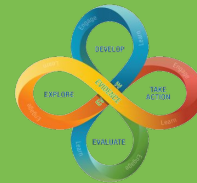


Education Plan for Fort McMurray Christian School
Geoffrey Bishop - Principal
Spring 2023



Fort McMurray Christian School SCHOOL ASSURANCE

Doing What's Best for Kids



Fort McMurray Christian School (FMCS) is in its 17th year as an alternative program within the Fort McMurray Public School Division. The following education plan has been the culminating efforts of consultation between our staff, families, School Council, and FMCS Society. This consultation occurred in staff meetings, Professional learning Fridays, vision dinners, and Council meetings. The mission of the school is:

- To provide students with an education based on Scripture. The Christian perspective is integrated into every aspect of study.
- To acknowledge the Lordship of Christ and to develop the students' understanding of their own relationship to God as well as their relationship to others and creation.
- To provide an education that allows children to reach their potential academically, spiritually, emotionally, socially and physically.
- To direct students in the development of Christ-like character.
- To prepare students to be of service in the community.

Current student enrollment for the school is 234, ranging from ECDP (Early Childhood Development Program) to Grade 9. There are 201 students in elementary, and 33 students in junior high. Excluding a partially combined 8-9 class, all other grades are single classes. We currently have 42 ELL students, 18 students who are FNMI, and 55 students in our ECDP/KG programming.

Staffing at the school is comprised of:

- 12 ATA (Including Principal)
- 4 Educational Assistants
- In the office: 1 Full-time Head Secretary and 1 Office Support/Librarian
- 1 Part-time Christian Curriculum Coordinator funded by Fort McMurray Christian School Society
- 1 Physical Education Teacher, 1 Learning Assistance Coordinator, and 1 School Counsellor are shared with our neighbours/building partners Timberlea Public School

FMCS is in its sixth year at 107 Brett Drive, where we share a building with Timberlea Public School. A positive relationship is maintained between the two schools, who share three staff members and partner to host functions such as the Remembrance Day Assembly, Special Guest Speakers, as well as collaborating on initiatives such as the Natural Learning Spaces. The current site provides adequate space for our present programming and student population, and can accommodate future growth.

In 20-21 the school, in conjunction with FMCS Society, developed a committee and executed a promotions campaign to increase awareness of the school, specifically Junior High, retention of grade six students, and attract new families. The school and FMCS Society worked to further develop partnerships with churches in Fort McMurray, with a goal of growing the school and representing the at least 15 churches who have children in our building. In 22-23, the initiatives and partnership with Society to promote the school continued and enrolment has increased throughout the year. We are projecting that our school will grow in both Elementary and Junior High for the 23-24 school year.

FMCS is characterised by exceptional academics. This is clearly demonstrated by our strong results in both Grade 6 and 9 Provincial Achievement Tests - a testament to the proficiency of our teaching staff. We continue to increase our electives which include Peak Volleyball Academy, Foods, Art, Worship Arts, Outdoor Education, STEAM, Life Skills, Robotics and Space Academy. Our smaller size also allows us more flexibility in scheduling our junior high core and elective courses as well as the ability to go on local field trips and the planned provincial and national field trips in the 23-24 school year.

At FMCS, we pride ourselves on functioning like a small family that wraps around the whole-child as part of a tripartite relationship - encompassing school, home, and church. Our Christian education programming is infused in all subjects and activities - looking for God's story in all we do.

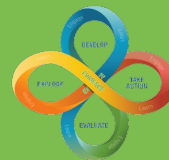
Mr. Geoffrey Bishop
Principal

Doing
What's
Best
For Kids



Fort McMurray Christian School SCHOOL ASSURANCE PLAN

Doing What's Best for Kids



FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE

STRENGTHS

89% of our students have a strong sense of belonging to the school (Canadian norm is 79%).

94% of students in our elementary school have a positive sense of well-being, happiness and ability to flourish.

In all PAT scores across tested grades 6 and 9, FMCS surpassed provincial averages in both acceptable standards and standards of excellence.

AREAS FOR GROWTH

All students demonstrate an improvement in being numerate individuals.

Improvement in reading comprehension with an increase in proficient and confident readers who apply critical thinking skills to understand and analyze texts.

LOCAL CONTEXT

234 students across grades ECDP-9

12 ATA, 6 CUPE, 1 Counsellor

18% of students are ELL

8% of students are FNMI

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING

- Each PLF will encompass Literacy groups who will work towards embedding literacy strategies in all subject matter. In addition, PLFs will include sessions from literacy division specialists focusing on new curriculum.
- Each PLF will encompass Numeracy groups who will work towards building strategies for interventions to build capacity for all students through various sessions with division specialists.
- PLFs will also focus on building understanding in Indigenous Ways of Knowing (incorporating throughout the curriculum), Diversity, Equity, and Inclusion sessions, as well as a significant focus on Christian Education (Teaching for Transformation - TtT).

2. MATERIAL RESOURCES

- Purchasing/Acquisition of books/resources for our Teacher Resource Room and classrooms for TtT, FNMI, Literacy, Numeracy, and DEI. Many of these are given to us through our Division Office.
- Purchasing/Acquisition of materials to build our TtT and electives programs in both JH and Elementary schools.

3. HUMAN RESOURCES

- We have a budget to focus on ELL needs for our students (0.23)
- We have a budget to focus on FNMI for our students (0.12)
- We are able to increase our JH staff so we have 2 x (1.0) teachers.

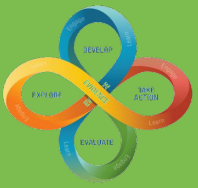




Fort McMurray Christian School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 1 - Promote Growth and Success for all Students

DESIRED OUTCOME: Literacy -
To improve the reading and/or comprehension skills for all students.

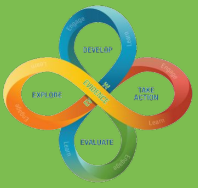
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Alberta Education Literacy Screener (% of students at risk):</p> <p>Grade 1 - 36%</p> <p>Grade 2 - 21%</p> <p>Grade 3 - 34%</p> <p>F&P Assessment (% of students below grade level):</p> <p>Grade 4 - 13%</p> <p>Grade 5 - 14%</p> <p>Grade 6 - 10%</p> <p>Grade 7 - 7%</p> <p>Grade 8 - 70%</p> <p>Grade 9 - 0%</p> <p>Grade 6 PAT AS: 96.2% SoE: 23.1%</p> <p>Grade 9 PAT AS: 90% SoE: 10%</p>	<p>Both the SLA Dashboard and F&P data demonstrates shows deficit in three areas around reading:</p> <p>Fluency</p> <p>Accuracy</p> <p>Comprehension</p> <p>Out of these three, fluency is the weakest.</p>	<p>Teachers require enhanced understanding and practice in teaching phonics to increase student fluency which in turn leads to better accuracy and overall comprehension. This will be vital a they also need to balance the implementation of new curriculum with the current reading needs in the classroom.</p> <p>Teachers face challenges with behaviour, ELL, and learning differences across large class sizes, particularly in Division 1 which at times leads to time constraints for formative reading assessments.</p>	<p><u>Professional Development:</u></p> <p>Access Division Literacy Coordinator for Professional Learning support.</p> <p>Professional development in the science of reading to identify the underlying causes of reading difficulties to build effective interventions across all grade levels.</p> <p>Implement training via PD on how to administer and interpret reading assessments, as well as how to use data to differentiate instruction and monitor student progress effectively.</p> <p><u>School Promotion of Reading:</u></p> <p>School-wide reading challenges</p> <p>Invite local authors to help inspire students to read.</p> <p>Extracurricular book clubs</p>	<p>Throughout the school year, we will have Division Literacy Coordinator visit at least twice.</p> <p>At least three PLF sessions dedicated to the Science of Reading throughout the year and collaborate/discuss how this is improving reading engagement and skills.</p> <p>We will have at least four PLF sessions around the interpretation of data and strategies for interventions and collaborate/discuss how this is improving reading engagement and skills.</p> <p>Improvement in literacy noted on report cards between September and June (Approaching to Meeting).</p>	<p>To see an improvement in reading comprehension with an increase in proficient and confident readers who apply critical thinking skills to understand and analyze texts. Students will be able to comprehend the main ideas and details of a text, make inferences, draw conclusions, and evaluate the author's purpose and tone.</p>



Fort McMurray Christian School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 1 - Promote Growth and Success for all Students

DESIRED OUTCOME: Numeracy -
To implement school wide strategies that effectively improve numeracy skills for all students.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Alberta Education Numeracy Screener (% of students at risk)</p> <p>Grade 1 - 39%</p> <p>Grade 2 - 22%</p> <p>Grade 3 - 38%</p> <p>MIPI (% of students at 60% or lower):</p> <p>Grade 4 - 30%</p> <p>Grade 5 - 27%</p> <p>Grade 6 - 43%</p> <p>Grade 7 - 31%</p> <p>Grade 8 - 50%</p> <p>Grade 9 - 30%</p> <p>Grade 6 PAT AS: 73.1%</p> <p>SoE: 26.9%</p> <p>Grade 9 PAT AS: 60%</p> <p>SoE: 10%</p>	<p>SLA Dashboard tells you specifically identifies the problems comparing numbers, writing numbers, and ordering of numbers in grades 1-3.</p> <p>In grades 4-9 through the MIPI assessments we have students with deficits in each assessed strand and to the greatest degree in: subtraction, problem solving, and Geometry.</p>	<p>Teachers require further understanding on how to teach new curriculum outcomes related to subtraction, problem solving and Geometry to students who represent vast learning differences and abilities.</p>	<p>Implementation of new division wide assessment for grades 1-6</p> <p>Implementation of new division numeracy framework grades 1-6</p> <p>Commitment and implementation of teaching numeracy via visuals, manipulatives and hands-on activities, to a greater degree</p> <p>PLF collaborative time:</p> <ul style="list-style-type: none"> - focused on how to implement effective teaching strategies for the new curriculum - Div 1-3 collaboration focused on the collective enhancement of teaching numeracy <p>School Wide Initiative of Math Olympics.</p>	<p>Improved scores via the new division assessments.</p> <p>Improvement in numeracy noted on report cards between September and June (Approaching to Meeting).</p>	<p>All students demonstrate an improvement in being numerate individuals.</p> <p>We would like to see students use mathematical reasoning to solve problems and make connections between different mathematical concepts at all grade levels.</p>

1. Alberta Education Assurance Measures - Overall Summary

Notes:

[illegible][illegible]

4. Assurance Measures Teaching and Leading

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Fort McMurray Christian School													Alberta									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	134	90.3	145	87.0	141	93.3	136	88.9	144	90.1	Very High	Maintained	Excellent	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	24	86.1	23	76.6	31	93.5	25	84.0	31	86.4	Very High	Maintained	Excellent	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	94	89.0	107	87.8	98	89.2	97	85.1	100	87.8	High	Maintained	Good	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	16	95.8	15	96.7	12	97.2	14	97.6	13	96.1	High	Maintained	Good	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

5. Assurance Measures Learning Supports

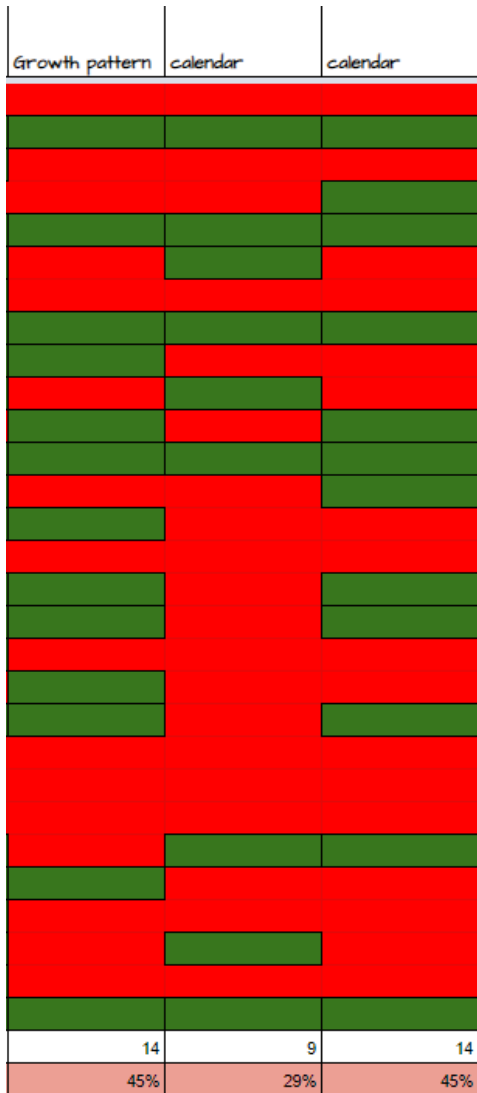
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Fort McMurray Christian School													Alberta									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	136	80.6	143	81.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	25	84.4	30	80.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	97	83.0	100	83.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	14	74.3	13	80.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

6. PAT Results - Grade 6

		Fort McMurray Christian School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	26	96.2	21	95.2	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	26	23.1	21	19.0	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	26	73.1	21	81.0	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	26	26.9	21	9.5	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	26	96.2	21	90.5	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	26	30.8	21	33.3	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	26	88.5	21	90.5	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	26	23.1	21	28.6	56,483	20.1	54,802	24.4

7. Numeracy Improvement Needed - Chart is an example from Grade 3 MIPI - Fall 2022.



Every grade has a chart like the one on the left from grade 3 that demonstrates the need for numeracy support and improvement.

The following shows the area of concerns and the percentage of students who are at risk based on Alberta Education Numeracy Screener for grades 1-3 and the Fall 2022 MIPI results for grades 4-9. In addition, every group needs assistance in problem solving.

Grade 1	Comparing numbers, Writing numbers, and Ordering of numbers (39%)
Grade 2	Number Sentence, Addition, Subtraction (22%)
Grade 3	Growth Pattern, Calendar (38%)
Grade 4	Mass, Distance (30%)
Grade 5	Fractions, Subtraction (27%)
Grade 6	Fractions, Multiplication (43%)
Grade 7	Fractions, Percentages (31%)
Grade 8/9	Integers, Multiple Steps (50%,30%)

8. Our School Survey Highlights - Social-Emotional Outcomes

Students who feel accepted and valued by their peers and by others at their school.

- 89% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
- 94% of the girls and 90% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.

Life Satisfaction - Students who are satisfied with the overall quality of their lives.

- 89% of students in this school had positive life satisfaction; the Canadian norm for these grades is 71%.
- 91% of the girls and 87% of the boys in this school had positive life satisfaction. The Canadian norm for girls is 65% and for boys is 77%.