

SCHOOL DISTRICT #60 (PEACE RIVER NORTH)
COMMITTEE OF THE WHOLE
“REGULAR” MEETING MINUTES
MONDAY, JANUARY 10, 2022
1:30 P.M.

Present: Helen Gilbert, Chair, Board of Education
Madeleine Lehmann, Vice-Chair
Ida Campbell, Trustee
Nicole Gilliss, Trustee
David Scott-Moncrieff, Trustee (*via Zoom*)
Bill Snow, Trustee

Stephen Petrucci, Superintendent
Angela Telford, Secretary Treasurer
Leah Reimer, Recording Secretary

Guests: Michele Wiebe, PRNTA President
Jennie Copeland, CUPE Local #4643 President

Regrets: Erin Evans, Trustee

Education

Education Update

Framework Presentations(Attachments)

- a) Wonowon Elementary & Upper Halfway Elementary
Jaclyn Gieni, Administrator
 - Presented framework and fielded questions from trustees and staff
- b) Charlie Lake Elementary School
Shawna Hartman, Administrator
Cody Clements, Vice-Principal
 - Presented framework and fielded questions from trustees and staff
 - Trustees are invited to visit the Indigenous garden tower at the school
- c) Board Sharepoint Overview
Jarrod Bell, Director of Instruction
 - Jarrod reviewed the Board's Sharepoint and fielded questions from trustees

Trustee Gilliss left the meeting @ 3:10 p.m.

d) Margaret Ma Murray Community School

Kathy Scheck, Administrator

Hunter MacKay, Vice-Principal

Matthew McColm, Teacher

Jaimelia Turner, Teacher

Sara Amoit, Teacher

Meagan Bracey, Teacher

- Presented framework and fielded questions from trustees and staff

Governance

Statement of Financial Disclosures

ACTION: Trustees to fill in form, sign before January 15, 2022 and submit to Leah

Human Resources

No items

Operations

Budget Process Review

- For information and feedback
- Will need to include the Audit Committee in the process

Operations Report

- Snow removal – will there be night shifts as in the past? Secretary-Treasurer – will be in discussion with the Plant Superintendent in this regard
- Head Custodian Training
 - It was a full agenda that touched on all aspects of their job as well as a Q & A time

Wonowon Elementary School

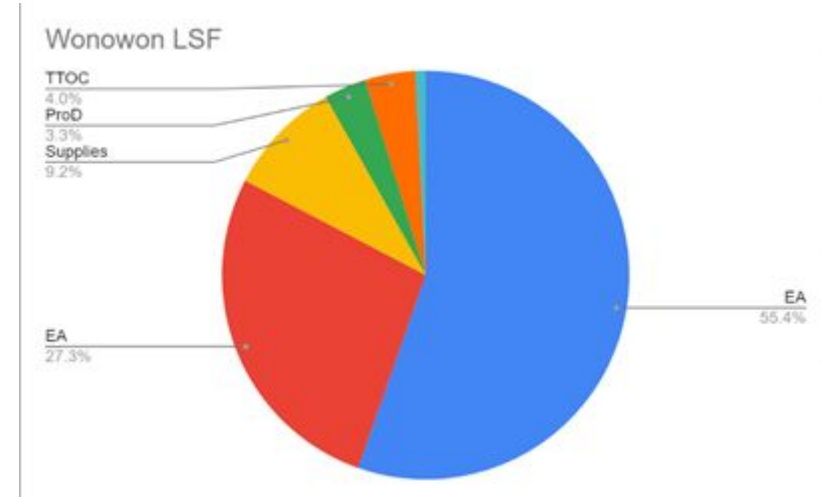


Planning Day

Collaborated on our Framework - Continue with our current goals

Focus on Evidence

- Really broke down numeracy
- To show growth we decided to assess 3 times this year
- Looked at budget and what we wanted to improve on
- We were short a teacher at this time
- Communication and Input is still ongoing.



Mission/Goals for Wonowon

Mission:


To promote responsible student leaders who work towards their own successes in all areas of life. To become honest, respectful, and contributing members of the community.

Goals:

Human and Social:

- To develop self regulation skills to ensure all students become confident, caring, and empathic members of our school community

Intellectual:

- **Literacy:** To increase students expressive and receptive language skills to enable them to understand and communicate appropriately.
Student Retention
 - **Literacy:** To increase fluency and comprehension in reading and writing
 - **Numeracy:** to increase students' number sense and knowledge of basic math facts recall.
- 

2021/22 Fall Assessment Tracking Evidence

Literacy

PM Benchmarks gr.1-4

QCA/RAD gr. 4-6

Literacy Coaching

Guided Reading Groups

PM Tracking (Gr. K-2) 2021-2022			
Grade	PM FALL (SEPT/OCT)	PM WINTER (JAN/FEB)	PM SPRING
1	PM 1 - 69%		
1	Pre-Reading		
1	PM 2 -85%		
1	PM 2 -76%		
1	PM 2 -65%		
1	PM 1 -81%		
1	PM 2 -72%		
1	PM 1 -84%		
1	PM 2 -70%		
1	PM 1 - 59%		
2	PM 9 - 90%		
2	PM 29 - 91% - Oct.		
2	PM 11		
2	PM 9 - 92% - Oct.		
2	PM 9 - 92% - Oct.		
2	PM 10 - 93% - Oct.		
2	PM 19 - 91% - Oct.		
2	PM 6 - 90%		
2	PM 10 - 89% - Nov. 2		
2	PM 3 - 89% - Oct.		
2	PM 3 - 85%		
2	PM 6 - 89% - Oct.		
2	PM 8 - 93% - Oct.		

Grade	PM/QCA/RAD	F	C	Assess
3	PM 18 - 93% - Oct.	G	G	✓
3	PM 16 95% - Oct.	G	G	✓
4	PM 20	H	G	✓
4	PM 25	H		✓
4	PM 23	H	G	✓
4	PM 20 (F) - 93%			✓
4	QCA 4	4	2	✓
4	PM 13			✓
4	QCA 4	4	3	✓
4	QCA 4	3	3	✓
4	PM 24	G	H	✓
4	PM 14	H	H	✓
5	QCA 4	3	3	✓
5	QCA 5	3	2	✓
5	PM 20	G	H	✓
6	QCA 5	4	3	✓
6	QCA 5	3	2	✓
6	QCA 5	4	2	✓
6	RAD 6	3	2	✓
6	QCA 5	3	2	✓
6	PM 25	G	G	✓

Cold Write



Expanding Expression Tool K-Grade1

Adrienne Gear Writing Grade 2-3

Adrienne Gear Nonfiction Grade 4-6

LA will be Co Teaching with our classroom teachers.

Cold Writes		3	NYM
Grade	Quick Scale Snapshot	3	ME
1	NYM		
1	NYM	4	NYM
1	ME	4	ME
1	ME	4	NYM
1	NYM	4	N/A
1	ME	4	ME
1	FME	4	ME
1	ME	4	ME
1	ME	4	FME
1	NYM	4	ME
		4	ME
2	ME	4	ME
2	FME	4	NYM
2	ME		
2	ME		
2	ME	5	NYM
2	ME	5	FME
2	ME	5	NYM
2	ME		
2	FME		
2	ME	6	NYM
2	ME	6	ME
2	ME	6	ME
2	NYM	6	FME
		6	
3	NYM	6	NYM
3	ME	6	NYM

Fall Assessment Tracking continued

Numeracy

Grade 1 -3 numeracy quick scale

Grade 4-6 MAP assessment

Check 3 times a year to monitor progress

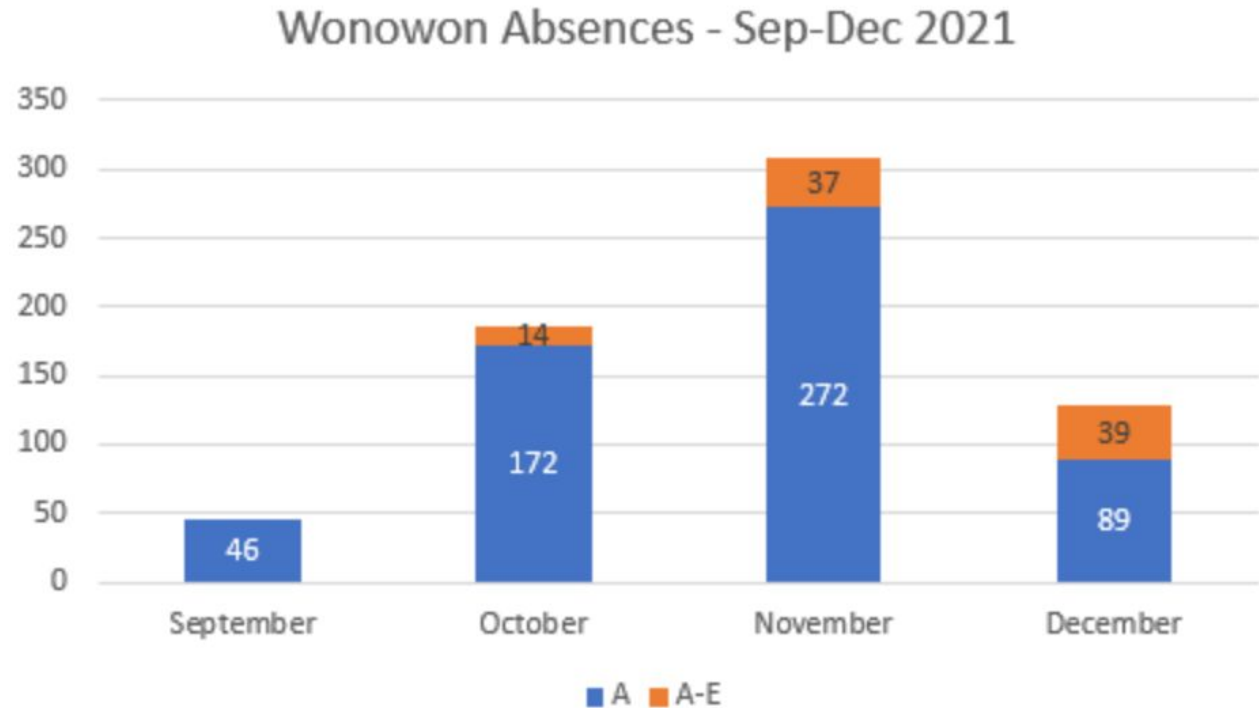
Resources

Mathology/MAP/

Numeracy Tracking	
Grade	Quick Scale Snapshot
1	FME
1	NYM
1	FME
1	FME
1	ME
1	ME
1	FME
1	ME
1	ME
1	ME
2	FME
2	ME
2	FME
2	FME
2	ME
2	ME
2	FME
2	ME
2	FME
2	ME
2	ME
2	ME
2	ME
3	NYM
3	FME

4	DEV
4	DEV
4	DEV
4	N/A
4	DEV
4	EMER
4	DEV
4	DEV
4	DEV
4	DEV
5	DEV
5	
5	DEV
6	PRO
6	DEV
6	N/A
6	
6	DEV
6	DEV

Attendance



Community and staff were sick October - November

Celebrations

Outdoor Learning

Ukulele -extra curricular

PAC put up signs company names donations



SEL Celebration

General Community in the school

SEL Lessons School monthly and Weekly in class

Looking at ways to weave SEL & Framework

Gotcha - Part of the School

- Positive Reinforcement

CASEL Survey Ratings from SEL - Amy Te bulte

- Working together Team Goals
- Rounded input from EA and Teachers on how SEL is going



Ready Set Learn

Having our Head Teacher run the program

- Asked for extra funds 2:30-3:30pm after school
- 9 times Jan - June(every other week)
- Welcome to K

Following the Early Childhood Framework

School Engagement - Gotcha - Involved in the school

Set up an area where the children can feel part of the school



Developed and Communication

Framework developed and reviewed by all staff

Planning Day, Collaboration Time, SEL Meeting, Staff Meetings

- Outdoor learning, Garden,

Communication with:

- PAC - at PAC meeting
- Grade 6 students in class
- Website
- Brochure out to all parents
- Post in the classrooms





Upper Halfway Elementary

Framework for Enhancing Student Learning

Planning Day

Collaborated on our Framework -

Continue with our current goals

Focus on Improving our Framework Layout

- Improve on our intellectual goals numeracy and literacy
- To show growth we decided to assess 3 times this year
- Looked at budget - improve on SEL and Community Building goal
 - Communication and Input is still ongoing.

Upper Halfway LSF

TTOC

2.9%

Supplier

12.4%

EA

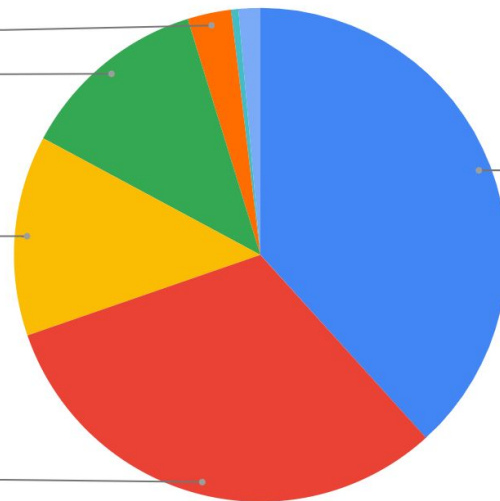
13.1%

EA

31.4%

EA 2

38.3%

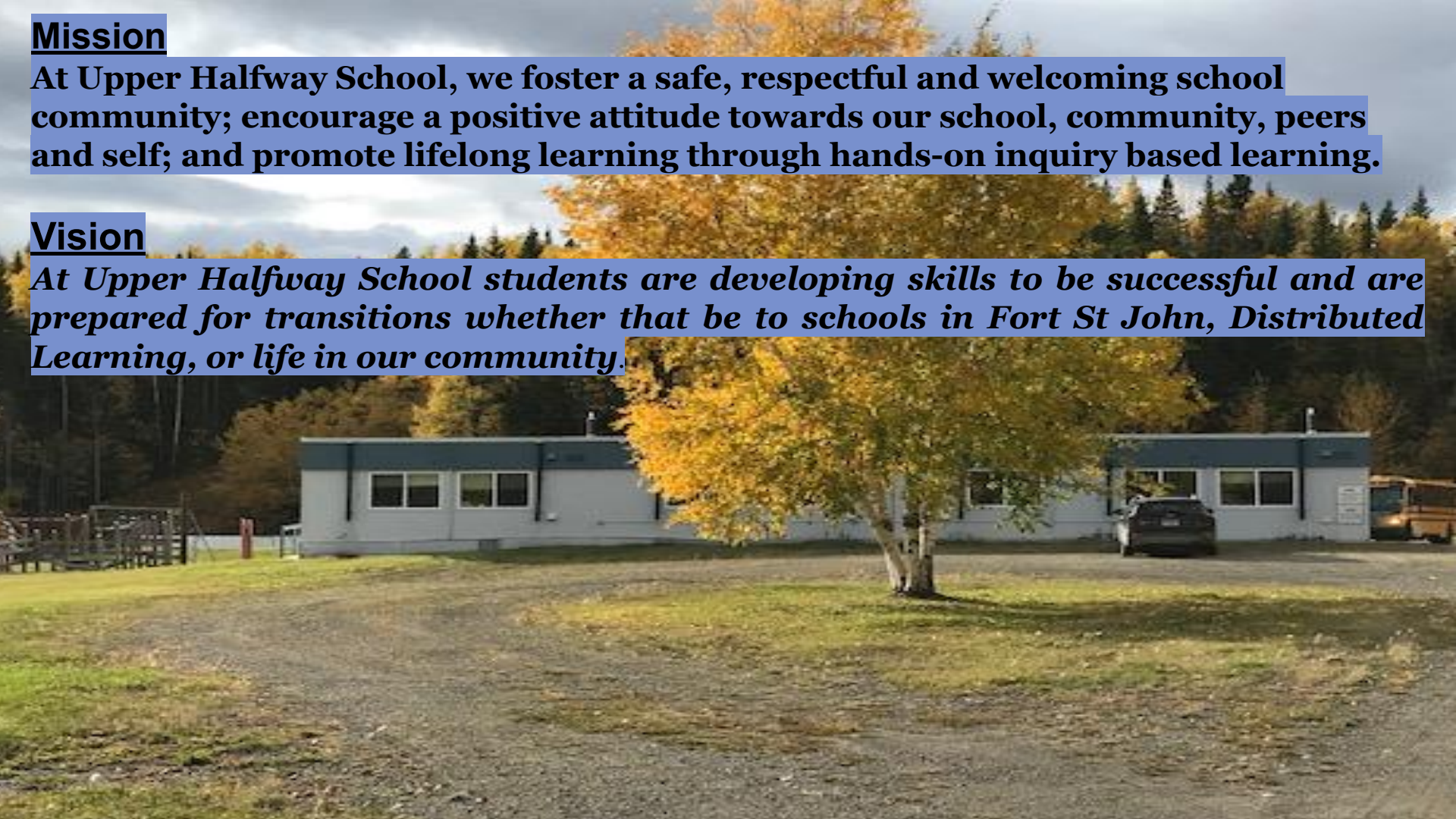


Mission

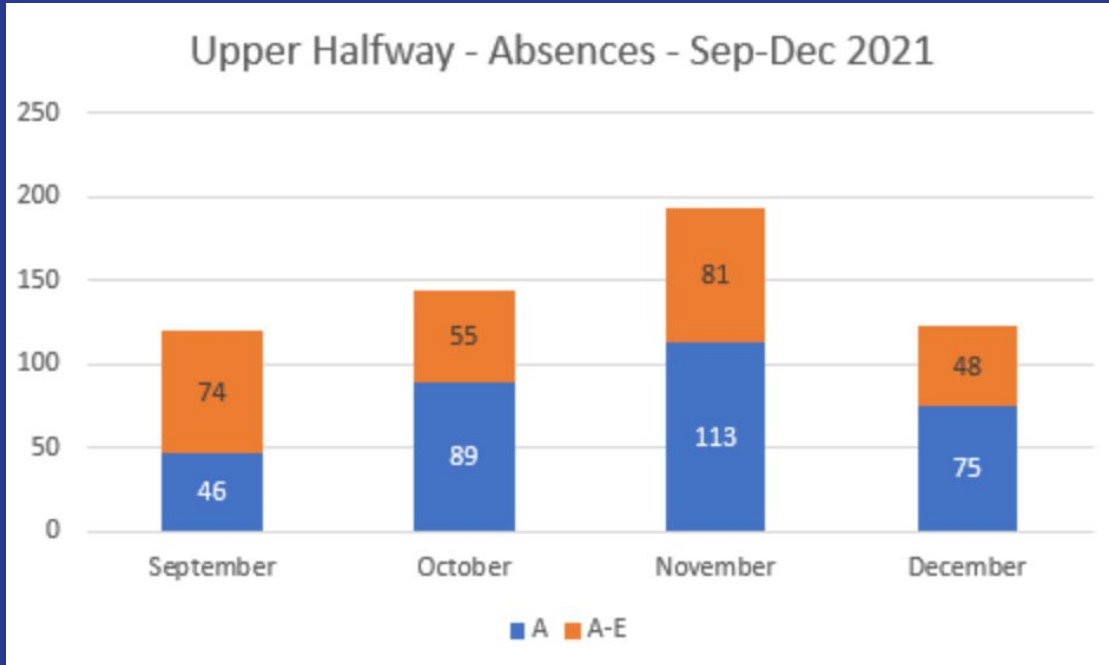
At Upper Halfway School, we foster a safe, respectful and welcoming school community; encourage a positive attitude towards our school, community, peers and self; and promote lifelong learning through hands-on inquiry based learning.

Vision

At Upper Halfway School students are developing skills to be successful and are prepared for transitions whether that be to schools in Fort St John, Distributed Learning, or life in our community.



Upper Halfway Absences



2021/22 Fall Assessment Tracking Evidence

Literacy

PM Benchmarks

QCA/RAD gr. 4-6

Grade	PM spring (May/June))	PM Fall (October)
1		PM 2
1		PM 6
1		PM 1
1		PM 1
2	PM 7	PM 8
2	PM 5	PM 8
2	PM 6	PM 6
2	PM 3	PM 3
3		PM 17
3	PM 16	PM 18
3	PM 5	PM 3
3	PM 3	PM 3
4	PM 15-19/QCA 3 F/C 2	QCA4 F 2/C2
4	QCA 3 F/C	QCA4 F2 /C3
4	QCA 3 F1/C(3)	QCA4 F 2/C2
4	QCA 3 F/C(2)	QCA4 F 2/C3

5		QCA 5 F3/C3
5	QCA 3 F/C	QCA 5 F2/C2
5	Attendance	QCA 5 F2/C2
6		Rd 73(5) C2/F3
6		Rd 73(5) C2/F2
6	PM 2	PM 2
7		Rd 73(5) C2/F3
7	RAD6 C2/F2	Rd 73(5) C2/F3
7	RAD6C2/F2	Rd 73(5) C2/F2
7	RAD 6 C1/F2	Rd 73(5) C2/F2
7	RAD 6 C2/F2	Rd 73(5) C2/F2
7	RAD 6 C3/F2	Rd 73(5) C2/F3
8	RAD7 C2/F2	Rd 73(5) C2/F2
9		Rd 73(5) C2/F3
9	RAD 8 C2/F2	Rd 73(5) C2/F3
10	QCA 4 C2/F2	Rd 73(5) C2/F2

Fall Assessment Tracking continued

Numeracy

Grade 1 -3 numeracy quick scale

Grade 4-6 MAP assessment

Check 3 times a year to monitor progress

Resources

Mathology/MAP/Numeracy Quick Scale

Grade	Mathology (October)
1	ME
1	ME
1	NYM
1	NYM
2	ME
2	ME
2	ME
2	NYM
3	ME
3	ME
3	NYM
3	NYM
4	ME
4	ME
4	ME
4	ME

	MAP Assessment
5	ME
5	DEV
5	NYM
6	ME
6	DEV
6	NYM
7	DEV
7	DEV
7	DEV
7	DEV
7	DEV
7	DEV
8	ME
9	ME
9	ME
10	NYM

Celebrations

- **Field Trips - Buick Rlnk/ Bluegrave Creek**
- **RCMP connection - Constable Chad**
- **Hot Lunch Program**
- **Beaver Language - Halfway Reserve**
- **Skating Rink - Hockey**
- **Outdoor Learning**
- **Gotcha - SEL**
- **Spirit Teams**
- **New Gym**
- **Maker Room Improvements.**
- **Food Safe**
- **Culture**
- **Social Studies and Science - Hands on Indegenous Cultural Focus**



SEL

General Community in the school

SEL Learning and relationships that students have developed with District support staff

Looking at ways to weave SEL & Framework

Gotcha

- Part of the School
- Positive Reinforcement

CASEL Survey Ratings from SEL - Amy Te bulte

- Working together Team Goals
- Rounded input from EA and Teachers on how SEL is going
- Random Positive calls home to parents about student success



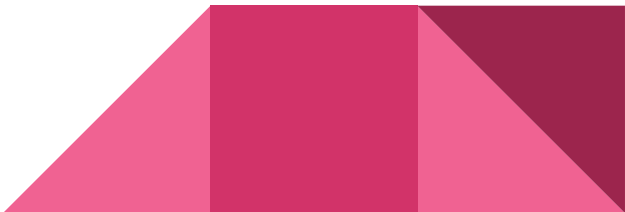
Developed and Communication

Framework developed and reviewed by all staff

Planning Day, Collaboration Time, SEL Meeting

- Makeroom -SEL Improvements/Increase Indengeonus Attendance

Communication with:

- PAC - at PAC meeting
 - Grade 6-10 students in class
 - Website
 - Brochure out to all parents
- 

Our Primary Class this year has some high needs and throughout the school there is a need for counselor support.

Transition – We allow students to stay - Farm kids would try distance however have shown to drop out by grade 9/10/11

LEA - Halfway students have choice on when they transition to middle school in town - Some choose to stay until grade 10 others transition in grade 7,8,9 or 10

Support absent students -packages delivered by bus to homes.

ISSW position not filled - Indegenous Education sends Diane Barclay and Roberta out for cultural activities every two week opposite weeks Dale comes out. Works with all three classes.

Looking at ways to improve this - Christmas Hamper for two families -



Charlie Lake Elementary Framework for Enhancing Student Learning Presentation - January 10, 2022



MISSION STATEMENT

"At Charlie Lake Elementary School we strive to create a safe learning environment where all students can achieve academic confidence and competence. Our students and staff are caring, critical thinkers and independent problem solvers. Lakers are ready to work, ready to learn and ready for life."

Challenging but Successful start up

Continuing to work on Home-School communication

- **Laker News** (Weekly live newsletter) - <https://bit.ly/3q2fzuy>
- **YouTube Channel** - <https://bit.ly/39f5pxv>
- **Website** - <https://charlielake.prn.bc.ca/>
- **Facebook page** - <https://www.facebook.com/SD60CL/>

Learning Resources

- Raz Kids and Tumblebooks
- Mathletics online program - collaboration group started
- Tower Gardens - staff inserviced
- Books with an SEL focus - frequent in class lessons

Start Up continued

- New Division and Additional Needs
 - Large number of new students registered in late August and early September
 - A lot of new Lakers with extra needs
 - Sensory Rooms updated and resourced
 - Training and information for staff around sensory room and students with complex needs
- Improved teacher/student technology skills
 - Use of Google suite, freshgrade, Class Dojo
 - Use of tools such as IPAD stands, video recording, Zoom...
- Sports/Activities - *Thanks to amazing teacher & community volunteers...*
 - Soccer, Cross Country Running, 6 volleyball teams....



On the right PATH-

- **Framework Planning day**

- review of data in small groups
 - 7 step PATH planning process
1. Office Communication- daily/calendar/absences/week ahead
 2. Technology- Raz kids, mathletics, chromebooks, CWT ipads for primary classes
 3. Community- Laker/spirit days, sports, fundraising, hot lunch, new playground, food for thought program, snack program, and breakfast program to begin in January
 4. Literacy and Numeracy goals to stay the same
 5. Focus on SEL
 6. ADST - making it more accessible and collaborative



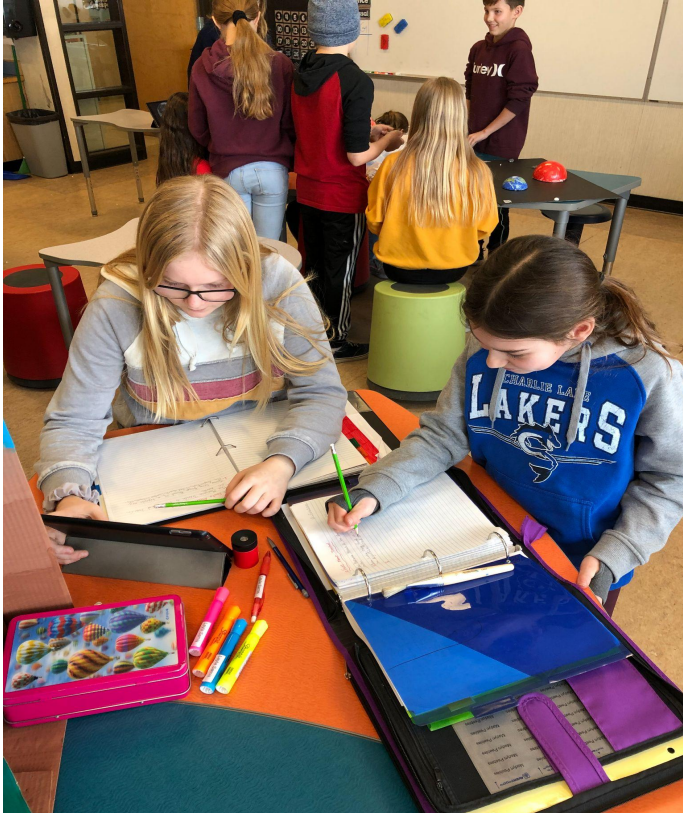


Literacy Goal - *Improve Reading fluency & comprehension in all grades*

- Reading Data Walls - Ongoing & live learning evidence & follow-up in classroom instruction
- “At risk readers” - Grades 2 & 3 - Response to Intervention
- Grade 1 Reading data wall - Grade 1 teachers update on regular basis - visitation between classrooms
- Groups are up and running and flexible
- Home Reading Tips for Primary parents - created by teachers - <http://bit.ly/2OCWL1b>
- Intermediate Reading fluency program & RAZ kids - 10 classes participating
- Reading Challenges
- Collaboration around Literature Circles
- Literature novels - labelled and sorted by grade and interest level



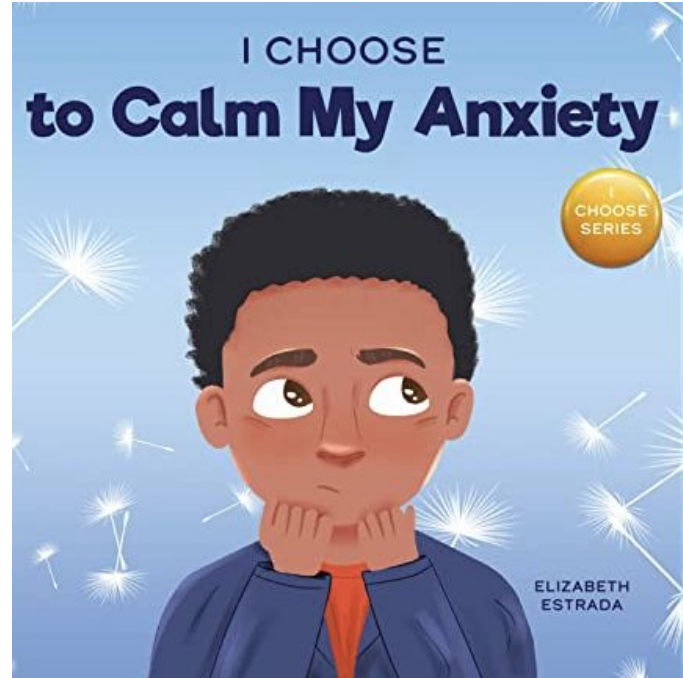
Numeracy Goal - *Improve Number Sense in all grades*



- Individual classrooms have their own sets of student manipulatives
- Explore supplementary online Math programs - 3, 4, and 5/6 Intermediate classes using Mathletics
- MAP data - Grades 5 & 6 required by District
- MAP data is collected by all Intermediate grades - add to ASSESS next year & provide coaching opportunities.
- MAP is used on a regular basis as a teaching tool - Zoom in features used
- Support number exploration with manipulatives

Human & Social Development Goal - To improve social and emotional learning for all students.

- SEL (Social, Emotional Lessons) by Chapa, Cheryl, and Kim
- Small groups: friendship, anxiety
- Individual Support
- Library - WITS/EASE opportunities
- Student Leadership Club
- Virtual Assemblies
- Flower Box Project - Playground improvement
- Outdoor classroom



Applied Skills & Design/Careers Goal

1. *To create a maker-space allowing students to explore and build designs developing their creativity and curiosity.*
2. *To enhance student understanding of applied skills and technologies by school wide exploration activities.*



Strategies/Structures:

- Move makerspace into room 20
- Get proper storage built
- Inservice staff with the materials available
- Makerspace used for Green Screen or major construction projects
- ADST/STEM Intermediate and Primary Carts
- 3-D Pen Sets for Intermediate
- Technology in classrooms
 - Grade 6 - iPads
 - Grade 5 & 4 / 5 - Chromebooks
 - Grade 4 & 3 / 4 - iPads/Chromebooks
- Continued PAC support

It Takes a Team, Staff, Students, PAC, and Community

- Playground- ordered and should be here in the spring.
- Tower Gardens- 6 new towers in the school
- Hot Lunch Program- 3 days a week
 - Food for thought- support for students
 - Snack Program
 - Breakfast program to begin in January
- Reading Incentive
- Fundraising
 - Support for Women's Resource Center
 - 3 Laker Families
 - Purchased new playground equipment
 - Purchased Golf frisbee materials
 - Supported Rik Leaf Artist in Residency



What's Next.....

- Numeracy Goal - More grades of MAP data and follow-up coaching and or collaboration sessions
- Student & staff review
- Continuing to monitor our Indigenous student data
 - Attendance, Literacy, Numeracy
 - Question - Improve attendance - continue to build relationships
- Outdoor Learning Space/Garden Beds
- New Playground to set up



***“Ready to work, ready to learn
and ready for life!”***



Enhancing Schools
2021-2022
School District Number 60
Peace River North



Framework

Margaret Ma Murray Community School

At Margaret “Ma” Murray Community School, our vision is to create a welcoming and nurturing community that will provide creative, hands-on learning experiences. Students are empowered to become kind, inclusive, responsible, and curious lifelong learners

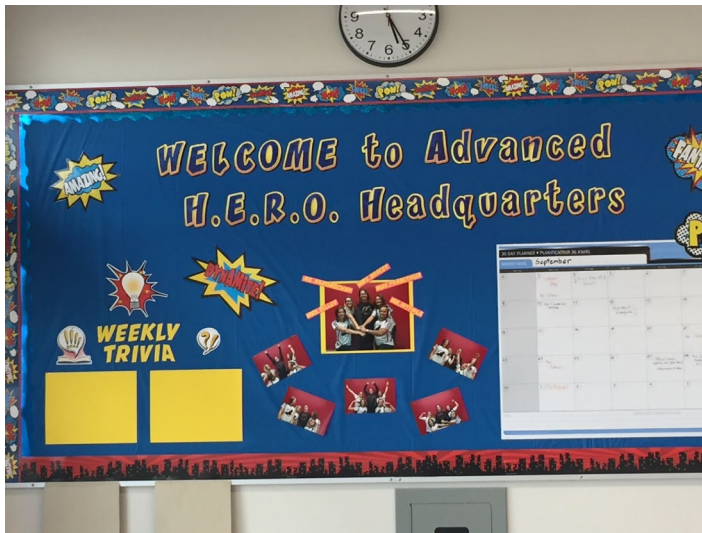
We are a caring community. We create, we learn, we collaborate!
We Celebrate!



Our CORE VALUES:
 Kindness
 Responsibility
 Curiosity
 Perseverance
 Acceptance



The Story of Margaret “Ma” Murray Community School



Margaret Ma Murray Community School is the home of the “Firebirds”. We are a brand-new school in Fort St. John and opened to our first group of students on Tuesday, September 4th, 2018. Our current student population is 345. We have students here from eight other elementary schools in Fort St. John. Students come

from diverse backgrounds. Many of our students have moved in to our community from other areas in Canada and locations all around the world. We are very excited to have 90 students who have an ELL background and speak 31 different languages. Our focus for the first term in 2020-2021 has been to make everyone feel welcome, accepted and respected.

Our school is named after Margaret Ma Murray, a pioneer woman who started the Alaska Highway Newspaper. She was known as a hero in her community. At the front of our school is the Bella Yahey Gathering Space. This is named after Bella Yahey, an elder from the Blueberry Reserve. Bella was known for her kind and nurturing nature. She was the keeper of the traditional stories and had a prominent role as the educator in her community. We will strive to be like Ma Murray and Bella Yahey and have adapted a H.E.R.O. theme to start our year. We want to emanate the legacy of these fine ladies and be heroes in our school community.

“A H.E.R.O. is an ordinary person who does
extraordinary things for other people.”

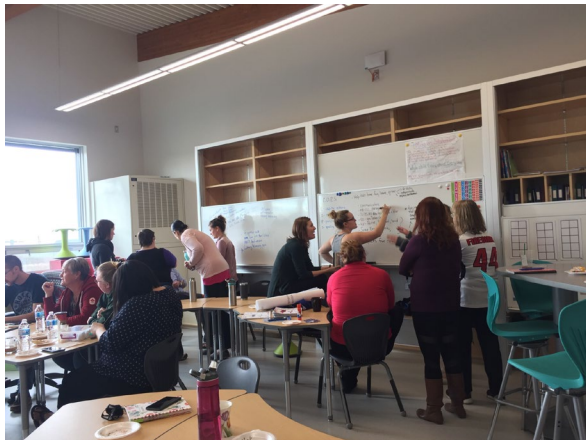
What Makes Us Unique?

Learning environment design: learning pods, teacher collaboration rooms, break out rooms all help students and staff develop a sense of community, collaboration and team building

Open Concept Design: Learning Commons (aka library), Bella Yahey Gathering Space, gym, music room allow staff and students to work and learn together in a variety of spaces with a variety of students on a daily basis, build in flexibility to learning and allow creative inquiry based learning to occur in a collaborative planning model

Community Connections: YMCA organization, community user groups, walking trails, district Grade 6 band program help us to make connections to the world around us

We have learned to embrace diversity
We acknowledge that our strength lies in our differences not in our similarities
Together we are a strong team of H.E.R.O.'s



← Staff collaboration at Planning Day

Students enjoying music Class in the music room→



This graphic was created from a planning session in June where staff worked on the vision and mission statement along with Core values. Core values were reviewed with all staff on planning day September 2018.

Goal #1 – Social, Emotional Goal

To Foster a community where everyone feels safe, respected, welcome and accepted.

In order for people to feel a sense of welcoming, belonging, acceptance and connectedness, students need to have their basic physical, emotional and social needs met. Students and Staff need to be problem-solvers, be Upstanders and be accountable for their actions. We believe we can help students build respect, responsibility and empathy through our actions, activities and initiatives. We also believe that focusing on positive areas of social responsibility through the following strategies and structures will continue to build on positive behaviour. We must strive to build community in Margaret Ma Murray Community School. Our transiency rate from 2018-2019 to September 2019 is 10%. We received 10% new students from other schools/provinces/countries (32 students) and 10% of our enrollment from 2018-2019 (31 students) moved out of our catchment (these stats are based on enrollment activity from MyEdBC September 16th 2019).

We have noticed when looking at our data that we have an attendance problem. We believe that students are anxious to come to school and are staying home instead of working on anxiety. We have also noticed that students who are not attending school regularly, have problems feeling safe, respected, welcome and accepted. This overall issues affects their social and emotional health and spills in to their academic success.

Strategies/Structures:	What:
Introduce/Review our Behaviour Matrix	Behaviour matrix was developed in May and June within staff meetings and an evening session. Behaviour matrix is present and evident in the school. Staff have developed lessons in their pods to develop common language and understanding. Behaviour matrix expectations are reviewed in assemblies and in classrooms. Students understand what it means to be a H.E.R.O. (honest, empathetic, responsible, open-minded)
Establish School Culture Committee	Committee will meet, plan and organize activities and lessons to support developing a positive, connected school culture.
Teach Behaviour Matrix	Use behaviour matrix at assemblies, in classroom lessons, in pods, on the playground Give examples at assemblies and posted in the halls Posters to be made and displayed in prominent spots in the school hallways Positive school culture board to be established outside the office – to display the themes and celebrations through pictures and examples
Establish Buddy Classes	Buddy class activities to develop a positive school environment with multi-age activities and positive interactions

Establish Student Leadership	Intermediate students have been invited to be part of the student leadership club – these students will plan activities, with the guidance of Mrs. Bracey, that support a positive culture
Common Prep Time	Students work in rotations/pod through music and gym blocks to establish friendships with all students within their pods – this common prep time helps to foster belonging, acceptance and respect within students
Media Coverage	Invite media to cover events at the school and special activities to build student self-esteem and positive identity for our school
House Teams	Assign students to 7 house teams Plan house team activities to support and encourage student involvement and connectedness House teams have been assigned and our first house team activity was held in November 2018 Students remain on the same house team from year to year so that community building occurs within the house team
Core Competency Development	Communication Competency and Personal Awareness Competency – work towards understanding for students with 3 self-assessments each year Staff will use common instructional strategies to work on core competency – this will be coordinated through monthly themes Books have been ordered to focus on and support the teaching of core competency development
Common Space development	We will start to develop the common space so that students have safe, welcoming activities to participate in during inside days in the morning, recess and lunch
Connectedness Survey	The Positive Culture Committee will meet and develop a survey for all students The grade 6 students will be trained to assist primary students to complete the survey Staff will look at the results and assess what additional strategies need to be implemented to continue this work
Class Meetings/Circle Talks	Class meetings/circle talks will be established to help bring a sense of community, safety, connectedness to the pods
Focused instruction in Social and Emotional Health	-Ease Training for 5 staff members in Spring of 2018 and 3 staff members will receive training in October 2019 -Zones of Regulation, Friends Program, Mind-Up Curriculum, Superflex Program, Strong Start (K-2), Strong Kids (K-6), WITS program, Spirit buddies and EASE program are all being used in our classrooms

Summary of Progress for 2018-2019:

- buddy classes are working together
- behaviour matrix is being taught in each pod
- student leadership was established in October
- students have been assigned to house teams and event are planned for November
- Survey was completed in October and will be administered again in May to see if progress has been accomplished
- Bella Yahey Gathering Space – furniture, rug and activities are ready for student use during cold weather
- Class meetings/circle talks have been established in the intermediate pods – occurring every morning
- Grade 2/3 pod have class meeting every morning to assist in community buildings
- Kindergarten pods have chosen to have common center time/social emotional learning – all 60 students are part of this time daily

Additional strategies to implement in 2018-2019:

- ❖ DARE program implemented in April 2019 for grade 5 and 6
- ❖ Team building activities – multi-grade activities throughout the year
- ❖ Explore the Heart-Mind material at staff meetings to investigate if this material can help us with building a sense of community/connection within the entire school – go beyond individual pods to whole school community
- ❖ Explore school wide themes of: H.E.R.O., multi-culturalism, diversity

Action Items to Implement in 2019-2020:

- ❖ Community Building Activities school wide for the month of September: cooking, assemblies, anniversary celebration, Open House
- ❖ Core team meetings to continue every Wednesday morning, beginning on October 2nd (K. Scheck, C. Polnik, J. Turner, et al)
- ❖ Focus for school on inclusion of all cultures and recognition of languages in our school (J. Turner)
- ❖ School Culture Committee to develop activities for assemblies, school spirit days, and implementation of surveys (H. Mackay)
- ❖ Student Leadership to continue and partner with the Rotary for the “Early Act” - Global Citizenship Program (M. Bracey)
- ❖ Staff to attend EASE training and Heart-Mind Conference in Vancouver (October pro-d) and collaborate afterwards to assist in understanding and development of common language and instructional strategies (8+ staff members)
- ❖ 2 staff are trained YOGA instructors and may offer sessions to students and staff (J. Wilson, C. Hollman)
- ❖ Gardening Club will continue and expand in 2019/2020 (K. Scheck, J. Wilson, S. Brooks)
- ❖ Music room will start clubs: band, choir, staff choir during morning and lunch slots (S. Brooks)
- ❖ ISSW will begin after school club for homework and crafts (B. Walker) and Games Club at lunch (B. Walker)
- ❖ Showcase learning at staff meetings (use of resources☺)
- ❖ Establish a sensory walk within the school (staff)
- ❖ Continued focus in newsletters and social media regarding community events, spirit activities, attendance issues etc (K. Scheck)
- ❖ Implement a common social media app for teachers to communicate with parents (Class Dojo) – implemented school wide September 2019
- ❖ Phone calls to families who are struggling to get their children to school on time (office and classroom teacher)

- ❖ Introduce HERO attendance counts program – post and publish overall attendance by pod – staff will look at statistics each month (K.Scheck, J. Turner)
- ❖ Incentives for top pod each month with the highest improved attendance (K.Scheck)
- ❖ Monthly focus on multi-cultural celebration (J. Turner)
- ❖ Staff Development: 6 staff members have attended SEL sessions with Cindy McGaroch (October 2019), 3 staff members are on the SOGI district committee and the SOGI LSA, 10 staff members will be attending the Heart/Mind Conference on October 24, 2019 and 3 staff members are attending the BC Counsellors Conference on October 23rd, 2019 to support SEL and anxiety in our school
- ❖ Sensory bins set up in each pod (C Polnik)
- ❖ Identify students who need tier 3 attendance support using “Attendance Works” model of support – follow up with students, parents and staff (K.Scheck)

Further Questions to Investigate:

- If we increase opportunities for social and emotional growth, will attendance at school increase?
- If we increase house team activities, will students feel more connected to their school community?
- Will accessing mindfulness art training, such as Zentangle, assist students with self-regulation and a sense of belonging?
- Will providing more opportunities for students to volunteer and eat at school, increase attendance and a sense of belonging?
- If we are meeting the needs of students based on Maslow’s Hierarchy of Needs, will students feel safe, supported, regulated and therefore attend more regularly while improving academic performance?
- If we focus on circle talks/meeting (morning and end of day), will it assist students with social emotional learning?
- If we have a staff collaboration/ inquiry project around social emotional learning, will it make a difference to students?

Summary of Progress for 2019-2020:

- Community building activities school wide occurred every month
- CORE team meetings were attended by staff and included teachers when they wanted to attend – held before school (access for all)
- Cultural presentations coordinated by Jameilia Turner celebrated many cultures in our school
- Early Act Leadership was very successful and students attended a Rotary breakfast/lunch and presented their work
- Clubs, Yoga, gardening and sports teams all provided opportunities for students to connect
- 8 staff advanced their learning around SEL topics by attending conferences
- H.E.R.O. attendance program was very successful particularly in intermediate grades where they are more independent – primary students also showed significant improvement – students enjoyed “perfect attendance” days, certificates, extrinsic rewards each month
- Successful implementation of SEL strategies during school closure/COVID restructuring – many students attended in person
- As we were unable to do “Festival of Colours”, staff completed a mandala project in June with planning done by J. Turner/C. Fehr – this incorporated all students in attendance, all staff in attendance, community members and students learning from home
- Garden Club in April-June, built 4 additional food cubes, planted and maintained all 7 food cubes and learned about food security
- 2 mason bee hives were built with students in attendance and installed by flower gardens and fruit trees

- Participation in the “Spirit of the Healthy Kids” program through Northern Health for the month of December was very successful as students participated in healthy initiatives at school during morning, recess, lunch and after school sessions
- Data showed that meeting students’ needs based on Maslow’s Hierarchy of Needs, helped students feel safe, supported, regulated and improved attendance
- Diversity Club held throughout the year with intermediate students was positive and successful
- “Festival of Colours” changed to a mandala theme for year end

Additional strategies to implement in 2020-2021:

- Friendship groups for counselling services
- Teaching the 7 teachings along with our behaviour matrix – monthly alignment and lessons through ISSW (B Mycock)
- Implementation of Zones of Regulation in specific primary classes – targeted instruction (new staff members)
- Zentangle sessions booked for intermediate classes in February (Pod 1 & 2)
- Dene Zaa word of the week – to align with themes within the school (B Mycock)
- Focus on specific cultures through ELL support (assemblies, presentations etc.)
- Expand knowledge of staff/students around diversity through resources and staff meetings (KScheck)
- Focus on Shelley Moore resources during staff meetings (KScheck)
- Continue “Soft Starts” for students/staff to connect with each other (all pods)
- Modify the “Breakfast Program” so all students have the option of breakfast in their pod/cohort –make it a regular routine for all to get rid of the stigma of needing breakfast (all pods)
- Grief training at staff meetings (S Corbett)
- Specific and targeted instruction on empathy – Terry Fox Run, Be an Angel Campaign, PJ Drive, Food Security Program to give to people in need, cards for Soldiers and seniors
- Although elementary sports program is suspended for this year, running club, volleyball, basketball, broomball and primary multi-sports drop-ins were held after school
- Music room remains open for grade 6 students at recess/lunch as an extra activity for students (S Brooks)
- Leadership Club continues (M Bracey)
- Continue to find ways for student leadership to happen (QBT Club, sorting PJs, library helpers, lunch helpers, community service programs, Diversity Club)

Additional Strategies to implement in 2021-2022:

- Specific, targeted instruction on gratitude, kindness and global citizen
- Growth Mindset implemented in Pod 1 (grade 5 and 6)
- Further develop leadership – Early Act participation with Rotary
- Additional .2 SEL teacher added to provide service to students throughout the day – added FTE to LAT/SERT)
- Additional support from the Board Office ~ introduction to Social Emotional Learner
- Partnership with SWIS – school based
- We Thinkers SEL program implemented in primary classrooms (collaboration from district accessed)
- UBC Kindness Survey to be done in winter 2022

Goal #2 ~ Intellectual Goal

To identify students' abilities and develop personalized opportunities for academic growth

We want to develop students' sense of confidence in their intellectual abilities, ensure there is common language used in instructional time, teach using problem solving and raise the literacy and numeracy rates of students. It is also important for our students to identify their strengths and areas that need to be strengthened. With a student population coming from 8 feeder schools, as well as from outside our city, assessing students and making decisions about how to best support student learning is key. We need to make sure that students feel safe and supported as this can impact student achievement. 30% of our students are ELL learners. A strong ELL program is necessary for students to succeed.

Strategies / Structures:	What:
Collaboration Time	Staff are accessing collaboration time to deeper their understanding in curriculum.
Common Prep Time	Prep time is distributed by pod so that teachers working at the same grade level are on a common schedule. This will allow for staff to use their prep time for collaboration and working discussion groups during the school day.
Class profile meetings	Class profile meetings will be completed by the end of September so that strengths and challenges of each pod will be determined. 3 class profile meetings occurred at the same time and included the learning assistant teacher, ELL teacher, classroom teachers and administration. These meetings were done as a team/grade so that needs could be addressed as a pod.
Common Assessments	<p>Common assessments were completed by the end of September and prior to profile meetings. Baseline data was completed so that students would be grouped at their instructional level in reading, writing, spelling and in numeracy.</p> <p>ELL assessments were completed along with PM benchmarks, cold writes, spelling inventories, and numeracy assessments.</p> <p>Assessments will be used to develop appropriate lessons.</p>
Weekly CORE team meetings	CORE meetings will occur weekly so that staff can bring concerns that they are having to a team. As a team, we will look at other supports and structures that we can add to meet the needs of individual students and/or groups of students.
Develop co-teaching model in pods	Pods 1-3 are working well in the development of their co-teaching models – this includes small group and large group instruction and will focus on all areas of the curriculum

Use ASSESS portal to develop assessment walls	Learning assistance teacher and ELL teachers will work with the pod teachers to collaborative teach and plan based on assessment.
Common programs and strategies will be used in each pod for numeracy	<p>Pod one is focusing on spiraling math strategies within Daily 3 philosophy and supporting their strategies with the on-line program called “Prodigy”.</p> <p>Pod two is supporting their mathematics instruction with an inquiry using “Mathletics” which is an on-line program. Teachers in this pod are part of training throughout this year.</p> <p>Pod three is using Mathology program with all of their students. Lessons will be planned and taught together. Teachers in this pod are applying for collaboration to support their learning.</p> <p>Pod four will be teaching many of the math strategies through their calendar time. They will infuse manipulatives in their lessons.</p> <p>Kindergarten pod – focus on math works and manipulatives</p>
Soft starts to the day	Pods are developing soft starts to their morning routines. This will allow for check ins to occur with individual students as well as breakfast time for many. Learning tasks based on inquiry, STEM challenges, and academic review will be part of the soft start. This should assist with students arriving late not missing key instructional time while students are engaged in positive interaction with their teacher and peers while participating in hands on activities.
Common programs and strategies will be used in each pod for literacy development	School wide focus on guided reading K-6, Adrienne Gear Writing and Reading instruction, Expanding Expression Tool for writing with ELL students and low output writers, phonological awareness (K-2), Jolly Phonics Program (K-2), Talking Tables (ELL learners and ESD learners in Kindergarten-Grade 1), Word Works, Modelled Writing (Kindergarten)

Summary of Progress:

- Assessments are completed for literacy, numeracy and spelling in all intermediate classes
- Intermediate classes have been trained in the “MAPS” process
- Intermediate teachers have developed blocks of co-teaching time
- Class profile meetings held in early October to identify needs of students –these meetings included all pod teachers
- ELL and Learning Assistance groups are running smoothly – support staff working within the pods to develop strong learners
- Staff are using their common prep time and collaboration time to discuss needs, plan collaboratively and develop strong lessons

Additional strategies to implement in 2018-2019:

- ❖ Develop projects that can provide voice and choice for students to engage learning
- ❖ Establish and order curriculum material that will enhance learning
- ❖ FESL grant to purchase 30 ipads to assist in classroom practice
- ❖ Financial Literacy in pod one with classroom economy

Action Items for 2019-2020:

- FESL grant to purchase on-line licenses for 15 classrooms to purchase the following programs: Reading A-Z, Learning A-Z for ELL (September 2019)
- Continued focus on Adrienne Gear writing and reading strategies through professional development at the district level (October 5 and January 24th).
- Shelley Moore videos/book study 7-10 Split
- Mathletics Pilot –pod 2
- Mathology program grade 2,3,4
- Ipads purchased through FESL grant will be used for Mathletics, Reading A-Z and many other apps to support learning
- We have been given an additional .4 ELL FTE teacher to support our increase in ELL learners

Further Questions to Investigate:

- Will the use of ipads increase student engagement?
- Will the use of on line reading programs increase student engagement and reading levels/fluency?
- Will using Writing Power strategies increase student written output and enjoyment of writing?
- Will using Reading Power strategies increase comprehension of text?
- Will supporting ELL students in kindergarten, significantly impact their learning or should we wait to offer this support in Grade 1?
- Is there a significant correlation between attendance issues and academic success?

Summary of Progress 2019-2020:

- Due to change in year structure, it was difficult to summarize growth in academic areas
- We had a significant number of vulnerable students join school in April and May
- We had a significant number of students come back to school in June (250/350)
- Classroom teachers, support teachers, Educational assistants and administration collaborated throughout the year with a stronger focus from April – June – worked with students in all pods to develop strong academics with support for all
- Staff collaborated to design 14 weekly online themes for families to work on at home – these weekly themes included all academic areas of the curriculum, Fine Arts/Music, Indigenous learning, ELL components and Physical Education Challenges. They also included house team challenges and leadership opportunities
- Kindergarten pod completed their storytelling/sensory bins
- Teachers supported students' academic growth through both online platforms and packages as well as in class instruction

Additional strategies to implement in 2020-2021:

- Athletics licenses purchased for intermediate classes – to be used in conjunction with math rotations (pod 1 &2)
- 6 primary staff members are part of the Thinking Classroom Pilot project with Adam Fox
- Expand bookroom resources with culturally appropriate material (K Scheck)
- ELL teachers developing a yearlong project to enhance vocabulary development/comprehension (NOII J. Turner/S. Platzer)
- Student support team to blitz grade one classrooms in September-October 2020 – phonological skills, running records and assist with center time and reading instruction – based on EDI, phonological assessments, lack of attendance in April-June and high % of ELL/Indigenous students (C. Polnik, J. Turner, S. Platzer)
- Class profile meetings continued in October – November 2020 as a tool to further enhance learning and support teachers in classrooms (CORE team)
- Class profile meetings scheduled in February 2021- use the RTI model to review/evaluate process and determine where interventions have worked and where supports need to be added
- Staff meetings introduce/review Shelley Moore – discuss and review strategies for inclusion for all, discuss strategies and data as part of each staff meeting (K.Scheck, H. Mackay)
- Review resources with staff in bookroom, science room, library to synchronize resources that can be used for cross-curricular/projects – in multiple ways, supporting differentiation of instruction
- Use education funds to purchase an ipad cart with 20 ipads and purchase a second cart of ipads with support of the P.A.C.
- Ipads will be used to support literacy and numeracy as well as project based assignments
- Staff focused on RTI model – start where students learning was in September – many students lost skills from April-September so teachers spiraled instruction to ensure to meet student needs

Additional strategies to implement in 2021-2022:

- Primary teachers in pilot project for Mathology – includes resources, presentations, demo lessons and professional development
- Focus on comprehension with all students during reading instruction
- Network of Inquiry Year 2 – ELL teachers
- Implement new phonics program in Kindergarten called – 15% of students are in Q3 or Q4 in fall assessment – we will have extra support in this group over the year
- Talking Tables and Story Bins - Kindergarten

Goal #3 – Career and ADST Goal

Provide a variety of engaging opportunities for students to develop ADST skills

These skills will be more important in the workforce of the future and to create 21st Century citizens. It will help students reach their potential as learners, develop the core competencies, and an innovation mindset. Through these lessons, students will have the opportunity to have voice and choice in projects, utilize project based skills, develop critical thinking, cooperation, communication skills, collaboration skills, engage their curiosity and become aware of the skills they have.

Strategies/Structures:	What:
Establish Maker Spaces and Da Vinci rooms	Schedule a timetable for all staff to access – flexible planning tool posted on google and to all staff.
Use curriculum and core competencies to develop projects	Projects will be determined by each individual pod
Develop Genius Hour and STEM Projects in each pod	Teacher librarian provided books for genius hour and stem projects for all classes to use – these were showcased during staff meetings and are listed in the library program as a list
Pod #1 & 2: ADST rotations/term	Successful implementation of Friday sessions in 2018-2019 which included cooking, dancing, 3D printing, district challenges
Pod #4 & 5	STEM bins set up for morning exploration
Kindergarten/1 Pod:	Many STEM bins and sensory bins were implemented during free play time
Staff Development Opportunities:	Intermediate and grade 3 staff attended Science World Training in Vancouver and Prince George to further their learning and develop lessons for ADST/Careers

Summary of Progress 2018-2019:

- ADST rotations have begun in Pod #1 and Pod #2 – voice and choice evident
- Kindergarten/grade 1 pod using many manipulatives, both in structured and unstructured time, inside and outside of the classroom
- Grade ½ pod exploring and developing lessons for STEM projects

Additional strategies to implement in 2018-2019:

- ❖ Participation in district initiatives – Spaghetti Bridge, Science Fair are two examples
- ❖ Collaboration/coaching through district office
- ❖ School wide competitions –i.e. Fairy Tale theme for example

Action Items 2019-2020:

- ADST Staff Rep: Jeff Dittmer will attend meetings and report back at staff meetings
- Participation in district wide challenges – pumpkin chucking
- Continuation of Classroom Economy in pod 1
- Pod 2 – development of community volunteer program

Additional strategies to implement in 2020-2021:

- Turkey Trouble project/challenge
- Continue monthly house team challenges
- Continue district challenges
- Virtual Science Fair (D. Platzer/S. Amiot)
- Expand gardening program to include a raspberry bed (committee)
- Discuss and develop learning on “Food Security” and how our food/gardening program assist the community

Additional strategies to implement in 2021-2022:

- Investigate community partnerships and how we can access outside support
- Access Science World presentations and professionals
- Participate in projects offered at the district level
- Access a Careers program
- Infuse ADTS within curricular content/project based instruction

Appendix One – School Composition

Composition from 2018-2019

GRADE LEVEL	ELL	%	ABED	%
KINDERGARTEN	15/47	32%	9/47	19%
GRADE ONE	10/48	21%	7/48	15%
GRADE TWO	13/45	29%	8/45	18%
GRADE THREE	10/51	20%	12/51	24%
GRADE FOUR	18/51	35%	7/51	14%
GRADE FIVE	6/43	14%	5/43	12%
GRADE SIX	4/47	8.5%	8/47	17%
SCHOOL OVERALL	76/332	26%	56/332	17%

Composition for 2019-2020:

GRADE LEVEL	ELL	%	ABED	%
KINDERGARTEN	17/58	29%	15/58	26%
GRADE ONE	14/51	27%	9/51	18%
GRADE TWO	12/48	24%	7/48	15%
GRADE THREE	16/46	22%	7/46	15%
GRADE FOUR	8/46	17%	8/46	17%
GRADE FIVE	7/53	13%	7/53	13%
GRADE SIX	2/36	6%	5/36	14%
SCHOOL OVERALL	77/339	23%	58/339	17%

Composition for 2020-2021: Kindergarten ELL students are not counted on 1701 in 20/21 but are reflected in our numbers on the table.

2 families have chosen not to identify as ELL learners but need support (not in our numbers)

GRADE LEVEL	ELL	%	ABED	%
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KINDERGARTEN*	14/ 54	26%	13/54	24%
GRADE ONE	22/53	42%	16/53	30%
GRADE TWO	17/49	35%	7/49	14%
GRADE THREE	12/47	26%	7/47	15%
GRADE FOUR	19/44	43%	5/44	11%
GRADE FIVE	5/43	12%	9/43	21%
GRADE SIX	10/56	18%	8/56	14%
SCHOOL OVERALL	99/345	29%	65/345	19%

Composition for 2021-2022:

GRADE LEVEL	ELL	%	ABED	%
KINDERGARTEN*	n/a		7/39	18%
GRADE ONE	13/54	24%	13/54	24%
GRADE TWO	22/51	39%	12/51	24%
GRADE THREE	14/49	29%	8/49	16%
GRADE FOUR	11/49	20%	8/49	16%
GRADE FIVE	9/47	19%	5/47	11%
GRADE SIX	3/38	8%	5/38	13%
SCHOOL OVERALL	72/327	21%	58/327	18%

EDI - Demographics 2019-2020 (Every 4 years)

EDI Count	Participation Rate	Student Mean Age	# Girls	# Boys	#ELL	# SPEC ED
57	95%	5.7 years	27	30	21	3

Physical Healthy/Well -Being	Social Competence	Emotional Maturity	Language & Cognitive Dev.	Communication Skills/General Knowledge	Vulnerable on 1 or more Scales
10/57= 18%	16/57= 28%	15/57= 26%	9/57= 16%	11/57= 19%	24/57=42%
D=13%	D=13%	D= 13%	D= 8%	D= 15%	D=29%

Appendix Two Report Card Data

Report Card Data - Primary

2018-2009

Kindergarten:

Language Arts	Approaching	Meeting	Exceeding	% M or E
Term One	5	43	0	43/48=90%
Term Two	6	32	11	43/49=88%
Term Three	7	23	16	39/46=85%

Math	Approaching	Meeting	Exceeding	% M or E
Term One	7	41	0	41/48=90%
Term Two	7	40	2	42/49=86%
Term Three	5	37	4	42/46=87%

Grade One:

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	3	16	18	4	22/41=54%
Term Two	1	15	20	5	25/41=61%
Term Three	6	9	26	7	33/48=69%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	2	15	24	0	24/41=59%
Term Two	1	15	20	5	25/41=61%
Term Three	0	5	36	7	43/48=90%

Grade Two:

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	4	19	18	5	23/46=50%
Term Two	0	18	22	6	28/46=61%
Term Three	1	6	30	7	37/46=80%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	1	8	35	2	37/46=80%
Term Two	0	2	34	1	35/46=76%
Term Three	0	7	34	5	39/46=85%

Grade Three:

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	5	13	30	0	30/48=63%
Term Two	1	16	30	1	31/48=65%
Term Three	0	12	33	2	35/47=74%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	1	6	41	0	39/48=81%
Term Two	2	11	35	0	35/48=73%
Term Three	0	9	36	1	37/47=79%

Intermediate 2018-2019

Grade 4

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	4	10	8	14	10	1	2	22/47=47%
Term Two	5	9	11	12	10	1	2	25/47=53%
Term Three	4	11	11	20	5	0	0	26/51=51%

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	7	22	14	3	1	1	0	43/48=89%
Term Two	11	16	18	2	1	0	0	45/48=94%
Term Three	10	16	15	9	1	0	0	38/48=79%

Grade 5

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	3	13	13	14	0	0	0	29/43=67%
Term Two	2	8	15	13	4	1	0	25/43=58%
Term Three	4	8	20	10	0	0	0	32/42=79%

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	7	16	14	5	1	0	0	37/43=86%
Term Two	6	16	12	5	4	0	0	34/43=79%
Term Three	7	15	12	5	3	0	0	34/42=81%

Grade 6

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	12	13	13	6	3	0	0	38/48=79%
Term Two	10	15	13	4	2	4	0	38/48=79%
Term Three								

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	21	15	7	4	0	0	0	44/48=92%
Term Two	13	17	9	6	1	2	0	39/48=81%
Term Three								

FSA Data for Grade 4: November 2019

Subject:	Emerging	On Track	Extending	% On Track or Extending
Reading:	15	24	5	29/44=66%
Writing:	5	37	2	39/44=89%
Numeracy:	9	28	7	35/44=80%

FSA Data for Grade 4: February 2021 (2020-2021 results)

Subject:	Emerging	On Track	Extending	% On Track or Extending
Reading:	10	28	3	31/41= 76%
Writing:	4	35	2	37/41=90%

Numeracy:	13	28	0	28/41=68%
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FSA Data For Grade 4: November 2021 (2021-2022 results). *Writing is now combined with Reading

Subject	Emerging	On Track	Extending	% On Track or Extending
Reading	19	18	9	27/46=59%
Numeracy	24	20	1	22/45=47%

**Report Card Data - Primary
2019-2020**

Kindergarten

Demographics: 17/58=29% ELL

15/58=26% Indigenous

Language Arts	Approaching	Meeting	Exceeding	% M or E
Term One 59 students	14/59	44/59	1/59=	45/59=76%
Term Two 58 students	14/58	37/58	7/58	44/58=76%
Term Three	10/58	38/58	10/58	48/58=83%

Math	Approaching	Meeting	Exceeding	% M or E
Term One 59 students	8/59	47/59	4/5	51/59=86%
Term Two 58 students	9/58	46/58	3/58	49/58=84%
Term Three 58 students	10/58	38/58	10/58	48/58=83%

Grade One:

Demographics: 14/51=27% ELL

9/51=18% Indigenous

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	8/52	9/52	23/52	12/52	35/52=67%
Term Two	5/50	15/50	27/50	6/50	33/50=66%

Term Three	3/50	16/50	27/50	7/50	34/50=68%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	0	6/52	42/52	4/52	46/52=88%
Term Two	2/50	9/50	36/50	6/50	42/50=84%
Term Three	1/50	4/50	42/50	5/50	47/50=94%

Grade Two

Demographics: 12/48=24%ELL 7/48=14/5% Indigenous

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One 49 students		23/49=47%	26/49=53%		26/49=53%
Term Two 48 Students	2/48	23/48	23/48		23/48=46%
Term Three		18/48	30/48		30/48=62.5%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One 49 Students		4/49=8%	44/49=89%	1/49=2%	45/49=92%
Term Two 48 students	1/48	3/48	44/48	0/48	44/48= 83%
Term Three 48 students	0/48	10/48	38/48	0/48	38/48= 79%

Grade Three

Demographics: 16/46=22% ELL 7/46=15% Indigenous

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One 47 Students	1/47=	9/47=	37/47=		37/47=79%
Term Two 46 students	0/46	13/46	33/46	0	33/46=72%
Term Three 46 students	0/46	12/46	34/46	0	34/46=74%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
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Term One 47 students	1/47=2%	5/47=11%	41/47=87%		41/47=87%
Term Two 46 students	0/46	6/46	38/46	2/46	40/46= 87%
Term Three 46 students	0/46	7/46	39/46	0	39/46=85%

Report Card Data - Intermediate 2019-2020

Grade 4

Demographics: 18/51=35% ELL 7/51=14% Indigenous

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One 47 students		18/47= 38%	16/47= 34%	12/47= 26%		1/47 =2%		34/47= 72%
Term Two		17/49	15/49	13/49	6/49			32/49= 63%
Term Three		17/49	14/49	13/49	3/49			31/49= 61%

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One 47 students	4/47	7/47	19/47	15/47	1/47		1/47	30/47= 64%
Term Two	2/49	18/49	11/49	12/49	6/49			31/49= 63%
Term Three	2/49	19/49	10/49	11/49	5/49			31/49= 63%

Grade 5

Demographics: 7/53=13% ELL 7/52= 13% Indigenous

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
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Term One 52 students	6/52	18/52	12/52	9/52	6/52	1/52		36/52= 69%
Term Two 56 students	10/56	16/56	12/56	11/56	4/56			38/56= 68%
Term Three 56 students	9/56	17/56	13/56	10/56	4/56			39/56= 70%

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One 52 students	7/52	16/52	17/52	10/52	2/52			40/52= 77%
Term Two 56 students	12/56	17/56	8/56	11/56	5/56			37/56= 66%
Term Three 56 students	11/56	17/56	9/56	11/56	5/56			37/56= 66%

Grade 6

Demographics: 2/36=6% ELL

5/36= 14% Indigenous

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One 36 students	8/36= 22%	14/36= 39%	8/36= 22%	4/36= 11%		2/36= 6%		30/36= 83%
Term Two 37 students	9/37	17/37	7/37	3/37	1/37			33/37= 89%
Term Three 37 students	9/37	17/37	7/37	3/37	1/37			33/37= 89%

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One 36 students	11/36	14/36	6/36	1/36	2/36			31/36= 86%
Term Two 37 students	13/37	13/37	9/37	1/37	1/37			35/37= 95%
Term Three 37 students	13/37	13/37	9/37	1/37	1/37			35/37= 95%

2020-2021**Kindergarten:**

Language Arts	Approaching	Meeting	Exceeding	% M or E
Term One	18	36	0	36/54=67%
Term Two	13	35	6	41/54=76%
Term Three	8	42	4	46/54=85%

Math	Approaching	Meeting	Exceeding	% M or E
Term One	3	50	1	51/54=94%
Term Two	6	46	2	48/54=89%
Term Three	4	28	22	50/54=93%

Grade One:

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	1	29	22	0	22/52=42%
Term Two	1	24	21	7	28/54=52%
Term Three	4	11	29	8	37/52=71%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	0	17	35	0	35/52=67%
Term Two	1	15	32	6	38/54=70%
Term Three	0	10	32	10	42/52=81%

Grade Two:

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	0	14	35	0	35/49=71%
Term Two	0	15	34	0	34/49=69%
Term Three	0	7	42	0	42/49=86%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One		5	44		44/49=90%
Term Two	0	6	41	2	43/49=88%
Term Three	0	4	39	6	45/49=92%

Grade Three:

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	0	7	40		40/47=85%
Term Two	0	8	37	1	38/46=83%
Term Three	0	5	37	2	39/44=89%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	0	0	47	0	47/47=100%
Term Two	0	3	39	4	43/46=93%
Term Three	0	2	38	4	42/44=95%

**Report Card Data - Intermediate
2020-2021**

Grade 4

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	7	14	9	8	6			30/44= 69%
Term Two	8	10	8	8	8			26/42=62%
Term Three	9	11	8	8	7			28/43=65%

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	15	12	6	8	3			32/44= 73%
Term Two	9	13	4	11	5			26/42=65%
Term Three	10	13	8	8	4			31/43=72%

Grade 5

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	6	13	17	4	3			36/43= 84%
Term Two	9	12	14	3	2			35/40=88%
Term Three	5	19	6	5	3			30/38=79%

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	13	15	9	2	4			37/43= 86%
Term Two	10	11	13	2	4			34/40=85%
Term Three	7	17	10	1	3			34/48=89%

Grade 6

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	9	16	15	10	5			40/55= 73%
Term Two	8	18	16	6	7			41/54=76%
Term Three	11	20	15	7	1			46/54=85%

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	6	20	11	7	11			37/55= 67%
Term Two	15	16	10	5	8			41/54=76%
Term Three	14	19	10	9	2			43/54=80%

Additional Data Considered:

Kindergarten Phonological Assessments 2019-2020

Demographics: 17/58=29% ELL

15/58=26% Indigenous

Teacher:	Quartile 1	Quartile 2	Quartile 3	Quartile 4	% 3 or 4
Mrs. Logeman	7	10	2	1	3/20=15%
Mr. McColm	9	8	2	0	2/19=10.5%
Mrs. Wilson	14	0	3	2	5/19=26%
Total:	30	18	7	3	10/58=17%

Kindergarten Phonological Assessments 2020-2021 Fall Assessment

Demographics: 12/53=23% ELL

18/53=34% Indigenous

Teacher:	Quartile 1	Quartile 2	Quartile 3	Quartile 4	% 3 or 4
Mrs. Logeman	11	5	1	0	1/17=6%
Mr. McColm	5	10	4	1	5/20=25%
Mrs. Wilson	9	4	3	0	3/16=19%
Total:	25	19	8	1	9/53=17%

Kindergarten Phonological Assessments 2020-2021 - **SPRING Assessment**

Demographics: 12/53=23% ELL

18/53=34% Indigenous

Teacher:	Quartile 1	Quartile 2	Quartile 3	Quartile 4	% 3 or 4
Mrs. Logeman	1	3	1	12	13/17=76%
Mr. McColm	0	3	5	12	17/20=85%
Mrs. Wilson	1	2	5	9	14/17=82%
Total:	2	8	11	33	44/54=82%

Kindergarten Phonological Assessments 2021-2022 Fall Assessment

Demographics: 15/40 ELL= 37.5% ELL

6/40= 15% Indigenous

Teacher:	Quartile 1	Quartile 2	Quartile 3	Quartile 4	% 3 or 4
Mrs. Logeman	10	6	4	0	4/20=20%
Mrs. Wilson	15	3	0	2	2/20=10%
Total:	25	9	4	2	6/40=15%

Language Arts Year End Reading Assessment 2021

Kindergarten Phonological Assessments 2020-2021 - **SPRING Assessment**

	Q1	Q2	Q3	4	TOTAL Q3 or Q4
Total:	2	8	11	33	43/53=82% Q3 or Q4

Grade One:

	IEP/<5	<16	@ 16	>16	16+
Total:	3	12	13	33	46/61=75%

Grade Two:

	IEP/	<22	@22	>23	22+
Total:	1	12	13	21	34/47=72%

Grade Three:

	SLP/PM	QCA3 (1)	QCA 3 (2)	QCA (3)	QCA (4)	QCA (3 or 4)
Total:		1	13	17	9	26/40=65%

Grade 4:

	SLP/PM	QCA4 (1)	QCA 4 (2)	QCA4 (3)	QCA4 (4)	QCA (3 or 4)
Total:		5	10	22	4	26/41=63%

Grade 5:

	SLP/PM	QCA5 (1)	QCA 5 (2)	QCA5 (3)	QCA5 (4)	QCA 5 (3 or 4)
Total:		3	8	21	3	24/35=69%

Grade 6:

	SLP/PM	New Assessment (1)	New Assessment (2)	New Assessment (3)	New Assessment (4)	Overall (3 or 4)
Total:		1	24	27	0	27/52=52%

Appendix Three – School Connectedness School Connectedness Survey

MMMCS ~ Fall 2018

Primary Responses: 192 students	Never	Sometimes	Always	% Sometimes/Always
I feel safe at school.	0	28.6%	67.7%	96.3%
If there's a problem at school, I can talk to at least one trusted adult.	0	32.3%	61.5%	93.8%
Adults at school help keep me safe.	0	16.7%	80.7%	97.4%
I feel like I belong in my school.	0	29.7%	64.6%	94.3%
I am able to show my learning in different ways.	0	27.6%	66.1%	93.7%

MMMCS ~ Fall 2018

Intermediate Responses: 150 students	Never	Sometimes	Always	% Sometimes/Always
I feel safe at school.	0	30.7%	67.3%	98%
If there's a problem at school, I can talk to at least one trusted adult.	6%	27.3%	66.7%	94%
Adults at school treat me with respect.	0	23.3%	75.3%	98.6%
I feel like I belong in my school.	6%	30%	64%	94%
I am able to show my learning in different ways.	0	48.7%	48.7%	99.4%

MMMCS ~ Spring 2019

Primary Responses: 156	Never	Sometimes	Always	% Sometimes/Always
I feel safe at school.	5%	30%	65%	95%
If there's a problem at school, I can talk to at least one trusted adult.	5%	30%	65%	95%
Adults at school help keep me safe.	3%	18%	79%	97%
I feel like I belong in my school.	9%	26%	65%	91%
I am able to show my learning in different ways.	6%	36%	57%	94%

MMMCS ~ Spring 2019

Intermediate Responses: 133 students	Never	Sometimes	Always	% Sometimes/Always
I feel safe at school.	4%	39%	57%	96%
If there's a problem at school, I can talk to at least one trusted adult.	6%	40%	54%	94%
Adults at school treat me with respect.	5%	28%	67%	95%
I feel like I belong in my school.	11%	42%	47%	89%
I am able to show my learning in different ways.	6%	51%	43%	94%

Satisfaction Survey Results on Key Questions 2018-2019 48 Grade 4 students

	Never	Few Times	Sometimes	Most Times	All of the Time	Most/Always
I am happy at school.	4%	6%	8%	52%	13%	65%
Do you feel welcome at your school?	0%	2%	10%	41%	39%	80%
Do you feel safe at school?	2%	0%	14%	35%	43%	78%
Are you learning how to solve problems in peaceful ways?	2%	8%	25%	20%	16	36%
Does school make you feel stressed or worried?	14%	8%	39%	10%	8%	18%
Do you feel good about yourself?	2%	8%	6%	41%	35%	76%
If you have a problem, can you get adult help?	0%	6%	14%	35%	39%	74%

Satisfaction Survey Results on Key Questions
2020-2021
38 Grade 4 students

	Never	Few Times	Sometimes	Most Times	All of the Time	Most/Always
I am happy at school.	0%	7%	26%	36%	26%	62%
Do you feel welcome at your school?	0%	2%	21%	31%	42%	73%
Do you feel safe at school?	0%	5%	10%	42%	36%	78%
Are you learning how to solve problems in peaceful ways?	2%	5%	28%	28%	31%	59%
Does school make you feel stressed or worried?	15%	28%	39%	2%	10%	12%
Do you feel good about yourself?	0%	10%	23%	39%	23%	62%
If you have a problem, can you get adult help?	0%	2%	21%	28%	34%	62%
Is school a place where you feel like you belong?	2%	7%	26%	28%	28%	56%

Appendix Four – Attendance Data

Attendance Data ~ September 2018- June 30th, 2019

Attendance Data ↑179 Days in School	Green Zone 0-9 absences	% Green Zone	Yellow Zone 10-19 absences	% Yellow Zone	Red Zone 20+ absences	% Red Zone	Critical Zone 40+ abs	% Critical Zone
Kindergarten	14/48	29%	18/48	37.5%	16/48	33%	7/48	15%
Grade 1	12/47	25.5%	17/47	36%	18/47	38%	6/47	13%
Grade 2	14/46	30%	15/46	22%	17/46	37%	7/47	15%
Grade 3	16/47	34%	17/47	36%	14/47	30%	7/47	15%
Grade 4	21/49	43%	16/49	33%	12/49	24%	7/49	14%
Grade 5	10/40	25%	12/40	30%	18/40	45%	7/40	17.5%
Grade 6	4/48	8%	21/48	44%	23/48	48%	14/48	29%
Totals:	91/325	28%	116/325	36%	118/325	36%	55/325	17%

Behaviour Data ~ September 2018-March 15th, 2019

Behaviour Data ↑120 Days in School	Green Zone 0-1 referrals	% Green Zone	Yellow Zone 2-5 referrals	% Yellow Zone	Red Zone 6+ referrals	% Red Zone
Kindergarten	45/48	94%	1/48	2%	2/48	4%
Grade 1	45/47	96%	1/47	2%	1/47	2%
Grade 2	42/46	91%	4/46	9%	0/46	0%
Grade 3	44/48	92%	0/48	0%	4/48	8%
Grade 4	47/49	96%	2/49	4%	0/49	0%
Grade 5	37/41	90%	4/41	10%	0/41	0%
Grade 6	43/49	88%	4/49	8%	2/49	4%
Totals:	303/328	92%	16/328	5%	9/328	3%

Behaviour Data ~ September 2018-June 30th, 2019

Behaviour Data ↑179 Days in School	Green Zone 0-1 referrals	% Green Zone	Yellow Zone 2-5 referrals	% Yellow Zone	Red Zone 6+ referrals	% Red Zone
Kindergarten	44/48	92%	1/48	2%	3/48	6%
Grade 1	42/47	89%	3/47	6%	2/47	4%
Grade 2	39/46	85%	4/46	9%	3/46	6%
Grade 3	39/47	83%	3/47	6%	5/47	11%
Grade 4	42/49	86%	3/49	6%	0/49	0%
Grade 5	32/40	80%	5/40	12.5%	3/40	7.5%
Grade 6	40/49	82%	3/48	6%	5/48	10%
Totals:	278/32	86%	22/325	7%	21/325	6.5%



Margaret Ma Murray Community School 2021-2022





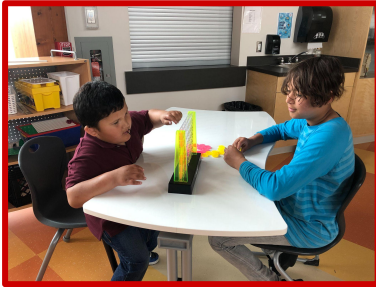
At Margaret Ma Murray Community School, our vision is to create a welcoming and nurturing community that together will foster creative, hands-on learning experiences. Students are empowered to become kind, inclusive, responsible, and curious lifelong learners.

Vision at M.M.M.C.S.

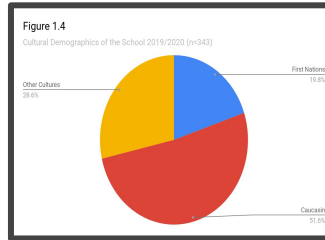
<div>  <div> Margaret Ma Murray Community School School Wide Expectations and Behaviour Matrix A H.E.R.O. is an ordinary person doing extraordinary things. </div>  </div>				
	Inside	Outside	Bathrooms	Technology
H Honest	<ul style="list-style-type: none"> I tell the truth. I do my best. I respect all property. I admit and correct my mistakes. 	<ul style="list-style-type: none"> I stay where adults are supervising. I tell the truth. I am fair. 	<ul style="list-style-type: none"> I use my own stall. I clean up after myself. I use the bathroom appropriately. I report problems right away. 	<ul style="list-style-type: none"> I use technology appropriately. I am safe when I use the internet. I only use approved devices at school.
E Empathetic	<ul style="list-style-type: none"> I am kind, helpful and understanding. I respect the learning environment of others. I use kind words. 	<ul style="list-style-type: none"> I am an Upstander. I include others. I care for the environment. I am kind, helpful and understanding. 	<ul style="list-style-type: none"> I give people their privacy. I share the space properly. 	<ul style="list-style-type: none"> I offer help to others. I report cyber bullying. I am kind and understanding to other users.
R Responsible	<ul style="list-style-type: none"> I keep my hands and feet to myself. I am where I should be. I stay organized and tidy my space. I work together with others. 	<ul style="list-style-type: none"> I play and learn safely. I use equipment properly. I listen and follow directions. I come in when the bell rings. 	<ul style="list-style-type: none"> I wait my turn. I clean up after myself. I flush the toilet and wash my hands. I am timely. 	<ul style="list-style-type: none"> I know using technology is a privilege. I stay on task. I take care of all school devices.
O Open-Minded	<ul style="list-style-type: none"> I embrace challenges and take risks. I learn about other people and cultures. I accept that others learn in different ways. 	<ul style="list-style-type: none"> I am open to new things. I seek out new friends. 	<ul style="list-style-type: none"> I give other's privacy. I accept that everyone needs to use the washroom. 	<ul style="list-style-type: none"> I try new technology to complete my work. I share technology.

H.E.R.O.s join forces for the greater good!

Demographics September 2021



72 ELL Students(Gr 1-5)
24 Languages
63 Indigenous students
324 students
40+ staff
Transiency rate has increased
(17%=28 moves and 8%=26 new)



We are an inclusive community!

We Create

We Learn

We Collaborate!

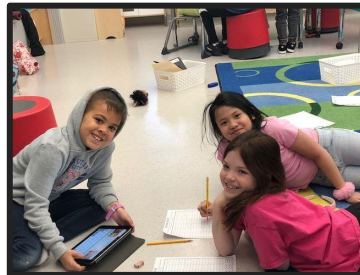
Kindness

Responsibility

Curiosity

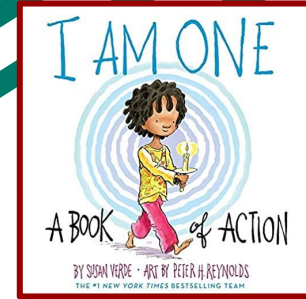
Perseverance

Acceptance



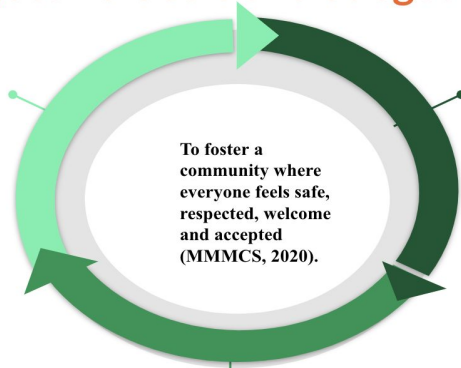


Goals:



1. To foster a community where everyone feels safe, respected, welcome and accepted.
2. To identify students' abilities and develop personalized opportunities for intellectual growth.
3. Provide a variety of engaging opportunities for students to develop ADST skills.

Together we are a strong team of H.E.R.O.s



To foster a community where everyone feels safe, respected, welcome and accepted (MMMCS, 2020).

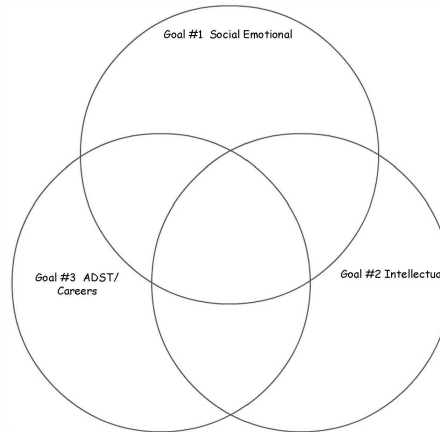
All learners have opportunities to understand and respect their individual cultural heritage

**Government of British Columbia
Curriculum and Core Competencies**



Schools provide students with the tools to link their unique story to others, and to create positive relationships

J. D Willms, Student Engagement

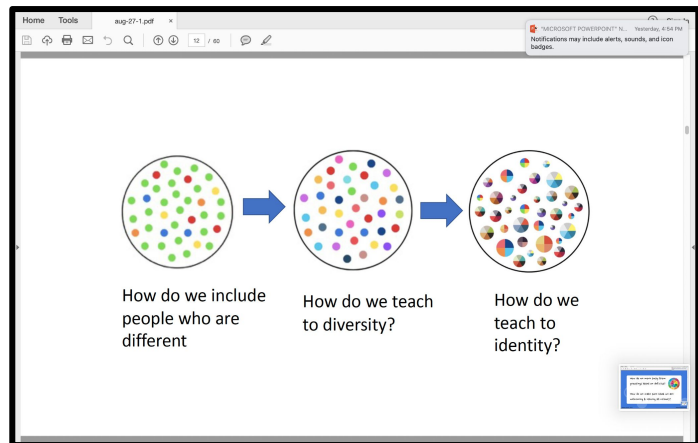
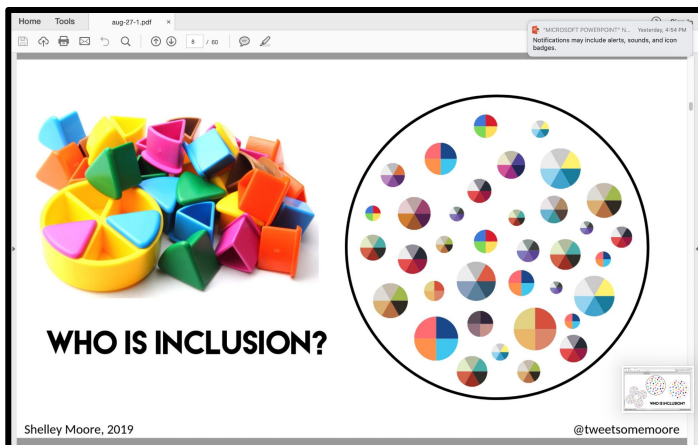


Social diversity and inclusion recognizes the need for belonging and acceptance, and the importance of creating opportunities to participate fully and equally in economic, social, cultural and political institutions.
Jennifer Kratz , Teaching to Diversity

Planning Day September 2021

Agenda Link

- Staff pre-grouped so that all staff included and sitting within comfort zone
- Lots of time for collaboration
- Individual folders with data on current students (class list from Sept 2021) - explanation of material to all staff -
- Lots of fun, food imbedded to build sense of community and connection
- Individual and class data very valuable, particularly useful in grouping students for instruction and for class profile meetings/CORE team meetings
- Current staff have a chance to discuss with previous staff ~strengths, areas for growth
- Balance of Data: District, Ministry School focus
- Continued focus on inclusion with Shelley Moore (baked potato focus last year)
- Mindset of teaching to diversity and identity very important and strong in our building



Diversity is a fact.
Equity is a choice.
Inclusion is an action.
Belonging is an outcome.

Data Used for 2021-2022: School Based

Language Arts
Year End Reading Assessment Scores

Classroom:	Q1	Q2	Q3	4	TOTAL Q1 or Q4
Mrs. Loggman	1	3	1	12	13
Mrs. Wilson	1	2	5	8	13
Mrs. McCoin	0	3	5	12	17
Total:	2	8	11	32	43/53=81%

Grade One:

Classroom:	HF/CS	<16	16-36	>36	16+
Mrs. Loggman	6				
Mrs. Wilson	3	0	0		
Mrs. Powers	2	3	6	0	
Mrs. Lohr	1	3	7	9	
Mrs. Loggman	0	0	0	6	
Total:	3	32	13	33	46/61=75%

Grade Two:

Classroom:	HF/	<22	22-32	>32	22+
Mrs. Loggman	1	5	3	5	8
Mrs. Kates	3	4	6	10	
Mrs. Conder	0	2	6	9	
Mrs. Gilliam	4	3	4	7	
Total:	1	32	13	21	34/47=72%

Grade Three:

Classroom:	SLP/PM	QCA3 (1)	QCA3 (2)	QCA3 (3)	QCA3 (4)	QCA3 (5 or 4)
Mrs. Kates	1	3	3	1	4	
Mrs. Conder		2	5	1	6	
Mrs. Gilliam	4	2	2	1	3	
Mrs. Marjo	3	2	6	13		
Total:	1	33	17	9	26/40=65%	

Report Card Data - History
2018-2020
WY0000

Demographics:	7/53=13% ELL	7/53=13% Indigeneous	NW (ELL)	N-C or T
Language Arts	Emerging	Emerging	Emerging	SLP or L
Term One	1/10	1/10	1/10	1/10
Term Two	1/10	1/10	1/10	1/10
Term Three	1/10	1/10	1/10	1/10

Grade One:

Demographics:	14/21=67% ELL	14/21=67% Indigeneous	NW (ELL)	N-C or T
Language Arts	Emerging	Emerging	Emerging	SLP or L
Term One	1/10	1/10	1/10	1/10
Term Two	1/10	1/10	1/10	1/10
Term Three	1/10	1/10	1/10	1/10

Grade Two:

Demographics:	12/18=67% ELL	12/18=67% Indigeneous	NW (ELL)	N-C or T
Language Arts	Emerging	Emerging	Emerging	SLP or L
Term One	1/10	1/10	1/10	1/10
Term Two	1/10	1/10	1/10	1/10
Term Three	1/10	1/10	1/10	1/10

Grade Three:

Demographics:	12/18=67% ELL	12/18=67% Indigeneous	NW (ELL)	N-C or T
Language Arts	Emerging	Emerging	Emerging	SLP or L
Term One	1/10	1/10	1/10	1/10
Term Two	1/10	1/10	1/10	1/10
Term Three	1/10	1/10	1/10	1/10

Grade Four:

Demographics:	12/18=67% ELL	12/18=67% Indigeneous	NW (ELL)	N-C or T
Language Arts	Emerging	Emerging	Emerging	SLP or L
Term One	1/10	1/10	1/10	1/10
Term Two	1/10	1/10	1/10	1/10
Term Three	1/10	1/10	1/10	1/10

Grade Five:

Demographics:	12/18=67% ELL	12/18=67% Indigeneous	NW (ELL)	N-C or T
Language Arts	Emerging	Emerging	Emerging	SLP or L
Term One	1/10	1/10	1/10	1/10
Term Two	1/10	1/10	1/10	1/10
Term Three	1/10	1/10	1/10	1/10

Grade Six:

Demographics:	12/18=67% ELL	12/18=67% Indigeneous	NW (ELL)	N-C or T
Language Arts	Emerging	Emerging	Emerging	SLP or L
Term One	1/10	1/10	1/10	1/10
Term Two	1/10	1/10	1/10	1/10
Term Three	1/10	1/10	1/10	1/10

Grade Seven:

Demographics:	12/18=67% ELL	12/18=67% Indigeneous	NW (ELL)	N-C or T
Language Arts	Emerging	Emerging	Emerging	SLP or L
Term One	1/10	1/10	1/10	1/10
Term Two	1/10	1/10	1/10	1/10
Term Three	1/10	1/10	1/10	1/10

Grade Eight:

Demographics:	12/18=67% ELL	12/18=67% Indigeneous	NW (ELL)	N-C or T
Language Arts	Emerging	Emerging	Emerging	SLP or L
Term One	1/10	1/10	1/10	1/10
Term Two	1/10	1/10	1/10	1/10
Term Three	1/10	1/10	1/10	1/10

Grade Nine:

Demographics:	12/18=67% ELL	12/18=67% Indigeneous	NW (ELL)	N-C or T
Language Arts	Emerging	Emerging	Emerging	SLP or L
Term One	1/10	1/10	1/10	1/10
Term Two	1/10	1/10	1/10	1/10
Term Three	1/10	1/10	1/10	1/10

Grade Ten:

Demographics:	12/18=67% ELL	12/18=67% Indigeneous	NW (ELL)	N-C or T
Language Arts	Emerging	Emerging	Emerging	SLP or L
Term One	1/10	1/10	1/10	1/10
Term Two	1/10	1/10	1/10	1/10
Term Three	1/10	1/10	1/10	1/10

Grade 4: (comprehension scores very weak on all grade 4)

Classroom:	SLP/PM	QCA4 (1)	QCA4 (2)	QCA4 (3)	QCA4 (4)	QCA4 (5 or 4)
Mrs. Marjo	1	5	5	15	1	16
Mrs. Bora/Mrs. Anderson		4	5	2	7	
Total:		5	10	22	4	26/41=63%

Grade 5:

Classroom:	SLP/PM	QCA5 (1)	QCA5 (2)	QCA5 (3)	QCA5 (4)	QCA5 (5 or 4)
Mrs. Bora/Mrs. Anderson	2	3	4	6	0	6
Mrs. Bracey	1	0	4	15	3	18
Total:		3	8	21	3	24/35=69%

Grade 6:

Classroom:	SLP/PM	New Assessment (1)	New Assessment (2)	New Assessment (3)	New Assessment (4)	Overall (3 or 4)
Miss Amiot	0	12	14	0	14	
Mr. Platzer	1	12	13	0	13	
Total:		1	24	27	0	27/52=52%

- Term Data (2020-2021)
- Reading Assessment (2021)
- Class Profile (2021-2022)
- K phonological 2021

FSA Data for Grade 4: February 2021
(2020-2021 results)

Subject:	Emerging	On Track	Extending	% On Track or Extending
Reading:	10	28	3	31/41=76%
Writing:	4	35	2	37/41=90%
Numeracy:	13	28	0	28/41=68%

FSA Data for Grade 4: November 2019

Subject:	Emerging	On Track	Extending	% On Track or Extending
Reading:	15	24	5	29/44=66%
Writing:	5	37	2	39/44=89%
Numeracy:	9	28	7	35/44=80%

FSA Data for Grade 4: February 2021 (2020-2021 results)

Subject:	Emerging	On Track	Extending	% On Track or Extending
Reading:	10	28	3	31/41=76%
Writing:	4	35	2	37/41=90%
Numeracy:	13	28	0	28/41=68%

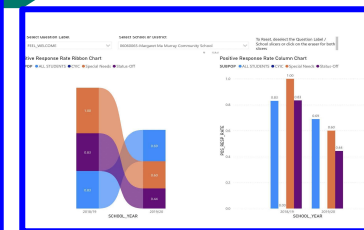
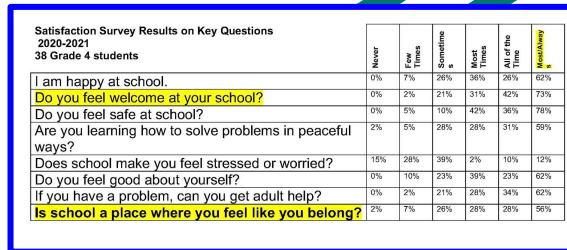
2021-2022 Class List

Classroom:	Q1	Q2	Q3	4	TOTAL Q1 or Q4
Mrs. Loggman	1	3	1	12	13
Mrs. Wilson	1	2	5	8	13
Mrs. McCoin	0	3	5	12	17
Total:	2	8	11	32	43/53=81%

Page 2 of 14
Homeschool List with Q1-Q4
2021-2022 Class List

Classroom:	Q1	Q2	Q3	4	TOTAL Q1 or Q4
Mrs. Loggman	1	3	1	12	13
Mrs. Wilson	1	2	5	8	13
Mrs. McCoin	0	3	5	12	17
Total:	2	8	11	32	43/53=81%

District Data/Provincial Data



Types of Data:

Satisfaction Survey

FSA

Report Card Grades/Subject/Grade

Compared to District/Province

ASSESS Data ~ behaviour (Location/Day of week/Type)

Attendance Data ~ (Frequency/When/ are they occurring?)

Cohorts -identifies areas of need for support and funding

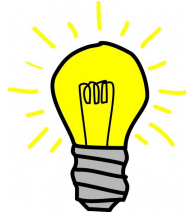
Data Driven Dialogue
Infuses Looking Deeply
Asking of Difficult Questions
How Do We Change?



Goal #1:

To foster a community where everyone feels safe, respected, welcome and accepted.

Big Ideas

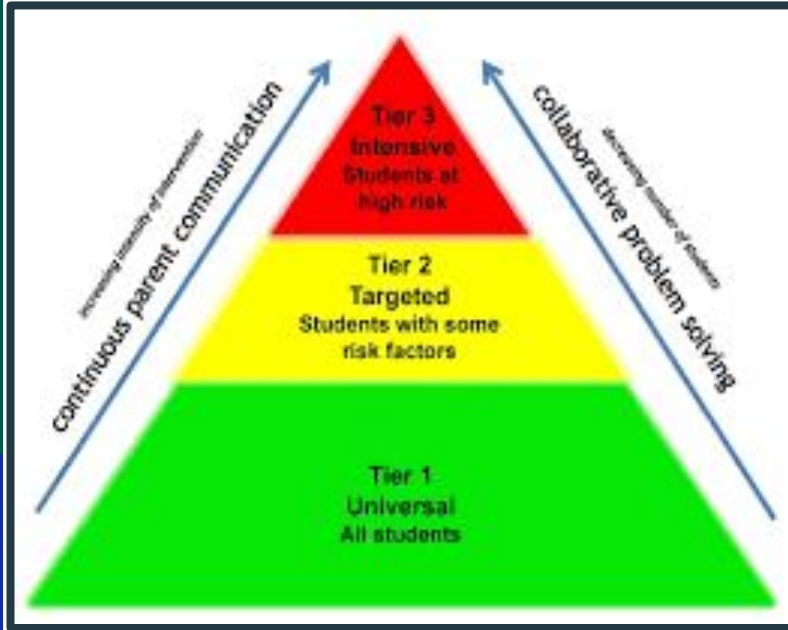


- all students matter
- take care of basic needs will lead to academic growth and school connectedness
- kids need to come to school in order to intellectually grow and develop core competencies
- parents and students need to be involved so we have a healthy community
- connections through culture, food, pods, house teams, activities
- anxiety has increased
- tools are needed: home and at school
- we have the mindset to make this work

Due to current COVID related climate, this is more important than ever.



School Wide Strategies Goal #1



Counsellor/SEL Staff:

- Friendship groups
- Check ins with students
- Staff presentations
- Collaboration on programs
- Liaison with families

C.O.R.E. Team:

- Use data to make informed decisions
- Weekly C.O.R.E. team meetings before school -open to all
- Infused support with all staff (ELL, LAT, SEL, ISSW)
- Student placement is key
- **Tier 3 students:** attendance, academics, basic needs
- Indigenous students are the focus so the majority of tier 3: wrap around support offered and extended to middle school

Maslow's Hierarchy of Needs:

- Breakfast for all students ~normalize
- Leadership opportunities for all students
- Communication with struggling families
- Firebird coins: celebration of positive actions linked to goals, matrix, kindness, empathy
- House team activities~community, self-esteem, belonging
- Celebrations of culture, kindness, gratitude showcased at assemblies
- Communication with families

Explicit Teaching:

- SEL Programs: Social Thinking Program, Superflex Program, Zones of Regulation, EASE Program, Growth Mindset
- Focus assembly lessons on kindness and gratitude
- 7 Sacred Teachings woven in to matrix
- Languages: Cree,



GRATEFULNESS AND KINDNESS FOCUS TERM ONE

November 22nd Assembly

- Greetings/Check in
- Attention to attendance
- Helping others in our school, in the community and in the world
- Global Citizenship
- Extra Curricular
- Break Cards

- Communication is key
- Celebrations are instrumental
- Interventions and support for all students
- Buy in
- H.E.R.O. ~ Here, Everyday, Ready, On time
- H.E.R.O. ~ Honesty, Empathy, Respectful, Open-minded



Seeds of Kindness & Kindness Ninjas

- Many K-6 curricular learning outcomes are covered in a hands on, community focused way
- Gardening brings joy to those around us
- 1000s of sunflower seeds planted for our community to enjoy
- Being outside in nature, doing things to help others, also helps our SEL and fills our buckets
- Food cubes for vegetables to harvest
- Raspberry for jam
- Sunflowers for the birds
- Food security and sustainability
- Community involvement (Seniors, B/O, parents,, residents, non-profits)



Connecting & Community

Early Act ~Rotary Club

Leadership

House Team Challenges

Helping Others

3 levels of Kindness (Intentional, Quiet, Reactive)



So many things to be grateful for....

(Intentional Acts of Kindness)



Cards for seniors and soldiers



We help the community:

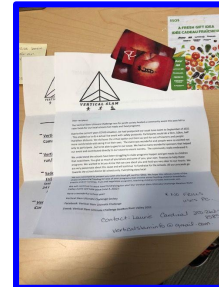
- Collecting cards for seniors and writing letters for veterans
- Planting tulips at The Legion
- Food bundles of fresh produce
- Challenge with Charlie Lake School
- PJ Drive

The Community Helps Us:

- Funds for breakfast
- Community coaches
- QBT Contracting
- Donations for needed items



Charlie Lake School
Grocery Cart Challenge



Breakfast
Program

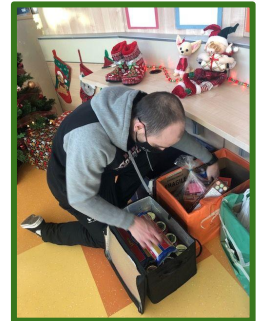
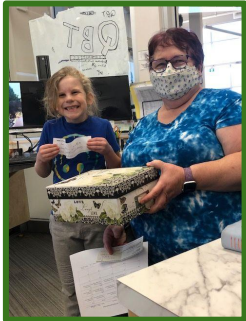
So Many Things To Be Grateful For.....

(Intentional and Quiet Acts of Kindness)

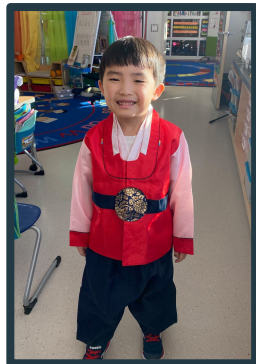
Thank You



for your Kindness



What makes us the same, makes us feel safe.
But what makes us different,
makes us feel special!



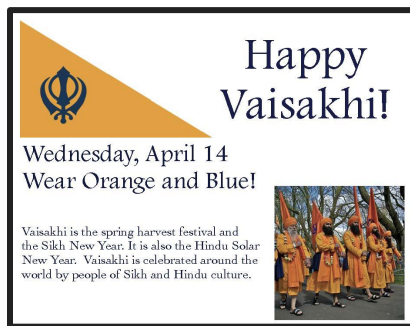
*Seeking connection,
celebrating diversity!*



ELL Writing Contest Submission

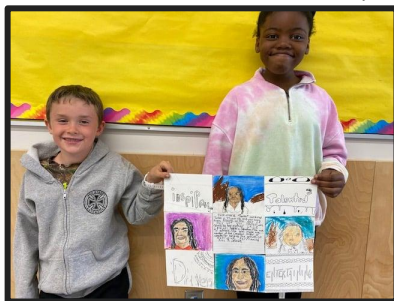
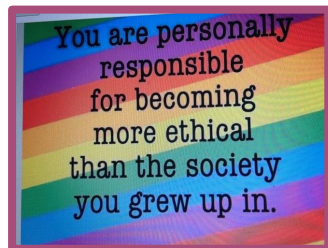


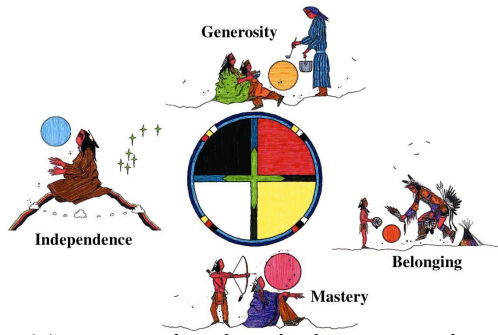
Diversity and Inclusion At the Root of our Work



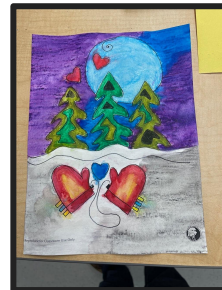
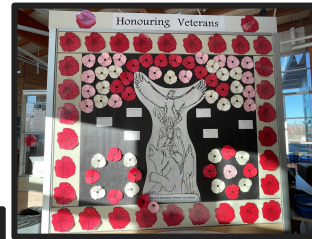
Ramadan 2021 Year End Inclusion Celebration 2021
Vaisakhi 2021 video
Diwali 2021

Everybody is different
Everybody is Awesome!





Here is the land, here is the sky. Here are my friends and here am I. We thank and acknowledge the Dena Zaa people on whose land we work on and play and we promise to take care of it every day.



Indigenous Students' Support:

- Full time support every day
- Engaged ISSW (contacts, visits, liaison)
- Cultural activities/month
- 7 Sacred Teachings infusion
- Materials to support instruction
- Cree word of the week
- Breakfast baking with students
- Breaks for tier 3 students built in to schedule
- Part of our CORE team

Numeracy:

- Project based, play based
- Daily 3 (whole group, teacher lesson, tech time, projects)
- Math rotations
- Primary Mathology pilot project
- 6 staff involved in "Thinking Classrooms"
- Online programs: Mathletics, Prodigy, Xtramath, Mathology



School Wide Strategies:

- Staff Meetings: Look at data from term/pod
- Discuss resources (library, book room, manipulatives)
- Showcase professional development
- CORE Team weekly meetings
- Class Reviews fall/winter
- Common Prep time aligned with collaboration time
- Grade Level/Pod Preview/Team Teaching



Goal #2

To identify students' abilities and develop personalized opportunities for intellectual growth.

Literacy:

- Book room resources updated, culturally appropriate and match SS/SC curriculum
- Literacy Circle books are relevant/topic appropriate and include SS themes
- Anchor books for Adrienne Gear strategies
- Daily 5 embedded in practice
- LAT/ELL works with CT during rotations
- LAT/ELL assist with assessment
- Team teaching/pod
- Morning tubs for centers
- Guided Writing/Expanding Tools Program
- Adrienne Gear Strategies for reading/writing
- Integrated projects (voice/choice)
- ELL Inquiry Project year 2
- Wrap Around support
- Jolly Phonics/Heggerty Program

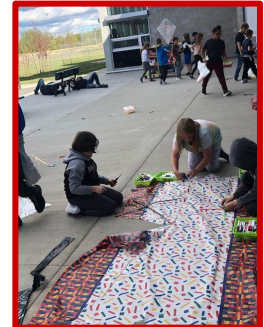
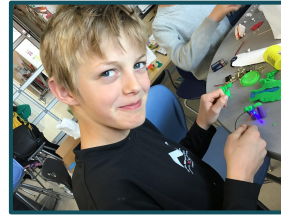


Goal #3

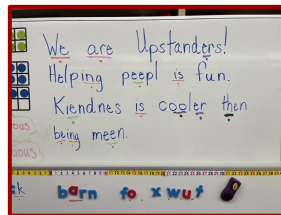
Provide a variety of engaging opportunities for students to develop A.D.S.T.

School Wide Strategies:

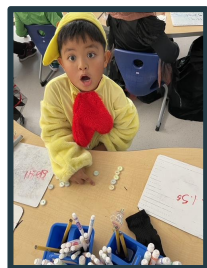
- House Team Challenges
- Food Security Projects/Gardening
- Play Based Learning
- Project Based Learning
- Music
- Maker activities
- Integrated projects



Classroom Perspective ~ Mr. McColm



We all think differently

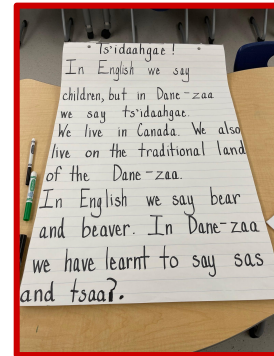
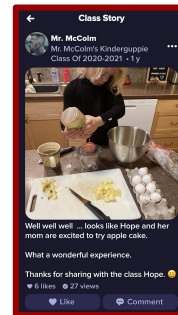
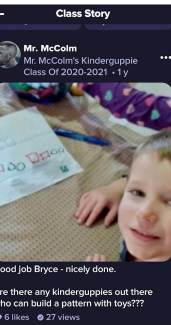


Celebrations of Learning
Play-Based
Academic
Relational
Community



Classroom Perspective ~ Mr. McColm

- Educating Parents/Caregivers/School Community
- Connecting home to school
- Relationships
- Natural Patterns/Authentic Learning
- Child Centred
- Whole Child
- Global Citizenship
- Curricular Competencies
- Core Competencies
- Play and Project Based
- =Woven Together impacts learning

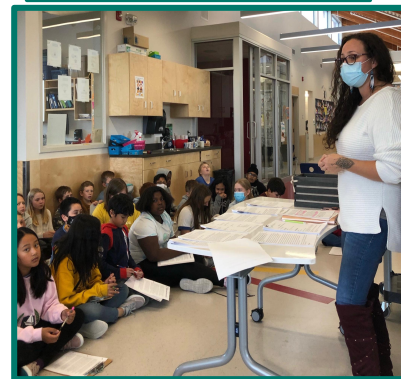
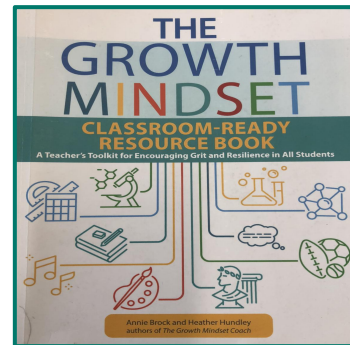
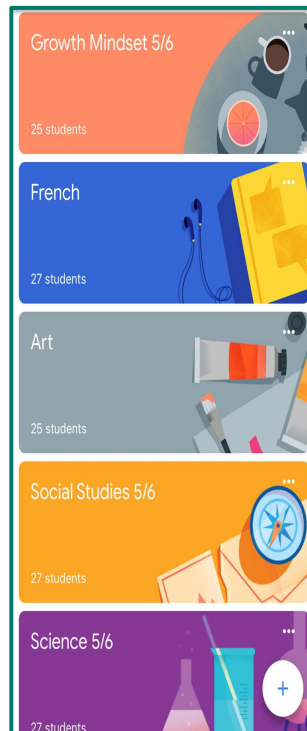


In POD 1



SEL, diversity and inclusion are strongly promoted through classroom and whole POD activities.

We support our ADST & Academic goals through hands-on learning



Learning Support Fund

- Ipads
- Programs/books for LAT & Library
- Collaboration time - class profile meetings
- .2 FTE SEL Support Teacher
- ISSW books/resources
- Collaboration time weekly -built in to schedule
- Books for book study
- Increase EA support for vulnerable learners
- TTOC time for class profiles Fall/Winter



How can we utilize funds to
best support our school?

Celebrations

C

Celebrations

O

Ongoing
Inquiries

R

Risks and
Requests

E

Endeavors

The biggest celebration our school has is our successes in wrapping around our vulnerable students. In turn, they are the gift that keeps on giving and the reason why we work in education.



**Not all HEROs are famous!
HEROs can be ordinary people
who have discovered ways to
make the world a better place!**

All Are Welcome

All are Welcome, come and see
Our Firebird School Community
Together we learn, laugh and grow
Always share what we know.

Lunch, recess, and all through the day
We look out for each other in every way
Words matter, so we must be kind
Never leaving a friend behind.

Be responsible and kind, open -minded too
Respect each other it's what we do!
All Are Welcome, come and see
Our Firebird School Community!



THIS IS YOUR BRAIN

Train your fingers to play these
Technique patterns:

Complete a Rhythm
Challenge Packet

Left Frontal Lobe
Likes FACTS & PATTERNS

Sensory Cortex
Controls your FINGERS

Occipital Lobe
Processes what you SEE

How FULL can you
stuff your brain??

Learn _____ songs this year that
you can keep ready to play anytime,
anywhere, for anyone

Make a list of them below:

Sightread _____ pieces this year

ON MUSIC!!

Show Your Creative Side!
Pick at least one project to complete:

___ Composer/History Project

___ Composition Project

___ YouTube Art & Video Project

___ Invent Your Own Project

Right Frontal Lobe
Likes to be CREATIVE

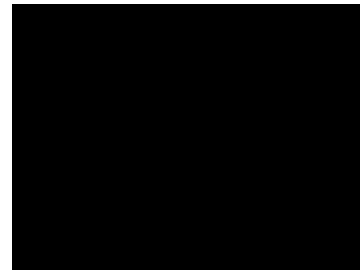
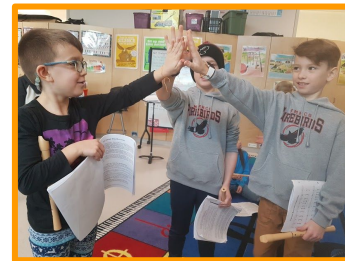
Auditory Cortex
Processes what you HEAR

Complete these
Listening Goals:

*** Practice... it's what
it takes to become a
SMARTER musician!

My weekly practice goal
_____ minutes

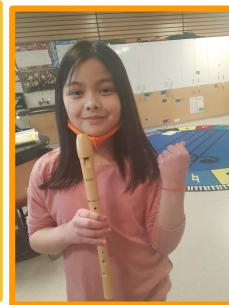
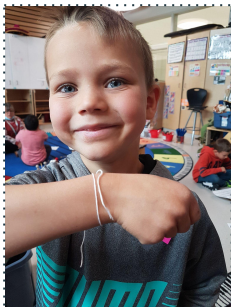
Add a star below for every
week you reach your goal



- Music education helps with ALL framework goals.
- Music teaches teamwork, collaboration and perseverance
- Music provides a positive outlet for emotional regulation (SEL)
- Music has MANY brain benefits for learning that are best achieved when done early (Check!) and over a period of several years (Check!)
- Music IS coding
- Music can both build community and be individualized



- Every student at MMCS gets 40 minutes of music per week with a music specialist in a music room
- The music room is often open for drop-in for intermediates during breaks as well
- The beginner band program is hosted at MMCS so all MMCS students have access to many more instruments than other schools such as expensive Percussion equipment, and SD60 Band Instruments
- The MMCS music program follows a “Karate” system: As students go through the grades, they earn different belts. Each belt represents new skills, instruments, and abilities. You can see the pictures of kids showing off their belts!





- Thanks to school instruments, every child leaves MMCS able to read music and play boomwhackers, xylophones, recorders, and ukuleles during their 7 years at MMCS
- Thanks to access to SD60 band equipment and generous community donations, every child also leaves Grade 6 able to play the drum kit (we have 3!)
- Thanks to community donations, students also have access to 3 pianos, an organ, an electric drum kit, 5 guitars (always accepting more!)
- MMCS is a host school for band, which enriches our school in many ways such as frequent performances and collaborative opportunities, and early exposure and mentorship for younger students by high school musicians

