



School: Blue Mountain Elementary

Principal: Julie Clarke

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

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

## B. Rationale

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

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

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

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

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

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

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



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## A. Goal (one goal per page)

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

## B. Rationale

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

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

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

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

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

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

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