



School: Harry Hooge Elementary
 Principal: Nicole Neggers
 Director/Assistant Superintendent: Michael Scarcella

A. Goal (one goal per page)

Goal 1: To continue improving literacy development with a focus on targeted instruction in phonemic and phonological awareness as part of a research-based literacy program.

B. Rationale

- 20% of current Grade 2 students Not Yet Meeting (NYM) expectations, while 24% of students are Meeting Expectations in reading
- 20% of current Gr. 3 students NYM expectations, 24% Meeting Expectations in reading
- 16% of current Gr. 3 students NYM expectations in writing, 28% Meeting Expectations in writing
- 38% of current Gr. 4 students NYM or Minimally Meeting (MM) in reading, 37% in writing
- 34% of current Gr. 5 students NYM or MM in reading and 38% in writing
- 41% of current Gr. 6 students NYM or MM in reading and 48% in writing
- 35% of current Gr. 7 students NYM or MM in reading and 31% in writing
- Teacher observation: Students are weak in phonemic and phonological awareness

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

- Reading intervention groups and station teaching, coordinate with English Language Learners (ELL), Support and Collab teacher
- Targeting skills based on assessments
- Target Grade 3 and Grade 6 students first based on report card data
- Focus on phonemic and phonological awareness using programs such as Heggerty, Guided Reading, and University of Florida Literacy Institute (UFLI)
- Involve our district literacy helping teachers
- Secret Stories
- Home decodable resources on book cart
- SPARK decodables
- Kinesthetic literacy pieces (story workshop, skits, etc.)
- Picture-based writing
- Speech-to-text and use of technology

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

- Assessments (pre- and post-intervention and at regular intervals to inform teaching)
- UFLI and Acadience assessments
- Report card, Performance Standards Data (June 2024)



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Goal 2: To strengthen our students' sense of belonging by regularly recognizing and celebrating everyone's individuality represented at our school while focusing on adult/student connections.

B. Rationale

Of the total population of 508 students, we have 104 English Language Learners (ELL) students, 19 of which are ELL and 49 with Aboriginal ancestry. We have 92 students with a Ministry Designation and approximately 12.3% of our students are living in poverty.

Grade 4 Students:

- 45% have low well-being compared to 38% across the district
- 58% indicate a quality relationship with an adult at school
- 21% indicate they do not have any important adults at school

Grade 7 Students:

- 62% have low well-being compared to 47% across the district
- 38% indicate they do not have any important adults at school

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

- Continue to run groups at lunch and before school (knitting, yoga/meditation, open gym, open library, etc.)
- Incorporate students' languages (hello, have a good day, etc.) in daily announcements
- Continue to recognize various cultural celebrations such as Diwali, Ramadan, Black History Month, Asian History Month, Orange Shirt Day, etc.
- Continue to provide food programs and continue expanding breakfast programs into individual classrooms
- Continue to provide opportunities for students to give back to the community (Coins for Kids, Christmas Hamper, cards for senior centre, etc.)
- Increase the number of spirit days
- Continue outdoor programming/gardening
- Lunchtime staff and student activities (student sport committee developed)
- Continue to work with district helping teachers on diversity and inclusion of all students

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

- Middle Years Development Instrument (MDI) data
- Number of students participating in clubs, celebrations and activities
- Staff observation