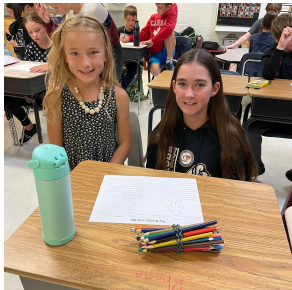




School Education Plan 2023-2024 to 2025-2026



GATEWAY
CHRISTIAN SCHOOL



Gateway Christian School

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

School Administration:
Principal: Geannette Lehman
Vice Principal: Adam Barthel
Vice Principal: Cathy Mottus-Landry

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: 772 FTE

Anticipated Staff Profile:

- 36 Teachers (YY FTE)
- 14 Classified Staff (YY FTE)
- 3 Facility Services Staff (YY FTE)
- **53 Total Staff**

Vision, Mission, Beliefs:

Our Mission Statement:

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

Opportunities and Challenges:

This year our focus will be supporting students and staff with the continued implementation of the new K-6 Alberta Curriculum. Our teachers have all participated in collaborative learning to familiarize themselves with the curriculum and work together throughout the District to create activities and assessment tools that align with the new learning outcomes.

We will continue to provide support for students working through learning gaps, as well as to work collaboratively to provide the social and emotional needs of our students.

The implementation of the new Student Support Room model will help to positively impact students and support them in an effort to help all students to experience success in school.

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 2022):

Assurance Domain	Measure	Red Deer School Division			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	85.1	84.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	77.0	77.6	79.6	81.4	83.2	83.1	Intermediate	Declined Significantly	Issue
	3-year High School Completion	82.1	85.0	80.7	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	86.0	84.8	82.8	87.1	86.2	85.6	Intermediate	Improved	Good
	PAT: Acceptable	66.8	n/a	73.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	13.9	n/a	15.7	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	76.0	n/a	81.5	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	15.6	n/a	20.1	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.2	88.4	90.1	89.0	89.6	90.3	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	84.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.4	82.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	73.9	76.7	78.6	78.8	79.5	81.5	Low	Declined Significantly	Concern

Outcomes, Strategies, and Performance Measures:

<p>Priority</p>	<p style="text-align: center;">Throughline Priority (This outcome stretches across all three priority areas.)</p>
<p>Outcomes and Division Strategies</p>	<p><i>All learners are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> ● Implement and professionally staff "Student Support Rooms" in our schools in order to provide additional supportive options for students experiencing issues with dysregulation.
<p>School-Based Performance Measures</p>	<ul style="list-style-type: none"> ● Overall percentage of our school's students and parents who feel students receive the help and support they require at our school (Target: 90%). (RDP) ● Overall percentage of our school's students and parents who feel students are cared for and accepted at our school (Target: 90%). (RDP) ● Overall percentage of our school's students and parents who feel students feel connected and have a sense of belonging at our school (Target: 90%). (RDP)

<p>Priority</p>	<p style="text-align: center;">Literacy And Numeracy</p> <p>...refers to the ability of students to effectively and confidently work with words and numbers.</p>
<p>Outcomes and Division Strategies</p>	<p><i>All learners are proficient in the areas of reading, writing, speaking and listening.</i></p> <p><i>All learners are proficient in the areas of reasoning and applying numerical concepts.</i></p> <ul style="list-style-type: none"> ● Through the use of collaborative meetings and directed staff learning opportunities, all Kindergarten to Grade 3 French immersion Teachers will have the knowledge, skills and attitudes required to implement the new French immersion language arts and literature curriculum. ● Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum.
<p>Our School's Strategies</p>	<ul style="list-style-type: none"> ● Through the identification, development, and implementation of high leverage instructional and assessment practices, all K-12 teachers will enhance their implementation of the Mathematics and Language Arts curriculums. <ul style="list-style-type: none"> ● Through continued use of collaborative meetings and directed staff learning opportunities, all Kindergarten to Grade 3 Teachers will have the knowledge, skills and attitudes required to successfully implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum. ● Through the use of collaborative meetings and directed staff learning opportunities, all Grade 4 to Grade 6 teachers will develop the knowledge, skills and attitudes required to implement the new English Language Arts & Literature curriculum, as well as the new Mathematics curriculum, during the 2023-2024 school year. ● Designated Teacher collaboration to align new Curriculum implementation at each Staff Learning day for Grades K - 6. ● Grades 4 - 6 Teachers participate in District PD regarding New Curriculum. ● Grades K-8 Curriculum and assessment alignment at each Staff Learning day. ● Aligned year plan template allows grade-level teachers to align curriculum implementation. ● Brightspace LMS Lead Teacher supports ongoing teacher implementation of the new District platform. ● Ongoing PD and support for teachers using the UFLI program. ● Teachers participate in professional collaborative time (Sprints) to align common lessons, units, assessments, and Tft goals. ● K - 3 Teachers analyze data received from the EYE-TA, LENS, CC3 & Alberta Education Numeracy assessment to guide universal and targeted programming for students. ● 1 - 8 Teachers analyze District Math Assessments (formally MIPI), Fountas & Pinnell Benchmarks, HLATs, and PAT assessments to align implementation of ELAL/Math curriculum, targeted Literacy and Numeracy student support in the classroom. ● Intervention Block built into timetable to provide support for Middle School

	<p>students.</p> <ul style="list-style-type: none"> • Learning Assistance Teachers provide support to teachers helping students in all divisions.
School-Based Performance Measures	<ul style="list-style-type: none"> • Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports 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; First Nations, Métis & Inuit students; and students who require English language supports 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) • The total number of Grade 1 to 3 students identified as being at risk at the beginning of the school year, at each grade level, compared to the total number of students assessed. (AE) • The total number of Grade 1 to 3 students identified as being at risk at the end of the school year, at each grade level, compared to the total number of students assessed at the beginning of the school year. (AE) • The average number of months gained at grade level after the administration of the final assessments for at risk Grade 1 to 3 students. (AE) • Percentage of students in Grades 1 to 8 who are reading/writing within one year of grade level (Target 90%). (RDP) • Survey result scores for literacy satisfaction by students, parents and staff (Target 90%). (RDP) • Survey result scores for numeracy satisfaction by students, parents and staff (Target: 90%). (RDP)

Priority	<p style="text-align: center;">Equity</p> <p>...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
Outcomes and Division Strategies	<p><i>All learning and work environments within Red Deer Public Schools will be inclusive, respectful, safe, caring and free of discrimination and harassment.</i></p> <p><i>All learners are able to access the supports and services they need to achieve success.</i></p> <ul style="list-style-type: none"> • Through the analysis of the Red Deer Public Schools “student census” survey, administered in April, 2023, the Division, and its Schools, will address all areas in which students have indicated that they do not see themselves represented in the larger school context. • Through the implementation of a comprehensive bullying intervention plan, which includes initiatives involving the prevention of bullying; the intervention process

	<p>when bullying occurs; the collaboration between parents/guardians, staff, and students; and the ongoing evaluation of our plan, we will strive to continually improve our approach to addressing bullying in our schools.</p> <ul style="list-style-type: none"> ● Research and explore various models to more equitably distribute educational funding to schools, with implementation to occur during the 2024-2025 school year.
Our School's Strategies	<ul style="list-style-type: none"> ● 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. ● Full time counsellor ● Through directed professional learning, school staff will enhance their skills in the areas of being inclusive and respectful, and building relationships with students. <ul style="list-style-type: none"> ● Continued support of newly-established GSA in Middle School ● Spark lessons focus on District Values and on bullying/Collaboration ● CLW/Counsellor provide targeted pro-social/friendship groups ● Student Lunch Clubs - ● Using district survey data to make sure students are represented in our school. Data is compiled and analyzed to determine specific resources or necessary supports to be implemented. ● Intervention blocks in middle school aimed at supporting students. ● Flex friday's in middle school gives students a chance to connect with like-minded peers in areas of academics and wellness ● Breakfast program ● Mustard seed lunches ● Continuing to staff our opportunity room to support students with assessment accommodations
School-Based Performance Measures	<ul style="list-style-type: none"> ● 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)

Priority	<h2>Student Success And Completion</h2> <p>... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
Outcomes And Division Strategies	<p><i>All staff of Red Deer Public Schools will engage and meet the learning needs of all students through the use of excellent, universal instruction.</i></p>

	<p><i>The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.</i></p> <ul style="list-style-type: none"> ● All Kindergarten to Grade 3 Teachers will have the knowledge, skills and attitudes required to confidently and competently implement the Science curriculum.
<p>Our School's Strategies</p>	<ul style="list-style-type: none"> ● Teachers will plan opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of the First Nations, Métis and Inuit people. ● Teachers and administrators across all grades and curricular areas will focus on excellent teaching by identifying, developing, and implementing high leverage instructional and/or assessment practices in their classes. <ul style="list-style-type: none"> ○ Continued implementation and development of the Locally Developed Course of Religious Studies: Christian Studies 15, 25, 35 to assist students in achieving credits towards High School Completion ○ Continued implementation of Aboriginal Studies courses and FNMI training for staff and resources for students to expand our knowledge and understanding ○ Full time CLW and Counsellor support provided for students ○ Opportunity Room and newly-implemented Student Support Room to support students in their diversified learning and emotional need supports ○ PAT and Diploma analysis with District experts and teachers to help direct our staff in teaching practices to support student success ○ Working alongside Lindsay Thurber to provide opportunities for High School students to explore a variety of schools, professions and trades to assist in their planning for beyond High School graduation
<p>School-Based Performance Measures</p>	<ul style="list-style-type: none"> ● Percentage of all students; First Nations, Métis & Inuit students; and students who require English language supports, 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; First Nations, Métis & Inuit students; and students who require English language supports, 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; First Nations, Métis & Inuit students; and students who require English language supports 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) ● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, 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)

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| | <ul style="list-style-type: none">• Overall percentage of staff, students and parents who feel schools are demonstrating the six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy). (Target: 100%). (RDP) |
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