

School Education Plan and Results Report

2015-2018

Year 1



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: Students at James Mowat School will achieve one year's growth in their reading and writing ability by the end of the school year. (Priority 1, Goal 2)

GOAL 2: Students at James Mowat School will demonstrate an increase in achievement of numeracy as measured by our baseline assessments done three times per year. (Priority 2, Goal 4)

GOAL 3: Students at James Mowat School are responsible, respectful citizens who have the courage to do what is right and the perseverance to do their best. (Priority 2, Goal 1)

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.

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: Mike Lastiwka

Assistant Principal: Lisa Sauder

Counsellor: Stephanie MacNutt

James Mowat Quick Facts:

- JMW is a K-6 school serving over 350 students from the westernmost part of Fort Saskatchewan.
- JMW consists of 21 teachers and 10 classified staff.
- French as a second language is taught in grades four to six.
- JMW opened in 1982.
- The total school budget is \$2, 422, 772.00 which includes 97% of the total budget dedicated to staffing.

Programming highlights:

- All students participate in a daily literacy and learning time where there is a focus on reading and writing activities, often allowing students to work with students in different grades and classes.
- Extra assistance is provided to students who have a delay in language arts.
- For the past twelve years, the Drug Abuse and Resistance Education (D.A.R.E.) Program has been used to supplement the grade six health curriculum.
- Grade six students participate in Junior Achievement, which teaches students the basics of business, financial literacy and work readiness.
- 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, developing a common vocabulary in our school and growth mindset.
- JMW has a counsellor who is at our school half days. She helps facilitate several programs such as social groups, Rainbows and Roots of Empathy.
- Our Seniors and Youth Networking Communities (SYNC) program is an award winning program that allows students to work with seniors in our community on a monthly basis.
- Extracurricular activities include a school choir, handchimes, school safety patrol, student council, newspaper club, intramurals, art club, track team, and a badminton team, to mention a few.
- 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 (2014-2015)

What were the greatest challenges faced in 2014-2015?

Supporting students with literacy needs continues to be a priority. Finding resources and volunteers to work with students beyond the classroom can be a challenge and while we were able to work with many students in small group settings and one on one, this continues to be an area of focus for us. We also had the challenge of working with students who have a wide range of ability levels in the same classroom.

As with literacy, we have noticed a large range of abilities and levels for our students in the area of numeracy. We have students who are below grade level as well as students who are at risk and at promise within their grade level. Our most recent grade six Provincial Achievement Test results show a drop in the number of students who achieved a standard of excellence. This combined with a vast range of student abilities has had a direct impact our School Education Plan (SEP) goals.

How, and to what degree, did those challenges impact planning for 2015-2018?

This has had a huge impact on our planning for our 2015-2018 SEP. In grade one and two, we are changing how we teach literacy by changing our daily literacy time. Teachers will work collaboratively to plan and lead literacy groups that will allow all students in grade 1 & 2 to work with students at their reading level, not only at their grade level. We are also working to ensure more students are reading at grade level in our grade 3 to 6 classrooms.

In the area of numeracy, we have created a document that will allow teachers to benchmark students who are below grade level as well as our “at risk and at promise” students. This, along with professional development that focuses on differentiation and teacher practices, will be a major part of our focus and goals for our 2015 - 2018 SEP.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1: Students at James Mowat School will achieve one year’s growth in their reading and writing 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:

- All teachers will be trained and begin using Fountas and Pinnell to assess the reading levels of students who are below grade level or on an Instructional Support Plan (ISP).
- Grade one and two teachers will be working collaboratively to plan and implement a daily literacy program that better allows students to work at their level.
- Teachers will begin to learn about and implement guided writing with their students to improve their writing levels.

Performance Measures:

- All teachers will be trained in using Fountas and Pinnell and all students on ISP’s for reading will be assessed using this assessment.
- Fewer students, who are below grade level, will demonstrate less than one year's growth when compared to the data collected in the 2014-15 school year.
- More students in grades one and two will demonstrate one year's growth at the end of this school year than during the 2014-15 school year.
- All teachers will begin to use the strategy of guided writing with their classes.

School Goal 2: Students at James Mowat School will demonstrate an increase in achievement of numeracy as measured by our baseline data reported on three times per school year.

Division Outcome: The division uses evidence based practices to improve student engagement and achievement.

Strategies:

- Working collaboratively, teachers will assess all students' foundational mathematical skills.
- Monthly professional learning at staff meetings and professional learning days will focus on evidence based numeracy instructional practices.
- Team-teaching and modeling effective ways to help students reach mathematical goals through the seven mathematical processes.

Performance Measures:

- Students will demonstrate one full year's growth in foundational math skills as measured by our benchmarking in November, March and June.
- All teachers will be using evidence based numeracy teaching strategies such as numeracy centres, to differentiate instruction for their students by February of 2016.
- All teachers will have a better understanding of the seven mathematical processes by February of 2016 as measured by our teacher surveys conducted in September and February.

School Goal 3: Students at James Mowat School are responsible, respectful citizens who have the courage to do what is right and the perseverance to do their best.

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

Strategies:

- School wide weekly circle time focusing on growth mindset, school pride and excellence.
- Administration and teachers will use Restorative Justice Practices in the office and in the classroom. Teachers will have regular class meetings as well as class meetings when issues arise.
- Teacher and peer modelling (saying "Good Morning" to every student in the morning, or at recess).

Performance Measures:

- The number of student referrals to the office for behaviour issues will decrease on a monthly basis.
- Accountability pillar results and data from the district survey will show that more parents, students and teachers believe that James Mowat is a safe and caring school.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	JMW	91.2	17.5	92.5	17.9	81.4	14.0	96.5	19.3	95.7	19.6	90	15
	EIPS	92.7	23.4	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.2		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
Mathematics 6	JMW	84.2	19.3	86.6	28.4	76.7	9.3	89.5	22.8	80.4	8.7	80	15
	EIPS	85.2	26.4	86.2	23.9	81.9	23.0	83.8	19.0	83.3	19.1		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	20.2		
Science 6	JMW	86.0	40.4	92.5	35.8	83.7	27.9	89.5	29.8	84.8	41.3	85	25
	EIPS	88.4	37.9	88.7	40.6	86.6	34.7	87.2	35.4	86.9	34.4		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	JMW	84.2	42.1	86.6	22.4	74.4	14.0	86.0	21.1	78.3	19.6	80	15
	EIPS	82.7	26.9	83.6	24.9	83.9	24.0	80.1	22.6	80.1	24.7		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	93.9	85.2	94.7	91.5	90.4	86.9	87.3	87.4	88.1	88.0	88.1	88.6	89.0	89.1	89.2
Teacher	94.9	93.8	99.0	98.3	98.8	93.8	94.4	93.9	95.9	95.6	94.5	94.8	95.0	95.3	95.4

Parent	*	74.5	95.4	84.0	84.0	85.9	85.4	87.5	87.2	87.7	86.6	87.4	87.8	88.9	89.3
Student	92.8	87.3	89.8	92.3	88.4	81.1	82.1	80.8	81.1	80.7	83.3	83.7	84.2	83.1	83.0

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	JMW					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	94.1	76.1	86.8	85.8	86.4	79.1	79.5	80.8	80.4	79.8	81.9	82.5	83.4	83.4	83.5
Teacher	98.3	90.8	94.0	95.0	95.3	91.8	93.0	93.0	94.2	94.1	92.7	93.1	93.6	93.8	94.2
Parent	*	65.5	85.9	76.0	80.0	74.4	75.1	77.7	76.9	76.5	78.6	79.4	80.3	81.9	82.1
Student	89.9	71.9	80.6	86.5	83.9	71.3	70.4	71.6	70.0	68.8	74.5	75.0	76.2	74.5	74.2

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	81.8	54.6	64.5	68.8	75.6	75.6	75.6	78.0	76.4	79.0	80.1	79.7	80.3	81.2	82.0
Teacher	81.8	69.2	78.9	75.0	81.3	89.3	89.2	89.4	86.3	89.8	89.6	89.5	89.4	89.3	89.7
Parent	*	40.0	50.0	62.5	70.0	61.8	62.0	66.7	66.4	68.1	70.6	69.9	71.1	73.1	74.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	JMW					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	91.3	84.1	95.8	89.3	91.5	87.0	88.6	88.6	87.1	88.5	89.4	89.4	89.8	89.2	89.5
Teacher	87.5	89.7	95.8	98.6	99.0	95.0	95.3	94.6	95.5	96.3	95.5	95.4	95.7	95.5	95.9
Parent	*	63.6	94.9	75.0	80.0	79.9	83.4	85.3	81.6	84.5	84.2	84.2	84.9	84.7	85.4
Student	95.2	99.0	96.6	94.2	95.4	86.1	87.1	85.9	84.3	84.6	88.5	88.6	88.7	87.3	87.4

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	85.3	70.6	83.0	85.1	91.5	81.5	82.2	82.1	82.0	82.8	80.9	80.7	81.5	81.3	81.3
Teacher	85.3	75.7	88.5	90.4	93.3	89.6	90.3	89.3	90.5	91.2	87.6	87.3	87.9	87.5	87.2
Parent	*	65.5	77.6	79.7	89.6	79.7	80.7	81.3	79.9	79.8	78.3	78.1	78.9	79.9	79.9
Student	n/a	n/a	n/a	n/a	n/a	75.3	75.7	75.8	75.7	77.6	76.9	76.9	77.8	76.6	76.9

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	86.3	83.3	91.1	87.6	82.6	78.0	79.5	80.9	77.9	79.1	80.1	80.0	80.6	79.8	79.6
Teacher	75.0	83.3	80.0	90.9	80.0	80.0	80.3	83.4	80.6	83.1	80.1	81.1	80.9	81.3	79.8
Parent	*	72.7	100.0	77.8	70.0	72.3	74.7	77.6	73.7	74.6	77.3	76.2	77.9	77.0	78.5
Student	97.6	93.9	93.3	94.2	97.8	81.9	83.4	81.8	79.4	79.5	82.9	82.7	82.9	81.2	80.7

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Starting in January of 2015, we shared our work with literacy with our parent council as well as our process for creating our new literacy plan for the 2015-2018 SEP. As we worked with our teachers on developing our plans, and the reasons behind them, we shared this information at our monthly parent council meetings and asked for feedback.

Starting in April of 2015, we began discussing our numeracy goals with our parent council and asked for feedback on these general goals at that time. In September, our draft SEP was shared with the parent council and an opportunity for feedback and questions was given.

We will be posting our SEP on the school website and we will be updating our parent council as to what progress we are making on our school goals during our monthly meetings.

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	JMW					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	89.8	70.6	77.9	74.7	78.9	76.4	77.3	77.9	76.9	77.1	79.9	79.7	80.3	80.6	80.7
Teacher	89.8	92.2	94.9	91.7	85.9	88.1	88.3	87.7	87.2	88.0	88.1	88.0	88.5	88.0	88.1
Parent	*	49.1	60.9	57.8	72.0	64.7	66.3	68.0	66.5	66.2	71.7	71.4	72.2	73.1	73.4

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.