

**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, 61 of which are designated English Language Learners, 10 identify as Indigenous learners, and 31 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 evidence-based reading instruction.

**2019- 2020 Goals**

- To utilize a variety of assessment practices and tools that will inform educators as to how learners are progressing in developing their core competencies through reading
- To use the results of these assessments to guide school-based collaboration between teachers
- To use school-based collaboration time to create a grade-specific scope and sequence for literacy development
- To develop a culture of collaboration between staff members in order to best support all learners

**Competency Development**

- We will develop communication, critical/ creative thinking, and personal/ social competencies through literacy instruction.
- Learners will have the opportunity to share their growth in a variety of ways, both within the classroom and during student- led conferences.

**Strategies****Redefine the structure of school-based collaboration**

- Changed collaboration from bi-monthly to weekly
- Implemented a schedule that allows specific grades to be targeted each term (E.g., Term 1- Grades 4&5, Term 2- Grades K&1, Term 3- Grades 2&3)
- Scheduled support teachers (teacher- librarian, learning resource teachers, etc.) to work with learners during classroom teacher collaboration time
- Teachers from each grade- group collaborated to create a clear literacy goal to be targeted by support teachers
- Implemented 'Learning Bistros' where teachers from each grade- group (French and English) can come together during lunch to collaborate

**Ensure a variety of assessment tools are available to teachers**

- Administration purchased a variety of assessment tools (E.g., ERST, Words Their Way, LLI, ASK Assessment)
- Teacher Coaches modelled how to conduct various assessments
- Based on assessment data, teachers noted that identifying and synthesizing main ideas as relative strengths, whereas phonological awareness and justifying main ideas are areas of relative weakness
- Most teachers have decided to continue using the ASK assessment

**Provide support to teachers (as needed)**

- Teacher Coaches to continue providing support to classroom teachers with assessment, analysis and next steps
- Emily Larkman, District Literacy Specialist, to support literacy development (as needed)
- U-shaped tables were purchased for each classroom
- Further collaboration and grade-group discussion will be facilitated at Staff Meetings, Professional Development Days and Learning Bistros

**Success Indicators**

- Teacher engagement and collaboration to examine current reading assessment practices during collaboration time and Professional Development Days
- A gradual release of responsibility from Teacher Mentors modelling assessment tools to independent use of assessment tools by classroom teachers
- Teachers participation in Learning Bistros
- An increasing number of teachers using common assessment and literacy instructional tools (E.g., ASK Assessment, ERST, Words Their Way)
- Teachers using assessment results to inform their practice (E.g., to determine the literacy levels of their learners and to determine the next steps in relation to literacy and the Core Competencies)
- Teachers collaborating to create grade-specific documents that outline a literacy scope and sequence so that the school as a whole can develop a 'literacy continuum' from Grades K-5

## Communication

### Parents/ Community

- Engage and inform the PAC regularly at monthly meetings
- Post our School Learning Plan on the school website
- Host an information evening for parents to learn about supporting literacy development at home
- Invite parents to attend a 'Come In and Read' event once per month
- Include a 'Literacy Tip of the Week' in the school's weekly bulletin to families about how to support literacy at home

### Staff Members

- Information communicated to parents is included in the staff's weekly 'Just So You Know' bulletin
- Time allocated to School Goal collaboration and information-sharing during Staff Meetings and Learning Bistros
- Grade- group 'Learning Bistro' lunches encouraged to occur at least once per month