# School Student Success Plan

# 2021-22 School Year

**School: Chebucto Heights Elementary School Grade Configuration: PP-5**

**Principal: Craig Myra Student Enrollment: 364**

*Student Evidence may include provincial, school board, school, and/or classroom assessment results.*

*Tables and rows can be added and deleted as needed.*

*Supporting data sources may include survey information.*

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| **Literacy Goal:** We will improve student achievement in Literacy | | |
| **Student Evidence**  *(Performance Measure(s))* | **Where did you begin?**  *(Baseline: year and results)* | **Where do you want to be?**  *(Target)* |
| **School based reading assessment** | **September 2021**  Overall - 42% of students not meeting reading benchmark  Grade P - All at dictated to start year  Grade 1 - 73% not meeting  Grade 2 - 62% not meeting  Grade 3 - 63% not meeting  Grade 4 - 34% not meeting  Grade 5 - 36% not meeting | Improvement from baseline |
| RW3 (Reading) | 2018-2019 - last time students wrote due to COVID 19 (N=29)  Level 1 - 28%  Level 2 - 10%  Level 3 - 48%  Level 4 - 14% | Improvement from baseline |
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| **Strategies:** *(assessment for learning, instruction and learning team focus)* | | |
| 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.  Teachers will develop a personal mechanism for recording student performance during their lessons to help inform their instruction. | | |
| In their Collaborative Learning Teams, teachers 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.  Teachers will regularly collect reading data on their students and post on the school data wall to help determine the effectiveness of instruction and support for students so we can adjust and modify as needed. | | |

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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)* |
| School Based Assessment Results | Baseline To be Established in December 2021 | Improvement from baseline |
| LM3 Math | To Be Established in Spring 2022 | Improvement from baseline |
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| **Strategies:** *(assessment for learning, instruction and learning team focus)* | | |
| 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  Teachers will develop a personal mechanism for recording student performance during their lessons to help inform their instruction. | | |
| In their CLTs, teachers 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. | | |

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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)* |
| Provincial Student Success Survey | Baseline 2018-2019 Survey Results | Improvement from baseline |
| School Based Student Feedback Survey | To be developed and administered in Winter 2022 and then again in Spring 2022 | Improvement from baseline |
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| **Strategies:** | | |
| Teachers will plan and implement learning experiences that contribute to students social emotional learning | | |
| 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  Teachers will strive to be culturally and linguistically responsive at all levels (student, classroom, school, system) | | |