



2023-2024

# SCHOOL SUCCESS PLAN

Windermere 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



Windermere Elementary School is a K -7 school located in the beautiful East Kootenay hamlet of Windermere, BC. WES is a part of School District #6 – Rocky Mountain.

With strong links to our community and beautiful Lake Windermere only minutes away, the rural setting of our school makes it a student centered, and connected place to learn.

Due to the size of our school, many of our classes are combined. WES staff has embraced this ongoing arrangement as an excellent means to provide inclusive education to our students. We work closely as a team to make decisions on how to best support students and our partners and outside agencies are an important part of the support we offer to students.

With a focus on collaboration, WES staff meet each month to review progress and plan for next steps in student growth. We use the School Success plan as a roadmap for assessing our strategies and needs for ongoing growth in the priority areas. The team analyzes all forms of data; ministry, district and school based. More specifically, student samples are examined monthly and used as evidence of where we are in achieving our goals set out in the School Success Plan.

The WES team is committed to ongoing professional growth in understanding how to best support the needs of our students.

Looking ahead to a connected and successful school year!

Ms. Keri Gust,  
Principal



# SCHOOL DEMOGRAPHICS

## Staff

10 Teachers  
5 Educational Assistants  
3 Support Staff

## Students

165 Students

## Grades

K-7





## MISSION

*Working together in a safe, caring environment, we will provide opportunities which encourage children to be the best they can be, to be socially responsible, and to become lifelong learners.*

## VISION

Limitless potential.



## VALUES



**Relationships:** Connections with the land, self, and others develops compassion, safety, and well-being.

**Equity:** Support and opportunity to reach potential.

**Integrity:** Honesty and responsibility in respect and care for others.

**Innovation:** Courageously pursue continuous growth.

**Curiosity:** Seek to understand/

# STRATEGIC PRIORITY ONE

Equity, Diversity, and  
Inclusion



Improve students' social responsibility skills



## Evidence Narrative

Many students are struggling with resolving peer conflict and this tells the team that we need to explicitly teach conflict resolution skills for students to practice.

Social Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. It focuses on interacting with others and the natural world in respectful and caring ways.



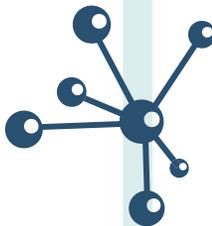
## Concept Focus



Student conflict resolution skills

## Strategic Inquiry

If teachers explicitly teach conflict resolution lessons through the “SEL Problem of the Week”, will students be able to resolve conflict peacefully and with less adult support?

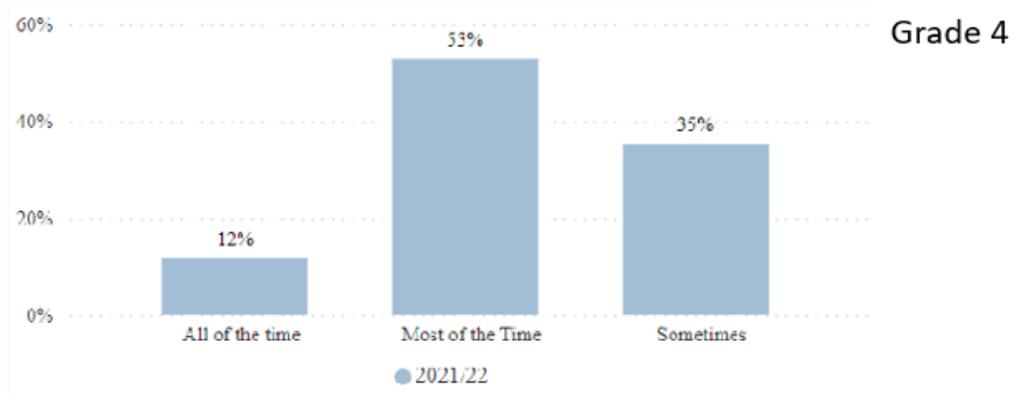


# DATA

What leads us to believe students need support with resolving conflict during unstructured times?

Questions from **Student Learning Survey (SLS)** demonstrate that more explicit teaching of Social emotional skills could support students K-7.

S51 - Do you work well with others on group projects? ∨



***Of note...***

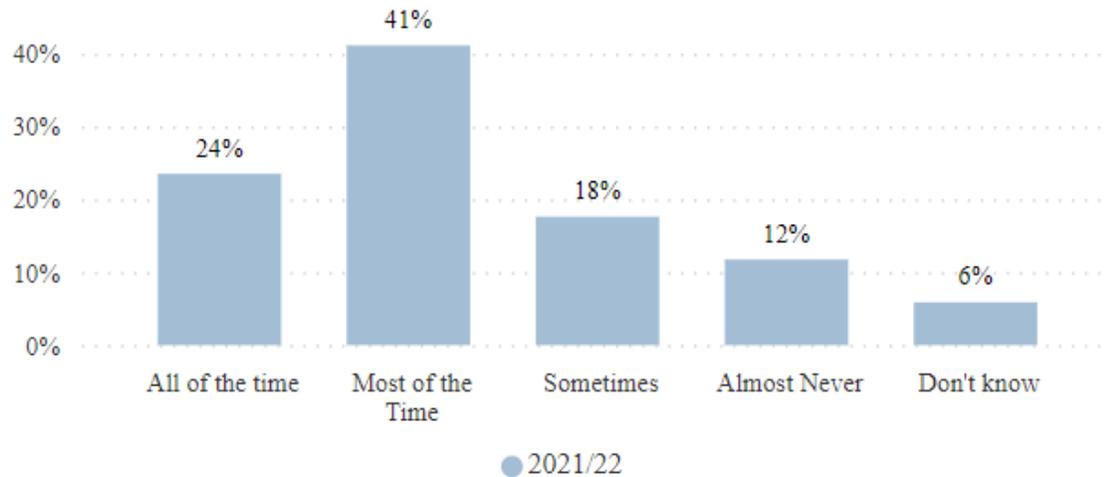
- Approximately a **third** of grade 4 students perceive a lack of cooperative/collaborative skill.



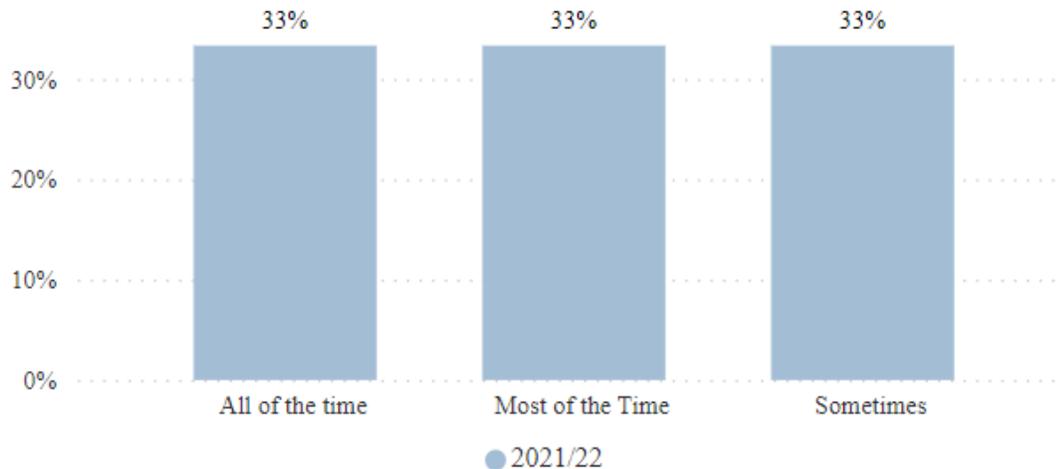
## S27 - Are you learning how to solve problems with others in peaceful ways?



### Grade 4



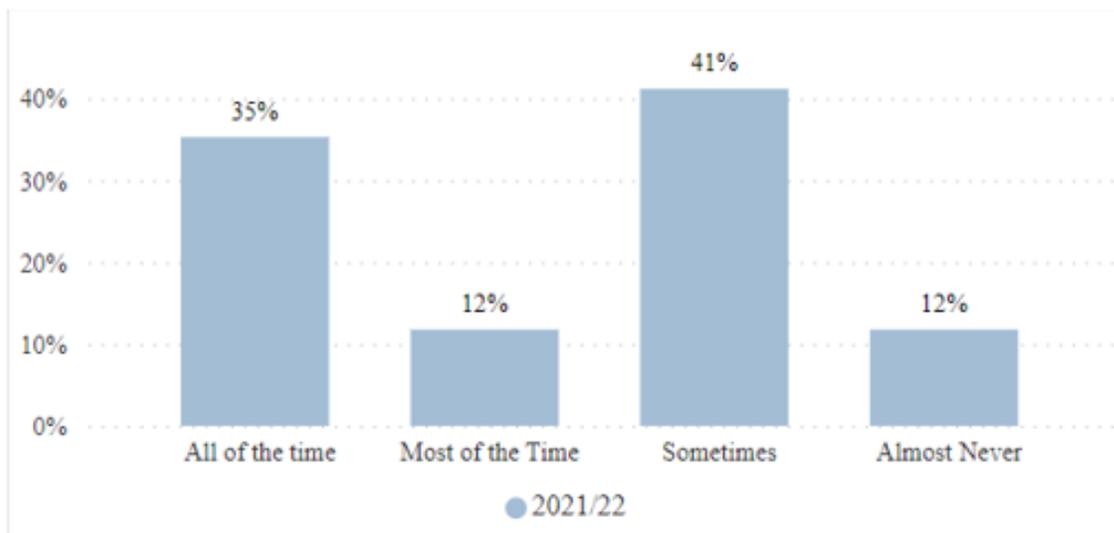
### Grade 7



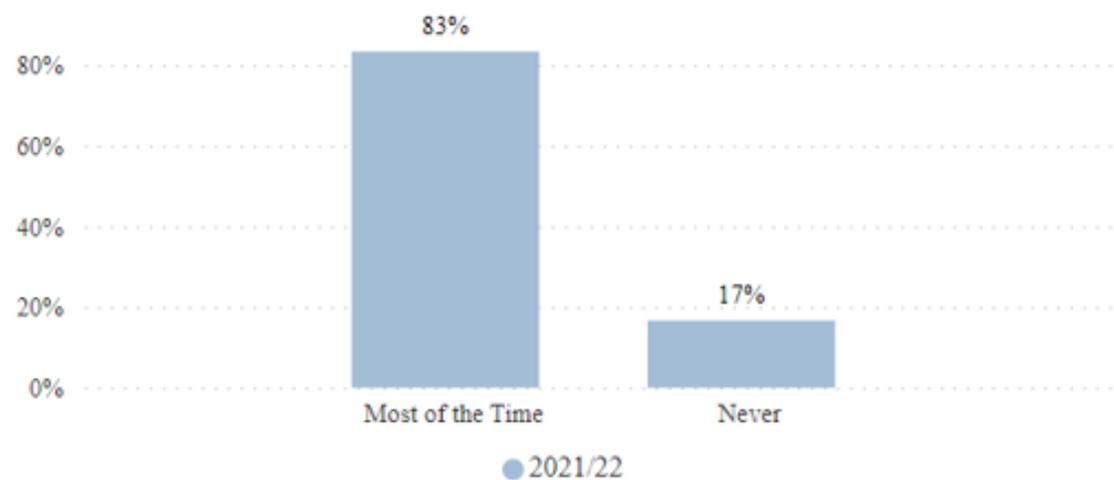
### *Of note...*

- Approximately a **third** of students perceive little to no deliberate teaching and reinforcement of strategies to problem solve in peaceful ways.

## S57 - Can you explain to others how you solve problems?



Grade 4



Grade 7

### *Of note...*

- Approximately 15% of students perceive an inability to articulate their problem-solving strategies.

## **Student Learning Survey - Grade 4**

Interesting to note: The first time that we see students respond 'Never' to the question: *'When you make a choice, do you think about how it might affect others?'* is in 2020-21.

2018 – 77% of students responded All, Most or Many Times. 0% of students responded Never or Almost Never

2019 – 100% of students responded All, Most or Many Times. 0% of students responded Never or Almost Never

2020- 100% of students responded All, Most or Many Times. 0% of students responded Never or Almost Never

2021 - First time a student has reported at WES that they Never or Almost Never think of how it may affect others when they make a choice.

2022 - Again, Never or Almost Never appears as a response by a WES student.

# DATA

## Data Collection throughout 2023-24 school year:

### 1. The Pillar Project – documentation of student behaviour referrals during unstructured times (recess)

SEL strategy – Weekly ‘problem of the week’ for classrooms to discuss and co-solve to develop their toolkit of conflict resolution strategies. These will come from student interactions during recess that staff collect throughout each week.

Data – Staff should see an increase in student ability to resolve conflict at school and in-class discussions using ‘problem of the week’ demonstrate that students have more strategies to use when solving conflict.

### 2. Office Referral Documentation: Collection of student behaviour incidents to use as baseline for improved conflict resolution skills during unstructured times.

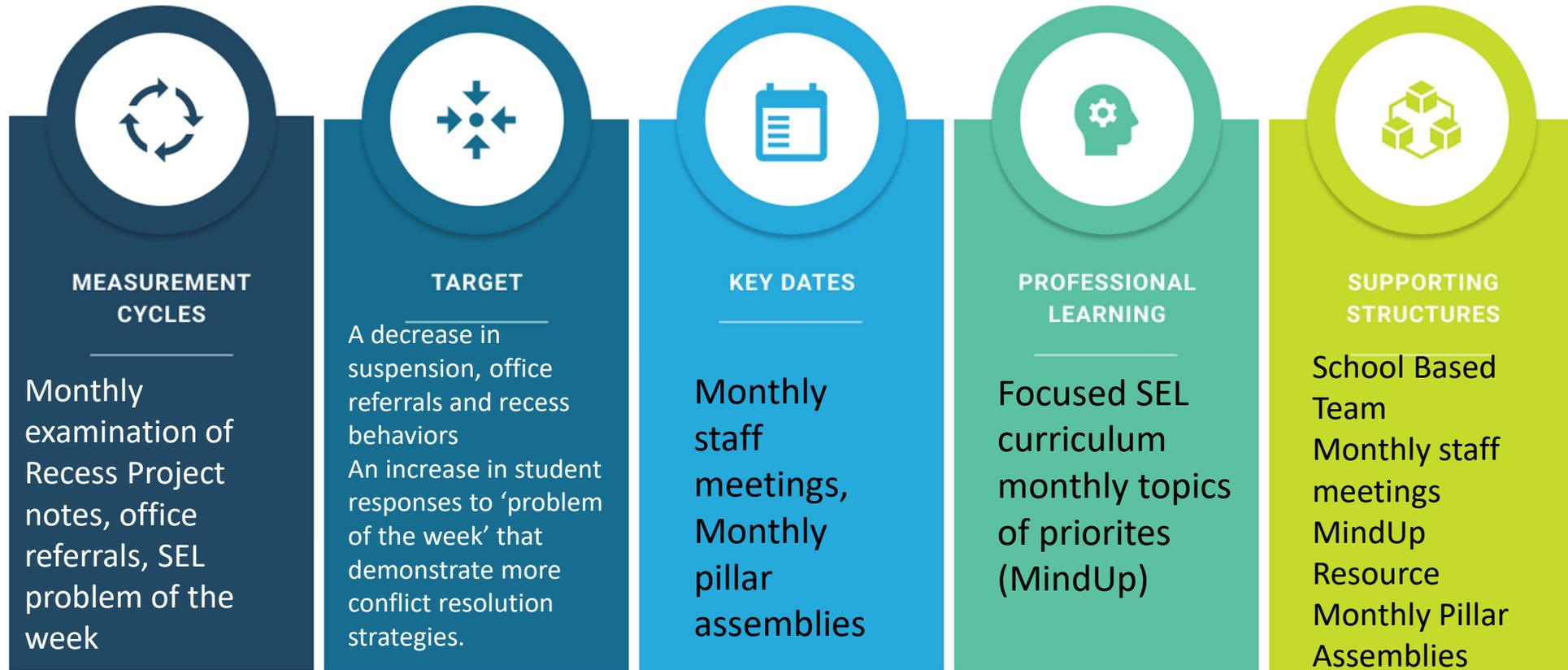
*\*Suspensions*

*\*Office referrals*

*\*Bus behaviour*



# TARGETS, MEASURES & SUPPORTS



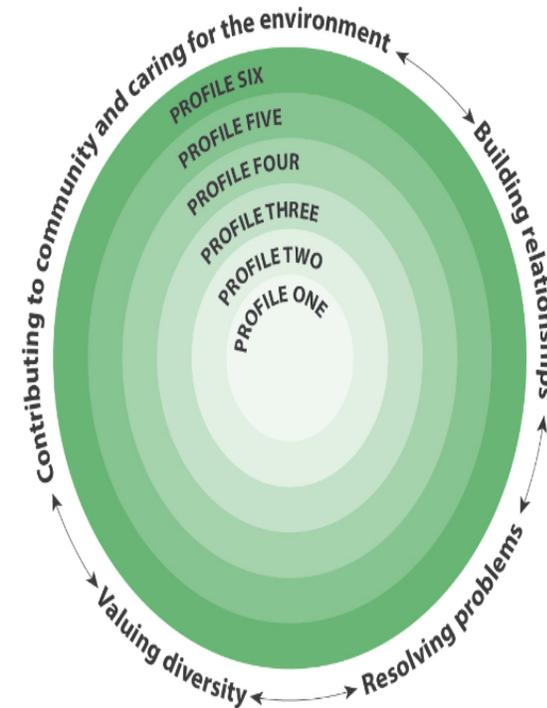
# LEARNING & STRATEGIC RESOURCES

## Social Awareness and Responsibility

Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.

People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging.

A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.



# LEARNING & STRATEGIC RESOURCES



- Monthly, School Wide, Social Emotional Learning focus embedded in situational understanding. Monthly Pillar Assemblies to learn and celebrate social emotional learning.
- Each week teachers will spend time ‘solving’ a recess issue to increase student strategies for resolving conflict.

September/October/November – Building Relationships - Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others’ needs and feelings and share their own in appropriate ways. They adjust their words and actions to care for their relationships.

December/January/February – Resolving Problems - Students identify and develop an appreciation for different perspectives on issues. They show empathy, disagree respectfully, and create space for others to use their voices. They generate, use, and evaluate strategies to resolve problems

March/April – Valuing Diversity - Students value diversity, defend human rights, advocate for issues, and interact ethically with others. They are inclusive in their language and behaviour and recognize that everyone has something to contribute. Their approach to inclusive relationships exemplifies commitment to developing positive communities.

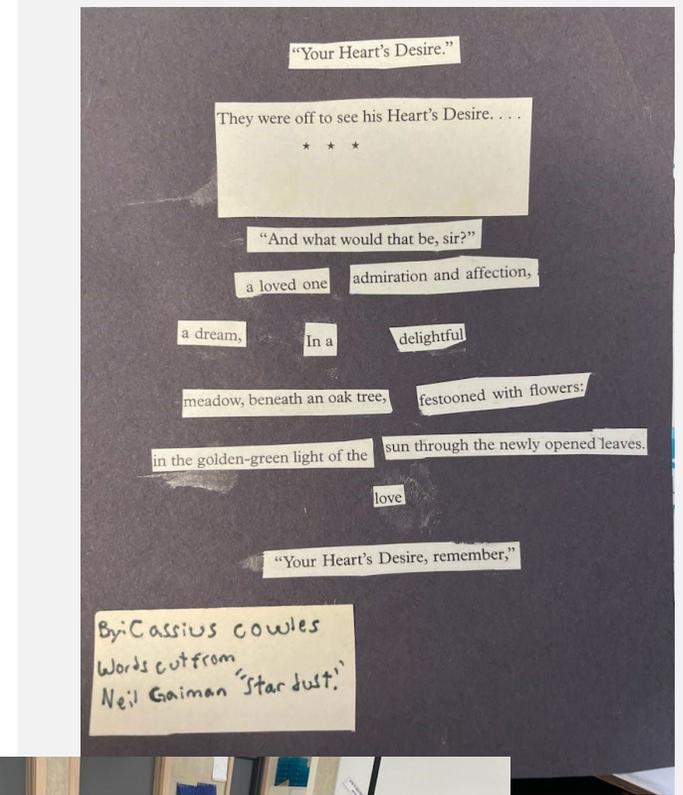
May/June – Caring for the Environment and Contributing to Community - Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the

# STRATEGIC PRIORITY TWO

Success for Each  
Learner



Literacy – Improve student reading comprehension



## Evidence Narrative

Benchmark assessments show that WES students are on track in reading and writing, but when asked to apply, interpret and create meaning, the team sees opportunity for growth in developing these skills



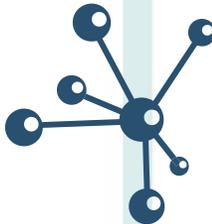
## Concept Focus

Make connections with self, text and world.



## Strategic Inquiry

If teachers collect reading comprehension samples from students, will the team see growth in reading comprehension samples at the end of the school year?



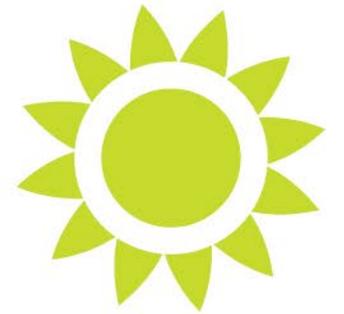
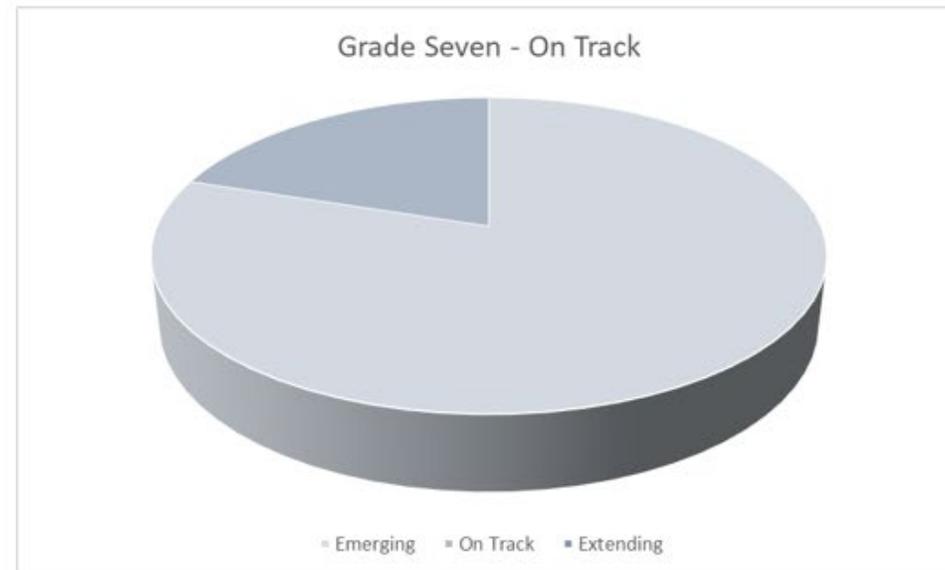
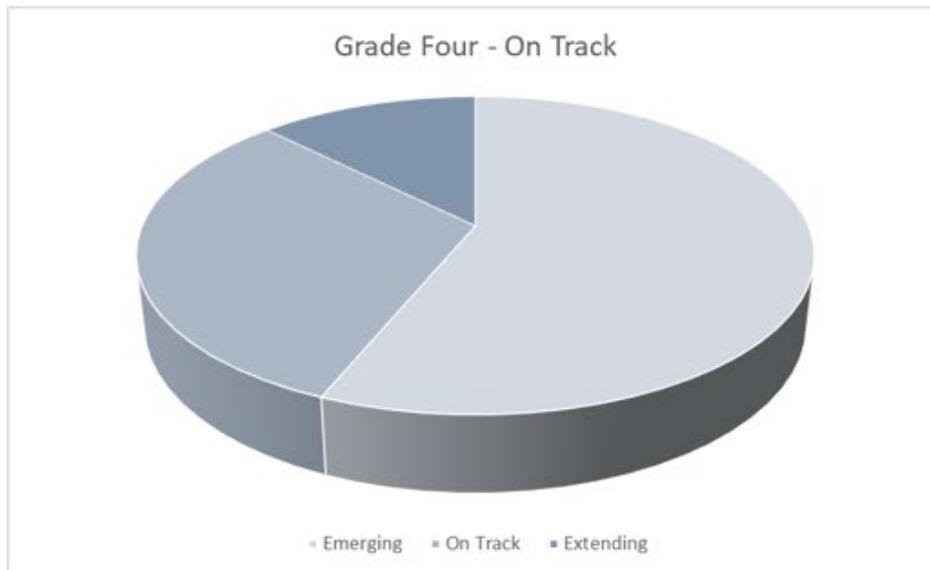
# DATA

What leads us to believe Comprehension is an area we need to further develop in students K-7?

FSA data shows us that WES students are On Track in literacy – they can read and write. When asked to demonstrate strategic and higher order thinking, WES students need support.

The graph below shows us that we have over half of grade 4 students with emerging literacy skills. In grade seven, three quarters of our students are demonstrating emerging literacy skills.

## WES On-Track



# DATA

Data Collection throughout the **2023-24** school year:

Student samples of comprehension collected throughout each month. These samples will be used at monthly staff meetings to note growth and plan for next steps.

Primary Exit Slip sample: Writing Journal – Draw a picture or write sentences

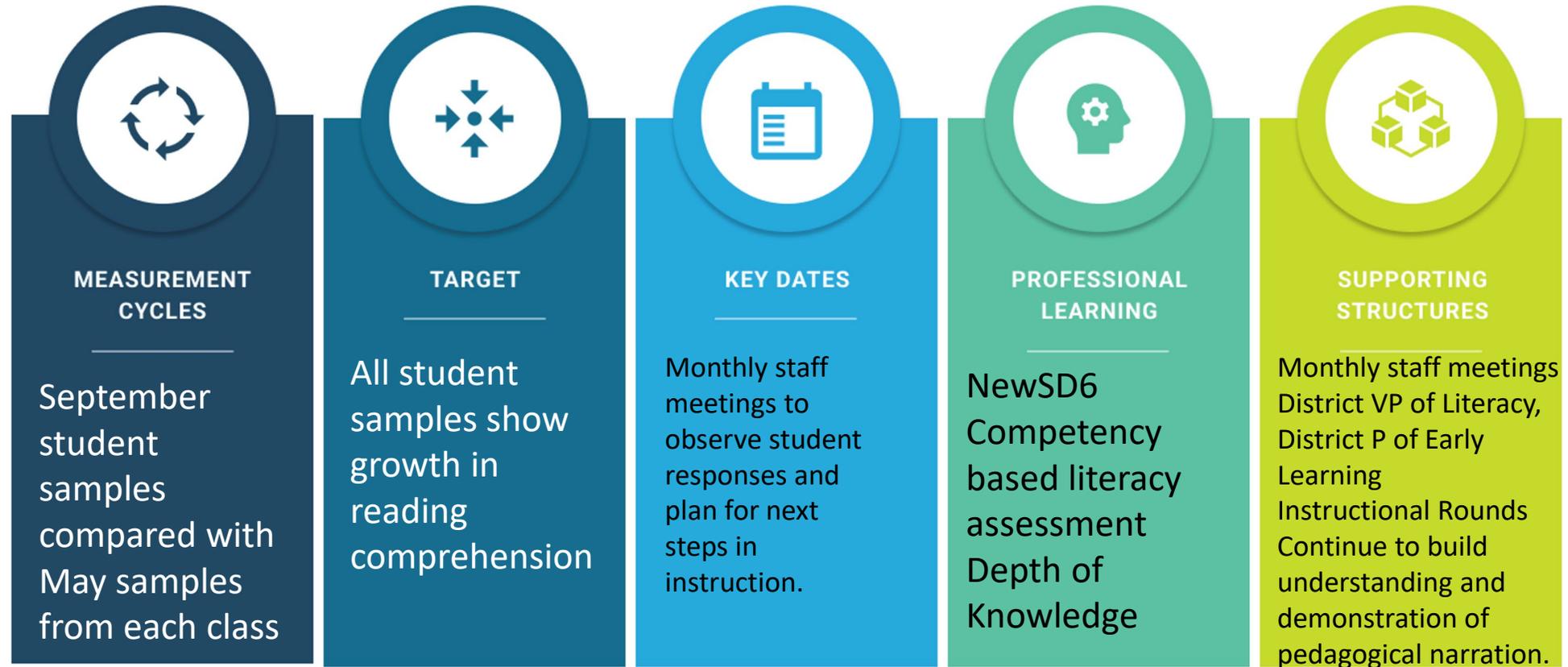
- One interesting thing about the story,
- One connection I made
- One question I have

Intermediate Exit Slip sample:

Name: Desmond		Date:
Criteria		
I can listen to the story and respond	3	<b>Three interesting things about the story:</b> <ul style="list-style-type: none"> <li>• It was interesting because it was all about dragons and knights and they fought each other. The bad dragons ate people</li> <li>• One dragon was a vegetarian he only ate vegetables and his name was Herb</li> <li>• The knights wanted to kill all the dragons and the dragons wanted to kill all the knights but then they made a deal and lived in peace forever</li> </ul>
I can make connections and use my background knowledge to show my understanding	2	<b>Two connections I made:</b> <ul style="list-style-type: none"> <li>• I was sad for Herb when the knights got him and tied him up because he was a nice dragon and he didn't do anything wrong. He just ate vegetables not people because he was a vegetarian. My Auntie Karen is a vegetarian</li> <li>• The bad dragon tries to get Herb to eat meat but Herb doesn't want to eat meat. This is like people are different. Some like eating meat and some don't like eating meat and everybody is different and that's ok.</li> </ul>
I can ask meaningful questions	1	<b>One question I have:</b> <ul style="list-style-type: none"> <li>• Why was Meathook so angry about Herb not eating meat?</li> </ul>



# TARGETS, MEASURES & SUPPORTS

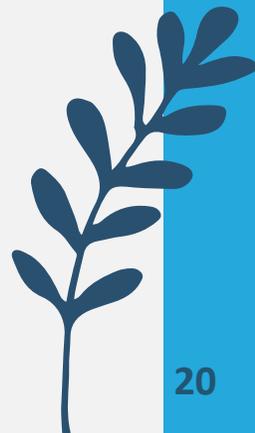


# STRATEGIC PRIORITY TWO

Success for Each  
Learner



Improve students' ability to solve numeracy tasks.



## Evidence Narrative

Benchmark assessments show that WES students are on track with understanding math facts, but when asked to apply, interpret and create meaning, the team sees opportunity for growth in developing these skills



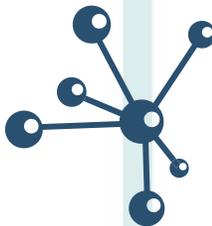
## Concept Focus



**Interpretation:** Building student skills in identifying and extracting relevant information in order to understand a task and solve it.

## Strategic Inquiry

If teachers teach strategies to support students completing numeracy tasks, will we see an increase in student achievement in solving math tasks from monthly student work samples?



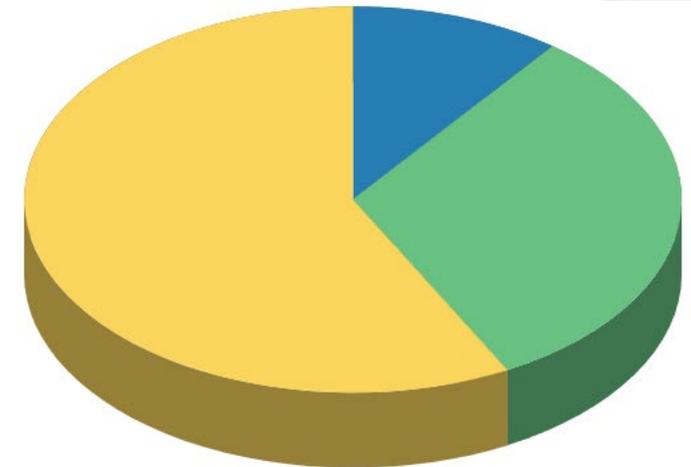
# DATA

## What leads us to believe we need to support students' ability to complete math tasks?

**SNAP (Student Numeracy Assessment and Practice)** Assessment results show the team that our students understand basic math facts.

- 1 – Blue
- 2 – Green
- 3 – Yellow

Less than a quarter of students are Emerging.  
Students struggle with higher level and strategic thinking in completing math tasks.



# DATA

## Data Collection throughout 2023-24 school year:

### Student growth samples

- Teachers will choose 3 students from each class in September to follow and collect evidence of growth in solving math tasks throughout the school year.
- Monthly staff discussions using these student samples compared against FSA samples (exemplars and past student work).
- At our March celebration of learning and student led conferences, these monthly artifacts of student growth in solving math tasks from September will be on display



# TARGETS, MEASURES & SUPPORTS



# LEARNING & STRATEGIC RESOURCES



## NUMERACY

INTERPRETS

Makes general connections (personal, or to similar problems) to understand the problem in context

Gathers relevant information from the presented problem to assist in solving it

Identifies all clearly defined parameters (factors and conditions that define the problem) needed to solve the problem

COMMUNICATES

Represents processes and solution by selecting and using reasonable tools (e.g., model, chart, map, table, graph, chart, array)

Describes their problem-solving approach, using familiar (previously seen or modelled) mathematical language (refer to Math curriculum)

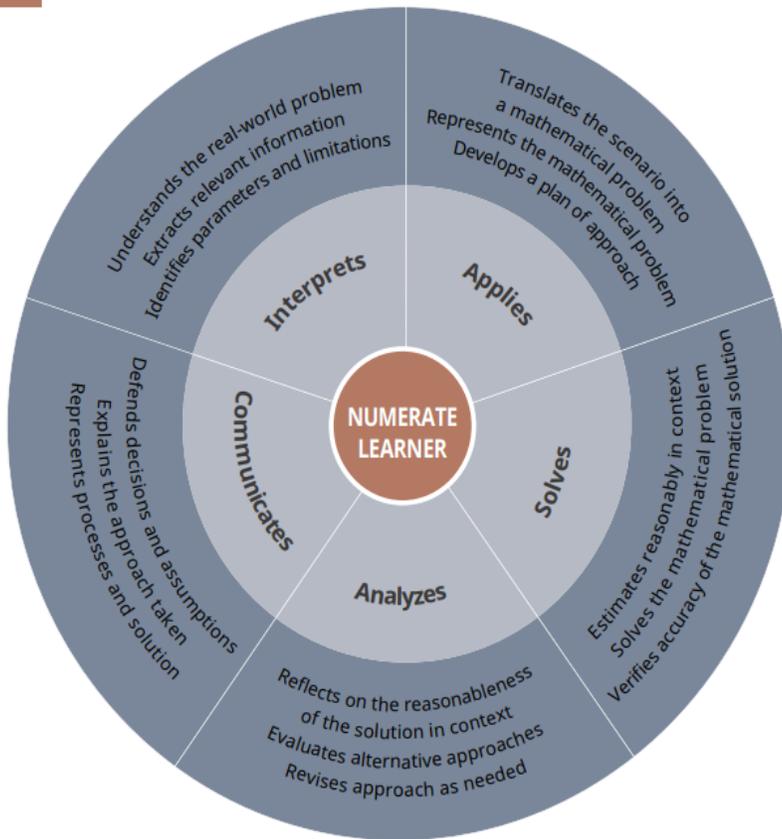
Explains their problem-solving decisions and supporting reasons

ANALYZES

Reflects on the reasonableness of a solution in relation to the original problem/scenario

Compares and contrasts alternative approaches (own approach, peer- or teacher-driven approach)

Identifies and experiments with an alternative approach to solve the problem



## GRADE 4

APPLIES

Applies the mathematical understanding (refer to Math curriculum) needed to partially translate a familiar scenario into a mathematical problem

Represents the mathematical problem, using concrete materials, diagrams, and/or some familiar (previously seen or modelled) equations

Develops a sequence of steps that applies familiar (previously seen or modelled) mathematical tools and/or strategies

SOLVES

Estimates reasonably within identified parameters, using benchmarks (e.g., up to 10 000, fractions, decimals, distance, colour, rhythm, pattern) and information from the scenario

Finds a solution by applying familiar mathematical tools and/or strategies (e.g., equations, play, concrete materials, models)

Verifies the accuracy of their solution, using reasonable estimates and other familiar (previously seen or modelled) mathematical strategies

- Marian Small resource 'Do They Really Understand?'
- Continue with How Many Ways to communicate math thinking in many ways.
- Fall ProD – Kristin Insull, District Vice Principal of Numeracy – staff support
- Grade Level Proficiency Descriptors
  - Focus on Interpretation
  - K-3 – diagrams, pictures, manipulatives
  - Tables, graphs, arrays, equations

# STRATEGIC PRIORITY THREE

Growing Capacity of Self and  
Others



**Goal**

Improve the frequency and quality of collaboration



## Evidence Narrative

The team has found it effective to work collaboratively on collecting student work samples and using student data to address student's learning and social-emotional needs through increased collaborative opportunities this past year. This has created a team environment where teacher teams want to continue to pursue collaboration problem solving in addressing student needs.



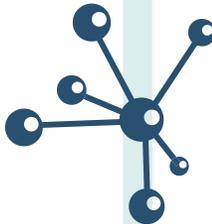
## Concept Focus

Collaborative analysis of student evidence of learning to inform instruction



## Strategic Inquiry

If all staff engage monthly in collaborative analyses of teacher samples of instructional design, will the team report more frequent, quality collaborative meetings?



# DATA

- Teachers believe in working together to examine student work samples and then create next steps for learning
- Teachers want to create learning structures that start in Kindergarten and continue throughout primary and intermediate grades.
- Teachers are embracing Instructional Rounds and want to observe more in other classrooms, and in other schools in the zone.



# TARGETS, MEASURES & SUPPORTS



# STRATEGIC PRIORITY FOUR

Stewardship for the  
Future

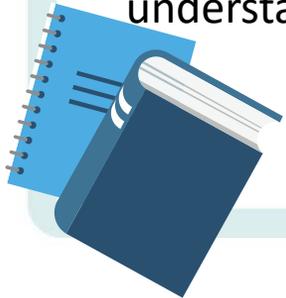


Deepen our collective understanding of Indigenous Peoples perspectives



## Evidence Narrative

After Season One of Reconciliation Education, staff have a stronger foundation of understanding Indigenous history. The team's commitment is to embed Indigenous perspective into our daily lessons because of our increased foundational understanding.



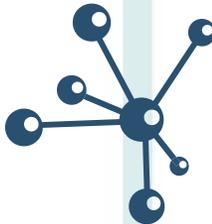
## Concept Focus

Increase our understanding about Indigenous perspectives and ways of knowing.



## Strategic Inquiry

If teachers routinely include Indigenous content and perspectives in planning and instruction, will students' demonstrate improved understanding of, and appreciation for, Indigenous People?



# DATA

Teachers found that Season One was rich and full of foundational information on Indigenous perspective and history.

Teachers fully embrace First Peoples Principles of Learning and can sometimes confidently embed these principles in their learning activities and classroom conversations. More understanding and ‘unlearning’ needs to be a priority to ensure teaching of Indigenous ways in a way that would move Truth and Reconciliation forward and that becomes a part of daily instructional design.

Jenna Jasek, co-founder of this initiative, and VP for Indigenous Learning and Equity for Rocky Mountain School District No. 6, shared that “Hearing Indigenous People’s voices and personal experiences is hugely impactful and validates the urgency of Truth and Reconciliation and putting the 94 Calls of Action, into action.”

A focus on ongoing partnerships with Indigenous local knowledge keepers and elders to ensure Indigenous voice is reflected in our learning activities is a priority.



# TARGETS, MEASURES & SUPPORTS



# LEARNING & STRATEGIC RESOURCES

4 Seasons of Truth and Reconciliation:

Season 2 - Whole staff commitment for 2023-24



On site staff learning during August Professional Development days at St. Eugene's to uncover Indigenous culture and history as the site was reclaimed and is proudly owned by the Ktunaxa Nation.

