

2016–2017 Student Success Plan School Report

School: Thorburn Consolidated School

Principal: Stephen Barker

What did your school accomplish this year with regard to school improvement?

After carefully examining the data during the 2015-2016 school year, staff concluded that the best approach in improving Literacy results was to focus on individual student strengths and challenges, in reading and writing. We worked toward tracking and improving the individual results during the 2016-2017 school year, providing each student an opportunity to be successful.

1) Strategy: We utilized individual school interventions and supports to improve reading and writing. This included site-based referrals, Early Literacy Support, Reading Recovery, Program Support, Learning Disability Support, Behaviour Interventions, and Guidance.

Actions:

- Program Support Meetings: September, November and April included all teachers and PST, LD and RR/ELS Teacher
- Guidance: On-going referrals and discussions with teachers and administration
- Learning Disability Support Meetings: September, November and April included all teachers and LD teacher
- ELS and Reading Recovery meetings: When required at the end of a RR and ELS Blocks
- Site-Based Meetings: Every three weeks throughout the year All Staff
- TIENET Referrals/Minutes were entered throughout the year

2) Strategy: Teachers reflected on and set individual goals for students, recognizing areas of growth and next steps for improvement in reading and writing. These individual goals determined guided reading and guided writing support.

Actions:

- Guided Reading group selection and review took place regularly throughout the year by ELA Teachers
- Focus on 4 and Focus on 5 implementation and analysis took place in term 1 for Grade 4 and 5 Teachers
- Observation survey results and analysis took place in September 2016 by Grade 1 Teacher and PST
- Writing prompt results and analysis took place in Term 1, 2, and 3 by ELA Teachers

3) Strategy: Teachers worked collaboratively with the ELA mentor to improve differentiated assessment and instructional high leverage practices that support student learning.

Action:

- Teachers accessed ELA mentor time throughout the school year
- Teachers in grades P-6 used collaborative time throughout the school year to improve differentiated assessment and instructional high leverage practices that support student learning

4) Strategy: Teachers collaboratively worked with the ELA mentor, to examine current resources that enhance high leverage instructional and assessment strategies in reading and writing.

Action:

- Teachers accessed ELA mentor time throughout the school year
- Teachers in grade P-6 used Collaborative time Throughout the school year to examine current resources that enhance high leverage instructional and assessment strategies in reading and writing

5) Strategy: Teachers implemented daily Guided Reading and Writing, support all students, improving their overall reading and writing abilities. Records of oral reading, running records and writing rubrics were analyzed each term to examine the growth of each student.

Action:

- Daily Guided Reading throughout the school year
- Daily Guided Writing throughout the school year
- Reading Records in Term 1, 2 and 3 were collected and analyzed for improvements and next steps
- Writing prompt were analyzed in Term 1, 2, and 3 were collected and analyzed for improvement and next steps

6) Strategy: Principal created a Student Success Yearly Plan to organize the important Literacy dates and support meetings, necessary to track and monitor student progress and improvement.

Action:

- Student Success Yearly Plan was developed June 2016

As you continue this process in your school, what supports do you anticipate needing?

During the 2017-2018 school ^{year} Thorburn Consolidated School will continue to work toward improving the individual reading and writing needs of our students. Using the available supports at the school, we will organize interventions to address challenges, thus improving individual success. With changes to the board priorities, Thorburn Consolidated School will be without the direct services of a Literacy mentor for the 2017-2018 School year. We will organize professional learning days to assist teachers in improving individual high leverage practices, as identified through the Professional Growth and Appraisal Program. As well, staff meetings, professional learning days, and teacher self-directed Professional Learning, will be utilized to support teachers with high leverage practices. This will also require access to substitute teachers, allowing for teachers and administration to organize and implement professional learning outside the scheduled Professional Learning days.

Early Literacy Support is an intervention that supported a large number of students grade P-3 with their Literacy Development, as identified in Early Literacy Support and Program Support meetings. Without Early Literacy Support during the 2017-2018 school year, we will re-organize school based supports, to support student needs, who as identified throughout the 2017-2018 school year.

Date shared with SAC [DD/MM/YYYY]: