

# School Student Success Plan (2016-17)

School Name: **Bridgewater Elementary**

Principal: **David O'Quinn**

Grade Configuration: **Primary-Six**

Student Enrollment: **451**

## Student Achievement Goals

Supporting Data Sources will include Provincial, Board, School/Classroom Assessment Results:

<b>Literacy Goal: Students will demonstrate an increase in their level of writing.</b>		
<b>Performance Measure(s)</b>	<b>Data: Base Year</b>	<b>Target</b>
NS Provincial Assessment: RW3	49% (2015-16) (Met Expectation in Writing)	Increase Over Baseline (2017-18)
NS Provincial Assessment: RWM6	64% (2015-16) (Met Expectation in Writing)	Increase Over Baseline (2017-18)
SELL/EXSELL Writing Assessment	63% (2015-16) (Met Expectation in Writing)	Increase Over Baseline (2017-18)
<b>Strategic Actions to Achieve Target (Assessment for learning, instruction and learning team focus/professional learning activities)</b>		
Teachers will implement best instructional practices in order to expand opportunities for students' use of authentic writing across the curriculum to communicate their learning.		
Teachers will develop effective formative assessment practices in their CLT's and use the student evidence from these assessments to inform their next steps in achievement.		
Teachers will implement writing workshop on a daily basis with a focus on effective conferencing and sharing strategies.		
Students will demonstrate improvement in writing with a focus on creating and organization of ideas.		

<b>Math Goal: In Mathematics, students will demonstrate an increase in their understanding of partitioning and math literacy.</b>		
<b>Performance Measure(s)</b>	<b>Data: Base Year</b>	<b>Target</b>
Provincial Math Assessment: Grade 4	71% (2015-16) percentage meeting expectation	Increase over baseline (2017-18)
Provincial Math Assessment: Grade 6	53% (2015-16) percentage meeting expectation	Increase over baseline (2017-18)

Teachers will consistently use the provincial mathematics curriculum documents and yearly plans for recommended scope and sequence for Number
Teachers will work collaboratively during CLTs to explore strategies and increase learning for students by demonstrating multiple ways of representing: contextual, concrete, pictorial, symbolic and verbal.
Teachers will work collaboratively to develop and implement common formative assessments and analyze levels of student achievement.
Teachers will work to use consistent mathematical language to foster better student understanding of math concepts.

### Safe and Inclusive Learning Environment Goal

Supporting Data Sources may include Survey Information:

<b>Goal: Students will indicate an increase in their feeling of belonging and in safety.</b>		
<b>Performance Measure(s)</b>	<b>Data: Base Year</b>	<b>Target</b>
Tell Them From Me Survey (2015-16)	74% (Positive Sense of Belonging)	Increase over baseline (2017-18)
Tell Them From Me Survey (2015-16)	61% (Sense of Safety)	Increase over baseline (2017-18)
<b>Strategic Actions to Achieve Target</b>		
Teachers will create opportunities for students with a lesser sense of belonging to help them create positive connections with others in the school.		
Teachers will continue with consistent implementation of PATHS curriculum.		
Teachers will explore and implement explicit strategies for supporting students with feelings of fear, anxiety and worry about particular events or social situations.		
Teachers will explore and implement strategies to increase engagement activities and purposeful interactions in areas identified as “high risk” zones for increased negative incidents. (ie: peer leadership opportunities, organized activities such as outdoor classroom areas, loose parts, sports/physical activities).		

Shared with SAC, Date: October 18, 2016