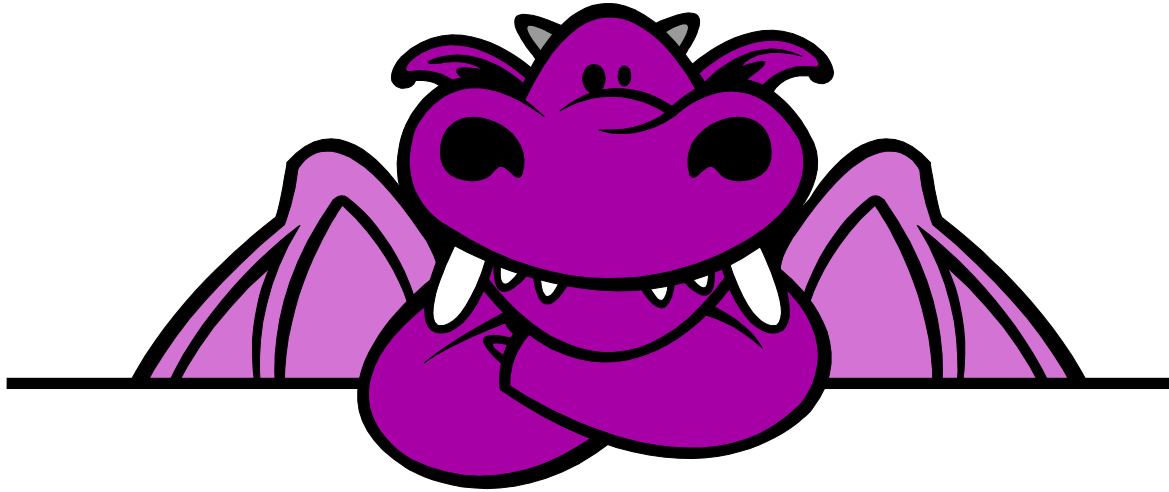


**School Education Plan and Results Report
2018-2022
Mundare School
Year 1**



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



Your Future **in MIND** ●●●●●

SECTION ONE: School and Division Goals

School Goals:

- GOAL 1:** By June 2019, more students will achieve a minimum of one year's growth in literacy. (Priority 1, Goal 1, 2)
- GOAL 2:** By June 2019, more students will achieve one year's growth in numeracy skills. (Priority 1, Goal 1, 2)
- GOAL 3:** To create a healthy, active school community based on the foundational pillars of the Comprehensive School Health Plan which incorporates well-being as an essential aspect to student achievement (Daily Physical Activity/ Nutrition/ Safe and Caring School/ Positive 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, Métis 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

School:	Mundare School www.mundareschool.ca
Principal:	William Korec
Assistant Principal:	Tracy Doerksen
Family School Liaison Worker	Shayla Carson

Mundare School Quick Facts:

- Mundare School serves students from kindergarten to Grade 8.
- Mundare School also hosts a Play and Learn at School (PALS) Program.
- Mundare School's catchment area is the Town of Mundare and the surrounding rural area.
- Mundare School has a student enrollment of 142 students
- Mundare School is served by 11 teachers and 8 support staff
- Mundare School has a very strong School Advisory Council and a supportive local community.
- Mundare School is proud of its new school which was built in 2015.
- Total budget is \$1,495,677 which includes 96% allocated to staffing

Programming Highlights:

- Mundare School has single grade cohorts from k-8, with the exception of the Grade 1/2 cohort.
- Mundare School has a PALS program.
- Mundare School offers a Christian Ethics Program as an option from grade 1-8.
- Mundare School offers a wide variety of Career and Technology Foundation (CTF) option classes for students in grade 7 and 8. These include: Animal Husbandry, Technology, Personal Foods, Baseball Advantage, Leadership, Art, Drama, Outdoor Education and Film Studies.
- CTF is also offered in a limited format in grade 5 and 6.
- Mundare School offers daily physical education in the school gym.
- Mundare School offers a wide range of Athletics Options for students to participate in, such as: golf, handball, basketball, volleyball, running club, badminton. This is offered to students beginning in Grade 6.
- The Band Program and Hand chimes are introduced in Grade 5. Recorders are introduced in Grade 4. Students participate in the Wendy Brook Music Festival. Mundare School has a vibrant music program which supports the diverse musical talents and interests of our students.
- Mundare School continues to work collaboratively with Elder Wilson Bearhead and our First Nations, Métis and Inuit Consultants to support our understanding of First Nations, Métis and Inuit history and culture.
- Mundare School students recently completed the Project of Hope Initiative and some of the grades completed the blanket exercise.

SECTION THREE: School Education Results Report (2017-18)

What were the greatest successes/challenges faced in 2017-18?

Successes:

- The diversity and determination of the staff to meet student needs each and every day in a positive and constructive manner is a real strength.
- Mundare School is very fortunate to have the support of many dedicated Elk Island Public Schools (EIPS) consultants who assist the teaching staff with professional development, classroom visitations, modelling and resource selection/development.
- The use of system-wide initiatives such as the Literacy Café model, Daily 5, STAR Reading Assessments, Fountas and Pinnell screening tools and levelled reading series.
- The consistent use of the Communicating Student Learning (CSL) Numeracy Benchmark Screening Tool, the annual Math Intervention Programming Instrument (MIPI) Numeracy Screening Tool, Equals Math interventions and the creation of an active tracking system to share information and student progress quickly among stakeholders.
- A growing understanding and appreciation about the need to collect and use long range data to understand the emerging needs of students and adjust our work with students.

- Mundare School purchased part of the Readers Workshop program at the end of the school year to provide support to the various reading and interest levels in the classrooms.
- Students who were selected to participate in literacy and numeracy interventions demonstrate increased levels of achievement and resilience within a regular classroom setting.
- Mundare School has worked diligently with Elder Wilson during his visits, which includes participating in the Project of Heart, blanket exercises and storytelling. Our junior high students enjoy our Four Directions Book Club.
- Mundare School enjoys positive relations with a variety of external stakeholders such as our Community School Resource Officer (SRO), Alberta Health Services, Family and Community Support Service (FCSS) and Children’s Mental Health Service providers.
- Community connections and support remain strong (Pancake Breakfast, Terry Fox Run, Town Wide Clean-Up, Community Garden, visitations to Father Filas Lodge, the Mundare hospital)
- Mundare School staff enjoy working closely with parents to support different initiatives during our school year. There is a strong sense of community at Mundare School.
- A healthy canteen exists at the school and student understanding and support of new food choices is strong.
- Students are happy to be at Mundare School.

Challenges:

- We had significant staff turnover last year, as teachers moved on to different teaching assignments within the jurisdiction, and a new Principal was appointed to the school.
- A decrease in enrollment led to a significant budget deficit. Mundare School was granted In Year Funding, which allowed us to keep projected classroom cohorts.
- The Provincial Achievement Test (PAT) results from the Grade six cohort did not measure individual student growth in numeracy demonstrated in the classroom.
- Mundare School has a large number of students who require Level 1-4 educational support consideration.
- Staff are working collaboratively to develop a shared understanding of what every math classroom looks like at Mundare School.
- Mundare School is working to reduce anxiety with all students, but specifically with our Grade 8 students, who are moving across to Vegreville Composite High School. We do this work collectively and with the assistance of service providers in our catchment area.
- The cost of transportation to provide students with a wider variety of off campus learning opportunities is prohibitive.

How, and to what degree, did those success/challenges impact planning for 2018-19?

- Mundare School received Classroom Improvement Fund (CIF) funding. A priority was to continue to support our students with numeracy and literacy support interventions.
- Mundare School will be hosting Professional Learning Community (PLC) meetings on a regular basis for our staff with both our numeracy and literacy consultants. Continuous improvement is our model and a renewed effort to work as team with our professional learning in numeracy and literacy.
- A continued strong commitment to First Nations Métis and Inuit. We have a strong relationship with Elder Wilson and with our First Nations Métis and Inuit consultants. Orange shirt day, Indigenous day, literacy focus in 4 directions require sustained attention and support.
- Mundare School was fortunate to hire a Family School Liaison Worker (FSLW) recently.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1:

By June 2019, more student will achieve a minimum of one year's growth in literacy (Priority 1, Goal 1, 2)

Division Outcomes: More students achieve a minimum of one year's growth in literacy and numeracy

Strategies:

- All students will participate in the STAR reading assessment at least three times each year
- Continued use of Fountas and Pinnell benchmark and support materials.
- Continued use of Levelled Literacy Intervention (LLI) tools and coaching, in class and in small group settings for 20-week cycles
- Monitor student growth in reading comprehension during the intervention cycles.
- Introduction of the Wee Read initiative for students in kindergarten and grade 1
- Consistency in pedagogy through ongoing in-servicing opportunities and use of the EIPS Writing Continuum, Readers Workshop, levelled reading and other strategies
- Continued use of RAZ kids and other digital tools to improve student literacy results and support the work done in the classroom.
- Use of Four Directions Book Club in Junior High.
- Reading goals set each term by all students from grades 2-8
- Build capacity of teachers to differentiate for students with diverse needs, including the use of assistive technology through ongoing meetings with central support personnel.
- Use of Reading Readiness Program in Grade 1 (pre-reading assessment testing tool and activities)

Performance Measures:

- Students who receive literacy coaching through LLI will increase overall literacy skills. This progress will be confirmed using the Fountas and Pinnell benchmarks.
- 90% of student in literacy intervention will achieve one year's growth as measured by Fountas and Pinnell
- Reading levels increase as measured by Fountas and Pinnell
- 2% increase in reading achievement as measured by the PATs
- 80% of all student will achieve one year's growth as measured by the STAR reading assessment
- Students will participate in our annual Public Speaking initiative.
- Specifically track our First Nations, Métis and Inuit students to ensure learning needs are being met.

School Goal 2:

By June 2019, more students will achieve a minimum of one year's growth in numeracy skills (Priority 1, Goal 1, 2)

Division Outcome:

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

Strategies:

- Common grade appropriate and incremental math vocabulary will be located on the walls of each classroom and actively used by learners and teachers.
- Consistency in pedagogy through team professional learning opportunities each month
- Use of spiral review technique to ensure math outcomes are continually reviewed
- Continue to track student progress with the CSL Math Benchmarking kit
- Continue to track and plan for identified students using the Equals Math Kit materials
- To deepen our understanding and use of MIPI assessment data with the assistance of EIPS Numeracy Consultants.
- Students will record their progress in data notebooks and set personal goals with basic math facts
- Build capacity of teachers to differentiate for students with diverse needs, including the use of assistive technology

- Purchase/create additional math resources and games to increase subitizing capabilities
- Continued use of math games, digital manipulatives, manipulatives, websites, apps
- Staff in-servicing on the Number Talks program
- To actively use tools such as Prodigy math platform as part of the classroom support experience for 21st century classroom
- Identify additional resources and learning opportunities using our Numeracy Consultants

Performance Measures:

- Use pre and post-test feedback to inform instruction
- Use MIPI and CSL data to measure student progress.
- Goal of 75% of students achieving mastery of basic math facts
- Use of pictorial, concrete and symbolic instructional strategies
- In-house grade level assessments
- School wide problem-solving day using our House Team model and Science, Technology, Engineering and Math (STEM) activities
- Anecdotal records on student achievement
- 2% increase in number operations and statistics/probability achievement as measured by the PATs
- 60% of students will increase their school awarded mark by 10% in Division 3 and 75% of grades 1-6 students will increase numeracy skills by one grade level.
- Classrooms will have common mathematical language displayed

School Goal 3:

To create a healthy, active school community based on the foundational pillars of the Comprehensive School Health Plan which incorporates well-being as an essential aspect to student achievement (Daily Physical Activity/ Nutrition/ Safe and Caring School/ Positive Mental Health Literacy) (EIPS Priority 2, Goal 1).

Division Outcome:

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

Strategies:

- To improve nutritional food options in the school canteen and continue to educate students about healthy choices each day.
- To teach healthy cooking techniques in Career and Technology Foundations (CTF) Personal Foods Option class
- Communicate and encourage healthy food choices for lunch and for special occasions
- Continue to utilize the model of a common lunch room, so that students and staff feel part of the school community and students are able to demonstrate great citizenship and actively participate in quality movement opportunities.
- Leadership opportunities for older students using tools such as the Positive Playgrounds Initiative to reinforce student leadership, student resilience and healthy movement.
- To create a buddy bench on the playground and teach students how to use this support.
- Monthly interactive student led assemblies will continue
- Continuation of popular student led School Spirit Days
- Continuation of our Character Education and Christian Ethics class opportunities
- Continue with programs and services that help build social and emotional wellness such as Roots of Empathy, Christian Ethics and Character Education, Leadership option and student announcers.
- To continue to teach students about their zones of regulation
- Create and use a positive referral system to celebrate student personal growth.
- Friendship groups and empathy building

- Gratitude journals using Google classroom (reflective activity) each week.
- Healthy Mindset Movement
- Elder Wilson will be utilized to incorporate First Nations, Métis and Inuit connections

Performance Measures:

- Friendship groups developed by our teaching staff and by our FSLW
- Leadership opportunities, across grades, in a variety of creative ways will be showcased
- A decrease in the student absentee rate
- Maintain or improved by 2% our high levels of Safe and Caring Schools on the Accountability Pillar survey
- Healthy menu options available in our canteen on a regular basis.
- Positive feedback from staff, students and parents about nutritious options available at the school
- The staff will participate in ongoing Go-To-Educator Mental Health Training led by our Assistant Principal

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	MUN	89.5	21.1	78.3	4.3	95.7	17.4	93.8	12.5	100.0	0.0	90	20
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	MUN	84.2	15.8	69.6	8.7	87.0	21.7	68.8	25.0	85.7	7.1	90	20
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	MUN	89.5	47.4	87.0	21.7	95.7	69.6	93.8	50.0	100.0	21.4	90	20
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	MUN	84.2	10.5	69.6	17.4	91.3	39.1	87.5	25.0	85.7	0.0	90	20
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.4	84.9	88.1	91.8	91.2	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89
Teacher	92.3	98.3	98.3	96.7	100	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95
Parent	89.9	76.6	95.4	94.7	87.0	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	83.1	79.9	70.7	84.1	85.6	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	MUN					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.8	82.1	82.8	87.0	90.8	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	92.3	95.0	91.5	95.0	100	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	76.7	78.7	92.3	90.7	87.6	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	79.3	72.6	64.4	75.3	84.8	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.															
	MUN					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	75.6	77.1	75.0	89.7	90.5	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	83.0
Teacher	92.3	91.7	91.7	100	100.0	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	58.8	62.5	58.3	79.3	79.3	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	MUN					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.5	87.2	89.6	93.8	94.8	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	96.2	98.6	98.6	98.6	100.0	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.3
Parent	77.1	76.1	84.6	93.9	87.8	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	92.1	86.9	85.6	88.8	95.1	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	75.2	79.1	80.4	85.6	86.3	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	83.7	84.4	88.4	91.6	98.9	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	79.3	80.3	84.3	85.4	79.5	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	62.7	72.6	68.5	79.7	80.6	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	71.8	66.6	73.9	80.4	93.0	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	69.2	75.0	75.0	83.3	91.7	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	66.7	42.1	69.2	76.7	100.0	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	79.5	82.6	77.5	81.1	81.1	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Mundare School has a strong, supportive School Advisory Council who meet regularly. The School Education Plan was shared with School Advisory Council at a meeting in October. Parents appreciate the opportunity to preview the plan, to provide feedback, and to better understand the direction that our school team is moving toward. The plan will be published on the school website and will also be linked in the Mundare School newsletter. Parents are an important and valued partner in the success of all students at Mundare School.

In February, the Principal will extend an invitation to all parents of students in Grade 4 and share the importance of participating in the survey to let the school know what they are doing well and where there is room for growth.

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	MUN					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	77.6	72.9	85.8	86.4	89.3	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	90.8	88.3	95.0	95.0	100.0	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	64.4	57.4	76.6	77.9	78.7	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4