

School Education Plan and Results Report

2018-22

Year 1



JAMES MOWAT
ELEMENTARY SCHOOL

Motto:

“A Caring School”

Values:

Integrity
Inspiration
Acceptance
Learning

Our Mission:

Our mission as a learning community is to provide our students with the tools that will enable them to be successful.

We do this by recognizing individual learning styles and equipping students with the best strategies to learn.

We do this so that all our students achieve the skills and knowledge necessary to be life-long learners.

Our Vision:

A Community of Excellence



SECTION ONE: School and Division Goals

School Goals:

GOAL 1: More students at James Mowat School will achieve one year's growth in their reading ability by the end of the school year.

GOAL 2: Students at James Mowat School will demonstrate increased achievement in numeracy.

GOAL 3: Students at James Mowat School are responsible, respectful citizens who demonstrate leadership.

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal: Stacey Boyko

Assistant Principal: John Murphy

Counsellor: Theresa DeRosier

James Mowat Quick Facts:

- JMW is a k - Grade 6 school serving approximately 358 students from the westernmost part of Fort Saskatchewan.
- JMW consists of 19 teachers and 11 classified staff.
- French as a second language is taught in grades 4 to 6.
- JMW opened in 1982.

Programming Highlights:

- Our Jay PRIDE Award program encourages and recognizes outstanding pride in our school - Preparation, Respect, Integrity, Discipline and Excellence.
- Students participate in weekly circles where we focus on character education topics and developing a common vocabulary in our school.
- Our “Seniors and Youth Networking Communities” (SYNC) program is an award winning program that allows students of different ages to work with seniors in our community on a regular basis.
- Extracurricular activities include a school choir, handchimes, school safety patrol, newspaper club, intramurals, basketball team, track team, and a badminton team.
- Our motto is James Mowat “A Caring School”. We pride ourselves on becoming involved with numerous fundraising initiatives to support a variety of charities.

SECTION THREE: School Education Results Report (2017-18)

What were the greatest successes/challenges faced in 2017-18?

Successes:

Our literacy programming continued to provide strong support for all students. Our participation in the Fort Literacy Project provided a wide range of professional development (PD) opportunities for all staff. We continued to hone our Grade 1/2 literacy program which provided targeted instruction for students at their reading levels. In conjunction with this targeted programming, we implemented pull-out support for striving Grade 1/2 students to create additional opportunities to focus on literacy skills. In addition, we provided reading intervention for small groups of students using the Leveled Literacy Intervention (LLI) kits. Our STAR reading assessment results were very positive.

Math instruction continued to be a priority at our school. We focused on Number Talks, small group instruction and the creation of math manipulative kits for every student. This allowed us to tailor our instruction to provide support at the appropriate level. We continued to use the Math Intervention Programming Instrument (MIPI) to identify students who were below grade level and then used our

Math Benchmarking tool to help program for students in the area of foundational math skills. These strategies were influential in enhancing engagement and creating understanding.

Weekly circles continued to be instrumental in the area of character education and citizenship. Throughout the year many different areas were highlighted and discussed in circles. We continued to build bridges with the seniors in the community through our SYNC program. Collaboration with the Boys and Girls Club provided mentorship opportunities for some students and we worked closely with our Family School Liaison Worker (FSLW). Our parent council continued to be very active at our school and made substantial contributions including supporting a week long hip hop workshop by 3rd Street Beat. They also supported numerous classroom activities, school wide hot lunches and many other events.

Challenges:

We have embraced the challenge of the diverse needs of our students in the areas of numeracy and literacy. We continued to refine strategies to provide effective supports and programming for all students. Supporting students with mental health concerns continued to be a challenge and we partnered with outside agencies including Alberta Health, Boys and Girls Club and Primary Care to provide supports for students.

How, and to what degree, did those successes/challenges impact planning for 2018-19?

Literacy programming continues to be a priority at our school. We intend to continue with the targeted professional development opportunities in the area of literacy and have literacy lead teachers supporting students and mentoring teachers. One of these teachers attended the Teachers College Reading and Writing Project workshop (TCRWP) and is facilitating professional learning opportunities for the staff. Many of the programming supports that were initiated last year will continue this year including using Leveled Literacy Intervention (LLI) to support striving readers, Grade 1/2 literacy program and small group support. Purchasing LLI kits and classroom books has also been important to enhance our programming and we intend to review and add to classroom book collections. Wee Read, a program that uses volunteers to support reading, will be continuing this year. We will continue to make Raz-Kids available to students.

Our numeracy program continues to build on our successes and address challenges. We intend to continue to use the MIPI to identify students who require additional screening with the Math Benchmark Kits. Teachers will focus on differentiated instruction and the use of math manipulative kits to enhance understanding. We will also be reinforcing number facts through a variety of strategies. Working with our numeracy consultant, we will provide targeted professional development opportunities.

Our citizenship and character education programming continues to be impacted by our school wide weekly circles. Character education will include components focused on First Nation, Métis, and Inuit cultures. We intend to build on this programming along with our SYNC program. We will also continue to strengthen our partnerships with outside agencies.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: More students at James Mowat School will achieve one year's growth in their reading ability by the end of the school year.

Division Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Strategies:

- Teachers will use STAR data to guide programming and design instruction.
- We will utilize Leveled Literacy Intervention resources to provide support for striving readers.
- Lead literacy teachers will build capacity through coaching and mentoring.
- Focused professional learning opportunities for staff will be utilized to support the implementation of Reader's Workshop.
- Our Grade 1/2 Literacy Program will continue to provide targeted support for all Grade 1/2 students.
- School wide writing prompts will be used to gather data for informing writing instruction.

Performance Measures:

- Students will demonstrate one year's growth based on the STAR assessment.

School Goal 2: Students at James Mowat School will demonstrate increased achievement in numeracy.

Division Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Strategies:

- Teachers will continue to use the MIPI to assess students' math skills.
- Math benchmarking will be completed for students who score less than 60% on the MIPI to identify areas of strength and the next steps needed to assist with programming.
- Differentiated instruction will be used to help students build their individual understanding of math concepts.
- Focused use of number talks to help students expand their mathematical thinking and problem solving strategies.
- We will expand the use of student math manipulative kits to support concept development.
- Integration of math games, strategies, and algorithms to increase proficiency with number facts.

Performance Measures:

- Students will demonstrate through a variety of assessments an increase in achievement in numeracy.
- Teachers will provide differentiated instruction and targeted support for their students.

School Goal 3: Students at James Mowat School are responsible, respectful citizens who demonstrate leadership.

Division Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

Strategies:

- School wide circle time focusing on collaboration, leadership, and citizenship.
- Use of buddy classes to facilitate multi grade connections between students to develop leadership skills and build a sense of community.
- Participation in the Boys and Girls Club mentorship program to provide additional support for students.
- Enhance First Nations, Métis and Inuit programming by working closely with district consultants and elders.
- We will build bridges between students and seniors in our community through our SYNC program.

Performance Measures:

- Accountability pillar results indicating that more parents, students and teachers believe that James Mowat School is a safe and caring school and students model the characteristics of active citizenship.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	JMW	96.6	18.6	95.7	19.6	91.1	22.2	90.0	16.0	91.3	15.2	94	20
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	JMW	89.8	23.7	80.4	8.7	80.0	20.0	76.0	18.0	84.8	17.4	88	20
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8	87	20.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14		
Science 6	JMW	89.8	28.8	84.8	41.3	91.1	51.1	84.0	34.0	93.5	37	95	40
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	JMW	84.7	22.0	78.3	19.6	80.0	42.2	84.0	34.0	82.6	26.1	86	30
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		

Student Engagement Measures

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	JMW					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.5	90.4	86.8	88.6	88.4	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0

Teacher	98.3	98.8	90.5	98.6	97.6	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	84.0	84.0	87.3	77.1	88.0	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	92.3	88.4	82.6	90.0	79.5	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	JMW					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.8	86.4	83.8	84.5	82.4	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	95.0	95.3	87.5	95.9	95.3	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	76.0	80.0	83.6	77.1	75.5	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	86.5	83.9	80.4	80.4	76.4	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	JMW					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	68.8	75.6	65.7	68.3	77.1	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	75.0	81.3	76.9	86.7	94.1	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	62.5	70.0	54.5	50.0	60.0	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	JMW					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.3	91.5	89.7	90.2	90.2	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	98.6	99.0	93.6	98.9	99.0	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	75.0	80.0	77.3	71.8	83.1	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	94.2	95.4	98.2	100.0	88.5	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	JMW					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.1	91.5	82.6	88.5	84.7	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	90.4	93.3	89.0	92.4	95.5	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	79.7	89.6	76.1	84.6	74.0	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	JMW					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.6	82.6	86.3	81.0	75.4	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	90.9	80.0	84.6	100.0	82.4	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	77.8	70.0	81.8	42.9	66.7	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	94.2	97.8	92.6	100.0	77.1	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	JMW					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	74.7	78.9	68.9	81.0	75.9	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	91.7	85.9	86.9	100.0	96.4	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	57.8	72.0	50.9	62.1	55.3	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

Communication of Plan:

We discussed our plan at a School Council meeting and parents had the opportunity to review the plan and provide input. School Council indicated strong support for the plan. Staff also had the opportunity to collaborate and provide input and feedback on this plan.