



3 Year Education Plan

2024-2027

Year 1

Mission Statement

“Equipping disciples through quality Christian Education that draws them closer to Jesus, establishes Academic Excellence, develops character, and readies children to Serve in God’s Kingdom.”

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Introduction and accountability statement

Arise Christian Academy's 2024-2025 -Year Education Plan (3YEP) presents the Board's plan to advance its strategic priorities and those of the Alberta Education 2024-2027 Business Plan in support of success for every student. Foundational to the planning and reporting cycle are the Board's Vision, Mission, Values, Strategic Plan and the Alberta Education 2024-2027 Business Plan, which are brought to life through the shared leadership and responsibility of the Board and school leadership.


This document provides an overview of the Board's intentional strategies developed in response to the stakeholder engagement. These strategies are being built upon the work of past years supporting home education, as well as this initial year as an accredited funded private school with the support of Alberta Education. They are intended to support improvement in student achievement and progress towards the goals of the Board's Strategic Plan.

Faith Mandates and Evidence-based decision-making is central to the Board's assurance model, where data is used to reflect on what has been accomplished and to help inform actions and the use of resources going forward. Engagement with stakeholders is another key action that informs our planning processes; for a more detailed look at engagement efforts across the Board refer to page two of this report. Upon approval from the Board, the Three -Year Education Plan will be submitted to Alberta Education and will be posted on the ACA website at <https://arisechristianacademy.ca/>

ACCOUNTABILITY STATEMENT:

The Education Plan for Arise Calgary Church commencing June 19, 2024 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial 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 2024/2027 Education Plan on June 19, 2024.

Robert S. Martin, Board Chair


Robert S. Martin
Board Chair

Who we are.

Arise Christian Academy is an independent Christian school that exists to train and equip Christian leaders in today's present world. We are here to instill Christian morals and ethics, as well as to promote a self directed/self-guided curriculum that allows students to take responsibility for their own learning. The ACE curriculum combined with supplementary Alberta Education curriculum and Junior/Senior High electives allow students to get a well rounded solid education. This is done in an environment that is guided by the following principles below:

CORE VALUES:

The Word of God | Our Foundation

Spiritual Disciplines | Our Priority

People | Passion

Stewardship | Our Privilege

VISION STATEMENT:

Arise Christian Academy desires to see:

- ❖ students being challenged to know Jesus Christ as Savior and Lord.
- ❖ a community where families and educators work together to develop the God-given potential in each child in a safe and welcoming environment.
- ❖ school facilities that provide each child the opportunity to explore their gifts and talents in academic, creative, athletic and technological environments.
- ❖ programs tailored to individual students' needs to build academic success and positive self-esteem.
- ❖ learning opportunities that provide students with the skills and knowledge that will allow them to actively participate as citizens of a rapidly changing world and to serve others in a variety of ways.
- ❖ students knowing clearly what they are expected to learn, developing high expectations for themselves and taking responsibility for their learning.

STAKEHOLDER PARTNERSHIP:

Partnering with our stakeholders – staff, parents, students, Falconridge Family Church, community members, AISCA, ACE schools - serves as a meaningful way in which everyone can play a role in supporting student achievement and well-being. Both the Board and School administration value stakeholder engagement and hold themselves accountable by seeking input prior to taking action.

Stakeholders have provided feedback on a range of issues, concerns and topics; this work includes:

- *Parent Advisory Council:* The Academy will engage with families through the PAC which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing dialogue regarding student growth and achievement.

- *Local school activities:* Activities such as the continual Garage/Bake Sale (In cooperation with Falconridge Family Church), annual Christmas Play, and meet and greet BBQ events, allow families to share feedback informally.

- *Teacher Collaborative Conversations:* These conversations bring together staff from around a strategic topic. Feedback from the conversations help to inform next steps in support of students. Examples of recent topics include: literacy, numeracy and small group conferences.

- *School Community Performance Survey (SCPS):* Learning from other education authorities we will run every year for staff, students, family and community, a survey to solicit perspectives on how the Academy is doing regarding the Strategic Plan. The SCPS will provide results that will be used to inform planning.

In May 2024, the Academy reached out to stakeholders and invited their feedback around safe re-entry of the past academic year.

The results were based on 9 key questions dealing with safety, academics, community engagement, and academic support. The overall average was asked at the end of the surveys of which we were rated an average of 8/10. Some specifics were given as to how to improve academic support and consistency with rules and regulations which is taken into consideration within the projected goals.

- *Inclusive Education:* Consultations with family, staff and community members, provide ongoing feedback to help inform the delivery of inclusive education in the Academy.

- *Multicultural Education Policy Review:* This review, conducted by PAC, students, staff and community members, will help to inform the ongoing review of Board Policy on Multicultural Education. (The present demographic of our school is very multicultural being in the area of Falconridge). Those involved are from a very multi-racial community.

Professional Development Plan

Date	Who is involved	PD Activity
Aug 26-28	All Staff	Planning and prep, year planning, Divisional and all staff collaborative planning
Sept 27	All Staff/ Support Staff	Division PD Collaboration Groups
Oct 17 & 18	Leadership	AISCA Fall Leadership 2024
Oct 25	All Staff	Christian Discipleship Professional Development
Nov 8	Academic Staff	-Literacy and Numeracy, Assessment Practices -FNMI Presentation
Dec 6	All Staff	Christmas Play and assembly prep
Jan 31	All Staff	Mid-year spiritual refocus and Wellness PD
March 7	All Staff	Local Collaboration Groups, support staff PD
May 16	All Staff	Full day PD – Assurance Measures, ATA session

On-Going Professional Development Opportunities

Professional development in the area of instructional supervision will be included at the monthly Divisional Meetings, Faculty Meetings and site-based PD days both Christian and Academic.

One of the primary focus areas this year will be on Wellness and Community Building.

At Divisional Meetings there will be a focused PD item presented that will align with one of the three school goals. We will also foster leadership by encouraging all participants to offer ideas to develop each of these goals.



Assurance Measures 2024-2025

“Preparing students to be disciples and achieve academic excellence.”

Goal 1 - Literacy and Numeracy:

We will continue to work together to create, build and sustain a literacy and numeracy rich environment that leads to school success, engaged learners and promising futures for our students.

Learner Outcomes:

- Learners are engaged and excited to learn through the use of tools, materials, discussions and contexts
- Learners take ownership of their own growth in learning.
- Learners develop and deepen their capacity to create meaning through a variety of text and context.
- Learners grow in their capacity to make connections.
- Learners are confident to solve problems from simple to complex, and concrete to abstract.

Goal 2 - Community that promotes faith and wellness

We will work to promote Christian values/character by demonstrating dignity and caring for self and others.

Learner Outcomes:

- Learners are engaged in a Discipleship rich environment.
- Learners develop and deepen Christian character by understanding, learning, and practicing the principles that Jesus taught.
- Learners grow in their capacity to make connections between spiritual wellness and physical/emotional/mental wellness and develop healthy characteristics of each.
- Learners contribute to and feel welcomed, cared for, respected and safe in the school community.
- Learners take ownership & develop collective efficacy of learning

Goal 3 - Reconciliation and forgiveness for, with First Nations, Metis, and Inuit

We will continue to work on promoting the Christian value of reconciliation, forgiveness, and restoration of the First Nation/ Metis and Inuit people. We will also ensure that First Nations, Métis and Inuit students are successful.

Learner Outcomes:

- Learners are engaged and focused on the principals and lessons from the Bible regarding forgiveness and restoration.
- Learners develop a rich understanding of the churches role in the issues regarding the First Nation/Metis/Inuit people and their need to promote restoration through various means.
- Learners grow in their ability to relate and respond to the hurt and cultural displacement caused by the historical treatment of First Nations, Metis, and Inuit people and what lessons we can glean from it in our treatment of all people groups.

Implementation Plan

We will use data to guide us in our decisions about instruction in our school / classroom.

- Each School Goal will indicate data tools used
- Time will be provided for staff to analyze data and create plans that will aid the student to achieve the prescribed outcomes.

We will provide/create structures to support professional learning.

- Professional Development Days
- Staff Meetings
- Professional Learning Communities
- Promote and support Conferences and Book Studies
- Instructional Supervision

SCHOOL GOAL 1

We will continue to work together to create, build and sustain a literacy and numeracy rich environment that leads to school success, engaged learners and promising futures for our students.

* AIMS * Local Survey * Early Years Literacy and Numeracy Assessments
* EAL Benchmarks

Areas of Focus

- Students will achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students are engaged in their learning and approach each situation with a growth mindset to be ready for collaborating, problem solving, critical thinking, creativity and communicating.
- Teachers and leaders will use effective assessment strategies to gather authentic evidence of learning, and will use this evidence to inform practice.
- Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning

Strategies

- Create opportunities for students to take ownership over their learning through reading to other students, practicing word building with other students, etc.
- Provide opportunities for student led conferences throughout the year.
- Provide increased opportunities in class settings for student and teacher conferencing about learning. (Ie: guided/independent/oral reading; math minutes; etc.)
- Provide routine "Check-In" opportunities to provide feedback and accountability for skills

School Goal 2

Community that promotes faith and wellness

* AIMS * Local Surveys * Missions reports and surveys (student, staff)

Areas of Focus

- Students will be able to identify their emotions so they can react appropriately, helping them to self advocate and make good decisions.
- Teachers and leaders establish, promote and sustain comprehensive learning environments where cultural diversity is embraced and every student is welcomed, cared for, respected and safe.
- Learning environments work in collaboration with community and agency partners in order to develop both programming and physical infrastructure to support and enhance student learning.

Strategies

- Short term missions trips: locally (Drop-in; Mustard Seed; other provinces/cities in Canada; internationally

- Making connections with other leaders within the church in Calgary to work alongside the school for various events.
- Fostering leadership within the student body through faith forming retreats and field trips.
- Greater consistency with administering rules through increased communication between staff and parents.

School Goal 3

We will continue to work on promoting the Christian value of reconciliation, forgiveness, and restoration of the First Nation/ Metis and Inuit people. We will also ensure that First Nations, Métis and Inuit students are successful.

* AIMS * Local Surveys

Areas of Focus

- Students will be able to identify areas in which the First Nation/ Metis/ Inuit world views can strengthen their own world view.
- Students will be able to understand the necessity of forgiveness and reconciliation, as taught in the Bible, and the healing that it brings to all parties.
- Students will learn how to engage other cultures and cultural understandings with grace and understanding.

Strategies

- Partnership with Tsuu T'ina to learn about the historical and cultural development of the First Nations here in Calgary.
- Partner with Tsuu T'ina schools for sports events.
- Special speakers to share on the history, cultural, and traditions of First Nations, Metis, and Inuit people.
- Foods day where they learn to make cultural foods of the First Nation, Metis, and Inuit.

Annual Budget Breakdown

