



School: Alexander Robinson Elementary

Principal: Ramin Mehrassa

Director/Assistant Superintendent Jovo Bikic

A. Goal (one goal per page)

Continuing Goal: To create an environment where teachers can collaborate with grade-group colleagues to strengthen literacy strategies and improve student outcomes through more consistent instruction, interventions, and assessment.

B. Rationale

We used the district's strategic priorities and goals as our guiding framework and surveyed staff on what they saw as priorities for our school. Overwhelmingly, literacy was identified as an area our staff felt would benefit from focused attention. Combining the feedback from the staff survey and our work together on growth planning day, staff highlighted consistency and support for instruction, interventions, and assessment as key literacy areas to address. Teachers also indicated interest in opportunities to share best practices and resources with colleagues.

We would like to improve the percentage of students Not Yet Meeting (NYM) in the primary grades (about 7-10%)

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

Growth Planning Day - During Growth Planning Day, teachers participated in structured, grade-based collaboration sessions to discuss successes and challenges in student literacy. They met with adjacent grade groups to identify learning gaps and explore ways to address them. Finally, each grade team set priorities, reviewed resources and supports, and formalized a literacy goal for the year.

Ongoing Collaboration – Administration has committed to finding collaboration time for teachers throughout the year to keep momentum going:

- Structured time during school-based professional development
- Allocated time during monthly staff meetings
- Teacher meetings
- Release time to collaborate during the school hours through coverage by admin, support teachers, and English Language Learners teachers

Homework Club - Structuring education assistant lift hours to support a homework club a few days a week that focuses on literacy for students

- Implementation of the the Kindergarten screener, collaboration with the literacy helping teacher, working with our literacy liaisons to build momentum with more effective literacy practices.

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

- Teacher engagement in collaboration activities (groups will provide feedback to admin on what goals they are working on)
- Successful rollout of the homework club
- Student assessments – teachers are being asked to measure their literacy outcomes, related to their goals and share back with admin
- Sharing of results and feedback from the teacher meetings throughout the school year
- Year end summative literacy data
- Kindergarten screener

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal (one goal per page)

New Goal: To improve student well-being, emotional resilience and mindsets.

B. Rationale

The Alexander Robinson (ARE) Middle Years Development Instrument (MDI) data revealed that student well-being was reported as “low”. Only 31% of ARE students reported themselves as “thriving” as compared to 41% as the district average. In addition, staff reported significant concern for students’ emotional resilience, self-esteem and mental health. They reported that students are struggling with perseverance, emotional regulation, and confidence.

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

Growth Mindset training – Administration held a two-hour Growth Mindset session for education assistants and a one-hour presentation for teachers, covering its science and classroom strategies. A resource sheet was shared to promote a growth mindset culture, and administration will continue providing new resources throughout the year to maintain focus on this approach.

Growth Mindset assembly – Throughout the year, at different assemblies, we will dedicate time to teaching students about growth mindset and how students can foster a culture of growth mindset at ARE.

Growth Mindset being visible throughout the school – Growth mindset posters will be distributed to all teachers and put up around the school to remind students and adults to use growth mindset language and thinking to develop a growth mindset culture at ARE.

BC Children’s Kely Mental Health Resource: Kely “Kind Mind Tour” – The school is participating in the tour. The program is 4 weeks long and consists of weekly videos and challenges. This program will run from November 24 to December 18. Teachers will also be encouraged to do additional work this month on social emotional learning (SEL).

Implementation of school-wide SEL program – an SEL committee staff members that is focusing on adopting a school-wide SEL program to support student well-being.

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

- Successful implementation and follow through with planned programs
- Teacher and student engagement in growth mindset and SEL programs offered – anecdotal observations by admin and collecting data from staff via survey in the spring
- Review of the Middle Years Development Instrument (MDI) and Student Learning Survey (SLS) data that is collected during this school year

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