



Student Success Plan

For

Ian Forsyth Elementary School

Written in 2015-16

Goal: Students will demonstrate improvement in reading with a focus on accuracy, fluency and deeper comprehension (questioning, making connections, synthesizing, inferring).

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 workshop daily with an emphasis on small group instruction	1a) How to establish and scaffold explicit routines for reading workshop to facilitate conference time with students	Classroom Teachers Resource teachers Learning Centre Teachers	Beginning 2015-2016 school year Ongoing	Site based PD planned and facilitated by administration and in consultation with Program staff. Anchor Text: <i>The Next Step in Guided Reading</i> (Richardson), <i>Conferring: The Keystone of Reader's Workshop</i> (Allen), & <i>Prompting Guides</i> (Fountas & Pinnell) Literature Review: <i>When Readers Struggle</i> (Fountas & Pinnell) Focussed PLC conversations Feedback from administrative walkthroughs. Support and feedback from PGPs and teacher evaluations. Literacy Coaching Self-directed PD aligned with Professional Growth Plan goals Participate in relevant PD opportunities, such as workshops and conferences, as they arise.

				Networking and observing colleagues teaching within our school and/or board
	1b) How to effectively confer with students and use conferencing notes to plan and implement small group lessons	Classroom Teachers Resource teachers Learning Centre Teachers	Beginning 2015-2016 school year Ongoing	<p>Site based PD planned and facilitated by administration and in consultation with Program staff.</p> <p>Anchor Text: <i>The Next Step in Guided Reading</i> (Richardson), <i>Conferring: The Keystone of Reader's Workshop</i> (Allen), & <i>Prompting Guides</i> (Fountas & Pinnell)</p> <p>Focussed PLC conversations</p> <p>Feedback from administrative walkthroughs.</p> <p>Support and feedback from PGPs and teacher evaluations.</p> <p>Literacy Coaching</p> <p>Self-directed PD aligned with Professional Growth Plan goals</p> <p>Participate in relevant PD opportunities, such as workshops and conferences, as they arise.</p> <p>Networking and observing colleagues teaching within our school and/or board</p>
2. Teachers will implement a culturally relevant approach to reading lessons	2a) common understanding of culturally relevant teaching	All staff	Carrying over in the 2015-2016 school year Ongoing	<p>PD with board staff and school administration</p> <p>Literature Review (i.e.: <i>Culturally and</i></p>

				<i>linguistically Responsive Teaching and Learning</i> (Hollie), <i>Culturally Responsive Teacher: Theory, Research and Practice</i> (Gay)) Focussed PLC conversations
2b) common understanding of the cultural community of our students	All staff	Carrying over in the 2015-2016 school year Ongoing	Monthly Assemblies Student-Led Conferences (Term 2) On-going informal and formal communication with parents, guardians and students Home & School SAC Cross-age buddy activities (CSC) Twitter Annual Career Fair	
2c) understanding of how create relationships and have social-emotional connections with students in order to create a safe and inclusive learning environment	All staff	Carrying over in the 2015-2016 school year Ongoing	PD with board staff and school administration Caring School Community program implementation School-wide commitment to Restorative Approaches Staff meeting discussions Special performances and presentations	
2 d) How to plan and implement culturally relevant reading workshop lessons	All staff	Carrying over in the 2015-2016 school year Ongoing	Site based PD planned and facilitated by administration and in consultation with Program staff.	

				<p>Anchor Text: <i>The Next Step in Guided Reading</i> (Richardson) & <i>Conferring: The Keystone of Reader's Workshop</i> (Allen)</p> <p>Literature Review (i.e.: <i>Culturally and Linguistically Responsive Teaching and Learning</i> (Hollie), <i>Culturally Responsive Teacher: Theory, Research and Practice</i> (Gay))</p> <p>Focussed PLC conversations</p> <p>Actively seek culturally relevant classroom-based resources to support planning and instruction.</p>
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3. Teachers will communicate clear learning targets to students for every reading workshop lesson				
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3. Teachers will communicate clear learning targets to students for every reading workshop lesson	3a) How to translate reading outcomes into "I can..." statements in student-friendly language	All teachers	Carrying over in the 2015-2016 school year Ongoing	<p>Site based PD planned and facilitated by administration and in consultation with Program staff.</p> <p>Anchor Text: <i>The Next Step in Guided Reading</i> (Richardson), <i>Conferring: The Keystone of Reader's Workshop</i> (Allen), <i>Prompting Guides</i> (Fountas & Pinnell), & <i>Advancing Formative Assessment In Every Classroom</i> (Moss & Brookhart)</p> <p>Literature Review: <i>When Readers Struggle</i> (Fountas & Pinnell), Curriculum Guide</p>
	3b) How to plan and implement reading workshop minilessons that include "I can..." statements	Classroom Teachers Resource teachers Learning Centre Teachers	Carrying over in the 2015-2016 school year Ongoing	
	3c) How to assess in relation to learning targets during the "time to practice" component of reading workshop	Classroom Teachers Resource teachers Learning Centre Teachers	Carrying over in the 2015-2016 school year Ongoing	
	3d) Effective strategies for linking the share component of reading workshop to the "I can..." statement	Classroom Teachers Resource teachers Learning Centre Teachers	Carrying over in the 2015-2016 school year Ongoing	

				<p>Focused PLC conversations</p> <p>Feedback from administrative walkthroughs.</p> <p>Support and feedback from PGPs and teacher evaluations.</p> <p>Literacy Coaching</p> <p>Self-directed PD aligned with Professional Growth Plan goals</p> <p>Participate in relevant PD opportunities, such as workshops and conferences, as they arise.</p> <p>Networking and observing colleagues teaching within our school and/or board</p>
<p>4. Teachers will use ongoing classroom assessment to identify students not meeting reading learning targets/outcomes, plan and implement instructional strategies in response to this data, and reflect on the effectiveness of these interventions</p>	<p>4 a) common understanding of reading outcomes within and across grade levels</p>	<p>Classroom Teachers</p> <p>Resource teachers</p> <p>Learning Centre Teachers</p>	<p>Carrying over in the 2015-2016 school year</p> <p>Ongoing</p>	<p>Site based PD planned and facilitated by administration and in consultation with Program staff.</p> <p>Anchor Text: Curriculum Guide & HRSB Comprehension Guide</p> <p>Focused PLC conversations</p>
	<p>4 b) common understanding of how to teach and assess reading, including use of the various cueing systems, fluency and thinking beyond the text</p>	<p>Classroom Teachers</p> <p>Resource teachers</p> <p>Learning Centre Teachers</p>	<p>Carrying over in the 2015-2016 school year</p> <p>Ongoing</p>	<p>Site based PD planned and facilitated by administration and in consultation with Program staff</p> <p>Anchor Text: Curriculum Guide, HRSB Comprehension Guide & Prompting Guides (Fountas &</p>

				<p>Classroom Teachers</p> <p>Resource teachers</p> <p>Learning Centre Teachers (Pinnell)</p> <p>Focussed PLC conversations</p> <p>Feedback from administrative walkthroughs.</p> <p>Support and feedback from PGPs and teacher evaluations.</p> <p>Literacy Coaching</p> <p>Self-directed PD aligned with Professional Growth Plan goals</p> <p>Participate in relevant PD opportunities, such as workshops and conferences, as they arise.</p>
	4 c) how to plan and implement interventions in reading to scaffold student learning	<p>Classroom Teachers</p> <p>Resource teachers</p> <p>Learning Centre Teachers</p>	<p>Carrying over in the 2015-2016 school year</p> <p>Ongoing</p>	<p>Site based PD planned and facilitated by administration and in consultation with Program staff</p> <p>Anchor Text: <i>Curriculum Guide, HRSB Comprehension Guide & Prompting Guides</i> (Fountas & Pinnell)</p> <p>Focussed PLC conversations</p> <p>Feedback from administrative walkthroughs.</p> <p>Support and feedback from PGPs and teacher evaluations.</p>

				<p>Literacy Coaching</p> <p>Self-directed PD aligned with Professional Growth Plan goals</p> <p>Participate in relevant PD opportunities, such as workshops and conferences, as they arise.</p>
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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: RW3 and RWM6	EECD	Fall annually	We will use this data to monitor gains in student achievement. PLC's will discuss next steps for instruction for students not meeting expectations. We will use this information for both formative and summative assessment.
Getting To Great Survey	HRSB	Spring annually	To understand and monitor changes in teacher, student and parent perceptions To make shifts in our practices
Literacy PLC Notes	Literacy Teachers, Resource Teachers & Admin	Ongoing	To support and monitor the implementation of the SSP literacy plan in PLCs. To provide adequate support to teachers in terms of literacy PD needs.
Administrative Walkthrough Observations	Admin	Ongoing	Admin will support teachers in their self-assessment of instructional and assessment strategies as outlined in the math SSP plan. To inform conversations with teachers about supporting student achievement in literacy.
Literacy Teachers' Professional Growth Plans	Literacy Teachers, Resource Teachers & Admin	November and May	To support teachers with the development of their goals as related to the literacy SSP goals & strategies. To provide support and specific PD to teachers in relation to their goals.
Literacy Classroom Assessment/ Running Record data	Literacy Teachers, Resource Teachers & Admin	Ongoing with a data point submitted to Administration in Fall and Spring	Teachers will use this to plan whole group, small group and individual instruction. Grade level summaries will be prepared in PLC's and shared at staff meetings. We will monitor student achievement.

*Rows can be inserted or deleted as needed.

Goal: Students will demonstrate improvement in communicating their mathematical understanding and thinking in the area of number sense.

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 a constructivist approach to math instruction with an emphasis on student sharing and “talk time.”	1a) Common understanding of the constructivist approach and how to implement this in the classroom	Classroom Teachers Resource teachers Learning Centre Teachers	Beginning 2015-2016 school year Ongoing	Site based PD planned and facilitated by administration and in consultation with Program staff. Literature Review: <i>Teaching student-Centre Mathematics</i> (Van de Walle) <i>Curriculum Guides</i> Focussed PLC conversations Feedback from administrative walkthroughs. Support and feedback from PGPs and teacher evaluations. Math Coaching Self-directed PD aligned with Professional Growth Plan goals Participate in relevant PD opportunities, such as workshops and conferences, as they arise. Networking and observing colleagues teaching within our school and/or board
	1b) How to effectively question students in the “During” and “After” phases of the 3-part lesson	Classroom Teachers Resource teachers Learning Centre	Beginning 2015-2016 school year Ongoing	Site based PD planned and facilitated by administration and in consultation with Program staff.

		Teachers		<p>Anchor Text: <i>Math Exchanges</i> (Wedekind)</p> <p>Literature Review: <i>Good Questions</i> (Small)</p> <p>Focussed PLC conversations</p> <p>Feedback from administrative walkthroughs.</p> <p>Support and feedback from PGPs and teacher evaluations.</p> <p>Math Coaching</p> <p>Self-directed PD aligned with Professional Growth Plan goals</p> <p>Participate in relevant PD opportunities, such as workshops and conferences, as they arise.</p> <p>Networking and observing colleagues teaching within our school and/or board</p>
	1c) How to implement effective strategies for students to share and talk about their mathematical thinking and reasoning in whole group, small groups and partners	<p>Classroom Teachers</p> <p>Resource teachers</p> <p>Learning Centre Teachers</p>	<p>Beginning 2015-2016 school year</p> <p>Ongoing</p>	<p>Site based PD planned and facilitated by administration and in consultation with Program staff.</p> <p>Anchor Text: <i>Math Exchanges</i> (Wedekind)</p> <p>Focussed PLC conversations</p> <p>Feedback from administrative walkthroughs.</p> <p>Support and feedback from PGPs and teacher evaluations.</p>

				<p>Math Coaching</p> <p>Self-directed PD aligned with Professional Growth Plan goals</p> <p>Participate in relevant PD opportunities, such as workshops and conferences, as they arise.</p> <p>Networking and observing colleagues teaching within our school and/or board</p>
2. Teachers will implement a culturally relevant approach to math lessons	2a) common understanding of culturally relevant teaching	All staff	<p>Carrying over in the 2015-2016 school year</p> <p>Ongoing</p>	<p>PD with board staff and school administration</p> <p>Literature Review (i.e.: <i>Culturally and Linguistically Responsive Teaching and Learning</i> (Hollie), <i>Culturally Responsive Teacher: Theory, Research and Practice</i> (Gay))</p> <p>Focussed PLC conversations</p>
	2b) common understanding of the cultural community of our students	All staff	<p>Carrying over in the 2015-2016 school year</p> <p>Ongoing</p>	<p>Monthly Assemblies</p> <p>Student-Led Conferences (Term 2)</p> <p>On-going informal and formal communication with parents, guardians and students</p> <p>Home & School</p> <p>SAC</p> <p>Cross-age buddy activities (CSC)</p> <p>Twitter</p> <p>Annual Career Fair</p>

	2c) understanding of how create relationships and have social-emotional connections with students in order to create a safe and inclusive learning environment	All staff	Carrying over in the 2015-2016 school year Ongoing	PD with board staff and school administration Caring School Community program implementation School-wide commitment to Restorative Approaches Staff meeting discussions Special performances and presentations
	2 d) How to plan and implement culturally relevant math lessons	All staff	Carrying over in the 2015-2016 school year Ongoing	Site based PD planned and facilitated by administration and in consultation with Program staff. Anchor Text: <i>Math Exchanges</i> (Wedekind) Literature Review: <i>Good Questions</i> (Small) Literature Review (i.e.: <i>Culturally and linguistically Responsive Teaching and Learning</i> (Hollie), <i>Culturally Responsive Teacher: Theory, Research and Practice</i> (Gay)) Focussed PLC conversations Actively seek culturally relevant classroom-based resources to support planning and instruction.
3. Teachers will communicate clear learning targets to students for every math lesson	3a) How to translate number sense outcomes into “I can...” statements in student-friendly	All teachers	Carrying over in the 2015-2016 school year Ongoing	Site based PD planned and facilitated by administration and in consultation with Program staff.

	language			
	3b) How to plan and implement effective constructivist math lessons that include “I can...” statements	Classroom Teachers Resource teachers Learning Centre Teachers	Carrying over in the 2015-2016 school year Ongoing	Anchor Text: <i>Math Exchanges</i> (Wedekind), <i>Advancing Formative Assessment In Every Classroom</i> (Moss & Brookhart) & <i>Curriculum Guide</i>
	3c) How to assess in relation to learning targets in the “During” stage of the three-part lesson	Classroom Teachers Resource teachers Learning Centre Teachers	Carrying over in the 2015-2016 school year Ongoing	Literature Review: <i>Good Questions</i> (Small)
	3c) How to link the share component of the three part lesson to the learning target (“I can...” statement)	Classroom Teachers Resource teachers Learning Centre Teachers	Carrying over in the 2015-2016 school year Ongoing	Focussed PLC conversations Feedback from administrative walkthroughs. Support and feedback from PGPs and teacher evaluations. Math Coaching Self-directed PD aligned with Professional Growth Plan goals Participate in relevant PD opportunities, such as workshops and conferences, as they arise. Networking and observing colleagues teaching within our school and/or board
4. Teachers will use ongoing classroom assessment to identify students not meeting number sense & communication learning targets/outcomes, plan and implement instructional strategies in response to this data, and reflect on the effectiveness of these interventions	4 a) common understanding of number sense outcomes within and across grade levels	Classroom Teachers Resource teachers Learning Centre Teachers	Carrying over in the 2015-2016 school year Ongoing	Site based PD planned and facilitated by administration and in consultation with Program staff. Anchor Text: Curriculum Guide & Outcomes Progression Map Focussed PLC conversations

	<p>4b) common understanding of number sense routines</p>	<p>Classroom Teachers Resource teachers Learning Centre Teachers</p>	<p>Carrying over in the 2015-2016 school year Ongoing</p>	<p>Site based PD planned and facilitated by administration and in consultation with Program staff</p> <p>Anchor Text: <i>Curriculum Guide, Number Sense Routines (Shumway)</i></p> <p>Resource teachers</p> <p>Learning Centre Teachers (Pinnell)</p> <p>Focussed PLC conversations</p> <p>Feedback from administrative walkthroughs.</p> <p>Support and feedback from PGPs and teacher evaluations.</p> <p>Math Coaching</p> <p>Self-directed PD aligned with Professional Growth Plan goals</p> <p>Participate in relevant PD opportunities, such as workshops and conferences, as they arise.</p>
	<p>4c) how to systematically monitor the progress of each student in communicating their math thinking/reasoning in number sense using classroom assessment</p>	<p>Classroom Teachers Resource teachers Learning Centre Teachers</p>	<p>Carrying over in the 2015-2016 school year Ongoing</p>	<p>Site based PD planned and facilitated by administration and in consultation with Program staff</p> <p>Anchor Text: <i>Curriculum Guide, HRSB Rubrics and HRSB Math Common Assessment Document</i></p> <p>Focussed PLC conversations</p> <p>Feedback from</p>

				<p>administrative walkthroughs.</p> <p>Support and feedback from PGPs and teacher evaluations.</p> <p>Math Coaching</p> <p>Self-directed PD aligned with Professional Growth Plan goals</p> <p>Participate in relevant PD opportunities, such as workshops and conferences, as they arise.</p>
	<p>4 d) how to plan and implement interventions in number sense to scaffold student learning</p>	<p>Classroom Teachers</p> <p>Resource teachers</p> <p>Learning Centre Teachers</p>	<p>Carrying over in the 2015-2016 school year</p> <p>Ongoing</p>	<p>Site based PD planned and facilitated by administration and in consultation with Program staff</p> <p>Anchor Text: <i>Curriculum Guide, Good Questions (Small), Number Sense Routines (Shumway) and Math Exchanges (Wedekind)</i></p> <p>Focussed PLC conversations</p> <p>Feedback from administrative walkthroughs.</p> <p>Support and feedback from PGPs and teacher evaluations.</p> <p>Math Coaching</p> <p>Self-directed PD aligned with Professional Growth Plan goals</p> <p>Participate in relevant PD opportunities, such as workshops and conferences, as they arise.</p>

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: M4 and RWM6	EECD	Fall annually	We will use this data to monitor gains in student achievement. PLC's will discuss next steps for instruction for students not meeting expectations. We will use this information for both formative and summative assessment.
Getting To Great Survey	HRSB	Spring annually	To understand and monitor changes in teacher, student and parent perceptions To make shifts in our practices
Math PLC Notes	Math Teachers, Resource Teachers & Admin	Ongoing	To support and monitor the implementation of the SSP math plan in PLCs. To provide adequate support to teachers in terms of math PD needs.
Administrative Walkthrough Observations	Admin	Ongoing	Admin will support teachers in their self-assessment of instructional and assessment strategies as outlined in the math SSP plan. To inform conversations with teachers about supporting student achievement in math.
Math Teachers' Professional Growth Plans	Math Teachers, Resource Teachers & Admin	November and May	To support teachers with the development of their goals as related to the math SSP goals & strategies. To provide support and specific PD to teachers in relation to their goals.
Math Classroom Assessment	Math Teachers, Resource Teachers & Admin	Ongoing with a data point submitted to Administration in Fall and Spring	Teachers will use this to plan whole group, small group and individual instruction. Grade level summaries will be prepared by PLC's and shared at staff meetings. We will use this data to monitor student achievement.

*Rows can be inserted or deleted as needed.

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)