

Wabamun School - 2024-2025 Development Plan **Students Demonstrate Well-Being**

Throughout the 2024/25 school year, Wabamun School will continue to focus on Student Success, and Student Well-Being.

These two areas of focus 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% & 90%, going back for the last five academic years:

| Attendance <85% | Attendance <90% |
|---------------------------|---------------------------|
| 2019/20 - 23% | 38% |
| 2020/21 - 23% | 35% |
| 2021/22 - 37% | 60% |
| 2022/23 - 26% | 51% |
| 2023/24 - 29%* | 53%* |
| * - as of June 17th, 2024 | |

As a school we will continue to focus on increasing the number of students who attend at least 85%, with the eventual goal of improving all students to a minimum of 90% attendance.

Strategies include:

- Positive, initial contact via phone conversations prior to the first day of classes for those students whose attendance was less than 85%.
- Phone call from school administration following the first two weeks of school for those students who previously fell below 85% (2023/24), if they have missed two or more days since the beginning of the 2024/25 school year.
- Recognizing students who are attending regularly with Wabamun Wild PRIDE slips, Student of the Week acknowledgement, and year end Attendance Awards (+90%).
- Attendance Score letters that are sent home throughout the year. These letters include information about ways for parents to support improved attendance.
- Recognizing the entire student body for hitting monthly attendance goals with educational field trips.
- Knowing that increased attendance leads to increased overall success at school, we will have several measures, including seeing positive increases in:

- Attendance
- Academics
- Wabamun School Survey on Absenteeism (Grades 5-9)
- Student Resilience scores (Wabamun School 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 not limited to: 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 assessments play an important role in determining where to start. It is important that we use the data we gather to guide our teaching.

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

- Wabamun School students and staff
- Parkland School Division Principal of Literacy & Lifelong Learning
- Parkland School Division Principal of Indigenous Education & Numeracy

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.

- To support students coming to school, teachers will make positive contact (phone calls) to those students for whom their attendance last year was less than 85%.
- Recognizing the entire student body for hitting monthly attendance goals with educational field trips.
- Students who achieve an attendance of 90%, or greater, will receive an Attendance Award at our annual year end awards assembly.
- All students have the opportunity to go on two field trips a year that promote academic and/or social-emotional engagement. Examples from previous years include: Telus World of Science, Drumheller, and dragon boating.

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

- Wabamun School students and staff
- Wabamun School Counselor
- Wabamun School Council
- Wabamun School Fundraising Association
- Parkland School Division Principal, Northern & Indigenous Relations

- Parkland School Division Principal, Literacy & Lifelong Learning
- Parkland School Division Principal, Indigenous Education and Numeracy
- Parkland School Division Principal, Wellness and Community Partnerships
- Parkland School Division Principal, Student Services

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 (example: games to reinforce strategies being taught) 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, and Parkland School Division Facilitators, to identify pull-out and push-in 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 2024/25 school year the focus will continue to be on student resilience as it relates to attendance and student engagement. Staff will continue to meet on professional development days 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 (Focus on Literacy and Numeracy)
- Student Resilience scores (annual survey)
- School Survey on Absenteeism (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
- Parkland School Division Principal, Student Services
- 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 2024/25 school year, will support our students 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

2024-2025 Planned Initiatives/Events/Activities

- Healthy Food options store

2. Active Living

Initiatives/Events/Activities in place:

- Physical Education 10% of the timetable
- Sports Team opportunities
- Junior High Flex block (DPA)

2024-2025 Planned Initiatives/Events/Activities

- Explore DPA within the context of classroom learning
- Outdoor volleyball court

3. Mental Well-Being

Initiatives/Events/Activities in place:

- School Counselor 1 day a week
- Sensory Room
- Wabamun Wild PRIDE Virtues and Student of the Week
- Mindfulness Activities
- Roots of Empathy
- School Clubs - Ex: Art Club, Crochet Club, Student Leadership, Maker Space
- CTF planned for Friday afternoons

2024-2025 Planned Initiatives/Events/Activities

- Increase frequency of adult First Nations, Métis, and Inuit presence in the school
- Weekly Richard Wagamese reading during Monday morning announcements
- Attendance incentives program
- O' Canada in Cree once a week

The Wabamun Comprehensive School Health Action Plan was developed by:

- Wabamun School Health Leads
- Wabamun School Staff
- Wabamun School Counselor
- Parkland School Division Principal of Wellness and Community Partnerships
- Parkland School Division Health and Wellness Facilitator
- Parkland School Division Indigenous Education Facilitator

