

# The Father's House Christian School Education Plan

2023-2024 to 2025-2026 Education Plan

Authority: 9253

The Father's House Christian Fellowship: Sturgeon County

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## **Accountability Statement:**

The education plan for 2023/2024 – 2026/2027, starting August 16, 2023, for The Father's House Christian Fellowship - Sturgeon County (The Father's House Christian School) was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulations and the Education Grants Regulations. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the Accountability Pillar Results and stakeholder feedback, to the best of its abilities, to develop the education plan, and is committed to implementing the strategies to improve student learning and results.

The Board approved the updated education plan for 2023/2024 – 2026/2027 on May 23<sup>rd</sup>, 2023 and amended on August 28<sup>th</sup>, 2023.

This report is available at the TFHCS office and on the TFHCS website.

The Father's House Christian School.

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## **TFHCS Vision:**

Education and Discipleship

## **TFHCS Mission Statement:**

The Father's House Christian School partners with families and The Father's House Church to equip and empower students through authentic learning that connects them to God's story and their purpose.

### **Collaborative Planning:**

Accountability pillar results are shared with parent council, education team and board. Data is analyzed and compiled for use during Envisioning Day, where students, parents, staff, pastors, and board jointly develop goals and strategies for the development of the rolling three year Education Plan. Progress is reviewed throughout the year and displayed within the Annual Education Results Report. Parent Council is involved in an advisory capacity on an on-going monthly basis. The Education Plan is communicated to the school community on an ongoing basis. Goals, priorities and strategies are provided by administration via Parent Council, awards ceremonies, leadership team meetings, board meetings, staff meetings and via our TFHCS APP.

Total Revenues of \$3,838,410.00 in 2021-2022

- 96.88% came from Alberta Education.
- 3.12% came from other sources.
  
- 8.50% was received for Kindergarten – Grade 12.
- 85.26% was received for Home Education
- 3.12% was received for Operations & Maintenance, System Administration, and Safe Re-Entry.
- 3.12% was received from other sources.

Total Expenses of \$3,786,174.00 in 2021-2022

- 12.63% was spent on Kindergarten and Instruction (Grades 1-12)
- 78.73% was spent on Home Education
- 8.64% was spent on Operations and Maintenance of School, Safe re-entry, and Board and System Administration.

Surplus of \$52,236.00

Total Revenues of \$3,900,077.00 in 2023-2024 Budget

- 96.50% came from Alberta Education
- 3.50% came from other sources.
  
- 11.50% was received for Kindergarten – Grade 12
- 81.60% was received for Home Education
- 3.50% was received for Operations and Maintenance and System Administration.
- 3.40% was received from other Sources.

Total Expenses of \$3,898,534.00 in 2023-2024 Budget

- 15.80% was spent on Kindergarten – Grade 12 Instruction.
- 76.10% was spent on Home Education
- 8.10% was spent on Administration

Surplus of \$1,543.00

**2021-2022 FINANCIAL SUMMARY ACTUALS**

<b>Revenue Summary</b>	
Alberta Education Grades K-8	321,116
Home Education	3,272,500
Operations & Maintenance	28,784
System Administration	82,270
Safe Re-entry (COVID)	14,113
Fees	67,039
Other Revenue	52,588
<b>Total Revenue</b>	<b>3,838,410</b>

<b>Expenses Summary</b>	
Grades K-8	478,320
Home Education	2,980,741
System Administration	81,664
Operations & Maintenance	245,449
<b>Total Expenses</b>	<b>3,786,174</b>

<b>Total Revenue Less Expenses</b>	<b>52,236</b>
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**2023-2024 BUDGET**

<b>Revenue Summary</b>	
Alberta Education Grades K-8	445,534
Home Education	3,182,332
Operations & Maintenance	38,561
System Administration	100,650
Fees	93,850
Other	39,150
<b>Total Revenue</b>	<b>3,900,077</b>

<b>Expenses Summary</b>	
Grades K-8	618,024
Home Education	2,963,738
System Administration	100,210
Operations & Maintenance	216,562
<b>Total</b>	<b>3,898,534</b>

<b>Total Revenue Less Expenses</b>	<b>\$1543</b>
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### **Additional Information:**

For additional financial information including the Audited Financial Statements for the 2021-2022 school year and the Budget Report for the 2023-2024 school year, please contact Silmara Guimaraes, Accounts Manager for The Fathers House Christian School at 587-879-7332.

**Celebrations:** At our annual Envisioning Day, our students, parents, teachers, administrators, and pastors celebrated the amazing results from our four data types (local data, provincial data, achievement data, and perception data).

- All objectives on our current education plan were achieved earlier than anticipated.
- **Last year 6% of students were reading ABOVE grade level. This year (January) 52% of students were reading ABOVE grade level.**
- Lots of supports for students are in place for students with special needs.
- **Growth population growth is steadily climbing (14%).**
- **Teaching for Transformation Training for Teachers.**
- The reading assessments (Fountas and Pinnel) are running with consistency and accuracy by our entire team.
- Bus Field Trips build relationships (having a bus is a blessing).
- Assessments for students needing specialized supports happen often through an AISCA grant.
- Writing levels of students have improved (HLAT). Currently 72% of students were writing at/above grade level.
- **Removing barriers for reading and writing using technology (C-PEN, Google read and write)**
- **Volunteers that come in to work with students provide the needed 1 on 1 supports.**
- **There is Jesus and God time for students.**
- Staff that care about our students.
- There is well-documented reading/writing assessments.
- **Class sizes are small.**
- There are great field trips for gym (skiing, gymnastics, etc.)
- **The identity project is taught to students in grades 7-8.**
- There is great connection between families and the administration and the church.
- **Math meetings in grade 1 (students are loving math).**
- Donation based counseling through the church for families is ongoing.
- Growth in staff development of IPP's.
- **Learning Support Specialist available for students not reading or writing at grade level on Fridays**
- Great tech supports: head sprouts, splash math, Kahoot
- **Comparisons with overall satisfaction where excellent in comparison to provincial levels**
- Library services (functionally running library).
- **Satisfaction of quality of school work was significant.**
- Programs available to students (health, identity project, options, etc.)
- The heart of God in doing what we can to be able to support all students.

### **First Nations, Metis and Inuit Students Success:**

**Ongoing Education:** Growth in the curriculum and the teaching of Canadian history, specifically the First Nation, Metis and Inuit peoples history. The history, culture and ways of learning includes not only curricular objectives, but also incorporates indigenous ways of learning.

- Alberta program of studies outcomes is taught (colonialism, residential school systems, reconciliation).
- Race across Canada (grade 5); students studied different regions, stereotypes and labels, and how this shaped the indigenous peoples experiences.
- Inclusive school model teaches a Christian perspectives of real-world history and the first nations, Metis, and Inuit people's experiences of that history.
- Student engagement; writing advocacy letters to under-represented groups of people (indigenous peoples rights).
- Three tribes (grade 7); studying the original tribes and the impact of colonialization, establishments of indigenous people, impact of the intervention of European peoples.
- Growing from our past;

\*Learning about the involvement of the church and Christian philosophies.

\* Study of missionaries and the impact of Christian philosophies and the church (learning how to love and respect those with different cultures and beliefs, and not force what we believe on others).

\*Engaging in real conversations about the church in Morinville that burnt down and the healing that is needed.

- Celebration of indigenous cultures and indigenous ways of learning: Use of a talking stick, a teepee in the classroom (an Elder supported our social studies teacher on the reasons of the teepee and the ways you enter a teepee), the use of traditional story-telling for learning, the inequities of how English culture excluded anything un-written, drumming circles, equity and consensus based decision making in group settings.
- Environmental impact (grade 7); The impacts of the Fur trade and salmon supplies. Studying the impacts of indigenous people from the west coast, the impacts of dams and how it impacted the salmon supply and habitat. Indigenous views of conservation.
- Integrating and understanding diversity; media studies on (Iron Will) and (Ruby Bridges), novel studies of indigenous texts chosen by students.
- KWL (what I know, what I want to know) teachers present different points and talk about what they have learnt.
- Land based experience instruction and learning.
  - Hiking; Whitemud creek ravine hike
  - Fort Edmonton Park Indigenous interpretive centre (school wide learning) that taught Metis culture, Red River talks, bead work, age appropriate discussions of missing indigenous people.
  - Lessons of the geese by an Elder at the Palisade Centre.
  - Virtual field trips (Iqaluit) where students fly into different indigenous communities (grade 2-3).
  - Shared learning: indigenous students present their family background and traditions and are able to make comparisons to their experiences and perspectives.
  - 7 sacred teachings; indigenous day on June 21 (festival) included a day indigenous cultures and connecting these sacred teachings to character.
  - Respect and honor in conversations (Sept 30): Speaking to all our indigenous families to understand what would make them feel honoured and respected for our planning on September 30. TFHCS chose to both teach students so they understand the meaning behind Sept 30 (ongoing) as well as a call to action allowing time to reflect on the harmful history of residential schools by closing their school doors on Sept. 30.
  - Art: projects based learning, weaving, Inuit paintings, landscapes, inukshuks, symbolism of animals (orca) on the teepee, and moon cycles drawings.

#### **Lifelong Learning:** Strategies used to support learning of teachers and students;

- Alberta program of studies outcomes are taught (colonialism, residential school systems, reconciliation).
- Professional Development (as per curricular focus (art, physical education, social studies) areas of specialty, and school wide learning (culture and indigenous learning through the school year).
- RCSD (Regional Consortium Service Delivery) in past years provided materials, resources and student materials.
- Budget support for materials and supplies (books for student access in the library, snow shoes, lacrosse, drums).
- Bringing in local indigenous people to teach specific content (physical education games, art, festivals).
- ERLC (Edmonton Regional Learning Consortium) Professional Development Sessions for teachers.

**Continued development:** TFHCS desires to build relationship with and connections to indigenous people within our community to better understand first-hand their understandings of both history and teachings which will further support our teachers and students learning of the first nations people and indigenous cultures of Canada.

**Data Types:** Perception Data (PerD), Student Learning Data (SLD), Demographic Data (DD), Process Data (ProD) (Bernhardt, 1998).

### **Learning Supports & Safe & Caring Schools**

**Outcome #1:** Provide students daily social emotional learning (character building formative practices) through teaching (chapels), discussion groups and modelling (small groups and morning meetings), and journaling and self-reflection opportunities within a four year cyclical SEL program.

**Note:** Development of teaching guides, supplemental resources, and assessment tools for the four year cyclical learning plan (8 pillars) adapted from the CASEL Model: Collaborative for Academic, Social, and Emotional Learning (CASEL, 2011) and planning practices ‘Understanding by Design’ (Wiggins McTighe, 2005) Backwards Design of Learning.

**8 Pillars:** Personal Responsibility and accountability, Social Skills and Relationships, Faith, Attitudes and Habits, Wisdom, The Body of Believers, Emotional Intelligence, and Justice.

### **Context:**

1. Providing students healthy ways to manage relationships, self-reflect, build tolerance to one another, practice healthy conflict resolution skills, communicate empathetically, and develop social skills is valuable. As we have transitioned out of an independent homeschool model, students are engaging more with one another within the learning process. Providing students with the necessary tools for successful interactions with one another through; learning, reflecting, practicing, and independently using key skills during their day to day interactions with their peers and adults is key to successful lifelong relationships.
2. COVID has impacted the mental health of many students at TFHCS. We desire to increase the ability of our students to become more self-aware through self-reflection, feedback, small group supports, and journaling, which will increase their ability to advocate for themselves, make better choices, and their overall state of well-being.

### **Provincial Measures Analysis:**

Provincial Surveys (SLD) (PerD):The satisfaction that students model the characteristics of active citizenship (students respect one another, help one another, and follow the rules) declined (overall) from 97% to 93.4%. Parent views remained at 100%, however students view went from 96.3% to 88.9%.

### **Declines were noted in the following areas:**

- \*Social Emotional.
- \*Character.
- \*Student perception.

Provincial Surveys (SLD) (PerD): Agreement 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, decreased (overall) from 95.6% to 95.3%. The parent view remained at 100%, however student views decreased from 95.6% to 85.9%.

**Declines were noted in the following areas:**

- \*Social Emotional.
- \*Student Perception.

**Local Measures Analysis:**

1. Annual Envisioning Day (PerD) (ProD): Parents, pastors, teachers, students, and administration discussed the impacts of social emotional needs of students. Priority was emphasized as an area of growth.
2. Student & Family Interviews (PerD) (ProD): Peer-peer interactions have shown areas of concern in how students relate to one another.
3. Informal Feedback (PerD) (ProD): Peer based conflict resolution practices have improved. The conflict resolution process has shown an area of growth in student perceptions of others actions, beyond just ‘how’ to resolve conflict.
4. Demographics (DD): TFHCS has over the past five years, transitioned from an independent model of learning to a more inclusive model of education. This has resulted in an increase of registrations of students with different Christian faiths (multi-denominational), students with special needs, and students from varying cultures and backgrounds. This complex and diverse culture requires intentionality in learning appropriate cultural and social skills.

Objective	Strategies & Timeline	Budget	Measurement
<p>1.1 Development of teaching guides, supplemental resources, and assessment tools within the four year cyclical learning plan (8 pillars of character development).</p>	<p>Hire a certified psychologist (0.25 FTE) and teacher (0.10 FTE) to:            Develop the 8 pillars of character development modified from the CASEL model (Casel, 2011) by June of 2025:            *Teaching guides for teachers and pastors (preaching guide, key takeaways, biblical research)            *Supplemental activities (conversation prompts, modelling prompts, activities, writing prompts)            *Assessment tools (Pre and Post self-assessment tools for students in varying developmental stages (K-2, 3-5, 6-8).            *Report on growth and development of pillars as per grant regulations.            *Small group sessions administered by Psychologist supporting areas of need.            *Cooperative planning sessions (Principal – Psychologist) in planning and development of the four year character</p>	<p>Mental Health Grant:  <b>\$166,000.00</b>            (TFHCS was approved for a two year grant in the amount of \$166,000.00 over two years)            1. Registered psychologist            2. Admin time</p>	<p>Student perception will display increased competencies of social and emotional skills when interacting with one another.</p> <p>Students will self-reflect monthly (pre and post) Personal Responsibility and accountability, Social Skills and Relationships, Faith, Attitudes and Habits, Wisdom, The Body of Believers, Emotional Intelligence, and Justice).</p> <p>Informal feedback will be taken during Annual Envisioning Day (Parent, student, teacher, pastor, administration).</p>

	<p>development program). Program will continue to run in four year cyclical rotation once created, without financial requirements.</p> <p>Increase Teacher FTE to transition to admin, to free up the principal for this program development and administration. (2 years; completed by June of 2025).</p>	Grant	
1.2 Implement formative practices at the school level to support social emotional learning and character development.	<p>Implement weekly writing opportunities (journaling with Jesus) with writing prompts, to support self-reflection, self-awareness, and to build the personal relationship of each child with Jesus.</p> <p>Implement weekly morning meetings to provide relevant conversation, modelling, and practice after each lesson; bring meaning and context from each lesson to each student's personal life.</p> <p>Implement focus groups (small groups of student's school wide) who struggle in a specific areas by a psychologist who will provide activities and supports to solidify areas of growth. *Note; student self reflection tools will not be used as a referral process for focus groups.</p> <p>Implement pre and post student self-assessment opportunities to allow student to see growth as they reflect on their understanding, and competencies within each pillar.</p>	-  -  -  -	
1.3 Buddy System	<p>Develop a buddy system (peer-peer or adult-peer) for students who need social supports (new students, students who don't easily connect with peers, students struggling with mental health). *Peer-Peer: Playground, chapel, first week of school. *Peer-Adult: Vetted adults connecting with students (during or after school hours; field trips, reading buddies, tutoring, sports engagement, music lessons, etc.).</p>	-	Informal feedback will be taken during Annual Envisioning Day (Parent, student, teacher, pastor, administration).



<p>1.4 Mentorship System</p>	<p>Develop pastoral relationships with students during/after school hours.  *Options classes: pastoral mentorship  *Serving Teams: partnership between a pastor and a student to serve one another and build relationship.</p>		<p>Informal feedback will be taken during Annual Envisioning Day (Parent, student, teacher, pastor, administration).</p>
<p>1.5 Develop Biblical Foundations &amp; Stories Class for all students K-8.</p>	<p>Build a deeper foundation of knowledge of each child's identity in Christ. (The Purple Book, 2004).  *Teach core concepts of biblical foundations based on the curricular map of age appropriate concepts.  *Teach biblical stories to students that will connect their personally to their faith.</p>	-	<p>Informal feedback will be taken during Annual Envisioning Day (Parent, student, teacher, pastor, administration).</p>

**Data Types:** Perception Data (PerD), Student Learning Data (SLD), Demographic Data (DD), Process Data (ProD) (Bernhardt, 1998).

### **Local and Societal Issues**

**Outcome #2:** Implement training of the Teaching for Transformation framework (5 year Professional Development Plan: Currently completing year 1, beginning year 2) to increase faith based teaching pedagogies of teachers (project based learning / cross curricular planning) that focus and support the mission and vision of TFHCS.

### **Mission & Vision**

Educate Students, Empower Disciples: The Father's House Christian School partners with families and The Father's House church to equip and empower students through authentic learning that connects them to God's story and their purpose.

**Context:** TFHCS is a private Christian school, where our Christian faith is embedded in all we do. In response to providing teachers with the necessary tools to implement our mission, teachers will be provided a professional development program from the Prairie Centre for Christian Education that will provide them the necessary tools to provide Christian education in an authentic and meaningful way.

### **Provincial Measures Analysis:**

Provincial Surveys: (PerD) Modelling characteristics of active citizenship results declined (overall) from 97% to 93.4%. Parent opinion remained at 100%, however students view went from 96.3% to 88.9%.

Declines were noted in the following areas:

- \*Respect (peer-peer): Students respect one another.
- \*Care and Support (peer-peer): Students help one another.
- \*Character (student perception): Most students follow the rules.

Provincial Surveys: (PerD) Students have access to the appropriate supports and services at school (overall) remained constant at 94.4%. Parent opinion stayed the same at 100%, however student perception decreased from 94.4% to 83.3%.

### **Declines were noted in the following areas:**

- \*Supports not relating to academic work: Children can get help at school with problems not related to school work.
- \*Supports not relating to academic work: When your child needs it, teachers are available to help them.

**Context:** Supporting student needs outside academic areas continues to be a priority that we desire to grow in. How we do this with limited resources, requires building the capacity of teachers and students in areas of self-advocacy, self-assessment, self-reflection, and by building the social emotional competencies of students.

### **Local Measures Analysis:**

Stakeholder focus groups (PerD): Communicated a desire to provide a Christian education that supported teachers capacity to build in

connections to learning, authentic experiences that have Kingdom a vision, and create meaningful learning for students. Stakeholders noted a gap in the necessary tools, understanding, knowledge and pedagogies on how to support or implement this goal.

Annual Envisioning Day (PerD): Parents, pastors, teachers, and administration discussed the priority of our faith, and how biblical foundations can support more than just academic areas (emotional and spiritual).

Informal Feedback (PerD): Teachers celebrated their dreams of supporting not only the academic growth at TFHCS.

Objective	Strategies & Timeline	Budget	Measurement
<p>2.1 Teaching for Transformation Professional Development. (5 year program). (Develop authentic learning experiences that are grounded in a Christian world view that focus on living out God’s story.</p>	<p>Partner with the Prairie Centre for Christian Education for Professional Development of the Teaching for Transformation, 5 year program starting in August 2022 completed in June (2026-2027). Year 2: Three (Full Day) Professional Development Sessions (August, September, April).</p>	<p>\$4620.00 annual membership</p>	<p>Increased Perception Data of Teachers competence and confidence of implementation of the TFHCS Mission (Education &amp; Discipleship).</p>
<p>2.2 Build monthly cooperative learning times into the timetable for teachers.</p>	<p>9 Leadership sessions (second early dismissal of each month in September through May) will be used to support teachers connecting the principals learnt in the Teaching for Transformation program. 1.5 hour sessions will include: *Sharing ideas and highlights. *Connecting cross curricular project based learning with other classes in the school. *Planning time for cross curricular projects as a team. *Planning and communication time for Teaching For Transformation principles.</p>	<p>-  -</p>	<p>Increased local satisfaction of active citizenship development through provincial survey data.</p>

**Data Types:** Perception Data (PerD), Student Learning Data (SLD), Demographic Data (DD), Process Data (ProD) (Bernhardt, 1998).

### **School Improvement / Learning Supports**

**Outcome #3:** Increase teacher supports and resources for teachers (resources for existing and future needs in the areas of: training in specific diagnosis of students, technology, reading competencies, writing competencies, parent supports, math supports, new teacher training, and space and facilities development).

**Context:** TFHCS is growing rapidly. In five years we have doubled in size (students and staff). We have moved to a new building, and have almost outgrown our current space. Our shift from ACE, has allowed us to offer Christian education to all students that was not always possible in the past. This has included accepting students with varying needs, and learning how to support the broad and diverse needs of both students and teachers. Growing pains are broad in impact for TFHCS, and it is vital to the sustained quality of education at TFHCS that we address these areas. Areas include:

**Technology supports:** More equipment for increased student population (chrome books). Access to technology supports for students with special needs (specialized programs for specific learning needs, unique learning programs; math within music).

**Teacher and Education Assistant training:** Understanding the learning needs of each unique child, building connections and utilizing the professional services from Kahn Communications. Building into new teachers (mentorship program) to ensure the reading/writing competencies of children continue to grow. Mentorship opportunities (provide our team a variety of approaches to differentiated learning and build on in house skill sets).

**Space and facility development:** Classroom sizes (maintain small class sizes), classroom space (research and purchase portables), playground development (continue fundraising and development of a playground for TFHCS).

**New student population supports:** Buddy system for new students (maintain inclusive culture at TFHCS).

**Student academic supports:** Friday support specialist (for students not reading/writing at grade level). 30 minutes of daily activity prior to school (increase focus and ability to learn of all students).

**Math supports:** Growth mindset teaching (8 pillars), mini math lessons and math meetings (provide hands on engaging ways to approach math and the enjoyment of math).

**Reading Supports:** Ensure schedules allow the classroom teacher is able to take students to the library to finding best fit books (Grades 1-4).

**Volunteers:** Supports for student 1:1 (daily volunteers for all learning needs at TFHCS).

**Increasing learning opportunities at TFHCS:** (Second language, options, music classes) that are built on the skill sets of our staff.

### **Provincial Measures Analysis:**

Provincial Surveys (PerD): 96.7% (overall) believe their school has improved or stayed the same over the last three years. Parents and teachers opinion remain the same at 100%, however students perception declined by 94.1% to 90.0%.

Provincial Surveys (PerD): 94.4% (overall) believe that they continue to receive access to appropriate supports and services at school. Parents and teachers opinion remain the same at 94.4% and 100%, however student perception decreased from 94.4% to 83.3%.

Declines were noted in the following areas:

- \*Students can easily access programs at school to get help with school work.

- \*Schools continuum of supports and services are responsive to student needs.

Provincial Surveys: 94.4% (overall) were in agreement that programs for children at risk are easy to access and timely, where teachers and parent opinions remained the same at 100% and 94.4%, and student perception dropped from 94.4% to 83.3%.

**Declines were noted in the following areas:**

- \*Students can easily access program and services at school to get help with school work.

- \*Teachers at school are available to help you.

**Context:** As we have grown, class sizes have increased. Managing the resources (staff in ratio’s of class sizes) to ensure students are supported is key. Second to this, TFHCS has had a significant increase of students (DD) with special needs, and ensuring their needs are met are critical to providing all students with the necessary supports.

**Local Measures Analysis:**

To support small classroom sizes, and continue to grow our diverse culture, we require all families volunteer in a capacity that fit’s each families unique circumstances. We are aware that the continued focus in supporting student needs through volunteers can leave gaps (consistency, training) that we try and mitigate through volunteer training. The overall consensus was supports for students are needed. If the means through which we support students are volunteers, it’s better than no support at all within a finite budget.

Reading and Writing rates (SLD): Although teachers celebrate increases in reading levels of students (students reading above grade level has increase from 4% to 52% in one year), they still note increased class sizes stretch thin the resources available.

Objective	Strategies & Timeline	Budget	Measurement
3.1 Continue professional assessments of students with learning needs via Kahn Communications	Continue to utilize the grant from AISCA and the TFHCS budget for ongoing and new assessments through Kahn Communications and Clarke Psychological Services.	-	Local focus groups and surveys will display an increased satisfactions in supports for students in school.  IPP meetings will indicate feedback on meeting the needs of student with special needs.

as identified by teachers in the classroom.			
3.2 Plan for future growth by quoting and researching portables and the installation of the portables, including furniture for new classrooms in the quotes.	<p>Collect quotes (3 viable options) for portable classrooms that will allow for safety of students (access to washroom facilities) by January 30, 2024.</p> <p>Data analysis of student intent forms and registrations will be completed by administration and board annually prior to purchase of portables.</p>	<p><b>Portable Purchase &amp; Installation</b>  <b>Estimate: \$110,000.00 - \$150,000.00 (One time purchase)</b></p> <p><b>Classroom Furniture: \$2000.00</b> (only teacher resources are required: Desk, Computer, Screen for classroom).</p>	Provincial surveys will indicate growth in overall belief that TFHCS has stayed the same/improved over the past three years.
3.3 Purchase technology needs (computers, subscriptions to learning support software, and apps) annually.	<p>Teachers will submit (by May 30) needs lists for current and expected students, to prepare financial supports in upcoming budgets.</p> <p>*Student chrome books and Apps supporting student learning goals.  *Teacher Mac Books and chrome bases</p>	<b>Technology: \$5000.00 (Annual cost)</b>	Provincial surveys will indicate growth in overall belief that students have access to programs, supports and services at TFHCS.
3.4 Support the TFH expansion project through volunteer fundraising opportunities which will allow for access to an onsite gymnasium/.	Ensure at least two parents support the facilities expansion committee, or fundraising committee annually.	-	Provincial surveys will indicate growth in overall belief that TFHCS has stayed the same/improved over the past three years.

<p>3.5 <u>Continue</u> to support the improvement in student reading and writing levels, ensuring students are reading and writing at grade level.</p>	<p>Expand the buddy reading system within classrooms by utilizing the capacity for teachers to connect during the nine Leadership sessions (second early dismissal of each month in September through May). will be used to support teachers connecting the principals learnt in the</p> <p>Schedule into the timetable each teacher in their homeroom library class to ensure students find good fit books in the library by September 1, 2023.</p> <p>Develop a home/summer reading program that is easy to use for parents and students alike. Implement this program in grades one and two, get feedback from parents and adjust the program to ensure it is feasible by June 30, 2024.</p> <p>Continue to offer the 1:1 targeted learning supports on Fridays through our Learning Support Specialist.</p>	<p>-</p> <p>-</p> <p>-</p> <p>\$4000.00 Annually</p>	<p>Provincial surveys will indicate growth in overall belief that students have access to programs, supports and services at TFHCS.</p> <p>Informal Feedback from parents on students in grades one and two will indicate program success.</p> <p>Student learning data will indicate an increased percentage of students reading and writing at grade level.</p>
<p>3.6 Provide math supports to students to increase both competencies of students, as well as a shift in mindset about their enjoyment of math.</p>	<p>Build time into the time table for teachers to teach mini math lessons, and math &amp; Music lessons (grade 1-3).</p> <p>Administer the social emotional learning cyclical 8 pillars (see outcome #1) to develop a growth mindset of students.</p> <p>Share with parents opportunities that are available for Math tutors throughout the school year, to ensure parents are supported in supporting students.</p>	<p>-</p> <p>-</p> <p>-</p>	<p>Provincial surveys will indicate growth in overall belief that students have access to programs, supports and services at TFHCS.</p>
<p>3.7 Provide awareness to teachers throughout the school year, when teachers require training on specific diagnosis via AISCA's open parachute video series.</p>	<p>Administration will send out Open Parachute reminders, and video series information to our entire team as new sessions become available throughout the school 2023-2024 school year.</p>	<p>-</p>	<p>Provincial surveys will indicate growth in overall belief that students have access to programs, supports and services at TFHCS.</p> <p>IPP meetings will indicate feedback on meeting the needs of student with special needs.</p>

