



May 1, 2024

SCHOOL SUCCESS PLAN

Marysville Elementary School



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PRINCIPAL MESSAGE

Marysville Elementary School is a K – 3 school with a deep commitment to outdoor, space-based learning, First Peoples Principles of Learning and finding joy in each day.

Our staff are passionate about nature and student-centered teaching and learning.

Our students are engaged with their learning and with the adults in the school. We are focused on belonging to increase attachment, self-regulations skills and confidence with learning.

Our parents are supportive and connected and they all have a voice at our school. We engaged parent feedback on this plan through an in-person community engagement in May, at our Parent Advisory Council meeting. We appreciate the time it took everyone to share their thoughts that added to the creation of this plan.

Our staff monitored our goals at monthly staff meetings, and adjusted our strategies as needed. This spring we reflected on the data sets, both from district assessments and in class assessments, and set new goals for student achievement for the 2024-2025 school year.

Our community is diverse and dynamic. We love being connected to community partners and increasing our sense responsibility for where we live.

We welcome everyone!

Stacy DeCosse, Principal



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SCHOOL DEMOGRAPHICS

Staff

- 9 Classroom teachers
- 1 Learning Services Teacher
- 1 Teacher-librarian
- 5 Education Assistants
- 1 Indigenous Education Student Support Worker
- 1 Admin Assistant
- 1 Principal

Students

- 175 students
- 27 Indigenous students

Grades

- Kindergarten - 17
- Grade K/1 - 8/9
- Grade 1 - 19
- Grade 1 - 19
- Grade 1/2 - 8/12
- Grade 2 - 20
- Grade 2/3 - 5/14
- Grade 3 - 21



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- Grade 3 - 21



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VISION

Joyful Learning

MISSION

We nurture a sense of community through relationship building, creating safe spaces and connection to the land and each other.

VALUES

Belonging

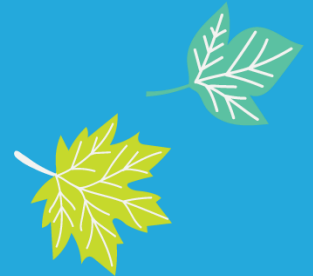
We create an environment where students feel welcome, valued and heard.

Reconciliation

We strive to weave First Peoples Principles of Learning in all areas of curriculum.

Relationship

We build healthy relationships by helping and welcoming each student as they are



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THEMATIC NARRATIVE

Our staff reviews data at each staff meeting. We worked with the newly created BC Learning Pathways this year to look at proficiency in literacy and numeracy. The quick scales, <https://curriculum.gov.bc.ca/learning-pathways/k-12-learning-progressions>, helped us consider student learning and how to deliver a balanced program to students that reflects the redesigned curriculum.

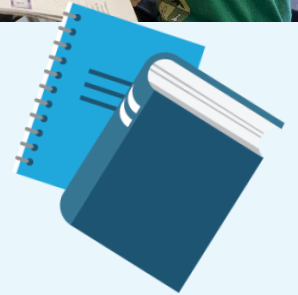
In considering a single goal for the next year, we looked at the Learning Pathways to see what our strengths are and what our stretches are. We shared the Pathways document with parents at an engagement meeting as well.

Our assessments showed students struggle with communicating real world examples of number and math skills. Further to this, we realized that when looking at the Pathways document, we were strong in the solving aspect of numeracy, and the decoding aspect of reading, but we could use more focus on comprehension or making meaning of information, in both areas.

The parent community consultation group also agreed. Parents shared that at home they are also good at supporting decoding and solving skills, but expressing and justifying thinking are areas that need some support as well. Parents not only want kids to learn more in this area, but they also would like us to share strategies to boost understanding from home.

When considering all four priority areas of the success plan, we agreed that student success would improve the more children are able to understand and talk about their thinking in all areas of the plan.

Goal



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To improve student meaning making (understanding) through summarizing and justification. (eg. I think "this" means "this" because...)



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EQUITY, DIVERSITY AND INCLUSION

To improve student meaning making (understanding) through summarizing and justification. (I think it means this because...)

Inquiry

If we continue circle practice and focus once a week on inclusion, will students be including others more often in their play?

Action

Circle practice weekly - practicing summarizing and justifying what inclusion means. For example, "My behaviour shows inclusion because..."

Data and Monitoring

8% or 12 students in the fall of 2023 reported "no one was nice to me today". That fell to one student (less than 1%) on the spring survey. We want to focus on inclusion and how we can increase understanding of our role in including others.

Student survey each term focusing on including others and feeling included in play.

1. I include others at recess and lunch play by...
2. I have been included when others...
3. It's important to include others in play because...



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SUCCESS FOR EACH LEARNER

To improve student meaning making (understanding) through summarizing and justification. (I think it means this because...)

Inquiry

Will a focus on sharing thinking during math tasks and number talks improve number sense?

Action

Teachers will teach and model summarizing and justifying during number talks and numeracy tasks.

Data and Monitoring

We know that numeracy is a district priority and student understanding of numeracy in grades 4 and 7 in the FSA is not as strong as it is in primary grades. We want to ensure students have a strong foundational understanding of numbers as well as the ability to talk about their thinking about numbers.

In the fall of this year, close to 50% of students were not on-track on our district numeracy assessment. That number increase to 89% in the spring of this year. We will continue to track our district numeracy assessment, with a focus on the "meaning and justifying" portion of that assessment. We will also track two students per class with samples of video clips, number journals, work samples, SNAP assessments to note improvement in summary and justification.

We will track the numeracy assessment twice a year (fall and spring) and we will share student samples at each monthly staff meeting.



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GROWING CAPACITY OF SELF AND OTHERS

To improve student meaning making (understanding) through summarizing and justification. (I think it means this because...)

Inquiry

Which types of learning about numeracy comprehension will influence classroom practice and pedagogy?

Action

Teachers will collaborate during release time and prep times to explore the most meaningful professional learning about summarizing and justifying in numeracy.

Data and Monitoring

This year the staff survey regarding collaboration noted that teachers try new strategies when they work together. The spring survey showed that collaboration had an impact on teaching. One staff said, "I've used techniques and strategies in my class that I've watched in other teachers' classrooms". Another said "[Collaborating] provided insight on different ways to teach, assess, and support students." We want to continue with purposeful collaboration time this year and monitor the influence on classroom instruction.

- Staff survey, twice a year.
- -Have you collaborated with a colleague this term?
- -What is a practice that has shifted for you because of collaborating?
- -Which strategies made the most impact on student ability to summarize and justify thinking in numeracy?
- Monthly staff meeting sharing.



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STEWARDSHIP FOR THE FUTURE

To improve student meaning making (comprehension) through summarizing and justification. (I think it means this because...)

Inquiry

Will students have a greater appreciation for place-based learning if they are taught to justify the importance of it?

Action

Teachers will teach at least one lesson a week outside, explaining the value of learning outside the classroom, connecting to this place and valuing First People's Principles of Learning.

Data and Monitoring

In the fall of 2023, staff reported that 6/9 did weekly outdoor lessons focused on connections to nature and/or Indigenous ways of Knowing. In the spring of 2024, 7/9 indicated they did weekly outdoor lessons. We would like to support all teachers to feel confident in outdoor lessons connected to caring about our land. Students completed core competencies on social awareness and responsibility each term and those were shared with families each term with report cards.

Student survey twice a year.

- It is important to learn outdoors and not only in a classroom because...
- I like/dislike learning outside because....
- My favourite thing to learn outside is _____, because _____.
- My favourite place to learn outside of a classroom is _____ because _____.



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