



SCHOOL EDUCATION PLAN for the 2024-2025 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.



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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 of a meaningful relationship with Christ.

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/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).



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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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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

SCHOOL GOAL 1:

Students will demonstrate growth in their literacy achievement by the end of June.

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
- Consultants to support teachers to enhance their literacy instruction
- Focused grade group and division literacy collaboration throughout the year (Collaborative Team Meetings)
- 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
- Review data collected to determine efficacy of programs implemented
- Purchase literacy resources: purchase more UFLI resources, JH resources, curricular related non-fiction, etc

MEASURES:

The percentage of Grade 3 Students reading at grade level, as measured by the Star 360 assessments.

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.



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The percentage of students who demonstrate one 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.

The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: language and communication.

OTHER MEASURES:

- literacy intervention assessments (RRST, DRT, GOA assessments, READ program data) for specific students involved in intervention.

- Common Exam results



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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

SCHOOL GOAL 2:

Students will demonstrate growth in their numeracy achievement by the end of June.

STRATEGIES:

- Using data from the STAR Math, GOA, and classroom assessments for students in grades 1-9, staff will continue working towards the Numeracy goals from our Collaborative Planning Meetings and look for continued methods to improve and inform instruction
- EIPS Consultants will continue to provide support to math teachers with respect to using Vertical Non-Permanent Surfaces as required to enhance student numeracy growth
- Organize and implement a Math Fair week coinciding with Pi Day in March 2025
- All K-9 math teachers will emphasize in classroom instruction. In addition to this, they will share the importance of reviewing basic math facts at Meet the Teacher Night and Parent Teacher Interviews
- Analyze the in-year STAR Math, GOA, PAT, etc. data to support differentiated instruction and potential targeted small group pull-out (funding dependent)

MEASURES:

The percentage of Grade 3 students performing mathematics at grade level, as measured by the STAR Math assessments.

The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 9 Mathematics PAT.

The percentage of students who demonstrate one year of growth in: STAR Math.

The percentage of families who agree the numeracy skills their child's learning at school are useful.



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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.

OTHER MEASURES:

- GOA Numeracy assessments
- Common Exam results



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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

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SCHOOL GOAL 3:

To foster social-emotional growth and development among students and staff at Fort Saskatchewan Christian School to cultivate a healthy culture of mental health and personal wellness.

STRATEGIES:

- Each teacher will incorporate one daily whole-class self-regulation strategy into the classroom routine
- Administration will support teachers who want to create a classroom Reset corner
- A social-emotional learning lead will facilitate restorative circles for students needing support with social and emotional skills to promote healthy communication
- Principal and/or Assistant Principal attends 2025 Learning and the Brain Conference
- Conduct focused Collaborative Team Meetings with cross-grade and cross-division groups to address key social-emotional issues in the classroom
- Administration presents monthly professional learning moments from "Winning the War in Your Mind" by Craig Groeschel
- Hold quarterly whole-school circles on how our emotional brains work and self-regulation strategies
- FSLW will be hired to focus specifically on student social-emotional support including dealing with anxiety, self-regulation, etc
- Partner with Mental Health Capacity Building Program to build teacher efficacy with respect to supporting student mental health
- Weekly Video Announcements will contain a regular Mental Health Moment

MEASURES:

The percentage of teachers and families who agree students are taught the attitudes and behaviours to be successful at work and when they finish school.



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The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.

The percentage of parents and caregivers who agree their child's learning what they need to know.

The percentage of students who agree they are safe at school.

The percentage of parents and caregivers who agree teachers care about their child.

The percentage of students who agree their teachers care about them.

The percentage of EIPS staff who agree someone at work cares about me as a person.

OTHER MEASURES:

Mental health assessment tool - pre and post survey