

School Education Plan and Results Report

Fort Saskatchewan Christian

2018-22

Year 1



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

- CHREDA (Christian Education Association of Alberta) 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.
- 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 an annual Association of Christian Schools International Convention.
- 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 into 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

CHREDA Board:

The CHREDA Board is a group of elected parents within the Fort Saskatchewan Christian School community. The CHREDA Board meets monthly throughout the school year to establish policy and procedures, construct the future vision of the school (growth and development), oversee financial dealings, provide council to the Principal and ensure that high moral, educational and safety standards are maintained.

CHREDA Mission:

To provide a Christ-centered, biblically directed educational alternative that fosters the development of Christian character in the staff, students and their families so that God’s truth is proclaimed and His kingdom is furthered in our community.



SECTION ONE: School and Division Goals

School Goals:

GOAL 1: Improve student achievement in literacy.

(EIPS Priority 1, Goal 2)

GOAL 2: Improve student achievement in numeracy.

(EIPS Priority 1, Goal 2)

GOAL 3: Develop and enrich intercultural relationships within the community and surrounding area.

(EIPS Priority 2, Goal 1 and EIPS Priority 3, Goal 2)

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal: Dave Armbruster

Assistant Principal: Jon Alstad

Counsellor: Naomi Arzate

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 396.
- Fort Christian students are served by 25 teachers and 11 support staff.
- Fort Christian opened in 1978.
- The total school budget: \$2,731,222 which includes 95% of total budget dedicated to staffing.

Programming Highlights:

- Daily Bible reading and prayer (devotions).
- Structured chapel program.
- Bible class for all grades.
- Strong academic emphasis taught from a Biblical worldview.
- Teaching for Transformation (TfT) is used as a tool to implement a Biblical worldview.

- Options include: food, fashion, drama, art, physical education option, construction, communication technology, outdoor education, leadership, culinary tourism, and sports medicine.
- Junior high students have one flex period each week where they can choose programming and classes best suited for their learning needs.
- Service projects (each class has a local mission project).
- Missions trip to Vancouver (Grade 9).
- Ottawa National House of Prayer trip (grades 7 and 8, alternating years).
- Extracurricular (cross country, volleyball, basketball, badminton, golf, track and field, drama production).
- Extracurricular music program, including grades 4-6 choir and worship team (in process).
- Intramural program.
- Student Leadership conference (grade 8 and 9 student council members).
- Spiritual Emphasis retreat (grade 5 and 6 students go for three days to Camp Nakamun).

SECTION THREE: School Education Results Report (2017-18)

What were the greatest successes/challenges faced in 2017-18?

Successes:

1. New Literacy Program: Implemented Reader's Workshop & Writer's Workshop by Lucy Calkins in grades 1-6.
2. A new Bible Curriculum was identified and plans made for implementation in the 2018-2019 school year. Teachers also continued to deepen their expertise in Teaching for Transformation (TfT).
3. Leveled Literacy Intervention (LLI) program: We had a Literacy Lead teacher as well as an Educational Assistant run our leveled literacy intervention program for students in grades 1-8 who were struggling with reading. Throughout the year they saw significant gains in reading abilities among the students with whom they worked.
4. Enrolment Growth: We continue to grow in enrolment by adding a class every year (2017-2018: two classes in k-6).

Challenges:

1. Implementing a new literacy program in grades 1-6: Reader's Workshop & Writer's Workshop by Lucy Calkins. Balancing the training/in-service requirements with keeping teachers in their classrooms.
2. Enrolment Growth: We continue to grow in enrolment by adding a class every year. Increasing the number of students in our building poses challenges, including a lack of

space (borrowed a classroom from Fort Saskatchewan Elementary (FSE) to alleviate this).

3. First Nations, Métis and Inuit Cultural Knowledge and Awareness: We recognize our need to grow in our knowledge and understanding of Indigenous culture and desire to continue to do so.
4. Technology: Managing and maintaining our Chromebooks in Division II & III with our one-to-one device program for grades 4-9.

How, and to what degree, did those successes/challenges impact planning for 2018-19?

Fort Christian is committed to student learning, growth and success. Based on our successes and challenges we have made the following plan for the new school year:

1. Based on our enrolment growth, (2018-2019: two classes per grade in k-7) and thus lack of space, we will use our Music Room as a homeroom classroom for Grade 6B. Music classes will take place in individual homerooms as well as in the Learning Commons.
2. Support for teachers in their implementation of Reader's Workshop and Writer's Workshop from our Literacy Lead Teachers, Elk Island Public Schools (EIPS) Consultant: Heather Balog, and purchasing resources to support classroom libraries.
3. We are partnering with our First Nations, Métis and Inuit Consultant, Cheryl Devin, this year as we desire to learn and grow in our knowledge and understanding of Indigenous culture.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: Improve student achievement in literacy.

Division Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Strategies:

- Teachers in grades 1-6 focus on the Reader's Workshop and Writer's Workshop 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.
- Implementation of the Wee Read program for students in kindergarten and Grade 1.
- Teachers participate in the Literacy cohort for first and second year teachers.
- Lead Literacy teachers continuing to take in-servicing and also provide support for teachers.

Performance Measures:

- Increase in students reaching acceptable standard on grades 6 and 9 English Language Arts (ELA) Provincial Achievement Test (PAT).
- Increase in students reaching excellent standard on grades 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.

School Goal 2: Improve student achievement in numeracy.

Division Outcome: More students achieve a minimum of one year's growth in literacy and 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. Students who score 65% or lower will be benchmarked and strategies will be provided to homeroom teachers to assist these students in their learning.
- Organize and implement a Math Fair during the week of March 11 – 15, 2019.
- Participation by first and second year teachers in the Numeracy cohort.
- Build capacity throughout the school regarding the understanding of teaching and learning mathematics with a specific focus on the use of common language.
- Targeted professional learning in the area of numeracy.
- Both Grade 2 classes continue to use the 'spiraling' strategy (teaching all math strands, all the time instead of the traditional teaching of one unit at a time).

Performance Measures:

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

School Goal 3: Develop and enrich intercultural relationships within the community and surrounding area.

Division Outcomes: Our learning and working environments are welcoming, caring, respectful, and safe. Community partnerships support the needs of our students.

Strategies:

- Identify a First Nations, Métis and Inuit initiative.
- Develop cultural awareness and initiatives globally through chapel/assembly promotion.
- Staff field trip to Blue Quills Residential School.
- Participation in Orange Shirt Day and National Indigenous Peoples Day (Friday, June 21, 2019) 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.

Performance Measures:

- First Nations, Métis and Inuit initiatives identified.
- Increase in student satisfaction on Active Citizenship Accountability Pillar Measure, while maintaining the overall level of satisfaction.
- Increased participation in Orange Shirt Day by students and staff.
- Each Edukit is utilized by at least one classroom.
- 80% of grade 9 students attend the Vancouver Mission Trip.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	FSC	100.0	20.8	100.0	36.4	96.9	25.0	93.1	17.2	97.5	32.5	98	35
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	91.8	24.0	94.6	26.4		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	FSC	83.3	12.5	93.9	15.2	84.4	9.4	89.7	17.2	100	17.5	100	20
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.4	18.1	87.0	20.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	68.4	12.3	72.9	14.0		
Science 6	FSC	95.8	33.3	100.0	51.5	96.9	37.5	96.6	48.3	100	60.0	100	60
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.6	43.5	91.3	45.0		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.6	29.5	78.8	30.5		
Social Studies 6	FSC	79.2	12.5	84.8	21.2	84.4	31.3	86.2	17.2	92.5	42.5	94	45
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.8	34.2	88.5	35.3		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.6	22.4	75.1	23.2		
English Language Arts 9	FSC	95.7	34.8	88.9	22.2	100.0	31.6	95.8	29.2	89.7	34.5	94	35
	EIPS	86.4	19.5	85.7	17.9	84.5	18.9	86.1	17.6	85.6	18.0		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
Mathematics 9	FSC	82.6	34.8	92.6	22.2	89.5	15.8	87.5	20.8	79.3	17.2	90	22
	EIPS	76.3	21.6	74.2	19.9	75.0	18.1	76.7	19.8	69.3	19.4		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	66.2	18.7	59.2	15.0		
Science 9	FSC	95.7	56.5	100.0	51.9	100.0	36.8	91.7	33.3	93.1	55.2	95	56
	EIPS	82.2	29.4	84.5	29.3	82.1	28.0	81.7	25.9	83.8	26.8		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	73.2	21.3	75.7	24.4		
Social Studies 9	FSC	78.3	30.4	85.2	18.5	94.7	15.8	83.3	12.5	86.2	48.3	90	49
	EIPS	74.1	25.1	76.1	25.4	72.7	21.8	75.9	24.6	76.5	25.9		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	66.3	20.2	66.7	21.5		

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Student Engagement Measures

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.															
	FSC					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.2	90.6	92.6	93.9	93.0	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	98.5	98.9	100.0	100.0	99.1	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.2
Parent	100.0	92.0	92.3	95.7	97.1	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	81.0	81.0	85.6	86.0	82.8	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	FSC					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	92.6	86.9	89.9	89.6	88.1	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	100.0	98.9	100.0	100.0	99.1	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	100.0	88.0	91.4	92.0	86.7	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	77.9	73.7	78.4	76.8	78.5	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9

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.															
	FSC					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.9	72.4	88.7	96.0	90.0	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	100.0	94.7	95.0	100.0	100.0	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	77.8	50.0	82.4	92.0	80.0	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	FSC					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.4	92.7	93.3	94.6	93.9	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	98.7	98.2	100.0	100.0	100.0	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	87.0	88.3	88.9	93.5	91.3	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	88.4	91.5	90.9	90.4	90.5	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

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.															
	FSC					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	78.8	78.2	87.2	89.7	85.6	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	84.7	88.7	95.0	98.4	96.2	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	88.6	83.8	85.9	88.5	84.7	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	63.3	62.1	80.7	82.4	75.8	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

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.															
	FSC					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.9	83.8	89.5	91.1	84.5	77.9	79.1	80.0	80.2	79.5	79.6	81.2	81.4	81.4	80.3
Teacher	83.3	94.4	100.0	95.7	82.6	80.6	83.1	82.9	84.3	81.8	79.8	82.3	82.2	82.2	81.5
Parent	100.0	80.0	85.7	89.3	90.5	73.7	74.6	77.5	76.7	76.1	78.5	79.7	80.8	80.8	79.3
Student	80.2	77.0	82.9	88.5	80.5	79.4	79.5	79.5	79.5	80.7	80.7	81.5	81.1	81.1	80.2

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	FSC					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.3	82.8	88.6	92.5	85.8	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	100.0	93.7	100.0	100.0	95.7	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	86.7	72.0	77.1	85.0	76.0	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

Communication of Plan:

Staff input was requested at the September staff meeting and during the October staff meeting, staff provided written feedback/suggestions regarding our school goals.

Parental input on school goals was requested at the October School Council meeting when the School Education Plan (SEP) was presented (Draft form) and discussed. During this time, parents were given the opportunity to offer their suggestions and comments regarding the four-year plan.

Parents appreciated the opportunity to be involved in the development of the plan. They appreciate that we want and need their input in the process.

The SEP will be communicated via our website and copies can be e-mailed or sent to parents at their request. A message indicating the SEP's availability will be sent out to all parents via email, and individual goals will also be communicated to parents.

Our parents are always encouraged to make suggestions about school policies and direction both at the formal School Council meetings, through emails and through formal/informal meetings with staff.