



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

A. Goal (one goal per page)

Our goal at Blue Mountain Elementary continues to be the social and emotional development of our students as they learn, work, and play together within the community. Building emotional resilience and problem-solving skills sets a foundation for lifelong learners and allows everyone to access their highest potential.

B. Rationale

Student readiness to learn is a key component of a successful learning community. Our intention in this area rests on the First Peoples Principles of Learning and the belief that each child has a unique story and contributes to the greater whole. We have noticed that student regulation is area of needed growth and one that requires ongoing support and teaching from staff.

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

Our strategies include:

- Prioritizing problem solving and conflict resolution in authentic and meaningful ways that bring restitution and growth
- Small groups led by teachers, education assistants (EAs), child and youth care workers (CCWs), counsellors, administrators, and inclusive education support workers (IESWs) that focus on skill building, resilience, diversity and community building
- Monthly themes that reflect our shared values such as gratitude, empathy, and kindness
- Our community social emotional learning (SEL) board supported by our school CCW that fosters questions and answers (by both students and staff) and is connected to our monthly theme
- Ongoing professional development around teaching from a trauma-informed lens and understanding that behavior is a form of communication
- Utilizing "The Den," a calming sensory space created from best practice strategies, to help students calm, manage, and learn about their nervous systems
- Creating calming spaces in classrooms and throughout the building that invite regulation (lower lighting, plants, music, and comfortable seating)
- Leadership Club for our grade 6/7s as an important aspect of our community approach
- Mentorship program with older students connecting with younger students (for play and academics)
- Using WITS (Walk away, Ignore, Talk it out, Seek help) and school-wide Zones of Regulation language and strategies
- Explicit classroom teaching instruction around brain and behavior and how we are all affected differently within a framework of neurodiversity

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

Evidence/data to show our ongoing growth in this area would include:

- Fewer office referrals
- Children solving problems in peaceful ways, both with adults and independently
- Report cards and conferences that reflect growth in self-regulation and resilience
- A school climate that is welcoming and inviting
- Continue to analyze Middle Years Development Instrument (MDI) data for areas of celebration and focus



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A. Goal (one goal per page)

Our goal is to continue to develop our literacy and numeracy frameworks through staff learning and best practice strategies that meet the unique needs of all learners at Blue Mountain Elementary (BME).

B. Rationale

Literacy continues to be an area of focus at Blue Mountain. Our assessment data drives our efforts to improve outcomes and further develop our system of interventions. We are particularly interested in developing literacy skills in the primary years and wider comprehension skills in the intermediate years. Teachers have also identified personal professional development goals around numeracy as we seek to find engaging, best practice methods for numeracy instruction.

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

The ongoing systems to promote literacy acquisition include:

- Working closely with our district literacy helping teacher to develop targeted reading groups, material selection and professional development
- Utilizing the Early Primary Reading Assessment (EPRA) and the Intermediate Reading Assessment (IRA) to help assess and guide practices
- We have created targeted reading groups for both primary and intermediate students to develop reading fluency, decoding, and comprehension
- We are using our collaboration time to set up a comprehensive system of targeted supports for primary students identified as vulnerable readers that can be implemented by both teachers and education assistant staff
- We have a "Big Buddy" reading program that pairs older and younger students together to add extra opportunities for reading practice and exposure
- BME intermediate teachers are part of the SD42 Numeracy Exploration Network as we seek to expand our knowledge and skill set in numeracy instruction
- Teachers continue to meet as grade group teams to share resources, best practice, and strategies around numeracy and literacy
- We are committed to spending our learning resource budget in alignment with the values outlined in our school growth plan goals

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

Our expectation is that we will see gains and evidence of our goals in the following areas:

- Increased excitement about reading as shown through involvement in Bookfest and literacy circles
- Report card and assessment data that reflects growth and development in literacy and numeracy
- EPRA and IRA data that reflects ongoing literacy supports