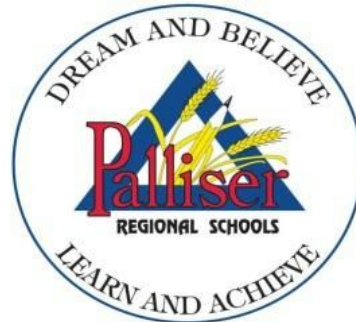




# **Trinity Christian School**

**Palliser Regional School**



**School Goals 2015-2016**

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## **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 GOALS

**School: Trinity Christian School**

**Principal: Michelle Duimel**

### Goal 1

<b>Jurisdictional Goal: Literacy</b>			<b>Principal Comments</b>
<b>School Goal</b>	<b>Strategies</b>	<b>Measures including school developed data</b>	<b>Data/evidence on how well the strategies worked.</b>
<p><b>Literacy</b> Students will improve their reading skills.</p> <p><b>F &amp; P Results:</b></p> <p>Mar. '15 - 93% of students from grade 1 - 9 are at or above grade level for reading</p> <p>Mar. '16 - Goal is for 95% of students from grade 1 - 9 at or above grade level for reading</p>	<p>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>Administration will sit in on two of each teacher's Fountas and Pinnell testing to ensure consistency of results.</p> <p>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>We will use Friday afternoon Professional Learning times for teachers to improve teaching literacy skills.</p>	<p>By March 2016, 95% of students will achieve grade learning level according to Fountas and Pinnell testing.</p> <p>Teachers will have had one-on-one and small group reading intervention times throughout the year.</p> <p>By the spring F and P testing, administration will have sat in on two of each teacher's F and P testing.</p> <p>On November 6, January 8 and April 8, grade level teams will have met to discuss strategies for at risk readers and will report at the staff meetings those afternoons.</p>	

<p><b>PAT Reading 2015/2016 (goal)</b></p> <p>Gr. 6 AS - 97.7 / 100 SoE - 65.9 / 66** BAS - 2.3 / 0</p> <p>Gr. 9 AS - 88.2 / 95 SoE - 11.8 / 25 BAS - 11.8 / 5</p>	<p>We will use Palliser and resident experts (Bev Smith/Vickie Tiessen) to help support our Literacy Action plan for teachers.</p> <p>Administration will ensure best practices are being implemented in the classrooms.</p> <p>Junior High teachers will administer the OCA (Ontario Comprehension Assessment) testing and</p>	<p>Collaborative Learning Communities will operate two Fridays each month focusing on best practices and professional development.</p> <p>Bev Smith will be utilized at least twice throughout the year on our Friday PD afternoons. As well, resident teacher experts within our school community or our Palliser School communities will be used.</p> <p>Administration will have recorded our formal visits with each teacher at least 3x this year and will have had dialogue and provided feedback to teachers regarding areas of strength and areas in need of improvement. Teacher Professional Growth Plans will have been discussed and documented by November 15, 2015 to ensure that teachers are improving professionally.</p> <p>OCA testing will be completed by October 28, 2015 and the data will be compiled for teacher review</p>	
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<p>Gr 9 PAT Reading 2015 12% SoE Narrative/ Poetic 45% SoE Informational</p>	<p>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>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>Grades 7 - 9 will have a reading skills period each week where they will work on comprehension skills using PAT style questions from previous PAT tests, and the <u>Steck-Vaughn Core Skills Reading Comprehension</u>. This will focus mainly on Narrative/Poetic reading skills.</p> <p>Grades 5 - 9 will have a scheduled literacy reading block at the end of each day, Monday through Thursday, that will be used to read individually. K - grade 4 have literacy reading blocks throughout their day.</p> <p>We will do Academic wraps on struggling students, with a focus on those who are below grade level in reading.</p>	<p>on October 30, 2015. On November 6, January 8 and April 8, junior high team will have met to discuss reading strategies and will report at the staff meetings those afternoons.</p> <p>Schedule will reflect a time each week dedicated to comprehension skill development as described.</p> <p>Our schedules will reflect this literacy reading block from Monday - Thursday.</p> <p>2016 PAT results will reflect an increase in Narrative/Poetic reading</p> <p>We will have documentation and evidence of academic wraps on struggling students.</p>	
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## Goal 2

Jurisdiction Goal: Safe and Caring		Principal Comments
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School Goal	Strategies	Measures including school developed data	Data/evidence on how well the strategies worked.
<p><b>Safe and Caring</b></p> <p>Teachers will have evidence that students understand how they can become agents of change.</p>	<p>New Teacher training October 20/21 @ Calgary Christian School. (Edith Boldt, Jennifer Munton, Brian 'T Hart, Heidi Richmond-Okada)</p> <p>Staff will attend the P.C.C.E. conference October 22, 23, as well as engage and participate in Tft specific professional development days.</p> <p>Students will practice being agents of change 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.</p> <p>Teachers will reclaim and rename units and topics so that it shows how they are a part of God's story.</p> <p>Staff meeting time will be given for teachers to share ideas; and explore the TFT website and posted units.</p> <p>Classroom bulletin boards and school entry will display through lines.</p> <p>Students with their buddy classes will lead all-school chapels concentrating on a particular throughline.</p> <p>SALTS Leadership club will focus on leadership by using the throughlines.</p>	<p>Teachers will have attended multiple professional development opportunities throughout the year.</p> <p>Each homeroom will have evidence of having participated in a FLEx or Service project this year, and will have created a reflection piece in regards to the experience.</p> <p>During Friday Tft PD time, teachers will reclaim and rename at least one unit.</p> <p>Time will be given on November 20th, January 15th, March 11th, April 22nd, and May 13th.</p> <p>We will have evidence of classroom bulletin boards and school entry having displayed the through lines.</p> <p>Each grade will have lead an all school chapel according to the <a href="#">Chapel Schedule</a>.</p>	

	<p>Jr High students will meet in multi-grade small groups and devotion times two times a month.</p>	<p>SALTS Leadership club will have met according to the <a href="#">SALTS Schedule</a>.</p> <p>Jr High leader will have evidence of curriculum and plans for each small group and devotion time.</p> <p>TfT “Talkthroughs” (survey) in classes.</p> <p>Each teacher will have evidence of student understanding of each of the through-lines and how it impacts their worldview and relationship with Jesus</p>	
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## PAT ANALYSIS - 5 year PAT Trends

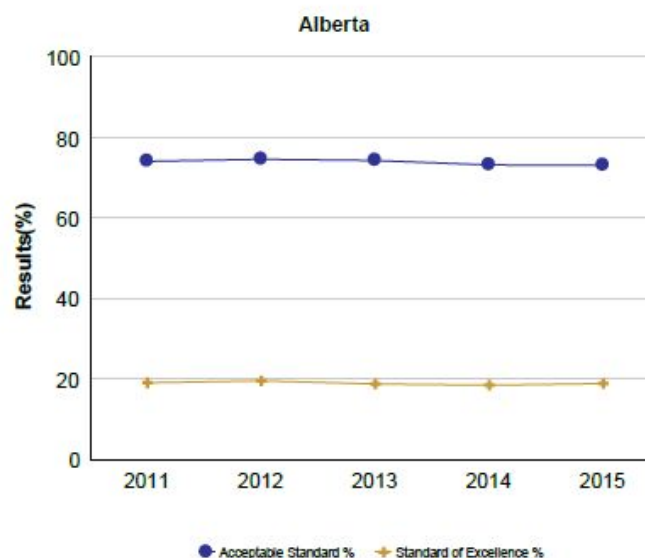
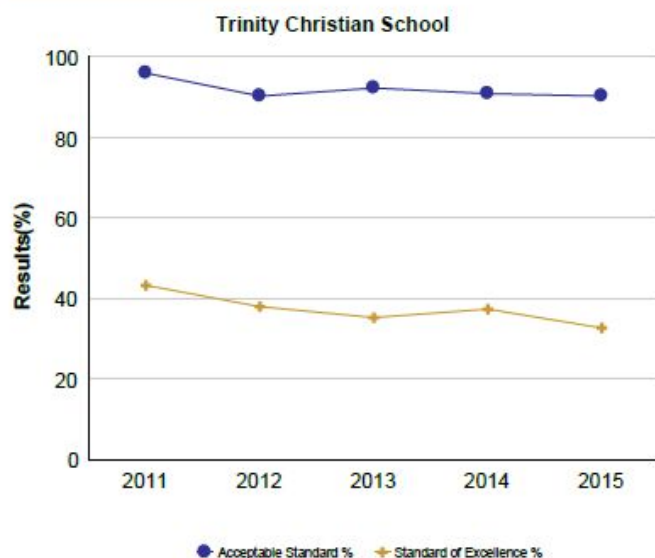


## PAT Results By Number Enrolled Measure History

School: 9973 Trinity Christian School

Province: Alberta

	Trinity Christian School					Alberta				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
N	55	64	62	57	79	88,250	87,201	77,202	91,154	92,877
Acceptable Standard %	95.9	90.2	92.2	90.8	90.2	74.0	74.5	74.2	73.1	73.0
Standard of Excellence %	43.2	37.9	35.2	37.3	32.6	19.0	19.5	18.7	18.4	18.8

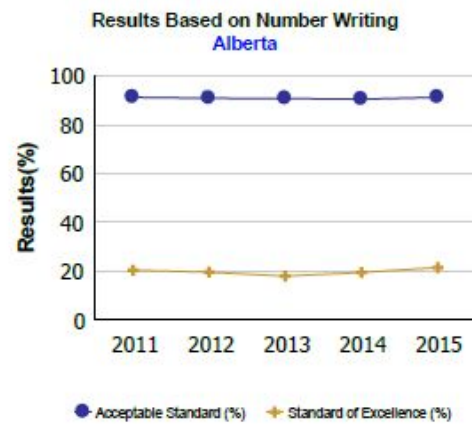
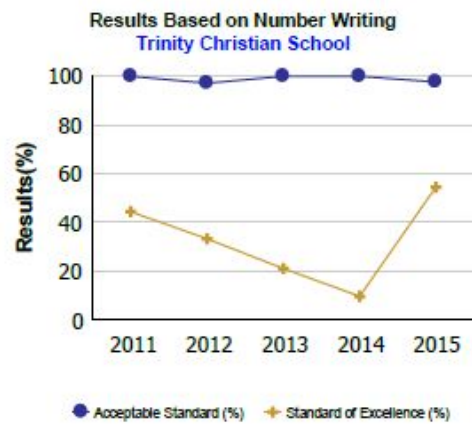


Notes: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

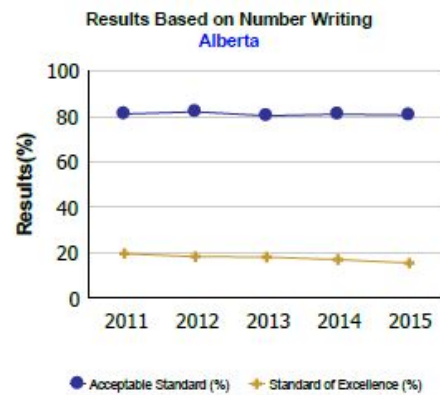
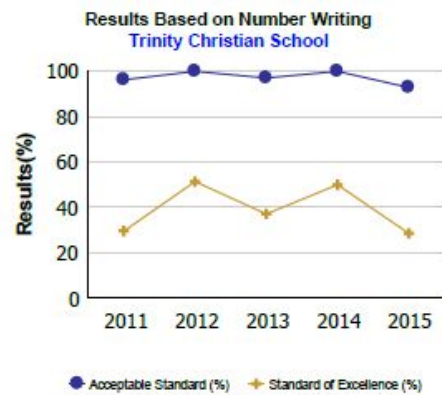
Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

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.

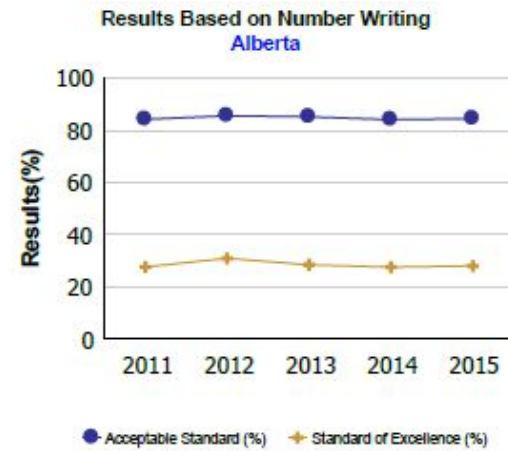
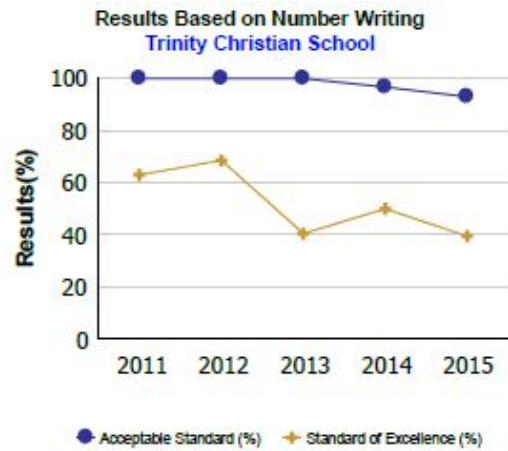
## Grade 6 English Language Arts



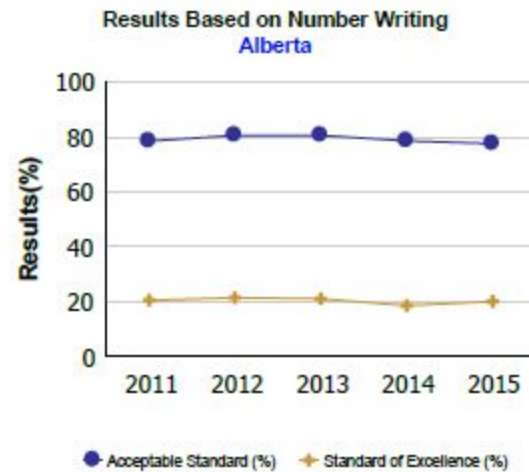
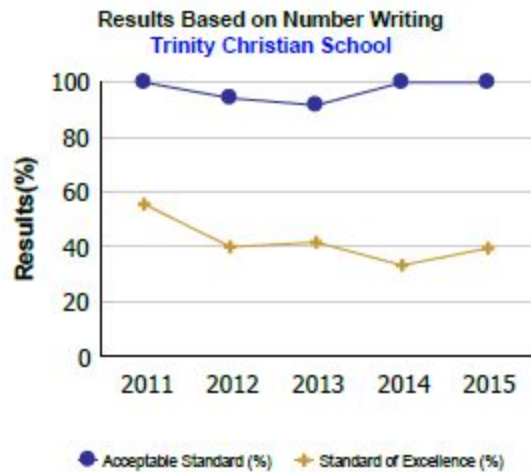
## Grade 6 Mathematics



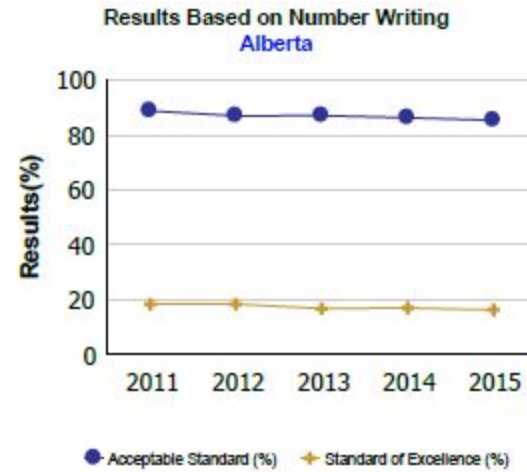
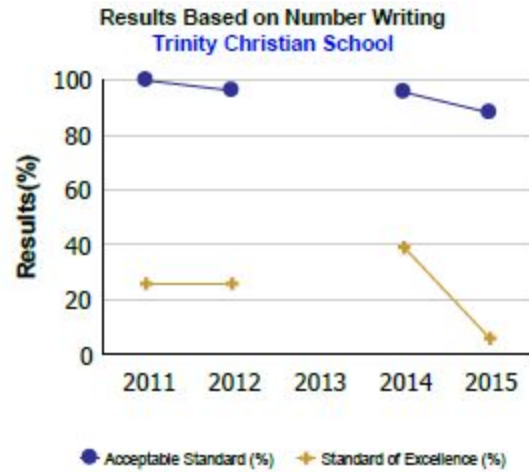
## Grade 6 Science



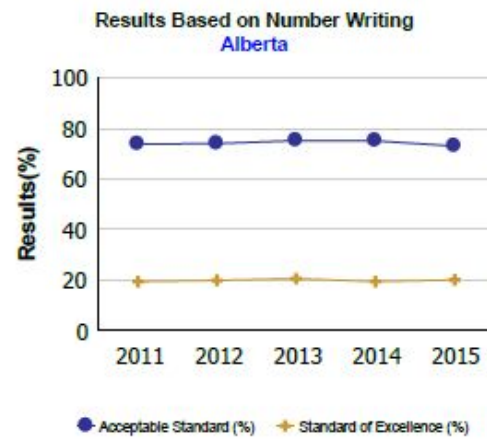
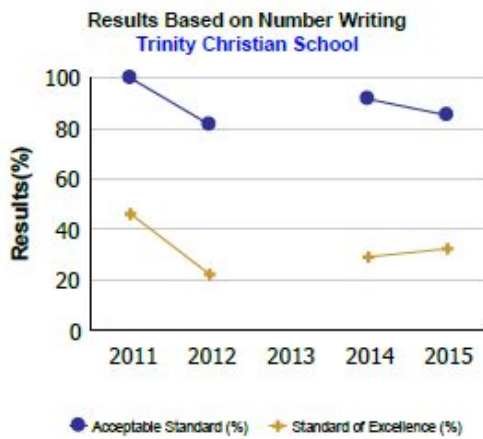
## Grade 6 Social Studies



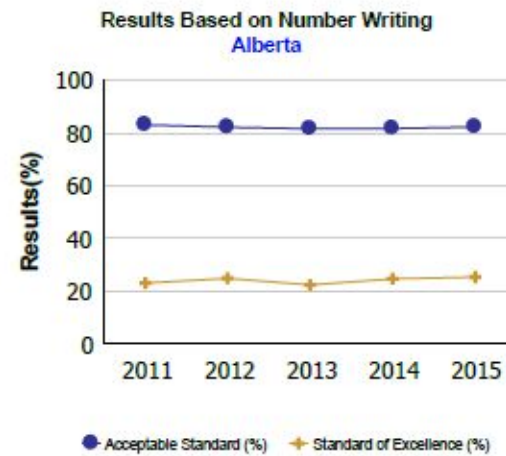
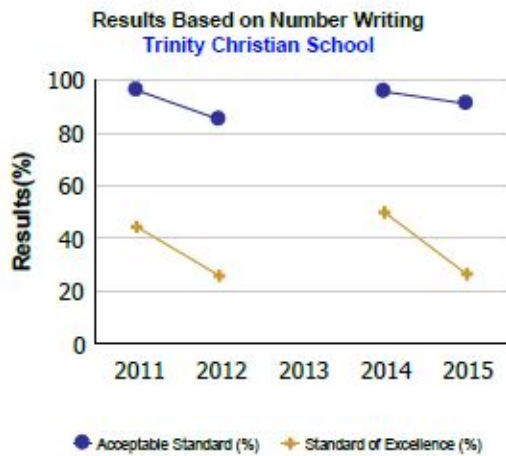
## Grade 9 English Language Arts



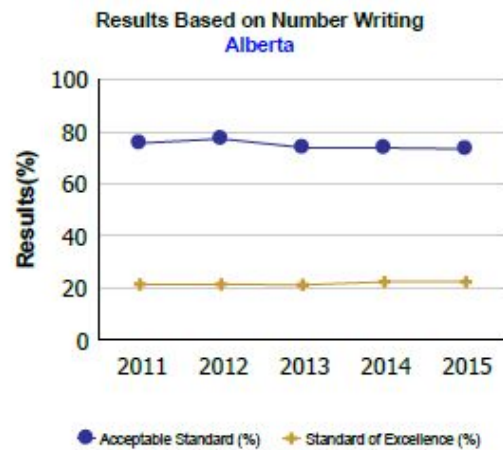
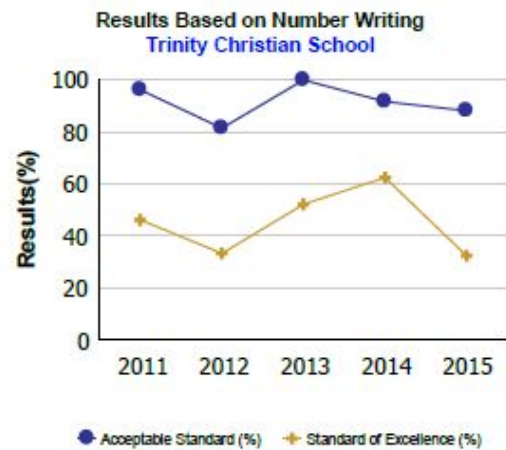
## Grade 9 Mathematics



## Grade 9 Science



## Grade 9 Social Studies





Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2015  
School: 9973 Trinity Christian School



Measure Category	Measure Category Evaluation	Measure	Trinity Christian School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	<a href="#">Safe and Caring</a>	92.6	94.5	94.9	89.2	89.1	89.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	<a href="#">Program of Studies</a>	90.0	90.5	91.6	81.3	81.3	81.2	Very High	Maintained	Excellent
		<a href="#">Education Quality</a>	82.8	96.6	96.0	89.6	89.2	89.5	Very High	Declined	Good
		<a href="#">Drop Out Rate</a>	0.0	9.8	7.3	3.4	3.3	3.3	Very High	Improved	Excellent
		<a href="#">High School Completion Rate (3 yr)</a>	*	49.8	24.9	78.4	74.9	74.6	*	*	*
Student Learning Achievement (Grades K-9)	Excellent	<a href="#">PAT: Acceptable</a>	90.2	90.8	90.5	73.0	73.1	73.9	Very High	Maintained	Excellent
		<a href="#">PAT: Excellence</a>	92.8	37.3	37.6	18.8	18.4	18.9	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	86.2	85.5	84.6	n/a	n/a	n/a
		<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	*	0.0	0.0	64.9	50.5	54.4	*	*	*
		<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	81.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	<a href="#">Transition Rate (6 yr)</a>	38.8	*	n/a	69.8	59.2	59.0	Very Low	n/a	n/a
		<a href="#">Work Preparation</a>	88.0	98.1	95.1	82.0	81.2	80.4	Very High	Declined	Good
		<a href="#">Citizenship</a>	88.8	91.8	92.7	83.6	83.4	83.1	Very High	Declined	Good
Parental Involvement	Excellent	<a href="#">Parental Involvement</a>	84.8	95.3	95.4	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	<a href="#">School Improvement</a>	81.6	93.1	94.3	79.8	79.8	80.1	Very High	Maintained	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) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the AGOL measures are available in the detailed report; see "AGOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
- 6) 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.
- 7) Please note that participation in Diploma Examinations 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.
- 8) Survey results for the province and 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.

## Accountability Pillar Overall Summary 2014-2015

	Strengths	Growth Areas
Safe and Caring	89% of Grade 4 - 6 parents say kids treat each other respectfully 100% of Grade 7 - 9 parents say we have a safe and caring school	Only 64% of grade 4 - 6 students feel students treat each other well Only 81% of grade 4 - 6 students feel safe at school.
Student Learning Opportunities	PE (100%) Second languages Parents are 100% satisfied with the quality of education and teaching	Drama in Grades 4 - 6 Music in Grades 7 - 9 79% of students in grades 7 - 9 think their work is challenging and interesting 26 % of grade 7 - 9 students and 49% of grade 4 - 6 students DON'T KNOW if they can get help at school for problems not related to school work.
Student Learning Achievement	see PAT analysis	see PAT analysis
Preparation for Lifelong Learning...	Parents strongly felt we are preparing students well and that students are respectful and caring.	Grade 4 students do not feel cared for like the parents feel. (56 - 64%) Yet, many chose "don't know" for their answer so this can skew the results. Both grade 4 and 7 students do not feel students follow the rules. (64%) Yet, many chose "don't know" for their answer so this can skew the results.
Parental Involvement	Strong parental involvement and they feel heard	
Continuous Improvement	Strong student and parental support that our school is improving and that they would recommend it to others.	