

Harvest Baptist Academy

“The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding.” Proverbs 9:10

2021-2024 Education Plan

May 2022

Preamble

This plan is written under the guidance provided in Alberta Education's *Assurance Framework* as described in the 2020-21 Funding Manual for Schools. The education plan is intended to provide our stakeholders with a plan that outlines our key priorities over the next year. Additionally, the plan seeks to act as a mechanism for focusing board and staff efforts for the next school year. As Harvest Baptist Academy continues to grow, we have opted to produce and update our education plans on a yearly basis to allow us to quickly add new priorities, or tweak current priorities as the need may arise. This plan holds out for the staff of the school a set of priorities that will guide their community of practice as they seek to create learning environments that help students reach their academic potential and become more like Jesus Christ.

Philosophy of Education

The ultimate aim and goal of Christian education is to teach the child reverential respect for God, which is the beginning of both wisdom and knowledge while seeking to guide the child to be Christ-like in every area of life. In addition, they need to require the necessary secular knowledge and wisdom to love, please, and serve God. This is accomplished by first providing a good Christian home. Second, it is important to attend a good fundamental Bible-believing local church. Lastly, a good spiritual education needs to be provided. Thus, we believe that every subject taught must be Christ-centered and Bible-based, and be taught by godly Christian teachers.

Values

1. **Academic Rigor:** Whether learning comes easily or through much pain and hard work, we desire that all students honour God through rigorous academic pursuit. This pursuit looks different from child to child.
2. **Biblical Worldview:** The fear of God is the beginning of wisdom. We believe that God has spoken, and we endeavour to show students that God's Word does not just flavour the subjects we teach. His Word is the foundation of the subjects that we teach.
3. **Parental Engagement:** Parents are the primary educators and disciples of their children. Thus, we seek to intentionally engage parents in the education, discipline, and spiritual growth of their children.
4. **Christ-like Staff:** Students are perceptive. They will learn much from what we teach them explicitly; they will learn more from what we teach them through our actions.
5. **Heart Focus:** Behavior flows from the heart. With God's grace, our staff's aim is to seek genuine heart change in our students (and ourselves).

School History

In 1997, Harvest Baptist Academy started offering classes from kindergarten to grade nine in what was affectionately known as "the little white building." From its inception in 1997 until roughly 2013, the school remained under 20 students. Now, years later, as the school has grown, HBA is still focused on the same thing: helping students grow both spiritually and academically.

School Profile and Programs

Harvest Baptist Academy is a rapidly growing, ethnically diverse school with a family feel. From 1997 to 2018 the school's population was under 20 students and offered classes for grades 1 to 12. Since 2018 the school has grown consistently. In 2019, Harvest Baptist Academy added Kindergarten. Current projections estimate the student population to be roughly 65 students for the 2021-2022 school year. HBA serves an ethnically diverse student body. We are open to the general community, so long as families and students can abide by the parent-student handbook and statement of faith. The school's defining feature is that it desires to be a Christian school first and foremost. Teachers are tasked with teaching all subjects through a Christian worldview and desire to reach the hearts of their students. Though HBA strives to excel academically, our chief desire is that students would grow to be like Jesus Christ.

Challenges and Opportunities

HBA has experienced healthy growth in the last four years. This is very encouraging and appreciative as this growth is based almost exclusively on referrals from current families. Being next to the highway has allowed for additional exposure, and has led to some new families joining our school. HBA continues to offer K to 12 programming. We have six full-time teachers, one Educational Assistant, and an ESL program that is showing some great results. The new modular is in place and fully functional. This is home to our K-6 students. We have 5 split grades and as we continue to grow, we can see potentially adding classes and new teachers. At this point, our main concern is determining the best use of our space. If we continue to grow at the current rate, we may need to create additional room for our growing Kindergarten program and growth in all other grades.

Stakeholder Engagement

HBA desires to engage its stakeholders in the following ways:

- The principal sends out a monthly School Wide Newsletter to each parent, plus posts it on the Sycamore Portal. As well, teachers are encouraged to have a class newsletter and/or communication via agendas and email with parents.
- *Parent Volunteer and Fundraising Committee*
 - In the 21/22 school year, a parent fundraising group was organized. School staff were surveyed about what fundraising priorities were needed for the upcoming years and parents have an opportunity to work with the fundraising group towards those goals.
 - Parents are welcome to come into the school to volunteer for various school wide activities, classroom activities, and teacher-directed help.
- *IBCES Board of Education*
 - The parents are invited and encouraged to attend the Annual General Meeting that is held once a year.
 - Board meetings are held several times a year and are open for parents to attend.
 - Parents can be part of the society, and from there could be voted onto the board.
 - The IBCES board is committed to building positive relationships with Alberta Education. Our Education managers are invited to observe our school as often as they like. When the opportunity arises, IBCES also extends invitations to elected officials, such as MLAs.

- Internally, HBA desires to meaningfully engage teachers. Teachers are welcome to give feedback on school policies and procedures. The administration team desires to be approachable, creating a culture where teachers know they can approach the team with a problem, seeking resolution.
- HBA also encourages a high level of involvement, from the HBA community, in all Alberta Education-generated surveys (formerly the Pillar Accountability Survey).

Accountability Statement

The Education Plan (2021-2024) for the Independent Baptist Christian Education Society was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results taken from a variety of stakeholders, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

Education Society

School Priority #1

School Priorities	Consistency with the mission and values of Harvest Baptist Academy
Assurance Framework Domain	Local and societal context
Outcomes	Students and staff will actively live out their faith at school and in the community.
Context	Harvest Baptist Academy exists to help students reach their academic potential and become more like Jesus Christ. Parents who send their children to HBA agree to the HBA statement of faith and parent-student handbook. For the context of this school priority, we will be focusing on the latter half of the mission statement, namely “helping students become more like Jesus Christ.”
Strategies	Staff will: <ol style="list-style-type: none">1. Infuse a biblical worldview into all learning activities.2. Provide a minimum of 2 opportunities for students to grow in their understanding of what it means to live their faith. Examples: Christmas hampers, raising money/materials for underprivileged students, etc.3. All Junior High students will participate in a mandatory leadership class as part of their programming.
Measures	The general outcome will be measured by: <ol style="list-style-type: none">1. Reach the minimum number of volunteer community opportunities completed throughout the year.2. Student participation rates in service opportunities<ol style="list-style-type: none">a. Observation of student leadership and ownership with regard to service opportunities.

School Priority #2

School Priorities	Develop Student Writing Skills
Assurance Framework Domain	Student Growth & Achievement
Outcomes	Students will grow in their ability to effectively communicate in written form
Context	Approximately 50% of HBA's student body are English language learners. Written communication can be particularly difficult for ELLs (and for the rest of the student body as well). Furthermore, PAT results have indicated that HBA's students have room for improvement with regard to written communication.
Strategies	Staff Will: <ol style="list-style-type: none">1. Provide an increased amount of writing assignments relative to past years2. Collaborate on division-specific writing rubrics3. Communicate writing expectations clearly to students4. Collaborate yearly on areas for growth in writing (both within, and between divisions)5. Collection of writing samples and ongoing writing assessment.6. Participate in whole staff PD on the topic of writing
Measures	The general outcomes will be measured by: <ol style="list-style-type: none">1. Provincial Achievement Tests (G6 and G9) relative to the previous year's result2. Anecdotal teacher observation and collection of exemplars.3. Group teacher marking of writing assessments.4. Increased student achievement on writing assignments (as seen in increased class averages on written assignments)

School Priority #3

School Priorities	To develop and improve our overall teaching practice.
Assurance Framework Domain	Teaching and Leading The school authority must identify and report results from local measures that yield useful data related to key outcomes of elements of the domain, and/or provide a succinct description of the processes and strategies to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes.
Outcomes	HBA staff will develop and implement various teaching and assessment strategies with the focus on meeting students where they are at and helping them grow .
Context	HBA has a wide range of student abilities. It is imperative that teachers recognize who these students are and find effective ways to meet their needs. HBA wants to be known as a Christian school with high academic standards. In addition, all students need positive role models who exemplify what a godly man or woman looks like. Teachers will need to focus their efforts in this way as we desire to see growth in our students.
Strategies	Staff members will: <ol style="list-style-type: none">1. Research and implement different assessment tools to identify academic strengths and weaknesses in our students. (Ex. Learn AB, ESL Benchmarks PAT, and other resources - Canadian Test of Basic Skills, Fountas and Pinnell Reading Benchmarks, and Castle Rock (The Key). These are only suggested resources, but we want teachers to feel free to explore a variety of formative and summative assessment resources.2. PD days focused around assessment, intentional teacher planning around specific student needs, and current teaching practices.
Measures	The general outcome will be measured by: <ol style="list-style-type: none">1. Student Growth2. Parent and student satisfaction on the Alberta Education Assurance Survey.3. Each teacher will have completed 2-3 formative assessments that directly measure student growth from the beginning of the year to where they are academically in June.4. All staff will demonstrate a comfort level with a variety of assessment tools and strategies to inform their teaching.