

**School** Ocean Grove Elementary School

**“A goal without a plan is merely a wish.”**

Antoine de Saint-Exupery

### School Story

**Ocean Grove continues to work towards building a common sense of purpose and teamwork. For the 2025-2026 school year and beyond, staff overwhelmingly feels that our focus should be on social emotional learning, building community, and student engagement in literacy and numeracy.**

**Ocean Grove Values:**

- Honouring diversity and individuality, enabling success for all learners.
- Providing a safe and healthy learning environment by encouraging wellness through mental and physical health, and social-emotional learning.
- Creating a caring, respectful, equitable, inclusive, and supportive learning community.
- Engaging students in their learning by providing meaningful, place-based, hands-on, inquiry based, challenging, and fun learning opportunities.
- Embedding Indigenous ways of knowing within our teaching and learning.

### Goal #1

*What specifically are you trying to improve? Who benefits from choosing this goal? Have all learners in your school been considered in developing this goal? What connections to the strategic plan do you see? Are there interconnections?*

To improve literacy skills for all students in reading and writing through increased student engagement.

### Reflection

This goal reflects all students at Ocean Grove. We believe strong reading and writing skills will increase students' success in all areas of curriculum and increase students' abilities to pursue their passions. All three District Priorities with this goal:

**District Priority** – Honour Indigenous world views and perspectives. Using the First Peoples Principles of Learning and incorporation of Indigenous ways and doing through rich literature and culture, our students and staff will continue to grow and learn about the culture and contribution of Indigenous people.

**District Priority** – Student-Centered Learning Environments. By working as a team with the mindset that all our students are capable and by working together on the Science of Reading, we will learn from each other and share our knowledge and strategies with our students.

**District Priority** – Improve student achievement. With increased capacity in reading and writing, our students will experience growth in all areas and we can clearly articulate next steps for students.

### **Rationale**

*Why have you chosen this goal? What quantitative or qualitative data leads you to this goal? How do you know this goal should be a priority? How does equity for all learners inform your goal? How is this goal different or build on what you have been doing?*

Students will benefit from this goal as having strong reading and writing skills will increase success at school in all subject areas and life chances for students in all areas. Our DIBELS data demonstrates that we need to remain focused on literacy. Using this data alongside teacher assessments and observations allows us to utilize our resources effectively and measurably to ensure that we are making progress for every student attending Ocean Grove Elementary School. In doing this, we feel we are ensuring an equitable process is occurring and that all students will experience success and growth at different rates and time, which draws upon the principle that learning involves patience and time.

### **Reflection**

### **What would success look like?**

*What data, both qualitative and quantitative, will tell the story of success? Use concrete and specific language as opposed to general and abstract. i.e., students' attendance has increased by 10% (concrete/specific) vs student engagement (general/abstract).*

Each division will know by the end of October what areas of growth to focus on and develop strategies to implement to increase student success. We are setting a target of increasing student achievement by 10% from the September baseline data when we do the mid-screen in January. In addition, all students who are emerging will be monitored and extra supports and a plan will be developed if deemed necessary. This process will be repeated after the mid-screen. We have set a target to improve student growth by another 10% from the mid-screen January data.

Mid-Screener will show growth in identified areas, and each division will reassess learning focus areas in reading based on these results. Students who are still emerging will have extra support and strategies in place.

Prior to each formal report, staff will complete reading assessments and compare this data with their observations and conversations, which should ensure accurate reporting and identification of next steps in literacy.

Our first school wide write will be completed by the end of November 2025 and assessed with the performance standards. Identified areas of growth for each division in writing will be identified and supported by the end of January 2026.

### **Action and Monitoring plan**

*With the end in mind identify specific steps such as assessments, class reviews, processes, interventions, accessing coordinators, gathering resources and timelines that are needed to achieve your goal. What professional learning is required by school staff, inclusive of all staff? How will you know you are on the right track to achieving your goal? How will you measure your pace? What specific processes will you use to monitor your plan?*

#### Action Plan:

- DIEBELS assessment in September/January/June. This data will be used to develop a plan for each class and identify resources needed. This will be supported by LST.
- Continue to develop resources to assist in identified areas of growth. A tremendous amount of work went into this last year and teachers are using these resources to improve student literacy skills.
- Develop process for school wide write and implement by November 2025. This will be assessed with BC Performance Standards.
- Each class will use the data from the write to focus on areas of growth and identify resources needed. We will complete one more school wide write before the end of May, 2026.
- This data will be available prior to class reviews to help allocate resources within the school.
- Continue to use second staff meeting each month to focus on professional growth in response to our data in these areas, as well as a growth mindset for the entire school community at Ocean Grove Elementary School.

#### Reflection

#### Goal #2

*What specifically are you trying to improve? Who benefits from choosing this goal? Have all learners in your school been considered in developing this goal? What connections to the strategic plan do you see? Are there interconnections?*

To improve numeracy skills for all students through increased student engagement.

#### Reflection

We believe strong numeracy skills will increase students' success in all areas of curriculum and increase students' abilities to pursue their passions. All three District Priorities apply with this goal:

**District Priority** – Honour Indigenous world views and perspectives. Using the First Peoples Principles of Learning and incorporation of Indigenous ways and learning traditional ways of units and measurement.

**District Priority** – Student-Centered Learning Environments. Working as a team to assess where our students are at in their numeracy skills will allow us to teach and engage students in their next steps. We believe working together as a staff with consistent and flexible strategies will allow students to show what they know in different ways. Our hope is that this will increase student engagement and success in numeracy.

**District Priority** – Improve student achievement. With increased capacity and confidence in numeracy, all our students will experience growth in numeracy, and we can plan next steps for students as they develop and refine their skills in numeracy.

#### Rationale

*Why have you chosen this goal? What quantitative or qualitative data leads you to this goal? How do you know this goal should be a priority? How does equity for all learners inform your goal? How is this goal different or build on what you have been doing?*

Students will benefit from this goal as having strong numeracy skills will increase their confidence at school in all subject areas and life opportunities for students in all areas. Using district data, alongside teacher assessments and observations, allows us to utilize our resources effectively and measurably to ensure that we are making progress for every student attending Ocean Grove Elementary School. In doing this, we feel we are ensuring an equitable process is occurring and that all students will experience success and growth at different rates and time, which draws upon the principle that learning involves patience and time.

### Reflection

### What would success look like?

*What data, both qualitative and quantitative, will tell the story of success? Use concrete and specific language as opposed to general and abstract. i.e., students' attendance has increased by 10% (concrete/specific) vs student engagement (general/abstract).*

We will plan to assess our students in their numeracy skills by the end of October. This year the district will be encouraging teachers to use a newly created numeracy assessment to gather this data. We will collect the data and decide our next steps from there. Historically, our focus has been on number sense at the beginning of the year as many concepts build upon these foundational skills.

### Action and Monitoring plan

*With the end in mind identify specific steps such as assessments, class reviews, processes, interventions, accessing coordinators, gathering resources and timelines that are needed to achieve your goal. What professional learning is required by school staff, inclusive of all staff? How will you know you are on the right track to achieving your goal? How will you measure your pace? What specific processes will you use to monitor your plan?*

#### Action Plan:

- Assess students in numeracy skills in September. This data will be used to develop a plan for each class and identify resources needed. This will be supported by LST.
- Continue to develop resources to assist in identified areas of growth in numeracy skills.
- Develop continuum for number sense and identify students who may require extra support in this area.
- Each class will use data from the numeracy assessments and plan accordingly.
- This data will be available prior to class reviews to help allocate resources within the school.

### Reflection

### Goal #3

*What specifically are you trying to improve? Who benefits from choosing this goal? Have all learners in your school been considered in developing this goal? What connections to the strategic plan do you see? Are there interconnections?*

Students will feel a sense of belonging, including feeling safe and secure as part of our school community.

### Reflection

**District Priority** – Honour Indigenous world views and perspectives. Students can recognize and explain, at their level, the consequences of their actions, both positive and negative. (First Peoples Principles of Learning).

**District Priority** – Student-Centered Learning Environments. Connecting learning outcomes and goals to students' family, culture, and interests when applicable.

**District Priority** – Improve student achievement. With increased sense of belonging and feeling of safety, students will be engaged in their learning and take risks in trying new things.

### Rationale

*Why have you chosen this goal? What quantitative or qualitative data leads you to this goal? How do you know this goal should be a priority? How does equity for all learners inform your goal? How is this goal different or build on what you have been doing?*

When students are feeling a sense of belonging, safety, and security, they will be able to put forth their best effort. Developing their personal and social competencies at grade level will allow students to have the confidence to solve problems in and outside of the classroom and see different perspectives.

### Reflection

### What would success look like?

*What data, both qualitative and quantitative, will tell the story of success? Use concrete and specific language as opposed to general and abstract. i.e., students' attendance has increased by 10% (concrete/specific) vs student engagement (general/abstract).*

Students would be able to solve problems on their own and know when to seek assistance from a trusted adult. Students would be observed solving problems in the classroom and on the playground using empathy and kindness to self and others. This would be reflected in a decrease in office referrals and on student self-assessments. For the 2025/2026 school year we will collect baseline data and set targets in identified areas of growth.

### Action and Monitoring plan

*With the end in mind identify specific steps such as assessments, class reviews, processes, interventions, accessing coordinators, gathering resources and timelines that are needed to achieve your goal. What professional learning is required by school staff, inclusive of all staff? How will you know you are on the right track to achieving your goal? How will you measure your pace? What specific processes will you use to monitor your plan?*

**Action Plan:**

- Develop a consistent and student friendly rubric that outlines our expectations for students at Ocean Grove.
- Have grade 5 students develop skits for school assemblies that model these expectations.
- Continue to develop resources to assist in identified areas of growth supported by lessons from our school counselor.
- Have students do a self-assessment of their personal and social competencies and compare them with teacher observations by the end of October.
- Create opportunities for us to come together as a school to build a sense of community.
- Gather data from class reviews to look for themes and areas of strength and for areas of growth.

**Reflection**

**Communicating the plan to your school community**

*How will you be communicating your plan with all school stakeholders? (Staff meetings, parents, PAC, students, community). What will consultation look like with the school stakeholders?*

This plan will be communicated to:

- Ocean Grove Staff
- Ocean Grove PAC
- School District Staff who can offer support and guidance throughout the process

**Reflection**

**Principal Signature:** \_\_\_\_\_

