# 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: 2018-2019**

**Principal: Craig Myra Student Enrollment: 373**

|  |  |  |  |
| --- | --- | --- | --- |
| **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)* |
| **RWM6 (reading)** | **2016-17**  Level 1: 22%  Level 2: 16%  Level 3: 54%  Level 4: 8%  Levels 3+4: 62% | Improvement from baseline | **2018-19**  Level 1: 17%  Level 2: 31%  Level 3: 50%  Level 4: 3%  Levels 3+4: 53% |
| **RW3 (Reading)** | **2016-2017**  Level 1: 19%  Level 2: 33:  Level 3: 48% | Improvement from baseline | **2018-2019**  Awaiting Results from EECD (will be updated in fall 2019) |
| **Cohort Comparison: RW3 to RWM6 (Reading)** | **2015-2016**  Level 1: 31%  Level 2: 38%  Level 3: 31%  Level 4: 0% | Improvement from baseline | **2018-2019**  Level 1: 13%  Level 2: 38%  Level 3: 50%  Level 4: 0% |
| **The percentage of students meeting grade-level benchmarks on classroom assessment using the Fountas and Pinnell Assessment Kit (level, fluency, comprehension)** | **Fall 2018**  Primary English (oral language)  Limited: 23%  Developing: 23%  Competent: 46%  In-Depth: 8%  Primary FI (Oral Language)  Limited: 0%  Developing: 22%  Competent: 48%  In-Depth: 30%  Grade One ENG Reading  Limited: 22%  Developing: 39%  Competent:11%  In-Depth:28%  Grade One FI Reading  Limited: 10%  Developing: 6%  Competent: 23%  In-Depth: 61%  Grade Two ENG Reading  Limited: 39%  Developing: 9%  Competent: 12%  In-Depth: 39%  Grade Two FI Reading  Limited: 36%  Developing: 14%  Competent: 18%  In-Depth: 32%  Grade Three ENG Reading  Limited: 50%  Developing: 6%  Competent: 9%  In-Depth: 35%  Grade Three FI Reading  Limited: 18%  Developing: 6%  Competent: 29%  In-Depth: 47%  Grade Four ENG Reading  Limited: 48%  Developing: 0%  Competent: 10%  In-Depth: 42%  Grade Four FI Reading  Limited: 15%  Developing: 5%  Competent: 20%  In-Depth: 60%  Grade 5 ENG Reading  Limited: 39%  Developing: 0%  Competent: 6%  In-Depth: 55%  Grade 5 FI Reading  Limited: 40%  Developing: 0%  Competent: 7%  In-Depth: 53%  Grade 6 ENG Reading  Limited: 41%  Developing: 3%  Competent: 3%  In-Depth: 52%  Grade 6 FI Reading  Limited: 73%  Developing: 27%  Competent: 0%  In-Depth: 0%  Grade 1-3 Student of African Descent Reading  Limited: 22%  Developing: 22%  Competent: 19%  In-Depth: 38%  Grade 1-3 Student of Indigenous Ancestry Reading  Limited: 14%  Developing: 14%  Competent: 29%  In-Depth: 43%  Grade 4-6 Student of African Descent Reading  Limited: 29%  Developing: 0%  Competent: 8%  In-Depth: 63%  Grade 4-6 Student of Indigenous Ancestry Reading  Limited: 25%  Developing:13%  Competent:13%  In-Depth:50% | Improvement from baseline | **Spring 2019**  Primary English (Reading)  Limited: 0%  Developing: 50%  Competent: 7%  In-Depth: 43%  Primary FI (Reading)  Limited: 0%  Developing: 0%  Competent: 14%  In-Depth: 86%  Grade One ENG Reading  Limited: 49%  Developing: 14%  Competent: 11%  In-Depth: 27%  Grade One FI Reading  Limited: 7%  Developing: 7%  Competent: 30%  In-Depth: 57%  Grade Two ENG Reading  Limited: 35%  Developing: 3%  Competent: 18%  In-Depth: 44%  Grade Two FI Reading  Limited: 41%  Developing: 5%  Competent: 14%  In-Depth: 41%  Grade Three ENG Reading  Limited: 52%  Developing: 6%  Competent: 6%  In-Depth: 36%  Grade Three FI Reading  Limited: 18%  Developing: 12%  Competent: 8%  In-Depth: 65%  Grade Four ENG Reading  Limited: 37%  Developing: 7%  Competent: 0%  In-Depth: 57%  Grade Four FI Reading  Limited: 15%  Developing: 5%  Competent: 15%  In-Depth: 65%  Grade 5 ENG Reading  Limited: 32%  Developing: 0%  Competent: 6%  In-Depth: 62%  Grade 5 FI Reading  Limited: 40%  Developing: 0%  Competent: 7%  In-Depth: 53%  Grade 6 ENG Reading  Limited: 39%  Developing: 4%  Competent: 4%  In-Depth: 54%  Grade 6 FI Reading  Limited: 73%  Developing: 9%  Competent: 9%  In-Depth: 9%  Grade 1-3 Student of African Descent Reading  Limited: 28%  Developing: 6%  Competent: 19%  In-Depth: 47%  Grade 1-3 Student of Indigenous Ancestry Reading  Limited: 29%  Developing: 0%  Competent: 14%  In-Depth: 57%  Grade 4-6 Student of African Descent Reading  Limited: 21%  Developing: 0%  Competent: 8%  In-Depth: 71%  Grade 4-6 Student of Indigenous Ancestry Reading  Limited: 22%  Developing: 0%  Competent: 22%  In-Depth: 56% |
|  |  |  |  |
| **What did you do this year to support this goal?** *(assessment for learning, instruction and learning team focus, and PD)* | | | |
| **Strategies being used to support students with our literacy goal:**  Teachers will use the workshop approach to literacy instruction with a focus on small group instruction  Teachers will plan and implement culturally responsive reading and writing workshop lessons  Teachers will provide students with clear learning targets and performance indicators for all literacy workshop lessons  In their Collaborative Learning Teams, teacher will use ongoing classroom assessment to identify students not meeting literacy-learning targets, plan and implement strategies in response to this data, and reflect on the effectiveness of these interventions.  **Professional Development Focuses in 2018-2019**  September-November Professional Development Focus – Classroom design, authentic relationship building, building assessment into daily practice, and guided instruction.  December – March Professional Development Focus – Learning targets and performance indicators and how to we use those to provide students with feedback so they can talk ownership over their own learning.  April – June Professional Development Focus – Raising rigor, building learner partnerships with students, brain based instruction, refining our reading workshop and number sense routines (with the use of number talks) within our daily practice. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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)* |
| **RWM6 (Math)** | **2017-2018**  **Level 1:** 34%  **Level 2:** 21%  **Level 3:** 42%  **Level 4:** 3%  **Level 3&4:** 45% | **Improvement from Baseline** | **2018-2019**  **Level 1:** 18%  **Level 2:** 33%  **Level 3:** 45%  **Level 4:** 5%  **Level 3&4:** 50% |
| **Cohort Comparison M4 to RWM6 (Math)** | **2016-2017**  Level 1: 30%  Level 2: 23%  Level 3: 47%  Level 4: 0%  Level 3&4: 47% | **Improvement from Baseline** | **2018-2019**  Level 1: 23%  Level 2: 33%  Level 3: 40%  Level 4: 3%  Level 3&4: 43% |
| **School Based Assessment Benchmark results using HRCE benchmark assessments.** | **Fall 2018 (Representing and Partitioning Numbers)**  Grade Primary – representing and partitioning numbers to 5  Limited: 13%  Developing: 27%  Competent: 31%  In Depth: 29%  Competent and In Depth: 60%  Grade One – representing and partitioning numbers to 20  Limited: 12%  Developing: 33%  Competent: 36%  In Depth: 18%  Competent and In Depth: 55%  Grade Two – representing and partitioning numbers to 100  Limited: 13%  Developing: 24%  Competent: 53%  In Depth: 11%  Competent and In Depth: 64%  Grade Three – representing and partitioning numbers to 1000  Limited: 30%  Developing: 34%  Competent: 32%  In Depth: 4%  Competent and In Depth: 36%  Grade Four – representing and partitioning numbers to 10 000  Limited: 6%  Developing: 25%  Competent: 36%  In Depth: 32%  Competent and In Depth: 68%  Grade Five – representing and partitioning numbers to 1 000 000  Limited: 15%  Developing: 30%  Competent: 34%  In Depth: 21%  Competent and In Depth: 55%  Grade Six – Understanding numbers greater than 1 000 000  Limited: 15%  Developing: 23%  Competent: 31%  In Depth: 31%  Competent and In Depth: 62% | **Improvement from Baseline** | **Spring 2019 (Representing and Partitioning Numbers)**  Grade Primary – representing and partitioning numbers to 7  Limited: 9%  Developing: 9%  Competent: 58%  In Depth: 23%  Competent and In Depth: 81%  Grade One – representing and partitioning numbers to 20  Limited: 14%  Developing: 30%  Competent: 45%  In Depth: 11%  Competent and In Depth: 56%  Grade Two – representing and partitioning numbers to 100  Limited: 11%  Developing: 35%  Competent: 31%  In Depth: 24%  Competent and In Depth: 55%  Grade Three – representing and partitioning numbers to 1000  Limited: 8%  Developing: 38%  Competent: 40%  In Depth: 15%  Competent and In Depth: 55%  Grade Four – representing and partitioning numbers to 10 000  Limited: 4%  Developing: 29%  Competent: 41%  In Depth: 27%  Competent and In Depth: 67%  Grade Five – representing and partitioning numbers to 1 000 000  Limited: 18%  Developing: 43%  Competent: 12%  In Depth: 27%  Competent and In Depth: 39%  Grade Six – multiplication (whole numbers and decimals)  Limited: 8%  Developing: 30%  Competent: 38%  In Depth: 24%  Competent and In Depth: 62% |
| **What did you do this year to support this goal?** *(assessment for learning, instruction and learning team focus, and PD)* | | | |
| **Strategies being used to support our students with our mathematics goal:**  Teachers will use a constructivist approach to math instruction with a focus on targeted small group instruction  Teachers will plan and implement culturally responsive math lessons.  Teacher will provide students with clear learning targets and performance indicators for all math lessons  In their CLTs, teacher will use ongoing classroom assessment to identify students not meeting mathematics-learning targets, plan and implement strategies in response to this data, and reflect on the effectiveness of these interventions.  **Professional Development Focuses in 2018-2019**  September-November Professional Development Focus – Classroom design, authentic relationship building, building assessment into daily practice, and guided instruction.  December – March Professional Development Focus – Learning targets and performance indicators and how to we use those to provide students with feedback so they can talk ownership over their own learning.  April – June Professional Development Focus – Raising rigor, building learner partnerships with students, brain based instruction, refining our reading workshop and number sense routines (with the use of number talks) within our daily practice. | | | |

**Date shared with SAC** *[DD/MM/YYYY]***: 13/06/2019**