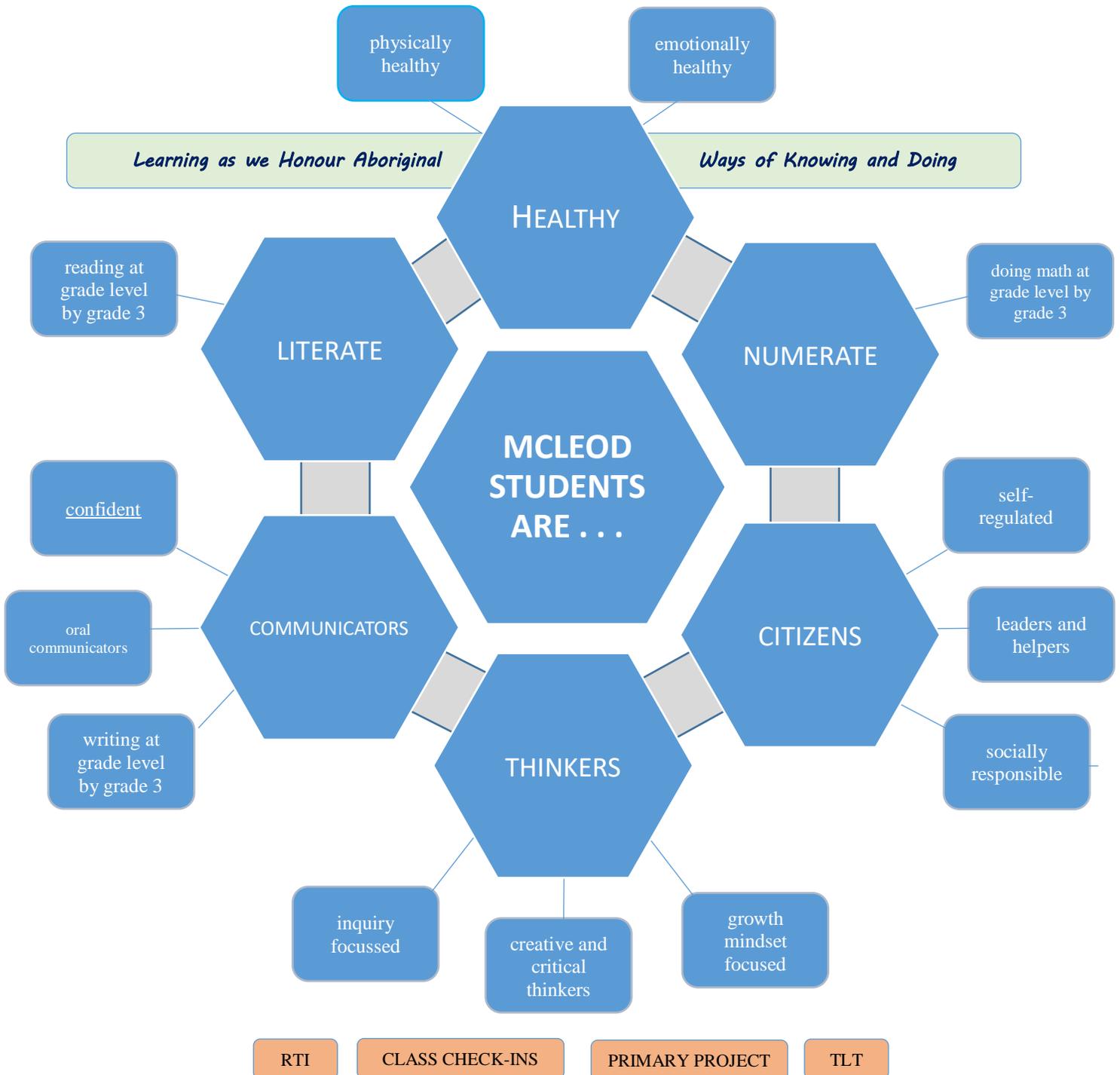


Ecole McLeod Elementary School Skehhoᑕul'eh



LEARNING, KINDNESS and CARING

SCHOOL PLAN TO SUPPORT STUDENT LEARNING 2018-2019



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 school:

McLeod Elementary School is a dual track school with French Immersion and English programs. 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.

The following is our data at September 30, 2018

299 students (14/15 – 252, 15/16 – 269, 16/17 – 274, 17/18 - 285)

- 55% in English program (14/15 – 48%, 15/16 – 48%, 16/17 – 47%, 17/18 - 55%)
- 45% in French Immersion Program (14/15 – 52%, 15/16 – 52%, 16/17 – 53%, 17/18 - 45%)
- 31% of our students are of Aboriginal ancestry (14/15 – 29%, 15/16 – 27%, 16/17 – 27%, 17/18 - 29%) (76% English;24% French Immersion)
- 6% of our students are Status and living on-reserve (14/15 – 7%, 15/16 – 6%, 16/17 – 6%, 17/18 - 6%)

Special Education

- 15% of our total population are identified in Sp. Ed. Categories (14/15 – 13%, 15/16 - 15%, 16/17- 14%, 17/18 - 12%), 67% of these are students of Aboriginal ancestry (15/16 – 54%, 16/17 – 54%, 17/18 - 60%)
- 34% of our students of Aboriginal ancestry are identified in Sp. Ed. categories (15-16 – 30%, 16-17 – 30%, 17/18 - 26%)
- 5% of students in the French Immersion Program are identified in Sp. Ed. Categories (14/15 – less than 1%, 15/16 – 10%, 16/17 – 6%, 17/18 - 3%)
- 24% of students in the English Program are identified in Sp. Ed. categories (14/15 – 13%, 15/16 – 19%, 17-17 – 23%, 17/18 - 20%)

At-Risk Students

- 14% of our students receive subsidy for the hot lunch program (14/15 – 10%, 16/17 – 15%, 17/18 - 16%), another 6% have lunch paid for by Saik'uz First Nation, 16% of our students receive weekend meals through our Back Pack Program.

We believe that all students can meet the School District 91 goal, “*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.

IMBEDDED STRUCTURES

To support each of our goals we have imbedded structures that we use, monitor and adjust as we concentrate on student learning:

TLT (Talk About Learning Time)

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.

In 2017-2018 we struggled to find a unifying theme in Intermediate TLT. In Primary TLT our focus was on writing using the Six Traits of Writing used for the Joyful Literacy approach. In the past we have we have tried to make our TLT very action based. At the end of each TLT each person made a commitment to implement before the next meeting. TLT always began with a check-in on our commitments. We have moved away from this philosophy to the detriment of our success. We have been asked by Senior District Staff to be able to “tell a compelling story about the impact of collaboration time in our schools and on student learning and how we can keep our parents informed about what we are learning and how it is impacting student learning.” We cannot do this at this time and we will be working to make 2018-2019 a turn-around year for TLT.

Our very big support staff group meets once a month as well. Support Staff TLT sessions in 17/18 included topics such as Collaborative Problem Solving, working with students who have witnessed violence and adjudications (reader/scribe). We also allocated time to work bee sessions to prep materials and network. In 2018-2019, our Support Staff have asked to take over their own TLT. This is very exciting and sets us up for great personal and professional growth for our team.

Class Check-Ins/Facts with Implications

While we do track school-wide results in learning, our primary focus is always the growth of each individual student. We use of a class profile sheet to track data by student/by class in a one-page chart. 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. It also provides a one-page summary for teachers at the beginning of the year so they can work with students appropriately as soon as possible.

In 2018-2019, we will continue our Class Check-ins. Approximately once a month a team including our principal, resource teacher(s) and literacy teacher meets with each teacher to discuss student progress in depth. 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 Psych. Ed. testing referrals, etc.

The Class Check-in process has set us up nicely to implement the new Ministry of Education approach to adjudications for students with specific needs. We are excited to begin these accommodations in September 2018.

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RTI (Response to Intervention)

We use the Response to Intervention systemic approach to help students who are not learning including our failed learners and our intentional non-learners.

At the beginning of the year each teacher creates a Pyramid of Interventions/Needs for their class. We review the Pyramid at each Class Check-in and have used 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.

We celebrate with students, parents and staff as students gain PM Benchmark levels and “graduate” from intervention groups. This being said, we have not yet reached the place where intervention groups are “rapid, small loops.” This is still our goal.

Primary Project

We are now in our 4th year of our Primary Project based on Janet Mort's book *Joyful Literacy*, a play based intensive approach to alphabet and sight word learning. In 2017-2018, we imbedded two 30 minute English blitzes and two French blitzes (one 20 minutes and one 30 minutes) into our daily schedule. The blitzes were run by 3 Support Staff under the direction of a teacher. The intervention blitzes moved learning along quickly for those in need of “catch-up” and also helped us to identify students who had more specific learning challenges. We also had a successful small group, game based approach in a variety of classrooms. It was our goal again that all of our grade 3 students would be reading at grade 3 level at the end of grade 3. In 2016-2017, 99% of our grade 3 students met this goal and the 1% who did not are student dealing with significant learning challenges. In 2017/18, 72% of our grade 3 students were meeting expectation in reading at the end of the year. Of the 28% not yet meeting expectations, 21% (6 students) have been designated with a Learning Disability and the other 7% (2 students) will be receiving accommodations beginning in September 2018 and are recommended for testing as soon as possible. This growth is a huge accomplishment as our students, in general, are coming to Kindergarten behind in their learning.

We are still trying to figure out how to provide blitzes as a short, rapid loop while we still have many students who need blitz continually. We are excited that Janet Mort will be working in our School District in 2018-2019. We hope to focus our work with her on 1. The students who need interventions repeatedly and long term and 2. Imbedding the play based learning in all of our primary classes.

Learning as we Honour Aboriginal Ways of Learning and Doing

It is our goal to include Aboriginal ways of learning and doing at our school. Unfortunately, we did not have our scheduled Carrier Language and Culture classes in 2017-2018. Aside from regularly integrating Aboriginal in content, our Aboriginal Education staff created a list of local resource people and we made a significant effort to invite the people of the Saik'uz First Nation to share their knowledge and skills with our students. All students participated in a dance/drumming workshop with Cora MacIntosh and our intermediate students hosted an Aboriginal Role Model afternoon including 5 local Role models. Our plan for 2018-2019 is to continue with this integration.

Ecole McLeod Elementary School Skehhoᑕul'eh

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Our McLeod Students are HEALTHY.

physically
healthy

emotionally
healthy

CORE COMPETENCIES – Communication, Personal and Cultural Identity, Awareness and Responsibility, Social Responsibility

What do we do now?	What is missing/not working?	What could be our next steps?
OUR FOOD PROGRAMS		
Breakfast program Snack program Hot Lunch Program Backpack program including December and/or March hampers (Grade 5/6 kitchen program) Farm to School program Cooking helpers (life skills) Garden/planting/harvesting	Take juice machine out ✓ Add fruit to snack ✓ Thanksgiving Feast ✓ Muffins for snack ✓	Week of no sugar at school How do we support so many kids who need food?
DAILY PHYSICAL ACTIVITY		
Many sports/extra-curricular opportunities. School-wide DPA to start morning provides movement, fresh air and social interaction.	Missing/late kids Include community sports people Personalized Goal oriented – need more Communicate to families ✓ Variety ✓ Data collection – need more Intermediate students need to be pushed more (frenzie ball, soccer, field hockey)	Use music Do in intervals EVERYONE has to do it More options ✓ Accountability ✓ Heart rate stations Needs more structure
EMOTIONAL HEALTH		
Counsellors Behaviour support Connection Centre Opportunities – Sports, Band, Fine Arts, etc. Class check-ins Zones of Regulation Outdoor classroom/learning Heart groups – all students have an adult and older student connection. (DARE for grade 5) (Grade 6 groups (NVCSS))	Team –parents/counsellors/ teachers/others More counsellor time – teaching in classrooms Building attachments	Circle sharing ✓ in some classes Educate parents about healthy eating, emotional health etc. More dedicated social/emotional learning New 18-19 plan for Heart Groups to include a focus on Core Competencies/Seven Grandfather Teachings ✓

Our McLeod Students are CITIZENS.

self-regulated

leaders and helpers

socially responsible

CORE COMPETENCIES - Communication, Creative Thinking, Critical Thinking, Personal and Cultural Identity, Awareness and Responsibility, Social Responsibility

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 to have a school full of 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 community.

Our data for this goal in the past has included our Satisfaction Survey results (“Do you feel safe at school?” “Do you feel welcome at school?”). We have also tracked the numbers of intermediate students providing service to the school (including Cares Leader, Lunch Monitor, Junior Supervisor and/or Office Club and our active Me to We Club) but this is becoming a part of our school that now involves most children. In alternate years, our grade 3 to 6 complete a Bullying Survey.

A few years ago our staff created a Social Responsibility Assessment based on the Healthy Relationship Performance Standards. In 2016-2017 we worked with other Elementary principals to update the assessment to address the new Ministry of Education Core Competencies including the required self-assessment. We will taking a year off from the Social Responsibility Assessment in 2018-2019 as it gets “stale” if done too many years in a row.

In addition to our four over-arching structures our social responsibility/school culture work includes:

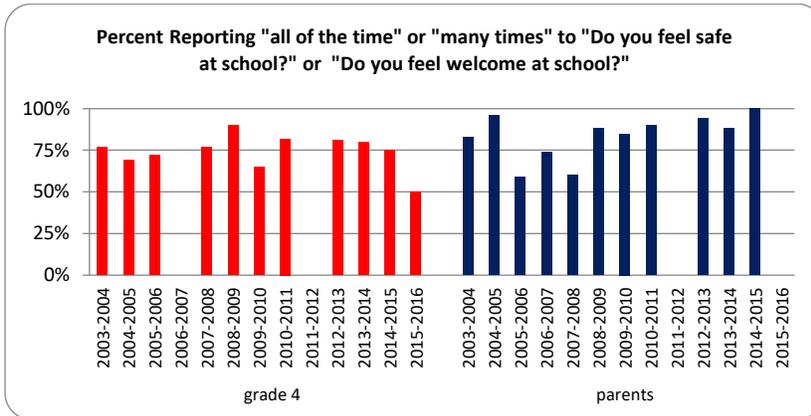
What do we do now?	What is missing/not working?	What could be our next steps?
SELF-REGULATION		
Direct teaching Connection Centre Check-ins Buddy class activities Self-regulation (How Does Your Engine Run, The Zones of Regulation, Play is the Way) Shared school-wide focus – announcements, assemblies, etc. WITS anti-bullying program Breakfast, snack program and hot lunch Growth mindset Outdoor classrooms	Focus on regulation in Connection Centre ✓ New strategies for our students who struggle with self-regulation ✓	Direct teaching Explicit natural consequences (not punishment) More Zones, Mind-Up, Engine, Communication between classroom and Connection Centre Re-ignite Horse Power program

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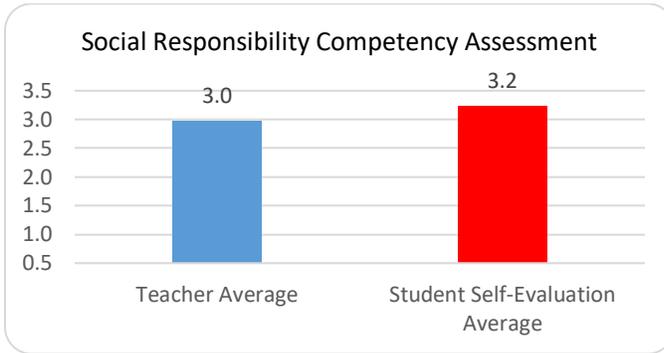
SOCIALLY RESPONSIBLE		
<p>Service programs – One McLeod Council, office club, junior supervisors, lunch monitors, Me to We, McLeod CARES</p> <p>School-wide Announcements</p> <p>Direct Teaching</p> <p>Buddy Class Activities PAC</p> <p>sponsored school-wide Pink Shirt Day activity</p> <p>Breakfast, snack program and hot lunch</p> <p>Farm to School and Growing and Harvesting program (including Life Skills program, grade 5/6 kitchen program and school-wide Community Garden work)</p> <p>Student led clubs (floor hockey, drawing)</p> <p>Grandparent Buddies</p> <p>Fine arts program (Proud to be McLeod Productions, Christmas Concerts)</p> <p>Growth Mindset</p> <p>Outdoor classrooms</p> <p>Focus on Polite, Positive and Proud in 2018-2019</p>	<p>More primary helpers</p> <p>Grade 6 leadership activities</p>	<p>Small groups and classroom approach to counselling ✓</p>
HELPERS/LEADERS		
<p>Service programs – One McLeod Council, office club, junior supervisors, lunch monitors, Me to We, McLeod CARES</p>	<p>More primary helpers</p> <p>Grade 6 leadership activities</p>	<p>Cares help with blitzes</p> <p>Include community members</p> <p>More connection between French and English classes</p> <p>Get primary kids to help</p>

Ecole McLeod Elementary School Skehhoᑕul'eh

Evidence



Students in grade 4 and their parents have an opportunity to evaluate various aspects of the school environment through the Ministry of Education's Satisfaction Survey. The data indicates that approximately 50% of our students in grade 4 in 2015-2016 feel safe at school. This is a significantly lower number than in previous years. This class also only reported "liking school" at 48%. For students this is lower than others in the District (64%) and slightly lower than the Province (80%). The percentage of parents who say they "feel welcome at our school" is masked due to low response numbers. Interestingly, for the question "Are you bullied, teased or picked on at school?" The results are 11% in 2015-2016, 19% in 2014-2015, 6% in 2013-2014 and 24% in 2009-2010.



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Our McLeod students are COMMUNICATORS.



CORE COMPETENCIES - Communication, Creative Thinking, Critical Thinking, Personal and Cultural Identity, Awareness and Responsibility, Social Responsibility

Our data for this goal includes FSA, RAD, School Wide Write, PM Benchmarks, pensives, Alpha Jeune, K Assessment and DRAs.

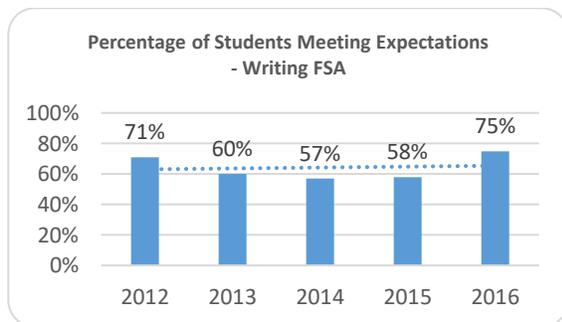
Our School Wide Write tracking has not been accurate or consistent over the years and it also does not encourage student growth/improvement in writing. In 2017-2018 we took a more growth approach to writing as we ask students to collect writing samples from the start of the year to the finish. Some students shared their writing at our year-end Grow and Show Showcase. In 2018-2019 the “SWW” assessment will be based on the strongest piece of writing form the month of September.

Writing as part of the Primary Project has been our focus of Primary TLT in 2017-2018.

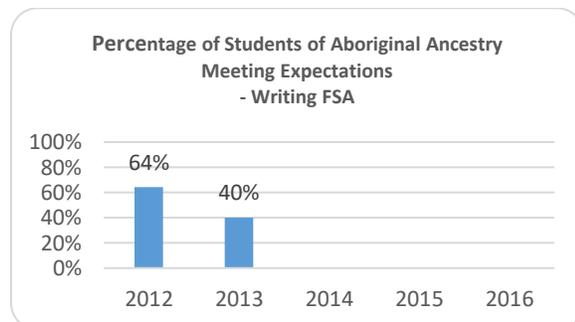
In addition to our four over-arching structures our work to differentiate learning and support for each learner in literacy includes:

What do we do now?	What is missing/not working?	What could be our next steps?
SELF-REGULATION		
Daily 5 (or at least Daily 3)	Hard to find time to target writing	Writing clothesline Writing as Primary Project focus ✓

Writing Evidence

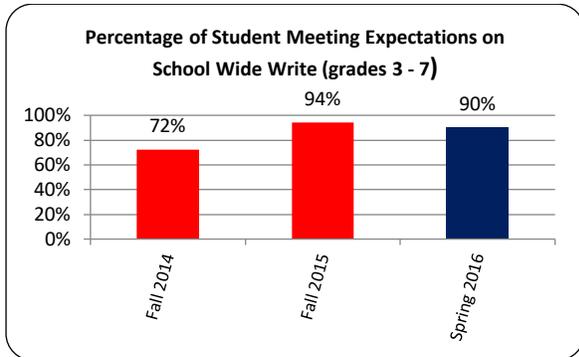


There is a slight upward trend in student performance on FSA writing tests at the grade 4 level. District results were 65%. Provincial results were 83%. Fall 2018 FSA data is not available.



Much of our data for our learners of Aboriginal ancestry is masked. District results were 53%. Provincial results were 59%. Fall 2018 FSA data is not available.

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The results of the School Wide Write are something that we continue to look at with interest. Our students seem to do fairly well on the SWW but our results in the Writing FSA are not as strong. This is an interesting piece of evidence to continue to monitor.

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Our McLeod students are LITERATE.

reading at
grade level
by grade 3

CORE COMPETENCIES - Communication, Creative Thinking, Critical Thinking

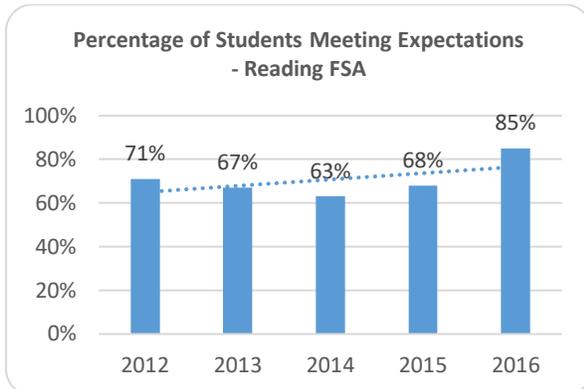
Our data for this goal includes FSA, RAD, School Wide Write, PM Benchmarks, pensives, GB+, K Assessment and DRAs.

In addition to our four over-arching structures our work to differentiate learning and support for each learner in literacy includes:

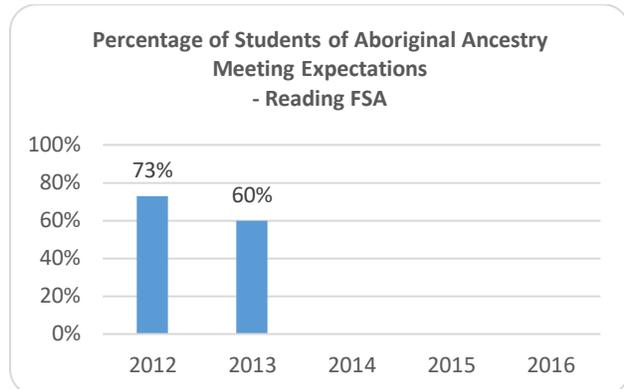
What do we do now?	What is missing/not working?	What could be our next steps?
Daily 5 (or at least Daily 3) Read to self/to an adult in classes and school-wide at assemblies Welcome to Kindergarten program Formal programs such as Orton-Gillingham, Words Our Way, PWIM, Road to the Code, Talking Tables Focus on reading in primary grades (increased focus on writing in late primary/intermediate grades) Guided reading groups (2-5 students, English/French students) using strategies such as Picture Walk/Word Hunt, Inquiry Co-teaching A more active approach to using technology to support reading and writing for all students including those with designated Special Needs. Primary Project/alphabet and sight word Blitzes/"Joyful Literacy" Interventions in class with student <i>Precision Reading</i> in intermediate French and English classes	RAD/SWW don't tell us what we need to know – what can we do? Balance in and out of class interventions	Even more blitz in the classroom Using older student for blitzes More focus on writing with reading Continue building stamina Regular staff check in with each student Google Read and Write for assistive technology Train Support Staff more intensely

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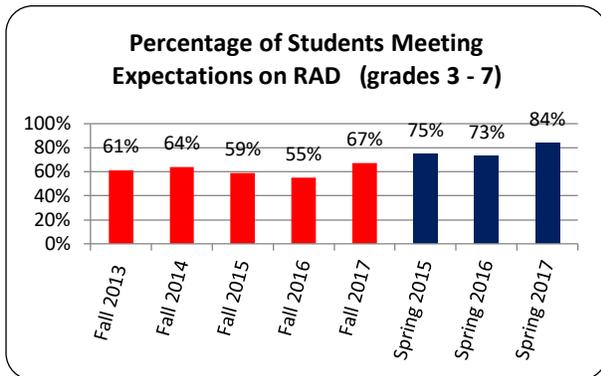
Evidence



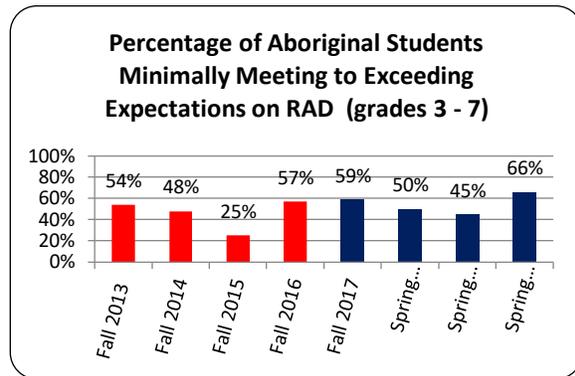
Our trend in student performance on FSA reading tests at the grade 4 is continuing to rise. District results were 63%. Provincial results were 82%. Fall 2017 FSA results are not yet available.



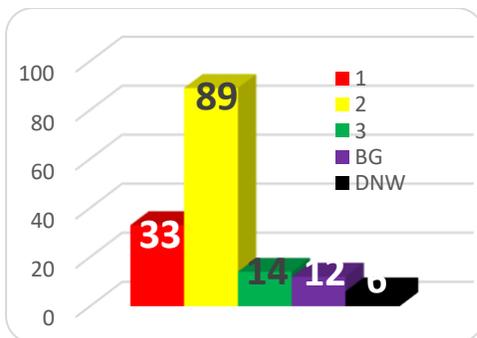
Much of our data for our learners of Aboriginal ancestry is masked. District results were 38%. Provincial results were 67%. Fall 2017 FSA results are not yet available.



Our RAD assessment shows growth in reading throughout each year. The percentage of students not meeting expectations includes students who are not reading at grade level due to a learning disability or other cognitive challenges as well.

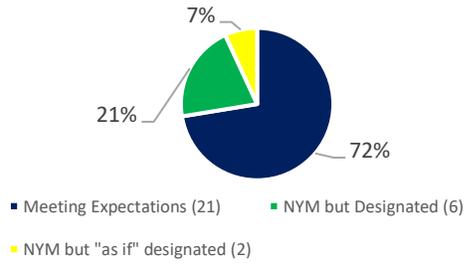


RAD Fall 2017

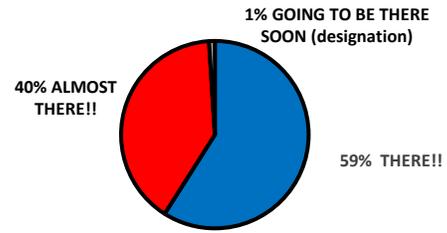


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Grade 3 Reading Data 2017-2018



Grade 3 READING 2016-2017



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Our McLeod students are NUMERATE.

doing math at
grade level by
grade 3

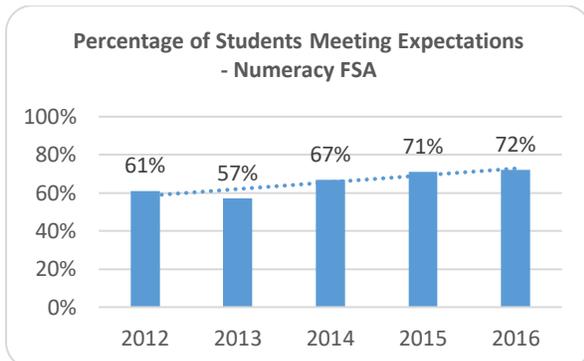
CORE COMPETENCIES - Communication, Creative Thinking, Critical Thinking

Our current data for this goal includes FSA and our Kindergarten Assessment. In 2017 we administered the Numeracy DNA to all grade 2 to 6 students.

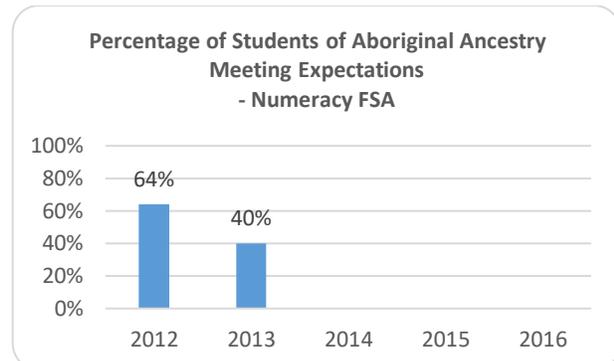
Numeracy continues to be an area of much-needed growth for us.

What do we do now?	What is missing/not working?	What could be our next steps?
Reflex Math Island Net levelled partnerships manipulatives math stations approach	Math interventions Check-ins with a math focus Interventions in class with student District position for support Reasonable math assessment	More effective assessment – DNA ✓ School-wide movement to numeracy Intervention groups SNAP ✓

Evidence

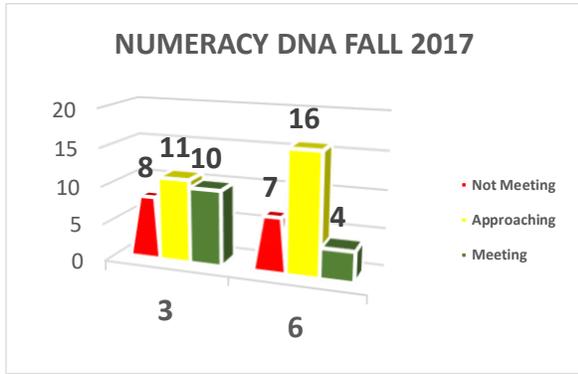


There is an upward trend in student performance on FSA numeracy tests at the grade 4 level. District results were 58%. Provincial results were 81%. Fall 2017 FSA results are not yet available.



Much of our data for our learners of Aboriginal ancestry is masked. District results were 32%. Provincial results were 67%. Fall 2017 FSA results are not yet available.

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Our McLeod Students are THINKERS.

inquiry
focussed

creative and
critical
thinkers

growth
mindset
focused

CORE COMPETENCIES – *Communication, Creative Thinking, Critical Thinking*

This is still a new area of focus for McLeod. We began to look at thinking skills in 2015-2016 but it has not been an consistent process. In 2017-2018 we helped our students to develop an inquiry and growth approach to learning.

What do we do now?	What is missing/not working?	What could be our next steps?
INQUIRY FOCUSED		
Outdoor classroom See, think, wonder Primary STEM projects Intermediate cross-school projects (ie – simple machines, rivers)	Need a balance between hands-on and academic work List of everyone's skill set (ie mechanic, chef, etc.) Next step implementing new curriculum	Student-led Set as a focus at TLT School wide focus Capitalize on each other's strengths (ie outdoor) Exploration Stations – interest based, school-wide, cross curricular, learn from "the pros" More ways to show learning
CRITICAL AND CREATIVE THINKING		
New curriculum Questions/focus/citizenship	LOTS – need to continue to explore this area	ALL More opportunities to solve problems "Problem of the Day" Role playing Teamwork teaching and encouraging perseverance and resilience
GROWTH MINDSET FOCUSED		
Way to go Announcements Talk about it Weekly focus	Award and assemblies → portfolios/showcases – first GROW AND SHOW SHOWCASE in June 2018 Kids to "think" about their "thinking" – do as adults too	Explicit teaching More imbedded Create a Growth Mindset culture 17-18 word will be "GROW" ✓ Use Announcements for school-wide focus ✓