

McBride Centennial Elementary

School Plan for Student Success

2025-2026

McBride Centennial Elementary School is a K-7 school located in McBride, BC, in the Robson Valley between the Rocky Mountains on the North and the Cariboo Mountains on the South. The school's catchment area is the town of McBride and the surrounding area between Dome Creek and Dunster. Student First and School District 57 provide bussing for those students who live in the outlying areas. The school strives to provide many learning opportunities both within and outside the school building with the support and assistance of parents, community members, and guests from other communities. For our youngest learners and their caregivers, we have Strong Start once a week, onsite daycare and preschool program. We also offer Ready, Set, Learn and Welcome to Kindergarten programs.

We respectfully acknowledge that our school resides on the unceded ancestral lands of the Lheidli T'enneh First Nations and the Simpcw First Nations.

Our Vision:

All students are prepared for each step of their life's journey with the skills, knowledge, options, and choices to be successful.

Our Mission:

Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Our Values:

Respect – We demonstrate kindness and care for ourselves, others, and the environment.

Community – We engage all members of our learning community through open and respectful relationships.

Integrity – We are ethical, fair, and follow through on our commitments.

Inclusion – We ensure all students contribute and participate in all aspects of school life.

Transparency – We are open, honest, and accountable for the decisions we make.

Equity – We create systems where every student has opportunities and supports to be successful.

District and School Directions:

Truth and Reconciliation

Equity of Access

Wellness

Learning

Truth and Reconciliation Direction:

Goal 1 – Engage in meaningful decolonization and indigenizing actions, based on collaboration with students, McBride Centennial’s parents, staff, community members, the Indigenous Education department, and Lheidli T’enneh and Simpcw stakeholders.

Goal 2 – Learn more about the local First Nations peoples as a school community.

Strategies:

- Engage in conversations and surveys with rightsholders and stakeholders, as listed above, in order to choose 1 decolonizing action goal and 1 indigenizing action goal for the 20225-2026 school year.
- Welcome signs at entry to school in Dakelh, Secwepemc, English, French, and other cultures represented in the school.
- Invite more local Indigenous peoples to share their knowledge with us at each grade level in person, virtually, by sharing resources
- Develop questions for the student learning survey or a school survey with questions that are clear to students and new questions that relate to the First Peoples Principles of Learning to use in our success measures.

Staff

- Staff to create their growth plan around understanding Indigenous knowledge with a minimum of 1 goal to decolonize their classroom and 1 goal to indigenize their teaching practice.
- Indigenize content and allow academics to be taught through the cultural and inclusive lens.
- Provide professional learning to staff about Truth and Reconciliation Call to Action and Trauma Informed approaches.

Students

- Use land acknowledgement and understand the meaning behind the acknowledgement
- Participate in Orange Shirt Day, National Indigenous Peoples Day and Week of Truth and Reconciliation

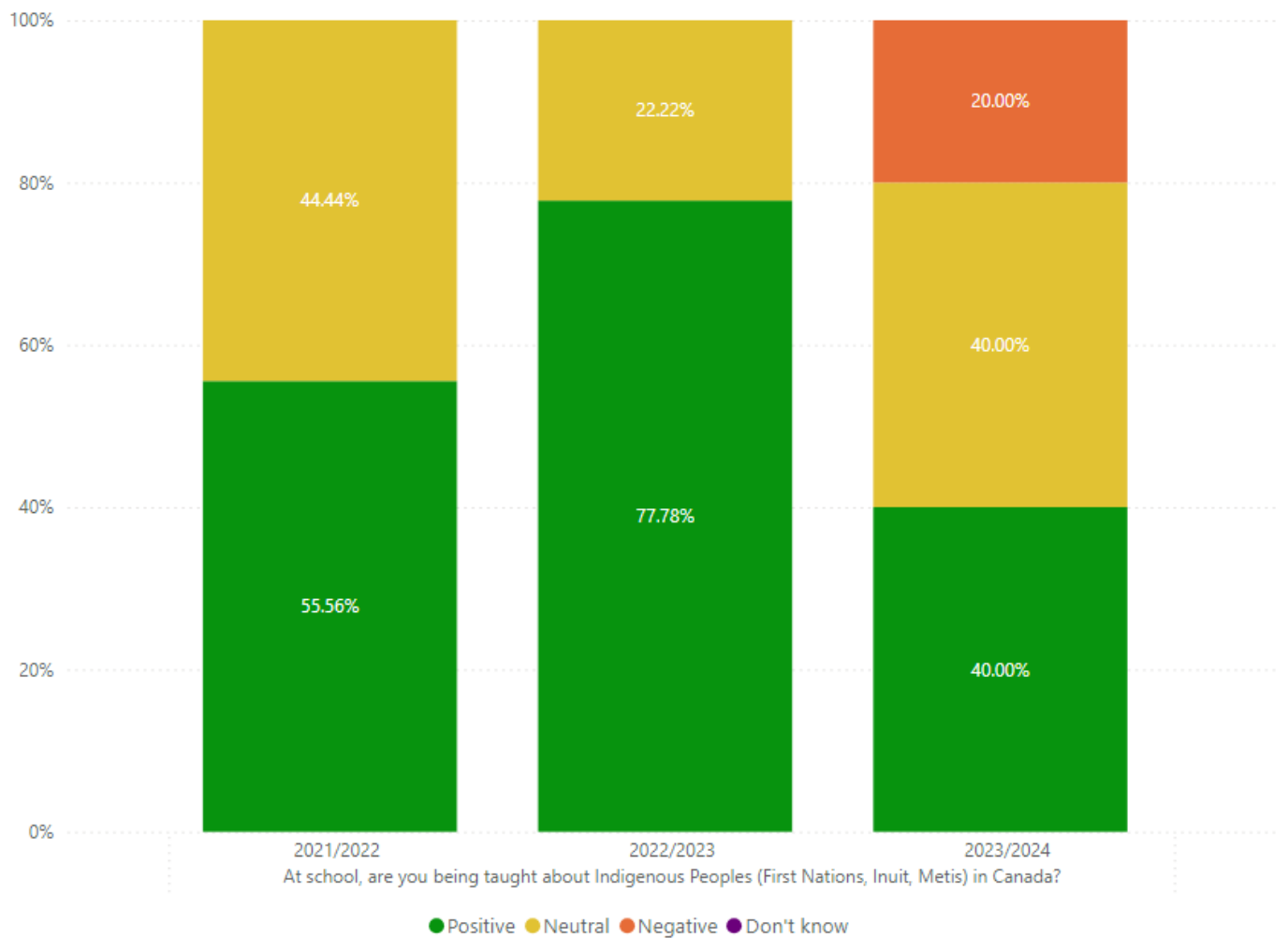
- Learn the significance of Orange Shirt Day.
- Participate in drumming and singing circles
- Participate in restorative circles when working through problems at school

System

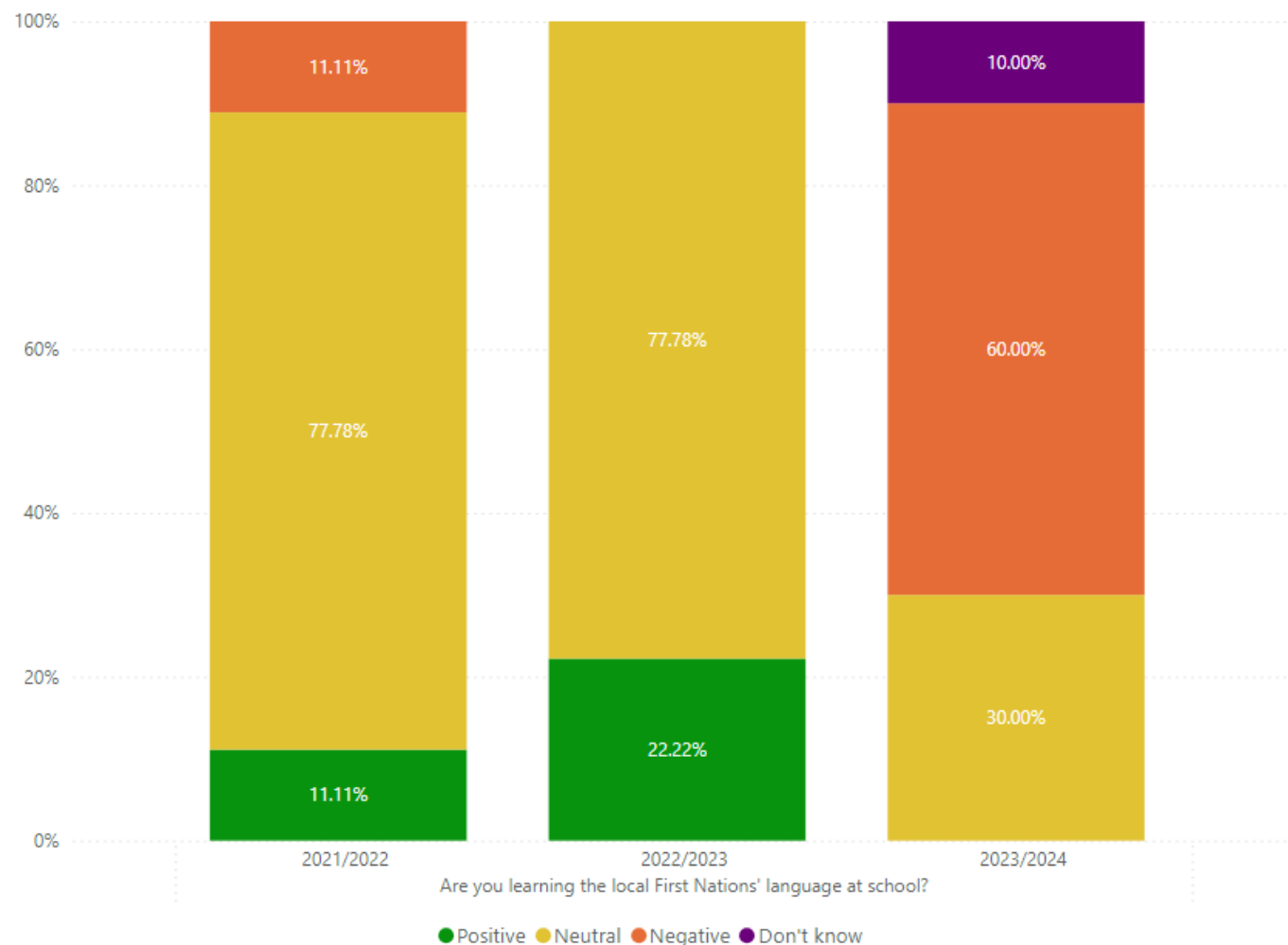
- Increased presence of Elders and Knowledge Holders in our school to work with students and staff.

Success Measures: We strive to increase these measures by at least 10% at the end of this year, more for learning about local First Nations.

At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in ...



Are you learning the local First Nations' language at school?



Equity of Access Direction:

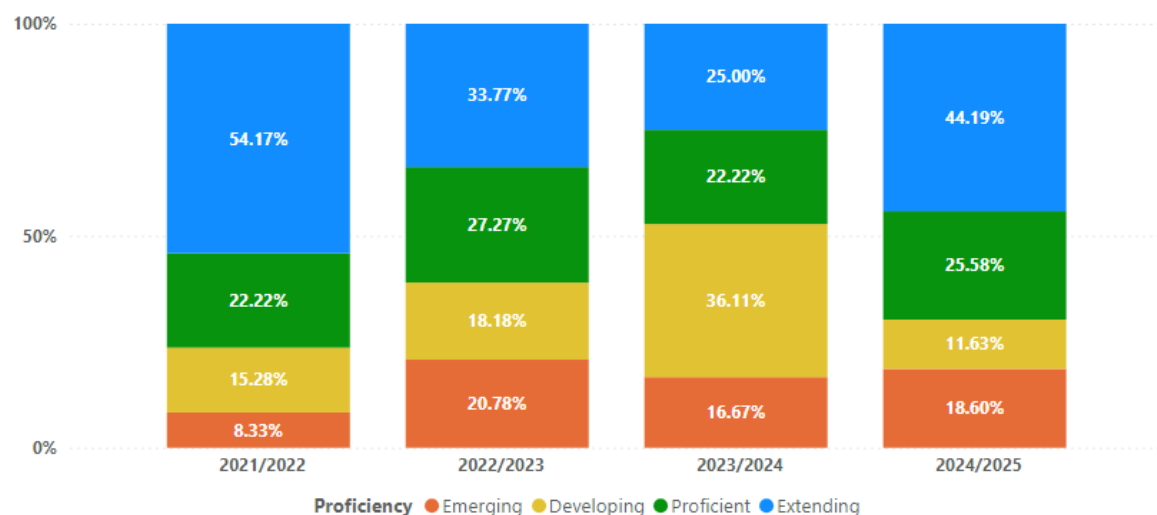
Goal: To improve the literacy skills of all students K-7.

Strategies:

- Provide professional learning for staff about Continuum of Support.
- Provide professional learning in literacy to provide reading supports/strategies to meet diverse needs
- Reading assessments for all grade 7 students before they transition to high school.
- Continue working closely with the Extended School-Based Team for strategies and resources that would meet the needs of diverse learners.

Success Measures: All students will show growth in their reading skills.

Literacy Trend (McBride Centennial Elementary, BAS, Term 3)



Wellness Direction:

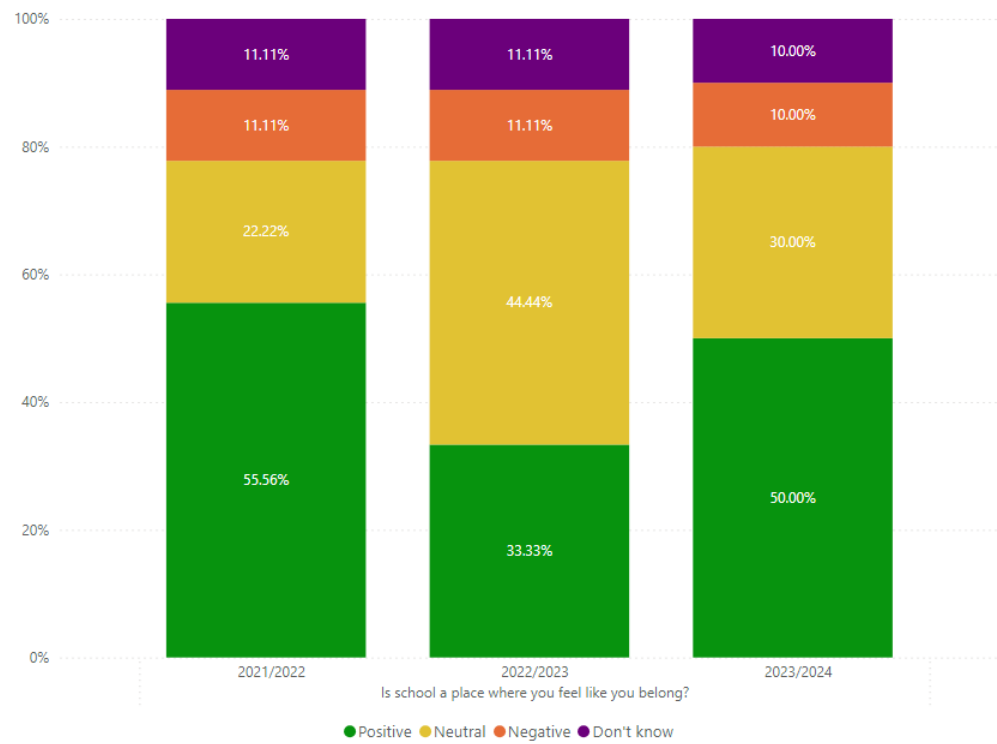
Goal: Increase resilience in students by staff including discussions and activities in the classroom around wellbeing and mental health

Strategies:

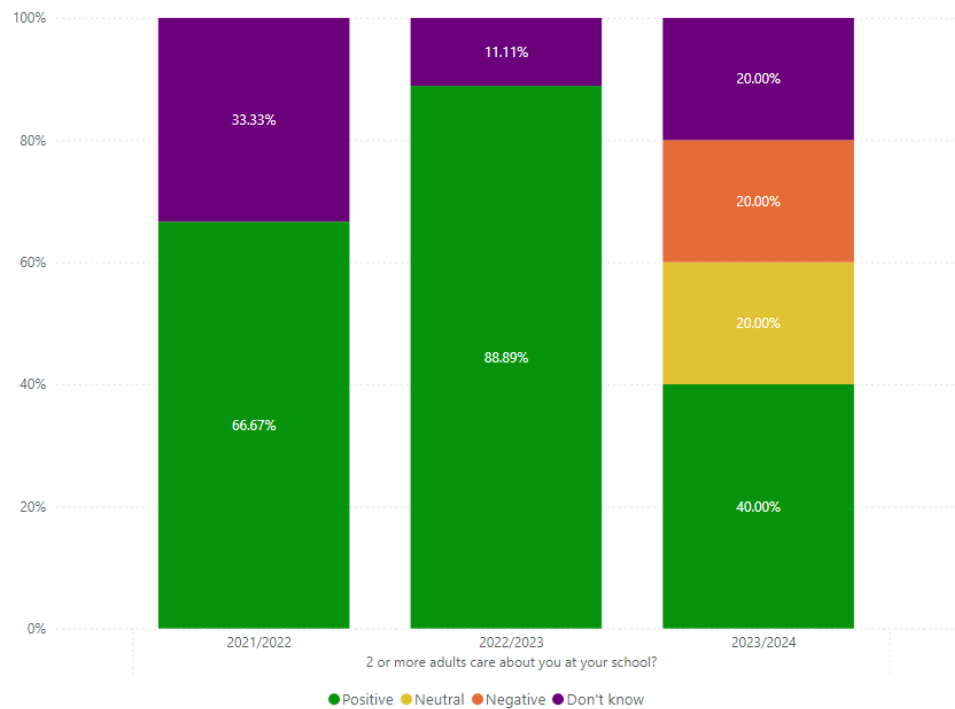
- Build relationships with Robson Valley Community Services (mental health clinicians) & RCMP (school liaison supports) to foster strong community relationships between the school and outside agencies.
- Create an environment where students can explore their feelings and emotions through literacy, the arts, and physical education/outdoor education/active living.
- Create an environment where students find their mixed feelings; are able to hold “two opposing thoughts” at the same time; “part of me feels this way” and “part of me feels that way”.

Success Measures:

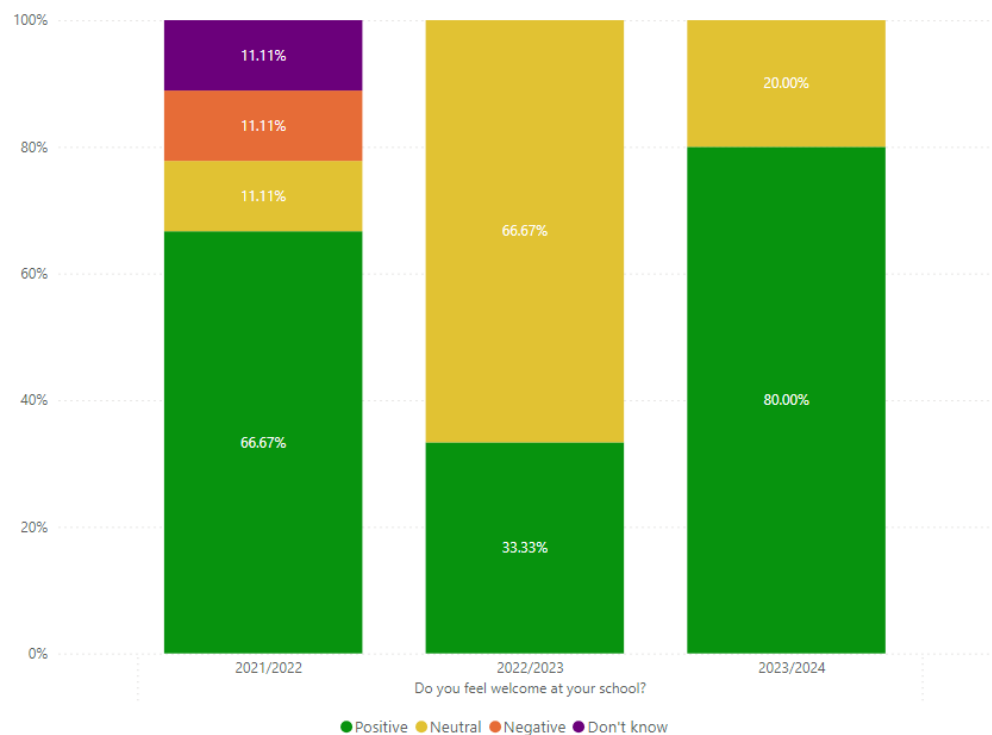
Is school a place where you feel like you belong?



2 or more adults care about you at your school?



Do you feel welcome at your school?



Learning Direction:

Goal 1: Increase literacy (reading and writing) by 10%

Goal 2: Create a system where grade 7 students develop a graduation success plan before transitioning to secondary school to help guide them towards their goals; where students have dreams for their present and future.

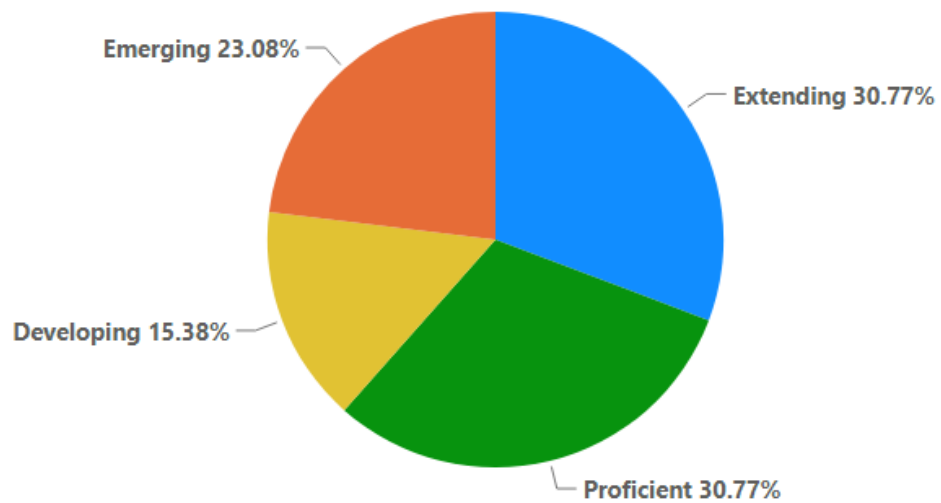
Goal 3: Increase numeracy rates for all students by 10%

Strategies:

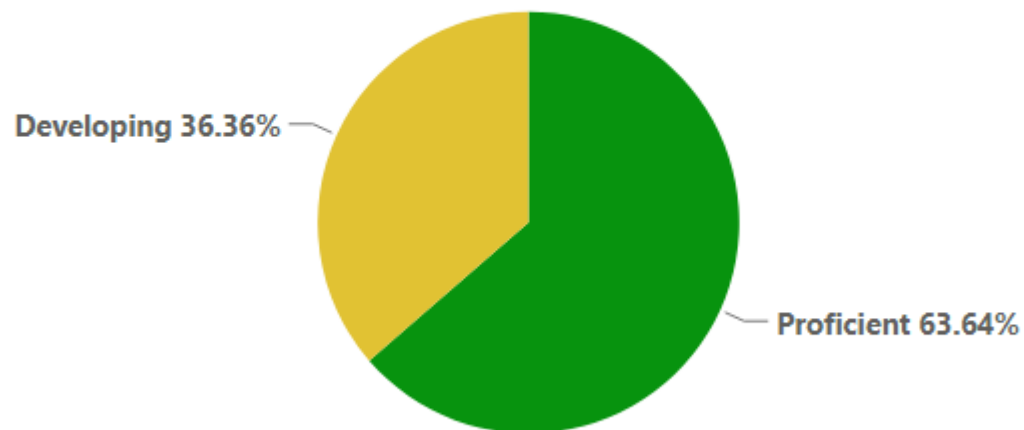
- Staff involvement in the Rural Reading Network coordinated by the District Literacy Teacher.
- Use the resources with students for Reading A-Z Plus (gr. 2 and 3); HeadSprout (gr. 3, 4, and 5) and UFLI (K – 7) to differentiate for varied reading levels.
- Daily reading and writing activities in the classrooms
- Literacy assessments at the beginning and end of the school year
- Math supports from the district numeracy lead.

Success Measures: We are striving to improve our reading, writing, and numeracy rates by at least 10%.

2024/2025 Literacy Results (McBride Centennial Elementary, BAS, Grade 7, Term 3)



2024/2025 Numeracy Results (McBride Centennial Elementary, Grad...



Appendix 1

Truth and Reconciliation - Calls to Action - NTRC

Reconciliation as Relationship

All Canadians, as Treaty peoples, share responsibility for establishing and maintaining mutually respectful relationships.

Addressing the Legacy - Education

#6 We call upon the Government of Canada to repeal section 43 of the Criminal Code of Canada.

#7 We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

#8 We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.

#9 We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.

#10 We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles: Providing sufficient funding to close identified education achievement gaps within one generation. Improving education attainment levels and success rates. Developing culturally appropriate curricula. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems. Enabling parents to fully participate in the education of their children. Respecting and honouring Treaty relationships.

#11 We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.

#12 We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programmes for Aboriginal families.

Towards Reconciliation – Education

#62 We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal Peoples, and educators, to:

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade 12 students.
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- iv. Establish senior level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

#63 We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- i. Developing and implementing Kindergarten to Grade 12 curriculum and learning resources on Aboriginal peoples in Canadian history and the history and legacy of residential schools.
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above.

Appendix 2

Truth and Reconciliation - Calls to Action - Spirit Bear's Child-Friendly Guide to the Truth and Reconciliation Commission of Canada

About Education ...

6. We call on Canada to change the law that says it is okay for teachers and parents to hurt kids when they are not following rules.
7. We call on Canada to work with Aboriginal people to make sure that all kids in Canada are getting a fair education and chances for a job.
8. We call on Canada to give schools that teach First Nations kids enough money for those schools to give a fair education.
9. We call on Canada to tell us how much money they give to schools that teach First Nations kids and if Aboriginal kids are getting a fair education.
10. We call on Canada to make a law with Aboriginal people to make sure education for Aboriginal kids respects culture and language.
11. We call on Canada to help First Nations students go to college or university.
12. We call on all governments in Canada to make sure there is daycare for Aboriginal kids that respects Aboriginal ways of life

More About Education ...

62. We call on all governments in Canada to work with residential school Survivors and other Aboriginal people to give teachers the tools they need so that every student in Canada can learn about Aboriginal people and cultures, including residential schools. Teachers should also learn to use Aboriginal teaching styles.
63. We call on the leaders in charge of education in Canada to always work on improving education about Aboriginal people and cultures

From: First Nations Child and Family Caring Society of Canada