



September 2023

# SCHOOL SUCCESS PLAN

## Eileen Madson Primary 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

Eileen Madson Primary School is situated on unceded and crossover lands of the Secwépemc and Ktunaxa People and the chosen home of the Métis People of B.C. It is with a great sense of gratitude that I am able to live and work in this beautiful place. Indeed, our school is someplace very special.

Our focus at Eileen Madson Primary is on building the core competencies in our students. We focus on the building blocks of communication, collaboration, critical thinking, creativity, and all of the personal and social aspects that contribute to a student who graduates with limitless potential.

We use a variety of data sources to see where our students are individually, and where our school is as a whole. Our strategic plan is aligned with Rocky Mountain School District's four areas for school improvement: Equity, Diversity and Inclusion, Success for Each Learner, Growing the Capacity of Self and Others, and Stewardship for the Future. We have identified student self-regulation, stewardship and connection with the land, and achievement in literacy & numeracy as areas for growth.

As we meet and examine achievement throughout the school year, we will be adjusting our approach based on evidence of growth and need. Additionally, we will be paying particular attention to the growth of early literacy skills in our youngest students, and students who are Indigenous.

In partnership,

Rebecka Riddell-McKay, Principal



# SCHOOL DEMOGRAPHICS

## Staff

14 Teachers  
9 Support Staff

## Students

203 Students  
28 Indigenous  
students

## Grades

Kindergarten  
through  
Grade 3





## MISSION

EMP provides quality learning opportunities through excellence in teaching within a safe, supportive and fun environment.

## VISION

Students will enjoy learning, achieve success as learners, and view themselves as valued and contributing members of the school, community, and world.



## VALUES



At Eileen Madson Primary School, we recognize the **uniqueness** of primary-aged children and respond to their **individual differences** and learning needs.

We maintain a **sense of community** through shared **responsibility, collaborative** decision making, and **communication** and **cooperation** among students, parents, and all school personnel.

Individual **growth** and **professional development** is nurtured, recognized, and celebrated.

# STRATEGIC PRIORITY ONE

Equity, Diversity, and Inclusion



**Goal Improve students' emotional learning.**



RESILIENCE is the ability to bounce back after challenges and tough times. Resilient children can recover from setbacks and get back to living life. Resilience develops when children experience challenges and learn to deal with them positively. Strong relationships are the foundation of children's resilience.

We can do hard things!

We can persevere!

We can independently use a strategy when we feel upset.

We can use a strategy when prompted by an adult when we feel upset.

We can name a strategy to use when we feel upset.

We can identify our emotions.



## Evidence Narrative

Data from older students in the system indicate students need to be taught early about how to manage their emotions. School-based team and office referrals at EMP, as well as teacher observations and student surveys support this data. Self-regulation and building resilience are areas that teachers should continue to focus on, using school-wide, whole class teaching of strategies to manage big emotions. This will help to increase inclusion and equity as all students will be able to get back to the job of learning if they have the right tool set and strong relationships.



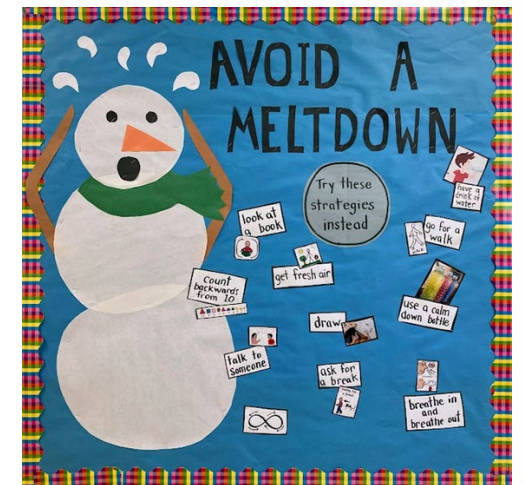
## Concept Focus



Students  
managing  
emotions and  
conduct

## Strategic Inquiry

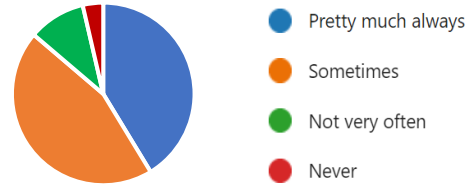
If teachers teach strategies for managing emotions every day, will students increase their ability to regulate their emotions?



# DATA

Student surveys tell us that students are learning how to identify their emotions.

*I can identify how I am feeling*

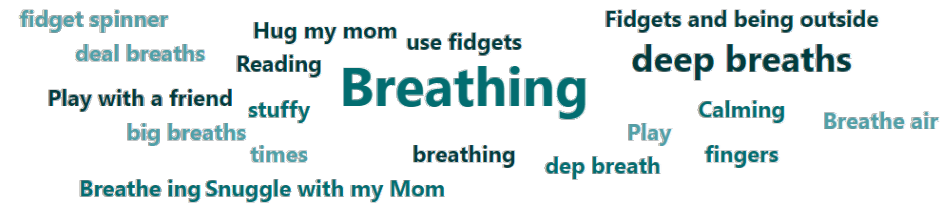


EMP student surveys



They are working on identifying strategies to help them bounce back after challenges.

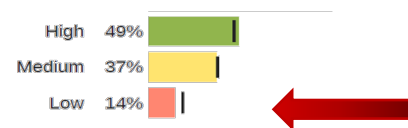
*If I am feeling big emotions, I can do this to feel better:*



As students age, the data shows this needs is carried with them as indicated to the right.

### SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."

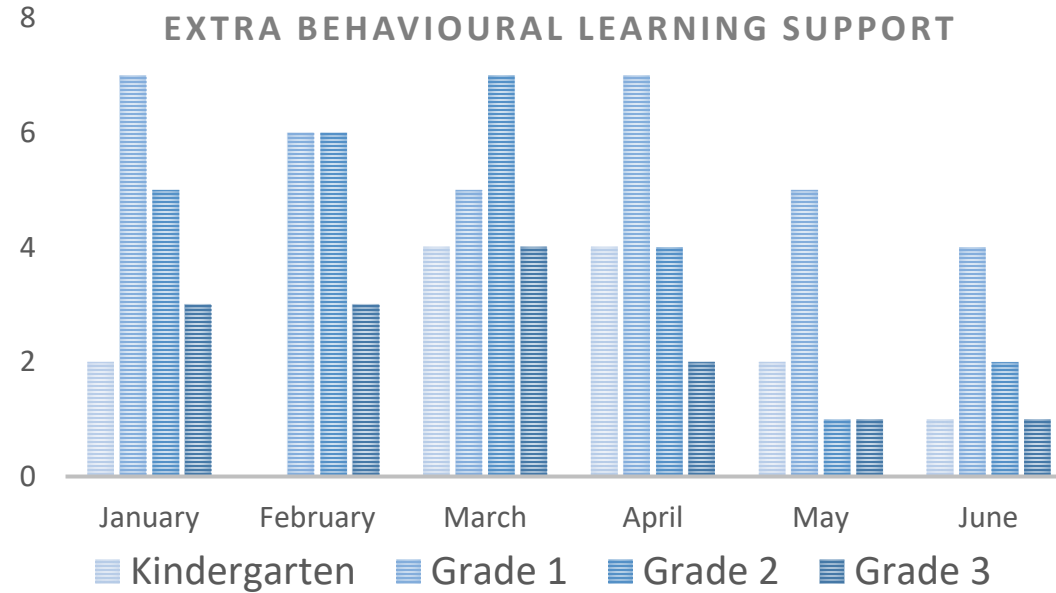


2022 MDI from J.A. Laird

J A Laird student data

# DATA

Data collected from office referrals aligned with the student survey data. A small but significant number of students need lots of support with self-regulation so they can overcome obstacles and get back to learning. All students will benefit from continued modeling and teaching of self-regulation strategies.



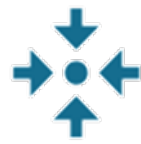


# TARGETS, MEASURES & SUPPORTS



## MEASUREMENT CYCLES

Student and  
teacher surveys  
in September  
and April



## TARGET

>95% of students able  
to identify calming  
strategies

>95% of students  
showing proficient self-  
regulation

100% of staff teaching  
and using strategies



## KEY DATES

Select group of  
students to do  
survey 2x year

Monthly sharing at  
staff meetings



## PROFESSIONAL LEARNING

Equity,  
Diversity and  
Inclusion  
professional  
development  
focus

Staff meeting  
learning focus



## SUPPORTING STRUCTURES

Collaborative  
group & staff  
meeting time

SBT

Counsellor  
support in-class

# LEARNING & STRATEGIC RESOURCES



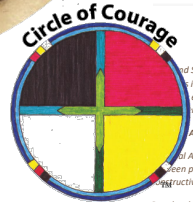
### SPOT YOUR EMOTIONS

<b>CONFIDENCE</b> Believe, Accomplish, Encouraged	<b>HAPPINESS</b> Optimistic, Delighted, Hopeful	<b>PEACEFUL</b> Relaxed, Calm, Content	<b>ANGRY</b> Frustrated, Annoyed, Concerned	<b>SADNESS</b> Let's out, Hurt, Lonely	<b>LOVE</b> Compassionate, Appreciated, Special
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**HOW DO YOU FEEL?**

ANGRY	HAPPY	SAD	SCARED	CONFIDENT	PEACEFUL	LOVE
DISAPPOINTED	AMAZED	WORRIED	SHOCKED	PROUD	RELIEVED	EMBARRASSED
CONFUSED	GLAD	UPSET	SCARED	CONFIDENT	PEACEFUL	LOVE
DISAPPOINTED	AMAZED	WORRIED	SHOCKED	PROUD	RELIEVED	EMBARRASSED
CONFUSED	GLAD	UPSET	SCARED	CONFIDENT	PEACEFUL	LOVE

**SPOT IT • MAKE IT • SAY IT!**  
"I FEEL...WHEN..."



Social competency is the set of abilities that relate to students' identity in individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand themselves and others, and to find and achieve their purposes in the world.

**Awareness & Responsibility**

Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them.

People who are personally aware and responsible demonstrate self-awareness, persevere in difficult situations, and exercise responsibility. They understand the consequences for their decisions and actions. A personally responsible individual takes steps to ensure their well-being, progress, regulates emotions and manages stress, and recognises their own rights.



**Personal Awareness and Responsibility**  
My Self-Assessment

by: \_\_\_\_\_

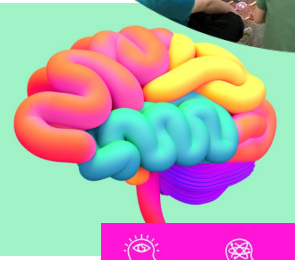
How I showed this:

I can use strategies that help me manage my feelings and emotions.



**Self-regulating**

Students who are personally aware and responsible understand their choices and actions. They set goals, monitor and understand their emotions, using that understanding to understand their own and others' reactions. They are aware that learning involves persevering in difficult situations, and to take actions that affect themselves and others.



Neuroscience	Mindful Awareness	Positive Psychology	Social-Emotional Learning (SEL)
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- Counsellor support in-class, using *Little Spot of Feelings / Emotions* resources
- Training for Mind Up program
- Circle of Courage / Medicine Wheel explorations & sharing
- Use of school-developed student and teacher surveys
- Use of POPEY core competencies self-reflection tools
- Professional development through POPARD, POPEY, CASEL, etc. depending on specific student needs.
- BC Curriculum information on self-regulation



# STRATEGIC PRIORITY TWO

Success for Each Learner - Numeracy

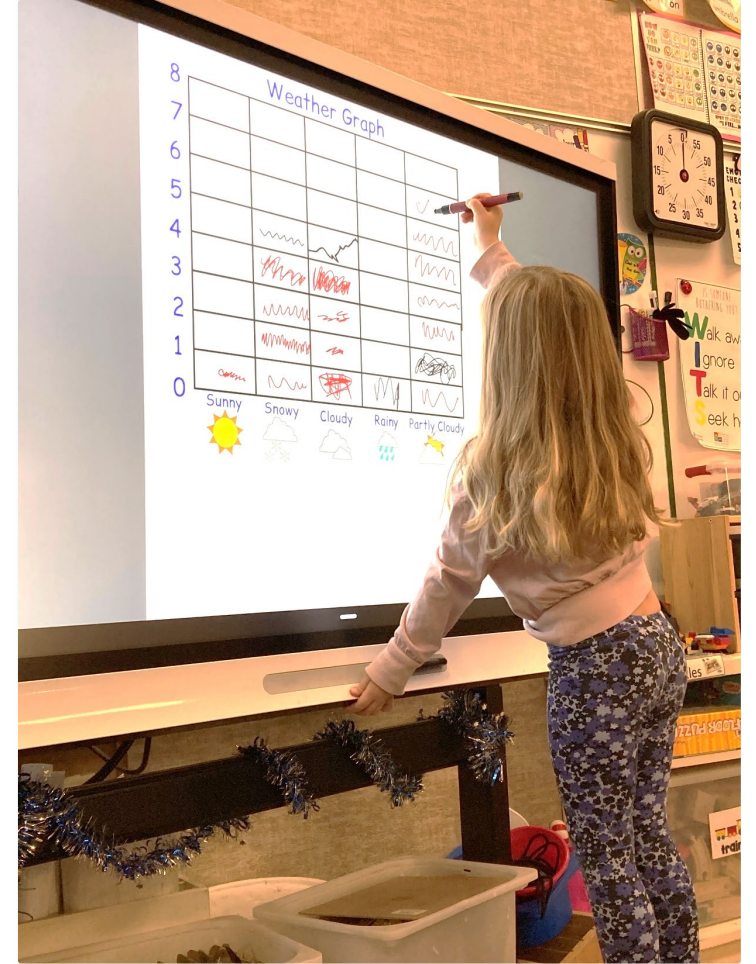
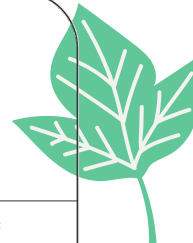


**Goal Increase student achievement in numeracy**



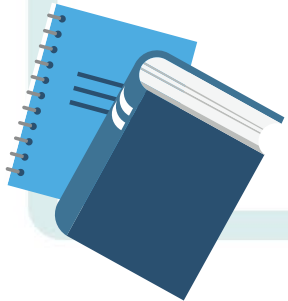
Communicating & Representing    Number     Date \_\_\_\_\_

Draw to represent the value of the number:	Write to describe your picture:
Write the number in expanded form:	



## Evidence Narrative

Students who have traditionally spent a lot of their time on tasks that involve simple equations and basic fact recall are quick with additions and subtractions, but many lack the skills needed to justify their reasoning. SNAP and grade 4 FSA results show that students are having a challenging time showing their thinking on higher-level tasks.



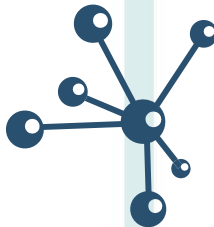
## Concept Focus



Students  
communicate  
their numerate  
thinking

## Strategic Inquiry

If teachers at EMP teach students during weekly math lessons to explain their thinking by drawing, saying and showing, will students be better able to communicate their reasoning and improve overall achievement?

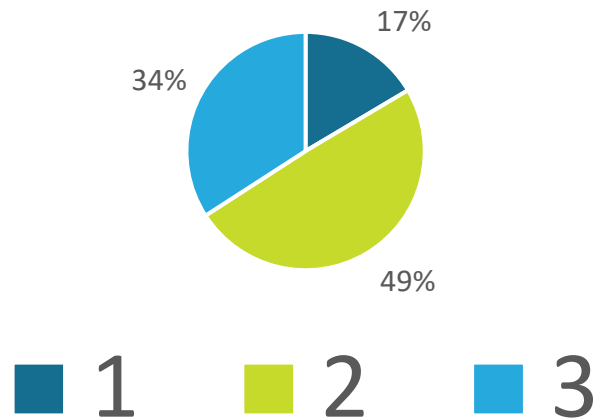


# DATA

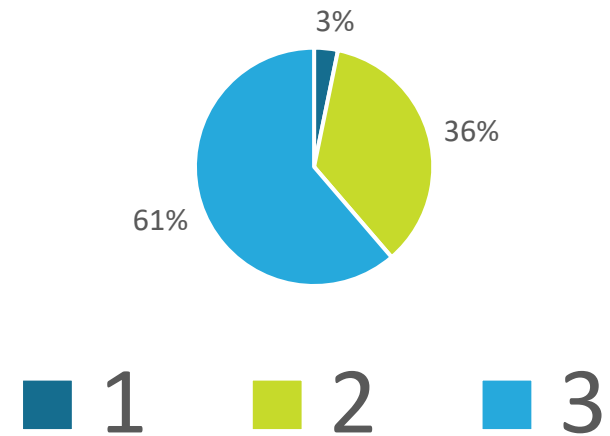
Data collected from assessments shows improvement.

However, when teachers reviewed the specific areas of the SNAP (Student Numeracy Assessment and Practice), explaining, defending, and representing still present a challenge to many students.

SNAP Results - Fall 2022



SNAP Results - Spring 2022

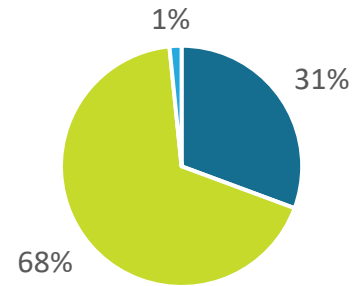


# DATA

FSA (Foundation Skills Assessment) data for students transitioning from EMP indicates higher-level questions are very challenging.

Increased focus on communication skills (explaining, defending, and representing) on a weekly basis will prepare students with skills for ongoing success.

### GRADE 4 NUMERACY FSA RESULTS FALL 2022



■ Emerging ■ On Track ■ Extending

### GRADE 4 NUMERACY FSA RESULTS FALL 2023



■ Emerging ■ On Track ■ Extending



# TARGETS, MEASURES & SUPPORTS

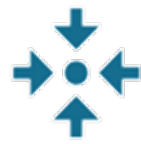


## MEASUREMENT CYCLES

December, March  
& June proficiency  
scores in Math

SNAP assessment  
scores Oct & May

FSA in the fall



## TARGET

>90% of students  
will be proficient on  
the May SNAP  
assessment

100% of teachers will  
self-report (during staff  
meetings) that they  
have weekly numeracy  
communication tasks



## KEY DATES

October & May  
SNAP Results

December,  
March &  
June  
proficiency  
scores in Math



## PROFESSIONAL LEARNING

Pro-D day in  
August

Staff meeting  
agenda item

Collaborative  
group focus



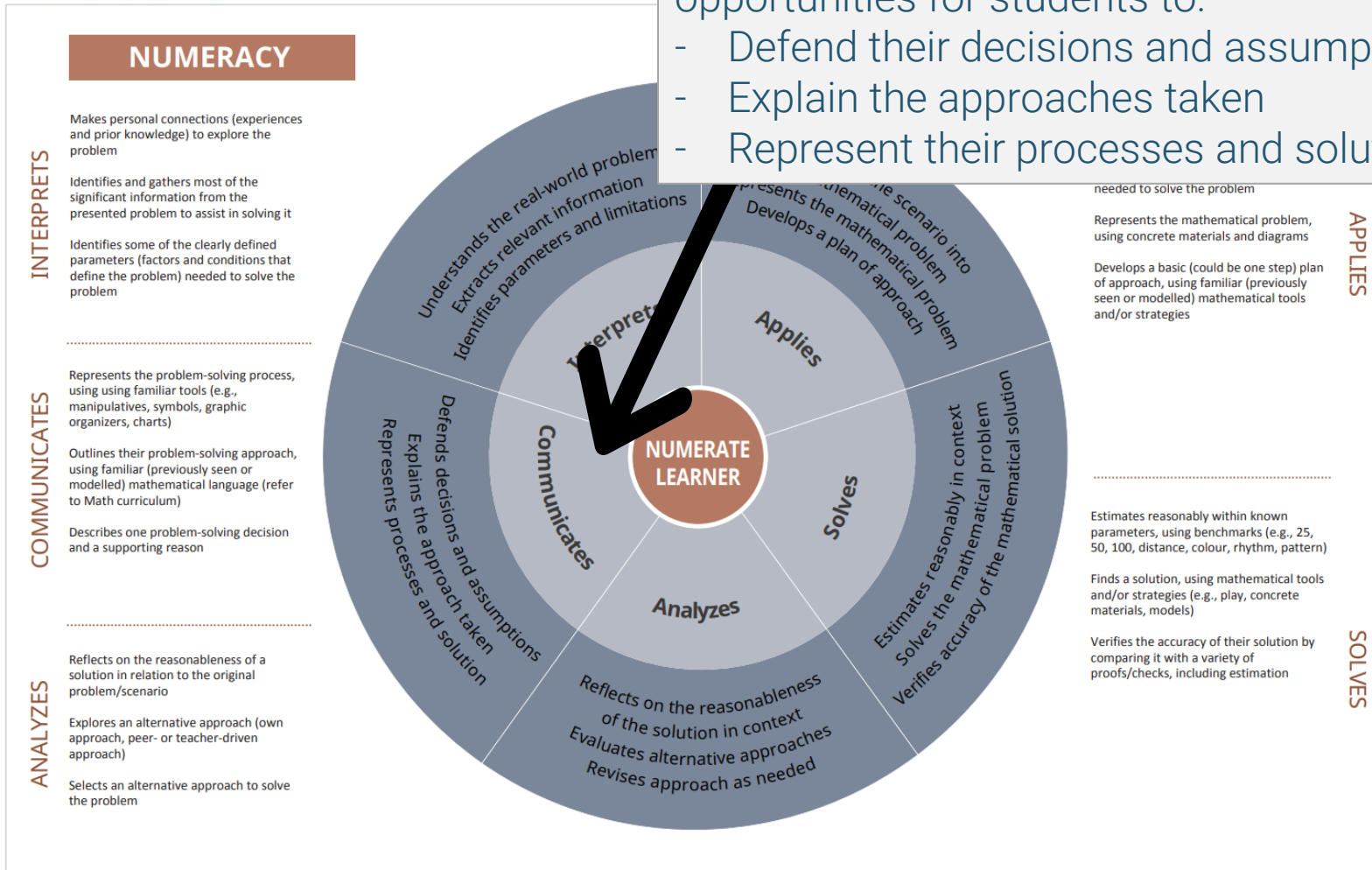
## SUPPORTING STRUCTURES

Instructional  
Rounds

Collaborative  
Numeracy  
Time

Staff meeting  
sharing time

## BC Learning Pathways



Our whole-school focus will be on creating weekly opportunities for students to:

- Defend their decisions and assumptions
- Explain the approaches taken
- Represent their processes and solutions



## Graduation Numeracy Assessment

- Demonstrates effective ability to communicate using mathematical language (e.g., graphs, symbols).
- Presents effective evidence for the solution using logical arguments.



# LEARNING & STRATEGIC RESOURCES

- Collaborative time with other teachers (Instructional Rounds)
- Student Numeracy Assessment and Practice (SNAP) resources
- Learning Pathways resources
- BC Curriculum information
- District focus group (facilitated by district principals)
- Collaborative time with district vice-principal of numeracy
- FSA review with grade 3 and 4 teachers

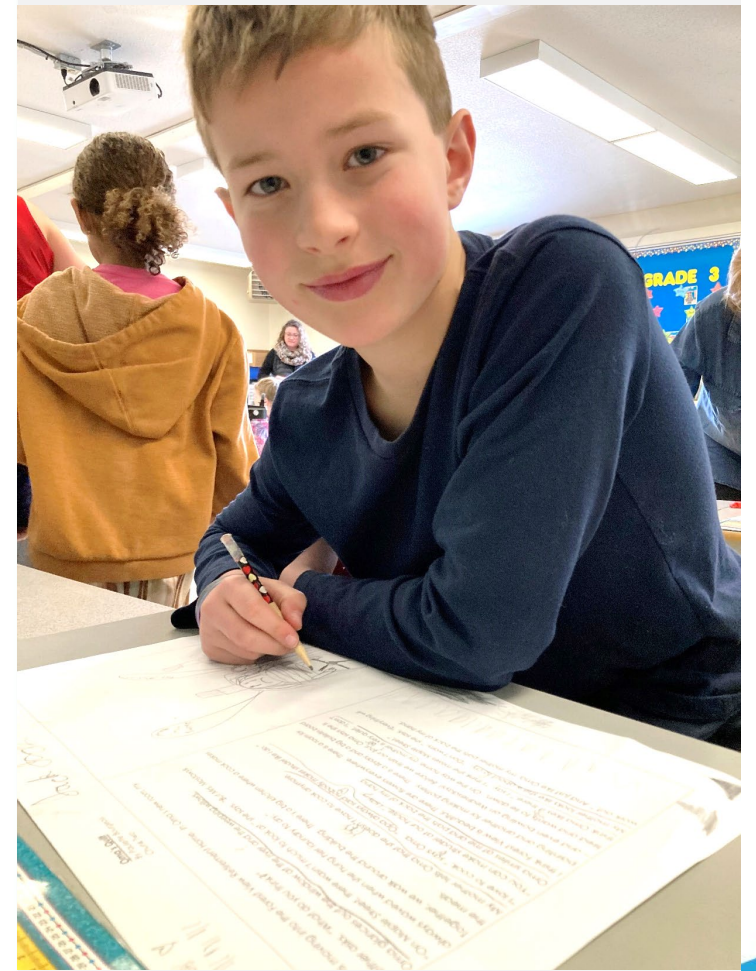


# STRATEGIC PRIORITY TWO

Success for Each Learner - Literacy



**Goal** Students will increase their literacy achievement.

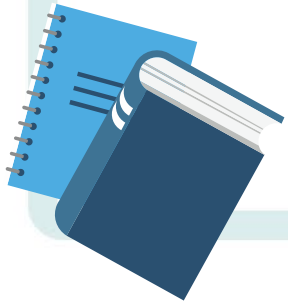


## Evidence Narrative

We are going to focus on essential early literacy skills, which are foundational for students to become proficient readers.

Teachers will focus on the three specific pre-reading skills (rhyming, blending sounds, & letter identification) in their daily teaching.

We will also continue to track student growth using the PM reading assessment.



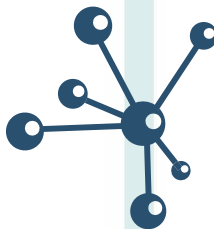
## Concept Focus



# Phonological awareness

## Strategic Inquiry

If teachers at EMP teach phonological awareness skills daily, will students show more growth in their reading skills?

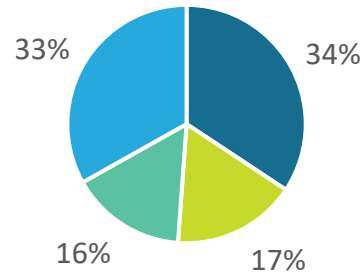


# DATA

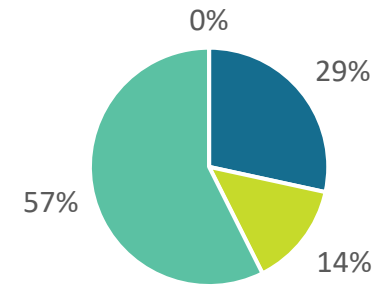
Reading scores indicate growth, but those students who are at the emerging level concern us. They need timely, effective, differentiated instruction, and we suspect they would benefit from more phonological skills instruction.

## PM Benchmark Reading Data

PM Results - Fall 2022



PM Results - Spring 2023



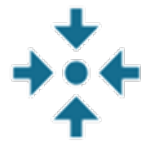
# TARGETS, MEASURES & SUPPORTS



## MEASUREMENT CYCLES

October & May  
PM reading  
assessments

September &  
May early  
literacy  
essential skills  
assessment



## TARGET

One year of growth  
each year on PM scores

<20% at the emerging  
level on PM  
assessments

100% of grade 3  
students mastering all  
early literacy essential  
skills



## KEY DATES

September &  
May  
ELESP

October & May  
PM reading  
assessments



## PROFESSIONAL LEARNING

Pro-D day in  
August

Staff meeting  
agenda item

Release time  
for ELESP  
collaboration



## SUPPORTING STRUCTURES

Instructional  
Rounds

Collaborative  
Literacy Time

Co-teaching  
with Teacher-  
Librarian

# LEARNING & STRATEGIC RESOURCES

- Collaborative teaching time with LST and teacher-librarian
- Collaborative time with other teachers (Instructional Rounds)
- Early Literacy Essential Skills Profile (ELESP) tool
- PM Benchmark reading assessments & teaching resources
- Heggerty resources for phonological awareness
- BC Curriculum information



# STRATEGIC PRIORITY THREE

Growing the Capacity of Self and Others

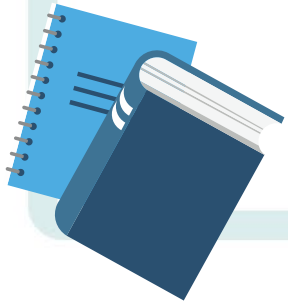


**Goal** Improve the quality of educator collaboration



## Evidence Narrative

Staff collaboration is sporadically robust. We aim to implement structures and routines that will facilitate willingness and opportunities for staff to learn with and from each other.



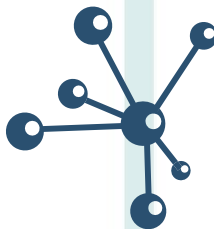
## Concept Focus



Staff  
Communities  
of Practice

## Strategic Inquiry

If all staff participate in a collaborative community, based on a strategic school priority, will staff report an increase in the quality of collaboration?





# DATA

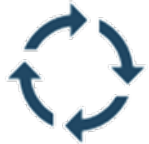
Our success in this area will be measured through teacher self-evaluation using the continuum of practice rubric.

Teachers improve their practice in the company of their peers.			
The teacher operates in isolation.	The teacher shares lessons and activities they created.	The teacher obtains feedback about instruction/instructional planning from colleagues and mentors.	The teacher works in collaboration with others to design robust learning tasks and obtain feedback about instruction/instructional planning from colleagues and mentors.

We will also monitor the number of opportunities that staff take to work together (instructional rounds, collaborative dialogue release time, professional conversations outside of instructional time [staff meetings, or professional development days]).

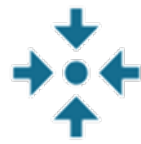


# TARGETS, MEASURES & SUPPORTS



## MEASUREMENT CYCLES

Teacher survey  
question in  
September,  
February &  
June



## TARGET

- 100% of staff  
members:
- report an increase  
in confidence &  
collaboration
  - try something new  
by embedding  
EDI/SEL/literacy/  
numeracy tasks into  
their teaching



## KEY DATES

September,  
February, &  
June surveys

Monthly  
opportunities  
to collaborate  
and share



## PROFESSIONAL LEARNING

Pro-D days

Staff meetings

District  
meetings



## SUPPORTING STRUCTURES

Instructional  
Rounds

Collaborative  
release time

Staff meeting  
agenda item

District PVPs

# LEARNING & STRATEGIC RESOURCES

- Collaborative teaching time with LST and teacher-librarian
- Collaborative time with other teachers (Instructional Rounds)
- Early Literacy Essential Skills Profile (ELESP) tool, and release time to develop better understanding of the assessment and how we adjust instruction in light of the results
- FSA discussion release time with JA Laird teachers
- PM Benchmark reading assessments & teaching resources
- Heggerty resources for phonological awareness
- BC Curriculum information





## Evidence Narrative

**Someplace special.** This is our EMP motto, and staff feel that it not only speaks to our school, but our wider local community. We aim to increase student knowledge of and connection with the land and the people who call it home. We aim to incorporate Indigenous ways of knowing into place-based, outdoor learning that focuses on culturally significant areas, where Indigenous stories and traditional uses of the land are highlighted.



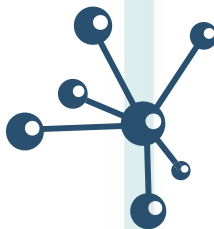
## Concept Focus



Connection  
to  
Place

## Strategic Inquiry

If all staff at EMP teach the curriculum in culturally important places, will see an increase in understanding of culturally important places and practices?



# DATA

We will collect data through a staff survey in September, February and June, asking about the quantity and quality of their outdoor learning opportunities this year and their focus on stewardship for the land.

Students will complete a self-reflection after learning about culturally significant places so we can see their understanding.



<p><b>PS</b> Positive Personal and Cultural Identity My Self-Assessment</p> <p>by: _____</p> <p>How I showed this:</p> <p>I can describe my family, home, and the people, and/or places that make up my community.</p> <p>date: _____</p> <p>POPEY+ EDUCATION</p>	<p><b>PS</b> Social Awareness and Responsibility My Self-Assessment</p> <p>by: _____</p> <p>How I showed this:</p> <p>I can participate in activities that help care for the people, places, and things in my life.</p> <p>date: _____</p> <p>POPEY+ EDUCATION</p>	<p><b>PS</b> Social Awareness and Responsibility My Self-Assessment</p> <p>by: _____</p> <p>How I showed this:</p> <p>I know the people and places that are around me.</p> <p>date: _____</p> <p>POPEY+ EDUCATION</p>
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# TARGETS, MEASURES & SUPPORTS



## MEASUREMENT CYCLES

September,  
February and  
June check-ins  
  
Teacher survey  
September &  
June



## TARGET

100% of classes  
participate in at  
least one  
culturally  
significant  
learning  
opportunity  
connecting to the  
land



## KEY DATES

September,  
February,  
June check-ins  
with teachers



## PROFESSIONAL LEARNING

Pro-D day in  
August focused  
on Indigenous  
learning plan  
for the year  
  
Staff meeting  
agenda item



## SUPPORTING STRUCTURES

IESW &  
District VP  
  
Collaborative planning  
time  
  
Instructional Rounds  
  
Staff meetings

# LEARNING & STRATEGIC RESOURCES

- Collaborative teaching time with teacher-librarian & IESW
- Collaborative time with other teachers (Instructional Rounds)
- YouthSafe Outdoors resources (reviewed at staff meetings)
- District vice-principals invited to staff meetings
- Continued partnership with Shuswap Band (staff members and band members)
- Various online or in-person workshops (4 Seasons of Reconciliation, CBEEN, BC Numeracy Network – outdoor learning resources)
- BC Curriculum information

