

Centre Mountain Lellum 2026-27 School Growth Plan

School Context: Our school opened in 2022. It is located in a newer community development and serves a diverse population of approximately 700 students who speak over 30 languages. We are guided by the values identified by our school community: SIÁM - Respect and honour the people; IY, ŚKÁLEŽEN – Respect and honour self; TENEW- respect and honour place and space; and NA'TSA'MAHT – together as one. We are creating our identity in harmony with the intentional design of our building, where we are situated, and the learners and families we serve.

Student Voice: Student voice was gathered through surveys (Engagement), reflection questions (Numeracy) and conferences (Literacy). School goals were shared with the Student Advisory Council for their feedback and input. They stated that literacy and numeracy are important for their success in school (and life) so felt we should continue with those goals. As well, being a new school, they felt strongly that we continue to focus on engagement so that all students feel welcome and a sense of belonging at our school.

Goal #1: To foster a safe, welcoming, and engaging learning environment where all students feel valued, connected, and experience a sense of belonging.

Actions/Strategies:

1. **Strengthen Cross-Grade Family Groups**
Continue to refine and expand our Family Group model by providing regular opportunities for students to build meaningful relationships across grades, develop school connectedness, and strengthen connections with peers and caring adults through collaborative activities, celebrations, and service opportunities.
2. **Continue Engagement Goal Working Group**
Maintain an Engagement Goal Working Group that regularly reviews student voice and engagement data, reflects on school-wide practices, recommends strategies, and supports the implementation of initiatives that strengthen belonging and connectedness.
3. **Enhance Student Voice**
Provide meaningful opportunities for students to share their experiences and help shape school improvement through fall and spring engagement surveys, our video announcement system 'The Hibernation Station', the development of a Grade 8 Exit Survey, student leadership opportunities, and ongoing feedback throughout the year.
4. **Promote Inclusive Participation**
Increase opportunities for students to participate in extracurricular activities, clubs, leadership opportunities, spirit events, and school-wide celebrations, with a focus on reducing barriers to participation and increasing connections for students who may be less engaged.
5. **Celebrate Student Strengths and School Values**
Continue to recognize and celebrate students who demonstrate our school values through ROAR recognition, assemblies, classroom celebrations, and other opportunities that reinforce positive relationships and a culture of belonging.
6. **Strengthen Relationships and Early Intervention**
Continue to monitor attendance and other indicators of student engagement to identify students who may be becoming disconnected from school. Collaborate with families, school teams, and community partners to provide timely, relationship-based support.

Data/Evidence of Impact:

- Comparison of fall and spring Student Engagement Survey data, with a focus on belonging, safety, student voice, and connection to trusted adults.
- Grade 8 Exit Survey data on students' sense of belonging, connectedness, and overall middle school experience.

- Increased participation and connectedness through Family Group activities, clubs, leadership opportunities, athletics, and school-wide events.
- Improvement in student attendance and reduction in chronic absenteeism for students identified as requiring additional support.
- Student Learning Survey data on belonging, connection to adults, and feeling safe at school.
- Office behaviour and engagement data, where appropriate, to identify trends in student connectedness and school climate.
- Anecdotal stories and qualitative feedback from students, families, and staff demonstrating increased belonging, engagement, and positive school culture.
- What success looks like:
 - Measurable improvement from fall to spring in survey responses related to belonging, safety, student voice, and connection to a trusted adult.
 - Increased participation in Family Groups, clubs, leadership, athletics, and school-wide activities compared with baseline participation data.
 - Improved attendance and reduced chronic absenteeism among students identified as requiring additional support.
 - Grade 8 Exit Survey results show that most students feel connected to the school and report a positive middle school experience.
 - Qualitative feedback provides specific examples of students feeling welcomed, valued, and connected.

Goal #2: Strengthen students' number sense (focus on basic facts – multiplication/division)

Actions/Strategies:

1. Continue with Numeracy Goal Working Group to guide assessment and data collection plans, recommend strategies, and support implementation of strategies
2. Administer common assessment tool 4 times a year (September, and end of terms) - students and teacher track growth over the year
3. Numeracy Intervention – based on September assessment, Learning Support teachers provide short-term intervention with students not yet proficient in the 'anchor' facts
4. Provide professional learning (with Jeannie DeBoice) for Learning Assistance teachers to deliver intervention
5. Classroom teachers continue explicit instruction of basic facts strategies in class
6. Students create their own 'Basic fact cards' for the facts they still need to master
7. Numeracy Goal Working group to Support explicit Number Talks routines in classes - gather resources/slides/scripts, as well as games to practice basic facts

Data/Evidence of Impact: *Describe what comparative data sources and evidence you will use to demonstrate a desired impact on student success. How will you know?*

- Track growth over the year with the four assessments – both students and teachers
- Ask students, "How do you feel about your progress with multiplication facts compared to beginning of the year?"
- Anecdotal observations made by teachers
- What success looks like:
 - Students seeing personal growth in their basic facts – both in score and timing
 - Measurable improvement in subsequent assessments from baseline data – by grade and by categories of: anchor facts, and all facts 1-10

Goal #3: Strengthen Student Reading Fluency and Comprehension

Actions/Strategies:

1. Continue with Literacy Goal Working Group
2. Professional Learning for Staff with a focus on comprehension strategies
3. Use School wide assessments (ORF and DART) with feedback and reporting to staff
4. Implement targeted interventions (reading groups, phonics, comprehension strategies)

5. Provide explicit instruction
6. Resource supports

Data/Evidence of Impact:

- ORF assessment (Sept, Feb, June) - measurable improvement from fall to spring
- Reading comprehension assessment (Sept, Feb, June) - measurable improvement from fall to spring
- Anecdotal evidence (ongoing)
- Teacher feedback (Feb, June)
- Student feedback (June)

2025-26 Reflections: *Provide a brief overview of the 2025-26 continuous improvement process at your school. How has this experience informed and influenced the 2026-27 school growth plan?*

Engagement:

Throughout this school year, our Engagement Goal Team worked collaboratively to strengthen student belonging, connection, and engagement. Key initiatives included the implementation of cross-grade Family Groups, expanded opportunities for student voice, school-wide recognition of our values, and ongoing review of engagement data. The process reinforced the importance of sustained, relationship-based work and informed our focus on refining these systems, increasing student voice, and using multiple sources of evidence to guide continuous improvement in 2026–27.

Numeracy:

Teachers attended a professional learning session with Jeannie DeBoice the first week of September focusing on learning strategies to explicitly teach the basic facts in multiplication. Every classroom teacher did a Basic Facts assessment in the fall to help guide their instruction. We collected data on how many students at each grade had their basic facts mastered. Teachers implemented explicit instruction of basic facts, and some used Number Talks routine. During the year, teachers wanted more ideas for teaching basic facts, so Jeannie DeBoice came on the April Pro D Day to teach games and additional strategies to interested teachers. All classroom teachers administered the same assessment at the end of May. Growth was seen for all students on their ‘anchor’ facts (Gr. 6: 87%, Gr. 7: 83%, Gr. 8: 71%), and while mastery of all the basic facts increased (some grades doubled), the group acknowledged a need to continue to focus on this goal to increase the number of students who have mastered all the basic facts (1-10) so we agreed to continue with the same goal.

Student Reflections: *“I got better but need to work on 6-9 facts”; “I have gotten faster”; “I feel more confident with the basic facts now.”*

Literacy:

This year, the Literacy Working Group established school-wide literacy assessment practices by implementing Oral Reading Fluency (ORF) assessments for all students. This enabled us to provide staff with data at the beginning, middle, and end of the year, allowing us to identify literacy trends and monitor growth in students’ oral reading proficiency over time and report back to staff. In addition, we successfully implemented targeted phonics intervention groups (A, B, and C) to provide differentiated support for vulnerable learners and strengthen foundational literacy skills. We also piloted comprehension assessments in February and June to better understand students’ comprehension development across a range of skills, from locating explicit information in text to demonstrating deeper and more critical thinking about meaning and interpretation. These results have informed ongoing professional conversations around effective instructional and assessment practices in reading comprehension, with the goal of embedding these approaches into our school-wide pedagogy and literacy framework. This is the focus of our goal for the 2026-27 school year.

Student feedback

“My reading has gotten faster, and my understand is getting there but I still have a lot to learn.” Grade 6 student
“It’s been better and I’ve improved reading out loud. Instead of being stuck on a word I feel like I’ve been able to figure it out easily” Grade 7 student

"I have gotten better at reading out loud because I have been practicing at school and at home and working on my lisp." Grade 8 student

Communication Plan:

Our plan to how we will share the progress towards our goals with students, staff, and families:

- Hibernation Station (Students and Staff)
- Leadership Team and Staff Meetings (Staff)
- Bimonthly Family Newsletter (Families)
- Information posted at Student-Led Conferences, Meet the Teacher, and other Community Connection Opportunities (Students and Families)
- Ongoing Student Reflection - Literacy/Numeracy (Students)
- School-wide Events and Meetings – Engagement (Students and Staff)
- Digital Artifact Sharing Growth (All)