



June 2024

SCHOOL SUCCESS PLAN

Lady Grey Elementary School





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PRINCIPAL MESSAGE

École Lady Grey Elementary School is situated on unceded and crossover territories of the Secwépemc and Ktunaxa People.

Throughout the 2023-24 school year, school staff frequently discussed student achievement and progress of the School Success Plan during staff meetings and made changes or adjustments. Staff regularly shared evidence of student work that illustrated Representation and Communication (Numeracy) and Summarization (Literacy).

In the May and June of 2024, we gathered to identify and celebrate accomplishments, and determine areas of growth and improvement for the upcoming school year.

We used a variety of data sources (locally developed student survey, Learning Updates, SNAP, FSA, Student Learning Surveys, student samples of reflection and formative assessment) and sought input from staff and parents 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.

I learn, I lead, We Succeed at Lady Grey!





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SCHOOL DEMOGRAPHICS

Staff

- 9 Classroom teachers
- 1 Learning Services Teacher
- 1 Teacher-librarian
- 7 Education Assistants
- 1 Indigenous Education Student Support Worker
- 1 Admin Assistant
- 1 Principal
- 1 Vice Principal
- 1 Youth Care Worker

Students

- 232 students
- 38 Indigenous students





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Grades

- Grade 4 - 45
- Grade 5 - 67
- Grade 6 - 54
- Grade 7 - 66





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VISION

Opportunity, equity, and success
for ALL learners

MISSION

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

VALUES

Respect

We respect one another's right to safety and dignity at school. We speak to each other with calmness, politeness and civility.

Kindness

We value being kind to one another, using our manners and being considerate of each other's feelings.

Community

We all belong at Lady Grey. We work together in class and in the school to learn, and to make our school a better place.





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THEMATIC NARRATIVE

The 2023-24 School Success Plan was discussed at every staff meeting. Through much dialogue and examination of school information, it was evident students were showing low levels of engagement with their learning. This was supported by our Student Learning Survey data indicating that only 1% of students like school all the time and 32% like school most of the time. We wondered how we might increase intrinsic motivation for learning. We discussed strategies around metacognition and self-reflection which led us to the Personal Awareness and Responsibility Core Competency.

During the 2023-24 school year, we made strides in areas such as student safety, and sense of welcoming, however, 1 in 4 students report they don't have a sense of belonging at school (Source: Student Learning Survey and locally developed survey). Increasing student sense of belonging remains a priority.

Use of student reflection is a common strategy used in all our goals. We discussed that reflection is an important piece of metacognition and self-directed learning. Through our goals, students will be able to reflect on social interactions with peers, curriculum (based on learning expectations and success criteria) and the effects of social media on their lives.

Goal

Enhancing student Personal Awareness and Responsibility will improve outcomes.





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EQUITY, DIVERSITY AND INCLUSION

Enhancing student Personal Awareness and Responsibility will improve outcomes.

Inquiry

Will a weekly community circle practice increase students' sense of belonging?

Action

Teachers will facilitate a weekly classroom circle. Staff such as Youth Care Worker, Community Link, Indigenous Education Support Worker, Principal and Vice Principal will also participate, creating opportunities for Social/Emotional Learning.

Data and Monitoring

- Locally Developed Survey to measure student safety, sense of belonging, connectedness to adults and classroom. Oct/May.
- Student Learning Survey - one in four students are reporting they don't have a sense of belonging in the school.
- Progress and feedback will be discussed at each Staff Meeting.





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SUCCESS FOR EACH LEARNER

Enhancing student Personal Awareness and Responsibility will improve outcomes.

Inquiry

Will regular self-reflection of Proficiency levels in Numeracy and Literacy result in increased student awareness of their own learning?

Action

Teachers will lead a process where students will self-report proficiency level before an assessment, and compare to and reflect on actual results after the assessment. Students will engage in self-reflection to set learning goals that will increase personal awareness of learning. Teachers will progress monitor student self-assessing accuracy and goal setting

Data and Monitoring

- Teachers will collect student reflections (Self Directed Learning assessment) and compare alignment of self-reported proficiency and outcome of assessments
- Progress and feedback will be discussed at every Staff Meeting. Teachers will have opportunities to share student reflections.
- Student Learning Survey - 39% of Grade 4 students set a goal when learning something new.
- Student Learning Survey - 45% of Grade 7 students report they are taught to improve how to learn.
- Student Learning Survey - 50% of Grade 7 students report they are provided with feedback on how to improve learning.
- Locally developed survey Oct/May
- Learning Update data





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GROWING CAPACITY OF SELF AND OTHERS

Enhancing student Personal Awareness and Responsibility will improve outcomes.

Inquiry

Will consistent use of Learning Expectations, Success Criteria and Exemplars result in students reporting a better understanding of how to improve their own achievement?

Action

Through collaborative time, teachers will build capacity to develop and share Learning Intentions, Success Criteria and Exemplars in Numeracy and Literacy. Teachers will then consistently display for students, Learning Intentions and Success criteria in student friendly language, and provide exemplars for classwork in Literacy and Numeracy

Data and Monitoring

- Student Learning Survey - Grade 7 reported 44% of students are unsure of what things are considered when work is marked.
- Student Learning Survey - Grade 7 reported 39% of students have been shown exemplars of Extending, Proficient, Developing, Emerging
- Teachers will collect student reflections (Self Directed Learning assessment) and share evidence of improved planning to increase achievement.
- At staff meetings, teachers will have opportunities to share WALT and WILF statements - WALT - We are Learning to...; WILF - What I'm Looking For...
- Staff reflection at staff meetings on anecdotal improvements to teacher practice and student learning
- Teachers will have collaborative time (through use of Priority TTOC's) to co-create and share student friendly Learning Intentions
- Locally developed survey Oct/May





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STEWARDSHIP FOR THE FUTURE

Enhancing student Personal Awareness and Responsibility will improve outcomes.

Inquiry

Will targeted instruction of digital citizenship and reflection of device usage result in an improved understanding of social media and its impact?

Action

Teachers will engage students in direct instruction of digital citizenship and reflection of device usage. Teachers will use Common Sense Education to promote digital well-being.

Data and Monitoring

- Grade 7 Student Learning Survey - Is your school helping you to access and analyze media content? 18% of grade 7 students reported positively
- Locally Developed Survey - Oct/May
- Students will reflect during weekly classroom meetings
- Teachers will share at staff meetings; opportunities to share meaningful activities and useful resources

