

TEACH
TRUTH
INSPIRE EXCELLENCE
EXPERIENCE CHRIST

SERVE
THROUGH

LOVE

GLENMORE
CHRISTIAN
ACADEMY



JK - Gr 9
Est 1980

5 Year Education Plan
May 2023 for the 2023-24 School Year

Table of Contents

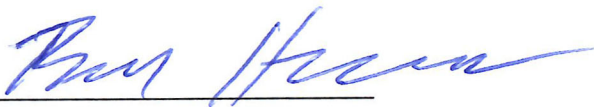
Accountability Statement	Pg 2
School Authority Planning and Reporting	Pg 3
Glenmore Christian Academy Mission, Vision & Values	Pg 4
Stakeholder Engagement	Pg 5
School Priorities - May 2023, for the 2023-2024 School Year	Pg 7
<ul style="list-style-type: none">- Consistency with Mission- Student Growth and Achievement- Appropriate Supports for All Students- Quality Teaching and Leadership- Responsiveness	
Financial Information	Pg 18



Accountability Statement

The Education Plan for GCA Educational Society commencing 2023-2024 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2023-2024 to 2027-2028, on May 11, 2023.



Brian Hargreaves
Chairperson of the Board of Directors

Time Frame

GCA's Education Plan is a five-year rolling plan, active from 2023-2024 to 2027-2028. Each year GCA reviews the plan and adjusts it in light of the latest results from provincial and local measures and based on feedback from GCA's stakeholders.



School Authority Planning and Reporting

GCA's planning and reporting processes reflect the guiding principles, domains and enabling processes that are outlined in the Assurance Framework. This occurs in a continuous improvement cycle and is vital for school authority accountability and assurance. The planning and reporting cycle is demonstrated in the graphic below. It includes:

- Developing/updating plans based on results, stakeholder input and provincial directions
- Budget preparation: allocating/re-directing resources to achieve our priorities as well as meeting responsibilities
- Implementation of informed strategies and research to improve performance and focus on student growth and achievement
- Monitoring implementation and adjusting when necessary
- Measuring, analyzing and reporting results
- Communicating and engaging with stakeholders regarding GCA strategic outcomes and results when going through the process



This Education Plan was developed with consideration of the Annual Education Results Report as well as feedback we've received from students, parents and staff.

Our Mission:

Teach Truth, Inspire Excellence, Experience Christ,
Serve Through Love

Our Vision & Core Values:

TEACH TRUTH

- Foster an understanding that God is the author of all truth
- Impart knowledge within the framework of Biblical principles
- Equip students to discern and engage with confidence

"Guide me in your truth and teach me, for you are God my Saviour, and my hope is in You all day long." Psalm 25:5

INSPIRE EXCELLENCE

- Deliver exceptional academic and extracurricular programs
- Promote critical thinking, a strong work ethic, independence and resilience
- Discover potential, celebrating the unique gifts and talents God bestows

"So... whatever you do, do it all for the glory of God." 1 Corinthians 10:31

EXPERIENCE CHRIST

- Nurture grace centered, transformative relationships with Christ
- Reveal the beauty and worth of life rooted in prayer and worship
- Encourage responsive discipleship

Jesus told him, "I am the way, the truth, and the life. No one can come to the Father except through me." John 14:6

SERVE THROUGH LOVE

- Value others with love and compassion
- Instill a passion to serve
- Engage in local and global service opportunities

"A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another." John 13:34-35



2022 Stakeholder Engagement

The following outlines some ways we engaged stakeholders and responded to their needs in 2022:

June 2022

- Sent out a survey to all parents regarding the quality of education, strategic direction of the school, which informs this education plan.
- Digital Grade 9 student exit interviews.

September 2022 forward

- Elementary and Junior High parent meetings were held at the beginning of the school year to discuss plans for the years, policies, classroom expectations, and other operational / academic matters
- Surveyed staff regarding professional development, to gain feedback on effectiveness and content
- Engaged a third party to perform a culture audit, involving focus groups for staff, parents, the board and students (April-June 2022)
- As part of the audit, surveyed staff, parents and students in February 2023
- Parent sessions in December 2022 with Brett Ullman, regarding parenting and technology
- Pancake breakfast for community and parents in January 2023
- First day of school parent connection event
- Grade 9 parent meetings to discuss trips and high school
- Elementary Christmas Concert in December 2023
- Parent volunteers returned in 2022-2023
- Engaged students in Grades 6-9 regarding classroom teaching feedback
- Surveyed teaching and educational assistant staff regarding how well they felt their students were supported in the areas of resource and learning development
- Ongoing one-on-one conversations between school administration and parents regarding student learning, behavior and opportunities for improvement
- Parent-teacher interviews held in-person in November 2022 to provide opportunities for two-way feedback and share strategies for student growth
- Assemblies resumed which are attended by parents, three times per year
- Grade 4/5 Family Life sessions in March and April 2023
- Fine Arts Night, where parents are invited to celebrate students' art, in April 2023



Future Engagement Strategies

GCA's local measures will evolve annually based on feedback from parents, student and staff. The below outlines some ways that GCA plans to gather feedback:

Parents

- Grade Specific Parent meetings at the beginning of the year
- Grade Specific Parent meetings at the end of the year
- Parent-led Board of Directors provide strategic feedback monthly
- Parent-teacher interviews
- Annual Assurance Surveys
- GCA Parent Surveys
- Opportunities to connect with administrators
- Ad hoc opportunities for parents to provide feedback to administrators

Students

- Annual Assurance Surveys
- Grade 9 Exit Interviews

Staff

- Professional Development committee composed of Staff and Administrators
- Annual assurance surveys
- Locally developed staff surveys

Community

- Receive and respond to feedback from community



School Priorities - MAY 2023, for the 2023-2024 School Year

CONSISTENCY WITH MISSION

(Teach Truth, Inspire Excellence, Experience Christ, Serve through Love)

MATCHING ALBERTA PRIORITIES

- Local and societal context

OUTCOMES (Important, Realistic & Measurable)

- Students will discover and develop their abilities and learn to both participate in and provide leadership in their communities
- Students will recognize Biblical truths
- Students will seek to be excellent in all of their endeavours

RESULTS ANALYSIS

- Over three quarters of Grade 9 students attending YWAM missions trip in 22-23 to build homes for underprivileged families (This is an encouraging increase from the previous year)
- 98% of parents agree that GCA teaches biblical truths to its students
- 95% of parents agree that GCA recognizes and communicates biblical truths to its students
- 98% of parents agree that GCA provides opportunities for students to experience Christ at school
- 83% of Elementary parents and 79% of Junior High parents agree that GCA provides opportunities for students to serve others

STRATEGIES & IMPLEMENTATION

- Infuse faith into the Alberta Education curriculum
- Build and implement a unified Bible curriculum from JK to Grade 9
- Biblical Framework Coordinators will coach and equip teachers to grow in their own biblical worldview, and infuse that biblical worldview in all subject matter
- Students will participate in opportunities for faith related service and charity both in the school and within the broader community
- All students will witness and experience meaningful spiritual growth opportunities
- All students will participate in Community outreach/ministry to others
- All students will participate in regular chapel times
- Once per year, there is a spiritual emphasis week in each division



CONSISTENCY WITH MISSION

(Teach Truth, Inspire Excellence, Experience Christ, Serve through Love)

TEACH
TRUTH
INSPIRE EXCELLENCE
EXPERIENCE CHRIST
SERVE
THROUGH
LOVE
GLENMORE
CHRISTIAN
ACADEMY

LOCAL MEASURES

- All Junior High students will achieve 10 hours/year of 'Ministry to Others'
- Each class in grades JK-5 will participate in an outreach ministry to our broader community (for example writing Thanksgiving and Valentines cards to senior citizens)
- Meaningfully daily devotions in which students have the opportunity to grow spiritually and experience Christ
- Grade 9 students will participate in a Mission Trip where they are engaged in building a home for those less privileged

PROVINCIAL MEASURES

- N/A

BUDGETING PRINCIPLES

- Budget allows for 2 Full Time Equivalent spiritual formation pastors to facilitate spiritual formation opportunities
- Budget allows for spiritual professional development for teaching staff
- Budget allows for FTE allocated to Biblical Framework Coordinators
- Budget for honorariums for guest speakers during chapels and spiritual emphasis weeks



STUDENT GROWTH AND ACHIEVEMENT

MATCHING ALBERTA PRIORITIES

- Student growth and achievement

PROVINCIAL MEASURES (Important, Realistic & Measurable)

- Students will grow and develop intellectually, physically, socially, emotionally and spiritually
- Students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools

RESULTS ANALYSIS

- 93% of parents agree that their students receive an excellent academic education at GCA; this is supported by assurance survey results
- 72% of parents agree that students are gaining a better understanding of First Nations Metis and Inuit cultures
- 87% of parents agree that their students are taught to treat those of other cultural and racial backgrounds with love and respect.
- According to the assurance model, 99% of parents agree that students are engaged in learning at GCA
- According to the assurance model, 95% of parents are satisfied or very satisfied with the quality of education their child is receiving at school
- 87% of parents agree or strongly agree that their student's mental health is supported at GCA



STUDENT GROWTH AND ACHIEVEMENT

STRATEGIES & IMPLEMENTATION

- Teachers will continue to use research-based classroom practices, such as differentiated instruction, which includes support for all learners
- Students will be provided a choice in academic programming
- Numeracy and literacy assessments completed in Grades 1-3 each year to inform instruction
- Students labeled at risk are assessed again using the same instrument in June each year to measure growth
- Numeracy and Literacy committees formed to ensure consistency across grade levels
- K-5 will create a common format for scope and sequence in delivering the new Language Arts and Mathematics curriculum.
- K-3 will create a common format for scope and sequence in delivering the new Science curriculum.
- Create release time for a new curriculum implementation specialist
- Give K-5 teachers release time to collaborate and plan for the new curriculum
- Continue 'teaching squares' to allow for teachers to observe each other as they implement the new curriculum together
- Hold "Literacy Week" annually to highlight reading and writing, and to foster a love/fondness/excitement for literacy, while building a culture of joy and passion
- Incorporate social thinking skills (i.e. conflict resolution, social etiquette, big problem-small problem, etc.) in Elementary
- Bring awareness and education to students on mental illness and anxieties
- Through humanities, fine arts, and Phys Ed programs, students will increase their foundational knowledge about the First Nation, Metis and Inuit cultures
- Lunch with Administrators and small groups of students to build student capacity in social and emotional awareness
- Annually educate students, parents and staff regarding issues around bullying and conflict resolution and respectful learning environment i.e. Dare to Care, Truth Matters, etc
- Develop informal logic program in Grades 6 through 9 to develop strong reasoning and dialogue skills
- Develop worldview analysis throughout subjects to discern alternate philosophies in culture and knowledge
- Create retreat experiences in each Grade 5 thru 9 cohort to create community, belonging, spiritual growth, mentorship and physical challenges
- Create travel abroad experiences for Grades 8 and 9 cohorts to build global insights and historical understandings, and to strengthen cultural appreciation
- Create Community Groups in Grades 6 through 9 to create mixed grade communities for spiritual conversations
- Implementing new assessment software (IXL) to identify learning loss gaps in literacy and numeracy and identify specific resources and learning strategies to address those gaps in Grades 6-9
- Recognize Bell "Let's Talk" and have homeroom discussion pertaining to mental health
- Recognize Orange Shirt Day and have homeroom discussions pertaining to the legacy of residential schools
- Continued professional development opportunities for foundation knowledge of First Nations, Metis, and Inuit understandings
- Continued Professional Development opportunities for mental health and wellness



STUDENT GROWTH AND ACHIEVEMENT

LOCAL MEASURES

- Examples of student First Nations, Metis, and Inuit understandings will be evident in the classrooms and hallways
- Locally developed survey questions regarding support for students mental health and emotional or spiritual well-being (develop a baseline and then determine the quantifiable success percentages)
- Grades 1-3 end-of-year assessments to show growth in literacy and numeracy for students at risk
- Grades 1-5 common locally developed term writing assessments, which showcase growth in writing term over term and year over year
- Monthly tracking of student 'fun' lunch meetings with administration for consistency (on average, three to five 'fun lunches' with administration per week in Elementary)
- Track the percentage of Junior High students who achieve overall average marks of over 80% and over 90%

PROVINCIAL MEASURES

- Track the overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on PAT
- Survey measures of Citizenship and Academic Engagement
- Survey measures show that students feel safe at school and that students are kind to each other

BUDGETING PRINCIPLES

- Budget teaching staff to maintain a 25-1 student/teacher ratio in Grades 4-9, and 20-1 student/teacher ratio for Grades 1-3, and 10-1 student/adult ratio in ECS
- Budget for a minimum of one yearly presentation from an outside expert to our student and parent body
- Budget for yearly retreats for Grades 6-9 students
- Budget for substitute teachers to allow for numeracy and literacy assessments to take place
- Budget for new curriculum
- Budget for experiential learning for students
- Budget for curriculum implementation position
- Budget for IXL programs



APPROPRIATE SUPPORTS FOR ALL STUDENTS

MATCHING ALBERTA PRIORITIES

- Learning supports

OUTCOMES (Important, Realistic & Measurable)

- GCA will designate sufficient resources and funding to provide appropriate supports for all students in the school community
- All students enrolled at GCA will feel included and supported

RESULTS ANALYSIS

- 89% of parents agreed that their student feels included at GCA
- 90% of parents agreed that their student feels supported at GCA
- 91% of teachers, parents and students agree that students have access to appropriate supports at school
- 96% of parents believe that their students are modeling the characteristics of active citizenship
- 98% of parents agree 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

STRATEGIES & IMPLEMENTATION

- Access initiatives, supports and services aimed at bridging gaps, especially for students with unique learning needs
- As much as possible, include students along with their families in planning their education programs, individual program plans and designated learning goals
- Create classroom environments that allow students to experience a sense of belonging, recognizing that they are all part of the family of God, each with unique learning needs
- Collaborate with community and/or professional agencies when required
- Demonstrate unconditional respect and love which recognizes the inherent dignity of each individual
- Provide small group Speech and Occupational Therapy to Kindergarten, Grade 1 - Grade 3 students
- Consistent school-wide language will be used for Zones of Regulation in Grades K-5
- Provide 0.5 FTE EA support per grade level to assist with learning challenges as well as enrichment opportunities
- Using the Classroom Complexity grant, hire 1.5 FTE Educational Assistants to support students K-9
- Provide Elementary and Junior High Resource teachers to help implement supports for unique learning needs in the school population
- Create differentiated learning goal document (DLG) for students experiencing difficulty but not yet coded
- Small group guided reading intervention 3x per week for students who are reading a full grade below grade level
- Create teacher led enrichment program for gifted students in Grade 6 - 9
- Provide opportunities for additional learning through after-school STEM club
- Provide academic resource support for all struggling learners
- Provide counseling support for students experiencing personal, social and emotional needs
- Provide pastoral care for spiritual growth, support and development



APPROPRIATE SUPPORTS FOR ALL STUDENTS

LOCAL MEASURES

- Locally developed survey questions regarding the learning supports available for students (develop a baseline and then determine the quantifiable success percentages)
- Students will be 'caught' using 'Zones of Regulation' language
- Students will require less staff support to self regulate

PROVINCIAL MEASURES

- Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on PAT
- Survey measures of Citizenship and Academic Engagement
- Survey measures show that students feel safe at school and that students are kind to each other

BUDGETING PRINCIPLES

- Budget teaching staff to maintain a 25-1 student teacher ratio in Grades 4-9, and 20-1 student teacher for Grades 1-3, and 10-1 student adult ratio in ECS
- Budget for a minimum of one yearly presentation from an outside expert to our student and parent body
- Budget for yearly retreats for Grades 6-9 students
- Budget for substitute teachers to allow for standardized reading assessments to take place
- Budget for new curriculum
- Budget for experiential learning for students
- Budget for Elementary & Junior High resource teachers



QUALITY TEACHING AND LEADERSHIP

MATCHING ALBERTA PRIORITIES

- Teaching and leading

OUTCOMES (Important, Realistic & Measurable)

- Students will experience excellence in teaching, as the GCA staff continually grow in their ability to deliver quality research-informed, Christ-centered instruction and leadership

RESULTS ANALYSIS

- 91% of parents agreed that GCA employs high quality teachers
- 93% of parents agreed that their student feels supported by their teacher
- 90% of parents agreed that their student experiences excellence in teaching at GCA
- 84% of parents agreed that leadership is effective in developing school culture

STRATEGIES & IMPLEMENTATION

- Biblical Framework Coordinators to support staff and students in spiritual development and growth
- Teachers will grow in their First Nations, Metis and Inuit knowledge and understanding, and implement cross-curricular experiences in their classrooms
- Provide financial support for teachers who are interested in pursuing their Masters in a field related to their professional responsibilities
- Yearly professional growth plan conversations will be had with all certified staff
- Staff will work collaboratively to integrate Biblical teaching and learning in all classes, curriculum and activities of the school
- Expectation of annual site based Professional Development and personal professional development for all teachers
- Professional Development opportunities provided for Educational Assistants and Early Childcare Staff
- Regular staff observation and coaching
- Staff participation in collegial growth and discussion
- In Elementary, we will implement 'teaching squares' where teachers will be teamed up with each other to observe and learn from one another's teaching practice.
- Admin will give positive and constructive feedback as a result of regular classroom visits
- Admin will be available for teacher support before, after and during the school day
- Admin will meet with each grade team at least once per month
- Developing atmosphere of value and appreciation of each other amongst the staff
- Formation of a PD committee comprised of Teachers and Administration
- The PD committee will create an outline of the PD plan prior to the beginning of the 2023 school year.
- Committees established for implementation of new provincial curriculum
- New scope and sequence being developed for each new curriculum
- Engaging outside consultant, 'Truth Matters', to review GCA's culture and steps leadership can take to help positively develop school culture
- Provide competitive compensation packages to ensure long-term retention of high quality teachers
- Increase Educational Assistant compensation package to attract and retain staff



QUALITY TEACHING AND LEADERSHIP

LOCAL MEASURES

- Application of site based PD observed in classroom walkthroughs
- Increased student engagement in class as tracked by classroom observations
- Successful Implementation of new Bible Curriculum and Biblical integration evident through classroom observations
- Teaching practices will expand as a result of reflective peer observations; professional conversations will become more prevalent in hallway and staffroom conversations
- Greater consistency observed in approach to curriculum and behaviour expectations across all grades
- Locally developed staff survey will show that teachers feel supported by meaningful professional development

PROVINCIAL MEASURES

- Survey measure of Education Quality

BUDGETING PRINCIPLES

- Annual allowances budgeted for teachers to pursue personal professional development
- Annual budgets for site based professional development opportunities
- Annual budget to help offset the cost for teachers to pursue Master's program
- Annual budget for biblical integration coordinator to support staff development
- Budget for Truth Matters consultants to help engage administration team in best practices in culture building



RESPONSIVENESS

MATCHING ALBERTA PRIORITIES

- Governance
- Local and societal context

OUTCOMES (Important, Realistic & Measurable)

- GCA will operate in a manner that responds to the school community, board and school staff to foster transparency and engagement of resources and continuous improvement

RESULTS ANALYSIS

- Conducted local parent surveys
- 96% of parents indicate that their school has improved or stayed the same for the last three years
- 89% of parents agree that teachers are responsive to their questions/concerns
- 90% of parents agree that administration is responsive to their questions/concerns
- 97% of parents agree that weekly communication from the school administrators and teachers is helpful

STRATEGIES & IMPLEMENTATION

- Provide opportunities for student, staff and parent feedback throughout the year
- Use evidence to plan for continuous improvement
- Students benefit from governance that informs, consults & engages the school community in generative discussions that set the strategic direction of the school
- Grade-wide meetings with grade 5-9 parents, including Q&A opportunities.
- Grade 4 & 5 Family Life parent evenings
- Weekly communication to all families with an Elementary, Junior High and Head of School portion
- Transparent communication of financial position and any yearly fee increase



RESPONSIVENESS

LOCAL MEASURES

- Locally developed parent surveys will show that the school is quick to address their concerns
- Locally developed staff survey will indicate that GCA has meaningful engagement with staff and operate in a transparent manner
- Conduct Grade 9 Exit Interviews

PROVINCIAL MEASURES

- Survey measure of Parent Involvement
- School authorities provide the amount budgeted for 2022-2023, the amount spent and the variance between these amounts for operational expense categories

BUDGETING PRINCIPLES

- Provide budget and audited financial statements to Alberta Education annually
- Provide budget and audited financial figures in Annual Education Results Report



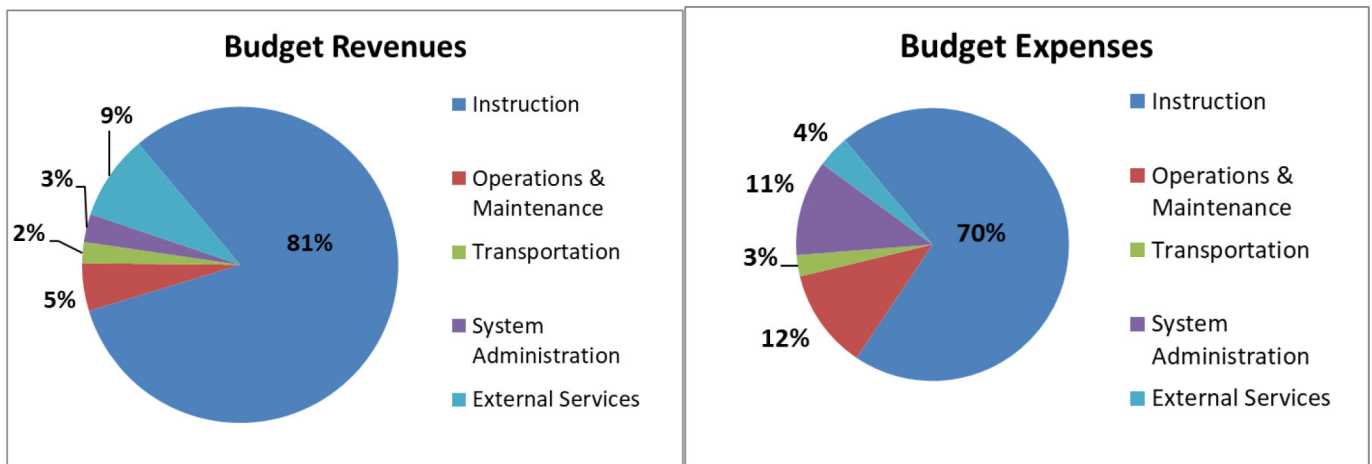
FINANCIAL INFORMATION

Allocation of Budgeted Revenues and Expenses to Programs For the Year Ending August 31, 2024

	Budget
Revenues:	
Instruction	11,182,256
Operations & Maintenance	668,902
Transportation	296,855
System Administration	394,362
External Services	1,194,891
Total Revenues	13,737,266

	Budget
Expenses:	
Instruction	10,053,507
Operations & Maintenance	1,686,163
Transportation	359,910
System Administration	1,609,941
External Services	547,541
Total Expenses	14,257,062

Surplus (deficit) of revenues over expenses	(519,796)
--	------------------



Instructional Revenues include \$5,896,588 received from Alberta Education.

For further financial information, please contact:

Lyden Price, CPA, CMA
Executive Director of Finance
Telephone: 403-254-9053
Email: l.price@gcaschool.com