



1. CONTEXT & NEEDS ASSESSMENT

Analysis of school-wide data, PLC conversations, district assessments, and PBIS behavior trends identified the following priority areas for 2025–2026:

1. **Writing Achievement & Reluctancy Reduction**
2. **Foundational Math: Number Sense & Operations**
3. **Trauma-Informed Practices Aligned with PBIS**, with support for **new staff** and **refresher alignment for seasoned staff**

2. DATA SOURCES

Literacy/Writing

- Pre/post writing samples (Sept–June)
- School-wide writing rubric
- PLC moderation notes
- Teacher observations of writing reluctance and stamina
- STIPS indicators and classroom checkpoints

Mathematics

- District math assessments
- Fluency checks (Grades 3–4)
- STIPS numeracy indicators
- Term 1–3 number/operations tracking sheets

Trauma-Informed Practices / PBIS

- Baseline & post surveys (all staff)
- Staff feedback from Super Seminar Series
- EA PL reflections
- Behavioural referral data
- PLC case discussions

3. SCHOOL GOALS

GOAL 1 – WRITING ACHIEVEMENT & REDUCING RELUCTANCY

SMART Goal

By June 2026 students in K–8 will show a **15% increase** in meeting or exceeding writing expectations using the school-wide rubric. Additionally, the school will achieve a **measurable decrease in student reluctance and avoidance toward writing**, demonstrated through student engagement tracking, teacher observations, and class-based surveys.

Rationale

Writing success is influenced by skill development, self-confidence, emotional regulation, and executive functioning. Students who struggle with anxiety, avoidance, and low stamina produce less writing, impacting achievement. Supporting both *skill* and *willingness to write* is essential.

Strategies & Action Steps

Tier 1 Instruction

- Consistent school-wide writing rubric

- Daily structures for modeled, guided, and independent writing
- Teacher capacity building using **Release the Writing**
- PLC moderation for consistency

Tier 2 Writing Intervention

- Small groups targeting foundational skills, fluency, and structure
- Bi-weekly monitoring

Supporting Reluctant Writers

- SEL routines embedded in writing
- Explicit EF supports (organizers, chunking, frames)
- Increased choice and voice
- Confidence-building routines and positive feedback cycles
- Tracking reluctance patterns and intervening early

Success Indicators

- 15% achievement growth
 - Decrease in avoidance/reluctancy
 - Increased writing stamina
 - Teacher proficiency with Release the Writing
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GOAL 2 – MATHEMATICS: NUMBER SENSE & OPERATIONS

SMART Goal

By June 2026, students in K–5 will show a **15% increase** in meeting expectations in Number Sense & Operations through district data, fluency checks, STIPS, and term tracking sheets.

Rationale

Gaps in foundational numeracy (number sense, operations, fluency) significantly impact middle school achievement. Strengthening mastery—not surface-level exposure—is essential.

Strategies & Action Steps

Tier 1 Instruction

- Implement new curriculum emphasizing conceptual understanding
- Term 1–3 foundational numeracy tracking
- Math talks, manipulatives, number routines

Teacher Capacity Building

- PLC focus on best practice
- Data-driven lesson planning
- Mastery teaching (depth > coverage)

Tier 2 Intervention

- Targeted small groups
 - Focus on operational fluency and number relationships
 - Bi-weekly monitoring
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Success Indicators

- 15% growth in expectations met
 - Improved fluency scores (Gr. 3–4)
 - Reduced gaps entering middle school
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GOAL 3 – TRAUMA-INFORMED PRACTICES WITHIN PBIS

SMART Goal

By June 2026, **all staff** (teachers, EAs, support personnel) will improve trauma-informed PBIS practices by **20%**, demonstrated by post-surveys, PL feedback, and decreased behavioural referrals.

This includes dedicated support for:

- **New staff** who may lack foundational trauma/ACE knowledge
- **Seasoned staff** revisiting and deepening practice
- **EAs and support staff** receiving intentional inclusion and leadership roles

Rationale

Consistency across all adults is vital. New staff require foundational trauma knowledge; seasoned staff benefit from refreshers and deeper alignment. Embedding trauma-informed practice within PBIS improves predictability, relationships, and student regulation.

Strategies & Action Steps

1. Foundational Learning for New Staff

- Intro training on trauma, ACEs, co-regulation, and PBIS alignment
- Clear expectations for trauma-informed responses

2. Refresher & Deepening for Seasoned Staff

- Revisiting trauma practices
- Reflecting on case examples
- Updating routines aligned with PBIS
- Creating one unified school-wide approach

3. Full-Staff Trauma-Informed Super Seminar Series

- 1–2 sessions for **all staff**
- Trauma, ACEs, brain science, PBIS alignment, co-regulation strategies

4. EA Leadership Team

- Purpose: support inclusion of EAs + support staff
- Bridge communication, model strategies, assist new EAs, support PBIS consistency

5. Dedicated EA PL Session

- Trauma & ACE-focused session during Report Card Writing Day
- Practical regulation and PBIS-linked strategies

6. Whole-School PL Day (Final ½ Day)

- Trauma-informed PBIS alignment as focus for all staff

Success Indicators

- 20% increase in staff skill and confidence
 - Improved consistency in trauma-informed PBIS responses
 - Behaviour referrals decrease
 - EAs report increased inclusion
 - New staff demonstrate foundational competence
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4. PROFESSIONAL LEARNING PLAN

Included for all goals:

- Anchored Learning: Supper Seminar Series
 - PLC time allocated to support the goals
 - Literacy/Math targeted PL
 - EA leadership sessions
 - Trauma-informed onboarding for new staff and refresher for seasoned
 - PBIS trauma-informed session for PL day
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5. TIMELINE

September to June. To be assessed at the end of the school year for next steps.
