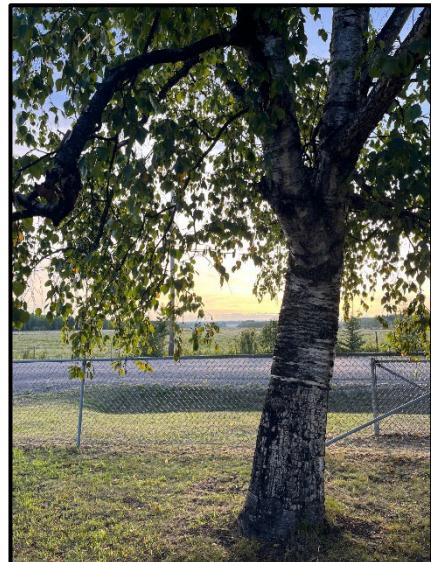


Mapes Elementary School Plan to Enhance Student Learning 2025-2026



Our School Community

Mapes Elementary is a rural school located in a farming community west of Vanderhoof, BC. We are honored to live, learn, and play on this beautiful land in the traditional territory of Saik'uz First Nations. Bordered by fields and forest and frequented by wildlife, our school has a strong connection to the land. Mapes School is also deeply connected to the community that surrounds it. Community members enhance the learning and culture at Mapes through their involvement as employees, volunteers, or visitors to our school. In the 2025-2026 school year, 55 students in kindergarten to grade 6 attend our school. Most of our students live in areas around Mapes, Clucultz Lake, and Sinkut Lake. Approximately 15% of our students are identified as having Indigenous ancestry. 18% of our learners have exceptional learning needs connected to an Inclusive Education designation. We have an active Parent Advisory Committee that continues to welcome new members. We also have an active Strong Start program which welcomes caregivers and preschool children from the Vanderhoof area five days per week.



Our Vision

Our school shares School District 91 Nchako Lakes' vision to *develop learners to make positive contributions in our ever-evolving global community by achieving educational excellence in an environment that honours diversity and personalized learning*. Mapes Elementary school aims to honour diversity through building awareness and appreciation of many backgrounds and identities, to engage our workforce through collaboration and inquiry, to create student success through social-emotional learning and targeted supports for foundational literacy and numeracy skills, and to enhance connections through inviting and welcoming community members and groups to participate meaningfully as members of our learning community.

Honouring Diversity

Mapes Elementary is located on the traditional unceded lands of Saik'uz First Nation. Northeast of Tsink'ut (Sinkut mountain) and south of netfa koh (Nechako River), our school grounds have many layers of history beginning with the Carrier people who were on the land long before settlers transformed it into the farmland we see today. Many of our students are just beginning to learn the long history of our land and its people. At times, we become aware of a fear within our community that acknowledging one history means forgetting and dispelling another. We are moving forward from that fear, however, by finding ways to acknowledge and appreciate the stories and experiences of many people. Part of that work is going on to the land together and having space for many ways of knowing – from learning different names of and uses for plants to welcoming many different stories about the land. Our next steps are to invite local elders to help us with this learning through visits to the school and to expand our library collection to include more Indigenous authored books.

With the addition of Mrs. Cecilia John to our staff in fall 2025, our classes have had the opportunity to learn more about local Indigenous language, culture, and worldview. Mrs. John is a local knowledge keeper and author with a passion for sharing her language and culture. Cecelia has introduced our learners (and staff) to Dakelh (Carrier) vocabulary including greetings, local plants and animals, seasons, colours, and much more. We look forward to continuing this learning and hearing more and more of the beautiful Dakelh language in our school.



September 2025 marked the beginning of a school-wide effort to learn and use sign language (ASL). Through stories, videos, and lots of practice, students are learning core vocabulary and are beginning to use apply their learning between lessons. This has been a true team effort – often driven by the interest and passion of students and staff. Visitors to our school will notice ASL vocabulary signs labelling places and activities throughout the school and, if they're lucky, they may see our district hearing teacher, Mr. Woolnough, bringing story time to life with sign.

Engaging our Workforce

One of the first things visitors to Mapes Elementary notice is how the staff work together. Our teaching and support staff value collaboration and this is evident in everything they do from sharing ideas and resources to co-teaching to planning special activities for multi-age groupings. During collaboration time this year, teachers are continuing their work on a social-emotional learning inquiry project. Many of our staff also choose to come together after school each Thursday to discuss plans and ideas for the upcoming week and beyond. The sharing of ideas during these quick meetings is invaluable and contributes significantly to improved outcomes for learners.

Creating Student Success

Place-based learning

The land plays an important role in creating student success. Our school grounds and surrounding countryside provide year-round opportunities for outdoor and place-based learning. Our classes spend time on the trails in the forest exploring, learning, and creating. Using their senses to be present in nature, students are strengthening their sense of place and their self-regulation skills. Learning on the land isn't restricted to social-emotional learning, however. In numeracy, our students notice patterns and numbers in nature. In literacy, our students build vocabulary knowledge as they practice describing, discussing, and writing about the things they notice and discover throughout the seasons.



NOIIE Social-Emotional Learning Inquiry Project

Mapes teachers are in their third year of a multi-year inquiry with the Network of Inquiry and Indigenous Education Social-Emotional Learning project. This project is supported by Deb Koehn (SD91) and Kimberley MacNeil (UBC). Through inquiry and participation in the network, the project aims to support students to develop self-regulation strategies and more consistently display regulated behaviours across learning environments (indoor and outdoor). Our teachers hope that students will “realize their potential as community members, learners, and leaders of the learning.” This year, Mapes’ NOIIE project will focus on the Core Competency goal area of Personal and Social and on developing student inquiry skills. So far, staff have noticed improved personal responsibility and leadership, higher levels of engagement in the learning task, and higher levels of self-regulation.

School-Based Team Class Check-ins

In fall 2024, we introduced a new strategy to monitor and support the progress of every learner in each of our classrooms. Every 4 to 8 weeks, teachers meet with the school-based team to discuss their students' progress. This gives teachers the opportunity to collaboratively problem-solve and to access additional supports for all areas of development including academic, social-emotional, communication, and physical functioning and independence.



Enhancing Connections

Our surrounding community offers unique opportunities for learning and enhances our school culture. We are closely connected to the local farming community and have many connections to be grateful for including the permission to use the forest adjacent to the school and being welcomed onto nearby farms for field trips. Bringing the community into our building also plays an important role in enhancing connections through community members visiting the school to help out with special activities and by sharing of the school building with community user groups such as 4H and Elections BC. Our Strong Start program welcomes many new families with young children to Mapes school, but many families and community members continue to stay connected to Mapes school even after their children have grown.

Neighbours Helping Neighbours

As our students learn about the importance of community, we have focused on moving from ideas to action. Holiday food drives are one concrete way that we can meaningfully impact the lives of community members. In December, our students helped by preparing posters, collecting donations, and loading boxes for delivery. We are grateful for the opportunity to learn what community means through action and are excited about where this learning will take us.

Our Goals

Social Emotional

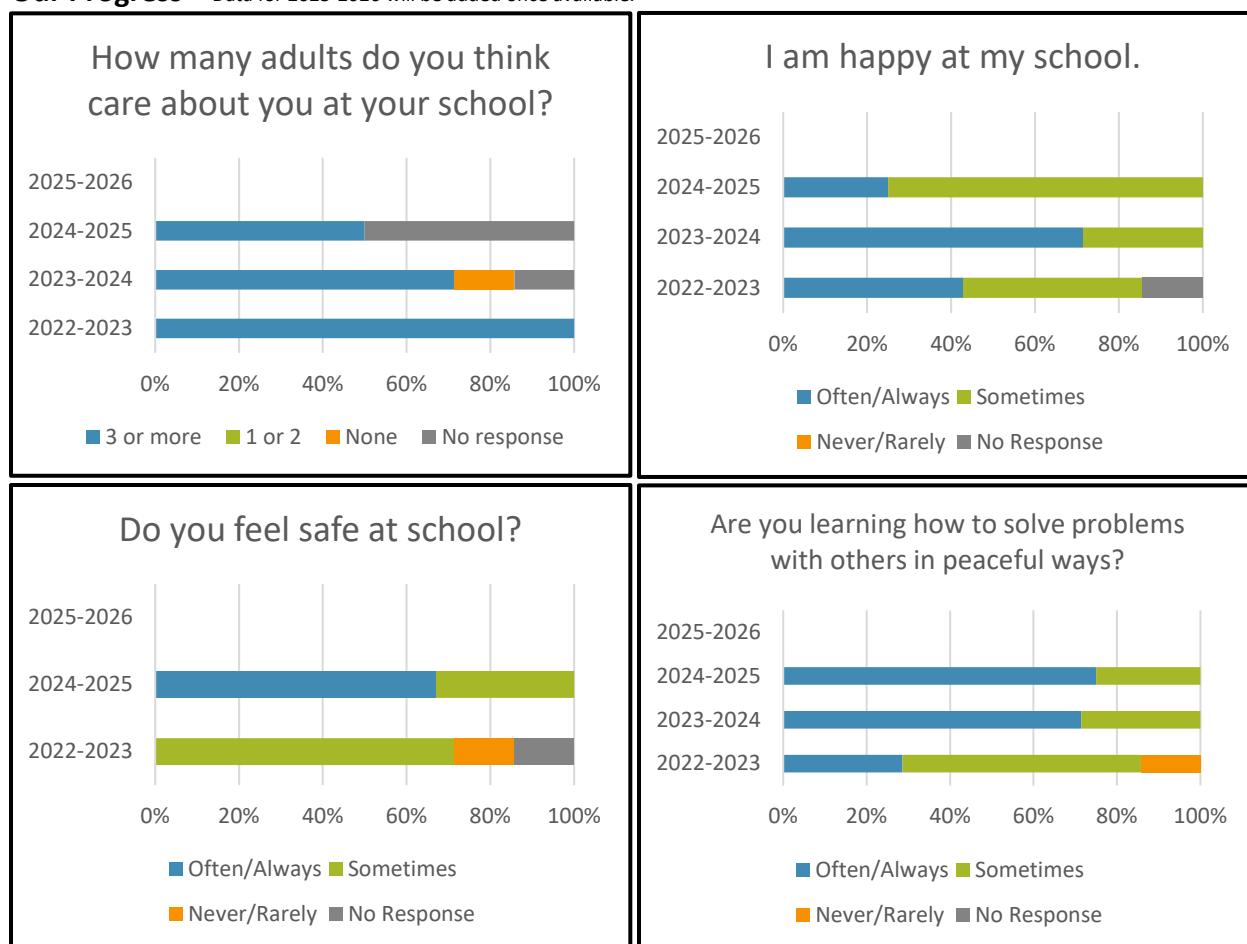
Our vision for social-emotional learning is that all students will contribute to a safe and caring school community by developing their awareness of self and others and their ability to self-regulate.

We will support this goal by continuing our NOIE-SEL inquiry project, by teaching WITS (Walk away, Ignore, Talk it out, Seek help) and circle of control in collaboration with our school counsellor, and by modeling and practicing an appreciation of diversity.

How will we know?

Grade 4 Student Learning Survey results indicating 100% of respondents indicate that they believe multiple adults at school care about them, that they feel safe at school, and that they are learning to solve problems in peaceful ways.

Our Progress * Data for 2025-2026 will be added once available.



Literacy

Our vision for literacy is that all students are proficient readers who can read and understand grade level texts and proficient writers who can express their thoughts effectively through writing.

We will support this goal by providing evidence-based literacy instruction in each of our classrooms, informed by our district literacy specialist and school-psychologist. In addition to the school-wide implementation of the Structured Literacy program, we will include reading and writing tasks in learning across the curriculum to build skills and stamina. We will offer increased opportunities for students to read with others through buddy reading during teacher collaboration time and by inviting learners of all abilities to our morning reading club. We will provide universal supports including personal spelling dictionaries, word walls, sentence frames, modeling, guided practice, and “think-alouds.” We will provide individual and small group interventions to students who are not yet reading near grade level. Learners requiring adjudicated supports for reading or writing will learn how to use assistive technology for reading and writing in the intermediate grades.

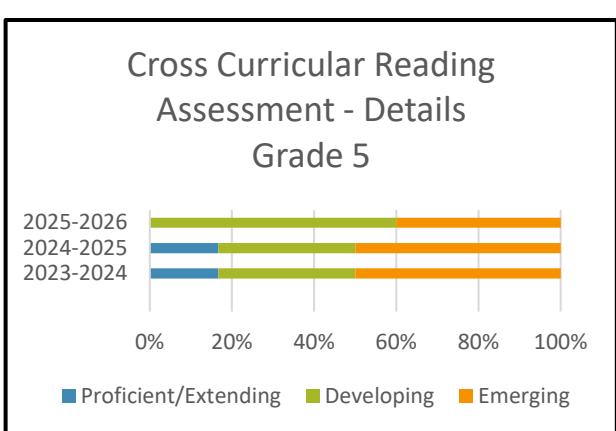
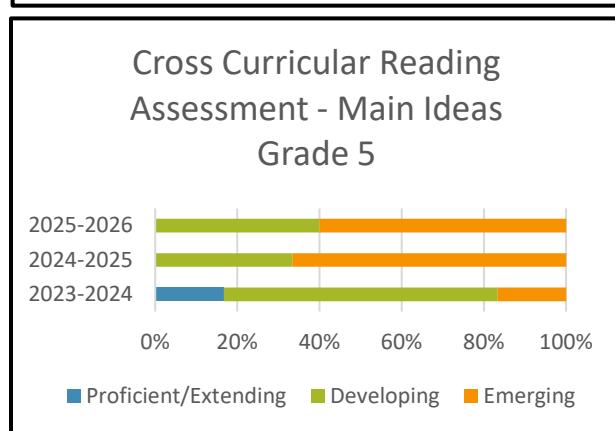
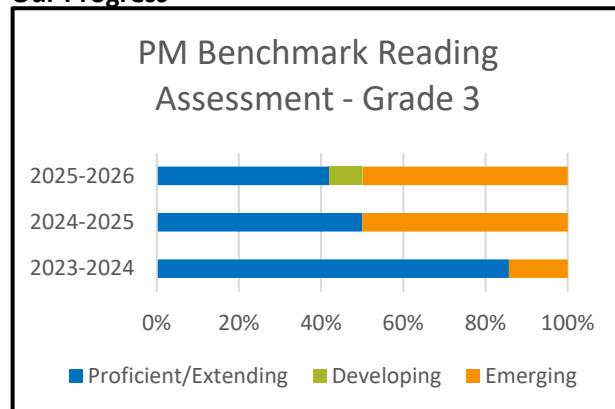
Literacy Objective 1 - By June, all students in grade 3 and 5 will be able to accurately decode and demonstrate comprehension of grade level texts.

How will we know?

Grade 3: Term 3 PM Benchmark Reading Assessment level of 24 or greater.

Grade 5: SD91 Cross-Curricular Reading Assessment evaluation of *proficient* or *extending* AND/OR an evaluation of Developmental Reading Assessment instructional reading level of 5.0 or greater.

Our Progress

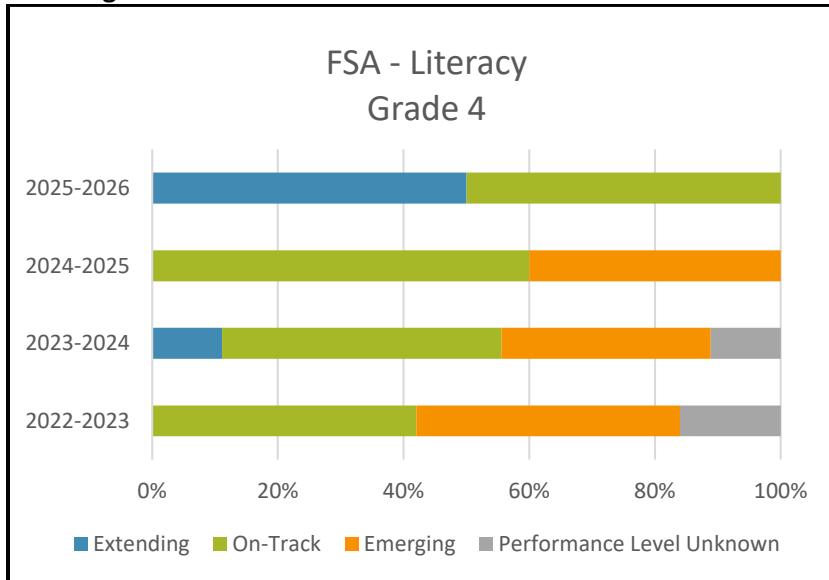


Literacy Objective 2 - All grade 4 students will be able to communicate their ideas in writing at grade level.

How will we know?

Grade 4 Foundational Skills Assessment evaluation of *on-track* or *extending* in literacy

Our Progress



Numeracy

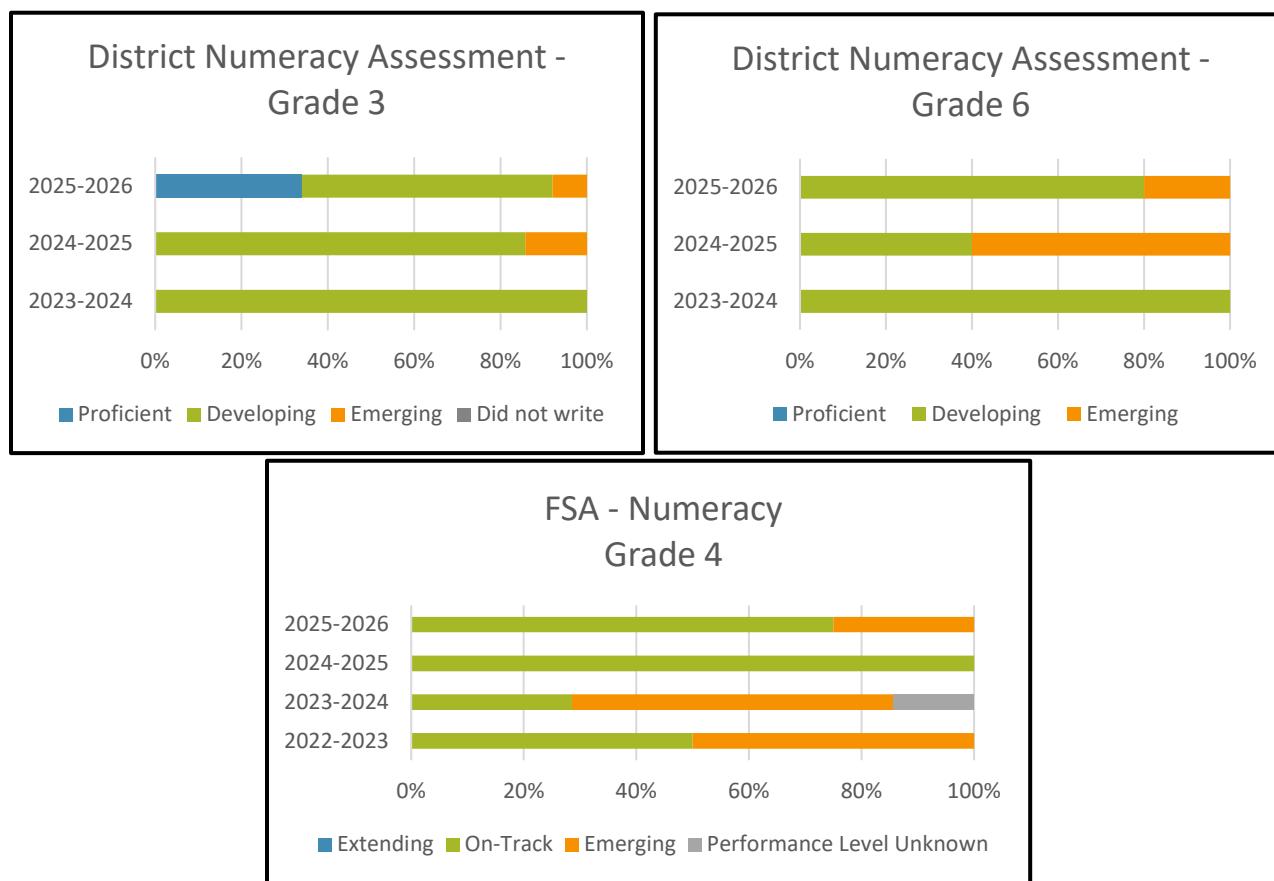
Our vision for numeracy is that all students will demonstrate proficiency in grade level number sense.

We will support this goal by working with our district numeracy specialist to implement best-practices for numeracy learning. We will include opportunities to talk about numbers across subjects and activities.

How will we know?

Grade 3 & 6 District Numeracy Assessment overall evaluation of proficient or extending
Grade 4 - Foundational Skills Assessment overall evaluation of on-track or extending in numeracy

Our Progress



Mapes Elementary would like to thank our parents and caregivers, students and staff, and members of our local First Nation for their feedback and contributions to our plan.

This school plan is a living document updated three times per year. The most recent version can be found on our school website.