



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

SCHOOL: Fort Saskatchewan Christian School **PRINCIPAL:** Dave Armbruster

ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Learners
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

2019-2020 School Year

STAFF FTE		BUDGET	
Certificated	20.75	Salaries	\$ 2,721,828
Classified	7.84	SES	\$ 71,073
		Total	\$ 2,792,900
		End of Year Surplus/deficit	\$ 27,312

SCHOOL PROFILE AND CONTEXT

Fort Christian Quick Facts:

- Fort Christian serves students in Kindergarten to Grade 9.
- Fort Christian is an alternative Christian school in Elk Island Public Schools with a student enrolment of 405 (Sept. 14, 2020).
- Fort Christian students are served by 24 teachers and 11 support staff.
- Fort Christian opened in 1978.

Our Mission:

To assist families by providing students with a Christ-centered, biblically directed education which instills the vision and practice of excellence in academics, moral character and service to others.

Tag Line: Live on Purpose



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

Christian Distinctive:

- All teaching staff have a strong Christian testimony and evidence a meaningful relationship with Christ.
- Staff commit to conduct themselves according to FSC's theological and ethical standards.
- Staff participate in two days a year of Christian Education professional development.
- Christian Education Association of Alberta (CHREDA) Board governs the spiritual affairs of the school. We desire that FSC's critical decisions be Christ-centered.
- A Campus Ministry Team (CMT) serves to connect with and provide spiritual mentorship to students at FSC.
- Regular morning devotional times enable staff to focus on God, support each other and grow together in community.
- Starting each day with a class devotional focuses students' attention on God.
- Students learn what God's Word teaches about His love and His plan for their lives.
- Monthly chapels (now virtual video version) provide spiritual growth and worship opportunities for both students and staff.
- The FSC community is prayed for daily by parents, students and staff.
- *Teaching for Transformation* is one tool that is used to incorporate a biblical worldview into the subject matter at FSC.

EIPS PRIORITY: *EIPS Priority 1, Goal 2*

SCHOOL GOAL: Improve student achievement in literacy.

STRATEGIES/ACTIONS IMPLEMENTED:

Our elementary teachers are trained in Reader's and Writer's workshop and they are using these programs as their core language arts resource. They also use guided reading and Fountas and Pinnell benchmarking to ensure students are being instructed at the correct reading level.

In kindergarten and Grade 1, we began using Lucy Calkins' Phonics' Workshop program, a program that we believe is very effective in helping our younger students learn how to read. Kindergarten and Grade 1 teachers are also using the Jolly Phonics program and Reading Readiness Screening Tool (RRST).



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

Leveled Literacy Intervention (LLI) was used at our school again and was implemented predominantly by our literacy lead teacher for eight, 45-minute periods a week. In addition, the literacy lead teacher trained and mentored two EAs on the LLI program and they were able to use LLI strategies with students in their respective classrooms.

Towards the end of April, we sent a survey ("FSC Family Check-In") to our parents which included questions about areas of need for their children during school closure.

In September 2020, we conducted a STAR test with all of our grade 1-9 students, measuring their growth during the 2019-2020 school year.

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

Teachers continued to use the Reader's and Writer's Workshop program until school closure in March. They have reported that they are becoming more and more comfortable with the program and believe both Workshops are effective in helping students achieve.

Our Kindergarten and Grade 1 classrooms reported successful implementation of Phonics' Workshop. Both teachers shared that they found the program very valuable for student achievement and are continuing to use this resource.

Our lead literacy teacher experienced success with the students enrolled in LLI, with many students progressing through numerous Fountas and Pinnell levels during their time in the program.

It was helpful to hear from parents that areas of literacy and numeracy continued to be areas of concern as identified in the FSC Family Check-In survey we sent out during school closure last spring, and this data reaffirmed our decision to continue to focus on these two areas.

Teachers have reported that students are weaker in literacy this September than in previous years, we believe as a result of the school closure last spring.

Overall, the number of students "Below Benchmark" on the STAR tests were 3.6% more (i.e., worse) than last year.

Although there were no PATs in the spring of 2020, our four-year average (2016-2019) in ELA 6 was 95.1% achieving the Acceptable Standard and our percentage of students achieving the Standard of Excellence was 24.6%.



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

Although there were no PATs in the spring of 2020, our four-year average (2016-2019) in ELA 9 was 95.5% achieving the Acceptable Standard and our percentage of students achieving the Standard of Excellence was 29.2%.

EIPS PRIORITY: *EIPS Priority 1, Goal 2*

SCHOOL GOAL: Improve student achievement in numeracy.

STRATEGIES/ACTIONS IMPLEMENTED:

In September of 2019, we conducted a Math Intervention Programming Instrument (MIPI) test with all grade 2-9 students. We identified all students achieving 60% or less on the MIPI and designated two teachers to work on small-group numeracy intervention with them.

Our Assistant Principal analyzed the MIPI assessment data for students in grades 2-9 and identified patterns to improve and inform instruction. In addition, all questions in which our students scored lower than the EIPS average were identified and shared with respective teachers.

Students at various grade levels have access to Mathletics, providing them with either support or challenge depending on their ability.

Our teachers planned a Week of Inspirational Math for the week of March 9-13, 2020.

In September 2020, we conducted a MIPI test with all of our grade 2-9 students, measuring their growth during the 2019-2020 school year.

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

Math teachers (and parents) were very grateful for the small-group numeracy intervention and have shared that they saw improvement in student achievement.

Our teachers have anecdotally shared that students are behind where they normally are when starting the school year in both achievement and work habits.



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

Our Week of Inspirational Math was a success and students were able to share their numeracy skills with grandparents after our annual Grandparents and Special Persons chapel. Teachers reported that students were very engaged in the planned activities.

Overall, our MIPI scores (Sept. 2020) were 4.8% lower than last year (Sept. 2019) and in all but two classes, we saw a decrease in the class averages in September 2020 compared to September 2019. We are assuming that this decrease is due to the school closure last spring.

Although there were no PATs in the spring of 2020, our four-year average (2016-2019) in Math 6 was 91.2% achieving the Acceptable Standard and our percentage of students achieving the Standard of Excellence was 15.2%.

Although there were no PATs in the spring of 2020, our four-year average (2016-2019) in Math 9 was 85.5% achieving the Acceptable Standard and our percentage of students achieving the Standard of Excellence was 17.0%.

EIPS PRIORITY: *EIPS Priority 2, Goal 1*

SCHOOL GOAL: Develop and enrich intercultural relationships within the community and surrounding area

STRATEGIES/ACTIONS IMPLEMENTED:

The construction of our First Nations, Métis and Inuit Outdoor Learning Space was completed in Spring 2020.

Our FNMI lead teacher continued to interact with and receive guidance from our EIPS First Nations, Métis, and Inuit Consultant, providing an “Indigenous Learning” time at each of our monthly staff meetings.

We promoted Orange Shirt Day, Pink Shirt Day, and Bullying Awareness Week.

A teacher and our librarian identified resources for teachers to supplement Black History month.

Our FNMI lead teacher promoted First Nations, Métis, and Inuit Edukits with the goal of at least one booking per teacher during the school year.



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

All grades identified and supported a local mission partnership until school closure.

Our Grade 9 students and staff prepared for the Missions Trip to inner-city Vancouver in their Bible classes, including discussions about poverty and working with diverse people.

RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

Accountability Pillar results for Citizenship and Safe and Caring Schools were “Excellent.”

All students participated in an orientation of the First Nations, Métis and Inuit Outdoor Learning Space at the beginning of the 2020-2021 school year.

We saw excellent participation in Orange Shirt Day and Pink Shirt Day including targeted activities in classrooms on both days. Numerous activities took place during Bullying Awareness Week and were well-received by staff and students.

Many teachers used identified Black History Month resources in their classrooms during the month of February and reported rich conversations with their students.

Teachers shared that they feel an increasing familiarity and comfort using First Nations, Métis, and Inuit Edukits.

Most classes were able to have some interaction with their local mission partnership before school closure. Students were excited to share their resources with those less fortunate.

Although our students were not able to participate in the Grade 9 Missions Trip to inner-city Vancouver, they still received training and preparation during the school year for this trip.



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

Reflecting on your data, what was your greatest success?

Parental Involvement: We are privileged to be able to partner closely with our parents. According to our Accountability Pillar results, both our teacher and parent perception of parental involvement in decision making is at the highest it has been in the past three years. In addition, our percentages are above the EIPS and Alberta averages. When we first meet with interested students, we give parents a tour of our school and sit down for a discussion, sharing with them that we believe successful education for their child is the result of a partnership between the school staff and parents. We believe we do a great job of keeping our parents informed as to what is happening at our school through our weekly email updates, which are sent to all parents. In addition, we require all of our homeroom teachers to contact each of their students' parents during the first two weeks of school every year. We routinely remind and encourage our teachers to regularly communicate with parents. We have an active School Council and CHREDA (Society) board and we have worked hard at making parents aware of our monthly School Council meetings.

In addition, our parents indicated on our "Family Check-in Survey" that the most helpful thing we provided during school closure were instructional videos and Google Meets. Providing a connection between our students and school (whether it be teachers, EAs, CMT members, or school chaplains) is a strength and we believe very helpful for the mental health of our students.

Reflecting on your data, what was your greatest opportunity for growth?

Our "Family Check-in Survey" indicated that students needed the most help with Language Arts, Math, and technology. We believe the identification of "technology" as a need was very specific to challenges with Google Classroom at the beginning of school closure and therefore a temporary problem, but believe that the identified need of Language Arts and Math, coupled with our September 2020 MIPI and STAR results, indicate that literacy and numeracy continue to be areas on which to focus at FSC. We believe that school closure impacted students' achievement in both literacy and numeracy.



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Ft. Saskatchewan Christian			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	92.5	91.1	92.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	85.4	84.5	86.6	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	93.3	93.3	93.9	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr.)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	89.3	91.0	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	27.9	30.3	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr.)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	91.3	93.8	93.3	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	89.3	90.1	89.3	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	87.7	85.0	87.8	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	89.9	86.3	87.3	81.5	81.0	80.9	Very High	Maintained	Excellent



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2021	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	96.9	25.0	93.1	17.2	97.5	32.5	92.9	23.8	n/a	n/a	n/a	n/a
	Authority	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
Mathematics 6	School	84.4	9.4	89.7	17.2	100.0	17.5	90.5	16.7	n/a	n/a	n/a	n/a
	Authority	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	96.9	37.5	96.6	48.3	100.0	60.0	85.7	42.9	n/a	n/a	n/a	n/a
	Authority	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	84.4	31.3	86.2	17.2	92.5	42.5	85.7	23.8	n/a	n/a	n/a	n/a
	Authority	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	School	100.0	31.6	95.8	29.2	89.7	34.5	96.4	21.4	n/a	n/a	n/a	n/a
	Authority	84.5	18.9	86.1	17.6	85.6	18.0	83.0	17.3	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
Mathematics 9	School	89.5	15.8	87.5	20.8	79.3	17.2	85.7	14.3	n/a	n/a	n/a	n/a
	Authority	75.0	18.1	77.5	19.4	69.3	19.4	69.9	24.4	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
Science 9	School	100.0	36.8	91.7	33.3	93.1	55.2	96.4	53.6	n/a	n/a	n/a	n/a
	Authority	82.1	28.0	82.4	26.0	83.8	26.8	84.7	33.1	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
Social Studies 9	School	94.7	15.8	83.3	12.5	86.2	48.3	82.1	28.6	n/a	n/a	n/a	n/a
	Authority	72.7	21.8	76.4	24.7	76.5	25.9	77.5	26.9	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	89.9	89.6	88.1	90.1	89.3	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	100.0	100.0	99.1	100.0	99.2	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	91.4	92.0	86.7	93.3	95.7	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	78.4	76.8	78.5	77.0	73.2	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.7	96.0	90.0	93.8	91.3	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	95.0	100.0	100.0	96.0	100.0	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	82.4	92.0	80.0	91.7	82.6	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	75.2	79.9	59.3	57.8	64.0	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	74.4	85.3	65.9	64.6	74.4	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	76.0	74.5	52.8	51.1	53.5	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	87.2	89.7	85.6	84.5	85.4	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	95.0	98.4	96.2	96.0	95.3	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	85.9	88.5	84.7	80.4	85.7	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	80.7	82.4	75.8	77.0	75.3	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.6	92.5	85.8	85.0	87.7	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	100.0	100.0	95.7	95.0	95.8	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	77.1	85.0	76.0	75.0	79.6	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

Education Quality – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.3	94.6	93.9	93.3	93.3	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	100.0	100.0	100.0	98.7	99.3	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	88.9	93.5	91.3	93.0	91.3	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	90.9	90.4	90.5	88.1	89.2	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.6	93.9	93.0	91.1	92.5	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	100.0	100.0	99.1	96.0	99.2	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	92.3	95.7	97.1	95.8	95.6	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	85.6	86.0	82.8	81.4	82.6	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	89.5	91.1	84.5	86.3	89.9	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	100.0	95.7	82.6	79.2	95.8	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	85.7	89.3	90.5	100.0	91.3	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	82.9	88.5	80.5	79.9	82.5	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6