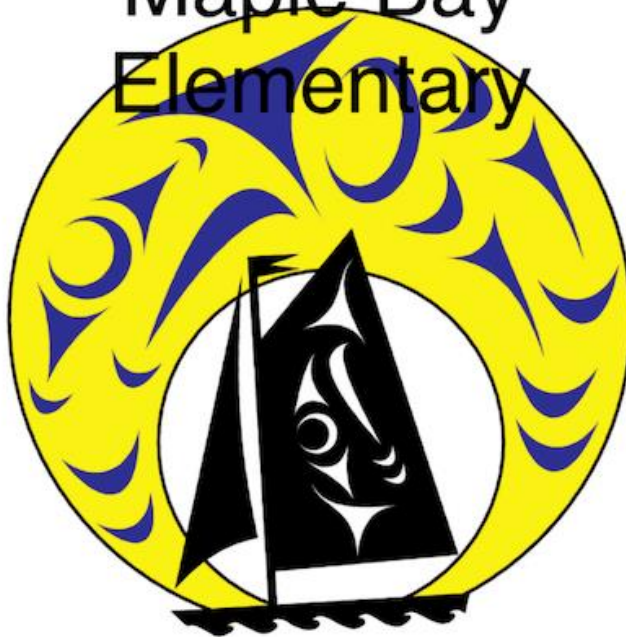




Framework for Enhancing Student Learning School Plan

Maple Bay
Elementary



Our Story

*Maple Bay
The School on the hill
Staff and Students who care
Our hearts are full*

Each day we seek answers to this question:

How can support an engaged and inclusive learning community while nurturing a sense of belonging and identity?

What are the unique, positive characteristics of our school?

Maple Bay Elementary is a K-7 school with an enrollment of approximately 300 students for the 2020-21 school year. We believe “it takes a whole community to raise a child”—we aim to make a difference. We are an ecosystem of possibilities. We value learning (curriculum) purpose, culture and identity. We work as a team so everyone thrives, feels cared for and will make the world a better place.

What are the important demographics of our school and community?

At Maple Bay we acknowledge that we are on the unceded territories of the hul’qu’minum speaking people. Land we are honoured to live, play, and learn upon. Our students mostly live in the surrounding area and represent diverse family structures, socio economic backgrounds, and ethnic and cultural groups. Our students are currently organized into 15 divisions, we have a before school and after school program that is accessed by many. Maple Bay Elementary shares its topographical footprint with the Municipality of North Cowichan. As a result, we have focused on place based learning—Forest Friday, Wilderness Wednesday, and this year an outdoor classroom structure. This community partnership has allowed us to focus on Environmental stewardship.

What do we celebrate?

Identity is a focus of our celebration: Community, relationship building, gifts of all students—we all belong at Maple Bay. We celebrate community. In a year with a pandemic, celebration has been difficult. To make everyone feel a part of our community we have shared Pic Collages with families wherein classrooms can celebrate their learning.

Our Learners

What are the strengths and stretches we see in our Learners?

See attachments and wordles

What evidence do we have of these strengths and stretches?

See attachments and Wordles

Staff Created Wordle:

When we think of the learners at Maple Bay, what traits stand out as a strength?



Student Created Wordle

What traits need to be fostered to develop a growth mindset?



How do we foster a climate and culture of inclusivity?



Based on the needs in our school and the Strategic plan, what priorities will we focus on to enhance success for our learners?

What actions/strategies will we take/use to support our goals?

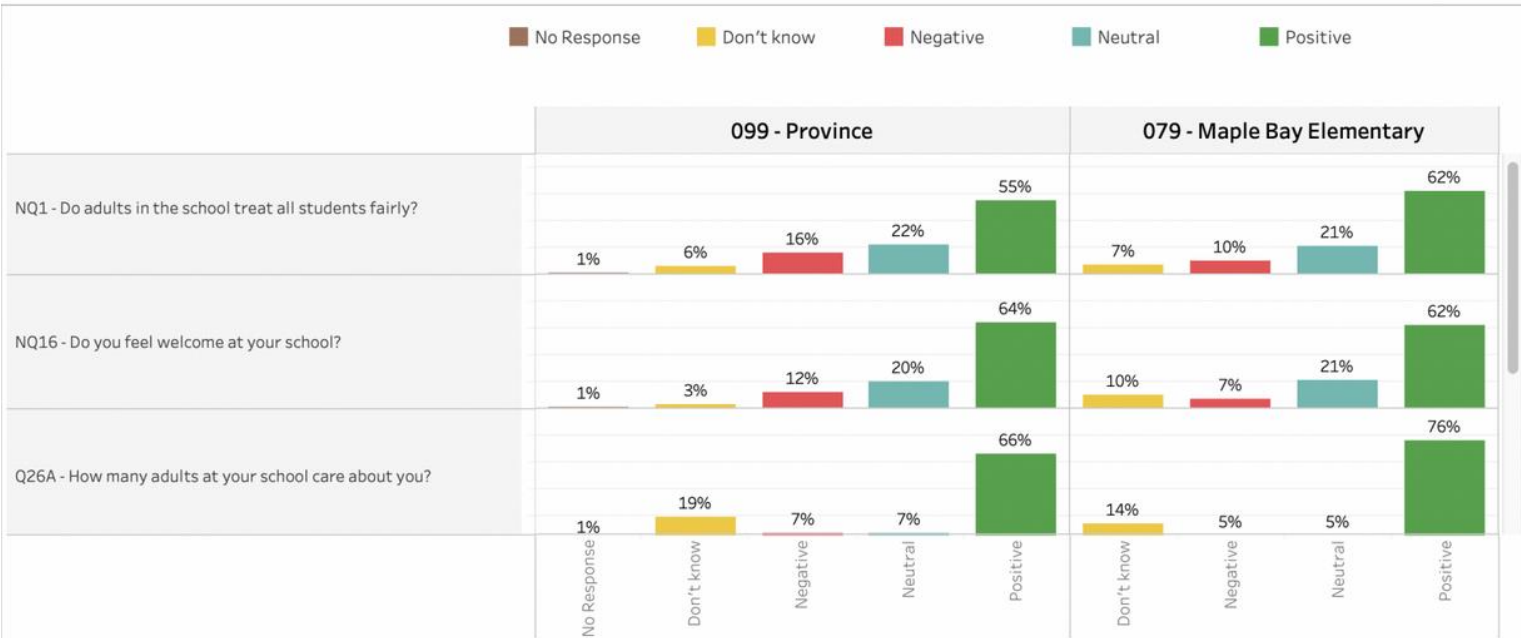
What evidence of learning will we collect to check the progress of our goals? Please include both map (school level) and street level (student voice) data.

- Student Learning Surveys
- Student reflections
- Teacher reflections & CSL
- Community Voice (bulletin boards about key ideas)

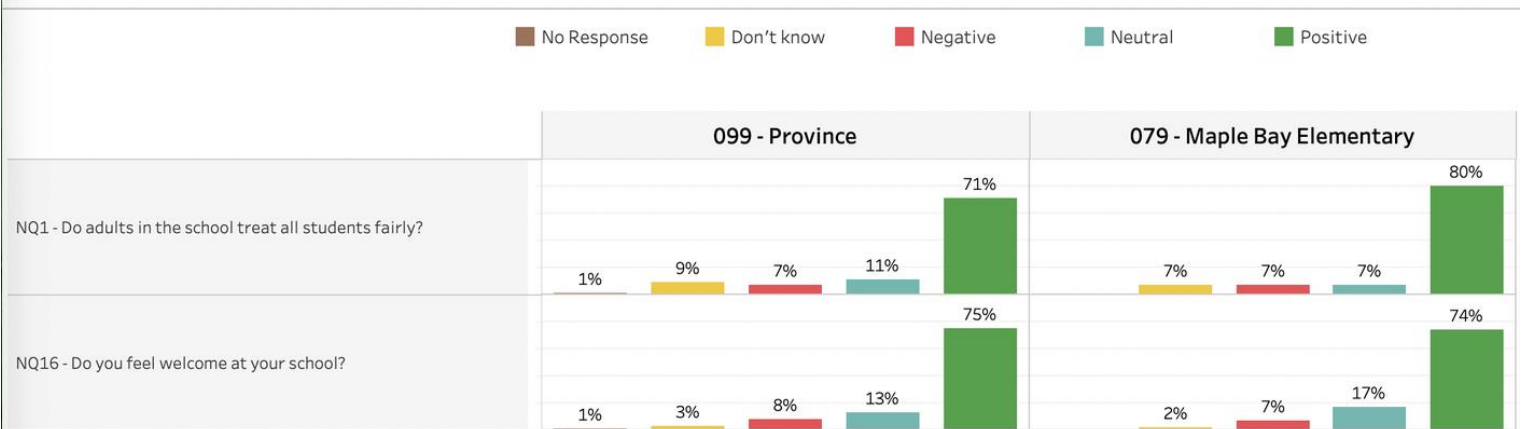
*This data reflects student and Teacher voice

Student Learning Survey – Belonging

2019/2020 - 079-Cowichan Valley - Grade 7 Students Category: Belonging

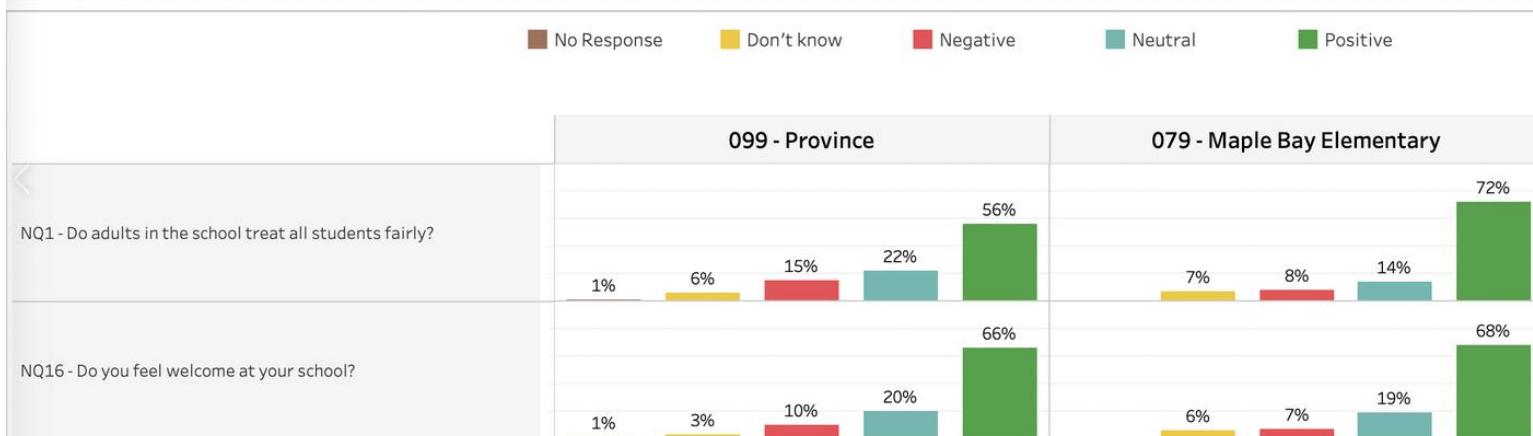


2019/2020 - 079-Cowichan Valley - Grade 3 & 4 Students Category: Belonging



2019/2020 - 079-Cowichan Valley - All Students

Category: Belonging



Elementary Report Card Results (Element Totals)

SOCIAL RESPONSIBILITY (INTERMEDIATE)

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| Subject/Element | Emerging | Developing | Proficient | Extending | Totals |
|---------------------------------------|----------|------------|------------|-----------|-----------|
| GRADE 4 | | | | | |
| ENGAGEMENT / BEHAVIOUR | | | | | |
| Treats others fairly and respectfully | 2/4% | 5/11% | 26/60% | 10/23% | 43 |
| GRADE 5 | | | | | |
| ENGAGEMENT / BEHAVIOUR | | | | | |
| Treats others fairly and respectfully | 0/0% | 4/8% | 30/66% | 11/24% | 45 |
| GRADE 6 | | | | | |
| ENGAGEMENT / BEHAVIOUR | | | | | |
| Treats others fairly and respectfully | 0/0% | 2/5% | 19/55% | 13/38% | 34 |
| GRADE 7 | | | | | |
| ENGAGEMENT / BEHAVIOUR | | | | | |
| Treats others fairly and respectfully | 1/2% | 8/20% | 10/25% | 21/52% | 40 |
| Total Records on Report: 15 | | | | | |

Elementary Report Card Results (Element Totals)

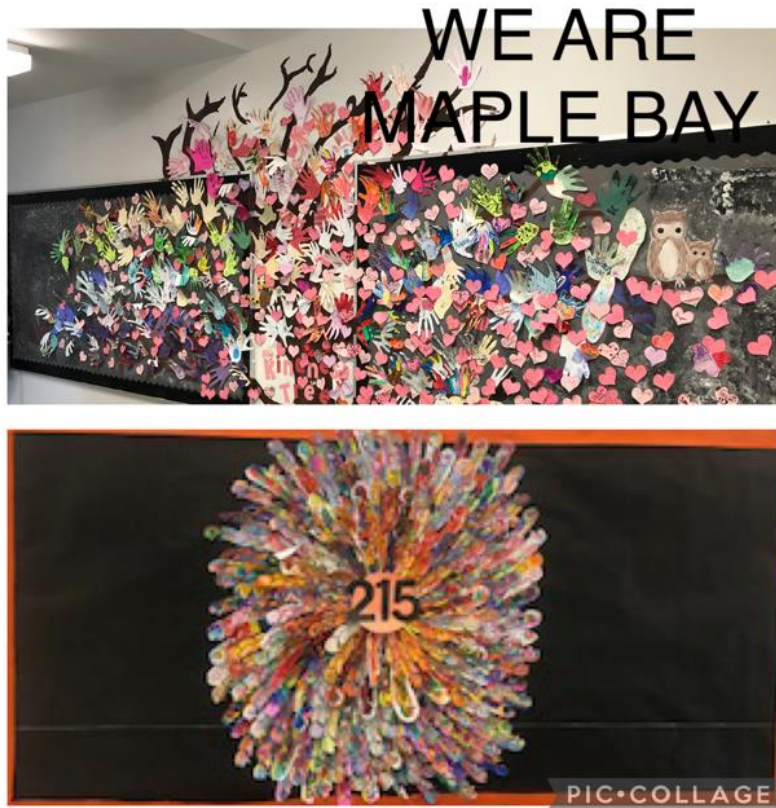
SOCIAL RESPONSIBILITY (PRIMARY)

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| Subject/Element | Emerging | Developing | Proficient | Extending | Totals |
|---------------------------------------|----------|------------|------------|-----------|-----------|
| GRADE 1 | | | | | |
| ENGAGEMENT / BEHAVIOUR | | | | | |
| Treats others fairly and respectfully | 0/0% | 4/9% | 31/72% | 8/18% | 43 |
| Works collaboratively with others | 0/0% | 5/12% | 28/71% | 6/15% | 39 |
| GRADE 2 | | | | | |
| ENGAGEMENT / BEHAVIOUR | | | | | |
| Treats others fairly and respectfully | 0/0% | 1/3% | 21/63% | 11/33% | 33 |
| Works collaboratively with others | 0/0% | 2/6% | 17/58% | 10/34% | 29 |
| GRADE 3 | | | | | |
| ENGAGEMENT / BEHAVIOUR | | | | | |
| Treats others fairly and respectfully | 3/11% | 5/19% | 14/53% | 4/15% | 26 |
| Works collaboratively with others | 3/12% | 5/20% | 11/44% | 6/24% | 25 |
| KINDERGARTEN FULL TIME | | | | | |
| ENGAGEMENT / BEHAVIOUR | | | | | |
| Treats others fairly and respectfully | 0/0% | 5/17% | 22/75% | 2/6% | 29 |
| Works collaboratively with others | 1/3% | 4/13% | 23/79% | 1/3% | 29 |
| Total Records on Report: 27 | | | | | |

Future Data Goals: as we delve into new literacy and numeracy initiatives we will look to analyze data from the following school year. For baseline we will use DWW/DART and numeracy assessments (TBD)-and any other fall formative assessments. Looking for direction on INED Data.

Community Bulletin Boards: *Each one of us is unique-but together we make a masterpiece:*



Our story is beyond . . .

Please share a story (individual or group) that tells a narrative about your school?

Staff Shared Stories

- *During Forest Fridays students from different grades/classes engage in alternate environments to explore interests, build connections and world knowledge while creating joy.*
- *One year we did a fort day in class and learned/lived for the day huddled together under blankets. We really felt the small inclusive community we were.*
- *With direction/guidance an autistic boy led a group of students to build a lean-to fort during Wilderness Wednesday! It was beautiful – cooperation, harmony, appreciating gifts.*

- *Every day is an opportunity at Maple Bay to make mistakes, learn and laugh together!*
- *Watching students that I taught move on to other teachers and see their growth.*
- *Students given free play time and everyone came together to play/do some activity—this happens frequently now.*
- *We play together – it strengthens our community in the classroom and around the school. Outdoor togetherness and creativity build stronger connections.*
- *It struck me when a co-worker shared that a student (an ex-student of mine) was observing Ramadan and not eating during the day. I wished I had known this when I taught this student, and this is a reminder that we have many things to learn from our families and we should use them to help teach/share/explore other minorities/religions etc.*
- *I consistently witness our resource students being supported in a friendly way by their peers and adults. Our school community is very forgiving and understanding.*
- *Seeing the kindness and caring nature of my students when they interact with each other and with the adults around them. They truly love to learn and their experience at school is positive and nurturing.*
- *Maple Bay,
The school on the hill,
Teachers who care and are really chill.
Our hearts are full.*
- *I think the students of our school are very environmentally aware. They are concerned and active in being part of a world that values the natural world and seek to sustain it. The children of Maple Bay really do care about where they live and how to protect it.*
- *When staff gathered (pancake breakfast to fundraise and support colleague)*