

School Education Plan and Results Report

2018-22

Year 2



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: Tanya Krekoski

James Mowat Quick Facts:

- JMW is a Kindergarten - Grade 6 school serving approximately 382 students from the westernmost part of Fort Saskatchewan.
- JMW staff consists of 19 teachers and 10 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 citizenship and leadership.
- The SYNC (Seniors and Youth Networking Communities) Program builds important links between elementary-aged children and senior citizens. By taking part in joint visits and activities at Dr. Turner Lodge, students make connections with seniors in our community that foster greater understanding and build relationships.
- Extracurricular activities include a school choir, handchimes, school council, school safety patrol, chess club, intramurals, volleyball team, 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 (2019-20)

What were the greatest successes/challenges faced in 2018-19?

Successes:

We continued to focus on literacy programming to enhance programming for all students. Our expanded Leveled Literacy Intervention program increased the level of support we were able to provide for our striving readers. In conjunction with this programming we continued to provide support for our students through our Grade 1/2 Literacy Program. This program provides small group targeted instruction for all Grade 1/2 students based on reading levels. Additional support was provided through the WEE read program and the use of reading buddies. Our STAR results were very positive.

School-wide, monthly writing prompts for all students were introduced last year to further our writing culture. With the support of our literacy leads, the teachers utilized the EIPS writing continuum to guide the co-creation of writing criteria with their students.

Our school continued to prioritize targeted math instruction to meet the diverse needs of our students. The Math Intervention Programming Instrument (MIPI) was used to identify students in grades 2 to 6 who may be striving in math and then the Math Benchmarking Tool was administered to those students to inform programming. Staff utilized a variety of class configurations and strategies, such as math centers, to support differentiated programming. Students continued to have access to math manipulative kits to enhance their understanding of concepts. These strategies impacted mathematical thinking and problem solving.

While we continued to enhance our literacy and numeracy programming, we want to celebrate our success on the Provincial Achievement Tests. Through the work we are doing with our students in literacy and numeracy we are seeing significant growth in our students' achievement.

We maintained a focus on citizenship and supporting leadership opportunities for students. School wide weekly circles offered a platform for a range of special presentations and discussions on citizenship while providing students the opportunity to take on leadership roles. Student groups such as the chess club, student council, handchimes, choir, volleyball, track, basketball, and badminton teams provided an opportunity for our students to learn new skills, teamwork, and develop leadership. Buddy classes were utilized to facilitate multi grade connections between students, develop leadership skills, and build a sense of community. We continued to participate in other initiatives including the SYNC program which builds bridges with seniors and the community. Elder Wilson once again worked closely with our school, and we were grateful for the opportunity to work with Heather Shillinglaw on a school wide FNMI art project. This foundation for developing citizenship and supporting leadership opportunities was reinforced by several additional pillars including the Superflex Program, Zones of Regulation, FSLW support, Boys and Girls Club mentorship program, Jump Rope for Heart, Community Clean Up, and the Terry Fox Run. School Council actively supported the school and generously contributed to several programs and special events including a week-long dance workshop by 3rd Street Beat. They were also integral to our hot lunch program, Family Dance and Fun in the Sun event.

Challenges:

We continued to embrace the diverse needs of our students and focused on providing targeted support to effectively program for all students. Supporting literacy and numeracy instruction has been paramount in selecting professional development opportunities and providing collaborative time for teachers. Parent involvement is a key element in student success, and we continue to work on finding new opportunities to build bridges with our parents. Finally, we continue to focus on providing effective support for students with mental health concerns. Along with working closely with parents, we have continued to partner with Alberta Health, Boys and Girls Club, and Primary Care to support students.

How, and to what degree, did those successes/challenges impact planning for 2019-20?

Although we have experienced strong growth in the area of literacy, we will continue to make this area a priority through targeted professional development opportunities and refining our established lead teacher model. In collaboration with district consultants, lead teachers will offer opportunities to collaboratively plan instruction and model lessons. We will also continue with the Leveled Literacy

Intervention program (LLI), buddy reading and Wee read program to provide additional supports. Working in conjunction with our literacy consultant and lead teachers, we purchased a large selection of reading club books and tubs to support literacy. To generate enthusiasm for literature we have featured these books prominently in our library and staff will work collaboratively to utilize these resources.

With last year's success of the monthly writing prompt, we will expand on this practice for the current school year. We will continue to focus professional development opportunities on building a strong school-wide writing program.

In conjunction with literacy, we continue to place an emphasis on numeracy. Effective learning occurs when knowledge is scaffolded to real-world experiences and prior knowledge. We plan to build on our successes by expanding the role of our math lead teachers, providing collaborative time for our teachers, and remaining focused on delivering professional development that targets differentiation strategies. We will continue to use the MIPI to identify students who require additional screening with the Math Benchmark Kits. We will also be focusing on the use of math manipulative kits, games, strategies, and algorithms to increase proficiency with foundational math skills.

Although our achievement results demonstrated significant gains, we will continue to seek strategies to further augment our achievement. Through analysis of our PAT results by our grade six teachers and subsequent whole staff discussion, we have identified targeted areas for student growth. Staff continues to monitor STAR results and utilize this data to support growth in literacy and help select students for our Leveled Literacy Intervention program.

Along with building a strong sense of community, weekly Circles compliment a range of citizenship programming. Circles also provide a base to launch collaboration and leadership opportunities in a school wide cross grade configuration and incorporates components focused on First Nation, Metis and Intuit cultures. We intend to further build on our citizenship programming through our SYNC program which establishes connections with seniors.

Lastly, we remain committed to continuing our community partnerships and engagement. Supporting students through partnerships with the Boys and Girls Club Mentorship Program, FSLW, Fort Saskatchewan Health Unit, and Fort Saskatchewan Food Bank remains a priority. School Council will continue to be involved in discussions related to the current school activities and projects. Our budget, PAT results, and SEP are discussed annually with our School Council. We will continue to work with school council to enhance our parent engagement levels to support student learning and prepare students for the world of work.

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 and co-creating criteria will be used to inform 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 analyze the MIPI data to assess students' math skills and determine areas that may require further focus.
- 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.
- We will refine the use of student math manipulative kits to support concept development.
- Integration of math games, strategies, and algorithms to increase proficiency with foundational math skills.

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.
- 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	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	JMW	95.7	19.6	91.1	22.2	90.0	16.0	91.3	15.2	98.1	17	99	20
	EIPS	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
Mathematics 6	JMW	80.4	8.7	80.0	20.0	76.0	18.0	84.8	17.4	92.5	18.9	94	20
	EIPS	83.3	19.0	81.6	16.9	80.7	17.8	87	20.9	86.5	22.8		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14	72.5	15.0		
Science 6	JMW	84.8	41.3	91.1	51.1	84.0	34.0	93.5	37	94.3	49.1	96	50
	EIPS	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45	88.3	44.4		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	JMW	78.3	19.6	80.0	42.2	84.0	34.0	82.6	26.1	96.2	39.6	98	40
	EIPS	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.4	86.8	88.6	88.4	82.7	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	98.8	90.5	98.6	97.6	93.5	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
Parent	84.0	87.3	77.1	88.0	72.5	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	88.4	82.6	90.0	79.5	82.1	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	JMW					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.4	83.8	84.5	82.4	78	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	95.3	87.5	95.9	95.3	88.4	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	80.0	83.6	77.1	75.5	67.5	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	83.9	80.4	80.4	76.4	78.2	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	75.6	65.7	68.3	77.1	64.5	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	81.3	76.9	86.7	94.1	78.9	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	70.0	54.5	50.0	60.0	50.0	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	JMW					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	91.5	89.7	90.2	90.2	97.5	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	99.0	93.6	98.9	99.0	100	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	80.0	77.3	71.8	83.1	93.8	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	95.4	98.2	100.0	88.5	98.7	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	91.5	82.6	88.5	84.7	87.8	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	93.3	89.0	92.4	95.5	88.6	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	89.6	76.1	84.6	74.0	87.1	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	82.6	86.3	81.0	75.4	79.3	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	80.0	84.6	100.0	82.4	83.3	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	70.0	81.8	42.9	66.7	75.0	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	97.8	92.6	100.0	77.1	79.5	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	78.9	68.9	81.0	75.9	71.7	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	85.9	86.9	100.0	96.4	88.4	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	72.0	50.9	62.1	55.3	55	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

Communication of Plan:

We continue to provide opportunities for stakeholders to be involved in providing input into developing our plan. Staff were consulted at staff meetings where they were provided an opportunity to highlight their contributions and then they worked collaboratively to refine areas of focus. The School Education Plan was then discussed at our October School Council meeting where parents were given the opportunity to provide feedback and input. School Council indicated strong support for the plan. The School Education Plan will be posted on our website.