# School Student Success Plan

**School: Holland Road Elementary Grade Configuration: P-6**

**Principal: Carol-Anne Larade Student Enrollment: 316**

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

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

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| **Literacy Goal:** To improve student achievement in reading with an emphasis on accuracy, fluency and deeper comprehension |
| **Student Evidence***(Performance Measure(s))*  | **Where did you begin?***(Baseline: year and results)*  | **Where do you want to be?***(Target)* |
| Classroom Data:1-6 Running Records | Fall 2018 **Primary** (Oral Language)Level 1 – 0%Level 2 – 25%Level 3 – 67%Level 4 – 8%**Grades 1-3** Level 1 – 19%Level 2 – 11%Level 3 – 8%Level 4 – 62%**Grades 4-6**Level 1 – 14%Level 2 – 9%Level 3 – 11%Level 4 – 66% | Improvement over baseline. |
| Provincial Assessments Gr 3 Reading | 2018-2019 Level 1 – 3%Level 2 – 29%Level 3 – 50%Level 4 – 18% | Improvement over baseline. Including cohort comparison  |
| Provincial Assessments Gr 6 Reading Overall | 2018-2019 Level 1 – 4%Level 2 – 9%Level 3 – 76%Level 4 – 11% | Improvement over baseline.Including cohort comparison |
| **Strategies:***(assessment for learning, instruction and learning team focus)* |
| 1. As part of a balanced literacy approach, teachers will explicitly teach the strategies students need to build understanding of texts through the development of oral language, vocabulary, comprehension and accurate and fluent reading skills.
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| 1. Teachers will co-construct comprehension criteria with students and create anchor charts for student self-assessment of their ability to communicate their thinking and understanding.
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| 1. In their PLCs, teachers will examine ongoing classroom reading comprehension assessments (conversations, observations, products), identify students for small group instruction, plan and implement this instruction, and reflect on the effectiveness of these group lessons.
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| 1. Teachers will plan and implement Culturally Responsive Reading Workshop Lessons.
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| **Mathematics Goal:** To improve student achievement in problem solving in relation to number sense |
| **Student Evidence***(Performance Measure(s))*  | **Where did you begin?***(Baseline: year and results)*  | **Where do you want to be?***(Target)* |
| School-Based AssessmentPrimary | **Term 2 2019*****Representing & Partitioning Numbers to 7***Limited: 2%Developing: 14%Competent: 52%In Depth: 32%Competent + In Depth: 84% | Improvement over baseline. |
| School-Based AssessmentGrade 1 | **Term 2 2019*****Representing & Partitioning Numbers to 20***Limited: 3%Developing: 33%Competent: 55%In Depth: 9%Competent + In Depth: 64% | Improvement over baseline |
| School-Based AssessmentGrade 2 | **Term 2 2019*****Representing & Partitioning Numbers to 100***Limited: 4%Developing: 13%Competent: 69%In Depth: 15%Competent + In Depth: 83% | Improvement over baseline |
| School-Based AssessmentGrade 3 | **Term 2 2019*****Representing & Partitioning Numbers to 1000***Limited: 3%Developing: 11%Competent: 82%In Depth: 5%Competent + In Depth: 87% | Improvement over baseline |
| School-Based AssessmentGrade 4 | **Term 2 2019*****Addition and Subtraction***Limited: 7%Developing: 20%Competent: 54%In Depth: 20%Competent + In Depth: 73% | Improvement over baseline |
| School-Based AssessmentGrade 5 | **Term 2 2019*****2-digit by 2-digit Multiplication***Limited: 4%Developing: 23%Competent: 37%In Depth: 37%Competent + In Depth: 73% | Improvement over baseline |
| School-Based AssessmentGrade 6 | **Term 2 2019*****Decimal and Whole Number Multiplication***Limited: 0%Developing: 32%Competent: 55%In Depth: 14%Competent + In Depth: 68% | Improvement over baseline |
| School-Based AssessmentsGrade P-6 | **Term 3 2019** NA | NA |
| Provincial Assessments Gr 3 Math | 2018-2019 Level 1 – 8%Level 2 – 16%Level 3 – 61%Level 4 - 16% | Improvement over baseline. Including cohort comparison  |
| Provincial Assessments Gr 6 Math | 2018-2019 Level 1 – 7%Level 2 – 11%Level 3 – 67%Level 4 – 15% | Improvement over baseline.Including cohort comparison |
| **Strategies:***(assessment for learning, instruction and learning team focus)* |
| 1. Teachers will use a balanced approach (open, guided and direct instructional models) to teaching number sense, emphasizing constructivist models (open & guided)
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| 1. Teachers will use a balanced approach to classroom assessment (conversations, observations, and products) to assess students’ mathematical problem solving, using the information to make instructional decisions.
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| 1. In their PLCs, teachers will work collaboratively with a focus on using classroom assessment information to identify students not meeting number sense learning targets, plan and implement instructional strategies in response to this information, and reflect on the effectiveness of these interventions.
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| 1. Teachers will plan and implement Culturally Responsive Constructivist Three Part Lessons.
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*Supporting data sources may include survey information.*

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| **Well-Being Goal: We will improve student well-being within the larger school community** |
| **Student Evidence***(Performance Measure(s))*  | **Where did you begin?***(Baseline: year and results)*  | **Where do you want to be?***(Target)* |
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| **Strategies:** |
| We will work collaboratively to share learning experiences through PLC, CoP, staff meetings, SPT and have an open door in the administrative offices by supporting/helping each other to become our personal best, therefore improving our best teaching practices and learning community as a whole. |
| We will use the Caring School Program, SPT members, parental support to help support student/classroom needs, providing a breakfast and milk program, building a positive school community that supports the needs of all school members to feel safe and secure in an all around nourishing way. |

**Date shared with SAC** *[02/05/2019]***:**