

# Morfee Elementary School Plan

## Year 1: Sept 2021-June 2022



*We respectfully acknowledge that Morfee Elementary School resides on the traditional ancestral territory of the McLeod Lake Indian Band, respecting the beautiful lands, culture, and people of the Tse'khene nation through our connections with their community and our willingness to listen and learn.*

### ***Our Mission:***

**Working as a team, Morfee Elementary inspires confidence, promotes a love of learning, and provides opportunities for excellence.**



**This plan is designed in support of SD57's Five-Year Strategic plan. It reflects our goals and strategies for the 2021 School Year and is intended to be fluid and to evolve in consideration of feedback from students and the community throughout the school year. The plan will be updated annually.**

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## About our School

Morfee Elementary School is located in the foothills of the northern Rocky Mountains on the ancestral lands of the McLeod Lake Indian Band and the Tse'khene people in the District of Mackenzie. It's catchment area extends south to McLeod Lake and northeast to the Pine Pass, encompassing a geographical area of more than 100 square kilometers. The school currently has an enrolment of 300 students in grades K-6. During our fifty-year history, we have helped provide an educational program for generations of families. Morfee Elementary strives to honour its role as a vital member of the local community.

Morfee Elementary has worked hard to support our students during the economic and social difficulties of the past few years. We have worked diligently to provide a safe and compassionate trauma informed learning environment. We continue to work hard to nourish our relationship to the Mackenzie Community and with the McLeod Lake Indian Band. We believe that all children deserve the opportunity to learn to the best of their ability, to explore their individual passions and interests, and to be treated respectfully as human beings. We believe that a fair and equitable educational system provides multiple ways to assess student abilities and that all children have the right to learn from their mistakes and experiences in their personal journeys as they grow into happy, fulfilled and successful members of society.

## Strategic Planning and Engagement Process

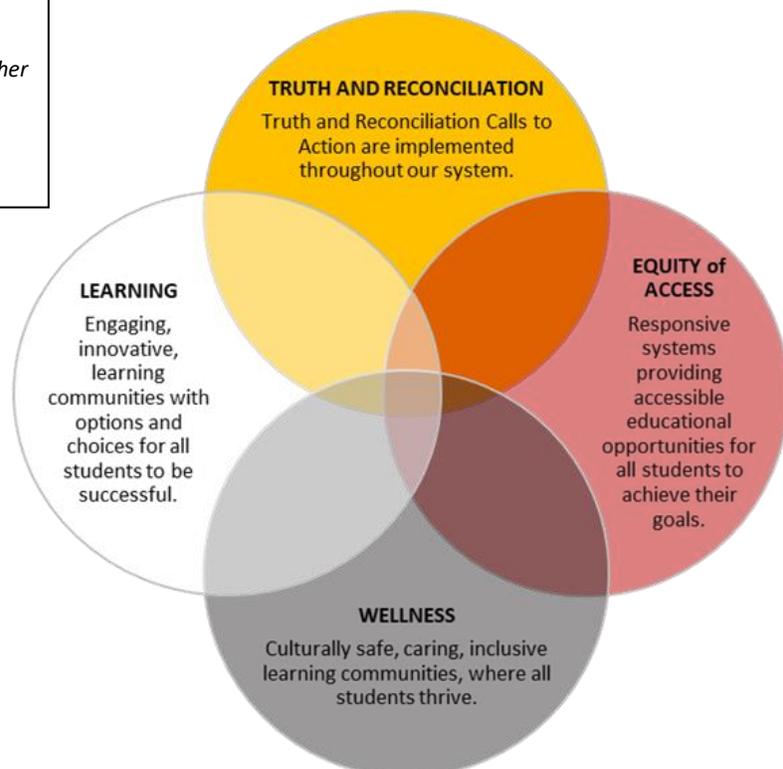
This plan was developed by the School Planning Team (SPT), which consists of teachers, the school based Indigenous Education Worker (IEW), and administration. This team will be responsible for overseeing the implementation, review, and engagement process throughout the school year. This plan represents the efforts that will take place during the first year of SD57's 5-Year Strategic Plan and will be revised and redesigned annually based on feedback from students, families, and staff. The plan itself is designed to be fluid and may be updated as necessary throughout the course of the school year.

We acknowledge that this initial plan is informed primarily by the data from the school district's engagement process. Part of Morfee's plan during the 2021-22 school year will be to develop our own ongoing engagement process.

Goal: To create a process to have meaningful ongoing engagement with the school's rightsholders and stakeholders in support of promoting a healthy and safe learning environment where all students can learn; and to decolonize the school environment so all members of our community feel recognized and welcomed.

### ***Our District's Directions:***

*These directions are interconnected and work together to frame the goals and strategies for our plan.*



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## Truth and Reconciliation

We will work alongside the McLeod Lake Indian Band so they may guide us in our work on prioritizing the TRC's Calls to Action with a particular focus on the Calls to Action for Education #6-12, and Education for Reconciliation #62 and #63. Implementation will include consideration of The United Nation Declaration of Indigenous People (UNDRIP) which safeguards the individual rights of Indigenous People.

### Goals

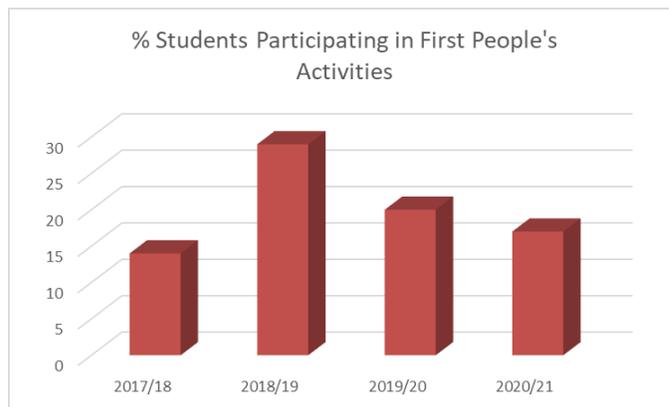
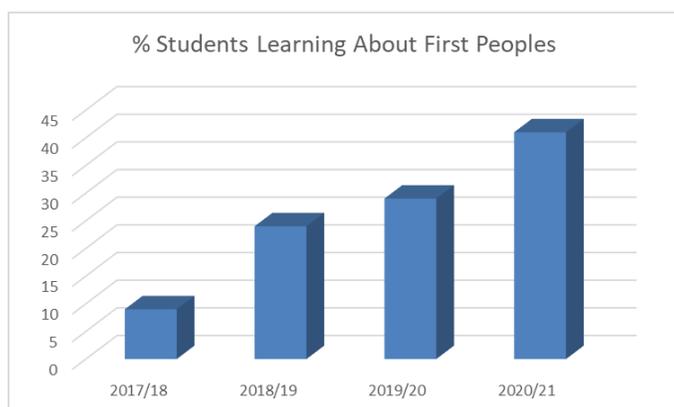
1. **Create and implement school wide guidelines to introduce Indigenous Ways of Learning consciously and actively into our school activities, with an emphasis on learning about the culture, history, and beliefs of the Tse'khene nation and people.**
2. **Enhance our practices of respectfully incorporating Indigenous elements in school life including daily classroom practice, cultural activities, and visual elements around the school.**

### Strategies

- ♦ Acknowledge local Indigenous language by endeavoring to display most signage in both English and Tse'khene and celebrate the Tse'khene language whenever possible. (System)
- ♦ Seek out Tse'khene specific learning resources and open a dialogue with members of the indigenous community so that we can find new ways and opportunities for our students to see themselves and their culture reflected in school activities. (Adults)
- ♦ Review all school resources and curriculum content to ensure that they are culturally responsive, accurate, and respectful; and review curriculum and classroom practice to Indigenize with local content and decolonize to allow learning to take place through a cultural and inclusive lens. (System)
- ♦ Provide opportunities to build confidence and capacity in authentic indigenous learning by encouraging participation in district learning opportunities and creating opportunities to work with Elders and other members of the indigenous community. (Adult)
- ♦ Actively seek out engagement with McLeod Lake Indian Band (MLIB) families for their input and advice on revising our school goals to better meet the needs of their children and the MLIB community. (Adult)
- ♦ Expand our Strong Start program to include visits to McLeod Lake in addition to the MLIB visits to Morfee. (Students)
- ♦ Provide opportunities for teachers, and administration to visit and engage with parents and students at McLeod Lake rather than expecting families to always come to the school. (Adult)

### Success Measures

The Student Learning Survey administered at grade 4 measures the % of students identifying that they are learning about Indigenous content and participating in indigenous activities at school. Although there has been a steady increase in students who report learning about First Peoples, our percentage is still below 50%. Less than thirty percent of students report that they participate in first people's activities. We look to increase Indigenous activities in school as well as awareness of Indigenous culture, language, and history in the upcoming months and years.



Update June 2022: On the Student Learning Survey in March 2022, 24% of students reported learning about indigenous peoples, 34% reported learning about local first peoples, and 25% report participating in first people's activities.

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Drumming sessions were used across the school this past year and involved nearly all students. The drop in students reporting "learning" about first peoples necessitates further investigation and interventions.

## Equity of Access

Morfee will continue its efforts to provide personalized supports for students work, to increase regular communication with families, and to strengthen home/school connections. We will pay attention to the needs of Indigenous learners, children and youth in care, and students with diverse abilities/disabilities. We acknowledge that not all children learn the same way nor require diverse supports. Building equity of access allows all students the opportunity to better meet their learning potential.

### Goals

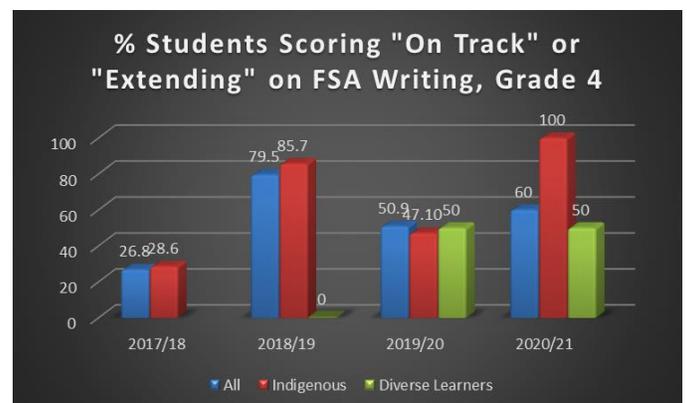
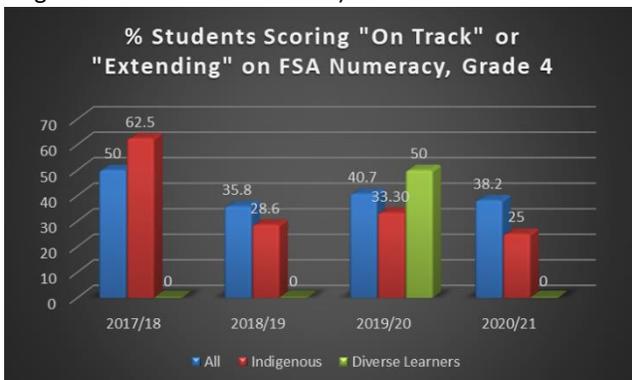
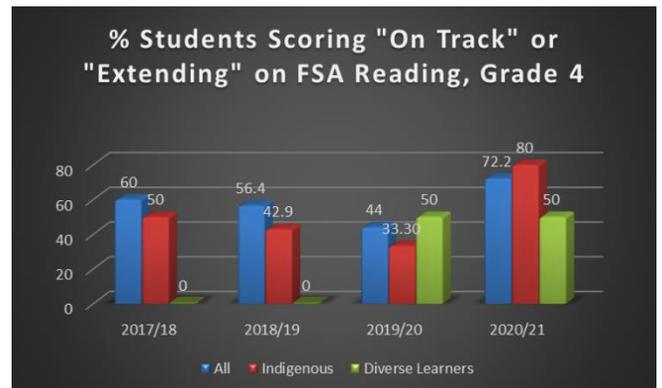
1. Create more processes for evaluating the learning needs of students and providing supports to better help them feel connected, engaged, and safe.
2. Enhance our learning environments to better meet the learning needs of all students.

### Strategies

- ♦ Review our SBT and our interactions with the ESBT process in order Increase communication with students and families while developing personalized learning supports to remove barriers for student success.
- ♦ Create a schoolwide Positive Behavior Intervention and Supports (PBIS) program to help all students build skills to improve the quality of their learning time.
- ♦ Begin a program to enhance student access to technology as a means of learning support, and to monitor student needs to access technology and supports at home.
- ♦ Review and remove barriers that prevent students from accessing after school clubs and programs (eg. ASSAI), such as providing transportation where needed.
- ♦ Pilot the use of short flex periods during non-instructional time to enable students to access teacher assistance in completing difficult schoolwork when at home or internet help may not be available.

### Success Measures

Reviewing our last four years of data from the Foundation Skills Assessment (FSA), we see that indigenous students generally perform lower on reading and numeracy than the school average. Diverse Learners who take the assessment perform about as well as our school average, but we intend to work at providing better supports for our students so that a greater number of diverse learners will be able to take the assessment. We also hope to better help all primary students better prepare for the assessment. (See Learning Measures below for more.)



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Update June 2022: The FSA is administered to Grade 4 students each October. This year literacy scores dropped to 2019/20 levels. This year the FSA Reading and Writing scores were replaced by the single "Literacy" score. Students scored 48% "on track" or "extending" with indigenous students at 27%. There were not enough diverse learners to measure their success this year. Numeracy scores were 19% (all) and 13% (indigenous). In May, Benchmark Assessment System (BAS) was administered for reading levels, and a writing snapshot was also administered. The results showed that 59% of students were reading and 86% were writing at or above grade level. Indigenous students scored at 87% (writing) and 67% (reading) indicating the gap seen on the FSA was no longer present by the end of the school year.

### Wellness

We believe that students need a culturally safe, caring, inclusive learning community to learn effectively. Now, more than ever, we need to emphasize the support for mental health, physical health, and overall well-being of our students, staff, and families.

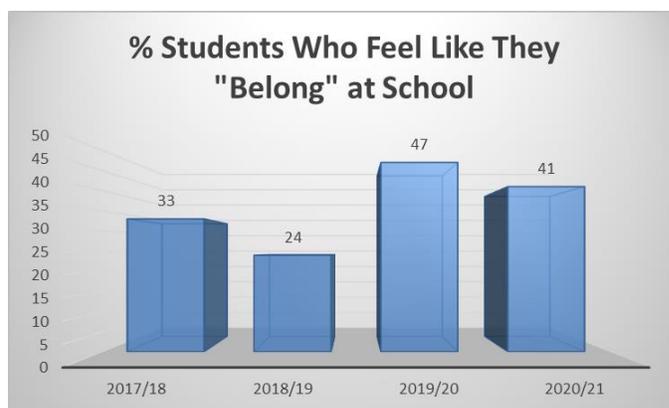
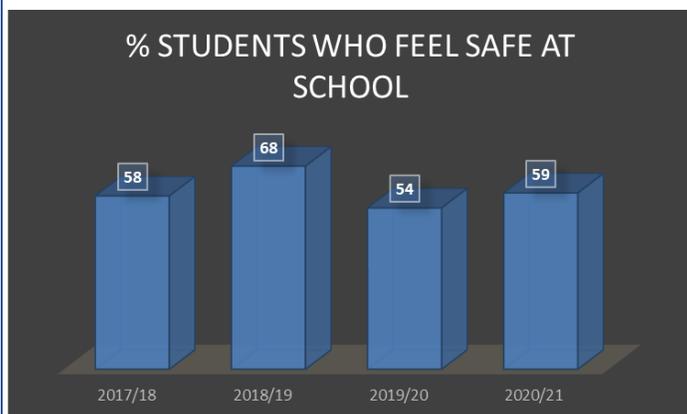
#### Goals

1. Create programs to support equity, diversity, inclusion and belonging.
2. Enhance Mental Health Literacy understanding and its implementation.

#### Strategies

- ♦ Grow and improve our restorative justice practices so that staff and students are better familiar with the practice and its effects on creating a healthy and supportive community.
- ♦ Develop an EDIB (equity, diversity, inclusion and belonging) team to address racism and support anti-racism initiatives; begin a GSA at Morfee; and enhance SOGI resources across all grade levels.
- ♦ Create a system that provides all students with the opportunity to build relationships of trust with two or more adults, including activities during non-instructional time led by the IEW and YCW.
- ♦ As staff turnover can be high at Morfee, we will design a program to provide ongoing opportunities for staff Pro-D such as trauma informed practices, CPI, Kids These Days.
- ♦ Increase opportunities for school wide community building (e.g. Monthly Spirit Afternoons).

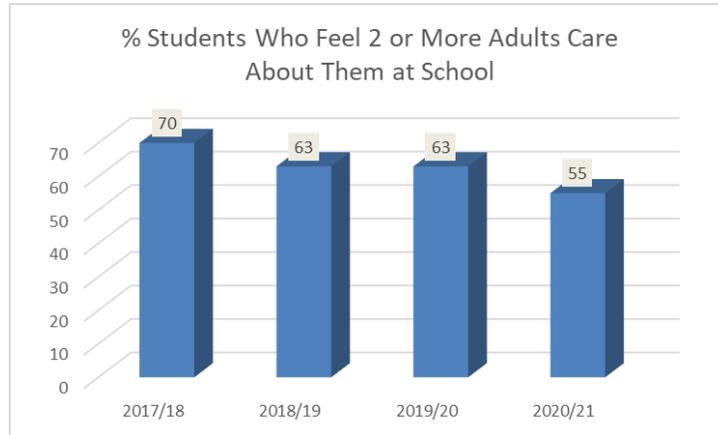
#### Success Measures



Our Student Learning Surveys for Grades 4 students help us identify how many feel a sense of belonging at Morfee. Less than 50% report a sense of belonging and less than 70% report feeling safe at school. When students are connected and feel like they belong, they are successful. We expect to see a 10% increase in students feeling like they belong. We will also be looking for an increase in students knowing that at least 2 adults care about them and for students who feel safe. We expect a 5% increase for each.

Update June 2022: On the Student Learning Survey in March 46% of Grade 4 students reported that they felt like they belong at school; 68% feel safe; and 62% felt like they were well known by two or more adults. While these results are an increase over the previous school year, they are all within the range of results from the past five years of surveys. However the MDI (The Middle Years Development Instrument) administered to Grade 5 students, reported that only 42% felt they were well known by two or more adults at school. A greater focus on supporting students' emotional well-being is needed.

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## Learning

We will work to achieve engaging, innovative, learning communities with options and choice for all students to be successful. The focus on increasing literacy and numeracy will be prioritized. Specific strategies will be implemented to support Indigenous learners, children and youth in care, and students with diverse abilities/disabilities

### Goals

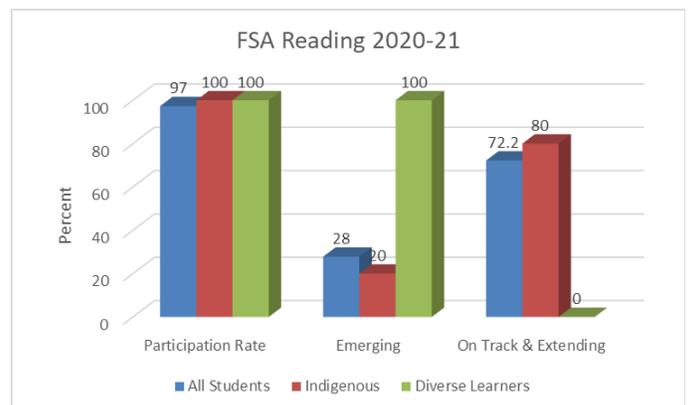
1. Focus on creating opportunities where each student is able to learn and grow to the best of their ability.
2. Create a system where all students develop a graduation success plan before transitioning to secondary school to help guide them towards their goals.
3. Enhance our academic learning opportunities connected to people, place and land (Land based, Experiential, Passion based, Connected to Identity).

### Strategies

- ♦ Introduce daily practice of growth mindsets, strategies for resiliency, and short/long-term goal setting for students to adopt habits of independent and lifelong learners. (Strengthening successful graduation plan creation).
- ♦ Provide strategies to help provide EAs, IEWs, and YCWs with tools to better encourage students to continue learning while they are in safe spaces such as the Indigenous Education room and the "Calm Room".
- ♦ Create a Student Capstone project in Grade 6 to focus on goal setting, work on "passion projects", and providing a platform for students to share their learning, where each student will transition to Secondary School with a graduation plan.
- ♦ Place a focus on student learning where students focus on personal learning goals developed in conjunction with their teacher and pilot student-led conferences in October and May so students may share their goals with their families.
- ♦ Research best-practice programs and practices for numeracy instruction and begin implementation across all grade levels.
- ♦ Participate in the Rural Schools Network Project to build on educators' Literacy capacity and understanding within, across, and beyond the curriculum.

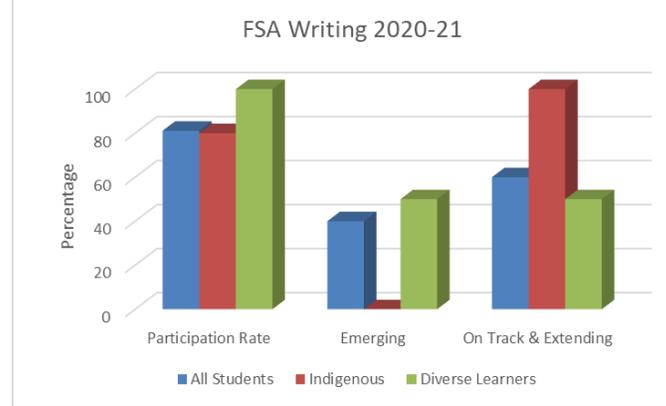
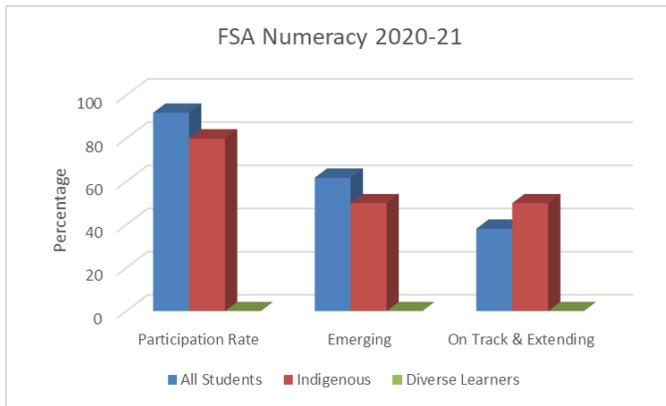
### Success Measures

Looking at our Grade 4 FSA results, we can see that our students are doing best in reading and writing. We believe this is the result of the focus on Literacy over the past few years. Our numeracy results are still disappointing. Also, we believe that we can do better in helping our diverse learners perform better on summative assessments and help them build their resiliency when facing difficult academic challenges. We hope to see growth for all



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students, and we hope to see an improvement in participation and performance with our diverse learners.



Update June 2022: The FSA results are reported in the Equity section. This school year, all SD57 schools administered additional reading, writing and numeracy assessments. At Morfee these assessments took place in May. The reading assessment reported that 41% of students were reading at grade level. Results were higher for students in younger grades. The writing assessment indicated that 77% of all students and 71% of indigenous students were performing at grade level. The numeracy assessment that measured “number sense” indicated that 77% of students (and 73% of indigenous students were proficient).

## Summary

We will review our plan on an annual basis. This review will include a comprehensive engagement process with our community. Upon completion of our review, we will adjust our strategies to support the goals of the District Directions.

The continuous improvement cycle will ensure:

