



Vancouver School District

School Plan for Maple Grove Elementary School

Year 2 of 3 Year Plan

Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.

1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

School Context remains unchanged (see Year 1 Growth Plan 2018-2019)

Origins of our School Goal:

The current school goal arose from staff development workshops from 2012-2013. The staff spent considerable time analyzing all the components of Critical Thinking (this was before the re-designed BC curriculum). They broke Critical Thinking into 6 components (see poster below) and listed attributes of each of the components. As the school is dual track (Montessori and Traditional programming) and participates in Destination Imagination, this was a meaningful exercise for the school to complete. It helped identify and align their focus as well as highlight something that was important to the staff as a collective group.



It was handy that the time, and Maple Grove had large wall posters printed for all classes in the school. However, the process petered out and it was left for a while and not much school-based work was done with it. In general, staffing and admin teams changed, the school went onto literacy and SEL as school goals and the excitement of Critical thinking took a backseat to other orders of the day (SEL and literacy rates). In 2017 the re-designed BC curriculum was introduced and central to the Thinking Core Competency was Critical Thinking. The emergence of the 3 Core Competencies (Communication, Thinking (Creative & Critical), and Personal/Social) resonated for the school staff as they already had a solid background knowledge of Critical Thinking. The staff were in a paradox. They didn't want to turn their back on the vision they were working on for the school community...

“Our vision is for our students is experience success in curricular and extra-curricular activities that will develop their confidence to take leadership roles as citizens of Canada and as global citizens. Communication skills provide a strong foundation for self-confidence and leadership. We will continue to work on oral language skills to establish a firm foundation for all forms of communication. We have spent the past three years focusing on Early Literacy and Early Intervention; Social Emotional Learning (SEL) and on critical thinking so that students have confidence to think for themselves and make their own decisions.

We would like to see Maple Grove students focus on the following areas in the future:

Independence (Following morning routines independently, taking responsibility for getting themselves to school on time, stowing their backpacks and making sure their belongings are properly put away for the day; ensuring that their agenda is filled out with an appropriate degree of detail so that the home and school are able to communicate effectively around homework and timely matters; and wearing whether appropriate clothing to school)

Self-Regulation (Maple Grove students use the Zones of Regulation as a self-regulation program that develops a common language that students can use for identifying their emotions; labelling their emotions; and communicating how they're feeling; Maple Grove students continue to use strategies for calming and self-regulating their emotions; We would like to encourage the notion that students need to know how to handle being bored and do not necessarily need over programming of activities or screen time to pass their time; students need better sleep habits)

Sense of community & responsibility (Awareness of how actions impact others) Impulsivity; Maple Grove students know right from wrong. Often, during the heat of an altercation, they act out without giving consideration for the consequences of their actions. When debriefing with students we often find that they know right from wrong and have a clear understanding of how their choices impacted other students around them. We would like to see Maple Grove students think first then act: and use de-escalation strategies to manage and regulate their behaviour/ actions.”

That being said, they recognized that working with the Core Competencies was timely, educationally sound and something that was already occurring at school. While the staff didn't want to "leave" SEL, it became clear that the staff from 2012 were onto something and by using the "Communication" and "Personal/ Social" Core Competencies as self-reflective statements maybe there was a way staff could cover all components. In 2018, the staff agreed to align school goals with work previously done on Core Competencies and to use graphics and reflective response statements for each of the Core Competencies as ways to measure student engagement and keep tabs on SEL.

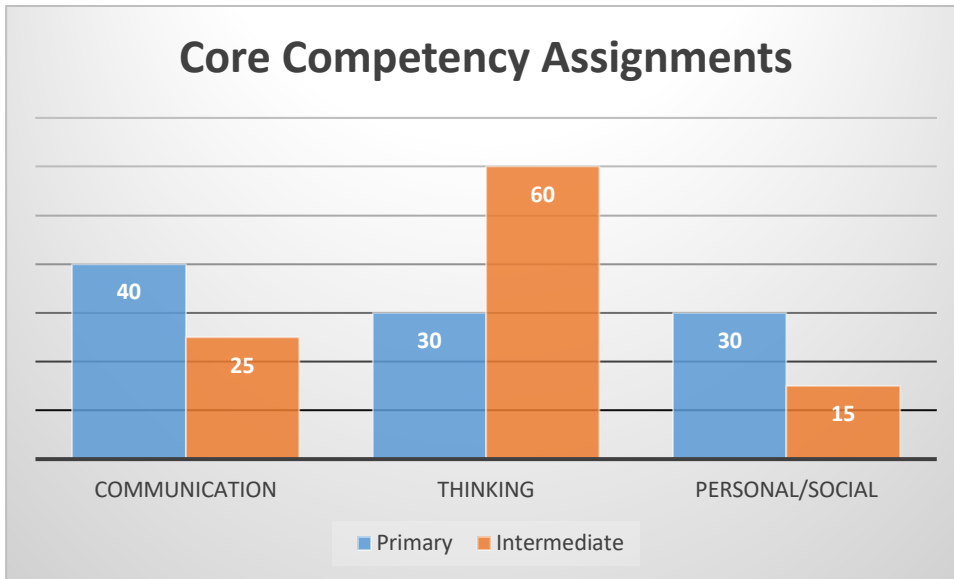
The 2018-2019 school inquiry question was: Does using graphic representations of the three core competency areas in the redesigned BC curriculum improve communication, thinking and personal social skills reflected in student work/achievement?

It was our hypothesis that by being explicit and drawing student's attention to the competencies as teachers use them in daily teaching that students would become better communicators, thinkers and personal social advocates.

2A. WHAT DID WE SEE?

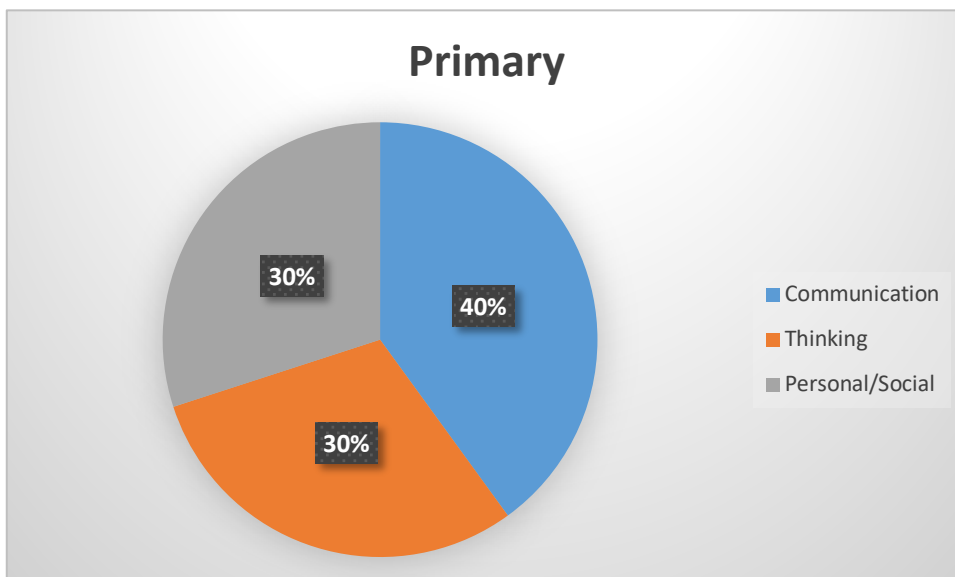
- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?

We surveyed staff asking them to tabulate the number of assignments that fit into each of the Core Competency areas. Based on staff surveys here's what we found. Primary staff spend more time on Communication and Personal/Social Core Competencies. The Intermediate staff spend substantially more time on the Thinking Core Competencies (Creative and Critical).

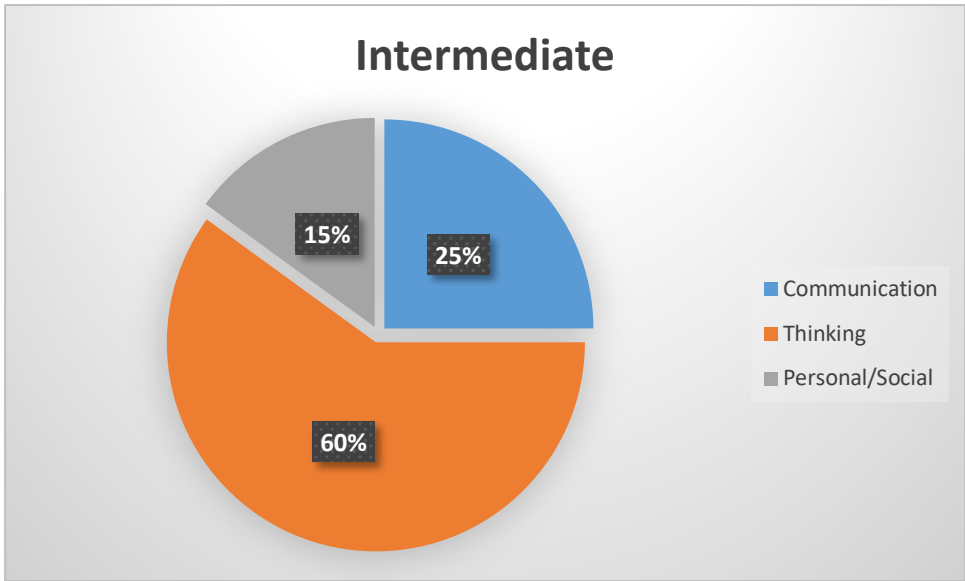


The staff speculate that at the primary grade levels, a lot of what they do on a daily basis is reflected in communicating and in the personal/ social aspects of the competencies. Whereas, at the intermediate level there is a clear increase in the differences between Thinking competencies (creative and critical) and the two remaining competencies.

When we surveyed primary staff, they indicated that in general they spent a relatively equal relationship amongst the three core competency areas for the curriculum they were teaching. The Primary teachers spend slightly more time on communication competencies, but generally its relatively split into thirds.



Intermediate teachers surveyed had a significantly different response. They indicated that the majority of their curriculum focused on the Thinking Core Competency (Creative and Critical) . Almost three quarters of the assignments intermediate teachers reflected on dealt with Thinking Core Competencies, with only 15% being attributed to Personal/ Social Core Competencies.



This became the crux of a staff conversation that aligned with a major staff development initiative that Maple Grove is working on. Deliberate, constructive and collaborative conversations in the workplace and what that will look like as the staff move from the existing building into the new Maple Grove school next year.

Maple Grove is one of four schools participating in the SFU symposium series on Deliberate Conversations. Staff of the opinion that as they're spending a lot of time, energy and effort on the PS aspects of work balance, students should as well- since we see elevated levels of student conduct issues.

In essence, the staff have been working on productive and respectful conversations in the workplace, yet, they said that they were disappointed that our students are struggling with the Personal/ Social Core Competency. Staff felt that focusing on the PS Core competency alone may be more manageable and lead to greater long term success.

2B. WHAT DO WE NEED TO RE-ADJUST?

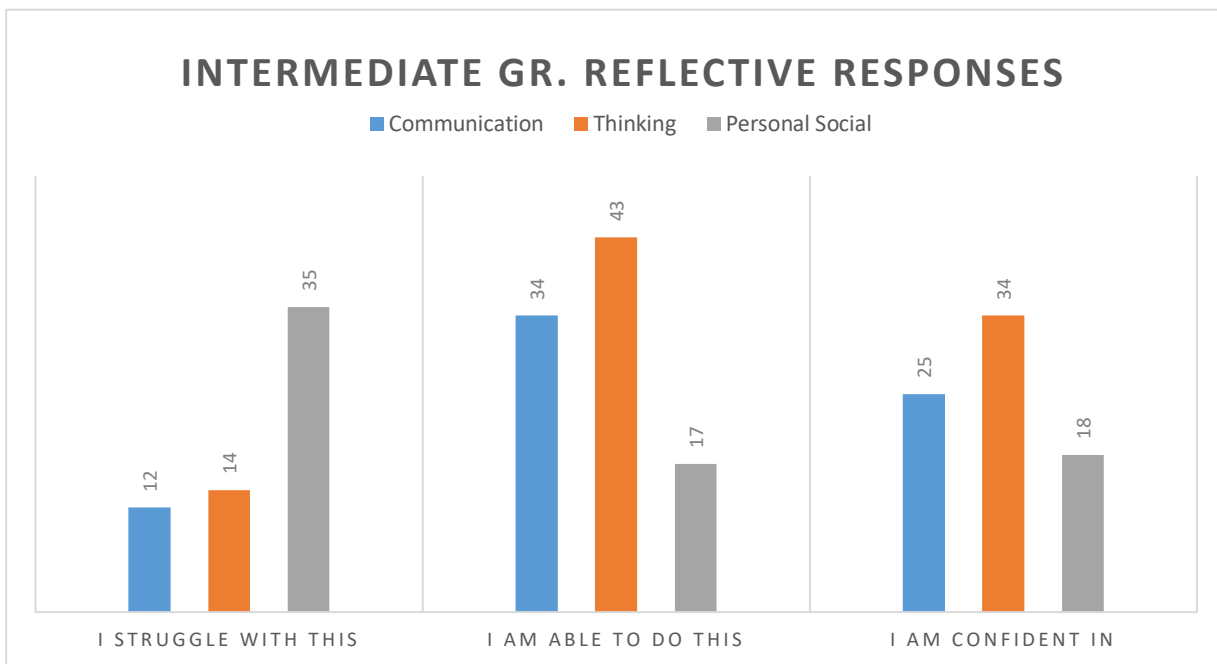
- Outline any changes or adaptations from previous plan. Be sure to include rationale for why these changes should be made and how you believe that it will help.

The school staff want to focus on one Core Competency area... Personal/ Social. They believe that in order to begin making progress, we need to develop a common language and set of expectations that are school-wide. They believe that once there is a common language of behaviour and expectations then we can focus on the sense of community engagement connectedness and expression of how we are feeling specifically in the areas of self-determination, self-regulation and well-being.

The Primary Student Reflective Responses on Core Competencies illustrated this need.



From the above chart you can see that most of the primary students feel that they struggle with Personal/ Social Core Competencies. And that even for students who felt they were able to meet the milestones for core competencies, the Personal/ Social was the lowest value of success. Similarly, the Intermediates responded with the following



Intermediate students responded with Personal/ Social Core Competencies being the item they struggled with the most when they reflected on the survey (by more than two-fold). Then in terms of “able to” and “Confidence” the Personal/ Social Core Competencies scored the least.

Clearly the students are saying that they don’t feel confident in the area of Personal/ Social Competencies and the associated attributes. It sparked about Self-determination, Self-regulation and emotional well-being.

1. Self-determination

Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.

SAMPLE "I" STATEMENTS

- I can show a sense of accomplishment and joy.
- I can celebrate my efforts and accomplishments.
- I can advocate for myself and my ideas.
- I can imagine and work toward change in myself and the world.
- I take the initiative to inform myself about controversial issues.

2. Self-regulation

Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.

SAMPLE "I" STATEMENTS

- I can sometimes recognize emotions.
- I can use strategies that help me manage my feelings and emotions.
- I can persevere with challenging tasks.
- I can implement, monitor, and adjust a plan and assess the results.
- I can take ownership of my goals, learning, and behaviour.

3. Well-being

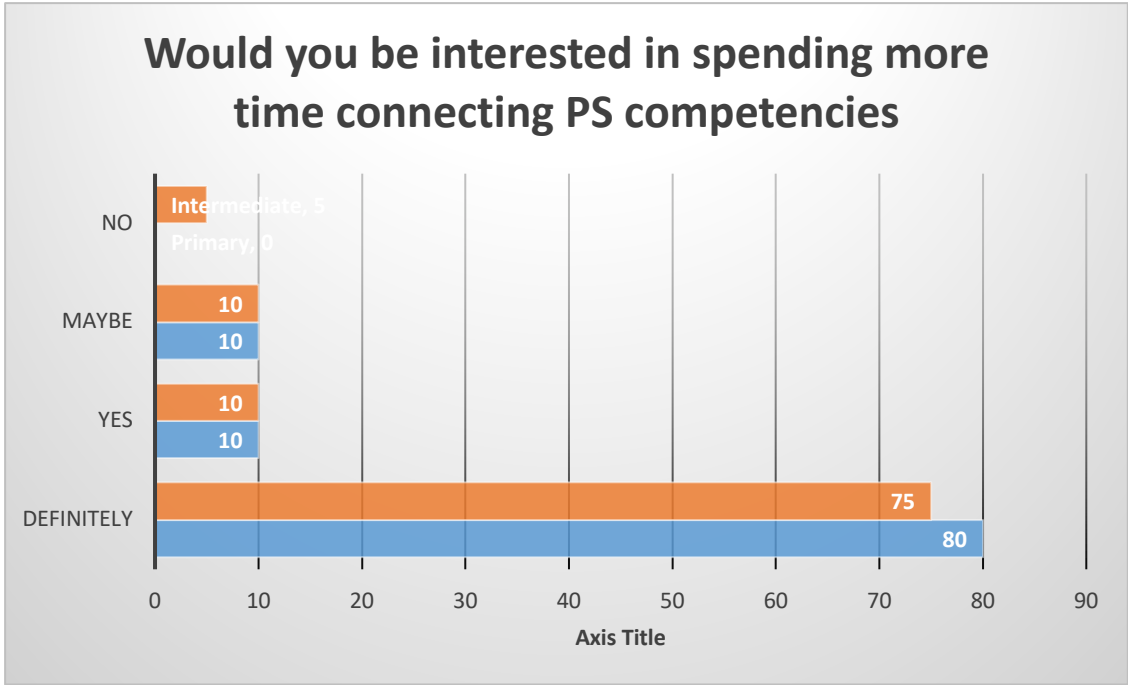
Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and have strategies that help them find peace in challenging situations.

SAMPLE "I" STATEMENTS

- I can participate in activities that support my well-being, and tell/show how they help me.
- I can take some responsibility for my physical and emotional well-being.
- I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.
- I can use strategies to find peace in stressful times.
- I can sustain a healthy and balanced lifestyle.

Through breakout groups staff observed the following:

1. Students appear to struggle with interpersonal relationships
2. Staff want to see a link with the students developing stronger connections to the adults in the building... the whole school community. We need a more cohesive identity.
3. Kids can be fine in clusters or groups, but we're talking whole school community
4. Legacy is fine... but it's time to update our school Code of Conduct (developed by 1993 Student Council)
5. Everyone has to take responsibility for the expectations in the school....
6. Social responsibility
7. Our greater connection to artistic expression... all school performances/ richness / has helped pull folks together. Can we use this and extend.... Is there an umbrella statement that we can use to heighten student awareness. (i.e., the group is here to help us acknowledge that we are a caring and creative community. Bumper sticker phrasing.
8. Monthly or bi-weekly Assemblies.
9. Daily announcements... mindfulness.... Virtue..... something that is consistent and togetherness. Virtues.... Classes/month
10. Respect!!!!
11. Social Media.... Societal norms.... Parents / school
12. Student council initiatives and pulling the community together



At the conclusion of the discussion staff were surveyed and decided that these are all directions we would like the school to go in. We have a plan. Initiate, implement, Institutionalize!

3. INQUIRY QUESTION (previously known as “Goal”)

- Does the original question need to be readjusted/continued/changed given the results outlined above?

How does focusing on Personal/ Social Core Competency attributes affect student engagement and interaction with the school community?

4. WHAT IS YOUR NEW PLAN?

- Explain plan (i.e. specific activities for year 2) and any changes from previous plans

Maple Grove action items:

1. Teachers will focus majority of self-reflection of core competencies on the PS. Students seem to struggle with interpersonal relationships.
2. EVERYONE needs to know the goal. Student Council will promote the concept of Self-Regulation, Zones of Regulation and or Code of Conduct as well as Spirit Days
3. Positive Behavioural Support program. Staff will discuss implementation
4. Survey new students... School Culture.... What do you think about Maple Grove? How are we doing?
5. Adults model.... We set the tone.... Having good morning.... Have a nice day.... Greeting kids in the hallway
6. Staff name tags. Staff will discuss.
7. Assemblies every 2 weeks or month/ What kind of world do you want? Kinds honest caring (Sue)
8. Extra curriculars and how students are supported... fans.... Support cheerleading club
9. Use student agendas as a communication device re: Core beliefs, Values, School Code
10. Random acts of kindness....
11. Staff want to see a link with the students developing stronger connections to the adults in the building... the whole school community. We need a more cohesive identity.
12. Legacy is fine... but it's time to update our school Code of Conduct (developed by 1993 Student Council)
13. Everyone has to take responsibility for the expectations in the school....
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15. Our greater connection to artistic expression... all school performances/ richness / has helped pull folks together. Can we use this and extend.... Is there an umbrella statement that we can use to heighten student awareness. (i.e., the group is here to help us acknowledge that we are a caring and creative community. Bumper sticker phrasing.
16. Daily announcements... mindfulness.... Virtue..... something that is consistent and togetherness. Virtues.... Classes/month

5. WHAT SUPPORTS WILL WE NEED?

- Review and revise support plans for this year

We would like access to a school-wide STIBS worker for September, January, February and May to assist with the implementation and development of common language for students and staff around positive behavioural support.

We see a STIBS worker as a valuable accessory to assisting with developing a framework for communicating so that all students and staff are using common language/ expectations thus allowing students a chance for greater success

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

- Revise (If necessary) or repeat indicators from previous plan

The school admin track office referrals while considering volume and context of conduct referrals

Teachers will subjectively monitor their class climate... conflicts and problem solving. Classes will bring back the SEL work done in 2016-2017. Zones of Regulation will be reinforced explicitly and intermediate teachers will have a choice between Zones or Strong kids.

The Self Reflective "I" statements completed at year-end will be used as a baseline for gauging our success.

7. HOW WILL WE SHARE?

- How will we make parents, students and other members of the community aware and involved?

Year end school wide BBQ to celebrate "us". This will build upon our 2018 ARTelicious project, our 2019 ParticPASSION Project and our 2019 ARTshow. Each of these projects, while on the surface, were about art or participation, really they go far deeper to a core of bringing our school community together to recognize and acknowledge who we are and what we stand for.



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

8. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

We have two Indigenous students in the school

9. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

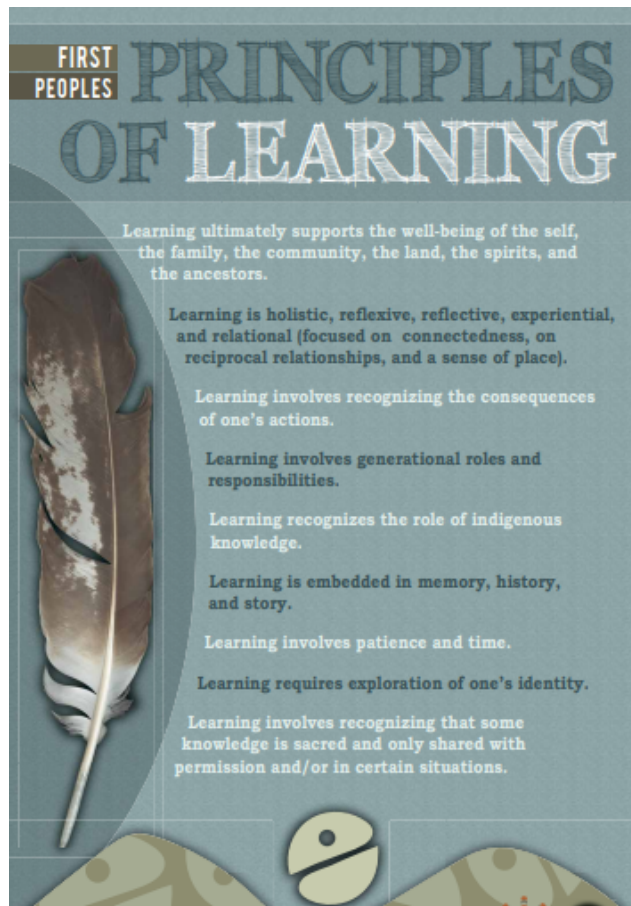
- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

- Indigenous songs incorporated into the Music program
- Presentation of Reconciliation Canada Art Project
- Inclusion of Reconciliation Canada Art Project in classroom teachings
- Blog post about Walk for Reconciliation 2017 in downtown Vancouver
- Option to use Aboriginal Veteran's Day commemorated on Nov 8th, 2018; use of Indigenous designed poppy in classes; school blog post included information and a picture of Indigenous military personnel.
- Using Indigenous stories and novels in classrooms at both the primary and intermediate levels
- *Raven Stole the Sun* performance – whole school
- Grouse Mt First Nations Program – hiwus Longhouse school program
- Kindergarten class – “Cedar/Tree of Life” unit
- Various intermediate classes integrated the use of artifacts borrowed from Indigenous Education department at UBC for an Art unit
- School completes OAM for First Nations learners

10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives
- Continued use of Indigenous stories and novels in classrooms
- Continued use of Indigenous music and drumming as part of Music program
- First Nations Art (animal masks) being brought into the school
- Indigenous Government unit

- Incorporate knowledge from Indigenous cultures into the class; bringing Nature into the class
- Using resources from Indigenous Education – artifacts as available
- Tie self-regulation and independence in with Indigenous beliefs and values
- Use the First Nations Principles of Learning and the Seven Sacred Teachings as our references for teaching Indigenous education / cultural awareness.



- Communicate our continued support for this goal through acknowledgments of traditional territories at our assemblies,
- Staff visit to Strong Nations Publishers and use of resources
- Through the ways we weave traditional and cultural knowledge in our school and classrooms
- Classroom talking circles
- Experiential learning and field studies
- Working with a variety of authentic Indigenous texts and storytelling
- Purchasing additional Indigenous texts
- Multiple performers and presenters within the local Indigenous community
- We celebrate Aboriginal Day
- We will have a visit from a local elder

Finally, the staff would appreciate increased participation and involvement in the Talking Stick Festival events and field studies that celebrate Aboriginal culture