



School: Albion Elementary

Principal: Tanya Dailey

Assistant Superintendent: David Vandergugten

A. Goal

Literacy: How do we continue to support our students to become successful readers and writers.

B. Rationale

According to our district data and the discussions that occur at our class reviews, there are a high percentage of students in our primary grades who are NYM or MM in reading. We also notice that in review of the intermediate data the number of students NYM is reduced, however the number of students who are MM in reading and writing still remains quite high as we are not seeing much of an increase in students fully meeting expectations.

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

- During class reviews review literacy data of individual students to be shared with CT. Discussions to occur between the CT and ST to ensure that there are learning plans that focus on those students who are NYM or MM expectations in Reading and/or writing.
- Continue to support teachers in developing strategies to meet the inclusive needs of all their students
- Use of writing rubrics and performance standards to consistently assess students work
- Begin to build program consistency and continuity that specifically address deficits in reading and writing
- Work with AbEd teacher and ASW to further support at risk students
- Provide the reading intervention program Reading Simplified for our students who are really at risk, apply for a JECIC
- Work with district literacy helping teacher
- Provide professional development and offer collaboration time for teachers around the topics of reading and writing
- Support literacy centers/Daily Five
- Make literacy fun (games, centers, choices, relevant books, or activities)
- Provide book tasting events to help kids expand their interests and awareness of what literature is available to them
- Provide technology for those with written output difficulties and those who need support with reading
- Continue to provide students with lots of choice around reading (expand selections for literature circles)
- Participate in school teams around the topic of writing
- Create student writing portfolios
- Continue with IRA and EPRA in fall and spring
- School growth plan discussions at staff meetings around inclusive practices of teaching reading and writing (share information from school team discussions)
- Provide parent education about reading and writing and how to support these at home

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

- District performance standards assessment reading and writing data

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Board Chairperson:

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A. Goal

Social Emotional Learning: How do we continue to support the well-being and sense of belonging of our students and staff this year?

B. Rationale

The global pandemic seriously impacted everyone's overall well-being and sense of belonging as the last 20 months have been very difficult on our staff and students. There has been impacts on student self-regulation, optimism, empathy, absence of worries, and overall relationships with others. According to the 2020/2021 MDI data, at the Grade 4 level 47% of our students and at Grade 7 level only 29% of our students were identified as thriving.

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

- Support the use of SEL programs in the classrooms (Mind Up, Roots of Empathy, Zones of Regulation, WITS)
- Professional development and resources to support the Mind Up program
- Participate in the EASE training through Healthy Minds BC
- Educating parents about mental wellness (anxiety/resilience) with 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
- Incorporate brain breaks and body breaks into the daily schedule
- Learn about and celebrate the variety of different cultures that make up our school community (for example: participation in Diwali, Black History month, Ramadan)
- Provide opportunities for students to connect with one another (buddies, peer leadership)
- Provide opportunities for students to get involved at school (running club, open gym, leadership, teams sports)
- Participate in school teams Indigenous Knowledge
- Incorporate topics of diversity, equality, and inclusion into monthly assemblies and staff meetings
- Guest speakers from Family Development Center to come in and work with the students on the topics of anxiety and building resiliency
- Weekly conversations with SBT to share and discuss students who are struggling emotionally
- Increase amount of play time outside
- Staff JECIC on supporting student behaviour
- Application for staff SELO grant for staff wellness (Wellness Wednesday)
- Share self-care strategies in the staff weekly memo
- Staff exercise group meeting in gym after school
- Self-care discussed at monthly staff meetings
- Virtual opportunities for staff to attend virtual social workshops (sign painting, guest speakers)

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

- Attendance of students and staff
- MDI and Student Learning Survey (percentage of students thriving will improve)
- Staff and student interviews

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