2026-2027
Margaret Ma Murray Community School
Framework for Enhancing School Learning

Vision Statement

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.

Mission Statement

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

Our Core Values:

Kindness
Responsibility
Curiosity
Perseverance
Acceptance

Truth & Reconciliation

We recognize that we live and learn on the traditional territory of the Dane-zaa within Treaty 8, the only numbered Treaty in British Columbia. We will focus on building strong connections with local Indigenous communities and integrating Indigenous knowledge and culture into learning and the school community. All Indigenous students need to feel that they are valued and respected.

Our work continues on Truth & Reconciliation through our Local Education Agreements (LEAs) with the Doig River First Nation, Halfway River First Nation, and Blueberry River First Nations, our Indigenous-focused grad courses and our curriculum development initiatives. This work is integrated into all aspects of our school planning. Our long established Indigenous Education Council is a further connection to local First Nations and local Métis, Cree, and other Indigenous people.

Our School Context

Margaret Ma Murray Community School is the home of the “Firebirds”. First opened in 2018, the school is named after Margaret Ma Murray, the co-founder and editor of the Alaska Highway Newspaper. At the heart of the school is the Bella Yahey Gathering Space. This is named after Bella Yahey, an elder from the Blueberry River First Nations. 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.

At Margaret Ma Murray Community School, we strive to be H.E.R.O.s, “ordinary people doing extraordinary things for others”. We live this every day by being:

- Honest in our words and actions
- Empathic in how we listen, support, and care for one another
- Responsible in our choices and commitments
- Open-minded in embracing new ideas and diverse perspectives

Our current enrollment for the 2026-2027 school year is 303 students, which includes 59 students who have a Ministry designation. Currently, we have 82 (27.1%) of our students who self-identify as Indigenous Learners and 95 (31.3%) of our students are designated as English Language Learners.



Our Staff

Principal & Vice-Principal
Classroom Teachers: 13
Prep Teachers: 2
Inclusive Support:

- 1.0 FTE Learning Assistance Teacher (LAT)
- 0.8 FTE Resource Teacher
- 1.2 FTE ELL Teacher
- 0.4 FTE Reading Intervention Teacher

Support Staff:

- Administrative Assistant
- 18 Educational Assistants (EAs)
- 1 Social-Emotional EA School-Wide
- Full-time Indigenous Student Support Worker (ISSW)
- Settlement Worker in Schools (SWIS) – 10 hours/week
- School Meals Coordinator
- 3 Custodians

Our Learning Environment

The school's physical design supports collaboration, creativity, and community-building:

- Learning pods, breakout rooms, and teacher collaboration spaces foster flexible groupings and shared learning experiences.
- Open-concept design features include the Learning Commons (library), Bella Yahey gathering space, gym, and music room—spaces that encourage cross-grade interaction, inquiry-based learning, and collaborative planning.

Our Community Connections

We actively build bridges between school and community through:

- Partnerships with the YMCA and other local organizations
- Use of walking trails and outdoor spaces for experiential learning
- Participation in the District Grade 6 Band Program
- Engagement with community user groups that enrich student experiences and broaden our connections beyond the classroom.
- Student-led initiatives that give back to our community through an EarlyAct club, supported by the Fort St John Rotary Club.



<u>Goal 1</u>: Establish Social-Emotional Learning (SEL) as being a foundational practice to wellness and student achievement at Margaret Ma Murray Community School.

Objectives

To fully implement social-emotional learning (SEL) programs and practices into the classroom setting, and embrace practices school-wide with the target of increasing student wellness and overall student achievement from grades kindergarten to grade six.

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

Students at our school will develop the SEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to build positive relationships, manage emotions, and make caring, respectful choices within their school and with extensions to the community.





Key Strategies

- District SEL Counsellor and SEL Social Worker.
- School Wide SEL Educational Assistant 25 hours per week.
- Our CORE team meets every Wednesday
- Annual MDI Data - Middle Years Development Instrument
- Staff have access to SEL resources. Implementation of programs such as Zones of Regulation and Mind-up, and visual inclusive supports such as ‘zones’ posters and feeling charts are visible in the learning environment.
    - Emotions Check-ins: Use daily feelings chart or mood meter
    - Mindful Moments: Short breathing or mindfulness breaks
    - Recognize feelings, strengths, and personal values.

    - Integrate SEL into daily classroom routines and school-wide activities (greetings, reflections, transitions).
    - We Thinkers! Series: teaching foundational social skills through stories, play, discussion, and structured lessons
    - Neurosequential Model in Education (NME): Staff use brain-based strategies to support student well-being, behaviour, and learning.
- Engagement in professional development sessions to teachers to inform about quality, age-appropriate and research-based programs intended to be taught to students in classrooms
- Staff are supported by District Counsellors and SEL Specialists to increase their confidence in their ability to facilitate SEL programs and practices independently
- Staff commitment to model the CASEL SEL competencies consistently — students learn by observing and inspiring staff.
- Revitalized the House Team structure aligning teams with the Medicine Wheel, fostering a sense of belonging and school wide community while creating meaningful multi-grade connections and leadership opportunities among students.

Indicators
At Margaret Ma Murray Community School, success in this goal is evident when students, staff, and the school community demonstrate growth in emotional intelligence, relationships, and overall well-being.

Students: Recognize and manage emotions, show empathy, build positive relationships, make responsible choices, and demonstrate improved behavior and engagement. Connections made to our school-wide SEL matrix- H.E.R.O

Classrooms: Foster safe, inclusive, and respectful environments where SEL routines (like check-ins and Zones of Regulation) are part of daily practice.

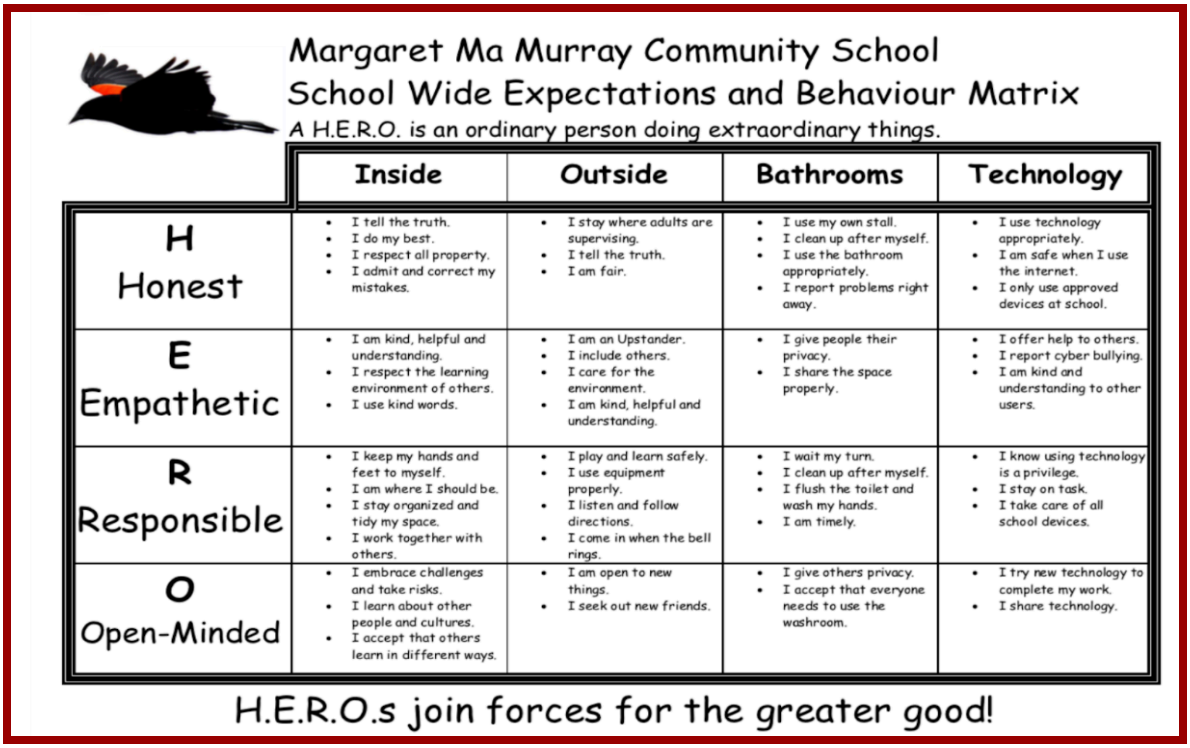
School Climate: Shows fewer behavioral incidents, higher attendance, and stronger connections among students and staff, and to the overall school community at Margaret Ma Murray Community School.

Staff: Model SEL skills, feel confident supporting student well-being, and collaborate on consistent SEL practices.

Data: Surveys, specifically MDI, behavior records entered into INSight, and feedback indicate improved emotional regulation, relationships, and school connectedness over time.

Student Learning Survey : Overall, success in our Social-Emotional Learning goal at Margaret Ma Murray Community School means students feel safe, connected, and capable—academically, socially, and emotionally. Annual school planning day review of the Middle Years Development Instrument is an indicator on our progress and future directions.

Figure 1.A. H.E.R.O School-Wide SEL/Positive Behaviour Matrix



Margaret Ma Murray Community School
School Wide Expectations and Behaviour Matrix
A H.E.R.O. is an ordinary person doing extraordinary things.

	Inside	Outside	Bathrooms	Technology
H Honest	• I tell the truth. • I do my best. • I respect all property. • I admit and correct my mistakes.	• I stay where adults are supervising. • I tell the truth. • I am fair.	• I use my own stall. • I clean up after myself. • I use the bathroom appropriately. • I report problems right away.	• I use technology appropriately. • I am safe when I use the internet. • I only use approved devices at school.
E Empathetic	• I am kind, helpful and understanding. • I respect the learning environment of others. • I use kind words.	• I am an Upstander. • I include others. • I care for the environment. • I am kind, helpful and understanding.	• I give people their privacy. • I share the space properly.	• I offer help to others. • I report cyber bullying. • I am kind and understanding to other users.
R Responsible	• I keep my hands and feet to myself. • I am where I should be. • I stay organized and tidy my space. • I work together with others.	• I play and learn safely. • I use equipment properly. • I listen and follow directions. • I come in when the bell rings.	• I wait my turn. • I clean up after myself. • I flush the toilet and wash my hands. • I am timely.	• I know using technology is a privilege. • I stay on task. • I take care of all school devices.
O Open-Minded	• I embrace challenges and take risks. • I learn about other people and cultures. • I accept that others learn in different ways.	• I am open to new things. • I seek out new friends.	• I give others privacy. • I accept that everyone needs to use the washroom.	• I try new technology to complete my work. • I share technology.

H.E.R.O.s join forces for the greater good!

Figure 1.B. MDI - School Experiences Data



SCHOOL EXPERIENCES

Children's sense of safety and belonging at school has been shown to foster their school success in many ways. When children have positive experiences at school, they are more likely to feel they belong within their school, feel more motivated and engaged, and have higher academic achievement (Wang & Degol, 2016). Children who feel a sense of connection and belonging to school are also less likely to engage in high-risk behaviours (Eccles & Roeser, 2011). Understanding children's school experiences improves the ability to both create and cultivate school environments that are safe, caring, and supportive.

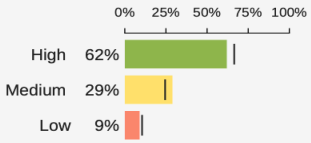
Detailed information on the MDI survey questions and response scales for School Experiences are available in the Discover MDI Field Guide (https://www.discovermdi.ca/school-experiences/).

RESULTS FOR MARGARET MA MURRAY COMMUNITY

| School District Average

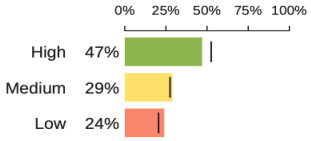
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

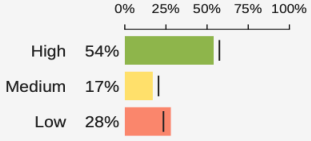


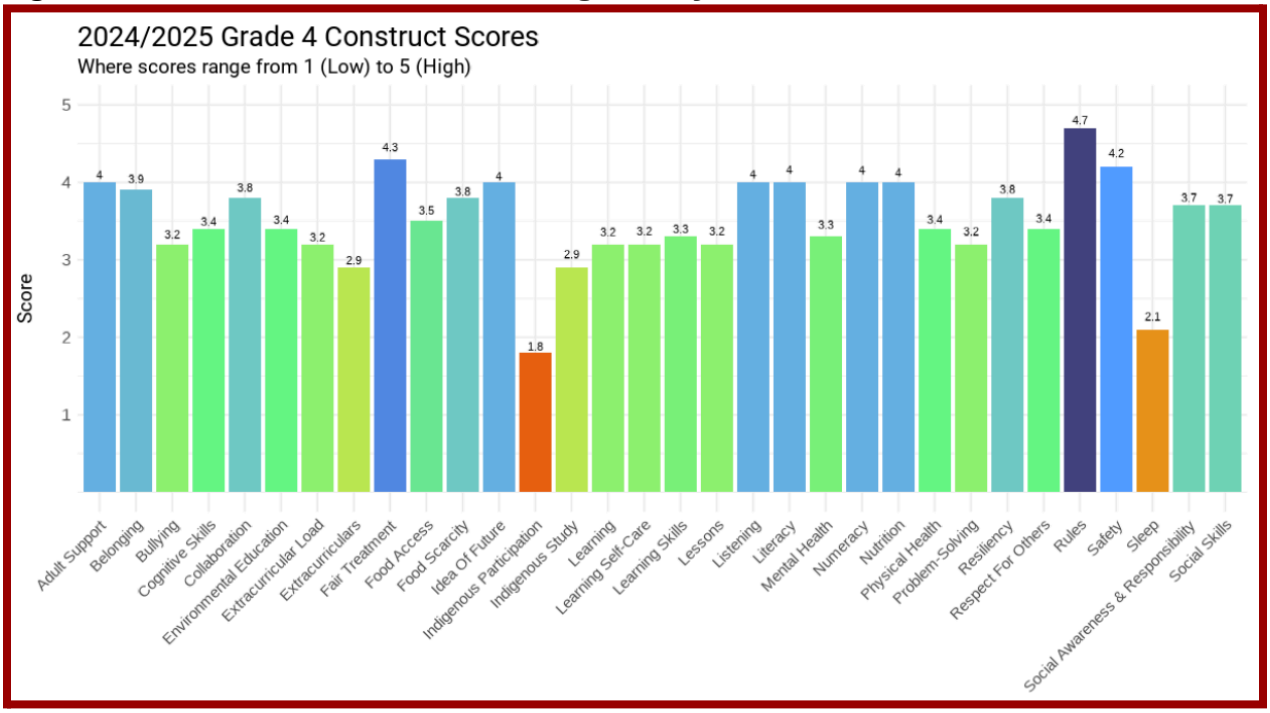
Figure 1.C. MDI - Gr. 5 Student Responses - Three Year Trend, Section A

MDI SCHOOL SPECIFIC DATA SUMMARY GRADE 5	# of Children	Language at home "English"	Language home all other combined	Well-Being Thriving	Well-Being Medium	Well-Being Low	Assets Adult Relationshps	Assets Peer Relationships	Assets Out-of-School Activities	Assets Nutrition & Sleep
Margaret Ma Murray 2024/25 *Gr 5	46	84%	43%	14%	49%	37%	79%	75%	89%	55%
Margaret Ma Murray 2023/24 *Gr 5	46	96%	25%	28%	31%	42%	87%	80%	90%	57%
Margaret Ma Murray 2022/23 *Gr 5	40	95%	42%	30%	27%	43%	76%	73%	84%	63%

Figure 1.D. MDI - Gr. 5 Student Responses - Three Year Trend, Section B

MDI SCHOOL SPECIFIC DATA SUMMARY GRADE 5	# of Children	Eating Breakfast 5+ Times a Week	Talk to adult at school if feeling sad, stressed or worried	Connectedness with adults at school - High	Connectedness with adults at home - High	Number of Important Adults at School 2 or more	Number of Important Adults at School - None	Peer Belonging - High	Friendship Intimacy - High
Margaret Ma Murray 2024/25 *Gr 5	46	73%	23%	56%	74%	57%	30%	53%	76%
Margaret Ma Murray 2023/24 *Gr 5	46	69%	37%	59%	73%	60%	26%	43%	77%
Margaret Ma Murray 2022/23 *Gr 5	40	79%	30%	60%	82%	67%	30%	55%	72%

Figure 1.E. 2024/2025 Student Learning Survey Results



<u>Goal 2:</u> To foster academic growth in literacy and numeracy by cultivating deeper understanding and active engagement in learning.

2.1 Numeracy Objectives

To strengthen foundational skills and transferable conceptual understanding in numeracy across all grades, increasing the number of students achieving Proficient on district and provincial assessments.



Key Strategies

- Mathology implementation with emphasis on early intermediate students.
- Ongoing collaboration with district numeracy coaches to strengthen instructional practices, build teacher capacity, and support student achievement
- Fact Fluency program in Grades 2–6 to strengthen foundational numeracy skills
- Mathletics to supplement core mathematics instruction through personalized learning pathways that support student achievement and engagement.

Indicators

FSA Results: Increase in the number of students who are On Track or Extending.

District Numeracy Assessment (MAP): Growth in the percentage of students achieving proficient or extending levels.

Summary of Learning Proficiency Levels: Increase in students demonstrating proficient or extending achievement.



Data Analysis

The numeracy data shows promising progress alongside some areas needing focused support. FSA numeracy results show continued improvement, with more than half of the students performing at the on track or extending level and the percentage of students at the Emerging level decreasing. Early numeracy remains strong in Kindergarten, with 80.56% of students achieving proficient levels. MAP results indicate that students are becoming increasingly proficient in communicating and representing their mathematical thinking.

However, the data also reveal gaps as students move into higher grades. Results highlight a need for a continued focus on core problem solving skills, as students are demonstrating difficulties in reasoning, understanding and solving. Next steps include focusing on developing deeper problem-solving skills in late primary and early intermediate students to support their progression from Developing to Proficient.

Figure 2.A. Year End Mathematics Proficiency Levels (2023-24 to 2025-26)

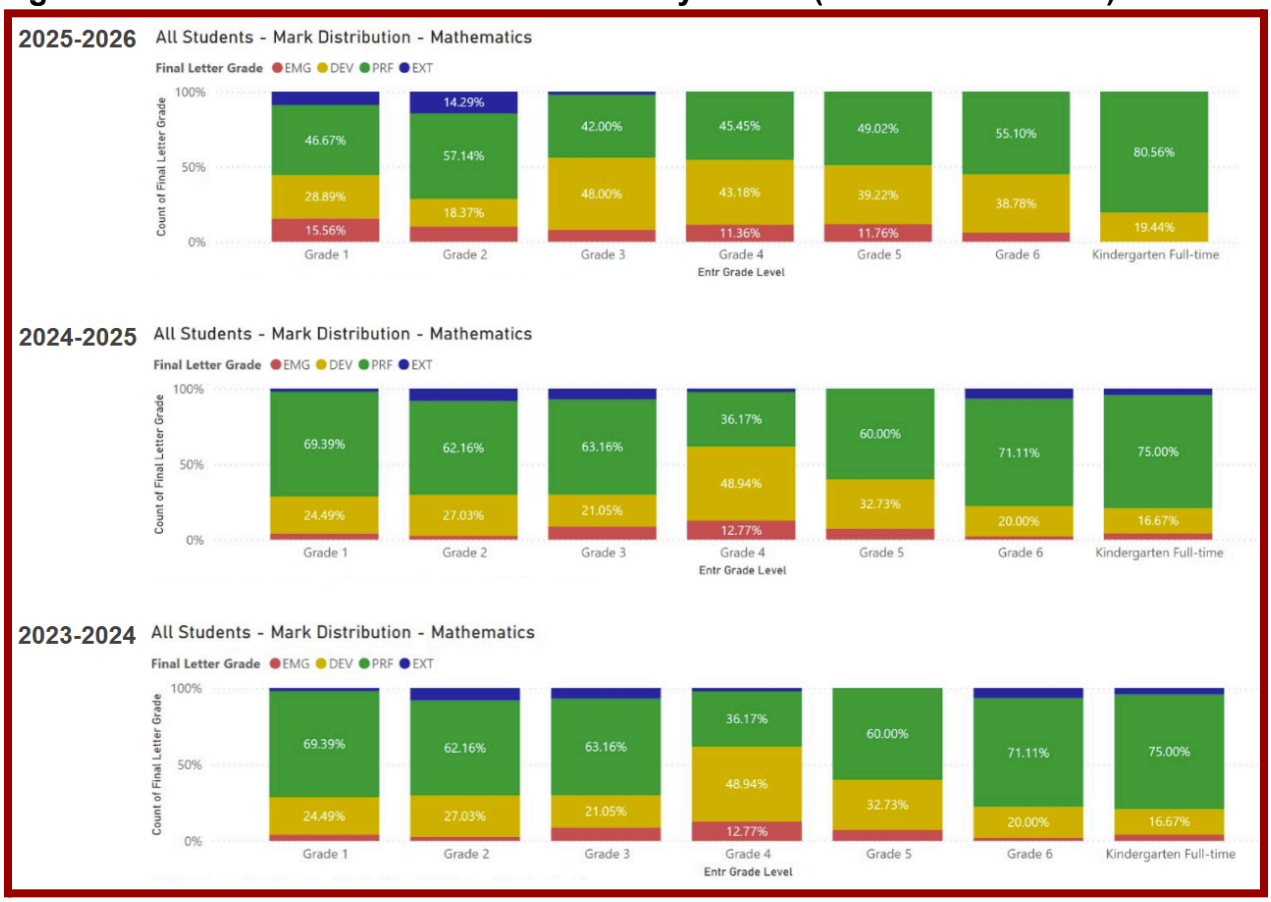


Figure 2.B. MAP Spring Data Collection (2022-23 to 2025-26)

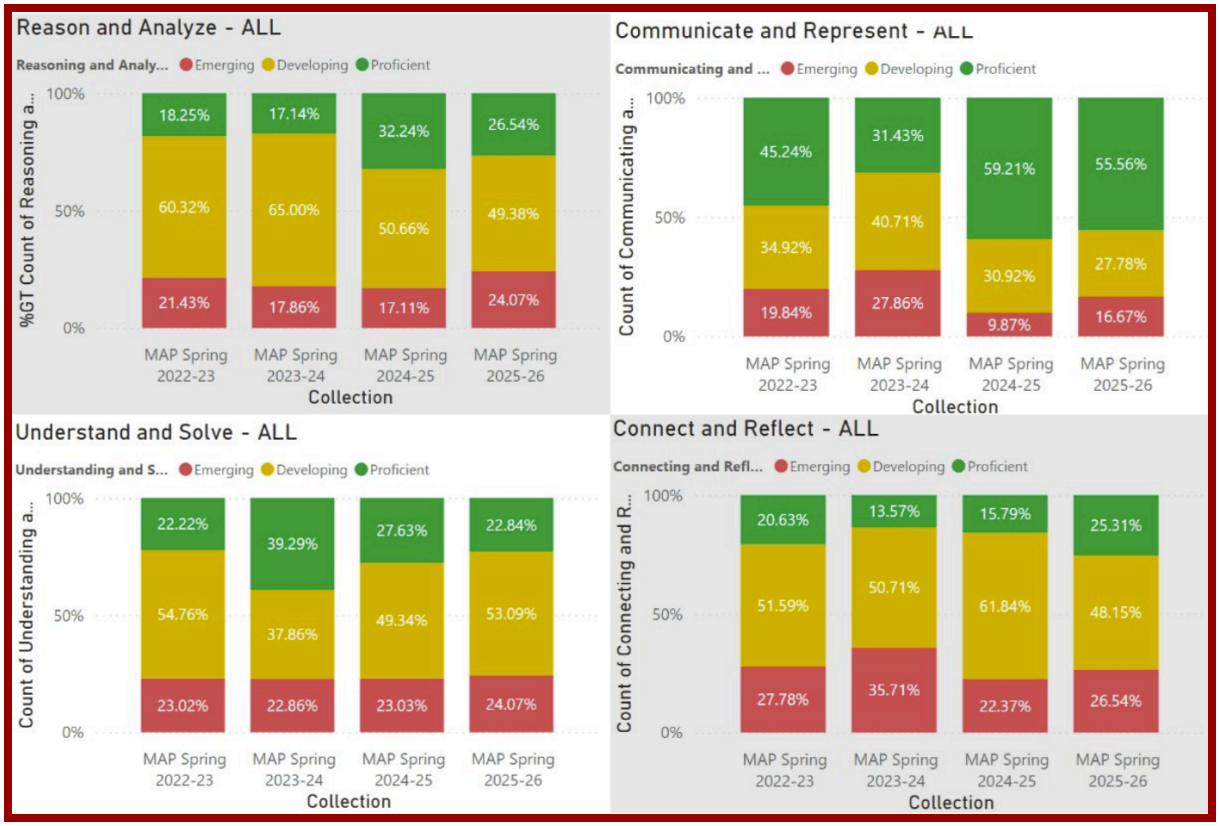
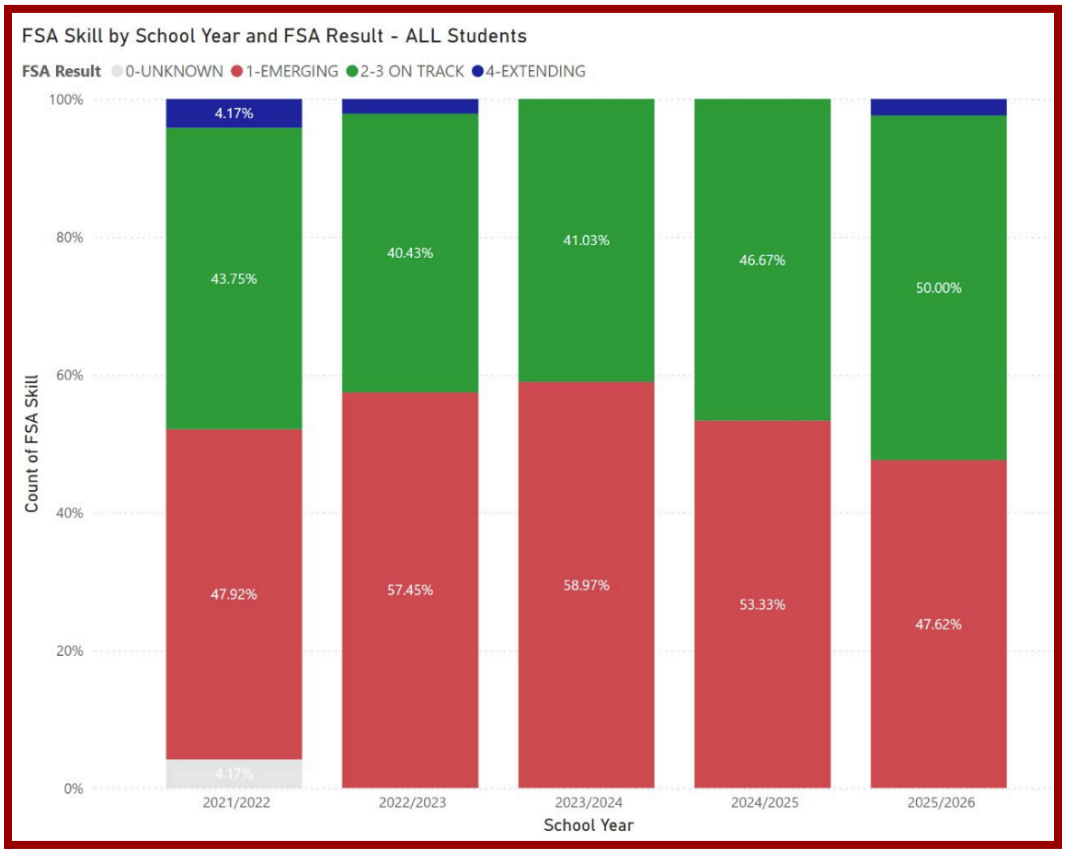


Figure 2.C. Grade 4 FSA Numeracy Results



2.2 Literacy Objectives

To foster literacy growth through targeted instruction, inclusive practices, and increased student engagement, and see a rise in the percentage of students achieving proficient or extending levels in summaries of learning.

Key Strategies

- Jolly Phonics and Heggerty Phonemic Awareness programs to build foundational decoding skills
- Home Reading Program to encourage daily practice and family engagement
- Literature Circles to promote collaborative reading, discussion, and deeper understanding
- Great Leaps Program as a targeted reading intervention for intermediate students
- Reading Recovery to provide intensive early literacy support
- SMART Learning Lessons to support metacognition, comprehension, and critical thinking
- Mentorship and Coaching to build instructional capacity and support literacy-focused teaching practices



Indicators

Summary of Learning Proficiency Levels: Increase in the percentage of students demonstrating proficient or extending levels.

FSA Results: Increase in the number of students who are on track or extending.

QCA: Evidence of growth in reading comprehension, fluency, and written expression.

READ 73 & PM Benchmarks: Improved reading levels and fluency rates across all grade levels, with a focus on early intervention and sustained progress.

Data Analysis

The literacy data highlights areas of success across the school, particularly in early primary literacy development. Year end proficiency results reflect strong early literacy foundations in Kindergarten and 91% of grade 2 students were proficient or extending on the end year PM Bench marks. On the FSA assessment, more than half of the students are performing at the on track or extending level. However, there is a noticeable discrepancy between the grade 4 final marks and FSA results, with more students achieving on track on the FSA than those assessed as proficient in the classroom. This suggests a need to focus on classroom engagement and student ownership of learning. A continued area of focus is supporting students in progressing from developing to proficient, particularly in the late primary and early intermediate grades. This will require focused attention on reading comprehension, written communication, vocabulary development, and critical thinking to deepen literacy skills.

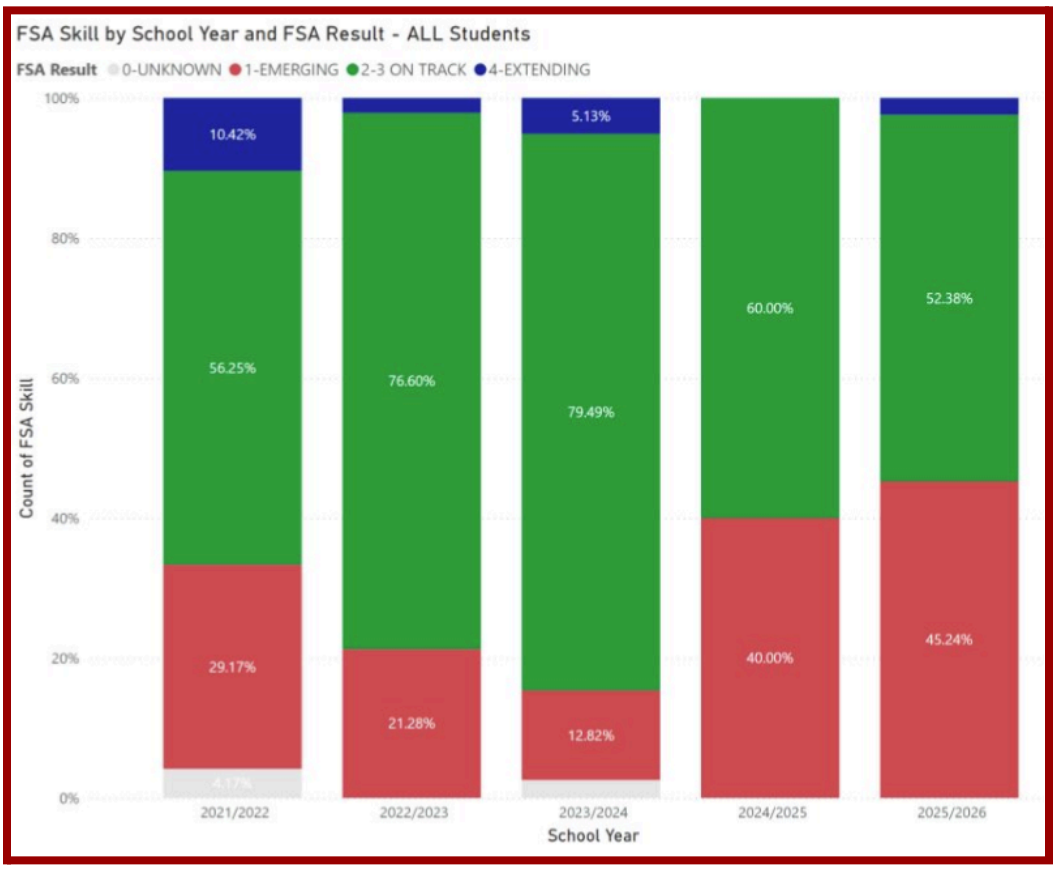
Figure 2.D. Year End English Language Arts Proficiency Levels (2023-24 to 2025-26)



Figure 2.E. End of the Year Grade 1 and 2 PM Benchmarks (2018-19 to 2025-26)



Figure 2.F. Grade 4 FSA Literacy Results



<u>Goal 3</u>: Increase the integration of Literacy, Numeracy, and Core Competencies within Applied Design Skills & Technology (ADST)

Objectives

To provide a variety of engaging opportunities for students to develop skills in Careers and ADST.

Students will develop the skills required in the future that are important and develop potential and interest in areas of ADST. Through these experiences, students will reach their potential as learners, develop the core competencies, and an innovation mindset.

Through instruction, to explicitly integrate Numeracy, Literacy and Core Competencies connections for skill development. Students will have the opportunity to have voice and choice in projects, utilize project- based skills, develop critical thinking, learn cooperation and communication skills, engage their curiosity and become aware of their skills and strengths.





Key Strategies

- Catapult Challenge- November 9
- Spaghetti Bridge- January 2027
- Wooden Car Derby - April 2027
- Marble Mazes
- Xplorefest - May 2027
- Science Fair
- Applied Design Skills & Technology (ADST) Demonstration Kits will be provided to Elementary teachers with a resource to explicitly integrate numeracy, literacy and Core Competencies.
- New ADST lessons and activities to be added to the current bank found on the District Digmore Learning Website.



Indicators

At Margaret Ma Murray Community School, we will continue to expand opportunities in working in collaboration with the district careers department to support student learning and achievement. With this goal in mind, we strive to make progress in the following areas:

- Evidence of transferable skills in cross curricular settings
- Representation of Indigenous perspectives and local contexts in ADST tasks
- Increase the number of students completing passion projects with real-world relevance
- Increase student participation rates in ADST events

Evidence of successful progress in ADST/Careers at Margaret Ma Murray Community School is demonstrated when students think creatively, design purposefully, and apply practical skills to solve real-world problems. Student learning will be evident in the design thinking process with growing independence and confidence. ADST in classrooms will foster collaboration, curiosity, and hands-on learning, where technology and materials are used safely and thoughtfully. Our teachers integrate ADST across the curriculum emphasizing process, problem-solving, and innovation. Overall, MMMCS values creativity, reflection, and a mindset of exploration and continuous improvement.


Blake
Rylan