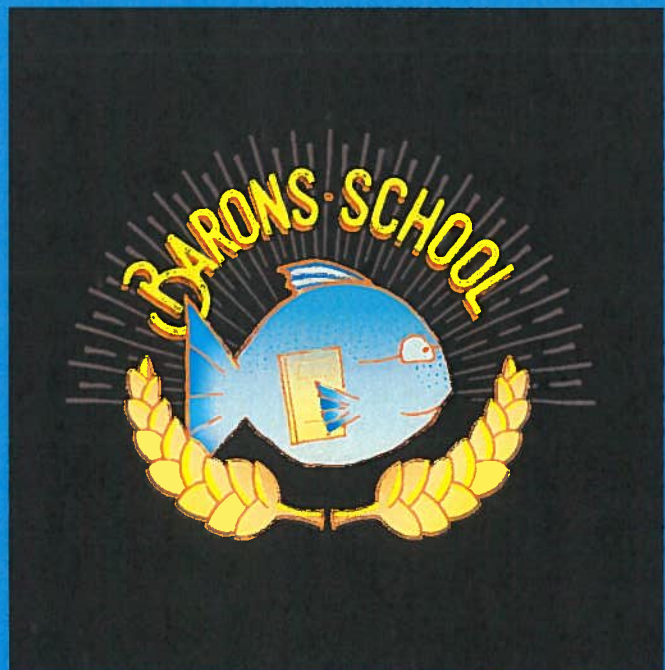


BARONS AND CARMANGAY SCHOOL GOALS 2018/2019



Principal: Mr. Fred Jack

Vice Principal: Mrs. Casey Scheidegger



OUR VISION

Children are our future. Our staff is committed to supporting each student to reach his/her highest level of success in a faith based, positive, engaging, and goal-oriented learning environment.

OUR MISSION

Barons / Carmangay school staff encourages and supports students to be confident, knowledgeable, responsible and positive contributing learners and citizens in a diverse, dynamic world. At our schools we will follow the principles and pillars of the FISH! Philosophy. We will **be there, choose our attitudes, play, and make someone's days** in everything we do. Our students will strive to become increasingly respectful, responsible, contributing and successful Canadian citizens.

Goal 1		
Provide and support students with increased exposure to non-fiction texts. Through this exposure, students will expand personal word banks, usage, and understanding with a focus on grade appropriate subject areas of social studies and science		
Guiding Approaches / Areas of Focus Pedagogical approaches, instructional tools and tracking mechanisms staff will use in working toward this goal	Strategies/Resources to achieve goal Approaches and methods school staff will use towards obtaining success with this goal. Emphasis on working towards student mastery	Data/Evidence of success Student assessments, conversations, and other analytical tools used to determine if success was obtained
Engaging in rich classroom discussions where students talk about literature and have the opportunity to expand their oral language. Students with limited experiences will connect new knowledge to other known concepts to promote synthesis and this is an important aspect of discussions	Ensure class times are set aside to allow for these quality conversations to occur	Reflect as a staff regarding the quality of classroom discussions during bi-weekly collaborative discussions
Analyzing texts, and other student learning documents (digital and/or print) relating to Program of Studies topics to be covered at each grade level with a focus on health, science and social	<ul style="list-style-type: none"> • Non - Fiction Texts in library - books focusing on feelings • LLI and Literacy Place Non - Fiction books on Guided Reading 	<ul style="list-style-type: none"> • Increased vocabulary • Increased critical thinking and questioning • Knowing how to read texts that have different text features: labelled diagrams, table of contents, glossaries
Classroom focus on real life, real world happenings	<ul style="list-style-type: none"> • Weekly Current Events- print and digital • Non Fiction Guided Reading 	<ul style="list-style-type: none"> • Improved results on PAT • Focused growth on Grade 6 & 9 Math, Science and Social Studies
Staff collaboration: discuss strategies and progress during	Integrate news articles, and real world text connections to	Increased ability to demonstrate comprehension

monthly humanities collaboration times	help students relate concepts to the outside world and their lives	of selected texts shown in formative observation and summative assignments and quizzes
Monitor how often non-fiction books are read and requested in the library	Model non-fiction reading strategies for increased comprehension while reading textbooks and course resources	Monitor both school libraries, and classroom libraries to obtain utilization rates Increased success in independent work related to interpreting texts. Decreased student dependence on extra supports
Mini lessons that focus on non-fiction reading and writing strategies. Using at level texts for students in science, social studies, and health to help with comprehension	Explore components of non-fiction texts by recreating specific text types in non-fiction writing activities and assignments -Reading Workshop <ul style="list-style-type: none"> • Mini lessons • Guided reading • Non-fiction mentor texts • Read alouds -Writing Workshop <ul style="list-style-type: none"> • Mentor texts • Non-fiction writing units • Word walls • Word work activities -Science and social studies <ul style="list-style-type: none"> • Vocabulary building activities • TIP boards • Read alouds and shared readings 	<ul style="list-style-type: none"> • Writing activities and assignments display increasingly competent use of specific text features, tone, clarity and complexity • Use of class word walls (adjust as needed over the course of the school year)

Increased comprehension scores on F&P Tests, anecdotal records and running record assessments	<ul style="list-style-type: none"> • Read (more non-fiction text and discussions about non-fiction text) • Ensure school and classroom libraries have a non-fiction section • Making a point of using new vocab in everyday life, learning situations and referring back to it as much as possible during lessons, formal and informal conversations and teaching moments • Using more non-fiction read alouds in science, social studies and health 	<ul style="list-style-type: none"> • Using new vocabulary in their everyday talking and writing • Using different non-fiction text features (glossary, labels, pictures etc.) to learn on their own • Being able to explain and use subject specific words correctly and meaningfully (i.e. climate, wetlands, water cycle)
Focus on key vocabulary at assemblies, and other family school based events	Provide definitions of important terms to ensure clear understanding	Collect feedback from parents and students during March assembly and Parent Council Meeting
Use research strategies in Humanities classes	<ul style="list-style-type: none"> • Fact or fiction/opinion in Humanities courses • How to search appropriately using online search engines • Appropriate filters/guiding resources to guide students 	Formative and summative assessment in classes- very assignment based
Whole Class Instruction will use effective programs to build understanding and utilization of high frequency words across all subject areas	<ul style="list-style-type: none"> • Month to Month Phonics • Word Ladders • Joyful Phonics 	Implementation of new words in writing journals and conversations with peers and staff

Goal 2		
Students will be equipped with the numeracy knowledge and skills necessary to become leaders in their families and communities.		
Guiding Approaches / Areas of Focus Pedagogical approaches, instructional tools and tracking mechanisms staff will use in working toward this goal	Strategies/Resources to achieve goal Approaches and methods school staff will use towards obtaining success with this goal. Emphasis on working towards student mastery	Data/Evidence of success Student assessments, conversations, and other analytical tools used to determine if success was obtained
Grade level progressions specific to our school. Progressions will be determined in monthly numeracy collaboration group	Math groupings based on ability levels not grade assignment	Transition Assessments at the start of the year and end
Include numeracy competence in discussions relating to career readiness during monthly collaboration meetings	Real world connections included in each math topic/skills. Reach out to community/industry to strengthen links between school and work/home life	Include math usage and competence in ongoing discussions with parents to look for evidence of increased usage and competence
Cross curricular planning with a focus on integrating numeracy into other subject areas	Integration of number sense and other math skills into science, health, social studies and English language arts	Moving up levels on math progression chart at appropriately defined intervals
Clear student goals over the course of the school year	Math Blitz	Increased math vocab and problem solving skills
Infuse Play Pillar of the FISH! Philosophy into math learning environments	Math Games to teach concepts	Weekly quizzes to provide teachers with formative feedback on student development
Establish math centres as a student learning 'norm' in classrooms and learning spaces	Math workshop <ul style="list-style-type: none"> • Guided math groups • Mini lessons • Math games • Hands on manipulatives 	<ul style="list-style-type: none"> • Pre assessments • Post unit assessments • Anecdotal notes • Fluency assessments

Expand numeracy vocabulary banks	<ul style="list-style-type: none"> • Number talks and energizers to start class • Visual math word wall • Interactive notebooks 	<ul style="list-style-type: none"> • Student engagement and love of math • Positive results on math focused student surveys
Assessment for, of, and as learning	A variety of assessment tools to help gather information- rubrics, checklists, quizzes, exit slips, entrance slips, projects, etc.	<ul style="list-style-type: none"> • Transition Assessments • Higher achievement on summative assessments
Improve students' numeracy problem solving skills	Math Talks- build deeper understanding and help students look at problems in different ways	<ul style="list-style-type: none"> • Students becoming braver, more confident, and more willing to share their train of thought in Math Talks • Teaching Opportunities (students teaching students) They pick a math concept they feel comfortable with and teach it to another student

Goal 3		
Students and staff will strive for character building and growth utilizing the four pillars of the FISH! Philosophy. These four character guiding principles are to play, be there, choose your attitude, and make others days.		
Guiding Approaches / Areas of Focus Pedagogical approaches, instructional tools and tracking mechanisms staff will use in working toward this goal	Strategies/Resources to achieve goal Approaches and methods school staff will use towards obtaining success with this goal. Emphasis on working towards student mastery	Data/Evidence of success Student assessments, conversations, and other analytical tools used to determine if success was obtained
Constant student and staff awareness about the FISH philosophy	Fish Vocabulary - using it in all learning environments, and staff professional opportunities, while relating it to applicable situations	<ul style="list-style-type: none"> • Students using the Fish philosophy vocab, and showing the four pillars • Accountability Pillar results • Feedback from parent and student surveys
Staff and students serving as role models and genuine ambassadors of this program	<ul style="list-style-type: none"> • Modeling - talk about how to show the Fish philosophy, and show it • Relatable, positive FISH! sightings 	<ul style="list-style-type: none"> • Improved morale among staff and students • Students who are more in touch with their feelings and able to discuss them in a positive and helpful way
Pillar Focus each month	Alternate monthly between emphasis on play, be there, choose your attitude, and make their day	Students using the vocabulary on their own

Ensure the program is prominent throughout the school year	Include FISH connections, exemplars and terminology in morning and after school meetings	<ul style="list-style-type: none"> • Increased positive energy, and pro-social interactions from students on a daily basis (greetings, FISH sightings) • Increased connection to school leading to improved attendance and retention • Student feedback on exit interviews and surveys related to school culture • Feedback from guests and community members related to character demonstrated by students
Fish displays/bulletin boards around the school	<ul style="list-style-type: none"> • Fish awards at assemblies • Specific lessons in health and through the day • Pillars displayed in the classroom and hallways 	<ul style="list-style-type: none"> • Monthly assemblies • Tracking of behaviour problems
Collaborative, Positive Interactions amongst staff, amongst students, and between staff and students.	Connecting FISH concepts to everyday scenarios and situations. (Application of Pillars)	<ul style="list-style-type: none"> • Students showing FISH behaviour • Parent discussions

Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2018 School: 1423 Barons School

Measure Category	Measure	Barons 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	Safe and Caring	95.1	95.0	95.1	89.0	89.5	89.4	Very High	Maintained	Excellent
	Program of Studies	90.2	91.0	89.6	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	99.4	96.6	97.6	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
Student Learning Opportunities	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
	PAT: Acceptable	32.4	79.4	67.6	73.6	73.4	73.3	Very Low	Declined Significantly	Concern
	PAT: Excellence	2.9	8.8	6.8	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	97.6	94.7	96.2	82.4	82.7	82.4	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Citizenship	91.0	92.6	91.7	83.0	83.7	83.7	Very High	Maintained	Excellent
	Parental Involvement	95.9	92.9	93.5	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	96.2	98.8	96.2	80.3	81.4	80.7	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report, see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool. (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).
5. 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).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. 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, Mathematics 30-1, Mathématiques 30-1, Chemistry 30-1, Biologie 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 1538 Carmangay Outreach**



Measure Category	Measure	Carmangay Outreach			Alberta		Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	96.3	96.8	97.1	89.0	89.5	Very High	Maintained	Excellent
	Program of Studies	85.9	85.1	87.3	81.8	81.9	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	96.3	94.2	93.3	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	22.9	33.4	25.1	2.3	3.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	High School Completion Rate (3 yr)	*	19.9	34.9	78.0	78.0	*	*	*
	PAT: Acceptable	61.6	77.5	55.8	73.6	73.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	PAT: Excellence	47.9	37.5	29.2	19.9	19.5	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	*	0.0	0.0	55.7	54.9	*	*	*
Parental Involvement	Rutherford Scholarship Eligibility Rate	*	*	n/a	53.4	62.3	*	*	*
	Transition Rate (6 yr)	*	*	n/a	58.7	57.9	*	*	*
Continuous Improvement	Work Preparation	100.0	94.4	98.1	82.4	82.7	Very High	Maintained	Excellent
	Citizenship	93.6	93.6	93.7	83.0	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	88.1	92.1	89.4	81.2	81.2	Very High	Maintained	Excellent
	School Improvement	96.1	94.7	93.1	80.3	81.4	Very High	Maintained	Excellent

Notes:

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8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.