

# School Student Success Plan

**School Name:** Petite Riviere Elementary School

**Principal:** Scott Rawding

**Grade Configuration:** P/1, 1/2, 3/4, 5/6

**Student Enrollment:** 71

## Student Achievement Goals

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

| <b>Literacy Goal:</b> Students will demonstrate growth in writing, with a focus on conventions that contribute to enhanced communication in their writing.                                  |   |                                  |
|---|---|----------------------------------|
| Performance Measure(s)  | Data: Base Year                                     | Target                           |
| Provincial Assessment Grade 3   | 66.7% Meeting expectations (2014-15 in Conventions) | Increase over baseline (2017-18) |
| Provincial Assessment Grade 6   | 69.2% Meeting Expectations (2014-15 in Conventions) | Increase over baseline(2017-18)  |
| Observational Surveys   | 67% Meeting in Writing                              | Increase over baseline (2017-18) |
| <b>Strategic Actions to Achieve Target (Assessment for learning, instruction and learning team focus/professional learning activities)</b>  |   |                                  |
| During Collaborative Learning Teams (CLTs), teachers and administrators will establish a common curriculum map to be used across all subject areas and grade levels when using conventions. |   |                                  |
| Teachers, during CLTs, will develop and implement a checklist for conventions that students will utilize at the completion of writing assignments.  |   |                                  |
| Teachers and administrators will, during CLTs, explore and use student evidence to track progress and proficiency for use of conventions of writing in their daily writing tasks.           |   |                                  |

| <b>Math Goal:</b> Students will demonstrate growth in representing and partitioning numbers. |                                     |                                  |
|--|-------------------------------------|----------------------------------|
| Performance Measure(s)   | Data: Base Year                     | Target                           |
| Provincial Assessment Grade 4  | 85.7 Meeting Expectations (2014-15) | Increase over baseline (2017-18) |
| Provincial Assessment Grade 6  | 84.6 Meeting Expectations (2014-15) | Increase over baseline (2017-18) |
| Grade 2 Common Assessment  | Baseline to be established 2016     | Increase over baseline (2017-18) |

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

During Collaborative Learning Team (CLT) time, teachers will engage in a “book club” model with shared learning about Alex Lawson’s book “What to Look For- Understanding and Developing Student Thinking in Early Numeracy” to explore and implement best instructional practices for partitioning.

Teachers will model and request multiple ways of representing consistently across all levels: contextual, concrete, pictorial, symbolic and verbal.

During CLTs, teachers will explore, develop and implement a common formative assessment to analyze current levels of student achievement and set achievement goals for students with representing and partitioning numbers.

Teachers and administrators will explore, identify and implement effective technology applications that may be used to support partitioning.

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

Supporting Data Sources may include Survey Information:

**Goal:** Students will develop strategies in coping with anxiety experienced in their academic and social environments.

| <b>Performance Measure(s)</b> | <b>Data: Base Year</b>  | <b>Target</b>   |
|-------------------------------|---|---|
| TTFM Survey                   | Gr 4/5/6 (May 2016)<br>19% moderate to high levels of anxiety | Decrease number of students who report moderate to high levels of anxiety (2016-17) |

**Strategic Actions to Achieve Target**

Teachers will continue with consistent implementation of PATHS curriculum, Mind Up and Zones of Regulation.

During CLTs, teachers will explore and implement explicit strategies for supporting students with feelings of fear, anxiety and worry about particular events or social situations.

Teachers will explore and implement strategies to increase engagement activities and positive peer interactions (ie: peer leadership opportunities, organized activities such as outdoor classroom areas, loose parts, sports/physical activities).

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