

SCHOOL NAME: Lord Kelvin

SCHOOL CONTEXT AND RATIONALE			
School profile			
Information	Details	Information	Details
Grades K-5	K-5	Students with Disabilities and/or Diverse Abilities (%)	9%
Enrollment	670	English Language Learners (%)	53%
Indigenous Learners (%)	2%	Specialized Programs (EFI, LFT, Montessori, IB, etc....)	N/A
Children and Youth in Care (%)	0	Community Context (ex. trends in enrollment, socioeconomic and community characteristics, cultural and linguistic diversity, etc.)	New families to Canada, high level of transient population, lower socio-economic status, high ELL population
Learner strengths			
<i>Describe strengths demonstrated through achievement, engagement, attendance, belonging, graduation rates, student voice, or other evidence.</i> Evidence: The learners at Lord Kelvin demonstrate flexibility, versatility and adaptability, with high levels of engagement and motivation, a strong sense of belonging and community, and a willingness to participate and contribute to the life of the school.			
Areas for growth			
<i>Identify trends, challenges, or inequities emerging from the evidence. Highlight specific learner groups requiring focused attention.</i> Evidence: Key areas of need include language development, early literacy and numeracy, and the impact of frequent absences and lateness on learning. Family barriers can also affect consistent engagement and access to support. Focused attention is needed for Indigenous learners and students with designations or identified learning needs.			
Rationale			
<i>Briefly explain why this plan is necessary. What needs or opportunities have been identified through data, feedback, and observation? Include school context, evidence-informed rational, equity considerations, why this focus was selected and connection to learner needs.</i> This plan is necessary to address gaps in language, early literacy and writing skills, particularly among primary learners, many of whom enter school with limited access to early learning opportunities. A high ELL population and a need for greater alignment in early years instruction across grades have also been identified. School data, including ED Plan data, will inform instructional practices and help ensure equitable, responsive support for learners.			
Data			
Data Sources Used		What the data shows	Root Cause Analysis

☒ Classroom-based Assessments ☒ Report Card Data ☒ FSA/Provincial Data ☐ Graduation Data ☒ Attendance Data	☒ Student Voice ☒ Indigenous Student Data ☐ Equity Group Data ☒ Other: SLS data,	<i>Highlight triangulation of data.</i> Staff observations, report card data, FSA results, and school-wide writing anchors consistently indicate that early primary learners need continued support in written output, idea development, and writing structure.	<i>Staff observations, report card data, FSA results, and school-wide writing anchors consistently identify written output, idea development, and writing structure as key areas for growth among early primary learners.</i>
GOALS			
Strategic Alignment			
District Strategic Focus Area	Strategic Plan Objective	First Peoples Principles of Learning Connection:	
Focus Area 1: Student Experience	Equip educators and teaching staff with the tools, training, and resources to enhance their teaching practices and contribute to an effective learning environment.	Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.	
Literacy Goal Statement			
<i>State a focused, measurable, student-centered literacy goal aligned with the District Strategic Plan.</i> By June 2027: Students at Lord Kelvin will demonstrate increased confidence and proficiency in writing through explicit instruction in writing structure and idea generation.			
Strategies and Adult Actions (Instructional, Assessment, Collaborative and Equity & Inclusion)			
<i>Consider: What instructional practices will be implemented or strengthened (Tier 1, 2, 3)? How will formative and summative assessment be used to improve learning? How will educators learn together, reflect, and improve practice? What strategies or actions will reduce barriers and improve outcomes for priority learners?</i>			
Tier 1 and Tier 3 interventions will strengthen writing instruction and provide targeted support. Teachers will examine assessment and student work data to identify patterns and specific areas of need. Educators will collaborate through school-wide writing anchors, grade-group collaboration, and a school-wide professional learning afternoon focused on writing instruction and assessment. A Vice-Principal-facilitated Think SRSD program and targeted phonics intervention with LST will further support priority learners.			
Monitoring and evidence of impact - What does success look like?			
<i>Describe both qualitative and quantitative indicators that will demonstrate progress. Include both student and adult indicators.</i> Ex. Of Student Evidence: achievement data, assessment data, attendance trends, student voice, engagement in, dicators, sense of belonging SLS data, gains made through LST intervention groups Ex. Of Adult Evidence: classroom observations, instructional practice implementation, assessment monitoring, engagement with Think SRSD,			
Monitoring Cycle			

Strategy <i>List the key actions or approaches being implemented.</i>	Mid-Year Evidence <i>Summarize evidence of progress, emerging trends, and any adjustments needed.</i>	Year-End Evidence <i>Document outcomes, impact, and key learnings based on the evidence collected.</i>
School wide anchoring and monitoring of student development	Click or tap here to enter text.	Click or tap here to enter text.
Widespread use of data implementation and monitoring through ED Plan insight	Click or tap here to enter text.	Click or tap here to enter text.
Collaboration through Think SRSD	Click or tap here to enter text.	Click or tap here to enter text.
Priority Learners		
Progress will be monitored specifically for (Ex. Indigenous learners, Children and Youth in Care, Student with disabilities and/or diverse abilities, English language learners, students below grade-level literacy or numeracy, students with chronic absenteeism (as defined by the Ministry of Education and Childcare as being 10% or more of scheduled instruction in a school year): Progress will be monitored monthly by the Administration and Inclusive Education Team through Ed Plan data, student learning data, and anecdotal feedback from staff, with particular attention to priority learners.		
Numeracy Goal Statement		
State a focused, measurable, student-centered numeracy goal aligned with the District Strategic Plan. By June 2027: Students at Lord Kelvin will demonstrate increased confidence and proficiency in numeracy through explicit instruction in mathematical reasoning, problem-solving, and communicating their mathematical thinking.		
Strategies and Adult Actions (Instructional, Assessment, Collaborative and Equity & Inclusion)		
Consider: What instructional practices will be implemented or strengthened (Tier 1, 2, 3)? How will formative and summative assessment be used to improve learning? How will educators learn together, reflect, and improve practice? What strategies or actions will reduce barriers and improve outcomes for priority learners? Tier 1 and Tier 3 interventions will strengthen numeracy instruction and targeted support. Teachers will examine assessment and student work data to identify patterns and specific areas of need. Educators will collaborate through school-wide anchoring, grade-group collaboration, and targeted intervention groups to strengthen instructional practice and improve outcomes for priority learners.		
Monitoring and evidence of impact - What does success look like?		
Describe both qualitative and quantitative indicators that will demonstrate progress. Ex. Of Student Evidence: achievement data, assessment data, attendance trends, student voice, engagement indicators, sense of belonging Ex. Of Adult Evidence: classroom observations, collaboration, instructional practice implementation, assessment practices monitoring		
Monitoring Cycle		

Strategy	Mid-Year Evidence	Year-End Evidence
Staff collaboration around anchoring around written numeracy assessment	Click or tap here to enter text.	Click or tap here to enter text.
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SYSTEM SUPPORTS AND RESOURCES		
<i>Identify and prioritize resources that may strengthen implementation efforts (ex. Professional learning, coaching support, data access and analysis support, etc.).</i> Think SRSD programming and implementation, intervention support from Emily Larkman, and literacy coaching from Melissa Haffner will strengthen implementation. A school-wide focus on building staff confidence and competence in using Ed Plan Insight will support data-informed planning and decision-making.		
REFLECTION, ADJUSTMENT, AND COMMUNICATION		
Communication		
<i>How will progress be communicated throughout the year?</i> ☒ Staff Meetings ☐ School newsletters ☒ PAC meetings ☒ District reporting ☐ Student leadership forums ☒ Learning team meetings ☒ Other: Conferencing Family conferences will be an important opportunity to strengthen home-school connections and engage families in conversations about student learning. As part of our literacy focus, teachers will share student work samples from early in the year and more recent samples to highlight growth and progress over time. Writing rubrics will be used to support these discussions and provide families with a clear understanding of learning expectations. Given our diverse and growing ELL population, using student work samples is an accessible and		

meaningful way to include families in conversations about their child's learning. Staff will collaborate during staff meetings to ensure a consistent approach to conferences and to share strategies for effectively communicating student growth with families.

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Reflection and Adjustment

How will data and evidence be used to refine the plan?

At two collaboration afternoons, staff will engage in professional learning, review student data and evidence, and develop implementation plans that identify next steps and inform ongoing adjustments to the plan.

YEAR-END SUMMARY OF KEY OUTCOMES

Reflect on the progress made toward your School Growth Plan goals this year. Provide a concise summary that highlights evidence of impact, key achievements, challenges, and next steps.

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