



School: Edith McDermott Elementary

Principal: Alan Miller

Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

To maintain the percentage of students school wide emerging (not yet meeting) in reading of less than 10% with particular emphasis on the grades 4 to 7.

B. Rationale

This is a new goal as this year our school-wide data showed our school wide percentage was at 7% in the not yet meeting (NYM), now known as emerging, from 16% the year before. Previously, our goal was to lower that percentage to below 10% NYM. With that goal reached, we now have the goal of maintaining the growth. 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
- Identify support for classrooms beyond regular support using class reviews
- Adopting a trauma informed approach throughout the school (Chase the Why/Connection before Correction)
- Continue 25-minute three-week cycles of literacy support form 8 to 8:25 a.m. one on one with the first sessions dedicated to our Katzie Learners who were not in attendance last year
- Continue to build and nurture connections for our Indigenous, Métis, and Inuit students through ubiquitous presence throughout the school culture/environment
- Utilizing technology to promote continued literacy buddies between classes
- Continuing to utilize the SPIRE support literacy support program
- Intermediate benchmarks program to support teachers striving with the EPRA IRA
- Pervasively utilizing formative assessment
- Provision of collaboration time for teachers to co-plan, calibrate assessments etc.
- Provide outside of the school daytime to collaborate with education assistants and support team
- Create opportunities for vulnerable readers to be in the role of professional
- Maintain an emphasis on literacy and reading throughout the school culture/environment
- Announcements, assemblies, spirit activities

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:

Superintendent:

Board Chairperson:

Date:



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A. Goal (One goal per page)

Enhance and nurture the sense of belonging and connections with our students of ancestry especially the students of Katzie First Nation.

B. Rationale

In keeping with the findings of the Truth and Reconciliation final report it is incumbent of every level of education to take the 94 calls to action very seriously and implement changes to increase knowledge and understanding amongst all Canadians of the legacy of Canadian policies on Métis, Inuit, and Indigenous Peoples. In the words of the Hon. Murray Sinclair: “It was education that got us here and it will be education that will gets us out.”

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

- Continue 25-minute three-week cycles of literacy support form 8 to 8:25 a.m. one on one with the first sessions dedicated to our Katzie Learners who were not in attendance last year.
- Continue to build and nurture connections for our Indigenous, Metis, and Inuit students through ubiquitous presence throughout the school culture/environment
- Worked with staff and the community (Katzie Elders in particular) to develop
- School new logo (created by Katzie Artist)
- School new inclusive name CEDARS
- Mural, in the entrance, of a cedar forest
- Haida blanket displayed in front case under welcoming totem
- Cedar bows painted above all doorways
- School house teams using Indigenous artwork as symbols displayed in the foyer
- Work with AbEd Department in supporting their Community Connections bringing Elders and other community connections to schools
- Ongoing discussions and awareness regarding the story of Indigenous People in Canada at monthly assemblies and in classrooms
- First Peoples Principles of learning an inherent part of planning
- Every Thursday is Orange Shirt Day (stimulates conversation with students and the community)
- Supporting and ensuring attendance regardless of barrier (Katzie bus not running)
- Ensure access to extra-curricular activities by providing early morning and late afternoon pick up and drop off.
- Soft start and early entrance into the building as bus drops off very early
- Safe places support room, AbEd room, principal's office
- Easily accessible food/snacks

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

- Monitor attendance of students of ancestry
- Anecdotal feedback from the community (particularly Katzie First Nation)
- Assessments

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