

# ÉCOLE LADY GREY ELEMENTARY SCHOOL



**ROCKY  
MOUNTAIN**

School District #6



## SCHOOL SUCCESS PLAN

June 2021



# PRINCIPAL MESSAGE

**Weyt-kp Tawnshi Ki'su'k kyukyit Salut Greetings!**

École Lady Grey Elementary School is situated on unceded and crossover territories of the Secwépemc and Ktunaxa People and is home of the Métis Nation Columbia River Society.

The School Success Plan is a framework that focuses on specific areas to improve student achievement and increase opportunities for student and staff development. Rocky Mountain School District 6 has prioritized three areas for school improvement: Equity and Inclusion, Success for all Learners, and Excellence in Teaching and Leadership.

We examined information from a variety of data sources, including Student Learning Surveys, report cards, school and district assessments (such as the District Wide Write, Fountas & Pinnell Reading Assessment, and SNAP Numeracy Assessment), and the grade 4 and 7 Foundation Skills Assessment. In particular, we focused on the achievement levels in the areas of reading, writing and numeracy.

There is a need to target the area of reading, and specifically, reading comprehension. Improving reading outcomes for students will have a broad impact on student achievement. In the area of numeracy, we have chosen to focus on number sense. The ability to be flexible with numbers, number manipulation, and estimation, are important skills. Developing number sense will increase student confidence, and improve problem-solving skills.

The School Success Plan includes goals, data sets, targets, and specific measures of success. An essential part of the improvement process is regular review of School Success Plan goals and success indicators. Staff will regularly meet to examine data and student progress, and make necessary changes to strategies. Collaboration and sharing amongst staff will provide opportunities for reflection, learning and growth, and subsequently, improved opportunities for students.

**I learn, I lead, We Succeed at Lady Grey!**  
**J'apprends, Je mène, Nous réussissons à Lady Grey!**





# SCHOOL DEMOGRAPHICS

École Lady Grey  
Elementary School •  
Golden, BC

## NUMBER OF STAFF

11 full-time teachers  
4 part-time teachers  
5 EAs  
1 YCW  
1 AESW  
1 part-time CLW

## NUMBER OF STUDENTS

230

49

Students that self-  
identify as Indigenous

## GRADE CONFIGURATIONS

4-7





# MISSION

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



*RM*



# 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 honesty to 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.



# STRATEGIC PRIORITY ONE

## Equity and Inclusion



### GOAL

Students at Lady Grey will increase their sense of belonging.

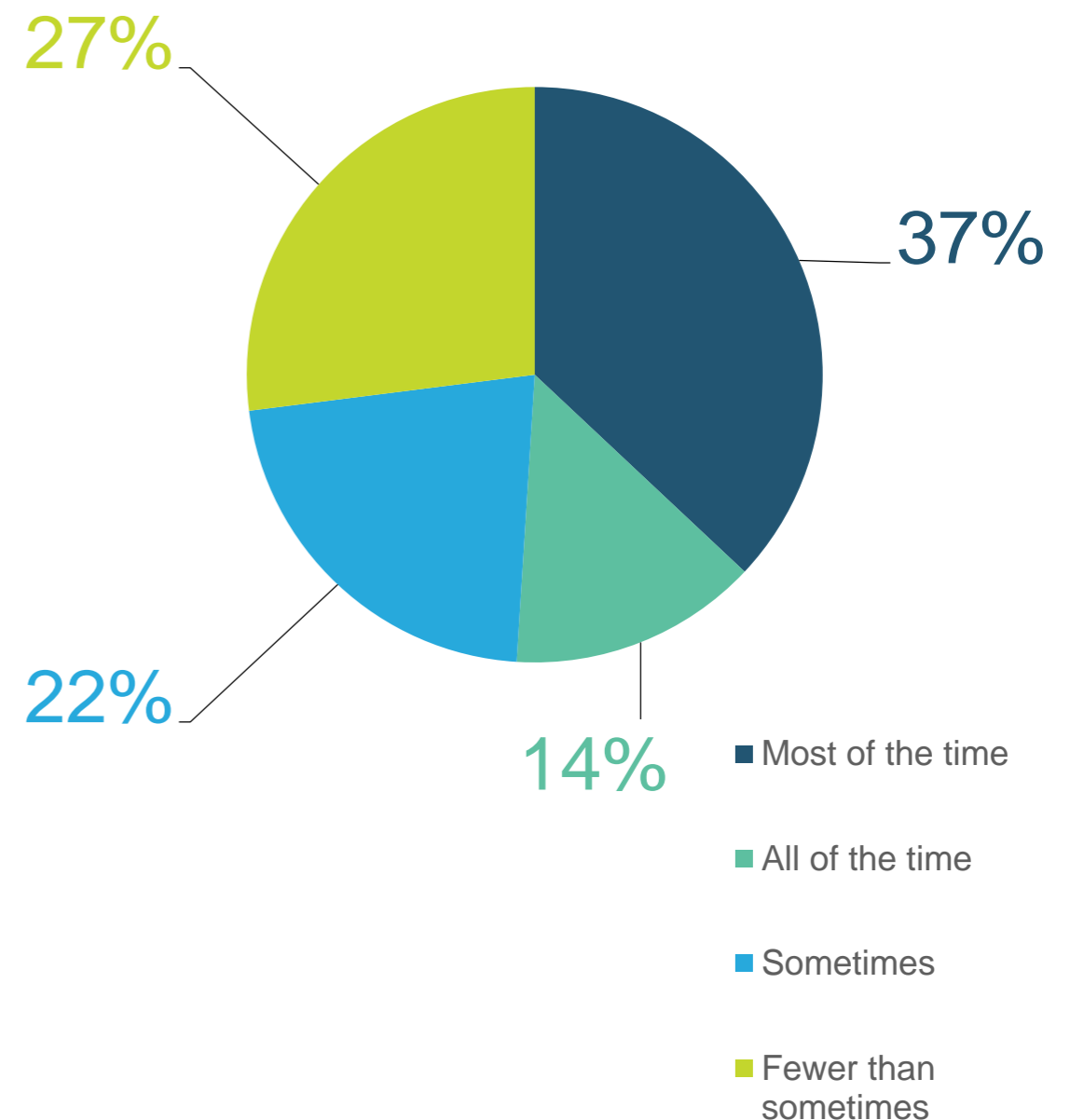


## DATA SET 1

# SENSE OF BELONGING

The student learning survey which measures grade 4 and 7 student perspectives tells us that **one in four students** does not feel like they always belong at school. This requires the attention of the staff team as a healthy sense of belonging is a predictor of school success.

## Sense of Belonging





# STRATEGIC PRIORITY ONE

## Equity and Inclusion

### STRATEGIC NARRATIVE:

At Lady Grey Elementary, we have learned through the Student Learning Survey, that approximately 1 in 4 students report that they do not always feel like they belong at school. We suspect that this is more pronounced for Indigenous learners.

### STRATEGIC FOCUS:

Our focus is on how student choice will impact student sense of belonging. This choice will be evident in classroom activities, assessments, student clubs and athletics.

### STRATEGIC INQUIRY:

To what extent will all staff offering student choice learning activities or student clubs affect the sense of belonging amongst all community members at LGES? We will see each student participating in at least one activity at school that they enjoy.



# STRATEGIC TARGETS AND MEASURES: EQUITY & INCLUSION



## MEASUREMENT CYCLES

Parent & Student Survey

**1**

time per year

Student FOCUS GROUP

**2**

times per year

Tracking SUDENT PARTICIPATION

Regular BELONGING CHECK-INS and Indigenous Student Check-ins with AESW



## TARGET

**75%**  
to  
**90%**

Sense of Belonging in Student Survey

Establish a baseline in focus group survey. Compare with Spring data.



## RESOURCES

Support Blocks for COLLABORATIVE TEACHING with TEACHER LIBRARIAN for all classes in order to better meet interest needs of students

Support from AESW, YCW and CLW for all classes and identified students

Adult Sponsors for CLUBS



## PROFESSIONAL LEARNING

EQUITY SCAN with staff and community members

Collaborative planning time between AESW and Teachers

LEARNING FOCUS Staff meeting for monitoring objectives & adjusting strategy

SOGI learning focus during Pro-D days



## SUPPORTING STRUCTURES

Lunch time and after school CLUBS & SPORTS

Calendar & Announcements for STUDENT CHOICE activities

Student choice NUMERACY & PHYSICAL LITERACY twice a month

INTEREST INVENTORY at the beginning of the year

Develop student survey questions that tell us more about the experience of Indigenous students.



# STRATEGIC PRIORITY TWO

Success for all learners



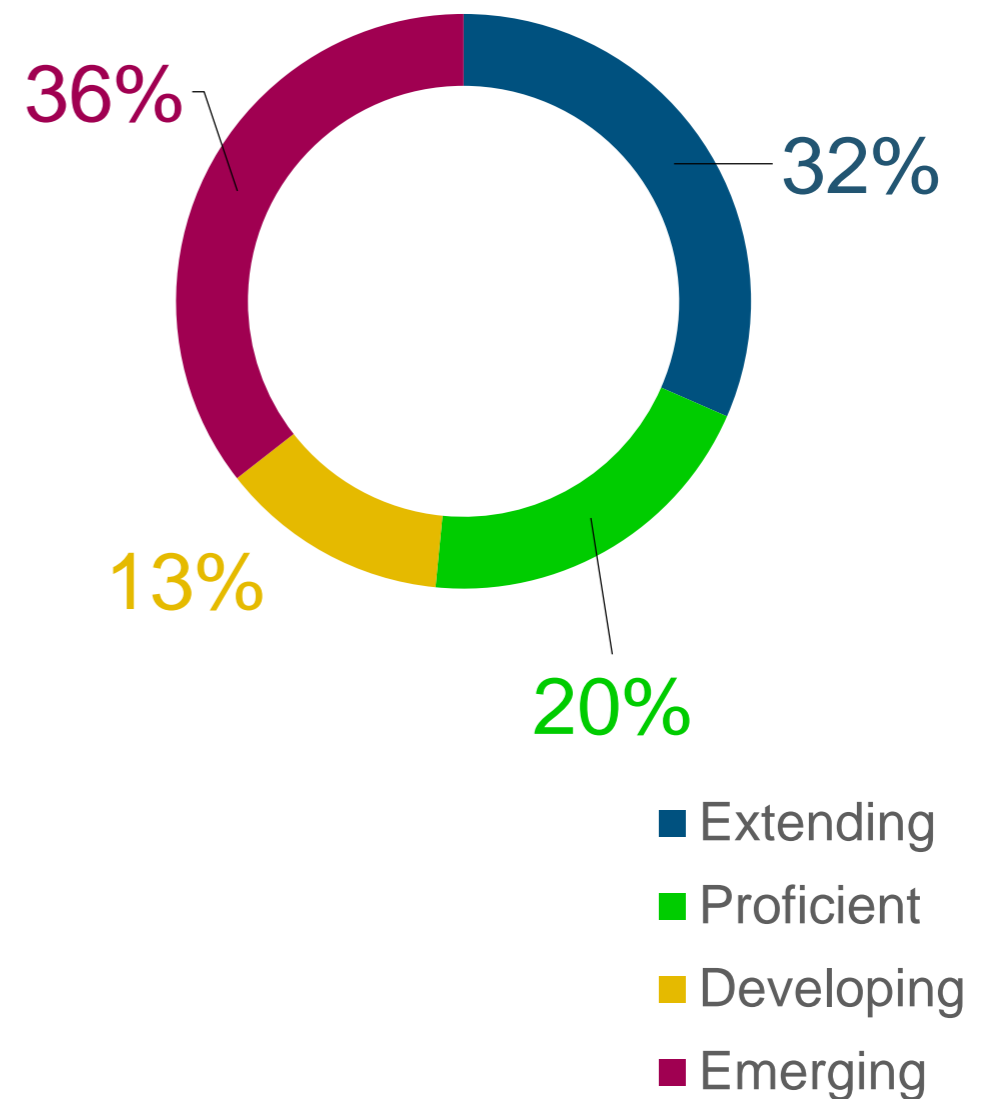
**Literacy GOAL**  
To improve reading  
outcomes for all students.



## DATA SET 2A F & P READING LEVELS

The Fountas & Pinnell reading data from May 2021 shows us that 36% of students in all grades are performing at the **emerging** level in reading. Basic literacy skills are essential to learning and overall student success.

### F & P Reading Levels All Grades May 2021

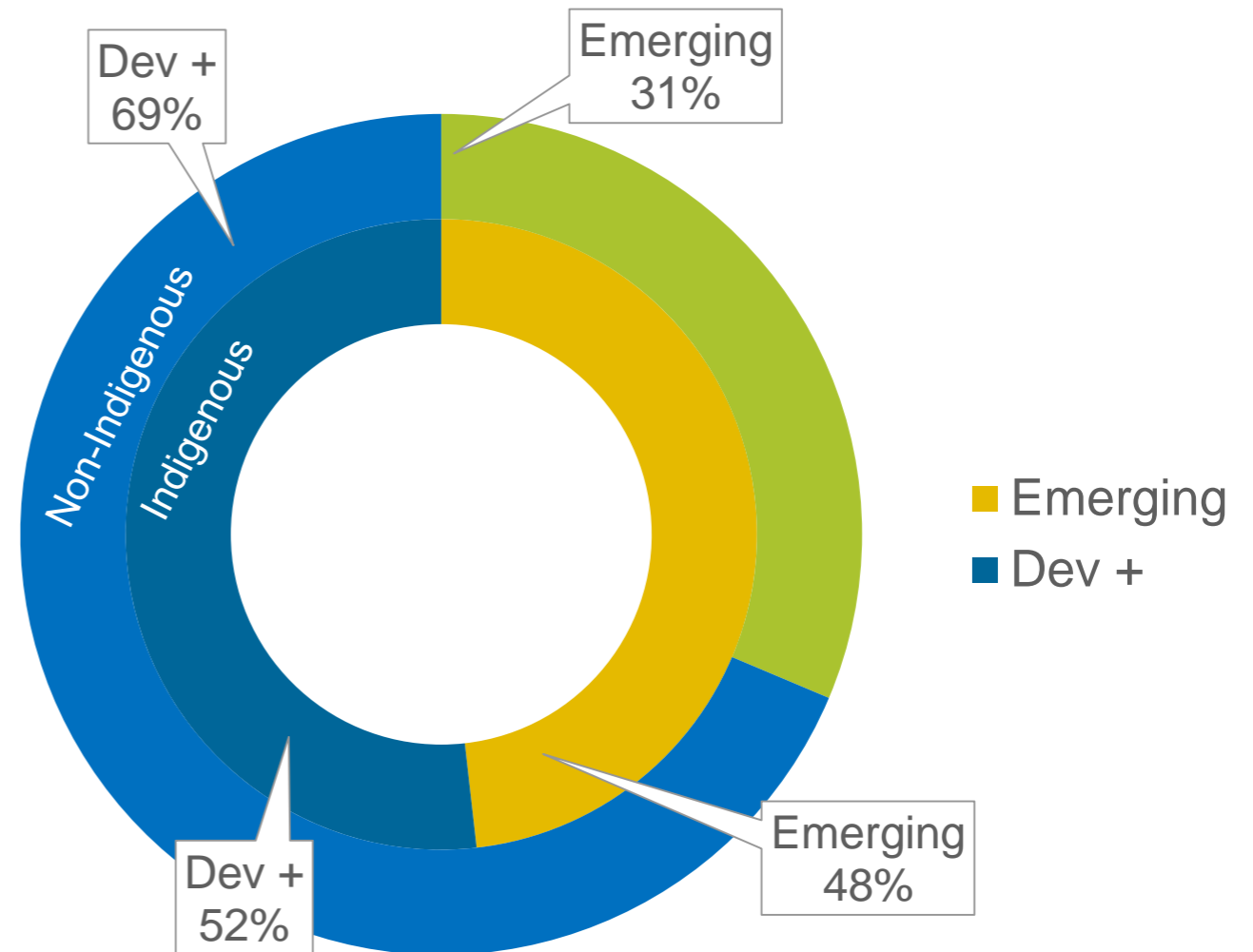


## DATA SET 2B

# ON-TRACK READING: INDIGENOUS & NON-INDIGENOUS

The Fountas and Pinnell data from 2021 shows us that there is a significant gap between Indigenous and non-Indigenous student achievement in reading. It is important to have an equitable approach to literacy support to increase achievement.

## Comparison of Indigenous and Non-Indigenous Students 2021 F & P Results



# STRATEGIC PRIORITY TWO

## Success for all learners: Reading

### STRATEGIC NARRATIVE:

Reading assessments and other sources of data indicate that within the area of literacy, students are most challenged with reading. Specifically, there is a gap between Indigenous and non-Indigenous student achievement. This goal will require frequent monitoring of our most vulnerable students.

### STRATEGIC FOCUS:

Within reading, our data and teacher observations lead us to suspect that **comprehension** is where students have the most difficulty. Our hope is for students to develop their ability to **determine importance**, **justify** responses to text, and **explain the big ideas** in texts.

### STRATEGIC INQUIRY:

If adults regularly embed the use of Smart Learning thinking routines, will all students become better at communicating important ideas?



# STRATEGIC TARGETS AND MEASURES: READING



## MEASUREMENT CYCLES

Reading Assessments

# 2

Times Per Year



## TARGET

64%  
to  
85%

DEVELOPING OR  
BETTER FOR ALL  
STUDENTS

*\*based on F&P results*



## RESOURCES

Smart Learning  
**TEACHING MATERIALS**  
for all staff

**SUPPORT**  
from Literacy Specialist to share thinking routines & ASK assessments



## PROFESSIONAL LEARNING

**EMBEDDED PRO D**  
sessions with  
**LITERACY SPECIALIST**

**LEARNING FOCUS**  
**STAFF MEETING**  
for monitoring objectives & adjusting strategies



## SUPPORTING STRUCTURES

**SBT**  
for specific higher tier intervention

**READ NATURALLY LITERACY BLOCK**  
and support from  
**TEACHER LIBRARIAN**  
and AESW

**COLLABORATIVE LEARNING WALKS**  
Staff supporting staff through modeling



# STRATEGIC PRIORITY TWO

Success for all learners



## Numeracy GOAL

To improve number sense  
for all students.

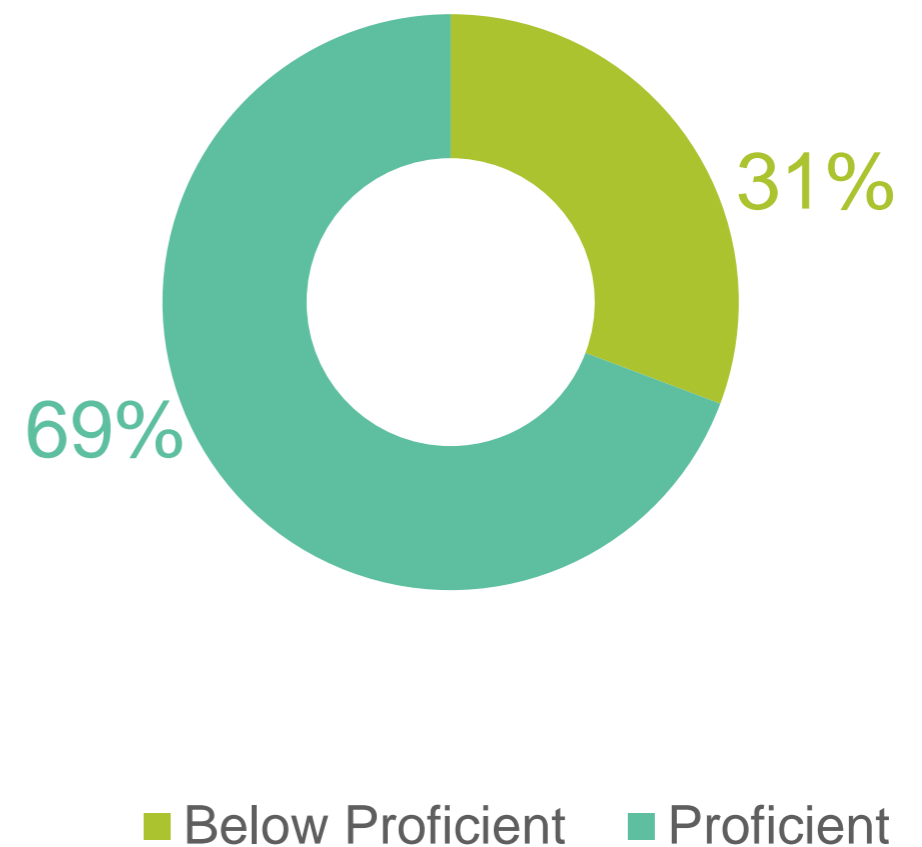




## DATA SET 2C STUDENT NUMBER SENSE

The Student Numeracy Assessment & Practice (SNAP) data from 2021 shows us that 31% of students are performing below the proficient level when number sense is measured. Number sense is a key component in student success in math and sciences.

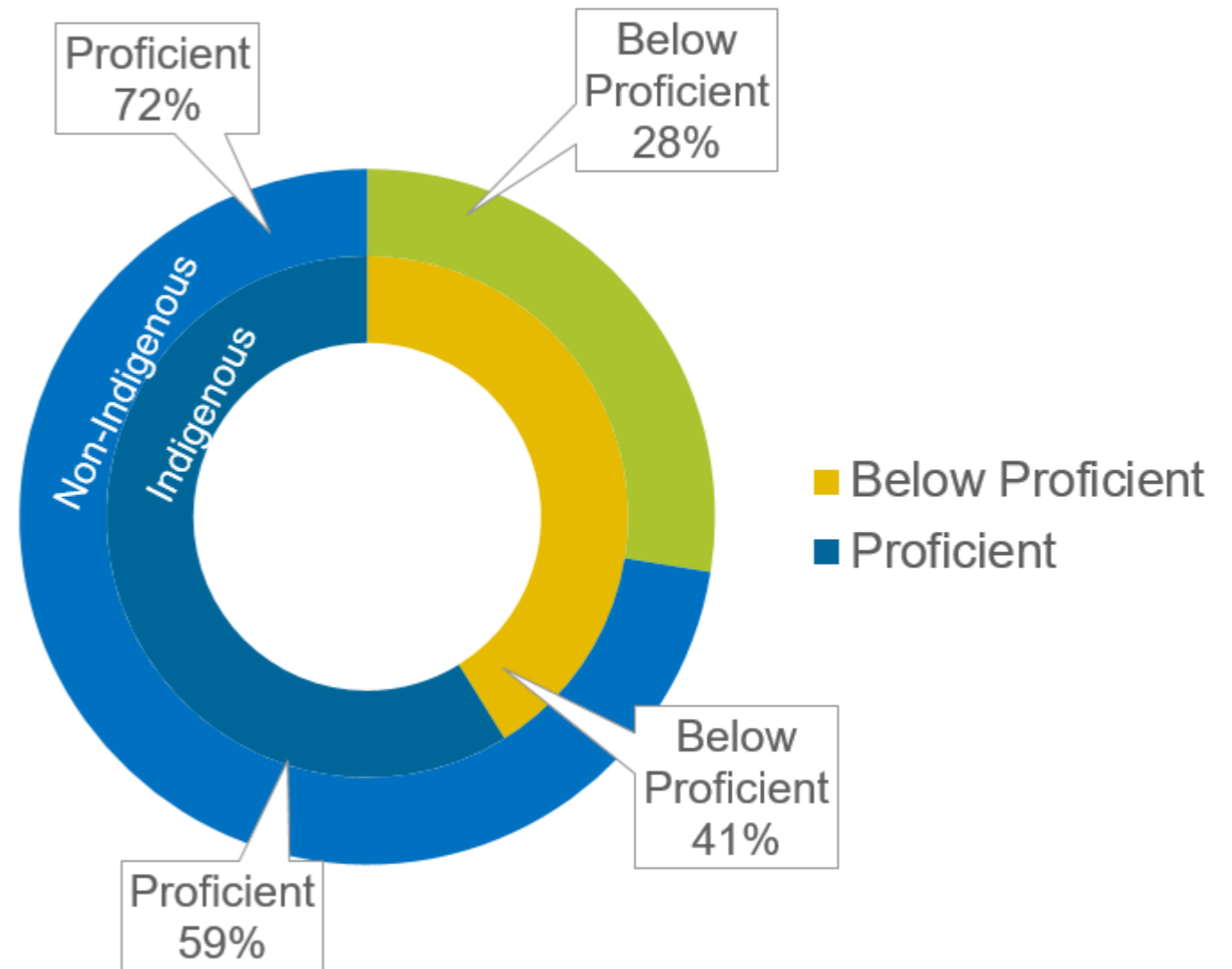
### SNAP Results



## DATA SET 2D NUMBER SENSE: INDIGENOUS & NON-INDIGENOUS

The SNAP data from 2021 shows us that there is a significant gap between Indigenous and non-Indigenous student achievement in number sense. It is important to have an equitable approach to numeracy support to increase achievement.

### Comparison of Indigenous and Non-Indigenous Students 2021 SNAP Results



# STRATEGIC PRIORITY TWO

## Success for all learners: Number Sense

### STRATEGIC NARRATIVE:

The SNAP assessment, and other sources of data, indicate that within the area of numeracy, students are most challenged with number sense. There is a gap between Indigenous and non-Indigenous learners, especially in the older grades.

### STRATEGIC FOCUS:

We want students to be comfortable showing their thinking in a variety of ways. The skills practiced on the SNAP tool provide opportunities for students to deepen their number sense and offer options to show understanding.

### STRATEGIC INQUIRY:

If all teachers use the SNAP competencies/tool for regular practice, will all students improve their number sense?



# STRATEGIC TARGETS AND MEASURES: NUMBER SENSE



## MEASUREMENT CYCLES

SNAP

# 2

Times per Year,

Plus regular practice  
throughout the year



## TARGET

**69% PRF**  
To  
**85% PRF**

For All Students



## RESOURCES

Peter Liljedahl  
Jo Boaler  
Carole Fullerton  
UWaterloo

### TEACHING MATERIALS

review with all staff

### SUPPORT

from Numeracy  
Specialist to share  
rich tasks &  
assessments

Past FSA questions  
& Performance  
Standards tasks



## PROFESSIONAL LEARNING

### EMBEDDED PRO D

sessions with  
NUMERACY  
SPECIALIST

### LEARNING FOCUS

staff meeting for  
monitoring objectives  
& adjusting  
strategies

### SNAP TRAINING

for new staff, EAs



## SUPPORTING STRUCTURES

### SCHOOL-WIDE MATHEMATICAL LITERACY BLOCK

Staff showcasing  
a variety of  
engaging tasks

### COLLABORATIVE LEARNING WALKS

Staff supporting staff  
through modeling



# STRATEGIC PRIORITY THREE

Excellence in Teaching  
and Leadership



## GOAL

Increase the quality of our  
professional learning  
community.



# STRATEGIC PRIORITY THREE

## Excellence in Teaching and Leadership

### STRATEGIC NARRATIVE:

We have a well-established monthly teacher learning meeting after school, where we focus on individual teacher practice. Staff appreciate sharing and learning from each other and show a desire to refine their teaching.

### STRATEGIC FOCUS:

Teachers will focus on learning together in each other's classrooms through learning rounds and intervisitations.

### STRATEGIC INQUIRY:

To what extent will we increase the quality of teacher collaboration if teachers regularly participate in classroom visitations?



# STRATEGIC TARGETS AND MEASURES: EXCELLENCE IN TEACHING AND LEADERSHIP



## MEASUREMENT CYCLES

Professional Goals & Reflection Conversations

2

Times per Year



## TARGET

**100%** of staff reporting that they have **learned from others** and have put **new strategies** into practice



## RESOURCES

*Instructional Rounds in Education* resource

**SUPPORT** from Numeracy Specialist to share rich tasks & assessments

Past FSA questions & Performance Standards tasks



## PROFESSIONAL LEARNING

**LEARNING FOCUS**  
staff meeting for monitoring objectives & adjusting strategies, including a specific focus on SNAP strategies and Thinking Routines



## SUPPORTING STRUCTURES

**PROFESSIONAL CONVERSATIONS WITH PVP**

**COLLABORATIVE LEARNING WALKS**  
Staff supporting staff through modeling

**MATHEMATICAL LITERACY BLOCK**  
Embedded professional development



