



September 2023

SCHOOL SUCCESS PLAN

Marysville Elementary



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



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 both an in-person community engagement night in the spring, and an online survey. 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 2023-2024 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



SCHOOL DEMOGRAPHICS

Staff

22

Students

185

Grades

K - 3





MISSION

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

VISION

Joyful Learning



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.

Equity

We believe in equity and being able to give each child what they need.

Community

We strive to both create a sense of community within the school, but also to strengthen connections in our local community of Marysville and Kimberley.

STRATEGIC PRIORITY ONE

Equity, Diversity, and
Inclusion



Goal

To increase the number of students who feel a sense of belonging at Marysville Elementary.



Evidence Narrative

We believe that students generally feel connected to school and their teachers. However, they are not always clear on what it means to “belong” in the same way we mean it as adults. The school team has been reflecting on what questions we can ask in our student belonging survey to find out if our young kids feel connected to adults and feel like they belong at school. The school team wants to increase the number of opportunities for students to feel belonging at school. **Figure 1** shows that 40% of students “sometimes” feel like they belong. We want to improve that.



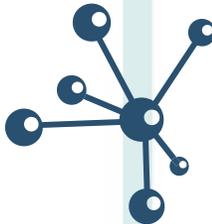
Concept Focus



The school team wants to create more opportunities for student voice and quality connections to increase the number of students feeling a sense of belonging.

Strategic Inquiry

If all teachers teach students to use community circle time at least twice each week, will students report a greater sense of belonging?

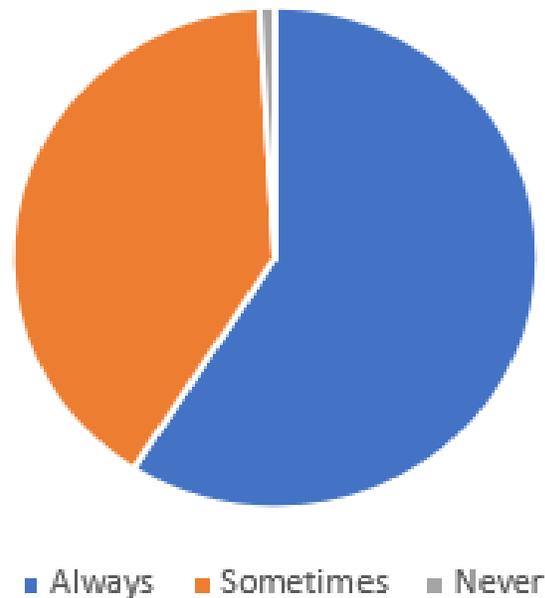


DATA

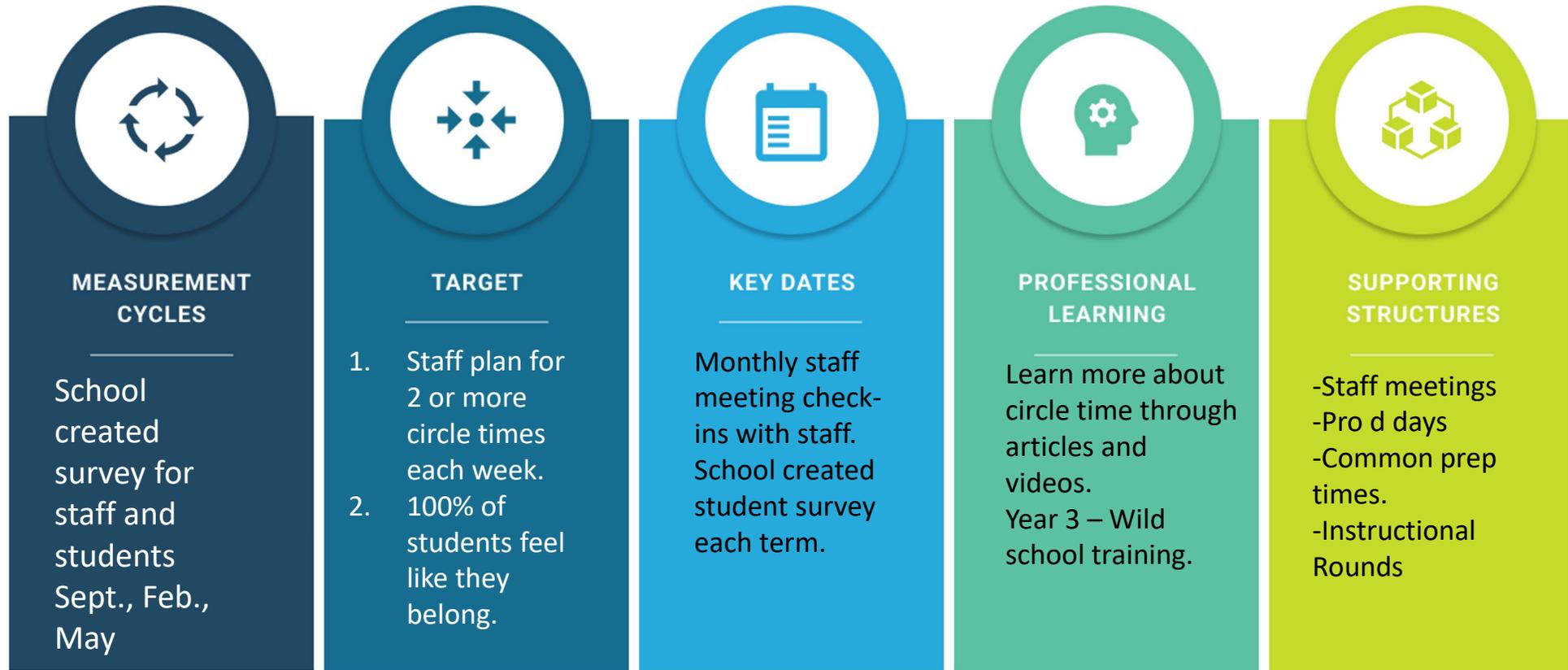
Belonging Survey - all grades - Spring 2023

Figure 1

How often do you feel like you belong at our school? Always - 59%, Sometimes 40%, Never 1%



TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

Mind up Curriculum practicing mindfulness in each classroom.

Instructional Rounds release time to observe other classroom's circle practice.



STRATEGIC PRIORITY TWO

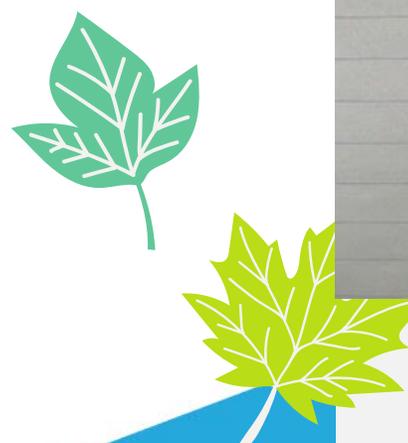
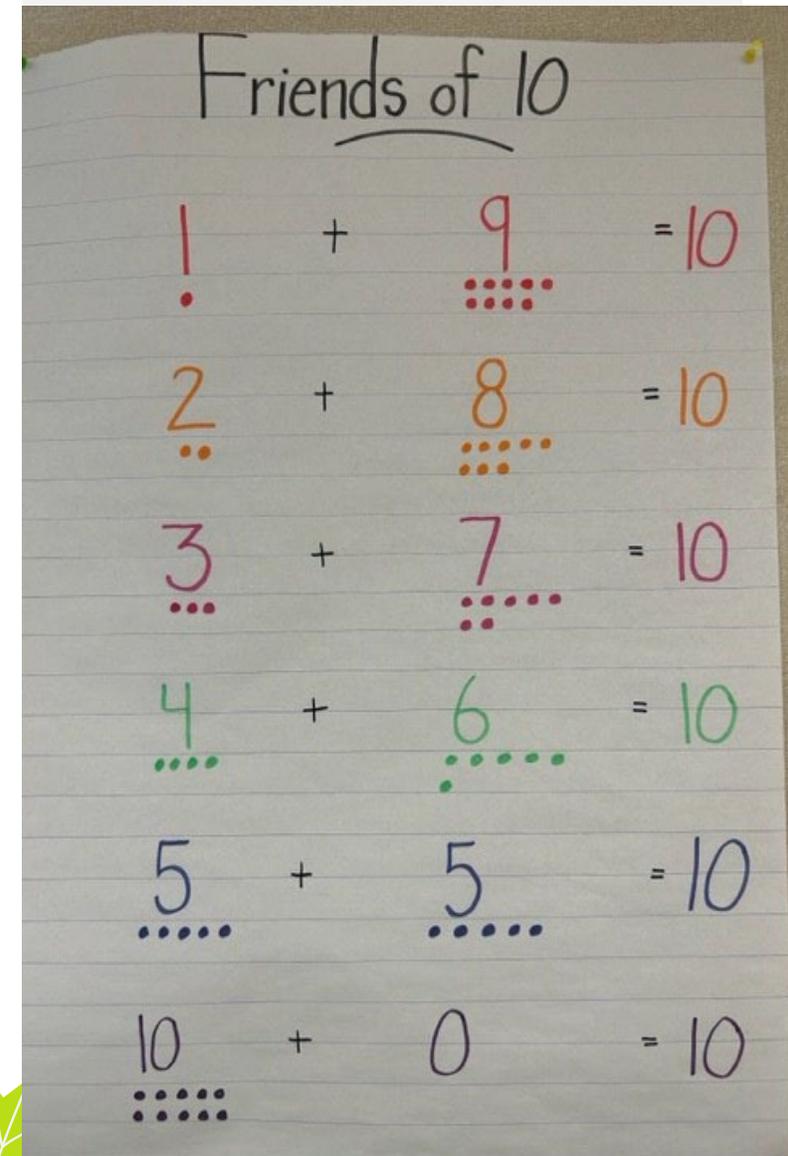
Success for Each

Learner



Goal

To increase the number of students who are on-track in number sense.



Evidence Narrative

The school team has been focusing on number talks and mental math strategies to improve student communication about mathematical thinking. Reflecting and communicating thinking is a curricular competency throughout the math curriculum to grade 12 so it is important to build a strong foundation of skills. The team has been working on this because it is our area for growth according to our district and classroom numeracy assessments. **Figure 2** shows growth in general number sense last year but teachers reported communicating thinking as an area for growth overall.



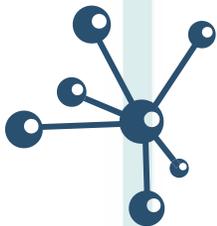
Concept Focus

Number talks promote processing, thinking and communicating.



Strategic Inquiry

Will teachers leading number talks each day improve student success in communicating thinking about numbers?



DATA

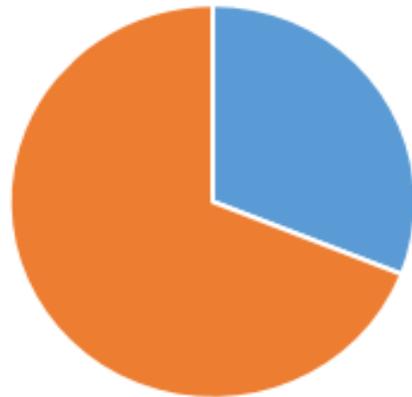
Figure 2

Grade 1 – 3 Number Sense



Fall 2022 - Grade 1-3 students Number Sense

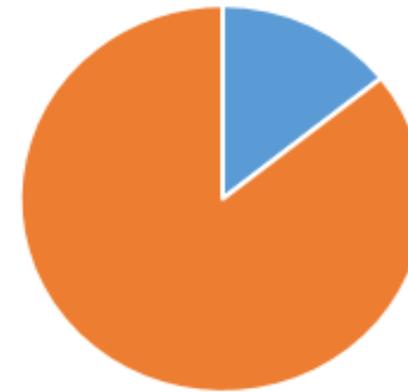
Emerging (31%) vs On-Track (69%)



■ Emerging ■ On-track

Spring 2023 - Grade 1-3 students Number Sense

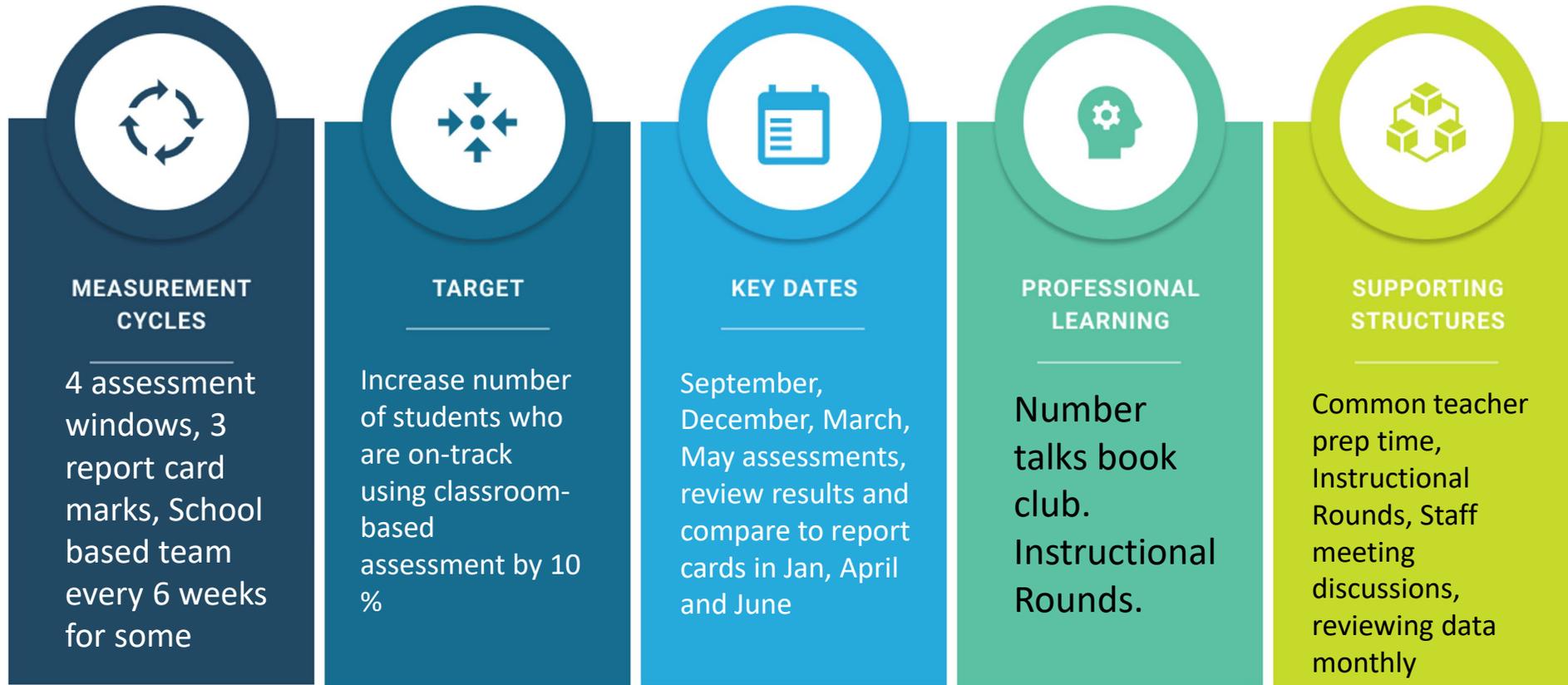
Emerging (14%) vs On-Track (86%)



■ Emerging ■ On-track



TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

Book – Number Talks for Kindergarten, 1st and 2nd Grade Teachers and one for 3rd, 4th and 5th grade – Nancy Hughes. (\$23.00 each)

Strategically plan for prep times to be with like grade partners for learning, planning and collaboration time together.

Instructional Rounds to provide opportunities for teachers new to number talks to observe student learning.



STRATEGIC PRIORITY TWO

Success for Each
Learner



To increase the number of students who are on-track in reading.



Evidence Narrative

Educators know that including specific instruction on letter sounds, word sounds and meaningful interactions with books leads to the most powerful outcomes for beginning readers. We want to have a whole-school strategy and program for reading instruction. **Figure 3** shows that while gr. 2 and 3 showed much improvement last year, the grade 1 year end assessment shows we will need to support this group with their reading next year.



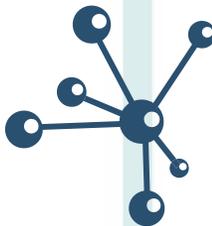
Concept Focus



We wondered if students would improve their reading ability with specific instruction on letter sounds and blends each day following a school-wide program.

Strategic Inquiry

To what extent will a whole-school, daily phonics program impact reading success for all children?



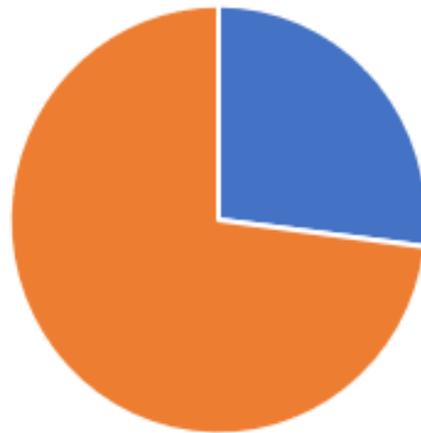
DATA

Grade 1 -3 Reading Proficiency



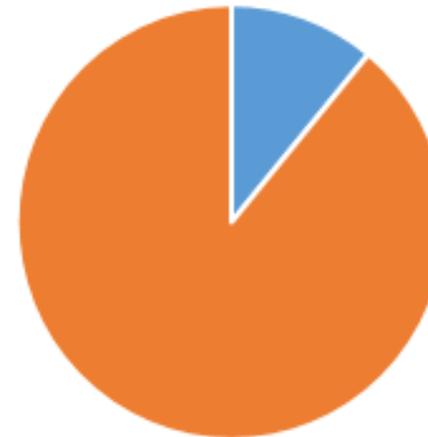
Figure 3

Spring 2023 - Grade 1 Reading
Emerging 27% On-Track 73%



■ Emerging ■ On-track

Spring 2023 - Grade 2 & 3 students Reading
Emerging (11%) vs On-Track (89%)



■ Emerging ■ On-track

TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

Heggerty resource for each teacher (One book each)

UFLI resource for each teacher (One book each)

Align prep time for grade groups to have common planning time.

TOCs for Instructional rounds



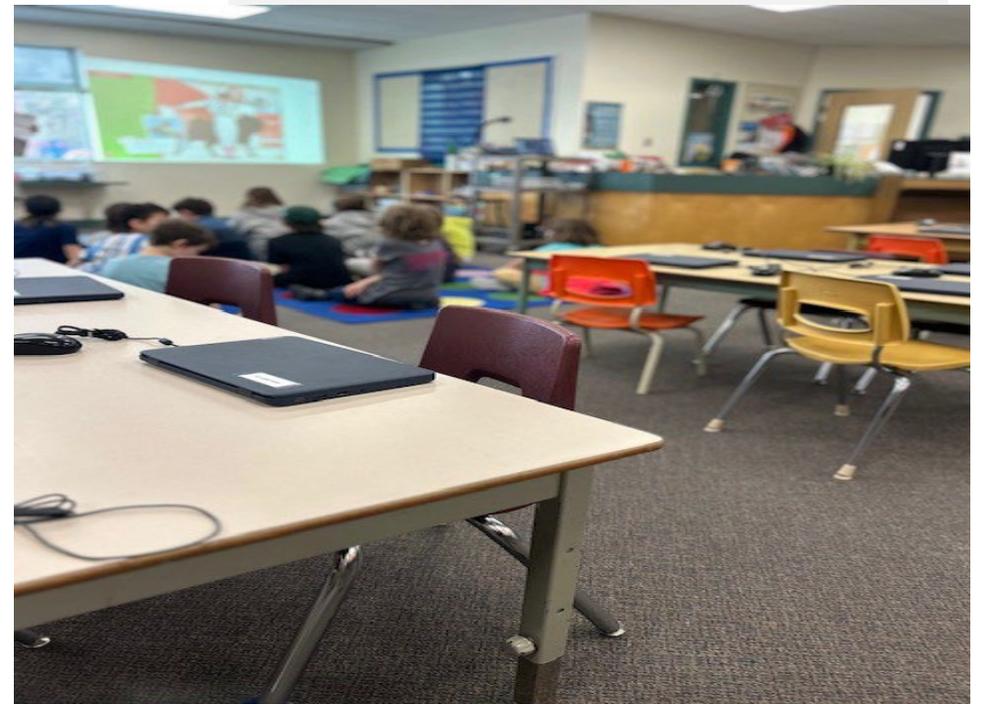
STRATEGIC PRIORITY THREE

Growing Capacity of Self and
Others



Goal

To increase classroom
impact from collaboration.



Evidence Narrative

Instructional Rounds shifted from random pairings to matching teacher interest with observation, the professional learning and conversations between colleagues became more rewarding for both the teachers observing and those being observed. This created more momentum and meaning around Instructional Rounds. In addition to Instructional Rounds, we have scheduled weekly collaboration time for teachers. **Figure 4** shows uptake in positive attitudes toward collaborating. Now we will track impact on classroom practice.



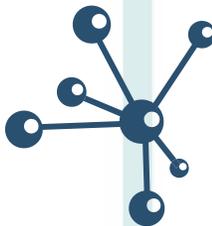
Concept Focus



The timetable has one block of time each week for next year where coverage can be provided internally to allow for weekly observation and collaboration. This will allow more time for teachers to observe things they are curious about and want to learn more about.

Strategic Inquiry

Will planning weekly collaboration around specific, professional interests, increase impact on classroom practice?



DATA

Staff survey on Instructional Rounds

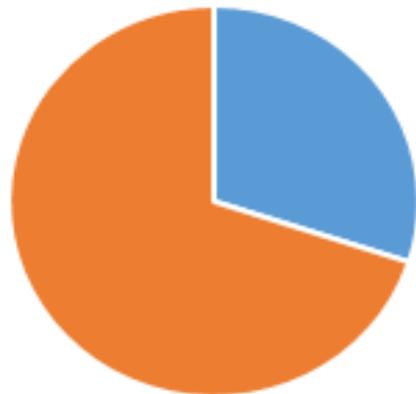


Figure 4

Staff attitude toward structured collaboration

Fall 2022

Negative 70%, Positive 30%

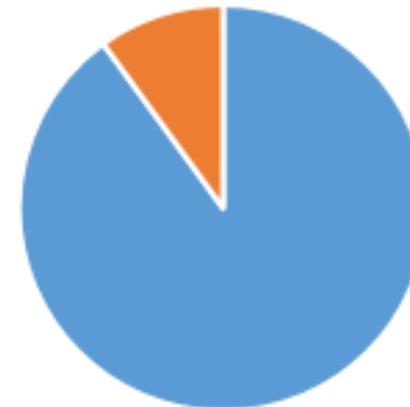


■ Positive ■ Negative

Staff attitude toward structured collaboration

Spring 2023

Negative 10%, Positive 90%



■ Positive ■ Negative

TARGETS, MEASURES & SUPPORTS

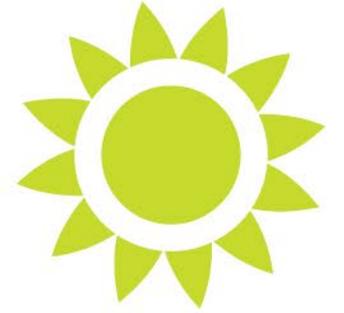


LEARNING & STRATEGIC RESOURCES

Common prep time for grade groups.

Instructional rounds organized by admin, and TTOC's provided for observations.

One block each week for internal release for collaboration/observation.



STRATEGIC PRIORITY FOUR

Stewardship for the
Future



Goal

To deepen student caring for the land and our community.



Evidence Narrative

The First Peoples Principles of Learning states “Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships and a *sense of place*). Outdoor learning experiences promote healthier and deeper connections between students and the environment and better attitudes about the environment. We are working toward outdoor learning being a weekly practice for all classrooms. **Figure 5** shows how we will document student growth in connection to land throughout the year.



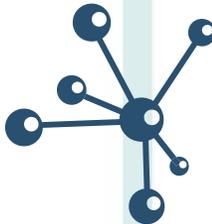
Concept Focus

We want to provide our students weekly opportunities to engage in learning outdoors. When students learn outdoors, they make memories and connections to the land, creating caring and a sense of responsibility for it.



Strategic Inquiry

To what extent will teachers teaching weekly outdoor learning experiences deepen student caring for the land in our community?



DATA

Figure 5

Teachers will plan weekly outdoor learning activities, with an emphasis on place-based learning. Each term, students will complete a self-reflection.



Social Awareness and Responsibility My Self-Assessment

by: _____

<p>I can treat my environment - or surroundings - with care and respect.</p>	<p>How I showed this:</p>
--	---------------------------



date: _____



TARGETS, MEASURES & SUPPORTS



LEARNING & STRATEGIC RESOURCES

WILD School from HCTF facilitator training – year 3 – August Pro D Days and one Pro day (1/2 day) in the year.

Refresh sit pads, clip boards, back packs etc for outdoor learning.

Train new staff for bear spray.

Buy more fanny pack first aid kits.

Palmberg, I. E., & Kuru, J. (2000). [Outdoor activities as a basis for environmental responsibility](#). *The Journal of Environmental Education*, 31(4), 32-36

