



Uplands Elementary School

School Improvement Plan

View a video of Uplands [here](#).

OUR LEARNERS

Success and engagement in all areas of the curriculum is affected by students' ability to read and effectively communicate. At Uplands, we engage our learners in meaningful literacy opportunities to improve their reading and their writing skills.

Supporting learners throughout the grades

Starting in kindergarten, our students focus on alphabetic understanding to decode and read unknown words.



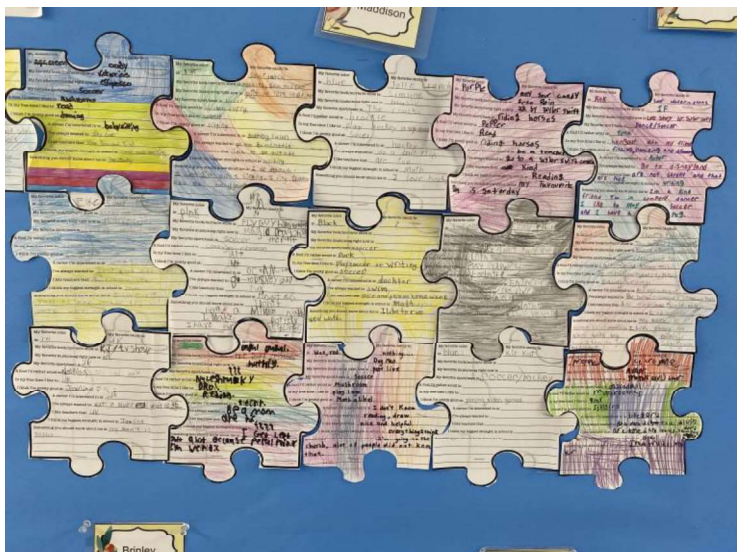
Once reading accuracy is built, our learners begin to read fluently, which leads to their ability to retell and comprehend what they have read.



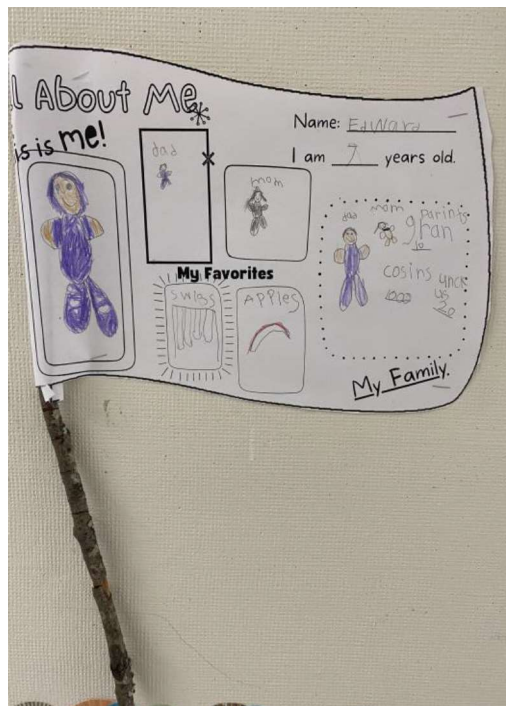
Each week, Uplands students focus on developing reading strategies.



Our learners can communicate their ideas, opinions, and learning in various forms to entertain, persuade, or inform their audiences.



Grade 4/5 students write about how they fit together as a class



Grade 1/2 students use sticks they collected outside to make flags that share information about themselves.

Our learners engage in meaningful discussions about what they have read.



OUR FOCUS

Every day at Uplands, our team of educators is committed to providing learning opportunities that engage all students. Since reading and communicating are essential skills to engage in all areas of elementary school and beyond, our goal is to develop these fundamental skills in every student.

All our students engage in formal reading assessments three times per year (October, February, and May). Students not on track to reading at grade level are continually monitored and receive extra support. For students requiring higher level support, our learner support teachers operate small groups using a proven tier III reading intervention. Primary students receive phonics lessons daily. Students read daily, both personal reading and subject content reading



Our teachers use a literacy framework

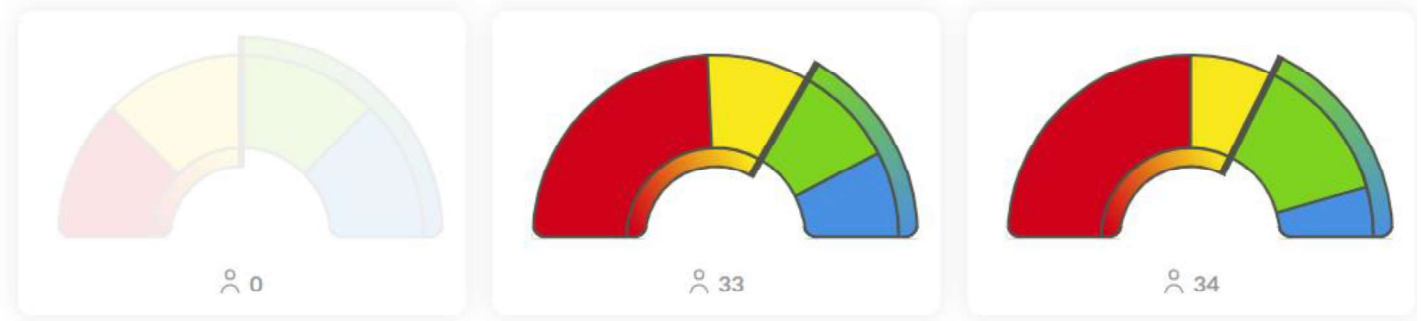
Daily Five Literacy Framework provides students with a structured environment to meet their individual needs within the classroom.

OUR NEXT STEPS

We have seen evidence that some of our students are progressing in their reading. Starting this year, we started using the University of Florida Literacy Institute's (UFLI) programme in most of our kindergarten to grade three classrooms. Acadience was used to screen and monitor our students. The following are the results:

Reading Data

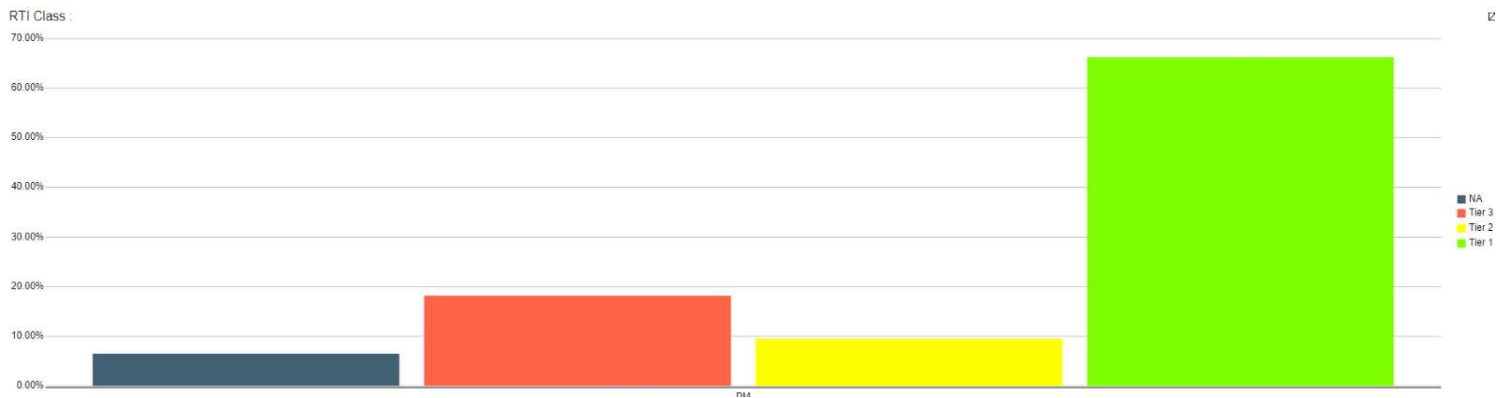




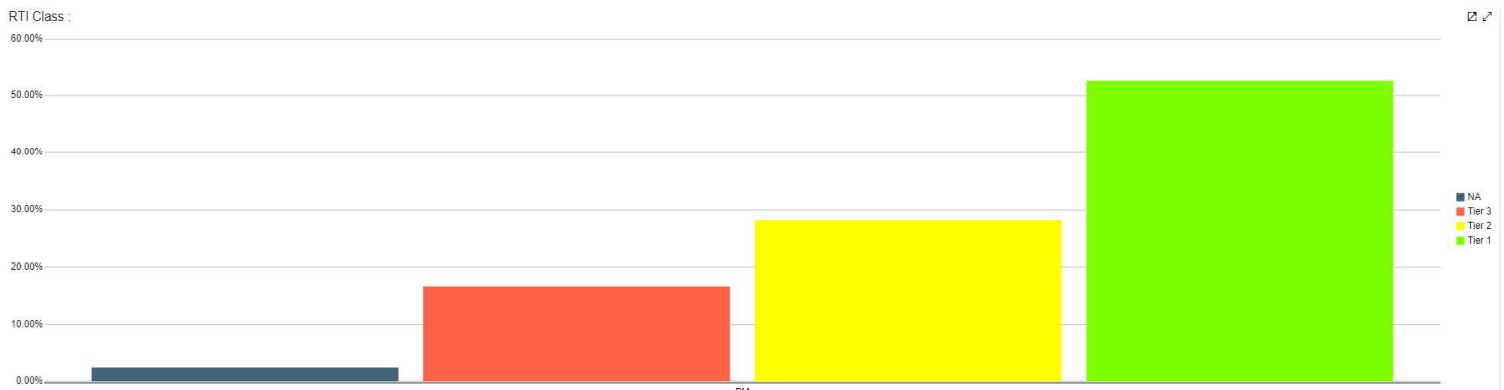
Analysis

Kindergarten to grade three: 2023/24 school year was the first time that we used Acadience to test our primary students' reading levels. It must be noted that the assessment tasks become more challenging with each assessment. Also, for all but one grade, the number of students being tested increased, which may not present a totally accurate picture. Overall, there seems to be no significant improvement in reading scores, although some individual students have jumped from well-below grade level to slightly below or at grade level.

Grades 4—6 Fall 2023



Spring 2023



Analysis

Grades 4--6: Students completed a PM Benchmark assessment for their reading. Our students in Tier 3 (green) decreased in numbers from the fall to the spring and our Tier 2 (yellow) and Tier 1 (red) students increased in numbers. This is definitely an area for improvement. Starting in the 2024/25 school year, our grades 4—6 students will be assessed using Acadience.

What next?

Since 2023/2024 school year was our first year implementing UFLI and Acadience, we need to continue the course, increasing teacher capacity through training. Also, starting in September of 2024, our resource teachers will begin to use a tier III intervention for those students who are at risk of falling behind.

Writing Data

Grade 1

Fall

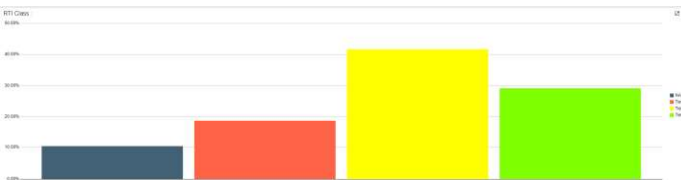


Spring



Grade 2

Fall

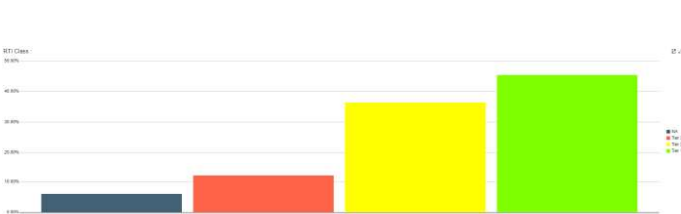


Spring



Grade 3

Fall



Spring



Grade 4

Fall

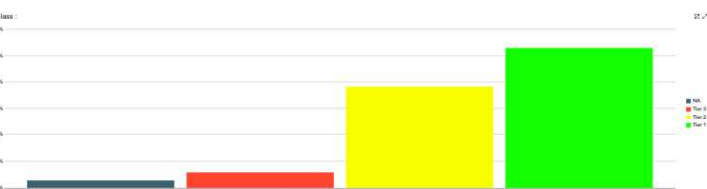
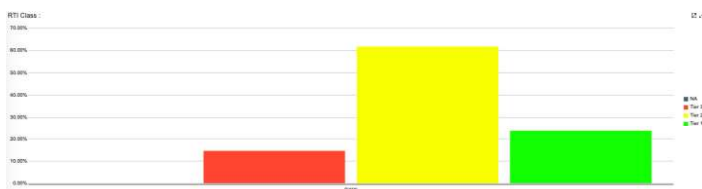
Spring



Grade 5

Fall

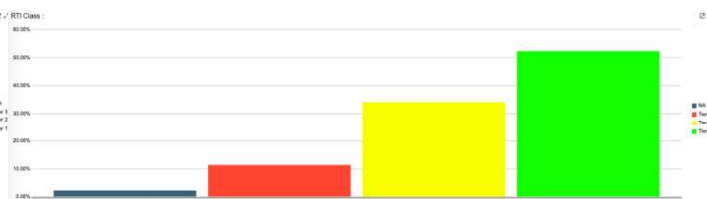
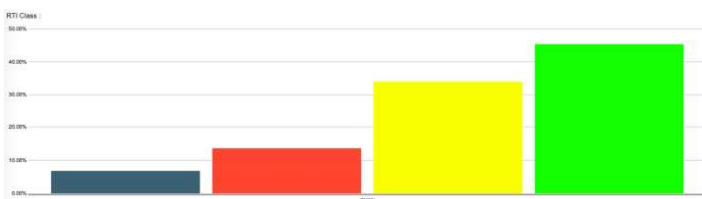
Spring



Grade 6

Fall

Spring



Analysis

All students completing the School-wide Write (SWW) show significant improvement between the fall and spring assessments.

What next?

We will continue to increase teacher capacity to teach and mentor students in their writing.