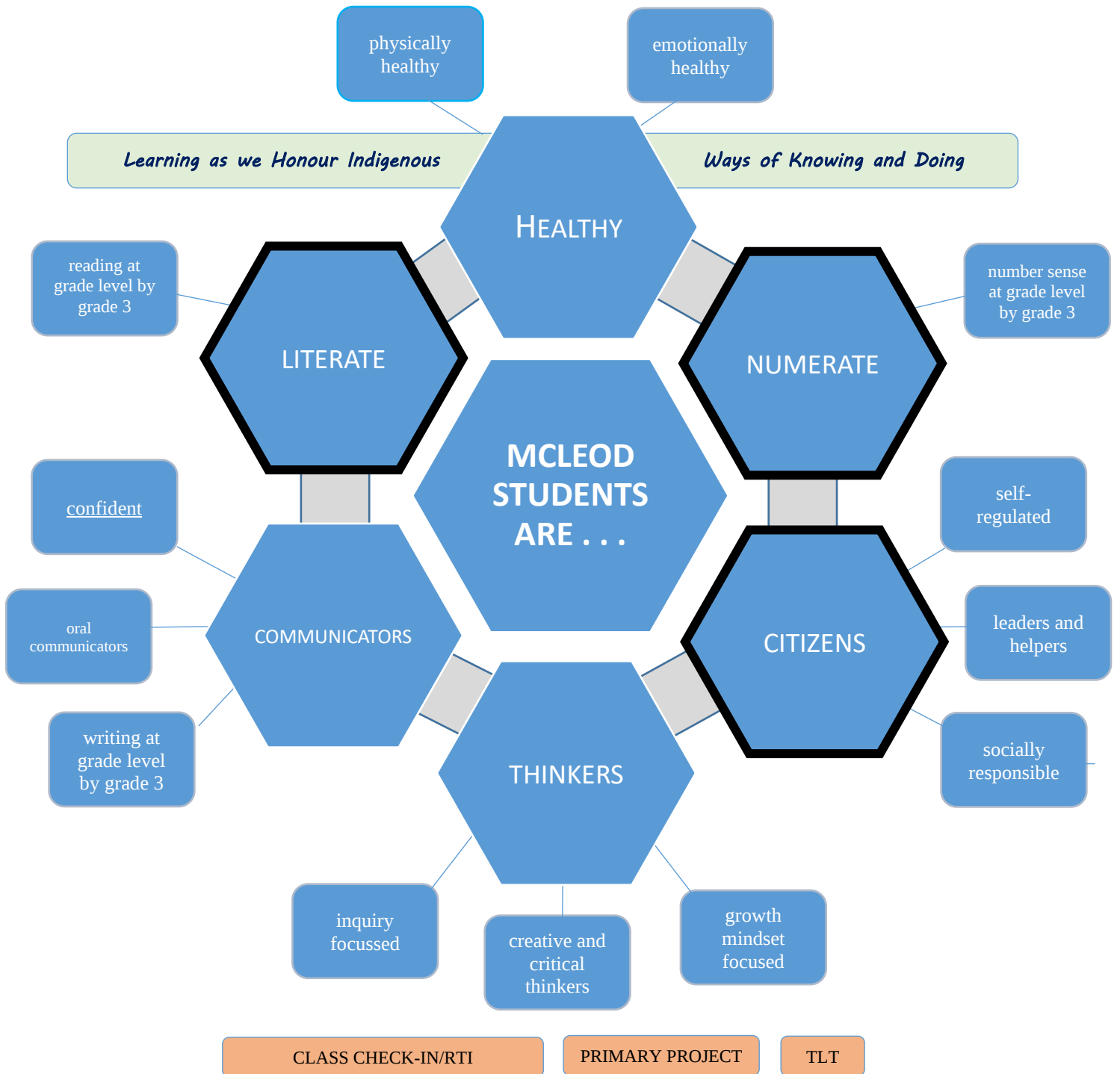


Ecole McLeod Elementary School Skehhoᑕul'eh



LEARNING, KINDNESS and CARING

SCHOOL PLAN TO SUPPORT STUDENT LEARNING at May 2025



Ecole McLeod Elementary School Skehhoᑭul'eh

OUR SCHOOL

Our Mission:

To offer a positive and caring learning environment that encourages respect, participation, and opportunities to challenge individuals to reach personal excellence. Our mission statement represents our “learning, kindness and caring” focus.



Our Students and Families:

McLeod Elementary School is a dual track school with approximately 270 students. We are proud that our student and staff population represent diversity in many ways. Our population and configuration change regularly. About one-third of our students identify as being of Indigenous ancestry and 8% are Saik'uz First Nation members. Close to one-quarter of our Indigenous learners are in our French Immersion program. Approximately 8% of our students are identified with an Inclusive Education designation, 59% of these students are of Indigenous ancestry. Many of our students are supported with hot lunches, breakfast and/or snack through the feeding Futures program and receive weekend meals through our Backpack Program.

The McLeod PAC is a small but active group that works closely with our school and ensures their work mirrors and supports the school's philosophical priorities. It is extremely important to us that caregivers are included and encouraged to be part of school activities and decisions. We regularly communicate with caregivers to share information and to ask for feedback and opinions.



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Our Goals:

While we strive to help our students to be strong communicators, deep thinkers and to live healthy lives, our Focus Goals continue to be McLeod students will be:

1. Literate as evidenced by grade 3 students meeting grade level expectations in reading in PM Benchmarks/GB+.
2. Socially Responsible Citizens as monitored through the School Learning Survey.
3. Numerate as evidenced by grade 3 students meeting grade level expectations on the SD91 Numeracy SNAP Assessment.

We believe that all students can meet the School District 91 Strategic Plan vision to be *“competent and confident learners making positive contributions in an evolving global environment.”* We also believe that to meet this goal students must have a strong foundation in their elementary school years.



OUR IMBEDDED STRUCTURES TO SUPPORT OUR GOALS and the SD91 STRATEGIC PLAN



To support each of our goals we have created structures that we use, monitor, and adjust as we concentrate on working with staff to provide academic, emotional and/or social support for every student.

TLT (Talk About Learning Time) ~ Engaging Our Workforce

TLT is our Talk About Learning Time. It is our collaboration/professional learning community. Our staff meet in primary and intermediate groups. Each group meets every other week. In some years our Support Staff meet as a group as well. As needed, our French teachers meet as a group as well.

Our primary group continues to work on number sense with attention to Indigenizing our practice. We work with a provincial NOIIE group on an inquiry question on this topic. In Spring 2025 our primary collaboration has focused on creatively addressing our concerns re student progress in numeracy. We are very proud of our ongoing teamwork,

consistency and supportive primary-wide approach. Our intermediate TLT spent much of 2024-2025 working on a grade 4 to 6 Science Fair project. Our goal for TLT is to be able to “tell a compelling story about the impact of collaboration time in our school and on student learning and how we can keep our caregivers informed about what we are learning and how it is impacting student learning.”

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Class Check-Ins/Response to Intervention (Facts with Implications) ~ Creating Student Success

Our Class Check-ins are an integral part of our process to support learners and staff. Approximately once a month a team including our principals, resource teacher, and periodically our District literacy and numeracy teachers meet with each teacher to discuss student progress in depth. We review student data and anecdotal reports in reading, writing, numeracy and social/emotional growth. If necessary, we follow up with a more detailed SBT meeting. Based on this evidence we change classroom approaches and/or interventions to meet the needs of specific students as we try to be completely “on top” of student learning with targeted supports and more complex assessments.

While we do track school-wide results in learning, our main focus is always the growth of each individual student. We use a class profile chart to track data by student and by class. We also try to use a class RTI Pyramid. It has been extremely helpful to have all the data about an individual student and class overview data in one place so we can implement support as soon as possible in the year. Using a Response to Intervention model we review data regarding student success at each check-in which informs our interventions and supports. Our primary focus is providing a strong Tier 1 base program, and this is an area where we must continue to improve our practice.

It has always been our goal to get to a point where intervention groups are “rapid, small loops” but we are noticing more and more that interventions are necessary for specific students. In response, in primary French Immersion and possibly in future primary numeracy, we are focusing on adjusting our approach to include “filling the gaps” with very targeted skills interventions.

Primary Project (Literacy Blitz) and Numeracy Blitz~ Creating Student Success

2024-2025 is our 10th year of our literacy Primary Project that grew from Janet Mort’s book *Joyful Literacy* which began as a play based intensive approach to alphabet and sight word learning. The blitzes are run by 2-3 Support Staff under the direction of our vice-principal or French Intervention teacher. The intervention blitzes move learning along quickly for those in need of “catch-up” and help us to identify students who may need more intensive interventions, assessments and/or supports. We continue to have many students who need blitz continually which helps us to confirm suspicion of learning differences and

act “as if” when students are still in primary grades. In the spring of 2022, in our English blitz, we added a focus on explicit instruction on sounding out words and making words using a resource called *Systematic Sequential Phonics Their Way* by Patricia Cunningham. In January 2025, because of the presenting data for French Immersion primary students, we have made a change to imbed the supports for French Immersion students directly into classrooms. Students are organized in a way to support them at the level they are at (letter sounds, vowels, sound blends). Teachers have collaborated using time funded by our FI Growth Grant to ensure consistency for primary French Immersion students.



We are very excited that we added a vibrant numeracy blitz in 2021-2022 to support our focus on number sense in our primary grades. The blitz is currently run by a Learning Support Worker under the direction of a teacher leader using the Marian Small *Small Leaps and Bounds* program to conduct a pre and post assessment and implement very targeted interventions in small groups using kinesthetic, experiential learning with a metacognitive focus. Following our success in our classroom based skills intervention in French Immersion, we are exploring paralleling this in numeracy in 2025-2026.

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Learning as we Honour Indigenous Ways of Learning and Doing ~ Honouring Diversity

It is our goal to Indigenize and decolonize as we include Indigenous ways of learning and doing in all we do at our school. Each of our students have a scheduled Carrier Language and Culture class at least twice a month. We work to Indigenize and decolonization our work. This includes imbedding Indigenous content including classroom support, cultural activities and literature. Indigenous Education staff encourage and facilitate the invitation of local resource people from Saik'uz First Nation to share their knowledge and skills with our students as well as visiting classrooms on a regular basis to do activities recognizing Indigenous culture.



We incorporate aspects of Indigenous ways of being into our regular learning and daily activities such as welcoming everyone every day in Carrier, French and English and always honouring Saik'uz Traditional Territory. Important days such as National Day for Truth and Reconciliation, National Indigenous Peoples Day, and National Day of Awareness for Murdered and Missing Indigenous Women (Red Dress Day) are part of learning and honouring.

Our Indigenous Education Staff are scheduled into each classroom daily or many times each week to ensure our students of Indigenous Ancestry have a consistent connection with a person of Indigenous ancestry to support academic, social, and emotional growth. Our staff also connects with our Indigenous families.

It is our goal that McLeod students are LITERATE.

Our primary indicator of success for our literacy goal is that our students are **reading at grade level by the end of grade 3**. This data, along with grade 4 FSA, is in our appendix. In Fall 2021, as a District, we modified the requirements for our RAD to the CCR and students only completed main ideas and details and metacognition questions. We collect PM Benchmark data to monitor early reading. In 2021-2022, we began to include a document to track reading level, decoding and comprehension, with each report card for all students. We are proud of our reading graphic which is similar to a baby's growth chart and will allow us to track reading growth over many years.



Research states that students who are reading at grade level by grade 3 have a much higher chance of success in literacy and in school in general. It is also important as in grade 4 students often make the switch to “reading to learn” from “learning to read.” We track the reading levels of our grade 3 students carefully. This data shows us that our work in our K to 3 classes and our intervention blitzes are helping to support literacy success. There

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is still much work to be done as we know from our Kindergarten Assessment (EYE) that many of our students come to school without the basic academic skills. With the end of grade 3 PM Benchmark reading evidence, we can identify the progress of each individual student and the students who are not yet meeting expectations are either already designated in an Inclusive Education category or are treated “as if” with a plan for further investigation.



We are proud of our work in our literacy blitzes and our use of time and staff to implement cross-class interventions.

In response to the data, in 2024-2025 we will continue our move to provide a more phonics and phonetics-based approach in primary English classes and a continuum of alphabet, vowels and sound groups in French classes. In intermediate classes we need to continue our work on identifying main ideas and details, applying metacognition strategies and more strategic use of Words Their Way, and reading conferencing. We will continue also to imbed assistive technology into all classrooms.

It is our goal that McLeod Students are SOCIALLY RESPONSIBLE CITIZENS.

Our goal in Social Responsibility is that our students will be citizens who are **self regulated, leaders and helpers, and socially responsible**. To monitor our success, we track the responses from the Student Learning Survey for six important data points including “I am happy at school” and “3 or more adults at school care about me” for a few years. As part of the BC New Reporting Order process, we use the SD91 Core Competency Goal Setting Self-Assessment. Each term, each student completes a growth and reflection page for Communication (*We can speak and listen actively and respectfully*), Social Responsibility (*We can show respectful and inclusive behaviour as we learn and play*) and Creative/Critical Thinking (*We can reflect, evaluate, and grow in our own thinking, and actions*).



Establishing and supporting a positive, kind, and caring school culture that allows us to focus on learning is the foundation of our school. It is our goal that our students are socially responsible young people who will go on to be successful citizens. We believe a socially responsible student is kind and caring, inclusive, forms and maintains healthy relationships and provides service to the school and our community.

We approach Social Responsibility by choosing a theme for each year. Past themes have been *Polite, Positive and Proud, Using our hearts and our heads, We're All in This Together, Me, You and Us* and *“Attitude for Gratitude.”* In 2024-2025 our theme is *“Be a Bridge.”* The pledge from the *Be A Bridge*

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book outlines a monthly focus that we tie to the BC Core competencies. We talk about our monthly pledge on morning announcements and classes watch a weekly video supporting the specific pledge.

Food is an extremely vital part of McLeod Elementary School. Students and families who have the food they need can concentrate on the other important things in life. Children who have food in their tummies can learn and grow. McLeod is an active part of the Vanderhoof Community Garden with a big growing plot and the McLeod greenhouse. Our students participate in planting, tending, and harvesting the food that is used in our own “home-grown” Farm to School Program. We are extremely proud of our food programs which started as a part-time, caregiver-led volunteer initiative and is now a full-time program with 3 staff that feeds three schools in Vanderhoof. The program is now part of the BC and SD91 Feeding Futures Program. We began our Backpack Program many years ago to provide weekend food for our families who experience food insecurity. Addressing food insecurity continues to be our priority and we still provide weekly backpacks and larger Spring Break hampers to students and their families at McLeod.



McLeod has a team of counsellors who work to provide emotional and social support to students in one-on-one, small group and classroom situations throughout the week. Our partnerships with Connexus and Carrier Sekani Family Services are growing and further contribute to the services and programs that help our students grow confidence, self-esteem, and coping strategies.

We are also proud of other approaches to Social Responsibility including our flexible learning spaces (Connection Centre and TLC), our McLeod Cares Leadership Program and other student service opportunities, our Grand Caregiver Buddies, our Fine Arts Programs and our consistent focus on kindness and caring.

Our data shows us that we should continue with our direct and explicit teaching of social responsibility.

**It is our goal that our McLeod students
are NUMERATE.**

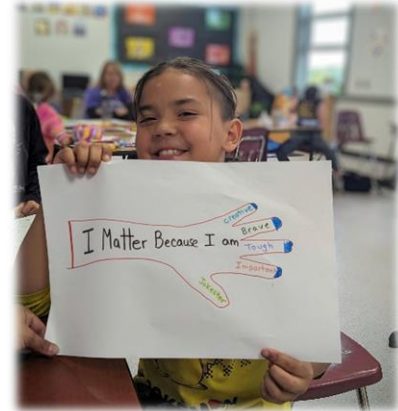
Our goal in numeracy is that our students will be **meeting grade level expectations in number sense by the end of grade 3**. As found in our appendix, we track the grade 4 FSA results. Beginning in Fall 2021, we administered the new SNAP as the new SD91 numeracy assessments.

Even with our direct focus on numeracy, we know that it continues to be an area of much-needed growth for us. Closed-ended activities (worksheets, algorithm focused instruction, word problems with a single answer, traditional approaches to math with a focus on outcomes over process) and the way we taught math before created learners who disliked math, didn't trust numbers, memorized formulas, and didn't make personal or meaningful connections to numbers in their lives. Math and numbers didn't matter to our students. We notice that even many of our intermediate students do not have a concrete understanding

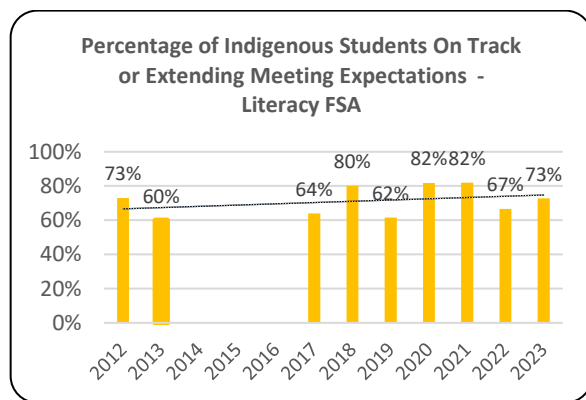
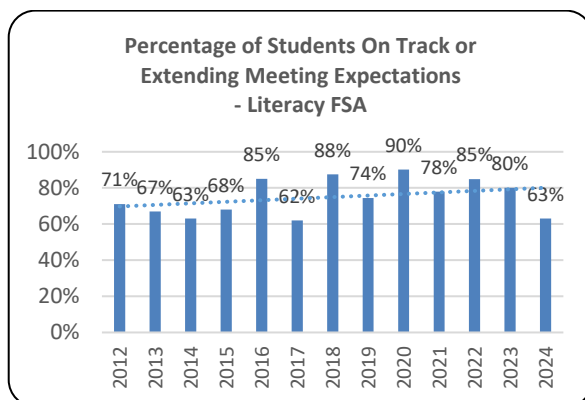
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of numbers past one hundred and still struggle to relate numbers to real life situations. Our reflection on the data led us to query a new approach involving a focus on number sense in the primary grades. In 2022-2023 we joined a provincial level NOIIE group and clarify our Focus Area into “Developing a deeper and broader understanding of number sense from K-6 with a focus on improving numeracy outcomes for Indigenous learners” with the aim to build a culture of students who trust and love numbers.

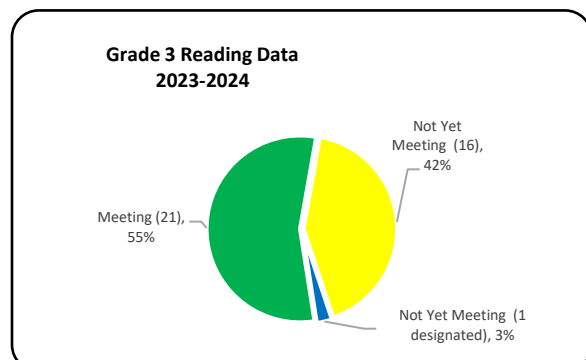
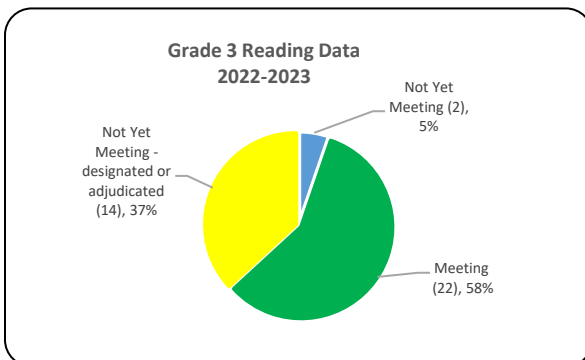
Our work, both professional and in our classrooms, continues to include choral counting, counting collections, "number splat," our number board, morning math routines, number talks, open ended questions (i.e. Esta-mysteries, Three Act Tasks) and activities that are concrete, hands-on, experiential, and highly interactive allowing for student voice. We are taking a more proactive (rather than reactive), flexible approach to numeracy as well as increased, real-life talk about numbers. In addition, our work with numbers and number sense includes breaking down barriers around math anxiety and building conceptual understanding. We are noticing that learners seem more excited to engage in learning opportunities about numbers. We are excited about our discussions to take an innovative approach to numeracy moving into 2025-2026.



EVIDENCE - Literacy

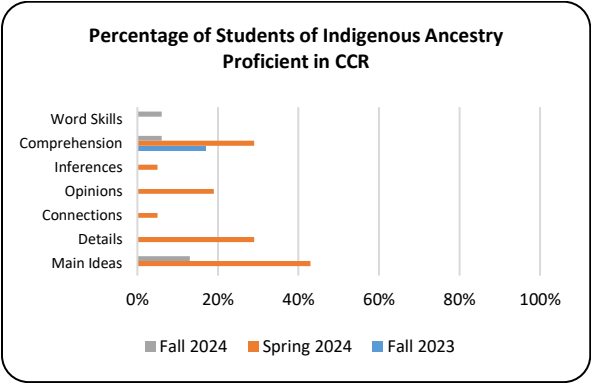
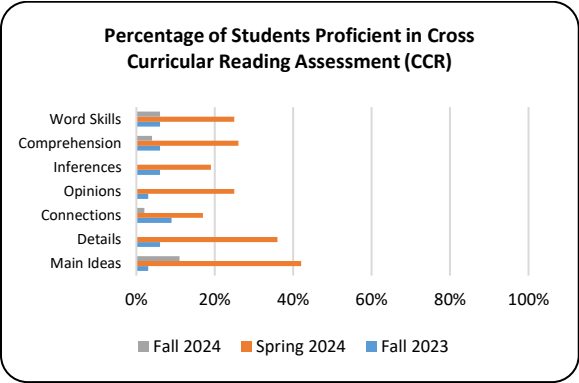


Although our results have been slightly up and down over the past few years, there is a steady upward trend in student performance on FSA reading assessments at the grade 4 level over the years. This is especially exciting given our very high participation rate in the assessment each year. While our results for our students of Indigenous ancestry are often masked, these students, in general, are showing slightly lower results in this assessment while their trajectory is still moving upward.



Our grade 3 reading data is an important marker for us as we know that grade 3 reading results are a good indicator of future literacy success. We are proud that we are intensely aware of the reading levels of each grade 3 student. As needed, we work with students “as if” there is a learning difference after we have completed the Response to Intervention check-in and School Based Team process.

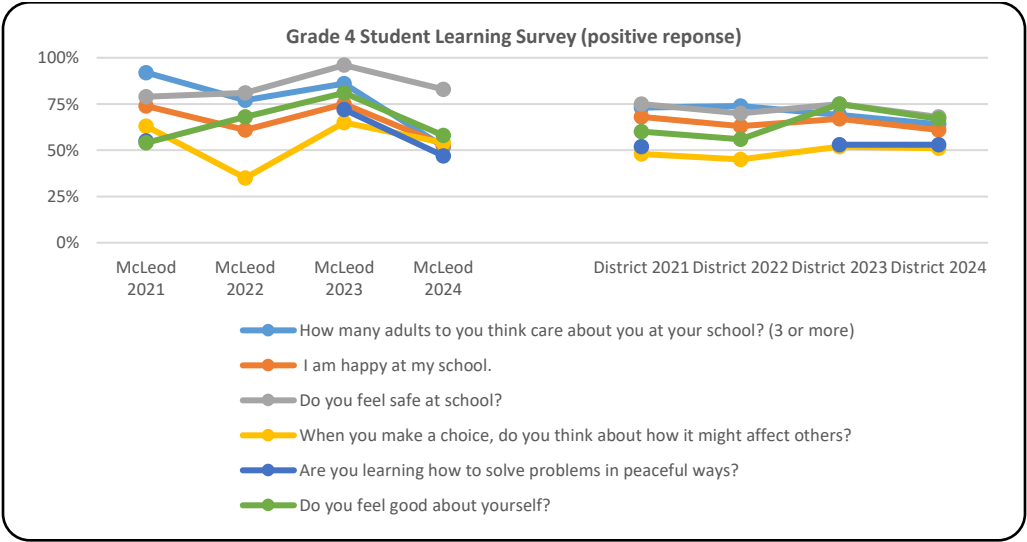
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Our CCR data shows us that few of our students are proficient in aspects of the Cross Curricular Reading assessment even at the end of a school year. Our students especially struggle in the metacognition section of the assessment. Some of our students are not able to access the CCR assessment even with accommodations and, in these cases, students are working at a PM Benchmark or DRA level. Results for our Indigenous students parallel the literacy challenges specific to main ideas, details and metacognition strategies of our students in general.



EVIDENCE - Social Responsibility

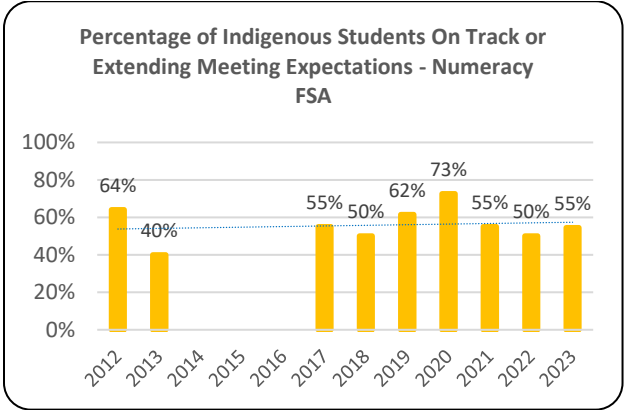
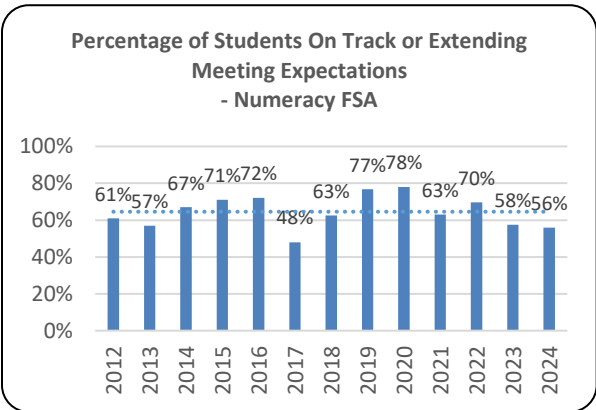


We are very pleased the Student Learning Survey data collected by SD91 is reflective of the focus at McLeod. While we have room for growth, we are proud that McLeod students are indicating a level of positive response in almost all areas. In 2024 many students answered “don’t know” to the questions. We will work to address this in future surveys. It is evident that we can be more purposeful in our work regarding helping students to understand how their choices affect others and helping students to feel happy and content at school.

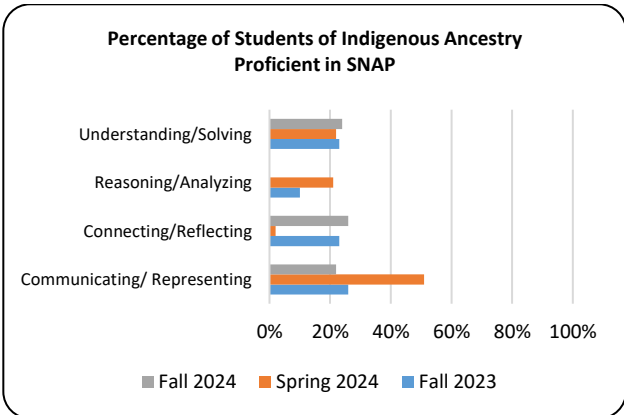
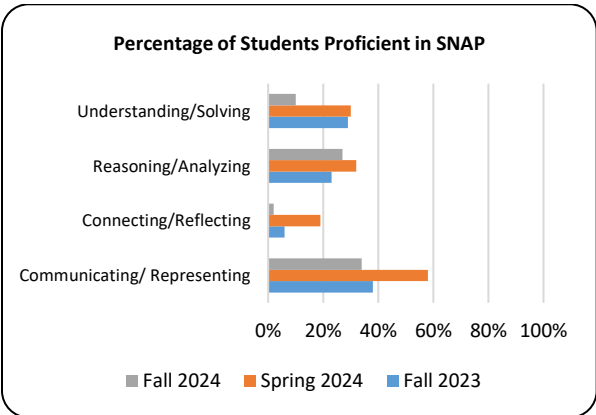
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EVIDENCE – Numeracy

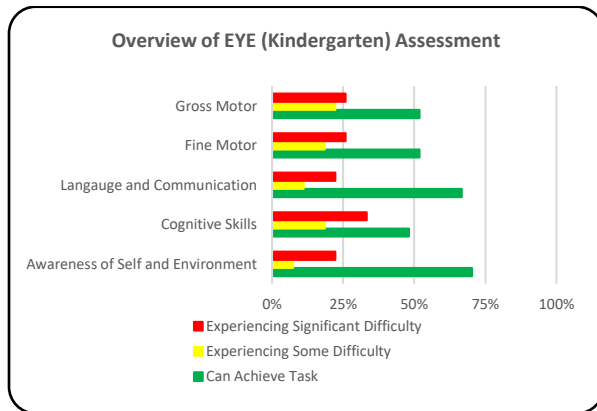


Our results on the numeracy FSA reflect our concerns in mathematics for our students. Our growth over the years has been slow and inconsistent. We hope that we will begin to see better results as we implement our new approach to Number Sense in Kindergarten to Grade 3. Our Indigenous students are experiencing slightly less success on the Numeracy FSA.



Our results on the SNAP (District Numeracy Assessment – Number Sense) reflect our concerns in mathematics for our students. Our growth over the years has been slow yet steady. We hope that we will begin to see a more significant improvement as we implement our new approach to Number Sense. The evidence shows that connecting numbers to real life is the biggest challenge for our students. Our Indigenous students are experiencing less success in numeracy and connecting and reflecting is the biggest area of growth.

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Each of our Kindergarten students completes the EYE assessment at the beginning and end of the year. A significant number of our students are entering Kindergarten without basic skills. This chart represents the "pre" data from the beginning of the year. This includes one-third experiencing significant difficulty in cognitive skills and one-quarter in fine and gross motor skills.

