



SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

SCHOOL: Fort Saskatchewan Elementary School **PRINCIPAL:** Jacqueline Holmes

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 Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

STAFF FTE		BUDGET	
Certificated	17	Salaries	\$ 2 191 898
Classified	11	SES	\$ 103 764
		Total	\$ 2 295 662
		Surplus/deficit	\$ or (\$)

SCHOOL PROFILE AND CONTEXT

Our Mission: Building a community dedicated to growing and learning together.

Our Vision: Providing opportunities for our school community to discover and share their gifts. By deepening connections, we provide learning experiences that emphasize exploration, connection, and collaboration.

Our Motto: "Rooted in Our Community"

Fort Elementary Facts:

- Fort Saskatchewan Elementary School (FSE) opened in 1954
- Located in the northeastern part of the city of Fort Saskatchewan
- FSE was renovated/rebuilt and reopened in 2010, with Fort Saskatchewan Christian School (FSC) remaining in the renovated building and FSE moving into the new building
- FSE is attached to FSC and share the main entrance and outdoor activity spaces
- FSE rebranded in 2018-2020 to reflect indigenous teachings
- For the 2020-2021 school year FSE has 270 students (13 students in LINKS), 17 certificated staff members and 11 classified staff members

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- Total School Budget is \$2,295,662 with a 95% allocation to staffing

Programming Highlights:

- FSE Indigenous branding that is incorporated into daily school activities such as daily announcements,
- Positive Referrals linked to indigenous ways of knowing and being with a focus on The Circle of Courage and Seven Sacred Teachings
- Outdoor classroom built in 2020
- Learning Coach Model - coordinating ISPs and learning supports
- Support focused on targeted, profiled individual students and small groups
- Ongoing staff training and discussion about literacy, numeracy, and social/emotional intervention
- Readers and writers workshop model for literacy and numeracy
- Coordinated community resources with Family and Community Support (FCS), Families First, Fort High School, and Fort Saskatchewan businesses
- FSE School Clubs focused on staff and student interests, beginning with a virtual Circle of Courage Club for 2020-21
- Grade 6 Leadership Community Connection Team
- FSE healthy habits focus is supported by the FSE Parent Association and local businesses such as Cobs, the Food Bank, Families First and Superstore - Fort Saskatchewan High School Foods Class provides fresh, healthy snacks weekly
- EIPS special education programs (LINKS)

Budget Implications:

The 2019-20 fall school budget was \$2,494,855. This school year, the fall budget is \$2,295,662. The 2020-21 fall school budget includes the federal allotment. FSE has reduced staffing by 1 certificated and 1 classified staff for the 2020-21 school year.



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EIPS PRIORITY: Promote Growth and Success for All Students
Enhance High-Quality Learning and Working Environments
Enhance Public Education Through Effective Engagement

SCHOOL GOAL: Achieve academic growth for all students.

STRATEGIES/ACTIONS IMPLEMENTED:

- Learning Coach/FSLW model implemented to assist with identifying and delegating tasks to address student and family needs
- Professional learning guided by student needs
- Smaller class sizes were prioritized with strategic timetabling
- Implementation of literacy and numeracy best practices, including interventions - what do students need specifically to move ahead?
- Implementing data tracking for targeted integration of educational assistant support
- Implementation of a “push-in to classroom” learning intervention model, where possible
- Identify, clarify and use common learning language for staff, students and parents
- Phoneme work in DIV 1
- Teacher Librarian to work on promoting reading culture
- Planned, ongoing targeted purchase of literacy and numeracy materials
- Collaborative planning and assessment
 - ISP Process and Meetings, including PAT readiness
 - Weekly Grade Group Meetings
- Begin process of centralizing and categorizing numeracy and literacy resources
- Explore Equals kit as intervention material

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- 2019-2020 Measures used to determine above strategies
 - Anecdotal data
 - Levelled Literacy Intervention (LLI) - ran several LLI groups last year and years past - 30% student repeat rate in LLI term over term or year over year

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- Correlating comments to assigned grades (reading specifically) - discrepancy between numerical grades on the report card and anecdotal report comments
 - Comments on ISPs focused around students instead of efficacy of strategies used with the student to address learning gaps
 - Several students did not write the P.A.T. exams in 2018-2019
- Accountability Pillar Survey results, specifically Program of Studies and Education Quality
 - Improvement for all stakeholders, except teachers
 - In Safe and Caring, teachers remained the same as previous years
- P.A.T. data - student performance, and number of students writing on 2019 PATs
 - Drop in all subject areas
 - Math lowest scores
 - Excellence is low
 - Zig zag pattern for achievement
 - 12 zeros scored for 2019 (exempted)
- STAR data - student growth for 2019-2020 year
 - Median scores to show student growth perscentile
 - Moving score to 50, which is the expected growth
- MIPI data - Sept 2019
 - Results highlight mathematical concepts are an area for growth
- 2020-21 Measures used for assessing 2020-21 goals:
 - Small group targeted sessions data
 - Accountability Pillar Survey results
 - P.A.T. data - performance and number of students writing
 - STAR data
 - MIPI data
 - Number of literacy and numeracy resources purchased.
 - Tracking task completion for centralizing resources
 - Anecdotal measures: Report card and ISP data, weekly grade group meetings

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EIPS PRIORITY: Promote Growth and Success for All Students

Enhance High-Quality Learning and Working Environments

Enhance Public Education Through Effective Engagement

SCHOOL GOAL: Continue to improve upon the respectful and safe learning environment at FSE.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:

- Dedicated focus to COVID-19 guidelines for all aspects of programming and school operation
- Positive referrals incorporating indigenous philosophy of the “Circle of Courage”
- Demonstrate the classified, certificated and leadership Quality Practice Standards
- Maintain open communication with stakeholders by communicating in a variety of ways with stakeholders – Brightspace, regular email, phone calls, agenda, conferences, newsletter, website, meetings, discussions, etc.
- Collaborative FSE council and Parent Association work
- Implementing consistent language for social, emotional, behavioural, and academic learning
 - Clarification of Fountas and Pinnell text characteristics in addition to grade level
 - Reader profiles
 - Behaviour descriptors
 - Incident report writing
 - FSE physical restraint and seclusion documents
- Targeted small groups for social, emotional, behavioural areas of focus
- Targeted Wellness Programming – nutrition, mental health, social interaction and connections to home
- Continue to celebrate a connected community
- Connect and collaborate with families, community, and businesses for learning opportunities, where possible
- Integration of FSE Family School Liaison (FSLW) into grade meetings
- Ongoing connection with FSE indigenous families
- Continued multi-agency meetings to support students with complex needs
- Clubs chosen from student and staff interests
- Highlight culture and diversity through the FSE classrooms, website, announcements, emails, meetings, discussions, etc.

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MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- 2019-2020 Measures used to determine above strategies
 - Anecdotal data
 - “Un-be-leaf-able” - consistent positive referrals from homeroom teachers, even when we shifted online
 - School Behavioural Expectations (Discipline) - by December 2019 observably calmer atmosphere in the halls and classes noted by parents, school visitors (principals from other schools), and staff
 - Data from short term and long term behaviour plans.
 - Notes from Staff and Learning Meetings demonstrated a focus on emotional needs rather than learning
 - Social/Emotional targeted small groups
 - partnered with FCSS (limited impact)
 - Boys and Girls Club for Peace Circles
 - Grade 6 class booked YMCA for human sexuality (cancelled due to COVID)
 - “Circle of Courage” Leadership Spirit Activities – 3 school wide activities in the 2019-20 school year
 - Notes from multi-agency meetings to discuss complex needs and implement plans for supporting students and their families – families successfully connected to resources
 - Seclusion room statistics from previous year to current year show a decrease in use
 - EIPS Staff Survey
 - Materials and opportunities are available for teaching and learning
 - Connected collegial group
 - Improvement is needed in communication and boundaries
 - Accountability Pillar results, specifically Safe and Caring, Citizenship, and Parental Involvement
 - Improvement in all areas for all stakeholders
 - Teachers for safe and caring stayed the same with a slight decrease in parental involvement
- 2020-21 Measures used for assessing 2020-21 goals:
 - “Un-be-leaf-able” student tracking
 - Office Discipline logs - Data from short term and long term behaviour plans and supports, including small group pull outs for social emotional work
 - Seclusion room statistics
 - Notes from Staff and Learning Meetings
 - FSLW data

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- Grade 6 Leadership Spirit Activities – more prevalent in school culture
- Collaborative ISP and BSP process/tracking
- Attendance/engagement in community connection and whole school activities, as possible
- Collaboration with community partners data
- Professional Development focused on community, culture, learning, and mental health data
- Accountability Pillar Survey results
- Parent, student and staff surveys (EIPS and FSE) data

EIPS PRIORITY: Promote Growth and Success for All Students
 Enhance High-Quality Learning and Working Environments
 Enhance Public Education Through Effective Engagement

SCHOOL GOAL: Continue to engage with parents, guardians, and the greater community.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL

- ZOOM for FSE Council and Parent Association Meetings – increased access and collaboration
- Family Nights
- Collaborative Meetings for students with complex needs
- Development of process for behavioural supports with families
- Regular student attendance phone calls and celebrations
- Family School Liaison – supports to families
- Fort Saskatchewan Family Community Services (FCS) collaborations
- Implement community programming through FSE families, Fort High School, Boys and Girls Club, public library, Families First and businesses
- Community Grant Applications
- Participate in a Mental Health study/initiative with AHS

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MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- 2019-2020 Measures used to determine above strategies
 - EIPS Parent survey
 - Strong, positive results in most areas
 - Discipline handled in a fair and reasonable manner (56 Yes and 27 I don't know)
 - Monthly School Council and Parent Association meetings – attendance consistent with increased attendance when we went online
 - Anecdotal FCSS small group data - limited success
 - Anecdotal Family Night data
 - School Council commented to high frequency of family night events
 - Some events were attended by students unaccompanied by parents
 - High attendance of staff and their families
 - Decreased in attendance after Christmas
- 2020-21 Measures used for assessing 2020-21 goals:
 - Documentation of consistently shared information with parents/guardians, staff and students
 - Monthly FSE School Council and Parent Association Activities and Meetings
 - FSE Family School Liaison (FSLW) data
 - Parent and community communication data
 - Community connection programming and resource data
 - Attendance data
 - Discipline Data
 - Individualized family support data
 - Accountability Pillar Survey results

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FSE DATA 2019-2020 DATA Charts:

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Fort Saskatchewan Elem. Sch.			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	90.3	82.3	85.3	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	94.8	88.4	90.8	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	95.1	92.5	91.7	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	56.6	66.8	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	10.8	12.5	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	80.2	95.0	93.3	84.1	83.0	82.7	High	Declined	Acceptable
	Citizenship	87.0	70.3	77.0	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	89.9	89.6	85.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.8	78.1	78.1	81.5	81.0	80.9	Very High	Improved	Excellent

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Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
			Results (in percentages)										Target
			2016		2017		2018		2019		2020		2020
			A	E	A	E	A	E	A	E	A	E	
English Language Arts 6	School		93.6	27.7	79.1	14.9	93.0	4.7	72.6	6.5	n/a	n/a	80 20
	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	
French Language Arts 6 année	School		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Authority		83.3	7.8	90.1	13.9	90.5	10.8	93.3	23.3	n/a	n/a	
	Province		87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a	
Français 6 année	School		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Authority		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Province		91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a	
Mathematics 6	School		73.9	8.7	53.7	6.0	66.7	7.1	41.3	9.5	n/a	n/a	80 20
	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		87.0	30.4	68.7	20.9	78.6	23.8	55.6	15.9	n/a	n/a	80 20
	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		69.6	23.9	61.2	13.4	73.8	16.7	57.1	11.1	n/a	n/a	80 20
	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	

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Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	81.6	88.3	72.5	70.3	87.0	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	98.9	99.0	99.0	84.7	96.5	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	65.7	94.4	48.6	70.0	91.4	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	80.1	71.5	69.9	56.3	73.2	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8

Work Preparation – Measure Details

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.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	80.6	85.0	100.0	95.0	80.2	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	94.4	100.0	100.0	100.0	93.8	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	66.7	70.0	*	90.0	66.7	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

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Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	60.3	56.7	77.8	53.9	69.3	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	70.6	63.4	77.8	65.6	71.9	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	50.0	50.0	*	42.1	66.7	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6

Program of Studies – Measure Details

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.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.8	92.7	91.3	88.4	94.8	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	93.0	95.8	98.7	91.9	98.5	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	94.5	89.7	83.9	85.0	91.1	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	78.8	87.2	78.4	89.6	89.9	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	100.0	96.2	93.9	95.3	94.0	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	57.6	78.2	62.9	84.0	85.7	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

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Education Quality – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	96.4	96.6	86.0	92.5	95.1	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	99.1	100.0	99.2	98.0	97.0	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	92.9	95.4	66.7	88.1	97.6	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	97.4	94.5	92.2	91.4	90.6	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8

Safe and Caring – Measure Details

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.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.9	90.6	83.2	82.3	90.3	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	98.9	98.1	98.0	97.6	97.6	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	85.7	90.7	77.1	88.0	97.1	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	82.0	82.9	74.4	61.2	76.3	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

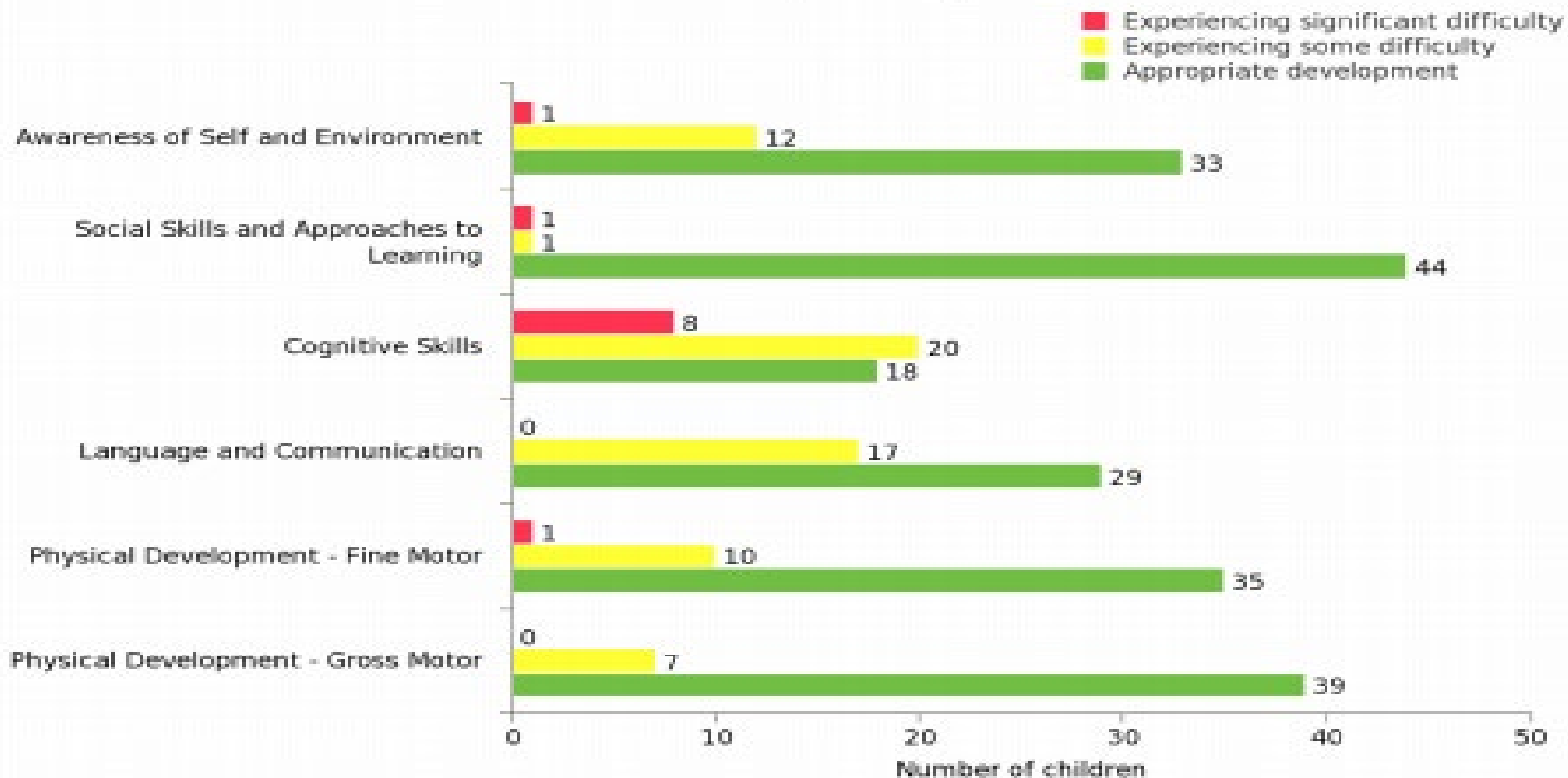
School Improvement – Measure Details

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.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	84.0	87.9	68.4	78.1	86.8	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	77.8	85.7	73.7	76.5	76.5	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	83.3	88.9	57.1	80.0	100.0	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	90.9	89.1	74.5	77.8	83.9	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6

SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

Overview of EYE-TA Results, 30 Sep, 2019 - 2 Nov, 2019



MIPI Results 2019

Grade	<u>Class Ave (%)</u>	<u>Tests Taken</u>
Mathematics 2	80.8	41
Mathematics 3	69	37
Mathematics 4	65.23	35
Mathematics 5	65.4	39
Mathematics 6	62	46



SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

Star Growth Reports Grades 2-6

Grade 2

Summary (38 of 42 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
10	31	Pretest	117	1.1	14	27.6	PP	31
		Posttest	167	1.6	18	30.3	PP	44
		Change	50	0.5	4	2.6	0.0	13

Grade 3

Summary (33 of 37 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
18	59	Pretest	273	2.4	26	36.2	2.0	68
		Posttest	348	3.0	35	41.9	2.7	85
		Change	75	0.6	9	5.7	0.7	17



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Grade 4

Summary (35 of 39 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
13	36	Pretest	370	3.2	26	36.5	3.0	86
		Posttest	419	3.5	29	38.5	3.3	97
		Change	49	0.3	3	1.9	0.3	11

Grade 5

Summary (36 of 43 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
19	52	Pretest	533	4.4	37	43.2	4.2	-
		Posttest	592	4.9	42	45.8	4.6	-
		Change	59	0.5	5	2.6	0.4	-



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Grade 6

Summary (46 of 50 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
22	48	Pretest	554	4.6	25	35.6	4.3	-
		Posttest	615	5.0	30	38.7	4.7	-
		Change	61	0.4	5	3	0.4	-



SCHOOL EDUCATION PLAN FOR THE 2020-21 SCHOOL YEAR

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