# FULFORD ELEMENTARY SCHOOL

SCHOOL PLAN 2026 – 2027

## *Growing, Caring, Capable, Confident Learners*

## OUR GOAL

To ensure all K–7 students achieve proficiency in literacy through evidence-based instruction and a strong focus on social-emotional learning and self-regulation.

## RATIONALE

Fulford Elementary is a K–7 school community with diverse learners, strengths, and learning needs. Current student learning data and classroom evidence point to opportunities to strengthen literacy learning across K–7 and support students in developing social-emotional skills and self-regulation. For some students, challenges with self-regulation, relationships, and readiness to learn can affect their and the group's ability to fully access learning.

By using data and evidence to strengthen literacy instruction and develop consistent approaches to social-emotional learning and self-regulation, we can better respond to student needs, support engagement, and increase access to learning for all students.

### OBJECTIVE 1

## Improve Literacy Learning K–7

We will improve literacy learning and achievement for every student in Kindergarten to Grade 7 through data-driven, evidence-informed practice.

**HOW WE WILL DO THIS**

- Use student learning data and assessment evidence to identify strengths, needs, and next steps.
- Adjust instruction in response to evidence of student learning.
- Provide timely, targeted support for students who need additional assistance.
- Strengthen consistent, evidence-informed literacy practices across K–7 classrooms.
- Create engaging and meaningful opportunities for students to read, write, communicate, and develop their literacy skills across all learning environments.

### OBJECTIVE 2

## Improve Social-Emotional Learning and Self-Regulation to Increase Access to Learning

We will improve social-emotional learning and self-regulation so that all students have greater access to learning using an evidence-based approach.

**HOW WE WILL DO THIS**

- Develop a common school-wide understanding and language for social-emotional learning and self-regulation.
- Use student voice, observations, and data to identify needs and monitor progress.
- Build consistent classroom and school practices that foster belonging, relationships, and readiness to learn.
- Embed social-emotional learning and self-regulation into everyday teaching and learning.
- Use evidence and data to provide targeted support for students who need additional help with self-regulation and access to learning.

## ONGOING REFLECTION

We will examine the evidence, reflect on our progress, and adjust our practice.

- What are we noticing?
- What does the evidence tell us?
- What are we learning?
- What will we adjust?