

# School Student Success Plan

School Name: NQCS

Principal: Sarah Baker

Grade Configuration: P-12

Student Enrollment: 230

## Student Achievement Goals

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

<b>Literacy Goal:</b> <u>Elementary:</u> Students will improve their ability to effectively communicate their understanding through writing. <u>Junior/Senior:</u> Improve student achievement in reading comprehension of informational text.		
Performance Measure(s)	Data: Base Year	Target
Grade 3 Writing	2015/16- 41% meeting expectation	Increase over baseline (2017-18)
Grade 6 Writing	2015/16: 57% meeting expectation	Increase over baseline (2017-18)
SELL/EXSELL Writing (all grades)	2015/2016:60% meeting expectation	Increase over baseline (2017-18)
NSE 10 Reading	2015/16: 53% meeting expectation	Increase over baseline (2017-18)
<b>Strategic Actions to Achieve Target (Assessment for learning, instruction and learning team focus/professional learning activities)</b>		
<u>Elementary:</u> <ol style="list-style-type: none"><li>1. Teachers will provide explicit teaching and guided writing opportunities in the areas of supporting evidence and details, word choice, audience, voice.</li><li>2. Within CLTs, teachers will identify, develop and implement common formative assessment practices, analyze current levels of student achievement to then determine next instructional steps</li><li>3. Teachers will identify, develop and implement common assessment rubrics for scoring and analyzing writing stages (such as Nova Scotia Assessments: Analytic Scoring Rubric for Writing).</li><li>4. Teachers will increase opportunities for oral language development within the “Writers Workshop” model (Time to Teach, Time to Practice, Time to Share and Reflect).</li></ol>		

Junior/Senior:

1. Within CLTs, teachers will develop a common understanding of how effective readers use a variety of strategies to construct meaning from text and use this understanding to implement common formative assessment practices related to informational text comprehension, analyze current levels of achievement and determine next instructional steps.
2. Teachers will, during Collaborative Learning Teams, identify, explore and implement effective technology applications that may be used to support reading comprehension
3. ELA teachers will implement a Reader's Workshop approach in daily classroom instruction (Time to Teach, Time to Practice, Time to Share and Reflect)

**Math Goal:**

Elementary: Students will improve mathematical problem solving.

Junior/Senior: Improve student achievement in the application of mathematical reasoning.

<b>Performance Measure(s)</b>	<b>Data: Base Year</b>	<b>Target</b>
Grade 4 Math	2015/16:70% meeting expectation	Increase over baseline (2017-18)
Grade 6 Math	2015/16:53% meeting expectation	Increase over baseline (2017-18)
Grade 8 Math	2015/16: 63% meeting expectation	Increase over baseline (2017-18)
NSE Math 10	2015/16	Increase over baseline (2017-18)
NSE Math@Work 10	2015/16	Increase over baseline (2017-18)

**Strategic Actions to Achieve Target (Assessment for learning, instruction and learning team focus/professional learning activities)**

Elementary:

1. Teachers will increase opportunities for mathematical understanding through strategies such as daily number talks and mental math experiences.
2. Teachers will, during CLTs explore, develop and implement common assessment tools to track development and understanding of problem solving
3. Teachers will increase opportunities for students to create story problems and respond using multiple ways of representing knowledge (conceptual, pictorial, etc.)

Junior/Senior:

1. Teachers, during CLTs, will identify, explore and implement best instructional practices (increased student conversations, exit passes, journals, effective questioning, think-pair-share) to improve mathematical reasoning.
2. Teachers will, during CLTs, explore, develop and implement common assessment tools to track development and understanding of mathematical reasoning.

3. Teachers will use the provincial mathematics curriculum documents and yearly plans for recommended scope and sequence to teach operational strategies
4. Teachers will model and request multiple ways of representing consistently across all levels: contextual, concrete, pictorial, symbolic and verbal.

### Safe and Inclusive Learning Environment Goal (if applicable)

Supporting Data Sources may include Survey Information:

<b>Goal:</b> Have decided against this as it was the focus the past two years, we need to implement the ideas that were generated from CLT work in 2014 – 2016.		
Performance Measure(s)	Data: Base Year	Target
<b>Strategic Actions to Achieve Target</b>		

### Curriculum Area Goals (if applicable)

<b>Goal:</b> Tie this with informational text goal from junior/senior high. Under guidance of High School Literacy Lead Team (Cameron, Julie, Meg, Yvonne).		
Performance Measure(s)	Data: Base Year	Target
<b>Strategic Actions to Achieve Target (Assessment for learning, instruction and learning team focus/professional learning activities)</b>		

<b>Goal:</b>		
<b>Performance Measure(s)</b>	<b>Data: Base Year</b>	<b>Target</b>
<b>Strategic Actions to Achieve Target (Assessment for learning, instruction and learning team focus/professional learning activities)</b>		

<b>Goal:</b>		
<b>Performance Measure(s)</b>	<b>Data: Base Year</b>	<b>Target</b>
<b>Strategic Actions to Achieve Target (Assessment for learning, instruction and learning team focus/professional learning activities)</b>		

Shared with SAC, Date: \_\_\_\_\_

### Specialists at High School Level

Goal: Create a differentiated “tool kit” for teachers.

1. Develop tools for differentiated common formative assessment practices.
2. Develop effective technology/differentiated scaffolding activities to support reading comprehension and math problem-solving