

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 explore and implement specific strategies, frameworks and resources to support numeracy 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 |
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| <p>Our approach will have 3 main objectives:</p> <p>Begin the <u>implementation</u> of the <u>Math Minds</u> framework and use of <u>Jump Math</u> resources.</p> <p><u>Professional Development</u> to further improve in class numeracy 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 numeracy activities and instruction.</p> | <p><i>Establishing a Baseline and Focusing Instruction and Support</i></p> <ul style="list-style-type: none"> • Use rubrics and district assessments to better understand whole class strengths/needs and student specific strengths/needs (resources in our staff portal and support from Josh Angolia) • Class reviews • Coast Metro Math Project • Jump Math and Mind Minds <p><i>Staff Professional Development with specific numeracy focus</i></p> <ul style="list-style-type: none"> • Numeracy Initiatives in classrooms – purchasing of Jump Math Teacher Guides and on-line resources (75% of classrooms for 2025/2026 school year) • District Facilitator Support (Lunch and Learns, Staff meetings and collab days and individual class support with Josh Angolia) <p><i>Focusing Instruction and Support</i></p> <ul style="list-style-type: none"> • More in class supports for our older learners – Grade 3 and 4 to support challenges with numeracy • Identifying students who need more individualized programming • Ongoing work with our families to improve delivery of numeracy supports and activities at home • Creating math focused classrooms (ensuring classrooms have the resources and materials necessary to support programming) <p><i>Measuring Progress</i></p> <ul style="list-style-type: none"> • Class assessments to measure student progress and highlight areas for continued improvement • Individualized support and assessment from LST • Class reviews |

WHAT DOES SUCCESS LOOK LIKE?

- Class reviews – class profiles (using UDL model with tiered tracking) of students would show growth in numeracy
Class reviews (Sept/Oct baseline to May/June final)
- February conferences with families would reflect personal strengths and growth from beginning of year
- Increased engagement and dialogue amongst staff (planning and schedules to reflect grade goals in numeracy)
- Learners will demonstrate more confidence, engagement and excitement in numeracy

COMMUNICATION/REFLECTION

- Updates to parents through email and PAC meetings
- Website and Sways
- Parent/teacher and 3-way conferences
- Staff meetings and collaboration times
- Reflect collaboratively at staff meetings to discuss progress, share insights discuss literacy strategies
- Use collaboration afternoon for grade group meetings for assessment and planning