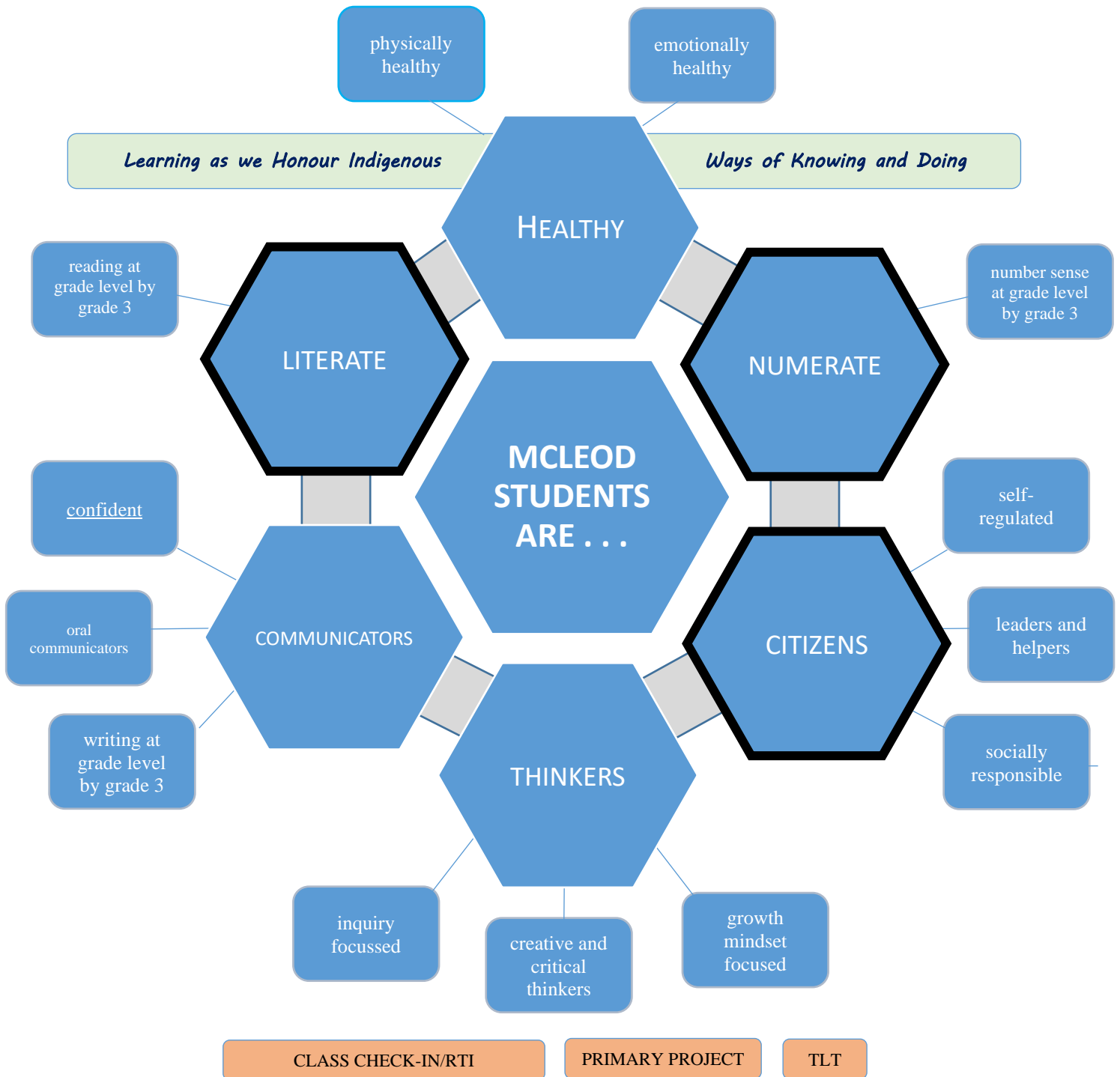


Ecole McLeod Elementary School Skehhoᑕul'eh



LEARNING, KINDNESS and CARING

SCHOOL PLAN TO SUPPORT STUDENT LEARNING 2023-2024



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 275 students in French Immersion (49%) and English programs (51%). A significant percentage of our students are of Indigenous ancestry, at-risk and/or designated in Special Education.

We are proud that our student and staff population represent diversity in many ways. Our population and configuration change regularly. One-third of our students identify as being of Indigenous ancestry and 7% are Saik'uz First Nation members. Close to one-quarter of our Indigenous learners are in our French Immersion program. Approximately 10% of our students are identified with a Special Education designation, 59% of these students are of Indigenous ancestry. Approximately 15% of our students receive subsidy for the hot lunch program and receive weekend meals through our Backpack Program.

The McLeod PAC is an 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.

Our Goals:

While we strive to help our students to be strong communicators, deep thinkers and to live healthy lives, our 2023-2024 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 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.



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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. Our Support Staff group also meets. As needed, our French teachers meet as a group as well.

In TLT in 2023-2024, our primary group is focusing on our continued work in number sense with attention to Indigenizing our practice. Our intermediate TLT is spending the first part of the year working on a grade 4 to 6 Science Fair project and from February on will focus on using games to teach social-emotional and number skills.

We continue to explore school-wide game-based approaches to numeracy and core competency work. 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.”

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 literacy and numeracy teachers meets 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. We use the Response to Intervention approach to help students who are not progressing. 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.

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We celebrate with students, caregivers and staff as students gain PM Benchmark reading levels and/or Leaps and Bounds Numeracy assessment results and “graduate” from intervention groups or blitz. It is still our goal to get to a point where intervention groups are “rapid, small loops.”



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

2023-2024 will be our 9th year of our literacy Primary Project that grew from Janet Mort's book *Joyful Literacy*, a play based intensive approach to alphabet and sight word learning. Since 2017-2018, we have added English and French blitzes into our daily schedule. The blitzes are run by 2-3 Support Staff under the direction of our vice-principal. 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. Moving forward in our literacy blitz, we will maintain our work with 1. students who need interventions repeatedly and long term and, 2. imbedding the play-based learning approach and 3. utilizing a phonics and phonetic based approach.

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 run by a Learning Support Worker under the direction of a teacher leader. We use the Marian 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. We are using the results from our numeracy blitz to direct work in classrooms including starting the school year with a school-wide focus on patterns.



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. As staffing permits, 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.

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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 honoured.

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 regularly connects with all 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, and Fall RAD is in our appendix. In Fall 2021, as a District, we modified the requirements for our RAD to the CCR and students only completed the 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.”

As suggested by the work with the Primary Project, 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 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 a Special 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 2023-2024 we will continue our move to provide a more phonics and phonetics-based approach in primary classes. In intermediate classes we will 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.

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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 citizen. 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, WEB – Where Everybody Belongs, We're All in This Together*, and *Me, You and Us*. In 2023-2024 our theme is “*Attitude for Gratitude.*”

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. We work with our community, local stores, and farms to provide food for our families. 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 this hot lunch program which started as a part-time, caregiver-led volunteer initiative and is now a full-time program with 2 staff that also supports breakfast and morning snack. We began our Backpack Program many years ago to provide weekend food for our families who experience food insecurity. When COVID-19 hit it raised our awareness of the number of families in need even more since children were not in school to get important meals and, for some, much of their daily food. We created the Vanderhoof Food Programs and bumped up our food and connections. Addressing food insecurity continues to be our priority and we still provide weekly backpacks and larger winter and Spring break hampers to an ever-growing number of students and their families at McLeod and other local schools.



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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 Grandcaregiver Buddies and our Fine Arts Programs which

always include a unique performing art, community-focussed approach to Pink Shirt Day.

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 of numbers past hundreds 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 NOIE 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.

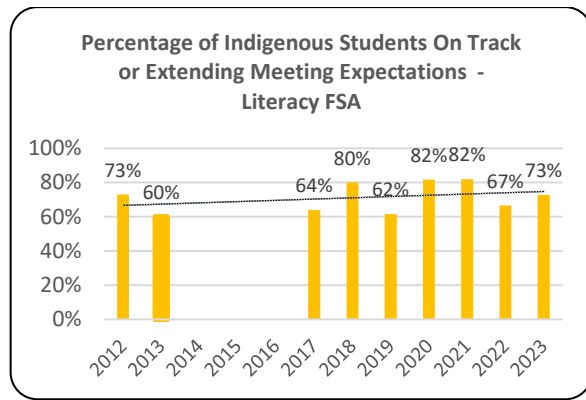
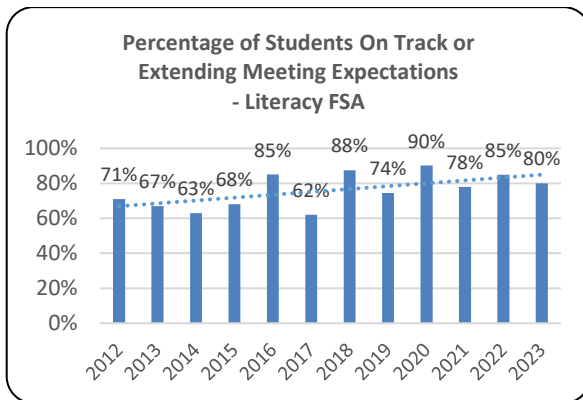
Our work, both professional and in our classrooms, continues to include choral counting, counting collections, "number splat," our number board, morning math routines, number talks, open ended questions (i.e. Esta-mysteries, Three Act Tasks) and activities that are concrete, hands on, experiential, and 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. We are also purposefully attending to First Peoples' Principles of Learning including the concept that learning is relational. 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 are talking about numbers and math, seem excited to engage in learning opportunities about numbers and are connecting stories to number concepts.

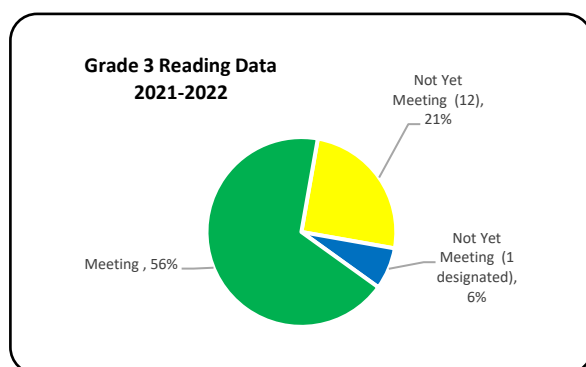
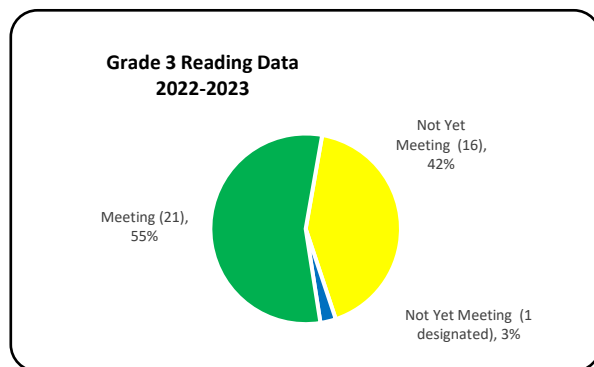


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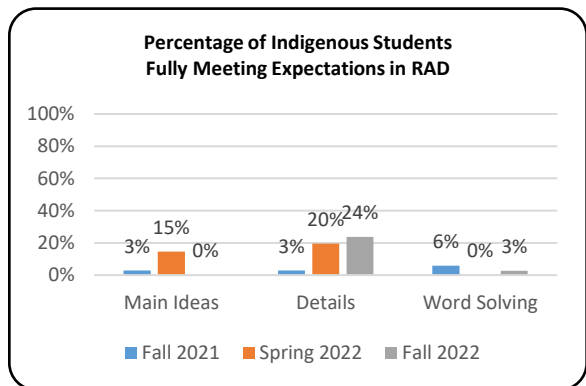
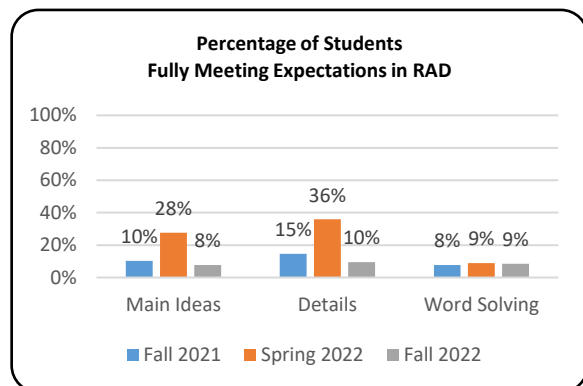
EVIDENCE - Literacy



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.

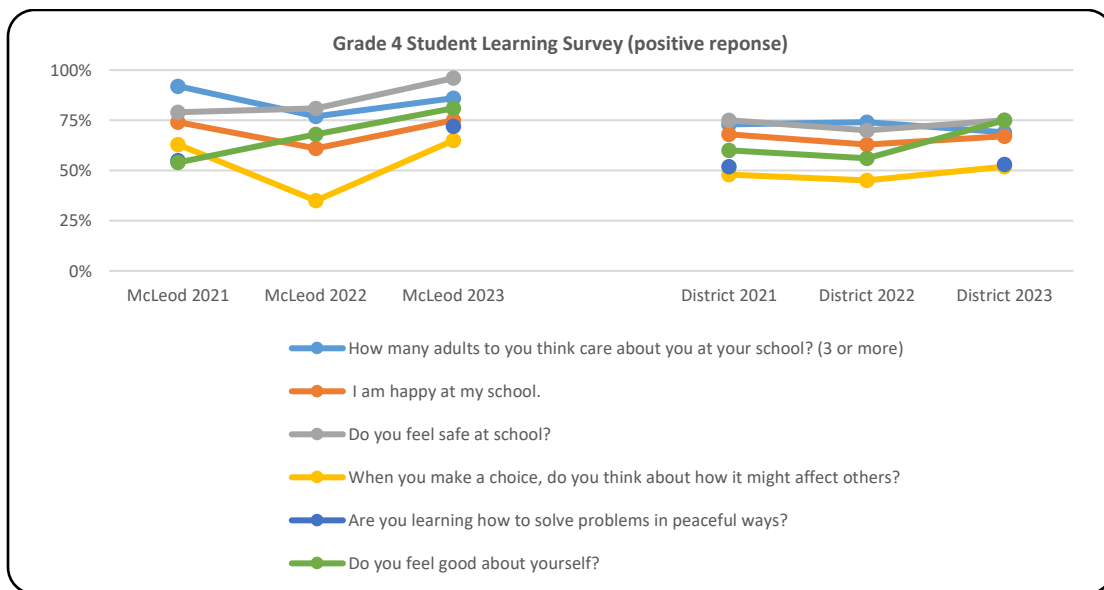


Our RAD data shows us that most of our students are not yet meeting or minimally meeting expectations in expectations even at the end of a school year. Our students especially struggle in the metacognition section of the assessment. Some of our students are not able to access the RAD assessment even 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. Data will be adjusted to CCR once it becomes available.

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EVIDENCE - Social Responsibility

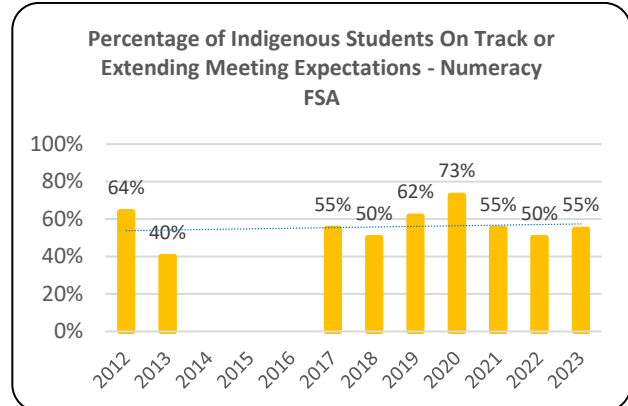
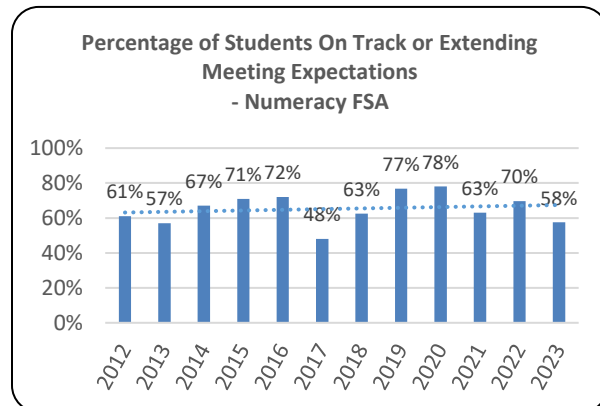


We are very pleased the Student Learning Survey data collected by SD91 is reflective of the focus at McLeod. While we have room for growth, we are proud that McLeod students are indicating a level of positive response in almost all areas. It is evident that we can be more purposeful in our work regarding helping students to understand how their choices affect others and helping students to feel happy and content at school.

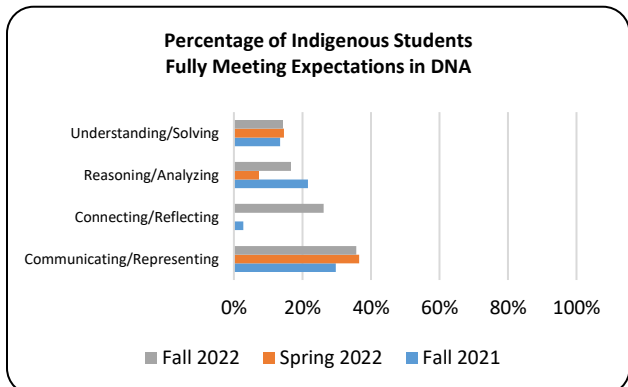
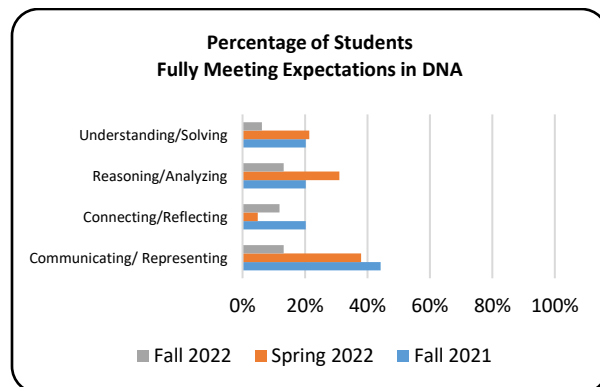


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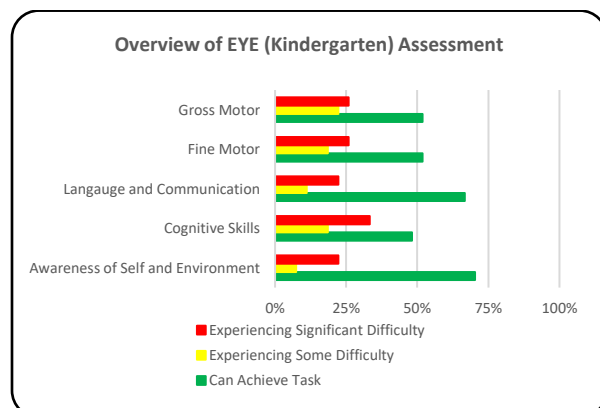
EVIDENCE - Numeracy



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 considerably less success in numeracy and connecting and reflecting is the biggest area of growth. Data will be updated once it becomes available.



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 includes 33% experiencing significant difficulty in cognitive skills and 26% in fine and gross motor skills. We will track this data beginning in 2023-2024.

