



School: Davie Jones Elementary
Principal: Michelle Davis
Assistant Superintendent: Jovo Bikic

A. Goal

Goal 1: Social Emotional Learning

- Social Emotional Learning (SEL): As a school community, if we focus on explicit school-wide strategies, will students be more focused and develop skills to become more self-regulated learners?
- Social Emotional Learning/Culture: If we continue to create and build a positive, safe, connected and caring community, will students, staff and parents have a sense of belonging to their school community?

B. Rationale

- Celebrate what we are already doing (explicitly teaching SEL strategies)
- How to build on that and where to next (Mind-Up, sensory circuits, common language)
- Our students are kind/social/active/love to be outside
- Our students learn best through hands-on learning
- Our students lack skills to be self-regulated learners

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

- Continue with collaboration time (Mind-Up, yoga school-wide)
- Define what the learning looks like and feels like at Davie Jones
- Define what constitutes an engaged learner
- Class-wide strategies (Tabata)
- Individual kits in all classes
- More specific sensory circuits (ability for those needing three hits to get it)
- Circuits run every morning in gym kindergarten to Grade 6
- Common language

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

- Middle Years Development Instrument (MDI) data
- Voices of students through conversations, school-wide gratitude board, small focus groups during “lunch with the principal”

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal

Goal 2: Literacy/Numeracy

If our students have developed skills to be more self-regulated learners, will they make improvements in their literacy and numeracy skills?

B. Rationale

- Celebrate what we are already doing (shared resources, co-teaching, re-examining how we teach math)
- How to build on that and where to next (math 3, math stations, daily 5, number talks, instilling love of literacy)
- Our students learn best through hands-on learning
- Our students have many learning challenges that makes for diverse classrooms

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

- Continue with collaboration time (opportunities for teachers to plan, create co-teaching opportunities)
- Taking Story Workshop beyond primary
- School-wide Pernille Ripp Passionate Readers Book Club
- Instilling love of literacy (teacher book picks, book reviews on announcements)
- Inquiry learning at Grade 2/3 (Genius Hour)
- Place-based learning opportunities
- Math stations, number talks

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

- Early Primary Reading Assessment (EPRA) and Intermediate Reading Assessment (IRA)
- Performance Standards: looking at the Performance Standards results as a school, as well as ongoing assessment throughout the year
- Student Voice: through conversations, teacher observations

Principal:

Superintendent:

Board Chairperson:

Date: