

WOODLAND PRIMARY

18A St. Catherine Street
Grand Falls-Windsor, NL A2A 1V8



VISION STATEMENT

"Woodland Primary strives to provide a safe, caring and respectful environment in an equitable professional learning community that promotes lifelong learning, effective communication and collaboration"

MISSION STATEMENT

"Woodland Primary is committed to children and life-long learning by creating effective educational experiences and partnership that reflect the needs of learners."

Message from Principal

The annual school development report for 2018-2019 highlights the many successes, achievements and initiatives we have experienced as we implemented the second year of our five-year plan. It also indicates how the internal data collected can guide our school to determine strategies for areas of improvement for the coming year. This past year the staff worked through Grade Level Action Teams that realized many of the objectives and strategies as outlined. This laid a solid foundation on which we built our goals, objectives and strategies. Teachers decided on two identified school development goals and from there developed objectives, strategies and actions based on their individual grade level needs.

In September 2018, our staff initiated the strategies as outlined for Phase One schools as developed through the Premier's Task Force. It was a natural fit for our school because our School Development Plan had as its' focus an academic achievement goal and a safe & caring goal. Both these goals aligned with the Tiered Approach to Responsive Teaching & Learning. Our conscientious staff took on this NEW initiative with an enthusiasm and desire to provide ALL students with the academic intervention required to meet their individual needs. Teachers participated in professional learning opportunities, collaborated in teaching and learning teams, read, and reviewed policy to ensure successful interpretation of the RTL policy. This initiative became the heart and soul of our teachers and students this past year. It consumed our Professional Learning Community conversations and analysis of student work and internal data, healthy deliberation on interventions to be used and focused on the student. At the end of the school year, we saw many improvements and successes in all three pillars of student learning with respect to: Literacy, Numeracy and Social/Emotional.

Our first goal focused on students achieving at their maximum potential in literacy and numeracy through enhanced supports at Woodland Primary. The objectives and strategies for this goal were strengthened through our implementation of Responsive Teaching and Learning initiative.

The second goal focused on promoting a safe, caring and healthy school environment. Staff continued to implement the PBS matrix with students throughout the year. Social/Emotional Learning took precedence as teachers implemented strategies to assist our students in this area. We continued to collaborate with other healthy and active living stakeholders to plan and implement healthy and active practices within our school community. Our fundraising efforts were ongoing throughout the year to replace our previous play area.

The five-year school development plan was implemented in September 2017 with the development of grade level action teams and a safe and caring school's action team. These Action Teams look forward to growing in Professional Learning Communities as we strive to meet the NEW goals and objectives as outlined in our Strategic Action Plans for the 2019-2020 school year.

Respectfully yours,
Nancy Barry

Message from School Council

The school council at Woodland Primary plays an active role in supporting student achievement, supporting a safe, positive and respectful school environment as well as a positive school culture as stated in our goals for the 2018 – 2019 school year.

1. To continue to strengthen the partnership between school and broaden community in order to enhance the learning environment at Woodland Primary.
Again, this year our school participated in the Town's annual Christmas Parade showcasing "Woodland's Elves on the Shelf." The students were thrilled to see our float and mascot, Rocky waving to them as the parade went through the town. The children all participated in the Terry Fox Walk this fall as well.
2. To support the school's efforts in increasing student achievement through positive, safe and respectful environment. Providing learning sessions and family-oriented for parents and students has been a positive and rewarding experience for all involved.
School Council served milk & cookies during our school wide reading event and drew for 4 gingerbread houses (one gingerbread house per grade level). The family fun day which happens at the end of our school year is always a special treat for the kids. We have bouncy castles, games, tattoos, balloon animals, freezies and cotton candy in the gymnasium of Woodland. The students and parents seem to enjoy the day.
3. To partner with and support school overall well-being and healthy active initiatives.
We have raised money to help fund our grab and go breakfast program with a blitz of donations or gift cards. We hosted a spring craft fair with an opportunity to purchase a picture with the Easter Bunny to raise money towards a new outdoor play structure which was a huge success and we plan on making it an annual event. Also, the school is once again offering our fruit days on Workout Wednesday.

I, myself have been a part of this School Council for 3 years. However, I have been volunteering at Woodland since my son started Kindergarten at Woodland Primary in 2013. During these years, the school council has done many things to help the students of Woodland. I have always enjoyed volunteering my time for the various activities and events at the school. It is always an absolute pleasure to volunteer and be a part of a wonderful school!

Melissa Pye
Woodland Primary
School Council Chair

Overview of School

Our School Community

Woodland Primary is a part of the Newfoundland and Labrador English School District and is located in Grand Falls-Windsor. Students who reside on the north side attend Woodland Primary as their neighborhood school and we offer both English and French Immersion programs. Our school enrollment for 2018-2019 was 256 students with 66 in Kindergarten, 48 in grade one, 64 in grade two, and 78 in grade three students with an average class size of 20 students. 20% of our student population is receiving special services support. 70% of our students are bussed to school.

Woodland Primary has 21.5 educational staff which includes; 1.25 administrators, 14 classroom teachers, 2 units for Instructional Resource teachers, and 3 specialist teachers in the areas of guidance (.75), music (.75) and physical education (.75). As a Phase One school, we received 4 additional units. These included a Reading Specialist, Teacher Librarian, and 2 Teaching and Learning Assistants. 4 student assistants also supported student learning. In addition to staff based at the school, we have itinerant services for speech-language pathology, hearing impairment, educational psychology, and a computer support specialist. Secretarial, maintenance, and custodial support services are also provided.

Our school offers the provincially prescribed curriculum in kindergarten through grade three. 20% of our student population is enrolled in the French Immersion program. We also provide Core French to students in the English stream in grade kindergarten to grade three. Our school offers music and physical education programs as well as technology/ learning resources programs. We also have a guidance counselor on staff.

We completed the KinderStart program, as outlined by the Department of Education, with our preschool children. There were four, two hour, monthly sessions from January to May. Students interested in French Immersion attended all their sessions in French. Parents and children attended the first sessions in the classroom. During the last three sessions, the children went to the classrooms while the parents attended information sessions in the Library. This provides orientation for both parents and students as they make the transition from preschool into kindergarten. A total enrollment of 62 KinderStart students were registered during the 2018-2019 school year, English and French Immersion.

Key Highlights/Special Projects

Some of the Key Highlights and Special Projects that Woodland Primary were engaged in during 2018-2019 are as follows;

- As a Green School, we continued to educate and promote the importance of recycling as part of our everyday routine at Woodland Primary. The Recycling Depot picks up our recyclables weekly. Our Green School Committee also continued to maintain the aesthetics of the school grounds.
- Every week the students are excited about our “Workout Wednesday” and fruit day.
- Our grades two and three students participated in the Kiwanis Music Festival.
- On June 21st kindergarten students were treated to a fun filled day of Circus activities complete with clowns and face painting. This day celebrates the end of the kindergarten students’ first year of school, and always proves to be the highlight of their year.
- Our annual “Sports Day” was held on June 25th. This day gave the students an opportunity to rotate among various fun activity centers. The centers encouraged the students to participate in sportsmanship and skill based activities. Partnerships between staff, parents, and volunteers, made this day a huge success!
- Volunteers were treated to a special “Volunteer Appreciation Night” on May 7th. They enjoyed an evening of great entertainment, food and prizes by the staff.
- Grades 2-3 Christmas concerts were held at the Gordon Pinsent Center for the Arts and the Kindergarten & Grade 1 concerts were held in the school gym in December.
- All students and staff were engaged in a week of “Play for Learning” activities in March. An initiative that was promoted by the Department of Education.

Partnerships

Our school has been involved in various community partnerships. Some of these partnerships included:

- The YMCA After School Care program provides daily after school care for students in our gym.
- Regular monthly meetings were held throughout the year with our school council. This year's school council consisted of 3 Teacher Reps, 4 Parent Reps, 4 Community Reps, and 1 Administrator. They developed goals to support the school development plan, strengthened family-school connections and promoted student safety on school busses and at bus stops. They collaborated with the school to offer a Reading Event with milk and cookies, Family Winter Fun Day, Family Skating, Movie Evening and end of year Family Fun Day! They also helped with our third Santa Claus Parade float for the school.
- This year we partnered with The Kids Eat Smart Foundation to offer a snack "Grab and Grow" program three mornings a week. Mr. Chris Murray, our grandparent volunteer, singlehandedly operated this program this year.
- In December, our kindergarten students brought gifts for needy children to the VOCM Happy Tree. We collaborated with the Salvation Army to distribute these gifts to children in our community.
- Throughout the school year various assemblies were held on Thanksgiving, Remembrance Day, Easter and end of the school year. Each grade level participated in one of the assemblies along with community representatives.
- Our students also participated in the annual Terry Fox "Marathon of Hope Walk". It was held on Friday, September 27th, all proceeds went to the Canadian Cancer Society.
- The local Fire Department partnered with our student community to choose a new slogan for their "Learn Not to Burn" campaign. They also donated \$500.00 to purchase winter clothing for our students in need.
- On January 25th, students participated in a variety of activities including a book swap and dressing up as favorite book characters to celebrate Literacy Day,
- Two very successful Scholastic Book Fairs generated funds and books to support literacy.
- Milk Foundation presentations were completed at all grade levels.

- Our local RCMP liason officer, Constable Rhonda Francis gave several presentations throughout the year, one specifically highlighting Internet Safety.
- Mr. Joe Tremblett provided our students with coaching in the sport of floor Curling.
- MUN Science program offered “Let’s Talk Science “presentations to our Kindergarten to grade three students.
- Fisheries and Oceans presenter, Wayne Sullivan, gave presentations to our grade three students at the Corduroy Brook Building.
- The GFW Golf club instructor Mr. Wayne Allan gave golf instructions to our students and contributed to half the cost of purchasing golf clubs for our physical education program.
- Staff donated a portion of their “Jeans Day” money to the Joel Billard fund to help support the purchase of a new wheelchair accessible vehicle, and the Special Olympics local chapter.
- The Town of Grand Falls –Windsor Recreational coordinator, Mr. Todd Mercer, held a meeting with Ms. Barry to discuss plans for Woodland Primary to develop the NEW Play Area.

Internal Assessment Data

- **Grade 1 Reading and Viewing Outcome Indicators**

- According to third term Report Card Data in June 2019, BEV indicates that the grade 1 students in 2018-2019 made good progress from Term 1 report to Term 3 report in Meeting the outcomes under **Reading and Viewing**. **91%** of grade ones were meeting the grade one outcomes in June; and **7% of students were sometimes or rarely** achieving the curriculum outcomes.
- **What do these results tell us?**
- They received intervention from our IRT, TL and TLA throughout the year. They tend to improve significantly from January to June each year, which can be attributed to the intense intervention provided for our struggling readers and strong overall literacy instruction on a daily basis. We continue to strive for a higher overall grade level percentage of students reading at or above the Provincial benchmark.

- **Grade 2 Reading and Viewing Outcome Indicators**

- According to third term Report Card Data, BEV indicates that the grade 2 students in 2018-2019 increased steadily from Term 1 report to Term 3 report in Meeting the outcomes under **Reading and Viewing**. **76%** of grade two students were meeting the grade two outcomes in June; however, **24% were sometimes or rarely** achieving the curriculum outcomes.
- **What do these results tell us?**
- It is worth noting that our internal data from 2018-2019 showed steady progress. Based on Term One, Two and Three reporting periods, the BEV graphs for Reading and Viewing illustrate a steady increase in the number of students meeting the outcomes of this objective by the end of grade two. The group of students in the group of 24% who did not meet curriculum outcomes have been working with the support of an IRT, TLA and Reading Specialist to implement literacy strategies to meet their individual needs.

- **Grade 3 Reading and Viewing Outcome Indicators**

- According to third term Report Card Data in June 2019, BEV indicates that the grade 3 students in 2018-2019 made good progress from Term 1 report to Term 3 report in Meeting the outcomes under Reading and Viewing. 74% of grade threes were meeting the grade three outcomes in June; however, **26% of students were sometimes or rarely** achieving the curriculum outcomes.

- **What do these results tell us**

According to third term Report Card Data, BEV indicates that the grade 3 students in 2018-2019 - 74% were meeting the report card indicators in **reading** in term 3. It should be noted that 24% of these students received intensive support from classroom teacher, TLAs, Reading Specialist, Teacher Librarian and IRT. These students had been identified as requiring support and received that support for three years. Many of these students have received comprehensive assessment and supports had been put in place according to the identified need,

Report on School Development Plan for Current Year 2018-2019

One-Year School Development Plan School Development Plan 2018 – 2019

As of October 2016, Woodland Primary staff began the process of developing a new **School Development Plan** in its current K-3 configuration. Under the direction and guidance of our SEO Shawn Fowlow, we began the process on October 3, 2016. The staff created a list of important ideas and statements to help us focus on creating the new School Development goals.

As a result, a new School Development team was formed. Further work on the 2017-2018 plan continued as teachers formed Grade Level Action Teams. Every third Monday meeting provided time for teachers to work on the objectives and strategies as outlined in their Action Team. These Grade Level Teams proved to be a huge success as teachers felt a sense of purpose, ownership and realization of the actions. These teams became the “meat”, for lack of a better word, for our School Development Plan. The strategies outlined in the School Development plan turned into actions that were realistic and manageable, and above all improved the large goal of *“Enhancing Student Achievement in the areas of Literacy and Numeracy.”* Grade level representatives formed our Safe & Caring Schools team and focused on actioning the objectives and strategies as outlined in the School Development Plan. They continued the successful actions and focused on the NEW actions of Mental Health and developing a NEW outside Play Area to increase our students Physical Health.

In September 2019, the staff at Woodland Primary began implementing the initiatives and strategies outlined in the new Responsive Teaching and Learning Policy. The implementation of this policy became the objective for all staff as they began to work collaboratively to understand the new roles. As a Phase One school our staff received a significant amount of professional learning to put into action the goals and objectives around RTL. Although it was a year of learning and growth we saw the significant impact of having Teaching & Learning Assistants, Reading Specialist and Teacher Librarian to deliver an engaging learner centered education. The results from our external BEV data in June 2019 was certainly proof of the positive impact that RTL can achieve. Teachers worked through completing RTL forms to direct instruction based on student need, collaboratively planned in Teaching & Learning Team meetings and worked with Dept. & District staff to gain a better understanding of UDL. The school community continued to support fundraising initiatives to provide a new Play Area for the students of Woodland Primary. In the Spring of 2019 the previous structure was removed from the site. The School Development One year plan for 2018-2019 enabled teachers and staff to continue to improve academic, social and emotional needs of our young learners!

School Development Plan for 2018-2019

Woodland Primary 2018-2019 One Year School Development Plan

Goal #1		To Enhance student achievement in the areas of core literacy and numeracy					
Objective 1.1: Enhance collaborative structures within our school		Objective 1.2: Enhance instructional strategies and practices which are applied within school and across grade level		Objective 1.3: Enhance assessment strategies and practices which are applied within school and across grade level		Objective 1.4: Enhance school-wide structures designed to respond to academically at-risk students and those who need enrichment	
Strategy	Indicator of Success	Strategy	Indicator of Success	Strategy	Indicator of Success	Strategy	Indicator of Success
1.1.1 Continue to provide opportunities for teachers to collaborate within/across grade levels	1.1.1. Notes/Agendas/Action Plans from team meetings Ongoing	1.2.1 Support teacher professional learning regarding center based teaching practices (i.e. Daily 5)	1.2.1 Agendas/action Plans from PL sessions/team meetings Ongoing Purchased D5 Books	1.3.1 Enhance understanding of NLESD report card indicators	1.3.1 Record of PL Sessions/Meetings Ongoing	1.4.1 Continue with current practices to support at struggling students	1.4.1 Records of interventions and strategies Ongoing
1.1.2 Explore and enhance opportunities for collaboration	1.1.2 Notes/Agendas/Action Plans from new collaborative structures Ongoing	1.2.2 Enhance school wide, consistent use of Literacy Portfolio	1.2.2. Completed literacy portfolios Ongoing	1.3.2 Enhance use of common assessments at/ across grade levels	1.3.2 Copies of common assessments and records of analysis	1.4.2 Explore structures to effectively organize	1.4.2 Development of templates Ongoing

within the school day					Ongoing Meetings	and collate student learning data	
1.1.3 Continue to work collaboratively to develop and analyze work samples	1.1.3 Copies of work samples and analysis Ongoing- common prep. Periods, Mon. Mtgs.	1.2.3 Continue to enhance numeracy instructional practices	1.2.3 Agendas/action Plans from PL sessions/team meetings Ongoing	1.3.3 PTF Phase 1 School PL & Collaboration with RS & LRT on Best Assessment Practices	1.3.3 All teachers working collaboratively to assess student learning to improve individual instruction	1.4.3 Support teacher professional learning regarding enrichment teaching strategies	1.4.3 Agendas/record of PL Sessions Ongoing
1.1.4 Begin Phase 1 of PTF Phase 1 School Initiative	1.1.4 Collaboration with New RS & LRT	1.2.4 Continue with reorganization of Service Delivery Model	1.2.4 Agendas and related documents from PL sessions/team meetings Ongoing	1.3.4 New T/L Assistants to collaborate with teachers & assist in various ways to assess learning	1.3.4 T/L working with students in small groups, large groups & individually to enhance assessment	1.4.4 Begin to incorporate Best Practices to enhance student learning as a result of the NEW PTFPL	1.4.4 At risk & struggling students' academic needs are met as a result of NEW PTF Pilot School PL
1.1.5 Addition of 2 full time Teaching Learning Assistants to our school	1.1.5 Collaboration with TL Assistants to deliver programming	1.2.5 Professional Learning re PTF Phase 1 School	1.2.5 Virtual PL-Staff June 5 & 6-PL-Admin Sept.5 & 6-PL-Staff			1.4.5 New Reading Specialist, LRT & T/Ls positions to assist at risk and gifted students	1.4.5 At risk & struggling students' academic needs are met as a result of NEW PTF Pilot School positions

Woodland Primary One Year 2018-2019 School Development Plan

Goal #2 To Foster a safe and caring school environment for all through a focus on mutual respect and well-being					
Objective 2.1: Effectively implement a comprehensive Safe and Caring Schools Policy		Objective 2.2: Enhance the school climate that recognizes and respects the diversity of all		Objective 2.3: Increase involvement in activities that enhance social, physical and mental wellness for all	
Strategy	Indicator of Success	Strategy	Indicator of Success	Strategy	Indicator of Success
2.1.1 <i>Review current Safe and Caring School Policy</i>	2.1.1 Copy of revised policy and record of communication of policy (i.e. meeting agendas, memos, etc.) Ongoing	2.2.1 <i>Continue and enhance recognition and celebration of success of students and staff</i>	2.2.2 Record of announcements (i.e. newsletters, articles, website, etc.) Ongoing	2.3.1 <i>Continue and enhance current co-curricular/extra curricula wellness activities</i>	2.3.1 Record of activities Ongoing
2.1.2 <i>Review and enhance PBS system with emphasis on consistent teaching</i>	2.1.2 Agenda/notes from meetings, behavior teaching lesson plans, revised matrix and	2.2.2 <i>Continue and enhance inclusive practices</i>	2.2.2 Record of events promoting inclusive practices Ongoing	2.3.2 <i>Continue to explore opportunities to promote mental wellness within the school community</i>	2.3.2 Record of sessions/activities/community partnerships Ongoing

and rewarding of behaviors	reward system Ongoing				
2.1.3 Enhance understanding and usage of Review 360	2.1.3 Review 360 data Ongoing	2.2.3 Continue to utilize resources to promote digital citizenship	2.2.3 Record of lessons delivered and activities RCMP presentations Ongoing	2.3.3. Development of outside play area	2.3.3 Development of multi stage implementation plan Ongoing
		2.2.4 Purchase Second Step program for all grades	2.2.4 Guidance & Admin. Teach program and students incorporate & use skills/strategies from lessons Ongoing	2.3.4 Continue to seek partnerships, possible grants and funding, as well as fundraising to develop outside Play Area	2.3.4 Record of funding, donations and funding Physical work to develop Play Area (ditching, purchase equipment etc.)

Woodland Primary

Strategic Action Plan 1 - RTL

Goal: To Increase understanding of the Tiered Approach to Learning

Strategic Issue: Effective and Consistent Implementation of the Responsive, Teaching and Learning Policy

Evidence used to identify the strategic issue:

PMF: Outcome “The education system is responsive to students' strengths and needs”

- Indicator 3.1: 62.2% of students feel they are engaged in their learning
- Indicator 3.2: 79.1% of students believe teachers hold them to high expectations
- Indicator 3.3: 54.4% of teachers are confident in their teaching

BEV Data: June 2019 Report card data indicated in Strategic Action Plan 2.

Actions	Person(s) Responsible	Timeframe	Evidence of Effectiveness
A stronger understanding of UDL in our school	Admin District Staff DEECD	2019-2020 school year	Teachers understand UDL and are incorporating it throughout instruction
UDL PL (Classroom teachers) to support change	Admin District Staff Pilot Gr. 2 Group	2019-2020 school year	Teachers are more knowledgeable of UDL, therefore more comfortable using it to plan effectively.
Effective use of RTL forms to guide student instruction	Teaching Staff	Sept. - June 2020	Teachers understand UDL and are incorporating it throughout instruction
Ongoing collaboration among teachers	Teaching Staff	Sept. June 2020	Teaching and Learning team meetings are ongoing Effective collaboration and consequently student success.
Gr.2 Teacher Working Group (Rhonda, Denise, Trina, Tara, Tarra , Nancy)	Teachers listed	Nov.5 2019 (pm)	Regular meetings to collaborate & implement ideas, suggestions and interventions to promote UDL & RTL
Support Plan			

Professional Learning Time Required	Financial Support Required
<ul style="list-style-type: none"> • Substitute time to meet and collaborate with Gr.2 teachers- 6 hrs • PL -District & Dept. 	
Year-End Summary	
Progress on strategic issue	Next Steps
<ul style="list-style-type: none"> • Teachers are collaborating to meet the needs of their students through a foundational approach of UDL implementing and RTL strategies. 	

Woodland Primary

Strategic Action Plan 2 - Literacy/Numeracy

Goal: Increase achievement in the area of Literacy and Numeracy

Strategic Issue: Improved Classroom Structures and Teacher Practice

Evidence used to identify the strategic issue:

PMF Outcome: “The education system is responsive to students’ strengths and needs

- **Indicator: 3.3 54.4% of teachers are confident in their teaching**

Bev Data: June 2019 Report Card data for Grade 3 students indicates the following:

- **18% are sometimes or rarely meeting grade level expectations in Reading & Viewing.**
- **34% are sometimes or rarely meeting grade level expectations in Writing and Representing**
- **18% are sometimes or rarely meeting grade level expectations in Listening & Speaking**

Bev Data: June 2019 Report Card data for Grade 2 students indicates the following:

- **25% are sometimes or rarely meeting grade level expectations in Reading & Viewing.**
- **34% are sometimes or rarely meeting grade level expectations in Writing and Representing**
- **17% are sometimes or rarely meeting grade level expectations in Listening & Speaking**

Bev Data: June 2019 Report Card data for Grade 1 students indicates the following:

- **7% are sometimes or rarely meeting grade level expectations in Reading & Viewing.**
- **9% are sometimes or rarely meeting grade level expectations in Writing and Representing**
- **13% are sometimes or rarely meeting grade level expectations in Listening & Speaking**

RTL forms from June 2019 indicate that:

- **23 Gr. 3 students have an RTL form in Literacy- 20 Targeted 3 Intensive**

- **7 Gr. 2 students have an RTL form in Literacy- 6 Targeted 1 Intensive**
- **2 Gr. 3 students have an RTL form in Numeracy- 2 Targeted 0 Intensive**
- **1 Gr. 2 students have an RTL form in Numeracy- 1 Targeted 0 Intensive**

Actions	Person(s) Responsible	Timeframe	Evidence of Effectiveness
Reading Specialist, Ms. Pennington provides direct support to grade 1 students	Grade 1 teachers	Monitoring throughout the year	Student improvement in ALL areas of Literacy (reading, writing, listening and speaking)
TL, Ms. Humber to provide support to extend and represent student learning in all grades	All teachers	School year 2019-2020	Student/teacher use of resources/materials to improve Literacy Skills
Purchase resources as required to enhance literacy skills (i.e. student whiteboards, lap desks, software)	Admin	Purchase as required throughout the year	Students use resources & materials to develop Literacy Skills
Reading Specialist co-creating the literacy block with teachers grades 1-3	RS, Grades 1-3 teachers		
Create purposeful & authentic Listening & Speaking experiences	All teachers	Ongoing-throughout the 2019-2020 school year	Teachers share ideas, suggestions for student listening activities. Students are engaged in authentic & purposeful listening activities.

Purchase resources (i.e. apps, software & story bags) to support listening and speaking experiences	Admin	Purchase as required throughout the year	Students are using the apps, software & other materials to engage in Listening & Speaking Activities
Research & inquire about better assessment tools to assess Listening & Speaking	Teachers(volunteer)	Oct.15-18,2019	Teachers are finding and using authentic and purposeful assessment tools for Listening & Speaking
Teachers create “how-to” videos for parents	All teachers	ongoing 2019-2020	Parents are watching & implementing strategies from “how-to” videos.
Collaborate within and across grade levels to focus on Number Sense at each grade	All teachers	ongoing 2019-2020	PLC meet regularly
Complete Math Materials Inventory (per grade level)	Grade Level teachers	November 30, 2-19	Math Materials List created per grade level
Purchase Math materials & programs to assist with Number Sense understanding	Grade Level Teachers, Administration	Grade Level Teachers, Administration	Students & Teachers are using Math materials & programs and there is evidence of increased understanding in Number Sense
Use “real life” Math activities during Math Blocks	All teachers	Ongoing 2019-2020	Students are engaged in “real life” math activities

MATH Day	MATH Day Committee (Teacher Rep. from each grade level)	April - May 2020	MATH Day Comm. Meetings Students engaged in a full day of Math Learning & FUN
Support Plan			
Professional Learning Time Required		Financial Support Required	
		<ul style="list-style-type: none"> • Purchase resources as required to enhance Literacy skills (\$250) • Purchase resources as required to enhance Numeracy Skills (\$250) • Math Day materials 	
Year-End Summary			
Progress on strategic issue		Next Steps	
<p>It is hoped that <u>Literacy</u></p> <ul style="list-style-type: none"> • Teachers are engaged in PL around RTL Initiative and as a result are using their learning to meet the needs and strengths of their students. Supports are in place as necessary to help meet those needs through the Tiered Approach to learning. • Reading Specialist focus on grade One to use intervention strategies to help with Literacy Skills. LLI kit will be a tool to support enhanced reading strategies • Teachers are using more authentic & purposeful experiences, activities and assessments in Listening & Speaking with their students. 			

- Positive feedback from parents re “how to” teaching videos re Literacy.

Numeracy

- Teachers are collaborating regularly within and across grade levels to improve student understanding of Number Sense.
- A school wide Math Materials inventory list created per grade level.
- Math Materials & programs are used as a component of the Literacy Block to create a deeper and more meaningful sense of Number.
- Teachers use “real life” Math opportunities when teaching Number Sense and students will engage in more ‘real life” experiences to apply their learning.
- MATH Day will encourage students to problem solve, think critically, encourage teamwork, apply skills in a fun, interactive and engaging process

Woodland Primary

Strategic Action Plan 3 - SEL

Goal: Increased SEL learning for all

Strategic Issue: Wellness and Positive Relationships

Evidence used to identify the strategic issue:

PMF Outcome: “Students experience a safe , caring and inclusive environment”

- **Indicator 2.1 : 67.4% of students report a positive school climate**
- **Indicator 2.2 : 57.9 of teachers report a positive school climate**
- **Indicator 2.3: 62.2% of students are engaged in their learning**

Review 360 reports reflect SEL behaviors:

- **196 reported “in class incidents” with 48.7% of those being Disorderly Conduct**

PowerSchool SSS Database indicates :

- **A total of 32 (13% of our student population) Students have been diagnosed with an exceptionality (25 male & 7 female)**
- **A total of 28 students have SLP or Hearing exceptionalities**

RTL forms indicate that currently:

- **4 Gr.3 students have an RTL for SEL**
- **9 Gr.2 students have an RTL for SEL**
- **2 Gr.1 students have an RTL for SEL**

Actions	Person(s) Responsible	Timeframe	Evidence of Effectiveness
Professional Learning for Staff to increase Social/Emotional Learning (Suzanne Hogge- Restorative Justice, Talking Circles)	Admin. District Staff Dept. of Ed.		Teachers understand and are incorporating strategies and activities to assist students through direct instruction around Social /Emotional Learning
Purchase Second Step Kit for each grade	Admin	December 2019	Teachers are using the Second Step regularly to teach direct behaviours and students are translating this instruction when encountering Social/Emotional issues/problems
Collaboration with Teacher Librarian in LLC re Tiered Approach to Learning	All teaching staff/Teacher Librarian	Teaching Learning team meetings must occur at least every 4 weeks	RTL forms are updated regularly Teaching & Learning Team meetings are occurring Teaching and Learning team meetings are ongoing Effective collaboration and consequently student success in these areas.
Teacher Mental Health Sessions (Natalie Finlay, Suzanne Hogge) Specifically around managing/coping and dealing with student behaviors	Safe & Caring Schools team Admin.	School Year 2019-2020 (Fall- Winter) afterschool sessions)	Teachers are using strategies and coping strategies as instructed. Teachers feel they are better able to cope with student behaviors
Coffee & Conversation	All staff	Third Wednesday of every month	Teachers share ideas/best practices and suggestions in an informal environment

	(Admin. purchases coffee/tea		
Staff consultation around co-curricular activities (involvement, type of activity and when activity will occur)	All staff	Fall 2019	Staff create a co-curricular schedule and extra curricular schedule for various student activities (snow shoeing, card making etc.)
Purchase resources as required to offer co-curricular and extra curricular activities (card making, snowshoes etc)	Staff involved in activities	School year 2019-2020	Staff and students are engaged in co-curricular and extra curricular activities.
Gr.3 Leadership Committee (Spirit Comm.)	Teacher Comm. (Christina, Patricia, Sheena, Rhonda, Tarra P.)	Beginning Oct.18 (ongoing through 2019-2020)	Gr.3 students are involved in leadership activities & mentoring.
Establish a relationship with Lane's Retirement Home (invite residents for a visit)	Administration to arrange initial meeting Administration to purchase coffee & muffins	Nov. 2019	Lane's residents regularly visit Woodland Primary & participate in planned activities with students. Regular partnership with Lanes Retirement Home residents
New Playground Structure	Admin. & Maintenance Staff	Spring 2020	New Playground Structure Erected
Support Plan			
Professional Learning Time Required		Financial Support Required	

<ul style="list-style-type: none"> • Half day PL with Suzanne Hogge • One hour afterschool session with Suzanne Hogge 	<ul style="list-style-type: none"> • Purchase Second Step Kit (\$500.00 per Kit) • Coffee & Conversation (\$40 per month) • Materials for co-curricular activities (\$1,000) • Purchase of tea, coffee, muffins (\$80) • Purchase & install new Play Structure
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Year-End Summary

Progress on strategic issue	Next Steps
<p>Possible Look - Fors...</p> <p>Year End Summary of Progress:</p> <p>Teachers are engaged in PL around creating a safe and caring environment for the students. They are using Second Step Kits regularly to teach direct skills and strategies to students</p> <p>Teacher collaborate with TL to implement strategies as outlined in students RTL forms.</p> <p>Teachers are better equipped with coping strategies to deal with student behavior.</p> <p>Coffee & Conversation occurs every third Wednesday of the month to informally chat and explore ideas, suggestions and best practices.</p> <p>Students are engaged in co-curricular and extra curricular activities. Students are participating in Student Leadership (Spirit Committee) activities to increase a sense belonging and community.</p>	

Students regularly interact with senior citizens to encourage kindness, empathy and social connections.

Students benefit from regular outdoor play on the NEW play structure.

Woodland Primary Operational Issues for 2019-2020

Operational Issue	Intended Action
<p>Equipped Outside Play Area</p>	<p>Partner with NLESD to request tenders to supply and install playground equipment</p> <p>Purchase paint to create active and engaging parking lot murals</p> <p>Develop “Green Space” to incorporate curriculum outcomes</p>
<p>Research & Purchase Age- appropriate mental/emotional health resources</p>	<p>Consultation with Mental Health care providers;</p> <p>Collaborate with Education/Health Consultant;</p> <p>Incorporate strategies and outcomes as outlined in the NL Health Curriculum</p>
<p>Financial Limitations</p>	<p>Partner with and engage parents and community stakeholders to provide material and “in kind” support</p>