



School: Albion Elementary

Principal: Tanya Dailey

Assistant Superintendent: Jovo Bikic

A. Goal

Social Emotional Learning: To further support the development of resiliency in all of our students.

B. Rationale

According to the MDI data from both the 2020/2021 and the 2021/2022 school year and through staff observation, the number of referrals to the school counselor and to the school childcare worker found a high number of students identify as being worried and anxious. In review of just the Grade 7 MDI data there is also a high absence of happiness and optimism.

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, Zones of Regulation and WITS)
- Intentionally teach self-regulation strategies
- Teach to the student, not the grade (teach student's where they are)
- Do regular classroom emotional check ins
- Provide staff with professional development and resources to support the Mind Up program, the topic of trauma and the 7 Grandfather Teachings
- Have SBT identify the students who require additional adult connections and pair staff up with these students so that purposeful connections can be made.
- Enable students to individually regulate in an effective way and recognize individual sensory needs
- Provide choice for our students in how they demonstrate their learning (hands on learning)
- Educate parents about Mental Wellness (anxiety/resilience) with guest speakers, newsletters, and PAC meeting
- Work closely with the CCW, ASW and school counsellor
- Incorporate Brain Breaks and Body Breaks into the daily schedule
- Ensure that each child's culture is represented in the school and classroom
- 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, extra-curricular activities)
- Participate in school teams Indigenous Knowledge
- Celebrate individual difference through the celebration of a Me Day
- Incorporate topics of diversity, equality and inclusion into staff and class discussions
- Guest speakers from Family Development Center to come in and work with the students on the topics of anxiety and the further development of resiliency skills
- Weekly conversations with SBT to share and discuss students who are struggling emotionally
- Staff JECIC on Start Here, Start Now

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

- Tracking the number of referrals to school counselor and our CCW for supporting students around the topic of anxiety.
- MDI and Student Learning Survey

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Board Chairperson:

Date:



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A. Goal

Literacy: How do we support our students to become better readers and writers?

B. Rationale

According to our 2021 and 2022 district data and the discussions that occurred at our recent class reviews, there continues to be a high percentage of students in our all grades that continue to NYM or MM in their literacy skills. Also, we have found that the literacy skills of many of the 64 new students in Grades 1-7 require additional support.

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

- In-class reviews of 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 addresses 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 and begin to incorporate it into a full-class delivery model.
- Work with district literacy helping teacher
- Provide professional development and offer collaboration time for teachers around the topics of reading and writing
- Make literacy fun with games, centers, choices, relevant books or activities
- Provide literacy lunches to bring awareness to our classroom teachers about district programs that are available to help support their literacy programs
- 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 Faye Brownlie's three-part intermediate writing series
- 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 Literacy Assessment Data
- Classroom literacy assessments

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