



Student Success Plan

For

William King Elementary School

Written in 2015-16

Goal: Students, using the reciprocal relationship between reading and writing, will demonstrate improvement in the areas of critical thinking, organization, and language use.

Professional Learning to Support Goal and Strategies:				
Strategies ↓	<i>What will we learn?</i>	<i>Who will learn this?</i>	<i>When will we learn this?</i>	<i>How will we go about the learning?</i>
1. Teachers will use reading and writing workshop daily with a focus on culturally relevant small group instruction	1a) Teachers will learn how to implement reading and writing workshops (mini lesson, independent practice, sharing of strategies)	All literacy teachers	Ongoing throughout year	Supporting resource – Units of Study for Primary Writing (Calkins)
	1b) Teachers will learn how to use targeted, small group instruction, and as main instructional strategy			Supporting resource – Rethinking Intervention – (Frost)
	1c) Teachers will learn how to use culturally relevant instructional strategies to engage their learners.			Support from HRSB Literacy Consultant Focused PLC Work
2. Teachers will use clear learning targets and performance standards for every reading and writing lesson.	2a) Teachers will learn how to create student friendly “I can statements...” using the curriculum outcomes.	All Teachers	Fall 2016/Winter 2017	Professional Development Session in Fall 2016. Continuation of previous year’s professional development. Examining exemplars of “I can statements...” currently being used inform next steps.
	2b) Teachers will learn how to break down learning targets into performance standards			Professional Development Session in Fall 2016. Continuation of previous year’s professional development. Examining exemplars of performance indicators currently

	2c) Teachers will learn how to use clear learning targets and performance standard to give descriptive feedback to students.			being used inform next steps. Support from HRSB Program Staff Supporting resource:
3. Teachers will collaboratively develop a balanced/variety approach of assessment to inform instruction, work together to analyze classroom and external assessment information to inform next steps for instruction.	3a) Teachers will develop a common understanding of the writing continuum across the grade levels.	All Teachers	Ongoing throughout year	<ul style="list-style-type: none"> • Teachers share instructional strategies during focused PLCs to target student needs based on classroom assessments and observe each other implement these practices. • Teachers share assessment strategies during focused PLCs to target student needs based on classroom assessments and observe each other implement these practices.
	3b) Teachers will develop an understanding of the reciprocity between reading and writing			
	3c) Teachers will develop a wider repertoire of strategies in reading and writing instruction.			
	3d) Teachers will learn what balanced literacy assessment looks like and how to develop a balance literacy assessment system in their classrooms.			

Data Collection to Monitor Change and Inform Practice:

What will we collect?	Who will collect?	When will we do this?	How will we use it?
Provincial Assessments	EECD	Fall 2016	Inform instruction and next steps for implementation
Classroom Based Assessments	Classroom Teachers/Resource Teachers	Throughout Year with school wide collection in Fall 2016 and Spring 2017	Inform instruction and next steps for implementation
Grade Level Assessments (Ex. Observation Survey)	Resource Teacher ELT Teacher	Fall 2016	Inform instruction and next steps for implementation
Getting to Great Survey Data	HRSB	Spring 2017	Inform instruction and next steps for implementation
School based teacher survey	WKES SSP Lead Team	Spring 2017	Inform instruction and next steps for implementation
PLC Notes	PLC Members Administration	Weekly, all year	School admin will provide feedback to teachers on their learning Monitor teacher learning and implementation of strategies
Administrative Walkthroughs	Administration	Ongoing throughout year	School admin will provide feedback to teachers on their learning Monitor teacher learning and implementation of strategies

*Rows can be inserted or deleted as needed.

Goal: Students will demonstrate improvement in number sense with a focus on partitioning and representing numbers.

Professional Learning to Support Goal and Strategies:				
Strategies ↓	Professional Learning to Support Goal and Strategies:			
	<i>What will we learn?</i>	<i>Who will learn this?</i>	<i>When will we learn this?</i>	<i>How will we go about the learning?</i>
1. Teachers will use 3 part lesson model (constructivist approach) daily with a focus on culturally relevant small group instruction	1a) Teachers will learn how to implement 3 Part Lesson (constructivist approach) to mathematics instruction	All Teachers	Ongoing throughout Year	<ul style="list-style-type: none"> • Supporting Resource: Making Math Meaningful (Small) • Resource: Student Centered Mathematics (Van De Walle) • Support From HRSB Mathematics Consultant • Focused PLC Work • Supporting Resource: Math Work Stations (Diller) • Support Resource: Culturally and Linguistically Responsive Teaching and Learning (Hollie)
	1b) Teachers will learn how to use targeted, small group instruction, and as main instructional strategy			
	1c) Teachers will learn how to use culturally relevant instructional strategies to engage their learners.			
2. Teachers will use clear learning targets and performance standards for every mathematics lesson.	2a) Teachers will learn how to create student friendly “I can statements...” using the curriculum outcomes	All Teachers	Fall-Winter 2016/17	Professional Development Session in Fall 2016. Continuation of previous year’s professional development. Examining exemplars of “I can statements...” currently being used inform next steps.
	2b) Teachers will learn how to break			

	<p>down learning targets into performance standards</p> <p>2c) Teachers will learn how to use clear learning targets and performance standard to give descriptive feedback to students.</p>			<p>Session in Fall 2016. Continuation of previous year's professional development. Examining exemplars of performance indicators currently being used inform next steps.</p> <p>Support from HRSB Program Staff</p> <p>Supporting resource: How to Give Effective Feedback to your Students (Brookhart)</p>
<p>3. Teachers will collaboratively develop a balanced/variety approach of assessment to inform instruction, work together to analyze classroom and external assessment information to inform next steps for instruction.</p>	<p>3a) Teachers will develop a common understanding of the number sense outcomes within and across grade levels.</p>	<p>All Teachers</p>	<p>Ongoing throughout year.</p>	<p>Teachers will use the curriculum guides and supporting documentation to develop a common understanding of number sense across the grade levels.</p>
	<p>3b) Teachers will develop an understanding of number sense routines.</p>			<p>Teachers share number sense routines during focused PLCs to target student needs based on classroom assessments and observe each other implement these practices.</p> <p>Supporting resource: Number Sense Routines: Building Numerical Literacy Every Day in Grade K-3 (West/Shumway)</p>
	<p>3c) Teachers will develop a wider repertoire of instructional strategies in mathematics.</p>			<p>Teachers share instructional strategies during focused PLCs to target student needs based on classroom assessments and observe each other implement these practices.</p>
	<p>3d) Teachers will learn what balanced math assessment looks like and how to develop a balance</p>			<p>Teachers share assessment strategies during focused PLCs to target student needs based on classroom assessments and observe each other implement these practices.</p>

	math assessment system in their classrooms.			Supporting Resource: Making Classroom Assessment Work: Second Addition (Davies) Triangulation of Evidence.
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Classroom Based Assessments	Classroom Teachers/Resource Teachers	Throughout Year with school wide collection in Fall 2016 and Spring 2017	Inform instruction and next steps for implementation
Grade Level Assessments (Ex. PRIME)	Resource Teacher	Fall 2016	Inform instruction and next steps for implementation
Getting to Great Survey Data	HRSB	Spring 2017	Inform instruction and next steps for implementation
School based teacher survey	WKES SSP Lead Team	Spring 2017	Inform instruction and next steps for implementation
PLC Notes	PLC Members Administration	Weekly, all year	School admin will provide feedback to teachers on their learning Monitor teacher learning and implementation of strategies
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How will you involve the SAC, the parents, the students, and the wider community in your school improvement plan?

In your response, include your plans for involving these groups in achieving your goals and your plans for communicating the school's progress toward your goals (approx.. ½ page – bullets or narrative)

- Professional Development with SAC (this has already started as we took the group through the process of analyzing internal and external data for determine goals)
- Monthly Newsletters
- Updating Website (Goals are currently on the site with the summary of data that was used)
- Community Report
- Curriculum Night
- Math/Literacy Parent Nights