



School: Blue Mountain

Principal: Julie Clarke

Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

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

B. Rationale

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

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

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

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

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

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal (One goal per page)

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

B. Rationale

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

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

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

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

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

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