

2022-2023 - Year 1 School Learning Plan

1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

Maple Grove Elementary has a culturally diverse student population of 570 students with 24 divisions. Our school offers a K-7 Montessori program for eight of our divisions. Our seismic project was completed in 2021? and our current building is divided into seven pods where classes of similar age can share space, resources, and learning intentions. There is a lot of collaboration among our teachers to create varied learning activities for our learners. Our school enrolment has been increasing steadily in the past few years and currently our Grade Seven pod is in portables outside the school building.

Our school is committed to creating an inclusive community that celebrates diversity. Many of our students do not speak English at home and each year we receive dozens of new students from around the world. We work closely with VSB settlement workers to welcome and support these families. There are approximately 40 students with a variety of Low and High Incidence special needs at our school. Our school is not attached to a CST enhancement pod.

Our vision of success in learning for each student is articulated in our mission/vision statement. We strive to create a safe learning environment so all students can learn and contribute to their community. We support learning in all dimensions: academic, artistic, physical, social as well as emotional well-being. We pride ourselves on the high level of curriculum enrichment we provide through the joint commitment of staff and parents. Our goal is to nurture students not only academically but also as global citizens.

At Maple Grove, Social Responsibility is an integral part of the school's philosophy and our school's culture is built upon the ideals of respect for people, safety, and the environment. Our School Code of Conduct is *Respect Yourself*, *Respect Others* and *Respect this Place*. We encourage student leadership in class as well as through various clubs (Student Council, Volunteer Group and Monitors programs.)

2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS? (SCANNING)

Overall, our students are creative and engaged learners who are exposed to a wide variety of experiences and opportunities, both at home and at school.

Scanning tells us that generally:

- Students are polite, courteous, respectful and care about their school
- Students have diverse backgrounds and very different life experiences
- Students enter Kindergarten with less school readiness skills than in previous years, resulting in a high percentage of needs in our primary classes
- There is a wide range of strengths and academic levels within each class
- Students like school and feel that adults at school care for them
- Students are not always able to express their feelings clearly
- Many students report struggling with their mental health and would like to learn more strategies to care for it

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS? (SCANNING)

Our staff has noticed in the past few years a decline in students' capacity to face challenges, disappointment and regulate mental health. Many Maple Grove students chose to be home learners during the pandemic. This resulted in fracture friendships, decrease social opportunities and loneliness among many of our learners. It has also resulted in lasting attendance issues at our school. These anecdotal observations match results of our most recent Middle Years Development Index (MDI) results. This year, our Grade 6 students completed the MDI survey from UBC's Human Early Learning Partnership. The overall "Well-Being Index" data confirms that our students, compared to our district's students, have a lower well-being score (see graphs.) Fifty-Six percent of our Grade 6 learners scored low in the index, despite many of them listing several assets such as out-of-school activities, good peer and adult relationships and above average nutrition and sleep.



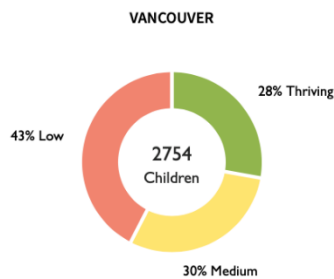
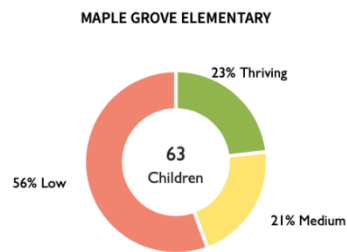
High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.



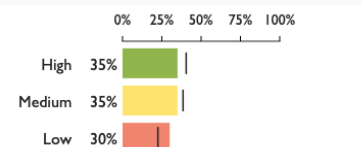
In March 2022, our grade 4 and 7 students completed the Ministry of Education *Learning Surveys* which gives us an insight on how students feel about their school, their peers and their teachers. In their answers, students voiced that they like school: grade 4= 75% responded “most of the time” or “all of the

time”; grade 7= 50% responded “most of the time” or “all of the time.” Grade 4 students also mentioned that at least three adults at school care for them (50%). However, when it comes to learning how to care for their mental health, students expressed mostly that they “sometimes” did. These numbers are consistent with recent years’ survey results and were another indication to the staff that students need more strategies.

Finally, our MDI data also point out the fact that our students need to learn more strategies to manage their emotions. (Bars are Maple Grove percentages; black lines are VSB District percentages.) It also shows that students need to learn how to recognise and name their emotions. In both indexes, our school scored lower than the district measures.

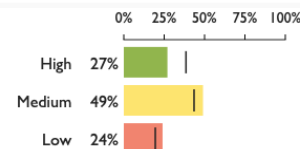
SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., “I can calm myself down when I’m excited or upset.”



SELF-AWARENESS

Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g., “When I’m upset, I notice how I am feeling before I take action.”



4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE? (FOCUSING)

This data show us that students are doing moderately well in the areas of self-regulation and therefore this is an area that we need to work on for the next few years. Students who are regulated feel more capable, happy and successful at school. If we can provide them with ways to express and manage their emotions, they will become more successful learners.

This goal is in line with the third goal of our VSB Education Plan:

Goal 1: The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging.

This also connects with many aspects of the BC Curriculum Core Competency goal of Personal Awareness and Responsibility:

Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress, and understand their emotions, using that understanding to regulate actions and reactions. They are aware that learning involves patience and time. They can persevere in difficult situations and understand how their actions affect themselves and others.

Staff will review and teach these concepts with students using the “I” statements:

- I can sometimes recognise emotions
- I can use strategies that help me manage my feelings
- I can persevere with challenging tasks
- I can take ownership of my goals, learning and behaviour

5. INQUIRY QUESTION (FOCUSING)

For our next three years, we will focus on the following inquiry question: “How can we empower students to independently care for their emotional well-being (self-regulation, self-confidence and self-awareness)?” We will focus on all areas of learning for this inquiry.

6. WHAT IS OUR PLAN? (PLANNING)

Year 1:

- Year 1 saw us establish a common framework and understanding of our goal. Staff attended social-emotional learning workshops that gave an overview of SEL theories and how to adapt them to the classroom. In our primary and intermediate meetings, staff shared ideas, resources and lessons that work for specific learners.

Using our existing code of conduct, as well as the VSB code of conduct framework, we developed a list of strategies for both elementary and intermediate students that can be used towards our goal.

Year 2:

- We will reflect on our experiences in Year 1 and build on our successes. Year 2 should focus on the school-wide integration of successful strategies acquired either by experience or research. We will also continue our whole school professional development *Heart-Mind in Schools* series. We will focus on selecting a method of data collection for this inquiry, such as SEL questionnaires. We will need to develop a common language used by all staff with students when discussing emotions and regulation strategies. At the end of Year 2 we should have a set of data to look at for our inquiry.

Year 3:

We will again reflect on our previous two years and on our data. This data will set our targets for the last year of our inquiry. If need be, we will choose a new focus for our school for the following years.

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

- Continue staff professional development with the *Heart-Mind in Schools* series
- Continue using the Zones of Regulation and other VSB support SEL materials
- Exploring the possibility of doing book clubs on this topic for our staff
- Use and teach the “I” statement of the Core Competencies with our students

8. HOW WILL WE KNOW WE’RE ON TRACK? (CHECKING)

We will continue to track our *Student Learning Surveys* and MDI data for year-to-year comparison. After we find an SEL assessment tool in year 2, we will track this data for the next two years and hopefully see a positive progression. We will look at the possibility of integrating Fall Core Competency self-assessment for our data. Staff will discuss our inquiry question at regular intervals each school year and reflect on the effect all our work is having on our school’s culture.

9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

We will share the information with parents at PAC meetings and in our newsletter periodically. Teachers will share their successes with each other at SAC meetings and at primary/intermediate meetings. SGP committee members will report at regular periods at our SAC/staff meetings.



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

Our staff has worked collaboratively over the years to create enriching First Nations experiences for all our students. Unfortunately, we do not have a VSB Indigenous Enhancement Worker associated with our school. However, staff are committed to increasing knowledge, acceptance, empathy and awareness of Indigenous histories and cultures and here is a list of some of the activities that our students have experienced over the past year:

- Teachers are incorporating Indigenous ways of knowing and history into their curriculum
- Doing the land acknowledgment daily in our announcements and at assemblies
- Celebrating Orange Day and National Indigenous Peoples' Day
- Making connections from ourselves to Indigenous cultures and learning
- Perspective taking, applying understanding to other marginalised groups, discrimination unit
- Using First Peoples' Principles of Learning, posters and collections of books that support that topic
- Field trips and performances to encourage conversations and extensions (Museum of Anthropology, First Nations storyteller assembly, Beatty Museum, impact of colonisation at Fort Langley)
- Incorporating First Nation literature in frequent LA lessons (Six Cedars).
- Looking for experiences and activities done and presented by indigenous people such as soap carving and basket weaving
- Whole staff pro-d on cedar basket weaving in September
- Sharing circle, using the talking sticks and the drums in our circle
- Focusing on the concept of community, how it relates to First Nations history and culture, and why it is important
- Mapping BC Indigenous communities
- Choosing Indigenous authors for novel studies with a focus on residential schools or other re-learning themes
- Indigenous learning fair where students worked together to re-create a Haida village with all its necessary elements as part of an ancient civilisation study



Students working on the canoe



Students building a house's archway



Fish smoking re-creation

11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

Each year our students complete the *Student Learning Survey*; the most recent data show an increased awareness and participation in Indigenous learning activities across the grades. The most recent data from April 2023 show that we need to do more to create indigenous learning opportunities at our school, but we are on the right path: 65% of our Grade Four students and 90% of our Grade Seven students have answered “sometimes/many times/all of the times” to the question “At school, are you being taught about Aboriginal or First Peoples in Canada?” Grade 4 and 7 students gave similar percentages to the question: “At school, are you being taught about local First Nations?” This data is very encouraging, and staff will continue to collaborate on this subject to increase our students’ awareness.

Teachers will continue to invite other classes and parents to their presentations and re-creations. We will continue to share examples of classroom and school-wide activities in our newsletter and PAC meetings with our parent community to celebrate this learning.

12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

We will continue to embed Indigenous learning in as many aspects of the curriculum as possible and to seek authentic learning experiences for our learners. Here are some of the activities that our staff would like to have in the future:

- making Bannock and other Indigenous cooking with students
- being able to have an elder visit our school to share their knowledge, or going to visit one
- incorporate weekly Indigenous lessons in the schedule, not only in cross-curricular units
- teaching students Indigenous greetings, key words
- learn more about how to integrate Indigenous knowledge in math and science lessons
- learning more about nations in other parts of Canada and the World