

Student Success Plan

Note:

- The Student Success Plan is a living document and is updated throughout the year
- Use June’s SSP reflection as a foundation on which to establish strategies/actions for the first short cycle
- Engage in short cycle planning processes throughout the year. Add and delete tables and rows as needed
- In June, complete and submit school staff reflection for the SSP Annual Report.

School: Marine Drive Academy

School Year: 2025 - 2026

Principal: Aaron Verge

Student Enrollment: 292

Literacy Goal: We will improve student achievement in **literacy**, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

Literacy Cycle 1: September - November

Evidence: How are students doing? How do you know?

READING

RW6 reading results (25 students):

- Level 3+- 15
- Level 2- 6
- Level 1- 4

RW8 reading results (17 students):

- Level 3+- 8
- Level 2- 5
- Level 1- 1

NSE English 10 reading results (students):

- Level 3+-
- Level 2-
- Level 1-

Strategy/Actions: What will you do to impact the learning for ALL students?

As we begin the school year we are focused on...

Elementary:

- Time to learn. Ensuring that time for phonics instruction is a part of every day.
- Make connections between reading and writing through the workshop model to strengthen reading, writing, and oral language.
- Ensuring that a variety of texts are available to all students.
- the quality of writing.

Secondary:

- collaborating with colleagues to share media literacy lessons and resources such as CTRLF <https://ctrl-f.ca/en/>.
- using varied leveled and themed texts.

Anecdotal:

- Students are struggling with text features and media texts.
- Students often have trouble focusing on and finding relevant information online.
- Students struggle with reading to get information.
- Students are experiencing difficulty with reading for meaning (jr/sr).
- Students often have limited vocabulary, especially when communicating personal experiences.
- Students are struggling with reading for pleasure.

WRITING

RW6 writing results (25 students):

- Level 3+- 12
- Level 2- 10
- Level 1- 3

RW8 writing results (17 students):

- Level 3+- 12
- Level 2- 5
- Level 1- 0

NSE English 10 writing results (students):

Ideas

- Level 3+-
- Level 2-
- Level 1-

Organization

- Level 3+-
- Level 2-
- Level 1-

Language

- Level 3+-

- creating mini lessons specific to writing conventions with a focus on capitalization and punctuation.
- creating writing folders for students, focusing on hand written responses, not typed.
- creating explicit lessons on the writing process (pre writing, drafts editing, revising, publishing).

<ul style="list-style-type: none"> ● Level 2- ● Level 1- <p>Conventions</p> <ul style="list-style-type: none"> ● Level 3+- ● Level 2- ● Level 1- <p>Anecdotal:</p> <ul style="list-style-type: none"> - Students do not apply general writing conventions. - Students struggle with writing stamina and generating ideas. - Students need to improve their writing stamina. <p>COMMUNICATING:</p> <p>Anecdotal:</p> <ul style="list-style-type: none"> - Students are comfortable presenting thoughts and information to their peers during informal conversation and class brainstorms. - Students struggle with presenting ideas in a formal setting. - Students have trouble adapting language to a specific audience. <p>Learning Target: Intentionally embed literacy skills in content based courses.</p>	
<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</p> <ul style="list-style-type: none"> - Students will edit and revise their work. - Students will make appropriate language choices for written and oral presentations. - Students will improve writing stamina, and word choice. 	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <p>Teachers will:</p> <ul style="list-style-type: none"> - Use varied texts. - Use high leverage strategies to develop a rich vocabulary, such as mentor texts, modeling text to self, text to world, text to text. - Create mini lessons specific to writing conventions with a focus on capitalization and punctuation.

	<ul style="list-style-type: none"> - Create writing opportunities to reflect on what they have read, book talks, class discussions, writing. - Create more meaningful writing opportunities. - Deliver explicit lessons on the writing process (pre writing, drafts editing revising, publishing). - use Caring Schools Communities to support communication. - Reinforce outcome around communicating for appropriate audience.
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End of Literacy Cycle 1 Reflection - completed by December 1st
(assessment for learning, instruction, learning team focus, and professional learning)

<p>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</p> <ul style="list-style-type: none"> - Students are becoming more aware of classroom expectations as consistency across classrooms increases. - Students who were previously hesitant are more willing to share ideas and experiences with their teacher. - Students are creating multiple drafts of written assignments before they submit a final product. - Students are very reluctant to participate in peer editing, often refusing to allow a classmate to view their written work. 	<p>What impact did the strategy/action have on teaching practices?</p> <ul style="list-style-type: none"> - In senior high, chunked assignments and lessons focused on the writing process have increased student commitment to producing a final product. - Teachers must make time for students to participate in silent, independent reading with a purpose. - Mrs. Cumminger created a template for teachers to display “What <u>teacher’s name</u> is reading”. This is generating interest and conversation from jr/sr students. - Mr. Hall created a list of interesting words to share and discuss with students. This has broadened some sr high students’ vocabulary. <p>Next steps: Plan a school wide literacy event for February 2026- “I Love Reading” Month In addition to continuing to focus on the writing process, teachers will provide more frequent opportunities for speaking and listening outcomes.</p>
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Literacy Cycle 2: December - March

Evidence: How are the students doing now? How do you know?

1. Based on RWM results and classroom assessments students are struggling with writing.
2. Volume, word choice and conventions need to improve.

READING

Anecdotal:

- Students are struggling with text features and media texts.
- Students often have trouble focusing on and finding relevant information online.
- Students struggle with viewing multiple sources to gain information.

WRITING

Anecdotal:

- Secondary students are applying writing conventions much more frequently.
- Secondary students' writing stamina has increased as they practice producing multiple drafts of writing assignments.
- Students struggle with writing stamina and generating ideas.

COMMUNICATING

Anecdotal:

- Students remain comfortable presenting thoughts and information to their peers during informal conversation and class brainstorms.

Strategy/Actions: What will you do next to impact the learning for ALL students?

As we begin cycle 2 we are focused on...

- A renewed focus on writing and the writing process. Focus on Pre-writing, writing, editing, revision and publishing.
- Students seeing themselves as writers.
- We will celebrate writing.

<ul style="list-style-type: none"> - Students continue to struggle with presenting ideas in a formal setting. - Students continue to have trouble adapting language to a specific audience. <p>Learning Targets:</p> <ol style="list-style-type: none"> 1. Continue to intentionally embed literacy skills in content based courses to improve volume, word choice, and conventions. 2. Enhance speaking and listening skills in all courses. 	
<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?) Student writing will:</p> <p>Learning Target 1:</p> <ul style="list-style-type: none"> - increase in quantity. - improve in word choice and vocabulary. - improve grammar and spelling. - Students will demonstrate effective editing, revision and publishing skills, resulting in improved pieces of writing. <p>Learning Target 2:</p> <ul style="list-style-type: none"> - Students will make appropriate language choices for written and oral presentations. - Students will demonstrate more confidence when speaking in front of others (speak more clearly, maintain eye contact with an audience, use appropriate body language). 	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <p>High Leverage practices.</p> <ul style="list-style-type: none"> -Teachers will explicitly teach the writing process. - Teachers will set expectations and communicate them in their learning goals and Success criteria. - Teachers will explicitly teach peer editing, and editing checklists. - Teachers and administration will provide opportunities for celebration of writing, authors chair, assemblies, and publishing.

End of Literacy Cycle 2 Reflection - completed by March 30th <i>(assessment for learning, instruction, learning team focus, and professional learning)</i>	
<p>What is the evidence of impact/gains for student achievement/well-being? How do you know?</p> <ol style="list-style-type: none"> 1. Students are not yet challenging themselves with their language choice. Spelling is more accurate in isolated practice, less so in continuous text, but improvements are showing. 2. Celebrating writing is working. Teachers that are scheduling time to share writing are noting an increase in confidence and willingness to share again. This is also providing students with motivation to write more. 3. Descriptive writing is improving as students are adding more detail. 	<p>What impact did the strategy/action have on teaching practices?</p> <ol style="list-style-type: none"> 1. Confidence in reading and writing is growing, and a greater number of students are sharing their works and stamina is increasing. 2. Teachers are increasingly employing high leverage strategies to improve student achievement, such as small group instruction, conferring and explicit instruction. 3. Learning Targets are consistently posted and part of lessons in the introduction and as a reflection.
Literacy Cycle 3: April - June	
<p>Evidence: How are the students doing now? How do you know?</p> <p>Learning Target 1:</p> <ul style="list-style-type: none"> - increase in quantity. - improve in word choice and vocabulary. - improve grammar and spelling. 	<p>Strategy/Actions: What will you do next to impact the learning for ALL students?</p> <p>March Break, and school closures have impacted the time needed for implementation, and it has been difficult to gain momentum. The team has decided to continue strategies from the previous cycle. We are seeing some gains but more time is needed with these strategies.</p>

<ul style="list-style-type: none"> - Students will demonstrate effective editing, revision and publishing skills, resulting in improved pieces of writing. <p>Learning Target 2:</p> <ul style="list-style-type: none"> - Students will make appropriate language choices for written and oral presentations. - Students will demonstrate more confidence when speaking in front of others (speak more clearly, maintain eye contact with an audience, use appropriate body language). 	<ul style="list-style-type: none"> - A renewed focus on writing and the writing process. Focus on Pre-writing, writing, editing, revision and publishing. - Students seeing themselves as writers. - We will celebrate writing.
<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</p> <p>Learning Target 1:</p> <ul style="list-style-type: none"> - increase in quantity. - improve in word choice and vocabulary. - improve grammar and spelling. - Students will demonstrate effective editing, revision and publishing skills, resulting in improved pieces of writing. <p>Learning Target 2:</p> <ul style="list-style-type: none"> - Students will make appropriate language choices for written and oral presentations. - Students will demonstrate more confidence when speaking in front of others (speak more clearly, maintain eye contact with an audience, use appropriate body language). 	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <p>-Teachers will explicitly teach the writing process.</p> <ul style="list-style-type: none"> - Teachers will set expectations and communicate them in their learning goals and Success criteria. - Teachers will explicitly teach peer editing, and editing checklists. - Teachers and administration will provide opportunities for celebration of writing, authors chair, assemblies, and publishing.

<p>End of Literacy Cycle 3 Reflection - completed by June 12th <i>(assessment for learning, instruction, learning team focus, and professional learning)</i></p>	
<p>What is the evidence of impact/gains for student achievement/well-being? How do you know?</p> <p>Grades P-2 have demonstrated steady improvement in the areas of read and writing. Classroom assessment has noted a drop in classroom based assessment, but the majority of our elementary students are meeting grade level standards. One area we have focused on is ensuring that Report Card data aligned with data in CBAS, which I am happy to say our teachers have made gains in consistency of these two areas.</p>	<p>What impact did the strategy/action have on teaching practices?</p> <p>While staff have been focused on improvements in the areas noted, the percentage of students not meeting in the area of Reading and writing is significant. More focus must be made in responsive teaching. Students of indigenous and African descent are not meeting at higher rates than other students. I feel that MDA does a lot of work with culturally based teaching and instructional practices, however perhaps auditing current practices is in order, as we are not seeing this translate into student achievement.</p> <p>All teachers are respecting the time to learn policy with most teachers using UFLI as a primary resource for their phonics block.</p>

Mathematics Goal: We will improve student achievement in **mathematics**, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

Mathematics Cycle 1: September - November

Evidence: How are students doing? How do you know?
Elementary

24-25 LM3 Mathematics data - 39% of students were meeting expectations

24-25 RWM6 Mathematics data 56% of students were meeting expectations

-Student Fact fluency will improve, and be reflected in classroom based data.

- Students will use learning targets to prepare for lessons, and established routines and expectations will aid in student comfort and efficiency

- Collect and reflect on classroom data. TST meetings, PLC meetings will provide evidence to inform strategies and next steps.

Secondary

Mathematics skills (anecdotal)

- Students are attempting to memorize how to answer specific questions rather than understanding underlying concepts
- Students have difficulty with applications of concepts to novel circumstances.

Strategy/Actions: What will you do to impact the learning for ALL students?

Elementary

- Beginning to intentionally plan daily 30 minute (3-part lesson) computational fluency lessons that support students in developing strategies and flexibility with using strategies.
- Use of learning targets and 3 part lessons to focus on key
- Beginning to develop an understanding of the Criteria for Determining Success for Computational Fluency (classroom based assessment) to be able to track and monitor student learning and inform next steps

Secondary

- efforts on Organization of student work to aid in their understanding of the key points.
- focus on summative assessment preparation, using previous work and assessments.

<ul style="list-style-type: none"> ● Students have difficulty identifying key concepts to review before/during assessments <p>Organizational skills (anecdotal)</p> <ul style="list-style-type: none"> ● Students have difficulty taking and keeping meaningful notes that they can use for studying ● Students struggle to reference their previous work/notes to help them understand how to solve problems 	
<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</p> <p>Elementary</p> <ul style="list-style-type: none"> - Using classroom assessments and data, students will improve their fact fluency. - Students will apply lessons learned during fluency time to mathematical questions. - <p>Secondary</p> <ul style="list-style-type: none"> ● Students will generate “cheat sheets” or reference/formula sheets to aide in their studying and for use on assessments (where applicable) ● Students will work more independently with the ability to reference their summary notes. 	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <p>Teachers will</p> <p>Teachers will</p> <ul style="list-style-type: none"> - Follow time to learn documents ensuing 30 minutes is dedicated to fact fluency. - Use learning targets and 3 part lessons to focus on key concepts - Beginning to develop an understanding of the Criteria for Determining Success for Computational Fluency (classroom based data) to be able to track and monitor student learning and inform next steps <p>Secondary</p> <ul style="list-style-type: none"> ● We will demonstrate note taking practices and help students identify key concepts to highlight. ● We will construct a living document of key concepts with students for quick reference ● We will encourage students to regularly refer to their notes when working on problems to foster independence.
<p>End of Mathematics Cycle 1 Reflection - completed by December 1st <i>(assessment for learning, instruction, learning team focus, and professional learning)</i></p>	

What is the evidence of the impact/gains in student achievement/well-being? How do we know?

Elementary:

Students are showing some improvement on classroom based assessments.

Secondary

- Students continue to have many of the same problems with academic stamina
- Students have been keeping better note and this has
- Students have had some success using “cheat sheets” but they continue to rely on teacher prompts to start challenging questions.
- Some students have developed better academic stamina but improvements have not been population wide.
- Midterm grades have been on average better for our junior high students than in previous years. Given they are a distinct population this cannot be taken as indicative of improvement over previous years but it is an encouraging trend.

What impact did the strategy/action have on teaching practices?

Elementary:

Teachers are now better able to identify students' learning needs for mathematics.

Teachers are working together to try new strategies to better meet the needs of students for fluency.

Secondary

- We have been making sure to have anchor charts and reference material available to students in the environment.
- We are continuing to emphasize key points and encouraging students to look for clues in the work and in the room to help them rather than relying on teachers for immediate assistance.
- We are continuing to develop strategies to improve the stamina of all learners.

Mathematics Cycle 2: December - March

<p>Evidence: How are the students doing now? How do you know?</p> <p>Students are exhibiting challenges with Number sense and Operations.</p> <p>Cycle 1 Fluency data</p> <p>How do we know? 2024/2025 RWM3 results Classroom Data (CBAS) Observations Report Cards</p>	<p>Strategy/Actions: What will you do next to impact the learning for ALL students?</p> <p>High impact Strategies:</p> <ol style="list-style-type: none"> 1. Explicit Teaching around the use and connection of manipulatives to number sense. 2. Increased and improved use of conferencing, small group instruction and math talks. 3. Provide problem solving situations using various levels of questions (knowledge, application and analysis) for students to apply their understanding of computational fluency.
<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</p> <ul style="list-style-type: none"> - Students will use manipulatives to accurately represent numbers, and operations. - Students will use numberlines, to correctly order numbers. - Students will demonstrate increased accuracy during fact fluency activities. 	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <p>Teachers will:</p> <ol style="list-style-type: none"> 1. Use and incorporate learning targets in their lessons to focus on key concepts for student learning. 2. use Daily Retrieval Practice to focus on Operations and number sense skills. 3. Teachers will use Fact Fluency times to emphasize and practice Operations and Number sense. 4. Teachers will use mini lessons to explicitly teach number sense and operations with manipulatives, including but not limited to ; number lines, base 10, algebra tiles, and scales.
<p>End of Mathematics Cycle 2 Reflection - completed by March 30th (assessment for learning, instruction, learning team focus, and professional learning)</p>	

<p>What is the evidence of impact/gains for student achievement? How do you know?</p> <ol style="list-style-type: none"> 1. CBAS data remains an excellent tool to report and reflect on students' achievement. This data is used regularly to drive TST meetings and guide teacher's next steps. 2. Students will be more willing to implement problem solving strategies. 3. Students will attempt tasks and ask more questions when stuck rather than disengaging from the lesson. 	<p>What impact did the strategy/action have on teaching practices?</p> <ul style="list-style-type: none"> • Some students have been developing their independence but largely continue to rely on immediate support and prompting when confronted with a perceived challenge. • Teachers are consistently tracking and reporting fact fluency, and CBAS data and using this to inform "next steps".
<p>Mathematics Cycle 3: April - June</p>	
<p>Evidence: How are the students doing now? How do you know?</p> <ul style="list-style-type: none"> • Students continue to struggle with their independence when confronted with challenging tasks • Students have difficulty applying problem solving strategies. • Overall engagement is better than it was years ago (anecdotal consensus) but still room for improvement. • Widening gap between high achievers and struggling students. 	<p>Strategy/Actions: What will you do next to impact the learning for ALL students?</p> <ul style="list-style-type: none"> • Reemphasize the importance of note taking • Continue to integrate mini lessons on effective note taking strategies into all subject areas (cross curricular) • Increase variety in instructional strategies where able to increase classroom engagement

<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</p> <p>Students will:</p> <ul style="list-style-type: none"> ● engage more in lessons and activities ● be referred to administration less due to discipline issues ● attempt problems before asking for assistance ● maintain and organize their notes 	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <p>Teacher will:</p> <ul style="list-style-type: none"> ● model good note taking methods ● continue having students make summary pages from their notes for use on tests and assignments to encourage organized note taking ● direct students to previous notes and examples when they are unsure of how to proceed before reteaching lessons ● try to have additional activities for students who complete tasks early to encourage student engagement with primary tasks.
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End of Mathematics Cycle 3 Reflection - completed by June 12th
(assessment for learning, instruction, learning team focus, and professional learning)

<p>What is the evidence of impact/gains for student achievement? How do you know?</p> <p>Grades P-3 have an average of 72% of students meeting expectations. This percentage shows a significant drop in older grades, as Grades 4-6 show that only 62% of all students are meeting expectations. The grade 4 class has 50% of students meeting expectations. This is valuable data, as we can focus on this cohort next year.</p>	<p>What impact did the strategy/action have on teaching practices?</p> <p>The percentage of students meeting expectations in P-3 is improving, but there is work to be done as students progress to more complex activities. Teachers are being more consistent in ensuring that Fact Fluency time is being used daily. The work of a math coach this year has helped to reinforce solid practices and planning across the elementary grades.</p>
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Well-being Goal: We will improve student **well-being**, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.

Well-being Cycle 1: September - November

Evidence: How are students doing? How do you know?

- Teachers report that students are struggling with emotional regulation at all levels.
- Students, particularly at the secondary level, struggle to set goals , or to map out the necessary steps to achieve their goals. There is sometimes a lack of resilience or perseverance across a variety of settings.
- Students indicate that they need to learn better studying habits.
- Students indicate that they need more positive opportunities to connect with each other and staff.

Strategy/Actions: What will you do to impact the learning for ALL students?

As we begin the school year, we will focus on:

- positive school culture.
- goal setting
- regaining consistent messages around positive language, and school wide expectations.

Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)

- Students will use a greater variety of emotional regulation strategies throughout the school day, resulting in fewer conflicts and more connections.
- Students will demonstrate perseverance when faced with academic and/or personal challenges, developing more confidence.
- Students will take greater academic risks and show more adaptability, motivation and confidence.
- Students will realize goals they have set for themselves and develop greater confidence.

Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)

- Using Caring School Communities material, elementary teachers will explicitly teach, model and provide opportunities to practice a variety of emotional regulation skills to support students' well-being, and problem solving.
- Administration will plan assemblies and school spirit themed events to promote positivity and build unity.
- Staff will teach students how to set academic and personal goals, as well as how to create attainable steps to meet these goals.

<ul style="list-style-type: none"> • Students will demonstrate greater flexibility, risk taking and accountability. 	<ul style="list-style-type: none"> • Teachers and the school counselor will explicitly teach tier one and tier two high leverage study/prep skills.
<p>End of Well-being Cycle 1 Reflection - completed by December 1st <i>(assessment for learning, instruction, learning team focus, and professional learning)</i></p>	
<p>What is the evidence of the impact/gains in student achievement/well-being? How do we know?</p> <ul style="list-style-type: none"> - less negative language in the school - greater participation in school activities (such as video game club and participation in school sports - intramural and sports teams). This has shown greater risk taking and increased confidence. - fewer suspensions - Coop students have applied to shared placements, showing that they are taking more risks. - Academic achievement is increasing. - Students are taking greater ownership in activities/opportunities. - Increased number of student participation in leadership opportunities. 	<p>What impact did the strategy/action have on teaching practices?</p> <ul style="list-style-type: none"> - Increased engagement/buy in during classroom activities. - Teachers work collaboratively to discuss positive strategies. - Academic and behavioural standards are consistent.
<p>Well-being Cycle 2: December - March</p>	
<p>Evidence: How are students doing? How do you know?</p> <ul style="list-style-type: none"> - Teachers report that students are still struggling with emotional regulation at all levels. - Students, particularly at the secondary level, struggle to set goals , or to map out the necessary steps to achieve their goals. There is sometimes a lack of resilience or perseverance across a variety of settings. - Students indicate that they need to learn better studying habits. 	<p>Strategy/Actions: What will you do to impact the learning for ALL students?</p> <p>As we begin cycle 2, we will continue to focus on:</p> <ul style="list-style-type: none"> - positive school culture. - goal setting - regaining consistent messages around positive language, and school wide expectations.

<ul style="list-style-type: none"> - Students indicate that they need more positive opportunities to connect with each other and staff. 	
<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</p> <ul style="list-style-type: none"> ● Students will use a greater variety of emotional regulation strategies throughout the school day, resulting in fewer conflicts and more connections. ● Students will demonstrate perseverance when faced with academic and/or personal challenges, developing more confidence. ● Students will take greater academic risks and show more adaptability, motivation and confidence. ● Students will realize goals they have set for themselves and develop greater confidence. ● Students will demonstrate greater flexibility, risk taking and accountability. 	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <ul style="list-style-type: none"> ● Continue using Caring School Communities material, elementary teachers will explicitly teach, model and provide opportunities to practice a variety of emotional regulation skills to support students' well-being, and problem solving. ● Administration will plan assemblies and school spirit themed events to promote positivity and build unity. ● Staff will teach students how to set academic and personal goals, as well as how to create attainable steps to meet these goals. ● Teachers and school counselors will continue to explicitly teach tier one and tier two high leverage study/prep skills.
<p>End of Well-being Cycle 2 Reflection - completed by March 30th <i>(assessment for learning, instruction, learning team focus, and professional learning)</i></p>	
<p>What is the evidence of impact/gains for student achievement/well-being? How do you know?</p> <ol style="list-style-type: none"> 1. Unacceptable incidents are declining and are typically limited to a small group of students 2. Students are problem solving minor issues during the Caring Schools Community time. 3. Feedback from focus group meetings is positive. 	<p>What impact did the strategy/action have on teaching practices?</p> <ol style="list-style-type: none"> 1. Caring School Communities are being used more consistently. 2. Family activities are planned for the spring; Family Literacy and Science Expo to build connections with homes and students. 3. Teachers continue to recognize positive behavior via the morning shout outs. 4. Administration is hosting focus group meetings with students to identify their concerns around safe spaces, interactions and what they need. 5. Presentations around wellness have happened for students ranging from the Period Purse to vaping. 6. The youth Centre and School Council have hosted a number of information sessions targeted at Senior High Students, around

	life after school. Topics included Student Loans, Where to find wellness support, relationships and more.
Well-being Cycle 3: April - June	
<p>Evidence: How are the students doing now? How do you know?</p> <ul style="list-style-type: none"> - Teachers report that students are still struggling with emotional regulation at all levels. - Students, particularly at the secondary level, struggle to set goals , or to map out the necessary steps to achieve their goals. There is sometimes a lack of resilience or perseverance across a variety of settings. - Students indicate that they need to learn better studying habits. - Students indicate that they need more positive opportunities to connect with each other and staff. 	<p>Strategy/Actions: What will you do next to impact the learning for ALL students?</p> <p>As we begin cycle 2, we will continue to focus on:</p> <ul style="list-style-type: none"> - positive school culture. - goal setting - regaining consistent messages around positive language, and school wide expectations.
<p>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</p> <ul style="list-style-type: none"> ● Students will use a greater variety of emotional regulation strategies throughout the school day, resulting in fewer conflicts and more connections. ● Students will demonstrate perseverance when faced with academic and/or personal challenges, developing more confidence. ● Students will take greater academic risks and show more adaptability, motivation and confidence. 	<p>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)</p> <ul style="list-style-type: none"> ● Continue using Caring School Communities material, elementary teachers will explicitly teach, model and provide opportunities to practice a variety of emotional regulation skills to support students’ well-being, and problem solving. ● Administration will plan assemblies and school spirit themed events to promote positivity and build unity.

<ul style="list-style-type: none"> ● Students will realize goals they have set for themselves and develop greater confidence. ● Students will demonstrate greater flexibility, risk taking and accountability. 	<ul style="list-style-type: none"> ● Staff will teach students how to set academic and personal goals, as well as how to create attainable steps to meet these goals. ● Teachers and school counselors will continue to explicitly teach tier one and tier two high leverage study/prep skills.
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End of Well-being Cycle 3 Reflection - completed by June 12th
(assessment for learning, instruction, learning team focus, and professional learning)

<p>What is the evidence of impact/gains for student achievement/well-being? How do you know?</p> <p>We have made gains in well being. Focus groups "lunch with the Principal with targeted groups has helped to guide next steps. Students indicated areas of concern or where they feel uncomfortable or unsafe, requests for more extra curricular activities, opportunities to build connections between grades, and the community were a few of the highlights, and we have listened.</p> <p>We have hosted literacy nights, concerts, assemblies where students were grouped with all grades, cross aged buddies, a partnership with the Seniors assisted living facility public Library, Department of Natural Resources, Lions club and more has welcomed more stakeholders into the fold. Caring Schools Communities have started again, and out of school suspensions are limited to a handful of students.</p>	<p>What impact did the strategy/action have on teaching practices? Staff have done a great job improving student wellness. Presentations around vaping, Bicycle safety, accessing wellness support and more have happened regularly. Weekly presentations for grads and Sr. Students were held throughout the year, with the theme "Know before you go" for graduates. More teachers are providing extra curricular activities including, but not limited to: March Break Theater Camp, video games club, debate club, "Sit'n and Knit'n, coding and robotics club, music club and more. Caring Schools communities are being used to provide students with tools for problem solving and de-escalating conflict. School assemblies are used to celebrate student success and progress.</p>
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Note: Your school's Annual Report will be shared via Google form. The Google form link will be shared with you in May 2026.

Date Student Success Plan shared with SAC [07/10/2025]:

Date Annual Progress shared with SAC [06/10/2026]: