



1. GENERAL SCHOOL STORY:

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

- Maple Grove Montessori and Traditional Elementary School is a place where we build a strong community of learners who take pride and joy in their learning. The community includes all families as well as students and staff. Our regular Friday morning coffee and chat in the library (learning commons) is a well-attended and vibrant event. Everyone joins the conversation about education and what's in the best interests of our students, school and community.

The school is situated on a tree-lined street near the heart of Kerrisdale sharing extensive playing grounds and tennis courts with Magee Secondary School. We enjoy a close relationship with our neighbouring secondary school as we engage in several strong connections through our student council and mutual visits for band performances, playground buddies, Grade 1 reading with Grade 12 students, student coaches, etc. There will be a projected 511 students in 20 divisions and about 50 members of staff at Maple Grove in the 2016-2017 school year.

Maple Grove is the home of a district Montessori program. This is the 13th year the program has run at Maple Grove and will include children in one Kindergarten class, in three Grade 1-2-3 classes, in three Grade 4-5-6 classes, and in a grade 7 class. There are about 184 students in this program.

Maple Grove has a Code of Conduct that is available on our website, in hall displays and in the student planner. Since this is an organic document, changes are made as needed. The Code of Conduct is reviewed annually.

The Maple Grove community is diverse and multicultural. This school community, like Kerrisdale itself, has been the destination for many new immigrants to Canada, mainly originating from Asian countries. There are about 16 first languages represented at Maple Grove. About 40% of the traditional program students and 25% of the Montessori students receive ELL support. Also, in Grades K through 7, there are 29 students who have Ministry designations that require Individual Education Plans (IEPs). These include students with learning disabilities, behavior challenges, and gifted designations. There is presently one First Nation student in the school and 7 International students studying through CIE.

This Year Maple Grove Teams place 1st and 2nd in the Regionals and 1st and 2nd in the Provincials. At the time this document was written we are sending 1 team to the Word Finals in DI (they finished 37th in the world). Maple Grove students perform well academically, and they are always striving to improve. They work hard to help those in need, both locally and far away through the Global Citizenship Club and other fundraisers and initiatives. The teachers at Maple Grove seek opportunities to enrich the learning of their students through project based learning, numerous field excursions, participation in competitions such as Science or Social Studies Fairs are regular events. There is a growing focus on project based learning and the use of technology to relate more directly to 21st Century learning. Sports is important and we encourage membership of our

teams such as volleyball, basketball, track and field and cross country as well as individual sports and a healthy lifestyle through our Kilometre Club, participation in the Vancouver Child Run and lesson in tennis skating, rock climbing etc. Most importantly, Maple Grove is working very hard to be a “community” school filled with learners of all ages who have strong values – students, staff, and parents regard respect, honesty, creativity, accountability, and responsibility as very important.

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 are now focusing in our third year on developing students’ critical thinking so that they have confidence to think for themselves and make their own well thought out and rational decisions. Moreover, we have been working to engage students in their learning experience by using SEL tools, strategies, and sensory toolkits for all teaching staff to use with students.

During the 2016-2017 school year our goals were:

- To continue to explore how to improve the critical thinking capabilities of our students. Staff have been using language and teaching strategies to challenge students to think critically, examine and implement different ways of assessing critical thinking, and exploring how we can be aware of the critical thinking skills students are developing and using.
- To continue to improve oral language skills through being more explicit in our focus on speaking and listening. To continue to assess how students are improving in their oral language. Use oral language to help us to assess students’ critical thinking.
- To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

These goals evolved from our evidence, observations, feedback and experiences to build an even stronger learning foundation for students. The focus on critical thinking and language has allowed us to increase students’ understanding, experiences, and connections to the world and to computational thinking while using appropriate discourse to communicate effectively. Staff use age appropriate materials, concepts and resources to build student skills. We have noticed that computational thinking provides our students with opportunities to expand their problem solving skills as well as provide them with various opportunities to work in groups on a variety of projects.

Our second goal to improve student’s oral language skills has been helpful to assess their critical thinking. We have been happy with the progress and recognize that the time has come to reflect on whether this goal is still advantageous to our student population.

Our third goal, has an Aboriginal focus and continues to generate rich conversations among members of the school community as we learn more about their history, tradition, cultures and contributions. We continue to gain more insight by focusing on the impact that our Aboriginal people have had and continue to have within our school and the greater community. We acknowledge that this area is always evolving as the school community becomes more acquainted with the history, traditions, cultures and contributions that have been made throughout time.

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

Regarding our first goal: To continue to explore how to improve the critical thinking capabilities of our students, we saw significant movement in this area. Staff have been using language and teaching strategies to challenge students to think critically, examine and implement different ways of assessing critical thinking, and exploring how we can be aware of the critical thinking skills students are developing and using.

Regarding our Critical Thinking goal we see:

1. Directly teaching students the language associated with thinking and in particular critical thinking. Expect that they will learn the appropriate vocabulary. Continue to use the Maple Grove Critical Thinking chart as a visual framework for guiding this process.
2. Identify students with challenges in critical thinking as observed by teachers. This was done through class review meetings with school based team and in other less formal discussions. Particular attention was paid to our Aboriginal student as well as our new English Language Learners.
3. Provide students with opportunities for problem solving in different contexts so that they will learn steps for problem solving. The contexts include our annual Science Fair and Destination Imagination. This year our school placed 1st and 2nd in the regionals and are sending a team to the Global Championships.
4. Directly teach students to be able to state an opinion and then give their evidence for it.
5. Provide students with opportunities to state opinions based on evidence either through writing or oral language.
6. Use Second Step problem solving model to encourage students to think both logically and creatively about how to solve interpersonal problems.
7. Research more effective apps to encourage students to apply critical thinking skills. Make use of the CT2 website (Critical Thinking Consortium). As well as the LightBot hour coding app for critical thinking and coding logic.
8. Directly teach students how to self-evaluate their own thinking
9. There is one Aboriginal Learner at Maple Grove. We will pay attention to their thinking and apply it to their thinking about their own culture.

Goal 2: To continue to improve oral language skills through being more explicit in our focus on speaking and listening. To continue to assess how students are improving in their oral language. Use oral language to help us to assess students' critical thinking.

Regarding our second goal- as in previous years the strategies and structures included the following: Social Studies presentations on map observations, "Me" museum presentation on self, drama – improvisation/ RT/ Shakespeare's plays/ skits/ role-play, social graces – please, thank you, etc. A-B partner talk, student announcements/ MC assemblies, office monitors, writing traits done orally, shared writing, book talk, daily calendar, poetry reading, choral reading, listening as a *skill*, sharing – show and tell with structure, speech arts (workshops), myth telling, choral

reading – poems and songs, rhyme and repetition. Furthermore classes participated in discussions using always true/sometimes true/never true activity, French songs and games, question/answer, choral speaking, oral presentations, Power Point presentations with audio from students, audio blogs.

With respect to our third goal regarding building an appreciation and respect for Aboriginal Cultures, the following activities/ structures will continue or are planned:

1. Increase the number of Aboriginal artifacts displayed in the school (literature presentation in main hallway)
2. Incorporate Aboriginal music into the school Music Listening Program
3. Invite an Aboriginal Artist in Residence to work with students in the school in music, art drama or dance (deferred till 2018)
4. Use quotes from Aboriginal Leaders in school blog, assemblies and other occasions
5. Support Aboriginal students in attending honouring assemblies. First Nations Recognition.
6. Encourage Aboriginal students to take leadership roles e.g. In student council
7. Track Aboriginal student achievement and provide intervention and support as needed.
8. Increase the quantity and quality of Aboriginal resources such as library books and other literature
9. Access District Resources (Chas and Trudi came to Maple Grove and presented a workshop in February to school staff)
10. Consult with our Aboriginal Enhancement Workers (Chas and Trudi in February to staff)
11. Field Trips that enable students to interact with Aboriginal cultures such as Anthropology Museum, Grouse Mountain experience etc.
12. Encourage art projects based on Aboriginal styles.
13. Examine current curriculum at different grade levels to explore how aboriginal content can be integrated. Increase units, lessons and activities about Aboriginal history, culture, traditions and contributions.

3. WERE WE SUCCESSFUL?

- Outline results

Maple Grove continues to use its Critical Thinking framework to guide our practice for working on written and oral language. Further, we have added SEL and sensory tools to our strategies for helping learners to attend and engage with their learning. We have provided each classroom and resource room with sensory toolboxes to assist learners to de-escalate anxiety and attend to classroom material. In partnership with Learning Services, we secured the services of a full time STIBS worker (Sept-Dec).

We continue to track student success and achievement through reporting marks and enclose that information as data. Many of our results and successes are listed in the above section.

4. HOW HAVE WE SHARED?

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

To communicate and demonstrate our successes, we showcased a school-wide Science Fair. Parents and community members were invited to an open house where students demonstrated and explained the scientific process. The results were shared in our school blog.

We continued to celebrate critical thinking by having Exploration Hour (every Tuesday) and entering several groups of students in the regional, provincial and world championship Destination Imagination contest. Some students have also had opportunities to presents to other classes in the school. Any successes we have will also be communicated to parents through the School Blog and through individual teacher's blogs. Several of our school DI teams placed in the top 5 for the provincial tournament and we sent one team to the Global Championships

Similar to the above, any successes regarding our second goal are usually shared at class presentation, assemblies or in our school blog.

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

Maple Grove is considering looking deeper into differentiated instruction. The staff have started to investigate Social Emotional Learning and the impact on students in the school. We will start the process of looking into Howard Gardner's Multiple Intelligences, while continuing to investigate Social Emotional Learning. We believe that if we can find the best way children learn, and use sensor learning tools to help students calm themselves so that they can attend to teaching and learning in the class, that students will be more engaged and therefore successful learners.

During the 2017-2018 school year, we will look more carefully at our students, their learning needs, and the supports required. We will look at our own plans to build success for all Maple Grove students. This will be a year for reflecting, learning, re-adjusting, and refining our goals. With the results and staff insights, this may be a step towards a different goal area for the future year.

Our staff discussions will continue during Team Meetings, SBT meetings, staff advisory committee meetings, resource and grade group meetings, special interest groups such as inquiry group topics, etc. At this time we will continue with the same goal, we are continuing to build and expand language and opportunities for our students particularly those who are not meeting expectations.

Maple Grove will be beginning a Year 1, 2, 3 process in the Fall 2017 and starting fresh with the new Ministry template for school planning.



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

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

- Include numbers of students, grade levels, etc.

We have one grade 4 student.

7. 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.

Had District First Nations Resource teachers provide Pro D in-service training to staff on First Nations Literacy series and several cultural awareness exercises.

Series of Pro D workshops with emphasis on SEL

Developed classroom ToolBox for all enrolling and non-enrolling classes

School-wide SEL resources stored in our Professional Library.

School-wide access to STIBS worker who was positioned at our school for Sept-Nov

School-wide stations approach to expected and unexpected behaviours

Maple Grove Critical Thinking Framework poster that was developed through a series of Pro D workshops on problem-solving and critical thinking. This is our framework for DI, literacy and problem-solving.

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

- List continuing and new initiatives

1. Continue to examine First Nations literature and culture while linking themes to issues and historical and current events of today.
2. Encourage staff to participate in the MOOC course offered through UBC on First Nations Reconciliation and awareness.
3. Continue with SEL and evaluating whether Toolboxes are working. Which sensory tools work the best for students
4. Increase the number of Aboriginal artifacts displayed in the school (literature presentation in main hallway)
5. Incorporate Aboriginal music into the school Music Listening Program
6. Invite an Aboriginal Artist in Residence to work with students in the school in music, art drama or dance
7. Use quotes from Aboriginal Leaders in school blog, assemblies and other occasions
8. Support Aboriginal students in attending honouring assemblies. First Nations Recognition.
9. Encourage Aboriginal students to take leadership roles e.g. In student council
10. Continue to track Aboriginal student achievement and provide intervention and support as needed.
11. Increase Aboriginal resources such as library books and other literature
12. Continue to access District Staff to work with Maple Grove staff on reconciliation and First Nations literature.
13. Continue to consult with our Aboriginal Enhancement Workers
14. Field Trips that enable students to interact with Aboriginal cultures such as Anthropology Museum, Grouse Mountain experience etc.
15. Encourage art projects based on Aboriginal styles.
16. Examine current curriculum at different grade levels to explore how aboriginal content can be integrated. Increase units, lessons and activities about Aboriginal history, culture, traditions and contributions.
17. Continue to have classes working with and learning from the VSB Knowledge Keeper and Aboriginal Enhancement Worker
18. Provide opportunities for Aboriginal Performances to share with our school community
19. Continue to learn the importance of oral culture and storytelling and how this influences student learning style and demonstration of learning in different ways
20. Continue to review and build celebrations of Aboriginal culture and heritage by participating in a program, field study, literacy activities, etc.
21. Continue to encourage aboriginal connections in daily curriculum content

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice
 - We will continue to track our student data samples using Excel and filtering by disaggregating data so that we can discern what we're successful at; and what areas we need to continue to develop. We presently have 6 terms worth of teacher driven data that disaggregates learners and their progress. We will be using this tool to assist our discussions in the fall regarding school growth and goals.
 - All students have experiences that highlight Aboriginal culture and heritage by participating in a program, field study, literacy activities, etc.
 - Continue to review, build and celebrate Aboriginal awareness, through displays, sharing knowledge, units and literature, etc.
 - Continue to use school based meetings, case conferences and provisions for wrap-around services whenever possible (including AEW, area counsellor, resource teacher, case manager, speech and language pathologist, etc.)
 - Continue to build family connections and community outreach opportunities
 - Including opportunities for family connections the sharing of their cultural knowledge/experiences
 - Continue to invite guests to share an Aboriginal perspective with classes and the school community
 - Continue to invite VSB Aboriginal Resource staff to liaise with staff, SBT members and families