



School Goals - CCES
Palliser Regional Schools
2017-2018

CALGARY CHRISTIAN ELEMENTARY SCHOOL
THREE-YEAR EDUCATIONAL PLAN
(2017/2018 TO 2019/2020)

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:

February 9

- a.m. Session on Effective Numeracy Strategies - Dr. Nicki Rehn, Ambrose University Education Professor
- p.m. Session on Child Development: The Adaptive Process - video by Dr. Gordon Neufeld

May 18

- Accountability Pillar Survey results analysis and School Goals discussion

CCES School Goals 2017-2018

Goal 1

| Provincial Goal: Ministerial Order Dec. 15/2015 2.(3) Students employ literacy and numeracy to construct and communicate meaning | | Jurisdictional Goal Literacy/Numeracy | Principal Comments |
|--|--|---|--|
| School Goal Literacy/Numeracy | Measures: including school developed measures | Strategies | Data/evidence on how well the strategies worked |
| <p>Students will improve their reading skills. At least 80% of students in grades K-2 will be at grade level. At least 85% of students in grades 3-6 will be at grade level.</p> | <p>Sources used to determine where improvement is needed:</p> <ul style="list-style-type: none"> ● Fountas and Pinnell data ● Grade 6 PAT ELA Reading results <p>LLI reading levels data.</p> <p>Running Records data.</p> | <p>Increased allocation of time for Leveled Literacy Intervention (LLI) for Grade 1-3 students.</p> <ul style="list-style-type: none"> ● LLI teacher allocated 12 blocks per week to meet with targeted intervention students in timetable. ● LLI teacher examines F & P data to determine which grade 1 & 2 students are eligible for intervention. Small groups of At Risk students developed in order to meet with LLI teacher for the purpose of acceleration. <p>Continued designation of F & P levels A & B as Kindergarten reading levels.</p> <p>Purchase of additional quality leveled texts for Grade Five-Six classes for Guided Reading. Grade 5-6 teachers increasingly use these texts for Guided Reading lessons and other leveled texts for classroom home reading programs.</p> <p>Observation of Balanced Literacy in the K-6 classrooms.</p> | |

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| <p>Grade 1-6 students will improve their writing skills.</p> | <p>End of year Kindergarten - grade 6 check-in data.</p> <p>June 2016 Grade 6 PAT ELA writing results.</p> <p>Fall and Spring TPGP meetings.</p> <p>Anecdotal notes from interviews with representative grade 1-6 teachers.</p> | <p>Palliser Divisional Literacy Specialist presents to CCES staff at PD session on use of MSV (Meaning, Structure, Visual) in running record error analyses.</p> <p>Grade 3 & 4 teachers attend two-day Calgary Regional Consortium Guided Reading in-service specifically for grade 3-4 teachers.</p> <p>Analysis of K-6 end of year check-in data.</p> <p>Grade level team discussions among grade 3-6 teachers about PAT results to determine areas of strength and growth, focusing especially on results of reading and writing.</p> <p>Purchase of Lucy Calkins Units of Study Writing Program for Grade One classes.</p> <p>Revision of Grade One Writing programs to incorporate Lucy Calkins Units of Study Writing Program material.</p> <p>Palliser Divisional Literacy Specialist presents to CCES staff at PD session on continued implementation of Words Their Way into grade level literacy programs.</p> <p>Allocation of teacher and EA time to assist Alternative Program Division II students with writing assignments.</p> <p>Grade 1-6 teachers continue to embed the Words Their Way program into their classroom literacy programs for the Word Work component and continue to implement the writing diamond (Barbara Mariconda).</p> <p>Interviews with grade 1-6 grade level representative teachers regarding students' writing skills.</p> | |
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| Grade 3-6 students will improve their Numeracy skills. | Monthly numeracy assessments from grade 3-6 classrooms. | <p>Site-based PD session on effective numeracy teaching strategies for grade 3-6 students, presented by Dr. Nicki Rehn, Associate Professor of Education at Ambrose University.</p> <p>Assignment of EA time from Classroom Improvement Fund allocation to enable EA to assist teachers especially with weak students in grade 3-6 Math classes.</p> <p>Allocation of teacher and EA time to assist Alternative Program Division II students with numeracy assignments.</p> | |
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Goal 2

| Provincial Goal: Ministerial Order Dec. 15/2015 2.(4)(h) Students demonstrate good communication skills and the ability to work cooperatively with others | | Jurisdictional Goal: Safe and Caring | | Principal Comments |
|---|---|--|--|---|
| School Goal | Measures: including school developed measures | Strategies | | Data/evidence on how well the strategies worked. |
| Grade level teachers will continue to implement the TFT (Teaching for Transformation) model, including the incorporation of new classroom / grade FLEx (Formational Learning Experiences) projects. | October - May monthly chapels. Instructional supervision classroom visits demonstrate the presence of TFT in the classroom and in the lessons. | Each grade level team creates a new FLEx project during the year. Each grade level team shares their FLEx projects at monthly chapels, running from November through May. Grade level team FLEx projects highlighted on designated bulletin board displaying information about their FLEx project and its connection to the Tft Through-Lines. Lead Tft teacher, with Chaplain, provides relief time for teachers to work on Tft activities, including the development of FLEx projects complete with reflection questions. | | |

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| <p>Reduction in behaviour incidents in common areas of the school.</p> | <p>Continued monitoring of classroom and playground climate via teacher input</p> <p>Safe and Caring Accountability Pillar results.</p> <p>Monitoring of behaviour incidents via documentation records in PowerSchool.</p> | <p>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>Purchase of Second Step Social-Emotional Learning program materials.</p> <p>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 implemented in common areas of the school and recorded in PowerSchool Student Information System. Follow-up with students as necessary, utilizing Action Plan to inform parents.</p> <p>Use of PowerSchool behaviour documentation records in especially Log Entries, but also Incident Management, to develop a school-wide baseline of student behaviour incidents.</p> <p>Ongoing use of PowerSchool behaviour documentation records for analytical purposes.</p> | |
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Combined 2017 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 | 93.7 | 91.4 | 92.7 | 89.5 | 89.5 | 89.3 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 86.4 | 91.5 | 87.3 | 81.9 | 81.9 | 81.5 | Very High | Maintained | Excellent |
| | Education Quality | 96.6 | 96.1 | 95.6 | 90.1 | 90.1 | 89.6 | Very High | Maintained | Excellent |
| | Drop Out Rate | n/a | n/a | n/a | 3.0 | 3.2 | 3.3 | n/a | n/a | n/a |
| | High School Completion Rate (3 yr) | n/a | n/a | n/a | 77.9 | 76.5 | 76.1 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 97.8 | 98.0 | 95.5 | 73.4 | 73.6 | 73.2 | Very High | Maintained | Excellent |
| | PAT: Excellence | 39.9 | 46.8 | 42.8 | 19.5 | 19.4 | 18.8 | Very High | Maintained | Excellent |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | n/a | n/a | 83.0 | 82.7 | 83.1 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 22.2 | 21.2 | 21.5 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 54.9 | 54.6 | 53.1 | n/a | n/a | n/a |
| | Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 62.3 | 60.8 | 60.8 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | n/a | n/a | n/a | 57.9 | 59.4 | 59.3 | n/a | n/a | n/a |
| | Work Preparation | 81.1 | 95.8 | 90.2 | 82.7 | 82.6 | 81.9 | High | Declined | Acceptable |
| | Citizenship | 93.5 | 90.4 | 90.0 | 83.7 | 83.9 | 83.6 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 89.4 | 92.7 | 91.5 | 81.2 | 80.9 | 80.7 | Very High | Maintained | Excellent |
| Continuous Improvement | School Improvement | 88.6 | 85.9 | 88.1 | 81.4 | 81.2 | 80.2 | Very High | Maintained | Excellent |

Provincial Achievement Test Results – Measure Details

| PAT Course by Course Results by Number Enrolled. | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|------|-------|------|-------|------|-------|------|--------|---|
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | | 2017 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Language Arts 6 | School | 93.6 | 40.4 | 98.1 | 42.3 | 100.0 | 48.1 | 100.0 | 48.4 | 100.0 | 37.3 | | |
| | Authority | 91.9 | 27.4 | 93.5 | 28.7 | 92.2 | 36.0 | 92.2 | 34.8 | 90.0 | 30.5 | | |
| | Province | 82.5 | 16.3 | 81.9 | 17.6 | 82.8 | 19.5 | 82.9 | 20.4 | 82.5 | 18.9 | | |
| 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 | 88.6 | 16.3 | 88.0 | 15.6 | 87.5 | 13.6 | 87.7 | 14.2 | 85.1 | 13.5 | | |
| 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 | 94.0 | 21.6 | 90.6 | 17.1 | 89.0 | 15.0 | 91.4 | 17.2 | 92.1 | 21.6 | | |
| Mathematics 6 | School | 89.4 | 31.9 | 90.4 | 23.1 | 96.2 | 36.5 | 98.4 | 30.6 | 98.5 | 19.4 | | |
| | Authority | 85.1 | 24.4 | 86.6 | 23.4 | 83.8 | 26.9 | 82.9 | 25.4 | 79.5 | 19.8 | | |
| | Province | 73.0 | 16.4 | 73.5 | 15.4 | 73.2 | 14.1 | 72.2 | 14.0 | 69.4 | 12.6 | | |
| Science 6 | School | 91.5 | 38.3 | 92.3 | 32.7 | 96.2 | 57.7 | 98.4 | 50.0 | 97.0 | 52.2 | | |
| | Authority | 86.7 | 38.4 | 85.6 | 33.8 | 87.1 | 38.6 | 86.6 | 38.3 | 84.1 | 38.5 | | |
| | Province | 77.5 | 25.9 | 75.9 | 24.9 | 76.3 | 25.3 | 78.0 | 27.1 | 76.9 | 29.0 | | |
| Social Studies 6 | School | 91.5 | 40.4 | 88.5 | 34.6 | 92.3 | 51.9 | 95.2 | 58.1 | 95.5 | 50.7 | | |
| | Authority | 82.6 | 34.9 | 82.8 | 25.6 | 78.7 | 33.4 | 78.0 | 34.7 | 80.1 | 31.7 | | |
| | Province | 72.7 | 19.0 | 70.4 | 16.6 | 69.8 | 18.1 | 71.4 | 22.0 | 72.9 | 21.7 | | |

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| | | Calgary Christian School | | | | | | Alberta | | | | |
|-------------------------|------------------------|--------------------------|-------------|------------|------|-------|---------------------|---------|--------|------|---------------------|------|
| | | Achievement | Improvement | Overall | 2017 | | Prev 3 Year Average | | 2017 | | Prev 3 Year Average | |
| Course | Measure | | | | N | % | N | % | N | % | N | % |
| English Language Arts 6 | Acceptable Standard | Very High | Maintained | Excellent | 67 | 100.0 | 55 | 99.4 | 49,572 | 82.5 | 46,989 | 82.5 |
| | Standard of Excellence | Very High | Maintained | Excellent | 67 | 37.3 | 55 | 46.3 | 49,572 | 18.9 | 46,989 | 19.2 |
| French Language Arts 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,185 | 85.1 | 2,864 | 87.7 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,185 | 13.5 | 2,864 | 14.4 |
| Français 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 542 | 92.1 | 524 | 90.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 542 | 21.6 | 524 | 16.5 |
| Mathematics 6 | Acceptable Standard | Very High | Improved | Excellent | 67 | 98.5 | 55 | 95.0 | 49,507 | 69.4 | 46,906 | 73.0 |
| | Standard of Excellence | High | Declined | Acceptable | 67 | 19.4 | 55 | 30.1 | 49,507 | 12.6 | 46,906 | 14.5 |
| Science 6 | Acceptable Standard | Very High | Maintained | Excellent | 67 | 97.0 | 55 | 95.6 | 49,501 | 76.9 | 46,914 | 76.7 |
| | Standard of Excellence | Very High | Maintained | Excellent | 67 | 52.2 | 55 | 46.8 | 49,501 | 29.0 | 46,914 | 25.8 |
| Social Studies 6 | Acceptable Standard | Very High | Maintained | Excellent | 67 | 95.5 | 55 | 92.0 | 49,485 | 72.9 | 46,903 | 70.5 |
| | Standard of Excellence | Very High | Maintained | Excellent | 67 | 50.7 | 55 | 48.2 | 49,485 | 21.7 | 46,903 | 18.9 |