

# Willerton School Plan 2018-2019

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<b>Expected Outcomes</b> What specifically are you trying to improve for student learning? (observable, measurable)	<b>Strategies</b> What actions will you take?	<b>Indicators</b> How will you know that learning is improving?	<b>Data Collection</b> By what means will you collect evidence of progress toward learning?
1. By June 2019, all students will continue to demonstrate an understanding of honesty, empathy and self-control.	<ul style="list-style-type: none"> <li>▪ classroom-based Trait of the month Activities (Honesty, Empathy, Self-Control)</li> <li>▪ School-wide assembly celebrating Students of the Month</li> <li>▪ Students of the Month bulletin board</li> <li>▪ Trait of the month student nomination box</li> <li>▪ develop school Core Values</li> <li>▪ develop school-wide Code of Conduct</li> <li>▪ use of literature with relevant themes for read-aloud and novel studies</li> <li>▪ implement Roots of Empathy Program</li> <li>▪ practice strategies that foster empathy (Michelle Borba)</li> </ul>	<ul style="list-style-type: none"> <li>- respectful language among students</li> <li>- positive student interactions in classrooms, during transitions and on playground</li> <li>- fewer incident reports</li> <li>- students will solve conflicts in school and on playground independently and respectfully</li> <li>- Students acting with empathy, honesty and self-control</li> </ul>	<ul style="list-style-type: none"> <li>- student survey (EY)</li> <li>- OurSchools Survey</li> <li>- staff feedback on observed behaviours</li> <li>- anecdotal/observational</li> </ul>
2. By June 2019, 90% of students will read at or above grade level.	<ul style="list-style-type: none"> <li>▪ small group guided reading</li> <li>▪ expanding library with high interest reading materials</li> <li>▪ Fountas and Pinnell leveled literacy intervention</li> <li>▪ continued use of Daily Five strategies</li> <li>▪ daily independent reading program</li> <li>▪ one-to-one reading practice</li> <li>▪ use of technology to increase engagement: Epic, RAZ Kids, Audible</li> <li>▪ cross-grade reading partners</li> <li>▪ continued teaching of comprehension strategies</li> <li>▪ Precision Reading (including staff PD?)</li> </ul>	<ul style="list-style-type: none"> <li>- reading levels will be tracked to indicate progress</li> <li>-students self-selecting books and actively engaged during independent reading</li> <li>-students will choose greater variety of genres to read</li> <li>-students will show improved fluency, accuracy, and speed in Precision Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Fountas and Pinnell</li> <li>-assessment wall</li> <li>- RAZ kids data collection</li> <li>-observational</li> <li>-precision reading data</li> </ul>
3. By June 2019, students in grades 5 to 8 will demonstrate a 10 mark increase in Math achievement on the mRLC Numeracy Project baseline assessment.	<ul style="list-style-type: none"> <li>▪ post math outcomes posters</li> <li>▪ Use of the MRLC: Numeracy Achievement Project pacing guides</li> <li>▪ Utilize reach-back strategies for consistent review</li> <li>▪ Administer foundational quizzes, follow-up with mini-quizzes and targeted instruction</li> <li>▪ Teachers will take part in related Professional Development 3 times throughout schoolyear</li> <li>▪ Targeted homework/practice</li> </ul>	<ul style="list-style-type: none"> <li>-students will be using relevant mathematical language (ex. Outcomes)</li> <li>-students will self-reflect on mathematical outcomes</li> <li>-students will demonstrate understanding of concepts on formative quizzes and reach-back activities</li> </ul>	<ul style="list-style-type: none"> <li>-mini-quizzes</li> <li>-formative quizzes</li> <li>-baseline assessment</li> <li>-observational and anecdotal</li> </ul>