



School: Davie Jones Elementary

Principal: Cathryn Blanco

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (One goal per page)

### Numeracy

Create spaces where students feel safe and brave to take risks when practicing numeracy activities to build confidence and growth mindsets.

## B. Rationale

Performance standard data indicates that 65% of our students are fully meeting expectations and 5% of our students are exceeding expectations in numeracy. Teachers and EAs report that many students give up and become discouraged when the concepts are challenging and they can't get it right on the first attempt. There is a need to create brave spaces where students are not focused on getting it right, but instead exploring and playing with numeracy to develop understanding and confidence.

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

- Evaluate and add to resources including manipulatives and books for teachers (Fullerton, Lineham)
- Staff collaboration to build scope and sequence from K to 7; explore Math Inquiry, Number Talks
- Explore authentic Indigenous resources
- Staff participation in SD42 Intermediate Math Series with Rory Payment
- Kindergarten teachers participating in Pro-D
- SD42 Inquiry, JECIC (math fluency)
- Explore implementation of school wide math time to play math games

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

### Performance Standards

- Student Learning Survey, Middle Years Development Instrument
- Class review process, ongoing assessment and conferencing
- Street data (Student Voice, teacher/support staff conversations with students and observations in classrooms)

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## A. Goal (One goal per page)

### Literacy

Increase reading competencies in fluency and comprehension to inspire reading for learning, regulation and joy for all students. If we build competency in reading we hope to foster student confidence to engage in writing.

## B. Rationale

The vast majority of our students are meeting, fully meeting or exceeding expectations in reading and writing. However, those who are not meeting are struggling to engage and develop skills to improve fluency and comprehension. Research tells us if we design strategies and programming to meet the needs of our learners who are emerging readers and writers ALL of our students will benefit and develop and become increasingly competent and confident. With increased competency and confidence, we are more likely to develop engagement and joy in reading and writing in our students.

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

- Evaluate our resources and books to ensure all of our students see themselves in our materials. This will foster engagement, interest and pride.
- Collab teacher is co-teaching, developing lessons, and resources to support reading and writing initiatives; collaborate with District Literacy Helping Teacher, Aboriginal Support Worker, AbEd Helping Teacher, ELL
- Readapalooza — staff inquiry to explore, making this program sustainable with less staff in the classroom
- JECIC, SD42 Inquiry, staff growth plan, school teams with Faye Brownlie, DJE Pro-D committee

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

- Early primary reading assessment/intermediate reading assessment
- Performance standards
- Student Learning Survey, Middle Years Development Instrument
- Class review process, ongoing assessment and conferencing
- Street data (Student Voice, teacher/support staff conversations with students and observations in classrooms)

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## A. Goal (One goal per page)

### Social Emotional Learning

To further develop our repertoire of knowledge and skills to strengthen our ability to develop a learning community for children and adults that is rooted in addressing the social emotional needs of all our learners. Our goal is to deepen our practices through a compassionate systems lens so we honour and learn from the diverse students, families, and staff members that belong to our community of learners, particularly our Indigenous and BIPOC members.

## B. Rationale

During the pandemic, events locally, nationally, and internationally have brought to light the inequities endured by marginalized populations. As educators, it is our responsibility to engage in continual learning to foster a diverse and inclusive school in which all members of our learning community have equitable access to opportunities so they feel heard, seen, valued, safe, and brave at Davie Jones Elementary. When this happens, we are honouring our DJE mission statement that “we are committed to nurturing, connections, growth mindsets, curiosity, and empathy leading to a community of lifelong learners.”

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

- DJE Social-Emotional Learning (SEL) and Pro-D committees
- Collaboration with SD42 AbEd Department
- Staff engagement in JECIC, SELO, school teams, inquiry projects, individual growth plans
- Student garden club and a focus on outdoor education for all
- Staff collaboration and learning to develop capacity in Compassionate Systems, anti-racism, Indigenous ways of knowing, restorative justice, mindfulness, self-regulation, the power of kindness and gratitude. - Share staff and student learning at PAC meetings.

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

- Student Learning Survey, Middle Years Development Instrument
- Class review process, ongoing assessment and conferencing
- Street data (Student Voice, teacher/support staff conversations with students and observations in classrooms)

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