



Grande Prairie Christian School
2017-2018 Results Summary and 2018-2019 School Plan
 School Principal: Travis Fehler School Board Trustee: Lynne Driedger
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OVERVIEW

Grande Prairie Christian School is a school of choice within the Grande Prairie Public School District. We offer 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 350 students in Grades Kindergarten through nine with twenty teachers and five support staff.

Our School Council meets one Tuesday a month (variable depending on school events) after school and our chair is Meaghan Coles.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
 School: 1192 Grande Prairie Christian School



Measure Category	Measure	Grande Prairie Christian Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.6	94.7	96.2	89.0	89.5	89.4	Very High	Maintained	Excellent
	Program of Studies	93.4	93.2	91.2	81.8	81.9	81.7	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	98.0	93.0	94.9	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	*	*	0.8	2.3	3.0	3.3	-	-	-
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT- Acceptable	89.6	75.5	76.4	73.6	73.4	73.3	Very High	Improved	Excellent
	PAT- Excellence	23.5	27.9	25.0	19.3	19.5	19.2	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma- Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma- Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	96.2	96.2	96.2	82.4	82.7	82.4	Very High	Maintained	Excellent
Parental Involvement	Citizenship	92.3	91.5	92.7	83.0	83.7	83.7	Very High	Maintained	Excellent
	Parental Involvement	95.8	95.1	96.6	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	93.5	91.5	94.3	80.3	81.4	80.7	Very High	Maintained	Excellent

SCHOOL MISSION AND VISION

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."

PLANNING AND ASSURANCE at Grande Prairie Christian School

School staff have been working on the goals and strategies in this plan over the past year during our staff meetings, school improvement days and professional learning community meetings. Our School Council and School Society Board has also had the opportunity to review and comment on the strategies and goals in this plan over their various meetings in the past year. Staff, parent and student input was crucial in setting the course for this plan.

2017-2018 SCHOOL RESULTS SUMMARY

2017-2018 School Priority One Summary

Priority One for the 2017- 2018 School year was developing a growth mindset in our students.

- Strategies used to support this priority were:
 - Ongoing Professional Development (PD) for our staff on the concept of growth mindset.
 - Introducing and explaining the concept of growth mindset to our students through chapel lessons.
 - Reinforcing and providing social application for the concept of growth mindset to our students through POD groups.
 - Applying and reinforcing the concept of growth mindset to our students through classroom lessons and activities.
- Evidence used to assess progress towards this priority was:
 - Student and teacher anecdotal reporting on efficacy of growth mindset for teaching and learning (gathered through surveys, meetings, and informal discussions).
 - Student academic results on in class assessments and Provincial Achievement Tests; especially as compared to previous levels of achievement. For example, our Grade 9 cohort had 60.6% of students meet the acceptable standard in Math in Grade 6 and 83.3% this last year. Results in the other subject areas were very similar.
- We are continuing with this goal this year, but with a slightly shifted focus onto a spiritual growth mindset.

2017-2018 School Priority Two Summary

Priority Two for the 2017- 2018 School year was building a stronger school culture and relationships across grade levels.

- Strategies used to support this priority were:
 - Bi-weekly cross graded, staff led groups to establish student relationships beyond cohort groupings.
 - A school leadership option class that worked to build school culture.
- Evidence used to assess progress towards that priority was:
 - APORI Safe and Caring survey results.
 - Anecdotal reports from students, staff and parents gathered through meetings and discussion groups.
- We will be continuing with this goal.

2017-2018 School Priority Three Summary

Priority Three for the 2017- 2018 School year was maintaining strong academic results, especially in Language Arts and Mathematics.

- Strategies used to support this priority were:
 - Ongoing supervision and support of sound instructional practices in every classroom.
 - Support for professional development to enhance and deepen instructional expertise in our teachers.
 - A focus on foundational skills and knowledge mastery in our academic classes.
 - Designated staff member for academic support
- Evidence used to assess progress towards that priority was:
 - Our APORI reports show that we improved the percentage of our students reaching the acceptable level (very high achievement level relative to the provincial average) and maintained our percentage of students reaching the excellence level (high achievement level relative to provincial average)
- We will continue with all the strategies listed here this coming year.

2018-2019 SCHOOL PRIORITIES

2018-2019 School Priority One

Priority One for the 2018-2019 School year is that students will demonstrate spiritual and academic growth developed through continued focus on teaching a growth mindset in chapel, class and small groups.

- This priority is important in our school because we have found this approach to be successful and we want to continue to expand and solidify our understandings and practices in this area. We feel that our students received great academic benefit from this last year and we would like to expand it to help them develop in their spiritual maturity as well as their academic growth.
- The desired outcome for focusing on this priority is that students will grow in their Christian maturity.
- Strategies that will be used to support this priority are:
 - Focus on Professional Growth Planning (PGP) and Professional Learning Communities (PLC) through generative dialogue in groupings.
 - Common resource focusing on mindset and beliefs that lead to our behaviors.
 - Setting spiritual goals in Bible and Health classes.
 - Generative dialogue in student small groups.
- Evidence that will be reviewed to assess success is:
 - Survey results (specific questions related spiritual maturity on the survey)
 - Student self-talk and peer to peer communication and interaction (anecdotal).

2018-2019 School Priority Two

Priority Two for the 2018-2019 School year is that school culture will improve through strengthened relationships, within and cross-grade, nurtured, developed and encouraged through junior high small group and (PODs) work.

- This priority is important in our school because students have let us know through focus groups and individual discussions that they felt there was a disconnect between junior high students and the younger students in the school and that it was not helping build school community/culture.
- The desired outcome for focusing on this priority is improved school community and enhanced school culture.
- Strategies that will be used to support this priority are:
 - no personal technology for students during school hours
 - board/card games at lunch time to facilitate social interaction
 - Ping pong/foosball/active games available in common area
 - Clubs, intramurals, sports teams
 - Cross-graded, staff-led groups (PODs)
 - Junior high small groups
 - Reading buddies
- Evidence that will be reviewed to assess success is:
 - Student engagement and interaction at lunch
 - Survey results from online questionnaire which Tyler and Louis will build