

SCHOOL NAME: Connaught Heights

RATIONALE

Connaught Heights is a dual-track elementary school offering both the Montessori and mainstream programs for students in Kindergarten to Grade 5, with a strong focus on student success and support for all learners. At Connaught Heights, we want every learner to be open-minded, creative and confident, and to nurture a lifelong love of learning. We endeavour to build and nurture a positive school culture that empowers and engages everyone in our community.

Improving student outcomes in literacy and numeracy is foundational to the success of all learners and is essential for lifelong learning. At the elementary level, literacy and numeracy are not only core academic areas but also critical tools that enable students to access and engage with all aspects of the curriculum and beyond. To this end, a strong foundation in reading, writing, and mathematical understanding supports cognitive development, builds confidence, and fosters independent problem-solving and communication skills.

With the right resources and support, every student can access the curriculum and build the skills they need to thrive. Our goal is to make sure all learners feel included, supported, and able to reach their full potential. We will endeavour to work together as a school community, with the support of district staff, to have our students grow in the core subject areas of numeracy and literacy.

Connaught Heights Elementary as a community:

Our school population: 179 (with 29 home languages including English)

Our English Language Learners population includes: 52

Our FSA in 2024/2025 reported: **Literacy** – 22% emerging; 60% on-track; 18% extending **Numeracy** – 11% emerging; 78% on-track; 11% extending

Our Identified Indigenous population includes: 2

Our diverse and designated student population includes: 19

Classroom Teachers: 9 divisions

Non-enrolling: 1 administrator, 1 resource/LST teacher, 1 part-time ELL teacher, 1 part-time counsellor, 1 part-time ISW, 1 part-time CYCW, 1 part-time SLP, 1 part-time teacher librarian, 1 part-time art/gym prep teacher, 5 EAs (educational assistants)

GOAL

In the area of literacy, our overall aim is to nurture a love of reading and writing, by developing and strengthening the literacy skills for all students in Kindergarten to Grade 5 through meaningful and connected learning experiences. It is our belief as a school community that learning takes time and happens in many ways (through stories, experiences, and working together), that everyone’s voice matters (we learn best when we listen to and learn from each other, including the stories and knowledge of Indigenous peoples, and that reading and writing help us think, connect and better understand who we are and how we can impact the world around us.

In the area of numeracy, our aim is to help students move beyond simply knowing how to calculate, but moreover, to support their understanding of and growth in making sense of the world mathematically. Through problem solving, students learn to reason, communicate ideas, and explore multiple strategies. Embedding the First Peoples Principles of Learning supports inclusive, relational, and reflective approaches to mathematics, recognizing that there are many ways of knowing and representing mathematical thinking.

Over the course of the school year, we will endeavor as a school community to nurture the following goals within and for our students:

Literacy Goal: At least 75% of students will meet or exceed grade level expectation in literacy (reading, writing, speaking, listening).

Numeracy Goal: At least 80% of students will meet or exceed grade level expectations in numeracy (understanding concepts, problem solving & communication/demonstrating understanding).

In alignment with our District’s 5 year Strategic Plan (2025 – 2030), we want to ensure, through the development of this school growth plan, that we foster an inclusive learning community where every student has the opportunity and support to reach their full potential.

OBJECTIVES

As a staff, we will:

- Provide explicit instruction in foundational literacy skills (phonemic awareness, decoding, fluency, vocabulary, and comprehension).
- Integrate Indigenous perspectives, stories, and oral traditions into literacy and numeracy learning.
- Use formative assessment to guide instruction and target interventions.
- Foster student voice and choice in reading and writing experiences to build confidence and ownership.
- As a staff, we will engage in collaborative learning to explore and apply effective strategies for building numeracy skills and strengthening computational fluency in all learners.

STRATEGIES

Literacy & Numeracy

- Universal Screening for each grade
- Training and tools: UFLI, Dibels, Acadience
- Time to grade group assess/rank and then make targeted lessons/groups
- Rubrics for feedback where appropriate
- District supports from literacy facilitators
- Whole class lessons, small group instruction, 1:1 instruction
- District Professional Development (led by our 2 literacy leads and our District Facilitator for numeracy)
- Support the use of Mathology/Jump Math as well as Mathletics to augment student learning

	<ul style="list-style-type: none"> • Promote team collaboration activities for teaching math - sharing best practices, and provide collaboration time for educators to talk numeracy in staff meetings and support teacher visits within school (Admin to cover a lesson so teachers can observe/co-teach a lesson) • Literacy and numeracy learning intervention through small group instruction for students with gaps in their understanding (with support from LST, Admin., District Facilitators) • Math challenges through announcements/white board to promote critical thinking/problem-solving • Work with our new Indigenous support worker to organize resources, presentations, and activities to foster and nurture connections to teaching and learning in the areas of literacy and numeracy.
--	--

WHAT DOES SUCCESS LOOK LIKE?

By completing baseline assessments (Acadience, Dibels, Running Records) as a means to provide on-going formative assessment, we will be able to monitor and nurture further growth for all students. Furthermore, we will use the data/information as recorded in the report cards to ensure growth over the course of the school year and as the students enter the following grade at the end of the current school year.

In addition, we will collect anecdotal information through student reflection of learning to ensure students are building a deeper understanding of their strengths and stretches.

COMMUNICATION/REFLECTION

- Staff Meetings
- Student Led/3-way Conferences
- Teacher-Parent Communication (emails/phone calls, weekly newsletters)
- Report Cards
- Student self-reflections
- PAC meetings and check-ins