



SCHOOL EDUCATION PLAN for the 2024-2025 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, located in the Town of Mundare and serving the surrounding rural area, caters to students from kindergarten through Grade 8. With an enrollment of approximately 100 students, the school is supported by a dedicated team of 7 teachers and 6 support staff members. Our school, proudly built in 2015, benefits from a total budget of \$1,119,991 with 95.24% allocated to staffing. Mundare School has a small but active School Advisory Council, which plays a crucial role in the school community, especially in the rebuild of our playground. Our educational offerings include grade cohorts from K-8, featuring combined classrooms that promote a diverse and collaborative learning environment. We also offer a Christian Ethics Program and Character Education as an elective for students in Grades 1-6, focusing on ethical values and personal development during the second semester. For students in Grades 7 and 8, a variety of Career and Technology Foundation (CTF) option classes are available, providing opportunities for practical skills and exploratory learning. Additionally, Mundare School prioritizes student health and fitness by providing daily physical education in our school gymnasium, ensuring a well-rounded educational experience for all our students.



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

EIPS PRIORITIES AND GOALS:

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

SCHOOL GOAL 1:

By providing training and resources to all staff to implement daily number sense activities in math class using evidence-based instructional strategies, all students will demonstrate growth in number sense. This growth will be measured by classroom observation

STRATEGIES:

All staff will engage in professional learning to build collective efficacy through:

- Use of professional learning days, consultants, and other school/external opportunities, as organized in our PL plan
- Collaborative Team Meetings to inform instruction, set collaborative goals, and discuss evidence-based instructional strategies

Targeted feedback strategies:

- Use of warm ups to access and integrate prior knowledge through activities like Building Fact Fluency, number talks, and other numeracy related tools
- To assess student learning through exit slips, conversations, observations, and formative/summative assessments to inform practice of teacher and student reflection
- To gauge student understanding, direct lesson planning and pace of curricular outcomes, and direct small group instruction
- To respond to intervention
- Use of PowerTeacher Pro pilot

Evidence-based instructional strategies:

- Use of learning intentions and success criteria



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

- Visible thinking opportunities
- Classroom discussions
- Build prior knowledge of mathematical vocabulary through classroom and common space word walls using tools like Mathology, EduKits, and other books
- Use of manipulatives and visuals
- Cognitive task analysis (levels of challenge, multiple progressions, surface, deep, and the transfer of knowledge to skills)
- Jigsaw method
- Class and school cohesion building opportunities through cross-grade Circle Time

MEASURES:

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.

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 to five years, the professional learning or in-servicing received from the school authority was focused, systematic and contributed significantly to their professional growth.

OTHER MEASURES:

- Report card trends throughout the terms

- Classroom observations and conversations recorded in PowerTeacher Pro



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

EIPS PRIORITIES AND GOALS:

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

SCHOOL GOAL 2:

By providing professional development and ongoing support to all staff, we will ensure the regular implementation of evidence-based literacy practices in reading and written expression. Student success will be measured through reading screeners, classroom observations and conversations, common writing assessments, and student progress reports in December 2024, March 2025, and June 2025.

STRATEGIES:

All staff will engage in professional learning to build collective efficacy through:

- Use of professional learning days, consultants, and other school/external opportunities
- Collaborative Team Meetings to inform instruction, set collaborative goals, and discuss evidence-based instructional strategies

Targeted feedback strategies:

- By using exemplars and single-point rubrics to represent different levels of proficiency
- To gauge student understanding, direct lesson planning and pace of curricular outcomes, and direct small group instruction
- To assess student learning through warmups, exit slips, conversations, observations, and formative/summative assessments
- To respond to intervention
- Use of PowerTeacher Pro pilot

Evidence-based instructional strategies:

- Use of learning intentions and success criteria
- Classroom discussions



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

- Build prior knowledge of literacy vocabulary through classroom and common space word walls using tools like the sciences of reading strategies (phonemic awareness morphology, phonics, comprehension, fluency, expanding vocabulary)
- Build prior knowledge in writing through content, organization, writing processes, creative expression, research processes, and factual information
- Cognitive task analysis (levels of challenge, multiple progressions, surface, deep, and the transfer of knowledge to skills)
- Use of repeated reading programs
- Jigsaw method
- Build class and school cohesion opportunities through cross-grade Circle Time

MEASURES:

The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.

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 teachers reporting in the past three to five years, the professional learning or in-servicing received from the school authority was focused, systematic and contributed significantly to their professional growth.

The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.

OTHER MEASURES:

- Report card trends throughout the terms

- Classroom observations and conversations recorded in PowerTeacher Pro



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

SCHOOL GOAL 3:

By effectively engaging students, parents, and staff, Mundare School will promote different ways of knowing and understanding within our school community through evidence-based citizenship and well-being practices. Success will be measured by annual growth in the Alberta Education Assurance Measure Survey, EIPS Parent Survey, and other school-based surveys.

STRATEGIES:

All staff will engage in professional learning to build collective efficacy through:

- Use of professional learning days, consultants, and other school/external opportunities
- Collaborative Team Meetings to inform instruction, set collaborative goals, and discuss evidence-based instructional strategies

Targeted feedback strategies:

- To assess student learning through exit slips, conversations, observations, and other tools to allow for student feedback for self-reporting of social-emotional levels

Evidence-based instructional strategies:

- Classroom discussions
- Reducing anxiety
- Use of Mental Health Literacy Curriculum
- Use of trauma-informed practices
- Self-control and Executive functioning strategies
- Integrated regulation strategies throughout the day (10am, 12:45, 2:45 as a minimum)
- Awareness of executive function strategies
- Teaching emotional intelligence and emotions
- Use of social-emotional skill building



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

- School climate effects and belonging
- Use of whole school cross-grade Circle Time to establish peer mentoring

MEASURES:

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 who agree students at their school model of active citizenship.

The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.

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 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 parents and caregivers who agree teachers care about their child.

OTHER MEASURES: No "other" measures noted.