NOVA SCOTIA
NOUVELLE-ÉCOSSE

Student Success Plan and Annual Report

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: Sackville Heights Junior High **School Year: 2025 - 2026**

Principal: Derek Ferguson **Student Enrollment:** 677

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? RWM6 Writing 225 students assessed (21 African Nova Scotian, 13 Indigenous) Level 4 - 8 (4%) Level 3 - 84 (37%) Level 2 - 111 (49%) Level 1 - 22 (9%) African Nova Scotian students who did **not** meet expectations - 15 (71%) Indigenous students who did **not** meet the expectations - 11 (92%) **Learning Target**: What do students need to KNOW, UNDERSTAND, or DO?	Strategy/Actions: What will you do to impact the learning for ALL students? 1. Teachers will use mentor texts to explicitly teach how writers generate and develop ideas. 2. Teachers will provide students with time for independent practice for generating and developing ideas.

Students will use a range of strategies for generating and developing ideas in order to plan and create writing in different genres.	
Determine criteria to measure progress of student achievement/well-being. **What will it look like when students are succeeding?** Students will: 1. Independently develop ideas using a range of strategies (quick writes, writing notebooks, discussion…) 2. Generate ideas using a range of mentor texts 3. Talk to others to help generate and develop ideas	Determine criteria for instruction and assessment. **What will our practice look like when teachers are implementing the strategy/actions?** Teachers will: 1. Explicitly teach and model how to generate and develop ideas using mentor texts 2. Provide ongoing feedback about idea generation and development during regular independent practice 3. Identify criteria for idea generation and development and create an assessment tool (checklist, rubric)

End of Literacy Cycle 1 Reflection - completed by December 1st

(assessment for learning, instruction, learning team focus, and professional learning)

What is the evidence of the impact/gains in student achievement/well-being? How do we know? <u>Evidence</u> - **How do you know?** - observations, discussions, conferences, writing notebooks, graphic organizers, writing pieces (both in draft and final versions, written and typed, and within a number of genres) **<u>Independently develop ideas using a range of strategies (quick writes, writing notebooks, discussion…)</u>** Students made some progress in idea development using a range of strategies, based on the following teacher observations:	What impact did the strategy/action have on teaching practices? <u>Evidence</u> - **How do you know?** - observations, discussions, conferences, writing notebooks, graphic organizers, writing pieces (both in draft and final versions, written and typed, and within a number of genres) **<u>Explicitly teach and model how to generate and develop ideas using mentor texts</u>** allows us to: ● have a common text to reference during writing instruction ● focus on specific skills using a specific text during mini lessons ● contributes to general language development

● students are developing confidence and stamina as writers through writing notebooks, morning journals, quick writes, clear and regular times times devoted to writing (Morning Work, Free Write Friday) ● students are writing in multiple genres and experimenting with style, and writing in response to visuals and music ● students are taking more risks when the writing appears to be "low stakes" and the sole focus is not on conventions - this allows students to focus on ideas and details ● students are more engaged when they have choice is topic, especially when it focuses on their likes, interests, and things they know something about ● students are showing commitment to their writing by returning to previous pieces to revisit their work ● students benefit from "show, don't tell" activities and modelling, exemplars, and the use of graphic organizers to generate and organize their ideas ● students are beginning to rely less on teacher generated prompts, ideas, and topics, and more to developing their own original ideas **<u>Generate ideas using a range of mentor texts</u>** Students are benefitting from exposure to and use of mentor texts, based on the following teacher observations: ● students are beginning to apply what they have learned and observed from mentor texts, although not always consistently or independently ● students are engaged in a variety of read aloud, which are contributing to idea generation in writing ● students are starting to think of mentor texts as a "starting place" for their own writing	● leads to more specific and efficient planning, more targeted instruction ● quickly identify students who get it and can move forward and those who require more support **<u>Provide ongoing feedback about idea generation and development during regular independent practice</u>** ensures that students: ● receive "on the spot" feedback or suggestions - teaching becomes more responsive and individualized ● grow as writers as a result of ongoing feedback and conversations that are in the moment, and not after the fact ● are more engaged throughout the writing process Teachers start seeing themselves less as evaluators, and more as on the spot coaches and facilitators. **<u>Identify criteria for idea generation and development and create an assessment tool (checklist, rubric)</u>** ● teacher use of observational notes or checklists (for example, students who could…Those that could not would be prioritized during conferencing) ● teacher generated checklists for students to consult to guide them through different parts of the writing process ● some teachers are using co-constructed criteria as a roadmap for writing, others are building assessment tools with students based on an exemplar that meets or exceeds the expectations ● having a tool or list of criteria for students, makes assessing and evaluating more consistent and clear

● after reviewing different mentor texts, some students are becoming more adept at generating ideas for a specific genre or purpose **<u>Talk to others to help generate and develop ideas</u>** Talking to others has become an important part of students developing ideas in writing, based on the following teacher observations: 1. students are becoming more comfortable and confident sharing their ideas during conferences with teachers, conversations with peers, and whole class discussions 2. developing a culture of writing and writers is a slow process with so many reluctant writers 3. students are beginning to learn how to talk about their writing with others and how to give feedback that is helpful and constructive 4. talking has led to depth and complexity of thinking in relation to writing for some students	
Literacy Cycle 2: December - March	
Evidence: How are the students doing now? How do you know? **Continuation from CYCLE 1 - updated classroom-based data to be collected by end of January** <u>RWM6 Writing</u> 225 students assessed (21 African Nova Scotian, 13 Indigenous) Level 4 - 8 (4%) Level 3 - 84 (37%)	Strategy/Actions: What will you do next to impact the learning for ALL students? **Continuation from CYCLE 1** 1. Teachers will continue to use <u>mentor texts</u> to <u>explicitly teach</u> how writers generate and develop ideas. 2. Teachers will provide students with time for <u>independent practice</u> for generating and developing ideas.

Level 2 - 111 (49%) Level 1 - 22 (9%) African Nova Scotian students who did **not** meet expectations - 15 (71%) Indigenous students who did **not** meet the expectations - 11 (92%) **Learning Target**: What do students need to KNOW, UNDERSTAND, or DO? Students will use a range of strategies for generating and developing ideas in order to plan and create writing in different genres.	
Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?) **Continuation from CYCLE 1** **What will it look like when students are succeeding?** Students will: 1. Independently develop ideas using a range of strategies (quick writes, writing notebooks, discussion…) 2. Continue to generate ideas using a range of mentor texts 3. Continue to talk to others to generate and further develop their ideas throughout the writing process	Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?) **Continuation from CYCLE 1** **What will our practice look like when teachers are implementing the strategy/actions?** Teachers will: 1. Continue to explicitly teach and model how to generate and develop ideas using mentor texts across genres 2. Provide ongoing feedback about idea generation and development during regular independent practice and throughout the writing process 3. Identify criteria for idea generation and development and create an assessment tool (checklist, rubric)
End of Literacy Cycle 2 Reflection - completed by March 30th *(assessment for learning, instruction, learning team focus, and professional learning)*	

What is the evidence of impact/gains for student achievement/well-being? How do you know?	What impact did the strategy/action have on teaching practices?
Evidence - **How do you know?** - observations, discussions, conferences, writing notebooks, graphic organizers, writing pieces (both in draft and final versions, written and typed, and within a number of genres) **Independently develop ideas using a range of strategies (quick writes, writing notebooks, discussion…)** Students are continuing to gradually build confidence and endurance as writers through consistent and varied opportunities to write. The use of writing notebooks, journal entries, and quick write tasks help students practice writing regularly. Specific and dedicated times for writing provide a structured routine that allows students to develop their skills and become more comfortable expressing their ideas in written form. Engagement also increased and improved during Cycle 2 when students were given the freedom to choose their own topics. Writing about subjects that connect to their personal interests, experiences, and knowledge helped them feel more invested in the process. Graphic organizers also supported students in generating ideas and structuring their thoughts before they started drafting. Over time, students are increasingly able to develop and pursue their own original ideas, showing growing independence and confidence as writers. **Generate ideas using a range of mentor texts** Students are exploring a variety of writing genres and experimenting with different styles through the continued introduction and use of mentor texts. They often respond to visuals, music, and written prompts as sources of writing inspiration, which encourages creativity, critical thinking, and helps them approach writing from different perspectives.	Evidence - **How do you know?** - observations, discussions, conferences, writing notebooks, graphic organizers, writing pieces (both in draft and final versions, written and typed, and within a number of genres) **Explicitly teach and model how to generate and develop ideas using mentor texts** Using a shared text provides a common reference point that both teachers and students can return to. This allows mini lessons to focus on specific writing skills while using a familiar example to illustrate them clearly. Working with mentor texts also contributes to students' overall language development, as they are exposed to strong and varied vocabulary, sentence structures, and examples of effective writing. In addition, this approach continues to support more purposeful planning and enables teachers to provide targeted instruction, and it becomes easier for teachers to quickly identify which students understand a concept/skill and are ready to move forward, and which students may require additional support. **Provide ongoing feedback about idea generation and development during regular independent practice** When teachers offer immediate feedback or suggestions while students are actively working, instruction becomes more responsive and personalized. These in-the-moment conversations help students grow as writers because they can apply the feedback right away rather than reflecting on it after the task is finished. As a result, students tend to remain more engaged throughout the writing process. **Identify criteria for idea generation and development and create an assessment tool (checklist, rubric)** Teachers are using observational notes or checklists to track student progress and identify those who demonstrate understanding, as well as those who need further support. Students continued to use checklists to

Students continue to appear more willing to take creative risks when they perceive the task as low stakes and not centred around conventions. This has allowed us to concentrate more on developing ideas, adding meaningful details and description, and communicating thoughts and ideas clearly. Teacher modelling, and the use of strong examples and read alouds continues to help students understand how to strengthen their writing. Applying what they have learned to their independent work continues to be a challenge, as does consistency. **<u>Talk to others to help generate and develop ideas</u>** Students continue to benefit from opportunities to confer with both teachers and their peers. Whole class brainstorming and discussion at the beginning of the writing process remains hugely important for reluctant writers and those who lack confidence. Classes continue to develop cultures of writing and common language for talking about writing.	help guide them through different stages of the writing process. Some teachers and students continued to co-construct criteria, while others developed assessment tools based on mentor texts. Having clear criteria established ahead of time and with student input made assessment more consistent and transparent for both teachers and students.
Literacy Cycle 3: April - June	
Evidence: How are the students doing now? How do you know? **<u>RWM6 Writing</u>** 225 students assessed (21 African Nova Scotian, 13 Indigenous) Level 4 - 8 (4%) Level 3 - 84 (37%) Level 2 - 111 (49%) Level 1 - 22 (9%) African Nova Scotian students who did **not** meet expectations - 15 (71%) Indigenous students who did **not** meet the expectations - 11 (92%)	Strategy/Actions: What will you do next to impact the learning for ALL students? **Teachers will:** ● teach and model the skill, concept, or strategy with <u>mentor texts</u> during <u>explicit instruction</u> ● Plan and implement <u>guided practice</u>, and provide students time for <u>independent practice</u> ● <u>Confer</u> with students to provide feedback and identify next steps

<u>School-based data (collected in Cycle 2)</u> 367 grade 7 and 8 students assessed Level 4 - 49 Level 3 - 204 Level 2 - 97 Level 1 - 17 **African Nova Scotian students assessed - 37** Level 4 - 7 Level 3 - 16 Level 2 - 10 Level 1 - 4 **Indigenous students assessed - 21** Level 4 - 0 Level 3 - 16 Level 2 - 4 Level 1 - 1 **African Nova Scotian and Indigenous students assessed - 6** Level 4 - 1 Level 3 - 0 Level 2 - 5 Level 1 - 0 **Teacher observations:** ● Students have difficulty organizing their writing and require guidance when writing sentences and paragraphs. Students are struggling with using proper paragraph format, and writing in complete sentences. **Learning Target: What do students need to KNOW, UNDERSTAND or DO?**	

Students will write with topic sentences, supporting details, and a conclusion in non-fiction writing, and with a beginning, logical sequence, and end in narrative writing, using a variety of transitions.	
Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?) Students will: ● Learn strategies to organize paragraphs independently (through explicit instruction) ● Understand the components and purpose of specific organizational structures ● Identify and use transition words or phrases independently ● Independently create multiple drafts that are organized in a logical sequence	Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?) Teachers will: ● Explicitly teach and model how to organize text and use transitions using mentor texts and exemplars ● Explain the importance of organization and transitions to students ● Provide ongoing feedback during conferences during independent practice ● Use teacher generated graphic organizers to support student achievement

End of Literacy Cycle 3 Reflection - completed by June 12th

(assessment for learning, instruction, learning team focus, and professional learning)

What is the evidence of impact/gains for student achievement/well-being? How do you know? <u>Evidence</u> - **How do you know?** - observations, discussions, conferences, writing notebooks, graphic organizers, writing pieces	What impact did the strategy/action have on teaching practices? <u>Evidence</u> - **How do you know?** - observations, discussions, conferences, writing notebooks, graphic organizers, writing pieces (both in draft and final versions, written and typed, and within a number of genres)

(both in draft and final versions, written and typed, and within a number of genres) **Learn strategies to organize paragraphs independently (through explicit instruction)** Students learned a variety of strategies and tools to assist them in organizing their ideas. They generally experienced success during guided practice, and most were able to apply what they had learned when writing independently. There are still a significant number of students who struggle to use what they have learned without prompting and direct support. **Understand the components and purpose of specific organizational structures** Students were able to clearly see different examples of organization in the mentor texts used. Teachers used modelling and "think aloud" strategies to explain the purpose and importance of different structures and how different writing purposes require different organization structures. **Identify and use transition words or phrases independently** Students were provided with exemplars and transition word lists/banks to use and apply to their writing, in addition to explicit instruction around the purpose and effectiveness of transitions. With specific expectations, students were able to effectively use transition words to enhance their organization. Many students are using transitions more regularly and without prompting, although there are still a significant number who are not applying what they have learned without prompting. **Independently create texts that are organized in a logical sequence** Many students were able to organize their writing using basic organizational structures - beginning/middle/end, first/next/last,	**Explicitly teach and model how to organize text and use transitions using mentor texts and exemplars** **Explain the importance of organization and transitions to students** **Provide ongoing feedback during conferences during independent practice** **Use teacher generated graphic organizers to support student achievement** Teachers have consistently used mentor texts to illustrate the purpose and importance of organization and how different organizational structures work in specific writing contexts. Graphic organizers have been used across classes as a tool and strategy for generating and organizing ideas at the pre-writing stage. Teachers have also modelled the use of transition words, providing different options for different purposes, and have supported students in applying this learning to their writing. We have focused on providing "in the moment" feedback as students work independently. Our cycle 3 data shows an improvement in generating and developing ideas, as well as organizing these ideas. However, there are still students who struggle to apply what they have learned to their writing without prompting and with support during conferences.

using headings or subtitles, integrating text features in nonfiction writing. With exemplars and mentor texts to guide their independent writing, students experienced more success.	

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? Grade 8 students at SHJH have increased in math scores from 2023/24-2024/25 from 53.6% to 57.4% meeting at a 3 or above. Grade 6 data has dropped 5% from 2023/24-2024/25 however, the 2024/25 cohort has increased 5% over the last 2 years. SHJH has a lower number of students meeting expectations in both grade 6 and 8 at the analysis level questions.	Strategy/Actions: What will you do to impact the learning for ALL students? Utilize a variety of practices, scaffolded supports, etc…in an effort to increase productive struggle in the math classroom as it relates to analysis level questions. ● **Create SHJH solving charts/prompts (CUBES, 4 questions, Word Wall)** ● Reordering questions to provide students with regular access to higher-order analysis questions throughout a problem set, rather than only at the end. ● Provide unit specific examples of how to solve analysis level questions ●
Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)	Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)

● "answering" student questions in a way that promotes productive struggle and resilience as the student works through a problem ● Model how answer analysis level questions using our **SHJH created solving charts/prompts** ● **Provide time for students to practice** ● Plan opportunities to engage in analysis level problems ● Continue to encourage consolidation of student thinking and opportunities for reflection on learning	● "answering" student questions in a way that promotes productive struggle and resilience as the student works through a problem ● Model how answer analysis level questions using our **SHJH created solving charts/prompts** ● **Provide time for students to practice** ● Plan opportunities to engage in analysis level problems ● Continue to encourage consolidation of student thinking and opportunities for reflection on learning

End of Mathematics Cycle 1 Reflection - completed by December 1st

(assessment for learning, instruction, learning team focus, and professional learning)

What is the evidence of the impact/gains in student achievement/well-being? How do we know?	What impact did the strategy/action have on teaching practices?
Evidence of Impact/Gains in Student Achievement/Well-being ● Student Confidence & Independence: Multiple staff noted students are more confident and independent when approaching analysis-level questions, using SHJH solving charts to organize their thinking. There's stronger reasoning and clearer step-by-step explanations in both written and verbal responses.	**Impact of Strategy/Action on Teaching Practices** ● **Instructional Shifts:** Teachers are focusing more on guiding students with prompts and questions that encourage critical thinking, rather than providing immediate answers. This fosters independence and resilience. ● **Modeling Problem-Solving:** Modeling with SHJH solving charts has helped structure lessons and support students in developing analytical skills.

● Productive Struggle & Resilience: Students are showing greater perseverance, using strategies and prior knowledge before seeking help. They're more willing to take risks, revisit their thinking, and learn from mistakes rather than giving up quickly. ● Practice Time: Regular practice has strengthened understanding of key math concepts and improved accuracy. Students approach new material with greater confidence and participate more actively in discussions and problem-solving. ● Critical Thinking & Reflection: Planned opportunities for analysis-level problems have deepened critical thinking and improved students' ability to explain and justify their reasoning. Students are increasingly able to articulate strategies and reflect on their learning through written reflections and class discussions. ● Assessment Data: For specific outcomes (e.g., estimating non-perfect squares, Pythagorean Theorem), a high percentage of students scored a 3 or higher, demonstrating improved conceptual understanding and ability to explain their thinking. ● Early Implementation: Some staff noted that it's still early in the implementation phase, so changes in outcomes are not yet fully observable. However, anecdotal evidence suggests students are starting to ask more specific questions and are engaging more deeply with analysis-level tasks. **How Do We Know?** ● Student Work & Assessments: Evidence comes from student work samples, assessment data, and the quality of student explanations during class. ● Classroom Observations: Teachers observed increased student engagement, willingness to try challenging problems, and persistence in revising answers.	● **Practice & Planning:** Teachers have intentionally built more practice time into lessons and now design lessons that incorporate analysis-level problems, deepening critical thinking. ● **Reflection Activities:** Regular reflection activities (written summaries, group discussions) have been incorporated to help students consolidate learning. ● **Ongoing Growth:** Some staff are still in the early stages of implementing these strategies and note that more time is needed for full impact. There's a focus on relationship-building and foundational skills before moving deeply into analysis-level work.

- Student Reflections: Exit tickets, think-pair-share activities, and written reflections show students are consolidating their thinking and identifying areas for improvement.
- Peer Discussions: Students are discussing strategies with peers and revisiting previous work, indicating active reflection and consolidation.

Mathematics Cycle 2: December - March

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

Anecdotal evidence:

- Since teachers are still implementing the problem solving prompts, we cannot yet determine a full impact of this strategy.
- When teachers use the prompts in class, students are starting to respond in a way that leads to a strategy. Students are not yet doing this by themselves.
- Students are starting to model their written answers after exemplars given.
- Students are willing to participate in group problem solving activities, and can discuss strategies with each other.

Identified students not yet meeting expectations.

Grade 8

	African Descent	**Mi'kmaw Indigenous Descent**	**Both**	**All Others**
Measurem	**5**	**2**	**2**	**35**

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

Utilize a variety of practices, scaffolded supports, etc…in an effort to increase achievement as it relates to analysis level questions

- All Math classrooms (Grade 6, 7, 8) will post the Anchor charts (Problem Solving/CUBES) and teachers will refer to them on a regular basis.
- Reordering questions to provide students with regular access to higher-order analysis questions throughout a problem set, rather than only at the end.
- Teachers will model solving analysis questions **using the anchor charts.**

We will develop Individual Support Plans for our students of African and/or Mi'kmaw/ Indigenous ancestry who are not yet meeting expectations.

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Number Sense	**1**	**2**	**2**	**34**

Total Grade 8 Students: 208
African Ancestry: 23
Indigenous Ancestry: 17
Both 5

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

- students will answer teachers' prompts using the information in the anchor charts as guides.
- students will engage in activities that require them to answer analysis level problems on a regular basis.
- Students will ask for help **after** they have attempted to use the anchor chart prompts.
- Students will have opportunities to reflect on their learning.
- Students will provide feedback on how/when they are using the anchor charts when problem solving and how they feel this is affecting their achievement.
- Students will participate in problem solving individually and in groups in order to promote discussion of strategies.

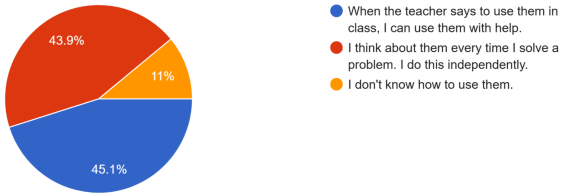
Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)

- “answering” student questions in a way that promotes productive struggle and resilience as the student works through a problem
- Model how answer analysis level questions using our **SHJH created solving charts/prompts**
- Provide exposure to application and analysis questions throughout the learning process.
- Continue to encourage consolidation of student thinking and opportunities for reflection on learning
- Gather feedback on how/when students are using the anchor charts when problem solving.
- Provide opportunities for individual and collaborative problem solving.

End of Mathematics Cycle 2 Reflection - completed by March 30th

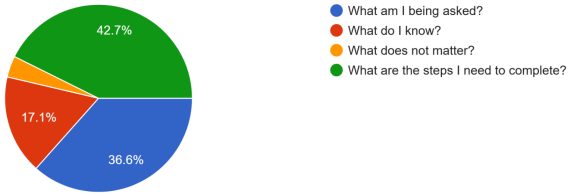
(assessment for learning, instruction, learning team focus, and professional learning)

What is the evidence of impact/gains for student achievement? How do you know?	What impact did the strategy/action have on teaching practices?
Evidence from teacher feedback and classroom observations indicates a **developing but mixed impact** on student achievement during Cycle 2, particularly with analysis-level problem solving. Teachers reported that when problem-solving prompts and anchor charts were used consistently, students demonstrated improved learning behaviours that support achievement, including greater persistence, more focused questioning, and an increased ability to select and apply strategies. Some students showed improvement in modeling written responses after exemplars and in discussing strategies during group problem-solving tasks. Gains were most evident in the **measurement strand**, especially when students reflected on the reasonableness of their answers. However, overall achievement gains remain **inconsistent** across classes and strands. Teachers noted that many students still require guidance to use prompts independently, and some indicated that it is too early to determine measurable achievement gains. In number sense, one teacher reported an increase in students not meeting expectations, making it difficult to attribute clear achievement improvements to the strategy at this stage. Collectively, the evidence suggests that while Cycle 2 strategies are strengthening the **processes that lead to achievement**—such as independence, strategy use, and productive struggle—continued	Cycle 2 strategies led to **intentional shifts in teaching practices** toward promoting student independence and productive struggle. Teachers reported moving away from directly answering student questions and instead using guiding questions, prompts, and references to problem-solving charts to encourage deeper thinking and resilience. There was increased emphasis on explicit modelling of analysis-level problem solving using shared language and anchor charts, helping students better understand how to approach complex tasks. Teachers also adjusted instruction to provide more regular exposure to application and analysis questions throughout lessons, rather than positioning them only at the end of problem sets. Additional changes included incorporating structured opportunities for student reflection, increasing collaborative problem solving, and co-creating prompts and exemplars with students to support access and engagement. Overall, teaching practices shifted from direct instruction toward **facilitation**, with a stronger focus on building students' confidence, persistence, and ownership of their learning

implementation and time are needed to see consistent gains in achievement outcomes.	
Mathematics Cycle 3: April - June	
Evidence: How are the students doing now? How do you know? **Grade 8 teachers used a survey to get feedback from students on using the problem solving prompts. Here are some of the results from the Google Form from one teacher's classes:** Think about the poster/Prompts that your teacher introduced to you in class. ● **What am I being asked?** ● **What do I know?** ● **What does not matter?** ● **What are the steps that I need to complete?** When do you use the problem solving prompts? 82 responses  	Strategy/Actions: What will you do next to impact the learning for ALL students? **Utilize a variety of practices, scaffolded supports, etc…in an effort to increase achievement as it relates to application and analysis level questions.**

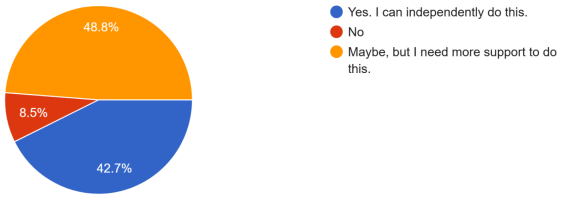
When problem solving, which prompt helps you the most?

82 responses



Do you think you will continue to use the problem solving prompts?

82 responses



Overall summary:

An average of 6% of students surveyed say they don't think they will continue to use these prompts when solving problems.

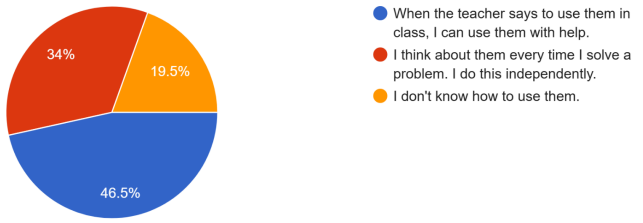
An average of 93% of students surveyed say they can use the prompts independently or with support from the teacher.

An average of 41% of students surveyed said they would use the prompts but need more support. This should be a focus for teachers in Cycle 3.

From the data, we feel that the prompts we have developed are useful, but we should continue to make students more confident in using the prompts independently.	
Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?) **Students will:** ● be more confident in the problem solving process, and will ask questions that are related to the sources of their struggles and will help them make progress in understanding and solving tasks. ● help each other without telling their classmates what the answer is or how to solve the problem. ● persevere in problem solving situations, independently or in groups, and can realize when they don't know how to proceed rather than giving up.	Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?) **Teachers will:** ● continue to "answer" student questions in a way that promotes finding the source of their struggles, and ask questions that scaffold student thinking without stepping in to do the work for them. ● give mini lessons on using the problem solving prompts, and provide graphic organizers where necessary. ● practice identifying application and analysis level questions ● continue to gather feedback on how/when students are using the anchor charts and graphic organizers when problem solving. ● Provide opportunities for individual and collaborative problem solving.
End of Mathematics Cycle 3 Reflection - completed by June 12th *(assessment for learning, instruction, learning team focus, and professional learning)*	
What is the evidence of impact/gains for student achievement? How do you know?	What impact did the strategy/action have on teaching practices? Teachers are becoming increasingly more confident at prompting students with responses that allow them to determine what steps are necessary to solve problems. Teachers continued to provide scaffolding when necessary for the problem solving process. This step needs more work, since it seems students still need reminders to think about the 4 problem solving prompts. In term 3, individual teachers looked at levels of questions (particularly

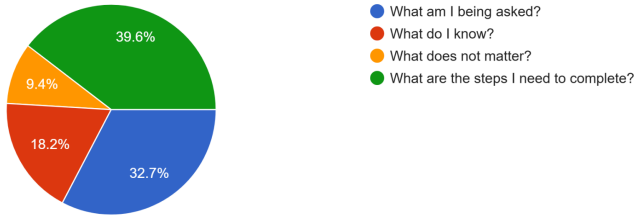
When do you use the problem solving prompts?

159 responses



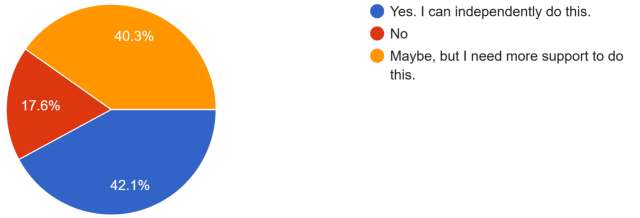
When problem solving, which prompt helps you the most?

159 responses



Do you think you will continue to use the problem solving prompts?

159 responses



application and analysis), but it would be beneficial to continue this next year as a team to make sure we are consistent with choosing a variety of levels of questions to present to students. We have provided many opportunities for students to collaborate through seating arrangements and group activities like Math markets and “Capture the Flag” style activities. There is also time for independent practice, although students find it more difficult to do this unless they are being assessed summatively.

Summary: ● Nearly 72.3% of students heavily rely on prompts that either define the ultimate goal or outline the steps. This suggests that students find the beginning (understanding the question) and the end/process (the steps) to be the most challenging or important phases of problem-solving. ● Over 82% of the students surveyed see potential in using these prompts (combined "Yes" and "Maybe"). However, because the "Maybe" segment is nearly identical in size to the "Yes" segment, it signals that while the tool is valued, continuous scaffolding or teacher-guided practice is still heavily required for about two-fifths of the class. ● Overall, the prompts are viewed favorably by a vast majority of the students, with a strong focus on utilizing them to map out actionable steps and clarify the core question. Anecdotally: ● We feel using the problem solving prompts consistently from the beginning of the year will have more impact on student independence and the ability to persevere through the problem solving process. If we can use them school wide, each year they should gain more confidence.	

<table>
<tr><td colspan="2">Well-being Goal: We will improve student well-being, with a specific focus on our students of African and/or Mi'kmaw/Indigenous ancestry.</td></tr>
<tr><td colspan="2">Well-being Cycle 1: September - November</td></tr>
<tr><td>Evidence: How are students doing? How do you know?
From most recent Getting To Great Survey 2023-2024

79% of students say they have at least one adult at school they can talk to.
93% say they have at least one friend they can talk to.
84% feel their teacher understands their culture.
64% say their teacher notices when something is bothering them.
44% say their teacher knows what their life is like outside of school.
79% of students feel like they belong at school.
30% of students felt unsafe or threatened at school in the past month.
Students who don’t feel they belong say it’s because:

● “People don’t get me” (59%)
● “How I look” (45%)
● “My mental health” (23%)

Students asked for clearer expectations and more consistent staff behavior in PBIS/SOAR feedback.</td><td>Strategy/Actions: What will you do to impact the learning for ALL students?

Build Relationships

● Greet students daily.
● Check in with students regularly—academically and personally.
● Welcome students back after absences.
● Affirm students’ identities and cultures in class.
● Use an Inside-Outside Circle activity at the staff meeting:
○ Teachers identify students they feel connected to.
○ Highlight students who may need stronger connections.

Clarify Expectations

● Reestablish Equity Team
● Teach SOAR expectations using real-life examples.
● Post visual reminders in classrooms and hallways.
● Reinforce expectations during announcements and assemblies.
● Use consistent language and follow-through across staff.</td></tr>
<tr><td>Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?)</td><td>Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?)

Staff will:</td></tr>
</table>

Students will: ● Feel connected to at least one adult ● Say they feel safe, respected, and included. ● Show respectful behavior that aligns with SOAR expectations. ● Participate more in school activities, leadership, and classroom discussions. ● Feel their identity is affirmed and reflected in school life. ● Report stronger relationships and a greater sense of belonging in future surveys.	● Greet students daily and check in with them regularly. ● Identify students they feel connected to using the **Inside-Outside Circle activity**. ● Use student voice and interests to guide lessons and conversations. ● Affirm students' cultural and personal identities in class. ● Teach and reinforce SOAR expectations using real-life examples. ● Model respectful behavior and follow through on commitments. ● Use restorative approaches when addressing behavior. **Admin will:** ● Lead the Inside-Outside Circle activity at the staff meeting. ● Monitor which students may need stronger connections. ● Ensure SOAR expectations are consistently taught and posted. ● Track progress using survey data, attendance, and behavior referrals. ● Provide professional learning focused on relationship-building and cultural responsiveness. ● Implement Grade Level - Student Success Assemblies every term
End of Well-being Cycle 1 Reflection - completed by December 1st *(assessment for learning, instruction, learning team focus, and professional learning)*	
What is the evidence of the impact/gains in student achievement/well-being? How do we know? **Evidence of Impact/Gains in Student Achievement/Well-Being** **Key Themes from Staff Responses:**	What impact did the strategy/action have on teaching practices? **Impact on Teaching Practices** **Key Themes from Staff Responses:**

● **Improved Relationships:** Many students moved from "outside" to "inside" the circle, indicating stronger, more confident relationships with staff. ● **Increased Comfort & Engagement:** Students became more relaxed, open, and willing to share personal stories, ask for help, and participate in class discussions. ● **Greater Participation:** Students who were previously reserved or disengaged are now more involved in classroom activities, discussions, and leadership opportunities. ● **Sense of Belonging:** Staff noted that students feel more connected, supported, and included, especially when their identities and interests are affirmed. ● **Positive Behavior Changes:** Improved relationships led to better classroom behavior, easier redirection, and increased motivation. ● **Specific Examples:** ○ Students responded well to intentional check-ins, small group work, and positive emails home. ○ Activities like "I wish my teacher knew" and informal chats helped students feel seen and valued. ○ Some students who felt invisible or disconnected now show happiness and confidence in class. **How Do We Know?** ● Staff tracked movement from "outside" to "inside" the circle. ● Observed changes in student behavior, engagement, and willingness to communicate. ● Noted increased participation and comfort in sharing both academic and personal matters.	● **Intentional Relationship-Building:** Teachers made a conscious effort to greet students, check in regularly, and learn about their interests and backgrounds. ● **Personalized Instruction:** Lessons and assessments were adapted to include student interests and cultural backgrounds. ● **Restorative Approaches:** Staff used more restorative conversations and positive reinforcement, leading to improved classroom climate. ● **Reflective Practice:** Teachers became more aware of the importance of building relationships and adjusted their routines to prioritize student well-being. ● **Collaboration & Consistency:** Staff worked together to reinforce SOAR expectations and used consistent language and follow-through. ● **Professional Growth:** Teachers reported that these strategies made teaching more enjoyable, effective, and responsive to student needs.

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- Direct feedback from students (verbal, behavioral, and survey responses).

</td><td></td></tr>
<tr><td colspan="2">Well-being Cycle 2: December - March</td></tr>
<tr><td>

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

Total Number of Incidents

	Grade 6	Grade 7	Grade 8
Sept	20	13	15
Oct	20	18	23
Nov	13	15	16
Dec	10	5	5
Total	**63**	**51**	**59**

Total Incidents 173

	# of incidents	Unique Students
African Descent	20	10
ndigenous	22	9
Both	2	2

</td><td>

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

Celebration & Recognition: Teachers and admin recognize student achievements in assemblies and look for genuine ways to praise students.

Term Grade Level Assemblies connecting to the SHJH SOAR Matrix and recognizing students in the following categories:

- Falcon Spirit and Leadership
- Responsible Citizenship
- Academic Excellence and Engagement
- Athletic Achievement and Sportsmanship
- Growth and Grit

Connect with Students:

- Highlight student contributions and accomplishments
- Look for ways to genuinely praise students

SOAR Expectations: Staff teach and reinforce SOAR expectations using real-life examples, visual reminders, and consistent language.

Daily Greetings & Check-ins: Staff greet students daily and check in regularly, both academically and personally.

</td></tr>
</table>

Total	**173**	**98**

Total Number of Incidents Sept to December 2025 by Category

Inappropriate Behaviour	Number of Incidents
Bullying / Cyberbullying	8
Discriminatory Behaviour	20
Inappropriate Language	11
Insubordination	15
Interruption of Learning	16
Physical Aggression	35
Physical Violence	13
Racist Behavior	6
Sexual Harassment	7
Sexual Misconduct	9
Threatening Behaviour	11
Mobile Device Use	2
Vandalism	2
Verbal Abuse	18

Identity Affirmation: Teachers affirm students' cultural and personal identities in class.

SOAR Matrix Integration: Connect all recognition and discipline to the SOAR expectations. Use real-life examples and visual reminders in classrooms and hallways.

Consistent Language: Ensure all staff use consistent language and follow-through when teaching and reinforcing expectations.

Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?) Feedback from the Grade Level Student Celebration Assemblies Comparing Number of Incidents and Incident Types Compare the number and types of incidents over time (see incident tables for Cycle 2). Gather feedback from celebration assemblies and direct student voice. Observe participation rates in activities and leadership opportunities.	Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?) Evidence of intentional relationship-building and personalized instruction. Consistency in teaching and reinforcing expectations.
End of Well-being Cycle 2 Reflection - completed by March 30th *(assessment for learning, instruction, learning team focus, and professional learning)*	

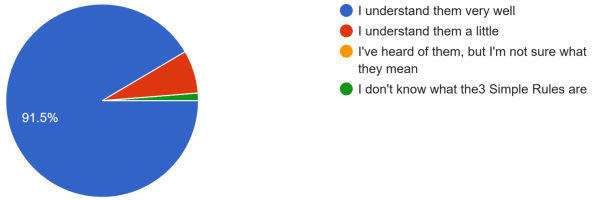
What is the evidence of impact/gains for student achievement/well-being? How do you know?

How do you feel about the SOAR Student Celebration (grade level assemblies)

236 responses

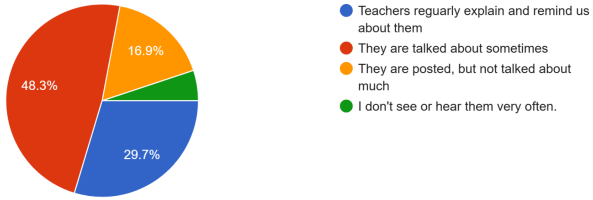
How well do you understand the school's "3 Simple Rules"?

236 responses



Which of the following best describes how the 3 Simple Rules are used at school?

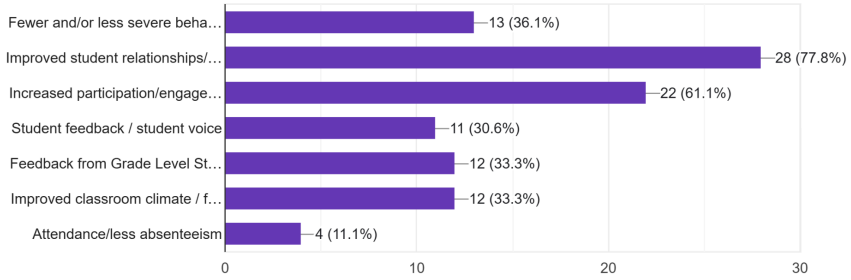
236 responses



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

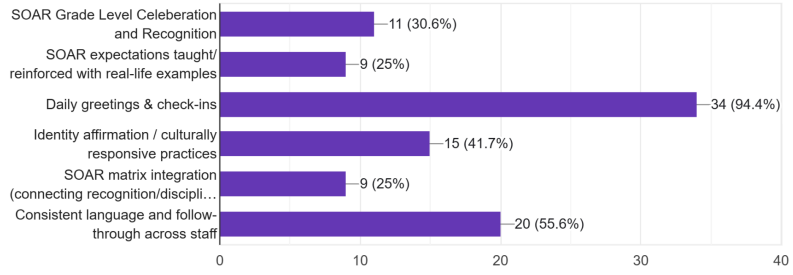
What evidence best supports your observations? (Select all that apply.)

36 responses

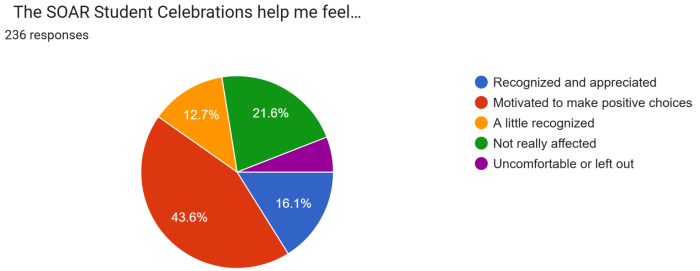


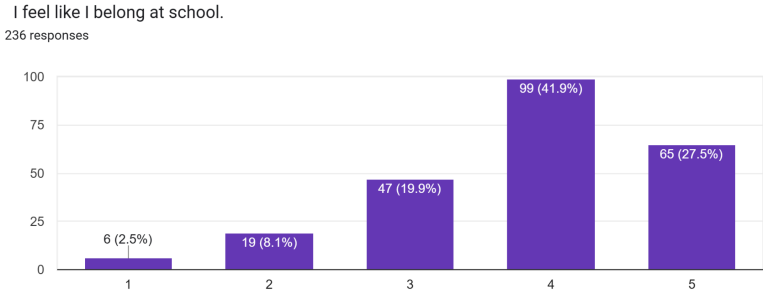
Which Cycle 2 strategies have you used most consistently? (Select all that apply.)

36 responses



Cycle 2 strategies led to increased consistency and intentionality in teaching practices related to student well-being. Staff more consistently taught, referenced, and reinforced SOAR expectations using shared language and real-life examples, which strengthened clarity and predictability for students across learning environments.



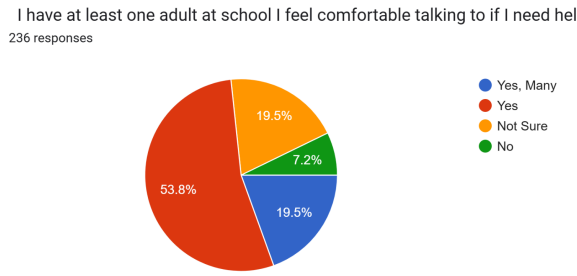


1 - Strongly disagree

5 - Strongly Agree

Teachers reported being more intentional in relationship-building practices, including daily greetings, check-ins, and culturally responsive approaches that affirm student identity. These practices became embedded into daily routines rather than being treated as add-ons, contributing to stronger connections and improved classroom climate.

There was also greater alignment in how recognition and corrective responses were handled, with staff connecting both to the SOAR matrix and school-wide expectations. This consistency improved follow-through, reduced confusion for students, and supported a shared understanding of behaviour expectations across classrooms and common spaces. Overall, Cycle 2 contributed to a more unified and proactive approach to supporting student well-being through teaching practice.



During Cycle 2, there is evidence of positive impact on student well-being, particularly in the areas of behaviour, belonging, and student engagement. School-wide incident data shows a decrease in both the number and severity of behaviour incidents from September through December, indicating improved self-regulation and understanding of expectations. This trend is consistent across grade levels and is supported by fewer repeat incidents involving the same students.

Qualitative evidence from staff observations and student voice further supports these gains. Staff report improved classroom climate, stronger student-adult relationships, and increased student participation in learning activities. Feedback gathered during Grade Level Student Celebration Assemblies reflects a growing sense of belonging and recognition, particularly when students see their positive behaviours acknowledged publicly and consistently.

Additional indicators include improved attendance and engagement for some students, increased willingness to participate in leadership opportunities, and more positive peer interactions. While the work is still developing, the collective evidence suggests meaningful progress in student well-being during Cycle 2, with early indicators that students are feeling

more connected, supported, and accountable within the school community.	
Well-being Cycle 3: April - June	
Evidence: How are the students doing now? How do you know? **Term 2 Whole School N=240** **Term 3 Grade 6 N=182** **Term 3 Grade 7N=189** **Term 3 Grade 8 N=158** For Term 3, our school gathered a stronger and more representative set of well-being data by collecting separate survey feedback from Grades 6, 7, and 8, rather than relying on a single whole-school survey with limited participation as in Term 2. Across both terms, students generally demonstrated a strong understanding of the school's 3 Simple Rules. However, in both datasets many students indicated that the rules are posted or talked about only sometimes, suggesting that more consistent reinforcement by adults remains an area for growth. Across the shared well-being indicators, the overall picture is positive but mixed. Many students reported feeling a sense of belonging, having at least one trusted adult at school, and experiencing learning spaces as mostly safe and respectful. At the same time, a significant minority of students across all grades reported low belonging, uncertainty about trusted adult support, or learning spaces that feel unsafe or uncomfortable. This suggests that while school climate is	Strategy/Actions: What will you do next to impact the learning for ALL students? Professional Development Shared with Staff on MTSS Behavrioural Intervention PD (Tier 1 and Tier 2 Supports) Professional Development provided for staff on Trauma Informed Practices **Trauma-Informed Responses** ● Pause before responding ● Shift lens from what's wrong to what happened? ● Remember many behaviors are stress responses not intentional choices ●Establish check-ins and co-regulation with a trusted adult ●Engage in restorative conversations about the harm caused by the behavior ● Be open to flexible responses during the crisis ● Consider what additional supports may be needed, especially when suspending Key Takeaways ●Fair, predictable and consistent consequences teach and repair ● Fair, predictable and consistent consequences are an important part of learning positive behaviours. ● Fair, predictable and consistent consequences help ensure accountability and safety

improving for many students, we still need to strengthen consistency in adult connection, student inclusion, and perceptions of safety.The Term 3 grade-level data also gives us a clearer understanding of where support may be needed. Grade 6 responses were generally more positive overall, while Grades 7 and 8 showed a more mixed pattern, including more responses that point to concerns about belonging, fairness, and connection to adults. This more complete Term 3 dataset will help guide more targeted next steps within our SSP well-being goal.	● Accountability is important and should be paired with support ● Your planning for support can include multiple team members including school counsellor, SchoolsPlus, social worker, psychologist, TST and SPT ● You don't need to know the complete trauma background of the student. A trauma informed approach benefits all ● Trauma explains behavior but does not excuse it! **What We've Learned so far about Trauma** ● Strong relationships can buffer stress responses ● One supportive, consistent adult role model can buffer the impact of exposure to trauma ● Consistency in relationships builds trust ● Supportive relationships reduce risk **Impact of Trauma on Behaviour** ● Trauma can : ○ influence behaviour, ○ influence a person's ability to regulate emotions ○ influence the person's ability to make decisions or trust adults and authority figures ● This response is protective and driven by emotion (busts of chemicals in the brain) and overwhelm the neocortex) ● Our assumptions about intent may not automatically include considerations like trauma ● Behaviours that stem from a fight, flight or freeze response can seem defiant or disruptive

Determine criteria to measure progress of student achievement/well-being (what will it look like when students are succeeding?) Students will demonstrate increased feelings of safety, belonging, and connection as reflected in survey data, conversations, and observations. A greater percentage of students will indicate they have at least one trusted adult at school. Students will demonstrate improved ability to regulate emotions and seek support appropriately. There will be a reduction in behaviours linked to dysregulation and an increase in restorative problem solving and engagement in learning.	Determine criteria for instruction and assessment (what will our practice look like when teachers are implementing the strategy/actions?) Staff will consistently apply trauma informed practices in classrooms and common spaces. This will be evident through use of check ins, co regulation strategies, and restorative conversations. Teachers will demonstrate a shift in language from compliance focused to understanding student needs. Staff will apply consistent, predictable responses to behaviour aligned with PBIS and the school's three simple rules. Evidence will include team discussions, walkthrough observations, and use of Tier 1 and Tier 2 supports.
End of Well-being Cycle 3 Reflection - completed by June 12th *(assessment for learning, instruction, learning team focus, and professional learning)*	
What is the evidence of impact/gains for student achievement/well-being? How do you know? Third Term Survey was conducted: Survey data indicates that most students understand the school's three simple rules and many report a sense of belonging at school. Students are increasingly able to identify a trusted adult. Staff observations and student support data show improved engagement and a gradual increase in students accessing supports when needed.	What impact did the strategy/action have on teaching practices? Staff appreciated the information shared through the professional learning, and teachers are moving toward a more intentional and consistent approach to supporting student behaviour. There is growing evidence of staff pausing, reflecting, and responding with a focus on understanding underlying causes. Increased use of co regulation strategies, check ins, and flexible responses is evident, and teams are

There is also evidence of improved student responses to restorative conversations and increased participation in class.	collaborating more frequently while accessing available supports such as counsellors and SchoolsPlus. Overall, practice is becoming more aligned and consistent across classrooms.
