

School Student Success Plan

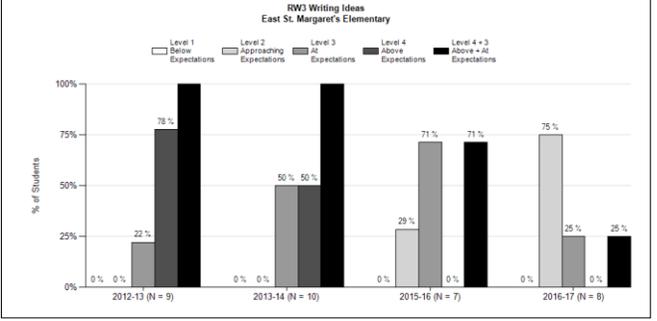
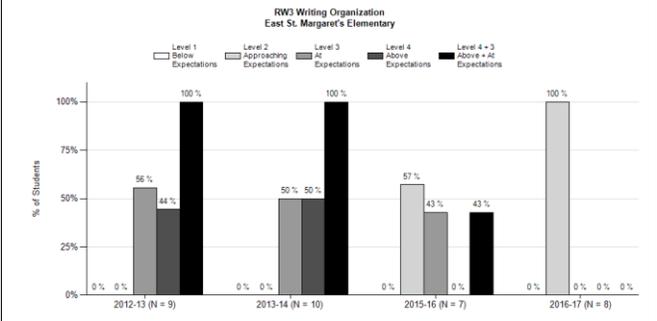
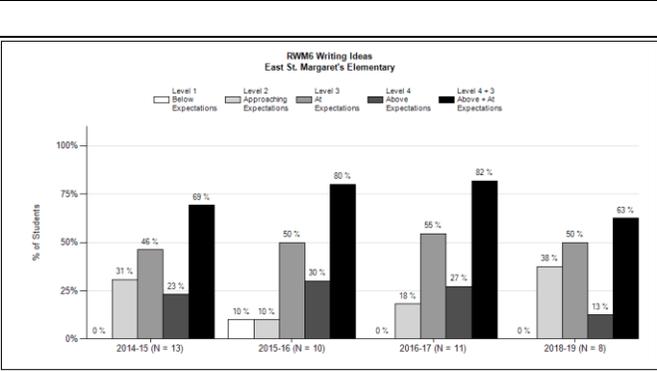
School: East St. Margaret's Consolidated School

Grade Configuration: Primary to Grade 6

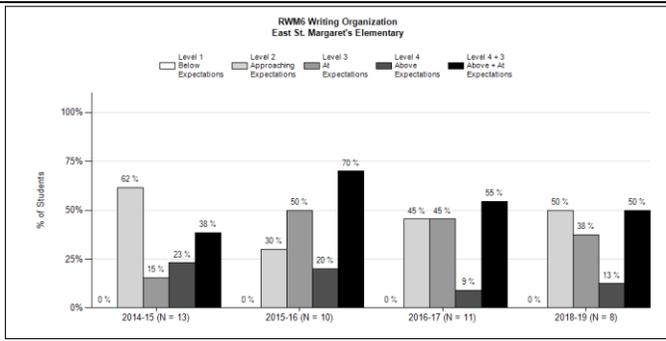
Principal: Susan Casey

Student Enrollment: 61

I. Literacy Goal: "To improve student achievement in writing with a focus on ideas and organization"

Student Evidence (Performance Measure(s))	Where did you begin? (Baseline: year and results)	Where do you want to be? (Target)
RW3 (Writing- Ideas)		<p>Improvement over baseline</p> <p>-We want all students to be at level 3 or above.</p>
RW3(writing-Organization)		<p>Improvement over baseline</p> <p>-We want all students to be at level 3 or above.</p>
RWM6 (Writing- Ideas)		<p>Improvement over baseline</p> <p>-We want all students to be at level 3 or above.</p>

RWM6 (Writing-Organization)



Improvement over baseline
 -We want all students to be at level 3 or above.

Strategies: (assessment for learning, instruction and learning team focus)

Instruction:

- a) All teachers will implement writers’ workshop on a daily basis with an emphasis on:
 - Explicit instruction in the use of pre-writing strategies to generate and organize ideas
 - Students sharing ideas orally to support the generation of ideas
 - Conferring with students in relation to their ideas and organization
- b) Teachers will use the backgrounds, knowledge, experiences and learning styles of their students to inform their writing instruction and assessment (being culturally responsive)

Assessment:

Teachers will identify and clarify learning targets (I can ... statements) that match students’ needs within the writing workshop lesson.

PLC’s:

In PLCs, teachers will establish criteria for ideas and organization in writing and engage in common scoring of student responses. Teachers will use data from these sessions to plan classroom instruction and systematically monitor the writing development of individual students.

*I. **Mathematics Goal:** “To improve student achievement in being able to communicate their understanding and thinking process in number sense”.*

Student Evidence (Performance Measure(s))	Where did you begin? (Baseline: year and results)	Where do you want to be? (Target)
M4 (Math)	2014-15 Level 1: 0% Level 2: 0% Level 3: 100% Level 4: 0% Levels 3+4: 100%	Improvement over baseline -We want all students to be at level 3 or above. Our sample sizes are small (8 students in total). The level 1 and level 2 percentages for 2016-2017 amount to 3 students overall.
RWM6 (Math)	2014-15 Level 1: 27% Level 2: 7% Level 3: 53% Level 4: 13% Levels 3+4: 67%	Improvement over baseline

School Based Data	2015-2016 (Year 3)	Problem Solving	Communication	2017-2018 (Year 5)	Problem Solving	Communication
<ul style="list-style-type: none"> - Students completed an assessment question that focused on problem solving and communication - The assessment questions were taken from the grade specific curriculum documents during PLC work - A staff created, math rubric was used for assessing student work. There are two rubrics: P-3 and Gr. 4-6 - Staff participated in co-marking sessions 	Primary	9/11 met	9/11 met	Primary	6/6 met	2/6 met
	Gr. 1	7/8 met	8/8 met	Gr. 1	12/12 met	10/12 met
	Gr. 2	8/8 met	7/8 met	Gr. 2	11/12 met	8/12 met
	Gr.3	6/7 met	4/7 met	Gr. 3	7/7 met	7/7 met
	Gr.4	5/5 met	3/5 met	Gr.4	6/7 met	5/7 met
	Gr.5	11/11 met	11/11 met	Gr.5	6/8 met	5/8 met
	Gr. 6	10/10 met	10/10 met	Gr.6	4/4 met	4/4 met
Overall:	56/61 met (92%)	51/61 met (84%)	Overall:	52/56 met (93%)	41/56 met (73%)	

Strategies: (assessment for learning, instruction and learning team focus)

Instruction:

- a) Teachers will use a constructivist approach to mathematical instruction with an emphasis on:
 - Productive student “talk time” and sharing.
 - Sharing circles to promote communication in order to learn how students express their understanding in number sense.
 - Increased opportunities for students to share their math reasoning and communication through writing (such as interactive writing, shared writing, anchor charts, journals, partner/group oral share, etc)
- b) Teachers will use the backgrounds, knowledge, and experiences of their students to inform their mathematical problem solving instruction and assessment (being culturally responsive)

Assessment:

- a) Teachers will identify and clarify learning targets (I can ... statements) that match students’ needs.

PLC’s:

In PLC’s, teachers will examine ongoing classroom partitioning and representing assessments (conversations, observations, products), identify students for small group instruction, plan and implement this instruction, and reflect on the effectiveness of these group lessons.