



# Mouse Mountain Elementary School

## 2023-24 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 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 130 learners.

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. Mrs. Duncan and Mrs. Welsh 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 clan spokespeople who have shared knowledge with Mouse Mountain students and staff.



We are fortunate to have Candice George, artist and educator from Stellat'en First Nation, teach traditional drumming and singing to our classes each week. Candice George is also working on a Project of Heart with our grade 3 classes. Project of Heart is an artistic journey of seeking truth and understanding the history of Indigenous Peoples in Canada. We are also fortunate to have Mrs. Carla Isadore from Nadleh Whut'en First Nation teaching Carrier language once each week to each class.

### Supporting Students

There are two full-time Indigenous Advocates at Mouse Mountain school who support students throughout the day. Mrs. Duncan and Mrs. 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. Mrs. Duncan and Mrs. Welsh 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



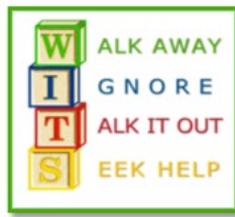
This growth plan outlines how these goals will be supported and how we will measure our progress towards the goals. At the end of the growth plan, data for each goal has been shared. Our growth plan is a living, dynamic plan that we revisit throughout the school year. Data is updated each term to reflect 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 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.
- **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**
- **Reading Programs** we will explore community reading programs and partnerships with older classes 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 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 up in groups as needed throughout the year.
- Student support within the classroom by Learning Support Workers.
- **Monthly math challenges:** all learners participate in a monthly math challenge designed to be fun but also target number sense/ real-life examples of math concepts.
- **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
- 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.

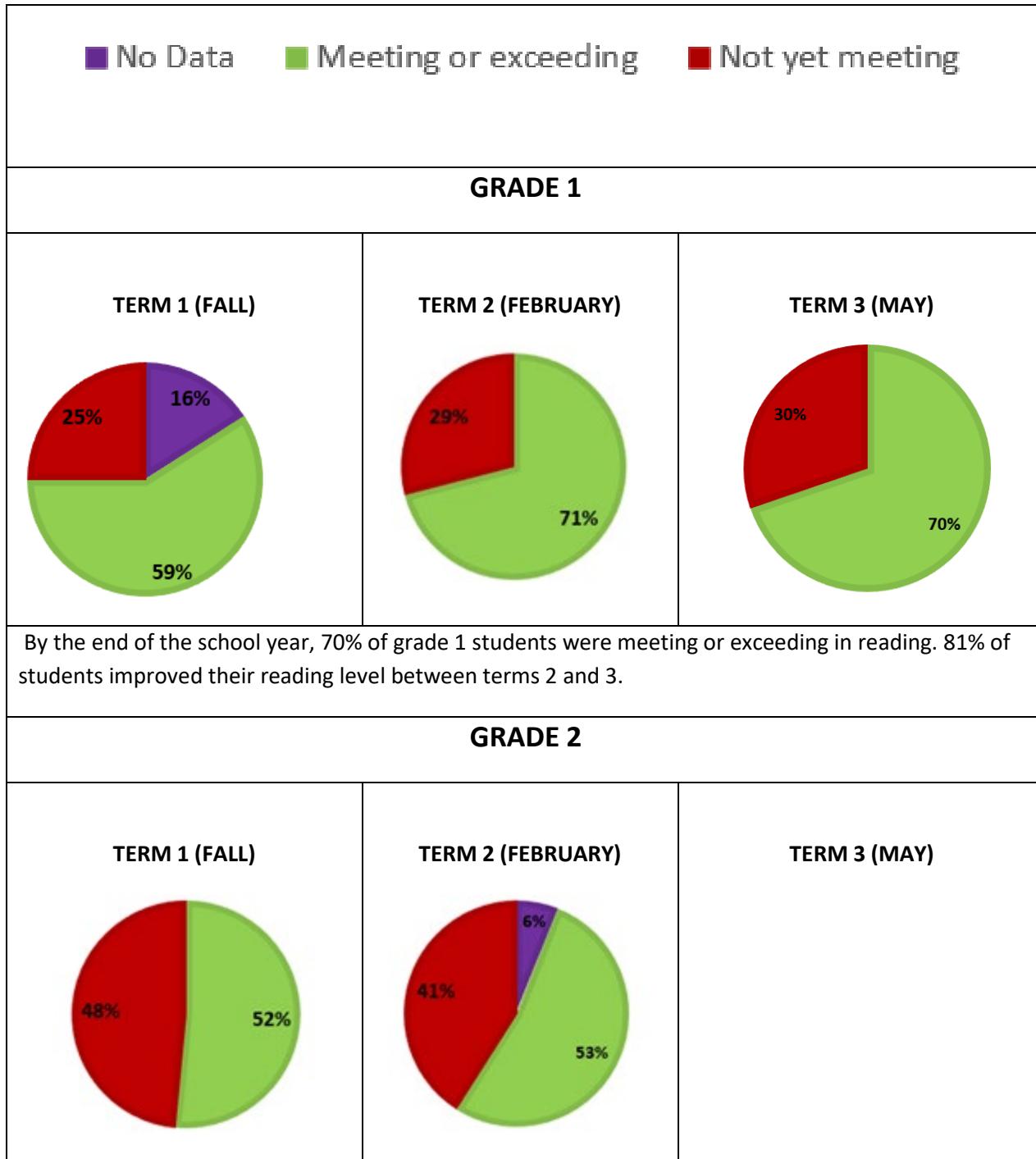
**We will share our progress toward our numeracy goal as well as our monthly number challenges in our weekly newsletter.**

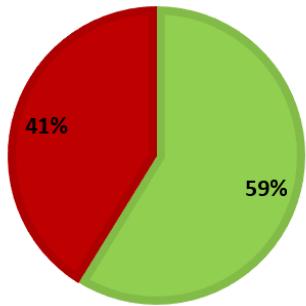
## Data Supporting Mouse Mountain Goals

### Literacy Data

#### Grade 1- 3 Reading Data (PM Benchmark Assessments)

2022-2023 PM Benchmark READING Data:

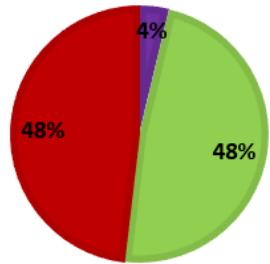




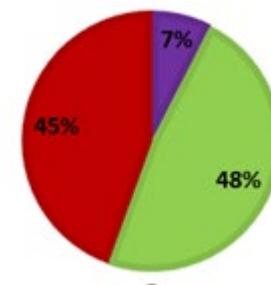
By the end of the school year, 59% of grade 2 students were meeting or exceeding in reading. 97% of students improved their reading level between terms 2 and 3.

### GRADE 3

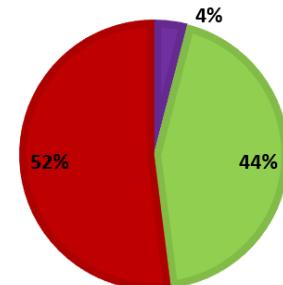
#### TERM 1 (FALL)



#### TERM 2 (FEBRUARY)



#### TERM 3 (MAY)



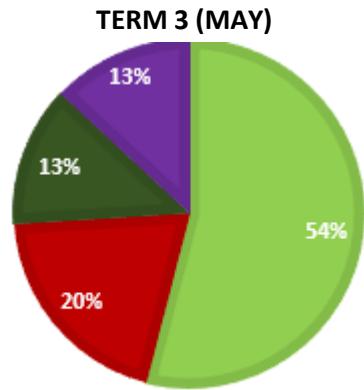
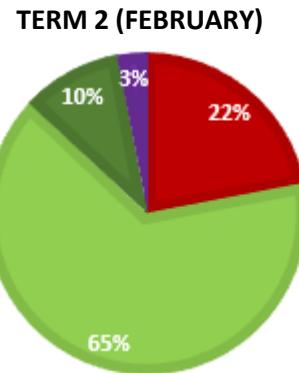
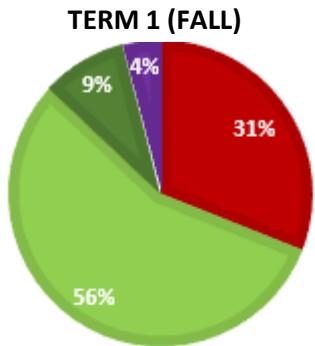
By the end of the school year, 44% of grade 3 students were meeting or exceeding in reading. 88% of students improved their reading level between terms 2 and 3.

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 blitzing, 1-on-1 support or small group support with our learning support teacher.

#### 2021-2022 PM Benchmark READING Data:

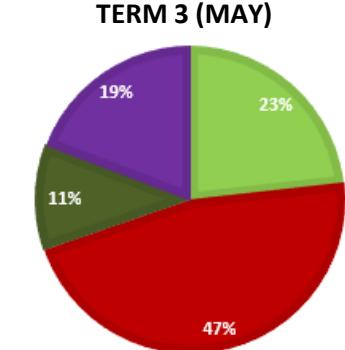
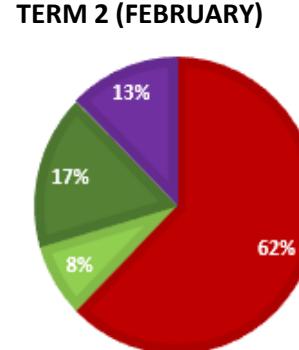
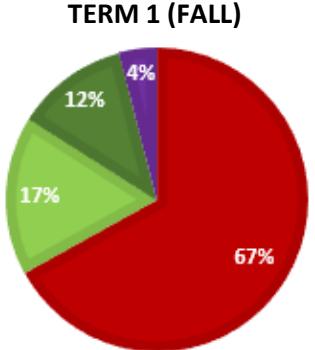
■ Not Yet Meeting	■ Meeting
■ Exceeding	■ No data

## GRADE 1



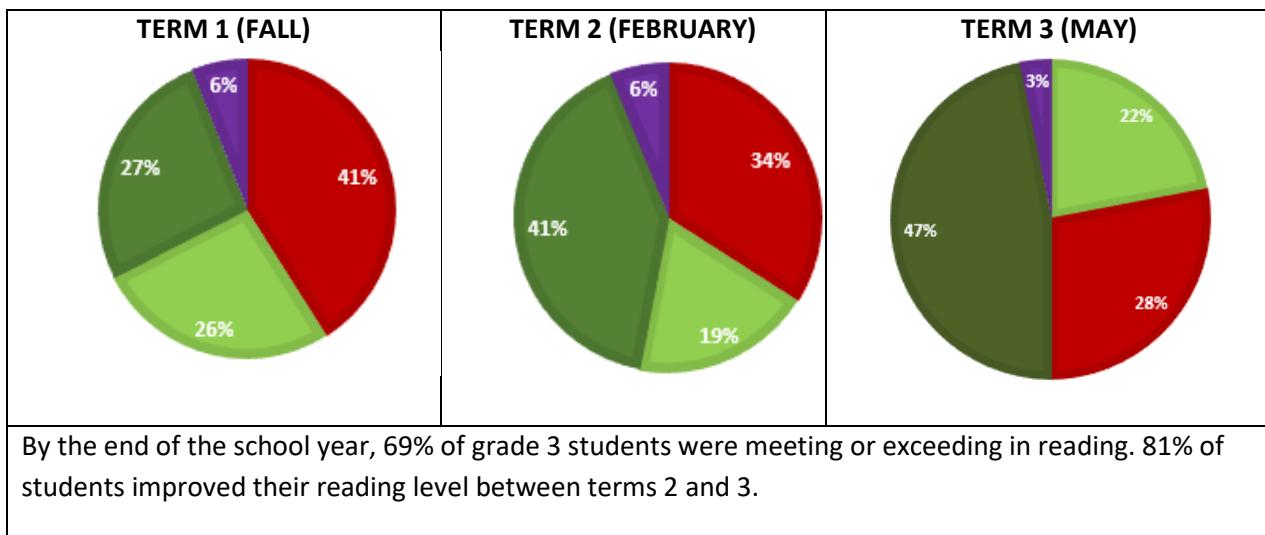
By the end of the school year, 67% of grade 1 students were meeting or exceeding in reading. 92% of students improved their reading level between terms 2 and 3.

## 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



## RAD Data (READING & WRITING)

The RAD is an assessment that measures both reading and written output. Grade three students write the RAD assessment each year in May. End of grade three RAD data at the end of last year point to 56% of learners meeting or exceeding expectations based on overall scores. These results are lower than the previous two years of data. We note that the grade three students in this cohort were impacted by interruptions to learning due to Covid as these children would have been in kindergarten when Covid first initiated school closures. To address written output, we continue to focus on writing fluency/confidence throughout all grades beginning in kindergarten. This year, we are also exploring various writing programs.

### 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%	<b>56%</b>

### 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%	<b>87%</b>

### 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%	<b>88%</b>

## 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.

### Kindergarten data based on Circle Charts

June 2023	June 2022	June 2021	June 2020
Know all letter names and sounds	Know all letter names and sounds	Know all letter names and sounds	
Coming soon	73%	Data unavailable	No data available

## Numeracy Data

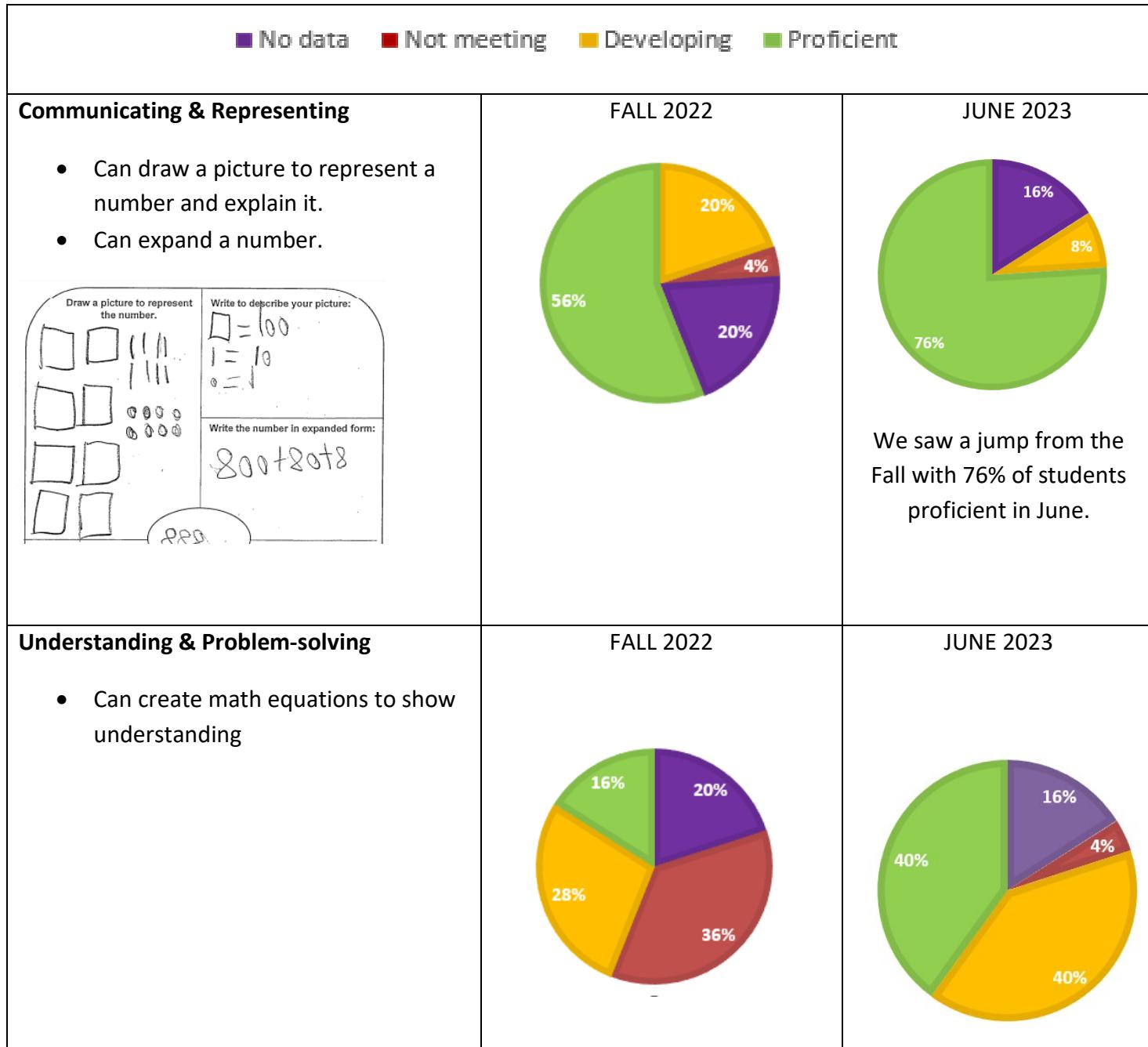
**This year, the district is using the SNAP Math tool assessment to focus on *number sense* for grade three students.**

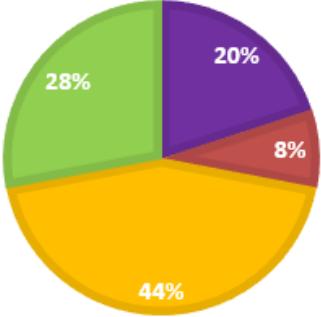
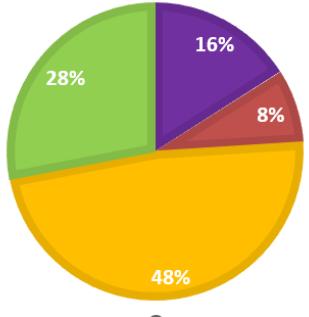
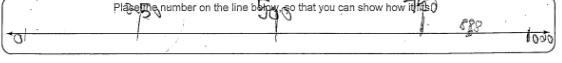
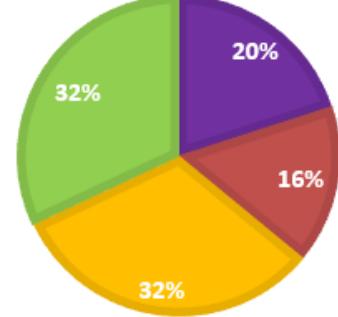
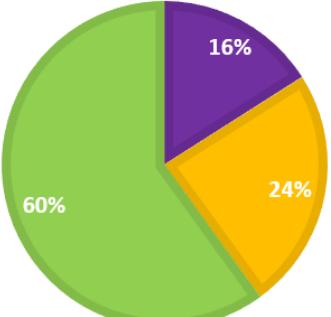
'Number sense' refers to the ability to understand the value of a number and represent the number in different ways (using real-life examples, representing using math tiles, on a number line, etc). We know that strong number sense supports students' achievement in all areas of math. In addition to other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

From the 2022-23 year, we saw gains in all areas except ***connecting and reflecting*** (connecting numbers to real-life examples). These results are consistent with the previous year's data showing that students need more exposure to representing numbers in real-life situations at earlier grades. In 2021-22, we also

noticed that students who practiced often with the SNAP math tool in grades 2 and grade 3 showed stronger number sense on this assessment, and we continue to see this trend. To address students' difficulty in applying number sense in real-life, we are introducing a real-life number sense challenge every month in the school for all children to participate in, in addition to focusing on connecting/reflecting in class. We are also starting to introduce the Math SNAP tool in grades K-3 to increase student's fluency and comfort with all the number sense concepts.

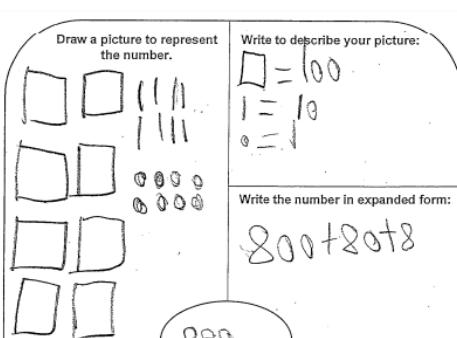
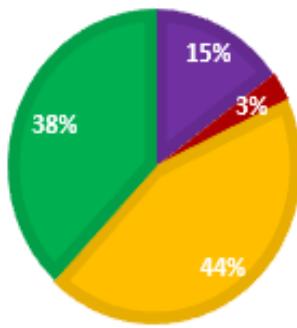
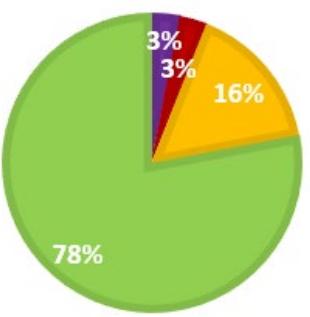
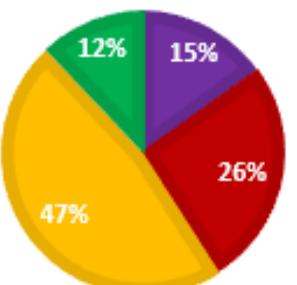
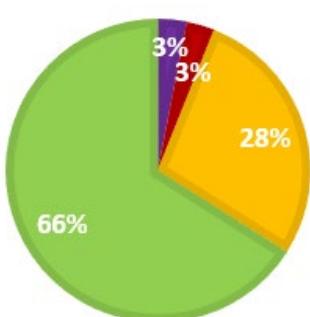
### 2022-23 NUMBER SENSE DATA FOR GRADE 3 STUDENTS

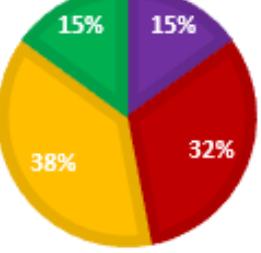
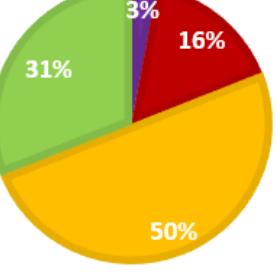
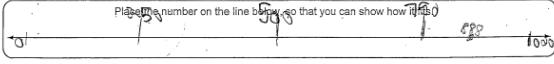
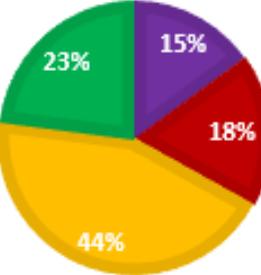
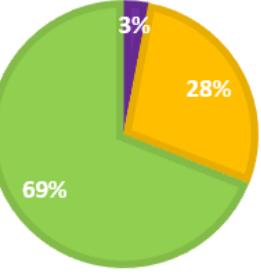


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<p><b>Connecting &amp; Reflecting</b></p> <ul style="list-style-type: none"> <li>Can give real-life examples of a number</li> </ul> <p>There are 888 students at a large high school. There are four grades and over 200 students in each grade.</p>	<p><b>FALL 2022</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>44%</td> </tr> <tr> <td>On their way</td> <td>28%</td> </tr> <tr> <td>Not yet proficient</td> <td>20%</td> </tr> <tr> <td>Not yet on their way</td> <td>8%</td> </tr> </tbody> </table>	Category	Percentage	Proficient	44%	On their way	28%	Not yet proficient	20%	Not yet on their way	8%	<p><b>JUNE 2023</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>48%</td> </tr> <tr> <td>On their way</td> <td>28%</td> </tr> <tr> <td>Not yet proficient</td> <td>16%</td> </tr> <tr> <td>Not yet on their way</td> <td>8%</td> </tr> </tbody> </table> <p>We did not see much gain in this area. This continues to be a challenging area for students.</p>	Category	Percentage	Proficient	48%	On their way	28%	Not yet proficient	16%	Not yet on their way	8%
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<p><b>Reasoning &amp; Analyzing</b></p> <ul style="list-style-type: none"> <li>Can skip-count above and below the number.</li> <li>Can show where the number would fit on a number line.</li> </ul> <p>Please place the number on the line below so that you can show how <u>888</u> fits in.</p> 	<p><b>FALL 2022</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>32%</td> </tr> <tr> <td>On their way</td> <td>32%</td> </tr> <tr> <td>Not yet proficient</td> <td>20%</td> </tr> <tr> <td>Not yet on their way</td> <td>16%</td> </tr> </tbody> </table>	Category	Percentage	Proficient	32%	On their way	32%	Not yet proficient	20%	Not yet on their way	16%	<p><b>JUNE 2022</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>60%</td> </tr> <tr> <td>On their way</td> <td>24%</td> </tr> <tr> <td>Not yet proficient</td> <td>16%</td> </tr> <tr> <td>Not yet on their way</td> <td>16%</td> </tr> </tbody> </table>	Category	Percentage	Proficient	60%	On their way	24%	Not yet proficient	16%	Not yet on their way	16%
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#### 2021-22 NUMBER SENSE DATA FOR GRADE 3 STUDENTS

																						
<b>Communicating &amp; Representing</b> <ul style="list-style-type: none"> <li>Can draw a picture to represent a number and explain it.</li> <li>Can expand a number.</li> </ul> 	<b>FALL 2021</b>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>38%</td> </tr> <tr> <td>Developing</td> <td>44%</td> </tr> <tr> <td>No data</td> <td>15%</td> </tr> <tr> <td>Not meeting</td> <td>3%</td> </tr> </tbody> </table>	Category	Percentage	Proficient	38%	Developing	44%	No data	15%	Not meeting	3%	<b>JUNE 2022</b>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>78%</td> </tr> <tr> <td>Developing</td> <td>16%</td> </tr> <tr> <td>No data</td> <td>3%</td> </tr> <tr> <td>Not meeting</td> <td>3%</td> </tr> </tbody> </table> <p>By the end of the year, 78% of students were proficient in this area. We saw a big jump from the Fall.</p>	Category	Percentage	Proficient	78%	Developing	16%	No data	3%	Not meeting	3%
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<p>Create 3 equations that equal the number: <u>888</u></p> <p><math>800 + 88 = 888</math></p> <p><math>988 - 100 = 888</math></p> <p><math>88 + 700 + 100 = 888</math></p>																						
<p><b>Connecting &amp; Reflecting</b></p> <ul style="list-style-type: none"> <li>Can give real-life examples of a number</li> </ul> <p>There are 888 students at a large high school. There are four grades and over 200 students in each grade.</p>	<p>FALL 2021</p>  <table border="1"> <thead> <tr> <th>Proficiency Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>38%</td> </tr> <tr> <td>Partially Proficient</td> <td>32%</td> </tr> <tr> <td>Approaching Proficiency</td> <td>15%</td> </tr> <tr> <td>Not Yet Proficient</td> <td>15%</td> </tr> </tbody> </table>	Proficiency Level	Percentage	Proficient	38%	Partially Proficient	32%	Approaching Proficiency	15%	Not Yet Proficient	15%	<p>JUNE 2022</p>  <table border="1"> <thead> <tr> <th>Proficiency Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>50%</td> </tr> <tr> <td>Partially Proficient</td> <td>31%</td> </tr> <tr> <td>Approaching Proficiency</td> <td>16%</td> </tr> <tr> <td>Not Yet Proficient</td> <td>3%</td> </tr> </tbody> </table> <p>By the end of the year, 31% of students were proficient in this area. Connecting and reflecting continued to be challenging for most learners.</p>	Proficiency Level	Percentage	Proficient	50%	Partially Proficient	31%	Approaching Proficiency	16%	Not Yet Proficient	3%
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<p><b>Reasoning &amp; Analyzing</b></p> <ul style="list-style-type: none"> <li>Can count above and below the number.</li> <li>Can show where the number would fit on a number line.</li> </ul> <p>Please place the number on the line below so that you can show how it fits.</p> 	<p>FALL 2021</p>  <table border="1"> <thead> <tr> <th>Proficiency Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>44%</td> </tr> <tr> <td>Partially Proficient</td> <td>23%</td> </tr> <tr> <td>Approaching Proficiency</td> <td>18%</td> </tr> <tr> <td>Not Yet Proficient</td> <td>15%</td> </tr> </tbody> </table>	Proficiency Level	Percentage	Proficient	44%	Partially Proficient	23%	Approaching Proficiency	18%	Not Yet Proficient	15%	<p>JUNE 2022</p>  <table border="1"> <thead> <tr> <th>Proficiency Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>69%</td> </tr> <tr> <td>Partially Proficient</td> <td>28%</td> </tr> <tr> <td>Approaching Proficiency</td> <td>3%</td> </tr> </tbody> </table>	Proficiency Level	Percentage	Proficient	69%	Partially Proficient	28%	Approaching Proficiency	3%		
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		By the end of the year, 69% of students were proficient in this area. We saw a big jump from the Fall.
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