

**School Education Plan and Results Report**  
**2015-2018**  
**Year 3**



**Our 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 II (grades 4-6) experiencing a minimum of one year's growth in literacy. (EIPS Priority 1, Goal 2)

**GOAL 2:** More students in Division II (grades 4-6) experiencing one year's growth in mathematics. (EIPS Priority 1, Goal 2)

**GOAL 3:** More students engaged in innovation and discovery through the use of technology. (EIPS Priority 2, Goal 4)

### ***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: FNMI

##### **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 & Jaime Peters

**Counsellor:** Dion Matheson

### **Strathcona Christian Elementary Quick Facts:**

- SCE is one of the largest elementary school in EIPS with 575 students.
- SCE students are served by 32 teachers and 14 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: \$3,608,000 which includes 96% of total budget dedicated to staffing.

### **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 regular subjects.
- 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 Christian concert, a spring musical occurs each year. Presentations have included: Lion King, Aladdin, Cinderella, Annie & Jungle Book.
- SCE has made significant strides in providing technology innovation within the classroom. Technology modules have been created for all grade 5-6 students. (i.e. iMovie, eBooks, Scratch)
- SCE strives to participate in supporting local and foreign need agencies. (i.e. Orphanage in Mexico, Mustard Seed Church, Hope Mission, Basically Babies Ministry)
- Extra Curricular activities include: cross country, track, volleyball and basketball clubs, art club, intramural soccer and floor hockey, choir, chess club & lego robotics club.

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

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

This year our staff met with a number of new successes, challenges, and opportunities. We made significant progress in implementing Levelled Literacy Intervention. Processing curriculum, training staff and implementing the program took significant resources and energy. We have focused on grades 1-2 in 2016-2017 and it was very successful. We have shared our experience with other schools.

We have further trained staff in the use of Fountas & Pinnell assessment. Our teachers are now getting to a point of greater proficiency and effectiveness using this tool. Our teaching staff have identified their desire to see mathematics be a focus for 2017-2018. Jaime Peters, our assistant principal was seconded early in the year to be principal of Fort Saskatchewan Christian School for 2016-2017. This created a challenge for teachers and administration alike as she wore many curricular and programming hats.

Many meetings occurred with our Human Resources department of EIPS to ensure that our Christian schools are compliant with Alberta hiring processes. This process was productive and took the year. It should conclude in fall 2017.

The implementation of STAR literacy assessment and MIPI (mathematics intervention/programming instrument) was a growth time for our staff. As we enter another year of using these assessment tools, staff are seeing the benefit of implementing such assessments.

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

In 2017-2018, we are very excited to receive CIF (classroom improvement fund) funding. A priority for the year is mathematics. We have assigned a staff member to lead a comprehensive math review in our school. Teachers have been provided release time to meet as grade groups to review their math programs with grade partners.

In 2017-2018, we will be moving Levelled Literacy Intervention to grade 3.

In 2017-2018, we have made a strong commitment to FNMI (First Nations Metis Inuit). We have a 0.1 FTE (full-time equivalent) teacher overseeing it. We have already had orange shirt day and an Indigenous assembly speaker. On October 6, 45 of our staff members visited the former Blue Quills Residential School in Saddle Lake, Alberta.

In 2017-2018, we will continue our commitment in supporting an orphanage for handicapped children in Mexico. Last year, we built them a building, complete with a computer lab. This fall the orphanage's director and a director of handicapped ministries will be visiting our school for two weeks in October.

#### **SECTION FOUR – School Goals, Strategies and Performance Measures**

##### **School Goal 1:**

More students in Division II (grades 4-6) 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:**

- Establish a Div. II (grades 4-6) Literacy Review Committee of interested and capable staff.
- Identify current reading/writing strategies and practices in our school.
- Collaborate with out EIPS literacy consultant to discern district direction and initiatives.
- Create a SCA Elementary Guiding Document for Literacy in grades 4-6.

##### **Performance Measures:**

- Grade 6 PAT (provincial achievement test) results
- Grade 4, 5, 6 STAR literacy assessments
- Grade 4, 5, 6 guided reading levelled results
- Grade 4-6 literacy guiding document created.

**School Goal 2**

More students in Division II (Grades 4-6) experiencing one year's growth in Mathematics. (EIPS Priority 1, Goal 2)

**Division Outcome:**

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

**Strategies**

- Establish a mathematics PLC (professional learning community) Review Committee of interested and capable staff.
- Identify current math strategies and practices being used in our school.
- Collaborate with our EIPS math consultant to discern district directions and initiatives (i.e. Math Academy)
- Create an SCA elementary guiding document

**Performance Measures**

- Grade 6 PAT results
- Grade 2-6 MIPI
- Elementary guiding math document created

**School Goal 3**

More students engaged in innovation and discovery through the use of technology. (EIPS Priority 2, Goal 4)

**Division Outcome:**

The division uses evidence based practices to improve student engagement and achievement.

**Strategies**

- Establish a technology team of interested and capable staff.
- Provide PLC time to allow the technology team to meet.
- Identify student project interest.
- Visit several other progressive elementary schools to glean from their technology programming.

**Performance Measures**

- Survey of grades 5/6 parents to solicit their satisfaction of SCA student technology use.
- Survey students in grades 5/6 to solicit their satisfaction of technology use.
- A minimum of 3 innovative technology schools will be visited by the technology team.

## 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                          | SCE      | 100.0                    | 38.9 | 98.9 | 43.2 | 98.9 | 59.6 | 100.0 | 52.9 | 100.0 | 55.3 | 100    | 55 |
|  | 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                                    | SCE      | 98.9                     | 58.9 | 96.6 | 26.1 | 98.9 | 42.7 | 100.0 | 38.8 | 95.3  | 40.0 | 100    | 40 |
|  | 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  | SCE      | 98.9                     | 71.1 | 98.9 | 58.0 | 97.8 | 75.3 | 100.0 | 70.6 | 97.6  | 69.4 | 100    | 70 |
|  | 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                                 | SCE      | 95.6                     | 42.2 | 94.3 | 37.5 | 94.4 | 57.3 | 97.6  | 56.5 | 98.8  | 52.9 | 100    | 55 |
|  | 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. |       |      |      |      |      |      |      |      |      |      |          |      |      |      |      |
|--|-------|------|------|------|------|------|------|------|------|------|----------|------|------|------|------|
|  | SCE   |      |      |      |      | EIPS |      |      |      |      | Province |      |      |      |      |
|  | 2013  | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013     | 2014 | 2015 | 2016 | 2017 |
| Overall  | 94.4  | 94.3 | 94.1 | 94.3 | 93.2 | 87.4 | 88.1 | 88.0 | 87.7 | 88.1 | 89.0     | 89.1 | 89.2 | 89.5 | 89.5 |
| Teacher  | 100.0 | 97.9 | 99.3 | 98.5 | 97.5 | 93.9 | 95.9 | 95.6 | 94.8 | 95.1 | 95.0     | 95.3 | 95.4 | 95.4 | 95.3 |
| Parent   | 93.6  | 96.6 | 96.5 | 95.3 | 96.5 | 87.5 | 87.2 | 87.7 | 87.4 | 87.3 | 87.8     | 88.9 | 89.3 | 89.8 | 89.9 |
| Student  | 89.5  | 88.4 | 86.6 | 89.0 | 85.6 | 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. |       |       |       |       |       |      |      |      |      |      |          |      |      |      |      |
|---|-------|-------|-------|-------|-------|------|------|------|------|------|----------|------|------|------|------|
|   | SCE   |       |       |       |       | EIPS |      |      |      |      | Province |      |      |      |      |
|   | 2013  | 2014  | 2015  | 2016  | 2017  | 2013 | 2014 | 2015 | 2016 | 2017 | 2013     | 2014 | 2015 | 2016 | 2017 |
| Overall   | 90.7  | 93.2  | 89.6  | 91.8  | 89.4  | 80.8 | 80.4 | 79.8 | 79.8 | 80.1 | 83.4     | 83.4 | 83.5 | 83.9 | 83.7 |
| Teacher   | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 93.0 | 94.2 | 94.1 | 94.1 | 94.1 | 93.6     | 93.8 | 94.2 | 94.5 | 94.0 |
| Parent  | 92.9  | 93.8  | 92.5  | 92.3  | 93.0  | 77.7 | 76.9 | 76.5 | 75.0 | 75.4 | 80.3     | 81.9 | 82.1 | 82.9 | 82.7 |
| Student   | 79.4  | 85.8  | 76.2  | 83.2  | 75.4  | 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 behaviors that will make them successful at work when they finish school. |      |      |      |      |      |      |      |      |      |      |          |      |      |      |      |
|---|------|------|------|------|------|------|------|------|------|------|----------|------|------|------|------|
|   | SCE  |      |      |      |      | EIPS |      |      |      |      | Province |      |      |      |      |
|   | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013     | 2014 | 2015 | 2016 | 2017 |
| Overall   | 90.9 | 84.0 | 90.4 | 86.5 | 83.1 | 78.0 | 76.4 | 79.0 | 77.8 | 79.0 | 80.3     | 81.2 | 82.0 | 82.6 | 82.7 |
| Teacher   | 96.6 | 82.8 | 96.4 | 92.3 | 93.5 | 89.4 | 86.3 | 89.8 | 89.0 | 90.7 | 89.4     | 89.3 | 89.7 | 90.5 | 90.4 |
| Parent  | 85.2 | 85.2 | 84.4 | 80.8 | 72.7 | 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. |       |      |       |       |      |      |      |      |      |      |          |      |      |      |      |
|---|-------|------|-------|-------|------|------|------|------|------|------|----------|------|------|------|------|
|   | SCE   |      |       |       |      | EIPS |      |      |      |      | Province |      |      |      |      |
|   | 2013  | 2014 | 2015  | 2016  | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013     | 2014 | 2015 | 2016 | 2017 |
| <b>Overall</b>  | 95.2  | 97.5 | 98.2  | 97.4  | 96.3 | 88.6 | 87.1 | 88.5 | 88.5 | 89.3 | 89.8     | 89.2 | 89.5 | 90.1 | 90.1 |
| <b>Teacher</b>  | 100.0 | 99.4 | 100.0 | 100.0 | 99.5 | 94.6 | 95.5 | 96.3 | 95.9 | 96.4 | 95.7     | 95.5 | 95.9 | 96.0 | 95.9 |
| <b>Parent</b>   | 88.6  | 93.7 | 97.1  | 94.9  | 96.4 | 85.3 | 81.6 | 84.5 | 84.1 | 85.7 | 84.9     | 84.7 | 85.4 | 86.1 | 86.4 |
| <b>Student</b>  | 97.1  | 99.3 | 97.4  | 97.3  | 93.0 | 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. |      |      |      |      |      |      |      |      |      |      |          |      |      |      |      |
|--|------|------|------|------|------|------|------|------|------|------|----------|------|------|------|------|
|  | SCE  |      |      |      |      | EIPS |      |      |      |      | Province |      |      |      |      |
|  | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013     | 2014 | 2015 | 2016 | 2017 |
| <b>Overall</b>   | 92.9 | 90.5 | 93.1 | 93.5 | 92.9 | 82.1 | 82.0 | 82.8 | 83.4 | 83.3 | 81.5     | 81.3 | 81.3 | 81.9 | 81.9 |
| <b>Teacher</b>   | 96.1 | 94.8 | 96.1 | 97.6 | 94.5 | 89.3 | 90.5 | 91.2 | 91.0 | 90.4 | 87.9     | 87.5 | 87.2 | 88.1 | 88.0 |
| <b>Parent</b>  | 89.6 | 86.1 | 90.1 | 89.4 | 91.3 | 81.3 | 79.9 | 79.8 | 81.0 | 80.0 | 78.9     | 79.9 | 79.9 | 80.1 | 80.1 |
| <b>Student</b>   | 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. |      |      |      |      |      |      |      |      |      |      |          |      |      |      |      |
|--|------|------|------|------|------|------|------|------|------|------|----------|------|------|------|------|
|  | SCE  |      |      |      |      | EIPS |      |      |      |      | Province |      |      |      |      |
|  | 2013 | 2014 | 2015 | 2016 | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013     | 2014 | 2015 | 2016 | 2017 |
| <b>Overall</b>   | 90.0 | 93.0 | 95.6 | 88.2 | 88.0 | 80.9 | 77.9 | 79.1 | 80.0 | 80.2 | 80.6     | 79.8 | 79.6 | 81.2 | 81.4 |
| <b>Teacher</b>   | 96.0 | 96.6 | 96.4 | 96.2 | 90.6 | 83.4 | 80.6 | 83.1 | 82.9 | 84.3 | 80.9     | 81.3 | 79.8 | 82.3 | 82.2 |
| <b>Parent</b>  | 82.1 | 85.2 | 94.1 | 80.8 | 82.6 | 77.6 | 73.7 | 74.6 | 77.5 | 76.7 | 77.9     | 77.0 | 78.5 | 79.7 | 80.8 |
| <b>Student</b>   | 91.8 | 97.3 | 96.1 | 87.7 | 90.7 | 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**

| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. |      |      |      |       |      |      |      |      |      |      |          |      |      |      |      |
|--|------|------|------|-------|------|------|------|------|------|------|----------|------|------|------|------|
|  | SCE  |      |      |       |      | EIPS |      |      |      |      | Province |      |      |      |      |
|  | 2013 | 2014 | 2015 | 2016  | 2017 | 2013 | 2014 | 2015 | 2016 | 2017 | 2013     | 2014 | 2015 | 2016 | 2017 |
| <b>Overall</b>   | 81.4 | 81.8 | 79.3 | 84.2  | 72.8 | 77.9 | 76.9 | 77.1 | 78.1 | 78.1 | 80.3     | 80.6 | 80.7 | 80.9 | 81.2 |
| <b>Teacher</b>   | 95.2 | 93.1 | 94.4 | 100.0 | 84.8 | 87.7 | 87.2 | 88.0 | 88.2 | 89.2 | 88.5     | 88.0 | 88.1 | 88.4 | 88.5 |
| <b>Parent</b>  | 67.6 | 70.4 | 64.1 | 68.5  | 60.7 | 68.0 | 66.5 | 66.2 | 67.9 | 67.0 | 72.2     | 73.1 | 73.4 | 73.5 | 73.9 |

The School Education Plan was discussed at the November school council Meeting. During this time, parents were given the opportunity to review the goals of the SEP and to offer their suggestions and comments. The school staff reviewed the School Goals, Measures and Strategies for the School Education Plan at the 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.

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