



School: Davie Jones Elementary School

Principal: Jennifer Beveridge

Director/Assistant Superintendent: David Vandergugten

A. Goal (one goal per page)

Numeracy Goal:
Create learning spaces where all students feel safe and brave to take risks when practicing numeracy activities to build confidence and a growth mindset.

B. Rationale

Performance standards data indicates approximately 65% of our students are fully meeting expectations and about 5% of our students are exceeding in numeracy. Staff report that many of our students give up and become discouraged when the concepts are challenging and they can't get it right on their first try. There is a need to create brave spaces where students start exploring and playing with numeracy to develop a deeper understanding and confidence.

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

- Evaluate and add resources/manipulatives/books for teachers
- Create staff collaboration opportunities
- Explore Math Inquiry and Number Talks
- Explore authentic Indigenous resources
- Applied to have Carole Fullerton come into model lessons and work with classroom teachers
- Explore implementation of school wide math games/Math Day/word problems of the week over our daily announcements.

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

School Performance Standards data
Student Learning Surveys, Middle Years Development Instrument
Class review process via check in meetings, ongoing assessment and conferencing
Street Data (Student Voice, teacher/support staff conversations with students and observations in classrooms).

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SEL - Continue to develop our knowledge/skills to strengthen our ability to enhance a learning community for children/adults that is rooted in addressing the social emotional needs of all our learners. To deepen our practices through a compassionate systems lens so we honour and learn from the diversity of our community of learners, particularly our Indigenous and BIPOC members.

B. Rationale

The MDI data showed a large population of both our Grade 4s (17%) and 7s (45%) do not feel they are connected to an adult in the building. COVID has definitely impacted the level of connectedness that our students have with our staff. 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 and valued. 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 Learnings and school Pro-D committee
- Collaboration with SD42 AbEd Department
- Staff engagement in JECIC, SELO, inquiry projects, individual growth plans, focus on outdoor education for all, nature journaling, and art clubs.
- Staff collaboration learning to develop capacity in Compassionate Systems, anti-racism, Indigenous Ways of Knowing, restorative justice, mindfulness, self-regulation, and 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 & observations in classrooms)

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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 our students' confidence to engage in writing.

B. Rationale

The majority of our students are meeting, fully meeting or exceeding expectations in reading and writing. However, those that are not meeting appear to be struggling to engage and further 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 become increasingly competent and confident.

With increased competency and confidence, we are more likely to develop engagement and joy in reading in our students.

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

- Continue to evaluate our resources/books to ensure all of our students see themselves in our materials. This review will foster engagement, interest and pride with our students. Collaborate with the district literacy helping teacher (outdoor education/nature journaling), Aboriginal support worker, AbEd helping teacher, and ELL staff.
- Readapalooza - ongoing exploration of ways to make this program sustainable and effective with less staff in the classroom (JECICs/SD42 Inquiry, staff growth plans).
- Outdoor classroom (Wayon) (incentives for reading, mystery reader/DEAR)
- Reading Link/Bookfest.

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 via check in meetings, ongoing assessment and conferencing
 (Student input, teacher/support staff conversations with students and observations in classrooms).

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