

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
- Grade 3 assessment
- Grade 3 Math Pilot

School Priorities

1. Improved literacy achievement
2. Improved school connectedness factors among students
3. Improved numeracy achievement

School Plan

Priority Area	Actions	Timeline	Staff Involvement
<p>1. Improved student achievement in literacy</p>	<ul style="list-style-type: none"> • 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 • Levelled literacy groups in all classrooms- grades 1-4 daily • Updating assessment wall to assist with groupings. Re-groupings every 8-12 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 • 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, Epic Books, 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. • Use of the Early Years Evaluation instrument 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 	<p>Ongoing – throughout school year</p>	<p>All teaching staff, resource teacher, Admin, SLP</p>
<p>2. Improved sense of school connectedness</p>	<ul style="list-style-type: none"> • 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. • Project 11 training for staff. Implementation of the Project 11 initiative/principles in some classrooms. • All staff trained in Mental Health First Aid 	<p>Ongoing – throughout school year</p>	<p>All teaching staff, support staff, parents, students, community groups, parent council</p>

	<ul style="list-style-type: none"> • 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. • Teachers provided with the book "Positive Mindset Habits for Teachers" • 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, 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 Regulation 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 to promote school and community partnership– family dance, family movie night, family BBQ 		
<p>3. Improved student achievement in numeracy</p>	<ul style="list-style-type: none"> • Daily math instruction • Mathletics training for teachers • Mathletics being used by majority of classroom teachers • Grade 3 Math Pilot participation • Use of numeracy data to inform instructional practices. • Using classroom profiles to plan for intervention and improve instruction to reflect student needs • Use of the Early Years Evaluation instrument for school readiness skills and from this testing providing parents of children coming to Kindergarten with suggestions/resources to improve numeracy skills before entering school • Process in place to identify students in need of numeracy intervention/further assessment 		