NOVA SCOTIA

School Student Success Plan

School: Aspotogan Consolidated Elementary School   **Grade Configuration: P-5**

Principal: Carol Hughes   **Student Enrollment: 136**

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

Literacy Goal: By 2017-2018 ACES Students will improve in reading.		
Student Evidence *(performance measure(s))*	**Where did you begin?** *(baseline year and results)*	**Where do you want to be?** *(target)*
There will be an increase of individual student's reading levels, of students not currently meeting grade level reading expectations, based on the following criteria: Primary: Foundational Year Grade One: 4 Levels Grade Two: 3 Levels Grade Three: 3 Levels Grade Four: 3 Levels Grade Five: 3 Levels	Yearly: Individual oral reading records: Fall-Spring	Individual student's meet designated growth rate per grade level over each school year
Strategies—What will you do this year to support this goal? *(assessment for learning, instruction, and learning team focus)*		
Collect student running record information and data to inform instruction, support intervention time, and create a Data Wall to track and Monitor Student Achievement- (end of September).		
Respond to the specific literacy learning needs of all ACES students by using current literacy assessment data to inform classroom instruction and support the whole school **Respond and Reinforce** (**R&R**) **Plan**. The R&R Plan recognizes that not all students have the same literacy needs. By focusing on the specific areas of need each student will receive timely and individualized support which will directly support the school literacy goal.		
Teachers and school support staff will participate in the **Respond and Reinforce** (R&R) **Plan**: - students will be grouped according to specific literacy needs - a teacher and/or teacher-support staff member will provide targeted support for each focus group literacy focus groups will meet for 30 minutes on an pre-determined day and time of the week		

Math Goal: To improve in mathematics achievement in the geometry strand by focusing on the math vocabulary.		
Student Evidence *(performance measure(s))*	**Where did you begin?** *(baseline year and results)*	**Where do you want to be?** *(target)*
No Longer a gr 4 assessment Maybe you could use the Gr 3 (Spring of 2019) or 2 Common?	?	**Improve over baseline**
Strategies—What will you do this year to support this goal? *(assessment for learning, instruction, and learning team focus)*		
Teachers will follow the mathematics yearly plan at each grade level to address Geometry outcomes in the recommended sequence.		
Teachers will use geometric language to help students to describe 2D shapes and 3D objects the increased accuracy.		
Teachers will assess student understanding of geometric concepts on an ongoing basis		
Teachers will incorporate the appropriate geometric language in lessons as well as word wall words, having student verbalize the geometric language of math		
Teachers will be provided with the opportunity to invite math coaches and interventionists to collaborate to support student learning.		

Safe and Inclusive Learning Environment Goal: By 2017-2018 students will improve in their self-regulation skills.		
Evidence *(performance measure(s))*	**Where did you begin?** *(baseline year and results)*	**Where do you want to be?** *(target)*
Behavioral incident tracking in power school	# 2015-16 (189) office referrals # 2015-16 (189) in incident reports	Decrease in office referrals from baseline Decrease in incident reports from baseline
Student/classroom attendance form	# 2015-2016 (baseline will be established in 2016-17)	Increase student time in class by using a data tracking protocol
Strategies—What will you do this year to support this goal? *(assessment for learning, instruction, and learning team focus)*		
Teachers will implement behavior plans- PATHS, Self-regulation activities such as movement breaks, fidget toys, etc.		
Staff will participate in professional development regarding movement breaks and self-regulation strategies.		
Staff will create and implement a common school wide protocol for managing behavior- major, middle, minor.		

Date shared with SAC