**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 |
| **Describe the planning process and the involvement of students, staff, families and the community.**  **Who was involved?**   * Staff, divisional staff, parents, students |
| **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 |