

Condor School

2015-2018 Combined 3 Year Education Plan and Annual Education Results Reports



INTRODUCTION

School Vision

Condor School is a place for students to experience:

- Purpose, hope and dignity in all areas of learning
- Deep intellectual engagement in all subject areas
- Development of positive character qualities
- Celebrations of individual and collective successes
- Collaborative relationships with the extended community
- Purposeful, open and interactive communication
- Teacher commitment to best practices for instruction and assessment
- Differentiated instruction to ensure optimal learning
- Wellness in all areas of development
- A safe, supportive environment

School Mission

Condor School is a “positive” learning environment that empowers students to succeed academically, physically, creatively, emotionally and socially in an ever-changing world.

School Values

We value:

- 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

School Profile

Condor School is a small, rural school in the west-central community of Condor, Alberta. This well-established farming community dates back to World War 1, and displays a tight community bond which brings family and friends together for social events, caring charitable support, school and community sports functions, and other common purposes.

Located within Wild Rose Public School Division, our school provides a positive educational learning environment to 167 students, including students ranging from PreK to grade 7. We have home room teachers at every grade level and are able to provide specialized support to students ranging for mild behaviour issues to more severe disabilities.

We are proud to have strong community support for many activities that occur throughout the school year. Our caring teachers are committed to providing optimal learning within a caring atmosphere. Our school council works very closely with school staff to provide multiple perspectives on school concerns. Our school has a targeted literacy intervention program in place to help students in fluency and comprehension. Weekly program planning meetings include the principal, student support facilitator, family wellness worker and teachers. Teachers are becoming more proficient in using technology as a tool for learning. Our students have the opportunity to participate in various extracurricular sports activities throughout the school year. In addition, students participate in daily physical education and weekly music classes. We promote making healthy lifestyle choices throughout the school year.

School Issues, Trends & Future Directions

Small schools are an integral part of every community. Issues facing Condor are congruent with the issues facing many small rural schools. While the overall general student population has remained steady throughout the years, the class sizes tend to fluctuate between 15-28 students. At present, we have good numbers in our primary grades; therefore, our enrollment numbers should stay steady in future years. However, even minor enrollment changes from year to year can impact a small school budget. This presents difficult staffing decisions at budget time. Additionally, the remoteness of the school presents challenges exposing students to off-site learning opportunities since transportation costs pose budgetary challenges. Economy of scale impacts the supplies and services that our school is able to provide to our students. Fortunately, our very vibrant School Council and private donations allow us to offer a daily snack program as well as funds for many special events.

Condor School has focused on literacy development strongly in the past years. This is an area of strength for our students. However, achievement test data shows mathematics

skills is an area for growth. Students in our school are focused on learning and overall attitudes towards school is very positive.

Students in ECS and grade one are using IPADs as tools to increase engagement and learning. Chromebooks are being used in other grades to varying degrees and with varying purposes. Our teachers will be learning about new pedagogies through curriculum redesign and competency-based lesson design. Professional development will be focused heavily on inquiry-based learning, hands-on activities and deep intellectual engagement for students.

2014-15 RESULTS REPORT

Summary of 2014-15 Major Accomplishments

- Every teacher delivered at least one unit that address competencies in new Ministerial Order
- Increased usage of technology to enhance student learning
- Increased parental involvement through various school events
- Monthly character education program
- Philosophy of Dr. Ross Green explored by staff and implemented at school level
- Healthy eating initiative continued
- Traditional extra-curricular athletic programs and the introduction of Run club and Archery club
- Increased collaboration with referrals to O.T./P.T./Speech/SHOS/McMann/FWW and counsellors
- Overall satisfaction in most areas of Accountability Summary
- No suspensions

General comments regarding your 2014-15 Provincial Exam results

The grade six class that wrote this year's test is relatively small; only 15 students wrote the tests. This low number necessitates that percentage results are viewed with regards to this perspective (1 student = 6.25%). Overall, most students achieved at least acceptable standards on all tests. Math results are a cause for concern since only 68.8% of students achieved at least acceptable standards. It should be noted that the grade six and seven math classes were combined last year with one teacher during all math periods. This "less than ideal" situation may be reflected in 2014-2015 student results. This same group of students performed very well in comparison to the provincial average in all other subject areas. However, students in this school continue to lag behind the provincial average in achieving the standard of excellence in language arts, science and social studies. Interestingly, in math, Condor students exceeded the provincial average in achieving the standard of excellence.

Combined 2015 Accountability Pillar Overall Summary

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	96.7	98.4	91.9	89.2	89.1	88.9	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	89.0	74.5	73.8	81.3	81.3	81.2	Very High	Improved	Excellent
		Education Quality	94.4	98.0	91.7	89.5	89.2	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.4	3.3	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	84.4	66.7	78.1	73.0	73.1	73.9	High	Maintained	Good
		PAT: Excellence	15.6	12.5	8.9	18.8	18.4	18.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	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	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	88.2	88.9	80.6	82.0	81.2	80.4	Very High	Maintained	Excellent
		Citizenship	92.2	94.6	87.5	83.5	83.4	83.1	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	92.0	89.3	78.5	80.7	80.6	80.2	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	95.1	89.5	78.5	79.6	79.8	80.1	Very High	Improved Significantly	Excellent

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: 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%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

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.

Improvement	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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.9	82.2	85.8	94.6	92.2	90	Very High	Improved	Excellent	90	90	90
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.	64.3	75.0	77.8	88.9	88.2	90	Very High	Maintained	Excellent	90	90	90

Comment on Results

Since 2011 there has been a steady incline and is now close to the 90% range for two years in a row.

Strategies for 2015-2018

- Continue whole-school character education program
- High expectations for student behaviour and attitudes
- Expose students to career opportunities, skills, attitudes and behaviours through career day
- Teach digital citizenship with effective use of technology
- Encourage opportunities to contribute to community causes
- Embrace volunteerism
- Use website and newsletter to showcase student learning and projects
- Acknowledge students who display citizenship at monthly assemblies
- Professional development on competency-based pedagogy.

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	85.0	83.3	84.2	66.7	84.4	75%	High	Maintained	Good	76%	77%	78%
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.0	3.6	10.5	12.5	15.6	18%	Intermediate	Maintained	Acceptable	18%	19%	20%

Comment on Results:

Overall satisfactory results with 84% of students meeting acceptable levels of achievement. Results were 17 percentage points higher than the previous year’s results. This year’s results are similar to results achieved in previous years.

Strategies for 2015-2018

- **Focus on exemplary teaching strategies to improve student learning**
- **Ensure literacy intervention continues for students needing extra support**
- **Ensure effective parental communication throughout school year including, but not limited to interviews and report cards**
- **Increase teacher use of formative feedback**
- **Early identification of struggling students**
- **Evolve use of pedagogies such as inquiry-based learning and hands-on opportunities for students**
- **Use professional development opportunities to enhance teacher efficacy**
- **Use technology tools to improve student learning and engagement**
- **Professional development on effective mathematics teaching and learning**
- **Ensure higher use of existing manipulative to make visual representations of math for students.**
- **Timetable to maximize math instructional time**

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific 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		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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	72.8	74.2	74.5	89.0	75%	Very High	Improved	Excellent	77%	78%	79%

Comment on Results

There is a trend of steady improvement in this category. This year’s result is much higher than previous results. Although our school is unable to have specialist teachers in music, technology, physical education and art, there is overall satisfaction in the program being offered at Condor.

Strategies for 2015-2018

- **Ensure high quality learning opportunities in all subject areas**
- **Focus on competencies in all subject areas**
- **Provide access to broad program of studies including fine arts, career and technology, health, and physical education**
- **Outdoor education program, art and French options for grade 7**
- **Support various musical and fine arts presentations throughout the year**
- **DARE program with school resource officer for grade 6**
- **Use staff meetings and professional development times to collaborate on best practices in education**
- **Provide opportunities for extra-curricular participation**
- **Ensure on-going professional development for teachers occur**
- **Drama through Readers Theatre, Christmas concert, role-playing, creating plays, and movement games**

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome Three: Alberta's education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	52.2	60.8	85.5	89.3	92.0	90%	Very High	Improved	Excellent	90%	90%	90%
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.8	85.6	91.5	98.0	94.4	92%	Very High	Maintained	Excellent	92%	92%	92%

Comment on Results

We are very pleased that stakeholders are very satisfied with the degree of collaboration and engagement at the school. There have been steady improvements in past years.

Strategies for 2015-2018

- Work with School Council to set direction for the school
- Build strong professional leadership team at school level
- Increase teacher leadership, collaborative opportunities and decision-making
- Embrace opportunities for community members and parents to volunteer and share special talents and skills
- Encourage parent attendance at many school functions
- Provide opportunities to showcase learning via assemblies, websites, teacher newsletters, bulletin boards, etc.
- Increase number of parent volunteers in classrooms
- Increase two-way communication between teachers and parents.

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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	88.8	88.4	98.4	96.7	95%	Very High	Improved	Excellent	95%	95%	95%
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.	81.4	69.0	76.8	89.5	95.1	95%	Very High	Improved Significantly	Excellent	95%	95%	95%

Comment on Results
Condor school has a solid reputation for establishing expectations that lead to feelings of safety, caring and respect for students. This year’s results provides evidence that students feel they are in a safe, healthy learning environment.

- Strategies for 2015-2018**
- **Provide many opportunities for students to work together and learn together**
 - **Establish routines and rules to ensure student safety**
 - **Use character education program to instruct, model and improve caring and kindness**
 - **Open dialogue with students about topics such as bullying, diversity, inclusion and rights and responsibilities**
 - **Ensure sufficient supervision is in place at all times**
 - **Encourage healthy nutritional options for school events.**
 - **Provide structured times for multi-graded groupings for projects**
 - **Student leadership team activities**
 - **Snack program**
 - **Focus on wellness learning for staff and students**

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome Four: First Nations, Métis and Inuit students are successful

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

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

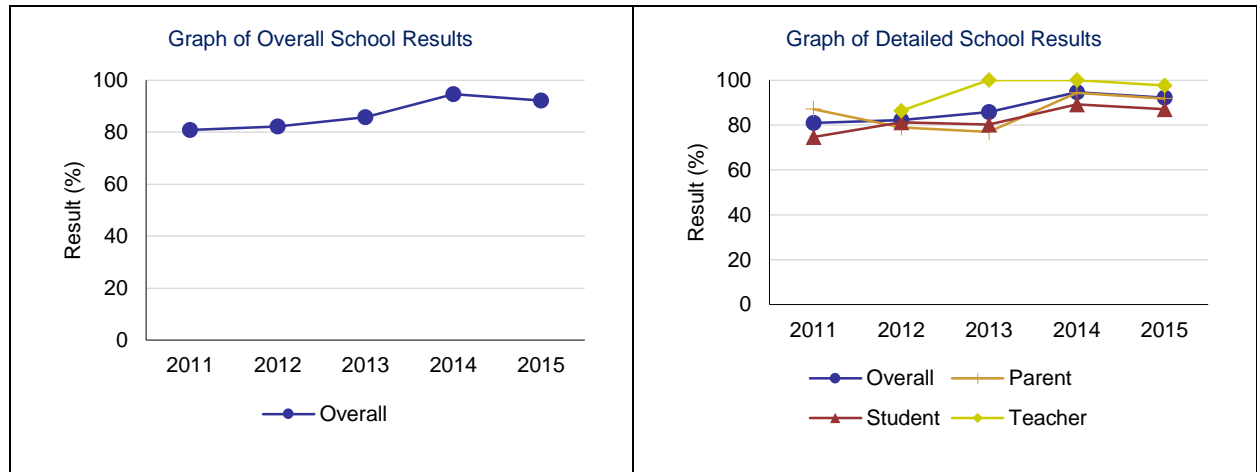
<p>Comment on Result No data available</p>
<p>Strategies for 2015-2018</p> <ul style="list-style-type: none"> • Increase teacher knowledge of FNMI experiences and expectations. • Promote inclusion and diversity with students

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	80.9	82.2	85.8	94.6	92.2	73.8	73.8	73.0	74.7	77.2	81.9	82.5	83.4	83.4	83.5
Teacher	*	86.4	100.0	100.0	97.7	87.2	86.6	83.3	84.4	91.3	92.7	93.1	93.6	93.8	94.2
Parent	87.1	79.0	77.0	94.4	91.8	69.0	69.2	70.1	75.4	75.8	78.6	79.4	80.3	81.9	82.1
Student	74.7	81.3	80.3	89.3	87.1	65.4	65.7	65.8	64.3	64.6	74.5	75.0	76.2	74.5	74.2



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

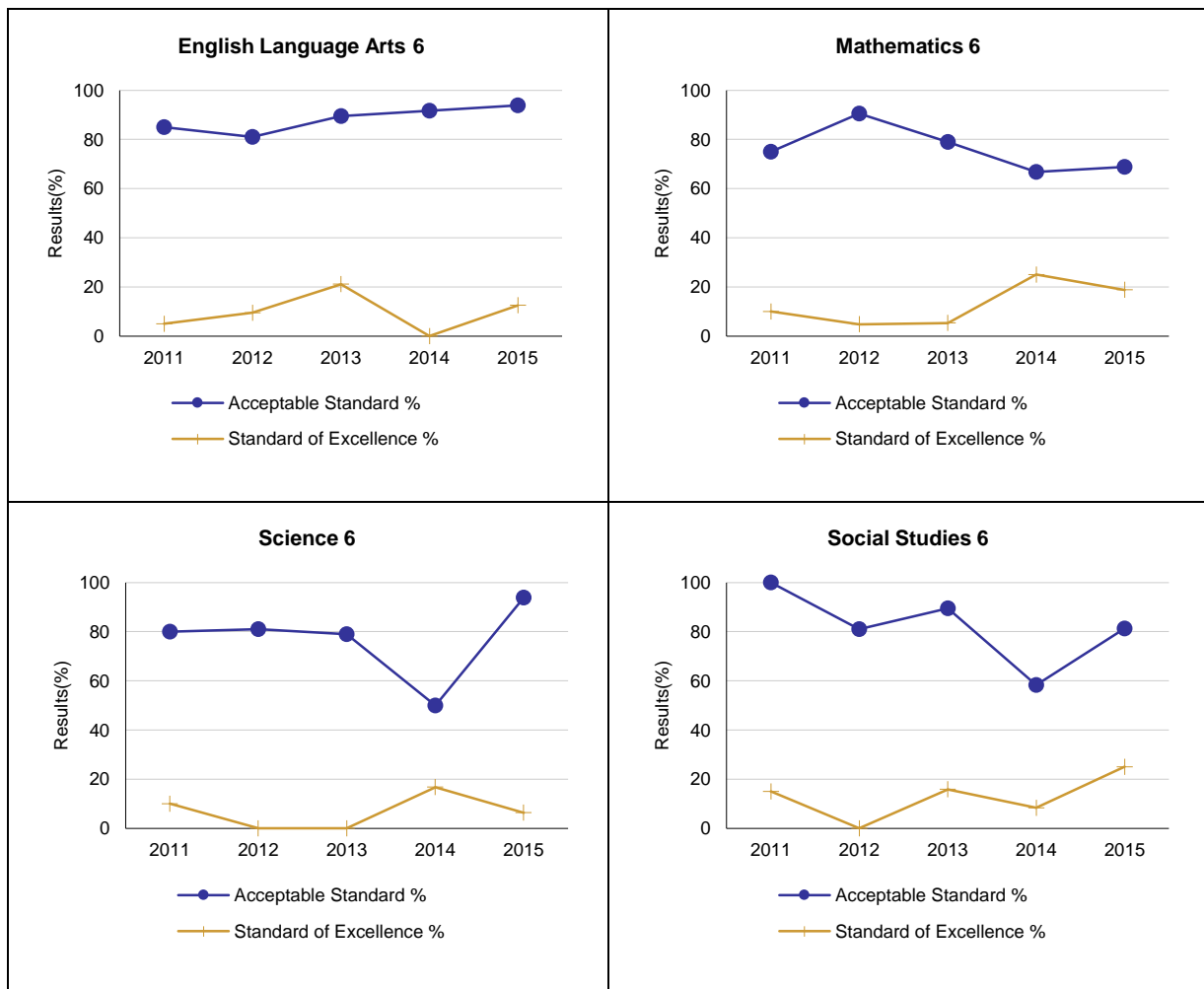
Work Preparation – Measure Details

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	64.3	75.0	77.8	88.9	88.2	73.8	69.3	69.7	72.5	76.0	80.1	79.7	80.3	81.2	82.0
Teacher	*	88.9	83.3	100.0	100.0	82.2	84.0	80.5	80.5	87.0	89.6	89.5	89.4	89.3	89.7
Parent	64.3	61.1	72.2	77.8	76.5	65.5	54.6	59.0	64.5	64.9	70.6	69.9	71.1	73.1	74.2

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

Provincial Achievement Test Results – Measure Details

		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	85.0	5.0	81.0	9.5	89.5	21.1	91.7	0.0	93.8	12.5	90	15
	Authority	83.2	9.2	85.1	9.2	86.7	11.9	78.7	8.7	86.0	11.7		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
	Authority	73.9	8.7	94.7	15.8	77.8	0.0	85.7	4.8	84.2	0.0		
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6		
Mathematics 6	School	75.0	10.0	90.5	4.8	78.9	5.3	66.7	25.0	68.8	18.8	85	15
	Authority	73.3	12.3	70.7	9.2	69.5	10.0	69.4	8.5	73.7	7.3		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	School	80.0	10.0	81.0	0.0	78.9	0.0	50.0	16.7	93.8	6.3	85	15
	Authority	77.4	23.4	79.9	21.3	77.0	17.7	73.2	15.8	78.1	15.2		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	School	100.0	15.0	81.0	0.0	89.5	15.8	58.3	8.3	81.3	25.0	85	15
	Authority	71.5	11.0	71.8	11.5	72.6	11.4	63.4	8.7	67.8	10.5		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		



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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Condor Elementary School						Alberta				
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	16	93.8	17	87.4	47,446	82.8	44,338	82.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	16	12.5	17	10.2	47,446	19.5	44,338	17.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	87.5	2,648	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	13.6	2,648	16.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	89.0	497	91.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2
Mathematics 6	Acceptable Standard	Low	Maintained	Issue	16	68.8	17	78.7	47,377	73.3	44,292	73.8
	Standard of Excellence	High	Maintained	Good	16	18.8	17	11.7	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Very High	Improved	Excellent	16	93.8	17	70.0	47,379	76.4	44,273	77.1
	Standard of Excellence	Very Low	Maintained	Concern	16	6.3	17	5.6	47,379	25.3	44,273	26.3
	Standard of Excellence	High	Improved	Good	16	25.0	17	8.0	47,385	18.1	44,226	18.4

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

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.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 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%.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods

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

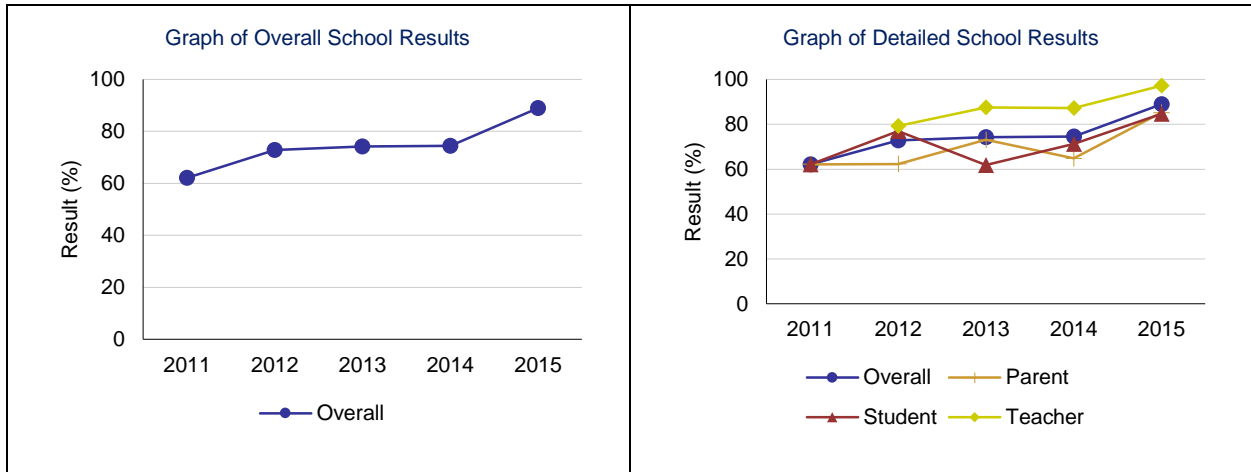
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	62.2	72.8	74.2	74.5	89.0	75.2	71.9	72.9	72.1	74.4	80.9	80.7	81.5	81.3	81.3
Teacher	*	79.2	87.5	87.3	97.2	82.0	79.9	80.9	78.4	80.4	87.6	87.3	87.9	87.5	87.2
Parent	62.2	62.3	73.1	64.8	85.2	72.8	69.5	71.3	72.5	71.9	78.3	78.1	78.9	79.9	79.9
Student	62.2	77.0	61.9	71.3	84.7	70.8	66.1	66.4	65.4	71.0	76.9	76.9	77.8	76.6	76.9

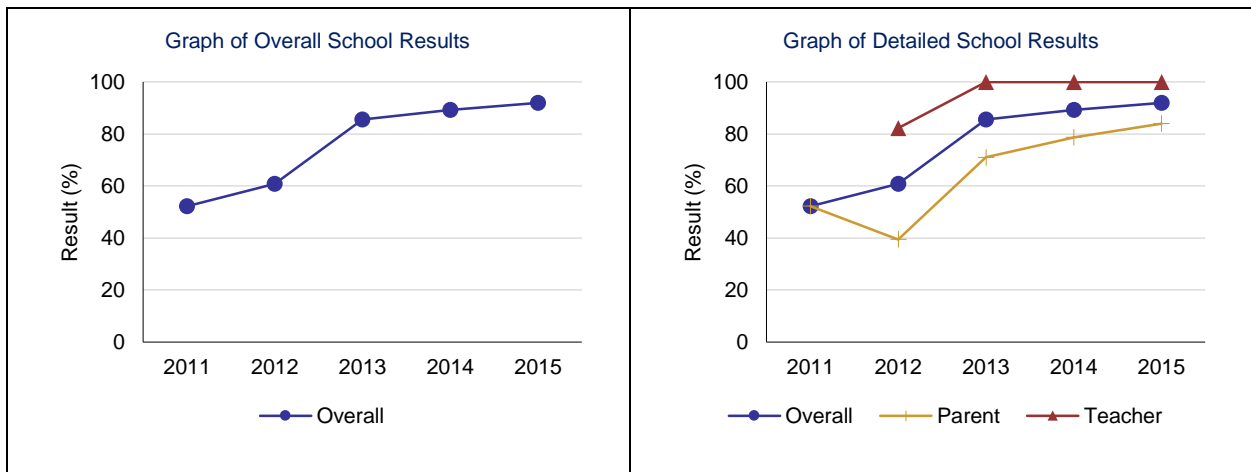


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	52.2	60.8	85.5	89.3	92.0	74.8	73.9	76.0	80.1	78.7	79.9	79.7	80.3	80.6	80.7
Teacher	*	82.2	100.0	100.0	100.0	86.3	85.5	85.0	87.2	87.7	88.1	88.0	88.5	88.0	88.1
Parent	52.2	39.4	71.0	78.7	84.0	63.2	62.3	66.9	73.0	69.7	71.7	71.4	72.2	73.1	73.4

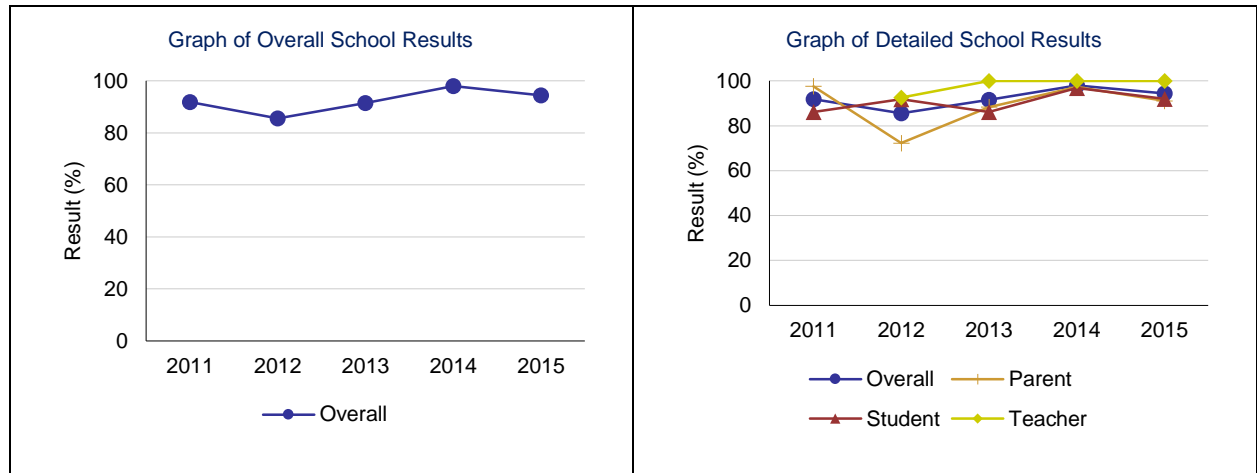


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Education Quality – Measure Details

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

	School					Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	91.8	85.6	91.5	98.0	94.4	85.1	84.9	83.4	85.2	85.9	89.4	89.4	89.8	89.2	89.5
Teacher	*	92.6	100.0	100.0	100.0	93.7	93.2	90.9	91.2	92.7	95.5	95.4	95.7	95.5	95.9
Parent	97.6	72.3	88.3	97.2	91.1	78.5	77.7	77.5	82.8	82.4	84.2	84.2	84.9	84.7	85.4
Student	86.1	91.8	86.2	96.9	92.0	83.0	83.8	81.8	81.5	82.4	88.5	88.6	88.7	87.3	87.4

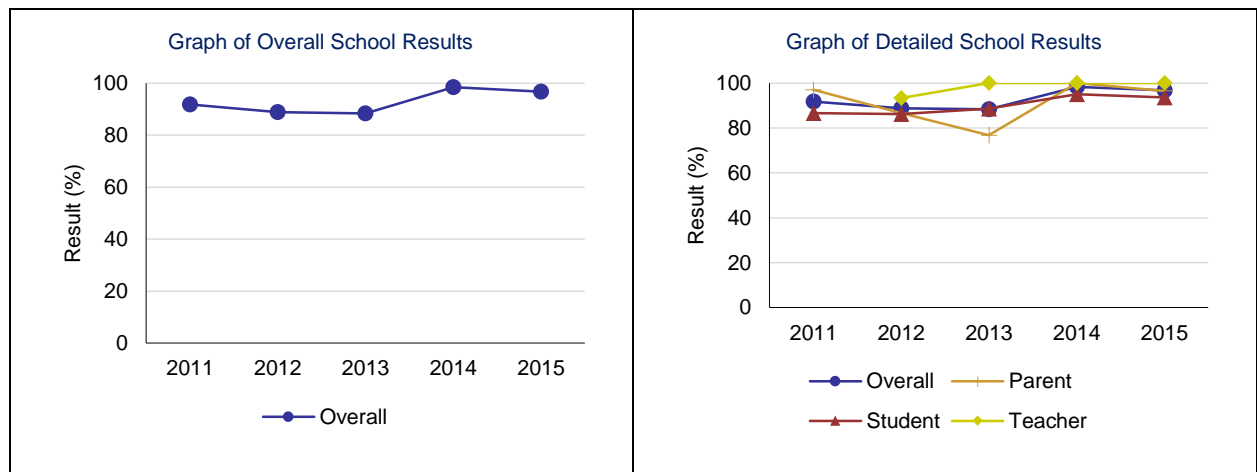


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	91.8	88.8	88.4	98.4	96.7	83.1	82.6	82.1	84.7	85.6	88.1	88.6	89.0	89.1	89.2
Teacher	*	93.3	100.0	100.0	100.0	91.5	90.4	90.0	91.6	93.7	94.5	94.8	95.0	95.3	95.4
Parent	97.0	86.7	76.8	100.0	96.5	80.2	80.4	79.8	86.0	86.0	86.6	87.4	87.8	88.9	89.3
Student	86.7	86.2	88.6	95.1	93.6	77.7	77.0	76.4	76.5	77.2	83.3	83.7	84.2	83.1	83.0

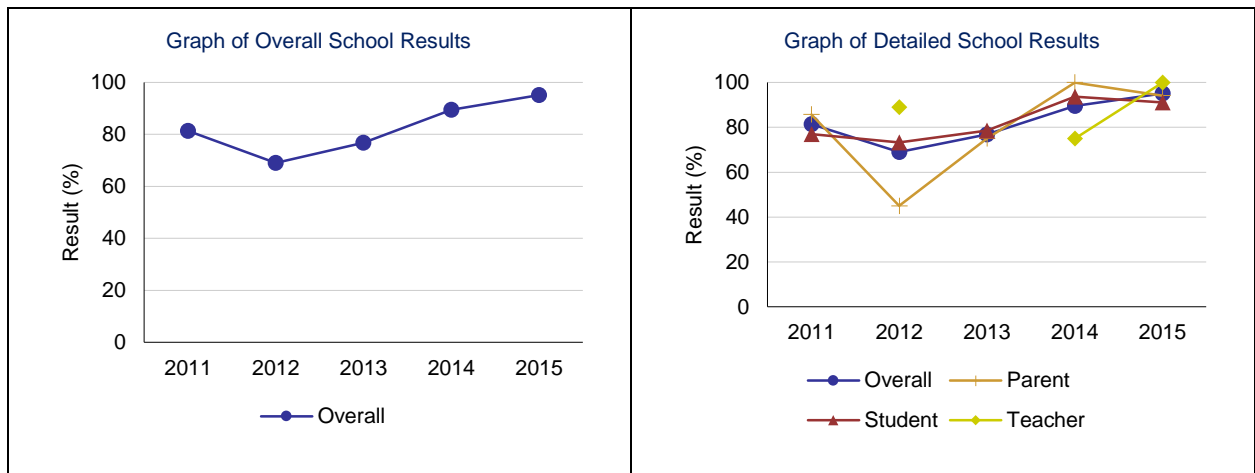


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	81.4	69.0	76.8	89.5	95.1	75.9	73.1	68.8	73.3	76.3	80.1	80.0	80.6	79.8	79.6
Teacher	*	88.9	*	75.0	100.0	76.4	77.1	68.8	74.8	81.3	80.1	81.1	80.9	81.3	79.8
Parent	85.7	45.0	75.0	100.0	94.1	73.6	68.5	69.3	74.4	75.1	77.3	76.2	77.9	77.0	78.5
Student	77.0	73.3	78.6	93.6	91.1	77.5	73.8	68.4	70.7	72.5	82.9	82.7	82.9	81.2	80.7



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

2015-16 Professional Development Plan-Condor School

- August 25-Teacher professional growth planning/submission to principal by September 30th
- August 26-Division Focus-Gradebooks in Power School
- August 27-Division Focus-Wellness/Health
- August 28-Collaborative Planning meetings
- August 31-Collaborative response review of students to identify students and develop strategies of intervention
- September 18-Inspiring Education/Power Teacher
- October 23-Power School
- November 9/10-First Aid Certification for two teachers
- November 20-Inspiring Education and Collaborative Planning-
 - a.m. –Review and reflect on Ministerial Order and its impact on education. Examine each of the competencies and develop plans for increasing student potential in each area. Examine Inquiry-based units and their relevance in addressing Ministerial Order.
 - p.m. Collaboration with focus on Ministerial Order/Develop units with competencies embedded in planning process.
- December 4- Zones of Regulation session <http://www.zonesofregulation.com/>
- January 29-Teacher professional growth planning/review of goals with Principal
- Feb. 18/19-Teacher’s Convention
- March 7-Math/Numeracy

April 15-Project Based Learning/Competencies

May 6- Technology/Web pages/Apps/free resources for student engagement

June 29-Collaborative Transition Meetings

Conclusion

This plan is the result of meetings with teachers, parents and School Council. Provincial achievement tests and the accountability pillar were analyzed and comments were gathered prior to completing the planning process.

Signatures

Teacher representative: _____

School Council Chair: _____

Principal: _____

Superintendent of Schools: _____