

School Priorities

TEACH
TRUTH
INSPIRE EXCELLENCE
EXPERIENCE CHRIST

SERVE
THROUGH
LOVE

GLENMORE
CHRISTIAN
ACADEMY



5 Year Education Plan

March 2021 for the 2021-22 School Year

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Accountability Statement

The Education Plan for GCA Educational Society commencing 2021/22 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2021-22 to 25-26, on May 13, 2021.



Riaan Kotze
Chairperson of the Board of Directors

Time Frame

GCA's Education Plan is a five-year rolling plan, active from 2021-2022 to 2025-2026. Each year GCA will review the plan and adjust it in light of the latest results from provincial and local measures and based on feedback from GCA's stakeholders.



School Authority Planning and Reporting

GCA's planning and reporting processes reflect the guiding principles, domains and enabling processes that are outlined in the Assurance Framework. This occurs in a continuous improvement cycle and is vital for school authority accountability and assurance. The planning and reporting cycle is demonstrated in the graphic below. It includes:

- Developing/updating plans based on results, stakeholder input and provincial directions
- Budget preparation: allocating/re-directing resources to achieve our priorities as well as meeting responsibilities
- Implementation of informed strategies and research to improve performance and focus on student growth and achievement
- Monitoring implementation and adjusting when necessary
- Measuring, analyzing and reporting results
- Communicating and engaging with stakeholders regarding GCA strategic outcomes and results when going through the process



This Education Plan was developed with consideration of the Annual Education Results Report as well as feedback we've received from students, parents and staff.

Our Mission:

Teach Truth, Inspire Excellence, Experience Christ,
Serve Through Love

Our Vision & Core Values:

TEACH TRUTH

- Foster an understanding that God is the author of all truth
- Impart knowledge within the framework of Biblical principles
- Equip students to discern and engage with confidence

"Guide me in your truth and teach me, for you are God my Saviour, and my hope is in You all day long." Psalm 25:5

INSPIRE EXCELLENCE

- Deliver exceptional academic and extracurricular programs
- Promote critical thinking, a strong work ethic, independence and resilience
- Discover potential, celebrating the unique gifts and talents God bestows

"So... whatever you do, do it all for the glory of God." 1 Corinthians 10:31

EXPERIENCE CHRIST

- Nurture grace centered, transformative relationships with Christ
- Reveal the beauty and worth of life rooted in prayer and worship
- Encourage responsive discipleship

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me." John 14:6

SERVE THROUGH LOVE

- Value others with love and compassion
- Instill a passion to serve
- Engage in local and global service opportunities

"A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another." John 13:34-35



2020 Stakeholder Engagement

The following outlines some ways we engaged stakeholders and responded to their needs in 2020-21:

June-July 2020

- Actively engaged with facilities to ensure that the building was in compliance with AHS, and repeatedly informed parents of the specific measures being put in place for September.
- Worked with parents to develop and change the distance learning program.

August 2020

- Engaged in one-on-one communication with concerned parents, resulting in adjustments to re-opening protocols.
- Connected one-on-one with parents who were in compromised health situations and worked to develop an Off Campus Learning Cohort program for Gr 1-9 while others returned to school.
- Hosted a zoom meeting with our parent community. Over 200 parents zoomed into this meeting. This meeting was primarily focused on letting our parents know the changes we made to prepare for the new school year.

September 2020

- Continually connected with parents in the OCLC (Off Campus Learning Cohort) program each term to determine if they were going to continue or return to in-school learning.
- Actively engaged in regular communication with the stakeholders as far as any potential concerns regarding COVID cases, and reminders on school expectations to keep the community safe.



Future Engagement Strategies

GCA's local measures will evolve annually based on feedback from parents, student and staff. The below outlines some ways that GCA plans to gather feedback:

Parents

- Grade Specific Parent meetings at the beginning of the year
- Grade Specific Parent meetings at the end of the year
- Parent-led Board of Directors provide strategic feedback monthly
- Parent-teacher interviews
- Annual Assurance Surveys
- GCA Parent Surveys
- Opportunities to connect with administrators
- Ad hoc opportunities for parents to provide feedback to administrators
- Individual parent meetings and phone calls that directly influenced how education was provided to our students who learned off campus
- Annual Assurance Surveys
- End of Year Teacher Surveys
- Grade 9 Exit Interviews

Staff

- Professional Development committee composed of Staff and Administrators
- Annual Assurance Surveys
- Locally developed staff surveys

Community

- 14 Secrets to Kindergarten Success event, giving the community an opportunity to educate themselves about early learning success and GCA.



School Priorities - NEW Assurance Model MARCH 2021 for 2021-2022 school year



CONSISTENCY WITH MISSION (Teach Truth, Inspire Excellence, Experience Christ, Serve Through Love)

MATCHING ALBERTA PRIORITIES

- Local and societal context

OUTCOMES (Important, realistic and measurable)

- Students will discover and develop their abilities and learn to both participate in and provide leadership in their communities
- Students will recognize Biblical truths
- Students will seek to be excellent in all of their endeavours

STRATEGIES

- Infuse faith into the Alberta Education curriculum
- Build and implement a unified Bible curriculum from JK to Grade 9
- Build a three-year "read through the Bible" plan whole school to participate in during devotion times
- Students will participate in opportunities for faith related service and charity both in the school and within the broader community
- The school will participate in the events, virtues, history, saints, etc. of the Christian calendar
- All students will witness and experience meaningful spiritual growth opportunities
- All students will participate in Community outreach/ministry to others

LOCAL MEASURES

- All Junior High students will achieve 10 hours/year of 'Ministry to Others'
- Each class in grades JK-5 will participate in an outreach ministry to our broader community (for example writing Valentines cards to senior citizens)
- Meaningfully daily devotions in which students have the opportunity to grow spiritually and experience Christ
- The Biblical Framework Committee will create a "read through the Bible" and devotion plan within 3 years
- The Biblical Framework Committee will create the annual GCA Christian calendar
- Staff and students will have read through the Bible after 3 years
- Grade 9 students will participate in a Mission trip where they are engaged in building a home for those less privileged
- Meaningful devotions taking place on a daily basis

PROVINCIAL MEASURES

- N/A

BUDGETING PRINCIPLES

- Budget allows for 1.8 Full Time Equivalent spiritual formation pastors to facilitate spiritual formation opportunities
- Budget allows for spiritual professional development for teaching staff

STUDENT GROWTH AND ACHIEVEMENT

MATCHING ALBERTA PRIORITIES

- Student growth and achievement

OUTCOMES (Important, realistic and measurable)

- Students will grow and develop intellectually, physically, socially, emotionally and spiritually
- Students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

STRATEGIES

- Teachers will continue to use research-based classroom practices, such as differentiated instruction, which includes support for all learners
- Students will be provided a choice in academic programming
- Standardized reading assessments completed in Grades 1-3 at the beginning of each year to inform literacy instruction
- Numeracy and Literacy committees formed to ensure consistency across grade levels
- Hold "Literacy Week" in May to highlight reading and writing, and to foster a love/fondness/excitement for literacy, while building a culture of joy and excitement
- Incorporate social thinking skills (i.e. conflict resolution, social etiquette, big problem-small problem, etc.) in Elementary
- Bring awareness and education to students on mental illness and anxieties
- Through humanities, fine arts, and Phys Ed programs, students will increase their foundational knowledge about the First Nation, Metis and Inuit cultures
- Lunch with Administrators and small groups of students to build student capacity in social and emotional awareness
- Develop 3 year program to educate students, parents and staff regarding issues around bullying and conflict resolution and respectful learning environment i.e. Dare to Care to see the students using the common language and strategies for "bully-free" community
- Develop informal logic program in Grades 6 through 9 to develop strong reasoning and dialogue skills
- Develop worldview analysis throughout subjects to discern alternate philosophies in culture and knowledge
- Create retreat experiences in each Grade 6 thru 9 cohort to create community, belonging, spiritual growth, mentorship and physical challenges
- Create travel abroad experiences for Gr 8 and 9 cohorts to build global insights and historical understandings, and to strengthen cultural appreciation
- Create Community Groups in Grades 6 through 9 to create mixed grade communities for spiritual conversations
- Recognize Bell "Let's Talk" and have homeroom discussion pertaining to mental health
- Recognize Orange Shirt day and have homeroom discussions pertaining to the legacy of residential schools.
- Continue to develop Intramurals in Elementary and Junior High
- In Grades 7-9, continue to develop competitive varsity teams in multi-sports
- Provide sport camps to develop athletic skills



STUDENT GROWTH AND ACHIEVEMENT

LOCAL MEASURES

- Examples of student First Nations, Metis, and Inuit understandings will be evident in the classrooms and hallways
- Locally developed survey questions regarding support for students mental health and emotional or spiritual well-being (develop a baseline and then determine the quantifiable success percentages)
- Grades 1-3 end-of-year standardized reading assessments to show growth in reading
- Grades 1-5 common locally developed term writing assessments, which showcase growth in writing term over term and year over year
- Monthly tracking of student 'fun' lunch meetings with administration for consistency
- Percentage of Junior High students who achieve overall average marks of >80% and > 90%
- Percentage of Grade 9 students who enroll in Advanced Placement and International - Baccalaureate programs in Grade 10

PROVINCIAL MEASURES

- Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on PAT
- Survey measures of Citizenship and Academic Engagement
- Survey measures show that students feel safe at school and that students are kind to each other

BUDGETING PRINCIPLES

- Budget teaching staff to maintain a 25-1 student teacher ratio in Grades 4-9, and 20-1 student teacher for Grades 1-3, and 10-1 student adult ratio in ECS
- Budget for a minimum of one yearly presentation from an outside expert to our student and parent body
- Budget for yearly retreats for Grades 6-9 students
- Budget for substitute teachers to allow for standardized reading assessments to take place
- Budget for new curriculum
- Budget for experiential learning for students



APPROPRIATE SUPPORTS FOR ALL STUDENTS

MATCHING ALBERTA PRIORITIES

- Learning supports

OUTCOMES (Important, realistic and measurable)

- GCA will designate sufficient resources and funding to provide appropriate supports for all students in the school community
- All students enrolled at GCA will feel included and supported

STRATEGIES

- Access initiatives, supports and services aimed at bridging gaps, especially for students with unique learning needs
- As much as possible, include students along with their families in planning their education programs, individual program plans and designated learning goals
- Create classroom environments that allow students to experience a sense of belonging, recognizing that they are all part of the family of God, each with unique learning needs
- Collaborate with community and/or professional agencies when required
- Demonstrate unconditional respect and love which recognizes the inherent dignity of each individual
- Provide small group Speech and Occupational Therapy to Kindergarten, Grade 1, and Grade 2 students
- Consistent school wide language will be used for Zones of regulation in Grades K-5
- In Grades K-5, provide 0.5 EA support per grade level to assist with learning challenges as well as enrichment opportunities
- In Grades 6-9, provide 1.0 EA support per grade level to assist with learning challenges as well as enrichment opportunities
- Create differentiated learning goal document (DLG) for students experiencing difficulty but not yet coded
- Small group guided reading intervention 3x per week for students who are reading a full grade below grade level
- Create teacher led enrichment program for gifted students in Grade 6 - 9
- Create teacher led social skills program for IPP students in Grade 6 - 9
- Provide academic resource support for all struggling learners
- Provide counselling support for students experiencing personal, social and emotional needs
- Provide pastoral care for spiritual growth, support and development



APPROPRIATE SUPPORTS FOR ALL STUDENTS

LOCAL MEASURES

- Locally developed survey questions regarding the learning supports available for students (develop a baseline and then determine the quantifiable success percentages)
- Students will be 'caught' using 'Zones of Regulation' language
- Students will require less staff support to self regulate
- 'Zones of Regulation' language will be present in student IPPs
- Track DLG numbers and student growth as a result of these goals
- Tracking of IPP goals and student growth towards them
- Track the number of students reading below grade level in January compared with that of September
- The number of IPP/DLG students Grade 6 through 9 students achieving 80% or higher term averages

PROVINCIAL MEASURES

- Survey measures of Student Inclusion and Access to Supports & Services
- Percent of IPP and DLG students in Grade 6 and 9 who achieve Acceptable and Excellence standard on Provincial Achievement Tests

BUDGETING PRINCIPLES

- Budgeting sufficient Educational Assistants and resource teachers to support students in their unique learning needs
- Support students with occupational therapists and speech language pathologists when government funding is available
- Budget for 1.3FTE specialized resource teacher



QUALITY TEACHING AND LEADERSHIP

MATCHING ALBERTA PRIORITIES

- Teaching and leading

OUTCOMES (Important, realistic and measurable)

- Students will experience excellence in teaching, as the GCA staff continually grow in their ability to deliver quality research-informed, Christ-centered instruction and leadership

STRATEGIES

- Biblical Framework Committee to support staff and students in spiritual development and growth
- Teachers will grow in their First Nations, Metis and Inuit knowledge and understanding, and implement cross-curricular experiences in their classrooms
- Provide financial support for teachers who are interested in pursuing their Masters in a field related to their professional responsibilities
- Yearly professional growth plan conversations will be had with all certified staff
- Staff will work collaboratively to integrate biblical teaching and learning in all classes, curriculum and activities of the school
- Expectation of annual site based Professional Development and personal professional development for all teachers
- Regular staff observation and coaching
- Staff participation in collegial growth and discussion (i.e. "The Age of Martha")
- Peer observations will be utilized as a strategy to support teacher growth
- Admin will give positive and constructive feedback as a result of regular classroom visits
- Admin will be available for teacher support before, after and during the school day
- Developing atmosphere of value and appreciation of each other amongst the staff
- Formation of a PD committee comprised of Teachers and Administration

LOCAL MEASURES

- Application of site based PD observed in classroom walkthroughs
- Increased student engagement in class as tracked by classroom observations
- Successful Implementation of new Bible Curriculum and Biblical integration evident through classroom observations
- Teaching practices will expand as a result of reflective peer observations; professional conversations will become more prevalent in hallway and staffroom conversations
- Greater consistency observed in approach to curriculum and behaviour expectations across all grades
- Locally developed staff surveys will show that teachers will feel valued and appreciated by each other and by administration
- Locally developed staff survey will show that teachers feel supported by meaningful professional development

PROVINCIAL MEASURES

- Survey measure of Education Quality

BUDGETING PRINCIPLES

- Annual allowances budgeted for teachers to pursue personal professional development
- Annual budgets for site based professional development opportunities
- Annual budget to help offset the cost for teachers to pursue Master's program
- Annual budget for biblical integration coordinator to support staff development

RESPONSIVENESS

MATCHING ALBERTA PRIORITIES

- Governance
- Local and societal context

OUTCOMES (Important, realistic and measurable)

- GCA will operate in a manner that responds to the school community, board and school staff to foster transparency and engagement of resources and continuous improvement

STRATEGIES

- Provide opportunities for student, staff and parent feedback throughout the year
- Use evidence to plan for continuous improvement
- Students benefit from governance that informs, consults & engages the school community in generative discussions that set the strategic direction of the school
- A minimum of 4 school wide town hall meetings (2 hosted by administration and 2 hosted by the board)
- Weekly communication to all families with an Elementary, Junior High and Head of School portion and stand alone communications pertaining to the school's response to cultural/societal current events
- Transparent communication of financial position and any yearly fee increase

LOCAL MEASURES

- Locally developed parent surveys will show that the school is quick to address their concerns
- Locally developed staff survey will indicate that GCA has meaningful engagement with staff and operate in a transparent manner
- Conduct Grade 9 Exit Interviews

PROVINCIAL MEASURES

- Survey measure of Parent Involvement
- School authorities provide the amount budgeted for 2020/2021, the amount spent and the variance between these amounts for operational expense categories

BUDGETING PRINCIPLES

- Provide budget and audited financial statements to Alberta Education annually
- Provide budget and audited financial figures in Annual Education Results Report



Budget Summary

Please visit [here](#) for our full budget summary.

