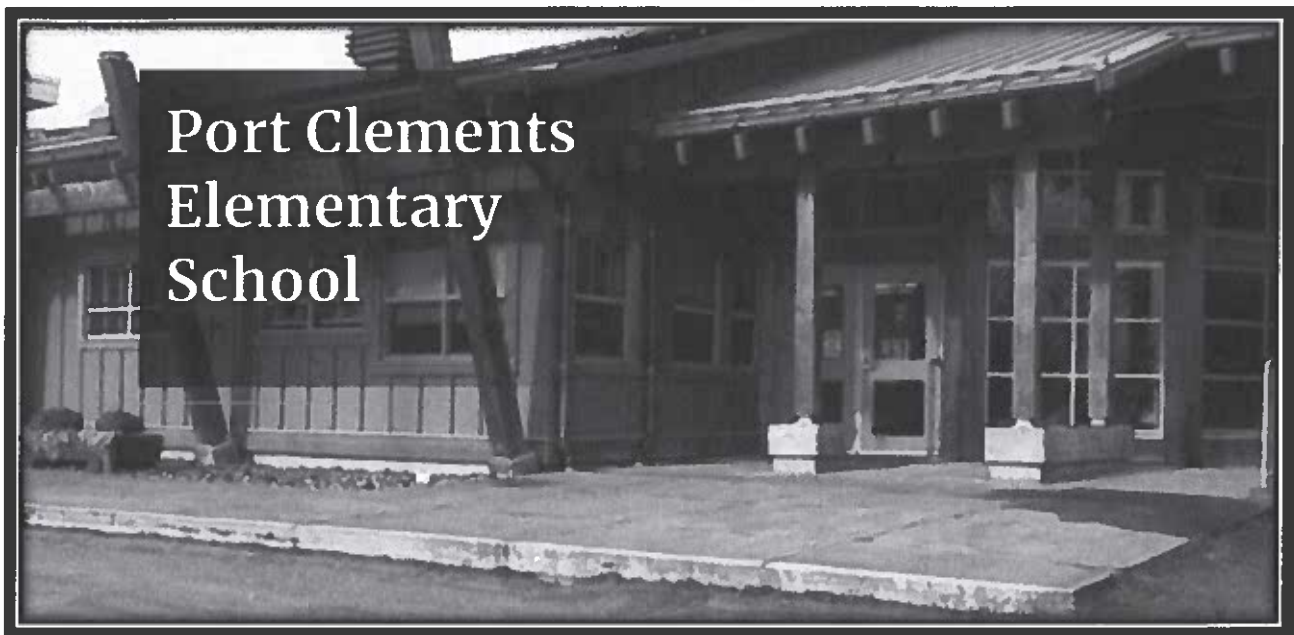




School District No. 50
Haida Gwaii

**2025-2026
School Plan
to
Enhance Student Learning**



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

Table of Contents

ABOUT US

CREATING OUR PLAN

EMBRACE UNIQUE CULTURE AND TERRITORY

STUDENT WELL BEING

WORKING TOGETHER

About Us

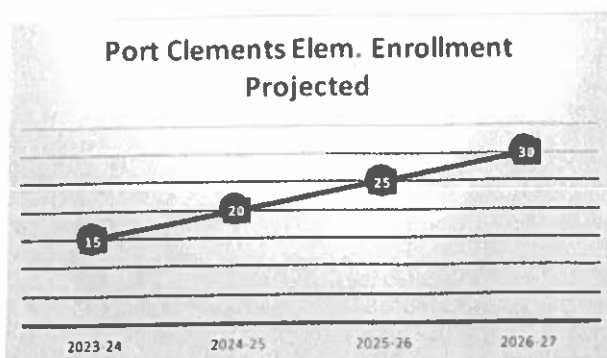
Port Clements Elementary School is located in the village of Port Clements, (GAMADIIS), on the traditional territory of the Haida Nation. Our K-7 school has a population of 20 students which serves the communities of Port Clements, Tlell, and Nadu Road. We also have a Strong Start program that operates 3 days a week. Over the past year we have seen an increase in enrolment.

Support of our students is provided by an excellent staff, many of whom have been at our school for many years. In addition to our regular teaching and support staff, we offer additional support through visits by a Speech Language Pathologist, TinyEye, online counselling service, and outside counselling agencies.

Our students are served by the following staff:

- 1.0 FTE Classroom teacher/vice principal
- 1.0 FTE Classroom teacher
- .4 Classroom teacher
- .2 SERT teacher
- .2 Collaborate teacher
- 2 Education Assistants (40 hours/week)
- Food Coordinator (14 hours/week)
- 1 Indigenous Resource Worker (5 hours/week)
- Office Assistant (16 hours/week)
- Library Clerk (4 hours/week)
- Strong Start Coordinator (12 hours/week)

Our school has experienced an increase of enrolment from last year. This increase will continue over the next two years.



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
- EDI results
- Acadience Benchmark Assessment (Diebels)
- Fountas & Pinnell Assessments
- 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. They will be aligned with the district's Strategic Plan, the Sk'ad'a Principals of, and incorporating the Haida's Ways of Learning.

Given how small our school is, student assessment data is limited in evaluation 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

To increase knowledge, understanding and presence of Aboriginal peoples and languages within our school community.

Goal 2

Utilize a variety of strategies to help our students embrace the unique culture and the territory of Haida Gwaii and support our students in better understanding individual identity and heritage through the use of protocols, values, music, and language.

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 Aboriginal cultural works

Strategies:

- Update the Port Clements Student Code of Conduct, with Haida Ways of Being
- Normalize and incorporate Indigenous ways of knowing throughout the school pedagogically and culturally
- Secure annual funding for Role Model visits.
- 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
- 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

- Work with the school district to deal with specific challenges of Haida Role Models travelling to Port Clements from other communities
- Access Haida Language and Culture Curriculum support teacher

How Will We Know:

- Staff and students will have an understanding of what the Haida Ways of Being are and how they look and function within the student code of conduct.
- Responses on Student Learning Surveys
- Visible increase of activity within the school
- 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

Roadblocks:

- Limited Role Models within our community
- Transportation and availability of Role Models from other communities
- Indigenous Resource worker only has 5 hours a week
- Bussing limitations for field trips to other communities



Student Well Being

Goals:

- Enhance student's critical and creative thinking skills in literacy
- Enhance student's critical thinking skills in numeracy
- Enhance mental health and safety supports

Literacy Objective

- To improve student's 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:

- Continue visits by Christine Fraser (SD50's Literacy consulting teacher.
- Promote school-wide library program through daily library time
- Improve research skills through use of technology and library resources
- Intermediate students continue to read daily announcements
- Encourage participation in District Alder Reading program
- *Monthly celebration of books read by each student
- *Continue to use Fountas & Pinnell assessment to inform literacy interventions including learning assistance

How Will We Know

*Examination and data from grade 4 & 7 Foundation Skills Assessment (FSA) written in the fall (only 3 students) *refer to 2024 results

* Examination and data from Fountas & Pinnell results *refer to 2024-25 results

* Examination and data from Acadience Benchmark Assessment (Diebels) *refer to 2024-25 results

* Examination and data from report cards (all three terms) *refer to 2024-25 report card results

* School wide writing samples, October and May

*Staff collaboration on individual student literacy progress

2024-2025 Literacy Results

FSA

- Participation rate was 100%. Two students were on track, one student was emerging

Fountas & Pinnell

- 2024
-Grade 2: Emerging 3 students
Developing 1 student
- 2025
-Grade 2: Emerging 1 student
Developing 1 student
Proficient 2 students
- 2024
-Grade 3: Emerging 1 student
- * 2025
-Grade 3: Did not get re-tested
- 2024
-Grade 4/5: Emerging 2 students
Proficient 1 student
Extending 1 student
- 2025
-Grade 4/5: Proficient 2 students
(2 students did not get re-tested)

Literacy		Foundational Skills Assessment			
		Unknown	Emerging	On Track	Extending
gr. 4			1	2	

Numeracy		Foundational Skills Assessment			
		Unknown	Emerging	On Track	Extending
gr. 4			1	2	

Acadience Benchmark Assessment

This test was administered first in September 2024, again in April 2025, and again in June 2025. The results are very concerning. It seems that out of 18 students tested, 8 students dropped in literacy over the year, 1 student stayed the same, and 9 students raised their literacy over the year. What contributed to the decrease will be addressed with the teachers in the first month of school September 2026.

Report Card Data- See Chart

Numeracy Objective

- To improve student's 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, and classroom teacher
- Grade 2-7 students do daily mad minutes to build numeracy fluency and confidence
- Increase numerical fluency through various school and home strategies

How Will We Know:

- Work with district and staff to find and use a numeracy assessment suitable to all grades
- Work with staff to examine numeracy reporting and alignment with numeracy assessment date
- Monthly themes related to number sense and problem solving to be taught school wide
- FSA results
 - The results from 2024 found that 2 students were on track and one student was emerging
- Report Card results
 - See Report card table

Data and Statistics

Literacy Report Card
December 2024

	Emerging	Developing	Proficient	Exceeding	
K.	1	4	1		
gr. 1	2	1			
gr. 2		4			
gr. 3		1			ESL (1)
gr. 4		1	2		ESL (1)
gr. 5		1			IEP (1)
gr. 6					
gr. 7					

Literacy Report Card June
2025

	Emerging	Developing	Proficient	Exceeding	
K.			6		
gr. 1		3			
gr. 2	1	1	2		
gr. 3		1			ESL (1)
gr. 4			3		ESL (1)
gr. 5			1		IEP (1)
gr. 6					
gr. 7					

Numeracy Report Card
December 2024

	Emerging	Developing	Proficient	Exceeding	
K.	1	1	4		
gr. 1	1	1	1		
gr. 2		2	2		
gr. 3		1			
gr. 4		2	1		IEP (1)
gr. 5		1			IEP (1)
gr. 6					
gr. 7					

Numeracy Report Card June
2024

	Emerging	Developing	Proficient	Exceeding	
K.			6		
gr. 1		1	2		
gr. 2	1	1	2		
gr. 3		1			
gr. 4		1	2		IEP (1)
gr. 5		1			IEP (1)
gr. 6					
gr. 7					

Mental Health Support

- Provide school-wide structures and opportunities to enhance student voice and celebrate and welcome the diversity of our students

Strategies:

- Increase opportunities for students to be involved in school offered programming, I.E. extra curricular, lunch programs, special events
- Students share their own personal story/background as part of their introductions during listening circles
- Instilling a stronger sense of community within each classroom and the school
- Build capacity within the students to find their voice and improve their abilities to speak publicly
- Numerous opportunities to get all classes outside together on a regular basis to enjoy outside play, trips to the forest, beach walk

How Will We Know

- The depth of student reflections related to identity and community will increase over the school year
- Students will begin to interact with each other and staff more from a place of respect, kindness, and understanding. This will be built around the framework within the Haida Ways of Being
- Attendance- how often are students away- will be tracked by the office
- Positive responses on Student Learning Survey
- Positive responses from all grades on school generated survey
-

Working Together

The strategic goal of “working together” is articulated in SD50’s strategic plan and applies to key goals for our school community for the coming school year. This school year, 2025-2026, will be focusing on working with the Parent Advisory Council to develop a plan to present to the School Board regarding reconfiguration.

Goal:

- Connect with Port Clements parents and guardians to increase parental engagement and advocacy through a school Parent Advisory Council.

Strategies:

- School to home communication through monthly calendar including lunch menus and activities
- Emailing families reminders about special events
- Invite parents to attend special events
- Reach out to parents/guardians for suggestions

How Will We Know:

- Keeping track on how many parents/guardians attend events



Data and Statistics

2024/2025

HGREC Afterschool Program

[illegible]

SD50 Elementary Extracurricular

[illegible]