

# Mapes Elementary School Plan to Enhance Student Learning – 2022-2023

## **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.

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.

The Mapes Elementary 2022-2023 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 58. The students are in kindergarten through grade 6. Our K/1 class has 18 students, our grade 2/3/4 class has 20 students, and our grade 5/6 class also has 20 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 a StrongStart program; however, due to staffing shortages, it is currently not operating. There is a plan in place to have it open and available to community members by spring.

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 will be using these to gather information to enhance student learning in the classrooms and outside. We have also ordered some GPS units. For our wintertime adventures in the field and the forest, we have approximately 30 pairs of snowshoes.

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, 2023. This will be a collaborative effort between SD91, our students, our PAC, and our staff.

Mapes School has a posting out for an Aboriginal Education Advocate two days a week. We did have someone earlier this school year, but this posting is active again. 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.

Remaining impacts of covid-19

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Covid did have an impact on our student attendance for the third term of the 2019-2020 school year and all the 2020-2021 school year. We had two students at home being supported by teachers in the district. Attendance returned to normal during the 2021-2022 school year. Overall, the place we have noticed the most impact is with our primary students who potentially missed out on pre-school social and learning opportunities. These impacts were more greatly affected, we feel, by the fact that our StrongStart program has been inactive for the better part of two to three years. Given that 100% of our students are rural, this program is essential in creating opportunities and experiences for our youngest children.

## 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 2023, 80% students will be reading at grade level and will be able to demonstrate fluency while reading.
- Objective 1b:  
By June 2023, 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 2023, 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	38%
4	43%

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RAD (Reading Assessment) – Fall 2022

Grade	% not yet meeting	% minimally meeting	% fully meeting
4	0%	50%	50%
5	13%	87%	0%
6	80%	20%	0%

RAD (Reading Assessment) – Spring 2022

Grade	% not yet meeting	% minimally meeting	% fully meeting
3	14%	72%	14%
4	22%	67%	11%
5	11%	89%	0%
6	25%	75%	0%

RAD (Reading Assessment) – Fall 2021

Grade	% not yet meeting	% minimally meeting	% fully meeting
4	37.5%	37.5%	25%
5	66%	34%	0%
6	54.5%	45.5%	0%

RAD (Reading Assessment) – Spring 2021

Grade	% not yet meeting	% minimally meeting	% fully meeting
3	11%	55%	34%
4	37.5%	50%	12.5%
5	20%	80%	0%
6	40%	50%	10%

RAD (Reading Assessment) – Fall 2020

Grade	% not yet meeting	% minimally meeting	% fully meeting
4	14%	86%	0%
5	14%	86%	0%

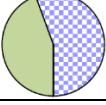
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6	10%	70%	20%
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**FSA (Foundation Skills Assessment) – Literacy – Grade 4 – 2021-2022**

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

**FSA (Foundation Skills Assessment) – Reading – Grade 4 – 2020-2021**

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



Not Yet Meeting



Meeting



Exceeding

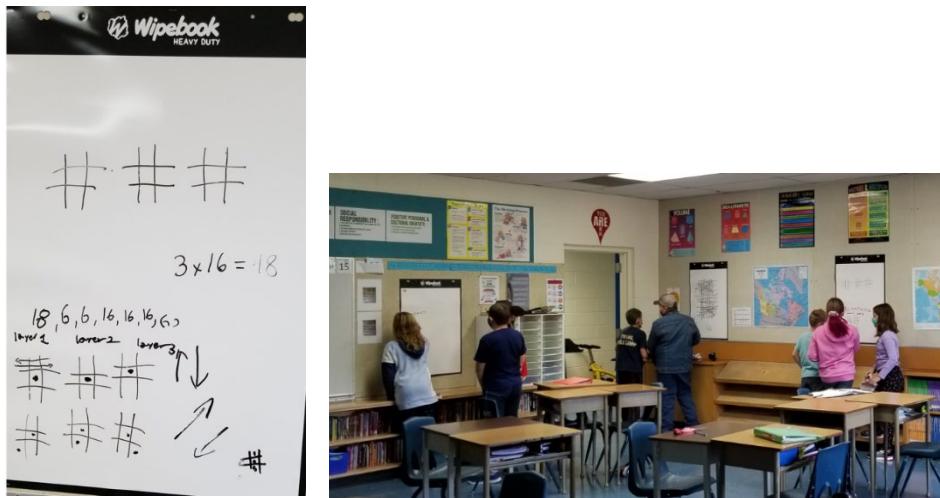
**How we will get there – Literacy**

Literacy Centres/groups	<ul style="list-style-type: none"> <li>- All grade levels</li> </ul>
Literacy games and lessons, Heggerty, Faye Brownlie	<ul style="list-style-type: none"> <li>- Strategies in all classrooms (Tier 1 intervention)</li> <li>- Learning opportunities for staff</li> <li>- Stephanie Lindstrom (psychologist)</li> <li>- Intermediate teacher – participating in sessions with Faye Brownlie</li> </ul>
Small group instruction	<ul style="list-style-type: none"> <li>- In all 3 classrooms</li> <li>- Adult-led target grouping in 2/3/4 and 5/6 classrooms</li> </ul>
Book/reading culture	<ul style="list-style-type: none"> <li>- Buddy reading, novel studies, DEAR</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, Spaces as formative assessment, as a tool to help students learn to and communicate with families</li> </ul>

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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 team (Lisa Mitchell/Megan Young/Stacey Stewart) and Literacy Coordinator (Michelle Miller-Gauthier)</li> </ul>
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**Numeracy**



**Goal 1**

To improve student computation skills in math.

- Objective 1a:  
By June 2023, 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 2023, 80% of all students will have grade level understanding of number sense.

**Data to support our numeracy goals (not incl. DNW)**

District Numeracy Assessment – Fall 2022

Grade	% not yet meeting	% minimally meeting	% fully meeting
Grade 3	0%	58%	42%

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<u>Grade 6</u>	<u>0%</u>	<u>78%</u>	<u>22%</u>
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District Numeracy Assessment – Spring 2022

<u>Grade</u>	<u>% not yet meeting</u>	<u>% minimally meeting</u>	<u>% fully meeting</u>
<u>Grade 3</u>	<u>0%</u>	<u>63%</u>	<u>37%</u>
<u>Grade 6</u>	<u>0%</u>	<u>92%</u>	<u>8%</u>

District Numeracy Assessment – grade 3 – Spring 2021

	Not yet meeting	Minimally meeting	Fully meeting
Number Sense	11%	44%	33%
Computation	22%	33%	33%
Shape and Space	0%	89%	0%
Data and Chance	33%	0%	56%
Patterns and Relations	11%	44%	33%

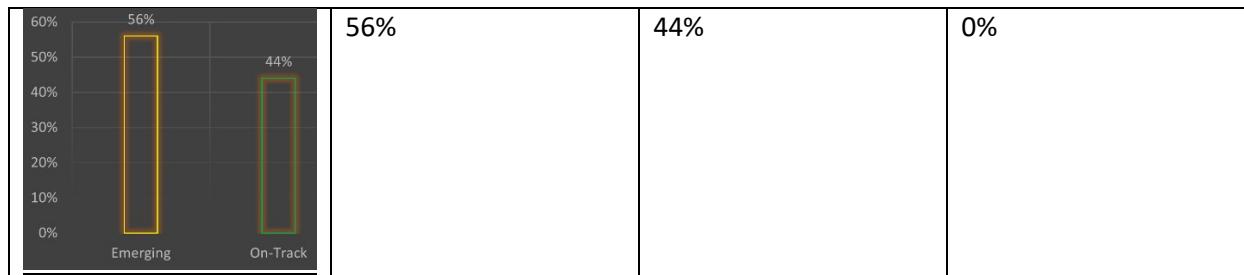
District Numeracy Assessment – grade 6 – Spring 2021

	Not yet meeting	Minimally meeting	Fully meeting
Number Sense	67%	0%	33%
Computation	0%	89%	11%
Shape and Space	0%	67%	33%
Data and Chance	33%	22%	44%
Patterns and Relations	67%	22%	11%

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

	Emerging	Meeting	Exceeding
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Foundation Skills Assessment) – Numeracy – Grade 4 – 2020-2021

Numeracy	Emerging	On Track	Extending
<p>Not Yet Meeting Meeting Exceeding</p>	77.8%	<u>22.2%</u>	<u>0%</u>

Not Yet Meeting

Meeting

Exceeding

How we will get there – Numeracy

Math Learning Centres/groups	<ul style="list-style-type: none"> <li>- K/1/2 and grade 2/3/4</li> </ul>
Teacher collaboration time	<ul style="list-style-type: none"> <li>- Teachers meet once a month and this year they chose number sense as their focus in the 2021/2022 school year. This focus has continued into this school year. Teachers are working with their students to increase number sense using components of the SNAP tool for targeted learning.</li> </ul>
SNAP math	<ul style="list-style-type: none"> <li>- Being used in multiple classrooms as a tool to reinforce and review number sense</li> </ul>
Small group instruction	<ul style="list-style-type: none"> <li>- In all 3 classrooms</li> <li>- Adult-led target grouping in the 2/3/4 and 5/6 classrooms</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>- RAD, School Wide Writes, PMs, DRAs, classroom specific assessments, Spaces 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 (see above)</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> <li>- District wide math groups (Peter Liljedahl and Marian Small)</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 2023, 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 2023, 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 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

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	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 2021-2022 – Gr 4

	Don't know	Rarely/never	Sometimes	Often/always
How many adults care about you at school?	0%	0%	0%	100% (all)
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%
When you make a choice, do you think about how it might affect others?	0%	0%	50%	50%
Do you feel good about yourself?	0%	0%	33%	67%

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

WITs/LEADS and Zones of Regulation	<ul style="list-style-type: none"> <li>- School-wide culture (inside and outside the school building)</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 and identity 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>- Students are engaged in Indigenous learning opportunities with our Ab Ed Advocate when available.</li> <li>- Following the First Peoples Principles of Learning</li> <li>- National Indigenous Peoples' Day and Orange Shirt Day</li> <li>- 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.</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> <li>- All three classes have daily PE, either in the gym or outside</li> </ul>
SNAP (Stop Now and Plan)	<ul style="list-style-type: none"> <li>- This will be delivered to the grade 2/3/4 class during the winter months</li> <li>- It will then be delivered to the grade 5/6 class Spring 2023</li> <li>- Anne Geddes (Principal) will facilitate with the help of the classroom teachers</li> </ul>
Counselling	<ul style="list-style-type: none"> <li>- Nick Ferguson (counsellor) works at our school one day a week</li> </ul>

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	<ul style="list-style-type: none"> <li>- He spends time with whole classes, small groups, and one-on-one time with students</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>- Social-Emotional student self-assessments (midway through the year)</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> <li>- Small group activities with adults in the building</li> </ul>



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