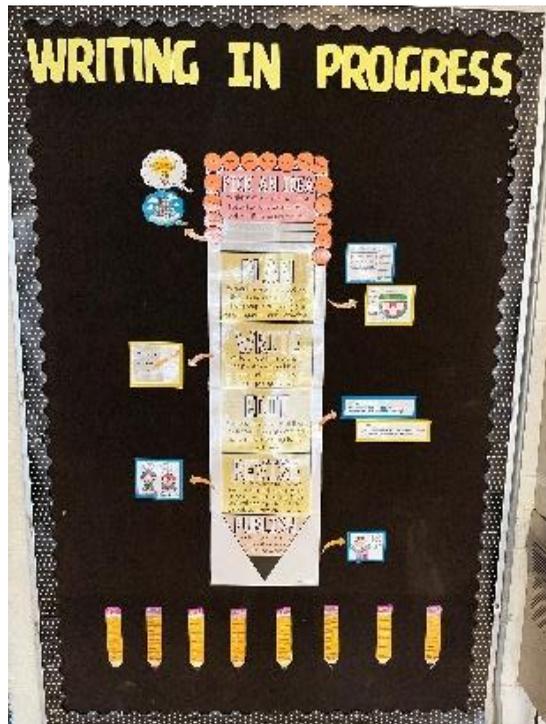


2025-2026 School Plan – Liverpool Street Elementary School

<p>VISION <i>To empower all learners to work together and instill a desire for lifelong learning.</i></p>			
<p>MISSION <i>Be respectful, Be safe, Be responsible</i></p>			
<p>VALUES <i>At our school, we believe in creating a safe, welcoming, and supportive environment where every student can learn and succeed. Our school community is guided by the following core values: Kindness and inclusion, perseverance, collaboration, respect, safety, and responsibility.</i></p>			
Goal(s)	Actions	Indicators of Success	Positive Learning and Working Environment Component:
<p>The student will increase writing skills to grade/proficiency level in the areas of: Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency, and Conventions as measured by Building blocks of writing continuum K-2, holistic curriculum and Jennifer Serravallo’s The Writing Strategies Book analysis of writing samples, diagnostic survey, spelling inventory using words their way.</p>	<p>Writing piece in the genre being taught</p> <ul style="list-style-type: none"> -Grade 2 will focus on print mechanics in September -Grade 2 will focus on spelling and simple sentences in October <p>Grade 3- Sept-Conventions Complete Sentence review</p> <ul style="list-style-type: none"> - Punctuation - Noun, verb - Capital letters <p>Students will be writing sentences every day to work on these skills and build writing stamina</p> <p>Grade 3 October- Brainstorming: Recount writing-</p>	<p>1. Improvement on Writing Continuum</p> <ul style="list-style-type: none"> The student moves up at least one level on the Building Blocks of Writing Continuum (K–2) in one or more writing traits. Writing samples demonstrate increased proficiency in Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. <p>2. Quality of Writing Samples</p> <ul style="list-style-type: none"> Student writing samples show clearer main ideas and supporting details. Writing includes a beginning, middle, and end with improved organization. Student voice becomes more evident and writing is more engaging for the reader. 	<p><input checked="" type="checkbox"/> Safety</p> <p><input type="checkbox"/> Relationships</p> <p><input checked="" type="checkbox"/> Teaching and Learning</p> <p><input type="checkbox"/> Institutional Environment</p> <p><input type="checkbox"/> Improvement Process</p>  <p>LIVERPOOL STREET SCHOOL Mission Statement/Énoncé de mission:</p> <p>To empower all learners to work together and instill a desire for lifelong learning. Permettre à tous les apprenants de travailler ensemble et d'avoir le désir d'apprendre tout au long de la vie.</p>

* If you would like to review the School Plan in greater detail, please reach out to the school principal.

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Students will be working on mini-writes about their weekend or holidays to build up to a final Halloween recount writing.

November: Subject, verb, object sentence placement

- Recount Writing
- List making
- Letter writing

Students will complete the final recount writing and then focus on smaller writing goals with list making and writing letters.

Grade 4- : Descriptive writing with a focus on punctuation and self-editing.

Grade 5-(from September to November) for grade levels (Grade 5IF – creative writing,

Grade 5FI-creative writing with focus on word wall words & punctuation). IF – creative writing 10 minutes a day.

Staff Meetings to increase subject knowledge: 1)

What makes a good piece of writing? 2)

Developing the use of writing Toolkits 3) What are our Writing Mantras?. Tighten the sentences.

Daily Reading for Pleasure - Use of phonics, spelling and purposeful daily grammar

Use of frequent formative assessment with the feedback given to students from teacher.

3. Increased Use of Writing Strategies

- The student independently applies strategies from **Jennifer Serravallo's *The Writing Strategies Book*** during writing tasks.
- Writing shows evidence of strategies such as adding details, revising sentences, and improving word choice.

4. Sentence and Language Development

- Sentences become more complete and varied.
- Increased use of descriptive vocabulary and appropriate word choice.

5. Spelling and Conventions Growth

- Results from **Words Their Way spelling inventory** show movement to a higher developmental stage.
- Improved accuracy in spelling, punctuation, capitalization, and grammar in writing samples.

6. Writing Independence and Stamina

- The student writes for longer periods with less teacher prompting.
- The student revises and edits writing with increasing independence.

7. Diagnostic and Formative Assessment Growth

To support the student's growth in writing, a positive and supportive learning environment will be intentionally fostered. The classroom will provide a safe space where the student feels comfortable taking risks, sharing ideas, and developing confidence as a writer.

Writing tasks will be structured to encourage creativity, self-expression, and collaboration while recognizing that writing development is a gradual process.

The student will receive consistent encouragement and constructive feedback that focuses on effort, progress, and specific writing strengths. Opportunities for choice in writing topics will be provided to help increase engagement and motivation.

The classroom environment will also include clear routines for writing, modeling of strategies, and opportunities for guided and independent practice.

Peer collaboration, such as sharing writing and offering positive feedback, will help build confidence and a sense of belonging within the learning community. The teacher will celebrate improvements in writing, both

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	<p>Introduce Authors, so children act and feel like writers - Introduce spelling cards that link to the current topic and display core spellings for units of work around the classroom</p> <p>Classrooms which support and celebrate writing, with role-play areas, learning walls/theme walls, specific genre language,</p> <p>Ensure that all teachers build in a focused editing session at the end of a hot write or mini write to teach students the skills of proof reading, amending errors, improving and evaluating their own writing.</p>	<ul style="list-style-type: none"> • Diagnostic writing surveys show measurable improvement in writing traits. • Teacher observations and formative assessments indicate stronger writing behaviors. <p>-Report card data indicates improvement in writing results.</p> <p>-Students are initiating writing on their own without prompting.</p> <p>-Students are sharing their writing pieces are recognition assemblies.</p>	<p>small and significant, to reinforce growth and perseverance.</p> <p>By maintaining a supportive and respectful learning environment, the student will feel empowered to take risks, apply writing strategies, and continue developing skills in ideas and content, organization, voice, word choice, sentence fluency, and conventions.</p>
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