

Eileen Madson School Success Plan 2022-23

Section: Equity and Inclusion				
Goal: Emotional Well Being – Emotional Literacy and Trauma				
Strategic Narrative Students have been learning about their Emotions at EMP. 92% of students know they have been learning about them, and most can identify when they are feeling certain emotions. Now that we have a basis in understanding our emotions, we need to focus on how to build on these, share them effectively and learn to understand how they impact ourselves, each other and the community.		Strategic Focus Staff will continue to build understanding of emotions, and how to express them appropriately. Students will be challenged to understand their emotions and share them appropriately. All staff will collaboratively work to build specific strategies for whole school, groups and individuals		Strategic Inquiry If we focus on building strong, resilient understanding of how to implement positive social emotional strategies, our students will feel safe, feel that they belong and build a strong sense of self-esteem
Measurement Cycles	Target	Key Dates	Professional Learning	Supporting Structures
3 Measurement Cycles – October, February, May	80% of students feel they belong at school	<ul style="list-style-type: none"> - January – School Created Survey to ask students about these target questions - June – Reintroduce survey to see growth 	<ul style="list-style-type: none"> - Cultural understandings – ISW, Settlement workers - Trauma Informed and Compassionate Schools - Emotional Literacy 	<ul style="list-style-type: none"> - Staff Meetings with ProD focal points - Common PD Days - Building Trauma Informed School knowledge - Background information – CHEQ, EDI data - Utilization of Specialists in district – Sue, Kari,
	90% of students feel safe at school			
	80% of students feel they have a safe adult at school that cares about them			

Section: Success for all Learners

Goal To improve Reading Performance

Strategic Narrative

Our focus the previous year was to improve in reading at EMP. Our main goal was to be able to have 58% of our students either extending or proficient on the PM Benchmarks. This was achieved. Currently our students that are emerging on the PM Benchmarks is sitting at 31% of our student. With many of our students that are emerging, they did progress at least a year, if not further in their reading growth.

Strategic Focus

The staff an EMP will work to focus on all areas of reading for students, specifically focusing on phonological awareness and confidence in reading for students that need.

Strategic Inquiry

If staff work collaboratively to focus on strategic reading practices, then students will demonstrate skilled reading with, fluency, comprehension, and word recognition

Measurement Cycles	Target	Key Dates	Professional Learning	Supporting Structures
3 Measures per year – Sept./Oct, Feb./March, May	<p>PM Benchmarks Under 25% of students will be at the Emerging Level</p> <p>75% of students at Emerging level will demonstrate a full year or more of growth in their reading levels</p>	<p>Sept/Oct – Review of students that are at an Emerging PM Benchmark.</p> <p>Oct./Nov. – create and review plan</p> <p>Feb/March – Review and enhance plan</p> <p>May/June – reflect and prepare transitions</p>	<ul style="list-style-type: none"> - Reading Formative Assessment strategies - Guided Reading strategies - What can the PM Benchmarks tell us? - Common Literacy Framework 	<ul style="list-style-type: none"> - Staff Meetings with ProD focal points - Common PD Days - Sharing of expertise in reading recovery - Instructional Rounds work - Finding ways to share professional time
2 Measures a Year	<p>All students will be exposed to 1 other form of reading assessment other than diagnostic testing</p>	<p>October PD Day – Learning of reading formative assessment practices</p> <p>January – review and implement further strategies</p> <p>April – Review and transition</p>		

Section: Success for All Learners

Goal To improve Student Numeracy Performance

Strategic Narrative

Over the past year, we saw a drop from 10% to 5% of our students at an emerging level on our SNAP Math Assessment. That decrease corresponded to a 5% increase (from 21% to 26%) of students at a developing level. Number sense continues to be a key area of growth that is needed at EMP

Strategic Focus

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

Strategic Inquiry

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

Measurement Cycles

Target

Key Dates

Professional Learning

Supporting Structures

3 Assessment cycles/year

SNAP Score – 72% of students will be Proficient by year end.

Report Card marks will reflect growth in mathematics

Sept/Oct – Testing for SNAP and review of student performance in past SNAP

February/March – review of SNAP and report card marks. Change plan as needed

May/June – final SNAP, review and prepare for transitions

- Common math language and resources for math numeracy
- Sharing of expertise
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- Work with Math VP
- Staff Meetings with ProD focus
- Common PD Days
- Math manipulatives replenished and able to support learning at all times
- Common Professional Time

Section: Excellence in Teaching and Leadership

Goal: To create major focus of Professional Learning on building common understandings

Strategic Narrative

EMP has built a very strong collaborative culture and this has supported both staff professional growth and student growth. During the 2021/22 school year, staff worked together to build literacy and emotional literacy understandings. Staff is looking to build further understanding together around these areas.

Strategic Focus

Staff will collaboratively build a common understanding of Trauma and building a Trauma Compassionate School. Staff will also be continuing to build common understandings around Literacy and Mathematics.

Strategic Inquiry

If staff work collaboratively to build a language of practice around trauma and Trauma Informed Practice, will staff report enhanced capacity in their professional practice?

Measurement Cycles	Target	Key Dates	Professional Learning	Supporting Structures
3 times/year	<p>All staff will report on having a strong understanding of Trauma Informed Practice</p> <p>All staff will have documentation of how they are working to build a Trauma Compassionate School</p>	<ul style="list-style-type: none"> - End of School year 2021/22 staff will self-assess for understanding and knowledge of TIP - August Pro-D, beginning to build understanding - October – Pro-D - Feb – re-assess and rework - May – re-assess and rework 	<ul style="list-style-type: none"> - Looking at Trauma informed Practice - Build professional network on Trauma Compassionate Schools 	<ul style="list-style-type: none"> - Staff Meetings with ProD focal points - Common PD Days - Building Trauma Informed School knowledge - School Based Learning Team Meetings - Background information – CHEQ, EDI data - Utilization of Specialists in district – Sue, Kari, - Work with Indigenous Support Worker to help develop plans - Work with Community Members that are informed on Trauma - Work with JA Laird to build common understanding and learning frameworks