


# Elementary School Plan for Student Success

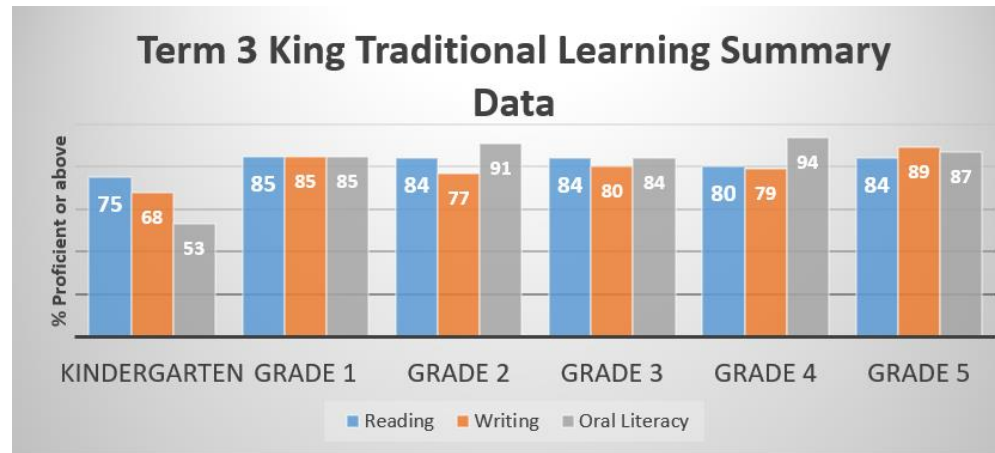


 King Traditional Elementary School	<b>Team Members:</b> King Traditional Teachers and Principal
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<b>School Context</b>	<a href="http://kingtraditional.abbyschools.ca">kingtraditional.abbyschools.ca</a>
<b>Inquiry Questions</b>	<p><b>King Traditional intends to improve the literacy success of our students by focusing on an inquiry question specifically crafted for action at each grade. Below are the inquiry questions being collaboratively explored by grade teams this year:</b></p> <p><b>Kindergarten:</b> How will a focus on the development of strong Oral Language skills strengthen literacy competency in speaking, listening, reading, and writing?</p> <p><b>Grade One:</b> How will the explicit teaching of phonetics, sight words, and vocabulary impact students' decoding, fluency, and reading comprehension?</p> <p><b>Grade Two and Three:</b> How will a focus on building background knowledge, phonics and the morphology of words improve comprehension and writing ability?</p> <p><b>Grade Four:</b> How will using the metacognitive strategies of connecting and visualizing, as well as studying literary devices, empower our students to better communicate their ideas?</p> <p><b>Grades Five:</b> How will exploring metacognitive skills and intentionally focusing on strengthening student ownership, understanding, and voice in the learning process increase performance in writing?</p> <p><b>Staff:</b> How will intentionally engaging in professional inquiry connected to our grade level's area of focus improve our ability to support the needs of the students in our care?</p>
<b>Rationale</b>	<p><b>A school-wide review of the scope and sequence of effective early literacy programming paired with school level data helped us determine each grade level's area of need as well as grade-specific ways to direct improvement efforts. Our district's work identifying the skills and structures for reading in elementary as well as early literacy models like Scarborough's Rope helped us choose specific areas to work on in grade groups.</b></p>

**Data updates:**

2024 term 3 data snapshot of literacy scores by grade. Data reflects assessment targeting the specific areas below only:



Strategies	Leadership/Teamwork	Professional Learning and/or Resources
<p><b>Kindergarten: Oral Literacy</b></p> <ul style="list-style-type: none"><li>-Daily Oral Literacy practice through sharing time, think/pair/share, exploration, play, and song.</li><li>-Sharing oral language thoughts/ideas/happenings through regular classroom planning/structure of the day.</li><li>-Creation and use of literacy centers that utilize decodable texts, opportunities for vocabulary building, reading and writing and sharing these with others</li><li>-Explicit teaching of letter names and corresponding sounds.</li><li>-Use of literacy programing such as Heggerty, UFLI, Daily 5</li><li>- Sound Walls, Words Their Way, Leveled Text/decodable readers</li><li>-Utilize small group learning opportunities such as Taking Tables, show and tell, talking turns, Choral Reading, classroom discussions.</li><li>-Read alouds (story structures)</li></ul>	<p>Kindergarten teachers, ELL teachers, LSS teacher</p>	<p>Literacy programs such as: Heggerty: Phonological Awareness Program, UFLI, Daily 5 Talking tables, games, “Joyful Literacy Interventions” and “Putting on the Blitz” by Janet Mort.</p>

<p><b>Grade One: Reading and Language Dissection</b></p> <ul style="list-style-type: none"> <li>-Explicit teaching of word attack decoding (letter/sound, chunking, context, syntax) and comprehension skills for accurate and fluent reading.</li> <li>-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.</li> <li>- Use of programming such as Heggerty, UFLI, Story Champs, Words Their Way</li> <li>- Use of Sound Walls, Read Aloud, Literacy Centres, Choral Reading, Small Group Instruction, Leveled Text/decodable readers</li> </ul>	<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, Firstie Phonics, UFLI and regular enrollment in the districts Catching Readers before they Fall learning group.</p>
<p><b>Grade two:</b></p> <p><b>Reading</b> -Use a structured literacy approach to teach reading with a focus on phonics, vocabulary development, the morphology of words and comprehension. Intentionally building background knowledge of the world to develop reading comprehension and writing skills.</p> <p><b>Writing</b> - Use a structured literacy approach to teaching sentence writing, emphasizing the use of conventions of Canadian spelling, grammar, punctuation and proper letter formation. Focus will be on adding detail to written work.</p> <ul style="list-style-type: none"> <li>- Use of programs such as Heggerty and UFLI</li> <li>- Use of regular classroom Literacy centers, sound Walls, Read Alouds, Small Group Instruction, Choral Reading, Leveled Text</li> </ul>	<p>Grade Two teachers, ELL teachers, LSS teacher</p>	<p>Literacy programs such as: Heggerty: Phonological Awareness Program, UFLI, Daily 5</p>

<p><b>Grade 3: Word Recognition:</b> Regular screening for phonological awareness, decoding and spelling and using a structured literacy program to increase the effectiveness of targeted intervention and whole class learning.</p>	<p>Grade Three teachers, ELL teachers, LSS teacher</p>	<p>The work of Adrienne Gear, programming such as UFLI, Words Their Way, The Writing Revolution, Morphology for Littles Story Champs, Daily 5</p>
<p><b>Grade 4: Writing Processes:</b> Students will understand and apply the writing processes involved in creating engaging personal narratives, informational nonfiction writing, and creative story writing.</p>	<p>Grade Four teachers, ELL teachers, LSS teacher</p>	<p>-Reading and Writing Power Books – Adrienne Gear          -Writing and Reading Power Books – Adrienne Gear          -Regular enrollment in the districts Catching Readers before they Fall learning group.</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><b>Grade Five: Writing:</b> Teaching metacognitive skills and intentionally focusing on strengthening student ownership, understanding, and voice in the learning process</p>	<p>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><b>All Grades: Language Arts</b>          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, small groups/whole group/one-on-one instruction. 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><b>All Grades: Language of Mathematics:</b></p> <p>All classes, regardless of grade, will systematically help students approach, decode, and navigate the language associated with mathematical success. Students will be taught how to breakdown the language associated with word problems as well as describing and engaging in the mathematical process.</p>	<p>All educational partners</p>	<p>Mindful Math, Carol Fullerton Math Resources, Make Math More program</p>
<p><b>All Grades: Language Arts</b></p> <p>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 &amp; Non-Fiction); Pillars of Literacy, Daily 5 and Café.</p>
<p><b>Staff:</b> 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, Heggerty assessments, informal observations report card data,

Grade One: PM Benchmarks, dictations, sight word assessment, report card data

Grade 2 and 3: Pm Benchmarks, CORE phonics, Heggerty phonemic awareness, Words Their Way Spelling Inventory, UFLI assessments, Writing Samples, School Wide Writes (Gr. 3).

Grade Four and Five: Ministry ELL Standards, Writing Performance Standards, PM Writing assessments, FSAs (Gr. 4), 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 2024/2025 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.
- Intentional and systematic exploration of our Districts New Enhancement Agreement, and what these obligations look like in the King Traditional Learning 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><b>Connections to the Elementary Operational Plan</b></p> <ol style="list-style-type: none"> <li>1. Early Learning</li> <li>2. Grade Three reading imperative</li> <li>3. Student Social and Emotional Learning.</li> </ol>	<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, UFLY, Haggerty and other models that align with the intentional development of the strands of Scarborough’s reading rope. 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><b>Revised Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Core competencies</li> <li>2. Assessment and reporting</li> <li>3. Inquiry based learning and integrated technology</li> </ol>	<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 &amp; 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>