

# Peter Ewart Middle School



## Action Plan for Learning 2025-26

<https://www.sd35.bc.ca/pems>

### SCHOOL VISION/MISSION:

Improve student learning through meaningful relationships, connectedness, and compassionate environments of care. - Every aspect of Peter Ewart Middle School's design supports the unique developmental needs of adolescents. This helps to create an inclusive school culture focused on the belonging and value of all.

An inclusive community where relationships are nurtured, courage is celebrated, integrity is built, and excellence is pursued.

Believe in your abilities. Belong to your community. Be Better than you were yesterday.

### SCHOOL GOALS:



#### INTELLECTUAL DEVELOPMENT:

To improve student literacy achievement in non-fiction and numeracy awareness using the structures of the Middle School philosophy.



#### HUMAN & SOCIAL DEVELOPMENT:

To cultivate a strong sense of belonging for all students by intentionally fostering meaningful connections throughout the school community using the structures of the Middle School philosophy.



#### CAREER DEVELOPMENT:

To empower all learners to explore their unique strengths, interests, and aspirations through meaningful career education experiences using the structures of the Middle School philosophy.

### RESOURCES TO SUPPORT OUR WORK:



#### KEY RESOURCES & ANCHOR DOCUMENTS

- The following elements guide our action plan goal:
  - o Ensoulng Our Schools
  - o First Peoples Principles of Learning
  - o RTI, UDL and PLCs
  - o CAST Universal Design for Learning Guidelines
  - o The Langley School District's Framework for Teaching and Learning
  - o The Langley School District's Strategic Plan and Framework For Enhancing Student Learning
  - o Langley Middle School Pillars and Core Values
  - o Peaceful Schools
  - o The 4 Critical Questions of PLCs:
    - 1)What do we want the students to know?
    - 2)How will we know when they have learned it?
    - 3)What will we do if they have not learned it?
    - 4)What will we do if they have learned it?

### UNIFIED ACTIONS:

Our Intellectual Development targeted actions focus on literacy and numeracy. Literacy initiatives include tiered interventions using the RTI model, culturally responsive literature, Indigenous language and storytelling projects, and common assessments like DIBELS. Numeracy actions emphasize curriculum alignment, Indigenous contexts, and consistent assessments to identify and support learners, especially those with IEPs or Student Support Plans.

The Human & Social Development section prioritizes social-emotional learning through trauma-informed practices, Peaceful Schools goals, and programs like Character Strong and WEB mentorship. The school fosters a culture of care and connection, ensuring every student has a trusted adult advocate. Initiatives such as the Raven's Nest and Aboriginal Education Program support emotional safety and identity development.

Career Development aims to empower students by integrating career exploration into advisory blocks, expo classes, and leadership programs. The plan emphasizes reflection, identity, and goal setting, guided by the First Peoples Principles of Learning. Students engage in activities that connect personal strengths to future aspirations, supported by professionals and inclusive programming.

Finally, the plan's Systems & Structures ensure equitable access through collaborative class-building, transition planning, and data-informed instruction. Emphasis is placed on supporting priority learners through aligned curriculum, professional development, and community partnerships.

### ADDITIONAL INFO:

- Research is clear that an increase in student engagement leads to higher achievement. Dr. Kim Schonert-Reichl's research indicates that a sense of belonging has a direct correlation with student achievement. In this research, it has been found that there was an 119% increase in academic standings when there was a focus on the power of belonging and meeting adolescent social emotional needs.
- Research from Ensoulng Our School's Jennifer Katz indicates that a sense of belonging has a direct correlation with student achievement by 139%.
- Promoting a school culture of care with a focus on building connections is crucial to adolescent engagement through a trauma informed lens. A safe, positive, and vibrant culture driven by the needs of middle years students increases their engagement, leads to more instructional innovation, and develops parent involvement in a meaningful way. Understanding trauma and the effects on the brain and behaviour are imperative in creating inclusive, compassionate classrooms where each and every student and staff members feels sense of belonging. All of these factors have a positive impact on our students' achievement.
- Our focus will remain on the environment section of the Framework for Teaching and Learning with a focus on creating a sense of belonging for all.