



Margaret Ma Murray Community School Enhancing Schools Framework



At Margaret “Ma” Murray Community School, our vision is to create a welcoming and nurturing community that will provide creative, hands-on learning experiences. Students are empowered to become kind, inclusive, responsible, and curious lifelong learners.

We are a caring community. We create, we learn, we collaborate!
We Celebrate!



Our CORE
VALUES:
Kindness
Responsibility
Curiosity
Perseverance
Acceptance



The Story of Margaret “Ma” Murray Community School



Margaret Ma Murray Community School is the home of the “Firebirds”. We are a brand-new school in Fort St. John and opened to our first group of students on Tuesday, September 4th, 2018. Our current student population is 345. We have students here from eight other elementary schools in Fort St. John. Students come from diverse backgrounds. Many of our students have moved in to our community from other areas in Canada and locations all around the world. We are very excited to have 90 students who have an ELL background and speak 31 different languages. Our focus for the first term in 2020-2021 has been to make everyone feel welcome, accepted and respected.

Our school is named after Margaret Ma Murray, a pioneer woman who started the Alaska Highway Newspaper. She was known as a hero in her community. At the front of our school is the Bella Yahey Gathering Space. This is named after Bella Yahey, an elder from the Blueberry Reserve. Bella was known for her kind and nurturing nature. She was the keeper of the traditional stories and had a prominent role as the educator in her community. We will strive to be like Ma Murray and Bella Yahey and have adapted a H.E.R.O. theme to start our year. We want to emanate the legacy of these fine ladies and be heroes in our school community.

“A H.E.R.O.is an ordinary person who does extraordinary things for other people.”

What Makes Us Unique?

Learning environment design: learning pods, teacher collaboration rooms, break out rooms all help students and staff develop a sense of community, collaboration and team building

Open Concept Design: Learning Commons (aka library), Bella Yahey Gathering Space, gym, music room allow staff and students to work and learn together in a variety of spaces with a variety of students on a daily basis, build in flexibility to learning and allow creative inquiry based learning to occur in a collaborative planning model

Community Connections: YMCA organization, community user groups, walking trails, district Grade 6 band program help us to make connections to the world around us



← Friends enjoying our “Festival of Colours”

Kindergarten students planting “Seeds of Kindness” with our seniors →

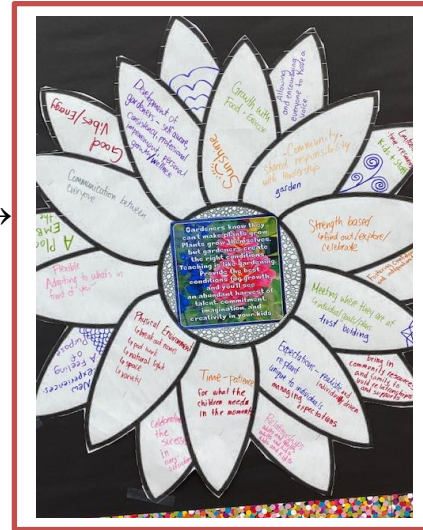


We have learned to embrace diversity
We acknowledge that our strength lies in our differences not in our similarities
Together we are a strong team of H.E.R.O.'s



← Staff collaboration at Planning Day

Teaching is like gardening →



Goal #1 – Social, Emotional Goal

To Foster a community where everyone feels safe, respected, welcome and accepted.

In order for people to feel a sense of welcoming, belonging, acceptance and connectedness, students need to have their basic physical, emotional and social needs met. Students and Staff need to be problem-solvers, be Upstanders and be accountable for their actions. We believe we can help students build respect, responsibility and empathy through our actions, activities and initiatives. We also believe that focusing on positive areas of social responsibility through the following strategies and structures will continue to build on positive behaviour. We must strive to build community in Margaret Ma Murray Community School. Transiency rates of students continues to be at or above 10% as families come to our community to access employment and housing.

We have noticed when looking at our data that we have an attendance problem. We believe that students are anxious to come to school and are staying home instead of working on anxiety. We have also noticed that students who are not attending school regularly, have problems feeling safe, respected, welcome and accepted. This overall issue affects their social and emotional health and spills in to their academic success. In 2021-2022, our absentee rates were 40% of students missing 20+ days of school and 50% of our Indigenous students missing 20+ days of school. This is compounding when looking at year to year rates.

| Strategies/Structures: | What: |
|------------------------------------|---|
| Review our Behaviour Matrix | Behaviour matrix was developed in May and June within staff meetings and an evening session. Behaviour matrix is present and evident in the school. Staff have developed lessons in their pods to develop common language and understanding. Behaviour matrix expectations are reviewed in assemblies and in classrooms. Students understand what it means to be a H.E.R.O. (honest, empathetic, responsible, open-minded) |
| Establish School Culture Committee | Committee will meet, plan and organize activities and lessons to support developing a positive, connected school culture. |
| Teach Behaviour Matrix | Use behaviour matrix at assemblies, in classroom lessons, in pods, on the playground Give examples at assemblies and posted in the halls Posters to be made and displayed in prominent spots in the school hallways Positive school culture board to be established outside the office – to display the themes and celebrations through pictures and examples |
| Establish Buddy Classes | Buddy class activities to develop a positive school environment with multi-age activities and positive interactions |

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| Establish Student Leadership | Intermediate students have been invited to be part of the student leadership club – these students will plan activities, with the guidance of Mrs. Bracey, that support a positive culture |
| Common Prep Time/Collaboration Time | Students work in rotations/pod through music and gym blocks to establish friendships with all students within their pods – this common prep time helps to foster belonging, acceptance and respect within students |
| House Teams | Assign students to 7 house teams Plan house team activities to support and encourage student involvement and connectedness House teams have been assigned and our first house team activity was held in November 2018 Students remain on the same house team from year to year so that community building occurs within the house team |
| Core Competency Development | Communication Competency and Personal Awareness Competency – work towards understanding for students with 3 self-assessments each year Staff will use common instructional strategies to work on core competency – this will be coordinated through monthly themes Books have been ordered to focus on and support the teaching of core competency development |
| Common Space development | We will start to develop the common space so that students have safe, welcoming activities to participate in during inside days in the morning, recess and lunch |
| Connectedness Survey | The Positive Culture Committee will meet and develop a survey for all students The grade 6 students will be trained to assist primary students to complete the survey Staff will look at the results and assess what additional strategies need to be implemented to continue this work |
| Class Meetings/Circle Talks | Class meetings/circle talks will be established to help bring a sense of community, safety, connectedness to the pods |
| Focused instruction in Social and Emotional Health | -Ease Training for 5 staff members in Spring of 2018 and 3 staff members will receive training in October 2019 -Zones of Regulation, Friends Program, Mind-Up Curriculum, Superflex Program, Strong Start (K-2), Strong Kids (K-6), WITS program, Spirit buddies and EASE program are all being used in our classrooms |

Further Questions to Investigate:

- If we increase opportunities for social and emotional growth, will attendance at school increase?

- If we increase house team activities, will students feel more connected to their school community?
- Will providing more opportunities for students to volunteer and eat at school, increase attendance and a sense of belonging?
- If we are meeting the needs of students based on Maslow's Hierarchy of Needs, will students feel safe, supported, regulated and therefore attend more regularly while improving academic performance?
- If we focus on circle talks/meeting (morning and end of day), will it assist students with social emotional learning?
- If we have a staff collaboration/ inquiry project around social emotional learning, will it make a difference to students?

| Additional Strategies implemented in 2021-2022 | Summary of Progress 2021-2022 |
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| <ul style="list-style-type: none"> ➤ Specific, targeted instruction on gratitude, kindness and global citizen ➤ Growth Mindset implemented in Pod 1 (grade 5 and 6) ➤ Further develop leadership – Early Act participation with Rotary ➤ Additional .2 SEL teacher added to provide service to students throughout the day – added FTE to LAT/SERT) ➤ Additional support from the Board Office ~ introduction to Social Emotional Learner ➤ Partnership with SWIS – school based (January 2022) ➤ We Thinkers SEL program implemented in primary classrooms (collaboration from district accessed) ➤ UBC Kindness Survey to be done in winter 2022 | <ul style="list-style-type: none"> ➤ .2 SEL school based made a significant difference – assisted in morning check-ins, breakfast programs, and regulation of students ➤ Student leadership opportunities with Early Act/Rotary was extremely successful ➤ SEL worker assisted with connecting families to practitioners, CORE meetings and solidifying classroom programs ➤ School based SWIS worker allowed our ELL students and families feel more connected to our community ➤ Kindness survey provided us with great feedback – many students still do not feel connected to the school and we wonder if this is still a result of COVID-19 ➤ Kindness Survey implemented in February and results reviewed in March (H Mackay) |

| Additional Strategies to Implement in 2022-2023 | Implemented/Monitored By: |
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| <ul style="list-style-type: none"> ➤ CASEL indicators survey implemented | <ul style="list-style-type: none"> ➤ Staff SEL will be the focus for CASEL – SEL team (H Mackay and staff members) ➤ Data to be posted in newsletters and discussed at staff meetings, articles and information in weekly updates to parents, |

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| <ul style="list-style-type: none"> ➤ Attendance checks, monitoring and HERO attendance program/Attendance Works program to be re-instated with follow-up in newsletters and on announcements ➤ classes with 100% attendance will be announced - HERO attendance will be a small focus (not full focus due to illnesses still) ➤ Inclusion Support has been added to school - .6 from District to support CP, .2 SERT/LAT and .2 SEL Spirit of Healthy Kids program from Prince George for January focus -improve healthy living in students ➤ SWIS worker continues at school 5 hrs/week - does a concentrated effort with club at lunch ➤ Clubs for all students' interests: Art Club, Yoga Club, Early Act Club, Kindness Club, CULTURE club, Hand Games, Team Building group ➤ -Focus on culture at assemblies - library and book room resources continue to purchase books that show our BIPIC children - so students can identify with material ➤ Intra-school sports include everyone! ➤ Indigenous students in grade 4-6 will be working as big buddies for Sas Natsadle pre-school 1/month ➤ Big Buddies set up with grade 5/6 and grade 1/2 and grade 6 and grade 2/3 ➤ letters to soldiers ➤ whole school house team activities in the gym ➤ cards for seniors, gift packages for seniors ➤ breakfast program: kids deliver, serve and clean up ➤ muffins made by grade 6 ISSW students ➤ SEL brain breaks/strategies integrated into all lessons and grades ➤ Continuation of Kindness Survey ➤ CORE team meets weekly to discuss SEL and academic needs of students ➤ Continue with Festival of Colours activities and implement Multi-Cultural Book Day/Reading Competition ➤ Purchase of musical instruments/music for inclusion students to experience success | <p>parent contacts (K Scheck) -ISSW students will be receiving extra support through IEC program, contacts with parents, implementing YCW (B Mycock)</p> <ul style="list-style-type: none"> ➤ Inclusion Support on Site .6 (K Scheck/K McGillvary) ➤ Inclusion/SEL/SERT (C Polnik) – tracking students and feedback to CORE team meetings ➤ Two-week program beginning January 9th (K Scheck) ➤ SWIS program going strong, students are coming to club and are finding success in friendships (K Scheck/C Pike)-training occurring for SWIS worker (Conferences) ➤ Staff leading clubs in their strength/interest areas (all staff) – excellent attendance ➤ Assembly presentations going well, book room being utilized and library materials are being accessed by staff and students (K Scheck) ➤ Sports teams are active and full – many teams for students to attend (H Mackay) – investigating a Barre after school class ➤ Sas Natsadle pre-school begins in January (B Mycock) ➤ Early Act sponsor teacher completed letters to soldiers, cards and gift packages and carol singing for seniors (M Bracey/Rotary Club) ➤ House team challenges every second Friday, PJ Drive completed, gift bags for seniors, fundraising, bake sales for FSJ Hospital Foundation (K Scheck/M Bracey) ➤ Students are responsible for delivering breakfast items to each pod, collecting up the cups and bins for breakfast program and helping with the baking of muffin each week – students included are: inclusion (clean up and load dishes), grade 6 (baking) and grade (delivery) ➤ Kindness Survey to be completed in February and results reviewed and compared to last year in March (H Mackay) ➤ Weekly meetings held Wednesday morning and open to all staff (K Scheck) ➤ (S Brooks) |
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Goal #2 ~ Intellectual Goal

To identify students' abilities and develop personalized opportunities for academic growth

We want to develop students' sense of confidence in their intellectual abilities, ensure there is common language used in instructional time, teach using problem solving and raise the literacy and numeracy rates of students. It is also important for our students to identify their strengths and areas that need to be strengthened. With a transient student population, assessing students and making decisions about how to best support student learning is key. We need to make sure that students feel safe, supported and be in attendance, as this can impact student achievement. 30% of our students are ELL learners. A strong ELL program is necessary for students to succeed. We have noticed that our ELL students can read well but have difficulty with comprehension. Our overall comprehension scores are concerning, particularly in intermediate students and we believe this will have an impact on core subject understanding.

| Strategies / Structures: | What: |
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| Collaboration Time | Staff are accessing collaboration time to deeper their understanding in curriculum. |
| Common Prep Time | Prep time is distributed by pod so that teachers working at the same grade level are on a common schedule. This will allow for staff to use their prep time for collaboration and working discussion groups during the school day. |
| Class profile meetings | Class profile meetings will be completed by the end of September so that strengths and challenges of each pod will be determined. 3 class profile meetings occurred at the same time and included the learning assistant teacher, ELL teacher, classroom teachers and administration. These meetings were done as a team/grade so that needs could be addressed as a pod. |
| Common Assessments | <p>Common assessments were completed by the end of September and prior to profile meetings. Baseline data was completed so that students would be grouped at their instructional level in reading, writing, spelling and in numeracy.</p> <p>ELL assessments were completed along with PM benchmarks, cold writes, spelling inventories, and numeracy assessments.</p> <p>Assessments will be used to develop appropriate lessons.</p> |
| Weekly CORE team meetings | CORE meetings will occur weekly so that staff can bring concerns that they are having to a team. As a team, we will look at other supports and structures that we can add to meet the needs of individual students and/or groups of students. |
| Develop co-teaching model in pods | Pods 1-3 are working well in the development of their co-teaching models – this includes small group and large group instruction and will focus on all areas of the curriculum |
| Use ASSESS portal to develop assessment walls | Learning assistance teacher and ELL teachers will work with the pod teachers to collaborative teach and plan based on assessment. |

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| Common programs and strategies will be used in each pod for numeracy | <p>Pod one is focusing on spiraling math strategies within Daily 3 philosophy and supporting their strategies with the on-line program called “Prodigy”.</p> <p>Pod two is supporting their mathematics instruction with an inquiry using “Mathletics” which is an on-line program. Teachers in this pod are part of training throughout this year.</p> <p>Pod three is using Mathology program with all of their students. Lessons will be planned and taught together. Teachers in this pod are applying for collaboration to support their learning.</p> <p>Pod four will be teaching many of the math strategies through their calendar time. They will infuse manipulatives in their lessons.</p> <p>Kindergarten pod – focus on math works and manipulatives</p> |
| Soft starts to the day | Pods are developing soft starts to their morning routines. This will allow for check ins to occur with individual students as well as breakfast time for many. Learning tasks based on inquiry, STEM challenges, and academic review will be part of the soft start. This should assist with students arriving late not missing key instructional time while students are engaged in positive interaction with their teacher and peers while participating in hands on activities. |
| Common programs and strategies will be used in each pod for literacy development | School wide focus on guided reading K-6, Adrienne Gear Writing and Reading instruction, Expanding Expression Tool for writing with ELL students and low output writers, phonological awareness (K-2), Jolly Phonics Program (K-2), Talking Tables (ELL learners and ESD learners in Kindergarten-Grade 1), Word Works, Modelled Writing (Kindergarten) |

Summary of Progress:

- Assessments are completed for literacy, numeracy and spelling in all intermediate classes
- Intermediate classes have been trained in the “MAPS” process
- Intermediate teachers have developed blocks of co-teaching time
- Class profile meetings held in early October to identify needs of students –these meetings included all pod teachers and are held again in February each year
- ELL and Learning Assistance groups are running smoothly – support staff working within the pods to develop strong learners
- Staff are using their common prep time and collaboration time to discuss needs, plan collaboratively and develop strong lessons

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| Additional Strategies implemented in 2021-2022 | Summary of Progress 2021-2022 |
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| <ul style="list-style-type: none"> ➤ Mathology pilot in primary grades ➤ Adrienne Gear program for comprehension strategies during reading and social studies instruction ➤ ELL comprehension groups will include students who are struggling with comprehension ➤ Heggerty Program added in Kindergarten – fall assessments indicate this is an area of focus ➤ Talking Tables and Story Workshop ➤ Book room resources updated ➤ Math manipulatives updated ➤ Mathletics program for grade 2-6 | <ul style="list-style-type: none"> ➤ Teacher feedback is Mathology is cumbersome program with too many parts – participated in all lessons and in-services (B Wagner) – will continue for a second year of pilot ➤ ELL groups are going extremely well – students prefer non-fiction and books where characters match their heritage (J Turner, S Platzer, K Scheck) ➤ Students doing well and making great gains using Talking Tables, Story Workshop and Heggerty Program (teachers and support) ➤ Resources are current and updated (K Scheck) ➤ Students and staff are enjoying Mathletics as it allows for scaffolding and small group/rotation and lessons (Staff) ➤ It is extremely hard to make gains in literacy and numeracy with attendance issues – supports are in place but are ineffective if the students are not here ➤ District data shows our students are achieving higher than our own report card data as it includes students who are approaching expectations where our report card data looks at meeting/exceeding ➤ writing output and comprehension levels are lower than reading levels at all grades ➤ Indigenous students with attendance issues are really struggling ➤ Variety of reading material is meeting levels of students (interests, abilities, and BIPOC) |
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Further Questions to Investigate:

- ❖ Will a more robust focus on attendance start to close the gap in academics?
- ❖ Can we engage parents with home programs? (home reading, reading slides, information in newsletters)
- ❖ Can more tiered support help with success in comprehension?
- ❖ Can doing focused vocabulary/anchor charts/pre-teaching vocabulary help in core subject areas?
- ❖ Will the creation of different spaces assist with learning opportunities for students?

| Additional Strategies implemented in 2022-2023 | Summary of Progress 2022-2023 |
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| <ul style="list-style-type: none"> ➤ .2 FTE added to support program/ELL staff to work with struggling students in grade ½ (term one) and Kindergarten (term two) ➤ Primary teachers investigating “Science of Reading” and Heggerty Program ➤ New staff to our school will apply for coaching collaboration time literacy and numeracy to include demo lessons ➤ Fact Fluency Program added to intermediate and primary classes ➤ Thinking Classrooms in-service/support ➤ Rotation in numeracy at all grade level with small group instruction/targeted support ➤ Remedy blocks implemented wherever possible during LAT and Numeracy time ➤ Non-enrolling staff to work with SLP to develop strategies to increase speech/early intervention knowledge ➤ Use empty classroom to make a designated learning space for non-enrolling staff | <ul style="list-style-type: none"> ➤ Staff allocation implemented in November and being monitored – focus on fluency/comprehension (term one) and phonemic awareness (term two) ➤ Kindergarten and Grade One students working collaboratively together ➤ This includes 3 new teachers to our school (K Scheck) -will also include them in the Mathology pilot ➤ Feedback given indicates this is a great strategy to add |

Goal #3 – Career and ADST Goal
Provide a variety of engaging opportunities for students to develop ADST skills

These skills will become more important in the workforce of the future and to create 21st Century citizens. It will help students reach their potential as learners, develop the core competencies, and an innovation mindset. Through these lessons, students will have the opportunity to have voice and choice in projects, utilize project based skills, develop critical thinking, cooperation, communication skills, collaboration skills, engage their curiosity and become aware of the skills they have.

| Strategies/Structures: | What: |
|--|--|
| Establish Maker Spaces and Da Vinci rooms | Schedule a timetable for all staff to access – flexible planning tool posted on google and to all staff. |
| Use curriculum and core competencies to develop projects | Projects will be determined by each individual pod |
| Develop Genius Hour and STEM Projects in each pod | Teacher librarian provided books for genius hour and stem projects for all classes to use – these were showcased during staff meetings and are listed in the library program as a list |
| Pod #1 & 2: ADST rotations/term | Successful implementation of Friday sessions in 2018-2019 which included cooking, dancing, 3D printing, district challenges |
| Pod #4 & 5 | STEM bins set up for morning exploration |
| Kindergarten/1 Pod: | Many STEM bins and sensory bins were implemented during free play time |
| Staff Development Opportunities: | Intermediate and grade 3 staff attended Science World Training in Vancouver and Prince George to further their learning and develop lessons for ADST/Careers |

Additional strategies to implement in 2020-2021:

- Turkey Trouble project/challenge
- Continue monthly house team challenges
- Continue district challenges
- Virtual Science Fair (D. Platzer/S. Amiot)
- Expand gardening program to include a raspberry bed (committee)
- Discuss and develop learning on “Food Security” and how our food/gardening program assist the community

Additional strategies to implement in 2021-2022:

- Investigate community partnerships and how we can access outside support
- Access Science World presentations and professionals
- Participate in projects offered at the district level



- Access a Careers program
- Infuse ADTS within curricular content/project-based instruction

Continued strategies in 2022-2023:

- ADST rotations worked well in intermediate
- gardening continues to be a strength
- exploring our community
- level up program in music

Additional strategies to implement in 2022-2023:

- ❖ Tasty Tuesday in kindergarten (cooking program)
- ❖ Music room open for students at recess/lunch
- ❖ Barre classes added to gym rotations to increase CORE strength and fitness
- ❖ Tools used more in projects at all grade levels)

Making mini-greenhouses grade ½ ↑

Data:

The following data points will be used to determine how we are doing

| School Data: | District Data: | Provincial Data: |
|--|---|---|
| <ul style="list-style-type: none"> ○ Attendance ○ Report Cards Term 1-3 ○ Kindness Survey ○ ASSESS notes/observations ○ CORE team meeting notes | <ul style="list-style-type: none"> ○ Kindergarten Phonological Data ○ Reading Data (PM, QCA Read 73) ○ Numeracy MAPS | <ul style="list-style-type: none"> ○ FSA Results Grade 4 ○ Satisfaction Survey Results ○ MDI Grade 5 results |

