Education Plan

The Father's House Christian School Education Plan
4 Year Rolling 2026/2027 to 2030/2031 Education Plan

Authority: 9253 - The Father's House Christian Fellowship: Sturgeon County

Accountability Statement

The education plan for 2026/2027 – 2030/2031, starting August 14, 2026, 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 Independent 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 2026/2027 – 2030/2031 on May 26, 2026.

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Board Chair Signature: Doug Fraser Date

This report is available at the TFHCS (The Father's House Christian School) office and on the TFHCS website.

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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 the 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 four 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 $5,043,963 in 2024-2025 - AFS

- 95.58% came from Alberta Education.
- 4.42% came from Other Sources
- 14.53% was received for Kindergarten – Grade 12
- 79.22% was received for Home Education
- 3.43% was received for Operations & Maintenance, System Administration
- 2.02% was received for External Services
- 0.80% was received for Transportation

Total Expenses of $5,019,635 in 2045-2025 - AFS

- 15.36% was spent on Kindergarten and Instruction (Grades 1-12)
- 73.73% was spent on Home Education
- 8.07% was spent on Operations & Maintenance of School, Board and System Administration
- 2.04% was spent on External Services
- 0.80% was spent on Transportation

We had a surplus of $24,328.

Out of our total Revenues of $9,095,323 in 2026-2027:

- 98.47% came from Alberta Education
- 1.53% came from Other Sources
- 8.68% was received for Kindergarten – Grade 12
- 87.82% was received for Home Education
- 2.97% was received for Operations and Maintenance and System Administration.
- 0.53% was received for transportation

Out of our Total Expenses of $8,999,494 in 2026-2027:

- 11.50% is spent on Kindergarten – Grade 12 Instruction
- 82.28% is spent on Home Education
- 5.68% is spent on Operations & Maintenance of School, Board and System Administration
- 0.54% is spent on Transportation

We budget a surplus of $95,829.

Note on the Home Education Revenue

- The grant calculation sheet reflects 1,145 Home Education Kindergarten students; however, the estimated enrollment should be approximately 260 students. As a result, revenue is overstated by $821,306.55.

2024-2025 FINANCIAL SUMMARY ACTUALS

Revenue Summary	
Alberta Education Grades K-8	527,014
Home Education	3,995,752
Operations & Maintenance	45,572
System Administration	122,498
Transportation	40,331
Fees	92,701
External Services - Mental Health	101,846
Other	118,249
Total Revenue	**5,043,963**

Expenses Summary	
Grades K-8	771,109
Home Education	3,700,701
System Administration	122,269
Operations & Maintenance	283,027
Transportation	40,331
External Services	102,198
Total Expenses	**5,019,635**

Total Revenue Less Expenses	**24,328**

2026-2027

Revenue	
Alberta Education Grades K-8	672,220
Home Education	7,987,565
Operations & Maintenance	57,125
System Administration	191,370
Fees	106,445
Transportation	48,297
Other	32,301
Total Revenue	**9,095,323**

Expenses Summary	
Grades K-8	1,035,046
Home Education	7,405,034
Operations & Maintenance	319,943
System Administration	191,174
Transportation	48,297
Total	**8,999,494**

Total Revenue Less Expenses	**$95,829**

Additional Information:

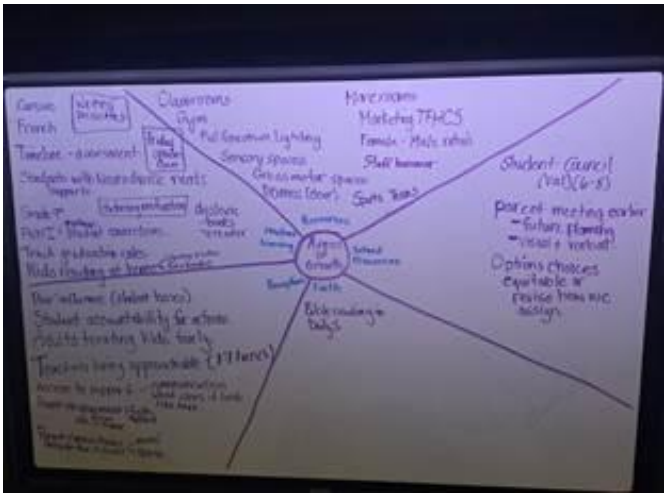
For additional financial information including the Audited Financial Statements for the 2025-2026 school year and the Budget Report for the 2026-2027 school year, please contact Silmara Guimaraes, Accounts Manager for The Fathers House Christian School at 587-879-7332.

Stakeholder Engagement

Stakeholders engaged in collaborative group sessions on March 13, 2026 to review and discuss the Annual Education Results Report (AERR), examining its impacts, identifying areas of strength and growth, and highlighting opportunities for development within the school. These sessions also included intentional engagement with stakeholders to gather input, which was used to inform and shape local priorities and future planning.

Collaborative identification and discussion of school development priorities by TFHCS stakeholders—including parents, teachers, educational assistants, students, pastoral staff, and board members—during the TFHCS Annual Envisioning Day was held on March 13, 2026.

Parent Council consists of 3–5 members annually and meets monthly to provide feedback and input to the principal and can include a range of areas, including school events and community-building activities, student learning and school improvement goals, communication between home and school, school policies and procedures, parent engagement opportunities, and fundraising priorities.

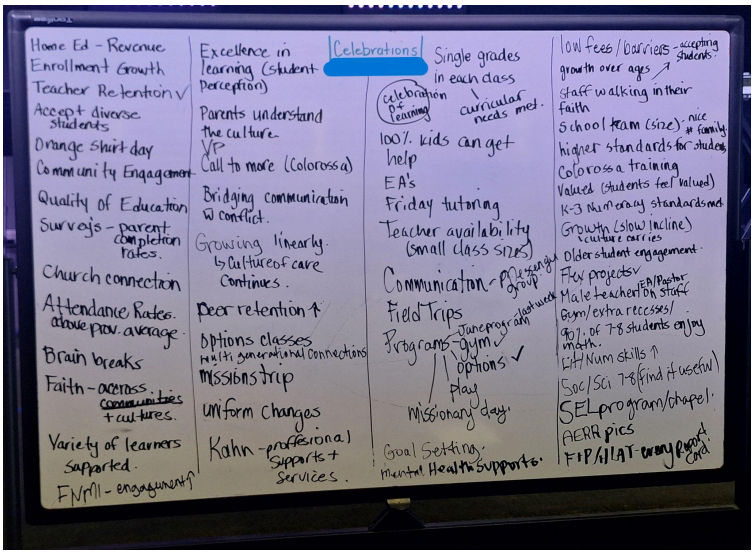


Celebrations

At our 2025-2026 TFHCS Annual Envisioning day, our students, parents, teachers, EA's, administrators, and pastors celebrated the amazing results from our four data types (local data, provincial data, achievement data, and perception data)represented with the AERR. Below is a developed list of things they noted to celebrate as a school:

- Home Education Revenue
- Growth in student population
- Teacher retention in the school
- Accepting of neurodiverse learners
- Orange Shirt day activities for awareness and compassion
- Community engagement in each class with FLEX projects
- High quality of education
- Better parent completion rates of surveys completed
- Church connection to the school
- Steady attendance for the student population above provincial average
- Brain breaks for students to increase focus time in class
- Faith shared across communities and cultures
- Variety of learners supported from at risk to enrichment
- First Nation, Metis and Inuit engagement increased
- Excellence in learning by students' perception
- Parents understand the culture of the school
- Vice Principal role more developed
- Barbara Coloroso PD and application of teachers and EA's of calling students to more.
- Bridging communication within conflict
- Growing linearly and culture of care continues
- Peer retention increased
- Options classes with increase variety
- Multi-generational connections
- Missions Trip to Robin's Nest - Jamaica
- Changes to the uniform to allow for a variety of fabrics to support neurodiverse needs
- Khan Communication Services continual support for Neurodiversity (Professional Service Provider)
- Single grades and curricular needs met
- Celebrations of Learning in the school
- 100% of students have access to help or support
- Amount of EA's in the school and all they do
- Friday tutoring support available to every family

- Teacher availability due to smaller class sizes
- Communication of celebrations as a school in the Messenger group
- Quality of field trips
- Variety of learning opportunities - last week in June, gym excursions, options classes, school play, missionary day, etc.
- Goal setting being more developed
- Mental health supports
- Low fees reducing barriers for Christian Education
- Growth over the age groups
- Staff walking in their faith as a model
- Small team size makes it like a family
- Higher standards for students
- Students feel valued
- Students' perception is that they are valued
- K-3 Numeracy standards met
- Older students are engaged
- Playground fully developed and being used
- Quarter Trip rewards for students
- Quality and quantity of EA's in school
- TfT FLEX projects in each class
- Male staff (EA, teacher, Pastors)
- Gym classes and extra recess breaks as rewards
- 90% of Grade 7-8 students enjoy math
- Literacy and Numeracy skills increased
- Grade 7-8 students found science and social studies useful
- SEL program connected with chapel
- Pictures in the AERR
- F& P reading levels and HLAT writing levels in every report card



Collaborative brainstorming of school strengths by TFHCS stakeholders (parents, teachers, students, pastoral staff, board) on TFHCS Annual Envisioning Day March 13, 2026.

First Nations, Metis and Inuit Student Success

At TFHCS, our intention is for First Nations, Métis, and Inuit students to experience a sense of belonging, cultural affirmation, and equitable opportunities for success through responsive instructional practices, targeted supports, and meaningful engagement with Indigenous perspectives and ways of knowing with the Creator. TFHCS will promote cultural sensitivity among non-Indigenous students by fostering respect, understanding, and appreciation for diverse cultures, identities, and experiences within the classroom. Through intentional teaching and learning opportunities, students will develop awareness of cultural differences, build empathy, and learn to value multiple perspectives. This work will support students in challenging stereotypes and engaging in respectful interactions with others, contributing to an inclusive school environment where all students feel valued, respected, and included.

Measures

- Increased achievement and engagement data for self-identified First Nations, Métis, and Inuit students.
- Encouraged improvement in attendance and participation rates.
- Student voice surveys indicate students feel represented, supported, and connected within the school community.
- Community building
- Evidence of Indigenous perspectives embedded within classroom instruction and school activities.
- Increased staff participation in Indigenous education and Truth and Reconciliation professional learning.

Strategies

System Supports

- Continue to build authentic relationships with local Indigenous communities, Elders, Knowledge Keepers, and organizations.
- Ensure access to culturally responsive support and learning opportunities.

Program Supports

- Continue to integrate Indigenous perspectives and ways of knowing across subject areas in alignment with Alberta curriculum outcomes.

- Provide opportunities for land-based learning, storytelling, and cultural experiences. A land-based learning opportunity is planned for September 2026.
- Celebrate Indigenous cultures, histories, languages, and contributions through learning opportunities.

Instructional Supports

- Provide professional learning for staff focused on culturally responsive teaching practices and Truth and Reconciliation.
- Use inclusive instructional strategies that honour diverse learner identities and experiences.
- Continue to embed appropriate Indigenous literature, resources, and perspectives into classroom practice.

Supporting Truth and Reconciliation Commission Recommendations

- Continue ongoing staff learning related to the Truth and Reconciliation Commission Calls to Action.
- Continue to embed age-appropriate Indigenous education throughout the curriculum.
- Recognize and honour National Indigenous Peoples Day and Orange Shirt Day.
- Foster respectful understanding of Indigenous histories, treaties, residential schools, and reconciliation.

Funding Allocation

Grant funding will be allocated toward professional learning opportunities, authentic Indigenous resources providing honoraria for Elders, Knowledge Keepers, or Indigenous presenters, and initiatives that support student belonging, engagement, and understanding of Truth and Reconciliation.

Activities Supporting Truth and Reconciliation Commission Recommendations

School-Wide Activities:

- Orange Shirt Day learning and reflection activities.
- National Indigenous Peoples Day celebrations.
- Chapel times that include reconciliation and Indigenous perspectives.
- Treaty education activities
- Land-based learning experience for the school in September 2026.

Classroom Activities

- Integration of Indigenous literature across grade levels.
- Learning opportunities that are connected to Indigenous histories and perspectives.
- Land acknowledgements with students learning about their meaning.
- Cross-curricular Indigenous content integration.

Staff Learning

- Indigenous education professional development
- Collaborative teacher inquiry focused on culturally responsive practice.

Local and Provincial Measures to Showcase Impacts:

Local Measures

- Student voice surveys
- Attendance data
- Teacher reflections
- Student work samples
- Participation in cultural activities
- Parent feedback

Provincial Measures

- Alberta Education Assurance Survey data
- PAT results
- Literacy and numeracy achievement data

TFHCS continues to develop our relationship with an Elder (Pastor Jordan Raymond) who has met with our team and shared his testimony. He is available and willing to work with us in consultation to support our teachers in the classroom for any guidance or discussion as needed.

TFHCS has connected with Pastor Jamie Harmon, AHS Health Promotion Facilitator, Indigenous Cultural Competency Education Indigenous Wellness Core. She is a citizen of the Metis Nation of Alberta. She conducted the KAIROS Blanket Exercise with all the school staff in attendance on September 12, 2025.

There has been continued growth in curriculum implementation and instructional practices related to Canadian history, with an increased emphasis on First Nations, Métis, and Inuit histories, cultures, and perspectives. Learning experiences extend beyond curricular outcomes to authentically incorporate Indigenous ways of knowing, learning, and understanding. Here are some THFCS specific examples:

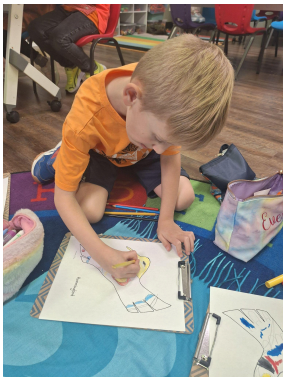
- Alberta program of studies outcomes is taught (colonialism, residential school systems, reconciliation, First Nation, Metis, and Inuit culture and inventions).
- Race across Canada (grade 5); students studied different regions, stereotypes and labels, and how this shaped the indigenous people's experiences.
- The inclusive school model teaches a Christian perspective of real-world history and the First Nation, Metis, and Inuit experiences of that history.
- Student engagement - writing advocacy letters to under-represented groups of people (Indigenous rights).
- Three tribes (Grade 7) - studying the original tribes and the impact of colonization, establishments that targeted indigenous people, impacts of the intervention of European people.
- 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 diverse 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, importance of oral storytelling, story of the Hummingbird, drumming circles, displays of indigenous inventions and innovations, trying different indigenous types of food like Bannock, 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 can make comparisons to their experiences and perspectives.
    - 7 sacred teachings: Indigenous day on June 21 (festival) included a day of indigenous culture 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 instruct 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.
    - Teaching about the First Nation Hummingbird Story and being Brave like a Buffalo for SEL
    - Recognition of Orange Shirt Day in school with the teaching of the purpose behind the day of recognition and reconciliation.
    - Art: projects-based learning, weaving, Inuit paintings, landscapes, inukshuks, symbolism of animals (orca) on the teepee, and moon cycles drawings.
    - Students learned the First Nation names for landmarks in Alberta in Grade 1.

- Strategies used to support learning of teachers and students in Indigenous culture and education:
    - Alberta program of studies outcomes is taught (colonialism, residential school systems, reconciliation).

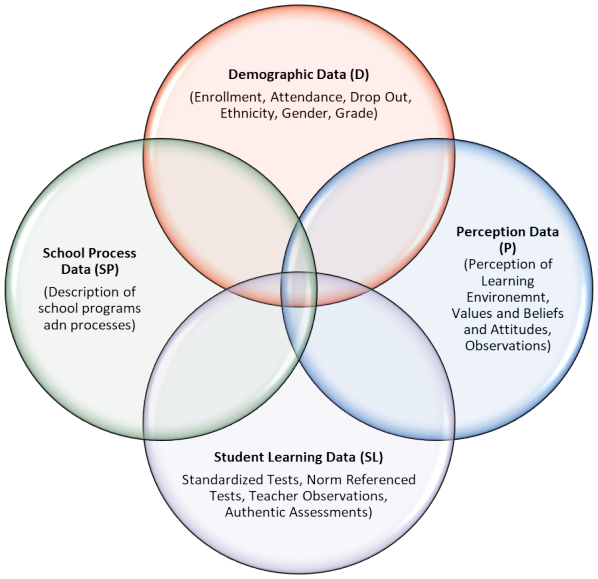
- Professional Development (as per curricular focus (art, physical education, social studies) areas of specialty, and school wide learning (culture and indigenous learning through the school year).
- RCSD (Regional Consortium Service Delivery) in past years provided materials, resources, and student materials.
- Budget support for materials and supplies (books for student access in the library, snowshoes, 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.
- Read Aloud books featuring First Nation and Metis stories and culture including indigenous languages spoken in Alberta.

Grade 1 Students creating Indigenous art based on criteria on Orange Shirt Day.
Grade 1 & 2 Students participated in a drumming circle in PE.



TFHCS desires to continue to build relationships and develop connections to indigenous communities to better understand their history and teachings. This will further support our teachers and students learning, respecting, reconciling with the First Nation, Metis and Inuit cultures within Canada.

SCHOOL PLAN OUTCOMES



Data Types: Perception Data (P), Student Learning Data (SL), Demographic Data (D), Process Data (SP) (Bernhardt, 1998).

Priority 1: Enhancing School-Wide Student Learning Success

Outcome # 1: TFHCS will work together to build a Kindergarten to Grade 8 writing plan that helps students grow and succeed in writing.

Over the next four years, TFHCS will collaboratively develop, implement, and refine a cohesive writing continuum across Kindergarten to Grade 8 to support consistent instruction, assessment, and student growth in writing.

Year 1 – Foundation Building

- Review Alberta ELA curriculum outcomes to identify writing progression
- Collect and analyze student writing samples across grades
- Establish common language and criteria for writing development

Year 2 – Development

- Create a draft writing continuum with annotated student exemplars

- Align continuum with curriculum outcomes and assessment practices
- Pilot the continuum in classrooms and feedback

Year 3 – Implementation

- Implement the continuum
- Provide professional learning to support instructional use
- Gather feedback and refine the continuum

Year 4 – Consolidation

- Align with report card language and assessment practices
- Develop student-friendly tools for self-assessment

Resources Needed: Alberta Language Arts Curriculum, writing continuum exemplars

Context:

1. A shared writing continuum will provide clarity and consistency in expectations across grade levels, support targeted instruction, and improve student achievement in writing. By aligning our practices with the Alberta curriculum and using authentic student samples, we will strengthen our ability to assess and respond to student learning.

Provincial Measures Analysis:
The 2024-2025 Provincial Surveys: Parents' perception that students demonstrate the knowledge, skills and attitude for lifelong learning declined from 92% to 81%.

The 2023-2024 Provincial Surveys: Parents' perception of the attitudes and behaviours to be successful at work when they leave school dropped from 88% in 2022 to 81% in 2024.

Declines were noted in the following areas:
- Parents felt that students' level of knowledge, skills and attitude for lifelong learning declined.
- Writing levels for Grades 1-2 see almost 50% below grade level in writing.
- Writing levels for Grades 3-8 see almost 40%-50% of the class below level in writing.

Local Measures Analysis:
1. Annual Envisioning Day (P) (SL): Parents, pastors, teachers, students, and administration discussed the writing skills needed by students. This priority was emphasized as an area of growth.

2. Informal Feedback (P): Teachers' perception that students have access to appropriate support and services at school has slowly dropped over the last three years from 100% to 91%. This may reflect a need for additional teacher support in understanding how to assess student writing and identify appropriate next steps for instruction.
4. Demographics (D): 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 neurodivergent needs and students from varying educational backgrounds.

Objective	**Learning and Process**	**Budget**	**Resources and Measurement**

1.1
 	
By June 2027, all teaching staff will deepen their understanding of writing instruction by collaboratively reviewing Alberta ELA curriculum outcomes, participating in professional learning on evidence-based practices, and analyzing student writing samples across grade levels.
	• Review Alberta ELA outcomes (K–2, 3-5, 6-8) and note progression in:
	  ○ ideas
	  ○ organization
	  ○ conventions
	  ○ voice
	• Collect student writing samples across grades (anonymized).
	• Identify key genres (e.g., narrative, informational, opinion).
	• Draft a simple continuum framework (e.g., emerging → developing → proficient → extending).
	• Decide on consistent language teachers will use across grades.
		Budget resources have been allocated to provide teacher release time, enabling meaningful collaboration, instructional planning, and capacity building aligned with school writing development priorities.	All Grade K–8 teachers participate in reviewing Alberta ELA writing outcomes.
			
			A documented summary of writing progression (K–8) is created and shared.
			
			Evidence:
			
			• Meeting notes, synthesized document, shared digital resource.
			• Annotated writing samples
			• Finalized continuum document
			• Rubric/ checklist used across grades.

1.2
 	
By June 2028, the school team will develop and pilot a school-wide writing continuum by collecting anonymized student writing samples across all grades, sorting them into developmental levels, and annotating each sample to identify strengths and next steps. The team will create clear grade-to-grade progression descriptors aligned with Alberta ELA curriculum outcomes and current assessment practices.
	• Collect student writing samples across grades (anonymized).
	• Sort student samples into levels within each grade.
	• Annotate samples to show:
	  ○ what the student is doing well
	  ○ what comes next
	• Create grade-to-grade progression descriptors (what changes from Grade 1 → 2 → 3, etc.).
	• Align the continuum with:
	  ○ curriculum outcomes
	  ○ assessment practices already in use
	• Pilot the continuum with teachers.
		Budget resources have been allocated to provide teacher release time, enabling meaningful collaboration, instructional planning, and capacity building aligned with school writing development priorities.	A complete draft writing continuum (K–8) is developed and shared with staff
			
			Includes annotated student exemplars for each grade level and writing features
			
			Evidence:
			
			• Finalized draft document
			• Bank of student writing samples with annotations
			• Student writing samples assessed using continuum criteria.
			• Revised version of continuum showing updates

1.3
 	
By June 2029, the school team will implement and refine a school-wide writing continuum by collecting anonymized student writing samples across all grade levels and using them to support writing assessment, guided
	• Collect student writing samples across grades (anonymized).
	• Use it for:
	  ○ writing assessment
	  ○ guided instruction
	  ○ goal setting with students
	• Gather feedback:
		Budget resources have been allocated to provide teacher release time, enabling meaningful collaboration, instructional planning, and capacity building aligned with school	Teachers use the continuum to support:
			
			• writing instruction
			• assessment of student writing
			• feedback and goal-setting with students
			
			Evidence:

instruction, and student goal setting. Teachers will apply the continuum in classroom practice, gather feedback on its clarity and usability (including what is confusing, overly broad, or overly detailed), and collaboratively revise language, sample selection, and developmental levels based on real-time classroom evidence. The team will also begin aligning continuum descriptors with report card language to ensure consistency in assessment and communication.	○ What's confusing? ○ What's too broad or too detailed? ● Adjust language, samples, and levels based on real classroom use. ● Begin connecting it to report card language.	writing development priorities.	● Lesson plans referencing continuum language ● Student writing samples assessed using continuum criteria. ● Assessment records showing consistent use across grades. ● Demonstration of practice (e.g., moderated marking, sample analysis) ● Documented revisions to the continuum ● Before/after comparison of continuum versions ● Summary of key changes and rationale
1.4 By June 2030, the school team will finalize and publish a school-wide writing continuum in both digital and printable formats that is aligned with Alberta ELA curriculum outcomes,	● Finalize and publish the continuum (digital + printable). ● Create teacher supports: ○ exemplars ○ mini-lesson ideas tied to each level	Budget resources have been allocated to provide teacher release time, enabling meaningful collaboration, instructional	Writing continuum descriptors are directly mapped to report card outcomes and language. Teachers consistently use shared continuum language when

report card language, intervention supports, and classroom literacy planning. As part of implementation, the team will develop accompanying teacher supports, including annotated exemplars and mini-lesson ideas connected to each developmental level, to guide instruction and assessment. A student-friendly version of the continuum will also be created to support self-assessment and goal setting.	• Align with:
	  ○ report cards
	  ○ intervention supports
	  ○ literacy planning
	• Consider student-friendly versions for self-assessment.
		planning, and capacity building aligned with school writing development priorities.	reporting on student writing progress.
			
			Evidence:
			
			• Crosswalk document (continuum ↔ report card descriptors)
			• Samples of report cards showing consistent language across grades
			• Finalized student self-assessment tools for each grade
			
			Students actively use tools to:
			
			• Identify strengths in their writing
			• Set next-step goals.

Outcome #2: TFHCS will support student success by flexible teaching strategies to meet students' different learning needs and give them different ways to show their understanding.

Over the next four years, TFHCS will enhance student achievement and engagement by using Alberta curriculum outcomes and ongoing formative assessment to integrate differentiated instructional practices, ensuring students are provided with appropriate

supports, extensions, and varied opportunities to demonstrate understanding of curricular competencies.

Year 1: Shared understanding and foundational implementation of differentiation strategies.
Year 2: Consistent use of differentiation informed by formative assessment.
Year 3: Responsive and student-centred differentiation practices embedded across classrooms.
Year 4: Full integration of personalized, differentiated instruction across the school.

Context: TFHCS has had a significant increase of students with neurodiverse needs while some students show capabilities beyond their grade level. Ensuring students' needs are met is critical to providing all students with the necessary support.

Provincial Measures Analysis:
The 2024-2025 Provincial Surveys: Parents' perception that students demonstrate the knowledge, skills and attitude for lifelong learning declined from 92% to 81%.

The 2023-2024 Provincial Surveys: Teachers perception of support available for students that is responsive to students' needs to be successful dropped from 100% in 2023 to 91% in 2024.

The 2022-2023 Provincial Surveys: Percentage of teachers satisfied with support for neurodiverse students decreased from 86% to 83%, with 17% very dissatisfied with the support available. In 2022-2023, students' perception that they have access to appropriate support and services at school dropped from 83.3% to 64.5%.

In 2021-2022, parents 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:

- Parents felt that students' level of knowledge, skills and attitude for lifelong learning declined.

Local Measures Analysis:

1. Annual Envisioning Day (P) (SL): Parents, pastors, teachers, students, and administration discussed neurotypical and neurodiverse sensitivities in learning.

2. Demographics (D): Neurodiverse learners represent approximately 33% of the school population. 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 neurodivergent needs and students from varying educational backgrounds.

Objective	Learning and Process	Budget	Resources and Measurement
2.1 By June 2027, teachers will strengthen instructional practice through ongoing formative assessment, targeted professional learning, and the development of individual Professional Growth Plans focused on differentiation. Staff will develop a shared understanding of differentiation (content, process, product, and learning environment) aligned to one Alberta subject curriculum and will implement differentiated instructional strategies in at least one subject area as part of their growth plans. Progress will be measured through evidence in Professional Growth Plans, documented use of formative assessment	• Teachers use ongoing formative assessment, find PD and develop Professional Growth plans. • Staff develop a shared understanding of differentiation (content, process, product, learning environment) aligned to one Alberta subject curriculum. • Teachers implement differentiated strategies for one subject per year in their professional growth plans.	The school budget includes dedicated funding to support professional development and staff growth in the area of differentiated instruction. This investment is intended to enhance teacher capacity to design and implement responsive learning experiences that address the diverse academic, social, and emotional needs of students.	Teachers choose a subject to differentiate learning pathways in their PGP. Teachers find PD for differentiation. Evidence: Teachers provide evidence of a differentiated activity or unit in a subject.

practices, participation in professional learning.			
2.2 By June 2029, teachers will consistently use formative assessment data in at least one Alberta curriculum subject to guide instruction, inform flexible student groupings, and plan differentiated learning experiences that reflect student readiness, interests, and learning profiles. Instructional design will include planned scaffolding, extension opportunities, tiered tasks, and structured student choice in both learning activities and product demonstrations. Students will regularly demonstrate understanding of curriculum outcomes through multiple formats (oral, written, visual, performance, or digital), with increased opportunities for student voice through choice in learning pathways.	• Teachers consistently use formative assessment data for one curricular subject to guide instruction and regroup students flexibly. • Differentiation is evident in units across a couple of subject areas, including adjustments for readiness, interests, and learning profiles. • Students experience structured choice in learning tasks or product demonstrations aligned to Alberta outcomes. Instructional design intentionally considers neurodiverse learners and integrates First Nations, Métis, and Inuit perspectives to support inclusive, responsive, and	The school budget includes dedicated funding to support professional learning, teacher collaboration time, and instructional resources that strengthen the use of formative assessment data to guide instruction and enhance differentiated learning experiences.	• Unit plans across multiple subject areas demonstrate intentional differentiation, including adjustments based on student readiness, interests, and learning profiles. • Students are provided with structured choice in learning tasks and/or product demonstrations aligned to Alberta curriculum outcomes, as evidenced in unit plans and student work samples. • Lessons include planned scaffolding (e.g., guided practice, modeled

	meaningful learning experiences for all students. ● Instruction includes planned scaffolding and extension opportunities within lessons. ● Teachers regularly use flexible grouping based on student learning data.		examples, supports) and extension opportunities (e.g., enrichment tasks, deeper inquiry) documented in instructional planning. ● Flexible grouping is observed and recorded in walkthroughs, with groupings changing based on ongoing assessment data rather than being static.
2.3 By June 2030, teachers will intentionally design and implement tiered tasks and varied learning pathways that enable students to achieve the same Alberta curriculum outcomes while demonstrating understanding through multiple formats (oral, written, visual, performance, and digital). Student voice will be	● Teachers design tiered tasks and varied pathways for students to achieve the same Alberta curriculum outcomes. ● Students regularly demonstrate learning through multiple formats (oral, written, visual, performance, digital). Learning showcased intentionally considers	The school budget includes dedicated funding to support teacher collaboration time and instructional resources that strengthen the use of formative assessment data to guide instruction and enhance differentiated learning experiences.	● Unit plans show clear evidence of tiered tasks and varied pathways that allow students to achieve the same Alberta curriculum outcomes at different levels of readiness. ● Student work samples

embedded through structured choice in both learning processes and assessment methods, and students will regularly engage in self-assessment and goal-setting using common tools across grade levels. Teachers will collaborate to refine and strengthen inclusive instructional practices that support diverse learners, including EAL, IPP, and enrichment needs. Progress will be measured through classroom observations, unit plans showing tiered and differentiated design, student work samples across multiple modes of expression.	neurodiverse learners and integrates First Nations, Métis, and Inuit perspectives to support inclusive, responsive, and meaningful learning experiences for all students. ● Student voice is embedded through choice in learning pathways and demonstration of understanding. ● Self-assessment and goal-setting are used consistently across grade levels with common tools. ● Teachers collaborate to refine inclusive practices that support diverse learners (e.g., EAL, IPP, enrichment).		demonstrate multiple modes of expression (oral, written, visual, performance, digital) across subject areas and grade levels. ● Classroom evidence (e.g., planning documents, student reflections, choice boards) shows embedded student voice, including structured choice in how students engage with and demonstrate learning. ● Self-assessment and goal-setting tools are used consistently across grade levels, with common templates or approaches evident in

			classrooms and student portfolios. ● Teachers collaboratively plan and document inclusive instructional practices that support diverse learners (including EAL, IPP, and enrichment), with evidence of adjustments in instruction and assessment.
2.4 By June 2026, differentiation will be embedded as a consistent instructional practice across all classrooms and subject areas, with teachers designing learning experiences that provide personalized pathways within units aligned to Alberta curriculum competencies. Assessment practices will intentionally include multiple means for students to demonstrate mastery of outcomes (e.g., oral, written, visual,	● Differentiation is fully embedded in all classrooms and subject areas as standard instructional practice. ● Students experience personalized learning pathways within units, aligned to Alberta curriculum competencies. ● Assessment practices	-The school budget includes dedicated funding to support teacher collaboration time and instructional resources that strengthen the use of formative assessment data to guide instruction and enhance differentiated learning experiences.	● Long-range and unit plans include: ○ Clear alignment to Alberta curriculum outcomes/competencies ○ differentiated pathways or

performance, and digital formats) to support diverse learners and strengthen student success. Progress will be measured through classroom observation data, unit planning documentation, and assessment artifacts.	consistently allow for multiple means of demonstrating mastery of outcomes.		task options in units ● Evidence of intentional planning for diverse learners (EAL, IPP, enrichment). ● Students can articulate their learning pathway and next steps. ● ≥90% of assessment samples reflect multiple ways to demonstrate learning (oral, written, visual, performance, digital). ● Common assessment practices reflect flexibility and inclusivity.

Priority 2: Connecting Learning to Community and Society

Outcome # 3: TFHCS will continue learning and using the Teaching for Transformation (TfT) approach to support faith-based, project-based, and cross-curricular learning that aligns with the school's mission and vision, with growth shown through collaborative planning, classroom practice, and ongoing reflection.

By June 2027, TFHCS will continue implementation of the Teaching for Transformation (TfT) framework as part of its professional development plan with all teachers actively participating in TfT training and applying faith-based, project-based, and cross-curricular instructional practices aligned with the school's mission and vision. Staff will demonstrate growth in instructional practice through collaborative planning, year long planning for four core subjects, classroom implementation, and reflective inquiry, with evidence of TfT integration documented through lesson design, student learning experiences, and shared professional learning cycles.

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:

1. TFHCS is an independent 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.
2. 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.

Provincial Measures Analysis:

The 2024-2025 Provincial Surveys: 100% of parents and teachers hold the view that students have opportunities at school to demonstrate what they have learned and

students take responsibility for their own learning. 87% of parents indicated that our school improved over the last three years, which is a decline of 10%.

The 2023-2024 Provincial Surveys: Parents' perception of the attitudes and behaviours to be successful at work when they leave school dropped from 88% in 2022 to 81% in 2024. Parents' perception of how students treat each other well at TFHCS dropped from 70% in 2022 to 59% in 2024.

The 2022-2023 Provincial Surveys: Students' perception that TFHCS is a welcoming, caring, respectful, and safe learning environment dropped by 9% from 84.4% to 75.4%. Teacher's perception that TFHCS is a welcoming, caring, respectful, and safe learning environment dropped from 100% to 97.6%.

The 2022-2023 Provincial Surveys: Student's perception that they feel welcome dropped from 85% to 75%. The percentage of teachers who believe Professional Development was focused, systematic and contributed significantly to their ongoing professional growth increased from 88.2% to 94.1%.

The 2021-2022 Provincial Surveys: Show 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%. Perception that 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:

- Parent Perception: School has not improved much over the last three years.
- Overall Perception that TFHCS is a welcoming, caring, respectful, and safe learning environment has declined by 7%.

Local Measures Analysis:

1. Stakeholder focus groups (P): Communicated an appreciation of system wide Professional Development that pertains to teaching specific to our context, mission and vision.
2. Annual Envisioning Day (P): 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). It was celebrated that Professional Development within Teaching for Transformation was applicable to our roles and mission / vision.

Objective	Learning and Process	Budget	Resources and Measurement
3.1 By June 2027, staff will engage in the Teaching for Transformation professional development program to deepen instructional practice, strengthen student engagement, and support the integration of meaningful, real-world learning experiences across two of four core subject areas.	● Partner with the Prairie Centre for Christian Education for Professional Development of the Teaching for Transformation, program starting in August 2022. ● Two (Full Day) Professional Development Sessions (August, September). ● Develop authentic learning experiences that are grounded in a Christian worldview that focus on living out God's story.	$5200.00 annual membership The school budget includes teacher and EA release time to support the implementation of TfT practices across all subject areas.	Increased Perception Data of Teachers competence and confidence of implementation of the TFHCS Mission (Education & Discipleship).

3.2 By June 2027, the school will implement a structured schedule of monthly cooperative learning time for teachers within the timetable to support collaborative planning, professional dialogue, and the sharing of effective instructional practices to improve student learning outcomes.	● Continued development of storyboards for all staff (teachers and Education Assistants working together in teams) ● Flex teaching: further development of active community engagement by all teachers (K-8). ● Ongoing development of Community Celebrations in their second year of implementation. ● Development of targeted throughlines to deepen students' faith-based understanding and connections. ● 10 Monthly 1-hour PD times built into the annual Calendar in 2026/2027.	The school budget includes teacher and EA release time to support the implementation of TfT practices across all subject areas.	Increased local satisfaction of active citizenship development through provincial survey data.