**SCHOOL PLAN – 2018/2019 R.J. WAUGH SCHOOL**

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| **Planning Process**  |
| **List or describe factors that influenced your priorities.*** Divisional priorities regarding numeracy, literacy and school connectedness
* Discussions with staff, students, parents and division personnel regarding specific needs and concerns
* Past priorities and goals
* Current divisional data
* Provincial expectations
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| **Describe the planning process and the involvement of students, staff, families and the community.****Who was involved?*** Staff, divisional staff, parents, students
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| **What data was used?*** Previous school plans
* Divisional priorities
* Fountas and Pinnell Data
* Tell Them From Me Survey data
* Parent and student feedback
* Teacher observation
* Literacy Committee Feedback
* Grade 3 assessment
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| **School Priorities**  |
| 1. Improved literacy achievement  |
| 2. Improved school connectedness factors among students |

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| School Plan |
| Priority Area | Actions | Timeline | Staff Involvement |
| 1. Improved student achievement in literacy
 | * Teacher representative to sit on the divisional literacy committee that meets a minimum of twice a year to assess the effectiveness of divisional programming using data, provide feedback to strategic planning and plan next steps for improvement.
* Using classroom profiles to plan for intervention and improve instruction to reflect student needs
* Using Fountas and Pinnell and other common assessment tools to guide reading instruction and guide reading support
* Daily literacy instruction for a minimum of 105 minutes
* Non-ELA teachers to facilitate daily levelled literacy groups.
* Levelled literacy groups in all classrooms- grades 1-4 daily
* Updating assessment wall to assist with groupings. Re-groupings every 5-7 weeks.
* Process in place for targeting students for literacy interventions
* Early Literacy Intervention with targeted grade 1 students
* Targeted Alphabag intervention program for students in grade 1
* Targeted Hear Builder program for students with identified phonological gaps
* Targeted Sight Word practice with grade 2 students
* Classrooms using a balanced literacy approach including whole group, small group and individualized language arts instruction
* Using technology to encourage and support literacy using online tools such as Raz kids, Learning A-Z, Storyline Online etc.
* Include a ‘writing about reading’ component as a part of the Literacy Groups believing that what is learned in writing powers the reading process.
* Dial testing for school readiness skills and from this testing providing parents of children coming to Kindergarten with suggestions/resources to improve skills before entering school
* Grade group sessions to highlight effective teaching practices and implement best practice across all classrooms
* Professional development workshops in reading assessments, the reading-writing connection, writing strategies etc
 | Ongoing – throughout school year | All teaching staff, resource teacher, Admin, SLP |
| 1. Improved sense of school connectedness
 | * Community groupings – cross grade groupings with a teacher mentor monthly. Activities will focus on building community and developing empathy in students.
* Universal strategies used by teachers – greeting students off the bus, greeting students at classroom doors in the morning, greeting students in the hallways, smiling at students, creating conversations with students etc.
* Communicate expectations, values and norms that support a positive school environment that is welcoming to all.
* Events that promote whole school collectiveness or cross grade groupings – assemblies, Terry Fox Walk, reading buddies, recess helpers, computer buddies, levelled literacy groups, Pen Pals, CSI, intramurals, choir, service learning projects, BOKS etc.
* Climate committee that focuses on the positive wellbeing of students and staff at R.J Waugh. Regular meetings to plan initiatives.
* Encourage students to demonstrate respectful, empathetic

 behavior that promotes emotional well-being among their classmates. * Integrate learning opportunities across the curriculum to teach students about building caring, supportive and healthy relationships
* Ensure that classroom and school displays reflect the diversity of the student population and the population of our community to increase the sense of belonging.
* Staff PD with Dr. Michele Borba focusing on Developing Empathy
* Staff team book study of Dr. Michele Borba’s book, “Unselfie”
* Explicit teaching of Dr. Michele Borba’s 9 Habits that Teach Empathy
* Use of a centralized school Calming Corner where students can feel safe to practice strategies for coping when feeling anxious, angry, sad, frustrated, overwhelmed etc.
* MindUp and Well Aware programs being facilitated in classrooms
* Explicit teaching of growth mindset in various classrooms. Growth mindset principles being taught in Family Groupings to all students.
* Roots of Empathy Program in both grade 2 classes
* Initiatives such as We Scare Hunger, Operation Christmas Child, Christmas Cheer, Random Acts of Kindness, care home visits etc. to promote kindness and empathy.
* Review of Tell Them from Me survey data (grade 4)
* Development of a centralized sensory room where children with identified sensory needs can go for regulation
* Installation of Buddy Bench on playground to promote inclusiveness
* Ongoing conversations and PD on creating an inclusive environment for all children
* Parent council initiatives – Family Dance, family movie night, family BBQ
 | Ongoing – throughout school year | All teaching staff, support staff, parents, students, community groups, parent council |