



School District No. 50  
**Haida Gwaii**

**2024 – 2025  
School Plan  
to  
Enhance Student Learning**



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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

<b>CONTINUING GOAL</b>	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.
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## 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

<b>CONTINUING GOAL</b>	Increase the number of students meeting grade-level expectations in literacy.
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## 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

<b>CONTINUING GOAL</b>	Increase the number of students meeting grade-level expectations in numeracy.
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### 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 %
<b>2023/24</b>	0.0%			
<b>2022/23</b>	100%	0.0%	100%	0.0%
<b>2021/22</b>	80%	50%	50%	0.0%
<b>2020/21</b>	75%	0.0%	67%	33%
<b>2019/20</b>	100%	50%	25%	25 %

### Grade 4 FSA Numeracy Data

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

### Grade 4 FSA Writing Data<sup>1</sup>

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

<sup>1</sup> Writing removed from the FSA in 2021-22

## Grade 7 FSA Literacy & Reading Data

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

## Grade 7 FSA Numeracy Data

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

## Grade 7 FSA Writing Data<sup>2</sup>

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

<sup>2</sup> 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.

