

School Education Plan and Results Report
2015-2018
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 FSCS offers to its students and their families include, but are not limited to:

- CHREDA executive members who govern the affairs of the school are elected by the parent body for their strong Christian testimony. We desire that FSCS' critical decisions be Christ-centered.
- All teaching staff have a strong Christian testimony and evidences a meaningful relationship with Christ.
- Staff commit to conduct themselves according to FSCS' theological and ethical standards.
- Staff participates 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 FSCS 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 FSCS 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 FSCS community fulfill the greatest commandment "Love the Lord your God with all your heart and with all your soul and with all your mind." Matt 22:37

The Three Pillars of Fort Christian

PRAYER

EDUCATION

OUTREACH

CHREDA Board

CHREDA is a group of elected parents within the Fort Saskatchewan Christian School community. CHREDA meets monthly throughout the school year to assist with staff selection (if needed), 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 mathematics.
(EIPS Priority 1, Goal 2)

GOAL 2: Improve student achievement in literacy.
(EIPS Priority 1, Goal 2)

GOAL 3: More students are actively involved in school outreach initiatives.
(EIPS Priority 2, Goal 1)

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.

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: Ryan Marshall

Assistant Principal: Jon Alstad

Counsellor: Michelle Smith

Fort Christian Quick Facts

- Fort Christian is an alternative Christian school in Elk Island Public Schools with a student enrolment of 362.
- Fort Christian students are served by 24 teachers and 14 support staff.
- Fort Christian opened in 1979.
- The total school budget: \$2 688 533 which includes 96% 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
- Options include: Food, Fashion, Drama, Art, Recreational Fitness, Sports Acceleration, Construction, Communication Technology, Outdoor Education, Leadership, Guitar
- Junior high students have flex periods twice in a 6 day rotation where they can choose programming and classes best suit for their learning needs
- Service projects (each class has a local missions project)
- Missions Trip to Vancouver (grade nine)
- Ottawa National House of Prayer Trip (grade eight)
- Extracurricular (volleyball, basketball, badminton, cross country, golf, track and field)
- Extracurricular music program (worship band, 4-6 choir)
- Intramural Program
- Student Leadership Conference (grade eight and nine student council members)
- Spiritual Emphasis Retreat (grade five and six students go for 3 days to Camp Nakamun)

SECTION THREE: School Education Results Report (2015-2016)

What were the greatest challenges faced in 2015-2016?

- 1) Modular construction: Due to the construction of 3 modular classrooms, we were without a music room and junior high social studies room for the beginning of the year. We were then working in a construction zone for approximately 3 months. Once completed we had the task of moving 4 classrooms around to ensure the best use of space.
- 2) Pilot of the new communicating student learning report card: Although teacher workload on the actual communicating student learning report card decreased the amount of time spent

on redoing assessment plans, rubrics, and assignments based on the 5 point scale took a great deal of time and effort. There seemed to be a large amount of support for how to complete the communicating student learning report card but not for completion of new assessment plans, rubrics, and exemplars.

- 3) New initiatives: There seemed to be an abundance of new initiatives this past year both from the district and the creation of our school's 3 year education plan. With the new report card, instructional support plans, school based literacy and numeracy projects, our Stollery Fundraiser, and Teaching for Transformation, staff felt inundated and were quite tired by years end.
- 4) Growth in enrolment: We continue to grow in enrolment by adding a class every year. Increasing the number of students in a building always pose some new challenges.
- 5) FNMI awareness in Alberta has increased, and with this increased awareness, the expectations of teachers and schools has also increased. Seeing the draft teacher and principal quality standards for Alberta brought some fear to our staff as they have never received training in the area of FNMI history or how to incorporate FNMI perspective into their classroom. This will continue to serve as a challenge throughout this school year.

How, and to what degree, did those challenges impact planning for 2016-2017?

Fort Christian is committed to student success. Based on our challenges we have made the following changes:

- 1) Although we still desire to maintain a focus on outreach we have decreased the size of projects within the school so that they are more manageable. We are not doing a large, whole school fundraising project like we did last year.
- 2) We are not piloting any new projects for this school year. We are going to continue to focus on literacy and numeracy in our school and how assessment impacts learning.
- 3) We applied for funding to help with FNMI projects in our school. Through this funding we have hired a .15 FTE teacher to work within our school to help develop and model FNMI lesson for our school. This teacher will also be working with FNMI students to decrease the achievement gap. Finally we are having all of our junior high students and staff complete the blanket exercise by the end of the year.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1:

Improve student achievement in mathematics.

(EIPS Priority 1, Goal 2)

Division Outcome:

More students achieve a minimum one year's growth in literacy and numeracy

Strategies:

- Teacher collaborative work focusing on math instruction, use of common language, and common summative assessments.
- Build capacity throughout the school regarding the understanding of teaching and learning mathematics with a specific focus on open-ended problem based questions and the use of

common language

- Create a Professional Learning Community that will focus on reviewing our current best practices, identify areas of improvement, and create a plan for improvement
- Targeted professional learning in providing students appropriate feedback (classroom visits, after-school, embedded collaboration, PLC's and SBPL days).
- Provide flexible learning time for Junior High students.
- One grade two class will be piloting the teaching of all math strands, all the time instead of the traditional teaching of one unit at a time
- Implement MIPI benchmark assessment for students in grades 2 to 9.
- Throughout the year we will maintain contact with family members, and other stakeholders (FSLW's, etc.) to elicit their support to encourage daily attendance of all students.

Performance Measures:

- Increase in students reaching acceptable standard on grade 6 and 9 Math PAT
- Increase in students reaching excellent standard on grade 6 and 9 Math PAT
- MIPI Benchmark assessment completed by students in grades 2-9
- 5% decrease in the amount of students who are chronically absent

School Goal 2

Improve student achievement in literacy.

(EIPS Priority 1, Goal 2)

Division Outcome:

More students achieve a minimum one year's growth in literacy and numeracy

Strategies:

- Teacher collaborative work focusing on literacy instruction, literacy intervention, and common summative assessments.
- Build capacity throughout the school regarding the understanding of teaching and learning literacy and the cross-curricular implications and strategies.
- Create a Professional Learning Community that will focus on reviewing our current best practices, identify areas of improvement, and create a plan for improvement, with a specific focus on grade 4-6 literacy.
- Implement scope and sequence for the use of technology within the school focusing on literacy teaching and learning.
- Targeted professional learning in providing student appropriate feedback (classroom visits, after-school, embedded collaboration, PLC's and SBPL days).
- Provide flexible learning time for Junior High students.
- Throughout the year we will maintain contact with family members, and other stakeholders (FSLW's, etc.) to elicit their support to encourage daily attendance of all students.

Performance Measures:

- Increase in students reaching acceptable standard on grade 6 and 9 PAT
- Increase in students reaching excellent standard on grade 6 and 9 PAT
- STAR benchmark assessment completed by students in grades 2-9, 3 times throughout the year
- 5% decrease in the amount of students who are chronically absent

School Goal 3

More students are actively involved in school outreach initiatives.

(EIPS Priority 2, Goal 1)

Division Outcome:

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

Strategies

- Broaden leadership and community service opportunities to involve a wider range of students.
- Implement scope and sequence of outreach activities happening within Fort Christian to ensure all students have the opportunity to be a part of the activities.
- Raise awareness of the importance of service, through Teaching for Transformation, Chapels, Bible Class and School Activities.
- Grade six classes will be involved in the S.Y.N.C. program with Turner Lodge
- Grade seven and eight students will have the opportunity to go on a trip to Ottawa to spend time at the National House of Prayer
- Grade nine students will have the opportunity to go on a missions/service trip to Vancouver
- Identify a global outreach initiative to partner with over the next five years.
- Identify a FNMI outreach initiative to partner with over the next five years.
- Introduce the global and FNMI outreach initiatives to student and parent community.
- Raise money for the two initiatives through student created auction items for our annual school auction.

Performance Measures

- Increase in student satisfaction on Active Citizenship Accountability Pillar Measures, while maintaining the overall level of satisfaction
- 70% of grade 9 students attend the Vancouver Missions Trip
- All students are actively involved in an outreach initiative
- FNMI and global outreach initiatives identified
- \$12,500 raised in support of FNMI and global outreach initiative

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	FSC	90.3	12.9	89.3	10.7	100.0	21.7	100.0	36.4	96.9	25.0	96	29
	EIPS	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.2	90.7	26.1		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
Mathematics 6	FSC	93.5	19.4	96.4	21.4	87.0	13.0	93.9	15.2	84.4	9.4	89	15
	EIPS	86.2	23.9	81.9	23.0	83.8	19.0	83.3	19.1	81.6	16.9		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1	71.4	13.8		
Science 6	FSC	96.8	48.4	92.9	32.1	95.7	34.8	100.0	51.5	96.9	37.5	96	39
	EIPS	88.7	40.6	86.6	34.7	87.2	35.4	86.9	34.4	88.7	39.7		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3	77.6	27.7		

Social Studies 6	FSC	83.9	9.7	89.3	10.7	78.3	13.0	84.8	21.2	84.4	31.3	96	29
	EIPS	83.6	24.9	83.9	24.0	80.1	22.6	80.1	24.7	80.5	28.6		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.1	22.6		
English Language Arts 9	FSC	84.2	31.6	85.7	28.6	95.5	36.4	88.9	22.2	100	31.6	96	32
	EIPS	87.2	20.1	86.3	18.4	86.8	19.8	85.7	17.8	84.5	18.9		
	Province	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4	77.0	15.2		
Mathematics 9	FSC	84.2	42.1	85.7	32.1	81.8	31.8	92.6	22.2	89.5	15.8	92	24
	EIPS	76.1	22.8	73.7	20.6	76.6	21.7	74.4	19.9	75	18.1		
	Province	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0	66.7	17.2		
Science 9	FSC	84.2	47.4	89.3	39.3	95.5	59.1	100.0	51.9	100	36.8	96	44
	EIPS	83.4	24.4	83.8	26.4	82.3	29.7	84.5	29.4	82.1	28.0		
	Province	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9	73.5	22.5		
Social Studies 9	FSC	84.2	31.6	78.6	32.1	77.3	31.8	85.2	18.5	94.7	15.8	96	24
	EIPS	78.5	24.6	72.9	22.6	74.3	25.4	76.1	25.5	72.7	21.8		
	Province	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8	64.0	18.3		

"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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	95.4	95.2	93.2	90.6	92.6	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	100.0	98.8	98.5	98.9	100.0	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	100.0	95.7	100.0	92.0	92.3	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	86.2	91.2	81.0	81.0	85.6	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	FSC					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	90.8	91.1	92.6	86.9	89.9	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	98.6	100.0	100.0	98.9	100.0	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	93.3	90.4	100.0	88.0	91.4	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	80.5	82.9	77.9	73.7	78.4	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	88.9	92.5	88.9	72.4	88.7	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	100.0	94.1	100.0	94.7	95.0	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	77.8	90.9	77.8	50.0	82.4	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

Tell Them From Me		2014	2015	2016
Survey Results				
Intellectual Engagement Composite Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	Fort Christian	N/A	66	79
	EIPS	N/A	61	64
	Canada	N/A	56	56
Effort Percentage of students who report they try hard to succeed in their learning.	Fort Christian	68	73	80
	EIPS*	69	70	70
	Canada	73	73	73
Students who are interested and motivated Percentage of students who report they are interested and motivated in their learning	Fort Christian	45	30	51
	EIPS*	36	38	40
	Canada	34	34	34
Student that value school outcomes Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	Fort Christian	69	80	89
	EIPS*	63	64	65
	Canada	80	80	80
Relevance Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	Fort Christian	6.3	6.4	7.1
	EIPS*	6	6.1	6.2
	Canada	6.3	6.3	6.3
Advocacy at School Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	Fort Christian	3	2.6	2.6
	EIPS*	2.6	2.6	2.7
	Canada	2.9	2.9	2.9

*EIPS data is for Grades through 12

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	FSC					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	94.0	92.4	91.4	92.7	93.3	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	98.8	99.0	98.7	98.2	100.0	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
Parent	92.6	85.5	87.0	88.3	88.9	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
Student	90.5	92.8	88.4	91.5	90.9	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	71.9	67.5	78.8	78.2	87.2	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	88.4	80.9	84.7	88.7	95.0	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
Parent	76.4	80.6	88.6	83.8	85.9	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
Student	51.0	41.1	63.3	62.1	80.7	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	85.6	87.4	87.9	83.8	89.5	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
Teacher	92.9	88.2	83.3	94.4	100.0	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
Parent	77.8	82.6	100.0	80.0	85.7	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
Student	86.3	91.3	80.2	77.0	82.9	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	89.0	91.0	93.3	82.8	88.6	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
Teacher	95.7	98.8	100.0	93.7	100.0	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
Parent	82.2	83.2	86.7	72.0	77.1	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

Parental input on school goals was sought throughout the second half of September (2015) through a Google form. The School Education Plan (SEP) was discussed at the September and October School Council meetings. During this time, parents were given the opportunity to offer their suggestions and comments in the creation of the three year plan.

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

The second year SEP, with modifications, was presented to our School Council at the October meeting, where they were again asked to provide feedback and suggestions.

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 directions both at the formal School Council meetings, through emails and through formal/informal meetings with staff.

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.