



Fort Rupert Elementary School Plan

Alison Webber / Principal

2024-2025



*Kwikw (eagle) by Trevor Hunt
Gilakas'la for our logo (2011).*



Mission Statement

Fort Rupert Elementary will strive to develop self-worth in its students. We will endeavour to build a safe environment that nurtures, respects, and builds responsible citizens. We will focus on enhancing academic performance for every student.

Our School

Fort Rupert Elementary School (FRES) is located at 5520 Beaver Harbour Road, 10km southeast of Port Hardy, on the traditional unceded territory of the Kwakiutl First Nation. FRES is surrounded by parks, backed by forest, and is a short walk away from Storey's Beach. We are honoured and proud to live and learn in such a beautiful territory.

FRES is a Kindergarten to Grade Seven school and our enrolment for 2024-2025 is expected to be around 80 learners. Learners are split into multi-grade classrooms, prioritizing class sizes, and attention to individual needs and strengths.

FRES Staffing for 2024-2025 school year includes: four Educational Assistants, one First Nations Cultural Support Worker, five teachers, one secretary, and Principal. One of our classroom teachers is also our English Language Learning (ELL) Teacher Specialist and Learning Assistant Resource Teacher. FRES has a teacher librarian, a part time library clerk, a visiting district counsellor, and various support staff such as noon hour supervisors and bus drivers that all play a role in our learners' success. FRES staff strive to provide access to a wide range of learning opportunities in a variety of settings and works hard to ensure that all our learners' needs are met.

FRES staff is dedicated to providing learners with equitable access to and equitable participation in quality education.

Kwakwaka'wakw Territories

FRES learners study about the rich history, traditions, and communities of the Kwakwaka'wakw. All learners have the opportunity to learn Kwak'wala. We are proud of our partnerships with the Kwakiutl and other First Nation communities.



Summary of Student Body Assets

A distinctive feature of our student body is the interconnectedness and cultural connections that we all share. This asset is supported through our culture program and integration of local Indigenous teachings. Our staff and learners are becoming increasingly aware of how the First Peoples Principles of Learning apply in our context, and that our learner's sense of belonging ultimately benefits them. We take great pride in the expression of culture that is showcased each year during our Cultural Celebration at the Fort Rupert Big House.

Learners benefit from a dedicated Parent Advisory Council. Our PAC is very active and attendance at meetings is consistent. Traditionally the PAC and teachers co-host a variety of events. These events have included a Halloween Dance, Haunted House, a Winter Celebration Dinner and Concert, a Talent Show, a School Play, and many other activities that bring our entire school community together.

FRES PAC's fundraising supports many initiatives such as: bussing for swimming lessons, breakfast and lunch programs, field trips, our annual Cultural Celebration, and many other special events that come up throughout the year.

FRES learners are part of a loving community that includes parents, families, and educational stakeholders. Thanks to the support of local businesses and community members, learners can access more activities and services. We are very grateful for the ongoing support from our local Harvest Food Bank, Loaves & Fishes, the Breakfast Club of Canada, and the Feeding Futures fund for their generous donations. These donations allow us to provide nutritional snacks and meals.

FRES learners are fortunate to be able to participate in sporting activities such as: skiing, soccer, table tennis, basketball, and hockey. Our learners also have the opportunity to perform in school plays and experience music lessons.

Summary of Student Body Needs

In September we assess where all our learners are at with literacy and numeracy. We provide personalized and school wide reading interventions based on their learning needs. Our school will continue to implement a systems approach to reading instruction and intervention through the SD85 Grade Level Reading Strategy Map. Reading skills are currently assessed using CORE's Multiple Measures for Assessing Reading, the B.C. Performance Standards, and the Foundations Skill Assessment. Writing samples are assessed using the B.C. Performance Standards and traditional classroom assessment practices.

This year our Inquiry Project focuses on developing our literacy program. This involves examining current best practices, assessing current knowledge, and creating personalized learning plans for each student. Our target is for all students to be proficient at district and provincial expectations.

FRES will continue to support the social-emotional needs of all learners. We use the Zones of Regulation, provide counselling support, teach and model expected behaviours, and use consistent language to support everyone's well-being.

Indigenous Education and Reconciliation

CALLS TO ACTION

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

iii. building student capacity for intercultural understanding, empathy, and mutual respect.

FRES will ensure that all learners know why we are embedding Indigenous teachings in our curriculum. Learners will all be taught about residential schools and their continued impact on all Indigenous Peoples.

Learners are taught about Kwakwāka'wakw culture, history, values, and language. Staff incorporate these teachings daily in lessons. Learners listen to elders as they share stories and their knowledge about traditions. Learners participate in a cultural celebration in the Kwakiutl big house. As they prepare for this celebration they receive lessons on protocol and dance. They participate in the creation and maintenance of regalia and props. They also harvest and process traditional plants and foods to be used in meal preparation and as give aways or presents for this event.

School Achievement Profile

*Developing,
Proficient, or
Extending*

Meeting or Exceeding Kindergarten	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024
Literacy (PM Benchmark)	COVID	63%	78%	100%	msk
Numeracy	COVID	63%	78%	100%	msk
Writing	COVID	63%	78%	100%	msk
Meeting or Exceeding Grade One	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024
Literacy (PM Benchmark)	COVID	msk	30%	80%	100%
Numeracy	COVID	57%	80%	80%	100%
Writing	COVID	43%	msk	80%	100%
Meeting or Exceeding Grade Two	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024
Literacy (PM Benchmark)	COVID	67%	13%	29%	88%
Numeracy	COVID	56%	25%	64%	88%
Writing	COVID	56%	msk	21%	88%
Meeting or Exceeding Grade Three	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024
Literacy (PM Benchmark)	COVID	67%	60%	40%	67%
Numeracy	COVID	11%	70%	50%	87%
Writing	COVID	22%	20%	40%	67%

School Achievement Profile

*Developing,
Proficient, or
Extending*

Meeting or Exceeding Grade Four	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024
Literacy (Jerry Johns)	COVID	63%	70%	27%	80%
Numeracy	COVID	63%	msk*	55%	100%
Writing	COVID	63%	msk*	27%	80%
Meeting or Exceeding Grade Five	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024
Literacy (Jerry Johns)	COVID	67%	82%	46%	100%
Numeracy	COVID	58%	73%	27%	100%
Writing	COVID	33%	36%	46%	100%
Meeting or Exceeding Grade Six	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024
Literacy (Jerry Johns)	COVID	73%	83%	58%	92%
Numeracy	COVID	55%	75%	73%	75%
Writing	COVID	46%	42%	50%	92%
Meeting or Exceeding Grade Seven	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024
Literacy (Jerry Johns)	COVID	92%	57%	50%	78%
Numeracy	COVID	92%	86%	70%	78%
Writing	COVID	69%	64%	70%	78%

School Achievement Profile

DISTRICT LEVEL ASSESSMENT (FSA): MEETING (ON TRACK) OR EXCEEDING (EXTENDING)

Meeting or Exceeding Grade Four	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024
Literacy	100%	71%	100%	100%	91%	100%
Numeracy	67%	86%	100%	90%	73%	100%
Meeting or Exceeding Grade Seven	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024
Literacy	54%	62%	92%	92%	60%	78%
Numeracy	20%	100%	92%	92%	80%	78%

msk: data is masked when there are less than 10 observations in any cell. This is in accordance with the public school policy on the protection of personal information when reporting on small populations.

The Educated Citizen

"The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy."

Our Mandate - the Educated Citizen

In order to achieve this purpose, an "educated citizen" will show development in three areas: intellectual, human and social, and career.

At Fort Rupert Elementary we have aligned our school goals to reflect British Columbia's Educated Citizen Mandate and the Strategic Plan of SD85 which aims for every student graduating with dignity, purpose, and options for the future.

School Goal: Intellectual Development

We want learners to think for themselves, understand things deeply and learn important skills. We want their lives to be filled with curiosity, creativity and a love of learning.

Goal: to ensure that all our learners know foundational reading skills.

Rationale: English Language Arts (ELA) curriculum equips learners with skills they will need in school community, career, and life. Literate users of language will be more effective at achieving personal, educational, social, and career goals. It is our belief that the Language Arts curriculum helps our learners to make accurate, informed, and ethical choices. They also learn how to be effective problem solvers.

Action Plan: learners will continue to receive explicit instruction about phoneme blending, segmentation and grapheme-phoneme correspondences, decoding and encoding, and the spelling and reading of irregular words. Within the first two weeks of school, using data from the previous school year, we will have our students start immediately in levelled reading skills groups.

Data & Evidence: We will continue to use CORE assessments, diagnostic testing, anecdotal feedback, and classroom assessments to gather data throughout the year. Our grade two PM Benchmark results have informed this inquiry.

School Goal: Human and Social Development

We want learners to feel good about themselves. We want them to enjoy creative activities, learn about their history and different cultures. We want them to know how to be physically and mentally healthy. We also want them to be responsible, caring, and inclusive towards others.

Goal: to ensure our learners develop a sense of self-worth and personal initiative. We want to make sure that they can persevere when faced with difficult tasks or decisions.

Rationale: We believe that continued teaching about perseverance will help our learners improve their ability to focus and achieve their goals.

Action Plan: we will teach learners how to persevere by having them recall a time they did something really hard and succeeded. We will ask them what skills they used to make that happen. We will encourage step taking, even if a small one. We will encourage reasonable timelines, creative problem solving, and patience. We will teach learners about transformative competencies such as creating new value, reconciling tensions and dilemmas, and taking responsibility. When planning activities we will use a cyclical learning process: anticipating, acting, and reflecting ([OECD Skills 2030](#)).

Our learners will be taught about growth mindset and creating H.A.R.D. goals.

H: heartfelt / Why do you want this goal?

A: animated / What will you be able to do by achieving this goal?

R: required / What do you need to do by (set time frame) in order to achieve this goal?

D: difficult / What are three to five skills you need to achieve this goal?

We will have assemblies that are about growth mindset and HARD goals. Staff will be provided with background information on how to develop HARD goals. Learners and staff will then work on choosing three goals (intellectual, human & social, career) and work on plans to achieve them.

Through newsletters, videos, open house, displays, or other learner created ideas.

Example: *Suzy McSchoolsen is in grade five. Her **intellectual goal** is to improve her reading by one grade level by end of term 1. She wants to be a better reader. She will practice sight words, phonics, and fluency passages each day. Her **human & social goal** is to get better at running. Currently she can run 400m in two minutes. She wants to run 400m in under one minute. She will do this by June's District Track Meet. She will exercise daily, try to eat healthy more often, and sleep eight to ten hours each night. Her **career goal** is to be a teacher. She also knows that she has a hard time staying organized. She will work on keeping her binder organized. At the end of each week she will check to see if all her loose papers are put away, that nothing is ripped, and that she has finished anything she may need to.*

Data & Evidence: After reflecting on the success of our open house last year, learners and staff agreed to continue to develop the way learners share their accomplishments. This school year (2024-2025) learners will be more involved in creating their individual portfolios (digital, paper, video).

School Goal: Career Development

We want to help learners get ready for jobs and careers they dream of. We want to teach them effective work and personal habits. We want them to be adaptable and flexible to changes that may happen in the workplace and life.

Goal: to ensure our learners are aware of all the possible careers or jobs available to them through career exploration.

Rationale: Last year we asked learners "What do you want to be when you grow up?" Although they have a wider knowledge of the world of work and possible careers, we noticed that learners still need exposure to different types of work.

Action Plan: we will continue to bring in community members to share about their careers. We will continue conversations about skills, training, and we will take our learners out virtually and physically to explore the various opportunities in our community. We will continue to explore online resources and tools that include career assessment tests, job descriptions, salary information, educational requirements, success stories. We will continue to integrate career exploration into our curriculum and have learners create projects and assignments.

Data / Evidence: Learners will share their career exploration goals during our annual Open House in May or early June. It will be part of portfolios that learners will be creating over the year.

FRES FOUNDATIONS: INQUIRY 2024 / 2025

School Goal: to ensure that all our learners know foundational reading skills.

School Inquiry: Will a continued focus on the development of our literacy program continue to produce positive results with our learners?



Adapted from Dr. Judy Halbert and Dr. Linda Kaser "Spirals of Inquiry: For Equity and Quality"

STORY

Our team is using CORE assessing reading materials, diagnostic testing, formative 'check ins', benchmarks, and summative tests to assess our learners. We continue to develop a primary assessment snapshot, that will allow teachers to quickly see each student's strength and areas of need.

We want to develop simple assessments that follow the learner. We want something that no matter what school they attend or what teacher they may have there is a simple account of what foundational skills they are proficient in. These simple assessments will also help us develop interventions for any learners that may need it.

SCANNING:

What is going on for our learners?

As we reflect on our school data we notice that our primary and early intermediate learners have shown improvement when assessed on foundational reading skills.

Foundational reading skills necessary for proficient reading include phoneme blending, segmentation and grapheme-phoneme correspondences, decoding and encoding, and the spelling and reading of irregular words.

FOCUSING: *What will have the biggest impact?*

During our scanning phase it was evident that our inquiry was showing positive results. CORE assessments, diagnostic testing, anecdotal feedback, and classroom assessments showed an improvement in reading skills

Literacy:

We will continue to focus on explicitly and systematically teaching learners phoneme blending and segmentation, grapheme-phoneme correspondences, decoding and encoding, new concept introduction, and reading and spelling of irregular words and connected texts through the University of Florida's Literacy Institutions Foundations program (UFLI). We will make sure our language arts program is rich and uses a combination of whole group, small group, and 1:1 instruction in reading, writing, speaking, and listening.

DEVELOPING A HUNCH:

How are we contributing to this situation?

We looked at what we could control. Our school team feels that through explicit and systematic teaching of foundational skills our learners will become proficient in reading.

Our primary team has incorporated the UFLI foundations literacy program. We will also continue to use this program for intervention with struggling in any grade level.

Our school team will assess our learners using traditional classroom practices and the CORE Assessing Reading Manual.

We have a hunch that with carefully organized programming our goal will be more accessible.

LEARNING:

What do we need to learn?



Our school team will participate in meetings dedicated to the teaching and understanding the UFLI program and the CORE Assessing Reading.

Staff will meet twice a month at staff meetings to discuss what they might need in order to teach concepts such as mindset, feedback, and literacy. We will continue to develop primary and intermediate Literacy Profiles for our learners.

We will continue to ask what is going on for our learners and what is going on for the rest of us as learners.

TAKE ACTION:

What can we do to make a meaningful difference?

We will continue teaching our learners about growth mindset and perseverance. We will make sure that our learners know why we are doing and trying new things.

Within the first two weeks of school, using data from the previous school year, we will have our learners start immediately in levelled reading skills groups.

These groups will continue developing their reading skills.

CHECKING:

Have we made enough of a difference?

Our school team will check to see if learners are meeting district and school outcomes. We will collect evidence of what is happening as it happens.

Learners will reflect on their learning through self-assessments, surveys, and interviews. Teachers will collect anecdotal notes and keep records of class based marks.

We will celebrate what we have learned at the end of the year. We will use learner feedback and collect data throughout the year to help direct our school plan for the following year.



School Principal Signature

Staff Rep Signature

Date of Signatures: mm/dd/yr