

Three-Year Education Plan for Condor School

MISSION

Condor School is a learning environment that empowers students to succeed academically, physically, creatively, emotionally and socially.

VISION

Condor School is committed to:

- implementing best practices for instruction and assessment.
- celebrating individual and collective achievement.
- promoting collaborative relationships within the extended community.
- developing and demonstrating leadership roles within the school community.
- leaders who establish high standards and expectations for staff and student success.
- maintaining purposeful, open and interactive communication by building a foundation of trust.

VALUES

Modeling and promoting behaviors that:

- establish trust in the school community
- ensure students take ownership of and responsibility for their “learning”
- honor and support our programs
- instill tolerance and cooperation
- lead to life long learning

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.**	84.5	80.6	Intermediate	Maintained	Acceptable	88	89	90
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	8.6	11.2	Very Low	Maintained	Concern	18	20	22
Strategies (optional) -focus on Exemplary teaching strategies to improve student learning -21 st Century skill focus on Engaged Thinking, utilizing SMART learning initiative in classrooms, and inquiry approach -more effective use of our AISI/ DC coach alongside teachers in the areas of lifelong learning, classroom support and learning facilitation -outcomes based instruction and reporting practices -increased collaboration of professionals/ colleagues with other schools to improve teaching and learning -development of self reflection strategies and self assessments of and for learning -studying 21 st Century Skills -careful monitoring of student learning opportunities through Time and Support program, also bringing students on the cusp to be challenged to deepen their thinking and learning								

** The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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

**1. Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled.
(OPTIONAL)**

			2006	2007	2008	2009	2010
Grade 3	English Language Arts 3	Students Enrolled	15	22	23	23	18
		Acceptable Standard (%)	80.0	90.9	91.3	87.0	94.4
		Standard of Excellence (%)	20.0	18.2	8.7	4.3	16.7
	Mathematics 3	Students Enrolled	15	22	23	23	n/a
		Acceptable Standard (%)	80.0	90.9	82.6	87.0	n/a
		Standard of Excellence (%)	26.7	13.6	8.7	17.4	n/a
Grade 6	English Language Arts 6	Students Enrolled	17	20	18	16	20
		Acceptable Standard (%)	88.2	65.0	94.4	81.3	90.0
		Standard of Excellence (%)	5.9	15.0	27.8	12.5	5.0
	Mathematics 6	Students Enrolled	17	20	18	16	n/a
		Acceptable Standard (%)	70.6	85.0	88.9	56.3	n/a
		Standard of Excellence (%)	23.5	5.0	11.1	0.0	n/a
	Science 6	Students Enrolled	17	20	18	16	20
		Acceptable Standard (%)	88.2	75.0	77.8	56.3	70.0
		Standard of Excellence (%)	47.1	5.0	11.1	0.0	5.0
	Social Studies 6	Students Enrolled	n/a	n/a	n/a	n/a	20
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	60.0
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	10.0

Outcome: Students are prepared for the 21st century.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.9	90.1	High	Declined	Acceptable	85	87	90
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	64.3	75.2	Very Low	Maintained	Concern	75	78	80

Strategies (optional)

- focus on Exemplary teaching strategies to improve student learning
- 21st Century skill focus on Engaged Thinking, Ethical Citizenship, and Entrepreneurial Spirit, utilizing SMART learning initiative in classrooms, and inquiry approach
- expose students to Career opportunities, skills, attitudes and behaviours within a Career Day
- integrate successful career skills from the high school program to give exposure to students in grades 6 and 7
- adoption of school wide bucket filling philosophy for character ed. Program across all grades
- Motivational Terrific Tuesday program
- effective use of Ipads, Weebly, google docs, web tools and wireless technologies in the classrooms

Goal Two: Transformed Education Through Collaboration

Outcome: Students have access to programming and supports to enable their learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.8	91.5	Very High	Maintained	Excellent	92	93	94
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.	62.2	71.7	Very Low	Maintained	Concern	75	78	80
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.	91.8	94.1	Very High	Maintained	Excellent	95	95	95
Strategies (optional) -music, art, phys ed, health classes for all grades -drama class for grade 7's -outdoor education program for grade 7's -Artist in Residency program (Utilizing Fine Arts Grant money) -numerous musical and fine arts presentations throughout year -division 2 ski trip -inline skating program for entire school -grade 4,5 swimming program -community dance, softball and rec hockey programs -DARE program with RCMP -student/ class participation in monthly assemblies								

Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	52.2	76.2	Very Low	Declined	Concern	70	75	78
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.4	86.5	Very High	Maintained	Excellent	83	85	87
Strategies (optional) -school division Town Hall meetings -encouraged participation in local school parent advisory council -tri school council meeting for local "Corridor" schools -divisional, School Board and parent council opportunities for all schools (meeting in Alder Flats) -giving parents an opportunity to have a distinct role in IPP planning, scheduled times for parent-teacher conferences, Bring Your Parents to School days in fall/ spring -parental and community involvement in Career Day								

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning. (Results and evaluations for FNMI measures are only required for public, separate and francophone school authority education plans.)

Performance Measure	Current Result	Previous 3-yr Avg.	May 2011 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2011/2012	2012/2013	2013/2014
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	*	n/a	*	*	*			
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	*	n/a	*	*	*			
Strategies (optional) -participation in Divisional Aboriginal Day -utilization of FNMI coordinator in planning								

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