

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Rutherford Elementary

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:

1. Staff regularly collaborate, share best practices, and support one another in their professional growth.
2. Staff build connections and share resources through positive interactions in the staff room.
3. Staff support colleagues during absences and participate in social and professional activities together.
4. Students build relationships through triad classrooms, buddy classes, joint learning activities, and school spirit events.
5. Students and staff benefit from mentorship opportunities and mental health supports that promote well-being.
6. Families actively contribute to fundraisers, school events, and school initiatives that strengthen a positive and engaging school culture.

Fall Reading Assessment Data

Grade 1

11/32 (34%) of Grade 1 students scored proficient on the letter sounds subtest. This matters because letter-sound knowledge is a foundational reading skill that supports decoding, fluency, and comprehension. Early identification of this need allows staff to provide targeted instruction and build strong literacy skills from the beginning of students' educational journey.

Grade 2

11/29 (38%) of Grade 2 students scored proficient on the long vowel/silent e subtest.

This matters because understanding common vowel patterns helps students read increasingly complex words with greater accuracy and confidence. Strengthening this skill will support overall reading fluency and comprehension.

Grade 3

16/28 (57%) of Grade 3 students have a proficient reading rate.

This matters because reading rate is closely connected to comprehension. Students who read fluently are better able to focus on understanding text and engaging with grade-level learning.

22/28 (79%) of Grade 3 students scored proficient on the Grade 3 sight words list.

This matters because automatic recognition of high-frequency words supports reading fluency and allows students to devote more attention to understanding what they read.

Grade 4

Most of the student data has not yet been entered into e-Assessment.

This matters because complete and accurate assessment data is essential for identifying student strengths and needs, monitoring growth, and planning responsive instruction.

Grade 5

36/48 (75%) of Grade 5 students scored instructional or independent on the MAZE reading comprehension assessment.

This matters because strong comprehension skills allow students to access learning across all subject areas and demonstrate readiness for increasingly complex academic tasks.

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

This matters because reading fluency continues to be an important predictor of comprehension and academic success. Increasing fluency will help more students engage confidently with grade-level texts.

Grade 6

32/47 (68%) of Grade 6 students scored instructional or independent on the MAZE reading comprehension assessment.

This matters because comprehension is essential for success across the curriculum, and this data helps staff identify students who may require additional support to access grade-level learning.

Oral reading fluency data is still being entered.

This matters because fluency data provides important information about students' reading accuracy, rate, and expression, allowing teachers to better target instruction and monitor growth over time.

Grade 7

6/18 (33%) of Grade 7 students scored proficient on reading rate.

This matters because strong reading fluency supports comprehension, critical thinking, and success with increasingly complex texts as students prepare for secondary school.

14/18 (78%) of Grade 7 students scored at an instructional or independent reading level for accuracy.

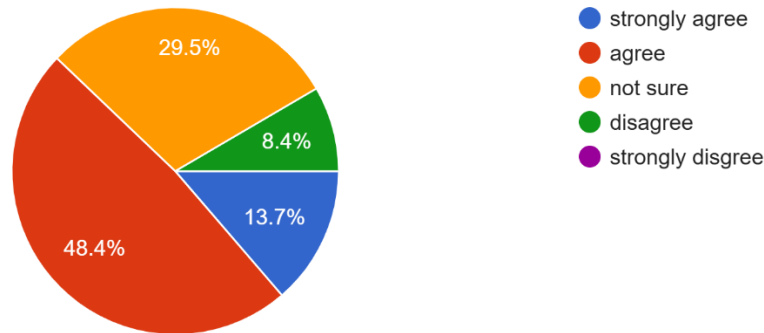
This matters because reading accuracy provides a strong foundation for comprehension, and this data suggests many students have the decoding skills needed to benefit from targeted fluency development.

As a newly re-opened school, intentionally building relationships and routines of care is essential. When students feel safe, known, and valued, they are more able to take risks in learning and build positive peer relationships.

Wellness Data and Why it Matters

At Rutherford, I feel like I belong. (choose only one)

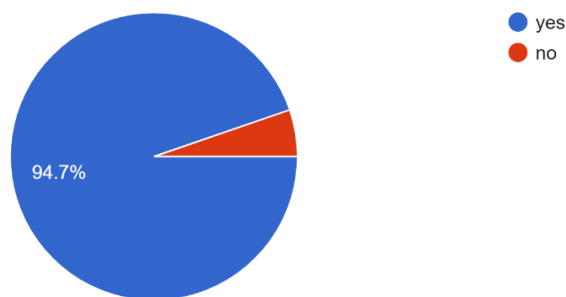
95 responses



This matters because a strong sense of belonging is closely connected to student well-being, engagement, attendance, and academic success. Students who feel that they belong are more likely to participate in learning, build positive relationships, take academic risks, and seek support when they need it. The fact that most students report a sense of belonging is evidence that Rutherford is building a positive school culture; however, the significant number of students who are unsure or do not yet feel they belong highlights an important opportunity to strengthen relationships, connection, and inclusion across the school community. As a newly reopened school, continuing to build a culture where every student feels welcomed, valued, and connected will remain a key priority.

At Rutherford, there is at least one trusted adult who cares about me. (choose only one)

95 responses



This matters because strong relationships with trusted adults are one of the most important factors in student well-being, engagement, and success at school. When students know that there is an adult who cares about them, they are more likely to feel safe, develop a sense of belonging, seek help when needed, attend school regularly, and take risks in their learning. For a newly reopened school like Rutherford, this data demonstrates that staff have been successful in building meaningful connections with students and creating a caring school community where learners feel seen, heard, valued, and supported.

Images to Support School Goals

Image	Description
	Drop Everything and Read
	School-Wide Read
	School wide Read 2026

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

All students will demonstrate measurable improvement in reading accuracy, fluency, rate, and comprehension between September 2026 and June 2027, with particular gains for priority learners.

Implementation Plan:

School-based Action	Strategy Type
Classroom-based reading assessments used regularly to inform instruction	Universal
Beginning in September 2026, classroom teachers and the Learning Support Teacher (LST) will provide targeted small-group reading interventions for students identified through school-based assessments. Instruction will focus on specific literacy needs such as phonemic awareness, decoding, fluency, vocabulary development, and comprehension. Student progress will be monitored regularly to ensure interventions are responsive and effective.	Targeted
Collaborative data discussions using assessment and classroom observation data	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Reading assessment growth (NLPS, MAZE, ORF)	Fall baseline, Winter check-in, Spring review
Percentage of students meeting grade-level expectations Mid-year and year-end analysis	Percentage of students meeting grade-level expectations Mid-year and year-end analysis
Student confidence and engagement in reading	Ongoing observations and student reflections

Ongoing Engagement:

Ongoing engagement will focus on building strong partnerships between home and school to support student reading growth. Families will receive regular updates about their child's progress through conferences, newsletters, and digital communication, along with practical strategies they can use at home to support reading development. Teachers will share classroom approaches and resources to ensure consistency, while also inviting feedback and questions from families. Opportunities such as family literacy events, classroom celebrations of reading, and school-wide initiatives like "Drop Everything and Read" will further strengthen engagement and reinforce a shared commitment to improving reading skills for all students.

School Goal #2

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 June 2026, 80% or more of Rutherford students will report that they feel welcome, safe, and that they belong at school.

Implementation Plan:

School-based Action	Strategy Type
Daily classroom community-building routines and check-ins	Universal
School-wide events, spirit days, cultural celebrations, and community-building activities that celebrate identity, kindness, and inclusion, while fostering a strong sense of belonging and ensuring all students feel welcomed, valued, and connected at school.	Universal
Relationship mapping and student check-ins for priority learners	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Student sense of belonging survey results	Student sense of belonging survey results Mid-year and Spring surveys
Student engagement and attendance	Ongoing review

Ongoing Engagement:

Ongoing engagement will centre on actively listening to and responding to the voices of students and families. The school will gather feedback through surveys, focus groups, and informal conversations to better understand students' sense of belonging and well-being. Staff will use this input to adjust practices, ensuring that students feel seen, heard, and valued in their daily school experience. Families will be kept informed through regular communication and invited to participate in school events and conversations that strengthen community connections. By working together and staying responsive to feedback, Rutherford will continue to build a welcoming, safe, and inclusive environment for all learners.