

Wabamun School - 2022-2023 Development Plan **Students Demonstrate Well-Being**

Throughout the 2022/23 school year, Wabamun School will continue to focus on Student Success, and Student Well-Being.

These two focal areas are supported by the following four components:

1. Student Engagement for Increased Attendance
2. Literacy and Numeracy
3. Our Collaborative Response Model
4. Our Comprehensive Health Plan

1 - Student Engagement for Increased Attendance

The chart below shows the percentage of Wabamun students whose attendance was less than 85%, going back for the last five academic years:

| Attendance <85% |
|---------------------------|
| 2017/18 - 14% |
| 2018/19 - 13% |
| 2019/20 - 23% |
| 2020/21 - 23% |
| 2021/22 - 37% |

As a school we will be looking to increase the number of students who attend at least 85%.

Strategies include:

- Positive, initial contact via phone conversations prior to the first day of classes for those students whose attendance was less than 85%.
- Recognizing students who are attending regularly with Wabamun Wild PRIDE slips, Student of the Week acknowledgements, year end Attendance Awards, and educational field trips.
- Knowing that increased attendance lead to increased success, we will have several measures, including seeing positive increases in:
 - Attendance
 - Academics
 - Student Resilience scores (annual survey)
 - Thought Exchange
 - Alberta Education Assurance Measures

- Increased focus on Academic Engagement and Social-Emotional Engagement

Academic Engagement

We want students to be engaged in their academics. Students show their level of engagement when they dive deep into learning activities. Engagement includes, but is so much more than, handing assignments in on time and coming to class.

In order for us to meet students where they are at, we have to know where to begin. Previous year's report cards and other reports play an important role in determining where to start. It is also important that we use the data we gather from assessments for learning in September to guide our teaching.

As we look further into Academic Engagement, key resources and stakeholders include:

- Wabamun School students and staff
- Sheryl Bridgeman, Division Principal Literacy & Lifelong Learning, Parkland School Division
- Shaye Patras, Division Principal Indigenous Education & Numeracy, Parkland School Division

Social-Emotional Engagement

Much of the approach we are taking regarding social-emotional engagement is covered in the Comprehensive School Health Action Plan. It is important for students to have a positive connection and a strong sense of belonging to the school, as we know that identifying with school culture positively contributes to a child's level of emotional engagement.

- Additionally, to support students coming to school, staff will be making positive contact (phone calls) to those students for whom their attendance last year was less than 85%.
- Also, students who achieve an attendance of 85% or greater will receive positive acknowledgement and be rewarded for their efforts with reward field trips once a term.
- Finally, students who achieve an attendance of 90% or greater will receive an Attendance Award at our year end award assembly.

As we look further into Social-Emotional Engagement, key resources and stakeholders include:

- Wabamun School students and staff
- Wabamun School Council
- Wabamun School Fundraising Association
- Christine Ross, Division Principal of Wellness And Community Partnerships, Parkland School Division
- Bryn Spence, Division Principal Student Services, Parkland School Division

2 - Literacy and Numeracy

Wabamun School will continue to support the Parkland School Division initiatives for Literacy and Numeracy.

This year, staff will continue to explore strategies to improve student literacy and numeracy achievement in K-3 (specifically) and 4-9 (generally). Baseline data, taken at the onset of the year, will identify specific gaps in student achievement, and staff will work with the assistance of the Division Principals to identify pull-out strategies for improvement.

3 - Our Collaborative Response

The Collaborative Response Model provides school staff with the opportunity to routinely meet to reflect, discuss and devise strategies to assist our students. This past year much of our focus was on helping students develop resilience. For the 2022/23 school year the focus will continue to be on student resilience as it relates to attendance. Staff will continue to meet monthly in our professional learning communities to support each other in the celebrations and student successes, as well as sharing ideas to increase student resilience, engagements and attendance. The work we will be doing during our collaborative response time will be around student engagement and increased attendance. We will have several measures, including seeing positive increases in:

- Attendance
- Academics
- Student Resilience scores (annual survey)
- Thought Exchange
- Alberta Education Assurance Measures

The Collaborative Response Model consists of the following stakeholders:

- Wabamun School Students & Staff
- Parkland School Division Collaborative Response Cohorts
- Bryn Spence, Division Principal Student Services, Parkland School Division
- Kurtis Hewson, Jigsaw Learning

4 - Comprehensive School Health

The Initiatives/Events/Activities that we will continue to do, and the new ones we are introducing for the 2022/23 school year, will support our students by helping to meet some of their social-emotional needs. The better we are able to engage and meet their social-emotional needs, the more they will attend school.

There are three tenets within Comprehensive School Health Action Plan:

1. Healthy Eating

Initiatives/Events/Activities in place:

- Nutrition Nook
- Community Breakfasts
- Healthy Food Choices

2022-2023 Planned Initiatives/Events/Activities

- Tower Garden
- Healthy Food options store

2. Active Living

Initiatives/Events/Activities in place:

- Physical Education 10% of the timetable
- Sports Team opportunities

2022-2023 Planned Initiatives/Events/Activities

- Install a Gaga Pit

- Explore DPA within the context of classroom learning
 - MyPath Outdoor Pursuits (K-9)
3. Mental Well-Being
- Initiatives/Events/Activities in place:
- School Counselor 1 day a week
 - Community Connector
 - Wabamun Wild PRIDE Virtues and Student of the Week
 - Mindfulness Activities
 - School Clubs - Example: Art Club, Student Leadership
- 2022-2023 Planned Initiatives/Events/Activities
- Increase frequency of adult FNMI presence in the school
 - Weekly reading during Monday morning announcements
 - Attendance incentives program

The Wabamun Comprehensive School Health Action Plan was developed by the following stakeholders:

- Wabamun School Health Leads - Brian Pon, Raina Chase, Les Worthington
- Wabamun School Staff
- Christine Ross, Division Principal of Wellness and Community Partnerships, Parkland School Division
- Cathy Traynor, Parkland School Division Health and Wellness Facilitator
- Geri Wu, Parkland School Division Indigenous Education Facilitator
- Jenny Al-Aldra, Wabamun School Counselor

