



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.



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

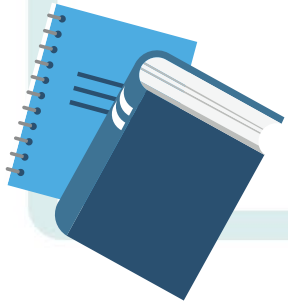


To Increase Student Sense of Belonging and Safety



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.



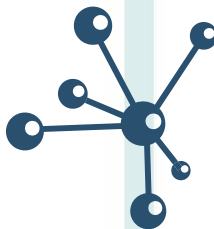
Concept Focus

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?

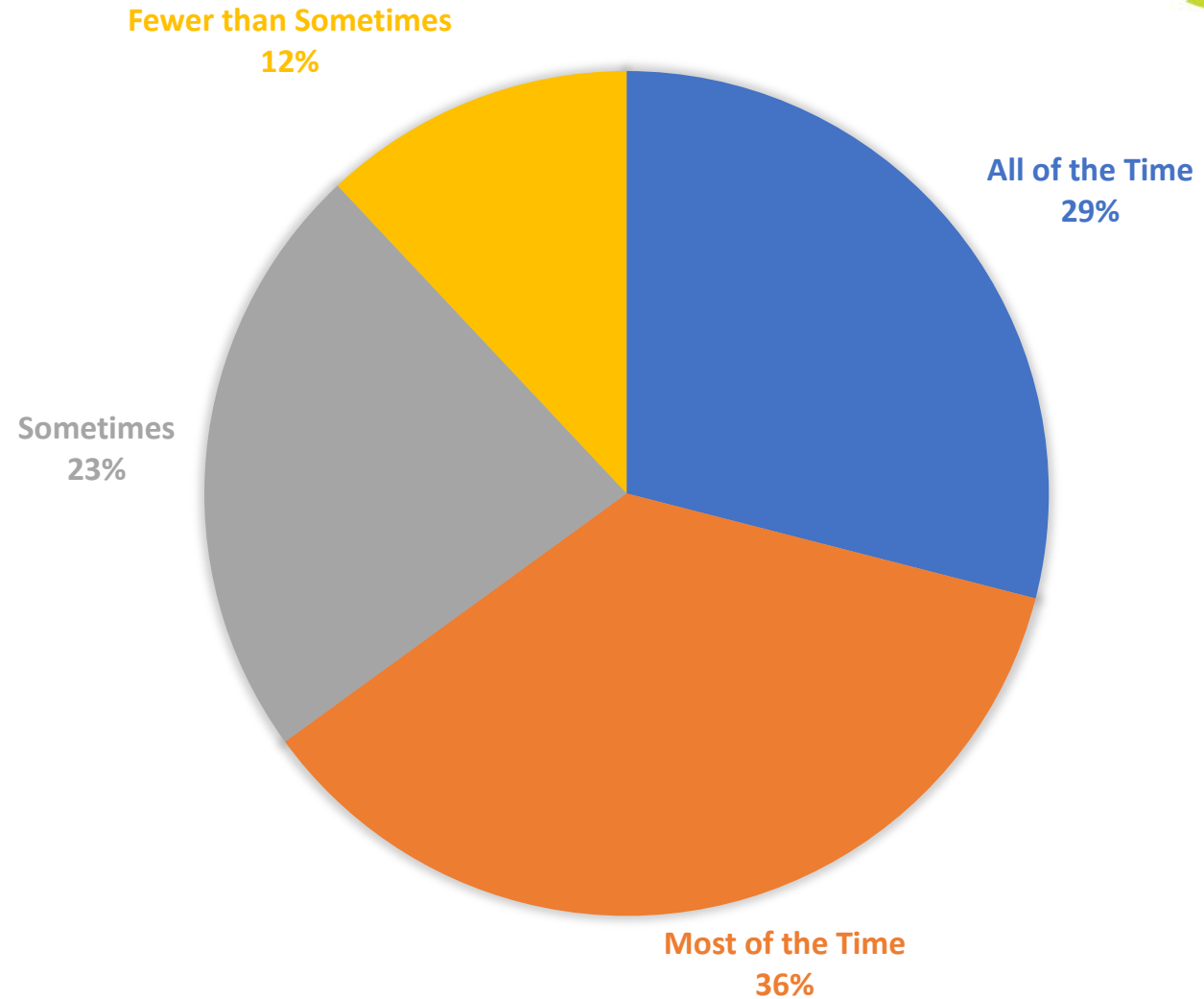


DATA

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.

SENSE OF SAFETY GRADE 4 AND 7 LEARNING SURVEY

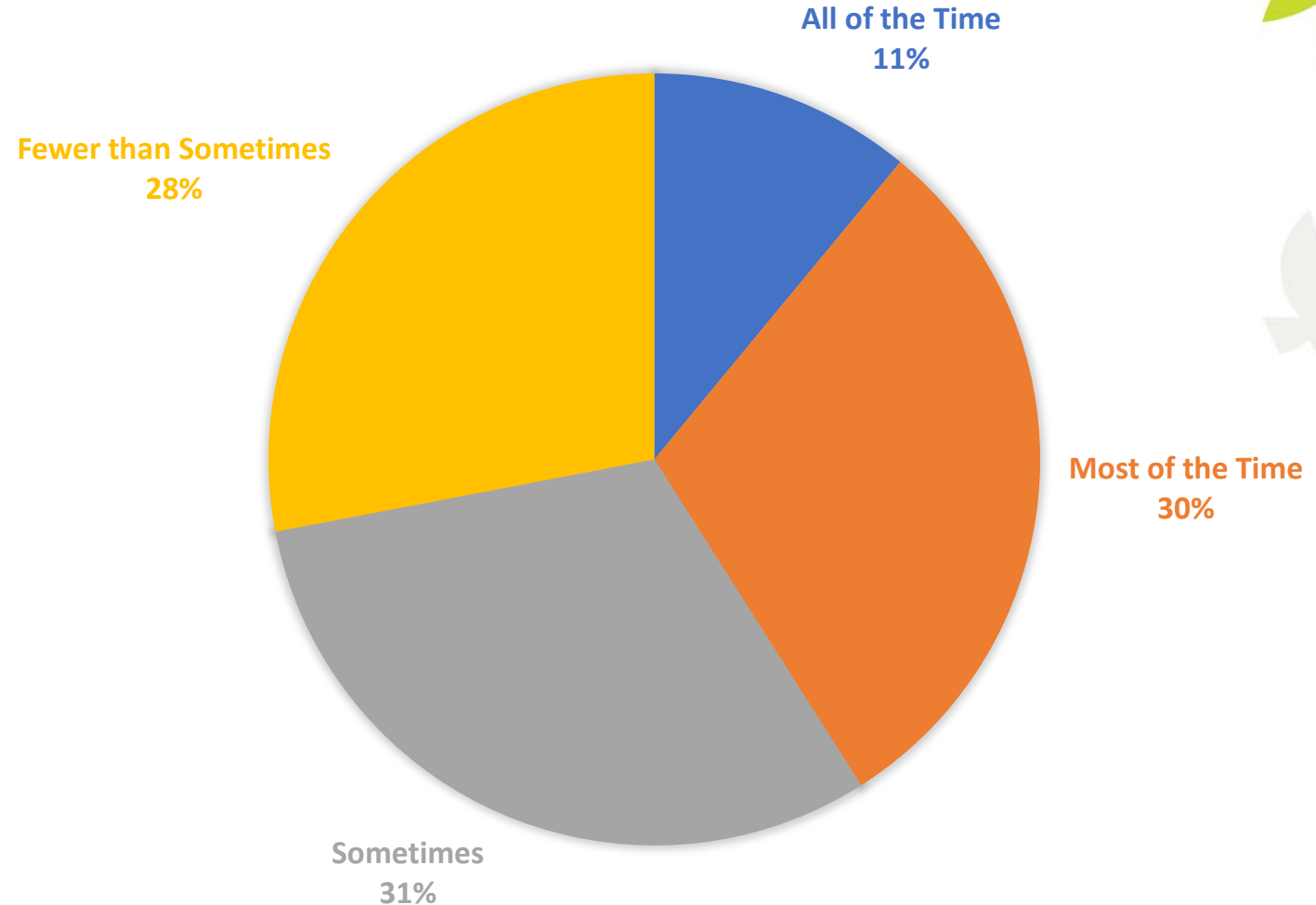


DATA

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



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



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.



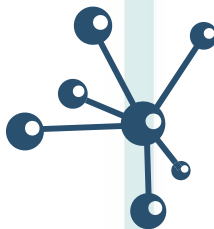
Concept Focus

Communication and Representation in problem solving.



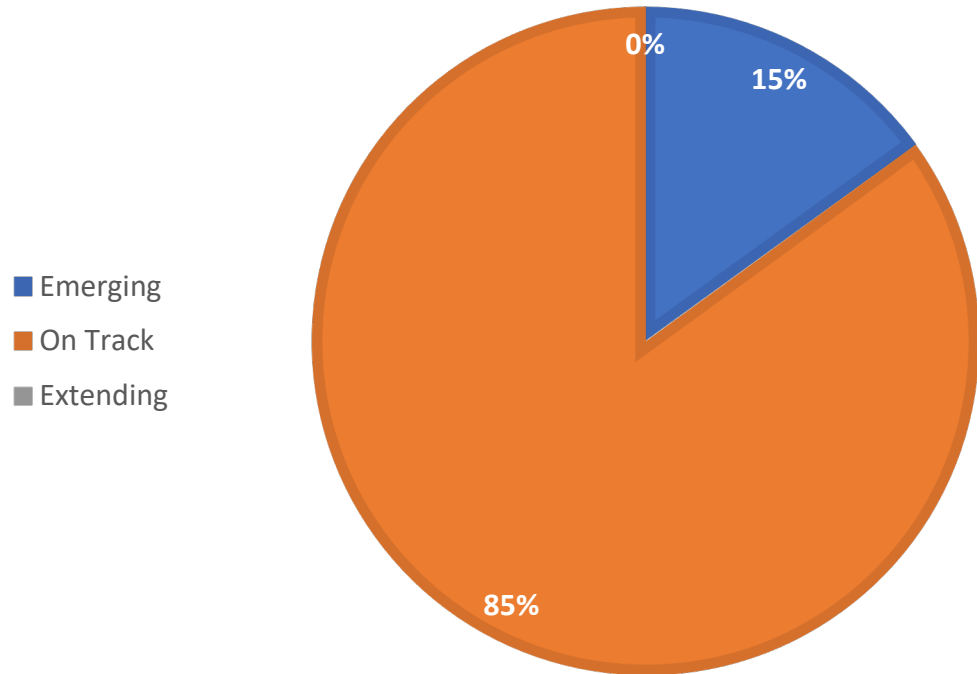
Strategic Inquiry

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

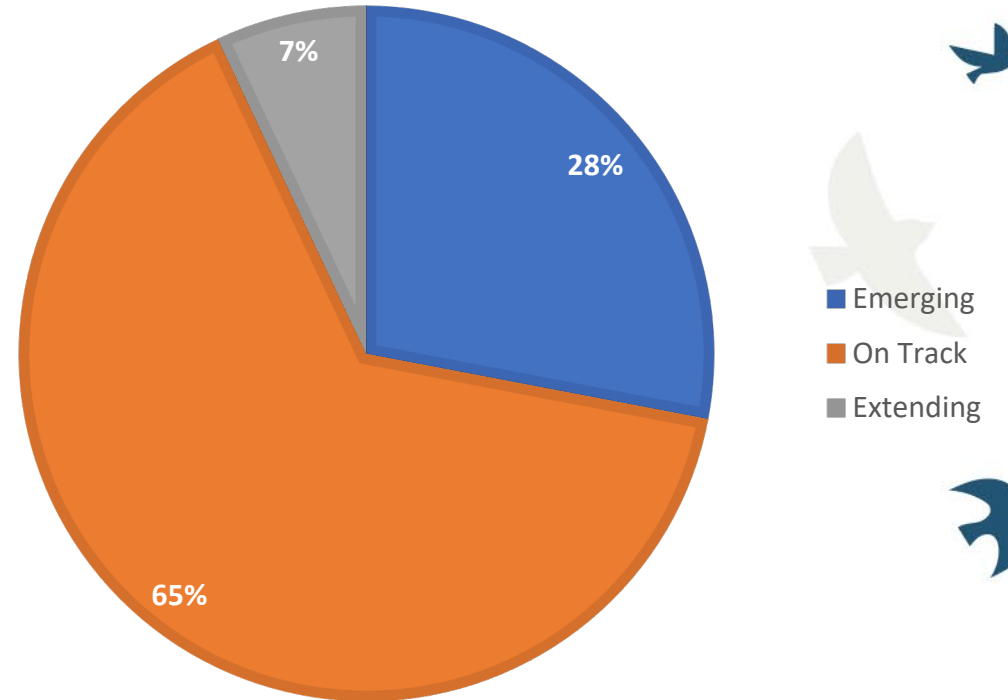


DATA

GRADE 4 FSA NUMERACY ON TRACK INFORMATION



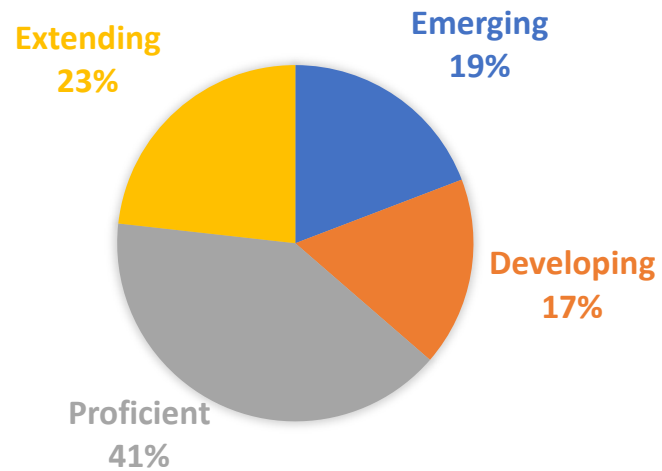
GRADE 7 FSA NUMERACY ON TRACK INFORMATION



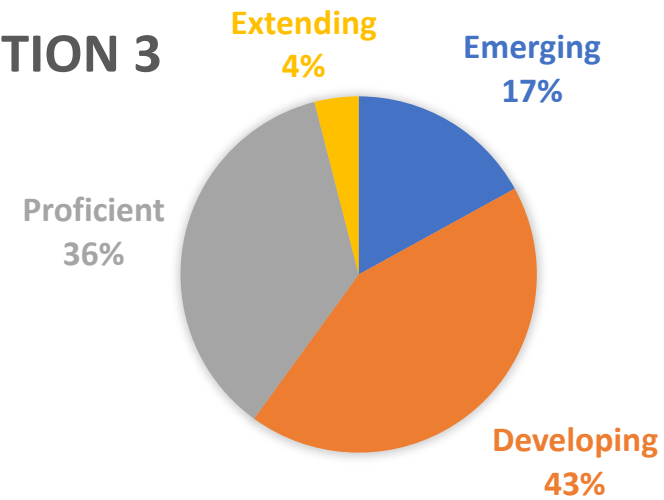
DATA

Grade 4 FSA Numeracy Written Response Results

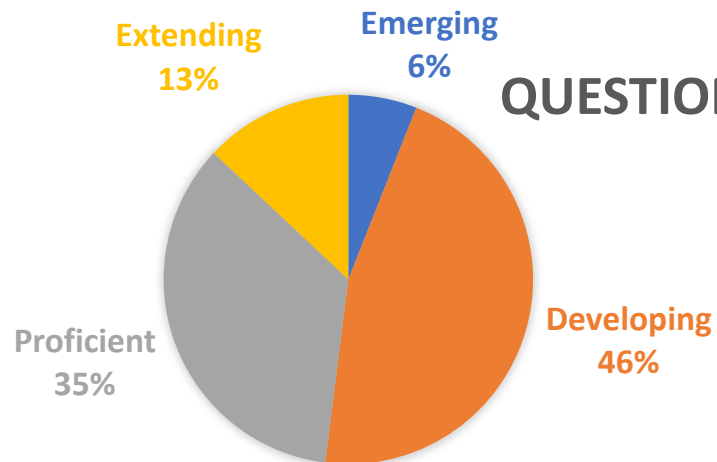
QUESTION 1



QUESTION 3



QUESTION 2



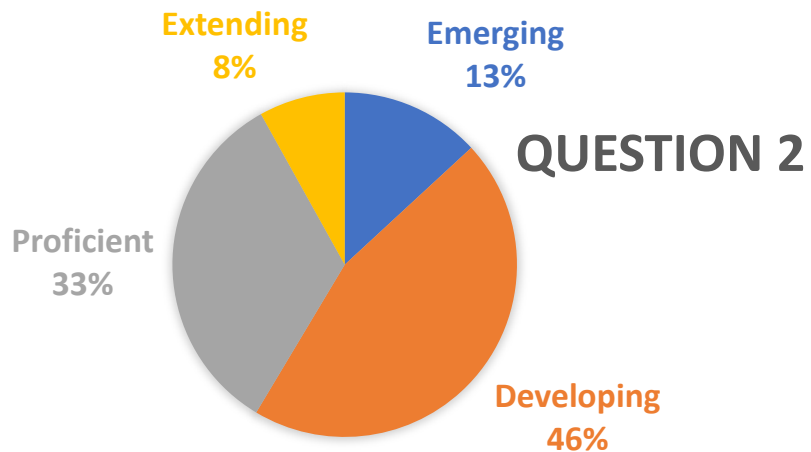
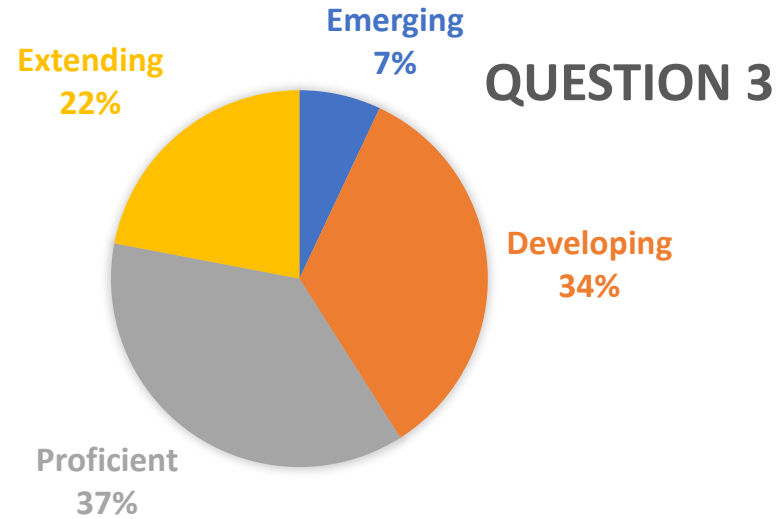
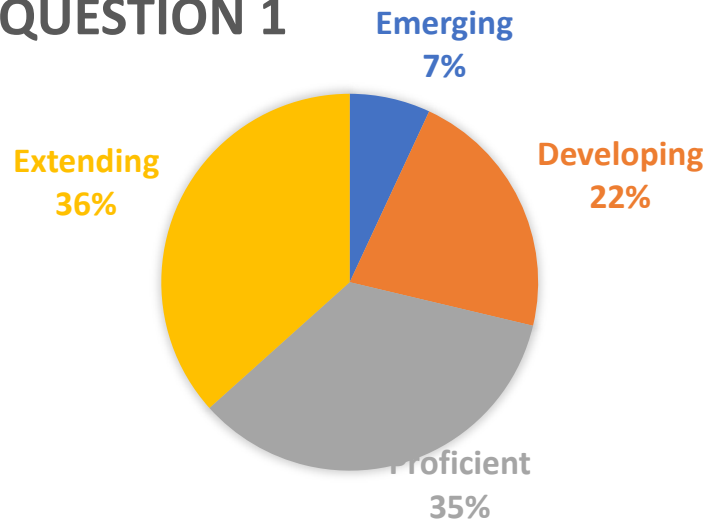
The results from the Written Response questions on the FSA show that students struggle with multi-step questions. These responses require justification.



DATA

Grade 7 FSA Numeracy Written Response Results

QUESTION 1



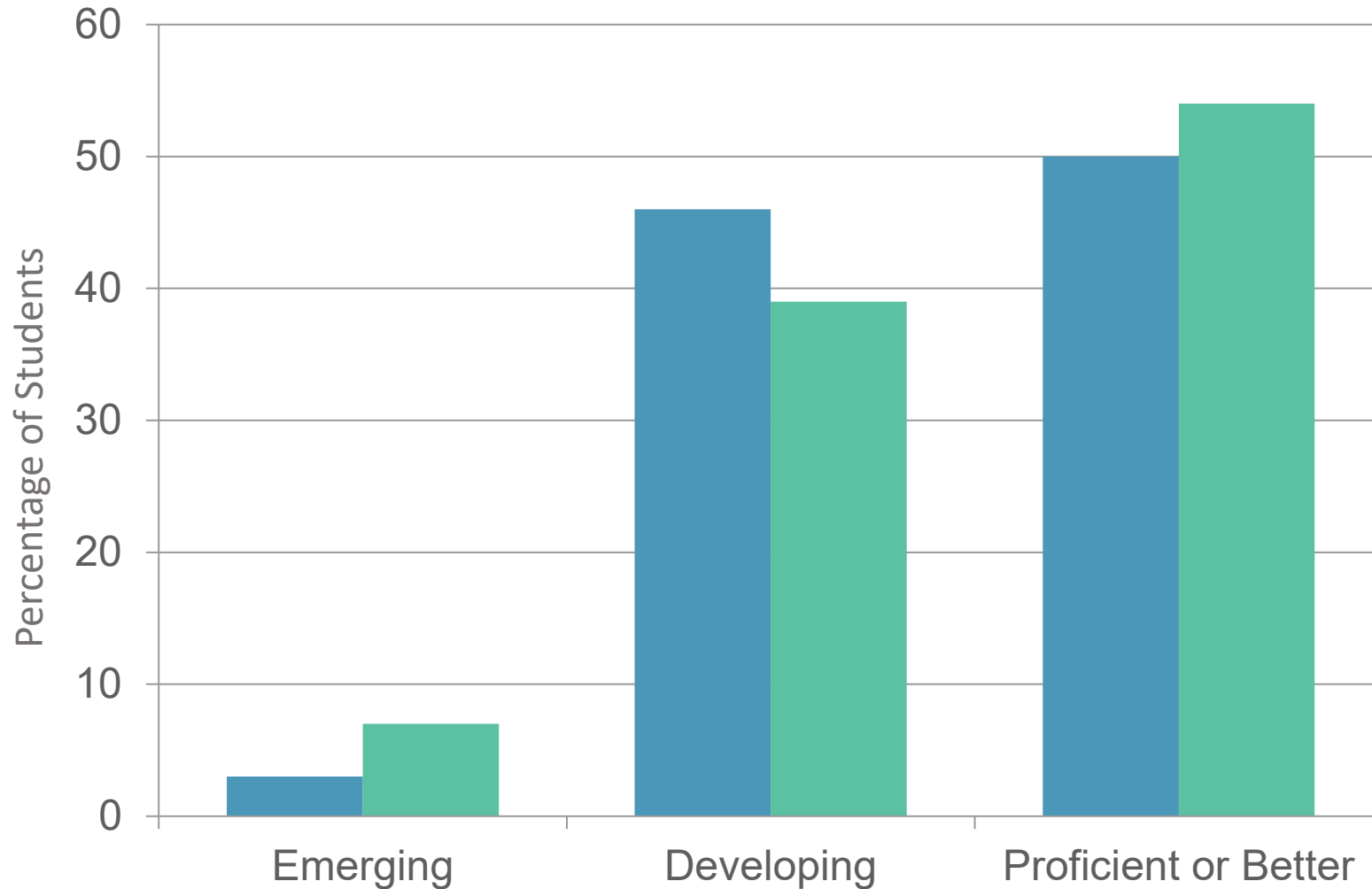
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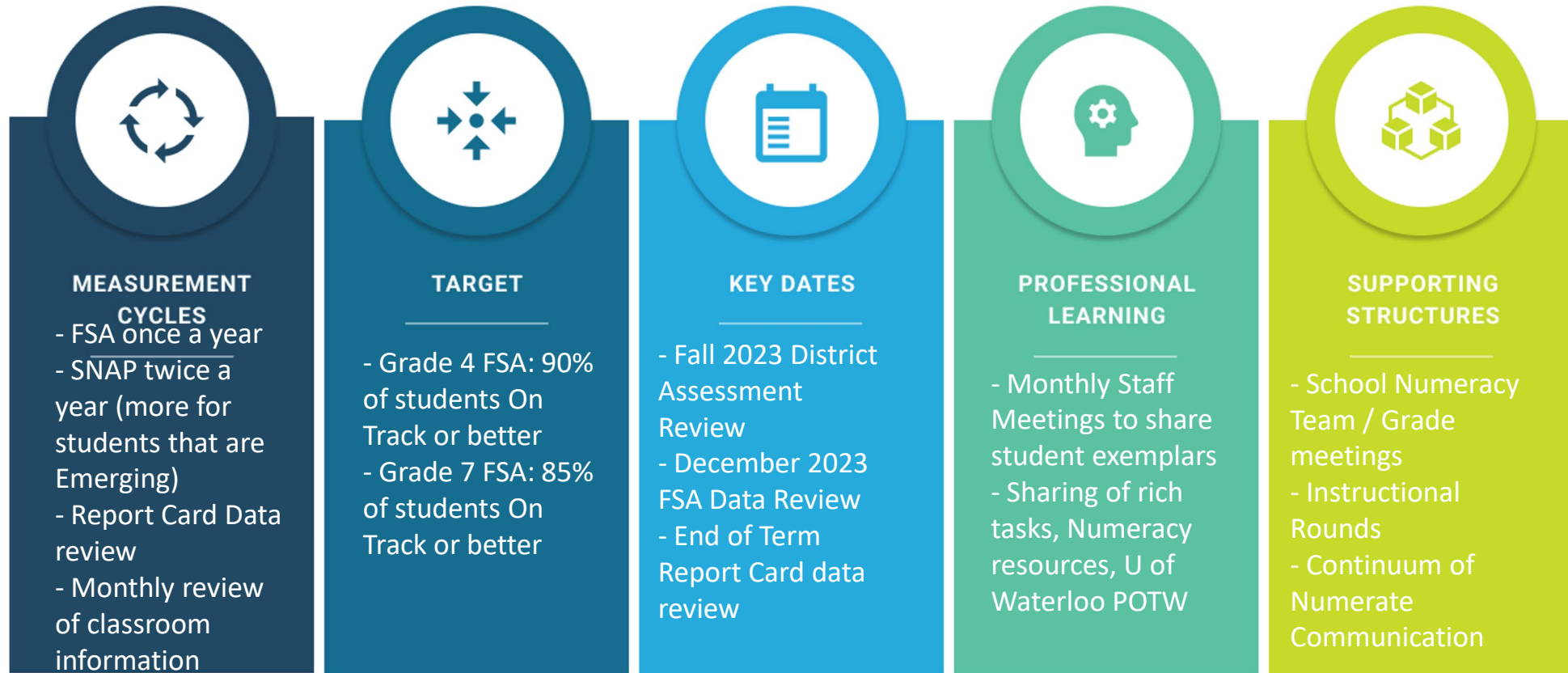
DATA

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.

Comparison of Fall and Spring SNAP Results



TARGETS, MEASURES & SUPPORTS



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

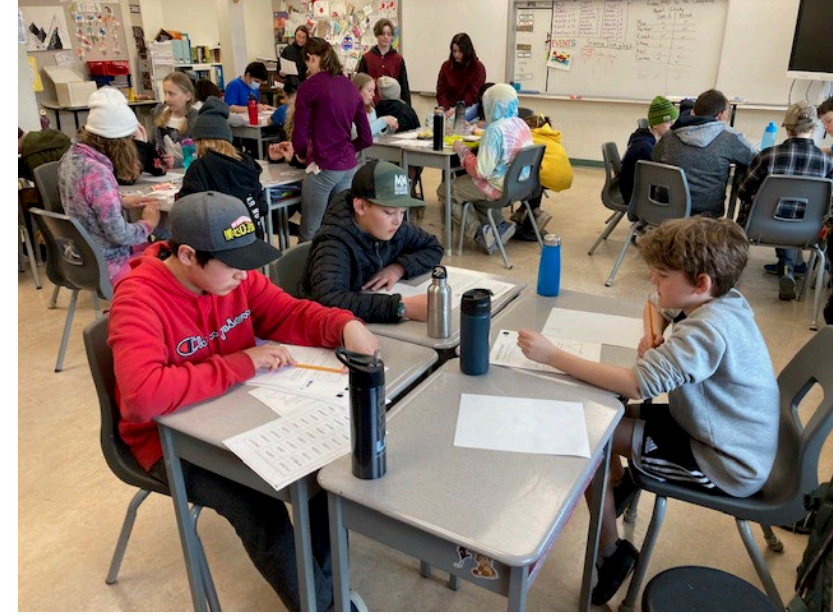


STRATEGIC PRIORITY TWO

Success for Each
Learner

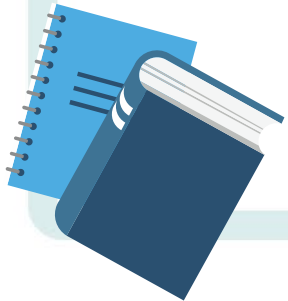


To Improve student achievement in Literacy.



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.



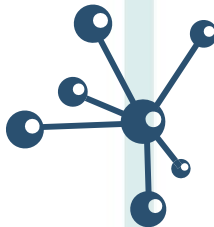
Concept Focus

Summarizing and identifying main themes.



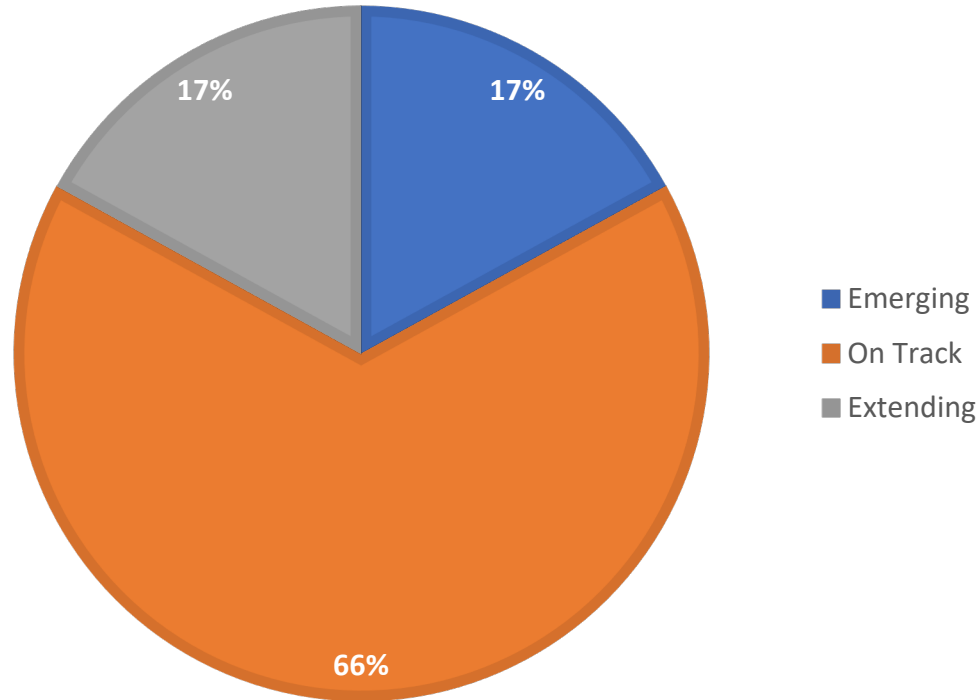
Strategic Inquiry

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

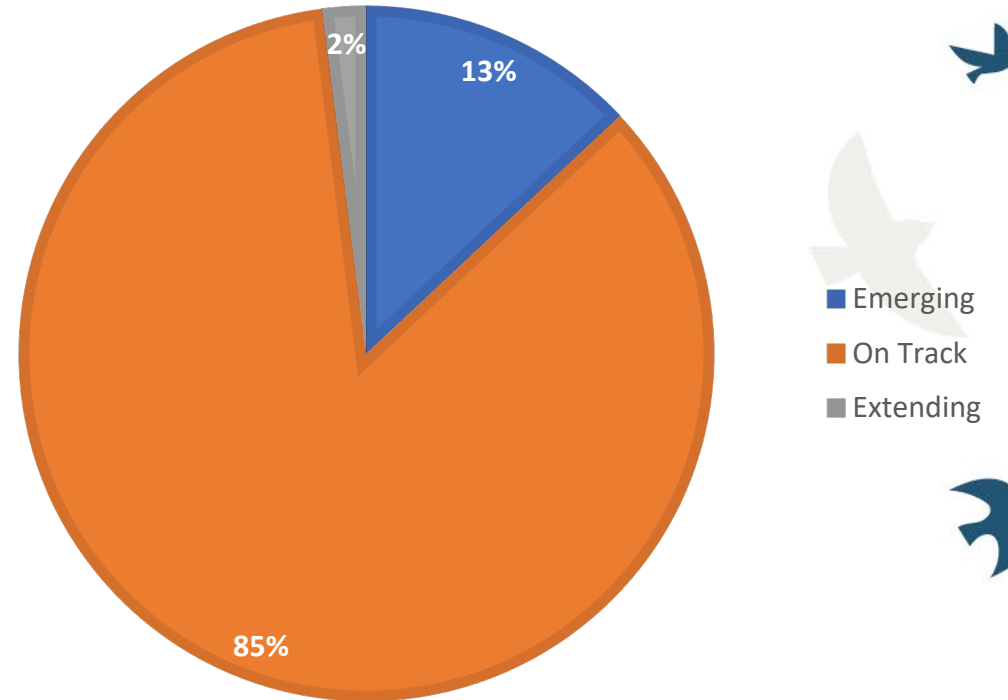


DATA

GRADE 4 FSA LITERACY ON TRACK INFORMATION



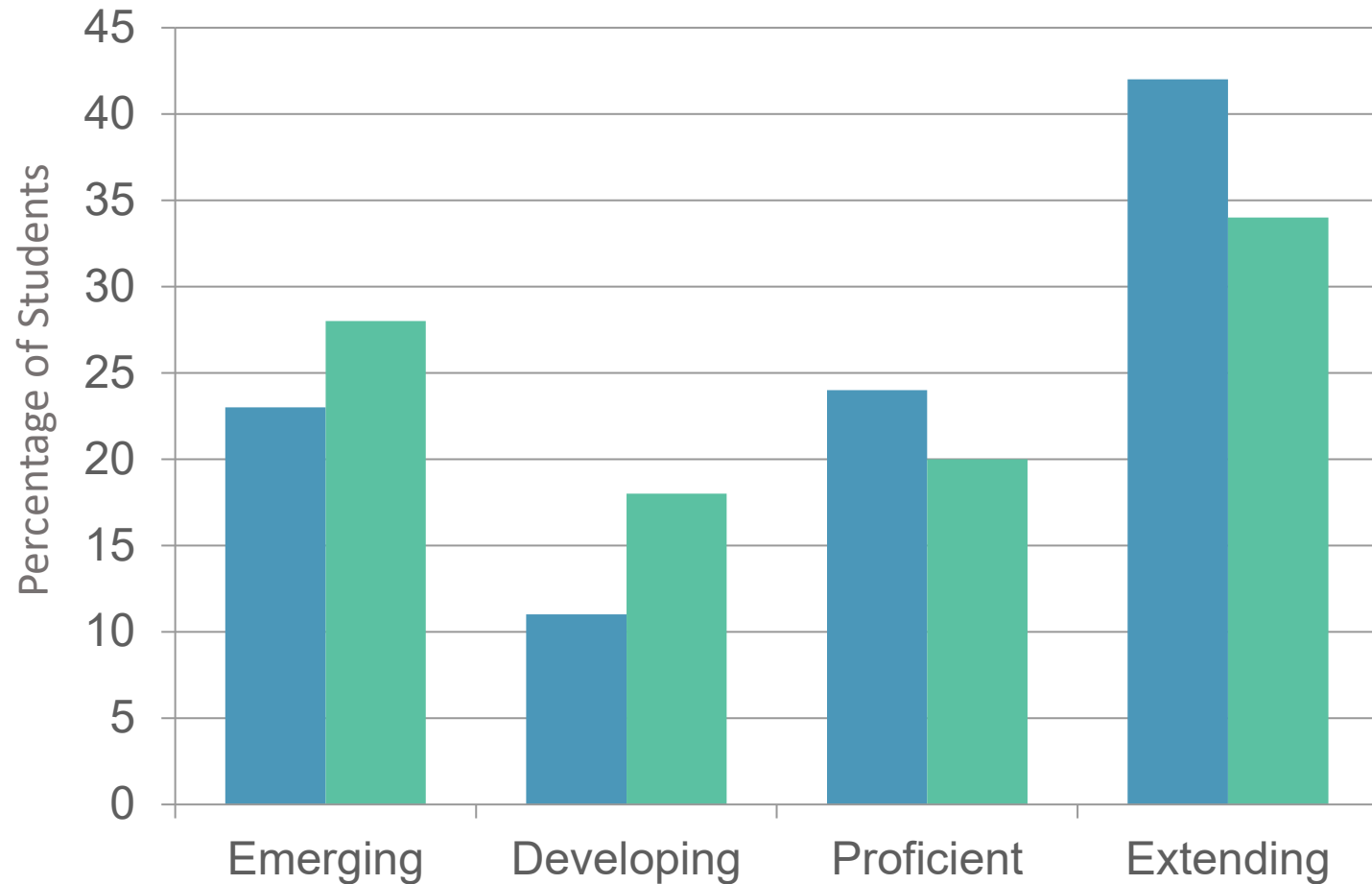
GRADE 7 FSA LITERACY ON TRACK INFORMATION



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.

Comparison of Fall and Spring Fountas and Pinnell



■ Fall
■ Spring



TARGETS, MEASURES & SUPPORTS



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](#)

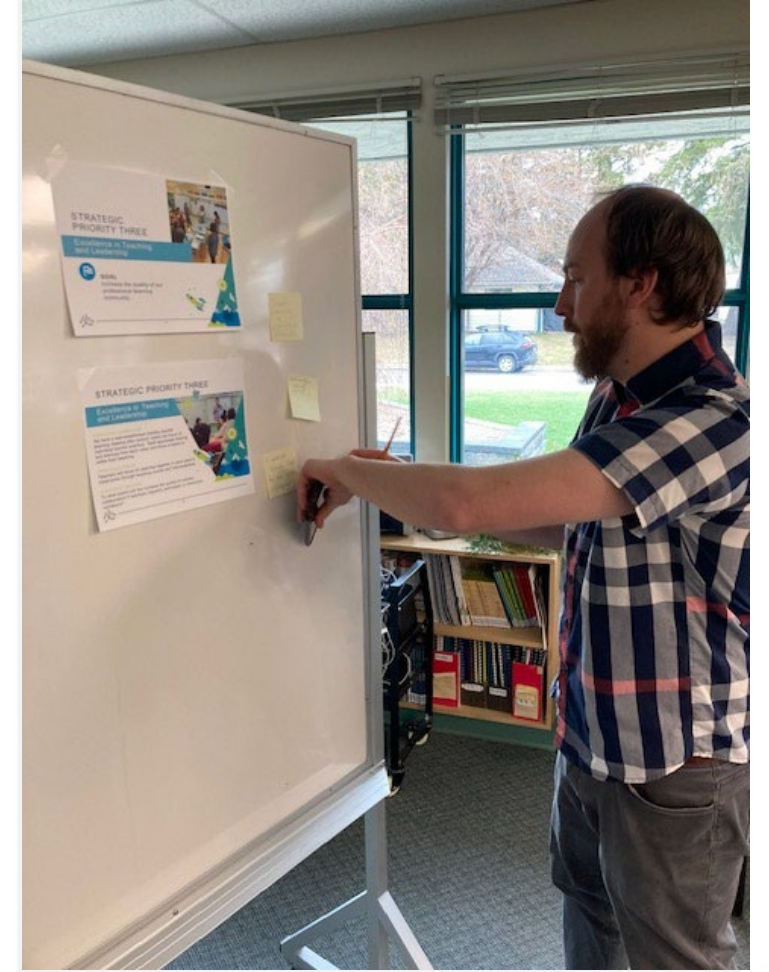


STRATEGIC PRIORITY THREE

Growing Capacity of Self and
Others

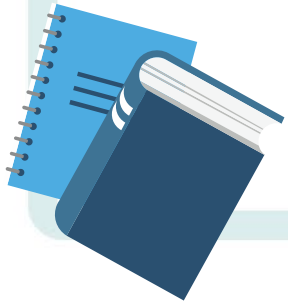


Improve teacher collaboration



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.



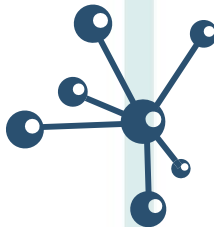
Concept Focus

Collaboration.



Strategic Inquiry

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



DATA

2022-23 School Year

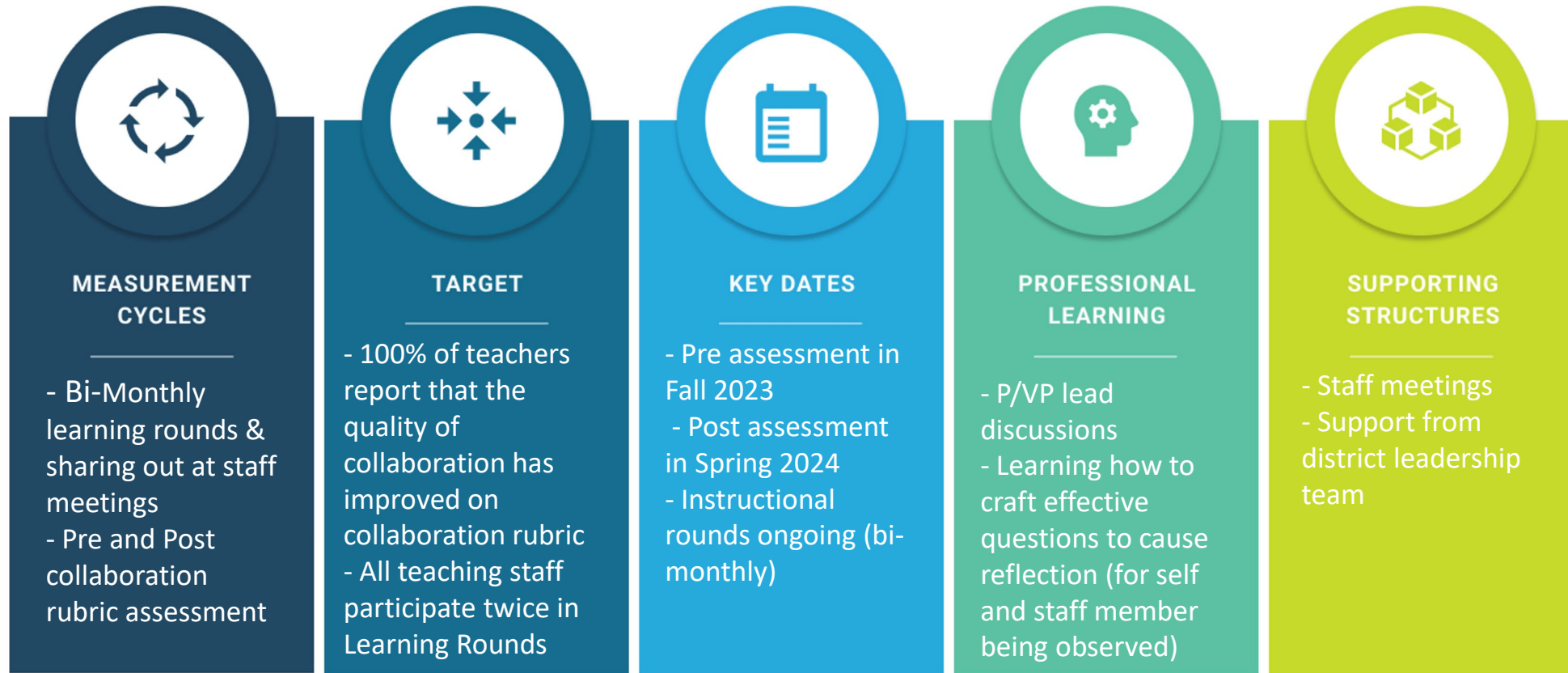
10 out of 12 teachers participated at least once in Instructional Rounds (either as an observer or as a host)

2023-24 School Year

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



TARGETS, MEASURES & SUPPORTS



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

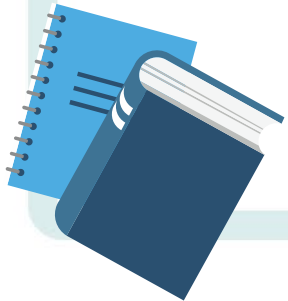


To improve student understanding of Indigenous Perspectives.



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).



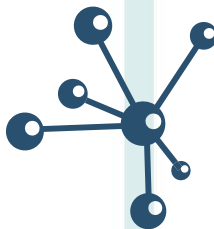
Concept Focus

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?

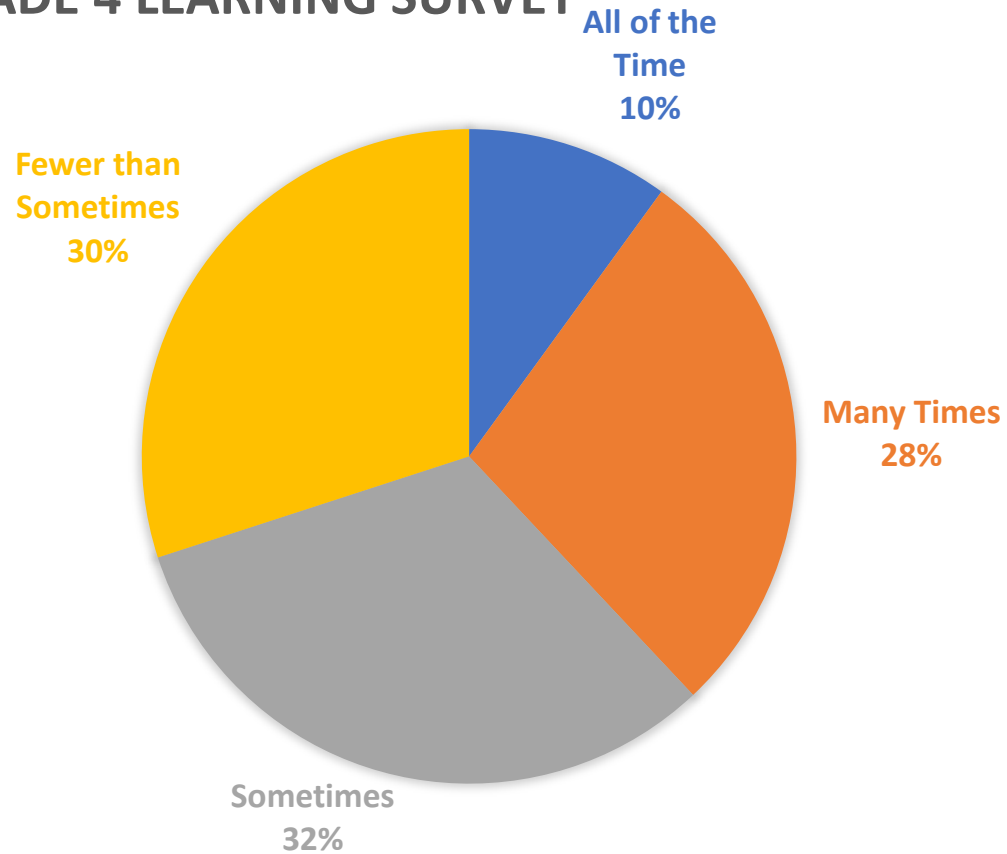


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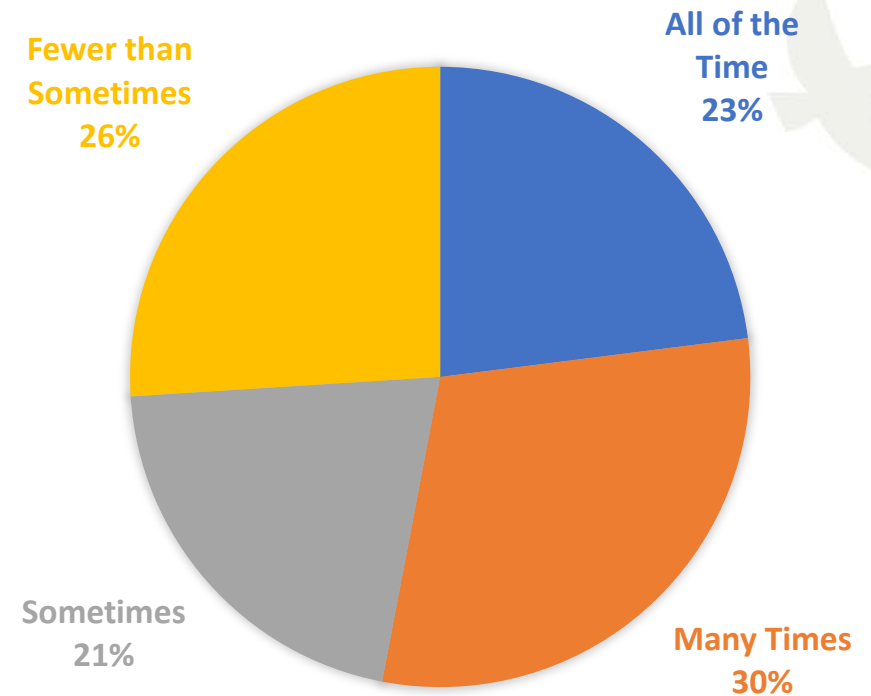
One of the statements on the Grade 4 and 7 Student Learning Surveys is “I am learning about First Nations and Indigenous Peoples.”



GRADE 4 LEARNING SURVEY



GRADE 7 LEARNING SURVEY



TARGETS, MEASURES & SUPPORTS



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)

