

Covenant Christian School, Assurance Plan 2025-2026



FLOURISHING LEARNERS, DELIGHTING IN GOD, INSPIRED TO SERVE



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Covenant Christian School Assurance Plan - 2025/26

School Profile:

Covenant Christian School (CCS) is an alternative Christian program serving students from Kindergarten through Grade 9, located in Leduc County just outside of Leduc, Alberta. The school is part of the Black Gold School Division (BGSD) and serves a diverse population of students from both urban and rural communities, reflecting the broader region it supports. CCS currently enrolls 409 students and continues to experience steady growth, offering a comprehensive K-9 program that integrates Alberta Education curriculum with intentional Christian worldview formation.

The student population is diverse, with 6.2% of students identified as English as an Additional Language (EAL) learners and 3.2% as First Nations, Métis, and Inuit (FNMI). Enrollment has demonstrated a steady upward trend over the past three years, increasing from 370 students in 2023-2024 to 408 students in 2025-2026, representing a 9.7% growth. This increase reflects a stabilization and renewed confidence in the school following enrollment declines experienced after the COVID-19 pandemic and suggests strong retention, effective programming, and positive community perception.

CCS makes full and effective use of its existing facilities, with a utilization rate of 107%, all instructional spaces are currently in use. The school typically operates two classes per grade, supporting balanced class sizes and strong relationships, with one Grade 8 class this year, and remains well-positioned to respond flexibly to future growth. CCS is supported by a dedicated team of 41 staff members, including 27 certificated teachers and 14 support staff. Support staff include 11 educational assistants (8 full-time and 3 part-time), 2 secretaries, a 0.5 FTE librarian, and custodial services provided through the Leduc Society for Christian Education (LSCE).

The core purpose of Covenant Christian School is captured in the statement: *"Flourishing Learners, Delighting in God, Inspired to Serve."* This vision reflects a deep commitment to nurturing the whole child- academically, spiritually, socially, and emotionally. The CCS community believes that God is Lord of all and invites each person to participate in His ongoing work of restoration. Teaching and learning are intentionally shaped by the Teaching for Transformation (TfT) framework, which supports educators in designing meaningful learning experiences around biblically grounded Throughlines. These Throughlines help students understand who they are called to be and how they are invited to live out their faith in everyday life. Bible instruction from Kindergarten through Grade 9 supports students in knowing the story of Scripture, while TfT encourages them to see the story and live the story across all areas of learning.

CCS brings its faith-based vision to life through a rich variety of programs and opportunities. Specialty programming emphasizes service learning and worldview formation, while technology integration, athletics, and extracurricular activities support the

development of well-rounded learners. This year, CCS has further strengthened its commitment to inclusive education through the implementation of *The Nest*, an Inclusive Learning Community that operates from the resource room and provides thoughtful, responsive support for complex learners under the leadership of the Learning Support Teacher. In addition, CCS is participating in a Literacy and Numeracy Intervention Pilot Project for students in Grades 1-6, offering targeted supports that enhance foundational skills and promote long-term academic success.

A defining strength of Covenant Christian School is its partnership with the Leduc Society for Christian Education (LSCE), a charitable, parent-led organization that has demonstrated a deep and longstanding commitment to Christian education. Founded by parents who established CCS in 1983, the LSCE continues to play a vital role as CCS operates as an alternative program within Black Gold School Division. Governed by a seven-member Board of Directors and supported by active parent committees- including the Finance Committee, Transportation Committee, Public Relations Committee, and Preschool Committee- the LSCE oversees the Christian components of the school, owns and maintains the school facilities, supports transportation and preschool programming, and provides funding for Christian classroom resources and professional development. Through these leadership and service roles, the LSCE offers meaningful and accessible opportunities for parent involvement, allowing families to actively support the mission of Covenant Christian School and contribute to the flourishing of Christian education within the community.

The 2025-2026 school year theme at CCS is "*Bright Hope, Bold Joy*," reflecting a shared commitment to nurturing a hopeful, resilient, and joy-filled community. Grounded in Christ's love, CCS seeks to walk alongside students and families through seasons of growth, challenge, and celebration. By emphasizing connection, shared responsibility, and mutual support, the CCS community continues to cultivate a culture where learners, families, and staff can thrive together.

Celebrations:

Covenant Christian School thrives as a vibrant, Christ-centered learning community, built on strong relationships and deep community involvement. Parents and families play a vital role in the life of the school, contributing to an active and engaged school community. The School Council, now holding meetings in the evenings to improve accessibility, has seen increased attendance and participation, while a dedicated group of parents gathers weekly to pray for the school from the parking lot. According to the 2025 Alberta Education Assurance (AEA) survey, 92.6% of parents reported strong parent involvement, and 93.8% expressed deep satisfaction with the nurturing and high-quality education their children receive at CCS. These measures reflect the school's intentional focus on fostering connection and partnership between families, staff, and students.

The culture of the school is celebrated through weekly school-wide Celebration assemblies, recognizing student growth, learning, and character, and frequently featuring guest speakers and community members. Annual events such as the Winter Carnival, Grandparents & Special Friends Day, Pastors' Day, school dances, and parent wellness sessions provide opportunities for

students, staff, and families to come together and celebrate accomplishments. This spring, CCS will host student-led conferences, serving as a dual-purpose Celebration of Learning, showcasing Teaching for Transformation practices, including Deep Hopes, storylines and storyboards, learning targets and teacher clarity, Formational Learning Experiences (FLEx projects), and Throughline integration.

Students at CCS are encouraged to grow as leaders and mentors through programs such as the K-9 cross-grade buddy program and Grade 9 Lunch Buddies, which foster belonging, responsibility, and peer mentorship. The school offers a wide range of programs, athletics, and fine arts opportunities, including multiple choir groups, elementary, junior high, and senior volleyball, basketball, soccer, elementary floor hockey, and French as a Second Language for Grades 4-6. Junior High students participate in the Career & Technology Foundations (CTF) program, exploring Outdoor Pursuits, Sports Performance, Art, Cooking and Baking, Photography, and Drama, culminating in a spring performance at the Maclab Centre for the Performing Arts.

Covenant Christian School also integrates technology to support learning, with a BYOED program for Grades 5-9, iPads and Chromebook carts for Kindergarten through Grade 4, and a 3D printer lab for Junior High CTF courses. Experiential learning is further enhanced through field trips, including Grade 3 to Drumheller, Grade 6 to Gull Lake, Grade 7 to Jasper, and a Junior High retreat in September focused on relationship-building and spiritual growth. The school community also engages in meaningful fundraising, including a silent auction in April and an annual golf tournament in June, which support school programs and foster community participation.

Recognized as a leader in Christian education, CCS continues to deepen implementation of the Teaching for Transformation framework, helping students to “see the story, live the story” while Bible instruction focuses on helping students “know the story.” Current priorities include teacher clarity and learning targets, collective teacher efficacy, Throughline integration, and articulating each classroom’s Deep Hope for students. Through intentional instruction, service-based learning, and a strong relational culture, CCS remains committed to developing flourishing learners who delight in God and are inspired to serve, supported by a welcoming, caring, and engaged community.

Alberta Education Assurance Measures - **Covenant Christian School**

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 9943 Covenant Christian School

Assurance Domain	Measure	Covenant Christian School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	88.6	89.1	87.3	83.9	83.7	84.4
	Citizenship	90.2	92.1	90.5	79.8	79.4	80.4
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9
	PAT9: Acceptable	83.3	84.1	81.5	62.5	62.5	62.6
	PAT9: Excellence	25.0	18.2	22.4	15.6	15.4	15.5
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9
Teaching & Leading	Education Quality	93.8	93.5	92.5	87.7	87.6	88.2
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.2	94.9	94.2	84.4	84.0	84.9
	Access to Supports and Services	89.7	88.7	88.1	80.1	79.9	80.7
Governance	Parental Involvement	92.6	84.1	88.3	80.0	79.5	79.1

Comments on Alberta Education Assurance Measures Results for Covenant Christian School:

Overall Strengths and Positive Trends

Across nearly all reported measures, Covenant Christian School continues to perform above the provincial average, indicating strong instructional practices, a positive school culture, and effective leadership. Results are also generally stable or improving over time, with several measures exceeding both the previous year and the three-year average.

Student Growth and Achievement

Student Learning Engagement

Covenant Christian School reports high and consistent engagement (88.6%), remaining well above the provincial result (83.9%). While there is a slight decrease from last year, the three-year average shows sustained strength. This suggests students remain meaningfully connected to their learning experiences.

Citizenship

Student citizenship remains a clear strength (90.2%), significantly outperforming the provincial average (79.8%). Although there has been a modest decline from the previous year, results remain strong and consistent over time, reflecting effective character formation, community expectations, and faith-based values.

PAT Grade 9: Acceptable Standard

Covenant Christian School significantly exceeds the provincial average (83.3% vs 62.5%). Results remain stable across the three-year average, indicating strong foundational academic instruction and student preparedness.

PAT Grade 9: Standard of Excellence

A notable area of growth is seen in excellence (25%), which is well above the provincial result (15.6%) and represents a meaningful increase from the previous year. This suggests growing success in pushing higher-achieving students toward deeper understanding and mastery.

Teaching and Leading

Education Quality

Results remain very strong (93.8%), exceeding the provincial average (87.7%) and showing a positive upward trend. This reflects high confidence in instructional leadership, teacher effectiveness, and school direction.

Learning Supports: Access to Supports and Services

Covenant Christian School outperforms the province (89.7% vs 80.1%) and shows a positive upward trend. This indicates growing confidence in the school's ability to support diverse learning, social, and emotional needs.

Governance

Parental Involvement

Parental involvement has increased significantly (92.6%) compared to the previous year and three-year average, and remains well above the provincial average (80%). This reflects strong home and school partnerships and effective communication practices, and represents a key asset to sustain and build upon.

Areas for Continued Growth

While Covenant Christian School does not fall below the provincial average in any reported measure, the data highlights priority growth areas based on trends rather than deficits, particularly:

- Slight declines in student engagement and citizenship
- Opportunity to further increase excellence-level achievement
- Need to sustain positive culture amid growth and increasing complexity

Priority Focus 2024-2027						
School Goal 1: LITERACY	** Indicate Alignment with Division Priorities Success, Visible Learning, Literacy Across Curricula	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2027
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
Students in Grades K-9 will demonstrate grade-appropriate reading comprehension and writing skills across curricula, with increasing ability to articulate learning goals, success criteria, and next steps for improvement.	Students develop strong foundational literacy skills and increasingly engage in deep comprehension, critical thinking, and effective written communication across subject areas.	Division screener data, CORE Diagnostics, and PAT results indicate gaps in foundational literacy skills, comprehension, and writing development in Grades 1-6. There is also a need to strengthen consistency of targeted intervention, instructional precision, and extension for students demonstrating high	Implement CORE Diagnostics consistently across Grades 1–6 to guide instruction and intervention. Participate fully in the K–3 Intensive Literacy Pilot and Grades 4–6 Literacy Pilot. Provide targeted professional learning, coaching, and PLC support aligned to identified teacher and student needs.	Students will demonstrate measurable growth in reading accuracy, fluency, comprehension, and writing quality. Students will increasingly be able to identify their own learning goals, articulate next steps, and apply literacy skills across curricular contexts.	CORE diagnostic data shows growth across literacy domains. PAT results demonstrate improved reading comprehension and written response performance. Increased percentage of students move from intervention to benchmark levels. Student writing portfolios and	Implement CORE diagnostics and establish consistent assessment cycles. Participate in all Literacy Pilot PD sessions (K-3 and Grades 4-6). Launch targeted intervention blocks and small-group instruction. Provide instructional coaching and PLC support aligned to teacher-identified

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	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
		achievement.	<p>Implement structured small-group interventions (FlyLeaf, Phonics Companion, UFLI, orthography/morphology interventions, novel studies).</p> <p>Use Literacy/Numeracy Teacher Response Forms to intentionally plan instructional support.</p> <p>Co-create learning</p>		<p>classroom evidence demonstrate clearer learning intentions and improved quality of writing.</p> <p>Teachers can identify and document instructional impact through PLC data, intervention tracking, and formative assessment evidence.</p>	<p>needs.</p> <p>Monitor intervention impact and adjust programming based on data.</p> <p>Strengthen enrichment and extension opportunities for students demonstrating mastery.</p>

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	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
			<p>intentions and success criteria with students and strengthen formative assessment practices.</p> <p>Use PAT and Division data to inform enrichment and extension opportunities for high-achieving students.</p>			

Priority Focus 2024-2027						
School Goal 2: NUMERACY	** Indicate Alignment with Division Priorities Numeracy Across Curricula	A significant area of concern, need or desire for improvement	What we need to do to address this	What our students will be able to do if we are successful	How we will know we are making progress	Actions we are taking in 2024-2027
	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
Students in Grades 1–6 will demonstrate strong number sense, problem-solving skills, and the ability to communicate mathematical thinking across contexts.	Students develop strong conceptual understanding of number sense and mathematical reasoning, building confidence, persistence, and engagement in problem-solving.	PNSA and benchmark data indicate gaps in essential number sense skills in early grades and variable consistency in targeted intervention and progress monitoring practices.	Implement the Grades K–6 Numeracy Pilot using daily data-driven intervention blocks. Use PNSA data to form cross-graded intervention groups focused on essential number sense concepts. Provide professional learning and coaching from the Numeracy Instructional Coach. Use targeted	Students will demonstrate improved mastery of essential number sense skills, increased confidence in problem-solving, and stronger ability to communicate mathematical reasoning.	PNSA reassessment cycles show measurable growth and movement between intervention groups. Classroom formative assessments demonstrate improved conceptual understanding. Increased percentage of students achieve benchmark	Continued participation in the Numeracy Pilot and finalize intervention structures. Establish daily numeracy intervention blocks. Analyze PNSA data to form initial intervention groups. Provide staff training and coaching on intervention resources. Monitor progress every six weeks

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	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
			<p>intervention resources (Reflex Math, APLC scripted lessons, manipulatives).</p> <p>Engage EAs and LSTs in structured intervention and enrichment models.</p> <p>Embed Visible Learning practices, including learning intentions, success criteria, and student reflection.</p> <p>Extend learning opportunities for students demonstrating</p>		<p>proficiency.</p> <p>Teachers consistently adjust instruction based on data.</p> <p>PAT numeracy results show positive achievement trends over time.</p>	<p>and adjust interventions accordingly.</p> <p>Strengthen enrichment opportunities for students demonstrating mastery.</p>

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	It's really important that...	An area of improvement that we need to focus on is...	If we...	Then...	We will know we have made progress because...	Next steps for this year are...
			mastery through enrichment tasks and cross-curricular applications.			