



School: Hammond Elementary
 Principal: Wes Reamsbottom
 Director/Assistant Superintendent: Jovo Bikic

A. Goal (One goal per page)

Develop positive attitudes and increase competency in literacy through a variety of engaging students through school-wide literacy based activities.

B. Rationale

Due to COVID-19, students in the spring of 2020 were away from classrooms and teachers for an extended period. Many students have not been in class since March 2020. As we have returned to full-time instruction in September 2020, we are focused on promoting literacy activities that develop and nurture a joy of reading and literacy. By fostering a positive relationship with books and reading, we hope to also increase literacy competency and improve specific skills in reading and writing.

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

- Targeting Grade 2-3 range at-risk children who missed instruction / learning during pandemic and moving toward K/1 as time and skills increase
- Teachers can use Who You Are As a Reader interview (Pernille Ripp) with students and set personalized reading goals, to be shared with support teachers to develop strategies
- Drop Everything And Read (school-wide reading days as an event paired with PJ day, etc.)
- Quote trivia over PA system from popular books (developed by students with teachers and included in morning announcements)
- Utilizing our literacy helping teacher (Cindy Penner)
- School teams sharing strategies from sessions with Lleyton Schnellert and Faye Brownlie
- Flashlight reading, birthday books, admin reading books aloud in classrooms, ask students to draw while they listen
- Apply for JECIC funds for Jan Richardson / Glenwood literacy kits, and targeting early literacy / at-risk.

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

- Assessment data from report cards: look for student improvement (i.e. moving from NYM to MM)
- Use "Who You Are as a Reader" interview (Pernille Ripp) data to look for trends in student responses and areas to target.
- Early primary reading assessment and intermediate reading assessment data.

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal (One goal per page)

Develop resiliency/wellness through participation in fine arts/extra-curricular activities. To provide students with an opportunity to learn: team building, problem solving, creative thinking, and personal growth in a safe and positive environment to increase Social Emotional Learning (SEL) awareness of self and others.

B. Rationale

Last year, many of our usual extra-curricular activities were cancelled due to COVID-19. We hope to increase our capacity for SEL by providing opportunities to engage in the fine arts and extra curricular activities as a school community. It is hoped that by providing these opportunities, we can increase overall wellness and SEL awareness in our school for staff and students. We also recognize that some of our fine-arts activities can be paired with literacy, which supports our literacy goal as well.

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

- Gratitude board for staff and students
- ACT Theatre Program (at Hammond as of January, 2022)
- Instrumental music played over PA system during eating time after outside play at lunch
- Musical components added to assemblies
- Provide Pro-D opportunity (EASE) to give staff tools to address increased anxiety due to pandemic
- Drop Everything and Draw as a school wide activity
- Explore opportunities to use lunch time as a fine arts club (music or art) for students
- Secret encouragement partners for staff (opt in to provide encouragement to a staff member)
- Wellness Wednesday's facilitated by admin.
- Passion-based learning days (students go work with teachers in their areas of interest for an afternoon)
- Culture day (food/music and set up in gym or classroom like a science fair)
- Reflections on process of putting together projects – journaling – literacy.

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

- Well-Being Index from the MDI (percentage thriving compared to district percentages); also look at happiness, empathy, pro social behaviour, adult and peer relationships and perseverance responses as Hammond was below district average in these areas for 2019/20 (must take into account pandemic)
- School-wide passion project (students will present an area of passion/interest to their peers)
- Art club on Thursdays at lunch
- Dungeons and Dragons club on Tuesday and Thursday mornings
- Connections to Indigenous art activities
- Flag football/volleyball for outside play time (intramurals)
- Teacher discussion and feedback of initiatives
- Student Learning Survey
- Staff/student attendance

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