



**School:** Ecole Pitt Meadows Elementary

**Principal:** Jenn Simon

**Director/Assistant Superintendent:** David Vandergugten

**A. Goal (one goal per page)**

**School Culture and Community Building:**  
How do we create a welcoming, safe, and caring community that values diversity and supports staff and student well-being?

**B. Rationale**

At PME, we want to create a positive community for staff, students, and families. We want to ensure the school is inclusive and celebrates diversity. We want to honour and include all and we need to build this value in our students. We believe that staff and student well-being is needed to focus on teaching and learning (Maslow's Hierarchy of Needs).

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

Teach social emotional learning; focus on kindness, compassion and inclusivity. Embed social emotional learning (SEL), Indigenous Ways of Knowing, and multicultural understanding into literacy and other curricular areas. School-wide events and assemblies to celebrate diversity; multicultural week, display boards for school wide projects (Bricks for Belonging); Opportunities for students and staff to share strengths through leadership; Wellness Wednesdays; JECICs; book talks and clubs; SELO grant; share SEL lesson; staff professional-development on trauma informed practice and racial equity and inclusion.

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

Student and staff stories: more positive talk; students and staff see themselves in their community (MDI survey and satisfaction survey). Fewer interventions needed by support staff, principal/vice-principal, and parents. Fewer office referrals. Happy students and happy staff. A sense of belonging among the whole community. Kind interactions between students. Kids standing up for kids. Kids diffusing conflict situations. There is an understanding that fair is not equal. Increase ability to focus on academic learning. Create a culture and climate where it's safe to take risks, make mistakes, and try new things.

<b>Principal:</b>	<b>Superintendent:</b>	<b>Board Chairperson:</b>	<b>Date:</b>



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**A. Goal (one goal per page)**

**Literacy and Learning:**  
How do we humanize learning to ensure a genuine capacity for literacy development in all learners?  
How do we ensure all students are confident and capable readers who enjoy reading and see themselves as writers?

**B. Rationale**

Being literate is foundational to all learning; we want to support all students to become engaged, curious, and critical readers, communicators (listeners, speakers, writers), and learners. Following the pandemic, there is a noticeable decline in resiliency and independence, and an increase in student anxiety. Technology has opened doors, but also created new challenges. Many students are experiencing challenges with foundational skills such as reading, writing, numeracy, fine motor, and self-regulation. We believe literacy inspires opportunities to explore cultural and personal identity through stories. We recognize that it's important to focus on oral language, reading comprehension, decoding/phonemic/ phonological awareness, fluency, vocabulary/word study, media literacy, and reading and writing for authentic purposes.

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

- Explore ways to make learning cross-curricular, authentic, experiential;
- Make reading opportunities accessible, engaging and not stressful (Universal Design for Learning);
- Prioritize early intervention and ensure consistent support for students emerging in reading;
- Ensure alignment between resources and goals: collaborative planning and check-ins; opportunities to co-teach with district helping teachers, and others;
- Build a home and school connection through regular opportunities for families to participate in literacy opportunities. Find ways to celebrate student growth throughout the year.

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

Class reviews; use of performance standards rubrics; staff and student surveys (MDI); student engagement and attitudes towards literacy activities; reading verbal and non-verbal responses.  
In class write: compare term 1 writing sample with term 3 writing sample; find diverse ways to celebrate learning (bulletin boards, newsletters, assemblies, share stories, and winter and spring Kaleidoscope learning showcase).

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