



## School District 84 - School Growth Plan

### School Context:

We acknowledge that we are all learning on the traditional lands of the Mowachaht-Muchalaht people.

Ray Watkins Elementary is a small rural school located in the community of Gold River. We provide educational services to approximately 115 students ranging from kindergarten to grade 7. We have six split-grade classrooms, a librarian and a full time Learning Assistance Resource teacher, as well as seven support staff.

At RWES we value and place a high priority on including Nuu-chah-nulth culture and language in our everyday teaching as 45% of our students identify as Indigenous. Our overall mission is to provide a community in which students develop responsible, caring behaviour, nurture positive attitudes about themselves, each other and the community; and acquire the knowledge, skills and habits necessary to succeed.

We provide services to two communities: Gold River and the local Indigenous community (Mowachaht-Muchalaht) located in the nearby village of Tsaxana. Many of our students come from low-income families and we have a large percentage of designated and students with disabilities and diverse abilities that attend compared to the size of our student population.

### What is happening for our learners? |

To determine our direction forward in our School Plan, we need to start with our current reality. From our evidence of learning, we have identified the following trends for our learning:

- Many of our students enter kindergarten vulnerable in one or more domains (Early Development Instrument).
- 85% of students from grade 2- to grade 7 are reading at grade level (based on PM benchmarks).
- 50% of grade 3-7 students are at proficient or extending level for reading comprehension based on data from provincial FSA and Island Reading Assessment (74% of students not at proficient, but close to closing the gap).
- 43% of Indigenous of grade 3-7 students at proficient or extending level for reading comprehension bases on data from IRA (84% of students not at proficient, but close to closing the gap).
- 84% of grade 7 students were “on track” for reading on the provincial FSA.
- Our grade 2-4 students are stronger in math, but this confidence in math drops as they move up towards grade 7 (79% of grade 4 students and 45% of grade 7 students “on track” on the provincial FSA).
- Most of our students feel safe, supported and that they belong at school based on data from Belonging Survey and provincial School Satisfaction survey
- Most of our students enjoy learning about Nuu-chah-nulth culture and learning the Nuu-chah-nulth language (based on data from Belonging Survey and Pathway interviews).
- Increased need and demand for counselling due to increased levels of anxiety in students based on increased requests for time with Counsellor and Youth & Childcare worker, and data from Belonging Survey and provincial School Satisfaction survey (since COVID 19).
- School absenteeism is a significant issue for many students. Missing 10% of the school year or 18 days is considered high absenteeism. During the 2025-2026 school year 67% of our students had missed over 10%.

Based on the information above, our strengths are reading fluency, teaching Nuu-chah-nulth culture & language, and creating a welcoming environment where students feel they belong, and the areas we need to focus on are writing, numeracy and developing more strategies to help students with their anxiety.

# Annual Goal Summary

School Goals	SD84 Strategic Priority	Relevant SD84 Strategic Plan Goal
<p>By June 2027, students at RWES will demonstrate increased sense of agency, engagement, and voice through regular participation in classroom decision-making, student-led learning opportunities, and inclusive school-wide activities.</p>	<p><b>Learning</b></p>	<p>Every student develops strong sense of agency, engagement, and voice.</p>
<p>By June 2027, students will strengthen their ability to care for their social, emotional, and mental well-being by embedding social-emotional learning (SEL) into classroom practice.</p>	<p><b>Relationships</b></p>	<p>Strong partnerships develop with parents, caregivers, and communities.</p>
<p>Students will work on building their knowledge of Nuu-chah-nulth language so they can hold basic conversations.</p>	<p><b>Indigenous Ways of Knowing</b></p>	<p>Embedding Nuu-chah-nulth language and culture into everyday teachings.</p>

# Learning Goal

## Goal Statement:

By June 2027, students at RWES will demonstrate increased sense of agency, engagement, and voice through regular participation in classroom decision-making, student-led learning opportunities, and inclusive school-wide activities.

## Priority Alignment

## Supporting Strategic Plan Goal:

## Learning

Every student develops strong sense of agency, engagement, and voice.

## Why was this goal chosen?

Parents and caregivers indicated in a survey that was sent out in April 2026 that they felt that a focus on helping our students develop a greater sense of engagement, voice and agency was of high importance. During our March staff meeting we discussed ideas for our new school goals and based on feedback from staff survey on school goals, RWES staff also feels that this is an area for improvement. Based on Provincial Learning Survey 25% of students indicated that they were unsure if they felt successful at school, 30% felt were unsure or didn't feel like they were treated fairly, and 30% felt like they don't get to work on topics that interest them.

By providing students with more chances to provide feedback about what happens at the school it should increase their sense of agency, engagement and voice.

## Strategies to implement

Ensure **100% of classrooms** implement at least **2 student voice strategies per month** (e.g., class meetings, choice-based projects, feedback opportunities).

- Discuss different strategies and how effective they are during monthly staff meetings.
- The admin team will share research on increasing student agency, engagement and voice monthly-mini-newsletter for staff.
- Continue (student) leadership club – have them discuss ways to get more students involved.
- Meet with a group of students 4 times during the year to talk about ways or ideas from their perspective of how to create a sense of student voice and choice in the school. Then implement some of these strategies in classrooms.
- Targeted intervention for students struggling with reading fluency and reading comprehension will continue to be provided.
- Differentiation in teaching is provided in the classroom to support students struggling with writing and numeracy.

## Measures of Success

- Belonging survey (asks students a series of questions about their needs, sense of belonging and needs) – specifically the scale on being known, involved and heard.
- Student learning survey (questions on 'do you feel successful at school', 'do you feel treated fairly', and 'do you get to work on topics that interest you').
- Attendance rates
- Increased participation in leadership club
- With an increase in engagement and school from students this should be reflected in the students being more successful at reading, writing and numeracy.

## Resources Required

- Time set aside at each staff meeting to discuss strategies and ideas on how to increase student voice and advocacy in the classroom. Critique usefulness of strategies tried.
- Production of newsletter
- Research on student agency, voice and engagement

# Relationship Goal

## Goal Statement:

By June 2027, students will strengthen their ability to care for their social, emotional, and mental well-being by embedding social-emotional learning (SEL) into classroom practice.

## Priority Alignment

## Supporting Strategic Plan Goal:

## Relationships

Strong partnerships develop with parents, caregivers, and communities.

## Why was this goal chosen?

Over the last five years there has been an increase in demand for counselling services and a noticeable increase in students with anxiety. Parents and caregivers also indicated on Parent Survey sent out in April that this was an area that students needed more support. It also ties in with our learning goal. Based on the Provincial Learning Survey 20% of students were unsure how to care for their mental health, 25% indicated that school sometimes made them feel stressed or anxious and 40% indicated they sometimes solved their problems in peaceful ways. In our Belonging Survey almost half the students in grade 3-7 indicated that they did not feel 'invited in' or 'needed.' By focusing on more targeted SEL (social emotional lessons) in the classroom this should help provide students with strategies to deal with their anxiety and stress.

## Strategies to implement

- Ensure **100% of classrooms** deliver at least **one explicit SEL lesson per week** (e.g., self-regulation, emotional awareness, coping strategies).
- Focus on providing teachers and educational assistants with training and strategies on how to include SEL in the classroom. Move away from depending on LART and councillor providing lessons or small group instruction.
- Monthly newsletter with strategies for staff to try with students.
- Discuss and brainstorm different strategies on SEL during monthly staff meetings.
- Mental health literacy word of the week in the morning announcements. That teachers can discuss with students. Arrange 3 days throughout the year of in-service training with district Mental Health Lead.

## Measures of Success

- Belonging survey- specifically the scale on 'invited in' and 'needed' and 'what can the school do to make you feel safer and more supported'.
- Student learning survey-questions on 'learning to care for your mental health', 'feeling stressed or anxious at school', and 'solving problems in peaceful ways'.
- Attendance rates will improve.
- Reduced reports of student incidents (behaviour logs and violent incident reports)

## Resources Required

- Ability to have district Mental Health Lead come and provide PRO-D on topic
- Production of newsletter
- Already have a lot of resources on programs (Zones of Regulations, Peers, WITS)
- Will investigate purchasing "Positive Action" or "Step by Step" program (discuss with staff) as they are programs that provide daily and weekly SEL learning and strategies for the classroom that can be used all year. Other programs we have on hand either provide short-term instruction or require someone to be trained in delivery of the program.

# Indigenous Ways of Knowing Goal

## Goal Statement:

Students will work on building their knowledge of Nuu-chah-nulth language so they can hold basic conversations.

## Priority Alignment

## Supporting Strategic Plan Goal:

## Indigenous Ways of Knowing

Embedding Nuu-chah-nulth language and culture into everyday teachings.

## Why was this goal chosen?

Based on data from Pathways interviews and Belonging Survey most of our students enjoy attending 'culture' class and learning Nuu-chah-nulth language but would like to learn more so they can hold and understand simple conversations. A focus on increasing students' understanding of Nuu-chah-nulth language will help build stronger ties with Mowachaht-Muchalaht community.

## Strategies to implement

- Nuu-chah-nulth word of the week in morning announcements.
- Train teachers in grade 5, 6 and 7 how to use the Nuu-chah-nulth curriculum document to inform areas of focus in classroom and how to assess student abilities.
- Continue monthly elder lunches.
- Work with MMFN to determine protocols for morning drumming, dancing and morning announcements in gym.
- Focus on teachers learning how to say calendar words and simple commands in Nuu-chah-nulth.
- Encourage teachers to use morning circle routine to go over calendar, simple introduction, and get to know your students more questions.
- Incorporate more information about Nuu-chah-nulth seasonal rounds / calendar on hallway bulletin board

Hold special events or learning up at Tsaxana. Work jointly with MMFN band to bring more programs into the school such as CORE (hunter training program) we offered to the 6/7 students last year.

## Measures of Success

- Teachers able to assess students' ability to speak Nuu-chah-nulth based on common assessment of oral NCN language.
- Teachers are writing and speaking calendar in Nuu-chah-nulth
- Teachers are using simple command words in Nuu-chah-nulth
- Pathway student interviews (section on Nuu-chah-nulth culture and language specifically questions 24 – 26, "How do you feel about learning Nuu-chah-nulth language and culture?", "What do you like most about learning Nuu-chah-nulth language and culture?" and "What else would you like to learn about Nuu-chah-nulth language and culture?")
- Belonging Survey (questions on 'do you feel the school is helping you learn about your culture' and 'is there something specific you would like to learn about your culture')
- Student Learning Survey (questions on 'at school, do you participate in any Indigenous celebrations or activities' and 'at school, do you participate in any ongoing Indigenous programs or activities')

## Resources Required

- Collab time (teachers from across the District meet on-line to learn and discuss strategies to help in the classroom). Collab meetings take place about every 4 weeks. Last year during collab staff worked on ways to incorporate Nuu-chah-nulth language into the classroom) and would like to continue this topic during the 2026-2027 school year.
- Provide teachers time (out of their classroom) to work with Indigenous Learning Support Teacher and Indigenous Support Worker on strategies to bring more Nuu-chah-nulth language and culture into daily routines in classroom.
- Getting permission and/ or finding someone to lead drumming each morning.
- Work with local First Nations education leads on ways to bring students up to Tsaxana for school lessons and what sorts of programs would benefit students.

# Engagement

In order to gather feedback from stakeholders on our school plan, we:

- Went over District strategic plan with teachers and EAs during staff meeting in March (2026). Staff narrowed down ideas for a few goals for each section (Learning, Relationships, and Indigenous Ways of Knowing).
- Survey sent out to staff following staff meeting based on narrowed down goals to provide staff with chance to pick their preferred goal for each section.
- A similar survey with more questions for feedback was sent out to parents and caregivers.
- Surveys were promoted through PAC page, school website and email.
- Data was collected from both surveys after they had been up for a month. This data was used to make final decision on school plan goals.
- Went over draft of School Plan with Pac during April 2026 meeting.

During the 2026-2027 school year we plan to use the following strategies to communicate progress and provide feedback on how our goals are going:

- Meet with student group four times during the school year to discuss how they think the goals are progressing and to get feedback
- Updates to staff and ongoing conversations about school goals will take place during monthly staff meetings.
- Monthly newsletter, teacher-parent events, and bi-weekly classroom communication will be used to update parents and community (as needed)