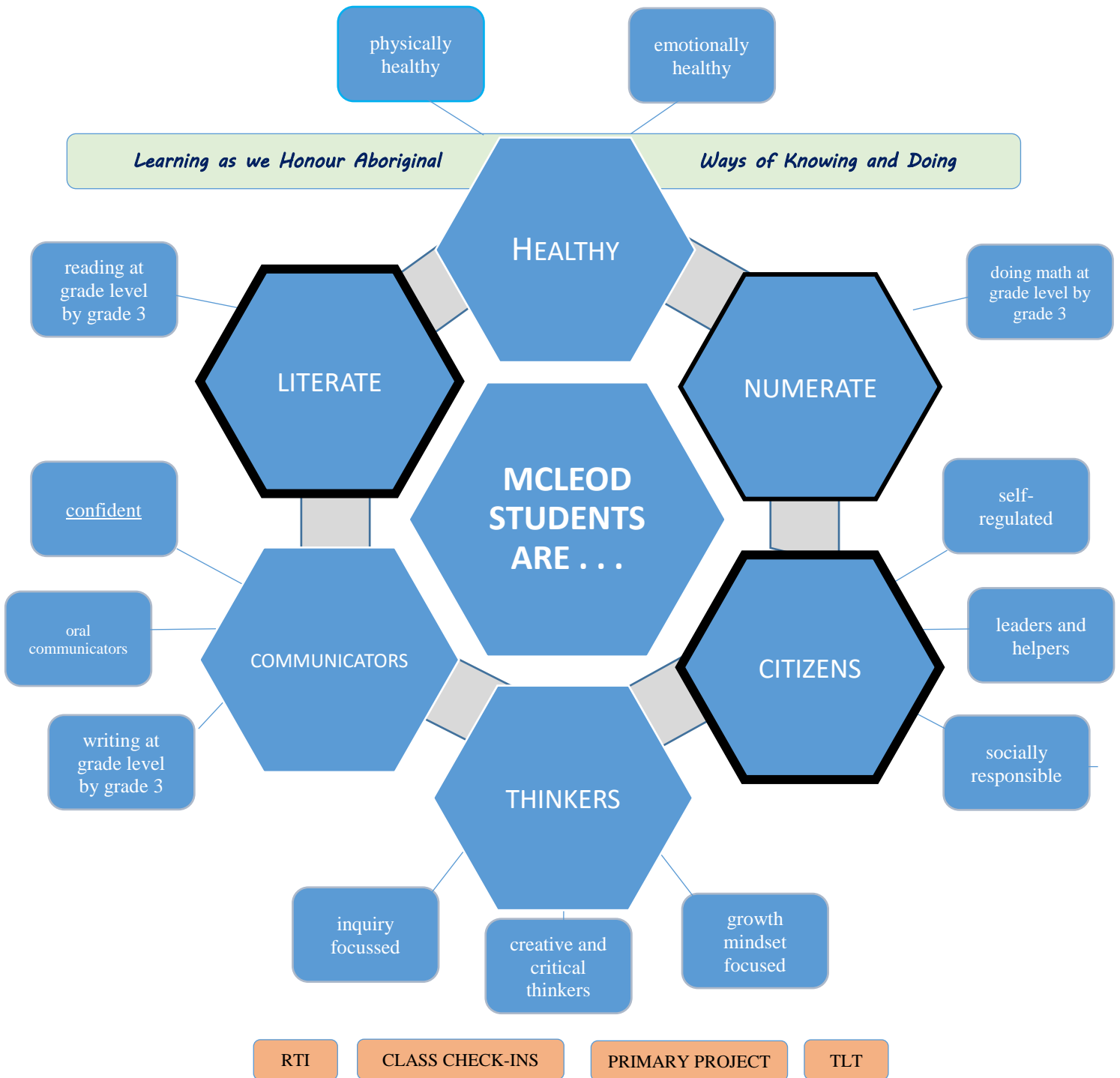


Ecole McLeod Elementary School Skehhoᑕul'eh



LEARNING, KINDNESS and CARING

SCHOOL PLAN TO SUPPORT STUDENT LEARNING 2019-2020



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 2019-2020 Goals are 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 and Social Responsibility Competency Assessment.
3. Numerate as evidenced by grade 3 students meeting grade level expectations on the DNA.

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.

Our Students:

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, 2019

276 students (14/15 – 252, 15/16 – 269, 16/17 – 274, 17/18 – 285, 18/19 - 299)

- 50% in English program (14/15 – 48%, 15/16 – 48%, 16/17 – 47%, 17/18 - 55%, 18/19- 55%)
- 50% in French Immersion Program (14/15 – 52%, 15/16 – 52%, 16/17 – 53%, 17/18 - 45%, 18/19 – 45%)
- 31% of our students are of Aboriginal ancestry (14/15 – 29%, 15/16 – 27%, 16/17 – 27%, 17/18 - 29%, 18/19 – 31%) (76% English;24% French Immersion)
- 8% of our students are Status and living on-reserve (14/15 – 7%, 15/16 – 6%, 16/17 – 6%, 17/18 - 6%, 18/19 – 6%)

Special Education

- 16% of our total population are identified in Sp. Ed. Categories (14/15 – 13%, 15/16 - 15%, 16/17- 14%, 17/18 - 12%, 18/19 – 15%), 63% of these are students of Aboriginal ancestry (15/16 – 54%, 16/17 – 54%, 17/18 - 60%, 18/19 - 67%)
- 31% of our students of Aboriginal ancestry are identified in Sp. Ed. categories (15-16 – 30%, 16-17 – 30%, 17/18 - 26%, 18/19 - 34%)
- 7% 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%, 18/19 – 5%)
- 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%, 18/19-24%)

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.

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It is our goal that McLeod students are LITERATE.

Our indicator of success in our literacy goal is that our students are **reading at grade level by grade 3**.

Research states that students who are reading at grade level 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.” For years we have focused on reading as the main skill in our primary classrooms. In the last few years we have been working to integrate writing into our literacy at the primary level more significantly.

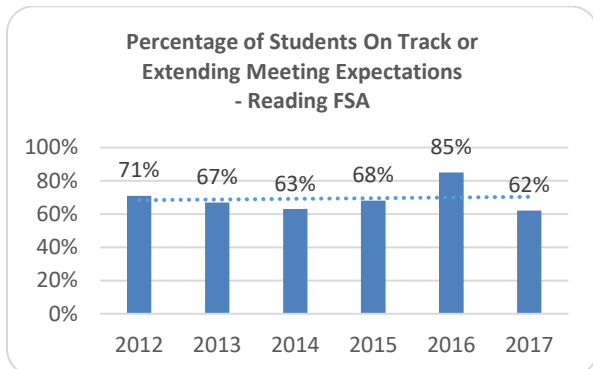
As suggested by the work with the Primary Project, we track the reading levels of our grade 3 students carefully. This data shows us that our work in our K to 3 classes and our intervention blitzes are helping to support literacy success. While all of our students are not meeting expectations, we are very aware of the unique needs of the students who are not yet meeting.

Our work in literacy addresses the Core Competencies of Communication, Creative Thinking, Critical Thinking and includes:

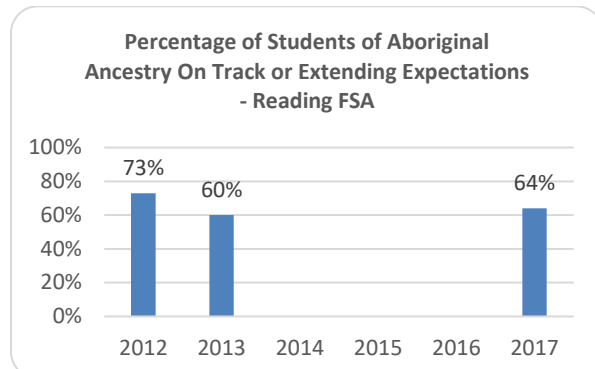
What do we do now?	What is missing/not working?	What could be our next steps?
Daily 5 (or at least Daily 3). Read to self/to an adult in classes. Formal programs such as Orton-Gillingham, Words Our Way, PWIM, Road to the Code, Talking Tables, Reading A to Z, Reading Power. Focus on reading in primary 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 Assist8ive technology (All staff trained in Fall 2019). Primary Project/alphabet and sight word Blitzes/“Joyful Literacy” Interventions in class with student <i>Precision Reading</i> in intermediate French and English classes. Using older student for blitzes (in FI)	RAD/SWW don't tell us what we need to know – what can we do? Balance in and out of class interventions. More reflecting and reacting to data. More reading for information and research skills.	Even more “blitz” in the classroom More focus on writing with reading Continue building stamina Regular staff check in with each student Train Support Staff more intensely. More software – RAZ Kids, Reading Eggs, etc. Growth Mindset in literacy Focus on individualized learning.

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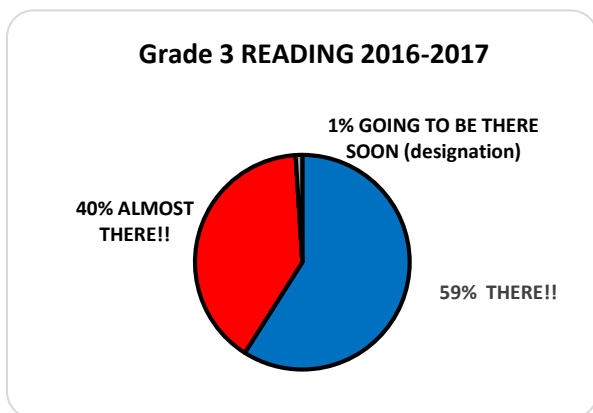
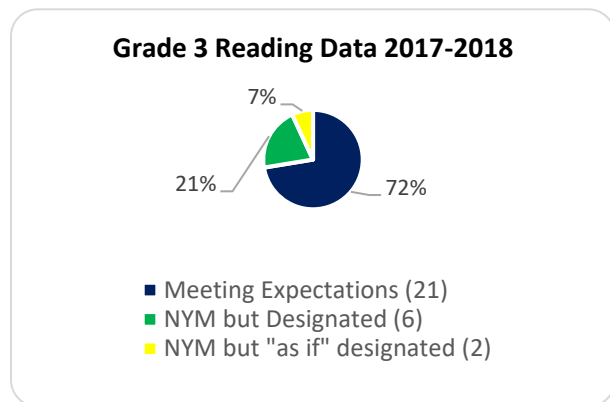
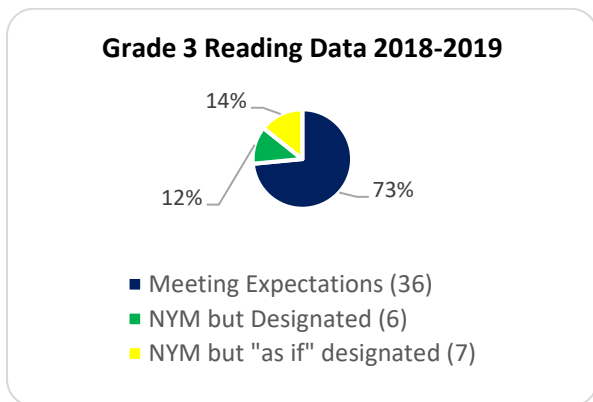
Evidence



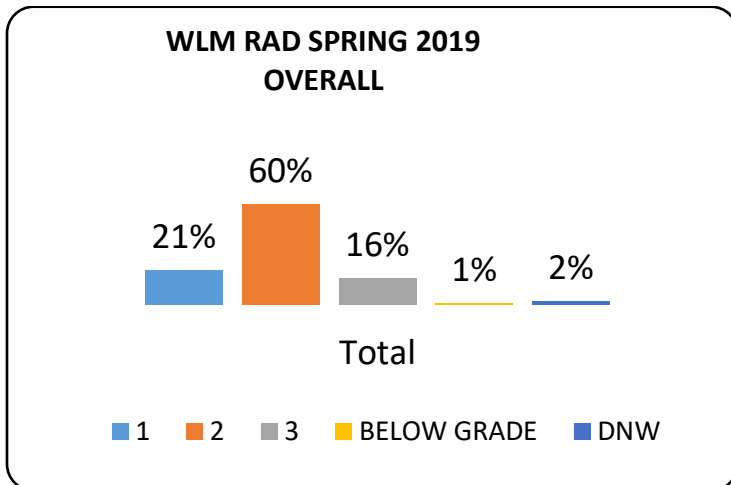
Our trend in student performance on FSA reading tests at the grade 4 level is slowly rising. District results were 76%. Provincial results were 82%.



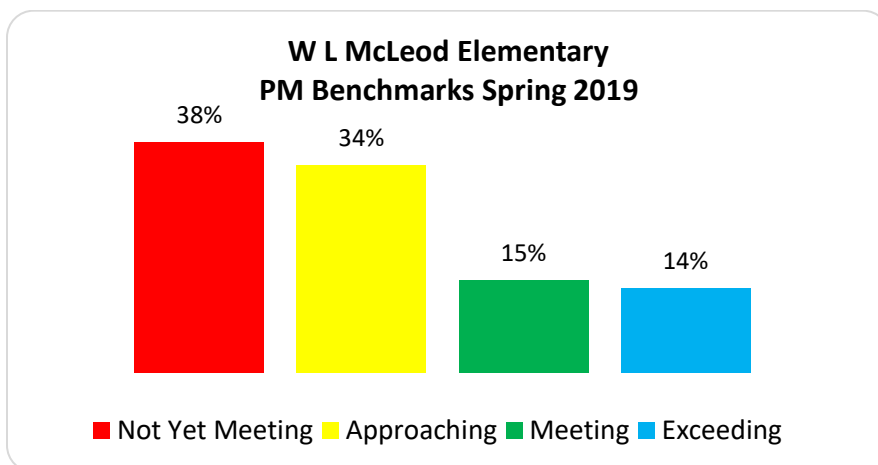
Much of our data for our learners of Aboriginal ancestry is masked. District results were 51%. Provincial results were 60%.



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In the Fall, 33% of our students were not meeting expectations, 89% were minimally meeting expectations, 14% were fully meeting expectations and 1% were exceeding expectations.



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It is our goal that McLeod Students are **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 use the feedback from the Student Learning Survey regarding “I am happy at school” and “3 or more adults at school care about me.” We also use our Social Responsibility Competency Assessment.

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 community.

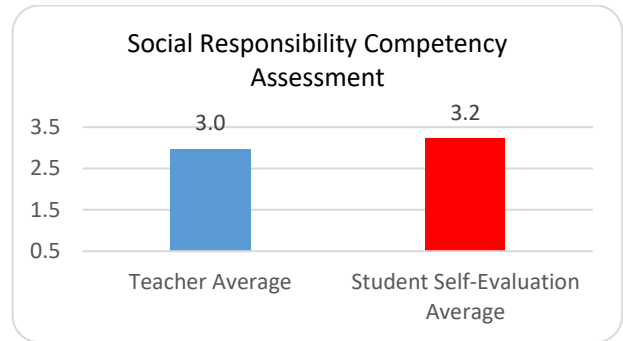
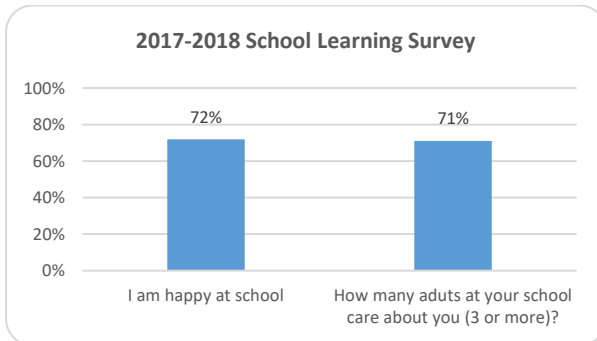
Our work in Social Responsibility/Citizenship addresses the Core Competencies of Communication, Creative Thinking, Critical Thinking, Personal and Cultural Identity, Awareness and Responsibility, Social Responsibility and includes:

What do we do now?	What is missing/not working?	What could be our next steps?
SELF-REGULATION		
Connection Centre and TLC Check-ins Buddy class activities Direct teaching (How Does Your Engine Run, The Zones of Regulation, Play is the Way, SNAP) Shared school-wide focus – announcements, assemblies, etc. WITS anti-bullying program Breakfast, snack program and hot lunch Growth mindset Outdoor learning Horse Power program in partnership with CSFS	Intimate SAFE SPACES in classrooms (lighting, soft cushions, furniture) – more “homey.”	Direct teaching Explicit natural consequences (not punishment) More Zones, Mind-Up, Engine, Communication between classroom and Connection Centre
SOCIALLY RESPONSIBLE		
Service programs – One McLeod Council, office club, junior supervisors, lunch monitors, Me to We, McLeod CARES School-wide Announcements Direct Teaching Buddy Class Activities PAC sponsored school-wide Pink Shirt Day activity Breakfast, snack program and hot lunch Farm to School and Growing and Harvesting program (including Life	More primary helpers Grade 6 leadership activities	Small groups and classroom approach to counselling ✓ Lunchtime intramurals.

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Skills program, grade 5/6 kitchen program and school-wide Community Garden work) Student led clubs (floor hockey, drawing) Grandparent Buddies Fine arts program (Proud to be McLeod Productions, Christmas Concerts) Growth Mindset Outdoor classrooms Focus on Polite, Positive and Proud in 2018-2019 Focus on “using our hearts and our heads” in 2019-2020 SNAP for grade 3 Cosmic yoga Weekly focus on morning announcements		
HELPERS/LEADERS		
Service programs – One McLeod Council, office club, junior supervisors, lunch monitors, Me to We, McLeod CARES	More primary helpers Grade 6 leadership activities	Cares help with blitzes Include community members More connection between French and English classes Get primary kids to help

Evidence



In 2017-2018 new data was collected with the Student Learning Survey.

Other data is:

	District	Province
I am happy at school	68%	72%
How many adults at your school care about you (3 or more)	66%	67%

In May 2019, our students and teachers completed our Social Responsibility Assessment. On average, our students and staff feel that our students are meeting expectations in Social Responsibility using the Core Competencies as the guideline.

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It is our goal that our McLeod students are NUMERATE.

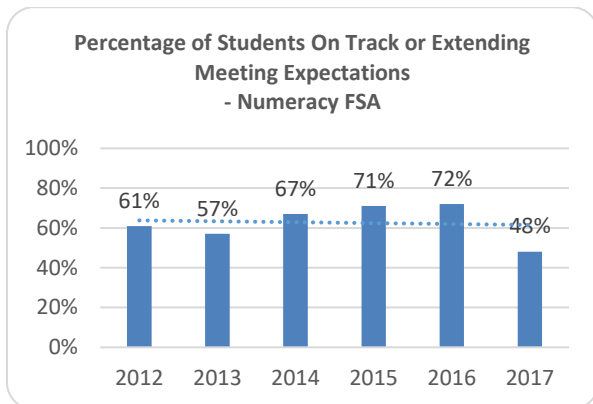
Our goal in numeracy is that our students will be **doing math at grade level by grade 3**. We use the DNA as our assessment tool.

Numeracy continues to be an area of much-needed growth for us. Each year we track the “gaps” in the results of the DNA. At this point our gaps are wide and in many areas. Over the years we have been working in TLT on addressing areas of concern in mathematics. In 2019-2020, our intermediate TLT group is focusing on problem solving.

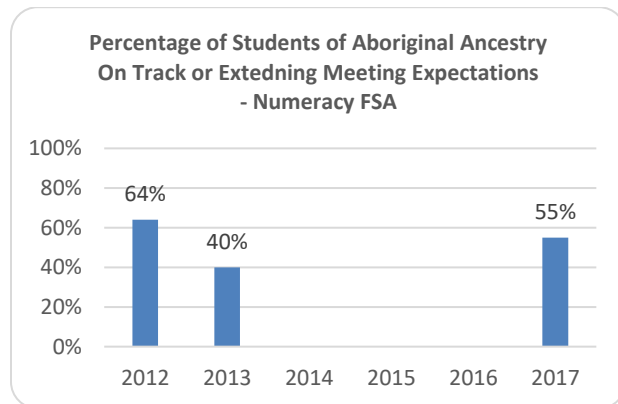
Our work in Numeracy addresses the Core Competencies of Communication, Creative Thinking, Critical Thinking and includes:

What do we do now?	What is missing/not working?	What could be our next steps?
levelled partnerships manipulatives math stations approach Number talks DNA Mathletics SNAP	Math interventions Check-ins with a math focus Interventions in class with student	School-wide movement to numeracy Intervention groups SNAP ✓ Math blitz!!!

Evidence



There is a steady trend in student performance on FSA numeracy tests at the grade 4 level. District results were 49%. Provincial results were 66%.



Much of our data for our learners of Aboriginal ancestry is masked. District results were 35%. Provincial results were 46%.

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Mathematics Gaps 2018-2019 (based on May 2019 DNA)

Wruth 3	Number lines Fact families Basic facts/computation	Vienneau 3	Word problems Geometry and geometry vocabulary Grouping symbols such as +, -, etc.
Leclerc 3/4/5	Shape and space Division (gr.5) Subtraction with regrouping	Kadonaga 3/4	Perimeter Division concepts Problem Solving
V Hogarth 5/6	Grade 5 - Struggles in all areas Grade 6 Number Sense Computation Word problems Shape and Space	Atwood 5/6	Number sense Computation (especially decimals, multiplication and division) Shape and space (area/perimeter)
A Hogarth 5/6	Grade 5 Irregular patterns Decimals Division Grade 6 Decimals Fractions Multiplication/Division Perimeter/Area Graphing	Teegee 5/6	Borrowing and regrouping Decimal computations

OUR IMBEDDED STRUCTURES TO SUPPORT OUR GOALS

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 2018-2019, we experienced more success than the previous year in intermediate TLT. With a focus on STEM and then our Simple Machines Project, we had a very positive and productive year. In Primary TLT we continue to struggle to most effectively use our time together. We did do a few effective sessions on math stations and shared reading, looked at math essential learnings and we tried to work in smaller, interest driven groups which brought some success but still not to the degree needed. 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. In 2019-2020, we plan to begin with a school-wide focus on assistive technology. From this point, our intermediate TLT group has moved to a focus on problem solving in math and our primary TLT are working in smaller groups to address self-regulation and oral communication.

Our very big support staff group meets once a month as well. Support Staff TLT sessions in 2018-2019 included two very informative SLP sessions. Also, in 2018-2019, our Support Staff asked to take over the planning of their own TLT more. It was a very exciting step for great personal and professional growth for our team and a few sessions were led by Support Staff. At the end of the year, Support Staff asked if we could do a blended model of planning involving both admin./teacher and Support Staff. In 2019-2020, we hope to work through the modules of the Non-Violent Crisis Intervention training.

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 2019-2020, 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

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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. While we did this work in 2018-2019, we still need to work on implementing the process and paperwork necessary in 2019-2020.

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 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.

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 5th year of our 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 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) are designated with a Learning Disability and the other 7% (2 students) are treated “as if.” In 2018-2019, 73% of grade 3 students were approaching/meeting grade level expectations. 26% of our grade 3 students are Not Yet Meeting Expectations (12% (6 students) have an LD Designation and 14% (7 students) receive or will be receiving accommodations and will be 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 had many staff work with Janet Mort as she was contracted to our School District in 2018-2019. We continue to work with her and on our own on 1. The students who need interventions repeatedly and long term and 2. Imbedding the play-based learning in all of our primary classes. In 2019-2020 we are starting to explore fluency practice (ie. Poetry, Todd Razinski).

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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. 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 (salmon, story studio, canoes and drums) and literature. We use the 7 Grandfather Teachings as the focus in our Heart Groups. Aboriginal Education staff have also 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.

We also incorporate aspects of Aboriginal ways of being into our daily activities such as welcoming everyone every day in Carrier (and 2 other languages), and participating in cultural awareness days such as Orange Shirt Day, National Indigenous Day, and welcoming to the traditional territory so everyone knows this territory. We also incorporate local art at the school such as the carvings, the display by the office, and throughout the school. We also have Indigenous support workers who connect with all Indigenous families as needed.

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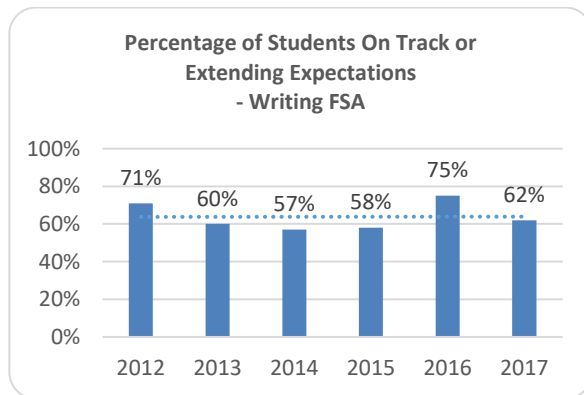
We continue to support our McLeod students as COMMUNICATORS.

Our goal in Communication is that our students are **confident, strong oral communicators and are writing at grade level by grade 3.**

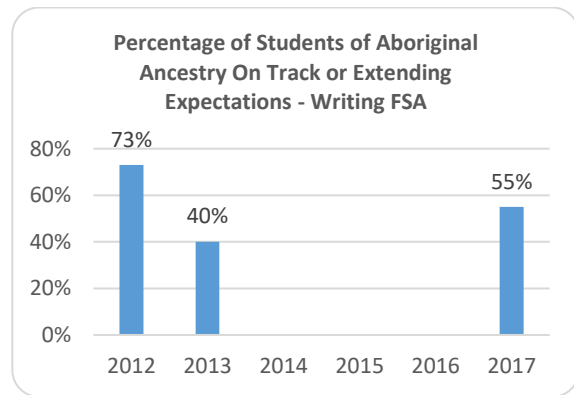
Our work in Communication addresses the Core Competencies of Communication, Creative Thinking, Critical Thinking, Personal and Cultural Identity, Awareness and Responsibility, Social Responsibility and includes:

What do we do now?	What is missing/not working?	What could be our next steps?
Daily 5 (or at least Daily 3). Literacy stations. Show and tell. Drama opportunities. Show and grow. Story Studio	Hard to find time to target writing. We still need to focus on a consistent evaluation tool for writing (circle charts, performance standards, exemplars). More work on oral language skill development (vocabulary building, precursor to writing) More evidence possibilities (video, info graphs, mind mapping, song, etc.)	Writing clothesline – do? Writing as Primary Project focus ✓

Writing Evidence



There is a steady trend in student performance on FSA writing tests at the grade 4 level. District results were 48%. Provincial results were 78%.



Much of our data for our learners of Aboriginal ancestry is masked. District results were 63%. Provincial results were 45%.

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We continue to support our McLeod Students to be HEALTHY.

Our goal in Healthy Living is that our students are **physically and emotionally healthy**.

Our work in Communication addresses the Core Competencies of Communication, Personal and Cultural Identity, Awareness and Responsibility, Social Responsibility and includes:

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 Farm to School program Cooking helpers (life skills) Garden/planting/harvesting Water Bottles for all Juice machine out Christmas Turkey Dinner Alternative snacks (muffins, fruit, sandwiches)	Grade 5/6 kitchen program – need it to return	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. Fantastic PE program (variety and life-long healthy living focus)	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	Use music Do in intervals EVERYONE has to do it More options ✓ Accountability ✓ Heart rate stations Needs more structure More organized games
EMOTIONAL HEALTH		
Counsellors Behaviour support Connection Centre and TLC Opportunities – Sports, Band, Fine Arts, etc. Class check-ins Zones of Regulation Outdoor classroom/learning Heart groups – all students have an adult and student connection. DARE for grade 5 in some years SNAP for grade 3 students	Team –parents/counsellors/teachers/others More counsellor time – teaching in classrooms Building attachments Communication re role of the Connection Centre Behaviour support – communication of structure, common language and strategies, follow through, recognition that change takes time	Circle sharing ✓ in some classes Educate parents about healthy eating, emotional health etc. More dedicated social/emotional learning

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We continue to support our McLeod Students to be THINKERS.

Our goal is to create students who are **inquiry focussed, creative and critical thinkers who have a growth mindset.**

Our work in Communication addresses the Core Competencies of Communication, Creative Thinking and Critical Thinking and includes:

What do we do now?	What is missing/not working?	What could be our next steps?
INQUIRY FOCUSED		
Outdoor classroom See, think, wonder STEM projects Intermediate cross-school projects (ie – simple machines, rivers) PIP (Personal Interest Projects) Lego Robotics	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 Me to We	LOTS – need to continue to explore this area	ALL More opportunities to solve problems "Problem of the Day" Role playing Teamwork Explicitly teaching and encouraging perseverance and resilience
GROWTH MINDSET FOCUSED		
Announcements Grow and Show Showcase each June 19-20 focus is "USING OUR HEADS AND OUR HEARTS"	Kids to "think" about their "thinking" – do as adults too	Explicit teaching More imbedded Create a Growth Mindset culture with shared language.