



# SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

**SCHOOL:** Strathcona Christian Academy Elementary     **PRINCIPAL:** Francis Poole

**ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:**

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

**ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:**

1. Promote Growth and Success for All Learners
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

**2019-2020 School Year**

STAFF FTE		BUDGET	
Certificated	23.792	Salaries	\$3,207,872
Classified	7.742	SES	\$ 141,805
		Total	\$ 3,349,677
		End of Year Surplus/deficit	\$ 0

**SCHOOL PROFILE AND CONTEXT**

- 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: \$3,349,677 which includes 92% of total budget dedicated to staffing.
- The SCE school mascot is an eagle.
- 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.
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- 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.

The My Budget file deficit when opening April's spring budget was \$346,425. It includes a reduction in 1.74 FTE certificated and 2.325 FTE classified staff from the 2019-20 school year.



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

**EIPS PRIORITY:**

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

**SCHOOL GOAL:**

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

**STRATEGIES/ACTIONS IMPLEMENTED:**

- 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.

**RESULTS ACHIEVED:** (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- Our school made progress in implementing Reader's Workshop
- Leveled Literacy Intervention continues to progress in Division I. We increased our use of EA services in providing this program.
- Our school going to full time online learning in March made it difficult to collect literacy data at year end. (ie. STAR testing PAT results, student written work etc.)



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**EIPS PRIORITY:**

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

**SCHOOL GOAL:**

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

**STRATEGIES/ACTIONS IMPLEMENTED:**

- 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.

**RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)**

- We reviewed our elementary mathematics framework document
- Mathletics was used as a differentiation tool in our grade 2 and 5 classrooms. This was expanded to all grades when our school went to online learning.
- We established our key terms
- Our school going to full time online learning in March made it difficult to collect meaningful numeracy data at year end. (ie. PAT test results, full class test results etc.)



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### **EIPS PRIORITY:**

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

### **SCHOOL GOAL:**

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

### **STRATEGIES/ACTIONS IMPLEMENTED:**

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

### **RESULTS ACHIEVED:** (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- The onset of COVID-19 stopped a great deal of our interaction with our international partners.



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### **Reflecting on your data, what was your greatest success?**

As a school we continue to maintain a high academic standard. This is reflected in our past four years results on the Provincial Achievement Tests. Our STAR and MIPI results continue to be strong as well, even though we were not able to administer a second STAR exam in 2020 due to COVID-19. To further support our academic success in 2020, 98% of teachers, parents and students were satisfied with the overall quality of basic instruction.

### **Reflecting on your data, what was your greatest opportunity for growth?**

As we reflect on the 2019-20 school year, there are three areas to be mindful of as we look to the new year.

#### Student Academic Support

With all of our students being online learners from March to June, there will be the possibility of significant variance of student abilities in September. Some of our students engaged very minimally during online learning. We will need to be wise as we assess and program for the fall.

#### Mental Health

This is an area of concern for staff and students. We will need to grow in our understanding and management of all persons as they return to new and varied routines of school life.

#### Managing Parent Expectations

We will need to continue to grow in our communication with parents. We will need to be clear, precise and compassionate. Parents have such a wide variety of expectations for what the schools should be providing during this season of school life.



# SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

## Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Strathcona Christian Academy E			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	95.3	97.6	95.8	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.0	93.2	94.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	98.0	98.2	97.5	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	98.6	98.6	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	58.6	57.2	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	96.9	94.4	91.8	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	94.4	97.5	94.2	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.2	81.3	81.4	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	94.0	94.8	92.5	81.5	81.0	80.9	Very High	Maintained	Excellent

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

## SCA Elementary Ministry Performance Measures 2019-20

### EIPS Priority: Promote Growth and Success for All Students

Measures below are cut and pasted from Alberta Education Accountability Pillar - School Three Year Plan

Performance Measure	Results (in percentages)				
	2015	2016	2017	2018	2019
Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	97.5	99.4	97.9	99.4	98.6
Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	58.7	54.7	54.4	58.6	58.6
Performance Measure	Results (in percentages)				
	2015	2016	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*
Overall percentage of self-identified FNMI students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*

		Results (in percentages)									
		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	100.0	52.9	100.0	55.3	100.0	58.0	100.0	56.3	n/a	n/a
	Authority	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7	n/a	n/a
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a
Mathematics 6	School	100.0	38.8	95.3	40.0	100.0	43.2	97.7	47.1	n/a	n/a
	Authority	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8	n/a	n/a
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a
Science 6	School	100.0	70.6	97.6	69.4	100.0	77.8	97.7	75.9	n/a	n/a
	Authority	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4	n/a	n/a
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a
Social Studies 6	School	97.6	56.5	98.8	52.9	97.5	55.6	98.9	55.2	n/a	n/a
	Authority	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1	n/a	n/a
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a

Performance Measure	Results (in percentages)				
	2016	2017	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	91.8	89.4	95.7	97.5	94.4
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.	94.3	93.2	96.5	97.6	95.3
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.4	96.3	98.0	98.2	98.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	86.5	83.1	98.0	94.4	96.9
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	61.8	57.4	76.9	77.0	71.4
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.2	72.8	90.0	81.3	81.2
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.	88.2	88.0	94.7	94.8	94.0
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.	93.5	92.9	95.8	93.2	90.0