



MMES: Curiosity, Community, Character



September 2023

SCHOOL SUCCESS PLAN

Martin Morigeau Elementary 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

Martin Morigeau Elementary School is a rural K-7 school located on the traditional, unceded territories of the Ktunaxa and Secwépemc peoples and on the territory chosen by the BC Métis Nation as home. Staff are committed to student engagement with the local area and community partners for inclusive, meaningful learning.

Teachers, educational assistants, support staff and the Indigenous Education Support Worker met regularly with administration to review the school direction. Throughout the year opportunities for collaboration through classroom observations and discussions allowed teachers and administration to review process and make adjustments to instruction to meet dynamic student needs. Analysis of data collected from classroom, district and provincial assessments resulted in adjustments in classroom programming, which teachers identified provided clearer evidence of student learning. The School Success Plan is shared with the Parent Advisory Council in the Fall, midyear and at a year end community engagement session for all community members, and feedback was received to support the development of the 2023-2024 plan.

Teresa Vancise
Principal & Lifelong Learner



SCHOOL DEMOGRAPHICS

Staff

Principal – 1

Support Staff – 9

Teachers - 5

Students

Students – 68

Indigenous Students -- 34

Grades

Kindergarten – Grade 7





MISSION

AT MMES we are committed to inclusive, experiential education connected through our local area and First Nations Principles of Learning, while bringing passion for teaching and learning to support students in reaching their full potential.

VISION

MMES meets the needs of each student through personalized, meaningful instruction for optimum student engagement.



VALUES



Curiosity

Seek to understand

Community

Shared accountability for membership and belonging, trust in others, and sense of responsibility

Character

Harness personal strengths for well-being

STRATEGIC PRIORITY ONE

Equity, Diversity, and
Inclusion

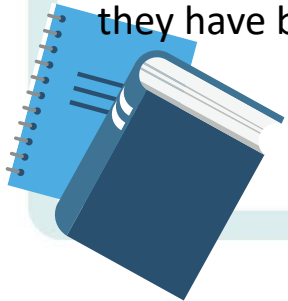


**Goal Improve Student Social
Responsibility**



Evidence Narrative

Review of student, parent and staff reported concerns and feedback on the Student Learning Survey about “sometimes feeling bullied”, it is clear that there are students who are not always feeling safe at school. We recognized that students need more skills in being assertive and establishing or respecting boundaries as well as building compassion. The SLS data showed that there are some students at the gr. 4 and 7 level who feel like they have been bullied at school.



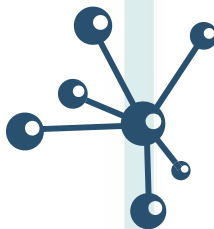
Concept Focus



Solving Problems in Peaceful Ways

Strategic Inquiry

If all teachers facilitate solution-focused discussion weekly during Classroom Circle of one real life concern from the school or playground, will students report increased success in solving problems peacefully together?



DATA

Student Learning Survey Gr. 4 and 7: When asked if they ever felt bullied at school

Never	Almost Never	Sometimes	Most of the Time	All of the time
40%	0	60%	0	0



Schoolbased Data

MMES Pillars of Care Survey # of responses per category

Taking Care of Self:	308
Taking Care of Others:	226

Additionally, on the MMES Pillars of Care Survey, staff noticed that students were not able to identify as many ways to take care of others as they were for taking care of self.

TARGETS, MEASURES & SUPPORTS



MEASUREMENT CYCLES

- Sept, Jan, Apr Student Pillar Survey (+ 2 targeted questions)
- Apr SLS gr 4 & 7
- Sept, Jan, May Staff SEL self-assess



TARGET

Weekly Classroom Circle Solution-Focused Discussions to provide student voice to real issues

80% or more of MMES student can demonstrate the ability to identify and perform 4 or more actions that show Taking Care of Others



KEY DATES

Monthly staff meeting discussion of Circle outcomes
Data Review student Pillar Survey Oct, Feb, May
Data review Oct, Feb –staff self-assess
Data Review May SLS



PROFESSIONAL LEARNING

Data analysis and application process (Pedagogical Narration)

Collaborative discussion re: incorporation of MindUP curriculum

Option to participate in MindUP online community



SUPPORTING STRUCTURES

School based team meetings, Instructional Rounds collaborative time, School Data from "Wolf Recognition", IESW Cultural Literacy, Scheduled staff meeting time for data review and adjustment cycle
<https://mindup.org/>
<https://mentalhealthliteracy.org/Advancing Social and Emotional Learning - CASEL>

LEARNING & STRATEGIC RESOURCES

MMES Pillar Survey + student safety feedback

CASEL – teacher self-assessment re: SEL instruction

CASEL School Wide baseline assessment

[Microsoft Word - Indicators-of-Schoolwide-SEL-Observation-Protocol-5.8.20-FINAL.docx \(casel.org\)](#)

Implement Mind up Curriculum practicing mindfulness in each classroom.

Instructional Rounds release time to observe other classroom's circle practice.

Circle pedagogy and restorative circles are possible resources:

[Talking Circles Overview from the First Nations Pedagogy Online Project](#)

[Building Community With Restorative Circles | Edutopia](#)



STRATEGIC PRIORITY TWO

Success for Each
Learner



Goal

Improve Student Reading Achievement



Evidence Narrative

In 2022-23 we focused on whole class decoding strategies for readers. Almost all students showed progress, however there were few changes in indicator level.

A few students (<5) showed little progress over the year: further analysis required or student referral for district level assessment entered



Concept Focus

Scaffold Reading Strategies



Strategic Inquiry

To what extent will using needs-based reading groups to deliver instruction in every classroom improve student reading achievement.



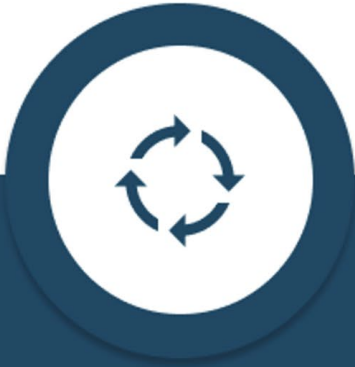
DATA

School Wide Benchmarks on Reading Assessments (PM and F&P combined)

Benchmark	Emerging in %	Developing in %	Proficient in %	Extending in %
Fall/mid	45	13	18	25
Spring	44	10	20	26



TARGETS, MEASURES & SUPPORTS



MEASUREMENT CYCLES

Fall formative assessment cycle mid-Sept to mid-Oct with adjustments to centre learning as required.

Continue to make adjustments based on formative assessment monthly

Sept, Nov, Feb, April assess, program, review progress

Dec + March assess students of concern, adjust programming

April – May review progress, adjust programming, begin Spring assessments for all students emerging to proficient



TARGET

Increase Spring PM Benchmark and F&P results school wide to at least 50% of students on track at a 3 or 4

See an increase in student growth on literacy report card indicators between Sept and June for at least 1/3 of students



KEY DATES

Fall PM Benchmark/F&P assessment

6-8 week program reviews (student need dependent)

Mid year re-assessment of students of concern only

Spring PM Benchmark/F&P assessments

Monthly SSP staff meeting evidence review and pedagogical narration



PROFESSIONAL LEARNING

Designing effective Literacy blocks to allow for simultaneous independent and 1-1 student learning

Review a variety of current professional articles on research-based scaffolded reading strategies (Science of Reading)

Analyzing PM Benchmarks and F&P assessments for personalized programming

Play based learning
Building effective learning centres



SUPPORTING STRUCTURES

District Literacy VP support
IESW engaging resources and Indigenous Learning content
Assigned LIF funding
<https://heggerty.org/>
Instructional Rounds
Visible Learning Feedback - Hattie & Clarke
Reading Power – Gear
This is Disciplinary Literacy – Cossett
Lent
The Daily Five

LEARNING & STRATEGIC RESOURCES

3-5 week formative assessment cycles

Instructional Rounds to observe, analyze and plan with colleagues

RTI cycle approach to Lit Lists (Learning Services, EA, and LIF staff)

Commitment to training staff for reading instruction as requested/required

Will provide intensive daily reading support in the fall using Literacy Funding (approx. 6 weeks) for identified emerging and developing readers



STRATEGIC PRIORITY TWO

Success for Each
Learner



Goal Improve Student Numeracy
Communication



Evidence Narrative

Staff found that the Student Numeracy Assessment and Practice (SNAP) data was positive, but not giving a thorough school wide picture, as report card data shows very little growth and the Foundation Skills Assessment (FSA) shows only 44% of student at proficient levels. This led staff to prioritizing improving student numeracy skills.



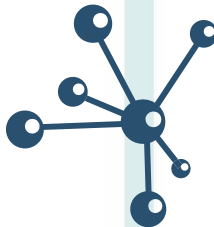
Concept Focus



Communicating about numeracy helps students connect to their own learning and understand the numerate thinking of others.

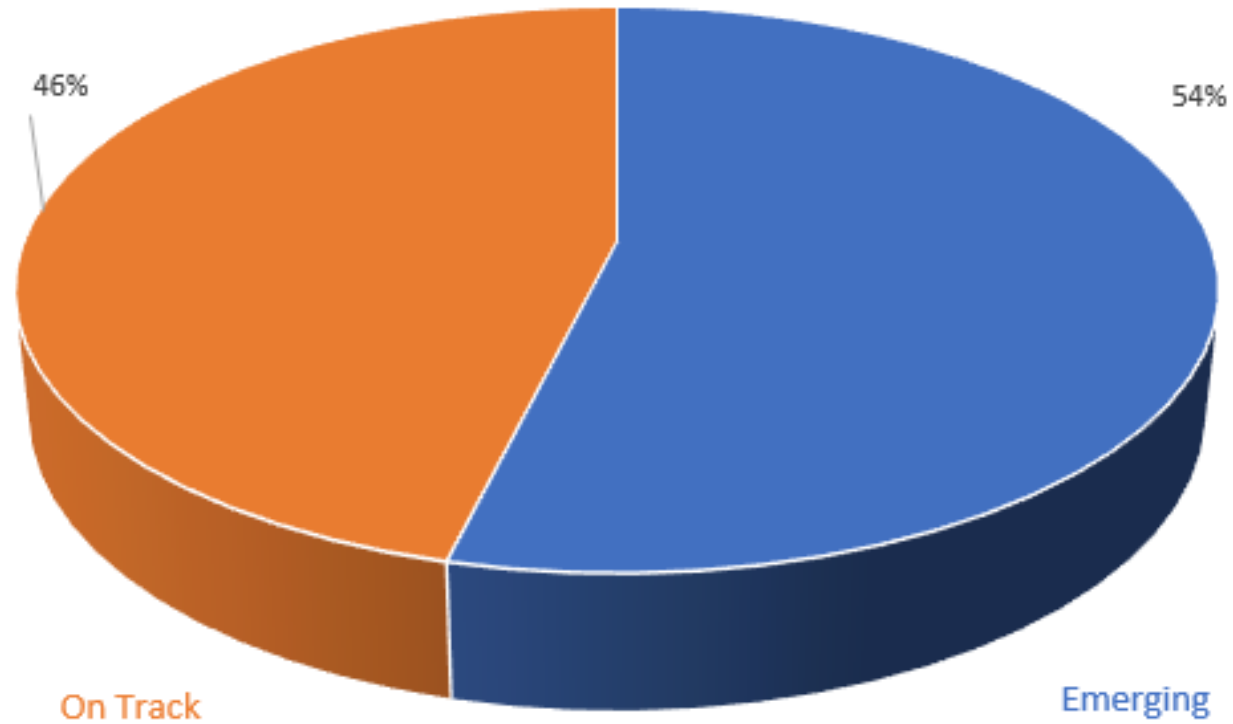
Strategic Inquiry

If teachers teach numeracy communication strategies through daily journaling and/or weekly student collaborative problem solving, will student achievement in numeracy improve?



DATA

Numeracy Foundation Skills Assessment 2022-23 Gr. 4 &7



TARGETS, MEASURES & SUPPORTS



MEASUREMENT CYCLES

Fall school –based sample of student numeracy journal

Fall SNAP Reasoning and Communicating

4-6 week monitoring - cycles of research, instruction, formative assessment, review , pedagogical narration, adjustment, research, etc.

Dec + March assess students of concern, adjust programming

SNAP - 3 x during instructional year



TARGET

Show an increase across grades from Sept to May/June in student ability to communicate numeracy knowledge



KEY DATES

Sept. School based baseline student self-assessment + numeracy communication task to show comfort with explaining their process to others.
Dec follow up survey/task
May Post-survey + cumulative formative assessment evidence

Monthly Instructional Rounds if possible

April – May review progress, adjust programming, begin Spring assessments



PROFESSIONAL LEARNING

Staff numeracy leader to share research and strategy at monthly SSP staff meetings

Optional staff book studies on recommended resources

District VP- Numeracy guiding communication goal



SUPPORTING STRUCTURES

District Numeracy VP support
IESW engaging resources and Indigenous Learning content
Instructional Rounds
Building Thinking Classrooms- Peter Liljedahl
Visible Learning Feedback - Hattie & Clarke
This is Disciplinary Literacy – Cossett Lent
Professional articles on effective numeracy journaling

LEARNING & STRATEGIC RESOURCES

Continue data analysis into the fall to look for what might be contributing to stagnant indicators

Weekly “Numeracy Buddy” lessons for students to collaborate and communicate their approach, process, and solution

6-8 week program reviews (student need dependent)

Instructional Rounds --Collaboration with other schools for grade team conversations (Edgewater, Windermere)

Math Pen Pals with Edgewater gr. 3-4 classroom

District VP Numeracy recommended reading/texts



STRATEGIC PRIORITY THREE

Growing Capacity of Self and Others



Goal Increase teachers' capacity of Assessment Literacy.



Evidence Narrative

Staff reported value in planning for instruction when using student feedback through self-assessment. Staff wish to expand their use of descriptive language about all learning, gathered from conversations with students in self-assessment.

Research shows that "Student to teacher feedback is more important than teacher to student", and "effective feedback occurs when it is received **and acted upon**".



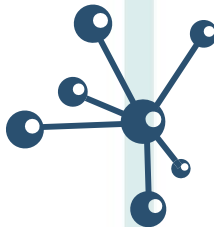
Concept Focus

Descriptive performance feedback



Strategic Inquiry

If teachers participate in monthly learning about the practice of formative assessment feedback, will students become better at describing their learning and will teachers become more assessment literate?



DATA

Student and teacher reported self-reflection

Teachers noted better understanding of student learning through self-reflection opportunities and student feedback. Teachers noted ability to provide personalized examples of student learning for formal reporting periods.

[MMES Formative Assessment Reflection](#)



TARGETS, MEASURES & SUPPORTS



MEASUREMENT CYCLES

Teacher self-report pre-survey

Monthly SSP Staff meeting reflective questions

August - late Sept research and collaborative planning

Oct-June Every second or third week, teacher connect time at staff meeting to evaluate process



TARGET

By May, all teachers self-report using formative assessment feedback as part of embedded practice to inform programming, and can show evidence of this.



KEY DATES

Aug PD days for research and first strategy for implementation

Every 6-8 weeks share, review, research, adjust

Data review dates as outlined on the district calendar



PROFESSIONAL LEARNING

Research and identify elements of effective feedback culture

Provide opportunities for pedagogical narration at staff meetings and in collaborative team meetings.

PD opportunities to review student assessment opportunities and identify evidence of learning



SUPPORTING STRUCTURES

-Monthly staff meetings
-District Early Learning, Inclusion, Indigenous Education, Literacy & Numeracy PVPs
Instructional Rounds
https://www.dylanwilliam.org/Dylan_Williams_website/Welcome.html
Visible Learning Feedback - Hattie & Clarke
This is Disciplinary Literacy – Cossett Lent

LEARNING & STRATEGIC RESOURCES

Teacher continue focus on analysis and application steps of Formative Assessment through team meetings and monthly staff meetings

Teacher collaboration with other SD6 teachers Edgewater/WES

Teachers will research and practice teaching themselves and students to "receive, interpret and use feedback" (Hattie & Clarke, 2019) through formative assessment across targeted subject areas to inform their day-to-day instructional programming.



STRATEGIC PRIORITY FOUR

Stewardship for the
Future



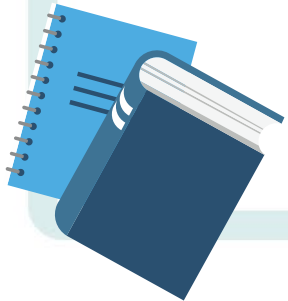
Goal

Increase student environmental
Stewardship.



Evidence Narrative

Staff reported an average of 1-2 monthly scheduled outdoor learning times. A focus on the need to increase Indigenous education connections to outdoor learning was also noted by staff. MMES would like to see more connections with community partners and the environment and increase outdoor activity (PE&H)



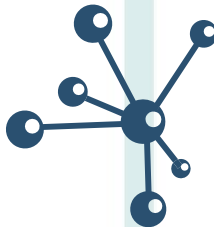
Concept Focus

Healthy communities recognize and respect the diversity of individuals and the shared responsibility to care for the local environment. Information shared from the local First Peoples community and Elders will create deeper connection to our responsibility to the land now and for future generations.



Strategic Inquiry

If teachers plan and instruct environmental stewardship at least 1 hr/week through outdoor learning, will students be able to identify and demonstrate their personal responsibility to nurture and maintain their local area?



DATA

To be collected 2023-2024



TARGETS, MEASURES & SUPPORTS



MEASUREMENT CYCLES

Sept baseline survey: How often did teachers take students out in 22-23?

4-6 week adjustment cycles



TARGET

Each class schedules **1 or more hrs /week** for environmental stewardship through outdoor learning



KEY DATES

Fall baseline
Monthly report of outdoor time/curr focus

SSP staff meeting regular review (4-8 weeks)



PROFESSIONAL LEARNING

Participate in Outdoor education focused PD with Columbia Outdoor School (if funding possible)

Personal professional reading and research

Local PD opportunities



SUPPORTING STRUCTURES

Columbia Outdoor School IESW
District VP Indigenous Education
Variety of Resources and Texts in Staff Resource Library

LEARNING & STRATEGIC RESOURCES

Indigenous Education, Outdoor learning

Columbia headwaters as a focal point; Creation story as provocation for community service learning and Inquiry for each class.

Possible partnerships to explore; Columbia Lake Stewardship society, Ktunaxa Nation, Shuswap Band, Columbia Valley Metis Association, Columbia Basin Trust (possibility for \$\$\$\$).

focus on the lake and the wetlands... native plants... making connections to this place...

Students to participate in taking care of the environment

Whether it is planting trees, planting and weeding the garden, pulling invasive species, or picking up garbage—begin the stewardship mindset.

Involving the kids more in the process after the food is harvested. Cooking and sharing food with others.

Waste reduction, Zero waste lunch challenge, School composting



Other curricular connections:

ADST - Design thinking/Inquiry: Determine whether product meets the objective and contributes to the individual, family, community, and/or environment

Career - connections to community

