



School: Albion Elementary

Principal: Tanya Dailey

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Goal 1: Literacy. How can we make our classrooms more accessible for all learners in the academic areas of literacy and numeracy?

B. Rationale

The diversity in our classes has significantly increased over the past few years. This increase has had an overall effect on the learning environment as many of our students require a variety of academic supports. We want to focus on ways that this support can occur within the classroom.

A high percentage of early primary students are unable to independently access strategies in reading, resulting in difficulties with comprehension. Growth in the use of reading strategies is evident as students move through the primary grades. However, when students reach intermediate grades, we are finding that there is a high percentage of students who have difficulties responding to and demonstrating their understanding of a variety of texts.

In numeracy, we have found that many of our students lack a solid understanding of the foundational skills needed as concepts become more complex.

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

- During class reviews, literacy and numeracy data of individual students to be shared with classroom teacher. Discussions to occur between classroom teacher and support teacher to ensure there are learning plans that focus on students who are emerging and developing.
- Work with Aboriginal education teacher and Aboriginal support worker to further assist students who have Indigenous ancestry.
- Provide an explicit systematic approach to teaching literacy through programs such as Reading Simplified, Haggerty, Letterland, and Secret Stories.
- Use read alouds to teach text structures and writing.
- Build confidence in writing by providing daily opportunities for students to write and receive feedback.
- Work with the district literacy and numeracy teachers to develop differential literacy and numeracy centres.
- Participate in the Kindergarten Think Tank series with the district early learning helping teacher.
- Review our current literacy resources and ensure they are meeting the diverse learning needs of our students.
- Make literacy and numeracy fun through the use of games, centres, choices, and relevant books or activities.
- Provide "Lunch and Learns" to bring awareness of district programs that are available to help support academic programs.
- Continue to provide students with many choices around their learning in literacy and numeracy.
- School growth plan discussions at staff meetings around inclusive practices and Universal Design for Learning (UDL).
- Provide parent education around a variety of literacy and numeracy topics.

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

- District literacy and numeracy assessment data
- Classroom literacy assessments
- Intermediate Reading Assessment (IRA) and Early Primary Reading Assessment (EPRA) information



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Goal 2: Social-emotional learning (SEL). To enhance the sense of belonging by building stronger connections between students, adults and families.

B. Rationale

Considering that a child's success can be fostered by a sense of safety and belonging at school, we are concerned about the recent Middle Years Development Instrument (MDI) data that revealed our students have a low academic self-concept. The MDI shows the school climate and students' sense of belonging is well below the district average. Only 40% of Grade 7 students were able to identify two adults at school they felt were important to them. Additionally, the Student Learning Survey (SLS) found about 50% of Grade 7s do not feel welcome.

Our belief is that if a student feels connected then they will develop a strong sense of belonging.

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

- Ensure all parent communication on our school website can be translated into multiple languages.
- Older students to provide mentorship to learners who are struggling academically.
- Create engaging non-academic opportunities for students, ensuring that diverse options are available.
- Provide extracurricular activities for students.
- Provide digital literacy education and create awareness about available resources for students and families.
- Have regular check-ins with students and create a school-wide check-in system for students who are struggling.
- Organize school events that involve families and build connections with parents.
- Provide students with direct lessons on problem-solving techniques and building resiliency.
- Continue professional development activities to learn about supporting students who have experienced trauma (trauma-informed practice).
- Spend time at staff meetings around the topics of inclusivity and diversity.
- Teach self-regulation strategies in all classrooms.
- Bring in speakers on the topic of maintaining healthy relationships.
- Promote teacher well-being as we know stress is contagious.
- Work with our Aboriginal education teacher and Aboriginal support worker to provide Indigenous learning opportunities for our students.
- Provide students with opportunities to make positive contributions to the community.
- Recognize and celebrate the diverse cultures that make up the Albion community.

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

- MDI results on school experiences and connection
- SLS focusing on belonging and building connections