

School Education Plan and Results Report 2018-22 Year 2



Mission:

To challenge students through Christ-centered education, to know Jesus Christ as Savior and Lord in order to pursue a life of godly character, personal and academic excellence and service to others.



SECTION ONE: School and Division Goals

School Goals:

GOAL 1: More students in Division I (grades 1-3) experiencing a minimum of one year's growth in literacy (EIPS Priority 1, Goal 2).

GOAL 2: More students in Division I (grades 1-3) experiencing one year's growth in mathematics (EIPS Priority 1, Goal 2).

GOAL 3: To increase our school community's (students, parents, staff) engagement in supporting the less fortunate through our elementary missions program (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, 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

Principal: Francis Poole

Assistant Principals: Darlene Janzen and Jaime Peters

Counsellor: Dion Matheson

Strathcona Christian Elementary (SCE) Quick Facts:

- SCE is one of the largest elementary schools in Elk Island Public Schools (EIPS) with 584 students.
- SCE students are served by 29 teachers and 15 support staff.
- SCE was a k-grade 12 school that opened in 1980. SCE was established as a stand-alone elementary school in 2007.
- The total school budget: \$3,570,000 which includes 93% of total budget dedicated to staffing.
- The SCE school mascot is an eagle.

Programming Highlights:

- SCE is an alternative Christian program. It provides Christian training through: chapels, bible classes, student and staff devotions, missions programming and biblical integration throughout the curriculum.
- SCE is well recognized for its academic rigor. Results on the Provincial Achievement Tests continue to be significantly strong.
- SCE provides a strong musical theatre program. Besides an elaborate Christmas concert, a spring musical occurs as well. Presentations have included: Lion King, Aladdin, Cinderella, Annie and Jungle Book.
- SCE has made significant strides in providing technology innovation within the classroom. Technology modules have been created for all grades 5-6 students such as iMovie, eBooks and Scratch.
- SCE strives to participate in supporting local and foreign need agencies such as Orphanage in Mexico, Mustard Seed Church, Hope Mission, and Basically Babies Ministry.
- Extracurricular activities include: cross country, track, volleyball and basketball clubs, skipping club, intramural soccer and floor hockey, choir, chess club & Grade 5 book club.

SECTION THREE: School Education Results Report (2018-19)

What were the greatest successes/challenges faced in 2018-19?

This year our staff were met with a number of new successes, challenges and opportunities.

Successes:

A huge success this year occurred in the subject area of mathematics. We received CIF (Classroom Improvement Funding) that we applied to math planning and implementation. All teachers of mathematics were provided with release time to gather as Professional Learning Committees to collaborate and plan. This was well received and appreciated. Our school goal was achieved to see all of our mathematics teachers fully refine and revise math unit plans by year end.

We had a very successful year in First Nations, Métis and Inuit programming. We have a 0.1 full time equivalent (FTE) First Nations, Métis and Inuit coordinator who spearheaded many significant events. Such events included: orange shirt day, grade chapels discussing indigenous culture and all school chapels involving indigenous speakers. We had Mavis Giant, an indigenous principal from Shawahnekizhek Academy in Saddle Lake Cree Nation present to all of our students.

We had great success with our Citizenship and Missions program. We had guests from Mexico visit for two weeks. They spoke in every classroom and shared about Mexican life and culture. A team of

parents from our school visited our partnership orphanage in Mexico. We were able to raise funds to send to Mexico in support of the Christian school and the development of their library. One of our teachers took a year leave of absence and taught at the orphanage this past year. All of the above events were supported by our school council.

This year our school's Society Board met with senior leadership from EIPS to re-sign the Memorandum of Understanding Agreement for SCA as an alternative program. The process was lengthy but worthwhile. A meaningful agreement was ratified early in the new year that helped to streamline a number of operational procedures.

A huge success was working with the EIPS Tech department in using Evergreen monies. All teaching staff were upgraded with new computers.

Challenges:

A challenge this year was the necessary budget reductions to our 19-20 EIPS budget. This meant a reduction in both certificated and classified positions at year end. The challenge was setting a new timetable and bidding farewell to some valued colleagues.

An ongoing challenge is the ISP Program through PowerSchool. It is quite cumbersome to use and requires significant support for teachers. Not being user friendly causes some tension among staff in completing and updating ISP's.

There is an overall anticipation and tension among certificated staff with the on-going delay with the new Alberta curriculum. Not knowing and waiting is challenging.

Our Accountability Pillar indicates that we continue to lag in the area of parental involvement.

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

- With the signing of the new Memorandum of Understanding there will be some transition as the school office staff will be owning everything concerning student registrations. Previously the SCA Society office played a larger role.
- Through our counselling department we are hoping to meet one on one with teachers to iron out the challenges of navigating the PowerSchool ISP Program.
- With budget reductions we will be revisiting roles and responsibilities of a number of our certificated and classified staff.
- We will be digging deeper with our School Council into FNMI Training and exposure within our school. There is a desire from council to further understand and explore this area.
- We are going to look toward planning a full school wide event that touches and involves all families.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1:

More students in Division I (grades 1-3) experiencing a minimum of one year's growth in literacy.

Division Outcome:

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

Strategies:

- Review and revise current reading/writing best practices.
- Collaborate with EIPS literacy consultant to discern district direction and initiatives.
- Continued implementation of the Leveled Literacy Intervention program in Division I.
- Continued implementation of Fountas & Pinnell Benchmark Assessment Systems (F & P BAS) in Division I.

Performance Measures:

- Reading/writing best practices revised and updated
- Grade 1-3 STAR reading assessments
- Grade 1-3 Guided Reading results
- Grade 1-3 F & P BAS results

School Goal 2:

More students in Division I (Grades 1-3) experiencing one year's growth in mathematics.

Division Outcome:

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

Strategies:

- Review SCA Elementary mathematics framework guiding document.
- Use Mathletics as a differentiation tool in our Grade 2 and Grade 5 classrooms.
- Implement a new Grade 1 Math resource (Mathology) including the integration of literacy into the math classroom.
- Establish common key terms within the Division I classrooms.

Performance Measures:

- Grades 2-6 Math Intervention Programming Instrument (MIPI)
- Mathematics framework reviewed
- Implementation of Mathletics
- Key terms posted in classrooms
- Draft 1 of new Mathology unit plans created

School Goal 3:

To increase our school community's (students, parents, staff) engagement in supporting the less fortunate through our elementary missions program.

Division Outcome:

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

Strategies:

- Continue our partnership relationship with Foundations For His Ministry (FFHM) Orphanage.
- Create opportunity for staff from the orphanage to visit our school to share their culture and needs.
- Create opportunity for staff and parents to visit our partnership orphanage to gain greater insights and understandings.

- Create simple/effective fundraising initiatives through school council that will financially support our partnership relationship. It will also challenge our spirit of generosity.

Performance Measures:

- A relationship with a partnership orphanage continues.
- Concrete plans to have orphanage staff visit our school.
- Concrete plans created to see staff and parents visit our partnership orphanage.
- Clear financial targets set and met to raise funds in support of our partnership relationship.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		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	SCE	98.9	59.6	100.0	52.9	100.0	55.3	100.0	58.0	100.0	56.3	100.0	55.0
	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	92.2	19.7	83.2	17.8		
Mathematics 6	SCE	98.9	42.7	100.0	38.8	95.3	40.0	100.0	43.2	97.7	47.1	100.0	40.0
	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	12.6	79.5	15.0	72.5	15.0		
Science 6	SCE	97.8	75.3	100.0	70.6	97.6	69.4	100.0	77.8	97.7	75.9	100.0	70.0
	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	86.8	34.5	77.6	28.6		
Social Studies 6	SCE	94.4	57.3	97.6	56.5	98.8	52.9	98.8	56.3	98.9	55.2	100.0	55.0
	EIPS	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	83.1	26.3	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.															
	SCE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	94.1	94.3	93.2	96.5	97.6	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	99.3	98.5	97.5	99.3	99.3	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
Parent	96.5	95.3	96.5	97.7	98.5	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	86.6	89.0	85.6	92.5	95.0	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.															
	SCE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	89.6	91.8	89.4	95.7	97.5	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	100.0	100.0	100.0	100.0	100.0	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	92.5	92.3	93.0	96.9	97.8	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	76.2	83.2	75.4	90.3	94.8	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 behaviours that will make them successful at work when they finish school.															
	SCE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.4	86.5	83.1	98.0	94.4	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	96.4	92.3	93.5	100.0	93.3	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	84.4	80.8	72.7	96.0	95.5	68.1	66.6	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.															
	SCE					EIPS					Province				

	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	98.2	97.4	96.3	98.0	98.2	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	100.0	100.0	99.5	100.0	98.9	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	97.1	94.9	96.4	96.1	96.3	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	97.4	97.3	93.0	98.0	99.4	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.															
	SCE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	93.1	93.5	92.9	95.8	93.2	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	96.1	97.6	94.5	96.0	95.8	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	90.1	89.4	91.3	95.5	90.7	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	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.															
	SCE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	95.6	88.2	88.0	94.7	94.8	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	96.4	96.2	90.6	100.0	93.3	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	94.1	80.8	82.6	92.0	92.3	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	96.1	87.7	90.7	92.0	98.8	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

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	SCE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.3	84.2	72.8	90.0	81.3	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	94.4	100.0	84.8	97.1	98.0	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	64.1	68.5	60.7	82.9	64.6	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

Communication of Plan:

The School Education Plan was discussed at the October school council meeting. During this time, parents were given the opportunity to review the goals of the School Education Plan (SEP) and to offer their suggestions and comments. The school staff reviewed the school goals, measures and strategies for the School Education Plan at their regular January staff meeting.

Parents appreciated the opportunity to be involved in the development of the SEP and understood that it was a living document. They appreciated that we want and need their input on the process. School council members expressed a far greater understanding of the school and its working after reviewing the SEP. They felt better prepared to ask more meaningful questions as we move forward to future school council meetings. The SEP will be communicated and accessible to parents via the SCA Elementary School website.