# School Student Success Plan

**School: Humber Park Grade Configuration: P-6**

**Principal: Suzanne McKenzie Student Enrollment: 177**

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| **Literacy Goal: To improve student achievement in Reading with an Emphasis on Accuracy, Fluency and deeper comprehension** | | |
| **Student Evidence**  *(Performance Measure(s))* | **Where did you begin?**  *(Baseline: year and results)* | **Where do you want to be?**  *(Target)* |
| School Based Term 1 Reading Results | 104/177 total students Meeting Grade Level Expectations  57/78 P-2 Meeting  (8 ANS kids in P-2 Not Meeting)  47/99 3-6 Meeting  (data not segregated yet) | Improvement from Term 1. To Increase the number of students meeting grade level expectations in Reading from 58% to 75% |
| Meeting/Not Meeting | 58% Meeting | 75% Meeting |
| **Strategies:** *(assessment for learning, instruction and learning team focus)* | | |
| -Teachers will continue to plan and implement culturally relevant reading workshop lessons in response to formative classroom data and PLC time to plan strategies to support students in reading achievement. Teachers will also look for trends in the data across classrooms. | | |
| -Teachers will explicitly teach/model the expectations/role of students during each part of the reading workshop. Within the reading workshop, teachers will provide explicit instruction on accuracy, fluency and comprehension skills. This work will be supported by resources such as *The Reading Strategies Book* by Jennifer Serravallo which was provided to each classroom. Teachers will co-create anchor charts during the Time to Learn part/Instruction to show kids what success looks like and where to get help. | | |
| -Teachers will know students as they are known and use this knowledge to match instruction strategies | | |
| -Teachers will continue to establish learning goals and criteria for success with students. The targets will provide a focus for the workshop share component. | | |
| -Increased use of Formative Assessment which will be supported with appropriate PD. For example, a Running Record PD was provided in the fall by our Reading Recovery Teacher Leader and our P-2 teachers have been working with a Literacy Coach. | | |

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| **Mathematics Goal: To improve Student Achievement in Number Sense** | | |
| **Student Evidence**  *(Performance Measure(s))* | **Where did you begin?**  *(Baseline: year and results)* | **Where do you want to be?**  *(Target) End of year* |
| Term 1 Unit Assessment on Numeracy: Representing and Partitioning Numbers | 24 students Primary- 100%  27 students Grade 1- 78% meeting  17 students Grade 2-78% meeting  22 students Grade 3-33%Meeting  22 students Grade 4 59% Meeting  28 Grade 5 75% Meeting  32 Grade 6 58% Meeting | End of Year Targets- Primary- Maintain  Grade 1- 10% Improvement  Grade 2- 10% Improvement  Grade 3- 30% Improvement  Grade 4 - 15% Improvement  Grade 5-10% Improvement  Grade 6- 15% Improvement |
|  |  | Show improvement after 1st 6 week cycle. February 2022. |
| Term 1 Unit Assessment on Numeracy: Representing and Partitioning Numbers - *Percentage of students with Limited / Developing Comprehension.* | Not Meeting  Grade Primary - 0%  Grade 1-23% (57% of ANSS)  Grade 2-22% (38% of ANSS)  Grade 3-67% (100% of ANSS)  Grade 4 -40% (9% of ANSS)  Grade 5-41% (35% of ANSS)  Grade 6-52% (54% of ANSS) | End of Year Targets-  An increase in the achievement of our ANS grade level cohorts by 10%. |
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| **Strategies:** *(assessment for learning, instruction and learning team focus)* | | |
| **-**Use Constructivist approach to teaching Math promoting various strategies and providing students with multiple pathways to learn and show learning. Examples include but are not limited to using manipulatives to teach new concepts and have available for students. | | |
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| -Teachers will know students as they are known and use this knowledge to match instruction strategies | | |
| -Use day to day formative assessment to gather information about what students can do and need to learn. Classroom assessment will continue to be supported with appropriate PD. For example, our Math Support Teacher provided a presentation on student mathematicians and two of our teachers have been working with a Math Coach.  -Use Knowledgehook as a formative assessment tool | | |
| -Teachers will use PLC time to review classroom assessments and plan strategies to support students in number sense achievement. Teachers will also look for trends in the data across classrooms. | | |
| -Within the three-part lesson approach establish daily learning targets and use those targets and co-created anchor charts to provide exemplars and self-evaluation. | | |

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| **Well-Being Goal: To Improve Student Well Being** | | |
| **Student Evidence**  *(Performance Measure(s))* | **Where did you begin?**  *(Baseline: year and results)* | **Where do you want to be?**  *(Target)* |
| Incident Reports  from September 6th-Dec 14th 2021 | # Bullying, Cyberbullying, Discriminatory behaviour, Physical violence, Racist behaviour 83 | Reduce the number of incidents of this nature by half. |
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| **Strategies:** | | |
| -Implement Caring Schools Curriculum. This will include teachers establishing time for routine sharing circles and check-ins. | | |
| -A continued focus on Culturally Relevant Pedagogy and building staff and student relationships.  -Identify students. Teachers will find multiple ways to know students as they are known. | | |
| -Include a well-being related focus in school-based PD - For example, at our December school based PD we focused on implicit bias and enhancing student voice.  Next Up- Building Grit and Resiliency skills for students | | |
| -Provide opportunities for students to be positive role-models and to build positive peer relationships. For example, we have established a grade six leadership team and are working toward an intramurals program. (Covid Regulations dependent) | | |

**Date shared with SAC: Will be in January 2022** *[DD/MM/YYYY]***:**