



SCHOOL EDUCATION PLAN

SCHOOL: Fort Saskatchewan Christian School **PRINCIPAL:** Matt Matheson

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 Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

STAFF FTE		BUDGET	
Certificated	19.775	Salaries	\$ 2 578 766
Classified	5.305	SES	\$ 95 089
		Total	\$ 2 673 855
		surplus/deficit	\$ 25 142

SCHOOL PROFILE AND CONTEXT

Principal: Matt Matheson

Assistant Principal: Nadine Lennox

Counsellor: Nancy Kornicki

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 400.
- Fort Christian students are served by 25 teachers and 9 support staff.
- Fort Christian opened in 1978.
- The total school budget: \$ 2,673,855.

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.



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Christian Distinctive:

The Christian distinctive that Fort Saskatchewan Christian School (FSC) offers to its students and their families includes, but is not limited to:

- Christian Education Association of Alberta (CHREDA) executive members, who govern the spiritual affairs of the school, are elected by the parent body for their strong Christian testimony. We desire that FSC's critical decisions be Christ-centered.
- A Campus Ministry Team (CMT) serves to connect with students at FSC and provide spiritual mentorship to all students.
- Three teachers are also teaching chaplains, focusing on Christian programming and mentorships of students.
- 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.
- Regular morning devotional times enable staff to stay focused on God's abundance for the task of Christian education.
- Starting each day with a class devotional time focuses students' attention on God.
- Students learn what God's Word teaches about His love and His plan for their lives.
- Regularly scheduled chapels provide spiritual growth and worship opportunities for both students and staff.
- The FSC community is prayed for daily by parents, students and staff.
- In classes, purposeful discussion of Christian morals, beliefs and worldview are incorporated into each subject. *Teaching for Transformation* is one tool that has been incorporated at FSC to aid staff in accomplishing this mandate.
- Parents and staff work together to reinforce Christian values shared between the home, church and school.
- We desire that the FSC community fulfill the greatest commandment: "Love the Lord your God with all your heart and with all your soul and with all your mind." Matthew 22:37.

The Three Pillars of Fort Christian:

**PRAYER
EDUCATION
OUTREACH**

Tagline of Fort Christian:

LIVE ON PURPOSE



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Programming Highlights:

Options include: foods, fashion, drama, art, physical education option, construction, communication technology, outdoor education, outdoor education & photography, leadership, culinary tourism, sports medicine, and film studies.

- Junior high students have one flex period each six-day cycle where they can choose programming and classes best suited for their learning needs.
- Service projects (each class has a local mission project).
- Annual Missions trip to Vancouver (Grade 9).
- Extracurricular (cross-country, volleyball, basketball, badminton, golf, track and field, drama production).
- Extracurricular music program, which focuses on a grades 4-6 choir.
- Intramural program (grades 4-9).
- Mentorship program between Grade 7 and Grade 2 students.
- Student Leadership Conference (Grade 9 student council members).
- Spiritual Emphasis retreat (grade 5 and 6 students go for one day to Camp Nakamun).
- Spiritual Emphasis days (grades 7-9 students have two days a year with a guest speaker and our Campus Ministry Team).

EIPS PRIORITY: *EIPS Priority 1, Goal 2*

SCHOOL GOAL: Improve student achievement in literacy.

STRATEGIES:

- Teachers in grades 1-6 focus on the Reader's Workshop and Writer's Workshop program with teachers in Grade 1 also implementing the Lucy Calkins' Phonics' program.
- In-servicing provided by EIPS Consultants. Interaction with and support from our EIPS literacy consultant as well as grade and interschool collaboration throughout the year.
- All K-9 LA teachers will reference the importance of home reading at Meet the Teacher night and March Parent Teacher Interview nights.
- Literacy Lead Teacher will provide (with EIPS consultant input) literacy tips to include in school newsletter, four times per year (once each quarter).
- Increase the number of resources available to our students in their classroom libraries.



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- Lead literacy teachers continuing to take in-servicing and also provide support for teachers and educational assistants.
- Leveled Literacy Intervention (LLI) teacher to provide training for EAs to ensure they can use the LLI program to assist struggling students.

MEASURES:

- Increase in students reaching acceptable standard on grade 6 and 9 English Language Arts (ELA) Provincial Achievement Test (PAT).
- Increase in students reaching excellent standard on grade 6 and 9 ELA PAT.
- Monitor student progress based on the STAR reading assessment completed by students in grades 1-9, three times throughout the year.
- Analysis of STAR data of students participating in the LLI program.

RESULTS: (To be added for Results Review)

EIPS PRIORITY: *EIPS Priority 1, Goal 2*

SCHOOL GOAL: Improve student achievement in numeracy.

STRATEGIES:

- Analyze the Math Intervention Programming Instrument (MIPI) assessment data for students in grades 2-9 and look for patterns to improve and inform instruction. In addition, identify all questions in which our students scored lower than the EIPS average and share with respective teachers. Students who score less than 60% will receive strategies to improve their achievement, and strategies will also be provided to homeroom teachers to assist these students in their learning. This will be accomplished during small group pull-out sessions.
- Organize and implement a Math Fair week coinciding with Pi Day in March 2022.
- All K-9 math teachers will share the importance of reviewing basic math facts at Meet the Teacher Night and November Parent Teacher Interviews.

MEASURES:

- Increase in students reaching acceptable standard on grade 6 and 9 Math PATs.



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- Increase in students reaching excellent standard on grade 6 and 9 Math PATs.
- Monitor student progress based on the MIPI benchmark assessment completed by students in grades 2-9.

RESULTS: (To be added for Results Review)

EIPS PRIORITY: *EIPS Priority 2, Goal 1*

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

STRATEGIES:

- Implement the use of our First Nations, Métis and Inuit Outdoor Learning Space.
- Continued interaction with and guidance from our EIPS First Nations, Métis, and Inuit Consultant.
- Develop cultural awareness and initiatives globally through chapel/assembly promotion.
- Based on the Teacher Quality Standard (TQS), continue to identify and plan opportunities to embed Indigenous learning in classrooms.
- Participation in Orange Shirt Day (Sept. 30, 2021) Participation in Pink Shirt Day (February 23, 2022) and National Indigenous Peoples Day (June 21, 2022) activities.
- Booking of First Nations, Métis, and Inuit Edukits.
- Grade 9 students will have the opportunity to go on a mission/service trip to Vancouver.
- All grades continue to identify and support a local mission partnership.

MEASURES:

- First Nations, Métis and Inuit Outdoor Learning Space utilized by all grades at least twice per year.
- Increase in student satisfaction on Active Citizenship Accountability Pillar Measure, while maintaining the overall level of satisfaction.
- Increased participation in Orange Shirt Day and Pink Shirt Day by students and staff.
- Each homeroom teacher uses at least one Edukit and continues to expand and deepen their instruction surrounding Indigenous learning.
- 80% of Grade 9 students attend the Vancouver Missions Trip.



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RESULTS: (To be added for Results Review)

LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
X	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers) e.g., Lead teacher; Instructional coaching, literacy/ numeracy assessment, small group student support.</p> <p>Identify your plan for FTE and how this will address learning gaps.</p> <p>Elementary Focus - Literacy: Providing 0.099 FTE for a lead teacher in Levelled Literacy Intervention (LLI). Our plan for this teacher is to coordinate our LLI program, to teach several periods of LLI a week, and to train EAs in the program. (\$10,586.57)</p> <p>Junior High Focus – Numeracy: Providing 3.5 periods in a 6-day cycle for EA to join Math 9 class. This Math 9 class is our largest class in the school, and our EA is very experienced in Jr. High Math, as well as experienced in working with this particular Math teacher. (\$2,120.43)</p>	\$ 12,707



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	<p>Support for Professional learning (e.g., release time for teacher(s) to build capacity in reading intervention or math intervention strategies to reduce the learning gaps).</p> <p>Identify your plan for professional learning and how it will address learning gaps.</p>	<p>\$ 0</p>
	<p>Materials/resources or non-capital equipment for the classroom (e.g., Assistive technology, books, literacy resources, numeracy materials, technology).</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will address learning gaps.</p>	<p>\$ 0</p>
		<p>Total Allocated</p> <p>\$ 12,707</p>

SOCIAL/ EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
X	<p>Hiring of additional teacher FTE (e.g., increasing the FTE of FSLW or Counsellor) to enhance the support for students.</p> <p>Identify your plan for FTE and how this will address social/emotional needs of students.</p> <p>We have allocated 0.089 of our administrators' FTE (1 period every other day) for the principal or the assistant principal to help attend to the social and emotional needs of the school. Here are some of our ideas:</p> <ul style="list-style-type: none"> • Survey to gather data on perceived needs, completed by staff and students • Small group pull-outs; also full-class push-in 	<p>\$ 9,517.22</p>



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	<ul style="list-style-type: none"> • Focused lessons taught by administrators to classes on trauma-informed practice, mental health literacy, anxiety, etc. • Mentorship lunch times • “Pizza with the Principal” - a chance for principal to meet with struggling students and get to know them better in small groups. Would be helpful as it would build long-term relationships with students who struggle. 	
X	<p>Support for Professional learning (e.g., Release time for teacher(s) to build capacity in providing social/emotional support)</p> <p>Identify your plan for professional learning and how it will social/emotional needs of students.</p> <p>We have planned for five teacher sub days to encourage our teachers and administrators to take advantage of trauma-informed practice, mental health literacy, and anxiety professional development sessions. We are expecting that our principal, assistant principal, and school counsellor will promote these sessions and encourage our teachers to attend.</p>	\$ 1,215.00
X	<p>Materials/resources or non-capital equipment for the classroom e.g., Wellness resources. videos, books.</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will social/emotional needs of students.</p> <p>We are expecting that with the increased professional development and focus on social/emotional support, that there will be a need to purchase support materials such as teaching videos, magazine subscriptions, and classroom resources (such as social stories materials, etc.). Although we do not know specifics at this point, we are expecting this money to be well-used.</p>	\$ 9,73.78
		<p>Total Allocated</p> <p>\$ 11,706</p>