

Action Plan

Looking Back...Looking Forward...Moving Forward



June 2023

Rich Valley School

Principal: Mr. Kelly Muir



Northern Gateway
Public Schools



Learners are Literate and Numerate

Celebrations: Rich Valley School implements meaningful and engaging inclusive programming to enhance student growth and success socially, emotionally, and academically in the areas of literacy and numeracy.

Connection: Students will show continued growth by the review of school data; including numeracy data (EICS), literacy data (F&P Reading Benchmark, CC3, LENS and HLAT), as well as the review and analysis of learning goal data from Collaborative Team Meetings (CTM's) and Individual Support Plans (ISP's).

Process : These are the Specific Strategies used to meet your objectives

Authentic Application: This is where the measurements, and timelines are outlined

Reflection : This is where the data is outlined and analysis of how the process is working.

Implementation of reading intervention programming at all grade levels.

Implementation of Guided Reading Program where students receive focused/intensive support with their identified reading levels.

Further development of a Continuum of Supports for literacy, numeracy, and social/emotional well-being, to ensure the effective implementation of supports across all grade levels.

Continuum of Supports utilized during Collaborative Team Meetings and Student Support Meetings, as well as when developing Individual Support Plans.



Learners are Literate and Numerate - continued

Process : These are the Specific Strategies used to meet your objectives	Authentic Application: This is where the measurements, and timelines are outlined	Reflection : This is where the data is outlined and analysis of how the process is working.
Implementation of basic facts attainment programming at all grade levels.	Implementation of basic facts instruction and practice based on work with Tammy Leslie from the ERLC. Students receive focused/intensive support with the attainment of their basic facts.	
Use of BLAST (Basic Literacy Acquisition Skills Time) or BLAST-like programming in grades 1-3 to support, develop and enhance students' literacy skills.	Small group literacy-based center time on a daily basis for 30 minutes/day. Basic literacy skills include reading fluency, vocabulary development and comprehension. Students progress will be seen in results on the CC3, LENS and F&P assessments.	



Learners are Supported

<p>Celebrations: Rich Valley School continues to provide a welcoming, safe and caring school environment that celebrates diversity and creates a sense of belonging.</p>		
<p>Connection: Our objective is to continue to create a learning environment that strengthens relationships and builds connections by developing programming that is reflective of students' needs and strengths.</p>		
<p>Process : These are the Specific Strategies used to meet your objectives</p>	<p>Authentic Application: This is where the measurements, and timelines are outlined</p>	<p>Reflection : This is where the data is outlined and analysis of how the process is working.</p>
<p>Regularly scheduled CTM meetings for literacy, numeracy and social/emotional concerns to discuss student programming.</p>	<p>Review school data, including ISP's, medical plans, behavioural plans and CTM data to determine proper supports to best meet the needs of students.</p>	
<p>Use small strategy groups to support targeted social, emotional and academic needs based on grade level supports identified through Collaborative Team Meetings.</p>	<p>Flex/intervention blocks have been embedded in the timetable to provide opportunities for timely, consistent, and intentional supports. All grades will focus on basic fact skills throughout the year. Grades 1 and 2 will participate in literacy instructional strategy groups throughout the year. Grades 3-7 students requiring additional literacy supports will access levelled literacy intervention programming.</p>	



Learners are Supported - continued

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Use of specific groupings and programs to engage students, staff and the community both within and outside the school.

Leverage groupings through reading buddies, leadership groups, intramurals and color house challenges, curricular options and student interest options to have students connect with one another and create community. Use gatherings like assemblies, speakers, special event days, concerts, volunteers and Celebrations of Learning to engage the community to come into the school and build relationships with the students and staff.



Learners are Supported

<p>Celebrations: Socially and Emotionally meaningful, engaging and inclusive programming to ensure student growth and success.</p>		
<p>Connection: Review school data, including ISP's, medical plans, behavioural plans and CTM data, to ensure all students are supported.</p>		
<p>Process : These are the Specific Strategies used to meet your objectives</p>	<p>Authentic Application: This is where the measurements, and timelines are outlined</p>	<p>Reflection : This is where the data is outlined and analysis of how the process is working.</p>
<p>CTM meetings specifically to discuss Social/Emotional concerns and supports for students.</p>	<p>Use of data from ISP's, classroom tracking and discipline records to discuss current programming and student's successes, challenges and the need for changes to programming.</p>	
<p>Triangulation between the classroom teacher, educational assistants, success coach, school psychologist, IEF and principal to prioritize social/emotional concerns and resource deployment</p>	<p>Use of data from ISP's, classroom tracking and discipline records to discuss current programming and student's successes, challenges and the need for changes to programming.</p>	

