School Student Success Plan

School: Smokey Drive Elementary **Grade Configuration: P-5**

Principal: Carolyn Thompson **Student Enrollment: 251**

Student Evidence may include provincial, school board, school, and/or classroom assessment results. Tables and rows can be added and deleted as needed.

Literacy Goal: Students will demonstrate improvement in reading comprehension with a focus on thinking about and beyond the text.		
Student Evidence *(Performance Measure(s))*	**Where did you begin?** *(Baseline: year and results)*	**Where do you want to be?** *(Target)*
RWM6 (Reading) *NOTE: SDE grade 5 students*	2015-16 level 1: 8% level 2: 5% level 3: 84% level 4: 3% levels 3+4: 87%	Improvement over baseline Cohort comparison improvement
School-based assessment (?)		
Strategies: *(assessment for learning, instruction and learning team focus)*		
Within the workshop model teachers will explicitly teach the strategies students need (as determined by the ELA outcomes/indicators and formative assessment) to build understanding of text through the development of oral language, vocabulary, and comprehension.		
Teachers will provide students with clear "I can…" statements for every reading workshop lesson.		
All teachers will be involved with daily student conferences, 1-on-1 and/or small group, for the purpose of formative assessment, to inform comprehension instruction.		
In PLCs, teachers will analyze language arts outcomes, identifying and clarifying the evidence of learning and instructional strategies that will allow students to demonstrate their reading comprehension. They will use the resulting information to monitor the reading progress of individual students.		

Mathematics Goal: Students will demonstrate improvement in number sense (partitioning and representing) through a problem solving approach		
Student Evidence *(Performance Measure(s))*	**Where did you begin?** *(Baseline: year and results)*	**Where do you want to be?** *(Target)*
RWM6 (Math) *NOTE: SDE grade 5 students*	2015-16 level 1: 14% level 2: 14% level 3: 64% level 4: 8% levels 3+4: 72%	Improvement over baseline Cohort comparison improvement
School-based assessment (?)		
Strategies: *(assessment for learning, instruction and learning team focus)*		
As part of their ongoing instruction, teachers will use a constructivist approach to math instruction that is relevant, connected to students' lives and experiences and includes the three part lesson with a focus on the share portion of problem solving.		
Teachers will develop a common understanding of number outcomes and success criteria to develop common formative assessment practices to inform instruction and to identify and plan for the needs of all students		
In PLCs, classroom teachers will analyze student work with the focus on using common classroom assessment to identify students struggling with number sense and planning timely interventions for these students. They will use this information to monitor the number sense development of individual students.		

Well-Being Goal: We will improve student well-being at our school.		
Student Evidence *(Performance Measure(s))*	**Where did you begin?** *(Baseline: year and results)*	**Where do you want to be?** *(Target)*
Student Success Survey (Grade 4 & 5)	(2019)87% Agree or strongly agree that there is at least one	Improvement over baseline Cohort comparison improvement

	adult they can go to if they need to talk to someone. 38% Agree or strongly agree that they feel less respected than other students. 88% Agree or strongly agree that they feel they belong at their school. 27% Reported feeling unsafe or threatened at school in the preceding 30 days.	

Strategies:
(assessment for learning, instruction and learning team focus)

- Work with staff, SAC and families to build strong relationships between the school and home to be able to work together to support our students.
- Hold daily class meetings (community circles) in all homerooms to build relationships and teach conflict resolution skills.

Date shared with SAC *[DD/MM/YYYY]***:**