




Student Success Plan

For

Sycamore Lane Elementary

Written in 2015-16

Goal: Students will read increasingly complex text with accuracy and fluency to improve deeper comprehension beyond the text by using inferring, synthesizing, questioning and making deeper connections.

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 reading workshop daily with an emphasis on small group instruction.	1a) How to effectively confer with students.	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches HRSB Reading Comprehension Document Anchor Resource: <i>Conferring: The Keystone of Reader's Workshop</i> by P. Allen HRSB Reading Comprehension Document
	1b) How to use conferencing notes to plan small group instruction.	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches Anchor Text: <i>The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader</i> by J. Richardson
	1c) How to implement reading strategy lesson groups and	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches

	guided reading groups.			Anchor Text: <i>The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader</i> by J. Richardson
2. Teachers will communicate clear learning targets to students for every reading workshop lesson.	2a) How to translate reading outcomes into “I Can” statements in student friendly language.	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches ELA Curriculum Guide
	2b) How to plan and implement effective reading workshop mini-lessons that include “I Can” statements.	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches ELA Curriculum Guide
	2c) How to link a share component of reading workshop back to the learning target.	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches ELA Curriculum Guide
3. Teachers will use ongoing classroom assessment to identify students not meeting reading learning targets, plan and implement instructional strategies in response to this data, and reflect	3a) Develop a common understanding of the reading behaviours development continuum.	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches Anchor Resource: HRSB Reading Comprehension Document
	3b) Develop a common understanding of how to teach and	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches

<p>on the effectiveness of these interventions.</p>	<p>assess reading, including fluency and thinking beyond the text.</p>			<p>Anchor Resources: <i>Conferring: The Keystone of Reader's Workshop</i> by P. Allen HRSB Reading Comprehension Doc. <i>The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader</i> by J. Richardson</p>
	<p>3c) How to systematically monitor reading development of individual students.</p>	<p>Classroom Teachers Resource Teachers Administration</p>	<p>Starting in the 2015-2016 school Year.</p>	<p>Site Based PD Days Staff Meetings PLCs Coaches</p> <p>Anchor Resources: HRSB Reading Comprehension Doc. Fountas and Pinnell Assessment Kit</p>
	<p>3d) How to plan and implement interventions to scaffold student reading development.</p>	<p>Classroom Teachers Resource Teachers Administration</p>	<p>Starting in the 2015-2016 school Year.</p>	<p>Site Based PD Days Staff Meetings PLCs Coaches</p> <p>Anchor Resources: <i>Conferring: The Keystone of Reader's Workshop</i> by P. Allen HRSB Reading Comprehension Doc. <i>The Next Step in Guided Reading: Focused</i></p>

Assessments and Targeted Lessons for Helping Every Student Become a Better Reader by J. Richardson

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?
RW3 and RWM6	EECD	Fall of each year	Determine who requires additional support To inform instructional practice (whole/small/individual) Monitor gains in student achievement
Classroom oral reading records	Teachers	3x/year (formal) Regular basis (informal)	Support record card writing Determine who requires additional support To inform instructional practice (whole/small/individual) Monitor gains in student achievement
Reading development continuum (reading behaviours - HRSB doc)	Teachers	3x/year (formal) Regular basis (informal)	Support record card writing Determine who requires additional support To inform instructional practice (whole/small/individual) Monitor gains in student achievement
Observation Survey	Teachers (gr.1/Res./ELS/RR)	Beginning and end of year for grade one students When students are picked up and discontinued for ELS and reading recovery	Identify students who require additional support To inform instructional practice (small/individual)
Getting to Great Survey	HRSB	April of each year	Monitor changes in student, teacher, and parent/guardian perceptions Identify areas of success and areas for improvement
PLC Minutes	Teachers	Weekly	Monitor effectiveness of strategies explored

			Support teachers with implementation of strategies within the SSP
Additional classroom assessments (COP) related to deeper comprehension	Teachers	Regularly	Support record card writing Determine who requires additional support To inform instructional practice (whole/small/individual) Monitor gains in student achievement

Goal: To improve student achievement in number sense with a focus on representing and partitioning numbers.				
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>
	1a) How to document observations in math.	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	HRSB Math PD Staff Meetings PLCs Coaches Curriculum Appendices Teacher Created Tools Moodle
	1b) How to use observations, conversations, and/or products to plan small group instruction in number sense.	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	PLCs Coaches Anchor Resource: <i>Math Exchanges: Guiding Young Mathematicians in Small-Group Meetings</i> by K.O. Wedekind
1c) How to implement small group lessons to focus on student's	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	PLCs Coaches Moodle Anchor Resource:	

	needs in number sense.			<i>Math Exchanges: Guiding Young Mathematicians in Small-Group Meetings</i> by K.O. Wedekind
2. Teachers will communicate clear learning targets to students for every math lesson.	2a) How to translate number sense outcomes into “I Can” statements in student friendly language.	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches Anchor Resource: Math Curriculum Guide
	2b) How to plan and implement effective constructivist lessons that include “I Can” statements.	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches Anchor Resource: Math Curriculum Guide
	2c) How to link a share component of the three part lesson back to the learning target.	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches Anchor Resource: Math Curriculum Guide
3. Teachers will use ongoing classroom assessment to identify students not meeting representing and partitioning learning targets, plan and implement instructional strategies in response to this data, and reflect	3a) Develop a common understanding of number sense outcomes within and across grade levels	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches Anchor Resources: Math Curriculum Guide HRSB Documents and Materials
	3b) Develop a common understanding of number sense routines.	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches

on the effectiveness of these interventions.				Anchor Resources: <i>Number Sense Routines</i> by J.F. Shumway Math Curriculum Guide HRSB Documents and Materials
	3c) How to systematically monitor the progress of individual students through classroom assessments.	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches Anchor Resources: Math Curriculum Guide HRSB Documents and Materials HRSB Number Sense Rubrics
	3d) How to plan and implement interventions in number sense to scaffold student learning.	Classroom Teachers Resource Teachers Administration	Starting in the 2015-2016 school Year.	Site Based PD Days Staff Meetings PLCs Coaches Anchor Resource: <i>Leaps and Bounds</i> Math Curriculum Guide HRSB Documents and Materials

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?
M2, M4 and RWM6	EECD	Fall of each year	Determine who requires additional support To inform instructional practice (whole/small/individual) Monitor gains in student achievement
HRSB Number Sense Rubrics	Teachers	3x/year (formal) Regular basis (informal)	Support record card writing Determine who requires additional support To inform instructional practice (whole/small/individual)

			Monitor gains in student achievement
Leaps and Bounds Diagnostic Tools	Teachers (some at 3-5)	Beginning and/or end of some units	Identify students who require additional support To inform instructional practice (whole/small/individual)
Getting to Great Survey	HRSB	April of each year	Monitor changes in student, teacher, and parent/guardian perceptions Identify areas of success and areas for improvement
PLC Minutes	Teachers	Weekly	Monitor effectiveness of strategies explored Support teachers with implementation of strategies within the SSP
Additional classroom assessments (COP) related to number sense	Teachers	Regularly	Support record card writing Determine who requires additional support To inform instructional practice (whole/small/individual) Monitor gains in student achievement

How will you involve the SAC, the parents, the students, and the wider community in your school improvement plan?

- Regular agenda item at SAC
- School and Classroom Newsletters/websites updates
- Twitter
- Community Report, Interim Reports
- Sharing of data with the school community
- Literacy day, math night, Curriculum night
- Sharing learning goals and curriculum with the school community