



PLF Plan 2025-2026



This plan is fluid and is continuously updated and modified.

Goal 1: By June 2026, we will reduce the number of students who are deemed at risk in literacy (accuracy, comprehension) from the current level of 40% to 20% of the school population.

fluency speed, and reading

Goal 2: By June 2026, students at Greely Road School will be at the national average of 29% when measuring anxiety based upon Our School Survey data.

STRATEGIES

Goal 1

- Use data obtained from the LeNS, CC3, Dibels, and Comprehension Maze to determine at-risk students.
- Consistent and strategic use of UFLI Foundations and Heggerty Phonemic Awareness programs at the K-3 level.
- Use of Heggerty Bridging the Gap, Bug Club Morphology, and Empowering Writers at the Gr. 4-6 level.
- Introduction of Catch Up Your Code, Sentence a Day and Project Read AI Fluency to support literacy intervention.
- Regular use of literacy games provided by Division Office to foster connections and engagement.
- Professional development provided by the Division Literacy to engage teachers with the Division Literacy Frameworks.

Goal 2

- Continued Regulated Classroom Training for Staff during our PLF.
- Improve our high-engagement, low-risk learning activities.
- We will also review the questions on the OurSchool Survey in order to ensure that the students have clarity as to what is being asked of them.
- Implementation of the Leader in Me
- Introduction of book study—Reclaiming Our Students

75 minutes	Division Collaborative Time (8/13 PLFS)
30 minutes	Division Initiative Time
90 minutes	Teacher-Driven Collaborative Implementation

EAs are present

PLF 1 Sept. 12	60 minutes	Mental Health Learning	Introduction of Book Study: Reclaiming Our Students: Why children are more anxious, aggressive, and shut down than ever—and what can we do about it? • Purposes, aims • How it connects to “bigger picture” + Ed. Plan • Chapters 1–3 [~30 pages]
	90 minutes	School-Based Staff Collaboration (½)	Review the following (especially for new staff): • Purpose of PLFs • School Goals and Education Plan • IPPs, LSPs, BSPs (what are they, what do they look like, their respective processes, and how they support our students) • EAL Benchmarking; Literacy & Numeracy Screeners (what are they, when are they due, how do they inform our instruction and interventions) Re-introduce University of Florida Literacy Institute (UFLI) → more information on next PLF
No Div Collab	75 minutes	School-Based Staff Collaboration (2/2)	Re-introduce the Regulated Classroom • Explain the importance of a regulated classroom; reasons behind behaviour ◦ What does it look like? ◦ 10 ways to co-regulate, tips on co-regulating • Importance of <i>play</i> Demonstrate <i>Activators & Settlers</i>. • Where and how to use them Introduction of Leader in Me. • Purposes and connections to PBIS + Academics Catherine UFLI 90 min. @ 12:40 Sam Quarterman - VRETTA (2:00-3:10)
PLF 2 Sept. 26	60 minutes	Mental Health Learning	Reclaiming Our Students: Chapters 4–6 [~38 pages] Mike Suto 10:30–11:30am
	90 minutes	School-Based Staff Collaboration	Literacy: Teachers share their best literacy practices. Create a document outlining tiers of intervention for literacy. Catherine Aasen w/ FMIS • Multi-modal approaches to literacy and the development of mentor texts to increase

			fluency across subjects. Leader in Me: Chapter 1 & 2 Summary • Key Tenets—infusion into the entirety of the day • Importance of Modelling • Lighthouse Team? Regulated Classroom: check-in regarding procedures PBIS: how has the first month gone? Review data, rewards, adjustments? Re-introduce University of Florida Literacy Institute (UFLI). • Model a UFLI lesson so all staff understand the rationale, the model, and the terms. • This will be expanded to grade 3-4.
PLF 3 Oct. 10	60 minutes	Mental Health Learning	Reclaiming Our Students: Chapters 7 & 8 [~27 pages] Shannon Dube with FMIS • Math fluency and comprehension
	90 minutes	School-Based Staff Collaboration	DIV Collab (8:30-9:45) + 15 travel + short break Review Professional Growth Plans (½) LiM with Mike Suto: 10:00-11:30am (ALL), 12:30-2:00pm (30 min. w/ each teacher) Bulletin Board Time Div Time: Oct. 10th Teacher Efficacy Survey + Results for Teachers own learning Div Time: Oct. 10th - Well-being screener Bootcamp IPP → Oct. 31st
PLF 4 Nov. 21	60 minutes	Mental Health Learning	Developing a positive class climate through behavioural and emotional regulation. Staff will alternate between learning about the Regulated Classroom and PBIS during this time. Reflecting on their own practices, trends they are observing, and making adjustments to their own routines and class structure. Div Collab in AM PGPs Time with EAs Review of School Results Reminder of Expectations (constantly revisiting Matrix). Working on posters now! Tiers of Intervention (Full Tier 1 from PLF)

		• CREATE Class Expectations (Respect, Responsibility, Safety) ◦ Routines = create safety, build trust, and allow for relationships and connections to flourish ◦ Routines and structures ↓ Anxiety (Regulated; sense of belonging/connection/attachment) Furthermore, we cannot control student behaviour, but we can influence it through our <u>clearly defined AND consistent expectations, structures, and routines.</u> We want to be <u>proactive</u> and not wait for problems to arise. We must prioritize <u>prevention</u> and fulfilling the primary needs of the students—safety, connection, and belonging. If we want students to change their behaviour, we must ensure... Do you have a Positive Behaviour system? (Dojo?) If not, what can we do to add. Absolutely have warning systems, but need to balance Tier 2 documents. • End of day recaps with students (summarize, encourage) + important info sent to adults working with student, including tracking • Collecting and Bridging Indoor Recess + 11:50am-12:10pm in the gym. • Am I going to take everyone?
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Setting the Stage for Success with Indoor Recess

- On the day of “Indoor Recess” – Put your “Plan” into ACTION!!

- **Prior to recess:**

- Review schedule – identify the day and name which materials are available
- Determine ‘who’ will go ‘where’ based on the system chosen with your group
- Review Indoor Recess Rules
- Review Clean-up Process at the end of Indoor Recess
- Remind adult on supervision of the structure, routine and clean-up procedures in your room

- **During recess:**

- Adult supervision, guiding, coaching to ensure that a good time is had by all
- Five minutes prior to the end of recess – cue for 5 remaining minutes. Start of clean-up.
- Coach and prime good clean-up.
- Adult supervising - Give feedback to students on what went well and any improvements that may be needed - in the presence of the classroom teacher, to bridge any potential communication gap.

- **Following recess:**

- Classroom teacher – Have a short discussion with the group – how did they find this set-up, pros/cons, suggestions for improvement.
- If deemed necessary - make adjustments in the selection of activities available (if problems arose or students were not interested in the specific activity) seek their input and suggestions. Determine if their suggestions are feasible for your classroom.

The goal of having a schedule, is that there is structure, not all items are potentially out at once (which makes clean-up much more challenging and students quickly get bored). By having materials available on rotation, and switching it up, adding in new items periodically, it is much easier to maintain interest and motivation to follow the structure and routines for successful Indoor Recess.

- **Decide which materials are permitted during Indoor Recess**

- Build a ‘List of Indoor Recess Activities’ that are permitted in your room – separate these into three categories: Quiet Time Activities, Physical Activities and Community Projects
- Prepare a Menu of Activities based on the five days of the week and the three categories of activities.
- Map out “what” will be available “when.” Be ready to make changes periodically to maintain interest and motivation.

- **Remove or put away items that are not permitted – “out of sight, out of mind.”**

- **Set-up a structure and routine that will be implemented when Indoor Recess will take place.**

- Take the time to explain, teach and coach these specific routines. Deciding ‘who will go where,’ accessing materials and clean-up at the end of recess. Will this be decided daily, weekly?
- Ensure that the adults who are on duty are aware of the ‘structures and routines’ in your specific classroom. It’s important that the students know, that the supervising adult is well informed and they will be guided with the same information and guidelines as if you were present.

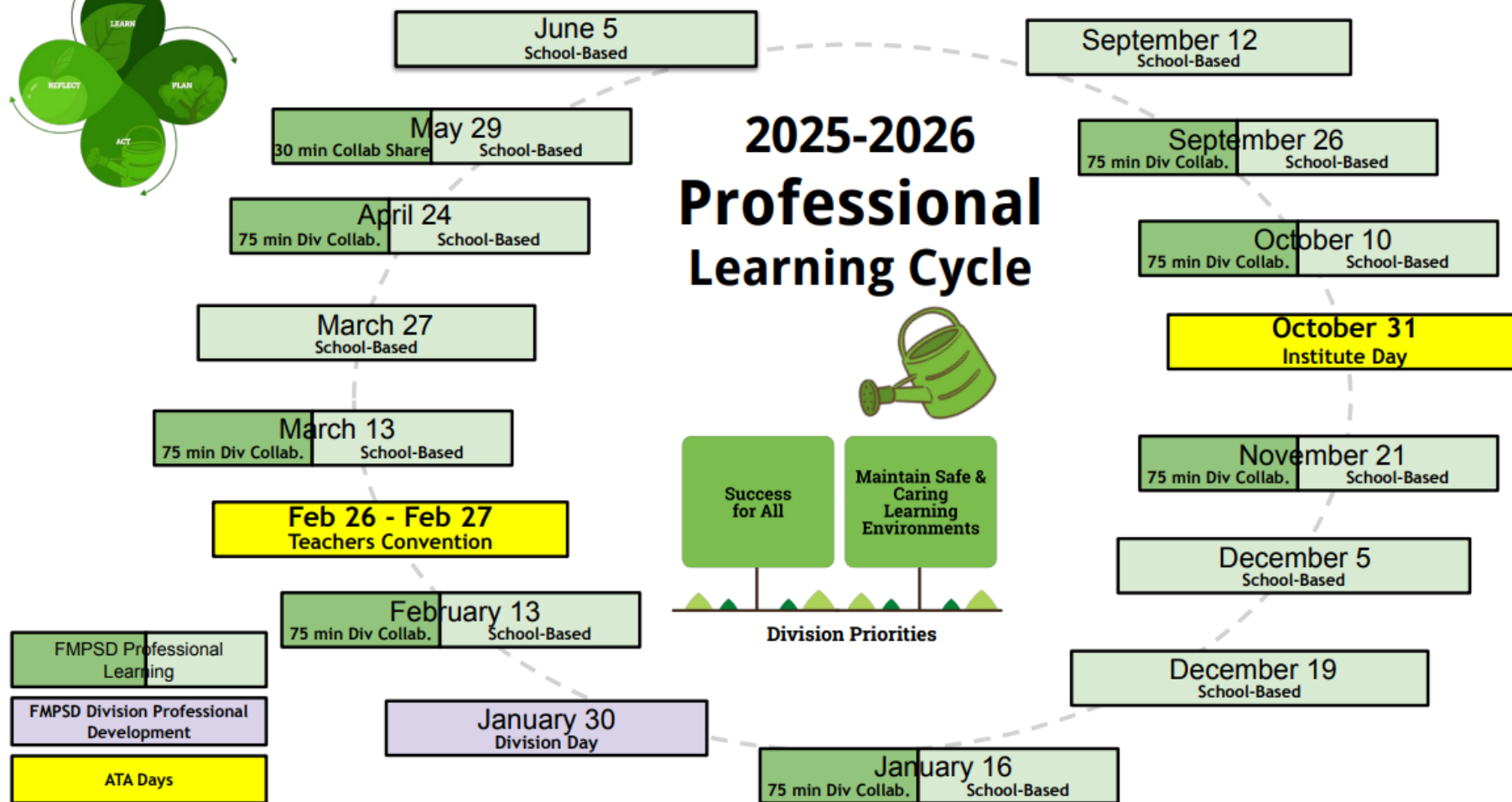
- **Identify and label where the Indoor Recess materials are kept**

- Label the area, baskets, specific area where these games and materials are to be returned to.
- Name what is to be done for ‘projects under construction’ – picking up, storing in a ‘secure’ location, etc.

		Collaboration (½)	LiM with Mike Suto: 10:00-11:30am (ALL), 12:30-2:00pm (30 min. w/ each teacher)
No Div Collab	75 minutes	School-Based Staff Collaboration (2/2)	Digital citizenship training helps teachers to guide students in responsible, ethical, and safe online behaviour by making sure they can recognize risks, model best practices, and respond effectively to digital safety incidents in our classrooms. MediaSmarts (a Canadian provider of digital citizenship resources) has some excellent PD resources that can be presented as train-the-trainer, as well as some that a teacher can go through 24/7 on their own schedule. Here are links to a few, and if you have further questions, let me know, and I can connect you with MediaSmarts directly. Media Literacy 101: https://mediasmarts.ca/media-literacy-101 Digital Literacy 101: https://mediasmarts.ca/teacher-resources/digital-literacy-101 Critical Thinking Across the Curriculum Workshop: https://mediasmarts.ca/digital-media-literacy/workshops/critical-thinking-across-curriculum Digital Literacy Training Program for Canadian Educators Workshop: https://mediasmarts.ca/digital-media-literacy/workshops/digital-literacy-training-program-canadian-educators-workshop
PLF 6 Dec. 19	60 minutes	Mental Health Learning	Developing a positive class climate through behavioural and emotional regulation. Staff will alternate between learning about the Regulated Classroom and PBIS during this time. Reflecting on their own practices, trends they are observing, and making adjustments to their own routines and class structure.
	90 minutes	School-Based Staff Collaboration (½)	Reclaiming Our Students: Chapters 14 [~30 pages]
No Div Collab	75 minutes	School-Based Staff Collaboration (2/2)	Circle of Security (Session #1)

PLF 7 Jan. 16	60 minutes	Mental Health Learning	Developing a positive class climate through behavioural and emotional regulation. Staff will alternate between learning about the Regulated Classroom and PBIS during this time. Reflecting on their own practices, trends they are observing, and making adjustments to their own routines and class structure.
	90 minutes	School-Based Staff Collaboration	Jeff A. D. Martin: DEI Presentation at École McTavish Reclaiming Our Students: Chapters 15 & 16 [~32 pages] Circle of Security (Session #2) Safety Management Group Training
PLF 8 Feb. 13	60 minutes	Mental Health Learning	Developing a positive class climate through behavioural and emotional regulation. Staff will alternate between learning about the Regulated Classroom and PBIS during this time. Reflecting on their own practices, trends they are observing, and making adjustments to their own routines and class structure.
	90 minutes	School-Based Staff Collaboration	Reclaiming Our Students: Chapter 17 [~15 pages] Alberta Education Assurance Survey Results—Review and then completion of new survey Circle of Security (Session #3)
PLF 9 Mar. 13	60 minutes	Mental Health Learning	Developing a positive class climate through behavioural and emotional regulation. Staff will alternate between learning about the Regulated Classroom and PBIS during this time. Reflecting on their own practices, trends they are observing, and making adjustments to their own routines and class structure.
	90 minutes	School-Based Staff Collaboration	Reclaiming Our Students: Chapter 18 [~20 pages] Teachers' Convention Review/Takeaways Circle of Security (Session #4) Gr. % teacher @ EMT for Div 2 Math session (12:30-3:30pm) Vretta (Literacy and Numeracy) Winter Reports Analysis Student Advisory Council → Teacher Collaboration on addressing student belonging
PLF 10 Mar. 27	60 minutes	Mental Health Learning	Developing a positive class climate through behavioural and emotional regulation. Staff will alternate between learning about the Regulated Classroom and PBIS during this time. Reflecting on their own practices, trends they are observing, and making adjustments to their own routines and class structure.
	90 minutes	School-Based Staff Collaboration (½)	Reclaiming Our Students: Chapter 19 & 20 [~30 pages] Circle of Security (Session #5)
No Div	75 minutes	School-Based Staff	Vretta Literacy Data w/ Ms. Aasen

Collab		Collaboration (2/2)	Spotlight on Students DEI Survey Mr. Syed Presentation on Google Notebook LM, CTS
PLF 11 Apr. 24	60 minutes	Mental Health Learning	Developing a positive class climate through behavioural and emotional regulation. Staff will alternate between learning about the Regulated Classroom and PBIS during this time. Reflecting on their own practices, trends they are observing, and making adjustments to their own routines and class structure.
	90 minutes	School-Based Staff Collaboration	Reclaiming Our Students: Chapter 21 [~15 pages] Div Time: Apr. 24th Teacher Efficacy Survey Circle of Security (Session #6) Amy Hrovat at 12:35pm→Strategies for students Shoelace Gaming PD - Gr. 3–6 (Catherine Aasen) @ 2:45pm–3:30pm
PLF 12 May 29	60 minutes	Mental Health Learning	Reclaiming Our Students: “Special Considerations” (all of them) [~30 pages]
	90 minutes	School-Based Staff Collaboration	Review Professional Growth Plans (2/2) Circle of Security (Session #7)
PLF 13 June 5	60 minutes	Mental Health Learning	Review of best strategies from Regulated Classroom and PBIS Circle of Security (Session #8)
	90 minutes	School-Based Staff Collaboration (½)	Reclaiming Our Students Review & Takeaways
No Div Collab	75 minutes	School-Based Staff Collaboration (2/2)	





Comprehensive Professional Learning

FMPSD provides Professional Learning Fridays (PLFs) and a Division PD day, to support professional growth resulting in optimum learning for all students. Staff feedback and research affirm the value of collaborative learning, intentionally modelled in PLFs. This is an overview of plans for PLF time at our school.



Division Priorities 2025-2026

Division Collaborative Time

[CLICK HERE](#)

In Person - 8:30 to 9:45

Structured, collaborative time to develop strategies that strengthen teaching and support student learning.

Lunch
11:30 to 12:30



Included in PLF Schedule

90 Minutes

Teacher-Driven
Collaborative
Implementation

[CLICK HERE](#)

Collaborative time to implement knowledge from prior learning.

90 Minutes

School-Based
Staff
Collaboration

[CLICK HERE](#)

Collaborative time to implement school goals.

30 Minutes

Division
Initiative
Engagement

[CLICK HERE](#)

Time to complete Division initiated requests.

60 Minutes

Mental
Health
Learning

[CLICK HERE](#)

Learning related to the 5-pillars of well-being to support staff wellness.