



School: Blue Mountain Elementary

Principal: Laureen Hickey

Director/Assistant Superintendent: David Vandergugten

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

To improve student reading and math skills.

**B. Rationale**

There is ample evidence demonstrating the strong relationship between reading skills and future academic success. In addition, at our school growth planning meeting staff identified math as an equally important academic endeavour that the staff would like to target. Blue Mountain teachers and the School Assessments Report shows an increase in the number of students ‘not yet meeting’ expectations as they move up the grades from primary into intermediate in both math and reading.

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

- Create positive opportunities to promote a love of reading (joyful and recreational reading)
- Reading Simplified and other targeted reading intervention structures for at-risk readers
- Ongoing professional development to further develop our collective understanding and school structures around how to best foster a love of reading and reading acquisition for our students
- Explore math resources to support improvement in math (mathematics, math sessions with Nikki Lineham for grades 4-7, resources by Carol Fullerton, powerful and effective math literature)
- Ongoing professional development for all staff around how to best foster love of reading and math

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

- Reading benchmarks, EPRA, IRA, and other reading information to support student reading growth
- Year-end reading results from the district’s B.C. Performance Standards assessment in both reading and math for our grade 1 to 7 students.
- Observation/anecdotal reports

Principal:

Superintendent:

Board Chairperson:

Date:



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## A. Goal (One goal per page)

To improve student self regulation by helping students learn adaptive ways to manage their feelings and use pro-social behaviour.

## B. Rationale

Many staff report students from all grades having difficulty regulating their feelings, emotions, and behaviour. For Blue Mountain Elementary, self regulation ratings on the MDI last year was at 56% in Grade 4 and 37 % in Grade 7 (I can calm myself down when I am excited or upset). Staff are interested in helping students learn adaptive ways to manage their feelings and use pro-social behaviours.

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

- explore the Zones of Regulation with monthly themes centered around identifying emotions, learning about the zones, triggers, strategies, and toolboxes so that the classroom teacher teaches the zones in class, the principal reinforces the concepts of the Zones of Regulation strategies at assemblies, and parent information is sent home
- improve pro-social behaviour by utilizing the WITS program, by linking pro-social behaviour with BM's Positive School-Wide Behaviour Flowchart, and use of Wolf Paw Recognition
- Book study of 'Kids These Days' and 'Teachers These Days'

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

- Staff observation
- Student feedback
- MDI data (see an improvement in our grade 4 and 7 results specific to self regulation)

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