

School Student Success Plan

School: Crichton Park Elementary

Grade Configuration: PP-6

Principal: Connie Johnson

Student Enrollment: 276

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: To improve student achievement in reading comprehension with a focus on critical response to text		
Student Evidence <i>(Performance Measure(s))</i>	Where did you begin? <i>(Baseline: year and results)</i>	Where do you want to be? <i>(Target)</i>
RWM6 (Reading)	<p>2017-18</p> <p>Level 1: 0%</p> <p>Level 2: 14%</p> <p>Level 3: 77%</p> <p>Level 4: 9%</p> <p>Levels 3+4: 86%</p> <p>2018-2019</p> <p>Level 1: 4%</p> <p>Level 2: 11%</p> <p>Level 3: 68%</p> <p>Level 4: 18%</p> <p>Levels 3 + 4: 86%</p> <p>2019-2020</p> <p>Level 1: 3%</p> <p>Level 2: 6%</p> <p>Level 3: 76%</p> <p>Level 4: 16%</p> <p>Levels 3 + 4: 91%</p>	Improvement over baseline
LM3 (Reading)	<p>2018-2019</p> <p>Level 1: 3%</p> <p>Level 2: 6%</p> <p>Level 3: 52%</p> <p>Level 4: 39%</p> <p>Levels 3+4: 90%</p>	

Classroom assessment using the Fountas & Pinnell Benchmark Assessment System	2018-19 Level 0: 5% Level 1: 16% Level 2: 48% Level 3: 31% Levels 2+3: 79% 2019-2020 * Fall data only* Level 0: 5% Level 1: 16% Level 2: 48% Level 3: 31% Levels 2+3: 79%	Improvement over baseline
Strategies: (assessment for learning, instruction and learning team focus)		
Teacher will use reading workshop daily with a focus on effectively conferring with individual students and small groups		
Teachers will develop and implement Deep Learning cross-curricular/integrated lessons that require critical thinking.		
Teachers will use ongoing classroom assessment (conversations, observations, products) to develop responsive lessons for the whole class, small groups and individual students.		

Mathematics Goal: To improve students' ability to solve open-ended problems through critical thinking in math		
Student Evidence (Performance Measure(s))	Where did you begin? (Baseline: year and results)	Where do you want to be? (Target)
RWM6 (Math)	2017-18 Level 1: 3% Level 2: 16% Level 3: 65% Level 4: 16% Levels 3+4: 81% 2018-2019 Level 1: 14% Level 2: 3% Level 3: 59% Level 4: 24% Levels 3+4: 83% 2019-2020 Level 1: 0% Level 2: 16% Level 3: 66% Level 4: 19% Levels 3+4: 84%	Improvement over baseline

LM3 (Math)	2018-2019 Level 1: 3% Level 2: 10% Level 3: 48% Level 4: 39% Levels 3+4: 87%	
Classroom assessment using HRCE math rubrics and triangulation of assessment practices	2017-2018 Level 1: 2% Level 2: 19% Level 3: 54% Level 4: 25% Levels 3+4: 79% 2018-2019 Level 1: 4% Level 2: 13% Level 3: 53% Level 4: 30% Levels 3+4: 83% 2019-2020 *Fall data only*	Improvement over baseline
Strategies: <i>(assessment for learning, instruction and learning team focus)</i>		
Teachers will use a constructivist approach to math instruction with an emphasis on effective questioning students to clarify thinking, redirect thinking and to draw out math concepts.		
Teachers will co-construct problem solving criteria with students, teaching them to self-assess in relation to this criteria.		
Teachers will use ongoing classroom assessment (conversations, observations, products) to develop instructional responses to meet the needs of students within a problem solving context.		

Well-Being Goal: We will improve students’ well-being by connecting with students on a deeper level and building relationships through social and emotional learning.

Student Evidence <i>(Performance Measure(s))</i>	Where did you begin? <i>(Baseline: year end results)</i>	Where do you want to be? <i>(Target)</i>
20-21 Student Success Micro-Survey- “At least one of my teachers knows what my life is like outside of school.”	55%	Above Baseline
18-19 Student Success Survey “My teacher(s) knows what my home life is like.”	58%	Above Baseline
18-19 Student Success Survey: WHERE Students felt unsafe or threatened at school	40% of 10 who responded ‘yes’ (Playground)	Above Baseline
18-19 Student Success Survey: HOW Students felt unsafe or threatened at school	100% of 10 who responded ‘yes’ (Physical and Verbal/Written) 63% of 10 responded ‘yes’ (Social)	Above Baseline
Strategies:		
Staff will get to know our students – their culture, interests, talents, family, community, hobbies, goals, and beliefs		
Staff will empower students' voice and choice by facilitating opportunities for students to learn through their own interests and passions		
Staff will provide tools in the classroom to help students reduce stress (mindfulness routines, outdoor classroom)		
Staff will teach and model mindfulness in the classroom		
Staff will help students learn to consider the well-being of others		

