



Madeira Park Elementary

GROWTH PLAN



Principal Nicole Zilkie

2024-2025 School Year

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Madeira Park Elementary School Growth Plan

School Year: 2024/2025

School Demographics

Our school serves 112 students, ranging from Kindergarten to Grade 6, organized into five divisions. While the majority of our students and families primarily speak English as their first language, we are witnessing an increasing diversity within our community, with more students coming from varied linguistic and cultural backgrounds. Additionally, the socioeconomic makeup of the community is also becoming more diverse, with families experiencing a range of economic situations. This growing diversity presents an exciting opportunity for the school to foster an inclusive, culturally responsive learning environment that values and celebrates the unique perspectives and experiences each student brings.

The majority of our staff members live within the community of Pender Harbour which creates a deep sense of connection and commitment to the development of our school. They are dedicated to making the school a central and vibrant part of the community. Our staff is passionate about creating an environment that prioritizes literacy, First People's Principles of Learning and hands-on experiential learning in order to give students the skills and experiences that will serve them in our community as well as in the larger world.

Community Context

Madeira Park Elementary is located on the traditional and unceded lands of the Sechelt people, and we acknowledge and honor the rich history, culture, and contributions of the Sechelt Nation. We recognize the importance of understanding and respecting the Indigenous peoples' deep connection to this land, and we are committed to integrating Indigenous perspectives into our school community. Through our programs and teachings, we foster a greater awareness of the First Peoples' histories, values, and traditions, ensuring that our students gain a meaningful understanding of the land and its original inhabitants. We aim to create an environment of respect, learning, and reconciliation that reflects our dedication to honoring the Sechelt people and their legacy.

We are a small, tight-knit community where strong relationships and a sense of belonging are at the heart of everything we do. Our dedicated parent group plays a vital role in supporting the school and enhancing the learning experience for our students. We deeply value community connection and work hard to foster meaningful home-school partnerships, recognizing that when families and educators collaborate, students thrive. Through regular communication, events, and volunteer opportunities, we work to



create an environment where parents feel empowered to be actively involved in their child's education, strengthening the bond between school and home.

We are also a geographically isolated community. Our staff and larger community, recognize the importance of our school providing learning opportunities and experiences that allow students to broaden their world view and real-world experiences.

Trends

Due to an increasing number of young families moving into the community our school is experiencing growth, especially in the primary grades. Over the past two years, we have registered full kindergarten classes. In the older grades, we maintain an average of about 14 students per grade. While the increase in enrollment creates challenges with space and class composition, it also creates possibilities for increased programming and resources.

Strengths

Our school is strong in the Personal Social Core Competencies of building relationships and contributing to community. Because we are a small, community minded school, students have plenty of chances to connect with their peers, teachers and community members, which helps them feel a sense of belonging and respect for each other. This tight community also allows students to learn how to work well together, communicate, and support each other in group activities which fosters a strength in the Communication Competencies of working collectively and supporting group interactions.

Stretches (Areas for Growth)

Because Madeira Park Elementary is made up of a fairly cultural homogenous population, our staff and school community is dedicated to supporting students in developing their Positive Personal and Cultural Identity competency in the area of Understanding Relationships and Cultural Contexts as well as their Social Awareness and Responsibility competency in the area of Valuing Diversity. This ties in with our recognition that due to our relative geographic isolation and the small size of our community, we want to increase students' opportunities to build their Critical and Reflective Thinking competencies through hands-on real world learning experiences that broaden students' life experiences and world views.

We also see an opportunity to strengthen our student's competency in the area of Critical and Reflective Thinking through using transformative assessment to evaluate and align our literacy instruction and assessment across grade levels.

Reflections on Past Initiatives



Last year, our staff spent a significant amount of time reflecting on where we were as a school community and where we needed to go next. We identified our strengths, and our values while also discussing the areas we felt the most urgency for growth. Even before the launch of the new strategic plan, we had identified the First People's Principles of Learning and hands on learning experiences as priorities in our building. In addition, staff members were beginning to explore new research on best practices in Literacy instruction and expressed a desire to share this learning, while aligning their Literacy instruction and assessment across grades. These became emerging themes for growth in our building last year and the launch of the new Strategic Plan strengthened our commitment in these areas, as it validated what we were seeing and feeling in our building as well as identifying them as priorities on a much larger scale.

Vision for Growth

At Madeira Park Elementary we foster a caring community of learners, embracing curiosity, creativity and collaboration.

Mission

To cultivate a safe environment where every student can discover their passions, develop their skills and grow their core competencies.

Core Values

Responsibility, Honesty, Respect and Belonging

Equity Considerations

Because we are a small school we have the luxury of considering, as a team, the successes and vulnerabilities of our priority learners both as unique individuals and as a cohort. Using the Response to Intervention Triangle we have tiered our entire school population into the following categories Literacy Development, Numeracy Development, Social Emotional Development and Attendance. Using this same method we have tiered the overall level of success and school engagement of our priority learners (Students with Indigenous Ancestry and Students with Disabilities and Diverse Abilities). This allows us to consider these students both as individuals and also to see trends in achievement and engagement of these groups as a whole. We will revisit these tiers as a school team regularly to track progress, monitor trends and celebrate successes.



Strategic Goals and Objectives

- 1) As a school team we strive to notice, name and nurture the First Peoples Principles of Learning both in our daily instruction but also in our school community activities.
- 2) As a school team we strive to increase students opportunities for experiential hands on learning.
- 3) As a school team we strive to use transformative assessment to align our literacy instruction and assessment across grade levels.

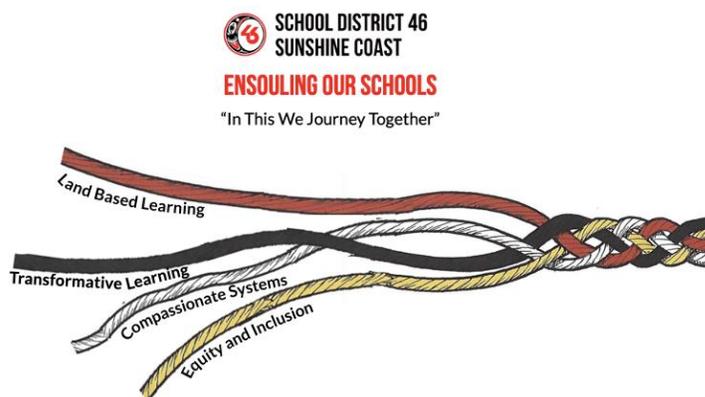
Through these goals we aim to foster student development in the following Core Competencies:

- Personal and Social: Understanding Relationships and Cultural Contexts, Valuing Diversity
- Thinking: Analyze and Critique, Question and Investigate
- Communication: Obtain, Interpret and Present Information

Selected Strands for Core Competency Development

Strands:

- Authentic Relationships
- Personalized Learning
- Nature-Based Learning
- Experiential Hands-On Learning
- Inclusion
- Authentic, Real-World Learning
- First Peoples Principles of Learning
- Transformative Assessment
- Flexible Learning Environments



If we are attuned educators who build connections with joy, passion, and respect, we can design an irresistible future for all learners through weaving the following strands...

1. First People's Principles of Learning
2. Hands on Experiential Learning
3. Transformative Assessment

...Then we believe students will authentically connect to and develop their core competencies; thus, nurturing their personal deep engagement, joy, and learning over time.



As a school team we strive to notice, name and nurture the First Peoples Principles of Learning both in our daily instruction but also in our school community activities.

1. Core Competency Goal

Personal and Social: Understanding Relationships and Cultural Contexts, Valuing Diversity

2. Evidence Analysis and Interpretation:

On last year's Student Learning Survey the majority of students reported that they had not had learning experiences related to Indigenous culture or history in the previous year. Also, in conversation with our learning community we heard from staff and families that they would like to see more visible celebrations of local indigenous culture in our school.

3. Rationale

Since teachers are weaving in Indigenous content and ways of learning into their classroom instruction on an ongoing basis, this made our team realize that we need to be more explicit and visible in our commitment to the First People's Principles of Learning. We hope that through being intentional in noticing, naming and nurturing the First People's Principles of Learning in our daily work that this will help students to be stronger in the Core Competency of Understanding Relationships and Cultural Contexts as well as valuing diversity.

4. Implementation Plan

To implement the school goal of increasing the visibility of our commitment to the First Peoples' Principles of Learning, the school will focus on increasing learning opportunities and experiences related to local language, history, and traditions. Staff will continue to embed and explicitly teach these principles, by ensuring they are woven into daily learning and by noticing, naming and nurturing them in their instruction. Also, strengthening connections with the Shishálh Nation and local Indigenous community members is a priority, fostering relationships that support cultural understanding and collaboration. Additionally, the Circle of Courage framework will be explored and incorporated into everyday practices to promote belonging, independence, generosity, and mastery.

This goal will span the school year as incorporating the First People's Principles of Learning is an embedded process in our everyday learning. However, we will punctuate this process with special learning in September in relation to the National Day for Truth and Reconciliation, a special Shishalh Nation storytelling



event during Family Literacy Week, and a whole school community celebration during National Indigenous People's Day.

5. Resources Required

Staff will source oral language and written resources to share learning around Shishalh Nation history specific to the Pender Harbour area. We will reach out Indigenous community members and explore ways to include them in our school community. We will work with our Indigenous Education Teacher and the District Indigenous Education team to increase opportunities for learning and to build relationships. We will investigate using Learning Grant funds to bring in local Indigenous knowledge keepers to share their teachings with our school community.

6. Success Indicators – consider staff, students and families

More students will indicate that they had opportunities to participate in Indigenous culture and learning on the Student Learning Survey. Our commitment to the First People's Principles of Learning will be evident in our hallways and classrooms through displays and explicit demonstrations of how they are being incorporated into daily instruction and school activities.

7. Reflection and Evaluation of the Plan: Seasonal Round

At the beginning of this process, as a school team we used the Creative Tension Tool from Compassionate Systems Leadership to identify where we were at and where we would like to go. We will revisit that tool in June and reflect on progress in moving closer to our vision. Once the data is available, we will revisit the Student Learning Data and see if our efforts to make the First People's Principles of Learning more visible have been reflected in student responses. We will also reach out to our parent community through either a survey or interview to see if they are more aware of our embedding of and commitment to these principles.

As a school team we strive to increase students opportunities for experiential hands on learning.

8. Core Competency Goal:

Thinking: Analyze and Critique, Question and Investigate

9. Evidence Analysis and Interpretation:



This goal came from anecdotal evidence staff had on how the size of our community and relative geographic isolation was impacting our students access to activities and experiences that broaden world views and support critical thinking. Some of our students reported never having been on the ferry or never having been to Vancouver. Additionally, our families regularly report the challenges of accessing after school programming, activities and even life experience such as going to the movies or seeing a concert due to our relative geographic isolation and lack of public transportation. We noticed a major equity gap between families who have the means to travel outside of the community to access these experiences and activities and those who don't. We also wonder if these experiences will have a positive impact on student attendance. We will compare our rates of nonattendance to last years to see if there is a difference.

10. Rationale

We felt a need to address this equity gap because research shows that life experiences and exposure to a wide range of activities and environments is central to student ability to engage with and think critically about school content. Our hope is that by providing more of these hands-on leaning activities and experiences in the school setting we can decrease this equity gap while also benefiting our entire school population.

11. Implementation Plan

- a. Actions: implement monthly STEM afternoons where students have an opportunity to experiment with a wide range of hands on STEM activities, design a Passion Project afternoon where staff and community members provide students opportunities to engage deeply with a new activity or experience, organize school and class field trips that focus on broadening students breadth of life experiences and organize school activities and presentations that present diverse world views and experiences, increase our participation in district opportunities for sport, build a story workshop room that is stocked with a wide variety of inspirational loose parts and figurines to build vocabulary and encourage deep thinking about other ways of living and being beyond our community.
- b. Timeline: Whole school field trips in fall, winter and spring. Stem afternoons starting in early spring, Passion Project afternoon in late spring, run school sports team in fall, winter and spring. Complete story workshop room by early spring.
- c. Responsible Parties: These are whole school initiatives but the Stem afternoons, Passion Project and Story Workshop room will be organized by the Learning Guide team.



12. Resources Required

There will be funds needed for supplies for all of these initiatives and additional funds to pay for experiences and transportation for experiences. We will draw on community members to provide a wide variety of experiences and expertise during our Passion Project afternoon. We will look for community coaches to support participation in a wider range of district sports.

13. Success Indicators – consider staff, students and families

Success will be the implementation of these plans. By June we will have successfully held multiple STEM afternoons, a Passion Project afternoon, completed several field trips, participated in most district sports and have our Story Workshop room completed.

We will know that we are impacting students' ability in the above Core Competencies through our initiatives because we will see students drawing on these experiences to make connections, and deepen understanding with new learning. This will result in deeper thinking and engagement with classroom content.

14. Reflection and Evaluation of the Plan: Seasonal Round

In June we will reflect on the impact of these experiences relative to the monetary and human cost of providing them. We will share anecdotal evidence of student experience and how it is showing up in learning. We will then make decisions as to whether we should incorporate these structures into school culture in an ongoing way.

As a school team we strive to use transformative assessment to align our literacy instruction and assessment across grade levels.

15. Core Competency Goal

Communication: Obtain, Interpret and Present Information

16. Evidence Analysis and Interpretation:

Using the Dibels Assessment (Dynamic Indicators of Basic Early Literacy Skills) we assessed all students in grades 1-4 on their acquisition of core phonics, fluency and reading comprehension. Our assessment showed that



approximately 25% of our students were in need of reading intervention for core phonics.

17. Rationale

This indicates that many students are missing core early literacy skills and that there is a need for additional assessment and tracking as well as alignment of instruction across grades so that we can ensure all early literacy skills are being taught, reviewed and practiced in a sequential manner to ensure that skill gaps do not develop.

Without a solid basis in early literacy skills students cannot develop their ability in the Communication Core Competency of obtaining, interpreting and presenting information. Our team also feels that strong tier one instruction and a structured intervention program is necessary to address equity gaps that exists between student exposure to text and story in their home and equity gaps that exist between neurotypical students and those who struggle to learn to read and write.

18. Implementation Plan

- a. Actions: Implement teacher collaboration sessions to allow teachers to align their literacy instruction and assessment, research and purchase resources, develop a program for tracking students development across grades.
- b. Timeline: First collaboration session held in January and will continue once a month until June. Supporting resources purchased by end of January. All students in grades k-4 assessed using DIBELS in fall. Students in grades 5-6 who are emerging or developing in Literacy assessed using DIBELS by June. Student tracking system chosen and in place by June. Structure designed to run school wide reading groups based on intervention needs starting in September 2026.
- c. Responsible Parties: Principal will organize and supervise students during teacher collaboration. Teachers will work together to align instruction and assessment as well as choose resources and a tracking system.

19. Resources Required



Funds for additional supervision during collaboration. Funds for purchasing new resources (decodable readers for reading groups and in class instruction). Funds to purchase/set up tracking system.

20. Success Indicators – consider staff, students and families

The above-mentioned structures will be planned and ready for full implementation for next school year. Fewer students will be assessed as needing intervention on 2026 assessments.

Students will demonstrate greater confidence in the Core Competency of Obtaining, Interpreting and Presenting information which should result in more students being assessed as proficient in Language Arts.

21. Reflection and Evaluation of the Plan: Seasonal Round

We will use a portion of our staff meeting in May to discuss our progress and plan for September. We will evaluate the whether the time and resources put into collaboration has been impactful enough to continue next year, finalize plans for tracking students across grades and discuss plans for school wide intervention groups in September and if they are feasible. We will also look at resources and decide if we have what we need to go forward with aligned instruction.

Engagement and Communication Plan

The growth plan will be presented to the PAC in May for feedback and to discuss ways in which the PAC envisions being able to support the plan. We will launch the plan at our open house in September. Progress towards school goals will be featured in weekly school updates.

Professional Learning

Our staff is currently hosting a community book club to discuss *The Anxious Generation*. This supports our goal of hands-on experiential learning by sharing the value of real world experiences over digital ones with our school community. Staff is also working together to share knowledge and resources aligned with best practices in literacy instruction and assessment. We are also taking time during staff meetings to share knowledge and resources that we have to support learning about local Shishalh Nation history and culture. Our primary teachers have also been engaging in professional development in the area of story workshop.

Budget Considerations



Release time for teacher collaboration: \$1000

New Literacy resources: \$2500

Indigenous knowledge keeper visit: \$2000

Various supplies for STEM and Passion Project afternoons: \$500

Story Workshop Room: \$1000

Total: \$7000

Conclusion

Madeira Park Elementary is committed to fostering a learning environment where every student is empowered to grow academically, socially, and emotionally. By prioritizing the First Peoples Principles of Learning, hands-on experiential learning, and transformative assessment, we strive to cultivate a school culture that values curiosity, inclusivity, and critical thinking. Through strong community partnerships, intentional teaching practices, and a focus on student engagement, we are shaping an educational experience that prepares our learners to thrive in both our local community and the larger world. As we move forward, we will continue to reflect, adapt, and collaborate to ensure that each student feels supported, inspired, and prepared for lifelong success. Together, we are building a strong foundation for the future—one that is rooted in respect, equity, and a shared commitment to excellence.

