



School: Albion Elementary
Principal: Tanya Dailey
Assistant Superintendent: David Vandergugten

A. Goal

Goal1: Literacy

How do we continue to support students so they become successful readers and writers?

B. Rationale

With the opening of c̄asq̄enele and a number of our students transferring to the new school, we felt it was important to take time to review our literacy data. The data collected indicated that although we had been focusing on our students and their ability to become successful readers and writers, the area of writing was something that needed further focus.

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

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| <ul style="list-style-type: none"> • During class reviews, review literacy data of individual students to be shared with classroom teacher. Discussions to occur between the classroom teacher and support teacher to ensure that there are learning plans focused around those students who are <i>not yet meeting</i> or <i>minimally meeting</i> expectations in reading and/or writing • Promote literacy stations in both primary and intermediate classes • Use of writing rubrics and performance standards to consistently assess student work • Focus on style of writing • Work with Aboriginal Education teacher and Aboriginal support worker to further support at -risk students • Co-teach writing with other teachers • Use of Adrienne Gear “Writing Power” • Pro-D around writing • Author visits • Provide technology for those with written output difficulties | <ul style="list-style-type: none"> • Continue to provide students with lots of choice around reading • Create student writing portfolios • School-wide write in fall and in the spring • Continue with Intermediate Reading Assessment and Early Primary Reading Assessment in fall and spring • Provide students with time to just write • Share student writing at assemblies and through newsletters • School Growth Plan discussions at staff meetings around reading and writing • Providing teacher collaboration time with a reading and writing focus • Parent education about reading and writing and how to support these at home • Invite district helping teachers to provide “lunch and learns” around reading and writing topics. • Student/teacher book club |
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D. Evidence / Data (How will you measure success?)

- Ongoing use of the Reading and Writing Performance Standards Early Primary Reading Assessment and Intermediate Reading Assessment
- Spring assessments
- Report card tracking of students who are *not yet meeting* or *minimally meeting* in reading and writing from 1st and 2nd term report cards

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal

Goal 2: Social Emotional Learning (SEL)
 What can we do to increase the well-being of our students?

B. Rationale

Based on the information gathered from the Middle Years Development Instrument (MDI), Student Learning Survey, the spring district assessment report and staff observations and wonders, we saw that there was still a need to increase the well-being of our students.

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

- Provide learning and staff sharing opportunities around the following staff-generated questions:
 - Relieving Stress/Worries & Building Resiliency** (What can we do, as adults to relieve the stress that kids are feeling? How can we work to decrease worries and increase resiliency and perseverance in positive and constructive ways?)
 - Physical Well-Being** (How can we educate our students and families about the importance of sleep and healthy eating? How can we set up our classrooms/shape the day to address feelings of tiredness?)
 - Belonging/Community** (How can we ensure that students in our classroom feel like they belong at school? What can we do to build better connections and more trust with our students?)
- Use of SEL programs in the classrooms (Mind Up, Roots of Empathy)
- Professional development and resources to support the Mind Up program
- Educating parents about SEL (guest speakers, newsletters, PAC meeting)
- Work closely with the Youth and Child Care Worker and school counsellor
- Have students self-reflect more regularly on the Core Competencies
- Onward Staff book club to help promote staff well-being
- Begin staff “Monday Morning Mindfulness”
- Incorporate mindfulness into staff and PAC meetings
- Build a school “Green Room” to help students with self-regulation
- Create school-wide multi-age groupings
- Survey students (possibly through a student forum) around the topics of building better connections and developing more trust with the adults in the building
- Survey students about healthy eating and best ways this can be supported
- Identity Day in January

D. Evidence / Data (How will you measure success?)

- MDI and Student Learning Survey Albion Student Survey
- Student interviews

Principal:

Superintendent:

Board Chairperson:

Date: