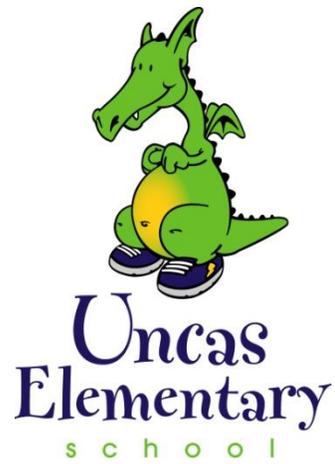


School Education Plan and Results Report

2012-2015

Year 2



Elk Island Public Schools



School Profile and Foundation Statements

Principal: Doug Keil

Uncas Elementary

Uncas School is located in rural Strathcona County, fifteen minutes east of Sherwood Park. Currently in the 2013-14 academic year, our school has a student population of 176 and a staff of 18, including 11 teachers and 7 support staff. At Uncas School, our motto is "Learning Together", which captures the essence of our school community. We recognize that the family is the most powerful and influential teacher in a child's life, with the school working to support the family in this critically important task. Together we work hard to establish a positive school climate which promotes healthy, active living. We support and encourage the students to develop a sense of responsibility and self-discipline and an ongoing commitment to lifelong learning. The staff believes that students benefit from leadership experience and provide opportunities for students to assume leadership roles in the school and community. Students are encouraged to contribute their time and energy to making the school and community a better place. Students, parents and staff work closely together to provide an environment which encourages academic achievement, social learning and individual dignity. We recognize that students enter school with different talents, experiences and attitudes. We appreciate that every student in our "family of learners" is unique and learns at their own rate. We work to facilitate student achievement and to build student strengths. We believe students learn best when they are recognized, both at home and in school, for "doing the right things" and for "doing things right". We also believe that students can learn from mistakes or from poor choices they may have made and that making continuous improvements is a necessary life skill. By working collaboratively, we encourage student empowerment and ownership for their learning in a manner that is both desirable and effective.

We welcome the involvement of many volunteers who work with staff in supporting student learning, family activities and positive community participation. The School Council plays a high profile, dynamic and much appreciated role within Uncas School. At the classroom level, and throughout the school, adult and student volunteers provide assistance for learning in both direct and support roles. The high level of positive energy, great ideas and shared leadership along with an extraordinary commitment to enhancing the setting and experiences of student learning are cornerstones in our school.

At Uncas, the staff is proactive in addressing student needs and responding to changes in public education. Staff members continue to pursue professional development activities and promote sharing of knowledge, strategies and techniques that facilitate student achievement. With strong collaborative practices and team work, we strive to promote student learning and positive outcomes. Our staff looks forward to working with parents in this shared learning. Parents and staff are receptive to changing approaches to school and system program delivery in order to enhance the learning of all students.

Students, parents and staff at Uncas are proud of the learning our students achieve and the positive experiences we are able to provide. We will continue to work diligently to assure continued, quality outcomes. We enjoy the privilege of “Learning Together” and of “Doing our best and being our best”. We invite you to join our community of lifelong learners as we pursue this important work.

School Goals:

1. **To increase student skills and competencies in written expression and literacy.**
2. **To increase student positive engagement as respectful citizens of our school and global society.**

Elk Island Goals:

- Students have engaging and collaborative learning experiences that prepare them to be active, creative, and knowledgeable participants in our global society.
- Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.
- Students are global citizens who respect and value diversity.
- *All* students have their individual needs met within inclusive learning environments.

Elk Island Public Schools Guiding Principles:

- We provide our students with access to high quality education.
- We make decisions in the best interests of our students.
- We make decisions that reflect our core values and align with division and school goals.
- We make decisions based on equity of resources and opportunities.
- We are accountable to our students, our communities, and our division.
- We meet students’ needs through cooperative efforts in the design and delivery of effective programs.
- We share responsibility for creating and nurturing relationships that respect diversity and community uniqueness.
- We form relationships based on trust, confidence, respect, and open communication.

Provincial Goals:

Goal 1: An excellent start to learning

Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Goal 2: Success for every student

Students achieve Alberta's student learning outcomes and demonstrate citizenship, entrepreneurship, and proficiency in literacy and numeracy. The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.

Goal 3: Quality teaching and school leadership

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Goal 4: Engaged and effective governance

The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.

School Based Professional Learning Day	Topic and brief description of plan (1 to 2 sentences)	Linked to School Goal
November 01	Focusing on student writing through common language, rubrics, and assessments from grades one through six. Introduction to Apple iPad cart.	1(10), (11): 1(6):
April 11	Reflect and explore the use of our iPad cart and it's impact upon student learning since its introduction in November. Division two teachers develop common understanding or excellent vs proficient to apply in writing and other subject areas	1(6) 1(12):
May 16	Discuss and create a plan for imbedding writing skills across the curriculum. Inservice on Fontas and Pinell reading assessment system.	1(5) 1(3), (4):

School Goal

To increase student skills and competencies in literacy and written expression.

Strategies

1. A K – 6 scope and sequence for writing skills as well as related technology skills will be developed by staff.
2. Continue to explore the Daily 5 as an overall strategy to enhance student engagement and support development of literacy skills.
3. Implement renewal of reading resources supporting literacy in primary grades.
4. Support primary readers with programs such as RAZ Kids.
5. Imbed writing skills across the curriculum.
6. Explore Apple TV and Ipad technology to ascertain its ability to a) support students in their production and sharing of high level, high engagement products, and b) as well as support student literacy, especially in the primary grade levels.
7. Explore social media to increase student engagement as well as functionality and appropriateness for sharing student products.
8. Make real world connections will be explored to increase student engagement.
9. Invite professional authors to infuse enthusiasm to our young readers and writers.
10. Implement a writing program (eg 6 +1, Writers' Workshop) throughout the grades for a consistent approach to writing skills.
11. Utilize HLAT tests (grades 1 thru 6) for writing, theirs or our exemplars, and common PAT based rubrics for guiding writing grades 3 & 6.
12. Have a common understanding of excellent vs proficient and can apply (in writing and other subjects) via rubrics.

Performance Indicators

1. Increase in standard of excellence on PATs and school based evaluations (+5%)
2. Increase at the acceptable standard on PATs and proficient scores on school based evaluations (+5%)
3. Students will regularly edit their writing for conventions, content, and clarity.

Accountability Pillar Overall Summary		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Survey Results			
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	Uncas Elementary School	76.4	83.7
	Province	81.5	80.7
Overall teacher, parent and student satisfaction with the overall quality of basic education.	Uncas Elementary School	84.5	90.9
	Province	89.8	89.3

Accountability Pillar Overall Summary		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Provincial Achievement Tests			
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	Uncas Elementary School	83.8	89.2
	Province	79.0	79.2
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	Uncas Elementary School	13.1	25.5
	Province	18.9	19.9

Provincial Achievement Tests		Current Result 2013		Previous 3 year Average	
Detailed Results		Acceptable	Excellent	Acceptable	Excellent
Elementary					
English Language Arts 3	Uncas Elementary School	88.0	4.0	85.1	21.0
	Province	81.5	17.8	81.8	19.2
Mathematics 3	Uncas Elementary School	72.0	12.0	81.1	30.7
	Province	76.5	25.5	77.1	25.8
English Language Arts 6	Uncas Elementary School	91.9	13.5	95.3	28.3
	Province	82.5	16.3	83.0	18.4
Mathematics 6	Uncas Elementary School	73.0	5.4	83.5	10.3
	Province	73.0	16.4	74.2	17.2
Science 6	Uncas Elementary School	73.0	18.9	89.2	31.0
	Province	77.5	25.9	76.9	26.5

Social Studies 6	Uncas Elementary School	86.5	35.1	89.2	23.0
	Province	72.7	19.0	71.8	18.1

**The percentages achieving the acceptable standard include the percentages achieving the standard of excellence*

Results are based on all students registered in that grade. Students who did not write the achievement test (excused from writing or absent) are included in the calculation of the results.

School Education Results Report 2012/2013

One indicator of student achievement are the yearly PATs, where our grade three and six students did not achieve all of our stated goals in year one of this three year plan. Uncas school is putting our best efforts into working with cohorts of students to support them into higher levels of success in a variety of subject areas, and in a variety of assessment strategies including the PATs.

Our school goal number one, "To increase student skills and competencies in literacy and written expression", has seen many of it's subgoals completed or started since 2012. We have developed a K - 6 scope and sequence for writing and technology skills. Our primary grades have continued to develop their implementation of the Daily 5 literacy organizer. We are using Apple TV and our new iPad cart to support student learning. Our senior grades are blogging to share their written thoughts with others. Well known Canadian children's author Marty Chan spent a week with our students to help them develop their writing skills. His visit was well received by the students and staff alike, and we are pleased with the positive impact that Marty had both on our student writing skills and their level of enthusiasm for writing.

Our teachers chose a common language for writing skills as well as rubrics and a plan for implementing our own school wide writing assessment program. We are excited that this development will positively impact our student writing skills!

School Goal

Students will be positively engaged, respectful citizens of our school and global society.

Strategies

1. Character Education programme will encourage a high level of student engagement by incorporating a professional storyteller at monthly assemblies, supplemental commentary during daily announcements and resulting discussion at the classroom level. Bulletin boards in each classroom and in the main hallway will celebrate each virtue of the programme.
2. Students will be surveyed about (the performance measures below) their pride in the school and elements which could increase their pride.
3. Students will be surveyed about their level of comfort and safety at the school, on the bus, and on the playgrounds.
4. Spirit days lead by Student Leadership Group will be incorporated to increase school pride.
5. Age appropriate strategies (eg. De Bugging the Problem) will be taught in order to increase student abilities to handle stressful situations / relationships. We will have common language and a documents for dealing with conflict.
6. Implement My Bucket Program for K - 3. Determine if a programme (eg. Leadership, Effective Traits of Efficient Learners, etc) should replace or supplement the Storyteller approach of year one.
7. For support of positive student engagement, implement a program such as a) student of the month, b) Positive Referrals, c) caught you being good (b & c can include student referrals), d) Excellence in Academics awards each term and year end for grades 4 - 6

Performance Indicators

1. Students will understand and embrace diversity at school, in our community, and globally.
2. Students will feel proud of their school and their role in the school. Our TTM and the Accountability Pillarsurveys will track this information.
3. Students will consistently demonstrate programme methods of solving issues between themselves. Results will include observations and referrals by recess and noon supervisors.
4. Students will apply virtues learned in Character Education into their daily lives at school.

Performance Indicators

Accountability Pillar Overall Summary		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Survey Results			
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Uncas Elementary School	87.8	89.1
	Province	83.4	82.0
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.	Uncas Elementary School	85.6	91.3
	Province	89.0	88.1

Note: the teacher survey results were not included in the above chart as they normally would. I have taken the liberty of adding the average of the teachers, parents and students responses behind the / in the relevant stats box.

Additional Accountability Pillar Survey Results

Accountability Pillar Overall Summary		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Uncas Elementary School	72.0	68.9
	Province	80.3	79.9
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Uncas Elementary School	80.5	76.7
	Province	80.3	79.8
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	Uncas Elementary School	76.3	73.2
	Province	80.6	80.0

Throughout 2012-13 we enjoyed the storyteller Mrs. Englott addresses to our students with a variety of world-wide ethnic 'moral tales' to support our Character Education elements. This year we are excited to present Character Education traits in the framework of the Sochi Olympic Games. Our Grade Six Leadership Group chose the elements of Teamwork, Self-Confidence, Knowledge and Expertise, Persistence, and Leadership as representative of Olympic Character Traits. Students demonstrating these character traits in the month they are highlighted can earn Olympic 'medallions' to display on the Olympic Bulletin Board.

The Bucket Program is well underway and primary students are learning what 'fills buckets' and what 'empties buckets' belonging to themselves and others.

School Council Involvement and Communication of Plan

The outline of this plan was shared at the November, 2012 School Advisory Council meeting, and reviewed in detail with the SAC president in mid January. Elements of progress in the plan have been shared at SAC meetings in the fall of 2013.

Additional Information

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

Please refer to the supplemental data package at <http://www.eips.ca/documents> for detailed school, jurisdiction and provincial results.