

School Learning Plan

October 2021/22

THE CURRENT CONTEXT

Summary of the data gathering sections of the planning template. You can also add details about specific equity issues you have noted and would like to address.

F.W. Howay Elementary School student population is 115 students, from Kindergarten to Grade 5 with six divisions.

Over the last few school years, we have focused our school goal on literacy (specifically reading) with each year having a focussed objective (2018/2019 – Resources and Learning Support, 2019/2020 – Assessment – 2020/2021 Assessment and Parent Communication). Taking into consideration our student population and their diverse strengths and needs (e.g. 39% ELL), staff observations, report cards, baseline data and the interrupted years with COVID staff decided there was a need to continue with our literacy goal for one more year.

The 2021-2022 school year will focus on our structure of support from non-enrolling teachers and support staff (i.e. Learning Support Teacher, ELL teacher, Teacher Librarian, Education Assistants, Child and Youth Care Worker, Indigenous Support Worker and Counsellor) and to develop a more focussed collaborative model of dialogue.

OBJECTIVE: WHAT WE HOPE TO ACHIEVE

This is the big overall goal/objective (must be measurable)

Implement a structure of support that builds on a whole staff collaborative approach to enhance and develop student literacy skills and core competencies of communication and thinking.

DESIGN: HOW WE PLAN TO MEET OUR OBJECTIVE

Action Plan

Include how you will use resources (professional development, learning tools, etc.)

Professional Development Opportunities

- Jennifer Katz – Three Block Model of UDL
- Faye Brownlie – Collaborative Model of Support (in school demonstrations, workshops – all CTs, LST, EAs)
- Myna McCallum, Kevin Lamoureux, David Bouchard - Indigenous Learning

Collaboration

- Teacher Coach focus on implementation of structure of support, assessment, and planning
- District Facilitator for Inclusive Ed. (purposeful planning support for LST schedules and planning)
- Tiered intervention framework and/or UDL model of support, schedules, class reviews
- Stages of Collaboration (planning, debriefing, implementing)
- Collaboration - focussed on literacy (class reviews, planning sessions, School Based Team meetings, staff meetings, Pro-D Days, collaboration afternoons)

Timeline

School Learning Plan

October 2021/22

Resources and Learning Tools

- Assessment and tracking – ASK assessment tool, benchmarks, SWW and SWR, Word Work
- “Learning in Safe Schools – Creating Classrooms Where All Students Belong” Faye Brownlie and Judith King and “Student Diversity - Teaching Strategies to Meet the Learning Needs of All Students in K-10 Classrooms” – Faye Brownlie, Catherine Feniak and Leyton Schnellert
- Library and, classroom literacy collections (focussed on Indigenous Learning)
- “Adrienne Gear Picks” – collections of K-5 picture book resources focused on diversity and SEL

SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT

Key Results

This would be your key results – the idea is that if all of these were achieved, your objective would be met

Consider vulnerable students

- Whole school student literacy assessments would show growth in targeted areas (baselines and end of year)
Baselines for SWW, SWR, Word Work (Sept/Oct baseline to May/June final)
- Class reviews – class profiles (using UDL model with tiered tracking) of students would show growth in literacy
Class reviews (Sept/Oct baseline to May/June final)
- February conferences with families would reflect personal strengths and growth from beginning of year

COMMUNICATION: HOW WE WILL SHARE OUR LEARNING JOURNEY WITH OUR COMMUNITY

Consider multiple forms of communication (newsletters, social media, bulletin boards)

- Updates to parents through email and PAC meetings
- bulletin board at front entrance and website
- parent/teacher and 3-way conferences
- staff meetings and collaboration times