



# John Howitt Elementary School Growth Plan 2024-2025



Mr. S. Brown (Principal)

## Land Statement

John Howitt Elementary is situated on the ha-houlthees of the c̓šaaʔath and hupačasath First Nations and acknowledge that we work alongside all Nuu-chah-nulth nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.

School District 70 and John Howitt Elementary strives to increase awareness, understanding and integration of Nuu-chah-nulth culture, history, and language in all SD70 schools. It is part of our ongoing commitment to Truth and Reconciliation.

Kindergarten students performing the Aaron Watts našukʔaʔin We Are Strong song June 2024



Grade 6&7 Students and Howitt Staff creating drums to gift to each Howitt class Sept 2024





## Our School Story

### John Howitt Elementary Characteristics

#### **What are the unique, positive characteristics that we celebrate in our school/community?**

At John Howitt Elementary School, we believe that students are at the heart of the choices and decisions that we make daily. We strive to ensure that our students are safe, respected, and happy members of our school community. When our students feel a positive connection to their school, school staff, and their peers, they are ready to learn and achieve to the best of their ability. Our mission statement is to create a caring, joyful school environment that inspires respectful interactions, recognizes individual strengths and needs, and encourages lifelong learning.

Our student's follow the HEROES code HONEST, ENCOURAGING, RESPECTFUL, ON TIME & READY, EMPATHY and SAFETY. This code continually provides direction for our school; "At John Howitt Elementary School, our focus is on the students. Our challenge is to help support students in becoming life-long, responsible, independent learners. It is also our goal to create a safe, supportive and cooperative place of learning; where we celebrate our diversity and develop a climate of respect; encouraging students to continuously strive for their personal best."

### John Howitt Elementary Demographics

#### **What are the important demographics of our school and community?**

John Howitt Elementary is a small urban school, on the edge of the beautiful rural area of Cherry Creek, and in the shadow of the Beaufort Mountains. Our school draws from the rural Cherry Creek area and from the city of Port Alberni (North Port). We currently enroll 191 students in kindergarten to Grade 7. We have 40 Indigenous students, which makes up 21% of our student population. We have 14 Teachers and 7 Educational Assistants on our staff. We also have the support of an Elementary Counsellor. We are one of 8 Elementary Schools that are part of SD 70 Pacific Rim. We offer before and after school care to students through our care provider Inquiring Little Minds.

John Howitt Elementary has an active and supportive Parent Advisory Council (PAC) and the school has always enjoyed the benefit of active parents and family members who support our students and staff.

We continue to build on the work of our students and staff around growth mindset, self-regulation, solving problems peacefully, and asking for help when needed. Our goal each day is for our students to lead with kindness, solve problems peacefully, and show ?iisaak (respect).



## Our School Goals- **John Howitt Elementary Goals for 2024-2025**

- **Increase the number of students at a proficient level in reading and writing (literacy)**

- Our school goal aligns with the Board of Education Strategic Plan that is focused on Indigenous learner success, student achievement, and achievement for all.
- Goal is to increase the number of students reading and writing at a proficient level by 20 students.

Focused strategies:

- Continue to utilize school-based learning resource budget to expand our collection of learning materials and to support literacy inquiry.
- Explore evidence based instructional practices including Readers’ Workshop and Literature Circles models utilizing the Library Learning Commons and Faye Brownlie’s “Grand Conversations” resource.
- Engage professional development around creating a balanced literacy program encompassing both phonics skills and comprehension strategies.
- Continue to collaboration with district resource teachers around best practices in literacy instruction.
- Engage professional development around creating a comprehensive literacy program encompassing all facets of literacy development”
- Continue to collaboration with district resource teachers around best practices in literacy instruction - Examination of district reading and writing assessments and identification of specific students to target for interventions
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- **Increase the number of students at a proficient level in numeracy.**

- Our school goal aligns with the Board of Education Strategic Plan that is focused on Indigenous learner success, student achievement, and achievement for all.
- Goal is to increase the number of students at a proficient level in numeracy by 20 students.

Focused strategies:

- Develop an inquiry questions related to primary and intermediate numeracy development.
- Continue to utilize school-based learning resource budget to expand our collection of learning materials and manipulatives to support student learning in numeracy.
  - Use of fall district math assessments as a formative tool to guide numeracy instruction.
  - Professional development with the work of our District Resources Teachers and Carole Fullerton related to best practices in numeracy instruction.
- Explore using play-based numeracy opportunities, utilization of math buddies, and math games.



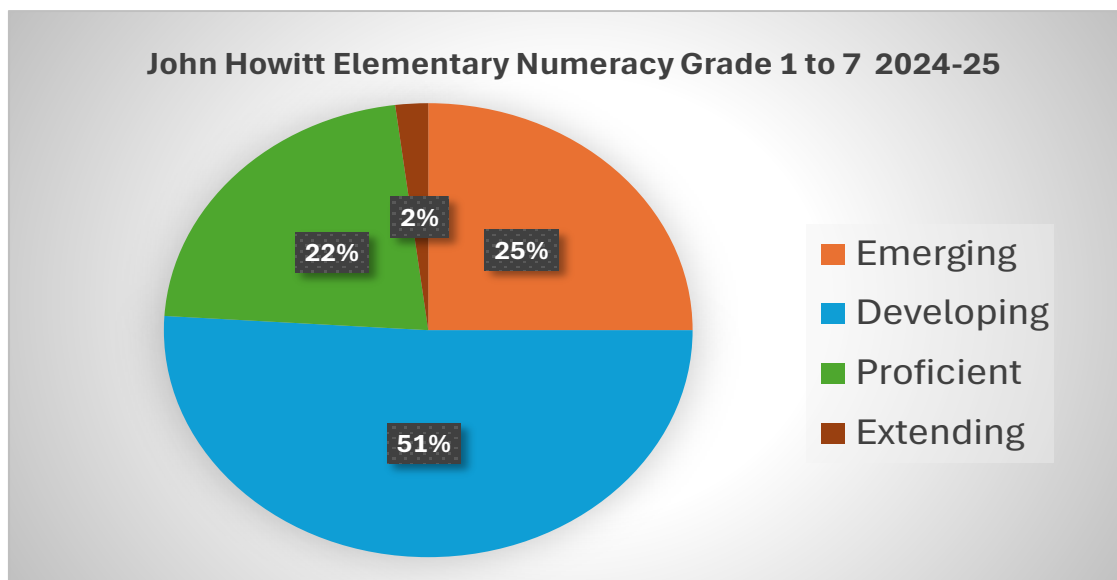
- **Increase the percentage of Grade 4 and 7 Students reporting that they can calm themselves down when excited or upset.**

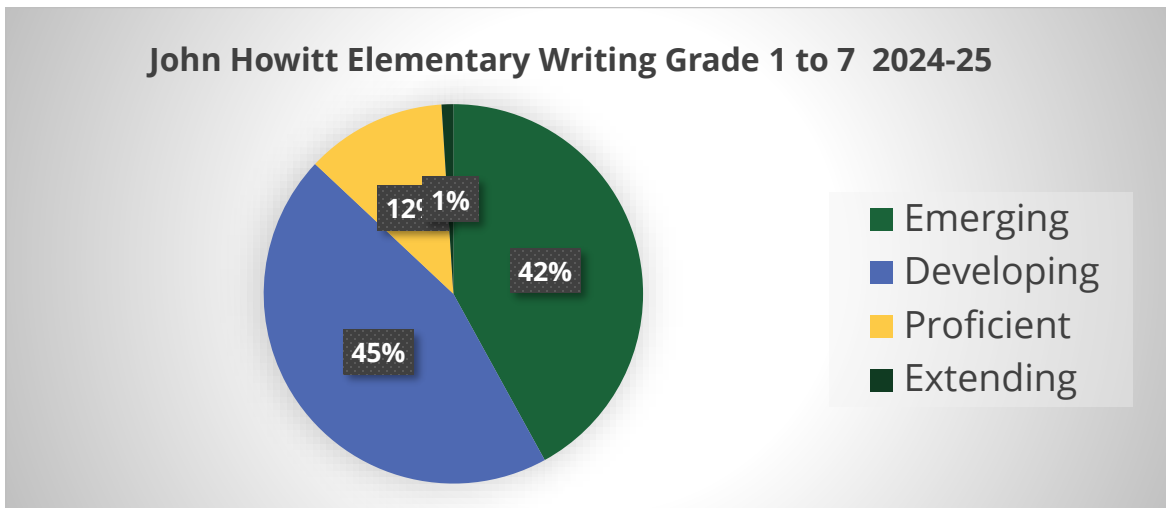
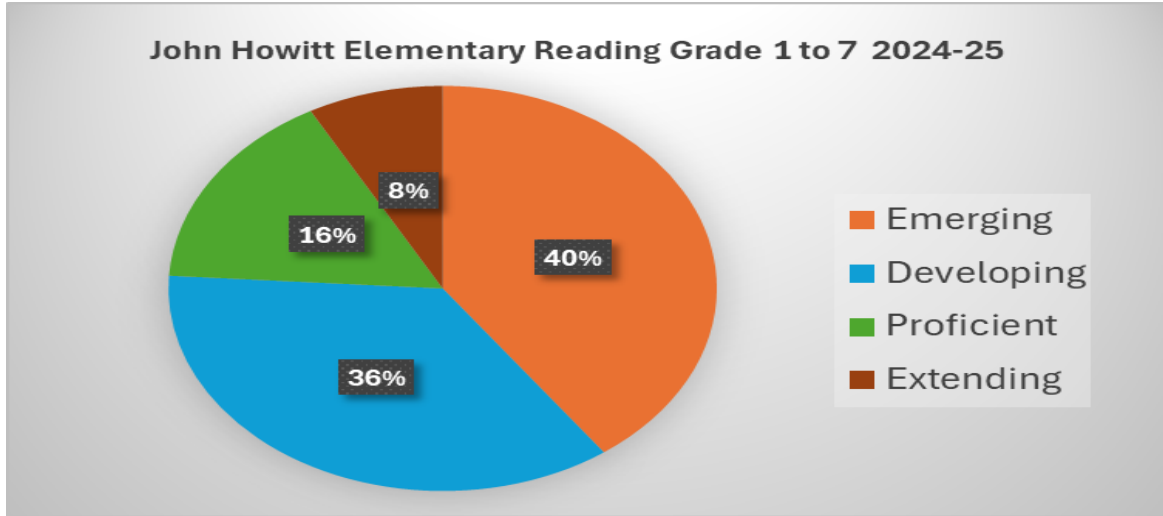
- Our school goal aligns with the Board of Education Strategic Plan that is focused on Indigenous learner success, student achievement, and achievement for all.
- Goal is to have our students’ reported percentages on par with the provincial average (High = thriving).

Focused strategies:

- Use classroom and school-wide reset room to help students reset, refocus, and return to class ready to learn
- Continue working towards students having a growth mindset.
- Inquiry question to look at self-regulation calming strategies and resiliency building.
- Use classroom and school-wide reset room to help students reset, refocus, and return to class ready to learn.
- Direct instruction of regulation tools and strategies.
- Provide students with access to regulation tools.
- Explore resources to support social-emotional learning.
- Consultation with school counselor (e.g. small groups)
- Common language using the zones of regulation.

## Data/Evidence

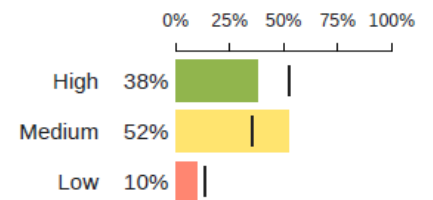




#### Grade 4 Students 2023-2024

##### SELF-REGULATION (SHORT-TERM)

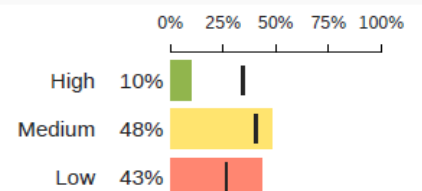
Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



#### Grade 7 Students 2023-2024

##### SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."





## Our School Celebration Story

We continue to celebrate our students and teachers getting out and learning together. Students and teachers are engaging in learning activities through field trips, buddy classes, and guest speakers coming into the school. Staff are exploring different ways to connect with students with after-school arts, sports, and other “fun” activities to engage with students and build relationships. As a staff we believe that building relationships and a sense of belongingness and connectedness with students and families is a key component to student achievement. We are also looking at ways to include more engaging activities at school so that students feel happy about coming to school. We are seeing our parents and families continue to support our school in a volunteer capacity for morning reading, our Parent Advisory Council events such as popcorn and hot lunch program and joining classes on field trips. Our focus academically will continue to be on reading, writing, and numeracy. Student growth in these academic areas will support them successfully making grade to grade transitions, transition to high school, and eventually helping them get to graduation with dignity, purpose, and options.

### Other areas of celebration:

- 86% of our current Grade 5 students have two or more important adults at school (above the district average). 95% of our Grade 5 students have one or more important adults at school.
- 82% of our current Grade 5 students are certain “I can learn the skills taught in school this year”. (above the provincial average)
- 82% of our current Grade 5 students feel that “People care about each other in this school this year”. (above the provincial average)
- 73% of our current Grade 5 students feel that “I am important to this school”. (above the provincial average)
- 82% of our current Grade 5 students feel that “A lot of things about me are good”. (above the provincial average)
- Strong attendance at PAC meetings reflects our strong parent engagement at Howitt.