

2021-2022

Maple Leaf Elementary School Continuous Improvement Plan



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Maple Leaf School Profile

Maple Leaf Elementary is a dual-track school with both French Immersion and English classes. The school has grown quite a bit in recent years, and we are starting the 2021 school year with 478 students from kindergarten to grade four. Our staff includes 36 teachers 15 EAs, 4 custodians, 2 admin assistants, and 2 administrators. We offer various services including Guidance, Reading Recovery, English as an Additional Language and Resource. Our school division is also supported by school psychologists, speech pathology, and teacher coaches for French, Literacy, Numeracy and New Teacher Development.

Our school is student focused and continually working to find ways to empower our children to succeed. Our goal is to develop and help foster independent learners or, as we say, “adventurous achievers”. Essentially this translates to students that are not afraid to take risks, whether that be to try to spell a word, to work at a math problem, or to balance across a balancing beam. Apprehension to approach something novel, for fear of failure or of “not being good at it”, can often be an obstacle to real critical thinking. Thus, creating environments where the process to master a skill or solve a problem is valued and rewarded is one of our main focuses and is present in all our target goals below. Methods such as Play-based, Inquiry based and Project Based Learning are some of the ways we are creating these environments in and out of the classroom.

Although recent years have made many typical activities that students enjoy at Maple Leaf challenging to provide, such as field trips, extra-curriculars, clubs, and community events, we believe providing such opportunities to our students is important. Thus, we will continue to work creatively to find ways for our kids to be involved in with the local and greater community, whether it be our bike program,

skating rink, virtual cuddle up and reads, or outside field trips.

We are a diverse population with students from all around the world. We speak many languages, come from many backgrounds and upbringings. We take pride in our efforts to create welcoming equitable environments that afford everyone the same opportunities and allows us to celebrate our differences and similarities as a school community.

School Philosophy

Maple Leaf School is committed to being inclusive, meeting all students needs, and providing an equitable environment for learning. We want to create a collaborative environment where students, staff, home and the community all play a role in our students’ success in education.

Equity

Western School Division and Maple Leaf Elementary School are committed to offering equitable education to our students. Each child comes to school with wide range of backgrounds, abilities, talents, and interests. We believe every student should have the support in place to meet them where they are academically.

Our community is growing in diversity, accepting people from all around the world. We currently have 165 English as an additional language learners; almost 29% of our student population. Our inclusion policies and practices are helping to ensure that we acknowledge and celebrate this diversity and help connect our new families to the school and the community. Our access to the local Settlement Worker in Schools (SWIS) through [Regional Connections](#), is also allowing us to help children and families overcome some of the challenges they face in moving to a new country and community.

Our school offers EAL education to further support students that speak *English as an*

Additional Language. This is done with a combination of in the classroom support and individual pull out. All our new EAL students are assessed and, will receive additional support in the classroom through adaptations or scaffolding lessons to their ability and, if needed, will be provided with direct EAL support.

Resource, Guidance, Reading Recovery and other professional supports in the division are also in place to provide students with the planning, resources, and support to close gaps, empower, and/or provide student specific planning to set students up for success.

Mission Statement

Maple Leaf School is dedicated to:

- Working as a community to provide a safe, caring student-centred learning environment where diversity is celebrated;
- Activating student learning in support of our children reaching their potential as creative, responsible, and contributing members of our democratic society;
- Working together as a staff to advance our capacity to improve student learning
- Celebrate learning and promoting independent learners that are adventurous achievers.

School Priorities

- Literacy
- Numeracy
- French Acquisition
- Social-Emotional

WSD Board Priorities

- Improve Student Learning
- Inspire a Culture of Integrity
- Encourage Adventurous Achievers
- Deepen Community Relationships

Career Development

Career development is an essential component from Kindergarten to Grade 12. At the K-4 level, students have opportunities to learn about themselves, their communities, and begin seeing themselves in many potential careers. This is done in a variety of ways, including imaginative play, direct lessons, reading, and connecting with the community. Career development is intertwined in all subject area learning outcomes. Skill sets that are becoming more desirable in the working world are now being offered to Maple Leaf students, including Coding, and 3D printing. Please review the [Ready for Life - A Model for Success beyond K-12](#) document to see how Western School Division is working to support career development from Kindergarten till grade 12.



Programs Offered

We are a dual track school with programming offered in both French and English. We offer English Language Arts, Math, Science, Social Studies, Physical Education/Health, Music, K-4 Basic French. In K-4 French Immersion, students learn in French, with the exception of English Language Arts. Kindergarten and Gr. 1 in French Immersion are both focused on French oral language acquisition and informal French reading instruction. Formal French reading instruction begins in Grade 2 in this program.

Maple Leaf ESD Plan

Maple Leaf Elementary has been working to get greener. Our school has expanded its recycling program and has made sure that there are recycling bins in every wing of the building that can be rolled out to collect recycled goods each lunch period. Further, our students' in grade 4 have been helping us to make better use of our discarded paper and have weekly recycling pick ups for paper products. Sustainable living is something that we want to emphasize with our students and recycling is a big part of that message.



Last year we were happy to have added a composting program in our school. We purchased two composting bins, with plans for more this year. The goal is to keep as much waste out of our landfills as possible. Students are learning many new skills while running the compost project. They have learned how to read a school map when collecting and returning the compost pails. Students have also learned how to use a scale, and read and record fractions. We currently have more than half the classrooms participating in the compost program and are aiming to grow to every classroom. At this point we are collecting 32 kgs

(70lbs) of compost a month! That's equal to the average weight of a 10 year old! There are also two classrooms that have their own worms breaking down compost for students to make real scientific observations.

Lastly we are continuing to grow our gardening program (pun intended). We added six new large planters to our school yard, bringing our total to 15. Our goal with the gardening project is to have enough gardening spaces for ALL of the classrooms at Maple Leaf school. We look forward to continue sharing the importance of sustainability and the lifelong skill of gardening with all the students for years to come! To help care for the gardens we also installed a 1000L tote that will collect rain water from our shed using a direct feed from the rain trough. Students are learning about all kinds of plant life and they will be able to use collected rain water and nutrient rich soil from our composts. We have future plans of adding butterfly houses to show students how pollinators help contribute to the cycle.

Numeracy

Numeracy Goals:

- Improve Problem Solving and Critical Thinking Skills and foster adventurous achievers (Risk Takers) that have a fluid understanding of mathematics.

Numeracy Targets:

- Students will demonstrate an increase in Problem Solving achievement on the divisional and provincial assessment
- There will be an increase in student achievement in cognitive level 3 questions in mathematics.

Assessment:

- Problem Solving Assessment
- Report Card PS data
- Prov. Assessment (Fall 2021)
- Formative classroom assessment

Numeracy Projects:

In response to the data trends we observed through a variety of assessments, our staff identified where our students were struggling and formed collaborative groups to develop plans to address these areas. As teachers need to be responsive to the needs of their students as well changing dynamics in the school or classroom, these plans will continue to evolve and will be built upon throughout the year.

- Numeracy Project: K-4 Explore and Improve Inclusive Assessment

Working towards providing inclusive strategies for assessment such as providing alternative means to demonstrate knowledge, providing more time when needed, ensuring students understand the question, and rewarding the process over the answer encouraging adventurous achievers?

- Numeracy Project: K-4 Build Thinking Classrooms

Implementing teaching practices for enhanced and deeper learning, building on methods and ideas from educational academics such as Peter Liljedahl.

Often students are taught addition and subtraction separately and often only focus on mathematical thinking involved in the math classroom. Generally speaking, this means students master addition facts first and more effectively than subtraction. Increasing students ability to be fluid in their thinking should help close that gap by expanding students capacity to understand the operation taking place in addition as well as subtraction. As part of our goal to create thinking classrooms, we wanted to build student capacity to understand addition and subtraction facts and expand the environments of teaching math to all classes and through varied activities in and out of school.

“A Problem Solving approach should be the primary focus - Most, if not all, mathematics concepts and procedures can best be taught through problem solving. That is, tasks or problems can and should be posed to students to engage them in thinking about and developing the important mathematics that students need to learn. Solving Problems is not only a goal of learning mathematics but also a major means of doing so and should not be an isolated part of the program. It is the result of solving problems that students learn mathematics – math ideas are the outcomes of the problem solving experience, rather than elements that must be taught before completing problem solving questions (aka word problems). Problematic tasks or activities are the vehicle by which desired curriculum is developed. If students have already been given ways to solve the problem, it is no longer a problem but practice!”
 (John Van De Walle)

Problem Solving Data

| | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | |
|------------------|---------|--|---------|------|---------|------|---------|------|--|
| Addition | June | | Fall | June | Fall | June | Fall | June | |
| Matching Problem | | | | | | | | | |
| 2007 | 89 | | 84 | 93 | | | | | |
| 2008 | 71 | | 72 | 84 | 82 | 91 | | | |
| 2009 | 79 | | 68 | 84 | 87 | 96 | 90 | 90 | |
| 2010 | | | | 86 | 67 | 70 | 88 | 91 | |
| 2011 | | | | | | 81 | 69 | | |
| 2012 | | | | | | | | 80 | |

| | | | | | | | | | |
|------------------|----|--|----|----|----|----|----|----|--|
| Create a Problem | | | | | | | | | |
| 2007 | 91 | | 90 | 96 | | | | | |
| 2008 | 79 | | 73 | 71 | 85 | 90 | | | |
| 2009 | 77 | | 71 | 85 | 92 | 83 | 87 | 92 | |
| 2010 | | | | 84 | 71 | 70 | 90 | 91 | |
| 2011 | | | | | | 75 | 74 | | |
| 2012 | | | | | | | | 84 | |

| | 2015-16 | | 2016-17 | | 2017-18 | | 2018-19 | | |
|------------------|---------|--|---------|------|---------|------|---------|------|--|
| Subtraction | June | | Fall | June | Fall | June | Fall | June | |
| Matching Problem | | | | | | | | | |
| 2007 | 77 | | 85 | 90 | | | | | |

| | | | | | | | | |
|------------------|----|----|----|----|----|----|----|--|
| 2008 | 75 | 66 | 87 | 92 | 94 | | | |
| 2009 | 75 | 66 | 80 | 86 | 95 | 89 | 94 | |
| 2010 | | | 90 | 71 | 69 | 84 | 84 | |
| 2011 | | | | | 79 | 73 | | |
| 2012 | | | | | | | 64 | |
| Create a Problem | | | | | | | | |
| 2007 | 91 | 85 | 93 | | | | | |
| 2008 | 81 | 68 | 76 | 91 | 93 | | | |
| 2009 | 72 | 69 | 74 | 87 | 85 | 84 | 95 | |
| 2010 | | | 81 | 75 | 68 | 79 | 89 | |
| 2011 | | | | | 78 | 72 | | |
| 2012 | | | | | | | 77 | |

Red – represents a decrease of more than 5% from the previous assessment.

The data above shows student problem solving assessments from year to year, where students are matching or creating their own math problems.

Due to Covid we do have some gaps in our long term data, but a consistent trend can still be noted. Students Fall assessment often drops from their end of year assessment. To focus on this issue, we have set a goal to expand math outside the classroom. This can mean using mathematical thinking in other classes, but can also extend to helping and/or encouraging parents and caregivers to utilize math resources such as online programs or tools that have been sent home. Further, this goal is about making broad and expanding connections, so students recognize and practice the math that exists in their daily lives.

Numeracy Successes:

- ✓ Early Closings with Numeracy Coach
- ✓ Outdoor chalkboards and painted math games
- ✓ Numeracy in our sensory paths
- ✓ Staff Meetings and PD time spent discussing Numeracy.
- ✓ Group discussions of MM and PS data.
- ✓ Numeracy Coach/Co-teaching.
- ✓ Increased use of manipulatives (Cuisenaire Rods, Digi-blocks, scales, etc.) in numeracy centres.
- ✓ Use of apps “Sum dog” and “Prodigy” to support math learning.
- ✓ Numeracy learning in all subject areas (building and understanding of fiveness) and through Project Based Learning

Literacy

Literacy Goals:

- Develop reading and writing skills with a focus on a growth mindset.

- Encourage independent thinkers / adventurous achievers (Risk Takers).

Literacy Targets:

- 80% of students will be within expected reading levels for their grade

Assessment:

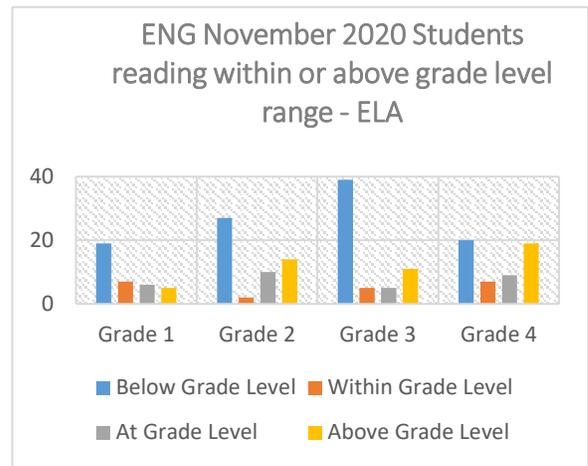
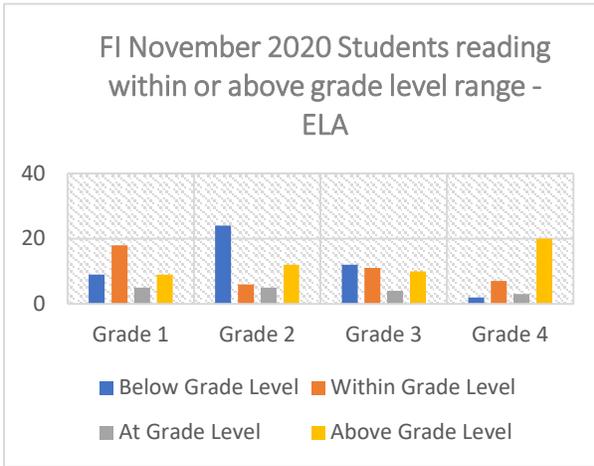
- Fountas & Pinnell reading assessment
- Provincial Report Card
- Grade 3 Provincial Assessment 2021
- Grade 4 FI Provincial Assessment 2021
- PAWS
- GB+

Literacy Projects

In response to the data trends we observed through a variety of assessments, our staff identified where our students were struggling and formed collaborative groups to develop plans to address these areas. As teachers need to be responsive to the needs of their students as well changing dynamics in the school or classroom, these plans will continue to evolve and will be built upon throughout the year.

- Literacy Project: Develop foundational reading skills at Kindergarten to improve reading levels of students in grades 1-4.
- Literacy Project: Recovery Learning Assessment (Gr. 1)
- Literacy Project: Grade 3-4 English, Reading Intervention
- Literacy Project: Grade 3 and 4 Immersion - Implement Reading
- Intervention for at risk readers in French and English for French Immersion Programs.

Literacy Data & Evidence:



Returning from remote learning and a summer, our attention turned to recovery learning and identifying those students that struggled working from home. Based on the Fountas and Pinnell reading data, we noted a considerable number of students that were reading below grade level. Working with reading recovery, resource, and our literacy coaches, our grade groups focused much of their attention on addressing this area of concern. We have seen many improvements and are eager to compare new data. We feel at this point is a good focus to continue our goal to reach the overall target of 80% of students reading within expected reading levels for their grade



Though Maple Leaf Elementary has been using the comprehension wheel continually over the past couple years, we have not had as concentrated of focus in the past year. One of our goals will to again regain that focus, utilizing systems of strategic action to promote better thinking within, about and beyond the text. Knowing, using, understanding, the different sections of this tool will help students to develop their comprehension and engage in higher level thinking with their reading

Literacy Successes:

Collaborative Planning Group

- ✓ Early Closings
- ✓ Implementation of PAWS and its language utilized in classroom discussion
- ✓ Fountas and Pinnell systems of strategic action continuing to be implemented and expanded upon in classrooms.
- ✓ Vertical grade group discussions
- ✓ Discussions on F&P and PM data
- ✓ I Love to Read Month & Cuddle Up and Read event
- ✓ Student reading-buddies program.
- ✓ Student-published writing (class libraries, Young Author/Illustrator Night, etc.) ✓ Literacy Coach.
- ✓ Literacy Learning through all subject areas.
- ✓ Literacy Learning through Project Based, Play based, and Inquiry based learning.

French Language Acquisition

French Language Goals:

- Develop a love of French language and culture and encouraging a growth mindset approach.
- Increase visible French and French Culture in the school / community

French Language Targets:

- All students in FI will be reading at grade level in grades 3 & 4 French
- Students in FI will speak French 90% of the time in academic setting

Assessment:

- Provincial Report Cards
- Engagement in French on report card in both student improvement Nov-June and longitudinal annual grade comparison data
- GB+

French Language Acquisition Projects

In response to the data trends we observed through a variety of assessments, our staff identified where our students were struggling and formed collaborative groups to develop plans to address these areas. As teachers need to be responsive to the needs of their students as well changing dynamics in the school or classroom, these plans will continue to evolve and will be built upon throughout the year.

- French Acquisition Project / Projet : Intensive French Language Support
- French Acquisition Project / Projet: Developing a culture of French throughout the school

Social Emotional

Social Emotional Goals:

- Develop a school of “Risk Takers” that see how failure can be positive.
- Provide all students with the skills to self-regulate and problem solve.

Social Emotional Targets:

- All students will use WITS problem solving
- Implement the CALM curriculum in K-3 classrooms
- Implement Project 11 in Grade 4
- All students will know their Zones of Regulation - and can use the language and strategies to self-regulate

Assessment:

- Tell Them From Me
- Salmon Slips
- Anecdotal – Teacher Reports

Social Emotional Projects

In response to the data trends we observed through a variety of assessments, our staff identified where our students were struggling and formed collaborative groups to develop plans to address these areas. As teachers need to be responsive to the needs of their students as well changing dynamics in the school or classroom, these plans will continue to evolve and will be built upon throughout the year.

- Social Emotional Projects – Various Programs implemented through resource, guidance, and classroom teachers