



Frank J Mitchell Elementary School Growth Plan 2026-2029

At FJMES, we are grateful to live, work, and
play on the lands of the Ktunaxa and the
chosen lands of the Metis in *kaqawakanmituk*
(Sparwood).

101 Blue Spruce Crescent, Sparwood BC, V0B 2G0



About Us

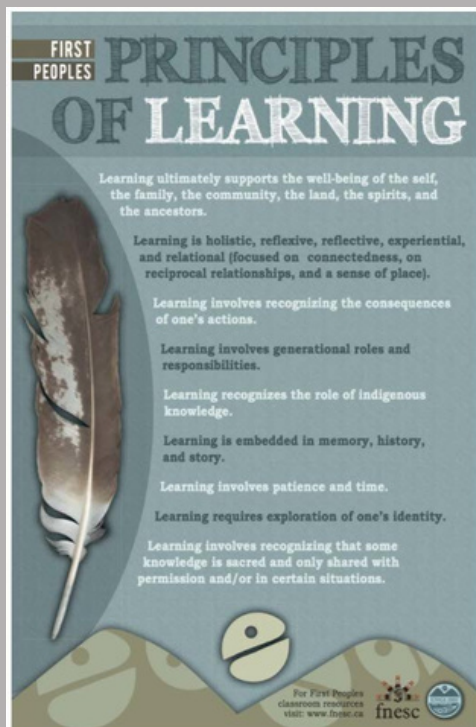


336 Students

18%	Indigenous Students
10%	Learners with Diverse Needs
8%	English as Second Language Learners

FJMES Staff

- 15 Classroom Teachers
- 2 Learning Services Teachers
- 1 Teacher Librarian
- 1 Fine Arts Teacher
- 0.3 PE Prep Teacher
- 1 Counsellor
- 9 Education Assistants
- 2 Youth Care Workers
- 1 Indigenous Education Worker
- 0.8 Speech Language Pathologist
- 1 Speech Language Pathology Assistant
- 1.6 Clerical staff
- 0.5 Library Clerk
- 0.2 ELL Teacher
- 2.5 Building Services Workers
- 4 Bus Drivers
- 1 Vice-Principal
- 1 Principal

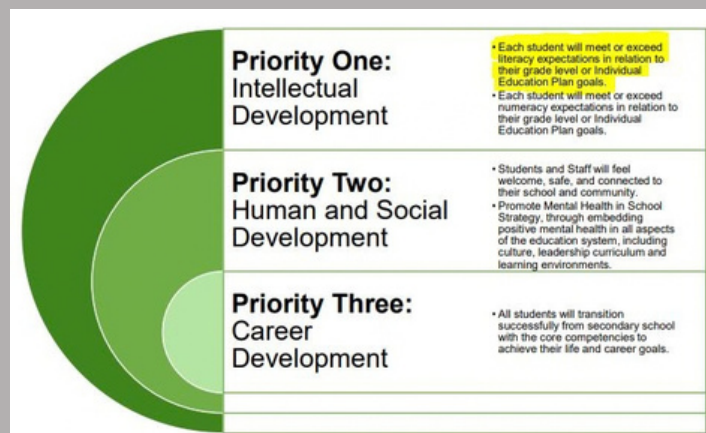
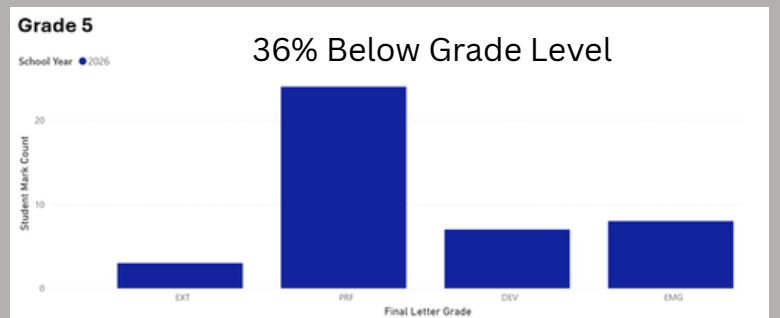
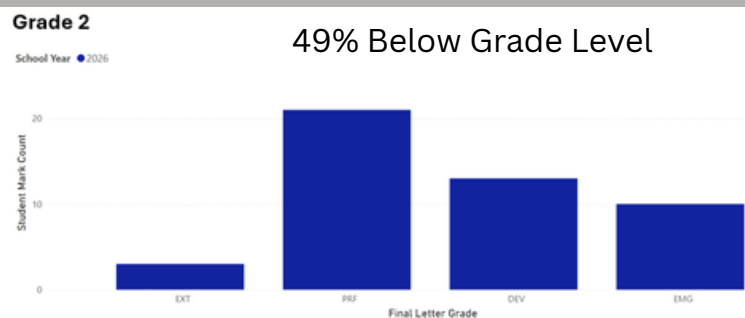
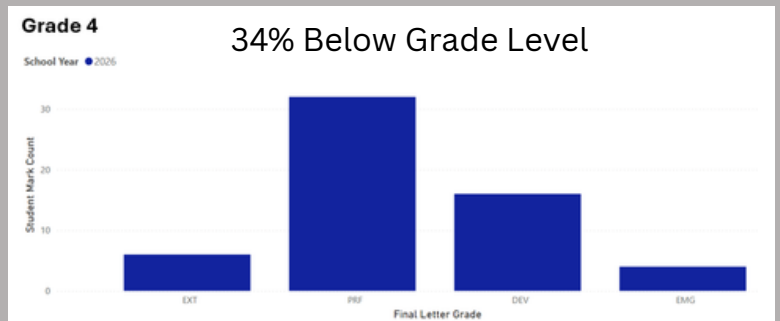
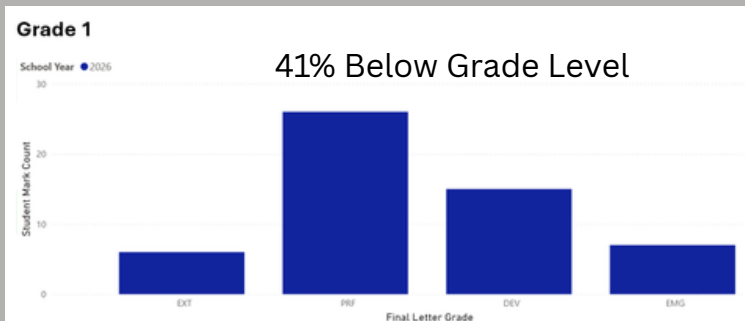
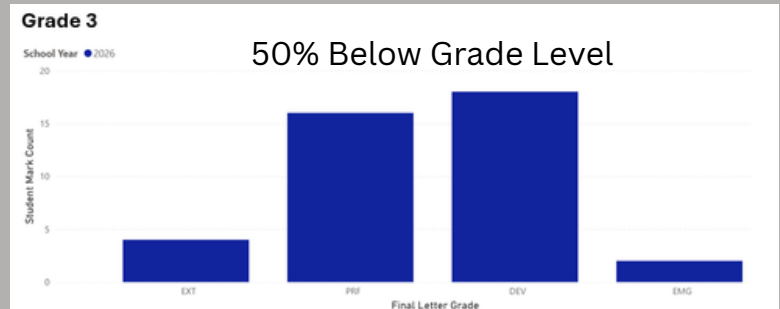
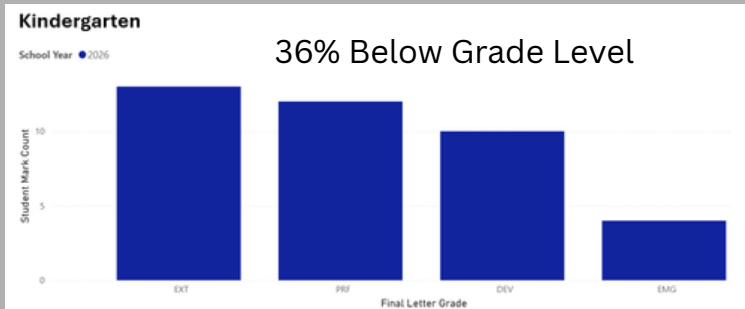


The First People's Principles of Learning guide what we do on a daily basis at FJMES to promote both intellectual and human and social development.

Goal #1:

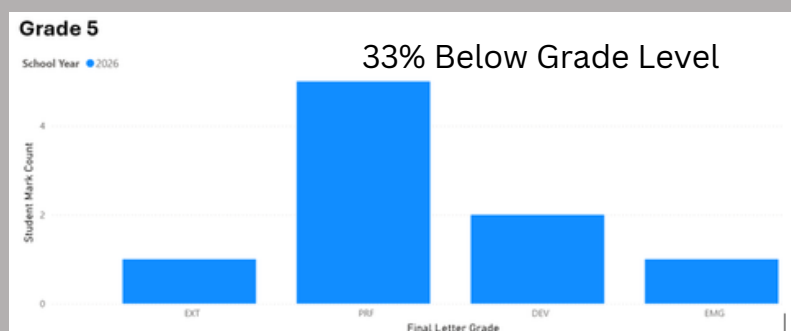
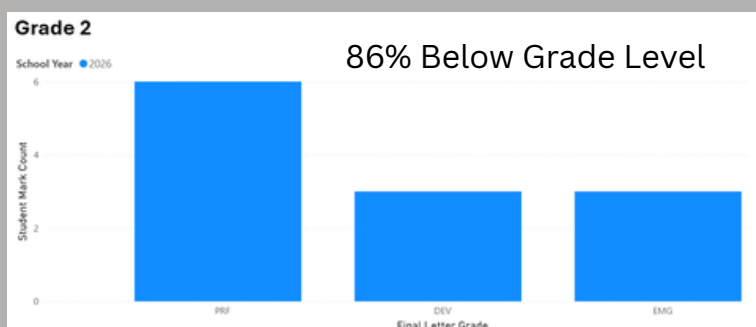
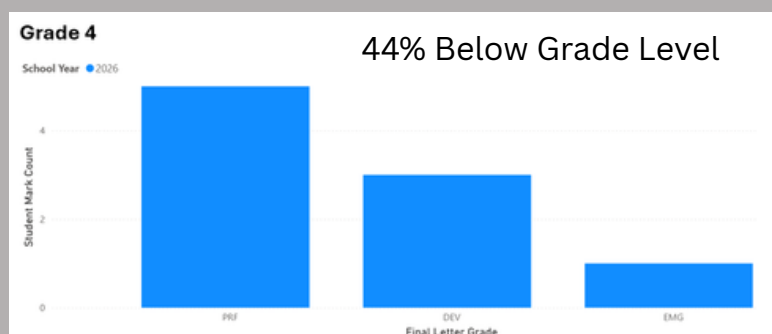
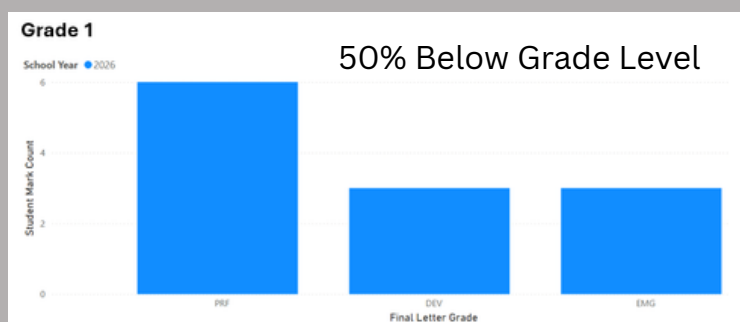
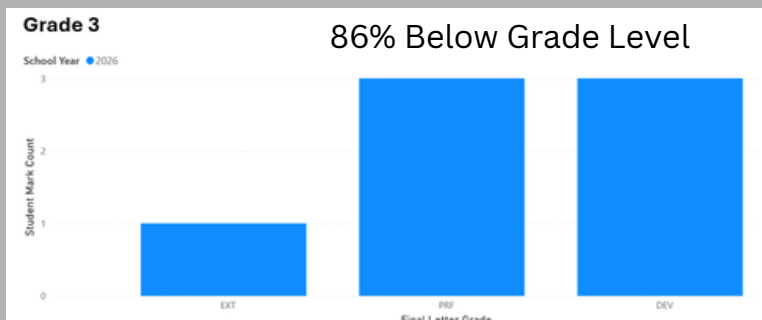
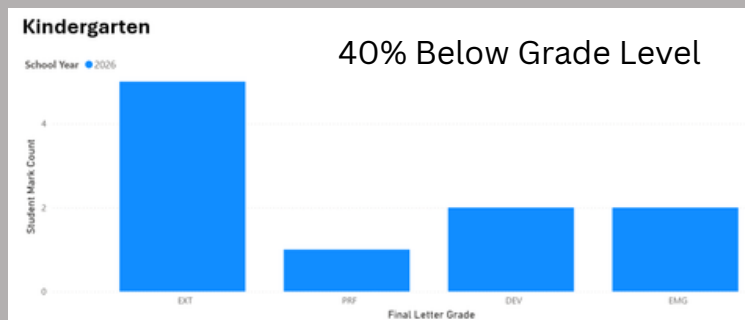
To improve student literacy scores by 10% through universal instruction and targeted intervention support.

This goal aligns with our school district **Framework for Enhancing Student Learning Priority One: Intellectual Development**. Our data is based on final MyEd performance standards in literacy for all students in Grades K-5 in June of 2026 as shown in the graphs below:





Final MyEd Literacy Performance Standards for Indigenous Students



Indigenous students will continue to receive tier 1, 2, and 3 supports through classroom instruction, small group and individual instruction with our Itinerant staff, as well as targeted support and resources from our Indigenous Education Support Worker.



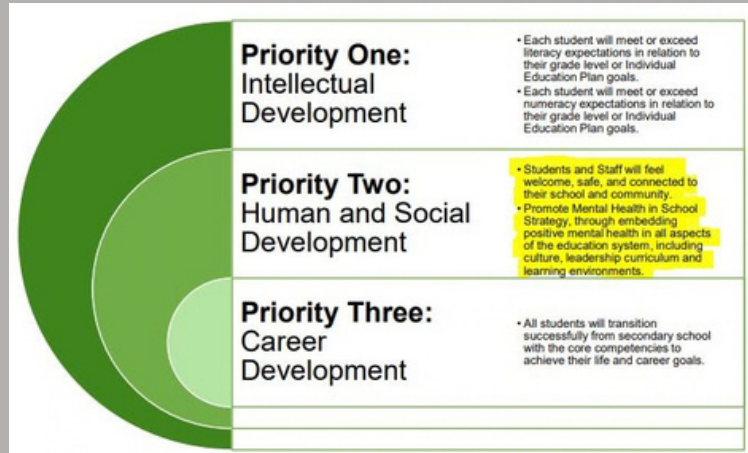
Goal #1 Strategies

1. **Universal Tier 1** literacy instruction including **UFLI** and **Heggerty** lessons for primary students and **Differentiated Reading Program** for intermediate students.
2. **Tier 2 and 3** intervention for small groups and individuals from our Itinerant teachers, Learning Services Teachers and SLPA, using **UFLI, Heggerty** and **Differentiated Reading** targeted for those student levels.
3. Continue supporting students in accessing grade level material by teaching and utilizing speech-to-text and text-to-speech.
4. Provide and encourage educator professional development to improve literacy instruction.
5. Work with Laura-Lee Phillips, **SD5 Literacy Teacher**, to support differentiated learning and ideas for struggling literacy learners.
6. **CBAL Literacy Training** for parents which consists of the *Come Read with Me* program for Grade 1 students and the *PALS* program for Kindergarten students.
7. Working with our school librarian and Indigenous Education worker to diversify our school and classroom libraries.
8. Continue to use **Acadience** assessments and **MyED performance standards** to measure progress.



Goal #2:

Students will strengthen their emotional intelligence by developing their ability to recognize emotions and use effective self-regulation strategies, with 80% of students demonstrating knowledge and application of at least two regulation strategies, as measured through student surveys, classroom observations, and SEL activities.

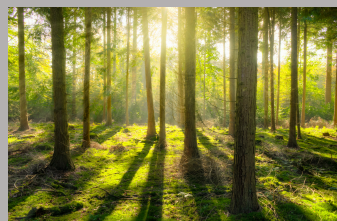


This goal aligns with our school district **Framework for Enhancing Student Learning Priority Two: Human and Social Development**. Having social-emotional intelligence with the ability to regulate one's emotions can lead to improved mental health for all. Our data will be quantitative in the form of staff and student surveys which will be sent out at the beginning and end of the year. It will also be qualitative in the form of 'street data' which includes conversations, deep listening, relationship building, trauma-informed practices, building cohesion and having a shared vision.



Goal #2: Strategies

1. Growing the **Compassionate Systems** team at FJMES through staff training and sharing of resources at staff meetings and professional development days.
Compassionate Systems is an approach to leadership that explicitly builds skills and practices in three interconnected domains: self (building a practice of personal reflection, mindfulness and compassion), each other (building authentic relationships that can support generative conversations), and the system (developing skills and capabilities to use tools that honour the complexity of the work that needs to be done).
2. Continuing to incorporate CPI's **Reframing Behaviour** into our staff learning which is a neuro-science based, school-wide training program that helps educators understand and respond to disruptive behaviour by building empathy, promoting emotional regulation and fostering positive connections with students.
3. Continuing to use the **Re-Set Process** with students which is a neuro-science based method for helping to co-regulate children's nervous systems.
4. Classroom instruction from the teacher, counsellor or youth care workers using programs such as **Friendology, Interoception, Zones of Regulation** and others to explicitly teach social-emotional regulations skills.
5. Work with Ryan Lemphers, **SD5 Social Emotional Learning Teacher** to assist teachers and students with social emotional regulation lessons and strategies.
6. **Breakfast Club** to continue to ensure our students have their basic needs of nutrition and connection met to start their day on a positive note.
7. **Wolves Den** is a space we created this year for students to go when they are in need of a quieter space, connection and regulation.
8. **Place-based** and **Outdoor Learning** will always have a significant role in grounding and regulating staff and students. Connecting to the land (ʔamakʔis Ktunaxa) reinforces the guiding principle: Yaqał Hankatiłiki na ʔamak—"Our people care for the land, the land cares for our people."



Strategic Engagement

A strong sense of belonging and connection is foundational to a thriving school community. Meaningful growth occurs when students, staff, and families feel valued, connected, and supported. A shared vision, strong relationships, collaborative partnerships, and consistent practices create the conditions for growth across academic, social, and personal development. At Frank J. Mitchell Elementary School, we are fortunate to have a dedicated staff and supportive families who share these values and work collaboratively to support our students, one another, and the continued growth of our school.

Through staff meetings and PAC meetings, stakeholders had a voice in the creation of the growth plan goals and direction. Student voices will be heard in the surveys they complete throughout the year. These goals will be reflected on with staff, families and students throughout the year.

We are grateful for the collaboration involved in creating this growth plan as we work together to support all of the learners at FJMES!

Frank J. Mitchell Elementary School

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