



June 2025

SCHOOL SUCCESS PLAN

Windermere Elementary School



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PRINCIPAL MESSAGE

Windermere Elementary School (WES) is a K–7 school nestled in the scenic East Kootenay community of Windermere, British Columbia. As part of School District No. 6 – Rocky Mountain, we are privileged to live, learn, and grow on the traditional and unceded territories of the Ktunaxa and Shuswap Peoples. With strong ties to our local community and the natural beauty of Lake Windermere just minutes away, our rural setting provides a rich and student-centered environment for learning and connection.

Due to our school's size, many classes are organized in multi-age groupings. Our staff embraces this structure as an opportunity to foster inclusive education and personalized learning. Collaboration is at the heart of our approach: we work closely as a unified team, alongside families, community partners, and outside agencies, to ensure every student receives the support they need to thrive.

Each month, the WES team meets to review student progress and plan purposeful next steps. Guided by our School Success Plan, we use data from a variety of sources—ministry, district, and school-based—to inform decision-making and prioritize areas for growth. As professionals committed to continuous learning, we are dedicated to refining our practices to best meet the evolving needs of our students. We look forward to a successful and connected year ahead.

Warm regards,

Ms. Keri Gust
Principal, Windermere Elementary School.



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SCHOOL DEMOGRAPHICS

Staff

- 10 Classroom teachers
- 1 Learning Services Teacher
- 1 Teacher-librarian
- 6 Education Assistants
- 1 Indigenous Education Student Support Worker
- 1 Youth Care Worker/Nutrition Lead
- 1 Admin Assistant
- 1 Principal



Students

- 170 students
- 36 Indigenous students
- 3 English language learners

Grades

- Kindergarten - 18
- Grade 1 - 32
- Grade 2 - 22
- Grade 3 - 23
- Grade 4 - 19
- Grade 5 - 16
- Grade 6 - 16
- Grade 7 - 22



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VISION

A safe place to grow and learn.

MISSION

To build a connected community of resilient, engaged learners.

VALUES

Safety

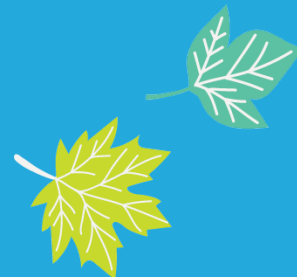
Safe to take risks and be challenged

Perseverance

The I CAN DO IT spirit

Curiosity and Joy

In learning and being



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THEMATIC NARRATIVE

Building Clarity, Confidence, and Connection Through Shared Success Criteria

During the 2024–2025 school year, the WES team focused on strengthening student learning by emphasizing clarity in expectations and next steps across all areas of student life. A core strategy was the consistent use and verbalization of success criteria by staff, enabling students to better understand what quality work looks like and how to get there. This approach empowered learners, giving them increased agency and motivation. As students began to recognize where they were in their learning journey, they showed more interest and initiative in reaching the next level.

Teachers intentionally embedded language from the BC Proficiency Scale into daily classroom routines and assessment conversations. This shift supported a culture where learning was seen as a continuum rather than a fixed outcome. Phrases like "This work is still developing—what would make it proficient?" became common in both classroom feedback and parent-teacher conferences, helping students and families engage in meaningful, growth-oriented dialogue.

Family engagement also improved as educators modeled the use of proficiency language, making expectations more transparent. Parents and guardians reported a better understanding of their child's learning progress and how to support it at home. Engagement with parents through monthly PAC meetings encouraged WES staff to continue our efforts as parents felt more connected to the learning goals for their children.

Collaboration remained a cornerstone of Windermere's success. Staff met monthly for Student Support Meetings, where they collectively analyzed student data and planned both universal and targeted supports in the areas of literacy, numeracy, and social-emotional learning (SEL). These meetings provided a structured space for reflection and responsive action. Out of this collaboration emerged our school goals, grounded in the real-time needs observed in classrooms.

Looking forward, staff have emphasized the importance of maintaining consistency in support structures and regular, formative assessment practices to guide instruction. Our school community remains committed to fostering a learning environment where students feel supported, challenged, and understood—one where every learner knows what success looks like and believes they can achieve it.

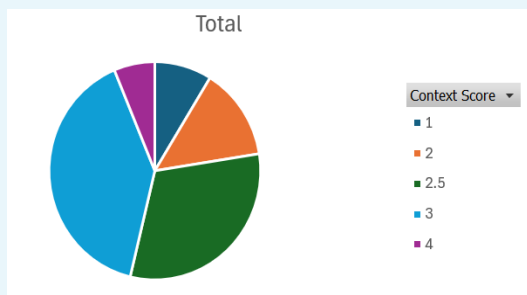


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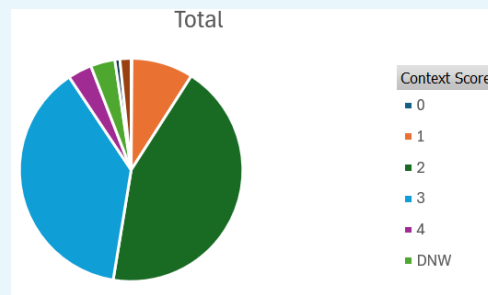
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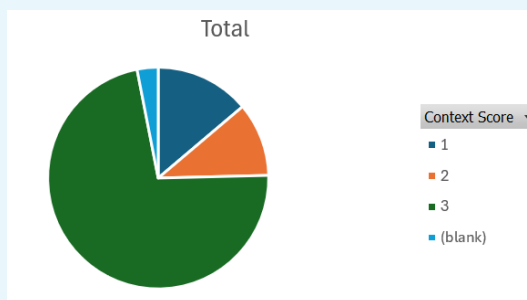
District Wide Write Spring 2025:



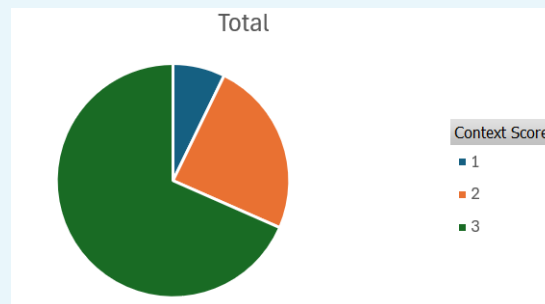
PBLA Spring 2025:



PM Benchmark Spring 2025:



SNAP Spring 2025:



Compared to Fall 2024, our Spring 2025 data shows notable growth in the following areas:

1. In our district wide write assessment, data showed us that 54% of students grade 1-3 were not proficient in writing at grade level. By spring, that number shrunk to 24%.
2. Our numeracy benchmark (SNAP) data shows us that by Spring, 70% of our students were achieving the highest level in this assessment, which was growth from 48% in October.
3. Our reading benchmark showed tremendous growth in students moving from emerging (1) to proficient (3). In October, 41% of students were emerging and in May, that was reduced to 14% emerging.





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As our focus on success criteria became embedded in classroom practice, it became clear that students not only needed to understand what success looks like, but also how to move toward it in real time. This insight naturally led us to examine our assessment practices more closely—specifically, the role of descriptive feedback in guiding learning. As a staff, we recognized that timely, clear, and actionable feedback is a critical next step in deepening student understanding and ownership of their learning journey.

Goal

If the WES team consistently provide timely and descriptive feedback aligned with learning intentions and success criteria, then students will develop a deeper understanding of their progress and be better equipped to take meaningful next steps in their learning, which will continue to improve student achievement.





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EQUITY, DIVERSITY AND INCLUSION

If the WES team consistently provide timely and descriptive feedback aligned with learning intentions and success criteria, then students will develop a deeper understanding of their progress and be better equipped to take meaningful next steps in their learning, which will continue to improve student achievement.

Inquiry

Will implementing a literacy screening assessment for all students improve our universal and targeted intervention student outcomes?

Action

1. Use universal screeners to identify and support underserved students at risk of falling behind in literacy, with scheduled, consistent progress monitoring.
2. Ensure all small-group literacy interventions are data-driven and inclusive with training provided to teachers and EAs working with intervention.

Data and Monitoring

1. Monthly Student Support meetings - teachers discuss student growth through examination of classroom samples, screener information etc.
2. Progress monitoring - monthly reassessing to ensure support is working.





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SUCCESS FOR EACH LEARNER

If the WES team consistently provide timely and descriptive feedback aligned with learning intentions and success criteria, then students will develop a deeper understanding of their progress and be better equipped to take meaningful next steps in their learning, which will continue to improve student achievement.

Inquiry

If the team provides students with descriptive feedback based on success criteria, we will see improved student learning.

Action

1. Use monthly Student Support Meetings to collaboratively examine benchmark and screening data to monitor student achievement and identify areas requiring responsive instructional strategies.
2. Teachers, in collaborative groups, embed descriptive feedback practices into formative assessment across all subject areas.
3. Encourage the use of student self-assessment and peer feedback aligned with success criteria to deepen student ownership of learning.

Data and Monitoring

1. Analyze benchmark data, classroom assessments, screeners, student exemplars, and report card comments monthly to evaluate the impact of feedback practices on student progress.
2. Monitor trends in student reflection and engagement to assess the effectiveness of descriptive feedback in fostering learner agency.
3. Use team reflections and collaborative planning time to adjust instructional strategies based on emerging data.



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GROWING CAPACITY OF SELF AND OTHERS

If the WES team consistently provide timely and descriptive feedback aligned with learning intentions and success criteria, then students will develop a deeper understanding of their progress and be better equipped to take meaningful next steps in their learning, which will continue to improve student achievement

Inquiry

If staff attend assessment professional learning activities throughout the school year, we will see our student achievement increase.

Action

1. Provide Pro-D and collaborative planning time focused on data literacy and assessment interpretation.
2. Continue to meet in collaborative teams to review data, assessments and supports together

Data and Monitoring

1. Collaborative team planning
2. Student Support meetings - Monthly staff check-ins include data-informed instructional discussions
3. Staff reflections (beginning and end of year)



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STEWARDSHIP FOR THE FUTURE

If the WES team consistently provide timely and descriptive feedback aligned with learning intentions and success criteria, then students will develop a deeper understanding of their progress and be better equipped to take meaningful next steps in their learning, which will continue to improve student achievement

Inquiry

If students engage in field studies with community partners focused on environmental action, and reflect on their learning experiences, then they will deepen their understanding of how local efforts contribute to a climate-healthy future and recognize their own role as stewards of the environment.

Action

1. All classes will plan experiential learning opportunities for students to understand what the criteria would be for creating a healthy climate action plan. They will then journal their reflections.
2. Teachers will share reflections at Student Support meetings monthly.

Data and Monitoring

1. Document learning through photo displays, journals, or digital portfolios. Showcase at Open House in March.
2. Celebrate student work in assemblies, newsletters, or student-led presentations.
3. Monthly student support meetings - teacher sharing of student reflections should show growth.

