



New
Westminster
Schools

École Herbert Spencer Elementary

School Learning Plan

Context

École Herbert Spencer Elementary is a K-5 dual track, English and French Immersion School located in the heart of Queen's Park. The school community is a diverse collection of learners and educators.

Currently the school community consists of 479 students, 65 of which are designated English Language Learners, 17 identify as Indigenous learners, and 39 with Ministry Special Needs designations. The students are supported by 36 teachers, 8 support staff and 11 educational assistants. École Herbert Spencer has 22 divisions (K-5), 3 full-time resource teachers, a full-time counsellor, part time librarian, CYCW, and Aboriginal Education Worker (4, 2 and 1 days respectively).

The Core Competencies and literacy are at the heart of the new provincial curriculum. These personal, social and academic proficiencies are key to all learning but especially critical to reading instruction. Both the development of the core competencies and literacy are life-long goals that begin first in the home environment and are carried throughout a learner's formal schooling and beyond. The Core Competencies and literacy form the foundation for all other learning.

What we hope to achieve

BIG IDEA-To develop the Communication, Critical and Creative Thinking, and Personal and Social Competencies of all learners through reading instruction.
2018-2019 Goal-To utilize a variety of assessment practices and tools that will inform educators as to how students are progressing in developing their core competencies through reading. By the end of the year, all 22 divisions will have tried a quality and informative reading assessment with their class or have used an informative assessment tool to track one student throughout the year.

Competency Development

We will develop critical, and communication competencies through the assessment to instruction cycle
Students will have the opportunity to share their growth through student led conferences as well as sharing within the classroom environment

Strategies

Educators collaborated to examine current reading instruction and assessment practices
Educators will be provided with opportunities at staff meetings to further explore the goal, refine it and determine how the school goal can be reflected in their own classrooms to address learner needs.
Dedicated monies to purchasing teacher approved reading instruction assessment and other tools (e.g. LLI Benchmark Assessment Kits 1 and 2)
Onsite training provided on the LLI Benchmark Assessments Kits 1 and 2
Purchase of Green (Grade 1) LLI reading kit to provide targeted early intervention reading instruction to grade ones (Resource Team and VP to provide support)
Utilize teacher mentors to provide support and training for teachers using new reading assessments and targeted instructional practices



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Utilize Collaboration Days and other Professional Development Days to explore assessments and build capacity of teachers in using formative and summative reading assessments and differentiated instruction. Staff will explore using District and out of District personnel to present potential assessment tools.

Creatively use time, people and resources to allow and support teachers in the implementation of new assessment practices. (e.g. using collaborate with the Resource Team, Teacher-Librarian, Buddy Teachers, etc.)

The focus for the 2018-2019 year is to take stock of our current reading assessment practices and tools, determine if and how these inform our students' progress in reading instruction as it relates to the core competencies and further add to our toolkit of assessment practices.

Success Indicators

Teachers engaging and collaborating to examine current reading assessment practices during Collaboration and Professional Development Days

Teacher Mentors being invited into classrooms to demonstrate novel assessments and build capacity of staff

Administration providing human and monetary support to support novel assessment practices

Teachers using the assessments to inform their practice (e.g. using the assessment information to identify trends or gaps in students' reading, both in their decoding and comprehension abilities)

We would consider our 2018-2019 goal met if all 22 divisions attempted one new or previously used but quality reading assessment to assess learners' reading progress in their classroom, or used an assessment tool to track one student from their class throughout the year.

Communication

Engage and inform the PAC regularly at monthly meetings

Post our SLP on the school website

Host a parent evening to introduce the goal and the upcoming community involvement activities

Parent readers to come into classrooms once per month

Book exchange

Parent Library-Parent Education