



School: Edith McDermott Elementary School

Principal: Tom Levesque

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Continue to enhance and nurture a sense of belonging and connection among our students, particularly those of ancestry, by actively consulting and collaborating with Katzie First Nation. We aim to value and strengthen our relationships to create a culturally responsive environment that respects and celebrates the culture and contributions of all students.

B. Rationale

In alignment with the findings of the Truth and Reconciliation Commission's final report, it is essential for all levels of education to take the 94 Calls to Action seriously, particularly those related to education and language revitalization. Calls to Action 10 and 14 emphasize the importance of Indigenous language preservation and integration into the curriculum, while Call to Action 62 underscores the necessity of educating all Canadians about Indigenous histories and perspectives. As the Honourable Murray Sinclair stated, 'It was education that got us here and it will be education that will get us out.' By consulting and collaborating with Katzie First Nation, we can implement meaningful changes that foster understanding, respect, and a sense of belonging among all students.

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

We will continue our 25-minute, three-week cycles of literacy support from 8:00-8:25, dedicating the first sessions to Katzie learners. Our front lobby will showcase various forms of Indigenous culture, including masks, to inspire discussion and serve as writing prompts. We will collaborate with the Indigenous Education Department to bring elders and community connections into our schools. Ongoing discussions about the history of Indigenous peoples in Canada will take place at monthly assemblies and in classrooms. The First Peoples Principles of Learning will be integral to our planning.

Every Thursday will remain Orange Shirt Day to stimulate conversations with students and the community. We will support student attendance regardless of barriers by providing early morning and late afternoon transportation options, including soft starts and early building access. A universal breakfast will be offered to students arriving early. We will nurture relationships with Elders in Residence to deepen community connections. Grade 7 students will engage in a mandatory, historically accurate Indigenous novel study. Our Truth and Reconciliation Assembly will take place in September and we will celebrate National Indigenous Day with a Family Picnic in June.

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

To assess our progress, we will monitor the attendance of students of ancestry, particularly those from Katzie First Nation, using existing school attendance records. We will analyze student achievement data through standardized assessments and classroom evaluations to track academic progress over time.

Additionally, we will utilize data from the Indigenous Education Department to gain insights into the performance and engagement of Indigenous, Métis, and Inuit students. We will review anecdotal feedback gathered during school events and community meetings to understand the experiences of families and students.



School: Edith McDermott Elementary School

Principal: Tom Levesque

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

At Edith McDermott Elementary (EME), we aim to continue to inspire curiosity and build strong foundational literacy skills, ensuring that every student develops a lasting love for reading and writing. By implementing collaborative reading partnerships, prioritizing resource allocation, and providing differentiated instruction, we will create a supportive and engaging learning environment.

B. Rationale

At EME, we recognize that strong literacy skills are essential for academic success and lifelong learning. By focusing on inspiring curiosity and building a solid foundation in reading and writing, we can create an engaging environment that nurtures a love for literacy among our students. Collaborative reading partnerships not only foster positive relationships between students of different grade levels but also provide valuable peer support that enhances comprehension and fluency. Additionally, prioritizing resource allocation ensures that all classrooms are equipped with high-quality materials that meet diverse learning needs. We continue to use our district data and discussions at our recent school growth planning session to increase literacy skills in our students. Students' reading skills are the single biggest indicator of future academic success. We want to ensure that all our students have the best possible opportunity to become independent and fluent readers.

Current Grade 2s - 10 NYM, 11 MM	Current Grade 5s - 3 NYM, 7 MM
Current Grade 3s - 15 NYM, 19, MM	Current Grade 6s - 6 NYM, 17 MM
Current Grade 4s - 8 NYM, 12 MM	Current Grade 7s - 4 NYM, 28 MM

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

To foster a vibrant literacy culture at our school, we will implement a multi-faceted strategy that engages students, teachers, and the community in promoting a love of reading and writing. Prioritizing funds for literacy resources will ensure that all classrooms have access to high-quality books, materials, and tools necessary for effective literacy instruction. Collaborative Planning Time: We will continue to utilize collaboration time for teachers to focus on literacy strategies, sharing best practices and resources that can enhance classroom instruction. Reading Partnerships: Intermediate students will partner with primary students for reading activities, focusing on practicing sight words and building reading fluency. This mentorship approach fosters positive connections and encourages younger students to develop their literacy skills in a supportive environment. Professional Development: We will invite external speakers and educators to provide professional literacy mentorship, particularly for newer teachers. These sessions will introduce diverse strategies for teaching reading and writing, enriching our instructional practices. ABC Buddy Reading: Students in grades 3, 4, and 5 will pair up with kindergarten and Grade 1 students during soft start periods for buddy reading sessions. This initiative will not only promote literacy skills but also foster positive relationships among students of different ages.

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

We will use a comprehensive approach that incorporates formative and summative assessments and the Performance Standards Literacy data. We will utilize ongoing formative assessments to monitor student progress and inform instruction. Observational notes will be included during collaborative reading partnerships, where educators can track student engagement and comprehension. Additionally, anecdotal records will capture key moments of learning, allowing us to tailor support to individual needs. Summative assessments will be conducted through standardized tests and projects that evaluate overall literacy skills. These assessments will provide insight into students' mastery of reading and writing concepts and help us determine the effectiveness of our instructional strategies. We will maintain documentation of literacy activities and events, including attendance tracking, student feedback, and any resources utilized during these initiatives. Gathering student feedback through surveys and reflections will help us understand their experiences and perceptions of literacy activities. This feedback will shape future strategies and ensure that our approaches resonate with student interests and needs. Combining these diverse assessment methods and data sources, we will create a robust framework to evaluate our literacy initiatives, ensuring that every student at EME has the opportunity to develop a love for reading and writing.



School: Edith McDermott Elementary School

Principal: Tom Levesque

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

To continue to create a supportive environment that encourages resilience and confidence in mathematics, we will focus on building a strong foundation in number sense through hands-on activities and real-life applications. Our aim is to foster a positive attitude towards learning by embracing mistakes as valuable opportunities for growth

B. Rationale

At Edith McDermott Elementary (EME), we recognize that math is integral to everyday life. Building confidence through real-life experiences is essential for fostering ongoing growth and success. Continuous practice and reinforcement of concepts through multiple strategies are vital to accommodate the diverse needs of our classroom. We believe that introducing a variety of approaches will support understanding and can be embraced by all stakeholders within the EME community. We will continue to use district data and our conversations at our recent School Growth Planning to increase numeracy skills in our students.

Current Grade 2's - 7 Not Meeting, 10 MM	Current Grade 5's - 1 Not Meeting, 13 MM
Current Grade 3's - 5 Not Meeting, 18 MM	Current Grade 6's - 2 Not Meeting, 17 MM
Current Grade 4's - 2 Not Meeting, 12 MM	Current Grade 7's - 7 Not Meeting, 26 MM

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

To enhance numeracy skills at EME, we will implement a variety of engaging strategies tailored to meet students where they are. Our approach will include hands-on activities, outdoor learning experiences such as "messy math," and structured number talks to explore different relationships and breakdowns of numbers. We will encourage collaborative learning through group, partner, and independent practice, complemented by self-paced math activities and platooning for targeted support. Fun Math Fridays will foster a positive attitude towards math, reinforced by teachers' enthusiasm and encouragement. We will provide opportunities for students to collaborate and observe one another, while also incorporating homework for extra practice at home. To deepen our impact, we aim to integrate numeracy topics during library time through storytelling and share concrete strategies during primary and intermediate meetings. With a specific focus on these action points, we believe we can create a dynamic and supportive learning environment that promotes confidence and success in mathematics for all students.

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

To effectively measure student progress in numeracy, we will utilize a comprehensive approach that incorporates both formative and summative assessments and the Performance Standard Numeracy data.

Formative Assessments: We will employ a variety of formative assessments to monitor student understanding and inform instruction. This includes the use of Big 3's and self-assessments, allowing students to reflect on their learning and set goals for improvement. Observational notes taken during lessons will provide insights into individual student engagement and comprehension, while anecdotal records will capture key moments of learning and challenges faced by students. Photo documentation of hands-on activities and outdoor learning experiences will serve as visual evidence of student engagement and skill development.

Summative Assessments: Summative assessments will be conducted through tests, projects, and one-on-one evaluations to gauge overall mastery of numeracy concepts. These assessments will allow us to evaluate the effectiveness of our instructional strategies and determine whether students are ready to progress to more advanced topics. Additionally, we will encourage self-reflection among students to assess their readiness for moving forward, ensuring that they take an active role in their learning journey.