

SCHOOL NAME: Queensborough

RATIONALE

QMS is a diverse and growing community of learners comprised of over 405 students in grades 5 through 8 (in 15 divisions). Our students and their families come from over 20 different countries, including Canada, and account for at least 35 different home languages. Punjabi as a Second Language (PSL) is offered to our students with over 45 students enrolled. Moreover, we currently have 80 ELL learners enrolled at our school. At QMS, there are strong connections amongst staff, students, parents and the community. Most of our students come to us from Queen Elizabeth Elementary; both schools and the Queensborough Community Centre work closely together to provide opportunities for the students in the community.

In 2022, we began a three-year learning journey focused on the social-emotional learning needs of their students. Using the CASEL Framework, we focused our energies on teaching and developing SEL competencies with our students: self-management, self-awareness, social awareness, relationship skills, and responsible decision-making. Moreover, in the second year we shifted our focus towards Digital Social-Emotional Learning (SEL), as our staff sought to develop these 5 SEL competencies with our students as they navigate technology and the online world. Finally, in the third year of the plan we explored the text, *A 5 is Against the Law (K. Duron)*, to strengthen students' understanding of social boundaries both in school and society.

This year our School Learning Plan (SLP) will center on the foundational building blocks of literacy and numeracy. These two themes are fundamental to the learning and instruction that takes place in our school and across our district.

Our work in these areas will be guided by the following First Peoples' Principles of Learning:

- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

Moreover, our work will align with our NWSD Strategic Plan, with an emphasis on Focus Area 1 – Student Experience: Foster an inclusive learning community where every student has the opportunity and supports to reach their full potential. Specifically, our focus will be on the following objectives within this area:

- Provide innovative and relevant learning experiences that develop critical thinking, communication, and problem-solving skills.
- Equip educators and teaching staff with the tools, training, and resources to enhance their teaching practices and contribute to an effective learning environment.

GOAL

We will strengthen instructional practices in literacy and numeracy to improve the competence and confidence of our learners. By doing so, we aim to make literacy and numeracy more visible, accessible and relevant for our learners, thus enhancing the student experience.

OBJECTIVES		STRATEGIES	
What specific outcomes will help achieve the goal?		What actions will be taken to meet each objective?	
Literacy	Numeracy	Literacy	Numeracy
<p>Develop clear and consistent baseline literacy assessments at each grade level.</p> <p>Generate greater student interest and engagement with reading (for both pleasure and learning).</p> <p>Support English Language Learners in language acquisition and developing fluency in reading and oral language.</p> <p>Promote/support professional growth for staff through Pro D workshops, invite speakers (i.e. Adrienne Gear), share resources (i.e. books/podcasts).</p>	<p>Exploration and implementation of new instructional practices and resources.</p> <p>Provide staff with professional learning opportunities.</p> <p>Foster ongoing collaboration amongst staff to develop best practices and provide more opportunities for students to engage with numeracy applications.</p> <p>Create greater visibility for numeracy within the school as a cross-curricular theme.</p>	<p>Review, revise and refine current grade-level baseline literacy assessments.</p> <p>Promote literacy in classrooms to improve student engagement with reading (i.e. Fall book fair; read aloud; Spring literacy week)</p> <p>Draw upon ELL & LST/Resource teachers and support staff for students who need individualized programming, small group instruction.</p> <p>Utilize district facilitators (Emily Larkman, Trish Pain) for class support or team-teaching; staff meetings, Pro D, lunch & learn sessions.</p>	<p>Use teacher rubrics and district assessments (provided by Josh Angiola in Staff Portal) to gauge student strengths and identify needs.</p> <p>Engage new instructional practices and resources (i.e. Math Minds & JUMP Math) to provide varied access points for students to embrace numeracy.</p> <p>Utilize district facilitators (Josh Angiola) for class support and team-teaching; staff meetings, Pro D, lunch & learn sessions.</p> <p>Dedicated time at each staff meeting to share numeracy strategies, lessons and activities.</p>
WHAT DOES SUCCESS LOOK LIKE?			
<p>Describe the indicators of success. What evidence will show that progress is being made? Include both qualitative and quantitative measures.</p> <ul style="list-style-type: none"> • Evidence of teachers trying new literacy/numeracy strategies (i.e. teachers sharing examples at/from staff meetings, Pro D Days, engagement in professional development opportunities, book clubs; Collab days) and regularly integrating student voice as part of the feedback process. • Evidence of teachers using foundational concepts in their practice. For example, in literacy, this may include the science of reading, phonemic awareness, and comprehension instruction. In numeracy, this may include number sense, number talks, adaptive reasoning, and procedural fluency. • School-wide implementation of literacy and numeracy assessments (offering comparative data for students each year). • Use of common language regarding literacy and numeracy between staff and families in describing students' abilities (i.e. during IEP & SBT meetings, Three- 			

Way conferences; Core Competency reflections).

- Classroom instruction with numeracy lessons and activities through the Math Minds framework in conjunction with JUMP Math resources.
- Data collection measuring students' progress and engagement in literacy/numeracy over time (i.e. FSA data, Student Learning Survey).
- LSTs following-up literacy testing and UDL/differentiation recommendations for students identified through class reviews and SBT.
- Fall and Spring assessments of ELL students, along with progress communication with families; and as needed, involving our SWIS worker to advocate and support children who are new to Canada.
- Evidence of ongoing Core Competency development: goal setting and reflection (in literacy and numeracy) will encourage students to take ownership of their learning.
- Feedback received from parents and students throughout the year (i.e. parent surveys, Three-Way Conferences, etc.)
- Students demonstrating more engagement, competence and confidence in literacy and numeracy.
- In numeracy, students will participate in Mathletics, classroom math clubs, Gauss math club, 'Problem of the Week'.

COMMUNICATION/REFLECTION

Outline how progress will be shared and how the team will reflect on the plan's effectiveness.

- Announcements, class meetings/discussions, student leadership initiatives including assemblies, posters, TV in front hallway (i.e. Problem of the Week), school message on report cards, newsletters, and teacher Sways.
- Three Way Conferences & Self-Assessment of Core Competencies (focused on "I can" statements) at the end of each term.
- Parent engagement through email, newsletters, the school website, PAC meetings, parent surveys and MS Teams.
- Communicating student progress informally (Three Way conferences, email, telephone calls, MS Teams meetings) and formally (report cards) in student and parent friendly language.
- Literacy and numeracy will be visible in our school throughout common areas and classrooms.