



John Howitt Elementary School Growth Plan 2025-2026



Mr. S. Brown (Principal)

Land Statement

The Pacific Rim School District is situated on the ɬaɬuʉli of the c̓išaaʔaṭh, huupačasʔaṭh, ɬaʔuukw̓iʔaṭh, huuɕiiʔaṭh First Nations and yuuʉiʔaṭh Government, and acknowledges that we work alongside all nuučaan̓uʉ Nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region. The school district, and John Howitt Elementary, strives to increase awareness, understanding and integration of nuučaan̓uʉ culture, history, and language in all Pacific Rim School District schools. It is part of our ongoing commitment to Truth and Reconciliation.

Howitt Culture Club presenting drums made by students
for Howitt Classrooms



Mrs. Sanders and students learning about Nuuchahnulth language and culture.





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 students 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."

As part of our commitment to inclusive education, our school is dedicated to fostering a learning environment that actively supports the success and well-being of students with disabilities and diverse abilities. We prioritize equitable access to learning opportunities, individualized support, and collaborative planning among educators, families, and specialists to ensure that every student can reach their full potential. This focus aligns with our broader goal of creating a school culture where all learners feel valued, supported, and empowered.

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 population comes from the rural Cherry Creek area and from the city of Port Alberni (North Port). We currently enroll 184 students in kindergarten to Grade 7. We have 40 Indigenous students, which makes up 21% of our student population. We have 14 Teachers and 10 Educational Assistants on our staff. We are one of 8 Elementary Schools that are part of SD 70 Pacific Rim.

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 ʔiisaak (respect).

Our School Goals-

John Howitt Elementary Goals for 2025-2026

- **To move students from an emerging level to developing or 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.
- **Our goal is to decrease the number of students reading and writing at an emerging level by 20 students.**

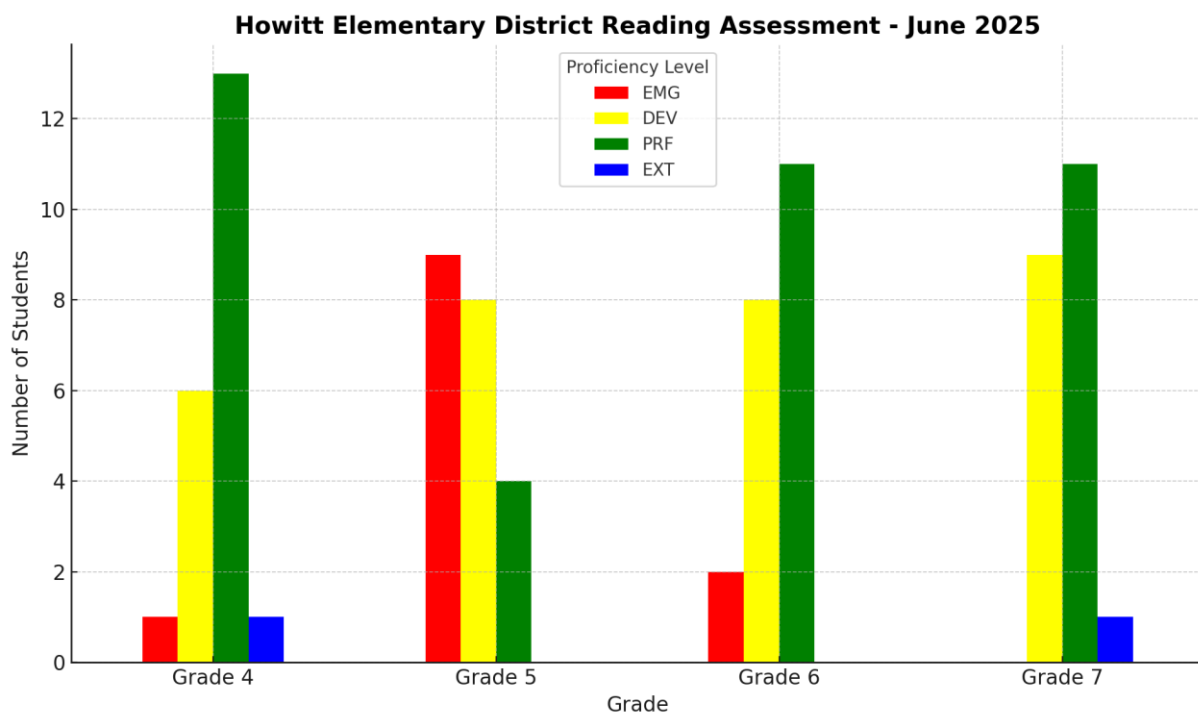
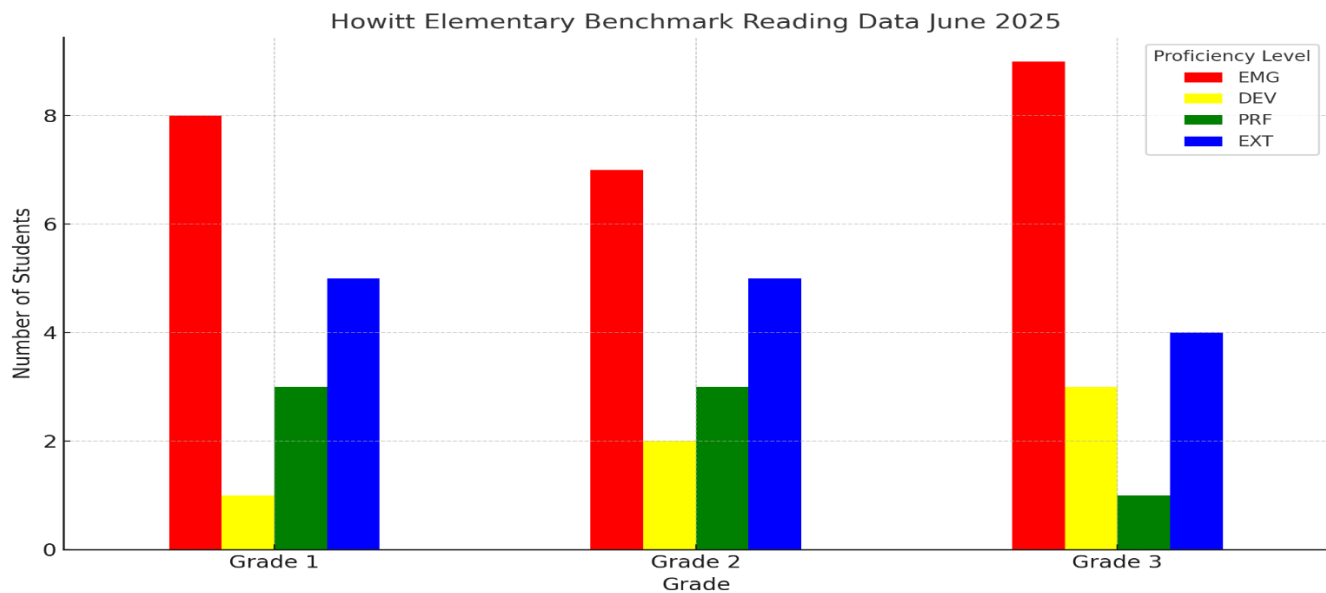
Focused strategies:

- 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.
 - Explore using the work of Heather Wilms to supporting reading instruction at both the primary and intermediate level.
 - Continue to engage professional development around creating a balanced literacy program encompassing both phonics skills and comprehension strategies.
 - Continue to engage in professional development around creating a comprehensive literacy program encompassing all facets of literacy development.
 - Continue to collaborate with district resource teachers around best practices in literacy instruction - Examination of district reading and writing assessments and identification of specific students to target interventions.
 - Continue to explore changes to our reading intervention program for Grade 1-3 students.
 - Continue to examine district reading and writing assessments to identify specific skills to target.
 - Focused conversations around literacy planning including use of assessment data to guide instruction.
 - Develop an inquiry question related to primary and intermediate writing instruction.
- **To move students from an emerging level to developing or 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.
 - **Our goal is to decrease the number of students at an emerging level in numeracy by 20 students.**

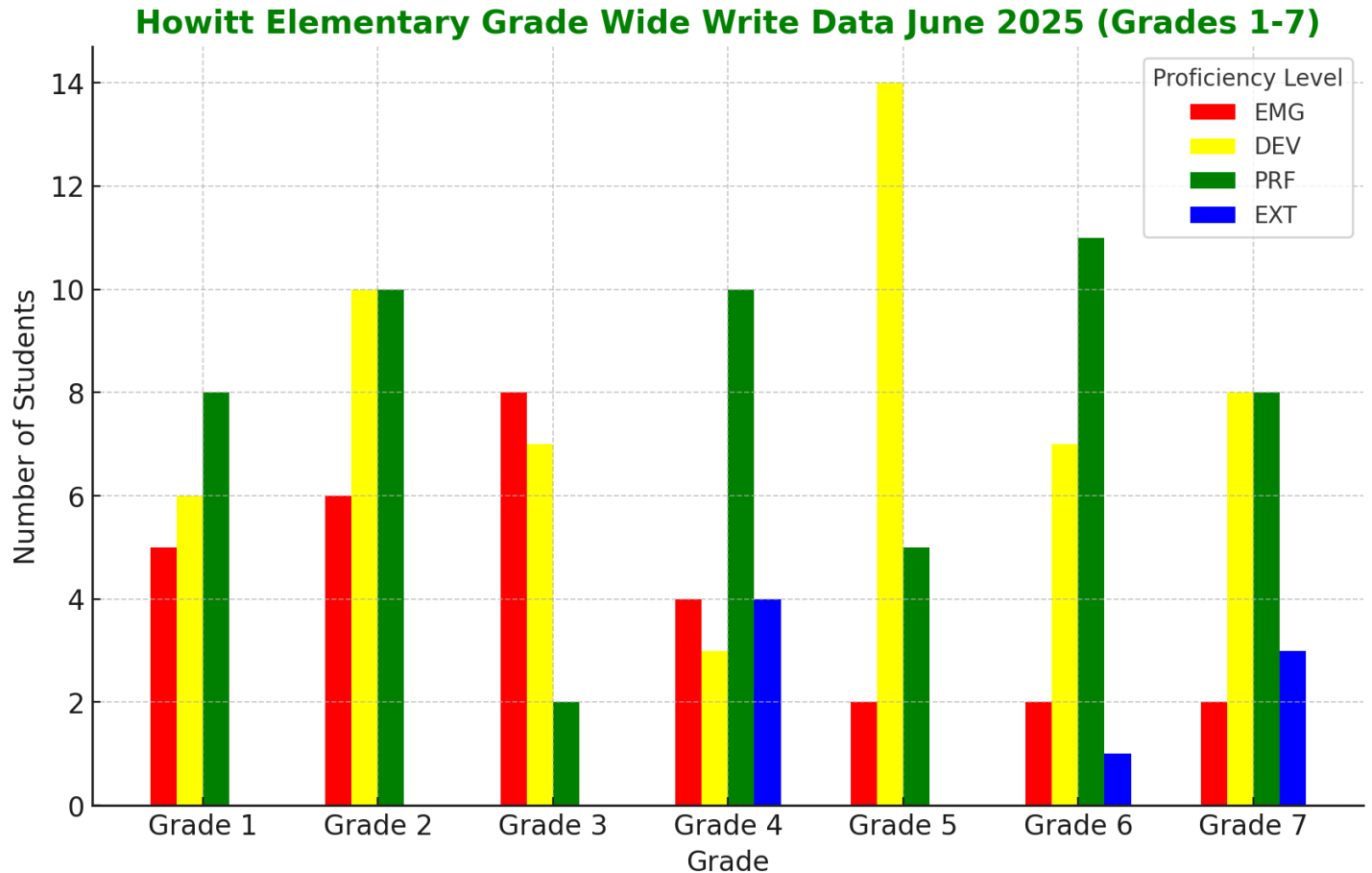
Focused strategies:

- Develop an inquiry question 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.
- 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.
- Continue to examine district numeracy assessments to identify specific skills to target.
- Explore other teaching strategies and resources to support K to 7 numeracy instruction.
- Focused conversations around numeracy planning, including use of assessment data to guide instruction

Data/Evidence: June 2025 student assessment data



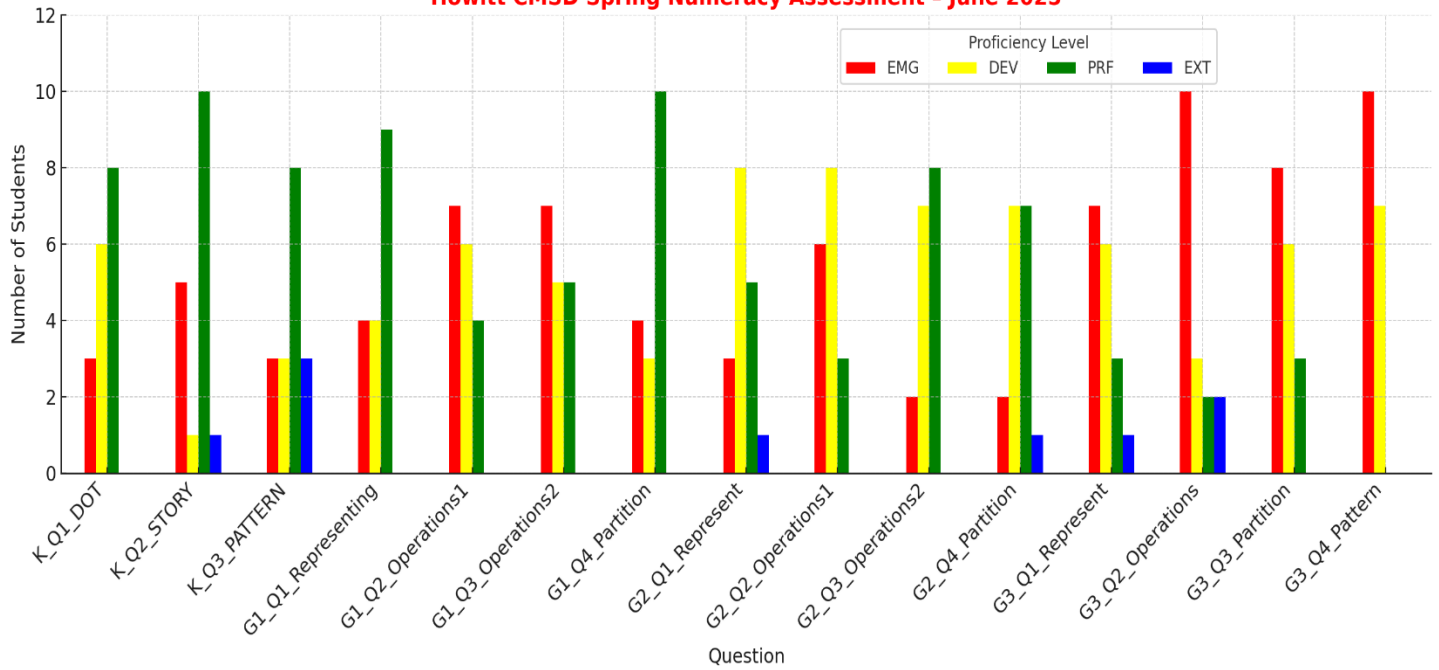
Reading goal statement for 2025-2026: Based on the June 2025 benchmark and district reading assessment data for Grades 1–7, reading improvement should remain a key school goal. While there is evidence of strong achievement in some grades—particularly in Grades 4, 6, and 7, where many students are at the Proficient level, there are still notable concerns. A significant proportion of primary students (Grades 1–3) remain at the Emerging level, indicating foundational reading skills are not yet secure for many learners. In the intermediate grades, although Emerging numbers are lower, a considerable number of students are still in the Developing range, particularly in Grades 5–7, where movement to Proficient or Extending is needed to ensure readiness for secondary-level academic demands. Sustained focus on reading will help bridge these gaps by moving more students from Emerging and Developing to higher proficiency levels, ensuring all learners are equipped with the literacy skills necessary for long-term success.



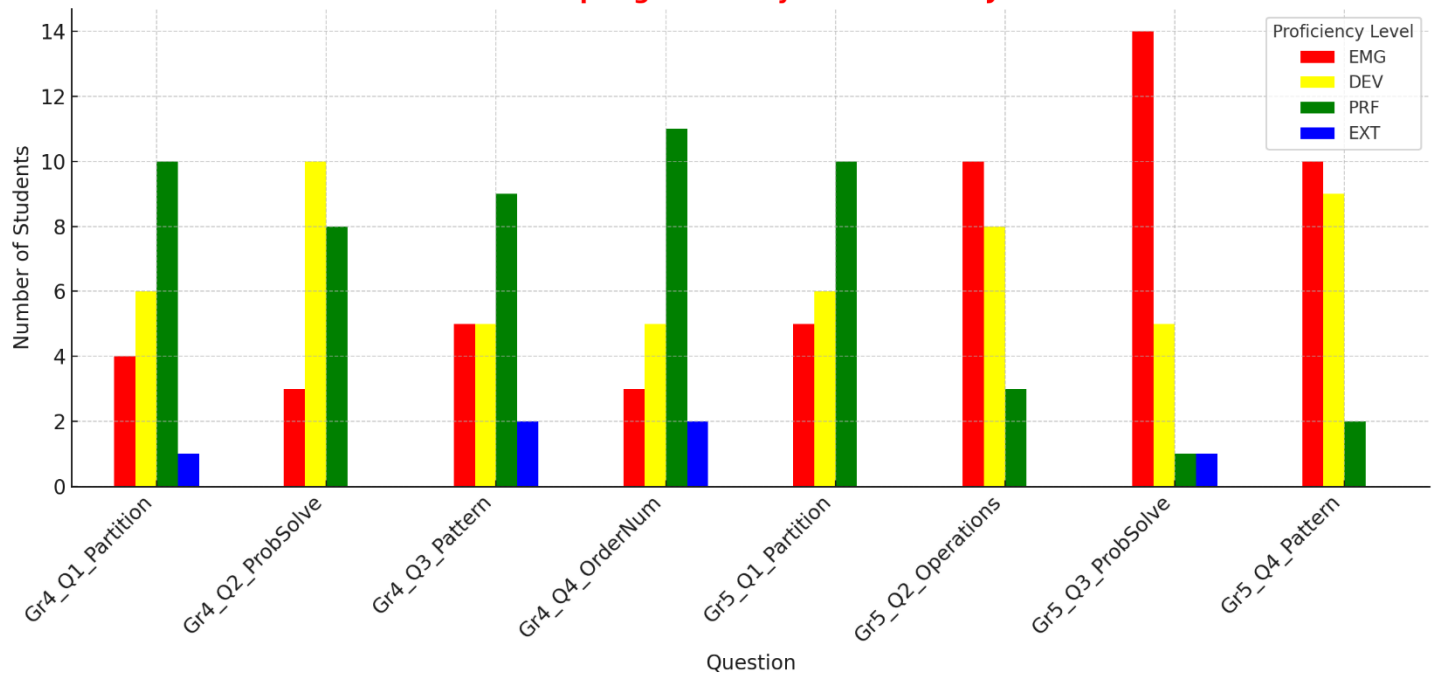
Writing goal statement for 2025-2026: The June 2025 Grade Wide Write data for Grades 1–7 clearly indicates that writing should remain a school improvement goal. Across all grades, a significant proportion of students are in the Emerging and Developing proficiency levels, showing that many learners are still building essential writing skills. In the primary grades, high numbers of students in the Emerging category highlight the need for continued support in developing foundational writing abilities. In the intermediate grades, while there is notable success at the Proficient level, the large Developing group—particularly in Grades 5 and 7—suggests that many students have partial but not yet consistent mastery of writing expectations. This pattern reflects a need for targeted instruction in organization, elaboration, and clarity of ideas, as well as opportunities for extended writing practice across subject areas. Maintaining writing as a school improvement goal will allow for a cohesive, school-wide approach to strengthening writing instruction, ensuring that students build the skills, confidence, and independence needed to progress from Developing to Proficient and Extending, and to meet the increasing writing demands in secondary school and beyond.

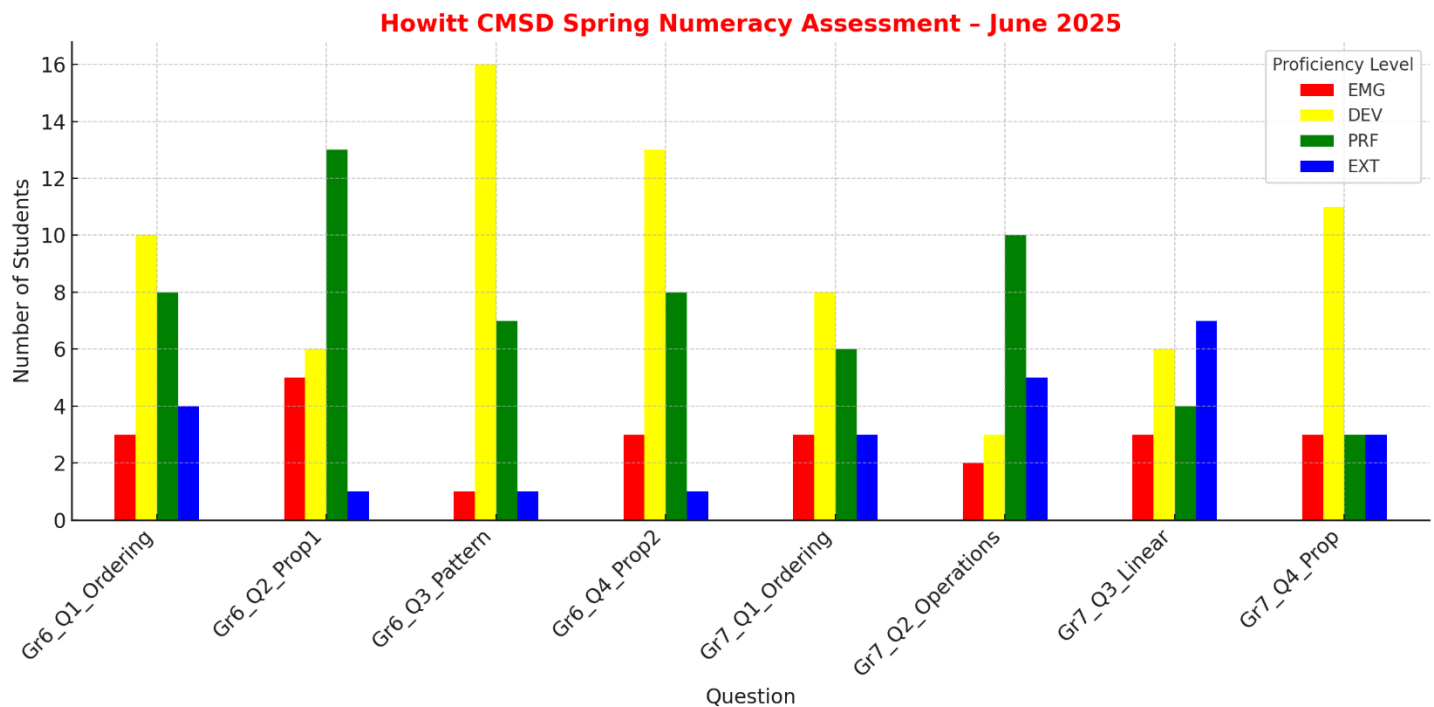


Howitt CMSD Spring Numeracy Assessment - June 2025



Howitt CMSD Spring Numeracy Assessment - June 2025





Numeracy goal statement for 2025-2026: The June 2025 numeracy assessment data for Grades 1 to 7 clearly demonstrates that numeracy should remain a key school improvement goal. Across all grades, there are consistent patterns of concern, with significant numbers of students performing at the Emerging and Developing proficiency levels in multiple strands, including operations, problem solving, proportional reasoning, patterning, and partitioning. In primary grades, many students are still developing foundational skills. Maintaining numeracy as a school improvement goal will ensure a coordinated, school-wide focus on strengthening conceptual understanding, building problem-solving strategies, and supporting the transition from Developing to Proficient. This will better equip all students from Grade 1 to Grade 7 with the mathematical skills and confidence needed for success in high school and beyond.

- **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.
 - **Our goal is to have our students' report percentages that meet or exceed the provincial averages (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. Reviewing how classrooms are considering systems to support self-regulation.



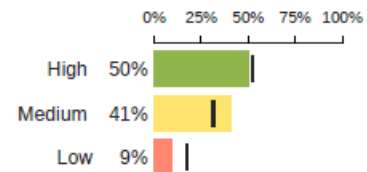
- Direct instruction of regulation tools and strategies.
- Provide students with access to regulation tools.
- Continue to explore resources to support social-emotional learning and self-regulation. Using the book “Big Behaviors in Small Containers” (P. Goodyear-Brown, 2022)
- Common language using the zones of regulation or the 5-point scale.

Midde Years Development Index Survey (MDI): 2024-2025 Grade 4 and 7 students at Howitt.

Grade 4 Students 2024-2025

SELF-REGULATION (SHORT-TERM)

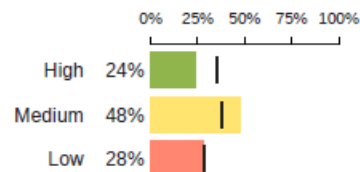
Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



Grade 7 Students 2024-2025

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."



Self-regulation goal statement for 2025-2026: the short-term self-regulation data reveals a clear need for improvement among both Grade 4 and Grade 7 students, though the patterns differ slightly. In Grade 7, only 24% of students demonstrate a high level of impulse control, while 48% are in the medium range and 28% are in the low range. This means that nearly three-quarters of Grade 7 students require growth in their ability to adapt behaviour and manage emotions to meet immediate goals, such as calming themselves when excited or upset (current Grade 8 students at ADSS). In Grade 4, results are stronger but still concerning, with 50% of students in the high range, 41% in the medium range, and 9% in the low range. While half of Grade 4 students demonstrate strong self-regulation, the remaining half are still developing these essential skills. Maintaining self-regulation as a school improvement goal will allow targeted support in the earlier grades to build foundational skills, while continuing to strengthen these abilities in the upper grades to ensure all students have emotional control and resilience needed for academic and social success.



Our School Celebration Story

We continue to celebrate with 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 belonging 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. Helping to create options for whatever path their future holds.

Other areas of celebration:

- 91% 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.
- Our current Grade 5 students reported improvement on the MDI Survey on short term self-regulation “I can calm myself down when I’m excited or upset”. (close to the provincial average of 50%).
- Connectedness with adults: 96% of our current grade 5 students report that “At my school there is an adult who believes I will be a success.” (above the provincial average)
- 81% of our current Grade 5 students feel that “People care about each other in this school this year”. (above the provincial average)
- 100% of our current Grade 5 students feel that “I feel like 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)
- 86% of our current Grade 5 students report that “I am certain I can learn the skills taught in school this year.” (above the provincial average)
- Strong attendance at PAC meetings reflects our strong parent engagement at Howitt.

