



June 1, 2025

# **SCHOOL SUCCESS PLAN**

Marysville Elementary School



# SCHOOL SUCCESS PLAN

## Marysville Elementary School



### 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 2025-2026 school year.

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

We welcome everyone!

Stacy DeCosse, Principal



# SCHOOL SUCCESS PLAN

Marysville Elementary School



## SCHOOL DEMOGRAPHICS

### Staff

- 8 Classroom teachers
- 1 Learning Services Teacher
- 1 Teacher-librarian
- 4 Education Assistants
- 1 part-time Indigenous Education Student Support Worker
- 1 Youth Care Worker
- 1 Admin Assistant
- 1 Principal

### Students

- 158 students
- 21 students with Indigenous heritage

### Grades

- Kindergarten – 19
- Kindergarten - 15
- Grade 1/2 – 12/7
- Grade 1/2 – 14/7
- Grade 2 - 22
- Grade 2/3 – 12/8
- Grade 2/3 – 11/10
- Grade 3 - 22





# SCHOOL SUCCESS PLAN

Marysville Elementary School



## 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

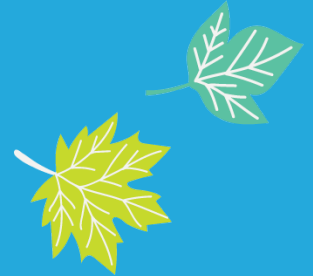
We create an environment where students feel welcome, valued and heard.

### 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



# SCHOOL SUCCESS PLAN

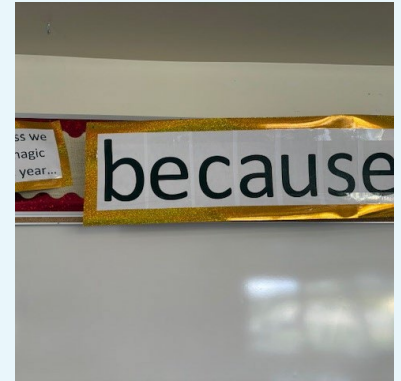
## Marysville Elementary School



### THEMATIC NARRATIVE

Our staff reviews data at each staff meeting. We work with the BC Learning Pathways 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. Staff reviewed data from district assessments, provincial assessments, classroom evidence and report card marks to notice trends and areas for focus.

In considering a single goal for the next year, we reflected on how powerful our goal of justifying thinking has been. We would like to focus on communicating thinking.



Teachers shared evidence of student learning each month, and over the course of the year we saw that students became more confident and descriptive when adding “because” to their answers. One example is in September a student said “ $50 + 7$  is 57 because that is what it is when you add.” Then, in May, their answer was “ $25 + 25 + 25 - 10 - 5 - 3$  is 57 **because** three 25’s is 75, which is more than 57.” Children developed their communication skills and expanded their understanding by listening to the justification of others. It’s for this reason we want to continue with this goal for a second year. We will use this strategy to help students synthesize information as well. For example, “I think these two strategies work for this task because\_\_\_\_\_, but this other strategy wouldn’t because \_\_\_\_.” We see from the grade 4 FSA results that students need more experience in this area.

The parent community consultation group also agreed. Parents shared that their children seemed better at communicating their thinking when the parent prompted them using the word “because...”. Parents appreciated hearing the thinking behind some of the answers they got at home, even about something as simple as, “How was your day?”.

### Goal

To improve student communication of thinking through justification. (eg. I think “this” because...).



# SCHOOL SUCCESS PLAN

## Marysville Elementary School



### EQUITY, DIVERSITY AND INCLUSION

To improve student communication of thinking through justification. (eg. I think "this" because...).

#### Inquiry

If we use physical and health education class (which is being taught by one teacher for all grades this year) as a place to build inclusion through play, will we see more inclusion in play at unstructured times like lunch and recess?

#### Action

We will teach why we include others, how we include others and share examples of inclusion during Physical and Health Education class each week. For example, "My behaviour shows inclusion because..."

#### Data and Monitoring

We have found that inclusion is more natural to kindergarten and grade 1 students. Sometimes grade 2 and 3 have more incidences of feeling excluded. During our fall survey, most kids in K/1 felt included, but the 2s and 3s had a higher incident of reporting feeling left out sometimes. Out of the 93 gr 2/3s, 10 kids in the fall and 5 kids in the spring reported that they sometimes don't feel included. We want to teach inclusion strategies during PHE class to increase understanding of our role in including others.

Student survey fall and spring, 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...





# SCHOOL SUCCESS PLAN

## Marysville Elementary School



### SUCCESS FOR EACH LEARNER

To improve student communication of thinking through justification. (eg. I think "this" because...).

#### Inquiry

Will teaching sharing thinking during math tasks improve understanding (conceptual knowledge) ?

#### Action

Teachers will teach and model justifying during 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 and defend their decisions, strategies, and answers in math.

In the fall of this year, 50% of students in grades 1 – 3 were on-track on our district numeracy assessment. That number increase to 77% 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) with the SNAP assessment tool and we will share student samples at each monthly staff meeting.



# SCHOOL SUCCESS PLAN

## Marysville Elementary School



### GROWING CAPACITY OF SELF AND OTHERS

To improve student communication of thinking through justification. (eg. I think "this" because...).

#### Inquiry

Will learning about math task design create capacity in staff to use their own math tasks more often?

#### Action

Teachers will learn to design math tasks to put into a bank for future use.

#### Data and Monitoring

This year the spring staff survey regarding collaboration noted that teachers tried new strategies when teaching math tasks and they used math tasks in their teaching more often than in the past. One teacher said, "I love how engaged the students are during math tasks! I just need to get better at asking questions during the task to stretch their thinking." Another said, "Once you've written the task, the only planning is what kinds of questions you ask to those kids who are ready for a challenge." We want to shift our collaboration this year to focus on designing tasks with extension questions.

- Staff survey, twice a year:
- What is your comfort with designing math tasks on your own? (scale of 1 – 10)
- What is your comfort with writing extension questions for tasks? (scale of 1 – 10)
- How do your tasks provide opportunities for students to communicate their thinking, decisions, strategies and answers?





# SCHOOL SUCCESS PLAN

## Marysville Elementary School



### STEWARDSHIP FOR THE FUTURE

To improve student communication of thinking through justification. (eg. I think "this" because...).

#### Inquiry

Will students better understand the importance of Indigenous perspectives if they are taught to create and understand land acknowledgements?

#### Action

Teachers will teach students about land acknowledgements, how and why we have them, and students will share these at morning announcements and assemblies for the whole school.

#### Data and Monitoring

In 2024/2025, the grade 3 classes focused on creating land acknowledgements that they shared at monthly assemblies. The teachers and our Indigenous Education Worker noticed that students grew in their reasons for why we do acknowledgements and, in their ability, to create their own acknowledgements. We want to survey students to track their progress on understanding connecting to the land and Indigenous perspectives through this action.

Student survey twice a year.

- It is important to feel connected to this land because...
- I think we do land acknowledgement because...
- Indigenous people are/were/have always been stewards of the land – I think this means \_\_\_\_\_ because \_\_\_\_\_.

