



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”

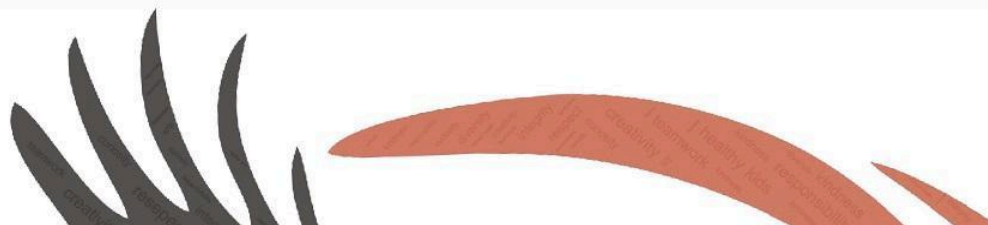
Kindergarten students planting “Seeds of Kindness” with our seniors



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

2023-2034 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)
- SAFE spaces stickers/posters



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

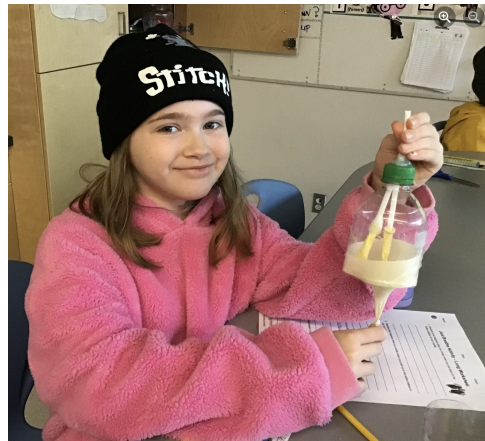
Here's What/Now What?
Intermediate Social and Emotional Learning

- 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



Framework Goal #3
To Provide a variety of engaging opportunities for students to develop ADST skills.

All Students



Technology:

- Google classroom (intermediate classes)
- Projects using slideshows
- Online agendas
- Portfolio development in intermediate
- Ipad for primary classes in all areas

Additions for 2023/2024:

- Dance residency for all grades
- School wide challenges – Can you design a vehicle of the future (example)

Design Skills/Processes:

- STEM challenges school wide (Turkey Challenge, Elf traps)
- Library support of genius hour and stem books
- classroom based lessons based on curricular content
- District challenges (spaghetti bridge, boat building)
- Grade 5 to attend careers exploration program
- project-based assignments specifically in Social Studies/Science and Language Arts

Applied Skills/Processes:

- Classroom lessons blended with Science/Social Studies (curricular and core competencies)
- Tasty Tuesday program in Kindergarten pod
- Gardening program offered as a club as well as within classrooms (garden towers, growing seeds, cooking)
- Music program - levelling up in music to earn belts to give positive connections/feedback to students (3rd year)
- ADST rotations in intermediate classes to include dance, cooking, games, and 3D projects



Students presenting candidates for BC Election.



Dissection owl pellets in Grade 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:
<ul style="list-style-type: none">○ 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	<ul style="list-style-type: none">○ Kindergarten Phonological Data○ Reading Data (PM, QCA Read 73) Numeracy MAPS	<ul style="list-style-type: none">○ FSA Results Grade 4○ Satisfaction Survey Results○ MDI Grade 5 results○ EDI Kindergarten Survey results

