# Student Success Plan **School Annual Report**

*This form is to be submitted annually to communicate the achievement of your students and to identify next steps.*

**School: Chebucto Heights Elementary School School Year: 2017-2018**

**Principal: Craig Myra Student Enrollment: 363**

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| **Literacy Goal: Students, using the reciprocal relationship between reading and writing, will demonstrate improvement in the areas of critical thinking, organization, and language use.** | | | |
| **Student Evidence**  *(performance measure(s))* | **Where did you begin?**  *(baseline year and results)* | **Where do you want to be?**  *(target)* | **Where are you now?**  *(progress)* |
| The percentage of students meeting expectations in Grade 3 provincial reading assessment (RW3) | **2016-2017 School Year**  Level 1 – 19%  Level 2 – 33%  Level 3 – 48% | **Improvement of Baseline.**  **75% at level 3** | **2017-2018 School Year**  Grade 3 Provincial Assessment Did not take place during the 2017-2018 school year |
| The percentage of students meeting expectations in Grade 6 provincial reading assessment (RWM6) | **2016-2017 School Year**  Level 1 – 13%  Level 2 – 16%  Level 3 – 71%  Level 4 – 0% | **Improvement of Baseline.**  **75% at level 3/4** | **2017-2018 School Year**  Level 1 – 22%  Level 2 – 16%  Level 3 – 54%  Level 4 – 8% |
| The percentage of students meeting year end grade-level benchmarks on classroom assessment using the Fountas and Pinnell Assessment Kit (level, fluency, comprehension) | **Fall 2017**  **English 1-3**  Limited- 34%  Developing – 18%  Approaching – 5%  Meeting – 51%  **English 4-6**  Limited- 37%  Developing – 4%  Approaching – 12%  Meeting – 48%  **French Immersion 1-3**  Limited- 16%  Developing – 10  Approaching – 18%  Meeting – 57%  **French Immersion 4-6**  Limited- 50%  Developing – 11%  Approaching – 21%  Meeting – 18% | **Improvement of Baseline**  **75% at Approaching and Meeting** | **Fall 2017**  **English 1-3**  Limited- 42%  Developing – 3%  Approaching – 10%  Meeting – 44%  **English 4-6**  Limited- 38%  Developing – 5%  Approaching – 6%  Meeting – 52%  **French Immersion 1-3**  Limited- 13%  Developing – 4%  Approaching – 20%  Meeting – 64%  **French Immersion 4-6**  Limited- 47%  Developing – 8%  Approaching – 5%  Meeting – 39% |
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| **What did you do this year to support this goal?** *(assessment for learning, instruction and learning team focus, and PD)* | | | |
| Professional Development this year has been as follows:  **Opening PD September 2017** – “**It’s OK to be where you are, it is NOT OK to stay where you are**” – focus on relationships, color blindness, opportunity gaps, deficit mindset, high expectations, intentional decision daily to bridge home and school culture.  **September 29, 2017** – **Inspiring All Learners** – We hosted PD with three other schools (Joe Howe, Fairview Heights, and Westmount) – create your own PD with various workshops throughout the day – sessions included – Google Classroom, Intro to CRP, Role of the Y Immigrant Settlement Workers, Workshop Model in Literacy, Three part lesson plan in mathematics, Play to learn, Collaboration with EAL support, IPP development, and time to collaborate.  **December 7. 2017 – “Focusing on Real Talk”** Review of the November school based data collection to determine whole class patterns and to develop targeted interventions for support individual students.  **February 6 – 2018** – “**Putting the Pieces Together**” – Hearing the student voices – provided teachers with feedback from student session where they provided feedback to administration about “what they loved about school” “what they didn’t like about school” “what they would change about school” – focus within CLTs about how to respond and demonstrate we are listening to the students voices.  **April 2018 – “Learning Targets and Performance Indicators” –** Session led by the Vice Principal (Amy Weedon) based on best practice in her work with the Instructional Leadership Academy. Teachers also had the opportunity to work within their CLT to co-create learning targets for upcoming units.  **May 2018 – “Building up to September”** – Looked at Spring data collection to compare to fall baseline to determine areas of improvement and areas we need to continue to grow.  **PLCs/CLTs** - Working with our collaborative learning teams we used a data action model to target individual interventions to support students based on both our school based and provincial data. The funds used with our inspiring schools grant supported this work in providing release time to teachers to work collaboratively. This work was stalled after the December break due to the shortage or substitutes within our system. The momentum picked back up towards the end of the year with the use of a second staff meeting a month and also during our April and May PD sessions. We look forward to continuing this work next year, however; we will continue to need support to be creative in providing teachers with this time that we all value so much.  **Instructional Focus** - High quality literacy instruction (workshop model) with an emphasis on culturally responsive instruction has been our focus again this year. With the use of PD sessions, coaching, and modeling instruction has been more focused this year in terms of bridging home culture with school culture. During our spring data collection we had an “ah ha” moment as a school in terms of really reflecting on whether or not we were making our priorities and priority each and every day at Chebucto Heights. As a school team we have started to work on really having a clear focus daily on working with our student on the areas we have identified through our goals that they struggle the most. | | | |

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| **Math Goal: Students will demonstrate improvement in number sense with a focus on partitioning and representing numbers.** | | | |
| **Student Evidence**  *(performance measure(s))* | **Where did you begin?**  *(baseline year and results)* | **Where do you want to be?**  *(target)* | **Where are you now?**  *(progress)* |
| The percentage of students meeting expectations in Grade 4 provincial math assessment (M4) | 2016-2017 School Year  Level 1 – 31%  Level 2 – 17%  Level 3 – 48%  Level 4 – 3% | **Improvement of Baseline.**  **75% at Level 3/4** | 2017-2018 School Year  The Grade 4 provincial assessment did not take place in 2017-2018 |
| The percentage of students meeting expectations in Grade 6 provincial math assessment (RWM6) | 2016-2017 School Year  Level 1 – 22%  Level 2 – 16%  Level 3 – 62%  Level 4 – 0% | **Improvement of Baseline.**  **75% at Level 3/4** | 2017-2018 School Year  Level 1 – 22%  Level 2 – 16%  Level 3 – 54%  Level 4 – 8% |
| The percentage of students meeting expectations for communication, based on classroom assessment, on HRSB number sense rubrics | **Fall 2017**  **Primary**  Limited – 16%  Developing – 27%  Competent – 37%  Independent – 16%  **Grade One**  Limited – 11%  Developing –30%  Competent – 39%  Independent – 21%  **Grade Two**  Limited – 18%  Developing – 30%  Competent – 39%  Independent – 14%  **Grade Three**  Limited – 18%  Developing – 10%  Competent – 39%  Independent – 33%  **Grade Four**  Limited – 10%  Developing – 27%  Competent – 48%  Independent – 15%  **Grade Five**  Limited – 25%  Developing – 38%  Competent – 22%  Independent – 16%  **Grade Six**  Limited – 15%  Developing – 33%  Competent – 30%  Independent – 22% | **Improvement of Baseline**  **85% at Developing or Above** | **Spring 2018**  **Primary**  Limited – 10%  Developing – 20%  Competent – 40%  Independent – 26%  **Grade One**  Limited – 11%  Developing –36%  Competent – 39%  Independent – 24%  **Grade Two**  Limited – 35%  Developing – 23%  Competent – 28%  Independent – 14%  **Grade Three**  Limited – 23%  Developing – 17%  Competent – 38%  Independent – 21%  **Grade Four**  Limited – 14%  Developing – 36%  Competent – 38%  Independent – 12%  **Grade Five**  Limited – 29%  Developing – 24%  Competent – 34%  Independent – 13%  **Grade Six**  Limited – 18%  Developing – 29%  Competent – 26%  Independent – 26% |
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| **What did you do this year to support this goal?** *(assessment for learning, instruction and learning team focus, and PD)* | | | |
| **Professional Development this year has been as follows:**  **Opening PD September 2017 – “It’s OK to be where you are, it is NOT OK to stay where you are”** – focus on relationships, color blindness, opportunity gaps, deficit mindset, high expectations, intentional decision daily to bridge home and school culture.  **September 29, 2017 – Inspiring All Learners** – We hosted PD with three other schools (Joe Howe, Fairview Heights, and Westmount) – create your own PD with various workshops throughout the day – sessions included – Google Classroom, Intro to CRP, Role of the Y Immigrant Settlement Workers, Workshop Model in Literacy, Three part lesson plan in mathematics, Play to learn, Collaboration with EAL support, IPP development, and time to collaborate.  **December 7. 2017 – “Focusing on Real Talk”** Review of the November school based data collection to determine whole class patterns and to develop targeted interventions for support individual students.  **February 6 – 2018 – “Putting the Pieces Together”** – Hearing the student voices – provided teachers with feedback from student session where they provided feedback to administration about “what they loved about school” “what they didn’t like about school” “what they would change about school” – focus within CLTs about how to respond and demonstrate we are listening to the students voices.  **April 2018 – “Learning Targets and Performance Indicators”** – Session led by the Vice Principal (Amy Weedon) based on best practice in her work with the Instructional Leadership Academy. Teachers also had the opportunity to work within their CLT to co-create learning targets for upcoming units.  **May 2018 – “Building up to September”** – Looked at Spring data collection to compare to fall baseline to determine areas of improvement and areas we need to continue to grow.  **PLCs/CLTs** - Working with our collaborative learning teams we used a data action model to target individual interventions to support students based on both our school based and provincial data. The funds used with our inspiring schools grant supported this work in providing release time to teachers to work collaboratively. This work was stalled after the December break due to the shortage or substitutes within our system. The momentum picked back up towards the end of the year with the use of a second staff meeting a month and also during our April and May PD sessions. We look forward to continuing this work next year, however; we will continue to need support to be creative in providing teachers with this time that we all value so much.  **Instructional Focus** - High quality literacy instruction (workshop model) with an emphasis on culturally responsive instruction has been our focus again this year. With the use of PD sessions, coaching, and modeling instruction has been more focused this year in terms of bridging home culture with school culture. During our spring data collection we had an “ah ha” moment as a school in terms of really reflecting on whether or not we were making our priorities and priority each and every day at Chebucto Heights. As a school team we have started to work on really having a clear focus daily on working with our student on the areas we have identified through our goals that they struggle the most. | | | |

**Date shared with SAC** *[DD/MM/YYYY]***: 17/05/2018**