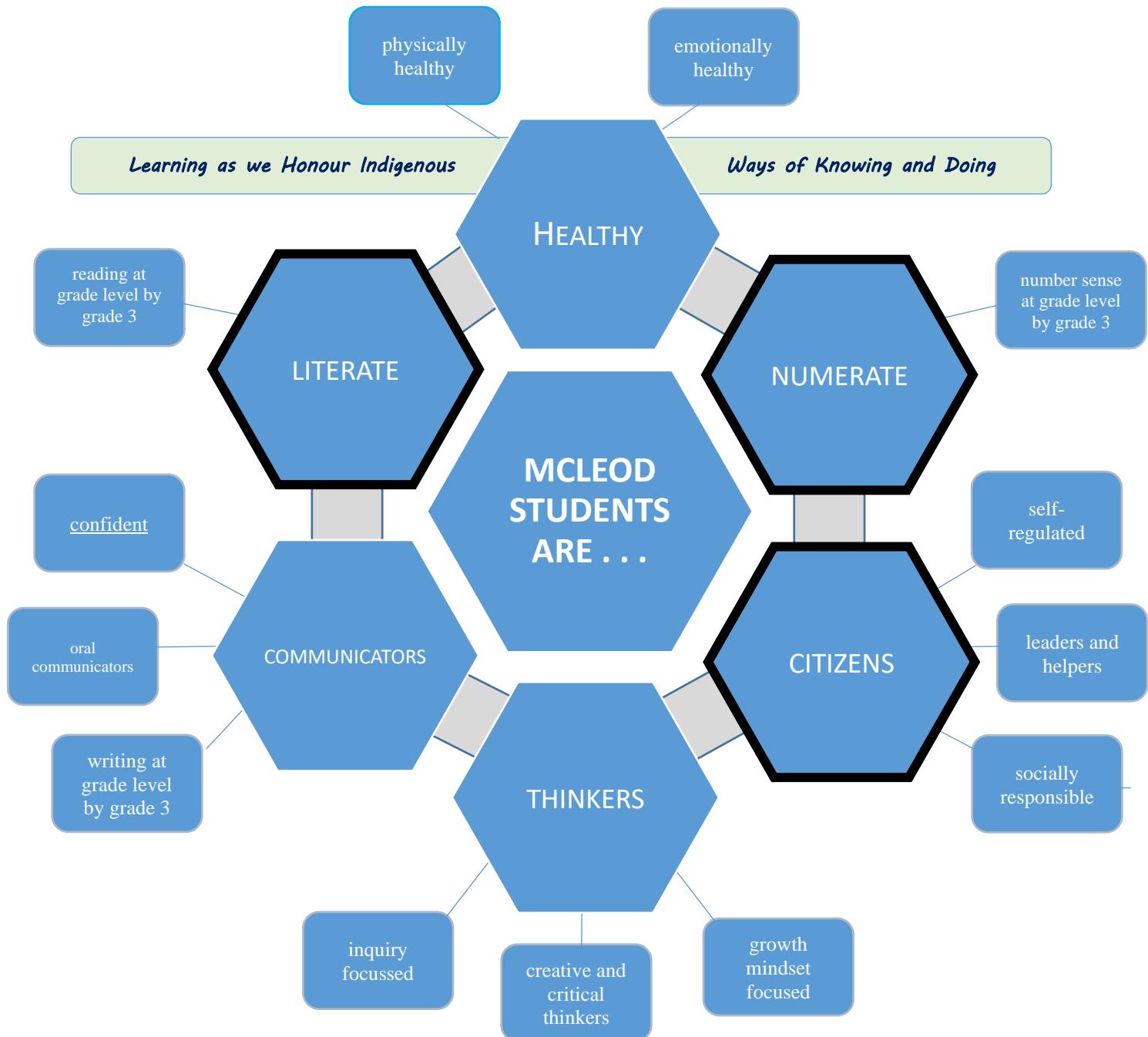


Ecole McLeod Elementary School Skehhodul'eh



LEARNING, KINDNESS and CARING

SCHOOL PLAN TO SUPPORT STUDENT LEARNING 2022-2023



CLASS CHECK-IN/RTI

PRIMARY PROJECT

TLT

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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 280 students in French Immersion (40%) and English programs (60%). 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. One-quarter of our Indigenous learners are in our French Immersion program. Approximately 10% of our students are identified with a Special Education designation, 45% of these students are of Indigenous ancestry. Approximately 20% 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 2022-2023 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 STUCTURES 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 2022-2023, our primary group is focusing on our continued work in number sense with attention to Indigenizing our practice. Our intermediate TLT is working on executive functioning including self-control/emotional control, time management/task initiation and organization, and a cross-intermediate numeracy games 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 parents 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.

We celebrate with students, parents and staff as students gain PM Benchmark 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.”

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Primary Project ~ *Creating Student Success*

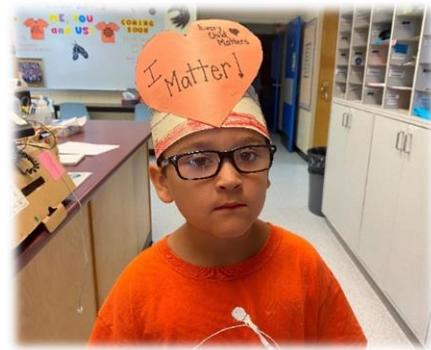
2022-2023 will be our 8th year of our literacy Primary Project that grew from Janet Mort's book *Joyful Literacy*, a play based intensive approach to alphabet and sight word learning. Since 2017-2018, we have added English and French blitzes into our daily schedule. The blitzes are run by 2-3 Support 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. We will maintain our work with 1. students who need interventions repeatedly and long term and, 2. imbedding the play-based learning in all our primary classes.

In the spring of 2022, we changed English blitz from an intervention for sight word knowledge to a focus on explicit instruction on sounding out words and making words using a resource called *Systematic Sequential Phonics Their Way* by Patricia Cunningham. The game-like lessons still attend to the research behind the playful learning celebrated in Joyful Literacy. In a six-week period, all learners in attendance had improved their generalized reading skills as measured by PM Benchmarks (2-5 levels). This success is the evidence to support the continuation of a phonics and phonetic based approach in blitz as opposed to a sight word memorization approach to impact reading skills. Sight words, or high frequency words are still taught in classrooms using games and other strategies.

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. 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.

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 decolonize 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 also 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 Day and Red Dress Day are honoured. Our Indigenous Education Staff regularly connect with all Indigenous students and families.

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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 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 implemented a new report card template that includes a visual to track reading level, decoding and comprehension, at each term. We are proud of our new 2022-2023 reading graphic which will be sent home with each report card. The new graph 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. Within 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 2022-2023 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 our new report card process, we have created a one-pager for goal setting and self-assessment of the Core Competencies. Each term, each student is completing a growth and reflection page for Communication (*We can speak and listen actively and respectfully*) and Social Responsibility (*We can show respectful and inclusive behaviour as we learn and play*).



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 and* “using our hearts and our heads” and *WEB – Where Everybody Belongs*. In the year of COVID-19, our theme was *We’re All in This Together!* In 2022-2023, we are focusing on *Me, You and Us*.

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, parent-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.

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

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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 Grandparent 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 and problem-solving assessments as the new SD91 numeracy assessments.



We know that numeracy continues to be an area of much-needed growth for us. We notice that even many of our intermediate students do not have a concrete understanding of numbers past hundreds and they still struggle to relate numbers to real life situations. In 2021-2022 we took some very positive and exciting steps to address this goal. Our reflection on the data led us to query a new approach involving a focus on number sense in the primary grades. Through NOIE, our Focus Area became "Developing a deeper and broader understanding of number sense from K-6" with the aim to build a culture of students who trust and love numbers. In honour of our work and the direction we are headed, we have been invited by NOIE to be one of a handful of schools to work with them through 2022-2023 to further our inquiry process regarding number sense for Indigenous learners.

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),

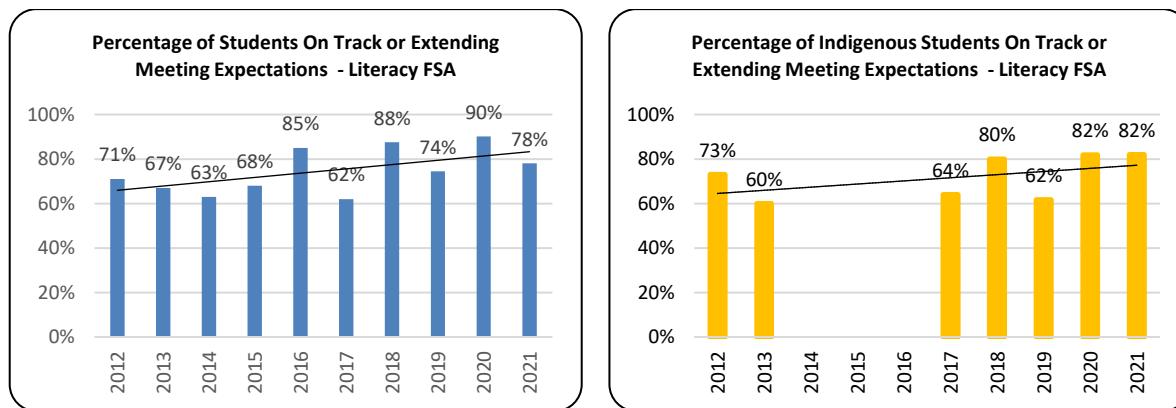


flexible approach to numeracy as well as increased, real-life talk about numbers. We are also purposefully attending to First Peoples' Principles of Learning including the concept that learning is relational. In addition, our work with numbers and number sense includes breaking down barriers around math anxiety and building conceptual understanding.

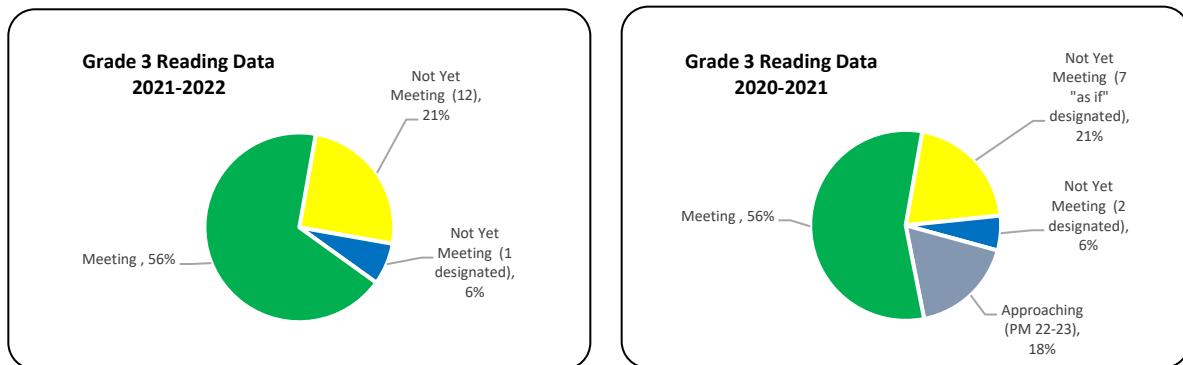
We are noticing that learners are talking about numbers and math, seem excited to engage in learning opportunities about numbers and are connecting stories to number concepts.

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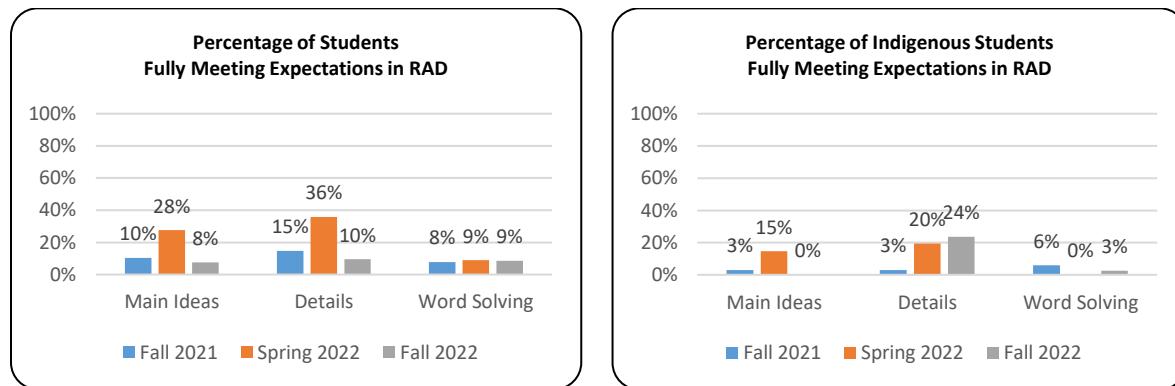
EVIDENCE - Literacy



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.

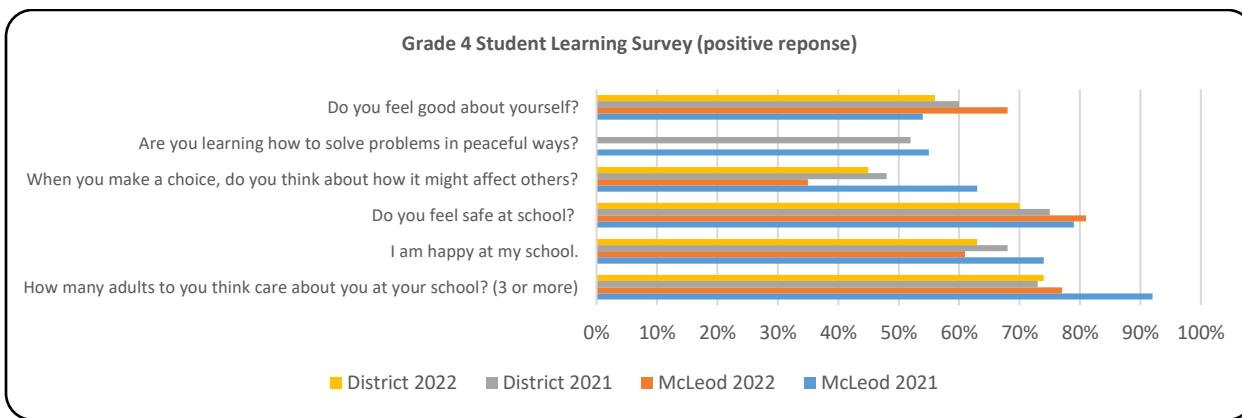


Our RAD data shows us that most of our students are not yet meeting or minimally meeting expectations even at the end of a school year. Our students especially struggle in the metacognition section of the assessment. Some of our students are not able to access the RAD assessment even with accommodations 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.

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EVIDENCE - Social Responsibility

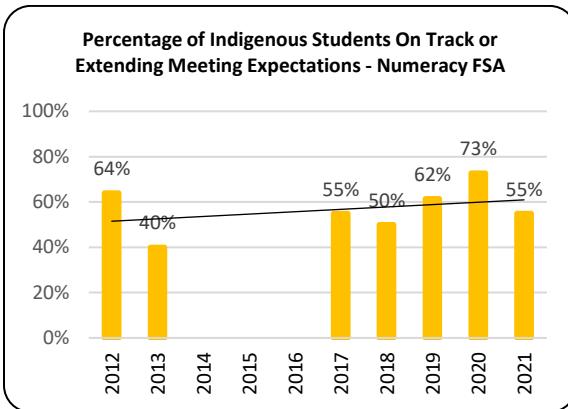
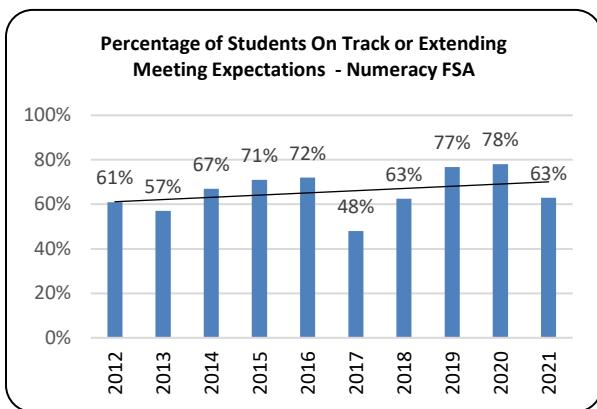


We are very pleased the Student Learning Survey data collected by SD91 is reflective of the focus at McLeod. While we have room for growth, we are proud that McLeod students are indicating a level of positive response in almost all areas. It is evident that we can be more purposeful in our work regarding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

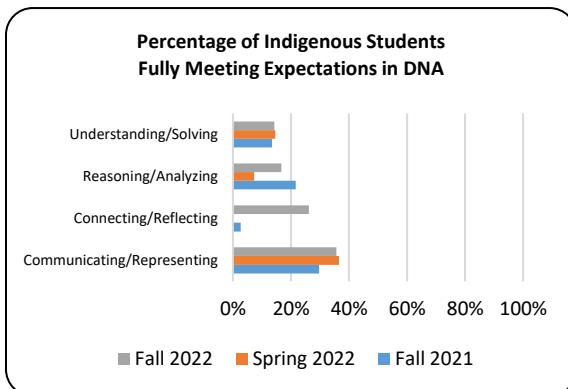
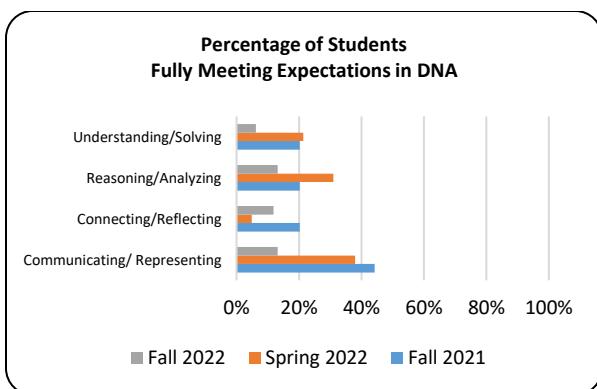


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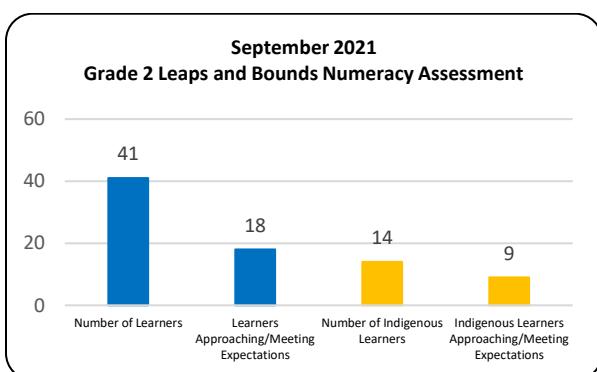
EVIDENCE - Numeracy



Our results on the numeracy FSA reflect our concerns in mathematics for our students. Our growth over the years has been slow yet steady. 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 considerably 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



We are using the Leaps and Bounds program for our primary numeracy blitz and to track progress for our NOIE focus area, "Developing a deeper and broader understanding of number sense from K-6." More than half of our grade 2 students are not meeting expectations and are receiving interventions through Numeracy blitz including nine of our grade 2 Indigenous learners.

