



225-12th Street, Morden, MB, R6M 1Z3

Phone: (204) 822-4458

## 2024-2025 Maple Leaf Elementary School Continuous Improvement Plan

Principal: Cynthia Dick

[School Website](#)

### Staffing Allocation 2024 25

Position	No.
Principal	1.0
Resource	1.0
Guidance	1.0
EAL	1.0
Music	1.0
Physical Education	1.0
Classroom Teachers	11.0
Educational Assistants	11.0
Library Technician	1.0
Head Custodian	1.0
Administrator Assistants	1.3

### Opportunities and Celebrations

- Maple Leaf Elementary School recently transitioned to a single-track English only school from a former dual track English and French Immersion.
- Enrolment and staffing have been reduced by about half creating open learning spaces and room to grow
- School continues to receive a high number of newcomer families and English as an additional language speakers creating a dynamic and diverse student population

### Challenges and Complications

- Larger population of English as additional language speakers can create challenges with the requires support needed for students and families.
- Smaller staff creates larger responsibilities on all school stakeholders.
- Transition from French Immersion and English to English only while maintaining a robust French program with Early Start and Basic French.

### School Mission Motto and Goals

Mission Statement: We strive to provide educational excellence through challenging and enriching experiences for all.

At Maple Leaf Elementary School we CARE.

Motto: Learn, Grow, Live

School Goal: To provide students with the tools to care for self, others and environment.

As Legends, we believe in MLES; meaningful curriculum, learning for all, emotional and socially responsible, and safe inclusive environments.

### School Profile Maple Leaf Elementary School Kindergarten to Grade 4

**Enrolment: 12 Homeroom Classes**

Kindergarten: 41  
 Grade 1 42  
 Grade 2 56  
 Grade 3 51  
 Grade 4 64

**Total: 254**

### School Data

**Funded EAL population: 99 students Gr. 1-4 = 46% (22 Different Countries).**

**Students Identify as Indigenous: 9**

**Students with Special Needs: 13**

**Students in Guidance: 29**

**Students in CFS Care: 5**

**Students connected with Home School Liason: 24**

**Reading Recovery Gr. 1 students eligible: 42%**

2023-24	Meeting Expectations
<b>Instructional Reading Level Met</b>	<b>56%</b>
<b>Gr. 3 Provincial Assessment Literacy</b>	<b>63% 44.6% Province</b>
<b>Gr. 3 Provincial Assessment Numeracy</b>	<b>28% 35.6% Province</b>

### ESD: Environment Sustainable Development

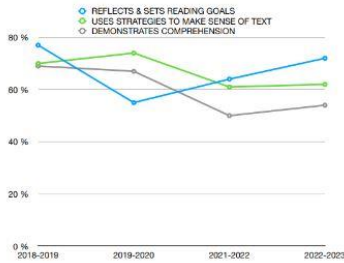
- ESD School committee established
- Student Gardening Club year long
- Student-led Recycling program
- Composting program linked to Nutrition Program

ESD program involves several garden beds located on school grounds with students responsible for working with our compost, planting, and harvesting to supplement our foods program.

- School Literacy data shows all students generally meeting grade level expectations, but more direct instruction is needed in areas of beyond and about text. There is a downward trend of comprehension scores over time, with small rebounds shown.
- Literacy goals will involve teaching teachers about understanding competency and links to beyond and about text; thinking critically about reading and writing.
- EYE Data shows a decrease by 7% in the Tier 1 students entering Kindergarten meeting criteria to achieve. Literacy support needed in our current Gr. 1 classrooms.

Reading in English - English Program : Percentage of students meeting expectations in each domain

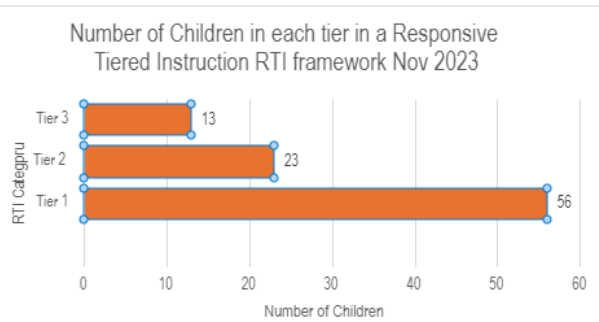
	2018-2019	2019-2020	2021-2022	2022-2023
REFLECTS & SETS READING GOALS	77 %	65 %	64 %	72 %
USES STRATEGIES TO MAKE SENSE OF TEXT	70 %	74 %	61 %	62 %
DEMONSTRATES COMPREHENSION	69 %	67 %	50 %	54 %



	Within	Beyond	About
Grade 1	90%	67%	60%
Grade 2	73%	63%	40%
Grade 3	87%	77%	77%
Grade 4	83%	63%	77%
	<b>83%</b>	<b>68%</b>	<b>64%</b>

- Gr. 4 NAP Numeracy data shows growth since 2021.
- Students have continued to improve since NAP was used as professional growth with teachers. 8% growth in one-year 2023 – 2024.
- Overall, there is a slight downward trend with our Kindergarten – Gr. 3 students, especially K students showing lowest scores all around; 47% meeting.
- All numeracy data shows a need to work on problem solving and mental math competencies.

Problem Solving June 2023-24		Addition				Subtraction			
English	Percent Meeting	Fits Criteria	Complete & Sensible	Poses Question	Uses Math Language	Fits Criteria	Complete & Sensible	Poses Question	Uses Math Language
Gr. 1		68%	61%	50%	54%	82%	64%	61%	63%
Gr.2		80%	78%	74%	83%	85%	80%	78%	80%
Gr. 3		48%	50%	60%	63%	61%	61%	71%	71%
		Multiplication							
Gr. 4		52%	59%	69%	54%				



**Elevate and Deepen Learning** - Ensure best practices in teaching, learning, and assessment; emphasize mastery learning that is transferable and transformative; stimulate critical, innovative, entrepreneurial, and creative thinking.

	Expected Outcomes (specific, observable and Measurable)	Strategies (actions, roles and responsibilities)	Indicators (monitoring progress and timelines)	Data Collection (evidence of progress)
Literacy	<p>Students will show a year in a year growth in literacy skills.</p> <p>65% of Students will be reading at grade level in June 2025. Current data 56%.</p> <p>Target literacy skills beyond and about text. Current data shows beyond 68% and about 64%.</p>	<p>Leadership analysis, interpret and action plan literacy data from 2023-24.</p> <p>Reading Recovery Program – Gr 1 students; PD and support for teachers with intervention supports.</p> <p>Extra support provided for at risk students with support teacher.</p> <p>Fountas and Pinnell guided practice support with Literacy coach, specifically Systems of Strategic Action model.</p> <p>NEW reading level and work with Kindergarten literacy instruction, best practices</p> <p>Teachers participating in Book Study “Shifting the Balance.” Literacy work with Literacy Coach.</p>	<p>Fall and Spring Fountas and Pennell scores.</p> <p>Identify reading levels, reading within and beyond text, comprehension and fluency goals.</p> <p>Report card data – track and monitor Fall and Spring</p> <p>Kindergarten pre-assessment scores - EYE data.</p> <p>Increase in School Survey data in the area of engagement and attitudes toward academic achievement.</p> <p>Classroom teachers implementing guided reading, daily 5, and other literacy focused mini-lessons. RTI model used to monitor and track progress of interventions, pull outs and push in’s</p>	<p>Fountas and Pinnell data</p> <p>Report Card Data</p> <p>Provincial Assessment</p> <p>EYE Data report</p> <p>School Survey</p>

<p>Numeracy</p>	<p>Students will show a year in a year growth in all numeracy skills.</p> <p>85% of students will be at grade level in all areas of numeracy</p> <p>Target increase in mental math- making 10 and problem solving. Current data Gr 1 at 57% at making 10.</p> <p>Target Grade 4's multiplication and subtraction. Current data: 52% and 62%</p>	<p>Numeracy data analysis interpretation with Numeracy coach – coach attends PLC with teachers.</p> <p>Residency PD in the area of numeracy with Jerald Wiebe.</p> <p>MILE training for all K to Gr 3 teachers.</p> <p>Nap training for Gr 4 teachers (2 teachers in second year).</p> <p>Guided math teaching in select classrooms for best practice.</p>	<p>Nap training for Admin and Resource</p> <p>Nap Year 2 training Gr 4 teachers</p> <p>Nap data from Gr 4 June 2025</p> <p>Numeracy assessment Fall and</p> <p>Spring data showing mental math, number acquisition and problem solving as target skills</p> <p>Report Card Fall and Spring</p> <p>Provincial Assessment data Fall 2024</p> <p>Survey feedback from Math Residency and Admin walk through for follow up in classrooms</p>	<p>Nap – Numeracy Assessment Project</p> <p>Numeracy assessment</p> <p>Gr 3 Provincial Assessment</p> <p>Report Cards</p> <p>School Survey</p>
<p>Critical Thinking Classrooms</p>	<p>Teachers plan lessons using the critical thinking model</p> <p>Students show an increase in problem solving, deeper meaning and understanding and real life reasoning.</p>	<p>Residency with Garfield Gini Newman</p> <p>PD day with focus on thinking classrooms with Garfield Gini Newman</p>	<p>Teachers lesson plans show critical thinking projects supported by Administrator Walk Through and Professional Growth Plans</p> <p>Students increase in engagement in classroom</p>	<p>Nap data – increased problem solving scores</p> <p>Report Card data</p> <p>Literacy data – increase scores in comprehension within text</p>

		Teachers co-plan in PLC group a thinking classrooms unit  Support from Numeracy and Literacy coaches	Increased achievement in literacy and numeracy by 8%  Student engagement and improved risk taking and problem solving abilities	
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**Promote a Healthy and Thriving Culture** - Foster a positive work ethic, resiliency, perseverance, tenacity, reliability, curiosity, hopefulness, generosity, wonder, and a growth mindset; encourage adventurous achievers; appreciate and celebrate our diversity; embrace the recommendations for Truth and Reconciliation and the principles of Mamàhtawisiwin: The Wonder We are Born With; nurture mental health and well being.

	Expected Outcomes (specific, observable and Measurable)	Strategies (actions, roles and responsibilities)	Indicators (monitoring progress and timelines)	Data Collection (evidence of progress)
Established Mamàhtawisiwin committee to support learning and activities	<p>Evaluation of staff knowledge and journey in the implementation of Mamàhtawisiwin document.</p> <p>Specific Indigenous and Residential Schools teachings in September.</p> <p>Elders and Knowledge Keepers - Speakers and performers planned.</p> <p>Treaty Education for all staff Fall 2024.</p>	<p>Teachers discuss and plan lessons involving Indigenous teachings and practices in PLC time.</p> <p>Librarian technician increase in literacy with Indigenous themes for library circulation and promotion.</p> <p>Regular timetable with Kokum Marge with planned activities on Indigenous lessons.</p> <p>Division PD for all staff on Treaty Education.</p>	<p>Administrator walk through shows lessons involving Mamàhtawisiwin teachings.</p> <p>Homeroom teachers' observational data and feedback.</p> <p>Feedback from staff after Treaty Education training.</p> <p>Support from Admin on in classroom implementation.</p> <p>Complete the Mamàhtawisiwin supplement Tools for Reflection, Planning, and Reporting</p>	<p>Artifacts posted in the walls of the school.</p> <p>Student feedback on lessons and learnings</p> <p>100% of students participate in Orange Shirt day and residential schools teachings with Kokum Marge.</p> <p>Teachers signed out Treaty Kits from library. Increase circulation and Indigenous resources used.</p> <p>Survey at the end of year with students and teachers.</p>
Multi-cultural Folklorama Event planned and implemented	Plan a multi-cultural event at the school in Spring 2025.	Connect with Regional Connections and New comer families to plan cultural event representing the diverse backgrounds in order to celebrate and connect.	<p>Planning meetings starting in Fall 2024.</p> <p>Contact with families in Winter 2025.</p> <p>School Folklorama event Spring 2025.</p>	<p>Survey teachers and parents after culture event.</p> <p>Attendance at Folklorama event.</p>

<b>Foster Student Ownership</b> - Students collaborate, create, design, share, and publish their learning in ways that are meaningful to them; build student capacity.				
	Expected Outcomes (specific, observable and Measurable)	Strategies (actions, roles and responsibilities)	Indicators (monitoring progress and timelines)	Data Collection (evidence of progress)
Established teachings of self-regulation and social emotional behaviours	Classroom teachers use zones of regulation teachings with Guidance teacher support	<p>Guidance teacher supports teachers in zones of regulation lessons</p> <p>Teachers maintain dialogue of emotions and self regulation through lessons and class meetings</p> <p>All teachers establish “soft start” immediately after students arrive to help regulate students for the day</p>	<p>Observational data in school walk through by administrator</p> <p>Informal feedback from students and staff</p> <p>Less behaviour referrals to office and less recess incidents with negative student reactions</p>	<p>Office behaviour tracking with Power School</p> <p>School survey data</p>
Student Clubs established	Student hands on activities across the school Gardening Club, Running Club, music, Soccer Program, Skating Program, Biking, Lunch time activities, Girls Club	<p>Teachers organize and plan school clubs, Students involved in school activities creating ownership, personal goals, and connectedness</p> <p>Gardening club give back to school nutrition program.</p> <p>Students involved in snack distribution to whole school</p>	<p>Gardening Club establish Fall 2024 and Spring 2025</p> <p>Running club Fall 2024 participates in Divisional and other running events</p> <p>Soccer club established participation in indoor soccer activities</p>	<p>Attendance at school clubs</p> <p>Feedback from parents and teachers</p> <p>School survey data</p>
Cross Grade and cross school social activities to establish positive school climate, student leadership and connectedness	<p>Teachers help Plan school cross grade based on students’ interests twice a year.</p> <p>Cross grade reading buddies weekly.</p> <p>Monthly assemblies held led by students showing talents and new learnings.</p>	<p>Homeroom teachers help students plan student interest centers</p> <p>Teachers and Reading Recovery teacher match student readers from upper and lower grades</p> <p>Homeroom teachers help students plan monthly assemblies for student body</p>	<p>Winter 2024 and Spring 2025 school wide activities planned</p> <p>Year long reading buddies rotating as necessary</p> <p>Monthly assemblies rotating to each grade group giving each classroom opportunities for students to help and perform</p>	<p>Feedback from students, parents and teachers.</p> <p>Parent attendance at school events.</p> <p>School survey</p>



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**Forge Meaningful Community Relationships** - Promote greater parental/guardian participation and engagement in schools and student learning; facilitate authentic educational experiences within the community; encourage invitational schools.

	Expected Outcomes (specific, observable and Measurable)	Strategies (actions, roles and responsibilities)	Indicators (monitoring progress and timelines)	Data Collection (evidence of progress)
Established Parent Advisory Council	Hold monthly meetings with open invitation to all parents to discuss support of school projects and events.	Plan 2 school events involving parent attendance in a school community activity	Attendance at school event will show increase in number of families attending	Attendance of families from homeroom teachers Attendance taken at monthly Pac meetings.
Host a Cultural event at MLES	Plan, organize and host a Folklorama school event Spring 2025	Work with Regional Connections on planning a multi-cultural event working with our New Comer families to establish connections and strong relationships	Attendance at the cultural event and informal survey of families	Attendance taken at the Cultural event Feedback from participants
Parent/Guardian Volunteer Program	Encourage and increase parent volunteers within the school for support in learning activities and experiential trips	Increase the percentage of parents coming to school to help students and support school programs. Hold an evening for parents to complete their volunteer requirements	Sign in sheet tally of parents volunteering. Homeroom teachers' observational data.	Volunteer list of approved parents/guardians completed their requirements for MLES.