

School Goals - CCES

Palliser Regional Schools

2021-2022

CALGARY CHRISTIAN ELEMENTARY SCHOOL

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.

Motto:

Learn, to Shape God's World

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.

CCES School Goals 2021-2022

Goal 1

School Goal Literacy/ELL	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked
Re-institution of CCES Early Literacy Intervention (ELI) program to assist	Feedback from ELI Instructor.	Re-designation of teaching staff member as ELI Instructor for CCES.	

<p>students in grade 1-3 classrooms, as necessary, with meeting grade level Literacy outcomes.</p> <p>Increased use of the Lively Letters Phonemic Awareness program, with a view to implementing system wide in all CCES Div. 1 classes in the 2022-23 school year.</p>	<p>Feedback from Grade 1-3 teachers.</p> <p>Pre and Post ELI Program evaluation data.</p> <p>ELI Instructor TPGP.</p> <p>Feedback from Div. 1 teachers regarding program component and scope and sequence questions.</p>	<p>Referral of potential ELI program students by grade 1-3 teachers, and assessment of candidates from classrooms by ELI Instructor for ELI program small pullout groups.</p> <p>Determination of small pullout groups' composition, as well as small group meeting times by ELI Instructor, in consultation with affected grade level teachers.</p> <p>After the determination of the ELI program small pullout groups, regular delivery of ELI lessons by ELI Instructor for three months.</p> <p>Upon completion of ELI program by pullout group students, ELI Instructor will complete individual post Intervention group student assessments, and collate the data for analysis of program effectiveness.</p> <p>Analysis of Lively Letters phonemic awareness program scope and sequence by CCES principal, Kindergarten, Grade One and Grade Two teams.</p> <p>Division of Lively Letters program into grade level appropriate segments for each Div. 1 grade level.</p> <p>Examination of existing Language Arts programs by Kindergarten, Grade One and Grade Two teams, with the view to integrating Lively Letters program components, and removing consequent duplicate / extraneous activities.</p>	
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<p>Use of further programming resources and teaching strategies for ELL students at the Basic Interpersonal Communication Skills (BICS) end of the BICS - CALP (Cognitive Academic Language Proficiency) ELL continuum by classroom teachers and the ELL teacher.</p>	<p>Feedback from ELI Instructor regarding program component and integration questions.</p> <p>Feedback from grade level teachers with BICS ELL students.</p> <p>Feedback from grade level teachers.</p> <p>Feedback from ELL teacher.</p>	<p>Establishment of yearly timeline for implementation of Lively Letters program components by Kindergarten, Grade One and Grade Two teams.</p> <p>Examination of existing Early Literacy Intervention (ELI) program by ELI Instructor, with a view to integrating Lively Letters program components into the ELI.</p> <p>Systemic use of Lively Letters program in school Early Literacy Intervention as well as all Kindergarten, Grade One and Grade Two classrooms as part of grade level Language Arts programs.</p> <p>Informal use of Lively Letters program in Grade Three classroom Language Arts programs, with the view to formal implementation and systemic use in all Grade Three classroom Language Arts programs in the 2022-23 school year.</p> <p>Daily use of Imagine Language & Literacy Program by BICS ELL students in grade level classroom settings as part of their Language Arts instruction.</p> <p>Attendance by teachers at CCES August '21 virtual PD session, "The Top 5 Strategies to Support ELLs," presented by Lisa Smith and Luisa Zimich, Calgary Catholic School Division ELL consultants.</p> <p>Attendance by CCES ELL teacher at October '21 CRC virtual PD session "Using Technology to Help ELLs Speak, Write, Listen and Read in the Content Areas," presented by Esther Park.</p>	
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	<p>Feedback from grade level teachers.</p> <p>CCES Div. 2 Teacher Professional Growth Plan (TPGP) ELL goals.</p> <p>Feedback from Div. 2 teachers of BICS ELL students in Alternative Program small groups.</p>	<p>Attendance by CCES ELL teacher at November '21 ERLC virtual PD session, "It's more than just about words: Vocabulary Development Strategies for Multilingual Students," presented by Stephanie Dodyk.</p> <p>Attendance by CCES grade level teachers at October '21 virtual PD session, "ELL Writing Sample Assessments," presented by Monique Wagner, CCES ELL teacher.</p> <p>Individual meetings and instructional modelling in Div. 2 classrooms by CCES ELL teacher of universal teaching strategies that are especially effective with ELL students.</p> <p>Allocation of teacher/EA time to assist Alternative Program Div. 2 BICS ELL students with Content Area assignments, particularly in the areas of conceptual understanding of topics, and vocabulary acquisition.</p>	
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Goal 2

School Goal	Measures: including school developed measures	Strategies	Data/evidence on how well the strategies worked.
Numeracy			
Re-institution of CCES Early Numeracy Intervention (ENI) program to assist students in grade 1-3 classrooms, as necessary, with meeting grade level Numeracy outcomes.	<p>Feedback from ENI Instructor.</p> <p>Feedback from Grade 1-3 teachers.</p>	<p>Re-designation of teaching staff member as ENI Instructor for CCES.</p> <p>Referral of potential ENI program students by grade 1-3 teachers, and assessment of candidates from classrooms by ENI Instructor for ENI program small pullout groups.</p> <p>Acquisition and use of Golden Hills School Division (GHSD) ENI program assessment instrument to assist with determination of the CCES ENI program small pullout groups' composition.</p>	

	<p>Pre and Post ENI Program evaluation data.</p> <p>ENI Instructor TPGP.</p>	<p>Determination of small pullout groups' composition, as well as small group meeting times by ENI Instructor, in consultation with affected grade level teachers.</p> <p>After the determination of the ENI program small pullout groups, regular delivery of ENI lessons by ENI Instructor for three months.</p> <p>Use of GHSD ENI program assessment instrument to provide CCES ENI students' pre and post program evaluation data, for the purpose of assessing program effectiveness.</p>	
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Goal 3

<p>School Goal</p> <p>Strengthening the Faith Community</p>	<p>Measures: including school developed measures</p>	<p>Strategies</p>	<p>Data/evidence on how well the strategies worked.</p>
<p>Continued implementation of Teaching for Transformation (TfT) model components in teachers' practices and in the school life.</p>	<p>Feedback from CCES Div. 2 students via annual Our School survey.</p>	<p>Adoption of the year's theme verse: <i>Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. As we have opportunity, let us do good to all people.</i> Galatians 6:9-10a</p> <p>TfT Storyline bulletin boards set up by grade level teachers, either individually or as grade level teams.</p>	

	<p>Feedback from grade level teachers.</p> <p>Feedback from CCES families via annual Alberta Education Assurance survey.</p>	<ul style="list-style-type: none"> ● TtT is a framework for the development of Christian learning experiences. ● Storyline connects God’s Kingdom story with the various aspects of the curriculum. <p>TtT Lead Teacher continues to create Storyline development activities for use by teachers in Chapel periods.</p> <p>CCES Chapel Coordinator continues to develop Virtual Chapel videos for CCES students and families, following the theme this year of “Practice.”</p> <p>CCES teachers’ Deep Hopes, formulated last year, posted on CCS website bios.</p> <ul style="list-style-type: none"> ● Teachers’ Deep Hopes are what guide their teaching as Christian educators. <p>Learning Stories from CCES classes that share Throughline, Storyline and Deep Hope connections shared monthly on the school website under the “Celebration of Learning” tab.</p> <ul style="list-style-type: none"> ● Throughlines are the tools students use or roles students can play in the increase of God’s kingdom. 	
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Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Calgary Christian 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
Student Growth and Achievement	Student Learning Engagement	84.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	90.5	94.8	93.6	83.2	83.3	83.0	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	97.9	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	49.6	n/a	n/a	20.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.4	98.0	96.8	89.6	90.3	90.2	n/a	n/a	n/a

Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.7	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	84.2	87.9	90.0	79.5	81.8	81.4	n/a	n/a	n/a

Measure Evaluation Reference - Required AEAMs

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Spring 2021 Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Calgary Christian 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
Program of Studies	86.9	89.0	89.1	81.9	82.4	82.1	n/a	n/a	n/a
Safe and Caring	94.5	95.9	94.9	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	84.0	94.7	88.8	81.4	81.5	81.0	n/a	n/a	n/a

Work Preparation	84.0	85.2	90.4	85.7	84.1	83.2	n/a	n/a	n/a
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Measure Evaluation Reference - Supplemental AEAMs

Measure	Very Low	Low	Intermediate	High	Very High
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00