

Condor Elementary School-4103

2016-2019

Combined 3 Year Education Plan
and Annual Education Results
Reports



Foundation Statements

School Vision

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

School Mission

Condor School will empower students to develop their strengths so they can succeed academically, physically, creatively, emotionally and socially in an ever-changing world.

School Values

- Trust in the school community and with all stakeholders
- Honesty, integrity, compassion, leadership, collaboration
 - Critical thinking and problem-solving
- Positive relationships for students, staff, families and stakeholders
 - The learning potential of all students
- High standards and expectations for staff and student success

Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	96.4	96.7	94.5	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	87.4	89.0	79.2	81.9	81.3	81.4	Very High	Improved	Excellent
		Education Quality	96.2	94.4	94.6	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	71.2	84.4	78.4	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	7.7	15.6	12.9	19.4	18.8	18.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	82.6	88.2	85.0	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	94.1	92.2	90.9	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	87.3	92.0	88.9	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	91.6	95.1	87.1	81.2	79.6	80.0	Very High	Improved	Excellent

2015-16 Results Report

During the 2015-2016 school year, our key goals included improved communication and collaboration with parents, improved student engagement towards learning and a commitment to the social well-being of all of our students. Each of these goals consisted of many sub-elements aimed towards overall improvement in these areas, however the major overall themes is summarized below.

Our first goal consisting of many strategies designed to improve communication with parents and enhancing our social media platforms to better communicate with the public about Condor School. We ensured that parents were aware of the learning taking place in classrooms and highlight many events and activities that make our school a unique, special place to be. Our survey results are currently at the very high to excellent levels and these results speak highly to the perception our parents, students and staff have regarding many integral components of a well-rounded education.

Our second major goal was to improve student engagement through a variety of means, not the least of which is teacher professional learning and development. Last year, teachers

committed towards learning about best practices such as inquiry-based learning, game-based learning, real-world experiences and the use of manipulatives to improve student learning and engagement. Teachers took part in professional learning which focused on differentiation, use of technology in classrooms and sharing of best practices. While the data from achievement tests shows modest gains in overall student achievement, this goal will have a cumulative effect that may not be noticed fully for several years. However, survey results show that parents and students clearly show high satisfaction with the kinds of learning that took place last year.

Lastly, there is the realization that student wellness is a major factor in students' abilities to go on to lead successful lives. Using a RTI model, our staff identified students who needed extra support early in the year. While we are at the initial phase of fully implementing this model, early data shows that there has been success within this model. We have zero suspensions, very few discipline concerns and a low number of students needing outside agency referrals. This model will continue to be used to identify and intervene appropriately according to individual student needs.

With regards to the achievement test results, this year's results are very consistent with previous year results and fall within acceptable levels. It is noted that for the past four years, less students score at the Standard of Excellence levels than the provincial average. This year, our school goals will include strategies designed to target better results.

2016-2019 Three Year Education Plan

Priority 1: Implement strategies that foster **student wellness** by attempting to ensure all students have a significant connection with at least one adult in the school.

- Key Strategy: Formalize a process of identifying student at three checkpoints during the year where staff or community has concerns regarding wellness. SSF will maintain documents that designate a staff member to make a significant personal connection with each individual. Family wellness worker will be notified if appropriate in individual cases.
 - Supports:
 - Staff training-Zones of Regulation training and resources with goal of full implementation by 2017-2018 school year
 - Experiment with new model of SSF support- classroom teacher within our school will take over many of the SSF duties along with the school principal in an effort to ensure there is always at least one adult in the building who can respond quickly to immediate needs or crisis situations
 - RTI triangle for student wellness will occur during job-embedded work times

Priority 2: Implement **pedagogy** that promotes student understanding of the link between lesson activities, assessment and the intended learning outcomes in all curricula.

- Key Strategy: Teachers will clearly state intended curricular learning outcomes for classroom projects and activities. For younger students, teachers will be explicit about why they are learning what they are learning. In upper grades, teachers will ensure students fully understand the curricular link or outcomes to the projects, classroom activities and assignments.
 - Supports:
 - Provided job-embedded time for teachers to observe and learn from each other (use of sub to provide release time)
 - Help teachers develop professional learning networks with teachers from a nearby school
 - Classroom visits will be focused on intended learning outcomes
 - Provide staff with time to establish to develop assessments that are outcome-based including the use of rubrics and exemplars.

Priority 3: Establish a **collaborative response model** that identifies the needs of individual students and results in a specific plan of action through the implementation of **Program Planning Team** meetings.

- Key Strategy: Staff will follow the process established by our student support facilitator to ensure students are identified early in the year. The flow of communication between program planning team members will be circular and will be reviews at every reporting period.
 - Supports:
 - Staff will receive professional learning in the areas of classroom interventions to support students at various levels of need. EA support, creative timetabling, and the use of volunteers will be used as appropriate for one-to-one support.

Priority 4: Implement strategies that deepen staff and student understanding of **First Nations, Metis and Inuit** culture and that support the process of reconciliation.

- Key Strategy: Staff will attend division-sponsored FNMI focused professional event.
 - Supports:
 - Allocate at least 10% of library budget to FNMI resources
 - Access ATA resources
 - Field trip for all students to Rocky Mountain House National Historic Site

Priority 5: Implement strategies that enable all students to develop and enhance skills in **literacy and numeracy**, including reading, writing, mathematics, technology, languages and media.

- Key Strategy: Access services of Kim Wedman to build a literacy program focused on individual needs, including literacy intervention processes
 - Supports: Staff member will serve as literacy champion for our school
 - Use Read, Write, Google app with students at Div. 2 levels

- Provide funding to ensure literacy resources for teaching leveled reading strategies are properly stocked with a focus on Div. 2 grades

Priority 6: Improve student achievement in mathematics.

- Key Strategies: Access services of Sandi Berg from CARC for staff development
 - Supports: Teacher collaboration time to discuss best practices in math
 - Provide interested staff with resources for game-based, hands-on learning at all grade levels

2016-17 Professional Development Plan

August 30	CARC Math Session-Sandi Berg	
September 19	FNMI Cultural Divisional Day	CAAMSE
October 21	Read, Write, Google App TEACH summary- Autism training to support student programming with research-based strategies	
November 4	Zones of Regulation-teacher education to support students with issues in emotional situations (Kari Loitzen)	CAAMSE
February 3	½ School Based- ATA Assessment to provide programming ½ Division Day - PowerTeacher Pro	
February 23 & 24	South Teachers' Convention (ATA)	
March 10	Teacher Growth Plan Day (ATA)	
April 24	Collaborative Response Model-Literacy Focus	
June 2	Teacher Collaboration/Transition Planning	CAAMSE

Our School Plan has been developed collaboratively with the school community and is submitted to the Superintendent for review

Principal

Date

School

We the undersigned, have been provided with information regarding the development of this school plan and are aware of the contents of this document.

Teacher Representative _____ **Date**

Chairperson, School Council _____ **Date**

Approved: _____

Superintendent of Schools or Delegate _____ **Date**