



# NOVA SCOTIA Student Success Plan School Report

**School: Great Village Elementary**

**School Year: 2016/2017**

**Principal: Scott Armstrong**

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

## Literacy

- All teachers provided Guided Reading to students as part of their comprehensive literacy program each day.
- Students were assessed on a regular basis and placed in ability level groups with appropriate reading materials.
- Reading goals were shared with students,
- Records of groupings with their instructional level and reading goals with times were maintained.
- Teachers recorded evidence of student learning in the guided reading groups.
- The Administration conducted official classroom observations of Guided Reading lessons in each classroom.
- Teachers worked in collaborative groups with the Literacy Mentor to harmonize the Guided Reading program in each classroom.
- Teachers provided Guided Writing instruction to their classrooms.
- Students were engaged in shared and interactive writing opportunities each day.
- Teachers provided guided writing in class each day.
- Writing Goals were shared with students,
- In collaborative teams teachers worked to prepare intervention to students who were performing below expectations in literacy.
- Teachers worked in collaborative teams with the Literacy Mentor to enhance the relationship between reading and writing .

## Mathematics

- All Teachers followed the DEECD Mathematics year plans.
- Teachers worked in collaborative teams to implement the effective use of high leverage practices in Mathematics.
- Teachers used seven talk moves to facilitate classroom discussions around big ideas.

- Teachers worked with the Math Mentor to enhance the practice of high leverage teaching practices and talk moves and integrate them into classroom practice.
- Teachers worked in collaborative teams to review achievement of struggling students and develop a team approach to respond to their challenges.
- On the Grade 4 Provincial Math Assessment 80% of the grade four students in the school met or exceeded expectations.
- Supports were provided to the student that did not meet expectations for the remainder of the school year.
- Teachers reviewed the Provincial Lessons Learned Document in Mathematics and practices were adapted to enhance learning based on this document.

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

Great Village Elementary began the school year in the last year of this process with no returning teaching staff. This presented several challenges in the area of Student Success Planning. The staff collaborated with each other and the literacy and math mentors to continue the good work that had been started by the prior teaching staff. This was a focus on Guided Reading and Guided Writing in literacy and High Leverage Practices in Mathematics.

During the year work to Rule limited the Professional Development and Collaborative activities in the school, however, with credit to the professionalism of the teachers progress in these two areas was notable.

As the staff begin the Student Success Planning process next year the school will need continued support of both a Literacy and Math mentor to focus on these paramount priorities.

One issue facing the school is that despite having three returning classroom teachers, a returning resource and the school Principal back from Leave the school has no Educational assistant time allocated. With one student coming in Primary who has been identified by Early Intervention and several students needing in class supports this will prove challenging.

With continued Psych-Ed. And Speech Language support, and a returning resource teacher the school will be well resourced with the exception of E.A. time.