

July 2023

SCHOOL SUCCESS PLAN

École Lady Grey Elementary School



School District No. 6 (Rocky Mountain) is located on the unceded lands of the **Secwépemc** and **Ktunaxa** People, and the chosen home of the **Métis** People of B.C.



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PRINCIPAL MESSAGE

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.

Throughout the 2022-23 school year, school staff frequently discussed student achievement and progress of the School Success Plan during staff meetings and made any changes or adjustments. In the spring of 2023, we gathered to identify and celebrate accomplishments, and determine areas of growth and improvement for the upcoming school year.



On May 11th, Trustees, School District staff, school staff, parents and had the opportunity to gather at Golden Secondary School to look at the goals and provide input into the 2023-24 School Success Plan.

We used a variety of data sources (locally developed Grade 6 survey, student learning surveys, report cards, F & P reading assessment, SNAP, FSA, DWW) and sought input from staff, parents and district partners to arrive at our goals. Our School Success Plan is aligned with Rocky Mountain School District's four areas for school improvement: Equity and Inclusion, Success for all Learners, Growing Capacity of Self and Others, and Stewardship for the Future.

As we meet and examine achievement throughout the upcoming school year, we will be adjusting our approach and strategies based on evidence of growth and need. Additionally, we will be paying particular attention to the growth of Grade 7 students (last year's Grade 6 students).

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



Blaine Broderick

SCHOOL DEMOGRAPHICS

Staff

12 Teachers 11 Support Staff

Students

232 Students 49 Students with Indigenous Heritage

Grades

4 - 7











MISSION

École Lady Grey Elementary School fosters a safe, respectful, collaborative community that empowers and nurtures lifelong learners and leaders.

VISION

Opportunity, equity, and success for ALL learners



VALUES





Based on the Métis Values presented in Leah Dorian's The Giving Tree (see Strategic Priority 4 - Stewardship for the Future):

Courage

Honesty

Mother Earth

Patience

Tolerance

Respect

Love

Kindness

Strength

Sharing

Balance

Caring

STRATEGIC PRIORITY ONE

Equity, Diversity, and Inclusion

Goal

To Increase Student Sense of Belonging and Safety





Evidence Narrative

Information collected on Student Learning Survey, MDI, and locally developed Grade 6 survey indicate that (more than) 1 in 4 students don't always feel connected to Lady Grey Elementary School. This continues to be a focus of attention for staff.



Concept Focus

Safety and Belonging.



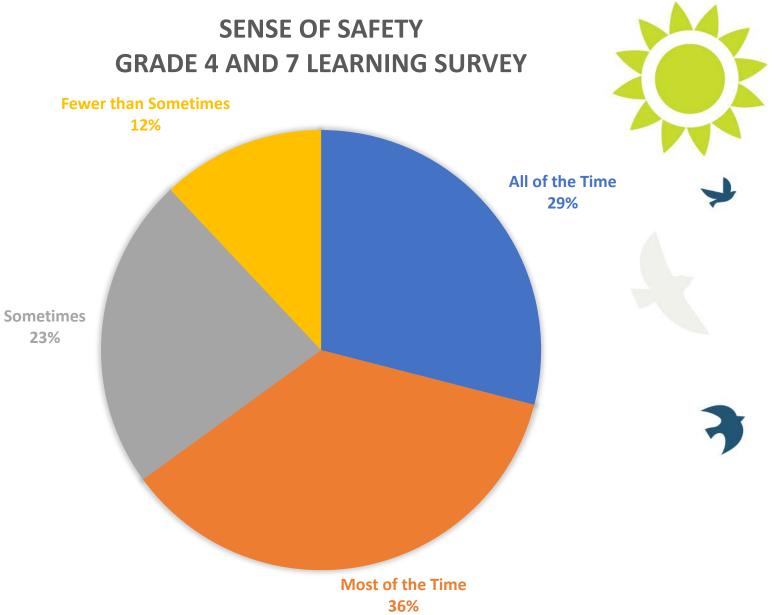
Strategic Inquiry

If teachers had a safe space for students, and instruct children self regulation strategies, will students report a higher sense of safety/belonging?



A question on both the Grade 4 and 7 Student Learning Survey asks "Do you feel safe at school?"

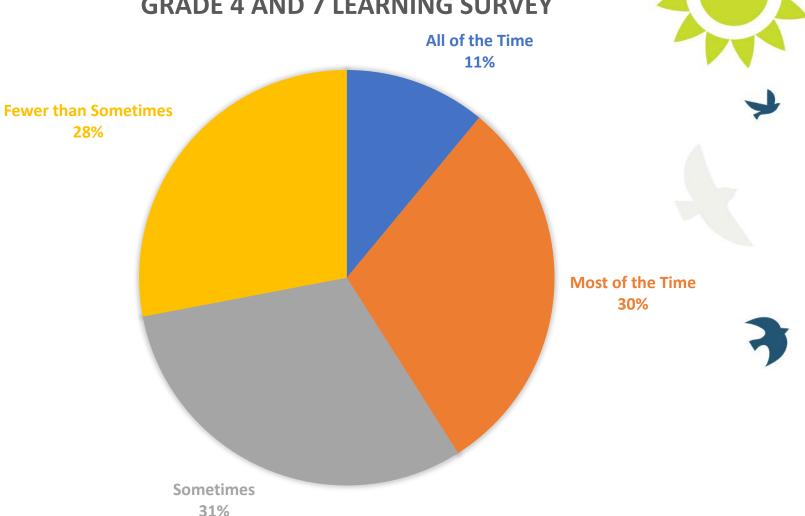
The Grade 4 and 7 Student Learning Survey data show that 35% of students don't always feel safe at school.



One question on both the Grade 4 and 7 Student Learning Survey asks "Is school a place where you feel like you belong?"

The results show that 28% of students feel like they don't belong at school.

SENSE OF BELONGING GRADE 4 AND 7 LEARNING SURVEY



TARGETS, MEASURES & SUPPORTS



MEASUREMENT CYCLES

- Locally
developed survey
(grades 4 to 7)
once per term
- Student
Learning Survey



TARGET

Sense of Safety: 80% of students reporting Most of the Time, or All of the Time Sense of Belonging: 80% Sometimes or better



KEY DATES

- September 2023
- Monthly meetings
- June 2024



PROFESSIONAL LEARNING

- Trauma Informed School and Classroom Practices August Pro D
- Creation of Safe Classroom Space



SUPPORTING STRUCTURES

- School based team, Staff Meetings, Lunchtime Clubs, Whole School Activities Weekly Classroom Meetings

LEARNING & STRATEGIC RESOURCES

- Trauma Informed Practices Aug 2023 (ongoing throughout 2023-24 school year)
- Restorative Practices Aug 2023
- "Lost at School: Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them" by Ross Greene





STRATEGIC PRIORITY TWO

Success for Each Learner Goal

To Improve student achievement in numeracy





Evidence Narrative

Students have been engaged regularly in problem-solving activities. It is evident that some students have difficulty understanding tasks/questions without prompting from their teacher. Information from the Foundational Skills Assessment, and SNAP (Student Numeracy Assessment and Practice) agree with anecdotal information from teachers. Students sometimes struggle to answer problems that are multi-step and require justification.

Concept Focus

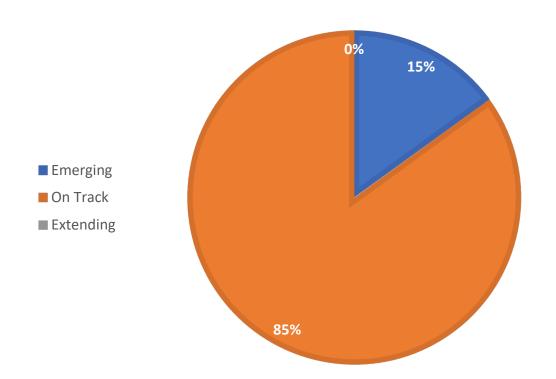
Communication and Representation in problem solving.

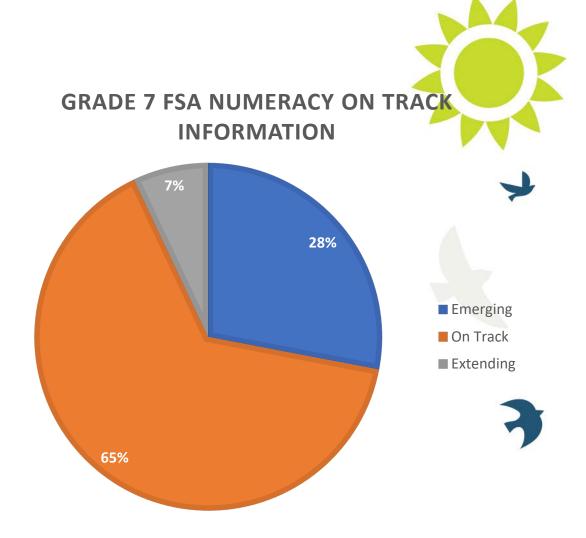


To what extent will numeracy outcomes improve for students if teachers teach representation and communication strategies weekly in problem solving opportunities?



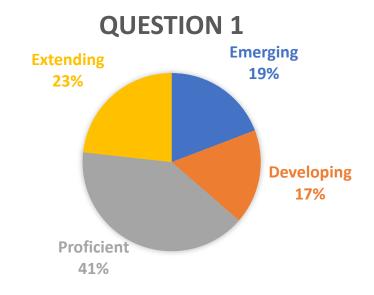
GRADE 4 FSA NUMERACY ON TRACK INFORMATION

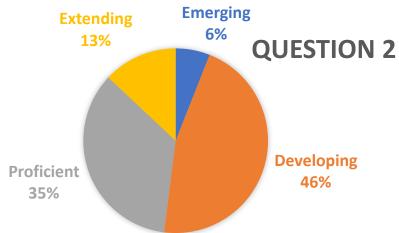


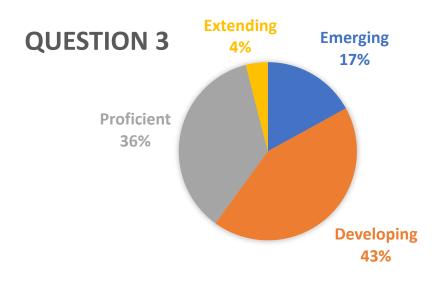




Grade 4 FSA Numeracy Written Response Results





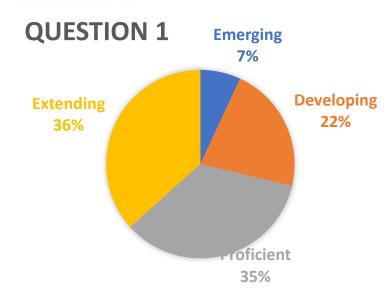


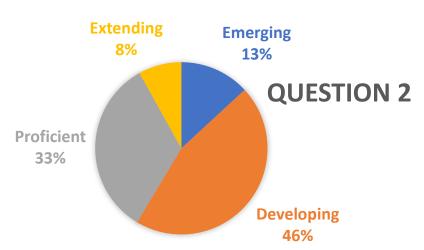
The results from the Written
Response questions on the FSA
show that students struggle with
multi-step questions. These
responses require justification.

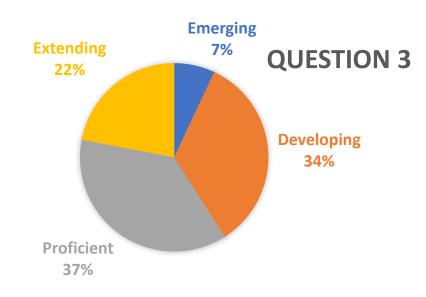


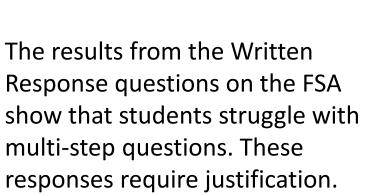


Grade 7 FSA Numeracy Written Response Results





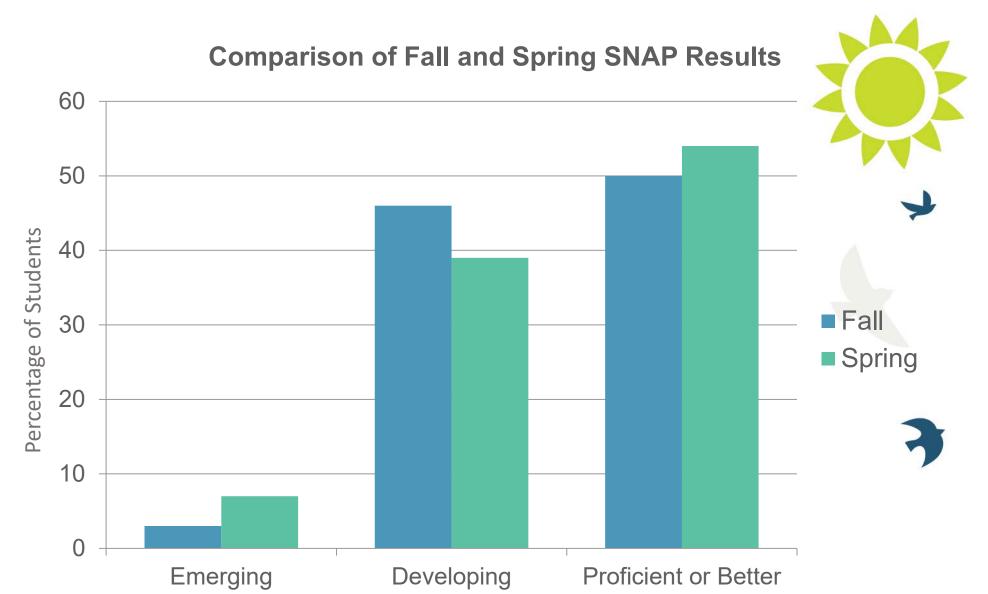








The Student Numeracy Assessment and Practice assessment indicated some growth of students achieving a score of Proficient or better, however we also observe an increase in the number of students achieving a level of Emerging on the Spring Assessment.



TARGETS, MEASURES & SUPPORTS



MEASUREMENT

- **CYCLES** FSA once a year
- SNAP twice a year (more for students that are Emerging)
- Report Card Data review
- Monthly review of classroom information



TARGET

- Grade 4 FSA: 90%
of students On
Track or better
- Grade 7 FSA: 85%
of students On
Track or better



KEY DATES

- Fall 2023 District Assessment Review
- December 2023 FSA Data Review
- End of TermReport Card datareview



PROFESSIONAL LEARNING

Monthly Staff
 Meetings to share
 student exemplars
 Sharing of rich
 tasks, Numeracy
 resources, U of
 Waterloo POTW



SUPPORTING STRUCTURES

- School NumeracyTeam / Grademeetings
- Instructional Rounds
- Continuum of Numerate Communication

LEARNING & STRATEGIC RESOURCES

"Building Thinking Classrooms in Mathematics, Grades 4 - 12" - Peter Liljedahl

"Mindset Mathematics" – Jo Boaler, Jen Munson, Cathy Williams

BC Classroom Assessment Resource Package K – 9 Numeracy

K – 12 Learning Pathways

K – 7 Continuum of Numerate Communication





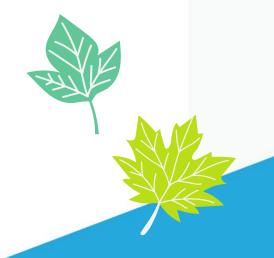


STRATEGIC PRIORITY TWO

Success for Each Learner Goal

To Improve student achievement in Literacy.

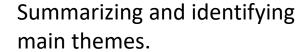




Evidence Narrative

Students are being taught a variety of reading strategies throughout the year. While students are demonstrating growth in reading levels, students still struggle with identifying main ideas, themes and summarizing.



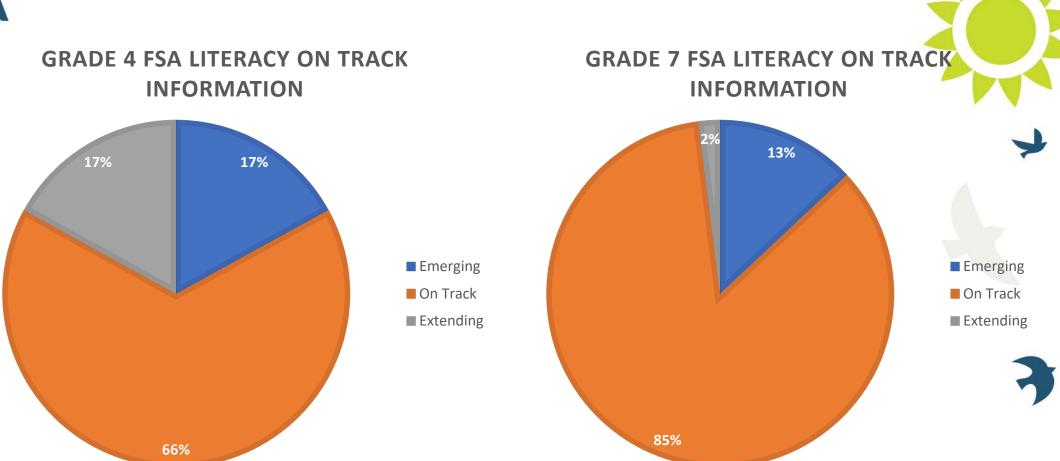




To what extent will reading outcomes improve for students if teachers teach summarizing on a weekly basis?







Students

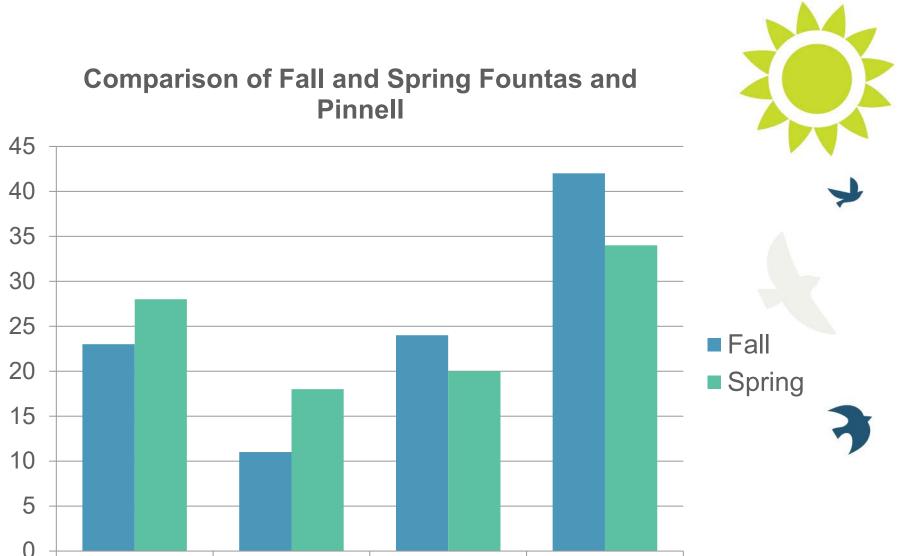
Percentage

Emerging

Developing

DATA

The Spring Fountas and Pinnell reading assessment results show that 28% of students are performing at the Emerging level in reading. This is a significant portion of the school population.



Proficient

Extending

TARGETS, MEASURES & SUPPORTS



MEASUREMENT CYCLES

- FSA once a year
- Performance Based Literacy Assessment (PBLA) twice a year
- Report Card Data review
- Monthly review of small group of students



TARGET

- Grade 4 FSA: 90% of students On Track or better
- Grade 7 FSA: 92% of students On Track or better
- Establish Baseline information on PBLA



KEY DATES

- Fall 2023 District Assessment Review
- December 2023 FSA Data Review
- End of Term Report Card data review



PROFESSIONAL LEARNING

- PBLA implementation and training
- Monthly Staff Meetings to share student exemplars and summarization strategies



SUPPORTING STRUCTURES

- School Literacy /
 Grade meetings
 Instructional Rounds
 Release time for
- Release time for Literacy Lead Teacher for PBLA training

LEARNING & STRATEGIC RESOURCES

"Disrupting Thinking: Why How We Read Matters" by Kylene Beers and Robert E. Probst

BC Classroom Assessment Resource Package K - 9 English Language Arts

K – 12 Learning Pathways

Reading Rockets website







STRATEGIC PRIORITY THREE

Growing Capacity of Self and Others

Goal

Improve teacher collaboration





Evidence Narrative

Instructional Rounds provide staff members an opportunity to learn from colleagues and adopt promising practices. It also provides opportunities for reflection on personal practice, and sharing of resources. Majority of teaching staff were involved in a classroom observation or by hosting an observation in the 2022-23 school year.



Collaboration.



If teachers continue to participate in Instructional rounds, will teacher collaboration improve?





2022-23 School Year

10 out of 12 teachers participated at least once in Instructional Rounds (either as an observer or as a host)

2023-24 School Year

12 out of 12 teachers participate at least twice in Instructional Rounds





TARGETS, MEASURES & SUPPORTS



MEASUREMENT CYCLES

- Bi-Monthly learning rounds & sharing out at staff meetings
- Pre and Post collaboration rubric assessment



TARGET

report that the quality of collaboration has improved on collaboration rubric - All teaching staff participate twice in Learning Rounds

- 100% of teachers



KEY DATES

- Pre assessment in Fall 2023
- Post assessment in Spring 2024
- Instructional rounds ongoing (bimonthly)



PROFESSIONAL LEARNING

discussions
- Learning how to
craft effective
questions to cause
reflection (for self
and staff member
being observed)

- P/VP lead



SUPPORTING STRUCTURES

- Staff meetings
- · Support from district leadership ·eam

LEARNING & STRATEGIC RESOURCES

TTOC release time

"Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning" by Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel

Collaboration Rubric





STRATEGIC PRIORITY FOUR

Stewardship for the Future

Goal

To improve student understanding of Indigenous Perspectives.



Evidence Narrative

We have a duty to act upon the Truth and Reconciliation's Calls to Actions. Students have been engaged in learning about Residential Schools and history of Indigenous Peoples. We continue to compare and contrast our modern way of living to life of Indigenous people prior to European contact (and after).



Staff will highlight and teach a monthly value. Students will explore and connect the value to their personal lives, family values, and First People's Principles of Learning.

Strategic Inquiry

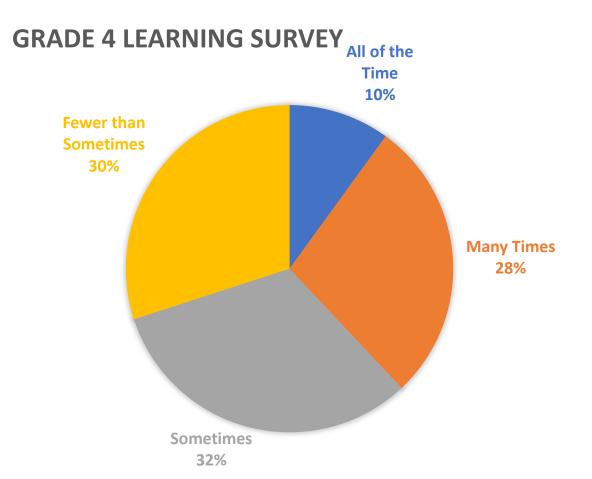
If all teachers were to regularly highlight and teach the Métis values from Leah Dorion's "The Giving Tree: A Retelling of a Traditional Métis Story" will students develop an increased understanding of Indigenous cultures?

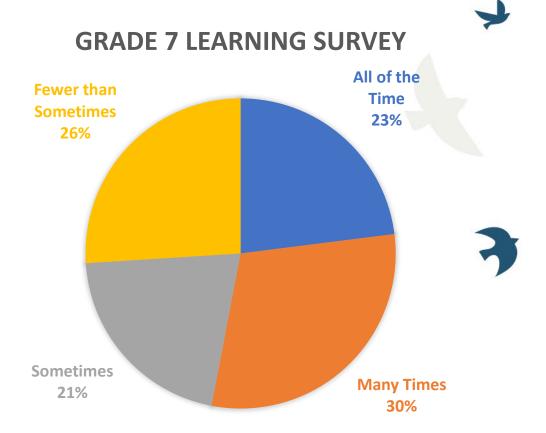




One of the statements on the Grade 4 and 7 Student Learning Surveys is "I am learning about First Nations and Indigenous Peoples."







TARGETS, MEASURES & SUPPORTS



MEASUREMENT CYCLES

- Monthly Review at Staff Meetings
- Student LearningSurvey
- Student Self Reflection
- Locally Developed
 Survey (once per term)



TARGET

Student Learning
Survey: 70% of
students reporting
Many Times, or All of
the Time
- 80% reporting

Learning about
Indigenous Culture on
locally developed
survey



KEY DATES

- September 2023Monthly meetingsLearning SurveyMarch/April 2024
- June 2024
- Indigenous Education Check in each term



PROFESSIONAL LEARNING

- Continuing to
 highlight our roles in
 Indigenous
 Education at monthly
 staff meetings
- Sharing at monthly staff meeting



SUPPORTING STRUCTURES

- Monthly assemblies that have one of the values as a theme
- Classroom activities to teach values

LEARNING & STRATEGIC RESOURCES

"The Giving Tree: A Retelling of a Traditional Métis Story" by Leah Dorian

Spirit Bear's Guide to the Truth and Reconciliation Commission of Canada

TTOC release time for Indigenous Education Check In (3 times in the 2023-23 school year - November, February, April)







