



A Statement About Learning

Learning must be engaging, relevant and meaningful, grounded in inclusive practices and First Peoples Principles of Learning, and committed to the growth of future-oriented citizens.

McCammom Elementary



Strategic Plan 2021-2025

Our conceptual framework is designed to communicate the big ideas that we believe about our school district in a visual, holistic fashion.

Features of the framework include:

The framework is wrapped in First Peoples Principles of Learning (FPPL), using the colours of the cardinal directions of the medicine wheel: White, Yellow, Red and Black. The layers of 'Mission, Vision and Motto' as well as Governance are positioned at the outer edges of the framework, representing the important role of keeping our organization moving in the same direction as outlined by our Vision:

~Syós:ys lets'e th'ále, lets'emó:t~

(See EYE yees, LETS – a - thala, LETS – a - mot)

~One heart, one mind, working together for a common purpose.~

HIGH QUALITY INSTRUCTION

Innovative, inclusive and research based instruction and assessment practices support the well-being of all learners and their readiness to be inspired and engaged in life-long learning.

TARGETED INTERVENTIONS

Timely and targeted supports are the cornerstone in creating a culture of equity and belonging where all learners thrive and reach their potential.



DATA DRIVEN DECISIONS

The intentional collection and analysis of meaningful evidence ensures that actions and decisions directly support the success of all learners.

COLLECTIVE RESPONSIBILITY

Common core values and shared responsibility for student success promotes deep collaboration and commitment to growth as educated citizens.



McCammon Elementary

Goal

We are dedicated to ensuring that students are proficient in foundational literacy skills and increase their abilities, confidence and willingness to engage with language to acquire, construct and communicate in meaningful ways from Early Learning Years (pre-K) through to Grade 12.

Strategy

1. We understand, plan and deliver instruction using competency-based curriculum (curricular competencies and content).
2. We utilize competency-based assessments to assess student progress pre-K to grade 12.
3. We implement data driven, timely and targeted instructional interventions for students.

District Measures

- FSA 4 (Reading / Writing)
- FSA 7 (Reading / Writing)
- Literacy 10 and 12
- PM Benchmarks (running records)
- ACT (Assessment of Comprehension and Thinking)

School Actions

We will continue to build our understanding and practice with:

1. **INSTRUCTION**
 - planning and delivery of Tier 1, 2, 3 instructional practices through:
 - Learning Continuum for Common Language (i.e. comprehension strategies)
 - Staff learning time:
 - High Quality Competency-Based Instruction
 - Common language of reading strategies at Tier 1 and Tier 2
 - Collaboration with Learning Services
 - Oral Language and Vocabulary small group support
 - Double dose intervention occurring both as push-in support and pull-out support
 - Early Literacy Collaboration - Gr. 2
2. **ASSESSMENTS**
 - developing common understanding of assessments (i.e. purpose & design) and analyze assessment information:
 - Consistency use of assessment to determine students' strengths in reading: PM Benchmarks (comprehension, miscues, reading level), Hearing and Recording Sounds (phonemes), Phonemic Awareness Screen (blending, segmenting, rhyming) ACT.
 - Intervention Team meetings & Staff Team Time
 - Collaboration with Learning Services
3. **INTERVENTIONS**
 - using student assessment information to provide interventions that are responsive and aligned with individual student need:
 - Staff learning time
 - Intervention Team meetings & Staff Team Time
 - Collaboration with Learning Services
 - Consistent support for English Language Learners

School Measures

1. Develop Learning Continuum for Common Language
2. Staff reflections
3. Staff professional learning
4. Fluidity of students in learning support groups
5. Increases in school-based data
6. District/Provincial Assessment, Letter ID, Concepts of Print, ACT, PM, FSA



McCammon Elementary

Goal

We are dedicated to ensuring that all students become proficient in numeracy skills that allow them to create, apply and conceptualize mathematics in real world situations from Early Learning Years (pre-K) through to Grade 12.

Strategy

1. We understand, plan and deliver instruction using competency-based curriculum (curricular competencies and content).
2. We utilize competency-based assessments to assess student progress pre-K to grade 12.
3. We implement data driven, timely and targeted instructional interventions for students.

District Measures

- FSA 4
- FSA 7
- Numeracy 10
- SNAP (Student Numeracy Assessment and Practice)

School Actions

We will continue to build our understanding and practice with:

1. **INSTRUCTION**
 - planning and delivery of Tier 1, 2, 3 instructional practices through:
 - Using SNAP as a part of the assessment spiral –assess/instruct/intervene/assess...
 - Staff learning time:
 - High Quality Competency-Based Instruction
 - Vertical Grade Collaboration
 - Collaboration with Learning Services
 - Expanding our concrete materials for numeracy in Tier 1 and 2
 - Number talks and Small Group Instruction as part of each classroom's numeracy framework
2. **ASSESSMENTS**
 - developing common understanding of assessments (i.e. purpose & design) and analyze assessment information:
 - Collaboration sessions on numeracy –exploring manipulatives and variety of assessments
 - Intervention Team meetings & Staff Team Time
 - Collaboration with Learning Services
3. **INTERVENTIONS**
 - using student assessment information to provide interventions that are responsive and aligned with individual student need:
 - Developing Tier 2 Interventions for numeracy
 - Intervention Team meetings & Staff Team Time
 - Collaboration with Learning Services and Numeracy Helping Teachers

School Measures

1. Develop Learning Continuum for Common Language
2. Staff reflections
3. Staff professional learning
4. Fluidity of students in learning groups
5. Increases in school-based data
6. District/Provincial Assessment
 - a. SNAP Data



McCammon Elementary

Goal

We celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all students thrive. Equity and inclusion are foundational to learning and leading, and are critical to success, wellbeing and fulfillment.

Strategy

1. We understand, plan and deliver competency-based curriculum (curricular competencies and content) related to Social Emotional Learning and Mental Health Literacy.
2. We commit to truth, reconciliation and healing to address the inequity of outcomes for Indigenous learners. We address unconscious bias, systemic discrimination and marginalization to transform district culture.
3. We provide supports for the well-being of all learners.

District Measures

- Student Learning Survey grade 4, 7, 10 and 12
- EDI (Early Years)
- CHEQ (Kindergarten)
- MDI (Middle Years)
- BCAHS (BC Adolescent Health Survey)
- YDI (Secondary Years)

School Actions

We will continue to build our understanding and practice with:

- **INSTRUCTION**
 - planning and delivery of Tier 1, 2, 3 instructional practices related to Social Emotional Learning and Mental Health Literacy through:
 - Tier 1:
 - Instruction & Interventions: CALM, Strong Start/Strong Kids, Circles, Emotional Vocabulary (i.e. ZONES of Regulation), Mind-Up
 - SEL groups (big feelings, social, growth mindset, friendships)
 - School-Wide Approaches: PBS Systems approach Trauma-Sensitive, Culturally Sensitive, Class Reviews (Bruce Perry's 6 core strengths)
 - Tier 2 & 3 Interventions:
 - Push-in & pull-out (i.e. CYCW, School Counselor)
 - Collaboration with Learning Services (RSW and MGBT, DRT)
- **TRUTH AND RECONCILIATION**
 - Addressing unconscious bias, systemic discrimination, and marginalization through:
 - Partnering with Indigenous Education Department (i.e. professional development, resources, co-planning/co-teaching indigenous teachings)
 - Use First Peoples Principles of Learning (FPPL) explicitly in our planning and teaching
 - Team with school-based Indigenous Education Assistants
 - Continue to develop strong positive relationships with our neighboring Indigenous communities
 - Staff blanket exercise

School Measures

1. Social Responsibility Performance Standards
2. CYCW or EA push into classes
3. Student Learning Survey
4. MDI
5. Peer Leadership
6. Core Competencies
7. eINSIGHT to monitor Student AIDE Forms (Office Referrals)



McCammon Elementary

Goal

We celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all students thrive. Equity and inclusion are foundational to learning and leading, and are critical to success, wellbeing and fulfillment.

Strategy

We target early years learning to ensure students are well supported during their transition to Kindergarten, throughout their elementary years and to middle school.

2. We utilize developmentally appropriate practices through the Middle Years Pillars (Advisory, Teaming, Collaboration, Exploratory) to foster growth through the adolescent years.

3. We ensure students find meaningful pathways, throughout secondary school and beyond graduation, including postsecondary, apprenticeship, college and workplace.

District Measures

Grade to Grade Transition Data

- 5 and 6 Year Completion Rates (Graduation)
- Post-Secondary Transition Rates
- Attendance Rates

School Actions

We will continue to build our understanding and practice with:

- **SUPPORTS**
 - Kindergarten
 - Kindrefair/Ready, Set, Learn
 - K interviews
 - StrongStart Consultation
Meet with families and CDC to support smooth transition to K
 - PVP phone calls to previous schools to obtain info before student arrives to set up for success
 - IEP/IEP Review Meetings to ensure information is shared and passed on
 - Transition meetings with Middle School
 - School visits with some students to assist with transitions
 - Grade 5 Student to Middle School
 - Gr. 5 transition meetings
 - Middle school Visit
 - Frequent Weekly visits in 3rd term for specific students
 - All Students
 - SBT Meetings
 - Conversations with last year's team (teachers/EAs)
 - Transition meetings for students on IEPs
 - Class Reviews
 - Class Placement meetings follow a process

School Measures

1. Green Files
2. eINSIGHT
3. IEPs
4. Ready/Set/Learn
5. Attendance
6. Collaboration with receiving Middle School