



School: Laity View Elementary

Principal: Lisa Lawrance

Director/Assistant Superintendent: Michael Scarcella

A. SEL Goal (one goal per page)

At Laity View Elementary, our goal is to continue to increase our students' pro-social behaviour by implementing initiatives and activities that enhance a sense of belonging and togetherness among students, staff, and parents within our school community. To accomplish this goal, we are centring our learning around Indigenous books, videos, presenters, workshops, and the Core Competencies. We hope to increase the Middle Years Development Instrument (MDI) data of our students who are thriving in pro-social behaviour.

B. Rationale

When looking at our MDI data, we notice that students show an understanding and awareness about the importance of kindness, co-operation, empathy, and other social values. As a staff, we have successfully educated our students about what pro-social behaviours are, why they matter, and how they can positively impact relationships and communities. However, we observe that our students are not actioning these pro-social behaviour skills in social contexts. Therefore, we need to emphasize experiential learning, where students engage in activities that reinforce and demonstrate their pro-social abilities. We would like to focus our efforts on students actively engaging in and practicing pro-social behaviours in real-life situations. We will concentrate on using skills such as empathy, sharing, and conflict resolution in everyday interactions. This experience-based approach centres on the practical application and reinforcement of pro-social behaviours through experience. Focusing on pro-social behaviour is crucial for fostering a positive, resilient, and connected community.

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

Class Involvement: Encourage interaction between different classes.

Explicit Teaching: Provide clear and direct instruction regarding pro-social behaviour.

Community Building: Foster team and community spirit to give students a sense of belonging through multicultural events, buddy systems, collaboration, and community centres.

Discussions and Role Play: Facilitate discussions and role-playing to help students express and understand emotions.

Safe Environments: Create safe spaces and ensure students have multiple adults and peers to connect with.

Reflective Practice: Regularly reflect on teaching practices, including trauma informed approach.

Professional Development: Organize professional development sessions around trauma informed practice.

Incorporating Indigenous Ways of Knowing: Continue using class circles, morning meetings, sharing circles, Forest Fridays, and community centres to incorporate Indigenous knowledge.

Activities: Implement primary and intermediate community centres, house teams, leadership opportunities, more gallery walks, social emotional learning (SEL) lessons, role-playing activities, and invite guest speakers.

Acts of Kindness: Encourage classes to perform acts of kindness for each other.

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

MDI Data and Student Learning Surveys: The information that measures students' self-reports of pro-social behaviour will show improvement.

Staff Observation: Beginning and end of year staff reflection and tracking (teacher observations of students actioning pro-social behaviours).

Engagement and Participation: Track the level of student and staff engagement in SEL activities and community-building events. Higher participation rates will indicate a positive impact on the school environment and culture.



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A. Literacy Goal (*one goal per page*)

At Laity View Elementary, our goal is to improve reading outcomes for all students (English and French), including comprehension, decoding, literacy strategies, and engagement. Through targeted instruction, scaffolding, personal representation, and schoolwide activities, we hope to increase the number of students who demonstrate proficient reading skills. Last year we focused more on writing, so this is a new goal for Laity View.

B. Rationale

Staff notice there are still gaps in student learning. Staff are required to meet their students where they are at in order to 'fill in the gaps' and provide remediation where necessary. Our school continues to have a high number of students lacking some basic skills, specifically in reading comprehension and writing. According to last year's summative data, there is a large number of students at Laity View who are emerging and developing in reading. We would like to focus our efforts on ways to move students from emerging to developing and from developing to proficient in reading. After looking at our school reading data, some themes that emerged were early intervention and targeted strategies, comprehension, and response instruction.

Kindergarten: 11 Emg, 21 Dev

Grade 3: 9 NYM, 30 M

Grade 6: 4 NYM, 16 M

Grade 1: 13 NYM, 29 M

Grade 4: 8 NYM, 25 M

Grade 7: 6 NYM, 24 M

Grade 2: 25 NYM, 19 M

Grade 5: 8 NYM, 23 M

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

Standard Rubric: Develop a standard rubric to reduce subjectivity in grading.

Collaborative Assessment: Allocate time for cooperative assessment and collaboration.

Resource Distribution: Distribute books from the book room to classrooms.

Reading Activities: Implement class read-alouds, book studies, book talks, book cafés, podcasts, Grade 7 reading buddies, reading groups, virtual author visits, and increase funding for classroom silent reading books.

Literature Circles: Develop meaningful literature circles and use picture books for upper intermediates.

Engagement: Foster engagement and motivation by modeling joy for reading and literacy. Encourage reading at home.

Common Story: This year's schoolwide anchor text is *Walking Together*, by Elder Dr. Albert Marshall and Louise Zimanyi.

Websites and Apps: Utilize resources like the University of Florida Literacy Institute (UFLI) website for English and Calgary Board of Education (CBE) resources for French.

Professional Development: Offer workshops on literacy circles and book talks. Work with our district literacy helping teacher to support our goals.

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

School Assessment: Monitor Early Primary Reading Assessment (EPRA), Intermediate Reading Assessment (IRA), Quick Comprehension Assessment (QCA), and Benchmarks where applicable for closing the gap on emerging readers.

Report Cards: Use report card data to track reading progress.

District Assessment: Compare beginning/end of year summative performance standards data for each grade group.

Positive Attitudes: Monitor students' engagement and positive attitude towards reading and literacy activities.

Observation: Review and evaluate the success of our strategies implemented after each reporting period.