**School:** École Pitt Meadows Elementary

**Principal:** Brandy McIntyre

**Director/Assistant Superintendent** David Vandergugten

## A. Goal (one goal per page)

New Goal: To move primary students who are *emerging* or *developing* readers to *proficient* (*fully meeting expectations*) by Grade 3 through early intervention with researched, high-impact instructional 'learn to read' strategies.

New Goal: To move intermediate students who are *emerging* or *developing* readers to *proficient* (*fully meeting expectations*) in comprehension through researched, high-impact 'read to learn' strategies.

## B. Rationale

Class reviews and teacher assessments indicate significant ranges, within each class, in students "learning to read" skills (primary) and "reading to learn" skills (intermediate). Teachers noted that increasing numbers of students have learning gaps in foundational literacy skills (phonemic awareness, decoding and comprehending).
Performance Standards from June 2025 show students identified as *not yet meeting* or *minimally meeting* in reading strategies (primary), reading and comprehension strategies (intermediate):
Gr 1-3 not yet mtg in strategies 14% (33 of 239 students), minimally mtg in strategies 32%
Gr 1-3 not yet mtg in comprehension 10% (25 of 239 students), minimally mtg in comprehension 37%
Gr 4-7 not yet mtg in strategies 4% (9 of 254 students), minimally mtg in strategies 22%
Gr 4-7 not yet mtg in comprehension 5% (12 of 254 students), minimally mtg in comprehension 32%
Currently 41% (26 of 63) never read or read 1-2 times for fun and 57% (36 of 63) never do homework or only do homework 1-2 days per week.
Targeted early intervention supporting reading skills positively impacts reading progress. This would then increase the numbers of students fully meeting and decrease the number of students emerging or minimally mtg in reading, particularly as students continue through the grades.

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

*Professional Development* ~1.Celebrate/share great literacy strategies being taught within each class by using the "wisdom within the groups", 2. Review the Literacy Framework for deeper understanding, 3.Align budget priorities to support literacy goals outlined here, 4.Cover teachers so they can observe literacy lessons in other teacher's classrooms (supporting implementation of specific successful literacy strategies).
*Support Collaborative Instructional Practice* ~ 1.Provide staff requested resources for effective planning and implementation of reading and comprehension strategies eg. phonemic awareness frameworks (e.g., *Heggerty, UFLI, CBE.*) and decodable texts.
*Expand Targeted Student Support* ~ 1.Identify students who remain at emerging in literacy during the year for further targeted support (student conference reports and last years performance standards), 2.Continue to use EA"Lift-Up" time for before/after school reading groups (small-group intervention), 3.Provide education assistants (EAs) with opportunities to learn and apply literacy strategies that support classroom instruction while students are on breaks or in alternate settings, 3.Organize skill building reading sessions in library twice a week with any available non-enrolling staff 4.Promote buddy reading, family reading events, 5. Host high school volunteers for reading.
*Build Home–School Partnerships*~ 1.Share with families classroom reading strategies being taught, and at-home literacy activities that enhance lessons taught at school (through teacher updates to parents and school newsletters), 2.Send home books and suggestions of books that would enhance school learning.
*Empower Student Ownership* ~1.Support every student in setting one personalized literacy goal.

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

Using data from last years June performance standards in literacy as a baseline, we will identify students who remain at emerging or developing in literacy on conference reports at the end of term 1 (December 2025), and then end of term 2 (March 2026). At each point we will identify students remaining at emerging in literacy and review how to best use targeted reading strategies to support progress. In April/May ask for staff feedback on above literacy strategies to determine which action plans have positively impacted reading skills and ability.

| Principal: | Superintendent: | Board Chairperson: | Date: |
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## A. Goal (one goal per page)

Continued Goal - To strengthen student's resiliency so they can manage worries, persevere through challenges, and approach non-preferred tasks with focus, stamina, and courage.

## B. Rationale

Our Grade 5 Middle Years Development Instrument (MDI) data shows that although 85% (54 of 63 students) participating in the MDI have a high sense of self-esteem "a lot of things about me are good", 57% (36 of 63) "feel unhappy a lot of the time," and 56% (35 of 63) "worry a lot that other people might not like me."

Furthermore, only 38% (24 of 63) students feel confident they "can calm myself down when I'm excited or upset". 26% (16 of 63) students are not confident they have these skills.

In class reviews, coversation trends were that students were kind and eager to learn but were challenged with using tools to calm themselves and handle big emotions and anxious thoughts. In the MDI, when dysregulated, feeling upset, or sad 25% (16 of 63) students would go to an adult at school, 11% (7 of 63) don't know who to go to, and 22% (14 of 63) would handle it on their own. Students learn best when their brain and bodies are in a calm state. It is essential to help students navigate challenges and teach them tools they can use to bring their brain and bodies to a calm state in order for them to be ready to learn and remember academic information.

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

*Staff Development and Alignment* ~1.Provide in-service training on the school's selected Social-Emotional Learning (SEL) framework during staff meetings and school-based Pro-D, 2.Support consistent, common language, 3.Align budget planning to ensure resources and initiatives directly support SEL and resiliency goals.

*School/Classroom Implementation* ~ 1.Provide direct instruction in SEL and resiliency through daily classroom routines and lessons, 2. Work with our non-enrolling staff, district helping teachers to support implementation of framework and strategies, 3.Integrate First Peoples Principles of Learning to enhance regulation through connection to identity, nature, community, (e.g., connection to identity, class meetings, talking circles, outdoor learning, etc).

*Equity and Inclusion* ~ 1.Establish an anti-racism committee to facilite deeper understanding of the impact of words and actions and to ensure inclusivity and sense of belonging in the school and community, 2.Continue learning opportunities around identity, diversity, emotions, and empathy to deepen understanding of self and others.

*Student Leadership and Peer Support* ~ 1.Empower student leaders to provide input on how to strengthen resiliency across the school, 2.Offer peer mentor training so students can assist peers with problem-solving/conflict resolution at recess and lunch (common language of school's selected SEL framework would be part of the training)

*Home–School Connection* ~ Share SEL frameworks, strategies and common SEL language with families through newsletters

*Spaces for Practice and Calm* ~ 1.Continue to develop spaces where students have the opportunity and tools to regulate and reflect — such as sensory room, and calm corners in classrooms.

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

- Pre- and post-student self-assessment to see increase in percentages of students who "have strategies to calm myself" increase in percentages of students who "if stressed/worried/sad go to an adult at school" and decrease in percentages of students who "don't know who to go to" & "handle on own".
- Feedback from staff to identify if there is an increase in the use of specifically taught SEL strategies in and outside the classroom.
- See if significant increase in the areas noted above (strategies to calm and how students handle stress/sadness ) between the Jan 2025 MDI and Jan 2026 MDI (understanding it is a different cohort).

**Principal:**

**Superintendent:**

**Board Chairperson:**

**Date:**