



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Mundare School

PRINCIPAL: Melissa Kerr

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:

Mundare School Quick Facts:

- Mundare School serves students from kindergarten to Grade 8.
- Mundare School's catchment area is the Town of Mundare and the surrounding rural area.
- Mundare School has a student enrollment of approximately 118 students.
- Mundare School is served by 7 teachers and 3.5 support staff.
- Mundare School has an active School Advisory Council and enjoys the generous support from the Town of Mundare and from Lamont County.
- Mundare School is proud of its school which was built in 2015.
- Total budget is \$1,046,497 which includes 94.65% allocated to staffing.

Programming Highlights:

- Mundare School has grade cohorts from K-8 (combined classrooms).
- Mundare School offers a Christian Ethics Program/ Character Education as an option from Grade 1-6.
- Mundare School offers a variety of Career and Technology Foundation (CTF) option classes for students in Grade 7 and 8.
- Mundare School offers daily physical education in the school gym.
- Mundare School offers a range of athletics options for students to participate in such as: golf, basketball, volleyball, running club, badminton.
- Ukuleles and hand chimes are introduced in Grade 5. Recorders are introduced in Grade 4.
- Mundare School continues to work collaboratively with First Nations, Metis, and Inuit consultants to enrich our understanding of First Nations, Metis, and Inuit history/culture.



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SCHOOL GOAL 1:

By building capacity for all teachers to continue implementing high-leverage instructional strategies that support small-group instruction in math class, all students will demonstrate growth in number sense as indicated by STAR Math, CSL Benchmarking, teacher observations, and on student progress reports in December 2023, March, and June 2024.

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.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

STRATEGIES:

- Mundare staff will continue professional learning with the division consultants to implement instructional practices that facilitate meaningful mathematical discourse with students.
- Mundare staff will continue using the Building Fact Fluency Kit to build student fluency daily.
- Mundare staff will actively facilitate small-group targeted instruction while students are working individually or on vertical non-permanent surface activities.
- Junior High staff will use Number Talks daily to begin math instruction.
- Manipulatives and visuals will be accessible in all classrooms.
- Numeracy word walls will be displayed in classrooms and common spaces.
- Procedures for intervention will be consistently utilized to support all learners by Mundare staff through Collaborative Team Meetings.
- Mundare staff will collaborate and regularly analyze data to inform instruction and to set collaborative goals and benchmarks at least three times a year.
- Mundare staff will incorporate cultural viewpoints and ways of learning into our numeracy lessons, using resources like Mathology and beading practices.
- Mundare students and staff will demonstrate a growth mindset by setting specific numeracy goals using the work of Dr. Jo Boaler.
- Mundare staff will create opportunities for students to work in cross-grade groupings in a variety of STEM activities to reinforce numeracy skills and leadership.
- Mundare staff will align long-range plans in order to plan and structure lessons and support cross-grade and cross-curricular activities.
- Mundare staff will create a Professional Learning Plan that incorporates planning long-range plans, Collaborative Team Meetings, and school-based professional learning opportunities embedded throughout the school year.
- Mundare staff will use assemblies to reinforce numeracy learning and foster school community.

MEASURES:

- 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.

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- 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.
- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- 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, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students' individual needs are met.
- 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 teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.



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- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of EIPS staff who agree, the mission, vision and goals of EIPS make me feel my job is important.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- Anecdotal evidence from teachers' observations and conversations with students.



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SCHOOL GOAL 2:

To increase student results in reading through consistent and daily use of small-group instruction and evidence-based practices, 100% of our students will demonstrate success by June 26, 2024, measured by the STAR reading assessment tool in September, February, and May 2024, as well as the use of other reading screeners, and classroom observations.

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.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

STRATEGIES:

- Mundare staff will actively participate in a professional learning community to guide collaborative discussion and action planning.
- Mundare staff will utilize common language through literacy practices.
- Mundare staff will utilize Words Their Way to build phonemic awareness and phonics.
- Mundare staff will use Map the Snap and Word Inquiry practices in Division 1 classrooms.
- Mundare staff will begin to examine the Science of Reading (phonemic awareness, phonics, comprehension, fluency, expanding vocabulary).
- EIPS consultants will support professional learning, model lessons, and serve as a sounding board for areas of need.
- Reader's Workshop strategies will be used in other subject areas (small group instruction/ conferring/ shared reading/ turn and talks).
- Consistent procedures for in-class LLI interventions will be utilized to support all learners by staff.
- Mundare staff will analyze data to inform instruction and to set collaborative goals and benchmarks at least three times a year.
- Mundare staff will regularly engage in Collaborative Team meetings to celebrate students, examine key issues, and create action plans for student success.
- Mundare students will demonstrate a growth mindset by setting strategic reading goals.
- Mundare student success will be celebrated each term with a visual representation of their growth as readers (celebration data wall).
- Word walls will be used in classrooms and hallways.
- Parent/Caregiver, Division, and community members will be invited to read with students in person or virtually throughout the year.
- Mundare staff will create opportunities for students to work in cross-grade groupings in a variety of STEM activities to reinforce literacy, numeracy, and leadership skills.
- Mundare staff will align long-range plans in order to plan and structure lessons and support cross-grade and cross-curricular activities.
- Mundare staff will create a Professional Learning Plan that incorporates long-range plans, Collaborative Team Meetings, and school-based professional learning opportunities.
- Mundare staff will use assemblies to foster literacy learning and reinforce school community.

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MEASURES:

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: language and communication.
- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.
- 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 teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students’ individual needs are met.
- 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 EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child’s learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division’s priorities.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I’ve had opportunities to grow at work.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child’s school.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: cognitive skills.
- The percentage of Grade 3 Students reading at grade level.

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- 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 and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of families satisfied with the special support their child receives at school.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- Anecdotal evidence from teachers' observations and conversations with students.

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SCHOOL GOAL 3:

Through effective engagement of students, parents, and staff, Mundare School will foster different ways of knowing and understanding in our school community through evidence-based citizenship and well-being practices measured in growth yearly through active student participation, the Alberta Education Assurance Measure Survey, EIPS Parent Survey, and other school-based surveys.

EIPS PRIORITIES AND GOALS:

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

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

STRATEGIES:

- Mundare staff will incorporate the evidence-based language, knowledge, and skills of Dr. Lori Desautels' work with regard to the brain and nervous system.
- Mundare staff will use co-created universal strategies in classrooms to teach a variety of social-emotional strategies, at scheduled times throughout the day.
- Mundare staff will create common procedures, rituals, routines, and transitions to make understanding the brain and emotions ubiquitous throughout each classroom.
- Mundare staff will use the learnings from the Re-Set Room pilot and provide both staff and student Re-Set spaces to regulate nervous systems.
- Classrooms will lead monthly interactive student-led assemblies which will focus on citizenship and personal well-being.
- Mundare School will continue student-led Spirit Days.
- Mundare teachers will continue to host Character Education and Christian Ethics class opportunities (parent selected), along with opportunities to learn different leadership skills, and the work of the 7 Sacred Teachings.
- Mundare School will continue to network with outside agencies that will help build social and emotional understanding. These may include: Roots of Empathy, MHCB programming, along with FCSS programs Tru2U and FLEX.
- Mundare staff will create different grade-level leadership opportunities for all students.
- Mundare staff and the school counselor will develop social-emotional learning to focus on the Mental Health Literacy Curriculum, Re-Set trauma-informed practices, and executive functioning skills.
- Mundare School will actively use a positive referral system to celebrate student growth each month.
- Division FNMI consultants will be utilized to incorporate First Nations, Métis, and Inuit connections in our learning garden project and outdoor classroom.
- Mundare staff will use the talking circle format in class to facilitate conflict resolution and promote understanding.
- Mundare School will host parent information nights regarding online safety, family wellness, and other relevant session leading up to Kindness Week and Metis Week.

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- Mundare staff will create weekly or bi-weekly grade-group activities to support both staff embedded collaborative time and student leadership opportunities. Activities can include: social-emotional/literacy/numeracy assemblies; STEM activities; speech writing or read-alouds; and different grade groupings for seasonal school-wide activities (Terry Fox, Read in Week, Remembrance Day, etc.)
- Mundare staff will create a Professional Learning Plan and standardized long-range plans to supports social-emotional development.

MEASURES:

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: awareness of self and environment.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: social skills and approaches to learning.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division’s priorities.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- 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 my school.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of EIPS stakeholders who agree staff care about students at their school.

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- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.
- The percentage of students who agree they are safe at school.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of EIPS staff who agree someone at work cares about me as a person.
- The percentage of EIPS staff who agree overall, I am satisfied with my school or department as a place to work.
- The percentage of EIPS staff who agree, the mission, vision and goals of EIPS make me feel my job is important.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of families who agree students find schoolwork interesting.
- The number of students self-identifying as First Nations, Métis and Inuit as of June 30.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: language and communication.
- 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 EIPS stakeholders who agree students have an understanding of First Nations, Métis and Inuit culture and history.
- The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students individual needs are met.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.



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- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.
- Leadership opportunities, across grades, in a variety of creative ways will be showcased each month.
- Social Emotional support groups created by staff and by our school counselor will be tracked and evaluated.
- Student referrals to the office will be tracked with the goal of reducing the frequency and addressing underlying concerns.
- A decrease in student absenteeism.
- Our outdoor classroom space based on the Sacred Teachings will move forward from a plan to a concrete usable space by June 2024.