

Student Success Plan and Annual Report

Note:

- The Student Success Plan is a living document and is updated throughout the year
- Use June’s SSP reflection as a foundation on which to establish strategies/actions for the first short cycle
- Engage in short cycle planning processes throughout the year.
- In June, complete and submit school staff reflection for the SSP Annual Report.

School: Chebucto Heights

School Year: 2022-2023

Principal: Craig Myra

Student Enrollment: 426

Literacy Goal: Students, using the reciprocal relationship between reading and writing, will demonstrate improvement in the areas of critical thinking, organization, and language use.

Cycle 1 (September 2022-November 2023)

Evidence: How are students doing? How do you know?

P-5 Reading Evidence from last year for September Baseline
 P-5 Month Evidence within MyHRCE and School Data Wall (Reading Levels)
 P-5 / 3-5 Literacy classroom Evidence - Classroom notes (tracking)
 LM3 Provincial Assessment
 CLT Meeting Minutes

School based reading data at end of September 2022

Primary - not assessed
 Grade 1 - 57% are meeting or approaching benchmark, 43% developing
 Grade 2 - 55% are either meeting or approaching benchmark, 45% developing
 Grade 3 - 59% are either meeting or approaching, 41% developing
 Grade 4 - 35% are either meeting or approaching, 65% developing
 Grade 5 - 56% are either meeting or approaching, 44% developing

School Based Reading Data at end of

Strategy/Actions: What will you do to impact the learning for ALL students?

Development of Workshop Model for Literacy (Reading and Writing): We had coaches in 4 classrooms during cycle 1. Some teachers also had the opportunity to visit teachers within our school and other schools for modeling of literacy workshop. All P-5 teachers were given 120 mins in October to work collaboratively on supporting students who were not meeting reading benchmarks.

Guided Practices and Small Group Instruction:

Professional development was provided on Time to Learning and Maximizing the school day. Another school (Central Spryfield) collaborated with us during this day.

Learning Targets for all Literacy Lessons:

Inclusive ED Professional Development for all teachers, working with teachers on helping all students find an entry point to their learning.

Student Feedback Worked into all Math and Literacy Lessons:

Professional development on helping teachers support students in becoming more independent. Resource used to support this work was Zaretta Hammonds “Culturally

<p>November 2022</p> <p>Primary ENG: 11% Developing, 38% Approaching, 51% Meeting FI: 0% Developing, 32% Approaching, 68% Meeting</p> <p>Grade 1 ENG: 73% Developing, 10% Approaching, 17% Meeting FI: 24% Developing, 41% Approaching, 35% Meeting</p> <p>Grade 2 ENG: 50% Developing, 9% Approaching, 41% Meeting FI: 29% Developing, 14% Approaching, 57% Meeting</p> <p>Grade 3 ENG: 58% Developing, 12% Approaching, 30% Meeting FI: 36% Developing, 9% Approaching, 55% Meeting</p> <p>Grade 4 ENG: 68% Developing, 7% Approaching, 24% Meeting FI: 29% Developing, 0% Approaching, 71% Meeting</p> <p>Grade 5 ENG: 51% Developing, 4% Approaching, 44% Meeting FI: 31% Developing, 0% Approaching, 69% Meeting</p> <p>Overall Trends in literacy data FI students are doing better than ENG student</p>	<p>Responsive Teaching and the Brain” - Chapters 5-7.</p> <p>Grade 4 English Literacy Blitz: Grade 4 ENG students were identified by our TST using our September reading data as a cohort that was in need of intervention. We decided to do a six week blitz on these students to support their writing, which would impact both their reading and writing achievement.</p>
<p><i>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</i></p> <p>Students will understand the learning target and where they are in relation to the learning target for the lesson. This will be done during walkthrough observation and through both teacher and student feedback.</p>	<p><i>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</i></p> <p>Teachers will use both school based and external assessments to inform their instruction. Those practices include: Regular monitoring of student achievement for all students during both math and literacy</p>

<p>Students will become more independent learners.</p> <p>Student Improvement from baseline data from June 2022 and from Month to month</p>	<p>lessons. Need to have a mechanism to record observations.</p> <p>Regular collection of student reading data. Monthly input into MyHRCE Classroom Based Data for Reading Levels with next steps along with updating the school data wall.</p> <p>Teachers will demonstrate a strong understanding of student reading behaviors and will be able to identify areas of strength amongst their students and will be able to determine next steps for instruction.</p>
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End of Cycle 1 Reflection (*assessment for learning, instruction, learning team focus, and professional learning*)

<p><i>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</i></p> <p>All students have improved in their reading during cycle one. This is reflected in our school based data (presented above).</p> <p>Area of focus moving into cycle 2 will be P-2 students and getting them out of pattern text, this is a trend we have noticed towards the end of cycle 1.</p> <p>My own personal reflection on this process is that I really need to simplify our goals for short cycle planning moving forward. The biggest impact on students we had this cycle was a separate blitz with the grade 4 students, when we focused on specific items for planning purposes, that is what we will do moving forward.</p>	<p><i>What impact did the strategy/action have on teaching practices?</i></p> <p>Teacher practice has improved during cycle one as well. This is reflected during daily walkthroughs as well as teacher dialogue during staff meetings and CLT meetings.</p> <p>Teachers also understanding the importance of students reading daily and having the time built in to intentionally practice reading strategies is also evident.</p>
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Cycle 2 (November 2022-March 2023)

<p><i>Evidence: How are the students doing now? How do you know?</i></p>	<p><i>Strategy/Actions: What will you do next to impact the learning for ALL students?</i></p> <p>Three focuses:</p>
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All students are improving, but a large percentage of our students are not at benchmark. Source: school based data, CLT meetings, and teacher notes.

Use November reading data in MyHRCE and on the data wall as a benchmark for cycle 2.

January to March Reading Data:

P-2 Trend -

January 2023 - ENG 53% meeting to 57% Meeting, FI 69% meeting to 75% meeting.

Document - March 2023 Literacy Data Attached in team drive (under SSP).

Supporting our P-2 Students, as well as any grade 3-5 students with getting out of pattern text.

- Supporting all students who need support with developing early reading behaviors
- Support all students will connection between their reading and writing

All P-2 teachers and only other 3-5 will work on getting students out of pattern text. Lunch and Learn provided in December to support all P-2 teachers in their understanding of getting students out of pattern text. This professional development was conducted by Admin with Literacy Coach. Support resources were Jan Richardson “Word Study and Phonics”

All P-2 Teachers were given professional development during the March PD day on word solving and direct instruction on phonological awareness and phonics (from the 6 pillars) using the UFLI resource. This PD was conducted by Admin, Literacy Coach, and SLP. Another school (Central Spryfield) participated in the PD with us for collaboration purposes.

All P-5 teachers were given professional development in January on the connection between reading and writing to support instruction.

All P-5 teachers were given 120 mins in December to work collaboratively on supporting students who were not meeting reading benchmarks.

P-2 Intervention - we identified EVERY student who is not meeting reading benchmark from grades Primary - 2 and ensured they were all receiving support. We then re-allocated our learning support teachers for a six week period to provide daily intensive instruction for EVERY student who was not meeting. This was done

	<p>mostly through in class support, but also involved some pull out support depending on the circumstances. This intervention took place from mid January to the end of March.</p>
<p><i>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</i></p> <p>Students will be moving out of pattern texts</p> <p>Students will become more independent with word solving strategies</p> <p>Students will be reading and writing daily with increased independence</p>	<p><i>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</i></p> <p>Teachers will intentionally support students with word solving strategies as needed</p> <p>Teachers will be providing students with texts that are more complex than patten texts to support them with their reading development</p> <p>Teachers will provide students with more time during the day to practice reading</p> <p>Teachers will strategically monitor and provide students with feedback to support their learning</p>

End of Cycle 2 Reflection (*assessment for learning, instruction, learning team focus, and professional learning*)

<p><i>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</i></p> <p>We noticed...</p> <p>Every student once again improved and we are closing the gap overall in terms of percentage of students in the school meeting. This is a reason to celebrate.</p>	<p><i>What impact did the strategy/action have on teaching practices?</i></p> <p>We learned...</p> <p>We have been waiting TOO LONG to get students out of pattern text. Students are capable of more than what we have been giving them.</p> <p>We need to provide students with direct instruction on word solving strategies and part of a balanced literacy approach to instruction.</p>
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Cycle 3 (April 2023-June 2023)

<p><i>Evidence: How are the students doing now? How do you know?</i></p>	<p><i>Strategy/Actions: What will you do next to impact the learning for ALL students?</i></p>
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<p>Use March Data as Baseline for Cycle 3. Chart attached to appendix.</p> <p>May School Based Data: Students in P-2 - 48% of students are already at June Benchmark</p> <p>RMW6 2022-23 Results</p> <p>Overall Writing - Level 1 - 3%, Level 2 - 38%, Level 3 - 49%, Level 4 - 11%</p> <p>Trends - Conventions were the biggest area of need.</p> <p>Overall Reading - Level 1 - 5%, Level 2 - 33%, Level 3 - 56%, Level 4 - 5%</p> <p>Trends - need for students to have more opportunities working with multiple genres as the results were very mixed.</p>	<p>Our TST has identified all students who are not meeting. Our Learning Support Teachers will provide a combination of teacher support, in class support, and student pull out to provide these students with extra support, much like we did during cycle two.</p> <p>Foster a love of reading and writing with a wider range of topics.</p> <p>Interest inventories given to students to support pre-reading and pre-writing strategies</p> <p>Develop ways to “hook” students into their reading and writing</p>
<p><i>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</i></p> <p>Student stamina with their reading and writing will increase</p> <p>Students will be reading and writing about a wider range of topics and genres</p>	<p><i>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</i></p> <p>Teachers will facilitate/coach more, while students are spending more time practicing independently</p> <p>Teachers will have more time to provide guided instruction to support students not meeting benchmarks</p>
<p>End of Cycle 3 Reflection <i>(assessment for learning, instruction, learning team focus, and professional learning)</i></p>	
<p><i>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</i></p> <p>We noticed...</p>	<p><i>What impact did the strategy/action have on teaching practices?</i></p> <p>We learned...</p>

<p>More students are writing for longer periods of time</p> <p>Students are capable of much more than we thought</p> <p>Choice within writing increases student engagement</p>	<p>Teachers are able to provide more support when students are engaged in their practice with more independence</p> <p>Teachers need to help build more resilience with students by stepping back to allow students more processing time</p>
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<p>Mathematics Goal: Students will demonstrate improvement in number sense with a focus on partitioning and representing numbers.</p>	
<p align="center">Cycle 1 (September 2022-December 2022)</p>	
<p><i>Evidence: How are students doing? How do you know?</i></p> <p>P-5 / 4-5 Mathematics classroom Evidence</p> <p>Fact Fluency classroom based data - Grade 4-5 teachers are implementing and collecting progress on EVERY student.</p> <p>Did not USE the CBAS for Cycle one, the system was under construction.</p> <p>Grade 3 Provincial Assessment Summary (LM3)</p> <p>5 Students Level 4 22 Students Level 3 8 Students Level 2 8 Students Level 1</p> <p>These results are better than Pre-COVID years, which is very promising for a snapshot of a moment in time for our students.</p>	<p><i>Strategy/Actions: What will you do to impact the learning for ALL students?</i></p> <p>Three Part Lesson Plan for Mathematics: Professional Development was given to all teachers during September staff meeting and within Monday memos. Templates for lesson planning were also provided to teachers. October 2022 - Professional development on Foundational outcomes and fact fluency given by Admin as part of a lunch and learn. Supported by a Math coach. This was part of our SLC4 priority and professional development for admin. September PD for 4-5 Math teachers of Fact Fluency. Led by HRCE Program staff and facility by Admin. Math coach supporting teachers with procedures, planning, and implementation of daily fact fluency. Guided Practices and Small Group Instruction - supported through fact fluency PD as well as feedback given to teachers through walkthroughs. Learning Targets for all Math and Literacy Lessons - this is ongoing and teachers are developing in this area. Student Feedback Worked into all Math and Lessons. PD given with use of Zaretta Hammonds "Culturally Responsive Teaching and the Brain".</p>

<p><i>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</i></p> <p>Students will...</p> <p>Have a better understanding of where they are in their achievement compared to the learning targets.</p> <p>Students will become more independent learners.</p> <p>Students will become more confident when working with numbers and their fact fluency will increase.</p>	<p><i>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</i></p> <p>Teachers will...</p> <p>All students are demonstrating growth in number sense. Fact fluency lessons are supporting students grown in the areas of representing and partitioning numbers.</p> <p>This is reflected in teacher conversation, report card indicators, and CLT meetings.</p> <p>One of our classes which were identified based on school based data as struggling with fact fluency not only showed significant individual improvement, but also did so well they are showcased in the upcoming HRCE PD session for ho</p> <p>Teachers will assess, group, and regroup students as they progress with their fact fluency.</p> <p>Teachers will provide students with ongoing feedback in terms of their achievement in mathematics.</p>
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<p>End of Cycle 1 Reflection <i>(assessment for learning, instruction, learning team focus, and professional learning)</i></p>	
<p><i>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</i></p> <p>All students are demonstrating growth in number sense. Fact fluency lessons are supporting students grown in the areas of representing and partitioning numbers.</p>	<p><i>What impact did the strategy/action have on teaching practices?</i></p> <p>Grade 4-5 Teachers: Fact Fluency becoming part of daily instruction.</p> <p>Grade P-3 Teachers: Number Sense routines are part of daily instruction.</p>

<p>This is reflected in teacher conversation, report card indicators, and CLT meetings.</p> <p>One of our classes which were identified based on school based data as struggling with fact fluency not only showed significant individual improvement, but also did so well they are showcased in the upcoming HRCE PD session for how hard they worked and how they can model for other classes what it looks like in the classroom. A HUGE reason to celebrate!!</p>	
Cycle 2 (January 2023-June 2023)	
<p><i>Evidence: How are the students doing now? How do you know?</i></p> <p>P-5 / 4-5 Mathematics classroom Evidence</p> <p>Fact Fluency classroom based data - Grade 4-5 teachers are implementing and collecting progress on EVERY student.</p> <p>May input for CBAS (unit 7) Primary – Limited 6%, Developing 22%, Competent 54%, In-Depth 18% Grade 1 - Limited 8%, Developing 28%, Competent 48%, In-Depth 16% Grade 2 - Limited 8%, Developing 50%, Competent 24%, In-Depth 18% Grade 3 - Limited 9%, Developing 25%, Competent 43%, In-Depth 22% Grade 4 - Limited 3%, Developing 28%, Competent 47%, In-Depth 22% Grade 5 - Limited 13%, Developing 15%, Competent 57%, In-Depth 15% RWM6 22-23 Results</p> <p>Overall Scores - Level 1 - 23%, Level 2 - 23%, Level 3 - 46%, Level 4 - 8%</p> <p>Trends - Measurement and Application were the two biggest areas of need.</p>	<p><i>Strategy/Actions: What will you do next to impact the learning for ALL students?</i></p> <p>Continue with number sense routines and fact fluency as part of daily instruction. Continuation from Cycle 1, based on assessment data.</p> <p>Grade 2 (going into grade 3) has been identified as the cohort that we need to focus on going into September with our Math Support Teacher.</p>

<p><i>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</i></p> <p>Student will become more comfortable with risk taking in mathematics</p> <p>Students will be able to communicate their mathematically thinking more clearly</p> <p>Students will demonstrate stronger sense of place value and estimation strategies</p>	<p><i>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</i></p> <p>Less teacher talk and more student talk during mathematics instruction</p> <p>More time for students to practice during mathematics lesson - building student stamina</p>
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End of Cycle 2 Reflection (<i>assessment for learning, instruction, learning team focus, and professional learning</i>)	
<p><i>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</i></p> <p>We noticed...</p> <p>This continues to be a work in progress. Students are being more confident with their mathematical reasoning, but this is an area we collectively need to continue to work on.</p> <p>Students are talking more in math class and explaining their thinking.</p>	<p><i>What impact did the strategy/action have on teaching practices?</i></p> <p>We learned...</p> <p>Teachers have a better understanding of the need to dedicate time every day to number sense routines and fact fluency.</p> <p>Teachers need to allow students more time to discuss their thinking during math class.</p> <p>This strategies will continue in September as we understand there is much more work to do in this area.</p>

Well-Being Goal: We will improve student well-being at our school.	
Cycle 1	
<p><i>Evidence: How are students doing? How do you know?</i></p> <p>School based well-being evidence Student Success Survey 2021-2022</p> <p>44% of students indicated “My teachers knows what my life is like outside of school:</p>	<p><i>Strategy/Actions: What will you do next to impact the learning for ALL students?</i></p> <p>We are responsive to students and families. Building partnerships with students so they see themselves as active participants in their learning.</p>

<p>19% of students reported they felt unsafe at school over a month long period (playground most common place)</p> <p>77% of students indicated “My teacher helps me make connections between what I learn and what happens in my life” (this was the lowest score for learning experiences)</p> <p>19% of French Immersion students indicated they speak French with their friends, and 61% indicated they speak French with their teachers outside of school</p> <p>Office referrals for unacceptable behaviors</p> <p>Action Plan - Anti-Black Racist Education Tool</p>	<p>Teachers will plan and implement learning experiences that contribute to students social emotional learning</p> <p>Teachers will use discussion circles and other restorative practices to support conflict resolution skills (We will continue our daily classroom meetings, We will also use restorative approaches to resolve conflict at both the classroom and school level)</p> <p>Teachers will validate and affirm students cultural identities</p> <p>Teachers will be culturally and linguistically responsive at all levels (student, classroom, school, system)</p> <p>Teachers will form authentic relationships with their students and parents/guardians</p>
<p><i>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</i></p> <p>Students will...</p> <p>Feel validated and supported as they are known to their families.</p> <p>Less office referrals from previous years</p> <p>Improvement of Student Success Survey from baseline.</p> <p>Increased parent engagement from ALL members of the school community</p>	<p>As a school we will provide more opportunities for French speaking as part of our normal routines</p>

End of Cycle 1 Reflection (<i>assessment for learning, instruction, learning team focus, and professional learning</i>)	
<p><i>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</i></p> <p>Office Referrals are way down from previous years</p> <p>Increased parent engagement at events and parent/teacher interviews</p> <p>Less parent questions or concerns coming to administration about lack of information concerning their children’s academic journey</p>	<p><i>What impact did the strategy/action have on teaching practices?</i></p> <p>Students are doing a better job of resolving conflict when it arises.</p> <p>Teachers are supporting students by coaching students to solve conflict with one another during classroom meetings (inside/outside fishbowl meeting).</p> <p>Parent and teacher communication is becoming stronger</p>

Student Success Planning: Annual End of Year Reflection	
Reflect on your school’s work this year to improve student achievement and well-being. Use the following questions to guide your discussion and feedback.	
<p>What did you learn?</p>	<p>Short cycle planning works extremely well when you focus on 1-2 things at a time. In all areas during cycle 1, our focus was too broad. Regular, systematic math assessment is something we need to improve on as a school. We really have a great routine with Literacy assessment and instruction going hand in hand, but we need to improve with math. This will be a priority in September 2023. We can make a bigger difference with smaller steps in our school improvement journey.</p>
<p>What impact/gains were made in student achievement and well-being?</p>	<p>All students are improving in numeracy and literacy, and for some students we are closing the gap substantially. We are moving in the right direction! Our primaries just started when we moved them out of pattern texts. We will not wait as long next year and they will be getting books in their hands right away in September.</p>

	<p>Parent engagement has increased with the use of family literacy nights at the school. This is improving our partnership with parents. We will have multiple nights next year.</p>
<p>What impact/gains were made in teacher practices?</p>	<p>Teachers are understanding the importance of being responsive to students as individuals in all aspects of their relationship with school. Teaching practice is more aligned with best practice in terms of workshop model and the use of learning targets. Teachers are also working hard to build partnerships with their students to become a part of the learning journey. Providing opportunities for students to become more independent during reading, writing, and numeracy practice. We have mistakenly over the years built dependency within our learning and this is something we are working to correct.</p>
<p>Does the data show that student achievement and well-being are improving?</p>	<p>All students are demonstrating improvement, more detailed data is reflected throughout the short cycled planning summaries throughout the document. An area of focus for next week will be a more focused data collection in mathematics. Data overall goes through ebbs and flows throughout the year. We are learning that dips in data can not be a deterrent for our hard work, we are building resiliency in both our students and staff.</p>
<p>What barriers or challenges, that are within our control, persist? What will you do to reduce these barriers?</p>	<p>Responding to the ever evolving change in classroom complexities during the school year is our biggest challenge. Our TST and Learning Support Teachers will continue to be flexible and responsive to the needs of every student and teachers as we continue to navigate these challenges. Teachers falling back into their comfort zone of teaching is something we are working on. Jumping to support students instead of allow time for them to build confidence is something we are continuing to work through, particularly with our students who are struggling the most.</p>
<p>What work will your school engage in next year?</p>	<p>Creating and maintaining authentic relationships with students and their families, while at the same time meeting every student where they are on their academic journey so they can meet</p>

	<p>success. We will continue to work to close the gap to get every student at grade level in numeracy and literacy. Utilizing instruction that is ground with the 6 pillars will again be a focal point in our work.</p> <p>Our grade 2 students are the cohort struggling most with number sense and fact fluency, that will be a priority group in September.</p> <p>Taking things one step at a time in terms of working to target specific areas to make an impact with our students in both literacy and numeracy.</p>
<p>As you continue your work in improving student achievement and well-being, what supports do you anticipate needing?</p>	<p>Continued support from SLC and coaching, along with responsive support throughout the year to our ever evolving complexities in the classroom, particularly with our increased class sizes.</p> <p>Time to allow teachers to collaborative in support student learning</p> <p>Math classroom based assessment system needs to be improved so it is no par with the literacy system. Reporting and inputting is not as user friendly as it is with literacy</p>