

Condor Elementary School-4103

2018-2021

Combined 3 Year Education Plan
and Annual Education Results
Reports



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School Profile

Condor School is a small, rural school in the west central community of Condor, Alberta. Located within Wild Rose School Division, the school provides an exemplary learning environment within a safe, caring environment. Typical enrollment numbers are in the range of 165-175 students. Programming is available for kindergarten to grade seven students, with access to an experienced team of teachers and staff.

Our students have access to a fully-equipped gym, a modern learning commons, and access to modern technology for learning. Daily physical education is a priority for all students and older students have access to several extra-curricular sports. Our fine arts program includes music, art and various drama opportunities. Curriculum is addressed through modern, progressive pedagogical approaches that incorporate various learning styles, research-based practices, and student interests. Teachers are committed to continuing to improve their teaching practice through professional learning opportunities throughout the school year.

Our targeted literacy intervention program is used to identify and support learners who need support to fully develop their literacy skills. This program includes reading accuracy, comprehension, spelling and writing to provide a balanced approach to language arts.

We have a very active School Council whose members meet to consult with the principal and provide feedback and support throughout the school year.

October 2018 Accountability Pillar Overall Summary

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Condor Elementary 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	90.8	95.7	96.3	89.0	89.5	89.4	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	81.1	80.8	85.8	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	89.4	93.1	94.5	90.0	90.1	89.9	High	Declined	Acceptable
	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	72.7	96.9	84.1	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	13.6	26.6	16.6	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
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	76.0	85.3	85.4	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	89.2	94.0	93.4	83.0	83.7	83.7	Very High	Declined	Good
Parental Involvement	Parental Involvement	63.6	86.7	88.6	81.2	81.2	81.0	Very Low	Declined Significantly	Concern
Continuous Improvement	School Improvement	79.5	82.9	89.9	80.3	81.4	80.7	High	Declined Significantly	Issue

2017-2018 Results Report

Condor School implemented several strategies with the goal of continual growth and improvement. Many of these are cumulative in nature and will continue to take place in upcoming years. The effects of these strategies will most likely be evident in upcoming years and over several years of data collection. Due to the sample size being so small in our rural school, the sample size of surveys and achievement test results results in small changes having a relatively large impact on year to year measures. The previous year results were very high; consequently, the more average results this year have resulted in a correction in overall averages. The data is useful in looking at averages over several years in order to analyze patterns and trends.

A brief summary and evaluation of key strategies from the 2018-2018 school year follows:

Measurable Strategy One: Form collaborative teams of teachers to support students at Division one and Division two that use data, meetings and intervention strategies.

- School staff met monthly to identify student needs and provide documented levels of support. A team approach included administration, teachers, family wellness workers and a student support facilitator.
- Our school developed a Tiers of Support document that identifies different levels of support according to the severity of student needs.
- The primary source of data was standard and teacher assessments to determine gaps in student learning.
- Mentorship program was also embedded in this process.

Result: This strategy proved to be very successful in providing support both in and out of classroom settings and will be continued in the upcoming school year.

Measurable Strategy Two: Implement school -wide literacy block that focuses on reading accuracy, fluency and comprehension skills to support struggling readers within classroom environment. Whole-school numeracy assessment was piloted in the 2017-1018 school year.

- Time-table adjustment, teacher training, and resource allocation supported this goal.
- Every teacher and administrator was involved in this effort.
- All math teachers administered the MIPI assessment to students from grades two-seven. (Math Intervention Programming Instrument).

Result: All classrooms had targeted intervention reading groups by January 2018 and all teachers were fully trained in instructing reading intervention lessons. Data collected at the school level shows the tremendous impact this strategy has had on individual students. Every student who was targeted made gains in reading ability. MIPI results were used to inform teacher instruction for the remainder of the school year.

Measurable Strategy Three: Increase teacher/parent and school/parent communication through the use of social media, invitation to school events and newsletters.

Result: The impact of this strategy is mainly qualitative in nature. Teachers report that parents appreciated the use of social media, especially pictures to keep parents informed about what is happening at school. Parents continued to express concern about the decrease in funding for educational assistants. Events such as Fall Barbeque, Christmas Concert, and the Farewell were very well attended.

Foundation Statements-Condor School

School Vision

A safe learning environment where all members are intellectually engaged, supported and encouraged to develop to their fullest potential.

School Mission

Empower students to to succeed academically, physically, creatively, emotionally and socially now and in the future.

School Values

Trust
Integrity
Compassion
Leadership
Continuous Improvement
Parental Involvement
Academic Excellence
Critical thinking
Wellness

2018-2021 Three Year Education Plan

Measurable Goal One- Support and develop student and teacher wellness.

Related Wild Rose School Division Priority : Well-being - WRSD is committed to fostering a culture that respects diversity and promotes wellness through:

- Positive Relationships
- Healthy Mind and Body
- Belonging

Condor School Strategies:

- Provide professional development in areas of trauma-informed classrooms
- Whole staff will attend Jody Carrington professional learning
- Identify and use tiers of support with students struggling with wellness and internalizing behaviours
- Use team approach to increase wellness of staff and students
- Daily physical education for students
- Snack Program for students in need
- Wellness activities and learning built into staff professional development days
- Staff team building events (Paint night, volleyball, potlucks, Christmas celebration)
- Mindfulness instruction to staff and students
- Increase teacher knowledge about identification of students with internalized behaviours (negative behaviours that are focused inwards such as anxiety, fearfulness, social withdrawal, and somatic behaviours)
- Mentorship program for targeted students
- Family Wellness Support
- Dare to Care program to build sense of belonging and respect among students
- Character Traits education through “Trait of the Month” program at assemblies
- Increase staff understanding of anxiety and how to respond to students who are experiencing anxiety
- Whole school spirit events such as dress up days, Condor Idol and open house events
- Learning commons to create sense of belonging and introduce students to a wide degree of interests and talents

Measurable Goal Two-Condor School will use Collaborative Response Model and Research-based teaching and assessment practices to support students at all levels.

Related Wild Rose School Division Priority: Learning - WRSD is committed to ensuring powerful learning environments that develop the essential understandings needed to be successful in an ever changing society through:

- Literacy
- Numeracy
- Competencies
- Foundational Knowledge of First Nations, Métis and Inuit Cultures
- Engagement
- Career Planning
- Inclusion

Condor School Strategies:

- Fountas and Pinnell reading assessments to inform programming
- Words Their Way administered to all students grades 1-7 to be analyzed by teachers
- Math Intervention Programming Instrument administered to all students grades 2-7 to target interventions at Tier One level
- Collaborative Response Model Team Approach to identify and respond to individual student needs
- Student Support Facilitator to support staff in providing accommodated or modified programming to students needing intensified supports
- Daily Literacy Intervention to students reading below grade level
- Whole staff commitment to increased time and effort in ensuring know basic facts appropriate at each grade level with interventions added as needed
- Teacher professional learning on effective math programming for students at all levels
- Three classrooms piloting small-group instruction format for math
- Three teachers attending professional learning to address to integration of FNMI understandings and culture into curriculum to share with remaining staff
- Recruit volunteers to help students who need support in learning basic math facts at grade level
- Technology used to support learning and to increase student engagement and collaboration

Measurable Goal Three: Staff and students at Condor School will develop their leadership capacity.

Related Wild School Division Priority: Leading - WRSD is committed to developing a culture of strong leadership capacity through:

- Vision & Reflective Practices
- Empowering Others
- School Leader Quality Standard

- Awareness & Advocacy
- Transparency
- Accountability

Condor School Strategies:

- Build teacher capacity through leadership opportunities (Literacy Champion, Student Support Facilitator Role, FNMI teacher leaders)
- Bi-yearly administrator/teacher meetings to foster reflection of pedagogy and practice
- Administrator will provide instructional leadership through modelling, observation and professional conversations
- Students in grades six and seven will have leadership roles (Christmas concert, public speaking, peer mentorship, assembly assistance, Leadership group)
- School Council input regarding Accountability Pillar
- Recognize student and staff leaders at assembly, social media and newsletters

Measurable Goal Four: Increase parental satisfaction of opportunities for parental involvement at Condor School.

Condor School Goals:

- Use social media to improve parent communication
- Invite parents to observe learning in action through “Math Day” and “Literacy Day”
- Add Animoto photograph collage to assemblies and post on social media
- Experiment with Facebook Live to increase engagement with social media
- Every class will have opportunity to present at monthly assembly
- Fall Community Barbeque
- Simplify process for parents wishing to volunteer for reading or basic fact support
- Celebrate student and class events in newsletters and social media
- Administer parent survey to determine parental involvement concerns regarding their child’s education
- Contact local newspaper to attract media coverage of school events
- Use whole-school newsletter to give parents possibilities for how to engage with the school community
- Enlist feedback from School Council on how to engage more parents with school decision-making
- Teachers encouraged to make positive phone calls to all parents at least once during the school year
- Encourage more parents to complete the Accountability Pillar survey

2018-2019 Professional Development Plan**Condor 2018-2019 Professional Learning Plan at a Glance**

The Collaborative Response Model is a comprehensive school framework focused on three essential components: collaborative team meetings, assessments & response to intervention. The goal of this model is to help school staff meet the individual needs of all students.

August 29	Staff Meeting and Organizational Day
August 30	Literacy Professional Learning (Kim Wedman, Tracy Carson)
August 31	Staff Collaboration
September 24	<ul style="list-style-type: none"> ● Professional Learning <ul style="list-style-type: none"> ○ Mindfulness strategies for students ○ Wellness
October 18	<ul style="list-style-type: none"> ● a.m. <ul style="list-style-type: none"> ○ Wellness-hopefulness and social networks ○ Professional Learning (internalizing/externalizing behaviours) ○ Collaborative Response Model (focusing on emotional well-being) ○ ● p.m. <ul style="list-style-type: none"> ○ Teacher professional growth plans ○ Teacher collaboration
October 19	<ul style="list-style-type: none"> ● p.m. <ul style="list-style-type: none"> ○ Staff wellness activity: A,B,C's of wellness ○ Whole staff review accountability pillar and achievement test results ○ Staff input into Three-year Education Plan and brainstorm strategies to improve results ○ Lunch-time wellness activity ● a.m. <ul style="list-style-type: none"> ○ Teacher individualized professional learning
November 23	<ul style="list-style-type: none"> ● All day : Jody Carrington ● Staff wellness lunch

February 1	<ul style="list-style-type: none"> • a.m. <ul style="list-style-type: none"> ○ Wellness-how to create opportunities for movement throughout the school day ○ Collaborative Response Model <ul style="list-style-type: none"> ■ Focus on literacy and numeracy ■ Build tier one and two math strategies and identify students ■ Brainstorm staff response to build math intervention similar to the literacy intervention program
March 1	Curriculum Review with Jen Lefebvre/ Math Collaboration
March 14 & 15	<u>South Teachers' Convention (ATA)</u>
April 12	<ul style="list-style-type: none"> • A.m. <ul style="list-style-type: none"> ○ Wellness-FNMI-dreamcatcher ○ FNMI-residential schools • p.m. <ul style="list-style-type: none"> ○ Math professional development session
May 3	Collaboration with Leslieville staff- <ul style="list-style-type: none"> • Wellness-stress management/power of thought podcast • a.m. Shelley Anderson (learning about student anxiety/mental health) • P.m. team building/planning session
June 7	In Lieu day
June 27	Transition Meetings
June 28	Organizational Day