



## **Three-Year Education Plan**

September 2025- June 2028

The Education Plan for Fusion Christian Academy (FCA) commencing September 1, 2025, was prepared under the direction Senior Management Team and FCA Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Senior Management Team and FCA Board of Directors 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 FCA Board of Directors approved the 2025/2028 Education Plan on May 31, 2025.

-Mark Adams, Board Chair  
(original signed)

### **School Authority Mission**

To establish, enable and support a variety of Christian schools in Alberta with expertise in establishing micro-schools in local churches based on the Acton Academy model.

### **Business Plan Review**

Outcome 1: Student success.

Goals and Strategies:

- Identify and nurture every student's unique and divine calling in the world.
- Follow the Alberta Program of Studies
- Every student to increase at least one grade level in numeracy and literacy each year and to be at grade level or higher in literacy and numeracy at year's end.
- We will continue to focus on the development of Literacy and Numeracy skills, with students achieving at least one year's growth in both literacy and numeracy.
  - Literacy skills
    - Jolly Phonics for all K students and for Grade 1 and 2 students who need it.
    - Daily reading and writing.
    - Continuing to research further resources for our students in the area of grammar, writing, and all literacy skills.
  - Numeracy skills
    - Use number lines for addition and subtraction.

- Master basic addition and subtraction facts, and multiplication facts for Grades 3 and above.
- Play math games to develop mental math skills.
- Instill the moral virtues of empathy, conscience, self-control, respect, kindness, tolerance and fairness through teaching and personal interaction.
- Demonstrate, and involve students in, healthy community relationships.
- Promote individual mastery of subject matters with high rates of individualized attention from teachers, EAs and volunteers.
- Apply team-based Discovery Project learning.
- Public speaking confidence and acumen developed through unit Discovery Project public presentations seven times a year.
- Consistently identify real-world heroes to emulate.
- Emphasize peer accountability.
- Establish a culture of creativity, independence and freedom.
- Improve First Nations, Metis and Inuit student education outcomes.
  - Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students.
  - Increase understanding of approaches to First Nations, Métis and Inuit student achievement while identifying and promoting effective practices in Indigenous education.
  - Promote relationship-building with First Nations, Métis and Inuit communities, partners and schools to enhance student learners' success and advance reconciliation.
- Provide yearly apprenticeships to help discover gifting, passion and career calling (future jr. high and high school).

Outcome 2: Establish a well-managed education system and workforce.

Goals and Strategies:

- Conduct weekly local school staff meetings for debriefing, best-practice strategizing and professional development.
- Conduct monthly principal-led multi-school all-staff meetings for best-practice strategizing and professional development.
- Meet TQS and LQS requirements for all teachers and school leadership.
- Encourage, assist and monitor professional growth plans for each teacher.
- Provide relevant high-quality professional development opportunities for both teachers and educational assistants.
- Continually search out qualified certificated teachers for potential hiring.
- Create a pool of certificated and available substitute teachers.
- Identify, hire, train and oversee qualified educational assistants.

- Identify, vet, enable and monitor parent volunteers to foster classroom enrichment and student success.

Outcome 3: Plant new schools.

Goals and Strategies:

- Start four new schools each year for the next three years for a total of 12 new schools in Alberta.
- Hire a qualified principal to oversee 3-5 micro-schools.
- Open a junior high school for the 2026-2027 school year.
- Identify church-going certificated teachers who would be willing to take on the responsibility of starting a new school in their local church.
- Work with AISCA in identifying individuals and groups who have a vision for starting Christian schools in Alberta.
- Talk to local church pastors about the value and possibility of starting a micro-school in their local churches.

### **First Year Operational Review**

- Noted strengths
  - Of all the philosophical concepts of the Acton Academy model, **the mixed-age studio** is foundational and has proven to be our greatest strength. Even more than we anticipated, the advantages of a communal learning environment consisting of both older and younger students has proven successful in creating a caring and inclusive environment. Anti-social/bullying behaviors are quickly identified and confronted with effective conflict resolution strategies employed.
  - The seven different **public presentation evenings**, where students present what they learned in their discovery project unit, have proven to be an effective learning ground for public speaking and a chance for parents to see learning outcomes, first-hand.
  - The **weekly staff meetings** for debriefing, best-practice strategizing and professional development have proven invaluable in shaping and improving educational delivery. These meetings last for an average of three hours. Early in the school year, it was in these meetings where it was determined what elements in the Acton Academy model were working or not working in our context.
  - **Individualized core-subject learning** has been a boon to a number of our students. Most of our students entered at below grade level proficiency in literacy and numeracy, but most of those have improved more than one grade level in those. English language learners improve their vocabulary skills, and thus their

comprehension, by using tools like Raz Kids Plus and IXL, as well as vocabulary instruction in the classroom.

- Areas for improvement
  - **Student assessment** and reporting has been inadequate in our first year of operation. While parent-teacher interviews have been helpful, the Action model did not call for summative assessments and we discovered that we were doing our students and parents a disservice by not providing report cards of academic and behavioural progress. Our saving grace is being able to compare the literacy and numeracy diagnostics that we did at the beginning of the year with the diagnostics and benchmarks that we are able to employ as the school year comes to an end.
- Emerging growth trends and developing needs.
  - We have been able to accommodate a number of **undocumented students**, even though we do not receive any government funding for them. Their parents, all of whom are awaiting residency/work/refugee status, pay the normal tuition charge (or less) and are extremely grateful that their children can be in school.

### **Stakeholder Engagement**

- Public Presentations
  - FCA does seven public presentations in the school year where students present their work on a unit Discovery Project. Parents and other interested parties are encouraged to engage with school leadership who are designated to answer questions and receive feedback following the presentations.
- Parent Advisory Council
  - There were three meetings of the Parent Advisory Council this year where school plans were discussed and parents had the opportunity to give input to the direction of the school. As a result of parent feedback, adjustments were made to a number of policies including field trip policy, student assessment policy, fundraising initiatives, communication strategies, and student pick-up and drop-off protocols.
- Parent Volunteers and Visits
  - We encourage both parental visits to the school (with 24 hour notice) and parents to volunteer in the classroom on a regular basis.
- Annual Fundraising Banquet
  - FCA holds a fundraising banquet each June to present the vision of our school and engage donor activity. Ninety-six persons, including business owners and five MLAs, attended our initial banquet in June of 2024. This event has garnered interest in our school as well as requests for visits to see the school in operation.

- Parent Survey
  - A written parent survey is planned for the end of school, June 2025.
- Edmonton Chinese Alliance Church
  - The Edmonton Chinese Alliance Church (ECAC) has made an invaluable investment in us by allowing us to use their education wing and gymnasium. We have had a number of meetings with the Pastor and board of ECAC to hear from them and make sure we are abiding in their good graces. ECAC allowed us to use their sanctuary for our Christmas program and is allowing us to use their kitchen and conference centre for our annual fundraising banquet.

### **First Nations, Métis and Inuit Student Success**

- In our first year of operation, we have had an enrolment of 13 students, none of which were First Nations, Metis or Inuit. Previous programming that our non-profit organization conducted was geared mainly for First Nations and Metis kids, providing them with free art, music and sports programming. Also, our founder and chaplain, Pastor Sherry Adams, served eight years on the Edmonton Public School Board, where FNMI educational issues were often at the forefront of board policy deliberations.
- As part of our academic programming, FCA is committed to presenting findings and recommendations of the Truth and Reconciliation Commission for student awareness, discussion and implementation.
- Our online enrollment enquiry form and our student registration form looks to explicitly ascertain all students who identify as First Nations, Metis or Inuit.
- Our mixed-age studio, inclusive community and individualized learning platform will significantly close the historic systemic education gap for future FNMI students that FCA will be privileged to enrol.

### **Education Outcomes, Measures and Strategies**

- Outcomes
  1. Every student to increase at least one grade level in numeracy and literacy each year and to be at grade level or higher in literacy and numeracy at year's end.
    - Measures and Strategies
      - We will do three diagnostics in both numeracy and literacy a year: Beginning, middle and end of school year, using IXL diagnostics and benchmark reading.
      - We will employ Jolly Phonics, IXL, Raz Kids Plus, and Spectrum workbooks providing both summative and formative feedback.
      - We will provide as much individualized instruction as needed to each student.

- We will provide student assessment reports seven times a year in conjunction with the seven Discovery Project units.
- 2. Every student to develop effective public speaking skills.
  - Measures and strategies
    - Seven times a year, each student will be required to make a public presentation at an evening gathering of parents and other stakeholders of their Discovery Project work.
    - These presentations will be video recorded and reviewed by students together with a teacher or education assistant.
    - The presentations will be graded with suggestions for improvement.
- 3. Instill the moral virtues of empathy, conscience, self-control, respect, kindness, tolerance and fairness along with a good work ethic.
  - Measures and Strategies
    - Employ the practices outlined in Dr. Michelle Borba's series of books on Moral Intelligence.
    - Consistently present the stories of real-life heroes to emulate.
    - Employ a system of rewards for positive behaviour.
    - Grade students at the end of every unit (every five weeks) on their character development and work ethic.

### **Plan for Implementation**

- Resources
  - Each elementary school will employ one full-time certificated teacher and one full-time guide (educational assistant).
  - For the aggregate annual budget of Fusion Schools, provincial instructional funding will provide 55%, tuition and fees will provide 25% and fundraising will provide 20%.
- Professional Learning
  - Conduct weekly local school staff meetings for debriefing, best-practice strategizing and professional development.
  - Conduct monthly principal-led multi-school all-staff meetings for best-practice strategizing and professional development.
  - Encourage, assist and monitor professional growth plans for each teacher.
  - Provide relevant high-quality professional development opportunities for both teachers and educational assistants, taking advantage of AISCA and ATA teachers' conventions.
- Best Practices Monitoring
  - Conduct weekly local school staff meetings for debriefing, best-practice strategizing and professional development.
  - Conduct monthly principal-led multi-school all-staff meetings for best-practice strategizing and professional development.

- Convene Parent Advisory Committee meetings in the fall, winter and spring.

### **Capital Plan**

- No capital plan currently in place.