

Student Achievement Plan 2025-2026 Academic Year

Polson Park Public School

Goal(s)	Target Group	Strategies	Monitors
Literacy			
Implement the Language/English/FSL curriculum with fidelity and use research based instructional practices.	- Primary - Junior	- Daily schedules will incorporate 30 minutes/day (150 min/week) of focused learning in Strand B (Foundations of Language in English curriculum) - mandatory for Grades 1-3. Language blocks are 100 minutes/day. - Use of research-based reading resources (UFLI, Word Connections, Morpheme Magic, Morpheme for Little Ones, Lexia, EQAO questions, Son-au-Grappe) and vetted resources in the K-12 Literacy Drive are used in classrooms. - Use of research-based writing resources (Syntax project, The Writing Revolution, thinkSRSD)	- Long range plans submitted following the Ontario Curriculum; Daily Instruction matches the OEs/SEs Teachers are following the scope-and-sequences outlined in the B2 and B3 appendix of the English Language curriculum. - Classroom walkthroughs confirm evidence of focused learning in Strand B; Primary schedules include oral language, word reading and spelling, morphology, vocabulary, fluency and language conventions throughout Strand B learning. - Use of research based resources is present in lessons. Educators are referencing these when planning with colleagues.

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All staff will ensure they know the literacy learner in order to provide responsive, equitable instruction, and support ongoing family engagement.	- Primary - Junior	- Communicate with caregivers about literacy learning in Limestone to help support and understand their student's literacy goals and growth. - Ensure explicit and targeted plan for all students, based in current data	- Completed student profiles, IEP goals (if applicable) is aligned to data and assessments, SST intervention log, progress monitoring, etc. - Use of universal screening grouping sheets as a starting point for targeted literacy instruction. - Gather family voice - Use of Literacy in Limestone caregiver newsletters in monthly communication.
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Use ongoing evidence based assessment practices to plan responsive, personalized and relevant instruction for each student.	- Primary - Junior	- Educators will use screeners, the curriculum and formative assessment (diagnostics, conversations, observations, products) to inform next steps in instruction. - Ongoing goal setting driven by data at the whole group, small-group, and individual student level.	- Screener data and diagnostic data (as applicable) is reviewed and used to plan for tiered instruction (classroom level and school level). Evidence of universal screener grouping sheets used as a starting point for targeted instruction and intervention. - Teachers are engaging in ongoing progress monitoring in short cycles (setting targets and monitoring student growth toward this target) - Ensure regular formative assessment (i.e., progress monitoring) and review of data.
Math			

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Ensure fidelity of Mathematics curriculum (2020, 2021) implementation and use of proven instructional and assessment practices.	- Primary - Junior	- Direct instruction - Tools and representations - Deliberate practice	- Use of Board-endorsed Math resources, math learning tools, math resources by educators and students - Planning meetings with educators and school math facilitators and/or 1:1 meetings with administrators and educators using the long-range and/or short-range plans - Assessment of curriculum expectations align to all 4 categories of the achievement chart: Knowledge & Understanding, Application, Thinking & Communication. - Use of math manipulatives as learning tools to demonstrate student understanding that align with curriculum
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Engaging in ongoing learning of mathematics content knowledge for teaching based on student and educator needs.	- Primary - Junior	- Ensuring that lessons and assessments include concrete, visual and abstract representations of math ideas to build conceptual understanding. - Using the elementary 1-8 and/or 7-8-9 curriculum progression to help guide the construction of a scaffold for students to accelerate growth to grade-level standard	- Use of manipulatives/visuals being modelled by teachers, built into lessons and assessments and used by students - Teacher reports of Self-efficacy
All educators will ensure they know the mathematics learner, and ensure mathematical tasks are responsive and relevant.	- Primary - Junior	- Using assessment data to make instructional decisions - Use the math curriculum 1-8 as a continuum and scaffold to support growth of students who are behind.	- Track all students on a continuum. Review students' math work regularly during staff meetings and PA Days to determine student need, and monitor achievement - Percentage of educators and students using Knowledge hook to support independent practice
Student Wellbeing			

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Increase the number of students attending a minimum of 90% of the school year.	- Primary - Junior	- School Community Communication plan regarding the importance of being at school - maximize learning potential - Identify at risk attendance concerns with in school team (Student Success Teams) for follow up	- Monitoring number of students who are on track for being significantly below 90% attendance
Improve the percentage of students who report a strong Sense of Belonging at School (being made to feel welcome or comfortable at school).	- Primary - Junior	- Regular Student Success Team Meetings - Connect students with Caring Adults to ensure each student has a connection	- Regular Check-ins with caring adults - Monitor School student success team process efficacy

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Increase the number of students who report awareness of mental health supports and services in order to seek supports for mental health	- Primary - Junior	- Increase communication and awareness for students (signage in classrooms, grade meetings, assemblies) - Increase communication and awareness for staff/families (staff meetings, newsletters, school council presentations) - Tier 1 Student Led Mental Health Initiatives	- Monitor number of students accessing supports available in the school. - Monthly communication with information from Public Health or School Mental Health Ontario
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