

Mapes Elementary School Plan to Enhance Student Learning – 2023-2024

Mapes Elementary School

14907 Mapes Road Vanderhoof, BC

V0J 3A1



Home of the Silverbacks

Mission Statement and Vision of SD91

Mission: Achieving educational excellence in an environment that honours diversity and personalized learning.

Vision: Develop learners to make positive contributions in our evolving global community.

School Plan to Enhance Student Learning – 2023-2024

The Mapes School community is honoured to live, work, learn, 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.

The Mapes Elementary 2023-2024 Plan to Enhance Student Learning was completed following conversations with and invited input from Mapes parents (through the PAC) and staff (CUPE and teaching).

Our School Community

Mapes School is a rural school with a current student population of 63. The students are in kindergarten through grade 6. Our K/1 class has 18 students, our grade 1/2/3 class has 21 students, and our grade 4/5/6 class has 24 students. We have 3 fulltime classroom teachers, a teaching principal, and 3 CUPE staff working in the classrooms and in the office. Our school also has an active StrongStart program which operates five days a week and welcomes many parents and preschool children from the Vanderhoof area. The school district's food manager also works out of our building.

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 structures out of standing trees and trees lying on the ground as well as water filtration systems which have been tested at the pond. Other local schools also have the opportunity to benefit from this land also. We have two wildlife cameras, and the teachers can use these to gather information to enhance student learning in the classrooms and outside. For our wintertime adventures in the field and the forest, we have approximately 30 pairs of snowshoes. This year, we have been using the forest regularly, following the seasons, as we work with our colour teams focusing on inquiry, collaboration, and the core competencies (in particular, communication).

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. With the end of covid restrictions, we are now able to visit local farms again and have local community members come to our school to enhance our students' learning. It is still in the discussion phase with SD91; but we are planning to construct and use a greenhouse and planter boxes on our property by spring, 2024. This will be a collaborative effort between SD91, our students, our PAC, and our staff. In the meantime, this February, we will be starting an indoor garden.

Mapes School has a posting out for an Aboriginal Education Advocate two days a week. An Aboriginal Education Advocate supports our Indigenous students and works with the other students and the rest of the staff 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 grades 4, 5, and 6 students have also helped to plan special days and events for our school community. They also do lunch monitoring every week in the two younger classrooms as well as buddy learning opportunities with our K/1 students.

School Plan to Enhance Student Learning – 2023-2024

Learning and Growing through Inquiry

With the support of Deb Koehn and NOIIE, Mapes students and staff are engaged in learning through inquiry this year.

Our school's inquiry focus: Exploring ways to enhance speaking and listening effectively in a range of contexts, including place, to develop positive, productive communication skills in a variety of different situations.

Early in the school year, we divided our students and staff into four groups, or colour teams. With the core competencies driving the collaborative work the groups do, we are seeing a lot of growth in our students. The groups are made up of learners in kindergarten through grade 6. Experiences take them to the gym, the forest, town (Riverside Park) and even the classrooms. As we work together, we are also having powerful opportunities to increase our learning of local Indigenous culture, language, and history.

Throughout the 2023-2024 school year, the teachers will be using their monthly collaboration time to plan the inquiry learning.



District Strategic Plan



[022133-f4076a22-b93a-4156-8796-40ef62652457.pdf \(edl.io\)](https://edl.io/022133-f4076a22-b93a-4156-8796-40ef62652457.pdf)

[022430-dc0a45e3-3901-4937-b4f4-1dba10e76789.pdf \(edl.io\)](https://edl.io/022430-dc0a45e3-3901-4937-b4f4-1dba10e76789.pdf)

Mapes School Goals

Literacy

Goal 1

To improve student proficiency in reading.

- Objective 1a:
By June 2024, 80% students will be reading at grade level and will be able to demonstrate fluency while reading.
- Objective 1b:
By June 2024, 80% of students will be reading at grade level while demonstrating comprehension of read material.

School Plan to Enhance Student Learning – 2023-2024

Goal 2

To improve student achievement in writing.

- Objective 2a:
By June 2024, we will increase the number of students writing at grade level to 80%.

Data to support our literacy goals.

PMs (Primary Reading Assessment) – at end of grade 2

Grade (current)	% fully meeting on PMs (done at end of grade 2)
3	64%
4	48%

CCR (Reading Assessment) – Fall 2023

Grade	% not yet meeting	% minimally meeting	% fully meeting
5	25%	50%	25%

RAD (Reading Assessment) – Spring 2023

Grade	% not yet meeting	% minimally meeting	% fully meeting
3	25%	50%	25%
4	29%	42%	29%
5	25%	25%	50%
6	20%	30%	50%

FSA (Foundation Skills Assessment) – Literacy – Grade 4 – 2022-2023


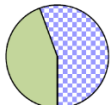
	Emerging	Meeting	Exceeding
Reading	43%	57%	0%
Writing	43%	57%	0%

FSA (Foundation Skills Assessment) – Literacy – Grade 4 – 2022-2023

School Plan to Enhance Student Learning – 2023-2024

	Emerging	Meeting	Exceeding
Reading	0%	100%	0%
Writing	0%	100%	0%

FSA (Foundation Skills Assessment) – Reading – Grade 4 – 2021-2022

	Emerging	Meeting	Exceeding
Reading 	33.3%	66.7%	0%
Writing 	55.6%	44.4%	0%



Not Yet Meeting



Meeting



Exceeding

How we will get there – Literacy

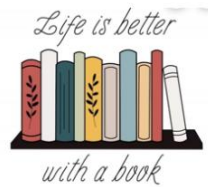
Literacy Centres/groups	<ul style="list-style-type: none"> - Both primary classes come together each morning to participate in collaborative literacy learning
Literacy games and lessons, Heggerty, Deb Koehn	<ul style="list-style-type: none"> - Strategies in all classrooms (Tier 1 intervention) - Learning opportunities for staff - Stephanie Lindstrom (psychologist) - Kindergarten teacher – working collaboratively with other kindergarten teachers throughout the district. - Visits from Deb Koehn to support new teachers
Small group instruction	<ul style="list-style-type: none"> - In all 3 classrooms - Adult-led target grouping in 1/2/3 and 4/5/6 classrooms. - Collaborative literacy group learning in both primary classes
Book/reading culture	<ul style="list-style-type: none"> - Buddy reading, novel studies, DEAR - Read to Self – class and school-wide, adults modelling a love of reading
Assessments	<ul style="list-style-type: none"> - RAD, School Wide Writes, PMs, DRAs, Spaces as formative assessment, as a tool to help students learn and share, and communication with families. - Student self-assessments
Adult targeted time	<ul style="list-style-type: none"> - Teacher collaboration time - RTI (understanding our learners) (curricular – literacy) - Teacher check-ins and school-based team meetings

School Plan to Enhance Student Learning – 2023-2024

	- Working with SLP team (Megan Young/Stacey Stewart) and Literacy Coordinator (Michelle Miller-Gauthier)
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Reading



Numeracy

Goal 1

To improve student computation skills in math.

- Objective 1a:
By June 2024, 80% of all students will be working at grade level in computation.

Goal 2

To improve student number sense in math.

- Objective 1a:
By June 2024, 80% of all students will have grade level understanding of number sense.

Data to support our numeracy goals.

District Numeracy Assessment – Fall 2023

School Plan to Enhance Student Learning – 2023-2024

Grade	% not yet meeting	% minimally meeting	% fully meeting
Grade 3	14%	29%	57%
Grade 6	20%	40%	40%

District Numeracy Assessment – Spring 2023

Grade	% not yet meeting	% minimally meeting	% fully meeting
Grade 3	24%	38%	38%
Grade 6	20%	50%	30%

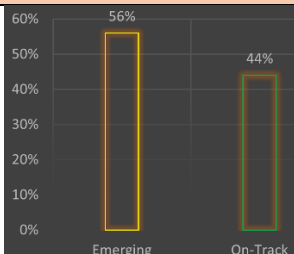
FSA (Foundation Skills Assessment) – Numeracy – Grade 4 – 2023-2024

	Emerging	Meeting	Exceeding
Numeracy	57%	43%	0%

FSA (Foundation Skills Assessment) – Numeracy – Grade 4 – 2022-2023

	Emerging	Meeting	Exceeding
Numeracy	50%	50%	0%

FSA (Foundation Skills Assessment) – Numeracy – Grade 4 – 2021-2022

	Emerging	Meeting	Exceeding
	56%	44%	0%

How we will get there – Numeracy

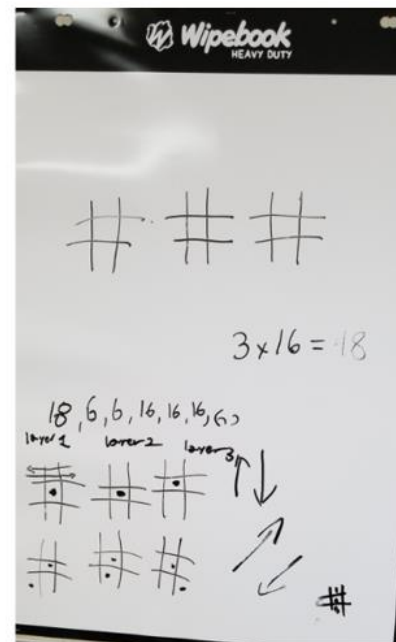
Math Learning Centres/groups	<ul style="list-style-type: none"> - K/1 and grade 1/2/3 classes - Small group learning and whole group instruction in the 4/5/6 classroom
SNAP math	<ul style="list-style-type: none"> - Being used in multiple classrooms as a tool to reinforce and review number sense
Small group instruction	<ul style="list-style-type: none"> - In all 3 classrooms - Adult-led target grouping in the 2/3/4 and 5/6 classrooms
Assessments	<ul style="list-style-type: none"> - DNA (District numeracy assessment) – gr 3, 4, 5, 6 at the school level and gr 3 and 6 at the district level

School Plan to Enhance Student Learning – 2023-2024

Adult targeted time	<ul style="list-style-type: none"> - RTI (understanding our learners) (curricular – numeracy) - Teacher check-ins and school-based team meetings - Working with district math coordinator (Roberta Toth) - District wide math learning (Peter Liljedahl)
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Numeracy



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 2024, all students will indicate that they usually or always show kindness and caring for themselves and others.

Goal 2

School Plan to Enhance Student Learning – 2023-2024

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

- Objective 2a:
By June 2024, all students will indicate that they usually or always make positive choices for themselves and others.

Data to support our goal – Social Emotional Well-Being

Student Satisfaction Survey 2022-23 – Gr 4

	Don't know	Rarely/never	Sometimes	Often/always
How many adults do you think care about you at school?	0%	0%	0%	100%
I am happy at my school.	0%	0%	50%	50%
Do you feel safe at school? (Have you ever felt bullied?)	0%	17%	83%	0%
Are you learning how to solve problems in peaceful ways?	0%	14%	57%	29%

Student Satisfaction Survey 2021-22 – Gr 4

	Don't know	Rarely/never	Sometimes	Often/always
How many adults do you think care about you at school?	0%	0%	0%	100%
I am happy at my school.	0%	0%	0%	100%
Do you feel safe at school? (Have you ever felt bullied?)	0%	17%	83%	0%
Are you learning how to solve problems in peaceful ways?	0%	0%	50%	50%

How we will get there – Social Emotional Well-Being

WITs/LEADs and Zones of Regulation	<ul style="list-style-type: none"> - School-wide culture (inside and outside the school building) - Students are learning about this and practicing using their WITs, LEADs, and Zones during conflicts in the classroom, in the gym and on the playground. - (connected) Pink Shirt Day/Anti-Bullying Day
Cultural and identity learning and understanding	<ul style="list-style-type: none"> - Students learn about and value their own cultures, values, identities – classroom and whole school settings - Learning about our local history – in particular, focusing on the history, traditions, culture, worldviews of our local Indigenous people, the Dakelh - Students are engaged in Indigenous learning opportunities with our Ab Ed Advocate when available. - Following the First Peoples Principles of Learning - National Indigenous Peoples' Day and Orange Shirt Day - Our school community welcomes everyone regardless of identity, ability, culture (this is supported by special days including National Indigenous People's Day, Pink Shirt Day, and Share the Love Day). Everyone belongs.

School Plan to Enhance Student Learning – 2023-2024

Physical Health	<ul style="list-style-type: none"> - Breakfast program and healthy snacks - Outdoors – hikes, snowshoeing, skiing, and place-based learning in connection with the First Nations learning principles. - All three classes try to have daily PE, either in the gym or outside
Counselling	<ul style="list-style-type: none"> - Nick Ferguson (counsellor) works at our school one day a week - Time with whole classes, small groups, one-on-one with students
Assessments	<ul style="list-style-type: none"> - Social-Emotional student self-assessments (midway through the year) - Conversations/check-ins related to WITs, LEADs, SNAP - Behaviour logs, referrals to office, documented calls to parents
Adult targeted time	<ul style="list-style-type: none"> - Teacher collaboration time - RTI (understanding our learners) – SEL, behavioural - Teacher check-ins and school-based team meetings - Working collaboratively with Nick Ferguson (counsellor) - Small group activities with adults in the building





**Orange Shirt Day
and
National Day for Truth and Reconciliation**

