

# FRANK J MITCHELL ELEMENTARY SCHOOL GROWTH PLAN



**PREPARED BY**

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**2022-2023**

*Year 2 of Plan*



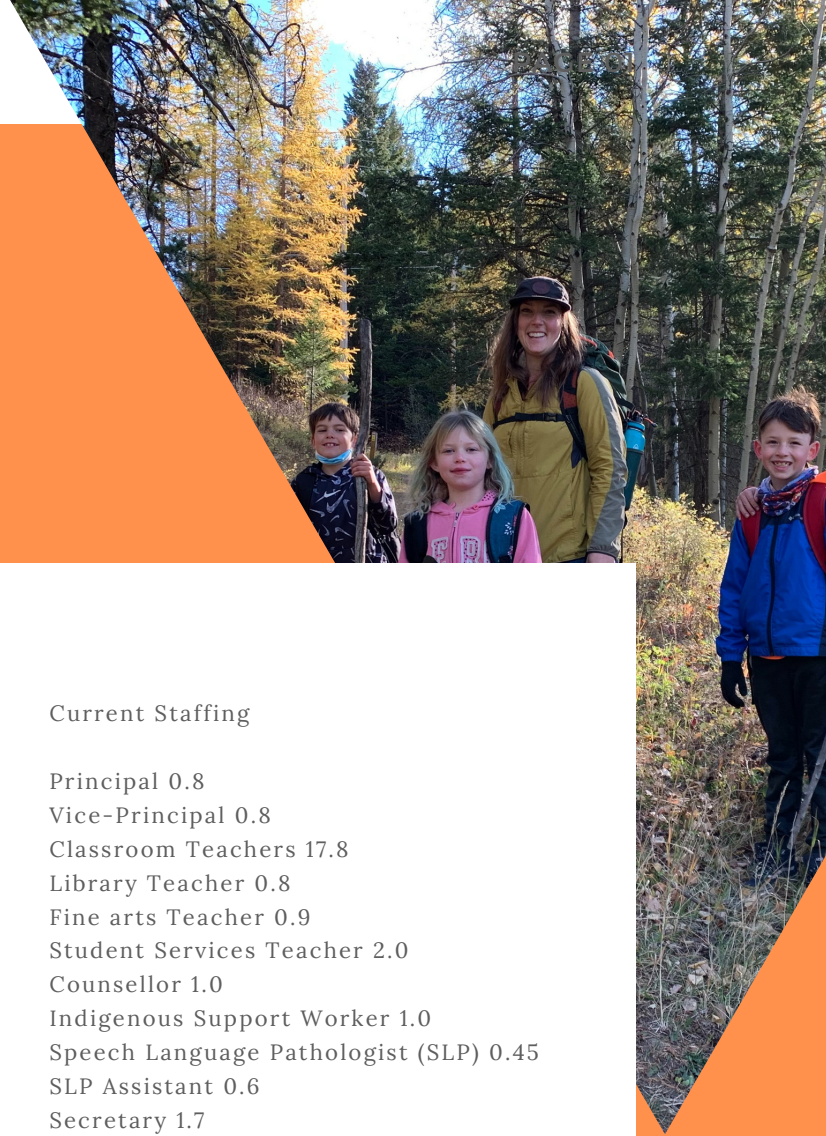
*a year's overview*

# A LITTLE BIT ABOUT US

- We are lucky to be situated in the Rocky Mountains which gives us great access to outdoor learning environments right outside our doorstep.
- We have completed our three year Wild School initiative. We are now looking forward to using the knowledge gained from the program to continue our outdoor and place-based and place-conscious learning. We are trying to foster a connection to the land through incorporating first peoples perspectives and Ktunaxa principles into our learning.
- The school uses the common strategies of Play is the Way and Zones of Regulation as behaviour education models school wide
- Frank J. Mitchell currently has a student population of 402 students in grades K-6.
- We offer sports teams, leadership club, choir, drama club, lunch hour extra-curricular activities as well as open morning gym times to provide various options for student engagement.
- Our student population consists of 82 students with indigenous ancestry and 67 students with diverse abilities and disabilities.

## Current Staffing

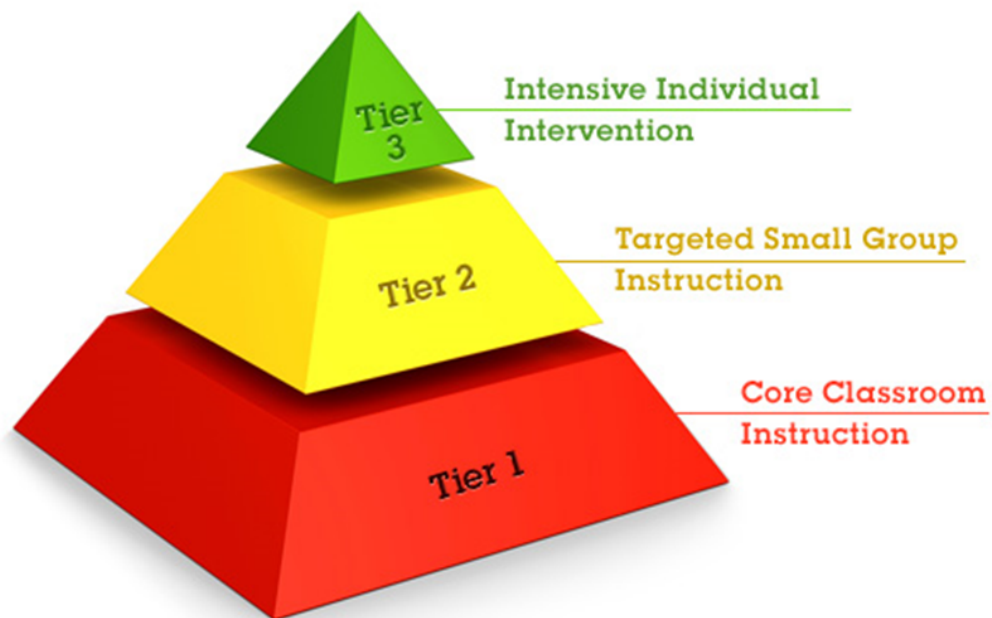
Principal 0.8  
Vice-Principal 0.8  
Classroom Teachers 17.8  
Library Teacher 0.8  
Fine arts Teacher 0.9  
Student Services Teacher 2.0  
Counsellor 1.0  
Indigenous Support Worker 1.0  
Speech Language Pathologist (SLP) 0.45  
SLP Assistant 0.6  
Secretary 1.7  
Education Assistants (EA) 9 Full Time  
Custodians 2 Full Time  
Am Supervisors 2 people for 45 min  
PM Supervisors 2 people for 30 minutes  
Noon Hour Supervisors 7 for 60 minutes  
EA's over Noon Hour 5 for 50 minutes



*The Theory*

# HOW DID WE GET THERE?

We as a staff at FJMES 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. The RTI model can be used for academic instruction as well as social emotional learning and this is what we will base our goals and growth plans on.



RTI (Response To Intervention)  
**3 Tiers of Support**

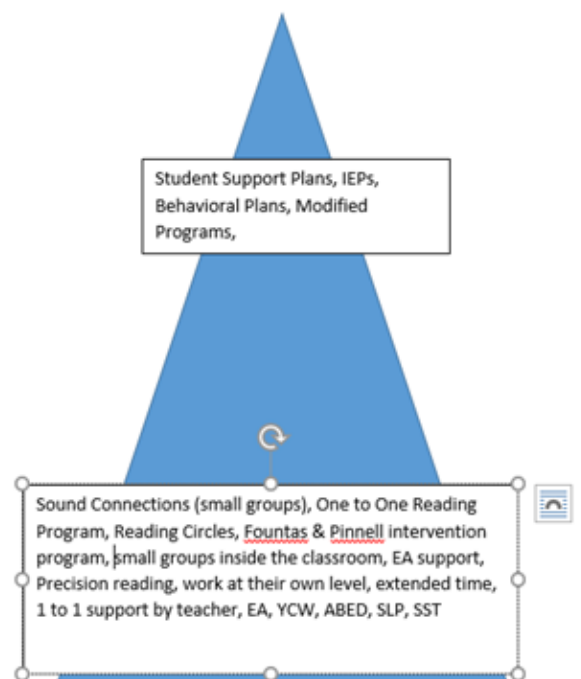




# GOAL #1 OUR FOCUS

We have used the Fountas & Pinnell (F&P) assessment as a consistent literacy assessment for the past 3 years, as previous years various assessment tools were being used. We did not feel the data was consistent due to this, and wanted to streamline the process. Moving forward we will use the F&P assessment as the district has generously purchased F&P resources for us to use to help boost literacy scores. This assessment is done in November, April and June to inform teacher practice.

Our first year of documenting reading levels (2017/2018) showed that 62 students (17%) were not meeting grade-level expectations in reading. The next year (2018/2019) we measured 60 students (16%) not meeting expectations. Due to the pandemic we did not collect end of the year data for the 2019/2020 school. In the 2020/2021 school year 31.5% of students were not meeting grade level expectations for reading. In the 2021-2022 school year 19.2% of students were not meeting expectations. Full grade data can be found on the next page. Our goal is to improve student reading levels through a Response to Intervention model. This goal aligns with the district goal of developing literacy performance by purposefully engaging diverse learners in the process of reading to understand across all subject areas.



Words their Way, Home Reading, Book Cart, Sounds Connections, Word Families, Small Group Guided Reading, Small Group Letter/Sounds, Centers, Playdough, Oral Reading, Reading Power, Reading/Writing 44, Leyton Schnellert Literature Circles, SMART, Reading A-Z, Novel Studies, Epic Online, Audio Books, Sight Lines, Canadian Reader, Classroom Ready, Joyful Literacy, Choral Reading, Shared Reading, Daily 5, Starfall, Tumble Books, Razkids, Primary Success, Scholastic Phonics/Spelling Program, Sight Words/Word Families, Fountas & Pinnell program WOW sentence program, Silent Reading, Adrienne Gear, Reader's Theatre, CBAL parent training for Kindergarten, grade 1 and 2s.





2021-2022

# NUMBERS & STATISTICS

Reading assessment scores have been tracked at FJMES since 2017. The number of students reading below grade level receive Tier 2 and Tier 3 support. All of the work that is done with literacy has an indigenous focus and formulated with a trauma informed lens. We use the DIAL & EDI in Kindergarten to help identify students who will need support and are implementing Tier 2 and Tier 3 supports before Grade 2 in Year 2. Furthermore, since the needs of our school are so high we ensure all needs are met with our tiered programming.

**78%**  
*Adverse Childhood Trauma*

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**12%**  
*increase in literacy rates in Year 1*

## Students Reading Below Grade Level Expectations

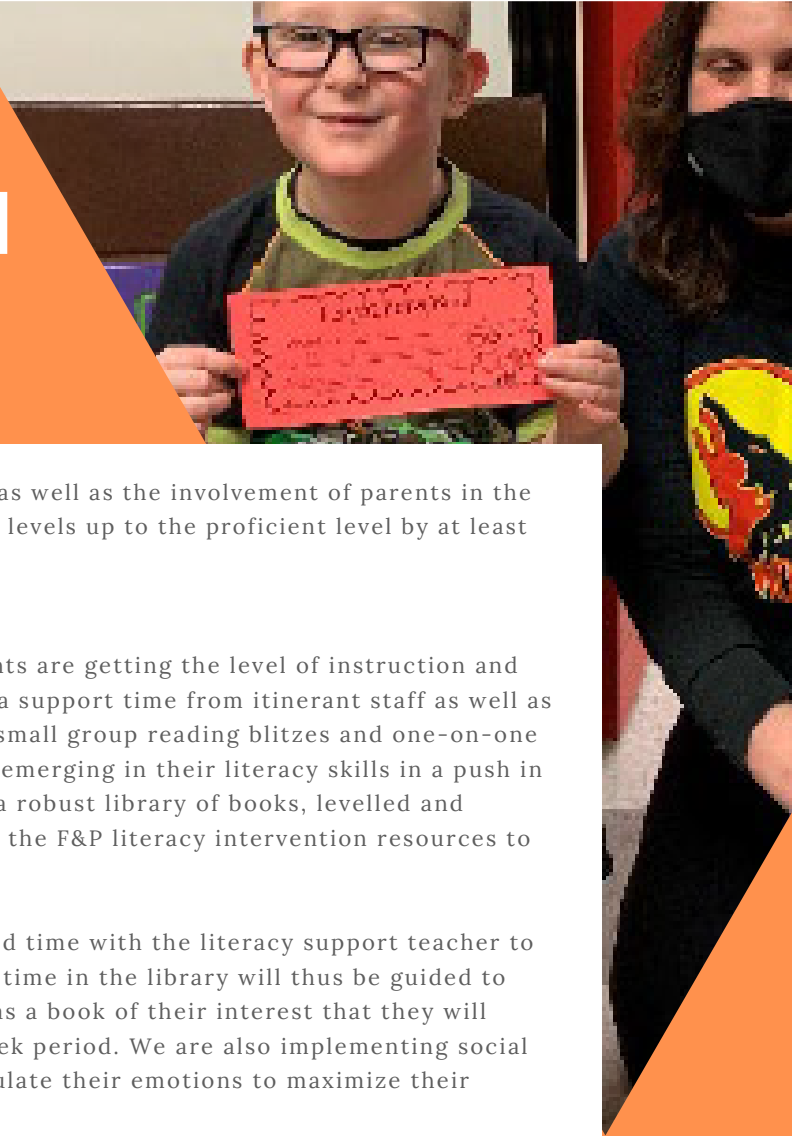
Grade # Of Students Total	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2017-2018 (Baseline)	3	11	15	10	13	10	NA
2018-2019	5	13	18	7	7	8	2
2019-2020 (COVID year)	-	-	-	-	-	-	-
2020-2021	16	19	20	22	8	16	17
2021-2022	4	2	19	14	14	14	11

Of these students not reading at grade level 23% have indigenous ancestry and 25% are students with IEPs.

Thank-you to our stakeholders that were key in developing our school growth plan:

- FJMES Staff
- FJMES Student Leaders
- FJMES PAC & Sparwood Trustee Bev Bellina
- CBAL

# ACTION PLAN



## INQUIRY QUESTION:

Will the implementation of Tier 2 literacy activities as well as the involvement of parents in the learning process bring grade 2 and 3 student reading levels up to the proficient level by at least 4%?

## PLAN OF ACTION:

We will also use the RTI model to ensure that students are getting the level of instruction and supports they need to be successful in reading. Extra support time from itinerant staff as well as our student services team allows for more in-class, small group reading blitzes and one-on-one and small group support for those students that are emerging in their literacy skills in a push in fashion. We are also supplying each classroom with a robust library of books, levelled and decodable readers and calming spaces. Staff will use the F&P literacy intervention resources to help students that are reading below grade level.

The students in grades 2 and 3 will also have targeted time with the literacy support teacher to collaborate on the needs of the classroom. Students time in the library will thus be guided to choosing books that are at their grade level as well as a book of their interest that they will repeatedly read in class on a daily basis for a 1-2 week period. We are also implementing social skills training in the classroom to help students regulate their emotions to maximize their success in learning.

We will involve CBAL in training parents and one-to-one readers in order to have more reinforcement in the reading skills outside of the classroom. Having parents involved in the learning process is significant in terms of seeing growth in our students' reading levels. We are going to have all grade two and three classes use Heggerty Phonemic Awareness, Reading Eggs, and Reading A to Z so that parents and caregivers have levelled content to read with their kids at home

A key finding has been that since the pandemic we have a significant number of students who were at grade level fall behind. We are going to work on socialization skills at school to help improve literacy skills as well as through social skills training and building relationships with students. Students will also have a dedicated time to reading everyday called Drop Everything and Read (DEAR) right after lunch. Students will use word walls, exit slips for changing books, flash cards and spelling dictionaries in all classes as common tools during DEAR.

In the 2021-2022 school year, FJMES was successful in our application for the Grade 2 literacy project with the district that focused on providing professional development for our grade 2 teachers, librarian and admin. We will also be doing training sessions on Fountas and Pinnell for our teachers so that we utilize the tool most effectively. By using a common reading assessment across the grades, the data will be more accurate and the students will be more comfortable with it due to their familiarity with the assessment tool.

## *CBAL - Literacy Training for Parents*



Parents and Community Agency play a key role in supporting students and their literacy. One message helps support student learning.

## *Calm Spaces in classrooms, around the school, zones of regulation*



## *Applied Education Neuroscience to Prevent Unregulated Behaviour - Calm Connect, Staff Support, Move Work Breathe*



Preventative breaks with Move, Work Breathe, 25 calm spaces in the school for students to access. Social Emotional Learning Education helps students regulate to be able to learn.



*Place Conscious Learning in our Wild Spaces*



**Indigenous Story Telling with Joe Pierre**



**Ktunaxa Language Learning on Nature Walk**

*Behaviour Education - Play is The Way while building community*



**Experiential Learning for behaviour education, increasing vocabulary and more.**

*Bringing Back the Joy of Learning Post Pandemic*



**Reading in blanket forts**



**Hatching bugs and planting gardens in Library to learn the life cycle and increase vocabulary words**

