

Olds Mountain View Christian School

Education Plan 2021-2024

Context

Located in the hamlet of Harmattan, Olds Mountain View Christian School (OMVCS) is a small K-12 school, serving the rural community in the area, as well as the homeschool community throughout Alberta. We are a non-denominational private school led by parents who are committed to their children's academic and spiritual upbringing, providing Biblically sound education in Mountain View County.

For Grades K-9, we use the Accelerated Christian Education (ACE) curriculum infused with Enrichment Lessons to ensure the goals for the Program of Studies, set by Alberta Education, are met. Grades 10-12 use courses developed by ADLC to adhere to the Program of Studies, graduation with an Alberta Diploma.

We recognize that each student is an individual who understands and learns differently in each area, therefore, we diagnose each student individually, in each subject area, to determine what level of learning each is at and prescribe curriculum accordingly. This world-renowned curriculum is an educational experience based upon individualized instruction, and mastery learning. In essence, each child is his own class. Each is looked upon as an individual whose needs, abilities, and potential are all taken into consideration. A student is not pushed ahead with a class if not ready and is not held back by the class if ready to progress. This individualized approach to education allows a child to learn effectively, giving them a sense of achievement. The curriculum incorporates character building and wisdom principals which develop skills essential to lifelong learning, and for good, active citizenship.

Our staff are carefully chosen by the board, in cooperation with the principal, to provide the highest level of guidance to the students. They do their best to encourage each student to strive for excellence in all areas, whether academic, physical, social, or spiritual. The elected board consists of parents and other interested community members who have a personal relationship with Christ Jesus.

OMVCS keeps its stakeholders engaged through a variety of means, including being directed by a board comprised largely of parents and other concerned community members. As the students from OMVCS attend many different local churches, the pastors are often guest speakers in our chapel services. The board is working on developing its own survey to get feedback from its stakeholders with which to develop a better working knowledge of where our stakeholders wish to see improvement, and what OMVCS is doing well. For this Education Plan the school has used Accountability Pillar Surveys, current and previous AERRs, the Assurance Framework, the Funding Manual, Alberta Business Plan, and local input to identify current priorities.

Accountability Statement

The Education Plan for *Olds Mountain View Christian School Authority* commencing *August 21, 2021* was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. 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 *three years* on *May 31, 2021*.

Message from the Board Chair

Olds Mountain View Christian School (OMVCS) is a private, independent school operating in the rural area of Harmattan, Alberta. It is our goal at OMVCS to offer a high quality; Jesus Christ-centered education to the attending students. To achieve this goal, it is our mandate to use board-approved Bible-based curriculum and ADLC materials and follow the Alberta Program of Studies as well as rules and guidelines set by the Alberta Department of Education, thus enabling our students to obtain an Alberta High School Diploma.

It is our desire that, upon completing the student educational time with OMVCS, they will have developed a strong moral character and have achieved a high academic standard. These traits are highly regarded by post-secondary education and the work force.

With much prayer, time and energy devoted to daily and future planning, OMVCS will continue to be accountable to God and thus our government.



Board Chair, Ted Harrison

Mission

The mission of Olds Mountain View Christian School is to provide quality, Biblically-based education to our students; to develop each child's character academically, mentally, socially, physically, and spiritually, that each child may reach their full potential within a Christ-centered learning environment.

Train up a child in the way he should go: and when he is old, he will not depart from it.
Proverbs 22:6

Stakeholders

Stakeholders in OMVCS are identified as being the students, staff, parents, other family, and the local church community.

Priorities

- To provide students a quality, biblically-based education
- To provide a safe and caring learning environment
- To prepare students to be conscientious and productive, contributing members of society

Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

Students are actively engaged in their own education at OMVCS. Determining their own goals, under teacher direction, students feel successful when those goals are accomplished, compelling them to continue striving for excellence. The ACE curriculum is a self-guided approach to learning which makes the students responsible for their educational success. No matter a person's culture or heritage, we believe that all people are created in the image of God and therefore should be treated with respect and love. Moreover, it is important for students to know the history of the FNMI people as part of the heritage of Canada.

Goals

- Students are reading at grade level
- Students master grade level outcomes
- High School students graduate with an Alberta diploma

- PAT results are consistent with or higher than Alberta averages
- FNMI history and culture is understood and respected
- Students are informed of the history and culture of Canada and its citizens so they may develop a concern for people of all ethnicities and diversities, in keeping with the Biblical mandate to love our neighbours
- Students demonstrate characteristics of active citizens
- Students demonstrate Godly characteristics

Data Informing these Goals

- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals
- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy
- Students are active, healthy and well
- Students apply knowledge, understanding and skills in real life contexts and situations
- Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences
- Students demonstrate understanding and respect for the uniqueness of all learners

Strategies for Implementation

- Educate staff on the history and culture of FNMI people
- Develop lessons for the teaching of FNMI history and culture
- Teach students the history and culture of FNMI people
- Bring in a speaker from the FNMI community that understands the religious perspective of the school
- Continue teaching FNMI history and culture in Social Studies
- Visit Aboriginal Museums on field trips
- Keep books about First Nations people in the school library, some of which speak specifically of the history and legacy of residential schools
- Provide quarterly incentives to encourage students to accomplish academic goals
- Give recognition to students who achieve Honour Roll
- Conduct conferences with student and parent (after report cards go out) appraising them of any concerns
- Administer practice tests from Test Bank
- Teach enrichment lessons and group work to stimulate subject interest and learning
- Continue to foster the enjoyment of learning and reading
- Continue our phonics-based literacy program to promote good reading skills
- Provide opportunities for students to participate in College Days, Work Experience, and (RAP) Registered Apprenticeship Programs.
- Provide accessibility to counseling (staff have an open-door policy)
- Develop, with the student, a plan to graduate in three years; prescribing the required course needed so the student would have objectives to reach each semester
- Provide the opportunity for Summer School
- Encourage upper level of academics to avail the student of more opportunities in future education
- Make parents and students more aware of scholarship opportunities to encourage studying for a higher test mark
- Provide incentives for volunteer programs within the church and community
- Students elect a Student Council government who are responsible for certain school events and functions

- Biblical values and concepts are considered foundational to relationships and productive, responsible living are conveyed throughout the curriculum in such a way as to become life-shaping influences regarding patriotism, responsibility to community and others, honesty, integrity, a Christian worldview
- Provide opportunities to develop active citizenship throughout school life (participation in Operation Christmas Child, raising money for those in need, supporting a child through Gospel for Asia, holding a Christmas Concert and other art performances which are open to the community)
- Have an active recycling program
- Students have opportunity to develop computer and technology skills
- Encourage students to participate in conventions and competitions geared to help them to discover and develop talents and skills

Performance Measures

This is an ongoing process which will be constantly reviewed through the following measures:

- PAT results
- School awarded marks
- Diploma exam results
- Locally developed surveys
- Focused conversations with parents and students
- Student conduct

Teaching and Leading

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard).

As a small school in student body, staff, and physical space, we are limited in programs offered to students. We offer what programs we can, including the fine arts, career, technology, health, and physical education. When a student shows interest in a subject we do not offer, we do our best to find someone to instruct in the interested subject. Staff continue to learn and develop skills to enhance student learning. More parental involvement occurs to help the small staff maintain and improve the school environment. Staff work at being Christ-like examples for all students. Older students work at modeling characteristics and behaviours of active, successful citizens for the younger students.

Goals

- To employ teachers best suited for this small Christian school environment
- To encourage continued education and professional development of staff
- To hold staff accountable

Data Informing these Goals

- Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all
- Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation
- Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning

- All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice
- University teacher education, university leadership education and on-going professional learning programs prepare teachers and leaders to meet the standards for professional practice
- Teachers and leaders use a range of data arising from their practice to inform cycles of evidence based continuous learning

Strategies for Implementation

- Employ teachers qualified to instruct
- Bring in expertise in fine arts, technology, career, health and physical education
- Prepare survey to be completed by parents, students and teachers
- Encourage positive character traits and relationships through our curriculum, weekly chapels, and daily devotions
- Use literature, movies, and drama (role playing) to assist in educating students and staff on desired behaviour towards each other
- Require staff to submit growth plans to the board for yearly review
- Financially support staff in courses for professional development

Performance Measures

This is an ongoing process which will be constantly reviewed through the following measures:

- Locally developed surveys
- Provincial surveys
- Yearly professional growth plans
- Focused conversations with staff
- Regular staff meetings

Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Staff at OMVCS show concern for each individual student, adapting, where possible, to each student's needs. OMVCS believes that all people are created equally and in the image of God, but with unique characteristics that make each one an individual, as such, an individualized approach to education is used. Teachers administer diagnostic tests to each student when first attending the school to assess where the student's learning strengths and weaknesses are. Each student is assigned work based on where those tests indicate each student should be learning, and grade levels are essentially ignored.

Goals

- To provide a safe and caring environment for the students
- To adhere to Alberta safety regulations
- To help students connect with each other and unwind in a fun and safe manner
- To support student learning in an individualized manner best suited to each student

Data Informing these Goals

- Learning environments are welcoming, caring, respectful and safe

- Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all
- Education partners fulfil their respective roles with a shared understanding of an inclusive education system
- Students and their families work in collaboration with education partners to support learning
- The school community applies the resources needed to support First Nations, Métis and Inuit student achievement
- Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning
- Infrastructure supports learning and meets the needs of Alberta students and their families, staff and communities

Strategies for Implementation

- Update the playground structure with a CSA approved playground appropriate for all the students attending OMVCS
- Continue to administer diagnostic tests to new students, and when appropriate to other students
- Provide support personnel or individualized programs specifically for the child's need
- Provide counseling and testing to identify areas of need and interest of student
- Note changes in student's attitude and behaviors and the reasons behind the changes, then set appropriate plan in action
- Administer Diagnostic placement testing for new students
- Continue to update computers
- Ensure students have daily access to computers.
- Communicate with parents and students regarding programs and courses available to them

Performance Measures

This is an ongoing process which will be constantly reviewed through the following measures:

- Locally developed surveys
- Provincial surveys
- Playground approval by AHS

Governance

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

OMVCS is governed by a volunteer board mostly consisting of parents to students at the school. The board meet approximately ten times a year (monthly) to discuss school related matters and put action plans in place in order to keep current and best service the community.

Goals

- Have and maintain updated school policies
- To continue providing students with quality education
- To cooperate with Alberta's requirements
- To be appropriate to the current teaching/learning landscape
- To align school focus and priorities

Data Informing these Goals

- Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success
- Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance
- Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts
- Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity

Strategies for Implementation

- At board meetings, policies will be reviewed by the board and adapted where appropriate
- As the policies are reviewed, they will be dated
- Once all the policies have been dated, review will begin again with the least recently dated
- Continue requiring Religious Studies for students
- Use challenging Christian text
- Continue use of individualized materials and mastery learning approach

Performance Measures

This is an ongoing process which will be constantly reviewed through the following measures:

- Locally developed surveys
- Provincial surveys
- Dating the policies with date last reviewed
- Four policies are expected to be reviewed and adapted, when necessary, before the end of the 2021-2022 school year

Local and Societal Context

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts.

Processes and practices that enable attending to local and societal context are woven throughout each of the other four domains. As a small school with high parental involvement, the OMVCS community is very well informed what the priorities of the body of parents is through daily communication. The local churches are also a very important part of our school community as we strive toward the same goals of spiritually educating the children, developing them into active citizens. To date, OMVCS has not had a locally developed survey and so feels as though this is another important step in both informing our local community and being informed by them.

Goals

- To better assess what is important to our stakeholders
- To continue the betterment of the school for the sake of the stakeholders, particularly the students, parents, and staff of OMVCS
- To better inform those in the community of presence of the school
- To become better involved in the community

Data Informing these Goals

- Conversations with community members
- Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding

Strategies for Implementation

- Develop local survey and report results to stakeholders
- Review previously developed surveys
- Discuss with parents, staff, and board members what information should be included
- Prepare a survey
- Send survey to stakeholders
- Gather results
- Report and review results
- Prepare action plans to address items of shortfall

Performance Measures

- Survey will be developed by November of 2021
- Survey will be administered in the Fall/Winter of 2021
- Results will be reviewed by May of 2022
- Survey will be adapted where necessary
- Survey results will be addressed with appropriate actions in a timely fashion
- Surveys will be continually used in subsequent years

The school budget can be found at: www.omvcs.ca