



Agnes L. Mathers Elementary School Plan 2024-2025

403 School Road
Sandspit, BC
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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 Data – Appendix C

Informing the school plan as we take our next steps

- As we move into the 2024-2025 school year we hope to further inform our academic, cultural, and social-emotional planning with three school specific data sets.
- The first will be 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.
- We will also administer a grade specific **school wide numeracy assessment** at the beginning of the year and near the end of the school year.
- We would also like to add 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.
- All of these data sets will be in addition to our **Student Learning Survey, Fountas and Pinnell Reading Assessment, and Foundation Skills Assessment** data sets but will give us a whole school picture of student academic, cultural, and social-emotional learning.

‘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 to plan, critique, and 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 everyday 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 that we live and the territory that we are able to live, grow, and learn upon. 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 in their understanding and respect for the territory that 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, Cumschewa 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.

