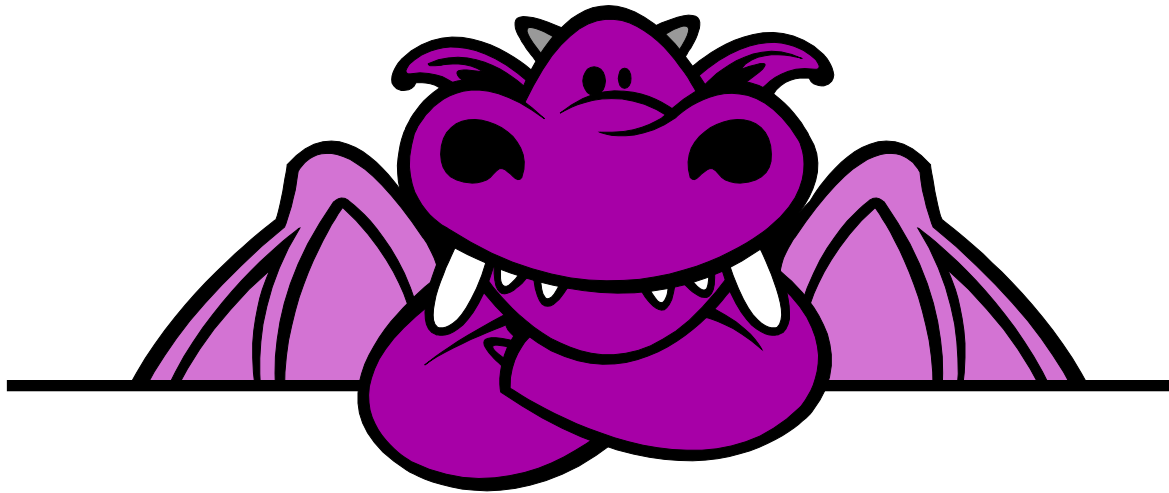


**School Education Plan and Results Report
2018-2022
Mundare School
Year 3**



Mission

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

Motto

Be brave – be bold!



Your Future in MIND ●

SECTION ONE: School and Division Goals

School Goals:

- GOAL 1:** By June 2021, more students will achieve a minimum of one year's growth in literacy.
(Priority 1, Goal 1, 2)
- GOAL 2:** By June 2021, 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 (Character Education/ Daily Physical Activity/ Nutrition/ Safe & Caring School/ Positive Mental Health Literacy)

(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
Counsellor: Kelly Sawatzky

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 about 125 students.
- Mundare School is served by 6 teachers and 5 support staff.
- Mundare School has a very strong School Advisory Council and a supportive local community.
- Mundare School is proud of its school which was built in 2015.
- Total budget is \$1,000,000 which includes 92.1% allocated to staffing.

Programming Highlights:

- Mundare School has a variety of grade cohorts from K-8 (some combined classrooms).
- Mundare School offers a wide variety of Career and Technology Foundation (CTF) option classes for students in Grade 7 and 8. These include: Math-Plus Strategies, Invention Convention, Personal Foods, Sports Acceleration.
- 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, basketball, volleyball, running club, badminton. This is offered to students beginning in Grade 6.
- Band instruments, ukuleles and hand chimes are introduced in Grade 5. Recorders are introduced in Grade 4.
- Mundare School continues to work collaboratively with our First Nations, Métis, and Inuit consultants to enrich our understanding of First Nations, Métis and Inuit history and culture.

SECTION THREE: School Education Results Report (2019-20)

What were the greatest successes/challenges faced in 2019-20?

Successes:

- EIPS Parent Survey Results based on 31 results:
 - 84.62% of parents agree (strongly agree/agree) that their child's individual needs are being met
 - 88.47% of parents agree (strongly agree/agree) that their child is encouraged to do their best
 - 80.77% of parents agree (strongly agree/agree) that their child is demonstrating growth in literacy
 - 88.46% of parents agree (strongly agree/agree) that their child is demonstrating growth in numeracy
 - 84.62% of parents agree (strongly agree/agree) that their child is being taught knowledge, skill and attitudes necessary to be successful in life
 - 84.62% of parents agree (strongly agree/agree) that they are satisfied with the quality of education their child is receiving
 - 96.00% of parents agree (strongly agree/agree) that their child's school is safe
- The amount of planned professional development completed by the staff during the school year, to build capacity in teachers, was substantial. The determination of staff to meet student need is very encouraging.
- The support of EIPS specialized consultants who support teachers with professional development, classroom visitations, modelling and resource selection/development.
- The continued use of system-wide initiatives such as the Literacy Café, 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.

- The team approach to using the EIPS writing continuum in all classrooms to develop student writing skills.
- The consistent use of the Readers Workshop program to provide support to various reading and interest levels in the classroom.
- Students who were selected to participate in literacy and numeracy interventions demonstrated increased levels of achievement and resilience within a regular classroom setting.
- Mundare School has continued to work with Elder Wilson during his visits, which includes participating in the Project of Heart, blanket exercises, and storytelling.
- Mundare School continues to enjoy 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, the Town of Mundare and Lamont County.
- Community connections and local support remain strong (Pancake Breakfast, Terry Fox Run, Town Wide Clean-Up, Community Garden, visitations to Father Fila's Lodge)
- Mundare School has made strides to provide technology (1-1) for all our students. We are almost on target for 1-1 for all students.
- Implementation of a more formalized Character Education program at our school with regular opportunities to reflect on and celebrate student citizenship.
- The consistent use of the school website and a variety of social media platforms
- The consistent use of a coaching model to support students who experience social and emotional challenges with other students.
- 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.
- Our overall enrollment has increased.

Challenges:

- We had to make most of our classrooms combined classrooms this year.
- New students to our community school enter our school with educational concerns which must be addressed.
- Mundare School has an increasing number of students who require Level 2-4 educational support consideration.
- We continue to strive to improve provincial achievement testing results
- How do we best challenge those students, at promise, who could use extra encouragement or guidance.
- Mundare School continued to work 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. Our older students experienced the most need for intervention and support throughout the year.
- The cost of transportation to provide students with a wider variety of off campus learning opportunities is prohibitive.
- Struggling to find ways to consistently communicate with all parents
- Increasing parental support and involvement at our school.

How, and to what degree, did those success/challenges impact planning for 2019-20?

- Mundare School was fortunate to receive funding for our FNMI project. Our priority is to continue to support identified students with numeracy and literacy support intervention.
- In-servicing and use of the CSL Math Screening Tool-II for older grade students to support division 3 students to demonstrate higher levels of mastery.
- Some internal staffing changes were made to better address student need.

- Mundare School will continue to host Professional Learning Community (PLC) meetings on a regular basis for our staff. Continuous improvement and learning is our goal. We plan to experiment more with Google Hangouts to speak directly with consultants on a regular basis.
- A continued strong commitment to our First Nations Métis and Inuit initiative. We have a strong relationship with Elder Wilson and with our First Nations Métis and Inuit consultants. Orange shirt day, Indigenous day, require sustained attention and support. This year, we will be working toward including the Spirit Bear initiative and developing the aboriginal healing garden.
- Use of tools such as Cool, Calm Kids and Restorative Justice Circles to help solve peer conflict. Mundare School was fortunate to hire a Family School Liaison Worker (FSLW) before school started this year. This was very successful last year and some of the components have taken root and become part of our school culture.
- The continued development of our Character Education program to support student growth in this area of need.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1:

By June 2020, more students 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 assessments at least three times per school 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 intervention cycles.
- Consistency in pedagogy through ongoing in-servicing opportunities and the 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, student engagement and to support the learning in the classroom.
- Changes in instructional practice with the introduction of Concept Based Learning.
- Reading goals set each term by all students from grades 2-8
- Continue to build the 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 grade 4-8
- Specifically track our First Nations, Métis and Inuit students to ensure learning needs are being met.

School Goal 2:

By June 2020, 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:

- 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 PLC opportunities
- Examples of visible learning and strategies in each classroom
- Use of spiral review technique to ensure math outcomes are continually reviewed
- Continue to track student progress with the CSL Math Benchmarking kit (Level 1 and 2)
- 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.
- Changes in instructional practice with the introduction of Concept Based Learning
- Students will reflect and record their understanding of numeracy learning in data notebooks
- Build capacity of teachers to differentiate for students with diverse needs, including the use of assistive technology and digital manipulatives.
- Purchase/create additional math resources and games to increase subitizing capabilities
- Continued use of math games, digital manipulatives, manipulatives, websites, apps
- Staff use of Number Talks will be more consistent and intentional
- STEM projects reflect a growing curiosity with numeric operations and problem solving
- In-servicing regarding problem solving to facilitate students connecting math to broader concepts

Performance Measures:

- Host a FCSS – Lamont County Math Games Night in Mundare
- 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
- In-house grade level assessments
- School wide STEM activities showcased each term
- Anecdotal records on student achievement reflect progress
- Feedback from specialty consultants about intervention strategies will help further the work of teachers and students.
- Classrooms will have common mathematical language displayed
- Specifically track our First Nations, Métis and Inuit students to ensure learning needs are being met

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 (Character Education/ 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:

- Continue with the successful Breakfast program and lunch supplies at our school to ensure all students start the day off right
- 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 lunchroom, so that students feel part of the school community and can demonstrate citizenship by actively participating in quality movement opportunities each day.
- Leadership opportunities for older students during noon hour clubs to reinforce personal leadership skills, learning, resilience and character.
- 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.
- Continue to teach students about their zones of regulation. This will be evident in classrooms.
- To actively use a positive referral system to celebrate student personal growth.
- Friendship groups and empathy building with our FSLW will be ongoing.
- Reflective gratitude journals will be used by many classes each week.
- Classroom leadership roles will continue
- Book club for Grade 4-8 teachers (Stephen Covey – The Leader in Me)
- Elder Wilson will be utilized to incorporate First Nations, Métis and Inuit connections
- Host a parent information night regarding Internet and Personal Communication Device Safety
- Volunteerism will be encouraged and recognized

Performance Measures:

- Friendship groups developed by our teaching staff and by our FSLW will be tracked and evaluated
- Leadership opportunities, across grades, in a variety of creative ways will be showcased
- A decrease in the student absentee and suspension rates
- Maintain or improved by 2% our Safe and Caring Schools on the Accountability Pillar survey results
- Positive feedback from staff, students and parents about nutritious options available at the school
- The staff will participate in Go-To-Educator Mental Health Training led by our Assistant Principal
- We will track positive referrals made to the office, by class, and celebrate these referrals each month.
- Students will participate in a Celebration of Learning in June and in a Positive Referral year-end draw.
- Positive parental feedback on initiatives

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	MUN	78.3	4.3	95.7	17.4	93.8	12.5	100	0.0	80.0	13.3	90	20

	EIPS	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
Mathematics 6	MUN	69.6	8.7	87.0	21.7	68.8	25.0	85.7	7.1	80.0	0.0	90	20
	EIPS	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8		
	Province	73.2	14.1	72.2	14.0	69.4	12.8	72.9	14.0	72.5	15.0		
Science 6	MUN	87.0	21.7	95.7	69.6	93.8	50.0	100	21.4	66.7	20.0	90	20
	EIPS	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	MUN	69.6	17.4	91.3	39.1	87.5	25.0	85.7	0.0	73.3	0.0	90	20
	EIPS	80.1	24.6	80.5	28.6	85.3	32.3	88.5	36.3	87.4	35.1		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		

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.

	MUN					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.9	88.1	91.8	91.2	85.4	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89	89.0
Teacher	98.3	98.3	96.7	100	96.0	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95	95.1
Parent	76.6	95.4	95.7	87.0	83.0	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	79.9	70.7	84.1	85.6	77.0	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	MUN					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	82.1	82.8	87.0	90.8	78.8	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	95.0	91.5	95.0	100	100	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	78.7	92.3	90.7	87.6	70.0	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	72.6	64.4	75.3	84.8	66.3	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	77.1	75.0	89.7	90.5	83.3	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	83.0	83.0
Teacher	91.7	91.7	100	100	100	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	62.5	58.3	79.3	79.3	66.7	68.1	68.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	MUN					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.2	89.6	93.8	94.8	84.6	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	98.6	98.6	98.6	100	100	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.3	96.1
Parent	76.1	84.6	93.9	87.8	68.1	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	86.9	85.6	88.8	95.1	85.7	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	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.

	MUN					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.1	80.4	85.6	86.3	85.1	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	84.4	88.4	91.6	98.9	93.8	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	80.3	84.3	85.4	79.5	81.1	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	72.6	68.5	79.7	80.6	80.6	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	66.6	73.9	80.4	93.0	84.0	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	75.0	75.0	83.3	91.7	90.0	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	42.1	69.2	76.7	100	91.7	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.7	79.3	80.3
Student	82.6	77.5	81.1	81.1	70.3	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

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. Parents are an important and valued partner in the success of all students at Mundare School.

In February 2020, the Principal will extend an invitation to all parents of students in Grade 4-8 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	72.9	85.8	86.4	89.3	91.4	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	88.3	95.0	95.0	100	100	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	57.4	76.6	77.9	78.7	82.8	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6