

## Maples Collegiate School Plan

SCHOOL REPORTING FOR 2023-2024 AND PLANNING FOR 2024-2025			
School Division	Name of school	Principal and Vice-principals	Date
Seven Oaks School Division	Maples Collegiate	Melissa Delaronde Kamal Dhillon Mike Peterson Ryan Cook	September 2024
Number of Teachers	Number of students	Grade Levels	
104	1675	9, 10, 11, 12, S5	
MISSION STATEMENT			
<p><i>Maples Collegiate is a caring and inclusive community that celebrates diversity. Students are encouraged to strive for personal excellence through meaningful learning opportunities. Our goal is to guide students to view life as inquiry and see themselves as explorers of the world who will use their experiences to make a positive contribution to the broader community. (Our goal remains to look at this mission statement critically and re-work it as a school community to better reflect our current student population and amplify student voice.)</i></p> <p><b>Year revised:</b> this is a living document and is revised regularly.</p>			

<b>School Report for 2023-2024</b>		
<b>Previous Year's Successes and Progress Towards Meeting Previous School Plan Outcomes</b>		
<b>School Priority</b>	<b>Essential Questions</b>	<b>Action</b>
Engagement and re-engagement	<ul style="list-style-type: none"> <li>• Who is engaged in school and why?</li> <li>• Who is school working for, and who is it not? Why?</li> <li>• What does this tell us about our teaching, and what might need to change?</li> <li>• What does this tell us about our assessment practices, and what might need to change?</li> </ul>	<ul style="list-style-type: none"> <li>• Focus efforts on identifying students who are disengaged-not only those who are not attending.</li> <li>• Refer to the work of Sheelah McLean to critically examine those who are being 'pushed out' of our schooling system.</li> <li>• Critically examine our students with additional needs and why school is not working for many of them.</li> <li>• Evaluate our assessment practices – focus on formative assessment and feedback in real time.</li> <li>• Continue to evaluate how the cohorts are working and consider how we might improve them and extend them to grade 10.</li> <li>• Continue supporting the groundwork laid by <i>Building Thinking Classrooms</i></li> <li>• Book club engagement with <i>Seen, Heard, &amp; Valued – Universal Design for Learning and Beyond</i> (Lee Ann Jung)</li> <li>• Book club engagement with <i>Teaching Sprints</i> (Simon Breakspear &amp; Bronwyn Ryrie Jones)</li> </ul>
<b>Results</b>		
<ul style="list-style-type: none"> <li>• Cohorts in grade 9 are critical; continue to try to shrink the school for gr 9s to ease the transition to high school and redouble efforts to engage gr 9 students</li> <li>• Need to re-examine our curriculum for TA and re-think TA day</li> <li>• We see a need for targeted efforts at developing resiliency in students</li> <li>• We are working towards flexible programming for students where truancy is difficult</li> </ul>		

<ul style="list-style-type: none"> <li>There is a need to develop more accessible programming within and outside of the classroom for students with additional needs; Special O, accessible dance, swim program, music therapy, emotional regulation group, flower program etc. were successes</li> </ul>		
School Priority	Essential Questions	Action
Commitment to Truth & Reconciliation	<ul style="list-style-type: none"> <li>How can we work towards decolonizing our educational practices and embrace traditional ways of learning and knowing?</li> </ul>	<ul style="list-style-type: none"> <li>Book club engagement with <i>White Benevolence – Racism and Colonial Violence in the Helping Professions</i> (Edited by Amanda Gebhard, Sheelah McLean, Verna St. Denis.)</li> <li>Book club engagement with <i>Valley of the Birdtail: An Indian Reserve, a White Town and the Road to Reconciliation</i> (Andrew Stobo Sniderman and Douglas Sanderson)</li> <li>Continued opportunities for staff and students to travel to the reserves from which we host students.</li> <li>Cultural Credit – engage larger segment of the student population.</li> <li>Engage with elders and knowledge keepers from the community.</li> <li>Family nights for Indigenous families to gather at the school.</li> </ul>
Results		
<ul style="list-style-type: none"> <li>Cultural credit program is integral, and we would like to see more funding for opportunities that allow students to learn from the land and through holistic programming</li> <li>More teachers/classes worked with Elder Betty and are eager to invite knowledge keepers into their classrooms</li> <li>HEC class was very successful in engaging students who had inconsistent attendance this year; it was welcoming, flexible, and offered individual choice</li> <li>We have focused on growing spaces in the school where Indigenous students feel seen, heard and valued and developing that sense of belonging</li> <li>In the past there have been more connections with reserve communities, we would like to build upon these relationships</li> </ul>		

<ul style="list-style-type: none"> <li>• We want to build on the success of our Indigenous family nights and invite more students and families to participate; focusing efforts</li> <li>• School-wide approach to TRC has been successful; looking forward to Treaty Initiative Education PD for whole staff</li> <li>• Breakfast program was integral to building relationships with students; the expanded nutrition budget will allow us to have a lunch program and snacks for students as well</li> <li>• Grad PowWow continues to grow and is an inclusive event that celebrates our Indigenous students and their academic achievements division-wide</li> </ul>		
<b>School Priority</b>	<b>Essential Questions</b>	<b>Action</b>
Continued commitment to Anti-Racism Education and LGBTQ2S+	<ul style="list-style-type: none"> <li>• How can we continue to support learning and teaching that is inclusive of all students?</li> </ul>	<ul style="list-style-type: none"> <li>• Create an environment within our school where everyone feels safe and valued.</li> <li>• Collaborate with staff to learn what it looks like to work with and support those living with trauma.</li> </ul>
<b>Results</b>		
<ul style="list-style-type: none"> <li>• More concerted efforts to make LGBTQ2S+ students feel seen and welcomed including visible symbols indicating safe spaces, conversations, divisional GSA gathering</li> <li>• School-based anti-racism special interest group was established; we have shared resources from our divisional Anti-Racism PD and want to deepen these connections and support initiatives in the school to support BIPOC staff and students</li> <li>• 2<sup>nd</sup> annual Black Evening of Excellence was well attended by staff and students</li> <li>• Several student alumni panels brought in diverse folks to our building to talk to students, organized by the Sikh Heritage Committee &amp; Asian Heritage Club</li> <li>• More emphasis on recognizing our identities – name it, talk about it, and allow students to be self-aware</li> <li>• Need more trauma-informed strategies to support students</li> <li>• More staff wellness opportunities – something to explore</li> </ul>		
<b>School Priority</b>	<b>Essential Questions</b>	<b>Action</b>

<p>Foster a school culture that actively promotes and supports the mental wellbeing of everyone, staff, students, and community alike.</p>	<ul style="list-style-type: none"> <li>• How do we create a sense of belonging for all students at Maples Collegiate, with particular focus on our students with exceptional needs?</li> <li>• How do we adequately support staff's wellness needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Staff wellness initiatives (Soup Club, Stretching Club, Walking groups, Jogging groups.)</li> <li>• Training more students with the Safe Talk training</li> <li>• Training more staff with assist training</li> <li>• Gr. 9-12 TA classrooms engaging with Project 11</li> <li>• Student wellness initiatives (student council)</li> <li>• Community wellness events</li> <li>• Supporting all learners in inclusive environments</li> <li>• Reimagine our current support model for students with additional needs</li> </ul>
<p><b>Results</b></p>		
<ul style="list-style-type: none"> <li>• Our Staff Social Committee organized wellness and celebratory activities to boost morale</li> <li>• Teacher Advisors were engaged in Project 11 lessons to support mental well-being of all students</li> <li>• We hosted a mental health organization fair that was well attended by different community organizations and students</li> <li>• Select students participated in Safe Talk training</li> <li>• Several staff members went through the ASIST training</li> <li>• We had Kirsten Drybrough come to a staff PD to talk about ALL IN family, an organization that supports family members who play a role in the mental health stories of loved ones</li> </ul>		
<p><b>School Priority</b></p>	<p><b>Essential Questions</b></p>	<p><b>Action</b></p>
<p>Establish a school identity and culture within which all the above domains can be addressed.</p>	<ul style="list-style-type: none"> <li>• What is essential to the identity of Maples Collegiate? What do we stand for?</li> <li>• What do we want our school culture to reflect?</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise expectations with staff, families and students.</li> <li>• Clear and concise communication with staff, families and students.</li> <li>• Clear and concise priorities as a school.</li> <li>• Include staff, student and community voice and vision in this process.</li> </ul>

**School Plan for 2024-2025**

List or describe factors that influenced your priorities.	Our divisional philosophy and goals, students and parent conversations, staff meetings where we facilitated conversation on meeting the school goals.
Describe the planning process and the involvement of students, staff, families and the community. Who was involved?	<ul style="list-style-type: none"> <li>• <i>Tell them from me Survey</i>, and student involvement and engagement</li> <li>• Parent-Teacher-Student conferences</li> <li>• Connecting with parents and community members at events</li> <li>• Staff meetings, professional development, professional dialogue</li> </ul>
How often did you meet?	<ul style="list-style-type: none"> <li>• Staff meetings are held monthly</li> <li>• Special interest group meetings held monthly</li> <li>• Support team meetings held once per cycle</li> <li>• School based PD in semester 1 and 2</li> </ul>
What data was used?	<ul style="list-style-type: none"> <li>• Anecdotal feedback from students, parents, community, and staff was used in the formation of the plan</li> <li>• <i>Tell Them From Me</i> survey results</li> <li>• Report card data</li> <li>• Grade 12 provincial assessments</li> <li>• Graduation data including pass rates, scholarships, post-secondary acceptance</li> </ul>

2024-2025 SCHOOL PRIORITIES	
<b>School Priorities</b>	1. Global Citizenship and Competencies
	2. Truth and Reconciliation
	3. Creating a Safe and Inclusive School/Community
	4. Education for Sustainable Development

School Plan 2024-2025		
Goal	Plan	Indicators
Move toward using the language of global competencies: 6Cs (collaboration, communication, creativity, critical thinking, citizenship/culture, character/compassion).	<p>Review Manitoba's new Framework for Learning</p> <p>Find books/texts on global competencies for PD</p> <p>Evaluate our current assessment practices using the language of global competencies and ensure that all staff understand the language and framework of the global competencies</p> <p>Look at the framework for the new provincial report card</p> <p>Join the UNESCO ASPnet school network</p>	<p>School based PD on Global Competencies followed by connections at staff meetings: i.e. teachers can talk about a sample of students (3) and discuss their assessment strategies for these students and how they are demonstrating these global competencies</p> <p>UNESO school network conferences and reports</p>
<p>Take concrete, actionable steps towards:</p> <ul style="list-style-type: none"> <li>Decolonizing our teaching and assessment practices</li> <li>Integrating traditional ways</li> </ul>	<p>Book study options for whole staff with an Indigenous focus that align with the global competencies</p> <p>Targeted actions aimed to improve academic success for Indigenous students (documentation and accountability)</p> <p>Circle of support – more frequent communication between all staff members that are part of the student's</p>	<p>All staff should be able to answer the following questions:</p> <ul style="list-style-type: none"> <li>What do you do to specifically make Indigenous students feel welcomed? To establish a relationship with that student</li> </ul>

<p>of knowing and learning in all curricular areas</p> <ul style="list-style-type: none"> <li>• Supporting Indigenous staff and students</li> <li>• Defining expectations for staff so that we can all engage in TRC and decolonize our practice</li> </ul>	<p>circle of support, their family and outside supports when a child shows signs of disengagement</p> <p>Ongoing support for Cultural Credit and facilitating ways for that knowledge to be integrated into the curriculum</p> <p>Increased extra-curricular involvement for Indigenous students</p> <p>More regular Family Nights; we want to be more intentional about inviting specific groups of students to showcase what is happening in the school to the incoming Indigenous families</p> <p>Treaty Education Initiative PD days</p>	<p>(do you know them/their story)?</p> <ul style="list-style-type: none"> <li>• What do you do to reflect Indigenous students' identities in the course content?</li> <li>• What steps do you take to disrupt patterns of disengagement?</li> <li>• How are you demonstrating flexibility?</li> <li>• How are you supporting students to demonstrate their understanding of course content if the traditional classroom model is not working for them (but they are in the building)?</li> </ul>
<p>Create a safe/inclusive school community that celebrates diversity and prioritizes wellness for staff and students.</p>	<p>Actively support and teach students about healthy relationships</p> <p>Support staff and student wellness</p> <p>Targeted anti-racism work and support for BIPOC staff and students</p>	<p>Project 11 initiative – implementing in Teacher Advisory class</p> <p>Share rich texts/literacies with staff focused on anti-racism and anti-homophobia that help us delve into these topics with our students and change our practice</p>



	<p>Targeted anti-homophobia/trans-positive work and support for LGBTQSIA+ staff and students</p> <p>Establish a committee and offer release time to develop TA curriculum at Maples</p>	<p>Language – education and critical examination of the use of offhand/casual/disguised racist, sexist, homophobic and anti-trans language</p> <p>Overhaul of TA – deliver targeted programming in TA and report back; need guidance and leadership to direct following through on school plan as well as the TA curriculum</p> <p>Bring various student groups together to create awareness about issues affecting our student body from a social justice lens</p>
<p>Education for Sustainable Development</p>	<p>Support engagement with Eco-Crew and school-wide initiatives to be more environmentally friendly</p> <p>Participate in the UNESCO school network</p> <p>Maintain interest and support for school greenhouse and garden initiatives</p> <p>Increase communication and collaboration with Heather Eckton, our Climate Action Divisional Teacher Team Leader and staff at Aki Centre</p>	<p>Eco-Crew initiatives and presence in the school and online</p> <p>Track our progress in relation to these three pillars: Culture, Sustainability, Global Awareness</p> <p>UNESCO school forums: theme is Climate Action</p> <p>More compost/recycling bins in the school</p>

