

Elementary School Plan for Student Success



King Traditional
Elementary School

Team Members: King Traditional Teachers and Principal

School Context

kingtraditional.abbyschools.ca

Inquiry Questions

King Traditional intends to improve the literacy success of our students by focusing on 4 key inquiry areas. Each area of focus corresponds specifically to what is needed to strengthen a different level of our learning community:

Kindergarten: How will a focus on the development of strong Oral Language skills strengthen literacy competency in Speaking, Listening, Reading, and Writing?

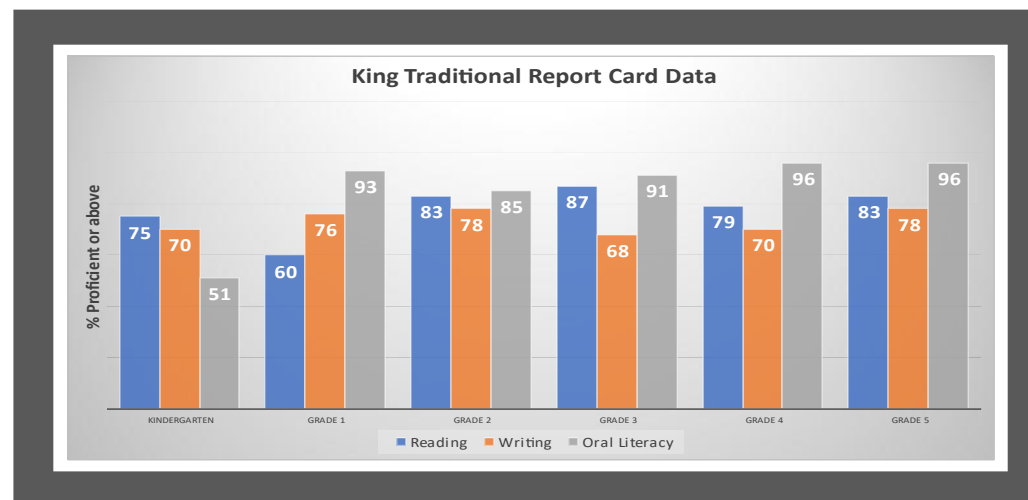
Grade One: How will the explicit teaching of phonetics, sight words, and vocabulary impact students' decoding, fluency, and reading comprehension?

Grades Two to Five: How will exploring metacognitive skills and intentionally focusing on strengthening student ownership, understanding, and voice in the learning process increase performance in writing?

Staff: Will intentionally engaging in professional inquiry connected to our level's area of focus improve our ability to support the needs of the students in our care?

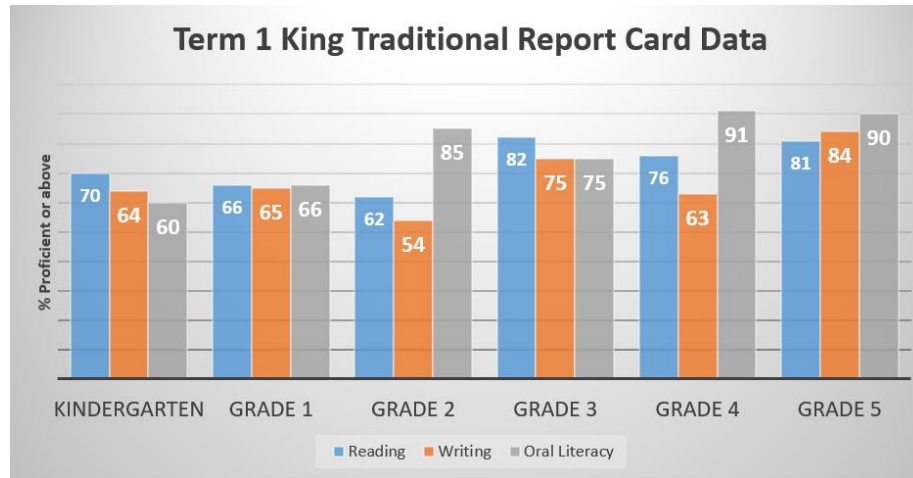
Rationale

Areas of need based on last year's final report card data (where we ended up).



Data updates:

The very first term of the 2023/2024 school year by grade (where we are starting this year):



Strategies	Leadership/Teamwork	Professional Learning and/or Resources
<p>Kindergarten: Oral Literacy Daily Oral Literacy practice through sharing time, think/pair/share, exploration, play, and song. Explicit teaching of letter names and corresponding sounds.</p>	<p>Kindergarten teachers, ELL teachers, LSS teacher</p>	<p>Talking tables, games, “Joyful Literacy Interventions” and “Putting on the Blitz” by Janet Mort.</p>
<p>Grade One: Reading Explicit teaching of word attack decoding (letter/sound, chunking, context, syntax) and comprehension skills for accurate and fluent reading. Response to Intervention (RTI) for Grade One students based on area of need and ability. RTI for Kindergarten students in May/June to get them ready to read.</p>	<p>Grade One teachers, ELL teachers, LSS teacher</p>	<p>Daily 5 and Café, Guided reading, collaboration to develop a scope and sequence between teaching partners, Teacher literacy group focusing on books such as: A Fresh Look at Phonics</p>

<p>Grade Two to Five: Writing Teaching metacognitive skills and intentionally focusing on strengthening student ownership, understanding, and voice in the learning process</p>	<p>Grade Two- Grade Five teachers, ELL teachers, LSS teachers</p>	<p>Collaborating with Core (Donna Wright) to explore professional development opportunities that can help our intermediate teams focus directly on strengthening student ownership, understanding, and voice in the learning process as well as teaching metacognitive skills designed to help students play an intentional role in their learning.</p> <p>Collaborating with CORE (Lynette Powers) to explore the development of programming and learning opportunities that promote more culturally responsive practices for our students.</p>
<p>All Grades: Language Arts Teach using a balanced literacy program including explicit instruction on vocabulary, grammar, syntax, form, and language functions.</p>	<p>Kindergarten to Grade 5, ELL, LSS</p>	<p>Scarborough’s rope theory, Literacy (Gr. 2), Read Well (Gr. 1), Daily Language Review, guided reading, novel studies, Marzano’s Vocabulary for the Common Core and Vocabulary Games in the Classroom, Virginia Rojas’ academic vocabulary resources, Heggerty, UFLI literacy programming, experiential literacy collaborations both on site and with other schools.</p>
<p>All Grades: Language Arts Explicit teaching of Metacognitive Strategies from the Pillars of Literacy (connect, question, visualize, infer, and transform)</p>	<p>All staff</p>	<p>Adrienne Gear Reading/Writing Power (Fiction & Non-Fiction); Pillars of Literacy, Daily 5 and Café.</p>
<p>Staff: intentional engagement in professional development and inquiry designed to strengthen our ability to facilitate best practice in the area of literacy focused on by our level</p>	<p>All staff</p>	<p>Development of literacy inquiry team, establishment of site-based inquiry project program, consideration of prod offerings connected to specific areas of need.</p>

Progress and Impact

Assessments that will be used:
 Kindergarten: District Assessment for Kindergarten, student self-assessment, teacher created formative assessments, report card data
 Grade One: PM Benchmarks, dictations, sight word assessment, report card data
 Grade Two-Five: Writing Performance Standards, PM Writing assessments, FSAs (Gr. 4), School Wide Writes (Gr. 3), Vernon Reading assessment (4/5), School-based surveys and data collection (WITS program monitoring, etc).



STUDENT
SUCCESS



OPTIMIZED
RESOURCES



ENGAGING
OPPORTUNITIES



PROGRESSIVE
WORK FORCE

Making Connections: Explain how your school goal aligns with the Aboriginal Enhancement Agreement any of the following; Grade Three Imperative, Social Emotional Learning, the revised curriculum.

Connections to the Aboriginal Enhancement Agreement

1. Reading Success for each child
2. Cultural Awareness and pride
3. Increased sense of belonging

Our focus for the 2023/2024 school year is on literacy. Literacy learning in reading, writing, speaking, and listening are interconnected. Development in one area will build strength in all three areas, thereby increasing reading success.

To connect this with our Indigenous Enhancement agreement: Indigenous process and product are intentionally integrated into regular instruction to help ensure our students see themselves in their educational journey and experience success. The traditional Indigenous ways of knowing and our district’s Competency Based Learning ecosystem help inform process, where everything from cultural presentations and visiting experts to unit designs are done in collaboration with the Indigenous center help inform product.

Some other connections to our enhancement agreement include:

- Encouraging staff and students alike to model learning, take respectful risks, and develop their knowledge and understanding of Indigenous perspectives, understandings, and other curricular content.
- Ensuring that all teachers integrate indigenous perspectives and worldviews into their teaching using resources such as the Cultural Resource Kit, guided reading books, and picture books.
- Inviting Indigenous cultural or knowledge based “experts” to share their gifts and knowledge with the community.
- Intentionally build/strengthen connections with our Indigenous students’ and their families to ensure a better narrative of how to better provide academic, social/emotional and behavioral support in a holistic way.
- Track Indigenous attendance, and communicate regularly with Indigenous families to identify ways to support.
- Continue to build the Indigenous reading resources (content, informational text, narrative text) in the library

<p>Connections to the Elementary Operational Plan</p> <ol style="list-style-type: none"> 1. Early Learning 2. Grade Three reading imperative 3. Student Social and Emotional Learning. 	<p>Kindergarten teachers will give parents early learning support through initiatives such as Ready, Set, Learn! RTI will be used in Kindergarten and Grade One to reduce early learning gaps.</p> <p>Primary teachers continue to investigate and implement best practice Reading instruction strategies such as Daily 5 and Café. Continued participation in CR4YR.</p> <p>Love of reading and writing modeled through positive citizenship book award program, experiential collaborative literacy opportunities both between on-site classes, and other school sites in our district.</p> <p>Classroom teachers collaborate with ELL teachers, LSS teacher, and Learning Commons teacher to provide personalized literacy support for students.</p> <p>Social/Emotional Growth supported with practices such as: the use of self-regulation tools, the Virtues Program, The Ten Tenets of Traditional, Calm curriculum, Key Visuals, Mind Up strategies, positive behaviour reinforcement, the school Code of Conduct, and Student of the Month Assemblies.</p>
<p>Revised Curriculum</p> <ol style="list-style-type: none"> 1. Core competencies 2. Assessment and reporting 3. Inquiry based learning and integrated technology 	<p>Our literacy goals (oral, reading, writing) connect with the Core Competency of Communication (the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media).</p> <p>Planning and instruction will be based on data that will be collected each term to determine progress towards goals (report card, enhanced PM Benchmark data, performance standards, FSAs). Kindergarten teachers will continue to use a variety of technology platforms to communicate learning to parents.</p> <p>Primary classes use iPads for reading & listening (example: Epic books), recording oral language (example: Adobe Voice, Dragon Dictation) reflection and self-assessment (example: SeeSaw), and creation of projects (examples: Spark video, Pic Collage, PowerPoint).</p>