



SCHOOL EDUCATION PLAN FOR THE 2020-21 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 Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

STAFF FTE		BUDGET	
Certificated	19.75	Salaries	\$2 504 479
Classified	7.2	SES	\$ 109 073
		Total	\$2 613 552
		Surplus/deficit	\$0

SCHOOL PROFILE AND CONTEXT

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 405 (Sept. 14, 2020).
- Fort Christian students are served by 24 teachers and 11 support staff.
- Fort Christian opened in 1978.
- The total school budget: \$ 2,613,552.

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.
- A Campus Ministry Team (CMT) serves to connect with students at FSC and provide spiritual mentorship to students, focusing on grades 5-9.
- All teaching staff have a strong Christian testimony and evidence a meaningful relationship with Christ.

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- 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 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

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 CMT).



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Budget Implications

This School Education Plan reflects a reduction in the school budget by \$ 224,046 and a reduction in one certificated and three classified staff from the 2019-20 school year. We will combine our grade 8s into one class of 38 and our grade 9s into one class of 38. We will continue our grade 3/4 combined class, which will mean large classes of both grade 3s and 4s (28 or 29 each). We have cut our numeracy lead FTE, but hope to provide some release time via sub days for one or two numeracy teachers to identify strategies for students identified by the MIPI as needing extra support. Our Assistant Principal will teach 0.26 more than in the previous year, posing a significant strain on our office and administration. We will be reducing our Library Technician's daily hours from four to three, reassigning her to provide LLI support. We have reduced our School Counsellor time from 0.5 to 0.4 (0.3 Counsellor and 0.1 FNMI Lead). We have also significantly reduced our EA time in classrooms, and have reassigned one EA for an hour a day to LLI support.

EIPS PRIORITY: *EIPS Priority 1, Goal 2*

SCHOOL GOAL #1: Improve student achievement in literacy.

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:

- 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.
- 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.
- Reassignment of Library Technician one period a day to provide LLI support.
- Reassignment of an EA one period a day to provide LLI support.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- 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.
- Analysis of STAR data of students participating in the LLI program.

EIPS PRIORITY: *EIPS Priority 1, Goal 2*

SCHOOL GOAL: Improve student achievement in numeracy.

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STRATEGIES/ACTIONS IMPLEMENTED:

- 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 during the week of March 8-12, 2021.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- 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.

EIPS PRIORITY: *EIPS Priority 2, Goal 1*

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

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL

- 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, 2020) Participation in Pink Shirt Day (February 24, 2021) and National Indigenous Peoples Day (June 21, 2021) 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 THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- First Nations, Métis and Inuit Outdoor Learning Space utilized by all grades.
- 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.