# Student Success Plan **School Annual Report**

*This form is to be submitted annually to communicate the achievement of your students and to identify next steps.*

**School: Sir Charles Tupper Elementary School Year: 2017-18**

**Principal: Patricia Woodbury Student Enrollment: 205**

|  |
| --- |
| **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)* | **Where are you now?***(progress)* |
| RWM6 (Writing Organization) | **2017-18**Level 1: 0%Level 2: 15%Level 3: 68%Level 4: 18%Levels 3+4: 85% | Improvement over baseline. | To be determined, fall 2018 |
| RWM6 (Writing Conventions) | **2017-18**Level 1: 0%Level 2: 15%Level 3: 71%Level 4: 15%Levels 3+4: 85% | Improvement over baseline. | To be determined, fall 2018 |
| RWM3 (Writing) | **Spring 2019** | Baseline data will be collected in spring, 2019 | To be determined, spring 2019 |
| School-based assessment | Baseline data will be collected in the 2018-19 school year. | To be determined, fall 2018 | To be determined, fall 2019 |

|  |
| --- |
| **What did you do this year to support this goal?***(assessment for learning, instruction and learning team focus, and PD)* |
| Assessment for Learning:Focus on using the conventions of written language, such as capitalization and punctuation, and on organizing thoughts into paragraphs. Teachers noted that areas requiring further explicit instruction are:* Use of the upper case letter “i" when writing in the first person
* Use of capital letters where appropriate (e.g. “Nova scotia”)
* Transfer of writing skills from ELA to other subjects that require writing (Math, Social Studies, Health, Science)
* Making more of a connection between where they naturally pause, as they read, and writing a period.
* “Many students do not appear to realize that organizing ideas and using conventions, such as punctuation, help the author to convey their intended message to their audience. If students organize their ideas logically and use punctuation, then their writing has a greater impact.”
* Spelling (this was indicated as an area for improvement by several students during self-assessments)

Instruction/Learning Team Focus:Use of pre-writing strategies, such as graphic organizers, have helped students to organize their thoughts and to use more developed language and accurate conventions.  Use of “Writers Workshop” rubric to assess student writing has been an effective self and peer assessment tool, and has helped students to be more careful about rereading their pieces.“Editing checklists” and personal word walls have been effective strategies for supporting students in taking ownership of their writing.Using a writing conventions anchor chart daily before writing time has made the students more aware of their need to use conventions in their writing. Ongoing use of the Writing Continuum as teachers look at student writing samples in their Learning Teams.Literacy Goal (continued) - Professional Development: Discovery Education, GAFE – sessions on how to effectively use these technologies as instructional and assessment tools for integrated learning.Educational articles used as references during PD sessions on effective feedback, self-assessment, growth mindset (i.e. *More Than a Score: Using Rubrics to Provide Meaningful Formative Feedback – Karin Evans)*“Lessons Learned” documents from DEECD (Reading and Writing in Grade 6 (RW6))Time-to-Learn/Integrated Curriculum: Exploration of ways to embark on a school-wide, cross-curricular and culturally relevant project that will enhance student engagement, creativity, self-motivation, and application of learning.  |

|  |
| --- |
| **Math 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)* | **Where are you now?***(progress)* |
| RWM6 (Math) | **2017-18**Level 1: 3%Level 2: 9%Level 3: 50%Level 4: 38%Levels 3+4: 88% | Improvement over baseline | To be determined, fall 2018 |
| School-based assessment | Baseline data will be collected in the 2018-19 school year | Improvement over baseline | To be determined, fall 2019 |

|  |
| --- |
| **What did you do this year to support this goal?***(assessment for learning, instruction and learning team focus, and PD)* |
| Assessment for Learning:Teachers noted that areas requiring further explicit instruction are:* A focus on the 3-read strategy when approaching a problem; learning to pull out the important and necessary information
* Working through multi-step problems
* Growth mindset: “Even when the students were taught many strategies and given the tools to solve mathematical problems, I found that if they didn't possess the grit to follow through, then they would give up easily on finding a solution.  It was only after our classroom discussions, that they realized the productive struggles they experienced while trying to find the solution was more important than finding the answer.”
* “Many students have the impression that it is "better" to solve word problems without drawing diagrams or data tables or without using concrete manipulatives to support their understanding. It would be beneficial to create a more positive attitude towards using objects.​”

Instruction/Learning Team Focus:* Strategy/assessment tool (graphic: “initial, change, result”)
* Math Records
* Instruction: use of the “strike-through” strategy to cross off irrelevant information and a highlighter to show what information is important and necessary for the solving of the problem (“big” ideas).
* Having students create word problems that have information that is *not* necessary has helped students look for clues to information they don't need when they are solving.
* 3 part lesson model with specific time to share either individually through conferencing with the teacher or during small group/full class sharing circles has helped students develop their communication skills when describing strategies used for problem solving.
* Teaching students to circle the necessary information and to draw pictures to help clarify thinking
* Math “journals” for problem-solving
* Sharing their strategies by using the document camera and or taking a photo on the teacher's phone and then sharing it via the air server on the LCD has been most beneficial so that others can "see" how that student solved the problem.

Math Goal (continued) - Professional Development:Shared activities/questions from Marion Small’s Open Questions(also purchased this resource for all classes P-6 for future PD)Teacher-led PD:Strategy/assessment tool (graphic: “initial, change, result”)Math RecordsDiscovery Education website: sessions on how to effectively use this website as an instructional and assessment tool for integrated learning.Teaching Channel resource – video and sample of graphic organizer to support problem solving.“Lessons Learned” documents from DEECD Mathematics in Grade 6 (M6)Educational articles used as references during PD sessions on effective feedback, self-assessment, growth mindset (i.e. *More Than a Score: Using Rubrics to Provide Meaningful Formative Feedback – Karin Evans)*Time-to-Learn/Integrated Curriculum: Exploration of ways to embark on a school-wide, cross-curricular and culturally relevant project that will enhance student engagement, creativity, self-motivation, and application of learning. Next Year: Request for Math Specialist to coach teachers on how to support students when they get “hung up” in a specific area of problem-solving.“Partnering with a class of younger students to have my students teach the younger students how to solve problems. By doing so, my hope is that my students will need to think about how to think about solving word problems.” |

**Date shared with SAC** *[27/06/2018]***:**