

School Education Plan and Results Report
2018-22
Year 1



Uncas
Elementary
s c h o o l

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
- 205 students
- 12 teachers, 4 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.

* Total Budget 96% allocated to staffing.

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 of PC laptops and chromebooks

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

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

Challenges:

1. To maintain our Accountability Pillar survey results as a safe and caring school. Behavior has been identified as an issue among grade 5 and 6 boys.
2. To continue to use the *Levelled Literacy Intervention* program by Fountas and Pinnell. New staff are implementing the literacy program this year and appropriate training to support low level readers in grades 1-6 must be implemented.
3. To strengthen the math complexity skills in our students by changing the emphasis on basic skills to more practice with complex questions.
4. Parental involvement is not always based on positive learning experiences and improper use of social media.

Successes:

1. Accountability Pillar indicates a measure of Excellent in the following categories. Safe and Caring, Program of Studies, Education Quality, Citizenship and School Improvement. Details are in the notes below.

- a. In the spring Accountability Pillar data:
- 81% of students (88% of parents) reported they felt safe to and from school
 - 80% of students (100% of parents) felt they felt safe at school
 - 95 of students (82% of parents reported their teachers cared about them
 - ELA PAT Uncas scored 95.2% **acceptable** compared to 92.2% for EIPS district
 - ELA PAT Uncas scored 38.1% excellence compared to 24.1% for EIPS district

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 had a portion of their time dedicated to this. One teacher at 0.5 FTE and one teacher at 0.15FTE. These teachers have already attended training put on by our Elk Island Public Schools Consultants and are scheduled for more training.
2. Kits obtained include gold, blue, red, green and orange. Missing components of the kits have been identified and re-purchased.
3. The Readers Workshop kit is being purchased for all grade levels and teachers will be encouraged to begin training from EIPS consultants on November 2nd.
4. Teachers will additionally be encouraged to join grade specific collaborative planning groups with Literacy Consultant Heather Balog which will be emerging this fall.
5. 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 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. Elk Island Public Schools consultant is providing Coaching and modelling to administration, grade groups and individual students.
3. Specific programming includes Number Talks, Guided Math Framework, The CSL Math benchmarking kit and Equals Math kit.
4. 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 ELA courses 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 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. There is an identified concern with certain behaviours among the Grade 5 and 6 boys particularly physical aggression and bullying. In the first month of the school year the 0.5FTE teacher assigned for literacy interventions initially focused on correction of this behaviour by assisting the classroom teacher and heightened supervision during all recesses.
2. In addition to the teacher support, the Educational Assistants have been placed in these classes to specifically deal with these behaviours.
3. The first day of school there was an assembly with Mr. Kennerd leading a discussion on bullying. Proper classroom and playground etiquette were discussed as well as strategies and protocols for incidents.
4. Mr. Kennerd requested 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.
5. Parent Advisory has also been asked to fund the group Concrete Theatre for an appearance at our school. Concrete Theater is an award winning professional theatre company "committed to creating, developing and producing artistically excellent and

culturally diverse theatre for young audiences that explores issues relevant to the lives of young people and their families”. PAC will vote on this at November’s meeting.

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. It is hoped the data on the Accountability Pillar will show maintained or improved results.

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	UNC	88.9	38.9	77.3	18.2	88.9	14.8	95.2	38.1	100	21.1	93	30
	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	UNC	88.9	16.7	72.7	27.3	77.8	7.4	76.2	19.0	73.7	0	78	22
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8	87	20.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14		
Science 6	UNC	94.4	16.7	81.8	40.9	85.2	25.9	90.5	38.1	94.7	31.6	92	35
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	UNC	83.3	38.9	72.7	22.7	77.8	11.1	71.4	38.1	89.5	15.8	83	22
	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.															
	UNC					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	84.6	83.5	90.9	89.3	84.1	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89
Teacher	96.0	90.7	96.6	95.0	89.3	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95
Parent	86.5	81.4	91.6	88.1	76	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	71.2	78.2	84.6	84.8	77.9	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.															
	UNC					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.2	87.6	85.3	89.5	80.2	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	96.0	100.0	100.0	98.3	98.3	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	77.3	80.6	78.9	81.2	68.9	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	73.1	82.1	76.9	88.9	73.3	70.0	68.8	70.3	70.6	70.6	74.5	74.2	74.5	74.4	73.9

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	63.1	84.6	93.8	81.3	84.6	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	80.0	100.0	100.0	100.0	100	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	46.2	69.2	87.5	62.5	69.2	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.															
	UNC					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.2	89.9	95.9	94.0	86.4	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90
Teacher	100.0	100.0	100.0	98.6	100	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	82.2	83.1	94.7	88.2	69.7	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86
Student	91.2	86.7	93.1	95.3	89.5	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.															
	UNC					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.6	91.5	85.2	81.9	82.3	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	92.5	97.6	90.2	90.6	89.6	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	84.6	85.5	80.3	73.1	75	79.9	79.8	81.0	80.0	79	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	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.															
	UNC					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.1	80.3	91.0	82.5	77.5	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	88.9	100.0	100.0	83.3	83.3	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	64.3	64.3	94.7	76.5	66.7	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	84.2	76.7	78.1	87.8	82.4	81.8	79.4	79.5	79.5	80.7	82.9	81.2	80.7	81.5	80.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	80.7	86.4	90.8	79.5	85.4	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	98.0	100.0	96.6	93.1	100	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	63.4	72.9	85.1	65.9	70.8	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

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** started formally at the August 30th Professional Learning Day. Discussion revealed teacher support and concerns and the teacher's opinions and data was gathered using a questionnaire on Google forms. Data was rendered and reported back to teachers at the October Staff Meeting.
2. Teachers supported continuing Goals 1 and 2 as is the district.

3. Teachers had considerable input and discussion for School Goal Three: Fostering a community that promotes positive relationships, instills creativity, and maintains a safe and caring environment for all learners. The next step for teachers is to brainstorm ways to meet this goal at subsequent staff meetings.

Section 2 Parent Communication

1. Parents were introduced to school goals at the annual Parent Advisory Committees (PAC) annual election as an addition to the agenda as Principal's Reports are not usually part of the first PAC meeting.
2. Parents were given a Principal's Report identifying goals for the SEP, how the goals were selected, and the aforementioned strategies as outlined in this SEP.