2025-26 School Framework for Enhancing Student Learning

School: Rutherford

Principal: Mike Lundine

Our Story/Our Learners

Rutherford Elementary re-opened in September 2025 to much anticipation. Families are thrilled to have a neighborhood school once again, and this enthusiasm is mirrored by a dedicated and collaborative staff. Our team is fortunate to include colleagues who are not only professional partners but also close friends outside of the school setting, creating a tight-knit, supportive community. This positive culture directly benefits our learners, fostering a safe, caring, and engaging environment.

Evidence of a Strong School Community:

- Teachers consistently check in with one another and collaborate on best practices.
- The staff room is a hub of connection and resource sharing.
- Staff support colleagues during absences and through social and professional activities.
- Organized triad classrooms, buddy classes, joint class activities, and spirit days foster connections among students.
- Mentorship opportunities and attention to mental health help sustain both staff and student well-being.
- Parents are enthusiastic partners, actively contributing to fundraisers, school events, and initiatives that enhance a positive and exciting school climate.

Together, these elements form the foundation of a welcoming, inclusive, and collaborative school community where students, staff, and families thrive.

Fall reading assessment data:

Grade 1

11/32 (34%) of grade 1 students scored proficient on the letter sounds subtest.

Grade 2

11/29 (38%) of grade two students scored proficient on the long vowel/silent e subtest.

Target this skill in reading instruction.

Grade 3

16/28 (57%) of students in grade three have a proficient reading rate.

22/28 (79%) of students in grade three scored proficient on the grade 3 site words list.

Target reading rate

Grade 4

Most of the student data not input to e-assess

Grade 5

36/48 (75%) of grade five students scored instructional or independent on the MAZE reading comprehension assessment.

24/48 (50%) of grade 5 students scored proficient on reading rate.

Target reading fluency in class.

Grade 6
32/47 (68%) of grade six students scored instructional or independent on the MAZE reading comprehension assessment.
Still waiting on data input for oral reading fluency
Grade 7
6/18 (33%) of students scored proficient on reading rate
14/18 (78%) of students scored independent or instruction reading level (accuracy)
Target reading rate in class

Goals for 2025 – 26

Goal 1

Student Success
Increase literacy success rates for all
School specific goal:
All students' reading data will improve between September 2025 and June 2026.

Strategies to meet the goal:

- Ongoing classroom-based reading assessments to monitor growth and inform instruction.
- Targeted reading intervention blocks to support students below grade level, with regular progress tracking.
- Continued collaboration with Inclusion Support Teachers and ELL staff to ensure differentiated instruction and small-group supports.
- Deepening the use of assessment data ("street data") by engaging teachers in collaborative discussions about what they notice in students' daily reading behaviours, attitudes, and engagement.
- Increasing student voice and self-assessment in reading, helping learners identify their own strengths and areas for growth.
- Strengthening home–school connections by sharing reading progress and strategies with families.
- School-wide focus on evidence-based literacy practices aligned with the BC curriculum, emphasizing comprehension strategies, oral language development, and vocabulary building.
- Use of new literacy resources that reflect inclusive, local, and Indigenous perspectives.

Supporting Priority Populations:

- **Indigenous Learners:** Embedding authentic Indigenous texts, oral storytelling, and cultural perspectives into reading instruction. Partnering with Indigenous Support Teachers to connect literacy learning with identity, land, and culture.
- **Students with Disabilities and Diverse Abilities:** Providing differentiated reading instruction through explicit teaching, assistive technology, and personalized learning goals.
- **Children and Youth in Care:** Ensuring consistent adult support, mentoring relationships, and monitoring of reading growth through ongoing communication between classroom teachers, LSTs, and district supports.
- **Street Data Emphasis:**
- Teachers will collect qualitative "street data" by observing student engagement during reading, listening to student reflections, and noting growth in reading confidence and stamina.
- Team discussions and student learning conversations will guide responsive adjustments to instruction throughout the year.

How will you know:

We will know we are making a difference when we see consistent growth across multiple forms of evidence:

Quantitative Data ("Satellite Data"):

- Improved results on NLPS reading assessments, DART, and classroom-based reading benchmarks.
- Increased percentage of students meeting or exceeding grade-level expectations in reading.
- Year-over-year improvement in school-based data for specific cohorts and priority populations.

Qualitative Data ("Street Data"):

- Students demonstrate greater confidence, engagement, and joy in reading.
- Teachers observe stronger reading stamina, use of comprehension strategies, and willingness to take risks as readers.
- Student voice evidence (reflections, conferences, surveys) shows that learners can articulate their growth and identify strategies that help them.
- Families report increased reading at home and greater enthusiasm for reading activities.

Collaborative Evidence ("Map Data"):

- Teacher teams use formative assessment discussions and inquiry cycles to track class and individual progress over time.
- Learning Support and ELL teams report more students successfully transitioning out of intervention.
- Shared professional learning and teacher reflection logs indicate stronger confidence and alignment in literacy instruction.
- Together, this balanced collection of **quantitative and qualitative evidence** will help us determine whether all students — including Indigenous learners, students with disabilities and diverse abilities, and children and youth in care — are showing meaningful growth in reading.

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:

In June 2026, 80% or more of students will indicate that they felt a sense of belonging in our school.

Strategies to meet the goal:

- Ongoing implementation of school-wide Positive Behaviour Support (PBS) and classroom community-building routines.
- Daily morning meetings and classroom check-ins that foster inclusion, empathy, and mutual respect.
- Continued collaboration with the Indigenous Education team, Learning Support Teachers, and Counsellor to identify and support students who may feel disconnected from school.
- Expanding opportunities for student voice through leadership teams, student councils, and classroom decision-making.
- Increasing the visibility of student work, culture, and identity throughout the school environment.
- Strengthening home–school connections by inviting families to share cultural traditions and participate in school events that reflect the diversity of our community.
- Development of a **"Belonging Framework"** to guide classroom and school-wide practices, including relationship mapping and sense-of-belonging surveys.
- Introducing a **student well-being and belonging team** to review feedback and recommend responsive actions.
- Implementation of school-wide events and initiatives that celebrate identity, kindness, and inclusion (e.g., *Orange Shirt Day, Pink Shirt Day, Cultural Connections Week*).

Supporting Priority Populations:

- **Indigenous Learners:** Embedding Indigenous worldviews of community, connection, and belonging through land-based learning, circle processes, and local Nation partnerships.
- **Students with Disabilities and Diverse Abilities:** Ensuring all students have access to meaningful participation in class and school activities through adapted supports, peer buddies, and inclusive design.
- **Children and Youth in Care:** Providing trusted adult connections, consistent communication, and proactive check-ins to ensure these students feel seen, supported, and valued every day.

Street Data Emphasis:

- Gathering student stories and reflections through classroom conversations, art, and journals to understand how different learners experience belonging.
- Conducting regular "relationship scans" to identify which students may not yet feel connected to peers or adults.
- Using student focus groups and informal feedback to adapt and improve belonging initiatives in real time.

How will you know:

Quantitative Data ("Satellite Data"):

- Improved results on the **Student Learning Survey** and school-based belonging surveys.
- Reduction in behaviour referrals, absenteeism, and student reports of social isolation.

Qualitative Data ("Street Data"):

- Students articulate that they feel known, valued, and included in their classrooms and on the playground.
- Staff observe stronger peer relationships, greater participation, and more positive student interactions.
- Students in priority populations report increased connection to adults and peers.

Collaborative Evidence ("Map Data"):

- Regular review of belonging data by school staff teams to identify patterns and plan next steps.
- Teacher reflections and professional learning logs showing a shift toward inclusive classroom practices.
- Ongoing dialogue with families and community partners confirming that students feel cared for and part of the school community.