

**Data Snapshot Summary:** Products, conversations and observations indicate that a focus on foundational learning skills is needed. Provincial Assessment results, 2024-2025 Report Card Data, EGLA Data, Dibels, WTW, Classroom observations and conversations with teachers have helped us determine that focusing on student foundational learning skills is necessary to build success. Specific data points and WIGS Goals will be added in August of 2025 (Dibels, Words Their Way, EGLA) to help monitor progress. Staff will develop a way to regularly focus professional conversations and learning in this area. We use the WIGS model that allows us to gather and use lead data to influence results.

**Goal:** To increase our foundational learning skills K-5 to support stronger achievement at each grade level in literacy and numeracy.

**Positive Learning and Working Environment Component:**  Safety  Relationships  Teaching and Learning  Institutional Environment  Improvement Process

**Indicators of Success:** 80% of Classes will reach their target goal for each block of strategy/action work based on regular WIGs Data and Analysis. Early Lead Data will be collected so that teachers/staff and students can develop Strategies/Actions that will impact each block goal.

STRATEGIES/ACTIONS			MONITORING PLAN			MONITORING UPDATES	
Strategy/Action	Responsibility	Timeframe	Evidence	Accountability	Frequency	Impact	Next Steps
<i>(List the strategies and actions for realizing this goal, each in a new row.)</i>	<i>(Who is implementing this strategy/action?)</i>	<i>(In what timeframe/date range will implementation occur?)</i>	<i>(What evidence will be examined?)</i>	<i>(Who is examining the evidence?)</i>	<i>(At what frequency will the evidence be examined?)</i>	<i>(What has been the impact of this strategy/action toward achievement of the goal?)</i> <b>Start each impact statement with a monitoring date.</b>	
K – Heart Words increasing students’ recognition of “heart words” to support growth in both reading and writing.  Our team goal is a 10% increase in heart word recognition overall for the 3 classes.	K Teachers	January 5 <sup>th</sup> for 6 Weeks	Beside the Smartboard in the classroom will be our scoreboards.	Tessa Walsh (Core Team Member)	Monthly PLC Meeting  Wigs Wednesday Points - Weekly		<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented

<p>1-2 -Dibles Improving Segmenting and Blending with CV and CVC words.</p> <p>Goal: Increase in students being able to blend vc can cvc words.</p> <p>Use the Successive Blending Sound Slides (1perday for 5 days per week)</p>	<p>1-2 Teachers</p>						
<p>3-5 English (Dibels/ORF)</p> <p>Goal Oral Fluency - Increased accuracy and words per minute</p> <p>Lead Measure Daily Fluency Routines completed 4xper week for 15mins.</p>	<p>3-5 PLC Team – Tanya Atkinson (Core Team Member)</p>	<p>January 5<sup>th</sup> for 6 Weeks</p>	<p>Our Fluency Scoreboard will have 4 blocks per week so that we will place a sticker on each time we complete a fluency routine.</p>	<p>Tanya Atkinson (Core Team Member)</p>	<p>Meeting weekly Wigs Wednesday Points - Weekly</p>		<p><input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented</p>
<p>1-2 FI incl 5IF (Vocabulary from EGLA and Oral Assessment {GR5})</p> <p>75% of students will improve their vocabulary and be better able to participate in conversations.</p> <p>Completing Vocabulary Building activities 4x per week for 15mins</p>	<p>1-2 FI Team Jocelyn Leger (Core Team Member)</p>	<p>January 5<sup>th</sup> for 6 Weeks</p>	<p>10 Frames on doors to track progress.</p>	<p>Jocelyn Leger (Core Team Member)</p>	<p>Monthly PLC Meeting Wigs Wednesday Points - Weekly</p>		<p><input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented</p>

<p>3-5 FI WIG :Reading Fluency 80% of students will increase their reading fluency by at least one level.</p> <p>Lead Measure: Fluency focused activities/centres each day as well as the other four reading strategies (phonemics, phonetics, reading comprehension, vocabulary) for at least 15 minutes 5x per week.</p>	<p>3-5 FI Team Caroline Sheehan (Core Team Member)</p>	<p>January 5<sup>th</sup> for 6 Weeks</p>	<p>Sticker Boards on Doors</p>	<p>Caroline Sheehan (Core Team member)</p>	<p>Monthly PLC Meeting Wigs Wednesday Points - Weekly</p>		<p><input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented</p>
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**Data Snapshot Summary:** Products, conversations and observations indicate that a focus on Increasing our Community Engagement is a necessary focus for our school. Conversations with PSSC, Teachers and Communities members indicate a need to get back to a higher level of community engagement which will allow us to better reach our Academic Goals. Past success at Park Street has always been supported by community and family partnerships.

**Goal:** To increase the number of parent/community engagement activities and participation throughout the year.

**Positive Learning and Working Environment Component:**  Safety  Relationships  Teaching and Learning  Institutional Environment  Improvement Process

**Indicators of Success:** More Monthly Family/Community Engagement activities, increase student and family participation in existing extra-curricular activities. SPR Report indicates increased student, family and staff participation in activities associated with the school.

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Cultural Celebration Night	Tanya Atkinson	Spring (March/April)  Set date earlier	Multicultural night schedule and completed	Tanya Atkinson and Diversity Committee	1x/year	Increased understanding of the variety of cultures in our community.	<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented

Literacy/Numeracy Nights	Shauna Kelly	October/February (Wednesdays) Oct 29 Feb	Literacy Night and Numeracy Night Scheduled and completed.	Shauna Kelly and Core Leadership Team	2x/year	Increased community involvement in school.	<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented
Increased PSSC and Home and School Activities	Rien/Wendy	On-going monthly	Increased Home and School Enrollment and scheduled activities.  Active PSSC	Wendy – Home and School  Rien – PSSC	Monthly	Increased Community involvement and volunteering for extracurricular activities.	<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented

**Data Snapshot Summary:** Products, conversations and observations indicate that a focus on building calming strategies for our students will help them be ready to learn and be more successful in school. Sept/Oct response call review indicates a higher-than-expected number of responses for students that are dysregulated and unable to calm.

**Goal:** To decrease the number of support-calls for dysregulation and to provide students with strategies to self-calm through modelling.

**Positive Learning and Working Environment Component:**  Safety  Relationships  Teaching and Learning  Institutional Environment  Improvement Process

**Indicators of Success:** Classes participating in Drop Everything and Reset time daily and students better able to self-regulate

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Drop Everything and Reset School-Wide Time Daily	PSS Core Leadership Team and individual classes.	Oct 8-Nov 18	Students and Teachers participating in 10min DEAR Time using a Schedule.  Nov 10	WIGS Scoreboards throughout the building  WIG Wednesday Collection of Points	Daily x 10mins	Students will be able to participate and build resiliency towards a 10min reset daily.  Nov 10	<input type="checkbox"/> embedded <input checked="" type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented

			2 <sup>nd</sup> Phase will have Teachers scheduling their own DEAR Time.	School-Wide Scoreboard and Reward		Teachers will begin to plan their own 10mins DEAR time that fits best with their individual Schedule.	
							<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented
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March WIGS- Social Emotional/Behavior

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	K-2 English PLC	March-April				.	<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented
Grade 1: Self-management: keeping a tally of interrupted behavior, aiming for less than 25 per day. If less than 25, they'll get a sticker. The stickers will go on a ten-frame on their door. Grade 2: Peer Interactions - daily classroom meetings where we model/teach a component of positive interactions through collaborative play (sharing,	1-2 FI	March-April	<ul style="list-style-type: none"> <li>- Less daily interruptions of teaching and learning.</li> <li>- More Positive peer interactions between students.</li> </ul>	1-2FI Team	Daily	Increased time on task and ability to teach/learn.	<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented

<p>taking turns, being a good winner etc.). After the classroom meeting students will have purposeful play for 10-15 minutes where we will circulate and look for the behavior.</p> <p>Tracking: If successful after play, we'll put a sticker on a ten-frame on the door.</p>							
<p>We are focusing on making good choices outside and following our Recess PBIS Expectations:</p> <p>Action:</p> <ul style="list-style-type: none"> <li>-discussions before and after recess to encourage good choices outside and debrief after recess</li> <li>-specific mini-lessons about using kind words, making good choices outside and reinforcing our PBIS playground expectations</li> <li>-review soccer field expectations and ensure rules are posted (Rien, do you have any extra copies or an electronic version?)</li> <li>-class meetings to foster connectivity, belonging and address any concerns of students and collective problem solving.</li> </ul> <p>Tracking: We will be tracking that we do one of the 4 strategies every day and placing a reinforcement</p>	3-5FI	March-April	<ul style="list-style-type: none"> <li>- Less behaviors coming from the playground daily.</li> </ul>	3-5 FI Team	Daily	Reduction in lost instructional time due to unresolved conflict in the classroom.	<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented

sticker on our tracker every day this occurs.							
	3-5 English PLC	March-April					