

School Education Plan

Mundare School

2025-26



School Education Plan for the 2025-26 School Year

Mundare School

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 observations and conversations, math warm-ups, CSL Benchmarking, and student progress reports in December 2025, March 2026, and June 2026.

Related Division 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.

School Education Plan for the 2025-26 School Year

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Strategy

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





Evidence-based instructional strategies:

- Use of learning intentions and success criteria
- 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)
- Class and school cohesion building opportunities through cross-grade Circle Time

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M44	The percentage of families who agree the numeracy skills their child's learning at school are useful.	93.80%	No Result	100.00%	
P1	G2	M45	The percentage of students who achieve the standard of excellence in: Grade 6 Mathematics PAT.	10.50%	No Result	No Result	
P1	G2	M46	The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.	96.15%	86.21%	82.14%	
P1	G2	M200	The percentage of students who achieve the acceptable standard in: Grade 6 Mathematics PAT.	68.40%	No Result	No Result	

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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 2025, March 2026, and June 2026.

Related Division 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.

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Strategy

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
- 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
- Build class and school cohesion opportunities through cross-grade Circle Time

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M32	The percentage of students who achieved the standard of excellence in: Grade 6 Language Arts PAT.	15.80%	No Result	No Result	
P1	G2	M38	The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.	92.31%	93.33%	92.86%	
P1	G2	M193	The percentage of students who achieved the acceptable standard in: Grade 6 Language Arts PAT.	84.20%	No Result	No Result	

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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.

Related Division 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 2: Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

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Strategy

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


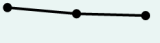
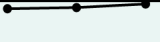
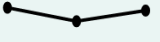
Evidence-based instructional strategies:

- Classroom discussions
- Use of Mental Health Literacy Curriculum
- Use of trauma-informed practices
- Awareness of executive function strategies
- Use of social-emotional skill building
- Use of whole school cross-grade Circle Time to establish peer mentoring

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M17	The percentage of EIPS stakeholders who agree students have an understanding of First Nations, Métis and Inuit culture and history.	65.38%	76.67%	85.71%	
P2	G2	M78	The percentage of teachers, families and students who agree students at their school model of active citizenship.	84.50%	79.10%	77.50%	
P2	G2	M79	The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.	92.31%	93.33%	96.43%	
P2	G2	M84	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.	92.10%	83.10%	90.20%	
P2	G2	M86	The percentage of students who agree their teachers care about them.	85.30%	90.70%	95.15%	