



School: Aboriginal Education Department

Principal: Kirsten Urdahl-Serr

Director/Assistant Superintendent: Shannon Derinzy

## A. Goal (One goal per page)

To be more effective in the support of our targeted students and for the purposes of our work in schools, the Aboriginal Education Department will define the indirect and direct supports offered students and their families.

## B. Rationale

With the increase in student enrollment, the department staff has expanded, which has situated support workers in fewer schools. As a result, workers are more connected to school staffs and are able to offer support for their caseload students on a more consistent basis. At the same time, teaching staff have also expanded and are more often responding to requests from classroom teachers to support planning to embed Indigenous perspectives in their teaching. Within a short period of time, there have been substantial changes to the work flow of members of the department. As well, the rapid expansion of staff has brought new members to our team. To be more effective as a department, we have set a goal to define direct and indirect supports we offer students and families so all members of the department are on the same page, to be more effective in the time we offer students, and to be able to communicate to schools and district personnel supports, which will result in an improved understanding of individual and collective responsibilities.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Through department and zone meetings, we have reviewed previous work that attempted to define roles, but was abandoned for a variety of reasons. We have updated the previous model we were working with to include new insights developed through conversations over the past year and continue to work on a model that will represent the supports offered by the Aboriginal Education Department so that all department members have an opportunity to have their input represented in the rough draft.

- Growth Plan Committee (spring 2021)
- Prepare a visual representation to define our roles within our schools, department, and district
- Share draft with HR and senior team to receive feedback
- Compose final draft to share with stakeholders

## D. Evidence / Data (How will you measure success?)

A model will be prepared and shared with schools and the community to communicate the direct and indirect supports the Aboriginal Education Department offers students and families. Staff will report that they can communicate the direct and indirect supports our department offers to school and district staff, community members, and families.

Principal:

Superintendent:

Board Chairperson:

Date:

09/08/2020



School: Aboriginal Education Department

Principal: Kirsten Urdahl-Serr

Director/Assistant Superintendent: Shannon Derinzy

## A. Goal (One goal per page)

The staff of the Aboriginal Education Department will improve in their ability to support students in their social emotional learning.

## B. Rationale

An ongoing goal in our enhancement agreement is to cultivate a culture of connection and belonging for our students. We have noticed over the past few years that students are being impeded from creating these connections due to a variety of barriers that include mental health needs. These observations have been substantiated through our conversations with the Aboriginal Education Advisory Committee, Elders' Committee, and data sources (student learning survey, EDI, MDI). This has resulted in including a mental health goal in our 2020 enhancement agreement. As such, the department has recognized the need to improve our understanding of supporting the social and emotional needs and learning of our students.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Identify training opportunities for all Aboriginal Education Department staff to improve their understanding of mental health and strategies to support students\*, collaborate with community providers to create a directory of community resources that families can be referred to when seeking assistance, identify a bulletin board in each school dedicated to Aboriginal Education to connect families to our department, create handouts identifying community-based resources families can connect with, and work with school based admin teams to locate secure spaces for AbEd staff to situate themselves to create consistent place to connect with students.

\*For 2020-21: Work with Safe and Caring Schools staff to book training to align with scheduled Pro-D days and provide training for staff on protecting themselves from vicarious trauma.

## D. Evidence / Data (How will you measure success?)

Staff will report they are feeling more equipped to support students in their social and emotional needs and that they have an improved understanding of the supports available to families in our community.

Principal:

Superintendent:

Board Chairperson:

Date:

09/08/2020



School: Aboriginal Education Department

Principal: Kirsten Urdahl-Serr

Director/Assistant Superintendent: Shannon Derinzy

## A. Goal (One goal per page)

The Aboriginal Education Department will focus our efforts on ensuring students and families feel connected to their school community at key transitions.

## B. Rationale

Identified as a ongoing goal in our enhancement agreement is being able to support our students in their post secondary planning and transition to life beyond secondary school. We have noticed over the past few years that students are experiencing challenges at other times in their school journey. These observations have been substantiated through our conversations with the AbEd Advisory Committee, Elders' Committee, and data sources (student learning survey, EDI, MDI, grade to grade transition rates, and graduation data). This has resulted in expanding transition goal in our 2020 enhancement agreement to include transitions for grades K-1, 7-8, 9-10, and graduation program years. As such, the department has recognized the need to focus our efforts on students during these key transition years and to identify the role our new transition teaching position will play in this enhancement agreement and departmental goal.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

See Goal 1 to define direct and indirect supports offered by staff of AbEd — the role of the transition teacher will be included in this process. Key transitions (grades K-1, 7-8, 9-10, and graduation program years) have been identified as grade transitions the newly created transition teaching role will be responsible for providing additional supports. These supports will be shared with the department to ensure we have created an annual action plan associated with key times in the school year (for example, and not limited to: grade 7-8 transition meetings, class placements, communication plan with site-based support staff, etc). As a department, we will evaluate our annual plans to connect students through field trips and events to consider additional opportunities we could offer for connection to cultivate a sense of belonging. To support communication and key district tasks (ie field-trip forms, Grade 8 enrollment), provide opportunities for parents to access parent portal.

\*Unfortunately COVID-19 protocols will limit much of this planning. AbEd staff are creatively planning remote opportunities to meet this goal. Leadership activities have been actively initiated in two secondary schools and one elementary school to pilot possible ways to authentically create connections within schools and between schools.

Training opportunities will be planned for 2021-22 for staff to learn strategies to engage students and their families in their school community such as the Family Centered Skills Integration workshop offered by SD42 Safe and Caring Schools and Douglas College.

## D. Evidence / Data (How will you measure success?)

We will notice our students are more connected to their school communities (reduction in absences, comments by students, connections to friends through structured and informal opportunities) and these same students will report they feel supported by and connected to the staff of the Aboriginal Education Department.

The student learning survey, EDI, MDI, grade-to-grade transition rates, and graduation data will show improvement over the next three years.

Principal:

Superintendent:

Board Chairperson:

Date:

09/08/2020



**School:** Albion Elementary  
**Principal:** Tanya Dailey  
**Assistant Superintendent:** David Vandergugten

## A. Goal or Inquiry Question

Literacy: How do we continue to support our students to become successful readers and writers?

## B. Rationale

In review of the Spring 2020 student grade cohort district assessment data, we noticed that about 32% to 40% of our primary students continue to fall within the NYM/MM categories in reading and writing. It also clearly showed us that as the students enter the intermediate grades, this deficit remains, and the percentage of upper intermediate students NYM/MM in both reading and writing is just increasing.

## Action Plan (List specific actions, school level and district level resources or structures used)

- During class reviews, review literacy data of individual students to be shared with CT. Discussions to occur between the CT and ST to ensure that there are learning plans that focus around those students who are NYM or MM expectations in reading and/or writing.
- Continue to support teachers in developing strategies to meet the inclusive needs of all their students
- Use of writing rubrics and performance standards to consistently assess students work
- Begin to build program consistency and continuity that specifically address deficits in reading and writing
- Work with Aboriginal education teacher and ASW to further support at-risk students
- Create a culture of thinkers using the book Powerful Understanding by Adrienne Gear
- Provide the reading intervention program Reading Simplified for our students who are really at risk
- Provide professional development around the topics of reading and writing
- Support literacy centers/Daily Five
- Expand classroom libraries
- Provide "book tasting" events to help kids expand their interests and awareness of what literature is available to them
- Provide virtual author/visits to the students
- Provide technology for those with written output difficulties
- Continue to provide students with lots of choice around reading
- Create student writing portfolios
- Continue with IRA and EPRA in fall and spring
- Provide students with time to just write
- School Growth Plan discussions at staff meetings around inclusive practices of teaching reading and writing (share information from school team discussions)
- Parent education about reading and writing and how to support these at home
- Have staff provide virtual read-alouds that families could log into

## C. Evidence / Data (How will you measure success?)

- District Assessment Data

**Principal:**

Tanya Dailey

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Albion Elementary  
**Principal:** Tanya Dailey  
**Assistant Superintendent:** David Vandergugten

## A. Goal or Inquiry Question

Social Emotional Learning: How do we support the well-being of our students and staff this year?

## B. Rationale

Given the current pandemic and the results of our MDI data indicating that a high percentage of students do not have the absence of worries, we felt that the well being of our students and staff was where we needed to focus our attention this year.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Support the use of Social Emotional Learning (SEL) programs in the classrooms: Mind Up, Roots of Empathy, Zones of Regulation, WITS
- Professional development and resources to support the Mind Up program
- Educating parents about childhood anxiety — guest speakers, newsletters, PAC meeting
- Work closely with the youth and child-care worker and school counsellor
- Continue to incorporate mindfulness practices into monthly assemblies and all meetings
- Have students self-reflect more regularly on the core competencies
- Incorporate brain breaks and body breaks into the daily schedule
- Guest speakers from Family Development Center to come in and work with the students on the topics of anxiety and building resiliency
- Weekly conversations with SBT to share and discuss students who are struggling emotionally
- Increase amount of play time outside
- Staff book club Kids These Days by Jody Carrington
- Application for staff SELO grant for virtual yoga
- Share self-care strategies in the staff weekly memo
- Staff exercise group meeting in gym after school
- Self-care discussed at monthly staff meetings
- Virtual opportunities for staff to attend virtual social workshops (sign painting, guest speakers)

## D. Evidence / Data (How will you measure success?)

Attendance of students and staff  
 MDI and Student Learning Survey  
 Staff and student interviews

**Principal:**

Tanya Dailey

**Superintendent:**

**Board Chairperson:**

**Date:**



School: Alouette Elementary

Principal: Donna Servant

Director/Assistant Superintendent: Mike Scarcella

## A. Goal (One goal per page)

We want to explore ways to improve literacy outcomes in the following areas:

1. Student transition from grade 3 to 4.
2. Boys at all grade levels.
3. Intermediate grades

## B. Rationale

MDI data shows that less than 50% of children in grade 4 and 7 are reading for fun after school (30 minutes or more). Our portal data (based on performance standards) shows significantly lower scores for boys than girls at every grade level. Furthermore, there is a decrease in reading scores from primary to intermediate. Children begin to enjoy reading when they can make connections and identify with the characters and text. We want to explore how to help these targeted students identify as readers so they want to read more often and ultimately, improve their literacy scores.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Targeted intervention where teachers, support and librarian work one-on-one reading daily with specific students.

Participation in district literacy initiatives that offer funds for new classroom libraries.

Grade 3 teachers joining Literacy Inquiry Project.

Invest in more high interest low level books

Book chats with teachers (1 to 1)

Building a positive culture at the school around reading (regular "drop everything and read" events, reading in line-ups and considering new initiatives at staff meetings).

## D. Evidence / Data (How will you measure success?)

Portal summative data (performance standards assessments)

Middle years Development Instrument

Library data

Principal:

Superintendent:

Board Chairperson:

Date:



School: Alouette Elementary

Principal: Donna Servant

Director/Assistant Superintendent: Mike Scarcella

## A. Goal (One goal per page)

Focus on the well-being of our students, staff and families; ensuring they feel safe, supported, and connected to a caring community during this time of pandemic.

## B. Rationale

Research has demonstrated the many negative effects of school closures on child well-being. The summary at the link below (p. 21) provides a concise list. we need to take care of everyone in our community and create a sense of calm, order and structure to gain the confidence of all our families and staff. This is a year to focus on health and safety for all and a return to normalcy for our children. [http://www.bccdc.ca/Health-Info-Site/Documents/Public\\_health\\_COVID-19\\_reports/Impact\\_School\\_Closures\\_COVID-19.pdf](http://www.bccdc.ca/Health-Info-Site/Documents/Public_health_COVID-19_reports/Impact_School_Closures_COVID-19.pdf)

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Slow down the pace of the day by decreasing transitions. We have scheduled one long prep block and one long PE block each week (rather than two blocks as was done in the past).  
Instructional lunches have allowed staff to enjoy a 40-minute calm lunch break.  
Two recesses and two lunches have provided wide open spaces with less crowding and much less chaos. More time outside to play and learn to resolve conflicts.  
Teach and highlight the importance of nutrition, sleep and exercise in addition to the many layers of health & safety protocols.  
Share out information at staff meetings about health and well-being.

## D. Evidence / Data (How will you measure success?)

Middle Years Development Instrument  
Tally of social emotional incident records and office referrals  
Attendance data and transition of our learners to return to full-time instruction  
Conversations with staff about tone and climate of our school. This is done intentionally at monthly staff meetings.

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Alexander Robinson Elementary  
**Principal:** Adam Stanley  
**Assistant Superintendent:** David Vandergugten

## A. Goal

Goal 1: To promote and improve agency and self-care amongst staff and students. We want to empower members of our school population to make sound individual and collective choices that have a positive impact on their own emotional equilibrium and that of the greater community.

## B. Rationale

This is a third-generation evolution of a goal that started as 'Culture and Climate'. It was sharpened to 'Student Agency' last year and was interrupted by COVID-19. In this latest revision, it has a broader focus to benefit our entire school community as it tries to come to terms with the new normal. In essence, this pursues the development of a growth mindset, in which we build capacity, resilience, and compassion for our staff and families. We examine how these qualities can thrive in times when we face adversity. Agency, as a reflective awareness of self, is a basic building block of active, healthy, and positive communities.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Our staff has created a self-care leadership group to steward this goal throughout the year. They will meet regularly to look at strategies for staff and student well-being. Monthly themes and virtual presentations, frequently aligned with the district SEL calendar, will help us to maintain a cohesive strategy throughout the year. Such highlighted thematic elements will evoke the ethic of self-care and resilience in our school community. The intention is to include our families in this effort as we navigate this challenging year. Some themes include positive growth mindset, self-awareness, mindfulness, boundary-setting, and establishing reasonable expectations for ourselves.

## D. Evidence / Data (How will you measure success?)

We will be able to catalogue all of the themes and initiatives that have been undertaken as a result of this goal, and survey both staff and students as to the utility of each. As the experiences of agency and self-care are intrinsically subjective, we will be gathering qualitative data. Regarding the students' perspective, we should be able to correlate our end-of-year findings with the relevant indices of the MDI and Student Learning Survey to provide targeted data for analysis.

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Alexander Robinson Elementary  
**Principal:** Adam Stanley  
**Assistant Superintendent:** David Vandergugten

## A. Goal

Goal 2: To promote and improve achievement in literacy for students/breadth of tools and strategies for staff and parents.

## B. Rationale

Literacy is a continuation of our previous goal. It is aligned with core competencies and district policy, and recognizes the demonstrable importance of oral and written literacy skills to future success.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

We will continue to work on the mentorship of new staff with the help of our district helping teacher and focus on the Early Primary Reading Assessment (EPRA), Intermediate Reading Assessment (IRA), enhancement of resources, and investments in hardware and software to support this goal. We will continue upgrading our library and reading room, including the further expansion of authentic Indigenous materials and high-interest media. In cooperation with our PAC, we have purchased RAZ Kids subscriptions for all of our primary students and any intermediates who require extra support. As a staff, we have devoted our school-based Pro-D days to working on literacy and the interpretation of performance standards to guide our practice. The support staff will be correspondingly working on the reading simplified program with Denise Upton as part of an integrated and interdisciplinary approach to reading intervention.

## D. Evidence / Data (How will you measure success?)

Measurable indicators of success can be obtained by tracking performance standard trends in student achievement information such as garnered from the Ministry of Education's Student Learning Survey, the EPRA, and IRA. In addition to this, we are able to measure voluntary reading through the tracking capacity of RAZ Kids. We also plan to work this year on the introduction of a qualitative component to our analysis. This aspect will grow out of our teachers' three-way conferences in the fall and spring.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Blue Mountain Elementary

**Principal:** Laureen Hickey

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (One goal per page)

To improve student literacy, focussing on enjoyment of reading. The goal is to build engagement, motivation and joy in reading using ideas from reading experts of Faye Brownlie, Leyton Schnellert, Learning Helping teacher Denise Upton and from leading literacy research.

## B. Rationale

Several staff members attended and were impacted by Faye Brownlie and Leyton Schnellert's reading workshops last school year and this school year. The research brought forward strongly highlighted the correlation with enjoyment of reading and reading success. Staff identified modeling texts, invitations, sharing a wide range of texts, providing choice, encouraging partner talk, small groups, and class sharing about books as topics that would address student enjoyment of reading. Our helping teacher Denise Upton has scheduled visits with classroom teachers to expand on student enjoyment of literature as well as building motivation and engagement with the program Reading Simplified. In addition, looking at previous years of students not yet meeting in reading, along with feedback from teachers, staff noted they wanted to put a concerted effort into assisting students not yet meeting expectations in reading. Reading Simplified.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

The BME Literacy Committee will introduce, use, and provide feedback on these components of encouraging student enjoyment of literature, modeling texts, invitations, sharing a wide range of texts, providing choice, encouraging partner talk, small groups, and class sharing about books. Our helping teacher Denise Upton has scheduled visits with classroom teachers to expand on student enjoyment of literature as well as building motivation and engagement with the program Reading Simplified.

## D. Evidence / Data (How will you measure success?)

Anecdotal surveys with students, staff, and parents. EPRA, IRA, data from School Reading Assessment Portal Reports and Reading Simplified data.

**Principal:**



**Superintendent:**



**Board Chairperson:**



**Date:**

Nov. 26, 2020



**School:** Blue Mountain Elementary

**Principal:** Laureen Hickey

**Assistant Superintendent:** David Vandergugten

## A. Goal

Social Emotional Goal: To create a meaningful school wide community through multi-grade groups (Wolf Packs)

## B. Rationale

Blue Mountain Elementary has been for many years a small- to medium-sized school. Now that BME is at about 300 students, staff, parents and the older students report that what is missed is "the smaller school feel," whereby older students knew younger students and staff knew almost every student's name. The staff aspire to regain the community and family atmosphere of the school by creating multi-age groups to meet twice a month around themes related to Social and Emotional Learning (SEL) and the new redesigned curriculum. With the MDI data, staff noted much higher numbers in the category of low self-regulation compared to the school district average, high levels of anxiety, and high numbers of absences of sadness.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Staff will meet to create eight Wolf Packs (classes of 36 to 37 students) with two staff members per Wolf Pack. Wolf Pack Planning Committee will meet monthly to review and create lessons for the Wolf Pack sessions centred around SEL, hands-on learning, and the redesigned curriculum. The School Growth Plan budget will be utilized to fund materials and supplies for the Wolf Packs. The Feb. 13th Pro-D day will be allotted for planning and assessing the Wolf Packs.

## D. Evidence / Data (How will you measure success?)

- Survey data from the staff and students will be created and administered twice in 2021. (January 28th and June 17th), MDI data.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



School: Continuing Education/Connected Learning Community  
Principal: Jeff Curwen  
Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

Goal 1 of 2: Secondary Innovation

- a.) Review our online, face-to-face, and blended learning practice.
- b.) Examine, refine, and develop our current teaching and assessment practices to ensure alignment with the re-designed provincial curriculum.

## B. Rationale

CE/CLC supports a diverse student population. As a staff, we value choice for all learners that allows for equity of access to programs and honours learner diversity. We are responsible for supporting the learning of all individuals in our schools and we value choices for all learners, equity of access to all programs, and a holistic approach to learning, all of which are made possible and supported in the redesigned curriculum.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

School budgets and staffing structures are organized to support CE and CLC teacher access to professional development resources (either individual staff accounts or school memberships in a number of professional organizations and forums: Western Canadian Learning Network (WCLN); BC Distributed Learning Administrators Association (BCDLAA); BC School District Continuing Education Directors Association (BCSDCEDA); various teacher professional groups including teachers of Adult Learners and Corrections Teachers.

## D. Evidence / Data (How will you measure success?)

- Regular agenda item for both staff meetings and school committee meetings
- Survey of CLC/CE students measuring satisfaction, user experience, and engagement with courses
- Survey of CLC/CE teachers measuring job satisfaction, professional experiences, and areas for growth
- Creation of documents outlining evolution of individual courses

Principal:

Jeffrey  
Curwen

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Superintendent:

Board Chairperson:

Date:

11/27/2020



School: Continuing Education/Connected Learning Community

Principal: Jeff Curwen

Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

Goal 2 of 2: Social and Emotional Learning (School Culture & Climate)  
Build a positive and supportive learning environment for both students and staff.

## B. Rationale

Similar to a typical school setting, Community Education/Connected Learning Community celebrates the diversity of our population within our school community. Recognizing that our learners come to us from both within and outside of School District 42, we seek meaningful connections and collaborations with other secondary schools and learning communities.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Riverside Centre application for Adult Social Emotional Learning grant (SELO) for Learning Opportunities for Social Emotional Learning support and growth.
- Strike a committee to explore ways to build a positive and supportive learning environment for students and staff in the context of an adult learning centre.
- Access school-based professional development resources for compassionate systems books and resources for teachers based on the work from Peter Senge and Mette Boell

## D. Evidence / Data (How will you measure success?)

- Pre and post survey data from students and staff at Continuing Education and Connected Learning Community.
- Feedback received from students and staff at CE and CLC through both formal and informal settings.

Principal:

Jeffrey  
Curwen

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Superintendent:

Board Chairperson:

Date:

11/27/2020



School: čəsqənelə Elementary

Principal: Jon Wheatley

Director/Assistant Superintendent: David Vandergugten

## A. Goal (One goal per page)

### Goal 1: Fine Arts

To develop a school community with multiple fine-arts opportunities for children to learn to love acting, music, song, and dance.

## B. Rationale

A vibrant fine arts program helps to create a positive school community and allows many children to showcase talents beyond academics. Our school name (č əsqənelə) and the school design were created in consultation with local Indigenous Elders. Our staff would like to acknowledge this important connection by continuing to celebrate Aboriginal beliefs and history. There are many fine-arts opportunities that can be developed using this Aboriginal connection.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Provide students with a wide range of Fine Arts opportunities such as Aboriginal drumming, presentations at virtual gatherings, and song/story writing workshops
- Invite local Aboriginal presenters to share their expertise with students (virtual during COVID-19)
- Incorporate Indigenous ways of learning and doing within our classrooms and school activities when possible. For example, a greater instructional emphasis upon place-based learning, instructional connections with the land/local community, and community building activities.

## D. Evidence / Data (How will you measure success?)

- Multiple fine-arts opportunities available to students within classrooms and school wide.
- Students will report a strong sense of belonging and connected to the school on survey measures (i.e. school survey, MDI, Student Learning Survey)

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** česqənele Elementary School

**Principal:** Jon Wheatley

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (One goal per page)

Reading Goal: To improve all students' reading skills.

## B. Rationale

Student reading skills are the single biggest indicator of future academic success. We want to ensure that all of our students have the best opportunity possible to become independent and fluent readers.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Development of celebrations and other opportunities to promote a love of reading.
- Targeted reading intervention structures for at-risk readers
- Ongoing professional development to further develop our collective understandings, and school structures, around how to best foster students' love of reading and reading acquisition
- Use of volunteers and noon-hour supervisors — again post COVID-19 — to maximize students' daily reading opportunities
- Increase reading opportunities to read (ie opening of school library before school (post COVID-19))

## D. Evidence / Data (How will you measure success?)

- Use of reading benchmarks and other reading information to support student reading growth
- Year-end reading results from the district's BC Performance Standards assessment.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** čəsqənele Elementary School

**Principal:** Jon Wheatley

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (One goal per page)

### Social Responsibility Goal:

To create a school community where everyone feels safe and valued. To develop a school built upon a relationships first philosophy that emphasizes powerful staff-student relationships and attachment-aware instructional practices.

## B. Rationale

Children learn best when they are in a safe learning environment with powerful and positive adult-student relationships. There is significant staff and expertise in the area of social and emotional learning (SEL) and in the use of attachment-aware instructional approaches. We want to focus upon these critical understandings to create a vibrant and caring school community to maximize student learning.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Explicit instruction of social, emotional, and regulation skills school wide and within classrooms.
- Develop common school language (i.e. "WITS", Growth Mindset)
- Prioritize instructional opportunities to help students become increasingly respectful, more aware of personal differences, and to celebrate all cultural backgrounds within our school community
- Continue to use opportunities such as virtual assemblies, c'usquenla celebration slips, and other events to celebrate student success and school pride

## D. Evidence / Data (How will you measure success?)

- Use of school social responsibility indicators such as staff/student/parent survey feedback, levels of student leadership, and office support information
- Use of relevant MDI and EDI information
- Use of relevant provincial Student Learning Survey information

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



School: District Alternate 42 Secondary

Principal: Steve Wiebe

Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

Goal: Social and Emotional Learning (Culture and Climate)

As a staff, we will continue our efforts to develop a healthy sense of community based on an ethic of care, encouraging meaningful constructive student connections with peers and with staff. In 2020/2021, we will direct our efforts to build stronger community connections for students both in person and through the use of technology.

## B. Rationale

Students come to District Alternate from a variety of schools from both within and outside of School District 42. As a staff, we want to ensure students feel welcome and connected with our District Alternate Program. A focus on relationship-building and participation in school programs improves student achievement and creates a safer space for students to develop a deeper understanding of their own identity and their place in the school and community. Given the unique health and safety circumstances of the 2020/2021 school year, we will capitalize on the use of technology to maximize the number of students we can safely reach and engage.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Student Community Connection: Align program intake dates with the secondary quarter system. Continue and further develop student learning and community-building activities such as: salmon canning, beading, wreath making, podcasting film making, photography, and Douglas College post-secondary bridging program.

Staff Connections: Daily healthy snack program, inquiry-based learning activities, collaborative project-based learning activities, staff participation in district inquiry project (focus of inquiry project is support of student engagement through technology in the COVID-19 context)

Community Connections: Child and Youth Mental Health (CYMH) presenting on trauma informed best practices, regular community agency meetings (PLEA, Ministry of Children and Family Development, RCMP, Youth Unlimited, Food Bank, Pathfinders, Cythera, Work BC)

## D. Evidence / Data (How will you measure success?)

- Face-to-face attendance and participation data for school programs and cultural activities
- Completion of online assignments by remote learners
- Successful completion of in-class and remote course work
- Graduation rate
- Data from in-house student learning survey
- Student and staff feedback received in various formal and informal school-based meetings

Principal:

Superintendent:

Board Chairperson:

Date:



School: Davie Jones Elementary

Principal: Michelle Davis

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

For the 2020-2021 school year, DJE remains committed to creating and building a positive, safe, connected, and caring community. Our goals as a school staff this year are:

1. Keep them safe
  2. Lower their anxiety about the current situation
  3. Make them laugh
  4. Make them feel loved
  5. Teach them something
- All. In. That. Order

## B. Rationale

- Through the class review process we learned that our students are friendly and kind, but could use help with conflict resolution skills and restorative justice. We also know that many of our students are anxious.
- We know that some students do not grasp the impact their words and actions have on others and have a lack of awareness of the feelings of others. Many of our students struggle with respectful speaking and listening skills and sportsmanship skills.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Continue with Mind-Up, Social Thinking in most classrooms
- Continue living our school values of kindness and community
- Instill empathy and gratitude through school-wide events (COVID-19 style). Continue with staff, student, and parent gratitude board
- Counselor available to do class-wide teaching for empathy and gratitude
- Work on the skills for conflict resolution through a lens of compassion and restorative justice
- Continue with the focus of engaged learners being connected and feeling loved and cared for, where staff and students have a safe and comfortable classroom where all individuals feel understood
- Building on the Collaborative Support Model, allowing time and space for the adults to learn from one another at staff meetings
- Counselor, child-care worker and support teachers working with small groups of students to teach explicit skills

## D. Evidence / Data (How will you measure success?)

- MDI
- Voices of students through conversations
- Hearing students and adults using common language
- Less peer conflicts during unstructured times

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Davie Jones Elementary

**Principal:** Michelle Davis

**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (One goal per page)

Given the COVID-19 pandemic and the suspension of in-school learning during the 2019-2020 school year, DJE's inquiry this school year will still focus on ensuring that students are explicitly taught school-wide strategies to be more focused. We wonder whether students have retained the skills to become more self-regulated learners after a six-month break from school, and returning to an environment that is unfamiliar to them.

## B. Rationale

- Through the yearly class review process, there have been improvements in the abilities of students to recall self-regulation strategies that have been taught school-wide yearly. We hope to continue to build on the foundation we have created
- We know our students are hands-on learners and learn by doing
- We know that our students need to be emotionally regulated before they are able to process academic tasks
- We have seen the benefits of common language as students transition from primary to intermediate classrooms
- We understand that we may have to take a few steps back before moving forward and acknowledge the importance that learning takes patience and time

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Continue with Mind-Up, Social Thinking in most classrooms
- Continue school wide mindful minute over the announcements every morning
- Continue with the focus of engaged learners having an opportunity for a variety of learning experiences, and encourage students to take risks and be comfortable making mistakes
- Continue with individual sensory kits, class-wide strategies and specific sensory circuits

## D. Evidence / Data (How will you measure success?)

- MDI (with a focus on connection to adults at the school)
- Voices of students through conversations
- Hearing students and adults using common language
- Students advocating for their learning style and being able to self-identify when they are unregulated

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Davie Jones Elementary

**Principal:** Michelle Davis

**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (One goal per page)

Goal #3 — Literacy/Numeracy: If our students have developed skills to be more self-regulated learners, will they make improvements in their literacy and numeracy skills?

## B. Rationale

- How to build on what we started (co-teaching, shared resources) and where to next (math 3, math stations, daily 5, number talks, instilling love of literacy)
- Our students learn best through hands-on learning
- Our students have many learning challenges, which makes for diverse classrooms
- 27% of our students are not yet meeting in literacy
- 17% of our students are not yet meeting in numeracy

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Explicit Literacy Intervention Programs (Readapalooza, Reading Conferences, Daily 5, Numeracy Circles, Jan Richardson).
- Look at different ways to provide opportunities for co-planning and learning
- Continue with explicit literacy instruction into the intermediate years
- Continue instilling love of learning throughout the school (Literacy Week, Mystery Reader, Pernille Ripp ideas)
- Continue to use the story workshop and bring it into the intermediate grades
- Continue with inquiry based learning
- Continue with the focus of engaged learners being motivated to find strategies to grow and succeed when struggling with a topic, and who take risks and are comfortable making a mistake
- Phonemic awareness, balanced literacy programs, and literacy for all
- Dinner meetings for primary and intermediate teams to explore various intervention strategies and develop an implementation plan

## D. Evidence / Data (How will you measure success?)

- EPRA/IRA
- Performance Standards: looking at doing a school-wide write in the spring and looking at the Spring Performance Standards as a school, as well as on-going assessment throughout the year
- Literacy Assessment Rubric: creating a common rubric to be used within the primary team
- Student Voice: through conversations and teacher observations

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Ecole Eric Langton Elementary

**Principal:** Jennifer Simon

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (One goal per page)

### Goal 1: Literacy

How can we provide opportunities to support and inspire students to become curious and critical readers who enjoy reading and engage in reading regularly?

How can we ensure all students will be able to engage in the writing process regularly, so that by June 2021, an increased number of Eric Langton students will be able to write and publish a personal narrative that meets grade level expectations?

## B. Rationale

- We believe reading and writing are foundational to learning. We are proud of the progress made, but we see a continued need for growth
- The pandemic has raised awareness around a noticeable decrease in students' engagement with reading and writing. Students continue to have difficulty generating and organizing their ideas; little written output and conventions are missing. For some students, reading is not a part of daily life outside of school
- Students are more engaged with technology than opportunities to read and write
- Start where students are and support them in making progress from there. Consider personal and individual needs in planning for intervention

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Support each student in developing agency as a reader so they have a reader identity
- Develop plans for readers in collaboration with literacy helping teachers; provide targeted intervention; read one-to-one
- Build-in regular daily meaningful opportunities to learn to read, to read to learn, and to read for enjoyment
- Co-teaching (in English and French) to support writer's workshop
- Story workshop carts adapted to Health and Safety protocols; update guided reading books
- Staff professional development in writing and reading intervention; staff model joy of reading
- Create authentic writing and reading opportunities: Student led book talks; school-wide DEAR; student leadership in school newsletters; pen pal opportunity with seniors in our community; continue to build rich classroom libraries with a variety of high interest; diverse and culturally sensitive books; media literacy; continue Mystery Home Reading; featured authors board to give students confidence and audience; book vending machine to celebrate readers
- Weave in SEL to literacy learning through anchor texts

## D. Evidence / Data (How will you measure success?)

- Formative and Summative Assessment
- School-wide write (January and May): Reshape how we do this to make is more authentic for students and aligned with the writing process
- Collaborative marking to create shared understanding of performance standards
- Orange binder to share student's past-year literacy-assessment information among teachers
- Student survey about attitudes towards writing

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Ecole Eric Langton Elementary

**Principal:** Jennifer Simon

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (One goal per page)

Goal 2: Social Emotional Learning and Personal and Cultural Identity

- How do we embed social emotional learning and ensure our school is healthy, safe, and comfortable for all?
- How do we continue to ensure our community has a culture of belonging, respect, and shared leadership?
- How do we engage all learners' strengths, personal, and cultural identities?

## B. Rationale

- In an inclusive community, every individual belongs and feels valued for who they truly are, and we share in the responsibility and leadership for supporting each other in reaching our potential
- The composition of Eric Langton is changing. there is an increase in diversity, (ELL, Ab. Ed., and French Immersion).
- COVID-19 has increased vulnerability. In a cohort model, it's more challenging to have a sense of community
- During the pandemic, health (mental and physical), safety, and comfort need to be at the forefront
- More students are perpetually absent. Learning remotely for so many months has had a significant impact, especially with reading, writing, and SEL

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- We will explore creative and safe ways to connect, develop healthy relationships, and foster a positive school culture and support shared leadership
- Recognize more cultures, languages, and countries, and include more Ab. Ed activities and resources
- We recognize there are differing abilities in all classrooms. Focus on individual and collective strengths and start where they are. What's the next most meaningful step forward?
- Staff SEL-trickle-down effect, feelings of isolation and stress; JECIC and professional development opportunities (such as: SELO with broad staff group)
- Value the individual and the community by creating space for diverse opportunities of growth
- Find creative ways to connect as a community (during pandemic); reach out to students who are absent, soft starts for students who are late; school-wide events/theme days to connect with remote students

## D. Evidence / Data (How will you measure success?)

How will we know?

- Anecdotal evidence based on observations, experiences, and shared leadership
- Office referrals for behavior
- Evidence of an improvement in culture with regards to a sense of belonging

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Edith McDermott Elementary

**Principal:** Alan Millar

**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (One goal per page)

Continue to create an environment reflective of our place and community, and improve the sense of welcome and belonging for all students, particularly our Indigenous community members.

## B. Rationale

Historically, Indigenous populations/cultures have not been reflected in public schools, and where it is present it is often tokenism. Research has clearly indicated that a sense of belonging/welcoming and ownership in an environment greatly increases student capacity to be successful within the context of the social milieu of a school/classroom. Increasing self regulation, self advocacy, self awareness, connection, and safety, are all foundational to a student's ability to be schooled.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Cedar bows painted above door ways
- Renaming process to more Indigenous inclusive school "nickname" (Magic to CEDARS)
- School logo to reflect the community we serve, both Indigenous and non-Indigenous
- Name translated into hə́nqəmiñə́rth
- Grade 6/7 taking Truth and Reconciliation and Indigenous issues class
- Staff Pro-D around Indigenous perspectives
- Trauma-informed practices introduced and studied (teaching the Hurt Child copy for every teacher)
- Welcoming and acknowledgment of place at every gathering
- Embedding sharing, and discussing (staff meetings) Indigenous ways of learning in our classrooms

## D. Evidence / Data (How will you measure success?)

- Completion of collaborative projects (ie: renaming of school mascot)
- Feedback from community (students/parents/staff)
- Return of Indigenous community after COVID-19 isolation
- Reflected in Student Learning Surveys (section on learning about Indigenous peoples)

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



School: Edith McDermott Elementary

Principal: Alan Millar

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

To lower the percentage of students school wide not yet meeting expectations in reading to less than 10%, with particular emphasis on grades 4, 5, 6 & 7.

## B. Rationale

We set this goal last year and it continues this year as new complexities (COVID-19/virtual learning/high anxiety) interfered with student growth, maintaining the 2018-2019 numbers of students not yet meeting expectations in reading, 15%. As research has shown, if an individual struggles with literacy as an adult, it dramatically impacts, in a negative fashion, on the life chances for the individual. It is the moral and ethical imperative of public education to create literate citizens. At Edith McDermott, we continue to take that imperative very seriously.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Continue accessing the school team with Leyton, Faye and Shelley, especially supporting new young staff to do so
- Creating 25 minute, three-week cycles of literacy support from 8 to 8:25 a.m. one on one
- Utilizing technology to promote continued literacy buddies between classes
- Continuing to utilize the SPIRE support literacy support program as well
- Intermediate Bench Marks Program to support teachers striving with the EPRA and IRA
- Pervasively utilizing formative assessment

## D. Evidence / Data (How will you measure success?)

- Monitoring the centralized data on the portal
- Feedback from students and families regarding attitudes towards literacy
- Use of the Performance Standards (EPRA and IRA) especially year end

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Environmental School  
**Principal:** Randy Bates  
**Assistant Superintendent:** Mike Scarcel

## A. Goal

Goal 1: Our goal is to focus on developing Social and Emotional Learning (SEL) concepts within the entire school community. This includes developing individual social skills among students and staff, personal well-being skills, and larger community related concepts like social values and cooperative teamwork.

## B. Rationale

COVID-19 has brought numerous changes and new stresses to our school community. We recognize that people are able to function and focus better when they have strategies for dealing with stress. We also realize that predictable structures and social interactions help to reduce stress. We also have a group of students who struggle to develop SEL skills. Studies show that well-developed SEL skills are a predictor for academic success. One study showed that the biggest predictor of academic success in grades 8 and 10 are SEL skills that were measured in grades 3 and 5.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Have short daily activities modeling SEL and relaxation strategies with students
- Have a school counsellor share resources and strategies for teaching SEL with staff
- Develop common language and non-negotiables among the staff that will be used with students
- Bring in an expert to do a healthy living and lifestyles series with the students
- Have Lekeyten share the Indigenous model of restorative justice with staff and students. We plan to introduce drumming and singing as a strategy for relaxation

## D. Evidence / Data (How will you measure success?)

- Staff will collect observations on the effects of targeted strategies with groups and individual students using checklists
- There will be evidence of growth in the SEL sections of the Middle Years Development Instrument and student satisfaction surveys
- Children will report and exhibit lower levels of stress to parents and staff through informal discussions/interviews with staff
- Children who lack SEL skills will increase positive interactions with peers and staff. Information will be collected through staff observation and checklist
- Staff will use common language with students regarding restorative justice – checklist recorded during staff gathering discussions

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Environmental School

**Principal:** Randy Bates

**Assistant Superintendent:** Mike Scarcella

## A. Goal

### Goal 2: Literacy

We want to develop new skills and strategies for effectively teaching literacy in place-based, engaging, and experiential ways.

## B. Rationale

Our pedagogy is unique in that our reading and writing comes from the activities that occur in our different meeting sites. We are always searching to develop and incorporate new strategies for teaching reading and writing in ways that give them more time on text, writing, and editing their work in ways that are authentic and engaging for the students. We also want to develop strategies for incorporating literacy into the emergent learning opportunities that we come across as we explore and ask questions.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Clayton Maitland will present at three of our school-based professional development days
- Different staff will share literacy strategies at our weekly gatherings
- Our focus for our school based Pro- days will be literacy
- Staff who attend the school team sessions with Leyton Schnellert and Faye Brownlie will share their learnings with other staff
- We will have cross-ade literacy times during which older buddies will share literacy strategies with younger students
- Teachers will be given release time by principal to gather literacy data on students
- Staff will share how they incorporate new literacy strategies into their daily practice at our weekly staff gatherings

## D. Evidence / Data (How will you measure success?)

- Staff will be able to better explain the learning continuum of literacy skills and abilities
- We will see more students meeting or exceeding on the standardized literacy parent portal report. Evaluation of this is based on the B.C. Performance Standards
- Teacher observations of student awareness and application of literacy skills/strategies will be recorded with a checklist focused on the applications of skills and strategies that are being taught
- Formative and summative assessment based on teacher professional judgement will be gathered

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



School: Fairview / Odyssey

Principal: Jenn Gallop

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

### Goal 1: Literacy

If we motivate and encourage a joy for literature and reading, would that improve student engagement and performance?

## B. Rationale

We are seeing a larger number of students not yet meeting or minimally meeting in literacy, which makes it difficult to engage them in learning and more challenging things to teach. We are hoping that by creating more opportunities for students to feel successful and excited about literacy, it will follow that their performance will improve.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Class/school activities that promote a joy for reading (Drop Everything and Read, fort days, author Zooms)
- Participate in EPRA/IRA training to improve consistency of assessment and use of performance standards amongst staff
- Make improvements to the library commons space and find new, COVID-19 friendly ways to improve access to books for every class and move our full school forward
- Work with staff to build libraries, access district helping teachers, move away from leveling all students
- Encourage PAC to support us in our school goal by raising funds for our library commons space as well as have them participate in our school wide literacy events

## D. Evidence / Data (How will you measure success?)

- EPRA/IRA
- Performance standard data on portal for this year and last
- MDI data regarding feelings of joy and motivation in a general sense
- Student Learning Survey
- RAZ kids tracking

Principal:

Superintendent:

Board Chairperson:

Date:



School: Fairview / Odyssey  
Principal: Jenn Gallop  
Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

Goal 2: Social, Emotional Learning

If we actively focus on fostering a sense of community in our school, will our staff and students develop a deeper sense of belonging?

## B. Rationale

Last year our student office referrals were approximately 10 per day and our staff turnover rate was about half the classroom teacher population. When we look at our MDI data, the students that are thriving are below the average in comparison to the district as are the recorded numbers for having an asset at school (teacher, peer connections, etc). We believe that student success is in large part related to their connectedness and social emotional wellbeing. COVID-19 has, in many ways, created a physical distance amongst students and staff, and as a response we feel it necessary to focus on finding ways to connect us all.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Co-construct a list of school wide expectations for staff and students
- Bring in guests that promote building community and supporting staff and student wellness
- Meet with the PAC and other partner groups to talk about this goal and how we can support it together
- Create a committee for staff community building opportunities
- Work with grade 6/7 teachers to develop a leadership group
- Implement programs such as "PALS and PLAY" (programs that promote healthy living, reduce bullying, and facilitate leadership opportunities)
- Create an Odyssey PAC
- Offer parent sessions over Zoom to support anxiety, academics, etc

## D. Evidence / Data (How will you measure success?)

- PALS Leader survey
- PAC feedback
- Office referrals
- MDI data — (sense of belonging and connection to adults)
- Student Learning Survey

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Golden Ears Elementary

**Principal:** Renee Scoular

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (One goal per page)

Literacy: Continue to focus on student literacy with reading strategies with non-fiction books.

## B. Rationale

Based on the past two year-end assessment reports, a number of our students are not yet meeting or minimally meeting their reading skills. Due to COVID-19, we will continue to focus on reading strategies with non-fiction books.

Based on the Principles of Learning, we acknowledge the following:

- Learning is embedded in memory, history, and story (communication/critical thinking)
- Learning is holistic, reflexive, reflective, experiential, and relational (communication/positive personal and culture identity)

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Year Two:

- Continue with common language and reading strategies
  - Kindergarten/Grade 1: Zoom-in, question and infer. Grade 2/3: Zoom-in, question and infer. Grade 4/5: Zoom-in, question/infer. Determine Importance. Grade 6/7: Question/infer, determine importance, transform (synthesize).
  - Using A. Gear's books and anchor books; had to cancel school-based prod for this year
  - Working with literacy helping teacher and AbEd. teacher and support worker
- dfs

## D. Evidence / Data (How will you measure success?)

- EPRA and IRA
- Benchmarks
- Year-end assessment; using the BC Performance Standard
- Self-assessment of reading strategies

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Golden Ears Elementary

**Principal:** Renee Scoular

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (One goal per page)

Social and Emotional Learning (SEL): Continue to address students' self-assessment, self-management/regulation, and skills/needs.

## B. Rationale

We continue students' struggles with self-regulation in the classroom and on the playground. We recognize that students who are self-regulated and have strong connections are more prepared to learn.

Based on the First Peoples' Principles of Learning, we acknowledge the following: Learning is holistic, reflexive, reflective, experiential, and relational (positive personal and cultural identity, social awareness, responsibility, and communication).

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Year Two:

- Mind Up training with district trained facilitators (November 12 prod)
- Mind Up books and chimes purchased for each classroom
- School SEL representative report to school
- School counsellor and CCW

## D. Evidence / Data (How will you measure success?)

- EDI (emotional maturity and social competence)
- MDI (connectedness, social and emotional development)
- Core competencies
- Kindergarten to Grade 3: Identify and manage emotions/solves problems in peaceful ways
- Grade 4 to 7: Make healthy, safe, and wise choices

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2020/21



School: Glenwood

Principal: Anelma Brown

Director/Assistant Superintendent: Michael Scarcella

## A. Goal (One goal per page)

Due to COVID-19, Glenwood decided to only have one ad hoc goal for Social and Emotional Learning (SEL) for 2020/2021. Our SEL goal is to deliberately revisit and design a sense of community, belonging, and identity by implementing school-wide, sustainable and COVID-19 conscious activities for students and staff.

## B. Rationale

At GW we work hard to establish a sense of community and belonging and student self-regulation, however the pandemic's safety protocols have impaired our connection and created hyper-vigilance and stress.

We acknowledge the importance of social interaction and we set out to create opportunities to re-establish our community in COVID-19 conscious fashion.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

In 2020-2021, we developed one SEL goal: to ensure connection and belonging. To accomplish this goal, we are focusing on monthly themes:

- School-wide art projects and gallery walks
- Designing school-wide Spirit Days through student leadership — celebrated in a virtual manner
- The weekly coffee cart to model gratitude for staff

SEL at Glenwood's JECIC to get to deeper understanding of the importance of culture and climate by design:

- Community art with a Glenwood theme

## D. Evidence / Data (How will you measure success?)

Current MDI (2019/2020) data suggests:

1. Approximately 20% of our Grade 4 and 7 students have zero adult connection.
  2. "People care about each other in this school"
- Grade 4 — medium 28% and low 8%.
  - Grade 7 — medium 34% and low 39%.

We will track the MDI data of 2020/2021 to prove that with designed activities despite COVID-19, we

Principal:

Superintendent:

Board Chairperson:

Date:

November 20, 2020



School: Garibaldi Secondary  
Principal: Ian Liversidge (VP-Tom Levesque and Colin Sharpe)  
Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

Goal 1: (Learning and Assessment) Middle Years Programme (MYP) Implementation  
Garibaldi is in the candidacy phase for the International Baccalaureate (IB) Middle Years Programme (MYP). Once candidacy is complete, Garibaldi will host three available aspects of the IB continuum: Diploma Programme (DP), Middle Years Programme (MYP), and Career-Related Programme (CP) in Culinary Arts. We will continue to focus on the MYP program with the goal of completing MYP Unit plans in every subject area and at each level. This is a significant step toward the 2021 goal of completing MYP candidacy. As well, we are implementing the Grade 10 Personal Project across the entire grade this year and will pilot the interdisciplinary units as scheduled.

## B. Rationale

Garibaldi is in its candidacy phase in the MYP. This process will require teachers from each department to continue to be trained in the delivery of the MYP. School-based and department policies for the implementation of these programs have been completed and are pending feedback from the IB organization. Teachers of grades 8 and 9 courses are well on the path of MYP. This year, we will support progression with the Grade 10 level programs.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

During the 2020/2021 school year, we will write and finalize sample units at the Grade 10 level. During this school year, we as a staff, will monitor and assess progress with this goal through regular formal and informal meetings — weekly Monday meeting, monthly staff meeting, collaboration sessions, and MYP collaboration sessions. We have designated staff members — MYP coordinators — in place to facilitate our MYP implementation. Progress will be communicated to parents regularly with report card distributions, school newsletters, and our school website.

## D. Evidence / Data (How will you measure success?)

- The completion of Gr 10 unit plans will be the primary end goal
- Internal feedback and assessment of progress through our regular meeting structures
- MYP implementation includes formal visits and communication with the IB Network. This will be an external source of feedback

Principal:

Superintendent:

Board Chairperson:

Date:



School: Garibaldi Secondary  
Principal: Ian Liversidge (VP - Tom Levesque, Colin Sharpe)  
Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

Goal 2: (SEL) Garibaldi Secondary will continue to be intentional about building a positive and inclusive learning environment for students and staff.

In light of the unique set of health and safety challenges associated with this school year, we will continue to find innovative ways to maintain and build a positive and inclusive learning environment for students and staff. Our goal is to become more proactive in offering extended connections in support of the SEL for our diverse learning community.

## B. Rationale

The September 2019 school planning day gave the opportunity for staff to look at (east) Maple Ridge demographic information, in support of identifying the greater context of our school and school community. SD 42 ABED, MDI, Community Health, SD42, post-secondary transition, and Canadian census data all gave an indication of the needs of our community. Together we came to an understanding that we have an incredibly diverse community with a wide range of needs. The current restrictions of school community mainstays such as sports, dance, and theatre requires us, as a school, to adjust and create new ways for community connection.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Timetable/bell schedule adjustment: The implementation of the long block quarter system with blended learning time creates the opportunity for teachers to focus on community in the classroom. We will support teachers in their efforts to pare down the curricular content in exchange for more time spent on skills, SEL, and core competencies
- SEL will be a regular agenda item at monthly staff meetings and SEL information and strategies will be shared regularly in school newsletters
- Purposeful counsellor visits to classrooms throughout the year
- Maintaining diversity of clubs and, when possible, returning to extracurricular activities, <https://secondary.sd42.ca/gss/clubs/>
- Mindfulness will continue to be supported with the introduction and support of yoga, both in class time and extracurricular

## D. Evidence / Data (How will you measure success?)

The school-based team, care and concern meetings, SPED, ASW, and CCW documents will provide examples and data points illustrating our level of success supporting all students. Additionally, data from the Student Learning Survey will be reviewed.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Garibaldi Secondary School  
Principal: Ian Liversidge (VP- Tom Levesque and Colin Sharpe)  
Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

Goal 3: (Secondary Innovation) Career Life Education 10/Connections 12 and IB/MYP Grade. 10 Personal Project

In response to the redesigned curriculum, Garibaldi has designed a delivery model for Career 9 and 10 for the 2020/21 school year to explore the connection between career and subject areas. For the secondary student career/life learning requirements, we have introduced a scheduled ("in the timetable") class at the Grade 11 level, supported by outside of the timetable course work at the Gr 9, 10, and 12 levels. This year we are also introducing the Grade 10 Personal Project as a part of the IB Middle Years Program. All classes in the career education progression will link to the myBlueprint portfolio platform.

## B. Rationale

Feedback from the district student forum in 2018 indicating students wanted to be better prepared for life after high school. Students want the classroom learning and activities they are engaged in to provide them with the skills and abilities that will support their success beyond high school. As a staff, we are encouraging students to commit to Passion Project, linking these projects to ongoing career interest activities in the myBlueprint program. We believe that this combination will support continued progression in the CLE and CLC courses for grades 11 and 12. The MYP Grade 10 Personal Project complements the B.C. Ministry of Education Careers Life Education curriculum.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- We have designated staff members — MYP coordinators — in place to facilitate our MYP implementation which includes the Grade 10 Personal Project
- Engaging all students with the myBlueprint portfolio platform
- CLC 12 Capstone Fair
- MYP Personal Project summative celebration/sharing

## D. Evidence / Data (How will you measure success?)

We are planning to host our first full-scale CLC 12 Capstone Fair in the spring of 2021. In addition, we are going to create opportunities to share the MYP Grade 10 student Personal Projects in either a live or digital format.

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Hammond Elementary

**Principal:** Wes Reamsbottom (Bruce Grady)

**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (One goal per page)

Develop positive attitudes and increase competency in literacy through a variety of engaging students through school-wide literacy based activities.

## B. Rationale

Due to COVID-19, students in the spring of 2020 were away from classrooms and teachers for an extended period. Many students have not been in class since March 2020. As we have returned to full time instruction in September 2020, we are focused on promoting literacy activities that develop and nurture a joy of reading and literacy. By fostering a positive relationship with books and reading, we hope to also increase literacy competency and improve specific skills in reading and writing.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Teachers can use "Who You Are As a Reader" interview (Pernille Ripp) with students, and set personalized reading goals to be shared with support teachers to develop strategies
- Drop Everything And Read school-wide reading days as an event (paired with PJ day, etc.)
- Quote trivia over PA system from popular books (developed by students with teachers and included in morning announcements)
- School Teams sharing strategies from sessions with Lleyton Schnellert and Faye Brownlie
- Flashlight reading, Birthday Books, admin reading books aloud in classrooms, ask students to draw while they listen

## D. Evidence / Data (How will you measure success?)

- Assessment data from report cards: look for student improvement (i.e. moving from NYM to MM)
- Use "Who You Are as a Reader" interview (Pernille Ripp) data to look for trends in student responses and areas to target

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



School: Hammond Elementary

Principal: Wes Reamsbottom (Bruce Grady)

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

Develop an awareness of personal sustainability and wellness through an SEL lens, and through participation in fine arts activities.

## B. Rationale

This year many of our usual extra-curricular activities have been cancelled due to COVID-19. We hope to increase our capacity for SEL by providing opportunities to engage in the fine arts as a school community. It is hoped that by providing these opportunities, we can increase overall wellness and SEL capacity in our school. We also recognize that some of our fine arts activities can be paired with literacy, which supports our literacy goal as well.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Gratitude board for staff and students
- Instrumental music played over PA system during eating time after outside play at lunch
- Musical components added to assemblies
- Provide Pro-D opportunity (EASE) to give staff tools to address increased anxiety due to pandemic
- Drop Everything and Draw as a school wide activity
- Explore opportunities to use lunch time as a fine arts club (music or art) for students
- Secret encouragement partners for staff (opt in to provide encouragement to a staff member)

## D. Evidence / Data (How will you measure success?)

- Well Being Index from the MDI (percentage thriving compared to district percentages); also look at happiness, empathy, pro-social behaviour, adult and peer relationships, and perseverance responses as Hammond was below district average in these areas for 2019-2020
- Teacher discussion and feedback of initiatives
- Student Learning Survey

Principal:

Superintendent:

Board Chairperson:

Date:



School: Harry Hooge Elementary

Principal: Laura Brandon

Director/Assistant Superintendent: Michael Scarcella

## A. Goal (One goal per page)

At Harry Hooge Elementary, we are passionate about Social Emotional Learning (SEL) and the well-being of staff, students, and families. We plan to continue digging deeper into SEL as COVID-19 is having a significant impact on our entire community. Now more than ever, we are leaning into each other for support, connection, and encouragement. Specifically, we are wondering: How can the Harry Hooge community continue to expand its understanding of our collective wellbeing, respect our cultural diversity, actively practice self-compassion, and monitor our progress?

## B. Rationale

We have devoted considerable efforts to developing a school-wide SEL framework known as CARES. This represents our community's values of Communication, Acceptance, Respect, Engagement and practicing these values makes us Spectacular. We want to continue to evolve our framework to incorporate more aspects of SEL into all aspects of our learning at Harry Hooge. We plan to continue strengthening a positive culture, engaging in meaningful collaboration, place-based learning/acknowledgement of our land, and active engagement in self-care strategies.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

**Positive School Community:** Continue with CARES implementation (positive reinforcements/celebrations; data tracking system implementation); Create "house teams" linked to The Six Cedars to reinforce core competencies; Spirit Days; Friday "HHE wear" days to show our school pride; staff appreciation (coffee cart, staff shout outs); Continue on our fourth year as active members of the Heart-Mind and Wellbeing pilot project in collaboration with the Dalai Lama Centre.

**Collaboration:** While COVID-19 makes it challenging to collaborate in person, we are seeking new opportunities to stay connected. EA/classroom, teacher/support, and teacher weekly collaboration meetings; investigate ways to release classroom teachers to work together; break-out groups at staff meetings; collaboration time on non-instructional days; two JECIC groups focusing on literacy and mindfulness; staff making efforts to share resources and support each other.

**Place-Based Learning/Cultural Identity:** (1) Invite elders, ARMS, Dan the Recycling Man and other presenters to teach about the natural land around our school (animals, plants) and respect for the environment. (2) Explore lands in our community and forest area around our school. (3) Purchase more resources to support learning of Indigenous themes. (4) Class/school projects/events such as Take me Outside Day and the stream keepers waterway stewardship program; clean-up garbage.

**Self-Care:** Monthly staff socials; exercise clubs for staff; sharing staff expertise (knitting club, meditation, yoga); book clubs; school-wide soft starts. All self-care activities will meet COVID-19 guidelines.

## D. Evidence / Data (How will you measure success?)

- MDI data
- Student Learning Survey results
- Staff input and participation in self-care activities
- School and class participation in place-based learning activities on our land and the surrounding parks
- Development of regular systems of collaboration so staff can learn from each other and support student learning
- Use and staff feedback of our data tracking system (CARES Sharepoint)
- Number of CARES Cards allocated and corresponding school celebrations
- Student and parent survey data collected for Heart-Mind in Schools Pilot Project
- Points earned by House Teams for participating in Spirit Day activities

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Highland Park Elementary  
**Principal:** Nicole Neggers  
**Assistant Superintendent:** Jovo Bikic

## A. Goal: Literacy: Intermediate

To increase reading engagement in intermediate students by immersing them in rich literature experiences. This would build on reading skills such as making connections, inferencing, and summarizing.

## B. Rationale

Data shows that writing and comprehension skills are low, therefore focusing on increasing the volume and enjoyment of reading would help build on these skills.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

1. Book talks (teacher/librarian)
2. Use of our district literacy facilitator to help with book selections and classroom libraries
3. Lit circles to encourage them to choose and discuss books they enjoy
4. Book Clubs, Monopoly Board Reading Challenge, to offer more opportunities for reading.
5. Read Alouds: classroom teachers choosing diverse, high interest read alouds to model reading for students
6. Reading theme days such as Epic Friday, where students would use the Epic app for reading

## D. Evidence / Data (How will you measure success?)

- Data from library checkouts
- Reporting/assessment data
- Lit circle responses
- MDI data

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Highland Park Elementary  
**Principal:** Nicole Neggers  
**Assistant Superintendent:** Jovo Bikic

## A. Goal: Literacy: Primary

To improve overall reading and writing achievement in the early primary years.

## B. Rationale

In Grade 2, [current Grade 3 students], we observe a number of students not yet meeting for reading and writing [more so writing]. In Grade 1, [this year's Grade 2 students], there are still some students who are not yet meeting in reading and writing. In Grade 3 [current Grade 4 students], there are some students who may need intervention moving into intermediate grades this year.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

1. Reading simplified training for staff working with primary students
2. Continue to work with our district literacy helping teacher to enhance our practice and inform our theories
3. Continue student access to home reading bags that are allocated to classrooms
4. Participate in the school wide monthly writing club
5. Participate in the school wide reading club

## D. Evidence / Data (How will you measure success?)

1. Report card data
2. Fall and spring EPRAs
3. January review of students not yet meeting or minimally meeting in reading and writing to determine appropriate interventions
4. Another review following our March reporting period

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Highland Park Elementary  
**Principal:** Nicole Neggers  
**Assistant Superintendent:** Jovo Bikic

## A. Goal: SEL

For students to experience an increased sense of school belonging, positive school climate, and positive connections with adults in our school.

## B. Rationale

Data from the 2019/20 MDI indicates concerns in the following areas:

Belonging:

- Grade 4 school experiences of “school belonging” had a higher percentage of low responses (26%) and had a lower percentage of high responses than the district average (47%)
- Grade 7 school experiences of “school belonging” had a higher percentage of low responses (32%) and had a lower percentage of high responses than the district average (30%)

Climate:

- Grade 4 shows 49% never attend an after-school activity
- Grade 7 shows 33% never attend an after-school activity
- Grade 7 had a higher percentage of low responses than the district average (25%)
- Grade 7 lower percentage of high responses than the district average (39%)

Connection to adults at school:

- Grade 4 responses show 28% indicated no important adults at school
- Grade 7 responses show 49% indicated no important adult at school

## C. Action Plan (List specific actions, school level and district level resources or structures used)

1. JECIC for inquiry team to investigate how other schools are positively impacting school climate and belonging
2. Student focused inquiry on what they identify as needs
3. School Eagles Pride Committee (student led)
4. Highland Park Elementary Eagles spirit wear t-shirts for all staff and students provided free by the HPE PAC
5. Eagles Friday spirit days
6. HPE Good News stories hosted by students
7. School Wide spirit days: such as regular hot chocolate days
8. PAC sponsored events: such as Christmas Party in a Box

## D. Evidence / Data (How will you measure success?)

Improvement in 2020/21 MDI data regarding school climate, connection, and adult connection  
Participation in school-wide activities data demonstrates increased school involvement.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Highland Park Elementary  
**Principal:** Nicole Neggers  
**Assistant Superintendent:** Jovo Bikic

## A. Goal: SEL

All staff will be aware and sensitive to the needs and the challenges of our students and families in our Highland Park community.

## B. Rationale

We have a high percentage of families living in poverty at Highland Park, many of which have language barriers.

Our ultimate goal is to provide an education and help each child reach their full potential academically, socially, and emotionally. In order to do this, we must be cognizant of the individual needs of our students. For learning to take place — and for potential to be reached — the child must be ready and able to learn. This means basic needs must be met. Food, clothing, shelter, and stability. Maslow before bloom.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Highland Park has many positive things happening. We are a caring community. There are strong lines of communication between staff for the benefit of students and their families.

Action items/structures:

1. Mindful mornings/soft starts: Music, yoga, mindful breathing, positive statement, singing bowls, play/ explorations. Start with music teacher planning for entire school
2. Continue to provide a breakfast and lunch program for any student wishing to take part
3. Continue to work with our community partners to provide food and clothing to our students
3. Continue to work with our Settlement Worker in Schools (SWIS) to keep lines of communication open with our families who do not have English as their first language and ensure they are receiving and understanding important information regarding available support (translating information)
4. Continue to work on staff professional development in the area of Social and Emotional Learning (SEL).
5. Put in an application for the Student Wellness Grant offered by the district.

## D. Evidence / Data (How will you measure success?)

- MDI results for 2020/2021
- Observation and reflections: Social and emotional relationships between staff and students in the building

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



School: Kanaka Creek Elementary  
Principal: Chad Raible  
Director/Assistant Superintendent: David Vandergugten

## A. Goal (One goal per page)

To increase the connections between members of the Kanaka community.

## B. Rationale

MDI reports for Kanaka for 2019/20 indicate the number of adults students are connecting with here is lower than the district average. Further, anecdotal comments from staff have indicated a feeling of disconnection between the staff due to the pandemic. Staff have indicated a desire to build on the existing connection goal with students and look to find ways to connect staff both professionally and socially as much as is possible.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Continue with monthly SEL themes
- Use student leadership to develop school-wide theme days
- Use SELO grant to provide opportunities for social gatherings for staff
- Create staff inclusive activities/ opportunities that work to build community
- Continue work identifying students at risk in academic/ social areas and creating plans to build connection (10 by 5, "special helper, etc)

## D. Evidence / Data (How will you measure success?)

- Staff survey at end of year
- 2021 MDI survey data
- Student behaviour logs
- School Learning Survey data

Principal:



Digitally signed by Chad Raible  
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Superintendent:

Board Chairperson:

Date:



School: Kanaka Creek Elementary

Principal: Chad Raible

Director/Assistant Superintendent: David Vandergugten

## A. Goal (One goal per page)

To see increased academic and social successes with our most vulnerable students.

## B. Rationale

As a staff, we've been working on building resiliency and connection with our students over the past two years. We have done ongoing professional development looking at how we can address this in our students. We have further identified our most vulnerable students last year but our plans were disrupted by the pandemic. Anecdotally, our staff have indicated a greater concern post pandemic with our students' social and academic needs. We would like to continue to identify our most vulnerable and target their academic and social support to better meet their needs.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Targeted ASW support for our Indigenous students
- Identification and targeted social support by our CCW
- Whole class social lessons by school counsellor
- Identification through class reviews of academically/socially vulnerable students and utilization of SBT to identify and create plans
- Use of district literacy intervention plan for struggling readers/writers
- Staff Pro-D that focuses on strategies to help vulnerable students

## D. Evidence / Data (How will you measure success?)

- MDI data
- Student Learning Survey data
- ASW and CCW reports
- Year end performance standards data
- Staff survey

Principal:



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Raible  
Date: 2020.11.25  
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Superintendent:

Board Chairperson:

Date:



**School:** Laity View Elementary

**Principal:** Kristi Blakeway

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (One goal per page)

Goal: Literacy

How do we foster a love of reading for all children?

How do we help children develop their personal reading identity?

How might we increase the percentage of students who read for fun?

Our student learning survey indicates 47% of our students read for fun on a regular basis. We would like to increase this to at least 60% of students.

## B. Rationale

-as children get older, reading for fun starts to lose out for other activities.

-our learning survey indicates that only 47% of students read books for fun on a regular basis.

-we need to further develop our classroom libraries to introduce children to multiple genres

-we know that reading for fun increasing students long term academic success

-increasing students reading time by 10 minutes per day can improve a child's academic success and their life time trajectory

## C. Action Plan (List specific actions, school level and district level resources or structures used)

-purchase books that represent the identify of all children

-find texts that are inclusive of the diversity represented at Laity View

-school wide stop, drop and read

-Sunday night community story time where staff members take turns reading books that relate to our SEL goal live on social media for our LVE community

-professional development for staff on the benefits of reading for fun

-staff SELO grant reading club and JECIC team teaching SEL through literacy

## D. Evidence / Data (How will you measure success?)

-learning survey

-student surveys

-focus groups with children

-reflection with students and staff

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Laity View Elementary

**Principal:** Kristi Blakeway

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (One goal per page)

Goal: Social, Emotional Learning

At Laity View Elementary we are committed to the social emotional development of all students. Specifically, in the 2020/ 2021 school year we are looking at increasing empathy in children. Our MDI data indicates 75% of students self-report that they care about the feelings of others. Our goal is to teach and model empathy in the hopes we can increase this to at least 85% of children.

## B. Rationale

Approximately 30% of students who attend Laity View are not considered to be thriving in social emotional well-being as indicated by our Early Year Development Instrument (EDI) and Middle Years Development Instrument (MDI) assessments. When we look closer at our MDI data, we recognize that our students perform at or above the district average on many of the measured assets, though our students rank below the district average in showing empathy. With this in mind, we are looking at how explicit teaching and school-wide efforts can increase levels of empathy in students. We are also committed to looking critically at our practices to ensure Laity View is a culturally sensitive community, respectful to the personal and cultural identity of every child.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- In coordination with the Family Education Centre, every classroom will participate in a workshop on developing empathy
- Our school has developed a Joint Education Change Implementation Committee (JECIC) team to focus on the teaching of the personal and social core competencies. Our team will be looking at classroom and school-based ideas for fostering empathy.
- We are weaving our literacy and social emotional goals and intentionally offering literature that helps children develop a deeper understanding of social justice, equity and diversity.
- Every Sunday night we are hosting school-wide story time reading stories that model empathy.

## D. Evidence / Data (How will you measure success?)

MDI data  
Feedback from students  
student learning survey  
Office referrals  
Qualitative data from student growth  
Focus group conversations with students

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Maple Ridge Elementary  
**Principal:** Barbara MacKinnon  
**Vice Principal:** Chelsea Lendvoy  
**Assistant Superintendent:** Jovo Bikic

## A. Goal (1)

Improve reading skills so that students build confidence and proficiency, and experience the joy of reading.

## B. Rationale

Reading on a regular basis helps students develop a broader vocabulary, increase general knowledge and develop a better understanding of themselves and others. To read for pleasure, students must have the skill to take meaning from text. Summative school data show that, on average, 60% of MRE students fully meet or exceed grade level expectations in reading strategies and comprehension. Our MDI data show that 70% of Grade 7s and 84% of Grade 4s believe that they have the academic ability to learn the skills taught during the year. While we know that there is great diversity among our learners, this is a strong foundation on which to grow academic success and a culture of literacy.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- School-based literacy committee to organize reading initiatives and resources, e.g., Reading Blasts, Classroom Libraries, Library Learning Commons - <https://onlineresources.sd42.ca/databases/>
- Professional development through the District-based literacy teams, e.g., Recreational Reading Inquiry Project, School Teams, SPARK, Staff Learning Opportunities, Helping Teacher support, collaboration time
- Make the joy of reading visible, e.g., through book talks (staff or student led), displays, assemblies, on-going communication with families.
- Show that reading is a priority — provide sustained time and a variety and abundance of reading materials
- Provide bags/bins of materials that are readily available for adults to help striving readers strengthen skills

## D. Evidence / Data (How will you measure success?)

- District Summative Data (K-7), Middle Years Development Instrument, Grade Wide Writes
- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) — French and English
- Student reflections about their feelings toward reading, e.g., <https://pernillesripp.com/2015/10/03/reading-forms-i-use/>
- Student Learning Survey

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Maple Ridge Elementary  
**Principal:** Barbara MacKinnon  
**Vice Principal:** Chelsea Lendvoy  
**Assistant Superintendent:** Jovo Bikic

## A. Goal (2)

Staff will implement Social Emotional Learning (SEL) strategies to increase personal mental health and well-being. Students will learn and use SEL skills and strategies that provide a foundation for safe and positive learning, increased resilience, connection within the community, and pro-social behaviour.

## B. Rationale

Staff identified the importance of maintaining their own mental health and well-being in order to focus on supporting students' academic performance and relationships. Strong SEL skills strengthen resilience, which, during this pandemic, has taken on even greater importance. Research links social emotional skills with improved academic achievement, social interactions and behaviour.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- incorporate SEL practices in staff meetings and professional development days
- draw on resources from both school and district based SEL Committees. Collect and share materials, anecdotes, insights, books, videos, webinars, etc.
- implement staff suggestions generated at growth planning day, use common language and gather feedback
- promote and model SEL themes and strategies school-wide on morning announcements, at assemblies and in the visual décor of the school
- Use House Teams, school-wide Spirit Days and Six Cedars to highlight and encourage pro-social behaviour, connectedness and sense of community

## D. Evidence / Data (How will you measure success?)

- Minutes and notes from the school SEL committee and the JECIC group
- Staff surveys / conversations to review and evaluate the success of strategies implemented (mid-year and at year-end)
- MDI Data
- Tracking student SEL Incident Forms in the office
- Student Learning Survey

Principal:

Superintendent:

Board Chairperson:

Date:



School: Maple Ridge Secondary

Principal: Trevor Connor

Director/Assistant Superintendent: Shannon Derinzy

## A. Goal (One goal per page)

To learn, listen and begin to develop an anti-racist consciousness/awareness for all people in our community. We will be focusing on the unique challenges encountered by our BIPOC, racialized staff, students, and families in our school community.

## B. Rationale

As communities in Maple Ridge Secondary continue to grow and become more diverse, we as educators need to show our humility in learning from the diverse families, cultures, and identities that make up our vibrant school community. The social unrest connected to the events this past spring, highlighted that we as educators at Maple Ridge Secondary need to engage in the meaningful work of anti-racism to make sure all racialized and non-racialized voices in our community have equitable access to opportunities of learning to help create a social consciousness and dismantle white supremacy culture. As a school, we are committed to the process in developing culturally humble, competent, and empathic anti-racist educators. Our goal for this year is focused on listening and learning.

We will:

- Provide staff with professional learning opportunities to begin the process of learning through racialized and BIPOC experiences and voices
- Provide resources for teachers and students who are engaged in this work
- Work collaboratively with our Aboriginal Department to develop a response plan to appropriately support our students of Ancestry to create a positive relationship between families and the school
- Provide opportunities for students to begin the process of learning through racialized and BIPOC experiences and voices

## C. Action Plan (List specific actions, school level and district level resources or structures used)

How will we meet these goals:

- Socially-conscious dialogue through opportunities when we work with staff
- MRSS Connect
- Staff Meetings
- Conversations with groups of students
- Working with our Aboriginal Department to develop professional learning opportunities to discuss the importance of personal and collective stories
- Providing opportunities throughout the year for students to learn about racialized experiences
  - Grade 8 Indigenous Rotation
  - Classroom support and discussions with students and teachers
  - JECIC Grant — working to provide anti-violence and anti-racism learning for low-incidence students.
  - Having our students be a part of anti-racism symposium

## D. Evidence / Data (How will you measure success?)

- Feedback given from staff through conversations, anecdotes and surveys
- Development of a response plan to appropriately support students of ancestry to create a positive relationship between Indigenous families and our school
- Feedback from students who attend anti-racist workshops or symposiums and Grade 8 rotations
- Feedback from students who are a part of the focus day connected to the JECIC Grant
- Changing our code of conduct to address racism

Principal:

Superintendent:

Board Chairperson:

Date:



School: Maple Ridge Secondary  
Principal: Trevor Connor  
Director/Assistant Superintendent: Shannon Derinzy

Staff will continue to develop their learning and competencies about proficiency scale & written feedback for reporting student learning for all grade levels at MRSS.

## B. Rationale

We are moving towards assessment practices and reporting using the proficiency scale that reflect our curriculum's inclusive and competency based focus that is grounded in the First Peoples Principles of Learning. Currently, at MRSS there are 12 Grade 8 & 9 teachers reporting using the Proficiency Scale and we would like to grow this as the school year progresses and into the 2020/2021 school year.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Teachers & EAs participate in School Teams, Assessment Committee, Collaborative Network, Inquiry to explore and plan for & grow in assessment practices
- Staff, Department Head & Departments meetings and Late Start Friday for school-based collaboration to discuss & plan implementation
- Provide Resources to teachers & EAs
- Invite District Helping Teacher in for Lunch & Learns to work with teachers who are using and/or exploring the possibility of implementing proficiency scales

## D. Evidence / Data (How will you measure success?)

- Staff and student reflections on proficiency scales
- Grow the number of Grade 8 & 9 teachers using proficiency scales
- Teachers of Grade 10, 11 & 12 courses beginning to explore use of proficiency scales for use in senior courses

Principal:

Superintendent:

Board Chairperson:

Date:



School: Maple Ridge Secondary

Principal: Trevor Connor

Director/Assistant Superintendent: Shannon Derinzy

## A. Goal (One goal per page)

To establish a collaborative and collegial culture at Maple Ridge Secondary School amongst staff and students.

## B. Rationale

This has been a challenging start up with students and staff creating a new reality in this co-vid environment. The restrictions on sports, fine arts, clubs, etc. have challenged us to create a vibrant, engaging school culture. Current research shows that there is a direct link between school culture and student success. Staff are feeling more isolated than ever and the school tone has been uniquely impacted by a lack of senior students modeling behaviours in the afternoons. As a result, we need to be intentional about building community and culture in the current circumstances.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- To identify the school's current culture by listening to staff and students. Listening conveys caring about both student and staff opinions, beliefs and values. Staff and students will be encouraged to "share their stories." Qualitative data will be gathered from authentic listening.
- To tackle key issues brought forth by staff and students by collaboratively developing and then implementing plans to address these issues.
- Address teacher isolation by providing opportunities for collaboration, partnerships, and professional discourse. Administration must be active and model these collaborative practices and acknowledge staff through formal/ informal recognition.

## D. Evidence / Data (How will you measure success?)

If we create a collaborative culture, we can expect the following outcomes: increased efficacy, greater staff participation in collaborative initiatives, creative and new avenues for students to engage in connecting with each other, and an internalized belief that MRSS has been a place of refuge and resilience during this unprecedented time in human history. Success will be examined through:

- Student satisfaction surveys
- Student responses to our reflection survey (used to plan our timetable options for next year)
- Staff responses to our reflection survey
- Anecdotal data gathered from activity involvement (clubs, teams, extracurricular, etc.)

Principal:

Superintendent:

Board Chairperson:

Date:



School: Pitt Meadows Elementary

Principal: Shelley Linton

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

Increase the number of students meeting expectations in reading. Increase passion in reading.

## B. Rationale

We have found that we have a number of students not yet meeting or minimally meeting in reading. This is evident from report card data, summative reports, ongoing assessments, and observations. We have found that students are also behind because of the time out of school in the spring due to the pandemic

## C. Action Plan (List specific actions, school level and district level resources or structures used)

We have established a reading intervention group through JECIC to plan supports for the year. We will be working with all students not yet meeting to try to support their needs and help them move to minimally or fully meeting. We have purchased books that will be of more interest to the students. We have done reading surveys with the students to help understand their needs. We are using all of our support teachers, teacher librarian, principal, vice principal, Aboriginal support teacher and worker, and ELL teacher. We will show that reading is a priority (offer reading experiences that are joyful). This is a continuation of our goal from last year. We had a lot of success and we will continue similar approaches.

## D. Evidence / Data (How will you measure success?)

We will look at running records, IRA, benchmarks, performance standards, district summative data, report card data, and observations to see if students are reaching their goals. We will survey teachers and students again to see if their attitudes have changed towards reading.

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Pitt Meadows Elementary

**Principal:** Shelley Linton

**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (One goal per page)

Develop resilience in staff and students. Staff will learn strategies to focus on their mental health and wellbeing. Students will continue to learn social and emotional learning skills.

## B. Rationale

We want everyone to be ready and able to work and learn. We hope that students and staff will learn strategies to improve self regulation, self-awareness, and empathy.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

School growth plan day; September; Book Club (onward) meets regularly to participate in a variety of SEL strategies; SEL committee applied for a JECIC grant to have Wellness Wednesdays; we meet to share wellness articles to promote wellness and just chat; district monthly SEL meetings; CCW and counsellor teaching SEL lessons on resilience; staff participated in training for EASE so they can teach their class; sharing at staff meetings and weekly bulletin strategies wellness; staff will directly teach SEL strategies focusing on resilience using common language (eg. EASE, Mind Up), and soft starts in classrooms.

## D. Evidence / Data (How will you measure success?)

- Observations
- Office referrals
- Staff surveys
- MDI data (We will specifically look at MDI results focusing on optimism, self-esteem, happiness, absence of worries, connectedness of adults and connectedness of peers.)
- Student Learning Survey

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



School: Pitt Meadows Secondary  
Principal: Cheryl Schwarz  
Director/Assistant Superintendent: Shannon Derinzy

## A. Goal (One goal per page)

### Goal 1: Social and Emotional Learning (SEL)

Research shows the importance of fostering positive connections and building relationships by focusing on SEL. With this in mind, our goal during an unprecedented year with a world pandemic, is to continue to develop a sense of belonging for staff and students.

## B. Rationale

Our objective is for staff and students to feel a sense of community, even though the structure of the school year is vastly different. As we know, a positive school culture fosters connection. Staff dialogue and department reflections during our school growth plan day revealed the need to find ways for staff and students to connect so they do not feel isolated. We feel it is important to provide staff and students with a sense of normalcy and a supportive community during a time of immense stress.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- District SEL framework (invite staff to attend meetings, share resources and ideas)
- Youth care worker and counselor-targeted time during Y block for them to build-in SEL activities and self-regulation time for students. Additionally, another PMSS counselor is coordinating community building and club activities.
- Coffee and connection time for staff during and after each quarter to assess needs of students and each other
- Book Club: Kids These Days by Dr. Jody Carrington reinforces the importance of finding ways to foster positive relationships, offers ideas to support students who experienced trauma and grief
- Spirit Days, school clubs
- LINK crew (senior students connecting with Grade 8 students)

## D. Evidence / Data (How will you measure success?)

- Student learning survey data
- Student and student feedback and reflections
- Staff availing of opportunities to connect with colleagues through online platforms either socially or professionally through learning groups such as Secondary Inquiry Project, Collaborative Network, School Teams. \* YDI (Youth Development Instrument — Grade 11 students) Data

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Pitt Meadows Secondary  
**Principal:** Cheryl Schwarz  
**Assistant Superintendent:** Shannon Derinzy

## A. Goal

Goal 2: Staff will further develop their learning about the new curriculum with a focus on inclusive practice and assessment.

## B. Rationale

The new curriculum is fully implemented. It is a competency based, inclusive framework that honours student choice. Ultimately, the goal is for our graduates to feel prepared to transition to life after high school with the skills, competencies and knowledge they need to continue their learning or enter the workforce. We need to continue to develop our strategies and understanding to support the new curriculum by collaboratively engaging with colleagues.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Teachers involved with Secondary Inquiry project, Collaborative Network, School Teams, cross-curricular learning, district assessment team (opportunities to inquire and share with colleagues)
- Guest speakers, targeted activities to explore curricular areas and assessment practices
- Individualized Education Plan development support tool used by staff-inclusive practice
- Teacher-led profiles for students accessing support to understand student learning and Social and Emotional Learning (SEL) needs
- Learning Services Department: Umbrella support, student intervention team
- Engaging in standards based assessment proficiency scale

## D. Evidence / Data (How will you measure success?)

- Staff and student reflections on their learning
- Grades 10 and 12 Student Learning Survey data regarding student school experiences
- PMSS student forum data from targeted questions
- Cross-curricular learning opportunities
- Celebrations of learning

Principal:

Superintendent:

Board Chairperson:

Date:



School: Samuel Robertson Technical Secondary  
Principal: Ken Elphick  
Director/Assistant Superintendent: Ken Cober

## A. Goal (One goal per page)

Goal: SEL (Culture and Climate)

SRT will strive to find creative ways to build community in this unique year when traditional methods of community-building are no longer possible.

## B. Rationale

Students, teachers, support staff, and families thrive best when they know they belong to a community where they feel welcome, safe, and free to share their big ideas and, when necessary, their concerns. During this challenging year, our traditional ways of building community are no longer available to us: parent meetings, assemblies, dances, school clubs, and teams, staff meetings, student-led conferences, department meetings, Christmas parties, grad barbecues, etc. This year, we need to find new ways to build community because in this time of incredible isolation it is more important than ever for people to belong to something and to know that their community cares.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Our plan is to increase our capacity to build community virtually, as well as to organize a large number of safe gatherings to allow students to connect. On the virtual front, we are boosting our use of Microsoft Teams to create opportunities for staff to share ideas through channels and for students to interact regularly and safely with their classmates and teachers. We have also planned virtual staff and student events throughout the school year, like Grade 8 Pod Challenges, grade and grad assemblies via Zoom, and special ways to celebrate monthly. Our graduating students will be able to share their digital Capstone portfolios with each other and our community online. Smaller in-person events are also being planned. Our school has found safe ways to open the cafeteria, store, library, and computer labs. We plan to run intramural activities for cohorts and our student leadership team has created scavenger hunts that are COVID-19 friendly. We have safely opened our Epic program for food and for group counselling sessions. We will continue scheduled meetings with our "new to SRT" grade 9 to 12 students in order to help them connect. We have started a regularly scheduled staff book club and we have implemented coffee and scones on Wednesdays for staff. We plan to do grad barbecues in cohort groups and celebrate each grade through similar in-person events. We also have successfully promoted staff participation in district-led assessment and inquiry groups, which allows them to connect and share with colleagues outside of the school. We have committed to regularly sending newsletters to our parent community to keep them informed about school events. Finally, our administrative and counselling team, along with a group of students representing different grades, are committed to meeting regularly to plan better ways to connect the SRT community.

## D. Evidence / Data (How will you measure success?)

There are both qualitative and quantitative ways to assess the success of our plan. Significant increases in traffic on Microsoft Teams, on our social media platforms and on the school's app will indicate engagement in our community efforts. We'll be keeping track of how many students sign up for different activities and we'll be using the information to assist us in planning future activities. In addition, we'll be monitoring the work habits that our students receive on report cards as they can indicate commitment and connection to classroom activities. Both office referrals and attendance will be analyzed throughout the year for trends as they may give us insights into how students are feeling about their classes and their classmates.

Qualitatively, we'll be seeking regular feedback from our counsellors, youth-care worker, Aboriginal support worker, EAs and teaching staff regarding whether students and staff are feeling connected to our community. Finally, we'll also be meeting regularly with our student advisory group for feedback and ideas.

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Thomas Haney Secondary

**Principal:** Grant Frend

**Assistant Superintendent:** Ken Cober

## A. Goal

Goal 1: (Learning and Assessment) To continue to increase the number of students being taught about Aboriginal/First Peoples of Canada and to increase the number of students being taught about local First Nations.

## B. Rationale

The First Nations Education Steering Committee states “with the increased inclusion of First Peoples’ content in the changing BC curriculum, there is a need to incorporate unappropriated First Peoples’ perspectives across the curriculum.” As part of national efforts in Truth and Reconciliation, we continue to make a focused effort to provide our students with authentic First Peoples' learning opportunities as well as more consistently incorporating First Peoples' Principles of Learning into our practice.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

We continue to work collaboratively to discuss how we can further improve in this area. Our teacher librarian is an excellent resource for teachers and regularly brings in new learning resources to incorporate into our classrooms. As well, we have a staff book club using *Potlach as Pedagogy: Learning Through Ceremony* by Robert Davidson and Sara Florence Davidson. This book study is connected to our school teams group, as well. We are further supported by Metis artist Lisa Shepperd, who is facilitating an ongoing beading experience for our students. We will also use part of a school-based professional day to work with staff on setting intentional goals related to indigenous education experiences at Thomas Haney.

## D. Evidence / Data (How will you measure success?)

We will focus on our grade 10 and 12 Student Learning Survey results from the Ministry of Education. The data from the survey will continue to guide our thinking and planning.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Thomas Haney Secondary

**Principal:** Grant Frend

**Assistant Superintendent:** Ken Cober

## A. Goal

Goal 2: (Secondary Innovation) To continue to increase the number of THSS students who indicate the school is preparing them well for jobs in the future and to continue to increase the number of students who indicate they are satisfied that they are learning basic life skills needed for the future (ie. financial planning and taxes, budgeting and independent living).

## B. Rationale

One of the main understandings from the 2018 SD42 Student Forum was that our students desire more exposure to career opportunities. While it was noted that schools provided a lot of information about post-secondary institutions, students want to be exposed to more information about a wider variety of careers, extending beyond the information we provide about trades. Another key understanding from the SD42 Student Forum was that our students indicated they wished to be better prepared for basic life skills. It was noted that much of the content in a course like planning was offered too early as students weren't yet focused on these important areas as the horizon was too far off.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Our plan in this area is to increase our focus on connecting our students with relevant information and experiences that help them to explore potential future jobs. Over the past 2 years we have launched completely new Career Education 8-12 programming. Our hope is that students will find these courses more relevant and engaging. We have incorporated MyBluePrint program into these efforts. In terms of life skills preparation, we have introduced these key components to students via our grade 8-12 Career Education programs.

## D. Evidence / Data (How will you measure success?)

We will focus on our grade 10 and 12 Student Learning Survey results from the Ministry of Education. The data from the survey will continue to guide our thinking and planning.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Thomas Haney Secondary

**Principal:** Grant Frend

**Assistant Superintendent:** Ken Cober

## A. Goal

Goal 3: (Social Emotional Learning) To continue to increase the number of students who indicate they are learning how to care for their mental health.

## B. Rationale

It is clear from both our general observations as well as our Student Learning Survey results, that our students do not feel, on the whole, that we are teaching them how to care for their mental health. Given the increasingly complex world in which our hyper-connected students live, it is important that we address this. This is especially true in the time of COVID-19. We continue to see an increase in the number of students who aren't attending school regularly, especially in our younger students. While multiple strategies are needed to address youth mental health, it is important that we target all our students in our provision of resources for the management of mental health.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Our physical education teachers continue to implement the mental health components of our new curriculum. As well, where appropriate, we have guest speakers in classes or grades to address certain topics. Our Safe and Caring Schools team will also be doing outreach to classrooms to talk about self-regulation strategies.

## D. Evidence / Data (How will you measure success?)

We will focus on our Grade 10 and 12 Student Learning Survey results from the Ministry of Education. The data from the survey will continue to guide our thinking and planning.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Thomas Haney Secondary

**Principal:** Grant Frend

**Assistant Superintendent:** Ken Cober

## A. Goal

Goal 4: (SEL / Culture and Climate) Anti-racism goal – To provide staff with professional learning opportunities about anti-racism and anti-racist pedagogies.

## B. Rationale

It is clear that there are many elements of the education system that need to be re-examined through a culturally responsive lens. If we are serious about ensuring all students are given the opportunity to have a positive experience in our schools and beyond, we must investigate all inequities in our system.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Our professional learning opportunities for staff will include the following: Anti-Racist book club (first title: Potlach as Pedagogy), a focus on Black History Month, regular after school/pro-d day learning sessions exploring anti-racism, examining and incorporating anti-racism learning resources into curricular areas as well as Remembrance Day ceremonies, Boys Club etc. We will also be taking time on a professional day to explore anti-racist pedagogies with staff.

## D. Evidence / Data (How will you measure success?)

We will focus on developing a tool/set of tools to guide our thinking and planning in this area.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



School: Webster's Corners  
Principal: Ramin Mehrassa  
Director/Assistant Superintendent: David Vandergugten

## A. Goal (One goal per page)

To continue with our literacy focus of expanding the love of learning for all students, while also focusing on the social, emotional, and physical health of our students and staff.

## B. Rationale

- The COVID-19 pandemic is impacting the well-being of staff and students
- We are seeing an improvement in literacy with our students and there is a positive energy around our love of learning goal — for both students and staff. We are looking for opportunities to expand and change with the COVID-19 expectations and guidelines to keep the momentum going.
- The connection between PEAK themes and virtues to the books students are reading is helping to make learning visible for our students. These connections are becoming explicit for our learners.
- There continues to be a need to further expand libraries throughout the school — to increase the number and variety of high-interest books so all students can access the right books.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Continue to use school funds for books
- Continue to use collaborative teacher time to support teachers in developing and implementing intervention plans for students who are not yet or minimally meeting expectations
- Continue to make explicit the connection between literacy and Aboriginal Education and the First Peoples' Principles of Learning
- Support teachers in both primary and intermediate grades who are part of the Collaborative Inquiry Network and provide them with opportunities to share their learning with others at staff meetings

## D. Evidence / Data (How will you measure success?)

- We will continue to use our EPRA and IRA assessments for both pre- and post-data collections. We will also be using them for formative assessment to help us identify learning gaps
- Teachers will use the performance standards and quick scales to assess and plan for student success
- For students at risk, we will build-in appropriate assessments to our intervention plans using a variety of assessment tools such as Blyven, Rothstein, Greene, and the district Green Binder

Principal:

Superintendent:

Board Chairperson:

Date:

# SCHOOL GROWTH PLAN SUMMARY FOR 2020/21



School: Whonnock

Principal: Stuart Richardson

Director/Assistant Superintendent: David Vandergugten

## A. Goal (One goal per page)

To foster a sense of belonging for all staff and students through building resilience in these uncertain times. We would like to enhance social emotional learning by explicitly teaching prosocial behaviours like kindness, compassion/empathy, gratitude, leadership, and global citizenship.

## B. Rationale

The challenges of learning in our COVID context create opportunities for staff and students to learn resilience in an authentic environment.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Principal and counsellor presented a training session for staff at the September school growth morning on Creating a Trauma Sensitive Classroom and also provided a resource package from ASCD. The principal will share insights from the Safer Schools Together Trauma Informed Return to School training session (Nov. 30) with staff during a staff meeting. Our school gratitude bulletin board offers staff and students short take-away affirmations to help them know they are seen and valued. Social emotional learning (SEL) learning opportunities are offered to all staff and our school CARE (Common sense, A good attitude, Respect, best Effort) program continues to recognize students showing compassion.

## D. Evidence / Data (How will you measure success?)

Our gratitude board and care card program will continue to be supported by staff and students. Middle Years Development Instruction data, the satisfaction survey, and a school survey will be used to gauge effectiveness of the goal. Student collaborative goal setting during November and March reporting periods will be shared and analyzed to indicate levels of success or not of the goal. Our popular Thursday lunch club facilitated by our child care worker will continue to offer all students the opportunity to connect, problem-solve, and engage with each other in a safe and supportive environment.

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Whonnock

**Principal:** Stuart Richardson

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (One goal per page)

To identify and focus on improving reading comprehension in our 104 Not Yet Meeting and Minimally Meeting students in grades 1 through 7 as indicated from the June 2020 assessment report.

## B. Rationale

We understand the significance of helping students develop sound reading skills as early as possible and recognize that we need to access specific interventions to help them improve and grow into lifelong readers. We have chosen reading comprehension as it serves as the backbone of successful meaning making for all learners.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Teachers will conduct reading conferences once per week per student where possible. During these sessions students will set their reading intentions and goals. A district helping teacher will continue to work with our staff to train and help facilitate these sessions as well as conduct the Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA). Our new librarian will focus our new book procurement on high interest non-fiction books to engage our reluctant readers and will continue to adjust our learning commons to be more inviting.

## D. Evidence / Data (How will you measure success?)

We will collect and review first and second term student achievement from their reports and adjust reading interventions as needed. We hope to lower the number of students Not Yet Meeting or Minimally Meeting expectations in reading comprehension by June 2021, thereby increasing the number of students Fully Meeting or Exceeding expectations.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



School: Westview Secondary School

Principal: Darren Rowell

Director/Assistant Superintendent: Shannon Derinzy

## A. Goal (One goal per page)

Goal #1 for Westview is to promote Engagement, Place and Purpose.

We want to promote engagement, place and purpose in order to improve student engagement in learning, ensure students have a place of connection and a voice within the school, and help students find a meaning and purpose in their learning that is connected to life beyond the classroom.

## B. Rationale

As Westview works to inspire and encourage students to strive for excellence, a focus on innovative teaching practice to spark engagement and curiosity among our students continues to be an overarching school goal. To help attain this goal, Westview staff is committed to collaboration and the continued growth of co-planning, co-teaching, co-creating, cross-curricular assessment, and cross-curricular collaboration opportunities. As a school, we are committed to fostering a school environment in which students have a voice - a voice to address issues of concern, advocate for school improvement and what learning looks like, and a voice to address social justice issues and create a more positive and caring school environment.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

Co-planning, co-teaching, co-creating & cross-curricular collaboration will be a continued focus. Recent examples of this work include the following: the development of Aboriginal Arts 8 course; the development of a Woodwork/Entrepreneurship class that creates products being marketed and sold in our community; co-teaching sexual and mental health units by our counsellors and physical education department; our Basketball Academy; the Aboriginal education department's use of The Giving Tree as a book study for personal growth; a partnership between English 9 and Indigenous Studies; and our annual Pi Day, a partnership with Math, English, ELL, Cooking, Woodwork, and Metalwork. Our learning services department is introducing a new Student Intervention Team process built on a collaborative model to support student success. Co-planning will continue with participation on Secondary Teacher Inquiry and School Teams.

Developing a strong student voice will continue to be an emphasis this year that will allow us to assist students in developing a greater attachment to their school. A student voice monthly meeting with both teacher and administration involvement will continue. Student surveys, similar to our Quarter Review (Fall 2020), to gauge student feedback regarding a move from a linear to quarter model. Student surveys will be conducted at the beginning of each quarter. Continued participation in district-based student forums as well as quarterly school-based student forums will be organized initiated. A Student Book Club will be launched using the resource - This Book is Anti-Racist (Fall 2020).

## D. Evidence / Data (How will you measure success?)

SD42 Grade 12 Provincial Learning Survey (2019-20) results will be used as baseline data. The following questions will be used to assess our progress: (1) At school, do you get to work on things you are interested in as part of your course work? 32% responded Many Times (25%) or All of the Time (7%). (2) Are you satisfied that school is preparing you for a job in the future? 16% responded Many Times (15%) or All of the Time (1%). (3) At school, are you taught to take ownership or control of your learning? 27% responded Many Times (19%) or All of the Time (8%). (4) Are you satisfied that school is preparing you for post-secondary education? 32% responded Many Times (26%) or All of the Time (6%)

Principal:

Darren  
Rowell

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Board Chairperson:

Date:



School: Westview Secondary School

Principal: Darren Rowell

Director/Assistant Superintendent: Shannon Derinzy

## A. Goal (One goal per page)

Goal #2 for Westview is a focus on Social-Emotional Learning

Westview will continue an intentional focus on Social-Emotional Learning in order to support all individuals in their development as successful learners, and as respectful, caring and responsible members of society.

## B. Rationale

Social Emotional Learning is tied to SD42 district vision: for every individual to feel valued and for all learners to reach their potential. At Westview, we know our students will strive to achieve greater heights when they feel connected to their school community and the people with whom they interact daily. More specifically, we want to foster the resilience, confidence and drive of our students, and for our students to be more supportive of one another and treat each other well.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

The Trauma Informed Practice work begun with staff in 2019-20, and will be a continued focus for staff development with the aim to better support the diverse needs of our students. To support the well-being of students, a counsellor and child care worker-led boys group has been launched in the fall of 2020 with a girls group to follow. Our counsellors have partnered with our Phys. Ed. to deliver the Mental Health Curriculum, which includes defining stigma, mental health, and identify mental illness vs distress. A new Breakfast Club program is being launched in grab-n-go format to comply with provincial COVID guidelines to support the health and well-being of students. Our Learning Services department is introducing a new Student Intervention Team process built on a collaborative model to support success for all learners.

## D. Evidence / Data (How will you measure success?)

SD42 Grade 12 Provincial Learning Survey (2019-20) results will be used as baseline data. The following questions will be used to assess our progress: (1) Is school a place where you feel you belong? 51% responded Many Times (30%) or All of the Time (21%). (2) At school, I am learning how to care for my mental health. 19% responded Agree (16%) or Strongly Agree (3%). (3) At school, I am learning to understand and support human rights and human diversity. 55% responded Agree (39%) or Strongly Agree (16%).

Principal:

Darren  
Rowell

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Superintendent:

Board Chairperson:

Date:



**School:** Yennadon Elementary  
**Principal:** Lisa Lawrance  
**Assistant Superintendent:** David Vandergugten

## A. Goal

Goal 1: To improve our students' ability to read and respond to what they have read, while continuing to encourage the love of reading.

## B. Rationale

According to last years' summative data, there is a large number of students at Yennadon who are not yet meeting and minimally meeting in reading. We would like to focus our efforts on ways to move students from Not Yet Meeting to Minimally Meeting and from Minimally Meeting to Fully Meeting in reading. After looking at our school reading data, some themes that emerged were early intervention and targeted strategies, comprehension, and response instruction.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

### School Level

- Organize a staff book club involving *The Reading Strategy Book* by Jennifer Serravello
- Monthly school-wide *Drop Everything and Read*– staff modelling
- Plan and implement a schoolwide *Reading Spirit* day
- Purchase books and organize a Birthday Book Cart for students
- Create a graffiti wall of student-recommended books
- Gr. 1 and 1/2 – resources for phonics/reading; need to research resources (e.g. Reading Simplified)
- Teacher librarian to share new books at staff meetings
- Provide direct instruction regarding decoding
- Purchase online resources such as RAZ kids
- Trial some targeted support time for reading instruction
- Purchase picture books for whole group reading and writing lessons
- Submit a JECIC for a staff book club regarding *The Book Whisperer* by Donalyn Miller
- Support additional literacy instruction through music and French

### District Level

- Liaise with our literacy helping teachers for strategies and to co-teach lessons
- Work with Faye Brownlie and Leyton Schnellert through School Teams with a focus on comprehension
- Organize and implement staff Literacy Lunch Zooms with a focus on developing and implementing reading strategies
- Participate in district reading growth plans (intervention) discussion if it is happening this year
- Arrange staff professional development with Faye Brownlie/Adrian Geare or a webinar with Jennifer Serravello

## D. Evidence / Data (How will you measure success?)

- District Summative Data, kindergarten to Grade 7
- Tracking students who are Not Yet Meeting and Minimally Meeting in reading after each reporting period
- Review and evaluate the success of our strategies implemented after each reporting period

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Yennadon Elementary  
**Principal:** Lisa Lawrance  
**Assistant Superintendent:** David Vandergugten

## A. Goal

Goal 2: To support the adults at Yennadon to feel well and build community amongst staff and students.

## B. Rationale

During COVID, the staff at Yennadon feel that a focus on adult wellness and on community building is necessary. If the adults feel well and connected, it will trickle down through to the students.

## C. Action Plan (List specific actions, school level and district level resources or structures used)

- Develop and implement class lessons that promote community and connection (get to know you activities, name of the day, question of the day, what makes your heart happy, teddy bear picnic, in class field trips, nature walks, garden, pumpkin patch at school)
- Coordinate professional development for environmental education, mountaineering, and hiking
- Plan and offer a variety of staff community building opportunities such as paint night, book swap, cooking lessons, yoga online, walking/hiking club, book club, kindness tag, staff socials
- Support MindUp lessons in the intermediate classrooms
- Brainstorm ideas to promote a trauma informed practice and SEL focus in our classrooms; refer to SD42 SEL Reflection Tool and Dr. Linda O'Neill's Trauma-Informed Classroom Strategies guide
- Easily share information using a primary and intermediate text message group
- Continue playing Fun Friday Songs each week
- Organize schoolwide activities such as heart happy walls in each pod, classroom door decorating, wellness challenge, and class to class Zoom sessions
- Include culture building at staff meetings, e.g. introduce a 'fun' activity at the beginning of each staff meeting, incorporate staff shout-outs, play Kahoot
- Develop a staff wellness fund and committee

## D. Evidence / Data (How will you measure success?)

- Staff and student surveys specific to our goal; beginning and end of year
- Minutes and notes from the school SEL Committee and Wellness Committee
- Review and evaluate the success of our strategies implemented; mid-year and at year end
- EDI (Emotional Maturity) and MDI (Connectedness, Social and Emotional Development, School Experiences)
- Ministry Student Learning Surveys

Principal:

Superintendent:

Board Chairperson:

Date: