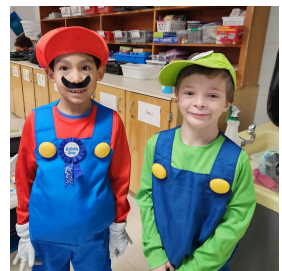
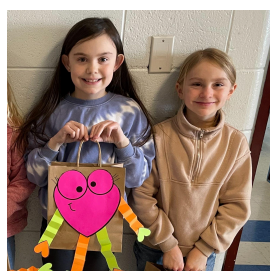


School Education Plan 2025-2026 to 2027-2028



Gateway Christian School

4210 - 59 Street
Red Deer, Alberta, T4N 2M9
Phone: 403-346-5795
Website:
<http://gatewaychristian.rdpsd.ab.ca>

School Administration:
Principal: Geannette Lehman
Vice Principal: Cathy
Mottus-Landry
Vice Principal: Carolyn Stolte

School Profile:

Gateway Christian School is a Kindergarten to Grade 12 Christian Alternative Program, with Grades 9 - 12 in joint partnership with Lindsay Thurber Comprehensive High School. We serve students and families from within the City of Red Deer and, if room, also from the surrounding area.

Anticipated Student Enrolment: 765

Anticipated Staff Profile:

- 39 Teachers
- 15 Classified Staff
- 3 Facility Services Staff
- **57 Total Staff**

Vision, Mission, Beliefs:

To provide academic excellence through a Christ-centered education, equipping students to pursue lives of meaning and purpose.

At Gateway Christian, we invite students to find their place in God's story and interweave this invitation into every academic subject and experience.

A Gateway Christian education will help students to:

- Discover the beauty and intricacies of God's creations
- Develop skills and an awareness of the vital, unique role they play in the unfolding of God's story
- Translate their learning into real service for real people with real needs

School Education Plan Development and Communication:

The Gateway Christian School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Councils Regulation. The Gateway Christian School Education Plan is available at the school and is posted on our website at: <http://https://www.rdpsd.ab.ca/gatewaychristian>

Alberta Education Assurance Measures Overall Summary (Fall 2024):

Assurance Domain	Measure	Gateway Christian School			Alberta			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	88.2	87.0	83.9	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	86.8	88.3	82.8	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	*	n/a	89.4	80.4	80.7	82.4	*	*	*
	5-year High School Completion	84.7	91.6	97.2	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	86.7	80.2	80.2	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	26.7	30.9	30.9	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	85.7	88.6	88.6	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	26.5	37.7	37.7	15.4	15.5	15.5	Very High	Declined	Good
	Diploma: Acceptable	92.2	85.7	85.7	81.5	80.3	80.3	Very High	Maintained	Excellent
	Diploma: Excellence	15.6	14.3	14.3	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	92.6	91.8	88.7	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.3	91.6	88.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	85.0	82.9	78.2	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	86.4	78.8	72.2	79.5	79.1	78.9	Very High	Improved	Excellent

Strategies and Performance Measures:

Student Growth and Achievement	
<i>Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.</i>	
Outcomes	<ul style="list-style-type: none"> Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. Students are active, healthy and well. Students apply knowledge, understanding and skills in real life contexts and situations. Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. Students demonstrate understanding and respect for the uniqueness of all learners.
Division Strategies	<ul style="list-style-type: none"> Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2024-2025 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed. Continue to grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. Beginning in 2025-2026 expand this initiative to include our Alternative Programs, specifically during Summer School. Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing

	ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community
Division Performance Measures	<ul style="list-style-type: none"> • The percentage of teachers, parents and students who agree that students are engaged in their learning at school. • Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. • Percentage of students who complete high school in three years, and in five years, after beginning Grade 10. • Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests. • Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams. • Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year. • Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools. (local measure) • Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. (local measure) • The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness. (local measure)
School Strategies	<p>Teacher Collaboration</p> <ul style="list-style-type: none"> • Continued grade team collaboration for teachers (3x monthly) allows teams to review, analyze, and plan according to data obtained from district and provincial assessments: <ul style="list-style-type: none"> ■ Alberta Ed Literacy and Numeracy Assessments ■ May Math Assessments ■ MIPI Assessments ■ EAL Benchmarks ■ RCAT - Reading Comprehension Assessment ■ HLAT - writing assessments ■ RDPSD writing assessment ■ Provincial Achievement and Diploma Assessments • Teachers will continue to engage in collaborative professional practice, building on previous work, focused on high-impact instructional and assessment strategies to support student learning. • Collegial observations and reflective feedback will again be utilized to support and enhance teacher professional growth. <p>Literacy & Numeracy Supports</p> <ul style="list-style-type: none"> • Embedded common periods in timetables provide students with literacy and numeracy intervention support for grades 1-8 • Implementation of an Academic Intervention Teacher who will support teachers as they support students in all Divisions • Learning Assistance Teachers offer ongoing support to educators across all Divisions, helping students reach their academic goals. • Middle School and High School students are supported with a variety of accommodations in the Opportunity Room • The Learning Assistance Teacher (LAT) supports the development of Individual Support Plans (ISPs). Dedicated time is provided at the beginning of the school year for teachers to review and assess the specific needs of their students.

	<ul style="list-style-type: none"> Increased use of FNMI literature to support reconciliation and foundational knowledge. Continued collaboration with District Coordinators in Literacy and Numeracy <p>Student Health & Wellness</p> <ul style="list-style-type: none"> The Student Support Room remains available to students in Grades K–8 as needed. The SSR Teacher supports the development of social skills, helps alleviate anxiety, and promotes a sense of readiness for learning. Weekly meeting of the Learning Support Team (LST) to address and support student social/emotional/academic/attendance needs A full time Counsellor supports our students in Middle and High School A Family School Liaison Counsellor supports our students throughout the 3 Divisions <ul style="list-style-type: none"> Both Counsellor and FSLC provide targeted pro-social/friendship groups Spark lessons focus on WITS Anti-Bullying materials and curricular Health outcomes <ul style="list-style-type: none"> Maintain the language associated with the WITS program and expand upon this year’s implementation. Student Lunch Clubs provide cross-grade engagement and student interaction outside of the classroom Middle School Flex Fridays provide students a targeted focus on both academics and wellness. Middle School “Through Crews” or cross-grade teams meet regularly for team competitions, community events and activities to help develop a sense of belonging within the Middle School community. <ul style="list-style-type: none"> Intentional focus on maintaining student retention for the “Gurber” High School program A daily breakfast program is provided Daily Mustard seed lunches are provided Continue to provide a variety of extracurricular activities and options to contribute to students’ healthy and active living Formational Learning Experiences provided to support service work projects (e.g. Service and/or Leadership options, Co-Impact trip).
School Performance Measures	<ul style="list-style-type: none"> Analyze Data from Alberta Ed Assessments and District Assessments to inform classroom / teaching strategies: <ul style="list-style-type: none"> Alberta Ed Literacy and Numeracy Assessments May Math Assessments MIPI Assessments EAL Benchmarks RCAT - Reading Comprehension Assessment HLAT - writing assessments RDPSD writing assessment Provincial Achievement and Diploma Assessments Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year on Provincial Testing. Percentage of all students who achieved the acceptable standard, and the standard of excellence, on Grade 6 & 9 English Language Arts and Mathematics Provincial Achievement Tests. (AE) Percentage of all students who achieved the acceptable standard, and the standard of excellence, on English 30-1 & 30-2 and Mathematics 30-1 & 30-2 Diploma Exams. (AE) Analyze District Satisfaction Survey results and respond as necessary. Alberta Education Assurance Measure Survey (AEAM) Student Support Room data is collected to determine appropriate strategies and supports required within the classroom environment to promote inclusive practices.

Teaching and Leading

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
Division Strategies	<ul style="list-style-type: none"> Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice. Investigate and develop a systemic model of job-embedded teacher time for teachers in Middle School and High School to ensure they have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.
Division Performance Measures	<ul style="list-style-type: none"> Percentage of teachers, parents and students satisfied with the overall quality of basic education. The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration. (local measure) Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days. (local measure)
School Strategies	<ul style="list-style-type: none"> Teachers will continue to engage in collaborative professional practice focused on high-impact instructional and assessment strategies to support student learning, as well as District and School initiatives. Schedule for the 2025-26 school year includes embedded protected literacy and numeracy intervention blocks for Grades K-8. Academic Intervention Teacher will support planning and implementing of literacy and numeracy interventions. Teachers will continue to participate in professional development to implement new curriculum, as necessary. Focus will continue to be on aligned lessons and assessments. Continued implementation of Indigenous Studies course(s), alongside ongoing FNMI implementation, providing students with access to resources, to enhance collective knowledge and cultural understanding. Engaging in collaborative analysis of PAT and Diploma results with District experts and teachers to inform evidence-based instructional practices and enhance student achievement. Collaborating with Lindsay Thurber to offer High School students opportunities to explore a range of post-secondary institutions, careers, and trades, supporting their planning and preparation for life after graduation.

	<ul style="list-style-type: none"> • Collaborative Sprints provide structured opportunities for teachers to engage in grade team planning, professional collaboration, and curriculum alignment. • Ongoing analysis of district and provincial assessment data informs the scope and sequence of curricular objectives to ensure targeted and effective instruction. • The administration remains committed to upholding a comprehensive and supportive teacher supervision program.
School Performance Measures	<ul style="list-style-type: none"> • Percentage of all students who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests. (AE) • Percentage of all students who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Diploma Examinations. (AE) • High school completion rate of all students within three, four, and five years of entering Grade 10. (AE) • High school to post-secondary transition rate of students within six years of entering Grade 10. (AE) • Alberta Education Assurance Measure Survey (AEAM) • Overall satisfaction with the range of programs available to students, including fine arts, career and technology, health, and physical education. (AE) • Overall percentage of students and parents who feel students are prepared for the next grade level, who feel students will complete high school, and who feel students have a plan for life beyond high school (Target: 90%). (RDP)

Learning Supports

Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Outcomes	<ul style="list-style-type: none"> • Learning environments are welcoming, caring, respectful and safe. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Education partners fulfil their respective roles with a shared understanding of an inclusive education system. • Students and their families work in collaboration with education partners to support learning. • The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. • Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. • Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.
Division Strategies	<ul style="list-style-type: none"> • Based on a comprehensive review of budgetary priorities in the area of student learning supports, undertaken during the 2024-2025 school year, develop a transition & implementation process to ensure that the initiatives deemed most essential are adequately resourced. • Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.

<p>Division Performance Measures</p>	<ul style="list-style-type: none"> • The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. • The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. • Percentage of staff, parents and students satisfied that students are safe and included at school. (local measure) • Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)
<p>School Strategies</p>	<p>Learning Support Teams, Student Support Room & Opportunity Room</p> <ul style="list-style-type: none"> • Division-level Learning Support Teams (consisting of an administrator, an LAT, and a FSLC or Counsellor) meet weekly to discuss ways to support specific students' academic, social and emotional wellness in order to assist students in being successful in school. • Learning Assistance Teachers provide targeted support for teachers and students. • A full time Counsellor supports our students in Middle and High School • A Family School Liaison Counsellor supports our students throughout the 3 Divisions <ul style="list-style-type: none"> ◦ Both provide targeted pro-social/friendship groups • The Student Support Room is available for all K - 8 students. The Student Support Room Teacher will use purposeful activities to teach social skills, reduce anxiety, and assist students as needed in feeling a sense of belonging, connection, and preparedness for learning. • Middle School and High School students are supported with a variety of accommodations in the Opportunity Room • Middle School Through Crews work to create a fun, inclusive and caring environment for all. • Analyze data from SSR access to guide individual student plans (ISP, BSP) <p>Teacher Collaboration and Professional development</p> <ul style="list-style-type: none"> • Create a staff collaboration plan that includes clear, measurable goals for each team to achieve. • Intervention Teacher will collaborate and analyze both district and provincial assessment data with grade teams to determine focused literacy/numeracy interventions required; <ul style="list-style-type: none"> ■ Brigitta Goerres Resources ■ Read Naturally Live ■ Small targeted literacy/numeracy groups ■ Alberta Education literacy/numeracy interventions • Continue expanding the collection of high-impact teaching strategies we have been developing • Utilize data from district, provincial, and classroom assessments to guide instructional practices and better support student learning. • Leverage data from district, provincial, and classroom assessments to guide instruction and enhance student support. • Share updates on staff learning day activities with parents through the weekly parent reminders. <p>Student Focused Health & Wellness Strategies</p> <ul style="list-style-type: none"> • Spark lessons support continued focus on Throughlines, District Values, Health & Wellness curriculum, and WITS Anti-Bullying Program. Continued focus at all Division levels to work to create a safe and caring environment for all students. • Allocate time during staff learning days for Educational Assistants and teaching staff to collaborate and plan for student success. • Flex Fridays in Middle School provide students with opportunities to connect with like-minded peers through activities focused on academics and wellness.

<p>School Performance Measures</p>	<ul style="list-style-type: none"> • Alberta Education Assurance Measure results guide planning to support areas needing improvement. • Data provided regarding the access and supports provided through the SSR • Use benchmarking to identify and address students’ support needs and guide targeted interventions. • Overall agreement that our students are safe at school and learning the importance of caring. (AE) • Overall agreement that our students model the characteristics of active citizenship. (AE) • Overall percentage of stakeholders indicating that our school has improved or stayed the same the last three years. (AE)
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STAFF LEARNING DAY PLAN 2025-2026

Date		Division Priorities	School Goals
	August 25	PM 12:30 - 3:00 (2.5 hrs) <ul style="list-style-type: none"> EAL Benchmark reviews ISP/Virtual Backpack review Brightspace 	8:30-10:30: Staff Collaborative Morning <ul style="list-style-type: none"> Welcome Back! <ul style="list-style-type: none"> Share school goals Staff Meeting Collective Efficacy Class Lists - Review 10:30-12:00: Personal Planning Time (1.5) 12:30-3:00: Developing Learner Profiles <ul style="list-style-type: none"> Learner Profiles, transition documents EAL Benchmark reviews ISP/Virtual Backpack review Brightspace
	August 26	Optional Division PD <i>K to 12 - Learning Services</i> Student Services - Student Support Room <i>Training - 8:30 - 11 am</i> Technology Services - Tech Lead Meeting <i>- 1:00-3:00 pm</i>	8:30-12:00: Personal Planning Time (3.5) 12:30-3:00: Personal Planning Time (2.5)
	August 27	FSLC training with Kevin Cameron Optional EA Training with Jared Froese 8:30 - 11:30 AM	8:30 - 9:30 - Staff Meeting 9:30-11:00 Elementary Level Meetings <ul style="list-style-type: none"> Intervention Planning/Data Analysis 11:00-12:30 Middle School Level Meetings <ul style="list-style-type: none"> Intervention Planning/Data Analysis 1:00-2:30 High School Level Meetings <ul style="list-style-type: none"> Intervention Planning/Data Analysis 8:30-3:00 Personal Planning Time (Opposite Divisional Level Meetings) (3.5)
	August 28	FSLC training with Kevin Cameron EA Mandatory Training with Wanda and Heather @ Alternative Schools <ul style="list-style-type: none"> Elem EAs in AM 8:30 - 11:30 Middle/High EAs in PM 12:30 - 3:00 	8:30-9:00 - Staff Meeting Professional Responsibilities <ul style="list-style-type: none"> ATA Code of Conduct TQS Hour Zero Protocols Greenshield Information 9:00-10:00 MagicSchool - Tracy W (booked) 10:15-12:15 Tft (Jeremy booked) 12:45-3:00 Personal Planning Time (2)
	August 29		8:30-9:00 Staff Meeting 9:00-11:00 Personal Planning Time (2) 11:00-12:00 Open House

			12:30-3:00 Personal Planning Time (2)
September 19 K-8 Only	H.I.T.S. - Enhancing Learners' <u>SKILL</u>	<ul style="list-style-type: none">- Staff Meeting to begin day- Teaching for Transformation<ul style="list-style-type: none">• (Flex & Storyboard focus throughout school year)• FNMI Learning: Reconciliation Planning - "Cory and the 7th Story"- Wellness- Division Level Meetings<ul style="list-style-type: none">• Intervention Planning/Data Analysis- EA Professional Development - Parabytes	
	K - 8 PT Conferences		
October 10	Student Services - Student Support Room Training - 8:30 - 11 am H.I.T.S. - Enhancing Learners' <u>SKILL</u>	<ul style="list-style-type: none">- Staff Meeting to begin day- Teaching for Transformation (Flex & Storyboard focus throughout school year)- Wellness - Self Care Unit- Division Level Meetings<ul style="list-style-type: none">• Intervention Planning/Data Analysis- EA Professional Development - Parabytes	
November 7	H.I.T.S. - Enhancing Learners' <u>SKILL</u>	<ul style="list-style-type: none">- Staff Meeting to begin day- Teaching for Transformation (Flex & Storyboard focus throughout school year)- Wellness - Self Care Unit PM: Hour Zero Training Lieu Time	
December 11 K-8 Only	K - 8 PT Conferences		
December 12	H.I.T.S. - Enhancing Learners' <u>WILL</u>	<ul style="list-style-type: none">- Staff Meeting to begin day- Teaching for Transformation (Flex & Storyboard focus throughout school year)- Wellness- Division Level Meetings<ul style="list-style-type: none">• Intervention Planning/Data Analysis- EA Professional Development - Parabytes	
January 16 K-8 Only	New Curriculum K to 3 Social K to 6 - Math & ELAL Update Student Services - Student Support Room Training - 8:30 - 11 am H.I.T.S. - Enhancing Learners' <u>WILL</u>	<ul style="list-style-type: none">- Staff Meeting to begin day- Teaching for Transformation (Flex & Storyboard focus throughout school year)- Wellness- Division Level Meetings<ul style="list-style-type: none">• Intervention Planning/Data AnalysisEA Professional Development - Parabytes	

January 30 High School Only	Semester Start-Up	
March 19 K-8 Only	K - 8 PT Conferences	
March 20	Student Services - Student Support Room Training - 8:30 - 11 am H.I.T.S. - Enhancing Learners' <u>THRILL</u>	<ul style="list-style-type: none"> - Staff Meeting to begin day - Teaching for Transformation (<i>Flex & Storyboard focus throughout school year</i>) - Wellness - Division Level Meetings <ul style="list-style-type: none"> • Intervention Planning/Data Analysis - EA Professional Development - Parabytes
May 15	Collaborative Marking of writing assessments (Gr. 1-8) H.I.T.S. - Enhancing Learners' <u>THRILL</u>	Mini Year-End Celebration? Focus on Full-Year Celebration of Learning in Year 3 (next year) <ul style="list-style-type: none"> - Teaching for Transformation (<i>Flex & Storyboard focus throughout school year</i>) - Wellness - Division Level Meetings <ul style="list-style-type: none"> • Intervention Planning/Data Analysis - EA Professional Development - Parabytes
June 12 (K to 8)	H.I.T.S. - Enhancing Learners' <u>THRILL</u>	<ul style="list-style-type: none"> - Teaching for Transformation Staff Reflections - Wellness - Division Level Meetings <ul style="list-style-type: none"> • Transition planning/Year End planning