



School: Harry Hooe Elementary

Principal: Nicole Neggers

Director/Assistant Superintendent: Michael Scarcella

A. Goal (One goal per page)

To improve literacy development with a focus on targeted instruction in phonemic and phonological awareness as part of a balanced literacy program.

B. Rationale

- 26.6% of our Grade 2 students are Not Yet Meeting in Literacy
 - 15.9% of our Grade 3 students are Not Yet Meeting in Literacy
 - 30.4% of our Grade 4 students are Not Yet Meeting in Literacy
- We have 57 English Language Learner (ELL) students speaking 24 different languages

C. Action Plan (List specific actions, school level and district level resources or structures used)

- Protected Literacy time
- Reading intervention groups
- Station teaching/collaborative teaching
- Targeting skills based on assessment
- Target Grade 4 students first
- Focus on phonemic and phonological awareness
- Use our collaboration teacher, teacher librarian and ELL to collaboratively provide reading instruction -
- Involve our district literacy helping teacher

D. Evidence / Data (How will you measure success?)

- Report card data
- Assessments (pre and post intervention and at regular intervals to inform teaching)

Principal:

N. Neggers

Superintendent:

Board Chairperson:

Date:



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A. Goal (One goal per page)

To strengthen adult/student connections, and as a result, improve students' emotional safety and academic engagement.

B. Rationale

Middle Years Development Instrument (MDI) Data:

Grade 4- 43% low on the Well-Being Index

Grade 4- prosocial behaviour is significantly below district average

Grade 4- happiness is significantly lower than district average

Grade 7- 62% low on the Well-Being Index (significantly higher than reported by Gr. 4's)

Grade 7- 40% reported not having an important adult at school (20/50 students)

while it was significantly less for Grade 4's (21%) Gr. 7- only 20% of students

reported feeling optimistic

Grade 7- perseverance was a lot lower than district average

Grade 7- both school climate and school belonging were significantly lower than the district average

C. Action Plan (List specific actions, school level and district level resources or structures used)

- Develop clubs at lunch run by teachers/staff for a variety of grades (Lego, chess, puzzles, coding, crib/cards, art/drawing, science, knitting/origami, gym)
- Develop multi-level afternoon activities ex. applied design skills and technology (ADST)
- Outdoor program/gardening (revamp the courtyard)
- Student leadership group and volunteer opportunities/activities for senior students
- Trauma-informed workshop on school Pro-D day in January with social worker Judith Charad
- Universal programs implemented: (For example Everyday Anxiety Strategies for Educators (EASE), Mind Up, Go Zen with guidance from the school counsellor and administrators)
- Continue breakfast and lunch programs, add providing breakfast in Grade 6/7 classrooms
- Staff participate in student connection activity on school-based Pro-D day led by administrators
- Wellness day for Grade 7's on conference day organized by admin and CUPE staff
- Provide opportunities for students to give back to the community (working with RCMP Const. Britteny George on community projects)

D. Evidence / Data (How will you measure success?)

- MDI data
- Early Development
- Instrument data
- Increased attendance in school and clubs
- School student surveys (pre, mid, post)
- Report card data

Principal:

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Date:

N. Neggers