

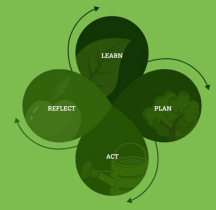
Education Plan for Fort McMurray Christian School
Geoffrey Bishop - Principal
Spring 2024



Fort McMurray Christian School

CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



The Fort McMurray Christian School (FMCS) is celebrating its 30th year! We are an interdenominational Christian alternative program within the Fort McMurray Public School Division. The 2024-25 Education Plan that follows has been the culminating efforts of consultation between our staff, students, families, School Council, and FMCS Society. This consultation occurred in staff meetings, classrooms, Professional Learning Fridays, vision dinners, and Council meetings. The mission of the school is: "... to equip all students with a Christ-centred education that fosters spiritual growth, academic excellence, and servant leadership, preparing them to fulfil their God-given potential to make a lasting impact in the world".

FMCS serves as a testament to God's grace within our community, and we aim to extend that grace to all who pass through our hallways and to the broader community. This has been exemplified through this year's theme, "We Will Go!" based on Matthew 28:19-20. In its 30-year history, this marks the first time junior high students had the opportunity to participate in a short-term missions trip internationally to California. Additionally, students ranging from grades 5 to 9 have been and will be involved in ServeYMM, a city-wide event with a strong service component. Furthermore, our school has undertaken various service projects, ranging from school-wide initiatives such as supporting the Centre of Hope, the Legacy Water Foundation, and the Food Bank, among others.

Current student enrollment for the school is 292 (25% increase year over year), ranging from ECDP to Grade 9. There are 243 students in elementary, and 49 students in junior high. We currently have 36 ELL students, 33 students who are FNMI, and 68 students in our ECDP/KG programming. With approximately 35 countries and ethnicities represented at our school we aim to celebrate the beautiful diversity and recognize the community cultural wealth that each student and family contributes to our school culture.

Staffing at the school is comprised of: 14 ATA , 7 Educational Assistants , 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 shares 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, Multisports and collaboration on initiatives such as the Natural Learning Spaces. The current site provides space for our present programming and student population, although we are becoming more strategic in our planning regarding our spaces as we are growing rapidly.

FMCS is characterised by exceptional academics and Christian character. 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, Personal Learning Pathways, Foods, Art, Worship Arts, Outdoor Education, Life Skills, Robotics and Space Academy.

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.

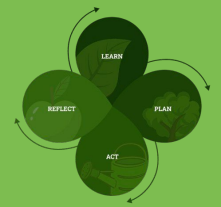
Mr. Geoffrey Bishop
Principal





Fort McMurray Christian School CONTINUOUS IMPROVEMENT CYCLE

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

CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

CURRENT STATE

STRENGTHS

- Christian Education in a caring environment
- Strong PAT Scores (Grades 6 & 9)
- We are an inclusive school environment where there are no conditions to access a Christian Education.
- Strong family connection / involvement (Society, School Council, Volunteers)
- Increase in Student Leadership Capacity (Homegroups, Student Council, Leadership in Action, ServeYMM, Missions Trips)

AREAS FOR GROWTH

- Overall reading comprehension schoolwide can improve through available resources
- Prioritise fostering a positive school environment for everyone involved (Self-Regulation, Positive Relationships and Overall Mental Health)
- Increase the recognition and celebration of our diversity

LOCAL CONTEXT

FMCS is an interdenominational Christian alternative school within the FMPSD. We have at least 15 churches represented as well as approximately 35 countries and ethnicities within our current population of 292. We have grown 25% year over year which brings both opportunities and challenges for programming space. We currently have 36 ELL students and 33 students who are FNMI within our ECDP-Grade 9 school.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING
 - Dedicated time at each of the 2024/2025 PLF's focusing on social & emotional learning and literacy.
 - Partnerships with division staff and coordinators, the PCCE, and our school Society.
2. MATERIAL RESOURCES
 - Providing appropriate spaces in the building for literacy/classroom pullouts, enhanced music/multipurpose room, and prayer wall.
3. HUMAN RESOURCES
 - The addition of a vice principal for 2024-25 through enrolment growth
 - Christian Education Coordinator increase of FTE
 - Community leaders and pastors from city churches to present and share to staff and students

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

All students will see growth in their reading comprehension levels while working toward meeting grade level expectations.

Students will report a decrease in anxiety and depression and feeling more welcome and cared for at school.

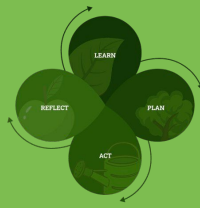




Fort McMurray Christian School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Promote Growth and Success for All Students - Literacy

DESIRED OUTCOME: To have every student increase their reading skills towards the goal that every student's reading is not at risk.

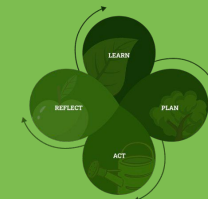
Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Our most recent set of literacy data is showing the following percentages at risk:</p> <p>CC3:</p> <p>Grade 1 - 34% Grade 2 - 29% Grade 3 - 11%</p> <p>DIBELS:</p> <p>Grade 4 - 14% Grade 5 - 17% Grade 6 - 30%</p> <p>STAR:</p> <p>Grade 7 - 25% Grade 8 - 16% Grade 9 - 27%</p> <p>This area is of concern, which is why there's ongoing emphasis on school-based literacy programming.</p>	<p>Div 1 - Phonics</p> <p>Div 2 - Morphology & Comprehension</p> <p>Div 3 - Comprehension/Fluency/Vocabulary</p>	<p>Continued learning for teachers in areas of UFLI as well as the introduction of new programs in Shifting the Balance and Bug Club Morphology.</p> <p>Having the opportunity to do more small group pullouts and students working in centers.</p> <p>Tiered support via CRM</p> <p>Professional Learning and collaboration for new curriculum</p>	<p>Div 1 - Teaching via the Science of Reading (UFLI)</p> <p>Div 2 - Teaching via the Science of Reading (Shifting the Balance) and Morphology (Bug Club Morphology) resources</p> <p>Div 3 - Fluency practice; explicit teaching of comprehension strategies and vocabulary</p> <p>Rejoice in Reading Month</p> <p>The welcoming of local authors to share their love of reading and writing</p>	<p>A spreadsheet for school-wide data collection will monitor individual student progress and identify those who need extra support - these supports and ideas for supports will be addressed in CRM during PLFs.</p> <p>Insights gathered from teachers, educational assistants, and students will be valuable in assessing the progress made in literacy improvement.</p>	<p>Enhancing students' literacy skills will serve to bolster all learning.</p> <p>We desire to see the following at-risk average average decrease to the following:</p> <p>Grade 1 - LeNS (25%)</p> <p>Grade 2-3 - CC3 (20%)</p> <p>Grade 4-6 - DIBELS (10%)</p> <p>Grade 7-9 - Star (15%)</p>



Fort McMurray Christian School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Maintain Safe and Caring Learning Environments and Supports - Social Emotional Learning

DESIRED OUTCOME: Increase Student Mental Health, Self-Regulation and Positive Relationships via Creating a More Safe, Caring, and Welcoming Environment.

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>Our School Survey has indicated that there has been a 10% drop in positive behaviour in elementary.</p> <p>Our School Survey has indicated higher levels of anxiety and depression that are at or higher than the Canadian norm.</p> <p>We have had 200+ incidents of students being distracted or misusing screens, cell phones, social media, etc.</p> <p>11.5% of Counsellor visits have been related to bullying/cyberbullying</p>	<p>We have seen a number of incidents regarding cell phones and misuse of technology that we want to address with the assistance of stakeholders.</p> <p>Students not having the framework and support to use technology appropriately is taking away from student learning and causing issues and anxiety amongst peers.</p>	<p>Staff Addressing concerns from students in the same way regardless of which staff member the student seeks out.</p> <p>Support through CRM.</p> <p>Education of issues related to mental health supports and how it is impacted by poor technology use.</p>	<p>Positive Behavioral Interventions and Supports (PBIS) learning during PLFs and staff meetings</p> <p>LetGrow - Real-world ways to get students back to having adventures, solving problems, and blossoming.</p> <p>Student Diversity Celebration & Acknowledgement</p> <p>TfT - The Good Samaritan Model (Christian Character)</p> <p>Collaboration with AHS (Webinars and Resources)</p> <p>Consistent Expectations and Language when Addressing Student Concerns</p>	<p>Behaviour is a measure that demonstrates better mental health and relationships</p> <p>Number of incidents around misuse of technology reduces by 25%</p> <p>Visits to the counsellor for bullying and cyberbullying will decrease by 25%</p> <p>CRM Meetings</p> <p>Insights gathered from teachers, educational assistants, and students will be valuable in assessing the progress made in mental health and self regulation.</p>	<p>All students will have access to tangible tools and strategies that improve their mental health, self-regulation and tech use.</p> <p>All students will have a sense that their relationships are flourishing and healthy.</p> <p>All students will sense that they are in a welcoming and caring environment that fosters learning.</p>

3.) FNMI Assurance Measures Overall Summary

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1864 Fort McMurray Christian School (FNMI)

Assurance Domain	Measure	Fort McMurray Christian School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	*	*	n/a	40.5	43.3	n/a	n/a	n/a	n/a
	PAT: Excellence	*	*	n/a	5.5	5.9	n/a	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

4.) PAT Results By Number Enrolled Measure History

PAT Results By Number Enrolled Measure History

School: 1864 Fort McMurray Christian School

Province: Alberta

	Fort McMurray Christian School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	35	n/a	n/a	36	31	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	90.9	n/a	n/a	83.3	83.6	Very High	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	24.7	n/a	n/a	13.6	16.4	Intermediate	n/a	n/a	20.8	n/a	n/a	17.7	16.0

5.) Parental Involvement

C.1 Parental Involvement - Measure History

School: 1864 Fort McMurray Christian School

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Fort McMurray Christian School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	38	78.3	43	94.4	39	88.7	44	89.3	43	88.8	Very High	Maintained	Excellent
Parent	23	71.3	31	92.2	25	81.7	31	84.8	33	81.6	Very High	Maintained	Excellent
Teacher	15	85.3	12	96.7	14	95.7	13	93.8	10	95.9	Very High	Maintained	Excellent

6.) Literacy Data At Risk Percentages

This table's date has been compiled from Clevr and Numeracy/Literacy Screeners

Grade	Test Administered	% of Students at Risk	Areas for Improvement
1	Alberta Education Literacy Screener - Letter Name-Sound (LeNS)	34%	Sound Accuracy
2	Alberta Education Literacy Screener - Castles and Coltheart 3 (CC3)	29%	Regular Words
3	Alberta Education Literacy Screener - Castles and Coltheart 3 (CC3)	11%	Regular Words, Irregular Words
4	DIBELS Oral Reading Fluency	14%	% of students who were timed for 1 minute who scored 90 words or less.
5	DIBELS Oral Reading Fluency	17%	% of students who were timed for 1 minute who scored 90 words or less.
6	DIBELS Oral Reading Fluency	0%	% of students who were timed for 1 minute who scored 90 words or less.
7	Star	25%	Reading Comprehension
8	Star	16%	Reading Comprehension
9	Star	27%	Reading Comprehension

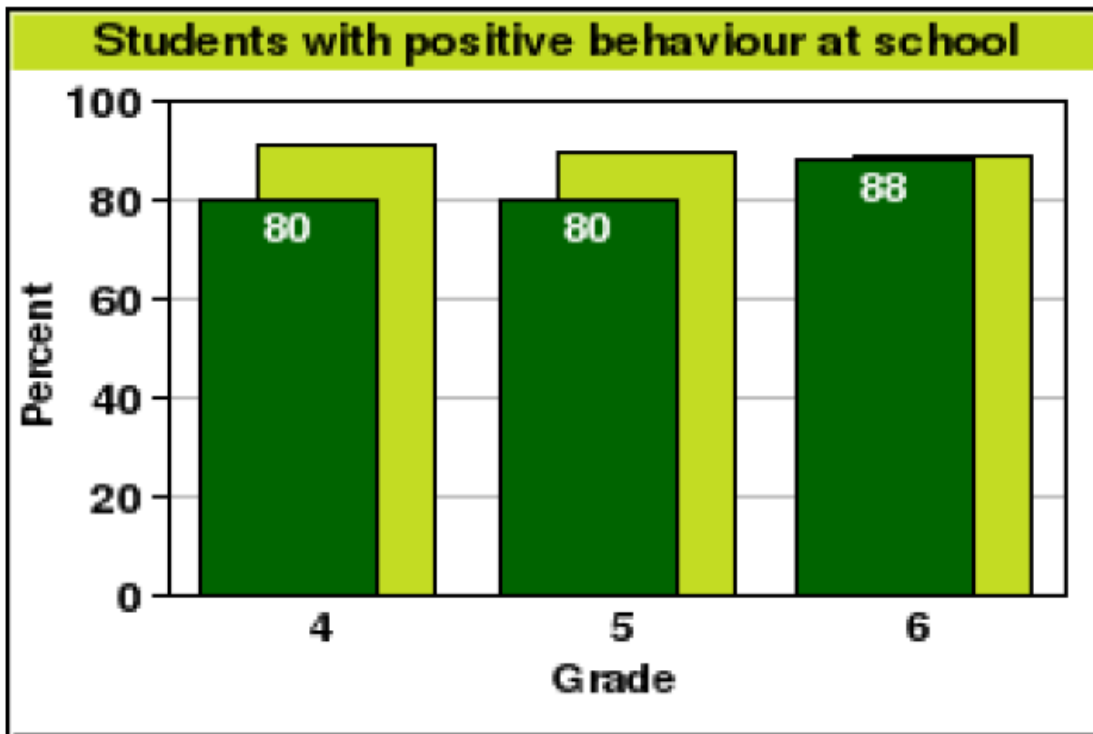
7.) Our School Data - Social Emotional Outcomes Elementary

Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- At FMCS, 83% of students had positive behaviour; the Canadian norm for these grades is 90%. *This is a 10% drop for FMCS.*
- 97% of the girls and 70% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 95% and for boys is 86%.

Dark green is FMCS, Light green is Canadian norm



8.) Our School Data - Social Emotional Outcomes Junior High

Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 30% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 33%.
- 42% of the girls and 19% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 47% and for boys is 19%.

Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

- 31% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 29%.
- 39% of the girls and 24% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 40% and for boys is 18%.

