



School Results Report

2017/2018

Gateway Christian School



The Year in Review

Fast Facts:

Gateway Christian School
4210 - 59th Street, Red Deer, AB T4N 2M9
Phone: 403.346.5795
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Website: gateway.rdpsd.ab.ca

Principal: Teresa Tataryn
Vice-Principal(s): Chris Kooman & Carolyn Stolte

Student Profile:

- Pre-Kindergarten: 1
- Kindergarten: 79
- Grade 1: 66
- Grade 2: 72
- Grade 3: 71
- Grade 4: 71
- Grade 5: 76
- Grade 6: 58
- Grade 7: 60
- Grade 8: 60
- Grade 9: 42
- Grade 10: 43
- Grade 11: 38
- Grade 12: 15
- Total Student Population: 752
- ESL Students: 24
- First Nations; Métis; Inuit Students: 40
- French Immersion Students: 0

Staff Profile:

- Teachers: 34
- Classified Staff: 15
- Facility Services Staff: 3
- Total Staff: 52

New Directions:

In reference to the data, it is important to note that in 2015-16 - 79 parents completed the survey compared to 226 parents for the 2017-18. Within the same time frame, our student enrollment advanced from 655 to 749. Our growing population and decreasing space capacity creates opportunity and challenge regarding equitable access, infrastructure and fostering a positive K-12 culture. At this time, Accountability Results report and school data helps us to formulate initial plans for a new year. Once trends are discovered from data informing the Results Reporting Tool, an action plan for each District Priority area (as well as our Alternative Priority) is honed and refined for improvement, review and analysis in

forward thinking approaches. We commit to provide further clarity to our school and district goals in this way. We will deepen our commitment to protected time (which supports common outcomes and works collectively to target opportunities to learn and student growth). 2018-19 will see our school culture "Our Work" goal strengthen with intentional actions. We will nurture highly motivated and engaged learners - by mobilizing and empowering the capacities of teacher effectiveness. Growth will be fostered by distributing leadership, modelling collaboration, and building teacher capacity. Intentional School-wide Instructional Leadership (SPRINT) will focus Administration in understanding and implementing components of INSTRUCTIONAL LEADERSHIP in order to improve school capacity*. Gateway will become an agile school that values setting and achieving goals. Embedded collaborative time in the schedule with purposeful learning Sprints will see teachers working with Instructional Leaders to focus the way we do 'Our Work'. Allocated coaches in each Priority area, will provide shoulder to shoulder support of student achievement and teacher efficacy. A lead team has been developed to establish next step school wide progression from that of each Priority coach. A school wide homeroom generalist timetable has each teacher leading their own LA and Math. This will create natural progressions for accountability, collaboration over assessment, outcomes, pedagogy, planning and effective practice; and will foster an imperative sense of connection and belonging with all stakeholders. It is our desire to refocus a common vision for student success. We know that collective efficacy and commitment to the elements of an effective professional learning community will significantly raise achievement. Analyzing current PAT/DIP/MIPI/literacy benchmarking/other assessment results have informed our coaching for future teaching practice.

A Year of Success:

Gateway is dedicated to the improvement of the total teaching and learning process for both new and experienced teachers. We see it as a mark of excellence. This is why our principal, and vice-principals are actively involved in the process. Our staff learning days (activities and agenda), Sprint (guided collaboration) and reflective conversations are driven by TQS connected outcomes and guide the 'way we do our work' here at Gateway. Gateway's supervision and growth practice

reflects the unique culture of our building. Most importantly, it reflects joint District and Alternative Priorities in the 4 areas of faith, student success, equity and literacy/numeracy. It also

serves as a blueprint for how teachers being supervised can live our fundamental beliefs and mission to ensure we achieve our vision.

Alberta Education Accountability Pillar Overall Summary

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 4491 Gateway Christian School



Measure Category	Measure	Gateway Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.4	92.9	93.0	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	76.0	85.2	83.5	81.8	81.9	81.7	Intermediate	Declined	Issue
	Education Quality	89.2	92.0	91.2	90.0	90.1	89.9	High	Maintained	Good
	Drop Out Rate	0.0	0.0	0.0	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	94.7	90.9	92.5	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	84.6	82.2	79.8	73.6	73.4	73.3	High	Maintained	Good
	PAT: Excellence	17.4	14.9	14.7	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	78.2	72.0	80.5	83.7	83.0	83.0	Low	Maintained	Issue
	Diploma: Excellence	16.4	7.5	14.7	24.2	22.2	21.7	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	84.2	90.9	86.1	55.7	54.9	54.7	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	84.6	80.0	80.0	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	100.0	91.9	91.9	58.7	57.9	59.0	Very High	Maintained	Excellent
	Work Preparation	87.2	89.8	90.1	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	83.6	84.3	85.6	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.4	86.2	84.9	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	82.7	86.9	87.8	80.3	81.4	80.7	Very High	Declined	Good

District Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	83.9	81.1	91.2	94.9	94.7
Overall percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	7.1	13.2	14.0	15.3	21.1

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall percentage of students who achieved the acceptable standard on Grade 9 English Language Arts Provincial Achievement Tests.	86.1	90.0	86.5	85.7	90.5
Overall percentage of students who achieved the standard of excellence on Grade 9 English Language Arts Provincial Achievement Tests.	11.1	6.7	21.2	9.5	9.5

- **Percentage of students who achieved the acceptable standard and the standard of excellence on English 30-1 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall percentage of students who achieved the acceptable standard on the English 30-1 diploma examinations.	91.7	83.3	86.7	96.0	100
Overall percentage of students who achieved the standard of excellence on the English 30-1 diploma examinations.	8.3	16.7	13.3	8.0	9.1

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall percentage of students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	73.2	73.6	70.2	71.2	80.7
Overall percentage of students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	3.6	5.7	3.5	6.8	15.8

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall percentage of students who achieved the acceptable standard on Grade 9 Mathematics Provincial Achievement Tests.	63.9	66.7	76.9	76.2	52.4
Overall percentage of students who achieved the standard of excellence on Grade 9 Mathematics Provincial Achievement Tests.	13.9	6.7	15.4	9.5	2.4

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Math 30-1 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall percentage of students who achieved the acceptable standard on the Math 30-1 diploma examinations.	83.3	61.5	*	44.4	16.7
Overall percentage of students who achieved the standard of excellence on the Math 30-1 diploma examinations.	33.3	15.4	*	22.2	0

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Math 30-2 Diploma Examinations**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall percentage of students who achieved the acceptable standard on the Math 30-2 diploma examinations.	n/a	n/a	90.0	58.3	66.7
Overall percentage of students who achieved the standard of excellence on the Math 30-2 diploma examinations.	n/a	n/a	30.0	0.0	50

District Performance Measures

- **Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
529	481	90.9

● **Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)		
	2015-2016	2016-2017	2017-2018
Overall percentage of parents who feel their children are able to read and write what is expected in school.	91.1	91.9	87.6
Overall percentage of students who feel they are able to read and write what is expected of them in school.	91.2	95.6	94.3
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	93.5	100	100

Comment on Results: Analysis and Action

Analysis

- *Data analysis was done first as an Administrative Team and then, in distributed leadership Priority Teams. Individuals were asked to deliberate as PAT/DIP grade teachers, in teacher cohorts and as a whole school analysis. A sub committee of School Council and Society met to give input and feedback on direction moving forward. Data was considered from both a broad perspective (K-12 collective) and a narrowed focus which segmented responses from that of student, parent and teacher perspective along with a multi-year data trend.*
- *The 2015-16-School year began with a concern over a significant drop in students reading at or above grade level -only 368 (74%) were reading within one year of grade level. Through determined intentional effort, this report finds 90.0% of 529 students now reading within one year of grade level (74-83-90).*
- *Specific areas of focus emerged:*
 - *We are pleased with the steady incline in Acceptable PAT standards. While the standard of Excellence has improved, we know that this is an area that should be on the rise and are looking for consistent means to raise the bar. Our DIP marks overall continues to be an area where we focus our attention.*
 - *We established trends from math and language literacy strands (PAT/DIP) that through PAT/DIP and Mipi multi-year analysis seem to be issues of scope and sequence. It also seems evident that intentional and intensive targeted strategies that have been created in grades 1-5 have significantly improved achievement. With less concentrated target time in middle school, the achievement seems to be dropping. We've made district curriculum liaison contact for strategic planning (CORE and POST) and have connected teachers to field/colleague support.*

Action

- *Implementation of a Literacy (language and math) Strategic Priority Plan with easily accessible Math and Language Literacy Component and Resource links on our Staff Hub; supported by a Literacy Lead team and collective approach of our Priority Team lead teachers who meets bi-monthly to target and measure progression and next step goals.*
- *Designating a Math literacy and Language Literacy lead team in cooperation with our Learning Support Team*
- *Designating a literacy lead teacher and committing 1.8 FTE to supporting Literacy and Learning Assistance in cooperation with our Learning Support Team.*
- *Embedded collaborative time (guided by Admin, literacy and I.D. coaches) for the implementation of research-based literacy practices across the curricula for targeted achievement Sprints.*
- *Inviting teachers to engage in additional professional learning and discussion around literacy through a Target In-service and other Professional Learning day opportunities (to examine and discuss current research around Language and Math Literacy progression).*
- *Structuring Teacher Timetable/Scheduling for: protected time for literacy in grades, grade generalists with LA and Math as components of a home room assignment (at common grade placement in the schedule).*

- Investing in classroom resource materials 'Math Kits' and 'Guided Math' that foster the hands on, explorative component of our balanced math approach.

District Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..***

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	93.8	92.2	93.8	92.9	91.4

- Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	84.7	87.3	89.1	86.9	82.7

District Performance Measures

- Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)		
	2015-2016	2016-2017	2017-2018
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	98.7	96.2	96.5
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	93.1	91.8	94.6
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	84.8	90.9	90.1

Performance Measure	Results (in percentages)		
	2015-2016	2016-2017	2017-2018
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	97.5	95.1	96.9

Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	85.6	90.5	87.8
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	100	100	100

Performance Measure	Results (in percentages)		
	2015-2016	2016-2017	2017-2018
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	96.2	91.9	95.0
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	89.2	89.8	88.9
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	100	100	100

Comment on Results: Analysis and Action

Analysis

- *Data analysis was done first as an Administrative Team and then, in distributed leadership Priority Teams. Individuals were asked to deliberate as PAT/DIP grade teachers, in teacher cohorts and as a whole school analysis. A sub committee of School Council and Society met to give input and feedback on direction moving forward. Data was considered from both a broad perspective (K-12 collective) and a narrowed focus which segmented responses from that of student, parent and teacher perspective along with a multi-year data trend.*
- *Specific areas of focus emerged:*
 - *When analysing specific student, teacher and parent reports, it was evident that grade 7-9 parents were stakeholders that felt unsatisfied with measures in this area. While it was inconsistent with the response from students in this same subset, we agreed that middle school is an area where actions for safety, belonging and transitions need to be considered in moving forward, as well as communication regarding our efforts in this regard. Parents in this grade range expressed concerns re: accessibility for solution based problem solving in areas outside of academic concern and typical school focus (trauma, social media, and mental health).*
 - *While the results showed a decline in the area of school improvement (significantly lower in the grade 7-9 parent subset), we questioned if the focus of the question was confusing (school vs jurisdiction); teacher focused and systemic professional development which has contributed significantly to ongoing professional growth has gained over a 3 year trend from 94-100% and is significantly higher than the district measure since incorporating 'Sprint Embedded PD, and is becoming 'Our Work'.*

Action

- *Implementation of an Equity Strategic Priority Plan with accessible, easy to use resource links from a Staff Hub; supported by an Equity Lead team and a collective approach from the Priority Team of Lead Teachers who meeting bi-monthly to target and measure progression and next step goals.*
- *Targeted 'Sprints' (as explained earlier); Targeted Learning for LA and Math; Literacy/Numeracy/TfT and Learning Assistant Coaches.*
- *Expand existing Positive Behavior Intervention Supports (PBIS) to include principles of 'Restorative Practice'; include PBIS lead teacher in Gateway Learning Support Team for solution focused problem solving.*
- *Continuation of a K-12 'SPARK' student structured, well research program that brings: high energy 1st period brain engagement that compliments the work of our Health/Action/Relationships/Team, k-12 Mentorship, TfT throughlines and Digital Citizenship.*
- *'Connect' is a focus program we will engage in at Gateway this year. This strength based model will foster wellness and developmental assets that support teachers, parents and students. Specific emphasis in this program will strengthen cultural perspectives, parent engagement, and teacher efficacy in serving a diverse range of child needs. Parents and teachers will be given reinforced through a facilitated learning plan and program that engages adult and student healthy connections.*
- *Programs that have proven to grow our Gateway 'family wellness' perspective will continue: GYB, Grade 8 and 9 Connections, High School Lunches, High School Retreat, Formational Learning Experiences, Intercultural Studies/HANDS, school-wide Worship. The positions Cherilyn Strom and Corinna VanNeijenhuis have given us the opportunity to more deeply explore*

student spiritual wellness and enhance, support and strengthen student's practical, experienced and explored connections (within and outside of the classroom) from a Christian Worldview.

- *Continue to educate and foster the capacity of our Safe Contacts (unique Christian perspective) at middle school and high school; establish a Youth for Christ team to model and support strength based connections/belonging in Middle School; Establish a Prayer & Revive Room for Middle School/High School.*

District Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students at elementary and middle schools have a strong foundation in literacy and numeracy.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and standard of excellence on the cumulative composite scores of all Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.3	78.0	79.4	82.2	84.6
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.1	11.7	17.4	14.9	17.4

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Diploma Examinations**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	90.7	82.2	87.3	72.0	78.2
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	27.8	19.2	17.5	7.5	16.4

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.9	82.4	90.1	84.3	83.6

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	74.2	88.8	91.7	89.8	87.2

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	83.9	83.8	81.6	85.2	76

District Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 50% attendance, and less than 50% achievement level).	0
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- **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)		
	2015-2016	2016-2017	2017-2018
Overall percentage of parents who feel their children will be prepared for the next grade level.	93.7	93.5	95.0
Overall percentage of students who feel they will be prepared for the next grade level.	93.1	92.9	89.5
Overall percentage of teachers who feel the students will be prepared for the next grade level.	95.7	93.2	93.2

Performance Measure	Results (in percentages)		
	2015-2016	2016-2017	2017-2018
Overall percentage of parents who feel their children will complete high school.	100	98.9	98.5
Overall percentage of students who feel they will complete high school.	98.4	98.0	97.0
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	97.8	97.7	100

Comment on Results: Analysis and Action

Analysis

- *Data analysis was done first as an Administrative Team and then, in distributed leadership Priority Teams. Individuals were asked to deliberate as PAT/DIP grade teachers, in teacher cohorts and as a whole school analysis. A sub committee of School Council and Society met to give input and feedback on direction moving forward. Data was considered from both a broad perspective (K-12 collective) and a narrowed focus which segmented responses from that of student, parent and teacher perspective along with a multi-year data trend.*
- *Specific areas of focus emerged:*
 - *With a small High School cohort and new teachers our diploma marks have shown a patterned decline. While still a concern as a result of maintained low achievement, our overall results are improving. Two courses inclined in achievement (year two of teaching the course) and two courses continued to be an issue (new teachers to the course). 2017-18 strategies include: PD for DIP teachers, diploma exam review/analysis, collaborative practice, co-teacher/partners, etc.*
 - *In the early years of our High School program our subset numbers were too small to note measured data. As we grow, we continue to look carefully at emerging story. In terms of some results, our statistics would be misleading as a result of sets of questions with Thurber focus yet responded as a Gateway data. With post secondary transitions the trends seem to indicate that students are waiting to return to education for various reasons. We expect to see the six year transition rate accounting for this current decline in measures. At this point we haven't had enough sizable High School classes to adequately address this area. We continue to offer: Postsecondary forums, guest recruiting officers, Red Deer College Careers Expo, Career Counselling, etc.*
 - *We are pleased that our High School student and parent responses were extremely positive and established increased satisfaction in almost every area.*
 - *Student absenteeism and the resulting impact on achievement in most cases was a result of increased mental health issues. This discovery will continue to be explored through Learning Support Team, Learning Assistance Teacher, FLEX opportunities, CLW, Equity Committee and grade 9 Connections and Got Your Back.*
 - *Satisfaction regarding a broad program of studies was brought down more than 23% by our High School student responses and it should be noted that these responses are based off of Thurber option course offerings.*

Action

- *Implementation of a Teaching for Transformation Strategic Priority Plan with accessible, easy to use resource links from a Staff Hub; supported by a Tft Lead team and a collective approach from the Priority Team of Lead Teachers who meeting bi-monthly to target and measure progression and next step goals.*
- *Continue to develop capacity (Commit to Try - planning days) in effective implementation for "Teaching for Transformation" focusing on "Storylines", "Biblical Throughlines" and "Formational Learning Experiences"; Prairie Centre for Christian Education (PCCE) Convention supporting teachers in this practice and participation/membership to PCCE Support services through Alternative Program Fees.*
- *Expand existing Positive Behavior Intervention Supports (PBIS) to include principles of 'Restorative Practice', 'Throughlines' and 'Gateway Storyline' within day to day embedded and lived practice. PBIS lead and Tft lead will participate in Gateway Learning Support team for solution focused problem solving that goes beyond discipline and includes character education and restorative practice.*
- *Build student and staff unity through a Fall High School Retreat tied to a high school divisional 'Storyline' that will focus a*

Christian Worldview and positive wellness connections throughout the year.

- *Create a positive learning culture through facilities planning for a 'High School Suite - Learning Commons' that infuses flexible learning environment with a caring, respectful and safe learning environment.*
- *Ensure all High School students know that they are cared for by at least one adult through Got Your Back.*
- *Build capacity in the grade 8 & 9 student Connections program and CORE 9 participation.*
- *Opportunities for active involvement in citizenship training and 21st Century competencies through: service, FLEs, Project Based Learning, Co-Teaching & Collaboration.*
- *Building collective response to Completion as a K-12 community experience which continues to: re-configured Intercultural Studies HANDS program as a full school 'how now shall I live' formational experience, engaging K-12 students, staff and broader community in a vibrant, ongoing relationship with our partner school in Nicaragua; Grad walk; Buddy Partners; Stand and Deliver (legacy of learning); Mentorship Program (as above); Youth for Christ and Tft Storylines; High School Lunches; Student Council/Leadership; School-wide and High School Specific weekly Worship, etc.*
- *"High School Community of Practice" (team and co teaching) approach; SPRINT and collaborative work.*
- *Increase community connections (post-secondary institutions, workplace, etc.) focus on supporting high school students in creative **REAL Projects** - (Relevant, Experiential, Authentic, and Lasting), with three goals: Connect students to local experts and mentors in specific creative fields, Build a relationship between local organizations to provide authentic challenges and opportunities for students, Provide a space for students to support each other and showcase their progress, successes, and failures.*

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

- *Continue Investing (phase 3) in quality books and FNMI guided reading kits for our school library that will inspire and engage the hearts and minds of students and teachers.*
- *Quarterly FNMI parent/student community learning group meetings; monthly parent contact and student success monitoring.*
- *FNMI 'playbook' within our Equity Priority Plan.*
- *Increased number of teachers supported in Personal Growth Plans centering around the new 2019 TQS FNMI strand.*
- *PAT Acceptable standard (FNMI student data pulled) is 93.2; Alberta is 51.7 - considered Very High*
 - *We will work towards a standard of Excellence in this area.*
 - *Small subset of students made much of the typically available data 'suppressed'.*

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Gateway Christian School**. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of

Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the **Oct 22nd, 2018** and **presented as information at the Nov. 20th, 2018** meeting of the School Council.
- The School Results Report is posted on the school website at: **gateway.rdpsd.ab.ca**



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