

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 475 students, 61 of which are designated English Language Learners, 13 identify as Indigenous learners, and 29 with Ministry Special Needs designations. The students are supported by 27 teachers, 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 (3, 2 and 1 days respectively).

The Core Competencies, First Peoples Principles of Learning, and Literacy are at the heart of the redesigned provincial curriculum. These personal, social and academic proficiencies are key to all learning, but especially critical to reading instruction. The development of the core competencies, First Peoples Principles of Learning, 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, big ideas from the First Peoples Principles of Learning, 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, as well as elements of the First Peoples Principles of Learning, through evidence-based reading instruction.

2020- 2021 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 weave a greater variety of First Peoples Principles of Learning into all curricular areas, particularly literacy instruction
- To develop targeted plans to improve the literacy skills of individual students, particularly those who identify as Indigenous
- To use the results of these assessments to guide collaboration (socially- distant and/ or virtual) between staff members
- To develop a culture of collaboration between staff members in order to best support all learners (while adhering to Health & Safety Guidelines)

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.
- € Activities have been, and will continue to be, incorporated within the classroom to build knowledge, awareness and appreciation of Indigenous histories, traditions and cultures among all students.

Strategies

Ensure a variety of resources and tools are available to teachers

- Administration purchased a variety of assessment tools (E.g., ERST, Words Their Way, LLI, ASK Assessment)
- 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
- Continue to purchase more authentic BIPOC (Black, Indigenous, People of Colour) texts (in both French and English) and create resource kits to add to our library collection

Provide support to teachers (as needed)

- Staff will attend a Professional Development Day with Arienne Gear on February 16, 2021
- All teaching staff will be receiving an Adrienne Gear resource of their choice to use in their teaching
- Staff will have the opportunity to attend Early Literacy Intervention workshops in January and February 2021
- Emily Larkman (District Literacy Specialist) has provided, and will continue to provide, support and materials to support literacy development
- Adrienne Gear resources focused on ways to weave Indigenous ways of knowing into reading and writing programs
- Further collaboration and grade-group discussion will be facilitated at Staff Meetings and Professional Development Days
- Continue to investigate and advertise professional development opportunities for our staff

Increase Indigenous and BIPOC students' access to literacy interventions

- Ensure all Indigenous students have individualized plans and supports to improve their literacy skills (if needed)
- Included more Indigenous and BIPOC texts and stories into classroom libraries and curriculum
- Provide an opportunity for grade- group teachers to choose age- appropriate texts with an Indigenous and/ or BIPOC theme, focus, lens, etc. to use in conjunction with Adrienne Gear's strategies
- Aboriginal Support Worker is new to our school and is working towards connecting and building a relationship to our Indigenous students and families

Success Indicators

- 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)
- All students will improve their reading and writing skills
- The school and classroom libraries will contain more Indigenous texts
- Our Indigenous students will increase their literacy skills
- All students and families feel safe and welcome at our school

Communication

Parents/ Community

- Engage and inform the PAC regularly at monthly meetings
- Post our School Learning Plan on the school website

Staff Members

- Information communicated to parents is included in the staff's weekly 'What We Know Now' bulletin
- Time allocated to School Goal collaboration and information-sharing during Staff Meetings