



**ROCKY MOUNTAIN**  
School District #6



# EILEEN MADSON PRIMARY SCHOOL SUCCESS PLAN



# PRINCIPAL MESSAGE

At Eileen Madson Primary school, students are provided many engaging and meaningful opportunities to become “mighty learners” by teachers who are devoted to teaching and building a solid foundation for literacy and numeracy. As a school, we place an emphasis on play-based experiences as part of a balanced curriculum. In addition, diverse outdoor learning opportunities stimulate creativity, curiosity, and a connection to our natural world. Our goal is to provide a rich, safe, nurturing, and friendly school environment for each child to flourish.

This plan has 3 main focal points for Eileen Madson

- Foundational Learning for ALL children
- Supporting Health and well being of ALL of our diverse population of students
- A strong commitment to Professional development and growth

The staff at Eileen Madson arrived at this plan by gathering and diving into the data collected from our students, such as

- SNAP math assessment
- PM Benchmarks for Reading
- District Wide Write for writing
- Student Survey results
- Report card Data
- Staff records, observations and anecdotal assessments

This data, along with staff conversations brought us to the understanding of what our goals need to be.





# SCHOOL DEMOGRAPHICS

Eileen Madson Primary • Invermere, BC

NUMBER OF  
STAFF

29

16 teachers  
8 Education Assistants  
1 Principal  
1 Admin Secretary  
1 AB Ed Worker  
1 Lunchroom Supervisor  
1 Facility Operator

NUMBER OF  
STUDENTS

227

GRADE  
CONFIGURATIONS  
STRONGSTART

K-3





# MISSION

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



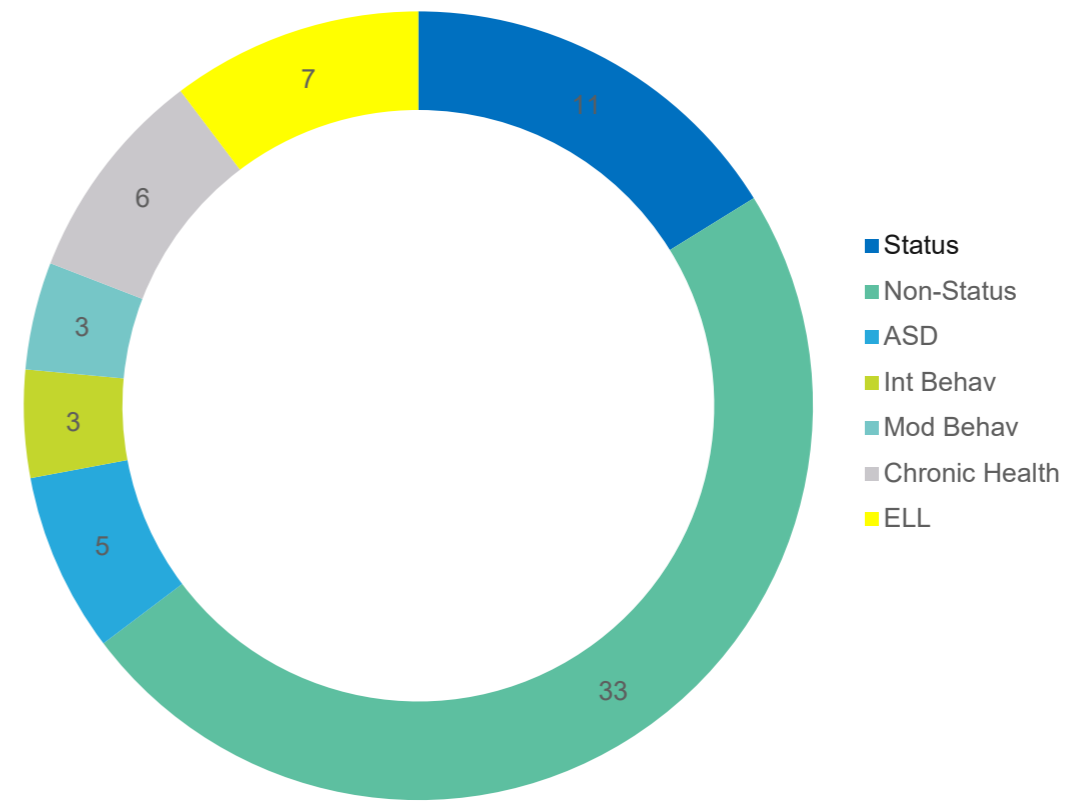
## Innovation

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

# OUR STUDENTS

We have an increasingly diverse student population at EMP. In order to get to know our students, we must take the time to learn about each student's cultural background, learning styles, experiences, challenges and what makes them tick. This chart shows the current diversity of our student body

EMP Students

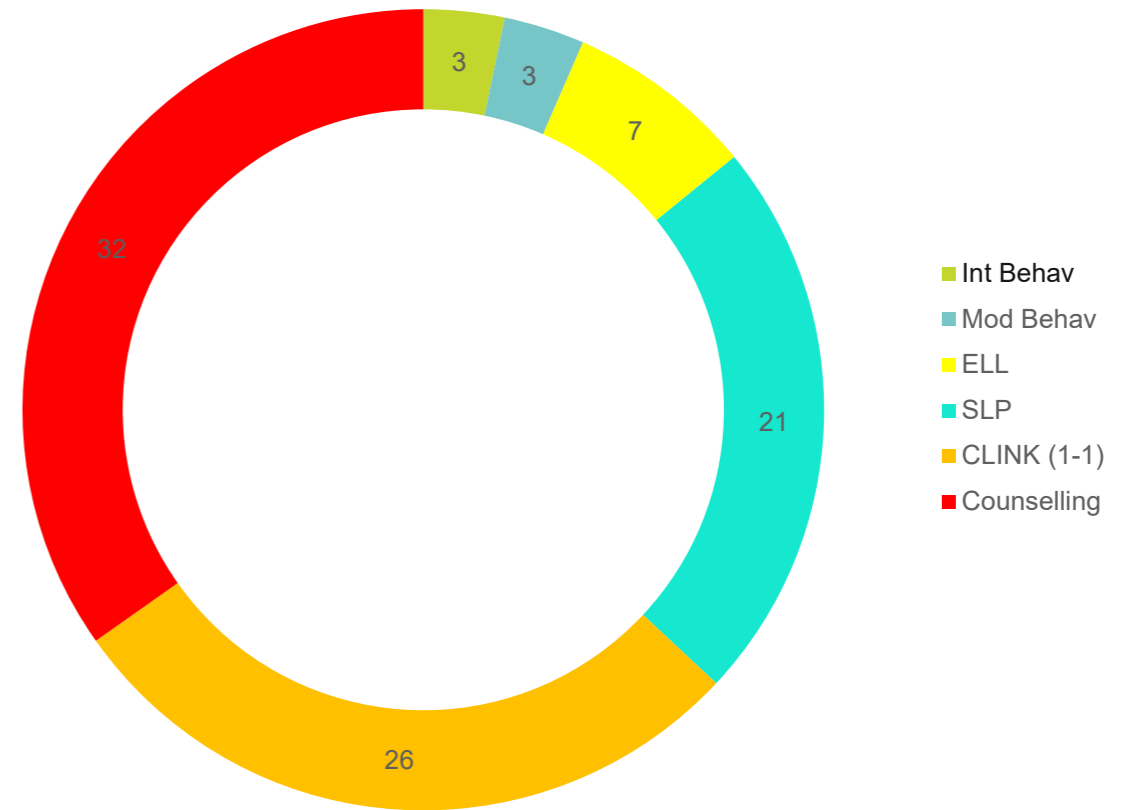


# OUR SUPPORTS

This chart shows the current supports our students receive. In addition to the 68 students receiving 1-1 counselling or social support, there are 57 students receiving small group support in Social Emotional Learning.

While this data does not correlate to specific goals and targets, this data set is important to provide the context of the school and what supports our students are needing.

EMP Students





# STRATEGIC PRIORITY ONE

## Equity and Inclusion



### GOAL

To increase student well-being.



Eagles symbolize strength, leadership, spirit healing and creation.

They are a symbol of peace and friendship.

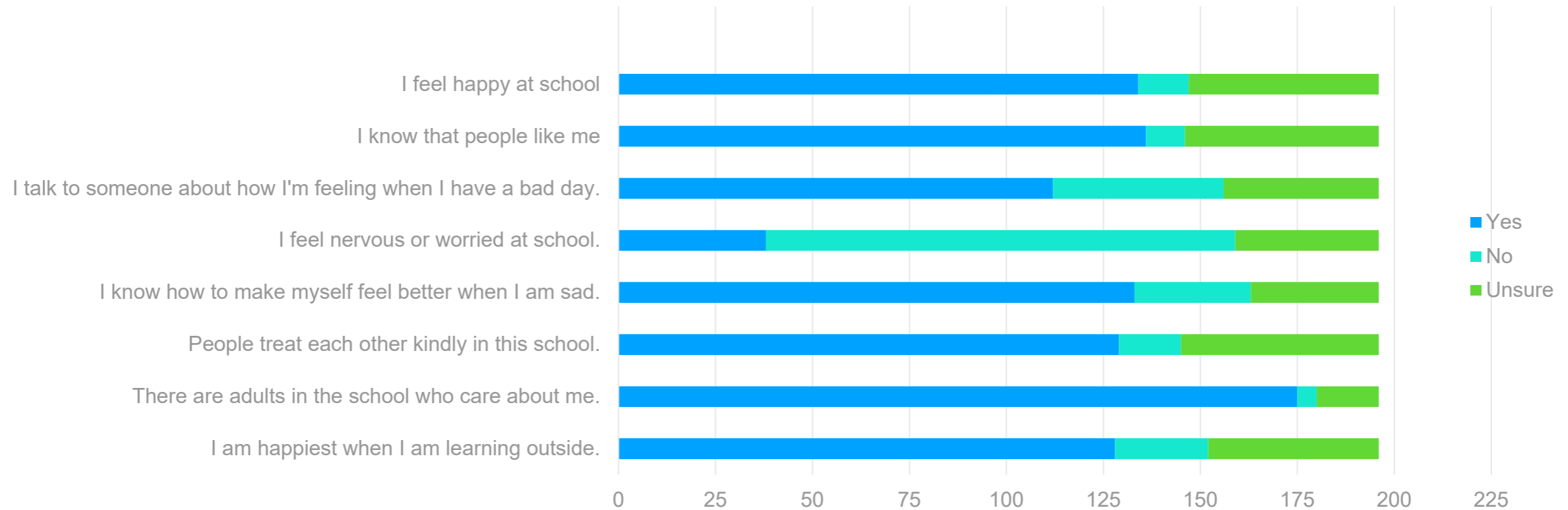
Ktunaxa: Kyaq'nukat (key-ak-nook-at)

Secwépemc: Spel'qweqs (sball-qwacks)



# STUDENT WELL-BEING

To gather data about student well-being, we surveyed students to provide their responses to the questions below.



# STRATEGIC PRIORITY ONE

## Equity and Inclusion

### STRATEGIC NARRATIVE:

The student learning survey that EMP students took part in showed that 21% of students stated that they don't know how to take care of their mental health. We need to focus on how to improve this for our students

### STRATEGIC FOCUS:

EMP staff will build understanding of the positive impact of building student well-being.

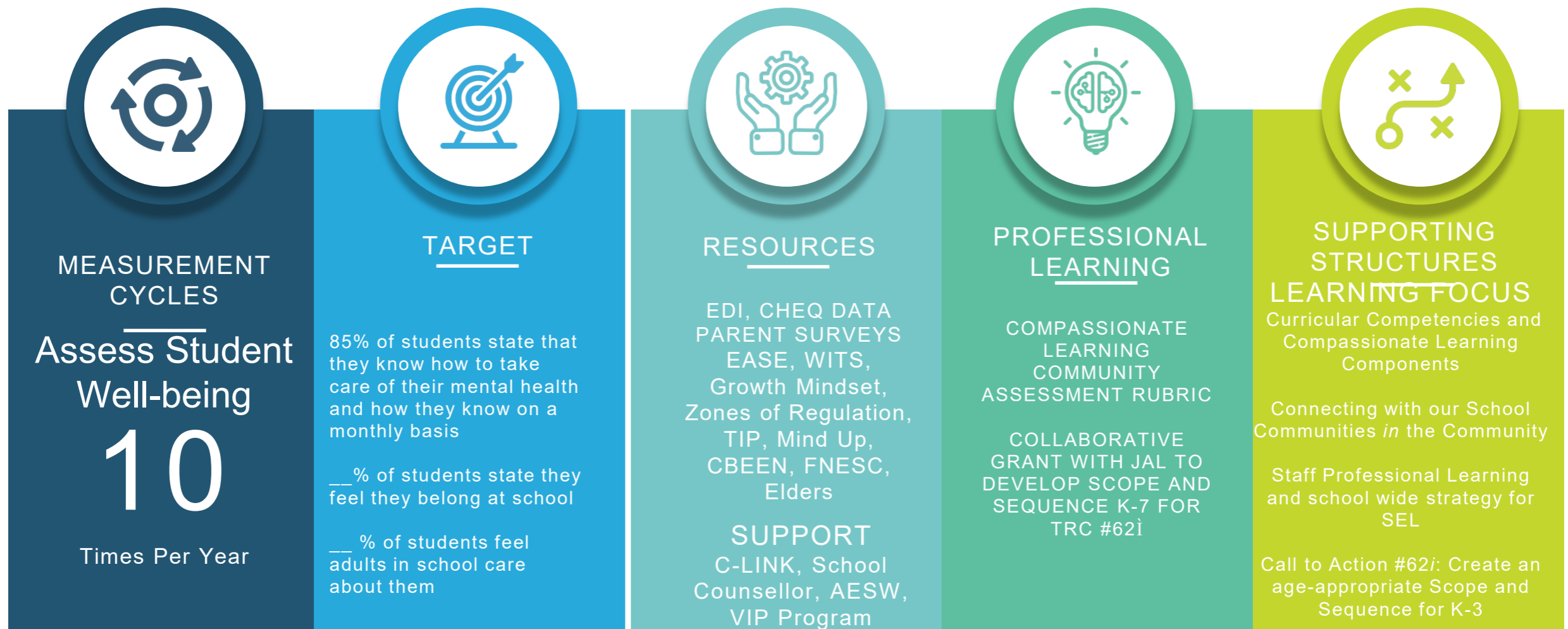
Stakeholders (teachers, support staff, AB ED worker) will work to build understanding, specific strategies and ways to support student well being.

### STRATEGIC INQUIRY:

If we focus on collaboratively building and implementing daily social-emotional learning, we will increase well-being for all students.



# STRATEGIC TARGETS AND MEASURES



# STRATEGIC PRIORITY TWO

Success for all learners



## GOAL A

To improve our student reading performance

Raven is a creative thinker. Imagination and innovation help raven to solve problems.

Young ravens are among the most playful of bird species.

Ktunaxa: Qukin (coo-kin)

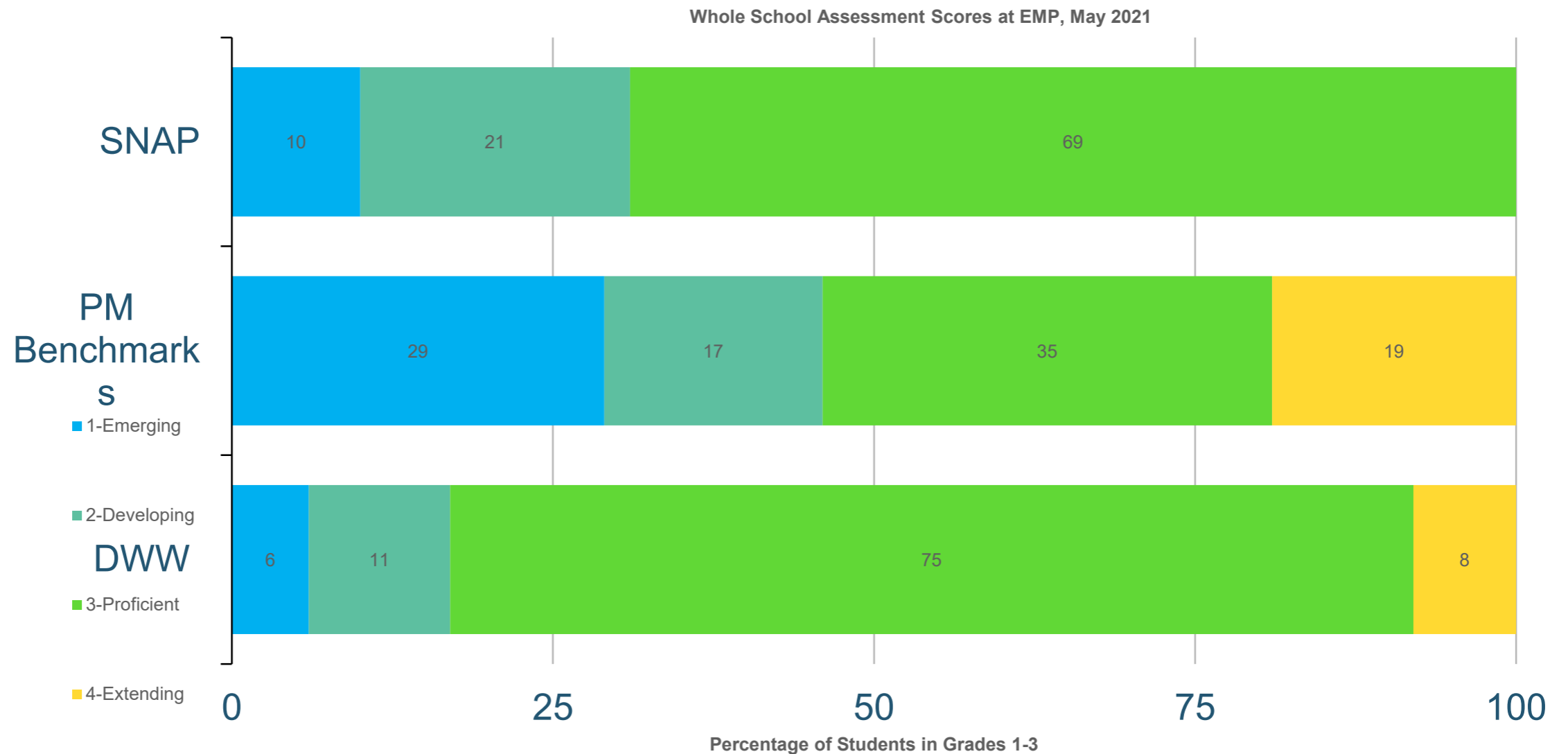
Secwépemc: Setse7 (set-cha)



# ASSESSMENT DATA

This chart shows the percentage of achievement scores in the three District Assessments: Student Numeracy Assessment and Practice (SNAP), PM Reading Benchmarks and District Wide Write (DWW). Please note: The SNAP Assessment has only 3 rankings.

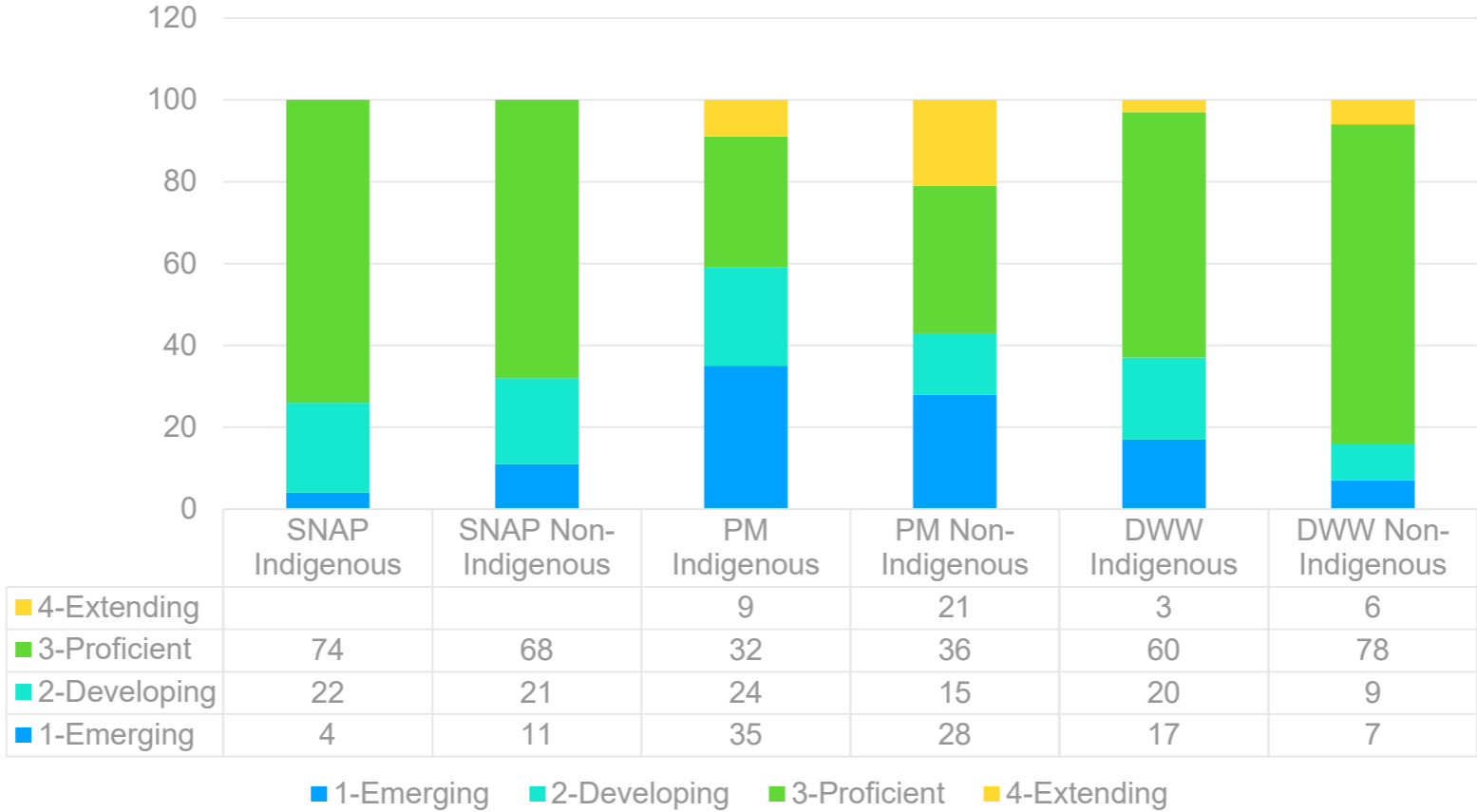
In the graphic below, the middle column, PM benchmarks, is the important data.



# INDIGENOUS STUDENT SUCCESS

## STUDENT ASSESSMENT SCORES: DWW, PM BENCHMARKS, SNAP

In Percentages



The success of every child is important to us. In gathering the data, we wanted to see if there was a difference in the learning profile for our Indigenous students, to better support them. This graph above shows that our Indigenous students and our non-Indigenous students have a similar learning profile. However, it is of note that our Indigenous Students are more represented in the Emerging category in all assessments, and less represented in the extending category in the PM Benchmarks and the District Wide Write.



# STRATEGIC PRIORITY TWO

## Success for all learners

### STRATEGIC NARRATIVE:

According to our PM Benchmarks Results, 29% of our students are working at an emerging level in reading. We also note that on the student survey, 28% of our students state that they never or very few times read a book for fun

### STRATEGIC FOCUS:

EMP Staff will work to build an understanding of what areas of reading students need to focus on to show overall improvement in reading

### STRATEGIC INQUIRY:

If staff work collaboratively to determine a focus for specific reading strategies, then plan and implement strategies then students will find more success in their reading





# STRATEGIC TARGETS AND MEASURES



## MEASUREMENT CYCLES

Assess student learning in Reading

03

Times Per Year

## TARGET

PM Benchmarks – 58% will be either Proficient or Extending

DWW – 85% of students will be Proficient or Extending

## RESOURCES

Heggerty Phonological Awareness Program  
Growth Mindset

F & P Reading Intervention Program

Increase game inventory

SUPPORT  
Further in-service in literacy assessment and planning

PROFESSIONAL LEARNING  
JOYELL  
LITERACY  
PLAY-BASED LEARNING

EARLY LEARNING FRAMEWORK

COMMON LANGUAGE IN LITERACY

## SUPPORTING STRUCTURES

LEARNING FOCUS  
Staff meeting for monitoring objectives & adjusting strategy



# STRATEGIC PRIORITY TWO

Success for all learners



## GOAL - B

To improve our student numeracy performance.

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Ktunaxa: Qukin (coo-kin)

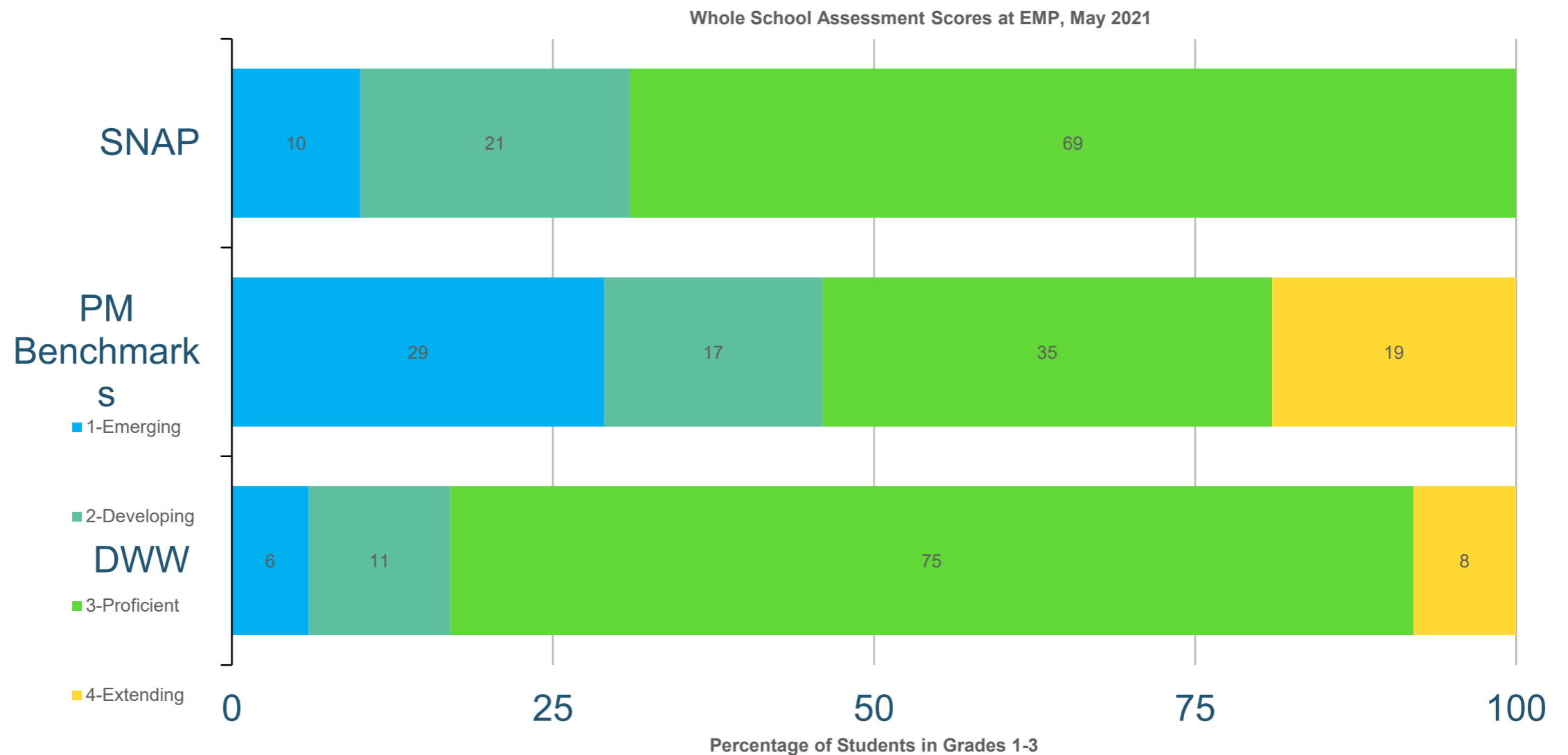
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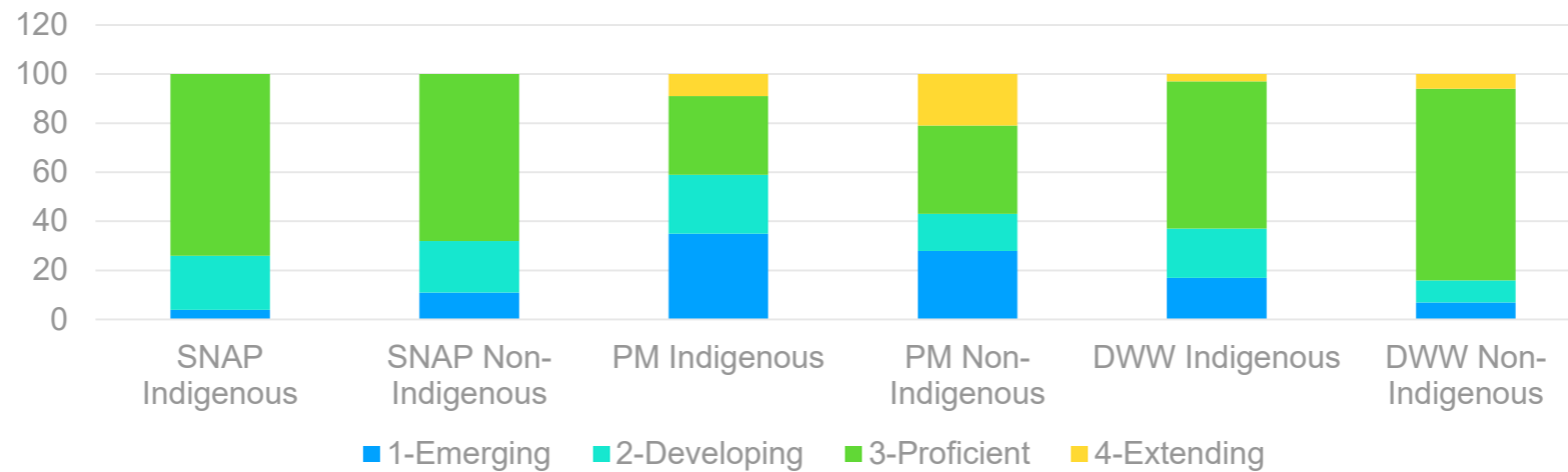
For this goal, we are looking at the top line to the SNAP Assessment



# INDIGENOUS STUDENT SUCCESS

## STUDENT ASSESSMENT SCORES: DWW, PM BENCHMARKS, SNAP

In Percentages



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# STRATEGIC PRIORITY TWO

## Success for all learners

### STRATEGIC NARRATIVE:

According to our SNAP Math Assessment 10% of our students are at an Emerging level and 21% at a developing level. We will be focusing on improving our Proficient level. Staff have identified that number sequencing is a key area of growth that is needed in the school

### STRATEGIC FOCUS:

EMP Staff will work to build understanding of number sequencing daily to improve math understanding.

### STRATEGIC INQUIRY:

If staff work to collaboratively plan and implement lessons and practice on number sequencing, then student achievement in mathematics will improve.



# STRATEGIC TARGETS AND MEASURES



## MEASUREMENT CYCLES

ASSESS STUDENT  
LEARNING IN  
MATHEMATICS

03

Times Per Year



## TARGET

SNAP Score – 72%  
Proficient by end of  
year

Students will show  
improvement on daily  
practice in number  
sequencing

Report card marks will  
reflect growth in  
mathematics



## RESOURCES

SNAP assessment tool

Increase inventory of  
mathematics  
manipulatives and  
games

SUPPORT  
Further in-service in  
numeracy assessment  
and planning



## PROFESSIONAL LEARNING

EARLY LEARNING  
FRAMEWORK

COMMON  
MATHEMATICS  
LANGUAGE AND  
RESOURCE USE  
LEARNING



## SUPPORTING STRUCTURES

LEARNING FOCUS

Staff meeting for  
monitoring objectives &  
adjusting strategy



# STRATEGIC PRIORITY THREE

## Excellence in Teaching and Leadership



### GOAL

To improve the quality and frequency  
of professional conversation.



Hummingbirds symbolize beauty, intelligence and love.  
Hummingbirds send messages of things to come.

Ktunaxa: nukçaqtit(nook-tsaq-tit)

Secwépemc: xwéxwne (walk-na)



# STRATEGIC PRIORITY THREE

## Excellence in Teaching and Leadership

### STRATEGIC NARRATIVE:

At EMP, Professional development initiatives tend to be pursued individually. Staff would like the School Success Plan to drive professional learning as a group to build our collective knowledge and support frequent conversations with each other. These conversations need a framework to guide professional learning

### STRATEGIC FOCUS:

Staff will collaboratively build a common language of practice for Social Emotional Learning, Mathematics and Literacy

### STRATEGIC INQUIRY:

If Staff have frequent opportunities to collaborative create a language of practice, will staff report enhanced capacity in their professional practice?





# STRATEGIC TARGETS AND MEASURES



## MEASUREMENT CYCLES

Staff members to complete a self-assessment on professional learning

# 04

Times Per Year



## TARGET

- 90% of teachers report an improved capacity for professional practice by the end of the year
- Staff respond positively to survey question regarding common language in SEL, Mathematics and Literacy



## RESOURCES

EARLY LEARNING FRAMEWORK

COMPASSIONATE LEARNING COMMUNITY Resources

Common Mathematics and Literacy resources



## PROFESSIONAL LEARNING

FREQUENT CONVERSATIONS ABOUT IMPLEMENTATION OF THE EARLY LEARNING FRAMEWORK



## SUPPORTING STRUCTURES

BUDGET CONSIDERATION FOR RELEASE TIME FOR GRADE GROUP COLLABORATION

INTRA-DISTRICT SCHOOL VISITATION TO OBSERVE BEST PRACTICES

Speakers/Leaders/Content Experts to lead school based professional development initiatives



# STRATEGIC INQUIRY OR IMPLEMENTATION



TBD

