



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

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

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centered education.

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

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: \$ 2,648,954.

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.

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.



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- 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

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).



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- 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: All students will demonstrate one year's growth in literacy by the end of June.

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.
- Support provided by EIPS literacy Consultants with a specific focus on small group, differentiated instruction in Divisions 2 & 3.
- Specific Professional Development in reading comprehension. Consultants to model targeted reading comprehension strategies and school to purchase comprehension resources.
- Focused grade group, division, and interschool literacy 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 tips will be included in regular school communication with parents (ex. school newsletter).
- Increase the number of resources and student choice available to students in their classroom libraries in Division 2 & 3, with attention paid to resources that are high-interest, low reading level.
- Lead literacy teachers will participate in professional development and 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.
- Explore programs to support literacy improvement for students with reading learning disabilities.
- Investigate using sound walls in addition to word walls.



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- Promoting a love of reading by having adults read to kids (Campus Ministry Team, parents, etc.), starting a lunch book club, and doing Battle of the Books.
- Focus on Learning Loss funding (\$23,527): 0.097 LLI lead teacher; 2 hrs/day EA LLI time; purchased literacy resources: Bridge the Gap (Heggerty), Words Their Way, various Junior High resources; Literacy intervention for students with learning disabilities (counsellor); sub time for ELI and MYL

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.
- Identify specific areas of concern with student phonics survey, Fountas & Pinnell assessment, and LLI.

RESULTS: (To be added for Results Review)

EIPS' PRIORITY: *EIPS Priority 1, Goal 2*

SCHOOL GOAL: All students will demonstrate one year's growth in numeracy by the end of June.

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 have a benchmark assessment completed and will receive targeted strategies to improve their achievement.



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- EIPS Consultants will provide support to homeroom teachers in the form of strategies to assist students in their learning. These strategies may be used by the teacher during both in-class and pull-out small group sessions.
- Organize and implement a Math Fair week coinciding with Pi Day in March 2023.
- All K-9 math teachers will share the importance of reviewing basic math facts at Meet the Teacher Night and November Parent Teacher Interviews.
- Explore the use of a numeracy assessment that measures in-year growth.

MEASURES:

- Increase in students reaching acceptable standard on grade 6 and 9 Math PATs.
- Increase in students reaching excellent standard on grade 6 and 9 Math PATs.
- Monitor student progress based on the MIPI assessment completed by students in grades 2-9.
- Identify specific areas of concern with student benchmarking assessment.

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), provide focused and consistent Professional Development to grow staff awareness of First Nations, Métis and Inuit cultures.



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- In accordance with the TQS, continue to identify and plan opportunities to embed Indigenous learning in classrooms.
- Participation in Orange Shirt Day (Sept. 2022) Participation in Pink Shirt Day (Feb. 2023) and National Indigenous Peoples Day (June 2023) 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.
- Engaging more of our students, in addition to parents and guardians, and mobilizing them to action by getting their input.

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 Missions Trip.

RESULTS: (To be added for Results Review)

