
2023/24
TO
2028/29



A FIVE YEAR PLAN OF GROWTH,
CONSISTENCY AND COMMUNITY

New logo designed by
Kally Campbell & Darcy Luke

Frank J Mitchell Elementary School Growth Plan

**At FJMES, we acknowledge that we live,
work, and play on the lands of the Ktunaxa
and the chosen lands of the Metis.**

101 Blue Spruce Cres
Sparwood BC
250-425-7818

YEAR 2 OF 5

CREATED BY
JASON SOMMERFELD &
LEANNA SHULLY



About Us

Frank J Mitchell Elementary School (FJMES) has a population of 371 students from Kindergarten to Grade 6. Our student population consists of 78 students who self-identify as Indigenous and 42 students with diverse abilities. We have 18 classroom teachers, 1 fine arts teacher, 1 teacher librarian, 1 technology teacher, 3 learning support teachers, 1 co-teacher, 10 education assistants, 2 youth care workers, 1 Indigenous education support worker, 1 counsellor, 1 four-hour daytime custodian, 2 after school custodians, 2 noon-hour supervisors, 1 vice principal, 1 principal, and 2 office administrators. We have access to part-time speech and language support with speech-language pathologists, an SLP assistant, and an English language learner (ELL) teacher. FJMES is the site of a Strong Start program for children and families from birth to Kindergarten.

Frank J Mitchell Elementary School is fortunate to be situated in the Rocky Mountains, providing us with quick and easy access to outdoor learning. We continue to foster a connection to the land by incorporating the First Peoples Principles of Learning and learning about the Ktunaxa ways of being.

At FJMES, we use “Reframing Behaviour” to recognize student actions as responses to their internal or external environments, as well as to support the regulation of staff and students. We have utilized “Zones of Regulation” in the past and will continue to foster learning with Zones to support students in understanding their emotional levels and how to develop strategies to move them from one zone to another. We also plan to incorporate methods and strategies from the “Re-Set Process” to support the regulation and co-regulation of everyone in our school.

We offer extra-curricular sports teams, leadership opportunities, lunch time clubs, and morning open gym times for student engagement.

Info about Frank J Mitchell Elementary

371

Students

17

Classrooms

10

Education Assistants

21%

Indigenous Population

11%

Learners with
Diverse Needs

50

Grade 6 Students

Breakfast Club



82%

18%

Our latest data from “The Childhood Experiences Questionnaire” (CHEQ) shows 82% of students entering Kindergarten ate breakfast everyday and 76% of Kindergarten students ate a meal with another family member every day. We aim to support the need for students to have healthy meals daily.

Our Learners

At FJMES, 21% of students identify as Indigenous learners. With the support of our Indigenous education support worker, we provide programming, classroom & library books, and support for students that identify as Indigenous.

At FJMES, 11% of our learners have diverse needs that are addressed by creating goals in their individual education plan (IEP) by the team that supports them including parents, teachers, EAs, learning support teachers, youth care workers, our Indigenous education support worker, our counsellor, and other paraprofessionals.

As of the time of creating this growth plan, there are no students in care attending Frank J Mitchell Elementary School.

School Successes from 23/24

Literacy

- Teachers received training for Acadience and UFLI
- Teachers received training to use and implement Heggerty
- One-to-One Reading Program expanded to K-6
- Differentiated Reading Instruction for students in Grade 4-6; a first for students in the grade range at our school

Social Emotional Learning

- Initiated processes to begin using "The Re-Set Process" as a social emotional tool; learning support teachers received support from Steeples Elementary School in Cranbrook and observed the program in action
- Mindful Moments on the announcements each morning
- Small group Lunch Bunch groups for students that needed extra support
- Houses created to build multi-grade connection community

Other

- Social Club for staff
- Equipment for use during recess
- Supportive PAC & treat wagon
- Partnership with local farm family
- Strengthening Early Years to Kindergarten Transition (SEY2KT)
- Ready Set Learn (RSL) in the community
- Choir created by our fine arts teacher; performed multiple times throughout the Elk Valley



Moving Forward with Literacy

In the past, we used the Fountas & Pinnell (F & P) program to collect data on student reading levels. We stopped using the F & P assessment program at the end of the 2022-2023 school year and began Acadience as a screener for all students at FJMES last year. Acadience is a program that aligns with School District 5's Framework for Enhancing Student Learning (FESL). We will use this data to monitor student progress and inform practice to provide targeted instruction where students need support.

Kindergarten through Grade 3 teachers have been using a program supported by School District 5 called the University of Florida Literacy Institute Foundations (UFLI), and another program called Heggerty, to provide explicit and systematic phonemic instruction to create consistency between all classrooms. Our SLP team is further supporting our learners by facilitating additional instruction in small groups as needed.

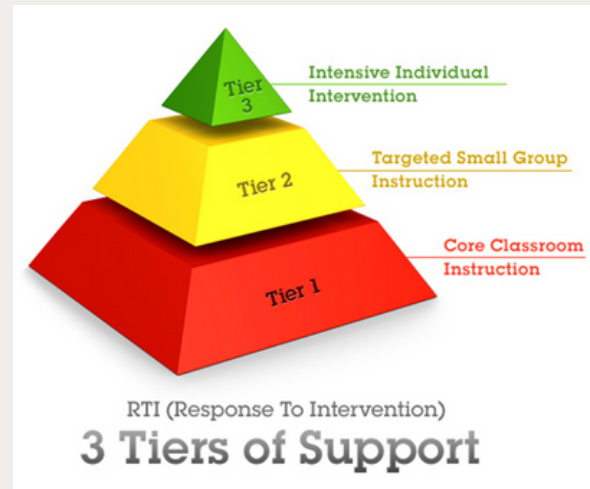
Grade 4-6 students have all been screened for gaps in phonological awareness. The identified students receive targeted, small-group instruction to fill these gaps. The program being used by our teachers to address gaps in phonological awareness is the Differentiated Reading Instruction program.

To further build our students' reading fluency and comprehension, FJMES is lucky to have a group of volunteers that participate in the One-to-One Reading program where identified students receive 30 minutes of reading practice, twice a week.



FJMES 1:1 READING ROOM

◆ Goals ◆



At FJMES, we firmly believe that the RTI Tier model closely coincides with the new BC curriculum in regards to personalized learning. The model emphasizes that each child receives the instruction they need, whether it's whole group or individualized instruction. The RTI model can be used for academic instruction as well as social emotional learning.

Goal 1: Students will meet or exceed literacy expectations for their grade level.

Goal 2: Cultivate an increased sense of belonging at Frank J Mitchell Elementary School.

Goal 3: Students will meet or exceed numeracy expectations for their grade level.

Educational Outcome: Students will meet or exceed literacy expectations for their grade level.

Objective: Acadience and Differentiated Reading will identify areas of need for students. UFLI, Heggerty, and small group Differentiated Reading will support students' literacy growth to meet learning targets.

Target: 60% of the students meeting or exceeding literacy expectations on the Foundational Skills Assessment (FSA) this year. Increasing our targets year-over-year to the end of the 2028 school year.

Strategies to Make Goal 1 Happen

1. Train teachers to use the Acadience screener for all students and complete three assessments in the school year (fall, spring, June).
2. Train primary teachers to use UFLI and Heggerty to support student literacy instruction in the classroom.
3. Implement targeted reading instruction using the Differentiated Reading Program for intermediate students with gaps in their phonological awareness.
4. Continue to use strategies already in place to support literacy: SLP, small group, 1:1 reading, explicit instruction.
5. Provide opportunities for educators to receive professional development and to collaborate on topics regarding literacy programming.

◆ More Literacy Support Information

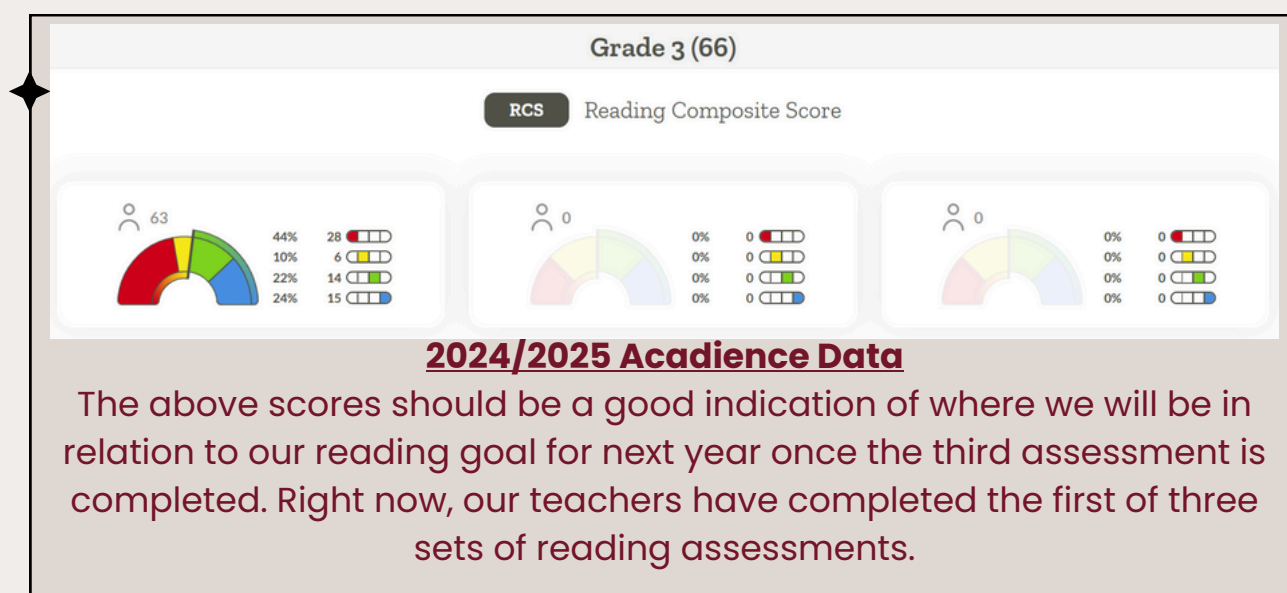
- One-to-One Reading program for targeted students to receive 30 minutes of reading twice each week
- CBAL Literacy training for parents (Grade 1 - Come Read with Me and Kindergarten - PALS)
- Encourage buddy reading between classes; train intermediate students
- Work with Erin Jones, SD5 Literacy Teacher, to support differentiated learning and ideas for struggling literacy learners.
- Continue to provide class-wide sessions for technology such as Kurzweil and speech-to-text. Connect with the district technology teacher as needed for support.
- Share technology resources amongst classes to ensure all students have access to these universal supports.
- Increase Indigenous resources in classrooms and library.
- One School One Book - Last year our school read "The Lemonade War" - The book for this year is yet to be determined

Goal 1 Data

Our goal is to increase the percentage of students on track or extending from 48% to 60% on the literacy section of the Grade 4 Foundational Skills Assessment (FSA) and increase the target next year. Putting strategies and plans in place to support our emerging learners will develop the skills and confidence they need to be successful with literacy.

Percentage of Students based on Proficiency Score

FSA Data 23/24	Emerging	On Track	Extending
FJMES Indigenous	14	71	14
District Indigenous	36	57	7
FJMES with Designation	33	50	17
District with Designation	47	49	4
FJMES all Grade 4	20	39	9
District all Grade 4	33	59	7



Educational Outcome: Cultivate an increased sense of belonging at Frank J Mitchell Elementary School.

Objective: Honouring and showcasing equity, diversity, and inclusion will raise awareness for staff, students, and families and promote a community where everyone feels welcome and safe. Using Reframing Behaviour and The Re-Set Process will create stable relationships between members of our school community.

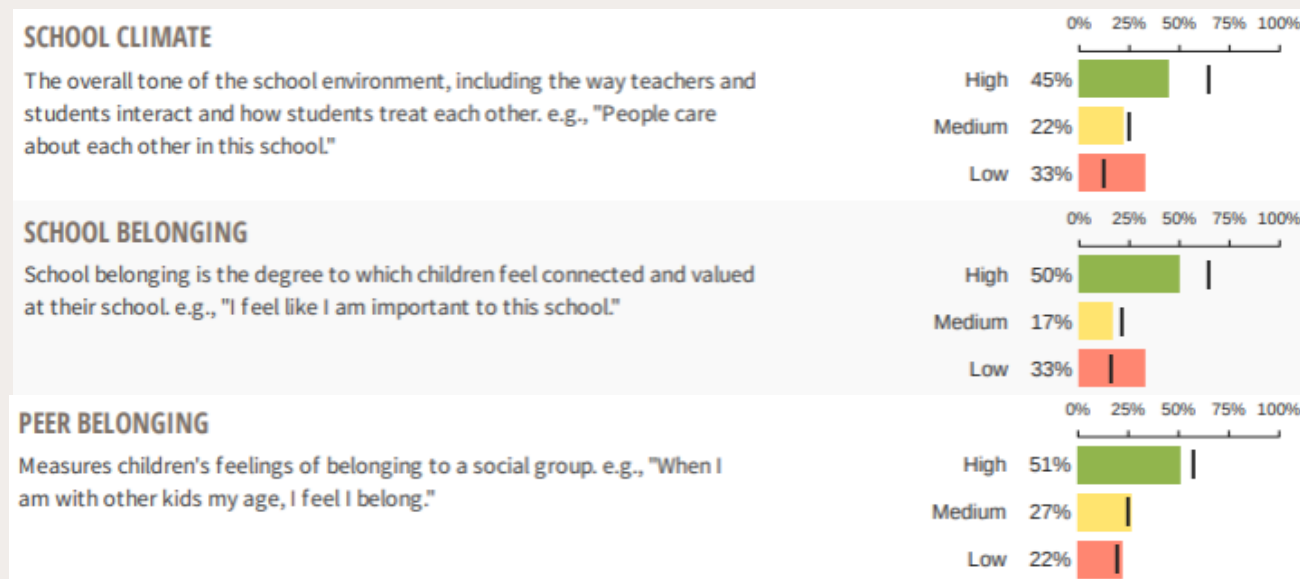
Target: 60% of students responding “high” to statements regarding belonging on the Middle Years Development Instrument (MDI) completed by Grade 5s. 75% of students responding “positive” to statements regarding belonging on the Student Learning Survey (SLS) completed by Grade 4s. Increasing our targets year-over-year to the end of the 2028 school year.

Strategies to Make Goal 2 Happen

1. Bring awareness to Indigenous perspectives and history and continue moving staff, students, and FJMES families toward sustainable Truth and Reconciliation. Part of this strategy includes creating and sharing authentic land acknowledgements in the school and the community, as well as using Community Circles in classrooms and meetings to honour the voice and space of everyone participating.
2. Create a new logo to create our own FJMES story. (completed in 2023-2024).
3. Continue with houses and organize school events in houses.
4. Host an open house to meet and connect with families and encourage teachers to invite parents into the classroom and school more often.
5. Bridge relationships with community stakeholders and community organizations (ex. Lilac Terrace for Halloween parade, pancake breakfast with the Lions Club and local junior hockey team, FJMES Farm Project).
6. Participate in initiatives such as Strengthening Early Years to Kindergarten Transitions (SEY2KT; conducted in 2023-2024) and Changing Results for Young Children (CR4YC).
7. Our Indigenous education support worker continues to organize resources, presentations, and activities to support Indigenous Education.
8. Host events promoting and honouring equity, diversity, and inclusion.
9. Using Reframing Behaviour with a focus on student behaviour and The Re-Set Process to support relationships and regulation to improve students' sense of belonging.

Goal 2 Data

When looking at the data from the Middle Years Development Instrument (MDI – Grade 5), we would like to improve students' sense of belonging and belief of a caring school climate for our staff and students.



When looking at the data from the Student Learning Survey (SLS – Grade 4), we would like to improve our students' sense of belonging.

Survey Question	Total Count	Positive	Prior Yr Diff (pp)
<i>Belonging</i>			
NQ10 - I am happy at my school.	57	64.9%	10.2
NQ16 - Do you feel welcome at your school?	57	77.2%	13.7
Q3 - Do you like school?	58	63.8%	16.6
S81 - Is school a place where you feel like you belong?	58	63.8%	12.8



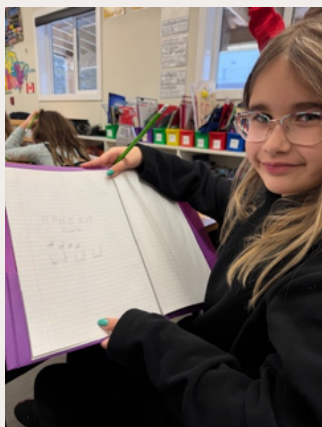
Educational Outcome: Students will meet or exceed numeracy expectations for their grade level.

Objective: Provide collaborative and professional development opportunities for educators to learn about different ways to build numeracy skills and computational fluency in our learners.

Target: 65% of students on track or extending in numeracy on the FSA this year. Increasing our targets year-over-year to the end of the 2028 school year.

Strategies To Make Goal 3 Happen

1. Continue the Math Up program with teacher leaders and peer-to-peer collaboration supported by School District 5.
2. Encourage professional development for improving math competency and confidence in students to improve their computational fluency (math facts), as well as their ability to “apply” skills to problems (numeracy).
3. Support the use of Mathseeds and Mathletics for students.
4. Promote team collaboration activities for teaching math – sharing best practices, and provide collaboration time for educators to talk numeracy.
5. Math learning intervention through small group instruction for students with gaps in their understanding.
6. Identify and implement a consistent mathematics program for all classes to use.
7. Host Parent Math Nights.

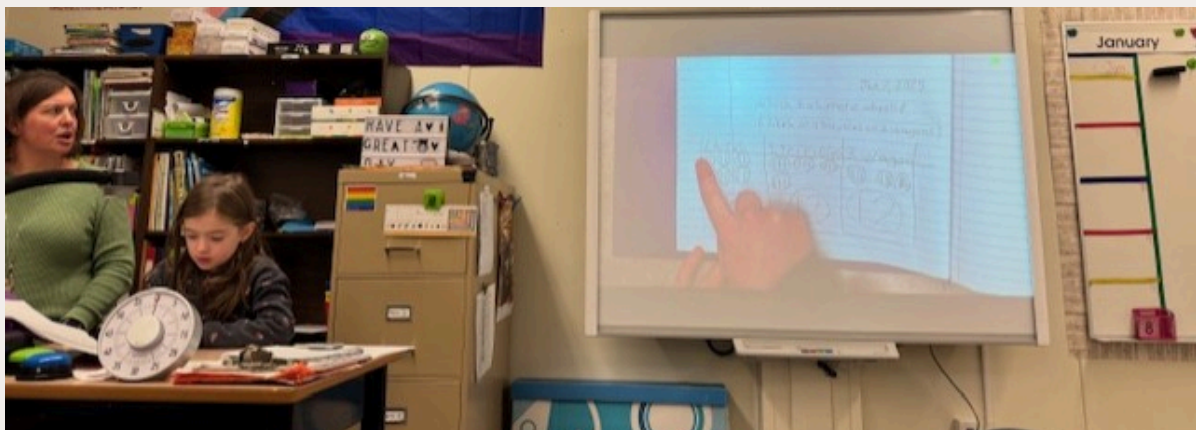


Goal 3 Data

Our goal is to work toward increasing the percentage of students on track or extending from 49% to 65% on the numeracy section of the FSA and increase the target next year. Putting strategies and plans in place to support our emerging learners will develop the skills and confidence they need to be successful with numeracy.

Percentage of Students based on Proficiency Score

FSA Data 23/24	Emerging	On Track	Extending
FJM Indigenous	57	44	0
District Indigenous	68	32	0
FJM with Designation	83	17	0
District with Designation	71	29	0
FJM all Grade 4	51	47	2
District all Grade 4	51	49	1





Strategic Engagement

We will share the data from our growth plan goals with our staff and PAC in October. We also allow for face-to-face feedback on our growth plan during our Community Engagement Night in the spring. We continually discuss goals that the staff would like to see for FJMES.

While literacy remains a key focus for staff, many teachers are seeking more professional development with numeracy. Building a sense of belonging to support social emotional learning is another way we continue to support our students and staff. Supporting diversity and inclusion at FJMES remains a key priority.

Staff Meeting	Shared with staff in October.
PAC Meeting	Shared with PAC in October.
Draft Shared	Shared on Facebook, via email, on webpage to seek staff, trustee, and student/parent/family input and suggestions and input were considered before the final draft.
Submit	Shared final Growth Plan with Superintendent in October with the understanding this is a living document and may undergo changes throughout the year.

Thank You



Thank you to our stakeholders that were involved in the creation of this growth plan.

FJMES Staff
Students
FJMES PAC
Trustee Bev Bellina
FJMES Families

We appreciate the feedback from our stakeholders as we work together to support all of the learners at FJMES!



Frank J Mitchell Elementary School



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