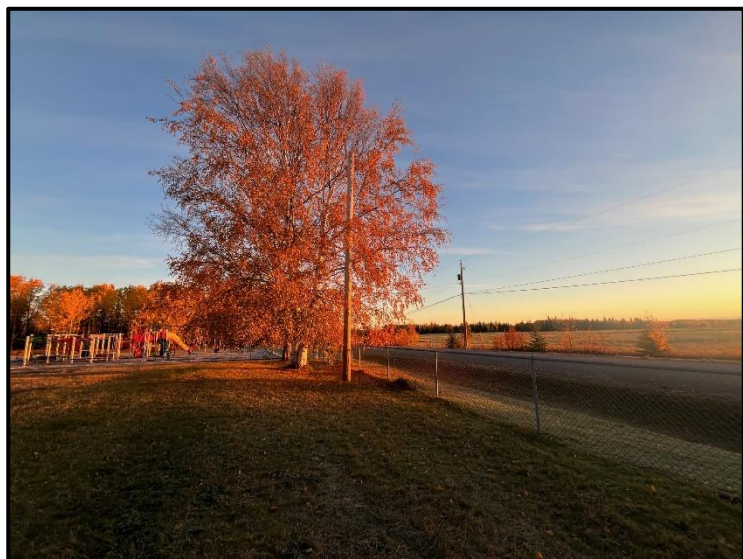
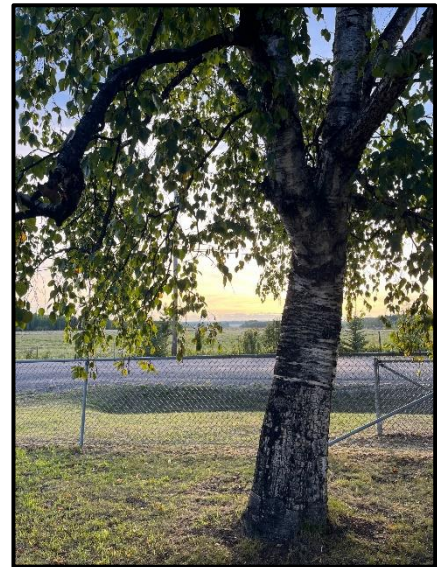




Mapes Elementary School Plan to Enhance Student Learning 2024-2025



Our School Community

Mapes Elementary is a small, rural school located in a farming community west of Vanderhoof, BC. We are honored to live, learn, and play on this beautiful land in the traditional territory of Saik'uz First Nations. Bordered by fields and forest and frequented by wildlife, our school has a strong connection to the land. Mapes School is also deeply connected to the community that surrounds it. Community members enhance the learning and culture at Mapes through their involvement as employees, volunteers, or visitors to our school. In the 2024-2025 school year, 53 students in kindergarten to grade 6 attend our school. Most of our students live in areas around Mapes, Clucultz Lake, and Sinkut Lake. Approximately 15% of our students are identified as having Indigenous ancestry. 7% of our learners have exceptional learning needs connected to an Inclusive Education designation. We have an active Parent Advisory Committee that has grown in the past year to include 6 members. We also have an active Strong Start program which welcomes caregivers and preschool children from the Vanderhoof area five days per week.



Our Vision

Our school shares School District 91 Nechako Lakes' vision to *develop learners to make positive contributions in our ever-evolving global community by achieving educational excellence in an environment that honours diversity and personalized learning*. Mapes Elementary school aims to honour diversity through building awareness and appreciation of many backgrounds and identities, to engage our workforce through collaboration and inquiry, to create student success through social-emotional learning and targeted supports for foundational literacy and numeracy skills, and to enhance connections through inviting and welcoming community members and groups to participate meaningfully as members of our learning community.

Honouring Diversity

Mapes Elementary is located on the traditional unceded lands of Saik'uz First Nation. Northeast of Tsink'ut (Sinkut mountain) and south of netja koh (Nechako River), our school grounds have many layers of history beginning with the Carrier people who lived on the land long before settlers transformed it into the farmland we see today. Many of our students are just beginning to learn the long history of our land and its people. At times, we become aware of a fear within our community that acknowledging one history means forgetting and dispelling another. We are moving forward from that fear, however, by finding ways to acknowledge and appreciate the stories and experiences of many people. Part of that work is going on to the land together and having space for many ways of knowing – from learning different names of and uses for plants to welcoming many different stories about the land. Our Indigenous Education Advocate, Ms. Thomas, spends a lot of time doing this work with our students on our forest trails; however, we need to welcome other Indigenous voices into these conversations. Our next steps are to invite local elders to help us with this learning through visits to the school and to expand our library collection to include more Indigenous authored books.

With the addition of Ms. Thomas to our staff in spring 2023, our classes have had the opportunity to learn more about local Indigenous history, culture, worldview, and language. Ms. Thomas visits each of our classes on her days at our school, supporting learners with skills and concepts related to what is being learned and enhancing lessons with Indigenous viewpoints and Carrier vocabulary. Ms. Thomas is a great role model who can be seen throughout the school making connections with students and supporting them through co-regulation.



Engaging our Workforce

One of the first things visitors to Mapes Elementary notice is how the staff work together. Our teaching and support staff value collaboration and this is evident in everything they do from sharing ideas and resources to co-teaching to planning special activities for multi-age groupings. During collaboration time this year, teachers are working on a social-emotional learning inquiry project. Many of our staff also choose to come together after school each Thursday to discuss plans and ideas for the upcoming week and beyond. The sharing of ideas during these quick meetings is invaluable and contributes significantly to improved outcomes for learners.

Creating Student Success

Place-based learning

The land plays an important role in creating student success. Our school grounds and surrounding countryside provide year-round opportunities for outdoor and place-based learning. Our classes spend time on the trails in the forest exploring, learning, and creating. Using their senses to be present in nature, students are strengthening their sense of place and their self-regulation skills. Learning on the land isn't restricted to social-emotional learning, however. In numeracy, our students notice patterns and numbers in nature. In literacy, our students build vocabulary knowledge as they practice describing, discussing, and writing about the things they notice and discover throughout the seasons.

Recently, our school has teamed up with the SD91 Career & Trades program for a project to expand the forest trail system next to the school. In the fall, our teaching and support staff marked and mapped additional trails. This spring, students began their contribution to the project by helping to clear the trails. Grade 8 students from Nechako Valley Secondary School have joined our classes for this learning and trail work. Once completed, this enhanced trail system will be an additional learning space available to schools across the district. Our plan is to also have a collection of learning resources either located on the trail or in backpacks that can be taken along.



NOIE Social-Emotional Learning Inquiry Project

Mapes teachers are in their second year of a multi-year inquiry with the Network of Inquiry and Indigenous Education Social-Emotional Learning project. This project is supported by Deb Koehn (SD91) and Kimberley MacNeil (UBC). Through inquiry and participation in the network, the project aims to support students to develop self-regulation strategies and more consistently display regulated behaviours across learning environments (indoor and outdoor). Our teachers hope that students will “realize their potential as community members, learners, and leaders of the learning.” Students participate in activities in multi-aged groupings (“colour groups”) a couple of times each month to develop a collaborative learning community across classes. Colour group activities have included forest sit spots, noticing with the five senses, pumpkin carving, and scavenger hunts. In these colour groups, staff have noticed improved personal responsibility and leadership, higher levels of engagement in the learning task, and higher levels of self-regulation. Throughout the 2024-2025 school year, teachers are using their monthly collaboration time for inquiry learning.

Student Leadership

In addition to their participation in colour groups, intermediate students have daily opportunities to grow their leadership skills. Our grade 4/5/6 class has a contract with the school district to shovel paths, stairs, and doorways during the winter months. Many of our intermediate students also volunteer as lunch monitors in our K/1 classroom. All of our intermediate students are working on and have made great strides in their ability to model and encourage appropriate behaviour during school gatherings, buddy activities, and playground time. Moving forward, we will extend our focus to include developing leadership within the intermediate classroom.



School-Based Team Class Check-ins

In fall 2024, we introduced a new strategy to monitor and support the progress of every learner in each of our classrooms. Every 4 to 8 weeks, teachers meet with the school-based team to discuss their students’ progress. This gives teachers the opportunity to collaboratively problem solve and to access additional supports for all areas of development including academic, social-emotional, communication, and physical functioning and independence. Plans and strategies to address challenges identified in these meetings include school-wide, class-wide, small group, and individual interventions. When a learning challenge is beyond the scope of the school-based team to address independently, the school psychologist, school counsellor, or other district support staff are brought in to advise or offer services. Updates are provided at subsequent class check-in meetings and, when needed, support plans are adjusted.

Enhancing Connections

Our surrounding community offers unique opportunities for learning and enhances our school culture. We are closely connected to the local farming community and have many connections to be grateful for including the permission to use the forest adjacent to the school and being welcomed onto nearby farms for field trips. Bringing the community into our building also plays an important role in enhancing connections through community members visiting the school to help out with special activities and by sharing of the school building with community user groups such as 4H and Elections BC. Our Strong Start program welcomes many new families with young children to Mapes school, but many families and community members continue to stay connected to Mapes school even after their children have grown.

RCMP liaison officer

In the 2024-2025 school year, we have been privileged to develop a relationship with our school liaison officer and his colleagues from the Vanderhoof detachment of the RCMP. With regular friendly visits from the RCMP this year, our learners have become comfortable and familiar with the RCMP officers who have visited. As available, our school liaison officer has offered to join us for special events at the school and in the community. In October, RCMP officers spent the afternoon in our gym carving pumpkins with our colour groups. We look forward to continuing to strengthen this connection by providing positive opportunities for our learners to get to know the members of our local detachment.



Our Goals

Social Emotional

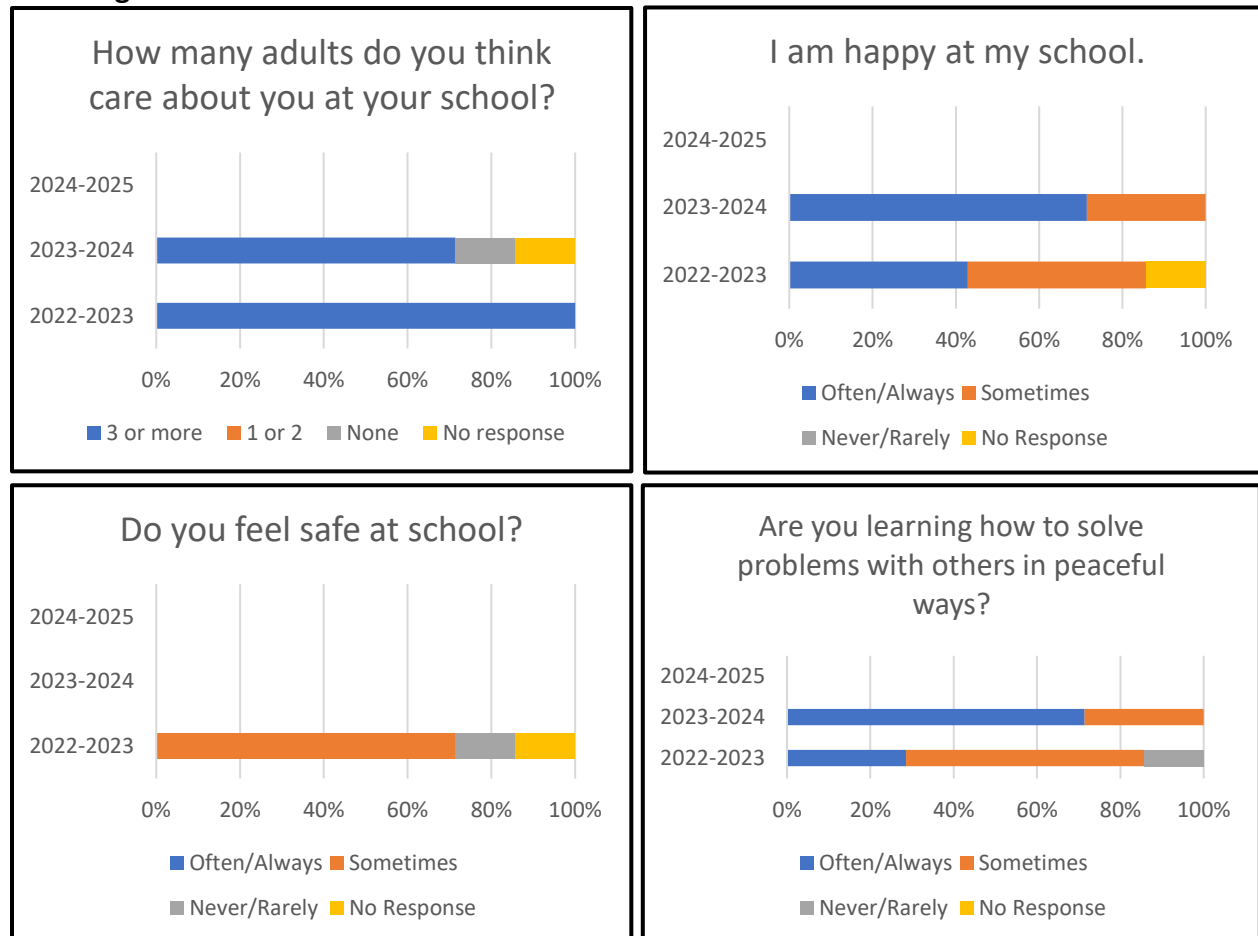
Our vision for social-emotional learning is that all students will contribute to a safe and caring school community by developing their awareness of self and others and their ability to self-regulate.

We will support this goal by continuing our NOIE-SEL inquiry project, by teaching WITS (Walk away, Ignore, Talk it out, Seek help) and circle of control in collaboration with our school counsellor, and by modeling and practicing an appreciation of diversity.

How will we know?

Grade 4 Student Learning Survey results indicating 100% of respondents indicate that they believe multiple adults at school care about them, that they feel safe at school, and that they are learning to solve problems in peaceful ways.

Our Progress * Data for 2024-2025 will be added once available.



Literacy

Our vision for literacy is that all students are proficient readers who can read and understand grade level texts and proficient writers who can express their thoughts effectively through writing.

We will support this goal by providing evidence-based literacy instruction in each of our classrooms, informed by our district literacy specialist and school-psychologist. We will include reading and writing tasks in learning across the curriculum to build skills and stamina. We will offer increased opportunities for students to read with others through buddy reading during teacher collaboration time and by inviting learners of all abilities to our morning reading club. We will provide universal supports including personal spelling dictionaries, word walls, sentence frames, modeling, guided practice, and “think-alouds.” We will provide individual and small group interventions to students who are not yet reading near grade level. Learners requiring adjudicated supports for reading or writing will learn how to use assistive technology for reading and writing in the intermediate grades.

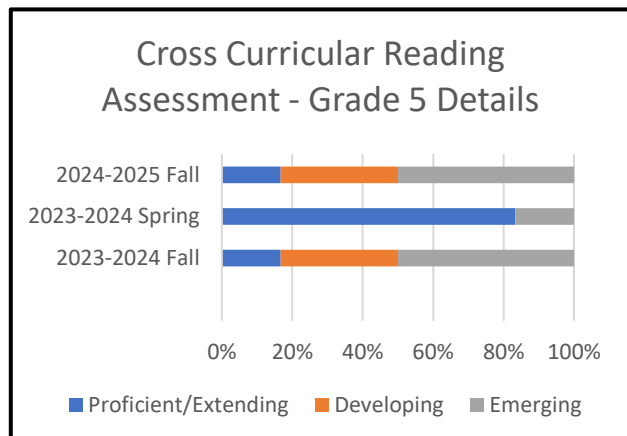
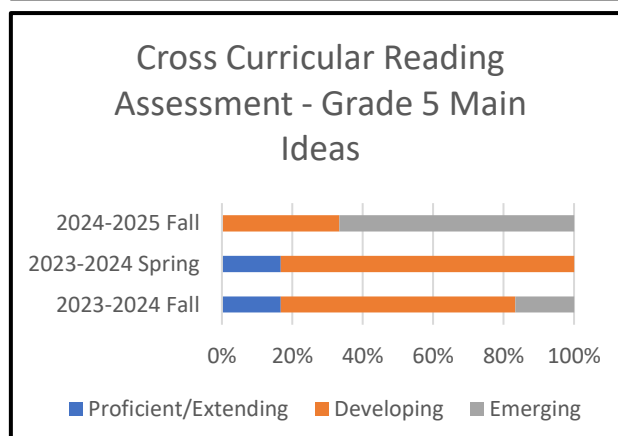
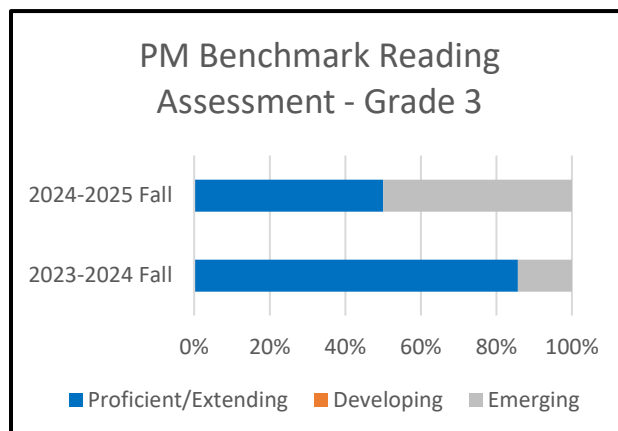
Literacy Objective 1 - *By June, all students in grade 3 and 5 will be able to accurately decode and demonstrate comprehension of grade level texts.*

How will we know?

Grade 3: Term 3 PM Benchmark Reading Assessment level of 24 or greater.

Grade 5: SD91 Cross-Curricular Reading Assessment evaluation of *proficient* or *extending* AND/OR an evaluation of Developmental Reading Assessment instructional reading level of 5.0 or greater.

Our Progress

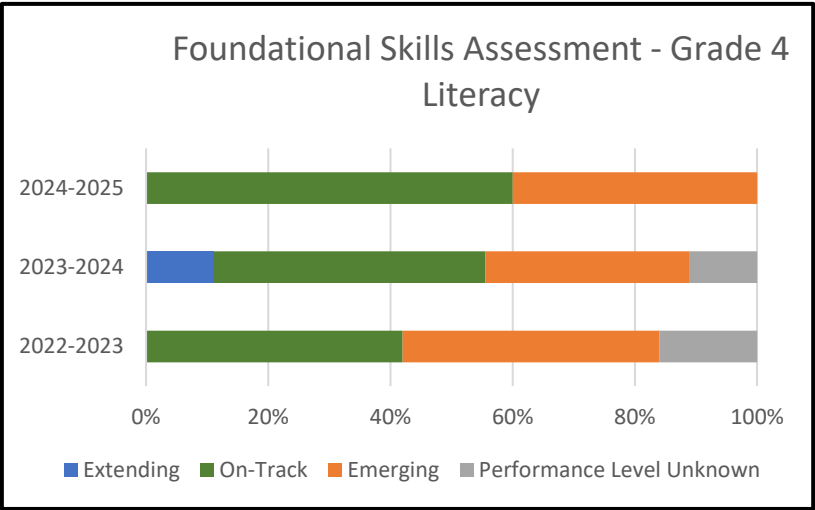


Literacy Objective 2 - All grade 4 students will be able to communicate their ideas in writing at grade level.

How will we know?

Grade 4 Foundational Skills Assessment evaluation of *on-track* or *extending* in literacy

Our Progress



Numeracy

Our vision for numeracy is that all students will demonstrate proficiency in grade level number sense.

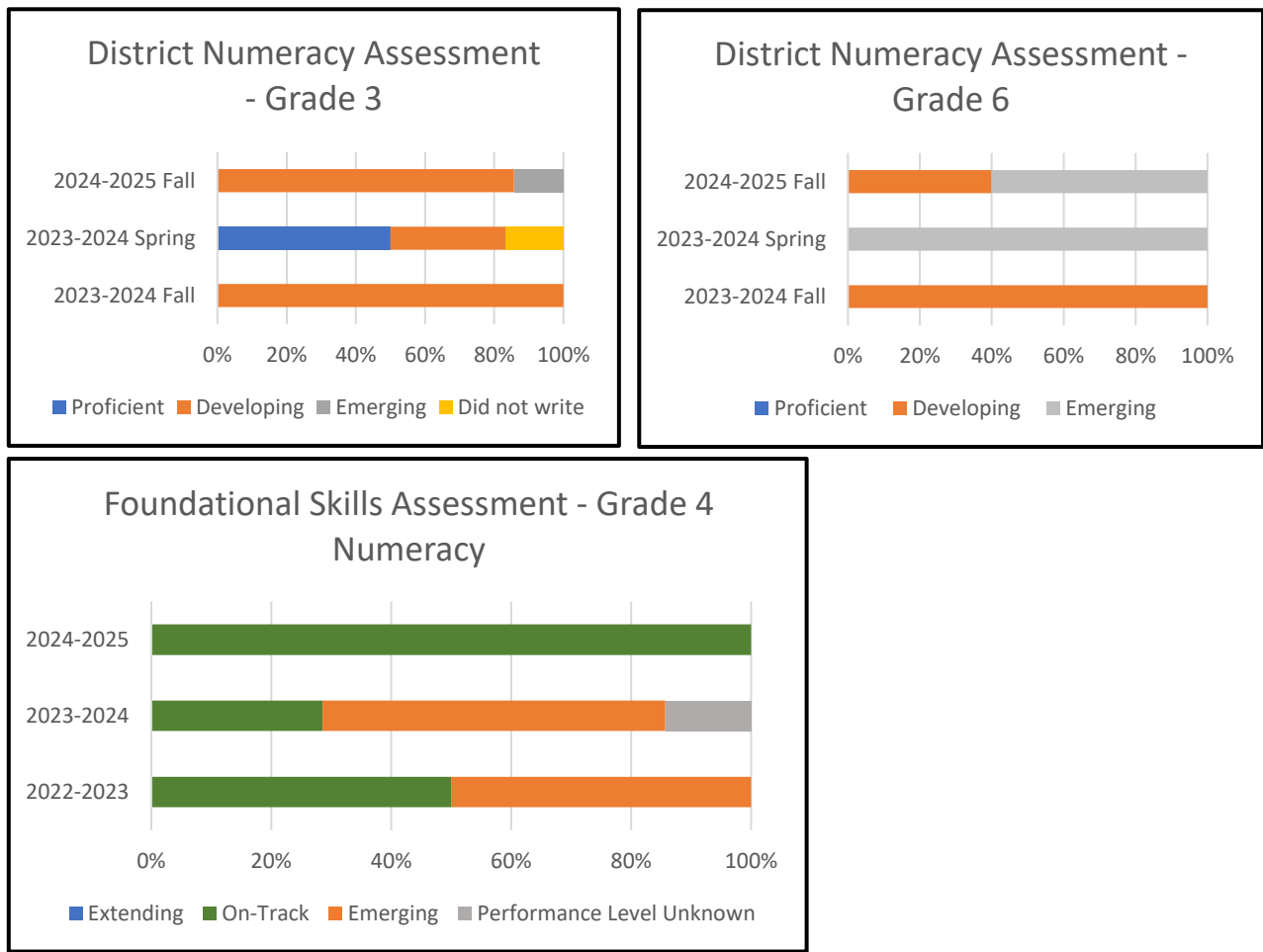
We will support this goal by working with our district numeracy specialist to implement best-practices for numeracy learning. We will include opportunities to talk about numbers across subjects and activities.

How will we know?

Grade 3 & 6 District Numeracy Assessment overall evaluation of proficient or extending

Grade 4 - Foundational Skills Assessment overall evaluation of on-track or extending in numeracy

Our Progress



Mapes Elementary would like to thank our parents and caregivers, students and staff, and members of our local First Nation for their feedback and contributions to our plan. This school plan is a living document updated three times per year. The most recent version can be found on our school website.