



# Grande Prairie Christian School

Principal: Travis Fehler

## 3-Year School Education Plan

2021/2022 – 2023/2024

Year 2 - 2022/2023



**Grande Prairie  
Public School  
Division**  
Every Student Succeeds



**GRANDE PRAIRIE  
CHRISTIAN  
SCHOOL**

[www.gppsd.ab.ca/school/gpchristian](http://www.gppsd.ab.ca/school/gpchristian)



**GPPSD2357**

## Who we are!

Our school's mission is to prepare our students for a lifetime of service to Jesus Christ and to equip them to live out Colossians 3:23, which states, "Whatever you do, work at it with all your heart, as working for the Lord, not for human masters."  
Our motto is, "Pursuing personal excellence and Christ-like character."

**Kindergarten – Gr 9**



**377 Students**



**30 Staff**



**School Council our Partners in Education**

Meets the last Tuesday of every month at 3:15 pm



## At Grande Prairie Christian School we ...

are a school of choice within the Grande Prairie Public School Division. We provide the Alberta school curriculum and Biblical teaching delivered from a Christian world view. We teach Bible as a core academic class, provide daily devotions for students and offer a weekly chapel service for all. We also offer strong academic, music, and extra-curricular sports programs. Our school serves approximately 335 students in Kindergarten through grade nine with twenty teachers and four support staff.

# Our Education Plan is focused on:

## Priority: Teaching and Learning

**Outcome: Classroom teaching emphasizes early literacy strategies to support the learning needs of younger students.**

### Strategies

- Early literacy intervention EA
- Small group instruction everyday
- Lessons incorporate a range of instructional strategies
- Increased instructional time for literacy and numeracy
- Enhanced small group instruction for struggling readers in the primary grades
- Early literacy intervention program based on short cycles of formative data
- Home reading programs based on targeted literature (levelled books)
- Identification and tracking of students with literacy deficits in primary grades through ongoing assessments
- Professional Learning focuses on early literacy intervention
- Explicit social emotional learning instruction and/or integrated with academic instruction

### Evidence

- Percentage of students who achieve at least one year's growth in their reading (F&P) level each school year
- *PAT percentage of students at the Acceptable level* increases
- Percentage of students maintaining a year of growth each school year after having received Early Literacy Intervention
- Lesson plans are guided by the school literacy objectives
- Evidence of social emotional learning during classroom observations

**Outcome: Teachers implement strategies to increase student engagement.**

### Strategies

- Utilization of gamification strategies in classrooms
- Acquiring resources to facilitate gamification in classrooms
- Student leadership option class to promote student led school activities
- Professional Learning Focused on engagement strategies
- A gamification coach: time for a lead teacher with teachers to develop gamification/engaging lessons
- Use of rewards and Incentives for student participation and effort in lessons
- Facilitation of competition to increase student engagement (leaderboards and games)

### **Evidence**

- Students indicate through surveys that they are engaged in their class learning
- PAT/DIP percentage of students at the Acceptable level increases
- Increase in students' participation in the home reading program

### **Outcome: Teachers implement new Alberta curriculum effectively, maintaining our high academic standards.**

#### **Strategies**

- Ongoing, focused, collaborative professional development: PD Fridays will be used to support teaching staff in reviewing, and planning with new curriculum.
- Our professional learning teams will be focusing on curriculum implementation goals as the foundation for their ongoing generative dialogues.
- Teachers will be given release time to collaborate with grade level peers on planning for the new curriculum.

### **Evidence**

- Teacher planning documents (year and unit plans) will reflect the new curriculum.
- Student academic performance (on a variety of assessment tools, i.e. F and P, PATs, LENS, CC3) will be maintained while implementing the new curriculum.

## **Priority: Inclusion**

### **Outcome: Promoting a safe and caring environment for all our students through the spiritual, emotional, and physical well-being of staff and students is supported.**

#### **Strategies**

- Development of a more complete and robust scope and sequence for our Bible classes to ensure that wellness outcomes are being met.
- Weekly school chapels focused on Biblical values and social emotional learning
- Daily teacher-led devotions
- Weekly staff devotions
- Investment in recreational infrastructure to support physical fitness and emotional well-being

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- Explicit Biblical social emotional learning instruction integrated with academic instruction
  - Monthly parent communications via newsletter to share school goals and events
  - Administrators present outside school before and after classes to facilitate parent engagement
  - Weekly teacher newsletters to promote school goals and culture

**Evidence**

- Evidence of Christian social emotional learning being taught during classroom observations
- Assurance survey results indicate students and parents feel safe and secure in the school
- Retention of students and increase in student numbers
- Continuation of low number of formal disciplinary interventions needed (Powerschool Incidents)