

---

2023/24  
TO  
2027/28



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 are grateful to 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 3 OF 5

ADMIN: JENNIFER  
ADAMS & LEANNA  
SHULLY

---

# About Us

---

354

Students

20%

Indigenous  
Population

10%

Learners  
with Diverse  
Needs

5%

ELL Students

---

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.

## **FJMES Staff**

- 17 classroom teachers
- 1 fine arts teacher
- 1 teacher librarian
- .5 technology teacher
- 2.5 learning support teachers
- 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
- 1 speech language pathologist assistant
- 1.6 Clerical

### **FJMES has part time access to:**

- Speech-language pathologist
- English language learner (ELL) teacher.

---

## **FJMES offers:**

- FJMES is a proud partner of Columbia Basin Alliance for Literacy (CBAL) and is the site of a Strong Start program for children and families from birth to Kindergarten.
- We offer extra-curricular sports teams, leadership opportunities, lunch time clubs, and morning open gym times for student engagement.

---

# School Successes from 24/25



---

## Literacy

- Teachers received training for Acadience, UFLI, Spellography, Fluency (Paragraph Shrinking)
- Differentiated Reading Instruction Intervention for students in Grade 4-6
- Adrienne Gear Pro D and her accompanying book purchased for teachers

---

## Social Emotional Learning

- Initiated processes to begin using "The Re-Set Process" as a social emotional tool; School Based Team members participated in a book study to learn about the program so that implementation can begin in 2025/2026 year
- Friendology program implemented schoolwide (lessons taught in classroom, primarily led by school counselor)

---

## Numeracy

- FJMES .5 LST ran small group math support
- Working towards consistent math instruction; Math UP Pro D day; 7 classroom teachers are now using this program with district support in financing
- Supported a Professional Learning Circle for several teachers to collaboratively read and implement strategies from *'Building Thinking Classrooms K-5'* by, Peter Liljedahl and Maegan Giroux

---

## Other

- Social Club for staff and Staff Shirts gifted to each staff member
- Equipment for use during recess (in prep for Recess Stations)
- Supportive PAC & treat wagon
- Ready Set Learn (RSL) in the community
- Choir ran by fine arts teacher; performed multiple times throughout the Elk Valley and Cranbrook



# GOAL 1

To improve student literacy scores and provide targeted intervention support.

## Strategies

1. Continue using **Acadience screener** for all students and complete three assessments in the school year (fall, spring, June)
2. Primary Classroom teaches to continue using **UFLI** and **Heggerty** to support systematic, sequential, and consistent instruction
3. **SLPA** to support primary students with small group intervention
4. **Differentiated Reading Program** for intermediate students with gaps in their phonological awareness
5. Provide opportunities for educators to receive professional development and to collaborate on topics regarding literacy programming
6. **CBAL** Literacy training for parents (Grade 1 – Come Read with Me and Kindergarten – PALS)
7. Work with Laura-Lee Phillips, **SD5 Literacy Teacher**, to support differentiated learning and ideas for struggling literacy learners
8. Continue supporting students in accessing grade level material by teaching and utilizing **Universal supports** such as speech-to-text and text-to-speech
9. **Adrienne Gear** Professional Development available for teachers
10. Promote love for literacy through **‘One School One Book’**. The 2025/2026 book is, ‘The Secret of Nimh’
11. Working with our school librarian and Indigenous Education worker to increase our school and class libraries to include more books with **Indigenous Content**.
12. **Diversifying** the library to include representation of as many people as possible (e.g. skin colour, cultures, neurodiversities etc.)

## GOAL 1 DATA

### Acadience Literacy Assessments

The following data represents our literacy scores at the conclusion of the 2024/2025 school year, organized by grade. Please note that Kindergarten assesses different criteria, and data for Grade 1 and Grade 6 is incomplete. The color-coded charts are interpreted as follows:

- **Red section:** Students performing significantly below grade level
- **Yellow section:** Students performing below grade level
- **Green section:** Students performing at grade level
- **Blue section:** Students performing above grade level

Each chart includes the corresponding grade at the top and presents data from the beginning, middle, and end of the year. The goal is to move students from the red and yellow sections to the green section.

#### Grade K

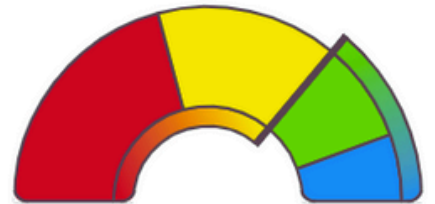
2024 - 2025



52



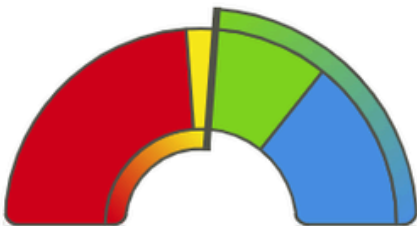
53



36

#### Grade 2

2024 - 2025



42



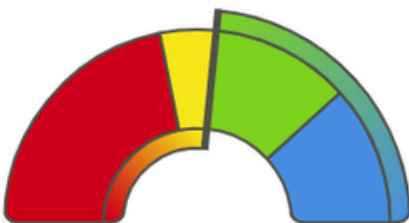
42



39

#### Grade 3

2024 - 2025



64



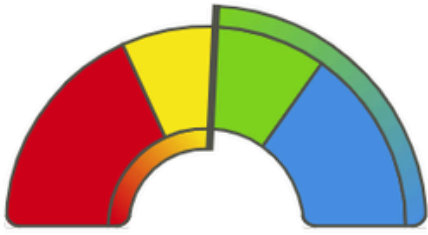
66



66

### Grade 4

2024 - 2025



33



33



28

### Grade 5

2024 - 2025



51



51



48

### Grade 6

2024 - 2025



24



23



24

## Differentiated Reading Instruction Intervention group data

	Sept 2024	Feb 2025	% of Students that moved up a level or more
Short Vowels	12	3	83%
Blends and Digraphs	6	5	80%
R-Controlled Vowels	8	8	62.50%
V-C-E	12	7	57%
Vowel Teams	2	7	100%
Total # of Students:	40 25.5% of Grade 4-6s	30 + 1 New 19.75% of Grade 4-6s	

## GOAL 2

FJMES will focus on Social Emotional Learning in order to foster growth in Self-Regulation.

### Strategies

1. **Breakfast Club:** in order to support emotional regulation, bellies need to be fed. Our Youth Care Workers run a daily Breakfast Club available to all students
2. Incorporating **CPI's 'Reframing Behaviour'** into our monthly staff meetings. Reframing Behavior is a neuroscience-based, schoolwide training program that helps educators understand and respond to disruptive behavior by building empathy, promoting emotional regulation, and fostering positive connections with students.
3. **The Reset Process:** In 2024/2025, FJMES School Based Team Members participated in a book study with the District Social Emotional Learning Teacher in order to learn how to implement this program in the 2025/2026 school year. The "reset process" is a neuroscience-based method for helping to co-regulate children's nervous systems.
4. **Recess Stations:** In the 2025/2026, FJMES has started having adult or Grade 6 leadership students run stations/games at recess that all are welcome to drop into with the goal being a sense of belonging, coaching through problem solving etc.
5. **Friendology:** In the 2024/2025 school year, FJMES started using the Friendology program schoolwide. Friendology is a curriculum and model that teaches children and young people social-emotional skills to foster and maintain healthy, feel-good friendships.
6. **Neurodiversity affirming strategies** recognize neurological differences like autism and ADHD as natural variations in human brain function, shifting focus from "fixing" to empowering individuals. e.g. providing environmental adaptations that support regulation.





Our 2024/2025 data from “The Childhood Experiences Questionnaire” (CHEQ) shows 70% of students entering Kindergarten ate breakfast everyday and 69% 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.

## **Street Data Based on Observations and ‘Interviews’**

This is a difficult goal to provide hard data for, so we rely on “street data” which includes conversations, deep listening, relationship building, trauma-informed practices, building cohesion, and having a shared vision.

*“Fullan and Quinn define coherence as a “shared depth of understanding about the purpose and nature of the work...in the minds and actions, individually and especially collectively”...*



A grade 4 class holding up their completion certificates after several sessions on Friendship run by FJMES Youth Care Workers

### **Incorporating First Peoples Principles of Learning**

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.

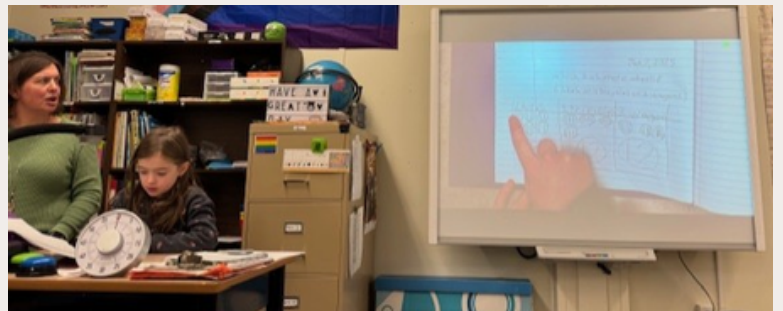


## GOAL 3

To improve student numeracy scores and provide targeted intervention support.

### Strategies

1. Continue working towards consistent math instruction by supporting collaboration and learning about the '**MathUp**' Curriculum program; MathUp is an online mathematical resource created by Marian Small for Canadian teachers, providing comprehensive curriculum-aligned lessons, activities, and tools to support K-9 students and their educators.
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. Using a **consistent assessment** to identify students with gaps in their numeracy foundations. Provide **small group interventions** for these students.
5. Ensure the school is well-equipped with **math manipulatives** for classrooms



## GOAL 3 DATA

In 2024/2025, FJMES .5 LST teacher ran intervention groups for students that were identified with gaps in their numeracy foundational knowledge. Pre and post data is shown below. *Assessment is based off the research in the book 'Math Fact Fluency', by: Jennifer Bay Williams.*

### Targeted Skill: Doubles

8 weeks intervention (20 mins 2x/week)

Pre-Assessment % automatic recall	Post-Assessment % automatic recall
56	100
44	89
67	89
56	78

### Targeted Skill: Subitizing Numbers to 10

8 weeks intervention (20 mins 2x/week)

Pre-Assessment % automatic recall	Post-Assessment % automatic recall
60	90
50	70
60	90

### Targeted Skill: Doubles

3 weeks intervention (20 mins 2x/week)

Pre-Assessment % automatic recall	Post-Assessment % automatic recall
56	89
33	89
67	78

---

# Strategic Engagement

At FJMES, we are very grateful for our collaborative staff and PAC. We spoke about the Growth Plan in both the first Staff and PAC meeting in September 2025. We will share the updated Growth plan in upcoming PAC and Staff meetings. We continually discuss goals that the staff would like to see for FJMES.

## 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!



**EMAIL:** [FJMES.MAILING@SD5.BC.CA](mailto:FJMES.MAILING@SD5.BC.CA)

**PHONE:** 250-425-7818

**[FJMES WEBSITE](#)**