



# School Education Results Report

2015/2016

Gateway Christian School



# The Year in Review

## Fast Facts:

Gateway Christian School  
4210 59 Street  
Red Deer, Alberta T4N 2M9  
Phone: 403-346-5795  
Fax: 403-347-3003  
Website: <http://gateway.rdpsd.ab.ca/>

Principal: Rob Moltzahn/Jeremy Hornings  
Vice Principal: Geannette Lehman

### Student Profile:

- Pre-kindergarten = 0
- Kindergarten = 71
- Grade 1 = 74
- Grade 2 = 60
- Grade 3 = 74
- Grade 4 = 55
- Grade 5 = 58
- Grade 6 = 57
- Grade 7 = 58
- Grade 8 = 55
- Grade 9 = 52
- Grade 10 = 26
- Grade 11 = 30
- Grade 12 = 17
- Total Students = 687
- ESL Students = 22
- FNMI Students = 34
- French Immersion Students = 0

### Staff Profile:

- 37 Teachers = 32.84 FTE
- 14 Classified Staff = 12.327 FTE
- 1 CLW = 1 FTE
- 3 Facility Services Staff = 3 FTE
- 55 Total Staff

## New Directions:

The District Education Plan accurately reflects the needs and priorities of our school community. The plan aligns with Alberta Education requirements and will focus on the following:

- Equity
- Literacy
- High School Completion and Transitions

New to our school this year was Teacher Advisory and Community Liaison Worker. These initiatives worked well in partnership with our Literacy, Instructional Design and Learning Support Team. This collective response has provided our school community with leadership in the areas of literacy, equity and completion and have allowed us to become a stronger inclusive environment. Our Refresh and HSFEP took on the challenges of a tuning protocol for Project Based Learning as well as Instructional Design exploration for a rigorous and relevant curriculum. We believe that this will help students navigate their high school experience with more success.

## Opportunities and Challenges:

Gateway is a school that has continued to grow substantially through the last 3-5 years. Within this year, we found ourselves at capacity. Part of our future considerations will be looking at the sustainability of growth for our current context. Both challenges and opportunities emerged in the transition of our Principal to a new posting mid year. The year ended with an interim Principal, transfer of an existing Vice Principal and finally hiring of a new Principal and Vice Principal.

## A Year of Success:

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: 'A culture of respect, inclusion, caring and excellence, where every student succeeds' and the mission of Red Deer Public Schools: 'Striving for excellence by inspiring learning and nurturing hope in every student'.

Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2016  
School: 4491 Gateway Christian School

Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	93.8	92.2	91.0	89.5	89.2	89.1	Very High	Improved	Excellent
		Program of Studies	81.6	83.8	82.8	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	91.0	90.5	90.8	90.1	89.5	89.5	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Drop Out Rate	0.0	0.0	0.0	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 Yr)	96.7	90.9	95.5	76.5	76.5	75.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Acceptable	PAT Acceptable	79.4	78.0	79.7	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT Excellence	17.4	11.7	12.8	19.4	18.8	18.6	Intermediate	Maintained	Acceptable
		Diploma Acceptable	87.8	86.7	93.2	85.0	85.2	85.1	High	Maintained	Good
		Diploma Excellence	16.3	20.0	21.8	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma Exam Participation Rate (4+ Exams)	76.5	90.9	95.5	54.6	54.4	53.5	Very High	Declined	Good
		Rutherford Scholarship Eligibility Rate	*	n/a	n/a	60.8	n/a	n/a	*	*	*
		Transition Rate (6 Yr)	*	*	n/a	59.4	59.7	59.3	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	91.7	88.8	82.4	82.6	82.0	81.1	Very High	Improved	Excellent
		Citizenship	90.1	82.4	84.9	83.9	83.5	83.4	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	84.2	84.3	81.9	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	89.1	87.3	84.9	81.2	79.6	80.0	Very High	Improved	Excellent

## District Goal

# Literacy

## Outcome

- Each learner is a proficient reader and writer across the curriculum.
- Each learner is numerate.
- Each learner will discover, develop and apply competencies across the curriculum.

## District Performance Measures

Measure Definition: Number of students who are more than 1.0 grade levels below through formal and informal assessment

Source/Process: School based survey of teachers. Teacher expertise and insights into students and those who do not require benchmarking. Use of Fountas and Pinnell or PM Benchmark – as appropriate

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

Number of students	Students who are reading/writing within one year	Percentage
500	368	74%

District Performance Measure	Survey result scores for literacy measurements by students, parents and staff. (RDP).			
Measure Definition	Survey scores for students, parents and staff based on the locally develop <b>District Survey - Literacy Rubric</b>			
Source/Process	Survey data – students, parents, staff			
Data	<b>Item</b>	<b>Students</b>	<b>Parents</b>	<b>Staff</b>
	Reading/Writing	91.15%	91.14%	93.48%
	Numeracy	87.87%	88.61%	91.30%
	Use	82.62%	94.94%	86.96%

## Alberta Education Performance Measures

- **Percentage of students who achieve the acceptable standard and the standard of excellence on English Language Arts Provincial Achievement Tests. (AE)**

Performance Measure	2012	2013	2014	2015	2016
Acceptable Standard (Grade 6)	93.2	95.0	83.9	81.1	91.2
Standard of Excellence (Grade 6)	13.6	21.7	7.1	13.2	14.0
Acceptable Standard (Grade 9)	91.3	81.8	86.1	90.0	86.5

Standard of Excellence (Grade 9)	19.6	4.5	11.1	6.7	21.2
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### Comment on Results: Analysis and Action

- For the 2015-2016 school year, GCS continued to develop the priority of Literacy through Achievement Analysis and Building Staff Capacity. Using the Pyramid of Supports model to guide our response to the results with our teachers, collaborative grade teams were supported to reflect deeply on the learning and inform instructional next step practise. Administration continued to work with teachers who chose literacy as their focus, to invoke a reflective response to current classroom practices through the use of instructional coaching. Cross grade subject specific teams, School Learning team and Literacy Teams were created to increase scores and target growth on our Fountas and Pinnell scores (measured twice this year). As staff efficacy builds, we looked at establishing a more consistent analytical response to data to explore ways to improve both our acceptable and our standard of excellence.
  - Some of the initiatives that we engaged in during the 2015/2016 school year: Teaching and implementing F&P benchmarking in grades 1-8, established literacy book club for professional reading, hosting an after school PD session for EA's on guided reading, participating in literacy week, whole school book swap, a social network campaign #whereareyoureading, piloting MIPI in grades 3-8, and staff reading a summer book that fit under one of the district priority plans.
  - Our results had a drop this year – it is a significant concern for us. We feel that data may have changed based on the move from Fountas and Pinnell rather than Jerry Johns and the transition as staff builds capacity in this tool. Plans moving forward include a comprehensive literacy priority plan with a deep focus on Middle School support and a school wide focus on literacy for growth plans.
  - Action moving into the 2016-2017 School year begins with a change in Administration and along with it an opportunity to refocus a common vision for literacy. This is a critical key to our student success. 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. Teachers will be given time to individually and collaboratively look over the general and specific trends. Once trends are discovered, action plans for each area will be developed for improvement. Each month, a newsletter with universal strategies for each strand (5 strands) will be shared at school staff meetings. With grade groups, strategies for the strand will be shared and discussed. As a grade group, teachers will set a collective goal to try within the month between staff meetings. Experiences and affect on student achievement will be shared in the next month.
- We will commit to provide further clarity to our school and district goals, literacy priority plan tied to the Pyramid of Supports, literacy protected and collaborative time for teachers, Tft connections, Middle School literacy focus, Refresh and/or Literacy Lunch meetings, and the literacy coaching model are hallmarks for the year to come.

**District Goal**

***Equity For All Students***

**Outcome**

- Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment.
- Each staff member has the ability to meet the diverse needs of all students.
- Each student is able to access the supports and services they need to achieve success.

**Alberta Education Performance Measures**

- **Teacher and parent satisfaction with parental involvement in decisions about their child’s education.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.8	80.1	81.2	84.3	84.2

- **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)				
	2012	2013	2014	2015	2016
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.	84.4	73.3	88.0	84.8	87.1

**District Performance Measures**

- **Survey results specific to inclusion for all students.** Percentage of satisfied/very satisfied

Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - Equity Rubric			
Source/Processes	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Learning	93.11%	98.73%	84.78%
	Support	89.18%	93.67%	100%
	Well-Being	85.57%	97.47%	100%
	Connections	89.18%	96.20%	100%

### Comment on Results: Analysis and Action

- We continue to support our goal for a safe and caring school through PBIS, embedded within our Curriculum, Competencies, Teaching for Transformation and within our Equity priority plan tied to the Pyramid of Supports. Thoughtexchange participants significantly felt that Gateway and its partnership with Red Deer Public School District showed a high level of respect for their students. Parents mentioned this category as very important in the development of respectful, responsible young adults.
- Our Equity team worked hard this year to build connections for both staff and students. The move to a CLW model proved to serve our students, families and community well. The learning assistant teacher spent considerable time in conversation, shoulder to shoulder coaching for diverse student needs. She also assisted in the planning of best practices for creating highly effective strategies for universal, targeted and specialized needs as modeled through the Pyramid of Supports. Students needs were tiered and planning was developed to best support them. Monthly meetings were held by the Learning Assistance Team/Learning Support Team that looked very specifically at planning, measuring progress and growing staff efficacy in this district model. A member of our Learning Support team attended all case conferences and district PD meetings. The capacity of staff to their personal response to equity in education increases...but so has the collective responsibility of staff as a whole. The Learning Support team, EA's, CLW and Instructional Design/LAT leads and Divisional Leads have taken a collaborative approach to solving the issues faced by our students. For example, the LST (LAT, admin, CLW, classroom teachers) met weekly to address specific students and their learning needs. Follow through and supports are then consistent for the student throughout the building and not the sole responsibility of the homeroom teacher. Action planning to grow our Learning Support Team, Meaningful Learner Profiles that connect with the Pyramid of Supports, Benchmarking to drive instruction, Redesign and HSFEP, and Instructional Coaching will all help to shape a deeper reflective approach to professional learning in educational equity. We continue to develop opportunities to grow in our community response to LGBTQ and FNMI and have held meetings to hear parent voice as we address the 'Why' of increasing our Equity response. The action moving forward will include: Learning Assistance Coach, a comprehensive Equity plan tied to the Pyramid of Supports, Protected Classroom and Collaborative time, an Administrative role on DEHR and the SOGI policy committee, an Equity Committee within the school and staff representation as Safe Contacts. Professional development will be heavily focused on Equity in learning and in culture/community understanding and support. Thoughtexchange data had significant parent voice recognizing gratitude for the opportunity for an alternative Christian school as provided by Red Deer Public School District. Providing quality education in accordance with a worldview outside of a secular one was seen to be a unique step towards equity in the area of Education.

### District Goal

## ***High School Completion and Transitions***

### Outcome

- Students acquire the competencies needed for a changing and dynamic future.
- Students complete high school making successful transitions to lifelong learning, careers and active citizenship.
- All students from K to 12 are supported with the goal of high school completion and successful transitions.

### Alberta Education Performance Measure

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

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	72.9	66.1	78.2	67.3	78.9

- **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)				
	2012	2013	2014	2015	2016
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.	73.0	77.8	69.6	73.4	66.4

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement.	6
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- **Survey results specific to high school completion and transitions.** Percentage of satisfied/very satisfied

M e a s u r e D e f i n i t i o n	Survey scores for students, parents and staff based on the locally develop District Survey - High School Completion and Transitions Rubric			
	Survey Data – Students, Parents, Staff			
D a t a	Item	Students	Parents	Staff
	Competencies	91.80%	88.61%	100%

<b>Transitions</b>	93.11%	93.67%	95.65%
<b>High School Completion</b>	98.36%	100%	97.83%
<b>Successful Transitions (High School Only)</b>	<b>77.52%</b>	<b>70.83%</b>	<b>91.67%</b>

● **Suspension rates.**

Students in school	Number of out of school suspensions for three or more days	Incident Rate (% of student count)	Number of individual students suspended out of school for three or more days	Incident Rate (% of student count)
78	0	0	0	0

**Comment on Results: Analysis and Action**

- 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 our High School Completion Rates and Active Citizenship. In terms of offering a broad range of studies, our statistics would be misleading. With our partner program at Lindsay Thurber Composite High School – Core subject areas only are offered at Gateway. 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
- Student absenteeism and the resulting impact on achievement in 95% of cases was a result of mental health issues. This discovery will continue to be explored through Learning Support Team, CLW, Equity Committee and grade 9 Connections.
- We will continue to support Safe and Caring School model, PBIS, Teaching for Transformation and other school wide programs to encourage acceptable behavior.
- As we moved into our 2015-16 year, we established the need to increase student engagement, increase overall student success opportunities and wellness, and meet the needs of grade 9 students that were not feeling part of the high school environment. In addressing the grade 9 concerns, staff implemented a Teacher Advisory program in which students met with their advisor in a 5-1 ratio on a monthly basis. It met with a positive response from students. The 2016-17 goals and strategies to foster Completion with a plan continue to focus on our HSFEP pilot plan but will be adapted as a result of our new decision to include the grade 9 students in the Gateway-Thurber partner program. To support our students in this transition, Gateway will implement a Connections program. This will replace the previous TA program and will concentrate on the developing skills/needs as students enter the high school world. Student engagement will be addressed through a deep collaboration into course outlines and planning from a Christian perspective. Project Based Learning and specific instructions and connections to the competencies will be highlighted. Mental wellness and student support sessions during Flex will be fostered through our CLW and LAT teacher. Support will also be given to ensure consistent connections to academic counselling is provided to students. Budget considerations were made to keep high school classroom sizes smaller and we separated classes like Math 30-1 and Math 30-2. Other initiatives will include: a comprehensive Completion Priority Plan tied to the Pyramid of Supports, Collaborative planning time, Student support team, MFWHR, Student profiles, Instructional Design/LAT/Literacy Coaching time, Teaching for Transformation strategies, Got your Back program, High School Lunches and Worship, Personalization and Recovery plans and Formational Learning through HANDS Nicaragua service trip (International Studies course).

## District Goal

# *Throughline Outcomes*

## Alberta Education Performance Measure

- Overall satisfaction with the quality of education.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.2	90.2	91.1	87.8	87.4

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

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
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.	82.4	75.2	83.1	79.7	80.3

## Comment on Results: Analysis and Action

- Worship is a large part of the culture in our school. Helping students as they build on their personal relationship with Jesus and develop their own living faith is an integral key to the goals of a Christian Education. Meaningful worship experiences for a K-12 diverse school population is a challenge. A Buddy system has been an initiative that over the years has created strong multi-age bonds with students. It has been highly successful for all ages and receives rave reviews from parents. Activities continue to be developed but include art projects, team activities, field day, sports and wellness, character development and exploration of our Teaching for Transformation Throughlines. Through direct instruction and formational experiences, students are encouraged to see themselves as playing their part in God's story at Gateway. Our grade 12 students participate in an International Studies course which partners with Helping Another Nation Develop Schools. It is a life changing formational experience meant to transform their thinking, growth and faith as they consider their next responses to what 'Completion with a plan' might mean as a High School Graduate and a child of God. Grade 12 students then articulate their story through a reflective project describing their experiences at Gateway and what being in this Alternative program has meant to them both personally and in their educational experience. This program is known as STAND AND DELIVER. Students invite important people/mentors in their lives to hear the story of the things that have made an indelible imprint on them while at Gateway. It is truly a highlight for this community. Teaching for Transformation is an important component that we incorporate into our teaching pedagogy. It is the lens from which all instruction occurs. We consider components of the Alberta Curriculum of Studies and Competencies through our Christian Worldview and embed throughlines. These throughlines are integral to unit formation and provide a basis in which to formulate lessons. Currently, Tft planning is very focused on ELO's, to help guide enduring understandings and include formation learning experiences. Moving forward, initiatives include: a comprehensive Teaching for Transformation action plan, Tft coaching for staff efficacy and capacity, PD development and worship.

District Goal
<b><i>Success for First Nations, Métis and Inuit students</i></b>
Outcome
<ul style="list-style-type: none"> <li>FNMI Students are engaged in learning.</li> </ul>
Comment on Results: Analysis and Action
<ul style="list-style-type: none"> <li>To support the breadth and depth of our FNMI program, we have, and will continue to provide students with academic and wellness support through our CLW, Learning Supports team, Equity Priority plan with ties to the Pyramid of Supports and a school Equity Committee. We will recognize this as an area that needs a higher priority this year. We will ensure that cultural sessions with FNMI students are encouraged. Individual meetings will be set up with teachers to ensure that class presentations and curriculum connections are made with a FNMI perspective in mind. We have included parents/stakeholders when seeking feedback, completed surveys, and looked at achievement data to inform our past and current practice and decision making. Parents will be engaged in decision making for academic supports, events and school activities that were designed to increase engagement and well-being. As we move forward, we will be using our LAT/School Leadership teams and FNMI rubric to show evidence of achievement and student wellness. Support will focus on supporting all students. The school education plan will include and show evidence of strategies for achievement. We will engage in an aboriginal games unit in Phys Ed. classes across the grade levels. PD opportunities will be utilized for staff, and we seek continued development in meeting the needs of our FNMI population</li> </ul>

## 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.

- o the School Results Report was reviewed and discussed at the November 22, 2016 meeting of the School Council
- o the School Results Report is posted on the school website at: <http://gateway.rdpsd.ab.ca/>

# School Council Involvement and Activities:

## Gateway Christian School / School Year: 2015 - 2016

School Council / Red Deer Society for Christian Education Involvement (a year in review)

Proverbs 22:6 New International Version:

*Start children off on the way they should go, and even when they are old they will not turn from it.*

We are truly blessed with strong leadership in Rob Moltzahn, Geannette Lehman, and Jeremy Horlings and a gifted and dedicated teaching staff which demonstrate commitment to teaching our children from a Christ-centered worldview. School Council and Society met 8 times throughout the course of the year. The following people made up the Council Executive: Chair: Dave Tilstra, Vice Chair: Cherilyn Strom, Secretary: Roxy Seim, Treasurer: Carla Berg, Teacher Representative: Lucille Snyder

### Highlights and Initiatives

- Joint Council and Society support for our staff at Gateway through devotions as well as breakfasts and lunches on professional development days.
- Our joint Council /Society September “Meet the Staff BBQ” was an incredible success and the weather could not have been better with the beautiful fall colours surrounding the event.
- We continued our sharing and caring time in order to focus our community on the things that we are doing well and a way of sharing support through encouragement and affirmation.
- We continued to run joint meetings with School Council and Society together in collaboration, two entities in support of one another with one consolidated parent group fulfilling our mandated roles.
- Student Council was represented each month at our meeting and gave reports on school activities.
- Information was shared about our City Wide School Council and Alberta School Council’s initiatives throughout the year and the support that each of these groups provides.
- The Society, with the Support of School Council, ran two large fundraising events (Fall Auction and Spring Golf Tournament) to support various initiatives at GCS.
- Throughout the year we invited the administration leadership and teachers to attend so they might share some of the initiatives that they were working on. A few important highlights:
  - **Teaching for Transformation (TFT)** is a key component of what makes Gateway a distinct alternative Christian school and how we teach the Alberta education curriculum. We enjoyed a presentation from Jeremy Horlings and Yvonne Prins about the TFT training and progress being attained through this meaningful program.
  - **Literacy** – as one of the district priorities we heard from Gateways’ literacy coach, Melanie Neilson about Gateway’s Literacy Journey and initiatives taking place to implement best practices in literacy improvement.
  - **Annual Education Report** - Shared by Geannette Lehman in our November meeting.
  - **Feedback about RDPSD LGBTQ+ Policy** - Over 80 parents attended our November meeting and shared in round table discussions, giving feedback to the district about this new policy.
  - In April Rob Moltzahn moved to a position at the district office and superintendent Stu Henry attended our meeting to get feedback on what our parent community values in a principal and leader.

These activities and accomplishments have only been possible through collaboration and partnership with many stakeholders. I would like to formally thank all of the staff of GCS and administration of Red Deer Public, the parents of Gateway, and all of the other supporters of this great school. To God be the glory!

Sincerely,

Dave Tilstra  
School Council / Society Chair



Red Deer Public School District No. 104  
4747-53 street  
Red Deer, Alberta T4N 2E6  
Phone: 403-343-1405  
Fax: 403-347-8190  
E-mail: [info@rdpsd.ab.ca](mailto:info@rdpsd.ab.ca)  
Website: [www.rdpsd.ab.ca](http://www.rdpsd.ab.ca)