



**School:** Edith McDermott Elementary

**Principal:** Alan Millar

**Director/Assistant Superintendent:** David Vandergugten

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

To begin the exploration of our numeracy practice and results here at EME.

**B. Rationale**

While the number of students not yet meeting (emerging) in numeracy over the years has been quite low (one or two students per grade level), the number of minimally meeting is quite high (up to 20 students at some grade levels).

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

- Develop amongst the adults of the community (staff and guardians) an understanding of the difference between numeracy and arithmetic
  - professional conversations
  - action points at staff meetings
  - newsletters/portal messages
  - staff presentations on numeracy instruction at staff meetings
- Promote, and support, staff participation in the Primary Math Learning Series Session 2
- Purchase resources asked for by staff who have attended the sessions as well for staff that have demonstrated (in conversation) a willingness to engage in more numeracy practices.
- Provide collaboration time during the day so teachers can observe other teachers in the building teaching numeracy.

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

- Decrease in drill and practice, algorithmic, arithmetic instruction in classrooms
- monitoring the centralized data on the portal
  - feedback from students and families regarding attitudes towards numeracy
  - use of the Performance Standards Early Primary Reading Assessment Intermediate Reading Assessment (Especially year-end assessments)

**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 continues to be incumbent upon every level of education to take the 94 calls to action 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 Honourable Murray Sinclair, “It was education that got us here and it will be education that will get 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 8:00-8:25 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
- Former Katzie First Nation student regularly attending our assemblies and special functions to drum and sing.
- Re-establish student conferences on Katzie
- Masks displayed in our front foyer for discussion and inspiration as writing and story prompts
- Continue to work with the AbEd department in support of their community connections bringing Elders and other community connections to schools
- Ongoing discussions and awareness regarding the story of Indigenous Peoples in Canada at monthly assemblies and in classrooms
- First Peoples Principles of Learning an inherent part of planning
- Every Thursday remains 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)
- Pursue and nurture greater relationships with Elders (in residence)
- Mandatory, historically accurate Indigenous novel study in Grade 7
- Tour of St. Mary’s Residential School for Pro-D on Nov. 10 (many of the Elders of the children from Katzie attended)

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

Monitor attendance of students of ancestry  
Anecdotal feedback from the community (Particularly Katzie First Nation)  
Student assessment data

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

To continue to improve our student reading performance with a particular emphasis on grade 4 and 5 and 6 and 7.

**B. Rationale**

This is a continuing goal as our school-wide data showed 7% of students were in the not yet meeting category (now known as Emerging) compared to 16% from 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 continuing to maintain the growth. Research has shown that individuals who struggle with literacy as an adult have difficulty later in life. 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)**

- Pervasively utilizing formative assessment
- Identify support for classrooms beyond regular support using class reviews
- Continuing with a trauma-informed approach throughout the school (Chase the Why/Connection before Correction)
- Continuing to utilize the SPIRE support literacy support program
- Continue 25-minute, three-week cycles of literacy support from 8-8:25 one on one, with the first sessions dedicated to our Katzie Learners who were not in attendance last year (to begin after Dec 22).
- Continue to build and nurture connections for our Indigenous, Metis and InnuIt students through ubiquitous presence throughout the school culture/environment
- Utilizing alphabet buddies to promote continued literacy development
- Intermediate Benchmarks Program to teachers striving with the Early Primary Reading Assessment and Intermediate Reading Assessment
- Provision of collaboration time for teachers to co-plan, calibrate assessments etc.
- Provide outside of the school day, time to collaborate with EAs 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)
- Begin utilization of the power of YET (Growth Mindset)

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

- monitoring the centralized student reading data on the portal
- feedback from students and families regarding attitudes towards literacy
- use of the Performance Standards, Early Primary Reading Assessment, Intermediate Reading Assessment

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