

School Education Plan and Results Report
2015-2018
Year 2



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 in the areas of basic operations and estimation.

(EIPS Priority 1, Goal 2)

GOAL 3: Continue to increase community involvement and parental engagement.

(EIPS Priority 3, Goals 1 and 2)

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 Principals: Tracy Doerksen

Counsellors: none at this time

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 PALS to Grade 8.
- Mundare School is surrounded by a very supportive community.
- Mundare School has a committed and passionate staff

Programming Highlights:

- Mundare School has single grades 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
- This year we are offering our junior high students more CTF options such as SCRATCH Programming
- Physical education five days a week (Enhanced Physical Education)
- Band is offered in Grades 5 and 6; Jazz band in junior high
- Hand chimes is offered in Grade 4
- The junior high students participate in volleyball, basketball, cross country running, golf, and track and field
- Extra-Curricular activities at the elementary level include: Scratch Club, Glee Club, Young Authors Conference, Art Club, intramurals and cross country running
- Excellent accessibility to the internet
- 25 iPads for ECS and Grade 1
- 90 Chromebooks for division 2 & 3
- First Nations, Metis and Inuit program enhancement projects such as the Project of Heart and blanket exercise and access to an Elder
- Received CTF Evergreening funds to be able to offer CTF foods at Mundare School

SECTION THREE: School Education Results Report (2015-2016)

What were the greatest **successes/ challenges** faced in 2015/2016?

- PAT Level of Excellence and PAT Level of Acceptable – Very High
- Parental Involvement in the Accountability Pillar increased from Low to Very High
- School Improvement in the Accountability Pillar increased from Low to Intermediate
- Building deficiencies and landscaping almost complete

- Several complex and high needs students who require significant support
- Cost of transportation for field trips and services can impact how we deliver programs/services
- Literacy and numeracy support for some students is only done at the school
- PALS enrolment very low

How, and to what degree, did those success/ challenges impact planning for 2016-2017?

- Fountas & Pinnell leveled literacy kits were purchased to assist with planned literacy interventions
- .5 FTE of an educational assistant under the supervision of our assistant principal provides daily reading intervention with our students who need urgent intervention
- We began literacy intervention groups in September based on last year's data and re-organized reading groups as needed based on STAR assessment results
- Utilize the Six Week Cycle Strategy for school improvement and re-align goals as targets are met or re-evaluate goals as targets are not achieved.
- Blue-printed the Mipi Assessment and analyzed the results to focus our attention on students who were missing certain basic outcomes
- In 2015/16 we analyzed the PAT results from our grade 6 class when they were in grade 3. We introduced targeted intervention sessions which focused on moving students from Limited to Acceptable. This year, we will use the results of the STAR reading assessment and Mipi math assessment to target certain outcomes with individual students.

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 Outcome:

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

Strategies:

- Provide daily literacy instruction and practice for students who need *Urgent Intervention or Intervention*
- Provide daily literacy instruction and practice for First Nations, Metis and Inuit students who need *Urgent Intervention, Intervention* or are *On Watch*
- Providing 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*

Performance Measures:

- Student reading levels increase measured by Fountas and Pinnell benchmarks
- 60% of students achieve one year's growth as measured by the STAR reading assessment

School Goal 2

To increase the number of students achieving a minimum of one year's growth in the areas of basic operations and estimation.

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
- Identification of key math terms that are used consistently from Grades K-8
- 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 outcomes

Performance Measures

- Anecdotal records on student achievement
- Teacher awarded marks

School Goal 3

Continue to increase community involvement and parental engagement.

Division Outcome:

Enhance public education through effective engagement, partnerships and communication.

Strategies

- Increase visibility in community, e.g., community walks, visits to senior's lodge, town cleanup
- Increase volunteers in our school, through invitations and newsletter
- Provide a welcoming environment
- Provide information sessions for parents on relevant timely topics and EIPS initiatives

Performance Measures

- Year over year stats on volunteer involvement at school
- Feedback and attendance at School Advisory Council meetings
- Accountability Pillar Results
- School wide surveys

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		2016/17	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	MUN	84.0	16.0	72.7	9.1	91.7	4.2	89.5	21.1	95.7	17.4	72.0	20.0
	EIPS	92.7	23.4	92.3	21.9	90.6	21.0	91.1	24.3	90.7	26.1		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.9	20.4		
Mathematics 6	MUN	72.0	12.0	86.4	18.2	87.5	29.2	84.2	15.8	87.0	21.7	75.0	13.0
	EIPS	85.2	26.4	86.2	23.9	81.9	23.0	83.8	19.0	81.6	16.9		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	72.2	14.0		
Science 6	MUN	80.0	28.0	95.5	31.8	91.7	50.0	89.5	47.4	95.7	69.6	80.0	20.0
	EIPS	88.4	37.9	88.7	40.6	86.6	34.7	87.2	35.4	88.7	39.7		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	78.0	27.1		
Social Studies 6	MUN	76.0	16.0	86.4	4.5	91.7	20.8	84.2	10.5	91.3	39.1	72.0	15.0
	EIPS	82.7	26.9	83.6	24.9	83.9	24.0	80.1	22.6	80.5	28.6		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	71.4	22.0		

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.															
	MUN					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	93.5	87.3	92.2	88.4	84.9	86.9	87.3	87.4	88.1	88.0	88.1	88.6	89.0	89.1	89.2
Teacher	100.0	96.7	97.1	92.3	98.3	93.8	94.4	93.9	95.9	95.6	94.5	94.8	95.0	95.3	95.4
Parent	93.3	88.6	98.2	89.9	76.6	85.9	85.4	87.5	87.2	87.7	86.6	87.4	87.8	88.9	89.3
Student	87.1	76.6	81.3	83.1	79.9	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.															
	MUN					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	88.1	86.0	89.8	82.8	82.1	79.1	79.5	80.8	80.4	79.8	81.9	82.5	83.4	83.4	83.5
Teacher	100.0	100.0	97.1	92.3	95.0	91.8	93.0	93.0	94.2	94.1	92.7	93.1	93.6	93.8	94.2
Parent	86.7	85.5	94.3	76.7	78.7	74.4	75.1	77.7	76.9	76.5	78.6	79.4	80.3	81.9	82.1
Student	77.7	72.5	77.9	79.3	72.6	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.															
	MUN					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	100.0	95.8	95.5	75.6	77.1	75.6	75.6	78.0	76.4	79.0	80.1	79.7	80.3	81.2	82.0
Teacher	100.0	100.0	100.0	92.3	91.7	89.3	89.2	89.4	86.3	89.8	89.6	89.5	89.4	89.3	89.7
Parent	100.0	91.7	90.9	58.8	62.5	61.8	62.0	66.7	66.4	68.1	70.6	69.9	71.1	73.1	74.2

Tell Them From Me		2014	2015
Survey Results			
Intellectual Engagement Composite Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	Mundare School	79	75
	EIPS	N/A	61
	Canada	69	60
Effort Percentage of students who report they try hard to succeed in their learning.	Mundare School	91	81
	EIPS*	69	70
	Canada	75	75
Students who are interested and motivated Percentage of students who report they are interested and motivated in their learning	Mundare School	61	47
	EIPS*	36	38
	Canada	37	37
Student that value school outcomes	Mundare School	97	89
	EIPS*	63	64

Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	Canada	83	83
Relevance Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	Mundare School	8.2	7.3
	EIPS*	6	6.1
	Canada	6.5	6.5
Advocacy at School Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	Mundare School	4.4	3.4
	EIPS*	2.6	2.6
	Canada	3.1	3.1

*EIPS data is for Grades through 12

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	MUN					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	92.6	89.9	94.1	88.5	87.2	87.0	88.6	88.6	87.1	88.5	89.4	89.4	89.8	89.2	89.5
Teacher	100.0	100.0	97.6	96.2	98.6	95.0	95.3	94.6	95.5	96.3	95.5	95.4	95.7	95.5	95.9
Parent	88.9	81.0	95.5	77.1	76.1	79.9	83.4	85.3	81.6	84.5	84.2	84.2	84.9	84.7	85.4
Student	89.0	88.7	89.1	92.1	86.9	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.															
	MUN					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	86.4	81.7	80.9	75.2	79.1	81.5	82.2	82.1	82.0	82.8	80.9	80.7	81.5	81.3	81.3
Teacher	90.5	86.5	90.7	83.7	84.4	89.6	90.3	89.3	90.5	91.2	87.6	87.3	87.9	87.5	87.2
Parent	87.5	83.9	90.8	79.3	80.3	79.7	80.7	81.3	79.9	79.8	78.3	78.1	78.9	79.9	79.9
Student	81.3	74.7	61.1	62.7	72.6	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.															
	MUN					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	79.6	78.3	84.4	71.8	66.6	78.0	79.5	80.9	77.9	79.1	80.1	80.0	80.6	79.8	79.6
Teacher	75.0	91.7	83.3	69.2	75.0	80.0	80.3	83.4	80.6	83.1	80.1	81.1	80.9	81.3	79.8
Parent	83.3	71.4	90.9	66.7	42.1	72.3	74.7	77.6	73.7	74.6	77.3	76.2	77.9	77.0	78.5
Student	80.5	71.8	79.0	79.5	82.6	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

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	MUN					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	93.3	78.0	98.2	77.6	72.9	76.4	77.3	77.9	76.9	77.1	79.9	79.7	80.3	80.6	80.7
Teacher	100.0	88.3	100.0	90.8	88.3	88.1	88.3	87.7	87.2	88.0	88.1	88.0	88.5	88.0	88.1
Parent	86.7	67.6	96.4	64.4	57.4	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>.