



June 30, 2022

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

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

| STAFF | STUDENTS | GRADES |
|---|------------------------------|--------|
| 1 Principal 10 Teachers 4 Educational Assistants 5 Support Staff | 152 in class 4 homeschool | 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, honor diversity and inclusion, are safe, caring and healthy places to work and learn. well-being.

Integrity

We nurture a sense of self-awareness, responsibility and honesty to 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.



EQUITY AND INCLUSION

Strategic Priority |

Goal

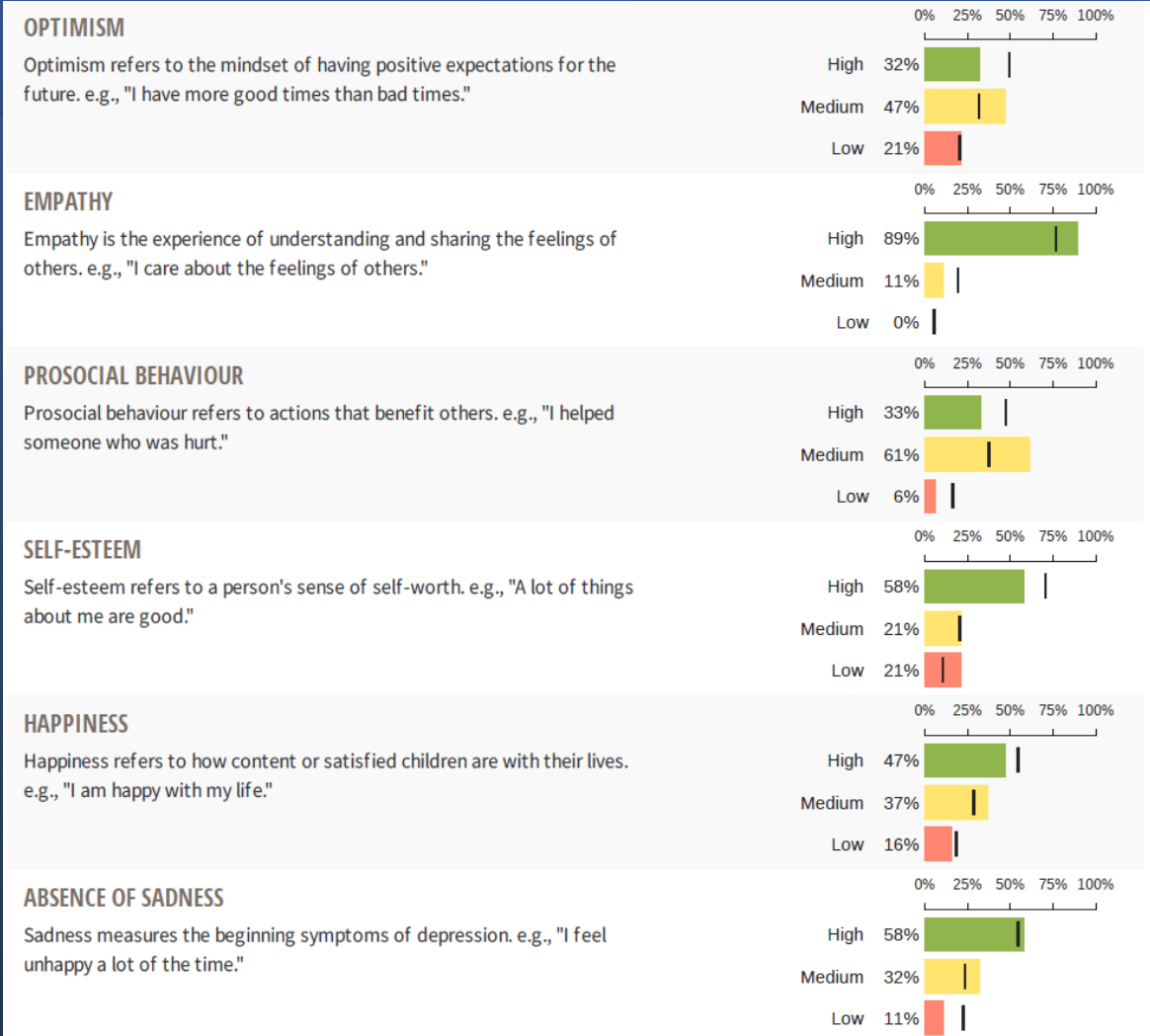
Increase students' sense of belonging at school



<Inse

Data shows that WES students are not reporting high levels of self-esteem, and happiness as other students in the district.

Legend
 Black line – district responses
 Green Yellow Red bars – WES student responses



Evidence Narrative

In previous survey data staff noted students at WES feel less optimistic and report lower self esteem and sense of belonging. This means we need to focus on connectedness and belonging at our school.

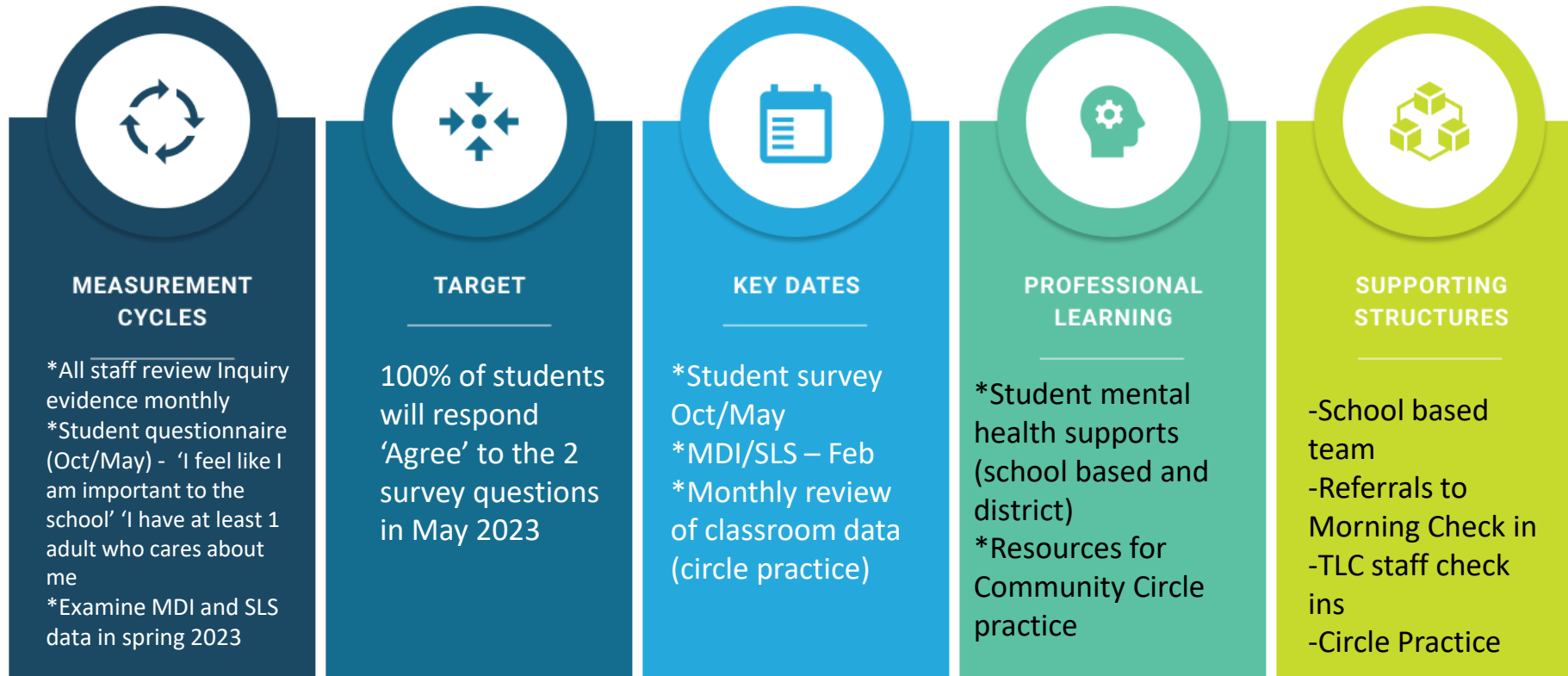
Concept Focus

Belonging and Connectedness

Strategic Inquiry

To what extent will the implementation of weekly classroom Community Circle structures increase students' feelings of belonging and value at school.

Strategic Targets and Measures



SUCCESS FOR ALL LEARNERS

Strategic Priority |

Goal

Literacy – Increase all students' reading achievement



Evidence Narrative

The trend for the past few years at WES is that approximately 50% of our students are not meeting grade level expectations (scoring only a 1 or 2) in reading by the end of the school year.

Concept Focus

Students will learn strategies for how to improve their reading in decoding/fluency and comprehension

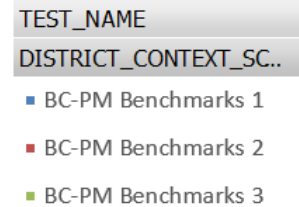
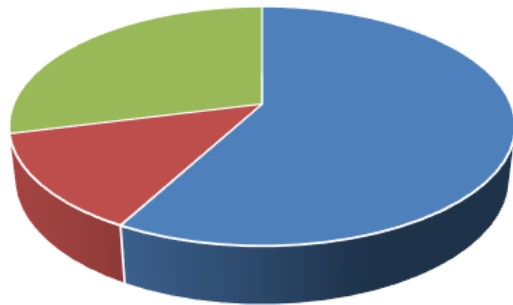
Strategic Inquiry

How will monthly examination of assessment data, combined with quality instruction and progress monitoring of student reading data, improve student reading skills?

Fall 2021 PM Benchmark gr 1-3

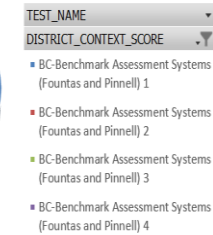
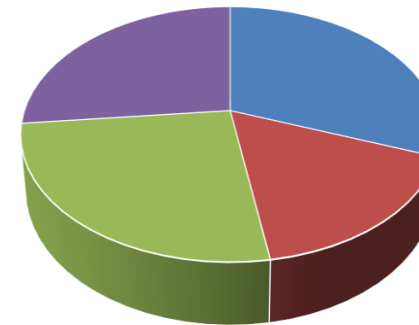
gr 1-3

Total



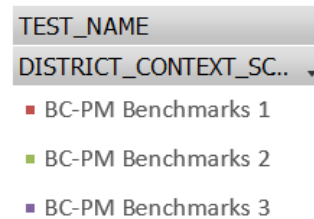
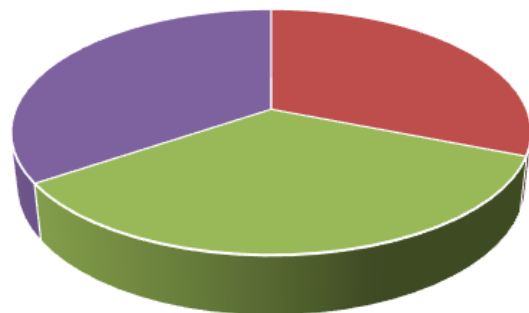
Fall 2021 Fountas & Pinnell

gr 4-7

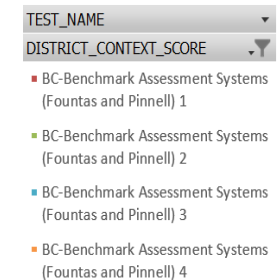
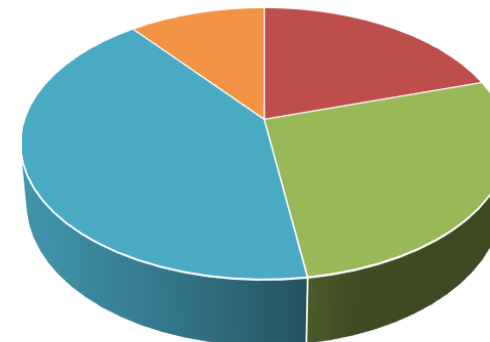


Spring 2022 PM Benchmark

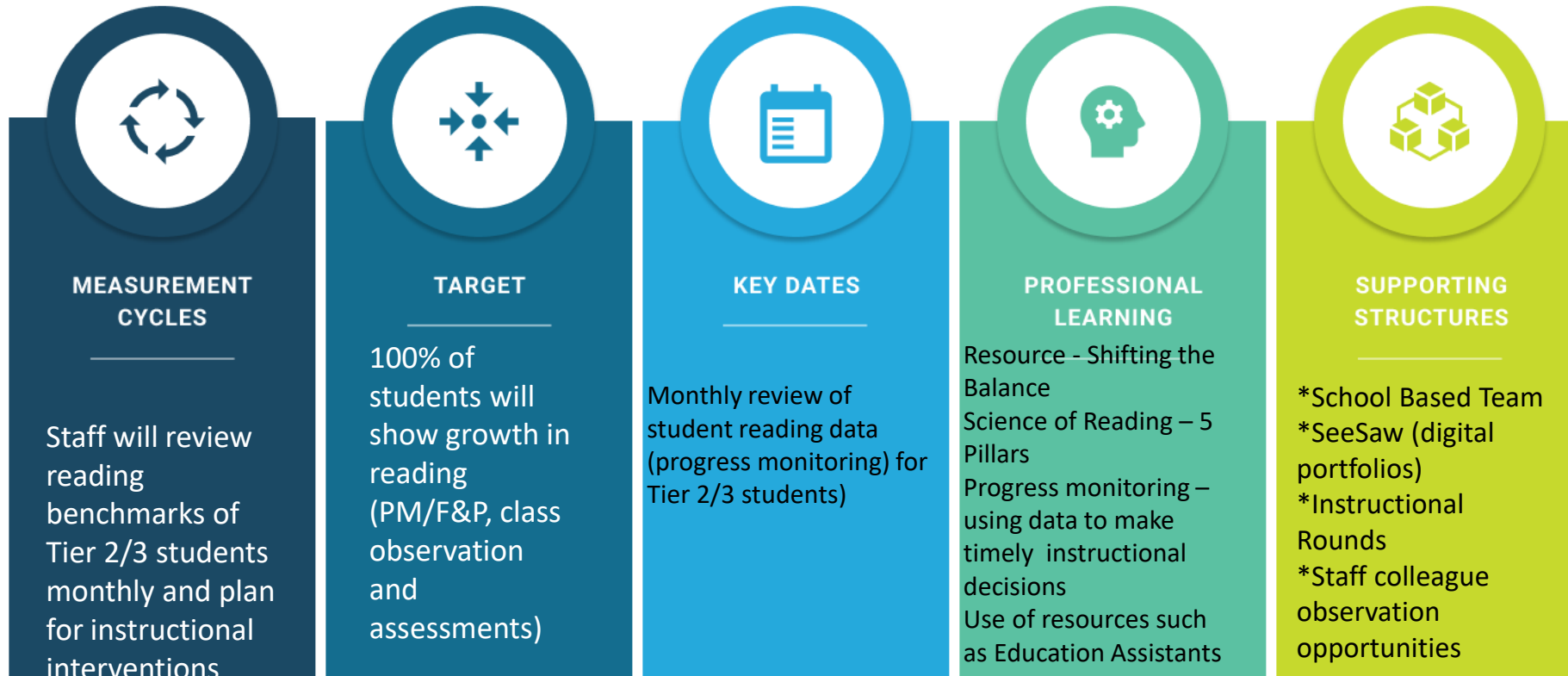
Total



Spring 2022 Fountas and Pinnell



Strategic Targets and Measures



SUCCESS FOR ALL LEARNERS

Strategic Priority |

Goal

Numeracy - Increase student achievement in numeracy.



Evidence Narrative

Teachers notice that students are sticking with simplistic, basic equations and math thinking.

Teachers wish to stretch students thinking so that they can communicate math thinking in many different ways.

Though we see our students make gains from Fall to Spring in SNAP data, we still have 23% of students who are not meeting grade level expectations by end of school year.

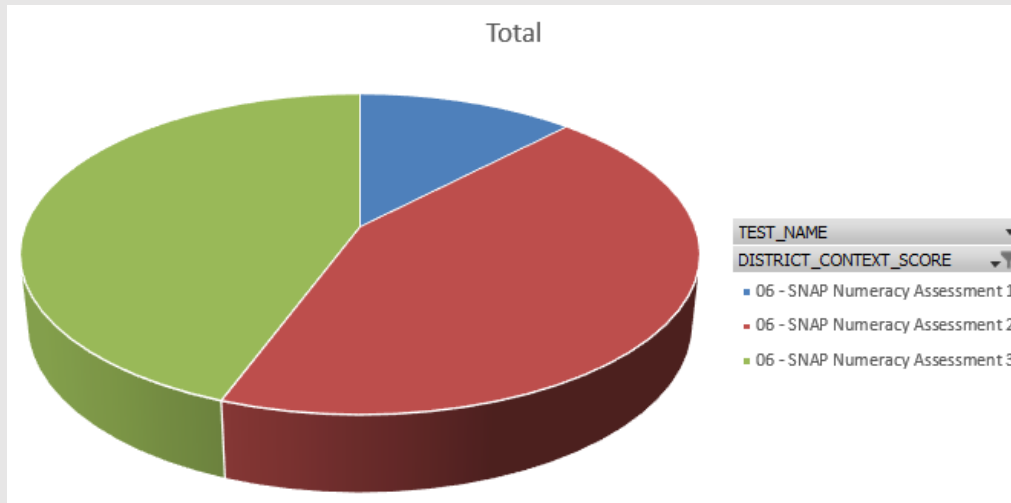
Concept Focus

Communicating mathematical thinking in many ways

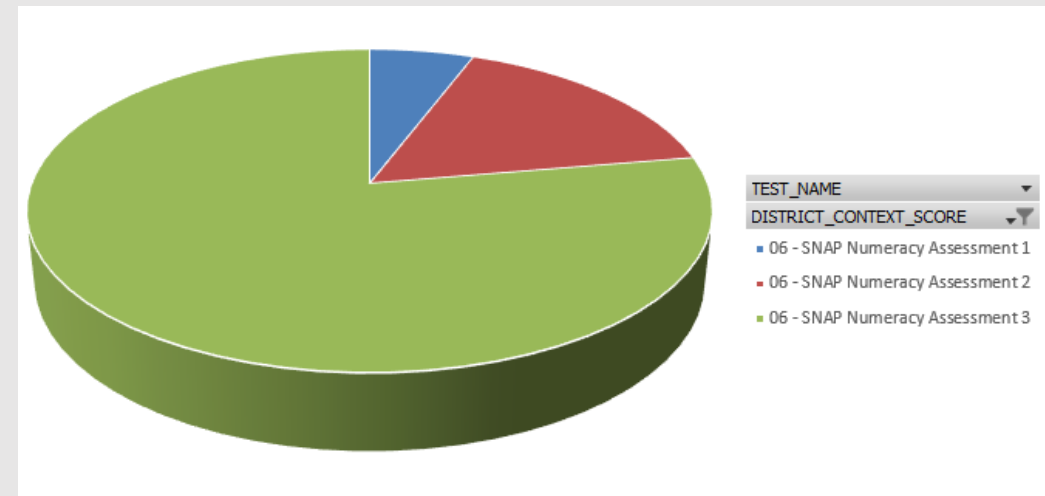
Strategic Inquiry

To what extent will students demonstrate the ability to communicate math thinking in many ways if all teachers follow a daily routine of How Many Ways

What does the data say?








SNAP 2021 Fall Data



SNAP 2022 Spring Data

Legend: Blue – 1, Red – 2, Green - 3

Strategic Targets and Measures

| | | | | |
|---|---|---|--|--|
|  <p>MEASUREMENT CYCLES</p> <hr/> <ul style="list-style-type: none">*SNAP (Oct/May)*Monthly staff examination of student math samples (co-assessment and idea generation for extending student mathematical thinking) |  <p>TARGET</p> <hr/> <p>All students will show growth in Spring SNAP assessment and report cards</p> |  <p>KEY DATES</p> <ul style="list-style-type: none">*Oct/May SNAP assessment*monthly staff examination of numeracy artifacts from classrooms*May Staff Learning meeting – examine data and evidence |  <p>PROFESSIONAL LEARNING</p> <hr/> <ul style="list-style-type: none">*numeracy tasks vs math problems*The Power of Ten*formative Assessment |  <p>SUPPORTING STRUCTURES</p> <hr/> <ul style="list-style-type: none">*School Based Team*Teacher Observation opportunities*Instructional Rounds*Learning Meetings |
|---|---|---|--|--|

EXCELLENCE IN TEACHING AND LEADERSHIP

Strategic Priority |

Goal

Improve quality and frequency of collaboration



Evidence Narrative

There has been a decrease in collaborative opportunities for staff due to disrupted learning (covid) over the past two years. Staff report value in working together to examine student artifacts of learning and co-create learning activities that create alignment across K-7.

Previous collaboration opportunities included:

- collaborative marking,
- classroom observations of others teaching,
- and co-planning.

The following collaborative opportunities will be increased with structure and accountability:

- monthly collaborative meetings (primary and intermediate groupings) with a focus on examining student evidence from numeracy and literacy goals. (Staff commitment: 90 minute learning meeting monthly + 30 minute monthly reading meeting)
- Collaborative marking – co-creating aligned formative assessment practices within the school

Concept Focus

Meaningful strategic collaboration to create a team approach to solving learning problems

Strategic Inquiry

To what extent will high quality collaboration be developed through all staff participating in structured monthly collaborative conversations which are centered around student data and planning for intervention with reflection and accountability measures adhered to by all staff.

Strategic Targets and Measures

