

Student Success Plan and School Annual Report

- *Student Success Plans* are to be submitted at the beginning of the school year, and updated throughout the year as needed.
- *Annual Report* sections are to be completed and submitted annually to communicate the achievement of your students and to identify next steps.
- *Tables and rows* can be added and deleted as needed.

School: Felix Marchand Education Centre

School Year: 2018-2019

Principal: Lois Landry

Student Enrollment: 56 (including pre-primary)

Literacy Goal: Students will demonstrate improvement in writing tasks , specifically idea generation			
Student Success Plan			ANNUAL REPORT
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>	Where are you now? <i>(progress)</i>
Students will go up one level or stage on the writing continuum	Teacher will collect information by student on Writing Continuum	Each student will increase their performance by one level or stage on this continuum	Teachers reported consistent increase in writing progress (some students also benefitted from Reading Recovery)
Writing (Ideas) results from PLANS	2016-2017 results show 40% of students in grade 3 met outcomes	We'd like our results to match SRCE level	Awaiting results in fall of 2019
Strategies—What will you do this year to support this goal? <i>(assessment for learning, instruction, and learning team focus)</i>			
Teachers will use SRCE writing assessment tool and Developmental Writing Continuum to provide descriptive feedback and assess students			
Teachers will implement writing curriculum mapping used at school (Writing through the Years)			
School will plan school-wide activities that will lead to whole school writing activities.			
Teachers will use pre-writing activities to assist students with generating ideas. Talk will always be a part of pre-writing activities.			
ANNUAL REPORT—What did you do this year to support this goal? <i>(assessment for learning, instruction, learning team focus, and PD)</i>			

Teachers participated in consistent pre-writing activities throughout the year following the events we planned – several times per month. Teachers took samples of student writing to show increases. The students’ writing not only improved, but their interest in writing improved – something we hadn’t thought of or considered measuring.

One thing we had not considered was the AMOUNT of time it would take to do year end surveys with students – writing continuum and math indicators. When June came, it was decided that we could not sacrifice instructional time to complete both the math and literacy surveys, and we opted to only formally complete the former. We had enough anecdotal evidence that the writing had improved, so we opted for the quantitative analysis of the math goal.

Math Goal: Students at each grade level will have a good understanding of 70% of the indicators in the numeracy strand at the end of the school year.

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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>	Where are you now? <i>(progress)</i>
Teachers will monitor student progress throughout the school year to ensure that students have a good understanding of 70% of the numeracy indicators each school year.	Teachers will use checklist to assess, and baseline will be established using this checklist.	All students will meet 70% of the grade level indicators in the numeracy strand at the end of this school year.	45% of English grade 4s met 70% threshold (none of those students were at 70% in October) 88%, or 7 of 8 immersion students, met 70% threshold (other student transferred from Beauport this year) Looking at grade 4 English only: 37% understanding of outcomes in October 64% understanding of outcomes in June 27% increase

Strategies—What will you do this year to support this goal? <i>(assessment for learning, instruction, and learning team focus)</i>
Teacher will create checklists of students’ understanding of numeracy.
Teachers will assess student learning throughout the year to indicate the percentage of outcomes with good understanding in the numeracy strand.
Teachers will develop more interactive activities and strategies to use and promote math understanding (e.g., math games, technology, and manipulatives)
ANNUAL REPORT—What did you do this year to support this goal? <i>(assessment for learning, instruction, learning team focus, and PD)</i>
There was a myriad of information gleaned from the math indicators exercise. There are several ways to analyze that data, and it will help inform our work in 2019-2020. There are samples of the data analysis (mostly related to our oldest students) included in above. We worked on targeted interventions, and got support from the French math interventionist in the immersion classroom. What we learned, however, was that we should have set our benchmark for success after we did the initial assessment of indicators. Our goal was likely too lofty, but significant progress has been noted. Our class data, though, was also confounded by students who came and went through the school year.

Safe and Inclusive Learning Environment Goal: Students will improve their skills in the area of emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving.			
Student Success Plan			ANNUAL REPORT
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>	Where are you now? <i>(progress)</i>
Students will demonstrate increased awareness of outcomes delivered in PATHS program	Students will be evaluated prior to PATHS beginning this year to determine baseline measure	Increased target to be determined.	Again, teachers sat and discussed impressions on the paths curriculum, which was implemented all classes this year. They were very satisfied with student progress.

Teacher and support staff observations of student behaviour in the lunch room and in play spaces	Qualitative observations from staff that students can't identify their emotions or interact positively with peers.	Qualitative increases based on impressions by staff (teaching and support)	Teachers identified several of the "emotions" that were taught in PATHS that were used in discussions with students throughout the year, in classrooms and common areas.
Strategies—What will you do this year to support this goal? <i>(assessment for learning, instruction, and learning team focus)</i> <i>Develop and administer the survey to grade 2 and 3 students only.</i>			
Teachers will implement the PATHS program in all classrooms			
Teachers will use the Seven Sacred Teachings to promote culturally responsive socio-emotional learning.			
Teachers will use the revised (small group) lunch for explicit teaching			
Revised schedule for lunch times to promote more feedback on behaviour and social emotional learning.			
ANNUAL REPORT—What did you do this year to support this goal? <i>(assessment for learning, instruction, learning team focus, and PD)</i>			
Given the emphasis on PATHS this year, our school did not work on the Seven Sacred Teachings. We were able to train our immersion teacher this year, so PATHS occurred in each class and was supported by classroom and guidance staff. Teachers talked about using the emotional language during lessons in their rooms, and that shared language was very helpful. We also posted several posters around the building (going outside, for instance) to promote PATHS language among all staff.			

ANNUAL REPORT—As you continue this process, what supports do you anticipate needing?
We need to revisit how to measure goals such that we are not losing valuable teaching time with math and literacy indicators. We need to look more closely at where our students are in September so our goals are appropriate. We look forward to revamping our PD next year around math and literacy.

Date Student Success Plan shared with SAC [DD/MM/YYYY]: 06/12/2018

Date Annual Progress shared with SAC [DD/MM/YYYY]: 28/06/2019