# School Student Success Plan

**School: Chebucto Heights Grade Configuration: P-6**

**Principal: Craig Myra Student Enrollment: 389**

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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?***(Improvement from Baseline)*  |
| **RWM6 (reading)** | **2018-19**Level 1: 17%Level 2: 31%Level 3: 50%Level 4: 3%Levels 3+4: 53% | **2019-2020**Level 1: 13%Level 2: 36%Level 3: 51%Level 4: 0%Levels 3+4: 51% |
| **RW3 (Reading)**  | **2018-2019** Level 1: 27%Level 2: 10%Level 3: 48%Level 4: 14% | Students did not participate this year due to COVID19  |
| **Cohort Comparison: RW3 to RWM6 (Reading)** | These students did not write in 2016-2017 (Grade 3) due to Job Action  | **2019-2020**Level 1: 13%Level 2: 36%Level 3: 51%Level 4: 0%Levels 3+4: 51% |
| **The percentage of students meeting grade-level benchmarks on classroom assessment using the Fountas and Pinnell Assessment Kit (level, fluency, comprehension)** | **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 ReadingLimited: 49%Developing: 14%Competent: 11%In-Depth: 27%Grade One FI ReadingLimited: 7%Developing: 7%Competent: 30%In-Depth: 57%Grade Two ENG ReadingLimited: 35%Developing: 3%Competent: 18%In-Depth: 44%Grade Two FI ReadingLimited: 41%Developing: 5%Competent: 14%In-Depth: 41%Grade Three ENG ReadingLimited: 52%Developing: 6%Competent: 6%In-Depth: 36%Grade Three FI ReadingLimited: 18%Developing: 12%Competent: 8%In-Depth: 65%Grade Four ENG ReadingLimited: 37%Developing: 7%Competent: 0%In-Depth: 57%Grade Four FI ReadingLimited: 15%Developing: 5%Competent: 15%In-Depth: 65%Grade 5 ENG ReadingLimited: 32%Developing: 0%Competent: 6%In-Depth: 62%Grade 5 FI ReadingLimited: 40%Developing: 0%Competent: 7%In-Depth: 53%Grade 6 ENG ReadingLimited: 39%Developing: 4%Competent: 4%In-Depth: 54%Grade 6 FI ReadingLimited: 73%Developing: 9%Competent: 9%In-Depth: 9%Grade 1-3 Student of African Descent ReadingLimited: 28%Developing: 6%Competent: 19%In-Depth: 47%Grade 1-3 Student of Indigenous Ancestry ReadingLimited: 29%Developing: 0%Competent: 14%In-Depth: 57%Grade 4-6 Student of African Descent ReadingLimited: 21%Developing: 0%Competent: 8%In-Depth: 71%Grade 4-6 Student of Indigenous Ancestry ReadingLimited: 22%Developing: 0%Competent: 22%In-Depth: 56% | Improvement from baseline  |
| **Strategies:** **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.***(assessment for learning, instruction and learning team focus)* |
| **Professional Development Focuses in 2019-2020****All Year Focus –** Working in our Collaborative Learning Teams to analyze both school based and external assessments to determine themes to inform instruction. Also using our data to identify supports for students in an intervention model of support for students. **All Year Focus** – Culturally Responsive approaches to instruction in all areas – School re-wrote our collective core beliefs and mission statement to better reflect our mission to improve student achievement and well-being. Part of these work is our newly formed Morning Affirmation we do to start each day.**September-February Professional Development Focus** – Lesson Planning - Backwards design, diving deeper into the curriculum, fining tuning our use of learning targets **February – April Professional Development Focus** – Developing Student Well-Being goal and strategies – using caring school community as main resource with a relaunch of the program with new resource provided by safe schools consultant **April – June Professional Development Focus** – Refocus and further progress with lesson planning with a focus on backwards design through our distance learning plans. |

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| **Mathematics 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)* |
| **RWM6 (Math)** | **2018-2019****Level 1:** 18%**Level 2:** 33%**Level 3:** 45%**Level 4:** 5%**Level 3&4:** 50% | Improvement from baseline |
| **Cohort Comparison M4 to RWM6 (Math)** | **2018-2019**Level 1: 23% Level 2: 33%Level 3: 40%Level 4: 3%Level 3&4: 43% | Improvement from baseline  |
| **School Based Assessment Benchmark results using HRCE benchmark assessments.** | **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% | Improvement from baseline  |
| **Strategies:** **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.***(assessment for learning, instruction and learning team focus)* |
| **Professional Development Focuses in 2019-2020**All Year Focus – Working in our Collaborative Learning Teams to analyze both school based and external assessments to determine themes to inform instruction. Also using our data to identify supports for students in an intervention model of support for students. All Year Focus – Culturally Responsive approaches to instruction in all areas – School re-wrote our collective core beliefs and mission statement to better reflect our mission to improve student achievement and well-being. Part of these work is our newly formed Morning Affirmation we do to start each day.September-February Professional Development Focus – Lesson Planning - Backwards design, diving deeper into the curriculum, fining tuning our use of learning targets February – April Professional Development Focus – Developing Student Well-Being goal and strategies – using caring school community as main resource with a relaunch of the program with new resource provided by safe schools consultant April – June Professional Development Focus – Refocus and further progress with lesson planning with a focus on backwards design through our distance learning plans. |

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| **Well-Being Goal: We will improve student well-being at Chebucto Heights Elementary School** |
| **Student Evidence***(Performance Measure(s))*  | **Where did you begin?***(Baseline: year and results)*  | **Where do you want to be?***(Target)* |
| 2018-2019 Student Success Survey  | Relationships at School:Adult I can go to 89%Friend I can go to 88%Teachers know my home life 45%Teacher notice when something bothers me 84%Teacher believes in me 97%Teacher expects my best effort 97%Teacher encourages me to be myself 93%Beliefs about School:Be myself 84%Feel like I Belong 82%I keep trying until I figure it out 83%Important to work hard in school 97%Enjoy learning at school 77%School Environment:Feel threatened at school 22%Where top three:Playground 68%Parking lot 47%Classroom/Field Trips 32%Time at School:Missed time – One/two days 39%Three or more days 14%Are to pay attention in school (top three)Feeling tired 41%Other students 39%Bored 30%Learning Experiences: Get chances to share my thinking 93%I get chances to share my strategies when problem solving 85%My teacher helps me connect learning to my life 87%I get to learn by doing things 93%I get to work in small groups with my teacher 80%Most days my work is…Too easy 17%Just right 70%Too hard 13%When I don’t understand something in class my teacher usually….Tells me what to do next 53%Asks me about my thinking 30%Other 17%Eating at School:Ate breakfast today 66%I will eat lunch today 78%Reason for not eating lunch (top 3):I am not hungry 29%I would rather do something else 29%I am not comfortable eating in front of others 19%Physical Activity: Average number of minutes physically active each school day: 115.5minsTop three times active:Afterschool 29.1 minsDuring lunch 26.5 mins In the evening 22.9 mins | Improvement from Baseline  |
| **Strategies:** **Teachers will plan and implement learning experiences that contribute to students social emotionally learning (Tools will include using Caring School Community Version 2 Resource the lead team is currently being training on (relaunch April 2020)****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)** **Teachers will validate and affirm students cultural identities** **(Continue with our work to be culturally and linguistically responsive at all levels (student, classroom, school, system)** |
| Future Professional Development Focus – Developing Student Well-Being goal and strategies – using caring school community as main resource with a relaunch of the program with new resource provided by safe schools consultant. This will be done when we get back to school.  |

**Date shared with SAC** *[DD/MM/YYYY]***: 16/04/2020 was scheduled time, did not happen.**