

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: Leslie Thomas Jr High

School Year: 2022-2023

Principal: Derek Ferguson

Student Enrollment: 319 (Nov 2022)

Literacy Goal:	
Cycle 1	
<p>Evidence: How are students doing? How do you know?</p> <p>A review of our 2021-2022 RW8 data indicates:</p> <p>Writing:</p> <ul style="list-style-type: none"> • Ideas: 75% <i>Regional Score: 82.5%</i> • Organization: 60% <i>Regional Score: 71.1 %</i> • Language Use: 64% <i>Regional Score: 74.2%</i> • Conventions: 62.4% <i>Regional Score: 62.7%</i> <p>Reading:</p> <ul style="list-style-type: none"> • 69.3% <i>Regional Score: 71.5%</i> <p>A review of our 2021 - 2022 RW6 data / item analysis indicates that...</p> <p>Writing:</p> <ul style="list-style-type: none"> • Ideas: 60.8 % <i>Regional Score: 68.2 %</i> • Organization: 40.2% <i>Regional Score: 55.5%</i> • Language Use: 49% <i>Regional Score: 61.8%</i> • Conventions: 49% <i>Regional Score: 54%</i> <p>Reading:</p> <ul style="list-style-type: none"> • 73.8% <i>Regional Score: 73.5%</i> 	<p>Strategy/Actions: What will you do to impact the learning for ALL students?</p> <p>Based on a review of our student achievement data, teachers have identified ...</p> <ul style="list-style-type: none"> • There is a 15-20% increase in writing results between the grade 6 provincial exam results and the grade 8 provincial exam results. • Organization remains the weakest score in both cohorts and closer to the regional score but there is less discrepancy between categories. • Conventions results are equal to the regional score in the grade 8 cohort. • Reading results exceed or are close to regional scores in both cohorts. <p>Teachers collaborated to develop the following action steps to target this focus:</p> <ul style="list-style-type: none"> • Small group instruction/conferencing. • Used data wall to track and monitor student achievement/areas of need.

<p>A review of our current classroom assessment data indicates that...</p> <ul style="list-style-type: none"> • Students find including adequate detail and description in their writing challenging. • Students find conventions in writing challenging. • Students find organization in their writing challenging. • Students are generally able to engage in the planning and ideas-generating process. • Reading remains a relative strength when compared to writing. <p>Our Data Wall indicates that...</p> <ul style="list-style-type: none"> • A number of students previously identified as not meeting outcomes have been removed from the data wall • There are five Indigenous/ANS students on the data wall identified as not meeting or not meeting the outcomes • There are three grade 6 students on the data wall • There are ten grade 7 students who have been removed from the wall (only eight students remain on the wall) • There are ten grade eight students who have been removed from the wall (seven remain) 	
<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</p> <ul style="list-style-type: none"> • Students are removed from the data wall • Students can communicate their learning in various ways 	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <ul style="list-style-type: none"> • Small group instruction • Co-constructing of learning goals and success criteria
<p>End of Cycle 1 Reflection (<i>assessment for learning, instruction, learning team focus, and professional learning</i>)</p>	
<p>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</p> <ul style="list-style-type: none"> • A number of students have been removed from the data wall 	<p>What impact did the strategy/action have on teaching practices?</p> <ul style="list-style-type: none"> • Teachers were able to work supporting small groups of students who were identified as being at risk of not meeting outcomes • Teachers were mindful around their intentional planning in identifying and supporting these students in their achievement

Cycle 2

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

A review of NSA Grade 8 RW item Description indicates that...

- uses text-based inferences to indicate understanding of non-fiction text elements is -14%
- connects details to determine main message of a poem -18%
- connects information within and across a poem -12%
- interprets abstract/figurative language from a poem -14%
- develops text-based inferences about the purpose of a graphic feature in a visual text +17%

Strategy/Actions: What will you do next to impact the learning for ALL students?

- Continue small group instruction/conferencing
- Continue to update data wall to track and monitor student achievement/areas of need
- Continue to integrate a variety of texts when teaching that are reflective of our diverse student population and beyond.
- “I can...” statements that are visible in the classroom and interacted with by students at various times throughout the lesson.
- Provide opportunities for student “voice and choice” in order to allow them to explore areas of interest and/or publish work in ways that they feel is most effective for them as learners.

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

- Students are removed from the data wall
- Students can communicate their learning in various ways
- Students are able to monitor and assess their own level of success (referencing co-constructed criteria)
- Students are able to select texts or approaches to support their own learning interests/needs.
- Student ownership over learning (know what they are doing, how they will do it, can explain the learning taking place and self-assess progress)

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

- Small group instruction
- Timely feedback to allow for intervention
- Co-construction of learning goals and success criteria.

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

What is the evidence of impact/gains for student achievement/well-being? How do you know?

- students removed from data wall
- improved term grades
- assessment through a variety of methods including exit slips, observations, and conversations

What impact did the strategy/action have on teaching practices?

- co-constructed single point rubrics: gave students more ownership over their learning; allowed them to select and set individually appropriate learning targets. The single point aspect streamlined the activity and was time efficient, which helped with providing timely feedback.

<p>–completed self-reflections –students continue to select own texts for independent reading</p>	<p>–small group instruction: allows for direct support with students who need more guidance, and facilitates timely feedback and assessment through conversation and observation.</p>
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Cycle 3	
<p>Evidence: How are the students doing now? How do you know?</p> <ul style="list-style-type: none"> ● Students are beginning to recognize and refer to posted learning targets and ‘I can statements’ on boards ● Students are able to identify indicators of success when co-constructing rubrics and are showing signs of increased engagement and agency in their work ● Students are able to self and peer assess, using their co-constructed rubrics for greater autonomy 	<p>Strategy/Actions: What will you do next to impact the learning for ALL students?</p> <ul style="list-style-type: none"> ● Collaborate with literacy coaches, creating and adapting materials for small group work and conferencing/mini-lessons ● Continuing PLCs across grade levels to discuss alignment ● Continue implementing more ‘inquiry moments’ ● Continue to allow for student voice & choice ● Grade level literacy alignment of skills, strategies, lessons, and materials.
<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</p> <ul style="list-style-type: none"> ● Students are removed from the data wall ● Students can communicate their learning in various ways ● Students are able to monitor and assess their own level of success (referencing co-constructed criteria) ● Students are able to select texts or approaches to support their own learning interests/needs. ● Student ownership over learning (know what they are doing, how they will do it, can explain the learning taking place and self-assess progress) 	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <ul style="list-style-type: none"> ● Anchor charts ● Working with literacy coaches ● Small group instruction ● Timely feedback to allow for intervention ● Co-construction of learning goals and success criteria. ● Referencing of, and engagement with, learning goals and success criteria at the beginning, during, and the end of the learning period.
End of Cycle 3 Reflection <i>(assessment for learning, instruction, learning team focus, and professional learning)</i>	
<p>What is the evidence of impact/gains for student achievement/well-being? How do you know?</p>	<p>What impact did the strategy/action have on teaching practices?</p>

- Students began to independently reference anchor charts to support their learning more frequently.
- Students took a more active role in constructing learning goals and success criteria.
- Students referenced learning goals and success criteria in order to progress through their learning.
- Some students came off the data wall over time.

- Although time was limited with the literacy coach, teachers were able to discuss, implement and expand on strategies centered around critical and persuasive writing.
- Co-construction of anchor charts for classroom use helped to create a classroom environment that gave students a reference point to refer back to in order to support their learning. This helped students to take more ownership of their learning and reduce the number of questions that may have been more traditionally asked of the teacher.
- The co-construction of learning goals and success criteria helped to lay out and reinforce the learning and expectations for that day. Additionally, it helped to clearly lay out the “how” to achieve the learning for that day. Like the anchor charts, it gave students a reference to refer back to and ensure they were on the correct path for their learning that day.
- Co-construction of single point rubrics for assessment allowed students to highlight the main components required to reach learning expectations. Students were able to speak to areas of strengths and weaknesses with greater independence.
- Integrating “inquiry moments” with students allowed teachers to shift from a teacher-centered approach to instruction and allowed the learning to be more student-centered.
- The vertical alignment of grade level literacy strategies, skills, techniques, and materials has made it possible to more effectively scaffold approaches and work from year to year. It has also helped teachers to gain greater insight into what has been, or will be, taught in English throughout a student’s time at LT. This allows us to be more responsive with our lesson planning and better build upon what students know from year to year.
- Integrating small group discussion into the classroom has provided opportunities to work with various targeted groups throughout the year. Intentional groupings allow teachers to spend time supporting individuals who may need it and provide timely feedback to support learning.
- On-going conferencing with students has allowed for more opportunities to assess students through communication, whereas

past assessment practices would have focused on assessing products. As teachers, we are able to gain equally valuable information about student learning by doing this in a more timely manner.

Mathematics Goal:

Cycle 1

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

There are 17 Math 8 students not yet meeting expectations based on data from October 14th.

A review of our 2021-2022 M8 data indicates:

- 23% Stayed below expectations
- 22% Fell below Expectations
- 1% Rose to expectations
- 54% Maintained expectations (same as the province and 3% less than region)

A review of our 2021 - 2022 M6 data / item analysis indicates that...

- 20% Stayed below expectations
- 14% Fell below Expectations
- 0% Rose to expectations
- 65% Maintained expectations (Significantly higher than the Province and the region)
-

A review of our current classroom assessment data indicates that...

- .
- .

Our Data Wall indicates that...

- Grade 8- First cycle had 17/98 students and second cycle has 12/98 students
- Grade 7- First cycle 36/105 students on the Data wall and the second cycle has 14/105 students

Strategy/Actions: What will you do to impact the learning for ALL students?

Conferencing and small group instruction.

Centers

Fact Fluency - Grade 6

Building Thinking Classrooms

Tier 3 intervention (1-on-1)

Communicated with home about math team offering extra help sessions during lunch hour (M-Th)

Improve the use of Learning Support Teachers

<ul style="list-style-type: none"> • <i>Grade 6- First Cycle 38/119 students and second cycle had 21/119 students</i> • . • . 	
<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</p> <p>On report card, the expectation is that students will be receiving a 70% or above. Grade 6: DE and above are meeting expectations.</p> <p>During PLC, data walls are updated to reflect students who are meeting/not meeting outcomes.</p> <p>Student self-assessment based on the “I can” statements to encourage conferencing.</p>	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <p>Creating lessons that foster the ability to use the LST’s (Student Support Workers) to enable classroom teachers to implement conferencing, small group instruction and centers.</p> <p>Using rubrics from Teacher and Learning website to help students identify criteria needed to meet outcomes.</p>
<p>End of Cycle 1 Reflection (<i>assessment for learning, instruction, learning team focus, and professional learning</i>)</p>	
<p>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</p> <p>Term 1 Report Cards Includes Number sense: <i>Square Numbers and Square Roots and Measurement with Pythagoras</i></p> <ul style="list-style-type: none"> • <i>First cycle had 17/98 students and second cycle (end of Term 1) has 12/98 students on the data wall</i> 	<p>What impact did the strategy/action have on teaching practices?</p> <ul style="list-style-type: none"> - <i>Math recall facts in Grade 6 has seen small improvement and is worthwhile continuing.</i> - <i>Math centers are helping provide time for the classroom teacher to do one-on-one instruction. More engaging for the students and Resource teacher and Classroom teacher has more time to help students.</i> - <i>Small group instruction has seen students improve in certain concepts. Extra help at noon has seen improvement in the results of high risk students.</i> - <i>Student self-evaluations are consistently completed as part of their exit slips. Students are honest in their evaluation.</i>
<p>Cycle 2</p>	

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

-In Grade 8, More students came off the data wall, so they are improving for the units: Square Numbers and Pythagoras. Integers unit is being completed and tallied.

Students are moving off the data wall after the first unit.

- *Grade 8- First cycle had 17/98 students and second cycle has 12/98 students*
- *Grade 7- First cycle 36/105 students on the Data wall and the second cycle has 14/105 students*
- *Grade 6- First Cycle 38/119 students and second cycle had 21/119 students*

Strategy/Actions: What will you do next to impact the learning for ALL students?

*-Students need to practice math facts
- Use of Student Support Workers in math classrooms to provide support while the teacher conferences and focuses on smaller groups.*

-The use of Math Journals to have students refer to it when they are in doubt.

- Continue with small group instruction with increased emphasis on students who are not meeting expectations.

Student Support Teacher contacting home for students who are absent from multiple math classes.

Tier 3 support (pre-teaching) for upcoming fractions unit and other future units.

Using Leaps and Bounds/Knowledgehook to assess prior knowledge of all students regarding Fractions and re-teach skills (adding and subtracting fractions and changing mixed to improper fractions) needed to meet grade 8 expectations.

Administration is committed to attending all PLCs to engage teachers in discussions around the Data Wall, SSP, and school commitments to improve instruction.

Administration is committed to conducting walkthroughs to provide coaching. Entering walkthrough comments in CLEVR - Teacher Growth and Evaluation.

Continue to use centers as a review of concepts taught as the year progresses while classroom and resource teachers are able to provide small group instruction.

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

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

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

What is the evidence of impact/gains for student achievement?
How do you know?

Term 2 Report Cards Include *Number sense: Integers, Fractions and Measurement with Surface area and Volume of right prisms and cylinders.*

- *At the start of the second cycle, the data wall had 12/98 students, it increased to 19/98 during the middle of the term. This number decreased to 17/98 at the end of the second cycle (end of Term 2).*
- *The increase was anticipated as the fractions unit is the most difficult unit. Pre-teaching/reinforcement was done during support times to English Grade 8 students as time allowed.*

-Fewer students will be on the data wall cycle for long periods of time.

- *It is important to note that 1 Indigenous student was removed along with 2 other students that had been there for Cycle 1 and were no longer on the wall in Cycle 2.*

-Students will feel success and be proud of their accomplishments Through teacher observations, students are developing more confidence and sometimes overconfidence with their abilities. They are becoming more comfortable expressing their methods and ideas with others in the class. Less are less afraid to try questions at a higher level.

What impact did the strategy/action have on teaching practices?

- "I can" statements will be visible in classrooms. Students were able to focus on the goal at hand and know what "I can" statements led to the current one.

Students are showing success using their math journals as reference for concept checks.

-Teachers will be found helping students in smaller groups. This was very successful, especially with Resource/ Indigenous and ANS support workers available to help other students, the teacher was able to focus on small group instruction.

-Teachers will have centers set up in their rooms. This is working well in Grade 6 level.

-Report card grades will improve. Looking at Report card grades only 9 students achieved less than 70% in Number sense and 3 students had INS (which is also included on our data wall). Nine students also achieved less than 70 for Measurement with 2 of the same students achieving INS due to lack of attendance.

-Extra help at noon hours has seen an increase in the numbers of students. More students have taken advantage of extra help at noon hours.

-Communication with home to remind the importance of attendance and that extra help is available. Regular emails are going home when students are missing time requesting that students attend extra help. The LT Newsletter advertises in every letter the Math HomeWork Hub and the extra help times for each math teacher during noon hours.

Cycle 3

Evidence: How are the students doing now? How do you know?
Units of study are ratios/percentages and solving equations and graphing linear equations.
Focus has been on the Grade 8 Assessments in PLC. How to motivate them (treats at the high school), practice questions in class, creating posters for other classrooms. Trying to prepare them as best as possible.

Strategy/Actions: What will you do next to impact the learning for ALL students?
The Resource teacher's schedule has been modified to help in the higher needs classroom.

Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)
Data Wall Data and 2021-2022 Grade 8 assessment results

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

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

What is the evidence of impact/gains for student achievement?
How do you know?

Grade 8 teachers spent time reviewing for the Grade 8 Assessments in class. Extra practice questions were reviewed during class time (once per week) in the weeks (March/April) before the assessment. The week before the assessment, both teachers spent daily activities reviewing concepts for the Provincial Assessment. Extra help was given at noon and students took advantage of the extra help provided by other math teachers in the school to help prepare for the grade 8 Assessments. Mr. Ferguson visited each classroom to explain the importance of taking the test seriously and offered to bring pizza/ice cream to the High School if the results improved overall. approval has been given by the high school already and some students were impressed this was being offered.

What impact did the strategy/action have on teaching practices?

- "I can" statements will be visible in classrooms. Students were able to focus on the goal at hand and know what "I can" statements led to the current one.

Students are showing success using their math journals as reference for concept checks. The teacher will move away from allowing students to use this resource next year on tests. Teachers feel that students have become too dependent on looking up information and not retaining it. As the Grade 8 Provincial Assessments do not allow students to use notes, we are going to try and have students become more independent learners.

- Teachers will be found helping students in smaller groups. Teaching in small groups and/or conferencing with students has had a marked improvement in student confidence during formative assessments. It has also helped various math teachers with by building connections with

Looking at the Grade 8 Data Wall Collection as of May 15, 2023 there were 17/98 or 17.3% on the Direct Data Wall. This is unfortunately an increase from November when it was 12/98. Unfortunately, the bulk of outcomes are done in Term 2 and attendance dropped from December to April as seen below. However, it is interesting to compare with May 13, 2022 when there was 22/95 or 23.2% of Grade 8 students on the Data Wall. That number did drop to 20/95 or 21.1% of students at the end of June. **At the time of this report, we do not know the 2023 June results from the Report cards yet.** However, there is some improvement from one year to the next and the teachers were the same.

Attendance is still a concern. The only month when 90% or more students attended in grade 8 was September. That number is slightly better in grade 7 with 3/9 months and is much improved for the grade 6's at 6/9 months having more than 90% attendance. These statistics can be influenced by Covid/Flu outbreaks, family traveling (March/April), however, it remains a concern as there is a direct correlation between students who attend class regularly and their performance.

2022-2023			
Percent Attendance by grade level and Whole School			
	6	7	8
Sept 2022	94.56	90.9	92.08
Oct 2022	94.16	91.04	88.13
Nov 2022	88.23	86.02	83.77
Dec 2022	98.83	85.53	78.17
Jan 2023	89.52	86.68	85.54
Feb 2023	90.78	85.83	84.57
Mar 2023	89.56	87.75	83.71
Apr 2023	90.28	86.4	83.89
May 2023	92.79	90.65	87.52
Jun 2023			

There were 23/109 Grade 7 students listed on the data wall as of June 8. This is a higher number than the past period which was

students. This was very successful, especially with Resource/ Indigenous and ANS support workers available to help other students, the teacher was able to focus on small group instruction. **However, no EPA's and Indigenous / ANS support workers due to the strike to help in the classroom has limited the amount of small group instruction.**

-Teachers will have centers set up in their rooms. This is working well in Grade 6 level. Grade 7&8 teachers have tried the concept of building thinking classrooms and have found students more engaged in class but it takes time away from curriculum and some of the outcomes will not be completed.

*-Report card grades will improve. Looking at Term 2 Report card grades only 9 students achieved less than 70% in Number sense and 3 students had INS (which is also included on our data wall). Nine students also achieved less than 70 for Measurement with 2 of the same students achieving INS due to lack of attendance. **This data needs to be updated after third term report cards.***

*-Extra help at noon hours has seen an increase in the numbers of students. More students have taken advantage of extra help at noon hours. **Students have been going for help with teachers who do not teach them. Therefore, there has been an increase in teacher/student positive relationships.***

*-Communication with home to remind the importance of attendance and that extra help is available. Regular emails are going home when students are missing time requesting that students attend extra help. **The LT Newsletter advertises in every letter the Math HomeWork Hub and the extra help times for each math teacher during noon hours. Parent response from email concerns is limited and would like to know how to promote parent engagement as well. Attendance continues to be an issue as seen in the table below and parents continue to excuse student absences.***

Pre-teaching by Math support and Student Support teachers is beneficial to the students at all levels and is something we wish to continue next year.

15/109. Term 3 Report cards included Patterns and Relations, Measurement, Fractions, Statistics and Probability for Grade 7. These units have many new concepts for grade 7: finding the equation from a table of values, solving multi-step equations, area of a parallelogram, triangle and circles along with mean, median and mode, etc. These new concepts could account for the increase in the number of students on the data wall. It is important to note that this Data Wall is fluid and students have been moving on and off the wall all year along with a few who have been consistently on it. There are currently 8/23 students who are on the wall because of chronic absenteeism.

Well-Being Goal:

Cycle 1

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

- Based on a review of the 2021-2022 Student Success Survey Report, it was identified that:
-students do not feel that staff knows what their life is like outside of school.

Strategy/Actions: What will you do to impact the learning for ALL students?

- Staff will use September to get to know students
- Student/Guardian Questionnaires will be sent home
- Establishing and continuing various activities / clubs and school sports, including: Board Game Club (new); GSA; Chess Club; Aquarium Club; Math Extra Help 4 days a week; Crib Club; Film Club (new); intramurals; Breakfast Program, student leadership (planning events, morning announcements)
- Staff will look for ways/activities that will include more students in school community

	<ul style="list-style-type: none"> ● Staff will be encouraged to use flexible teaching environments (classroom, outdoor classroom, field, cafeteria, etc.) ● Staff will implement small group work
<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</p> <ul style="list-style-type: none"> ● Survey Report will show results of better well-being for our students ● Students will show they feel confident that incidents at school are dealt with by continuing to report or increase in reporting ● Students will participate in school activities and supports 	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <ul style="list-style-type: none"> ● Getting to know students will continue throughout the year ● Various activities/sports/clubs will continue throughout the year by providing as wide of a interest ● Small group work will happen as part of teaching practice ● Flexible teaching spaces will be used regularly
<p>End of Cycle 1 Reflection <i>(assessment for learning, instruction, learning team focus, and professional learning)</i></p>	
<p>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</p> <ul style="list-style-type: none"> ● We utilized our student success survey data and previous well-being goals and action steps. We reflected on these goals and action steps. ● We spent time in Cycle 1 getting to know students, to ensure everyone had an opportunity to share. We will continue this goal. ● Some bathrooms painted with positive messages 	<p>What impact did the strategy/action have on teaching practices?</p> <ul style="list-style-type: none"> ● Staff spent class time during Cycle 1 to get to know students and welcomed them into the Leslie Thomas school community ● Student/Guardian questionnaire were sent home to families - this informed supports and teaching practices for students based on information from families ● Staff included/investigated to implement the following activities in order to include students into the school community this year: <ul style="list-style-type: none"> -Student of the Month -grade level assemblies -honour roll (investigate) -school dances -team lists -school-wide Field Day -Spirit Weeks -assemblies -school-wide breakfast -skating trip

	<ul style="list-style-type: none"> -indoor activities -trip to watch a movie highlighting African culture/heritage - students of African/Caribbean descent -trip to watch a French movie - French Immersion students -field trips (Discovery Center - grade 7, 8;) -trip to Millbrook Cultural Centre - All grade six students and teachers were able to learn about the cultural heritage of our Mi'kmaw indigenous students. This shows that staff know about that part of their lives outside of school and informs staff/peers. -Nutrition Month events (make and give smoothies to students) -African Nova Scotian trip to the Black Cultural Centre
Cycle 2	
<p>Evidence: How are the students doing now? How do you know?</p> <ul style="list-style-type: none"> ● We utilized our student success survey data and previous well-being goals and action steps. We reflected on these goals and action steps. ● We spent time in Cycle 1 getting to know students, to ensure everyone had an opportunity to share. We will continue this goal. ● Reviewed Black Students Lives Matter in Education: School Reflection Tool to see what we have been doing and what needs to be done 	<p>Strategy/Actions: What will you do next to impact the learning for ALL students?</p> <ul style="list-style-type: none"> ● Continuing to give students more opportunities/options when providing instruction or assessments (e.g., Project Based Learning). ● Continue to give small group instruction when needed and helpful ● Continue to get to know students by providing as many opportunities as possible for them to share in an authentic way. ● Language teachers will have explicit discussions regarding survey question: ● Read students the question from the survey about teachers knowing their home-life and tell them the results ● Discuss that schools have goals and since we had these results, staff decided to work on this ● Ask students, “What are some ways that teachers try to get to know students?” ● Talk about what the school and teachers have done to try to get to know students, like: getting to know you surveys, class meetings, play sports and games with them, integrate specific questions into assignments, ● Remembering that some of you want your life to be private (this is ok), what are some other ways that teachers could get to know

	<p>you? What are some other ways that teachers could make you feel seen and heard?</p> <ul style="list-style-type: none"> • When you share that you played video games all weekend, teachers learn about what your life is somewhat like at home. When you have the opportunity to share that you played video games on the weekend, those are things that teachers use to infer about your life at home.
<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?) After continuing to apply cycle 2 strategies and actions, we would hope students will feel we understand their life at home.</p>	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <ul style="list-style-type: none"> • Providing as many opportunities as possible for them to share in an authentic way (e.g., circle, group discussions, incorporating “get to know you” questions in assessments). • Small group meetings with all students or students who require extra support • Providing a variety of options to show or demonstrate learning
<p>End of Cycle 2 Reflection <i>(assessment for learning, instruction, learning team focus, and professional learning)</i></p>	
<p>What is the evidence of impact/gains for student achievement/well-being? How do you know?</p> <ul style="list-style-type: none"> • ILT :Lessons on Racism, Body Shaming and LGBTQ • ILT: Used to create a school project for the Buddy Daye Learning Institute, Black History Contest • African Dance in PE classes; engagement was high • Grade level assemblies were enjoyed by the students before holiday break. • ANS trip to Black Cultural Centre helped students feel more connected. Having some teachers there helped show that we care about their heritage and this part of their life outside of school. • Students were engaged in discussions with staff about school well-being goal and offered many additions to show what school staff does to get to know students life outside of school. 	<p>What impact did the strategy/action have on teaching practices?</p> <ul style="list-style-type: none"> • Small group instruction and use of data wall to inform who our students are as learners • Extra help attendance is increasing

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Cycle 3	
<p>Evidence: How are the students doing now? How do you know?</p> <ul style="list-style-type: none"> ● Students will share and want to chat with staff ● Students will seek academic and social support ● Students will be involved in school activities 	<p>Strategy/Actions: What will you do next to impact the learning for ALL students?</p> <ul style="list-style-type: none"> ● Implement Honour Roll - Look to add next year ● Look at grants for mental health initiatives to inform our teaching and for possible use during Integrated Learning Time
<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</p> <ul style="list-style-type: none"> ● anecdotal through staff observations ● number of students who participate in school activities, teams and clubs ● attendance ● office referrals ● suspensions 	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <ul style="list-style-type: none"> ● Continue to provide as many opportunities as possible for them to share in an authentic way (e.g., circle, group discussions, incorporating “get to know you” questions in assessments). ● Continue to have small group meetings with all students or students who require extra support ● Continue to provide a variety of options to show or demonstrate learning
End of Cycle 3 Reflection <i>(assessment for learning, instruction, learning team focus, and professional learning)</i>	
<p>What is the evidence of impact/gains for student achievement/well-being? How do you know?</p> <ul style="list-style-type: none"> ● Students continued to be engaged in school based activities like school teams, school clubs, and extra help. ● Students choose to be involved in planning school activities and taking pride in having school community fun together. 	<p>What impact did the strategy/action have on teaching practices?</p> <ul style="list-style-type: none"> ● Teaching practices this term continued to include small group meetings and opportunities for students to share in an authentic way. ● Look at creating school surveys for internal data to use next year - this will inform staff on other possible strategies and actions to implement.

- Students feel heard by offering ideas that could improve school spirit and well-being, like activity ideas and club ideas.
- Students find safe spaces with different staff members
- While our office referrals increased and our behavioural incidents increased, this is a sign to us that students feel safer to report behaviours that have impacted them. In the past, students have commented that they do not report because nothing was being done. Students are showing that they feel confident that incidents that have distressed them will be dealt with by our School Team.

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.

What did you learn?

- Small Group Instruction and Conferencing.
- Use of LST (Math Teachers, JH Intervention, Resource and UIT, Student Support Worker) to support students using Tier 2 and 3
- Centers and stations supported instruction (Building Thinking Classrooms)

What impact/gains were made in student achievement and well-being?

Overall, how would you describe the impact/gains related to student achievement in literacy (check one) - 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:

4

3

2

1

Why did you choose this score? Please describe with a few bullets.

- Students referenced and interacted with the learning goal and success criteria during lessons.
- Students increased their ownership over their learning through the active participation in co-constructing anchor charts, learning goals, success criteria, and assessment rubrics.
- Students increased their level of self-assessment/efficacy by referring back to material that they had a hand in constructing (i.e. anchor charts, learning goals, etc.).
- Implementation of single point rubrics in French and English allowed students to set clear goals and speak to areas of success and challenges.
- Small/targeted group conferencing allowed students who had difficulty with a concept to gain further insight and clarification on activities and strategies to help move their learning forward.
- Some students came off of the data wall over time.
- More collaboration time with peers to discuss and work on various skills and strategies.
- Integration of “inquiry moments” allowed students to actively question and engage with the learning.

What impact/gains were made in student achievement and well-being?

Overall, how would you describe the impact/gains related to student achievement in mathematics (check one) - 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:

4

3

2

1

Why did you choose this score? Please describe with a few bullets.

- Grade 6 focus was on fact fluency using math games
- Grade 7-8 focus was on building thinking classroom
- Grade 7-8 took initial steps to implement some of the building thinking classroom framework
- Retrieval practice used in all grade levels
- Cooperative learning in groups and centers
- Knowledgehook use
- Individual conferencing to support targeted students

Overall, how would you describe the impact/gains related to student well-being?

(check one) - 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:

4

3

2

1

Why did you choose this score? Please describe with a few bullets.

- Well attended GSA meetings
- Breakfast Program used by a high percentage of students daily
- Students are engaged throughout the school day

- Students engaging in clubs, school activities and school sports

- Lots of positive teacher/student engagement in hallways and throughout the school environment

What impact/gains were made in teacher practices?

Overall, how would you describe the impact/gains related to teacher practice?

(check one) - 4: all staff are consistently and effectively implementing the strategies; 3: most staff are implementing the strategies with some success; 2: some staff are implementing the strategies with success; 1: a few staff are implementing the strategies with success

4

3

2

1

Why did you choose this score? Please describe with a few bullets.

- Increased integration of explicit and targeted learning goals and success criteria (often co-constructed with students) that are visible in the classroom.
- Increased creation and implementation of targeted anchor charts in the classroom (often co-constructed with students)
- Increased vertical alignment of practices, strategies, and skills from grade level to grade level.
- Increased balance of assessment based on conversation, observation, and products of students.
- Increased small group conferencing allows for more timely feedback with targeted students.
- Increased alignment and use of assessment practices (ex. single point rubrics) has helped to reinforce and emphasize expectations from class to class and provide consistency for students.
- Increased integration of “mindfulness moments” in classes.

Does the data show that student achievement and well-being are improving?

The qualitative data shows that well-being has improved in our school. Student engagement appears to have increased and there are many well-being initiatives taking place, such as a well attended GSA, social groups, wide variety of clubs and activities and frequently used food programs.

What barriers or challenges, that are within our control, persist? What will you do to reduce these barriers?

- attendance - continued support for families to encourage increased attendance
- student ownership/perseverance - increase student understanding and knowledge of strategies to improve ownership and perseverance
- Continue to further understand our students as learners and how they best learn.

What work will your school engage in next year?

- Co constructing Anchor Charts
- Continue with internal LST support and Student Support Workers
- Small group instruction
- Literacy and Math Centers

As you continue your work in improving student achievement and well-being, what supports do you anticipate needing?

- Come together to meet with other schools, more collaboration with others
- Math and literacy coaches, especially for our combined class next year
- Increased SLP support if available
- Grants to support well being initiatives

Date Student Success Plan shared with SAC: SAC has received SSP updates every meeting.

Date Annual Progress shared with SAC: First Meeting in 2023/2024