

School Student Success Plan

School Name: Hebbville Academy

Principal: Stephen Johnson

Grade Configuration: P-9

Student Enrollment:

Student Achievement Goals

Supporting Data Sources will include Provincial, Board, School/Classroom Assessment Results:

Literacy Goal: The percentage of Hebbville Academy students meeting or exceeding the reading expectations of the RW3 and RW6 provincial assessment will be at or above the provincial average.		
Performance Measure(s)	Data: Base Year	Target
NS Provincial Assessment: RW3	75% (2016-17) Met Expectation in Reading	Increase Over Baseline (2017-18)
NS Provincial Assessment: RW6	63.9%(2016-17) Met Expectation in Reading	Increase Over Baseline(2017-18)
Strategic Actions to Achieve Target (Assessment for learning, instruction and learning team focus/professional learning activities)		
Teachers will agree upon, know, and implement the essential literacy outcomes and strategies appropriate for each grade level.		
Within their reader's workshops, teachers will explicitly teach reading strategies and vocabulary to help students draw literal, inferential, evaluative observations across a variety of texts.		
In their CLTs, teachers will analyze student work to inform instruction and determine their next steps to support all students in reading comprehension strategies.		
Teachers will develop consistent practices for administering reliable and valid running records.		

Math Goal: In Mathematics, students will increase improvement in Number and Patterning Strands.		
Performance Measure(s)	Data: Base Year	Target
Provincial Math Assessment: Grade 4	(2016-17) 67.9%percentage meeting expectation	Increase over baseline (2017-18)
Provincial Math Assessment: Grade 6	(2016-17) 58.6% percentage meeting expectation	Increase over baseline(2017-18)

Strategic Actions to Achieve Target (Assessment for learning, instruction and learning team focus/professional learning activities)		
Teachers will consistently use the provincial mathematics curriculum documents and yearly plans for recommended scope and sequence for Number and Patterning Strands at their grade levels		
Teachers will share learning targets with their students for every lesson.		
In their CLTs, teachers will examine evidence of student learning to inform the next steps for instruction and assessment.		
Teachers will implement the “Workshop” model in Mathematics on a consistent basis with a focus Time to Teach, Time to Practice and Time to Share		

Safe and Inclusive Learning Environment Goal

Supporting Data Sources may include Survey Information:

Goal: Students will indicate a decrease in feelings of moderate or high levels of anxiety.		
Performance Measure(s)	Data: Base Year	Target
Tell Them From Me Survey (2015-16)	%(students reporting moderate to high levels of anxiety)	Increase over baseline
Strategic Actions to Achieve Target		
Teachers will continue with consistent implementation of social/emotional curriculum at appropriate grade levels (Minds Up, PATHS, Zones of Regulation, Mindfulness, Conflict Resolution, Social Justice)		
During CLTs, teachers will explore and implement agreed upon strategies for supporting students with feelings of fear, anxiety and worry about particular events or situations.		
At all grade levels, teachers will share learning targets with their students.		
Teachers will explore and implement strategies to increase engagement activities and purposeful interactions in areas identified as “high risk” zones for increased negative incidents (such as peer leadership opportunities and activities as well as potentially establishing play areas to incorporate loose parts).		

Shared with SAC, Date: _____

