

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: McGirr Elementary

Principal: Robbie Dhillon

Our Story/Our Learners

McGirr Elementary serves learners from Kindergarten to Grade 7 in Nanaimo Ladysmith Public Schools. Our students bring a range of strengths, identities, cultures, interests, and ways of learning to our school community. We are committed to creating an inclusive and equitable learning community where every student can thrive.

McGirr is situated on the traditional territory of the Snaw-naw-as First Nation. Guided by the Syeyutsus Reconciliation Framework, JEDI principles, we understand that learning is holistic and connected to belonging, relationships, language, culture, and identity.

We are working to ensure students feel welcomed, valued, safe, and able to participate with dignity and respect. While also looking closely at the development of number sense and numeracy skills to improve student access to multiple pathways for success. We are doing this with particular attention to the impact of our efforts on priority populations who may experience an increased number of barriers to numeracy success and belonging.

In the 2024-2025 Student Learning Survey data, school-based observations, and participation data, students in Grades 4-7 show a decreased sense of belonging as they moved through the intermediate grades. This trend is of particular concern for Indigenous learners, students with diverse needs, and other priority populations.

These students may be less likely to feel welcome, safe, connected to caring adults, or able to participate fully in school life. This matters because student wellness and learning are deeply connected. When students experience a safe, equitable, and responsive learning environment, they are more likely to engage, build positive relationships, and experience academic, and social-emotional growth.

In 2024-2025 report card numeracy data and FSA numeracy results, intermediate Indigenous learners are showing lower numeracy success rates than non-Indigenous learners, particularly on numeracy tasks requiring number sense, problem solving, and flexible strategy use. This means students may leave elementary school with gaps in foundational numeracy skills, which can limit confidence, engagement, and future pathways as math becomes more abstract in secondary school.

This matters because strong numeracy skills support access to future learning, graduation pathways, and post-graduation options. A safe, equitable, and responsive numeracy environment requires intentional instruction, culturally responsive practice, and multiple ways for students to represent, explain, and apply mathematical thinking.

School Goal #1

Board Goal:

Student and Employee Wellness

Board Objective:

Increase the number of students who feel welcome, safe and have a sense of belonging in their school.

Focused Improvement Goal:

By June 2027, McGirr will increase the number of Grade 4-7 students who feel welcome, safe, and have a sense of belonging, with a specific focus on Indigenous learners, students with diverse needs, and other priority populations.

This aligns with the NLPS Strategic Plan goal to increase the number of students who feel welcome, safe, and have a sense of belonging. It also supports the district vision of an inclusive and equitable learning community where every individual thrives, and the mission of creating multiple pathways to success within safe, equitable, and responsive learning environments.

Implementation Plan:

School-based Action	Strategy Type
Normalize low-barrier food security and financial supports so students and families can access support without stigma.	Universal
Identify students who report low belonging or low connection and ensure each has at least two intentional adult connections at school.	Targeted
Create structured peer connection opportunities, including buddy classes, student leaders at recess, interest-based lunch groups, clubs, and social groups.	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Student Learning Survey belonging data	Review when provincial data is available; compare Grade 4 to Grade 7 trends and disaggregate for priority populations.
Participation in clubs, groups, leadership, lunch activities, and targeted check-ins	Monthly review by grade and priority population; discuss trends at support team and staff check-ins.

Ongoing Engagement:

Students via class and individual conversations. School staff including indigenous education staff, ISTs and EAs - observations gathered at meetings and support team check-ins. Families/caregivers at IEP meetings and other meetings as necessary. PAC via meetings and newsletters.

School Goal #2

Board Goal:

Student Success

Board Objective:

Increase numeracy success rates for all.

Focused Improvement Goal:

By June 2027, McGirr will increase numeracy success for intermediate students, with a specific focus on Indigenous learners. Students identified currently as Emerging or Developing will show growth on common numeracy tasks, report card evidence, and/or FSA data. This aligns with the NLPS Strategic Plan goal to increase numeracy success rates for all students. It also supports the district vision of an inclusive and equitable learning community where every individual thrives, and the mission of providing multiple approaches and pathways to success within safe, equitable, and responsive learning environments.

Implementation Plan:

School-based Action	Strategy Type
Grade 2-7 teachers will collaborate to plan and co-teach numeracy lessons using a concrete-pictorial-abstract progression.	Universal
Teachers will intentionally use beaded number lines, manipulatives, visuals, and math talk routines to strengthen number sense and flexible strategy use.	Universal
Students who are Emerging or Developing in numeracy will receive targeted small-group support focused on foundational number sense and problem solving.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Report card numeracy proficiency data	Review at each reporting period; disaggregate for Indigenous learners and other priority learners.
FSA numeracy results for Grades 4 and 7	Review annually when data is available; compare school trends and equity gaps over time.

Ongoing Engagement:

Students through student math reflections. Teachers and EAs (enrolling and non-enrolling) through collaborative planning. District numeracy staff for support once we begin to identify needs.