

Koinonia Christian School Red Deer



# **Three-Year Education Plan**

2021-2024



# Koinonia Christian School Red Deer

## Education Plan 2021-2024

### **Preamble**

This plan was written under the guidance provided in Alberta Education's Assurance Framework as described in the 2020-2021 Funding Manual. Koinonia Christian School Red Deer (KCS RD) is desiring to be in compliance with Alberta Education but also have this plan serve our stakeholders with a plan that outlines our key priorities over the next three years and beyond. It will provide for the staff of KCS RD a guide so that there may be a unified focus for their work of helping students be successful. This plan is to be shared to inform stakeholders about our strategies for continuous improvement. This plan sets out for the staff of KCS RD a set of priorities that will guide in creating environments that promote excellence in student achievement.

### **Accountability Statement**

The Education Plan for Koinonia Christian School Red Deer (KSD RD), commencing September 1 2021, was prepared under the direction of the Board in accordance with the responsibilities of the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board adopted the plan on May 31, 2021.



Cameron Oke  
Board Chair

## Setting the Context: Foundational Statements for KCS RD

### **Vision**

Our school is a ministry to families who support it. The educational philosophy is based on a God-centered view of man. Since God created and sustains all things through His Son, Jesus Christ, the universe and all life are dynamically related to God and have the purpose of glorifying Him. This is true of man who was made in God's image, different in kind from all other creatures, with a unique capacity to know and respond to God personally and voluntarily.

K.C.S. Red Deer has a Biblical, distinctive "Statement of Faith" that all staff, parents and students agree to support. This document is made available to all families through the student handbook. We believe that every child is made in the image of God and has unique talents and needs. Christian Schooling is a full lifestyle where our Christian faith is integrated into every aspect of our day, whether at school, at home, or in the community. All this is preparatory to our secondary main goal, which is academic excellence. We believe that, with the spiritual vision in place, academic excellence emulates from spiritual vision and goals.

### **Theological Foundation and Beliefs**

The educational philosophy of K.C.S. Red Deer is based upon a God-centered view of man and truth as presented in the Bible. The essential truths of this view are detailed in the Statement of Faith, which all faculty, staff, parents and students agree to, and support. Because man is a sinner by nature and choice, he cannot, in this condition, know or honour God in his life. The goal of education should therefore be to enable men to know God, encourage them to love Him and equip them to serve Him. The authority for such an education comes both from God's command that children be taught to love God and place Him first in their lives, and from the fact that parents are responsible for the total education and training of their children. At the parents' request, the Christian School, along with the Church, becomes a partner in giving this education. From this philosophy come our mission and goals.

### **Mission**

The mission of Koinonia Christian School Red Deer is to assist parents in Christian education by developing excellence in faith, moral character and academics, promoting lifestyles related to Christian witness.

### **Spiritual and Moral Goals**

1. To teach the Bible as God's inspired Word and to develop attitudes of love and respect towards the Bible.
2. To teach the basic doctrines of the Bible.
3. To lead each student to a personal relationship with Christ as Saviour and Lord.
4. To develop a desire to know and obey the will of God as revealed in the Scriptures.
5. To equip the student to carry out the will of God daily.
6. To impart an understanding of each Christian's place in the church and its worldwide task of evangelism and discipleship and to stimulate the student's involvement in this task.

7. To develop the “mind of Christ” towards godliness and sin, and to teach the student how to live an overcoming life through exercising self-restraint and consideration of others.
8. To encourage the development of self-discipline and responsibility in the student, based on respect for and submission to, God and God-oriented authority.
9. To help the student develop for himself a Christian worldview by integrating life and studies with the Bible.

### **Personal and Social Goals**

1. To help the student develop his character and personality based on a proper understanding and acceptance of himself as a unique individual created in the image of God and on the fullest possible development of his own capabilities
2. To teach the student to treat everyone with love and respect since everyone is made in God’s image.
3. To make the student a contributing member of society who realizes his dependence on others and their dependence on Him.
4. To promote an understanding of time as a God-given commodity, which is to be used for His glory.
5. To show a Biblical view of life and work, and provide the skills needed for developing mature personal and career relationships.
6. To develop godly attitudes toward marriage and the family and the understanding and skills needed to establish a God-honouring home.
7. To promote physical fitness, good health habits, and wise use of the body as the temple of God.
8. To impart Biblical attitudes toward material things and to encourage individual responsibility to use them for God’s glory.
9. To help each student accurately assess his strengths and weaknesses and recognize his responsibility to develop his talents fully and use them for the benefit of others.

### **Academic Goals**

1. To promote high academic standards with the potential of the individual as uniquely created by God and to help each student realize his full academic potential.
2. To help each student gain a thorough comprehension and command of the fundamental processes used in communicating with others, such as reading, writing, speaking and listening.
3. To develop an understanding of fundamental mathematical concepts and to develop skill in their application to everyday life situations.
4. To develop creative and critical thinking and the proper use of Biblical criteria for evaluation.
5. To teach and encourage the use of good study habits.
6. To teach the student how to do independent research and to reason logically.
7. To motivate the student to view education as a lifelong process.
8. To promote good citizenship through developing the understanding and appreciation of our Christian and Canadian heritage of responsible freedom, human dignity, and Biblical acceptance of authority.
9. To discuss current affairs in all fields and to relate to God’s plan for man.
10. To produce an understanding and appreciation of God’s world, an awareness of man’s role in his environment as well as how to use, care for, and preserve it properly.
11. To promote an appreciation of the fine arts through the development of the student’s understanding and personal expression.

12. To relate curriculum to real-life situations in the community.

### **Family Goals**

1. To cooperate closely with the parents in every phase of the student's development, especially as it relates to the school program.
2. To help the parents understand the school's purpose and program.
3. To assist families in Christian Growth and to help them develop Christ-centered homes.
4. To assist parents in understanding our changing culture, its effects on our homes, and their children and how to deal with them from a Biblical perspective
5. To encourage regular attendance and involvement in a local church.
6. To involve parents regularly in the ministry of the school.

### **School Profile and Stakeholder Engagement**

Koinonia Christian School Red Deer has a board which is voted in by the parent body for a 3-year term thereby parents have direct input into the vision, policies and spiritual direction of the school. KCS RD was founded 36 years ago on the principle that parents are the prime educators of their children. Thus, parents are encouraged to become involved in the educational lives of their children. This can be done by volunteering in the classroom or for field trips, serving on committees of the school, coaching, before school or after school supervision or sharing their expertise in the maintenance of the school. Parents who have leadership qualities are encouraged to allow their names to stand for board elections and skill sets of individuals are utilized in many areas of the operation of the school.

The school represents a cross-section of our society with families coming from a variety of social/economic backgrounds. There are a large number of immigrant families who send their children to our school. This cultural diversity adds much to the dynamics of the school. Being a preschool to grade 12 institution adds to the family like atmosphere of the school with the older children helping the younger ones. Reading buddies as well as big brother little brother and big sister little sister encourages the interaction of the various grade levels. Also, student council activities reach out to the specific grade levels with activities geared towards those students. Retreats and activities days and school chapels create climates that encourage interaction and solidifies the school culture.

Students as well as parents appreciate the opportunity of educational choice in the province and are committed along with the Board and administration to fight for and protect those rights that may often be taken for granted. As a result of the changing ideological thinking in our province in terms of culture, faith, politics and values, the parents of Koinonia are united in their belief that parental rights must be maintained in order to fulfil the mandate which they believe is fundamental to their thinking. For that reason, it was important for our parents to continue advocating for parental rights and religious freedoms and that be maintained in our school. The position taken by the Board and administration was to stand firm in our belief that parents are the prime educators of their children and will be held accountable for that.

We have seen our special needs program within our school continue to grow as parents feel that they can participate in a manner that allows them to see their child as a special creation of God. All children regardless of age, gender, faith, race, socio-economic background must be treated fairly and that all are created in the image of God. Koinonia Red Deer continues to maintain a high standard for a

Safe and Caring School with 93.8% of the students, staff and parents feeling that way and maintaining a five-year average of 91.5%.

Currently, approximately 170 students call Koinonia home in the brick and mortar school for grades 1-12. Another 14 enrolled in Kindergarten and 12 in preschool brings our numbers to 200. Koinonia@Home services another group of parents who have made the thoughtful decision to be the educators of their children with over 515 children having home-based education. This is either through traditional Home Education, Shared Responsibility or Distance Learning programs. The retention rate for our campus school students suffered this year with being only at 80% with a five-year average of 85%. K@H had a retention rate of nearly 98% and a growth rate of 70% due in part to COVID 19. Koinonia@Home continues to provide the opportunity to take a wider diversity of programs through Shared Responsibility programming with an embedded teacher so that more choices are open to our high school students. Our Distance Learning and Home Education program experienced growth this year as we support students in our sister schools and other Christian School programs.

At present we have a FTE teaching/admin staff of 16.2 and another 21 part time teaching staff in Home Education and Distance Learning. Another 24 support staff completes our team all of whom are dedicated to the mission and vision of Koinonia.

The campus program at Koinonia Red Deer continues to draw families not only from the City of Red Deer but from Blackfalds, Lacombe, Mirror, Stettler, Penhold, Sylvan Lake and Delburne. For the past 30 years a bus has run from Innisfail bringing families from town as well as from the surrounding countryside. This is indicative of the deep commitment and conviction that families have to the philosophical and theological basis of KCS RD. Sound Biblical integration coupled with teachers who are committed to be actively engaged in converting the students of Koinonia Red Deer to the Christian faith and/or instilling in them a belief in evangelical Christianity lead parents to enroll their children. All teachers and support staff at Koinonia are required to sign a Statement of Faith when signing staff contracts whether they are in the brick and mortar school or involved in Koinonia@Home.

Parents who send their children to the KCS RD campus not only pay tuition to help augment the instructional grant and other grants provided by Alberta Education but must be actively involved in fundraising for the school either through direct donations, fundraising deposits, various special projects like the Christmas Wishlist and school events such as major drama productions. Choosing Koinonia means being involved.

KCS RD teaches the whole child, socially, intellectually, physically, emotionally and spiritually. As such there are activities and programs designed to meet those needs. Examples of such programs include, Band, Ensemble, Worship Arts, Drama, Choir, Art, Construction along with a number of sports programs including 3on3 basketball and Badminton tournaments as well as track and field events, missions and cultural trips as well as student leadership opportunities.

KCS RD is a part of a larger system of schools and is the largest so it sees its responsibility to help facilitate activities which promote sportsmanship, fellowship and belonging to an organization that is not just limited or confined to the four walls of our school. These opportunities are open to our Koinonia@Home students as well. Those activities which schools can attend and students that are homeschooled can attend are encouraged. Our cultural and mission trips are easier in that travel to these events if distance is an issue is not a problem. Technology serves us well to communicate information regarding these programs. For K@H students local community activities, Field trips, are

established in Calgary, Red Deer and Central AB to support parents and students in developing a strong faith-based community of home learners.

As an independent school, KCS RD recognizes that we are not an island unto ourselves and partnering with outside organizations is important to enhance programs and strengthen teachers through professional development and to be able to be a voice for choice in education. These organizations include the Association of Independent Schools and Colleges of Alberta, an organization advocating for parity and equality in funding as well as professional development and policy, the 4C's for fiscal responsibility, the Koinonia Christian Education Society for policies, governance and professional development, and the Alberta Assessment Consortium for professional development.

## Summary of Accomplishments

The following are a list of accomplishments that have occurred over the past couple of years and because of the continuing restrictions placed upon our organization through government directives related to public health, many of the items listed below are on hold.

### **Awards Night**

Necessity is the mother of invention. How would we be able to demonstrate “koinonia” to our students during the pandemic so that they would be able to feel a part of something larger as we honoured those students who did achieve academically, developmentally through character and sports as well as spiritually. Teachers gathered together and a Zoom Awards Night was held to honour those students. The participation was great as we were able to reach into the homes of a large number of families. This event was as well attended as our face to face as we saw a greater number of families with small children in attendance. They did not have to be concerned with bedtime routines and having children out later at night.

### **Renovations and Improvements**

Being in an older facility requires constant upgrading. This year nearly \$20 000 was done on roof repairs on the roof and portables. It was also noted that due to water damage from the roof a portion of the floor of the portable was rotted so additional structural support was needed. This amounted to \$10 000.

COVID guidelines dictated some additional improvements be made so an additional isolation room was built in the hallway along with the relocation of lockers. 6 classrooms with carpet flooring were replaced with laminate flooring enabling ease of cleaning in our school. A much-needed records room was developed in the teacher workroom to house the paper copy cum files. This walk-in room provides added security to our hard copy records.

### **COVID Plan**

A top priority in our planning was to ensure safety of all students for entrance and exiting of the school and a detailed plan was developed. This included pickup as well as delivery of our students and also ensuring that parents were not coming into the school. A number of rooms were changed this year

allowing for students to have use of bathrooms in the portables and the separate entry doors for 5 classrooms.

### **Christmas Wishlist**

Over \$15 000 was raised for the Christmas Wish List for K-12 classrooms. The majority of the donations for the wish list was for chrome books and charging station

### **Student Leadership Retreat**

This was the first of what is to become an annual event whereby all of the servant leaders in Student Council met for a day retreat at Camp Little Red. Over 20 student leaders met to receive instruction by Sterling Hunter, a master chef who is involved in leadership training. Challenging sessions were given along with breakout groups regarding student leadership in the school as well as future leadership in their community in years to come. With a Christian worldview in place, students can affect change and give leadership in their church community and place of employment in the future within the realms of their chosen occupations.

### **Pastor and Church Leadership Banquet**

Over 70 pastors and church leaders who are stakeholders in our community attended an appreciation banquet held at the school. A number of the cast members from The Sound of Music showcased one song as a promotional to the scheduled production. Shafer Parker from Faith Beyond Belief was the guest speaker who shared on the importance of Christian Education in molding a strong Christian worldview. This evening was well received by the church leaders and one that we will continue to provide and support. The church leadership is part of the stakeholders that we value input from.

Other events and activities include

- Mission trips to Mexico and Costa Rica
- Cultural trips to Europe and Eastern Europe
- Band trips for senior band members
- Vancouver trip for grade 11 & 12
- Koinonia Track Meet for gr 7-12
- Skills Canada Competition
- Student Council Fellowship Night
- Senior High and Junior High Retreats at Local Camp
- Christmas and Easter Presentations
- Major Broadway Musical Sound of Music and Fiddler on the Roof
- Parent Fellowship Night to create positive school community
- 17 students graduated last year and over 30 in the 2021 school year. This number includes the DL students as well as students from the brick and mortar school. We were able to have a drive-in graduation last year to honour the grade 12 class.
- Parent - Teacher Interviews by zoom with increased participation due to families not having to find sitters for the evening.
- Good engagement of students during at-home learning
- Spiritual Emphasis Week to encourage students in their daily walk with the Lord
- Emmaus Room set up for students with special needs and programming.
- School counsellor employed one day a week to assist with mental health issues.

- Teachers were able to participate in mental health pd 3 full sessions
- Zoom time each morning for staff devotions along with pastoral input twice a week enabled staff to stay more connected.
- Zoom chapel that included K@H students to help keep the school community together
- Monthly staff meeting for K@H DL teachers to help keep them connected
- Formation of an OH&S committee along with policies.
- Staff were able to attend AISCA Teachers Convention as well as Faith Beyond Belief

## Budget Summary for 2021-2022

In conjunction with our priorities, the 2021 budget has allocated funds for resources, professional development as well as release time for teachers who would be involved in professional development or collaborative work. We have been extremely pleased with the financial stability over the past two years in spite of our fluctuating enrollment numbers. However, we still depend upon tuition and strong fundraising/donations to meet our financial obligations. We will continue to use those avenues along with securing mega donors that will allow for capital expansion in the future.

We are diligently working to keep our costs in line while endeavoring to run a sound and strong academic program. Financial Assistance continues to be a necessary part of our financial picture. It will be a little less than previous years because of decreased enrollment at the brick and mortar school. People donate to projects not necessarily to operations.

In the future, budgeting will require consideration for funding allocation to meet the needs of Alberta's Quality Assurance framework for continuous improvement. Our beloved principal, Mr. Rand, is retiring from his role after 38 years and assuming the role of Chief Financial Officer on a part-time basis. A transition in leadership requires extra budgetary support to ensure stability and nurture the development of a strong leadership team moving forward in Alberta's new assurance context. (See [Appendix 1](#) for Budgetary Graphs outlining revenue/expenses for 2021-2022).

Detailed budgetary information is available at [this link](#).

## Priorities for Continuous School Improvement

Based on a review of our AERR results and focused conversations with staff, students, and parents, three priorities have emerged that we believe will support continuous improvement in Koinonia Christian School Red Deer's (KCS-RD) school programs over the next three years.

- 1) **Literacy:** Strong literacy skills improve student engagement in academics and civics during their K-12 education and their transition to post-secondary opportunities. The following considerations guided our outcomes, strategies, and measures for this priority:
  - a. Student literacy may have gaps related to the interruptions in student learning because of the Ministry of Health's and the Ministry of Education's directives for changes in the learning environment between March 2020 and June 2021. We will apply for additional funding to support gaps in literacy skills due to COVID 19 and its associated interruptions to learning.

- b. Literacy skills (both reading and writing) are foundational to the long-term academic success of students.
  - c. Literacy development is strongest when parents and teachers work together to meet the unique needs of each student.
  - d. After consultation with school staff, the 6+1 Traits of Writing Program was chosen in December 2020 as a foundation for a consistent approach to writing skill development at KCS-RD. Each teacher was provided with their own copy of the 6+1 Writing Traits text appropriate to their grade level. In early January, 2 days of professional development were devoted to analysis and reflection on the program related to teaching and learning at KCS-RD and the Alberta Program of Studies. A leadership team of three teachers was formed to work on developing a common rubric as an exemplar and strategic suggestions for implementation of the program. Focus groups of teachers worked during dedicated time at weekly staff meetings to discuss the rubric and apply it to class examples of student writing. A survey assessing teachers' confidence implementing the program was conducted to help set goals for implementation in the 2021-2022 school year.
- 2) **Student Preparedness for Lifelong Learning, World of Work and Citizenship:** Students' motivation to learn is partly related to an understanding of God's plan for their lives and the opportunities available to them. This plan is best nurtured through the combined support of parents and teachers and the broader learning community.
- a. KCS-RD is committed to strong faith formation on essential Biblical principles outlined in our Statement of Faith that inform our school's mission and vision.
  - b. Character traits such as effort, perseverance, motivation, curiosity, resilience, kindness, patience, and self-control are related to life-long learning and citizenship.
  - c. Employability skills are related to strong character traits and habits formed in K-12 education.
  - d. Citizenship is best learned through active engagement in serving the needs of others.
- 3) **Governance and Stakeholder Engagement:** KCS-RD recognizes the need for a more robust engagement of students, parents, teachers, and community members in the process of school improvement. Learning happens in the context of a community: KCS-RD is a distinctly Christian community focused on the discipleship of students as the central focus for parental choice for enrolled families. When stakeholders have frequent and meaningful opportunities for participation in school decision-making, a more supportive learning environment develops where home, school and the Christian community are working together to encourage students' formation of faith and academic success.
- a. The Leadership Quality Standard (LQS) requires school leaders to analyze and apply their practice with consideration for the context of their school community.
  - b. School authorities support continuous improvement through clear processes for the assessment and supervision of school leaders based on the LQS.
  - c. School leaders support continuous improvement through clear processes for the assessment and supervision of teachers based on the Teacher Quality Standard (TQS).

- d. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.
- e. Optimum learning occurs when teachers and leaders analyze the learning context, attending to local and societal considerations, and apply the appropriate knowledge and skills in the context of their learning community.
- f. Ongoing professional learning prepares teachers and leaders for meeting the standards of their professional practice.
- g. The mission and vision of Christian education is achieved through a unified understanding of the elements of faith, as described in the school's Statement of Faith, and supported through distinctly Christian fellowship and professional development.
- h. Building a collaborative school-wide culture and nurturing trusting relationships is a priority to sustain an effective learning environment during a time of transition in leadership.

## Priority 1: Literacy

**Domains:** This goal encompasses the assurance domains of Student Growth & Achievement, Teaching & Leading and Learning Supports.

**Outcomes:**

- Students will demonstrate reading fluency and strong comprehension skills to support confidence in their academic achievement in all subject areas.
- Students will demonstrate effective writing skills using their knowledge of the elements of writing to continuously improve the communication of their ideas.

**Strategies (Reading Goal)**

- Year 1
  - Purchase standardized reading assessment tools to support reliable and valid reading assessment.
  - Support ongoing professional learning for teachers to implement formalized reading assessments into instructional practice and long-range planning.
  - Work collaboratively with teachers to establish foundational strategies for content-area reading skills in all grades and programs.
  - Establish a volunteer reading program in the school, focussed on the primary grades and ESL students.
- Years 2 & 3
  - Establish a buddy reading program in the campus school.
  - Investigate and implement new assistive reading tools to support reading achievement.
  - Analyze successes and strategies from previous years to refine goals and plans.
  - Develop transitional strategies to support ongoing reading development for individual students.

## Strategies (Writing Goal)

- Year 1
  - Purchase 6+1 texts and support materials for new teachers and the Learning Supports library for teachers and parents to access.
  - Build a leadership team in grade groupings to develop best strategies for developing a school-wide consistent approach to writing using the 6+1 writing program and provide in-class coaching for teachers and support staff.
  - Collaborate during scheduled weekly professional learning time to create rubrics for summative assessments for each element of writing.
  - Collaborate during scheduled weekly professional learning time in grade groupings to develop implementation strategies for the 6+1 Traits writing program.
  - Connect with focus groups of parents to discuss strategies for communicating student progress related to writing.
  
- Years 2 & 3
  - Analyze successes and strategies from previous years to refine goals and plans.
  - Develop online tools to communicate elements of writing and explain 6+1 processes to parents and stakeholders.
  - Plan Biblical Integration goals to enhance the 6+1 writing program.
  - Develop transitional strategies to support ongoing writing development for individual students.

## Performance Measures

- Year 1
  - 75% of students will be at or above grade level in their reading at the end of the year based on standardized reading diagnostic tests.
  - School surveys measuring confidence and understanding of the elements of 6+1 writing for teachers, parents and students will indicate a growing level of support for the program and provide information for refinements to implementation. (See [Appendix 2: Survey of Teachers completed in the Spring of 2021](#)).
  - Provincial Achievement Tests: Students will meet or exceed the provincial averages for acceptable and excellent standards. This goal will establish a new baseline and allow time for gaps in student achievement to be closed (due to the interruptions in student learning related to Ministry of Health and Education directives for the learning environment).
  - Diploma Exams in English & Social Studies - Students will meet or exceed the provincial averages for acceptable and excellent standards. This goal will establish a new baseline and allow time for gaps in student achievement to be closed (due to the interruptions in student learning related to Ministry of Health and Education directives for the learning environment).
  
- Years 2 & 3

- 80% of students will be at or above grade level in their reading at the end of the 2<sup>nd</sup> year based on standardized reading diagnostic tests. 85% of students will achieve this same goal at the end of the 3<sup>rd</sup> year.
- Parental input during writing conferences will indicate satisfaction and engagement with the 6+1 writing program.
- Student writing portfolios will demonstrate progressively stronger writing skill development.
- School surveys measuring confidence and understanding of the elements of 6+1 writing for teachers, parents and students will indicate a growing level of support for the program and provide information for refinements to implementation.
- Provincial Achievement Tests - The number of students achieving acceptable and excellent standards will rise above the previous years' scores.
- Diploma Exams in English & Social Studies - The number of students achieving acceptable and excellent standards will rise above the previous years' scores.

## Priority 2: Student Preparedness for Lifelong Learning, World of Work and Citizenship

**Domains:** This goal encompasses the assurance domains of Student Growth & Achievement, Teaching & Leading, Governance, and Local and Societal Contexts.

### **Outcomes:**

- Students will demonstrate a growing understanding of a Biblical worldview informed by the Koinonia Statement of Faith and Biblical integration in classroom learning.
- Students will retain their faith after graduating from KCS-RD and apply their faith through service in the community.
- Students will explore their individual skills, interests, and motivations to discover their path forward into adulthood that glorifies Christ.

### **Strategies**

- Year 1
  - Purchase staff copies of at least 2 books the staff will study together to develop a consistent worldview culture in the school (1 on Biblical Integration and 1 on Worldview Development). Goals and strategies for future school improvement will be explored through staff focus groups during school professional learning collaborative time and in formalized professional development programs.
  - Teachers will develop at least one essential question for Biblical integration into unit plans.
  - Develop specific activities to encourage students to define character traits from a Christian worldview and celebrate strong character traits that they and others demonstrate in the school.

- Establish a parent focus group to develop opportunities for service activities in the broader community.
  - Establish a focus group of parents, students, and teachers to refine and clarify criterion for annual awards provided to students.
  - Establish a focus group of parents, students, and teachers to improve engagement in Bible fairs, prayer, scripture memory programs and other activities that support formation of a strong Christian faith and worldview.
  - Strengthen and formalize school relationships with local apologetics organizations.
  - Establish the Strong Interest Inventory standardized career planning program in grades 8 and 10 for all students.
  - Explore opportunities for Christian counselling support for the school community.
  - Re-establish relationships with local and provincial Christian leaders from Indigenous communities to explore opportunities for stakeholder input and consistent involvement in school programs, including Metis leaders.
- Years 2 & 3
    - Implementation of goals and strategies developed in Year 1 will begin.
    - Teachers will refine essential questions supporting Biblical integration in unit plans in response to reflections on Year 1 implementation.
    - Establish and participate in service opportunities in the broader community developed in response to the input of parents.
    - Implement strategies and suggestions of the focus group to improve engagement in Bible fairs, prayer activities, scripture memory programs and other activities that support formation of a strong Christian faith and worldview.
    - Explore opportunities for partnership with local apologetics organizations to enhance school programs and serve the broader Christian community.
    - Build goals and strategies arising from efforts to re-establish relationships with local and provincial Indigenous and Metis Christian leaders.

### **Performance Measures**

- Year 1
  - 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 improve.
  - The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education will improve.
  - The percentage of students who are satisfied that students model the characteristics of active citizenship will improve.
  - Exit surveys of graduating students in 2022 will establish baseline data to assist analysis for understanding and improving the 4-year rate of students transitioning to post-secondary education.
  - Exit surveys of graduating students in 2022 will establish baseline data to determine the resiliency of students' faith in their first year after high school.

- Specific goals and strategies for improving foundational knowledge of FNMI experiences are developed.
- Specific goals and strategies for improving opportunities for student engagement in apologetics are developed.
- Specific goals and strategies for improving service opportunities for student engagement are developed.
- Years 2 & 3
  - Provincial measure: 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.
  - Provincial measure: The percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education will continue to improve.
  - Provincial measure: The percentage of students who are satisfied that students model the characteristics of active citizenship will continue to improve.
  - Alumni engagement in school activities and stakeholder opportunities for input will improve.
  - Exit surveys of students graduating in 2023-2024 will collect data related to goals established to improve the 4-year rate for students transitioning to post-secondary education.
  - Student surveys related to goals established for FNMI foundational knowledge, opportunities for apologetics and community service will establish baseline data for continuous improvement.
  - Exit surveys of graduating students in 2023-24 will establish baseline data to determine the resiliency of students’ faith in their first year after high school. This data will be analyzed as a three-year rolling average to inform future planning for continuous improvement.

### Priority 3: Governance and Stakeholder Engagement

**Domains:** This goal encompasses the assurance domains of Student Growth & Achievement, Teaching & Leading, Governance, and Local and Societal Contexts.

**Outcomes:**

- KCS-RD will establish a new distributed leadership model to ensure teachers and school leaders have scheduled time for collaboration to support continuous improvement.
- KCS-RD leaders and teachers will work together to develop a shared understanding of indicators for quality practice through a Christian worldview. These indicators will inform the growth, supervision and evaluation of practice within the context of KCS-RD’s mission and vision.
- KCS-RD will, in consultation with stakeholders, draft new tools and processes to support the growth, supervision and evaluation of leaders and teachers.

**Strategies**

- Year 1
  - Establish a distributed leadership model for school programs at KCS-RD.
  - Allocate resources to support team-building, professional learning and development in a time of transition and change.
  - The principal will schedule time throughout the year to meet with vice-principals and program directors to foster effective relationships and develop a unified understanding of the application of the LQS through a Christian worldview.
  - Leaders will participate in the drafting and implementation of effective tools and processes to support the growth, supervision and evaluation of their practice (LQS).
  - Leaders and teachers will participate in the drafting and implementation of effective tools and processes to support the growth, supervision and evaluation of their practice (TQS).
  - Staffing considerations for the 2021-2022 school year will include scheduled time for leaders to collaborate with teachers to explore, identify and support professional learning and development initiatives to meet the individual needs of teachers and the goals of the school community.
  - Surveys and individual interviews will be conducted to establish baseline qualitative and quantitative data related to the integration of Christian worldview into school culture and the effectiveness of professional learning and development for staff.
  
- Years 2 & 3
  - Evaluate the established tools and processes for supporting the growth, supervision and evaluation of leaders through surveys and focus groups.
  - Evaluate the established tools and processes for supporting the growth, supervision and evaluation of teachers through surveys and focus groups.
  - Allocate resources, based on the results of data collection, to support continuous improvement related to teaching and leading in a Christian school context.

## **Performance Measures**

- Year 1
  - Provincial measure: the percentage of teachers indicating that their school authority has improved or stayed the same as the last three years will improve.
  - Provincial measure: 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.
  - Individual interviews with school leaders and teaching staff will demonstrate improved trust and confidence that professional learning and development are impacting the quality of professional practice and optimal learning for students.
  - Individual interviews with school leaders and teaching staff will demonstrate improved trust and confidence that school culture reflects the Christian context of KCS-RD and fosters effective professional working relationships.
  
- Year 2

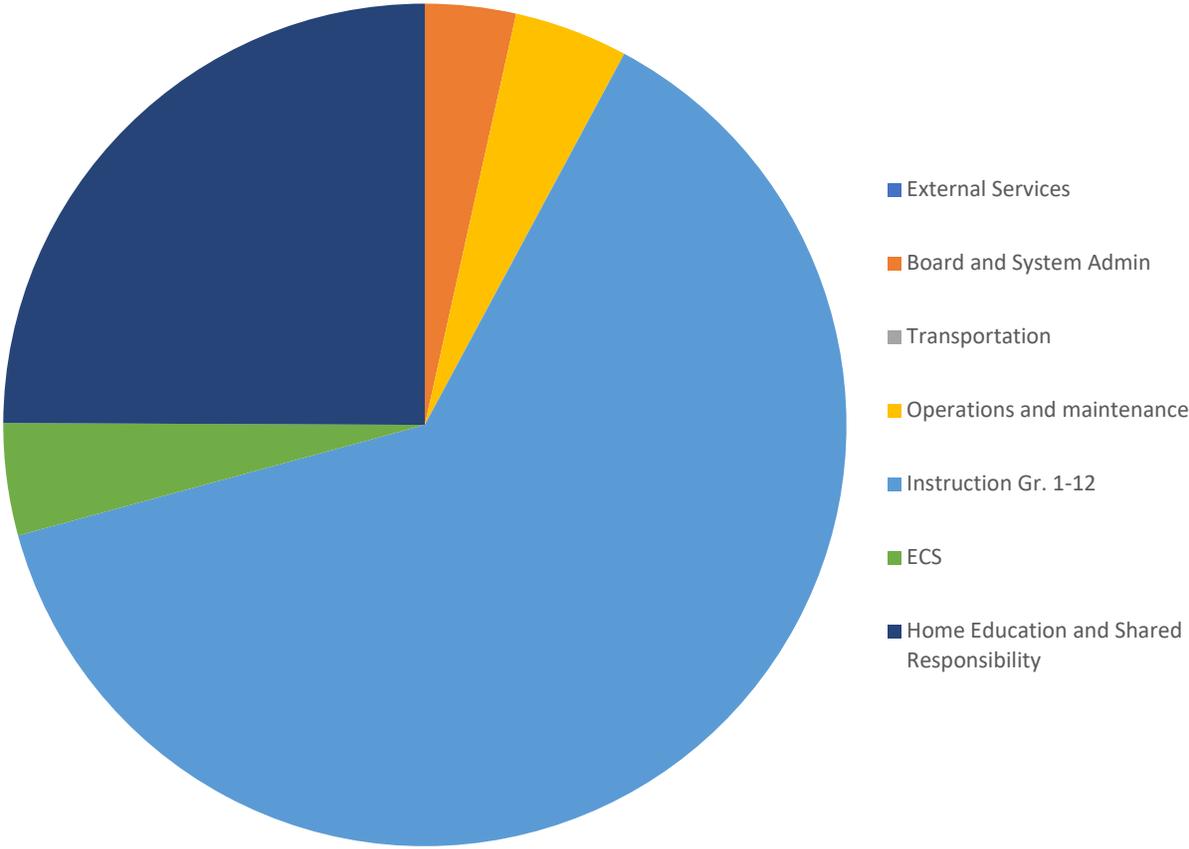
- Provincial measure: the percentage of teachers indicating that their school authority has improved or stayed the same as the last three years will continue to improve.
- Provincial measure: the percentage of teachers indicating that their school authority's professional development and in-servicing opportunities have been focused, systematic and contributed significantly to their ongoing professional growth will continue to improve.
- Surveys and individual interviews to collect qualitative and quantitative data related to the integration of Christian worldview into school culture and the effectiveness of professional learning and development for staff.
- Individual interviews with school leaders and teaching staff will demonstrate improved trust and confidence that school culture reflects the Christian context of KCS-RD and fosters effective professional working relationships.

## Appendix 1

Budget Comparison Summary 2021-22						
	2021-2022 Budget	2021-2022 %	2020-2021 Budget	2020-2021 %	2019-2020 Actual	2019-2020 Actual %
<b>Revenue</b>						
Alberta Education Grants	3,329,532	83%	2,775,635	78%	2,514,293	77%
Fees	397,537	10%	444,376	13%	417,661	13%
Donations/ Fundraising	248,100	6%	305,325	8%	320,706	9%
Other	20,188	1%	16,088	1%	16,209	1%
<b>Total Revenue</b>	<b>3,995,357</b>		<b>3,541,424</b>		<b>3,268,869</b>	
<b>Expenses</b>						
Salaries/Benefits	2,577,102	65%	2,374,688	67%	2,214,599	68%
Services/Contract s/& supplies	1,417,767	35%	1,164,938	33%	1,021,230	32%
<b>Total Expenses</b>	<b>3,994,869</b>		<b>3,539,626</b>	<b>100%</b>	<b>3,235,829</b>	
Surplus (Deficit)	488		1,798		33,040	

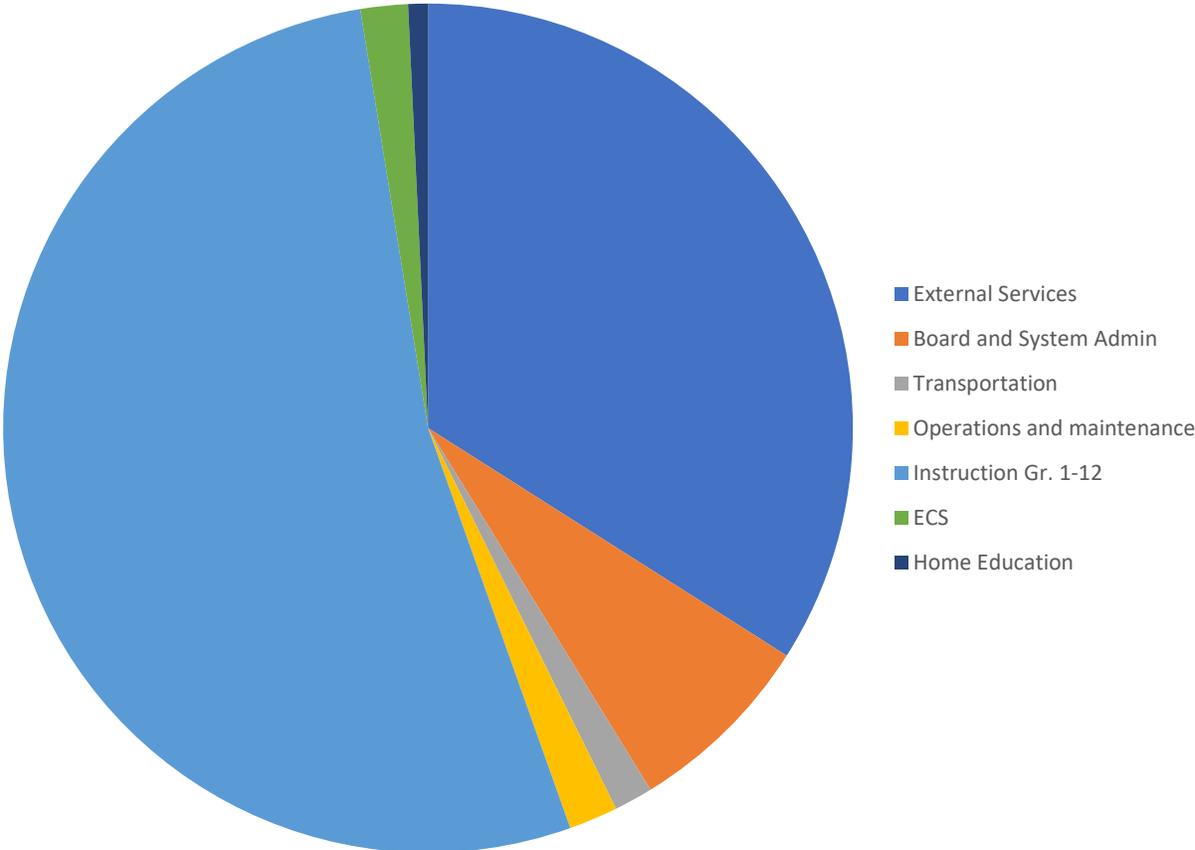
Alberta Education Govt Revenue 2021-2022 (Budget)	
External Services	\$0.00
Board and System Admin	\$115,842.00
Transportation	\$0.00
Operations and maintenance	\$145,292.00
Instruction Gr. 1-12	\$2,095,143.00
ECS	\$143,218.00
Home Education and Shared Responsibility	\$830,037.00

AB Education Revenue 2021-22 (Budget)



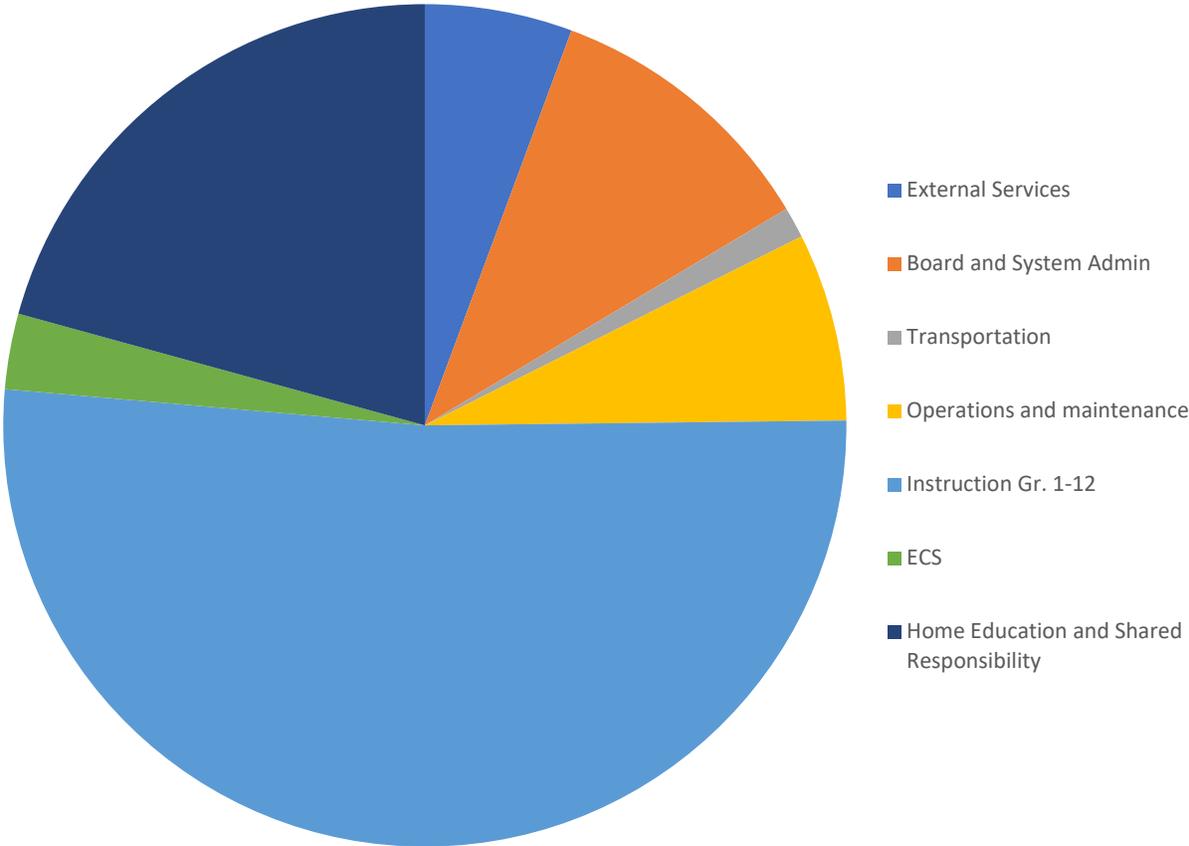
School Generated Budgeted Revenue 2021-2022	
External Services	\$226,400.00
Board and System Admin	\$48,125.00
Transportation	\$9,818.00
Operations and Maintenance	\$12,388.00
Instruction Gr. 1-12	\$352,094.00
ECS	\$12,000.00
Home Education and Shared Responsibility	\$5,000.00

School Generated Budgeted Revenue 2021-22



Budgeted Expenses 2021-22	
External Services	\$226,026.00
Board and System Admin	\$429,405.00
Transportation	\$47,511.00
Operations and Maintenance	\$288,406.00
Instruction Gr. 1-12	\$2,059,615.00
ECS	\$115,868.00
Home Education and Shared Responsibility	\$828,031.00

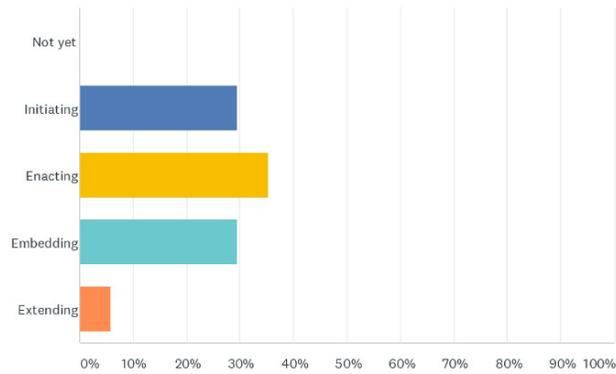
Budgeted Expenses 2021-22



## Appendix 2: Survey of Teachers completed in the Spring of 2021

Q1 I understand the theory and rationale for implementing the 6+1 Writing approach.

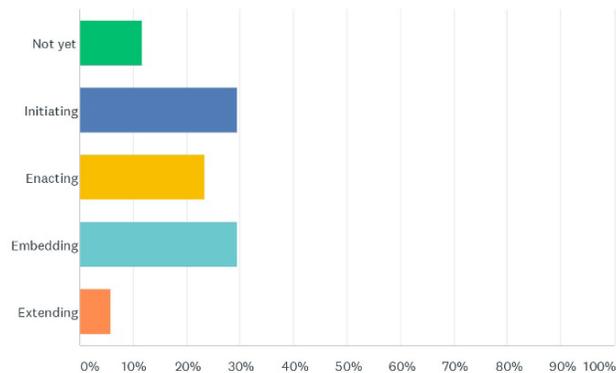
Answered: 17 Skipped: 0



ANSWER CHOICES	RESPONSES
Not yet	0.00% 0
Initiating	29.41% 5
Enacting	35.29% 6
Embedding	29.41% 5
Extending	5.88% 1
<b>TOTAL</b>	<b>17</b>

Q2 I feel confident co-creating rubrics with students for formative classroom writing assessment.

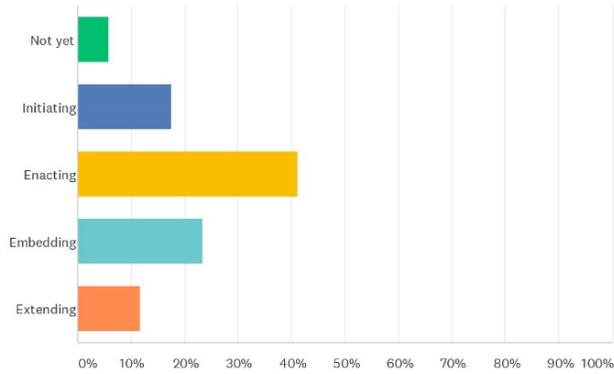
Answered: 17 Skipped: 0



ANSWER CHOICES	RESPONSES
Not yet	11.76% 2
Initiating	29.41% 5
Enacting	23.53% 4
Embedding	29.41% 5
Extending	5.88% 1
<b>TOTAL</b>	<b>17</b>

Q3 I feel confident co-creating rubrics with colleagues for summative assessments.

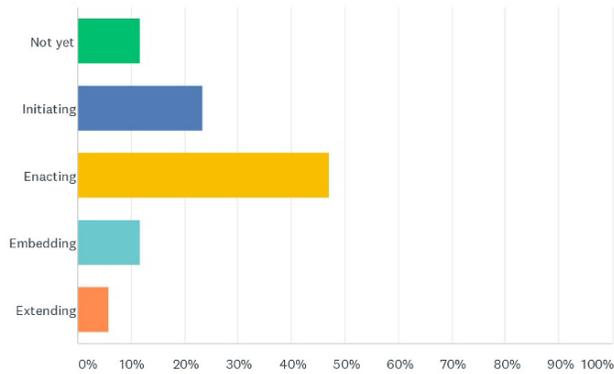
Answered: 17 Skipped: 0



ANSWER CHOICES	RESPONSES	
Not yet	5.88%	1
Initiating	17.65%	3
Enacting	41.18%	7
Embedding	23.53%	4
Extending	11.76%	2
<b>TOTAL</b>		<b>17</b>

Q4 I feel confident using peer assessment to support writing development.

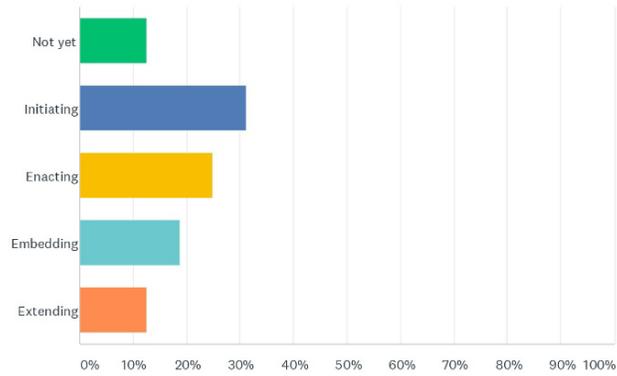
Answered: 17 Skipped: 0



ANSWER CHOICES	RESPONSES	
Not yet	11.76%	2
Initiating	23.53%	4
Enacting	47.06%	8
Embedding	11.76%	2
Extending	5.88%	1
<b>TOTAL</b>		<b>17</b>

Q5 I feel confident explaining the 6+1 writing approach to parents.

Answered: 16 Skipped: 1



ANSWER CHOICES	RESPONSES	
Not yet	12.50%	2
Initiating	31.25%	5
Enacting	25.00%	4
Embedding	18.75%	3
Extending	12.50%	2
<b>TOTAL</b>		<b>16</b>