

## 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 four broad categories: improved learning and assessment, social emotional learning (school culture and climate), literacy, and secondary innovation. The table below documents the "big ideas" of the school goals selected by each school community.

	Improving Learning & Assessment	Secondary Innovation	SEL (School Culture)	Literacy	Big Ideas
<b>SECONDARY SCHOOLS</b>					
District Alternate					Community and Care - Indigenous embedded
Garibaldi Secondary					Anti-racism, First Peoples - Focus on wellness, SOGI
Maple Ridge Secondary					Culture and climate - Equity, diversity and inclusion
Pitt Meadows Secondary					Culturally responsible teaching practices - Positive connections
Samuel Robertson Technical					Anti-racism - Sense of belonging
Thomas Haney Secondary					Self-directed learning - Community and culture - Mental health and wellness
Westview Secondary					Numeracy, create safe places for practice - Equity, community and connection - Trauma informed
<b>ELEMENTARY SCHOOLS</b>					
Albion					Resiliency - Better readers and writers
Alexander Robinson					Strengthen community - Including all learners
Alouette					Embedding Indigenous ways of teaching and learning - Reading for fun
Blue Mountain					Growth in numeracy - Self-regulation/emotional resiliency through a lens of Indigenous ways - Growth in literacy
c'usqunela					Performing and cultural arts, love of, incorporation of Indigenous ways - Relational - Reading success
Davie Jones					Numeracy, creating safe spaces to practice - Honour diversity of all - Increase ready fluency and comprehension
Edith McDermott					Numeracy, begin exploration - Sense of belonging, First People's - Continual improvement in literacy
Environmental School					Inclusive community rooted in place
Eric Langton					Belonging and self-reflection - Reading for joy
Fairview					Indigenous world views to create a sense of belonging - Focus on writing
Glenwood					Identifying laggings skills, creating interventions - Indigenous ways of knowing
Golden Ears					Belonging, inclusion, connection (equity) - Enjoyment of reading
Hammond					Resilience and wellness - Develop positive attitudes in reading
Harry Hooge					Sense of belonging (equity) - Targeted literacy instruction
Highland Park					Inclusive and welcoming community (equity) - Reading; comprehend, analyze and respond
Kanaka Creek					Numeracy for struggling students - Community - Literacy for struggling students
Laity View					Indigenous ways of knowing - Love of writing
Maple Ridge Elementary					Emotions and resilience - Focus on writing
Pitt Meadows Elementary					Welcoming, safe and caring community that supports diversity - Literacy; confident and capable learners
Webster's Corners					Well being - Joy of reading
Whonnock					Fostering connectedness using the outdoors - Reading comprehension
Yennadon					Students to feel safe and valued - Literacy assessment and intervention
<b>ABORIGINAL EDUCATION</b>					Connection and belonging; focus on key transitions; family connections
<b>CONTINUING EDUCATION</b>					Learning and assessment; culture and climate

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



School: Aboriginal Education

Principal: Kirsten Urdahl-Serr

Director/Assistant Superintendent: Cheryl Schwarz

## A. Goal (one goal per page)

To foster a sense of connection and belonging, the Aboriginal Education 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 into Grade 10, and supporting students with post-secondary planning.

## 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, EDI, MDI, grade to grade transition rates, and graduation data). As such, the department recognizes the key transitions in a student's journey of entry to school, Gr 7-8, Gr 9-10, and transitioning to post-secondary. The goal is to focus our efforts on students during these key transition years and define the 0.4 FTE teaching time assigned to transition planning with an emphasis on leadership planning to foster a sense of belonging, identity, and community as well as supporting transitions with new students entering Kindergarten and students transitioning from elementary to secondary schools.

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

1. Assign teaching time to developing leadership activities for Grades 6, 7 and secondary students.
2. Identify early learning as a portfolio focus for the teacher librarian of the department.
3. Identify post-secondary connections as a portfolio focus to a resource teacher to promote connections to post-secondary 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.
4. Continue Leadership Committee for the department and schedule monthly meetings.
5. Plan at least three leadership events for secondary students to participate along with follow up activities at school sites between the events.
6. Focus efforts to developing opportunities for Grade 6 and 7 students to connect with each other and with AbEd staff and students at their feeder secondary schools.
7. Plan annual events specific to cultivating connections with Grade 6 and 7 students.
8. Collaborate with early learning helping teacher to plan literacy events inclusive of Indigenous Worldviews and authentic voices.
9. Continue with summer reading program for elementary students.
10. Collaborate with schools to connect families to District transition opportunities (entering Kindergarten and Grade 7 students entering secondary)

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

Students will report through the student forum planned for March 2, 2023, that their identity is being recognized and sense of belonging has improved through Aboriginal Education initiatives and in schools compared to the last student forum information gathered from students in March 2020. Post-secondary transition rates will improve. Literacy assessments will improve over time as collected through June reports.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Aboriginal Education

Principal: Kirsten Urdahl-Serr

Director/Assistant Superintendent: Cheryl Schwarz

## A. Goal (one goal per page)

The staff of the Aboriginal Education Department will continue to learn new strategies and or teachings to support students in their social emotional and cultural learning. Staff will undergo training with wholistic\* initiatives in literacy and numeracy to increase their capacity to support student learning as well as training to improve their knowledge of learning support services so they may better support families whose children have learning needs.

## B. Rationale

The Deepening Indigenous Education and Equity Report highlights student quotes that specifically speak to wholistic learning as well as recommendations to support Aboriginal Education staff training in: 1. cultural and social emotional learning; 2. understanding learning support services to improve support of students and families in learning supports. To support the DRIPA plan Theme 4 Social, Cultural, and Economic Well Being under Social Actions, action 4.1 states "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", Aboriginal Education staff recognize the supplemental supports they can offer students in wholistic approaches to literacy and numeracy will support classroom instruction. As such, staff recognize need for learning wholistic 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. Monthly opportunities for staff to attend training for extending cultural learning [i.e. staff teach each other or invite community members (Elders, Knowledge Keepers) to offer teachings].
2. Training for wholistic mental health supports or cultural teachings offered to staff for professional development days.
3. Additional hours for ASW staff to offer after school supports for students with a focus on cultural, social/emotional, and or academic needs.
4. Opportunity for all AbEd staff to co-plan and co-lead cultural learning opportunities for after school programs for students to collaborate and share knowledges.
5. PVP will plan learning opportunities for staff to access training in learning support services and wholistic academic activities and resources for staff to learn to support classroom teaching.
6. Staff are supported to access professional development opportunities.

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

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

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

Principal:

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# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



School: Aboriginal Education

Principal: Kirsten Urdahl-Serr

Director/Assistant Superintendent: Cheryl Schwarz

## A. Goal (one goal per page)

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

## B. Rationale

Through departmental conversations (growth planning, department meetings, conversations with community partners, and Advisory), the isolation from the pandemic continues to impact families and students resulting in a need to access opportunities to restart connections with community. The Deepening Indigenous Education and Equity report also highlighted the need for families to be connected to each other and their school communities. To foster a sense of community and belonging with each other and the school system, families need to be provided opportunity to gather and connect.

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

1. Community partners were consulted in September 2022 and conversations highlighted a need for social emotional supports for students and their families.
2. Advisory was consulted September 2022 for allocation of accumulated surplus from 2021-22 to allocate funding to specific programs to promote connection and belonging with family events being identified as a high priority.
3. Additional meetings for Family Committee to meet monthly to plan events.
4. Collaborate with community organizations to plan events.
5. Collaborate with schools to plan events for families to connect for both elementary and secondary.
6. Create a survey to ask families for feedback from an event, the kinds of community connections they are seeking and how they may contribute to the events.

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

Families will offer feedback that demonstrates the opportunity to connect with other families has improved their sense of belonging and has improved the connection to their school community. Numbers attending events and distribution of attendees across all schools.

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)

Social and Emotional Learning - Culture & Climate

Promote an inclusive, connected and supportive learning environment for students and staff. This is 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 School District 42 and creating meaningful connections and collaboration with secondary school staff is important. The pandemic has fueled a disconnect, and we have seen a significant shift from a preference for in-person learning versus online learning. Continuing Education and Connected Learning Community are interconnected and distinct. Continuing Education in person and online learning supports a diverse group of SD42 learners, enhancing and helping students to maximize their potential and increase their opportunities in the greater community.

## 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
- ❖ Celebrate student successes
- ❖ Promote options for Continuing Education and Connected Learning Community classes
- ❖ Meet regularly with individuals and groups working together in the building, and with stakeholders, including prison staff
- ❖ Monitor student enrolment trends in CE/CLC courses and consider implications on culture, climate, and staffing
- ❖ Install a street-level sign identifying RSC programs offered.

## 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 that are warm, inclusive, and welcoming
- ❖ Website and social media channels updated and active
- ❖ Identify students on IEP's and collaborate with school-based support teachers where possible
- ❖ Identify adult students who would benefit from learning adaptations and support them to be successful
- ❖ During Summer Learning 2022, English First Peoples 11 was offered. English First Peoples 12 in-person classes will be offered in both semesters and English First Peoples 11 will be offered when the course is ready
- ❖ Create and implement a student voice survey

**Principal:**

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**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)

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. Consider best practices that emerge due to the shifts necessitated by the pandemic and the recently updated DRAFT K-12 Student Reporting Policy.

## B. Rationale

As a staff, we see the need and value to maximize flexibility when supporting students to successfully meet personal learning goals.

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

- ❖ Review and reflect on the ministry K-12 student reporting policy draft (published September 2021)
- ❖ Erin Smeed will continue to represent RSC on district assessment committee
- ❖ Ensure we are included in district assessment committee (10-12)
- ❖ Consider effective strategies (current and new) to engage reluctant learners
- ❖ Schedule District Secondary Helping Teacher or Aboriginal Education VP facilitate Pro-D at staff meetings
- ❖ Incorporate Indigenous content/resources into curriculum
- ❖ Continue to consult with IT for a solution in ensuring our adult learners have access to School District email and associated learning platforms

## 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 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
- ❖ Apply assessment approaches as relevant to our context - eg: self-assessment, goal setting (such as advisors support with grad plans, pace of course with online 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: District 42 Alternate Secondary

Principal: Steve Wiebe

Director/Assistant Superintendent: Ken Cober

## Social and Emotional Learning (Culture and Community)

Staff will continue to develop and promote 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 draws 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 through building relationships, honouring identity and co-creating a safe space where students can find their place, work from their strengths, build community and experience success.

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

**Belonging/Mastery:** connecting to the land; 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 (Joseph Dandurand and our ASW and ART - story telling & gifting of song, drum making, totem carving); developing a new logo and branding clothes (new sign for the APC building, stowable outdoor furniture for outdoor learning space); return to field trips (cedar bark harvesting, hikes, snowboarding, etc.); using song recording (studio), 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; Introduction of Connecting Program to reintegrate students.

**Independence:** community & academic engagement programs to promote independence; programs include Foundry & Foundry Works, CYMH, Pathfinders, Triangle BC, WorkBC, Douglas College Post-Secondary Bridging Program (Reboot), Coast Mental Health (Housing & Mental Health Support), Alouette Addictions/ASTRA, Trades & Apprentice.

**Generosity:** engaging students in their recognition of what generosity means; examples include baking for the school, crafting with elementary school students, mentorship, environmental clean up, gardening

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

- Face-to-face attendance & participation data for school programs & cultural activities shared at morning staff meetings
- Anecdotal evidence collected through report cards, ASW information sharing & YCW reports
- Attendance data for students in the "Connecting" program; rebuilding their attendance & reintegration into District 42 Alternate Secondary
- Successful completion of project-based assignments and academic work in general
- Graduation Rate
- Student and staff feedback received in formal and informal school-based meetings

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Garibaldi Secondary School

**Principal:** Ian Liversidge

**Director/Assistant Superintendent:** Ken Cober

## A. Goal (one goal per page)

Social Emotional Learning and Personal Wellness: Staff will continue their work towards empowering school community members to achieve their full potential as resilient, compassionate, and thoughtful citizens through resources, mentorship, trauma-informed practice, and positive relationships.

## B. Rationale

Strong social emotional health enables an individual to integrate their thoughts, emotions, and behaviours in a way that supports greater health and well-being in life. Students who have an understanding of mental health and wellness support can not only utilize this knowledge for themselves, but also be of support to their peers. Students demonstrate higher rates of engagement and achievement in classroom settings where social-emotional learning and wellness are embedded into the curricular activities.

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

In and out of the classroom, our staff will foster compassion and respect by teaching and practicing positive social and emotional norms and addressing concerns surrounding mental health and wellness in an authentic and meaningful way. To help facilitate this action plan, GSS will work to provide resources to staff and students, support wellness initiatives, strive to further connect students to outside resources, create awareness of mental health and support amongst students, and normalize conversations about mental health and wellness.

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

- Regular check-ins at monthly staff meeting surrounding staff attitudes and social-emotional wellness
- More publication and aware of resources in school-based newsletters, in washrooms and other general spaces, in classrooms and assemblies
- Purposeful, on-going counsellor visits to classrooms
- Create opportunities for students to engage in learning about the benefits of compassion, peer support and wellness through school-life balance
- Mindfulness will continue to be supported with the introduction and support of yoga, both in class time and extracurricular
- Mindfulness/wellness/Compassionate Systems learning for staff and students (PE health units, CLE 10, CLC 12, embedded in MYP approaches to learning).

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Garibaldi Secondary School

**Principal:** Ian Liversidge

**Director/Assistant Superintendent:** Ken Cober

## A. Goal (one goal per page)

Garibaldi Secondary will continue to increase awareness of anti-racism initiatives within the school and district, and to foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit, and Metis as outlined in the 9th Professional Standard for BC Educators

## B. Rationale

From the October 2022 Growth Planning Day, the staff identified the need for actionable steps towards Truth and Reconciliation, and towards increasing awareness of anti-racism education, internalized bias, and to meaningfully and authentically celebrate and acknowledge all members within our school learning community. Together we came to a renewed understanding that we have an incredibly diverse community with an increasing range of diverse needs based on cultural/ethnic identities.

## 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, for example the Link Crew Aboriginal Games event and 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. Students will continue their development of the core competencies/approaches to learning, specifically around the personal and social competencies and awareness of identity in their various courses, such as English First Peoples, careers, capstone, and the personal planning project.

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

- Regular check-ins at monthly staff meetings surrounding staff attitudes and anti-bias reflections.
- More publication and awareness of resources, supports, and equity education in school-based newsletters, in general spaces, in classrooms and assemblies.
- Feedback from the school sub-committee focusing on anti-racism and equity, which includes voices from staff and students.
- Year-over-year data collections of the number of students selecting courses with Indigenous curricular foundation.
- Inclusion of Indigenous voices in school-wide celebrations/cultural activities (i.e. Truth and Reconciliation Day, Remembrance Day).
- Increasing the visibility for Indigenous voices through school displays, artwork, and curricular connections.

**Principal:**

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**School:** Garibaldi Secondary

**Principal:** Ian Liversidge

**Director/Assistant Superintendent:** Ken Cober

## A. Goal (one goal per page)

GSS staff are committed to creating an inclusive school community that creates opportunity for all people to exist as contributing members of the community, while being valued for their abilities and uniqueness.

## B. Rationale

An inclusive school community is important for student dignity, security, and opportunity to best achieve their potential. In the past several years, participation in the Rainbow Rebels Club has increased with a greater number of GSS students willing to acknowledge their gender and/or sexual identity journey. Year over year, the GSS community has and continues to become a more ethnically diverse community and it is important for us to be culturally aware and continue the pathways of inclusion for all students.

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

Individual staff and departments have already been exploring inclusion in the classroom and now, as a collective staff, we are looking to coordinate initiatives and activities both inside and outside of the classroom. We will work to add organizations to the many groups working on this process. Our staff has already begun coordinating initiatives and activities around themes of inclusion. We are developing a common dialogue for pathways of support for students.

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

- National flags from around the world representing the countries of origin for GSS community members on display in the front hallway
- Cultural guest speakers for classrooms, grade groups, and school-wide presentations
- Curricular integration — meaningful, subject-specific lesson plans modeling and encouraging inclusion.
- Recommendations and actions coming out of the work of our anti-racism committee

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



School: Maple Ridge Secondary School

Principal: Grant Frend

Director/Assistant Superintendent: Cheryl Schwarz

## A. Goal (one goal per page)

Our school community will focus on further developing our school culture and climate.

## B. Rationale

It has been a challenging three years for all in education. For the better part of three school years, students and staff were challenged to build community without the shared opportunities that typically exist. As a result, many schools saw an increase in negative student behaviours and a decrease in overall morale. As we have returned to full in-person attendance without restrictions on student/staff activities, MRSS is using this as an opportunity to be intentional with opportunities to build a positive school culture and climate.

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

First, staff were asked to complete the Gallup Q12 Employee Engagement Survey on the first day of school. This survey has provided administration with information on how to improve the employee experience. Next, the school has started to implement elements of the Josten's Renaissance program, a program that over the past 30 years has helped schools across the globe renew their climate and culture. An element of this program is to review how we recognize both staff and students for their contributions and achievements. There is a group of staff and students meeting to plan and implement Renaissance starting with The Pulse Student Recognition Survey.

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

We will measure success using the following:

- ❖ The Gallup Q12 Employee Engagement Survey questions demonstrated that staff desire more conversations about their personal growth and development
- ❖ The Pulse Student Recognition Survey to help us launch our Renaissance Program
- ❖ Ministry of Education Student Learning Survey results (47% of Grade 10s and 50% of grade 12s indicate school is a place they feel they belong most or all of the time).

Principal:

Superintendent:

Board Chairperson:

Date:

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Maple Ridge Secondary School

**Principal:** Grant Frend

**Director/Assistant Superintendent:** Cheryl Schwarz

## A. Goal (one goal per page)

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

## 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 work continues as we work with our Aboriginal Support Workers and Aboriginal Support Teacher to provide professional learning for staff (i.e. growth planning session on Territory Acknowledgments). Further, we are implementing additional Indigenous Education courses i.e. First Peoples English 12. As well, we will work with Wayne Chow, district VP, and Amelia Laidlaw, helping teacher, 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). We will review key policies with staff (i.e. Inclusive Schools) as well as reviewing IEP implementation protocols.

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

We will use the following information to assess our progress. First, Ministry 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.

**Principal:**

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**Board Chairperson:**

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# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Pitt Meadows Secondary School

**Principal:** Colin Sharpe

**Director/Assistant Superintendent:** Cheryl Schwarz

## A. Goal (one goal per page)

Goal 1: Social Emotional Learning (SEL): As we enter our fourth academic year impacted by a global pandemic, the need to focus on SEL is essential. Building positive connections and healthy relationships are critical to staff and students developing a sense of belonging and helping individuals reach their full potential as learners.

## B. Rationale

Research states that SEL programming significantly improves children's academic performance. While the public health context that we find ourselves in seems to have improved, we are still experiencing COVID related pressures and anxieties. Undoubtedly, these pressures and external stressors have impacted our learners. Our hope as a school community is that we can provide staff and students with the connection and the supports needed to navigate these times, thereby allowing them to perform better in school, as well as feel 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)

- Cross curricular collaboration and programming
- Build on working relationships and feeder schools
- Warmly greeting our students at the front door or classroom door
- Food Baskets in the classroom
- Self-regulation tools in the classroom
- Continued focus on improving common spaces to make them more welcoming
- District SEL Framework
- Engage in wellness activities in class or at flex
- Increased extra-curricular athletic and club offerings for students
- Collaboratively creating "Community Agreements" in classes
  - o Giving students voice and choice in classroom setting
  - o Engaging in wellness activities in class or flex time to help reduce stress/anxiety
  - o Hangry baskets in the classroom
  - o Engage in teaching practices that support SEL (cooperative learning, balanced instruction, competence building, etc.
  - o Incorporate self-regulation tools in the classroom

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

- Student Learning Survey & YDI Data
- Student Feedback and reflections
- Increased student participation in extra-curricular clubs and activities
- Positive attendance rates
- Lower rate of office referrals with more positive classroom behaviours
- Observational analysis
- Increased rates of student self-assessment
- Students can identify their trusted adults in the building
- Observational analysis – increased rate of self-assessment
- Students can identify who their advocates or trusted adults are in the school

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Pitt Meadows Secondary School  
**Principal:** Colin Sharpe  
**Director/Assistant Superintendent:** Cheryl Schwarz

## A. Goal (one goal per page)

Goal 2: Culturally responsive teaching practices 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

In line with Standard #9 of the Professional Standards for BC Educators, it is incumbent upon all educators to “foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Metis.” As the Honourable Justice Murray Sinclair stated, “Education is what got us here, and education is what will get us out.” By examining our practice through a culturally responsive lens, it is our hope to continue to decolonize our teaching methods and language and work towards addressing the inequities that exist. With approximately 8% of our student population identifying ancestry and as the home school for the Katzie First Nation, we have a responsibility to ensure that our practice and our teaching is inclusive, and we incorporate the First Peoples Principles of Learning and Indigenous content across all curricular areas.

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

- In connection with the SD42 AbEd Department, invite local Knowledge Keepers into classes to facilitate authentic/local cultural programming. - Increasing the number of cultural celebrations in school.
- Increased highlighting of cultural connections in the classroom. - Increased course offerings that have an Indigenous focus. - Visible cultural elements throughout the building. - More Place-Based Learning - Have AbEd room open all day to create a safe space. - Sitting in circles to remove the power imbalance - Intentionally incorporating more Indigenous practices and ways of knowing across curriculum.
- Engage and highlight local communities (history, language, traditions, etc.)
- Intentionally incorporating more Indigenous knowledge, practices and ways of knowing across all curricular areas
- More place-based learning
- Sitting in circles so that everyone feels equal and there is no power imbalance

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

- Stronger relationships with students and families of ancestry.
- More students sharing their stories and celebrating their cultures and histories.
- Student Learning Survey Data
- Interviews with students to collect their stories on how this work has impacted their school experience
- Observational analysis.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Pitt Meadows Secondary School
  
**Principal:** Colin Sharpe
  
**Director/Assistant Superintendent:** Cheryl Schwarz

## 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

Students need to be part of the conversation when it comes to assessment and communicating growth and learning. Our assessment and evaluation procedures must inform our teaching practice and serve as a function to support learning. By collaboratively engaging with colleagues, we need to continue to develop our strategies and understanding, especially with the proficiency scale, 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)

- Staff involvement in district and school based professional learning opportunities.
- Targeted professional development opportunities to explore our practices across the curriculum.
- Continue with proficiency scale working group and start a lunch and learn series around our practice
- Departmental scope and sequence around proficiency scale terminology refining learning targets to facilitate continuity and consistency.
- Co-creation of rubrics and learning maps, integrating strength-based language.
- Increased self-assessment in class, as well as exit interviews and portfolio assessment.

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

- Staff and student reflections (Grade 10 & 12 Student Learning Survey data)
- Increased participation in cross-curricular learning opportunities and activities
- Increased rates of success in Grades 8 and 9, as well as other classes that incorporate the proficiency scale as the main model of classroom assessment. -
- Increased rates of retention in senior courses.
- Students are able to communicate where they are at in relation to curricular competencies: What are you learning? How is it going? Where to next?

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Samuel Robertson Technical Secondary

**Principal:** Ken Elphick

**Director/Assistant Superintendent:** Ken Cober

## A. Goal (one goal per page)

To build a stronger sense of belonging among students at SRT so that they feel the support of our community as they learn, connect, and grow.

## B. Rationale

There is a significant difference between the way SRT students in Grade 10 feel about their school experiences when compared to our Grade 12s. When asked the question "Do you like school?", as part of the most recent Student Learning Survey, the Grade 10s responded "agree or strongly agree" only 29% of the time. However, when Grade 12s were asked the same question, 53% "agree" or "strongly agree." The same trend holds for the questions "Do you feel welcome at school?" and "Is school a place where you belong?" The data clearly shows that the Grade 12s consistently reported positive feelings at rates above district averages while the Grade 10s consistently reported negative feelings at a higher rate than district averages. In discussions with staff and students, there was agreement that for two COVID years our younger students never had the opportunity to build connections with staff and students by participating in the full school experience. In contrast, our Grade 12s had already put down roots at the school before the onset of COVID. We feel that we need to make a concerted and intentional effort to connect our students to build a stronger sense of belonging and strengthen our school community.

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

To create grade-specific activities and school-wide activities designed to maximize capacity to create or strengthen student connection to school community. To actively identify and support individuals and groups that feel disconnected by connecting them with other students, clubs, or resources that may help them. To create or expand clubs (ie. drama, computers, anti-racism). To open and supervise more classrooms at lunch to allow students greater choice in safe and supported social spaces. To create an Anxiety Support Group, which is now open to all students at flex every Tuesday and is run by our counselling staff. We have created a live calendar for students and have advertised it on posters throughout the school which displays the activities and events happening at the school.

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

We will measure success by continuing to look at the data from the Grade 10 and Grade 12 Student Learning Surveys with specific focus on the questions cited above. We will review yearly to ensure continued growth. We will review and analyze the YDI surveys from our Grade 11s from 2021-22 and 2022-23. We will also gather anecdotal student feedback throughout the year in various forms including grade-specific activities, school-wide activities, extracurricular activities, and participation levels in various clubs and voluntary group activities.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Samuel Robertson Technical Secondary School

**Principal:** Ken Elphick

**Director/Assistant Superintendent:** Ken Cober

## A. Goal (One goal per page)

To build on the conversations and learning that came out of listening and learning with a group of our visible minority students to make SRT a better place for them.

## B. Rationale

SRT is a predominantly white and white-passing school but is growing more diverse. We have had incidents of racism — some reported and some not — in the building. We are committed to continuing the momentum that the conversations, listening, and learning we did with 20 visible minority students last year carries on this year and into the future.

Among the things students shared, quotes like the following offer a strong need for this work to continue:

- o "We need staff members who are anti-racist, not just 'not racist.'"
- o "We all need to feel safe walking down the halls."
- o "We need to learn more about cultures that don't belong to white people."
- o "We need to learn about complete versions of groups, not just the trauma that has happened to them. What about the joy or resilience or innovation?"
- o "Minority students don't feel safe or included in our school community."
- o "I wish all the staff members knew how vulnerable and outcast you can feel sometimes."

In our student learning survey, two questions yielded responses that also speak to the need to continue this important work. To the question, "Do you respect people who are different from you?", 80% of our Grade 10s and 79% of our Grade 12s responded "Most of the time" or "All of the Time" which is 9% below the district average for the Grade 10s and 8% below the district average for our Grade 12s. To the question, "At school I am learning how to understand and support human rights and diversity?", 69% of Grade 10s and 41% of our Grade 12s chose either "agree" or "strongly agree," which is 6% below the district average for Grade 10s and 19% below the district average for Grade 12s.

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

We will continue to lean on our diversity and equity district leads - Amy Laidlaw and Wayne Chow - for consultation on our next steps as a school as well as bring them in to facilitate learning opportunities at staff meetings and during our late start collaboration mornings.

We will present student quotes to staff and have them set individual goals and support them as they move forward with their individual goals. Finally, we will synthesize and work towards staff-suggested school goals to support our visible minority students.

We will work with departments to teach a more full version of non-white cultures and help classrooms not just focus on trauma minority groups have faced but include joy, brilliance, and perseverance from these groups.

We will create a more inclusive cultural calendar for SRT and publicize and celebrate more diverse holidays and events.

We will create a flowchart for how to move through supporting all students when incidents of racism occur.

We will share the relevant Student Learning Survey results with staff and work with department heads to increase the dialogue and education about human rights and diversity.

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

Based on the learning we did with our students last year, we have some tangible goals for this year that will provide evidence for success moving towards this goal. Among them are the following: ProD delivered to staff by equity scan committee as well as Amy and Wayne; department goals as well as individual lesson and unit plans that highlight more wide ranging experiences of minority groups besides only trauma; an inclusive cultural calendar created as well as displays, class and school wide events, announcements and publicity for these events and holidays; a flowchart for racist incidents will be created and refined, and district and staff feedback will be given on the draft of this flowchart; staff will then be trained in using the flowchart to work through problematic incidents.

The above items are smaller, more targeted points. Additionally, the Student Learning Survey and YDI will provide us with satellite data to compare with the data we have gathered and will continue to gather. We will continue to be explicit in the changes we are trying to make, and then follow up with conversations around the impact of those changes: this will also be valuable data and feedback for our efforts. Next year, we will compare the Student Learning survey data for the two questions listed above as well to track our progress.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Thomas Haney Secondary School

**Principal:** Darren Rowell

**Director/Assistant Superintendent:** Ken Cober

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

Mental Health & Wellness – to increase the number of students who indicate that they are learning how to care for their mental health.

**B. Rationale**

Our student learning survey results, as well as our own anecdotal evidence, indicate our students do not feel we are doing enough mental health education. This has only been amplified during Covid-19. We continue to see an increase in students struggling with attendance and we have students regularly self-referring to The Foundry.

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

It is clear that a multi-faceted approach to mental health education is needed. Our PE teachers continue to implement the mental health components of our new curriculum. Our counsellors and our Safe and Caring Schools team will continue to monitor student attendance and make classroom visits to talk about self-care strategies. Further, there is an Integrated Child Youth (ICY) Mental Health hub opening at Thomas Haney this year.

**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. Please see the appendix for evidence that will be used to document our growth in this area.

Principal:

*Darren Rowell*

Superintendent:

Board Chairperson:

Date:





**School:** Thomas Haney Secondary School

**Principal:** Darren Rowell

**Director/Assistant Superintendent:** Ken Cober

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

Self-Directed Learning (SDL) – Self-directed learning involves students developing the ability to manage their own learning. 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).

## 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.

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

In providing a student-centred environment, there is a focus on active learning involving reflection, imagination, and collaboration. Choice in learning activities allows learning to be tailored in the most personal way possible. With students beginning in Grade 8, we will examine approaches to provide flexibility in learning and give students the greatest capability to direct their learning and create authentic assessment opportunities. As a staff, we work through our guiding principles to allow teachers to guide students through collaborative opportunities and experiences available within the model and towards high academic expectations.

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

The following data from the 2021-22 Student Learning Survey (Grade 12s) will be used as baseline data. These questions provide insight into key features of self-directed learning: students learn best when they have choice and agency to direct their own learning; student learn in diverse ways and at different rates.

1. At school, do you get to work on things you are interested in as part of your coursework?
2. At school, are you taught to take ownership or control of your learning?
3. Are you taught to show your learning in different ways?

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Thomas Haney Secondary School

**Principal:** Darren Rowell

**Director/Assistant Superintendent:** Ken Cober

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

School Community & 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

For the past few years, we have not been able to facilitate school-wide activities due to Covid-19 restrictions. As a result, we've observed a lack of connection between students and their school community.

## 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, Tennis Club, Girls Group, Eco Action Club, Baking Club and Random Acts of Kindness Club. There have also been a number of initiatives to empower student leadership, including: Student Council, Leadership Program, Fruit Salad Organization (FSO), and Student Voice. We will encourage students to participate in our school events and traditions (Terry Fox Run, Halloween Week, Hoe Down, BBQs, Spirit Week, Gym Riot, LARP, Art Show).

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

We will continue to utilize 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. We will also monitor and track our student involvement and attendance in leadership, clubs, and teams throughout the year as well as at our twice weekly breakfast program.

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?

Principal:

Superintendent:

Board Chairperson:

Date:

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



School: Westview Secondary School

Principal: Cathryn Blanco

Director/Assistant Superintendent: Cheryl Schwarz

## A. Goal (one goal per page)

### Numeracy:

Create spaces and opportunities where students feel brave and safe to take risks when practicing numeracy activities so they develop into confident, numerate citizens.

## B. Rationale

At Westview, we want our students to graduate with strong critical-thinking and problem-solving skills. We want students to have skills that allow them to create, apply, and conceptualize mathematics in real world situations. Our current data from Provincial Numeracy Assessment indicates that we are below average in numeracy when comparing our provincial results both locally and provincially. Universities, colleges, and employers are looking for a new and different type of graduate than they were 10 years ago, with a focus on applying knowledge to a deeper learning. We need to continue to support students and we are dedicated to ensuring that all students become increasingly proficient in numeracy.

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

Staff connect on Friday Collaboration Days to discuss, explore, create and plan activities for cross-curricular activities in classes other than math and notice, name and nurture activities and learnings already occurring in areas other than math (for example, textiles, social studies, shop class, foods, visual arts).

Offer flex and after-school sessions for students to work on numeracy skills that will support them in the Numeracy Assessment

Explore resources by Carole Fullerton and apply for JECIC in January to explore numeracy resources

## 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 PAC meetings and student-led conferences,

Student Learning Survey Data (parents, students, and school staff), YDI data

Principal:

Superintendent:

Board Chairperson:

Date:

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Westview Secondary School

**Principal:** Cathryn Blanco

**Director/Assistant Superintendent:** Cheryl Schwarz

## A. Goal (one goal per page)

### Community & Connection

To build a strong community at Westview Secondary that is connected in positive ways, open to feedback, and working to build a culture grounded in equity, inclusion, First Peoples Principles of Learning, anti-racism, and SOGI.

## B. Rationale

It is essential students feel welcome and connected to the culture at WSS. We continue to try to have all students connected through sports, clubs, and curricular choices. We seek to embed the First Peoples Principles of Learning and anti-racism in all we do because if our students see themselves in our pedagogical practices they are more likely to be successful. In the student learning survey when asked, "At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?" 36% of WSS students responded Most or All of the Time, which is higher than the district average. However, we recognize we need to strive for 100%. We feel this indicates our practices still largely reflect a colonial structure. We need to do more to ensure our teaching, culture building, resources, and structures are more inclusive and reflect the lived experiences of all our learners.

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

Offer a variety of clubs and sports activities outside of regular school hours (Student Voice, Pride etc.) Teacher-led anti-racism working group (participate in District Inquiry, Collaborative Network and Lunch & Learns); Staff Book Club studying "Street Data" by Jamila Dugan and Shane Safir  
Teacher participation in Aboriginal Education Cultural Learning projects  
Student Leadership opportunities including Feminist Fight Club, Garden Club, Athletic Leadership, Student Voice at district level, students participating in "Black Futures" at UBC  
Collaboration with ASW and Aboriginal Resource Teacher to support student success/belonging

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

Student Learning Survey  
Youth Development Index Data  
Student Voice Feedback  
Street Data (student conversations, teacher/support staff conversations, classroom and school wide observations)  
Parent feedback via Student Learning Survey, PAC meetings, conversations

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Westview Secondary School

**Principal:** Cathryn Blanco

**Director/Assistant Superintendent:** Cheryl Schwarz

## A. Goal (one goal per page)

Develop our repertoire of knowledge about how trauma impacts student learning and mental health. Develop skills and knowledge in trauma informed approaches and compassionate systems to strengthen our ability to develop a learning community for students and adults that is rooted in supporting the social emotional and mental health needs of all our learners.

## B. Rationale

53% of our students rate their mental health as fair (20%), poor (21%), or not sure (12%), while 34% rate their mental health as good (18%), very good (12%), or excellent (4%). This demonstrates to us that we need to work around supporting our students in identifying their social emotional and mental health needs. Additionally, we need to learn why their mental health is impacted with a focus on how generational trauma connected to racism and inequity negatively impact student learning and mental health. It is critical that we develop our knowledge through this lens so we can better support our students. As educators, it is our responsibility to engage in lifelong learning to foster an inclusive and caring school so our students know they are heard, seen, valued, and supported.

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

Staff participation in Andrea Chatwin "Teaching the Hurt Child" Trauma Informed Practice workshops; school based Pro-D and school-based case study; Staff Book Club; "Street Data" by Dugan and Safir; participate in District Inquiry; collaborative network and lunch and learns; Art teacher leading Pro-D; "Designs for teaching cross curricular: Diversity & Art with a SEL focus;" Collaboration Friday topics on supporting student mental health; Connection with AbEd department and anti-racism helping teacher to support our learning about the impacts of generational trauma that are rooted inequity and racism; share staff learning with PAC

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

YDI Data, Student Learning Survey Data, McCreary BC Adolescent Mental Health Survey Data  
Street Data (Student Voice, Classroom observations, conversations with students, teachers, support staff, parents/guardians)  
Student attendance data (improved mental health will likely result in better attendance)

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**





**School:** Albion Elementary  
**Principal:** Tanya Dailey  
**Assistant Superintendent:** Jovo Bikic

## A. Goal

Social Emotional Learning: To further support the development of resiliency in all of our students.

## B. Rationale

According to the MDI data from both the 2020/2021 and the 2021/2022 school year and through staff observation, the number of referrals to the school counselor and to the school childcare worker found a high number of students identify as being worried and anxious. In review of just the Grade 7 MDI data there is also a high absence of happiness and optimism.

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

- Support the use of SEL programs in the classrooms (Mind up, Zones of Regulation and WITS)
- Intentionally teach self-regulation strategies
- Teach to the student, not the grade (teach student's where they are)
- Do regular classroom emotional check ins
- Provide staff with professional development and resources to support the Mind Up program, the topic of trauma and the 7 Grandfather Teachings
- Have SBT identify the students who require additional adult connections and pair staff up with these students so that purposeful connections can be made.
- Enable students to individually regulate in an effective way and recognize individual sensory needs
- Provide choice for our students in how they demonstrate their learning (hands on learning)
- Educate parents about Mental Wellness (anxiety/resilience) with guest speakers, newsletters, and PAC meeting
- Work closely with the CCW, ASW and school counsellor
- Incorporate Brain Breaks and Body Breaks into the daily schedule
- Ensure that each child's culture is represented in the school and classroom
- Learn about and celebrate the variety of different cultures that make up our school community (for example: participation in Diwali, Black History month, Ramadan)
- Provide opportunities for students to connect with one another (buddies, peer leadership, extra-curricular activities)
- Participate in school teams Indigenous Knowledge
- Celebrate individual difference through the celebration of a Me Day
- Incorporate topics of diversity, equality and inclusion into staff and class discussions
- Guest speakers from Family Development Center to come in and work with the students on the topics of anxiety and the further development of resiliency skills
- Weekly conversations with SBT to share and discuss students who are struggling emotionally
- Staff JECIC on Start Here, Start Now

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

- Tracking the number of referrals to school counselor and our CCW for supporting students around the topic of anxiety.
- MDI and Student Learning Survey

**Principal:**

Tanya Dailey

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Albion Elementary  
**Principal:** Tanya Dailey  
**Assistant Superintendent:** Jovo Bikic

## A. Goal

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

## B. Rationale

According to our 2021 and 2022 district data and the discussions that occurred at our recent class reviews, there continues to be a high percentage of students in our all grades that continue to NYM or MM in their literacy skills. Also, we have found that the literacy skills of many of the 64 new students in Grades 1-7 require additional support.

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

- In-class reviews of literacy data of individual students to be shared with CT (discussions to occur between the CT and ST to ensure that there are learning plans that focus on those students who are NYM or MM expectations in Reading and/or writing)
- Continue to support teachers in developing strategies to meet the inclusive needs of all their students
- Use of writing rubrics and performance standards to consistently assess students work
- Begin to build program consistency and continuity that specifically addresses deficits in reading and writing
- Work with AbEd teacher and ASW to further support at-risk students
- Provide the reading intervention program Reading Simplified for our students who are really at risk and begin to incorporate it into a full-class delivery model.
- Work with district literacy helping teacher
- Provide professional development and offer collaboration time for teachers around the topics of reading and writing
- Make literacy fun with games, centers, choices, relevant books or activities
- Provide literacy lunches to bring awareness to our classroom teachers about district programs that are available to help support their literacy programs
- Provide technology for those with written output difficulties and those who need support with reading
- Continue to provide students with lots of choice around reading (expand selections for literature circles)
- Participate in Faye Brownlie's three-part intermediate writing series
- Create student writing portfolios
- Continue with IRA and EPRA in fall and spring
- School Growth Plan discussions at staff meetings around inclusive practices of teaching, reading, and writing (share information from school team discussions)
- Provide parent education about reading and writing and how to support these at home

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

- District Literacy Assessment Data
- Classroom literacy assessments

**Principal:**

Tanya Dailey

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Alexander Robinson Elementary

**Principal:** Ramin Mehrassa

**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (one goal per page)

Our collective goal is to focus on literacy for the school and to include all learners, specifically Indigenous students, in terms of both reading and writing. We want to develop a common language for teaching literacy and to have consistent assessment practices throughout the grades, especially for writing.

## B. Rationale

As a new principal, my goal is to build a plan that is inclusive of the staff and students. It is my sense that staff are ready to meet and discuss ideas and options to move forward with a plan to work on improving our team's literacy practices. They want a blueprint to work from and one that is actionable immediately.

The portal literacy data will provide the big-picture view of student achievement and act as a starting point/baseline from which we move forward. The portal data will also enable us to drill down and get more specific information about students who will need further interventions.

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

Will meet as a team to implement a school-wide write to obtain data on our students' writing skills. Our librarian has already set up meetings with different grade groups regarding literacy practices. Furthermore, we'll be integrating Indigenous books into the curriculum within each classroom and the library as whole as an entry point to enshrine the FPPL into our literacy practices. We have had Faye Brownlie work with our teachers during our November Pro-D. We're also working closely with Denise Upton (literacy helping teacher). Teachers have been attending literacy sessions with the school librarian such as the Dandelion Readers. For our next Pro-D, we have organized sessions where teachers will be sharing their effective literacy practices with the rest of the school. I will also be purchasing books for teachers to have in their classes as well as replenishing the supply of newer and more engaging books for the library.

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

Using the EPRA/IRA as diagnostic tools to help us focus on the different areas of literacy we need to work as a whole school.

Results from the school-wide writes in conjunction with the performance standards data (Once we put our plan into action, we can then revisit the portal literacy data to measure our successes and/or to work on areas that we still need to get better as a whole school)

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Alexander Robinson Elementary
  
**Principal:** Ramin Mehrassa
  
**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (one goal per page)

To build and strengthen the feeling of community at ARE.

## B. Rationale

Due to constraints of Covid the past two years, our community has not been able to connect with each other, both within the school and with the community of ARE as a whole.

It is time to rebuild our connections, which may have become weakened due to the isolating factors of Covid.

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

The first thing is to bring students and staff together and as often as possible. We've started by having in-person staff meetings, school-wide assemblies, and inviting parents to school functions again. At Pro-Ds and meetings, we've been eating together as a whole in the gym, focusing on having time to talk to each other while we eat. We have also started to do activities outside of school together again, like evening social gatherings or playing in the district volleyball tournament. I've introduced "staff shout outs" as a way to have staff focus on the positive actions of other staff members and to highlight these at the beginning of every staff meeting.

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

I have conducted 15-minute interviews with each member of the staff  
 Anecdotaly: Continue to check in with staff during the year. Staff has said how they appreciate eating together / positive comments about having their voices heard during our school growth planning day. Survey that I will send out during the school year to gauge how staff is feeling  
 Number of events/activities that will include the whole school. After school activities such community dances and family paint nights. After school activities such as community dances and family paint nights.

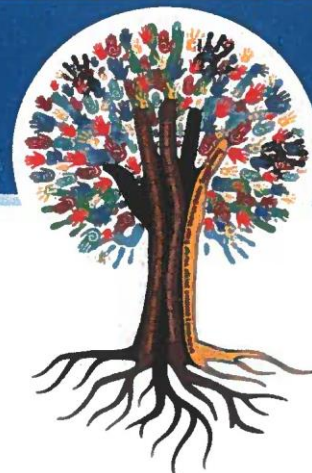
**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**





School: Alouette Elementary  
 Donna Servant  
 Principal: \_\_\_\_\_  
 Michael Scarcella  
 Director/Asst. Superintendent: \_\_\_\_\_

## A. Goal (one goal per page)

We want to learn more about embedding Indigenous ways of teaching and learning into our practices. We also want to expand our own knowledge about Indigenous culture and history.

## B. Rationale

An Indigenous Knowledge Keeper and Storyteller worked with several of our classes in the spring of 2022. We invited him to continue working with us to the end of September as we prepared for the National Day for Truth and Reconciliation Ceremony. This work, as well as lessons from our Aboriginal Education Department, inspired our staff to delve further into this curriculum.

Call to Action Number 63 focuses on developing and implementing kindergarten to Grade 12 curriculum about Aboriginal peoples in Canadian history. Our staff felt it was the right time to embark on this learning journey together. We have all been deeply impacted by the discovery of so many graves of children on the sites of residential schools.

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

- Participate in district series "Indigenous Ways of Knowing".
- Support staff with professional development by purchasing a book of their choice from the selection offered at the School Growth Planning Day from the Aboriginal library at Westview.
- Staff to access resources available (Aboriginal Support Worker (ASW) and Aboriginal Department staff, the Aboriginal library at Westview, and our own librarian to add more books about Indigenous cultures and history).
- Plan our National Day for Truth and Reconciliation ceremony in the spring.

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

- Involvement in planning the National Day for Truth and Reconciliation Ceremony
- Student learning surveys
- Teachers working with ASW's to create land acknowledgements for assemblies and presentations
- Staff participation in district series titled, "Indigenous Ways of Knowing"
- Bulletin boards with indigenous artwork displayed
- Classroom lessons and units on topics about Indigenous cultures and history

Principal:

*H. Servant*

Superintendent:

Board Chairperson:

Date:





School: Alouette Elementary  
 Principal: Donna Servant  
 Director/Asst. Superintendent: Michael Scarcella

## A. Goal (one goal per page)

We are aiming to improve reading outcomes for all students, including comprehension, decoding, strategies, and engagement. Ultimately, we want to see a higher number of students reading for fun.

## B. Rationale

Portal data of performance standards from reports has shifted very little for the past three years. It is worth noting that girls continue to have higher reading achievement than boys in grades 2 to 7.

Data from the Middle Years Development Instrument (MDI) found that time spent on video games increased while reading for fun (30 minutes or more a day) decreased between 2019 and 2022.

Our staff are motivated to implement new strategies and professional development opportunities to enhance student literacy development.

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

- Shifting the Balance book study with the district (This resource highlights reading instruction and strategies that can be applied across the grades)
- Our librarian is exploring e-readers as a viable support for some of our students.
- RISE (Reading Intervention for Students to Excel) program is operating for six-week periods in Grade 4/5 classes. This includes one hour per day with three to four teachers working in one class.
- Literacy prep block for Grade 2/3 and 3/4 classes.
- Expanding our library collection to include more high interest books for boys such as graphic novels.

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

- Performance standards data for grade groups as well as data targeted for boys.
- MDI data regarding how much children are reading for pleasure.
- School library data about high interest books for boys.

Principal:

*H. Servant*

Superintendent:

Board Chairperson:

Date:



School: Blue Mountain

Principal: Julie Clarke

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

To support student self-regulation and social emotional resiliency at Blue Mountain. Our goal is to continue to support this goal through the lens of Indigenous ways of knowing and being. Learning and growing is not linear, but is cyclical and happens best in communities of care, compassion and understanding of story and place.

## B. Rationale

We notice that students bring many strengths to school. However, we also note that emotional literacy and knowledge of how to regulate and manage emotions and relationships continue to need ongoing support and teaching. A focus on this area supports every other aspect of school life and is an important part of a thriving and functioning community. Our hope is to cultivate a strong sense of self and identity with our students so that they can move in the world with a foundation of knowledge about how their bodies respond to stressors and how to manage that response in a healthy and functional way.

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

- Staff continue to teach body regulation (including zones of regulation) as a common language base for students
- Staff continue to focus on relationships, responsibility, and classroom community practices that support these goals (class meetings, morning check-ins, positive language)
- Formation of an SEL committee within the school where we can collectively look at where there are gaps and how we can fill them (committee consists of admin, school counselor and teachers)
- Our AbEd worker continues to connect with our learners around their sense of self and culture
- Incorporate a sense of self, inclusion, diversity and equity into our assemblies and staff meetings
- Continue to build a system to approach issues that is proactive, responsive, and mindful to the possible underlying motivators of behaviour (social emotional tracking)
- EASE coursework within classrooms to address anxiety and emotional dysregulation
- Sensory pathways within the school with big buddy/little buddy partnerships
- Coffee cart delivery led by students to promote community and leadership
- Focus on common language, strategies and visuals school wide that support our regulation goals (mindful breathing, size of the problem, WITS, EASE workshops)
- Leadership club supported by intermediate teachers where students take on responsibilities such as assemblies, announcements, big buddies, and other activities within the school

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

- MDI data, specifically the data around social and emotional development in seven key areas: optimism, self-esteem, happiness, empathy, pro-social behavior, and sadness/worries
- Student learning survey
- Anecdotal student and staff feedback
- Reduction in incident forms to the office
- Increase in peaceful play and ability to problem solve

Principal:

Superintendent:

Board Chairperson:

Date:



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

## A. Goal (One goal per page)

Our goal is to continue to support student growth in both literacy and numeracy across the grade levels at Blue Mountain. We aim to foster a love of learning, connection, and exploration through meaningful learning activities.

## B. Rationale

Teachers have identified gaps in learning for many of our students in the areas of reading, writing, numeracy, and problem solving. Our intention is to focus on quality instruction that moves our students forward in their thinking and learning in a way that respects their unique learning profiles and needs. Our hope is that learning will be a joyful activity where resilience and respect is woven into the experience for all.

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

- Formation of a robust literacy committee that utilizes the expertise already in the building
- Teacher workshops with Faye Brownlie to hone and sharpen current practice (both professional development day(s) with Faye and participation in district-led workshops)
- Connection and collaboration with Denise Upton (district helping teacher) to support our literacy goals
- Development of a meaningful reading/buddy system within the school that tracks the reading development of our primary readers
- School-wide assessment that drives practice (EPRA and IRA)
- Renewed focus on a School-Wide Write, where teachers collaborate and assess using the performance standards to track and support student development and growth
- Consistent use of the performance standards throughout the year with teacher discussion and collaboration
- Participation in a district Numeracy Inquiry offered by our district helping teacher Yas Mann to support numeracy development in the intermediate grades
- Workshop with Carole Fullerton to develop and support numeracy skills in both primary and intermediate grades
- Monthly review of School Growth Plan goals and action plans at our staff meetings to ensure we are staying on target and keeping our goals the focus in our decision-making processes for the school

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

- Summative performance standard data
- Assessment data such as the EPRA, IRA and district assessment data
- Student engagement and enjoyment of numeracy and literacy activities
- Closed gap on emerging readers
- Confident mathematicians/problem solvers as students move through the grades as noted by teachers and staff

Principal:

Superintendent:

Board Chairperson:

Date:



School: čəsqənelə - Goal 1 Social Responsibility

Principal: Jon Wheatley

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

- To continue to create a school community where everyone feels safe and valued. To develop a school built upon 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 upon these critical understandings to create a vibrant and caring school community to maximize student learning.

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

- Explicit instruction of social, emotional, and regulation skills, across the school and within classrooms (develop common school language, for example growth mindset and the power of YET, WITS, What’s the Problem?, 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 that celebrate all cultural backgrounds within our school community.
- Continue to provide time in meetings, 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 MDI and EDI Survey Information

Principal:

Superintendent:

Board Chairperson:

Date:



School: čəsqənelə - Goal 2 Performing & Cultural

Principal: Arts Jon Wheatley

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

- 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 the school 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 Indigenous 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, First Nations presenters, and other school-wide performances or presentations.
- Continue to invite Indigenous presenters to share their expertise with students (ie Rain Awakens, 3 Crows Productions).
- Continue to prioritize teacher collaboration, planning, and activities that further deepens 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 upon place-based learning, instructional connections with the land/local community, and Indigenous community building approaches (for example 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 connected to the school on survey measures (i.e., MDI, Student Learning Survey)

Principal:

Superintendent:

Board Chairperson:

Date:





School: čəsqənelə - Goal 3 Reading  
Principal: Jon Wheatley  
Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

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 of our students have the best opportunity possible to become independent and fluent readers. Our year end performance standards data and other class-based literacy assessment data provides us information of where students are in their reading and where we need to focus extra attention.

## 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 understandings and school structures around how to best foster students' love of reading and reading acquisition.
- Continued emphasis upon opportunities to promote a love of reading such as Student-lead 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 modeled after the Scholastic "Rise Intervention Framework" in the Intermediate grades.
- Intentional use of people power and time to maximize students' daily reading opportunities in the primary grades (looking for 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 Strong Start and pre-school.

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

- Use of a variety of formative and summative literacy assessments including the EPRA, IRA, and benchmark used to inform teaching that supports student reading growth. 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

Principal:

Superintendent:

Board Chairperson:

Date:

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Davie Jones Elementary School

**Principal:** Jennifer Beveridge

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

**Numeracy Goal:**  
Create learning spaces where all students feel safe and brave to take risks when practicing numeracy activities to build confidence and a growth mindset.

## B. Rationale

Performance standards data indicates approximately 65% of our students are fully meeting expectations and about 5% of our students are exceeding in numeracy. Staff report that many of our students give up and become discouraged when the concepts are challenging and they can't get it right on their first try. There is a need to create brave spaces where students start exploring and playing with numeracy to develop a deeper understanding and confidence.

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

- Evaluate and add resources/manipulatives/books for teachers
- Create staff collaboration opportunities
- Explore Math Inquiry and Number Talks
- Explore authentic Indigenous resources
- Applied to have Carole Fullerton come into model lessons and work with classroom teachers
- Explore implementation of school wide math games/Math Day/word problems of the week over our daily announcements.

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

School Performance Standards data  
Student Learning Surveys, Middle Years Development Instrument  
Class review process via check in meetings, ongoing assessment and conferencing  
Street Data (Student Voice, teacher/support staff conversations with students and observations in classrooms).

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Davie Jones Elementary School

**Principal:** Jennifer Beveridge

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

SEL - Continue to develop our knowledge/skills to strengthen our ability to enhance a learning community for children/adults that is rooted in addressing the social emotional needs of all our learners. To deepen our practices through a compassionate systems lens so we honour and learn from the diversity of our community of learners, particularly our Indigenous and BIPOC members.

## B. Rationale

The MDI data showed a large population of both our Grade 4s (17%) and 7s (45%) do not feel they are connected to an adult in the building. COVID has definitely impacted the level of connectedness that our students have with our staff. It is our responsibility to engage in continual learning to foster a diverse and inclusive school in which all members of our learning community have equitable access to opportunities, so they feel heard, seen and valued. When this happens, we are honouring our DJE Mission Statement, that, "we are committed to nurturing, connections, growth mindsets, curiosity and empathy leading to a community of lifelong learners."

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

- DJE Social-Emotional Learnings and school Pro-D committee
- Collaboration with SD42 AbEd Department
- Staff engagement in JECIC, SELO, inquiry projects, individual growth plans, focus on outdoor education for all, nature journaling, and art clubs.
- Staff collaboration learning to develop capacity in Compassionate Systems, anti-racism, Indigenous Ways of Knowing, restorative justice, mindfulness, self-regulation, and the Power of Kindness and Gratitude. Share staff and student learning at PAC meetings.

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

Student Learning Survey, Middle Years Development Instrument  
Class review process, ongoing assessment and conferencing  
Street Data (Student Voice, teacher/support staff conversations with students & observations in classrooms)

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Davie Jones Elementary School

**Principal:** Jennifer Beveridge

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

### Literacy

Increase reading competencies in fluency and comprehension to inspire reading for learning, regulation and joy for all students. If we build competency in reading, we hope to foster our students' confidence to engage in writing.

## B. Rationale

The majority of our students are meeting, fully meeting or exceeding expectations in reading and writing. However, those that are not meeting appear to be struggling to engage and further develop skills to improve fluency and comprehension. Research tells us if we design strategies and programming to meet the needs of our learners who are emerging readers and writers, all of our students will benefit and become increasingly competent and confident.

With increased competency and confidence, we are more likely to develop engagement and joy in reading in our students.

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

- Continue to evaluate our resources/books to ensure all of our students see themselves in our materials. This review will foster engagement, interest and pride with our students. Collaborate with the district literacy helping teacher (outdoor education/nature journaling), Aboriginal support worker, AbEd helping teacher, and ELL staff.
- Readapalooza - ongoing exploration of ways to make this program sustainable and effective with less staff in the classroom (JECICs/SD42 Inquiry, staff growth plans).
- Outdoor classroom (Wayon) (incentives for reading, mystery reader/DEAR)
- Reading Link/Bookfest.

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

Early Primary Reading Assessment/Intermediate Reading Assessment  
Performance Standards  
Student Learning Survey, Middle Years Development Instrument  
Class review process via check in meetings, ongoing assessment and conferencing  
(Student input, teacher/support staff conversations with students and observations in classrooms).

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Edith McDermott Elementary

**Principal:** Alan Millar

**Director/Assistant Superintendent:** David Vandergugten

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

To begin the exploration of our numeracy practice and results here at EME.

## B. Rationale

While the number of students not yet meeting (emerging) in numeracy over the years has been quite low (one or two students per grade level), the number of minimally meeting is quite high (up to 20 students at some grade levels).

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

- Develop amongst the adults of the community (staff and guardians) an understanding of the difference between numeracy and arithmetic
  - professional conversations
  - action points at staff meetings
  - newsletters/portal messages
  - staff presentations on numeracy instruction at staff meetings
- Promote, and support, staff participation in the Primary Math Learning Series Session 2
- Purchase resources asked for by staff who have attended the sessions as well for staff that have demonstrated (in conversation) a willingness to engage in more numeracy practices.
- Provide collaboration time during the day so teachers can observe other teachers in the building teaching numeracy.

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

- Decrease in drill and practice, algorithmic, arithmetic instruction in classrooms
- monitoring the centralized data on the portal
  - feedback from students and families regarding attitudes towards numeracy
  - use of the Performance Standards Early Primary Reading Assessment Intermediate Reading Assessment (Especially year-end assessments)

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Edith McDermott Elementary

**Principal:** Alan Millar

**Director/Assistant Superintendent:** David Vandergugten

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

Enhance and nurture the sense of belonging and connections with our students of ancestry, especially the students of Katzie First Nation.

## B. Rationale

In keeping with the findings of the Truth and Reconciliation final report, it continues to be incumbent upon every level of education to take the 94 calls to action seriously and implement changes to increase knowledge and understanding amongst all Canadians of the legacy of Canadian Policies on Métis, Inuit and Indigenous peoples. 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)*

- Continue 25-minute three-week cycles of literacy support from 8:00-8:25 one on one with the first sessions dedicated to our Katzie Learners who were not in attendance last year
- Continue to build and nurture connections for our Indigenous, Métis and Inuit students through ubiquitous presence throughout the school culture/environment
- Former Katzie First Nation student regularly attending our assemblies and special functions to drum and sing.
- Re-establish student conferences on Katzie
- Masks displayed in our front foyer for discussion and inspiration as writing and story prompts
- Continue to work with the AbEd department in support of their community connections bringing Elders and other community connections to schools
- Ongoing discussions and awareness regarding the story of Indigenous Peoples in Canada at monthly assemblies and in classrooms
- First Peoples Principles of Learning an inherent part of planning
- Every Thursday remains Orange Shirt Day (stimulates conversation with students and the community)
- Supporting and ensuring attendance regardless of barrier (Katzie bus not running)
- Ensure access to extra-curricular 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 very early
- Safe places; support room, AbEd room, principal's office (easily accessible food/snacks)
- Pursue and nurture greater relationships with Elders (in residence)
- Mandatory, historically accurate Indigenous novel study in Grade 7
- Tour of St. Mary's Residential School for Pro-D on Nov. 10 (many of the Elders of the children from Katzie attended)

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

Monitor attendance of students of ancestry  
Anecdotal feedback from the community (Particularly Katzie First Nation)  
Student assessment data

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Edith McDermott Elementary

**Principal:** Alan Millar

**Director/Assistant Superintendent:** David Vandergugten

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

To continue to improve our student reading performance with a particular emphasis on grade 4 and 5 and 6 and 7.

## B. Rationale

This is a continuing goal as our school-wide data showed 7% of students were in the not yet meeting category (now known as Emerging) compared to 16% from the year before. Previously our goal was to lower that percentage to below 10% NYM. With that goal reached, we now have the goal of continuing to maintain the growth. Research has shown that individuals who struggle with literacy as an adult have difficulty later in life. It is the moral and ethical imperative of public education to create literate citizens. At Edith McDermott, we continue to take that imperative very seriously.

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

- Pervasively utilizing formative assessment
- Identify support for classrooms beyond regular support using class reviews
- Continuing with a trauma-informed approach throughout the school (Chase the Why/Connection before Correction)
- Continuing to utilize the SPIRE support literacy support program
- Continue 25-minute, three-week cycles of literacy support from 8-8:25 one on one, with the first sessions dedicated to our Katie Learners who were not in attendance last year (to begin after Dec 22).
- Continue to build and nurture connections for our Indigenous, Metis and Inuit students through ubiquitous presence throughout the school culture/environment
- Utilizing alphabet buddies to promote continued literacy development
- Intermediate Benchmarks Program to teachers striving with the Early Primary Reading Assessment and Intermediate Reading Assessment
- Provision of collaboration time for teachers to co-plan, calibrate assessments etc.
- Provide outside of the school day, time to collaborate with EAs and support team
- Create opportunities for vulnerable readers to be in the role of "professional"
- Maintain an emphasis on literacy and reading throughout the school culture/environment (announcements, assemblies, spirit activities)
- Begin utilization of the power of YET (Growth Mindset)

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

- monitoring the centralized student reading data on the portal
- feedback from students and families regarding attitudes towards literacy
- use of the Performance Standards, Early Primary Reading Assessment, Intermediate Reading Assessment

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Environmental School

**Principal:** Nicole McKenzie

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (one goal per page)

Our plan is to nurture and develop an inclusive educational community deeply rooted in place.

## B. Rationale

We cultivate an appreciation of people both as unique individuals and as members of families, communities, and places. We encourage imagination in teaching and learning as a key to deeper understanding, creativity, and responsiveness to place and community. We noticed that after two years of Covid, our school community needs to be strengthened. We plan to go back to a close-knitted parent community that supports our students and staff. We plan to instill leadership skills in our older students. We will participate in school-wide projects that incorporates learning and knowledge from our local elders while strengthening our school community. We will give back to our community and the natural world.

## 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 through an outdoor, fall camp opportunity and mentoring students to be big buddies and support younger students.
- Hearthkeepers meetings (PAC) to be in person twice a month to include as many parents as possible/parents to come connect socially and attend the school to share expertise with students.
- Staff Pro-D focused on community building.
- School-wide projects to build community-funded by grants (cedar weaving and rattle making).
- Reciprocity activities such as pulling invasive species and caring for our locations.

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

- Collaborative discussion with staff in September and June where we look at our goal and recognize our strengths and stretches when it comes to building community.
- Collaborative discussion with parents in October and June where we look at our goal and recognize our strengths and stretches when it comes to building community.
- student journals and responses after completing our school projects that will connect us as a community.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Eric Langton Elementary

**Principal:** Ms. Brandy McIntyre

**Director/Assistant Superintendent:** Mr. Michael Scarcella

## A. Goal (one goal per page)

Offer opportunities to focus on student voice and student connection (with each other and adults) to enhance their sense of belonging.

## B. Rationale

We believe caring makes a difference at Eric Langton and our focus (motto) is: Take Care of Yourself, Take Care of Others and Take Care of This Place. A caring community and connections to peers and adults is essential in the well-being and success of students.

MDI (Winter 2021)

- Grade 4 (81%) and Grade 7 (65%) felt strongly that they care about the feelings of others.
- Grade 4 (61%) Grade 7 (56%) had a strong sense of belonging with peers.

Number of Important Adults at School:

- Grade 4: 2+ adults (80%), 1 adult (10%), none (10%) Grade 7: 2+ adults (55%), 1 adult (9%), none (36%)
- When students are sad or worried at school Gr 4 (46%), Gr 7 (23%) would seek out an adult.

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

1. Focus on our motto and what it means to students and staff
2. Include student voice in reflecting on school growth planning goals and plans for the year.
3. Activities that promote within grade and across grade community building (buddies, reading events with staff, community centres, small group assemblies on targeted school topics)
4. Whole school celebrations that are reflective of the student population (assemblies, spirit/theme days, special events, spirit wear, PAC events)
5. Staff professional development through JECIC, SELO and Indigenous education grants.
6. Conversations in SBT around connecting students with staff
7. Adult check-ins with students.

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

MDI for Grade 4 and 7

School-wide pre- and post-survey on sense of belonging and school culture

Street data: talking to students in leadership and classrooms about their feelings of sense of belonging, self-regulation, and their experience as a student at Eric Langton.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Eric Langton Elementary

**Principal:** Ms Brandy McIntyre

**Director/Assistant Superintendent:** Mr. Michael Scarcella

## A. Goal (one goal per page)

Intentional teaching and practicing of high impact self-regulation strategies to increase student ability to apply them.

## B. Rationale

When people are calm and regulated their brains and bodies are at a place where they are able to focus on learning, problem solving, and creating. The ability to understand when we are becoming dysregulated, how it feels, and most importantly the strategies and tools that can return us to a sense of calm have a significant impact on our well-being, success, interactions and environment. MDI data from last year's report (Winter 2021)

- Ability to consistently self-regulate (short term) Grade 4 (51%) and Grade 7 (35%) of students.
- Ability to consistently self-regulate (long term) Grade 4 (50%) and Grade 7 (18%) of students.

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

1. Identify school/class SEL needs
2. Support student leadership, grade 6/7 peer modelling, intentional reteaching of WITS and implementation of researched SEL strategies and tools
3. Student lessons identifying 'feelings' of being dysregulated and tools that work for each individual
4. Identify adults with whom the child connects and can go to when dysregulated
5. Identify a known space in the school where the child can go and return to a state of calm.
6. Focus on Indigenous Ways of Knowing where, by working collaboratively with Indigenous community members, well-being is supported through drumming, singing and storytelling as well as connecting with nature and the land.

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

MDI (January 2023) Grade 4 and 7  
School-wide pre- and post-survey on short- and long-term ability to self-regulate.

Principal:

Superintendent:

Board Chairperson:

Date:



# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Eric Langton Elementary
  
**Principal:** Ms. Brandy McIntyre
  
**Director/Assistant Superintendent:** Mr. Michael Scarcella

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

Offer more joyful school-wide and classroom reading events in combination with teaching high-impact reading strategies to increase reading enjoyment and reading comprehension.

## B. Rationale

Reading comprehension is critical in students being able to understand their world, connect to stories, build their imagination, and creativity. It is a foundation for other curricular areas. The enjoyment of reading motivates students to read more, which supports language learning and inspires opportunities to explore self and cultural identity. It has been noticed that students are needing more support in their reading skills and understanding of story since coming out of the pandemic.

- Primary students who are proficient or extending in reading comprehension (Grade 1 - 42%, Grade 2 – 63%, Grade 3 – 49%)
- Intermediate students who are proficient or extending in reading comprehension Grade 4 - 75%, Grade 5 – 73%, Grade 6 – 100%)

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

- 1.Sharing of high impact reading strategies/interventions currently in use (literature circles, primary literacy group meetings, support from helping teacher, intermediate reading interventions)
- 2.Find "just right" texts and complimentary writing/reading opportunities.
- 3.Add digital resources to libraries.
- 4.Ensure consistent reading support for emerging/developing readers
- 5.Purchase books/resources reflective of students in our school and community
- 6.Embed Indigenous Ways of Knowing such as the importance of story and storytelling
- 7.Support SEL through story
- 8.Joyful reading events (school-wide initiatives, reading theme days, buddy reading, read alouds by community members)

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

Create "kid-language" survey (joy of reading, seeing themselves as readers) ~ pre- and post-survey data from ministry proficiency scale.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



School: Fairview/ Odyssey  
Principal: Jenn Gallop  
Director/Assistant Superintendent: David Vandergugten

## A. Goal (one goal per page)

Using the 6Rs from Kirkness and Barnhardt's Indigenous worldviews, we would like to further our understanding and recognition for both our individual and collective story (reciprocal relationships, responsibility through participation, resiliency of Indigenous Peoples, respect for cultural integrity, relationship to land and place, relevance to various perspectives).

## B. Rationale

Our hope is that by being more intentional in the way we recognize and support each individual staff and student, we can increase our sense of belonging.

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

- We will be applying for a SELO grant to focus on wellness.
- Explore expanding our resources and literature collections to reflect the many different cultures represented at Fairview.
- Create school-wide opportunities to explore the variety of cultures represented at Fairview.
- Participate in a project with SFU that focuses on caring for our land and understanding the relationship with it.
- Giving time to reflect on our practice and how we can be more inclusive in our language and resources.

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

MDI data regarding connectedness and belonging.  
Student and staff surveys (targeted groups)

Principal:

Superintendent:

Board Chairperson:

Date:



School: Fairview/Odyssey

Principal: Jenn Gallop

Director/Assistant Superintendent: David Vandergugten

## A. Goal (one goal per page)

We hope to improve our collective understanding of the performance standards in order to target areas of focus in our teaching of writing.

## B. Rationale

As a staff, we would like to shift our focus to student writing. We also want to develop more consistency across our school when it comes to assessment practices and how we are addressing specific areas in student writing that need to be developed further.

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

- Applied for a JECIC to support a school wide write.
- Bring together grade groups to explore performance standards with student writing samples.
- Improve reading collections to include more diverse titles that kids will connect with.
- Work with our Pro-D committee to provide workshops and highlight available professional development opportunities when it comes to writing.

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

Our hope is that by examining our Parent Portal data or Power BI tool, we will see a shift in how students are progressing in their writing with an upward trend to developing or proficient. With the ability to focus on each individual student, we plan to go back to see if there have been any shifts in their writing assessment from past years to now.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Glenwood Elementary - Goal 1

Principal: Michelle Davis

Director/Assistant Superintendent: Michael Scarcella

## A. Goal (One goal per page)

Strengthening our Indigenous ways of knowing by examining overarching thematic constructs in the Equity and Action Plan, creating opportunities for staff learning, and developing meaningful actionable initiatives as a school.

## B. Rationale

District level initiatives for Truth and Reconciliation and Deepening Indigenous Ways of Knowing have been a focal point in recent years. With the addition of Standard 9, we would like to explore tangible access points for our staff, students, and school community.

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

- Growth Plan Day focused on staff exploration of the 97 recommendations and creating a starting point for growth.
- Invited a Katzie elder to do a traditional welcoming on the land at the dykes.
- Analyzed data which emerged from staff collaboration, class reviews and dialogue.
- Staff in depth exploration of the students on the Aboriginal Education case load. We looked at strengths, stretches and connections.
- Providing meaningful opportunities for staff collaboration and school growth through professional development with key district staff (including anti-racism helping teacher and Aboriginal resource teacher)
- Collaboration with district librarian with access to appropriate resources
- Reaching out to Katzie elders or other Knowledge Holders to come in for a variety of school wide presentations.

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

- Comfort level of staff in developing, creating and sharing resources and class lessons with both Indigenous and anti-racism content.
- Students, families and staff will begin to see themselves through mirrors instead of walls as they are able to connect and relate to resources, materials and lessons.
- Connection with meaningful adults will increase for our Indigenous students as evidenced through the Middle Years Development Instrument (MDI), Learning Survey.
- As a school community we will honour the memory of an Indigenous student who touched the hearts of the Glenwood community by finding a culturally appropriate way to honour her.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Glenwood Elementary - Goal 2

Principal: Michelle Davis

Director/Assistant Superintendent: Michael Scarcella

## A. Goal (One goal per page)

Looking at gaps in developmental and social skills due to the social malnourishment caused by the pandemic, while identifying lagging skills and creating inventions at the universal and targeted and intensive level.

## B. Rationale

This year the school has continued to see a considerable gap in terms of where our students are at. Challenging behaviors due to dysregulation and a large spectrum of needs have made it difficult to find a middle ground for academically reaching all learners. Building on conversations and growth from last year, our team will continue to look at using universal design strategies and working together to identify the floor or access points for all students through collaborative conversations. Collaboration among staff is key as we work towards meeting the students where they are. This approach will help us create access points for all learners and adjust the floor especially at the intermediate level, while simultaneously continuing to create a safe, caring, supported and positive environment for staff, students and families.

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

Literacy development was one of the main themes that emerged from the Annual Class Review process. Staff will work collaboratively with the literacy helping teacher to develop good fit strategies for their class. The RISE reading intervention program will target readers significantly below grade level for 6 weeks before moving on to the next group. Staff will work collaboratively with the learning services helping teacher to design class wide systems to reach all learners using Universal Design for Learning (UDL) strategies. Staff learning at staff meetings will showcase staff every month and something they are doing in their classroom. For example, place-based learning (show outdoor learning bins and ideas for your class), writing development (show story workshop cart, and literacy discussion with literacy helping teacher), numeracy (math stations across the grades), learning through play, collaborative support model (how to utilize not just your support teacher or education assistant) etc.

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

Resources being used across grades to meet needs of all learners.  
Staff sharing ideas at staff meetings/pro-d days  
Effective use of supports/itinerant staff  
Students will be engaged in good fit activities Intermediate Reading Assessment  
Primary Reading Assessment  
Performance Standards/assessments/report cards  
Student voice using strategies from Shane Safir's "Street Data"

Principal:

Superintendent:

Board Chairperson:

Date:





School: Golden Ears Elementary

Principal: Laura Brandon

Director/Assistant Superintendent: Michael Scarcella

## A. Goal (one goal per page)

Our goal is to foster meaningful literacy engagement so all learners can experience enjoyment, progress and personal success.

## B. Rationale

After reviewing the Performance Standard data from 2021-22, we are continuing with a second year of focussing on literacy development for all students.

Last year we focused on developing a structure and support model for emerging readers at the primary grades. However, we continue to see the impact of interrupted learning and support in all areas of literacy for primary and intermediate students.

In addition to continuing to support literacy development for primary students, we also want to investigate and implement a structure and support model for students in the intermediate grades.

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

- Implement Rise program with primary students; support of district elementary literacy helping teacher and district librarian.
- Investigate the Dandelion Launchers/Moon Dog Series with intermediate readers; elementary literacy helping teacher supporting.
- Additional reading practice with the support of education assistants and lunch hour supervisors.
- Principal Story Time with primary and intermediate classes.
- Professional development regarding progressing students' writing skills.
- Protecting learning assistance time provided by support teachers.

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

- To track our progress, we will collect data through:
- Early Primary Reading Assessment (EPRA)/Intermediate Reading Assessment (IRA)
  - Classroom reading assessments
  - Surveys regarding students' enjoyment of reading and writing
  - Writing samples
  - Performance Standards

Principal:

Superintendent:

Board Chairperson:

Date:



**School:** Golden Ears Elementary

**Principal:** Laura Brandon

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (one goal per page)

Building a community where all learners, families and staff feel a sense of belonging, inclusion, and connection. Where the diversity of our school community is valued and respected by all.

## B. Rationale

Our school is growing and so is the diversity of our community. We need to make more effort to build our sense of belonging and connection with each other.

We have families of a variety of sizes, configurations, socio-economic standing, ethnicities, and who speak multiple languages at home. Many of our families have members of varying abilities and include those that are neurodivergent and neurotypical.

It is essential that all members of our community feel safe, have a voice and are heard by others. It is imperative that we learn about and celebrate our diversity.

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

- Make the First Peoples Principles of Learning and Reconciliation explicit in our teaching.
- Engage in multi-grade and school-wide activities and celebrations.
- Learning activities regarding a variety of cultural observances (focusing on music, food and art)
- Welcome new families and create a "Community Group" to foster connection with parents.
- Build community connections with members of Maple Ridge (pen pals, senior citizens)
- English language support to assist with communication with families.
- Professional development about Indigenous perspectives, anti-racism and inclusionary practices.

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

To track our progress, we will collect data through:

- Survey school community members on their sense of belonging in our school.
- Track involvement and facilitation of cultural events in our school.
- Increase in parent involvement in our school.
- Staff professional development on Indigenous perspectives, anti-racism and inclusion.
- Tracking involvement with members of the wider Maple Ridge community.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



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

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

Develop positive attitudes toward literacy and increase competence through school—wide literacy activities.

## B. Rationale

As our students experienced an erratic pattern of service delivery over the course of the pandemic, we are focused on making up for lost time. By fostering a positive relationship with reading and comprehension, we will increase competency in literacy and improve specific skills in reading and writing.

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

- Targeting students who missed instruction and learning during the pandemic
- Using Pernille Ripp's "Who You Are as a Reader" to set personalized learning goals
- Drop Everything and Read (DEAR)
- PA Trivia from popular books developed in conjunction with students and teachers
- Professional development with elementary literacy helping teacher
- Reading-oriented activities: Flashlight reading, birthday books, admin reading aloud in classrooms
- Prioritize early learning and at-risk students

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

- Performance Standards quantifying improving trends over successive reporting periods over three years
- "Who You Are as a Reader" interview data to look for trends in student responses and identify areas to target.
- EPRA and IRA (reading assessment data)

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Hammond Elementary

**Principal:** Adam Stanley

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

Grow resilience and wellness through participation in the Fine Arts and extra-curricular clubs and groups. Create capacity for problem solving and critical thinking through creativity and team building.

## B. Rationale

We plan to address social emotional learning (SEL) by providing diverse opportunities for student involvement throughout our school community. In addition to regular offerings, we will create or engage in extra-curricular 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)

- ACT Theatre Program
- Music played over the PA during announcements
- Musical components added to assemblies
- Provide mental health components to professional development
- Drop everything and draw
- Work with community connections and healthy living program manager to provide after school programs: Coding, Visual Arts
- Wellness Wednesdays facilitated by admin
- Culture days

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

- Middle Years Development Instrument (MDI) well-being index data
- Ministry learning survey data
- Commencement of Art Club
- Commencement of Dungeons and Dragons Club
- Connections to Indigenous art projects
- Creation of new Diversity Club led by our counsellor
- Regular staff feedback sessions and review at next growth planning session

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



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

## A. Goal (One goal per page)

To strengthen our students' sense of belonging by recognizing and celebrating the various cultures and backgrounds represented at our school regularly and focusing on adult/student connections.

## B. Rationale

Of the total population of 483 students we have 91 English Language Learner (ELL) students, 11 of which are Exceptional English Language Learners (EELL) and 49 students with Aboriginal ancestry. We also have 88 students with a ministry designation and approximately 9.3% (approximately 41) of our students are living in poverty.

MDI Grade 4 results:

65% of students report having a positive relationship with an adult compared to the district average which is closer to 75%.

59% of students report feeling connected and valued at HHE compared to over 70% district wide.

MDI Grade 7 results:

56% of students report having a positive relationship with an adult at school while the district average is over 60%

33% of students report feeling connected and valued at HHE. Conversely, 67% do not feel strongly connected and valued at the school.

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

- continue to run clubs at lunch (run by teachers/staff for a variety of grades: Lego, Chess, Puzzles, Coding, Crib/cards, Art/Drawing, Science, Knitting/origami, Gym)
- develop multi-level afternoon activities ex. Applied Design Skills and Technology (ADST)
- outdoor program/gardening: revamp the courtyard
- student leadership group and volunteer opportunities/activities for senior students
- Lunch and Learn Series on Equity and Diversity with the district helping teacher
- pro d on Equity and Diversity presented by the district helping teacher
- recognize various cultural celebrations such as Dwali, Ramadan, Black History Month, Asian History month, Orange Shirt Day
- plan an Identity Day school wide
- continue breakfast and lunch programs, continue to provide breakfast in Gr. 6/7 classrooms and add Gr. 5/6 classroom
- provide opportunities for students to give back to the community (working with RCMP Constable Britteny George on community projects)
- lunchtime staff and student activities
- bring back the HHE Song

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

Middle Years Development Instrument (MDI) data

Number of students participating in clubs, celebrations, activities Staff observation

Principal:

Superintendent:

Board Chairperson:

Date:



# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



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

## A. Goal (one goal per page)

To continue to improve literacy development with a focus on targeted instruction in phonemic and phonological awareness as part of a balanced literacy program.

## B. Rationale

-22% (12 students) of our current Grade 2s are Not Yet Meeting (NYM) expectations and 39% (22 students) are Meeting Expectations in reading strategies  
 -18% (11 students) of our current Grade 3s are NYM expectations and 21% (13 students) are Meeting Expectations in reading strategies  
 -16% (10 students) of our current Grade 3s are NYM expectations in writing and 27% (17 students) are Meeting Expectations 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 helping teacher, support and teacher librarian  
 -Targeting skills based on assessments  
 -Target Grade 3 students first based on report card data  
 -Focus on phonemic and phonological awareness using programs such as Heggerty  
 -Involve our district literacy helping teacher

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

Assessments (pre and post intervention and at regular intervals to inform teaching)  
 Report Card Performance Standard Data June 2023

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Highland Park Elementary
  
**Principal:** Jennifer Walker
  
**Director/Assistant Superintendent:** David Vandergugten

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

To improve students' literacy, specifically their ability to comprehend, analyze, and respond to fiction and non-fiction text.

## B. Rationale

Last year 44% of our grade 1-6 students were not yet meeting expectations or minimally meeting expectations in reading. 11% of our student population are not yet meeting grade level expectations in reading. Our students perform best in the sub-category of strategies, comprehension, and response and analysis. Our students need to be able to decode text, understand what they have read, and be able to respond to text, orally and in writing. We wonder...Why our data seems higher than what we see in our classroom assessments? Is our assessment aligned? How can we better engage our more reluctant readers? How can we better engage our English Language Learners in reading? How can we support students to make deeper connections and respond to what they have read, orally and in writing? How might we inspire joy and an intrinsic desire for learning in our students? What are some evidence-based structures and activities that support the development of literacy?

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

Work with our Literacy Helping Teacher to coordinate School based professional development, in-class opportunities to collaborate, and develop plans for individual students.
 

- Pro-D committee to plan literacy professional development throughout the school year
- Continue to purchase high interest and inclusive resources
- Literacy inquiry about culturally responsive teaching
- Use of reading conferencing strategies and the Joyful Reading Program
- Share reading/literacy tips with parents in W.A.A.G.
- Working groups around aligning assessment with Performance Standards

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

-Report card data  
 -Student survey results  
 -Classroom-based formative assessments  
 -Anecdotal evidence, observations, and self-reports

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Highland Park Elementary

**Principal:** Jennifer Walker

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

To create an inclusive and welcoming school community where students, staff, and families feel that they belong, that their voice is heard, and their diversity is celebrated.

## B. Rationale

Highland Park has a very diverse population. There are 97 English Language Learner students, 20 students with Aboriginal ancestry, and many families who depend on the school and other programs for food security. Our Highland Park families speak over 25 different languages. We know that student belonging at school has been shown to foster school success, and students with a sense of belonging are less likely to engage in high-risk behaviour. Our current Middle Years Development Instrument (MDI) data shows that a large percentage of our students do not have a high sense of school belonging (44% in Grade 4, 65% in Grade 7).

We wonder: how can we make sure that all cultures are authentically represented in our school?

What can we do to ensure we are culturally responsive educators?

Whose voices are missing in our discussions and decision making?

What are the barriers to participation in school activities?

How can we engage student and parent voice and how can we effectively communicate with our families?

What can we do to foster increased sense of school belonging for our students as they progress through the grades?

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

- Continue school-based anti-racism committee and administration participation in anti-racism discussions at the superintendent meetings.
- Participating in SEY2KT to be able to better connect families of preschool aged children (0-5) with the school. Also work with our PAC to communicate in different languages.
- School recognition program - E.A.G.L.E.S. to build pride in our community.
- Continue to incorporate diverse texts into library, classrooms, book room.
- Sharing of culturally responsive teaching strategies at staff meetings.

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

We will collect qualitative data from our MDI data, our parent engagement survey, and the Provincial Student Learning Survey. We will also collect qualitative data based on our anecdotal observations and personal stories and experiences.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



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

## A. Goal (one goal per page)

To build connections between members of the Kanaka community, focusing on creating an inclusive, welcoming environment where all learners can reach their full potential.

## B. Rationale

Middle Years Development Instrument (MDI) results from year to year have shown our students don't all have a high degree of connectedness to the adults in the building. While it is the majority (63% of both Grade 4 and Grade 7 students report a high degree of connectedness last year), this still means ~40% are disconnected to some degree. MDI results also for grades 4 and 7 show that only ~30% of our students are thriving in the "Well Being Index". Further, staff discussions at recent staff meetings have highlighted the pride staff has for school-based activities and structures that build connections and the desire to come up with more of these ideas. Also, the school is continuing with its diversity club started last year by our SOGI leads and starting a "student council" whose goal is to increase student-led activities that raise morale and build connections. Thus, this current goal, which is similar to previous years, is still relevant to the school for this year.

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

- "School Stars" given to new staff/students which celebrate all individuals in the school
- School clubs that support diversity and tolerance
- Developing a student council to create student-led opportunities for connection
- Staff activities that welcome new staff and promote a culture of collaboration
- Support structures that highlight at risk students in academic / social areas and create strategies to build more connections (10 by 5, special helper, etc.)
- Whole school activities that build connections (monthly assemblies, Friday Dance Party, monthly themes, etc.)
- Increasing awareness of the reading content in our classroom libraries and school library that shows marginalized ethnic, racial, religious, or gender groups
- Continue to grow our social emotional learning (SEL) reading library and promote it with new staff members
- Kanaka gear for all new students and staff (t-shirts that proudly promote the school and it's motto "Together We Are Better")

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

- MDI results
- Early Years Development Instrument (EDI) results
- Anecdotal surveys to staff / parents / students
- School learning survey results
- Informal audit of libraries in the building

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Kanaka Creek Elementary

**Principal:** Chad Raible

**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (one goal per page)

To see increased academic and social successes in our most marginalized students.

## B. Rationale

An inventory of our most recent district performance standards assessments (2020-2021) shows our Indigenous and ministry identified students (not including giftedness) are over represented in the "not yet meeting" portions of our writing, reading, and numeracy assessments. Our teachers have noticed during the pandemic that the academic needs of our students were increasing. Further, our support team has noted an increase in the social and emotional needs all of our students are exhibiting.

Thus, the school team has opted to look at a goal that targets our students who are marginalized either academically or socially. Through district-based and school-based structures such as SBT, Aboriginal support worker (ASW) support, counseling time, and district literacy support, our school team will endeavor to provide interventions that provide a lasting impact to our students.

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

- Staff professional development that focuses on strategies to support all students, especially marginalized students (trauma informed, strategies for anxiety, brain research and attachment theory)
- Targeted ASW support for our Aboriginal students
- Identification and targeted social support by our child care workers (CCW)
- Whole class social lessons by school counselor
- Targeted individual support by school counsellor
- Identification through class reviews of academically/ socially vulnerable students and utilization of school based team to identify and create plans.
- Use of district literacy intervention plan for struggling readers/ writers.

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

- Middle Years Development Instrument (MDI) results
- Early Years Development Instrument (EDI) results
- Year-end performance standards data
- ASW, CCW, counseling, and English Language Learner reports
- Staff surveys

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



School: Laity View Elementary

Principal: Kristi Blakeway

Director/Assistant Superintendent: Michael Scarcella

## A. Goal (one goal per page)

At Laity View Elementary, we hope to increase our students pro-social behaviour through the teaching of Indigenous ways of knowing. Our Middle Years Development Instrument (MDI) data indicates that 51% of our students are thriving in pro-social behaviour. We hope to increase this by at least 20%. To accomplish this goal, we are centering our learning around the book *Be a Good Ancestor*.

## B. Rationale

Our staff are focussed on equity, inclusion, and decolonization to improve our practice and ensure all students see themselves reflected in their learning. For the last four years we have had a social emotional learning (SEL) goal and we see this year as an opportunity to weave our SEL goal with our Indigenous learning. The book *Be a Good Ancestor* is a perfect fit as it teaches students to take care of the land, their environment, their family and their community. We will use the lessons from this book 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)

All staff participated in the growth planning day centered on equity and Indigenous Ways of Knowing. Twelve staff are participating in a JECIC learning team focussed on equity and reaching children at the margins.

A portion of each staff meeting has been dedicated to learning about equity and decolonization. Every teacher has received the book *Be a Good Ancestor* and will each choose a page for a class project teaching pro-social behaviour.

In alignment with Earth Day, we will host *Be a Good Ancestor* week in April to showcase learning.

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

We will use the MDI data to measure students self reports of pro-social behaviour.

We will gather 'street data' by paying attention to our students' stories, reflections, writings, and art that showcase their work becoming good ancestors.

We will complete class wide and school wide projects to showcase pro-social behaviour and share this learning with our school and parent community.

Principal:

Kristi Blakeway

Superintendent:

Board Chairperson:

Date:

November 9, 2022



**School:** Laity View Elementary

**Principal:** Kristi Blakeway

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (one goal per page)

At Laity View Elementary, our goal is to help all students develop a love of writing. By encouraging all students to participate in school wide writing activities throughout the year, we hope to reduce the number of students who are not yet meeting expectations in writing from 12% of students to 6%.

## B. Rationale

At Laity View Elementary we recognize that our students are stronger readers than writers. Our assessment data indicates that approximately 12% of students in grades K-7 are not yet meeting expectations in writing. In particular, students struggle with writing conventions. For the last four years, we have focused school wide efforts on reading, and we now recognize it is time to change our focus to a school wide goal on writing, where we can create school wide opportunities for students to communicate their ideas in writing. We met with teachers and have created a yearlong plan to achieve this goal.

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

In November and December, we will host weekly school wide zoom sessions. In November, we will show photos and have students write short memes. In December, we will share the first line of a story and invite students to create the rest. In January, we will start writing school wide books where each division writes one line and then rotates the book to the next class to build the story. We will teach how to write stories while helping students with writing conventions. In the spring we will develop a school wide newspaper where each division writes one section. Teachers have also created a list of school wide contests and events that encourage all students to write daily.

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

We will share student writing on bulletin boards, through our school newsletter and social media page, and we will work towards school wide compositions in the spring including a school wide book and newspaper.

We will use assessment data from each formal reporting period to monitor student progress in writing.

**Principal:**

Kristi Blakeway

**Superintendent:**

**Board Chairperson:**

**Date:**

November 9, 2022



**School:** Maple Ridge Elementary

**Principal:** Barbara MacKinnon

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

To create a stronger writing culture in the school community. Our goal is to help students build and demonstrate a growth mindset and to increase confidence, excitement, stamina, resilience, and willingness to "dig into" their writing.

## B. Rationale

Data based on BC Performance Standards indicate that there is 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. Their writing attempts are perfunctory and limited to superficial uses of language, sidestepping the artistic, poetic, comic and theatrical uses of language that are possible. Students seem to be dependent on using digital writing tools (spellcheck, auto-correct) and/or often rely on adult assistance.

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

- Evaluate and extend professional resources about writing and growth mindset
- School based Literacy Inquiry Proposal to work with Faye Brownlie (approved)
- District helping teacher support and resources for student self-assessment and goal setting
- Co-teaching and collaboration with librarian and prep teachers as well as teachers observing in each other's classrooms. Sharing strategies at staff meetings.
- Showcasing student writing, e.g., at assemblies, on bulletin boards, during morning announcements, Writing Blasts and school newsletters
- Storytelling collaboration with Aboriginal Education Department

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

- Summative reporting data based on BC Performance Standards
- Student Learning Survey (SLS), Middle Years Development Instrument (MDI)
- Street data (Shane Safir and Jamila Dugan) — teacher/support staff conversations with students, observations in classrooms and anecdotal records)
- Classroom based formative assessment including student self-assessment

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Maple Ridge Elementary

**Principal:** Barbara MacKinnon

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

To help students understand challenging emotions and explore ways to develop resilience.

## B. Rationale

A commonly used definition for resilience is "the ability to bounce back from adversity." 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 which represent our students.

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

- Building attachment within the greater school community through assemblies, buddies, extracurricular events, morning announcements and sports
- School-Based Professional Development – Monique Gray Smith's online course, "Ripples of Resiliency"
- Staff participation in district Deepening Indigenous Ways of Knowing (DIWK) sessions with Leyton Schnellert
- School child care worker (CCW) – collaborating with teachers, facilitating in-class lessons, and small group work to help students develop a toolkit of strategies for developing resilience.
- School counsellor working with students to develop emotional literacy – naming and understanding feelings such as fear, anxiety, anger, sadness, guilt, embarrassment, etc.
- School-wide use of the WITS program for independent problem solving

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

- Using "Street Data" (Safir and Dugan) that includes observation and anecdotal reports by staff, specifically about language students use to describe emotions and how they handle everyday stressors to persevere when they are learning new things.
- ASW and CCW reports
- SLS Data, e.g., from responses to, "When I am facing difficult tasks, I keep trying until I succeed," or "I believe I can be successful in almost anything I set my mind to."
- Optimism scales on the MDI

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Ecole Pitt Meadows Elementary
  
**Principal:** Jenn Simon
  
**Director/Assistant Superintendent:** David Vandergugten

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

**School Culture and Community Building:**
  
 How do we create a welcoming, safe, and caring community that values diversity and supports staff and student well-being?

## B. Rationale

At PME, we want to create a positive community for staff, students, and families.
   
 We want to ensure the school is inclusive and celebrates diversity.
   
 We want to honour and include all and we need to build this value in our students.
   
 We believe that staff and student well-being is needed to focus on teaching and learning (Maslow's Hierarchy of Needs).

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

Teach social emotional learning; focus on kindness, compassion and inclusivity.
   
 Embed social emotional learning (SEL), Indigenous Ways of Knowing, and multicultural understanding into literacy and other curricular areas. School-wide events and assemblies to celebrate diversity; multicultural week, display boards for school wide projects (Bricks for Belonging); Opportunities for students and staff to share strengths through leadership; Wellness Wednesdays; JECICs; book talks and clubs; SELO grant; share SEL lesson; staff professional-development on trauma informed practice and racial equity and inclusion.

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

Student and staff stories: more positive talk; students and staff see themselves in their community (MDI survey and satisfaction survey). Fewer interventions needed by support staff, principal/vice-principal, and parents. Fewer office referrals. Happy students and happy staff. A sense of belonging among the whole community. Kind interactions between students. Kids standing up for kids. Kids diffusing conflict situations. There is an understanding that fair is not equal. Increase ability to focus on academic learning. Create a culture and climate where it's safe to take risks, make mistakes, and try new things.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Ecole Pitt Meadows Elementary  
**Principal:** Jenn Simon  
**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

**Literacy and Learning:**  
 How do we humanize learning to ensure a genuine capacity for literacy development in all learners?  
 How do we ensure all students are confident and capable readers who enjoy reading and see themselves as writers?

## B. Rationale

Being literate is foundational to all learning; we want to support all students to become engaged, curious, and critical readers, communicators (listeners, speakers, writers), and learners. Following the pandemic, there is a noticeable decline in resiliency and independence, and an increase in student anxiety. Technology has opened doors, but also created new challenges. Many students are experiencing challenges with foundational skills such as reading, writing, numeracy, fine motor, and self-regulation. We believe literacy inspires opportunities to explore cultural and personal identity through stories. We recognize that it's important to focus on oral language, reading comprehension, decoding/phonemic/ phonological awareness, fluency, vocabulary/word study, media literacy, and reading and writing for authentic purposes.

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

- Explore ways to make learning cross-curricular, authentic, experiential;
- Make reading opportunities accessible, engaging and not stressful (Universal Design for Learning);
- Prioritize early intervention and ensure consistent support for students emerging in reading;
- Ensure alignment between resources and goals: collaborative planning and check-ins; opportunities to co-teach with district helping teachers, and others;
- Build a home and school connection through regular opportunities for families to participate in literacy opportunities. Find ways to celebrate student growth throughout the year.

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

Class reviews; use of performance standards rubrics; staff and student surveys (MDI); student engagement and attitudes towards literacy activities; reading verbal and non-verbal responses.  
 In class write: compare term 1 writing sample with term 3 writing sample; find diverse ways to celebrate learning (bulletin boards, newsletters, assemblies, share stories, and winter and spring Kaleidoscope learning showcase).

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



**School:** Webster's Corners Elementary
  
**Principal:** Laureen Hickey
  
**Director/Assistant Superintendent:** Jovo Bikic

## A. Goal (one goal per page)

Social Emotional Learning (SEL) - to help students build knowledge and skills to understand and improve their well-being.

## B. Rationale

Positive mental health impacts how we think, what we feel, how we handle stress, and how we relate to others and make choices. By building knowledge and skills around well-being, students will be better equipped to handle the many challenges they face at school. This connects with Indigenous Learning as seen in the principle of learning that suggests that learning supports the well-being of the self, the community, the land, the spirits, and the ancestors.

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

Staff and students will learn about the Zones of Regulation (naming our emotions and zones), and will explore activities related to the zones of regulation. To assist with self-regulation, staff will explore the focused attention practices from our school counsellor, emotional ABC's, overcoming obstacles, and Project 11, as we weave in Indigenous Ways of Knowing including the principle of learning that states, "learning ultimately supports the well-being of the self, the community, the land, the spirits, and the ancestors." Our PEAK program consisting of multi-aged students from kindergarten to Grade 7. Our peak groups will meet twice a month to focus on the above SEL and related activities. We will have the Family Education Centre come in to do presentations in class on empathy, resilience, conflict resolution.

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

-Comparing the 2023 WCE MDI data of 'Happiness', 'Self Esteem' and percentage of students who are 'Thriving' with last year's 2022 WCE MDI data and the district average.
   
 -Anecdotal surveys with staff, students and parents.

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Webster's Corners Elementary
  
**Principal:** Laureen Hickey
  
**Director/Assistant Superintendent:** Jovo Bikic

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

To improve student literacy, focusing on the enjoyment of reading. The goal is to build engagement, motivation and joy in reading, using ideas from our librarian, WCE Literacy Committee, district helping teacher for elementary literacy and current literacy research.

## B. Rationale

The Literacy Committee at WCE has reviewed the research from Faye Brownlie that states that engagement in reading in a fun and interactive way is correlated with literacy and academic success. Reviewing our year-end performance standards data and the results from doing the Early Primary Reading Assessment and the Intermediate Reading Assessment, we have students we need to focus on to support further development of their literacy skills.

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

This year, the WCE Literacy Committee is focusing 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 to engage in reading, flashlight reading, buddy reading and 'Guess Who's Reading at WCE?'. The staff would like to connect Indigenous Learning, namely the principle of learning that states that learning takes patience and time.

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

- Early Primary Reading Assessment (EPRA) data
- Intermediate Reading Assessment (IRA) data
- Student self reflections
- Teacher observational data

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**

# SCHOOL GROWTH PLAN SUMMARY FOR 2022/23



School: Whonnock Elementary

Principal: Wes Reamsbottom

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

1. To identify and focus on improving reading comprehension (meaning making) in all our students with an emphasis on our emerging and developing primary students in reading strategies. Specifically, we would like to emphasize the "comprehend and connect" curricular areas to support our students' ability to make meaning from texts.

## B. Rationale

While we have seen a significant improvement in our primary students' literacy success, we still have more work to do. We see from reviewing our performance standards year end data that we have students emerging in literacy that we want to further support in building their literacy skills. Ideally, we would like to ensure all our students currently achieving in the emerging stage move ahead to the developing stage.

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

All our primary teachers have been trained by the district elementary literacy helping teacher and are using the Reading Simplified strategy in their daily literacy learning. We have also purchased all of Adrienne Gear's *Reading Power* series. Teachers integrate strategies from this text in their planning and teaching. We will continue to take advantage of the mentoring and guidance provided by our district helping teacher. Our teacher librarian has trained all our teachers in the use of the Spark literacy resources and site licenses that support literacy. Our support teachers and admin are also meeting with reading groups three times per week to give students additional reading time and guidance.

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

We will use our year-end reporting summary to assess how successful we have been in moving students along in their literacy development. We will also review our provincial learning surveys and The Early Years Development Instrument (EDI) and The Middle Years Development Instrument (MDI) for students' responses to literacy tasks and their enjoyment of reading.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Whonnock Elementary

Principal: Wes Reamsbottom

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

2. Continue to use our outdoor spaces to enhance a sense of belonging by addressing social emotional needs through fostering student-to-teacher and student-to-student connectedness.

## B. Rationale

Students need as many opportunities to connect and learn from each other as possible. We believe strongly in the opportunities place-based learning and nature offer to help build peer-to-peer support and connections. Whonnock is blessed with many wonderful outdoor spaces and we believe these spaces can be used to enhance connection between students and our connection to the land in general.

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

Most of our classes take advantage of our on-site and close-by forests and lake to enhance their connection to nature. We will continue to have classes visit Whonnock Lake as well as the three forests on school property so that they engage with the place-based curriculum and build connections between students. We will access our Aboriginal support teacher and our Aboriginal support worker to guide us in enhancing our recognition of the role of Indigenous Knowledge. We have received resource recommendations and a staff learning session on ways to integrate place-based curriculum cooperatively with buddy classes.

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

We will use locally developed student surveys, the provincial learning survey, and The Early Years Development Instrument (EDI) and The Middle Years Development Instrument (MDI) data to inform our understanding of the effectiveness of our plan.

Principal:

Superintendent:

Board Chairperson:

Date:





**School:** Yennadon Elementary

**Principal:** Lisa Lawrance

**Director/Assistant Superintendent:** Jovo Bikic

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

We want students to feel safe and valued with a reservoir of tools and strategies to gain self-regulation of their emotions and behaviour.

## B. Rationale

Some students' anxiety is hampering their abilities to self-regulate and to maintain focus and resiliency. Too often students lack skills to attend to lessons or to feel settled in the classroom due to their feelings of unease, which can disrupt the learning of all. We want to explore ways in which we can make the students feel valued but can also build on their resiliency skills to navigate working more effectively in their classrooms.

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

- Explore programs that can be used school-wide to manage anxious feelings
- Implement and teach Zones of Regulation (primary) and MindUp (intermediate) across all grades consistently throughout the school (or another program)
- Directly teach students perseverance and resiliency strategies, working towards a gradual release of responsibility
- Implement school-wide multiage activities to provide student mentorship and leadership opportunities – Mindful Mondays, Fun Fridays, buddies
- Incorporate topics of self-care, diversity, equity, inclusion, and Indigenous knowledge into our staff meetings
- Incorporate aspects of self-regulation, diversity, inclusion, and Indigenous knowledge into monthly assemblies
- Provide opportunities for students to explore and showcase their identity/stories – Identity Day
- Provide professional development and resources to support social emotional learning (SEL) in our classrooms
- Participate in Everyday Anxiety Strategies for Educators (EASE) training through Healthy Minds BC
- Learn about and celebrate the variety of different cultures that make up our school community
- Purchase additional tools that support all students, such as wiggle seats, slam balls, pedals, standing desks, etc.

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

- MDI data
- Student Learning Survey information
- Beginning/end of year student self-assessment of self-regulation and anxiety
- Beginning/end of year staff reflection and tracking (teacher observations, more settled students)

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**



**School:** Yennadon Elementary  
**Principal:** Lisa Lawrance  
**Director/Assistant Superintendent:** Jovo Bikic

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

We want to improve our literacy practice with a focus on implementing common assessment and intervention tools to support not just our struggling readers and writers, but all students.

## B. Rationale

We are finding that, post COVID, many students, especially in the primary grades, are struggling with their literacy, both in reading and written output. In order to support these students in a cohesive manner, a common assessment tool and common intervention strategies are needed. Such an approach would support both the students and the staff, and would help us meet the needs of all. Using tools such as the performance standards and finding time to collaboratively assess students across each grade group will support the formation of a consistent understanding of what "developing and/or proficient expectations" and "emerging expectations" look like at each grade level. Then we can look collaboratively at various intervention strategies to support these students also across all grades.

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

- Begin a staff book study of a literacy program or literacy intervention strategies (seek input from an elementary literacy helping teacher)
- Create a committee or, in grade groups, choose a curriculum, investigate options, and report to others at a staff meeting or during school-based professional development
- Pilot a new assessment tool and intervention strategies with a core group of teachers or collaborate in grade groups to explore resources and implement a common assessment tool (professional development days, JECIC, staff meetings)
- Continue to support teachers in developing strategies to meet the various needs of all their students
- Begin to build program consistency and continuity that specifically addresses deficits in reading and writing
- Develop consistent assessment and use of the performance standards throughout the year
- Implement school-wide assessment (e.g. EPRA, IRA, QCA, school-wide write) with opportunities to mark collaboratively
- Work with our district literacy helping teacher to support our goals (e.g. common assessment ideas and opportunities)
- Collaborate with our Aboriginal support worker to further support at risk students
- Provide professional development for teachers around topics of reading and writing (e.g. helping teacher after school sessions)
- Offer 'book tasting' events to help students expand their interests of what literature is available
- Facilitate school growth plan discussions at staff meetings around common practices of teaching reading and writing

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

- End of year report card data
- District assessment data
- More students are meeting expectations with the use of the intervention strategies
- Students are aware of assessment language from one grade to the next
- Students are assessed on a common tool with a common understanding of how to use it which is free from tester bias

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**