



**School:** École Pitt Meadows Elementary

**Principal:** Kyla Cameron

**Director/Assistant Superintendent:** David Vandergugten

## A. Goal (one goal per page)

Goal 1: Focus on developing increased social-emotional learning (SEL) and resiliency in all our students.

## B. Rationale

During our September class reviews, increased anxiety, dysregulation and a fixed mindset of our students were flagged by an increasing number of our teachers.

More students are being referred to our child care worker (CCW), who also works with students around worries and anxiety.

On our Grade 4 Middle Years Development Instrument (MDI) Data, fewer of our students reported a high academic self concept than district average, and 38% of our students reported having one or fewer adult connections at school.

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

- Explicit SEL instruction in classrooms (zones of regulation, super flux, mind-up and WITS)
- Provide learning opportunities for parents (tips in weekly parent newsletters around mental health and guest speakers)
- Positive messages on daily announcements around Growth Mindset and the Power of Yet
- Provide opportunities and resources to support the Seven Grandfather Teachings
- Focus on students who seem to have few adult connections so that purposeful adult connections can be made
- Learn and celebrate diversity within our building so students increase their positive self-worth
- Joint Educational Change Implementation Committee (JECIC) on building resilience with staff

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

- Class reviews twice a year. Add a late year class review to talk about changes through the year
- Student observations
- Teacher reports to office and home
- CCW referrals



School: École Pitt Meadows Elementary

Principal: Kyla Cameron

Director/Assistant Superintendent: David Vandergugten

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

Goal 2: To improve students' reading and writing success school-wide.

**B. Rationale**

- Reading skills are the foundation for learning across subjects
- Reading and writing were noted as areas of concern at class reviews
- Increasing reading comprehension and joy of reading will lead to increased comprehension in other subjects
- BC Reading Performance Standards show more than 30% of our students are not fully meeting reading comprehension at grades 1-4.
- BC Writing Performance Standards show that at grades 1-4, more than 40% of our students are not fully meeting writing conventions and there are similar percentages for meaning.

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

- Continued focus on opportunities that increase excitement around reading (bookfest, reading link challenge, Drop Everything and Read)
- Targeted reading intervention for at-risk students
- Professional development with district literacy helping teacher and involvement on school growth planning day
- Modelling a love of reading by adults (assembly to kick off home reading, admin reading in classrooms and flashlight reading)
- Work with Aboriginal support worker (ASW) to assist students
- Use of writing rubrics and BC Performance Standards to assess student work

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

- BC Performance Standards data showing improving trends over multiple reporting periods
- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA)
- Class observations of students' engagement in reading
- Writing samples
- Classroom literacy assessments