Mamquam Elementary School Learning Plan 2025-26

DESIRED RESULTS

GUIDING INQUIRY QUESTION or GOAL STATEMENT

What is your team's one common goal or inquiry question directly related to student learning? What is your 'Theory of Action'?

Goal

If we as a staff deepen our use of Universal Design for Learning, school-wide curricular and community-building projects, and shared instructional practices, then we will strengthen student access to learning, sense of belonging, and engagement across the Mamquam community.

Why

We know that when we intentionally design learning to be accessible, create shared curricular and community-building experiences, and use common instructional practices across the school, we create greater consistency for students and reduce barriers to learning. This supports students in feeling connected, included, and engaged as learners and as members of the Mamquam community.

PROCESS FOR DETERMINING AREA OF STUDENT LEARNING OF MOST CONCERN

What reasons do you have for selecting this area for school improvement?

We selected this area for school improvement because our data showed that some groups of students were not experiencing success, connection, or access to learning at the same rate as their peers. While many of our past school-wide approaches were positive and engaging for the broader school community, they did not always respond clearly enough to the needs of students who were experiencing greater barriers. This led us to reflect more deeply on how we could focus our efforts in a way that was both inclusive for all learners and more responsive to those students who were not yet being fully reached.

What process is used to review and revise your goal or inquiry to ensure a focus on areas of need?

We meet as a school community in staff meetings, staff committee, with students, parents and at PAC meetings to discuss various areas related to our school learning plan and school goals. This is an iterative process, and the conversations and data collecting are happening year round through formal and informal processes and conversations. The refinement and sharing of this plan happens annually during our presentation, but it is in constant revision.

How are your staff, students and families engaged in working on the School Learning Plan?

We use staff meetings, staff committee, PAC meetings, and student focus groups to engage all members of our school community in the work of the school learning plan. We also look for trends in what we notice students, staff, and families are experiencing at our school and use these trends to provide feedback for our school learning plan. This provides a holistic approach to prioritizing needs and adjusting the plan as needed.

How does the school goal address achievement for ALL students?

Since our school goal is based on universal design for learning and common instructional strategies, it is meant to reach all students in various aspects of school (academic and social-emotional) it is designed in a way that all students are touched by the strategies (Mathlabs, Literacy Stations, Science of Reading, Raven Values, Collaborative Problem Solving, etc.)

How has the school engaged with students through student voice to broaden the data set? (street data)

Although we collect student voice through surveys (MDI and Student Learning Survey), we have started doing student focus groups to collect street data. The process for creating groups was done in collaboration with staff and a focus on equitable groupings was emphasized. There were three different groups created, spanning Kindergarten to grade 6. The questions asked in the groups were intended to dig deeper into student connection and belonging at school and engagement. The results of the focus groups told us that students feel valued and a sense of belonging when they are seen as individuals and when their gifts are recognized and acknowledged. They also gave us valuable insights into how they identify safe and caring adults in our school and how they cope with challenges throughout the school day.

TRIANGULATED EVIDENCE

Click this link to access data related to the school learning plan.

What did the data tell you about the achievement of ALL students in your school?

Our data tells us that many students at Mamquam experience positive relationships with adults and are achieving near district and provincial expectations in key academic areas. At the same time, the data also shows that achievement and school experience are not yet consistent for all learners. We are seeing a gender disparity in student achievement as well as in social-emotional, behavioural, and academic vulnerability. We are also seeing disparities for students with special education designations. These patterns are evident across several sources of evidence, including FSA results, report card data, and especially our classroom mapping data, where differences in achievement and barriers to learning are most visible.

The data also tells us that the needs of our learners are increasing in complexity. This reinforces the importance of strengthening school-wide approaches that improve access, inclusion, and responsiveness across classrooms. While our universal primary interventions, such as Math Lab and Daily 5, have supported many students and helped foster strong engagement in learning, our data suggests that we need more consistent instructional approaches across the school to better support learners who continue to experience barriers. This is why we are focusing on Universal Design for Learning, shared instructional practices, and school-wide curricular and community-building opportunities, alongside continued work in Collaborative Problem Solving and social-emotional learning. Together, these approaches will help us create more equitable conditions for students to access learning, feel a sense of belonging, and engage successfully in school.

What “street data” have you considered to broaden the schools understanding of student learning and student success?

Our focus groups allow for more authentic conversations with students. In addition, having collaborative support and learning support teachers connecting to students in specific classrooms allows them to dig deeper into understanding student needs and ensuring students feel connected to our school and their learning. When we discuss school experience with students, we have heard that universal strategies like mathlabs, genius hour, and daily 5 have increased engagement for students.

Through school wide assemblies and activities, we are creating different leadership opportunities for students of all ages to share their gifts with our school community. These activities and common school celebrations have been mentioned by students across grades levels as times where they’ve felt connected to their school and felt valued for who they are.

SPECIFIC GROUPS OF STUDENTS OF MOST CONCERN

When selecting your goal, which specific groups of students were of most concern?

When selecting our goal, we were most concerned about students who were experiencing barriers to learning, regulation, and belonging at higher rates than their peers. This included students with special education designations, students requiring support in academic, social-emotional, and behavioural areas, and, most noticeably, boys, who stand out in our data as disproportionately needing support. These patterns reinforced the need for more inclusive, responsive, and consistent school-wide practices.

In response, we recognized the importance of strengthening both our environments and our instruction. We have expanded regulation and break-space options for students who need different levels of sensory or movement support, while also identifying the need for more staff learning in Autism Spectrum Disorder, Pathological Demand Avoidance, nervous system regulation, Collaborative Problem Solving, and Universal Design for Learning. Alongside this, we are continuing to invest in school-wide curricular and community-building opportunities through our Raven Values, assemblies, and shared celebrations to support belonging and connection for all students.

What data did you use to determine this?
We used data from Classroom mapping and school based team meetings, the MDI and Student Learning Survey, Street Data from student focus groups, enrollment data and FSA data from the Power BI software.

DISAGGREGATED EVIDENCE

How are you separating your data to gain a deeper understanding of particular groups of students?
We are separating our data for students with designations, by gender, and ELL. This allows us to look at a subset of students who are more vulnerable than others to better understand the needs for our more marginalized students. When we organize student focus groups, we are intentional about including students with IEPs, ELL, indigenous ancestry, and social and emotional needs. This allows us to hear from all students, not only students who typically volunteer or speak up.

Within these targeted focus groups, we are specifically discussing connection and belonging and digging into ways that are effective in providing these feelings of belonging. Through these conversations, we look for trends across age groups and demographics to better understand what we can expand upon.

How are you tracking data over time to follow specific cohorts of students and/or trends in information?
Now that we have the Power BI tool, we are able to track progress over time including specific cohorts and intervention strategies. We can also track through student focus groups and individual conversations the growth we are looking for.

DESIRED KNOWLEDGE AND SKILLS FOR STUDENTS AND STAFF

What are the desired skills or areas of knowledge that students should be able to demonstrate through your learning plan?

Through use of Universal Design for Learning and our Raven Values, we are working as a school to create common strategies to help students learn and grow throughout their childhood and beyond.

What are the desired skills or areas of knowledge that staff hope to be able to show through this plan?

Staff have expressed an interest in doing more professional learning to better understand the students in their classrooms including those with neurodiverse diagnoses. We as a staff, parent, and school community are striving to create an inclusive learning environment that is inclusive in our ways of being and the language we use with our students. Staff professional learning has included UDL, trauma informed de escalation strategies, Ukeuru training, interoception training, Pathological Demand Avoidance (PDA) autism profile learning, and Collaborative Problem Solving (Ross Greene methods). Through this learning, we are working towards universally designing learning spaces that are safe and inclusive for all students.

ASSESSMENT EVIDENCE

SOURCE OF EVIDENCE (Key drivers of action)

What information will convince you that your chosen strategies are working?

We will know that our strategies are working if we see students able to attend to the learning needs more frequently, taking breaks appropriately before a nervous system breakdown, a decrease in frequency and intensity of nervous system breakdowns, and less students and staff indicating signs of burnout.

How will you triangulate this collection of evidence to check for understanding? (Provincial? District? School? Classroom?Street?)

We will use data learning data from the FSA, report cards, reading assessments, and numeracy assessments to gauge academic growth. We will use tracking data through teachers on student nervous system regulation frequency and intensity. We will also use street data through student focus groups to gauge levels of protective factors, especially for neurodiverse learners.

How will you disaggregate important pieces to track information more deeply and for specific groups?

Using Power BI tools, we can disaggregate data for students with designations, indigenous ancestry, and ELL. We can target specific groups in student focus groups to get a better understanding of their experience at school and track their responses over time. Using data tracking tools, teachers can provide evidence of interventions having an effect. For example, our FSA data sets show our interventions like Mathlabs and Daily 5 literacy approaches having a positive impact on overall students and especially students with designations.

What information are teachers using to inform their instruction?

Through classroom mapping strategies, teachers are taking time to better understand the learning, social, emotional, and neurological needs of all students. Teachers are designing classroom spaces and learning strategies based on the needs of their class. Teachers are being adaptable year to year based on the classroom composition. Universal design strategies have been critical to allow access to learning for all students.

ACTION PLANNING

STRATEGIES AND STRUCTURES for LEARNING AS A PROCESS and LEARNING AS A FOUNDATION

What research have you considered in selecting your chosen strategies and structures?

Our school has been engaged in research related to neurodiversity. We have engaged in workshops about interoception, the Lives in the Balance conference focused on the latest research in Autism, the PDA profile, and inclusive practices. We will be spending more time in the summer and next school year learning more about Collaborative Problem Solving strategies through Ross Greene's books and methods.

What strategies and structures are currently working in your school?

We use our classroom mapping process to get a whole school picture of needs and where to allocate resources and staffing. This process helps us with tier 1, 2, and 3 intervention strategies for both academic learning and social emotional development. We use our support team (collaborative support, learning support, ELL, leadership) through a team approach. Support teachers have specific classrooms that they focus on and support the learners in ways that meet their unique needs.

Mathlabs in the primary classrooms has been an effective tier 1 strategy. This structure allows all K-2 students to engage in math provocations twice a week which are set up by collaborative support teachers. We are looking at expanding this structure to add 2/3 and 3/4 classes next year as it has created an inviting and stimulating way to engage students with numeracy.

What new strategies or structures do you plan to use? Why?

We will be learning more about Collaborative Problem Solving this summer through Ross Greene's books and webinars. We will be implementing these strategies school wide at all levels. Support team will have dedicated time available to support a classroom while the teacher engages in the CPS process with a student.

We plan to extend Mathlabs into grades 2,3,4 classes next year as this has been an effective way to engage students in numeracy learning. We are hopeful that this universal numeracy support continues to engage students and builds confidence in math going into the intermediate years.

We are also in early stages of exploring and adopting the UFLI Science of Reading methods. We have primary teachers learning more about the system and are starting to implement strategies in their classrooms.

How do you monitor strategies and refine them as required?
Throughout the year we have discussions at staff meetings, staff committee, professional development team, school based team, and classroom mapping. Having regular conversations about what is working and where we need to grow will continue to lead us to where we need to focus. This along with data from FSA, student learning surveys, focus groups, and classroom needs also inform the direction we go.

What is your professional learning plan for staff?

August summer professional development day will focus on Collaborative Problem Solving. Each staff member will receive a Ross Greene book to read throughout the summer. This approach along with more learning about neurodiverse students and the ways to best meet their needs are most relevant for our staff at this time.

We will also continue to do learning in neurodiversity including autism and the PDA profile. As these sessions come up throughout the year, they will be prioritized as areas for learning for both teachers and EAs.

A number of primary teachers are starting to explore the UFLI science of reading materials and approaches. We have an inquiry group in place this year and are hoping to expand the group next year. UFLI manuals have been purchased for all early primary teachers with additional copies available for non-enrolling staff and for other teachers to explore.

How is your budget aligned with this School Learning Plan?

School and Staff development funds are used to provide learning for staff in the areas mentioned above. Additional classroom resources (such as neuro-affirming story books, arts programming which engages all students, and September kick off theme book I am Connected-Kung Ja Dae) are the priorities for the budget.

RESPONSE TO INTERVENTION (RTI)

How does the school goal address achievement for specific groups of at-risk students? Most able students?
Through our universal efforts to support students with Collaborative Problem solving, we are hopeful that this approach will assist in supporting both at-risk students as well as all students. This approach, when implemented with a structure that supports the time it takes to do it, allows for all students to be heard and consulted in their learning. In addition, structures like Mathlabs and Daily 5 literacy centers allow for multiple access points for all students.

How does your school plan to monitor student success and intervene when students struggle with their learning?
We will monitor success through school conducted assessments such as the PM benchmark, Jerry Johns, Numeracy Assessments, FSAs and teacher determined assessment practices. When students are struggling with learning, we will meet as a team through classroom mapping and school based team to discuss how the class or the individual student will be supported.

How are you using Collaborative Models of Support to differentiate for students' needs?
We use Collaborative Models of Support to differentiate student needs in ways such as classroom team teaching, planning, organizing and leading Mathlabs, running centers for literacy in classrooms, providing time for teachers to connect with students to work through Collaborative Problem Solving process, and being responsive to student needs as the arise. We use the classroom mapping process throughout the school year to plan response plans for classroom and individual student needs and adjust support accordingly.

What authentic classroom information is being used by your teacher teams to support planning for responsive instruction?
Classroom mapping process takes place 3 times a year. At these meetings, we have Learning support, collaborative support, ELL, and school principal attendance with classroom teachers. We discuss learning needs, review learning data (through Ed Plan Insight), and discuss social emotional regulation needs. Since this process is revisited multiple times a year, we are able to pivot supports when needed or continue with them when they are effective.