

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, April 7, 2025 @ 2:30 p.m.
AGENDA

Education

1. Education Update

Stephen Petrucci, Superintendent

Framework Presentations (Attachments)

a) North Peace Secondary School

Todd Koponyas, Administrator

b) FESL Review

- Baldonnel Elementary School
- Clearview Elementary & Junior Secondary School
- Dr. Kearney Middle School
- Margaret Ma Murray Community School

Governance

1. Board Meeting Follow Up Questions/Discussion

Helen Gilbert, Board Chair

Operations

1. Operations Report (Attachment)

Angela Telford, Secretary-Treasurer





Framework for Enhancing Student Learning 2024-25

Goal 1: Increase academic achievement and foster independent learners.

Goal 2: Encourage a safe, caring, and inclusive school community where members demonstrate Accountability, Integrity, and Respect.

Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education.

Introduction

Nestled in the beautiful country of the traditional territory of the Dene-Zaa People, North Peace Secondary School is a vibrant, dynamic, and diverse school community of two campuses with more than 1300 learners enrolled as of September 2024. The population of our school community includes more than 200 Indigenous learners from the local First Nations communities of Doig River, Halfway River, and Blueberry River, as well as Métis, Inuit, and other First Nations communities. In addition, we have a large community of International learners and recent immigrants from outside Canada.

North Peace Secondary School includes a main campus that serves Grade 10-12 learners and a secondary location, the Energetic Learning Campus (ELC), that serves Grade 10. NPSS serves a population that has a varied socio-economic demographic. We offer diverse courses and programs to help learners obtain abilities using applied design, skills, and technology with a deeper connection to real-world practice to meet their life goals. Here, their educational development is focused on evolving their responsibility to contribute to society in meaningful and productive ways.

Our staff will meet learners' needs through continual and collaborative professional development in a team-oriented and supportive environment to support the wider learner and school community. Staff at North Peace Secondary are focused on building strong relationships to enhance student learning through collegial reflection and interaction. Recognizing caregivers as essential partners in student success, the North Peace Secondary School community is committed to providing proactive support to enhance students' educational journeys. Through programs like the Senior Alternate Program, Evergreen, and the Resource Room, we aim to empower caregivers to effectively support their dependents through the learning process.

Caregivers should feel involved and connected in a timely and action-driven way using open communication and feedback. In addition, our onsite counselors support our learners by helping to facilitate the exploration of future careers and the application process for post-secondary institutions, as well as scholarship opportunities, while supporting a learner's mental health. Staff work with the greater community to develop the needs and skills required in society and are involved in the school process to prepare learners for the workforce through our Youth Train in Trades, Youth Work in Trades, and Work Experience programs. The number of learners participating in these programs continues to grow.

We acknowledge the individuality of the learner. North Peace Secondary School offers something for everyone. Students can fulfill their creative outlets in a productive environment, from visual, graphic, and literary arts to band, musical theatre, and drama.

The objective of Grizzly Athletics at NPSS is to foster a healthy appreciation for competitive sports, individuals, and teams. Specifically, our Grizzlies program pursues excellence in the areas of accountability, integrity, and respect while cultivating a healthy appreciation for sportsmanship, leadership, and skill development. Our department has a wide variety of topics and specialties to provide a holistic approach to health and well-being, encouraging lifelong learners. Our extracurricular athletics provide opportunities in multiple sports through fall, winter, and spring competitions. Go Grizzlies!

Highly specialized professionals offer a multitude of different courses. For instance, we offer instruction in 4 languages; First Peoples-focused social studies and English courses, science teachers with specialized knowledge in practical fields of study with the capacity to expand the curriculum, and professional-grade shops. In addition, staff seeks to increase interdisciplinary collaboration to enhance the cross-curricular skills set out in the Provincial Core Competencies.

Framework Development Process

During the Planning Day of 2024-25, the NPSS staff analyzed and compared the current NPSS framework, SD60 framework, and the Board Strategic Plan. The focus was on reviewing the school goals and identifying areas where departments can build on past practices and create new pathways. Our staff developed key indicators and strategies to achieve our three core goals. We will continue to review our framework throughout the year.

Vision

****NEW* After exploring the concept of Social and Emotional Learning (SEL), we have concluded that our current motto 'AIR' is outdated and no longer relevant to our school community. To address this, we have started discussions on adopting a new motto that incorporates 'Pillars' and language used at our ELC campus. We believe that this will better meet the needs of our community and help us move forward in a more meaningful way.***

Goal 1: Increase Achievement and Foster Independent Learners

Objective 1.1: Increase Universal Design for Learning Capacity and Usage Among Staff

Key Strategies

- Promote, model, and implement common UDL language across departments.
 - Teacher-leaders will promote and model UDL within their departments.
- Using content to support curricular competencies.
 - Move from content-based to competency-based assessment practices
- Support teachers with technology.
 - Dedicated tech support teacher, Chromebooks, and Redcat speakers
- Departments focus on Numeracy Literacy within their curriculum.

Indicators

- Departments utilize Shelley Moore Curricular Grids to aid in assessment and planning.
- Include clear UDL strategies in course previews and planning.
- Increased UDL visuals in classrooms.
- Math concepts demonstrated through:
 - visuals in classrooms
 - intentional lesson planning for numeracy facts within the discipline

Targets

- Increase the use of visuals in the classroom to promote common UDL language.
 - (ex. posters, word walls, and other visual resources)
 - Increase the use of manipulatives in classes

Math Department Initiatives

- Math department to focus on:
 - Objective 1.1: Increase UDL Capacity and Usage Among Staff and want to focus specifically on increasing numeracy/literacy skills among students.
 - Some of the ways that we would like to implement this are to:
 - i) Create resources for students to use to easily build their basic math skills/understanding of terminology,
 - ii) Create open-ended extension activities for our gifted students that encourage them to try different strategies when solving problems,

- iii) Create routines/strategies that teachers can in our classrooms that focus on the process students follow when solving math problems.

Objective 1.2 Increase Independent Learning Through Collaborative Universal Supports

Key Strategies

- Increase inclusionary measures by implementing Tier 1 universal strategies within the classroom.
- Increase the effectiveness of tutorial supports and Educational Assistants in the classroom.
- Promote collaborative structures that allow the Learning Services Department to work within classrooms to support students and classroom teachers.
- Continue to use classroom profiles, management plans, and previews to plan for all learners and effectively target support.
- Continue to use and build upon the following school structures and processes:
 - LAT/Counselors/Admin regularly monitor students on their caseloads;
 - Regular and systematic review of DVRs and student progress;
 - “High-flyer” meetings looking at academics and referral data which led to counselors/Admin RTI (plan) → referral to special programs -- Student mental health toolkit resource for teachers → counselor/Admin bi-weekly meetings
 - LAT ‘support blitz’
 - ELL group mixers to improve language acquisition
- Implementation of the NPSS Indigenous student support process based upon district Indigenous RTI. [Table 5](#)
- Continue to implement strategies to improve the Indigenous graduation rate.
- Increase school-wide math literacy for students through intentional teaching of mathematical understanding across disciplines.

Indicators

- Track the number of students accessing tutorial support.
- Track semester pass/fail. [Table 7](#)
- Track the number of team-based meetings.
- 6-Year Completion Rate - [Table 2](#)
- Analyze trends for Indigenous graduates and non-graduates.
 - Current data for BRFN, HRFN, and DRFN [Table 15](#)

Targets

- Implement Tier 1 universal strategies to reduce the number of pull-out support.
- Reduce overall failure rate across core subjects.

Objective 1.3: Support Student Self-Reflection of the Core Competencies

Key Strategies

- Continue incorporating core and curricular competency language into lesson planning and instruction.
- Model and teach student self-reflection in all classes.

Indicators

- Competency language is represented in course previews and teacher planning.
- Student self-reflection of Core Competencies and Goal Setting reported on Learning Updates.
 - Developed a structure to facilitate student self-reflection of core competencies and goal setting.

Targets

- Regular usage of competency language within the classroom.
- Usage of competency language in reporting - student and teacher.

Alignment of Resource Allocations With This Goal:

- Learning Support Fund - [Table 3](#)
 - SEL Support Teachers (2.0 FTE)
 - Sr Alt Behavior Support Teacher (.6 FTE)
 - Youth Care Workers (3 x full-time)
 - Educational Assistants (22)
 - Indigenous Support Teacher (0.3140 FTE)
 - Technology - Chromebooks, Speech-to-Text, Readers, iPads, Redcats

Goal 2: Encourage a Safe, Caring, and Inclusive School Community Where Members Demonstrate Accountability, Integrity, and Respect

Objective 2.1: Improve Middle To Secondary Transitions

Key Strategies

- Established SEL Support program
- Maintain full-time hours for hall monitor
- Continue to support vulnerable students and families with food hampers and the pantry program

- LAT/Counselors/Administrators monitor students.
- Robust middle to high-school transition processes:
 - Increased and focused information for students/families
 - Increased communication with feeder schools to ensure proper placement of students in special programs.
 - Main Campus & ELC tours for Grade 9 students.
 - Open House to build parent/school connections.

Indicators

- Students respect the school, each other, and themselves
- Survey Grade 10 students and parents to gather feedback on the transition process
- Increased success rate for Grade 10 students
- Grade-to-Grade Transition - All Students - [Table 4](#)
- Grade-to-Grade Transition - Indigenous Students - [Table 4.1](#)
- Grade-to-Grade Transition - On Reserve - [Table 4.2](#)
- Grade-to-Grade Transition - Students with a Designation - [Table 4.3](#)
- Student Learning Survey Results - [Table 1](#)

Targets

- Provide clearer transition communication through school visits, documentation, and video.
- Spread the transition process out over the year to better disseminate information and decrease parent and student stress.
- Increase student engagement with the course selection process.
- Decrease misinformation about school programs and campus selection.

Objective 2.2: Promote a Positive and Inclusive School Community with a Focus on Health and Well-being

Key Strategies

- Build staff knowledge of supporting student mental health and mental health literacy.
- Continued positive partnerships with outside agencies (MCFD, CYMH, RCMP)
- Foster Staff Relationships
 - Sharing meals during Pro-D
 - Celebrations of birthdays and life events
 - Staff BBQs/potlucks
- Sense of community and safety
- Foster Awareness of Health and mental Well-being
 - Counsellor Corner on the weekly Monday Morning Notes.
 - Staff functions to build community
- Positive School Culture Initiatives
 - NPSS Patio Party for staff and students
 - Assemblies/Pep Rallies

- Active Student Leadership Council
 - Activities (yard games etc.)
- Increased connections with our local First Nations communities
- An established NPSS SEL Team which is focussed on student and staff well-being through social-emotional learning initiatives.
- SEL Support Teachers:
 - Investigating past trends of students who have not been successful
 - Student list derived through counseling staff, teacher recommendation, and by walk-in
 - SEL/Behavioural and academic RTI level 3 intervention
 - Work under counseling staff to deliver specific student support as required
 - Note: success indicators can be academic, social, or emotional
 - Identify students requiring support that are flying under the radar
 - e.g., In the 2023/2024 academic year five students have been identified who were moderately to severely depressed
 - Develop specific goals with the student, and support IEP goals
 - Work as a team member with counselors, teachers, administration, and community-based counselors/psychologists as required.
 - Create behavioral agreements (with student input) as needed
 - Provide mental health literacy to the student body.
 - Help students build positive mental health strategies through meaningful connections with staff.
 - Providing opportunities in classrooms, around the school, and online for students to learn and practice positive mental health strategies.
 - Growing the connections with students by seeking out those without connections.
- Mental health activities through the arts.
<https://drive.google.com/file/d/1dTbSKJfmzVBDk0EICyEFv4Y7Vb0uplrB/view?usp=sharing>
- The SOGI team is providing resources and professional development to students and staff. They will also be providing staff with SEL lesson plans

Social Studies Department Initiatives

- **Focus on Accessibility for Diverse Learners:**
 - Adapted assignments, projects, and assessments to meet diverse needs.
 - Emphasized social justice and equity in learning approaches.
 - Provided varied opportunities for student reflection on learning and progress.
- **Ensuring Relevance and Connection to Community:**
 - Made content relatable and relevant for students and stakeholders.
 - Reviewed and updated past practices, including projects and assignments.
 - Incorporated multiple methodologies for formative and summative assessments.
- **Commitment to Accessibility and Fairness:**
 - Integrated social justice objectives to ensure fair learning opportunities.
 - Promoted diverse perspectives, reflection, empathy, and understanding in learning experiences.

Science Department Community Initiatives

- **Open Classrooms at Lunch:** Teachers provide safe spaces for students to hang out and receive help.
- **Door Posters:** Display teachers' interests and attended schools to foster connection (including EAs).
- **Club Spaces:** Dedicated areas for clubs to meet regularly.
- **Weekly Activities:**
 - Mario Kart Mondays (Churchill)
 - Tuesday Tea & *Magic School Bus* (Hayes)
 - Wednesday Board Games (Lynn)
 - Thursday Board Games (Donald)
 - Friday D&D (Radley)
- **Promotion:** Event posters and a hallway whiteboard to keep students informed and engaged.

Measure of Success: Track activity attendance and survey student comfort and connection in future data.

The English and Modern Languages Department

- English and Modern Languages Department focused on advancing Goal 2: Social Emotional Learning (SEL)
- Expanded efforts to provide SOGI (Sexual Orientation and Gender Identity) resources to both students and staff
- Presented at staff meetings throughout the year with information, infographics, and resources
- Provided teachers with tools and resources to create an inclusive space for students
- Committed to incorporating SEL into daily and weekly routines
- Ensuring a safe environment for students who identify as 2LGBTQIA+

Fine Arts/ Applied Skills

Goal: Strengthen staff connections in Fine Arts/Applied Skills department

Initiated monthly luncheons to promote:

- Camaraderie and community
- Staff well-being
- Informal communication and collaboration

Strong attendance in the first semester, with a decline later

Plan to continue lunches with potential adjustments for future improvement

Physical Education Department Initiatives

Goal: Promote a Positive and Inclusive School Community focused on Health and Well-being (Objective 2.2)

- Intramural Program for Building Community:
 - Aim: Use intramurals to bring students and staff together, building a sense of community.
 - Ideas:
 - Encourage teacher and student teams to participate.
 - Involve multiple disciplines in the intramural process for a holistic experience:
 - Art: Create posters/banners for teams.
 - Digital Media: Design team logos.
 - Textiles: Create team uniforms.
 - English: Write newsletter articles.
 - Foods: Prepare treats for awards ceremonies.
 - Math: Track game stats.
 - Open to additional ideas from other departments.
- Student Council Collaboration:
 - Joined Student Council planning sessions for gym activities.
 - Guided logistics, safety considerations, and floor maintenance for events.
- Indigenous Course Credit Options:
 - Offer alternative Indigenous credit options to expand beyond English First Peoples 11 (EFP11).
 - Proposal: Create 2-credit courses across disciplines, offered as short-term experiences for cultural enrichment.
 - Action: Form a committee for curriculum development and coordinate collaborative events (e.g., weekends, and evenings).
- Improving School Transitions (Objective 2.1):
 - Address transition challenges between middle school and NPSS:
 - Consider reconfiguring grades at campuses to enhance culture:
 - Potentially host grades 10-11 at NPSS and grade 12 at ELC.
 - Assess logistics and resources required for implementation.

Learning Services Department Initiatives

Goal 2: Safe, Caring, and Inclusive School Community (Health and Wellbeing)

- **Student Support for Positive Mental Health:**
 - Encourage student-staff connections, particularly with students without social ties.
 - Interact with students in hallways to build rapport.
 - Use sensory tools (strips, fidgets) to promote well-being.
- **Resource Support for Staff:**
 - Develop a resource folder with 1-page guides on issues (e.g., anxiety, stress, addiction) to support all students.
- **Support School SEL Initiatives:**
 - 10 department members on SEL Team working to enhance school culture.
 - Organized staff engagement activities (crosswords, monthly kindness calendars, refreshments).
- **Staff-Student Connections:**
 - Monitor connections through a shared spreadsheet.
 - Identify students with minimal connections for targeted engagement, focusing on grade 10 needs.
- **SEL Teachers:**
 - Presented on emotional literacy/anxiety to various classes.
 - Provided group and individual support with counseling collaboration.
- **Learning Assistance:**
 - In-class support and 1-on-1 help for designated students and those needing tutorial assistance.
- **ELL Support:**
 - Classroom collaborations, staff updates, group activities, and rotating 1-on-1 support for ELL students.
- **Counselors:**
 - Communicate strategies for SEL in classrooms.
 - Conduct case collaborations, student sessions, and transitions program with positive feedback.
- **Senior Alt and Evergreen Programs:**
 - Senior Alt: Workshop-based classes with goal-setting and “Be Good People” lessons.
 - Evergreen: Daily mindfulness, SEL lessons, growth mindset activities, and weekly PE sessions focused on mental health.
- **Resource Program:**
 - Students use a relaxation room for self-regulation.
 - Encourage students to connect with school staff and engage in acts of kindness.
 - Integrate and educate around Service dog use for SEL support.

Indicators

- Student learning survey data shows that students feel safe and have people they can turn to for support. [Table 1](#)
- Positive and supportive school climate [Table 1](#)
- Regular Indigenous team meetings with school and district administration. [Table 5](#)
[Table 6](#)
- Behavior Referral Data - [Table 8](#) & [Table 9](#)
- SEL Support Teacher Caseload [Table 13](#)
- SEL Support Teacher Services by Type [Table 14](#)

Targets

- Increase 'sense of belonging' for staff and students.
- Improve connections with the wider school community.
- To identify the students who have no connections in the building - [Table 10](#) & [Table 11](#)
- To create a list of all the students in the school and have teachers check off which students they connect with.
- To collect data 3x a year of staff/student connectedness

Alignment of Resource Allocations With This Goal:

- Learning Support Fund [Table 3](#)
 - SEL Support Teachers (1.0 FTE)
 - Youth Care Workers (2 x full-time)
 - 2 - Full-time Hall Monitors
- Indigenous counseling, a Support Teacher, 3 Youth Care Workers, and a Transition Coach

Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education

Objective 3.1: Increase student exploration and experience of career opportunities, encouraging a greater sense of direction and purpose.

Key Strategies

Key Initiatives for 2024-2025

- Run our Career Survey in mid-November with all students to generate Career department data
- Create a post-program SEL survey for Apprentices, Dual-Credit, YETS, Jr. Volunteers, and Creating Energy Careers students.

- Bring all CLE10 classes to the Northern Lights College Open House
- Shop teachers working together to create a new Youth Explore Skills class offered next school year (2025-2026)
- Visits to the Local Indigenous Communities to present career programs

Careers Key Strategies

- Career Education program presentations for Grade 10 -12 students at both campuses: ongoing; presentations to each COMM for summer opportunities at the ELC
- September sign-up opportunities in:
 - Work Experience (WEX),
 - Junior Volunteers: back from COVID!
 - Youth Work in Trades
 - Creating Energy Careers
 - Year-round sign-up opportunities with The Key to the above career programs
 - Year-round sign-up opportunities in Dual-Credit programs for 2023/24
- Provide ongoing, year-round opportunities for all students to engage in Career-related activities:
 - Natural Resource Management with COFI (October event)
 - 1-day event: exposes students to the Forestry sector and employment opportunities
 - Field Trip to NLC in Dawson (Fall semester)
 - For students in Food classes: presentation of the Professional Cook Training program
 - Field Trip to NLC in Fort St. John (once per semester)
 - For students in Auto Tech classes (10s, 11s)
 - Tour the Auto/HD shop + general college tour: intro to NLC programs
 - Meeting of Upper Halfway & Wonowon & some DE students
 - June 12th, NPSS school visit
 - Dual Credit Presentation
 - Creating Energy Careers (year 2)
 - *NEW* DE course
 - Students go out to work in Oilfield related jobs for 4 days
 - Students get ticketed: First Aid, H2S, CSO, 6 workhub tickets
 - company onboarding and site orientations
 - 6 local sponsors support the event
 - Career opportunities: welding, pipefitting, environmental drilling, environmental work, surveying, heavy-duty mechanic, heavy-duty equipment operating, archeology, electrical, instrumentation, project management, and administrative roles.
 - Growing our own (March event)
 - Exposes students to successful locals in a variety of career fields
 - Project Heavy-Duty (Spring 2024)
 - 5 days

- Introduces students to several HD machinery
- Students get ticketed: First Aid, H2S, CSO
- **Updated** - Dual-Credit affiliation between SD60 BC Colleges: New Caledonia, Kwantlen Polytechnic, TRU in Kamloops, North Island College (last year)
- Opened new opportunities to students: HD Level 1, Plumbing Level 1, Parts & Warehousing program
- ***New*** Career Department Survey (year 1)
 - Fall assessment (Dec.) of student awareness
 - Increased collaboration with Indigenous support team
 - Indigenous student ambassadors: in progress, *end of May*
 - For Indigenous screen
 - For Indigenous newsletter
 - Monthly Newsletter items: *starting in June*
 - ***New*** Monthly School Newsletter items: ongoing

New Items to consider for next year

- SEL survey for Work Experience, Apprenticeship, and Dual-Credit students
 - Will look at the link between SEL + Career Programs
 - No progress this school year
- Strategies to engage the increasing immigrant population and SWIS students
- Shed Build at the ELC as PBL opportunity (Spring 2025)

Appendix

Table 1 - Student Learning Survey

Grade 10 Learning Survey Questions:	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Do you feel welcome at school? (Many + All)	65%	57%	60%	55%	58%	
Do you like school? (Many + All)	43%	55%	30%	33%	35%	
Do you feel safe at school (Many + All)	73%	92%	64%	54%	66%	
Are you satisfied that school is preparing you for a job in the future?	33%	56%	40%	28%	38%	
Are you satisfied that school is preparing you for post-secondary education?	43%	62%	30%	35%	38%	
Grade 12 Learning Survey Questions:	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Do you feel welcome at school? (Many + All)	53%	45%	60%	57%	53%	
Do you like school? (Many + All)	26%	51%	30%	33%	29%	
Do you feel safe at school (Many + All)	65%	87%	76%	73%	69%	
Are you satisfied that school is preparing you for a job in the future?	23%	35%	20%	15%	25%	
Are you satisfied that school is preparing you for post-secondary education?	31%	40%	39%	23%	34%	

Table 2 - 6 Year Completion Rate

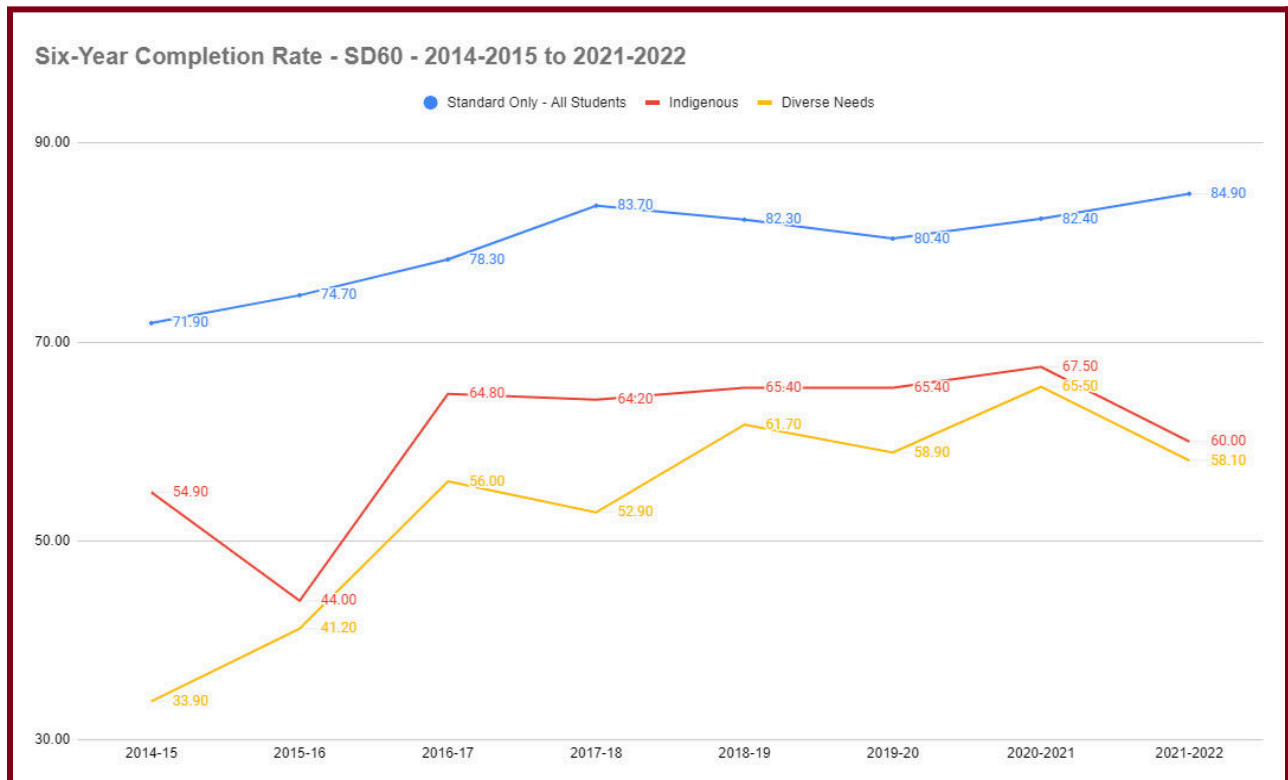


Table 3 - Learning Support Fund 2023-24

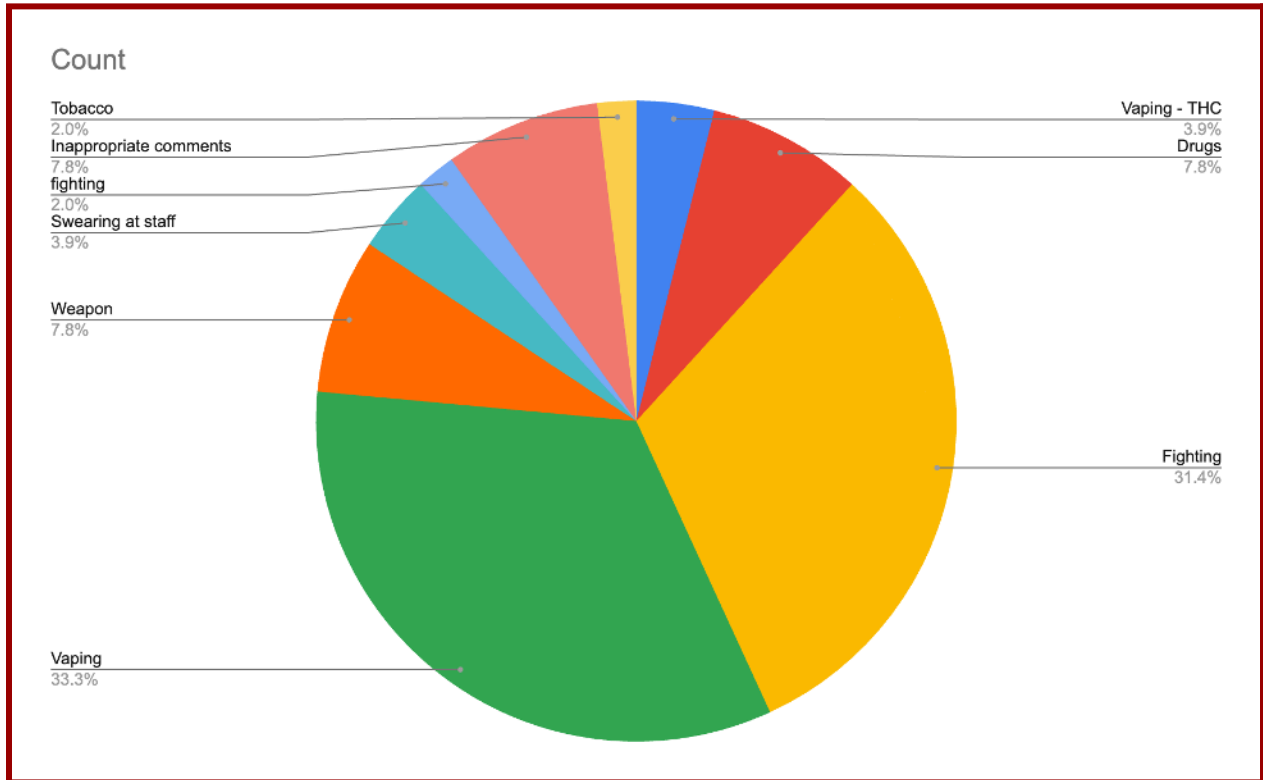


Table 4 - Grade to Grade Transition - All Students

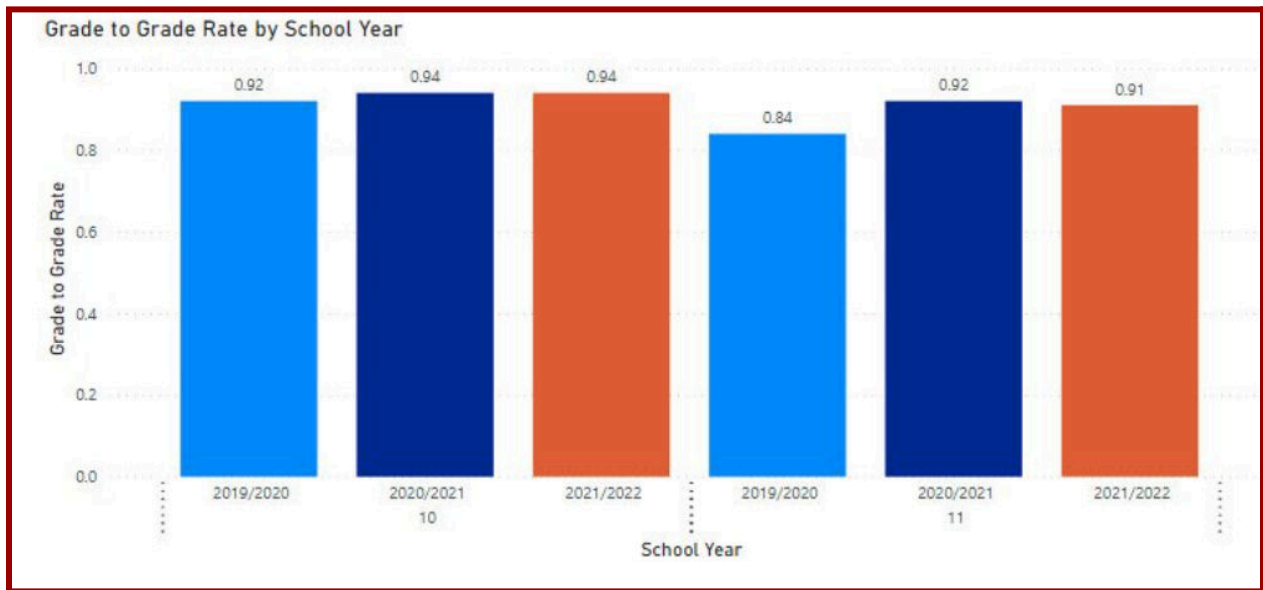


Table 4.1 - Grade to Grade Transition - Indigenous Students

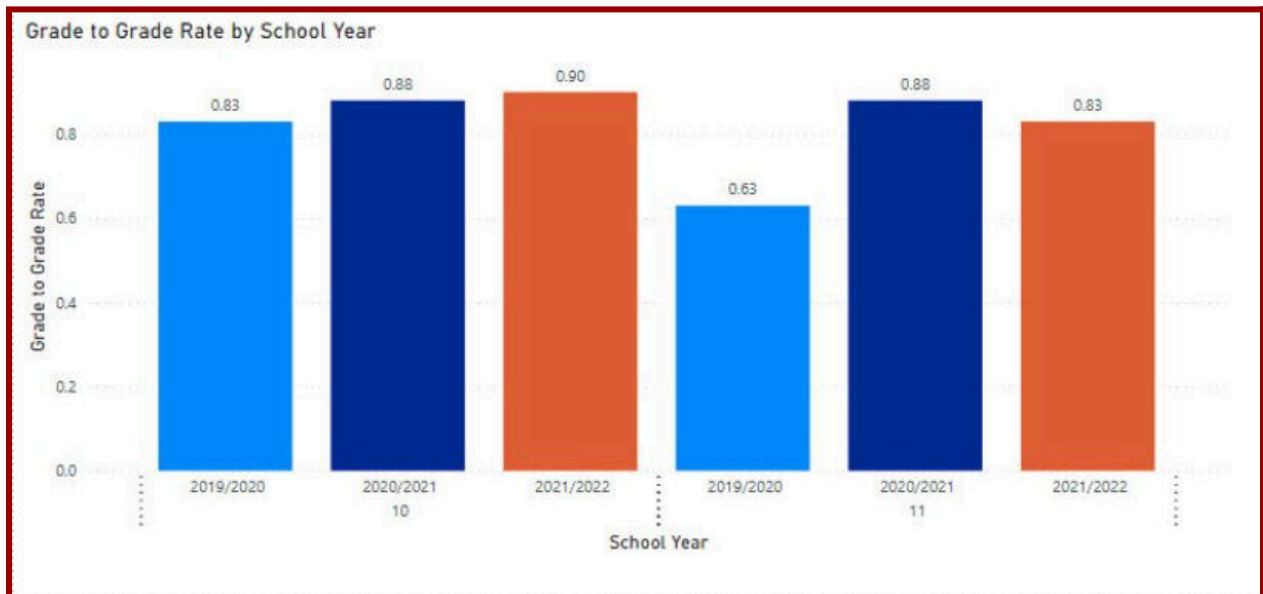


Table 4.2 - Grade to Grade Transition - On Reserve

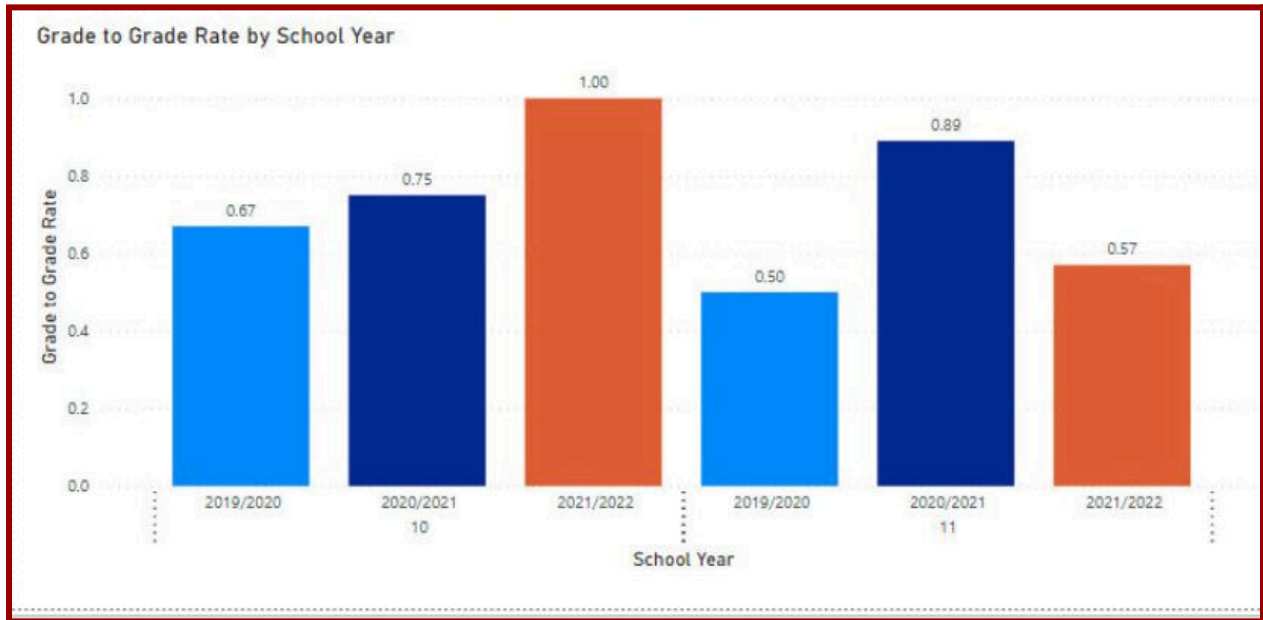


Table 4.3 - Grade to Grade Transition - Students with a Designation

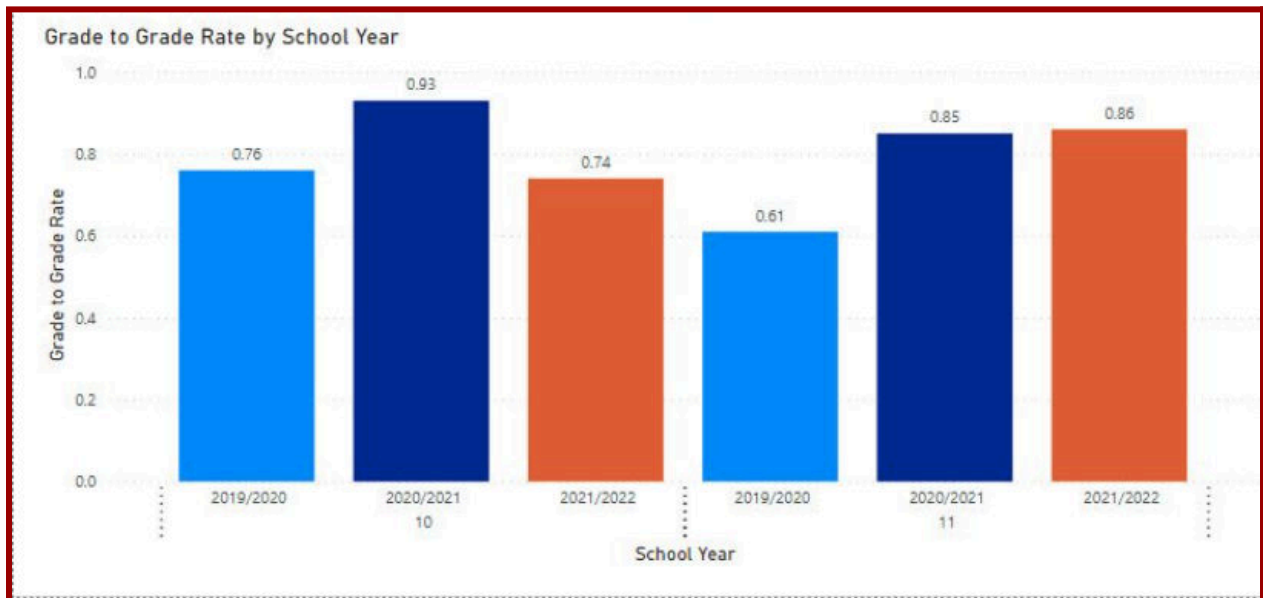


Table 5 - Indigenous Student Support Process

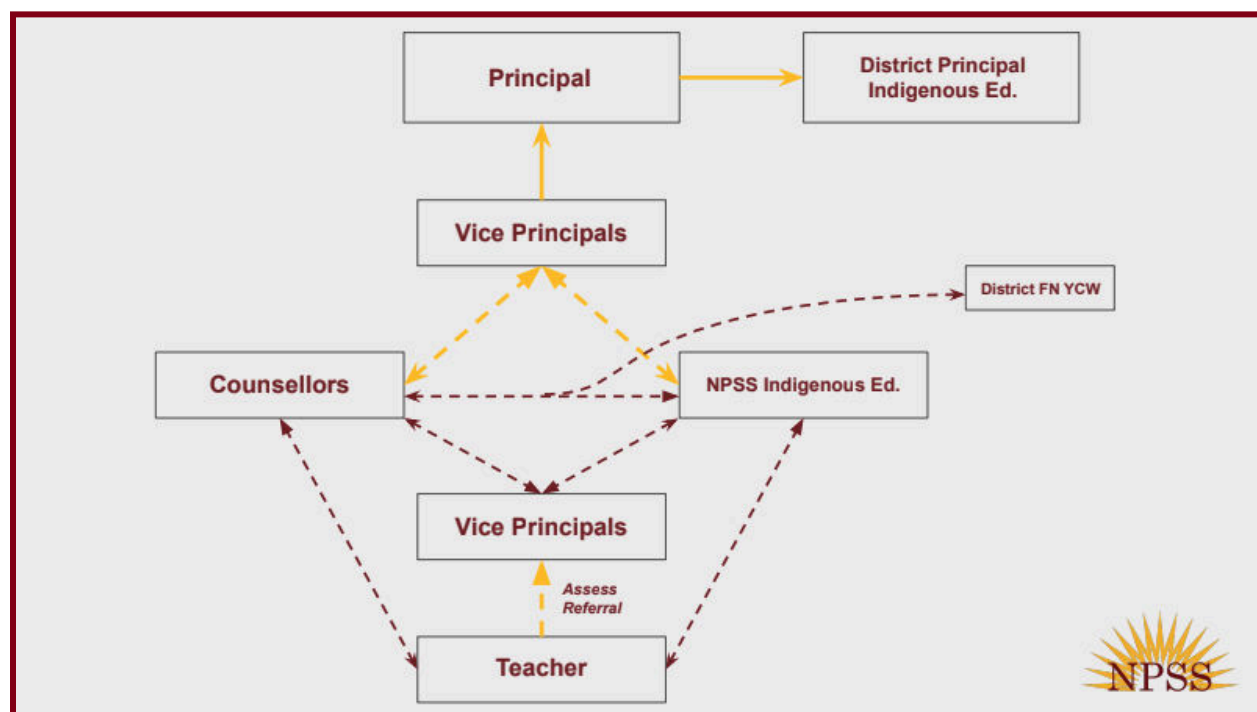


Table 6 - Indigenous Student RTI

5			M								
6			M								
7			M		Eng 12 (S2)	FND 12		PoliSt 12 (S2)	AL 12, Fitness 12 (S2)	Entrep 12	
8			F								
9			M								
10			F		FSLE 12	Pre-cal 12 (S2)	Chem 12 (S2)				
11			M								
12			M								
13			F		Span 11 (S2)	Fnds 11, Fnds 12 (S2)	Env Sc 11 (S2)		AL 12, Fitness 12 (S2)		
14	*****	*****	F		Eng 12 (S2)		Env Sc 11	BCFP 12		Film 12	
15			F		Eng 12 (S2)				AL12	Art 11, Anim 11 (S2)	
16			M								

Table 7 - "High Flyers" (At-Risk)

High Flyers - Semester 2 February 2022 .XLSX				
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A	B	C	D	E
Name	Section	Absent Total	Decisions	Notes
	XSPBK2HFLVTUT-001S2	18		
	MENST12-005S2	11		Keep. Sporadic but works hard when here. Seeking help when needed.
	MVAC-12-001S2	13		Keep.
	MFOOD12-003S2	9		Keep.
		51	Keep	
	MWPM-10-003S2	16		Has not completed work since "I" form. Work due March 18
	MTMET11-002S2	21		pulled from metal 11 recently
	MCMP510-007S2	4		
	MCTWR10-007S2	3		
	MCLE-10-006S2	12		Getting some work done. Late most days. Wendy helping.
		56	Keep and review after Spring Break	
	XSIEP2HFLVTUT-001S2	19		
	MSC--10-005S2	15		Working w/ Roz. Some improvement recently. Missing work in class.
	MCLE-10-006S2	15		Missing a few things but does work when present. Will be fine.
	XSIEP0EFLVTUT-001S2	1		
	MSS--10-003S2	22		Dropped Social Studies,. Has two tutorial blocks.
		72	Keep	Dropped Social Studies,. Has two tutorial blocks.
	MEVSC11-003S2	15		Attending every day.
	MFOM-11-002S2	15		Nothing handed in. "I" form will be issued this week. Attends about 3 times per week. Keep
	MCMP511-005S2	17		Sitting at 15%. Does not submit a lot of work but attendance is the biggest issue. Keep.
	MCLE-10-001S2	13		Attends maybe twice a week. No work submitted. Rec =
		60	Keep and review after Spring Break	Roz talking with mom about a plan. Perhaps Sr. Alt. Would like to

Table 8 - Behaviour Incident Referrals

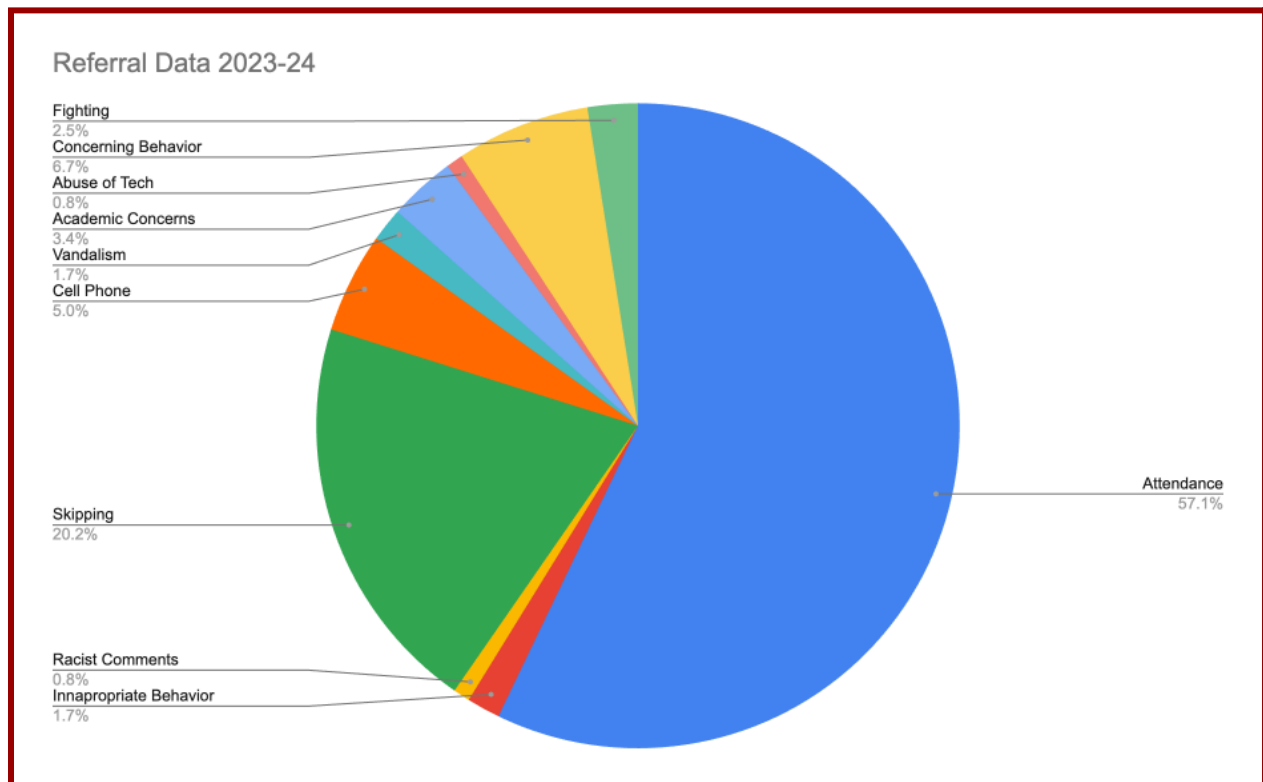


Table 9 - Behaviour Incidents - Suspensions by Type

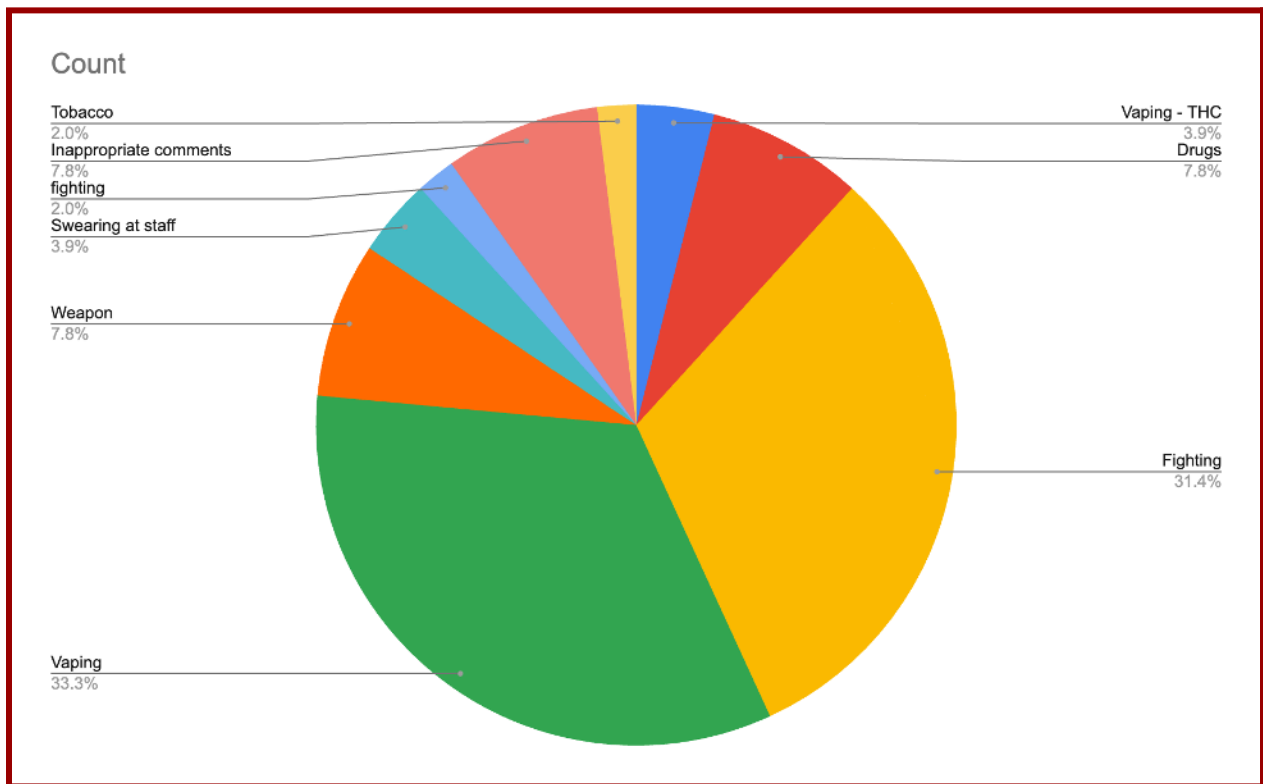


Table 10 - Student-Staff Connectedness

2023-24			
GRADE 10	November	January	April
Total Students	245	245	234
Total Connections	339	481	5.87
Connections/Student	1.38	1.96	2.51
# of Grade 10's without a connection	63	35	12
# of Grade 10's with one connection	92	72	50
% of Grade 10's without a connection	25.71%	14.29%	5.13%
% of Grade 10's with one connection	37.55%	29.39%	21.37%
GRADE 11	November	January	April
Total Students	475	474	462
Total Connections	1037	1231	1368
Connections/Student	2.18	2.6	2.96
# of Grade 11's without a connection	45	19	9
# of Grade 11's with only 1 connection	134	110	79
% of Grade 11's without a connection	9.47%	4.01%	1.95%
% of Grade 11's with one connection	28.21%	23.21%	17.10%
	November	January	April
GRADE 12			
Total Students	363	363	359
Total Connections	958	1099	1188
Connections/Student	2.64	3.03	3.32
# of Grade 12's without a connection	26	18	9
# of Grade 12's with only 1 connection	73	62	52
% of Grade 12's without a connection	7.16%	4.96%	2.51%
% of Grade 12's with one connection	20.11%	5.64%	4.38%

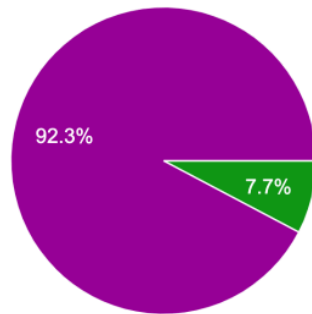
*Based on input from 55% of staff members. (Thanks to Carter Merwin for his work with the spreadsheet and data compilation.)

Table 11 - TBD

Table 12 - Creating Energy Career Satisfaction Survey Results

How would you rate your overall experience with Creating Energy Careers?

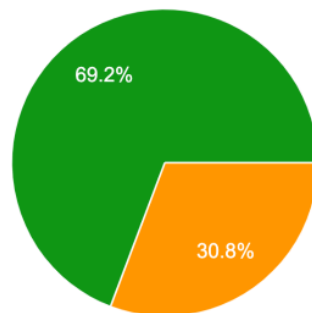
13 responses



- Terrible: I would not encourage anyone to participate in this event.
- Boring: Activities were poorly planned. I was often bored. The days were long.
- Alright: Activities were okay. It beat going to school. I had some fun.
- Decent: Activities were pretty good overall. I enjoyed myself and learned...
- Awesome: I loved my time out with the companies! I would highly recommend...

Did you find the Creating Energy Careers event helpful in understanding the careers you selected?

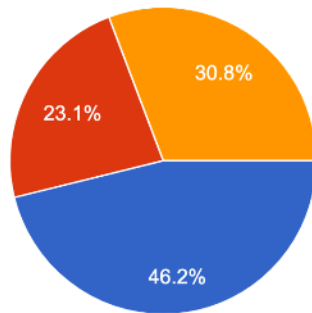
13 responses



- It was not helpful at all in better understanding the careers.
- It gave me a glimpse into the careers I selected but I still have many questions.
- I felt I got a reasonable understanding of what the careers are all about.
- I got a good understanding of what the careers are all about.

Would you be interested in pursuing further a career you explored through a Work Experience placement?

13 responses



- Yes. Can you connect with me in the next couple weeks to discuss this further.
- No. I'm good.
- Maybe. Can you come talk to me about what work experience would entail?

Table 13 - SEL Support Teacher Caseloads

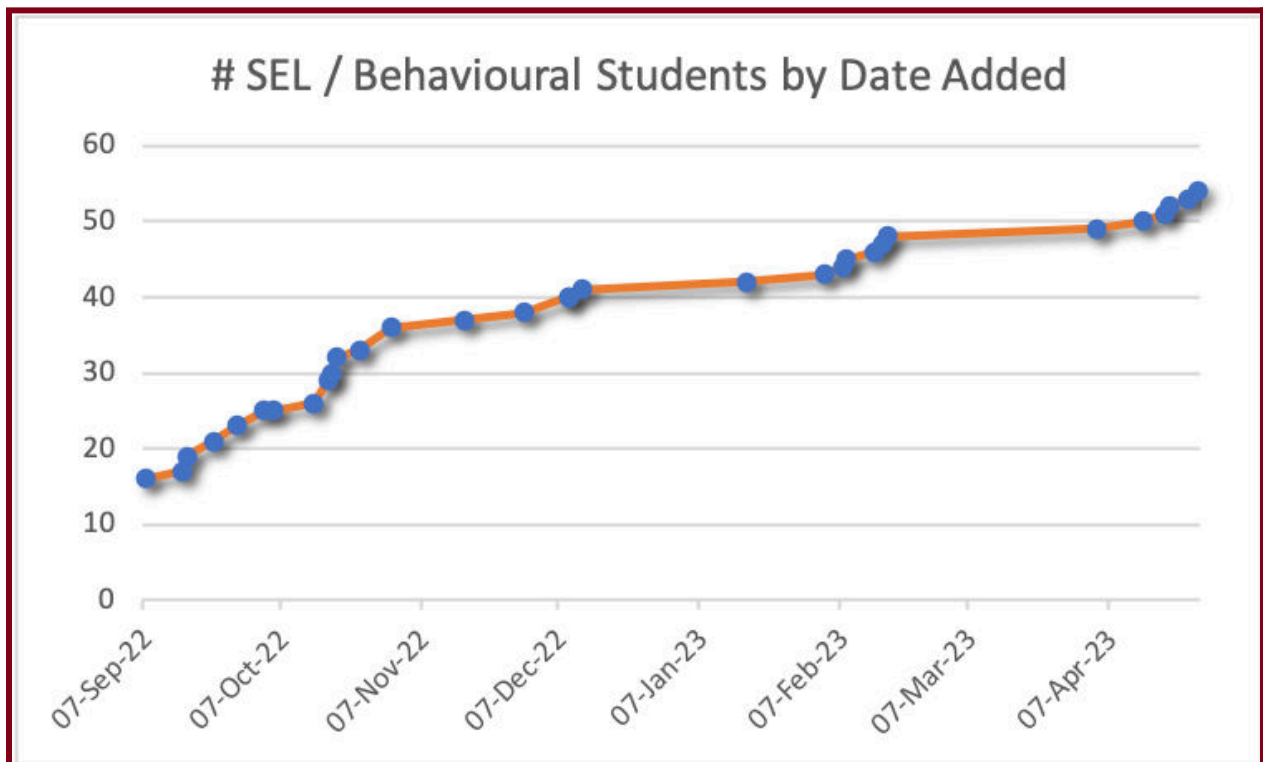


Table 14 - SEL/Behavioural Support Services Provided

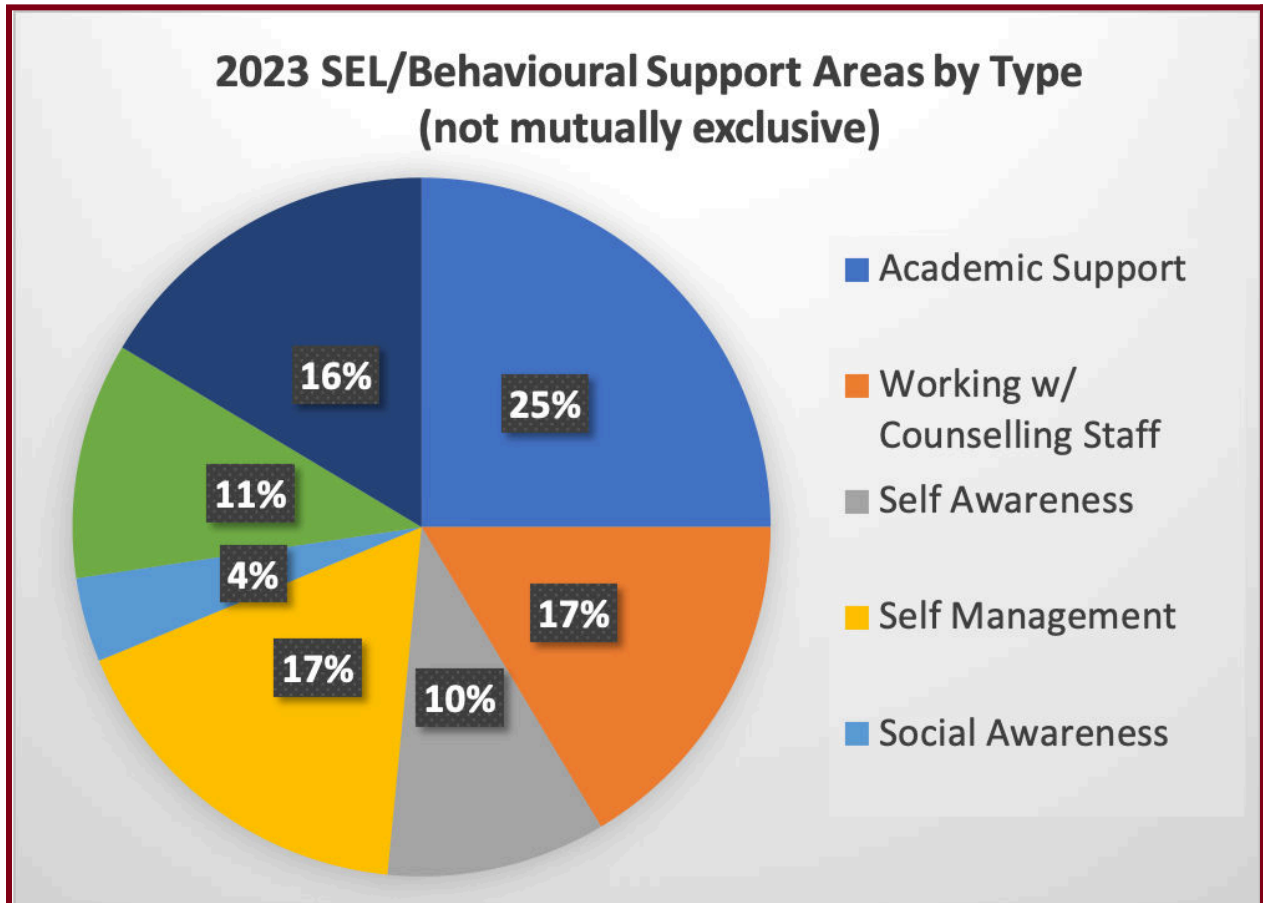
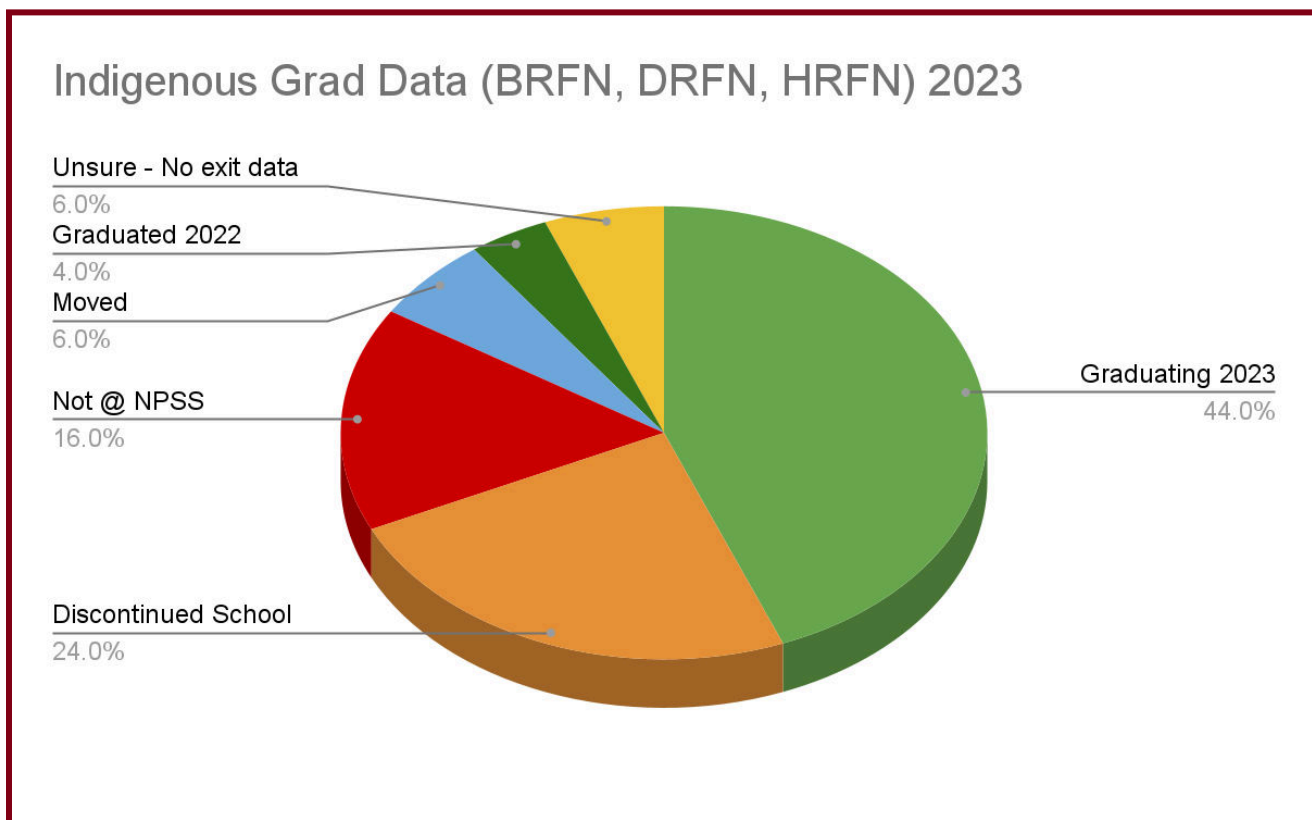


Table 15 - Indigenous Grad Data (BRFN, DRFN, HRFN) 2023



Baldonnel Elementary: 2024-2025 Framework for Enhancing Student Learning

Our Baldonnel Community Values: Respectful, Responsible, Safe and Kind.

Our Baldonnel community of students, parents, and staff all work together to fulfill this mission and to be part of the educational process. If you have any questions, concerns, or suggestions, please call the school, and set up an appointment with the Principal, Classroom Teacher, or other support staff. Together We are Better!

Baldonnel Elementary School Context

At the heart of Baldonnel Elementary School is the ***vision of working together to create a community that awakens a desire for life-long learning***. Students are the focal point of everything we do, and decisions are based around the core question "**Is this good for kids?**" All staff work collaboratively and take responsibility for the learning, safety and social/emotional well-being of every member of our school community. We embrace the strengths of each individual and our school-based teams work together to determine a plan of support when this is required to ensure students are successful.

The entire staff at Baldonnel School is extremely dedicated and committed to our students. Literacy and Numeracy are areas of strength for our school, and we are committed to continuing to provide current best practices in all area of instruction and support for students. We subscribe to the philosophy of shared leadership and work as a team on the following: Math, ADST/Careers, Fine Arts, and Positive Schools/School Connectedness, Collaboration and Teacher Mentoring. Being able to have more parents in the school and more school wide activities, will help to building relationships with our parents, community partnership, and our students. Baldonnel Elementary has an active Parent Advisory Council (PAC), which, seeks to incorporate family-friendly activities to build our sense of community.

This document will be a living document that is reviewed and revised at monthly staff meetings and on the annual School Planning Day.

At Baldonnel Elementary School, our vision is to create a community, which awakens a desire for life-long learning.

Our Dream Statements:

We believe:

- We are all learners.
- Education is a shared responsibility between home, school, and community. Together we are better!
- Each learner is an individual and deserves respect, fairness, and understanding.
- The learner must be nurtured within a safe, respectful, and cooperative environment to develop a sense of belonging and self-worth. We strive to build a sense of school connectedness.
- In fostering a love of learning through active engagement in authentic learning experiences.
- Learning will combine process and knowledge to support one's growth as an individual
- In providing opportunities and choice for learners to pursue their individual/group interests and strengths.
- School experiences should provide opportunities for each learner to do his/her best.
- Learning is a life-long experience.
- In taking time to celebrate successes!

Our Core Ethical Values:

- Respect
- Responsibility
- Safety
- Kindness

Motto:

Together We are Better

Our goals for 2024-2025:

1. **Goal #1:** To improve reading comprehension in grades 4-6 by increasing proficiency levels to 80% of students on the Read73 and FSA assessments.
1. To increase math scores to proficiency levels in our Indigenous and male students
2. To improve understanding of Indigenous Culture by increasing the amount of targeted classroom and school wide initiatives

Goal 2:

Goal 3: We are having announcements daily that include an Indigenous value based message. We hold an assembly each year to honour victims of Residential Schooling.

Goal #1: To improve reading comprehension in grades 4-6 by increasing proficiency levels to 80% of students on the Read73 and FSA assessments.

Rationale:

Our data shows that 41% of grade four students are not on track on the FSA assessment. Less than 40% of students in grade 4, 5 and 6 scored proficiency in their Read73 assessment.

What we are already doing very well:

We have a robust literacy program already happening within the school. Daily we will see buddy reading, pairing older students with emerging readers. We also see collaboration allowing a few students to receive guided reading support in a quiet room while others receive a lesson that meets their levels and needs. Beyond that, we see extra guided reading from volunteers, educational assistants, our learning assistance teacher, and our reading recovery trained teacher. We have a robust home reading program that is fueled by volunteers.

Strategies:

- Guided Reading
- Pull out individuals and groups
- Utilize FESL \$ to have experienced teacher to focused recovery with certain students
- Home reading program
- Strong practices – including Heggerty, phoneme, morphology and chunking sets.

What is new:

Smeckens Writing/ literacy program

Achievement Indicators:

- FSA Scores
- Read73 Scores

Targets:

80% of all students will achieve proficiency in literacy assessments.

Goal #2: To increase math scores to proficiency levels to 80% for all of our students.

Rationale:

Only 5 of 32 students met a proficiency level for reasoning and analyzing in the Spring assessment. 7 met proficiency in understanding and solving, communicating and responding and in connecting and reflecting. While most are at grade level, we would like to take many from developing to proficiency. On the FSA for 2023-2024 just under 50% of students were on track (8 On track, 9 Emerging).

Strategies:

Continue anchor numeracy training and practice: Thinking classrooms, Mathology, Esti-mysteries, problem solving, MAP

Will introduce the Map assessment part by part early in the year and use it frequently throughout the year as a tool.

Put strategies in Newsletters

Variety of Learning/teaching strategies: Making Math Meaningful to Canadian Students by Marian Small, School wide, multi-age group centers, Steve Wyborney 51 Etsi Mysteries, Graeme Fletcher Math Kit.

Achievement Indicators:

- FSA
- District Math Assessments

Targets:

- 80% of our students will achieve on Track on the FSA and proficiency in the MAP assessment

Goal #3: Students and Staff will increase their understanding of Indigenous cultures with support of the curriculum and our community.

Rational:

To support Truth and Reconciliation we must understand Indigenous culture. For our students to become more respectful and able to develop meaningful relationships, they need to have the knowledge of the Indigenous community. Our Indigenous students need to be proud of their heritage and accepted for who they are. If as a school we can foster this development, it will have long-term impacts on all our students and community. In our journey we will work together to build capacity and support cultural safety for our Indigenous students.

Strategies:

- Student lead daily Indigenous message of the day, or word of the day, territory acknowledgement at assemblies
- Focus our teaching on the Seven Virtues
- We will work with the district Cultural and Language teacher to support the Seven Virtues
- Creating displays to support our learning
- ISW and District cultural teacher will work collaboratively with the teachers to help them develop meaning lessons
- Bring in elders and community members to support our learning

What is new:

- Utilize Art Starts to bring in Indigenous content. Use PAC support to bring in extra content from Art Starts.
- Field trip to either the local caves or Camp Cameron. If neither, do a trip to the Beaton trails and study plants and other local knowledge about the land.

Achievement Indicators:

- Student artifacts, discussions, displays
- Number of lessons each teacher presents to the students monthly to support Indigenous culture.

Resources:

- Elders and visitors to talk about Indigenous culture
- Support from the District culture and language teacher
- Supporting our home reading program with Indigenous stories
- Variety of resources
- Cultural representation: poster, seven teaching rug, medicine wheel table, to name a few

Communication Plan

The Framework for Enhancing Student Learning document will be available on our school website, and our Facebook page. The Framework will be presented to the parents at a PAC meeting, Parents **will** also be provided with updated progress on the achievement we are making towards these goals.

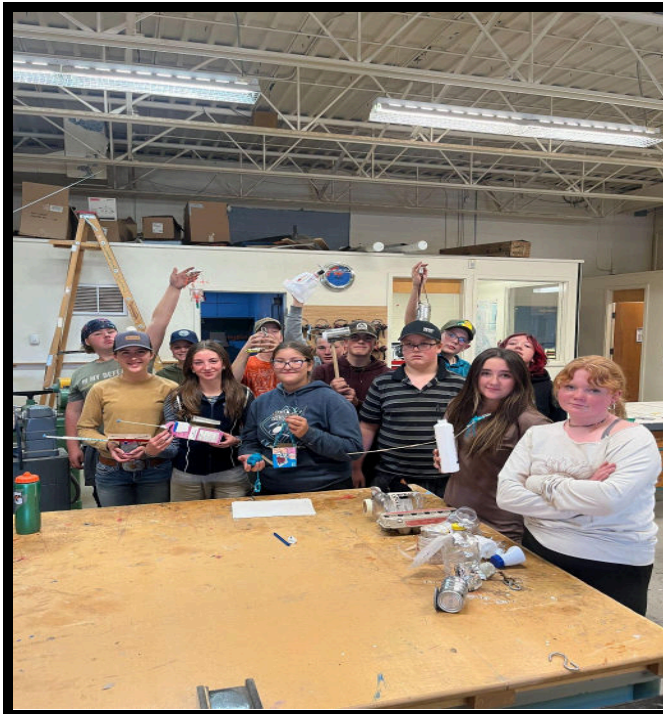
In each school newsletter an aspect of the framework will be included. Posting on Facebook

demonstrating the Framework goals, pictures and a mention of what Framework goal is taking place in the artifact.

In addition to the website and regular communication from classroom teachers, school information is also shared out to the parent community via the outdoor sign, regular emails, newsletters, and posts to both the school and PAC Face Book pages.



Clearview Elementary Jr. Secondary School - 2024-2025 Framework for Enhancing Student Learning



Mission Statement

At Clearview Elementary Jr. Secondary School we aim to prepare students for our ever-changing world by equipping them with creative and critical thinking skills, core academics, and the values of respect, honesty, and compassion for all.

Where are we?

Clearview School is located 47 km northeast of Fort St. John in a farming community; also, many families are also employed by the oil and gas industry. Located beside the school is an arena, which is used by the school and the region. There is a strong sense of tradition, family, and community, because many generations of families continue to live in the area and have attended Clearview.

Who are we?

We are a K-9 school with an experienced staff that includes a principal, nine teachers and eight support staff (clerical, teaching assistants, ISSW and custodians). We have six divisions of students and the entire student population (106 students including 17 Indigenous students) is bussed. After grade nine, students attend North Peace Secondary School Main Campus or ELC campus in Fort St. John.

Community Support

Our families are involved and committed to their children's education. We always have many parents or other family members volunteer to help out with classroom and school wide activities. In addition, we have a very active and organized Parents Advisory Council. The PAC does have their regular monthly meetings and provides financial support to the school throughout the year but it also assists with planning and organizing several events and fundraisers from September to June. Several parents also make the hot lunch meals, which provides a hot healthy lunch for students four times a month. Our Ready Set Learn program starts in October and runs until June, which is all led and organized by a parent as well. Our families are an integral part of the school community and the school is an integral part of the Clearview community.

Strengths, Celebrations & Challenges

Strengths	Celebrations	Challenges
• Collaborative and inclusive staff • PAC - organized, efficient, helpful, and dedicated • EA support • School spirit • Experienced staff • WITS program • Excellent communication • Risk takers • Involved parents • Good Classroom management • Staff coaches • Sports Teams/Athletics • Intramurals/Spirit Days	• Assemblies • District Competitions • Students vs. Staff/Adult competitions • Field Trips • Spirit Days • Fundraising • Pictures on website/facebook • Sports Teams • Reading Challenge	• Increased Anxiety - students, and families • Staff wellness • Attendance • Literacy - Comprehension skills/spelling • Upgrades - playground, building, learning resources & technology

COMMUNICATION PLAN:

Weekly Newsletters (Colt News) - emailed to parents on Sundays with the live link and a pdf form

- *Parent Resource section on Colt News.*
- *Staff Peek- Like the Colt news sent to all staff on Sundays as well.*

Website - <https://clearview.prn.bc.ca/>

Facebook page - <https://www.facebook.com/sd60clearview>

Monthly PAC meetings

Strategies and Structures:

Teacher access to District coaching and collaboration grants:

- Collaboration Opportunities- usually outside of school time due to the TTOC shortage.
- Individual or small groups of teachers collaboration or coaching requests.
- Class Review conversations in October & ongoing
- Framework teamwork and updates at staff meetings

Goal # 1 - Intellectual - 80% of students will demonstrate comprehension when reading grade level text. (We are currently doing fairly well in reading but will keep this goal to remind ourselves of the strategies we are using that help us achieve).

Goal	Evidence	Strategies, Structures, & Resources	Core Competency (focus on student self-evaluation)
80% of students will demonstrate comprehension when reading grade level text	*Reading data from Insight *Intermediate/Secondary teachers - Fall/ Spring Read 73, QCA, FSA *Primary teachers - PM Benchmarks - Reading records in October, December, February & June *Primary teachers - ongoing reading records - formative assessment	Structures & Strategies: * Balanced Literacy program in classrooms * Additional Guided & Shared Reading groups with Mrs. Viens and Mrs. Van Der Merve * Reading Recovery support *Literacy Coaching and collaboration *6 Minute Reading Solution - Reading Fluency Program - adapted - Grades 3-6	Communication Problem Solving Social Responsibility

		*Reading Incentive Program *Great Leaps Program - Grade 2-6 Resources: *Daily 5, Adrienne Gear resources *Great Leaps Program *Home reading books *Update Primary Guided Reading Resources and Reading Recovery text - nonfiction text. *Nelson Literacy *THIEVES- strategies for non-fiction *Work work - Heggerty Program *Jolly Phonics *Epic	
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Goal # 2 - Intellectual - Numeracy - Students will increase their levels of understanding in math. 75% of students Grade 4-9 will be proficient in the Understanding & Solving section on the District MAP.

Goal	Evidence	Strategies, Resources and Structures	Core Competency (focus on student self-evaluation)
.Students will increase their levels of understanding in math. 75% of students Grade 4-9 will be proficient in the Understanding & Solving section on the District MAP.	*MAP - Number Sense - Grade 5 & 6 data - Fall & Spring *Grade 4 & 7 FSA results * Report Card marks and comments	Structures & Strategies *MAP Number sense assessment - introduction at grade 3. *Mathletics online Math programs for grades 2-9 *Problem Solving Lessons from the District Resources: *Organized math resources that are accessible and labeled *Math manipulatives for Primary, Intermediate and Jr./Secondary classrooms *District coaching & collaboration *Mathology *Mathletics *Update teaching resources	Communication Problem Solving Social Responsibility

Goal # 3 - Human and Social Development- To improve the social and emotional learning for all students.

Goal	Evidence	Strategies, Structures, & Resources	Core Competency (focus on student self-evaluation)
To improve self regulation and understanding of how to show their emotions respectfully. Increase peaceful problem solving skills and social responsibility.	*Positive School Culture Survey - May 2024 *Insight - office referrals - monthly summary by number *Satisfaction Survey - Grade 4 * MDI survey Grade 5	Structures & Strategies: *SEL - whole class lessons and support by Jolene (SEL Specialist) *SEL - individual work with Jolene *Friendship Groups *ISSW and classroom teacher lead Indigenous activities/lessons *Grade 4/5/6 Peer Lunch Monitors *Christmas Concert - whole school involved and community *School Wide Intramural Activities *Sports Programs *Library focuses on Human and Social Development - Librarian and ELL to highlight and co-teach lessons in the following areas - EASE program, WITS, Indigenous Education, etc. *WITS Program - in classrooms, library, and at assemblies *Learning Space	Communication Problem Solving Social Responsibility

		*Shop/Home Economics Resources: *Story Books- How to Control Anger, Anxiety.... *Classroom lessons by Jolene *EASE lessons *Growth mindset resources *Zones of Regulation lessons	
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Goal # 4 - Careers and Applied Design- To increase access and opportunities for students to explore and to create during ADST

Goal	Evidence	Strategies, Structures, and Resources
To enhance student understanding of applied skills and technologies by school wide exploration activities. To explore career possibilities.	*Access to Learning Space *Organize storage areas for supplies *Organized Shop . *School wide activities (primary/intermediate) or one or more projects completed by each class. *Core Competency student self-assessments *ADST/Maker Way Inventory	Structures & Strategies * Champion Trades Teacher teaching specific ADST opportunities for grades 7-9 - ADST Challenges: Gondola Challenge, Mouse trap cars, Brick car, Spaghetti bridge building - Woodworking projects: Three legged milk stool, Night stand, Intarzia, Lathe projects, and picnic tables - Metal Work: Key chain project, Tire lever project, Welding samplers, Balancing man project, and Sheet metal box development - Mechanics: Bike mechanics, 2 and 4 stroke mechanics *District provided ADST Activities - Grade 5 & 6 students - "Catapults, Spaghetti Bridge, & Cardboard Boat *XploreFest - Grade 5 students *Purchase new supplies

		*School Wide ADST Challenges - AirPlane Challenge, Cardboard Challenge, Egg Drop Challenge *Projects with community members Resources: *3D Printers *New equipment/tools purchased for the Shop *Technology - iPads, & Chromebooks *Many new ADST/Stem Explorative Items for Learning Space
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Framework Timeline and Action Plan - 2022-23

Date	Goal Area - Intellectual - Literacy Actions:	Persons Resp.	Notes/Budget	Done
Oct./Nov.	Reading Assessments	Grade 1-9 Teachers	All were completed, added to Insight and Data Wall	✓
October	Reading Fluency Program - Target Grade 3-6 students with a 1 on 1 reading fluency section (6 minute reading solution using Reading A-Z passages)	Alvina Sheri	Groups have been created and schedule has been given to classroom teachers	✓
October	Great Leaps Program - Target Grade 1-6 students	Alvina	Small groups have been created	✓

Ongoing				

Date	Goal Area - Intellectual - Numeracy Actions:	Persons Resp.	Notes/Budget	Done
October	Grade 3, 4, 5 & 6 teachers enter MAP Number Sense data into Insight	Classroom Teachers		✓
October	Purchase Mathletic Licenses	Niki & Cody	Every classroom is on Mathletics but K/1	✓
October	FSA Completion for Grade 4 & 7 students	Cody, Marla	Cody completed the FSA in the computer lab with grade 4's and 7's. Marla did the booklet with her grade 4's and Cody did the booklet with the Gr. 7's.	✓
Ongoing	Math Resources			

Date	Goal Area - Human & Social Development Actions:	Persons Resp.	Notes/Budget	Done
Ongoing	EASE/SEL sessions in Library - partnering with classroom teachers	Sheri	Offered weekly on Monday mornings - track # of teachers participating (3 classes participated by end of October)	✓
Ongoing	Class Lessons for SEL- on friendship, anxiety,	Jolene, Cheryl	All classes	✓

	worries, anger....			
Ongoing	Sports	Cody, Thaetra, Dennis, Sheri	Cross Country Running, Soccer, Volleyball, Basketball, Badminton	✓
Ongoing	Assemblies	Cody/teachers	Celebrations, Wits	✓
Ongoing	Small Groups- anxiety and friendship	Cody/Jolene	Begin with Intermediate	✓
Sept. - June	Grade 4, 5 & 6 Peer Lunch Monitoring program.	Marla, Thaetra	Students from grades 4-6 continue to help monitor and support our primary students- developing some leadership skills.	✓

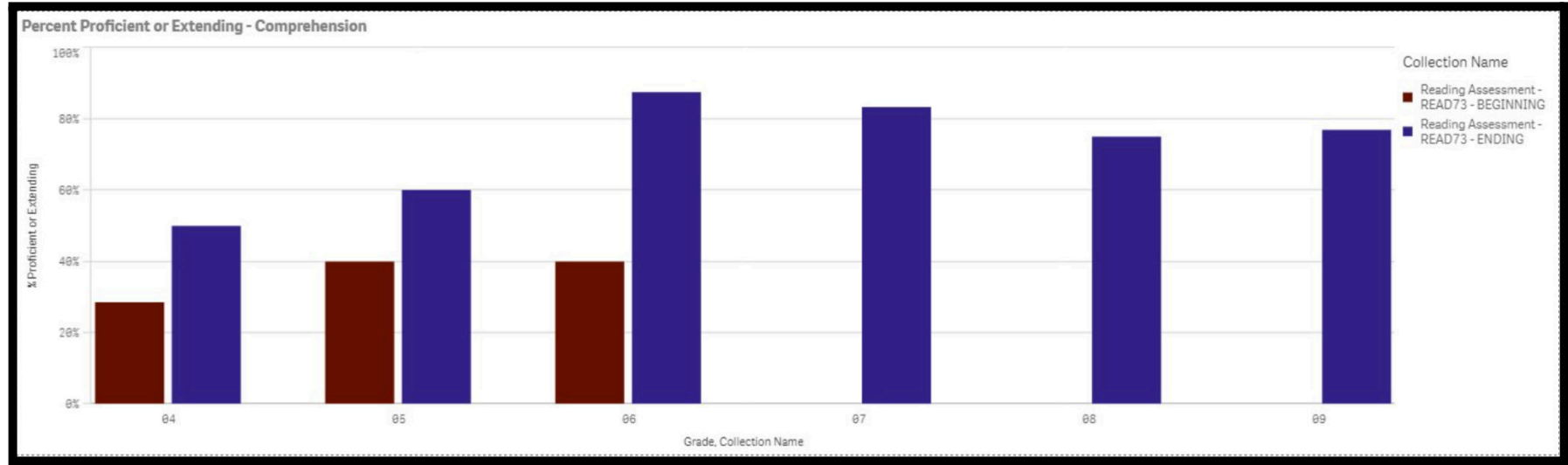
Date	Goal Area - ADST/Careers Actions:	Persons Resp.	Notes/Budget	Done
Sept.	Tools required for Secondary Students. The Shop Teacher/Admin made a request to the District for new tools.	Trevor, Cody & Niki	SD60 approved request, Niki ordered all tools/items.	✓
Sept.	Grade 4 class participated in classroom ADST Challenges. (Marble runs, Playground designs, etc.)	Marla	Posted on Facebook	✓
Sept.	Grade 7-9 classes participated in ADST in class challenge "Gondola ride"	Trevor	Pictures/videos posted on Facebook	
Oct.	Intermediate students participate and design	Marla & Thaetra	2 classrooms participated in the mini-catapult	✓

	mini-catapults and trebuchet		lessons.	
Nov.	Paper Airplane Contest	Everyone	Intramural challenge, all grade levels, airshow in the gym.	
Ongoing				

Goal #1 Data:

Read 73 2023-24 - Comprehension

Level Breakdown - Comprehension												
Target Level	Grade CollectionName											
	04		05		06		07		08		09	
	Reading Assessment - READ73 -	Reading Assessment - READ73 -	Reading Assessment - READ73 -	Reading Assessment - READ73 -	Reading Assessment - READ73 -	Reading Assessment - READ73 -	Reading Assessment - READ73 -	Reading Assessment - READ73 -	Reading Assessment - READ73 -	Reading Assessment - READ73 -	Reading Assessment - READ73 -	Reading Assessment - READ73 -
Totals	7	6	20	20	10	8	1	12	1	8	2	13
Below Grade Level	2	-	-	-	3	1	1	1	-	-	2	2
Proficient	2	3	8	12	4	7	-	10	-	6	-	10
Developing	3	3	12	8	3	-	-	1	1	2	-	1



Level Breakdown - Comprehension

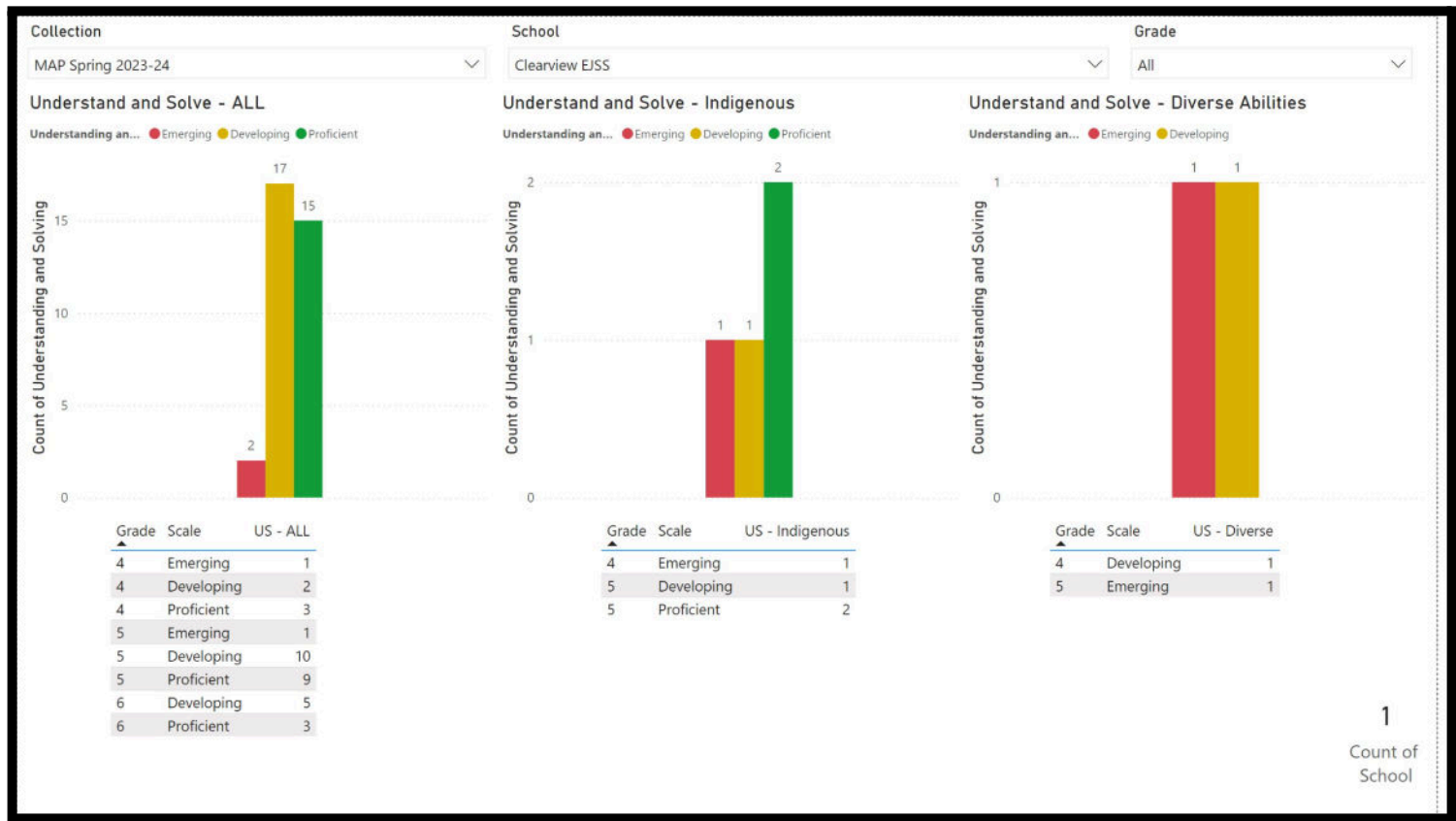
Target Level	Grade	CollectionName
	03	
	Reading Assessment - QCA - BEGINNING	Reading Assessment - QCA - ENDING
Totals	11	11
Extending	-	1
Proficient	4	5
Developing	7	5

Percent Proficient or Extending - Comprehension



Goal #2 Data

MAP 2023/24 - Understanding & Solving Section



Collection			School			Grade		
MAP Spring 2023-24			Clearview EJSS			All		
Grade	Scale	US - ALL	Grade	Scale	US - Indigenous	Grade	Scale	US - Diverse
4	Emerging	1	4	Emerging	1	4	Developing	1
4	Developing	2	5	Developing	1	5	Emerging	1
4	Proficient	3	5	Proficient	2			
5	Emerging	1						
5	Developing	10						
5	Proficient	9						
6	Developing	5						
6	Proficient	3						



Dr. Kearney Middle School Framework for Enhancing Student Learning

Vision

Empowering learners to be responsible citizens and future leaders.

Goals:

Intellectual (Empowered Learners)

Goal 1: By June 2025, Math and English achievement scores will increase to 60% Proficient/Extending across all grade levels and demographics

Goal 2: By June 2025, we will decrease the average rate of unexcused absences by 50%.

Human Development (Responsible Citizens)

Goal 3: By June 2025, we will increase the High Rating of school climate, as measured by the MDI, to 50%.

Goal 4: By June 2025, we will reduce the Low Rating for Academic Self-Concept, as measured by the MDI, to 10%.

Goal 5: By June 2025, we will decrease the Low Rating for School Belonging, as measured by the MDI, to 20%.

Future Careers (Future Leaders)

Goal 6: By June 2025, 50% or higher of our students will have participated in student leadership, PBL, or community-based projects/engagement.

Introduction

Dr. Kearney Middle School is located in Fort St. John, BC, within the beautiful Peace River Valley. We gratefully acknowledge that we live and learn on the traditional territory of the Tsáá? Ché Ne Dane within Treaty 8. Our school serves 610 students in Grades 7-9 and has a staffing complement of 35 teachers and over 20 support staff. Our staff includes a principal, vice-principal, counselling services, special education personnel and a part-time librarian. In addition to a full range of educational services, we also support a Resource Room Program for students living with physical and developmental challenges and the Strength First Program, which provides a soft-start junior alternate program.

Our school is committed to student-centred learning, a focus on collaborative planning, and a caring environment to provide quality education. We have an active Parent Advisory Committee and a supportive parent community. Our other exciting opportunities for students include our outstanding visual and performing arts programs, Hockey Academy, and the range of extracurricular opportunities available.

INTELLECTUAL DEVELOPMENT (Empowered Learners)

Goal 1: By June 2025, Math and English achievement scores will increase to 60% Proficient/Extending across all grade levels and demographics.

Key Strategies

- Implement a multi-tiered support system response to intervention; utilize support blocks and presentations to develop increased Universal Design for Learning in all classrooms.
- Implement a system of trimesterly class review meetings with classroom teachers and the school-based team.
- Implement a robust Professional Learning Community structure to facilitate effective collaboration to improve student learning.
- Facilitate vertical teaming between elementary, middle and high school math departments.
- Develop scope and sequence across grade levels focused on curricular competencies.

Data

- Math Achievement Scores - Trimester 3 Summary of Learning
- English Achievement Scores - Trimester 3 Summary of Learning
- MAP Data
- Read 73 Data
- Cold Write Data

Resources

- Support Blocks - Multi-Tiered Systems of Support (MTSS)
- District Numeracy Coach
- Professional Development - Pam Harris - Math Is Figureoutable.

Goal 2: By June 2025, we will decrease the average rate of unexcused absences by 50%.

Key Strategies

- Create a system and process to track attendance concerns and proactively respond to repeated absences.
- Communicate, emphasize and enforce the closed-campus policy.
- Create better tracking to identify students needing more support: check-in, check-outs, and hall passes.
- Implement a universal breakfast program.
- Use a portion of LSF for hall monitors who can work prosocially with students.
- Use in-school interventions instead of out-of-school suspensions. Focus on building relationships, developing skills, and reintegrating students into classes.
- Create messaging for the school community around the importance and impact of regular attendance.
- Implement an effective method to alert parents quickly and accurately regarding missed classes (SMS)—School Messenger Program or similar.
- Ensure all school staff are trained on attendance procedures and follow through regularly.
- Use the MDI to gather information on factors contributing to low attendance.
- Create celebration days where students can display their work for parents (open houses, talent shows, etc.).
- Promote the role of TAG teachers as the main point of contact - inviting parents to open houses, talent shows and parent-teacher interviews.
- Use social media, websites and other tools to ensure ongoing and timely communication with parents and caregivers.
- Increase visits to Indigenous Communities or Indigenous parents into the school to facilitate positive relationships with school.
- Increase involvement of PAC at school events.
- Restructure the Jr. Alternate program.
- Increase positive recognition of attendance.

Data

- Track attendance rates across all grades.
- Track interventions and communications with the school community
- Analyze the relationship between proficiency, connectedness, and attendance.
- MDI Data
- Student Learning Survey

Resources

- Automated call-out system for absences/lates.
- Learning Support Fund
 - Hall Monitors
 - Behaviour Support Teacher

HUMAN DEVELOPMENT (Responsible Citizens)

Goal 3: By June 2025, we will increase the High Rating of school climate to 50% as measured by the MDI.

Key Strategies

- Increase capacity with UDL strategies through joint LAT/Admin/Teacher meetings, teacher-requested professional development, collaboration and coaching.
- Celebrate and highlight strategies that are currently working in our Monday Morning Meetings.
- Create a menu of Tier 1 interventions and supports
- Create a universal breakfast program - connected with hall monitors
- Encourage teachers to use behaviour flowcharts and analysis of lagging skills to develop relationships and skills to manage behaviour.
- Increase student voice in school activities and planning.

Data

- Regular meetings with the Student Support Team and Math Department.
- Collaboration through vertical teaming between schools.
- Regular meetings with the student council, leadership and administration
- Tracking of use of Tier 1 interventions and UDL across grade levels through discussions at data meetings
- Track FSA, MAP and proficiency scores.

Goal 4: By June 2025, we will reduce the Low Rating for Academic Self-Concept to 10% as measured by the MDI.

Key Strategies

- Facilitate collaboration between Indigenous Support Staff and the departments to increase strategies and First Nations' Principles of Learning in classrooms
- Track attendance in math courses.
- Utilize Tier 1 and Tier 2 interventions and supports through Indigenous Support Team (1:1, small group, in-class support)

- Work with the Indigenous department to become more aware of and find ways to address some of the barriers Indigenous students face.
- Increase Indigenous content in math classes with the support of the Indigenous Support Team and Indigenous Education Centre.
- Increase access to resources around Indigenous Math Education
- Incorporate lessons on growth mindset across curricular areas.
- Promote regular student reflection and goal setting to improve academic self-concept.
- Regular meetings of the School-Based Support Team to proactively plan for and support student self-efficacy.
- Bulletin boards celebrating student work around a competency

Data

- Track proficiency scores in math for Indigenous students utilizing the RTI process.
- Interview both Indigenous students and parents about their experiences at DKMS.
- Track FSA scores.
- Track MAP data.
- Record student reflections linked to positive or negative academic self-concept

Goal 5: By June 2025, we will decrease the Low Rating for School Belonging to 20% as measured by the MDI

Key Strategies

- Utilize storytelling by inviting storytellers from various cultures to share with students.
- Increase positive spirit assemblies, school spirit activities and other positive experiences for students.
- Promote student voice in school activities and planning.
- Allocate resources to purchase learning resources from diverse perspectives.
- Organize student field trips to expose students to diverse perspectives.
- Increase clubs, intramurals and other activities for students.
- Increase PBL and use of maker space
- Create a student council and leadership
- Increase interactions between upper and lower-grade TAGS
- Increase parent presence in the building
- Staff-Student Connectedness Tracking

Data

- MDI
- Student Learning Survey
- School Connectedness Survey
- Rate of parent involvement and activities to increase their involvement in school
- Engagement levels of student council

CAREERS & FUTURE-READY LEARNERS (Future Leaders)

Goal 6: By June 2025, 50% or higher of our students will have participated in student leadership, PBL, community-based projects/engagement, or careers-focused activities.

Key Strategies

- Encourage teachers to link course content and Big Ideas to potential career opportunities.
- Provide resources and professional development opportunities for teachers related to career education.
- Pilot project - SpacesEdu in Grade 7
- Regular use of DKMS Maker Space
- Increase presentations to students related to career opportunities
- Use enrichment opportunities, electives and outside experts to allow students to explore a range of interests
- Create a Maker Space Committee to establish a vision for the Maker Space and create a plan for its regular use.
- Encourage and support curricular field trips related to career exploration.

Data

- Cross-curricular integration of Career Education Big Ideas across core and elective courses.
- Regular use of DK Maker Space across curricular areas.
- Increase in proficiency levels in Careers 7-9 courses.
- Student Learning Survey results - targeted career education questions.
- MDI results

Intellectual

Subject	2023/2024 Percentage proficient or extending	Goal	T1 Data (November 2024)
Grade 7 Math	53% (26%)	60% (60%)	
Grade 8 Math	53% (26%)	60% (60%)	
Grade 9 Math	35% (18%)	60% (60%)	
Grade 7 English	50% (27%)	60% (60%)	
Grade 8 English	52% (30%)	60% (60%)	
Grade 9 English	42% (26%)	60% (60%)	

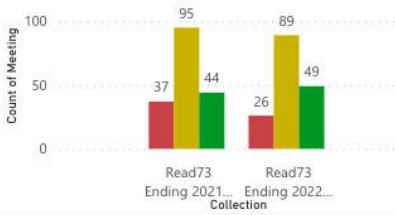
Culture

MDI

Heading	Level	Percentage 2024	Goal
Academic Self Concept	High	54%	
	Med	24%	
	Low	23%	10%
School Climate	High	22%	50%
	Med	39%	
	Low	39%	
School Belonging	High	30%	
	Med	27%	
	Low	43%	20%

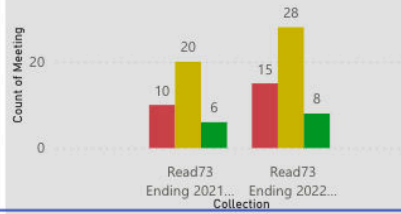
READ73 Gr7 - ALL

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



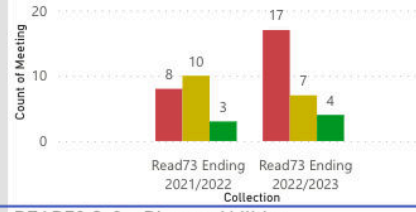
READ73 Gr7 - Indigenous

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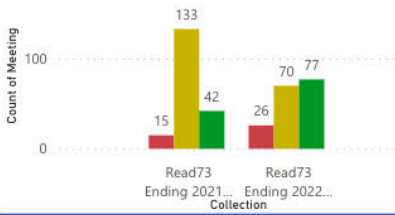
READ73 Gr7 - Diverse Abilities

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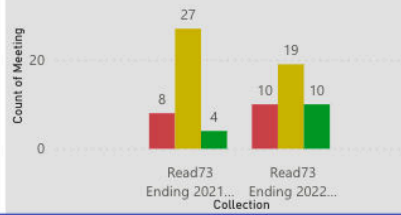
READ73 Gr8 - ALL

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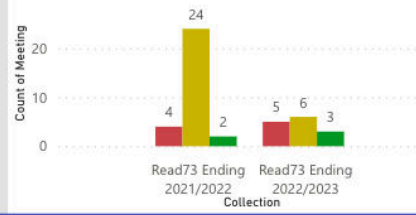
READ73 Gr8 - Indigenous

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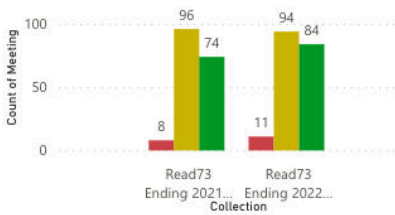
READ73 Gr8 - Diverse Abilities

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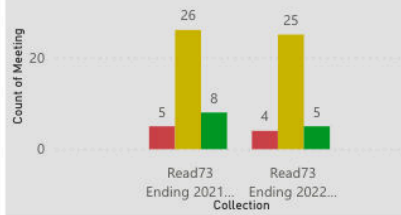
READ73 Gr9 - ALL

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



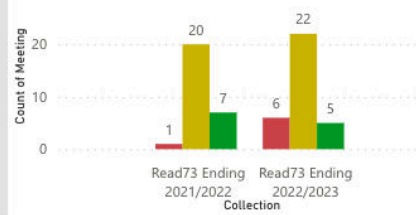
READ73 Gr9 - Indigenous

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



READ73 Gr9 - Diverse Abilities

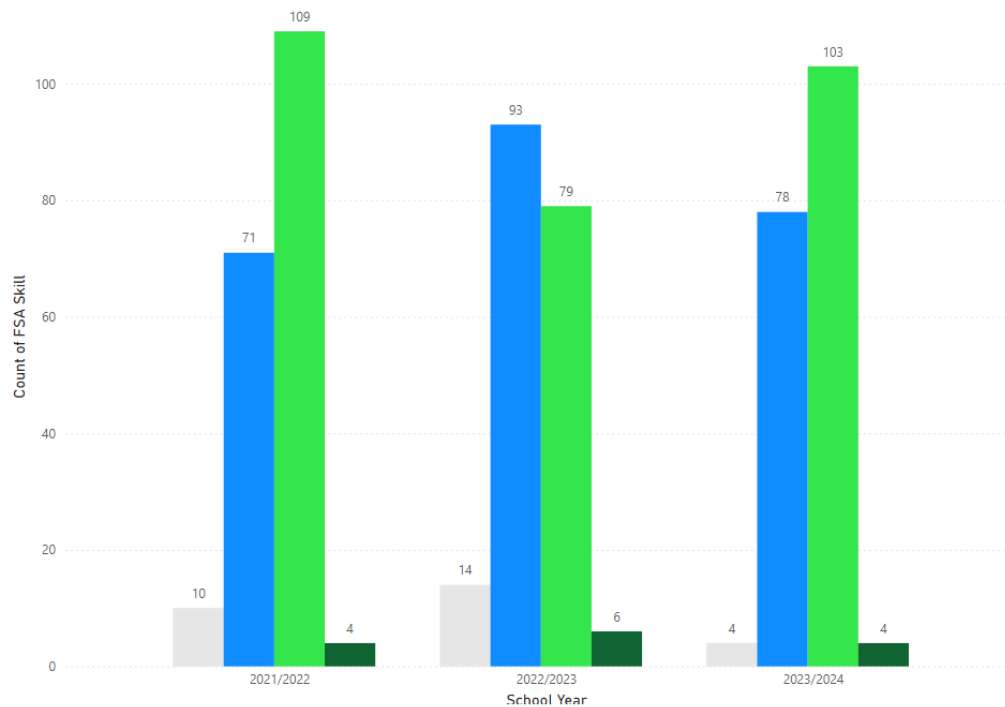
Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



FSA LITERACY Data 2021-2023 ALL STUDENTS

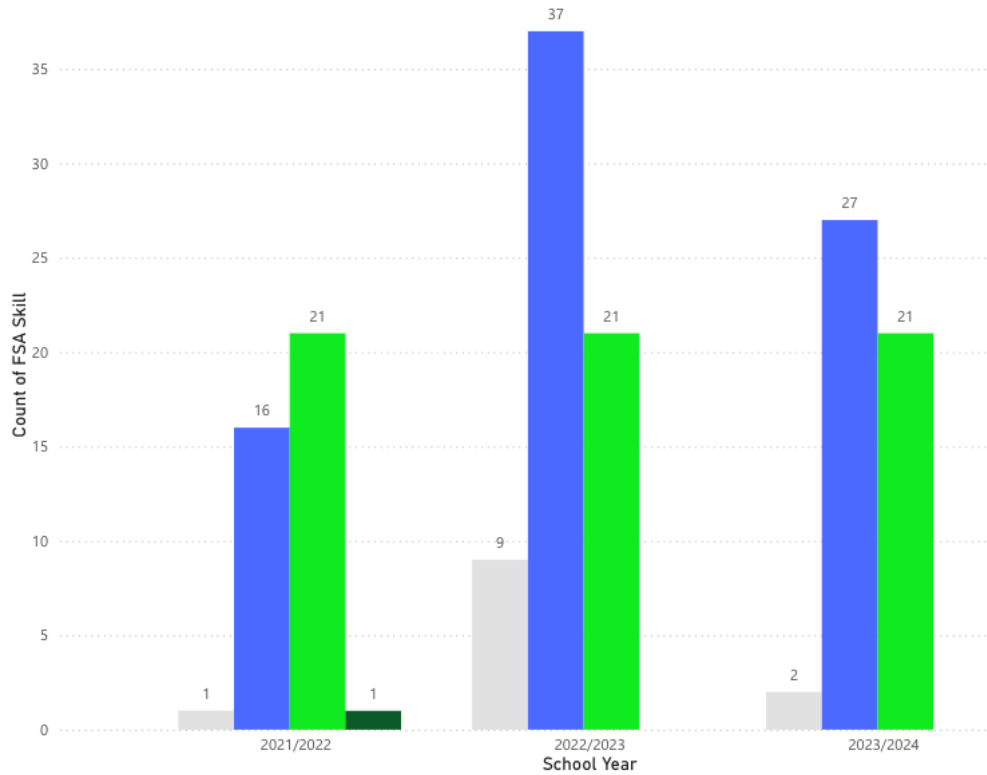
FSA Skill by School Year and FSA Result

FSA Result ● 0-UNKNOWN ● 1-EMERGING ● 2-3 ON TRACK ● 4-EXTENDING



Indigenous - FSA Skill by School Year and FSA Result

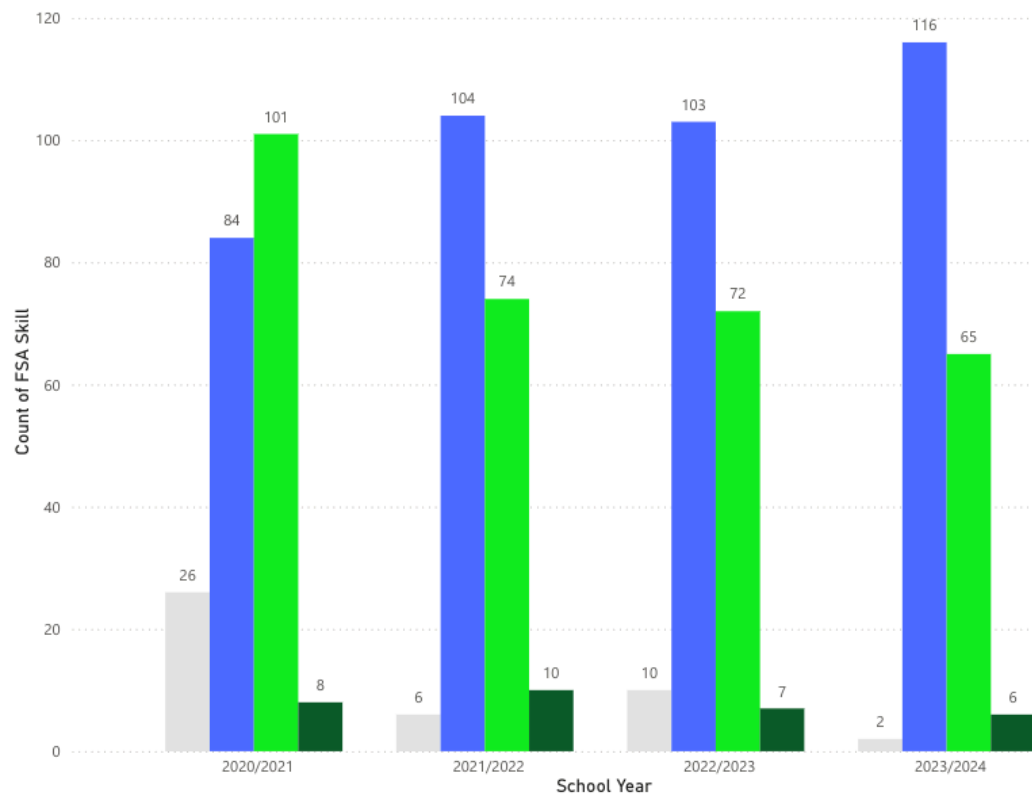
FSA Result 0-UNKNOWN 1-EMERGING 2-3 ON TRACK 4-EXTENDING



FSA NUMERACY DATA 2021-2023

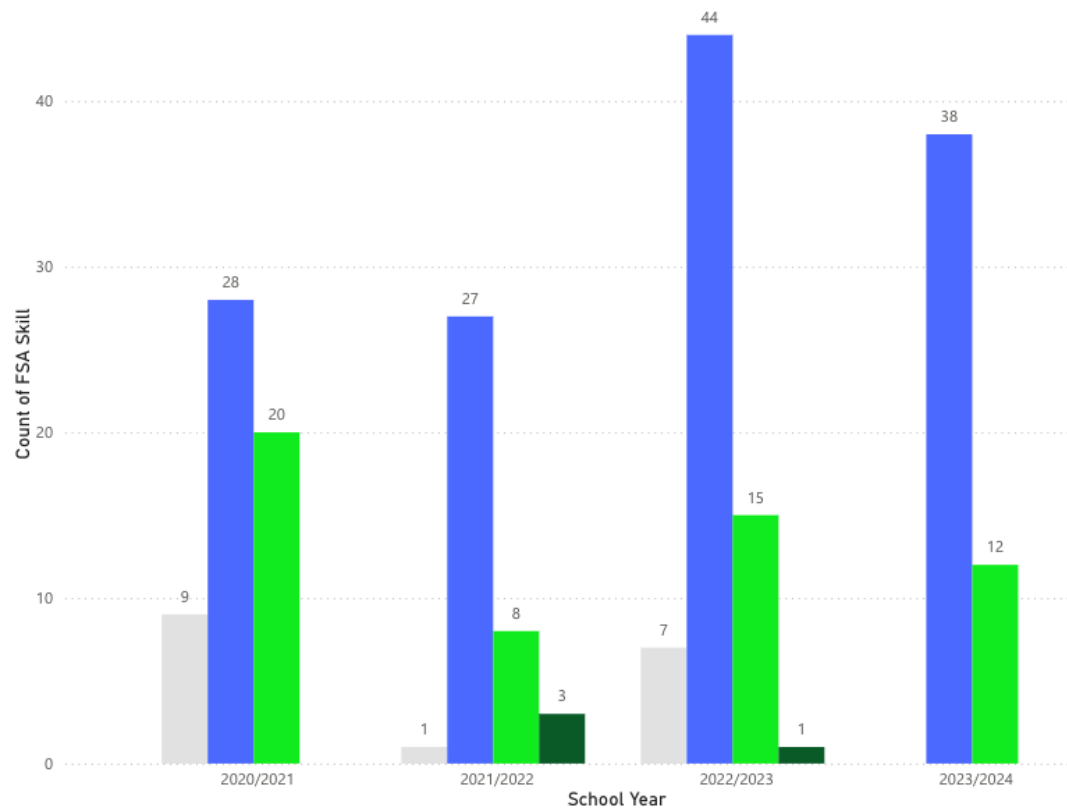
FSA Skill by School Year and FSA Result

FSA Result 0-UNKNOWN 1-EMERGING 2-3 ON TRACK 4-EXTENDING

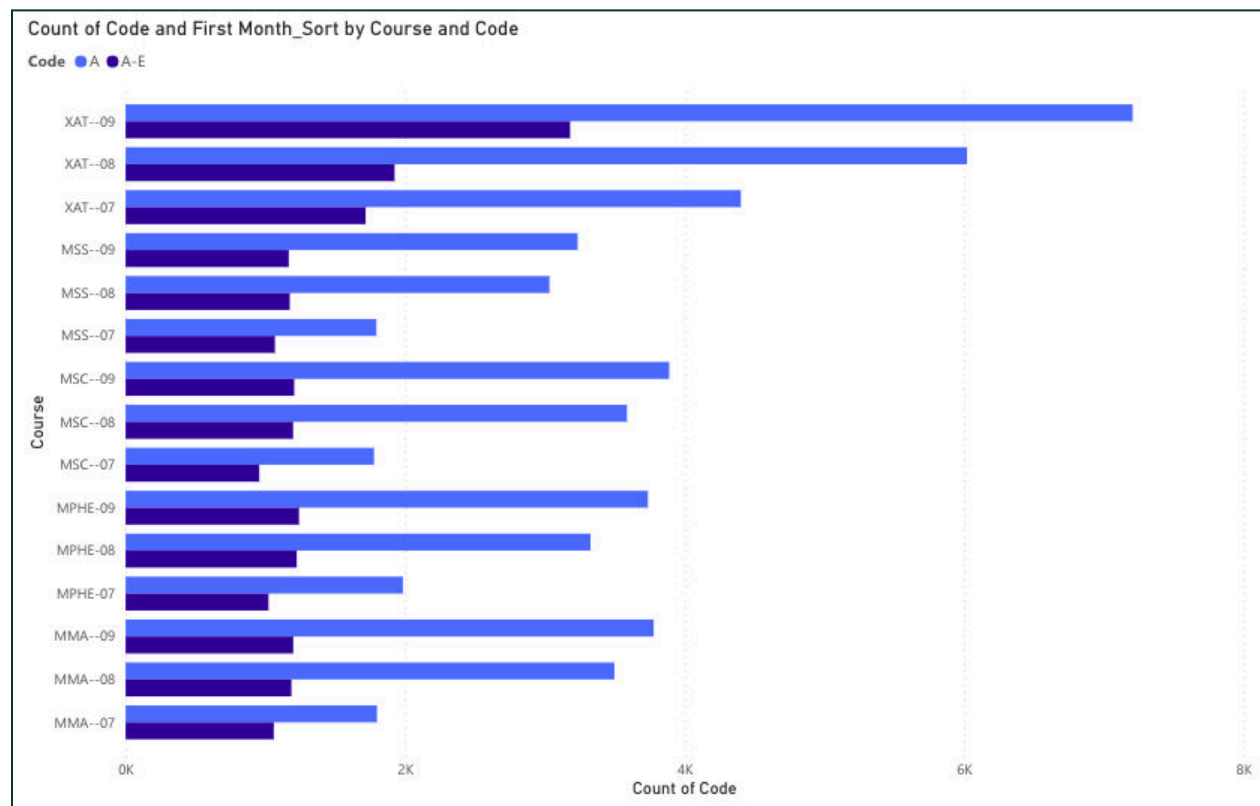
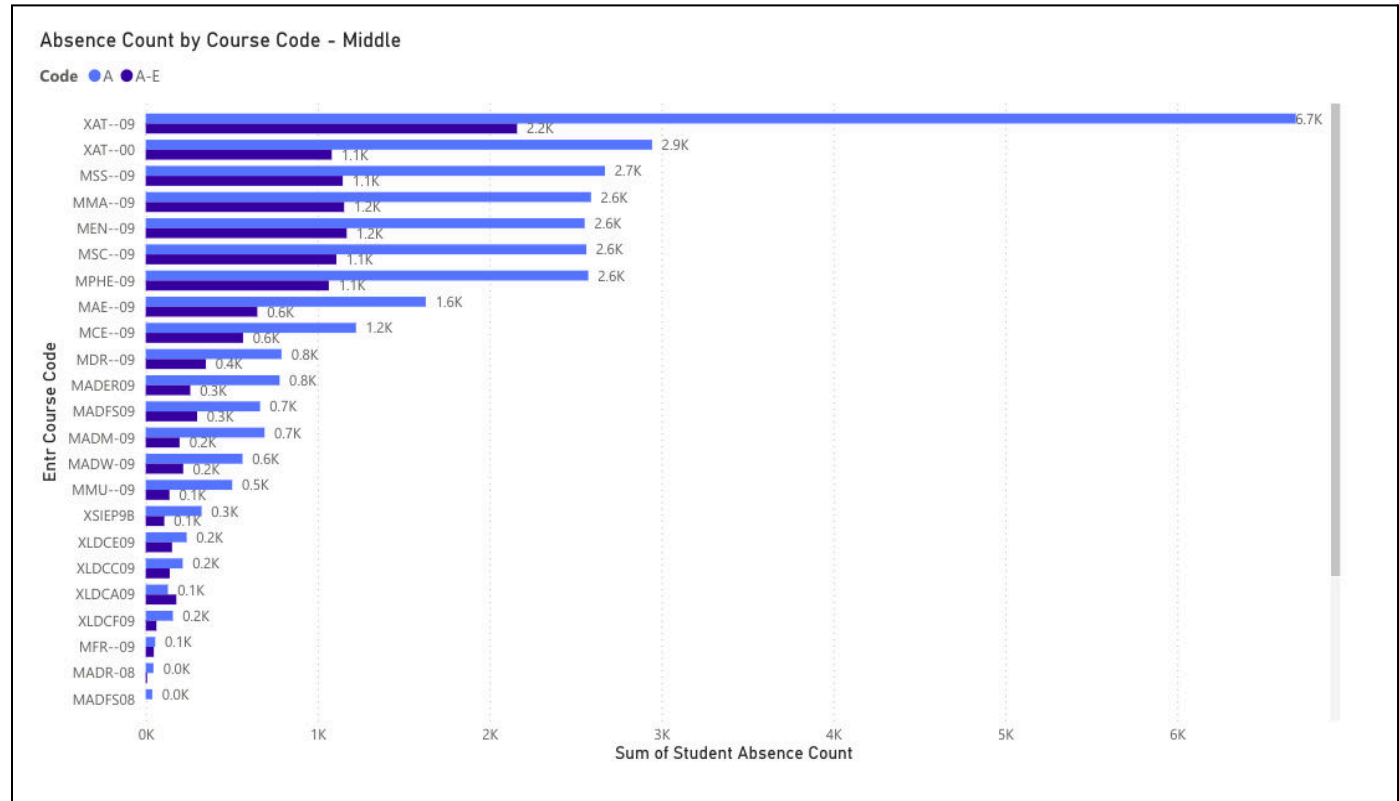


Indigenous - FSA Skill by School Year and FSA Result

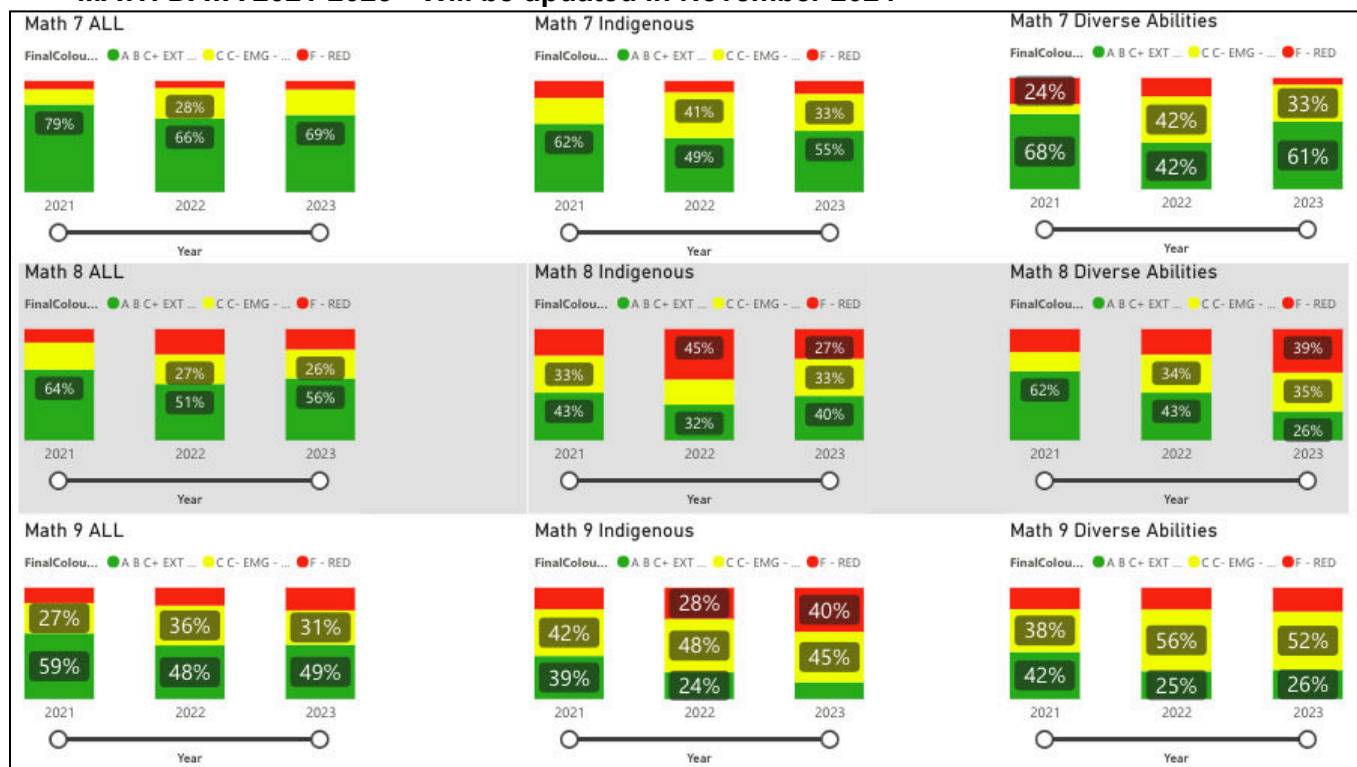
FSA Result 0-UNKNOWN 1-EMERGING 2-3 ON TRACK 4-EXTENDING



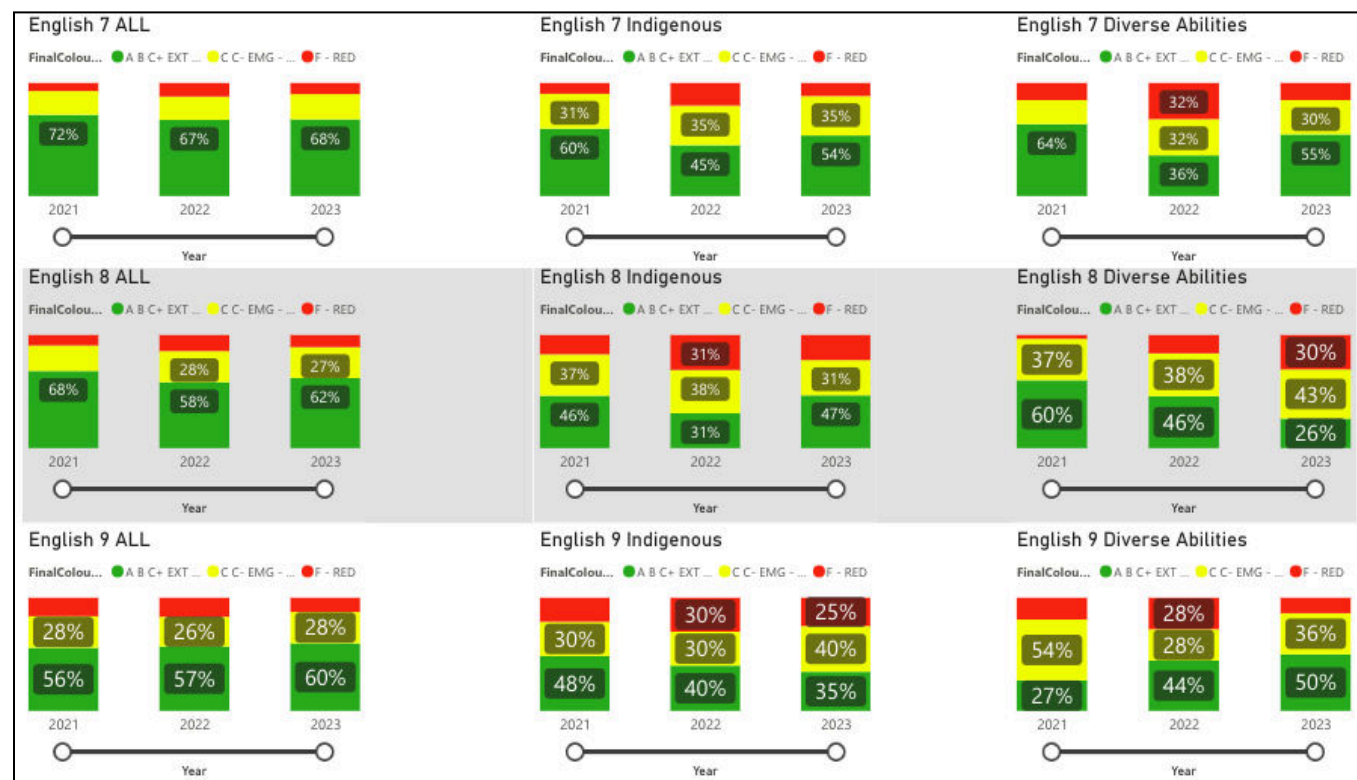
ATTENDANCE DATA COUNTS



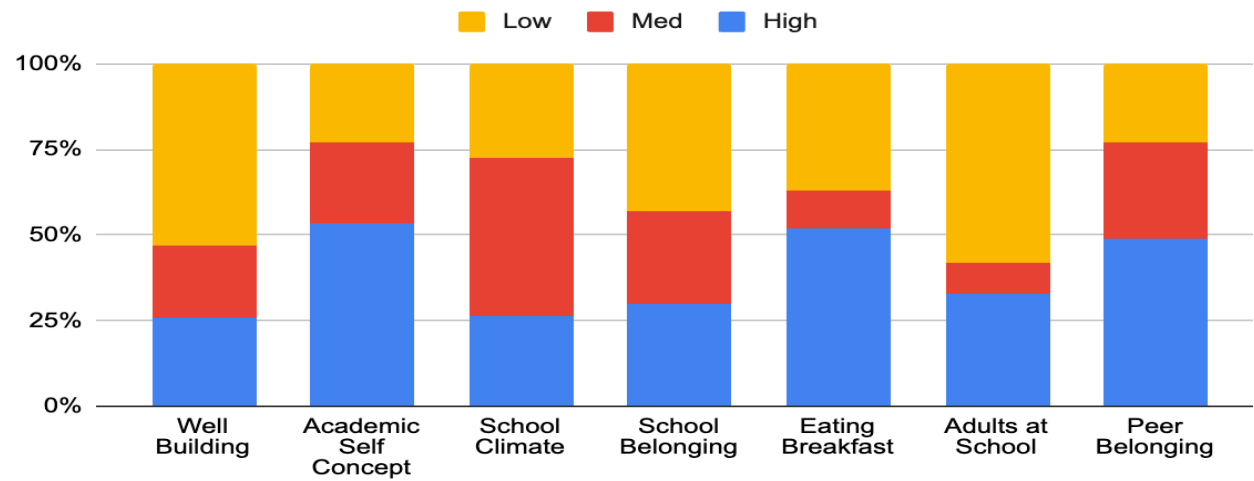
MATH DATA 2021-2023 *Will be updated in November 2024*



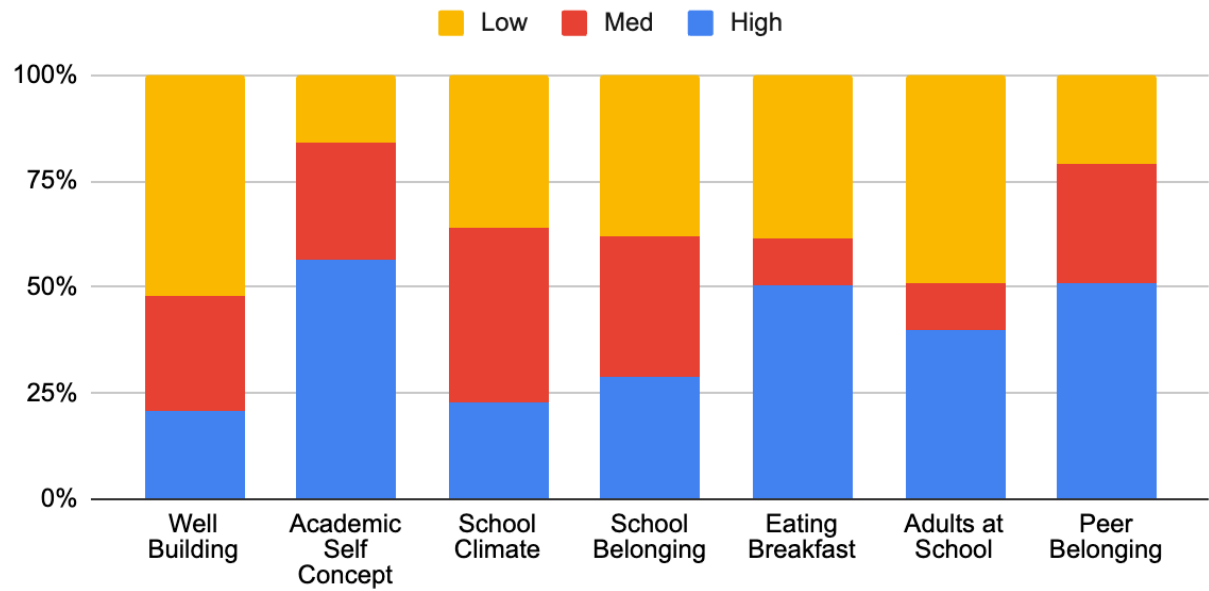
ENGLISH DATA 2021-2023



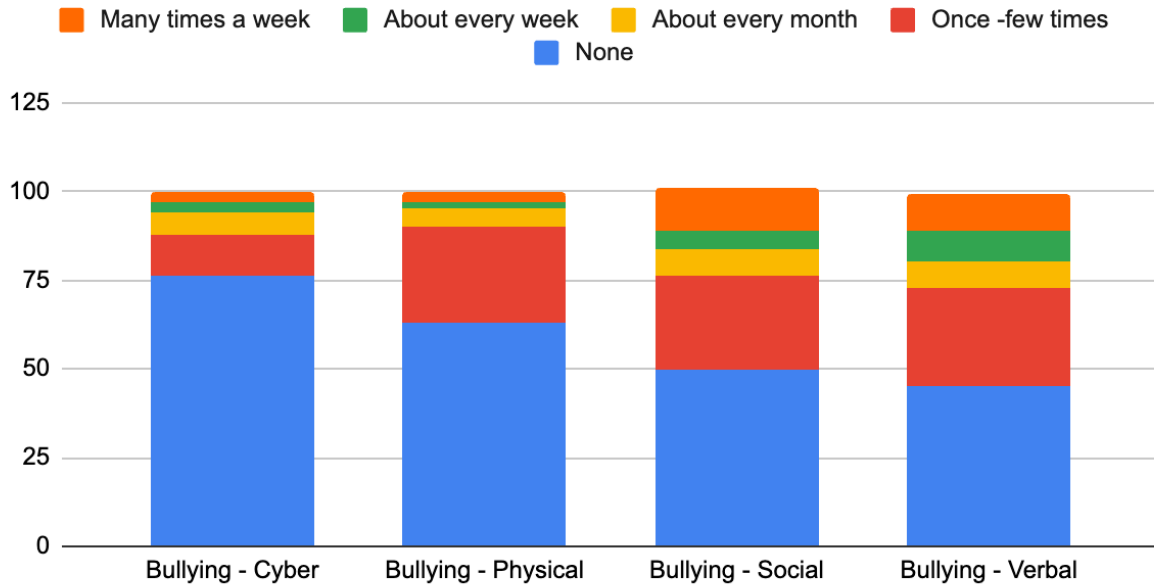
MDI DATA 2023
SCHOOL DATA



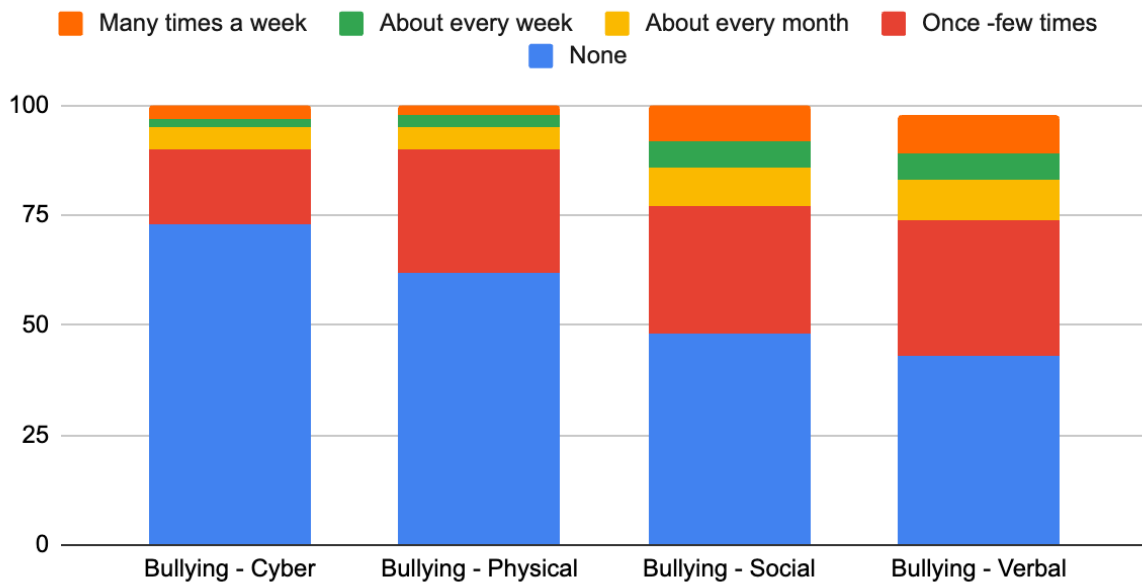
DISTRICT DATA



MDI DATA 2023
Student Experiences - Bullying
SCHOOL DATA



DISTRICT DATA





2024-2025
Margaret Ma Murray Community School
Enhancing Schools Framework



At Margaret “Ma” Murray Community School, our vision is to create a welcoming and nurturing community that will provide creative, hands-on learning experiences. Students are empowered to become kind, inclusive, responsible, and curious lifelong learners.

We are a caring community. We create, we learn, we collaborate!
We Celebrate!



Our CORE
VALUES:
Kindness
Responsibility
Curiosity
Perseverance
Acceptance



The Story of Margaret “Ma” Murray Community School



Margaret Ma Murray Community School is the home of the “Firebirds”. We are a brand-new school in Fort St. John and opened to our first group of students on Tuesday, September 4th, 2018. Our current student population is 339. Students come from diverse backgrounds. Many of our students have moved into our community from other areas in Canada and locations all around the world. We are very excited to have 100 students who have an ELL background and speak 20+ different languages. Our focus for the first term has been to make everyone feel welcome, accepted and respected.

Our school is named after Margaret Ma Murray, a pioneer woman who started the Alaska Highway Newspaper. She was known as a hero in her community. At the front of our school is the Bella Yahey Gathering Space. This is named after Bella Yahey, an elder from the Blueberry Reserve. Bella was known for her kind and nurturing nature. She was the keeper of the traditional stories and had a prominent role as the educator in her community. We will strive to be like Ma Murray and Bella Yahey and have adapted a H.E.R.O. theme to start our year. We want to emanate the legacy of these fine ladies and be heroes in our school community.

“A H.E.R.O. is an ordinary person who does extraordinary things for other people.”

What Makes Us Unique?

Learning environment design: learning pods, teacher collaboration rooms, break out rooms all help students and staff develop a sense of community, collaboration and team building

Open Concept Design: Learning Commons (aka library), Bella Yahey Gathering Space, gym, music room allow staff and students to work and learn together in a variety of spaces with a variety of students on a daily basis, build in flexibility to learning and allow creative inquiry-based learning to occur in a collaborative planning model

Community Connections: YMCA organization, community user groups, walking trails, district Grade 6 band program help us to make connections to the world around us



Friends enjoying our “Festival of Colours”

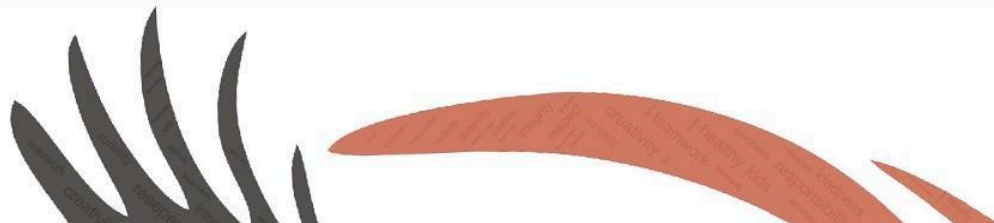
Kindergarten students planting “Seeds of Kindness” with our seniors



We have learned to embrace diversity
We acknowledge that our strength lies in our differences not in our similarities
Together we are a strong team of H.E.R.O.'s



Activities that our students have been involved in during 2023-2024 school
Grade 4 students at Doig Days
Exploring in science
Bike safety in Kindergarten, wheelchair sports, exploring math



This graphic was created from a planning session in June where staff worked on the vision and mission statement along with CORE values. Core values were

Goal #1 – Social, Emotional Goal

To Foster a community where everyone feels safe, respected, welcome and accepted.

For students to feel a sense of welcoming, belonging, acceptance and connectedness, they need to have their basic physical, emotional and social needs met. Students and staff need to be problem-solvers, be Upstanders and be accountable for their actions. We believe we can help students build respect, responsibility and empathy through our actions, activities and initiatives. We also believe that focusing on positive areas of social responsibility through the following strategies and structures will continue to build on positive behaviour.

We must strive to build community in Margaret Ma Murray Community School. Transiency rates of students continue to be at or above 10% as families come to our community to access employment and housing.

Examining our data shows that we have an attendance problem. We believe that students are anxious to come to school and are staying home instead of working on anxiety. By examining the data, we have concluded that students who are not attending school regularly, have problems feeling safe, respected, welcome and accepted. This overall issue affects their social and emotional health and affects their academic success. In 2021-2022, our absentee rates were 40% of students missing 20+ days of school and 50% of our Indigenous students missing 20+ days of school. This is compounding when looking at year to year rates. In 2022-2023 the trend for absentee rates increased, with 50% of our students missing 20+ days of school and 55% of our Indigenous students missing 20+ days of school. The chart below represents our attendance data for 2023-2024. When looking at this data, staff are concerned for both Indigenous and ELL learners, particularly in primary grades, as this is when foundational skills are solidified in reading, writing and numeracy.

INCLUDEPICTURE

"https://lh7-rt.googleusercontent.com/docsz/AD_4nXcjZX1rx0Ke4vD9bB1qJkp514jx4_NWRZt3mC0vH7JycB1ITnrtcBWpg6bhKJCCLLFN3twh8yJHAWFn6N3qhdDtgiyYENOZh2LgwBSvgx6-GzeO7fIDv5MT0MVYw_zRxNX27k0RW6e6V5XKi2-NFibZxGVC?key=bBVwQ3pa27yBb1mZJCNjHw" * MERGEFORMATINET

Staff also examined and discussed the following data points as part of our planning day:

- ☐ EDI Data
- ☐ MDI Data
- ☐ Satisfaction Survey Results

Data points can be found following the link at:

Staff looked at the data and completed two charts in groups called:

What did the data tell you?

Here's What, Now What?

Goal #1

What did the data tell you?

EDI:

Our students are twice as vulnerable in all five areas as the district with 43% vulnerable in more than one area.

Attendance:

Too many of our students are in the red zone for attendance. This is significantly impacting this goal.

Satisfaction Survey:

In all areas of the Satisfaction Survey that indicates students feel welcome and safe, we are scoring below the district level and provincial level. There is a significant drop in satisfaction level on this survey from 2022-2023 to the current results of 2023-2024. Areas of concern are in mental health, liking school, sense of belonging, and feeling good about self.

MDI:

Overall Well-Being Index:

28% of students are thriving compared to district at 33%
31% of students at medium index compared to district at 28%
42% of students are at low index compared to district at 39%

Percentage of Assets:

87% of students report adult relationships are an asset (district at 81%)
80% of students report peer relationships are an asset (district at 81%)
90% of students report out of school activities are an asset (district at 89%)

57% of students report nutrition and sleep are an asset (district at 59%)

Connections with Adults:

59% of students report adults at school connectedness (district at 70%)
63% of students report adults in the neighbourhood/community (district same)

73% of students report adults at home (district at 80%)

Screen Time:

37% of students report 4+ hours/week of video/games (district at 20%)
40% of students report 4+ hours/week of Netflix, Youtube or television time (district at 20%)

Framework Goal #1

To foster a community where everyone feels safe, respected, welcome and accepted.

All Students

Big Idea/Question:

Will a more structured system of support and interventions around attendance issues, assist students with feeling safe, respected, welcome and accepted?

Tier Three

Strategies/Supports:

- Sensory Room
- S.E.L. programs
- Biking program
- Small Groups with SEL team
- Collaboration to develop programs
- Counsellor
- Consultant work with parents
- Attendance calls

2023-2024 What's Next:

- How to we build in time for teachers to collaborate with support staff?
- Tier 3 student number is growing – How do we support this need?
- Presentations on hallway tvs to showcase pictures and learning?
- Will offering more opportunities for student voice help to build connection at school?



Framework Goal #1

To foster a community where everyone feels safe, respected, welcome and accepted.

Inclusion Students

Tier Three

Strategies/Supports:

- Celebrate strengths
- Staff greetings
- Sensory room
- Physical development using bikes, scooters
- Social Stories
- Toileting Programs
- PT, OT, Speech support

Tier Two Strategies/Supports:

- Targeted social outings (gymnastics, swimming)
- Career Development/Life Skills around school (mail delivery, breakfast program)
- Students work on friendship skills and inclusion with peers/buddies
- SEL Support Team (inclusion teacher, SEL EA, Counsellor and SEL Specialist, Admin)
- Programming in class
- EA specific to needs (match personalities and skill sets)
- Curricular and schedule adaptations

Tier One Strategies/Supports:

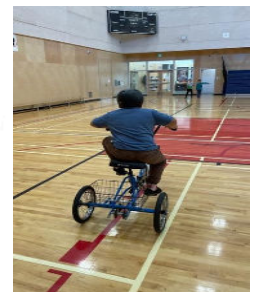
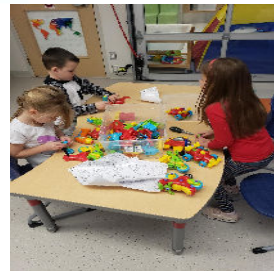
- Calm corners in all classrooms and breakout rooms available
- Sensory bins in all classrooms, support rooms, breakout rooms, office
- Inclusion Support Teachers assigned to each pod (1.4 FTE schoolwide)
- Visual schedules for students posted and individually on desks/fanny packs
- Sensory room with allocated break time and routines
- Flexible seating (stools, chairs, floor cushions, therabands)
- Schoolwide teaching of "Everybody is Different, Everybody is Awesome!"
- Differentiated instruction to meet individual needs
- CORE team, support team, parent participation
- Outside agency liaison: Friendship Center, Child Development Center

Tier Two Strategies/Supports:

- Clubs established to include art, Earth Rangers, gardening, SWIS, crossing guards, Culture
- Sports program to align with School District #60 calendar
- Science Fair
- Brain Breaks/Exercise Breaks
- CORE team meetings to discuss needs of individuals/groups
- Alternative workspaces for students
- SEL specialist working with targeted groups as needed
- collaborative process with CORE, classroom teachers
- music room open at recess and lunch

Tier One Supports:

- Behaviour matrix taught in all classes and at assemblies
- School Culture Committee
- Buddy Classes established for class and school wide activities
- Early Act Student Leadership Club/Rotary Sponsorship to develop student voice
- Kindness Survey – U.B.C.
- Class Meetings/Circles talks
- *Focused Instruction for SEL: Zones of Regulation, Friends Program, Mind-Up Curriculum, SuperFlex, Strong Kids (K-6) WITS Program, EASE Program, We Thinkers Programs 1 & 2
- CASEL indicators survey
- Attendance Checks/Promotion of 100% attendance in classes (announcements)
- Multi-Cultural awareness
- Class profile meetings
- Reading Challenge
- House Team Challenges
- Music room open for additional practice
- Breakfast program served in pods
- CORE team meeting weekly
- 1.4 Inclusion teachers and 1.2 ELL teachers
- Weekly office newsletters/updates to include attendance information
- Soft starts in class to include touching base with all students (breakfast program)
- Pickup on students at entrances, creations by all staff
- SAFE spaces stickers/posters
- Assemblies focus on kindness, H.E.R.O. matrix, "All Welcome Here"
- MDI Survey and look at results to plan
- FIREBIRD coins recognizing positive behaviour
- School Wide Activities (PJ Drive, Food Drives, Gifts for Seniors, letters to soldiers)
- Terry Fox Run
- District SEL specialist -whole class lessons
- Class Profile meetings
- Student jobs: monitors, recycling, crosswalk, weekly classroom connections to parents (DOJO, Google Classroom, emails, phone calls)



Framework Goal #1
To foster a community where everyone feels safe, respected, welcome and accepted.

Indigenous Students

Big Idea/Question:
Will a more structured system of support and interventions around attendance issues, assist students with feeling safe, respected, welcome and accepted?

Tier Three

Strategies/Supports:

- 1:1 time with ISSW and Youth Support Worker
- Parents contacted by ISSW for attendance issues and incentives
- Weekly check-ins
- Attendance support and family support outside of

2023-2034 What's Next:

Can we have older students mentor and work with younger students who may need a role model or a big buddy?



Framework Goal #1
To foster a community where everyone feels safe, respected, welcome and accepted.

ELL Students

Big Idea/Question:
Will a more structured system of support and interventions around language and culture, assist students with feeling safe, respected, welcome and accepted?

Tier Three

Strategies/Supports:

- when new students arrive, they are connected to students from their culture
- 1:1 support for students upon arrival
- ELL teachers build bridge between families and school

2023-2034 What's Next:

Can we have culture slide at each monthly assembly showcasing the cultures in our school?
Can our ELL/SWIS students recognize that they have a voice at school?



Tier Two Strategies/Supports:

- Nenan Pre-School group comes to work with our students monthly
- Culture group meets every Thursday
- Friendship Center works with some students
- SEL group with Mrs. Brittany
- Grade 6 baking program to develop skills and understand the importance of giving back to your community
- Lunch Program – snowshoeing, beading, yoga, friendship bracelets



Tier One Strategies/Supports:

- Cultural lessons taught by Indigenous Staff in classrooms (Mrs. Barklay, Mrs. Brittany)
- Assembly presentations to showcase 7 teachings, Orange Shirt Day, Words of the month
- Cultural presentations and dance (Bev Lambert, Gary Oker, drummers)
- School "Artic Games" planned and Grade 4 Doig Day participation
- First People's Principles of learning embedded in lessons
- ISSW visible in school and room accessible to all students/families
- Bella Yehey Gathering Space infused and used
- Students see themselves in many ways around the school (library books, classroom resources, posters, content, guided reading materials)
- ISSW liaises with family around needs and with teachers
- Indigenous art lessons by classroom teachers and Mrs. Brittany (grade 6 painting)

Tier Two Strategies/Supports:

- Google translate being used to assist students and staff
- Canteen offers a variety of foods for culture groups
- ELL pull-out groups to target and front load vocabulary needed in classroom lessons
- Targeted reading and writing groups
- Learning resources are culturally appropriate with representation
- Library resources are culturally appropriate with representation
- Primary and Intermediate SWIS club once/week



Tier One Strategies/Supports:

- District has funded our school with a SWIS worker 2 hrs/week – supports families with registration, school settings, community contacts
- 1.2 ELL support from the district for our students – gives students access points to curriculum, language, lessons (whole group)
- ELL teachers work with students to develop understanding around culture through assemblies, presentations, and special activities (Diwali, Festival of Colours, Lunar New Year for examples)
- ELL teachers work to develop resources for classrooms to bring learning and understanding to all student around special activities/cultural celebrations (Diwali, Lunar New Years, Ramadan, mandalas for examples)
- ELL teachers greet families upon arrival and are a liaison between families and teachers
- Teacher led art project at the beginning of each year to make all feel welcome based on a common book "All Are Neighbours" (2023)

Staff compared data for goal #1 to the tiered support charts created in 2023-2024 and then worked through the following to add to our strategies for 2024-2025:

Here's What/Now What?
Attendance

- Announce when classes have perfect attendance
- Continue to welcome students when they arrive
- Soft starts to the day to allow for breakfast/connections and students to arrive
- Report card comments to state concisely how the absences are impacting learning and connections
- Create a school video to demonstrate why attendance is important
- 1:1 conversation during interviews and through dojo messages
- Continue to provide information in newsletters and on Facebook/Websites
- Prizes given at assemblies and classrooms for attendance

Here's What/Now What?
Culture

- Committee formed to plan a Cultural Fair to replace a Christmas concert in the month of December
- Mingle Jingle with culture as focus to be part of Cultural Fair
- ELL teachers to continue to work on culture and will reach out to families regarding the fair to get feedback
- SWIS worker to have designated groups over lunch - students will be able to bring friends
- Indigenous books, resources, guest speakers and crafts will continue to enhance our programs
- Culturally vetted resources, including anti-racism material, will be purchased for use in the school

Here's What/Now What?
Primary Social and Emotional Learning

- Staff will greet students outside in the morning and assist students who are having a difficult time
- Staff will develop a program in the sensory room for students who need to start their day in the sensory room
- Growth Mindset and Zones of Regulation will be key programs
- Support staff will be utilized in tiered approach to help students with regulation
- Regulation groups with SEL education assistant will begin and work through all classes
- SEL groups on friendship, family change as examples will be offered to a variety of students
- Food security throughout the day will be maintained

Here's What/Now What?
Intermediate Social and Emotional Learning

- Teachers will apply for collaboration time to enhance the programing that they offer
- Students will be involved in break out groups for targeted instruction particularly in "Social Thinking"
- Social Thinking, Growth Mindset, and Zones of Regulation will be the main resources used
- Teachers will develop lessons together to create understanding on how sleep, screen time and social media are impacting wellness for grade 5-6 students
- SEL groups will be set up with our counselling consultant and SEL worker to target specific areas such as: friendship, wellness, social thinking
- Soft starts and greetings in morning to be continued

Goal #2 ~ Intellectual Goal

To identify students' abilities and develop personalized opportunities for academic growth.

We want to develop students' sense of confidence in their intellectual abilities, ensure there is common language used in instructional time, teach using problem solving and raise the literacy and numeracy rates of students. It is also important for our students to identify their strengths and areas that need to be strengthened. With a transient student population, assessing students and making decisions about how to best support student learning is key. We need to make sure that students feel safe, supported and be in attendance, as this can impact student achievement. 30% of our students are ELL learners. A strong ELL program is necessary for students to succeed. We have noticed that our ELL students can read well but have difficulty with comprehension. Our overall comprehension scores are concerning, particularly in intermediate students and believe this will have an impact on core subject understanding.



Developing fine motor skills in Kindergarten



Morning tubs for Story Workshop

Science Experiments in Grade 5

Oral Language Development and presentation skills at Remembrance Day Assembly



Celebrating success in reading!

Goal #2 Literacy

What did the data tell you?

Phonological Scores:

Pre-test: 25% of students in 3rd or 4th quartile (7% Indigenous)
Post-test: 90% of students in 3rd or 4th quartile (86% Indigenous)

DM Benchmarks:

Grade One: 24/46= 53% Proficient (50% Indigenous, 40% diverse)
Grade Two: 31/37=84% Proficient (6% Indigenous, 75% diverse)

OCA/Deed 72:

Grade Three: 17/48=38% Proficient (25% Indigenous, 20% diverse)
Grade Four: 13/47=28% Proficient (15% Indigenous, 0% diverse)
Grade Five: 18/52=35% Proficient (33% Indigenous, 30% diverse)
Grade Six: 29/70=41% Proficient (50% Indigenous, 29% diverse)

Writing:

We do not have specific data on writing - will need to collect this year

Year End Summary of Learning:

Kindergarten: 75% Proficient (75% Indigenous, 50% diverse abilities)
Grade One: 45% Proficient (44% Indigenous, 20% diverse abilities)
Grade Two: 70% Proficient (44% Indigenous, 20% diverse abilities)
Grade Three: 56% Proficient (33% Indigenous, 0% diverse abilities)
Grade Four: 18.75% Proficient (21.4% Indigenous, 33.5% diverse abilities)
Grade Five: 45.5% Proficient (55.5% Indigenous, 31.25% diverse abilities)
Grade Six: 66.5% Proficient (75% Indigenous, 75% diverse abilities)

Satisfaction Survey Results:

79.5% of grade 4 students think they are getting better at reading this is an increase of 3% over 2023/2023
54% of grade 4 students think they are getting better at writing 17% decrease over 2022/2023

FSA Results:

85% of grade 4 students on track/extending (75% Indigenous, 50% diverse needs, 91% ELL)

Goal #2 Numeracy

What did the data tell you?

Satisfaction Survey Results:

61.5% of grade 4 students feel they are getting better at math this is a 23% decrease from 2022-2023

Spring Results: M.A.P.S.

Reason and Analyze:

Grade 4: 17% Proficient (0% Indigenous, 0% diverse abilities)

Grade 5: 23% Proficient (37.5% Indigenous, 22% diverse abilities)

Grade 6: 16% Proficient (0% Indigenous, 0% diverse abilities)

Understand and Solve:

Grade 4: 51% Proficient (23% Indigenous, 13% diverse abilities)

Grade 5: 43% Proficient (25% Indigenous, 44% diverse abilities)

Grade 6: 21% Proficient (14% Indigenous, 0% diverse abilities)

Communicate and Represent:

Grade 4: 25% Proficient (13% Indigenous, 0% diverse abilities)

Grade 5: 40% Proficient (37.5% Indigenous, 13% diverse needs)

Grade 6: 30% Proficient (14% Indigenous, 0% diverse needs)

Year End Summary of Learning:

Kindergarten: 80% Proficient (90% Indigenous, 50% diverse abilities)

Grade One: 70% Proficient (81.25% Indigenous, 60% diverse abilities)

Grade Two: 70% Proficient (50% Indigenous, 50% diverse abilities)

Grade Three: 70% Proficient (50% Indigenous, 37.5% diverse abilities)

Grade Four: 38% Proficient (38.5% Indigenous, 16.7% diverse abilities)

Grade Five: 60% Proficient (67% Indigenous, 56% diverse abilities)

Grade Six: 71.1% Proficient (62.5% Indigenous, 58.3% diverse abilities)

FSA Results:

41% of Grade 4 students on track/extending (25% Indigenous, 0% diverse, 25% ELL)

Framework Goal #2

To Identify students' abilities and develop personalized opportunities for academic growth.
LITERACY



Tier Three Strategies/Supports:

- Reading Recovery
- LAT support groups
- Vocabulary specific lessons specific to units of study, pre-teaching for ELL
- Six Minute Solution
- Technology Support: speech to text, reading pens
- Teacher led small group and 1:1 support

2023-2024 Additional Strategies:

- Mentorship and coaching supports
- Collaboration on Pro-D Days
- Expand non-fiction reading and writing (especially for comprehension /inferencing)

Tier Two Strategies and Supports:

- Small group sessions with EA support for writing and reading
- Expanding Expression lessons for writing
- Talking Tables targeted support groups
- ELL staff doing groups that include students who need extra support in vocabulary
- Home reading program
- LAT tool kits for struggling learners
- Great Leaps program for reading intervention specifically at intermediate level
- Literature Circles – material at a variety of reading levels and books students can listen to
- I-pads for writing and reading supports
- Google slide stories to support themes, center time, cultural learning
- Google classroom, keyboarding programs

Tier One Strategies and Supports:

- Class profile meeting in October (by pod) to discuss needs of all students within the pod – CORE team works to develop schedules and supports for all
- Assessments completed and ongoing assessments to formulate groups – combine students for tiers support and within classrooms
- Adrienne Gear strategies to develop comprehension and connection
- Spelling inventories completed for focussed targeted support
- SMART learning lessons in intermediate
- Jolly Phonics and Heggerty Phonics embedded strategies to develop and strengthen phonological awareness
- Science of Reading along with Guided Reading groups in primary classrooms (decodable readers added)
- Book room inventory /purchases to match needs of students – includes novel sets, non-fiction sets, material to match science/social studies, Indigenous content and ELL content
- Writing programs included from grade 1-up
- Librarian to work with teachers to take small groups for extra reading activities
- Common prep time so that teachers can work collaboratively to develop programs and common goals, as well as work to build assessment walls to group students for extra support
- Story Workshop (Kindergarten), targeted centers with teacher led group (primary)
- Home Reading Program available for all students
- Literacy Week and Reading Challenges

Framework Goal #2

To Identify students' abilities and develop personalized opportunities for academic growth.
NUMERACY



2023-2024 Additional Strategies:

- Plan and develop a "Numeracy Week" similar to Literacy Week
- Investigate model of support to include a "Numeracy teacher"
- Coaching and Collaboration supported through district model
- Investigate remedial programs
- Word Problems/Comprehension of strategies needed to solve problems is weak area in students

Tier Three Strategies/Supports:

- IEP students with targeted programs (Touch Math)
- Inclusion and LAT teacher – targeted

Tier Two Strategies and Supports:

- Guided math lessons -similar to guided reading with small pull-out targeted support
- Fact Fluency program grade 2-6
- Math Toolkits developed – calculator, charts, grids-
- Remedy teacher support to teach small groups of students needing extra support
- ELL teachers support during math sessions and look to pre-teach vocabulary

Tier One Strategies and Supports:

- Class profile meetings to discuss needs of each pod
- Common Programs/Strategies within the school: Mathology (primary) Thinking Classrooms (all levels), Mathletics, Prodigy (grade 2-6)
- Use of manipulatives and small group targeted supports/rotations/centers with small teacher groups
- Number talks strategy
- differentiating groups based on assessments
- Infusing mathematics into STEM challenges and ADST rotations (ie measuring, cooking, building)

Staff compared data for goal #2 to the tiered support charts created in 2023-2024 and then worked through the following to add to our strategies for 2024-2025:

Here's What/Now What? Primary Literacy

- Continue to develop strategies for ELL/Indigenous learners to understand phonemic awareness/literacy skills to include purchasing of culturally accurate books
- Use the performance standards to develop proficiency in writing skills
- Cold write to be used in Term 1 to understand where students are and to plan for where they need to be and in Term 3 to track development
- Adrienne Gear strategies used throughout the year

Here's What/Now What? Intermediate Literacy

- SMART reading lessons in curricular areas (Science/SS)
- Guided reading lessons on age-appropriate text in early intermediate to work on fluency/comprehension
- Adrienne Gear strategies for reading and writing
- 6 Minute Solution for struggling readers
- Cold Writes in term 1 and term 3
- Sentence structure first, then development of 3 sentence paragraphs, to multiple paragraph writing
- Continue to use speech to text for ELL, diverse learners and IEP students
- Google translate for ELL learners

Here's What/Now What? Primary Numeracy

- Fact Fluency program to develop numeracy skills
- Number of the Day math mats - Number Talks strategy
- M.A.P. assessment in fall to see where students need to develop
- M.A.P. assessment in spring collected and analyzed
- Revisit coaching and collaboration with district support around "Mathology" Program
- Use of board games, card games, and tool kits to develop fluency
- Provide "Thinking Classrooms K-3" resource for teachers
- Inservice for Educational Assistants when available on strategies being taught
- Use of videos sent home to parents through social media to educate on what good mathematicians do
- Thinking Classrooms strategies

Here's What/Now What? Intermediate Numeracy

- Fact Fluency program for multiplication/division skills
- Number of the Day
- M.A.P. assessment - look at results and align teaching to needs of students
- Mathology Program - collaboration with numeracy coach as provided by the district
- Mathletics, Prodigy and other online sources to develop fluency

Goal #3 – Career and ADST Goal

Provide a variety of engaging opportunities for students to develop ADST skills

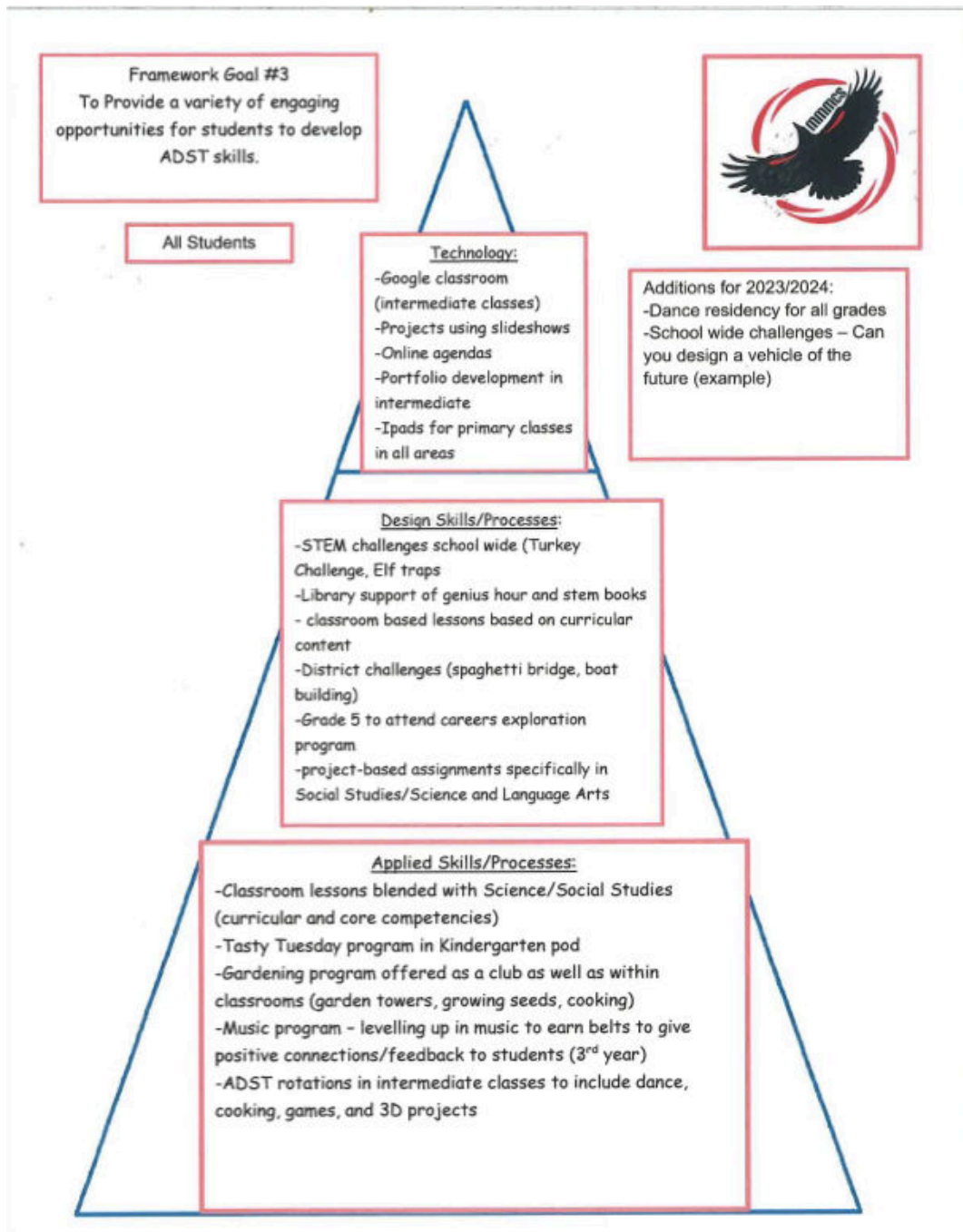
These skills will become more important in the workforce of the future and to create 21st Century citizens. It will help students reach their potential as learners, develop the core competencies, and an innovation mindset. Through these lessons, students will have the opportunity to have voice and choice in projects, utilize project- based skills, develop critical thinking, cooperation, communication skills, collaboration skills, engage their curiosity and become aware of the skills they have.

Activities from 2023-2024 and 2024-2025:



Tasty Tuesday in Kpod
Artwork created with
renowned artist Patrick
Hunter
Self-published book
Collecting mushrooms
at home and exploring
them in class





Students presenting candidates for BC Election.



Dissection owl pellets in Grade $\frac{1}{2}$ for science experiment.



School wide "Disguise a Turkey" contest for Thanksgiving

Data:

The following data points will be used to determine how we are doing

School Data:	District Data:	Provincial Data:
○ Attendance ○ Learning Updates Term 1-3 ○ Kindness Survey ○ ASSESS/Insigt notes/observations ○ CORE team meeting notes ○ I.E.P. Goals ○ ISSW data ○ Classroom profile meetings ○ Classroom Data Term 3 to showcase all data points/child: attendance, reading, numeracy, report card data	○ Kindergarten Phonological Data ○ Reading Data (PM, QCA Read 73) Numeracy MAPS	○ FSA Results Grade 4 ○ Satisfaction Survey Results ○ MDI Grade 5 results ○ EDI Kindergarten Survey results



OPERATIONS UPDATE

April 7, 2025



Facilities

- Dr. Kearney Middle School classroom addition project has started
 - New portables are staying; the old portable is being removed
 - Fort Modular came to site to review and met with Facilities staff to go over plan
- Spring Break Projects:
 - Bert Bowes copy room received update to accommodate flow
 - North Peace Secondary School flooring replaced in classrooms
 - Hudson's Hope flooring replacement where floors were worn out
 - Robert Ogilvie - replacement of sink and cabinets as they were beyond useful life
 - District Wide Water system almost complete with the removal of spigots, placement of stickers and filter installation where required
 - Baldonnel - replaced all water lines/fix leaks etc. in crawl space as pipes were beyond useful life
 - New generator at Cameron Lake
 - Charlie Lake - new accessible bathroom to better accommodate student needs
 - Completion of work orders that are difficult to do during regular school operations
 - Cleaning up gravel from District parking lots

Safety & Custodial

Safety

- Safety Statistics (*see below*)
- Inspection module activated in Safety Management System to record fire drills and monthly shop and lab inspections
- Emails sent out to Administrators regarding immediately reporting reportable injuries and serious injuries
- Fire Safety Inspections were conducted at all sites over spring break
- Annual Hearing and Fit Testing is being conducted on April 28
- Task identification and safe work procedures review and development at Facilities

Custodial

- New custodial equipment ordered to replace aging equipment
- Custodial supplies and inventory being added to new software program for more efficient ordering and tracking

Technology

- Multi-Form Factor Authentication (MFA) – district deployment is ongoing
- CM Finch Elementary School VoIP is now operational; the next schools scheduled for implementation are Bert Ambrose and Baldonnel.

- Probe Corrosion donated 30 units of Dell 22" monitors which will be used to replace the square monitors in the schools. See attached.
- The iDRAC (Integrated Dell Remote Access Controller) enterprise license has been successfully installed on every server at the school. We can safely connect to the remote server to carry out tasks like server monitoring, updates, and more.

Transportation

- There are several bus cancellations due to driver illness and/or injury and the lack of spare drivers
- Mechanics currently working on maintenance equipment to be ready for spring
- Training of casual drivers is ongoing as we have successful applicants

Safety Stats

