



School: Edith McDermott Elementary

Principal: Tom Levesque

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 1: Literacy. At Edith McDermott Elementary (EME), we are working on improving reading outcomes for all students with the goal of minimizing the percentage of students assessed as “emerging” to less than 10%, while also increasing the number of students choosing to read for pleasure both at school and at home.

B. Rationale

This is an important goal and we have maintained our focus on it over the last three years.

Our Middle Years Development Instrument (MDI) data from 2022-23 demonstrates between 30-40% of participating students report they do not read for pleasure. This is an important metric for us, as it demonstrates the real life use of skills and strategies taught in the classroom.

At Edith McDermott, we are committed to helping students enjoy reading and developing the literacy skills needed to become informed and engaged citizens.

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

- We will continue to utilize formative assessment in the classroom.
- We will conduct annual class reviews to identify specific needs and areas requiring support in these learning environments.
- It is important to continue with a trauma-informed approach throughout the school (Chase the Why/Connection before Correction).
- Staff will continue to utilize the SPIRE support literacy support program.
- Staffing will be maximized by enacting one-on-one 25-minute 3-week cycles of literacy support from 8 a.m. to 8:25 a.m.
- Staff will work to build and nurture connections for Indigenous, Métis and Inuit students, and engage with relevant and high interest reading materials.
- We will use alphabet buddies to promote continued literacy development.
- Intermediate Benchmarks Program to support teachers with the Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA)
- Use of collaboration time for teachers to co-plan and provide targeted instruction for all readers.
- Provide time to collaborate with education assistants (EA) and support teams outside of the school day.
- Maintain an emphasis on literacy and reading throughout the school culture/environment (announcements, assemblies, spirit activities, Drop Everything and Read Program, etc.).

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

- Monitoring the centralized data on the portal and other data aggregating tools.
- Feedback from students and families regarding attitudes towards literacy.
- Use of the Performance Standards Early Primary Reading Assessment and Intermediate Reading Assessment.



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Goal 2: Numeracy. To create a learning environment that fosters confidence and values risk taking when striving to build numeracy skills.

B. Rationale

At EME, we place value in students' self efficacy and our learners reported strong "academic self concept" on the Middle Years Development Instrument (MDI), with more than 75% of students saying they have a "high" academic self concept. We believe that numeracy skills need continual practice and multiple teaching strategies need to be used to reach all learners.

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

- We will continue to develop an understanding of the difference between NUMERACY and ARITHMETIC among staff and parents using the following strategies:
 - professional conversations
 - action points at staff meetings
 - newsletters/portal messages
 - presentations on numeracy instruction at staff meetings
- Purchase additional literature and classroom support materials to help teachers develop new skills and teaching strategies.
- We will promote and support staff participation in district-sponsored math workshops.
- We will provide collaboration time during the day so teachers can observe other strategies used in our learning community.

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

- Minimize emphasis of worksheets centred around memorizing arithmetic concepts.
- We will monitor the centralized data on the portal and other data aggregating tools.
- We will use feedback from students and families regarding attitudes towards numeracy.



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Goal 3: Enhance and nurture a sense of belonging and connection with students of ancestry, including learners of Katzie First Nation.

B. Rationale

In keeping with the findings of the Truth and Reconciliation final report, it continues to be incumbent on every level of education to take the 94 calls to action seriously and implement changes to increase knowledge and understanding amongst all Canadians. 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)

- We will continue the one-on-one 25-minute 3-week cycles of literacy support from 8 a.m. to 8:25 a.m., with the first sessions dedicated to Katzie learners.
- We will continue to build and nurture connections for Indigenous, Métis and Inuit students through a ubiquitous presence in the school culture/environment.
- Former Katzie First Nation students are invited to and regularly attend our assemblies and special functions to speak, drum and/or sing.
- We will work to re-establish student conferences on Katzie.
- We have dedicated our front lobby to displaying different forms of Indigenous culture, including masks, for discussion and inspiration as writing and story prompts.
- We will continue to work with the Aboriginal Education department in support of their Community Connections bringing elders and other community members to schools.
- We will have ongoing discussions and awareness regarding the story of Indigenous peoples in Canada at monthly assemblies and in classrooms.
- First Peoples Principles of Learning is an inherent part of planning.
- Every Thursday remains Orange Shirt Day (stimulates conversation with students and the community).
- We will support attendance regardless of barrier.
- We will ensure access to extracurricular 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 students early.
- We will provide universal breakfast for students arriving early.
- We will pursue and nurture greater relationships with elders (in residence).
- A mandatory, historically accurate Indigenous novel study will be done in Grade 7.

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

- Monitor attendance of students of ancestry.
- Anecdotal feedback from the community (particularly Katzie First Nation).
- Monitor student achievement data using all data aggregation tools.