

# École Muheim Memorial Elementary 2024–2028

## School Growth Plan 2026–2027

### Our Mission

At École Muheim Memorial, we nurture positive identity, well-being, respect, and responsibility so students can confidently engage in learning, build relationships, and contribute to their communities.

### Our Learning Journey

During the 2024-2025 school year, we began the transition from a growth plan focused on wellness, literacy and numeracy to our new four-year plan for 2024-2028. Our new plan is linked to our SD54 Strategic Plan. Student wellness remains a foundation for learning: when children feel safe, connected and supported in understanding themselves, they are better able to participate, persevere and grow as learners.

Our SD54 Core Values, Compassion, Honesty, Respect, Responsibility and Fairness, remain at the heart of our school community. We will continue to notice, name and nurture these Core Values through our daily interactions, learning experiences and decisions.

In the first year of this renewed plan, staff engaged in collaborative discussions, using the Spirals of Inquiry to scan our strengths, identify stretches and consider new directions. Together, we developed three goal areas, (1) Numeracy, (2) Literacy and (3) Land-Based Learning, in response to our learners' needs. Our 2026-2027 plan continues this inquiry, grounded in meaningful integration of the BC Core Competencies and First Peoples Principles of Learning.

### Our School and Community

École Muheim Memorial Elementary is a dual-track English and French Immersion school serving Kindergarten to Grade 7 in Smithers, BC, within School District 54 Bulkley Valley. We acknowledge with gratitude that our school is located on the unceded Gidimt'en Bear-Wolf Clan Territory, home of the Witsuwit'en Nation. École Muheim is a vibrant learning community of 293 students, with six English classes and seven French Immersion classes. Approximately 17% of our students are Indigenous, representing a variety of Nations. We have children at our school who have moved to our community from a variety of countries and whose identities, cultures and perspectives also enrich our school community.

Our dedicated and compassionate staff are the steady foundation of our school community, keeping students at the center of every decision and nurturing their learning and well-being. Through their care, creativity and commitment to working together, staff build trusting relationships and nurture a school where students feel valued, supported and encouraged to grow. Our staff's generosity extends beyond the classroom, creating opportunities for students to discover interests, develop confidence and experience belonging. Throughout the year, students can participate in seasonal choir groups, soccer, cross-country running, basketball, volleyball, track and field, as well as student-led clubs, office monitoring and public speaking opportunities. Our whole school takes part in Land and Place-based learning experiences at Living Roots Farm, where student leaders as well as dedicated community members guide us in our learning. Our school-wide light breakfast and healthy snack program delivers food to every classroom daily, supporting student well-being and readiness to learn. Together, these experiences reflect our commitment to caring for the whole child and creating a connected, inclusive school community.

Our school community draws families from Smithers and surrounding communities, including Quick, Telkwa and Witset. Nearby trails, outdoor spaces, garden beds and community facilities create rich opportunities to connect classroom learning with place. Collaborative staff learning, student leadership, partnerships with Indigenous community members, gestures of reciprocity and service as well as an active Parent Advisory Council, strengthen our work.

# Our Inquiry and Learning Foundations

## Our Overarching Inquiry

How will targeted school-wide goals, authentic land-based experiences and regular student reflection strengthen learners' confidence, agency and achievement in numeracy and literacy?

The inquiry below translates our shared direction into proposed actions and check-ins for 2026–2027. Staff will refine these through ongoing scanning and evidence of student learning.

| Inquiry phase             | Our work in 2026–2027                                                                                                                                                                                                                                                                                                                                             |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Scanning                  | Listen to learners, staff and families; examine FSA summaries, classroom evidence, staff collaboration and Learning Survey feedback. Notice strengths, stretches and areas requiring closer attention.                                                                                                                                                            |
| Focusing                  | Prioritize intermediate numeracy, student ownership of learning, critical thinking and clear learning goals across our three goal areas.                                                                                                                                                                                                                          |
| Developing a hunch        | Explore whether our teaching consistently makes strategies, success criteria, student choice and reflection visible and accessible. Test these hunches rather than treating them as findings.                                                                                                                                                                     |
| New professional learning | Co-plan, examine student work and learn with colleagues, district staff and Indigenous educators and Knowledge Keepers. Create more opportunities for staff collaborative planning and team-teaching. Align our Thursday professional development with our goals.                                                                                                 |
| Taking action             | Try focused instructional changes, document student responses and adjust supports through short inquiry cycles. Revisiting School Growth Plan, sharing successes, strategies and next steps.                                                                                                                                                                      |
| Checking                  | Compare evidence over time and ask whether our actions have made a meaningful difference for learners. Use what we learn to determine where to next. Ask questions to deepen our understanding: What is going on for our learners? How do we know? Why does it matter?<br>( <i>"Spirals of Inquiry for Equity and Quality"</i> ~Dr Judy Halbert & Dr Linda Kaser) |

## Core Competency Targets

- Communication and Collaboration: Students will share ideas, listen deeply, and work together.
- Critical and Reflective Thinking: Students will question, explore, and solve problems, reflecting on their learning and next steps.
- Creative Thinking: Students will imagine, create, and solve problems in effective and innovative ways.

Our staff identified the above competency targets as areas we could focus on and help our students develop further. We will continue to nurture and embed the development and reflection of the other BC Core Competencies: Personal Awareness & Responsibility, Positive Personal & Cultural Identity, and Social Awareness & Responsibility.

## Indigenous Learning and Wellness

The First Peoples Principles of Learning ground our approach to learning as relational, experiential and connected to identity, community and place. The Five Rs of Indigenous Learning, Respect, Relevance, Reciprocity, Responsibility and Relationships, guide how we plan experiences and build partnerships. Local Indigenous educators and Knowledge Keepers will guide culturally responsive learning, protocols and permissions. We will authentically weave these intentions as we plan, organize and experience our place-based and outdoor learning experiences.

Across the goals, we will continue to nurture caring adult relationships, teach and practice regulation strategies, and offer accessible ways to participate and recognize growth. These conditions support students in taking learning risks, advocating for themselves and reaching out when they need help.

## Scanning our FSA Evidence

FSA results show strengths to sustain alongside areas needing focused attention. The comparison below brings together three available years with complete results across both grades and learning areas. Classroom assessment and learner voice also help us understand the learning behind these patterns.

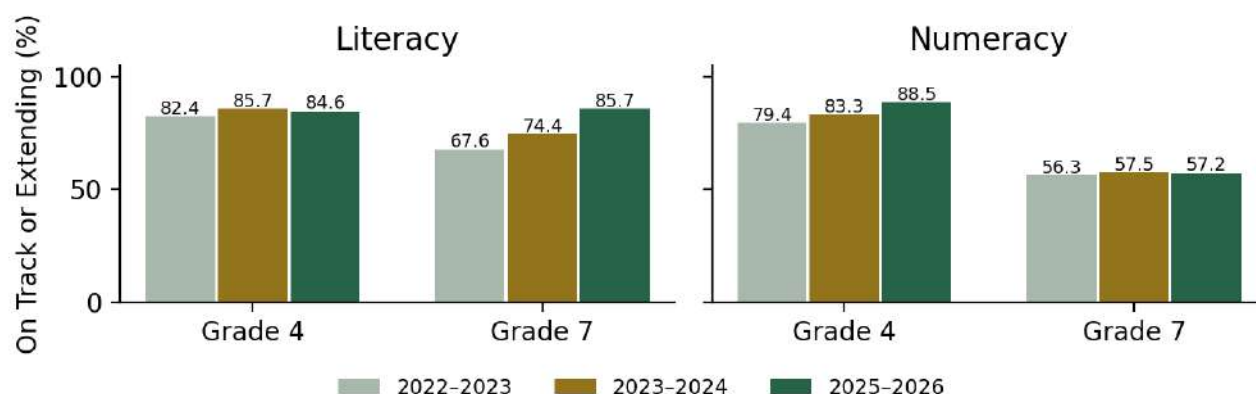


**Figure 1. Percentage of participating students On Track or Extending. The three available years shown are not consecutive.**

| On Track or Extending | 2022–2023 | 2023–2024 | 2025–2026 |
|-----------------------|-----------|-----------|-----------|
| Grade 4 Literacy      | 82.4%     | 85.7%     | 84.6%     |
| Grade 7 Literacy      | 67.6%     | 74.4%     | 85.7%     |
| Grade 4 Numeracy      | 79.4%     | 83.3%     | 88.5%     |
| Grade 7 Numeracy      | 56.3%     | 57.5%     | 57.2%     |

Sources: school-level FSA visuals for MME Overall Results. Percentages use combined On Track and Extending counts divided by writer counts, rounded to one decimal.

### Strengths we will continue to develop...

- Grade 4 Literacy returned to 84.6% On Track or Extending in 2025-2026, close to the 85.7% baseline in 2023-2024. The reported Emerging proportion fell from 28.3% in 2024-2025 to 15.4% in 2025-2026.
- Grade 7 Literacy increased from 74.4% in 2023-2024 to 85.7% in 2025-2026. Grade 4 Numeracy increased from 83.3% to 88.5% across those two cohorts.

### Stretches and intentions for improvement...

- Grade 7 Numeracy remains a priority: 57.5% were On Track or Extending in 2023-2024 and 57.2% in 2025-2026. In the latest summary, 42.9% were Emerging. Strengthen foundational skills, flexible strategies and timely support throughout the intermediate years.
- The older tables show Grade 7 Numeracy varying from 56.3% On Track or Extending in 2022-2023 to 67.9% in 2021-2022. As a staff we will reflect on such factors as cohort needs, classroom evidence as well as reviewing resources and approaches.

These annual results represent different cohorts, not individual student growth. We will use FSA trends to inform planning and align supports, alongside DART, EPRA, ESGI, numeracy assessments and classroom evidence identified through our planning.

# Listening to Students and Families: Learning Survey Results

The 2025-2026 Student Learning Survey summaries and 2026 Parent Survey summary provide qualitative feedback. The themes below retain the categories in those summaries.

## Grade 4 Feedback

**Strengths:** Students describe a sense of belonging, safety and connection. They identify caring adults, value kindness and inclusion, and recognize Indigenous and community learning.

**Stretches:** Increase student choice and input, develop goal setting and self-assessment, and deepen reasoning through authentic problem solving.

**Where to next:** Offer purposeful choices, use clear learning intentions, and invite students to explain a strategy, reflect on progress and identify a next step.

## Grade 7 Feedback

**Strengths:** Students report positive connections to school, supportive adult and peer relationships, a respectful and inclusive culture, and valued Indigenous and community connections.

**Stretches:** Expand ownership and decision-making, clarify learning goals and success criteria, and strengthen inquiry, feedback and reflection.

**Where to next:** Co-develop success criteria, build regular opportunities for students to use feedback, and connect meaningful learning choices with leadership and community contribution.

## Parent and Family Feedback

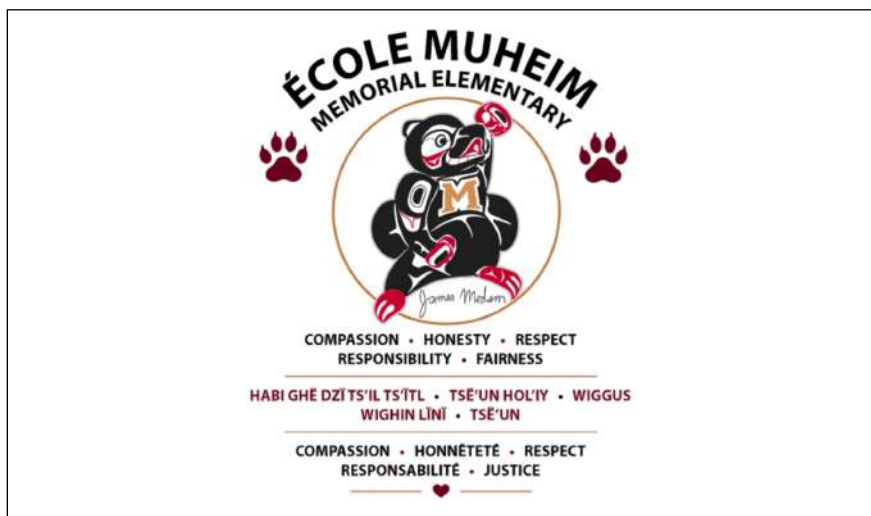
**Strengths:** Families value the welcoming, caring school culture; respectful relationships and inclusion; Indigenous education; collaborative learning; land-based experiences; and strong community and home-school partnerships.

**Stretches:** Make student voice, goal setting and reflection more visible; deepen critical thinking and reasoning; and communicate more clearly about learning goals, feedback and available student supports.

**Where to next:** Share examples of learning and reflection, explain how families can access supports, and invite feedback about whether communication helps them understand their child's learning and next steps.

## What we will carry into all three of our school goals...

- **Make learning visible:** Students understand what they are learning, how they are progressing and what to try next.
- **Strengthen agency:** Students have meaningful opportunities to contribute ideas, make choices and reflect.
- **Deepen thinking:** Students explain, question, test ideas and consider other perspectives.
- **Protect belonging:** Caring relationships and responsive supports remain central as we work with our students.



## Measures of Growth

Our evidence includes the assessment tools identified in our school planning and suggested measures below.

| Area                        | Evidence to gather                                                                                                                                               | How we will use it                                                                                                                              |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Literacy                    | DART, EPRA and ESGI as identified through our planning; reading conferences; comprehension tasks; writing and oral language samples.                             | Compare each learner's progress; identify next teaching steps and review the response to additional instruction in English and French contexts. |
| Numeracy                    | Carole Fullerton assessments; common number sense and reasoning tasks; diagnostic interviews; classroom assessments and observations of mathematical discussion. | Identify misconceptions, group flexibly, staff conversation and collaboration about challenges noticed and how we can support our students.     |
| Student agency and thinking | Core Competency self-assessments; portfolios; goal-setting records; student-led sharing; student interviews about learning, progress and next steps.             | Look for students using feedback, explaining their thinking and making purposeful choices with growing independence.                            |
| Wellness and belonging      | Student Learning Survey themes; brief student check-ins; caring-adult connections; attendance patterns; regulation observations and relevant incident trends.    | Explore barriers to participation and belonging, then check whether relational and regulation supports are helping.                             |
| Land and community learning | Inquiry journals; photographs with student explanations; observations; stewardship projects; student and partner reflections.                                    | Document connection to place, respectful relationships, reciprocity and transfer of learning into authentic contexts.                           |
| Responsive supports         | School-Based Team reviews; intervention records; IEP goal progress where applicable; student and family feedback.                                                | Review whether supports improve access, participation and progress; adjust plans with the learner and family.                                   |
| School-wide patterns        | Grade 4 and 7 FSA results and participation; curricular proficiency summaries; student and family surveys.                                                       | Compare patterns across years alongside classroom evidence.                                                                                     |

### How we will make the evidence useful

Establish fall baselines, revisit evidence in winter and compare learning in spring. We will review gathered evidence (student reflections, assessment data, sample tasks) and include student voice alongside data so that the evidence informs teaching.



## Goal 1 Numeracy

### Our goal

We will nurture a Joyful, Engaged, Accomplished, and Flexible (JEAF) community of numeracy learners who demonstrate strong number sense and effective problem-solving skills.

**Inquiry:** How will explicit strategy teaching, mathematical discussion and meaningful problem solving strengthen number sense and flexible thinking, particularly for intermediate learners who need additional support?

**Strengths to sustain:** Staff reflections describe stronger engagement with assessment and feedback, greater student engagement and perseverance, and a shared commitment to JEAF. Grade 4 FSA results provide an academic strength to build upon.

**Our intention for improvement:** Strengthen foundational skills and improve intermediate numeracy achievement while broadening our community of learners to include primary students, educators and families. Grade 7 results make responsive instruction and regular checking especially important.

### Proposed actions

- Use Carole Fullerton assessments alongside common classroom tasks and student conversations to identify number sense and reasoning needs; plan targeted instruction and timely reassessment.
- Teach and model multiple strategies using concrete materials, visual representations and mathematical language. Include number talks and opportunities to explain and compare approaches.
- Connect problems to meaningful contexts, including garden, land and community learning. Offer accessible entry points and extensions.
- Co-plan and examine student work across grades; support students in setting a goal and reflecting on a strategy that helped.
- Extend JEAF conversations and learning opportunities across primary and intermediate classrooms. Share accessible strategies with families and invite students to describe how they persevere and choose a flexible approach.

### Checking by June 2027

Compare fall, winter and spring classroom evidence for growth in number sense, strategy flexibility and problem solving. Track progress for learners receiving targeted support. Use student reflections to check confidence and engagement, and review FSA results as a complementary measure. Continue to use district-based Numeracy Assessment as well.



## Goal 2 Literacy

### Our goal

We will support all learners in becoming confident readers, writers, speakers, listeners, and communicators who can make meaning, think critically, and share their ideas for a variety of purposes and audiences.

**Inquiry:** How will explicit instruction, authentic communication tasks and authentic feedback deepen comprehension, expression and student ownership in English and French learning contexts?

**Strengths to sustain:** Our staff reflections identify reading and writing in the primary years as strengths and recognize the contribution of consistent K–3 programs and strategies. FSA results show strong recent literacy outcomes in Grades 4 and 7.

**Our intention for improvement:** Make targeted literacy strategies more consistent, especially in French classes; strengthen critical and reflective thinking and creative thinking; and help students and families see learning goals, progress and next steps.

### Proposed actions

- Draw on DART, EPRA, ESGI and classroom feedback, as appropriate to grade and program, to respond to foundational reading, comprehension, oral language and writing needs in each program.
- Develop the literacy centre model in intermediate classes and the French UFLI work outlined in our school planning, with staff confirming resources and implementation. Coordinate targeted support with the Learner Support Teacher and Special Education Assistants to bridge identified gaps.
- Model reading and writing strategies; provide vocabulary and language scaffolds, purposeful discussion, and varied texts and opportunities to communicate.
- Make learning intentions and success criteria clear. Provide feedback students can use to revise, practise and choose a next step.
- Create authentic purposes and audiences through land and community inquiry; compare student work collaboratively to refine instruction.
- Increase peer collaboration, classroom observations and sharing of effective approaches. Gather student feedback about which supports help them learn and how clearly they understand their goals.

### Checking by June 2027

Compare reading evidence and writing or oral language samples over time. Look for stronger comprehension, clearer expression and students' ability to explain their learning goals and use feedback. Monitor individual growth alongside school-level FSA trends.



## Goal 3 (a) Land-Based Learning

### Our goal

We will foster learning rooted in Indigenous Principles of Learning and outdoor education through authentic experiences on, with, and for the land. Students will deepen their connection to the environment, honour Indigenous perspectives and histories, and develop as caring stewards of the land and community.

Our intention, nurture the joy, connection and student leadership developed through our farm inquiry, while deepening the five Rs in daily learning and expanding meaningful outdoor learning close to school. Living Roots Farm and the Wild Schools Program are complementary projects through which we will pursue this goal together.

### Living Roots Farm whole school inquiry

**Roots and Responsibility:** “Connecting and Giving Through Land-Based Learning” is our shared Kindergarten to Grade 7 project. Started as a whole-school initiative in 2025-2026, it continues in 2026-2027 through regular field trips to Living Roots Farm, across the school year. All classes participate in a sustained inquiry that connects experiences at the farm with learning in classrooms and our school community.

**Inquiry:** How will sustained farm experiences, explicitly connected to the Five Rs of Indigenous Learning, deepen students’ relationships with the land and community, strengthen well-being and guide responsible action?

**Strengths to sustain:** Staff have noticed student joy, engagement, as well as a sense of purpose and belonging, during farm experiences, alongside growing connections with the land, animals, plants and community partners. Buddy and mentorship classes create opportunities for students to lead, contribute and learn from one another. These observations guide our inquiry and will be checked through ongoing evidence.

### The Five Rs in our shared learning

| Principle      | How we will make it visible                                                                                                                                                                                                                                                    |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Relationships  | Build ongoing connections among buddy classes, farm leaders, local Indigenous partners and the living world.                                                                                                                                                                   |
| Respect        | Listen to local teachings, follow cultural protocols and practise care for people, animals, plants and the land. Begin each experience with drumming of the Witsuwit’en Welcome Song as well as student land acknowledgments. Local language is also embedded in our learning. |
| Reciprocity    | Consider how we give back through helpful farm tasks, stewardship and contributions shaped with our partners.                                                                                                                                                                  |
| Responsibility | Take ownership of shared tasks, care for living things and reflect on how our choices affect others and place.                                                                                                                                                                 |
| Relevance      | Connect hands-on experiences to students’ lives, local knowledge, classroom inquiry and meaningful community needs. Students learn about healthy foods and medicinal plants.                                                                                                   |

### Actions throughout the year

- Partner classes for recurring farm visits, with experienced mentorship classes supporting student voice and leadership. Connect seasonal tasks such as planting, harvesting and animal care to literacy, numeracy and the Core Competencies.
- Learn alongside farm leaders, Indigenous educators and Knowledge Keepers. Include cultural and language learning as guided by partners and appropriate protocols.
- Prepare, experience and reflect together. Use journals, conversations, artwork and classroom follow-up to name the Five Rs and consider how learning at the farm changes what we do at school.

## Goal 3 (b) Wild Schools Program Initiative

### Wild Schools Program

Our collaboration with the Wild Schools Program extends our land-based inquiry into the natural spaces, trails and garden close to Muheim. It supports outdoor learning across grades and curricular areas, deepens understanding of local ecosystems and biodiversity, and helps staff build confidence through shared planning and teaching.

Inquiry: How will regular outdoor inquiry close to school strengthen curiosity, environmental stewardship and students' ability to apply literacy, numeracy and the Core Competencies to outdoor learning experiences?

### Our intentions and actions

- Co-plan and co-facilitate outdoor experiences with Wild Schools support. Use staff interests and confidence surveys to shape responsive professional learning, followed by sharing, reflection and next-step planning.
- Use Walking Curriculum strategies, biodiversity investigations and Muheim Garden learning to connect observation and wonder with questioning, reading, writing, measuring and problem solving.
- Develop opportunities for cross-class mentorship and student leadership. Invite local Indigenous Knowledge Keepers, Elders and community members to guide learning about place, language and culture.
- Build a collection of adaptable outdoor lessons and resources that staff can share. Sustain opportunities for movement, regulation and purposeful contribution within outdoor learning.

A shared celebration: Work toward a school-wide National Indigenous Peoples Day Learning Celebration in June, planned with Indigenous partners. Possibilities include student-led stations, guided walks, garden and biodiversity learning, and community teachings. These are proposed components at this time, to develop through consultation and collaboration.

### How we will check the impact of both projects

We will bring together observations, conversations and student-created work to understand growth across the year. We will look for evidence that students can explain the Five Rs through their actions, show care for places and living things, contribute as mentors and apply their learning across settings.

- Student evidence: reflections, inquiry journals, artwork, portfolios and Core Competency self-assessments that show connections to place, developing thinking and next steps.
- Wellness and engagement: teacher observations and student conversations about joy, regulation, belonging and participation during farm and nearby outdoor experiences.
- Staff evidence: midpoint and end-of-year reflections on confidence and practice; examples of the Five Rs and First Peoples Principles of Learning in planning, co-teaching and classroom follow-up.
- Partnership evidence: feedback from farm leaders, Wild Schools collaborators and Indigenous partners about relationships, reciprocity and meaningful next steps.

### Checking by June 2027

Review the evidence together as a staff, identify what to sustain or adapt, and plan how these shared projects will continue to strengthen everyday learning in 2027–2028. Invite conversations that also include our family community as well as student voice.

## Checking our progress and planning ahead

### Our review rhythm and shared responsibility

| When                 | What we will do                                                                                                                                                                 |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fall 2026            | Staff and school leaders confirm priority learners, common evidence and manageable inquiry actions. Establish classroom baselines and listen to student perspectives.           |
| Winter 2027          | Teaching teams review work samples and learner feedback, assess the response to targeted supports and adjust teaching.                                                          |
| Spring and June 2027 | Compare evidence with fall baselines. Gather learner and family reflections, identify whose needs remain unmet and record strengths, stretches and where to next for 2027-2028. |

School leaders will support collaboration and access to resources. Teachers and support staff will implement and review responsive approaches; learners and families will contribute perspectives. Partnerships with Indigenous educators, Knowledge Keepers and community organizations will be developed through respectful consultation.

### Wellness and flourishing across our goals

At École Muheim Memorial, we believe that children flourish when they experience positive emotions, engagement, strong relationships, meaning and accomplishment (PERMA). These principles are woven into the work we do each day. As we review our data and reflect throughout the school year, we will look for student joy, purposeful participation, caring connections and a sense of achievement alongside academic growth. At École Muheim Memorial, we believe that self-regulation tools, physical literacy and opportunities to support others in our community, help students feel grounded and develop a sense of purpose and belonging, creating the conditions for learning.

