

School Student Success Plan

School Name: Liverpool Regional High School

Principal: Jeanie Rhodenizer

Grade Configuration: 9-12

Student Enrollment:

Student Achievement Goals

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

Literacy Goal: Students will improve their writing development and comprehension through increased speaking and listening opportunities across the curriculum.		
Performance Measure(s)	Data: Base Year	Target
Grade 8 RWM Provincial Assessment	2015-16 Writing (Ideas: 90%, Organization: 80%, Language Use: 83%, Conventions: 65% Meeting Expectations)	Increase over baseline (2017-18)
Grade 10 English Examination	2015-16 Writing (Ideas:59%, Organization:56%, Language Use:55%, Conventions:58%)	Increase over baseline (2017-18)
Strategic Actions to Achieve Target (Assessment for learning, instruction and learning team focus/professional learning activities)		
Teachers will increase purposeful student speaking and “sharing and reflecting” opportunities in each classroom across all curriculum areas.		
Teachers and administrators will build shared knowledge about speaking and listening and the relationship and link to improvement in writing.		
Teachers and administrators will, through CLTs explore, model, share and implement best instructional strategies for speaking and listening (increased student conversations, exit cards, questioning, think-pair-share, turn and talk).		

Math Goal: To improve student achievement in problem solving in Math.

Performance Measure(s)	Data: Base Year	Target
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Grade 8 RWM Provincial Assessment	2015-16 75% of students Meeting Expectation in Math	Increase over baseline (2017-18)
Grade 10 Math Provincial Exam (Analysis Level Questions)	2015-16 Math Analysis Level Questions 51% of students At Expectation for Analysis level questions (29 of 57 students)	Increase over baseline (2017-18)
Grade 10 Common Math Assessment, SSRSB	2016-17 (Baseline to be determined)	Increase over baseline (2017-18)
Strategic Actions to Achieve Target (Assessment for learning, instruction and learning team focus/professional learning activities)		
Teachers will work collaboratively to explore best instructional strategies used to differentiate instruction to improve mathematical problem solving for all students.		
Teachers will work collaboratively to explore, model, share and implement best instructional strategies for speaking and listening (increased student conversations, exit cards, questioning, think-pair-share, turn and talk) to improve problem solving ability.		
Teachers will increase opportunities for students to create story problems and respond using multiple ways of representing knowledge (contextual, concrete, pictorial, symbolic and verbal representations of mathematics).		
Teachers will explore available technology applications to enhance student engagement in real mathematical problem solving.		

Safe and Inclusive Learning Environment Goal (if applicable)

Supporting Data Sources may include Survey Information:

Goal: An example goal: Students will indicate a decrease in feelings of moderate or high levels of anxiety.		
Performance Measure(s)	Data: Base Year	Target
TTFM (2015)	Jeanie, you could fill in the percentage reporting moderate to high levels of anxiety as I don't have access to the TTFM survey.	Decrease from baseline (2016-17)
Strategic Actions to Achieve Target		
During CLTs, teachers will explore and implement explicit strategies for supporting students with feelings of fear, anxiety and worry.		

Teachers will continue with implementation of curriculum and programs to support all students in the area of anxiety.

Curriculum Area Goal

Goal: Students will improve in Grade 10 Mathematics		
Performance Measure(s)	Data: Base Year	Target
Grade 10 Provincial Math Exam	59% of students Meeting Expectation (2015-16)	Increase over baseline
Grade 10 Common Math Assessment, SSRSB	2016-17 (Baseline to be determined)	Increase over baseline
Strategic Actions to Achieve Target		
Teachers will continue to work collaboratively to implement common Math Assessment, analyze current levels of achievement and set achievement goals.		
Teachers will explore, model, share and implement best instructional strategies for speaking and listening (increased student conversations, exit cards, questioning, think-pair-share, turn and talk) to improve problem solving ability.		

Shared with SAC, Date: _____