



School: Edith McDermott Elementary

Principal: Christina Crump

Director/Assistant Superintendent David Vandergugten

A. Goal (one goal per page)

New Goal: EME will increase the number of K–3 students demonstrating proficiency in foundational literacy and numeracy skills, as measured through school-wide screeners and common performance assessments. We will achieve this through early identification, targeted intervention, and consistent instructional practices that build both confidence and competence in every learner.

B. Rationale

Analysis of most recent school data and staff discussions identified overlapping needs in literacy and numeracy:

- Inconsistent early identification and intervention for emerging learners.
- Foundational skill gaps in reading, writing, and number fluency.
 - Greatest need identified is in early primary literacy skills, i.e., 15% of grade one students not meeting grade level expectations in reading, 11.3% in writing.
 - Persistent concern in writing, as students consistently show more challenges in this area.
 - Greatest gaps in numeracy learning present in primary years, i.e., 13% of grade one students not meeting grade level expectations in numeracy.
- Students' low confidence in literacy and math tasks.
 - Observational data indicates an increase in negative self-talk regarding literacy and numeracy skills.
- Variation in classroom practices and access to learning tools.
 - Teachers utilize a range of assessment tools and instructional resources, resulting in variation across classrooms. This inconsistency impacts the ability to identify and support emerging learners in a timely and coordinated way.
 - Developing common practices and shared tools will enable more consistent early identification, targeted intervention, and a cohesive approach to student growth over time.

We recognize the impact foundational skills have on deeper learning as students progress through grades kindergarten to grade seven. This goal unites both domains under a single focus on early, evidence-based intervention and a positive, resilient learning culture.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Implement consistent K–3 screening tools in literacy to identify at-risk students early.
 - K screener, Early Primary Reading Assessment (EPRA)
- Use data from school-wide assessments (e.g., writing samples, fluency checks) to plan instruction, targeted interventions, and monitor growth.
- Provide tiered literacy intervention supports and ensure alignment of strategies across grades.
 - Rainbow Words, Reading Simplified, University of Florida Literacy Institute (UFLI), Heggerty
- Consistency in numeracy instruction that reinforces utilization of visible learning behaviours, such as showing work, rereading for information, checking for accuracy. Increased use of cross-curricular opportunities to enhance understanding of the application of mathematics, as well as increased basic math fluency practice to solidify basic math function recall.
- Build a culture of growth mindset and “failing forward” by emphasizing progress, not perfection.
- Strengthen home and community connections through clear communication and practical at-home learning supports.
- Ensure equitable access to numeracy resources and manipulatives through an organized, shared inventory system and coordinated use of instructional resources, such as Math Makes Sense and Jump Math.
- Professional collaboration through monthly staff meeting progress reports, literacy discussions, and invitations to school-based literacy professional development facilitated by staff.

D. Evidence / Data (how will you measure success?)

- Increased percentage of students moving from *not meeting* to *meeting and above* in summative K–3 literacy and numeracy assessments.
- Improved student self-efficacy and positive mindset toward learning, as observed by teachers.
- Documented use of data-informed interventions at classroom and school levels.
- Consistency in literacy and numeracy instructional approaches across grades, as reported by teachers.

Principal:

Superintendent:

Board Chairperson:

Date: