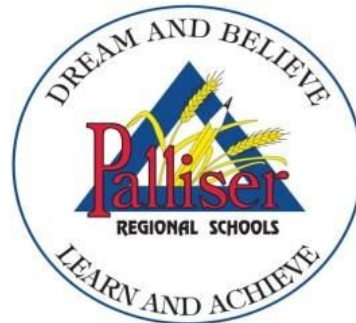




Trinity Christian School

Palliser Regional School



School Goals 2016-2017

MISSION

Our mission is to prepare God's children for a life of learning and service in His world. By the grace of God, in partnership with the Christian home and church, we will lead children to be the best they can be for His glory.

VISION

Our vision at TCS is to fulfill the unique potential of each child by providing pre-K to grade 12 education in Christ-centered community.

- Pillar 1 We will be a community of believers that is deliberate in building up the body of Christ by offering an environment that encourages each student's spiritual growth and personal commitment to Christ
- Pillar 2 We will provide excellent education from a Biblical Worldview for all learners
- Pillar 3 We seek to partner closely with the Christian home and church
- Pillar 4 We will seek out opportunities to serve in God's school, community, city and world
- Pillar 5 We submit to the LORD's direction in addressing the growing demand for Christian education in Calgary South
- Pillar 6 In Christian community with God's provision we will strive to provide affordable society fees

PRINCIPLES

The basic purposes and objectives of the Association for Christian Schooling in Calgary South are:

- To create an interdenominational educational community that seeks to educate the child from a Christian perspective.
- To educate the whole child; challenging each student to reach their full potential in every area of personal development -- emotional, physical, social, intellectual and spiritual -- while nurturing their relationship to God in each of these areas.
- To develop intellectual discipline, a keenness for knowledge and sharpness for critical thinking.
- To integrate in a meaningful way what students learn at school with the home, the church, and the greater school community.
- To foster Christian community and active participation among parents, staff, students, and the members of the Society.
- To promote excellence in teaching through ongoing support and professional development.

School: Trinity Christian School

Principal: Michelle Duimel

| Jurisdictional Goal: Literacy | | | Principal Comments |
|--|--|---|---|
| School Goal | Strategies | Measures including school developed data | Data/evidence on how well the strategies worked. |
| <p>Literacy Students will improve their writing and reading skills through a focus on writers workshop, reading, and word work.</p> | <p>1.)Teachers will use Fountas and Pinnell data to determine student reading level. We will use the Fountas and Pinnell reading support strategies book as well as create small group and one-on-one reading times to improve student comprehension, accuracy, and fluency. We will also use the K - 1 assessments.</p> <p>2.)Grade level teachers will meet three times per year to discuss “at risk readers” and the strategies they are using to bring them up to grade level, using our Friday PD afternoons.</p> | <p>1.)By March 2016, 95% of students will achieve grade learning level according to Fountas and Pinnell testing. Students “at risk and approaching” will have regular “check-ins” throughout the year to ensure individual student needs are being met to progress them to reading at reading level by grade 3.</p> <p>2.)Teachers will complete an analysis of their F and P data to show where intervention is needed and will collaborate to implement best practices for the students “at risk” and “approaching.” Together, with teachers, the LST and administration, we will determine</p> | |

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| | <p>3.) Friday afternoon professional learning times will be used for teachers to improve teaching literacy skills. We will use Palliser and TCS resident experts to help support our Literacy Action plan for teachers. This will include reading, writing and word work.</p> <p>4.) Administration will ensure best practices are being implemented in the classrooms.</p> | <p>if an academic wrap is necessary for any of these students.</p> <p>Teachers will have had one-on-one and small group reading intervention times throughout the year.</p> <p>3.) On November 4, January 13 and April 7, grade level teams will have met to discuss strategies for at risk readers and will report at the staff meetings those afternoons. We will invite the Palliser literacy coach to two Friday PD times.</p> <p>4.)Effective Writing Strategies, Writer's Workshop, Guided Reading, Words Their Way, and Vocabulary Their Way will be used in all classrooms.</p> <p>Collaborative Learning Communities will operate two Fridays each month focusing on best practices and professional development.</p> <p>5.) Principal, VP, and LST will provide targeted intervention to</p> | |
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| | <p>5.) Administration will model researched based literacy practices.</p> <p>6.) The OCA will be used each fall to determine where our junior high students are at.</p> <p>7.) Literacy blocks will be scheduled 4 days each week.</p> <p>8.) Writing exemplars will be created for each grade level.</p> | <p>small groups of students as necessary.</p> <p>6.) Junior High teachers will administer the OCA (Ontario Comprehension Assessment) testing and use the data as a team to target individual and small group instruction in junior high. We will use a variety of resources for explicit reading strategies and skills instruction. <u>Notice and Note</u> <u>Think Literacy</u> <u>Literacy resources online</u> <u>Making a Difference to Your School's Effectiveness: Assisting Teachers with Balanced Literacy</u></p> <p>7.) Grades 5 - 9 will have a scheduled literacy reading block each day, Monday through Thursday, that will be used to read individually. K - grade 4 have literacy reading blocks throughout their day.</p> <p>8.) Teachers will collaborate in their GLPs to collect writing exemplars.</p> | |
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Goal 2

| Jurisdiction Goal: Safe and Caring | | | Principal Comments |
|---|--|---|--|
| School Goal | Strategies | Measures including school developed data | Data/evidence on how well the strategies worked. |
| Safe and Caring Teachers will have evidence that students understand how they can impact their families, school, and the greater world around them through the character study of people of the Bible, people throughout history, and themselves. | 1.) Staff will attend the P.C.C.E. conference October 20-21, 2016, as well as engage and participate in Tft specific professional development opportunities. 2.) Students will practice having an impact on their world through the focus on formational learning experiences (FLEx) and service projects within the school and in the greater community. Opportunities for students to reflect on service learning and FLEx projects will also be given. 3.) Staff meeting time will be given for teachers to share ideas, build resources to help students study the monthly Biblical examples, and explore the TFT website and posted units. 4.) Classroom bulletin boards and school entry will display how TCS students are 'Made to be More' (ex: theme board in the grade 2-6 hallway, new Biblical through lines posters in the main entrance, FLEx/service project reflections, etc.). | 1.) Teachers will have attended multiple professional development opportunities throughout the year. 2.) Each homeroom will have evidence of having participated in a FLEx and/or Service project this year, and will have created a reflection piece in regards to the experience. 3.) Time will be given on October 14th, December 9th, April 28th, and May 12th. 4.) We will have evidence (photos) of classroom bulletin boards and school entry displays. | |

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| | <p>5.) Students with their buddy classes will lead all-school chapels concentrating on a particular Bible 'character' and any appropriate throughlines that can be authentically linked..</p> <p>6.) Junior High Leadership club will focus on making an impact on TCS and our families by organizing events, community-building opportunities, and continuing to grow in each student's' leadership abilities.</p> <p>7.) Jr High students will meet in multi-grade small groups and devotion times two times a month to study ways that they can have an impact on their communities and be world changers.</p> <p>8.) As a result of our Accountability Pillar, we will provide opportunities for elementary clubs and Jr high music.</p> | <p>5.) Each grade will have led an all school chapel according to the Chapel Schedule.</p> <p>6.) Junior High Leadership club will have met according to the schedule created by the junior high leader.</p> <p>7.) Jr High leaders will have evidence of curriculum and plans for each small group and devotion time.</p> <p>8.) Our TA option will provide elementary clubs once a week during lunch recess led by Junior high students. We will enhance our Jr high praise band with more opportunities for various instruments to be involved.</p> | |
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School: 9973 Trinity Christian School

Combined 2016 Accountability Pillar Overall Summary

| Measure Category | Measure Category Evaluation | Measure | Trinity Christian 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 | 95.6 | 92.5 | 94.0 | 89.5 | 89.2 | 89.1 | Very High | Maintained | Excellent |
| Student Learning Opportunities | n/a | Program of Studies | 85.5 | 90.0 | 91.1 | 81.9 | 81.3 | 81.4 | Very High | Declined | Good |
| | | Education Quality | 96.0 | 92.6 | 95.2 | 90.1 | 89.5 | 89.5 | Very High | Maintained | Excellent |
| | | Drop Out Rate | 0.0 | 0.0 | 4.0 | 3.2 | 3.5 | 3.5 | Very High | Improved | Excellent |
| | | High School Completion Rate (3 yr) | n/a | * | 43.5 | 76.5 | 76.5 | 75.5 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | Excellent | PAT: Acceptable | 88.4 | 89.1 | 89.9 | 73.6 | 72.9 | 73.4 | Very High | Maintained | Excellent |
| | | PAT: Excellence | 35.7 | 32.2 | 34.7 | 19.4 | 18.8 | 18.6 | Very High | Maintained | Excellent |
| Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | n/a | n/a | n/a | 85.0 | 85.2 | 85.1 | n/a | n/a | n/a |
| | | Diploma: Excellence | n/a | n/a | n/a | 21.0 | 21.0 | 20.5 | n/a | n/a | n/a |
| | | Diploma Exam Participation Rate (4+ Exams) | n/a | * | n/a | 54.6 | 54.4 | 53.5 | n/a | n/a | n/a |
| | | Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 60.8 | n/a | n/a | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a | Transition Rate (6 yr) | * | 39.0 | 39.0 | 59.4 | 59.7 | 59.3 | * | * | * |
| | | Work Preparation | 93.2 | 89.0 | 95.0 | 82.6 | 82.0 | 81.1 | Very High | Maintained | Excellent |
| | | Citizenship | 90.8 | 88.9 | 91.1 | 83.9 | 83.5 | 83.4 | Very High | Maintained | Excellent |
| Parental Involvement | Excellent | Parental Involvement | 95.4 | 94.8 | 95.6 | 80.9 | 80.7 | 80.5 | Very High | Maintained | Excellent |
| Continuous Improvement | Good | School Improvement | 89.1 | 91.5 | 94.2 | 81.2 | 79.6 | 80.0 | Very High | Declined | Good |

