

# School Learning Plan

## 2023/2024

### THE CURRENT CONTEXT

Queen Elizabeth Elementary is a K-4 Elementary School in a growing and diverse community. Currently the school has 512 students across 25 divisions.

**Our school vision is to “build a caring and inclusive community where children, staff and families learn together.”**

### GOAL: WHAT WE HOPE TO ACHIEVE

To develop and support literacy growth in students through the implementation of reading and writing strategies (assessment and instruction) and adjusting school structures (model of support).

To implement specific strategies and interventions to support reading and writing development.

### PLAN: THE STEPS WE WILL TAKE

#### Key Results

#### Our approach will have 4 Main Objectives:

Implementation of more standardized assessments across K-4 to ensure all staff are “on the same page” with the grade level expectations we have for our learners in Reading and Writing and how those skills are assessed.

Realignment of our Resource Support Model to better target and prioritize our student supports. Shifting greater support to our youngest learners and pushing out more specific in class supports to our oldest learners to improve efficiency and effectiveness.

Targeted Professional Development for both Educational Assistants and Teachers to further improve in class Literacy instruction and support.

Ongoing collaboration amongst all staff to develop best practice and share successes, challenges and engage in more schoolwide literacy activities and instruction.

#### Timeline

#### Fall/Winter

##### *Establishing a Baseline*

Students in Grades 2, 3 and 4 will complete additional assessments (School Wide Writes and Reads) to better establish a schoolwide baseline and standard across all Grade levels. Teachers will mark and anchor the writes as a grade team to better establish a common understanding of performance scales.

- Staff Professional Development with specific literacy focus:
- Provincial Outreach Program for the Early Years (POPEY) – Literacy Series
- Changing Possibilities for Young Learners with Jillian Lewis (K/1)
- District Professional Development Day – Literacy Initiatives

#### Winter

##### *Focusing Instruction and Support*

- realignment of our Resource Model to better target our youngest learners experiencing challenges in reading and writing
- more in class supports for our older learners – Grade 3 and 4 to support challenges with Written output
- targeted interventions for our youngest learners to ensure school readiness, letter and sound recognition and phonics
- increased capacity building and professional development of our Educational Assistant staff to support Reading and Writing instruction in class for our oldest learners

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- ongoing work with our families to improve delivery of literacy supports and activities at home

### **Spring**

#### *Measuring Progress*

- Schoolwide assessments to measure student progress and highlight areas for continued improvement.
- Further defining Literacy Goals and Objectives for 2024-25

### **SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT**

- 1) Visible and Measurable progress in Literacy Skills across K-4 through evidenced through grade specific writing assessments and the Foundation Skills Assessment

### **COMMUNICATION: HOW WE WILL SHARE OUR LEARNING JOURNEY WITH OUR COMMUNITY**

Our plans and progress will be shared with our School Community through Report Cards, Conferencing, Newsletters, E blasts, Parent Advisory Council Meetings and School Team Meetings.