

Trinity Christian Academy

3-Year Education Plan and Annual Education Results Report (AERR) 2020-2022



Message from the Principal

Trinity Christian Academy is dedicated to creating a positive learning culture for its students, staff, parents and the greater community we serve. It is our mission to make TCA the best place for students to learn and grow. Our planning reflects this focus. We are committed to providing the highest level of education and empowering students to thrive and flourish.

The Annual Education Results Report for November 2020 describes and evaluates the 2019/2020 school year. This report includes both achievements to be celebrated and identifies challenges to be addressed. We report on the multiple successes and the immediate issues we face as a school.

We hope that by reviewing our past, we can ultimately improve our future through adequate, thoughtful planning and community involved discussion. This document will serve as our three year education plan for the 2020/2021, 2021/2022 and 2022/2023 school years.



Stefan Dykema
Principal
Trinity Christian Academy

Accountability Statement

The Annual Education Report for Trinity Christian Academy for the 2020/2021 school year was prepared in accordance with the requirements of Alberta Education and Golden Hills School Division. The school is committed to using the results in this report to improve outcomes for students. We use the results to develop sound strategies for our Three Year Education Plan to ensure all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

School Profile

Trinity Christian Academy is an alternative faith-based program that encompasses Pre-Kindergarten to Grade 9 programming. Our mission is to provide Christ-centered education that is shaped by powerful learning and meaningful relationships. We strive to create a culture that provides a holistic education to our students where they can discover their God-given potential. TCA currently has a funded population of 170 students and another 28 students in our three Pre-Kindergarten programs. When including the Pre-Kindergarten students, there are 197 students that attend and contribute to the overall culture of Trinity Christian Academy. As an organization we focus on nurturing, equipping, and empowering our students to make a difference in this world.



Christian Education Programming

Christian Education is an integral part of what we do at TCA. We seek to embed our faith into all that we do. The staff uses the Christian Studies resource, “The Bible” by Purposeful Design. This resource influences our day to day Christian Studies and allows for deeper Christian conversations and understanding. We have two staff members who are responsible for organizing weekly chapel services, using the school’s mission and vision as a guide for the chapel theme, as well as organizing various spiritual activities. We have just launched a new Faith formation framework where each month we focus on moving our values into action. These monthly themes are embedded in all of our classroom activities and be found below.



“God Worshiper”	Students celebrate God and what he has done and created.
“Relationship Builder”	Students construct positive relationships with others.
“Community Leader”	Students lead by example and encourage others to do the right thing.
“Justice Seeker”	Students stand up for what is right, true, and fair.
“Christ Reflector”	Students show Christ’s love in the actions of their lives.
“Earth Keeper”	Students protect and show care for God’s creation.
“Good News Giver”	Students walk with God and ask others to join them on the faith journey.



Athletics

Trinity Christian Academy's athletics program has significantly improved over the past three years. TCA has a strong Boys and Girls Volleyball & Basketball program where our teams have won tournaments and in 2020 our TCA Tigers girls team won the Wheatland County Basketball B League and our boys placed second. TCA is also incredibly proud of our Mixed Swim team, the only team of its kind in the school division. There are also TCA students who compete in both Badminton and Track and Field every spring. We believe that our strong developmental program in our PE classes will result in an even stronger athletic program.



Student Leadership

The Leadership Club includes Grade 7- 9 students who are interested in planning various events, fundraisers and activities in the school. The Leadership Club runs the weekly canteen. In their fundraising efforts, the students are learning about various ways to serve and positively affect change at the local, national and international level.



Trends and Issues

Student Enrollment



Trinity Christian Academy continues to recruit students to ensure the financial viability of the school. We have seen consistent growth in student enrollment and believe that this trend will continue. TCA is a success story and we can celebrate the overall growth of our school. Our enrollment has grown from 75 students in June of 2012 to 170 funded students at our September 30, 2020 funding cut-off date. Golden Hills School Division (GHSD), TCA staff, School Council and the TCA Society are all dedicated to the growth

and sustainability of the school and will continue to plan for the success of Trinity Christian Academy moving forward.

Physical Space

As TCA's student population continues to grow, we are reaching the limit of our physical space. We currently have two detached modular classrooms on the north side of the school. In previous years, we have created classrooms out of storage rooms and conference rooms. We are grateful to the GHSD Building and Maintenance Department for their support in the various facility improvements that have been made to TCA over the years. As our student population grows, we will be in need of more functional classroom spaces and learning areas.

We are looking forward to expanding our physical space through a capital investment plan that will help to alleviate some of our space issues. The growth over the past ten years has resulted in stress not just on our facilities, but also on our playground equipment. Based on our growth projections, these projects will need to occur within the next year or we will need to place a cap on how many students can attend TCA.



Playground

Over the past two years TCA has fundraised for a new playground expansion. Through fundraisers, private donations, and accessing public and private grants we have been able to raise over \$250,000. This provides us with the ability to significantly expand the scope of our playground project. We are anticipating breaking ground this summer with the playground fully operationally for the 2021/2022 school.

Technology

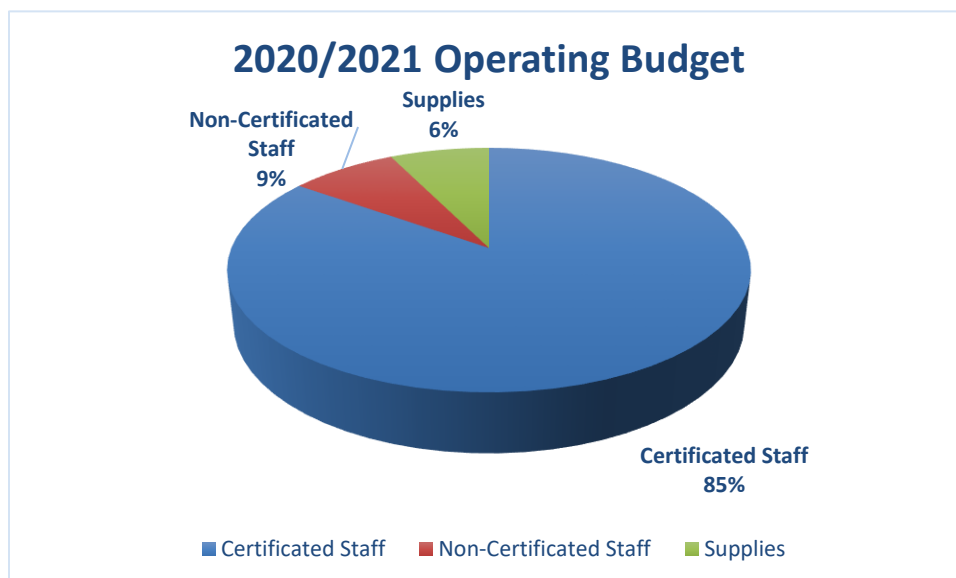


TCA has invested in making sure our students have access to technology and that it is embedded in our classroom practice. We have partnered with GHSD and now have access to robotics units, 3-D printing, design programs. These tools are used extensively and the staff is striving to use them in the best way to enhance student learning.

We have recently purchased 35 new chromebooks, with the remainder of our chromebooks and I-PADs nearing the end of their life-cycle. We are strategizing replacement options for all of our old student devices at TCA. In order to develop and teach our students as 21st Century Learners, we continue to incorporate technology into our teaching practice and seek to utilize technology to increase engagement and create a meaningful learning experience for all of our students. The rate of technological change and the cost associated with having devices that can support many of the online platforms will cause financial pressure on our school both in the short and long term.

Revenues and Expenditures

Budgeted Operating Expense 2020-2021			
			%
Allocation (includes prior year carry-over)		\$1,259,747.00	
Staffing	Certificated (Substitutes & Certificated Staffing)	\$1,061,600.00	85%
	Non-Certificated (Support & Other Staffing)	\$111,540.00	9%
	Supplies & Services	\$86,607.00	6%



Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Trinity Christian Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.0	95.6	95.6	89.4	89.0	89.2	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	78.1	76.5	80.4	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	97.6	97.0	97.9	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	*	0.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	66.7	72.4	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	7.5	13.4	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	96.7	100.0	97.8	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	88.3	94.7	93.3	83.3	82.9	83.2	Very High	Declined	Good
Parental Involvement	Parental Involvement	89.3	93.4	91.5	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	84.7	94.8	89.8	81.5	81.0	80.9	Very High	Declined	Good

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Increasing Student Learning Opportunities

As a relatively small K – 9 school, our potential to offer a wide variety of programming, especially for our junior high students remains an area where we are striving to improve. We have made significant progress in this area over the past three years but it is something that we need to continue to improve upon. We are continuing to look at different opportunities and will begin a feasibility study as to how we can include a broad program of studies.

Strategy 1: Increase Programming Options for Students

To broaden the range of programs our students encounter during the school year, the following steps have/will be taken. (dependent on COVID restrictions)

- In our Jr. High we have introduced a new options course that focuses primarily on 3 modules: Robotics, 3-D Printing, and Outdoor Leadership. We have been the recipient of a grant for Outdoor Education and have been able to take our students to a Winter camp and a multi-day camping trip in Peter Lougheed Provincial Park.
- Art options are offered to all of our students (K – 9)
- Kindergarten –Grade Six receive one Music class per week
- Every year, we try to put on Christmas Musical where students have the opportunity to act, sing, participate in stage management, light and sound management, etc. Students rehearse during class and recess time to prepare for the December production. This musical is performed live before an audience of family and the general public. This year due to COVID restrictions we are moving the format online and posting to our Social Media.
- TCA has 1 new chrome cart and two older carts. These tools will help our students further engage in various learning tasks as they move through their school career. The older carts are now entering the end of their life cycle and steps will need to be taken over the next year to continue to provide technology support to our students. We are working on providing
- Grade 5 – 9 students will participate in downhill ski lessons at Nakiska, as part of an alternative PE environment. We will continuing to look for other options to broaden our scope of alternative PE options
- Since February of 2015, on an annual basis, the Grade 6 – 9 students attend Southern Alberta Bible Camp for a weekend of fellowship mixed with indoor and outdoor activities with other Christian students from across Alberta. If COVID restrictions are lifted we will continue this relationship.
- Impact Projects: All classes are required to undertake one Project at some point of the school year. The intention is that students & teachers will see an area of need in our community/ the world and take an active role in making the world a better place. These projects are meant to flow out of TCA's core values of Empathy, Respect, Responsibility, Perseverance, and Self-Awareness.

Strategy 2: Increasing Education Quality & Effectiveness

At Trinity Christian Academy, teachers use a wide variety of resources to teach and promote a high quality learning environment. To broaden the effectiveness as a Educational institution our the following steps have been taken:

Literacy

- Teachers use a wide variety of resources to teach reading skills and comprehension to all the grade levels. The primary grades use Zoo Phonics and Animated Literacy to teach foundational reading skills. The middle grades use the resource, Cornerstones, which is published by Gage Learning. Various novel studies are integrated to teach comprehension strategies. The Junior High English classes use the Book Club Method to further engage students in reading and responding to literature. Several of our teachers have been trained in and use the “Daily Five” method to encourage independent study and buddy reading. All teachers assess their students’ reading level by using Fountas and Pinnell to achieve consistency throughout the school. We also utilize a program called Emerging Readers which provides daily literacy support to our lowest level readers in Grades 1-4.
- We are excited to start our literacy scope and sequence project this year. Teachers will be working collaboratively to identify how to best support our students in each individual grade. This project will set certain parameters such as school wide literacy resources and how often/when reading/writing assessment will take place.

Math

- The main math resource for students in Grades 1 - 5 at TCA is JUMP Math. Other supplemental resources used by the teachers include, Power of 10, Math for Success and Math Makes Sense. Students in Grades 6-9 use the resource Math Links by McGraw-Hill Education. Each week students participate in a critical challenge and/or lesson that promote critical thinking and inquiry. The teachers use Peter Liljedahl’s work as a resource to support students’ thinking. To prepare the Grade 6 and 9 students for the non-calculator questions on the PAT (Provincial Achievement Test), the teachers of those grades conduct on-going reviews and practice strategies to increase student confidence when solving math problems without the use of a calculator.

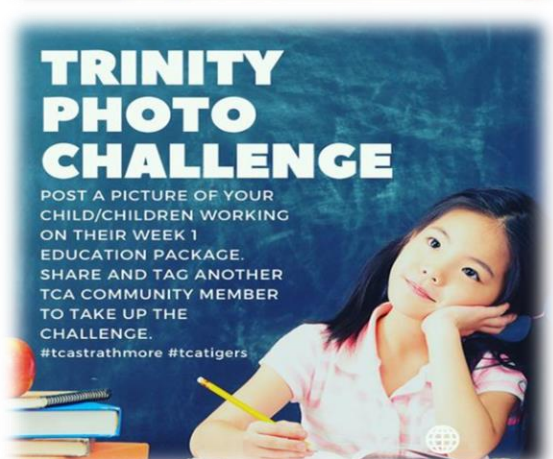


Strategy 3: Increasing Parent Involvement and Increasing Community Engagement

TCA recognizes that student success is a partnership between the student, their parents, and the school. TCA is actively supporting parents by providing parents the opportunity to become involved in their child's education and how to best support their child throughout the preparation and exam writing process. Teachers provide information to parents about the curricular outcomes, expectations, and various ways they can support their child at home with regular review and study materials.

To increase the number of parents who feel involved in decisions about their child's education the following steps will be taken.

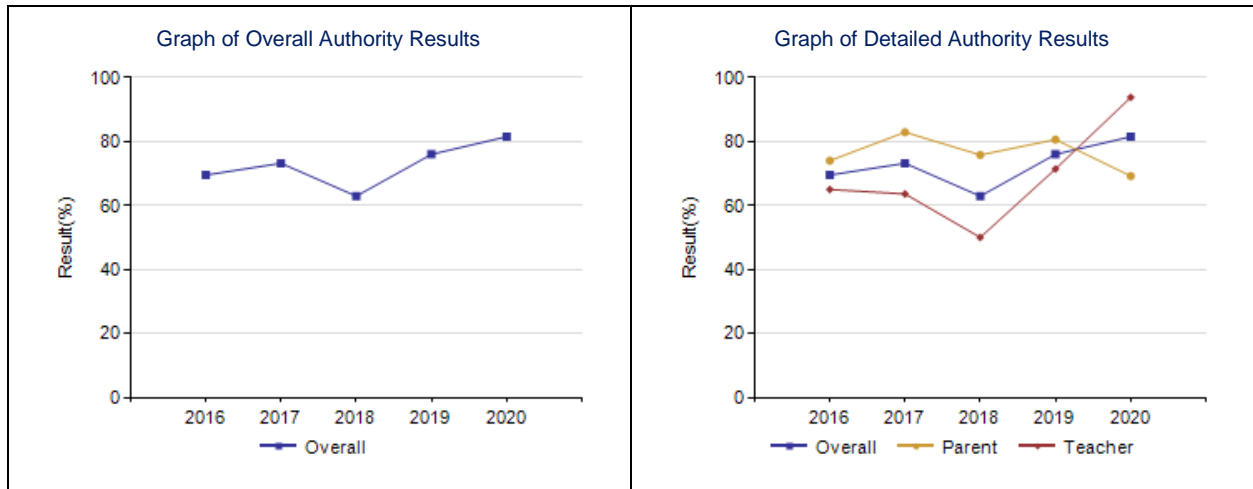
- To make sure that parents are consulted, in person or by phone, in regards to a child's Individual Program Plan, Individual Support Plan or their child's Behavior Plan
- Increase the number of parents that attend the TCA School Council meetings and involve them in the decision making process. We hope to do this with increased advertisements, and creating an atmosphere of improvement and open dialogue
- Use various forms of social media (Facebook, Instagram) School website and digital campaigns to connect with parents and the broader community.



Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

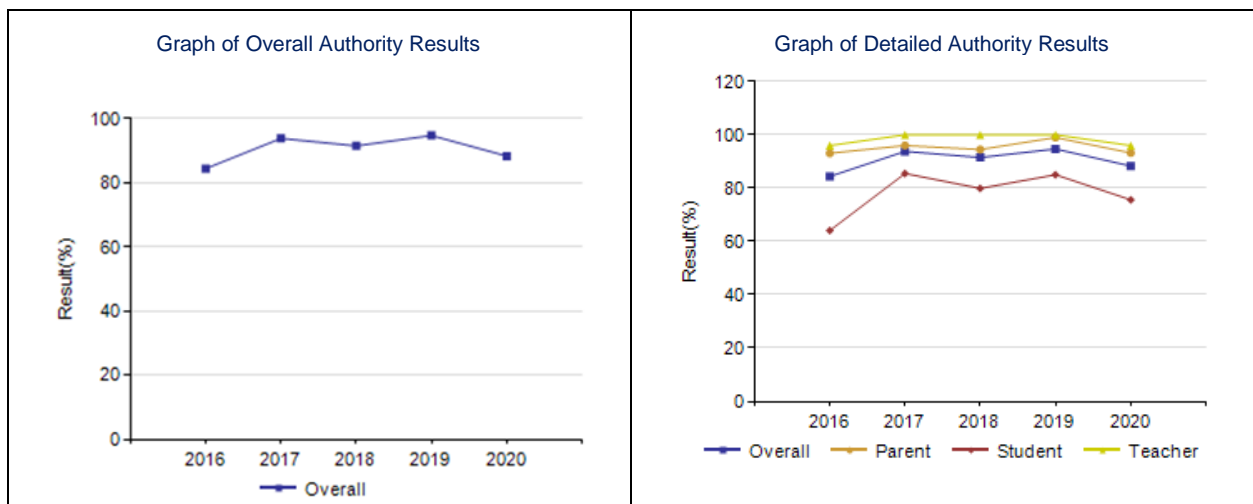
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	69.5	73.2	62.9	76.0	81.5	74.6	75.1	73.6	74.2	74.0	70.7	71.0	70.9	71.4	72.6
Teacher	65.0	63.6	50.0	71.4	93.8	82.2	81.6	83.2	84.1	84.5	77.3	77.3	77.8	78.8	80.6
Parent	74.0	82.9	75.8	80.6	69.2	67.1	68.5	64.1	64.3	63.5	64.2	64.8	64.0	64.0	64.6



Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

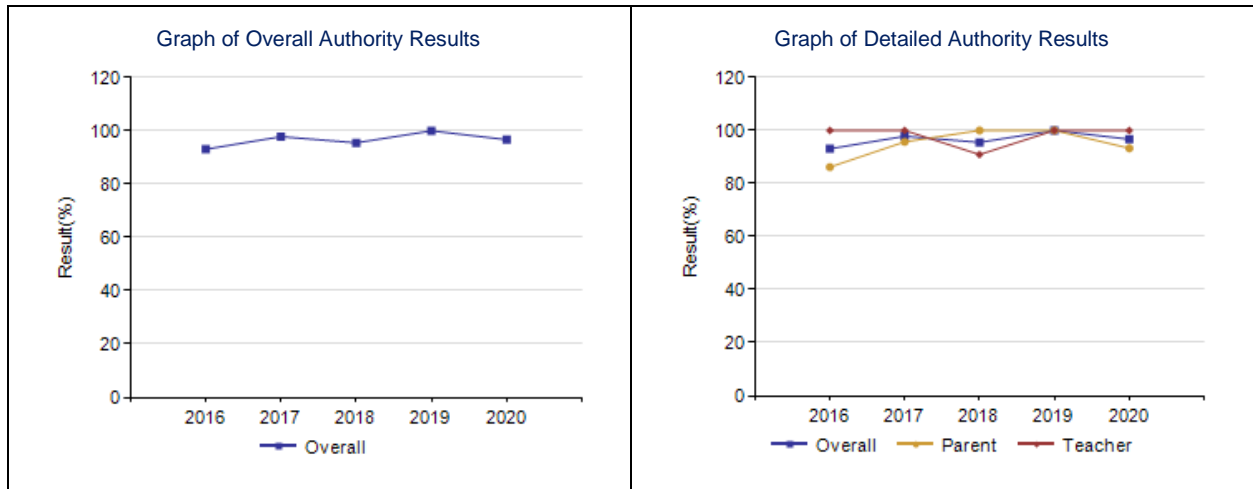
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	84.4	93.8	91.5	94.7	88.3	84.0	86.0	85.6	84.8	83.3	83.9	83.7	83.0	82.9	83.3
Teacher	96.0	100.0	100.0	100.0	96.0	94.5	96.3	96.7	95.6	94.9	94.5	94.0	93.4	93.2	93.6
Parent	93.1	96.0	94.5	99.0	93.2	80.1	82.8	82.1	82.9	79.0	82.9	82.7	81.7	81.9	82.4
Student	64.1	85.5	79.9	85.0	75.6	77.4	78.9	77.9	75.9	76.1	74.5	74.4	73.9	73.5	73.8



Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.1	97.8	95.5	100.0	96.7	85.5	82.3	85.1	86.0	86.0	82.6	82.7	82.4	83.0	84.1
Teacher	100.0	100.0	90.9	100.0	100.0	94.4	92.2	94.0	95.7	99.3	90.5	90.4	90.3	90.8	92.2
Parent	86.2	95.7	100.0	100.0	93.3	76.6	72.5	76.3	76.4	72.6	74.8	75.1	74.6	75.2	76.0

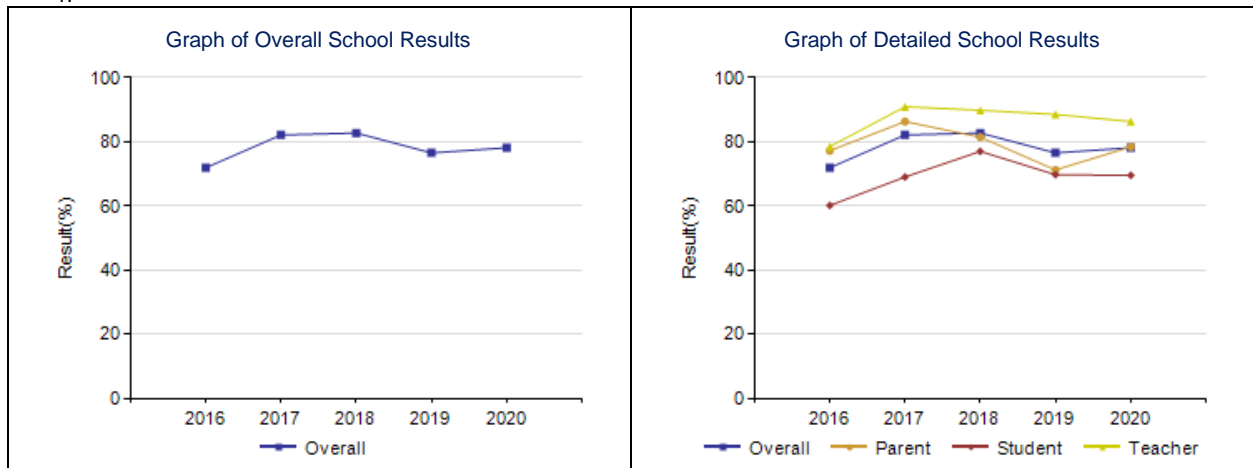


Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	71.9	82.1	82.7	76.5	78.1	79.6	81.1	79.0	81.0	81.2	81.9	81.9	81.8	82.2	82.4
Teacher	78.5	90.9	89.8	88.5	86.3	84.5	87.8	88.0	85.7	89.7	88.1	88.0	88.4	89.1	89.3
Parent	77.2	86.3	81.4	71.2	78.4	77.3	77.7	76.0	79.2	75.4	80.1	80.1	79.9	80.1	80.1
Student	60.1	69.0	77.0	69.7	69.5	77.1	77.7	73.1	78.2	78.4	77.5	77.7	77.2	77.4	77.8

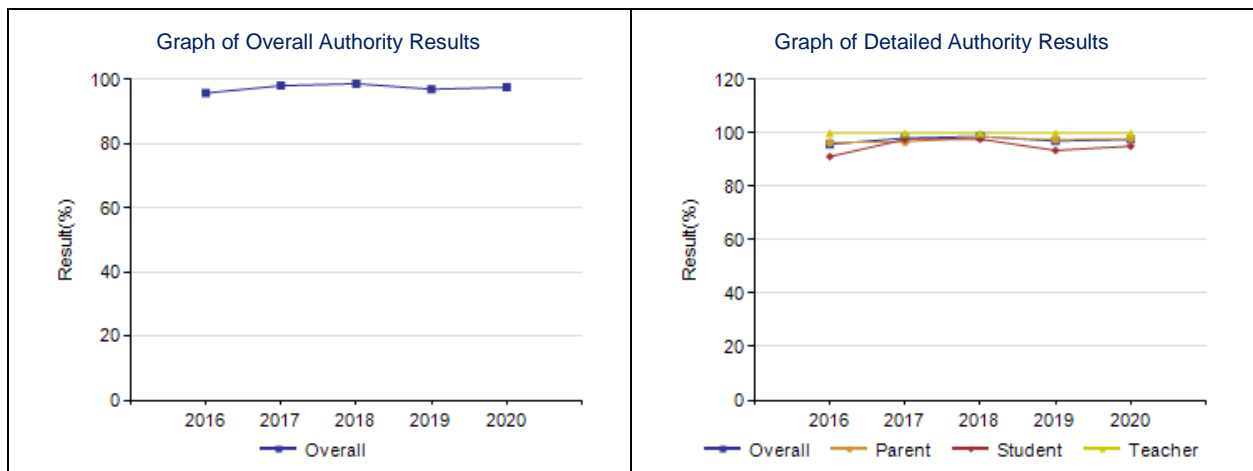
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Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

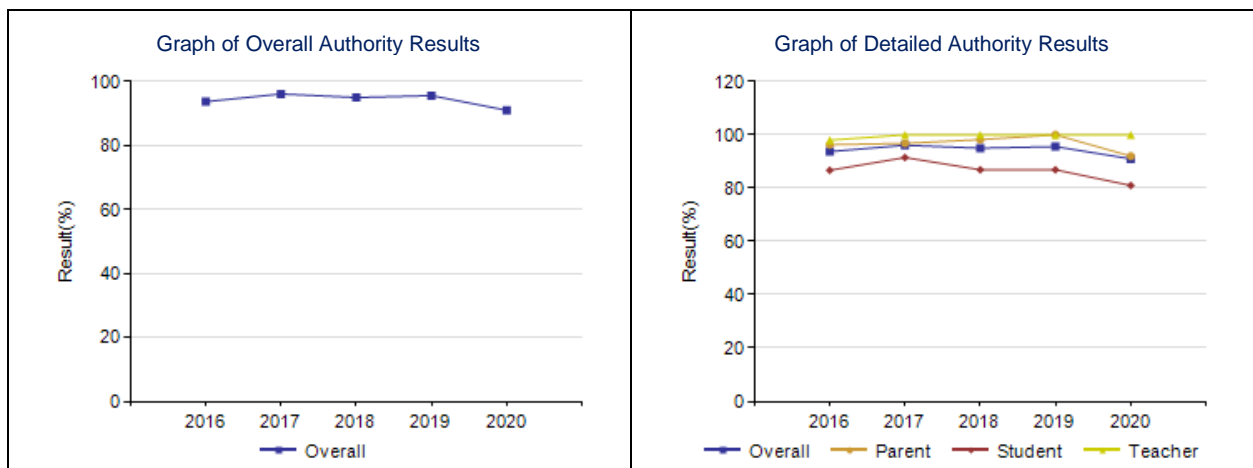
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	95.8	98.1	98.7	97.0	97.6	92.1	92.4	92.0	92.1	91.4	90.1	90.1	90.0	90.2	90.3
Teacher	100.0	100.0	100.0	100.0	100.0	98.0	98.3	97.8	98.1	97.8	96.0	95.9	95.8	96.1	96.4
Parent	96.4	96.7	98.5	97.5	97.8	87.9	88.4	87.8	88.7	86.6	86.1	86.4	86.0	86.4	86.7
Student	91.2	97.6	97.7	93.5	95.1	90.5	90.5	90.3	89.6	89.8	88.0	88.1	88.2	88.1	87.8



Safe and Caring – Measure Details

Percentage of teacher, parent and student 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.

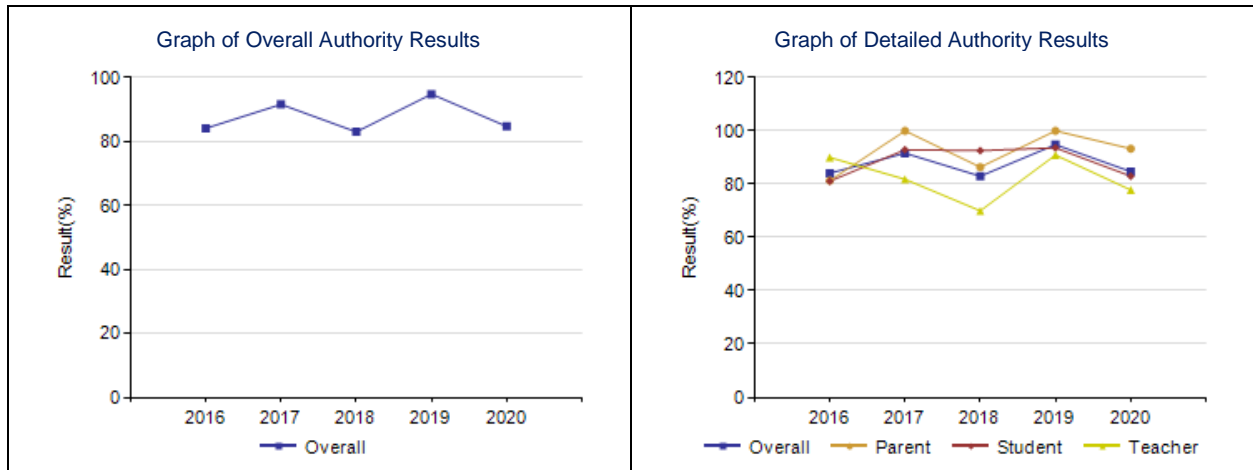
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.7	96.1	95.0	95.6	91.0	90.9	91.2	90.6	90.6	90.0	89.5	89.5	89.0	89.0	89.4
Teacher	98.0	100.0	100.0	100.0	100.0	96.7	96.9	97.5	96.8	96.9	95.4	95.3	95.0	95.1	95.3
Parent	96.3	96.8	98.2	100.0	92.0	89.2	90.3	89.8	91.5	87.7	89.8	89.9	89.4	89.7	90.2
Student	86.7	91.5	86.9	86.9	81.0	86.8	86.5	84.6	83.6	85.5	83.4	83.3	82.5	82.3	82.6



School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	84.1	91.6	83.0	94.8	84.7	86.3	88.0	83.0	84.7	84.3	81.2	81.4	80.3	81.0	81.5
Teacher	90.0	81.8	70.0	90.9	77.8	90.3	88.5	86.2	85.5	90.1	82.3	82.2	81.5	83.4	85.0
Parent	81.3	100.0	86.4	100.0	93.3	81.7	88.5	79.3	84.0	77.5	79.7	80.8	79.3	80.3	80.0
Student	81.1	92.9	92.6	93.6	83.0	86.8	86.9	83.4	84.4	85.4	81.5	81.1	80.2	79.4	79.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.