

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Georgia Avenue Community School

Principal: Shauna Coey

Our Story/Our Learners

Georgia Avenue Community School is a vibrant and diverse learning community of around 370 students. Our school is proud to be home to the District LifeSkills Program, which supports students with a wide range of complex learning needs, while also offering a variety of inclusive and supportive programs designed to meet the needs of all learners. Our students come to us with unique strengths, backgrounds, interests, and experiences, creating a rich and welcoming school culture. We are committed to ensuring every student feels valued, supported, and challenged to reach their full potential through data informed high-quality instruction, strong relationships, and a focus on belonging and inclusion.

At Georgia Avenue Community School, one of our key goals is ensuring that every student can identify at least two adults in the school who believe in them, support them, and are committed to their success. Research consistently shows that strong relationships with caring adults are one of the most significant factors in student achievement and well-being.

When students feel connected to trusted adults, they are more likely to attend school regularly, engage in their learning, and seek help when challenges arise. These positive relationships also contribute to students feeling safe, valued, and included within the school community.

Our commitment is to ensure that every student knows they matter, that they belong, and that there are adults in our building who believe in their potential and will support them every step of the way.

A key focus for our school is also improving literacy outcomes for all learners, with particular attention to increasing K–3 reading proficiency. We know that strong early literacy skills are foundational to future academic success, confidence, and engagement in learning. Through

targeted instruction, evidence-based literacy practices, early intervention, and ongoing monitoring of student progress, we are working to ensure every child develops the reading skills they need to thrive. By strengthening literacy instruction across classrooms and providing additional supports where needed, we aim to improve reading achievement, close learning gaps, and foster a lifelong love of reading for all students.

Based on our school survey, GYR, Student Learning Survey students at our school do not always feel safe and this may impact attendance and connection to adults at school.

E Assess, Maze, Intermediate Reading Comprehension, Oral Reading Fluency, Report Cards, UFLI show that Kindergarten to Grade 3 students are reading below expected development levels which will impact graduation rates and student wellness.

Images to Support School Goals



School Goal #1

Board Goal:

Student and Employee Wellness

Board Objective:

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

Focused Improvement Goal:

By May 2027 when we have completed the survey for a second time that year 95% of our students will report having 2 or more adults at school that care about them. This directly aligns with the districts priority of student wellness and the direction to make sure all student have a sense of belonging, feel welcome and safe in their school.

Implementation Plan:

School-based Action	Strategy Type
Student survey provided twice per year	Universal
Weekly Welcome Assembly	Universal
Daily drumming	Targeted
Staff/student connections – partner staff with a student needing connection	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
School Survey	November and May
Student Learning surveys	April
Attendance	As needed

Ongoing Engagement:

PAC and parents/guardians ICY ICSSW Teachers/EAs Students Family partners

School Goal #2

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By May 2027 we will see an increase in student K-3 in the CFA reading data which aligns with student success in the strategic plan by increasing literacy success rates for all students.

Implementation Plan:

School-based Action	Strategy Type
Daily Literacy instruction to include UFLI and Literacy stations in K-3 classrooms	Universal
Literacy Pro D for teachers and EAs	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
data graphs from fall and spring	fall and spring
Classroom visits	Daily

Ongoing Engagement:

Literacy Coordinator Classroom Teachers/IST ICSSW Multi cultural society