

Student Success Plan and Annual Report

Note:

- The Student Success Plan is a living document and is updated throughout the year
- Use June's SSP reflection as a foundation on which to establish strategies/actions for the first short cycle
- Engage in short cycle planning processes throughout the year. Add and delete tables and rows as needed
- In June, complete and submit school staff reflection for the SSP Annual Report.

School: Caudle Park

School Year: 2023-2024

Principal:

Emilie Tsirigotis

Student Enrollment: 208

Literacy Goal: We will improve achievement in literacy for each of our students, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

Cycle 1

Evidence: How are students doing? How do you know?

P-2 Reading Evidence

Strategy/Actions: What will you do to impact the learning for each of our students?

STRATEGIC GUIDED PRACTICE AND SMALL GROUP INTERVENTION

- October 1 started focussed groups at grade level focussing on self regulation, UFLI and reading / writing strategies (SLP and Admin)
- 6 week resource blocks of support
- 30 minute PA instructional blocks (Heggerty-Pr UFLI 1-¾)
- 30 minute word work block -¼ vocabulary and multisyllabic words/ understanding words
- Use ongoing assessment information to match needs and group learners according to need
- Use of resources / videos from Literacy - Teaching and Learning site to help with strategic guided practice.

Later

- Access Literacy Coach as needed
- Teachers will be cautious about separating reading from writing during guided practice

Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)

- Small group note templates

Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)

Literacy Goal: We will improve achievement in literacy for each of our students, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

<ul style="list-style-type: none"> • <u>Running records</u> • <u>Writing samples</u> • <u>Note grids and observations during guided groups</u> <p><u>Students will...</u></p>	<ul style="list-style-type: none"> • <u>September Resource screener using the Dibbles. (Assisted with resource groupings and TST meetings).</u> • <u>September Grade 1 UFLI screener to identify support groups</u> • <u>Jan Richardson screener (Gr ¾)</u> • <u>Running record information on data wall</u> • <u>Reading recovery Data</u> <p><u>Teachers will...</u></p>
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End of Cycle 1 Reflection *(assessment for learning, instruction, learning team focus, and professional learning)*

<p><u>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</u></p> <p><u>We noticed...</u></p>	<p><u>What impact did the strategy/action have on teaching practices?</u></p> <p><u>We learned...</u></p>
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Cycle 2

<p><u>Evidence: How are students doing? How do you know?</u></p> <p><u>P-2 Reading Evidence</u></p>	<p><u>Strategy/Actions: What will you do to impact the learning for each of our students?</u></p> <p><u>High Impact Strategy...</u></p>
<p><u>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</u></p> <p><u>Students will...</u></p>	<p><u>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</u></p> <p><u>Teachers will...</u></p>

End of Cycle 2 Reflection *(assessment for learning, instruction, learning team focus, and professional learning)*

<p><u>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</u></p> <p><u>We noticed...</u></p>	<p><u>What impact did the strategy/action have on teaching practices?</u></p> <p><u>We learned...</u></p>
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Cycle 3

<p><u>Evidence: How are students doing? How do you know?</u></p> <p><u>P-2 Reading Evidence</u></p>	<p><u>Strategy/Actions: What will you do to impact the learning for each of our students?</u></p> <p><u>High Impact Strategy...</u></p>
<p><u>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</u></p> <p><u>Students will...</u></p>	<p><u>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</u></p> <p><u>Teachers will...</u></p>

End of Cycle 3 Reflection *(assessment for learning, instruction, learning team focus, and professional learning)*

<u>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</u> <u>We noticed...</u>	<u>What impact did the strategy/action have on teaching practices?</u> <u>We learned...</u>
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Mathematics Goal: We will improve achievement in mathematics for each of our students, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

Cycle 1	
<u>Evidence: How are students doing? How do you know?</u> <u>Student Mathematics Evidence ...</u> <ul style="list-style-type: none"> • <u>Computational fluency math running records</u> • <u>Focus on fluency, flexibility and efficiency during observations /record in class grid</u> • <u>Exit tickets to provide a quick snapshot of a lesson</u> 	<u>Strategy/Actions: What will you do to impact the learning for each of our students?</u> <u>ONGOING RUNNING RECORDS FOR COMPUTATIONAL FLUENCY AND RECORDING IT IN THE DATA WALL</u> <ul style="list-style-type: none"> • <u>Rote counting and counting routines in P-1</u> • <u>September:Math coach in Grade 1-3 supporting computational fluency and assessment of fact fluency</u> • <u>Grade 3 Pilot Project beginning in October with coaching/ support groups</u> • <u>Book: Figuring out Fluency books.</u> • <u>Computational fluency binder in work room with copyable templates</u> <u>Later:</u> <ul style="list-style-type: none"> • <u>Combine 3 part lessons with computational fluency block</u> • <u>Incorporate multidigit data in data wall</u> <u>High Impact Strategy...</u>
<u>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</u> <u>Computational fluency ongoing running records</u> <u>Ongoing record keeping on data wall</u> <u>Students will...</u>	<u>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</u> <ul style="list-style-type: none"> • <u>Teachers will assess students on ongoing basis</u> • <u>Teachers will shift groups according to assessment information</u> • <u>Use Grade 3 data from pilot project</u> <u>Teachers will...</u>
End of Cycle 1 Reflection <i>(assessment for learning, instruction, learning team focus, and professional learning)</i>	
<u>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</u> <u>We noticed...</u>	<u>What impact did the strategy/action have on teaching practices?</u> <u>We learned...</u>

Cycle 2

<u>Evidence: How are students doing? How do you know?</u>	<u>Strategy/Actions: What will you do to impact the learning for each of our students?</u>
P-2 Reading Evidence	High Impact Strategy...
<u>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</u>	<u>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</u>
Students will...	Teachers will...
End of Cycle 2 Reflection <i>(assessment for learning, instruction, learning team focus, and professional learning)</i>	
<u>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</u>	<u>What impact did the strategy/action have on teaching practices?</u>
We noticed...	We learned...

Cycle 3	
<u>Evidence: How are students doing? How do you know?</u>	<u>Strategy/Actions: What will you do to impact the learning for each of our students?</u>
P-2 Reading Evidence	High Impact Strategy...
<u>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</u>	<u>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</u>
Students will...	Teachers will...
End of Cycle 3 Reflection <i>(assessment for learning, instruction, learning team focus, and professional learning)</i>	
<u>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</u>	<u>What impact did the strategy/action have on teaching practices?</u>
We noticed...	We learned...

Well-Being Goal: We will improve well-being at our school for each of our students, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.	
Cycle 1	
<u>Evidence: How are students doing? How do you know?</u>	<u>Strategy/Actions: What will you do to impact the learning for each of our students?</u> <u>EACH STUDENT WILL FEEL SAFE AND A SENSE OF BELONGING WHILE AT SCHOOL</u> <ul style="list-style-type: none"> • <u>September staff meeting with TST to get to know their roles and how they can support classroom teachers with tier 1 support</u> • <u>Teachers will gain a better understanding of belonging (feeling the need to change to fit)</u> • <u>Understanding the size of a problem (image in classrooms)</u>

	<ul style="list-style-type: none"> • <u>Targeted circles focussing on safety and belonging (develop a slide deck)</u> • <u>Teachers actively calling out hurtful and harmful behavior</u> • <u>Teachers will make a effort to get to know the life of students outside of school</u> • <u>Teachers will model and encourage cooperative group work</u> • <u>Student leadership to help with peer mediation</u> • <u>Monitor attendance and communicate concerns at home</u> •
<u>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</u> <u>School based belonging survey - October and April</u>	<u>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</u> <ul style="list-style-type: none"> • <u>CYCP to administer belonging survey to all classes (P-3 pages 4-6 online)</u> • <u>Wellness folder in school drive with resources for teachers to access/</u>
End of Cycle 1 Reflection <i>(assessment for learning, instruction, learning team focus, and professional learning)</i>	
<u>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</u> <u>We noticed...</u>	<u>What impact did the strategy/action have on teaching practices?</u> <u>We learned...</u>

Cycle 2	
<u>Evidence: How are students doing? How do you know?</u> <u>P-2 Reading Evidence</u>	<u>Strategy/Actions: What will you do to impact the learning for each of our students?</u> <u>High Impact Strategy...</u>
<u>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</u> <u>Students will...</u>	<u>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</u> <u>Teachers will...</u>
End of Cycle 2 Reflection <i>(assessment for learning, instruction, learning team focus, and professional learning)</i>	
<u>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</u> <u>We noticed...</u>	<u>What impact did the strategy/action have on teaching practices?</u> <u>We learned...</u>

Cycle 3	
<u>Evidence: How are students doing? How do you know?</u> <u>P-2 Reading Evidence</u>	<u>Strategy/Actions: What will you do to impact the learning for each of our students?</u> <u>High Impact Strategy...</u>

<u>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</u> <u>Students will...</u>	<u>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</u> <u>Teachers will...</u>
End of Cycle 3 Reflection <i>(assessment for learning, instruction, learning team focus, and professional learning)</i>	
<u>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</u> <u>We noticed...</u>	<u>What impact did the strategy/action have on teaching practices?</u> <u>We learned...</u>

Student Success Planning: Annual End of Year Reflection	
Reflect on your school's work this year to improve student achievement and well-being. Use the following questions to guide your discussion and feedback.	
<u>What did you learn?</u>	
<u>What impact/gains were made in student achievement and well-being?</u> <u>Overall:</u> <u>How would you describe the impact / gains in student achievement in literacy? 4 3 2 1</u> <u>How would you describe the impact / gains in student achievement in mathematics? 4 3 2 1</u> <u>How would you describe the impact / gains in student well-being? 4 3 2 1</u> <u>4: a significant increase in student success; 3: some increase in student success; 2: minimal increase in student success; 1: no increase in student success</u>	
<u>What impact/gains were made in teacher practices?</u> <u>Overall:</u> <u>How would you describe the impact / gains in teacher / staff practice? 4 3 2 1</u> <u>4: all staff are consistently and effectively implementing the strategy; 3: most staff are implementing the strategy with some success; 2: some</u>	

<u>staff are implementing the strategy with success: 1: a few staff are implementing the strategy with success</u>	
<u>Does the data show that student achievement and well-being are improving?</u>	
<u>What barriers or challenges, that are within our control, persist? What will you do to reduce these barriers?</u>	
<u>What work will your school engage in next year?</u>	
<u>As you continue your work in improving student achievement and well-being, what supports do you anticipate needing?</u>	