



Blue Mountain Elementary

SCHOOL GROWTH PLAN 2025/26



OUR GOAL(S)

- Blue Mountain Elementary (BME) staff wanted to strengthen numeracy and literacy instruction practices. The hope was to increase outcomes in reading and reading comprehension at both the primary and intermediate level
- BME staff also want to explore math concept retention through focused math instruction and collaboration with colleagues

OUR KEY ACTIONS

- Increased school wide literacy interventions. These included:
- Targeted one to one interventions in primary as supported by classroom teachers, education assistants, support teachers and our librarian
 - Targeted intervention groups in intermediate using Reading Simplified with a focus on comprehension skills in the classroom
 - Teachers engaged in district math supports and workshops, and collaborated in grade groups to support number sense and math fact retention

OUR SIGNS OF SUCCESS

- Primary reading interventions have shown success with many emerging students becoming developing or proficient over the course of the year
- Intermediate students are demonstrating an increase in reading comprehension skills after receiving targeted group intervention based on teacher assessments
- Teachers at BME have embraced the SD42 Literacy Guide and are utilizing it in their planning and teaching
- High engagement in teacher sponsored literacy clubs (Harry Potter, Authors corner and Reading Link)

NEXT STEPS

- BME staff are excited to explore the math resource
- Staff recognize that numeracy is an area of needed growth and attention at BME
- BME staff will continue with established literacy interventions as we now have a consistent, school wide approach that is making a difference in outcomes
- Staff would like to continue to develop artificial intelligence (AI) understanding to aid and support teaching and learning



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OUR GOAL(S)

Blue Mountain Elementary (BME) staff continued to build their commitment to being a community of care, where connection and belonging remain a priority. We wanted to foster this goal by explicitly teaching social and emotional literacies in the classroom and beyond. Our goal was that every student can list 1-2 caring adults at BME by June 2026

OUR KEY ACTIONS

- Staff explicitly taught WITS, Zones of Regulation, and MindUp in the classroom and outside at recess and lunch
- Staff sponsored clubs (Games, Authors Corner, Sketchbook Club) that include a wide range of students and build connection across the school
- Approached challenges as problem solving and connection opportunities at recess, adults saying hello to unknown students
- Ensuring every student has someone to talk to when needed

OUR SIGNS OF SUCCESS

- Students are demonstrating increased competence at solving problems in peaceful ways, which results in fewer office referrals.
- WITS and Zones of Regulation language often used by both students and staff with an increase in emotional literacy across the school
- Reports home that demonstrate student growth in self-regulation and problem solving skills
- A welcoming and joyful school climate and culture

NEXT STEPS

- BME staff will continue to build on the emotional literacy language of WITS and Zones, as well as school specific initiatives that focus on fair play, collaborative games and working as a team
- BME staff will continue to explore the work of Professor Stuart Shanker and how self-regulation can be fostered and celebrated in the school context
- Continue to collectively build a culture of belonging, ensuring every child has a trusted adult they can connect with at school