

September 2025
SCHOOL SUCCESS PLAN
Eileen Madson Primary School



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PRINCIPAL MESSAGE

Eileen Madson Primary School is located on the unceded and shared territory of the Secwépemc and Ktunaxa Peoples. We are deeply grateful for the opportunity to live and work in this beautiful area, making our school a truly special place.

Our strategic plan aligns with the Rocky Mountain School District's four key areas for improvement: **Equity, Diversity and Inclusion; Success for Each Learner; Growing the Capacity of Self and Others; and Stewardship for the Future.**

At Eileen Madson Primary, our focus is on developing core competencies in our students. We emphasize essential skills such as communication, collaboration, critical thinking, creativity, and the personal and social attributes that contribute to graduates with limitless potential.

During staff discussions this year, it was noted that students have shown increased abilities to communicate and express their feelings and thoughts and apply strategies to support their emotional regulation, a result of the emphasis placed on these priorities in recent years. Staff have noticed growth in social awareness and responsibility in some areas with the recent focus of our School Success Plan. However, staff also acknowledged that social awareness and responsibility—common challenges at this age—continue to require attention and extra time spent on learning strategies. We believe it is crucial to educate students about the value of diversity, effective problem-solving strategies, and the many ways we can teach and learn from peers. Furthermore, we see an opportunity to foster community connections through intergenerational buddy programs involving seniors, learning from Elders, older students, and younger preschool children.

When we consulted families, they expressed appreciation for the outdoor learning experiences, opportunities for multi-age experiences, and hands-on activities that engage all students in the classroom. They value open and regular communication with staff and enjoy conferences where students showcase their learning. Conversations with Indigenous partners highlighted the importance of language and cultural opportunities, as well as the need to increase post-graduation opportunities for Indigenous students. Through a variety of supports and initiatives, including those outlined here, we are committed to fostering continuous growth in both staff and student success.

In partnership
Jodi Casey, Principal



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SCHOOL DEMOGRAPHICS



Students

- 206 students
 - 26 Indigenous students

Grades (10 divisions)

- Kindergarten - 46
- Grade 1 - 64
- Grade 2 - 44
- Grade 3 - 53

Staff

- 12 classroom teachers
- 1 learning services teacher
- 1 teacher-librarian
- 7 educational 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

Over the past year, our school has dedicated itself to deepening social awareness and responsibility across all facets of our community, guided by our four strategic goals: Equity, Diversity, and Inclusion; Success for Each Learner; Growing Capacity of Self and Others; and Stewardship for the Future. This focus has strengthened the culture of collaboration and learning among our staff, as we engaged in rich opportunities to share experiences, resources, and innovative teaching methods to work towards the goals.

This collective effort has translated into tangible outcomes in our classrooms. Notably, we observed a marked increase in student engagement, especially through the integration of social learning within math instruction. By connecting academic content to meaningful social contexts, students have found greater relevance and motivation in their learning journeys. This motivated the staff to build on this success by keeping this focus for next year. We feel this will help to create a foundational practice within the school and create opportunities for all students to increase their engagement and the skills needed to work and learn from and with each other.

Feedback gathered from both student and staff surveys has been invaluable in highlighting our strengths and areas for growth. Data also supports that there was improvement in math and thus this focus will continue to for all students to learn math content through social learning routines in their classrooms. Our dedicated staff will use these insights to continuously refine and enhance our approach, ensuring sustained progress in building a socially aware and responsible school community.

Building on this foundation, we are committed to advancing our strategic goals with renewed energy and collaboration, fostering an environment where every member thrives academically, socially, and personally.



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EQUITY, DIVERSITY, AND INCLUSION

Increase student's ability to work collaboratively together.

Inquiry

If we explicitly teach social responsibility facets and regularly use corresponding "I can" statements, will students develop pro-social habits for learning.

Actions

Strategies:

- All teachers will continually display and refer to Social Awareness and Responsibility "I Can" statements in their classroom (class created poster with individual follow up).
- All teachers will use POPEY student self-reflection tools at least 3x per year.

Data and Monitoring

- Teachers will choose three students to collect POPEY self-reflection samples throughout the year. Teachers will use the samples in grade group discussion to support planning the next steps.
- Teachers will use the BC Performance Standards for Social Responsibility rubric each term for 3 students to notice changes over time within their class and the school community.



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

Increase student's ability to work collaboratively together.

Inquiry

How will a focus on social math routines help to support engagement and success for our students?



Actions


Strategies:

- All teachers will include social learning opportunities in math.



Data and Monitoring

- Students and staff will complete a baseline survey and end of the year survey to understand engagement and the ways in which students learn from others.
- Teachers will share three student numeracy artifacts → with their colleagues three times per year that were produced during a social learning math activity.

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



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GROWING CAPACITY OF SELF AND OTHERS

Increase student's ability to work collaboratively together.

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:

- During collaborative opportunities all teachers will bring student artifacts to support building staff capacity. After collaborative opportunities staff will share out to the rest of the staff.
- 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
 - Understanding diverse needs
 - Numeracy learning
 - Literacy learning
- Scheduled release time for collaborative numeracy planning, collaborative literacy planning, and intervisitations between classrooms and schools.

Data and Monitoring

Staff will share out to the whole staff after collaboration and professional development to build shared capacity and become resources for each other. Staff are all apart of a variety of professional learning book clubs to build PLCs within our school that connect with social learning opportunities.



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STEWARDSHIP FOR THE FUTURE

Increase student's ability to work collaboratively together.

Inquiry

If students learn about one community partner, will they have a better understanding of why community matters?



Actions

- Classes will participate in outdoor learning opportunities.
- 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.
- Classes will look for ways to incorporate community outdoor resources (CBEEN, Winter Wonder, Parks, Community Greenhouse).

Data and Monitoring

- Three times per year, teachers will report on the number of rich, outdoor learning experiences their classes participate in and share with their colleagues.
- 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).
- The school will track the opportunities students have to learn from community resources connected to the outdoors.

