



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: James Mowat Elementary

PRINCIPAL: Stacey Boyko

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT:

James Mowat Quick Facts:

- JMW is a Kindergarten - Grade 6 school serving approximately 438 students from the westernmost part of Fort Saskatchewan.
- JMW staff consists of 21 certificated staff and 10 classified staff.
- French as a second language is taught in grades 4 to 6.
- JMW opened in 1982.

Programming Highlights:

- Our motto is James Mowat "A Caring School". We pride ourselves on being involved with numerous fundraising initiatives to support a variety of charities.
- Students participate in weekly Circles where we focus on citizenship and leadership.
- Extracurricular activities include a school choir, hand chimes, student council, robotics club, chess club, volleyball team, basketball team, track team, and a badminton team.
- 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, students make connections with seniors in our community that foster greater understanding and build relationships.

SCHOOL GOAL 1:

More students at James Mowat School will achieve one year's growth in literacy by the end of the school year.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

STRATEGIES:

- Collaborate with district consultants to provide professional development opportunities to facilitate the implementation of the new Grade 4-6 ELAL curriculum and continue to support the Grade K-3 ELAL curriculum.
- Review assessment data to identify trends and develop specific strategies to guide reading instruction.
- Provide differentiated instruction through in-class small groups and phonemic awareness activities.
- Implement targeted support for striving readers to enhance decoding skills, fluency and comprehension.
- Utilize school-wide common monthly writing prompts to build student writing portfolios which encourage writing, track progress, and celebrate growth.
- Using the district created rubrics and exemplars to facilitate grade group collaborative marking opportunities and staff professional development to promote consistency in reporting and enhance our student writing.
- Create a variety of school-wide reading incentive programs and “challenges” to promote, celebrate and encourage engagement in reading at school and home.
- Enhance our classroom collections by purchasing leveled books, decodables, book club books and high interest low vocabulary books to support small group differentiated reading instruction.
- With the support of our First Nations, Métis and Inuit consultants, integrate indigenous literacy resources into our literacy programming.

MEASURES:

- The percentage of Grade 3 Students reading at grade level.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of families who agree the literacy skills their child's learning at school are useful.
- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.
- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.
- Student writing growth will be reflected in monthly writing responses and featured in writing portfolios.
- Student engagement and enthusiasm for participating in reading challenges.



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SCHOOL GOAL 2:

More students at James Mowat School will achieve one year's growth in numeracy by the end of the school year.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

STRATEGIES:

- Collaborate with district consultants to provide professional development opportunities to facilitate the implementation of the new Grade 4-6 Math curriculum and continue to support the Grade K-3 Math curriculum.
- Engage in grade-level collaboration focused on the concepts included in the Grade 4-6 Math curriculum and the incorporation of manipulatives for concept attainment.
- Review assessment data to identify trends and develop specific strategies to guide Math instruction.
- Provide differentiated instruction through small group support at all grades.
- Use data and teacher observations to identify striving math learners and implement strategic targeted supports.
- Build staff capacity in using observations and conversations as assessment evidence in math.
- Use the Building Fact Fluency Kit to increase proficiency with foundational math skills.
- Expand school-wide numeracy challenges and learning activities to increase engagement and make learning fun.

MEASURES:

- The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.
- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.
- The percentage of Grade 3 students performing mathematics at grade level.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of families who agree the numeracy skills their child's learning at school are useful.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- Student enthusiasm and engagement in numeracy challenges.

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SCHOOL GOAL 3:

Students at James Mowat School will show growth as responsible citizens who demonstrate leadership.

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

STRATEGIES:

- Enhance leadership and citizenship opportunities utilizing Circles, Student Council, buddy classes, clubs, sports teams, Career Day and library helpers to facilitate multi-grade connections and build a sense of community.
- Opportunities for staff to participate in professional development to support students with social-emotional challenges.
- School initiative focused on social emotional regulation utilizing Stronger Kids and Zones of Regulation. Circles will also feature a number of interactive lessons which will be reinforced with classroom social emotional learning activities.
- Celebrate student contributions and accomplishments through our Jay Achievement Awards, and Way to Go Blue Jay recognition program which is based on our “Be Kind, Be Responsible and Be Safe” focus.
- Focus on supporting students through the utilization of our counsellor working with classes, small groups, and individuals.
- Students will participate in supporting charitable organizations to appreciate the importance of global citizenship.
- Work collaboratively with district consultants to enhance First Nations, Métis and Inuit programming focused on land-based learning and build connections with self-identified students and families.

MEASURES:

- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree students have an understanding of First Nations, Métis and Inuit culture and history.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- The percentage of teachers, families and students who agree students are learning respect for others.