
2023/24
TO
2028/29



A FIVE YEAR PLAN OF GROWTH,
CONSISTENCY AND COMMUNITY

New logo designed by
Kally Campbell & Darcy Luke

FJMES School Growth Plan

**At FJM, 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 1 OF 5

CREATED BY
RENEE MACCORMACK
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Contents

About Us	03
School Successes	05
Goals	06
Goal 1 - Literacy	07
Goal 2 - Vision, Mission, Values	09
Goal 3 - School Belonging	11
Goal 4 - Numeracy	13
Strategic Engagement	15
Mandala for Systems Change	16
Thank You	17

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About Us

Frank J Mitchell Elementary School currently has a student population of 376 students in Kindergarten to Grade 6. Our student population consists of 76 students that self-identify as Indigenous and 47 students with diverse abilities. We have 17 classroom teachers, 1 Fine Arts Teacher, 1 Teacher Librarian, 1 PE Prep teach, 2.5 Student Services teachers, 1 co-teacher (coming soon), 10 Education Assistants, 2 Youth Care Workers, 1 Indigenous Education Support Worker, 1 counsellor, 1 four-hour daytime custodian, 2 after school custodians, 3 noon-hour supervisors, 1 Vice Principal that is 0.5 VP and 0.5 Student Services, 1 Principal, and 2 amazing school secretaries that keep us all organized! We also have access to part-time speech and language support with Speech Language Pathologists as well as an SLP Assistant. Frank J Mitchell is also the site of a Strong Start program for children and families from birth to Kindergarten. ELL

Frank J Mitchell Elementary is fortunate to be situated in the Rocky Mountains which provides us with quick and easy access to outdoor learning just steps from our classrooms. We continue to foster a connection to the land through incorporating the First Peoples Principles of Learning as well as learning about the Ktunaxa ways of being.

At FJM, we use common language from Play is the Way, a behaviour education program, to support students to be kind, safe, respectful, and responsible humans. 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 offer extra-curricular sports teams, leadership opportunities, lunch time clubs, and morning open gym times for student engagement.

Let's begin...

Info about Frank J Mitchell Elementary

375

Students

17

Classrooms

10

Education Assistants

20%

Indigenous Population

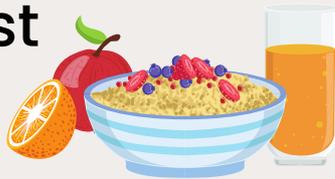
12%

Learners with
Diverse Needs

53

Grade 6 Students

Breakfast Club



82%

18%

According to the 2023 CHEQ, 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 FJM, 20% of students identify as Indigenous learners. With the support of the Indigenous Education Support Worker, we work to include programming, classroom & library books, as well as support for students that identify as Indigenous.

At FJM, 12% 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, Student Services teachers, Youth Care Workers, Indigenous Education Support Worker, and Counsellor.

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

School Successes from 22/23

- Literacy**
- Increased number of all students reading at grade level from 48% to 50.4%
 - Grade 2 from 50% to 60% and Grade 3 from 61% to 67%
 - Three teachers received training for Acadience
 - Teachers trained to use and implement Heggerty
 - Rebooted the One-to-One Reading Program with 12 volunteers
-

- Social
Emotional
Learning**
- Continued to implement Play is the Way with all students through the PE Prep to strengthen the use of common language
 - Mindful Moments on the announcements each morning
 - Small Group Lunch Bunch Groups for students that needed extra support
-

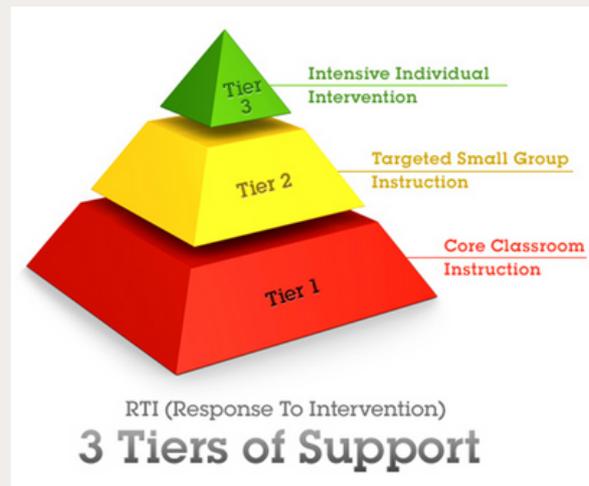
- Other**
- Lunch in the gym
 - Social Club for Staff
 - Rough & Tumble area
 - Equipment for use during recess
 - Supportive PAC & Treat Wagon
-

Moving forward with Literacy

For the past three years, we used the Fountas & Pinnell (F & P) program as a means to collect data on student reading levels. Upon completion of our three year growth plan, we have opted to stop using the F & P assessment program and will be using Acadience as a screener for all students at FJM. We will use this data to monitor student progress as well as use it to inform practice to provide targeted instruction in the areas students are needing support.

The introduction of UFLI and Heggerty to our Grade 2 and 3 teachers to work on explicit instruction in literacy showed good success in the first year. The addition of using Acadience as a screener that is quick and efficient allowed the teachers to identify how to efficiently support learners.

◆ 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: Create school vision, mission, and values.

Goal 3: To address equity, diversity, and inclusion at FJM as we work to increase the sense of community and connection for students, staff, and the community of Sparwood.

Goal 4: Students will meet or exceed numeracy expectations for their grade level.

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

Objective: Using Acadience and Differentiated Reading to identify areas of need for students, in addition to using UFLI, Heggerty, and small group with Differentiated Reading will support the literacy growth of students to meet learning targets.

Target: We aim to have 50% of the students meet or exceed literacy expectations by the end of year 2 and increase the target each year.

Strategies to Make Goal 1 Happen

1. All teachers trained to complete Acadience screener for all students and complete three assessments in the school year (fall, spring, June).
2. All primary teachers trained 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 not yet at grade level.
4. Continue to use the strategies that are already been in place to support literacy: SLP, small group, 1-to-1 reading, explicit instruction.

Ways to Support Learning

- One to One Reading program for students in Grade 3 to receive 30 minutes of reading three times each week
- CBAL Literacy training for parents (Grade 1 - Come Read with Me and Kindergarten - PALS)
- Encourage buddy reading between classes
- Work with Erin Jones, SD5 Literacy Teacher, to support differentiated learning and ideas for struggling literacy learners
- Provide class-wide sessions for how to use technology such as Kurzweil and speech-to-text. Connect with Kim Froehler as needed for this support.
- Share technology resources amongst classes to ensure all students have access to these universal supports
- Increase indigenous resources in classrooms and library
- Share professional development opportunities for teachers to improve their literacy practice
- Provide opportunities for educators to collaborate about literacy programming
- One School One Book - The Lemonade War



Goal 1 Data

When looking at the FSA data for Literacy, our goal is to work toward increasing the percentage of students on track or extending from 31% to 50% in year 2 and increase the target each year. Putting strategies and plans in place to support our emerging learners to develop the skills and confidence they need to be successful with literacy.

Percentage of Students based on Proficiency Score

FSA Data 22/23	Emerging	On Track	Extending
FJM Indigenous	50	38	13
District Indigenous	60	40	0
FJM with Designation	25	75	0
District with Designation	60	40	0
FJM all Grade 4	69	29	2
District all Grade 4	43	52	5

2022/2023 F & P data (Percentage of students reading AT grade level Oct/June and increase +/- decrease)

- Grade 1 32%/52% (+20%)
- Grade 2 51%/57% (+6%)
- Grade 3 60%/67% (+7%)
- Grade 4 63%/48% (-15%)
- Grade 5 64%/45% (-19%)
- Grade 6 71%/37% (-34%)



Next Steps - Next year, we want to consider a writing assessment for Intermediate Students to address writing, in addition to reading.

Educational Outcome: To create school mission, vision, and values.

Objective: Ask questions of all school partners to provide input to the creation of FJM's mission, vision, and values.

Target: To create an image that represents FJM's mission, vision, and values.

Strategies to make Goal 2 Happen

1. Connect with other PVP members to seek advice and guidance as to the procedures they used to create their school vision, mission, and values.
2. Get feedback from all partners (staff, students, parents, community) about what they see as the vision, mission, and values for FJMES by sending out a survey (email, FB, QR code sent home with students) and welcoming feedback from all partners.
3. All staff members complete questions at staff meetings to help us work toward creating a vision, mission, and set of values for FJM.
4. At the Meet the Staff night, collect info from families about their hopes and dreams for FJM as well as what they believe is the purpose of education.

Questions to Consider

- What are the elements and features of a great school?
- What are some of the values and beliefs that guide the vision of a great school?
- What makes you proud of FJM?
- What makes FJM great?
- How would you describe FJM as a school to an outside or new parent?
- What is FJM's narrative?
- What do we do well at FJM?



Mission Vision Values

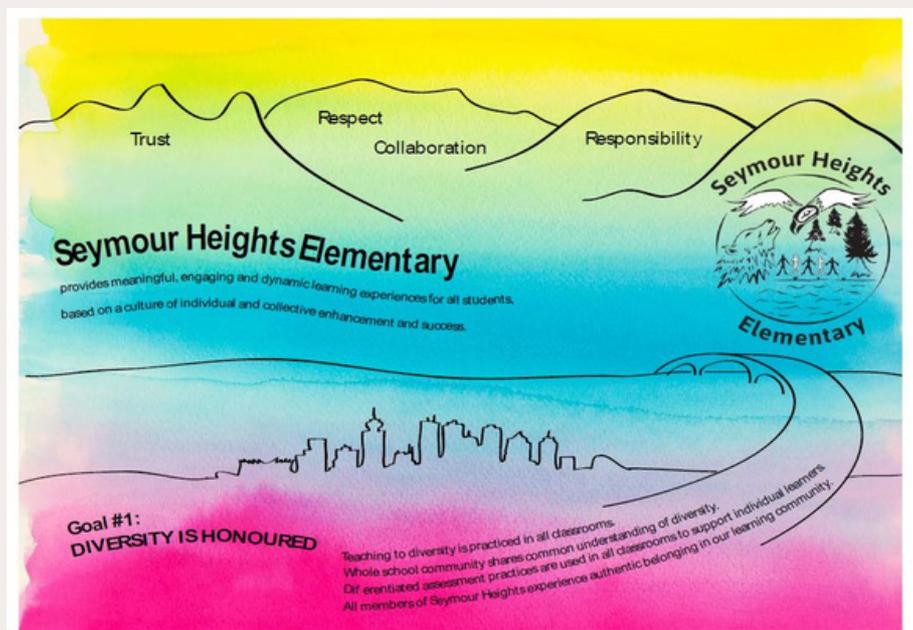


Since, we do not have a current vision or mission for FJM, our plan for the first year of our five year growth plan is to hear from all of the voices that are important to FJM and work together to create a shared school vision, mission, and values.

We started collecting input at our Meet the Staff night where families students and families answered the following questions:

- What is the PURPOSE of education?
- What are your hopes and wishes for FJM this year?

Next step is to ask these questions of staff!



Goal is to create a graphic like the one above for FJM!

Educational Outcome: Promoting an increased sense of belonging at Frank J Mitchell

Objective: By being intentional about talking about equity, diversity, and inclusion, we hope to honour and raise awareness for staff, students, and families about the value of creating a community where everyone feels welcome and safe.

Target: To increase the percentage of Grade 5 students that respond “high” to the statement “I feel like I am important to this school.” on the MDI from 52% to 100% over the next five years.

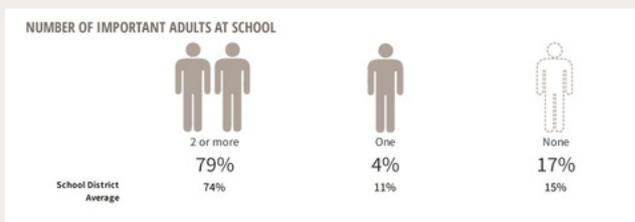
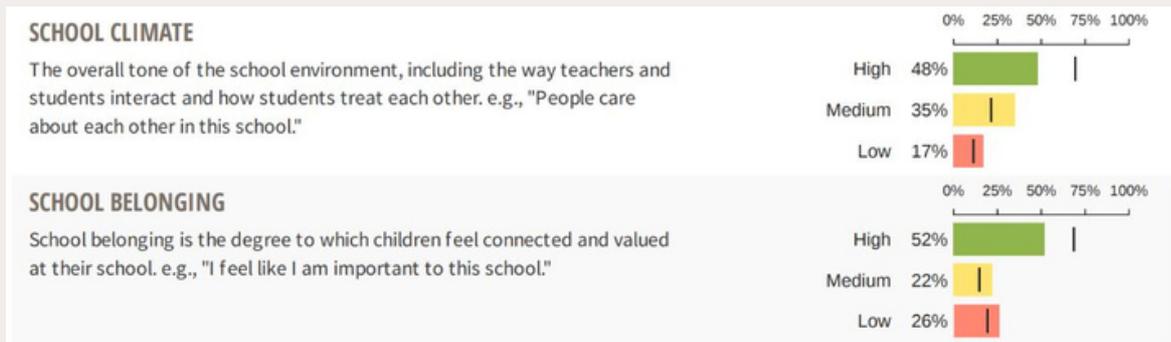


Strategies to Make Goal 3 Happen

1. Move staff, students, and FJM families forward on the journey toward Truth and Reconciliation to bring awareness to Indigenous perspectives and history.
2. Creation of a new logo to create our own FJM story.
3. Complete Identity Inquiry project with Mrs. Mac to explore the answers to: who am I, where do I come from, how are we the same/different, how do we celebrate differences, and more.
4. Continue with Houses and organize school events in Houses.
5. Host a Meet the Staff event to meet and connect with families.
6. Community Circles in classrooms and meetings as a staff/team
7. Look for opportunities to collaborate with community members to create school-community connections such as visits to Lilac Terrace for Halloween parade, ask for family stories about our school and/or community, participate in initiatives such as SEY2KT.
8. Staff and students work toward creating/sharing authentic land acknowledgements when in different spaces at school and in the community.
9. Indigenous Support Worker continues to organize resources, presentations and activities to support Indigenous Education.

Goal 3 Data

When looking at the data from the Middle Years Development Instrument (MDI - Grade 5) and the Student Learning Survey (SLS - Grade 4), we would like to increase the feeling of belonging and a strong school climate for our staff and students.



Things To Think About

- Collect the data from the Grade 4 Student Learning Survey and the Grade 5 MDI to gauge the connection students feel at school.
- Create ways to include/increase student voice at school so they feel like their voice matters.
- How to create more connections with families to share these messages about celebrating equity, diversity, and inclusion

Educational Outcome: To support educators as they reflect on pedagogy with numeracy and consider different ways to support learners in their journey with numeracy

Objective: To provide collaborative and professional development opportunities for educators to learn about different ways to build numerical capacity in our learners.

Target: To have more than 50% of students be on track or extending in numeracy on the FSA in years 2 and 3 and then greater than 65% in years 4 and 5 of this growth plan. The first year will be the introductory year exploring ways to support educators to reflect on and improve their pedagogy with numeracy.

Strategies To Make Goal 4 Happen

- 1.Math Up with Kathy Conlin – Stacey Nohels, Sarah Warburton, Lisa Laviolette
- 2.Common Assessment work with Kathy Conlin for Grade 6 with Buck
- 3.Thinking Classrooms for Math
- 4.Encourage professional development for improving math competency and confidence in students so they can not only “DO” math but they can also “apply” the skills to problems
- 5.Support the use of Mathseeds for students
- 6.Promote Team Collaboration activities for teaching math – sharing best practices
- 7.Provide collaboration time for educators to talk numeracy

Things To Think About

- Putting strategies and plans in place to support our emerging learners to develop the skills and confidence they need to be successful with numeracy
- Common Assessment for FJM – what have people used in the past
- Fact fluency and how to support learners
- Parent Math Nights

Goal 4 Data

We will use FSA data to track the progress of Grade 4 students.

We are also working with Kathy Conlin for the development of a common assessment for math for Grade 6 students and will use this to track the proficiency of Grade 6 students.

Percentage of Students based on Proficiency Score

FSA Data 22/23	Emerging	On Track	Extending
FJM Indigenous	50	50	0
District Indigenous	68	32	0
FJM with Designation	50	50	0
District with Designation	70	26	4
FJM all Grade 4	96	4	0
District all Grade 4	50	46	4

At FJM, we want to look at ways to ensure we address not only the Content, but also the Big Ideas & Curricular Competencies for all learners as they relate to the BC Curriculum.

Big Ideas

- Number
- Computational Fluency
- Patterns
- Geometry & Measurement
- Data & Probability

Curricular Competencies

- Reasoning & Analyzing
- Understanding & Solving
- Communicating & Representing
- Connecting & Reflecting



Strategic Engagement

We shared the wrap up data from the previous growth plan at the beginning of year staff meeting in September. We discussed goals that they staff would like to see for FJM. Literacy remains a key focus for staff.

Building relationships/community as ways to support social emotional learning is also key area to continue to support our students. Other ideas that were discussed were supporting diversity and inclusion at FJM as well as working on improving numeracy skills for students.

Staff Meeting Shared at beginning of year staff meeting

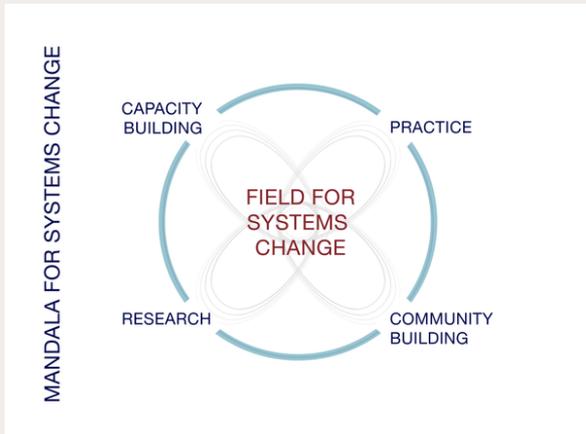
PAC Meeting Shared ideas for the growth plan at first PAC meeting on Sept 18, 2023

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 Share final Growth Plan to Superintendent with understanding that updates will be made as necessary

Mandala for Systems Change

Planting the Seeds of Change



When we plant seeds with intention, we nourish them. We know that there are all kinds of things we cannot change BUT we can still nourish the soil for the seeds to be resilient in the field. The soil may need to be prepared differently in some areas to create the right conditions.

We will use the Mandala for Systems Change to help us work through the changes we want to see at FJM!

Capacity Building

- What capacities do we need to develop at FJM?

Practice

- What are we seeking to accomplish at FJM?
- At FJM, which practices do we want to build?

Community Building

- Who else will likely be key players at FJM as our growth plan unfolds?
- How do we build community at FJM?

Research

- What are we seeking to learn at FJM?
- What do we need to know at FJM?
- What data can we collect to support FJM?

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
FJM Families

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





Frank J Mitchell Elementary School



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