



Mouse Mountain Elementary School

2024-2025 School Plan

Our Journey

Mouse Mountain Elementary School is situated in the town of Fraser Lake. We acknowledge that Mouse Mountain School is located on the traditional lands of the Stelat'en and the Nadleh Whut'en First Nations where we are grateful to learn, work and play. We are a primary (K-3) school serving a diverse school population of 110 learners from Nadleh Whut'en, Stelat'en First Nations, Endako, Fort Fraser and Fraser Lake.

Teamwork is the backbone of the success of our school. Our staff has a history of professional collaboration that fosters school-wide approaches to learning across

the curriculum. We are passionate and committed to the growth of all learners. We know that to achieve success for each learner, we must first build relationships and understanding with each student.



Our school shares in the [School District 91 mission](#) to achieve educational excellence in an environment that honours diversity, through engaging, personalized and passionate learning.

Mouse Mountain School has a strong focus in the areas of social-emotional learning, literacy, and numeracy.

Indigenous Education and Support at Mouse Mountain School



Mouse Mountain School is located on the traditional lands of Nadleh Whut'en and Stellat'en First Nations. Learning about the language and culture of the Dakelh people is an important part of children's education at Mouse Mountain School. Ms. Welsh and Ms. Lelond are the two Indigenous advocates at our school; they visit classes every week, teaching about First Nations, Metis and Inuit Peoples and culture. Classes learn about the five clans of Nadleh Whut'en and Stellat'en. All children are introduced to the Bahlats (potlatch) system of traditional governance and participate in an educational potlatch in June each year. Mouse Mountain is grateful to Rose Luggi and the many community members and knowledge keepers who have shared knowledge with Mouse Mountain students and staff.

We are so grateful to have Ms. Carla Isadore and Ms. Serina Greene from Nadleh Whut'en First Nation in each class once a week, teaching Dakelh language to all the students and staff.

Supporting Students

As full-time Indigenous Advocates, Ms. Lelond and Ms. Welsh connect with families, facilitate community connections and guest speakers, support students through soft starts in the morning and plan individual culturally focused projects with students such as ribbon skirts and shirts. Ms. Welsh and Ms. Lelond also organize fall teas at the beginning of each year.



Our Goals - Creating Student Success at Mouse Mountain



Mouse Mountain School is committed to helping students build 21st-century core competencies through school-wide and classroom-based skill development. We continue to build an environment for learners that provides supports, choices, positive relationships, and safety. We recognize that social-emotional wellbeing underpins all learning.

We have goals in three main areas:

- Social Emotional Learning
- Literacy
- Numeracy



This growth plan outlines how these goals will be supported and how we will measure our progress towards the goals. At the end of the growth plan, data for each goal has been shared. Our growth plan is a living, dynamic plan that we revisit throughout the school year. Data is updated each term to reflect and share our progress.

SOCIAL-EMOTIONAL LEARNING GOAL

All learners will know strategies to keep problems small and solve problems peacefully.

Ways We Support this Goal:

- **Soft Starts:** where students begin their day with a caring adult and often a snack. Some classes do a morning walk.
- **Self-Regulation Skills:** Students learn to identify their emotions and ways to regulate using Zones of Regulation.
- **Problem-solving skills** are taught to all grades through WITS (Walk Away, Ignore, Talk it out, Seek Help). In grades 2 and 3, students learn how to keep problems small through the SNAP

program
(Stop Now
And Plan).



- We are working hard to use “**common language**” at the school to help students resolve problems.
- **Sensory Pathway:** planned with our district occupational therapist, the pathway is set up in the hallway and provides a movement break for students.

- **Self-Regulation Room:** The room includes various equipment (beano swing, weighted balls, exercise bike, pull-up bar, etc) and provides a break to regulate and be ready to learn.
- **Learner-Staff Connections:** Each staff member makes a conscious effort to connect with specific learners throughout the week.
- **Trauma-informed practice:** Our staff are learning together about trauma-informed practices with the goals of realizing how trauma can impact learning, recognizing the signs, responding through trauma-informed practices and resisting re-traumatization.
- **Mindfulness Practices:** Classes are learning about mindfulness which involves paying attention to our breathing and thoughts.
- **Counseling:** District counseling support is available to students. Our school also works closely with outside agencies such as Carrier Sekani Family Services and Connexus to ensure that students/families can access needed supports.

How Will We Know?

We will measure the impact of these strategies and interventions through observation, data and daily check-ins. We have a school-based team that meets regularly and monitors progress for learners as needed.

LITERACY GOALS

- *All kindergarten learners will know all letter names/ sounds by June*
- *90% of grade 1-3 learners will meet or exceed expectations in reading by June (measured using the PM Benchmark assessment)*
- *Improving the quality of written ideas (measured by curriculum outcomes and the district literacy assessment for grade 3 students)*

Ways We Support this Goal:

- Increased use of literacy materials which include **Indigenous peoples and culture**
- **Daily morning message** read by grade three students.
- **Blitz work** several times each week to focus on small sets of literacy skills (small groups or 1:1 support).
- **Literacy bins** in every classroom to allow for quick literacy interventions during the day.
- **Joyful Literacy tools and interventions** (circle charts)
- **Daily Kindergarten** literacy centers where students learn letter names/sounds and sight words through adult-guided, play-based centers
- **Early intervention** with a focus on recognizing letter names/sounds and phonological awareness
- **Shared Read Aloud** where students read together in a larger group



- **Daily morning message** read by grade 3 students
- **Exploration of writing resources**
- **Reading Groups**
- **Structured Literacy Pilot Project** all of the classroom teachers, resource teacher, literacy intervention worker and Indigenous Advocates are collaborating to implement structured literacy learning across the grades as part of a year-long pilot that includes ongoing training and follow-up

How Will We Know?

- Kindergarten literacy skills are measured using classroom assessment practices, Circle Charts, and the Early Years Evaluation Direct Assessment (EYE-DA) performed in September and June.
- PM Benchmark Reading assessment data is used in the assessment of grade 1 – 3 students three times each year (at the end of a term). To share our progress, we will send home literacy goal update with each written learning update.
- Assessment of written ideas for grade 3 learners is measured in part using the Spring District Literacy assessment (RAD).

NUMERACY GOAL:

All students will demonstrate proficient number sense at their grade level by the end of June (as measured using the SNAP tool).

Number sense refers to the ability to understand the value of a number and represent the number in different ways.

Ways We Support this Goal:

- **School-wide math groups:** learners are grouped based on the curriculum they are working at to ensure that instruction is targeted. Learners are assessed regularly and move through groups as needed throughout the year.
- **Student support** within the classroom by Learning Support Workers.
- **Daily calendar routines/ High Yield routines/** use of 100's charts
- **Weekly Numeracy Teaching:** all learners participate in weekly lessons focused on building number sense through games, stories and hands-on learning.
- **Counting** routines in the classroom including counting by 5,10, 1-20 (forwards, backwards) and counting songs, incorporating movement
- Partner work, math centers and math games
- **SNAP math tool** to improve number sense strategies: using regularly in grades 2 and 3; beginning to use in grades K/1.
- **Math manipulatives** to support visual representations
- **Mathletics** integrated into schedules for grades 1-3



How Will We Know?

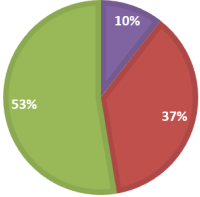
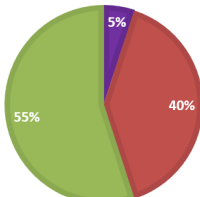
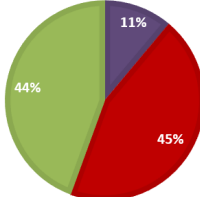
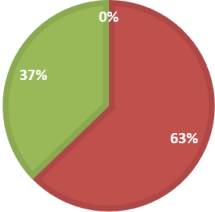
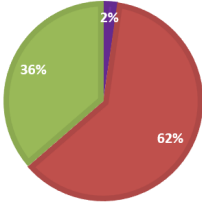
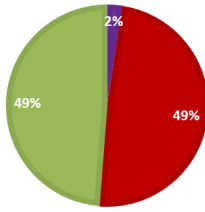
- Use of the SNAP Math tool (attached below) as both a formative and summative assessment tool for grades K-3.
- Assessment of grade 3 students will include data from the District Numeracy Assessment (SNAP Math tool) performed in Fall and Spring which focuses specifically on number sense.

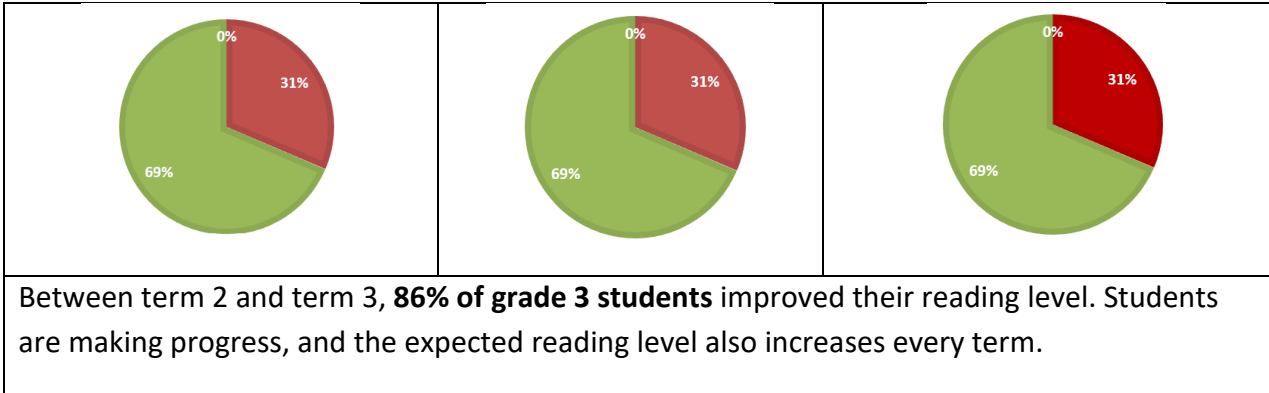
Data Supporting Mouse Mountain Goals

2024-2025 Grade 1- 3 Reading Data (PM Benchmark Assessments)

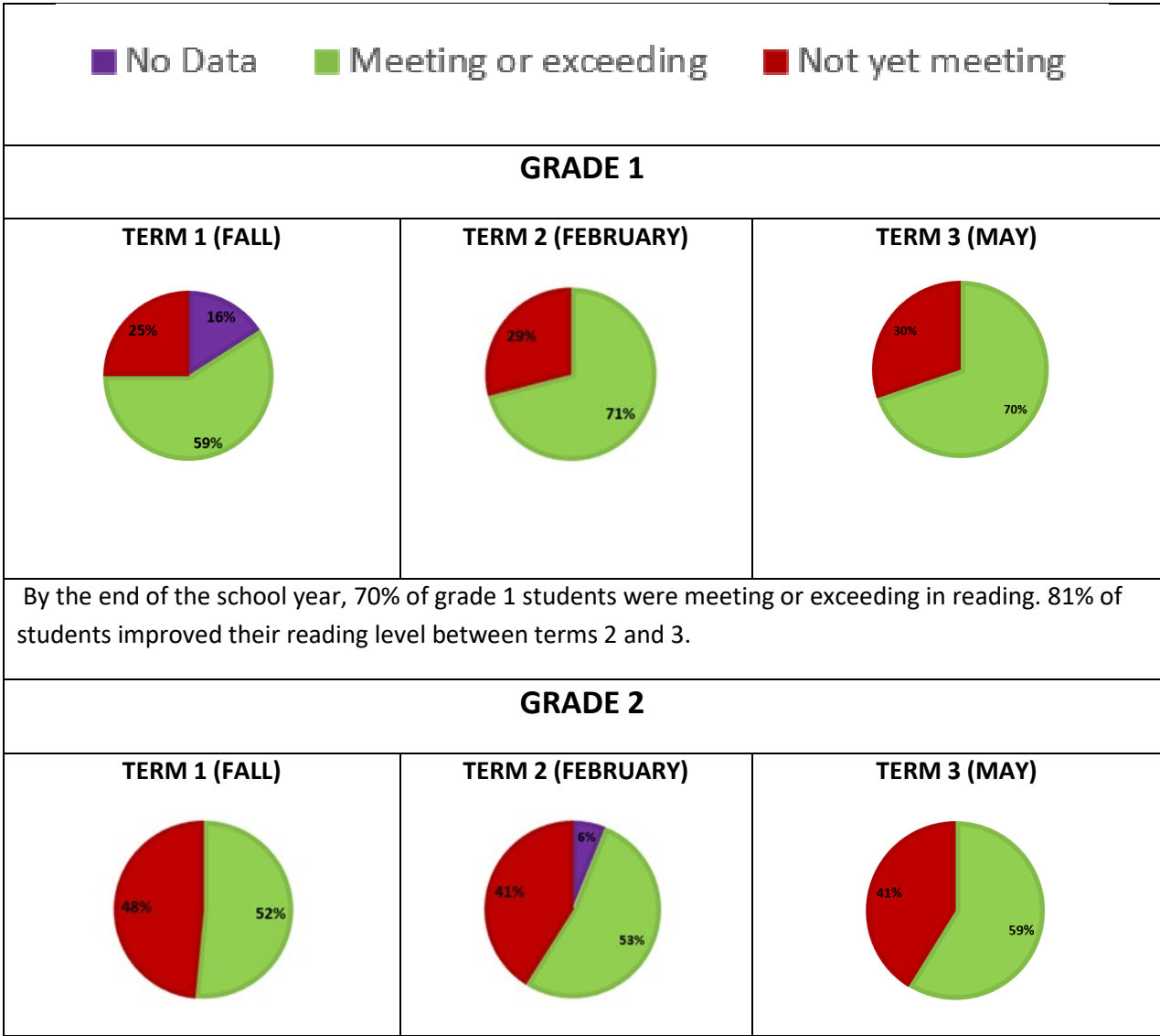
Note that every term, the PM benchmark for reading at grade level increases, meaning that students should continue to move up in reading levels as the year goes along. Students who are not yet meeting grade level expectations receive support through blitzing, 1-on-1 support or small group support.

2023-2024 Grade 1- 3 Reading Data (PM Benchmark Assessments)

No Data Meeting or exceeding Not yet meeting					
GRADE 1					
TERM 1 (FALL)	TERM 2 (FEBRUARY)	TERM 3 (MAY)			
					
Between terms 2 and 3, 88% of grade 1 students improved their reading level. The expected reading level also increases every term.					
GRADE 2					
TERM 1 (FALL)	TERM 2 (FEBRUARY)	TERM 3 (MAY)			
					
Between term 2 and term 3, 65% of grade 2 students improved their reading level. The expected reading level also increases every term.					
GRADE 3					
TERM 1 (FALL)	TERM 2 (FEBRUARY)	TERM 3 (MAY)			



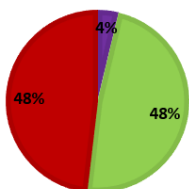
2022-2023 Grade 1- 3 Reading Data (PM Benchmark Assessments)



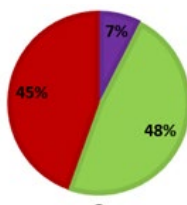
By the end of the school year, 59% of grade 2 students were meeting or exceeding in reading. 97% of students improved their reading level between terms 2 and 3.

GRADE 3

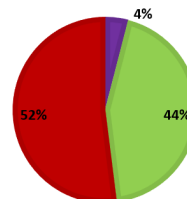
TERM 1 (FALL)



TERM 2 (FEBRUARY)

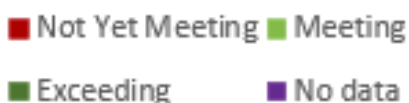


TERM 3 (MAY)



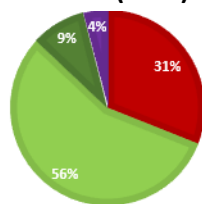
By the end of the school year, 44% of grade 3 students were meeting or exceeding in reading. 88% of students improved their reading level between terms 2 and 3.

2021-2022 Grade 1- 3 Reading Data (PM Benchmark Assessments)

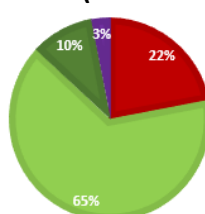


GRADE 1

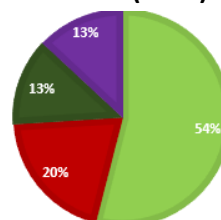
TERM 1 (FALL)



TERM 2 (FEBRUARY)

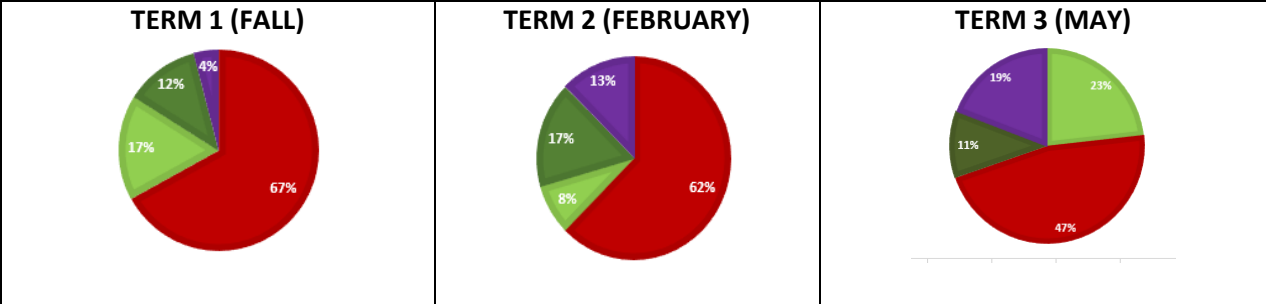


TERM 3 (MAY)



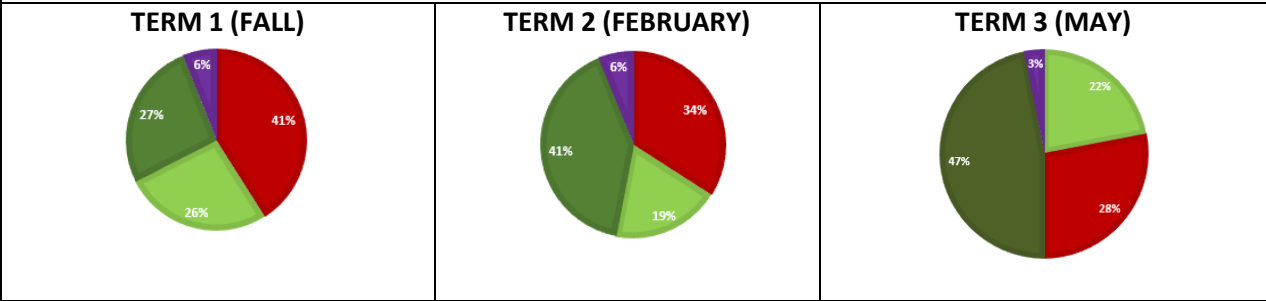
By the end of the school year, 67% of grade 1 students were meeting or exceeding in reading. 92% of students improved their reading level between terms 2 and 3.

GRADE 2



By the end of the school year, 34% of grade 2 students were meeting or exceeding in reading. 52% of students improved their reading level between terms 2 and 3.

GRADE 3

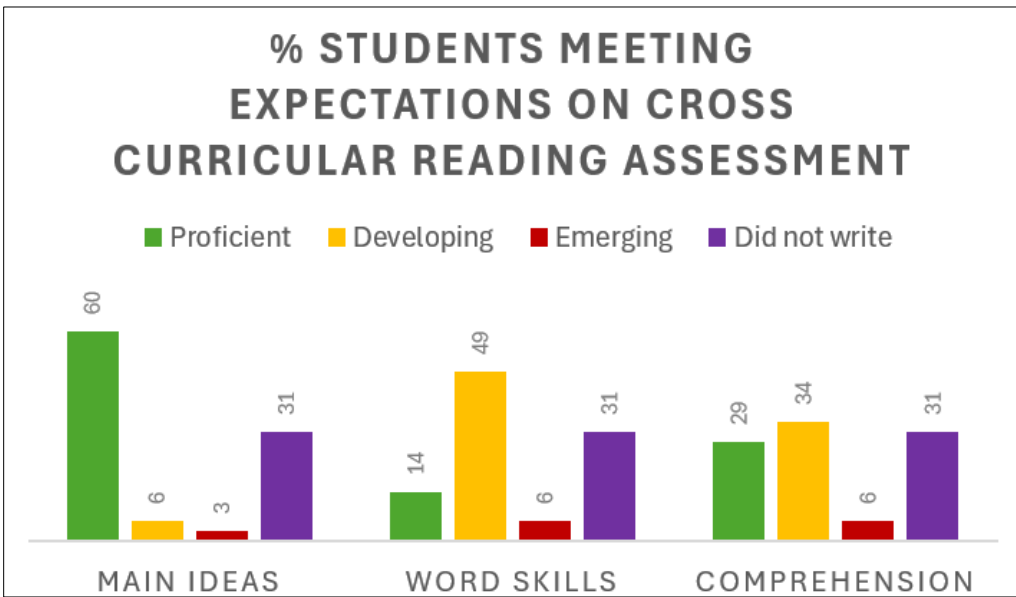


By the end of the school year, 69% of grade 3 students were meeting or exceeding in reading. 81% of students improved their reading level between terms 2 and 3.

Reading and Writing Data

In Spring 2025, our grade 3 students will write an assessment that measures both reading and written output. In the past the assessment was called the ‘RAD’ and is now called the Cross-curricular Reading (CCR) Assessment. Students who are not yet reading at PM Benchmark level 21 do not write the assessment and will be reported as ‘did not write’ in the graph below. To address written output, we continue to focus on writing fluency/confidence throughout all grades beginning in kindergarten. In grade 3, students practice using graphic organizers that focus on identifying main ideas and details. We also continue to explore writing programs.

Spring 2024 Grade Three CCR Data



Spring 2023 Grade Three RAD Data

Did not write	Not Yet Meeting	Minimally Meeting	Meeting	Exceeding	Total meeting or exceeding
12%	32%	20%	32%	4%	56%

Spring 2022 Grade Three RAD Data

Did not write	Not Yet Meeting	Minimally Meeting	Meeting	Exceeding	Total meeting or exceeding
3%	10%	43%	37%	10%	87%

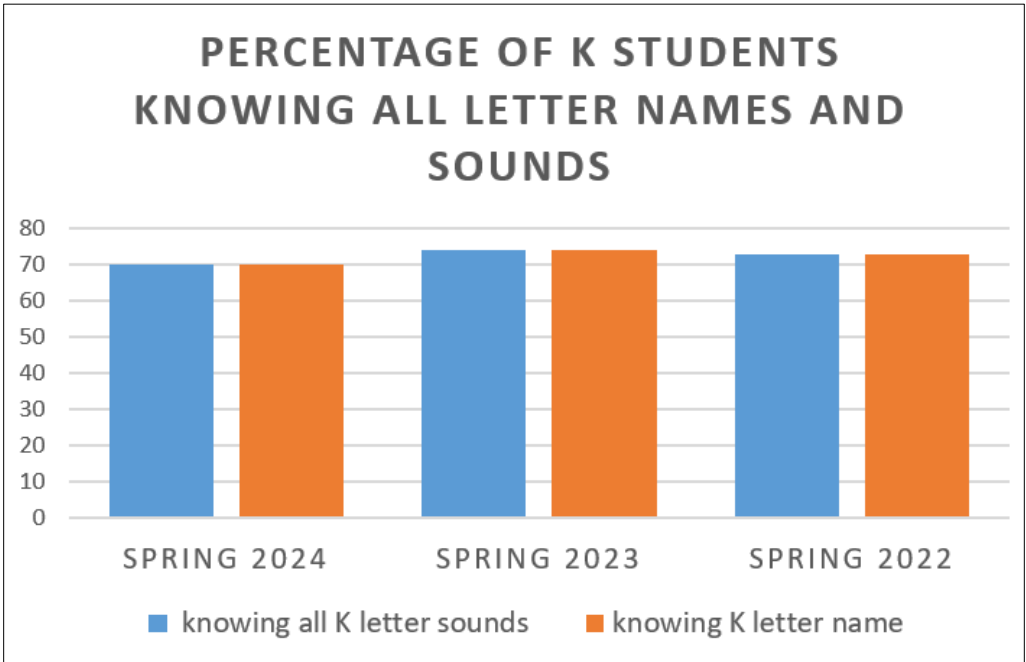
Spring 2021 Grade Three RAD Data

Did not write	Not Yet Meeting	Minimally Meeting	Meeting	Exceeding	Total meeting or exceeding
12%	0%	45%	42%	0%	88%

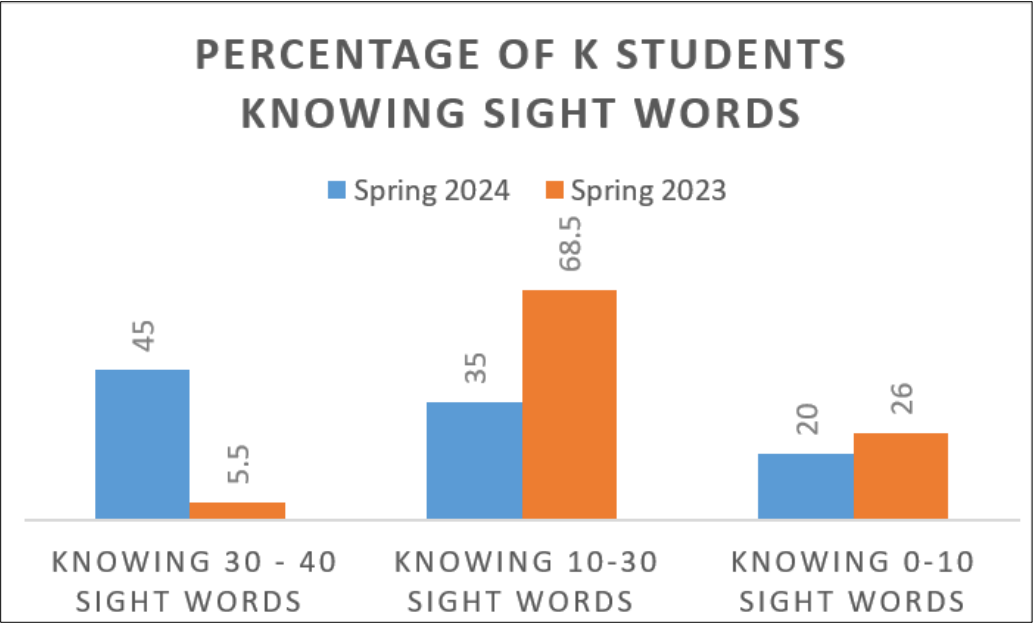
Kindergarten Data (LETTERS & SIGHT WORDS)

One tool used to support literacy skill development is ‘circle charts’. Circle charts are a tracking tool, from Janet Mort’s Joyful Literacy program, which pinpoints skill instruction and progress of foundational literacy skills for an individual student. Our school goal is for all kindergarten students to know all their letter names and sounds by the end of kindergarten. The data over the past three years points to 70% or more of children knowing their letter sounds and names. Our kindergarten literacy program continues to strongly support this goal. We observe that when children attend regularly, almost all children learn all letter names and sounds through the K literacy program. Kindergarten students also begin to learn 40 pre-primer sight words in the second half of the school year. Data for sight words is also provided below.

Kindergarten data – Letter Names and Sounds



Kindergarten data – Sight Words

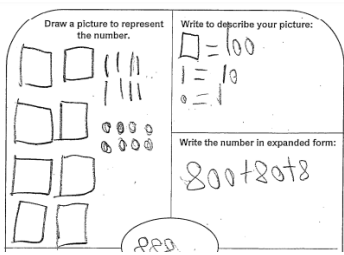
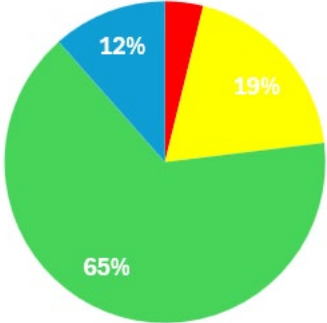


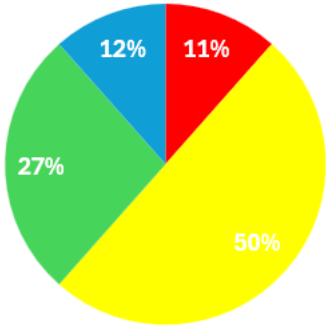
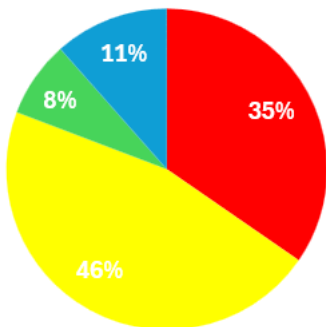
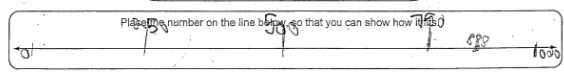
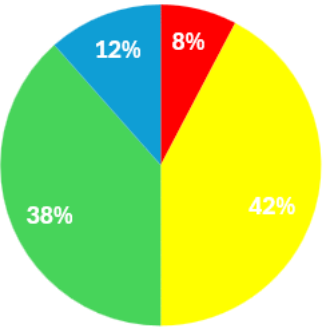
Numeracy Data

The district uses the SNAP Math tool assessment to focus on *number sense* for grade three students.

‘Number sense’ refers to the ability to understand the value of a number and represent the number in different ways (using real-life examples, representing using math tiles, on a number line, etc). We know that strong number sense supports students’ achievement in all areas of math. In addition to other strategies to support numeracy, we continue to use SNAP Math tool as both a practice tool and an assessment tool. Data is collected in the Fall and again in the Spring.

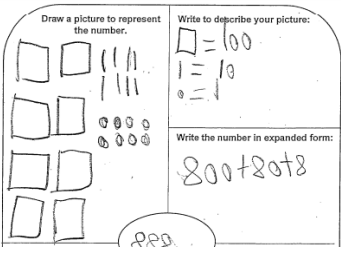
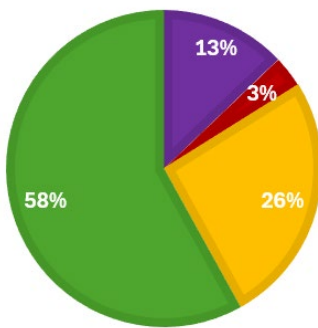
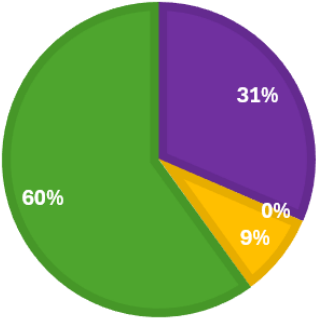
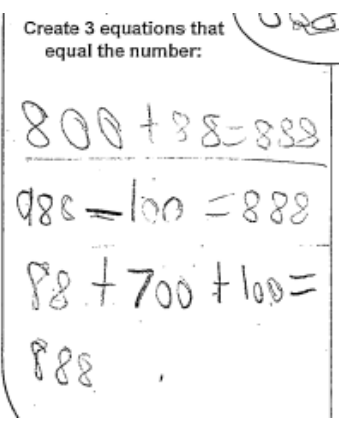
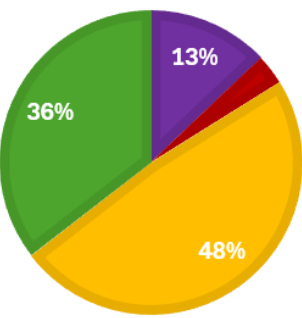
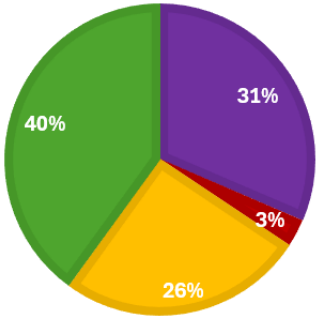
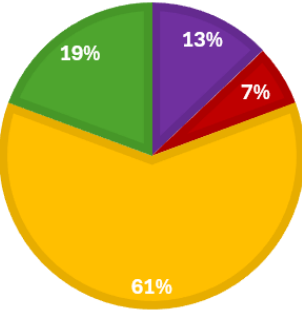
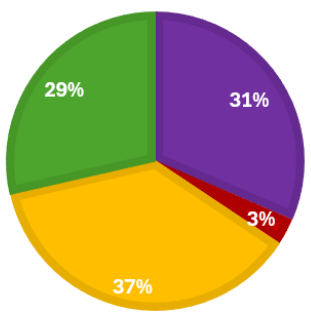
2024-2025 NUMBER SENSE DATA FOR GRADE 3 STUDENTS

■ Emerging ■ Developing ■ Proficient ■ no data		
Communicating & Representing - Can draw a picture to represent a number and explain it. - Can expand a number. 	FALL 2024 	SPRING 2025
Understanding & Problem-solving Can create math equations to show understanding	FALL 2024	SPRING 2025

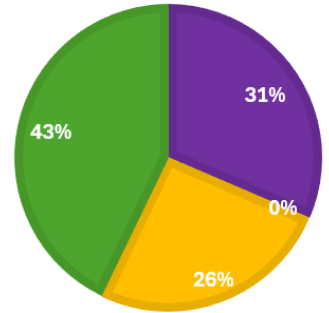
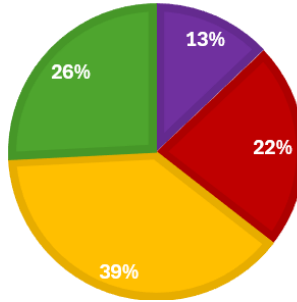
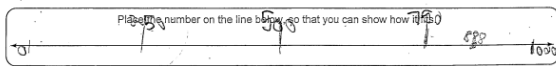
Create 3 equations that equal the number: $800 + 88 = 888$ $988 - 100 = 888$ $88 + 700 + 100 = 888$		
Connecting & Reflecting Can give real-life examples of a number There are 888 students at a large high school. There are four grades and over 200 students in each grade.	FALL 2024 	SPRING 2025
Reasoning & Analyzing - Can skip-count above and below the number. - Can show where the number would fit on a number line. 	FALL 2024 	SPRING 2025

2023-2024 NUMBER SENSE DATA FOR GRADE 3 STUDENTS

■ No data ■ Emerging ■ Developing ■ Proficient

Communicating & Representing - Can draw a picture to represent a number and explain it. - Can expand a number. 	FALL 2023 	SPRING 2024  <i>*31% with no data (11 students) wrote at a lower grade level.</i>
Understanding & Problem-solving Can create math equations to show understanding 	FALL 2023 	SPRING 2024 
Connecting & Reflecting Can give real-life examples of a number There are 888 students at a large high school. There are four grades and over 200 students in each grade.	FALL 2023 	SPRING 2024 
Reasoning & Analyzing	FALL 2023	SPRING 2024

- Can skip-count above and below the number.
- Can show where the number would fit on a number line.



Previous Year's Numeracy Data:

