

# School Student Success Plan

School Name: New Ross Consolidated School

Principal: Lindsay Willow

Grade Configuration: P to 8

Student Enrollment: 90

## Student Achievement Goals

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

### Literacy Goal:

**Primary to Grade 4:** Students will demonstrate an improvement in writing with a focus on conventions.

**Grade 5 to Grade 8:** Students will improve in comprehension with a focus on inferring and analyzing.

Performance Measure(s)	Data: Base Year	Target
SELL/EXSELL	2015-16 (All Grades Combined) Reading: 74% meeting expectation Writing: 79% meeting expectation	Increase over baseline (2017-18)
Provincial Assessments	2015-16 RW3- Writing 96% meeting expectation RW6- Writing 76% meeting expectation	Increase over baseline (2017-18)
Baseline Assessment and Closing Assessment	2016-17 (To be established this year)	Increase over baseline (2017-18)

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

P-4: Teachers, during CLTs, will explore and use student evidence to track progress and proficiency for use of conventions of writing in their daily writing tasks.

5-8: Teachers, during CLTs, will explore and use student assessment evidence to track proficiency of understanding with inferring and analyzing in their writing tasks.

P-4: Teachers will implement a journal exit pass, using a common format to reflect on daily learning

goal and with a focus on conventions.
5-8: Teachers will implement exit passes, using a common format to reflect on daily learning goal.
P-4: Teachers will, during CLTs, establish a common vocabulary to be used across all subject areas when discussing the importance of conventions.
5-8: Teachers will establish a common vocabulary to be used across all subjects areas when discussing the four steps of inferencing.
P-4: Teachers will implement a checklist for conventions that students will utilize at the completion of writing assignments.
P-4: Math teachers will use a conventions checklist when students are answering Math Story problems.

<b>Numeracy Goal:</b>  <b>Primary to Grade 4 Goal:</b> Students will improve their understanding of how to apply problem solving strategies when addressing story problems.  <b>Grade 5 to 8 Goal:</b> Students will improve their understanding of how to apply strategies in order to solve and create word problems.		
Performance Measure(s)	Data: Base Year	Target
Common Assessment : Baseline Assessment and Closing Assessment	2016-17 (Baseline To Be Established)	Increase over baseline (2017-18)
Provincial Assessments	2015-16 M4–93% Meeting Expectation M6-90% Meeting Expectation M8-70% 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>		
Grade P to 4: Students will use the three-read strategy when attempting to solve story problems.  Grade 5 to 8: Teachers will use level 3 questions as exit passes when lesson outcomes incorporate word problems.		
Grade P to 8: Teachers, during CLTs, will explore and implement a variety of instructional strategies and best practices to improve mathematical problem solving.		

Grade P to 8: 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

Supporting Data Sources may include Survey Information:

<b>Goal:</b> <b>Primary to Grade 8 Goal:</b> To improve cultural competency by embedding Mi'kmaq culture into daily learning and teaching.		
Performance Measure(s)	Data: Base Year	Target
TTFM Survey (Positive Sense of Belonging Measure)	2015-16 ( 95% )	To increase over baseline (2016-17)
TTFM Survey (Inclusive School Measure)	2015-16 (?)	To Increase over baseline (2016-17)
<b>Strategic Actions to Achieve Target</b>		
Mi'kmawé'l Tan Teli-kina'muemk Teaching About the Mi'kmaq Resource will be followed.		
Teachers will, during CLTs, explore and create activities and lessons that place students into a perspective-taking role.		
Staff will increase visible representation of Mi'kmaq culture throughout the school building in décor, displays, guests, and connections in and outside the classroom.		
Teachers will incorporate across subjects short stories, non-fiction articles, poetry, art, music that embrace aspects of Mi'kmaq culture.		

Shared with SAC, Date: \_\_\_\_October 6 2016\_\_\_\_\_