



**ROCKY  
MOUNTAIN**  
School District #6



# MARTIN MORIGEAU ELEMENTARY SCHOOL SCHOOL SUCCESS PLAN

June, 16, 2021



# PRINCIPAL MESSAGE

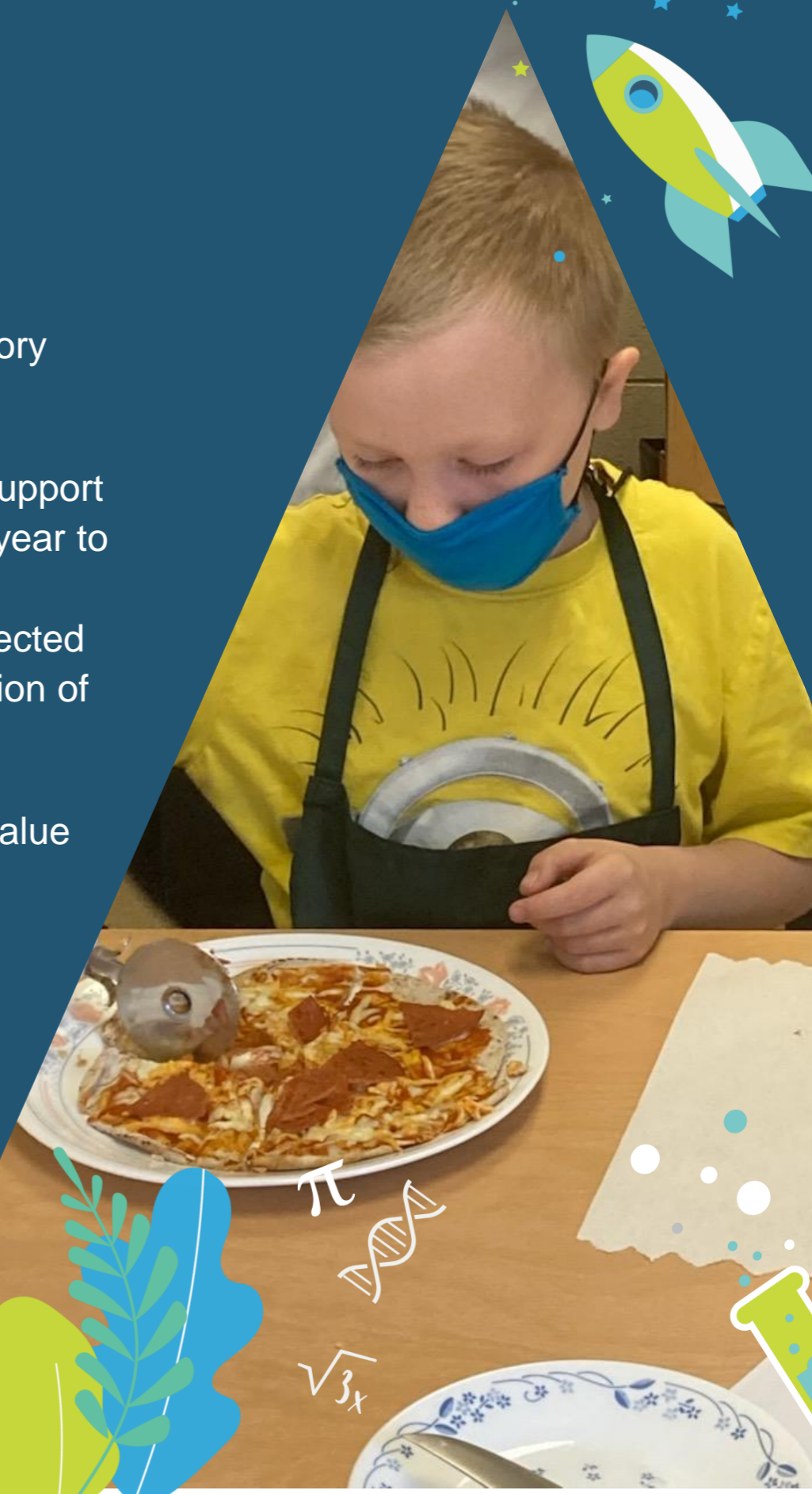
Martin Morigeau Elementary School is a K-7 school located on the traditional, unceded, territories of the Ktunaxa and Secwépemc peoples and on the territory chosen by the Métis as home.

Our School Plan for Student Success has been crafted by our teaching and support staff, alongside administration. Staff met monthly over the 2020-2021 school year to examine student data in Social Emotional Learning, reading and math, and to determine areas for potential student growth. We landed on three goals connected to increasing student skills in decision making, reading and authentic application of mathematical knowledge.

Our school vision: *Curiosity, Community, Character* communicates what we value for our students and is the underlying current of this plan.

*Teresa Vancise*

Principal / Lead Learner





# 2021-2022 SCHOOL DEMOGRAPHICS

Martin Morigeau • Canal Flats, BC

## TEACHERS

5

## SUPPORT STAFF

9

## OFFICE STAFF

2

## STUDENT POPULATION

69

### MALES FEMALES

44

25

### INDIGENOUS LEARNERS

33

## K-7 GRADE CONFIGURATIONS

- K, 1
- 1, 2
- 3, 4, 5
- 5, 6, 7

# MARTIN MORIGEAU ELEMENTARY SCHOOL: *Curiosity, Community, Character*

## MISSION

We collaborate in the pursuit of each student's success as knowledgeable, caring, resilient, and contributing members of a global community.



# MARTIN MORIGEAU ELEMENTARY SCHOOL: *Curiosity, Community, Character*

## 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 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.

# STRATEGIC PRIORITY ONE

## Equity and Inclusion

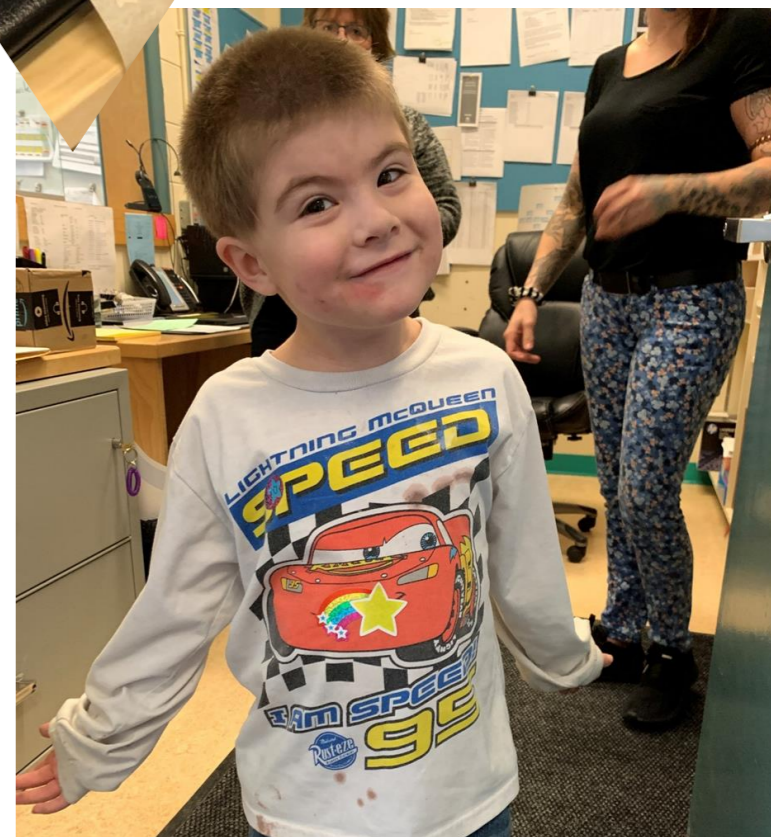


### GOAL 1

*Increase our students' ability to make good choices and to understand the consequences of their choices.*



**First Peoples Principles of Learning:**  
*“Learning involves recognizing the consequences of one’s actions.”*



# SOCIAL EMOTIONAL LEARNING

## CASEL Teacher Assessment (image below)

- The circle graph below tells us that 58% of our learners require support and skill building in:
  - Self Management** (impulse control, stress management, self-discipline, self-motivation, goal setting, organizational skills)

**Responsible Decision Making** (identifying problems, analyzing situations, solving problems, evaluating, reflecting)

These are the two most important areas for focus as indicated by our assessments.

## Student Core Competencies, Social Awareness and Responsibility Student Assessment

### What is SEL?

#### SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

##### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

##### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

##### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

##### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

##### RELATIONSHIP SKILLS

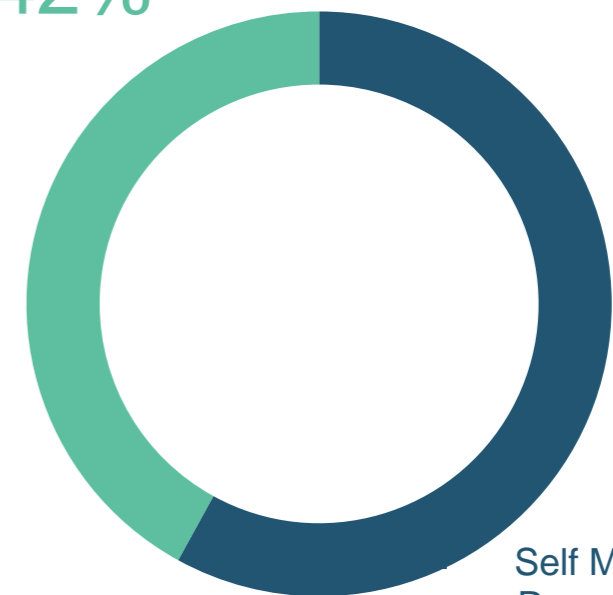
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK



Other SEL Needs

42%



Self Management and Responsible Decision

Making Needs

58%





# STRATEGIC PRIORITY ONE

## Equity and Inclusion

### STRATEGIC NARRATIVE:

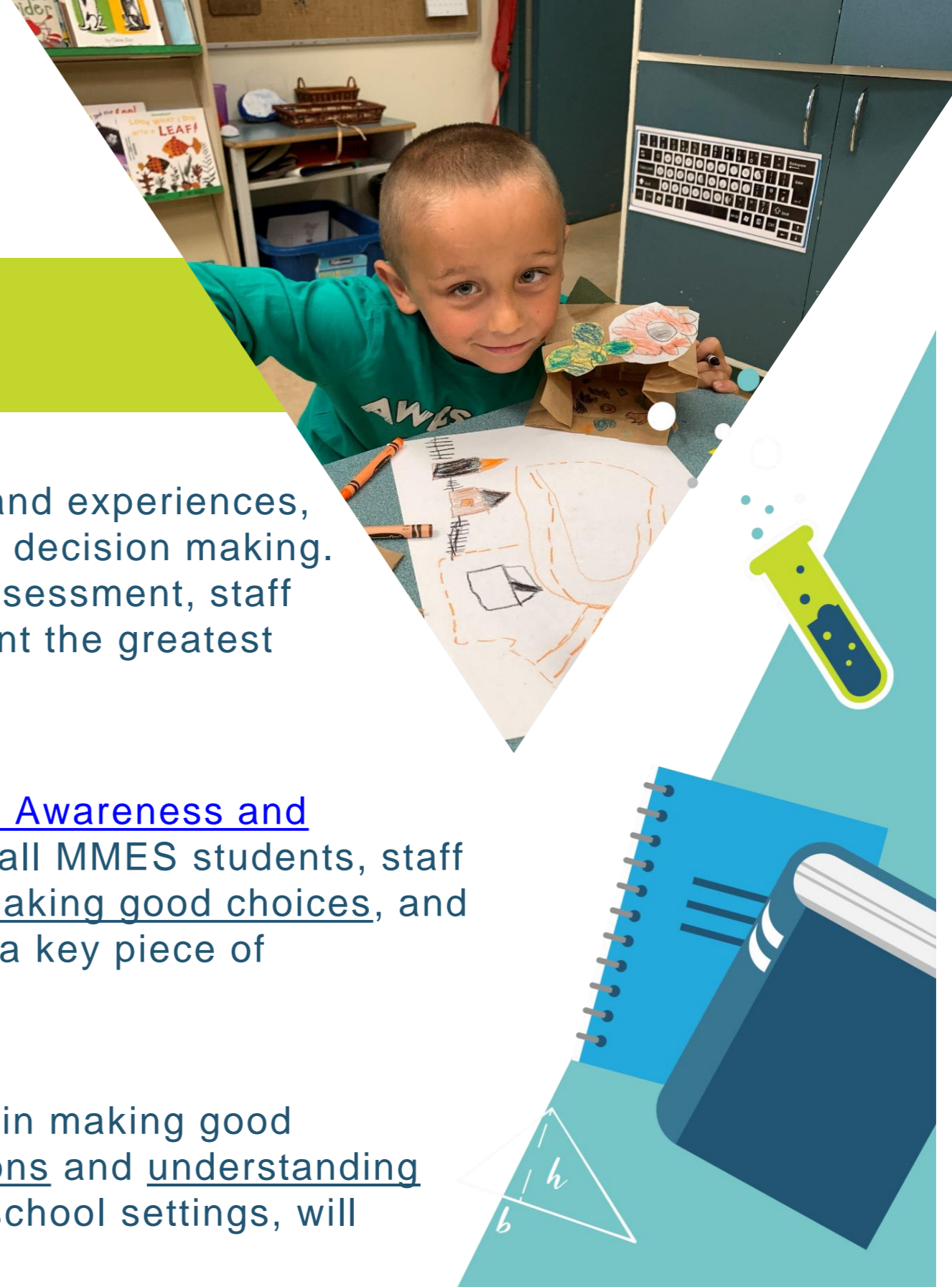
Our students come from a variety of backgrounds and experiences, leading to varying skill levels in self-regulation and decision making. Based on the CASEL Social Emotional Learning assessment, staff determined improved decision making would present the greatest potential for growth and improved student success.

### STRATEGIC FOCUS:

After reviewing student-specific [CASEL](#) and [Social Awareness and Responsibility](#) Core Competencies information for all MMES students, staff identified students would benefit from support in making good choices, and understanding the consequences of their choices, a key piece of responsible decision making.

### STRATEGIC INQUIRY:

If staff use common language to educate learners in making good choices by identifying problems, analyzing situations and understanding the consequences of their choices in a variety of school settings, will students demonstrate improved decision-making?



# STRATEGIC TARGETS AND MEASURES



## MEASUREMENT CYCLES

- CASEL Teacher Assessment ([Link](#))
- Student Core Competencies, Social Awareness and Responsibility Student Assessment

02

Times Per Year

## TARGET

58%

Needing Self Management & Responsible Decision-making Support

To

40%

For All Students

## RESOURCES

- Apology of Action framework for students
- Student Blue Think Pages: "This is what happened in \_\_\_\_ . . . This is how I could have done it \_\_\_\_"
- [CASEL'S SEL Framework & teacher lessons](#)
- BC'S [Social awareness & Responsibility Core Competencies](#)

## SUPPORTS

- Aboriginal Education Support Worker collaborating with teachers, local Indigenous partners, Elders, Traditional Educators, and parents..
- Community LINK Worker in class and small,

## PROFESSIONAL LEARNING

- ProD on CASEL SEL [Webinars](#) & [CASEL'S SEL teacher lessons](#)
- Pro D on [ZONES](#) social emotional regulation strategies
- ProD on BC's Core Competencies [RE: Social Awareness and Responsibility](#)

## SUPPORTING STRUCTURES

- School based team meetings for student-specific higher tier Response to Intervention plans
- School-wide [Universal Design for Learning](#) practices
- Staff meetings for monitoring objectives & adjusting school-wide strategies



# STRATEGIC PRIORITY TWO

## Success for all learners



### GOAL 2

Increase student success in reading.



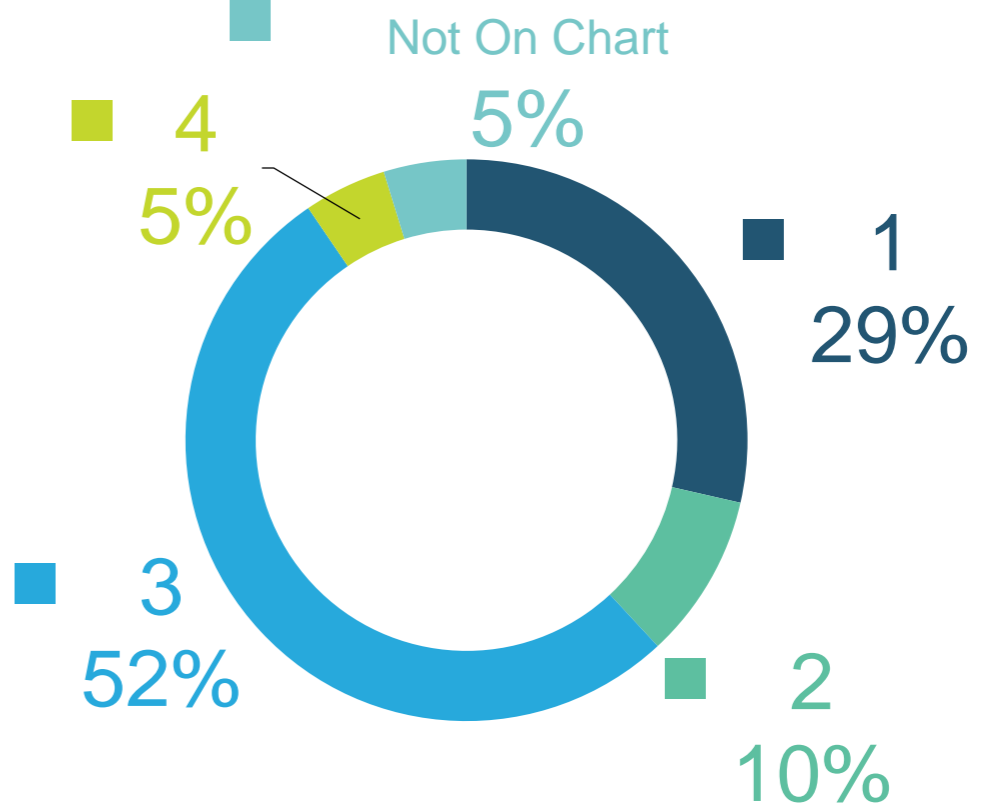
***First Peoples Principles of Learning:***  
*“Learning involves patience and time.”*



# SCHOOL-WIDE PRIMARY READING ACHIEVEMENT (%)

Spring, 2021 P.M. Benchmarks Reading Assessments

- 1 student (did not score at A level)
- We notice a gap between those not yet meeting expectations and those with proficient reading skills.



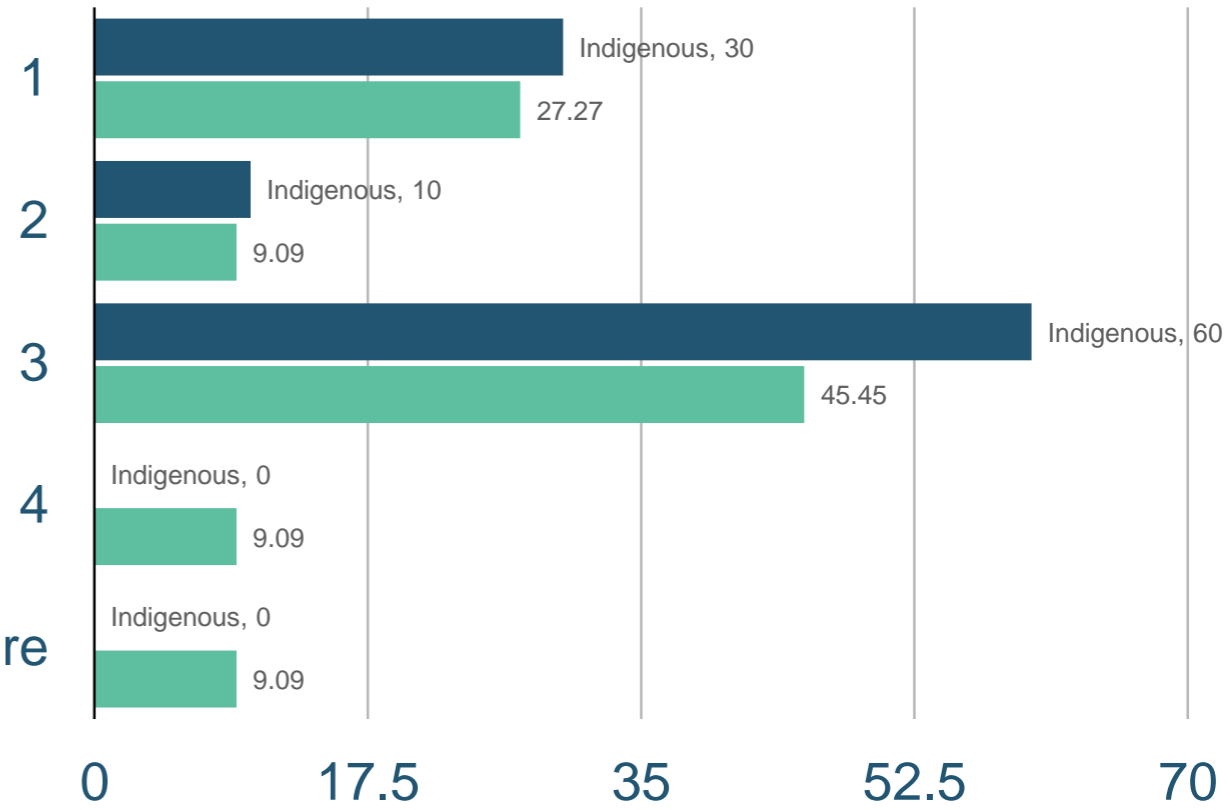
# INDIGENOUS VS. NON-INDIGENOUS PRIMARY READING ACHIEVEMENT (%)

Spring, 2021 P.M. Benchmarks Reading Assessments



As over half of our student population identifies as Indigenous, our Indigenous learners' reading assessment levels closely mirror our general student population's assessment levels.

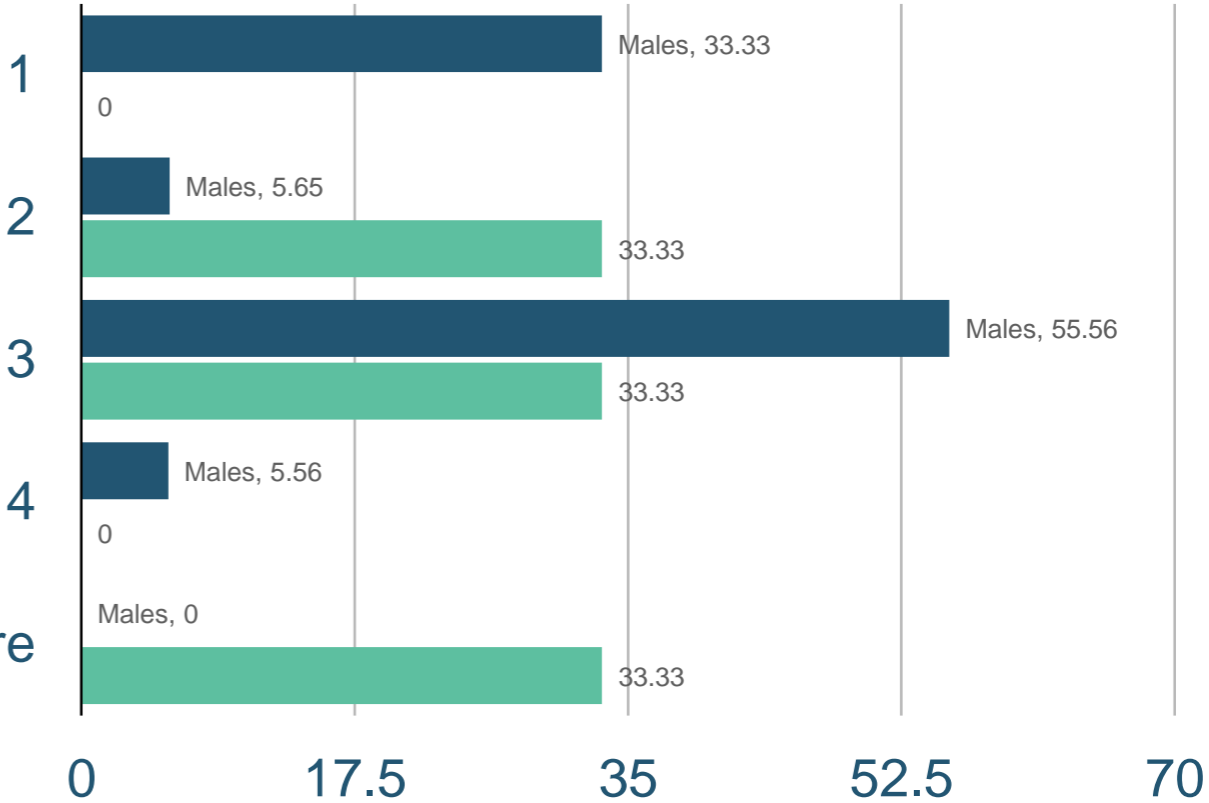
We identify a need to improve reading for the lowest 40% of our student population.



# MALES VS. FEMALES, PRIMARY READING ACHIEVEMENT (%)

## Spring, 2021 P.M. Benchmarks Reading Assessments

Number of Males	Number of Females
1: 6 students	1: 0 students
2: 1 student	2: 1 student
3: 10 students	3: 1 student
4: 1 student	4: 0 students
No Score: 0 students	No Score: 1 student



## Spring, 2021 P.M. Benchmarks Reading Assessments

- We notice a gap between those males not yet meeting expectations and those with proficient reading skills.
- We also notice a gap between male and female performance levels in reading.

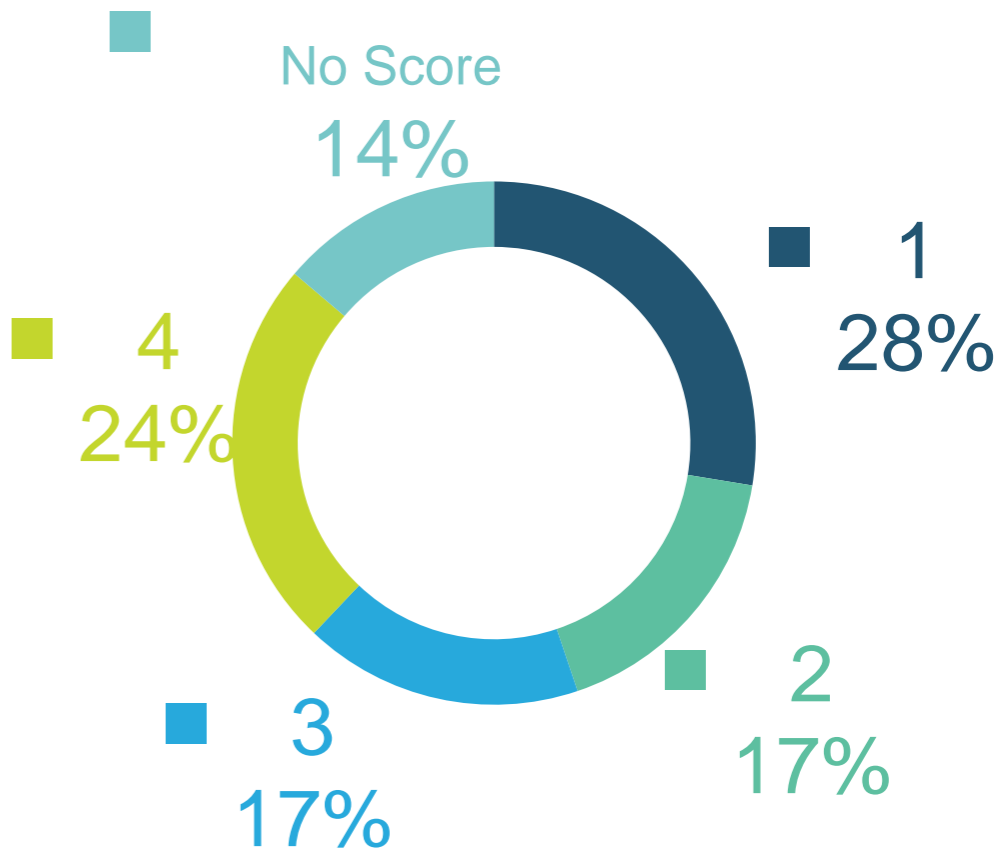
No Score



# INTERMEDIATE READING ACHIEVEMENT

## Spring, 2021 School-wide Fountas and Pinnell Reading Assessment Data

- No Score: 4 students (in D.L. and/or H.S. and did not receive a score)
- We notice a gap between those students not yet meeting grade level reading expectations and those student exceeding grade level expectations.



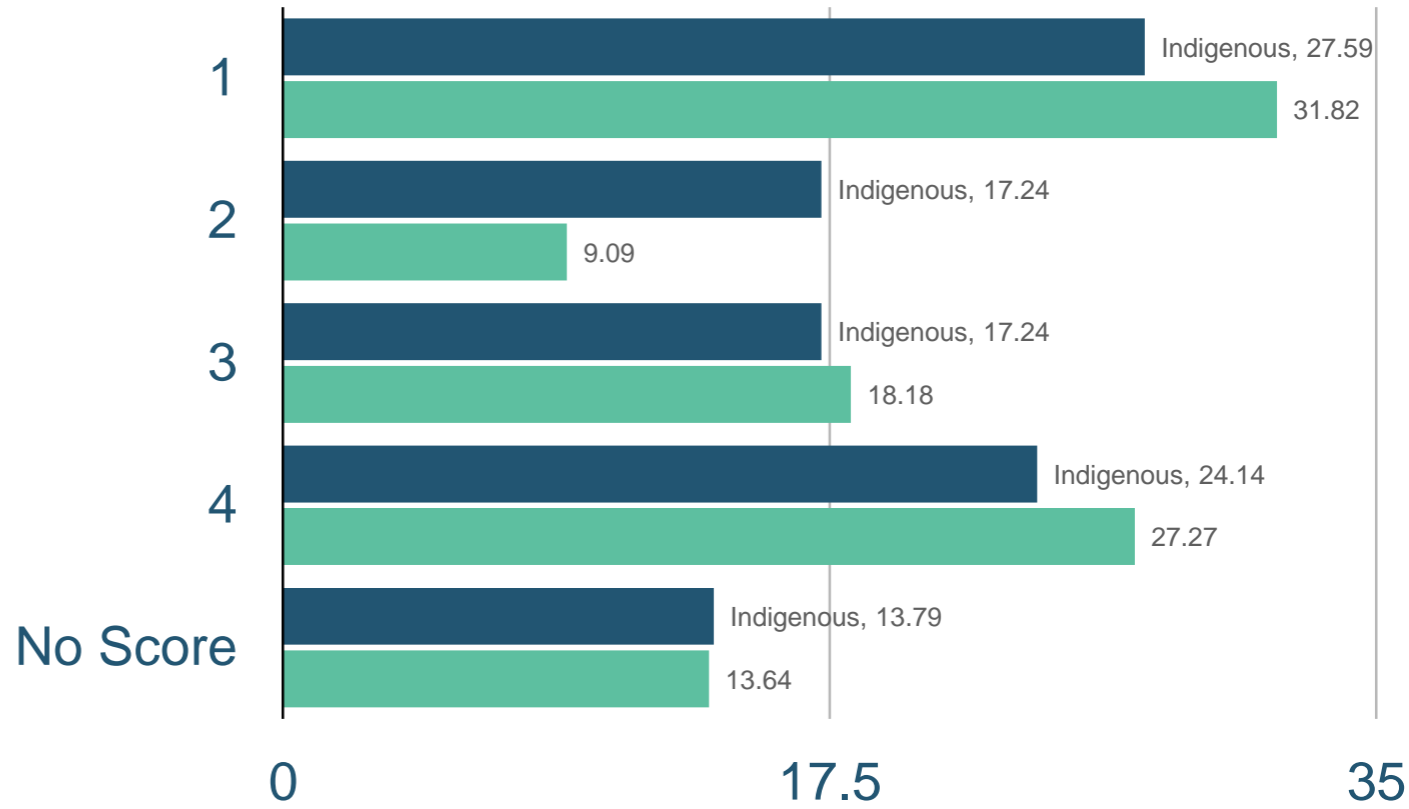
# INDIGENOUS VS. NON-INDIGENOUS INTERMEDIATE READING ACHIEVEMENT

## Spring, 2021 School-wide Fountas and Pinnell Reading Assessment Data



As over half of our student population identifies as Indigenous, our Indigenous learners' reading assessment levels closely mirror our general student population's assessment levels with less than 5% difference between the two populations in categories 1 & 2.

We identify a need to improve reading for the lowest 50% of our students.

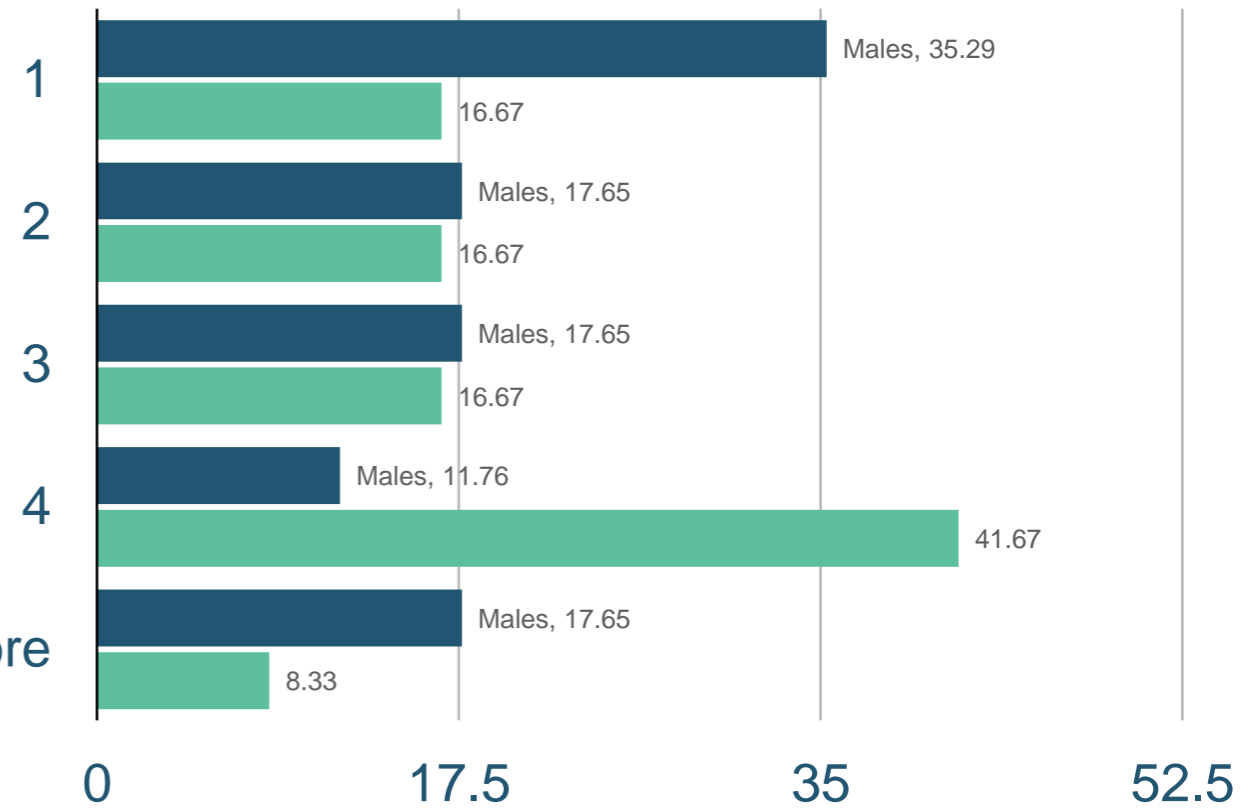


# MALES VS. FEMALES, INTERMEDIATE READING ACHIEVEMENT (%)

## Spring, 2021 School-wide Fountas and Pinnell Reading Assessment Data

Number of Males	Number of Females
1: 6 students	1: 2 students
2: 3 student	2: 2 student
3: 3 students	3: 2 student
4: 2 student	4: 5 students
No Score: 3 students	No Score: 1 student

No Score



## Spring, 2021 Fountas and Pinnell Reading Assessments

- We also notice a gap between male and female performance levels in reading.



# STRATEGIC PRIORITY TWO

## Success for all learners

### STRATEGIC NARRATIVE:

From the previous data slides we were able to conclude that many of our learners are reluctant independent readers, specifically our male learners. When given the choice, these learners usually gravitate towards non-fiction texts, connected to the real-world. Staff believe increased student choice in reading, and increased focus on non-fiction reading should improve reading results. Improved reading results should also have a positive impact on students' success in writing.

### STRATEGIC FOCUS:

Our staff will explore additional ways to weave non-fiction texts into classroom learning and cross-curricular inquiry.

### STRATEGIC INQUIRY:

If we intentionally teach by including more variety and how to best incorporate non-fiction resources as part of classroom literacy instruction at least two times per week, will we see an increase in reading engagement and achievement, specifically with our male learners?





# STRATEGIC TARGETS AND MEASURES



## MEASUREMENT CYCLES

PM Benchmarks and Fountas & Pinnell Scores

“What I like to read” Student Survey:

- Term 1 & Term 3 – score number of items. In T3: 0 score = no growth in items, compared to T1;
- 1 score = growth in items in T3 listed compared to T1

# 02

Times Per Year

## TARGET

Primary:  
52% PRF  
to  
62% PRF

Intermediate:  
17% PRF  
to  
30% PRF

For All Students

## RESOURCES

- Adrienne Gear’s *Non-Fiction Reading Power*
- Traditional Indigenous texts

## SUPPORTS

- Aboriginal Education Support Worker in class and with small groups
- Community LINK Worker in class and small group sessions.

## PROFESSIONAL LEARNING

- ProD session on Adrienne Gear’s *Non-Fiction Reading Power*
- ProD session on cross curricular sample units, connected to BC’s [Curriculum website](#)

## SUPPORTING STRUCTURES

- Monthly (Admin.-relieved) teacher collaboration time during Library co-teaching time
- Staff meetings for monitoring school-wide objectives & adjusting strategies



# STRATEGIC PRIORITY THREE

## Excellence in Teaching and Leadership



### GOAL 3

Increase teachers' ability to create rich numeracy tasks by connecting mathematical concepts to real world problems across the curriculum. This will provide students with authentic application of mathematical knowledge, balanced with skill development and automaticity.



***First Peoples Principles of Learning:***

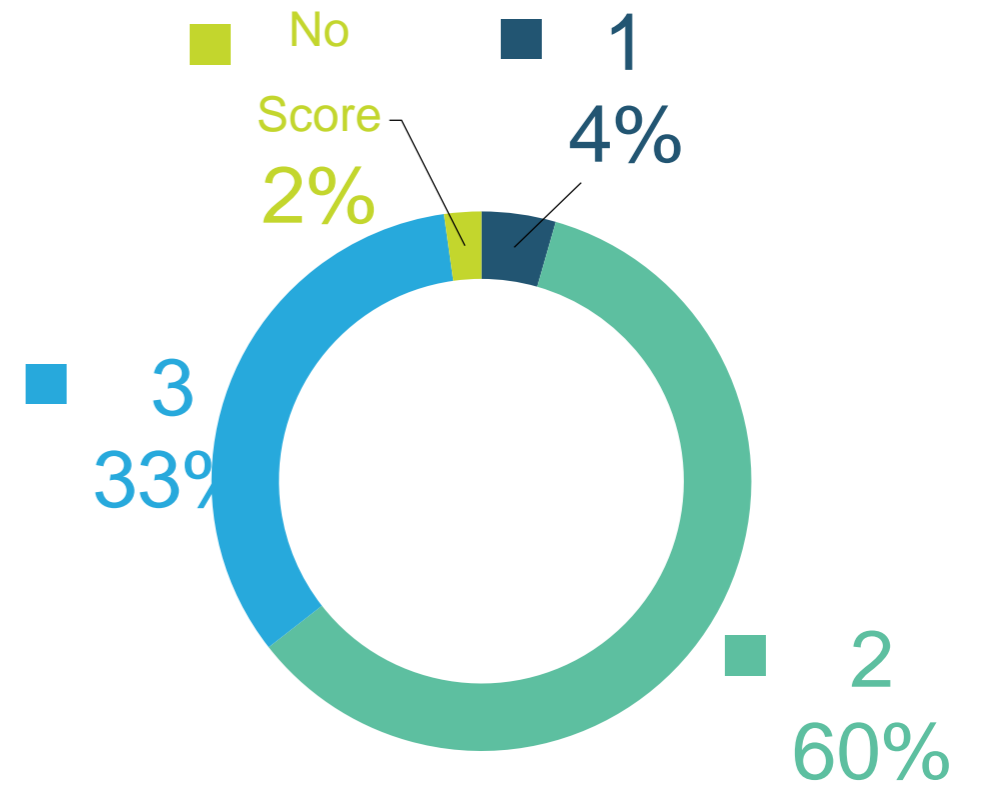
*“Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).”*



# SNAP NUMBER SENSE ACHIEVEMENT

## Spring 2021 K-7 SNAP Number Sense Assessment Results

- 1 (understanding and application not yet evident)
- 2: (demonstrates some understanding)
- 3: (demonstrates proficient understanding and application)
- No Score: 1 student, on modified program



# INDIGENOUS VS. NON-INDIGENOUS SNAP NUMBER SENSE ACHIEVEMENT

## Spring 2021 K-7 SNAP Number Sense Assessment Results



- We notice our Indigenous students are performing at higher levels than our non-Indigenous students in the SNAP assessment.
- Teachers noticed students struggled most with the Connecting and Reflecting section of the SNAP assessment across grade levels.



# STRATEGIC PRIORITY THREE



## Excellence in Teaching and Leadership

### STRATEGIC NARRATIVE:

After examining our Term 1 and Term 3 SNAP assessments, teachers noticed students struggling with the connecting and reflecting band of the assessment across grade levels.

### STRATEGIC FOCUS:

The connecting and reflecting aspect of the SNAP assessment requires students transfer mathematical understanding to real-world problems. As such, teachers will focus on connecting students to real world mathematical problems.

### STRATEGIC INQUIRY:

If we support instruction by connecting teachers to the District Numeracy Team and utilize the principles and strategies in Liljedahl's [Building Thinking Classrooms in Mathematics](#) to support authentic mathematical task development, will our learners be more equipped to transfer their knowledge of mathematical concepts to solve real-world problems?



# STRATEGIC TARGETS AND MEASURES



## MEASUREMENT CYCLES

- SNAP Assessment
- Connecting and Reflecting Band – comparison of student growth in this area each term

03

Times Per Year

## TARGET

33% PRF

To

50% PRF

For All Students

## RESOURCES

- SNAP SD33 [web resources](#)
- Other resources T.B.D. with new leadership

## SUPPORTS

- Aboriginal Education Support Worker in class and with small groups
- Community LINK Worker in class and small group sessions.

## PROFESSIONAL LEARNING

- ProD session on SNAP with SD33
- SD6 District Numeracy Team

## SUPPORTING STRUCTURES

- Staff meetings for monitoring school-wide objectives & adjusting strategies
- Staff meetings to focus on Liljedahl's [Building Thinking Classrooms in Mathematics](#) and the resulting outcomes of applying the principles and methodology.
- Staff opportunity to work with District Numeracy Team to support programming

