



School: Albion Elementary

Principal: Tanya Dailey

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Literacy (New goal): This year the goal is to increase the number of students meeting or exceeding expectations in writing by June 2026.

B. Rationale

According to the district literacy data collected by classroom teachers in June 2025, the following shows the number of students in each grade who are not yet meeting or who are minimally meeting expectations in the areas of writing.

Grade 1	Writing and Representation 19 (37%)			
Grade 2	Meaning 27 (44%)	Conventions 33 (54%)	No data	No data
Grade 3	Meaning 34 (51%)	Conventions 40 (59%)	No data	No data
Grade 4	Meaning 16 (30%)	Conventions 29 (54%)	No data	No data
Grade 5	Meaning 33 (49%)	Conventions 43 (63%)	Style 43 (63%)	Form 33 (49%)
Grade 6	Meaning 29 (50%)	Conventions 38 (66%)	Style 36 (62%)	Form 36 (62%)
Grade 7	Meaning 20 (34%)	Conventions 31 (53%)	Style 22 (38%)	Form 26 (45%)

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

- Have primary students focus on foundational writing and representation (direct phonological awareness instruction; provide lots of cross curricular opportunities to write)
- Provide intermediate students explicit instruction in style and form (Adrienne Gear resources, graphic organizers, writing workshop)
- Teach punctuation (colons, semicolons, dialogue punctuation) and grammar (compound-complex sentences)
- Work with school literacy liasons and district literacy helping teacher

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

School-wide write twice yearly
Classroom writing assessments
District writing data

Principal:

Superintendent:

Board Chairperson:

Date:



School: Albion Elementary

Principal: Tanya Dailey

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Numeracy (New Goal): Increase the number of students who are meeting and exceeding expectations in numeracy in all grades by June 2026.

B. Rationale

According to June 2025 district numeracy data completed by classroom teachers, we have students across all grades who are either *not yet* or *minimally meeting expectations* in numeracy.

Below is an average of the number of students who are either not yet meeting expectations or who are minimally meeting expectations in all numeracy areas:

Grade 1	12 students (23%)	Grade 5	28 students (42%)
Grade 2	12 students (18%)	Grade 6	31 students (53%)
Grade 3	24 students (24%)	Grade 7	22 students (37%)
Grade 4	12 students (22%)		

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

- Provide more hands on learning opportunities for students
- Further develop number sense and basic operations
- Establish grade level benchmarks for numeracy
- Help students develop their confidence in numeracy
- Teacher participation in a Joint Educational Change Implementation Committee (JECIC) on Peter Liljedahl's book, *Building Thinking Classrooms*.
- Work with the district numeracy helping teacher and attend professional development workshops
- Share professional learning at staff meetings

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

District numeracy data
Classroom assessments

Principal:

Superintendent:

Board Chairperson:

Date:



School: Albion Elementary

Principal: Tanya Dailey

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Social Emotional Learning (Continued Goal)

While last year's social emotional learning goal centered on resilience, we recognized the need to expand our focus. This year our goal now emphasizes creating a safe, inclusive, and emotionally supportive school environment where students strengthen self-regulation, resilience, and positive peer connections.

B. Rationale

The Spring 2025 Grade 5 Middle Years Developmental Index (MDI) data indicated that although students have a strong connections to adults and peers, only 39% are absent of worries and only 43% indicate that they are able to self regulate.

The Grade 4 and 7 Student Learning Survey data indicated that 44% of Grade 4 students feel stressed at school and only 50% feel they can manage this stress.

The Grade 7 data indicated that only 60% of students feel they belong and only 41% rate their overall mental health as excellent/very good.

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

- Use school-wide social emotional learning programs to support the use of common language (WITS, Zones of Regulation, Spot Emotions)
- Utilize calm corners, visuals, fidgets, and movement tools
- Model and teach calming strategies (e.g. deep breathing, mindful breaks)
- Incorporate growth mindset language into daily instruction
- Foster the developed of friendships in and out of the classroom (buddies, grade groupings, sport programs, student leadership, and a variety of clubs)
- School-wide and in class guest presentations

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

Grade 5 MDI 2026

Grade 4 and 7 Student Learning Survey 2026

Principal:

Superintendent:

Board Chairperson:

Date:



School: Alexander Robinson Elementary

Principal: Ramin Mehrassa

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Continuing Goal: To create an environment where teachers can collaborate with grade-group colleagues to strengthen literacy strategies and improve student outcomes through more consistent instruction, interventions, and assessment.

B. Rationale

We used the district's strategic priorities and goals as our guiding framework and surveyed staff on what they saw as priorities for our school. Overwhelmingly, literacy was identified as an area our staff felt would benefit from focused attention. Combining the feedback from the staff survey and our work together on growth planning day, staff highlighted consistency and support for instruction, interventions, and assessment as key literacy areas to address. Teachers also indicated interest in opportunities to share best practices and resources with colleagues.

We would like to improve the percentage of students Not Yet Meeting (NYM) in the primary grades (about 7-10%)

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

Growth Planning Day - During Growth Planning Day, teachers participated in structured, grade-based collaboration sessions to discuss successes and challenges in student literacy. They met with adjacent grade groups to identify learning gaps and explore ways to address them. Finally, each grade team set priorities, reviewed resources and supports, and formalized a literacy goal for the year.

Ongoing Collaboration – Administration has committed to finding collaboration time for teachers throughout the year to keep momentum going:

- Structured time during school-based professional development
- Allocated time during monthly staff meetings
- Teacher meetings
- Release time to collaborate during the school hours through coverage by admin, support teachers, and English Language Learners teachers

Homework Club - Structuring education assistant lift hours to support a homework club a few days a week that focuses on literacy for students

- Implementation of the the Kindergarten screener, collaboration with the literacy helping teacher, working with our literacy liaisons to build momentum with more effective literacy practices.

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

- Teacher engagement in collaboration activities (groups will provide feedback to admin on what goals they are working on)
- Successful rollout of the homework club
- Student assessments – teachers are being asked to measure their literacy outcomes, related to their goals and share back with admin
- Sharing of results and feedback from the teacher meetings throughout the school year
- Year end summative literacy data
- Kindergarten screener

Principal:

Superintendent:

Board Chairperson:

Date:



School: Alexander Robinson Elementary

Principal: Ramin Mehrassa

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

New Goal: To improve student well-being, emotional resilience and mindsets.

B. Rationale

The Alexander Robinson (ARE) Middle Years Development Instrument (MDI) data revealed that student well-being was reported as “low”. Only 31% of ARE students reported themselves as “thriving” as compared to 41% as the district average. In addition, staff reported significant concern for students’ emotional resilience, self-esteem and mental health. They reported that students are struggling with perseverance, emotional regulation, and confidence.

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

Growth Mindset training – Administration held a two-hour Growth Mindset session for education assistants and a one-hour presentation for teachers, covering its science and classroom strategies. A resource sheet was shared to promote a growth mindset culture, and administration will continue providing new resources throughout the year to maintain focus on this approach.

Growth Mindset assembly – Throughout the year, at different assemblies, we will dedicate time to teaching students about growth mindset and how students can foster a culture of growth mindset at ARE.

Growth Mindset being visible throughout the school – Growth mindset posters will be distributed to all teachers and put up around the school to remind students and adults to use growth mindset language and thinking to develop a growth mindset culture at ARE.

BC Children’s Kely Mental Health Resource: Kely “Kind Mind Tour” – The school is participating in the tour. The program is 4 weeks long and consists of weekly videos and challenges. This program will run from November 24 to December 18. Teachers will also be encouraged to do additional work this month on social emotional learning (SEL).

Implementation of school-wide SEL program – an SEL committee staff members that is focusing on adopting a school-wide SEL program to support student well-being.

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

- Successful implementation and follow through with planned programs
- Teacher and student engagement in growth mindset and SEL programs offered – anecdotal observations by admin and collecting data from staff via survey in the spring
- Review of the Middle Years Development Instrument (MDI) and Student Learning Survey (SLS) data that is collected during this school year

Principal:

Superintendent:

Board Chairperson:

Date:



School: Alouette Elementary

Principal: Jenn Gallop

Director/Assistant Superintendent Michael Scarcella

A. Goal (one goal per page)

Literacy- New Goal area this year.

To increase the percentage of students meeting or exceeding expectations in reading by implementing focused and systematic instruction in reading strategies, including phonemic and phonological awareness.

B. Rationale

This is a new focus area for Alouette. Current data show that only 52% of students are fully meeting expectations in reading strategies based on district reporting and classroom-based assessments. Teachers report a larger gap between learning achievement and grade-level expectations, with noticeable gaps in foundational literacy skills.

Additionally:

- 25% of our student population are English Language Learners (ELL).
- Of the overall ELL student population, 25 students are in their first year of English language learning. These factors highlight the need for targeted instruction and consistent resources to support early literacy development.

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

Kindergarten to Grade 3:

Focus on phonemic awareness using common resources:

Heggerty, Rime Magic, Lalilo, Epic, University of Florida Literacy Institute (UFLI) Foundations.

Grades 4 to 7:

Use common resources for vocabulary and comprehension:

Words Their Way, Jerry Johns Reading Inventory.

Professional Collaboration:

Monthly staff meetings dedicated to literacy discussions. Invitations for grade-group collaboration. Invitations to targeted professional development days focused on reading strategies and interventions.

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

Teachers will conduct pre- and post-reading assessments to measure growth.

Report card data from Term 1, Term 2, and late May will highlight changes in achievement.

Classroom observations and anecdotal records will track improvements in phonemic awareness and reading fluency.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Blue Mountain Elementary

Principal: Julie Clarke

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Continuing Goal: Blue Mountain Elementary will continue with the goal of strengthening our numeracy and literacy instruction practices. Our intention is to increase outcomes in reading and reading comprehension by June of 2026. In addition, we recognize the need for increased focus on student number sense and math concept retention.

B. Rationale

Blue Mountain has steadily increased our school-wide literacy interventions in both the primary and intermediate grades. With the support of district staff, we have developed both approaches to capture the needs in early primary as well as interventions that target decoding skills in intermediate. We are committed to continuing this important work as we still have 25% of students in emerging or developing in reading acquisition. We recognize that numeracy is an area that requires attention and support for our learners. Our goal is to improve outcomes as documented on report cards for student number sense and basic math fact retention. Our teachers are committed to improving our math program by utilizing district supports, workshops and curriculum.

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

The ongoing supports to promote literacy and numeracy acquisition include:

- Primary intervention strategies as developed in collaboration with a literacy expert
- Utilization of the new SD42 Literacy Guide and in collaboration with our literacy helping teacher
- Exploration of the kindergarten literacy screener to address early lags in literacy
- Intermediate intervention groups using Reading Simplified and small group instruction with our librarian and support staff
- Encouraging a love of reading through book clubs, Harry Potter Book club, Bookfest, and engaging material
- Small math groups that target specific skills in an accessible way
- Teachers will engage in district workshops around math delivery and instruction
- Teachers will explore Coast Metro Math Resources to enhance instructions
- Exploring artificial intelligence (AI) tools to support instructional differentiation

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

Our expectation is that we will see gains in the following areas:

- Report card and assessment data that reflects growth and development in both literacy and numeracy for students
- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA) data that reflects the ongoing literacy supports
- Increased engagement and excitement about math and reduced math anxiety in our students
- Increased teacher comfortability and understanding of AI tools to support and enhance instruction

Principal:

Superintendent:

Board Chairperson:

Date:



School: Blue Mountain Elementary

Principal: Julie Clarke

Director/Assistant Superintendent _____

A. Goal (one goal per page)

Continuing Goal: Staff is committed to building a community of care, where belonging and connection is a priority. We continue to foster this goal with a focus on robust teaching around social and emotional literacies. Our goal is that every student at Blue Mountain Elementary (BME) can list at least 1-2 caring adults by June 2026 that they can go to for support.

B. Rationale

Creating a culture of connection and belonging continues to be the goal of our teaching and support staff. Our Middle Years Development Instrument (MDI) data demonstrates that Blue Mountain has steadily improved our social emotional outcomes and sense of connection to adults at school. The 2024/2025 MDI data demonstrates that 78% of students can identify at least one supportive adult at school, with 56% of those naming at least two adults. However, we want to build on this strength by ensuring that every single BME child has a sense of connection to adults. We believe every staff member has a role in developing this culture from lunch supervisors, teachers, educational assistants, cafeteria assistants and the school secretary. We continue to rest on the beliefs outlined in First Peoples Principles of Learning and affirm that each child has a personal responsibility, unique story, and contribution to the whole. We know that when children feel empowered, connected, and safe, they are better able to handle the social and academic challenges and responsibilities common in school life.

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

- Staff are committed to connecting with students beyond their classrooms by hosting after school clubs, saying hello in the hallways, supporting conflict resolution, providing specific connection through small groups led by a variety of staff, and through consistent emphasis on personal responsibility and community contribution.
- Building resilience and problem solving skills is modelled by adults, and children are empowered to solve their issues in peaceful and proactive ways. This strengthens community and connection among all members at BME.
- Monthly themes that reflect our shared values such as kindness, citizenship, empathy, etc.
- Continued staff professional development around self-regulation by exploring the work of Stuart Shanker and ongoing reference to the Zones of Regulation to encourage common language of social emotional literacy throughout the school.

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

- By June 2026, every child can name at least 1-2 trusted adults at the school.
- Children solving problems in increasingly peaceful, resilient, and empowered ways, as evidenced by fewer office referrals.
- Conferences, report cards, and home communications that demonstrate growth in connections and self regulation.
- School climate that is welcoming and inviting to all.
- Continue to analyze the Middle Years Development Index (MDI) for areas of celebration and focus.

Principal:

Superintendent:

Board Chairperson:

Date:



School: c'usqunela Elementary

Principal: Wes Reamsbottom

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

To improve literacy (new goal) and numeracy (continuing goal) outcomes for all students from kindergarten through Grade 7 by implementing targeted early literacy interventions and enhancing intermediate numeracy instruction. This goal will be achieved through inclusive, culturally responsive practices, strengthened assessment tools, and collaborative professional development that supports both early reading and mathematical thinking.

B. Rationale

Strong literacy and numeracy skills are essential for lifelong learning and success. Research indicates that early identification and intervention in literacy, particularly in the primary years, can prevent long-term academic challenges and foster confidence in young learners. Our literacy focus is driven by data showing gaps in early reading and writing. In Grade 1, 8% of students are not meeting in writing and 14.6% in reading; Grade 2 has 10% and 17.7%, respectively; and Grade 3 shows 3.75% in writing and 5% in reading. These results highlight the need for targeted strategies to strengthen foundational literacy skills and ensure success for all learners.

Similarly, a well-defined scope and sequence in numeracy, especially at the intermediate level, ensures that students build mathematical understanding in a coherent and meaningful way. Although our intermediate numeracy results are strong, data shows that 5.5% of Grade 4 students and 4% of students in Grades 5 and 6 are not meeting expectations. Our approach is grounded in Indigenous ways of knowing, which emphasize contextual learning, storytelling, and community collaboration. These principles not only enrich instruction but also create inclusive environments where diverse learners feel seen, supported, and empowered.

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

We will implement literacy screening tools for all kindergarten students and monitor progress through Grade 3. Staff will receive professional development on evidence-based literacy instruction, including tiered support strategies and the use of decodable texts and oral language resources. In numeracy, we will develop a comprehensive 4–7 scope and sequence map being developed by our district pilot teams, introduce benchmark assessments, and expand access to manipulatives and culturally relevant math tools. Teachers will collaborate regularly to share effective practices and resources. Cross-grade mentorship programs will be encouraged to foster peer support in both literacy and numeracy. District-level support will be provided to ensure alignment with broader strategic goals and to provide tailored resources that meet teacher and student needs.

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

Success will be measured through a combination of student and staff data. For literacy, we will analyze K–3 screening results, Student Learning Survey responses, and summative report card data focusing on language and cognitive growth. For numeracy, we will track assessment outcomes, student confidence levels, and anxiety indicators using survey tools and comparative grade-level data. Staff feedback will be collected to assess access to resources and confidence in delivering instruction. Parent engagement will also be monitored through participation in literacy events and feedback on home-school connections.

Principal:

Superintendent:

Board Chairperson:

Date:



School: c'usqunela Elementary

Principal: Wes Reamsbottom

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Continuing Goal: To increase the social and emotional well-being of all learners by cultivating resilience, self-awareness, and interpersonal skills through collaborative experiences and outdoor education. This goal will be achieved by integrating Fine Arts-based multi-age collaboration and nature-based learning opportunities that promote connection, confidence, and emotional regulation across all grade levels.

B. Rationale

Social Emotional Learning is foundational to student success and well-being. When students feel connected to their peers, staff, and environment, they are more likely to engage meaningfully in learning and demonstrate resilience in the face of challenges. Collaborative Fine Arts experiences, such as school-wide performances and multi-age projects, build interpersonal skills and a sense of belonging. Our MDI data shows that 54% of students never participate in music or art lessons, while only 6% engage daily. This lack of exposure highlights the need for a strong fine arts focus in elementary schools. Music and art are essential for creativity, self-expression, and cognitive development, providing balance to academic learning and fostering well-rounded growth. A vibrant fine arts program ensures all students have access to these critical opportunities. Outdoor education further supports emotional regulation, physical health, and creativity, while reinforcing Indigenous perspectives that honour the land as teacher. Survey data shows that while concerns about pollution (52% "very much" or "quite a bit") and species extinction (41%) are significant, climate change and deforestation rank lower, with 38% and 18% of respondents indicating "not at all" concerned. This gap suggests a need for experiential learning that fosters awareness and responsibility for the land. Together, these approaches create inclusive, supportive environments where students can develop self-awareness, empathy, and confidence.

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

We will continue to offer multi-age collaborative opportunities through Fine Arts initiatives such as the Talent Show and Spring Musical, allowing students to work toward shared goals in creative and inclusive settings. Staff will facilitate team-building sessions twice annually, with dedicated time for planning and reflection. Outdoor learning will be expanded through enhanced access to materials, including outdoor carts, foam mats, clipboards, and resource books tailored to each learning pod. Professional development will focus on environmental education and collaborative teaching strategies. Student and staff surveys will guide resource allocation and ensure alignment with community needs.

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

We will measure success through a variety of data sources: Student Learning Surveys, Middle Years Development Index, and Early Development Instrument will provide insight into students' sense of belonging, emotional well-being, and connectedness to peers and adults. Staff surveys will assess impact in facilitating SEL through collaboration and outdoor learning. We will also track participation in Fine Arts and outdoor activities, and gather qualitative feedback from students and families regarding their experiences. These measures will help us evaluate the impact of our SEL initiatives and guide future planning.

Principal:

Superintendent:

Board Chairperson:

Date:



School: ci:tmæx^w Environmental Community

Principal: Nicole McKenzie

Director/Assistant Superintendent Michael Scarcella

A. Goal (one goal per page)

Numeracy (New Goal): To increase students' understanding and confidence in mathematics so that more students are fully meeting expectations.

B. Rationale

Our summative data from 2024-2025 shows that many students struggle to understand mathematical concepts, and 62% of students are fully meeting expectations in numeracy [this does not include students with Individual Educational Plans (IEPs)]. We also know that math is not always a favourite subject for students. By grounding numeracy in inquiry, nature, and community, students will see math as part of real life.

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

Make Math Visible and Place-Connected

Engage students in outdoor, inquiry-based numeracy (e.g., measuring plant growth, mapping landforms, estimating natural patterns). Use of manipulatives (natural resources).

Foster Mathematical Storytelling and Reflection

Invite students to represent math thinking through stories, sketches, patterns, and dialogue. Celebrate mistakes and wonderings as part of mathematical exploration.

Build Teacher Confidence and Collaboration

Provide collaborative planning and professional learning to explore playful, place-based math approaches. Share successful outdoor numeracy activities and student examples across grades during school professional development days (Pro-D). Attend district Pro-D and use district resources.

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

- Growth in student confidence and willingness to engage with mathematical challenges.
- Improved student understanding as reflected in classroom assessments and teacher observations.
- Classroom and outdoor learning documentation (photos, journals, student work) showing math connected to place and inquiry.
- Summative learning data will show an increase in students fully meeting expectations in numeracy (from 68% to 75% of students will be fully meeting).

Principal:

Superintendent:

Board Chairperson:

Date:



School: Davie Jones Elementary

Principal: Jennifer Beveridge

Director/Assistant Superintendent David Vandergugten

A. Goal (one goal per page)

Continued Goal: Literacy: To continue improving literacy outcomes for all students, including comprehension, decoding, strategies, and engagement, with a focus on targeted instruction for our students who are not yet meeting expectations (NYM) or minimally meeting (MM).

B. Rationale

We will continue to rely on district portal data and class meeting reviews to increase student literacy skills. Research indicates that students' reading skills are the single biggest indicator of future academic success. We want to ensure that all our students become independent and fluent readers. The data below shows the number of students by grade who are not yet meeting or minimally meeting grade-level expectation in reading. We plan to have targeted interventions for these students outlined in Section C.

Grade 2's - 6 NYM, 14 MM
Grade 3's - 12 NYM, 12 MM
Grade 4's - 9 NYM, 12 MM

Grade 5's - 7 NYM, 19 MM
Grade 6's - 4 NYM, 14 MM
Grade 7's - 6 NYM, 11 MM

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

- Work with district literacy helping teacher.
- Reading Club before school with education assistants, support teachers, and principal to target students assessed at NYM and MM expectations.
- Lexia Club and Amira programs to enhance literacy programs for these at-risk students.
- Continue with school wide assessment – Intermediate Reading Assessment (IRA) and Early Primary Reading Assessment (EPRA).
- Utilizing JECIC grants to explore University of Florida Literacy Institute (UFLI) materials.
- Continue to highlight literacy/reading throughout the school (eg. Mystery Reader, Guest Readers, Principal Story Time).
- Use of K-3 Literacy Planning Guide.

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

- Summative Performance Standard Data for grade groups Assessment Data (EPRA/IRA/Benchmarks)
- Closed gap on emerging readers
- Student engagement and enjoyment of literacy activities
- Ministry Learning Survey results and Middle Years Development Instrument (MDI) survey results
- Review of library circulation reports
- Reading Club intervention - monitor the growth and development specifically of Grades 3-5.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Davie Jones Elementary

Principal: Jennifer Beveridge

Director/Assistant Superintendent David Vandergugten

A. Goal (one goal per page)

New Goal: Our Social Emotional Learning Goal (SEL) – To foster a school culture where students demonstrate resilience and empathy when facing challenges, supported by the integration of social emotional learning practices across all grades and learning environments.

B. Rationale

Resilience and empathy are foundational to student well-being, positive relationships, and long-term academic success. In today's complex learning environments, students benefit greatly from explicit instruction and consistent reinforcement of social-emotional skills. By embedding Social Emotional Learning (SEL) throughout the school environment, we aim to create a cohesive and supportive framework that helps students navigate challenges, build supportive connections, and contribute to a safe, inclusive school climate. During our School Growth Planning Day, staff engaged in collaborative discussions to identify key areas where students require further development. This process highlighted a need for more targeted skill-building. The insights gathered from staff will guide our targeted SEL initiatives and ensure that our approach remains responsive to the identified needs of our learners.

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

Strategic resource alignment and investment with school-wide SEL priorities and student needs:

- Daily SEL Integration: Embed SEL themes into daily announcements, reinforce core competencies such as self-awareness, empathy, and responsible decision making.
- Create consistent and visible SEL presence that supports a positive school climate.
- Skill-focussed assemblies, include student voice and leadership opportunities in planning and presenting assemblies.
- Monitoring and Reflection: establish a system for tracking SEL implementation and impact (e.g., student feedback, behavior data, staff input).

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

- Qualitative: Growth in student self-awareness and emotional regulation.
- Strengthened peer relationships resulting in a decrease in behavioral incidents.
- Positive perceptions of school climate – feedback from students, staff, and parents as measures in the *Student Learning Survey*.
- Ongoing monitoring and review of SEL impact by tracking student feedback, behavior data, and staff input.
- Qualitative: Staff engagement and ownership.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Edith McDermott Elementary

Principal: Christina Crump

Director/Assistant Superintendent David Vandergugten

A. Goal (one goal per page)

New Goal: EME will increase the number of K–3 students demonstrating proficiency in foundational literacy and numeracy skills, as measured through school-wide screeners and common performance assessments. We will achieve this through early identification, targeted intervention, and consistent instructional practices that build both confidence and competence in every learner.

B. Rationale

Analysis of most recent school data and staff discussions identified overlapping needs in literacy and numeracy:

- Inconsistent early identification and intervention for emerging learners.
- Foundational skill gaps in reading, writing, and number fluency.
 - Greatest need identified is in early primary literacy skills, i.e., 15% of grade one students not meeting grade level expectations in reading, 11.3% in writing.
 - Persistent concern in writing, as students consistently show more challenges in this area.
 - Greatest gaps in numeracy learning present in primary years, i.e., 13% of grade one students not meeting grade level expectations in numeracy.
- Students' low confidence in literacy and math tasks.
 - Observational data indicates an increase in negative self-talk regarding literacy and numeracy skills.
- Variation in classroom practices and access to learning tools.
 - Teachers utilize a range of assessment tools and instructional resources, resulting in variation across classrooms. This inconsistency impacts the ability to identify and support emerging learners in a timely and coordinated way.
 - Developing common practices and shared tools will enable more consistent early identification, targeted intervention, and a cohesive approach to student growth over time.

We recognize the impact foundational skills have on deeper learning as students progress through grades kindergarten to grade seven. This goal unites both domains under a single focus on early, evidence-based intervention and a positive, resilient learning culture.

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

- Implement consistent K–3 screening tools in literacy to identify at-risk students early.
 - K screener, Early Primary Reading Assessment (EPRA)
- Use data from school-wide assessments (e.g., writing samples, fluency checks) to plan instruction, targeted interventions, and monitor growth.
- Provide tiered literacy intervention supports and ensure alignment of strategies across grades.
 - Rainbow Words, Reading Simplified, University of Florida Literacy Institute (UFLI), Heggerty
- Consistency in numeracy instruction that reinforces utilization of visible learning behaviours, such as showing work, rereading for information, checking for accuracy. Increased use of cross-curricular opportunities to enhance understanding of the application of mathematics, as well as increased basic math fluency practice to solidify basic math function recall.
- Build a culture of growth mindset and “failing forward” by emphasizing progress, not perfection.
- Strengthen home and community connections through clear communication and practical at-home learning supports.
- Ensure equitable access to numeracy resources and manipulatives through an organized, shared inventory system and coordinated use of instructional resources, such as Math Makes Sense and Jump Math.
- Professional collaboration through monthly staff meeting progress reports, literacy discussions, and invitations to school-based literacy professional development facilitated by staff.

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

- Increased percentage of students moving from *not meeting* to *meeting and above* in summative K–3 literacy and numeracy assessments.
- Improved student self-efficacy and positive mindset toward learning, as observed by teachers.
- Documented use of data-informed interventions at classroom and school levels.
- Consistency in literacy and numeracy instructional approaches across grades, as reported by teachers.

Principal:

Superintendent:

Board Chairperson:

Date:



School: École Eric Langton

Principal: Kyla Cameron

Director/Assistant Superintendent Michael Scarcella

A. Goal (one goal per page)

Literacy (Continued): To reduce the number of students reading at an emerging level and improve achievement and confidence in literacy (reading and writing) in both English and French Immersion by developing strong skills in decoding, phonological awareness, comprehension, and oral language across all grade levels.

B. Rationale

- September 2025 classroom screening showed high numbers of students requiring intervention in literacy (reading and writing)
- June summative assessment data, available on the Parent Portal, indicate that a significant number of students are at the *emerging* level in reading across both English and French programs: Grade 3 – 26% of students, Grade 4 – 23% of students, and Grade 5 – 23% of students.
- Teachers consistently identified literacy as a top area of need during fall class reviews.
- French Immersion teachers all expressed that oral French proficiency directly impacts reading and writing fluency.
- Strengthening early literacy will support equity of access, student confidence, and overall academic success.

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

1. Literacy Screening and Progress Monitoring

- Implement the new Kindergarten literacy screener each term.
- Use common literacy screeners (DIBELS, CBE) to track growth and guide instruction.

2. Instructional Framework and Professional Learning

- Embed strategies from the district literacy framework and Active View of Reading.
- Provide professional development on phonemic awareness, decoding, and structured literacy (Heggerty, UFLI, Read Well, Explode the Code).
- Continue building capacity through monthly literacy team meetings to prioritize focus areas (e.g., comprehension, vocabulary, oral fluency).

3. Instructional Practices and Resources

- Ensure common literacy resources across grade teams (Read Well, Heggerty, Jolly Phonics, UFLI, AIM, Explode the Code).
- Increase access to decodable texts in classrooms to enrich, not replace, classroom libraries.
- Build identity and representation in print materials to reflect the diversity of our school community.

4. Collaboration and Equity

- Create grade-alike teams (K–2, 3–5, 6–7) to share strategies and align interventions.
- Work with Indigenous Education and ELL teams to ensure literacy supports are culturally responsive and accessible.

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

- Kindergarten Screener Completion: 100% of students screened each term.
- Literacy Growth Data: Increased percentage of students meeting or exceeding expectations on DIBELS, CBE, and BC Performance Standards.
- Teacher Observation and Student Work: Less time required for basic decoding instruction; increased time for comprehension and content-based learning.
- French Immersion Consistency: Common French visuals and oral routines evident in all classrooms.
- Equity of Access: All classrooms equipped with culturally inclusive literacy materials.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Fairview Elementary

Principal: Laura Bruce

Director/Assistant Superintendent David Vandergugten

A. Goal (one goal per page)

New Goal: Fairview is starting a new goal of improving reading comprehension for all learners by working on foundational skills and focusing on reading for meaning.

B. Rationale

- School-wide data shows 73 students are not meeting expectations in reading, which is significantly higher than in numeracy (39 students not meeting).
- Staff identified reading comprehension as a key concern, especially in intermediate grades.
- Assessment practices and collaborative planning have already started and can be leveraged for targeted improvement.

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

1. Implement evidence-based reading comprehension strategies (e.g., reciprocal teaching, questioning techniques, summarizing).
2. Use formative assessments to monitor student progress and adjust instruction.
3. Facilitate cross-grade collaboration and professional learning communities (PLCs) focused on literacy within the school
4. Collaborate with the district literacy helping teacher to offer professional growth and workshops.
5. Integrate reading comprehension goals into school-wide events like Club Red (Read Every Day) and literacy celebrations.

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

- Improved student achievement in reading on school-based assessments and report card data.
- Increased student engagement and confidence in reading tasks.
- Reduction in the number of students not meeting expectations in reading.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Fairview Elementary

Principal: Laura Bruce

Director/Assistant Superintendent David Vandergugten

A. Goal (one goal per page)

New Goal: Fairview is shifting from our previous social-emotional learning (SEL) goal to a new focus area - enhancing the school climate at Fairview by supporting learners in developing stronger self-regulation, improving peer conflict resolution skills, and building resiliency.

B. Rationale

We have spent the last two years focusing on trauma-informed practices and have had steady increases in students being positively connected to adults in the school and at home. By contrast, learners have reported a decrease in school climate over the last 3 years.

- Middle Years Development Instrument (MDI) data shows:
 - School Climate score is 62%, which is a drop from 65% in the previous year and lower than School Belonging (83%) and Adult Connection (78%)
 - 22% of students report high levels of worry/anxiety.
 - Only 44% report high self-regulation, with 14% in the low range
 - Increase in cyber, physical and verbal bullying behaviours reported by learners
- Staff identified school climate as a priority area for development.

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

1. Provide professional development in SEL instruction and continue with trauma informed practices.
2. Continuing to build and create positive connections for students at school.
3. Increase student problem solving and advocacy with social situations through SEL programming.
4. SEL committee is working on supporting SEL programming and implementation in our building with resources and professional development ideas including review of programs available and inservice of new ones.
5. Increase opportunities for student voice and leadership in shaping school culture.

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

- Improved MDI scores in School Climate, Self-Regulation, and Absence of Sadness/Worries.
- Reduction in reported incidents of bullying and social exclusion.
- Increased student participation in SEL activities and leadership roles.

Principal:

Superintendent:

Board Chairperson:

Date:

SCHOOL GROWTH PLAN SUMMARY FOR 2025-26



School: Odyssey/Fairview

Principal: Laura Bruce

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

New Goal: Numeracy: To improve students' conceptualization of numeracy skills and application of these skills throughout the grades.

B. Rationale

In Odyssey, staff have noticed a generally low confidence with numeracy, as well as gaps in learning and misconceptions of mathematical concepts. Many students struggle to attain and apply knowledge. Based on the SD42 assessment report in the Parent Portal, our student performance in numeracy is lower than literacy. According to our own reporting data, many Odyssey students are emerging or developing in numeracy.

This fact has also need noted by all Odyssey teachers in:

- 1:1 instruction with students - observations of lack of work completion and work being done incorrectly
- parent requests for support from Odyssey staff
- conversations among Odyssey staff members

The overall goal to increase student success in numeracy by supporting both their conceptual and emotional development, as well as helping Odyssey parents with at-home instruction.

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

We want to collaborate as a teaching team to promote consistency of instruction within Odyssey around numeracy. We will work together towards this goal by:

- supporting parents in teaching math concepts at home by providing and modelling the use of visual and manipulative tools
- identifying and addressing evident misconceptions of math concepts pre-emptively
- helping students build confidence by encouraging perseverance and resiliency and embracing the idea of struggle as part of the learning process (growth mindset instruction)
- model a collaborative approach to problem solving between teachers and students

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

We will measure success in the following ways:

- an increased use of visual aids and manipulative tools
- observation of increased resiliency around challenging tasks
- observation of successful collaboration during math challenges (e.g., use of growth mindset language, a positive climate around numeracy and especially during difficult math challenges)
- authentic demonstrations of understanding of math concepts

Principal:

Superintendent:

Board Chairperson:

Date:



School: Glenwood Elementary

Principal: Michelle Davis

Director/Assistant Superintendent Michael Scarcella

A. Goal (one goal per page)

Literacy (Continued): To improve literacy outcomes for all students by enhancing reading comprehension, and oral language skills through targeted instruction, inclusive practices, and community engagement.

B. Rationale

Recent assessments and classroom observations indicate a need to strengthen foundational literacy skills, particularly in reading comprehension. June data suggests a growing number of students falling two grade levels below performance standards. This plan aims to address gaps and foster a love of literacy through differentiated instruction and strategic interventions. By June 2026, there will be a 10% increase in engagement in literacy, resulting in fewer students performing more than two grade levels behind.

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

1. Instructional Practices

- Implement guided reading groups in all classrooms.
- Use evidence-based literacy programs (e.g., Fountas and Pinnell, Words Their Way, University of Florida Literacy Institute (UFLI), Letterland, Jan Richardson, Lalilo, Haggerty).
- Developing the Flex Room Study Studio for targeted support

2. Assessment & Data Use

- Conduct baseline and progress monitoring using Dynamic Indicators of Basic Early Literacy Skills (DIBELS), PM Benchmarks, K Literacy Screener, Intermediate Reading Assessment (IRA), Early Primary Reading Assessment (EPRA), and Elementary Spelling Inventory),
- Use data to inform instruction and identify students needing Tier 2/3 support.

3. Professional Development

- Provide professional development on differentiated literacy instruction, inclusive practices, and culturally responsive teaching.
- Facilitate monthly literacy PLCs for staff to share strategies and analyze student work.

4. Family & Community Engagement

- Share monthly literacy tips and resources via newsletters and the school website.
- Family Read Mornings.
- School-Wide Drop Everything and Read (DEAR) event with families.

5. Student Support & Enrichment

- Establish literacy intervention blocks with support staff.
- Launch a peer reading buddy program across grade levels.

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

- Track progress through assessment data (June portal data, literacy screeners, EPRA, IRA, Elementary Spelling Inventory, PM Benchmarks, DIBELS, student portfolios, and teacher feedback.
- Adjust strategies quarterly based on data and staff input.
- Celebrate successes and share growth with the school community.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Golden Ears Elementary School

Principal: Tom Levesque

Director/Assistant Superintendent Michael Scarcella

A. Goal (one goal per page)

Social Emotional Learning - Continued Goal

To foster equitable learning environments where every student experiences safety, care, and belonging, and where culturally responsive practices strengthen connections, promote positive social-emotional development and increase the self reporting as reflected in the Middle Years Development Instrument (MDI) data on *Connectedness with Adults* (12% below district average), *Optimism* (5% below district average), and *Self-Esteem* (10% below district average).

B. Rationale

MDI results demonstrate that while many students experience positive connections and a sense of well-being, there are significant opportunities to strengthen these experiences for all learners. Current data indicate that *Connectedness with Adults* (60%) is 12% below the district average, *Optimism* (48%) is 5% below the district average, and *Self-Esteem* (66%) is 10% below the district average.

These trends suggest that some students may not consistently feel connected, confident, or optimistic at school. Strengthening relationships, affirming identity, and embedding culturally responsive practices across classrooms can enhance students' overall sense of belonging, safety, and well-being, foundations essential for equitable and successful learning experiences.

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

1. Strengthening Relationships and Connectedness

Ensure every student can identify at least one adult at school who knows them well and believes in their success.

Daily Breakfast Program meals, encouraging students and families to attend and connect.

School administration with teacher representatives work closely with Parent Advisory Council (PAC) to plan events that offer opportunities for parent/guardians to interact and connect with school staff and build an improved sense of community.

Continue to foster a school culture that prioritizes kindness, care, and inclusion by incorporating these themes into our monthly assemblies and have a standing agenda item at monthly staff meetings to review and gather feedback from the staff.

2. Culturally Responsive and Inclusive Practice

Engage staff in professional learning focused on culturally responsive teaching and the *First Peoples Principles of Learning*.

Review classroom environments and routines to ensure they reflect and celebrate the diversity of students' identities and backgrounds.

Collaborate with Indigenous support workers and district staff to deepen cultural understanding and relationships.

3. Promoting Student Voice and Well-Being

Provide ongoing opportunities for students to share their perspectives and experiences about belonging with adults in the school through clubs/activities/programs provided by staff.

Integrate social-emotional learning (SEL) program, selected by the staff and to be implemented this year.

Recognize and celebrate acts of care, inclusion, and student contribution throughout the school community through a school wide recognition program.

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

Annual review of MDI *Connectedness*, *Optimism*, and *Self-Esteem* trends.
Student and staff feedback on belonging, safety, and relationships.
Track and collect attendance at daily Breakfast Program
Observable increases in positive interactions, inclusion, and participation as demonstrated by quarterly surveys with Student Leadership group.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Golden Ears Elementary School

Principal: Tom Levesque

Director/Assistant Superintendent Michael Scarcella

A. Goal (one goal per page)

Literacy Goal (Continued)

To improve literacy outcomes for all students through the consistent use of assessment progressions, targeted instructional practices, and equitable access to literacy supports and resources. The aim is to decrease the percentage of students in Grades 1–5 who are Not Yet Meeting (NYM) expectations in literacy, currently at 16% overall, through strengthened instructional alignment and responsive teaching.

B. Rationale

Literacy is the foundation for lifelong learning and success across all areas of the curriculum. Our current school and district data indicate steady progress in literacy development, with continued opportunities to enhance consistency in assessment and instructional practice. Presently, 15% of Grade 1, 21% of Grade 2, 16% of Grade 3, 5% of Grade 4, and 12% of Grade 5 students are Not Yet Meeting expectations in literacy. These results reflect opportunities for continued growth. Building on the collaborative work already underway, our next steps focus on aligning assessment and instruction through the use of district literacy progressions, implementing evidence-based early literacy strategies, and ensuring equitable access to technology and resources. These actions will further support responsive teaching and differentiated intervention, helping every learner reach their potential. This goal aligns with SD42 Strategic Priorities in literacy, equity, and assessment, reinforcing our shared commitment to continuous improvement in student achievement and engagement.

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

- Implement district literacy progressions to guide instruction, assessment, and reporting consistency across grades K–5.
- Provide small-group literacy interventions based on classroom assessment data.
- Collegial mentoring on UFLI implementation, continued from previous years, across all primary classes.
- Strengthen staff capacity to support early literacy through targeted training and collaborative planning.
- Offer Family Literacy Nights or create short video resources to model effective home literacy practices.
- Establish peer reading clubs and cross-grade reading partnerships to promote a school-wide reading culture.
- Ensure equitable access to literacy materials and technology for all students, with particular attention to diverse learners.
- Focus available funding sources to enhance technology in the classroom.
- Promote and encourage staff engagement with district literacy initiatives/work shops.

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

Student Achievement: Growth demonstrated through DIBELS, PM Benchmarks, and district literacy assessment data (Fall to Spring).

Assessment Consistency: Increased use and understanding of district literacy progressions across classrooms.

Student Engagement: Higher rates of independent reading and participation in literacy clubs/initiatives.

Parent and Guardian Feedback: Survey and anecdotal data reflecting improved understanding of and involvement in home reading support.

Staff Reflection: Increased collaboration and confidence in delivering and assessing literacy instruction.

Reporting: June Reporting on the Parent Portal will identify the percentage decrease in NYM for Reading.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Hammond Elementary

Principal: Adam Stanley

Director/Assistant Superintendent David Vandergugten

A. Goal

Continued Goal: To increase the number of students achieving “Fully Meeting” or “Exceeding” provincial performance standards in writing above 60% by the end of the 2026 school year as part of our comprehensive focus on improving literacy outcomes across all grade levels.

B. Rationale

Performance standard data for 2024/25 school year indicated that the greatest need for improvement in literacy was in writing competence. 15% of students are “Not Meeting” written performance standards, with 33% “Meeting”, 49.7% “Fully Meeting” and 2.7% “Exceeding”. This can be compared to reading, with 13% “Not Meeting”, 28.9% “Meeting”, 55.5% “Fully Meeting”, and 5.6% “Exceeding” respectively.

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

We will strengthen writing skills by fostering a positive relationship between universal design for learning and students’ innate creativity, supporting both expressive and informational writing using rich, authentic, and culturally diverse materials that include Indigenous ways of knowing. Because writing proficiency is essential to academic success, it will serve as our baseline for measuring growth in literacy and communication skills.

We will emphasize the qualities of resilience, commitment, patience, and work ethic in our efforts to improve together.

We will also continue professional development toward a multi-modal approach, collaborate with our school literacy lead, teacher-librarian, and literacy district helping teacher in the implementation of the Literacy Framework, and base assessments on the proficiencies and progressions.

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

- Collaboratively develop in-house assessment strategies to employ throughout the year.
- Hold monthly goal reviews at staff meetings.
- Quantify achievement data using provincial performance standards at year end for comparison with 2024/25.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Hammond Elementary

Principal: Adam Stanley

Director/Assistant Superintendent David Vandergugten

A. Goal

Continued Goal: To increase the number of students achieving "Fully Meeting" or "Exceeding" provincial performance standards in numeracy accuracy above 65% by the end of the 2026 school year as part of our comprehensive focus on improving academic outcomes across all grade levels.

B. Rationale

Performance standard data for 2024/25 school year indicated that the greatest need for improvement in numeracy was in the accuracy competence. 10.9% of students are "Not Meeting" accuracy performance standards, with 29.1% "Meeting", 56.7% "Fully Meeting" and 3.4% "Exceeding".

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

- Continue school-wide initiatives such as "Math Mondays," Pi Day, Hundred Day, and practical math riddles focusing on accuracy.
- Use Indigenous connections and content from our prior work.
- Employ the new district "Diamond Assessments" to encourage school-wide uniformity in assessment.
- Collaborate with the professional development team to design and deliver meaningful, accessible learning opportunities that support teacher growth and instructional effectiveness.

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

- Analyze and communicate student achievement levels to staff, referencing provincial benchmarks and district-created evaluation tools.
- Compare data from provincial learning standards in June 2026 against those from 2025 to understand where to refocus efforts.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Harry Hooge Elementary School

Principal: Nicole Neggers

Director/Assistant Superintendent Michael Scaracella

A. Goal (one goal per page)

Literacy – New Goal. By June 2026, increase the percentage of students at each grade level who are fully meeting or exceeding expectations in reading strategies.

B. Rationale

Percentage of students who were fully meeting or exceeding expectations according to the performance standards data from June 2025 specifically related to strategies of reading:

Grade 1: 51%
Grade 2: 69%
Grade 3: 75%
Grade 4: 83%
Grade 5: 66%
Grade 6: 65%

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

- Implement Scholastic Laugh A Lot Phonics (one shared book per term) with common comprehension questions.
- Use Syllasense books for advanced phonics patterns.
- Follow District Literacy Guide scope and sequence.
- Incorporate “How To” activities and English Language Learners strategies from the District Literacy Planning Guide.
- Differentiate through UDL, core, small-group, and individual instruction.
- Use multimodal resources and varied repetition to reinforce skills.
- Use biweekly collaboration time to meet to review data, share strategies, and adjust plans.
- Share students across classes to create flexible reading groups.
- Attend literacy-focused professional development to stay aligned with best practices.
- Engage volunteers to support small group reading.
- Promote a love of reading through joyful, meaningful activities.
- Teach that reading growth takes patience and time.
- Celebrate progress and encourage goal setting for ongoing motivation.
- Collaborate with our district literacy helping teacher and our school librarian.

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

- Use Early Primary Reading Assessment (EPRA), Intermediate Reading Assessment (IRA) and PM benchmarks to monitor progress
- Use common rubrics, reassess each term
- Conduct student self-assessments to gauge attitudes and engagement
- Report card data and performance standards portal data in June 2026

Principal:

Superintendent:

Board Chairperson:

Date:



School: Harry Hooe Elementary School

Principal: Nicole Neggers

Director/Assistant Superintendent Michael Scaracella

A. Goal (one goal per page)

Social Emotional Learning - New Goal. By June 2026, increase the percentage of students with high well-being (thriving) as reported in the Middle Years Development Instrument (MDI).

B. Rationale

Harry Hooe Elementary's overall high well-being (thriving) index over the last three years are as follows:

2024-25 42% (current Gr. 6's)

2023-24 29% (current Gr. 7's)

2022-23 23% (current Gr. 7's)

According to the most recent MDI data, the following percentage of students self-identified as being in the low category in the following areas: Optimism 13%, Happiness 12%, Self-Esteem 8%, Absence of Sadness 10%, Absence of Worries 22% and Self-Regulation 15%.

This goal aligns with the school district's strategic priority focus on cultivating resilience, developing self-awareness, and interpersonal skills to improve the social and emotional well-being of all learners.

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

- Apply \$5,000 towards a school-wide social emotional learning (SEL) program to develop a consistent school-wide SEL language.
- Monthly "Living Well Series" for school-wide wellness on the announcements as well as in our weekly newsletter around the theme of the month (connecting, active living, eating well, sleeping well, calming down, creating, relaxing, exploring and how to get help)
- Whole class activities around wellness, Children of the Street presentations, Alouette Addictions presentations, and the school librarian to support with books for read-alouds
- Wellness Wednesdays: a weekly wellness focus
- Continue to offer morning clubs to help students develop connections and help build the school community.
- Create an SEL staff committee
- Staff professional Development on the importance of sleep and nutrition (Fraser Health)
- Embed growth mindset lessons
- Continue to encourage outside play and outside learning opportunities
- Continue to have school-wide events emphasizing inclusion
- Continue student leadership
- Continue soft starts
- Continue offering calming corners in the classroom and the use of the Haven (down-regulating space)

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

MDI Data: Specifically, the 5 areas of student well-being
Student reflections and check-ins

Principal:

Superintendent:

Board Chairperson:

Date:



School: Highland Park Elementary

Principal: Jennifer Walker

Director/Assistant Superintendent David Vandergugten

A. Goal (one goal per page)

New Goal - Increase the percentage of students meeting or exceeding expectations in writing to above 65% by June 2026.

B. Rationale

School-wide data and classroom observations show that across the grades we have 144/350 (41%) students who are not yet meeting or minimally meeting grade level expectations in writing. Teachers note variability in student writing confidence, stamina, and ability to organize and elaborate ideas. A focused, consistent approach to writing instruction, supported by modeling, shared language, and authentic purposes, will help all learners build foundational writing skills, deepen comprehension, and find joy in communicating through written expression. Strengthening writing also supports reading, critical thinking, and overall literacy growth.

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

- Provide professional learning at all grade levels on explicit writing.
- Explore and evaluate programs such as "The Syntax Project", "The Morphology Project."
- Become familiar and utilize BC Learning Progressions.
- Create grade rubrics and exemplars.
- Use school-wide writing samples to calibrate expectations and track growth.
- Integrate authentic writing opportunities across subject areas.
- Highlight student writing through bulletin boards and newsletters.
- Provide targeted small-group writing support for students below grade level.
- Promote joyful writing in class and school-wide (contests, publishing opportunities).

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

- Increase in students meeting or exceeding expectations in writing on report cards and BC Learning Progressions.
- Growth in school-wide writing samples from Fall to Spring based on common criteria.
- Teacher observations showing improved confidence, independence, and stamina in writing.
- Student self-assessments reflecting growing confidence and enjoyment in writing.
- Samples of student work demonstrating improved organization, voice, and elaboration.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Highland Park Elementary

Principal: Jennifer Walker

Director/Assistant Superintendent David Vandergugten

A. Goal (one goal per page)

New Goal - By June 2025, HPE will have greater percentage of students indicate that they are able to adapt their behaviour or emotions to meet an immediate goal.

B. Rationale

The MDI and attendance data clearly indicate a need to support students in developing emotional regulation and resilience.

- 43% of students are categorized as having low overall well-being, based on measures of optimism, happiness, self-esteem, absence of sadness, and general health.
- 30% of students report low levels of absence of worries, indicating elevated anxiety symptoms.
- 28% of students report low short-term self-regulation, suggesting challenges with impulse control and emotional management.
- Friendship intimacy is high (71%), but 17% of students report low peer belonging, indicating that not all students feel socially connected to their peers.
- Attendance data 201/350 (57%) students have absences above 10.

Many students struggle with emotional regulation and mental health, affecting learning and relationships. Explicit instruction in self-regulation and emotional management can build resilience, improve belonging, and protect against worries and sadness. These strategies are linked to better motivation, academic success, and long-term well-being. High absenteeism underscores the urgency, as improving emotional skills can reduce absences and boost engagement. Teaching self-regulation directly supports growth mindset.

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

- Select a school-wide Social Emotional Learning (SEL) program to implement.
- Develop a student and staff survey for winter and end of year.
- Provide professional learning on co-regulation and emotional literacy.
- Ensure each classroom has visible tools and visuals.
- Build daily routines for emotional check-ins, reflection, and problem-solving.
- Integrate explicit instruction on emotional vocabulary, coping strategies, and conflict resolution.
- Implement student self-assessment tools for regulation and resilience.
- Assemblies, guest speakers, bulletin boards with themes of self-regulation, growth mindset, and resilience.

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

- Winter and end of year survey.
- Middle Years Development Instrument and Kindergarten Learning Progression (KLP) data .
- Office referral data for self-regulation related incidents.
- Attendance and engagement trends.
- Increase in positive behaviour reports or “caught being kind” recognitions.
- Education assistant and support staff feedback on student responses in unstructured settings (e.g., playground, hallways).

Principal:

Superintendent:

Board Chairperson:

Date:



School: Kanaka Creek Elementary

Principal: Chad Raible

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Literacy (continued goal) – To reduce the number of students “not yet meeting” expectations in the reading and writing performance standards.

B. Rationale

This is a continued goal as it is consistently being addressed but a gap still remains in our current numbers. Currently, our summative assessment of our students reading performance standards hovers between 3 to 10% of our students not yet meeting expectations in reading and 5 to 8% of our students not yet meeting expectations in writing. Our staff is interested in working alongside district and provincial mandates to assess and address literacy levels in our school community.

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

- Primary teachers will be looking at new district K-3 Literacy planning guide during professional development days
- Classes participate in district-based literacy assessments (Early Primary Reading Assessment/ Intermediate Reading Assessment)
- Support team will identify all *Not Yet Meeting* students in reading and writing and work with classroom teachers to develop a plan of support
- Librarian works with most at-risk readers at each grade doing intervention with Reading Simplified
- Primary teachers identify students who would benefit from biweekly literacy practice with education assistant support before school
- Various programs being used within the classroom to promote literacy growth (words their way, jolly phonics, reading simplified)

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

- Summative performance standards data for next year
- Cohort data that follows students over multiple years
- Assessment data (Early Primary Reading Assessment/ Intermediate Reading Assessment) where applicable
- Librarian's assessment data from most at risk readers

Principal:

Superintendent:

Board Chairperson:

Date:



School: Kanaka Creek Elementary

Principal: Chad Raible

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Continuing Goal: Social Emotional Learning – To improve the social connections for all learners at Kanaka Creek

B. Rationale

At a recent professional development day, Dr. Jenna Whitehead and Dr. Angela Low explored with our staff the growing research linking increased social connectedness to positive life outcomes. We explored the importance of social connectedness and belonging in supporting regulation for both students and staff and highlighted many of the areas and activities Kanaka already has in place to build connections. Staff also noted that, as a large school of almost 600 students, there are new opportunities to build our sense of community. Further, we noted that while Middle Years Development Instrument (MDI) results of students reporting 2 or more school based adult connections are high (86% in Maple Ridge data), this still means some students do not feel connected.

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

- The use of classroom sharing circles to promote connectedness in classes
- Direct teaching in classrooms of social emotional learning concepts using district/ provincial programs (EASE, zones of regulation, etc)
- Direct teaching in classrooms of pro-social concepts (Truth and Reconciliation, diversity, tolerance, etc)
- Increasing awareness of the reading content in our classroom libraries and school library that include marginalized or minority groups
- Pod Pals (multi-graded groups of classes) that plan activities together and build smaller communities
- Continue to grow our social emotional reading library and promote it with new staff members
- Staff activity to determine students who might not feel connected and then plan for adults to build connections with those students
- Whole school activities to build community (School Stars, Fun Fridays, assemblies, PAC led events, etc)

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

- Middle Years Developmental Index data
- Student Learning Survey data
- Indigenous Education Support Worker and Child Care Worker reports
- Fewer office referrals
- Report cards and conferences reflect increased connectedness and self regulation growth

Principal:

Superintendent:

Board Chairperson:

Date:



School: Ecole Laity View Elementary

Principal: Jenn Simon

Director/Assistant Superintendent Michael Scarcella

• Goal (one goal per page)

Literacy-Continued Goal: At Laity View, our goal is to strengthen literacy across all grade levels through a comprehensive and inclusive approach, supporting students to become confident readers, writers, listeners, and speakers. In English, students will grow in oral language, reading fluency, comprehension, and written expression through intentional, explicit, and responsive teaching that reflects their diverse strengths and needs. In French, we will focus on increasing student confidence, engagement, and proficiency in speaking, listening, reading, and writing, fostering both skill development and enjoyment of the language. At least 85% of students will demonstrate proficiency in English or French Language Arts on the Term 3 report card.

B. Rationale

Literacy is a gateway to full participation in school, society, and lifelong learning. A comprehensive and inclusive approach ensures all learners are supported to become critical thinkers, effective communicators, and engaged citizens. We continue to focus on structured literacy instruction that is systematic, explicit, engaging, and success-oriented.

44% of students in grades 1-7 are fully meeting or exceeding grade level expectations based on June 2025 assessment data. Many of our students, particularly in the primary grades, are in the emerging to developing range of the literacy proficiency scale and require support to strengthen foundational skills in structured literacy, reading comprehension, and writing. To address this, we will implement a comprehensive approach to literacy in both English and French, guided by the K-3 Literacy Guide, kindergarten screening tools, and K-4 learning progressions in English.

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

Provide all students with comprehensive literacy experiences in English, and for students learning French. Develop oral language, listening, phonological and print awareness, phonics, word recognition, reading fluency, comprehension, writing, spelling, composition, and conventions. As well as joyful, authentic and engaging literacy experiences such as drama and oral storytelling, creative writing, playful expression, shared reading and writing, engaging with genres of a text, playful provocations, songs, music, poetry, rhymes, rhythm, and movement.

Consult and collaborate with district literacy helping teachers and, where applicable, French district helping teachers to ensure evidence-based, responsive instruction, and create community learning opportunities for families to support literacy at home.

Implement core classroom, targeted small-group, and intensive individual instruction using an inclusive, evidence-based approach (e.g., Multi Layered Circles of Support) to meet the diverse needs of all learners in English and, for French learners, in French.

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

Literacy growth will be monitored using an inclusive evidence model, including observations, artifacts, and conversations. Early Literacy Screeners will be used in kindergarten, progress tracked through formative assessments, and student growth measured on the proficiency scale across Terms 1, 2, and 3.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Ecole Laity View Elementary

Principal: Jenn Simon

Director/Assistant Superintendent Michael Scarcella

A. Goal (one goal per page)

Social-Emotional Learning -Continued Goal: At Laity View, our goal is to strengthen students' ability to demonstrate pro-social behaviours - such as empathy, positive peer interactions, self-regulation, and conflict resolution - through intentional social emotional learning (SEL) instruction, co-regulation, and a school-wide culture of community, care, and safety. We will build on our strong sense of connection and belonging between adults and students by enhancing students' emotional regulation, coping skills, and overall well-being. Across all grade levels, staff will explicitly teach and model pro-social language, self-regulation strategies, and conflict resolution skills. We will also engage families to extend these well-being practices at home.

At Laity View, our goal is to strengthen students' self-regulation and peer connectedness to enhance overall well-being. By June 2026, we aim to:

Increase the percentage of Grade 5 students who report being able to self-regulate to **75%**, as measured by the Middle Years Development Instrument (MDI).

Increase the percentage of students who report a sense of peer belonging to **85%**.

Improve the percentage of students who are thriving in overall well-being to **70%**.

B. Rationale

Based on the 2024–25 MDI data for Grade 5 students, 41% are able to self-regulate, and 45% are thriving in overall well-being. However, 38% report that they often or always feel they don't belong with their peers. At Laity View, we will continue to emphasize experiential learning, where students actively practice pro-social behaviours in real-life situations and through explicit classroom and school-wide teaching. While students report strong connectedness with adults, optimism, and supportive relationships, we are observing an increase in dysregulation. The data highlights the need to further support emotional well-being, peer belonging, and healthy routines. Our focus will remain on fostering empathy, sharing, and conflict resolution through daily interactions and explicit, trauma-informed, experience-based instruction.

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

To achieve this, staff will explicitly teach and model pro-social behaviours - including empathy, positive peer interactions, self-regulation, and conflict resolution - through intentional SEL instruction, co-regulation, and a consistent school-wide culture of community, care, and safety. Families will also be engaged to reinforce these well-being practices at home.

Resource Selection: Explore and select evidence-based resources or programs that align with the school's pro-social behaviour and well-being goals.

Pro-Social Behaviour Committee: Establish a committee to lead and coordinate school-wide initiatives, ensuring alignment with SEL and trauma-informed practices.

Staff Collaboration: Dedicate time during staff meetings for collaboration, sharing strategies, and monitoring progress toward the goal.

School-Wide Teaching and Events: Host assemblies focused on empathy, self-regulation, and positive peer interactions. Implement consistent school-wide language and problem-solving strategies (e.g., WITS – Walk Away, Ignore, Talk it out, and Seek Help).

Model and reinforce pro-social expectations in common areas such as hallways, playgrounds, and transitions.

Student Voice and Reflection: Support students in engaging in reflective conversations to repair harm and take responsibility for their actions. Provide regular opportunities for class meetings, restorative circles, and reflection.

Community and Family Engagement: Collaborate with the PAC to support well-being initiatives and family education.

Engage families in extending pro-social and well-being practices at home.

Connection and Belonging: Use MDI and school-based data to identify and support students who may feel disconnected from the school community.

Expand acts of kindness and community service initiatives to promote care for self, others, and the environment.

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

Success will be shown through improved self-regulation, stronger peer relationships, and greater emotional well-being and sense of belonging, based on student and school data (Middle Years Development Instrument), staff observations, and student engagement.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Maple Ridge Elementary

Principal: Chelsea Lendvoy and Vice Principal Rachael Perry

Director/Assistant Superintendent David Vandergugten

A. Goal (one goal per page) page)

Literacy (Continued Goal) - Increase the percentage of intermediate students to 85% meeting or extending in their overall literacy strategies.

B. Rationale

BC Performance Standards Data in literacy showed that at the end of the 2024/25 school year 28% of grade 4-7 students fell into the category of not yet meeting or minimally meeting in reading, specifically their ability to independently apply reading strategies. We believe that with additional supports and targeted interventions students will develop the skills to meet or exceed grade level expectations.

The focus area is grade 4-7, as we have observed that despite the significant improvements made in literacy by our students over the past number of years, there remains a group of intermediate students who demonstrate gaps in their reading abilities. Reading strategies are the building blocks necessary to read fluently and comprehend reading, which is why it is our area of specific focus.

This goal aligns with BC's Literacy Curricular Competencies comprehend and connect, as well as our district's strategic priorities of literacy and equity.

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

- Implement small group guided reading with a strategy focused approach for intermediate students
- Expand access to decodable and leveled texts in both French and English
- Invitations to district literacy helping teacher for professional development opportunities for staff
- Library support blocks for targeted reading intervention for intermediate students (ex. Rhyme magic, decodables, sight words)
- Use of artificial intelligence reading programs such as Amira and Reading Accelerator
- Increase access to high interest texts for intermediate students
- Regular staff sharing and collaboration opportunities with focus on increasing student engagement and effective teaching strategies
- Literacy committee to implement school-wide celebrations of literacy (ex. Poetry competitions, reading Bingo, reading challenges, Family Literacy Night, etc.)
- Acknowledging and incorporating First People's Principles of Learning as a school strategy: "Learning is embedded in memory, history, and story"
- Collaborating with the Maple Ridge Public Library to encourage independent reading and incorporate literacy challenges as such Reading Link

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

- Literacy assessments (PM Benchmarks, GB+, San Diego Quick Assessment) -Student self-assessments (fall, spring)
- Feedback from parents
- Summative report card data

Principal:

Superintendent:

Board Chairperson:

Date:



School: École Pitt Meadows Elementary

Principal: Brandy McIntyre

Director/Assistant Superintendent David Vandergugten

A. Goal (one goal per page)

New Goal: To move primary students who are *emerging* or *developing* readers to *proficient* (*fully meeting expectations*) by Grade 3 through early intervention with researched, high-impact instructional ‘learn to read’ strategies.

New Goal: To move intermediate students who are *emerging* or *developing* readers to *proficient* (*fully meeting expectations*) in comprehension through researched, high-impact ‘read to learn’ strategies.

B. Rationale

Class reviews and teacher assessments indicate significant ranges, within each class, in students “learning to read” skills (primary) and “reading to learn” skills (intermediate). Teachers noted that increasing numbers of students have learning gaps in foundational literacy skills (phonemic awareness, decoding and comprehending).

Performance Standards from June 2025 show students identified as *not yet meeting* or *minimally meeting* in reading strategies (primary), reading and comprehension strategies (intermediate):

Gr 1-3 not yet mtg in strategies 14% (33 of 239 students), minimally mtg in strategies 32%

Gr 1-3 not yet mtg in comprehension 10% (25 of 239 students), minimally mtg in comprehension 37%

Gr 4-7 not yet mtg in strategies 4% (9 of 254 students), minimally mtg in strategies 22%

Gr 4-7 not yet mtg in comprehension 5% (12 of 254 students), minimally mtg in comprehension 32%

Currently 41% (26 of 63) never read or read 1-2 times for fun and 57% (36 of 63) never do homework or only do homework 1-2 days per week.

Targeted early intervention supporting reading skills positively impacts reading progress. This would then increase the numbers of students fully meeting and decrease the number of students emerging or minimally mtg in reading, particularly as students continue through the grades.

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

Professional Development ~1. Celebrate/share great literacy strategies being taught within each class by using the “wisdom within the groups”, 2. Review the Literacy Framework for deeper understanding, 3. Align budget priorities to support literacy goals outlined here, 4. Cover teachers so they can observe literacy lessons in other teacher’s classrooms (supporting implementation of specific successful literacy strategies).

Support Collaborative Instructional Practice ~ 1. Provide staff requested resources for effective planning and implementation of reading and comprehension strategies eg. phonemic awareness frameworks (e.g., *Heggerty*, *UFLI*, *CBE*.) and decodable texts.

Expand Targeted Student Support ~ 1. Identify students who remain at emerging in literacy during the year for further targeted support (student conference reports and last years performance standards), 2. Continue to use EA “Lift-Up” time for before/after school reading groups (small-group intervention), 3. Provide education assistants (EAs) with opportunities to learn and apply literacy strategies that support classroom instruction while students are on breaks or in alternate settings, 3. Organize skill building reading sessions in library twice a week with any available non-enrolling staff 4. Promote buddy reading, family reading events, 5. Host high school volunteers for reading.

Build Home–School Partnerships ~ 1. Share with families classroom reading strategies being taught, and at-home literacy activities that enhance lessons taught at school (through teacher updates to parents and school newsletters), 2. Send home books and suggestions of books that would enhance school learning.

Empower Student Ownership ~1. Support every student in setting one personalized literacy goal.

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

Using data from last years June performance standards in literacy as a baseline, we will identify students who remain at emerging or developing in literacy on conference reports at the end of term 1 (December 2025), and then end of term 2 (March 2026). At each point we will identify students remaining at emerging in literacy and review how to best use targeted reading strategies to support progress. In April/May ask for staff feedback on above literacy strategies to determine which action plans have positively impacted reading skills and ability.

Principal:

Superintendent:

Board Chairperson:

Date:



School: École Pitt Meadows Elementary

Principal: Brandy McIntyre

Director/Assistant Superintendent David Vandergugten

A. Goal (one goal per page)

Continued Goal - To strengthen student's resiliency so they can manage worries, persevere through challenges, and approach non-preferred tasks with focus, stamina, and courage.

B. Rationale

Our Grade 5 Middle Years Development Instrument (MDI) data shows that although 85% (54 of 63 students) participating in the MDI have a high sense of self-esteem "a lot of things about me are good", 57% (36 of 63) "feel unhappy a lot of the time," and 56% (35 of 63) "worry a lot that other people might not like me."

Furthermore, only 38% (24 of 63) students feel confident they "can calm myself down when I'm excited or upset". 26% (16 of 63) students are not confident they have these skills.

In class reviews, conversation trends were that students were kind and eager to learn but were challenged with using tools to calm themselves and handle big emotions and anxious thoughts. In the MDI, when dysregulated, feeling upset, or sad 25% (16 of 63) students would go to an adult at school, 11% (7 of 63) don't know who to go to, and 22% (14 of 63) would handle it on their own. Students learn best when their brain and bodies are in a calm state. It is essential to help students navigate challenges and teach them tools they can use to bring their brain and bodies to a calm state in order for them to be ready to learn and remember academic information.

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

Staff Development and Alignment ~ 1. Provide in-service training on the school's selected Social-Emotional Learning (SEL) framework during staff meetings and school-based Pro-D, 2. Support consistent, common language, 3. Align budget planning to ensure resources and initiatives directly support SEL and resiliency goals.

School/Classroom Implementation ~ 1. Provide direct instruction in SEL and resiliency through daily classroom routines and lessons, 2. Work with our non-enrolling staff, district helping teachers to support implementation of framework and strategies, 3. Integrate First Peoples Principles of Learning to enhance regulation through connection to identity, nature, community, (e.g., connection to identity, class meetings, talking circles, outdoor learning, etc).

Equity and Inclusion ~ 1. Establish an anti-racism committee to facilitate deeper understanding of the impact of words and actions and to ensure inclusivity and sense of belonging in the school and community, 2. Continue learning opportunities around identity, diversity, emotions, and empathy to deepen understanding of self and others.

Student Leadership and Peer Support ~ 1. Empower student leaders to provide input on how to strengthen resiliency across the school, 2. Offer peer mentor training so students can assist peers with problem-solving/conflict resolution at recess and lunch (common language of school's selected SEL framework would be part of the training)

Home-School Connection ~ Share SEL frameworks, strategies and common SEL language with families through newsletters

Spaces for Practice and Calm ~ 1. Continue to develop spaces where students have the opportunity and tools to regulate and reflect — such as sensory room, and calm corners in classrooms.

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

- Pre- and post-student self-assessment to see increase in percentages of students who "have strategies to calm myself" increase in percentages of students who "if stressed/worried/sad go to an adult at school" and decrease in percentages of students who "don't know who to go to" & "handle on own".
- Feedback from staff to identify if there is an increase in the use of specifically taught SEL strategies in and outside the classroom.
- See if significant increase in the areas noted above (strategies to calm and how students handle stress/sadness) between the Jan 2025 MDI and Jan 2026 MDI (understanding it is a different cohort).

Principal:

Superintendent:

Board Chairperson:

Date:



School: Webster's Corners Elementary

Principal: Laureen Hickey

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Continuing Goal: We will continue with the goal of strengthening student literacy by focusing on the reading and thinking processes outlined in the SD42 Literacy Framework. We will build student engagement, motivation, word recognition, comprehension, and fluency through systematic, comprehensive and explicit instruction.

B. Rationale

Improving literacy is essential for student success, as it supports learning across all subject areas. The 2024-25 Year End Summative Assessment data indicates that across kindergarten to Grade 3, 37% of students are still developing foundational reading skills (those in the *Emerging* or *Developing* / *Not Yet Meeting* / *Meeting* categories). This suggests that a significant portion of primary learners continue to need explicit instruction in phonics, word recognition, and fluency to build stronger reading foundations. For Grades 4-7, the 2024-25 Year End Summative Assessment data indicates that 33% of intermediate students are performing below the *Fully Meeting* level in writing. This highlights the need for a continued focus on structured writing instruction – including idea development, sentence structure, and written communication – across the intermediate grades. These findings align with teacher observations and reinforce the importance of explicit instruction in structured literacy practices for younger learners and targeted writing strategies for older. A comprehensive approach requires a wide variety of texts – including decodable books, leveled readers, and trade books – to meet the needs of diverse learners and promote both skill development and a love of reading. At Webster's Corners Elementary, collaboration with staff, district literacy specialists, and access to high-quality resources will ensure consistent and effective instruction. By investing in these practices, we aim to increase engagement, motivation, and achievement for all students.

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

Webster's Corners Elementary (WCE) will implement a consistent spelling program and increase instruction in heart words and sight words to support foundational literacy skills. Oral language development will be enhanced through daily routines and programs like Heggerty, with support from the district literacy helping teacher. Teachers will focus on explicit comprehension strategies and small group instruction, using curated resources and professional development opportunities. Writing instruction will be strengthened across grade levels, emphasizing grammar, mechanics, and paragraph composition. To foster engagement and fluency, classrooms will expand access to high-interest texts and incorporate novel studies, supported by collaboration with the school librarian and district library services. Collaboration with our librarian, the WCE Literacy Committee, the district literacy helping teacher, and current research will guide our practice.

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

- Early Primary Reading Assessment (EPRA) data
- Intermediate Reading Assessment (IRA) data
- Year-end reading results from the district's BC Performance Standards assessment
- Student self-reflections
- Teacher observational data
- BC Performance Standards data showing improving trends over multiple reporting periods
- Writing samples
- Kindergarten Screener Data
- Classroom literacy assessments

Laureen Hickey

Date



School: Webster's Corners Elementary

Principal: Laureen Hickey

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Continuing Goal: We will continue with the goal of strengthening our school community by fostering meaningful multi-age connections and ensuring every student has supportive relationships with staff members. Our goal is to strengthen student attachment and emotional well-being by integrating a trauma informed approach, supporting staff in building secure, meaningful relationships that foster resilience, trust, and a sense of belonging for all learners.

B. Rationale

Building supportive relationships is essential, as research shows strong adult connections foster resilience, belonging, and academic success. To address this, staff will intentionally identify students who do not yet have a trusted adult, pair them with staff members, and implement strategies such as the "2 by 10" approach to strengthen connections. The Middle Years Development Instrument administered in 2023 -24 indicated that our school showed a positive increase in student connection to adults, with the percentage of students reporting two or more important adults at school rising from 65% in 2023-24 to 74% in 2024-25, a 9% improvement, and a corresponding decrease in students reporting no important adults from 30% to 21%. In addition, the use of multi-age groupings will further expand opportunities for students to build meaningful relationships with a broader range of adults in the school community. Andrea Chatwin's work emphasizes how trauma and attachment experiences shape a child's brain development, behaviour, and ability to learn; by integrating her approaches, staff can build stronger, healing connections that foster self-regulation and long-term well-being.

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

Staff have created 10 PEAK multi-age groups that meet two to three times per month to promote social interaction and collaborative learning. Within these groups, socially isolated students are intentionally paired with a supportive staff member to strengthen connections. Activities will include:

1. Relationship-building "get to know you" activities
2. Informal check-ins between students and staff members
3. Opportunities for students to collaborate with teachers and peers
4. Rotations through 10 stations designed to foster connection and build positive relationships across the school community.

In addition, staff will utilize Andrea Chatwin's trauma informed approach including the 'three step method' to continue to build attachment and connection with students.

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

- Anecdotal evidence
- Comparing percentages from the school MDI (Middle Years Development Index) category of "Number of Important Adults at School" with district average
- Checklist of the Two-by-Ten Strategy
- Student self-reflections

Principal:

Superintendent:

Board Chairperson:

Date:

Laureen Hickey



School: Whonnock Elementary

Principal: Megan Olynyk

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Continuing Goal: We will continue with a numeracy goal this year. Our goal is to improve numeracy outcomes for all learners. As we explore district and online resources, we will continue to implement numeracy activities that can support growth in student achievement and numeracy skills. We hope that through these activities, we will also develop a sense of belonging for all students, and improve overall school culture.

B. Rationale

Data from our 2024-25 Performance Standards indicates that 6% of students were assessed with emerging numeracy skills, and 21% had skills in the developing range. Our staff have observed that many students need support with numeracy tasks, including computational fluency, the ability to articulate problem-solving strategies, and demonstrating general number sense. This year our school has the opportunity to pilot an online math curriculum resource. We intend to explore this resource in depth, along with district numeracy resources and assessment tools. We want to improve numeracy skills for students at all grade levels, and build on our students' high levels of academic self-concept and sense of belonging in our school. We hope to move many of our students from *emerging* to *developing*, and from *developing* to *proficient* throughout the school year.

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

- Support a deeper understanding of Ministry of Education and Child Care proficiency scale and progressions
- Use our assessment data to drive our instructional practice and to monitor student progress
- Pilot the Edwin math resource and share our experience
- Coordinate the Edwin resource with existing district resources and pedagogy (Spark, Coast Mountain, Carole Fullerton)
- Dedicate numeracy time in all classrooms, with coordination where possible to maximize support for students across classes and grade levels
- Explore and implement consistent resources, sharing experiences among staff

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

- Year over year numeracy year-end assessment data
- Teacher observations of student skill development in computational fluency, problem-solving strategies
- Familiarity and expertise with piloted online resource – providing helpful information to share our experience
- Academic self-concept and sense of belonging scales on the Middle Years Developmental Inventory meeting or exceeding district averages

Principal:

Superintendent:

Board Chairperson:

Date:



School: Whonnock Elementary

Principal: Megan Olynyk

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Continuing Goal: Our continued literacy goal is to improve reading outcomes for all learners. We will provide targeted instruction to our emerging and developing readers, with a focus on decoding and comprehension. We will promote school-wide literacy opportunities to build reading enjoyment for all students.

B. Rationale

Performance standards data from 2024-25 indicates that 8% of our students are emerging, and 29% are developing in their reading skills. We will continue our focus on moving students from *emerging* to *developing*, and from *developing* to *proficient*. We recognize the benefit of providing consistent literacy instruction and targeted support. Our staff expressed the importance of using a common language when supporting students with their reading strategies and skills. Many of our teachers enjoy collaborating to share resources, strategies and assessment tools. We know the value and power of literacy activities to build school culture, as well as to increase a sense of individual resilience and independence for our students. Positive literacy outcomes for students are vital for their sense of accomplishment, a sense of belonging, and our overall school community.

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

- Consistent resources available for staff (UFLI, K-3 Literacy Guide, Dandelion Launchers)
- Consistent instructional language used among staff to support literacy
- Protected literacy time in the mornings
- Celebrate literacy in our school with school-wide reading events (caught reading program with librarian to start)
- Targeted support based on assessment information
- Use the new Kindergarten literacy screener to direct our pedagogy and our intervention planning
- Grouping students across classes to maximize support and to best meet learning needs

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

- Kindergarten literacy screener
- Decodable Early Primary Reading Assessment for primary students
- Intermediate Reading Assessment, Words Their Way, UFLI for intermediate students
- Middle Years Developmental Inventory data with respect to academic self-concept and sense of belonging meeting or exceeding district averages

Principal:

Superintendent:

Board Chairperson:

Date:



School: **YENNADON ELEMENTARY**

Principal: **Gary Lozinski**

Director/Assistant Superintendent **Jovo Bikic**

A. GOAL (one goal per page)

New Goal: Enhance students' ability to decode, read fluently and demonstrate comprehension of grade level text, aiming to show an increase in proficiency by June 2026.

Enhance students' ability to write with clarity and elaboration using the writing process, aiming to show an increase in proficiency by June 2026.

B. Rationale

Upon reviewing previous literacy data, Yennadon staff appreciates the importance of literacy in supporting success across multiple learning domains for all learners. The ability to read, write, and understand language to acquire, construct, and communicate meaning is the foundation for all learning by:

- **Building critical thinking and communication skills** - These skills foster creativity, problem-solving, and the ability to make connections between concepts.
- **Promoting confidence and independence** - Confidence and self-assurance translates into greater participation, perseverance, and motivation at school and beyond.
- **Strengthening social and emotional development** - Literacy supports emotional growth. Through stories and discussion, children learn compassion, perspective-taking, and self-regulation.
- **Embedding First People's Principles of Learning through literature as a framework for learning** – Connecting students in a meaningful way to indigenous culture establishes an active road to learning about Truth and Reconciliation.

Yennadon's Middle Years Development Instrument (MDI) data highlights the continued need to support our students' engagement of activities that build self-regulation skills. While it is recognized that strong literacy skills contribute to confidence, self-regulation, and overall learning readiness, there is also a need to ensure that efforts and strategies are explored to enhance student learning readiness prior to engaging literacy to maximize success for students.

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

- **Self-Regulation Focus:** Integrate self-regulation strategies as part of literacy instruction to enhance focus, persistence, and engagement.
- **Community Engagement:**
 - Host *information sessions* for families on reading strategies, self-regulation, and learning readiness.
 - Publish *monthly newsletters* with literacy tips and reading activities that support home-school connections.
- **Staff Collaboration:**
 - Dedicate *staff meeting time* for literacy-focused collaboration, sharing of best practices, classroom strategies, and assessment methods.
 - Conduct *monthly Literacy Team meetings* and *Literacy Working Group* reviews of strategies, themes, and student progress.
 - Collaborate with *district literacy helping teachers* to refine instructional practices and assessments.
- **Student Voice and Engagement:**
 - Implement *student surveys* to gather input/data on helpful reading strategies, bedtime/sleep routines, school connection, and optimism.
- **Assessment and Resources:**
 - Conduct baseline reviews using *Kindergarten Learning Profile (KLP)*, *BC Performance Standards (Gr. 1–7)*, and *MDI*.
 - Engage in resource-sharing and implementation for *Assessment, Literacy, Numeracy, Social Emotional Learning, and Self-Regulation*.
 - Use *teacher reflection surveys* monthly to gauge engagement in literacy practices and strategies for supporting struggling readers.
 - Resource implementation collaboration through targeted budget

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

- Kindergarten Learning Progressions, MDI, and BC Performance Standards results (baseline vs. year-end).
- Increase in percentage of students moving from developing to proficient by 5% in targeted domains.
- Teacher survey data indicating higher confidence and engagement in literacy instruction.
- Student survey feedback showing improved engagement and self-regulation.
- Documentation of staff collaboration (meeting notes, shared resources).

Principal:

Superintendent:

Board Chairperson:

Date:



School: School District 42 Alternate Secondary (Connex Program)

Principal: Steve Wiebe

Director/Assistant Superintendent Ken Cober

• Goal (one goal per page)

New Goal: Improve student literacy across the curriculum using the 2024-2025 Literacy 12 Assessment results as a guide for building upon students' strengths and addressing areas of growth. Alongside developing literacy skills, we implement strategies to address assessment anxiety.

B. Rationale

The 2024/2025 Literacy 12 Assessment shows 50% of students are *emerging* or *developing*. We would like to shift the number of students in the proficient range (currently 35%) to 40% in 2025–2026. Analysis of our 2024/2025 Literacy Assessment 12 results shows analytical reading and personal response as areas of strength, and written stamina, organization for sustained responses, comprehension stamina for longer texts, and assessment readiness as areas for growth. The data reflects diverse literacy skills and complex life circumstances, informing our approach to meeting students' learning needs. We will use structured learning maps as feedback to assess student assignments and to help students assess and improve upon the quality of their own assignments (metacognition), allowing both teachers and students to track progression toward improved literacy skills across-contexts, including literature, text-books, audio production/song writing, oral conversation, visual media, interpretation of manuals and/or schematics, and Artificial Intelligence (AI) literacy.

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

Fostering student reflection on their assignments through visual, structured feedback from their teachers through learning map rubrics will build confidence with test taking and reduce assessment anxiety. In addition, we will employ relaxation and breathing strategies with our students to support further reduction in anxiety with regard to test taking and assessments readiness. These two strategies will support our goal of improving student literacy across the curriculum.

Professional development to increase our knowledge of Artificial Intelligence with agencies like EthosLab, so that we can ethically educate our students on AI literacy, useage, and engagement. Strengthening collaboration with district helping teachers, integrating student laptop use, and developing cohesive wrap-around supports will enhance our ability to meet student needs. Continued professional learning is required to address diverse literacy gaps and evolving student demographics, alongside workshops on breath work, meditation, and visualization.

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

We will compare Literacy 12 Assessment Data from the 2024–2025 year with Literacy 12 Assessment Data from this year (2025–2026). We will know we are successful with our strateiges if we see an increase in the number of students performing in the proficient range on the 2025/2026 Literacy 12 Assessment. Success will also be measured day to day with the assessment of key student assignments and progression up at least one or more levels of the learning map scale (4 point scale) across one or more areas of literacy competency.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Garibaldi Secondary School

Principal: Ian Liversidge Vice Principals: Wayne Chow and Karen Thompson

Director/Assistant Superintendent Ken Cober

A. Goal (one goal per page)

Goal 1: Social Emotional Learning, Resiliency and Personal Wellness. Staff will continue our 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. We will support and emphasize the need for continuous growth and learning as individuals and as a community.

B. Rationale

At Garibaldi Secondary, we recognize that fostering social-emotional learning, resiliency, and personal wellness is foundational to both academic and personal success. Through staff observations and student voice, we have identified an increase in stress, social disconnection and helplessness particularly in grades 8-10. In an increasingly complex world, students and staff alike benefit from the ability to adapt to challenges, recover from setbacks, and maintain a sense of purpose and connection. By emphasizing trauma-informed practices, mentorship, and positive relationships, we aim to create an environment where our school community feels valued, supported, and equipped with the skills to navigate adversity with confidence and compassion. Teaching goal-setting, growth mindsets and reflection skills, teachers will be able to see demonstrations of resiliency. Building resiliency not only strengthens individual well-being but also cultivates a caring and inclusive culture that empowers all learners to reach their full potential as thoughtful and engaged citizens.

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

Building on last year's work, we will continue to strengthen our focus on resiliency through the framework of the Approaches to Learning (ATL) embedded in the International Baccalaureate program, which promote thoughtfulness, open-mindedness, positive personal strength, and a growth mindset. These ATL skills will guide us in measuring and identifying opportunities to build resilience across the school. Each department will implement at least one specific strategy designed to help students reframe mistakes as valuable steps in the learning process, emphasizing perseverance and reflection over perfection. In addition, teachers will intentionally integrate stories and examples of resiliency within their lessons to model adaptability, determination, and self-awareness, reinforcing the message that challenges are an essential part of personal and academic growth.

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

To measure progress toward our school goal of fostering social-emotional learning, resiliency, and personal wellness, teachers will intentionally design at least one structured learning-from-failure opportunity per term in each course. These activities will provide students with the chance to try, fail, reflect, and try again, emphasizing growth over grades. Reflection opportunities such as test or lab corrections, "Failure Résumé" exercises, and post-assignment reflections will be collected as evidence of student learning and growth. Lessons and discussions will intentionally include examples of resiliency, both historical and contemporary, to help students make personal connections and reframe failure as a valuable part of learning. Measures of Progress: Student reflections demonstrate increased metacognition, perseverance, and awareness of personal growth. Teachers observe greater student engagement and persistence during retry or reflection activities. School-wide survey or reflection rubric data indicate improved attitudes toward learning from challenges. Documentation (samples of reflections, retry assignments, or collaborative quiz data) collected twice per year shows increased participation in reflective and retry learning opportunities.

Principal:

Ian Liversidge

Superintendent:

Teresa Downs

Board Chairperson:

Date:



School: Garibaldi Sec School

Principal: Ian Liversidge Vice Principal Wayne Chow, Karen Thompson

Director/Assistant Superintendent Ken Cober

A. Goal (one goal per page)

Goal 2 : Garibaldi Secondary will develop improved student achievement in literacy assessment as we build a strong, inclusive team that values all community members and improve opportunities to communicate with and adapt for everyone's strengths and challenges.

B. Rationale

We are working to improve our support of literacy across all subjects, a better understanding in Universal Design for Learning (UDL), and cultural bias. This is a literary based focus of our longitudinal goals, supporting the diversity of our learners. We have worked to recognize the increasing diversity of our learning within the Middle Years Program framework, and the strength generated by common assessment, shared and common unit preparation. This year, we want to build on that by being more adaptive. We will continue talking, sharing and practicing inclusive strategies while implementing these strategies into common units. Additionally, we have developed a targeted literacy program focused on students in Grade 9 with the goal to practice basic skills and build literacy confidence that could be applied to all subject areas.

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

Some school level actions include using professional development and collaboration time to work on trauma informed practices, working through literacy materials to focus on skills like reading fluency, word recognition and context clues and defining inclusion – linking to the trainer initiatives. Literary choices that reflect all members of our community with leveled accessible bins for literacy and numeracy circulating during tutorial. In-house gifted program. Data collected from the Grade 10 Literacy assessment can be collected and compared. Classroom work on Approaches to Learning (ATL) - social awareness - followed by reflection. Growth days and staff meetings where there is targeted discussion time to look at what is happening in classrooms and where we can continue to build and practice resources provided including a review of the potential cultural biases in significant summative evaluation; all reviewed with the UDL perspective.

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

1. School Climate and Belonging (Perceptual Evidence)
 - Annual student, staff, and family surveys measuring feelings of inclusion, belonging, and being valued within the school community. Example measure: "I feel that my strengths are recognized at school" or "I have opportunities to contribute to my school community." Focus group or student voice sessions once per semester to gather qualitative evidence of whether students feel heard, respected, and supported. Increased participation in clubs, leadership programs, cultural events, and community initiatives that represent diverse groups within the school.
2. Communication and Collaboration (Practice-Based Evidence): Tracking teacher collaboration during professional development and department time — documenting shared strategies for inclusion and communication across learning needs. Evidence from classroom practice: Use of differentiated instruction or UDL strategies. Inclusion of diverse texts, voices, and literacy activities across departments. Student work that demonstrates effective communication, collaboration, and respect for multiple perspectives. Parent and family engagement data: attendance or participation in school events, family conferences, and community outreach opportunities.
3. Literacy and Contribution (Learning Evidence): Student literacy data (writing samples, reading comprehension, oral communication tasks) showing growth across diverse learners. Student reflections or self-assessments highlighting their understanding of how literacy connects to being a contributing member of the community. Cross-curricular projects or presentations where students communicate ideas, collaboration, and demonstrate their ability to adapt and contribute meaningfully.

Principal:

Ian Liversidge

Superintendent:

Teresa Downs

Board Chairperson:

Date:



School: Garibaldi Secondary

Principal: Ian Liversidge VP Wayne Chow, Karen Thompson

Director/Assistant Superintendent Ken Cober

A. Goal 3 (one goal per page)

Garibaldi Secondary will continue to deepen the collective understanding of anti-racism pedagogy within the school setting and meaningfully engage in learning opportunities that foster understanding of ways of knowing and being, the histories, and cultures of First Nations, Inuit, and Metis as outlined in the 9th Professional Standard for BC Educators. We will also continue to explore culturally responsive practices and highlight the diversity that makes up the school community. This goal aligns with the K-12 Anti-Racism Action Plan framework of removing barriers and collaborative change.

B. Rationale

Garibaldi Secondary continues to be committed to Truth and Reconciliation and to increasing awareness of student agency and voice for all. As we continue this effort in the 2025/2026 growth planning day, the Garibaldi learning community's goal is to identify where these spaces currently exist and how cultural literacy is evolving within the school community. Staff has identified an equitable classroom as a fair and inclusive space where everyone is respected, supported, and treated equally. Students' needs are met without stigma, and resources like flexible seating, food, and learning tools are available to all. Everyone's voice and identity is valued, and learning happens in multiple ways so every student can succeed.

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

First Peoples Principles of Learning will be shared regularly in staff meetings, newsletters, and classroom graphics, linking to curriculum and practice. Engagement of the Indigenous education support worker in classrooms focusing on increasing Indigenous voice. Affinity spaces will continue to be offered to Black, Indigenous, and People of Colour (BIPOC) students as a protected space for dialogue and mentorship. Cultural awareness and activities that embrace and foster diversity will continue to be student-centered. Students will continue their development of the Core Competencies/Approaches to Learning as outlined in the K-12 Anti-Racism Action Plan and Teachers' Guide. Departments will continue to embed cultural understanding into unit plans and provide access points for learning. A staff subcommittee focused on equity and inclusion will share opportunities to highlight the diversity within the school community, and a Student Voice committee on equity will support this initiative to contribute to the learning within the school community.

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

Year-over-year data collections of the number of students selecting courses with Indigenous curricular foundation. Additional data will be collected from both counselling and our anti-racism committee to note participation levels in various events. We will also quantify the diversity of culturally, inclusive events, such as food services, celebratory weeks or months bulletin boards identifying growth in this area and work towards increasing Indigenous voice in schoolwide celebrations/cultural activities.

Principal:

Ian Liversidge

Superintendent:

Teresa Downs

Board Chairperson:

Date:



School: Maple Ridge Secondary School

Principal: Grant Frend

Director/Assistant Superintendent Ken Cober

A. Goal (one goal per page)

New Goal: to decrease the percentage of students scoring a 1 on the Grade 10 Numeracy Assessment (2025 10%, 2024 11%, 2023 13%) and to reduce the percentage of students receiving a 2 (2025 40%, 2024 38%, 2023 48%) while increasing the number of students achieving a 3 or higher.

B. Rationale

Over the past two years, our school data indicate that Grade 10 students consistently perform lower on numeracy assessments than on literacy assessments. In response to this data we are actioning school-wide support in developing numeracy skills across all subject areas, not solely within mathematics courses. Improving numeracy outcomes will strengthen students' problem-solving abilities, reasoning, and confidence in applying quantitative skills across disciplines.

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

Cross-Curricular Numeracy Integration

Department heads will facilitate a collaborative process within their departments to develop lessons that explicitly support numeracy skill development for Grade 10 students across subject areas (e.g., data interpretation in Science, proportional reasoning in Applied Design, or budgeting in Career Education).

Mathematics Department Focus

Math 10 teachers will:

- Unpack the Numeracy 10 assessment structure and scoring rubrics with their students.
- Lead practice numeracy assessments ("practice writes") to build familiarity and confidence.
- Share exemplar student work and engage in calibration exercises to ensure consistent expectations.

Professional Collaboration and Capacity Building:

Staff meetings and department sessions will include time for teachers to share strategies, resources, and best practices related to numeracy instruction.

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

Primary Data: Provincial *Numeracy 10 Assessment* results (comparison of Levels 1, 2, 3, and 4 year over year).

Supporting Data:

- Student work samples and formative numeracy assessments.
- Department feedback on numeracy-focused lessons.
- Student self-reflections on numeracy confidence and skill development.

Principal:

Grant Frend

Superintendent:

Teresa Downs

Board Chairperson:

Elaine Yamamoto

Date:

November 6th, 2025



School: Pitt Meadows Secondary School

Principal: Colin Sharpe

Director/Assistant Superintendent Ken Cober

A. Goal (one goal per page)

Numeracy: A new goal for Pitt Meadows Secondary (PMSS). Students will develop and apply numeracy skills to confidently interpret, analyze, and communicate quantitative information in everyday life – from independent decisions to global issues.

B. Rationale

A schoolwide goal focused on numeracy aims to strengthen students' ability to apply mathematical thinking across all subject areas and in real-world contexts. In reviewing historical data, most students at PMSS score a 1 or a 2 on the Numeracy assessment (2021 – 75%, 2022 – 56%, 2023 – 76%, 2024 – 65%). Numeracy is not just about performing calculations – its about interpreting data, recognizing patterns, solving problems, applying skills to real life situations and making confident and informed decisions. By embedding numeracy cross-curricularly into daily learning and emphasizing its relevance beyond math class, we will help students develop confidence and competence in using numbers to reason, analyze, and communicate effectively. This focus supports improved academic achievement, critical thinking, and lifelong skills essential for success in post-secondary pathways and everyday life. Through our collective efforts, we hope to move more of our students into the 3 range on the Provincial Numeracy Assessment.

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

- Assessment Data: Analyze provincial assessments results and classroom assessments to target key skill areas.
- Professional Learning for Staff: Development of numeracy strategies and cross-curricular integration.
- Instructional Strategies: Incorporate real-world numeracy applications across all subject areas. Use visual models, manipulatives, and digital tools to deepen conceptual understanding.
- Student Support: Implement targeted numeracy interventions and small-group instruction.
- Assessment Preparation: Host in-class preparation sessions related to structure and navigation of Provincial Numeracy Assessment, as well as hold Flex sessions and send home communication on preparation.
- Offer collaborative planning sessions for teachers to embed numeracy outcomes in all subjects.

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

Success will be measured through a combination of quantitative and qualitative data sources. Key indicators will include growth in student achievement on the Provincial Numeracy Assessment, as well as improved performance on school based assessments and numeracy tasks across subject areas. Teachers will collect formative assessment data to track student progress in reasoning, problem-solving, and application of numeracy skills. Classroom walkthroughs and observations will provide evidence of numeracy-rich instruction and student engagement. Student work samples and portfolios will demonstrate increased proficiency and confidence in mathematical thinking. Student surveying in fall, repeated in June to see changes.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Pitt Meadows Secondary School

Principal: Colin Sharpe

Director/Assistant Superintendent Ken Cober

A. Goal (one goal per page)

EQUITY: A continuing goal for Pitt Meadows Secondary (PMSS). PMSS will continue to improve learning outcomes and levels of safety, care and belonging for every learner by continuing to develop an inclusive, culturally responsive school across all curricular areas, and widening our collective lens to recognize, embrace, and celebrate the numerous and diverse cultures within our school.

B. Rationale

Schools must be places where every learner feels seen, valued, and empowered to thrive. By committing to inclusive and culturally responsive practices across all curricular areas, we not only enhance academic achievement but also foster environments of safety, care, and belonging. At PMSS, at the start of the 2025-2026 school year, the student population is 986 district students and 79 international students. We have 79 students identified as having Indigenous ancestry, and 256 students with designations. This goal reflects our belief that recognizing, embracing, and celebrating the rich cultural identities within our school community is essential to nurturing well-rounded, empathetic, and resilient learners. When students feel respected and represented, they engage more deeply, learn more effectively, and contribute more meaningfully to their communities.

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

- Encourage staff to engage in ongoing opportunities to ensure inclusive practices, cultural responsiveness, anti-racism, and trauma-informed education. We will incorporate a section to review this every other staff meeting.
- Teachers will identify gaps in cultural representation and inclusive pedagogy, integrating diverse perspectives into lesson plans and learning resources.
- Student Voice and other initiatives to advise and elevate student perspectives.
- Create inclusive visual environments (e.g., multilingual signage, diverse artwork, affirming messages).
- Implement restorative practices to build relationships and resolve conflict in culturally respectful ways.
- Engage in regular reflection and reporting to celebrate successes and adjust strategies.
- Encourage staff to branch out beyond their department to collaborate and build success.

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

Engagement & Instructional Quality: student attendance and absenteeism rates, student engagement (interest in learning, perceived relevance) and classroom observation (instructional quality, differentiation)
Care & Belonging Indicators: reports of incidents (bullying, physical altercations), student perception of safety, participation in extracurriculars, referrals to school-based team, quality of staff-student relations (trust, mentorship)
Equity Metrics: feedback loops via Student Voice, Black Indigenous People of Colour (BIPOC) Forum, student leadership, student learning survey

Principal:

Superintendent:

Board Chairperson:

Date:



School: Samuel Robertson Technical Secondary

Principal: Ken Elphick

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Samuel Robertson Technical Secondary (SRT) aims to increase the percentage of students achieving *Proficient* or *Extending* on the Grade 10 Numeracy Assessment from 31% to 35%. Targeted supports will be directed toward Developing and Emerging learners, who currently make up 59% of SRT's student population. This target represents a new school-wide goals for SRT.

B. Rationale

While SRT has shown steady improvement since 2021, results remain below provincial averages. In 2025, 31% of SRT students achieved *Proficient* with no *Extending* results, compared to provincial averages of 33% *Proficient* and 9% *Extending*. Continued attention to instructional strategies and student confidence in numeracy is required to close this gap.

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

SRT staff will strengthen numeracy across the curriculum through collaborative, cross-curricular projects developed during collaboration and professional development days. The math department will implement formative assessment practices to provide timely feedback, support engagement, and reduce frustration by helping students recognize their progress. A school-wide initiative will promote a growth mindset in numeracy by normalizing struggle, celebrating progress, and embedding mathematical thinking in all subjects. Inquiry-based tasks connecting numeracy to authentic contexts (e.g., sustainability data, sports analytics, construction design) will be emphasized, and weekly department time will be used to share strategies and review exemplars from past assessments.

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

Progress will be measured through Grade 10 Numeracy Assessment results, with a target increase from 31% to 35% *Proficient* or *Extending*. Additional evidence will include:

- Increased participation in numeracy-focused professional learning and collaboration sessions.
- Teacher feedback indicating improved student engagement and confidence in numeracy.
- Student reflections demonstrating growth in problem-solving and reasoning skills.
- Departmental tracking of formative assessment data showing more students progressing from *Developing* to *Proficient*.
- At least 75% of Grade 10 students participating in a numeracy-related cross-curricular or applied learning activity.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Samuel Robertson Technical Secondary

Principal: Ken Elphick

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

New goal: Enhance post-secondary and career readiness for all students by providing authentic, hands-on learning, mentorship opportunities, and explicit skill-building that connect classroom learning to future pathways.

B. Rationale

Student and staff data highlight a need to strengthen the connection between classroom learning and future pathways. Although 70–83% of students plan to pursue post-secondary education or employment (Student Learning Survey), fewer than half feel confident that SRT is preparing them for those transitions. Furthermore, an internal survey of Grade 11 and 12 students following May's SD42 Board of Education visit revealed that only 17% believe teachers regularly connect subjects to careers. Staff emphasize the importance of authentic exposure, mentorship, and project-based learning to make instruction more relevant and engaging. Embedding career-connected learning across disciplines will help students find purpose in their education, develop transferable skills, and feel more prepared for life beyond graduation.

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

- **Career Awareness & Access:** Expand student exposure to career and post-secondary opportunities, including introducing all Grade 10 students to the annual PNE Career Fair.
- **Classroom Connections:** Support departments in integrating career-connected learning within existing lessons and projects, with collaboration time during late starts and professional development days.
- **Post-Secondary Literacy:** Strengthen career and financial literacy in Career Life Education (CLE), Career Life Connections (CLS, and Flex blocks to ensure all students gain practical understanding of planning, costs, and transitions.
- **Communication & Reflection:** Continue using Capstone and reflection activities for students to demonstrate awareness of pathways and transferable skills. Reintroduce SRT's Interview Fair and increase access to career and financial literacy speakers.

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

Student satisfaction with school career preparation increases by 20% (from 21% to 41% by 2026).
Percentage of students reporting teachers connect subjects to careers rises from 17% to 30%.
Over 75% of Grade 10 students attend the annual PNE Career Fair, with strong participation in the volunteer fair.
Capstone and reflection activities show greater awareness of pathways and transferable skills.

Principal:

Superintendent:

Board Chairperson:

Date:



School: **THOMAS HANEY SECONDARY SCHOOL**

Principal: **DARREN ROWELL**

Director/Assistant Superintendent **KEN COBER**

A. Goal (one goal per page)

New Goal - To foster a culture of innovation and experiential learning across all subject areas, empowering students to develop future-ready skills - including critical thinking, collaboration, and creative problem-solving - through hands-on, real-world challenges; and to deepen students' ability to use artificial intelligence tools responsibly, ethically, and effectively as part of their self-directed learning journey.

B. Rationale

We will continue to foster a culture of innovation through real-world, hands-on, and cross-curricular learning experiences that ignite curiosity and creativity. From robotics and culinary arts to outdoor learning, media design, and global travel, students will engage in challenges that connect knowledge to action, building the adaptability, collaboration, and problem-solving skills essential for a rapidly changing world. At Thomas Haney, where innovation and experiential learning are central to our identity, artificial intelligence (AI) offers students new ways to direct their own learning - to explore ideas, solve problems, and create in ways that extend our self-directed model into the future. Many students are already using AI tools, yet often without critical understanding, risking issues such as plagiarism, misinformation, and overreliance. By developing digital and AI literacy, students will learn to think critically, question sources, and apply AI tools ethically in their projects, research, and creative pursuits. *Key Student Learning Survey Data from 2024-25: (1) Opportunities to learn in places outside of school? (Most/All the time) 62% Gr. 10s / 57% Gr. 12s (2) At school, are you taught to take ownership or control of your learning (for example, marking your own work, making decisions about what you want to study)? (Most/All the time) 62% Gr. 10s / 61% Gr. 12s (3) At school, are you learning creative ways to think of new ideas? (Most/All the time) 37% Gr. 10s / 40% Gr. 12s (4) At school, are you learning to be a critical thinker? (Most/All the time) 43% Gr. 10s / 58% Gr. 12s*

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

Thomas Haney Secondary (THSS) will enhance digital literacy through targeted initiatives led by an AI Planning Team that supports staff and students in the ethical and creative use of AI across subjects. Digital literacy workshops on evaluating sources, identifying bias, and authentic AI use will be offered to teachers, while an AI and Mental Health session for grade 8/9 students will promote balance and online well-being. Student voice groups will provide ongoing feedback to ensure our approach reflects both data and lived experience within our innovative, self-directed learning culture. THSS will continue to support and promote cross-curricular, hands-on learning that connects classroom knowledge to real-world challenges through projects in areas such as robotics, culinary arts, media arts, and environmental sustainability. Building on our open school model, teachers will collaborate to design inquiry-based and project-based experiences supported by field trips, community partnerships, and outdoor learning spaces like the orchard and greenhouse.

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

Success will be measured through a combination of student, staff, and program data that reflects growth in innovation, digital literacy, and experiential learning. We will monitor Student Learning Survey data - particularly items related to critical thinking, learning opportunities outside of school, creativity, collaboration, and ownership of learning. Student focus groups and anecdotal feedback will provide insight into confidence and ethical awareness in AI use. Overall, results indicate that as students progress through THSS's self-directed model, they become more confident, collaborative, and capable of creative and critical thought.

Principal:

Superintendent:

Board Chairperson:

Date:



School: **THOMAS HANEY SECONDARY SCHOOL**

Principal: **DARREN ROWELL**

Director/Assistant Superintendent **KEN COBER**

A. Goal (one goal per page)

Continuing goal: 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, and inclusion.

B. Rationale

Learning thrives in an environment where students feel connected, safe, and valued. When students experience genuine belonging—through relationships with peers, staff, and the wider school community—they are more engaged, motivated, and open to learning. Building a strong culture of connection at Haney supports mental wellbeing, fosters intrinsic purpose, and encourages both students and staff to invest in our shared success. Data from 2024-25 Student Learning Survey: Do you feel welcome at your school? (Most/All the time) 78% Gr. 10s / 84% Gr. 12s. Is school a place where you feel you belong? (Most/All the time) 53% Gr. 10s / 63% Gr. 12s. At your school, how many adults do you feel care about you? (3 or more adults) 50% Gr. 10s / 67% Gr. 12s. At school, have you experienced discrimination on the basis of your sexual orientation or gender identity? (Never/Almost never) 87% Gr. 10s / 86% Gr. 12s

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

- Ensure all events, opportunities, and announcements are shared daily during teacher advisory (TA).
- Recognize student achievements, celebrate cultural events, and promote school-wide activities on the school website and in social media posts.
- Hold school-wide events that bring the community together and offer a broad range of student clubs and intramural sports, ensuring representation across interests (arts, culture, recreation, technology, leadership).
- Invite students to use great halls and other common areas for collaboration, study, and socialization. Staff supervise and encourage positive use of these spaces.
- Reinforce the purpose of TA as a key relationship-building and mentoring structure. Provide staff with resources to guide connection-building conversations and activities.
- Staff involved in cultural learning opportunities such as the Legacy Drum Project.
- Invite Indigenous speakers, artists, and performers to share their lived experiences, teachings, and cultural knowledge with students, providing authentic opportunities to learn about and appreciate Indigenous histories, traditions, and perspectives.
- Organize staff activities throughout the year to strengthen relationships, build trust, and foster a sense of belonging among all staff members. Increased connection and collaboration among staff will enhance school culture and positively impact how we support and engage with students.

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

We will continue to monitor our student involvement and attendance in leadership, clubs, and teams throughout the year. We will continue to use the results from the Student Learning Survey (grades 10 and 12) and the Youth Development Instrument (Grade 11) to shape our thinking and planning.

Principal:

Superintendent:

Board Chairperson:

Date:



School: **THOMAS HANEY SECONDARY SCHOOL**

Principal: **DARREN ROWELL**

Director/Assistant Superintendent **KEN COBER**

A. Goal (one goal per page)

New goal: To foster confidence and increase the numeracy skills in our students across all grades while developing increased resiliency working in the self-directed learning style at Thomas Haney Secondary (THSS). We will seek to expand students' abilities to access resources, seek out a variety of learning supports, and foster a growing sense of confidence and positivity.

B. Rationale

Foundational numeracy skills are essential for student success—not only in academic disciplines, but across all areas of learning and in life. While THSS students consistently perform well in communication and reading, we recognize the need to further support numeracy skills and confidence, especially in earlier grades. As we continue to support numeracy at THSS, it is essential that we celebrate student's learning, building confidence and fostering a positive mindset. The following data will be used to guide our growth.

2024-25 Student Learning Survey: *I continue to get better at math* (apply formulas, interpret data, solve problems). Student Response - Agree - Gr. 10s 38% / Gr. 12s 27% and Strongly Agree - Gr. 10s 14% / Gr. 12s 13%.

Numeracy 10 Assessment Data: THSS compared to district average - Composite Score - grade 10s 3.3 (District Average 3.5) and grade 12s 3.2 (District Average 3.3)

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

As we continue to personalize learning at THSS, it's vital that all students are equipped with strong core skills to independently access, evaluate, and apply numeracy information. Enhancing these skills in real-world, interdisciplinary, and self-paced contexts ensures that our learners can thrive both inside and beyond the classroom.

- We will continue to offer math clubs after school for students to spend additional time for their learning.
- Students will also be able to seek support from all math teachers during their open blocks in the Math Great Hall, enabling them to utilize past connections with staff to continue to support their learning and develop their confidence.
- Seek to offer Numeracy 10 Assessment review sessions, providing opportunities for practice and creating confidence leading up to the assessment.
- Continue to build our online website with practical lessons, reviews, and opportunities to refine and reinforce their skills.

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

Teachers will continue to remind students of their growth throughout the year, as many students significantly expand their skills and understanding each month, as they work through their course material. Student Learning Survey data will be monitored - particularly items related to critical thinking and student perception of their numeracy skills – including this question from the We will monitor a cohort of students, reviewing their Foundation Skills Assessment (FSA) scores in elementary school and then track their progress on Numeracy 10 to monitor their progress. Success will continue to be measured and reviewed through our Numeracy 10 results as we seek to continue to improve our overall scores, which have an average composite score of 2.4 over the past 5 years.

Principal:

Superintendent:

Board Chairperson:

Date:



School: Westview Secondary School

Principal: Cathryn Blanco

Director/Assistant Superintendent: Kenneth Cober

A. Goal (one goal per page)

Literacy (new goal)

Increase the number of students earning a proficient on their Graduation Literacy Assessments at both Grade 10 and 12 to at least 60% in the next two years.

B. Rationale

Literacy results show a downward trend in both the Graduation Literacy Assessment 10 and Graduation Literacy Assessment 12. Staff identified literacy as a concern with specific mention of:

- Students struggling with reading and writing across subject areas
- A need for new strategies to engage students in reading and writing
- A desire to embed literacy strategies in all subject areas not just English

The number of students achieving at the *Proficient* level in Grade 12 has decreased 60.47% in 2022 to 57.72% in 2025. The number of students achieving at the *Proficient* level in Grade 10 has decreased from 63.36% in 2022 to 56.94% in 2025.

Additionally, there is a desire to apply an equity lens to literacy instruction – ensuring that texts, tasks and assessments are accessible to all learners, including those with Individualized Education Plans (IEPs) and English Language Learners (ELL) support. Strengthening literacy will support students in all subject area, enhance their ability to demonstrate core competencies and better prepare them for life beyond Grade 12.

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

- Embed reading and writing strategies in all curricular areas
- Facilitate department-based collaboration to identify authentic reading and writing tasks tied to curricular competencies
- Staff sessions to deepen their understanding of Literacy 10 and 12 assessment criteria tasks connected to curricular competencies: access support from district secondary helping teacher
- Use AI tools (e.g. text simplification, feedback generators) to support Universal Design for Learning and IEP adaptations/modifications
- Offer Literacy Assessment prep session through the library
- Promote inclusive, high interest reading materials that reflect student identities and support accessibility; review classroom texts and materials to ensure accessibility and cultural relevance
- Black, Indigenous, and people of colour (BIPOC) student voice around spending \$2,000 approved by board in current year budget to selection of materials that reflect their identities

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

- Graduation Literacy Assessments 10 and 12
- Track student engagement and participation in assessment prep sessions
- Collect teacher feedback
- Student and parent voice on their experiences with reading and writing



School: Westview Secondary School

Principal: Cathryn Blanco

Director/Assistant Superintendent: Kenneth Cober

A. Goal (one goal per page)

Equity and Anti-Racism: To foster a school community at Westview where all students, staff and families feel a deep sense of belonging, value and safety – socially, emotionally, culturally and academically – by advancing equity, inclusion and anti-racism initiatives across the school.

B. Rationale

Westview Secondary serves a diverse community of learners, staff, and families. Survey data in 2023 and 2024 (2025 has yet to be received) show improvements in students' sense of safety: 15% of students reported a low sense of safety in 2024 compared to 26% in 2023, while 52% reported a high sense of safety in 2024 compared to 48% in 2023. Despite this progress, ongoing feedback indicates the need for deeper work in fostering positive peer culture, supporting BIPOC students, supporting LGBTQIA2S+ students, addressing the use of slurs, and ensuring that all students and staff feel they have valued place and purpose at Westview.

The Maple Ridge-Pitt Meadows School District vision is for "every individual to feel valued and for all learners to reach their potential". Achieving this requires physical, emotional, cultural, and identity safety. Equity and anti-racism are critical to creating learning environments where students and staff can feel brave, supported and thrive.

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

- Strengthen BIPOC student group to advise on school practices and select culturally relevant learning resources using the \$2,000 equity grant approved by the board
- Support student leadership groups (Athletic Leadership, Leadership, Wildcat Council, Pride, Marketing) to host events promoting kindness, diversity and peer community
- Encourage staff participating in late-start anti-racism professional learning
- Continue and expand teacher-led anti-racism working group
- Offer professional learning and resources on Universal Design for Learning (UDL)
- Continue administrative focus on keeping bathrooms safe and inclusive spaces for all students
- Enhance Grade 8 orientation and transition activities to build early connection
- Embed equity and anti-racism conversations in advisory classes

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

- Student Learning Survey results
- Student Voice feedback from BIPOC group
- Staff reflections
- Track office referrals for racial and anti-LGBTQIA2S+ slurs