

Student Success Plan Annual Report

School: Cunard Jr High

School Year: 2022-2023

Principal: Sabitha Masih/Jillian Sabadash

Student Enrollment: 222

Student Success Planning: Annual End of Year Reflection: LITERACY, MATH and WELL-BEING	
<p>Reflect on your school's work this year to improve student achievement and well-being. Use the following questions to guide your discussion and feedback.</p>	
<p>What did you learn?</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Staff learned that when students have an option for writing (pencil, paper or tech), writing improves • Feedback and making the time for one on one conversation strengthens both their academics and willingness to engage • Book choice improved initiative to read • Co-constructing criteria, individualized goal setting, and creating goals early improved achievement • Scaffolding instruction improved stamina and production • Raising expectations engaged students and they raised to meet them!
<p>What did you learn?</p>	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Staff learned that students benefit from multiple representations of math concepts, lots of practice and choice when working through problems.

	<ul style="list-style-type: none"> • Can't assume students know the strategies from previous learning. They need explicit instruction and time. • Can't solve for them. Productive struggle is real and we have to foster independence. • Student achievement improved when students were not using chromebooks <p><u>Well-Being</u></p> <ul style="list-style-type: none"> • Activities organized by teachers outside of the class cohort and outside of the physical building improved student happiness, cohesiveness and student behaviour. • Placing relationship building with students and families at the foundation of every interaction, improved student behaviour and participation in class.
What impact/gains were made in student achievement and well-being?	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Staff rated improvement at a 3.5. There was significant increase in student achievement. Staff felt we can always do better. Improvement was shown in reading and writing. Students worked up to 10 minutes of silent reading last year by June. This year, silent reading became routine and we used stop, drop and reads to develop reading as a part of school culture. Most students now carry novels with them "in case" they have an opportunity to read. • Students now see themselves as readers and writers. • There was a significant shift away from routine chromebook use <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Staff rated improvement as a solid 3. There was some increase in student success. Significant increase was not seen across grade levels, yet staff were beginning to hear "Now I get it!" and were

	<p>engaging in discussions with students that revealed a deeper understanding of concepts.</p> <ul style="list-style-type: none"> • Because of a focus on relationship building, students became more comfortable taking risks and started experiencing some success which improved their confidence and achievement in Math. • Monday Morning Meeting discussions revealed increased engagement from students and buy-in • Students showed a variety of independent strategies. <p><u>Well-Being</u></p> <ul style="list-style-type: none"> • Staff rated impact/gain at a 3.5. As Covid restrictions lifted, staff focused on getting clubs and teams up and running as well as other extra-curricular opportunities. • Participation and engagement, as well as student led initiatives increased and students showed excitement to organize and participate in positive experiences (sports, clubs, pride parade, speakers, dances, food drive, community clean up, field trips, concerts etc.)
<p>What impact/gains were made in teacher practices?</p> <p>What impact/gains were made in teacher practices?</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Staff rated improvement at a 3. They felt most staff were implementing strategies with some success but focusing on vertical PLC's next year could strengthen practice. • Staff engaged in more reflective activities to improve practice. • With a focus on more hands-on and student to student collaborative and engaging activities, staff became comfortable with “organized chaos” and a constructive noise level in the classroom. • Co-creating more reliable assessments

<p>What impact/gains were made in teacher practices?</p>	<ul style="list-style-type: none"> • While staff in the Junior High grades were able to work effectively together and staff at the elementary level could work effectively together, scheduling time for the upper and lower grades to work together would be beneficial. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Staff rated improvement at a 3. They felt most staff were implementing strategies with some success. • Teachers became more confident in designing and delivering activities for retrieval practice throughout the entire year, not just the end. • Teachers became better at offering choice to allow students to demonstrate their understanding. • Teachers became better at not solving for them when students became frustrated and shut down. Instead they focused on strategies to build productive struggle and foster independence. • Teachers built stronger connections with students (learned about backgrounds, interests and struggles) • Teachers became more patient at accepting the things they cannot change • Began discovering new resources like using music in Math • Implementing routine and consistency benefitted student achievement and behaviour in the classroom. <p><u>Well-Being</u></p>
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	<ul style="list-style-type: none"> • Staff rated impact and gain at a 3. Some teachers offered new opportunities for students but getting more staff involved in outside the classroom activities is a goal for the upcoming year. • Staff were able to deal with behaviours more effectively in the classrooms rather than consistently making office referrals. • Staff reported an overall calmness in class after implementing R&R (quick 10 minute Reset and Refocus activity after lunch school wide) Afternoon office referrals reduced.
Does the data show that student achievement and well-being are improving?	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Yes! Data shows significant improvement. Over 1000 books were read in grade 7 and 8. • Consistent “chatter” between students and from student to staff in google classroom outside the school day reveals students are enthusiastic about reading and writing outside of school. • Students are feeling more confident in literacy and are able to engage with multiple forms of literacy comfortably. Life skills have developed as a result. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Data shows somewhat of a improvement in Math. Students still struggling with confidence and independence and are sometimes hesitant to show or risk showing their learning. <p><u>Well-Being</u></p> <ul style="list-style-type: none"> • Hallways are cleared quickly between classes • Less students hanging out in washrooms • Major behaviours have reduced dramatically • Office referrals have reduced especially after lunch

<p>Does the data show that student achievement and well-being are improving?</p>	<ul style="list-style-type: none"> • Office referrals have reduced significantly for marginalized and disadvantages students. • Participation and engagement has increased in clubs and sports • Student initiative has increased
<p>What barriers or challenges, that are within our control, persist? What will you do to reduce these barriers?</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Access to books and resources. Staff will be working with Admin to seek further funding for specific resources to improve student achievement. • A need for Orton Gillingham. With a trained and experience member on staff that can deliver the program, next year's unassigned time will be used to run O.G. after students are identified in TST that would benefit from the program. • Time to collaborate. Next year, staff will be given time to collaborate more often. PLC's have been scheduled in for the first time and other opportunities will be used as well. • Managing and updating adaptations and planning for the volume of IPP students and EAL students. • Principal has designed the schedule for next year allowing each staff member to have an assigned "SAP" (Student Achievement Period) once a week, where staff will only work on adaptations and programming for students with adaptations, IPP's or EAL needs. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Students coming prepared for class. • Students actively creating and keeping previous examples and notes to look back on. • Providing students with scribbles to keep in class along with focusing on modelling how to create and use a self made study

<p>What barriers or challenges, that are within our control, persist? What will you do to reduce these barriers?</p>	<p>guide and reference book to make students more independent learners.</p> <ul style="list-style-type: none"> • Staff will continue to identify barriers and seek strategies to remove barriers within their control. • Managing and updating adaptations and planning for the volume of IPP students and EAL students. • Principal has designed the schedule for next year allowing each staff member to have an assigned “SAP” (Student Achievement Period) once a week, where staff will only work on adaptations and programming for students with adaptations, IPP’s or EAL needs. <p><u>Well-Being</u></p> <ul style="list-style-type: none"> • Finding increased funding to offer particular programs and/or opportunities • Staff want to learn to write grants and create a team to generate ideas, plan and organize events/opportunities to support and improve student wellness next year.
<p>What work will your school engage in next year?</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Staff want to focus on an explicit goal next year rather than a generalized goal. The construction of the goal will be done with ALL grade levels and will be easily transferred between classes and grade levels. • Scaffolding instruction across grade levels to achieve the goal, breaking down into achievable parts and using consistent practice to measure success. • Actively engaging with adaptation documents and IPP’s to continually program and assess these students in ways that reflect their needs.

	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Continuing to engage students in thoughtful problem solving • Continuing to work on developing independence and allowing students to engage in productive struggle. • Not always beginning with instruction • Actively engaging with adaptation documents and IPP's to continually program and assess these students in ways that reflect their needs. <p><u>Well-Being</u></p> <ul style="list-style-type: none"> • Add nutrition and wellness to well-being themes next year • Using ILT time both academically and to productively deliver programming that supports student wellness.
<p>As you continue your work in improving student achievement and well-being, what supports do you anticipate needing?</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Books and resources • Storage for books where students can access and be surrounded by books in classrooms • Using real life resources: authors, writers, speakers • Requesting a literacy coach for grade 5 and 6 teachers • Time to focus on programming and assessing student needs • Continued support from Literacy Coaches • Orton Gillingham kit • Time to collaborate with multi grade level staff <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Continued Resource support and opportunities to collaborate with Resource staff • Time to focus on programming and assessing student needs

	<ul style="list-style-type: none"> • Continued support from Junior High Intervention Teacher • PD related to teaching Math to EAL learners • Continued support from Math coaches, particularly at the grade 8 level. • Grade 5 manipulatives (base 10, metre sticks etc) • Fewer PA disruptions during Math times <p><u>Well-Being</u></p> <ul style="list-style-type: none"> • Continue with the Reset and Refocus period right after lunch • Change entry times in the morning and lunch period to allow students time before being marked late and starting classes after negative interactions. • Having EPA's continue to support students in class • Create a shout out wall to allow staff to shout out to students and students to shout out to staff.
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Date Student Success Plan shared with SAC [22/10/2022]: Sabitha Masih/Jillian Sabadash

Date Annual Progress shared with SAC [19/06/2023]: Jillian Sabadash