



May 11, 2022

School Success Plan

**Marysville
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

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

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

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

Our parents are supportive and while diverse in their lifestyles and view, they all have a voice at our school. We have been so happy to be able to open our doors and connect with parents face to face recently!

Our community is growing with a new neighborhood being built and housing sales on the rise. We welcome everyone!



School Demographics



STAFF	STUDENTS	GRADES
<p>8 classroom teachers 1 librarian 1 Learning Services Teacher 3 Education Assistants 1 Administrative Assistant 1 Principal Part-time Itinerant staff including SLP, Counsellor, CLINK, YCW</p>	<p>157 students Kindergarten – 35 Grade 1 – 47 Grade 2 – 40 Grade 3 – 35 Indigenous – 24 plus K</p>	<p>Kindergarten to Grade 3 2 Kindergarten 2 grade 1 1 grade 1/2 1 grade 2 1 grade 2/3 1 grade 3</p>



MISSION

We collaborate in the pursuit of each student's success as caring, resilient members of a global community.



VISION

Opportunity, equity,
and success for ALL learners



VALUES



Respect

We foster respectful relationships that build trust, safety and well-being.

Equity

We strive to build learning environments that are equitable, honour diversity and inclusion, are safe, caring and healthy places to work and learn.

Integrity

We nurture a sense of self-awareness, responsibility and truthfulness in ALL students so that they will become environmental stewards and morally upright global citizens.

Accountability

We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.

Innovation

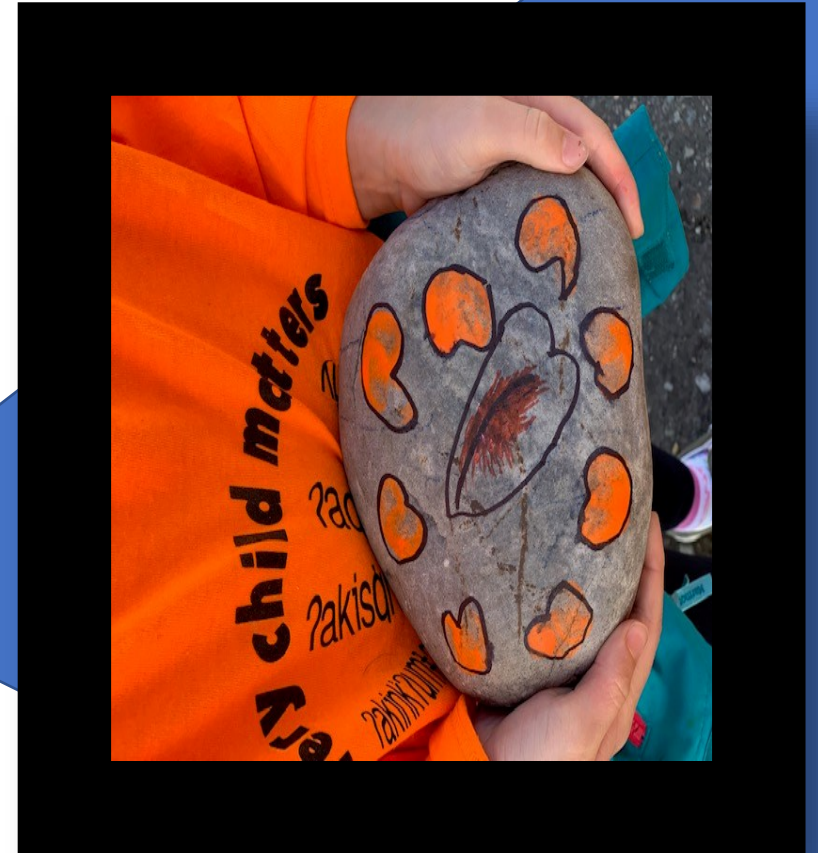
We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.



Strategic Priority | 1. Equity and Inclusion

Goal

To increase a sense of belonging and identity for all students.

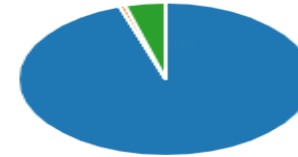


Data

2. Can you name 2 or more adults at our school you know care about you? (0 point)

[More Details](#)

● Yes	151
● No	1
● Maybe	7

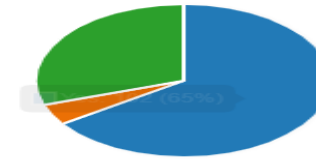


3. Do you feel comfortable sharing ideas, or opinions at school? (0 point)

[More Details](#)

[Insights](#)

● Yes	102
● No	7
● Sometimes	47

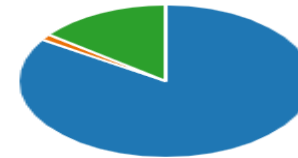


4. Do you feel safe at school? (0 point)

[More Details](#)

[Insights](#)

● Yes	133
● No	2
● Sometimes	23



5. Do you feel proud to go to Marysville School? (0 point)

[More Details](#)

[Insights](#)

● Yes	144
● No	3
● Sometimes	12



Evidence Narrative

The First Peoples Principles of learning states “Learning requires exploration of one’s identity”, and the fourth OECD principle of learning states, “The learning environment is acutely sensitive to the individual differences among the learners in it, including their prior knowledge”. A sense of self and belonging impacts learning. We have done an initial belonging scan survey in the spring, but want to revisit the questions to better capture a sense of belonging and self.

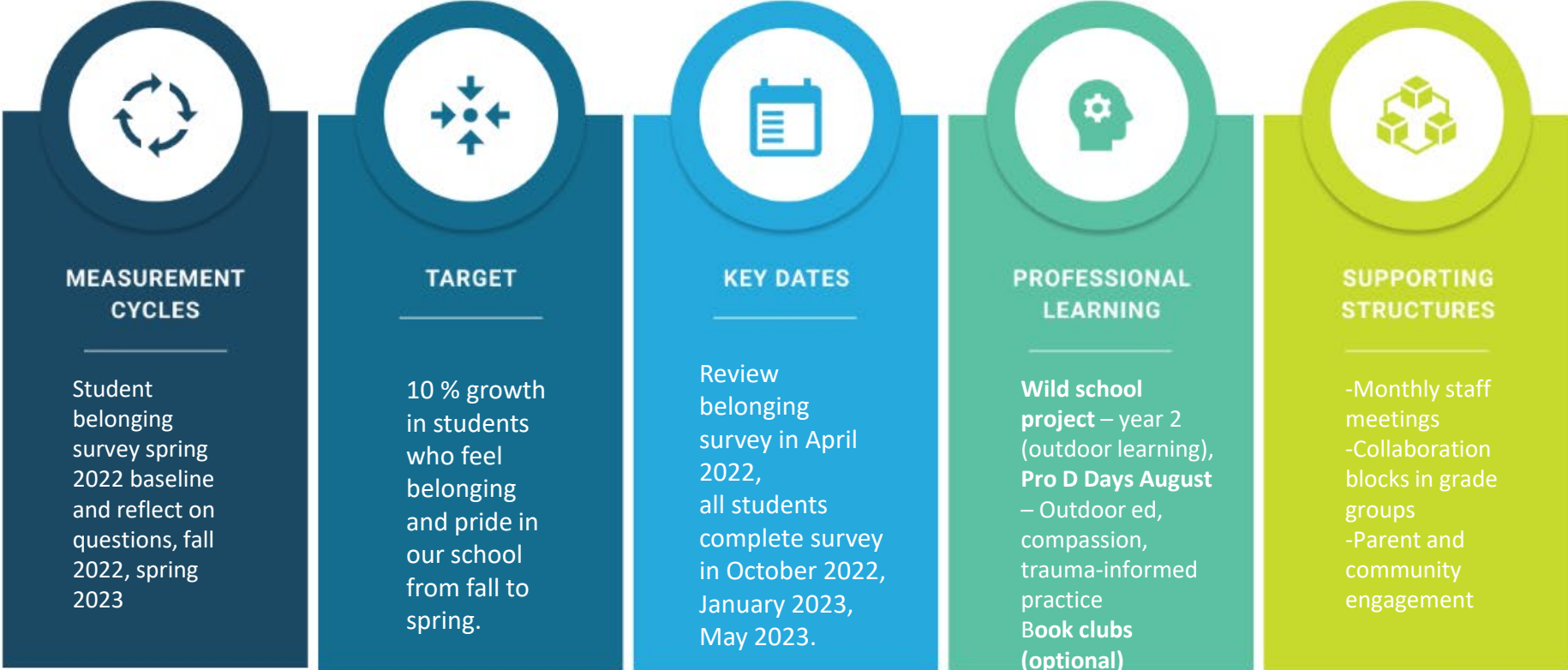
Concept Focus

We will survey students to establish a base-line understanding and data set of their sense of self and belonging. We will focus on increasing these two areas for students through relationship building and experiential learning.

Strategic Inquiry

To what extent will focusing on relationship-building and experiential learning increase a sense of belonging and sense of self for students?

Strategic Targets and Measures

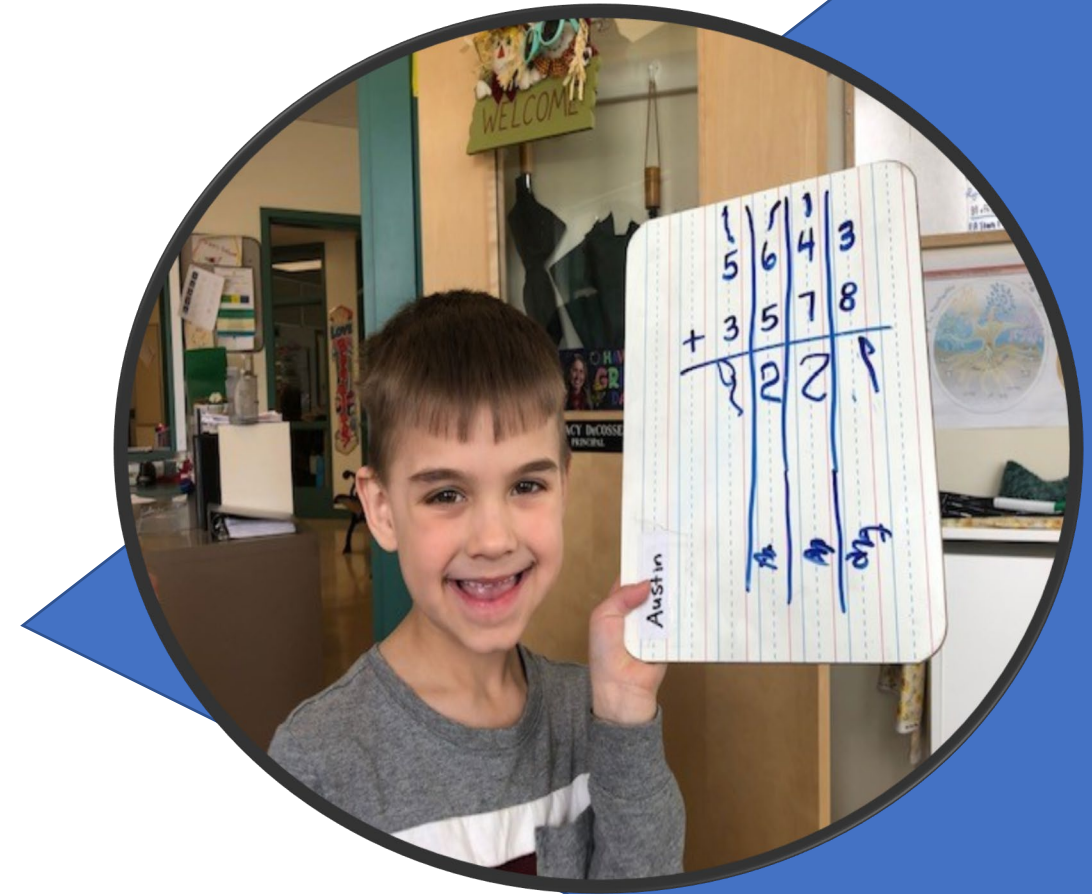


Strategic Priority | 2. Success for all learners

Goal

#1: Number Sense

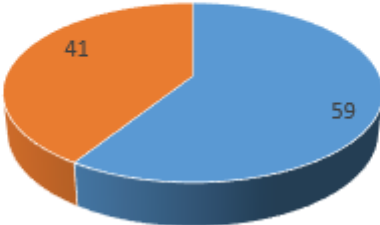
To reduce the number of students who are emerging in number sense.



Data - Spring 2022

Progress of 22 Indigenous students who were emerging in numeracy in the fall

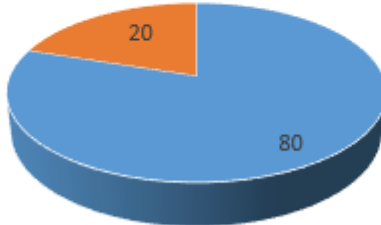
59% now on track (13/22 students)
41% still emerging (9/22 students)



■ on track ■ emerging ■

Progress of 39 non-Indigenous students who were emerging in numeracy in the fall

80% now on track (31/39 students)
20% still emerging (8/39 students)



■ on track ■ emerging ■

Evidence Narrative

We are continuing to explore the teaching and assessment uses of the SNAP numeracy assessment. This assessment allows students to show their thinking about numbers, as well as their ability to do computation. The area where students were less successful overall was “**reflecting** and **communicating**” their thinking about numbers.

Concept Focus

Teachers will focus on learning activities that promote reflecting and communicating thinking in math.

Strategic Inquiry

Will a school-wide focus on reflecting and communicating thinking improve student’s ability to reflect on and communicate their thinking about numbers?

Strategic Targets and Measures



Strategic Priority | 2. Success for all learners

Goal

#2: Reading

To reduce the number of students emerging in reading.



Evidence Narrative

Our current grade two's have the largest percent of students who are emerging in reading according to our PM Benchmark data from the fall with the greatest group emerging being our Indigenous students. We are excited about the progress of our students this year, but looking to adjust our strategies to move more students out of emerging.

Concept Focus

All grades will work to improve reading skills such as letter/sound recognition, sight words, and decoding using levelled books, library books and words they see in daily life.

Strategic Inquiry

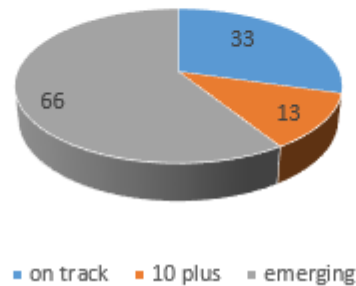
To what extent will a daily focus on phonemic awareness skills (letter blends and sounds) at each grade level reduce the number of students who are emerging in reading?

Data

Spring 2022

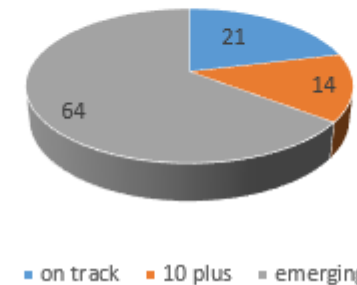
Progress of 17 Indigenous students who were emerging in reading

33% on track (5/15 students)
 13% increased +10 levels (2/15 students)
 66% still emerging (10/15 students)



Progress of 14 non-Indigenous students who were emerging in reading

21% on track (3/14 students)
 14% increased +10 levels (2/14 students)
 66% still emerging (9/14 students)



Strategic Targets and Measures

MEASUREMENT CYCLES	TARGET	KEY DATES	PROFESSIONAL LEARNING	SUPPORTING STRUCTURES
PM benchmark reading assessment fall, winter, spring. report card data	10 % growth in students from emerging to on-track.	Review PM results October 2022, February and May 2023 Interventions for emerging learners reviewed monthly at staff meetings, ELA tracking	Haggerty Literacy Program group, Science of Reading course	Collaboration blocks in like grade groups, Instructional rounds Monthly reflection and sharing at staff meetings

Strategic Priority | 3. Excellence in Teaching and Leadership

Goal

To develop a professional learning community where collaboration, peer-observation and team teaching are part of our school culture for professional learning.



Evidence Narrative

We want to purposefully create some structures and enhance our professional relationships and practice to observe one another, team-teach and collaborate to improve success for all learners.

Concept Focus

Teachers will plan for monthly, scheduled opportunities through collaboration time and instructional rounds to observe, ask curious questions and share strategies and interventions for student learning.

Strategic Inquiry

Will monthly collaborative observations increase staff capacity for whole school and individual numeracy and literacy strategies and interventions?

Strategic Targets and Measures

