



Tween Valley Christian School Education Plan 2023-2026

Studying as Stewards of Christ

**“Study to show thyself approved
unto God, a workman that needeth
not to be ashamed, rightly dividing
the word of truth.”**

2 Timothy 2:15

Accountability Statement

The Education Plan for Tween Valley Christian School commencing September 2023 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the 2023/2024 Education Plan on Monday, May 29, 2023.



Jacob Klassen
Board Chair

Mission, Purpose, Vision, and Values

Mission Statement

The mission of Tween Valley Christian School is to meet the academic, spiritual, physical, and mental needs of all our students. Our goal is to create stewards who are studying to be Christ-like servant leaders who will contribute to society and build community to further the Kingdom of God. We are working together with parents and the community to ensure students reach their academic potential by providing them with knowledge, skills, and values they need to live a God-fearing successful life.



Purpose Statement

The purpose of Tween Valley Christian School is to be an educational ministry which provides a quality Biblical education to all students in the community. We are designed to educate young people in truth and righteousness, preparing them to meet the challenges of an ever-changing world. We to pursue educational excellence and support local families and their children in their faith.



Vision Statement

Our vision for Tween Valley Christian School is that all staff, parents, students, and community members strive towards studying throughout their life to follow Christ wholeheartedly and exemplify it daily.

Core Values

At Tween Valley Christian School, we strive to exemplify:

- Honesty: to speak and live the whole truth
- Respect: to treat others as we want to be treated
- Compassion: to show kindness and concern for others
- Integrity: to speak what is honest and factual
- Discipline: to consistently practice obeying rules and standards



Stakeholder Engagement

As a small school community, the board and administration of Tween Valley Christian School knows how important it is to have the input and engagement of its private stakeholders. Each fall and spring, we have Parent/Teacher Nights which have a focus of presenting the Annual Education Results Report, the Three-Year Education Plan, as well as the budget report. Following the presentation, the board and the administration give time for discussion and questions from the parents. This Spring, we also sent questionnaires to the parents, students, and staff for input in student learning, local and societal context, and governance. The feedback that we received back from parents was mainly focused on the local context category that parents appreciated that they had access to quality Christian education. The areas of concern for improvement would be more class options, staffing, and more communication.



The questionnaires that were sent to parents allowed for personal response and the responses that we received were quite unanimous. Parents send their students to Tween Valley Christian School because they value the fact that the option of Christian education exists. This was the primary reason they chose the school, which has been the case for two of the previous years that the questionnaires were sent out.

Having the continual input is important, as the community is quite knit together. Many of our board members see the community members in church and other community events. Since things have opened up this year, parents have had the opportunity to be involved in school events. The majority of our messaging to the parents was through WhatsApp and we were sure to list all the contact information of the administration. By doing this, we had numerous parents reach out to administration or the board.

About twenty percent of our student body attends the church from which our board is elected and which several of our staff also attend. Conversation at church with our board or staff also provided feedback about the school. Many of our staff are friends with the parent body and the topic of school does come up as well.

Every two weeks, the staff and teachers have a Staff Devotional and Meeting. The administration is open to questions and feedback at this meeting and through this we were also able to gather

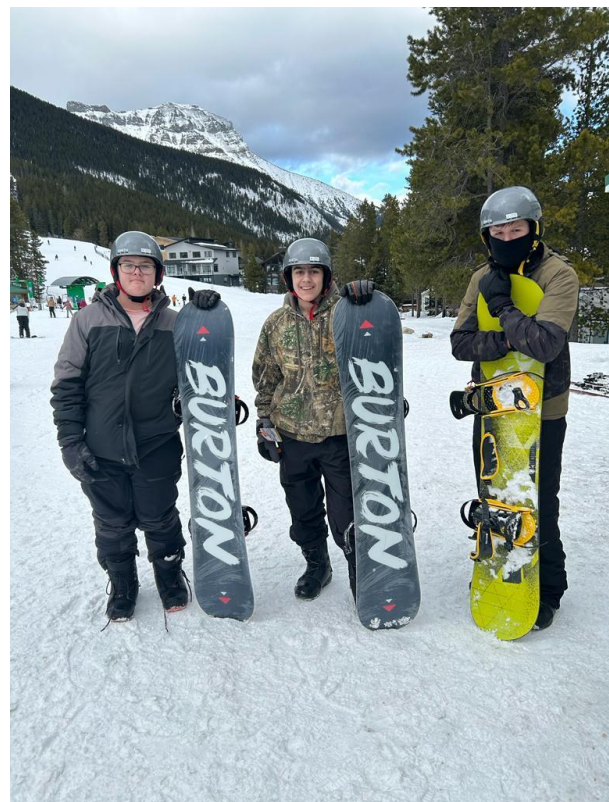


feedback and engagement from staff on the goals and priorities TVCS needs to focus on. In addition, teachers completed a feedback form; in which they had a choice to answer questions in areas they had the greatest concerns or comments. As a result of these initiatives, we have been able to put more emphasis on problem areas.

Our goal for the coming years is to continue to send local surveys to parents, students, and staff, host parent nights and parent focus groups for more feedback and data analysis.



The benefit of having a smaller school community, includes the fact that parents will often reach out to administration, teachers, and board if they have questions, concerns, or would like to see changes. Also, having a small staff team allows for more communication through conversations, we gathered information and feedback to know what our goals should include and what strategies could be implemented to address the areas for improvement.



Education Goals

Goals	Reasoning and Rationale	Domains Addressed	Outcomes	Local Measures	Provincial Measures	Strategies
<p>#1: Students at TVCS are successful. (SG)</p>	<p>~Based on the PATs results from Spring of 2022 less than 18% of students in Grade 6 achieved a Standard of Excellence in any subject. In grade 9 0% of students attained Standard of Excellence in any subject. (SG) 60% of students attained an Acceptable Standard. Based on results, the board, parents, and staff believe that this is a priority for all students to be at grade level.</p> <p>~On the AERR 57% of students completed high school within three years of entering high school.</p> <p>~Students' success is beyond academia. They have needs that do not include schoolwork such as physical, mental, emotional, and spiritual needs. Based on our AERR, 16% of students said their needs were not being met.</p>	<p>Local and Societal Context (LC)</p> <p>Student Growth and Achievement (SG)</p> <p>Learning Supports (LS)</p> <p>Teaching and Leading (TL)</p>	<p>~Students need to be at grade level, or closer to grade level than prior year.</p> <p>~ Increase the percentage of students achieving a Standard of Excellence on PATs in Grade 6 and 9.</p> <p>~The school receives feedback from parents, students, and staff that all needs are being met.</p>	<p>~Local testing at the beginning and middle of the year to check which students are below grade level.</p> <p>~Based on results, create professional development for teachers to work towards students being at grade level in all subjects.</p> <p>~Inform parents and students so they know we have resources available.</p>	<p>~Percentage of students achieving standard of Excellence.</p> <p>~Percentage of parents, staff, and students who believe the school provides quality education.</p> <p>~Percentages of parents, students, and staff who report needs are being met.</p>	<p>~Build relationships with the students and create a caring and loving environment. Teach to the student, not to the test. (SG) (TL)</p> <p>~Address student challenges throughout the year. (SG) (LS)</p> <p>~Small groups for students who are below grade level. (LS)</p> <p>~Teachers are ensuring that Program of Studies outcomes are taught throughout the year, assessments are regularly administered so that the last month is spent reviewing all the materials that have been learned throughout the year to prepare them for the test. (SL) (TL)</p> <p>~Students are taught test taking strategies to help them perform better on tests. (SL)</p> <p>~Ensure that teachers let students know that we have resources available if they need help beyond schoolwork, there is someone who will help them. (LS)(TL)</p>
<p>#2: Fostering faith-based relationships with God and others. (LC)</p>	<p>~Parents send their children to TVCS as they believe that a quality education includes a Biblical viewpoint. (LC)</p> <p>~A high percentage of parents who send their students attend a local church. They want their teachings to be continued at school. We want to ensure students understand the Bible and be Christ-like leaders and contributing members of society. (LC)</p>	<p>Local and Societal Context (LC)</p> <p>Teaching and Leading (TL)</p>	<p>~Students in all grades are receiving direct Bible instruction daily. (TL)</p> <p>~Faith based perspectives are inserted into all subject areas.</p> <p>~Students are knowledgeable in Biblical information and memorizing scripture.</p>	<p>~Parent, Staff, and Students Survey and focus groups.</p> <p>~Biblical lens of teaching in all subject areas.</p> <p>~Student's Biblical knowledge</p> <p>~Student focus groups and surveys</p>	<p>~AERR Parent Satisfaction</p> <p>~AERR Welcoming and caring school</p>	<p>~ Daily Bible Class (TL)(LC)</p> <p>~Bible Memorization (TL)(LC)</p> <p>~Prayer (TL)(LC)</p> <p>~Daily devotions (TL)(LC)</p> <p>~Address issues with God approved solutions. (TL)(LC)</p> <p>~Professional Collaboration for Bible instruction in each subject (TL)(LC)</p> <p>~Faith conversations with students (TL)(LC)</p> <p>~The school is working toward active citizenship through projects at school or ministry trips in the local area. (TL)(LC)</p> <p>~Staff at TVCS walking daily with the Holy Spirit. (TL)(LC)</p>

Goals	Reasoning and Rationale	Domains Addressed	Outcomes	Local Measures	Provincial Measures	Strategies
#3: Teachers at TVCS are engaging in professional development. (TL)	~In working towards increasing student success, teachers need to be given instruction, resources, and research on improving instructional practices. (TL) ~In the AERR 95% of teachers were satisfied with the professional development that the school was providing. (LC)	Teaching and Leading (TL) Local and Societal Context (LC) Student Growth and Achievement (SG)	~Teachers are continuously growing in their instructional practices. (TL) ~Teachers are seeking professional development on their own. (TL) ~Collaboration between teachers is occurring regularly. (TL)	~Staff Survey and Feedback ~Teachers seeking out professional development. ~TPGP shows growth plans that align with school goals and Alberta Teacher Quality Standards.	~ AERR Teacher Satisfaction	~ Teacher collaboration (TL) ~School Professional development Days (TL) ~Intentional self-improvement and growth, reading and listening to resources related to teaching. (TL) ~Teachers attend in-services and conference (TL) ~Create Resource libraries for teachers to access. (TL) ~AISCA has a new initiative and is providing services to help students with issues that are not related to schoolwork.
#4 Teachers are providing quality instruction. (TL)	~In working towards increasing student success, teachers need to be given instruction, resources, and research on improving instructional practices. (TL) ~TVCS does not have any students who are First Nations, Metis, and Inuit so it is important to bring awareness to their history and culture.	Teaching and Leading (TL) Local and Societal Context (LC) Student Growth and Achievement (SG)	~Students are at grade level. (SG) ~Students are continuously growing academically, spiritually, socially, and emotionally. (SG)(TL) ~FNMI awareness and content is included in all subject areas. (SG)(TL)	~Staff Survey and Feedback ~Teacher Long-Range Plans include all program of studies outcomes and uses of differentiation.	~ AERR Quality of Education	~Teachers will work on finding ways to make the curriculum more engaging for students and make it applicable to everyday life so that students understand why they need to learn the concepts. (TL)(SG) ~Teachers are incorporating FNMI content and material into all subject areas. (TL)
#5: Tween Valley Christian School is professionally managed and governed. (G)	~The board wants to provide assurance to its private stakeholders and the public that TVCS is open and upfront with its management of the finances and facilities. (LC) ~In the 2022 AERR parental involvement satisfaction was at 92%. (G)	~Governance (G) ~Local and Societal Context (LC)	~Partnership with community and stakeholders and they have input on school priorities and plans. ~Resources and budgets are allocated to ensure students are successful.	~Parent local surveys and feedback ~Annual Parent Night ~Anecdotal comments from community through conversations	~ AERR School Improvement ~ AERR School Satisfaction ~ AERR Parental Involvement ~Budget Report	~Bi-annual parent night (G)(LC) ~Parent Focus Groups (G)(LC) ~Budget, AERR , and Education Plan are presented and discussed with all stakeholders. (G)(LC)

Annual Education Results Report

Tween Valley Christian School's [2022-2023 Annual Education Results Report](#) can be found on TVCS [website](#).

Budget

The 2023-2024 Budget for Tween Valley Christian School can also be found on the TVCS [website](#).