



School: Pitt Meadows Elementary

Principal: Brandy McIntyre

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Goal 1: To continue to focus on enhancing student's resiliency when faced with worries, challenging situations and non-preferred tasks to persevere with stamina, focus and courage.

B. Rationale

During our class reviews, there was a common theme among an increasing number of students: feeling overwhelmed, having difficulty with transitions (home to school/subject to subject), and struggling to sustain focus and stamina during non-preferred tasks/subjects. There continues to be an increase in students being referred to the school counsellor, child and youth care worker, and office for support around anxious thoughts and worries and acting out due to big emotions. Our Grade 5 Middle Years Development Instrument (MDI) data shows that although 78% (43 of 55 students) participating in the MDI feel there are "a lot of good things about [themselves]," 58% (32 of 55) "feel unhappy a lot of the time," and 49% (27 of 55) "worry a lot that people may not like [them]. In our student learning surveys, 46% (29 of 63) of students don't know what to do to feel better when they are stressed.

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

- Joint Educational Change Implementation Committee (JECIC) on building resilience: offering learning opportunities to staff during meetings and Pro-D with book/strategy links to teach, use, and practice in the classroom.
- explicit school-wide teaching on 7 Grandfather Teachings and in-class workshops working alongside our Indigenous Education helping teacher to deepen student understanding, apply the teachings to their learning, and help them persevere and build resilience.
- continued learning about the Growth Mindset and how to put strategies into practice to persevere.
- continued focused learning about identity, diversity and emotions to increase student self-awareness, resiliency and self-worth
- sharing book/strategy links and learning in newsletters to invite families to enhance school learning at home
- showcase student work through school-wide opportunities to increase purpose, pride, success and celebration of hard work, practice and perseverance (e.g., Halloween Dance performances, student voice, student feedback and student leadership, school-wide gallery [art/entrepreneur/best work], and students as authors in library)
- create space and place for students and staff to practice and apply strategies (garden, sensory room, calm corners in classrooms, etc.)

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

- Class reviews 2x per year (Late September and end of February) to discuss observations of resiliency and growth mindset learning.
- Student voice and small student group conversations
- Teacher reports to office and home
- Child and youth care worker/counselling referrals/social groups
- MDI and Student Learning Survey trends in the areas of Social & Emotional Development



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Goal 2: Continue to increase academic confidence in literacy through joy and skillful practice to bolster student success in literacy (emphasis on reading).

B. Rationale

Reading skills are the foundation for learning across subjects. The widening range of abilities within each classroom, specifically in literacy, was noted during class review meetings. Grade 5 students participating in the Middle Years Development Instrument (MDI) survey show that 17% (10 of 55 students) read for fun only 1-2 times per week and 23% (13 of 55 students) never read for fun. Our BC Reading Performance Standards show that 15 students in our grade 1-3 cohort of 220 students (7%) are not fully meeting in reading with similar results in writing (17 students or 8%).

Reflections on the student learning surveys suggest that 14% (8 of 63) of students have less confidence in their progress in reading and 21% (14 of 63) have less confidence in their progress in writing. Skills and confidence in literacy are essential for student success.

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

- promote a love of reading by adult modelling and engaging in school-wide reading events (e.g., reading assemblies, reading picnic, author visits, bookfest, reading link challenge, character days, birthday books, family reading nights - 1 per term)
- celebrate 'student authors' in the library to create a visual and engaging purpose for writing and foster an interest in reading
- engage staff in the exciting exploration of evidence-based strategies from the science of reading and SD42's Reading and Thinking Process (The Active View of Reading), and offer staff the opportunity to observe colleagues within the school practicing these strategies
- collaboratively plan and develop authentic samples of work to share with students the learning goals for the end of year
- identify students who are struggling with reading at the early primary grades and support them with frequent practice in specific evidence-based strategies (teachers, education assistants, volunteers)
- facilitate EAs literacy knowledge by working with a speech-language pathologist to learn and implement daily, targeted language practice with identified students
- showcase student work in halls, school-wide gallery walks (around literacy), and students as authors in library
- home/school connection – teach students quick and fun literacy ideas to do anywhere and invite parents to enhance their child's literacy learning by sharing this information with them.

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

- Reading survey for all students (December and May) to share their feelings of literacy and how they see themselves as a reader and writer
- Review of BC Performance Standards data and report card competencies in literacy to understand the trends over multiple reporting periods
- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA)
- Class Reviews (September and end of February)
- MDI and Student Learning Survey results to identify trends