

# ATTACHMENT

## School Growth Plans

School Growth Plans are prepared annually for each school. Principals work with school staff to develop the plans. The goals identified in the school growth plans fall into the following five broad categories: equity, literacy, social emotional learning (school culture and climate), assessment and reporting, and secondary innovation. The table below documents the "big ideas" of the school goals selected by each school community.

	Assessment & Reporting	Secondary Innovation	SEL (School Culture)	Numeracy	Literacy	Equity	Big Ideas
<b>ELEMENTARY SCHOOLS</b>							
Albion							Classroom based focus on literacy and numeracy for improvement with strategies, improving sense of belonging
Alexander Robinson							FPPL focus, building connections
Alouette							6Rs - sense of belonging, improving numeracy skills
Blue Mountain							Self-regulation, equity, development of reading and writing skills
c'usquanela							Community connection, Indigenous ways of knowing, fine arts focus to build community
Davie Jones							Foster a love of math through targeted interventions, improve reading skills
Edith McDermott							Continue building connections and sense of belonging for students with Indigenous Ancestry, continue improving literacy and numeracy skills
Environmental School							Place-based learning, connection and community
Eric Langton							Improve confidence in reading, development of reading skills, building connections
Fairview							Indigenous world views to create a sense of belonging, trauma informed practices
Glenwood							Bridge learning gaps in literacy and numeracy, building community
Golden Ears							Improving engagement in reading using literacy intervention frameworks
Hammond							SEL through fine arts, literacy strategies
Harry Hooge							Sense of belonging, celebrating individuality, targeted literacy strategies
Highland Park							Developing literacy skills, celebrating diversity, building community
Kanaka Creek							Development of literacy skills, inclusion, sense of belonging
Laity View							Improving writing skills, students see themselves reflected in the learning
Maple Ridge Elementary							Building resiliency, develop student confidence in writing
Pitt Meadows Elementary							Improve reading comprehension and love of reading, developing resiliency
Webster's Corners							Build engagement for reading, community
Whonnock							Improving reading strategies, building positive connections and community
Yennadon							Collaboration and community, self-regulation supports, SEL strategies

	Assessment & Reporting	Secondary Innovation	SEL (School Culture)	Numeracy	Literacy	Equity	Big Ideas
<b>SECONDARY SCHOOLS</b>							
District Alternate							Community and care, Indigenous embedded, place-based learning
Garibaldi Secondary							First Peoples Principles of learning, anti-racism, inclusion and diversity
Maple Ridge Secondary							Culture and climate - equity, diversity, sense of belonging, inclusion, assessment practices
Pitt Meadows Secondary							Culturally responsible teaching practices, diverse assessment practices, belonging and inclusion
Samuel Robertson Technical							UDL, trauma informed approach to teaching and learning, sense of belonging
Thomas Haney Secondary							Fostering belonging and care, community, anti-racism, further development of self-directed learning skills
Westview Secondary							Community, belonging, trauma informed practiced, numeracy, anti-racism
Riverside Ctr, CE, CLC							Assessment, culture and climate
<b>ABORIGINAL EDUCATION</b>							Building connections and community belonging



**School:** Albion Elementary

**Principal:** Tanya Dailey

**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (one goal per page)

Goal 1: Literacy. How can we make our classrooms more accessible for all learners in the academic areas of literacy and numeracy?

## B. Rationale

The diversity in our classes has significantly increased over the past few years. This increase has had an overall effect on the learning environment as many of our students require a variety of academic supports. We want to focus on ways that this support can occur within the classroom.

A high percentage of early primary students are unable to independently access strategies in reading, resulting in difficulties with comprehension. Growth in the use of reading strategies is evident as students move through the primary grades. However, when students reach intermediate grades, we are finding that there is a high percentage of students who have difficulties responding to and demonstrating their understanding of a variety of texts.

In numeracy, we have found that many of our students lack a solid understanding of the foundational skills needed as concepts become more complex.

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

- During class reviews, literacy and numeracy data of individual students to be shared with classroom teacher. Discussions to occur between classroom teacher and support teacher to ensure there are learning plans that focus on students who are emerging and developing.
- Work with Aboriginal education teacher and Aboriginal support worker to further assist students who have Indigenous ancestry.
- Provide an explicit systematic approach to teaching literacy through programs such as Reading Simplified, Haggerty, Letterland, and Secret Stories.
- Use read alouds to teach text structures and writing.
- Build confidence in writing by providing daily opportunities for students to write and receive feedback.
- Work with the district literacy and numeracy teachers to develop differential literacy and numeracy centres.
- Participate in the Kindergarten Think Tank series with the district early learning helping teacher.
- Review our current literacy resources and ensure they are meeting the diverse learning needs of our students.
- Make literacy and numeracy fun through the use of games, centres, choices, and relevant books or activities.
- Provide "Lunch and Learns" to bring awareness of district programs that are available to help support academic programs.
- Continue to provide students with many choices around their learning in literacy and numeracy.
- School growth plan discussions at staff meetings around inclusive practices and Universal Design for Learning (UDL).
- Provide parent education around a variety of literacy and numeracy topics.

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

- District literacy and numeracy assessment data
- Classroom literacy assessments
- Intermediate Reading Assessment (IRA) and Early Primary Reading Assessment (EPRA) information



**School:** Albion Elementary

**Principal:** Tanya Dailey

**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (one goal per page)

Goal 2: Social-emotional learning (SEL). To enhance the sense of belonging by building stronger connections between students, adults and families.

## B. Rationale

Considering that a child's success can be fostered by a sense of safety and belonging at school, we are concerned about the recent Middle Years Development Instrument (MDI) data that revealed our students have a low academic self-concept. The MDI shows the school climate and students' sense of belonging is well below the district average. Only 40% of Grade 7 students were able to identify two adults at school they felt were important to them. Additionally, the Student Learning Survey (SLS) found about 50% of Grade 7s do not feel welcome.

Our belief is that if a student feels connected then they will develop a strong sense of belonging.

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

- Ensure all parent communication on our school website can be translated into multiple languages.
- Older students to provide mentorship to learners who are struggling academically.
- Create engaging non-academic opportunities for students, ensuring that diverse options are available.
- Provide extracurricular activities for students.
- Provide digital literacy education and create awareness about available resources for students and families.
- Have regular check-ins with students and create a school-wide check-in system for students who are struggling.
- Organize school events that involve families and build connections with parents.
- Provide students with direct lessons on problem-solving techniques and building resiliency.
- Continue professional development activities to learn about supporting students who have experienced trauma (trauma-informed practice).
- Spend time at staff meetings around the topics of inclusivity and diversity.
- Teach self-regulation strategies in all classrooms.
- Bring in speakers on the topic of maintaining healthy relationships.
- Promote teacher well-being as we know stress is contagious.
- Work with our Aboriginal education teacher and Aboriginal support worker to provide Indigenous learning opportunities for our students.
- Provide students with opportunities to make positive contributions to the community.
- Recognize and celebrate the diverse cultures that make up the Albion community.

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

- MDI results on school experiences and connection
- SLS focusing on belonging and building connections



School: Alexander Robinson Elementary

Principal: Ramin Mehrassa

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

Goal 1: Our goal is to focus on the idea of “connection” using the First Peoples Principles of Learning (FPPL) as a way to deepen student and staff connections with themselves, the school, the larger community, and the land.

## B. Rationale

The idea of “connection” as a focal point can have many different applications across the varied roles within our school. Connection is vital in creating healthy, thriving communities for learners. Embedded within each FPPL is the underlying value of connection to the land, to oneself and to others. We are hoping that by anchoring our curricular goals with these principles, we can find unique ways to connect all learners to both Indigenous Ways of Knowing and the curriculum.

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

Connecting as a staff is the first step in community building. As a staff, review the FPPL. Work with colleagues in grade groupings to pick one principle and create a plan for embedding it into our work in a way that creates connection for our students to themselves, the class/school community, the neighbourhood, and the land. We can access the many online resources our district helping teachers have curated for deepening Indigenous Ways of Knowing in the classroom. Work with students to participate in an “Identity Fair” to connect to oneself and to others. Work with the teacher-librarian on collaborative lessons connecting social-emotional learning (SEL) and the FPPL. With the help of our Aboriginal resource teacher and teacher-librarian, purchase “anchor texts” to work with. Participate in after-school social events as a way of connecting staff to each other.

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

- Data from the Middle Years Development Instrument (MDI) and Student Learning Survey (SLS). MDI data will be especially useful to evaluate student-adult connections. The more connected students are, the better the data should present itself.
- Looking at lesson/unit plans being used by teachers. Teachers can share these ideas at our monthly staff meetings.
- Attendance of staff at different social events.
- Survey sent to staff with specific questions related to the growth plan (i.e., how they’re feeling about “connections” at school for both staff and students).
- Similar survey sent to older students at school (but not repeating data already covered by the MDI).



School: Alouette Elementary

Principal: Jenn Gallop

Director/Assistant Superintendent: Michael Scarcella

## A. Goal (one goal per page)

Goal 1: To further develop our sense of community where all members (staff, students, and parents) feel they are supported and valued members of our community.

## B. Rationale

Our Middle Years Development Instrument (MDI) data shows room for improvement when it comes to feelings of self-esteem, a sense of school and peer belonging, and the ability to regulate emotions. By focusing on three of the Six Rs of Indigenous Research – reciprocal relationships, respect for cultural integrity, and relevance to various perspectives – we hope to increase a sense of belonging and support for all members in our community.

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

- Provide opportunities to share and celebrate all the different cultures represented at Alouette.
- Occupational therapist to provide workshops for staff about supporting regulation.
- Submit a grant application for self-regulation spaces.
- Focus on supporting all learners by diversifying our strategies and opportunities for kids to feel successful.
- Work with our English Language Learners (ELL) staff to support students from the many different cultures represented at Alouette.
- Develop a team with our vice principal, education assistants and child care worker to create a breakfast and lunch program.
- Explore revising our code of conduct together.
- Work with staff to find creative opportunities for staff-to-staff, staff-to-student and student-to-student collaboration.
- Create a leadership group for intermediate students.

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

MDI data, especially feedback related to relationships, connectedness and belonging would ideally show levels that meet or exceed district averages.



School: Alouette Elementary  
Principal: Jenn Gallop  
Director/Assistant Superintendent: Michael Scarcella

## A. Goal *(one goal per page)*

Goal 2: To explore meaningful and engaging numeracy activities that have multiple entry points for students.

## B. Rationale

The needs of the learners in our school are increasingly diverse. We recognize that a shift in how we teach numeracy is critical. We believe that exploring meaningful and engaging activities will help reach students and improve numeracy skills.

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

- Implement teaching strategies learned in professional development related to mathematical thinking.
- Encourage staff to access numeracy professional development opportunities.
- Incorporate a numeracy discussion at each staff meeting.
- Dedicate some of our school learning resources to numeracy materials.

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

- Performance standard data (final term).
- Including street data (feedback from students and parents/guardians regarding numeracy).
- Teachers reporting increased engagement with students.



School: Blue Mountain Elementary

Principal: Julie Clarke

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

Goal 1: To support children in their ability to self-regulate. Social and emotional learning (SEL) is the cornerstone of meaningful educational experiences. Our goal at Blue Mountain Elementary is to ensure these skills are accessible to all our learners.

## B. Rationale

We recognize as a staff community that student readiness to learn is the most important skill for ongoing success and resilience. Our intention is to do this in a child centred, holistic way that weaves in First Peoples Principles of Knowing and Being. In practice, this means that we respond to each child's unique story and capabilities through a lens of equity and understanding.

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

Each classroom will prioritize community and problem solving together when there are regulation challenges. Strategies include:

- Teaching children in explicit ways about their brain and different types of neurodiversity that may impact our ways of functioning
- Using WITS (Walk away, Ignore, Talk it out and Seek help) and Zones of Regulation language school wide
- Teaching EASE (Everyday Anxiety Strategies for Educators) as a way of helping children learn how to manage anxious feelings
- Small groups led by classroom teachers, the counsellor, Child Care Worker and Aboriginal Support Worker that focus on resilience, skill building, problem solving, community building and conflict resolution
- Monthly themes that focus on specific pillars of character (empathy, gratitude, generosity, etc.)
- Ongoing workshops and study to develop a deeper understanding of teaching through a trauma-informed lens
- Creating a calming and structured school environment that invites a regulated nervous system (lighting variety, comfortable seating options, plants, music when appropriate, etc.)
- Vibrant Leadership Club to engage and involve our older students
- A sensory pathway in the school that is accessible to all students

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

Our hope is that a focus on nervous system regulation will lead to more positive outcomes at school. Evidence/data of this would include:

- Fewer office referrals
- Children solving problems in constructive and peaceful ways
- Report cards and conferences that reflect self-regulation growth and learning
- A school climate that is welcoming and regulated
- Continue to analyze Middle Years Development Instrument (MDI) data for areas of focus



School: Blue Mountain Elementary  
Principal: Julie Clarke  
Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

Goal 2: Our goal is to increase our literacy and numeracy outcomes through best practice strategies that support all learners.

## B. Rationale

As a school staff, we recognize that literacy is an area that requires ongoing focus. Many of our young learners need additional assistance to develop their reading and writing abilities as evidenced by our report card data. Literacy is our main school-wide focus this year. Teachers also identified numeracy as an area requiring further support for students as well as staff for ongoing professional development.

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

Blue Mountain has some ongoing systems to support work around literacy. This includes:

- Working with and incorporating our District Literacy Framework
- Working closely with our district literacy helping teacher to develop targeted reading groups, material selection and professional development opportunities
- We are continuing our very successful 'Big Buddy' reading program where trained leadership students provide extra reading opportunities throughout the week
- Our education assistant (EA) team is working with some primary students for reading groups after school (twice a week)
- Accessing targeted programs (such as Lexia) for our most vulnerable readers
- Continuing the School-Wide Write so that teachers can collaborate around themes in written output
- Utilizing the Early Primary Reading Assessment (EPRA) and the Intermediate Reading Assessment (IRA) to help guide practices
- Using Professional Development days to continuously improve in our literacy and numeracy practices
- Teachers personally focusing on numeracy have applied and been granted a district Joint Educational Change Implementation Committee (JECIC) learning grant to explore new approaches and teaching strategies
- Spending our learning resource funds on math materials and other items that reflect the values outlined in the growth plan

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

Our intention is that with continued focus on literacy and numeracy development, we will see gains for our students, including:

- Students displaying a love of reading by joining Bookfest and book clubs
- Children mastering the building blocks of reading through the multiple intervention strategies outlined
- School-Wide Writes that demonstrate learning and responsiveness to targeted supports
- Report card data that reflects growth and development
- EPRA and IRA data that reflects the ongoing literacy supports



School: c'usqunela Elementary  
Principal: Wes Reamsbottom  
Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

Goal 1: To improve students' reading success and progress school wide.

## B. Rationale

Students' reading skills are the single biggest indicator of future academic success. We want to ensure that all 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)

- Ongoing professional development and professional readings to further develop our collective understanding and school structures to best foster students' love of reading and reading acquisition.
- Continued emphasis on opportunities that promote a love of reading such as student-led Bookfest, Reading Link Challenge, in-person and virtual author visits, periodic reading celebrations and school-wide storytelling collaboration.
- Targeted reading intervention structures for at-risk readers modelled after the Scholastic RISE (Reading Inspires Students to Excel) Intervention Framework in Intermediate grades.
- Intentional use of people power and time to maximize students' daily reading opportunities in the primary grades (goal of three to five reading "hits" a day for students), such as letter buddies, reading buddies, Hive Crew Readers, RISE staff collaboration etc.
- Staff, student and community use of library including StrongStart and preschool.

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

- Use of a variety of formative and summative literacy assessments to inform teaching that supports student reading growth, including the Early Primary Reading Assessment (EPRA), Intermediate Reading Assessment (IRA), and Benchmark. Specific measures emphasized to be collaboratively discussed and developed as a school team.
- Year-end reading results from the district's BC Performance Standards assessment.
- Circulation and use reports available from the library.



School: c'usqunela Elementary  
Principal: Wes Reamsbottom  
Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

Goal 2: To continue creating a school community where everyone feels safe and valued. To develop a school built on a “relationship 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 expertise in the area of social and emotional learning (SEL) and in the use of attachment aware instructional approaches. We want to focus on these critical understandings to create a vibrant and caring school community that maximizes 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 (e.g., Growth Mindset & the Power of YET, “WITS,” “What’s the Problem,” and How to be a Difference Maker).
- Prioritize community-building opportunities such as gatherings, performances, school events, and POD/classroom activities to celebrate student success and school pride.
- Prioritize instructional opportunities to help students become increasingly respectful, more aware of personal differences, and celebrate all cultural backgrounds within our school community.
- Continue to provide time in meetings to share and discuss learnings, related Pro-D opportunities, and/or readings in this area.

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

- School survey measures related to connection and belonging.
- Use of relevant Student Learning Survey Information
- Use of relevant Middle Years Development Instrument (MDI) and Early Development Instrument (EDI) Survey Information



School: c'usqunela Elementary  
Principal: Wes Reamsbottom  
Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

Goal 3: To develop a school community with performing and cultural arts opportunities for children to better learn to love acting, music, song and dance.

## B. Rationale

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

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

- Provide students with a wide range of performing arts opportunities such as school musicals, Indigenous presenters, and other school-wide performances or presentations.
- Continue to invite Indigenous presenters to share their expertise with students (i.e., Rain Awakens and 3 Crows Productions).
- Continue to prioritize teacher collaboration, planning, and activities that further deepen our collective understanding of Indigenous learning and experiences (i.e., Decolonization Group).
- Incorporate “Indigenous ways of learning and doing” within our classrooms and school activities whenever possible. For example, a greater instructional emphasis on “place-based learning,” connections with the land/local community, and Indigenous community-building approaches (i.e., class circles).

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

- School survey measures related to connection and belonging.
- Multiple performing and cultural arts opportunities available to students within classrooms and school wide.
- Additional cultural opportunities for students with ancestry.
- Students will report a strong sense of belonging and connectedness to the school on survey measures (e.g., Middle Years Development Instrument and Student Learning Survey).

# SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



**School:** Davie Jones Elementary

**Principal:** Jennifer Beveridge

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

Goal 1: Numeracy.

To develop positive attitudes towards mathematics and increase achievement with school-wide numeracy activities. We aim to foster a love of math exploration through meaningful learning activities.

## B. Rationale

Students do not seem to exhibit the perseverance and confidence to problem solve and take risks in numeracy. This goal recognizes the importance of students having good number sense and mathematical fluency. Our staff is motivated to implement new strategies and professional development opportunities to enhance our student numeracy development and engagement.

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

- Part of numeracy team promoting mathematical thinking
- Participate in ongoing professional development opportunities
- Create grade group math challenges
- Foster a love of math by using announcements to pose school-wide riddles/problems, etc.

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

- Summative Performance Standard Data
- More students are meeting expectations
- Engagement in school-wide numeracy activities

# SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



**School:** Davie Jones Elementary

**Principal:** Jennifer Beveridge

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

Goal 2: Literacy. To continue improving reading outcomes for all students – including comprehension, decoding, strategies, and engagement – with emphasis on providing targeted instruction for students not yet meeting expectations (NYM) or minimally meeting (MM).

## B. Rationale

According to our 2022-23 district data and discussions at our recent class reviews, there continues to be a number of students in all grades that are NYM or MM in their literacy skills. Students' reading skills are the single biggest indicator of future academic success. We want to ensure that all our students have the best opportunity possible to become independent and fluent readers.

Grade 2 - 2 NYM, 16 MM	Grade 5 - 7 NYM, 13 MM
Grade 3 - 7 NYM, 19 MM	Grade 6 - 2 NYM, 19 MM
Grade 4 - 8 NYM, 9 MM	Grade 7 - 5 NYM, 10 MM

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

- Work with district helping literacy teacher
- Literacy Club before school with education assistants and support teachers to target at-risk students
- Continue with school-wide assessment: Intermediate Reading Assessment (IRA) and Early Primary Reading Assessment (EPRA)
- Renewed interest in a "School-Wide Write," where teachers collaborate and assess using the performance standards to track and support student development and growth.
- Joint Educational Change Implementation Committees (JECIC) on reading: Bringing the Science of Reading Into the Classroom
- Participate in Reading Above the Fray research-based routines
- Provision of collaboration time for teachers to co-plan, calibrate assessments, etc.
- Continue to highlight literacy/reading throughout the school (announcements/guest readers)

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

- Summative Performance Standard Data for grade groups
- Assessment data (EPRA/IRA/Benchmarks where applicable)
  - Closed gap on emerging readers
  - Student engagement and enjoyment of literacy activities
  - Middle Years Development Instrument (MDI) data regarding how much children are reading for pleasure
- School-Wide Write data
- Circulation and use reports from library

# SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



**School:** Edith McDermott Elementary

**Principal:** Tom Levesque

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

Goal 1: Literacy. At Edith McDermott Elementary (EME), we are working on improving reading outcomes for all students with the goal of minimizing the percentage of students assessed as “emerging” to less than 10%, while also increasing the number of students choosing to read for pleasure both at school and at home.

## B. Rationale

This is an important goal and we have maintained our focus on it over the last three years.

Our Middle Years Development Instrument (MDI) data from 2022-23 demonstrates between 30-40% of participating students report they do not read for pleasure. This is an important metric for us, as it demonstrates the real life use of skills and strategies taught in the classroom.

At Edith McDermott, we are committed to helping students enjoy reading and developing the literacy skills needed to become informed and engaged citizens.

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

- We will continue to utilize formative assessment in the classroom.
- We will conduct annual class reviews to identify specific needs and areas requiring support in these learning environments.
- It is important to continue with a trauma-informed approach throughout the school (Chase the Why/Connection before Correction).
- Staff will continue to utilize the SPIRE support literacy support program.
- Staffing will be maximized by enacting one-on-one 25-minute 3-week cycles of literacy support from 8 a.m. to 8:25 a.m.
- Staff will work to build and nurture connections for Indigenous, Métis and Inuit students, and engage with relevant and high interest reading materials.
- We will use alphabet buddies to promote continued literacy development.
- Intermediate Benchmarks Program to support teachers with the Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA)
- Use of collaboration time for teachers to co-plan and provide targeted instruction for all readers.
- Provide time to collaborate with education assistants (EA) and support teams outside of the school day.
- Maintain an emphasis on literacy and reading throughout the school culture/environment (announcements, assemblies, spirit activities, Drop Everything and Read Program, etc.).

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

- Monitoring the centralized data on the portal and other data aggregating tools.
- Feedback from students and families regarding attitudes towards literacy.
- Use of the Performance Standards Early Primary Reading Assessment and Intermediate Reading Assessment.



**School:** Edith McDermott Elementary

**Principal:** Tom Levesque

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

Goal 2: Numeracy. To create a learning environment that fosters confidence and values risk taking when striving to build numeracy skills.

## B. Rationale

At EME, we place value in students' self efficacy and our learners reported strong "academic self concept" on the Middle Years Development Instrument (MDI), with more than 75% of students saying they have a "high" academic self concept. We believe that numeracy skills need continual practice and multiple teaching strategies need to be used to reach all learners.

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

- We will continue to develop an understanding of the difference between NUMERACY and ARITHMETIC among staff and parents using the following strategies:
  - professional conversations
  - action points at staff meetings
  - newsletters/portal messages
  - presentations on numeracy instruction at staff meetings
- Purchase additional literature and classroom support materials to help teachers develop new skills and teaching strategies.
- We will promote and support staff participation in district-sponsored math workshops.
- We will provide collaboration time during the day so teachers can observe other strategies used in our learning community.

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

- Minimize emphasis of worksheets centred around memorizing arithmetic concepts.
- We will monitor the centralized data on the portal and other data aggregating tools.
- We will use feedback from students and families regarding attitudes towards numeracy.



**School:** Edith McDermott Elementary

**Principal:** Tom Levesque

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

Goal 3: Enhance and nurture a sense of belonging and connection with students of ancestry, including learners of Katzie First Nation.

## B. Rationale

In keeping with the findings of the Truth and Reconciliation final report, it continues to be incumbent on every level of education to take the 94 calls to action seriously and implement changes to increase knowledge and understanding amongst all Canadians. In the words of the Honourable Murray Sinclair, "It was education that got us here and it will be education that will get us out."

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

- We will continue the one-on-one 25-minute 3-week cycles of literacy support from 8 a.m. to 8:25 a.m., with the first sessions dedicated to Katzie learners.
- We will continue to build and nurture connections for Indigenous, Métis and Inuit students through a ubiquitous presence in the school culture/environment.
- Former Katzie First Nation students are invited to and regularly attend our assemblies and special functions to speak, drum and/or sing.
- We will work to re-establish student conferences on Katzie.
- We have dedicated our front lobby to displaying different forms of Indigenous culture, including masks, for discussion and inspiration as writing and story prompts.
- We will continue to work with the Aboriginal Education department in support of their Community Connections bringing elders and other community members to schools.
- We will have ongoing discussions and awareness regarding the story of Indigenous peoples in Canada at monthly assemblies and in classrooms.
- First Peoples Principles of Learning is an inherent part of planning.
- Every Thursday remains Orange Shirt Day (stimulates conversation with students and the community).
- We will support attendance regardless of barrier.
- We will ensure access to extracurricular activities by providing early morning and late afternoon pick up and drop off, soft start and early entrance into the building as bus drops off students early.
- We will provide universal breakfast for students arriving early.
- We will pursue and nurture greater relationships with elders (in residence).
- A mandatory, historically accurate Indigenous novel study will be done in Grade 7.

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

- Monitor attendance of students of ancestry.
- Anecdotal feedback from the community (particularly Katzie First Nation).
- Monitor student achievement data using all data aggregation tools.



School: Environmental School

Principal: Nicole McKenzie

Director/Assistant Superintendent: Michael Scarcella

## A. Goal (one goal per page)

Goal 1: To nurture an inclusive, collaborative learning community that is deeply rooted in place.

## B. Rationale

We want to create an inclusive, collaborative learning community where students feel connected and that they belong. We feel that when students have a sense of belonging to their school community, they will want to care for each other and the places they learn in. Students will feel a sense of peace and they will want to participate in learning activities that engage their hearts, minds and souls. Our learning community will include students, parents, families, elders, community members, and more than human others.

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

- Leadership opportunities for our students in grades 6 to 9 where they will take on mentorship roles in our learning community.
- Reciprocity activities that involve giving back to the places we learn in and to the community that supports us.
- Opportunities for parents to collaborate together, build a strong sense of connection and give back to the school community.
- Staff professional development focused on community building, collaboration, and communication.
- School-wide projects to build community such as paddle carving, drum making and drumming circles
- Teachers will teach all grades and subjects and will rotate through the grade levels per term.

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

- Staff team-building opportunities in September and June where we review our goal and recognize our strengths and areas for improvement when it comes to nurturing a collaborative, inclusive learning community.
- Collaborative discussion with parents in October and June where we review our goal and recognize our strengths and areas for improvement when it comes to building community.
- Student journals and responses after completing our school projects that will connect us as a community.
- Middle Years Development Instrument (MDI) results to see how students feel connected to their learning community.
- Monthly meetings with teachers to collaborate and share student needs and learning activities



**School:** Eric Langton Elementary

**Principal:** Brandy McIntyre

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (one goal per page)

Goal 1: Research and implement high impact literacy strategies to increase students' reading confidence and reading skills (phonemic awareness and comprehension).

## B. Rationale

Literacy skills, such as phonemic awareness and comprehension, are critical in students being able to understand and connect to their world as well as build confidence in themselves as successful learners. Not only is it foundational for all curricular areas, but in forming their identity as well. School staff have observed a decrease in students' skills in decoding, phonemic awareness and comprehension at each grade level from the literacy skills of students in past years.

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

1. Teachers, in conjunction with support and helping staff, discuss and plan together to implement high impact literacy strategies/frameworks (e.g., Reading Simplified, AIM, Read Well).
2. Teachers will be given the opportunity to observe colleagues teaching high impact literacy strategies.
3. Staff to offer engaging classroom & school-wide events to show importance of and joy in reading.
4. Education Assistants work with support teachers, speech-language pathologist (SLP) and helping teachers to learn strategies to assist vulnerable readers in and out of the classroom.
5. Embed 6 R's of Indigenous Learning into classroom discussions around texts presented.
6. Continue to bolster digital and print reading materials that reflect our diverse community.
7. Support students' individual social-emotional learning to build the foundation for literacy learning.

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

- Assessments from Reading Simplified in targeted classes
- Teacher observation
- Create "kid-language" survey: (confidence in reading, enjoyment of reading, reading successes and challenges) ~ November/June
- Data from Ministry Proficiency Scale



**School:** Eric Langton Elementary

**Principal:** Brandy McIntyre

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (one goal per page)

Goal 2: Offer opportunities that deepen student connection (with each other and adults) and staff connection (with each other and students) to increase sense of belonging and enhance school culture.

## B. Rationale

In the Middle Years Development Instrument (MDI) data (grades 4 and 7), and through conversations with teachers, we have much to celebrate in connecting students to their peers, adults and the school. Still, there remains a need to continue focusing on creating a safe, welcoming and caring learning environment that supports connection. Although students have a high sense of connection and belonging at all grade levels, this connection tends to decrease slightly as our students progress. We also notice that 1/3 of students completing the MDI in both grades 4 and 7 “worry that others may not like them.” As a school culture built on the importance of community, we strive to enhance our students' sense of belonging by continuing to implement ways of building positive and lasting connections with peers, adults and the school.

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

1. Focus on our motto, “Take Care of Yourself, Take Care of Others and Take Care of this Place,” and continue aligning with the First Peoples Principles of Learning and 6 R's on Indigenous Learning (in-class discussions, during announcements, in small group/individual discussions with support staff and principal/vice-principal).
2. Create class Acts of Reconciliation from the learnings of the 6 R's that enhance student voice and sense of belonging, thereby enhancing school community.
3. Provide opportunity for student and staff to share what is needed to create positive connections/sense of belonging (e.g., student leadership meetings, staff meetings, individual conversations)
4. Provide activities that promote multi-grade community building and whole school involvement.
5. Carve out time for sharing of learning (Joint Education Change Implementation Committee [JECIC], Social Emotional Learning Opportunities [SELO], social-emotional learning, Pro-D, student leadership) at meetings

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

- Compare MDI data from January 2023 with January 2024.
- School-wide survey based on 3 questions in MDI data noted in rationale ~ Nov 2023, June 2024



School: Fairview Elementary  
Principal: Laura Bruce  
Director/Assistant Superintendent: David Vandergugten

## A. Goal (one goal per page)

Goal 1: We would like to strengthen our knowledge of Indigenous Ways of Knowing and Being by expanding on our mural project that was completed in spring of 2023.

## B. Rationale

We worked with Simon Fraser University (SFU) and Katzie First Nation Elder and elected councillor Rick Bailey over the last two years on a mural project that provided opportunities to connect to the land, people and story of the Katzie Slough. We want to continue this work as a school by connecting to the mural, story, land and Indigenous ways of knowing and learning in authentic ways.

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

Staff want to use the mural as an anchor for this work. We will bring in 3 Crows Productions to share Indigenous storytelling with us. Teachers will explore topics with their students using a variety of authentic Indigenous texts, supported by our school librarian and district librarian resources. Staff created an Every Child Matters art installment in the hallway as part of Truth and Reconciliation Week. Teachers will explore the salmon cycle in several classes and release fish into our local waterways. Staff will do local cleanups on the Katzie Slough as a continuation of the last two years. Elder Rick Bailey will share the story of the mural on November 10th and an SFU instructor will facilitate discussion about next steps. Staff will be invited to work on a postcard project to share this work with our community as part of the digitizing of the mural and its stories.

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

Staff will engage in Indigenous Ways of Knowing and the primary teachings in the mural that are about our ability to make positive change and to take care of all things that we call ours with increased confidence. Students will be able to share their own connections to this work.



School: Fairview Elementary/Odyssey  
Principal: Laura Bruce  
Director/Assistant Superintendent: David Vandergugten

## A. Goal (one goal per page)

Goal 2: Enhance student connection and sense of belonging at Fairview to increase student success.

## B. Rationale

Our Middle Years Development Instrument (MDI) data shows a low number of students who are thriving in Grade 7 (17%) compared to the whole district (29%) and a significant decline compared to the Grade 4 data (38%). Additionally, it shows that students are not well connected to the adults in our building over time and report not feeling a sense of belonging to the school community. Occasionally, we are challenged by student behaviour and its impact on our school and culture and we are seeking ways to better support and care for all students through authentic relationships and trauma-informed practices. We know that our students will be more successful in all areas of school when they become more positively connected.

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

Staff are learning more about trauma-informed practices through professional development and a book study that will help them connect with and support these complex learners. This also includes discussion at most staff meetings using videos from well-known researchers in children's mental health. We are connecting as a staff to do community events like Identity Day, Terry Fox Run, Club Red and monthly assemblies. The school is offering a variety of school-based and community-based extracurricular activities including choir, running club, athletics, coding, and soccer. We are working hard to invite the community into the school through family reading, Family Day celebrations, Identity Day and assemblies. Staff will be highlighting the diversity in our community and providing ways to share and elevate student experiences and culture.

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

Students will report increased connectedness in our MDI data, especially those in Grade 7. We will see increased student connection to their classrooms and staff through the use of trauma-informed practices that will, in turn, reduce office referrals and challenging behaviours. Students and families will report positive connections to the school and staff.



School: Glenwood Elementary  
Principal: Michelle Davis  
Director/Assistant Superintendent: Michael Scarcella

## A. Goal (one goal per page)

### Goal 1: Foster a Strong School Community

- Develop initiatives and activities that enhance the sense of belonging and togetherness among students, staff, and parents within our school community.

## B. Rationale

Expanding upon our previous objective of nurturing students' social-emotional growth and addressing identified literacy and numeracy disparities, this year, our primary emphasis is on fostering a sense of school community and promoting teacher collaboration. Our hope is that building an increased sense of community and staff togetherness will help teachers feel more supported and empower them in tackling the diverse learning needs of our students.

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

- Weekly relief of teacher grade groups for collaboration time.
- Weekly group check-ins by grade groups with support staff, educational assistants, curriculum teachers, and administrators for dialogue and growth (in place of individual teacher check-ins/weekly student-based teams by referral only).
- Teacher-led staff meetings to share resources and skills.
- School-based professional development days focusing on building inter-grade collaboration and community.
- Child Care Worker/Counselor-led multigrade cooking initiative.
- "Coffee and Conversations" sessions.
- Monthly morale-boosting initiatives (e.g., "Lucky Ducks").
- Extracurricular team-building activities (e.g., Bootcamp).

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

- Increased instances of staff eating together at recess/lunch (for both primary and intermediate staff).
- Collaborative practices such as team teaching, quad squads, student exchanges, and group field trips.
- Enhanced collaborative activities between intermediate and primary, including buddy programs and literacy/numeracy groups.



School: Glenwood Elementary

Principal: Michelle Davis

Director/Assistant Superintendent: Michael Scarcella

## A. Goal (one goal per page)

Goal 2: Close perceived gaps in the literacy/numeracy of our student population.

- Reduce literacy and numeracy gaps in our student population by implementing effective strategies and programs to support all learners and address academic disparities.

## B. Rationale

Building on our goals of fostering a sense of school community and promoting teacher collaboration, we aim to take steps towards effectively addressing and bridging the learning gaps within our student body.

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

- Weekly relief of teacher grade groups for collaboration time.
- Weekly group check-ins by grade groups with support staff, educational assistants, curriculum teachers, and administrators for dialogue and growth (in place of individual teacher check-ins/weekly student-based teams by referral only).
- Teacher-led staff meetings to share resources and skills.
- School-based professional development days focusing on building inter-grade collaboration and community.
- Child Care Worker/Counselor-led multigrade cooking initiative.
- Extracurricular team-building activities (e.g., Bootcamp).
- Collaborative practices such as team teaching, quad squads, student exchanges focused on assessments practices and diversification of learning material to create entry points for all students
- Staff-led portions of monthly staff meetings to share assessment practices and learning materials

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

- Staff working together to share ideas/resources to address the perceived gaps (both across classrooms and grade levels).
- Formative and summative assessments.
- Tracking of hard data (e.g., Rise and Lalilo).
- Parents will be provided with opportunities to broaden their understanding of the curriculum through informational brochures detailing different subject matters and samples from the performance standards.
- Students will be more engaged in learning when staff are meeting them where they are at, by offering them various learning opportunities and environments. This engagement will be indicated by an increased number of students being calm, alert and ready to learn.
- We acknowledge the principle that learning takes patience and time as stated in the First Peoples Principles of Learning. Recognizing the importance of learning from the land, staff will offer students increased opportunities to be outside through increased outdoor education programs.



**School:** Golden Ears Elementary

**Principal:** Laura Brandon

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (one goal per page)

Goal 1: To continue fostering meaningful literacy engagement so all learners can experience enjoyment, progress and personal success.

## B. Rationale

After reviewing the Performance Standards data from 2022-23, we are pleased to report that our efforts last year had a positive impact on literacy development across all grades. Our students are beginning to express a sense of pride and enjoyment in:

- learning to read
- seeing progress and feeling successful
- sharing and communicating through oral language
- engaging with our community

We want to continue meaningful literacy engagement through further exploration and implementation of intervention and classroom-based literacy frameworks. In addition, we want to continue expanding our options for students to use assistive technology for communication and social interaction.

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

- Continue with implementation of Reading Simplified and the Rise Framework
- Purchase more leveled books for intermediate students; literacy helping teacher to support
- Professional Book Club: Reading Above the Fray; literacy helping teacher to facilitate
- Explore and implement University of Florida Literacy Institute (UFLI) as a differentiated, classroom-based literacy program
- Additional reading practice with the support of education assistants (EAs) and lunch hour supervisors
- Foster shared enjoyment of literacy through school-wide reading activities
- Continue expanding technological supports for language/literacy development (speech-text and Augmentative and Alternative Communication [AAC])
- Coordinate non-enrolling teacher time to implement targeted reading intervention
- Continue protecting learning assistance time provided by support teachers and co-teacher

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

- Student skill development tracking
- Classroom reading assessments
- Surveys regarding students' enjoyment of reading and oral language/communication
- Performance Standards
- Teacher feedback on programs (i.e., UFLI, Reading Simplified, Rise, and Moon Dog)
- Expansion and organization of our collection of leveled books
- Number of students successfully using technology to support communication and literacy access
- Incorporating adapted books for reading with AAC devices



**School:** Golden Ears Elementary

**Principal:** Laura Brandon

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (one goal per page)

Goal 2: To continue building a community where all learners, families and staff feel a sense of belonging, inclusion, and connection, and where the diversity of our school community is valued and respected by all.

## B. Rationale

We want to continue finding more avenues to build a sense of belonging and connection with all members of our school community. Last year, we actively learned about several cultural observances, encouraged family and community participation within our school, and supported anti-racism education for staff.

All members of our school community need to feel safe, seen and heard by others.

It is imperative that we all honour and accept the responsibility to learn about and celebrate our diversity.

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

- Teach and reinforce the qualities of kind, empathetic members of a community
- Communicate these qualities to parents/guardians and offer learning experiences to reinforce at home
- Investigate options to communicate with parents/guardians in a variety of languages
- Continue to invite families, Elders and community volunteers into our school and to our events
- Teaching and celebrating observances throughout the year with food, music, art and allyship
- Continue to support students with their understanding of and participation in taking care of ourselves, taking care of others and taking care of our school

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

- Professional development on topics including anti-racism, trauma-informed practice, and Indigenous brilliance
- Develop a structure to teach and reinforce kindness and empathy
- Connect with Elders and/or Aboriginal Education staff for support finding resources
- Investigate apps and/or consult with IT department about translating school communications into multiple languages
- Continuation of family events and welcoming community volunteers into our school
- Student and adult participation in school events to celebrate diversity



School: Hammond Elementary  
Principal: Adam Stanley  
Director/Assistant Superintendent: David Vandergugten

## A. Goal (one goal per page)

Goal 1: Continue fostering positive attitudes toward literacy and increase competence through school-wide literacy activities and staff professional development.

## B. Rationale

By fostering a positive relationship with literacy that is based on student readiness and creativity, we will increase competency in reading, writing, and comprehension. We will support both academic and recreational literacy.

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

- Mindful of the district's Draft Literacy Framework, we will use BC Performance Standard data to target our efforts
- Encourage all students to set personalized learning goals
- Flashlight reading activities
- Library Commons theme activities, such as Drop Everything and Read (DEAR), Lunch and Listens, and creative writing
- Student-written offerings in the library as exemplars
- PA system trivia from popular books developed in conjunction with students and teachers
- Professional development with literacy helping teacher
- Reading-oriented activities: birthday books and admin reading aloud in classrooms
- Prioritize early learning and at-risk students

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

- Performance Standards to quantify trends over three consecutive reporting periods
- Monthly goal reviews at staff meetings, ongoing discussions based on our year-end action plan and growth planning days
- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) data



School: Hammond Elementary  
Principal: Adam Stanley  
Director/Assistant Superintendent: David Vandergugten

## A. Goal (one goal per page)

Goal 2: Build resilience and wellness through participation in the fine arts and extracurricular clubs and groups. Create capacity for problem solving and critical thinking through creativity and team building.

## B. Rationale

We plan to expand social-emotional learning (SEL) by providing diverse opportunities for student involvement in our school community. In addition to regular offerings, we will create or engage in extracurricular fine arts and game-based activities to increase overall wellness and SEL awareness in our school for both staff and students.

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

- Organize fine arts after-school groups for students
- Work with the parent advisory council (PAC) to bring in fine arts presentations throughout the year
- Variety of music played over the PA system during announcements
- Musical components added to assemblies
- Incorporate mental health components in professional development and staff meetings
- Drop everything and draw
- Wellness Wednesdays facilitated by admin
- Culture days
- Plan a school-wide talent show to celebrate fine arts skills within the student body

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

- Middle Years Development Instrument (MDI) Well-being index data
- Ministry Learning Survey data
- Commencement of after-school groups
- Commencement of voluntary clubs
- Connections to Indigenous art projects
- Continue to support Diversity Club I
- Regular staff feedback and review at next growth planning session



**School:** Harry Hooge Elementary  
**Principal:** Nicole Neggers  
**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (one goal per page)

Goal 1: To continue improving literacy development with a focus on targeted instruction in phonemic and phonological awareness as part of a research-based literacy program.

## B. Rationale

- 20% of current Grade 2 students Not Yet Meeting (NYM) expectations, while 24% of students are Meeting Expectations in reading
- 20% of current Gr. 3 students NYM expectations, 24% Meeting Expectations in reading
- 16% of current Gr. 3 students NYM expectations in writing, 28% Meeting Expectations in writing
- 38% of current Gr. 4 students NYM or Minimally Meeting (MM) in reading, 37% in writing
- 34% of current Gr. 5 students NYM or MM in reading and 38% in writing
- 41% of current Gr. 6 students NYM or MM in reading and 48% in writing
- 35% of current Gr. 7 students NYM or MM in reading and 31% in writing
- Teacher observation: Students are weak in phonemic and phonological awareness

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

- Reading intervention groups and station teaching, coordinate with English Language Learners (ELL), Support and Collab teacher
- Targeting skills based on assessments
- Target Grade 3 and Grade 6 students first based on report card data
- Focus on phonemic and phonological awareness using programs such as Heggerty, Guided Reading, and University of Florida Literacy Institute (UFLI)
- Involve our district literacy helping teachers
- Secret Stories
- Home decodable resources on book cart
- SPARK decodables
- Kinesthetic literacy pieces (story workshop, skits, etc.)
- Picture-based writing
- Speech-to-text and use of technology

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

- Assessments (pre- and post-intervention and at regular intervals to inform teaching)
- UFLI and Acadience assessments
- Report card, Performance Standards Data (June 2024)



School: Harry Hooge Elementary  
Principal: Nicole Neggers  
Director/Assistant Superintendent: Michael Scarcella

## A. Goal (one goal per page)

Goal 2: To strengthen our students' sense of belonging by regularly recognizing and celebrating everyone's individuality represented at our school while focusing on adult/student connections.

## B. Rationale

Of the total population of 508 students, we have 104 English Language Learners (ELL) students, 19 of which are ELL and 49 with Aboriginal ancestry. We have 92 students with a Ministry Designation and approximately 12.3% of our students are living in poverty.

Grade 4 Students:

- 45% have low well-being compared to 38% across the district
- 58% indicate a quality relationship with an adult at school
- 21% indicate they do not have any important adults at school

Grade 7 Students:

- 62% have low well-being compared to 47% across the district
- 38% indicate they do not have any important adults at school

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

- Continue to run groups at lunch and before school (knitting, yoga/meditation, open gym, open library, etc.)
- Incorporate students' languages (hello, have a good day, etc.) in daily announcements
- Continue to recognize various cultural celebrations such as Diwali, Ramadan, Black History Month, Asian History Month, Orange Shirt Day, etc.
- Continue to provide food programs and continue expanding breakfast programs into individual classrooms
- Continue to provide opportunities for students to give back to the community (Coins for Kids, Christmas Hamper, cards for senior centre, etc.)
- Increase the number of spirit days
- Continue outdoor programming/gardening
- Lunchtime staff and student activities (student sport committee developed)
- Continue to work with district helping teachers on diversity and inclusion of all students

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

- Middle Years Development Instrument (MDI) data
- Number of students participating in clubs, celebrations and activities
- Staff observation



**School:** Highland Park Elementary

**Principal:** Jennifer Walker

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

Goal 1: To improve students' literacy with a focus on strategies to support our emerging and developing students.

## B. Rationale

We understand the importance of having strong literacy skills. According to our current report card data, 12.5% of our students are emerging and 39% are developing in reading. We would like to provide intensive interventions for our students who are emerging and developing in reading. We know that students who struggle with reading also struggle with writing. We will intentionally focus on addressing gaps in phonics, which will ultimately benefit reading and writing skills.

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

- Use 0.2 FTE teacher to focus on reading intervention programming and build teacher capacity
- Lunch and Learn with our reading specialist teacher and literacy helping teacher
- Letter buddies
- Student and adult volunteers
- Primary "Joyful Reading" program
- Train education assistants (EA) in reading interventions
- Continue to purchase high interest and inclusive resources as well as decodable texts for emerging readers
- Share reading and literacy tips with parents in the Week at a Glance (WAAG) newsletter
- Book study: "Shifting the Balance"
- Keep goals in view at staff meetings
- Work with literacy helping teacher to provide professional development and other opportunities to model effective practices and universal designs for learning
- Investigate the use of artificial intelligence tools to help differentiate texts according to student reading levels to provide "just right" reading practice across all grades
- Explore classroom structures that support differentiated literacy opportunities and engagement
- Collaboration time so grade groups can work together on literacy goals

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

- Report card data
- Classroom-based formative assessments (running records, phonemic awareness, Words Their Way spelling inventory, etc.)
- Anecdotal evidence, observations, and self-reports



**School:** Highland Park Elementary

**Principal:** Jennifer Walker

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

Goal 2: To continue creating an inclusive and welcoming school community where students, staff, and families feel a sense of belonging and diversity is celebrated.

## B. Rationale

Highland Park has a very diverse population. There are 93 English Language Learners (ELL), 25 students with ancestry, and many families who depend on the school and community programs for food security and support accessing resources. We recognize that belonging includes having a shared purpose, creating space for meaningful connections, and celebrating and nurturing our diverse gifts and strengths. A sense of belonging is necessary for successful learning experiences (Pedagogy of Belonging). Schools can increase a sense of belonging for all students by emphasizing the importance of the teacher-student relationship and by actively involving all students in the life of the classroom and the school community (Pedagogy of Belonging).

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

- Continue school-based anti-racism committee and the Joint Education Change Implementation Committee (JECIC)
- Participate in Strengthening Early Years to Kindergarten Transitions (SEY2KT) initiative to foster a sense of belonging for families of preschool-aged children (0-5) with the school
- Continue to incorporate diverse texts into library, classrooms, and book room so students can see themselves represented in the materials
- Diverse bulletin boards
- Cultural speakers and presentations
- Culture day
- Invite parents into classrooms
- Lunch and breakfast clubs
- Share culturally responsive teaching strategies at staff meetings
- Class and school identity projects
- Consider a school belonging survey
- Celebrate and recognize cultural holidays
- Involve students in the process of developing solutions to school community problems

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

We will collect qualitative data from Middle Years Development Instrument (MDI), Provincial Learning Survey, and attendance data as well as from our observations, personal stories, and experiences.



School: Kanaka Creek Elementary  
Principal: Chad Raible  
Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

Goal 1: To build an inclusive culture that allows all Kanaka community members to feel safe and heard.

## B. Rationale

At our recent school growth planning day, staff focused on our Middle Years Development Instrument (MDI) results using a "spirals of inquiry" approach. While we saw plenty of positive data (chronic bullying scores low, asset indexes high, home connectedness high, etc.), we also noted our "historical well-being" and "school connectedness" levels were low. Since this has been one of our goals over the last few years, it is concerning. We also heard anecdotal evidence from a few teachers of some exclusionary behaviour on the playground. Staff want to continue the structures we've developed to build a welcoming atmosphere while searching for other ways to ensure all our students feel included.

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

- Staff to create a committee that will build a framework on how to proceed
- Committee to start with the development of a survey that will measure where all our students think we are as an inclusive environment
- Administration to start a "student voice" initiative involving all divisions
- Staff to continue educating and building connections with diversity club (Skittles)
- Administration to highlight current social-emotional learning (SEL) books available for staff to build on lesson plans and to expand library
- SEL instruction during assemblies and in classrooms
- Incorporating indigenous teaching in classrooms (circle sharing)
- Multi-grade podding activities

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

- Anecdotal evidence from visitors about the atmosphere of the school
- Data from the survey we're planning on administering
- MDI data (focusing on SEL and connectedness)
- School Learning Survey data (focusing on SEL and connectedness)



School: Kanaka Creek Elementary  
Principal: Chad Raible  
Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

Goal 2: To increase the number of students in the proficient and extending categories for the reading assessment at the end of the year.

## B. Rationale

Since the pandemic, our staff have anecdotally noted a significant decrease in the reading skills of our students compared to previous years. Many teachers have significantly changed their practice to cope with the difference in levels. We have also increased the literacy component of our librarian position and tried to leverage this to focus on our most at-risk learners. Additionally, we noted our previous goal of increasing academic and social markers in our students was too vague and thus, it was difficult to measure improvement. As a result, we are scaling back and focusing on reading for 2023/24.

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

- District literacy helping teacher and classroom teachers to identify at-risk readers
- Librarian to create groups to work with most at-risk learners using district "reading simplified" program
- Staff to employ reading simplified and other programs to enhance reading structures in class
- Staff to use mystery reading bags and other district supports to increase engagement in reading
- Librarian to conduct an audit of library and bring in books that increase engagement and represent the various cultures/family environments found in Kanaka.

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

- Year-end cohort data for reading standards
- Class Intermediate Reading Assessment (IRA) and Early Primary Reading Assessment (EPRA) results
- Anecdotal data from staff



**School:** Laity View Elementary

**Principal:** Lisa Lawrance

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (one goal per page)

Goal 1: Writing. At Laity View Elementary, our goal is to help all students develop their voices (English and French) through personal representation, including writing, drawing, and oral activities. By encouraging all students to participate in school-wide writing activities throughout the year and directly modelling and teaching writing, we hope to reduce the number of students who are not yet meeting expectations in writing from 10% of students to 5%.

## B. Rationale

Our staff recognizes that our students are slightly stronger readers than writers. Our assessment data indicates that approximately 10% of students in grades K-7 are not yet meeting expectations in writing. In particular, students struggle with writing conventions. We want to continue creating engaging classroom and school-wide opportunities for students to communicate their voices and ideas in writing. Staff plan to scaffold a variety of lessons and activities throughout the year to achieve this goal.

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

- Directly teach students writing scaffolding lessons throughout the year
- Focus on meaning (voice) to support narrative/storytelling (writing and audio/video recordings)
- Incorporate Indigenous Ways of Knowing through read aloud books, stories, and videos that support lessons for students to practice writing and to support our social-emotional learning goal
- Integrate environmental education through stories and nature walks
- Invite authors to visit either in-person or virtually to share their perspective and experiences as a writer
- Provide opportunities for students to explore and showcase their writing (class book or newspaper and gratitude journals)
- Dedicate a portion of each primary team, intermediate team, and staff meeting to discussing, sharing, and following up with our school-wide writing goal
- Share strategies and activities to meet the diverse needs of all our students
- Provide professional development and resources to support narrative writing/storytelling in our classrooms
- Encourage a love of literacy through school-wide activities and projects, such as story walks
- Work with our district literacy helping teacher to support our goal (e.g., assessment ideas and opportunities)
- Offer 'book tasting' events to help students expand their interests of what literature is available
- Collaborate with our Aboriginal support worker and support teachers to further assist students who are at risk
- Provide students authentic opportunities to learn writing

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

- Report card data from each term to monitor student progress in writing
- District assessment data at the end of the year
- Beginning/end of year assessment of writing meaning (voice) as per grade level (performance standard)
- Beginning/end of year assessment of writing conventions as per grade level (performance standard)



**School:** Laity View Elementary

**Principal:** Lisa Lawrance

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (one goal per page)

Goal 2: Social-Emotional Learning. At Laity View Elementary, we hope to increase our students' pro-social behaviour through the teaching of multiple cultures. Our Middle Years Development Instrument (MDI) data indicates on average, 35% of our students are thriving in pro-social behaviour. We hope to increase this by at least 15%. To accomplish this goal, we are centring our learning around Indigenous books, videos, presenters, workshops, and the core competencies.

## B. Rationale

Our staff is focusing on equity, inclusion, and decolonization to improve our practice and ensure all students see themselves reflected in their learning. We view this year as an opportunity to continue weaving our social-emotional learning (SEL) goal with our Indigenous learning. The books "Berry Song" and "Walking Together" are an excellent fit as they teach students to take care of the land, environment, their family, and community. We will use lessons from these books to create opportunities for students to practice pro-social behaviour.

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

- Directly teach students skills related to the social awareness and responsibility competency, working towards a gradual release of responsibility supporting their growth as educated citizens (building relationships, contributing to community and caring for the environment, resolving problems, and valuing diversity)
- Learn, discuss, teach, display, and practice the six profiles (use a student friendly version) of the social awareness and responsibility competency (I can statements)
- Incorporate topics of diversity, equity, inclusion, and Indigenous knowledge into daily lessons
- Provide opportunities for students to explore and showcase their identities/stories (Museum of Me and Tell Your Story)
- Invite local elders to meet with staff to share their perspectives and experiences in our community
- Dedicate a portion of each primary team, intermediate team, and staff meeting to discussing, sharing, and following up with our school-wide SEL goal
- Provide professional development and resources to support equity and decolonization in our classrooms
- Purchase two read aloud books (one by an Indigenous author) that support lessons for students to practice pro-social behaviour
- Create bulletin board displays throughout the year and especially during Truth and Reconciliation week and Black History Month to provide a gallery walk teaching about decolonization
- Explore Circle of Courage examples and collaborate in grade groups to review, reflect, and brainstorm ideas to create a similar framework for our school
- Plan collaborative school-wide activities for National Indigenous Peoples' Day (buddy activities)
- Continue direct teaching about multiple cultures throughout the year

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

- MDI data and Student Learning Survey information to measure students' self-reports of pro-social behaviour
- Class and school-wide projects to showcase pro-social behaviour and share this learning with our school and parent community
- Beginning/end of year student self-assessment of the social awareness and responsibility competency
- Beginning/end of year staff reflection and tracking (teacher observations of students building relationships, contributing to community and caring for the environment, resolving problems, and valuing diversity)



School: Maple Ridge Elementary  
Principal: Chelsea Lendvoy  
Director/Assistant Superintendent: David Vandergugten

## A. Goal (one goal per page)

Goal 1: To continue developing student confidence, stamina, and resilience toward writing. To build a culture of writing that brings excitement and enjoyment within the school community.

## B. Rationale

Data based on BC Performance Standards indicated there was a slight drop in the percentage of students who meet or exceed grade level expectations in writing. Anecdotally, teachers notice an overall reluctance among learners toward writing. Some students are hesitant to begin written tasks and seem to give up easily. Many students rely on digital writing tools (spell check and autocorrect) and/or often rely on adult assistance.

Our goal is to continue encouraging excitement and enjoyment in the area of writing. By developing confidence, stamina and resilience towards writing, we hope to inspire the artistic, poetic, comic and theatrical uses of language that are possible.

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

- School-based literacy committee where teachers collaborate, share resources and plan school-wide activities to promote joyful writing
- Collaboration time available for teachers to plan writing lessons and assess writing using BC Performance Standards proficiency scales
- Co-teaching time available with support teachers and teacher-librarian to support writing lessons
- Showcasing student writing at assemblies, on bulletin boards and during morning announcements
- District literacy helping teacher support and resource sharing
- Learning Centre available to students before and after school to continue developing literacy skills
- School-wide writing blasts scheduled monthly to encourage joyful writing times

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

- Summative reporting data based on BC Performance Standards
- Student Learning Survey (SLS) and Middle Years Development Instrument (MDI)
- Anecdotal observations from parents and teachers



**School:** Maple Ridge Elementary

**Principal:** Chelsea Lendvoy

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

Goal 2: To help students develop resilience socially, emotionally, and academically. To support students in understanding challenging emotions and to explore ways to develop the resilience needed to overcome challenges.

## B. Rationale

Data from the Middle Years Development Instrument (MDI), the Student Learning Survey (SLS), and anecdotal reports from staff indicate that this is an area for growth in our learning community.

Supporting resilience in our learners promotes well-being, health, and academic achievement. We recognize that a sense of belonging and security are foundational for resilience in learning, at school, and in life. As part of raising awareness and providing explicit teaching about resilience, we look to Indigenous teachings, as well as to the diverse cultures and communities that represent our students.

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

- Building community through big buddies, assemblies, class volunteers, after-school programs and school teams
- School-based Pro-D on implementation of trauma-informed practices
- Monthly teacher book study using "Teaching the Hurt Child" by Andrea Chatwin
- School counsellor co-teaching to support in-class social-emotional learning curricula
- Student-inclusive conferences: goal setting and self-assessment of core competencies
- Bulletin board displays encouraging and reminding students of their resilience
- School-wide use of WITS (Walk away, ignore, talk it out and seek help) program to promote resilient problem-solving skills
- Child care worker and Aboriginal support worker collaborate with teachers and work with students

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

- Anecdotal and observational data provided by teachers, education assistants, counsellor, child care worker and Aboriginal support worker
- Anecdotal and observational data provided by parents and guardians
- Student Learning Survey
- Middle Years Development Instrument Data

# SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



**School:** École Pitt Meadows Elementary

**Principal:** Kyla Cameron

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

Goal 1: Focus on developing increased social-emotional learning (SEL) and resiliency in all our students.

## B. Rationale

During our September class reviews, increased anxiety, dysregulation and a fixed mindset of our students were flagged by an increasing number of our teachers.

More students are being referred to our child care worker (CCW), who also works with students around worries and anxiety.

On our Grade 4 Middle Years Development Instrument (MDI) Data, fewer of our students reported a high academic self concept than district average, and 38% of our students reported having one or fewer adult connections at school.

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

- Explicit SEL instruction in classrooms (zones of regulation, super flux, mind-up and WITS)
- Provide learning opportunities for parents (tips in weekly parent newsletters around mental health and guest speakers)
- Positive messages on daily announcements around Growth Mindset and the Power of Yet
- Provide opportunities and resources to support the Seven Grandfather Teachings
- Focus on students who seem to have few adult connections so that purposeful adult connections can be made
- Learn and celebrate diversity within our building so students increase their positive self-worth
- Joint Educational Change Implementation Committee (JECIC) on building resilience with staff

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

- Class reviews twice a year. Add a late year class review to talk about changes through the year
- Student observations
- Teacher reports to office and home
- CCW referrals



**School:** École Pitt Meadows Elementary

**Principal:** Kyla Cameron

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

Goal 2: To improve students' reading and writing success school-wide.

## B. Rationale

- Reading skills are the foundation for learning across subjects
- Reading and writing were noted as areas of concern at class reviews
- Increasing reading comprehension and joy of reading will lead to increased comprehension in other subjects
- BC Reading Performance Standards show more than 30% of our students are not fully meeting reading comprehension at grades 1-4.
- BC Writing Performance Standards show that at grades 1-4, more than 40% of our students are not fully meeting writing conventions and there are similar percentages for meaning.

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

- Continued focus on opportunities that increase excitement around reading (bookfest, reading link challenge, Drop Everything and Read)
- Targeted reading intervention for at-risk students
- Professional development with district literacy helping teacher and involvement on school growth planning day
- Modelling a love of reading by adults (assembly to kick off home reading, admin reading in classrooms and flashlight reading)
- Work with Aboriginal support worker (ASW) to assist students
- Use of writing rubrics and BC Performance Standards to assess student work

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

- BC Performance Standards data showing improving trends over multiple reporting periods
- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA)
- Class observations of students' engagement in reading
- Writing samples
- Classroom literacy assessments



School: Webster's Corners Elementary

Principal: Laureen Hickey

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

Goal 1: To improve student literacy by focusing on the enjoyment of reading. The goal is to continue building engagement, motivation and joy in reading, using ideas from our librarian, Webster's Corners Elementary (WCE) Literacy Committee, district helping teacher for elementary literacy, current literacy research, and the SD42 Literacy Framework.

## B. Rationale

The Literacy Committee at WCE recognizes that motivation and engagement is the first theme mentioned in the SD42 Literacy Framework. This aligns with research from Faye Brownlie that indicates reading in an engaging, fun and interactive way is correlated to improved literacy skills and academic success. Upon reviewing our year-end performance standards data as well as the results of the Early Primary Reading Assessment and the Intermediate Reading Assessment, we have identified a need to support further development of literacy skills.

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

This year, the WCE Literacy Committee is continuing to focus on engaging students in reading. The committee has compiled interesting, fun and engaging activities for our students, including fort reading, read with a pet, using technology, flashlight reading, buddy reading and 'Guess Who's Reading at WCE?'. Staff would also like to connect Indigenous learning, namely The First Peoples Principles of Learning, that state learning takes patience and time. Other opportunities to promote a love of reading include a student-led book fest, reading link challenge, in-person and virtual author visits, and periodic reading celebrations.

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

- Early Primary Reading Assessment (EPRA) data
- Intermediate Reading Assessment (IRA) data
- Year-end reading results from the district's BC Performance Standards assessment
- Student self-reflections
- Teacher observational data



School: Webster's Corners Elementary

Principal: Laureen Hickey

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

Goal 2 (Social-emotional): To create meaningful connections across our school community by putting together multi-age groups.

## B. Rationale

Webster's Corners Elementary Middle Years Development Instrument (MDI) data in 2022/23 showed that adult relationships were lower than the district average, at 69 per cent compared to the district's 82 per cent.

Staff feedback indicates that multi-age groups would effectively allow students to connect with other adults in the building by introducing them to a new teacher they wouldn't have otherwise. The multi-age groups would also afford positive relationships between our older students and younger students.

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

Staff have met to create 11 PEAK multi-age groups. The multi-age groups meet two to three times a month to focus on social interaction and learning together. Student activities will include:

1. Get to know you activities
2. Work together with teachers and fellow students to create 'collaborative school rules'.
3. Rotate through 11 stations to cultivate connection and foster positive relationships with peers and adults.

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

- Anecdotal evidence
- Use of relevant MDI and EDI Information.



**School:** Whonnock Elementary

**Principal:** Megan Olynyk

**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (one goal per page)

Goal 1: We will continue our goal to improve overall reading performance by supporting our emerging and developing readers. We will focus on promoting reading strategies to support improved decoding skills and comprehension (meaning making). We would like to expand last year's focus on primary students to now include primary and intermediate age groups.

## B. Rationale

Over the past few years, there has been a growing discussion and debate on the use of evidence-based practices in reading instruction. Our teachers have sought professional development and resources to build decoding and comprehension skills of early readers. Using the new district literacy framework, we hope to continue using empirically supported resources and lessons to increase reading performance across all grade levels.

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

- Use decodable texts and phonics resources (classroom and library resources); and increase teacher familiarity with available library resources.
- Promote reading for enjoyment through school-wide events: buddy reading, flashlight reading, drop everything and read, pen pals, letter-writing in the community.
- Multi-age literacy opportunities (big buddy/little buddy, supporting students with extra reading practice, intermediate students helping out in a primary classroom, etc.).
- Increase familiarity with district level supports and initiatives, including new district literacy framework.
- Provide opportunities for teachers to connect and engage with literacy resources during school-based Pro-D days. Invite literacy helping teacher to connect with our staff and share framework resources.

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

- Year-over-year assessment data should show a decrease in the number of students in the emerging and developing categories in at least one or more grade levels.
- We can collect feedback from teachers to assess levels of familiarity with school and district resources.
- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) can provide additional information regarding the number of students demonstrating proficient reading performance in fall and spring.

# SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



**School:** Whonnock Elementary

**Principal:** Megan Olynik

**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (one goal per page)

Goal 2: To develop and improve student-to-teacher and student-to-student connectedness by using our outdoor spaces, introducing school-wide events and initiatives, and promoting social-emotional learning strategies for all.

## B. Rationale

How can we increase feelings of optimism and positivity in our students and staff? Our Middle Years Development Instrument (MDI) data demonstrates that our intermediate students fall below district averages in the areas of optimism, self-esteem, and peer belonging. Our staff members strongly support building capacity for citizenship and responsibility in our students, as well as increasing the sense of belonging throughout our school community. In addition, we recognize that strategies we implement should consider equity and Indigenous Ways of Knowing. By providing intentional activities and events, while also embedding social-emotional learning and content in the school day, we hope to make gains in these areas.

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

- Build a sense of community within our school by providing connection through school-wide events: gratitude feast, reading buddies, art show, identity days, and outdoor experiences.
- Promote community responsibility in our students: taking care of our spaces; reciprocity with the land, with animals, with each other; and continuity of place and space.
- Reaching out to our community: pen pals, connecting with seniors centre, creating a newsletter, adopting Whonnock Lake, being caretakers of our outdoor spaces, weekly trips Beyond The Fence, inviting in community members.
- Promoting leadership opportunities in grades 4-7: Consider developing a leadership or spirit club. Lego club. "A little spot of" lessons on SEL skills.

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

- MDI data, especially scales related to relationships and connectedness, would ideally show levels that meet or exceed district averages.
- Ministry Learning Surveys can provide data related to connections within the school and community.



School: Yennadon Elementary

Principal: Gary Lozinski

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

### GOAL 1: COLLABORATION & COMMUNITY

A community built on healthy, positive relationships is the foundation for establishing a safe and inclusive learning environment for students. Yennadon is a school where there is significant staff expertise and where parents in the community are invested in supporting opportunities for their children. These strength-based qualities will be at the centre of developing positive community and culture at Yennadon through targeted efforts in communication, collaboration and celebration.

## B. Rationale

Yennadon is a school that is spread out over a large space, essentially hosting two separate campus areas: (1) the main building [Yennadon East], and (2) the Annex and portables [Yennadon West]. The school has grown dramatically over the years, becoming the largest elementary school in the district, now hosting approximately 730 students. A survey conducted in June found that staff feel the school's size and physical layout limits communication and collaboration, preventing the further development of a cohesive school community. All staff – members of both the Maple Ridge Teachers' Association (MRTA) and the Canadian Union of Public Employees (CUPE) – expressed interest in prioritizing the development of a collaborative, connected and positive school community. Specific interests include:

- Providing opportunities to celebrate accomplishments of all school community members
- Making First Peoples Principles of Learning explicit in pedagogy
- Engaging in multi-grade and school-wide activities and celebrations
- Engaging with families and creating a community that fosters connection with parents/guardians
- Collaboratively implementing resources to support engaging and inclusive learning opportunities
- Taking time to connect (team building opportunities)
- Streamlining communication
- Collaborating and connecting with staff teachers across grade levels

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

- \*Parent portal messaging to reinforce culture valuing dialogue over email 'conversations'
- \*Aboriginal education teacher and Aboriginal support worker co-teaching and planning with classroom teachers
- \*Alternate communication frameworks for: Email memos (parent and staff); staff meetings; announcements; Grade level admin contacts for parents and staff; Failure-to-fill coverage; Individual Education Plan (IEP) review; classroom resource funds; and Parent Advisory Council (PAC) <--> staff communication
- \*Student-led announcements
- \*Targeted time at staff meetings to engage in conversation, mindfulness and reflection
- \*'Collab Time Fridays' (admin-led grade level activities): Grade groups break out for collaboration. Collaboration topics include: (1) Assessment alignment; (2) Scope and sequence; (3) Resource sharing and needs; (4) Grade group teaching activities; (5) Field trip alignment; and (6) Conferences - communication alignment
- \*Principal greet and 'send off' at both buildings at start & end of day (scheduled)
- \*Principal positive engagement with traffic outside Annex (232nd) during heavy student traffic
- \*Grade group activity at district level (Kindergarten Think Tank)
- \*Resource collaboration through 'Wishlist' (assessment, literacy, social-emotional learning, and self-regulation supports)
- \*School club activity (recess, lunch, before/after school)
- \*Collaborative meetings with learning services helping teachers & literacy helping teacher
- \*Hot lunch format clarification through collaboration with PAC & staff
- \*Clear long-term resource targets through collaboration between PAC & staff
- \*'Monday Morsels' social connection

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

- \* Survey feedback from staff on:
  - Weekly memo
  - Email communication (frequency and content)
  - Grade-level contact
  - Staff meeting feedback
  - Admin presence & communication in building
- \* Survey feedback from families on:
  - School culture/tone
  - Connection to school (parent/child)
  - Communication (tone and information shared)
- \*Student-led events and leadership summary assessment
- \*Staff-PAC collaboration activity (project planning)



School: Yennadon Elementary

Principal: Gary Lozinski

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

### GOAL 2: Social-Emotional Learning (SEL) / Self-regulation

Yennadon staff recognize the importance of providing ALL students with social-emotional learning (SEL) and self-regulation supports. Moreover, it is important that these needs are supported by the whole school community, not just through the roles of specific staff.

## B. Rationale

Yennadon received an increase in staffing this school year in connection to its growth and distribution across two campuses. Providing the support and resources needed to meet the complex SEL and self-regulation needs of students is a consistent area of collaboration and focus for the staff. Much of the staff joining the building this year – Aboriginal support worker (ASW), child care worker (CCW), and support teacher – bring a wealth of knowledge, perspective and skill that, in combination with the skills already present amongst staff, can be shared to enhance approaches to meet the needs of students.

Yennadon staff continue to support all students who struggle with self-regulation and social-emotional challenges. To provide students with an optimal experience in learning – one in which they are willing to take risks, establish positive connections with both staff and peers, and find meaning and purpose in their learning experiences – these needs must be addressed by the school staff as a whole.

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

Building on conversations from last year, our team will continue to look at using universal design strategies and work together to identify access points for all students through collaborative conversations, common language, and targeted strategies and resources. Collaboration among staff is paramount as we work to meeting students where they are. This approach will help us create a safe, caring, supportive and positive environment for staff, students and families.

\*Aboriginal education teacher and ASW co-teaching and planning with classroom teachers

\*Resource 'Wishlist' collaboration connected to individual, group and whole school strategies to support student needs in the areas of self-regulation and SEL

\*Collab Time Fridays' (admin-led grade level activities): Grade groups break out for collaboration

\*Grade group activity at district level (Kindergarten Think Tank)

\*School club activity (recess, lunch, before/after school)

\*Collaborative meetings with learning services helping teachers (LSHT)

\*Review of self-regulation strategies at staff meetings ("strategy share")

\*School-wide Individual Education Plan (IEP) strategies review

\*School-based team (SBT) resource review/collaboration/action plan

\*Primary teaching staff collectively attending the Early Learning Series

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

- Increased student participation in extracurricular clubs and activities
- 'Wishlist' SEL resource application by grade groups
- Indoor multi-grade self-regulation circuit implementation (stage)
- Increased number of school clubs (lunch, recess, before/after school)
- CCW end-of-year documentation review
- IEP end-of-year review
- Middle Years Development Instrument (MDI) data (connection to adults/student well-being)



**School:** District 42 Alternate Secondary

**Principal:** Steve Wiebe

**Director/Assistant Superintendent:** Ken Cober

## A. Goal (one goal per page)

Goal 1: Staff will continue developing and promoting a healthy sense of school community and identity based on an ethic of care. We will encourage and promote student connection with peers, staff and community supports to align with students' needs, strengths and interests.

## B. Rationale

District 42 Alternate Secondary attracts students from a variety of schools both within and outside the district. We, as a staff, hope to ensure that students feel welcome and connected with our school. Our purpose is to improve student learning by cultivating personal identity and building relationships while honouring diverse identities in our school community. By focusing on these areas, we hope to co-create a safe space where students can find their place, work from their strengths, build community, and experience success.

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

**Belonging/Mastery:** connecting to the land; promoting mental and physical wellness through place-based learning and the creation of an outdoor learning space; developing a multi-sport outdoor surface; expanding school garden (constructing a greenhouse and irrigation system, creating school meals from garden produce, growing Indigenous plants and learning about plants from local Indigenous knowledge keepers); connecting to local Indigenous culture (with our Aboriginal support worker (ASW) and Aboriginal resource teacher (ART), through land-based knowledge, art, cedar harvesting and weaving, beading, drum making, and carving); sharing our new logo and branding clothes (new sign for the Arthur Peake Centre building and furniture for outdoor learning space); field trips (cedar bark harvesting, hikes, snowboarding, etc.); using song recording (studio) and videography (editing and producing content) to foster a sense of student ownership of school identity; producing crafts and decorations to create a student centred atmosphere of belonging, welcoming and community; continuation of Connecting Program to reintegrate students; looking at creative ways to engage students beyond the traditional school year; and connection, self-advocacy and communication-building through technology that allows staff to engage with students.

**Independence:** facilitating transitions into adult life by educating around budget, meal planning, grocery shopping, and meal prep (for oneself and others); and continue with community and academic engagement programs to promote independence within one's community, including ICY (Integrated Child and Youth) team, Foundry & Foundry Works, CYMH (Child and Youth Mental Health), Douglas College Post-Secondary Bridging Program (Reboot), Alouette Addictions/ASTRA, Trades & Apprenticeship, Jujitsu & Animo Mixed Martial Arts.

**Generosity/Community:** engaging students in recognition of what generosity means (e.g., baking for school, crafting with elementary school students, gardening, supporting families through connection to outside agencies and provision of food).

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

- Attendance and participation data for school programs and cultural activities shared at morning staff meetings.
- Positive daily interactions through intentional check-ins.
- Anecdotal evidence collected through report cards, ASW information sharing and youth care worker (YCW) reports.
- Attendance data for students in the "Connecting" program
- District 42 Alternate Secondary Graduation Rate
- Successful completion of project-based assignments and academic work in general.
- Student voice through annual educational plan meeting with formative year-by-year feedback
- Capstone (Grade 12) projects where we receive summative feedback from students to improve programs year over year.



School: Garibaldi Secondary  
Principal: Ian Liversidge  
Director/Assistant Superintendent: Ken Cober

## A. Goal (one goal per page)

Goal 1: Social-Emotional Learning (SEL) and Personal Wellness.

Staff will continue our work empowering school community members to achieve their full potential as resilient, compassionate, and thoughtful citizens through the use of resources, mentorship, trauma-informed practice and positive relationships. We will support and emphasize the need for continuous growth and learning as individuals and as a community.

## B. Rationale

During the October 2023 growth planning day, school administration presented data from the Youth Development Instrument (YDI) for Grade 11s, the Student Learning Survey (SLS) for Grade 10s and 12s, and updated community census information. The statistics show a representation of the dramatic needs within our school for extended longitudinal focus on the development of our youth. As a community, Garibaldi has a significant proportion of transient families and a very diverse social economic spectrum. This year, we will also see 30% of our student population as being Ministry identified. We continue to collaborate and adjust our instructional patterns and strategies to ensure our learning environments support our diverse learners by providing the necessary supports for stability and positive student interactions.

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

- Aspects of the International Baccalaureate (IB) Middle Year program tie nicely to our school goal. The approaches to learning embedded in the IB program lay a foundation for thoughtfulness, open-mindedness, positive personal strength, and the development of a growth mindset.
- As a staff, we are consciously moving to more feedback-oriented assessment, which aligns nicely with the updated Ministry reporting order. We will continue to develop assignments that focus on the design cycle/design labs by creating projects that give students the opportunity to reflect on and develop an awareness of their thinking and understanding. Learning to learn is inherent in this goal and it is key to building student strength and capacity. SEL growth and wellness comes from knowing you're getting better at something and being in a community that supports it.
- Grading practices (assessment focused on process).
- World View as a goal of the IB experience.

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

We continue to develop meaningful opportunities for students to demonstrate and grow in their social-emotional health/wellness. Examples include:

- Formal mentorship (elementary school Growing Roots program and in specific classes, such as Physical Education Leadership and Science 11).
- Continuation of school-wide Wellness Wednesday, physical health education, and mental health and personal health modules.
- TALL (tolerance, acceptance, love, and learning) project through Safe and Caring Schools blocks to lead classroom discussions and activities around acceptance and understanding.
- Continue to support diverse curricular and extracurricular activities and clubs to maximize opportunities for student community connection.



School: Garibaldi Secondary  
Principal: Ian Liversidge  
Director/Assistant Superintendent: Ken Cober

## A. Goal (one goal per page)

Goal 2: Garibaldi Secondary School (GSS) will build a strong, inclusive team that values all our unique and diverse community members while also improving opportunities to communicate with and adapt to everyone's strengths and challenges.

## B. Rationale

GSS has experienced targeted behaviour against marginalized members of our community and the impact was extraordinary to staff and students. We are working to make change in the level of acceptance and understanding of all our students. Last year, we focused on identifying the concern and understanding its depth while engaging district resources to assist with providing supports to all involved. We listened and we were reactive. This year, we want to build on that by being more proactive and educational. We will be talking and sharing. GSS needs to teach all students strategies for responding to discrimination, stereotyping and bullying. The school community needs to have a better understanding of inclusivity.

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

- Using Pro-D and collab time to work on trauma-informed practices and defining inclusion
- Literary choices that reflect all members of our community
- In-house gifted program
- GAP classes: small class to bridge earlier learning gaps and make connections with struggling students
- Classroom work on ATL (Approaches to Learning) and social awareness, followed by reflection
- Learning about historical changes in society (how we can learn from them today)
- Practice collab skills with group work opportunities, teams and clubs that promote listening skills, safe conversation and acceptance of others
- Exposure to music from a variety of cultures
- Monthly instructional assessment holds to reflect on ATL and CC (core competencies), led by class discussion
- TALL (tolerance, acceptance, love, and learning) project through Safe and Caring Schools blocks to lead classroom discussions and activities around acceptance and understanding

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

- Visual cues in classrooms guiding informed practice for valuing others
- Surveys
- Counselling department feedback/impact and Safe and Caring Schools referrals
- More teachers connecting through Microsoft Teams (safe way for students and teachers to reach out to each other)
- Parent Advisory Council (PAC) feedback
- Flex group (at-risk students) feedback, led by child care worker (CCW) and counsellors
- Reports from case managers on diversified options for students to complete tasks
- Feedback from teachers about changes in their practice and the results



School: Garibaldi Secondary  
Principal: Ian Liversidge  
Director/Assistant Superintendent: Ken Cober

## A. Goal (one goal per page)

Goal 3: Deepen staff understanding of anti-racism pedagogy within the school setting and develop initiatives that foster understanding of ways of knowing and being (the histories and cultures of First Nations, Inuit, and Métis peoples as outlined in the 9th Professional Standard for BC Educators) and explore culturally responsive practices.

## B. Rationale

The staff at Garibaldi remain committed to Truth and Reconciliation and anti-racism education for all. This ongoing journey involves addressing internalized bias and a commitment to fostering an equitable work and learning environment for all students and staff. Our focus is on our diverse community of learners that have a diverse subset of needs both academically and culturally. We will work towards this goal to ensure that all voices are reflected in our school community.

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

- First Peoples Principles of Learning will be shared regularly in staff meetings, newsletters, and classroom graphics linking to curriculum and practice.
- Engagement of the Aboriginal support worker in classrooms focusing on First Nations cultural experiences.
- With guidance from the Anti-Racism Committee, the school will provide more awareness and engagement in anti-racism learning through self-reflection and anti-bias activities with staff and students.
- Students will continue their development of the Core Competencies/Approaches to Learning as outlined in the K-12 Anti-Racism Action Plan & Teachers' Guide.
- School departments working on strategies to 1) build connected learners that celebrate diversity and culture, 2) provide strategies that focus on recognizing and embracing diverse perspectives, 3) explore connections to community resources, and 4) focus on student-centred and Universal Design for Learning (UDL) approaches to the delivery and facilitation of learning in the classroom.

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

- Continue monthly staff meeting conversations and updates.
- More publication and awareness of resources, supports and equity education in school-based newsletters, general spaces, classrooms and assemblies.
- Feedback from the school subcommittee focusing on anti-racism and equity, which includes voices from staff and students. For the 2023/24 school year, students will be invited to join a Student Voice for Equity student committee.
- Year-over-year data collection of the number of students selecting courses with Indigenous curricular foundation.
- Work towards inclusion of Indigenous voices in school-wide celebrations/cultural activities. Continued learning through land acknowledgments.
- Increasing the visibility of all our students' cultural identities through our hallways and classroom spaces.



**School:** Maple Ridge Secondary School (MRSS)

**Principal:** Grant Frend

**Director/Assistant Superintendent:** Ken Cober

## A. Goal (one goal per page)

Goal 1: Our school community will continue to focus on further developing our culture and climate.

## B. Rationale

Maple Ridge Secondary School (MRSS) continues to grow in student enrolment. Further, in the past 2 years we have hired approximately 11 new teaching staff and 13 support staff. It is important that we honour and recognize the historically great things about MRSS, while also involving our newer staff and students in shaping our future. MRSS will intentionally seek out opportunities to further develop a vibrant school culture and climate.

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

We will continue with 2 initiatives started last year: Student of the Month (each staff member can recognize one student) and Friday Positive Calls. In addition, we continue to see new clubs added each year (e.g. Anti-Racism Club).

This year, we also have a focus on reducing loitering/ congregating in washrooms/hallways during instructional time - an issue that was brought forth by our entire school community.

Finally, we continue to expand our spirit activities. This year there is a year-long grade competition for spirit points that will culminate in our May Spirit Day finale.

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

We will measure success using the following:

- \* Parent feedback on initiatives such as Student of the Month and Friday Positive Calls
- \* Collecting data on number of students in clubs and playing on teams
- \* Ministry of Education and Child Care Student Learning Survey results (49% of grade 10s and 53% of grade 12s indicate school is a place they feel they belong Most or All of the Time).



**School:** Maple Ridge Secondary School (MRSS)

**Principal:** Grant Frend

**Director/Assistant Superintendent:** Ken Cober

## A. Goal (one goal per page)

Goal 2: Staff will continue to grow our practice and knowledge in equity, diversity, and inclusion, including anti-racism and accessibility.

## B. Rationale

If we are serious about ensuring all students are given the opportunity to reach their full potential and have a positive experience in our schools and beyond, we must investigate and address all inequities in our system. This includes viewing our schools through a culturally responsive lens.

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

Our Truth and Reconciliation efforts continue as we work with our Aboriginal support workers and Aboriginal support teacher to provide professional learning for staff. Our Circle of Indigenous Youth and Allies continue to have a significant impact on our school and community. Further, we are in year two of implementing additional Indigenous education courses (i.e. First Peoples English 12 and BC First Peoples 12). As well, we continue to work with district vp of racial inclusivity and district helping teacher of racial diversity and equity to develop anti-racism learning opportunities for staff, including active participation in the anti-racism committee's survey of our community (with results shared leading to action planning). Our student/staff anti-racism committee has just launched and will be an integral part of our work. Our SD42 Accessibility Plan will also help guide our work in inclusion.

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

We will use the following information to assess our progress. First, Ministry of Education and Child Care Student Learning Survey data (67% of grade 10 students and 55% of grade 12 students are learning to understand and support human rights and diversity). Next, data from district survey on anti-racism will be used to guide our planning in future years. Further, we will collect staff and student feedback, including Indigenous education course enrolment information, as well as further data from the ministry Student Learning Survey regarding Aboriginal Education. Finally, we will examine data collected by the SD42 accessibility committee for baseline data.



School: Maple Ridge Secondary School (MRSS)  
Principal: Grant Frend  
Director/Assistant Superintendent: Ken Cober

## A. Goal (one goal per page)

Goal 3: To support student learning by continuing to align assessment and reporting practices with the newly legislated BC K-12 Student Reporting Policy.

## B. Rationale

By developing assessment and reporting practices that align with the newly legislated K-12 Student Reporting Policy, we will be fostering inclusive learning opportunities, nurturing core competencies, and supporting curricular competency-based assessments. These, in turn, will support the academic, social, and emotional growth of all learners. By providing students and parents/caregivers with descriptive feedback that is timely, on-going, strength-based, and connected to learning standards, we will also support continued skill development and build student confidence and efficacy.

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

1. Professional development days and late start collaboration opportunities focus on assessment and reporting practices (particularly meaningful descriptive feedback and competency-based grade book design).
2. Regular bi-monthly FYI documents emailed to staff include Recommendations for Professional Learning (Ready to Grow) and Resources for classrooms (Ready to Go).
3. Classroom visits and instructional observations by administration recognize and celebrate lesson strengths and identify opportunities for pedagogical growth.
4. Staff meetings include an agenda item that encourages teachers to share success stories and challenges, and exchange ideas to support student learning.
5. The instructional tutorial in September focused on the activation of and student engagement with the core competencies. Sample lessons and resources were shared with staff through MS Teams and sets of Core Competency magnets were provided to teachers as an educational tool to support the development of these foundations and cross-curricular skills.
6. The district assessment committee representatives share their learnings at staff meetings and schedule/structure opportunities for students to engage in self-reflections of the core competencies.
7. Volunteer team of teachers led a literacy week in November, focusing on the development of literacy skills across disciplines through daily activities, contests, and events.
8. The school website includes links to informative ministry-published information sheets, brochures, and videos, which are linked via a QR code distributed at parent-teacher-student conferences.

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

1. Staff actively engage in the professional development opportunities offered and share suggestions for next steps in learning, while modeling their identities as life-long learners to their students.
2. Staff are willing to invest time in professional development by exploring resources and trying new strategies to support student growth.
3. A collaborative and supportive culture and climate that supports learning develops where classroom doors are open and inviting for educators to collaborate and connect.
4. Teachers are willing to be vulnerable and share their challenges and successes with each other for the educational benefit of their students.
5. Students and educators enhance their familiarity with the core competencies and understand the foundational and cross-curricular role they represent in the curriculum. Student self-reflections of the core-competencies are informed by the activities of the September tutorial classes and the on-going "noticing, naming, and nurturing" of these skills by teachers in the classroom.
6. The MRSS assessment committee representatives develop as school-based experts by modeling best practice, sharing their knowledge, sourcing resources, facilitating collaboration opportunities, and responding to staff queries.
7. Literacy Week attracts a majority engagement from the school population and enhances appreciation of literacy skills across disciplines.
8. Parents access the information offered on the website, enhancing their understanding and appreciation of the recent changes in assessment and reporting in BC



School: Pitt Meadows Secondary School (PMSS)  
Principal: Colin Sharpe  
Director/Assistant Superintendent: Ken Cober

## A. Goal (one goal per page)

Goal 1: Social Emotional Learning (SEL): Building positive connections and healthy relationships is critical to staff and students developing a sense of belonging and to helping individuals reach their potential as learners.

## B. Rationale

Research states that SEL programming significantly improves children's academic performance. Our hope as a staff and school community is that we can provide staff and students with the connection and the supports needed to navigate the school experience, thereby allowing them to perform better in school, as well as feel and know they are valued, heard and seen as an important member of our community.

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

- Food baskets in classrooms - Self-regulation tools in the classroom
- Greeting students at the front door or classroom door - Build connections with feeder schools
- Facilitate wellness activities in class or at Flex Time - Cross curricular activities/lessons
- Improve the physical building by creating welcoming or safe spaces throughout the school
- "Community Agreements" created within classrooms - District SEL Framework
- Incorporating mindfulness into regular classroom routines - Community building activities
- Facilitate school wide pep rallies to highlight student extra-curricular involvement and achievement
- Make a point to "see" each student each day. - Individual check-ins with students during attendance

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

- Student Learning Survey and YDI Data - Student Feedback and reflections - Increased rates of student self-assessment - Positive attendance rates - Lower rate of office referrals with more positive and productive classroom behaviours - Students can identify at least two trusted adults in the building - Increased student participation in extra-curricular clubs and activities - Increased student engagement during class activities - Open dialogue between students and comfort in groups settings, sharing ideas and perspectives - Increased student voice - Decreased rates of peer conflict.



School: Pitt Meadows Secondary  
Principal: Colin Sharpe  
Director/Assistant Superintendent: Ken Cober

## A. Goal (one goal per page)

Goal 2: To continue to develop an inclusive, culturally responsive school by expanding our collective efforts to incorporate First Peoples Principles of Learning and Indigenous content across all curricular areas.

## B. Rationale

Teaching Indigenous Ways of Knowing as reconciliation offers Indigenous students the opportunity to learn their culture, their way of knowing, and the value that their life holds. It also encourages other students to consider their own sense of belonging. It is important for schools and educators to recognize and challenge their own biases and assumptions about Indigenous cultures and peoples. This includes acknowledging and addressing stereotypes and misrepresentations in textbooks and other teaching materials. These practices encourage building community within the classroom and encourage the values of taking care of one another and helping one another.

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

Staff will reflect upon developing personalized territory acknowledgments by exploring how they can incorporate First Peoples Principles of Learning into reconciliation.

The school will add a territory acknowledgment to the morning announcements at the start of each week.

Staff will encourage deeper connections and gratitude for our community (people) and environment (land), and the relationship between the two.

Staff will challenge biases, examine sources of knowledge, continue to learn, and support one another in this learning journey.

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

Departments will volunteer to share their territory acknowledgments in staff meetings so that Pitt Meadows Secondary can walk together in this learning journey.

Staff will accept invitations to Aboriginal education's learning series: Deepening Indigenous Ways of Knowing when possible, and those attending will commit to witness.

An increased number of staff will engage in professional development opportunities to further their understanding of First Peoples, Indigenous Ways of Knowing, and relationship building with Katzie First Nation.



School: Pitt Meadows Secondary School (PMSS)  
Principal: Colin Sharpe  
Director/Assistant Superintendent: Ken Cober

## A. Goal (one goal per page)

Goal 3: Staff will continue to develop their understanding and learning around assessment practices in order to maximize student learning, engagement and achievement.

## B. Rationale

Our assessment and evaluation procedures must align with the new provincial reporting policy and standards. By collaboratively engaging with colleagues, we need to continue to develop our strategies and understanding, especially with the proficiency scale and strength based comments in order to promote more inclusive practices and further student growth and achievement.

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

District and school based professional learning opportunities.

- PMSS late start session
- Assessment committee
- Professional development opportunities to explore our practices across the curriculum.
- Continue with Proficiency Scale working group and start a Lunch & Learn series around our practice.
- Departmental Scope and Sequence around Proficiency Scale terminology refining learning targets to facilitate continuity and consistency.
- Departmental general comments and standards for strength based comments linked to proficiency scale
- Co-creation of rubrics and learning maps, integrating strength based language.
- Increased self-assessment in class, as well as exit interviews and portfolio assessment.
- Core competency reflections done in classes and linked to self assessment.

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

- Increased participation in cross-curricular learning opportunities and activities.
- Increased participation in staff learning sessions
- Increased rates of success in grades 8 and 9
- All classes at Grade 8 and 9 incorporate the proficiency scale as the main model of classroom assessment.
- Increase use of rubrics over traditional assessment methods.
- Grade 10 and 12 Student Learning Survey data
- Reflections in core competency from students
- feedback from parents on new report card comments (Parent Advisory Council meeting feedback and direction)



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

## A. Goal (one goal per page)

Goal 1: To Increase Understanding and Implementation of UDL (Universal Design for Learning) Principles.

## B. Rationale

Samuel Robertson Technical Secondary is committed to providing an inclusive and equitable learning environment for all students. Recognizing the increasingly diverse needs of our student population, the school has identified Universal Design for Learning (UDL) as a strategic focus area to enhance teaching and learning practices. UDL is a framework that aims to remove barriers in instruction and provide multiple means of representation, engagement, and expression to meet the diverse needs of all learners.

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

A significant part of our school growth planning day was devoted to delivering a professional development session for all teaching and support staff to enhance their understanding of UDL principles.

- Members of our teaching staff are working to create repository of UDL- aligned instructional materials and resources that teachers can easily access and incorporate into their lesson plans.
- We are changing our school based team application process to include an analysis of the UDL practices in place to support students.
- Encourage collaborative lesson planning sessions where teachers share and discuss UDL strategies and success stories.

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

- Incorporate UDL activities into monthly staff meetings.
- Conduct periodic reviews of the UDL growth plan to ensure its relevance and effectiveness.
- Provide opportunities during collaboration days for staff to share their UDL practices.



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

## A. Goal (one goal per page)

Goal 2: Samuel Robertson Technical Secondary School aims to establish and integrate a trauma-informed approach within the school environment, emphasizing the interconnectedness between trauma, attachment and learning, to create a supportive and nurturing atmosphere for all students.

## B. Rationale

This objective recognizes the profound influence of trauma on students' mental well-being, conduct, and academic progress. Numerous studies suggest that a considerable portion of students may have encountered traumatic events, including abuse, neglect, community violence, or family disruptions. A trauma-informed strategy acknowledges and caters to the comprehensive needs of students, fostering an atmosphere that nurtures their overall growth rather than concentrating solely on academic accomplishments. Trauma can significantly influence a student's conduct and learning capabilities. A trauma-informed approach underscores the establishment of a secure and supportive school environment. Moreover, trauma can impact a student's capacity to form healthy attachments and relationships.

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

Our counselling staff will present at our school growth planning day on Trauma Informed Practice.

Training and workshop sessions will be offered to all school personnel, encompassing teachers, administrators, counselors, and support staff. The focus will be on imparting knowledge about trauma-informed practices, attachment theory, and their influence on the learning process. To facilitate this, Andrea Chatwin, the author of "Teaching the Hurt Child," will collaborate with our staff on four occasions throughout the current school year.

We will develop and disseminate educational materials for students, staff, and parents that highlight the importance of trauma-informed practices.

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

Evaluating the effectiveness of implementing trauma-informed practices in a school involves collecting diverse forms of evidence that reflect positive changes in various aspects of the learning environment and student well-being. Attendance data will be analyzed to discern trends, with improved rates suggesting a positive impact of trauma-informed practices, indicative of students feeling more connected and supported in the school environment.

To gain insights from the perspectives of teachers and staff, feedback will be gathered regarding their experiences with trauma-informed training and implementation. This process will involve assessing whether they feel better equipped to support students, observing changes in student behavior, and noting perceived improvements in the overall school climate. Gather feedback from teachers and staff about their experiences with trauma-informed training and implementation. Assess whether they feel more equipped to support students, observe changes in student behavior, and perceive improvements in the overall school climate.



School: Thomas Haney Secondary School (THSS)  
Principal: Darren Rowell  
Director/Assistant Superintendent: Ken Cober

## A. Goal (one goal per page)

Goal 1: Mental Health and Wellness – to ensure that our school is a safe place for students, fostering connection, a caring and welcoming environment for all.

## B. Rationale

A repeated theme among staff is that our school's most important goal is to ensure we create a space for all students to feel safe and welcome each and every day.

This open and nurturing space ensures that students can focus on their mental health and wellness, expressing themselves, connecting with positive adult influences, and learning more about resilience and self-care.

Staff and students acknowledge that success is more achievable when students are coming to school feeling connected, supported and safe.

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

Within THSS, there are various structures in place to ensure students feel safe and connected. Teacher Advisory is a long-standing pillar that connects students with a teacher over their 5 year journey at the start and end of the day. Various activities and conversations unfold to build connection, foster healthy relationships and develop skills in all students. Work blocks and autonomy enable students to connect more with the positive adult influences in their lives. From Great Hall blocks, to Safe and Caring teachers, access to counsellors and support rooms, there are many available options to ensure strong connections are built. There are so many clubs and activities that create opportunities for students to learn more about themselves and the world in which they live. These experiences foster connection and help to ensure wellness and success for all students. In addition, lessons in class, connections to community supports, and monitoring attendance and engagement will help ensure all students find success and safety at THSS. Staff acknowledge the changing dynamics our students experience and desire to better understand teenage brain and behaviours in order to offer more support!

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

We will focus on our grade 10 and 12 student learning survey results as well as our YDI data. The information collected will shape our planning and decision making as we move forward.

This question from the 2022-23 Student Learning Survey has been a focus for the past two years and demonstrates the ongoing work of our counselling team, our Safe and Caring Schools team and our Physical Health Education teachers who have been delivering this curriculum with students in grades 8-12.

At school, I am learning how to care for my mental health (e.g. anxiety and stress management).

THSS Gr. 10s - 2022-23 - Agree 23% / Strongly Agree 5% = 28%  
SD42 Gr. 10s - 2022-23 - Agree 21% / Strongly Agree 4% = 25%  
THSS Gr. 12s - 2022-23 - Agree 38% / Strongly Agree 7% = 45%  
SD42 Gr. 12s - 2022-23 - Agree 18% / Strongly Agree 5% = 23%



School: Thomas Haney Secondary School (THSS)  
Principal: Darren Rowell  
Director/Assistant Superintendent: Ken Cober

## A. Goal (one goal per page)

Goal 2: School Community and Culture – to continue to build and foster a positive learning community where students are invested and actively engaged in all aspects of school life and to ensure a school community grounded in diversity, equity, inclusion and anti-racism

## B. Rationale

Due to Covid-19 restrictions, we have observed a lack of connection between students and their school community. Last year, we focused on building school culture and community through school-wide student activities. The following results are from the Grade 12 Student Learning Survey for spring 2023:

80% feel welcome at school most or all of the time

59% feel like school is a place where they belong most or all of the time

77% indicated that they have 2 or more adults at the school that care about them

77% indicated that they have never or almost never experienced discrimination on the basis of sexual orientation or gender identity

Our efforts to provide more school-wide student activities have had a positive impact on our school culture and community. Our staff feels that students would benefit from continued growth and focus in this area.

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

Thomas Haney has a wide variety of athletic opportunities and clubs for students to build strong connections to the school. Clubs include: Board Games Club, Book Club, Boys Club, Ping Pong Club, Girls Group, Eco Action Club, Robotics Team and Random Acts of Kindness Club. There have also been a number of initiatives to empower student leadership. These include: Student Council, Leadership Program, Fruit Salad Organization (FSO), Model UN and Student Voice. We will continue to encourage students to organize and/or participate in our school events and traditions (Terry Fox Run, Remembrance Day assembly, Halloween Week, Hoe Down, BBQs, Spirit Week, Gym Riot, LARP, Art Show).

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

We will continue to monitor our student involvement and attendance in leadership, clubs, and teams throughout the year, as well as at our twice weekly Breakfast Program. We will continue to use the results from the Student Learning Survey (grades 10 and 12) and the YDI (grade 11) to shape our thinking and planning with a focus on the questions below.

Do you feel welcome at your school?

Is school a place where you feel you belong?

At your school, how many adults do you feel care about you?

At school, have you experienced discrimination on the basis of your sexual orientation or gender identity?



School: Thomas Haney Secondary School (THSS)  
Principal: Darren Rowell  
Director/Assistant Superintendent: Ken Cober

## A. Goal (one goal per page)

Self-Directed Learning (SDL) – Self-directed learning involves students actively engaging in the learning process, setting goals, and managing their own educational experiences. As a school, we will continue to develop essential SDL skills including setting goals, developing a plan, monitoring progress (self-reflection), maintaining motivation, and responding to critical feedback (resilience) with the goal of providing rich, deep and meaningful learning experiences for students.

## B. Rationale

Thomas Haney is founded on a model of Self-Directed Learning (SDL) due to the belief that learning flourishes when the student is able to direct learning in a meaningful and engaging manner.

The following are core guiding principles that create the environment to foster SDL for students: Teacher Advisory, Flexible Scheduling, Personalized Programming, Collaborative Teaching Environment, Authentic Assessment, Continuous Progress, and Interactive Learning Environment.

The foundational belief is that students can be taught to be self-directed learners with teacher support, guidance and opportunities to be involved in the learning process.

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

Our action plan involves continuing to develop self-directed learning competencies with 1) students, 2) staff, and 3) our school community community.

- 1) STUDENTS: Students require scaffolds and supports to develop as fully engaged self-directed learners. A fundamental piece of this process is our Teacher Advisory (TA) model that explicitly teaches meta-cognitive skills, such as goal-setting, planning, monitoring, and evaluating one's own learning. These skills are further reinforced in the Thinking Core Competency which will be completed in TA and includes specific thinking skills as well as habits of mind, and meta-cognitive awareness.
- 2) STAFF: As a staff, we will work through the principles of SDL to allow teachers to guide their classroom curriculum and provide learning opportunities that scaffold students towards self-directed learning. We will also work as a staff to be equipped to understand the barriers that some learners experience and use brain science and compassion to address these barriers.
- 3) SCHOOL COMMUNITY: With our parent/guardian community, we will endeavor to provide opportunities to learn the key elements of our self-directed learning model, including all the supports and structures in place to support the acquisition of SDL skills and to ensure student success. We will endeavor to celebrate and acknowledge student achievements and successes as a way to demonstrate the power and potential of the SDL model. This will be done with presentations, newsletters and open house opportunities.

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

The following questions from the 2022-23 Student Learning Survey provide insight into key features of Self-Directed Learning and have been used to guide our staff growth planning and professional conversations for the past two years. They are premised on the belief that students learn best when they have choice and agency to direct their own learning and that students learn in diverse ways and at different rates - all of which is fostered in an SDL model. In each question below, the THSS results exceed district results at both grade 10 and 12 for the results of Most of the Time / All of the Time.

At school, do you get to work on things you are interested in as part of your coursework?

THSS 10s (41%) SD42 10s (37%)

THSS 12s (53%) SD42 12s (43%)

At school, are you taught to take ownership or control of your learning?

THSS 10s (57%) SD42 10s (42%)

THSS 12s (59%) SD42 12s (42%)

Are you taught to show your learning in different ways?

THSS 10s (68%) SD42 10s (54%)

THSS 12s (68%) SD42 12s (51%)

# SCHOOL GROWTH PLAN SUMMARY FOR 2023/24



**School:** Westview Secondary School (WSS)  
**Principal:** Cathryn Blanco  
**Director/Assistant Superintendent:** Kenneth Cober

## A. Goal (one goal per page)

Goal 1: Community and Connection. To foster a community at Westview that is connected in ways that are inclusive and supportive of our diverse population of learners, staff and caregivers/guardians/parents. Our school culture is built on a foundation of First Peoples Principles of Learning, Universal Design for Learning, Anti-Racism and Sexual Orientation and Gender Identity (SOGI) to promote equity and inclusion among our community.

## B. Rationale

The SD42 vision is for every individual to feel valued and for all learners to reach their potential. Students, staff and all adults should feel connected and safe. Our staff is focusing their professional learning in the areas of First Peoples Principles of Learning and Anti-Racism to shift their pedagogical practices so our students feel greater connection and purpose in their education. The 2023 Youth Development Instrument (YDI) indicates only 23% of our students feel like they belong at WSS. This result indicates that our practices still largely reflect a colonial structure and we need to improve. We need all of our students to feel a sense of belonging through the courses we offer, the lessons we teach and the sports and clubs we offer at WSS. We need to do more to ensure our teaching, interventions, resources and processes are more inclusive and reflect the lived experiences of all our learners. We need to be intentional about building connection.

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

Advisory Class - dedicated time once per week for forty minutes for school staff to meet with a small group of students. The purpose of this time is to build relationships through activities and conversations focused on student well-being, so we help students feel connected, cared for, and consequently calmer and ready to learn. Teacher Led Anti Racism working group that includes a movie club. Teacher participating in Aboriginal Education Cultural Learning projects. Staff meeting and professional development activities to encourage connection among the adults in the building. The intent is to create a professional environment where staff feel cared for and safe to take risks and shift practice. Staff workshops in Universal Design for Learning. Offer a variety of extra-curricular clubs (ie. Art Club, Games Club, Pride, Student Voice) and sports, organize assemblies and spirit events that foster pride in Westview.

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

Student Learning Survey results  
Youth Development Instrument data  
Student Voice feedback  
Student conversations, teacher/support staff conversations, classroom and school wide observations  
Parent/Guardian/Caregiver feedback through Student Learning Survey Parent Advisory Council (PAC) meetings, conversations.  
Increased engagement in our PAC and Dry Grad parent committee.



**School:** Westview Secondary School (WSS)

**Principal:** Cathryn Blanco

**Director/Assistant Superintendent:** Kenneth Cober

## A. Goal (one goal per page)

Goal 2: Create spaces and opportunities outside of math class for students to practice numeracy as a helpful, normal part of every day life; and develop staff knowledge around how to notice, name and nurture numeracy skills outside of math and science classrooms.

## B. Rationale

We need to be intentional about making the connections with kids that math is a language; creating the mindset in our community regarding the power of transferable skills between language learning and math. Current data from Provincial Numeracy Assessment continues to indicate that students at WSS are below average in numeracy when comparing our results both locally and provincially. Universities, colleges and employers are looking for a graduate that can apply numeracy skills to solving everyday problems. We need to continue to support students to ensure they are increasingly skilled and numerate citizens.

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

Staff working group to find/use more texts and activities across all curricular areas that develop numeracy skills. For example, students in Criminology are rating and graphing their opinions on the severity of punishments for crimes.

Numeracy sessions on Friday Collaboration Days to discuss, explore, create and plan activities for cross curricular activities and learnings already occurring in areas other than math (for example, textiles, social studies, shop classes, foods classes, visual arts, PE classes).

Offer Flex and After School sessions for students to attend to work on numeracy skills that will support them in Numeracy Assessment.

Explore resources by Carole Fullerton

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

Results from Numeracy Assessment

Feedback from students on how they feel they are learning about numeracy in their different classes

Feedback from staff

Classroom observations

Conversations with parents at Parent Advisory Council (PAC) meetings, Student Led conferences

Student Learning Survey Data (parents, students and school staff), Youth Development Instrument (YDI)



**School:** Westview Secondary School (WSS)

**Principal:** Cathryn Blanco

**Director/Assistant Superintendent:** Kenneth Cober

## A. Goal (one goal per page)

### Social-Emotional Learning

Continue to develop our repertoire of knowledge about how trauma impacts student learning and mental health with a particular focus about how racism, intergenerational trauma and anti-SOGI (Sexual Orientation and Gender Identity) rhetoric can be traumatic and tremendously impactful on a child's social-emotional development and achievement.

## B. Rationale

Results from the Youth Development Instrument indicate that 49% of students selected "Low" to the question "teachers and students treat each other with respect in this school" and 50% of our students rated their general mental health and fair or poor. Additionally, when asked "I can calm myself down when I am excited or upset," 47% of students rated this as low. We need to continue to support our students in identifying and supporting their social-emotional and mental health needs. We need to focus on connecting our students with services and identifying why they struggle with mental health. Additionally, we need to focus on developing compassionate responses in both our students and adults so that students feel they are treated respectfully. We need to continue to develop our understanding about the impact of racism, intergenerational traumas and anti-SOGI rhetoric as this is deeply impactful on our students.

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

Staff participation in District Inquiry, Collaborative Network, Advisory  
 Art teacher continuing professional development series on "Designs for teaching cross curricular: Diversity and Art with a SEL focus"  
 Teaching a staff meeting session on Universal Design for Learning (UDL)  
 Connection with Aboriginal education department and anti racism helping teacher to support learning about the impacts of intergenerational trauma and direct connections to inequity and racism.  
 Share staff learning at Parent Advisory Council (PAC).  
 Incorporated learnings from Andrea Chatwin sessions in our school based team meetings.  
 Shift school awards to focus on Core Competencies — honour greater variety of students.

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

Youth Development Instrument Data  
 Student Learning Survey Data  
 McCreary Adolescent Mental Health Survey Data  
 Student Voice, classroom observations conversations with students, teachers, support staff, parents/guardians/caregivers  
 Improved attendance data

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Riverside Centre Continuing Education and Connected Learning Community

**Principal:** Tricia McCuaig

**Director/Assistant Superintendent:** Ken Cober

## A. Goal (one goal per page)

### Goal 1: Social and Emotional Learning - Culture and Climate

Promote an inclusive, connected and supportive learning environment for students and staff. This continues to be important within the school community so that everyone feels a sense of belonging and purpose. We also want to continue to increase the profile, recognition and value of the programs offered at Riverside Centre in the greater community.

## B. Rationale

Continuing Education and the Connected Learning Community celebrate the diversity of our student population within our school community. Our learners enroll from within and outside Maple Ridge - Pitt Meadows School District No. 42 (SD42) (adult only), and creating meaningful connections and collaboration with secondary school staff is important. The pandemic fueled a disconnect, and we have seen a significant shift from a preference for in-person learning to on-line learning. Continuing Education and Connected Learning Community are interconnected and distinct. Continuing Education in person and on-line learning supports a diverse group of SD42 learners, enhancing and helping students to maximize their potential and increase their opportunities in the greater community. We will need to closely monitor the impact of the shift to Provincial Online Learning Schools (POLS) and District Online Learning Schools (DOLS, SD42).

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

- \*Access resources for teachers and staff - professional literature and development opportunities
- \*Ensure the school environment is welcoming - front entrance and hallways - design physical space that supports community and community use of the building
- \*Ensure staff and students have access to supports if required - including mental health supports
- \*Celebrate student successes
- \*Promote options for Continuing Education (CE) and Connected Learning Community (CLC) classes
- \*Meet regularly with individuals and groups working together in the building, and with stakeholders, including prison staff
- \*Monitor student enrollment trends in CE/CLC courses and consider implications on culture, climate and staffing

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

- \*Interviews with students shared across the district and on social media
- \*Regular communications with school administrators, counselors and support teachers
- \*Entrance and bulletin boards around school warm, inclusive, welcoming
- \*Website and social media channels updated and active
- \*Identify students on Individual Education Plans and collaborate with school based support teachers and staff with the assistance of Learning Services
- \*Identify adult students who would benefit from learning adaptations and support them to be successful
- \*During Summer Learning 2022, English First Peoples 11 (EFP) was offered. EFP 12 in person classes will be offered in both semesters and on-line BCF 12
- \*Create and implement a student voice survey
- \*2023 - English Language Learners Elementary and Secondary summer learning

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Riverside Centre Continuing Education and Connected Learning Community

**Principal:** Tricia McCuaig

**Director/Assistant Superintendent:** Ken Cober

## A. Goal (one goal per page)

### Goal 2: Secondary Innovation - Learning and Assessment

Focus on continuous improvement in instruction and assessment. The updated reporting policy creates a new, expanded flexibility around curriculum and core competencies. K-12 Student Reporting Policy provides opportunities to improve reporting and new align teaching.

## B. Rationale

As a staff, we see the need and value to maximize flexibility when supporting students to successfully meet personal learning goals. Students self reflection and goal setting is part of the updated reporting policy.

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

- \*Review and reflect on the updated Ministry of Education and Child Care K-12 student reporting policy draft (updated July 1, 2023)
- \*James Burdon will represent Riverside Centre on district assessment committee
- \*Consider effective strategies (current and new) to engage reluctant learners
- \*Schedule district secondary helping teacher or Aboriginal education vice principal to facilitate professional development at staff meetings
- \*Incorporate Indigenous content/resources into curriculum
- \*Problem solve with iIT department when students have issues connecting to WiFi with personal devices.
- \*Work with teachers Erin Smeed and James Burdon around incorporating student reflection and goal setting

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

- \*Invite district helping teacher in to discuss proficiency scale, student self assessment, learning updates, summary of learning, descriptive feedback within the continuing education context. \*Ensure that Connected Learning Community (CLC) promotes various forms of communication to allow for students, teachers, clerical and admin staff to connect. \*Ensure we are documenting our communication process for at risk students, involve safe and caring schools and learning services where needed. \*Apply assessment approaches as relevant to our context - eg: self-assessment, goal setting (such as advisors support with grad plans, pace of course with on-line learning, moving towards proficiency scales). \*Positive change in overall completion rates for students in CLC courses.
- \*Annual collection and comparison of CLC course completion rates.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



School: Aboriginal Education

Principal: Kirsten Urdahl-Serr

Director/Assistant Superintendent: Cheryl Schwarz

## A. Goal (one goal per page)

Goal 1: To foster a sense of connection and belonging, the Aboriginal Education (AbEd) department will focus efforts on students at key transitions - entry to school (primary years), transition of Grade 7 to Grade 8, students entering the graduation program from Grade 9 to Grade 10, and post-secondary planning. To be more effective, early fall programs need to be planned for Grade 7 to 8 and kindergarten transitions.

## B. Rationale

Identified through the Deepening Indigenous Education and Equity Report are recommendations to support students of ancestry in their post-secondary planning and transition to life beyond secondary school. These recommendations have been substantiated through our conversations with the AbEd Advisory Committee, Elders' Committee, and data sources (student learning survey, Early Development Instrument, Middle Years Development Instrument, grade-to-grade transition rates, and graduation data). As such, the department recognizes the key transitions in a student's journey as entry to school, Gr. 7 to 8, Gr. 9 to 10, and transitioning to post-secondary. The goal is to focus our efforts on students during these key transition years by leveraging the 0.4 FTE teaching time assigned to transition planning. There will be an emphasis on leadership planning to foster a sense of belonging, identity, and community. A team approach will also be used to support transition planning for new students entering kindergarten and students moving from elementary to secondary school.

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

1. Plan post-secondary connections as a team to explore options and support students with applications, identifying financial supports, preparing scholarship and bursary applications, and hosting secondary family night with a focus on Indigenous student connections to post-secondary institutions.
2. Plan two leadership events (kick off and year end) for secondary students to participate in, along with followup activities at school sites between the events.
3. Plan events specific to cultivating connections with Grade 6 and Grade 7 students.
4. Create opportunities for Grade 8 students to build relationships at schools including inviting elementary AbEd staff to connect and check in.
5. Collaborate with early learning helping teacher to connect trained early childhood educators and Aboriginal support workers.
6. Create opportunities for families of primary-aged students to connect at their schools (i.e., Bannock and Books).
7. Connect Elders to the student gatherings at schools to ensure their presence and guidance is offered to students.
8. Create opportunities for graduation program students to access tutoring in term 3 for required graduation coursework.

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

Students will report through the 2024-25 student forum that connections to school and each other have improved through Aboriginal Education initiatives in comparison to the information gathered at the last student forum in March 2023. Post-secondary transition rates will improve. Literacy assessments will improve over time as collected through June reports.



School: Aboriginal Education
  
 Principal: Kirsten Urdahl-Serr
  
 Director/Assistant Superintendent: Cheryl Schwarz

## A. Goal (one goal per page)

Goal 2: Aboriginal Education (AbEd) staff will continue to learn new strategies and/or teachings to support students in their social-emotional and cultural learning. Staff will be offered culturally responsive resources portraying holistic\* Indigenous perspectives in literacy and numeracy to increase their capacity to support student learning.

## B. Rationale

The Deepening Indigenous Education and Equity Report highlights student quotes that specifically speak to holistic learning as well as recommendations to support Aboriginal Education staff training in cultural and social-emotional learning. Theme 4 in the Declaration on the Rights of Indigenous Peoples Act (DRIPA) Action Plan focuses on social, cultural, and economic well-being. One of the social actions listed is to “identify and undertake concrete measures to increase the literacy and numeracy achievement levels of Indigenous students at all levels of the K-12 education system, including the early years.” With this in mind, Aboriginal Education staff recognize taking holistic approaches to literacy and numeracy would be beneficial to student learning and classroom instruction. As such, staff will engage in learning holistic strategies to expand their academic supports and activities with students.

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

1. Educate staff on access to available school and community resources so they can connect students and families.
2. Offer optional additional hours for Aboriginal support workers to create after-school programs for students with a focus on cultural, social-emotional, and/or academic needs.
3. Opportunity for all AbEd staff to co-plan and co-lead cultural learning opportunities for each other.
4. Principal/vice-principal will plan learning opportunities for staff in holistic academic activities with culturally responsive resources.
5. Staff are supported in accessing professional development opportunities.

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

Staff will report that they feel an increase in confidence in being able to support students in a variety of ways, from cultural teachings to academic and/or social-emotional strategies with holistic\* outcomes.

\*teachings and strategies that are inclusive of Indigenous ways of knowing and being.



School: Aboriginal Education  
Principal: Kirsten Urdahl-Serr  
Director/Assistant Superintendent: Cheryl Schwarz

## A. Goal (one goal per page)

Goal 3: The Aboriginal Education department will focus our efforts on ensuring students and families feel connected to the SD42 Indigenous community.

## B. Rationale

Departmental conversations (growth planning, department meetings, conversations with community partners, and Advisory) and the Deepening Indigenous Education and Equity report have identified that connecting families fosters a sense of community and belonging with each other and the school system. Feedback from families and staff from the 2022-23 family events indicates the value families place on these opportunities to build community.

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

1. Additional monthly meetings for Family Committee to meet and to plan events.
2. Focus on connecting families to community supports.
3. Collaborate with schools to plan events for families to connect in both elementary and secondary.
4. As part of the feedback survey after an event, ask families for feedback on the kinds of community connections they are seeking.
5. Plan events with a focus on intergenerational connections to build community with families.
6. Invite Elders to events during school hours so students with ancestry can build relationships with Elders from the community and land based Nations.

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

- Families and students will provide feedback demonstrating the opportunity to connect with others has improved their sense of belonging and connection to their school community.
- Number of people attending events and distribution of attendees across all schools.