

Morfee Elementary School

School Plan for Student Success 2025/2026



We respectfully acknowledge that Morfee Elementary School is located on the traditional and ancestral territory of the McLeod Lake Indian Band, home of the Tse'khene people. We are grateful for the opportunity to live, learn, and grow on these lands, and we are committed to honouring the culture, language, and traditions of the Tse'khene peoples through listening, learning, and building meaningful relationships with their community.



This plan is designed in support of School District No. 57 Strategic plan. It reflects our goals and strategies for the 2025/2026 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.

Morfee Elementary School

School Plan Student Success 2025/2026

Our School Story

Nestled in the foothills of the northern Rocky Mountains, Morfee Elementary serves students in Kindergarten to Grade 6 from the District of Mackenzie, extending south to McLeod Lake and northeast to the Pine Pass. With an enrolment of approximately 260 students, our school has supported generations of families and remains a vital part of the local community. Our history is deeply connected to Mackenzie's growth as a community, and we are proud of the strong partnerships we continue to build with local organizations and the McLeod Lake Indian Band.

Our Mission, Vision, and Values

Morfee Elementary's Mission, Vision, and Values have been developed with staff, students, families, and community members in mind. We believe that these statements reflect who we are as a learning community and guide how we support every child:

- Mission: To provide a safe, inclusive, and engaging learning environment that inspires all students to reach their full potential.
- Vision: To nurture curious, resilient, and compassionate learners who are prepared to thrive in a changing world.
- Values: Respect, Belonging, Growth, and Resilience.

These commitments shape how we approach teaching and learning each day. We believe that every child deserves the opportunity to learn in a compassionate, trauma-informed environment, to be treated with dignity and respect, and to explore their individual passions and interests. We recognize that learning includes making mistakes, reflecting, and growing—and that each student's journey is unique.

Our Commitment

Morfee Elementary strives to be more than a school—we are a community hub that celebrates diversity, supports wellbeing, and fosters strong relationships. Together with our families, the McLeod Lake Indian Band, and the wider Mackenzie community, we are dedicated to helping students grow into confident, successful, and fulfilled members of society.

Strategic Planning and Engagement Process

Our engagement process ensures that staff, students, parents, and the McLeod Lake Indian Band have meaningful opportunities to shape and review the School Plan.

- Staff provide input during staff meetings, professional learning sessions, and ongoing check-ins.
- Students share their voice through surveys, classroom discussions, and leadership groups.
- Parents/Guardians contribute at PAC meetings, through surveys, and during school events
- McLeod Lake Indian Band is consulted through ongoing partnership meetings to ensure cultural perspectives are reflected.

Feedback is gathered through surveys, focus groups, and community discussions. The School Plan is a living document, reviewed regularly throughout the year, and adjusted as needed to reflect up-to-date data and community voice.

Morfee Elementary School
School Plan Student Success 2025/2026

School District No. 57 Strategic Plan Pillar of Alignment: Learning

GOAL 1: By June, at least 70% of students will improve their reading by a minimum of one grade level as measured by school-based assessments.

GOAL 2: By June, at least 70% of students will achieve fluency with grade-appropriate math facts (addition/subtraction to 20, multiplication/division to 12) and demonstrate the ability to apply these in problem-solving tasks.

SECTION 1 - “THE WHY” - OUR COMPELLING RATIONALE: These goals were chosen because of the need to collaborate, to plan, and implement specific, attainable and actionable goals.

- Build Student Confidence & Competency – Strengthen students’ confidence, self-esteem, and independence as learners by ensuring they have the foundational literacy and numeracy skills needed to thrive.
- Support Lifelong Learning & Resilience – Equip students with strategies and opportunities to practice regularly, reflect, and take ownership of their learning, fostering resilience and perseverance.
- Increase Overall Success & Well-Being – Improve student outcomes across subject areas and increase their sense of belonging and engagement in the learning community, contributing to overall wellness.
- Prepare Students for Future Growth – Provide daily opportunities to build communication, reasoning, and problem-solving skills, laying a strong foundation for success in future grades and life beyond school.

Morfee Elementary School
School Plan Student Success 2025/2026

If literacy improvement was being demonstrated at the highest level in our context, you would observe

PART 1: What would we observe STUDENTS (S) DOING and DEMONSTRATING?	PART 2: What would EDUCATORS (E) be DOING and DEMONSTRATING to make this happen for EACH student?	PART 4: What would LEADERS (L) be DOING and DEMONSTRATING to ensure this happens in each classroom?
S1. Students actively engaged with texts (reading quietly, reading with partners, or participating in discussions). S2. Students using comprehension strategies (making predictions, summarizing, visualizing, asking questions). S3. Students sharing ideas with peers and showing increasing independence in reading choices and responses. S4. Student growth in fluency and comprehension visible through oral reading, written responses, and classroom displays.	E1. Direct, explicit reading instruction with clear learning intentions and success criteria posted. E2. Modelling strategies through read-alouds and think-alouds to make thinking visible. E3. Instructional groups formed based on assessment data (DIBELS, running records, anecdotal notes). E4. Positive reading culture visible – classroom libraries well-used, student work displayed, and achievements celebrated.	L1. Administrators present during literacy instruction, engaging in non-evaluative observations. L2. Leaders meeting with staff to discuss assessment results and next steps for instruction. L3. Collaboration time scheduled and used productively for planning literacy strategies and sharing best practices. L4. School-wide literacy initiatives visible in hallways, newsletters, and assemblies (reading challenges, book fairs, events).
PART 3: What are the types of TASKS/ASSESSMENTS (T) would we see in a classroom?		
T1. DIBELS and running records. T2. Sight words, phonics, and writing activities. T3. Read alouds and DEAR (Drop Everything and Read) time. T4. Comprehension questions and progress tracking		

Morfee Elementary School
School Plan Student Success 2025/2026

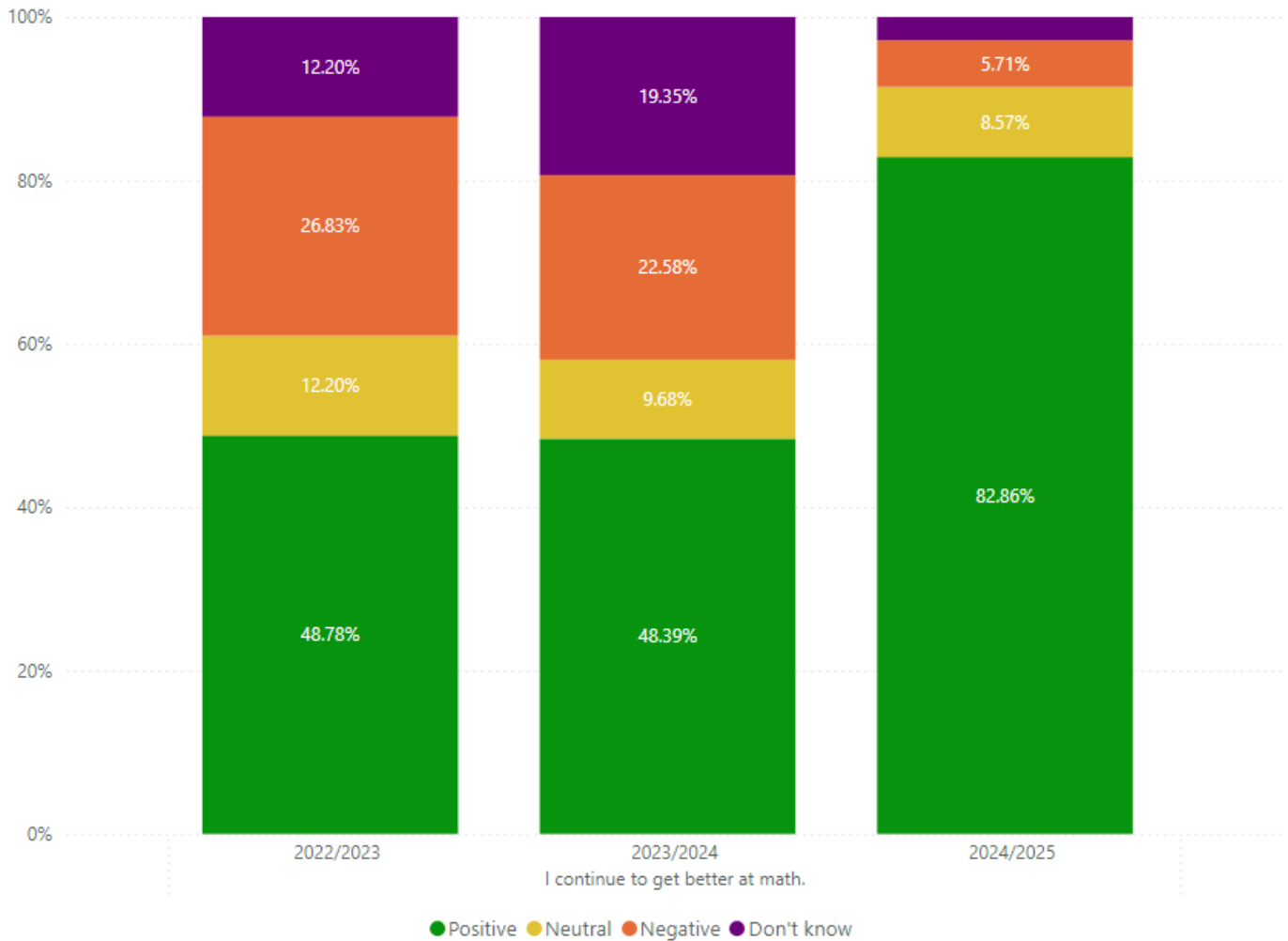
If numeracy improvement was being demonstrated at the highest level in our context, you would observe

PART 1: What would we observe STUDENTS (S) DOING and DEMONSTRATING?	PART 2: What would EDUCATORS (E) be DOING and DEMONSTRATING to make this happen for EACH student?	PART 4: What would LEADERS (L) be DOING and DEMONSTRATING to ensure this happens in each classroom?
S1. Students actively engaged in math tasks using manipulatives, visual models, and hands-on activities. S2. Students using precise math vocabulary to explain thinking and justify solutions. S3. Student collaborating with peers, sharing multiple strategies, and persevering through challenging problems. S4. Student growth in confidence and conceptual understanding visible through student talk, work samples, and assessment results.	E1. Explicit modelling of math concepts with clear learning intentions and step-by-step demonstrations. E2. Differentiated tasks provided to meet diverse student needs and encourage problem-solving. E3. Instruction guided by assessment data (SNAP, unit tests, anecdotal notes) to inform grouping and next steps. E4. Encouragement of critical thinking and multiple solution paths, celebrating different ways to solve problems.	L1. Administrators present in classrooms during math instruction, observing and encouraging effective practice. L2. Leaders facilitating collaboration time for staff to review student work and co-plan math lessons. L3. Math assessment data reviewed regularly with staff to track growth and target support. L4. School-wide emphasis on problem-solving and numeracy culture visible (math walls, challenges, assemblies).
PART 3: What are the types of TASKS/ASSESSMENTS (T) would we see in a classroom?		
T1. SNAP math and Math Minute checks T2. My Math Path tasks and goal tracking T3. Hands-on, play-based challenges T4. Problem-solving scenarios requiring multiple strategies		

Morfee Elementary School
School Plan Student Success 2025/2026

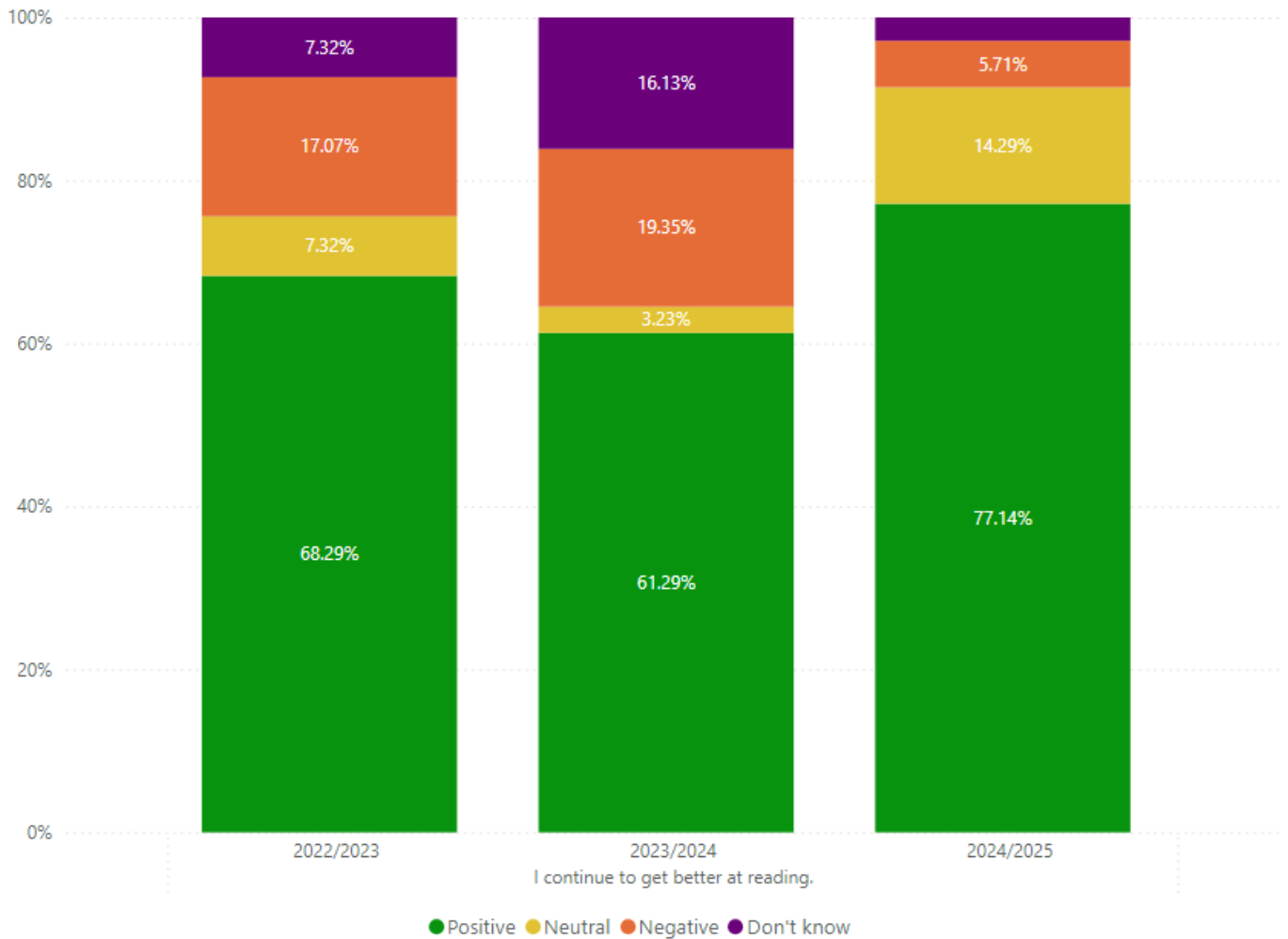
Student Learning Survey Data:

I continue to get better at math.



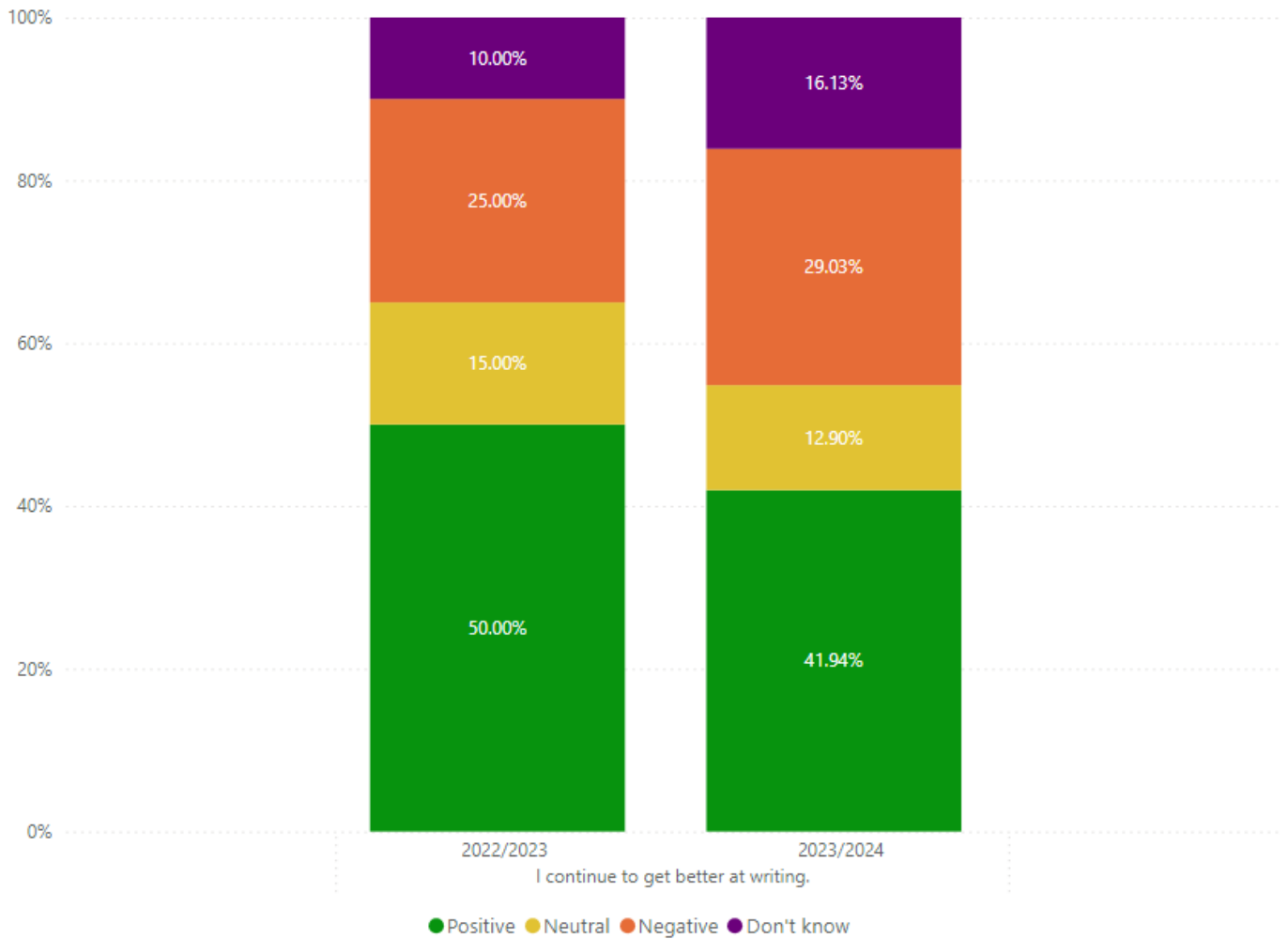
Morfee Elementary School School Plan Student Success 2025/2026

I continue to get better at reading.



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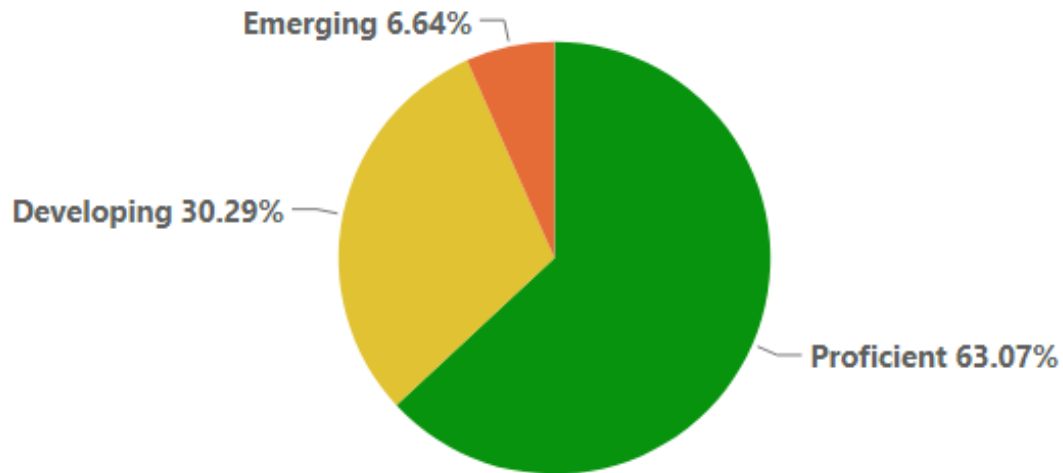
I continue to get better at writing.



Morfee Elementary School
School Plan Student Success 2025/2026

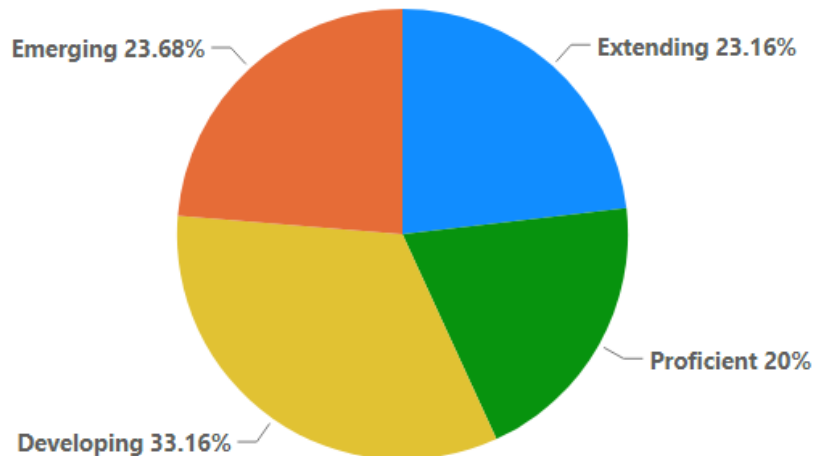
Numeracy (SNAP Math) Data:

2024/2025 Numeracy Results (Morfee Elementary, Term 3, Standard)



Literacy (BAS) Data:

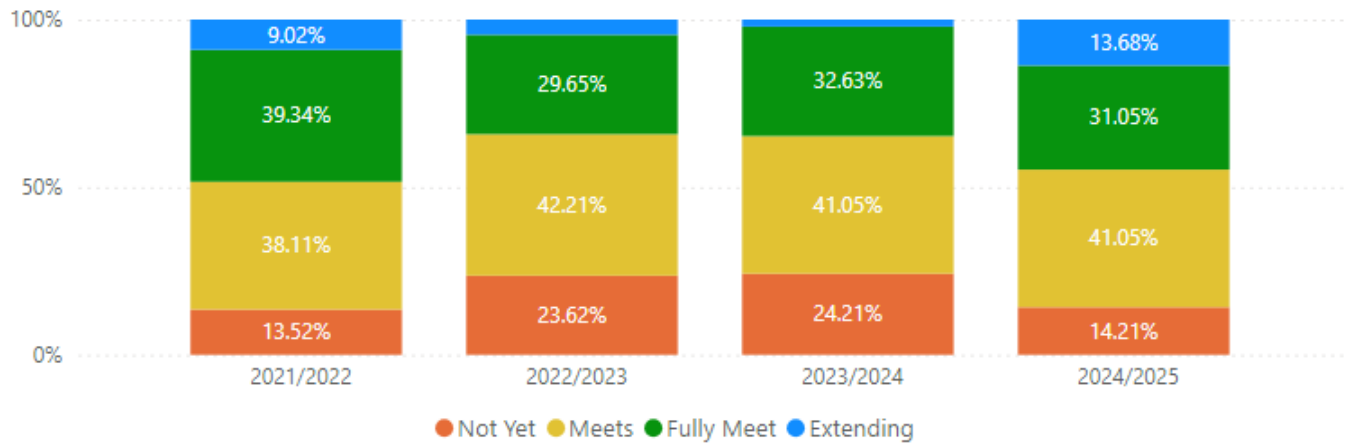
2024/2025 Literacy Results (Morfee Elementary, BAS, Term 3)



Morfee Elementary School
School Plan Student Success 2025/2026

Writing Snapshot Data:

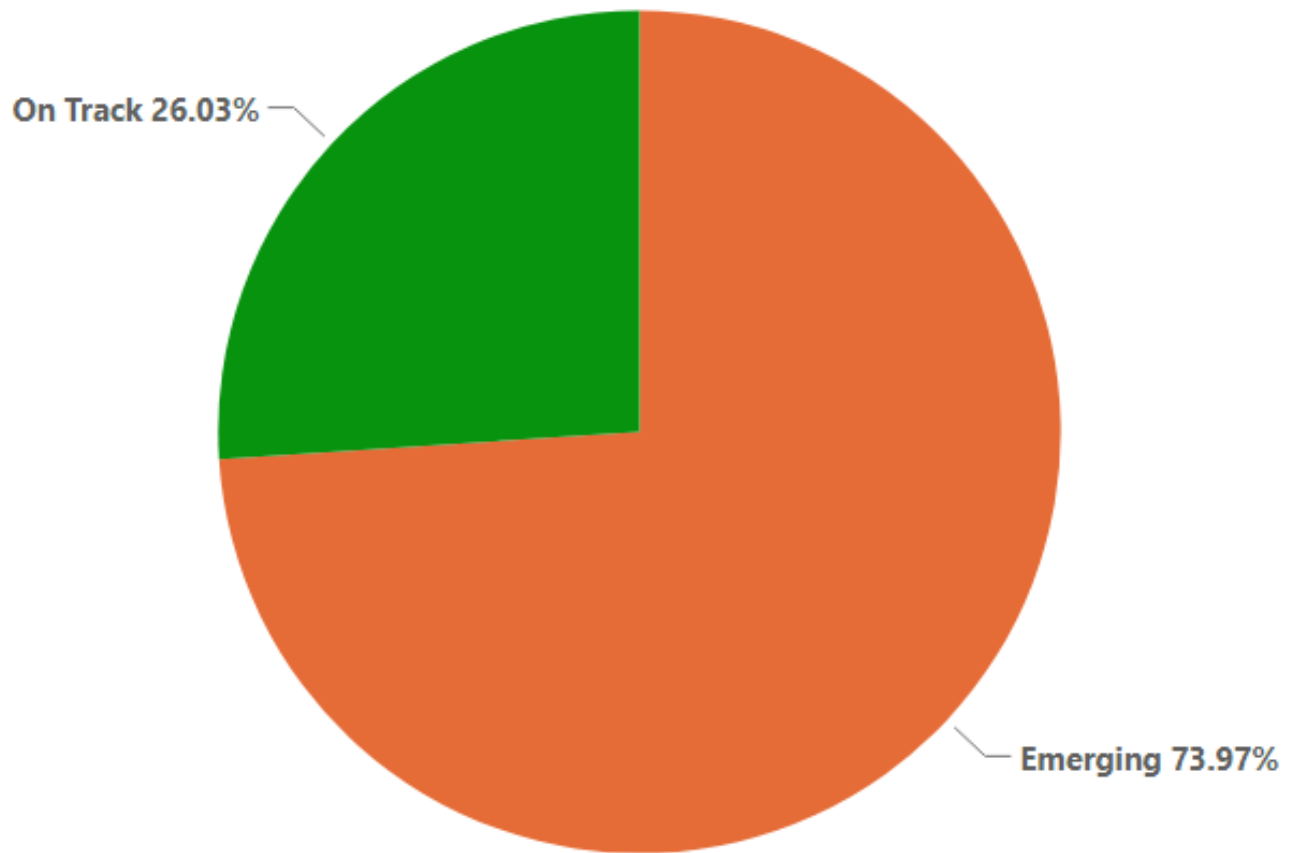
Writing Snapshot Trend (Morfee Elementary, Term 3, Standard)



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School Plan Student Success 2025/2026

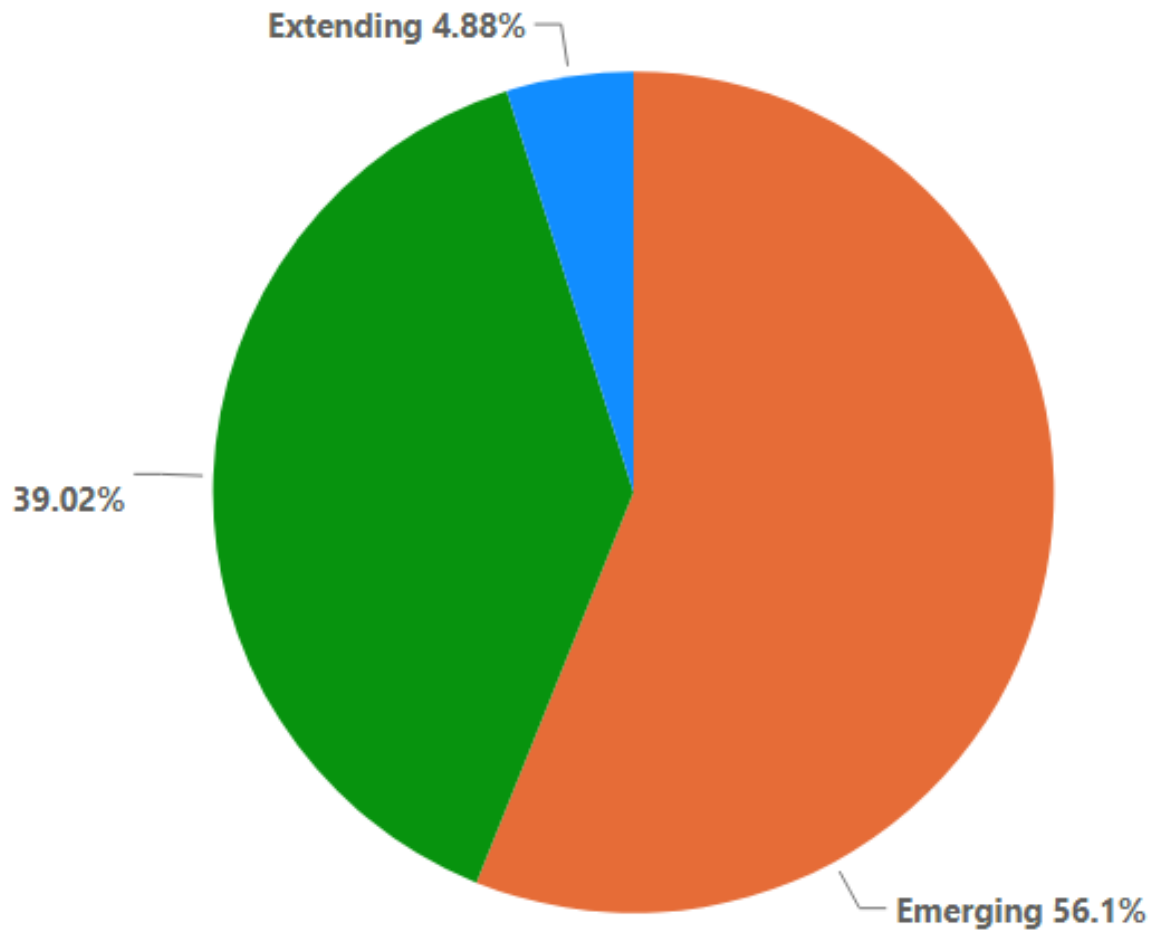
Current FSA Results:

2024-2025 FSA Numeracy Morfee Elementary, Grade 4



***Morfee Elementary School
School Plan Student Success 2025/2026***

2024-2025 FSA Literacy Morfee Elementary, Grade 4



Morfee Elementary School
School Plan Student Success 2025/2026

Summary and Reporting

Our School Plan will be reviewed annually through a collaborative engagement process with staff, students, parents, and the McLeod Lake Indian Band. Progress and next steps will be communicated at key points throughout the year.

- **Staff** will review goals, data, and strategies during staff meetings and professional learning sessions.
- **Students** will be updated through classroom discussions, assemblies, and leadership opportunities where they can share feedback.
- **Parents/Guardians and Community** will receive updates at PAC meetings, in newsletters, and at school-wide events.

Timeline

- **Fall:** Share school goals and strategies with staff, students, and families.
- **Mid-year:** Provide an update on progress and areas for adjustment.
- **Spring:** Conduct a full review of data and strategies with staff and community input.
- **Year-end:** Report achievements, areas for improvement, and revised goals for the following year.

This continuous improvement cycle ensures regular data review, collaboration, and adjustments so that strategies remain responsive to student needs and aligned with District Directions.