment with grades 1 – 7.
- Promote our school-wide library program through weekly library time.
- Improve research skills using technology and library resources.
- Have intermediate students read daily announcements.

UPDATE: In addition to our intermediate students, a grade 3 student is reading the Friday announcements.



- Support research-based teaching specific to spelling instruction.
- Encourage participation in the District Alder Reading Festival.

UPDATE: Our intermediate class chose to participate in the festival.

- A monthly celebration of books read by each student.

UPDATE: We started this early in the 23-24 school year and will return to this strategy in 24-25.

- 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.
- Encourage school-wide writing samples in October and May using the newly revised BC Performance Standards.
- Staff collaboration on individual student literacy/numeracy progress.

STUDENT WELL-BEING GOAL 2

CONTINUING GOAL	Increase the number of students meeting grade-level expectations in numeracy.
------------------------	---

Objectives:

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

Strategies:

- 100% of students who are identified with a weakness in Math are given extra support by an Education Assistant, Special Education Resource Teacher, and/or classroom teacher. *In progress*
- 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.
- Weekly math challenge that involves both the primary and intermediate.
- Willing to pilot a district numeracy assessment when developed.
- Examine numeracy performance standards and consider how to implement within our two classrooms.

STUDENT WELL-BEING GOAL 3

CONTINUING GOAL Focus on a school-wide approach to teaching British Columbia's Physical and Health curriculum.

Rationale:

- Given the easy and frequent use of technology by students, we wanted to ensure that we were focussed on a variety of strategies to improve mental and physical health.

Promising Practices from 2023-24:

- We've spent lots of time in the outdoors, typical once a week. Activities include walks, hikes, and often just enjoyed the forest.
- Erin Reid joined us to speak on Body Health.

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. *In progress*
- Maintain broad student participation in school, district athletic, and other extra-curricular opportunities. *In progress*
- Work as a staff to create monthly teaching themes related to the Physical and Health Curriculum. *Didn't get to this in 23-24 but would like to try for 24-25.*
- Involve local partners on topics related to healthy living (ex. internet safety, fitness, nutrition, personal health). *In progress*



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 GOAL

CONTINUING GOAL Continue to engage and invite our parent community and wider Port Clements/Tlell community to be involved with our school.

WORKING TOGETHER OBJECTIVE:

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 learning.

Student Community Engagement Strategies:

- Whole-school community garbage pick-up
- Snow removal and Christmas cards for seniors
- Community Christmas hampers
- Senior's / school summer barbecue
- Fire safety with PCV Fire Department
- Terry Fox Run with RCMP



Appendix A – Student Learning Survey Data

Due to the size of our school, our SLS data is limited to the very few students we have in grades 4 and 7 every year.. However, here is the four-year data for our school on a few important SLS questions:

How many adults do you think care about you at school?

Results show students reporting “2 adults” or more.

	Grade 4	Grade 7
2017 - 2018	50%	50%
2020 - 2021	75%	
2021 - 2022		100%
2022 - 2023	100%	100%

I am happy at my school? (Gr. 4). I would like to go to a different school. (Gr 7)

	Grade 4	Grade 7
2017 - 2018	0%	50%
2020 - 2021	75%	
2021 - 2022		50%
2022 - 2023	100%	33%

Do you feel safe at school?

	Grade 4	Grade 7
2017 - 2018	80%	40%
2020 - 2021	100%	100%
2021 - 2022	50%	50%
2022 - 2023	50%	100%

When you make a choice, do you think about how it might affect others?

	Grade 4	Grade 7
2017 - 2018	100%	50%
2020 - 2021	75%	
2021 - 2022		100%
2022 - 2023	0%	67%

Are you learning to solve problems in peaceful ways?

	Grade 4	Grade 7
2017 - 2018	100%	
2020 - 2021	25%	
2021 - 2022		50%
2022 - 2023	0%	33%

Do you feel good about yourself?

	Grade 4	Grade 7
2017 - 2018	100%	25%
2020 - 2021	25%	
2021 - 2022		100%
2022 - 2023	100%	50%

Appendix B – Foundational Skills Assessment

Grade 4 FSA Literacy & Reading Data

	Participation Rate	Emerging %	On Track %	Extending %
2023/24	0.0%			
2022/23	100%	0.0%	100%	0.0%
2021/22	80%	50%	50%	0.0%
2020/21	75%	0.0%	67%	33%
2019/20	100%	50%	25%	25 %

Grade 4 FSA Numeracy Data

	Participation Rate	Emerging %	On Track %	Extending %
2023/24	0.0%			
2022/23	100%	50%	50%	0.0%
2021/22	80%	50%	50%	0.0%
2020/21	75%	0.0%	67%	33%
2019/20	100%	75%	25%	0.0%

Grade 4 FSA Writing Data¹

	Participation Rate	Emerging %	On Track %	Extending %
2023/24	0.0%			
2022/23	0.0%			
2021/22	0.0%			
2020/21	75%	0.0%	100%	0.0%
2019/20	100%	25%	75%	0.0%
2018/19	67%	0.0%	100%	0.0%
2017/18	75%	33%	67%	0.0%

¹ Writing removed from the FSA in 2021-22

Grade 7 FSA Literacy & Reading Data

	Participation Rate	Emerging %	On Track %	Extending %
2023/24	100%	33 %	67%	0.0%
2022/23	100%	25 %	75 %	0.0%
2021/22	100%	0.0%	100%	0.0%
2020/21	100%	0.0%	100 %	0.0%
2019/20	67%	0.0%	100%	0.0%

Grade 7 FSA Numeracy Data

	Participation Rate	Emerging %	On Track %	Extending %
2023/24	67%	50%	50%	0.0%
2022/23	100%	75%	25%	0.0%
2021/22	100%	0.0%	100%	0.0%
2020/21	100%	0.0%	0.0%	100%
2019/20	67%	0.0%	100%	0.0%

Grade 7 FSA Writing Data²

	Participation Rate	Emerging %	On Track %	Extending %
2023/24	0.0%			
2022/23	0.0%			
2021/22	0.0%			
2020/21	100%	0.0%	100%	0.0%
2019/20	67%	0.0%	50%	50%
2018/19	100%	0.0%	100%	0.0%
2017/18	86%	17%	83%	0.0%

² Writing removed from the FSA in 2021-22

Appendix C – Fountas & Pinnell Reading Assessment

In the fall of 2023, the school district implemented the Fountas & Pinnell Reading Assessment for all grade 2 students with the plan to expand the use of this assessment across additional grades in the coming years. Students will complete the assessment in the Fall and Spring of each school year to help inform teachers of student progress in reading.

Although our school is too small to post our specific scores given that we would only have 1 or 2 students in grade 2, a glance at the data across the district helps provide some understanding of reading progress in the Fall for our grade 2 students.

