



July 2024

SCHOOL SUCCESS PLAN

Eileen Madson Primary School





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PRINCIPAL MESSAGE



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

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.

Our attention at Eileen Madson Primary is on growing 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.

When staff gathered this year, they agreed that students have an increased ability to communicate and share their feelings and thinking, due to the emphasis that has been placed on these priorities over the last two years. They agreed that **social awareness and responsibility**, not unexpectedly for students of this age, remains an area for continued focus, as we see conflict on the playground and hesitancy to work with others in the class. We believe it is important to teach students about the value of diversity and effective problem-solving strategies. We also believe that the time is right to encourage more community connections in the form of intergenerational buddy opportunities with seniors, older students, and younger pre-school children.

When we talked with families, they said that they value the outdoor learning opportunities provided to students and hands-on learning that engages everyone in class. Families appreciate open, regular communication with staff and love the conferences where students share their learning. Families would like to see more opportunities for them to learn about what's going on in school and what's important when it comes to helping their children at home. When we talked with Indigenous partners, they indicated that language and cultural opportunities are important, and increasing opportunities after graduation for Indigenous students remains a high priority.

Through an array of supports and opportunities, including the strategies outlined here, we aim to show continuous growth in staff and student success.

In partnership,
Rebecka Riddell-McKay, Principal





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SCHOOL DEMOGRAPHICS



Students

- 206 students
 - 26 Indigenous students

Grades (10 divisions)

- Kindergarten - 55
- Grade 1 - 46
- Grade 2 - 45
- Grade 3 - 60

Staff

- 12 classroom teachers
- 1 learning services teacher
- 1 teacher-librarian
- 6 education assistants
- 1 Indigenous education student support worker
- 1 child & youth care worker
- 1 administrative assistant
- 1 principal





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VISION

A community of kind and curious learners.

MISSION

To nurture and celebrate growth for all.

VALUES

Kindness

We help everyone feel like they belong and are supported.

Collaboration

We work together to achieve common goals.

Connection

We develop connections with the land, within our school, and with the greater community.

Self-reflection

We examine and adjust our thinking and actions as part of the learning process.

Resilience

When we have strong relationships to rely on, challenges can help us grow and adapt. We can do hard things!





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THEMATIC NARRATIVE

We use a variety of data sources to see where our students are individually, and where our school is as a whole. We have identified **social awareness and responsibility, stewardship** (and connection with the land), and achievement in **literacy & numeracy** as areas for student growth.

During many professional conversations with school staff, and after consulting with parents through the PAC, through online surveys, and during informal conversations with families and community partners, we refined our focus on the specific areas outlined in this plan.

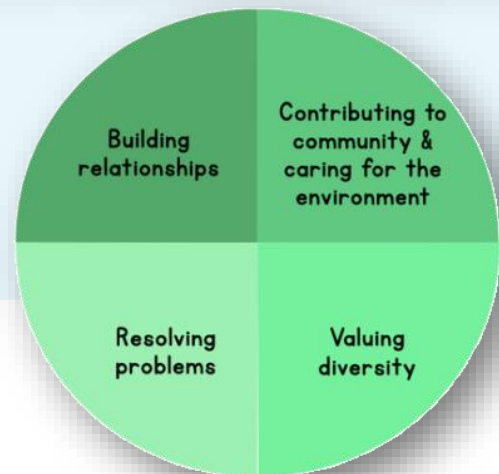
We regularly discuss student achievement at staff meetings and will be adjusting our strategies based on evidence of growth and need. We will be paying particular attention to the growth of early literacy skills in our youngest students, and students who are Indigenous. We look forward to continuing to address the challenges faced by students while providing many opportunities for them to share their strengths.



Goal

Increased social awareness and responsibility will lead to positive student outcomes.

Social Awareness and Responsibility





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EQUITY, DIVERSITY AND INCLUSION

Increased social awareness and responsibility will lead to positive student outcomes.

Inquiry

If we explicitly teach social awareness and responsibility facets and regularly use corresponding “I can” statements, will students show they are:

- Building relationships
- Valuing diversity
- Resolving problems
- Contributing to the community
- Caring for the environment

Actions

Strategies:

- All teachers will refer to Social Awareness and Responsibility “I Can” statements in class on a weekly basis.
- All teachers will use POPEY student self-reflection tools at least 3x per year.
- All teachers will share student exemplars with their classes to illustrate what SA&R looks like.

Data and Monitoring

- Staff members will complete a monthly reflection on their use of “I can” statements in class / with students.
- Teachers will share at least two student reflection sheets with their colleagues three times per year. We will compile exemplars to share with the whole school.

I know that everyone is special.
I know that other people are different from me.



I can be part of a group.

I can invite others to join in - to help them feel included.



I can explain why something is fair or unfair - to me or to others.





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SUCCESS FOR EACH LEARNER

Increased social awareness and responsibility will lead to positive student outcomes.

Inquiry

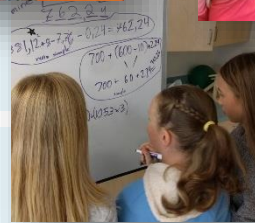
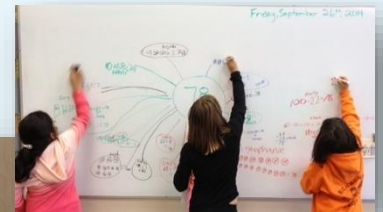
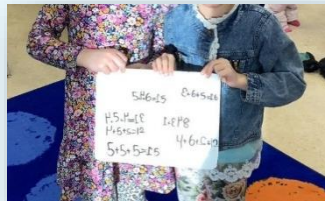
To what extent will a focus on social learning in math improve student achievement?

Current level of implementation: Observations from the principal and teachers indicate that social learning in math happens sporadically in different classes throughout the school. We plan on having routine social learning opportunities for all students in math.

Actions

Strategies:

- All teachers will routinely provide **social learning opportunities** in math using high-yield routines.
- Students will highlight ideas that they got from others and will be encouraged to build their capacity to work on math tasks collaboratively.



Data and Monitoring

- o Staff members will complete a monthly reflection on social learning opportunities during a staff meeting and have time to discuss what is happening in their classes.
- o Teachers will share three student numeracy assessment artifacts → with their colleagues three times per year where students highlight ideas that they got from others to track growth.
- o Teachers will share three student reflection sheets → with their colleagues three times per year to track growth.



<p>I can recognize and name different problems.</p> <p>I can work on some problem-solving strategies with others.</p>	<p>How I showed this:</p>
<p>date:</p>	





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GROWING CAPACITY OF SELF AND OTHERS

Increased social awareness and responsibility will lead to positive student outcomes.

Inquiry

If teachers and support staff participate in collaborative planning and professional development about how to create the conditions for successful social learning, will student achievement improve?

Actions

Strategies:

- Professional development plan for the year, which schedules learning opportunities for staff with district leaders during non-instructional days and staff meetings, with a rotating schedule:
 - SEL (strong focus in August & September),
 - Numeracy learning (in October),
 - Literacy learning (in November)...
- Scheduled release time for collaborative numeracy planning, collaborative literacy planning, and intervisitations between classrooms and schools.
- Collaboration with district staff (including vision teacher, teacher for the deaf and hard of hearing, learning services teachers, district psychologist, counsellor, speech & language pathologist, OT/PT, etc.).
- Budget allocated to supporting professional development opportunities that fit into our school plan.

Data and Monitoring

Staff will complete survey about their comfort, needs and student success with the strategies three times per year.





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STEWARDSHIP FOR THE FUTURE

Increased social awareness and responsibility will lead to positive student outcomes.

Inquiry

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.

If students learn about the community, will we see an increase in the understanding of important places and people? Will we see a strengthened relationship with the community?

Actions


- All classes will participate in outdoor learning opportunities.
- All classes will invite Indigenous Elders or Knowledge Holders into class or on field trips to help us learn about local plants, animals, places, and people.

Data and Monitoring

- Teachers will use the Social Awareness and Responsibility self-reflection tools each month, and will collect student exemplars to share.
- Three times per year, teachers will report on the number of rich, outdoor learning experiences their classes participate in.
- We will keep track of opportunities students have to work with Indigenous Elders and Knowledge Holders (Who? What? How? When? etc. so we can increase our connections and ensure all students, especially Indigenous students, are given these opportunities).


PS Social Awareness and Responsibility
My Self-Assessment

by: _____

I can participate in activities that help care for the people, places, and things in my life.	How I showed this:
	date: _____

PS Social Awareness and Responsibility
My Self-Assessment

by: _____

I know the people and places that are around me.	How I showed this:
	date: _____

