



Mouse Mountain Elementary School 2025-2026 School Plan

April 7, 2026 update

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 Stellat'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 96 learners and 23 school staff.

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. Lelond and Ms. Parsons 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 a learning celebration in June each year. Mouse Mountain is grateful to the many community members and clan spokespeople who have shared knowledge with Mouse Mountain students and staff.

New this year, Ms. Sabina Dennis has taken on a shared teaching role with FLESS and is working to develop a teaching program to teach Dakelh language and culture to all the students and staff in Fraser Lake.

Supporting Students

There are two full-time Indigenous Advocates at Mouse Mountain school who support students throughout the day. Ms. Cholette Lelond and Ms. Crystal Parsons 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 Indigenous art projects and self-identity work. Additionally, Ms. Parsons and Ms. Lelond support with the small group targeted literacy structures focused at ensuring all students learn at a high level.



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.

This plan supports all learners, including Indigenous, neurodiverse and vulnerable learners by ensuring that the educators know all students in the school, and they feel that we believe in them. Parents are welcomed into the school and the educators at Mouse Mountain focus on building relationships with families as we recognize that they are the child's first

teacher.

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 a variety of resources.
- 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. In 2024-2025, we started using behaviour incident forms to monitor behaviour, and we know that our plan is working due to a reduced number of office referrals.

LITERACY GOALS

- *All kindergarten learners will know all letter names/ sounds and 40 sight words 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.
- **Intervention strategies** 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 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**
- **Reading Programs** we have started a partnership with an older class at FLESS (reading buddies)

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 Cross-Curricular Reading assessment (CCR). Across K-3, classes are working on writing skills and teachers are assessing and reporting on writing in the learning updates and through conversations with students and families.

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:

- **Hands on Math learning:** all learners participate in math learning that is designed to be fun but also target number sense/ real-life examples of math concepts.
- **Targeted Support** within the classroom by Learning Support Workers.
- **Daily calendar routines/ High Yield routines/** use of 100's charts
- **Counting** routines in the classroom including counting by 5,10, 1-20 (forwards, backwards) and counting songs, incorporating movement
- **Small Group Work:** 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** or **Matific** online resources integrated into schedules for grades 1-3



How Will We Know?

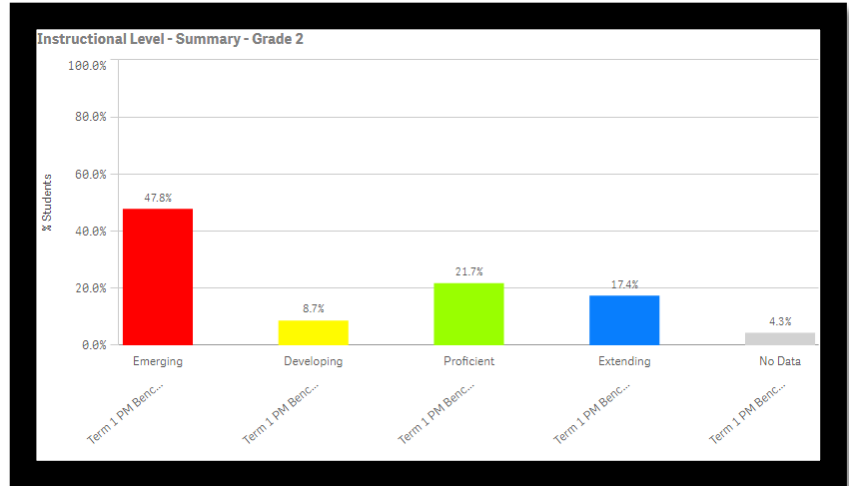
- Use of the SNAP Math tool (attached below) as both a formative and summative assessment tool for grades K-3. In the Fall, teachers look at the data and discuss strategies to support learning goals.
- Assessment of grade 3 students will include data from the District Numeracy Assessment (SNAP Math tool) performed in Fall and Spring which focuses specifically on number sense.
- K-3 classes are focusing on number sense and connecting numbers to real life situations.

Data Supporting Mouse Mountain Goals

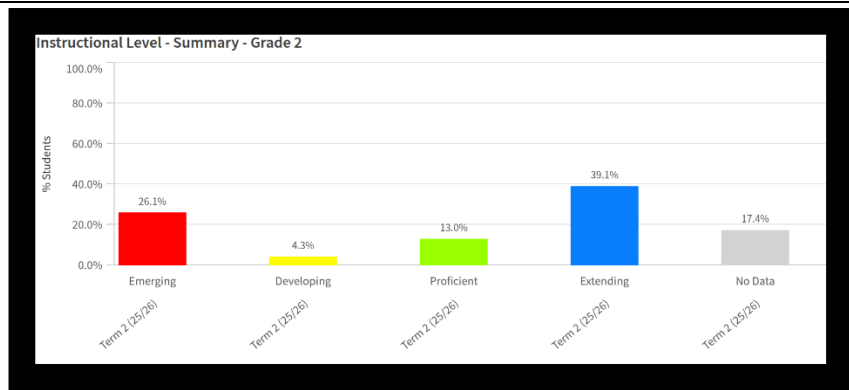
2025-2026 Grade 1- 3 Reading Data (PM Benchmark Assessments)

Grade 1 PM Benchmark Assessment													
Term 1	<table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Instructional Level - Summary - Grade 1</caption> <thead> <tr> <th>Instructional Level</th> <th>% Students</th> </tr> </thead> <tbody> <tr> <td>Emerging</td> <td>13.6%</td> </tr> <tr> <td>Developing</td> <td>31.8%</td> </tr> <tr> <td>Proficient</td> <td>27.3%</td> </tr> <tr> <td>Extending</td> <td>0.0%</td> </tr> <tr> <td>No Data</td> <td>27.3%</td> </tr> </tbody> </table>	Instructional Level	% Students	Emerging	13.6%	Developing	31.8%	Proficient	27.3%	Extending	0.0%	No Data	27.3%
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Term 2	<table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>PM Benchmark - Instructional Level - Summary - Grade 1</caption> <thead> <tr> <th>Instructional Level</th> <th>% Students</th> </tr> </thead> <tbody> <tr> <td>Emerging</td> <td>14.3%</td> </tr> <tr> <td>Developing</td> <td>38.1%</td> </tr> <tr> <td>Proficient</td> <td>23.8%</td> </tr> <tr> <td>Extending</td> <td>0.0%</td> </tr> <tr> <td>No Data</td> <td>23.8%</td> </tr> </tbody> </table>	Instructional Level	% Students	Emerging	14.3%	Developing	38.1%	Proficient	23.8%	Extending	0.0%	No Data	23.8%
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No Data	23.8%												
Term 3													
Grade 2 PM Benchmark Assessment													

Term 1



Term 2



Term 3

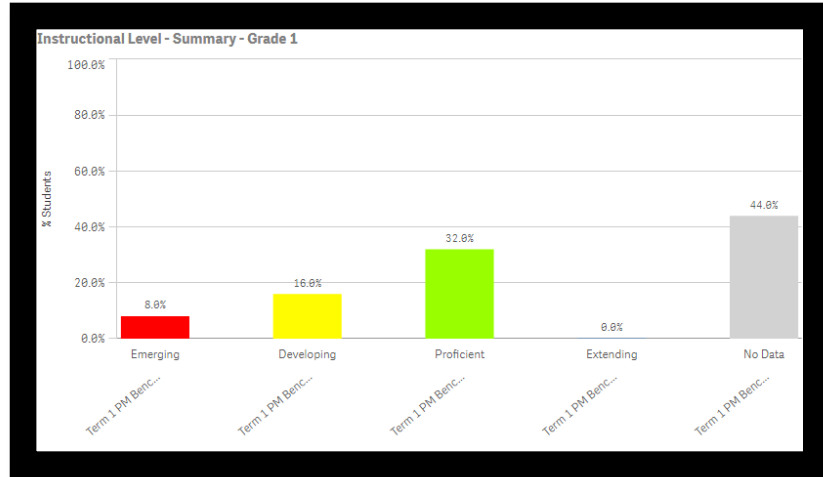
Grade 3 PM Benchmark Assessment

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<p>Term 2</p>	<table border="1"> <caption>Instructional Level - Summary - Grade 3 (Term 2)</caption> <thead> <tr> <th>Instructional Level</th> <th>% Students</th> </tr> </thead> <tbody> <tr> <td>Emerging</td> <td>59.1%</td> </tr> <tr> <td>Developing</td> <td>0.0%</td> </tr> <tr> <td>Proficient</td> <td>9.1%</td> </tr> <tr> <td>Extending</td> <td>31.8%</td> </tr> <tr> <td>No Data</td> <td>0.0%</td> </tr> </tbody> </table>	Instructional Level	% Students	Emerging	59.1%	Developing	0.0%	Proficient	9.1%	Extending	31.8%	No Data	0.0%
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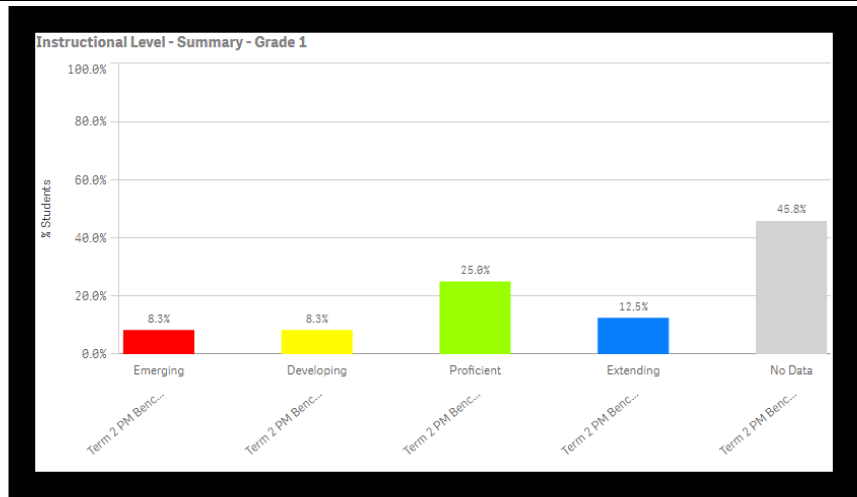
2024-2025 Grade 1- 3 Reading Data (PM Benchmark Assessments)

Grade 1 PM Benchmark Assessment

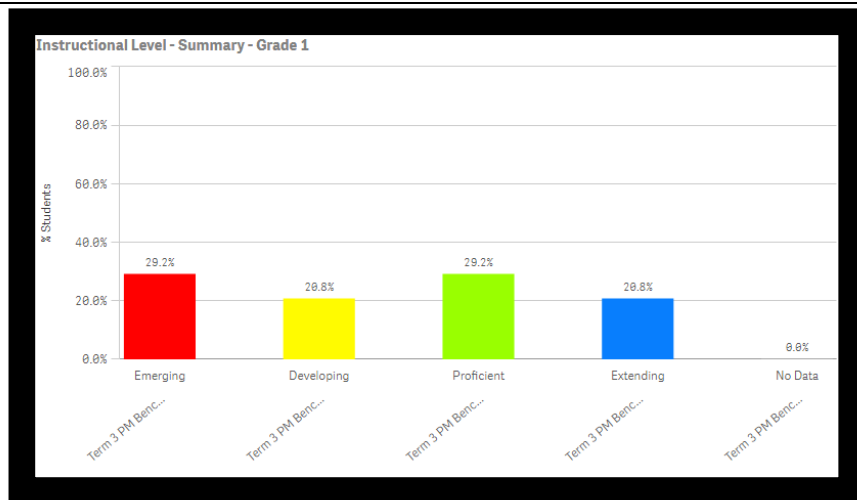
Term 1



Term 2

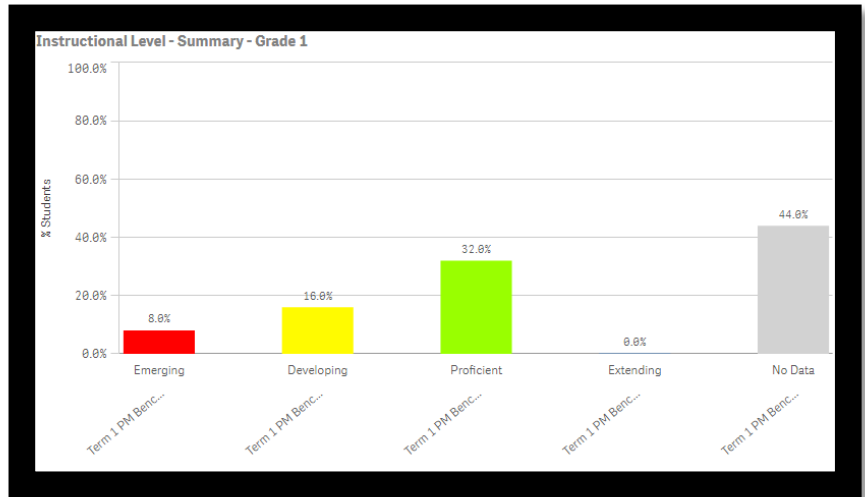


Term 3

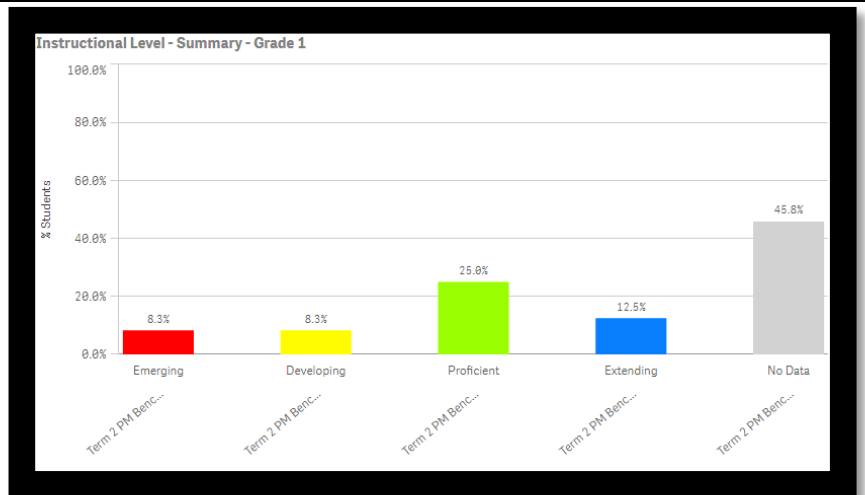


Grade 2 PM Benchmark Assessment

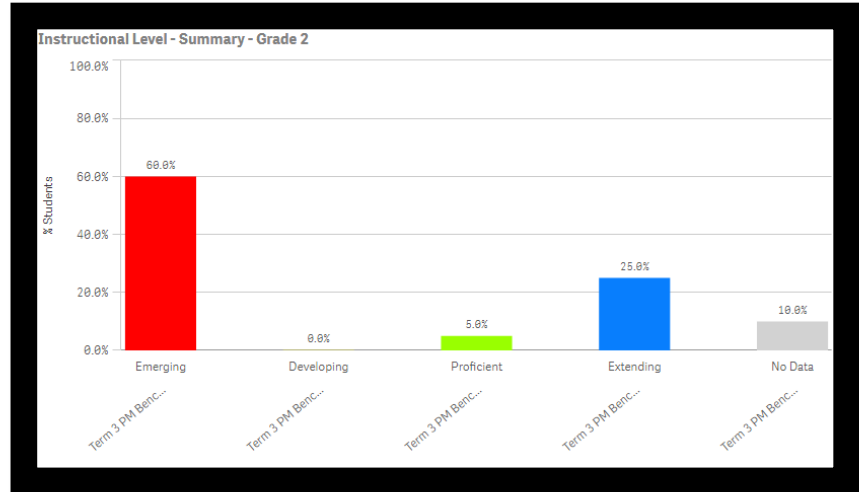
Term 1



Term 2

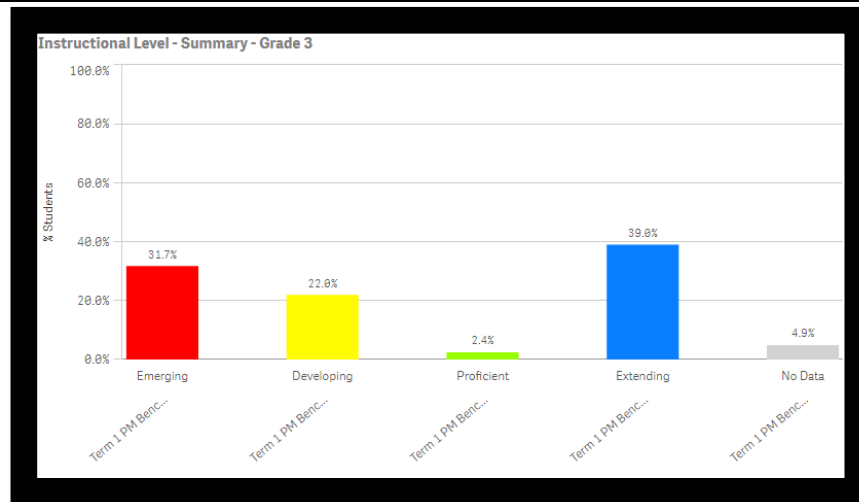


Term 3



Grade 3 PM Benchmark Assessment

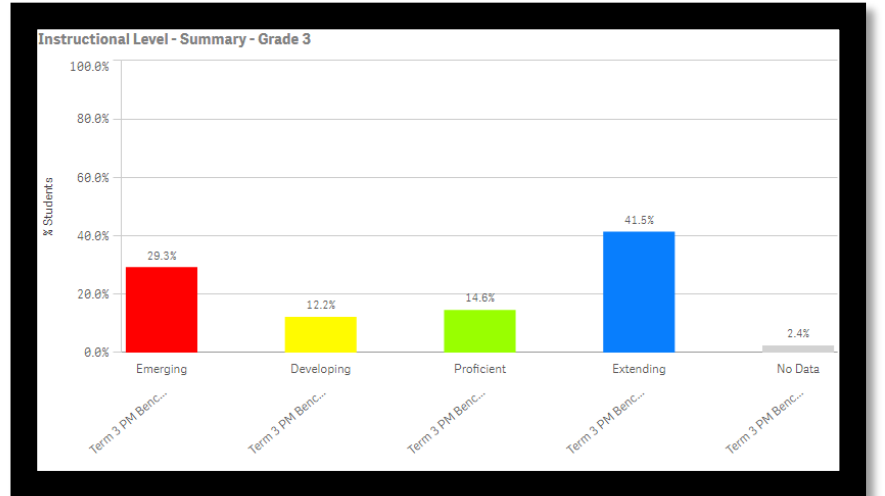
Term 1



Term 2

Cross Curricular Reading Assessment

Term 3

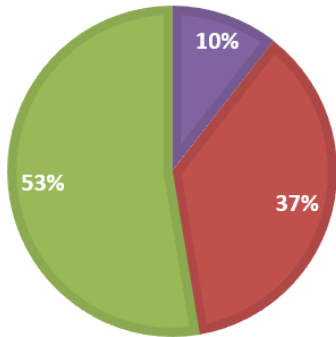


2023-2024 Grade 1- 3 Reading Data (PM Benchmark Assessments)

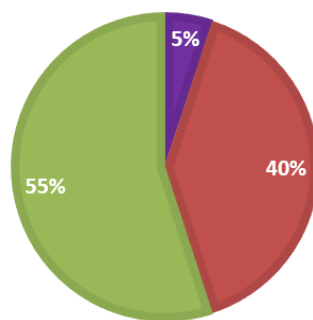
■ No Data
 ■ Meeting or exceeding
 ■ Not yet meeting

GRADE 1

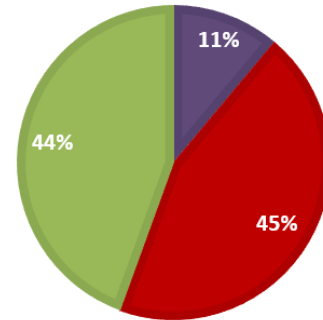
TERM 1 (FALL)



TERM 2 (FEBRUARY)

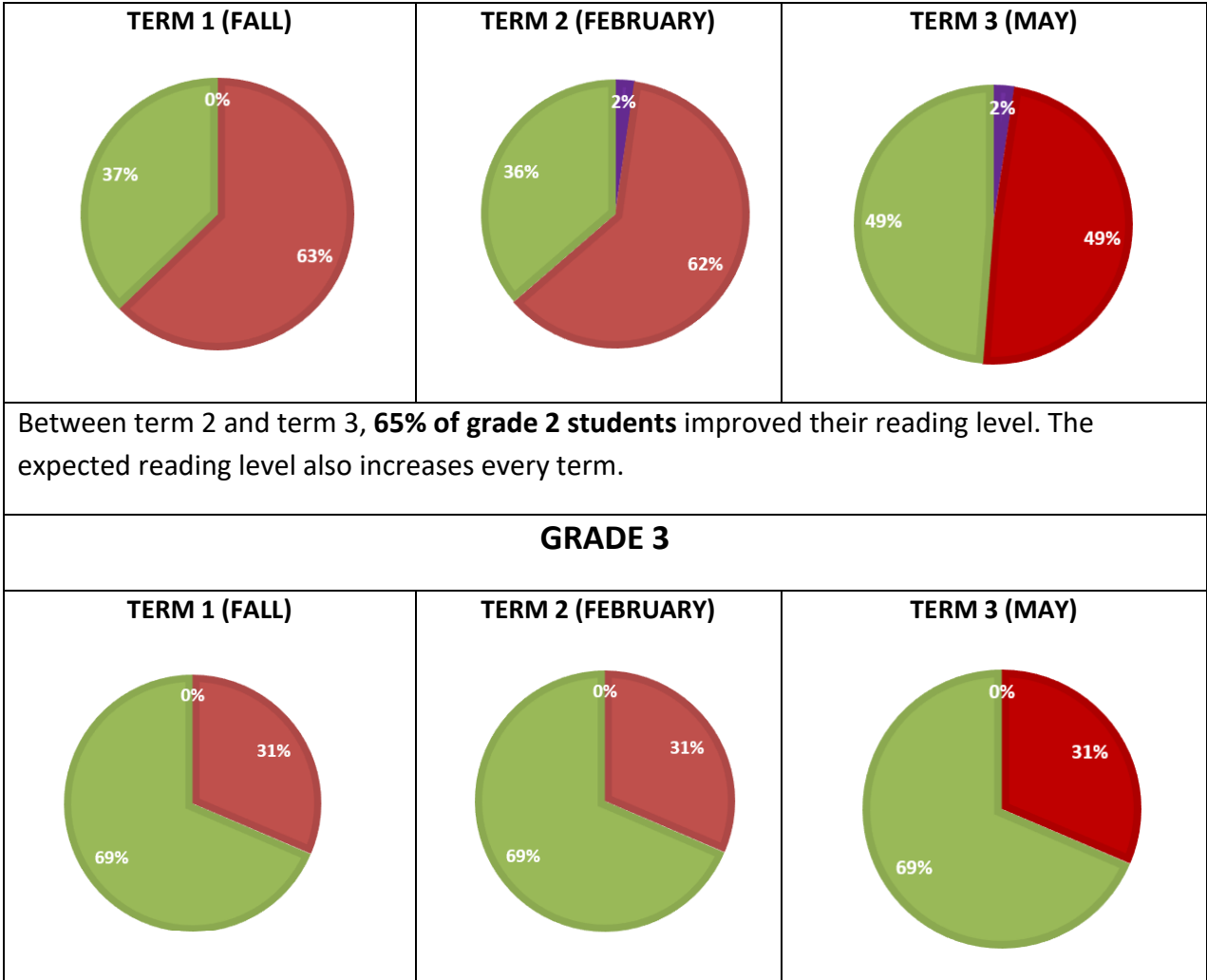


TERM 3 (MAY)



Between terms 2 and 3, **88% of grade 1 students** improved their reading level. The expected reading level also increases every term.

GRADE 2



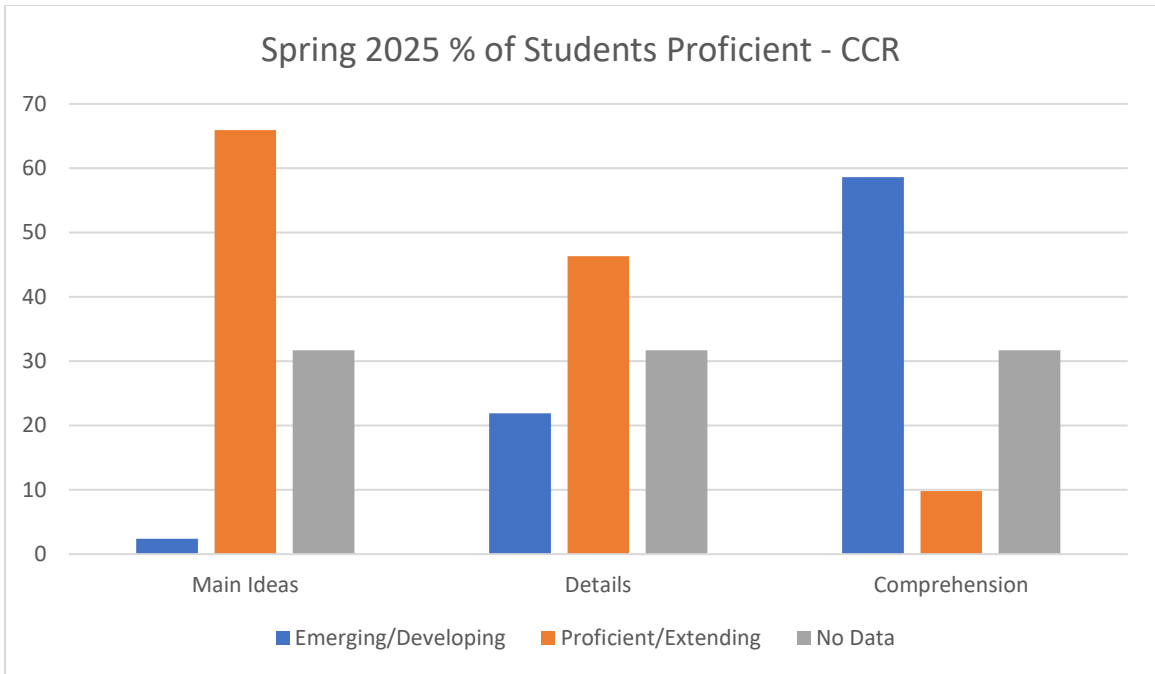
Note that every term, the PM benchmark for reading at grade level increases, meaning that students should continue to move up in reading levels as the year goes along. Students who are not yet meeting grade level expectations will receive Tier 2 or Tier 3 support through 1-on-1 or small group support.

2025-2026 – As a collaborative teaching team, we have been focusing first on improving our literacy strategies to engage all learners. In 2024-2025, we integrated “Structured Literacy”, a resource that is based on individualized assessment and the strategies incorporate multi-modal access to learning letters and sounds, and progressing through the learning sequence. This year (2025-2026), we are continuing to use the Structured Literacy resource to support at-risk learners K-3, and are using some components of it in classroom literacy centers. Within the professional collaboration time, teachers are focusing on determining which strategies move all learners forward, especially Indigenous and vulnerable learners.

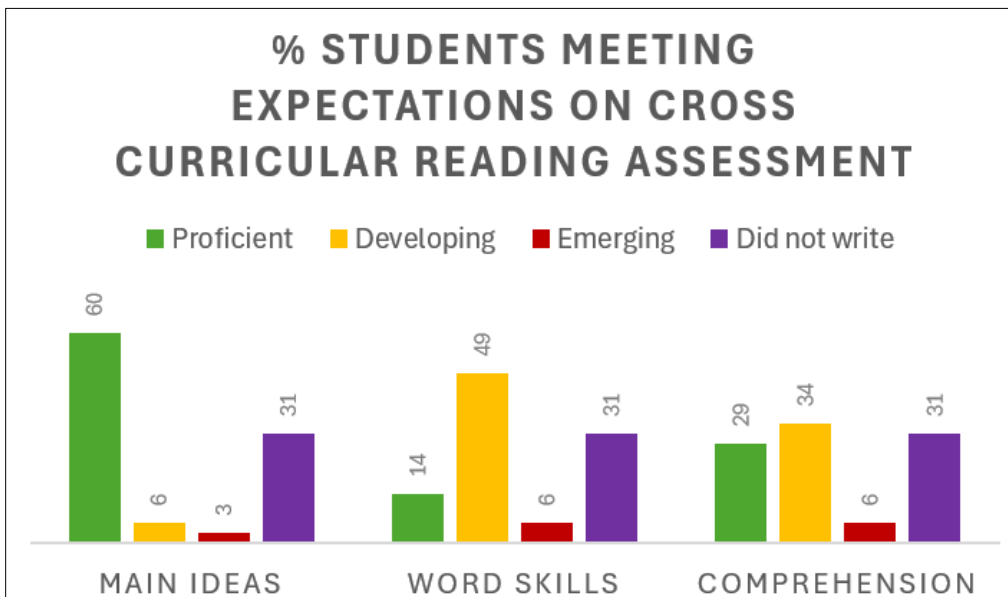
Reading and Writing Data

In the Spring, our grade 3 students 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 are 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 2025 Grade Three CCR Data



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%

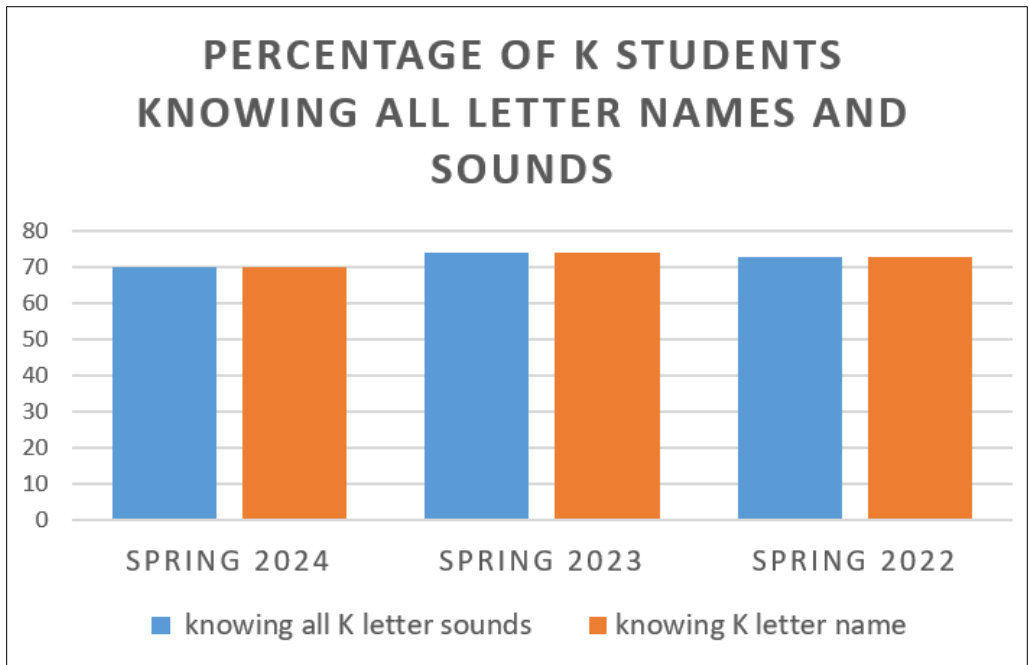
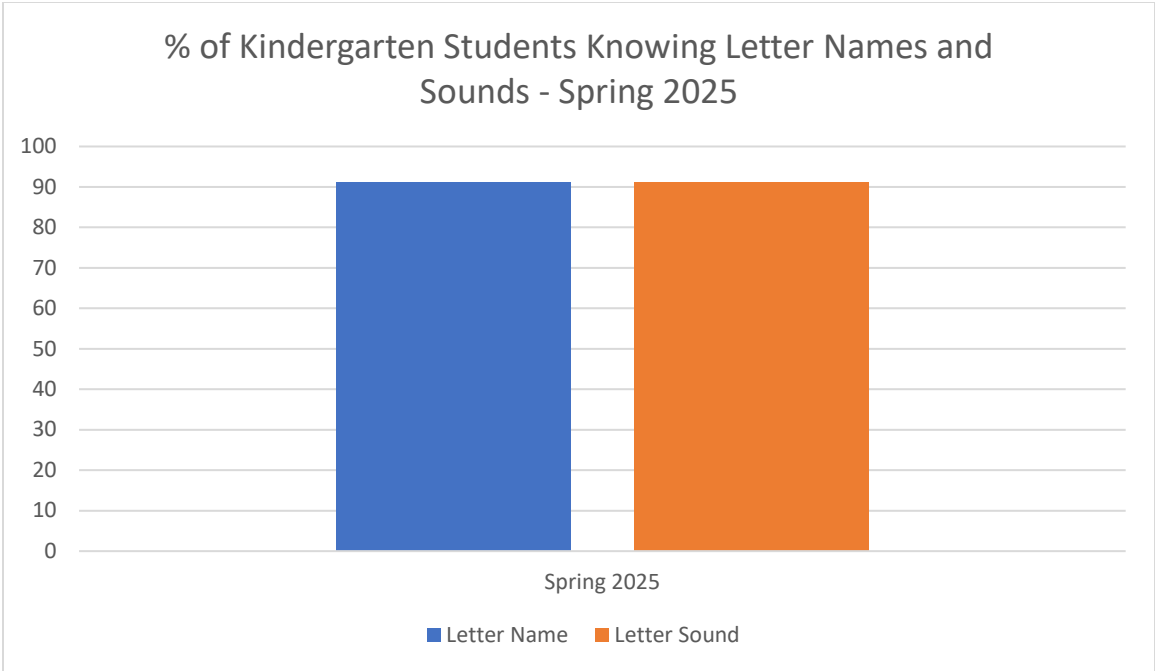
Spring 2021 Grade Three RAD Data

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

Kindergarten Data (LETTERS Name and Sounds)

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 four years points to 70% or more of children knowing their letter sounds and names. Our kindergarten literacy program continues to strongly support this goal, especially with the introduction of the Structured Literacy in the 2024-2025.

Kindergarten data – Letter Names and Sounds

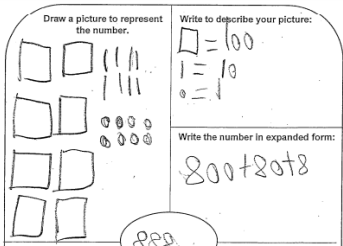
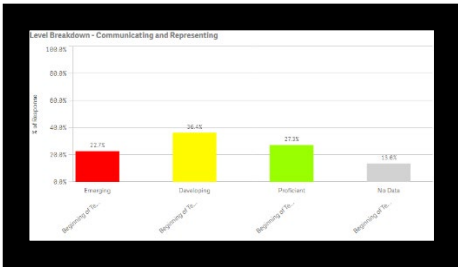
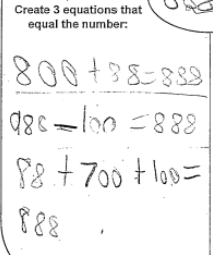
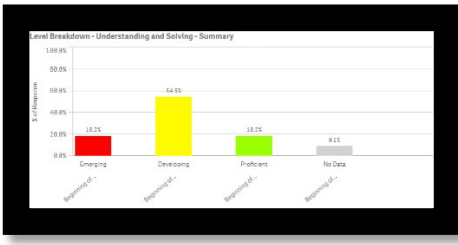


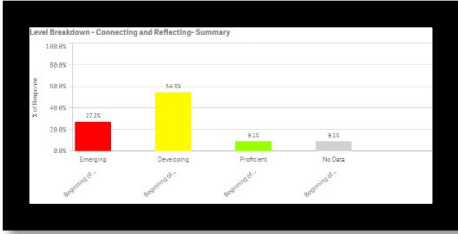
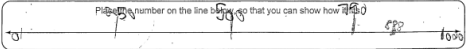
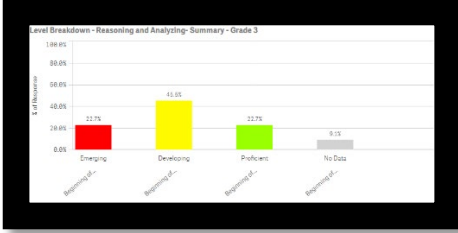
Numeracy Data

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

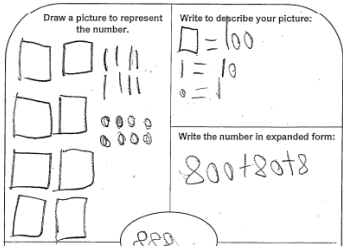
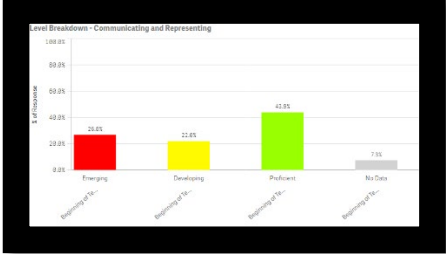
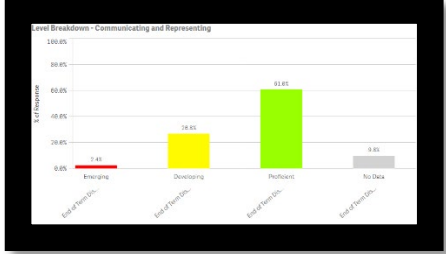
‘Number sense’ refers to the ability to understand the value of a number and represent the number in different ways (using real-life examples, representing using math tiles, on a number line, etc). We know that strong number sense supports students’ achievement in all areas of math. In addition to other 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.

2025-2026 NUMBER SENSE DATA FOR GRADE 3 STUDENTS

<p>Communicating & Representing</p> <ul style="list-style-type: none"> Can draw a picture to represent a number and explain it. Can expand a number. 	<p>FALL 2025</p> 	<p>SPRING 2026</p>
<p>Understanding & Problem-solving</p> <ul style="list-style-type: none"> Can create math equations to show understanding 	<p>FALL 2025</p> 	<p>SPRING 2026</p>

<p>Connecting & Reflecting</p> <ul style="list-style-type: none"> Can give real-life examples of a number <p>There are 888 students at a large high school. There are four grades and over 200 students in each grade.</p>	<p>FALL 2025</p> 	<p>SPRING 2026</p>
<p>Reasoning & Analyzing</p> <ul style="list-style-type: none"> Can skip-count above and below the number. Can show where the number would fit on a number line. 	<p>FALL 2025</p> 	<p>SPRING 2026</p>

2024-2025 NUMBER SENSE DATA FOR GRADE 3 STUDENTS

<p>Communicating & Representing</p> <ul style="list-style-type: none"> Can draw a picture to represent a number and explain it. Can expand a number. 	<p>FALL 2024</p> 	<p>SPRING 2025</p> 
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Understanding & Problem-solving

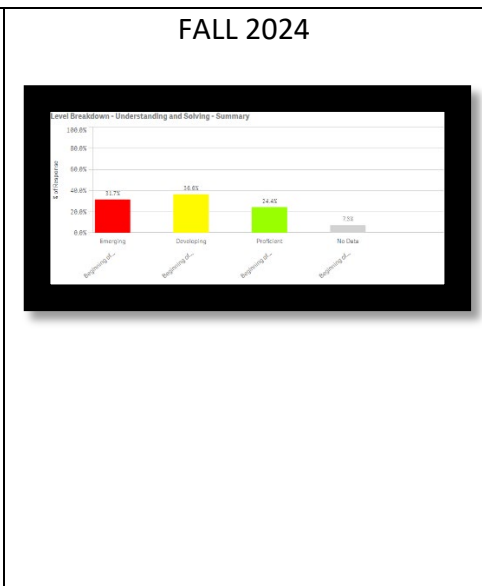
- Can create math equations to show understanding

Create 3 equations that equal the number:

$$800 + 88 = 888$$

$$880 - 100 = 888$$

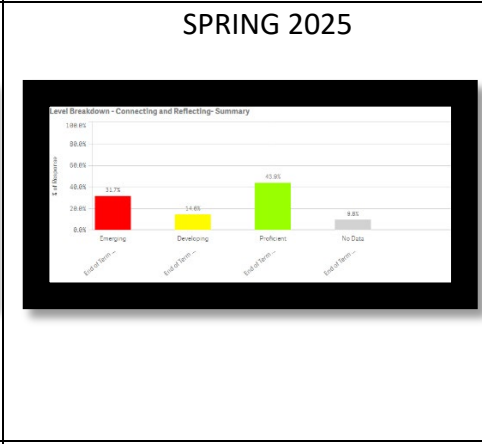
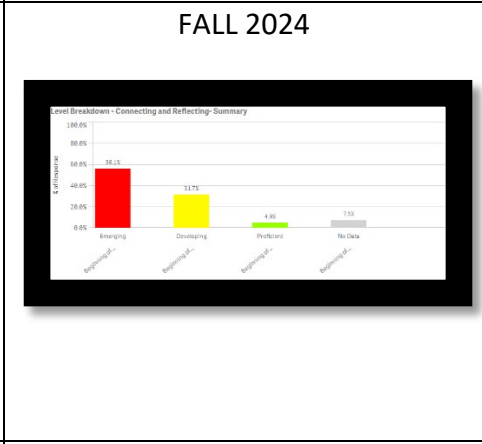
$$88 + 700 + 100 = 888$$



Connecting & Reflecting

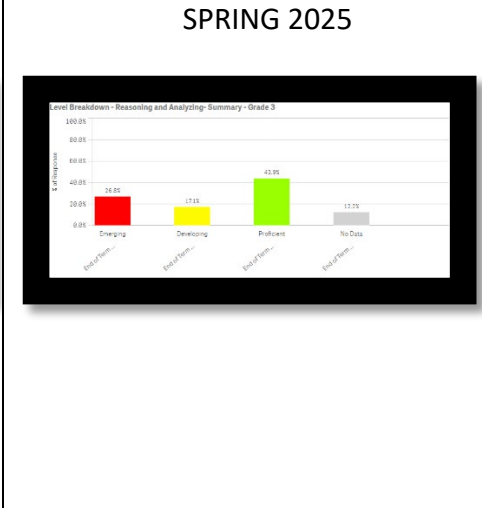
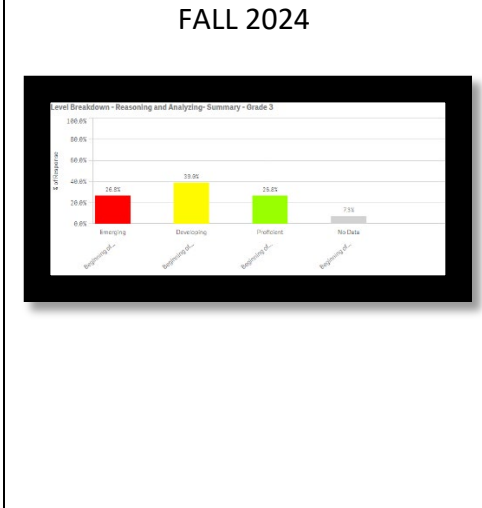
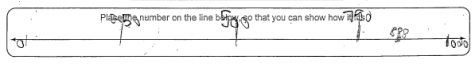
- Can give real-life examples of a number

There are 888 students at a large high school. There are four grades and over 200 students in each grade.



Reasoning & Analyzing

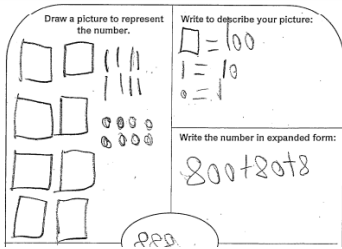
- Can skip-count above and below the number.
- Can show where the number would fit on a number line.



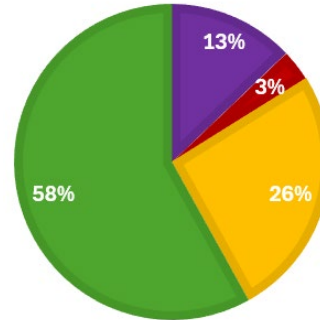
■ No data
 ■ Emerging
 ■ Developing
 ■ Proficient

Communicating & Representing

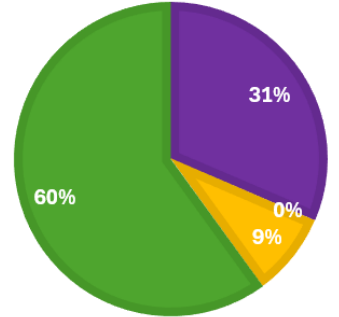
- Can draw a picture to represent a number and explain it.
- Can expand a number.



FALL 2023



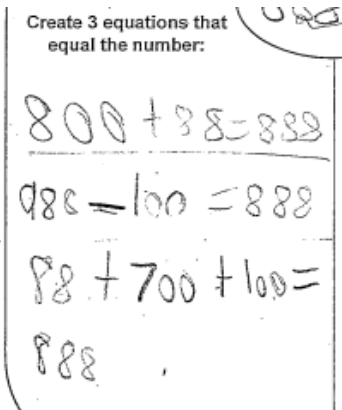
SPRING 2024



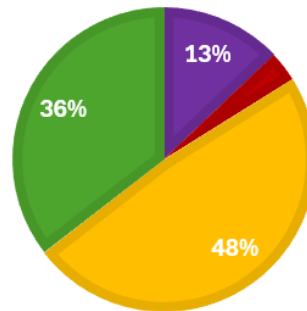
**31% with no data (11 students) wrote at a lower grade level.*

Understanding & Problem-solving

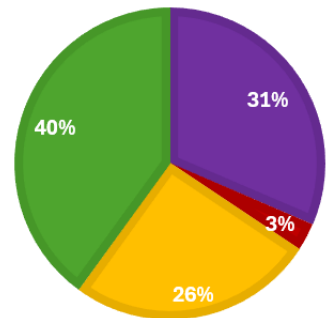
- Can create math equations to show understanding



FALL 2023



SPRING 2024



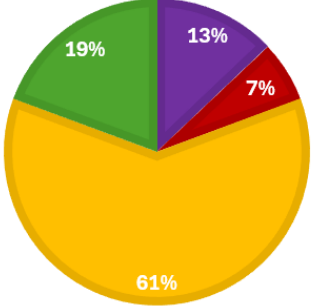
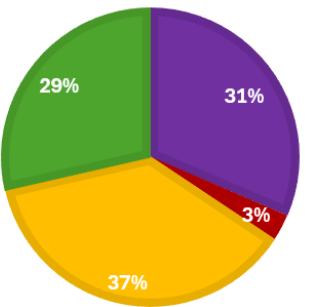
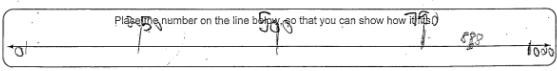
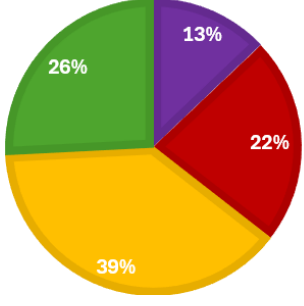
Connecting & Reflecting

- 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

		
<p>Reasoning & Analyzing</p> <ul style="list-style-type: none"> • Can skip-count above and below the number. • Can show where the number would fit on a number line. <div data-bbox="168 877 721 947" style="border: 1px solid black; padding: 5px;"> <p style="font-size: small;">Place a number on the line below so that you can show how it fits.</p>  </div>	<p style="text-align: center;">FALL 2023</p> 	<p style="text-align: center;">SPRING 2024</p> 