

School Education Plan and Results Report
2012-2015
Year 2



Elk Island Public Schools



School Profile and Foundation Statements

Principal: Tracey Arbuthnott

Mission Statement: Mundare School provides a safe and caring environment that promotes individual growth and personal success.

Motto: Mundare School is a School of Dignity and Respect

Mundare Elementary School is located in the town of Mundare, a rural town 45 minutes east of Edmonton and just north of the Yellowhead Highway in the eastern part of Lamont County. Mundare School is part of Elk Island Public Schools, one of the largest school systems in Alberta. The central offices of Elk Island Public Schools are located in Sherwood Park. The school has approximately 30 staff members, including teachers, educational assistants, and office staff. There are approximately 200 students from Pre-Kindergarten to Grade 8. All classes are taught in single graded classrooms. Play and Learn At School (PALS) offers early intervention programming for children from 3 and half years to 6 years of age and operates on a full time basis with two separate classes a week. Mundare Elementary School delivers exciting programs to all our students. Students receive instruction in Language Arts, Mathematics, Science, Social Studies, Physical Education, French as a Second Language (grades 4–6), Health, Art and Music. Complimentary programming includes:

- Physical education five days a week (Enhanced Physical Education)
- Frequent computer work (with a LEGO Robotics lab)
- Band (grade 5 and 6)
- Hand chimes (grade 4,7,8)
- Christian Ethics (option - K-8)
- Other grade 7/8 options

Field trips, assemblies, guest speakers and special events enrich the educational environment and are scheduled throughout the year. Students, staff, families and community members spend time together working and having fun with school projects, concerts, and many community events.

The school features a:

- New gymnasium (built in 09/10)
- Well-equipped library
- Modern computer lab
- Two laptop carts
- Music rooms

Mundare School plays an active part of in our community.

- Beautiful murals around town were created by students, staff, and volunteers.
- Students perform regularly in several of the seniors' centers in town.
- Students and staff help volunteer to keep the town clean.

- Volunteers assist in programs and events throughout the year.
- Other local groups use our school building.
- Community parades
- Grandparents' day

The school is a well-equipped facility staffed by accomplished, conscientious and creative professionals. The staff of Mundare School believes that students learn best when they:

- feel safe and happy and are engaged in their learning
- value their work and see that it is valued by others
- see that their efforts make a difference to themselves, to the school and to others
- apply their learning in meaningful contexts
- are involved in leadership of the school and community

The school maintains an "open-door policy" whereby parents are always welcome to visit their child's classroom, talk with their child's teacher or administration. Staff will always make themselves available to meet with parents, students, and community members. We all work in a spirit of cooperation and collaboration to ensure that students receive the best education possible.

School Goals:

- Mundare School will enhance student engagement and collaboration by focusing on Research Based Effective Teaching Practices and their implementation into classrooms and throughout the school.
- Mundare School will enhance student's critical thinking and problem solving by focusing on the implementation of student metacognition techniques and the implementation of the higher levels of processing and thinking
- Mundare will build on its safe, nurturing and motivating school culture ensuring that the academic, emotional and social needs of each student are being addressed and coordinated to assist students in their positive growth and development.

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.

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	First Aid being offered to the staff	School Goal #3
April 11	The Art of Questioning in the Critically Thoughtful Classroom. ATA Workshop	School Goal #2
May 16	Engaging Students – The Art of Effective Instruction. ATA Workshop	School Goal #1

School Goal #1

Mundare School will enhance student engagement and collaboration by focusing on Research Based Effective Teaching Practices and their implementation into classrooms and throughout the school.

Strategies

- Implement the use of research proven techniques as those put forth by Harry Wong in his book “The First Days of School, How to be an Effective Teacher” and the “Refocus” document by the Alberta Assessment Consortium. This goal centers on Research Based Effective Teaching Practices and their implementation into classrooms and the school in general.
- Examine the implementation of Daily 5 Teaching methodology in the division one classrooms.
- Explore the Equals Math resources to assist the Special education students in their development of their math sense.
- Implement the use of “The PACT” materials. The PACT is a structured approach to differentiations that allows students with diverse needs to have effective programming of the curricular courses being examined by the rest of the class at that specific grade level.
- Implement the use of high and clear expectations for students using both visual and verbal resources.
- Promote the use of individual classroom procedures with students and practice those procedures throughout the school year. Teachers will have a list of their classroom procedures in their classroom that they are using with their students. This list will be up and visible to the students.
- All staff will complete their professional growth plans and will reflect on their progress.
- Implement the use of mentor meetings and pair-groupings with all teaching staff.
- All staff will attend district and other PD that is of personal / professional interest and benefit.
- Provided access to professional development and cross grade / school meetings.
- Implement opportunities for educational staff to share Research Based Effective Teaching Best Practices with each other.

Performance Indicators

- Improved overall student achievement on PATS in grade 3 and 6 over the next two years.
- Improvement in Tell Them From Me survey results.
- Common school based practices and procedures throughout the school.
- 100% of teachers will effectively implement school policies and procedures.
- 100% of teachers will actively seek guidance from more experienced staff and/or seek guidance from those with more expertise than themselves in their given areas of needed growth.
- Performance measure surveys will provide results indicating staff/parent satisfaction.
- 100% of staff will use their professional growth plan to evaluate their progress.
- 100% of staff will create and then meet with administration at the beginning and end of the year to review their professional growth plan and reflect on their individual professional practice.

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
Provincial Achievement Tests			

Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	Mundare School	87.5	77.9
	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.	Mundare School	22.2	16.6
	Province	18.9	19.9

Provincial Achievement Tests Detailed Results		Current Result 2013		Previous 3 year Average	
		Acceptable	Excellent	Acceptable	Excellent
Elementary					
English Language Arts 3	Mundare School	79.2	12.5	75.0	11.5
	Province	81.5	17.8	81.8	19.2
Mathematics 3	Mundare School	79.2	16.7	62.6	13.7
	Province	76.5	25.5	77.1	25.8
English Language Arts 6	Mundare School	91.7	4.2	79.2	14.7
	Province	82.5	16.3	83.0	18.4
Mathematics 6	Mundare School	87.5	29.2	79.2	15.1
	Province	73.0	16.4	74.2	17.2
Science 6	Mundare School	91.7	50.0	77.5	21.5
	Province	77.5	25.9	76.9	26.5
Social Studies 6	Mundare School	91.7	20.8	74.8	10.0
	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) (completed October, 2013)

Mundare School has enhanced student learning and engagement by using research based teaching practices which have had a positive impact on our student achievement. We have seen an improvement in the results in both the Provincial Achievement Exams and the Accountability Pillar Results. Defined classroom and school procedures have created more consistency for all students throughout the school. We have also used cross grade collaboration on various projects throughout the school and have utilized real world experiences such as community involvement and cooperative learning games, to enhance our student learning.

School Goal #2

Mundare School will enhance student's critical thinking and problem solving by focusing on the implementation of student metacognition techniques and the implementation of the higher levels of processing and thought.

Strategies

- Focus on the implementation of Blooms Taxonomy throughout the school with a focus on student metacognition.
- Implement the use of higher levels of processing, thought and critical thinking strategies.
- Promote the use of re-evaluating, engaging and differentiating instruction by using a variety of assessments methods to create a classroom community of engaged learners.
- Implement the use of Bloom Taxonomy posters which will be posted in all the classrooms with grade level explanations.
- Implement the use of metacognition techniques to teach students how to express what and how they are thinking via problem solving.
- Implement the use of cooperative learning groups to help students practice higher level thinking strategies.
- Examine the implementation of open ended questioning to promote critical thinking.
- Revisit the use of LEGO Robotics to aid in Mathematics, Social Studies and Science inquiry methods.
- Implement a variety of web-based applications and technology in classrooms and individual lessons to enhance the inquiry methods and increase student engagement.
- Provide access to the AISI technology consultants to assist teachers in incorporating technology to help build engaging lesson planning and delivery into all subject areas.
- Explore ways to have students engaged in their learning and develop lessons that will promote student engagement.

Performance Indicators

- The use of assessments that encompass all levels of the Blooms Taxonomy.
- Students identification of the levels of Blooms taxonomy
- Students will be able to identify levels of Blooms Taxonomy in accordance with their thinking
- Students will be able to describe what they are thinking as they are problem solving
- The school will have a common language throughout.
- 100% of teachers will begin to implement problem based learning using technologies in 50% of their lessons over the next two years.
- 100% of the staff will attend professional development sessions to aid them in teaching reasoning, inquiry and integrated technology into their teaching repertoire.
- 100% of students from grade 3-8 will create and share their inquiry based mathematics projects in their classrooms and/or the school.

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.	Mundare School	80.9	85.2
	Province	81.5	80.7
Overall teacher, parent and student satisfaction with the overall quality of basic education.	Mundare School	94.1	91.9
	Province	89.8	89.3

School Education Results Report 2012/2013 (completed October, 2013)

Mundare School has enhanced student critical thinking and problem solving by implementing the use of Bloom’s Taxonomy in learning opportunities. We have made Bloom’s Taxonomy accessible to all learners by scaffolding learning opportunities using age appropriate language and visual cues. We have linked real world experiences to the learning objectives being taught by using technology and inquiry based instruction. The staff have structured questions to be open ended thus evoking more thoughtful and robust responses from students. Educational delivery is focused on inquiry and understanding rather than rote learning and memorization. Students are encouraged to explore various strategies and methods for arriving at their own individual solutions.

School Goal #3

Mundare will build on its safe, nurturing and motivating school culture ensuring that the academic, emotional and social needs of each student are being addressed and coordinated to assist students in their positive growth and development.

Strategies

- Provide the opportunity for staff to be involved in planning various school activities i.e., Geography Challenge, “Speaking In Class”, Public Speaking, Operation Christmas Child, Christmas concert, Terry Fox Run, Jump Rope for Heart and / or activities that interest the individual teacher and students.
- Continue to implement promote our Character Education / Positive Referral program.
- Continue with the implement of our schools monthly assemblies with a character education theme.
- Examine the implementation of a reward system for our Jr. High kids who demonstrate role modeling within the school.
- Encourage community involvement within the school by placing an increased focus on inviting seniors into the school and promoting special trips. I.e. Grandparent’s day will include other seniors and / or family members, visits to the senior’s lodge and local hospital.
- Promote and encourage increased volunteerism and recognize those for various intra and extra-curricular activities.
- Continue with the schools open-door policy for parents and community members.

Performance Indicators

- Approximately 75% of the staff has a PGP goal that relates to this outcome. Our goal is to see 100% of all staff, by the end of 2015/2016, make this a priority.
- 100% of all staff at all times understand the existing culture and climate of the school and make positive contributions.
- 100% of teachers will effectively implement school policies and procedures.
- 100% of teachers will be involved in existing climate / culture activities and contribute new ideas.
- 100% of teachers will actively seek guidance from more experienced staff and / or seek guidance from those with more expertise than themselves in their given areas of needed growth.
- Performance measure surveys will provide results indicating staff/parent satisfaction.
- 100% of staff will attend district and SBPL days.
- Increase in the results on the Tell Them From Me survey

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.	Mundare School	89.8	88.9
	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.	Mundare School	92.2	91.5
	Province	89.0	88.1

School Education Results Report 2012/2013 (completed October, 2013)

Through the use of community and school based events such as Grandparents Lunch, Harvest Lunch, Terry Fox Run, and Community cleanup, Mundare School has continued to build on its safe, nurturing and motivating school culture. This is apparent through our positive accountability pillar results. We continue to build on our positive school atmosphere through character Ed programs, monthly character Ed traits, Christian ethics and Student leadership opportunities. These programs continue to have a positive impact on students and staff, building a safe, nurturing, and caring school environment. School Advisory Council, Town Council, and the community at large work together to embrace these goals through collaborative activities and fundraising for worthy projects. Staff have demonstrated and modeled the character traits to students and others. The philosophy that Mundare is a school of dignity and respect has been reinforced daily and this mantra has been incorporated into a variety of interactions and procedures throughout the school.

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.	Mundare School	95.5	95.8
	Province	80.3	79.9
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Mundare School	98.2	89.3
	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.	Mundare School	84.4	80.9
	Province	80.6	80.0

School Council Involvement and Communication of Plan

Our School Council is involved in many aspects of our school. They provide regular suggestions and are very supportive of students and staff. They have had the opportunity to provide input on the School Education Plan. PAT results are discussed annually at School Council meetings. Parents are involved in discussions related to the current school activities and projects. Our parent council is also heavily involved in fundraising to support a variety of co-curricular activities that build on what the students have learned in class.

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.