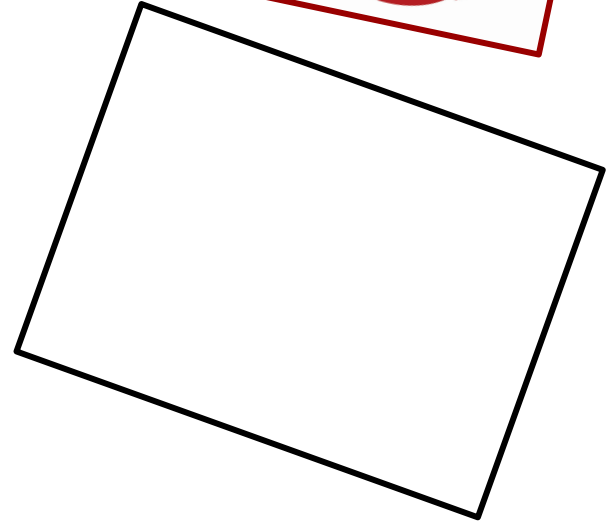


# Margaret Ma Murray Community School 2020-2021









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

# Vision at M.M.M.C.S.

 <b>Margaret Ma Murray Community School</b> <b>School Wide Expectations and Behaviour Matrix</b> <i>A H.E.R.O. is an ordinary person doing extraordinary things.</i> 				
	Inside	Outside	Bathrooms	Technology
H Honest	<ul style="list-style-type: none"> <li>I tell the truth.</li> <li>I do my best.</li> <li>I respect all property.</li> <li>I admit and correct my mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>I stay where adults are supervising.</li> <li>I tell the truth.</li> <li>I am fair.</li> </ul>	<ul style="list-style-type: none"> <li>I use my own stall.</li> <li>I clean up after myself.</li> <li>I use the bathroom appropriately.</li> <li>I report problems right away.</li> </ul>	<ul style="list-style-type: none"> <li>I use technology appropriately.</li> <li>I am safe when I use the internet.</li> <li>I only use approved devices at school.</li> </ul>
E Empathetic	<ul style="list-style-type: none"> <li>I am kind, helpful and understanding.</li> <li>I respect the learning environment of others.</li> <li>I use kind words.</li> </ul>	<ul style="list-style-type: none"> <li>I am an Upstander.</li> <li>I include others.</li> <li>I care for the environment.</li> <li>I am kind, helpful and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>I give people their privacy.</li> <li>I share the space properly.</li> </ul>	<ul style="list-style-type: none"> <li>I offer help to others.</li> <li>I report cyber bullying.</li> <li>I am kind and understanding to other users.</li> </ul>
R Responsible	<ul style="list-style-type: none"> <li>I keep my hands and feet to myself.</li> <li>I am where I should be.</li> <li>I stay organized and tidy my space.</li> <li>I work together with others.</li> </ul>	<ul style="list-style-type: none"> <li>I play and learn safely.</li> <li>I use equipment properly.</li> <li>I listen and follow directions.</li> <li>I come in when the bell rings.</li> </ul>	<ul style="list-style-type: none"> <li>I wait my turn.</li> <li>I clean up after myself.</li> <li>I flush the toilet and wash my hands.</li> <li>I am timely.</li> </ul>	<ul style="list-style-type: none"> <li>I know using technology is a privilege.</li> <li>I stay on task.</li> <li>I take care of all school devices.</li> </ul>
O Open-Minded	<ul style="list-style-type: none"> <li>I embrace challenges and take risks.</li> <li>I learn about other people and cultures.</li> <li>I accept that others learn in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>I am open to new things.</li> <li>I seek out new friends.</li> </ul>	<ul style="list-style-type: none"> <li>I give other's privacy.</li> <li>I accept that everyone needs to use the washroom.</li> </ul>	<ul style="list-style-type: none"> <li>I try new technology to complete my work.</li> <li>I share technology.</li> </ul>

**H.E.R.O.s join forces for the greater good!**



# September 2020 Demographics



99 ELL students  
30 languages  
65 Indigenous  
students  
345 students  
40+ staff  
Transiency rate  
has increased  
(10%=35 moves  
and 8%=26 new)  
EDI data=  
vulnerable 42%  
(D-29)

**We are a  
caring  
community!**  
**We Create**  
**We Learn**  
**We Collaborate!**  
Kindness  
Responsibility  
Curiosity  
Perseverance  
Acceptance







# Goals:



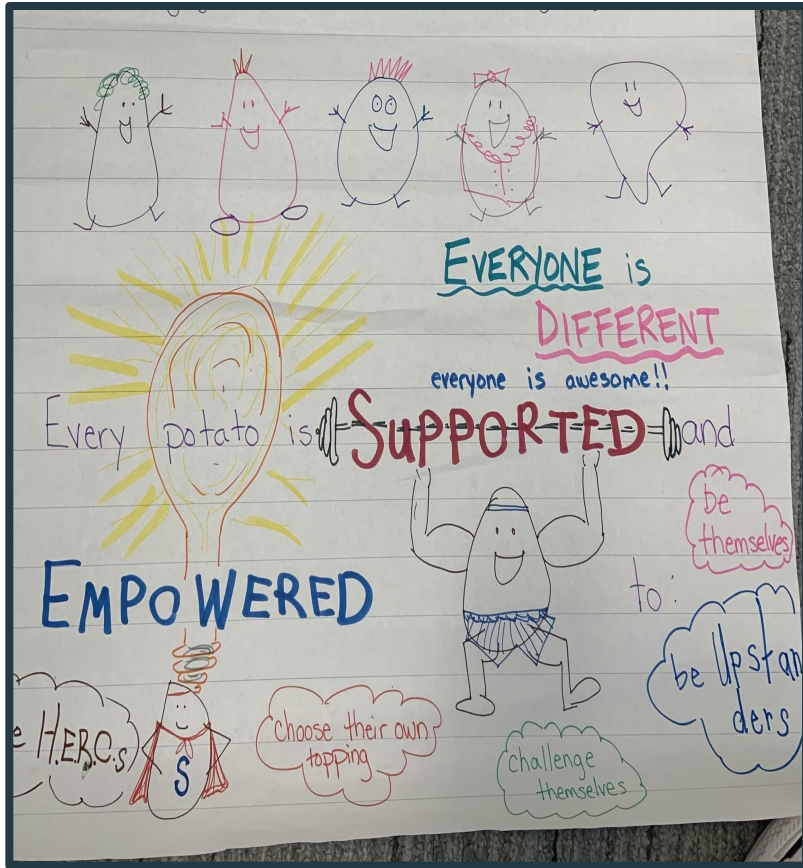
1. To foster a community where everyone feels safe, respected, welcome and accepted.
2. To identify students' abilities and develop personalized opportunities for intellectual growth.
3. Provide a variety of engaging opportunities for students to develop ADST skills.

Together we are a strong team of H.E.R.O.s



# Planning Day

## September 2020

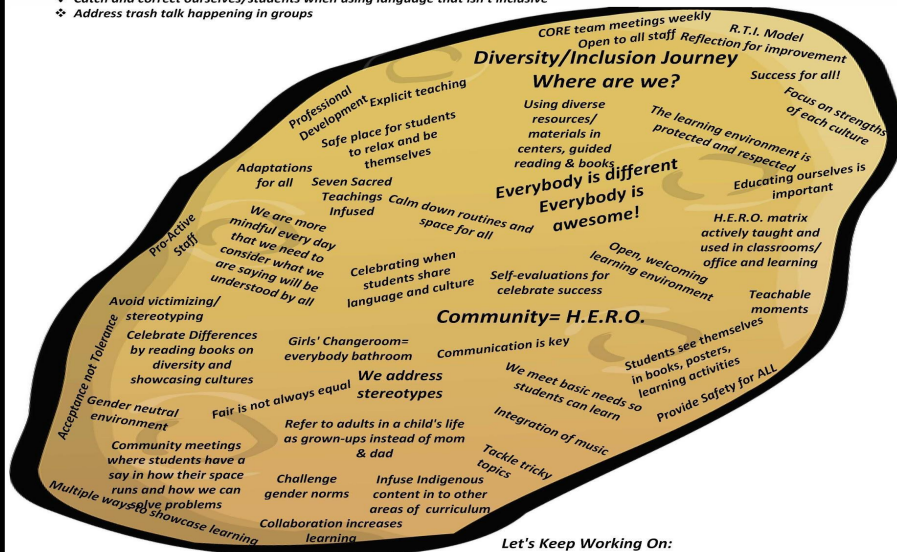


- [Agenda](#)
- Data walk -report cards, EDI, attendance, referrals, assessments, FSA
- [Baked Potato : Shelley Moore](#)
- How are we H.E.R.O.s?  
**At MMMCS, WE are growing a healthy, well-rounded, diverse garden of potatoes.**  
Teachers offer additional ingredients and opportunities for all students to explore and discover their own personal palate.  
**WE are growing our baby potatoes for a diverse society.**  
WE are teaching our nuggets to create their own recipes based on choice, strengths, preferences, interests and needs.



### Where do we go from here?

- ❖ Continue to challenge gender and social norms
- ❖ Watch for non-verbal clues for inclusion/diversity
- ❖ Look for ways to improve signage, crosswalks, language and playground
- ❖ We are a work in progress - aware but not always changing
- ❖ Look for Reading Recovery resources that are inclusive and diverse
- ❖ Investigate ways to incorporate more diverse art projects to honour cultures
- ❖ Expand our "Beaver Word of the Week" program and include other languages
- ❖ Continue to look for ways students can present their learning
- ❖ Catch and correct ourselves/students when using language that isn't inclusive
- ❖ Address trash talk happening in groups



IN THIS PLACE, WE BELIEVE:  
LEARNING IS VITAL  
INDIGENOUS RIGHTS ARE HUMAN RIGHTS  
LOVE IS LOVE  
BLACK LIVES MATTER  
POVERTY IS NOT A CHOICE  
OUR COLLECTIVE BEAUTY IS IN OUR DIVERSITY  
MENTAL HEALTH COUNTS  
INCLUSION IS FOR ALL  
KINDNESS WINS

### Let's Keep Working On:

- ❖ Educating ourselves and students
- ❖ The fine line between teachable moment and explicit teaching
- ❖ Slow and steady so we don't burn out
- ❖ Celebrating successes
- ❖ Expanding safe spaces
- ❖ Home-school connection - educating parents
- ❖ Expansion of resources and signage
- ❖ Strengths of each culture - avoid victimizing/stereotyping
- ❖ Unconscious bias

Shelly Moore ~ baked potato Learning from our framework planning day in September. Each Staff Meeting we review and add relevant topics related to this.

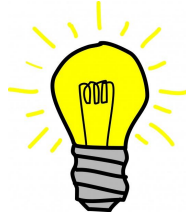




## Goal #1:

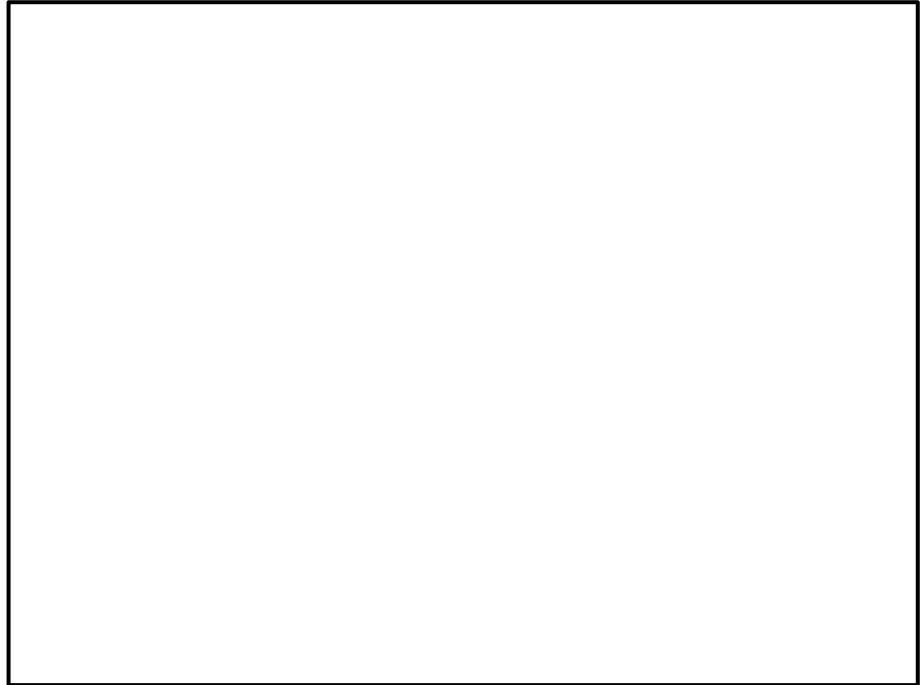
*To foster a community where everyone feels safe, respected, welcome and accepted.*

### Big Ideas



- all students matter
- take care of basic needs will lead to academic growth and school connectedness
- kids need to come to school in order to intellectually grow and develop core competencies
- parents and students need to be involved so we have a healthy community
- connections through culture, food, pods, house teams, activities
- anxiety has increased
- tools are needed: home and at school
- we have the mindset to make this work

Due to current COVID related climate, this is more important than ever.





- Communication is key
- Celebrations are instrumental
- Interventions and support for all students
- Buy in
- H.E.R.O.~ Here, Everyday, Ready, On time
- H.E.R.O. ~ Honesty, Empathy, Respectful, Open-minded



- Greetings/Check in
- Attention to attendance
- Helping others in our school, in the community and in the world
- Global Citizenship
- Extra Curricular
- Break Cards

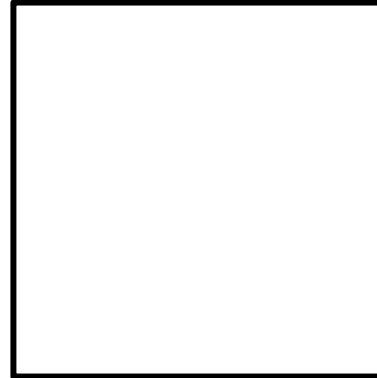


EMPATHY FOCUS TERM ONE



What makes us the same, makes us feel safe.  
But what makes us different,  
makes us feel special!

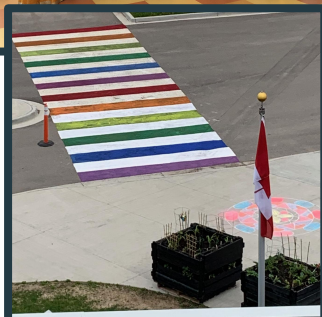
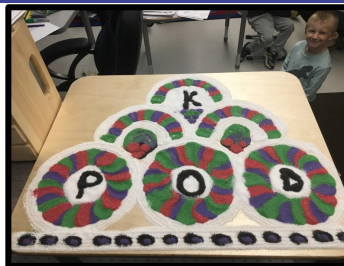
*Seeking connection,  
celebrating diversity*



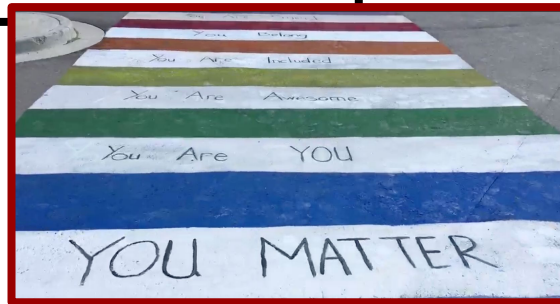


# Diversity and Inclusion At the Root of our Work

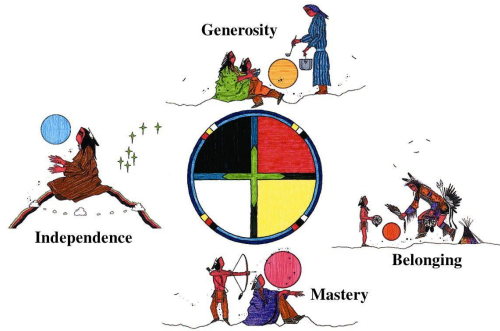
Celebrations 2019-2020



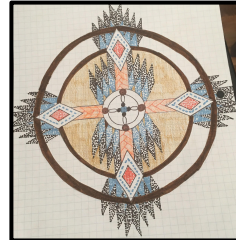
You are personally  
responsible  
for becoming  
more ethical  
than the society  
you grew up in.







Here is the land, here is the sky. Here are my friends and here am I. We thank and acknowledge the Dena Za people on whose land we work on and play and we promise to take care of it every day.



## Indigenous Students' Support:

- Full time support every day
- Engaged ISSW
- Cultural activities
- Support from IEC -
- 7 teachings infusion with matrix
- Materials to support instruction
- Beaver word of the week
- Storytelling [Kung Jaada](#)
- Jordan's Principle
- Breakfast baking with students





## Goal #2

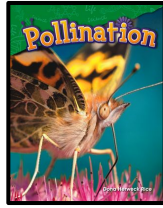
To identify students' abilities and develop personalized opportunities for intellectual growth.

### Staff Meetings:

- Look at data from term/pod
- Discuss resources (library, book room, manipulatives)
- Showcase professional development

### School Wide Strategies:

- CORE team meetings weekly (accessible to all)
- class reviews fall/winter
- common prep time to facilitate collaboration
- technology utilized in all pods
- common previews/report cards
- Google classroom

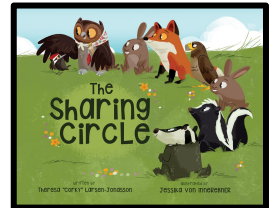


### Numeracy:

- Project based, play based
- Daily 3 (whole group, teacher lesson, tech time, projects)
- Math rotations, Mathology
- 6 staff involved in "Thinking Classrooms"
- online programs: Mathletics, Prodigy, Xtramath

### Literacy:

- Book room resources updated, culturally appropriate (IND, ELL) and match SS/SC curriculum
- Literacy Circle books are relevant/topic appropriate and include SS themes
- Anchor books for Adrienne Gear strategies
- Daily 5 embedded in practice
- LAT/ELL works with CT during rotations
- LAT/ELL assist with assessment (Phonological, running records, QCA)
- Team teaching/cohort
- Morning tubs for centers
- Guided Writing/Expanding Tools Program
- 2 intermediate teachers piloting assessment
- Integrated projects (voice/choice)





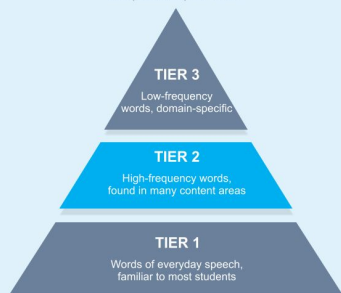
# NOIE

## Network of Inquiry and Indigenous Education



### TIERS OF VOCABULARY

Beck, McKeown, and Kucan



[www.communicationwindow.wordpress.com](http://www.communicationwindow.wordpress.com)

## Tier 2 vocabulary

- What's going on for our ELLs at MMMCS?
- What is contributing to this situation?
- What can we do differently?

### Quick Scale: Grade 5 Personal Writing

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Personal writing is usually expected to be checked for errors, but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>SNAPSHOT</b>	The writing is often hard to understand. The writer may need frequent help.	The writing offers some ideas that are related to the topic; may be flawed by frequent errors.	The writing is easy to follow; ideas are relevant and logical.	The writing is focused, easy to read, and shows insight.
<b>MEANING</b>	<ul style="list-style-type: none"> <li>Idea and information</li> <li>use of detail</li> </ul>	<ul style="list-style-type: none"> <li>ideas are not developed; often very brief</li> <li>examples or explanations may be repetitive or illogical</li> </ul>	<ul style="list-style-type: none"> <li>relevant ideas with some analysis shows individuality of the writer</li> <li>logical explanations or examples clarify and develop the ideas</li> </ul>	<ul style="list-style-type: none"> <li>strong point of view, reaction, or opinion; shows individuality</li> <li>develops ideas clearly and logically with details, examples, and</li> </ul>
<b>STYLE</b>	<ul style="list-style-type: none"> <li>clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>simple language; may be inappropriate or incorrect in places</li> <li>poorly constructed sentences; little variety</li> </ul>	<ul style="list-style-type: none"> <li>language is clear with some variety</li> <li>includes a variety of sentence lengths and patterns</li> </ul>	<ul style="list-style-type: none"> <li>language is clear, varied; some attempts to be specific, precise</li> <li>flows smoothly; variety in sentences</li> </ul>
<b>CONVENTIONS</b>	<ul style="list-style-type: none"> <li>organization and sequence</li> <li>conclusion</li> </ul>	<ul style="list-style-type: none"> <li>wondering what the writing is about</li> <li>some attention to sequence</li> <li>ending may be omitted</li> </ul>	<ul style="list-style-type: none"> <li>sequence is generally logical; may be some breaks</li> <li>ending may be sudden</li> </ul>	<ul style="list-style-type: none"> <li>ideas are grouped together; linking words show connections</li> <li>strong ending sums up writer's views</li> </ul>
<b>CONVENTIONS</b>	<ul style="list-style-type: none"> <li>complete sentences</li> <li>spelling</li> <li>punctuation</li> <li>grammar (e.g., use of pronouns, agreement, verb tense)</li> </ul>	<ul style="list-style-type: none"> <li>repeated errors in basic sentence structure, spelling, punctuation, or grammar; errors may make the writing hard to understand</li> </ul>	<ul style="list-style-type: none"> <li>some errors in sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>correct basic sentence structure, spelling, punctuation, and grammar; errors in complex structures</li> </ul>

### Six Traits Writing Board

#### Posters and Strategy Cards

#### Ideas

I choose a strong topic.  
I use strong details to make my writing interesting.  
I pick to the topic so my writing is clear and makes sense.

#### Organization

My writing has a strong beginning.  
I put things in order so my writing makes sense.  
My writing has a strong ending.

#### Word Choice

I choose words carefully.  
I use strong words to paint a picture in the reader's mind.  
I use juicy words to make my writing sparkle.

#### Voice

My writing has a voice.  
My writing sounds like me.  
My personality shines through my writing.

#### Conventions

I use capital letters.  
I use periods, exclamation points, and question marks.  
I wave spaces between words.  
I check my spelling.

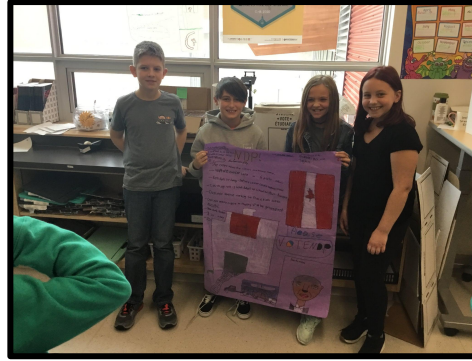
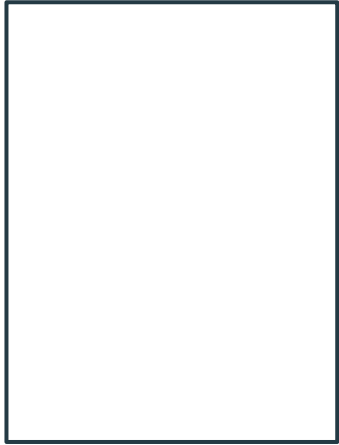
#### Sentence Fluency

My writing flows smoothly and is easy to read.  
I mark each sentence differently.  
I have long and short sentences.

Graphics by Scrappin Doodles  
Digitized by BaBaPuff

Created by The Teacher Wears Prada





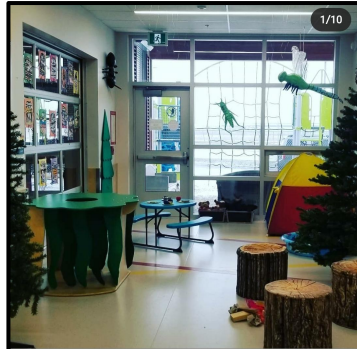
### Goal #3

Provide a variety of engaging opportunities for students to develop ADST skills.

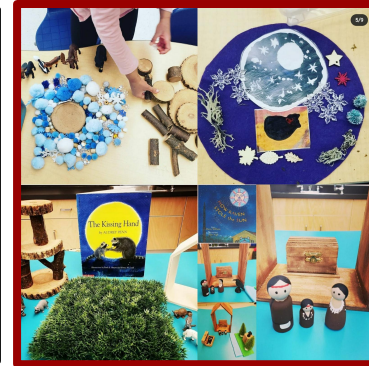




# Play Based Learning

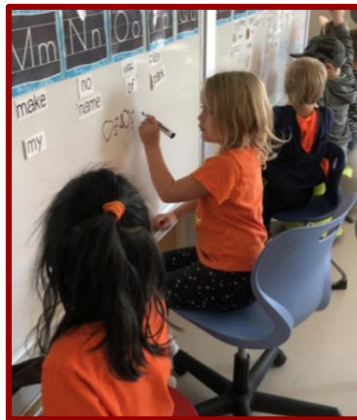


In K-Pod, we integrate all academic, SEL and ADST exploration through Play Based Learning. Through learning resource funds and a generous grant, we are able to provide a variety of different hands-on experiences.



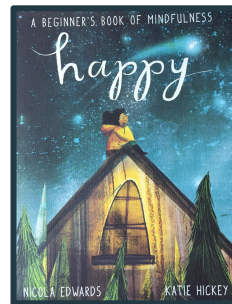
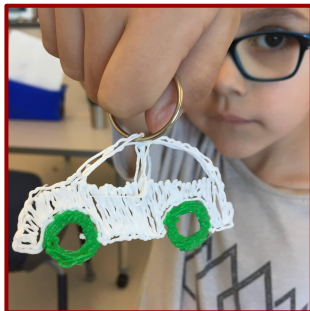


# In the Classroom



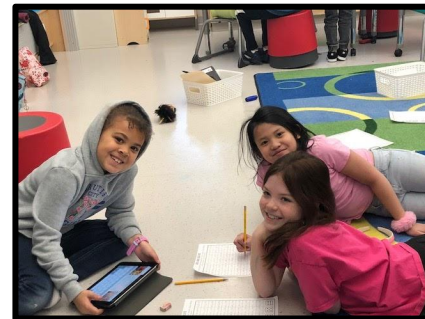
SEL, diversity and inclusion are strongly promoted through classroom and school-wide activities.

We support our ADST & Academic goals through hands-on learning





# Learning Support Fund



- Ipad
- Programs/books for LAT & Library
- Journals for SEL
- Collaboration days
- Conference fees (Primary/LAT)
- Playground support for morning
- Increased prep time to allow for collaboration to occur weekly
- Increase EA support for vulnerable learners
- Literature circle material
- ISSW books/resources
- TTOC time for class profiles Fall/Winter

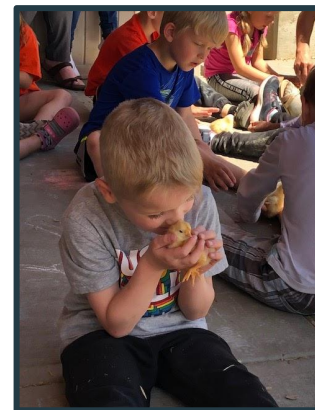
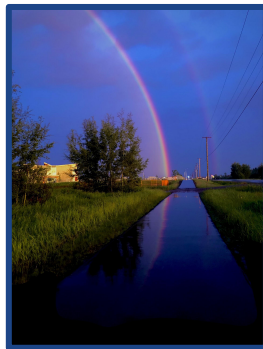
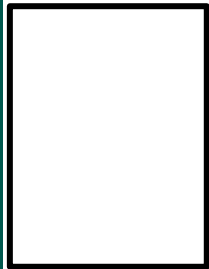


**How can we utilize funds to best support our school?**



# MMMCS vs. The Pandemic Spring Season

## After the storm, a rainbow appears



Outside time - walk / run

Building with wood

Welcoming / glad to see you attitude

Gardening ~food security, seedlings

Weekly plans for at home

[Week # 7 Butterflies and Bees](#)

Connecting through house team challenges at home and school

Resiliency of staff and families

WE ALL MATTER

Anxiety --> Comfortable



# MMMCS vs. The Pandemic Fall Season

Moving Forward

Having fun

Changing routines

Welcoming environment

Opportunities for all

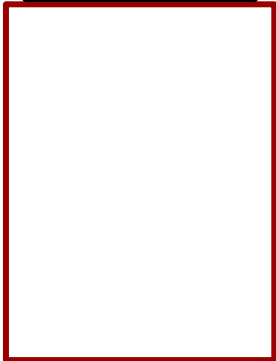
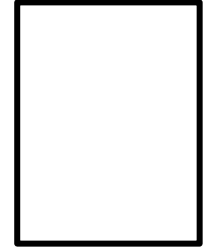
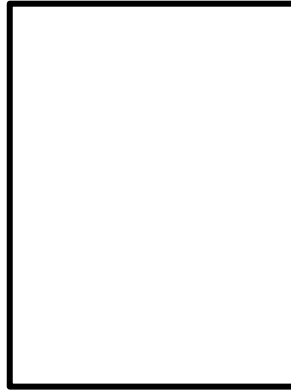
Anxiety addressed

Normalizing learning

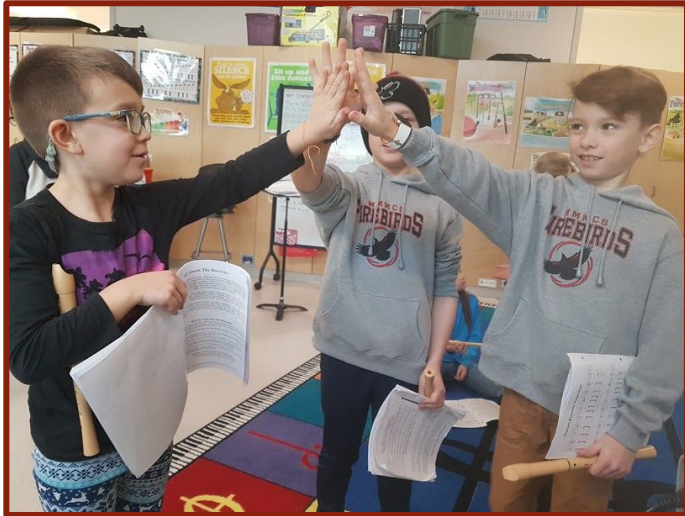
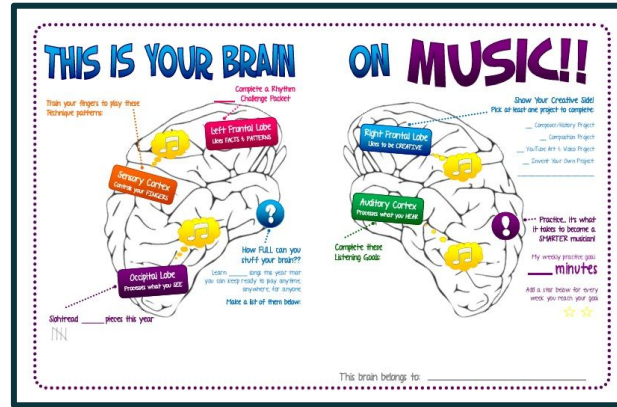
Everybody is Different, Everybody is Awesome!

Attendance

WOW!







- Music education helps with ALL framework goals.
- Music teaches teamwork, collaboration and perseverance
- Music provides a positive outlet for emotional regulation (SEL)
- Music has MANY brain benefits for learning that are best achieved when done early (Check!) and over a period of several years (Check!)
- Music IS coding
- Music can both build community and be individualized

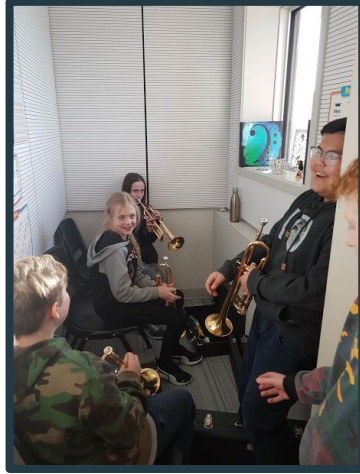
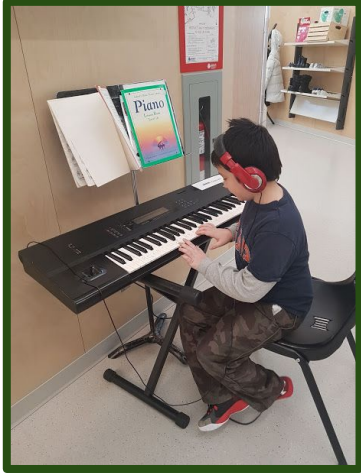




- Every student at MMCS gets 40 minutes of music per week with a music specialist in a music room
- Every recess the music room is open for drop-in for Grades 4 & 5 students
- Every lunch the music room is open for drop-in for Grade 6 students
- The beginner band program is hosted at MMCS so all MMCS students have access to many more instruments than other schools such as Timpani, expensive Percussion equipment, and SD60 Band Instruments (valued at least at \$60,000)
- The general music program follows a “Karate” system: As students go through the grades, they earn different belts. Each belt represents new skills, instruments, and abilities.





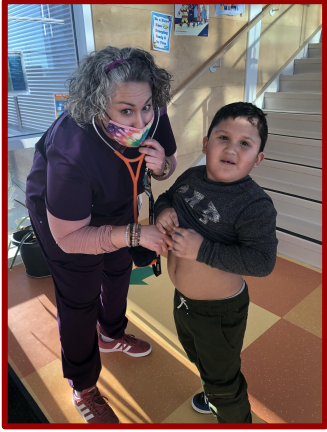


- Thanks to school instruments, every child leaves MMCS able to read music and play boomwhackers, xylophones, recorders, and ukuleles during their 7 years at MMCS
- Thanks to access to SD60 band equipment and generous community donations, every child also leaves Grade 6 able to play the drum kit
- Thanks to community donations, students also have access to 3 pianos, an electric drum kit, 5 guitars (always accepting more!)
- MMCS sees the highest participation rate of band in district





# Celebrations



Celebrations

Ongoing  
Inquiries

Risks and  
Requests

Endeavors



**Not all HEROs are famous!  
HEROs can be ordinary people who  
have discovered ways to make the  
world a better place!**

