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| **Learning Response Priority** |
| **Actions** |
| * 1. GAS staff will review classroom data and implement plan for interventions based on information from data and IRP & IMP.
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| * 1. GAS staff will use division, provincial, and classroom data (as/of/for learning) and explore research-based pedagogy for classroom-based intervention (Tier 1/2/3).
 |
| * 1. GAS will improve Classroom-based intervention (Tier 1) through pre-assessment, differentiated instruction, gradual release model, monitor progress (formative assessment), and adjust instruction based on student needs.
 |
| * 1. Explore research-based pedagogy in literacy instruction and cross-curricular planning. Once completed staff will implement literacy strategies in all subject matters. This process will be cyclical and ongoing. Staff will focus on incorporating Before, During, and After strategies of literacy into cross curricular planning. Staff can find a variety of resources for literacy strategies at <https://www.adlit.org/in-the-classroom/strategies>.
 |
| * 1. Focus on intensive literacy instruction and pedagogy in all subject area's grades 1-8. Continue to offer cross-curricular professional learning opportunities for effective literacy and numeracy instruction and assessment for all grade levels.
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| * 1. GAS will pilot balanced math in Grades 1, 2, & 5-8.
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| **Reading Priority** |
| **Actions** |
| **Data Analysis** |
|  1.1. Collect and submit grades 1 to 3 reading data to the Ministry of Education in June 2023. Data for additional grades will be collected by the GAS. Reading data will be used to identify student needs and reading support will be provided through responsive instruction.2021/22 GAS Reading Data (1-3):Grade 1: 50% Reading @ Gr. Level (6 total Students): -3 students at or above Grade Level, -1 students approaching grade level -1 student at risk- 1 student is EALGrade 2: 80% Reading @ Gr. Level (10 total Students): -8 students at or above Grade Level, -1 students approaching grade level -1 student at riskGrade 3: 75% Reading @ Gr. Level (8 total Students): -6 students at or above Grade Level, -1 students at risk -1 student not tested and on an IIPGrade 4: 80% Reading @ Gr. Level (5 total Students): -4 students at or above Grade Level, -1 students approaching grade level Grade 5: 50% Reading @ Gr. Level (6 total Students): -3 students at or above Grade Level, -1 students approaching grade level -1 student at risk-1 student is EALGrade 6: 100% Reading @ Gr. Level (10 total Students): -10 students at or above Grade Level, Grade 7: 86% Reading @ Gr. Level (7 total Students): -6 students at or above Grade Level, -1 students approaching grade level -1 student at risk (Student was on IIP, now on ILP (IRP))Grade 8: 83% Reading @ Gr. Level (6 total Students): -5 students at or above Grade Level, -1 students approaching grade level  |
|  1.2. Based on reading data GAS staff will plan for Reading & Writing intervention during whole school “Literacy Blitz”:1. Identify a problem (Literacy: Reading & Writing)
2. Collect data (C/O/P/Ministry Rubrics/F&P)
3. Organize, analyze, and interpret the data (Staff will perform Data Analysis from previous year)
4. Develop a plan
5. Implement the plan
 |
|  1.3. GAS will commit more time in the timetable to literacy. Acknowledging professional flexibility at the classroom level to alter academic schedules to emphasize literacy in the primary grades:Adjusted Minutes Per Week in ELA:Gr. 1-5 (560 to 860)Gr. 6 (510 to 810)Gr. 7-8 (300 to 600)\*This will be accomplished through cross-curricular instruction if possible (Social/Science/Health/RTI). GAS will investigate specific strategies that use literacy across subjects (B/D/A Strategies, KWL, Gradual Release Model, and Frayer Model). |
| 1.4. Develop professional development opportunities to increase pedagogical knowledge of intensive language instruction and cross-curricular planning. |
| **Reading Support Plans Gr. 1-5** |
| * 1. GAS will Implement reading support plans, as needed, for students below grade level for individual grades 1 to 5 that identify those students by name, strength, and need related to literacy based on the following process:
* review reading proficiency of all grades 1 to 5 students.
* provide targeted support and intervention through school wide “Literacy Blitz”.
* Implement research-based, high yield instructional strategies focused on improving early literacy skills, reading levels, and taking students from where they are and moving them as far along as possible in reading.
* Responsive instruction that fosters foundational literacy skills through explicit systematic instruction (teacher modeling, guided practice, and independent student practice).
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| **Mental Health and Wellbeing Priority** |
| **Actions** |
| **Individual** |
| * 1. Develop and identify a MHWB team to, Assess Prevent, Promote, and Share Success relating to MHWB:

**Team Members:** Erin FriesenCarrie KlassenMichael Radford |
| * 1. Assessment & Prevention
* Teach MHL Literacy course (ages 12-15 UBC MHL/CMHA School Kit/Myths & Realities Video).
* Classroom Morning Wellness check-in (Teacher Facilitated).
* Safe, Caring, and Welcoming Schools (SCWS) (Walk Around Tool Kit 3 times per school year).
* Culturally responsive teaching (Adaptive Dimension/Gender and Sexual Diversity).
 |
| * 1. Early Identification
* GAS will work with NWSD to provide MHFA for Adults train the trainer.
* GAS will move towards having all teaching staff trained in ASIST.
 |
| * 1. Promotion
* Awareness in schools (posters) (GAS will use CMHA School Tool kit to promote awareness).
* Safe, caring, and welcoming schools (SCWS) (Walk Around Tool Kit 3 times per school year).
* SHA/STF-Mental Health Services.
* Counselor/Student/Parent/Teacher.
* Resources (Shared through Monthly Newsletter “Grizzly Growl”).
 |
| * 1. Sharing Success

Share and celebrate successes throughout the year at WC check-ins and at the end of the year with admin via mini- NWSD symposium. |
| **Classroom** |
|  2.1. Focus on the following:1. mental health promotion,
2. early identification,
3. prevention, and early intervention services,
4. standard processes and protocols,
5. partnerships with community agencies.
 |
|  2.2. Utilize supports to address MHWB* Student/adult Mentorship program (GAS divide staff up to check in with their group of students).
* Classroom teachers promote a sense of belonging and caring at school through Mentorship program/SLC/Circle of Courage/Morning check-in meetings/Counselor meeting).
* Safe, caring, and welcoming schools (SCWS) (Walk Around Tool Kit 3 times per school year).
 |
|  **Professional Learning and Training** |
|  3.1. Professional development and support staff in developing staff Mental Health GAS staff will be given choices of the following (Staff to complete a minimum of one PD):* [Go to Educators: Mental Health Literacy](https://mentalhealthliteracy.org)
* [Mental Health First Aid for Adults that Interact with Youth](https://www.mhfa.ca/en/course-type/adults-who-interact-youth)
* Trauma-Informed Classrooms
* [Pan-Canadian Joint Consortium for School Health Positive Mental Health Toolkit](https://wmaproducts.com/JCSH/)
* STF [Professional](http://www.stfprofessionallearning.ca/wp-content/uploads/2021/05/CHART-VERSION-Supporting-Interim-Planning-for-PEP-1.pdf) Learning
* [UBCxOnline: Learn Mental Health Literacy](https://ubcxonline.exl.ubc.ca/)
* [UBCxOnline: Teach Mental Health Literacy](https://ubcxonline.exl.ubc.ca/)
* STARR Commonwealth<https://starr.org/courses/> Courses
 |
| **Share School Plans and Celebrate Successes** |
|  4.1 GAS school plans will be posted to school websites and shared with SCC in the Fall. |
|  4.2. Share and celebrate successes throughout the year at WC check-ins and at the end of the year with admin via mini- NWSD symposium. |