

School Student Success Plan

School: Chester District School

Grade Configuration: P-5

Principal: Bernie Van Doninck

Student Enrollment: 284

Data sources will include provincial, school board, school, and/or classroom assessment results.

Literacy Goal: Students at Chester District School will demonstrate an improvement in reading comprehension with an emphasis on synthesizing, inferring, questioning and making connections.		
Student Evidence <i>(performance measure(s))</i>	Where did you begin? <i>(baseline year and results)</i>	Where do you want to be? <i>(target)</i>
SELL/ExSELL Reading Assessment	69% (2015-16)	Increase over baseline(2017-18)
NS Provincial RW3 Assessment, Percent meeting provincial expectations in reading	66% (2016-17) -this was the most recently updated result, and can be used as baseline for when it is written again in Spring, 2019	Increase over baseline (2018-19)
NS Provincial RW6 Assessment: Percent meeting provincial expectations in reading	59.6% (2016-17) – I updated this and it can be used for this year’s measure as Gr 6 will be written in Oct 2017	Increase over baseline (2017-18)
Strategies—What will you do this year to support this goal? <i>(assessment for learning, instruction, and learning team focus)</i>		
Teachers will develop and implement consistent practices for administering reliable and valid Running Records.		
Teachers will extend opportunities for students to read appropriate level texts at their reading level.		
Teachers will work collaboratively in PLCs and during Embedded Time to identify essential and valued student learning and develop impactful instructional strategies based on assessment results that support student learning in the area of comprehension.		
Teachers will work collaboratively in PLCs and during Embedded Time to develop and implement common formative assessments, analyze current levels of achievement and set achievement goals.		

Math Goal: Students at Chester District School will demonstrate improvement in whole number operations with an emphasis on applying their knowledge of basic fact strategies.		
Student Evidence <i>(performance measure(s))</i>	Where did you begin? <i>(baseline year and results)</i>	Where do you want to be? <i>(target)</i>
NS Provincial Grade 6 Math Assessment	65.5% (2016-17)	Increase over baseline (2017-18)
Grade 2 Common Assessment	Baseline in number to be determined this fall?	Increase over baseline (2017-18)

Strategies—What will you do this year to support this goal? (assessment for learning, instruction, and learning team focus)		
Teachers will implement consistent practices for learning math facts as recommended in the grade level curriculum documents.		
Teachers will extend opportunities for students to apply their knowledge of basic facts to problem solving situations.		
Teachers will work collaboratively in PLCs and during Embedded Time to identify essential and valued student learning and develop impactful instructional strategies based on assessment results that support student learning in the area of basic math facts.		
Teachers will work collaboratively in PLCs and during Embedded Time to develop and implement common formative assessments, analyze current levels of achievement and set achievement goals.		

Supporting data sources may include survey information.

Safe and Inclusive Learning Environment Goal: Students at Chester District School will demonstrate an improvement in positive responses in regard to feeling safe and included in school.		
Evidence (performance measure(s))	Where did you begin? (baseline year and results)	Where do you want to be? (target)
Tell Them From Me Survey- Positive Sense of Belonging	80% (2015-16)	Increase over baseline
Tell Them From Me Survey- Sense of Safety	55% (2015-16)	Increase over baseline
School-Wide Survey Measure?	Baseline to be determined this year?	Increase over baseline (2018-19)?
Strategies—What will you do this year to support this goal? (assessment for learning, instruction, and learning team focus)		

Date shared with SAC