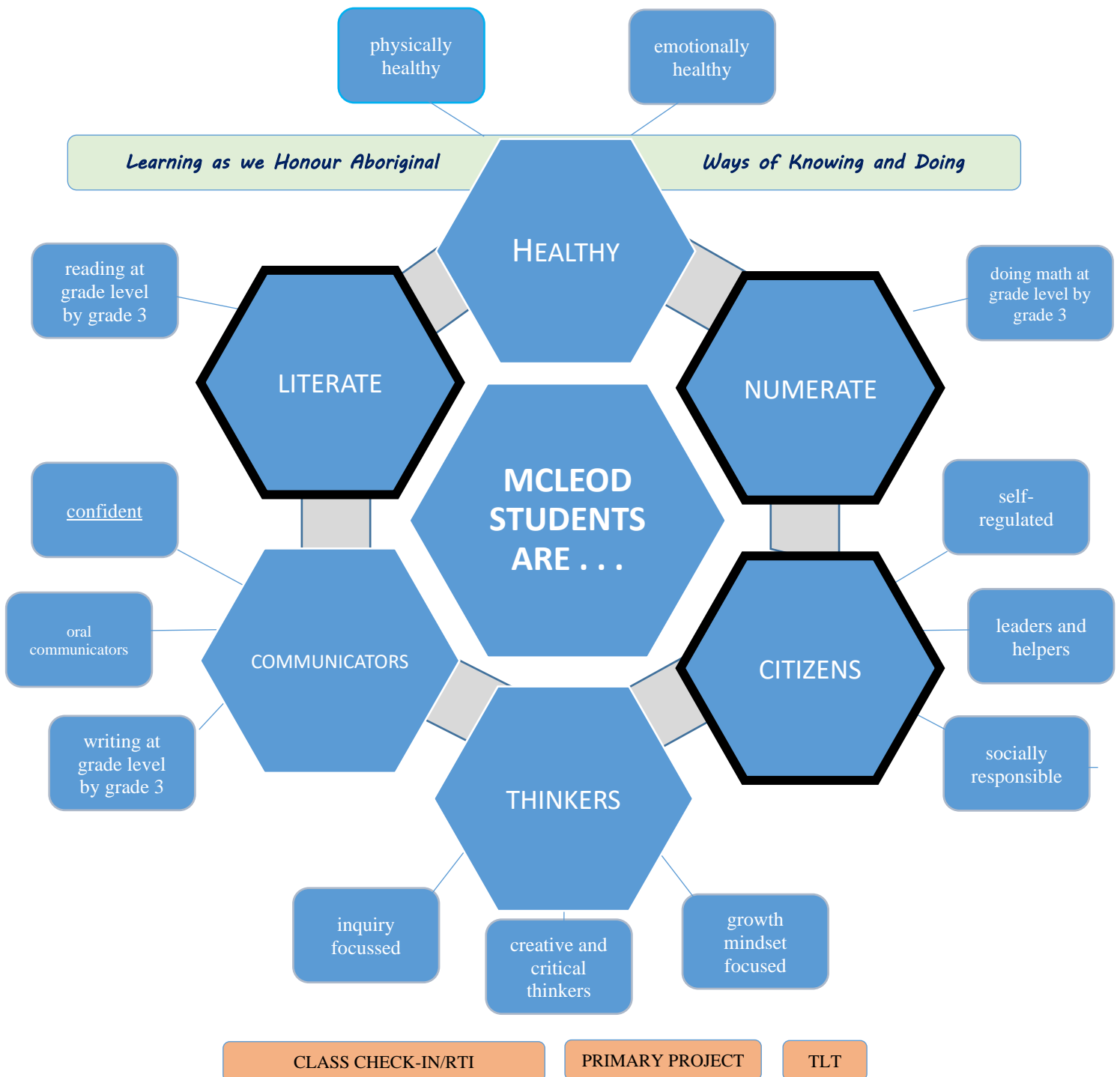


Ecole McLeod Elementary School Skehhoᑕul'eh



LEARNING, KINDNESS and CARING

SCHOOL PLAN TO SUPPORT STUDENT LEARNING 2021-2022



Ecole McLeod Elementary School Skehhoḍul'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 in French Immersion and English programs, half of our population in each program.

We are an inner-city school with a significant percentage of students who are of Aboriginal ancestry, at-risk and/or designated in Special Education. Our population and configuration change regularly. One-third of our students identify as being of Indigenous ancestry and 10% are from Saik'uz First Nation. One-quarter of these learners are in our French Immersion program. Approximately 15% of our students are identified with a Special Education designation, half of these students are of Aboriginal ancestry. While it fluctuates, up to 7% of our students in the French Immersion program have an identified special need. Over 25% 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 parents 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 2021-2022 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.

The Impact of COVID-19

Throughout the COVID-19 pandemic our students, staff and families have responded with grace and positivity. While we have a few families who have decided to school at home during this time, our enrollment, in general, has not been impacted as much as in other schools. Attendance has fluctuated slightly during this time, but we have also been proud of our community approach to safety as our families have looked after each other by keeping sick children at home.



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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 in need.

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 once a month. As needed, our French teachers meet as a group as well.

In TLT in 2021-2022 we have focused on our new report cards, number sense, counting collections, choral counting, a new approach to literacy blitz and simple machines. 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

While we do track school-wide results in learning, our primary focus is always the growth of each individual student. We use a class profile chart and a classroom RTI Pyramid to track data by student/by class. It has been extremely helpful to have all the data about a student/class 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. At the beginning of the year each teacher creates a Pyramid of Interventions/Needs for their class. We review the Pyramid in conjunction with the Class Profile Chart at each Class Check-in and occasionally use them at TLT to establish intervention groups as possible. The Pyramids have also been helpful to establish our priority list for students in need of any further formal testing. Our primary focus is providing a strong Tier 1 base program, and this is an area we must continue to improve our practice.



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(s) and literacy teacher meets with each teacher to discuss student progress in depth. In 2021-2022, the District Numeracy Support Teacher will also join us. We review student data 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 and we are completely “on top” of student learning for further support such as targeted supports and more complex assessments and possible Psych. Ed. testing referrals.

We celebrate with students, parents and staff as students gain PM Benchmark levels and “graduate” from intervention groups. 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

2021-2022 will be our 7th year of our literacy Primary Project based on 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 a teacher. The intervention blitzes move learning along quickly for those in need of "catch-up" and help us to identify students who have more specific learning challenges.

Our blitz program is becoming more effective as we are working as a cohesive team under the direction of our vice-principal. Still, we continue to have many students who need blitz continually. We will maintain our work on 1. The students who need interventions repeatedly and long term and 2. Imbedding the play-based learning in all our primary classes.

In 2021-2022 we will be switching our focus in blitz away from the main task of writing the sight word. Our approach will be working on the other ways of showing sight word knowledge including reading the words in isolation, finding them in text and using them in a sentence.

We are very excited that we have added a numeracy blitz in 2021-2022 to support our focus on number sense in our primary grades. The blitz is run by 1-2 Learning Support Workers under the direction of a teacher. We are using the Leaps and Bounds program to assess students and implement very targeted interventions. Areas of learning have included skip counting and base 10 numbers especially with manipulatives.

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



It is our goal to include Aboriginal ways of learning and doing in all we do at our school. Each of our students have a scheduled Carrier Language and Culture classes every other week. It is part of our school culture to regularly integrate Aboriginal content including classroom support, cultural activities and literature. Aboriginal Education staff encourage and facilitate the invitation of local resource people from the Saik'uz First Nation to share their knowledge and skills with our students.

We also incorporate aspects of Aboriginal 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 Orange Shirt Day and National Indigenous Day are honoured. Our Aboriginal Education Staff connect with all Indigenous students and families.

It is our goal that McLeod students are LITERATE.

Our primary indicator of success in 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 also collect PM Benchmark data to monitor early reading.

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."



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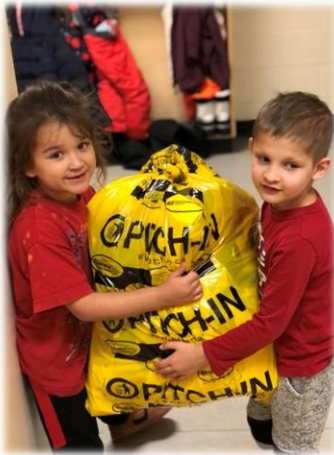
As suggested by the work with the Primary Project, we track the reading levels of our grade 3 students carefully. This data shows us that our work in our K to 3 classes and our intervention blitzes are helping to support literacy success. There is still much work to be done as we know from our Kindergarten Assessments (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 especially proud of our work in our literacy blitzes, our use of time and staff to implement cross-class interventions and the Story Studio program.

In response to the data, in 2021-2022 we will move away from a writing focus in primary classes and work on main ideas and details and metacognition strategies in our intermediate classes. 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 have tracked the responses from the Student Learning Survey - “I am happy at school” and “3 or more adults at school care about me” for a few years. We will now add the other four questions from the Survey as requested by the School District. In some years we also use our Social Responsibility Competency Assessment. Charts for this data can be found in our appendix.

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 in the 21st Century. 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.” 2020-2021, the year of COVID-19, our theme was *We’re All in This Together!* In 2021-2022 our theme is *WEB – Where Everybody Belongs*.

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

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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 support to full food hampers once a week also providing for families from other Vanderhoof schools. The added benefit of delivering food hampers to homes was that we could keep an extra



connection with families at this very challenging time. In 2021-2022, food continues to be our priority and we still provide weekly backpacks and a big break hamper to an ever-growing number of students and their families.

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, local agencies, 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 the 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 **doing math at grade level by the end of grade 3**. As found in our appendix, we track the grade 4 FSA results. In past years we have completed the DNA from grade 2 to grade 6 but have not included the results as an overall snapshot was not available. We have tracked the “gaps” in the results of the DNA. Our gaps were wide and in many areas. 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. Over the years we have been working in TLT on



addressing areas of concern in mathematics but 2021-2022 will be an exciting year of intense

and targeted focus on numeracy. In 2020-2021, our reflection on the data led us to query a new approach involving a focus on number sense in the primary grades. Our McLeod Number Sense Committee, made up of teachers and CUPE staff, met regularly throughout the school year and in 2021-2022 we are implementing our work including a NOIIE Focus Area, “Developing a deeper and broader understanding of number sense from K-6.”

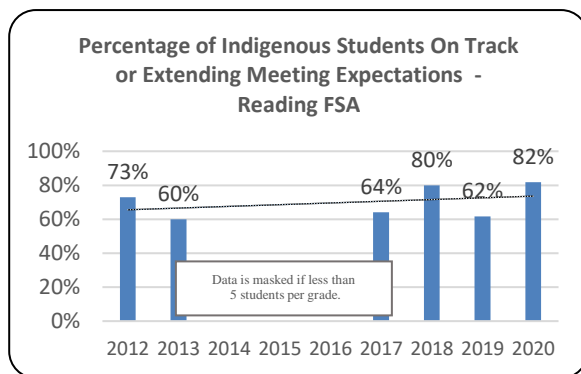
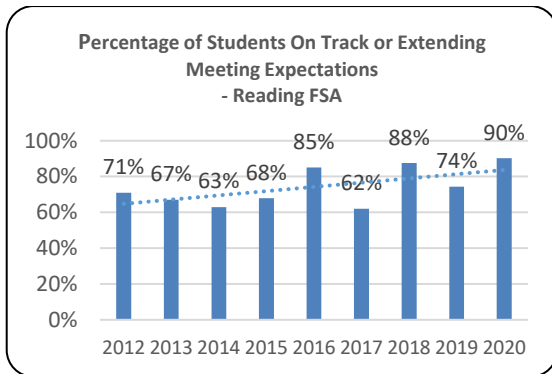
Delving deep into numeracy will also involve leadership from the new District Numeracy Support Teacher who will be on staff at McLeod one day a week and our numeracy blitz team. Our staff

will be triaging student needs and interventions in mathematics. Along with our numeracy blitz and our new interactive math board, we believe we are working to build a culture of students who trust and love numbers.

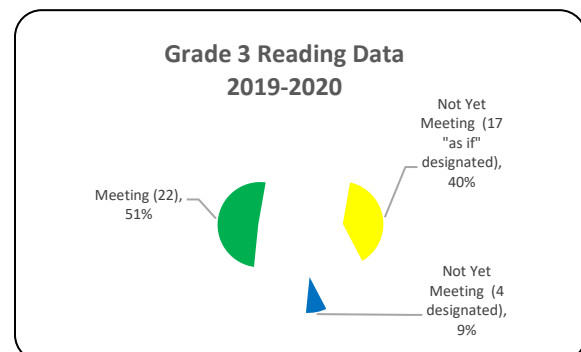
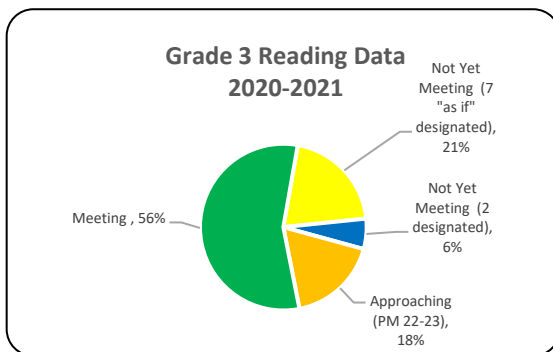


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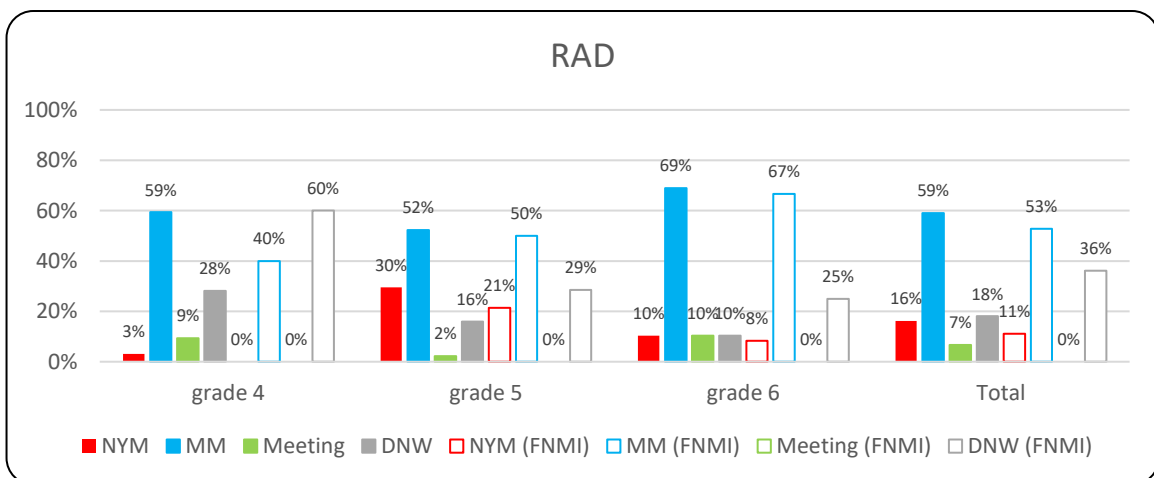
EVIDENCE - Literacy



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 Aboriginal ancestry are often masked, these students, in general, are not meeting expectations to the same extent as other students.



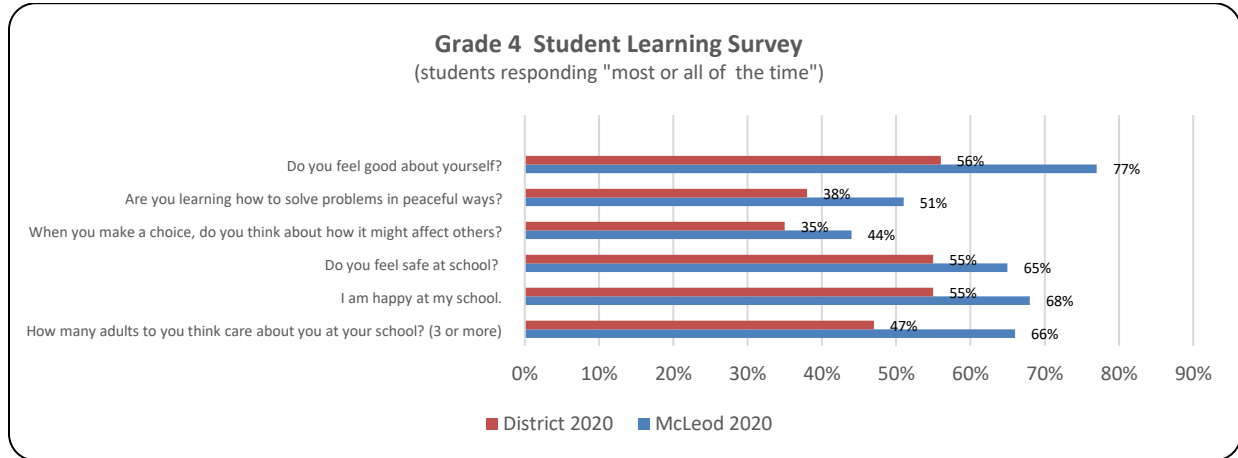
Our grade 3 reading data is an important marker for us as we know that grade 3 reading results are a good indicator of future literacy success. We are proud that we are intensely aware of the reading levels of each grade 3 student. Any student that is not meeting expectations is either already assessed through the psych. ed. process or is treated "as if" there is a learning difference and flagged for further testing.



Our RAD data shows us that most of our students are only minimally meeting expectations at the beginning of the school year. Many of our students, including many students of Aboriginal ancestry, are not writing the grade level assessment. In these cases, students are working at a PM Benchmark or DRA level.

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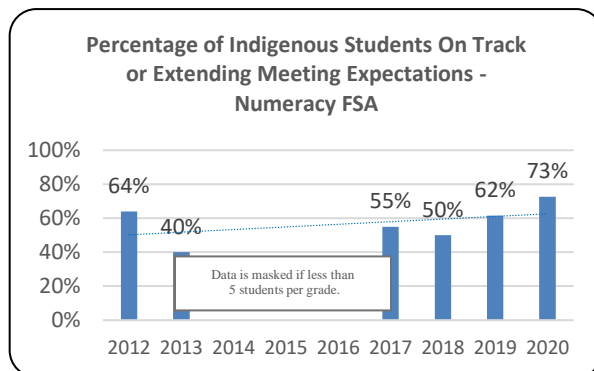
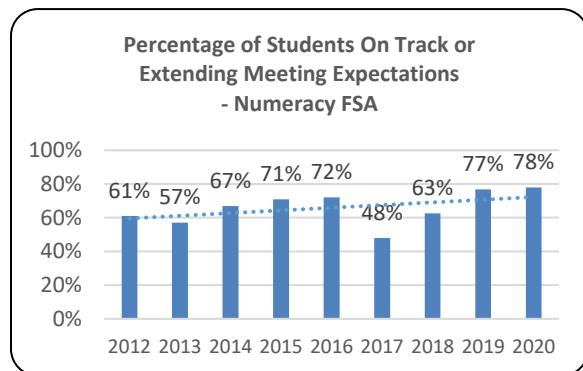
EVIDENCE - Social Responsibility



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 the results for McLeod students indicate a greater level of satisfaction in many areas of Social Responsibility than the District response.



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.

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CONTRIBUTORS TO W. L. MCLEOD ELEMENTARY SCHOOL PLAN

Members - School Staff

Teachers and Support Staff give feedback on the School Plan.

Parents

Name: Mandi Davidson Signature: Mandi Davidson Date: Jan 14, 2022
Name: Veronica Long Signature: Veronica Long Date: Jan 26 2022
Name: Anna Manwaring Signature: Anna Manwaring Date: Jan 28 2022

Principal / Vice Principal

Name: Libby Hart Signature: Libby Hart Date: Feb. 7/22
Name: Candace Lawrence Signature: Candace Lawrence Date: Feb. 7, 2022

