

Oliver Elementary School Learning Plan 2025–2026 Year-End Reflection: Closing the Literacy Gap

Scanning: What Do We Know About Our Learners?

Throughout the 2025–2026 school year, Oliver Elementary School continued to focus on improving literacy outcomes for all learners. School-wide assessment data, classroom observations, student voice, PM Benchmarks, NFRA assessments, the Foundational Skills Assessment (FSA), and Student Learning Survey (SLS) results were used to monitor progress and identify areas of need. Historical FSA literacy data showed a decline in achievement over time, with Grade 4 literacy results declining by approximately 8% and Grade 7 literacy results declining by 5% between 2020–21 and 2024–25. Report card data also highlighted literacy challenges, particularly in the intermediate grades.

These trends informed the school's focus on strengthening foundational literacy skills and improving comprehension. Primary assessment data demonstrated encouraging growth. Literacy Lab (UFI) interventions, structured literacy approaches, phonics instruction, running records, and PM Benchmarks showed positive outcomes for many learners. Kindergarten and Grade 1 students demonstrated increased confidence in phonological awareness, decoding, stretching out words, and early reading behaviours. Intermediate assessment data, including NFRA assessments, student conferencing, and classroom observations, showed increased understanding of non-fiction reading strategies. Students improved their ability to summarize information, identify main ideas, make inferences, and use text features effectively. Student Learning Survey results further demonstrated positive student perceptions of growth. Grade 4 students reported that 77.4% felt they were getting better at reading and 70.0% felt they were getting better at writing. Grade 7 students reported that 66.7% felt they were getting better at both reading and writing.

Focusing: Where Did We Concentrate Our Efforts?

Throughout the year, staff concentrated on strengthening foundational literacy skills in the primary grades while developing comprehension and non-fiction literacy strategies in the intermediate grades. Primary classrooms focused on phonological awareness, decoding, guided reading, structured literacy, UFLI strategies, and platooned reading approaches. Intermediate classrooms focused on explicit instruction in non-fiction reading comprehension strategies including inferencing, summarizing, determining importance, extracting information from text features, questioning, and making connections. Adrienne Gear resources and collaborative literacy discussions were used to deepen student understanding and engagement with reading and writing.

Developing a Hunch: Why Is This Happening?

Staff discussions identified several contributing factors to literacy challenges. Students continue to demonstrate a wide range of literacy abilities, confidence levels, and learning needs. Some students require additional support with reading stamina, writing endurance, and transferring literacy skills into other curricular areas. Staff also recognized that literacy instruction had historically been too generalized and that assessment information was not always used consistently to guide instruction. The school's collaborative inquiry work reinforced the importance of evidence-based literacy practices, explicit instruction, and targeted interventions to support all learners.

Learning: How and Where Did We Learn More?

Teachers engaged in professional learning through the Teacher Inquiry Model (TIM), collaborative inquiry, and ongoing staff discussions. Learning focused on evidence-based literacy practices including Heggerty, UFLI, McCracken comprehension strategies,

Adrienne Gear's Reading Power resources, NFRA assessment practices, structured literacy, and formative assessment approaches. Teachers deepened their understanding of how assessment data can guide instruction and intervention planning, helping staff respond more effectively to student learning needs.

Taking Action: What Did We Do Differently?

Teachers implemented targeted literacy interventions across all grade levels. In the primary grades, Literacy Lab interventions, guided reading, platooned reading structures, running records, and direct phonics instruction were used to strengthen foundational skills and increase confidence. Intermediate teachers implemented explicit instruction in non-fiction reading strategies, used student conferencing to provide feedback, and increased opportunities for collaborative discussions about texts. Students regularly practiced literacy skills through reading, writing, and content-area learning experiences. The music program also supported literacy-related skill development through rhythmic and melodic sight-reading assessments, listening activities, and performance opportunities.

Checking: Have We Made Enough of a Difference?

There were many positive indicators of growth throughout the school year. Primary teachers reported increased student confidence, greater willingness to read aloud, and increased enjoyment of reading. Students described themselves as stronger readers and expressed pride in their literacy growth. Intermediate teachers reported greater student interest in non-fiction texts and improved understanding of text features and information gathering strategies. Student voice highlighted growing confidence as readers and writers, while Student Learning Survey results confirmed positive perceptions of literacy growth. PM Benchmark results suggested that platooned reading structures had a positive impact

on reading achievement and confidence. Literacy Lab and UFLI-informed interventions produced positive outcomes for diverse learners, including English Language Learners. NFRA results demonstrated mixed outcomes across grade levels, with Grade 5 students showing lower overall performance and determining importance and extracting information from text features remaining areas requiring additional support. Music assessment results demonstrated continued growth in rhythmic and melodic literacy skills, providing students with additional opportunities to develop confidence, performance skills, and engagement.

Next Steps for 2026–2027

Moving forward, Oliver Elementary School will continue to strengthen plateaued reading opportunities, Literacy Lab supports, and structured literacy instruction. Primary classrooms will continue building confidence in phonics, decoding, drawing, stretching out words, and written expression. Intermediate classrooms will continue focusing on non-fiction comprehension strategies, particularly determining importance, extracting information from text features, and transferring literacy skills into Science and Social Studies contexts. In music programs, instructional sequencing will continue to be refined, with concepts introduced earlier and reinforced through games, exploration, and performance opportunities.

Conclusion

Overall, the 2025–2026 school year demonstrated meaningful progress in literacy instruction, collaborative inquiry, and student engagement at Oliver Elementary School. Assessment results, student voice, teacher observations, and intervention data indicate that targeted literacy practices are having a positive impact on student learning. While

challenges remain, staff have identified clear next steps and developed stronger instructional practices to continue closing literacy gaps and supporting all learners.