# School Student Success Plan

**School: Sir Charles Tupper School Grade Configuration: Primary – Grade 6**

**Principal: Patricia Woodbury Student Enrollment: 206**

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

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

|  |  |  |
| --- | --- | --- |
| **Literacy Goal: To improve student achievement in writing with a focus on organization and conventions.** | | |
| **Student Evidence**  *(Performance Measure(s))* | **Where did you begin?**  *(Baseline: year and results)* | **Where do you want to be?**  *(Target)* |
| RWM6 (Writing Organization) | **2017-18**  Level 1: 0%  Level 2: 15%  Level 3: 68%  Level 4: 18%  Levels 3+4: 85% | Improvement over baseline |
| RWM6 (Writing Conventions) | **2017-18**  Level 1: 0%  Level 2: 15%  Level 3: 71%  Level 4: 15%  Levels 3+4: 85% | Improvement over baseline |
| RWM3 (Writing) | **Spring 2019** | Improvement over baseline |
| School-based assessment | **Spring 2018** | Improvement over baseline |
| **Strategies:** *(assessment for learning, instruction and learning team focus)* | | |
| Teachers will use the writer’s workshop model daily, with an emphasis on conferring in order to support student’s writing strategies with a focus on organization and conventions. | | |
| Teachers will involve students in assessing their own writing through the use of anchor charts, writing exemplars, editing strategies, rubrics and checklists. | | |
| As a PLC, teachers will collaboratively examine ongoing classroom writing samples to identify students for small group instruction, plan and implement this instruction, and reflect on the effectiveness of these group lessons. | | |

|  |  |  |
| --- | --- | --- |
| **Mathematics Goal: To improve student achievement in mathematical problem solving.** | | |
| **Student Evidence**  *(Performance Measure(s))* | **Where did you begin?**  *(Baseline: year and results)* | **Where do you want to be?**  *(Target)* |
| RWM6 (Math) | **2017-18**  Level 1: 3%  Level 2: 9%  Level 3: 50%  Level 4: 38%  Levels 3+4: 88% | Improvement over baseline |
| RWM3 (Writing) | **Spring 2019** | Improvement over baseline |
| School-based assessment | **Spring 2018** | Improvement over baseline |
| **Strategies:** *(assessment for learning, instruction and learning team focus)* | | |
| Teachers will use a constructivist approach to math instruction with an emphasis on effectively activating prior knowledge and setting up the problem. | | |
| Teachers will provide students with effective and timely descriptive feedback, showing them what they are doing well and what they can do to improve when solving mathematical problems. | | |
| As a PLC, teachers will collaboratively examine ongoing classroom assessment of mathematical problem solving (conversations, observations, products), identify students for small group instruction, plan and implement this instruction, and reflect on the effectiveness of these group lessons. | | |

|  |  |  |
| --- | --- | --- |
| **Well-Being Goal:** We will improve student well-being at Sir Charles Tupper School. | | |
| **Student Evidence**  *(Performance Measure(s))* | **Where did you begin?**  *(Baseline: year and results)* | **Where do you want to be?**  *(Target)* |
| Provincial Student Well-Being Survey (items to be determined) | 2018-19 | Improvement from baseline |
| **Strategies:** | | |
| Teach social-emotional learning in variety of ways:   * Discuss ways to talk about a range of emotions * Help students learn to consider the well-being of others | | |

**Date shared with SAC:** *05/03/2018*