

School Education Plan and Results Report
2012-2015
Year 2



**“GATHERING TOGETHER
TO LEARN”**

Elk Island Public Schools



School Profile and Foundation Statements

School: Castle (Scotford Colony) (1-9)

Principal: Ralph Sorochan

Teacher in Charge: Cheryl Skolski/Sacha Kupchenko

Castle School is a two-room school located at Scotford Hutterite Colony, ten miles east of Fort Saskatchewan on Highway #15. This school has 22 students in grades one through nine. A staffing compliment of 1.0 FTE teacher and a 1.0 FTE Educational Assistant provide the educational instruction.

The two classroom school building is part of a large building that is also used as the Colony Church and the German School. It was built and is owned by the colony. All students attend German school before and after regular English school hours and on Saturdays. Students attend English school until their 15th birthday, and then quit school to work as an apprentice on the Colony farm. Due to the nature of the colony, mathematics and language learning are identified as areas of priority in student learning, while other subject areas, although important, receive less emphasis. Delivery of programs is restricted to the use of text material, as technological tools are not embraced by the colony as appropriate for student learning. Some of the regular school programs and activities are either altered or adapted to match the Hutterite culture/philosophy which shelters its members from many outside societal influences. All students enter school as English Language Learners, with German as their mother tongue. For most students, Castle School is their first significant experience with adults from beyond the colony.

Philosophy of Castle School

(Created in consultation with elders from the Hutterite community)

At Castle Colony School, we believe that the academic, physical, social and emotional well-being of every student is of great importance.

1) We believe that within the Hutterite Culture/Community, the student should be provided with a secure environment, and learning opportunities conducive to growth and development of:

- a. A positive self-image emphasizing respect for his/her inherent worth and dignity.
- b. Respect for the worth and dignity of others.
- c. A sense of responsibility for one's actions and consequences thereof.
- d. The power of logical, critical and imaginative thinking.
- e. Intellectual curiosity and a positive attitude towards learning.
- f. The ability to understand and respond to change as it occurs in one's personal life.
- g. Pride in our country and the understanding of the workings and responsibilities of a democratic society.
- h. An understanding of the importance of the careful use and preservation of our environment.

2) We believe that each student attending our school should be accepted as he/she is and be provided with experiences to achieve the above goals.

3) We believe that the education of the child is the responsibility of the home, the school, the child and the Hutterite community, working together towards a common goal - the total development of each child.

4) We believe that technology should not be extensively used in the classroom as a teaching tool and specifically do not want computers to be used by the students.

5) We believe that the students of today are our most important resource and that a thorough preparation is needed to meet the challenges of tomorrow.

Mission Statement of Castle School

“The Mission of Castle Colony School is to achieve educational excellence in preparing students for change and future challenges within the culture, structure and beliefs of the Hutterite Society.”

School Goals:

- **School Goal #1:** To improve student demonstration of respect and responsibility at home and school.
- **School Goal #2:** To attain high levels of academic achievement and student success for English Language Learners, as measured by KLO achievement and report card grades.
- **School Goal #3:** To improve problem solving in Mathematics through the use of manipulatives and sharing strategies.

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	Leader in Me Lighthouse Training - This workshop will train staff in forming a team to effectively support character Education implementation in the school.	# 1
April 11	Literacy Day – This day will be used to create a scope and sequence of writing genres for each grade and to create grade appropriate strategies to address literacy instruction.	#2
May 16	ELL DAY – This day will be used to become more familiar with the ELL benchmarks and to create culturally relevant materials for Hutterite students.	#2

School Goal

School Goal #1: To improve student demonstration of respect and responsibility at home, school and in the local community.

Strategies

- Continued use of praise and encouragement for positive, empathetic behavior.
- Use of student agendas to promote positive behavior and also to facilitate communication between home, school, and German School.
- Use of think papers.
- Utilize age appropriate reward/prize program.
- Ongoing discussion of character traits with students.
- Role modeling by staff and older students.
- Provide field trip opportunities to students, both in-house and off the colony (with permission of elders).
- Character Education Motto – “Personal Responsibility - It Starts With You!”
- Older students helping younger students.
- Discussion and reflection of choices made by students.

Performance Indicators

- Character education will be part of our daily activities at school.
- Increased levels of family involvement with Character Education, so as to model good citizenship.
- Students better understand and accept their role as citizens in their community.
- Reduction in the number of incidences, as related to student disrespect, towards other students and staff.
- Cleaner student desks, classroom and playground.
- Number of parents engaging in regular communication with the school.

Performance Indicators

Accountability Pillar Overall Summary		<i>Current Result 2012</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.	Castle School	N/A	N/A
	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.	Castle School	N/A	N/A
	Province	89.0	88.1

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

Due to the size of Castle School, Accountability Pillar Report results continue not to be available from Alberta Education. Students continue to demonstrate better understanding of character education virtues in their everyday lives. There continues to be a greater respect for others and the property of others. We continue to experience increased cleanliness and tidiness of the school and playground. Regular parental communication is an area that we will continue to work on.

School Goal

School Goal #2: To attain high levels of academic achievement and student success for English Language Learners, as measured by KLO achievement and report card grades.

Strategies

- Continued vocabulary building with ELL learners.
- Obtain additional culturally appropriate materials.
- Continue to differentiate student learning and assignments.
- Student speech preparation and presentation.
- Work with EIPS ELL consultant.
- Increased oral work.
- Utilize culturally appropriate materials wherever possible.
- Continued use of PAT data to familiarize students with the type, format and content of such exams.

Performance Indicators

- Number of students attaining the learning outcomes for their grade will increase.
- Increased student achievement in Language Arts, as measured by Report card marks.
- Increase of Language acceptable/excellence PAT scores by 2% by the end of the 2014-15 school year.
- Increased staff attendance at PD opportunities.

Performance Indicators

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
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.	Castle School	N/A	N/A
	Province	81.5	80.7
Overall teacher, parent and student satisfaction with the overall quality of basic education.	Castle School	N/A	N/A
	Province	89.8	89.3

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

At Castle Colony School, students are being exposed to a great variety of materials that are strengthening their abilities in using the English language. We are working on building the capacity of our teachers to utilize best practices that are outcome based, differentiated and focus on instruction that promotes and improves ELL student achievement in literacy, numeracy and all content area curricula. The teacher continues to visit other colony schools. Report Card grades are showing increases.

School Goal

School Goal #3: To improve problem solving in Mathematics through the use of manipulatives and sharing strategies.

Strategies

- Utilize Mathematics manipulatives with students to increase their understanding of concepts.
- Teacher will use, and require students to use, common Math terminology to explain problem solving and Math concepts in order to achieve a deeper understanding of Mathematics..
- Teacher will organize math manipulatives to optimize use for all students in the school.
- Teacher will implement differentiation strategies to accommodate the range of learners in the class.
- Teacher will implement differentiated communication strategies to accommodate the varied learning styles in their classrooms.
- Teacher will generate assessment tools that reflect and communicate the strengths and weaknesses of each student as they communicate their problem solving strategies.
- Teacher will access professional development opportunities from a variety of sources.
- Teacher will be given the opportunity to visit other colony schools

Performance Indicators

- Number of students attaining the learning outcomes for their grade will increase.
- Increased student achievement, as measured by Report cards.
- Increase of Math acceptable/excellence PAT scores by 2% by the end of the 2014-15 school year.
- Increased staff attendance at PD opportunities.

Performance Indicators

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.*	Castle School	N/A	N/A
	Province		
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	Castle School	N/A	N/A
	Province		

**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)

At Castle Colony, students are being exposed to a great variety of manipulatives that are strengthening their problem solving skills in mathematics. The teacher has had ongoing professional development in all mathematic curriculums. The teacher continues to visit other colony schools and consistently uses math terminology, as she implements the program in her classroom. Report Card grades are showing increases.

Additional Accountability Pillar Survey Results

Accountability Pillar Overall Summary		Current Result 2013	Previous 3-yr Average
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Castle School	N/A	N/A
	Province	80.3	79.9
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Castle School	N/A	N/A
	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.	Castle School	N/A	N/A
	Province	80.6	80.0

School Council Involvement and Communication of Plan

There is no School Council at Castle School. Regular communication with the parents happens on an ongoing basis through the teacher. On other matters of general or specific significance, the principal or teacher contacts a representative of the Hutterite Elders and clergy. The Hutterite Elder serves as the official liaison between the school and the Hutterite Colony. This relationship has been most cordial and effective over the past years.

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.