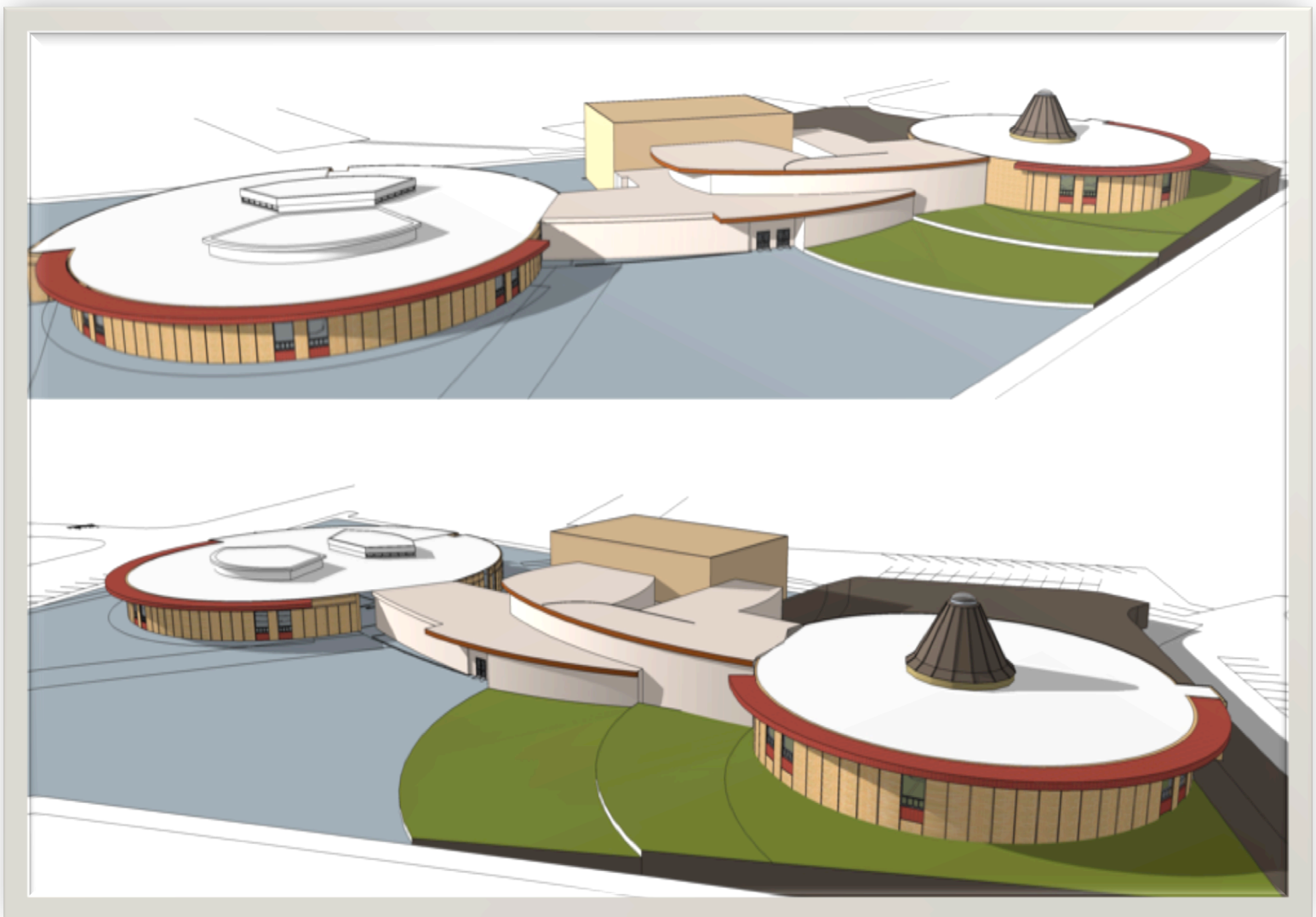

Cardston Elementary School

Combined Education Plan & AERR

2013 – 2016



ACCOUNTABILITY STATEMENT

The Education Plan for Cardston Elementary School for the three years commencing September 1, 2013, was prepared under the direction of the Board in accordance with the responsibilities under in the *School Act* and the *Government Accountability Act*.

This Education Plan was developed in the context of the provincial government's business and fiscal plans. Cardston Elementary School has used its performance results to develop the Plan and is committed to implementing the strategies contained within the Plan to improve student learning and results. The Cardston Elementary School staff and School Council approved the Education Plan for 2013-2016 for submission to Alberta Education on November 30, 2013.

Mr. Mark Bennett
Principal

Mr. Duane Beazer
School Council Chair

COMMUNICATION OF THE PLAN

Copies of the plan are made available to all staff and School Council members for discussion and feedback. Highlights are published in local newspapers, and copies of the report are available at the Divisional Office as well as on the Divisional and School Websites. Cardston Elementary School believes this Three Year Education Plan and AERR must be a living document to assist the school in achieving the goals for continuous improvement.

VISION STATEMENT

“Climbing Ever Stronger”. Endeavoring to reach the potential of each learner - CES
Empowering the Human Potential of All Learners - WWSD

MISSION STATEMENT

The purpose of Cardston Elementary School is to provide learning experiences in an environment that will give each student opportunities to develop his or her full potential. The environment will stimulate their desire for learning and encourage the development of self-worth.

DIVISIONAL THEME

Education – Pathway to Success (2010/2011, 2011/2012, 2012/2013, 2013/2014)

PRINCIPLES AND BELIEFS

Cardston Elementary School believes in principles for a quality learning system that is accessible, learner-centered, collaborative, accountable, responsive, innovative, fair and equitable.

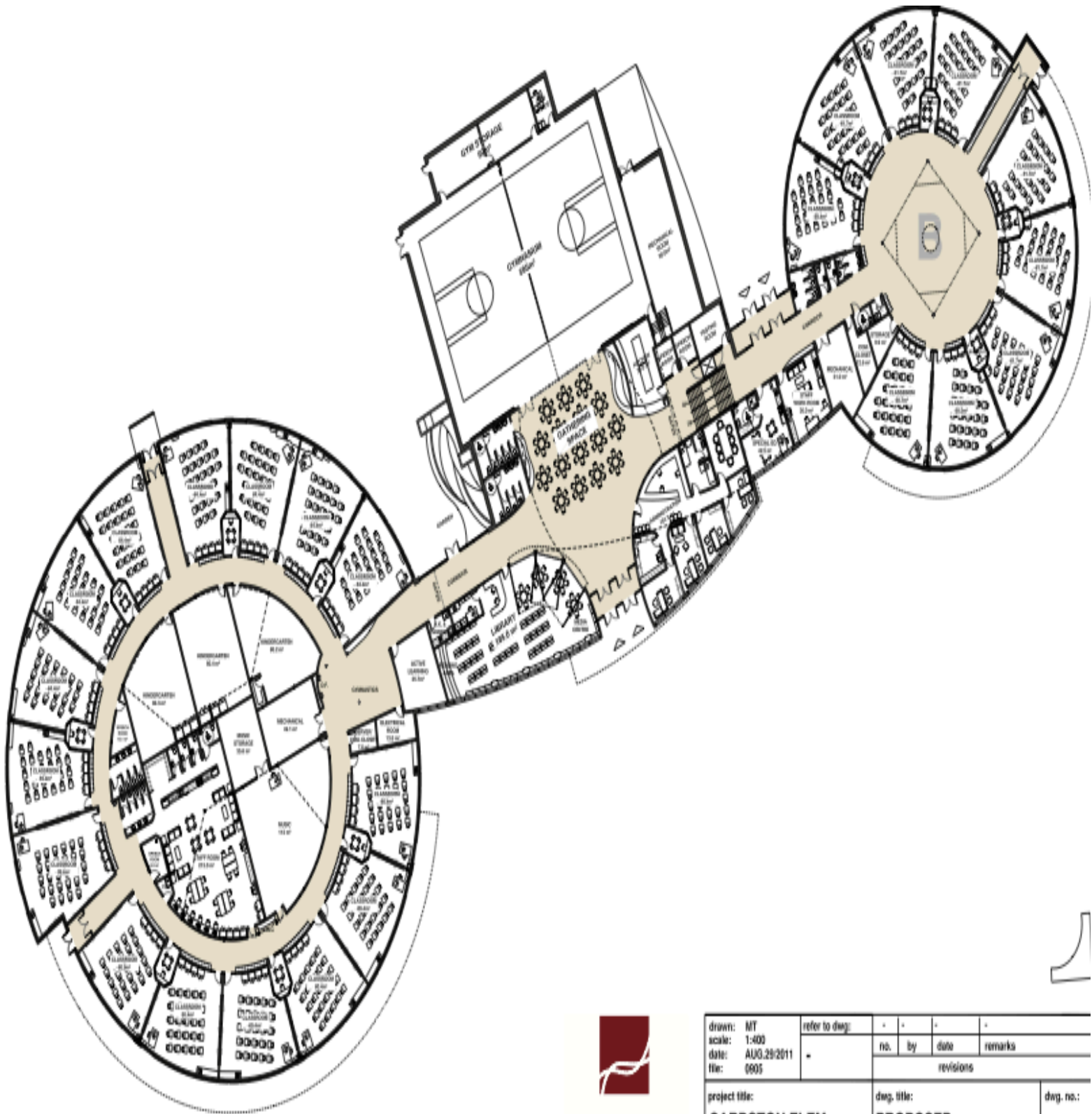
Cardston Elementary School Guiding Principles:

- Students are the primary focus and consideration in all educational decisions.
- Learning occurs best in an environment that is safe and secure, motivating and encouraging, and responsive to the needs and concerns of all partners.
- All students have gifts and talents, which must be cultivated, and needs which must be addressed.
- The empowerment of potential is achieved through a cycle of continuous improvement.
- That effective problem solving requires honest, respectful communication, critical thinking, and a focus on solutions.
- Teachers are responsible to be knowledgeable and competent in regard to curriculum delivery and classroom management.
- That ongoing assessment, analysis and reporting of results and follow through are essential components of the improvement cycle.
- Students, with their parents/guardians, will take responsibility for their education by: showing diligence in their studies, attending regularly and punctually, complying with the rules of their school and conducting themselves in a co-operative, respectful manner.
- Values of respect, integrity, trust, openness, and caring must be fostered.
- The highest motivation comes from within, where personal passion and sense of purpose is a professional ideal.
- That collaborative engagement will enhance individual growth and collective achievement.
- That an organization committed to transformation encourages and supports innovation and creativity.
- By strengthening the division as a whole, each individual school and community will be greater, even though each school and each community has a desire to preserve community and school identity.

PROFILE

Cardston Elementary School is located in the town of Cardston. Designated areas in the school have been approved for demolition / new construction and modernization to the existing facility. Construction began in the summer of 2012 and will last for approximately two years.

Kindergarten and Grades 4/5 students are housed at the existing school, Grades 1-3 students are in the former Grand View facility (renovated and remodeled) and Pre School students are at the former Curves building. The student population comes from three main areas: the Town of Cardston, the Blood Indian Reserve and Cardston County.



FERRARI WESTWOOD BABITS
ARCHITECTS

drawn: MT	refer to dwg:	•	•	•	•
scale: 1/400		no.	by	date	remarks
date: AUG.29/2011	•	revisions			
file: 0605					
project title:		dwg. title:			dwg. no.:
CARDSTON ELEM. MODERNIZATION		PROPOSED FLOOR PLAN			A4-1P

Goal One: An excellent start to learning

Outcome: *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

Emotional – we are finding that some of our students come to us feeling slightly insecure about school and large social settings we focus on helping them feel comfortable, making friends and learning to trust appropriate adults. *VIP program, mystery bag, social studies – I am unique theme*

Social – Our students are still developing social skills and how to cooperate with others. We are trying to focus on attempting to bring them out of a “self-centered” development stage and into a cooperative stage. We do active learning, large class and small class activities and games, cooperation on technology items (SMART tables), gymnastics and physical education cooperation activities.

Intellectual – Students in kindergarten have a lot of basic skills to learn. We do a variety of assessment both formative and summative to help us guide our teaching. We do a lot of literacy based programs, life skills, technology skills, and mathematical skills. We use a variety of resources to help the students feel success. – see our year plans for more specific strategies.

Physical – our students are in a very important developmental stage for their physical bodies. We find that they still need a lot of assistance to learn body control and manipulation. We have gymnastics, gym time, playground time, outdoor games and indoor activities to teach these developmental gross motor skills.

Global learning – Our students also do a lot of speech to assist them in all of the above areas. The speech program that we run is very important to the success of our students in order to increase their self-esteem, social skills and give them an intellectual boost. *Speech therapy, Extra Programming*

Our health curriculum covers developing relationships which teaches the students strategies that will help them feel comfortable in their home and school environments which in turn will increase their readiness to take on the learning that is required of them. Grade 2 is the year we want to begin developing good study habits and well as good health related habits that will help them reach those social, emotional and physical milestones.

- power of kindness activities (social and emotional development)
- math, science, social studies, language cooperative learning activities (social development)
- collaborative chemistry inquiries (social and intellectual development)
- students participate in activities that build trust and unity, such as, posters about themselves, games, books, teaching positive interactions (bucket fillers), etc. (social and physical development)
- collaborative classroom goals initiated by students, with the guidance of the classroom teacher (social development)
- DPA in all classrooms every morning (physical development)
- track and field (physical development)
- Cardston Kids Marathon (physical development)
- Participation in Fruit Friday, Tasting Tuesday, Smoothies (physical development)

Goal Two: Success for Every Student

Outcome: *Students achieve student-learning outcomes.*

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

We teach the kindergarten curriculum outcomes and rely on our assessment to ensure that these are learned.

Each of our students is all tested using a common assessment – The Summary of Skills. This test covers our essential skills based on all areas of the kindergarten curriculum. This test is done one-to-one verbally. These tests are done 5 times through a 1-year period and allow us the ability to implement continuous intervention to ensure success.

Summary of Skills to test for learning and of learning.

Through teamwork on our year plan we have gone through the curriculum and identified essential learnings for each subject area. We are working toward development of an outcome based report card which will have greater impact on student success by identifying where we need to go in regard to teaching for each individual student.

We believe that we must find ways to meet individual student needs through the use of small group instruction, Daily 5 strategies, co-created criteria, daily formative assessments and by giving constant feedback throughout the learning process.

With regards to eliminating the gap between FMNI and other students we believe that the best way we can to do this is to continue to have high expectations for all student with regards to attendance and academic performance. We believe all students should have the opportunity to receive extra support whenever it is needed. We believe that CES is a very safe and caring environment for all students regardless of their social, emotional or behavioral needs.

Grade four is working with Lexia, which is designed to diagnose and instruct students on targeted high yield reading strategies. Our goals with this program are to:

1. Identify specific areas of needs for individual students.
2. Provide specific, targeted individual instruction to students on identified deficiencies in their reading strategies.
3. Improve reading skills in all students, especially those in a tier three intervention.
4. We are using Accelerated Reader and Star Reading reports to guide reading instruction. Giving them the reading practice to succeed.
5. By effectively using Lexia, Star, and accelerated reader in our classrooms to guide our instruction and intervention, we hope to see a reduction in the achievement gap for all students in reading fluency and comprehension.

- carefully consider the variables that shape the lives of the grade 5 students and make appropriate decisions when working on reading comprehension strategies with the students (differentiated instruction).

- recognize student differences and accommodate accordingly (modifications, adaptations, IPPs).

- modify reading comprehension instruction and monitor student learning on a regular basis. Ensure that frequent formative assessment guides instructional practice.

- use a wide variety of instructional reading comprehension strategies (facts, main idea, sequence, context, conclusion, and inference, asking questions, white boards, performance tasks)

- create and maintain a language rich environment that is conducive to heightened student learning and increased reading comprehension levels (several books from all disciplines placed around all grade 5 classrooms, novel studies, short stories, read every day- read to others, read to self, have someone read to student)

- encourage a healthy relationship between home and school. Parents are an integral part of students' success in reading comprehension (weekly emails home to parents, student/parent conferences).

-
- ensure that students are engaged in meaningful comprehension activities, which motivates and challenges them to excel (use high interest material, encourage students to draw connections between the material and real life).
 - use technology to help stimulate student interest thereby increasing student reading comprehension levels (garage band, pod casts, iMovie).
 - frequently monitor student comprehension needs and progress by using a full range of assessment strategies and instruments (STAR, 3 minute reading assessment, Steck Vaughn, formative assessment, white boards).
 - I can statements
 - teacher/student conferences
 - teacher guided, but student made rubrics, that make sense to children, and are used to evaluate individual learning and expectations for growth
- Improve student achievement through the appropriate and timely application of formative assessment strategies and high yield teaching strategies.
 - Teachers meaningfully participate in divisional PLC cohorts to deepen understanding of curriculum, appropriate assessment and reporting of student learning, and timely intervention (when students do not learn).
 - Teachers will be more strategic, coherent and purposeful in their focus on professional learning community work – cycle of improvement (clarify learning outcomes, identify high-yield teaching strategies, stronger linkage of assessment to curriculum, intervention strategies
1. School administrators will work with teachers in the analysis and understanding of test results.
- Enhanced administrative supervision of teaching and learning – partnership with University of Lethbridge to build leadership capacity for ALL school based administrators (Townsend & Adams).

Outcome: *Students demonstrate proficiency in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.2	77.4	79.4	79.2	85.9		High	Improved	Good			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.1	21.1	22.9	23.6	25.6		High	Maintained	Good			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

In Kindergarten we focus on the Alphabet names and sounds as well as the numbers 1-10. We try to help them understand these concepts not just memorize them so that they are prepared for the upper grades where they read and apply numbers to math concepts.

Alphatales, Numbertales and a HUGE number of other resources!!!

Team Goal -75% of students will have grade level literacy skills (letter recognition, letter sounds, decoding knowledge and fluency) by June 2014.

- students develop critical thinking skills through scientific discovery
- students use technology to learn (wetland web-quest, National Geographic Reports, Famous Person Power Point)
- students work with multiple perspectives to achieve scientific hypothesis
- students communicate findings from inquiry and problem based learning activities to peers
- students develop a passion for learning through learner centered activities, investigation, discussion, journal reflections on the value of life-long learning
- Students are able to use peer coaching to help one another by sharing their knowledge about numeracy to increase all participants abilities.
- Students are able to practice, work in small groups, and come in during recess for learning support for a difficult concept and retest when they feel they are proficient.
- Students can provide evidence of their knowledge in math in many forms including but not limited to: math journals, investigations, collaborative projects, whiteboards, manipulatives, story problems, math games, observations, and performance-based assessments.

- **Ongoing PLC structures and the divisional calendar provides embedded time and the framework for a school personnel to work collaboratively to better instruct, provide needed intervention, and otherwise assist students.**
- **Improved student assessment strategies and school intervention plans.**
- Provide students with assistive technology resources such as **Imagine Learning, Lexia Reading, Read and Write Gold, Wynn Reader**, and an emerging battery of applications using tablet technology, etc.
- **Teachers continue to receive training in developing strategies regarding assessment for/of learning – further develop formative assessment strategies and standards based reporting.**

Outcome: *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.4	86.4	85.3	84.2	88.6		Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	84.8	65.1	82.7	83.1	78.2		High	Maintained	Good			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

We focus on our students as being unique as individuals and how they fit into groups at our school, in their homes and communities. Our social studies curriculum very focused on being a good citizen.

-social studies units on community

-fostering a sense of community in our classrooms and a climate of caring.

- Service projects- Books for Philippines

- Egyptian marketplace- students prepare a ware to sell, and sell it in the market

- Special projects in language arts that focus on life in 1367 and being a knight who has honor

- Respect, empathy and compassion for nature and all living things through hands on learning experience at Police Outpost Lake

- Riparian stewardship on local rangelands – instead of focusing simply on exploring wetlands in parks / protected areas. Students discover how wetland values are being conserved by neighboring ranchers.

- students consider the relationship they have with the local farmers and ranchers.

- students work collaboratively in groups in all subject areas. Groups are structured so that each student has a role (reporter, recorder, reader, runner)

- grade 5 students have the opportunity at CES to achieve goals through hard work, perseverance and discipline (choreograph three songs for the CKM each June and lead over a thousand people in warm-up activities)

- student leadership activities (Tasting Tuesday helpers, make and sell smoothies, lunch helpers)

- leading kindergarten group activities (Halloween, reading buddies)

- creating and displaying healthy photos in AHS healthy eating contests

- Reflecting and communicating on what being healthy means to them - videos from Mrs. Dittmann, Mrs. Schow, Student Leadership

- Strategic and coherent focus for professional learning community work – cycle of improvement (clarify learning outcomes, identify high-yield teaching strategies, stronger linkage of assessment to curriculum, intervention strategies, addressing emerging PD needs)
- All classrooms have been equipped with a projector, Smartboard and teacher laptop to assist them in providing students with 21st Century learning opportunities.
- Character Education is integrated into school programs through the implementation of "Love & Logic." This includes – anti-bullying efforts.
- Westwind students are provided with opportunities for service in their communities through character education initiatives in various schools including visiting senior citizens' homes, town clean ups, food drives, soup kitchens, and international humanitarian projects.
- **Equine Therapy** programs assist students develop meaningful and healthy relationships with peers and adult mentors.
- Teachers working collaboratively will identify areas where students will have opportunities to engage in meaningful, authentic learning and develop attitudes and skills to be critical thinkers, collaborative problem solvers and ethical citizens.

Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	58.9	60.9	49.2	56.0	75.0		Low	Improved	Acceptable			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.4	3.3	4.9	2.7	5.0		Very Low	Maintained	Concern			

		Cardston Elementary School							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	78	85.9	87	83.6	46,095	81.5	43,231	81.8
	Standard of Excellence	Very High	Maintained	Excellent	78	25.6	87	23.3	46,095	17.8	43,231	19.2
Mathematics 3	Acceptable Standard	n/a	Maintained	n/a	78	73.1	86	76.7	46,041	76.5	43,823	77.1
	Standard of Excellence	n/a	Maintained	n/a	78	32.1	86	33.1	46,041	25.5	43,823	25.8

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

In kindergarten we treat all students as equal. Any students that show a need in any area are given extra intervention, speech therapy, extra exposure to curriculum basics, extra programming, and IPP's to help set and reach goals.

-welcoming classrooms are created and maintained. Complete inclusion and sharing and celebration of the cultures of all are integrated into our day.

-bringing FNMI traditions into class work

- Educators assisting every student with their assignments to help build their personal confidence, and never single them out from stronger or weaker students

- Celebrate successes and struggles both, because learning happens in both experiences

- Students all have a job in the class, so that together, we can have a safe and caring classroom.

- students work collaboratively in science labs, cooperative language and social studies

learning groups

- Students work in math groups collaboratively to solve problems and discuss ideas.

- An intercultural learning approach is taken.

Any outside resources that are available – example Speech, extra programming as well as extra time and intervention in class

It is important to note that results for FNMI Students who live on Federal Reserves, are not included in our FNMI Results Reports, even if they self-identify.

- Schools make a conscientious effort to celebrate the diversity of culture within the Division and work with all groups to meet the learning needs of all students.
- **Encourage the participation of school councils in recognizing and celebrating cultural diversity.** (ie. provision for FNMI parents on school council)
- WWSD remains committed to have First Nation's employees to serve as role models for their youth. We have a number of First Nation's teachers, educational assistants, liaison counselors and support workers in our schools, particularly where we have significant numbers of FNMI students.
- **FNMI family school liaison counselors** work with students, parents/guardians and school staff to develop programs tailored to meet individual student needs.
- **Teachers are provided with focused and specialized Professional Development in the areas of "Response to Intervention" with Mike Mattos and "Assessment for Learning" with Anne Davies.**
- **Schools have developed and are continuing to refine intervention plans - to better identify and meet the learning needs of struggling students in a more purposeful and timely manner.**

Goal Three: Quality teaching and school leadership

Outcome: *Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.7	76.2	79.7	76.8	76.5		Intermediate	Maintained	Acceptable			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

We are finding that we are achieving our kindergarten team goals and have effective collaborative sessions to help us focus on our growth as professionals

-We are implementing a new reading assessment strategy called Fountas andPinnell which will enable us to pinpoint the level at which each student is at with respect to literacy. This will enable us to better help our students improve in this area.

Collaborative Leadership. We meet formally as a Grade 4 Team 3 times a week to discuss, plan and share. We have put our planning documents on Google docs to maximize the sharing and collaboration process, not only amongst our own school Grade 4 team, but also with all the Grade 4 teachers in the division. This allows us to share documents and ideas amongst all of us at the divisional PLC meetings and any time in between through this process. Whenever anyone adds to the planning documents, the rest of us all have access, and can all edit and comment, so the collaboration is painless and comprehensive.

- School Based PLC - The grade 5 team meets 3-4 hours a week to discuss heighten student learning for all students. To accomplish this, teachers discuss student data and make instructional decisions that are in the best interest of each student. Teachers also use this time to discuss high yield instructional strategies. High yield instructional strategies for language arts are shared between teachers. Formative assessment strategies in all subject areas are shared.

- WWSD PLC - Grade 5 teachers across the division meet regularly to discuss what students need to learn, how teachers know when students have learned the outcomes, what to do if students haven't mastered the outcomes and how to enrich those students who have mastered the outcomes.

The group also works on common assessments, PLC year plan, high yield instructional strategies, and the sharing of formative assessment strategies. These are then brought back to the classroom and incorporated into the teacher's practice.

- Teacher PD - Grade 5 teachers have presented PD topics to staff (AAC, DPA, Comprehensive School Health, Kindness, technology, language learning)

- Grade 5 teachers are continually reflecting on instructional practice through collaborative discussion and participating in regular PD opportunities.

-
- Improve initial instruction that students receive from teachers by helping teachers improve their understanding and gain proficiency in using “high yield” teaching strategies.
 - Increase understanding and use of a variety of student assessment strategies and develop school intervention plans to meet the needs of students who “do not learn” essential learning outcomes.
 - Continue to improve administrative capacity to supervise teaching and learning in their schools – partnership with University of Lethbridge to build leadership capacity for ALL school based administrators (Townsend & Adams).
 - Principals will ensure that teachers continue to receive training and have opportunities to develop understanding and expertise in using a variety of teaching and assessment strategies – deepening understanding of the work of Anne Davis, Dylan Wiliam, Richard Dufour, Mike Mattos, John Hattie and Robert Marzano.
 - School administrators will continue to work with teachers in deepening their understanding and increasing their capacity to perform in-depth analysis of data so they can better plan for the success of all students.
 - Students who struggle with reading and comprehension will be provided with access to assistive technology resources such as Imagine Learning, Lexia Reading, Read and Write Gold, Wynn Reader, and an emerging battery of applications using tablet technology, etc. – We believe that literacy is KEY to all student learning and success.

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.9	76.8	82.1	75.5	75.7		Intermediate	Maintained	Acceptable			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.4	92.6	93.4	93.0	94.4		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

Our parents are very involved in our classrooms and Student led Parent Teacher interviews

Divisional and school based PLC groups

One way in which grade four is working to improve collaboration and engagement with the community is through our Terry fox Run. Students are going into the community to get sponsorship for their runs. WE invite any who would like to join with us in the run to be a part of this day. It is a great way to have school, home and community working together for a worthy cause, while at the same time providing important learning opportunities for our students.

- PLC's, Team Meetings, Staff Meetings, and collaboration in RTI

- **Student led interviews, parent orientation at the start of the year, weekly newsletters, monthly calendars, and open communication with all parents when needed.**
- Maintain and improve communication among all school partners, through the use of: PowerSchool (student marks, attendance and daily bulletin), Family School Liaison Counselors, School Council, divisional and school websites, and school newsletters. A major focus is being placed on making school websites more user friendly, and improving them to provide meaningful information to parents and students, and to promote involvement in the school community.
- Engage in collaborative creation of school and divisional websites to increase the ability of parents, teachers, administration and students to share and access information.
- **Encourage parents to become more involved with their schools** through back-to-school nights, parent-teacher conferences, volunteering, and provide training for members of School Councils at divisional and provincial levels. Parents are encouraged to become involved in their children's education by collaborating with/serving on school councils.
- **Encourage the participation of school councils in celebrating cultural diversity.** (ie. provision for FNMI parents on school council)
- **Strengthen relationships** with private businesses and social agencies such as: Student Health Initiative, Alberta Health Services, Southern Alberta Child & Family Services, and REACH.
- Promote **joint initiatives** that contribute to the social and economic well-being of the family.
- **School Councils** are encouraged to become active in school activities, and to attend the annual ASCA meeting.

Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target 2013	Evaluation			Targets		
	2009	2010	2011	2012	2013		Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.8	92.4	90.7	89.5	90.3		Very High	Maintained	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	93.7	87.7	83.9	88.9	90.7		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

As a kindergarten team we ensure that there is 1-3 adults with our students at all times helping them to be safe and learn appropriate behaviors for themselves and to interact with others.

-health kiosk, running club, tasting Tuesday, Fruit Friday, fire department visit in October, anti- bullying discussions on daily basis

- In the Grade 5 rotation, students are moving to each of the four teacher's classrooms, and are able to form a positive relationship with the team of teachers. They have teachers, and some educational assistants, who are able to support and encourage them each and every day.

- Procedures and classroom's physical expectations are taught and reviewed often

- Fire drill and lock down are practiced

Outcome C: Collaborative Partnerships

- Scientific Exploration - Police Outpost Lake

A collaborative partnership was established with Cardston Elementary School, Waterton Biosphere Reserve Association (WBRA) in 2011. The partnership has expanded to include Alberta Sustainable Communities and Parks Alberta. In September 2013, grade 5 students participated in a one day field trip that included study in the grasslands, Nature and First Nations Art, pond study and local biofacts. The group secured a grant and was able to provide wetland kits, bussing, lunch and biologists, interpreters for the event.

- Collaborative efforts with major stakeholders and cross-ministry services on effective ways to promote healthy eating, active living and a positive social environments

1. **Wellness Fund - U of A School of Public Health**

2. **Healthy School Healthy Future - U of A School of Public Health**

3. **Alberta Coalition for Healthy School Communities**

4. **Alberta Milk**

5. **Apple Schools (Healthy Schools Healthy Future)**

6. **Kinsmen Club**

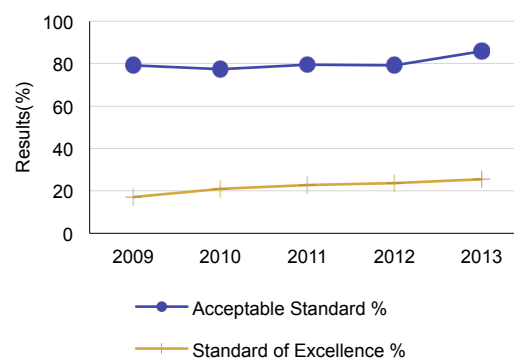
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7. First Choice Savings
 8. CES Parent Council
 9. Alberta Health Services (Health Promotion Coordinators)
 10. Ever Active Schools
 11. Fit for Life Network - Lethbridge College
 12. Healthy U
 13. Power to Play/Power 4 Bones Alberta Milk
 14. PHE Canada
- ***Stories that help teach appropriate behaviours, constant supervision, practice being safe and caring around each other***
 - Involve **School Council** with agencies to identify student health issues and promote wellness.
 - Maintain, regularly review/update, and monitor compliance with policies such as: Harassment/Bullying, Safe & Caring Schools, Internet Safety, and Threat Assessment.
 - Maintain a robust system-wide Internet filtering system. Promote responsible digital citizenship for all users of Westwind technology.
 - **Encourage parents to become more involved with their schools** through back-to-school nights, parent-teacher conferences, volunteering, and provide training for members of School Councils at divisional and provincial levels. Parents are encouraged to become involved in their children's education by collaborating with/serving on school councils.
 - **School Councils** are encouraged to become active in school activities, and to attend the annual ASCA meeting.

Provincial Achievement Test Results – Measure Details

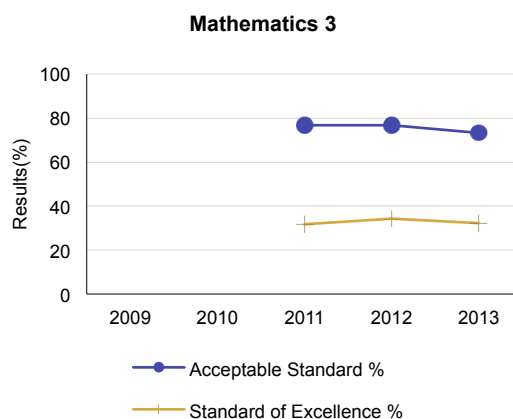
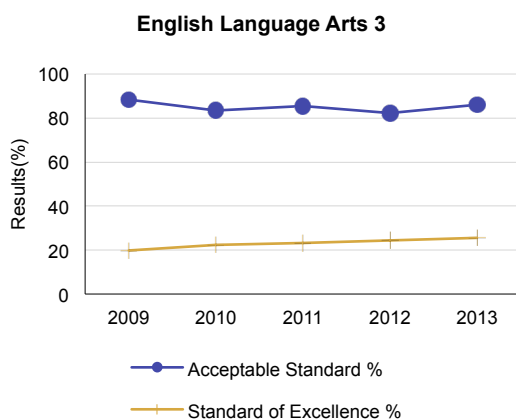
PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	88.5	19.8	83.3	22.2	85.4	23.2	82.2	24.4	85.9	25.6		
	Authority	86.6	26.6	82.4	22.3	84.9	18.7	84.3	24.0	88.6	25.4		
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8		
Mathematics 3	School	n/a	n/a	n/a	n/a	76.8	31.7	76.7	34.4	73.1	32.1		
	Authority	n/a	n/a	n/a	n/a	81.0	27.1	79.5	33.5	81.9	35.2		
	Province	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5		

Graph of Overall Provincial Achievement Test Results



Graph of Provincial Achievement Test Results by Course



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Cardston Elementary School							Alberta			
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	78	85.9	87	83.6	46,095	81.5	43,231	81.8
	Standard of Excellence	Very High	Maintained	Excellent	78	25.6	87	23.3	46,095	17.8	43,231	19.2
Mathematics 3	Acceptable Standard	n/a	Maintained	n/a	78	73.1	86	76.7	46,041	76.5	43,823	77.1
	Standard of Excellence	n/a	Maintained	n/a	78	32.1	86	33.1	46,041	25.5	43,823	25.8

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

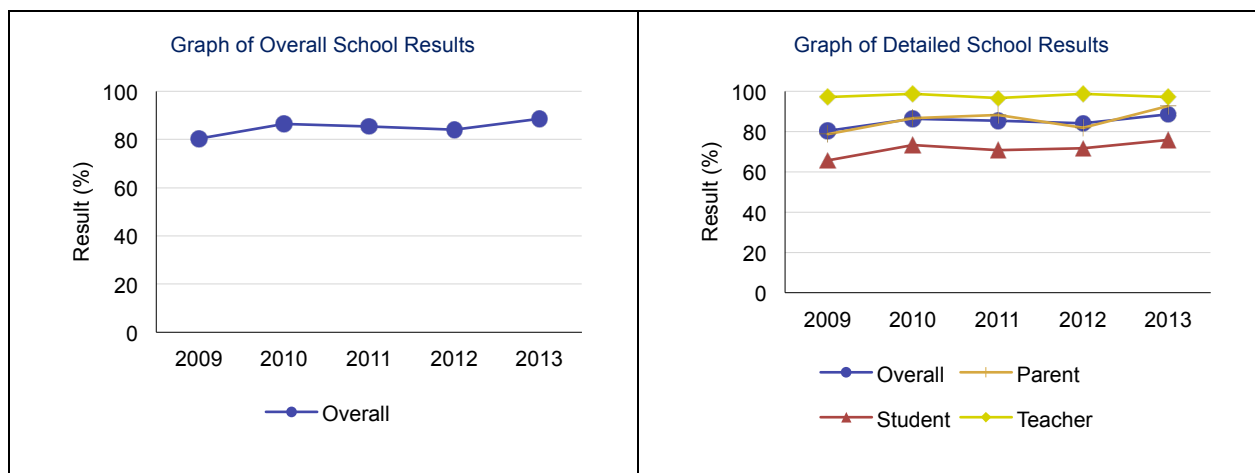
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Combined 2013 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Cardston 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	90.3	89.5	90.9	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	76.5	76.8	77.6	81.5	80.7	80.7	Intermediate	Maintained	Acceptable
		Education Quality	94.4	93.0	93.0	89.8	89.4	89.3	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	85.9	79.2	78.6	79.0	79.1	79.2	High	Improved	Good
		PAT: Excellence	25.6	23.6	22.5	18.9	20.8	19.9	High	Maintained	Good
		Work Preparation	78.2	83.1	76.9	80.3	79.7	79.9	High	Maintained	Good
		Citizenship	88.6	84.2	85.3	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Acceptable	Parental Involvement	75.7	75.5	78.1	80.3	79.7	79.8	Intermediate	Maintained	Acceptable
Continuous Improvement	Excellent	School Improvement	90.7	88.9	86.8	80.6	80.0	80.0	Very High	Maintained	Excellent

Citizenship – Measure Details

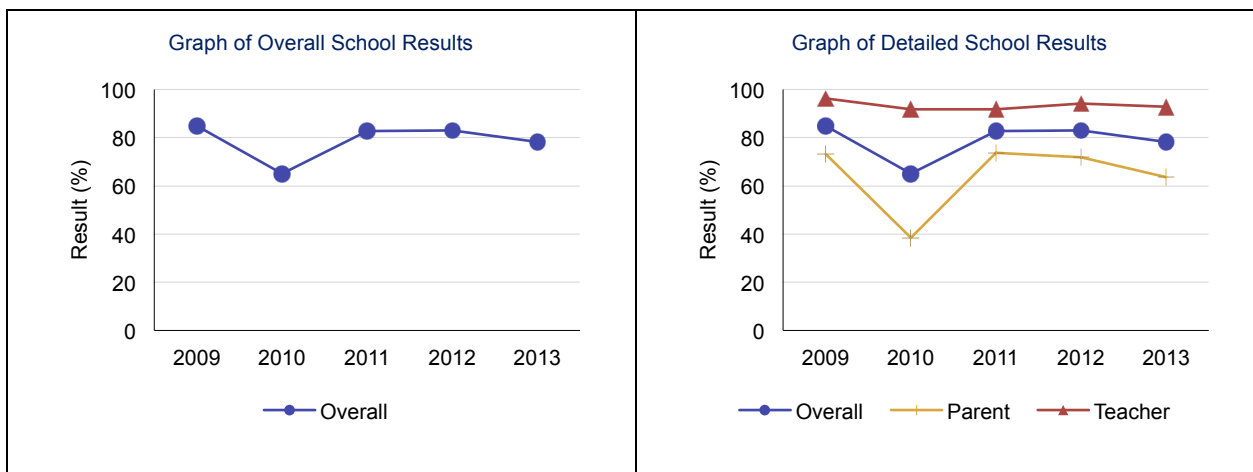
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	80.4	86.4	85.3	84.2	88.6	80.4	80.8	82.4	83.0	84.8	80.3	81.4	81.9	82.5	83.4
Teacher	97.1	98.9	96.7	98.9	97.1	93.8	95.3	94.2	95.8	95.0	91.8	93.0	92.7	93.1	93.6
Parent	78.6	86.8	88.4	82.0	92.7	74.8	74.7	77.9	77.3	83.1	77.4	78.5	78.6	79.4	80.3
Student	65.6	73.4	70.9	71.7	75.9	72.6	72.2	75.1	75.9	76.2	71.8	72.7	74.5	75.0	76.2



Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

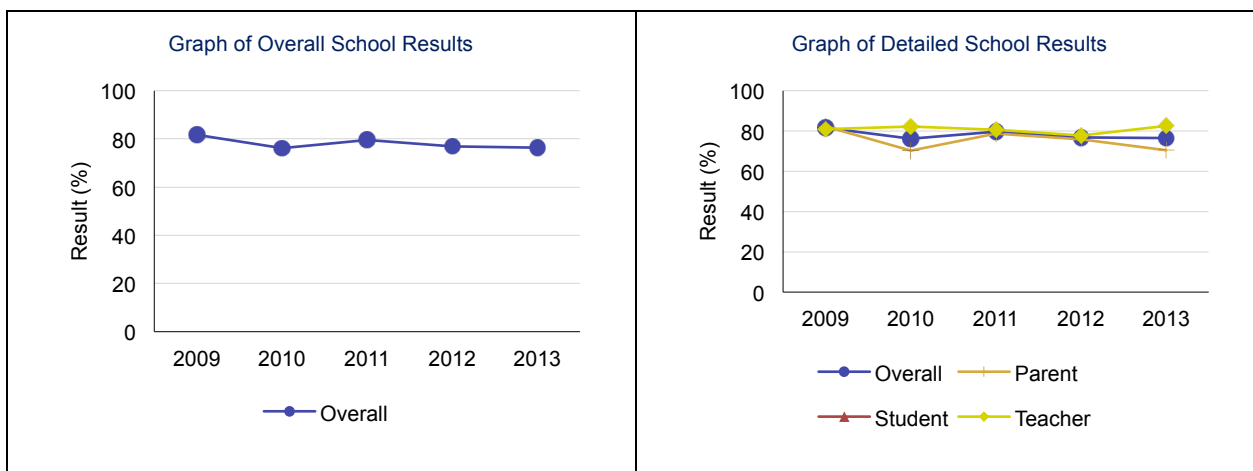
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	84.8	65.1	82.7	83.1	78.2	81.2	80.1	84.5	86.2	85.6	79.6	79.9	80.1	79.7	80.3
Teacher	96.3	91.7	91.7	94.1	92.9	93.1	95.4	93.9	95.7	92.4	88.9	90.0	89.6	89.5	89.4
Parent	73.3	38.5	73.7	72.0	63.6	69.3	64.9	75.1	76.8	78.7	70.2	69.8	70.6	69.9	71.1



Program of Studies – Measure Details

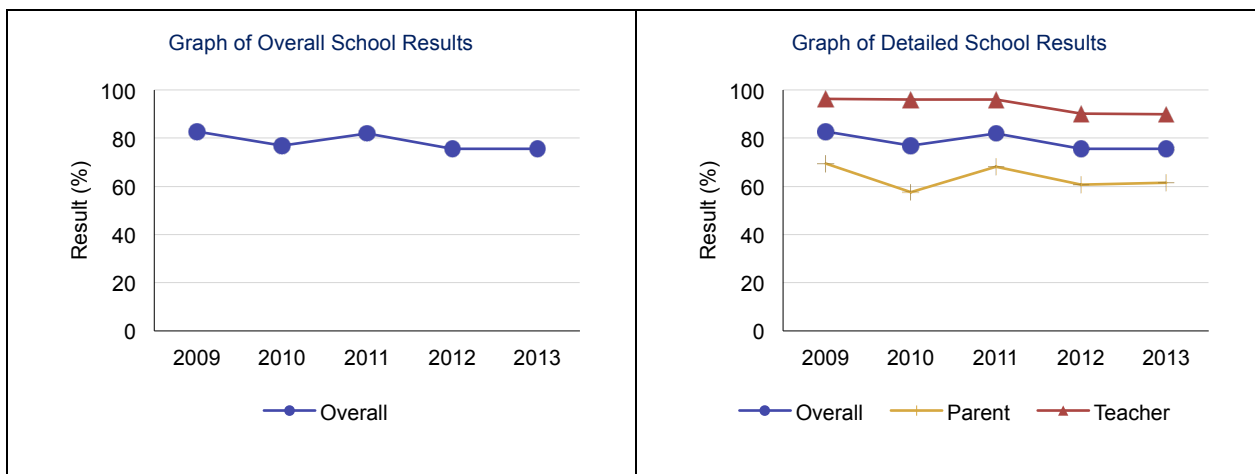
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	81.7	76.2	79.7	76.8	76.5	75.9	75.5	78.9	78.6	79.0	80.3	80.5	80.9	80.7	81.5
Teacher	81.1	82.1	80.6	77.7	82.6	84.0	84.2	84.3	83.2	84.4	86.8	87.7	87.6	87.3	87.9
Parent	82.2	70.3	78.9	75.9	70.5	72.5	70.4	75.5	76.4	75.7	78.7	78.0	78.3	78.1	78.9
Student	n/a	n/a	n/a	n/a	n/a	71.3	71.9	76.9	76.3	76.8	75.3	75.9	76.9	76.9	77.8



Parental Involvement – Measure Details

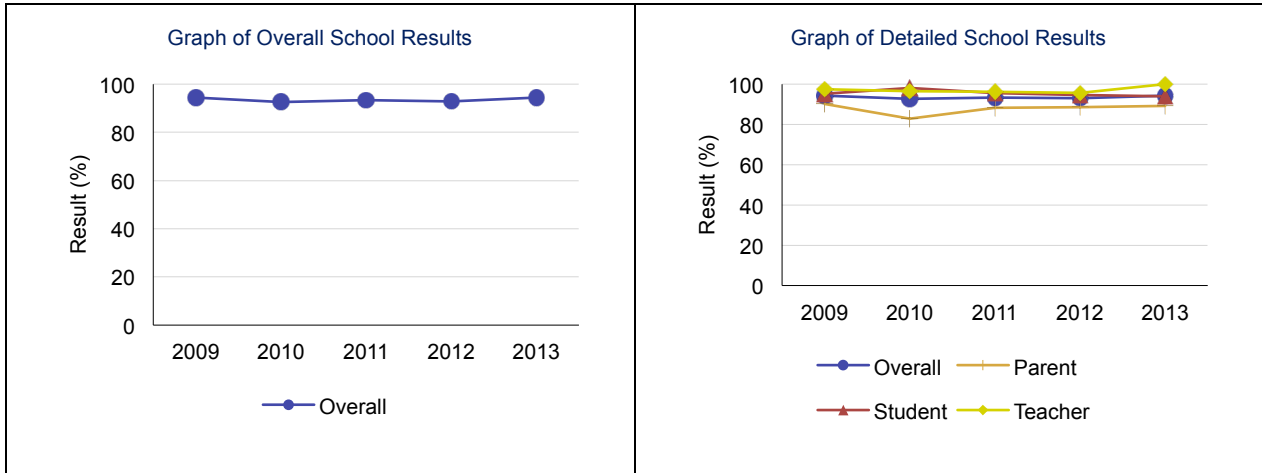
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	82.9	76.8	82.1	75.5	75.7	78.2	78.2	78.7	77.9	80.9	80.1	80.0	79.9	79.7	80.3
Teacher	96.4	96.1	96.1	90.3	89.9	92.5	94.5	91.1	91.7	89.5	88.0	88.6	88.1	88.0	88.5
Parent	69.4	57.6	68.1	60.7	61.5	63.9	62.0	66.3	64.1	72.3	72.2	71.3	71.7	71.4	72.2



Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

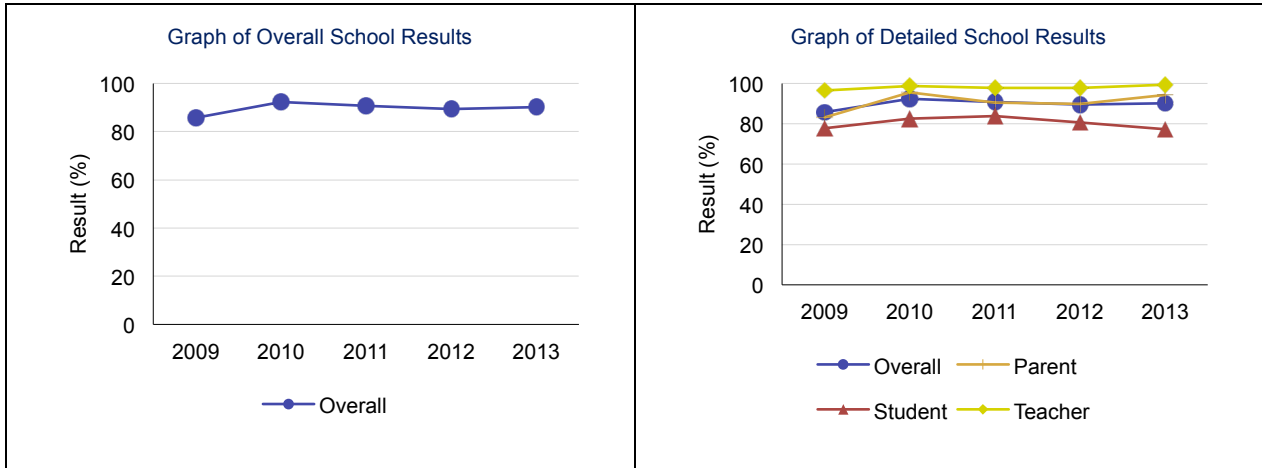
	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	94.4	92.6	93.4	93.0	94.4	90.5	88.7	90.5	91.3	91.8	89.3	89.2	89.4	89.4	89.8
Teacher	97.6	96.7	96.3	95.7	100.0	96.6	95.9	96.2	97.2	97.9	95.3	95.6	95.5	95.4	95.7
Parent	90.2	82.9	88.4	88.6	89.4	85.7	81.9	85.1	86.3	87.9	84.4	83.9	84.2	84.2	84.9
Student	95.3	98.3	95.5	94.7	93.9	89.2	88.3	90.3	90.4	89.5	88.3	88.2	88.5	88.6	88.7



Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	85.8	92.4	90.7	89.5	90.3	87.9	88.9	89.8	89.7	91.1	86.9	87.6	88.1	88.6	89.0
Teacher	96.4	98.9	97.8	97.7	99.3	96.9	97.6	97.7	97.2	97.5	93.8	94.4	94.5	94.8	95.0
Parent	83.1	95.7	90.5	90.0	94.3	84.6	85.3	87.1	86.6	91.2	85.3	86.1	86.6	87.4	87.8
Student	77.7	82.7	83.9	80.7	77.3	82.3	83.9	84.7	85.3	84.6	81.7	82.2	83.3	83.7	84.2



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	93.7	87.7	83.9	88.9	90.7	84.2	82.0	85.4	86.5	86.1	79.4	79.9	80.1	80.0	80.6
Teacher	89.3	91.4	87.9	90.6	100.0	88.1	88.7	90.3	89.2	92.6	78.2	80.8	80.1	81.1	80.9
Parent	100.0	78.6	73.7	88.0	81.8	81.2	74.2	81.4	86.6	83.5	78.1	77.0	77.3	76.2	77.9
Student	91.7	93.1	90.1	88.2	90.4	83.3	83.2	84.4	83.7	82.3	81.8	81.8	82.9	82.7	82.9

