

# Calgary Christian Elementary School

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Palliser School Division

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## Education Plan

2023-2024



**Calgary  
Christian  
School**

**Learn,  
to shape God's world.**

# 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.

# Education Plan

*2023 - 2024 School Year*

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# Goal 1: Differentiate to meet the diverse needs of all students

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## Goal Summary

- Literacy Focus:
  - Implementation of new curriculum
  - Continue Early Literacy Interventions
- Numeracy Focus:
  - Implementation of new curriculum
  - Continue Early Numeracy Interventions
- EAL Focus:
  - Continued use of further programming resources and teaching strategies for ELL students
- Professional Development
  - Inclusive Ed professional develop and growth

## Link to desired states:

### Within the Domain of Student Growth and Achievement

1. Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.

### Within the Domain of Teaching and Leading

2. Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
3. Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use

this evidence to inform practice.

#### Within the Domain of Learning Supports

2. Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.
3. Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.

#### Within the Domain of Governance

3. The Palliser Board will continue to advocate for the success of all learners.

#### Within the Domain of Attending to Local and Societal Context.

1. The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

#### Data Sources

- Mandatory literacy assessments (1-3) TOSREC
- Reading Levels
- ELL benchmarks and writing samples
- ELI before and after assessments
- Planning for Differentiation,
- Anecdotal Reports & Observations
- F & P Data
- ELL writing rubrics
- Writing Samples
- Feedback from teachers/ELL/ELI Instructors
- PAT Analysis
- Mandatory numeracy assessments (1-3) Numeracy Screening Assessment
- ENI before and after assessments
- Planning for Differentiation,
- Anecdotal Reports & Observations
- Feedback from teachers/ENI Instructor
- Pre and Post ENI Program evaluation data

## Action Steps/Strategies

ENI	ELI	EAL
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.	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.	Benchmarking and assessment of writing (oral assessments for grade 1) to better understand the EAL students' levels in order to be able to develop student capacity.
Use of Golden Hills School Division (GHSD) ENI program assessment instrument to assist with determination of the CCES ENI program small pullout groups' composition.	Determination of small pullout groups' composition, as well as small group meeting times by ELI Instructor, in consultation with affected grade level teachers.	The CCES will provide individual coaching for teachers to share universal teaching strategies that are especially effective with EAL students. EAL teacher will also share resources and strategies for support of BICS students during pull out time (AP).
Determination of small pullout groups' composition, as well as small group meeting times by ENI Instructor, in consultation with affected grade level teachers.	After the determination of the ELI program small pullout groups, regular delivery of ELI lessons by ELI Instructor for three months (as a start).	Allocation of teacher/EA time to assist Alternative Program Div. 2 BICS EAL students with Content Area assignments, particularly in the areas of conceptual understanding of topics, and vocabulary acquisition.
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.	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	Pull out EAL small groups for BICS students and development of students at lower CALP level.
Collaborative sharing and communication between ENI specialist and teachers.	Establishment of yearly timeline for implementation of Lively Letters program components by Kindergarten, Grade One and Grade Two teams.	Summary of strategies and progress for the grade four teachers after students have completed ELI in Div 1.
Teacher will provide in class support to students and teachers.	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.	Collaborative sharing and communication between EAL and ELI specialists and teachers.

## **Goal 2: Intentional focus on providing support for the health and wellness of every student physically, emotionally, mentally and spiritually through tangible opportunities and experiences**

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### **Link to desired states:**

#### **Within the Domain of Student Growth and Achievement**

3. Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.

#### **Within the Domain of Teaching and Leading**

2. Teachers and leaders establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

#### **Within the Domain of Learning Supports**

3. Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.

#### **Within the Domain of Attending to Local and Societal Context.**

1. The Palliser Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.

## Teaching for Transformation (TFT)

### Goal Summary

- Strengthening the Faith Community
- Continued implementation of Teaching for Transformation (TfT) model components in teachers' practices and in the school life.
- Expanding Storylines and re-igniting the use of FLEx projects

### Data Sources

- Our School survey responses
- Feedback from grade level teachers
- Feedback from CCES families via annual Alberta Education Assurance survey.

### Action Steps/Strategies

#### TFT

- Adoption of this year's theme verse: **"A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another." John 13:34-3**
- TFT Lead Teacher:
  - Meeting with PCCE leads and TFT leads in Alberta throughout the year
  - The connection person between PCCE and our staff
  - Working together with Rachel Jesse to bring TFT into our chapel times and creating activities for our in class chapel time
  - available Mondays block 5, Wednesdays blocks 3 and 4, Thursdays block 4 for meetings/ questions/ etc.
- Teachers will be able to see the benefit of a Storyboard for integrating faith and learning and effectively use a Storyboard throughout the year that incorporates teacher Deep Hope, Storyline, FLEx experiences, student work, connections to throughlines, etc



➤ Teachers will plan out a FLEx project with students adding these plans and photos to Storyboards.

➤ We will explore ideas with reflection and assessment as part of transformational lessons and celebrate some “tries”.

➤ Support for new teachers to the school in learning TFT and implementing storyline and FLEX.

## Physical & Mental Health

### Goal Summary

- Implementation of new curriculum: Health (Wellness) & PE in K-6
- Focus on Mental Health
- Focusing on the celebration of diversity

### Data Sources

- Our School survey responses
- Feedback from grade level teachers
- Feedback from CCES families via annual Alberta Education Assurance survey.

### Action Steps/Strategies

➤ Creating visible wellness activities in the school

➤ Health Champion:

- Attend meetings
- Communicate resources & PD
- Implement new ideas and strategies

➤ Wellness Team

➤ Utilizing FSLC & Making Connections Worker

- Presentations
- Support
- Resources
- PD

➤ Diversity Team planning school activities to promote wellness and awareness for and of our diverse school population.

☰ Wellness Action Plan (Draft) 2022-2023

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