

# Student Success Plan School Annual Report

*This form is to be submitted annually to communicate the achievement of your students and to identify next steps.*

**School:** Caudle Park

**School Year:** 2018-2019

**Principal:** Thomas Cleary

**Student Enrollment:** 196

<p><b>Literacy Goal:</b> Students will demonstrate improvement in writing in the areas of organization, language use, ideas and conventions.</p>			
<b>Student Evidence (performance measure(s))</b>	<b>Where did you begin? (baseline year and results)</b>	<b>Where do you want to be? (target)</b>	<b>Where are you now? (progress)</b>
RWM6 (Writing) <i>NOTE: CPE grade 5 students</i>	<p>2017-18 Percentage of Students at Level 3+4 in Following Areas:</p> <ul style="list-style-type: none"> <li>• Writing – 81%</li> <li>• Organization – 56%</li> <li>• Language Use – 61%</li> <li>• Conventions – 60%</li> </ul>	<p>Improvement over baseline Cohort comparison improvement</p>	<p>2018-19 Percentage of Students at Level 3+4 in Following Areas:</p> <ul style="list-style-type: none"> <li>• Writing – 84%</li> <li>• Organization – 63%</li> <li>• Language Use – 72%</li> <li>• Conventions – 60%</li> </ul>
School Based Assessment	<p>December 2018 Percentage of Students at Level 3+4 in Following Areas:</p> <ul style="list-style-type: none"> <li>• Language Use – 56%</li> <li>• Sentence Structure – 66%</li> <li>• Clear Beginning / Middle / End – 41%</li> <li>• Paragraph Structure – 37%</li> <li>• Spelling – 58%</li> </ul>	<p>Improvement over baseline</p>	<p>June 2019 Percentage of Students at Level 3+4 in Following Areas:</p> <ul style="list-style-type: none"> <li>• Language Use – 75%</li> <li>• Sentence Structure – 74%</li> <li>• Clear Beginning / Middle / End – 58%</li> <li>• Paragraph Structure – 48%</li> <li>• Spelling – 64%</li> </ul>

## **What did you do this year to support this goal?**

*(assessment for learning, instruction and learning team focus, and PD)*

To ensure student achievement in Caudle Park's Literacy Goal, our staff engaged in a variety of Professional Development activities directly related to the strategies outlined in our Student Success Plan.

- Teachers will continue to implement the writer's workshop model in their daily instruction with an emphasis on conferencing and guided/small group instruction.
  - All classroom teachers at Caudle Park were using the writer's workshop model in their daily instruction and engaged in conferencing and small group instruction.
  - All classroom teachers collaborated to ensure consistent implementation in Writer's Workshop Model in classrooms.
- In PLCs, teachers will develop common assessment practices, using the writing continuums and writing samples to guide next steps for instruction.
  - Teachers continued to engage in PLCs weekly over the course of the school year in individualized/chosen groupings as well as monthly in P-2 and 3-5 teams. During these times, teachers worked together to develop common assessment practices and common understandings of grade level continuum assessment.
- Teachers will co-construct success criteria and establish learning targets with their students.
  - Teachers engaged in some professional development around the use of common assessment rubrics school wide. They worked collaboratively to create a rubric that would be used both by students and teachers to assess work in the 5 areas outlined in our Student Success Plan. All teachers did use this for SSP common assessment reporting, and many used it on a regular basis for day-to-day assessment practices. More consistent use of this rubric will allow students to better understand what areas they need to grow in, so this will be a strategy continued next year.
- Teachers will co-construct success criteria and establish learning targets with their students.
  - Teachers engaged in some professional development around the use of learning targets with their students. Teachers are starting to post learning targets in student friendly language in their classrooms. More professional development with this strategy will take place next year

Results from the RWM6 (Writing) assessment shows an increase in the number of students able to demonstrate achievement at, or above, Level 3 - across the four assessment areas (ideas, organization, language usage and conventions) since the 2017-18 assessment.

Student achievement on school based writing (Assessed in December and June) shows an increase in the number of students able to demonstrate achievement at, or above, Level 3 - across five writing criteria (Use of Descriptive Language, Sentence Structure, Beginning/Middle and End Present, Paragraphing Skills, and Spelling). This data will continue to be tracked over time and staff are aware of students who are achieving at a level 1 and 2 in each area of assessment. Consequently, teachers have used this data not only ensure students who need interventions are receiving the appropriate supports, but to inform their practice to support achievement in all students.

<b>Math Goal:</b> Students will demonstrate improvement in number sense with a focus on representing and partitioning numbers.			
<b>Student Evidence (performance measure(s))</b>	<b>Where did you begin? (baseline year and results)</b>	<b>Where do you want to be? (target)</b>	<b>Where are you now? (progress)</b>
RWM6 (Mathematics) <i>NOTE: CPE grade 5 students</i>	2017-18 Percentage of Students at Level 3+4 in Mathematics: level 1: 13% Level 2: 19% Level 3: 68% Level 4: 0% Levels 3+4: 68%	Improvement over baseline Cohort comparison improvement	2018-19 Percentage of Students at Level 3+4 in Mathematics: level 1: 9% Level 2: 30% Level 3: 58% Level 4: 3% Levels 3+4: 61%
School Based Assessment	April 2019 Percentage of Students at Level 3+4 in Following Areas: <ul style="list-style-type: none"> <li>• Problem Solving – In the area of Partitioning – 84%</li> <li>• Communication of Understanding – 77%</li> </ul>	Improvement over Baseline	June 2019 Percentage of Students at Level 3+4 in Following Areas: <ul style="list-style-type: none"> <li>• Problem Solving – In the area of Partitioning – 85%</li> <li>• Communication of Understanding – 79%</li> </ul>
<b>What did you do this year to support this goal?</b> <i>(assessment for learning, instruction and learning team focus, and PD)</i>			
To ensure student achievement in Caudle Park's Mathematics Goal, our staff engaged in a variety of Professional Development activities directly related to the strategies outlined in our Student Success Plan.			
<ul style="list-style-type: none"> <li>• Teachers will continue to implement the Three Part Lesson Plan Model in their daily mathematics instruction with an emphasis on guided/small group instruction. <ul style="list-style-type: none"> <li>○ All classroom teachers at Caudle Park were using the Three Part Lesson model in their daily instruction and engaged in peer and small conferencing as well as small/whole group instruction.</li> <li>○ All classroom teachers collaborated to ensure consistent implementation in Three Part Lesson Model in classrooms.</li> </ul> </li> <li>• In their weekly and monthly PLC groupings, teachers collaboratively examine ongoing classroom number sense/partitioning assessments as well as students ability to communicate their understanding, so as to identify those who would benefit from small group instruction/support as well as to plan and implement this instruction and reflect on its effectiveness.</li> <li>• Teachers engaged in professional development to develop and fully understand school wide mathematics rubrics as an assessment tool. They worked collaboratively to create a rubric that would be used both by students and teachers to assess work in the areas of</li> </ul>			

Problem Solving (with a focus on partitioning) and the ability to communicate understanding. All teachers did use this rubric for SSP common assessment reporting, and many used it on a regular basis for day-to-day assessment practices. More consistent use of this rubric will allow students to better understand what areas they need to grow in, so this will be a strategy continued next year.

- Teachers will co-construct success criteria and establish learning targets with their students.
  - Teachers engaged in some professional development around the use of learning targets with their students. Teachers are starting to post learning targets in student friendly language in their classrooms. More professional development with this strategy would be useful next year.

Results from the RWM6 (Mathematics) assessment show an overall decrease in their assessed abilities from 2017-2018 to 2018-19.

Student achievement on school based mathematics assessments (Assessed in April and June) shows a modest increase of 2% in the number of students able to demonstrate achievement at, or above, Level 3 - across two mathematics criteria (Problem Solving and Communication of Understanding). This data will continue to be tracked over time and staff are aware of students who are achieving at a level 1 and 2 in each area of assessment. Consequently, teachers have used this data not only ensure students who need interventions are receiving the appropriate supports, but to inform their practice to support achievement in all students.

Date shared with SAC [18/06/2019]