



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:



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## 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.

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