



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Fort Saskatchewan Christian

PRINCIPAL: Matt Matheson

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred 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:

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.
- 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.

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- 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/caregivers, 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/caregivers 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 Campus Ministry Team).



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SCHOOL GOAL 1:

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

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

STRATEGIES:

- Grade 1-6 focus on using the UFLI foundations 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.
- Focused grade group and division literacy collaboration throughout the year (Collaborative team meetings).
- All K-9 LA teachers will reference the importance of home reading at Meet the Teacher night and March Parent Teacher Interview nights.
- 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.
- Release time for EAs to attend PD to develop their literacy support skills to assist struggling students.
- Explore programs to support literacy improvement for students with reading learning disabilities. Review data collected to determine efficacy of programs implemented.
- Promoting a love of reading by having adults read to kids (Campus Ministry Team, parents, etc.), starting a lunch book club, doing literacy challenges, etc.
- Purchase literacy resources: purchase more UFLI resources, JH resources, curricular related non-fiction, etc.
- Increase librarian interactions with Div.2 and 3 students by developing alternate schedule.

MEASURES:

- The percentage of Grade 3 Students reading at grade level.
- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Language Arts PAT.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of families who agree the literacy skills their child's learning at school are useful.
- Number of students participating in targeted Literacy interventions (LLI, UFLI, etc.) and tracking their growth throughout the year.



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SCHOOL GOAL 2:

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

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

STRATEGIES:

- Analyze the STAR Math assessment data for students in grades 1-9 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.
- Hold consistent Collaborative team meetings with a focus around numeracy with the goal of improving instructional practices and student achievement.
- EIPS Consultants will provide support to homeroom teachers with respect to using Vertical Non-Permanent Surfaces to support numeracy extension.
- Organize and implement a Math Fair week coinciding with Pi Day in March 2024.
- All K-9 math teachers will share the importance of reviewing basic math facts at Meet the Teacher Night and Parent Teacher Interviews.
- Analyze the in-year STAR Math data to support differentiated instruction and potential targeted small group pull-out (funding dependent).

MEASURES:

- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Mathematics PAT.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of families who agree the numeracy skills their child's learning at school are useful.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.

SCHOOL GOAL 3:

Develop and enrich relationships within the community and surrounding area.

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

STRATEGIES:

- Implement a comprehensive whole school project that raises awareness about the impacts of residential schools and the important role we can play in the process of reconciliation (may include guest speakers, workshops, and cultural events, etc.)
- Continued interaction with and guidance from our EIPS First Nations, Métis, and Inuit Consultants.
- 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.
- Continue to identify and plan opportunities to embed Indigenous learning in classrooms through special activities, EduKits, etc.
- Participation in Orange Shirt Day (Sept. 2023); Participation in Pink Shirt Day (Feb. 2024) and National Indigenous Peoples Day (June 2024) activities.
- Grade 9 students will have the opportunity to go on a mission/service trip.
- All grades continue to identify and support a local mission partnership (ie. Linking Generations, Food Bank, etc.)

MEASURES:

- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree students have an understanding of First Nations, Métis and Inuit culture and history.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- 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 my school.
- The percentage of teachers, families and students who agree students are learning respect for others.
- Increased participation in Orange Shirt Day and Pink Shirt Day by students and staff.
- Each homeroom teacher uses at least two Edukits throughout the year and continues to expand and deepen their instruction surrounding Indigenous learning.
- 80% of Grade 9 students attend the Missions Trip.