

Koinonia Christian School Red Deer



**Three-Year  
Education Plan**  
2022-2025

## Preamble

As we look toward the year 2022-2023, our theme “Gratitude” reflects the sense of renewal in our school community as we enter a new season of organizational change. We are grateful for the approval of four new school programs governed by our school authority and the accompanying opportunity to improve student growth, achievement, and discipleship in the year ahead. We are also looking forward to new school councils that will enrich the confidence students, parents and teachers already have in our learning community. While we have prepared this plan prayerfully together, we also know that Christ makes everything work out according to His plan (Ephesians 1:9). To Him be the glory!

## Accountability Statement

The Education Plan for Koinonia Christian School Red Deer Society, commencing September 1, 2022, was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. This plan was developed in the context of the provincial government’s business and fiscal plans, and the requirements for school authority planning and results reporting noted in the 2022-2023 Funding Manual for School Authorities.

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 adopted the plan on May 31, 2022.



**Cameron Oke**  
*Board Chair*



**Mary-Louise Stacey**  
*Principal*



## Vision

**We are devoted to Christ and dedicated to students and families.**

Our learning community is a ministry to families who choose our school programs. Our educational philosophy is based on a God-centered view of man. Since God created and sustains all things through His Son, Jesus Christ, we are devoted to honoring and glorifying Him in all we do. As man is made in God's image with a unique capacity to know and respond to God personally, we are dedicated to supporting families who believe in raising their children in the "discipline and instruction of the Lord" (Ephesians 6:4, ESV).

## Mission

**To assist parents in Christian education by developing excellence in faith, moral character, and academics, and promoting lifestyles related to Christian witness.**

We believe parental responsibility for the education of their children is an inalienable right given to them by God. It is our privilege to provide educational choices to parents seeking an independently governed Christian option for the instructional needs of their family.

Koinonia (pronounced koy-no-NEE-uh) is an ancient Greek word meaning Christian fellowship with God and others who hold common beliefs. While our community includes people from a variety of denominations, Koinonia families, faculty, and staff hold the essential truths detailed in our [Statement of Faith](#) in common. This unity provides a strong foundation for discipling students in all programs offered by our school authority, including families who choose Home Education.

## Parents are Key Stakeholders

Since its beginning almost 40 years ago, the Board of Directors of Koinonia Christian School Red Deer, comprised of parents representing the variety of programs offered by the school, has volunteered their time to ensure accountability and excellence for its programs. In the fall of 2021, in response to a professional analysis of organizational capacity and input from parents and staff, a decision was made to apply to Alberta Education for four new school codes. After careful preparation and professional consultations, applications were presented and final approval for the organizational change was received in early April 2022.

Prior to the final decision to move forward with the approved proposed organizational changes, three parent consultation meetings were held in March 2022. In addition, several interviews with parents were conducted to assess interest in the new programs and discuss opportunities for involvement in parent councils. As we look forward with joyful anticipation and gratitude to the 2022-2023 school year, our Board of Directors and leadership prepared this Education Plan to support continuous improvement in our school community, especially in the areas of student literacy, student discipleship, and school governance and leadership. The addition of formalized school councils in future years will strengthen the engagement of parents as key stakeholders in our school community, building on a rich Koinonia organizational tradition of parents as primary decision-makers.



## Priority Areas of Focus

“Public assurance exists when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners” (Alberta Education, 2022, Funding Manual, pl. 19).

### What Are Our Priorities for Improvement?

As Koinonia Christian School Red Deer enters its second year of engagement in Alberta Education’s Assurance Framework, significant reflection on continuous learning and capacity building has occurred in the context of organizational change. The input of staff at weekly meetings and through surveys, parental input through individual interviews and town hall meetings, assessment, and evaluation in the classrooms along with provincial measures of accountability have confirmed the following priority areas of focus from the 2021-2022 Education Plan are still consistent with the needs of the community:

- student literacy
- student discipleship
- school governance and stakeholder engagement

<h3>Priority 1: Literacy</h3>	
<b>Assurance Domains</b>	
<b>Student Growth and Achievement • Teaching &amp; Leading</b>	
<b>Results from 2021-2022</b>	
<p><b>Collaboration and professional development lead to professional growth to support student learning.</b> The strategies in our first year of implementation for literacy focused on student assessment and teacher development. Capturing student data in a standardized form in 2022-2023 will build on current formative assessment practices with reading diagnostic tools recently added to our professional library. Proficiency and confidence with the 6+1 Traits of Writing approach has grown in response to ongoing strategic professional development sessions and timetabled opportunities for professional collaboration.</p>	
<p style="text-align: center;"><b>Local Measures (Survey Data)</b></p> <p><b>Teacher confidence utilizing the 6+1 writing approach:</b> Survey results indicate a high level of professional understanding of the approach and</p>	<p style="text-align: center;"><b>Provincial Measures</b></p> <p><b>Student achievement</b> data from Provincial Achievement tests will be available in October 2022.</p>



<p>are much more confident embedding the practice into their instruction (2021- 44%; 2022- 60%).</p> <p><b>Teachers believe they are more proficient at creating rubrics using the 6+1 writing approach:</b> Survey results indicate teachers believe they are more proficient creating rubrics (2021-57%; 2022- 100%).</p> <p><b>Teachers also believe they can effectively utilize the 6+1 writing approach with peer assessment in the classroom:</b> Survey results indicate teachers are gaining proficiency implementing the 6+1 approach with students as a peer assessment strategy (2021 – 64%; 2022 – 84%).</p> <p><b>Teachers indicate they are more prepared to explain the 6+1 writing approach to parents</b> (2021- 51%; 2022 – 83%).</p>	
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**How will we improve?**

**Learning Outcome 1: Students will demonstrate reading fluency and strong comprehension skills to support their academic achievement in all subject areas.**

<p><b>Local Measure</b></p> <p>80% of <b>students</b> will significantly improve their reading achievement in 2022-2023 based on results using standardized classroom diagnostic reading assessments.</p>	<p><b>Provincial Measures</b></p> <p>At least 20% of <b>students</b> will achieve standards of excellence and 80% of students will be at or above the provincial average on Provincial Achievement tests and Diploma examinations in English Language Arts and Social Studies.</p>
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**Learning Outcome 2: Students will demonstrate effective writing skills using their knowledge of the elements of writing to continuously improve the communication of their ideas.**

<p><b>Local Measures</b></p> <p><b>Students will express increasing confidence</b> during the school year 2022-2023 about discussing their writing with peers, parents, and teachers using the 6+1 Traits of Writing approach.</p> <p><b>Parental satisfaction and engagement</b> with the 6+1 Writing program will be reflected in survey data and through individual interviews.</p>	<p><b>Provincial Measures</b></p> <p>At least 20% of <b>students will achieve standards</b> of excellence and 80% of students will be at or above the provincial average on Provincial Achievement tests and Diploma examinations in English Language Arts and Social Studies.</p>
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<p><b>Student writing portfolios</b> will demonstrate progressively stronger writing skill development based on assessment with rubrics.</p>	
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## How are we actioning our plan? Strategies for Implementation

- Plan professional development and collaboration time focused on utilizing standardized reading assessment tools purchased in 2021-2022.
- Continue to support professional development and collaboration for teachers focused on 6+1 Traits of Writing, including school leadership in grade groupings.
- Continue to support teacher collaboration for the creation of school-based rubrics related to the 6+1 Traits approach.
- Establish volunteer reading programs in the schools to enhance student engagement in reading.
- Schedule a literacy block for grades 1-8 in the weekly timetable in campus programs where peer reading and writing collaboration occurs.
- Develop a bank of student writing exemplars based on school-developed rubrics.
- Engage parents and stakeholders in a literacy day celebration of reading and writing.
- Develop an engagement and communication plan to involve parents in reading and writing development, including development of a dedicated area on the school website.

### Priority 2: Student Discipleship

#### Assurance Domains

**Student Growth and Achievement • Teaching & Leading • Governance • Local & Social Contexts**

#### Results from 2021-2022

The sudden return of health restrictions in the fall of 2021 highlighted the need for cultural conversations in the community related to our commonly held Christian beliefs. Engagement of pastoral support during professional development sessions to deepen staff understanding of two Christian book studies and re-engagement with apologetics leaders this spring has led to a renewed interest in honing conversational skills to lovingly discuss differences related to culture and conscience.

Health restrictions also impacted the implementation of other goals from our 2021-2022 plan. Re-engagement with Indigenous leaders was difficult during a time of health restrictions. A rubric and a model for improving Biblical integration has been explored. A Christian counselling program has been well received and plans to increase access for more students and families are currently underway. Initiation of a peer mentoring program this year has broadened the understanding of staff and students



about the potential service opportunities available within the school. Finally, students in the *His Light Ensemble* have re-engaged in community-based performances and leading worship in churches and community non-profit Christian organizations since the lifting of health restrictions in March 2022. Their engagement has been appreciated by these stakeholders.

Local Measures	Provincial Measures
<p>In collaboration with the Koinonia Christian Education Society, a <b>key stakeholder</b> to Koinonia Christian schools Red Deer, a <b>review of the Statement of Faith resulted in the addition of three new articles</b> in the spring of 2022.</p>	<p><b>Student achievement</b> data from Provincial measures of student, parent and staff satisfaction will be available in October 2022.</p>

## How will we improve?

**Learning Outcome 1: Students will** demonstrate a growing understanding of a Biblical worldview informed by the Koinonia Statement of Faith and Biblical integration in classroom learning, including an understanding of how to work towards reconciliation with Indigenous peoples.

Local Measures	Provincial Measures
<p><b>School leadership</b> will re-establish relationships with Indigenous school leaders that were built prior to COVID to set goals for engagement in the Koinonia Christian School Red Deer programs.</p> <p><b>Teachers will develop</b> at least one essential question to guide Biblical integration into instructional plans.</p> <p><b>Teachers will</b> develop at least one opportunity for student growth related to a faith-based understanding of Truth and Reconciliation in their grade-groupings.</p>	<p><b>Parent, student, and staff responses</b> to provincial measures related to a <b>safe and caring school</b> culture will continue to reach results above 95% satisfaction.</p> <p>The <b>percentage of teachers reporting that professional development and in-servicing</b> received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth will continue to improve.</p>

**Learning Outcome 2: Students will explore** their individual skills, interests, and motivations to discover their path forward into adulthood that glorifies Christ.

Local Measure	Provincial Measure
<p><b>Students in grades 8-10 will complete a Strong Interest Inventory</b> as a baseline measure for future career planning.</p>	<p>The <b>percentage of teachers and parents satisfied with parental involvement</b> in decisions about their child's education will continue to improve.</p>

**Learning Outcome 3: Students will** apply their faith before and after graduating from KCS-RD through service in the community.



Local Measures	Provincial Measure
<p><b>A plan for improving alumni engagement</b> as stakeholders and participants in the school community will be developed.</p> <p><b>A plan for increasing student engagement in service opportunities</b> within and outside the school will be developed, including the continued development of a peer mentorship program in schools.</p>	<p>The <b>percentage of parents and students</b> who are satisfied that students model the characteristics of active citizenship will continue to improve.</p>

## How are we actioning our plan? Strategies for Implementation

- Engage Indigenous leaders in professional development and chapel sessions.
- Explore professional development on the Question Formulation Technique through the Right Question Institute.
- Plan for ongoing professional development in grade groupings related to Biblical integration at monthly staff meetings.
- Scheduled sessions for the Strong Interest Inventory will be pre-planned into the schedule of school principals.
- Establish a focus group of parents, students, and teachers to refine and clarify criterion for annual awards, scripture memory programs, Bible Fair, prayer, worship, chapel, and other school activities that support the formation of a strong Christian faith and worldview.
- Establish an intramural sport program to enhance peer mentoring relationships.
- Establish a focus group to review policies related to student conduct, including dress code requirements.
- Strengthen and formalize school relationships with local apologetics organizations by inviting them to school events and attending apologetic events.
- Explore opportunities for increasing access to Christian counselling support for the school community.





## Priority 3: School Governance and Stakeholder Engagement

### Assurance Domains

#### Teaching & Leading • Governance • Local & Social Contexts

#### Results from 2021-2022

A new distributed leadership model to ensure scheduled time for collaboration and building leadership capacity was established in the fall. During a weekly scheduled collaborative time, school leaders have reviewed evidence-based practices and various models for evaluating professional practice. One leader is currently aspiring to finish a course leading to a Leadership Quality Standard certification. A second leader is planning to enrol in a Leadership Quality Standards certification course in the fall. Several teachers have expressed interest in leadership in the new school programs. Interviews for new leadership positions begin in June 2022.

#### Local Measures

**Leaders** have engaged in professional consultation related to a Birkman Assessment of their strengths as leaders. This assessment has informed collaborative teamwork and decisions related to distribution of responsibilities.

**Leaders** have reviewed professional articles and applied the themes to conversations about their practice, including a review and self-assessment using a draft tool created by a key stakeholder – the Koinonia Christian Education Society.

**Individual interviews** with teaching staff have indicated a growing trust in the leadership of the school since the establishment of a new leadership team.

#### Provincial Measures

**Data reflecting teacher satisfaction** from provincial measures will be available in October 2022.

### How will we improve?

**Learning Outcome 1:** A shared vision for understanding indicators for quality teaching and leadership professional practice through a Christian worldview will be established.

#### Local Measures

#### Provincial Measures

**The percentage of parents, students and teachers** indicating that their school authority has improved or stayed the same as the last three



<p><b>A framework for evaluating teaching and leadership practice</b> will be developed by January 2023.</p> <p>Teachers and leaders <b>will use the framework to inform conversations</b> related to assessment and evaluation of professional practice.</p> <p><b>A survey</b> of school leaders will indicate in-servicing opportunities have been focused, systematic and contributed significantly to their professional growth.</p>	<p>years will improve. These results will be available in 2022.</p> <p><b>The percentage of teachers</b> indicating that their school authority’s professional development and in-servicing opportunities have been focused, systematic and contributed significantly to their ongoing professional growth will improve. These results will be available in 2022.</p>
<p><b>Learning Outcome 2:</b> New leaders in each school program will collaborate with new school councils to establish a shared vision for student success based on the commonly held values of the Statement of Faith and the context of the specific school program.</p>	
<p><b>Local Measures</b></p> <p><b>Each new school program will review and revise current handbooks</b> to reflect the context of their new school community.</p> <p><b>Each school council will establish</b> a mission, vision, goals, and a set of policies related to its own governance.</p>	<p><b>Provincial Measures</b></p> <p><b>The percentage of parents</b> indicating that they are satisfied with their involvement in decisions about their child’s education will rise above 90%. These results will be available in 2022.</p> <p><b>The percentage of teachers</b> indicating that their school authority’s professional development and in-servicing opportunities have been focused, systematic and contributed significantly to their ongoing professional growth will improve. These results will be available in 2022.</p>

## Strategies for Implementation

### How are we actioning our plan?

- A new organizational chart will be drafted to reflect the roles and responsibilities of leadership and school councils.
- Professional development will include at least one monthly session related to assessment and evaluation of professional practice, including the importance of self-reflection and professional growth planning.
- Timetables and schedules will be established to include dedicated time for leadership collaboration, individual teacher observation and mentorship, and engagement with school councils.
- Mentorship for leaders will be available using their Birkman assessments as the foundation for team building and developing leadership capacity.



- Dedication of office support for the development of website and communication tools for effective engagement with school councils will be established.

## Budget Summary for 2022-2023

Inquiries about the budget or audited financial statements can be made by contacting the school office at 403-346-1818 or through the website at <https://www.koinonia.ca/contact>

The school audited financial statement can be found [here](#).

## Summarized Financial Statement of Operations

Budget Comparison Summary 2022-23						
	2022-2023 Budget	2022-2023 %	2021-2022 Budget	2021-2022 %	2020-2021 Actual	2020-2021 Actual %
<b>Revenue</b>						
Alberta Education Grants	3,636,373	39%	3,329,532	83%	2,775,635	78%
Fees	537,776	18%	397,537	10%	444,376	13%
Donations/ Fundraising	323,507	12%	248,100	6%	305,325	8%
Other	15,800	3%	20,188	1%	16,088	1%
<b>Total Revenue</b>	<b>4,513,456</b>		<b>3,995,357</b>		<b>3,541,424</b>	
<b>Expenses</b>						
Salaries/Benefits	1,702,989	85%	2,577,102	67%	2,374,688	68%
Services/Contract s/& supplies	1,702,720	45%	1,417,767	33%	1,164,938	32%
<b>Total Expenses</b>	<b>4,474,708</b>		<b>3,994,869</b>	<b>100%</b>	<b>3,539,626</b>	
Surplus (Deficit)	38,748		488		1,798	

