

Oliver Elementary School

School Learning Plan 2026–2027

Oliver Elementary School will continue its focus on creating greater consistency in literacy instruction across primary and intermediate grades.

Inquiry Question

How will greater consistency in explicit, differentiated literacy instruction affect students' reading proficiency and confidence?

Scanning – What is happening for our learners?

School assessment information, including *FSA*, *NFRA*, *PM* Benchmarks, *UFLI*/phonics assessments, and classroom evidence, shows that literacy remains an important area for continued growth. In primary grades, there is a significant gap between students who are emerging/developing and those who are proficient readers. In intermediate grades, *NFRA* evidence identifies inference, critical analysis, and explaining thinking from nonfiction text as specific areas of difficulty.

To deepen our understanding, student voice will be added to the scan. Students will be asked what they are learning as readers, what they do when reading becomes difficult, what helps them, and what they see as their next steps.

Focusing – Where will we concentrate our effort?

Primary. The focus is on foundational reading skills: explicit phonics, phonological awareness, and decoding.

Intermediate. The focus is on nonfiction comprehension, specifically identifying key information, making evidence-based inferences, analyzing ideas, and explaining thinking.

Developing a Hunch – Why might this be happening?

There is a lack of consistent, explicit, and intentional literacy instruction, along with responsive differentiation to meet students' individual learning needs.

New Professional Learning

Professional learning will be directly connected to the identified areas of focus. In primary classrooms, learning will include *UFLI* Foundations, *Heggerty Phonemic Awareness*, literacy lab structures, and platooned guided reading, with emphasis on explicit instruction, responsive student groupings, and consistent routines and language.

In intermediate classrooms, professional learning will draw on Adrienne Gear's *Writing Power / Powerful Writing Structures*, *Nonfiction Reading Power*, and *Nonfiction Writing Power* to strengthen explicit teaching of comprehension.

Taking Action

Primary. Primary teachers will use shared routines and language to provide explicit foundational skills instruction. *UFLI* and *Heggerty* strategies will be used in targeted small groups, with students requiring additional support receiving instruction at least three times per week.

Intermediate. Intermediate teachers will explicitly teach students how to identify key information, make inferences, analyze ideas, and explain or justify thinking using evidence from nonfiction texts. Shared anchor texts and common instructional language will support consistency across classrooms.

Checking – How will we know if our actions are making a difference?

Fall assessment information, student learning, and student voice will establish a baseline. Primary evidence will focus on foundational reading skills, while intermediate evidence will focus on nonfiction comprehension.

Throughout the year, classroom assessments, reading conferences, progress monitoring, and student self-assessment will be used to determine whether students are making progress.