

Condor Elementary School-4103

2019-2022

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 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 and 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.

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 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

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	94.1	90.8	94.3	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.9	81.1	83.1	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	93.3	89.4	92.9	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	90.2	72.7	80.3	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	15.2	13.6	16.0	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	80.0	76.0	81.3	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	90.3	89.2	92.5	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	77.9	63.6	79.2	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	82.9	79.5	84.7	81.0	80.3	81.0	Very High	Maintained	Excellent

2018-2019 Results Report

Condor School is very pleased with the outcomes of strategies implemented in the 2018-2019 school year. These results will be integrated into on-going strategic planning with new targets and areas of focus.

A brief summary and evaluation of key strategies from the 2018-2019 school year follows:

Goal One- Our first goal centered around the premise that well-being of the entire school community provides a foundation to the culture and learning that occurs at school. Professional learning opportunities prepared staff to take a proactive approach to wellness in our school community. Our Family Wellness program, School Resource Officer program and teacher efficacy are paramount to creating a culture of wellness at the school level. Key strategies were effective in building staff efficacy, supporting students and families in need and accountability pillar results confirm this effect.

Goal Two- Our second goal was to fine-tune previous work in building a collaborative response model to respond as a team to students needs in all areas including academic, emotional, physical and social support. This strategy involved meeting regularly to assess student needs and create plans to support students. The administrator, student support facilitator and literacy champion worked alongside staff to use progressive and creative ideas. Fountas and Pinnell results continue to show that our literacy intervention program is effectively helping students with reading difficulties. In addition, our Provincial Achievement Test results, supply evidence

that we are meeting our target in the area of academics. While the areas of emotional, physical and social support are more difficult to provide concrete evidence, staff reports that most students are receiving needed support.

Goal Three: This goal provided many opportunities for staff and students to develop their leadership capacities. Student leaders led many events including assemblies, sports activities, planning school spirit days, charity fundraising and other school volunteer opportunities. Most staff members have become “experts” in their own areas of interest with teachers leading professional learning for one another, hosting meetings, attending division events and sitting on various school committees. The school culture has been positively impacted by the contributions of staff and students.

Goal Four: This goal’s purpose was to increase parental satisfaction of opportunities for parental involvement at Condor School. Staff has worked hard to communicate in a variety of modalities for the parent community. There is a move towards more digital communication with Facebook being used to share positive evidence of learning and activities happening at Condor School. In addition, a monthly newsletter, a school website and teacher notices are used to ensure quality communication. In addition, discussions with our parents who attend school council have led to improved two-way understanding between school and home.

A. 2019-2022 Three Year Education Plan

Condor School 2019-2020 Inquiry Question:

Inquiry Question- Which targeted and universal learning environments and strategies best support students whose mental health and or trauma events are impacting learning and development?

- Staff will choose two or three targeted and universal strategies to research and implement that are best practices in responding to students who are at risk due to mental health or trauma events. The strategies to be researched this year are:
 - Mindfulness training for all students in every classroom
 - Establishment of mentors for at risk students
 - Experimentation with a variety of strategies manipulating the variables of grouping, lesson presentation and environmental factors
- Teachers will complete training in mental health symptom recognition and appropriate responses
- Professional literature will be reviewed and discussed at meetings
- At least 2 team members will be trained in violent risk assessment
- Teachers will work collaboratively to identify and mentor students at risk

- Classroom strategies will be adjusted according to individual needs
- Student Support Facilitator will collaborate with teachers and educational assistants to support students at risk
- Qualitative data will be collected by teachers throughout the year to use in reflective discussions.
- Family Wellness Program will be used for additional support for staff and students
- Staff will work collaboratively with parents to plan individual programming and supports

Connection to WRSD mission to create powerful learning environments

WRSD Mission-to create powerful learning environments and priorities of learning, leading and well-being.

Current research supports a direct link between student well-being and the ability to learn, engage in healthy behaviours, and the potential for successful adulthood (Awartani, Whitman & Gordon, 2008). Staff at Condor School also see this connection on a regular basis and are concerned about the future of students who are struggling with mental health issues and/or who have experienced traumatic events in their lives. As a result, staff are committed to learning about the best practices that would support these at risk students. Additionally, it is recognized that these same supports will also benefit many other children.

The collaboration of teachers in determining the response to this inquiry question will result in improved learning environments, increased pedagogical awareness, and the implementation of more effective learning strategies for all students. Working together as a team, staff efficacy will improve and teachers will have the opportunity to share best teaching and learning practices. One of the professional obligations of teachers is to ensure the establishment of an inclusive learning environment, including being aware and facilitating responses to the emotional and mental needs of students (Alberta Education Teacher Education Standard). Through on-going professional learning, teachers will be better equipped to identify, understand and respond to at risk students and to ensure the best possible learning for these students.

As a result of this increased understanding, students well-being will benefit directly through skills obtained in mindfulness training, relaxation techniques, and connections with others. It is expected that learning outcomes will be better met with emphasis on using relevant targeted and universal support. At the conclusion of this research, data will be collected to determine which strategies were most successful in supporting students' well-being and learning.



Professional Development Plan

August 28	Collaborative Response Model (CRM) planning, school based professional learning and time for organizational tasks and meetings. Go to Educator Mental Health Training Mindfulness Training for teachers
August 29	
August 30	
September 20	CRM / Go to Educator Mental Health Training (tied to Inquiry Question)
October 4	First Aid Certification
October 25	Dealing with Anxiety session with registered psychologist Media Threat Assessment Identification of students for Mentorship (tied to Inquiry Question)
November 29	CRM/Teacher growth plans
January 30	CRM/Teacher collaboration
January 31	Geri Lorway Numeracy PD
February 20 & 21	Teacher's Convention
March 6	CRM /ATA/trauma informed classroom session (tied to Inquiry Question)
March 30	Wellness focus
May 15	CRM / ATA session First Nation focus
June 1	CRM / Transition Meetings/Reflection On Inquiry Question
June 26 - K-9 Only	Teacher Collaboration
June 29	Organizational Day

