



School: Albion Elementary

Principal: Tanya Dailey

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

To continue our goal of increasing the number of students across all grades who are proficient in reading and writing.

B. Rationale

The June 2024 district literacy assessments, completed by classroom teachers, show the number of students in each grade who are emerging or developing in reading and writing.

| | 2023/2024 Grade Data |
|---------|---|
| Grade 1 | 23 (37%) in reading and 28 (44%) in writing |
| Grade 2 | 16 (28%) in reading and writing |
| Grade 3 | 21(34%) in reading and 20 (32%) in writing |
| Grade 4 | 20 (39%) in reading and 21 (41%) in writing |
| Grade 5 | 31(50%) in reading and 32 (52%) in writing |
| Grade 6 | 24 (33%) in reading and 26 (36) in writing |

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

- During class reviews, identify the literacy level of individual students. Discussions to occur between the classroom teacher and support teacher to ensure that there are learning plans that focus on those students who are Emerging and Developing in their learning.
- Work with Indigenous Education Support Worker to further support our students who have Indigenous ancestry.
- Provide an explicit systematic approach to teaching literacy through programs such as Reading Simplified, Haggerty, and Secret Stories.
- Use literature to teach text structures and writing.
- Build students' confidence in writing by providing opportunities for students to write and respond to text writing every day.
- Work with district literacy teachers to develop differential literacy opportunities for our students.
- Review our current literacy resources and ensure that they are meeting the diverse learning needs and interests of our students.
- Make literacy fun through incorporating play centers, choices, and relevant books or activities.
- School growth plan discussions at staff meetings around inclusive practices and Universal Designs for Learning.

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

Fall and spring Intermediate Reading Assessment and Early Primary Reading Assessments Spring; school-wide write; June district literacy data.

Principal:

Superintendent:

Board Chairperson:

Date:

J Dailey



School: Albion Elementary

Principal: Tanya Dailey

Director/Assistant Superintendent: Jovo Bikic

A. Goal (one goal per page)

Continue our goal on Social Emotional Learning, focusing on increasing the resiliency in all our students through growth mindsets and the building of relationships (student to student and staff to student).

B. Rationale

When reviewing the 23/24 Middle Childhood Development Inventory data of Grade 5 students:

- Only 30% of our students indicate that they do not worry about people not liking them.
- Only 37% indicate that they can calm themselves most or all the time when they are excited or upset

When reviewing the 23/24 Student Learning Survey of our grade 4 and 7 students the following stood out:

- 25 (49%) of grade 4s and 29 (55%) of grade 7s reported that they always or almost always could problem solve in peaceful ways always
- 27 (53%) of Grade 4s and 31(58%) of Grade 7s reported that they always or almost always feel stresses
- 21 (41%) of Grade 4s and 27 (51%) Grade 7s reported that they always or almost always know what to do when they feel stressed
- 36 (70%) of Grade 4 students and 35 (66%) of Grade 7s reported that they always or almost always feel good about themselves. We believe that all kids should feel good about themselves.

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

- Incorporating growth mindset in-service into staff meetings
- Use of the school wide problem-solving strategy of Walk Away, Ignore, Talk it out, Seek Help (WITS)
- Encourage staff to learn about something about their students beyond the classroom and incorporate in classroom activities
- Celebrating successes and failures (student stars, phone calls home, use of growth mindset language)
- Mindfulness and stress management practice in staff meetings and in assemblies, use of programs such as Mind Up/Zones of Regulation
- Develop classroom self-regulation kits
- Use of nature park and community to take learning outside the classroom
- Incorporate more meaningful play into K-7 classroom and share ideas at staff meetings
- Provide professional development on the topic of "play"
- Staff book study on The Anxious Generation by Jonathan Haidt

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

- Middle Childhood Development Inventory results on worrying, self-regulation and relationships
- Student Learning Survey focusing on problem solving, stress and feeling good about themselves

Principal:

Superintendent:

Board Chairperson:

Date:

J Dailey