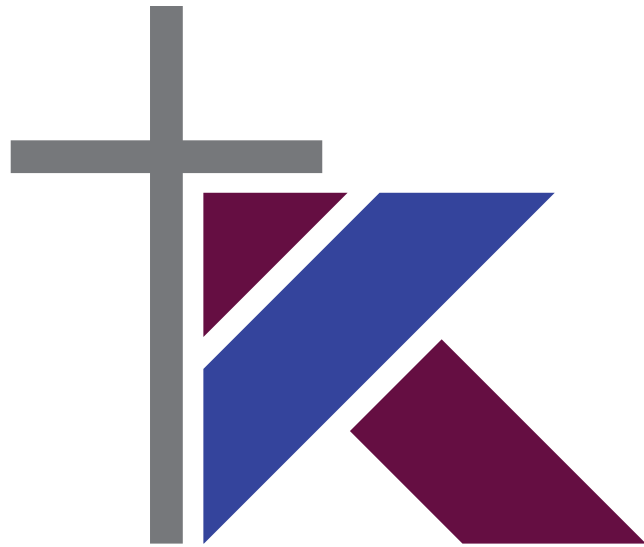


Koinonia Christian School
Red Deer Society



Three-Year Education Plan

2025-2028

Preamble

As we prayerfully prepare to serve our learning community in 2025-2026, our theme “Kingdom Citizens” inspires us to work for the glory of our Lord and King, Jesus Christ. A Dutch apologist, Abraham Kuyper once said: “There is not a square inch in the whole realm of human existence over which Christ does not cry, ‘That is mine!’”¹

As stewards of the time and finance provided to us as a school authority, we are in the humble service of the families who have placed their confidence in our schools and have chosen to work with us to disciple their children in a distinctly Christian educational context. Alberta Education’s Business Plan’s goals for 2025-2028 include a focus on student success, quality choices for students, including the ability to access a variety of learning opportunities to enhance life-long learning, and improvement in the governance and efficiency of school operations. By continuing

¹ Abraham Kuyper, *Abraham Kuyper: A Centennial Reader*, ed. James D. Bratt (Michigan: Eerdmans, 1998), 488.



to work on the three priorities of our Education Plan, originally drafted in 2022 after the establishment of three distinct schools within KCSRDS, our accredited independent school authority fulfills its Christian vision, mission and goals for discipling students while also respecting the goals of Alberta’s Ministry of Education (Romans 13).

We are grateful for the work accomplished in our community this past year through Christ. We look forward to the year ahead, humbly relying on Christ, our King. “But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such there is no law. And those who belong to Christ Jesus have crucified the flesh with its passions and desires” (Galatians 5:22-24, ESV).

Accountability Statement

The Education Plan for Koinonia Christian School Red Deer Society, commencing September 1, 2023, was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. 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 reviewed and approved the 2025/2028 Education Plan on June 4, 2025.



Juan Arias
Board Chair



Gregg McNeil
Executive Principal

Vision

Devoted to Christ. 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 41 years ago, the Board of Directors of Koinonia Christian School Red Deer Society (KCSRDS), comprised mostly of parents representing the variety of programs offered by the school authority, have volunteered their time to ensure

continuous improvement and accountability for its programs. Tremendous change has occurred since beginning operation of three distinct schools two years ago. Standing firm on the core principles of its Statement of Faith¹ in a time of cultural change has led to demographic changes in the school community. Changes to the funding structures, economy and quality assurance requirements have also had an impact on school operations and strategic planning.²

We are especially grateful for the ongoing development of three Parent Advisory Councils in our unique school communities which builds on the rich Koinonia tradition of parents as primary decision-makers. **Their involvement strengthens our work.** The discussions held within our KCSRDS schools and with community stakeholders, such as pastors and members of the Koinonia Education Society (KCES), about improvements in student literacy, student discipleship and school governance were inspiring and instructive. The action planning, local measures and strategies selected this year are grounded in these conversations and collaborative work sessions. Responding to local and societal contexts of the campus school (RDKCS), the Emmaus Learning Community (ELC), and Koinonia@Home (K@H) is essential to sustaining the trust and confidence of our education partners who value student learning and growth³ as ambassadors of Christ (2 Corinthians 5:20).



¹ Koinonia Christian Education Society. (2024). *Statement of Faith*. KCSRDS Policies.

² Koinonia Christian Education Society Red Deer. (2024, January). [Annual Education Results Report](#)

³ Alberta Education. (2024, March). [Funding manual for school authorities 2024/25 school year](#)



What Are Our Priorities for Improvement?

After considering the unique contexts of each KCSRDS school community, the areas of improvement chosen through engagement with parents, students, staff and community stakeholders remains strongly focused on improving student learning in the following areas:

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

As engagement has grown this past year, more parents and stakeholders understand the importance of their unique contributions and responsibility for assurance of student growth and achievement. The action plans and strategies in this year's Education Plan reflect a commitment to build on this growth in engagement.

Evidence-based school improvement is a complex process that takes time to establish.¹ Continuous improvement will be supported in 2025-2026 by further collaboration through enhanced communication structures, employment of a variety of stakeholder engagement strategies, and refinement of timely, triangulated assessment that informs strategic actions and professional leading and teaching practices.

Alberta Education's Business Plan's¹ goals for 2025-2028 include:

- a focus on student success
- quality choices for students through the ability to access a variety of learning opportunities to enhance life-long learning
- improvement in the governance and efficiency of school operations

¹ Alberta Education. (2024, February). Education Ministry Business Plan

“Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.”²

¹ Schildkamp, K. (2019). *Data-based decision-making for school improvement: Research insights and gaps*. *Educational Research*, 61(3), 257–273.

² Alberta Education. (2024, March). *Funding manual for school authorities 2024/25 school year*, 25



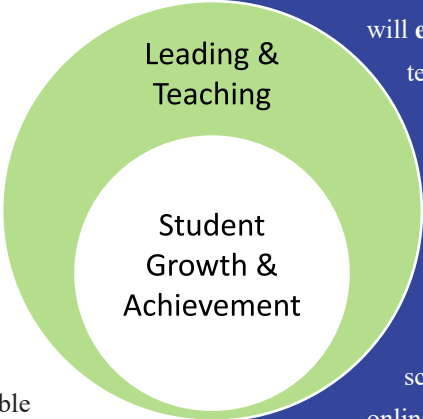
Priority 1: Literacy

What did we accomplish?

Assurance Strategies

Key Insight: Qualified professional development and time for collaboration supports continuous improvement in the quality of education.

When school leaders and teachers reflected on the results achieved this year, we were pleased with our **evaluation** of the progress achieved in reading and writing. We also note **developing** consistent methods of assessment that are easily communicated will take time. Targeted professional development sessions for teachers, a consistent plan and strategies for communication with parents, and time for professional learning communities to develop best practices and confidence with a shared vocabulary and understanding of the 6+1 Traits of Writing method are **actions** we believe will result in future measurable improvements in student literacy. With small cohorts in some programs, such as elementary and junior high online classes, capturing valid and reliable data for this purpose requires careful strategic planning and **exploration** of strategies for this purpose.¹



Stakeholder Engagement

Engaging teachers, parents and students in a new literacy program is important to fully support student growth and achievement in all three schools. Our new communication plan in 2025-2026 will **enable consistent collaboration** between parents, teachers and our Learning Commons staff to build on the professional development efforts of teachers.

Great readers become excellent writers.² Providing time to read together with others, in literacy blocks for the Emmaus Learning Community and Koinonia Christian Campus schools, or in structured reading opportunities in online and Home Education programs, is a foundational practice emphasized in all programs. Writing is a dynamic, collaborative complex activity.³ Consistency in the method used to improve writing has an impact on long-term gains. **When teachers, parents and students are engaged together in the process, students experience more success.**⁴ Our action plan for this year builds on these foundational principles.

¹ Schildkamp, K. (2019). *Data-based decision-making for school improvement: Research insights and gaps*, Educational Research, 61(3), 257–273.
² Culham, R. (2024). *The writing thief: Using mentor texts to teach the craft of writing*. Taylor & Francis Group.
³ Roth, K. & Dabrowski, J. (2016). *Interactive writing across grades*. Taylor & Francis Group
⁴ Pfost, M. & Heyne, N. (2023). Joint book reading, library visits and letter teaching in families: Relations to parent education and children’s reading behavior. *Reading and Writing*, 36, 2627-2647.



Teacher Observations During Literacy Blocks - Major Themes

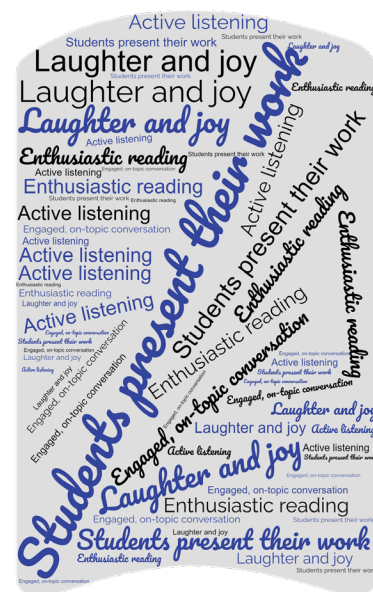
Teacher observations were used for data collection to allow time for students to develop a deeper understanding of the traits of writing.

Encouraging peer conferences using consistent, focused assessments developed by teachers and students during literacy blocks **will be supported by strategic plans for scheduling and professional development.**

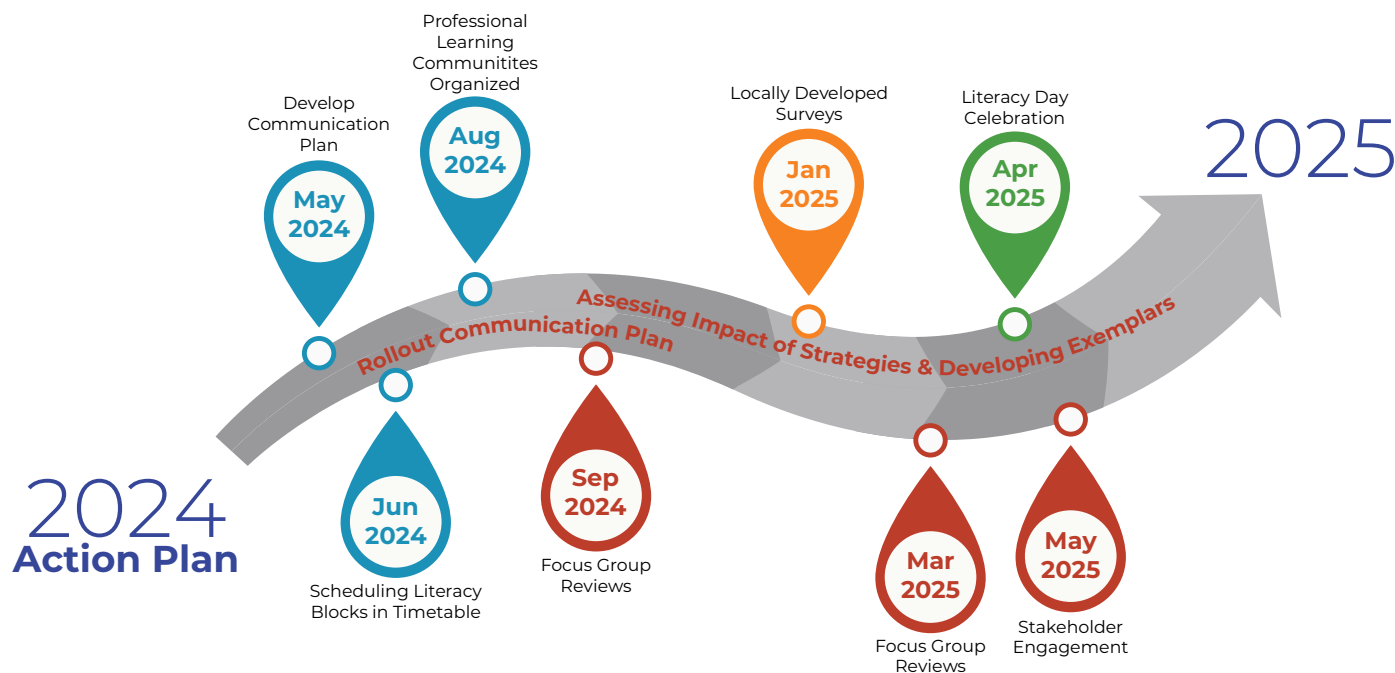
What does expressing confidence look like?



What does expressing confidence sound like?



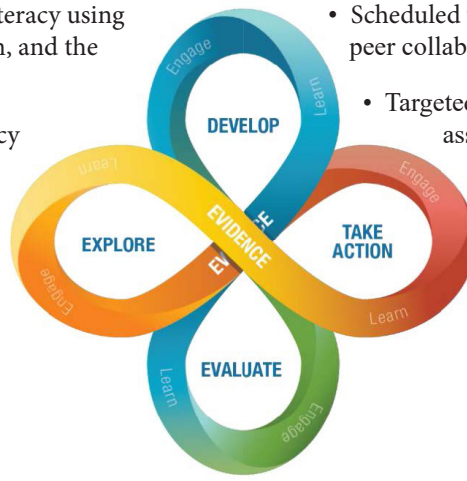
How will we improve?



The KCSRDS cohort of self-identified First Nations, Metis, and Inuit students was too small to report valid and reliable measures. Improving educational outcomes is achieved through careful monitoring on an individual level by school leaders. When cohorts are large enough to protect personal privacy, results can be reported publicly.

Strategies for Implementation


- Develop communication plan to support literacy using messaging, the Learning Management System, and the website.
- Engage parents and stakeholders in a literacy day celebration





- Scheduled weekly literacy blocks to support reading and writing peer collaboration
- Targeted professional development for supporting reading assessment skills
- Professional Learning Communities will meet regularly to assess literacy development and adjust plans for use of literacy blocks

Measuring Improvement


Local Measures


 80% of **students will significantly improve their reading achievement** in 2025-2026 based on results using standardized classroom diagnostic reading assessments.

 80% of **students will express growing confidence** as readers.

 **Parent satisfaction and engagement with the school reading programs** will be reflected in survey data and through individual interviews.

Provincial Measures

 At least 20% of **students 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. Results will be reported on the Annual Education Results Report available in Fall 2025.

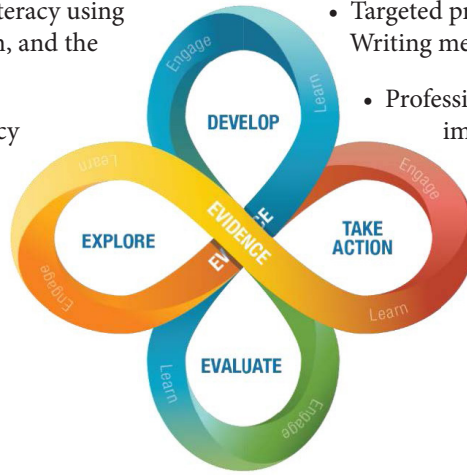
 The percentage of **students and parents** who agree students are **engaged in their learning** at school will improve, especially on the data related to literacy improvements.

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.

Strategies for Implementation

- Develop communication plan to support literacy using messaging, the Learning Management System, and the website.
- Engage parents and stakeholders in a literacy day celebration.



- Targeted professional development for supporting 6+1 Traits of Writing methods with new staff.
- Professional Learning Communities will consider implementing 6+1 writing strategies in Christ-centered learning plans.
- Professional Learning Communities organized by division will expand banks of writing exemplars and rubrics to support 6+1 initiatives.

Measuring Improvement

Local Measures



80% of **students will express confidence** sharing their ideas, word choices and organization strategies with peers during literacy blocks.



Parental satisfaction and engagement with the 6+1 Writing program will be reflected in survey data and through individual interviews.

Provincial Measures



At least 20% of **students 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. Results will be reported on the Annual Education Results Report available in Fall 2025.



The percentage of **students and parents** who agree students are **engaged in their learning** at school will improve, especially on the data related to literacy improvements.

Priority 2: Student Discipleship

What did we accomplish?

Assurance Strategies

Key Insight: Discipleship occurs through a combined focus on academics and our identity in Christ.

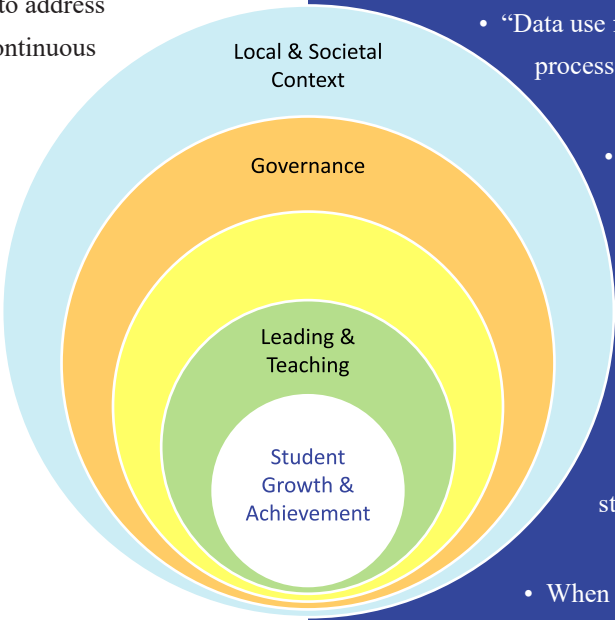
Strategic planning sessions will focus, first, on a thorough **exploration** of perspectives on the implementation of the Christ-centered instructional model this past year to address barriers as well as strategies that support continuous improvement. **Developing** schedules to accommodate coaching, participation in targeted professional development sessions, and **active**, ongoing professional learning communities to assess progress all require careful planning to allocate sufficient resources to the initiative. **Evaluation** of the work completed this year has already highlighted the need for involving the Learning Commons staff to help curate resources to support deeper learning for teachers, parents and students.

Key Insights: Effective, efficient and timely communication strategies build meaningful relationships that support improvements in student learning.

Application of foundational knowledge about First Nations, Metis and Inuit peoples for the benefit of all students (TQS Competency #5), will be supported through **curation of resources** to inform communities of practice addressing this important competency. **Developing** relationships with Indigenous leaders will also support **actions** towards this competency. Respect and restoration are rooted in relationships, starting with our relationship with Christ (Ephesians 17:20, ESV).

Stakeholder Engagement

Four principles are currently guiding the development of our Communication Plan to improve engagement with stakeholders.



- “Data use for school improvement is a complex process.”¹
- “Data use should be framed as a continuous school improvement process, and not as an activity to meet accountability demands.”²
- “Communication must be constant through the engagement process”³ and include a variety of public engagement strategies.
- When teams of stakeholders use data effectively to solve school-based educational problems, data literacy increases in ways that significantly impact school improvement.⁴

As we roll-out the new Communication Plan this year guided by these principles, we realize **short-term and long-term planning are essential**. The first steps involve improving access to information and reviewing our communication protocols with stakeholders to ensure they are meaningful for the unique school communities KCSRDS is privileged to serve.

1 Schildkamp, K. (2019). *Data-based decision-making for school improvement: Research insights and gaps. Educational Research, 61(3)*, 269.
2 Schildkamp, K. (2019). *Data-based decision-making for school improvement: Research insights and gaps. Educational Research, 61(3)*, 268.
3 Alberta Education. (2024, March). *Funding manual for school authorities 2024/25 school year*, 25
4 Schildkamp, K. (2019). *Data-based decision-making for school improvement: Research insights and gaps. Educational Research, 61(3)*, 257–273.






Measuring Success

Learning Outcome 1

Students will demonstrate a growing understanding of a Biblical worldview informed by the Koinonia Statement of Faith and Christ-centered lessons, including an understanding of how to build reconciliation with Indigenous peoples.

Local Measures

	All teachers developed at least 2 essential questions to guide Christ-centered instructional practices.
	The Board of Directors is developing a Statement of Faith article to guide instruction towards Truth and Reconciliation.
	Ongoing efforts to engage Indigenous leaders in school-based decision-making are occurring.




Learning Outcome 2

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

Learning Outcome 3

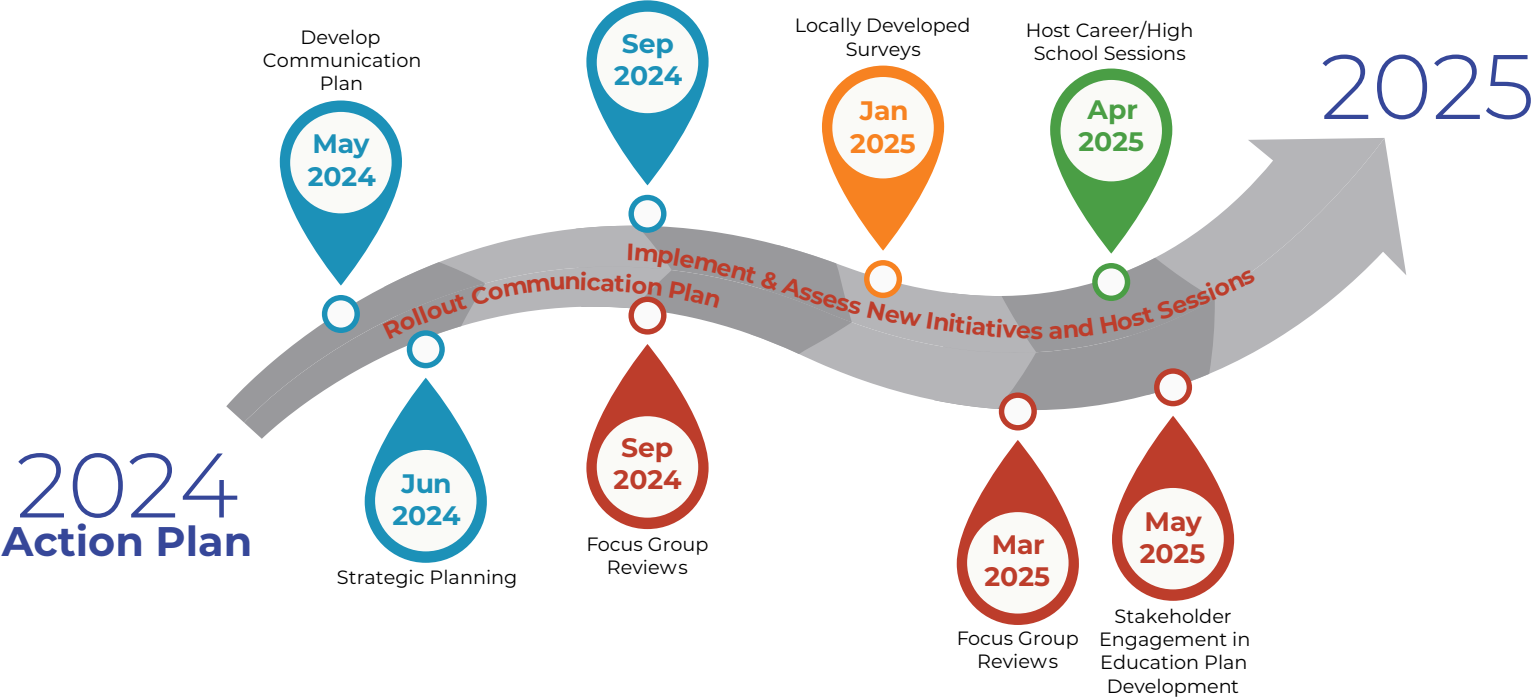
Students will apply their faith before and after graduating from KCS-RD through service in the community.

Local Measures

	Collaboration with the current graduating students to maintain connections is currently in process as part of our new communication plan.
	Input from parent advisory councils regarding alumni engagement was collected and will inform the new communication plan.
	Parent Advisory Councils, students and alumni are currently providing input into a redesigned form of student governance for the 2024-2025 school year.



How will we improve?



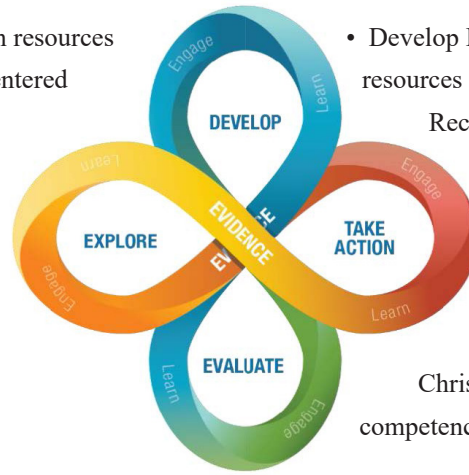
Learning Outcome 1

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.

Strategies for Implementation

- Strategic planning for financial and human resources to support ongoing development of Christ-centered instructional practices.

- Engage stakeholders in the development of an article addressing Truth and Reconciliation in the Statement of Faith.




- Develop Learning Commons activities and awareness of resources available to support application of Truth and Reconciliation in school programs.


- Provide targeted professional development related to forming essential questions and effective questioning as part of instructional practice.


- Create indicators for measuring progress in Christ-centered instructional practice related to the third competency in TQS.

Measuring Improvement


Local Measures


 Teachers will **develop at least one Christ-centered essential question** related to a faith-based understanding of Truth and Reconciliation.

 Teachers will **engage in at least one peer coaching session** for Christ-centered instruction using the PAQ method.

 At least **3 survey questions** to address Christ-centered instruction will be **designed collaboratively** by teachers, parents and students.

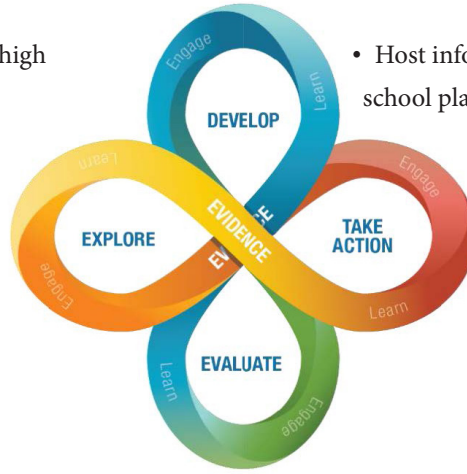
Provincial Measures

 Parent, student, and staff responses to provincial measures related to a **safe and caring school culture** will continue to reach results above 95% satisfaction. Data will be reported and interpreted with input from stakeholders on the Annual Education Results Report.

 **The percentage of teachers** reporting that professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth will continue to improve.

Strategies for Implementation



- Explore career planning options for junior high students with each Parent Advisory Council.
- Engage alumni through new communication processes included in the Communication Plan currently in development.





- Host information sessions for parents on the topic of high-school planning.
- Host information sessions with external stakeholders related to off-campus career-based learning opportunities.

Measuring Improvement

Local Measures

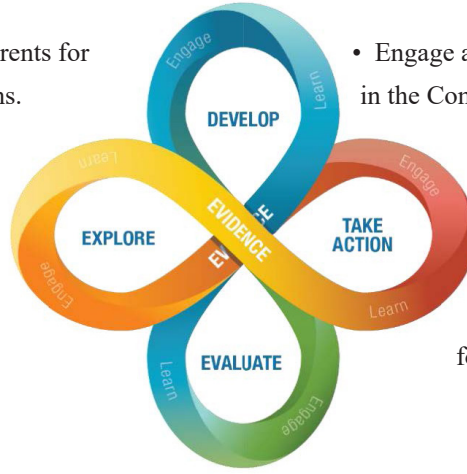
-  **Student and parent satisfaction** with their high school planning experience will improve.
-  At least 20% of **alumni** from 2023-2024 and 10% of alumni from 2021-2023 will **engage in communication with the school** about their life-long experiences following high school.

Provincial Measures

-  The **percentage of teachers and parents satisfied** with parental involvement in decisions about their child's education will **continue to improve**.
-  **Parent Advisory Council executive members** will **express confidence interpreting the results** of the AERR survey measures with other parents.

Strategies for Implementation




- Explore opportunities with students and parents for peer mentorship between and within programs.
- Engage pastors and parachurch organizations through new communication processes included in the Communication Plan currently in development.





- Engage alumni through new communication processes included in the Communication plan currently in development.
- Develop and implement a new student council structure focused on citizenship/leadership from a Christian worldview.
- Initiate at least 2 service opportunities available for students through KCSRDS.

Measuring Improvement

Local Measures

-  **Student council** will collaborate on the **creation of its own governance** policies and administrative procedures.
-  **At least 6 alumni will contribute** to the development of KCSRDS programs in the 2025-2026 school year.
-  **Student council will engage** with at least two **external Christian ministries** to explore opportunities for student service.

Provincial Measures

-  The **percentage of parents and students** who are satisfied that **students model the characteristics of active citizenship** will continue to improve.
-  Data will be reported and interpreted with input from stakeholders on the Annual Education Results Report, **including additional survey questions designed to address local goals.**

Priority 3: School Governance & Stakeholder Engagement

What did we accomplish?

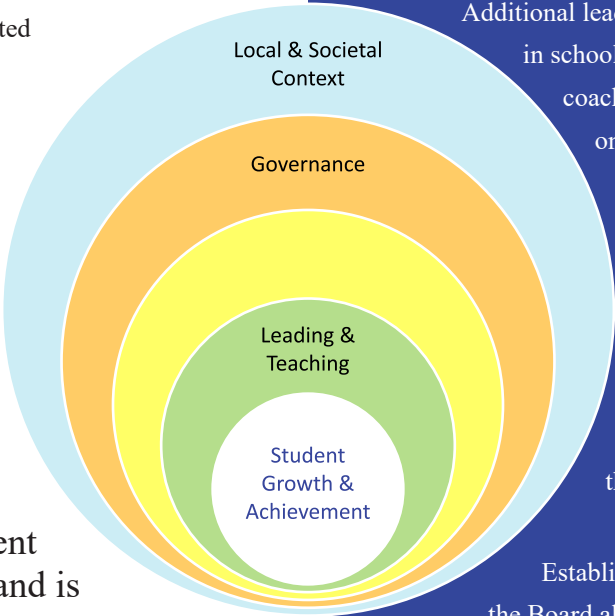
Assurance Strategies

Key Insight: Christ-centered learning is an integral initiative to the Christian context of KCSRDS schools.¹

Exploration of Christ-centered instructional methods using the PAQ model² by all teachers in the authority occurred through Communities of Practice (CoPs)³ and targeted professional development in the fall. In the second semester, teachers **actively** planned lessons with the new model and integrated them in their instructional activities with students. Later they reflected on their work through Professional Learning Community (PLC)⁴ activities, and structured peer coaching sessions to **evaluate** the impact of the PAQ model on student growth and **development**.

Key Insight: Establishing Parent Advisory Councils takes time and is integral to continuous improvement.

As Parent Advisory Councils (PACs) **explored** their new roles with school principals, the need for better communication strategies and professional development was realized. **Developing** time and resources to support the collaborative **actions** of the PACs was integral to the improvements noted in the provincial measures related to parental involvement. Building on these supports also encouraged students to become **active** partners with parents and school leaders in the process of school improvement this past spring.



Stakeholder Engagement

With many new staff this past year, the need for regular professional collaboration for the development of a shared vision for student success was highlighted. Additional leaders were identified and involved in school-based decision-making and peer coaching. Structured weekly sessions on Friday afternoons in the campus-based programs, dedicated time in staff meetings for professional learning community discussions, and a combination of structured and unstructured time for professional growth and development were all enabling strategies for success to meet this need.

Establishing new working committees of the Board alongside of the developing Parent Advisory Councils also strengthened engagement in the continuous improvement process. Engagement of pastors and organizations supporting educational choice and citizenship from a Christian worldview broadened the sense of responsibility for many members of our school communities.

1 Koinonia Christian Education Society Red Deer. (2024, January). [Annual Education Results Report](#)
2 TransformedPD. (n.d.). [The PAQ method](#).
3 Communities of Practice.
4 Alberta Regional Consortia. (2016). [Communities of practice](#).
5 Bray, B. (2011, June). [Your PLN helps your PLC become a CoP. Rethinking Learning](#).





Learning Outcome 1



A shared vision for understanding indicators for quality teaching and leadership professional practice through a Christian worldview will be strengthened.

Learning Outcome 2

School Principals will collaborate with their school’s Parent Advisory Council 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.

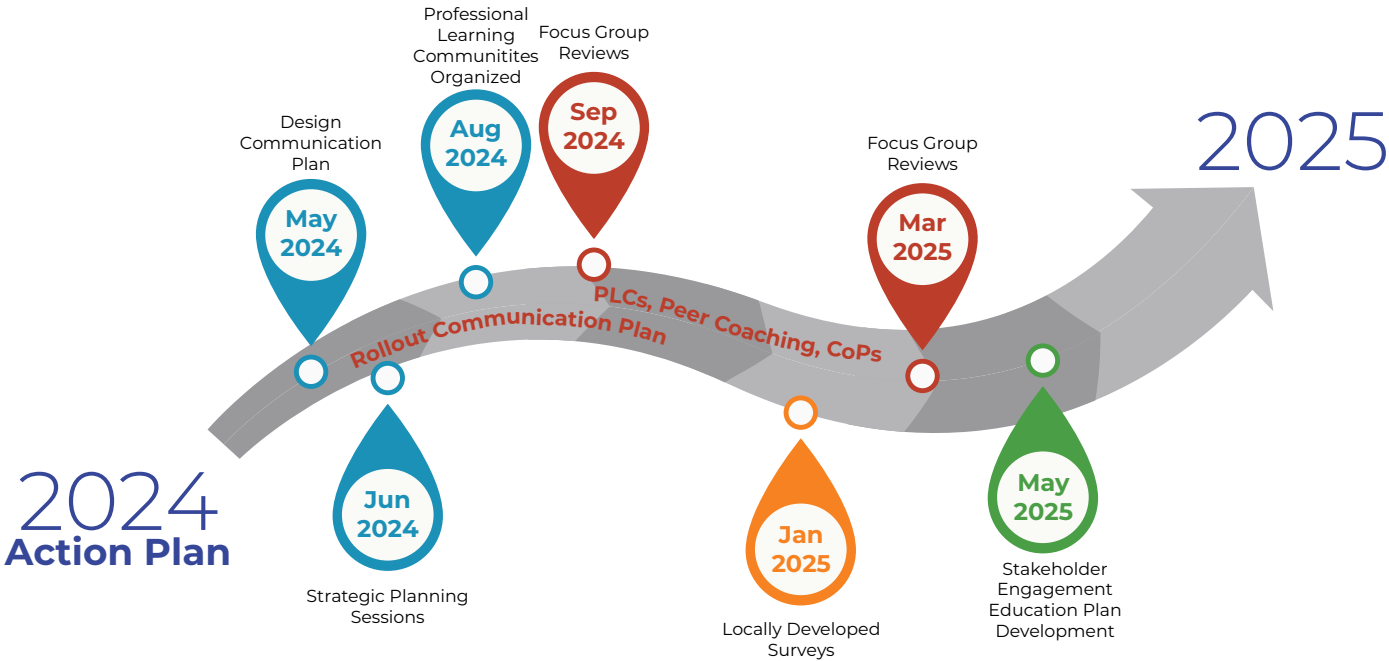
Local Measures

- 

The KCSRDS Board of Directors and school leaders participated in a weekend retreat focused on best practices in Board governance in March 2024.
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The KCSRDS Board of Directors is currently engaged in a full policy review that involves collaboration of school leaders and key stakeholders through a new Sharepoint site.

How will we improve?

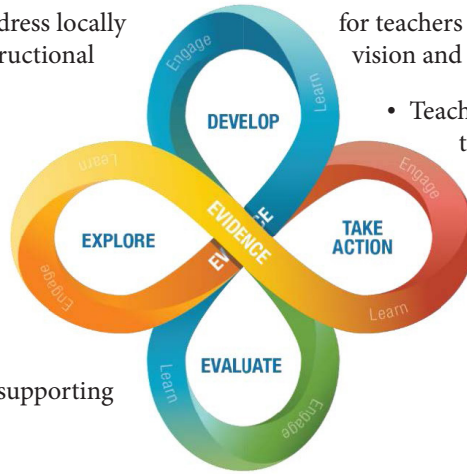


Strategies for Implementation

- Professional Development plan will include time dedicated to professional learning communities that address locally developed indicators for Christ-centered instructional practice.

- Financial resources and time in school schedules for 2024-2025 will be dedicated for supporting the ongoing work of the embedded coaching model for Christ-centered instruction. (Reference Christ-centered Transformed PD)

- Financial resources and time in school schedules for 2024-2025 will be dedicated to supporting leadership capacity on a weekly basis.




- Professional Communities of Practice (CoPs) for school leaders and for teachers will engage in book studies chosen to create a shared vision and mission for Christian education.


- Teachers will engage in at least one peer-coaching with trained coaches in the PAQ method to improve their development of Christ-centered instruction.


- Professional Learning Communities (PLCs) will examine the effects of Christ-centered instructional practice on student engagement.

Measuring Improvement


Local Measures


 **School leaders and teachers will finalize** at least 3 locally developed indicators related to Christ-centered instruction and the PAQ method for TQS competency 3: Demonstrating a Professional Body of Knowledge.


 **Teachers will report** personal improvement on at least one personal professional development goal related to locally developed Christ-centered instructional indicators for TQS competency 3: Demonstrating a Professional Body of Knowledge.

 Using the self-assessment tool developed by the **Koinonia Christian Education Society**, school leaders will report growth on at least one competency in the Leadership Quality Standard using locally developed indicators.

Provincial Measures

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

 **The percentage of teachers** 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.

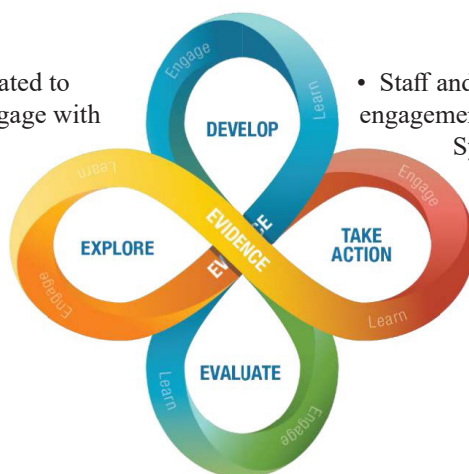
 **The percentage of teachers** satisfied with the overall quality of their basic education will improve.

Learning Outcome 2

School Principals will collaborate with their school's Parent Advisory Council 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.

Strategies for Implementation




- Financial and Staff resources will be dedicated to supporting Board training and events that engage with parents and staff.
- Financial and staff resources will be dedicated to workshops and events that engage and support the work of the Parent Advisory Committees.





- Staff and volunteer time will be dedicated to improving engagement through the website, Learning Management System and a new school messaging process for direct communication to all stakeholders.
- Support staff will be dedicated to facilitating communication between school leaders and the Parent Advisory councils and the student body.

Measuring Improvement

Local Measures

-  **Each school council will establish and share with its members** a mission, vision, goals, and a set of policies related to its own governance.
-  **Each school council will participate with principals** in drafting at least 3 policies that directly impact student growth and achievement.
-  **The Board of Directors will complete 2 new articles to enhance the Statement of Faith.**

Provincial Measures



-  **The percentage of parents** indicating that they are satisfied with their involvement in decisions about their child's education will continue to improve.
-  **The percentage of parents and students** satisfied with the overall quality of their basic education **will improve.**



Budget Summary for 2024-2025



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](#), and a detailed version of the 2025-2026 school budget can be found below.

Budget Comparison Summary 2025-2026						
	2025-2026 BUDGET	2025-2026 %	2024-2025 BUDGET	2024-2025 %	2023-2024 ACTUAL	2023-2024 % ACTUAL
REVENUE						
Alberta Education Grants	\$ 3,803,049	86%	\$ 4,280,252	85%	\$3,509,136	87%
Tuition/Fees	\$ 388,514	9%	\$ 474,858	9%	\$268,883	7%
Donations/Fundraising	\$ 30,000	1%	\$ 128,691	3%	\$ 79,775	2%
Other	\$ 206,843	5%	\$ 126,393	3%	\$ 171,372	4%
Total Revenue	\$ 4,428,406	100%	\$ 5,010,194	100%	\$ 4,029,166	100%
EXPENSES						
Salaries/Benefits	\$ 2,889,776	65%	\$ 2,949,481	59%	\$ 2,540,260	68%
Services/Contracts/Supplies	\$ 1,525,485	35%	\$ 2,044,169	41%	\$ 1,216,893	32%
Total Expenses	\$ 4,415,261	100%	\$ 4,993,650	100%	\$ 3,757,153	100%
Surplus (Deficit)	\$ 13,145		\$ 16,544		\$ 272,013	

- 

Changes to the tuition and fee structure supporting programs has led to earlier confirmation of enrollment and support for operations.
- 

Financial supports for the work Parent Advisory Committees and Board committees, such as the fundraising committee, organization of volunteers and donor initiatives will result in support staff efficiencies for operation.
- 

Financial and staff resources allocated to increase engagement of all stakeholders through enhanced messaging will result in support staff efficiencies.
- 

Planned strategies for continued focus on embedded coaching for Christ-centered learning require adjustments for allocation of teaching time.