

# School Education Plan and Results Report

## Fort Saskatchewan Christian

### 2018-22

### Year 2



#### **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, provide advice on the future vision of the school, oversee financial dealings, provide counsel to the Principal and ensure that high moral and biblical educational 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 410.
- Fort Christian students are served by 26 teachers and 13 support staff.
- Fort Christian opened in 1978.
- The total school budget: \$ 2,812,571 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: 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 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 (Grade 7 and 8 students, 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.
- 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 two days to Camp Nakamun).

### **SECTION THREE: School Education Results Report (2018-19)**

What were the greatest successes/challenges faced in 2018-19?

Successes:

1. Our grades 1-6 teachers are now all using both Reader's and Writer's Workshop. Our Grade 1 teachers are also using the Lucy Calkins' Phonics' program for the first time this year. We have invested finances to purchase resources to support these programs (classroom libraries, organizational aids, and resource books).
2. We successfully organized a Math Fair (Week of Inspirational Math) last March with the help of our EIPS numeracy consultant, which was received very positively by our staff and students. We also gave release time for our numeracy lead teacher. She provided math-strategy support to teachers and students who were identified through MIPI data.
3. Last year, we successfully implemented a new Biblical Studies curriculum for grades 1-6 students. Our teachers were supplied with release time to plan and develop resources to aid implementation and were also supported by our lead teacher in this process. We are continuing this year with the new Biblical Studies curriculum and teachers continue to refine their instruction and resources.

4. Our LLI teacher trained an EA in Leveled Literacy Intervention (LLI) and this EA was able to use the LLI method with several students.
5. Our staff have been trained in *Teaching for Transformation* and continue to be supported in implementing this approach to teaching from a Biblical Worldview. Our new staff will also receive TtT training and collaborative support this year.
6. Our focus on community outreach, both local and beyond, is intentional and continues to be an integral part of who we are at Fort Christian. A significant example of this was our Grade 3 class connecting their curricular learning of Ukraine with a tangible service project of raising \$ 20,000 to help build a playground for students in Prostore, Ukraine.
7. Enrolment Growth: We continue to grow in enrolment and are currently at 410 students.

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. Balancing our budget with projected student growth yet being uncertain if that student growth would receive funding.

How, and to what degree, did those successes/challenges impact planning for 2019-20?

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. With the understanding that we had projected to see enrolment growth, have classroom space restrictions and need to balance our budget, we decided to create a split class with Grade 3 and 4 students. In addition, we were granted the use of a FSE classroom. This allowed us to balance our budget and also have the necessary classroom space for our projected enrolment.
2. Support for teachers in their implementation of Reader's, Writer's, and Phonics' Workshops from our Literacy Lead Teachers, Elk Island Public Schools (EIPS) Consultant: Heather Balog, and purchasing resources to support classroom libraries.
3. We continue to partner with our First Nations, Métis and Inuit Consultant, Cheryl Devin, expanding and deepening our knowledge and understanding of Indigenous

culture. We look forward to developing a relationship with a local Elder and establishing and deepening relationships with individuals from local First Nations (Saddle Lake, Frog Lake).

## **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. 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.
- Increase the number of resources available to our students in their classroom libraries.
- Lead literacy teachers continuing to take in-servicing and also provide support for teachers and educational assistants.

**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. 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, provided by two numeracy lead teachers (Gr. 2-6 and Gr. 7-9).
- Organize and implement a Math Fair during the week of March 9-13, 2020.

- 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 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 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.
- Based on the Teacher Quality Standard (TQS), continue to identify and plan opportunities to embed Indigenous learning in classrooms.
- Retired Sergeant William Quinney from Frog Lake First Nations, speaking at our Remembrance Day Assembly (Nov. 8, 2019).
- Participation in Orange Shirt Day (Sept. 30, 2019) and National Indigenous Peoples Day (June 21, 2020) 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 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.



## SECTION FIVE: Summary of Performance Measures

### Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	FSC	100.0	36.4	96.9	25.0	93.1	17.2	97.5	32.5	92.9	23.8	95	25
	EIPS	90.9	25.1	90.7	26.1	91.8	24.0	94.6	26.4	94.2	24.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
Mathematics 6	FSC	93.9	15.2	84.4	9.4	89.7	17.2	100	17.5	90.5	16.7	91	23
	EIPS	83.3	19.0	81.6	16.9	80.4	18.1	87.0	20.9	86.5	22.8		
	Province	73.2	14.1	72.2	14.0	68.4	12.3	72.9	14.0	72.5	15.0		
Science 6	FSC	100.0	51.5	96.9	37.5	96.6	48.3	100	60.0	85.7	42.9	89	45
	EIPS	87.0	34.3	88.7	39.7	88.6	43.5	91.3	45.0	88.3	44.4		
	Province	76.3	25.3	78.0	27.1	76.6	29.5	78.8	30.5	77.6	28.6		
Social Studies 6	FSC	84.8	21.2	84.4	31.3	86.2	17.2	92.5	42.5	85.7	23.8	88	36
	EIPS	80.1	24.6	80.5	28.6	85.8	34.2	88.5	35.3	87.4	35.1		
	Province	69.8	18.1	71.4	22.0	72.6	22.4	75.1	23.2	76.2	24.4		
English Language Arts 9	FSC	88.9	22.2	100.0	31.6	95.8	29.2	89.7	34.5	96.4	21.4	97	22
	EIPS	85.7	17.9	84.5	18.9	86.1	17.6	85.6	18.0	83.0	17.3		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
Mathematics 9	FSC	92.6	22.2	89.5	15.8	87.5	20.8	79.3	17.2	85.7	14.3	86	25
	EIPS	74.2	19.9	75.0	18.1	76.7	19.8	69.3	19.4	69.9	24.4		
	Province	65.3	17.9	67.8	17.5	66.2	18.7	59.2	15.0	60.0	19.0		
Science 9	FSC	100.0	51.9	100.0	36.8	91.7	33.3	93.1	55.2	96.4	53.6	97	54
	EIPS	84.5	29.3	82.1	28.0	81.7	25.9	83.8	26.8	84.7	33.1		
	Province	74.1	22.8	74.2	22.4	73.2	21.3	75.7	24.4	75.2	26.4		
Social Studies 9	FSC	85.2	18.5	94.7	15.8	83.3	12.5	86.2	48.3	82.1	28.6	83	29
	EIPS	76.1	25.4	72.7	21.8	75.9	24.6	76.5	25.9	77.5	26.9		
	Province	65.1	19.8	64.7	18.0	66.3	20.2	66.7	21.5	68.7	20.6		

"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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	90.6	92.6	93.9	93.0	91.1	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
<b>Teacher</b>	98.9	100.0	100.0	99.1	96.0	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.2	95.1
<b>Parent</b>	92.0	92.3	95.7	97.1	95.8	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
<b>Student</b>	81.0	85.6	86.0	82.8	81.4	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	FSC					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	86.9	89.9	89.6	88.1	90.1	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
<b>Teacher</b>	98.9	100.0	100.0	99.1	100.0	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
<b>Parent</b>	88.0	91.4	92.0	86.7	93.3	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
<b>Student</b>	73.7	78.4	76.8	78.5	77.0	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	72.4	88.7	96.0	90.0	93.8	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
<b>Teacher</b>	94.7	95.0	100.0	100.0	96.0	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
<b>Parent</b>	50.0	82.4	92.0	80.0	91.7	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	FSC					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	92.7	93.3	94.6	93.9	93.3	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
<b>Teacher</b>	98.2	100.0	100.0	100.0	98.7	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
<b>Parent</b>	88.3	88.9	93.5	91.3	93.0	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
<b>Student</b>	91.5	90.9	90.4	90.5	88.1	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	78.2	87.2	89.7	85.6	84.5	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
<b>Teacher</b>	88.7	95.0	98.4	96.2	96.0	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
<b>Parent</b>	83.8	85.9	88.5	84.7	80.4	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
<b>Student</b>	62.1	80.7	82.4	75.8	77.0	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	83.8	89.5	91.1	84.5	86.3	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
<b>Teacher</b>	94.4	100.0	95.7	82.6	79.2	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
<b>Parent</b>	80.0	85.7	89.3	90.5	100.0	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
<b>Student</b>	77.0	82.9	88.5	80.5	79.9	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

## 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	82.8	88.6	92.5	85.8	85.0	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
<b>Teacher</b>	93.7	100.0	100.0	95.7	95.0	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
<b>Parent</b>	72.0	77.1	85.0	76.0	75.0	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

#### Communication of Plan:

Staff input was requested at the September staff meeting and each staff member was given the opportunity to provide feedback/suggestions regarding year two of our four-year plan.

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 year two of 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.