



**ROCKY
MOUNTAIN**
School District #6



WINDERMERE ELEMENTARY SPSS

June 30, 2021



PRINCIPAL MESSAGE

Located in the beautiful East Kootenay hamlet of Windermere, BC, Windermere Elementary School (WES) is a part of School District #6 – Rocky Mountain. WES functions day to day in conjunction with our School Pillars. This makes WES a safe and organized place to learn for **ALL** students of **ALL** backgrounds:

*At Windermere Elementary School
We take care of others
We take care of ourselves
We take care of this place*

WES is a K-7 school and with that there comes a lot of advantages. Students learn to grow within the school and the community over a long period of time. Relationships are strongly built and longstanding. We know our students well at WES because we operate and treat our students like a family. With strong links to our community stakeholders and beautiful Lake Windermere only minutes away, the rural setting of our school makes it a connected and exceptional 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 diversified education to our students. At WES, we meet students where they are at educationally, socially, and emotionally regardless of their grade.





SCHOOL DEMOGRAPHICS

Windermere Elementary School
4747 Government Street, Windermere, BC

NUMBER OF
STAFF

15

NUMBER OF
STUDENTS

149

GRADE
CONFIGURATIONS

K-7



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

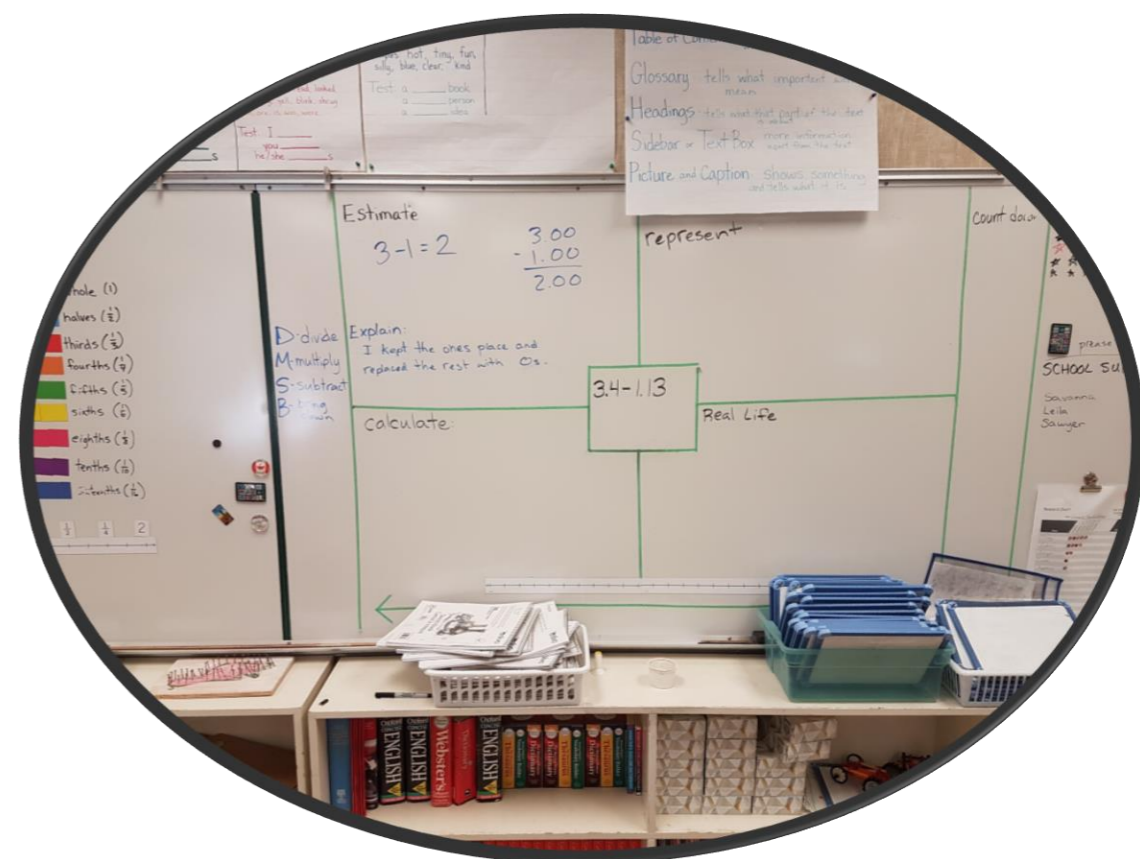
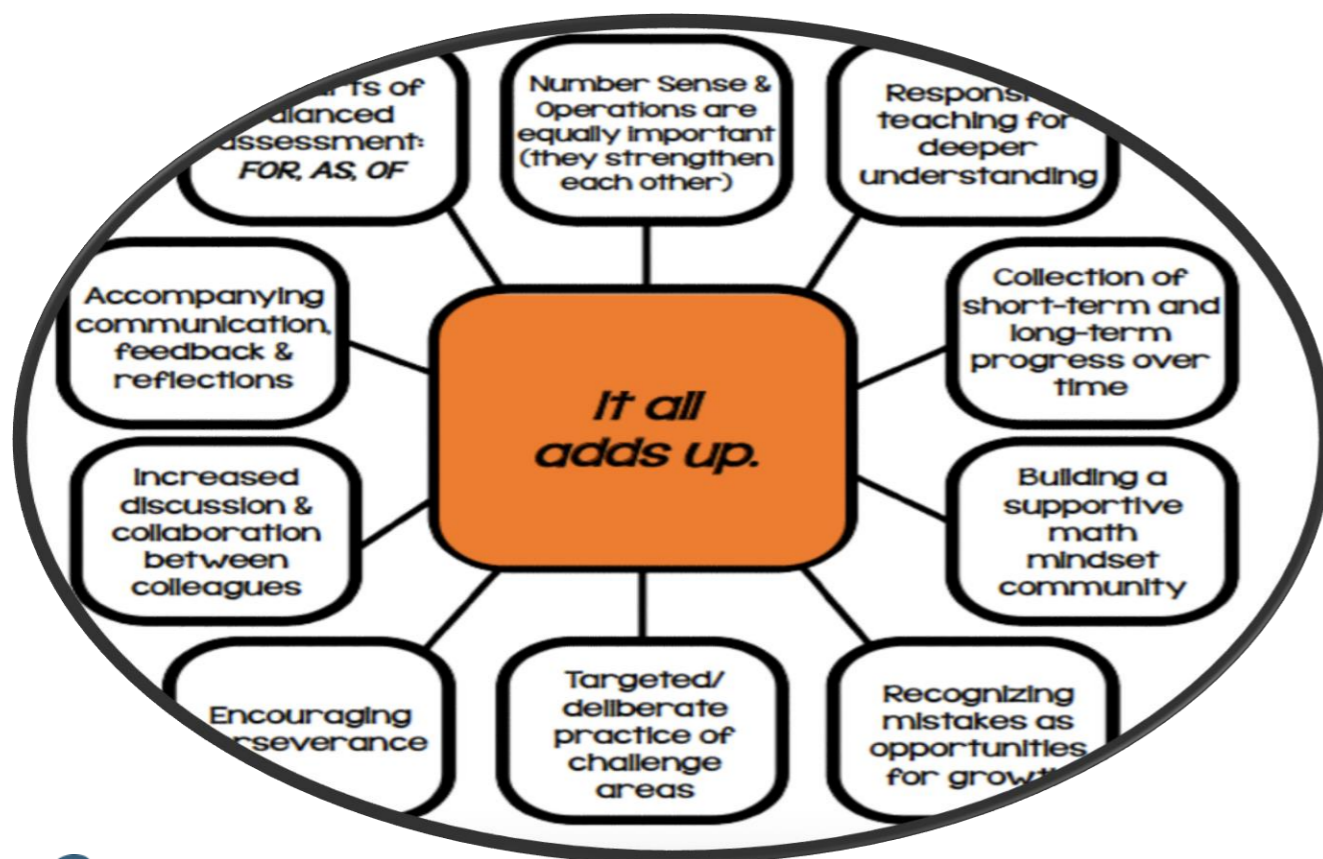
We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.

NUMERACY

SNAP – Numeracy Assessment

Though we are still in the beginning stages of learning more about the impact of the SNAP assessment, the WES staff has very much bought in. Teachers are actively using the SNAP in their classrooms to determine areas for growth and focus for instructional next steps.

Staff were released to anchor mark this May/June to examine assessment scores and determine if there were consistent trends across our school. The information that we have started to gather to building a data-based narrative will be described below. The WES staff is looking forward to learning more about the SNAP for next year.



STRATEGIC PRIORITY ONE



Equity and Inclusion



GOAL

To enhance equity and inclusion at Windermere Elementary.



STRATEGIC PRIORITY ONE

Equity and Inclusion

STRATEGIC NARRATIVE:

WES staff know that in order for students to learn, they must first feel secure, a sense of belonging and inclusion. This directs us to begin exploring ways to increase belonging in the physical learning environment.

STRATEGIC FOCUS(ES):

The focus for this priority will be to address areas of the school where students feel safety and belonging.

STRATEGIC INQUIRY:

Will the establishment of a “Welcome” space lead to students reporting greater sense of belonging, inclusion and feeling welcome at Windermere.



STRATEGIC TARGETS AND MEASURES



STRATEGIC PRIORITY TWO



Success for all learners



GOAL #1 – LITERACY

Students will increase their writing achievement.

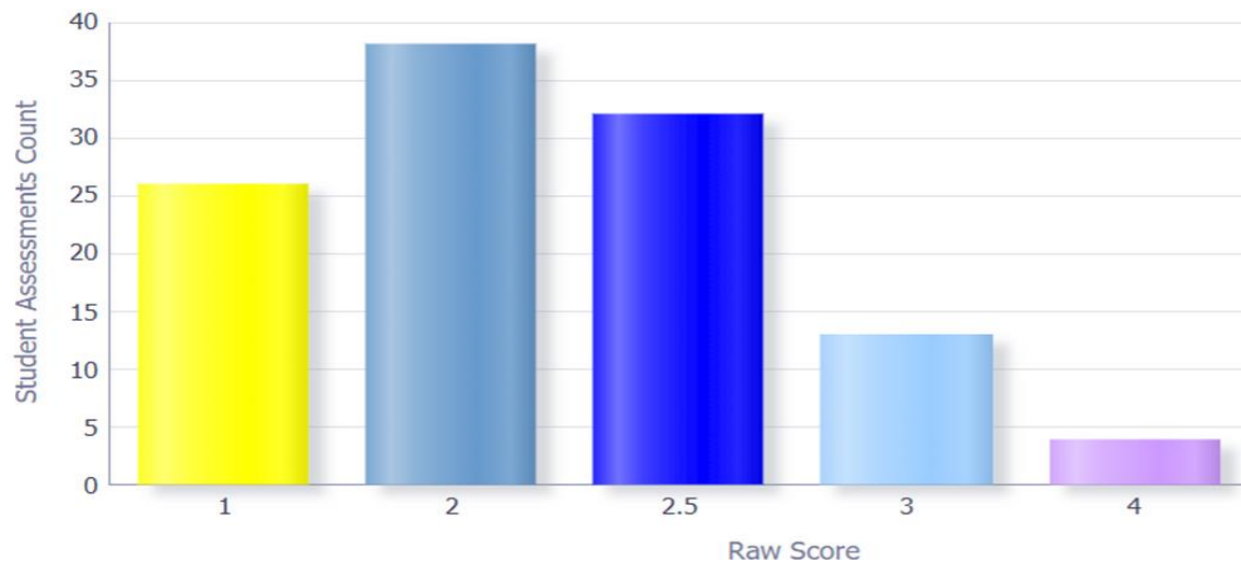


DISTRICT WIDE WRITES- HIGHLIGHTS

Through various interventions and supportive strategies, you can see how our scores have shifted in a positive direction at the end of the year.

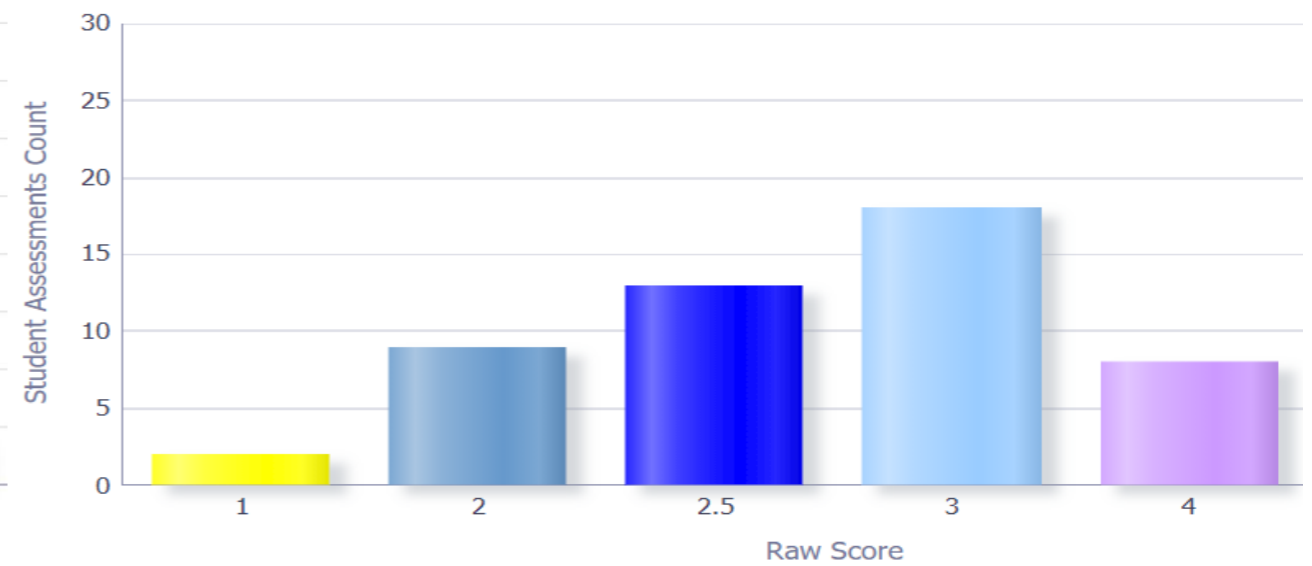
FALL DWW Gr. 1-3

Student Assessments Count



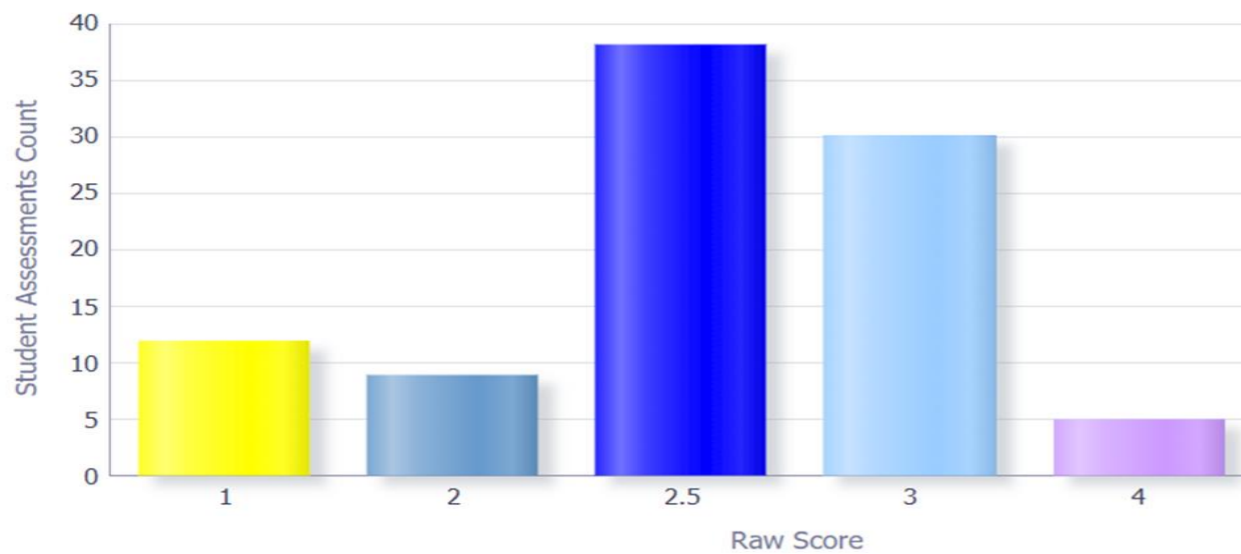
SPRING DWW Gr. 1-3

Student Assessments Count



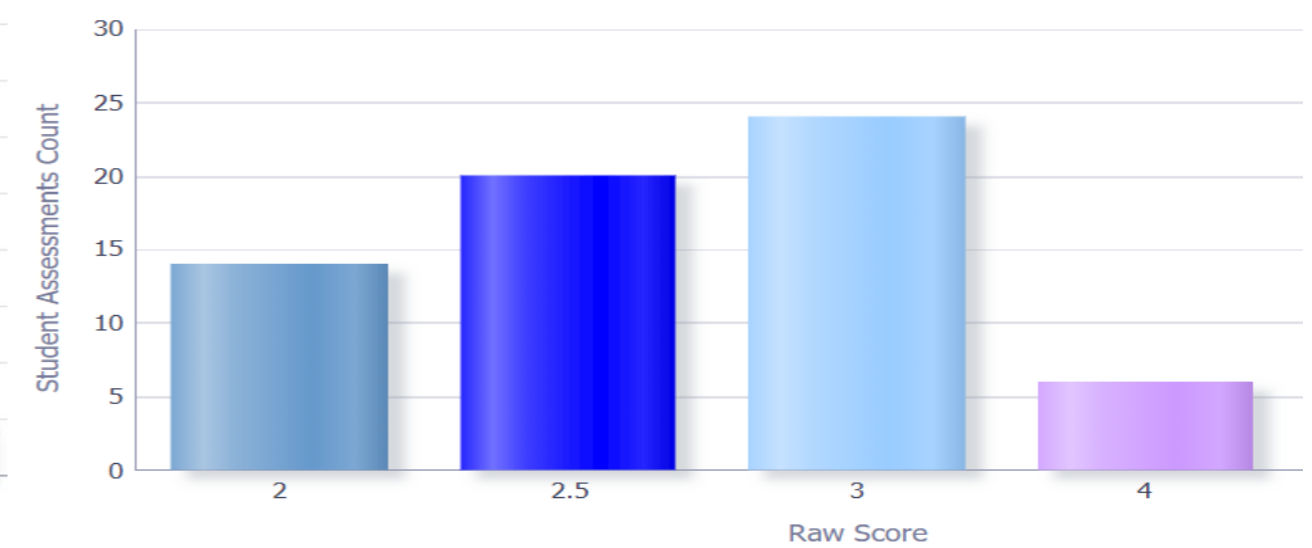
FALL DWW Gr. 4-7

Student Assessments Count



SPRING DWW Gr. 4-7

Student Assessments Count



LITERACY – DISTRICT WIDE WRITE (DWW)

Primary

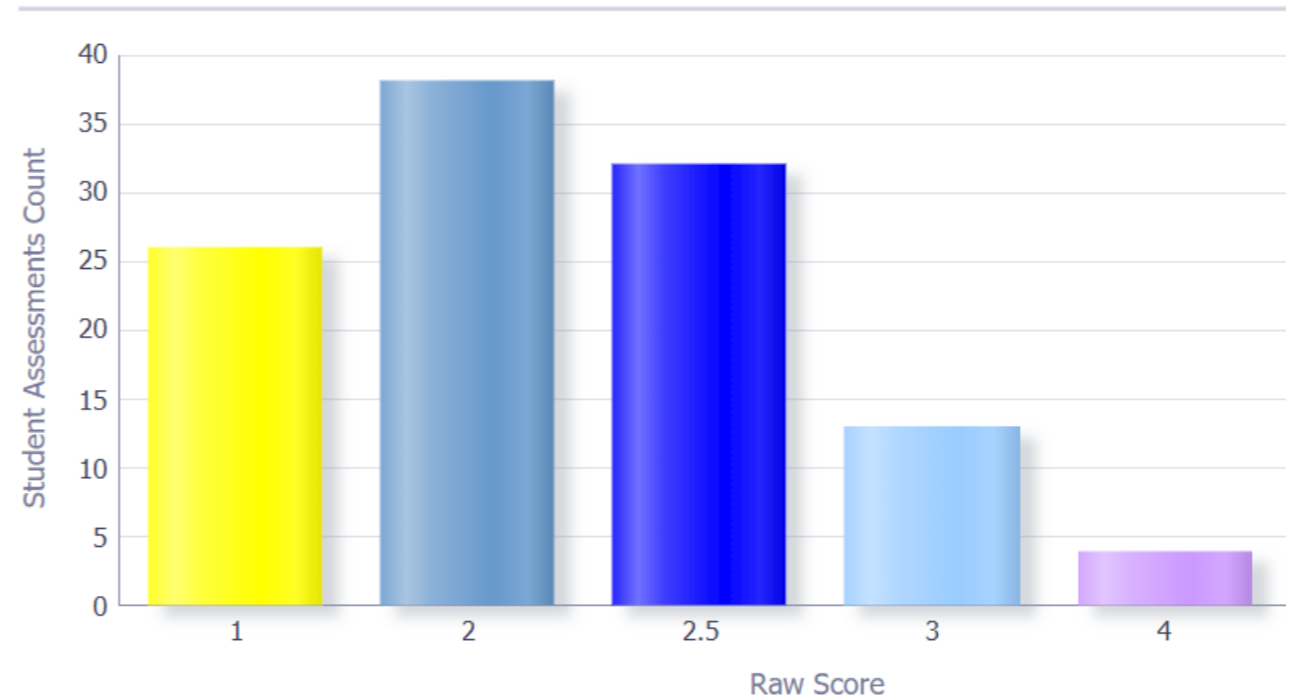
All Gr. 1-3 students participate with our DWW which is administered in the Fall and Spring. In spite of 25% of our students scoring “2.5” on the DWW which we would deem as meeting expectations with their writing, it was clear that this was an area in need of some growth. However, what should be considered is that this group of students are still developing writers and with many missing a considerable amount of school since March 2020, the results still showed some promise.

Intermediate

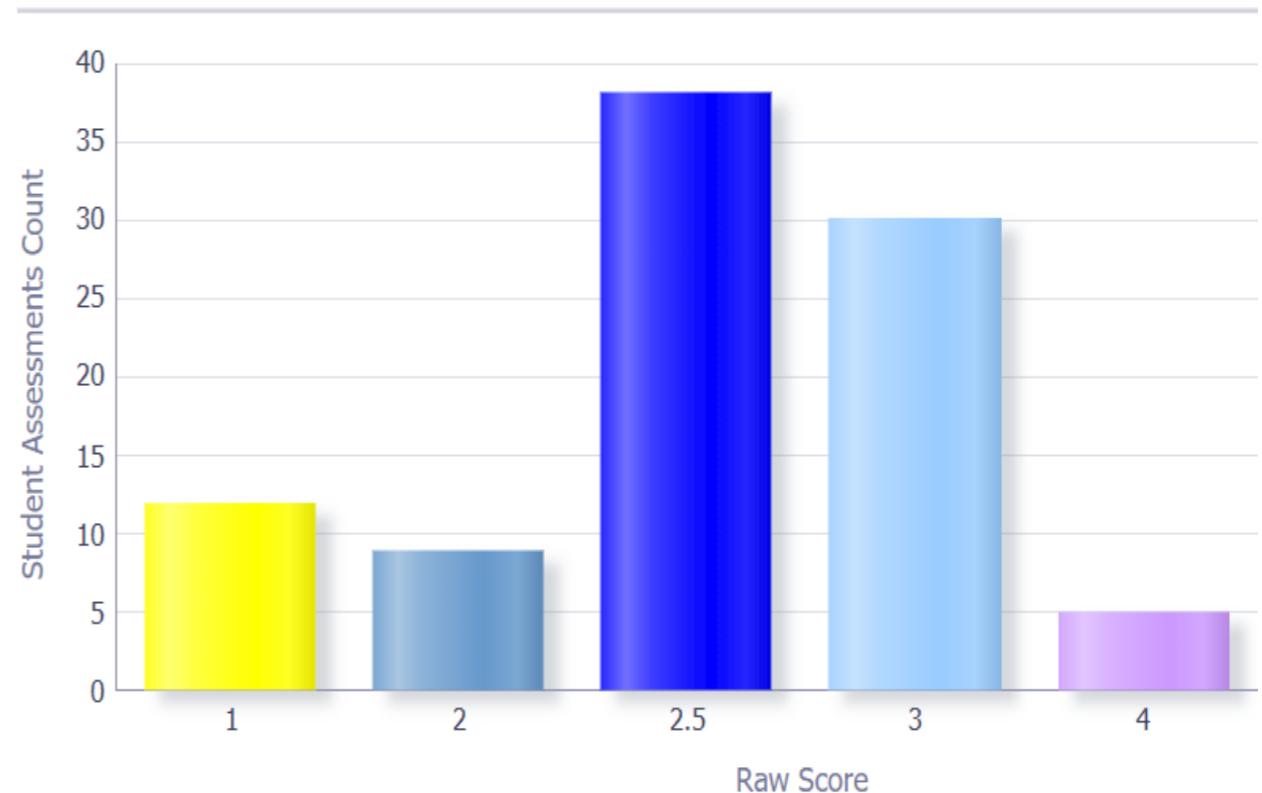
All Gr. 4-7 students participate with our DWW which is administered in the Fall and Spring. In contrast, around 53% of our intermediate students reached a score of “2.5” or “3”, which was promising to see and somewhat expected. Students in these grades should have some greater capacity with their writing at these levels.

The general impact of COVID-19 was definitely a considering factor when these assessments were first administered.

Student Assessments Count



Student Assessments Count



LITERACY – READING (FALL)

PM BENCHMARK ASSESSMENT – CONTEXT SCORES

Grade 1	Proficient 3	Developing 2	Emerging 1
---------	---------------------	---------------------	-------------------

Fall Primary PM Gr. 1-3

Our Fall scores indicated some somewhat surprising results; especially in consideration of this being an anticipated year with some reading stretches/deficits. Though a great number of our students were emerging, this was not entirely surprising. Once we had identified those who needed supports, we admitted those students into our Read Naturally program and provided targeted supports to other students as required.

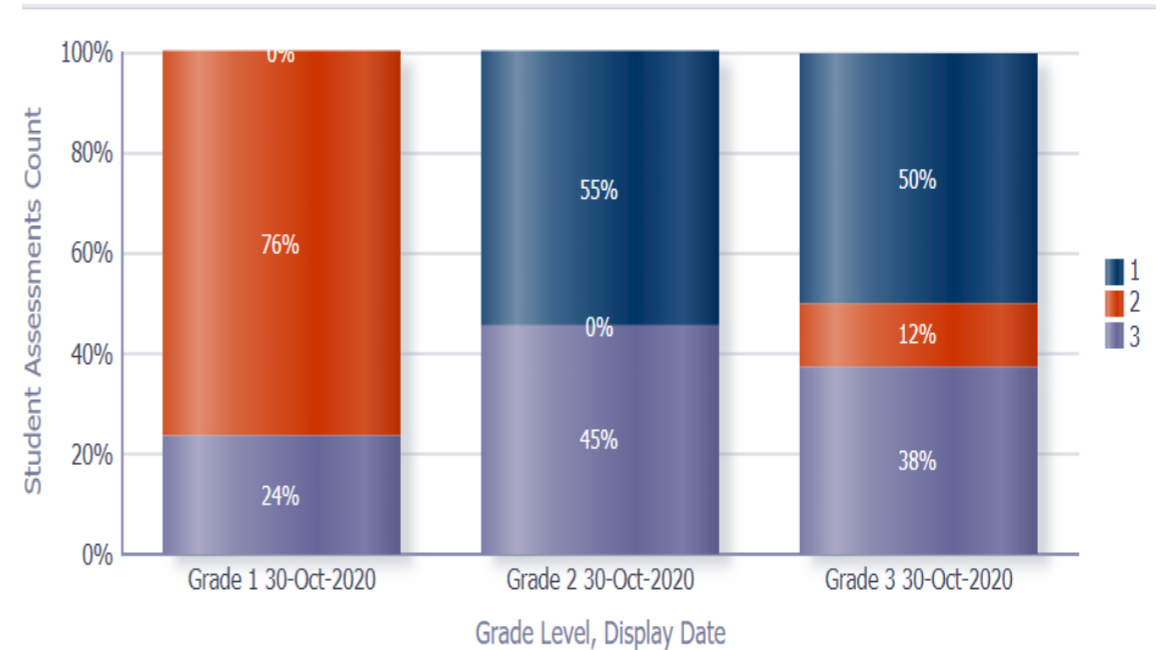
FOUNTAS AND PINNELL BENCHMARK – CONTEXT SCORES

Grade 4	Emerging 1	Developing 2	Proficient 3	Extending 4
---------	------------	--------------	--------------	-------------

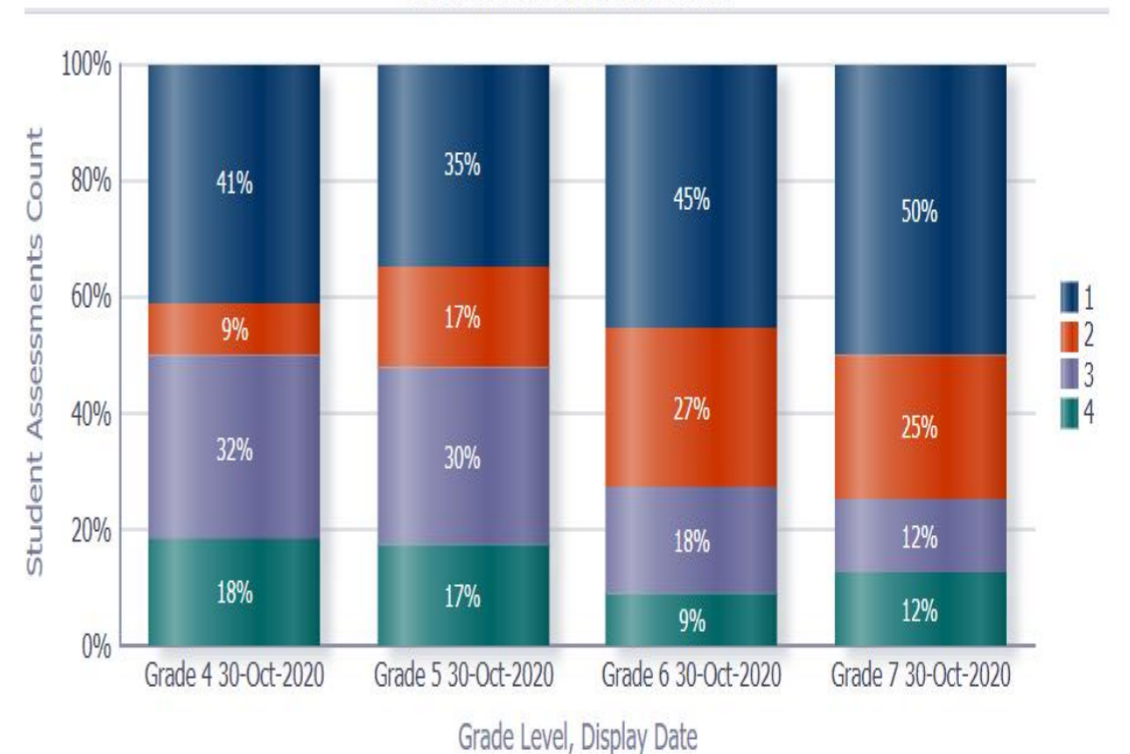
Fall Intermediate F&P Gr. 4-7

Our Fall scores reflected what we currently knew about our Grade 6 and 7 population. We have followed this group for years and provided many supports along the way. Whether it was direct one on one support or targeted interventions specified within an IEP or Learning Plan, we knew that reading was to be a priority focus for this particular group of students.

Student Assessments Count



Student Assessments Count

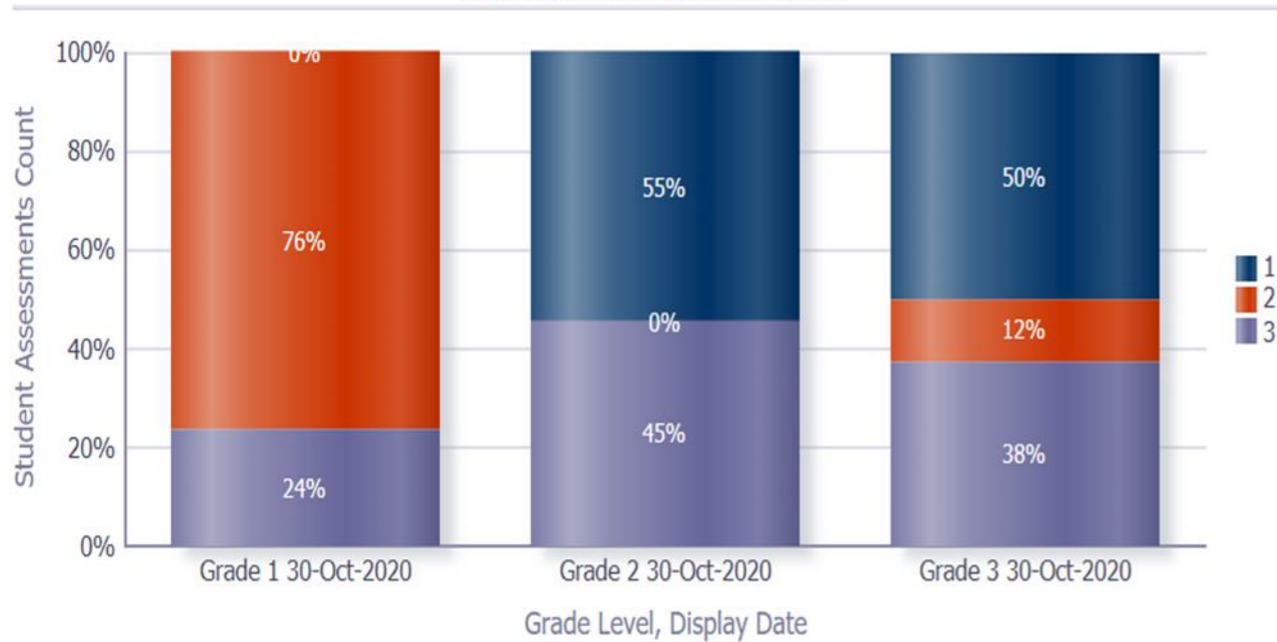


READING ASSESSMENT - HIGHLIGHTS

We have also seen positive growth in reading according to our assessment scores. We had a 10% increase with our Gr. 2 students to a PRF standing and a 20% increase with our Gr. 3 students to DEV. Our primary students are steadily becoming more independent and confident readers! As well, we had a 20% increase to a PRF standing with our Gr. 5 students and a 17% increase to an EXT standing with our Gr. 7 students which is wonderful to see as this particular group has been on our radar for awhile.

FALL Primary PM Gr 1-3

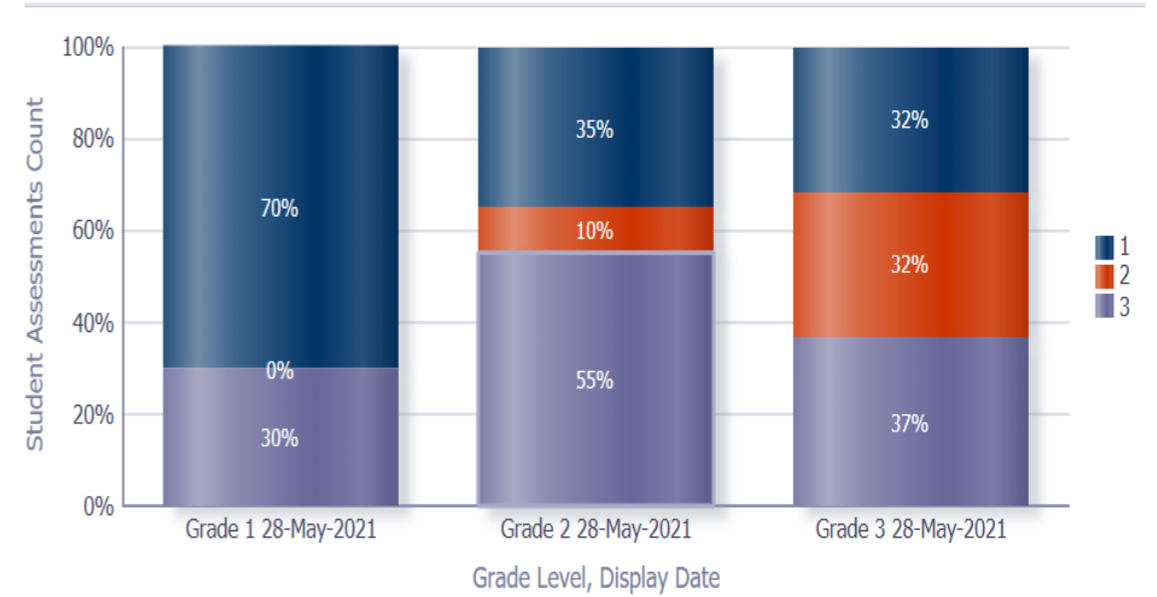
Student Assessments Count



SPRING Primary PM Gr 1-3

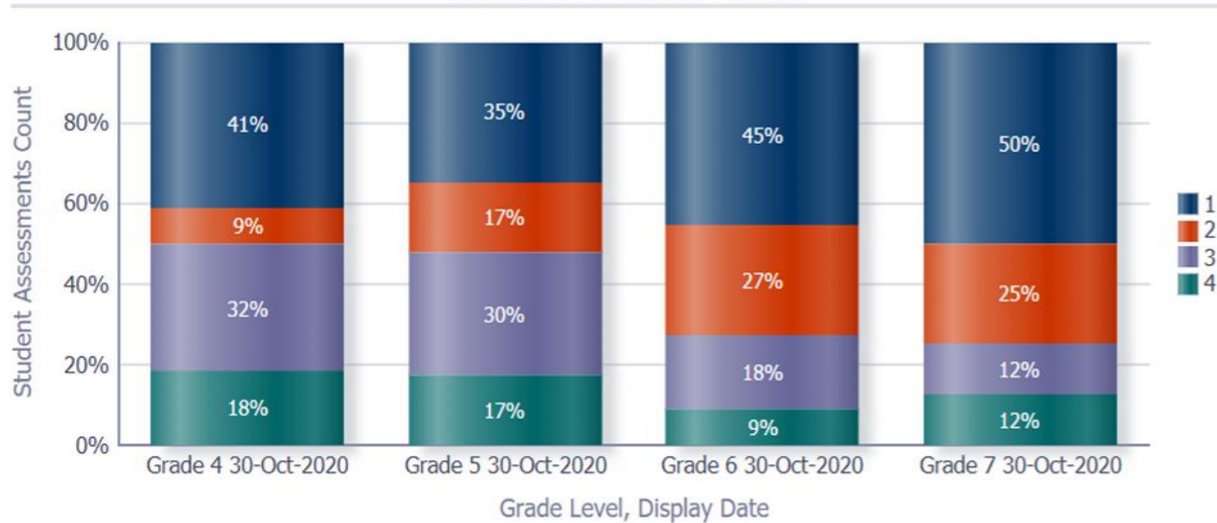
Display Date 28-May-2021

Student Assessments Count



FALL Intermediate FP Gr. 4-7

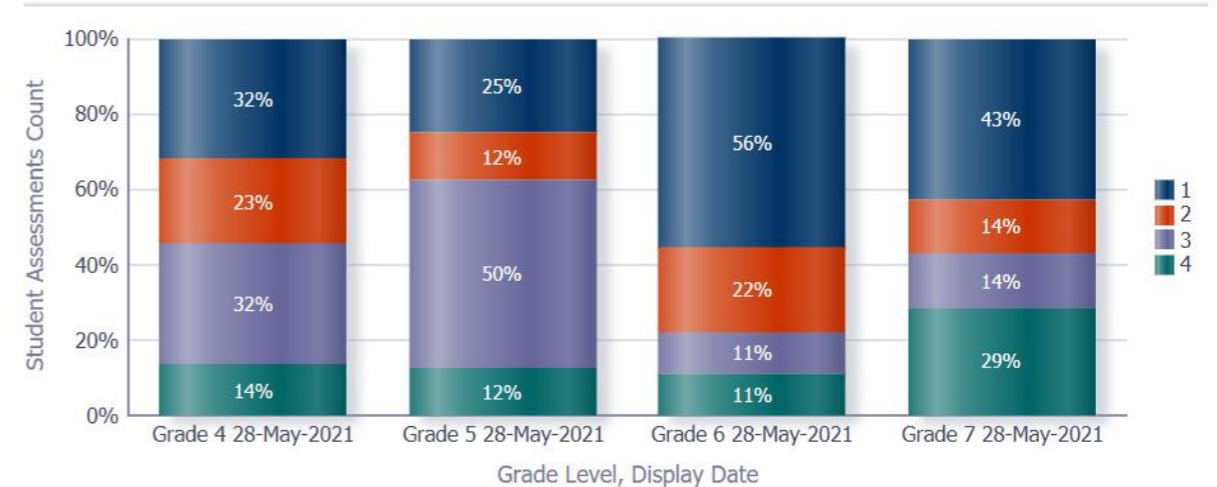
Student Assessments Count



SPRING Intermediate FP Gr 4-7

Display Date 28-May-2021

Student Assessments Count



STRATEGIC PRIORITY TWO

Success for all learners

STRATEGIC NARRATIVE:

At a previous WES SPSS meeting a discussion around identifying tangible, strengths and deficits of our students' writing/reading occurred. Staff considered formative assessments done in class and district reading/writing assessments (PM/F&P/DWW) to determine narrowed, focused goals on what could be supported and monitored in the upcoming year.

STRATEGIC FOCUS:

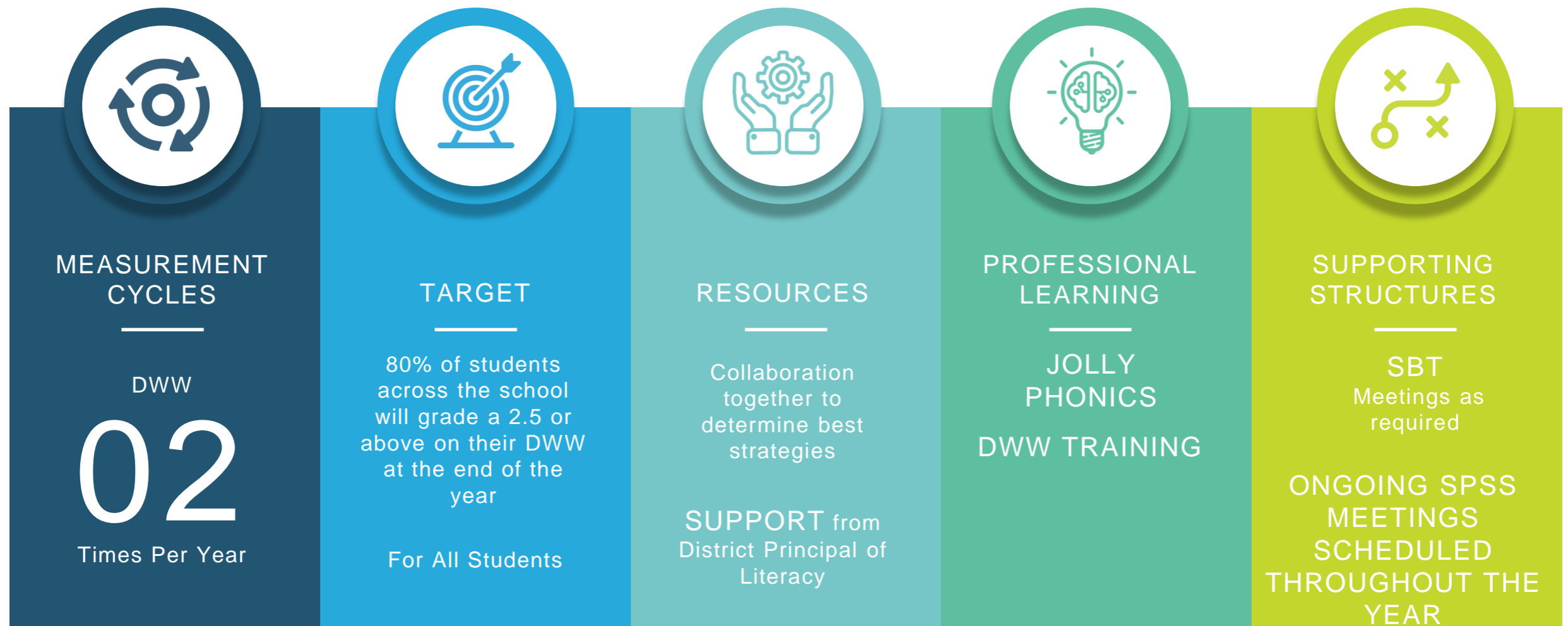
Primary teachers would like to work on strategies to help improve the writing stamina of their students. Writing is a developmental process as a whole but in early years, we want our students to be excited about sharing their thoughts on paper! Intermediate teachers noticed that their students could improve with their conventions. Proper communication requires clear written expression. Using the DWW as an ongoing check, intermediate teachers will focus instructional time to help support students with their general writing abilities but specifically, on their conventions.

STRATEGIC INQUIRY:

Will providing targeted support around building writing stamina and improving conventions make our students better writers overall? Will the DWW criteria/rubric be enough to monitor ongoing progress throughout the year?



STRATEGIC TARGETS AND MEASURES



STRATEGIC PRIORITY TWO

Success for all learners



GOAL #2 – NUMERACY

Primary: Students will know their “+&-” facts at their grade level by the end of the year.

Intermediate: Build a greater capacity with estimation and skip counting.



STRATEGIC PRIORITY TWO

Success for all learners

STRATEGIC NARRATIVE:

At a previous WES SPSS meeting a discussion around identifying tangible, strengths and deficits of our students regarding their numeracy skills led to some greater exploration. Staff have just starting using the SNAP assessment to a greater degree so this year has been one of building capacity and exploration around the use and impact of this assessment.

STRATEGIC FOCUS:

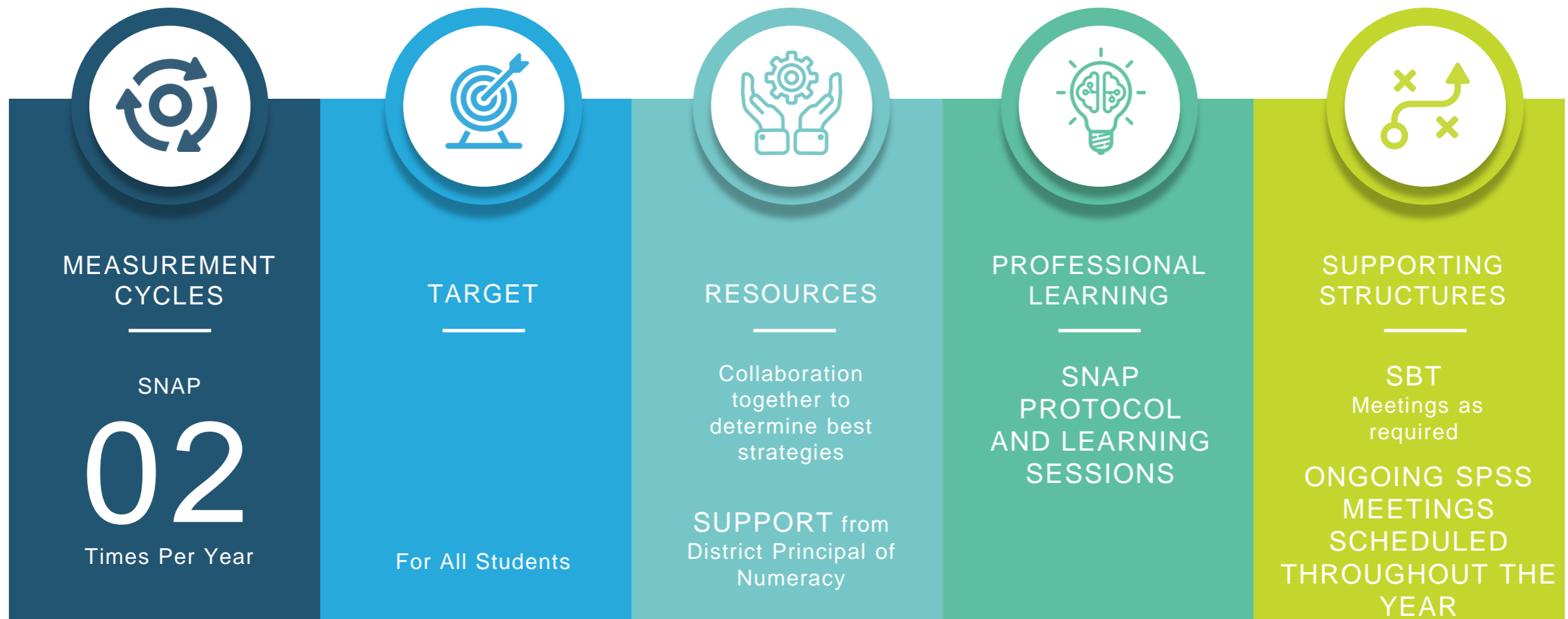
Primary teachers would like to work on strategies to help improve students' addition and subtraction facts. Knowing the relationship between addition and subtraction is a foundational understanding before learning more complicated computations. Primary teachers would like students to feel confident and excited about math to ensure they are growing in this area. Intermediate teachers would like to focus on estimation and number sequencing...

STRATEGIC INQUIRY:

To what degree will the SNAP assessment be a supportive 'structure' to monitoring students' addition and subtraction skills with primary classes and estimation and skip counting skills with intermediate students?



STRATEGIC TARGETS AND MEASURES



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership



GOAL

Refine collaborative practices to better focus and support students in a more structured and targeted way.



STRATEGIC PRIORITY THREE

Excellence in Teaching and Leadership

STRATEGIC NARRATIVE:

WES staff are always open to collaborate and support one another. An embedded collaborative support time (PLC) was in place this year and was very well utilized, but could have used more focused structure and direction.

STRATEGIC FOCUS:

Staff will continue to meet together at scheduled times to review, plan, and implement strategies towards reaching the literacy and numeracy goals identified in the SPSS.

STRATEGIC INQUIRY:

How is continued collaboration time improving instruction, addressing targeted goals in the SPSS and as a result, supporting students growth and improvement over time?



STRATEGIC TARGETS AND MEASURES



MEASUREMENT CYCLES

Scheduled PLC times evenly distributed for all staff across the year



TARGET

100% STAFF PARTICIPATION



RESOURCES

Scheduled PLC time established early in the year so everyone is aware well ahead of time



PROFESSIONAL LEARNING



SUPPORTING STRUCTURES

SBT for specific higher tier intervention

LEARNING FOCUS

Staff meeting for monitoring objectives & adjusting strategy





AM