# School Student Success Plan

**School: Grosvenor Wentworth Park Grade Configuration: P-6**

**Principal: Brendon MacGillivray Student Enrollment: 393**

*Student Evidence may include provincial, school board, school, and/or classroom assessment results.*

*Tables and rows can be added and deleted as needed.*

*Supporting data sources may include survey information.*

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| **Literacy Goal:** To improve student literacy achievement in writing organization and matters of correctness |
| **Student Evidence***(Performance Measure(s))*  | **Where did you begin?***(Baseline: year and results)*  | **Where do you want to be?***(Target)* |
| LM3 (writing) | To be established spring 2019 | Improvement over baseline |
| RWM6 (organization) | 2017-18Level 1 – 0%Level 2 – 21%Level 3 – 66%Level 4 – 13%Levels 3+4 – 79% | Improvement over baseline |
| RWM6 (conventions) | 2017-18Level 1 – 0%Level 2 – 29%Level 3 – 60%Level 4 – 12%Levels 3+4 – 71% | Improvement over baseline |
| School-based assessment | Baseline to be established in 2018-19 school year | Improvement over baseline |
| **Strategies:***(assessment for learning, instruction and learning team focus)* |
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| **Instructional Strategy**Teachers will use writing workshop with a focus on the writing process (revision to support organization and matters of correctness). |
| **Assessment Strategy**Teachers will use formative assessment strategies embedded in the culturally responsive writer’s workshop. There will be an emphasis on providing students with descriptive feedback using student friendly language during teacher/student conferencing. This will show students what they are doing well and what they can do to improve as writers. |
| **Professional Learning Community Strategy**In PLCs, teachers will establish criteria for writing based on the writing continuum and engage in common scoring of student writing. Teachers will use data from these sessions to plan classroom instruction and monitor the writing development of individual students.  |

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| **Mathematics Goal:** To improve student achievement in number sense with a focus on representing and partitioning numbers**.** |
| **Student Evidence***(Performance Measure(s))*  | **Where did you begin?***(Baseline: year and results)*  | **Where do you want to be?***(Target)* |
| LM3 (math) | To be established spring 2019 | Improvement over baseline |
| RWM6 (math) | Overall |  | 2017-18 | Improvement over baseline |
| Level 1 |  | 0 |
| Level 2 |  | 19% |
| Level 3 |  | 58% |
| Level 4 |  | 23% |
| Classroom Assessment | Baseline to be established in 2018-19 school year | Improvement over baseline |
| **Strategies:***(assessment for learning, instruction and learning team focus)* |
| **Instructional Strategy**Teachers will use the constructivist three-part math lesson in conjunction with the curriculum guide and EECD yearly plan to support their planning for differentiated and culturally responsive teaching.  |
| **Assessment Strategy**Teachers will use a balanced approach to culturally responsive classroom assessment (conversation, observations, rubrics, and other products) to assess student understanding of number sense, using this information to make instructional decisions. |
| **Professional Learning Community Strategy**In PLCs, teachers will establish criteria for student achievement in number sense with a focus on representing and partitioning numbers based on HRCE math rubrics. Teachers will engage in common scoring. Teachers will use data from these sessions to plan classroom instruction and monitor students’ ability to partition and represent numbers.  |

June 12, 2018 – Shared with SAC