



School Education Plan 2017-2018 to 2019-2020

Gateway Christian School



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>

School Administration:
Principal: Teresa Tataryn
Vice Principal: Chris Kooman
Vice Principal: Carolyn Stolte

Other Notes:

Challenged to live out Proverbs 22 to 'train up a child in the way he/she should go and when he/she is old, he/she will not depart from it', a group of parents in 1954 had the desire to provide a distinctly Christian learning environment for their children because they believed that biblical wisdom is at the heart of learning. In 1968 Red Deer Christian School was opened and became a part of a supportive networks of Christian schools: The Prairie Center for Christian Education (PCCE). In 1997 the school's current mission statement was developed. Teaching for transformation was developed and is a cornerstone for teaching at Gateway. In 1999, the Red Deer Christian School

Society (now Society for Christian Education), formulated an agreement with Red Deer Public School District #104, whereby the Red Deer Christian School became a Christian Alternative Program under its direction and as a result, its rich tradition continues. 2004 brought a name change; 2010 a GCS partnership with Lindsay Thurber Composite for High School programming and in 2014 a school move to its current location.

Through direct instruction and formational experiences, students are encouraged to see themselves as playing their part in God's story at Gateway. Parents will not settle for a Christian school that retreats from culture or simply adds prayer and Bible reading to a public school Curriculum. Our distinct privilege as a Christian Alternative Program is to advance student success as a child of God. Life changing formational experience are given at Gateway. They are meant to transform their thinking, growth and faith as they consider their next responses to what 'Student Success and Completion with a plan' might mean as they move from Elementary, Middle and High School as a Gateway Graduate and a child of God. 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.

School Profile:

Gateway Christian School is a kindergarten to grade 12 Christian Alternative Program with Gr. 9-12 in joint effort with LTCHS. We serve 765 students from within the City of Red Deer and, if room, surrounding area .

- Student enrollment: 652 FTE
- Staff Profile (FTE):
 - Teachers: 32.63
 - Facility Services Staff: 3
 - Classified Staff: 13
 - Total Staff: 51

Vision, Mission, Beliefs:

Our mission is to provide a Christ-centered education, so that students are equipped to serve God joyfully, in every area of life. Our Vision is to be a Christian community of learners. Our deepest

hope is that Gateway Christian School provides the necessary environment so that students can be flourishing learners, rooted in Christ and able to respond to a broken world with love. Playing our role as an Educators or Administrators in God's story at Gateway is educating for eternity. It starts with a growth mindset that drives our belief that all can succeed. Students and Staff. Success comes when we BELIEVE that we have a part in GOD'S STORY and we INVEST in ACTIONS that TARGET our growth here on Earth and Eternity. We will advance achievement by, planning for it, expecting it, reflecting on and celebrating growth, and reviewing/reframing to ensure progress. We behave in a way that recognizes our diversity, and values equity. We inspire learning and nurture hope within each other because we know that we have a collective responsibility to our goals and our story. This makes us powerful difference makers. It is in this place where we will provide a Christ centered education so that students are equipped and encouraged to serve God joyfully in every area of life.

Opportunities and Challenges:

2017-18 School year begins with challenge and opportunity. Changes in Administration for the 3rd year in a row (new Vice Principal this year) as well as considerable transfer/leave/new teachers (6) provided the chance to re-evaluate/re-teach initiatives and practises in our building. Our growing population (adding a kindergarten class; taking students off of the wait list) provides us with the opportunity for more equitable access.

New Directions:

Once trends are discovered from Lag data informing the Results Reporting Tool, action plans for each District Priority area (as well as our Alternative Priority) will be developed for improvement, review and analysis in forward thinking solutions. From Accountability Results report along with school data, we have formulated initial plans. We commit to provide further clarity to our school and district goals and Priority Action plans that will be intentionally tied to the Pyramid of Supports. We will advance last year's initiative of established protected time (which support common outcomes and work collectively to target student growth). 2017-18 will see embedded collaborative time in the schedule (students will participate in grade team SPARK program) with purposeful learning sprints coached by Admin and our ID Lead. Gateway will work to be an agile school that values setting and achieving goals. Considerable FTE has been allocated for coaches in each Priority area of focus for shoulder to shoulder support of student achievement and teacher efficacy. A lead team has been developed to establish next step progression from that of our early adopter Math Literacy work in the 2016-17 year. 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. Teachers will be given time to individually and collaboratively look over the general and specific trends. School Wide Professional Growth Plans will focus one goal on the use of Lead and Lag data to advance student growth and teacher's instructional design (agility sprints). Instructional coaching will assist as teachers plan effective practice that raises achievement.

School Education Plan Development and Communication:

The Gateway Christian School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the **School Councils Regulation**. The Gateway Christian School Education Plan is available at the school and is posted on our website at: <http://gateway.rdpsd.ab.ca/>

Alberta Education: School Accountability Pillar Report Card:



Accountability Pillar Overall Summary
3-Year Plan - May 2017
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	92.9	93.8	93.3	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	85.2	81.6	83.1	81.9	81.9	81.5	Very High	Maintained	Excellent
		Education Quality	92.0	91.0	90.2	90.1	90.1	89.6	Very High	Maintained	Excellent
		Drop Out Rate	0.0	0.0	0.0	3.0	3.2	3.3	Very High	Maintained	Excellent
		High School Completion Rate (K-12)	90.9	95.7	95.5	77.9	78.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Acceptable	P.A.T. Acceptable	79.4	78.0	79.7	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		P.A.T. Excellence	17.4	11.7	12.8	19.4	18.8	18.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	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
		Diploma Exam Participation Rate (4+ Exams)	90.9	78.5	89.1	54.9	54.8	53.1	Very High	Maintained	Excellent
		Rutherford Scholarship Eligibility Rate	80.0	*	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (R.Yr)	91.9	*	n/a	57.9	59.4	59.3	Very High	n/a	n/a
		Work Preparation	89.8	91.7	84.9	82.7	82.8	81.9	Very High	Maintained	Excellent
		Citizenship	84.3	90.1	87.1	83.7	83.9	83.8	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	88.2	84.2	83.2	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	86.9	89.1	87.0	81.4	81.2	80.2	Very High	Maintained	Excellent

Priority	Literacy And Numeracy ...refers to the ability of students to effectively and confidently work with words and numbers.
Outcomes and Strategies	<p><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i></p> <ul style="list-style-type: none"> Continue implementation of the District’s Literacy Framework, with a focus on Fountas & Pinnell Benchmarking and responding appropriately through strategies involving: fluency, vocabulary, background knowledge, word recognition, and comprehension. Continue the use of Literacy Coaches in targeted schools. Implement opportunities for increased parental involvement to support literacy in the home. Expand the use of guided reading resources containing local First Nations and Métis perspectives. <ul style="list-style-type: none"> <i>Utilizing the structure of Daily 5 and priority plans to help students in K-12 learn and practice the skills they need to thrive as readers and writers.</i> <i>Participation in District program “One book, Many Schools”</i> <i>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.</i>

	<ul style="list-style-type: none"> ● <i>Inviting teachers to engage in additional professional learning and discussion around literacy through a Literacy Club and other Professional Learning Community opportunities to examine and discuss current research around literacy)</i> ● <i>Continue Investing (phase 2) 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.</i> ● <i>Structuring Teacher Timetable/Scheduling for: protected time for literacy in grades, grade generalists with LA and Math as components of a home room's assignment (at common grade placement in the schedule) which 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</i> ● <i>Establish a pilot cohort of teachers to lead common 'Independent Block' with a dual purpose of creating embedded time in schedule for student-teacher feedback and targeted instruction as well as teaching/increasing student stamina for independent/quiet self advocacy & critical competencies</i> ● <i>Designating a literacy lead teacher and committing .5 FTE to two literacy teachers (.3 FTE for grades K-5 and .2 FTE for grades 6-12)</i> <p><i>Each learner has the ability to proficiently reason and apply numerical concepts.</i></p> <ul style="list-style-type: none"> ● Establish a Math Steering Committee. ● Apply the District Numeracy Framework with a focus on increasing the efficacy of Math Teachers. ● Implement common expectations for a numeracy-rich classroom, including: effective formative assessment that includes a focus on essential outcomes, engagement with numeracy in relevant and meaningful contexts, and a focus on a Mathematical Mindset. ● Refine the use of the Math Intervention/Programming Instrument (MIPI) ensuring students in Grades 2-9 are benchmarked and the data is individually recorded for instructional planning purposes. ● Explore and implement opportunities for increased parental involvement to support numeracy in the home.
<p>Performance Measures</p>	<ul style="list-style-type: none"> ● Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 & 9 English Language Arts Provincial Achievement Tests and English 30-1 and English 30-2 Diploma Examinations. (AE) ● Percentage of students in Grades 1 to 8 who are reading/literate within one year of grade level. (RDP) ● Survey result scores for literacy satisfaction by students, parents and staff. (RDP) ● Literacy data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA). ● Percentage of students in Grades 2-9 who are numerate within one year of grade level, as reported through the Math Intervention/Programming Instrument (MIPI).

<p>Priority</p>	<p style="text-align: center;">Equity</p> <p style="text-align: center;">...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.</p>
<p>Outcomes and Strategies</p>	<p><i>Each staff member has the ability to meet the diverse needs of all students through excellent instruction.</i></p> <ul style="list-style-type: none"> ● Continue implementation of the Pyramid of Support and REFRESH model in order to build more specific teacher capacity in the areas of planning, assessment and the response cycle. ● Build capacity with Teachers in regard to the indicators within the Teaching Quality Standard as they apply to First Nations, Métis, and Inuit learners. ● Build capacity with staff to incorporate First Nations’ perspectives into their practice. ● Build capacity with staff in the areas of social and academic language for students with English as a Second Language. <ul style="list-style-type: none"> ● <i>Establish Safe Contacts at middle school and high school</i> ● <i>Quarterly FNMI parent/student community learning group meetings; monthly parent cont and student success monitoring</i> <p><i>Students are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> ● Develop and implement a universal approach to the delivery of the Health and Life Skills curriculum. ● Continue to implement the district-wide Comprehensive School Health model. ● Engage in a pilot project with Alberta Health Services to implement mental health support in targeted schools. ● Continue to implement the Supports for Students model. School-based Learning Teams may include: Administrators, Teachers, Learning Assistance Teachers, Educational Assistants, Community Liaison Workers, FNMI “Point People”, Mental Health Practitioners, School Counsellors, and Parents. <ul style="list-style-type: none"> ● <i>Expand existing Positive Behavior Intervention Supports (PBIS) to include principles of ‘Restorative Practice’; include PBIS lead in Gateway Learning Support team for solution focused problem solving</i> ● <i>Implementation of a K-8 pilot structured around the research called “Boks kids” to bring h energy 1st period brain engagement that compliments our Health/Action/Relationships Champion work.</i> <p><i>Through the reduction of barriers each student is able to access the supports and services they need to achieve success.</i></p> <ul style="list-style-type: none"> ● Equitably allocate staff and resources. ● Enhance and support ease of access for families. ● Continue to examine fees and fundraising in the district. <ul style="list-style-type: none"> ● <i>Open accountability to Alternative Program fees; field ‘trips’ changing to outcome based f experiences or Alternative Formational Learning Experiences</i>
<p>Performance Measures</p>	<ul style="list-style-type: none"> ● Percentage of students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests and Diploma Examinations. (AE) ● Overall agreement that students are safe at school and learning the importance of caring. (AE) ● Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (AE) ● Overall percentage of students and parents who feel students receive the help and support

	<p>they require at school. (RDP)</p> <ul style="list-style-type: none"> • Overall percentage of students and parents who feel students are cared for and accepted at school. (RDP) • Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school. (RDP) • Overall percentage of students meeting grade level expectations in their core subject areas. (RDP)
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Priority	<h2>Student Success And Completion</h2> <p>... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
Outcomes and Strategies	<p><i>Children have an excellent start to their learning journey in Pre-K and Kindergarten.</i></p> <ul style="list-style-type: none"> • Develop common practices across the district to create a literacy-rich environment that includes: strong emphasis on oral language, phonological awareness, alphabet knowledge, and print awareness. • Develop common practices across the district to create learning environments that focus on exploration, play, and inquiry. <p><i>Students at elementary and middle schools have a strong foundation in literacy and numeracy.</i></p> <ul style="list-style-type: none"> • Strategies as outlined in the priority of Literacy & Numeracy. <p><i>Students experience effective transitions between grades and between schools.</i></p> <ul style="list-style-type: none"> • Develop a task force for successful transitions (by grade and school). • Monitor and respond to student progress throughout each reporting period. • Continue, and refine, the district’s attendance tracking process and increase the focus of the school-based Learning Team to support improved attendance. • Provide transition support for First Nations, Métis, and Inuit students. <p><i>Students experience character education programming in Grades 1-9.</i></p> <ul style="list-style-type: none"> • Highlight and promote the character education programming in district schools. <ul style="list-style-type: none"> • <i>Continue to develop capacity in effective implementation for "Teaching for Transformation focusing on "Storylines", "Biblical Throughlines" and "Formational Learning Experiences"</i> • <i>Expand existing Positive Behavior Intervention Supports (PBIS) to include principles of 'Restorative Practice'; include PBIS lead in Gateway Learning Support team for solution focused problem solving</i> <p><i>Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.</i></p> <ul style="list-style-type: none"> • Continue the implementation of the <i>Moving Forward with High School Redesign</i> project. • Increase the use of <i>My Blueprint</i> at all high schools to support career exploration and development activities. • Continue to monitor student academic progress and respond appropriately. <ul style="list-style-type: none"> • <i>Ensure all High School students know that they are cared for by at least one adult through Got Your Back</i> • <i>Build capacity in the grade 9 student Connections program (year 2) and CORE 9 participat</i>

	<ul style="list-style-type: none"> ● <i>Opportunities for active involvement in citizenship training and 21st Century competencies through: service, FLEs, Project Based Learning, Co-Teaching & Collaboration</i> ● <i>Building collective response to Completion as a K-12 community experience which includes Re-configuring the Intercultural Studies HANDS program as a full school 'how now shall I live' formational experience, engaging 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), etc.</i> ● <i>Phase 2 of "High School Community of Teachers" (team and co teaching)</i> ● <i>Increase community connections (post-secondary institutions, workplace, etc.)</i>
<p>Performance Measures</p>	<ul style="list-style-type: none"> ● Data from the Kindergarten Early Years Evaluation - Teacher Assessment (EYE-TA). ● Overall satisfaction with the quality of basic education. (AE) ● High school completion rate of students within three, four, and five years of entering Grade 10. (AE) ● High school to postsecondary transition rate of students within six years of entering Grade 10. (AE) ● Students identified with attendance issues. (RDP) ● Overall agreement that students model the characteristics of active citizenship. (AE) ● Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE) ● Overall percentage of students and parents who feel students are prepared for the next grade level, who feel students will complete high school, and who feel students have a plan for life beyond high school. (RDP)

Gateway Christian School - 2016 - 2017

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 Teresa Tataryn, Chris Kooman, 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: Corinna Van Niejenhuis, Treasurer: Maria McMann, 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. One Highlight that stands out was the presentation by Brian St. Germain on the Truth and Reconciliation Commission. We found it very valuable.
- 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 an update from Carolyn Stolte and Yvonne Prins about the TFT training and progress being attained through this meaningful program.
 - **Equity** – as one of the district priorities we had the pleasure of hosting Dr. Bill Stuebing and Superintendent Stu Henry who did an excellent presentation on Equity. We also heard from Gateways’ Equity Team Lead, Chris Kooman about Gateway’s Equity Journey and initiatives taking place to implement best practices in Equity.
 - **Annual Education Report** - Shared by Chris Kooman in our November meeting.
 - We also heard some of the Grade 12 Students share their experiences on the HANDS trip to Nicaragua and the impact that it had on them both as a class and personally. They thanked both the School Council and Society for their contribution to the trip.

This was Teresa Tataryn’s first year as Principal of Gateway Christian School and I would personally like to thank her for all of her hard work and diligence and care that she has shown not only to the students, but also to the parents, her staff and to the School Council and Society. I know personally the commitment that is required for this school and I am truly amazed at the work accomplished by Teresa and her staff.

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 Board of Trustees for their continued support and 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