

**SCHOOL NAME:** Queen Elizabeth

## RATIONALE

Queen Elizabeth Elementary School is a K-4 school in a growing and diverse community in Queensborough, New Westminster. Currently the school has 530 students across 26 divisions. Many of our learners are ELL and new to Canada.

The QE school growth plan will focus on the structure of support for diverse learners and the implementation of interventions, assessments and schedules that will enhance and develop a more collaborative process for our school community (i.e. Classroom Teachers, Learning Support Teacher, Teacher Librarian, Education Assistants, Child and Youth Care Worker, Indigenous Support Worker, Counsellors, Families and Administration) and to develop a more focussed model to guide practice and supports. “Learning ultimately supports the well-being of the self, the family, the community, the land, and spirits and the ancestors.”

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

## GOAL

**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 literacy development for all of our diverse learners.**

**First Peoples Principles of Learning:** Learning involves patience and time and supports the well-being of self, family, community, the land, the spirits and the ancestors.

**The District Strategic Focus Area:** Student experience – Foster an inclusive learning community where every student has the opportunity and supports to reach their full potential

**The District Strategic Plan Objective:** 2. Promote educational and school experiences that reflect and respect the diversity within our community. 3. Equip educators and teaching staff with the tools, training, and resources to enhance their teaching practices and contribute to an effective learning environment.

OBJECTIVES	STRATEGIES
<p><b>Our approach will have 4 Main Objectives:</b></p> <p>Implementation of more <u>standardized assessments</u> 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.</p> <p>Realignment of our <u>Resource Support Model</u> 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.</p> <p>Targeted <u>Professional Development</u> for both Educational Assistants and Teachers to further improve in class Literacy instruction and support.</p> <p>Ongoing <u>collaboration</u> amongst all staff to develop best practice and share successes, challenges and engage in more schoolwide literacy activities and instruction.</p>	<p><i>Establishing a Baseline and Focusing Instruction and Support</i></p> <ul style="list-style-type: none"> <li>Students in Grades 1, 2, 3 and 4 will complete additional assessments 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.</li> </ul> <p><i>Staff Professional Development with specific literacy focus</i></p> <ul style="list-style-type: none"> <li>Continue work with “Seven Mighty Moves” and “It’s Possible”</li> <li>Literacy Initiatives (e.g. University of Florida - Literacy Institute UFLI, DIBELS, Acadience, ELLTS, etc</li> <li>classroom literacy initiatives and resources (Lunch and Learns with Patricia Pain, Jen Martins and Emily Larkmin)</li> </ul> <p><i>Focusing Instruction and Support</i></p> <ul style="list-style-type: none"> <li>Realignment of our Resource Model to better target our youngest learners experiencing challenges in reading and writing</li> <li>More in class supports for our older learners – Grade 3 and 4 to support challenges with written output</li> <li>Targeted interventions for our youngest learners to ensure school readiness, letter and sound recognition and phonics</li> <li>Increased capacity building and professional development of our Educational Assistant staff to support Reading and Writing instruction in class for our oldest learners</li> <li>Ongoing work with our families to improve delivery of literacy supports and activities at home</li> </ul> <p><i>Measuring Progress</i></p> <ul style="list-style-type: none"> <li>Schoolwide assessments to measure student progress and highlight areas for continued improvement.</li> <li>ED Plan Insight</li> </ul>

<b>WHAT DOES SUCCESS LOOK LIKE?</b>	
<ul style="list-style-type: none"> <li>• Whole school student literacy assessments would show growth in targeted areas (baselines, mid year and end of year) Baselines for SWW, SWR, Word Work, DIBELS, ELLTS and Acadience</li> <li>• Class reviews – class profiles (using UDL model with tiered tracking) of students would show growth in literacy Class reviews (Sept/Oct baseline to May/June final)</li> <li>• February conferences with families would reflect personal strengths and growth from beginning of year</li> </ul>	
<b>COMMUNICATION/REFLECTION</b>	
<ul style="list-style-type: none"> <li>• Updates to parents through email and PAC meetings</li> <li>• Website and Sways</li> <li>• Parent/teacher and 3-way conferences</li> <li>• Staff meetings and collaboration times</li> <li>• Reflect collaboratively at staff meetings to discuss progress, share insights discuss literacy strategies</li> <li>• Use collaboration afternoon for grade group meetings for assessment and planning</li> </ul>	