

OLDS MOUNTAIN VIEW CHRISTIAN SCHOOL

Education Plan 2022-2025

Year Three (2024-2025)

Accountability Statement

The Education Plan for *Olds Mountain View Christian School Authority* commencing *August 27, 2024*, 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 14, 2024*.

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, Christ-centered education to the attending students. To achieve this goal, it is our mandate to use board-approved, Bible-based curriculum and materials to achieve the Alberta Program of Studies, thus enabling our students to obtain an Alberta High School Diploma.

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

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, Terry Waldner

Stakeholders

Stakeholders in OMVCS are identified as being the students, staff, parents, other family, and the local church community. As a small school with family values, families within the school are seen as family of the school. With constant connection from Get-To-Know-You BBQ at the start of the year, to the Christmas play, to whole-family field trips, the families at OMVCS get to know each other well. Many parents enter the school daily to visit with the teachers, and communication books, emails, phone calls, and text messages are often sent back and forth between parents and the staff. The board of OMVCS is comprised mainly of parents and grandparents of the students and all families are invited to attend the meetings. Several local churches are represented in our student body, and many of the pastors from the churches come regularly to the school to offer support and speak with the students. The local churches are 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. Aside from the surveys sent out by the government, OMVCS has developed a local survey from which to assess the priorities and expectations of the parents and students within our school body. This data has been used to inform the school of which priorities we need to focus on.

Priorities

The mission of Olds Mountain View Christian School is to provide quality, Bible-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

At Olds Mountain View Christian School our stakeholders are valued, and their voices heard. Through results analysis of our local survey and the Alberta Education Assurance Measures, daily parental feedback, and with the advisement of the board, staff, parents, students, and the local church community, OMVCS has identified the following three goals as priorities:

- 1) To provide students a quality, Bible-based education
- 2) To provide a safe and caring learning environment
- 3) To prepare students to be conscientious and productive, contributing members of society

Budget

The OMVCS budget can be found at: <https://omvcs.ca/wp-content/uploads/2024/01/Financial-Summary.pdf>

GOAL 1: TO PROVIDE STUDENTS A QUALITY, BIBLE-BASED EDUCATION

Domains: Student Growth and Achievement, Teaching and Leading, Learning Supports

OMVCS believes that all people are created equally and in the image of God, but with unique characteristics that make each an individual. As such, an individualized approach to education is used.

Many students that come to OMVCS have struggled to keep up academically, and sometimes socially, at their previous school(s). When a student first comes to OMVCS, he is given a diagnostic test in each of Math, English, reading, and spelling 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. This means that a student may even be in a different grade level in each of his subjects.

Annual Education Results Reported: OMVCS students were doing very well in their reading level; according to the LeNS and CC3 tests, 100% of our students in Grades 1-3 were reading at or above grade level. More increased by a full grade level (73%) than did last year, but the results still need to improve. 100% of parents answered the AEAM survey that they were satisfied with the quality of education their children are receiving.

Measure 1

Target: 80% of OMVCS students will increase an average of one full grade-level per core subject within the school year.

Data Informing this Goal: Each subject is broken into 12 PACEs (units) per grade. Advancing one grade-level would equate to advancing 12 PACEs beyond the student's starting point. Many students were sent to OMVCS when unsuccessful in the traditional school system. These students are now trying to catch up to what their peers are doing.

Strategies for Implementation:

- Provide quarterly incentives to encourage students to accomplish academic goals
- Give recognition to students who achieve Honor Roll
- Conduct conferences with students and parents apprising them of any concerns
- Implement study techniques for those who do not pass the Self-Tests of the PACEs
- Lighten the load of non-core subjects until students are achieving grade level in the core studies

Measure 2

Target: 80% of OMVCS students are reading at or above grade level.

Data Informing this Goal: Literacy is one of the most important keys when it comes to academic success. OMVCS studies require high amounts of reading. Phonics are taught comprehensively to the younger students and reviewed often throughout the rest of the students' education. Provincial Reading Assessments help to determine a student's reading level, as well as areas in need of additional support.

Strategies for Implementation:

- Continue to foster the enjoyment of learning and reading
- Continue our phonics-based literacy program to promote good reading skills
- Teach enrichment lessons and group work to stimulate subject interest and learning
- Administer Videophonics for students new to ACE
- Have students who struggle with reading comprehension, read aloud to an adult or older student
- Administer Readmaster to students (a computer-based reading and comprehension tool)

Measure 3

Target: 100% of parents and 90% of students will answer on the survey that they are satisfied with the overall quality of education.

Data Informing this Goal: 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 write PATs at Grades 6 and 9. Students Grade 1-3 take the LeNS and CC3 Literacy Tests and the Provincial Numeracy Screening Assessment.

Strategies for Implementation:

- 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
- Send out in-house survey to parents, pin-pointing areas of satisfaction/dissatisfaction to better inform school staff

GOAL 2: TO PROVIDE A SAFE AND CARING LEARNING ENVIRONMENT

Domains: Student Growth and Achievement, Teaching and Leading, Learning Supports, Local and Societal Context

OMVCS does not currently have any students that identify as First Nation, Metis, or Inuit, however, we are open to students from any nationality and desire our students to be informed and respectful of other cultures.

Staff at OMVCS show concern for each individual student, adapting, where possible, to each student's needs. Staff work at being Christ-like examples for all students. Older students work at modeling characteristics and behaviors of active, successful citizens for the younger students. 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.

Annual Education Results Reported: Many parents have vocalized how blessed they are by our little school for their children's education. The survey results also indicate that 100% of parents agree that their children are in a safe and caring environment.

Measure 1

Target: 100% of teachers and parents, and 95% of students will agree that their learning environments are welcoming, caring, respectful and safe.

Data Informing this Goal: Students should be active, healthy and well. They should be able to adequately apply knowledge, understanding and skills in real life contexts and situations. Staff should help students learn how to advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences, and demonstrate understanding and respect for the uniqueness of all learners.

Strategies for Implementation:

- 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 accessibility to counseling (staff have an open-door policy)
- Staff keep their First Aid training current
- Implement Brain Breaks into class time

Measure 2

Target: Previously, fundraising was done for a new playground structure, and the process of acquiring the new playground has been researched. **Update:** **The priority has changed as we have outgrown our current school rental property and need to focus on a new building. We have extended our play structure by adding a swing and jungle gym and have maintained the older structure.**

Data Informing this Goal: Students enjoy the playground, but it is small for the number of students we currently have, and it is getting older. Alberta Health has expressed that the playground structure should have Canadian safety certification. Safety is very important. Research has been done on new playground equipment and fundraising has begun.

Strategies for Implementation:

- Research into grants has started
- Research into type of playground equipment, as well as the cost has been completed
- Fundraising has begun
- The current playground structure will continue to be maintained until the new structure arrives
- A building committee has been formed**

Measure 3

Target: Staff will attend weekly devotions. **Update:** **Staff have been meeting together daily for devotion and prayer. Students attend daily devotionals and weekly chapels.**

Data Informing this Goal: For staff to be consistent and keep informed on student behavior and attitudes, they must meet regularly. Staff must be refreshed continually to better serve and support the students. Meeting together in a time of exploring God's Word is crucial to staff's spiritual needs.

Strategies for Implementation:

- Once a week staff will meet to discuss important classroom procedures and/or happenings, and spend time together studying and discussing Biblical truths

GOAL 3: TO PREPARE STUDENTS TO BE CONSCIENTIOUS AND PRODUCTIVE, CONTRIBUTING MEMBERS OF SOCIETY

Domains: Student Growth and Achievement, Teaching and Leading, Learning Supports, Local and Societal Context

Processes and practices that enable students to be contributing members of society, not only when they are adults, but even now, are woven throughout the school procedures and mentality. 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.

Throughout the year, students raise money to support the physical and educational needs of a child from a 3rd world country. Students also participate in Operation Christmas Child, a ministry through Samaritan's Purse that collects toys, school supplies, and grooming essentials into shoeboxes to give to kids in need around the globe.

Students are active participants in their own learning at the school and with guidance, set their own goals and plans to achieve them daily, weekly, and quarterly. Student learning is largely self-directed, and goal oriented. 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, and a Christian worldview.

Annual Education Results Reported: 91.4% of our parents agreed that OMVCS promotes active citizenship.

Measure 1

Target: 90% of parents and 85% of students will answer the active citizenship question on the AEAM survey that they are satisfied.

Data Informing this Goal: Productive and active members of society often begin their formation within the walls of schools. It is essential that students begin learning how to be active citizens at a young age. citizenship question of the AEAM survey.

Learning to be an active citizen instead of a passive bystander is important in any society. OMVCS works to give its students the opportunity to learn and grow in their knowledge, understanding, and participation in both the local and global communities.

Strategies for Implementation:

- Provide incentives for volunteer programs within the church and community
- Students elect a Student Council government who are responsible for certain school functions, hot lunches, and fundraising
- 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
- Encourage students to participate in conventions and competitions geared to help them to discover and develop talents and skills

Measure 2

Target: 60% of students will go on to post-secondary education within 6 years of grade 10.

Data Informing this Goal: For many professions, a college or university education is a requirement. To be a successful member of society, students must be given the opportunity to attend post-secondary education. Those who do not attend post-secondary school within a few years of graduation are unlikely to do so later.

Strategies for Implementation:

- Encourage upper level of academics to avail the student of more opportunities in future education
- Make parents and students more aware of scholarship opportunities
- Bring in representatives from Colleges and Universities to speak with our students
- Keep reference material from Colleges and Universities readily available
- Provide counselling to students about education requirements for their chosen professions

Measure 3

Target: 90% of students will achieve High School completion within 3 years of commencement.

Data Informing this Goal: Students who drop out of High School are not as likely to be successful, contributing members of society, and are more likely to get involved in crime and other destructive behaviors. Students who tarry too long in High School, are less likely to complete High School.

Strategies for Implementation:

- Provide opportunities for students to participate in College Days, Work Experience, and (RAP) Registered Apprenticeship Programs
- 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
- Assure that every student, regardless of nationality, race, gender, or status, is given equal opportunity to succeed