



**ROCKY
MOUNTAIN**

School District #6



SCHOOL SUCCESS PLAN

May, 01, 2021

***WE GRATEFULLY
ACKNOWLEDGE THAT
SCHOOL DISTRICT NO. 6
(ROCKY MOUNTAIN) IS
SITUATED ON THE
TRADITIONAL LANDS OF
KTUNAXA PEOPLES WHERE
WE RESPECTFULLY LIVE,
WORK AND PLAY.***





PRINCIPAL MESSAGE

We began looking at data in our October staff meeting in 2021, once we had the fall, baseline assessment data collected. Teachers met in grade groups and we looked at the information from reading, writing and numeracy assessments to determine academic areas of strength and areas where we need to focus some strategies for support. We looked at the data by grade, by gender and by indigenous heritage and revisited the data and this plan at each monthly staff meeting.

Over all, the students at Marysville Elementary are doing well in all academic areas. However, the place where we noticed the largest gaps in success was whole-school scores compared to students with Indigenous heritage. In both reading and number sense that group of students scored lower than the rest of the school. This made us wonder why and what supports we could put in place to close the gap in those two areas.

In that original staff meeting we came up with inquiry questions for number sense and reading that would have us working on some school wide strategies that would support all learners. We agreed to monitor our students with Indigenous heritage to make sure our strategies were helping or to adjust them.

The following slides share that data with you and give you some context for what we plan to do this year to continue to focus on closing the gap in achievement for our Indigenous students, and to support all students in numeracy and literacy.





SCHOOL DEMOGRAPHICS

Marysville Elementary School

NUMBER OF STAFF

9 CLASSROOMS
14 TEACHERS
5 EDUCATION ASSISTANTS
1 SECRETARY
1 ADMINISTRATOR

NUMBER OF STUDENTS

172

*23 + K STUDENTS WITH
INDIGENOUS HERITAGE

GRADE CONFIGURATIONS

K-3





MISSION

We collaborate in the pursuit of each student's success as caring, resilient members of a global community.





VISION

Opportunity, equity,
and success for ALL learners



VALUES



Respect

We foster respectful relationships that build trust, safety and well-being.



Equity

We strive to build learning environments that are equitable, honour diversity and inclusion, are safe, caring and healthy places to work and learn.



Integrity

We nurture a sense of self-awareness, responsibility and truthfulness in ALL students so that they will become environmental stewards and morally upright global citizens.



Accountability

We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.



Innovation

We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.

Some Definitions

For the purposes of better understanding the following data sets, please read below.

- **On-track** refers to any student who is meeting widely held expectations in the spring in a subject area. On the report card this includes the descriptors “developing, proficient and extending” or “2, 3 or 4” on a 4-point rubric.
- **Not yet on-track** refers to any student who is not yet meeting widely held expectations. On the report card this would be “emerging”, or a “1” on a 4-point rubric.
- **Indigenous students** are students whose families have self-identified as having indigenous heritage on the student verification forms.
- **Whole-school** data represents the complete student body – including indigenous learners.
- **Math** – a subject about number operations
- **Numeracy** – the ability to think about and communicate about numbers
- For more information or to discuss any of these slides, please call principal **Stacy DeCosse** 250-427-2241.

STRATEGIC PRIORITY ONE

Equity and Inclusion



GOAL

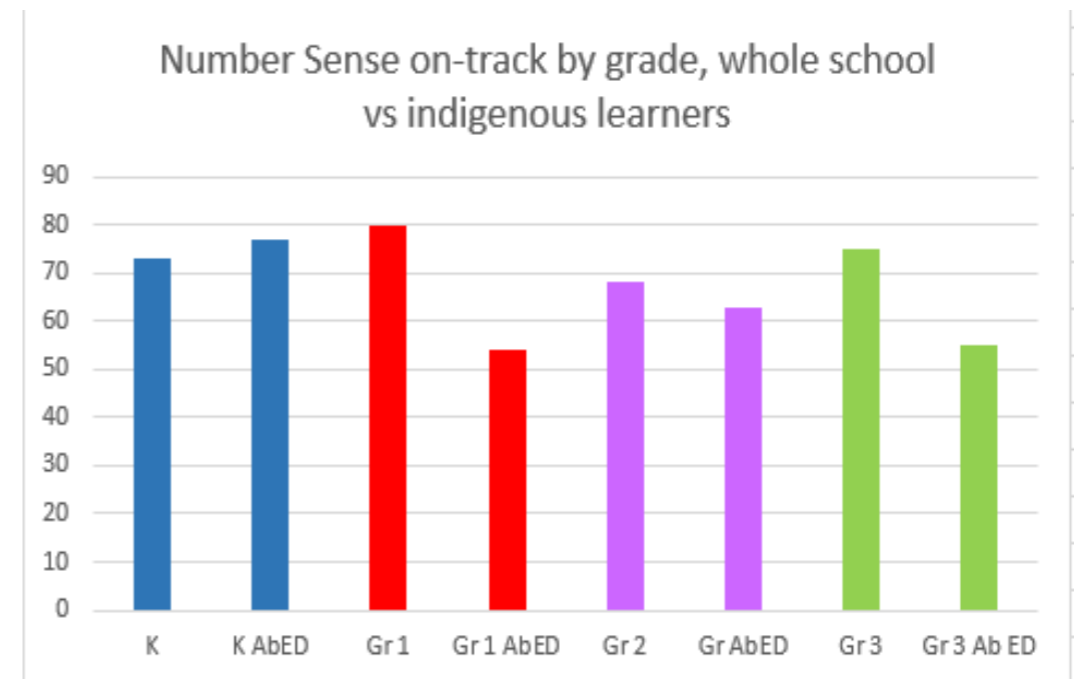
To close the gap in academic achievement for indigenous students.



NUMBER SENSE BY GRADE

This data set is a look at the number sense assessment for whole school vs. indigenous students compared by grade. While looking at data we wanted to go deeper and also look at grade by grade comparison. The largest gap with Indigenous learners by grade is **grade 1**, but **grade 2** and **grade 3** also have our Indigenous students achieving lower than those of non-Indigenous heritage.

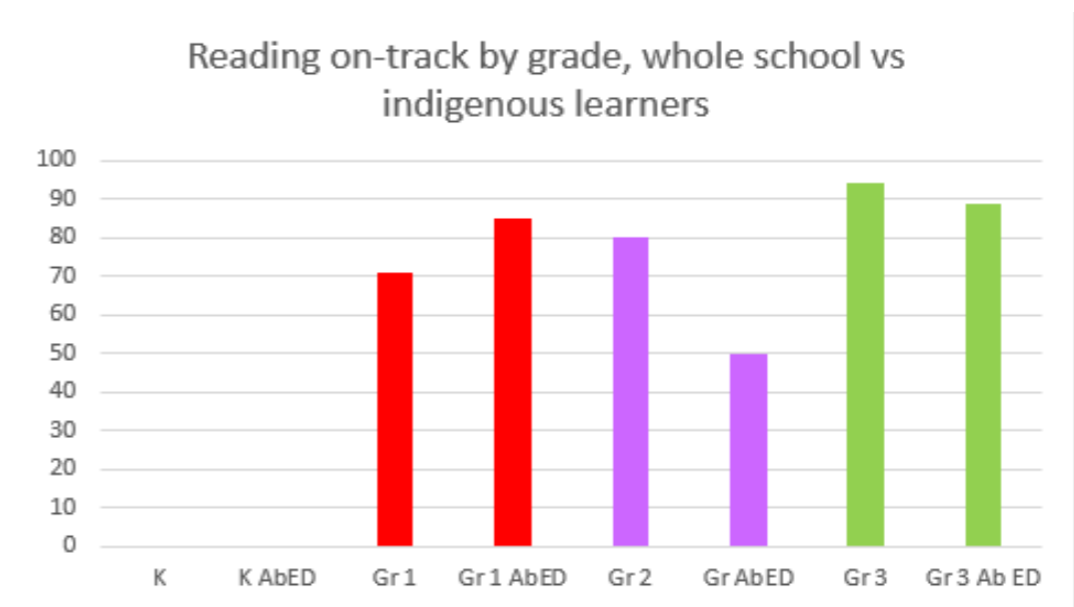
Interestingly, our **Kindergarten** cohort has Indigenous students achieving slightly higher. Specifically all grades need to work on **reflecting** and **talking** about their math thinking.



READING BY GRADE

This shows our reading assessment results by grade and shows whole school vs Indigenous results.

(Kindergartens do not do formal reading assessments yet.) There is a **large gap in grade 2** between our whole school and Indigenous results, but also grade 2 in general is lower than the rest of the school. Teachers are noticing that **decoding skills** are an area of focus for our struggling readers.



STRATEGIC PRIORITY ONE

Equity and Inclusion

STRATEGIC NARRATIVE:

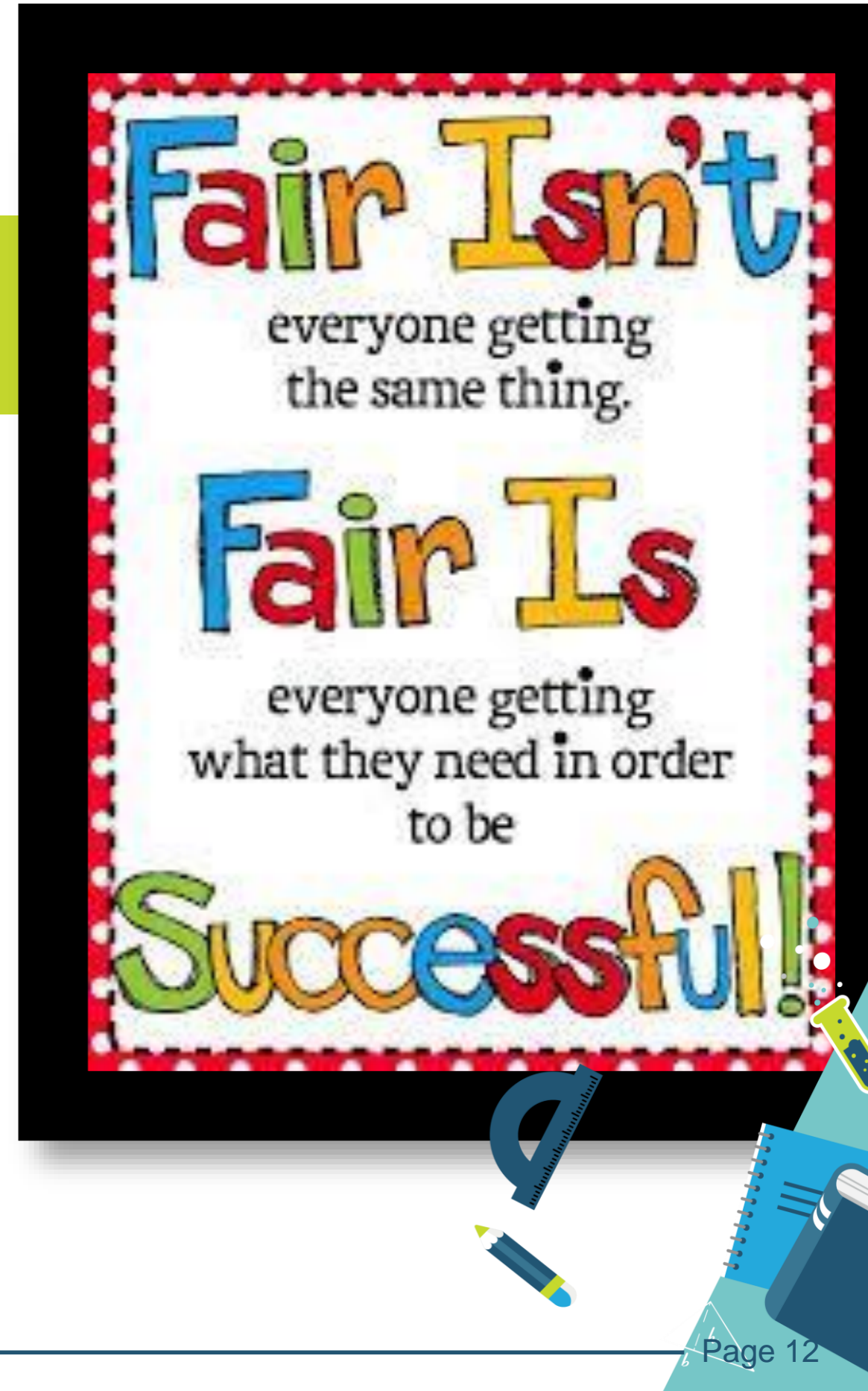
In the previous data slide we saw a clear need to focus on improving academics for Indigenous students who are achieving lower than their peers. We believe there is a strong connection between First Peoples Principles of Learning and success for all students, but particularly for Indigenous students.

STRATEGIC FOCUS:

We will be embedding Indigenous world views and the First Peoples Principles of Learning in our daily practice with a focus on one specific aspect that we choose each month at staff meetings.

STRATEGIC INQUIRY:

To what extent will we close the gap in Indigenous student achievement if we focus on choosing one aspect of the First Peoples Principles of Learning to embed in classroom instruction?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

Indigenous Understandings Learning Progression Rubric

3

Times Per Year
Sept/March/June



TARGET

For all staff to report on greater knowledge of the First Peoples Principles of Learning each term.



RESOURCES

Decolonize First workbook, First Peoples's principles posters, FNEC website

SUPPORT

Specific Ab Ed/EA for academic support for indigenous learners.



PROFESSIONAL LEARNING

DISTRICT DAY FOCUSING ON INDIGENOUS LEARNERS AND WAYS OF KNOWING, ONGOING WORK WITH WORKBOOK, EQUITY SCAN WORK, TRC CALLS TO ACTION



SUPPORTING STRUCTURES

MONTHLY STAFF MEETING SECTION ON DECOLONIZING CURRICULUM/FIRST PEOPLES PRINCIPLES

LEARNING FOCUS
Working through indigenous understandings learning progression rubric, setting personal goals/reflections.



STRATEGIC PRIORITY TWO

Success for all learners



GOAL #1: Number Sense

To improve student achievement in number sense.

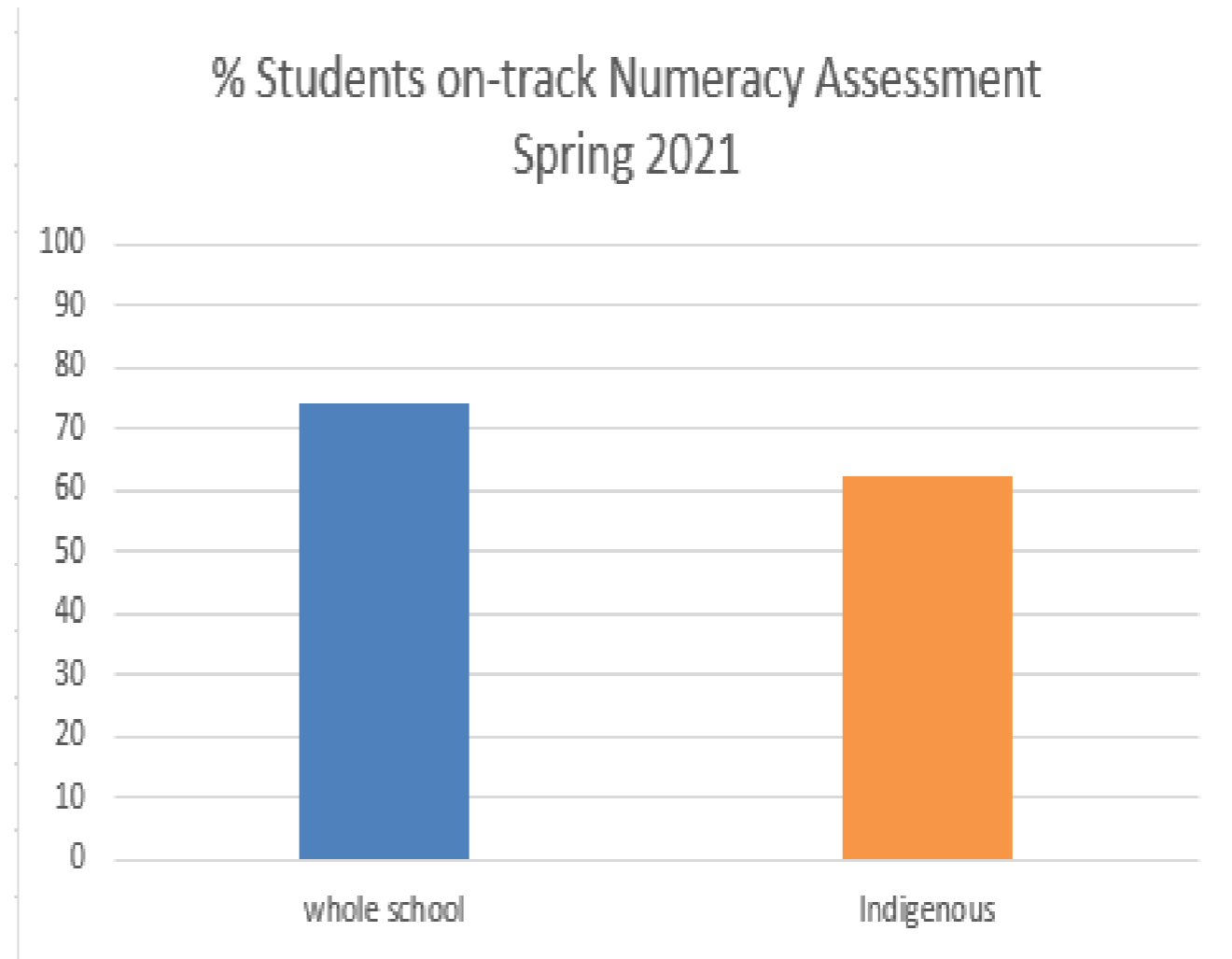


Number sense

This is the data set from our school wide **math** assessment, with a focus on **number sense**.

This graph illustrates the gap between whole school vs Indigenous learners in our school. You will find reference to this data in both priority one - equity and inclusion and priority two - success for all learners.

This is important data to consider as there is a **12% difference** between Indigenous and non-Indigenous learners and we are curious as to why and what strategies will help to close that gap and increase achievement for our learners.



STRATEGIC PRIORITY TWO

Success for all learners: Goal 1

STRATEGIC NARRATIVE:

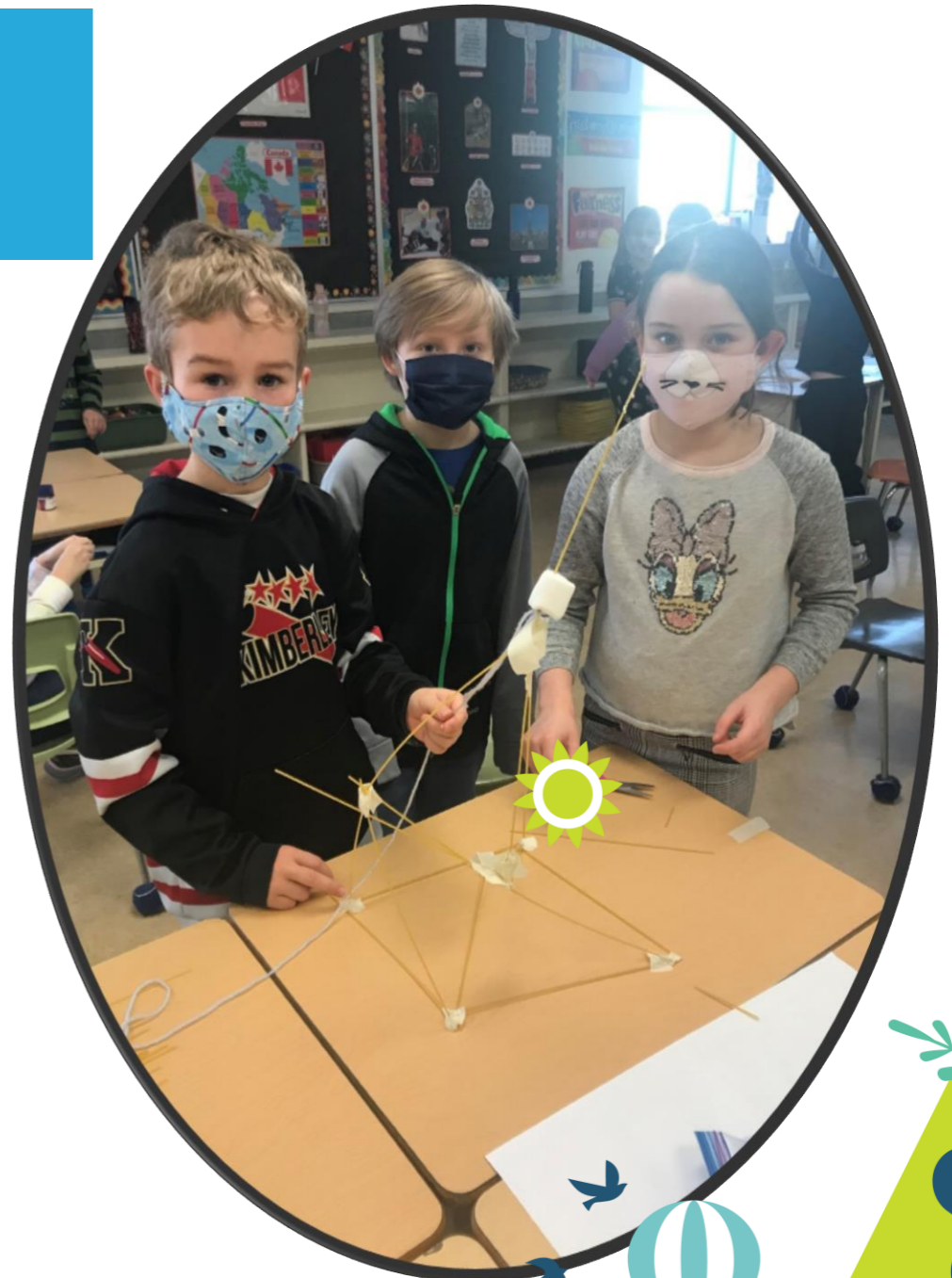
This year the staff have been working with the SNAP numeracy assessment for the first time for many of us. This assessment allows students to show their thinking about numbers, as well as their ability to do computation. When looking more closely at the number sense assessment, the area where students were less successful over all was **reflecting** and **communicating** their thinking about numbers.

STRATEGIC FOCUS:

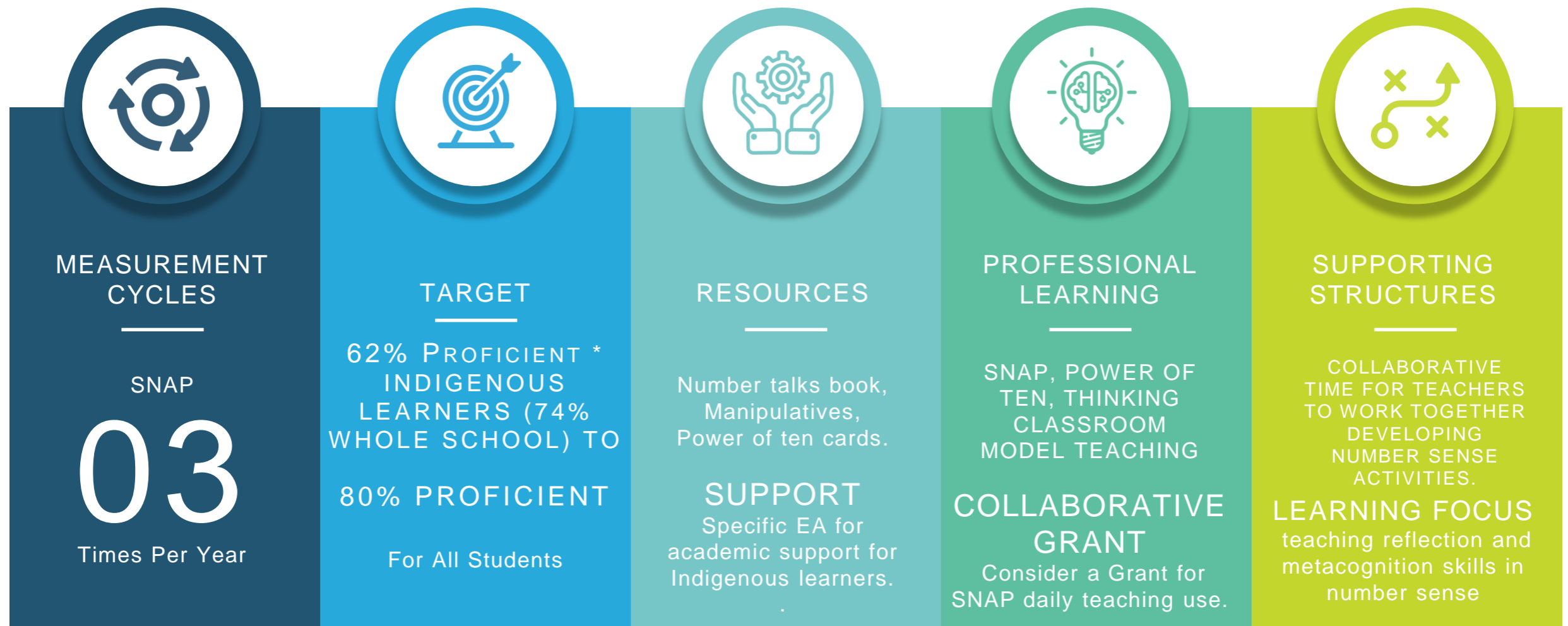
Teachers are using the SNAP as a regular tool for instruction as well as for data collection once each term. We will all use the reflecting and communication sections regularly in our practice.

STRATEGIC INQUIRY:

Will a school-wide focus on using the SNAP assessment in our regular practice improve student's ability to reflect and communicate their thinking about numbers?



STRATEGIC TARGETS AND MEASURES



STRATEGIC PRIORITY TWO

Success for all learners



GOAL #2: Reading

To increase student achievement in reading.

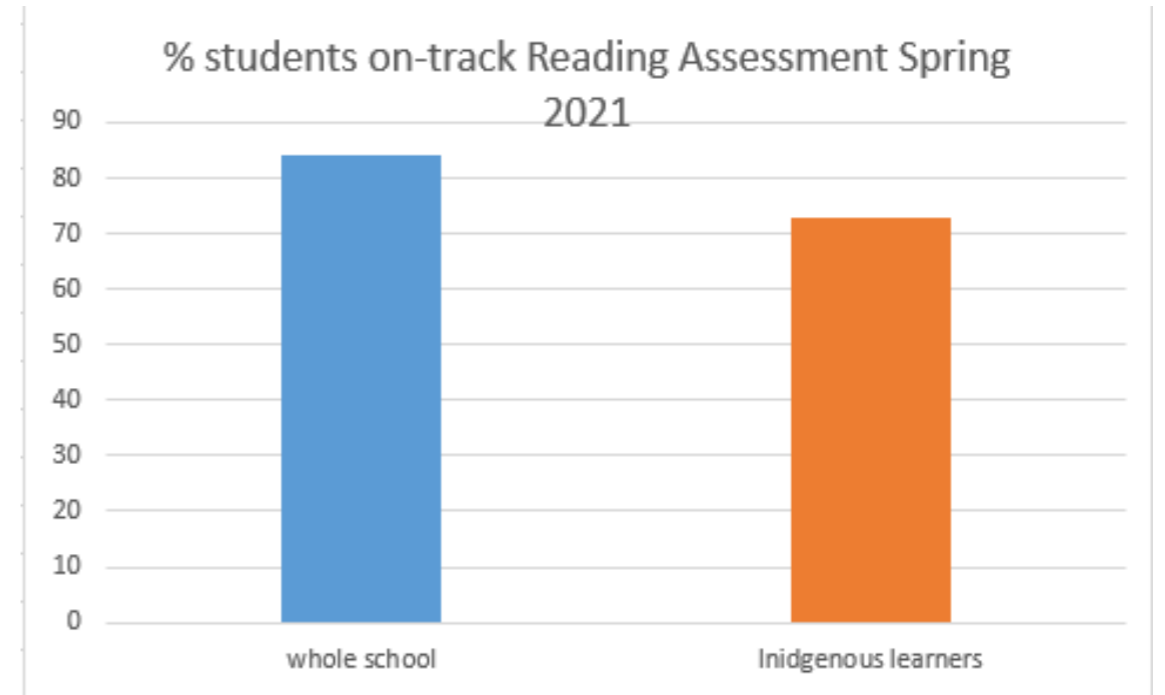


READING DATA

This data shows our reading assessment results, comparing whole school to Indigenous learners who are meeting expectations at the end of the year.

12 students have moved from emerging to developing this year, but the gap between whole-school and Indigenous learners is still 11%.

This data is referred to in strategic priority one and two.



STRATEGIC PRIORITY TWO

Success for all learners: Goal 2

STRATEGIC NARRATIVE:

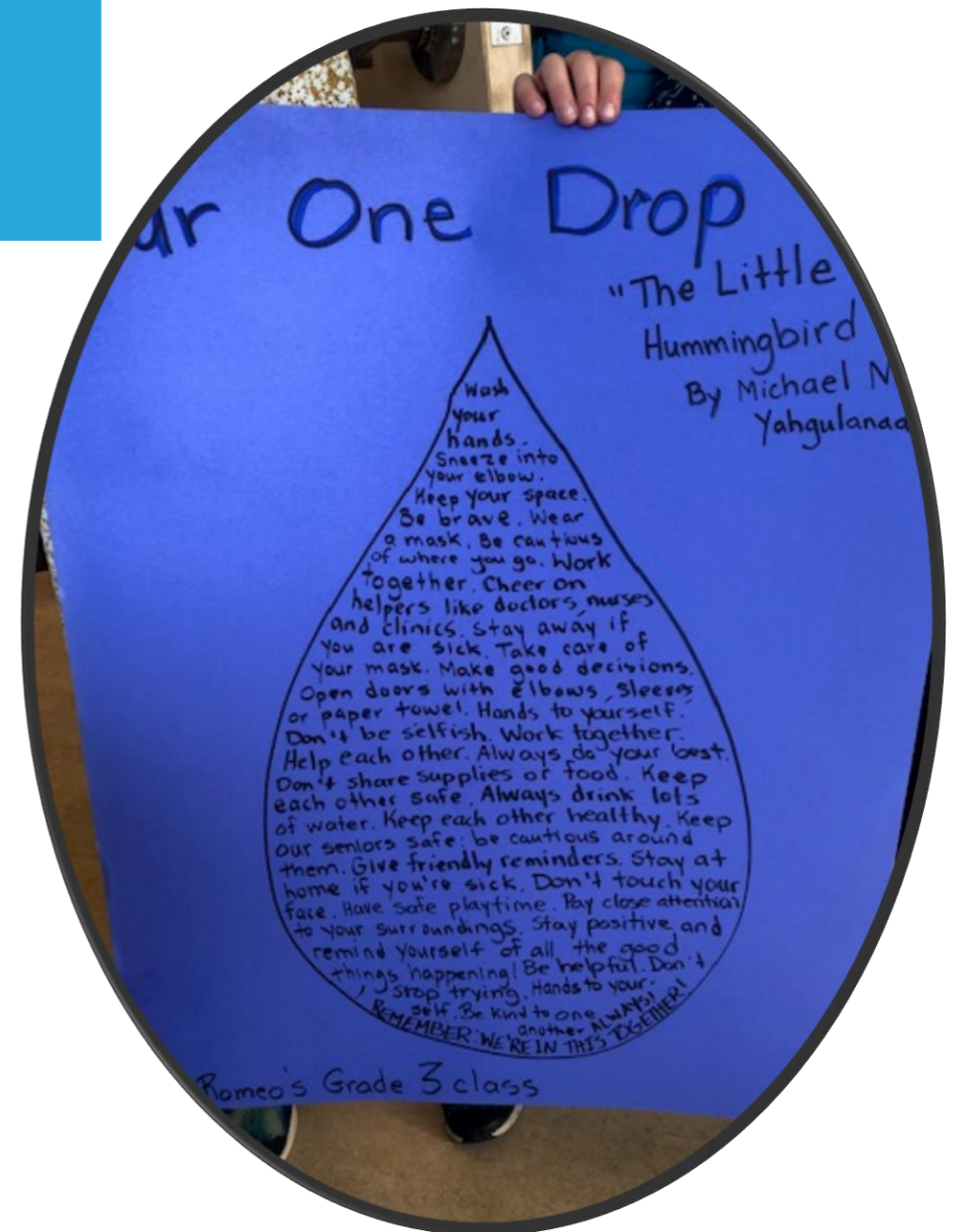
When we looked at our reading data we noticed that 11% fewer of our Indigenous learners are on track in their reading scores. The area that all grades noticed needs improvement is fluency. The assessments indicate that at each grade level, phonemic awareness is the area in fluency that needs work.

STRATEGIC FOCUS:

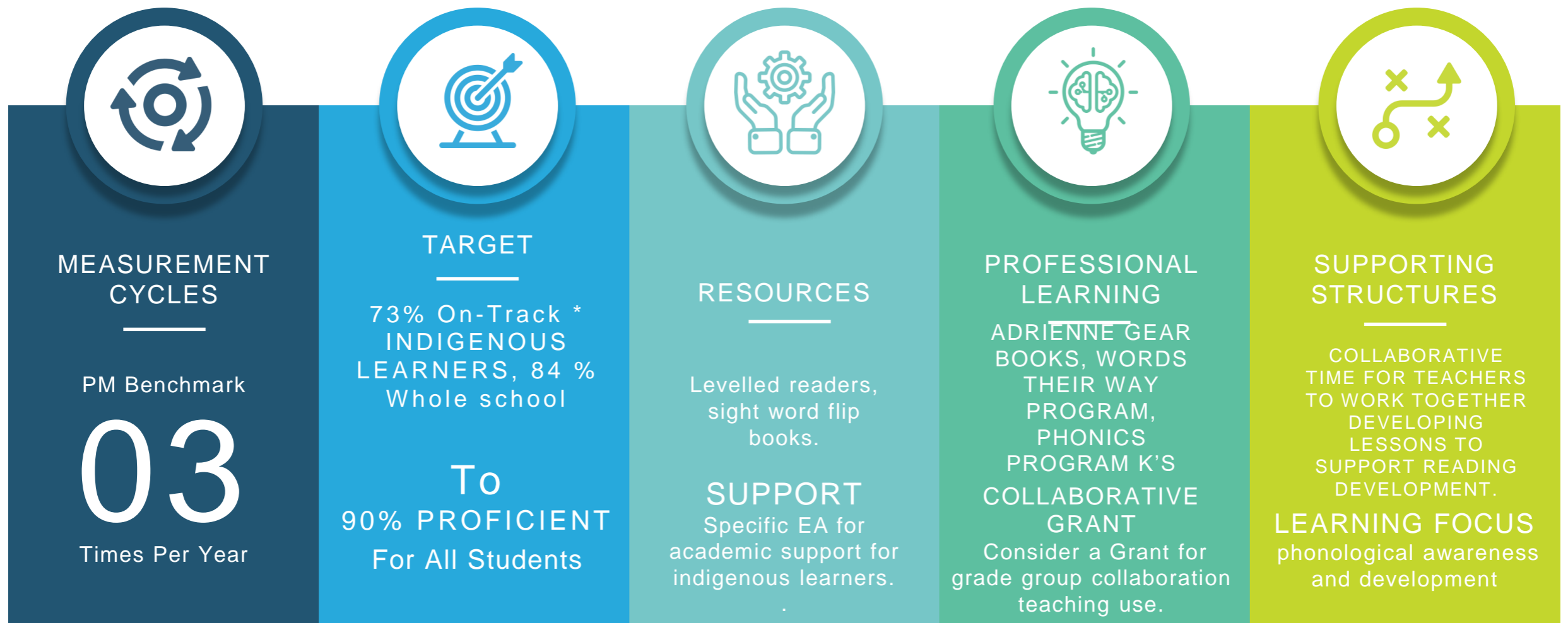
All grades will work to improve phonemic awareness skills. Teachers are focusing on phonological awareness strategies such as letter/sound skills, sight words, and decoding to increase reading comprehension in grades 1 – 3.

STRATEGIC INQUIRY:

To what extent will a daily focus on phonemic awareness skills at each grade level close the gap for Indigenous learners and improve reading?



STRATEGIC TARGETS AND MEASURES



STRATEGIC PRIORITY THREE

Excellence in Teaching
and Leadership



GOAL

To increase frequency of quality
collaboration for teachers.



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership

STRATEGIC NARRATIVE:

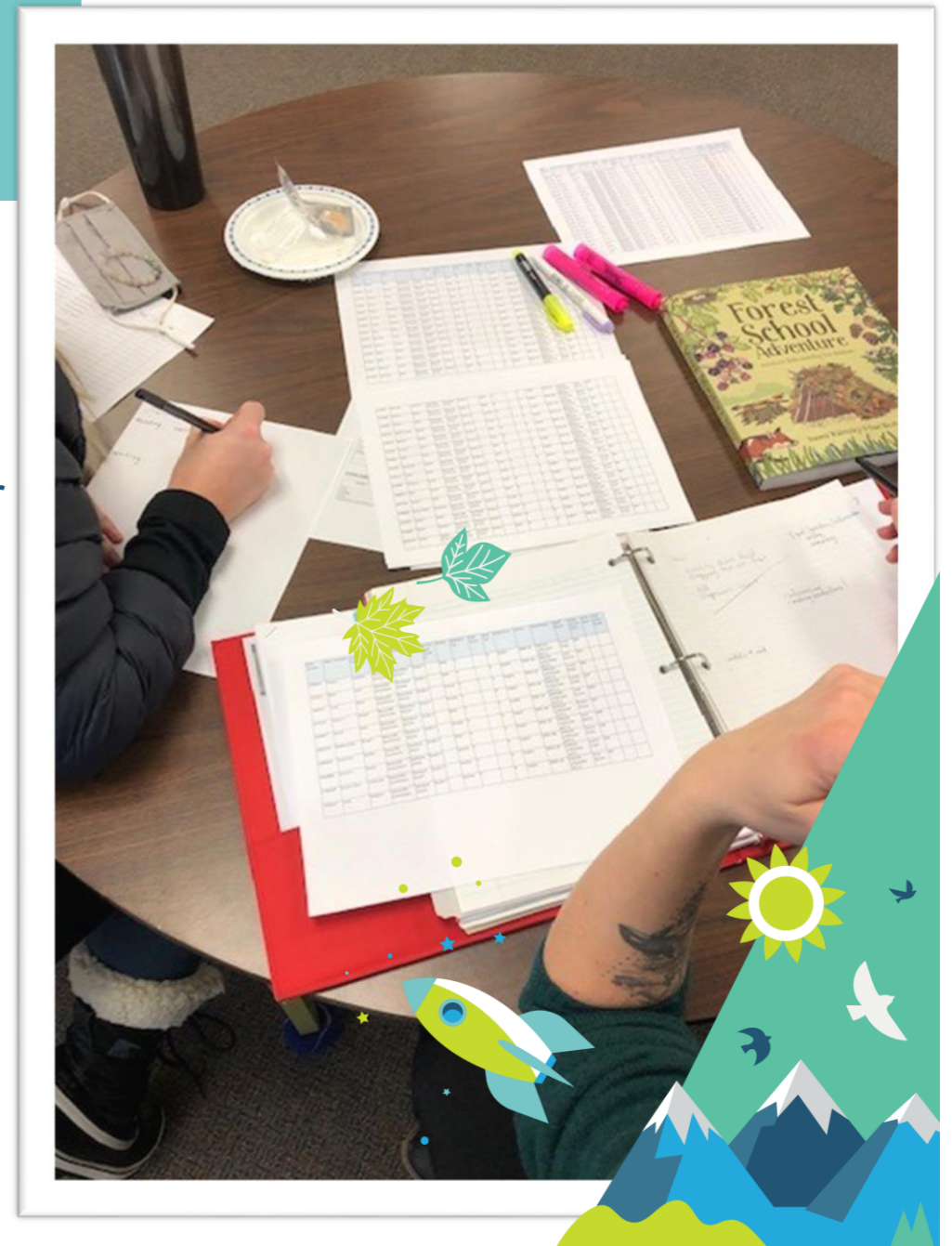
Our staff has a history of rich collaboration for professional learning in outdoor education and literacy. This past year we have had limited ability to collaborate due to COVID. We are keen to expand our collaborative learning to include numeracy.

STRATEGIC FOCUS:

Given our strategic priority two is on number sense using a new assessment tool, it makes sense that our collaborative focus be on using that tool in daily practice in our classrooms.

STRATEGIC INQUIRY:

To what extent will increasing frequency and quality of collaboration improve teacher confidence on the school-based teacher survey about teaching math?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

Teacher survey on attitudes and strategies for teaching math

Each term

TARGET

All staff report an increase in confidence and strategies for teaching reflection in math

RESOURCES

Release time covered by principal, articles and books for professional reading on numeracy and number sense

SUPPORT

Staff sharing of learning at staff meetings.

PROFESSIONAL LEARNING

INVITATION TO JOIN NUMERACY TEAM, MATH MINDSETS BOOK AND NUMBER TALKS FOR ALL STAFF

COLLABORATIVE GRANT

For release time for collaboration and observation

SUPPORTING STRUCTURES

MONTHLY STAFF MEETING, WEEKLY MEMO, WEEKLY COLLABORATION SIGN UP

LEARNING FOCUS

Staff meeting for monitoring objectives & adjusting strategy

