

Calmar Elementary School School Assurance Plan 2023 - 2026



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OUR VISION

To be a school that fosters a culture of respect, collaboration, and caring that focuses on inspiring students to reach their full potential.

OUR CORE PURPOSE

We strive to educate all students intellectually, socially, emotionally, culturally and physically in order to prepare each student to live as a compassionate, competent, and contributing citizen in a diverse society.

OUR VALUES

Relationships
Student Focused Learning
Cultural Awareness
Inclusivity
Achievement
Effort
Life-long Learning
Cooperation & Positive Attitude
Supporting the Community

School Profile:

- Calmar Elementary School is an integral piece of the makeup of the Town of Calmar. It is situated on the west side of the Black Gold School Division, 35 km. southwest of Edmonton. The school family is made up of PreK - Gr. 6 students residing in the town, as well as the surrounding rural area. Student enrollment is 244 students. Approximately 30% of our student population take the bus to and from school. Our PreK program serves three & four year old children with a variety of moderate to severe developmental needs. CES is made up of a strong, dedicated staff which allows us to offer a variety of enrichment and extra-curricular activities for our school community. There are fourteen certified teaching staff and eleven support staff.

Celebrating School Success:

- ***Caught You Being Kind Assemblies*** - In an attempt to encourage kindness and respect amongst the students and staff at CES, we have a monthly Caught You Being Kind Assemblies. Students are nominated by their teachers and peers for demonstrated positive citizenship. They are then recognized at a school wide assembly. Parents and community are invited to attend these assemblies. Students can also submit a kindness shout out to the office. The students recognize someone who has done something kind for them and then the shout out is read on morning announcements.
- ***Character Education Classes*** - The focus of the character education classes is Social Emotional Learning. Lessons are based on the CASEL Framework. This ties into our Caught You Being Kind program.
- ***Career and Technology Classes*** - Division 2 students are placed in cross graded groups. Each group experiences five different CTF options for a six week period during the school year.
- ***Blast*** - Based on the results of the screeners and teacher assessments, Division 1 students are placed into leveled groupings in order to focus on specific targeted literacy outcomes. The teachers implement lessons based on the UFLI and Haggarty resources.
- ***Safe and Caring School Climate*** - CES staff, in collaboration with the Mental Health Capacity Building Team, deliver social emotional programs that support students with self regulation, relationships, and life skills.

- **Active Parent Volunteer Base** - We are very fortunate at CES to have the support of a very supportive School Council and Parent Association that actively works to enhance the learning of the students. This is done through fundraisers, sponsoring family activities, and helping at whole school activities.
- **Student Leadership** - Students in grade five and six have an opportunity to participate on the S.W.A.T Team. The S.W.A.T team organizes student activities that encourage school spirit. Go Stingrays!
- **Pay It Forward Posse Recycling Program** - In an attempt to model responsible environmental citizenship, we have a large team of students that work with staff to run a recycling program at the school. Twice a week the students collect and manage recyclable materials such as paper and bottles.
- **Subsidized in-school field trips and school wide assemblies** - Each year, the school along with the support of the PTA, brings in cultural events for the students. These events range from drama, singing, motivational speakers, and cultural demonstrations.
- **Sports Teams** - Students in grade 3 - 6 have an opportunity to participate in extra-curricular activities such as cross country running, volleyball, basketball, badminton, and/or floor hockey and participate in Division tournaments against other schools in the Division.
- **Excellent Christmas Concerts** - Each year, CES hosts Christmas concerts for the parents' enjoyment. These concerts are directed by our fabulous music teacher and are often accompanied by a guest musician. Some of our grade five and six students take on the role of Emcees for the evening.
- **Breakfast Program** - At CES, we recognize that breakfast is the most important meal of the day so in order to have students start their day off right. This program is supported by local companies such as The Calmar Coop and The Leduc Food Bank.
- **Stingray Spirit Days** - In order to promote school spirit, each month we have a special theme day that students are able to participate in.
- **Community Connections** - At CES we endeavor to build relationships with our community partners, such as the town of Calmar officials, the FCSS, and local businesses by inviting them to join us for special events.

Academic Celebrations

- We were fortunate to have dedicated teachers as Instructional Support Teachers in our schools who were able to support the classroom teachers and students in the areas of Literacy, Numeracy, and Wellness.
- The staff and student's knowledge, use and comfort of technology has increased considerably as a result of on-line learning.

Showcase of some successes!

Remembrance Day



Character Education Assemblies



Curling



Basketball



100 Days of School



Hats On For Mental Health



The Gift of Giving - Christmas Hampers



Family Engagement Evenings



National Indigenous Peoples Day



Grade 6 Farewell



Community Involvement



Challenges:

- In all areas of the Assurance Measures Survey, the parent satisfaction has improved. The area of most concern was that of Parent Involvement. Sixteen parents completed the survey which doubled from last year. The score in this area is disappointing as we made a concerted effort to increase parent involvement by hosting a variety of parent nights.
- Many of our families encounter socio-economic struggles which then have an impact on their children. There are higher numbers of students presenting with anxiety or other mental health issues. At the school level, we work with our MHCBT and OT to provide universal and sometimes targeted strategies but often that is not enough. Many of the students need supports that are not accessible at school and many parents struggle to take their children to outside agencies.
- Student attendance has been an issue. Students tend to be absent for longer periods of time and more often than they did in the past.
- Implementation of the new curriculum.



Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1279 Calmar Elementary School

| Assurance Domain | Measure | Calmar 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 |
| Student Growth and Achievement | Student Learning Engagement | 73.5 | 74.3 | 74.3 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 74.7 | 69.6 | 77.4 | 80.3 | 81.4 | 82.3 | Intermediate | Maintained | Acceptable |
| | 3-year High School Completion | n/a | n/a | n/a | 80.7 | 83.2 | 82.3 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 88.6 | 87.1 | 86.2 | n/a | n/a | n/a |
| | PAT: Acceptable | 82.4 | 80.6 | n/a | 63.3 | 64.3 | n/a | Very High | n/a | n/a |
| | PAT: Excellence | 20.6 | 19.4 | n/a | 16.0 | 17.7 | n/a | High | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 80.3 | 75.2 | n/a | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 21.2 | 18.2 | n/a | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 87.3 | 84.5 | 89.4 | 88.1 | 89.0 | 89.7 | High | Maintained | Good |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 80.9 | 75.5 | 75.5 | 84.7 | 86.1 | 86.1 | n/a | Maintained | n/a |
| | Access to Supports and Services | 72.2 | 68.3 | 68.3 | 80.6 | 81.6 | 81.6 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 61.4 | 56.9 | 69.9 | 79.1 | 78.8 | 80.3 | Very Low | Maintained | Concern |

School Goal 1: Visible Learning Focus: To improve student learning so that students are able to verbalize what they are learning, why they are learning a specific outcome/topic, and how they will know when they have learned it.

Timeline: 2023-2024

Alignment with Division Priorities: Success

Rationale:

- Increase student awareness of what they are learning and why.
- Improve collective efficacy of staff.
- Create a common language between grades.

| Timeline | Strategies | Supporting Data |
|----------------|---|---|
| October 4-5 | Build foundation Knowledge and Awareness of Visible Learning concepts. | All administrators can identify the Ten Mind Frames along with researched evidenced high-yielding practices for student achievement. |
| Oct 5- Dec 19 | Data collection on student satisfaction of a conducive environment for learning. | Will return to the next Visible Learning PD session with evidence related to the survey data around student satisfaction of a conducive environment for learning. |
| Jan 8- June 28 | Using the data collected, formulate an action plan on how to improve student learning within the school. | Will re-administer the survey process to identify if strategies have made a positive impact. |
| Oct. - June | Provide PD for staff on Visible Learning and the Ten Mind Frames. Teachers work collaboratively to implement their new learning. | The number of teachers that are implementing the monthly topic. The number of students that are able to verbalize answers to the 3 specific questions. |

| School Goal 1 Reflection <i>Timeline: 3 year goal</i> | | |
|---|---|---|
| Timeline | Strategies | Supporting Data |
| <ul style="list-style-type: none">• Year 1 | <ul style="list-style-type: none">• | <ul style="list-style-type: none">• |
| Review & Reflection: | | |

School Goal 2: To Increase student’s ability to use math foundation skills with higher level thinking and problem solving questions.

Timeline: 3 year goal

Alignment with Division Priorities: Success

Rationale:

- This is a provincial and division focus.
- Areas on the Math screeners where we have a large percentage of students in the yellow or red zones for particular strands.

| Timeline | Strategies | Supporting Data |
|---|---|--|
| <ul style="list-style-type: none"> ● 2023 - 2024 | <ul style="list-style-type: none"> ● Provide whole class and small group instruction so students can decode multi-step problems, apply specific vocabulary and processing steps. ● Attend PD provided by the District ● The MIST will work with colleagues to guide their practice in order to build foundational knowledge and capacity within classrooms. ● A program was created as a resource for teachers to utilize within their mathematics lessons. | <ul style="list-style-type: none"> ● PAT scores ● MAST scores ● Classroom Assessments ● Teacher Feedback |
| <ul style="list-style-type: none"> ● 2024-2025 | | |
| <ul style="list-style-type: none"> ● 2025-2026 | | |

| School Goal 2 Reflection <i>Timeline: 3 year goal</i> | | |
|---|---|---|
| Timeline | Strategies | Supporting Data |
| <ul style="list-style-type: none">• Year 1 | <ul style="list-style-type: none">• | <ul style="list-style-type: none">• |
| Review & Reflection: | | |

School Goal 3: Advance student learning by enhancing pedagogical knowledge and teacher capacity.

Timeline: 3 year goal

Alignment with Division Priorities: Success

Rationale:

- This is a provincial and division focus.
- Areas on the HLAT screeners where we have a large percentage of students in the yellow or red zones for particular strands.

| Timeline | Strategies | Supporting Data |
|---|---|--|
| <ul style="list-style-type: none"> • 2023 - 2024 | <ul style="list-style-type: none"> • Provide small group (Blast Groups) instruction around areas of deficit based on the UFLI and Haggerty resources. • Attend PD provided by the Division. • Work with colleagues on collaboration for assessments and to develop common goals for skill development. | <ul style="list-style-type: none"> • PAT scores • HLAT scores • Classroom Assessments |
| 2024-2025 | | |
| 2025-2026 | | |

School Goal 1 Reflection

Timeline: 3 year goal

| Timeline | Strategies | Supporting Data |
|-----------------|-------------------|------------------------|
| • | | • |

Review & Reflection:

