

School Education Plan and Results Report

2015-2018

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: More students will respond affirmatively that their school provides a safe and caring environment.

(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 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: Douglas Keil
Assistant Principals: n/a
Counsellor: Jeremy Cooper

Uncas Quick Facts:

- Rural community hub
 - 205 students
 - 12 teachers, 5 educational assistants, 1 library technician , 1 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.
- * Total Budget 96% allocated to staffing.

Programming highlights:

- a commitment to small class sizes
- a commitment to differentiation
- one to one technology devices in grades 3 to 6, consisting of PC laptops and chromebooks
- *The 7 Habits of Happy Kids* is the basis of our character education program

SECTION THREE: School Education Results Report (2016-2017)

What were the greatest **successes/challenges faced in 2016-2017?**

Challenges:

1. To continue providing low class enrollment numbers for our primary classrooms and additional support in elementary classrooms.
2. To introduce a different delivery model of the grades 1 – 3 *Levelled Literacy Intervention* program by Fountas and Pinnell.
3. To purchase the Red Fountas & Pinnell kit, and train staff to support low level readers in grades 4 - 6, much as we did with Fountas and Pinnell in grades 1 - 3.
4. To maintain our Accountability Pillar survey results as a safe and caring school.
5. To strengthen the math complexity skills in our students by changing the emphasis on basic skills to more practice with complex questions.

Successes:

1. We were able to keep our class numbers averaging under 20 for Kindergarten, grades 1, 1 / 2, and

2.

2. One literacy measure of note is the grade 6 provincial achievement test reading score of 90.5 % Acceptable, 19% Excellence. Our writing goals with our highest level of achievement test with 6 + 1 writing traits are generating exemplars for our database in order to accurately ascertain the writing grade level of our students in a formal assessment. One measure that we have of writing proficiency is the Grade 6 PAT score of 95.2 % Acceptable, 38.1% Excellence.

3. The spring Accountability Pillar survey revealed the following Safe and Caring data from 17 parent respondents in addition to 74 grades 4 – 6 students:

81% of students (88% parents) reported they felt Safe To and From School

80% of students (100% parents) reported they felt Safe at School.

95% of students (82% of parents) reported their Teachers Cared About Them (12 % didn't know).

4. Our math PAT results in complexity versus the provincial average are as follows:

*Higher than the provincial average in 12/14 Low Complexity questions

*Higher than the provincial average in 11/17 Moderate Complexity questions

*Higher than the provincial average in 3/8 High Complexity questions

How, and to what degree, did those **successes/challenges impact planning for 2017-2018?**

1. We continue to provide grade Kindergarten and grade one primary classrooms with an average enrollment of under 20 students per class.

2. We continue an action research approach to delivering Levelled Literacy Intervention in grades 1 - 3 via a pullout model led by a teacher hired specifically to do all of the LLI in our building. We plan to explore the newly available Fountas and Pinnell LLI programs for grade 4 students. The STAR literacy assessment data generated this year has provided another baseline of our readers.

3. Our student safety results have dipped somewhat. Our student safety survey will investigate the reasons behind the results.

4. A goal is to strengthen the math complexity skills in our students starting with an emphasis on basic skills. The MIPI (Math Intervention/Programming Instrument) data from this fall and accompanying workshop strategies will provide intervention data and strategies for our teachers, which were not available last year. We will continue to apply examples from Sandra Herbst math assessment workshops on strategies, such as establishing common assessment criteria, as we continue of our six week action research cycle. A professional development session last year led us to adjust our emphasis to providing more opportunities for students to attempt complex level questions.

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:

- English language arts pullout and volunteer support for readers identified by Fountas & Pinnell assessment at a significant deficit below their grade appropriate reading level.
- Utilize RAZ kids data to identify reading levels, encourage and track effectiveness of home reading in minutes read, and record comprehension results.
- Continue with our 6 + 1 writing program for common vocabulary and approach to writing, kid friendly rubrics and frequency schedule for their application

Performance Measures:

- 95% of students identified for remediation will achieve one year's growth in Fountas & Pinnell pre and post assessment.
- 95% of students writing pre and post EIPS Highest Level of Achievement Test writing assessments will demonstrate grade appropriate competency.

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:

- dedicate more time to work on complex math questions.

Performance Measures

- To be higher than the provincial PAT averages in all three levels of question complexity.

School Goal 3

More students will respond affirmatively that their school provides a safe and caring environment.

Division Outcome:

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

Strategies:

- Refer to our *7 Habits of Happy Kids* character education program, supplemented by ongoing updates and Twitter tweets to emphasize our commitment to safety and caring for our kids
- Regular communication home via the newsletter representing the steps we are taking toward enhancing safety and caring at Uncas School. Share safety news at each Parent Advisory Council meeting.
- Respect First Nations Metis Inuit history and families by referencing the Treaty 6 plaque in our front foyer, as well as our portrait of Chief Uncas in the display cabinet.
- Celebrate Canada 150 by honoring famous Canadians monthly.

Performance Measures

- 85 % of student and parent responses in the Accountability Pillar survey will indicate that Uncas School provides a safe and caring environment.
- 85 % of school based surveys for students throughout the year will indicate that students have positive perceptions of their school

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	UNC	91.9	13.5	88.9	38.9	77.3	18.2	88.9	14.8	95.2	38.1	90.0	30.0
	EIPS	90.6	21.0	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
Mathematics 6	UNC	73.0	5.4	88.9	16.7	72.7	27.3	77.8	7.4	76.2	19.0	80.0	20.0
	EIPS	81.9	23.0	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	UNC	73.0	18.9	94.4	16.7	81.8	40.9	85.2	25.9	90.5	38.1	90.0	30.0
	EIPS	86.6	34.7	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	UNC	86.5	35.1	83.3	38.9	72.7	22.7	77.8	11.1	71.4	38.1	80.0	30.0
	EIPS	83.9	24.0	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	78.3	84.6	83.5	90.9	89.3	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	*	96.0	90.7	96.6	95.0	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	76.7	86.5	81.4	91.6	88.1	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	80.0	71.2	78.2	84.6	84.8	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	UNC					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	78.3	82.2	87.6	85.3	89.5	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	*	96.0	100.0	100.0	98.3	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0

Parent	71.1	77.3	80.6	78.9	81.2	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	85.6	73.1	82.1	76.9	88.9	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	50.0	63.1	84.6	93.8	81.3	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
Teacher	*	80.0	100.0	100.0	100.0	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
Parent	50.0	46.2	69.2	87.5	62.5	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

Overall School Culture Performance Measures

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

	UNC					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	84.5	91.2	89.9	95.9	94.0	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
Teacher	*	100.0	100.0	100.0	98.6	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	80.6	82.2	83.1	94.7	88.2	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	88.5	91.2	86.7	93.1	95.3	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	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.

	UNC					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	76.4	88.6	91.5	85.2	81.9	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
Teacher	*	92.5	97.6	90.2	90.6	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
Parent	76.4	84.6	85.5	80.3	73.1	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	69.9	79.1	80.3	91.0	82.5	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
Teacher	*	88.9	100.0	100.0	83.3	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
Parent	66.7	64.3	64.3	94.7	76.5	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
Student	73.1	84.2	76.7	78.1	87.8	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Elements of the plan were shared at the October Parent Advisory Council meeting.

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

	UNC					EIPS					Province				
--	-----	--	--	--	--	------	--	--	--	--	----------	--	--	--	--

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	61.1	80.7	86.4	90.8	79.5	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
Teacher	*	98.0	100.0	96.6	93.1	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
Parent	61.1	63.4	72.9	85.1	65.9	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.