



**School:** Laity View Elementary

**Principal:** Lisa Lawrance

**Director/Assistant Superintendent:** Michael Scarcella

## A. Goal (one goal per page)

Goal 1: Writing. At Laity View Elementary, our goal is to help all students develop their voices (English and French) through personal representation, including writing, drawing, and oral activities. By encouraging all students to participate in school-wide writing activities throughout the year and directly modelling and teaching writing, we hope to reduce the number of students who are not yet meeting expectations in writing from 10% of students to 5%.

## B. Rationale

Our staff recognizes that our students are slightly stronger readers than writers. Our assessment data indicates that approximately 10% of students in grades K-7 are not yet meeting expectations in writing. In particular, students struggle with writing conventions. We want to continue creating engaging classroom and school-wide opportunities for students to communicate their voices and ideas in writing. Staff plan to scaffold a variety of lessons and activities throughout the year to achieve this goal.

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

- Directly teach students writing scaffolding lessons throughout the year
- Focus on meaning (voice) to support narrative/storytelling (writing and audio/video recordings)
- Incorporate Indigenous Ways of Knowing through read aloud books, stories, and videos that support lessons for students to practice writing and to support our social-emotional learning goal
- Integrate environmental education through stories and nature walks
- Invite authors to visit either in-person or virtually to share their perspective and experiences as a writer
- Provide opportunities for students to explore and showcase their writing (class book or newspaper and gratitude journals)
- Dedicate a portion of each primary team, intermediate team, and staff meeting to discussing, sharing, and following up with our school-wide writing goal
- Share strategies and activities to meet the diverse needs of all our students
- Provide professional development and resources to support narrative writing/storytelling in our classrooms
- Encourage a love of literacy through school-wide activities and projects, such as story walks
- Work with our district literacy helping teacher to support our goal (e.g., assessment ideas and opportunities)
- Offer 'book tasting' events to help students expand their interests of what literature is available
- Collaborate with our Aboriginal support worker and support teachers to further assist students who are at risk
- Provide students authentic opportunities to learn writing

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

- Report card data from each term to monitor student progress in writing
- District assessment data at the end of the year
- Beginning/end of year assessment of writing meaning (voice) as per grade level (performance standard)
- Beginning/end of year assessment of writing conventions as per grade level (performance standard)



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## A. Goal (one goal per page)

Goal 2: Social-Emotional Learning. At Laity View Elementary, we hope to increase our students' pro-social behaviour through the teaching of multiple cultures. Our Middle Years Development Instrument (MDI) data indicates on average, 35% of our students are thriving in pro-social behaviour. We hope to increase this by at least 15%. To accomplish this goal, we are centring our learning around Indigenous books, videos, presenters, workshops, and the core competencies.

## B. Rationale

Our staff is focusing on equity, inclusion, and decolonization to improve our practice and ensure all students see themselves reflected in their learning. We view this year as an opportunity to continue weaving our social-emotional learning (SEL) goal with our Indigenous learning. The books "Berry Song" and "Walking Together" are an excellent fit as they teach students to take care of the land, environment, their family, and community. We will use lessons from these books to create opportunities for students to practice pro-social behaviour.

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

- Directly teach students skills related to the social awareness and responsibility competency, working towards a gradual release of responsibility supporting their growth as educated citizens (building relationships, contributing to community and caring for the environment, resolving problems, and valuing diversity)
- Learn, discuss, teach, display, and practice the six profiles (use a student friendly version) of the social awareness and responsibility competency (I can statements)
- Incorporate topics of diversity, equity, inclusion, and Indigenous knowledge into daily lessons
- Provide opportunities for students to explore and showcase their identities/stories (Museum of Me and Tell Your Story)
- Invite local elders to meet with staff to share their perspectives and experiences in our community
- Dedicate a portion of each primary team, intermediate team, and staff meeting to discussing, sharing, and following up with our school-wide SEL goal
- Provide professional development and resources to support equity and decolonization in our classrooms
- Purchase two read aloud books (one by an Indigenous author) that support lessons for students to practice pro-social behaviour
- Create bulletin board displays throughout the year and especially during Truth and Reconciliation week and Black History Month to provide a gallery walk teaching about decolonization
- Explore Circle of Courage examples and collaborate in grade groups to review, reflect, and brainstorm ideas to create a similar framework for our school
- Plan collaborative school-wide activities for National Indigenous Peoples' Day (buddy activities)
- Continue direct teaching about multiple cultures throughout the year

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

- MDI data and Student Learning Survey information to measure students' self-reports of pro-social behaviour
- Class and school-wide projects to showcase pro-social behaviour and share this learning with our school and parent community
- Beginning/end of year student self-assessment of the social awareness and responsibility competency
- Beginning/end of year staff reflection and tracking (teacher observations of students building relationships, contributing to community and caring for the environment, resolving problems, and valuing diversity)