

# Mapes Elementary School Plan to Enhance Student Learning – 2020-2021

## **Mapes Elementary School**

14907 Mapes Road Vanderhoof, BC

V0J 3A1



**Home of the Silverbacks**

## **Mission Statement**

Students, Parents, and Staff will work together to create a caring, supportive environment which encourages all learners to take risks, to strive for personal excellence, and to have knowledge, skills and attitudes necessary to become responsible and productive citizens.

## School Plan to Enhance Student Learning – 2020-2021

The Mapes School community is honoured to live, work, and play on the unceded, ancestral territories of the Dakelh people.

Nechako Lakes School District gratefully acknowledges that we live, work, and play on the unceded, ancestral territories of fourteen First Nations representing the Dakelh, Nedut'en and Wet'suwet'en peoples.

### Our School Community

Mapes School is a rural school with a current student population of 60. The students are in Kindergarten through grade 6. Our K/1 class has 13 students, our grade 2/3 class has 20 students, and our grade 4/5/6 class has 27 students. We have 3 fulltime classroom teachers, a teaching principal, and 7 CUPE staff working in the classrooms and in the office. Our school also has a StrongStart program running out of the building with several local families participating regularly.

Our school is located on 160 acres, allowing for many opportunities for students and staff to take their learning outdoors. Our students spend time on the trails in the forest exploring, learning, and creating. Recent creations include birch walking sticks and structures out of standing trees and trees lying on the ground. Other local schools have the opportunity to benefit from this land also.

Our surrounding community helps to create and enhance our school culture. We stay closely connected to the local farming community, arranging fun learning field trips to local farms. We are currently working toward actualizing an upcoming collaborative venture between our students, parents, and staff which will see us plan, construct, and use a greenhouse and planter boxes on our property by the end of the 2020-2021 school year.

Mapes School is currently seeking an Aboriginal Education worker for our school. Meanwhile, our students and staff work hard to encourage our students' learning about Indigenous history, culture, and worldviews. As a means of embedding this cultural learning throughout our school community, our students often use the outdoors as a setting for their learning.

Our intermediate students enjoy many leadership opportunities including owning the shoveling contract with the school district. They follow a daily schedule of shovelers, shoveling paths, stairs, and doorways as needed. Our grade 4/5/6 class is also hoping to start a guitar club for the second half of the school year, and they are hoping to put together a bit of a yearbook as a celebration of their year of learning and friendships.



## District Strategic Plan



## Impacts of COVID-19

The impacts of COVID-19 on the Mapes School community have been minimal. In April and May of 2020, our teachers were very successful in maintaining the learning of their students while they were at home. Our Aboriginal Education worker led weekly virtual lessons, and these were well attended by our students. When students were invited to return to class on a rotational basis in June 2020, we had more than a 75% return rate.

When school restarted in September, we had the parents of two students opt for home-learning rather than attending school at this time. We also had the parents of one student opt for our district's hybrid learning option for the 2020-2021 school year. Unfortunately, due to covid restrictions, Mapes School missed out on some valuable assessment opportunities in the third term of the 2019-2020 school year.

Our school has two cohorts this year. We have a primary cohort with just over 30 students and an intermediate cohort with just under 30 students. This has gone well; however, one drawback has been the fact that our primary and intermediate students do not have as many collaborative opportunities as we would like.

## Mapes School Goals

### Literacy



#### Goal 1

To improve student proficiency in reading.

- Objective 1a:  
By June 2021, 80% students will be reading at grade level and will be able to demonstrate fluency while reading.
- Objective 1b:  
By June 2021, 80% of students will be reading at grade level while demonstrating comprehension of read material.

#### Goal 2

To improve student achievement in writing.

- Objective 2a:  
By June 2021, we will increase the number of students writing at grade level to 80%.

#### Data to support our literacy goals

##### PMs – at end of grade 2

Grade	% fully meeting on PMs (done at end of grade 2)
3	67%
4	63%

##### RAD – Fall 2020

Grade	% not yet meeting	% minimally meeting	% fully meeting
4	14%	86%	0%
5	14%	86%	0%
6	10%	70%	20%

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**RAD – Spring 2019**

Grade	% not yet meeting	% minimally meeting	% fully meeting
3	13%	25%	63%
4	28%	44%	28%
5	0%	67%	33%
6	40%	40%	20%

**FSA – Reading – Grade 4 – 2019-2020**

	Emerging	Meeting	Exceeding
Reading	20%	80%	0%
Writing	40%	60%	0%

**FSA – Reading – Grade 4 – 2018-2019**

Reading	Emerging	On Track	Extending
	75%	25%	0%

*Not Yet Meeting*

*Meeting*

*Exceeding*

## **How we will get there – Literacy**

Literacy Centres/groups	<ul style="list-style-type: none"> <li>- All grade levels</li> </ul>
Joyful Literacy	<ul style="list-style-type: none"> <li>- Strategies in all classrooms</li> <li>- Learning opportunities for staff</li> </ul>
Small group instruction	<ul style="list-style-type: none"> <li>- In all 3 classrooms</li> <li>- Adult-led target grouping in 4/5/6 classroom</li> </ul>
Book/reading culture	<ul style="list-style-type: none"> <li>- Buddy reading, novel studies</li> <li>- Read to Self – class and school-wide, adults modelling a love of reading</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>- RAD, School Wide Writes, PMs, DRAs, FreshGrade as formative assessment, as a tool to help students learn to and communicate with families</li> </ul>
Adult targeted time	<ul style="list-style-type: none"> <li>- Teacher collaboration time</li> <li>- RTI (understanding our learners) (curricular – literacy)</li> <li>- Teacher check-ins and school-based team meetings</li> <li>- Working with SLP (Lisa Mitchell) and Literacy Coordinator (Michelle Miller-Gauthier)</li> </ul>

## Numeracy

### **Goal 1**

To improve student computation skills in math.

- Objective 1a:  
By June 2021, 75% of all students will be working at grade level in computation.

### **Goal 2**

To improve student number sense skills in math.

- Objective 2a:  
By June 2021, 75% of all students will be working at grade level in number sense.

### **Data to support our numeracy goals**

#### DNA – grade 3 – Fall 2020

	Not yet meeting	Minimally meeting	Fully meeting
Number Sense	18%	27%	55%
Computation	18%	27%	55%
Shape and Space	0%	45%	55%
Data and Chance	0%	9%	91%
Patterns and Relations	0%	9%	91%

#### DNA – grade 6 – Fall 2020

	Not yet meeting	Minimally meeting	Fully meeting
Number Sense	70%	30%	0%
Computation	90%	10%	0%
Shape and Space	60%	20%	20%
Data and Chance	20%	20%	60%
Patterns and Relations	30%	20%	50%

#### DNA – grade 3 – Spring 2019

	Not yet meeting	Minimally meeting	Fully meeting
Number Sense	0%	25%	75%
Computation	37%	25%	38%
Shape and Space	13%	0%	87%
Data and Chance	0%	13%	87%
Patterns and Relations	13%	0%	87%

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### FSA – Numeracy – Grade 4 – 2019-2020

Numeracy	<u>Emerging</u>	<u>On Track</u>	<u>Extending</u>
	40%	60%	0%

### FSA – Numeracy – Grade 4 – 2018-2019

Numeracy	Emerging	On Track	Extending
	25%	75%	0%

*Not Yet Meeting*

*Meeting*

*Exceeding*

### How we will get there – Numeracy

Math Learning Centres/groups	<ul style="list-style-type: none"> <li>- K/1 and grade 2/3</li> </ul>
Mathletics	<ul style="list-style-type: none"> <li>- Being used in multiple classrooms as a tool to reinforce and review math skills</li> </ul>
Small group instruction	<ul style="list-style-type: none"> <li>- In all 3 classrooms</li> <li>- Adult-led target grouping in 4/5/6 classroom</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>- SNAP math, classroom specific assessments, FreshGrade as formative assessment, as a tool to help students learn to and communicate with families</li> </ul>
Adult targeted time	<ul style="list-style-type: none"> <li>- Teacher collaboration time</li> <li>- RTI (understanding our learners) (curricular – numeracy)</li> <li>- Teacher check-ins and school-based team meetings</li> <li>- Working with district math coordinator (Roberta Toth)</li> </ul>



## Social-Emotional Well-Being



### **Goal 1**

Using compassion, empathy and positive mindsets, students will improve their kindness and caring for themselves and others.

- Objective 1a:

By June 2021, all students will indicate that they usually or always show kindness and caring for themselves and others.

### **Goal 2**

Using compassion, empathy and understanding, students will make positive, helpful choices for themselves and others.

- Objective 2a:

By June 2021, all students will indicate that they usually or always make positive choices for themselves and others.

## School Plan to Enhance Student Learning – 2020-2021

### **Data to support our goal – Social Emotional Well-Being**

Student self-assessment – January 2021

	Hardly ever	Sometimes	Usually	Always
I treat others with respect and acceptance.	3%	19%	50%	28%
I am kind and caring and I make good choices for myself and others.	0%	19%	50%	31%
I use strategies to solve problems peacefully.	12%	19%	50%	19%
I make positive choices for myself, my class, and my school.	3%	19%	50%	28%
I have positive, healthy relationships with others	7%	12%	27%	54%

Student self-assessment – June 2019

	Hardly ever	Sometimes	Usually	Always
I treat others with respect and acceptance.	10%	20%	30%	40%
I am kind and caring and I make good choices for myself and others.	0%	30%	50%	20%
I use strategies to solve problems peacefully.	10%	30%	20%	40%
I make positive choices for myself, my class, and my school.	10%	30%	20%	40%
I have positive, healthy relationships with others	20%	10%	50%	20%

Student Satisfaction Survey – Gr 4, Spring 2019

	Don't know	Rarely/never	Sometimes	Often/always
I am happy at my school.				100%
Do you feel welcome at your school?				100%
Have you ever felt bullied at school?		17%	83%	
Have you ever felt teased/picked on at school?			100%	
How many adults care about you at school?				100% (all)
Are you learning to care for your mental health?	17%	17%	17%	50%
When you make a choice, do you think about how it might affect others?			50%	50%
Is school a place where you feel like you belong?			17%	83%
Does school make you feel stressed or worried?		33%	67%	
Do you feel good about yourself?			33%	67%

**How we will get there – Social Emotional Well-Being**

WITs/LEADs	<ul style="list-style-type: none"> <li>- School-wide culture</li> <li>- Students are learning about this and practicing using their WITs during conflicts in the classroom, in the gym and on the playground</li> <li>- (connected) Pink Shirt day/Anti-Bullying Day</li> </ul>
Cultural learning and understanding	<ul style="list-style-type: none"> <li>- Students learn about and value their own cultures, values, identities – classroom and whole school settings</li> <li>- Learning about our local history – in particular, focusing on the history, traditions, culture, worldviews of our local Indigenous people, the Dakelh</li> <li>- A lot of outdoor/place-based learning</li> <li>- Collaborative lessons with our former Aboriginal Education Worker, Theresa John</li> <li>- Following the First Peoples Principles of Learning</li> <li>- National Indigenous Peoples' Day and Orange Shirt Day</li> </ul>
Physical Health	<ul style="list-style-type: none"> <li>- Breakfast program and healthy snacks</li> <li>- Outdoors – hikes, snowshoeing, and place-based learning in connection with the First Nations learning principles</li> </ul>
SNAP (Stop Now and Plan)	<ul style="list-style-type: none"> <li>- Anne Geddes (Principal) will facilitate with the help of the classroom teachers</li> <li>- All 3 teachers have training in SNAP, and we are looking at options for our CUPE staff to receive training</li> <li>- Grade 4/5/6 students will participate in SNAP during the 2020/2021 school year</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>- Nick Ferguson (counsellor) works at our school every Friday</li> <li>- He spends time with small groups and working one-on-one with students</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>- Social-Emotional student self-assessments (fall and spring)</li> <li>- Conversations/check-ins related to WITs, LEADs, SNAP</li> <li>- Behaviour logs, referrals to office, documented calls to parents</li> </ul>
Adult targeted time	<ul style="list-style-type: none"> <li>- Teacher collaboration time</li> <li>- RTI (understanding our learners) – SEL, behavioural</li> <li>- Teacher check-ins and school-based team meetings</li> <li>- Working collaboratively with Nick Ferguson (counsellor) and Tony Dagenais (SNAP coordinator)</li> </ul>



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