



**School Goals - CCES**  
**Palliser Regional Schools**  
**2018-2019**

**CALGARY CHRISTIAN ELEMENTARY SCHOOL**  
**THREE-YEAR EDUCATIONAL PLAN**  
**(2018/2019 TO 2020/2021)**

# Calgary Christian Elementary School

## **Mission Statement:**

Calgary Christian School is a community, called and dedicated to integrate faith and learning, reaching for excellence in equipping responsive citizens of God's kingdom through a Christ-centered educational environment.

## **Vision:**

God's children making the world a better place.

## **Vision Statement:**

We believe that God is the Lord of all creation. As a community of Christians, together with the support of the home and encouragement of the church, we are dedicated to educating, from a biblical perspective, the children God has entrusted to us.

Within a Christian environment, the school seeks to shape its curriculum and methodology using Christian principles.

Children are unique image bearers of Christ. Therefore, we are committed to developing the gifts of each student. We wish to nurture all children so that they may be led to discover, celebrate and proclaim, both individually and communally, the restorative power of God's work in all areas of life.

We strive to provide knowledge, insight and skills to equip them for a life of faithful and joyous service to God and neighbour.

## **Professional Development Plan for Site Based Days:**

January 28

- a.m. Session on Child Development: School Personnel Conference Report & Dr. Gordon Neufeld video
- p.m. Session on First Nations, Metis & Inuit (FNMI): Blanket Exercise led by ATA recommended personnel

May 17

- Accountability Pillar Survey results analysis and School Goals discussion

## CCES School Goals 2018-2019

### Goal 1

School Goal	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked
<p><b>Literacy/Numeracy</b></p> <p>There will be increased use of differentiation strategies in numeracy and literacy instruction in grade 1-6 classrooms.</p>	<p>Fall and Spring TPGP meetings.</p> <p>Staff meeting teacher feedback.</p> <p>Anecdotal notes from meetings with representative grade 3-6 teachers.</p> <p>Instructional supervision observations of Math instruction and Guided Reading instruction in grade 1-6 classrooms.</p>	<p>Discontinuation of ability groupings for Math instruction in grade 3-6 grade level classroom groups.</p> <p>Attendance by some grade 3-4 teachers at Guided Math in-service provided by Calgary Regional Consortium.</p> <p>Attendance by each grade 3-6 grade level team at two on site half-day Math differentiation workshops tailored to the individual grade levels, led by Dr. Nicki Rehn, Math pedagogy professor at Ambrose University.</p> <p>Attendance by some grade 3-6 teachers at Math differentiation session at PCCE conference.</p> <p>Attendance by some grade 3-6 teachers at Math differentiation sessions at ATA convention.</p> <p>Attendance by some grade 3-6 teachers at Palliser Collaboration Days Math Differentiation grade level sessions.</p> <p>Utilization by grade 3-6 teachers of differentiation activities and teaching strategies with students in homeroom classrooms as part of regular Math instruction.</p>	

		<p>Meetings with grade 1-6 grade level teachers regarding the purchase of specific Guided Reading leveled texts. Purchase of multi-genre Guided Reading leveled text sets at F &amp; P levels appropriate for grade 1-6 classes.</p> <p>Utilization by grade 1-6 teachers of new multi-genre Guide Reading leveled texts for Guided Reading instruction with appropriate Guided Reading groups that include both ELL and non-ELL students, within grade level classrooms.</p>	
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**Goal 2**

<b>School Goal</b>	<b>Measures: including school developed measures</b>	<b>Strategies</b>	<b>Data/evidence on how well the strategies worked.</b>
<p><b>Safe and Caring</b></p> <p>Grade level teachers will continue to implement the Tft (Teaching for Transformation) model, including the implementation of new and revised Throughlines activities in classroom curricular instruction.</p> <p>Selected teachers and the Director of Faith Formation will utilize engaging drama activities in monthly</p>	<p>Instructional supervision classroom visits demonstrate the presence of revised and new Tft Throughlines activities in classroom lessons.</p> <p>Debriefing sessions after monthly Tft chapels by Admin. members with Tft lead teacher and</p>	<p>Grade level teams meet together six times during the course of the year to collaborate, revising existing as well as developing new Throughlines activities for use in their grade level classrooms in conjunction with curricular instruction.</p> <p>Revised and new Throughlines activities incorporated into curricular instruction.</p> <p>Attendance by CCES lead Tft teacher at annual PCCE conference Tft sessions.</p> <p>Acquisition of Tft Throughlines chapel teaching resource developed by Gateway Christian School lead Tft teacher and Tft committee.</p>	

<p>TfT chapels to teach / reinforce the Throughlines.</p> <p>Most grade level teachers will revise their Bible class instruction, utilizing more current, developmentally appropriate Biblical studies teaching / learning resources.</p> <p>There will be a continued reduction in behaviour incidents in common areas of the school.</p>	<p>Director of Faith Formation.</p> <p>Instructional supervision classroom visits demonstrate the use of new, more current Biblical studies teaching / learning resources in Bible lessons in pilot classrooms.</p> <p>Report at January staff meeting by the teachers of the piloting classes regarding the effectiveness of the new Biblical studies resources as an aid in developing engaging Bible lessons.</p> <p>Continued monitoring of playground climate via teacher input.</p> <p>Our School Division II student survey data.</p> <p>Safe and Caring Accountability Pillar results.</p>	<p>Utilization of resource by selected teachers and Director of Faith Formation in order to present engaging drama activities in monthly TfT chapels.</p> <p>Purchase of current, developmentally appropriate Biblical studies teaching / learning resources to facilitate revised Bible class instruction.</p> <p>Pilot of new Biblical studies resources by teachers in all the Kindergarten, Grade One, Grade Three, Grade Four, and Grade Six classes, and one of the Grade Five classes.</p> <p>Continued implementation of school-wide behaviour program for the common areas, consisting of two parts: teaching of social-emotional skills, and documentation of behaviour incidents in the common areas.</p> <p>Continued utilization of Second Step Social-Emotional Learning program materials specified for each elementary grade level.</p>	
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	<p>Monitoring of behaviour incidents via documentation records in PowerSchool.</p>	<p>Continued coordinated teaching of Second Step Social-Emotional Learning program as part of Health curriculum in all Kindergarten-Grade Six classrooms throughout the year.</p> <p>School-wide behaviour documentation system continues to be implemented in common areas of the school and recorded in PowerSchool Student Information System. Continued follow-up with students as necessary, utilizing Action Plan to inform parents.</p> <p>Continued use of PowerSchool behaviour documentation records in Log Entries to monitor student behaviour incidents as necessary.</p> <p>Continued use of PowerSchool behaviour documentation records for analytical purposes.</p>	
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**Goal 3**

<p><b>School Goal</b></p> <p><b>Fine and Gross Motor Skill Development</b></p>	<p><b>Measures: including school developed measures</b></p>	<p><b>Strategies</b></p>	<p><b>Data/evidence on how well the strategies worked.</b></p>
<p>Kindergarten students will improve their fine and gross motor skills. At least 85% of Kindergarten students will demonstrate grade level skills.</p>	<p>Fall and Spring TPGP meetings with Kindergarten teachers.</p> <p>Kindergarten Report Card Indicators:</p> <ul style="list-style-type: none"> <li>● Demonstrates balance</li> <li>● Demonstrates locomotion</li> </ul>	<p>All Kindergarten teachers incorporate this goal into their personal TPGP's.</p> <p>Monthly Fine / Gross Motor Homework Packages sent home to parents from September to December.</p> <p>Use of classroom activities that utilize playdough, tweezers, clothespins, plasticine, unifix cubes, and lego. Also use of activities that require the tearing of paper and sewing.</p>	

	<ul style="list-style-type: none"> <li>● Holds a pencil appropriately</li> <li>● Controls a pencil to make recognizable shapes</li> <li>● Uses scissors effectively</li> </ul> <p>Comparison of Kindergarten student September baseline fine and gross motor skill data with June data.</p> <p>Kindergarten teacher anecdotal records.</p>	<p>Comprehensive utilization of Handwriting Without Tears teaching resource. Prescribed classroom activities include regular printing practice, teaching of proper pencil grip, and use of common language, printing books, smartboard digital tools and personal chalkboards.</p> <p>Use of Guided Small Group Writing Workshop to teach pre-writing skills, pencil grip, scissor skills, and the drawing of lines and shapes.</p> <p>Use of Guided Drawing lessons with whiteboards to teach spatial awareness.</p> <p>Use of vertical surface writing and “criss-cross” sitting for gross motor skills and core muscle development.</p>	
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## Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Calgary Christian School			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	91.8	93.7	92.7	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.1	86.4	88.4	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	96.1	96.6	95.9	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	98.6	97.8	97.3	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	45.3	39.9	45.1	19.9	19.5	19.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	91.2	81.1	87.9	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	91.1	93.5	91.2	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	90.5	89.4	91.2	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.1	88.6	87.5	80.3	81.4	80.7	Very High	Maintained	Excellent



## Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled											
		Results (in percentages)									
		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	98.1	42.3	100.0	48.1	100.0	48.4	100.0	37.3	100.0	43.5
	Authority	93.5	28.7	92.2	36.0	92.2	34.8	90.0	30.5	91.1	30.9
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9
French Language Arts 6	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	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3
Français 6	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	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1
Mathematics 6	School	90.4	23.1	96.2	36.5	98.4	30.6	98.5	19.4	98.6	24.6
	Authority	86.6	23.4	83.8	26.9	82.9	25.4	79.5	19.8	85.2	24.9
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0
Science 6	School	92.3	32.7	96.2	57.7	98.4	50.0	97.0	52.2	100.0	65.2
	Authority	85.6	33.8	87.1	38.6	86.6	38.3	84.1	38.5	87.0	40.3
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5
Social Studies 6	School	88.5	34.6	92.3	51.9	95.2	58.1	95.5	50.7	95.7	47.8
	Authority	82.8	25.6	78.7	33.4	78.0	34.7	80.1	31.7	85.8	32.9
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2

## PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Calgary Christian School							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	69	100.0	60	100.0	51,540	83.5	48,248	82.7
	Standard of Excellence	Very High	Maintained	Excellent	69	43.5	60	44.6	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	69	98.6	60	97.7	51,486	72.9	48,172	71.6
	Standard of Excellence	High	Maintained	Good	69	24.6	60	28.9	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very High	Improved	Excellent	69	100.0	60	97.2	51,517	78.8	48,180	77.1
	Standard of Excellence	Very High	Improved	Excellent	69	65.2	60	53.3	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	69	95.7	60	94.3	51,525	75.1	48,170	71.4
	Standard of Excellence	Very High	Maintained	Excellent	69	47.8	60	53.6	51,525	23.2	48,170	20.6