

School Education Plan and Results Report
2018-22
Year 3



Our Motto:

“Learning Together” - captures the essence of our school community.



SECTION ONE: School and Division Goals

School Goals:

GOAL 1: More students will achieve a minimum of one year's growth in reading and written expression.

(EIPS Priority 1, Goal 2)

GOAL 2: More students will achieve competency in problem solving and higher order thinking in mathematics.

(EIPS Priority 1, Goal 2)

GOAL 3: Fostering a community that promotes positive relationships, instills creativity, and maintains a safe and caring environment for all learners.

(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, Metis, 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

Principal: TJ Kennerd

Assistant Principals: n/a

Counsellor: Dianna Graziano

Uncas Quick Facts:

- Rural community hub
- 186 students
- 11 teachers, 5 educational assistants, 1 library technician, one ½ time counsellor
- 1 secretary
- 1 principal
- School Motto: Learning Together
- The name 'Uncas' has been traced back to Chief Uncas, a Native American who was the leader of the Mohegan Tribe. He was born into the Pequot Tribe. Uncas was immortalized in literature by the American writer James Fennimore Cooper In *The Last of the Mohicans*. The name Uncas exists in Connecticut and Oklahoma, U.S.A., as well as Uncas, Alberta.

Programming highlights:

- a commitment to small class sizes
- a commitment to literacy and numeracy
- continued one to one technology devices in grades 3 to 6, consisting Chromebooks

SECTION THREE: School Education Results Report (2019-2020)

What were the greatest successes/challenges faced in 2019-2020?

Challenges:

1. To continue to use the *Levelled Literacy Intervention* program by Fountas and Pinnell. Staff are implementing the literacy program this year and appropriate training to support low level readers in grades 1-6 must be implemented.
2. To strengthen the math complexity skills in our students by changing the emphasis on basic skills to more practice with complex questions.
3. To improve our Accountability Pillar survey results as a safe and caring school and citizenship as reported by students.
4. There is also a dip in the reported Parental Involvement category which will be further analyzed, and a plan formulated to restore the previous high level reported.

Successes:

Accountability Pillar indicates a measure of Excellent in the following categories: Safe and Caring, Program of Studies, Education Quality, Parental Involvement and School Improvement. Details below.

a. In the May Accountability Pillar data:

- Safe and Caring 88.7% compared to the previous year at 86.8%

- Program of Studies 83.7% compared to the previous result of 82.0%
- Education Quality 93.2% compared to the province at 90.3%
- School Improvement 86.1% compared to the province at 81.5%

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: More students will achieve a minimum of one year's growth in reading and written expression.

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

Strategies:

1. Uncas will continue its Leveled Literacy program this year targeting students who have been determined to need extra help via the benchmarking tool Fountas and Pinnell. Two teachers have a portion of their time dedicated to this one of them at 0.5FTE and the other at 0.249FTE. These teachers have already attended training put on by our Elk Island Public Schools Consultants and will seek more training working with LLI.
2. All necessary LLI kits have now been attained.
3. The Readers Workshop kit has been purchased for all grade levels.
4. All teachers are now trained in Readers Workshop. 100% of staff is embracing Lucy Calkins' Readers Workshop.
5. Just over \$15,000 was spent in the previous year to support Readers Workshop.
6. Six of the eight classes are using Raz Kids to support learning.

Performance Measures:

1. It is hoped that 95% of students identified for literacy interventions will receive one year's growth as stated in division and school goals upon reassessment using the benchmarking tool.
2. It is hoped that assessment results throughout the ELA courses will continue to show improvement as well as carryover into all subject areas as literacy affects all learning.
3. It is also hoped results maintain or improve on already very strong PAT results.

School Goal 2: More students will achieve competency in problem solving and higher order thinking in mathematics.

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

Strategies:

1. The MIPI benchmarking tool has been used to identify student's levels and abilities. This information is then used to intervene via pullouts with educational assistants to work on missed concepts.

2. Specific programming includes Number Talks, Guided Math Framework, The CSL Math benchmarking kit and Equals Math kit.
3. Uncas Elementary School uses the computer program Mathletics to support delivery of curriculum.

Performance Measures:

1. It is hoped that 95% of students identified for literacy interventions will receive one year's growth as stated in division and school goals upon reassessment using the benchmarking tool.
2. It is hoped that assessment results throughout the mathematics courses show improvement in other courses such as science.
3. It is also hoped results maintain or improve on already very strong PAT results.

School Goal 3: Fostering a community that promotes positive relationships, instills creativity, and maintains a safe and caring environment for all learners.

Division Outcome:

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

Strategies:

1. Approaches to behaviour modification will continue to be solution based as opposed to punitive with high expectations for caring, respectful citizens.
2. There will be continued emphasis on bullying and citizenship. Counsellor Dianna Graziano has plans for Bully Awareness Week November 16 to 20.
3. If protocols allow later in the year, Mr. Kennerd will again request Parent Advisory purchase sessions from Saffron in Sherwood Park to address bullying and Internet Safety. They will do one session for Div. 1 and 1 session for Div. 2.

Performance Measures:

1. Observable measures. Staff reports so far results have been very positive and the incidents of misbehavior are largely mitigated.
2. The incidence of behavioural suspensions is down from last year.
3. Data on the Accountability Pillar showed improvement last year and it is hoped to continue to show improvement.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

		2016		2017		2018		2019		2020 No Data
		A	E	A	E	A	E	A	E	
English Language Arts 6	UNC	88.9	14.8	95.2	38.1	100	21.1	100	15.8	
	EIPS	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7	
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	
Mathematics 6	UNC	77.8	7.4	76.2	19.0	73.7	0	84.2	15.8	
	EIPS	81.6	16.9	80.7	17.8	87	20.9	86.5	22.8	
	Province	72.2	14.0	69.4	12.6	72.9	14	71.6	14.8	
Science 6	UNC	85.2	25.9	90.5	38.1	94.7	31.6	94.7	26.3	
	EIPS	88.7	39.7	88.4	42.0	91.3	45	88.3	44.4	
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.4	29.2	
Social Studies 6	UNC	77.8	11.1	71.4	38.1	89.5	15.8	92.1	13.2	
	EIPS	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1	
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.1	25.1	

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.

	UNC					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.9	89.3	84.1	86.8	88.7	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89	89.0	89.4
Teacher	96.6	95.0	89.3	96.4	97.7	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95	85.1	95.3
Parent	91.6	88.1	76	87.6	93.7	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	84.6	84.8	77.9	76.5	74.7	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

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

	UNC					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.3	89.5	80.2	83.7	78.9	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	100.0	98.3	98.3	96.4	100	94.1	94.1	94.1	94.2	93.8	94.5	94.0	93.4	93.2	93.6
Parent	78.9	81.2	68.9	81.9	70.5	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	76.9	88.9	73.3	72.8	66.1	70.3	70.6	70.6	71.7	70.2	74.5	74.4	73.9	73.5	73.8

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	UNC					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.8	81.3	84.6	73.7	84.2	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	100.0	100.0	100	100.0	100	89.0	90.7	89.4	89.7	91.0	90.5	90.4	90.3	90.8	92.2
Parent	87.5	62.5	69.2	47.4	68.4	66.6	67.3	66.2	75.2	71.4	74.8	75.1	74.6	75.2	76.0

Overall School Culture Performance Measures

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

	UNC					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	95.9	94.0	86.4	94.6	93.2	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90	90.2	90.3
Teacher	100.0	98.6	100	100.0	100	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	94.7	88.2	69.7	88.1	90.4	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86	86.4	86.7
Student	93.1	95.3	89.5	95.8	89.2	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8

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.

	UNC					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.2	81.9	82.3	82.0	83.7	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	90.2	90.6	89.6	85.2	91.3	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	80.3	73.1	75	78.8	76.0	81.0	80.0	79	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

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.

	UNC					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.0	82.5	77.5	86.3	86.1	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	100.0	83.3	83.3	81.8	88.9	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	94.7	76.5	66.7	95.0	94.7	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	78.1	87.8	82.4	82.1	74.7	79.5	79.5	80.7	82.7	81.3	80.7	81.5	80.2	79.4	79.6

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	UNC					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.8	79.5	85.4	95.8	76.3	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	96.6	93.1	100	92.9	97.8	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	85.1	65.9	70.8	92.7	54.7	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

Communication of Plan:

Section 1 Teacher Communication (for the information of Trustees and EIPS administration-not for public)

1. Formulation and execution of the plan for **teachers** is ongoing however precedence has been given to maintaining a safe and functional environment during the pandemic. Data has been rendered and will be reported to teachers at the January Staff Meeting. Communication to students about safe and caring, and school improvement will be a focus.
2. Teachers continue to support all Goals.

Section 2 Parent Communication

1. Goals and general data have been shared with Parent Council. Formulation and execution of the plan for **parents** is ongoing however precedence has been given to maintaining a safe and functional environment during the pandemic. Data has been rendered and will be reported to parents at the January PAC Meeting.