

Centre Mountain Lellum 2025-26 School Plan

School Context: Centre Mountain Lellum Middle School is situated on Coast Salish Territory and was gifted its name by a local nation. Centre Mountain is a place where communities come together, and ‘lellum’ meaning “place of learning”. The school opened in Nov. 2022 and is located within a newer community development. We serve a diverse population of over 700 students who speak over 31 languages.

Guided by the values identified by our school community: **SIÁM** -Respect and honour the people; **IY, ŠKÁLEZEN** – 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. In alignment with our place: the path between the neighbouring elementary school as the river that connects us, surrounded by the strength of the arbutus tree, the rocky landscape, the salmon that sustains us, and the bear who travelled through this area, we are the Centre Mountain Lellum Bears.

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: *Provide some strategies you will pursue and actions you will be taking toward this goal.*

- **Create cross-grade ‘family groups’**
Inspired by our place, we will develop cross-grade ‘family groups’ named after beings from the sea, land, and sky to foster a sense of belonging and inter-connectedness for all students.
- **Create ‘Engagement Goal Working Group’**
Invite interested staff to come together to focus on this goal, suggest ideas/actions/strategies, share with wider staff, support implementation of ideas.
- **Attendance Monitoring and Support**
Develop a system to monitor and track attendance. Identify and support students and families with school and outreach supports.
- **Offer Diverse Learning Opportunities**
Seek opportunities and support staff in learning and implementing diverse learning experiences for students: ex. place-based learning, outdoor learning, experiential learning, cultural presentations and events, extracurricular and club offerings.
- **Represent Student Diversity**
Celebrate the diversity of our students’ cultures in visual displays, special events, at assemblies. Commemorate and educate about cultural aspects of our student population.
- **Connect with Community**

Seek connections in community to create relationships within our neighbourhood through community organizations, neighbourhood organizations, individuals/families. Seek opportunities for service learning within the community.

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?*

- Increased connectedness among grades through Family group activities
- Improvement in student attendance for those identified
- MDI survey data on belonging, connection to school, connection to community
- Student Learning Survey data on belonging, connection to adults, feeling safe
- Anecdotal stories from students, families, staff

Goal #2: Strengthen students' number sense, starting with basic facts (multiplication and division)

Actions/Strategies: *Provide some strategies you will pursue and actions you will be taking toward this goal.*

- **Professional Learning for staff**
Provide/support professional learning for all teaching staff and some EAs on explicit teaching strategies for basic facts of multiplication and division. (Former Numeracy Coordinator, Jeannie DeBoice, coming Sept. 3)
- **Create Numeracy Goal Working Group**
Invite interested staff to come together to focus on this goal, suggest ideas/actions/strategies, share with wider staff, support implementation of ideas.
- **Daily Number Sense Routines**
Embed daily number sense routines in all grades, such as Number Talks and Math Games that focus on basic facts of multiplication and division.
- **Using Assessments to Guide Learning**
Implement pre and post basic facts assessments so students monitor their progress, become aware of their mastery of basic facts, and teachers use this to guide their instruction. Utilize a student self-assessment tool so students become self-regulated learners in their mastery of basic facts.
- **Explicit Instruction in Basic Facts**
Use explicit instruction in teaching strategies for learning the basic facts in a developmental progression.
- **Resource Support**
Purchase resources needed to support teaching and learning of the basic facts and to support explicit instruction, Number Talks and Math Games.

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?*

- Basic facts pre and post assessments
- Student self-assessment of number sense
- Growth in Student Learning Updates of Math proficiency

- Teacher observations of students' basic facts proficiency and mastery

Goal #3: Strengthen students' reading comprehension across the curriculum.

Actions/Strategies: *Provide some strategies you will pursue and actions you will be taking toward this goal.*

- **Create Literacy Goal Working Group**
Invite interested staff to come together to focus on this goal, suggest ideas/actions/strategies, share with wider staff, support implementation of ideas.
- **Professional Learning for staff**
Continue engaging with Literacy Project supported by Curriculum Transformation Team to build capacity among staff in the areas of reading fluency and reading comprehension strategies across all learning areas.
- **Utilize School-wide Assessments**
Administer reading screener tools and assessments (ex. ORF or others TBD) in the fall to identify students requiring intervention; follow up with winter and spring assessments to monitor progress and guide instruction.
- **Implement Targeted Interventions**
Collaboration between classroom teachers and LA/IS teachers to schedule and implement tiered interventions based on assessment results.
- **Provide Explicit Instruction in Reading comprehension**
In collaboration with classroom teachers and LA teachers, provide explicit instruction in reading fluency and comprehension strategies such as partner reading, paragraph shrinking, vocabulary across all curricular areas.
- **Resource Support**
Align budget spending with reading goal to ensure we have a variety of diverse and engaging texts accessible to all learners.

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?*

- Improvements in assessment (ORF or other assessments TBD) fall, winter, spring
- Growth in Student Learning Updates of ELA proficiency over the year
- Student Learning Survey data – how they see themselves improving in reading
- Classroom teacher and LA/IS teacher observations and anecdotal stories