2025-26 School Framework for Enhancing Student Learning

School: Ecole North Oyster

Principal: Callum Lynch

Our Story/Our Learners

École North Oyster Elementary is a vibrant dual-track (English and French Immersion) school with 14 divisions, 7 French Immersion and 7 English-speaking, serving families from the Ladysmith, Nanaimo and Cedar areas, located on the unceded traditional territories of the Snuneymuxw and Stz'uminus First Nations. It is a deeply connected and proud community with strong intergenerational ties and active partnerships with local organizations such as the Fire Department, RCMP, and Stz'uminus community. Families are supportive, collaborative, and invested in their children's holistic growth, valuing both academic learning and social-emotional well-being.

The school culture is grounded in the Outstanding ORCA values of Respect, Responsibility, and Safety, which are celebrated through assemblies, recognition programs, and daily interactions that foster belonging and pride. Staff are dedicated, innovative, and caring educators committed to inclusive, trauma-informed, and culturally responsive practice.

École North Oyster places a strong emphasis on outdoor and place-based education, connecting students to the land through a variety of outdoor learning environments, forest walks, garden projects, and community-based inquiry that nurture curiosity, stewardship, and a deep sense of connection to place. The school is a resilient and adaptable learning community that embraces change through collaboration, reflection, and shared leadership, continually striving to foster belonging, growth, and thriving learners.

Goals for 2025 – 26

Goal 1

Student Success
Increase literacy success rates for all

School specific goal:

To improve literacy outcomes for all students by strengthening foundational reading and writing skills through targeted instruction, consistent assessment practices, and inclusive, evidence-based strategies that honour Indigenous ways of knowing and being, trauma-informed practices, and social-emotional learning.

Strategies to meet the goal:

Action Plan: Continuing, Enhancing, and Implementing

Continuing:
- Continue to *celebrate a love for reading* with: Read-a-thon, Family Literacy Week, D.E.A.R(Drop everything and read), and partner reading.
- *Partner reading* with explicit instruction on how to support and learn from peers, helping to build fluency and accountability.
- *Literacy centres* that incorporate joyful literacy games and practices including exposure to the 5 pillars of reading.
- A large home reading book supply in French and English for home reading, guided reading, reading with partners.

Enhancing:
- Ongoing use of *research-based programs* (*PRESS, UFLI, Lexia, Delic, Son-Au-Graphe, and Raconte- Moi Les Sons*) by aligning them more closely with formative assessment data to ensure instruction is responsive to student needs.
- *Targeted instruction* in small groups and one-on-one settings, with increased focus on comprehension, fluency, vocabulary, and decoding, informed by classroom assessments and progress monitoring.

Introducing / Implementing:
- *Deeper integration of Indigenous-authored texts and perspectives,* in collaboration with the Indigenous culture and support teacher and other support staff, to ensure representation and connection for Indigenous learners while enriching all students' literacy experiences.

- *Strengthening the use of street data* (observations, student voice, and classroom artifacts) to monitor the impact of strategies and guide instructional adjustments.

Action Plan: for priority populations (Indigenous learners, students with disabilities and diverse abilities, and children/youth in care):

- **Indigenous Learners:**
    - Purposeful inclusion of *Indigenous-authored texts and oral storytelling* to create meaningful representation.
    - Partnering with the *Indigenous culture and support teacher* to co-plan and co-facilitate activities that reflect cultural values and ways of knowing.

- **Students with Disabilities and Diverse Abilities:**
    - Using *targeted, skill-based instruction* informed by ongoing assessment to address specific literacy needs.
    - Provide accessible and differentiated pathways for reading success.
    - Use of technology tools like Google R&W

- **Children and Youth in Care:**
    - Building strong, supportive relationships through intentional pairing in partner reading and group activities to foster a sense of belonging.
    - Ensuring access to *high-interest, culturally relevant texts* to engage students and validate their experiences.
    - Using *anecdotal observations* (student feedback, observations, informal conversations) to stay responsive to their needs and to provide timely adjustments in support.

How will you know:
- We will monitor student progress through district common formative assessments, R/Y/G, benchmarks, and classroom-based assessments.
- Growth will be evident if students demonstrate increased fluency, comprehension, and decoding skills, as well as stronger engagement during reading activities (school-wide reads, partner reading, small-group instruction).
- For priority populations, success will also be reflected in student voice (expressing confidence and enjoyment in reading), improved participation in group activities, and evidence of skill development in targeted instruction.

Targets based on current data:
- *By June*, approximately 75% of students currently at "Emerging" will demonstrate a measurable improvement in their literacy skills, with a particular focus on priority populations.

- Students in *Tier 2 and Tier 3 interventions* will demonstrate measurable improvement in specific skill areas (e.g., phonemic awareness, decoding, fluency), as indicated by pre/post assessments and progress monitoring tools.
- Priority populations (Indigenous learners, students with disabilities and diverse abilities, and children/youth in care) will show increased engagement in literacy activities, reflected through classroom observations, attendance in literacy blocks, and self-reported confidence.

Monitoring Process:
- *Pre- and post-data* from district common formative assessments and R/Y/G assessments to track skill acquisition.
- *Direct teacher observations and conversations* about student engagement, persistence, and confidence during literacy tasks.
- *Scheduled check-ins with students*, particularly those in the Emerging/Developing categories and priority populations, to gather their feedback on how supported they feel and what strategies are helping them.
- *Classroom artifacts* (student writing, partner reading reflections, work samples from small-group instruction).
- *Collaborative discussions in SBT meetings* to review progress and make timely adjustments to interventions.

Goal 2

Student and Employee Wellness
Increase the number of students who feel welcome, safe and have a sense of belonging in their school

School specific goal:
École North Oyster will strengthen students' sense of belonging, safety, and connection by intentionally fostering positive relationships, inclusion, and emotional regulation across all learning environments. The school will deepen its implementation of the Outstanding ORCA values (Respect, Responsibility, and Safety) and continue to build a culture where all students, particularly Indigenous learners, students with diverse abilities, and children and youth in care, feel seen, valued, and supported.

Strategies to meet the goal:
Action Plan: Continuing, Enhancing, and Implementing

Continuing:
- Reinforce school-wide use of Outstanding ORCA values to guide expectations, teach positive behavior, and celebrate success.
- Continue recognition systems (ORCA tickets, certificates, assemblies, student shoutouts) that promote kindness, responsibility, and inclusion.
- Maintain collaborative class reviews to identify students who need targeted belonging or regulation supports.
- Continue with cross-age buddy/triad activities (e.g., older students reading or playing games with younger students) to strengthen community connection.

Enhancing:
- Strengthen student voice opportunities, such as leadership teams, peer helpers, and classroom meetings where students contribute to school decisions and events.
- Expand outdoor and experiential learning to support regulation, connection to land, and peer relationships.
- Deepen staff collaboration around regulation and trauma-informed practices through professional learning and shared reflection.
- Increase intentional communication with families to build trust and shared responsibility for student well-being.

Introducing/Implementing:
- Introduce a Belonging and Connection Check-In system (simple weekly reflection or colour check) for students in Grades 3–7 to monitor emotional well-being and identify those needing additional support.
- Implement Open Parachute program in each classroom or individual intervention groups.

- Implement small-group and Tier 2 SEL supports facilitated by EAs, counselors, or IST (e.g., Zones of Regulation, friendship groups, or calm corner check-ins).
- Increase staff participation in wellness initiatives (e.g., appreciation events, collaborative planning, informal gatherings) to promote a culture of care and belonging among adults.

Action Plan: for priority populations (Indigenous learners, students with disabilities and diverse abilities, and children/youth in care):

- **Indigenous Learners:**
  - Integrate local Indigenous perspectives, language, and land-based learning experiences into daily routines.
  - Strengthen partnerships with the Stz'uminus community and ensure cultural representation in classroom activities and school-wide events.

- **Students with Disabilities and Diverse Abilities:**
  - Provide predictable structures, visual supports, and regulation tools that ensure accessibility and emotional safety.
  - Offer differentiated SEL instruction and small-group interventions tailored to student needs.

- **Children and Youth in Care:**
  - Maintain consistent adult relationships and communication loops with caregivers and MCFD workers.
  - Prioritize emotional check-ins and predictability in transitions to strengthen stability and trust.

How will you know:
- We will monitor student well-being and sense of belonging through student learning surveys, R/Y/G regulation tracking, class reviews, and classroom-based observations.
- Growth will be evident if students demonstrate increased participation, positive peer interactions, emotional regulation, and engagement in classroom and outdoor learning environments.
- For priority populations, success will also be reflected in student voice (expressing feelings of safety, inclusion, and connection), improved attendance and engagement, and evidence of stronger relationships and self-regulation in daily routines.
- Internal student voice surveys and classroom check-ins showing improved perceptions of belonging and positive peer relationships.
- Feedback from families and caregivers through PAC, conversations, and informal outreach confirming that children are happy and feel included at school.
- Teacher and EA observations of improved peer interactions, emotional regulation, and participation in class and outdoor learning activities.

Targets based on current data:
By June 2026, École North Oyster will demonstrate:

- A 5–10% increase in the number of students reporting that they feel welcome, safe, and cared for on our school *Survey*.
- Improved attendance and engagement among priority learners (Indigenous students, students with diverse abilities, and children and youth in care).
- Observable increases in participation and regulation during learning and outdoor activities.

Monitoring Process:
- Conduct biannual student voice surveys and Belonging and Connection Check-Ins to gather perception data.
- Review R–Y–G data and class reviews each term to identify shifts in belonging and regulation.
- Hold collaborative team discussions (teachers, EAs, ISTs, and counselor) to analyze trends and adapt supports.
- Collect student stories, reflections, and artifacts (from ORCA assemblies, buddy activities, and outdoor learning) to document growth.
- Facilitate staff reflection and dialogue during professional learning sessions to evaluate progress in building a culture of care and belonging.