

**School Education Plan and Results Report**  
**2015-2018**  
**Year 3**



**Mission**

Mundare School provides a safe and caring environment that promotes individual growth and personal success.

**Motto:**

Mundare School is a school of dignity and respect



## **SECTION ONE – School and Division Goals**

### ***School Goals:***

**GOAL 1: To have more students achieve a minimum of one year’s growth in literacy through targeted instruction and interventions with a focus on students who need *Urgent Intervention and Intervention*.**

*(EIPS Priority 1, Goal 2)*

**GOAL 2: To increase the number of students achieving a minimum of one year’s growth on all numeracy strands.**

*(EIPS Priority 1, Goal 2)*

**GOAL 3: To create a healthy, active school community based on the 4 foundational pillars of the EIPS Comprehensive School Health Plan: Active Living/Physical Activity, Healthy Eating/Nutrition, Safe & Caring Schools and Mental Health Literacy.**

*(EIPS 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.

Outcome: The achievement gap between First Nations, Metis 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: Liane Schultz**

**Assistant Principal: Tracy Doerksen**

**Family School Liaison Worker – 2 days per week**

#### **Mundare School Quick Facts:**

- Mundare School has a student enrolment of 162 students.
- Mundare Students are served by 12 teachers and 10 support staff.
- Mundare School serves students from Play and Learn at School (PALS) to Grade 8.
- Mundare School is surrounded by a very supportive community.
- Mundare School has a committed and passionate staff.
- Total Budget \$1,155,024, 93% allocated to staffing.

#### **Programming Highlights:**

- Mundare School has single grade classrooms in kindergarten to grade 8
- Mundare School has a PALS program
- We offer Christian Ethics as an option in grades 1- 8 with 80% of our students choosing that option
- We offer our junior high students Career and Technology Foundation (CTF) options such as computer programming & robotics, animal husbandry, leadership, personal foods and baseball advantage
- CTF option in grades 5 and 6
- We offer enhanced daily physical education
- Band is offered in grades 5 and 6; jazz band in junior high
- Students in grades 1-6 participate in the Wendy Brook Music Festival
- Hand chimes is offered in grade 4 and Orff instruments in grades 1-6
- The junior high students participate in volleyball, basketball, cross country running, golf, handball, badminton, E-sport, Scratch Day and track and field
- Extra-Curricular activities at the elementary level include: glee club, Young Authors Conference, intramurals, Learn to Fun, running club and cross country running
- Excellent internet accessibility

- Class sets of ipads and 90 chromebooks
- Active in the community through participating in Town Clean-up, floor curling with seniors, planting and harvesting a community garden, volunteering at the seniors centre and supporting local businesses
- First Nations, Metis and Inuit program enhancement projects such as the Project of Heart, blanket exercise, access to Elders and an Inuit cultural presentation and the 4 Directions book club.

## SECTION THREE – School Education Results Report (2016-2017)

What were the greatest **successes/ challenges** faced in 2016/2017?

### Successes

Accountability Pillar Results:

- Safe and Caring improved from 88.1% to 91.8%.
- Program of Studies improved from 80.4% to 85.6%.
- Education Quality improved from 89.6% to 93.8 %.
- Work Preparation improved from 75% to 89.7%.
- School Improvement improved from 73.9 % to 80.4%.
- 81% of students in grades 1-6 achieved over one year's growth in literacy.
- 91% of students who were in reading intervention groups achieved over one year's growth in literacy.
- Staff have a high level of engagement and commitment.
- Full PALS class.
- Utilizing the skills of our School Resource Officer.

### Challenges

- 22% of students at Mundare School need Levels 1-4 support.
- Cost of transportation for field trips and services can impact how we deliver programs/services.
- For some students, literacy and numeracy support is only done at the school.
- Collecting and utilizing accurate Math Intervention/Programming Instrument (MIPI) data to help our students achieve one year's growth in numeracy.
- Increased number of students exhibiting signs of anxiety.

How, and to what degree, did those success/ challenges impact planning for 2017-2018?

- Fountas & Pinnell leveled literacy kits were purchased to assist with planned literacy interventions.
- 0.638 Full Time Equivalent (FTE) of an educational assistant and 0.138 FTE of a certificated teacher to provide daily reading intervention with our students who need *Intervention* and *Urgent Intervention*.
- We began literacy intervention groups in September based on this year's data and re-organized reading groups as needed based on STAR Literacy Assessment & Leveled Literacy Intervention assessment results.
- Utilize the 6 Week Cycle strategy for school improvement and re-aligned goals as-targets are met or re-evaluate goals as-targets are not achieved.

- Purchased more balanced literacy strategy kits and more home reading books for students in grades 1-8.
- Introduced a balanced literacy centre in kindergarten and implemented Words Their Way in grades 1-3.
- Blue-printed the MIPI Assessment and analyzed the results to focus our attention on students who were missing certain basic outcomes and on overall low level achievement questions per class.
- 0.459 FTE of a classified staff member has been deployed to work individually or in small groups with students who are below benchmark. Have redeployed our junior high math specialist to work in grade groups with a focus on below benchmark concepts.
- Purchased Math Equals Numeracy kit.
- Collaborating within our Feeder School framework and developing partnerships with our agencies to help alleviate some costs for our fieldtrips. Also, purchased a 2012 24 passenger bus to help transport students on local fieldtrips and extracurricular activities.
- Facilitating small group instruction, differentiation and modified assignments to help meet the learning needs of our diverse student population.

## SECTION FOUR – School Goals, Strategies and Performance Measures

### **School Goal 1**

**To have more students achieve a minimum of one year's growth in literacy through targeted instruction and interventions with a focus on students who need *Urgent Intervention* and *Intervention*.**

### **Division Outcomes:**

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

The achievement gap between First Nations, Metis and Inuit students and all other students is reduced.

### **Strategies:**

- Provide additional daily literacy instruction and practice for students who need *Urgent Intervention* or *Intervention* in 20 week cycles.
- Provide additional daily literacy instruction and practice for First Nations, Metis and Inuit students who need *Urgent Intervention*, *Intervention* or are *On Watch* in 20 week cycles
- Provide high interest low vocabulary books for students.
- Provide high-interest reading selections for all students and culturally appropriate reading selections for First Nations, Metis and Inuit students.
- Utilize Fountas & Pinnell leveled literacy benchmarking to track growth with students who need *Urgent Intervention* and *Intervention*.
- Literacy differentiation in junior high through levelled book clubs and readers workshop.
- Initiated the 4 Directions book club for any student interested in studying First Nations, Metis and Inuit book selections.

**Performance Measures:**

- 80% of all students will achieve one year's growth as measured by STAR.
- 90% of students in literacy intervention will achieve one year's growth as measured by Fountas and Pinnell.
- Specifically target and track the literacy growth of our First Nations, Metis and Inuit students.

**School Goal 2**

**To increase the number of students achieving a minimum of one year's growth on all numeracy strands.**

**Division Outcome:**

More students achieve a minimum of one year's growth in numeracy.

**Strategies:**

- Ensure daily math instruction at all grade levels, including regular operations review.
- Using a common language throughout the grades, extracted from the Program of Studies.
- Classroom teachers focus on the overall below benchmark trends. One staff member focuses on individual student's specific below benchmark outcomes in numeracy.
- Use of pictorial, concrete and symbolic instructional strategies.
- Use of real-life situations in estimation and problem solving.
- Blue-printing MIPI math assessment and targeting basic outcomes.
- Student math groupings based on MIPI areas of growth.
- Target math competencies in grades 1-3.
- Concrete math examples situated in the common areas of the school.
- Utilize a spiral review technique so math outcomes are continually reviewed.
- Quarterly tracking and analysis of underachieved MIPI outcomes.

**Performance Measures:**

- Anecdotal records on student achievement based on MIPI below benchmark outcomes.
- 60% of students will increase their school awarded mark by 10% in junior high and 50% of students will increase one level on the Communicating Student Learning (CSL) math learner outcomes at the appropriate grade level.
- 100% of students who are below benchmark based on the MIPI outcomes will be identified and tracked on a quarterly basis.

**School Goal 3**

**To create a healthy, active school community based on the 4 foundational pillars of the EIPS Comprehensive School Health Plan: Active Living/Physical Activity, Healthy Eating/Nutrition, Safe & Caring Schools and Mental Health Literacy.**

**Division Outcome:**

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

**Strategies:**

- Improve nutritional food options in the canteen.
- Teach healthy cooking techniques in CTF personal foods.

- Monthly interactive and student led assemblies.
- Initiate a common lunch room so students and staff are out of the isolation of their classrooms and are able to socialize and build relationship between grade groups.
- Communicate and encourage healthy food choices for classes and school activities.
- Intramurals are offered 1 time per week for students in grades 4-6 and increased to 2 times per week for junior high students.
- Continue with our flipped lunch where students have more access to playground equipment and waste less food.
- Continue with our programs and services that help build social and emotional wellness such as: Roots of Empathy, Family School Liaison Worker 2 days per week, Christian Ethics/Character Education option in grades 1-8 and a Leadership options for junior high.
- Health Fair for junior high students that focuses on the 4 Pillars of the Elk Island Public Schools Comprehensive School Health Plan.
- Student designed buddy bench on the playground.

**Performance Measures:**

- Healthy menu options available in our canteen 4 days per week.
- Maintain or improve by 3% our high levels of Safe and Caring Schools on the Accountability Pillar
- Decrease the levels of anxiety of our junior high students from 25% to 20% or less as measured on the OurSchool survey.
- Increase our positive sense of belonging for our junior high students from 59% to 70% as measured on the OurSchool survey.

## SECTION FIVE – Summary of Performance Measures

### Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
<b>English Language Arts 6</b>	MUN	91.7	4.2	89.5	21.1	78.3	4.3	95.7	17.4	93.8	12.5	88	20
	EIPS	90.6	21.0	91.1	24.2	90.9	25.1	90.7	26.1	91.8	24.0		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
<b>Mathematics 6</b>	MUN	87.5	29.2	84.2	15.8	69.6	8.7	87.0	21.7	68.8	25	75	30
	EIPS	81.9	23.0	83.6	19.1	83.3	19.0	81.6	16.9	80.4	18.1		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	68.4	12.3		
<b>Science 6</b>	MUN	91.7	50.0	89.5	47.4	87.0	21.7	95.7	69.6	93.8	50	91	41
	EIPS	86.6	34.7	87.2	35.3	87.0	34.3	88.7	39.7	88.6	43.5		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.6	29.5		
<b>Social Studies 6</b>	MUN	91.7	20.8	84.2	10.5	69.6	17.4	91.3	39.1	87.5	25	81	21
	EIPS	83.9	24.0	80.2	22.7	80.1	24.6	80.5	28.6	85.8	34.2		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.6	22.4		

## 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.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	92.2	88.4	84.9	88.1	91.8	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
<b>Teacher</b>	97.1	92.3	98.3	98.3	96.7	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
<b>Parent</b>	98.2	89.9	76.6	95.4	94.7	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
<b>Student</b>	81.3	83.1	79.9	70.7	84.1	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	MUN					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	89.8	82.8	82.1	82.8	87.0	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
<b>Teacher</b>	97.1	92.3	95.0	91.5	95.0	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
<b>Parent</b>	94.3	76.7	78.7	92.3	90.7	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
<b>Student</b>	77.9	79.3	72.6	64.4	75.3	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

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.															
	MUN					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	95.5	75.6	77.1	75.0	89.7	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
<b>Teacher</b>	100.0	92.3	91.7	91.7	100.0	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
<b>Parent</b>	90.9	58.8	62.5	58.3	79.3	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	94.1	88.5	87.2	89.6	93.8	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
<b>Teacher</b>	97.6	96.2	98.6	98.6	98.6	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
<b>Parent</b>	95.5	77.1	76.1	84.6	93.9	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
<b>Student</b>	89.1	92.1	86.9	85.6	88.8	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	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.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	80.9	75.2	79.1	80.4	85.6	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
<b>Teacher</b>	90.7	83.7	84.4	88.4	91.6	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
<b>Parent</b>	90.8	79.3	80.3	84.3	85.4	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
<b>Student</b>	61.1	62.7	72.6	68.5	79.7	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7



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.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	84.4	71.8	66.6	73.9	80.4	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
<b>Teacher</b>	83.3	69.2	75.0	75.0	83.3	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
<b>Parent</b>	90.9	66.7	42.1	69.2	76.7	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
<b>Student</b>	79.0	79.5	82.6	77.5	81.1	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

## 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.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	98.2	77.6	72.9	85.8	86.4	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
<b>Teacher</b>	100.0	90.8	88.3	95.0	95.0	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
<b>Parent</b>	96.4	64.4	57.4	76.6	77.9	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

The School Education Plan will be shared at the School Advisory Council level

The School Education Plan will be posted on the school website

The School Education Plan will be displayed on bulletin boards around the school

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