



School: Edith McDermott Elementary

Principal: Alan Millar

Director/Assistant Superintendent: Jovo Bikic

**A. Goal (One goal per page)**

Continue to create an environment reflective of our place and community, and improve the sense of welcome and belonging for all students, particularly our Indigenous community members.

**B. Rationale**

Historically, Indigenous populations/cultures have not been reflected in public schools, and where it is present it is often tokenism. Research has clearly indicated that a sense of belonging/welcoming and ownership in an environment greatly increases student capacity to be successful within the context of the social milieu of a school/classroom. Increasing self regulation, self advocacy, self awareness, connection, and safety, are all foundational to a student's ability to be schooled.

**C. Action Plan (List specific actions, school level and district level resources or structures used)**

- Cedar bows painted above door ways
- Renaming process to more Indigenous inclusive school "nickname" (Magic to CEDARS)
- School logo to reflect the community we serve, both Indigenous and non-Indigenous
- Name translated into hə́h̓qəmiñə́h
- Grade 6/7 taking Truth and Reconciliation and Indigenous issues class
- Staff Pro-D around Indigenous perspectives
- Trauma-informed practices introduced and studied (teaching the Hurt Child copy for every teacher)
- Welcoming and acknowledgment of place at every gathering
- Embedding sharing, and discussing (staff meetings) Indigenous ways of learning in our classrooms

**D. Evidence / Data (How will you measure success?)**

- Completion of collaborative projects (ie: renaming of school mascot)
- Feedback from community (students/parents/staff)
- Return of Indigenous community after COVID-19 isolation
- Reflected in Student Learning Surveys (section on learning about Indigenous peoples)

Principal:	Superintendent:	Board Chairperson:	Date:



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**A. Goal (One goal per page)**

To lower the percentage of students school wide not yet meeting expectations in reading to less than 10%, with particular emphasis on grades 4, 5, 6 & 7.

**B. Rationale**

We set this goal last year and it continues this year as new complexities (COVID-19/virtual learning/high anxiety) interfered with student growth, maintaining the 2018-2019 numbers of students not yet meeting expectations in reading, 15%. As research has shown, if an individual struggles with literacy as an adult, it dramatically impacts, in a negative fashion, on the life chances for the individual. It is the moral and ethical imperative of public education to create literate citizens. At Edith McDermott, we continue to take that imperative very seriously.

**C. Action Plan (List specific actions, school level and district level resources or structures used)**

- Continue accessing the school team with Leyton, Faye and Shelley, especially supporting new young staff to do so
- Creating 25 minute, three-week cycles of literacy support from 8 to 8:25 a.m. one on one
- Utilizing technology to promote continued literacy buddies between classes
- Continuing to utilize the SPIRE support literacy support program as well
- Intermediate Bench Marks Program to support teachers striving with the EPRA and IRA
- Pervasively utilizing formative assessment

**D. Evidence / Data (How will you measure success?)**

- Monitoring the centralized data on the portal
- Feedback from students and families regarding attitudes towards literacy
- Use of the Performance Standards (EPRA and IRA) especially year end

Principal:

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Date: