

Covenant Christian School: Assurance Plan - 2024/25 - 2026/27



Flourishing Learners, Delighting in God, Inspired to Serve







Covenant Christian School Assurance Plan - 2024-2026

School Profile:

- Covenant Christian School (CCS) is an alternative Christian program just outside of Leduc, Alberta within Black Gold School Division (BGSD). We offer a Christ-centered education to approximately 410 students in kindergarten to Grade 9. As an alternative program, we have students who come to us from all over Leduc County, in both urban and rural settings. We employ approximately 45 staff to serve our building in various capacities. A Christian worldview is integrated into all subject areas and aspects of our school culture. Aside from our focus on academic subjects, we also have Bible classes in each grade and offer French as a second language (FSL) to grades 4-6. In the area of technology, we are a "bring your own educational device (BYOED) school for Gr. 5-9, and iPads and chromebook carts for our K-Gr. 4. Our Core Purpose at Covenant Christian School is: "Flourishing Learners, Delighting in God, Inspired to Serve". Covenant believes that God is Lord of all things and that He is calling each of us to be part of His Kingdom-Building restoration vision. Our theme for the 2024-2025 school year is "Through". Going through challenges, growth, and learning as a community allows us to support one another, celebrate victories together, and bear each other's burdens. This shared journey strengthens our bonds and reinforces the idea that we are not isolated in our struggles or successes. As a Christian school, our community is built on the foundation of Christ's love, and it is through Him that we are able to navigate life's complexities together.

Celebrations:

- At Covenant Christian School, we believe that community is very important. According to our recent 2024 AEA survey, over 92% of our parents noted how strong our parent involvement is. We took measures to ensure that we continued community involvement by having weekly assemblies, parent wellness sessions, and having highly engaging community events; such as an annual golf tournament, school dance, and grandparents day. We have an incredibly involved School council following, and a committed group of parents who pray for the school weekly from the parking lot. Our wellness team (a mixture of students and staff), also meet monthly to ensure that we are keeping our mental, spiritual, and physical health at the forefront of our minds this year. All of these simply prove the declaration from 93% of our parents that the education quality at CCS is second to none.

Academic Celebrations

- Covenant Christian School is a leader in the area of Christian Education as we continue to implement the Teaching for Transformation (TfT) model. Our focus has been on the key elements of TfT: Storyline (classroom themes), Throughlines (Biblical themes), and Formational Learning Experiences (FLEx) practical opportunities to learn the curriculum through service to others. We currently have focused on Learning Targets, teacher clarity, and our deep hope for our students in our classrooms. Hosting the annual PCCE Christian Teachers Convention in 2023/24 was a showcase of this to the larger C.E community.

School Events/Activities

- One thing that makes Covenant special is the many events and activities that we try to do with our school community. These include larger events like our annual golf tournament, which we do in June. At CCS, we also have a great tradition of celebrating our Grade 9's through their final year which had included a trip, and graduation ceremony. This year, we are working on a trip to Ottawa for them! In addition to these large events, we also have a Christmas Concert, our traditional Grade 8 drama (The Little Mermaid Jr), we compete in volleyball, catchball, basketball, floor hockey, golf, e-sports, track and badminton for sports, and we also do many field trips. These field trips most often are a part of our FLEx program, which give our kids the opportunity to be the hands and feet of Jesus. We also have some overnight trips for our elementary students - Grade 3 will go to Drumheller to learn about dinosaurs, and Grade 6 will go to Gull Lake in June to celebrate the culmination of Grade 6 (as well as learn more about trees and forests).

Challenges:

- A challenge that we face as we continue to grow is limited space. We continue to work collaboratively with the Leduc Society for Christian Education (LSCE) and BGSD to achieve a solution that will meet the needs of our growing population and allow us to continue to expand the curricular options and physical space that we can offer our school population. In the last few years, we have built six classroom spaces through a portable expansion. This includes the "den", a common area between the portables and the main building. We are currently looking to redo not only our parking lot area and have recently completed construction on a new learning commons and front office expansion. We are also currently looking at helping find and repair any learning gaps that COVID-19 has caused in our early learners. These primarily are in the areas of literacy and numeracy. For our div II and III students, we are looking to increase an understanding in numeracy and mathematics, and have focused our attention on computational algorithms and number literacy. By creating intentional steps to increase our achievement and understanding, we look to address some of the declining Provincial Achievement Test data seen over the last few years province-wide.

School Council Message

Covenant Christian School Council has set out the following goals to accomplish for the 2024/2025 school year:

School Council will meet directly after the last school "Celebration" of each month. Celebration is our school's weekly assembly. Each meeting will consist of a devotion, adoption of the previous months' minutes, updates from the Principal, the Leduc Society for Christian Education, and Black Gold school board. We will address any new agenda items, answer any questions or concerns and close the meeting in prayer.

Covenant Christian School council is a forum for information to be shared between parents, school staff, LSCE and the Black Gold School Division Board. School Council will be a means for parents to work together with administration and staff to promote the overall effectiveness of our school community. The main role for our school council is advisory.

In addition to performing an advisory role, there are a few other responsibilities of our School Council. At the beginning of each school year, welcoming emails are sent out to new families in the school community. We inform new families of all the committees and volunteer opportunities available and answer any questions that may arise. School Council members also organize an annual Staff Appreciation Day, to show appreciation to CCS staff.

Our school council chairperson, along with other interested parents will attend the annual Black Gold Council of School Council meetings and report back to the Council. Something new our School council has set up this year is an email address for teachers and staff at CCS. Teachers and staff can send prayer requests to this email address. It's one way we can lift up and support our staff. This forum lets them know that we are thinking and praying for them and their loved ones. This year the School Council once again received a grant for \$500.00. We are in ongoing discussions on how to best use this grant.

In summary, School Council is an opportunity for meaningful involvement by parents, to uphold and support the common vision for our school. It gives parents a forum to come together on a monthly basis to discuss the needs of the school community and to highlight our school's positives and discuss any concerns or matters relating to their children's education.

Respectfully submitted,

Candace Dreger

Chairperson Covenant Christian School

Signed by: Candace Dreger

October 31, 2024



Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 9943 Covenant Christian School

Assurance Domain	Measure	Covenant Christian School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.1	87.4	86.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	92.1	91.6	89.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	93.1	83.8	83.8	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	48.3	32.4	32.4	19.8	18.0	18.0	Very High	Improved	Excellent
	PAT9: Acceptable	84.1	78.9	78.9	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	18.2	26.6	26.6	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.5	91.5	92.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.9	94.2	93.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	88.7	85.7	87.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	84.1	91.8	90.3	79.5	79.1	78.9	Very High	Maintained	Excellent



School Goal 1: Improve student achievement in reading literacy.

Alignment with Division Priorities: *Success*

Timeline: *2 year goal*

Rationale:

- We chose this goal based on the quantitative data we received from our Provincial Achievement Test results as well as our Accountability Pillar Survey results. We also realize that there are substantial academic gaps due to emergency remote learning from the pandemic. These gaps will take years of literacy interventions to close, and we understand that literacy affects all learning.

Timeline	Strategies	Supporting Data
September 2024 - June 2025	• Continued targeted professional development for staff to build greater capacity regarding the understanding of teaching and learning early literacy. (Administration, teacher and support staff collaboration, PD opportunities, PLC's as well as Division, School-Based and ATA PD days). • Continued use of Precision Reading program for targeted support of low readers • Use of targeted, repeated, EA literacy help for students based on their TTT's results. • Continued use of consistent grammar and phonemic awareness programs for all students in Grades K-5 (Haggerty, UFLI) • Continued use of HLAT to drive div II/III understanding of sentence structure.	• Review PAT results to affirm that 2023-24 staff PD efforts have impacted Part A reading comprehension • Students will demonstrate an understanding of the phonetic construction of words and will be able to use these to read and write • Decrease the amount of students in the 3T's "red zone" by 10% from 2022/23 • Observable increase in student "abundant reading". • Observable increase on div II HLAT results • Observable increase in student 3T's results from green to blue zones.

September 2025 - June 2026	- Continued targeted professional development for staff to build greater capacity regarding the understanding of teaching and learning literacy strategies for their division. (Administration, teacher and support staff collaboration, PD opportunities, PLC's as well as Division, School-Based and ATA PD days). - Continued use of Precision Reading program for targeted support of low readers - Use of targeted, repeated, EA literacy help for students based on their DIBELS results. - Continued use of consistent grammar and phonemic awareness programs for all students in Grades K-5 (Haggerty, UFLI) - Continued use of HLAT to drive div II/III understanding of sentence structure. - Incorporate Heggerty phonemic awareness in conjunction with UFLI and vocabulary, fluency and comprehension strategies for early readers. - Implementation of a 0.4 IST Literacy position allowing a focus on closing literacy gaps	- Review PAT results to affirm that 2024-25 staff PD efforts have impacted Part A reading comprehension - Students will demonstrate an understanding of the phonetic construction of words and will be able to use these to read and write - Decrease the amount of students in the 3T's "red zone" by 10% from 2024/25 . - Observable increase on div I HLAT results - Observable increase in div I student UFLI understanding. - Observable increase in student HAGGERTY results - Creation of reading groups based on "TTT" screening to give extra literacy time to struggling readers. - Increase in student scores using the "TTT" screening tool.
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School Goal 1: Improve student achievement in reading literacy.

Review, Reflection and Progress update:

Numeracy Goal for Assurance Plan

School Goal: Staff at Covenant Christian School will continue strengthening their skills in teaching numeracy, enhancing strategies that support students' success across all areas involving numerate thinking.

Timeline: 2 year goal

Rationale: At Covenant Christian School, our mission is to cultivate flourishing learners. By intentionally enhancing the quality of our numeracy programs, we hope to see a lasting improvement in measurable numeracy skills, making this mission clearly visible over time.

Timeline	Strategies	Supporting Data
September 2024 - June 2025	• PD sessions will be focused around numeracy teaching strategies • teachers will be encouraged to utilize NISTs to cover their classes so they can collaborate to discuss teaching strategies • the use of Mathology resources will be encouraged • utilizing the Nelson Math Pre-Assessments will be encouraged to help teachers focus their teaching and to help differentiate learning for students • regular meetings with numeracy lead to increase attention to our goal and to allow for open discussion surrounding needs and support • use of numeracy lead to cover classes so teachers can pull small groups of learners to provide extra instruction	Staff success will be demonstrated by the following: • the development of a collection of math strategies for teaching each strand at each grade level - these will be compiled digitally in our CCS shared drive • staff will report an overall perception of an increase in their confidence and repertoire of teaching strategies in the area of numeracy as recorded through a survey administered 3 times a year. Student success will be demonstrated by the following: • an increase in benchmark scores on the gr. 1-4 new math assessment and the gr. 4-6 Mipi, for those scoring 50% or less on their

		September benchmarks, on January assessments Class averages on Math PATs will be monitored over a 3 year period
September 2025 - June 2026	- Continue PD sessions focused on advanced numeracy teaching techniques, introducing concepts of differentiated instruction and inquiry-based learning within math. - Encourage teachers to use LSTs and/or BGSD IST's for classroom coverage, creating more opportunities for team collaboration on teaching strategies, sharing best practices, and reviewing assessment results. - Promote expanded use of Mathology alongside other curriculum-aligned resources to diversify instructional approaches and support student engagement. - Integrate both Nelson Math Pre-Assessments and formative post-assessments to fine-tune instruction, monitor progress, and tailor learning paths for each student. - Establish a system to track numeracy progress over the year, analyzing data from assessments to highlight growth trends and areas for adjustment.	- Staff success will be demonstrated by the following: - Each grade level will contribute new strategies and lesson plans for all strands, which will be added to the existing digital collection on the CCS shared drive, ensuring comprehensive coverage for each grade level. - Document the number of collaborative sessions facilitated by IST/LST coverage, and gather teacher feedback on the value and impact of these sessions on their practice, gauging the direct impact of these sessions on instructional quality. - Student success will be demonstrated by the following: - Track student progress in Grades 1-4 through new math assessment benchmarks and the Grade 4-6 MIPI assessments. Measure the percentage of students who score above 50% by the January benchmark, focusing on those initially scoring below 50%. - Monitor students receiving targeted

		small-group instruction to assess their growth rates on numeracy skills over time. This could include comparing benchmark or assessment scores before and after intervention. • Record class averages on Math PATs over a three-year period to observe trends in math achievement, with particular attention to the impact of targeted strategies on grade-level averages. • Implement tracking of individual student progress on formative and summative assessments throughout the year, enabling data-informed adjustments to strategies for enhanced numeracy instruction and support.
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School Goal 2: At Covenant Christian School, our mission is to cultivate flourishing learners. By intentionally enhancing the quality of our numeracy programs, we hope to see a lasting improvement in measurable numeracy skills, making this mission clearly visible over time.

Review, Reflection and Progress update:



School Goal 3: Covenant Christian School aims to deepen student and staff engagement by shifting the focus from simply completing activities to gaining a meaningful understanding of the learning behind each task.

Alignment with Division Priorities - Student-Centered Learning

Timeline: 2 year goal

Rationale: Our objective is to embed a culture of deep learning across all subjects, promoting a cross-curricular approach that also integrates faith into the educational experience.

Timeline	Strategies	Supporting Data
September 2024 - June 2025	- Expand Visible Learning strategies across all grades and subjects, emphasizing the understanding of concepts over rote memorization. - Continue training teachers in various evidence-based instructional practices outlined in the Corwin Visible Learning Foundation Series, ensuring consistent application in classrooms. - Continue to implement cross-curricular projects (FLEx) that encourage students to apply knowledge from various subjects to solve real-world problems. - Encourage collaborative planning sessions among teachers to create integrated lesson plans that emphasize connections between different disciplines. - Implement assessments that measure not only content mastery but also the depth of understanding and application of knowledge. - Use the feedback system that provides students with actionable insights into their learning process and areas for improvement.	- Continued division-leading results in PAT scores across all subjects, demonstrating improved academic proficiency. 3 Classroom observations per term to assess the integration of Visible Learning strategies and cross-curricular approaches. - Continued use of student portfolios showcasing projects and assignments that reflect deep understanding and application of knowledge. - Continued interviews and group discussions with students and teachers to gather qualitative feedback on the impact of our TtT faith integration. - Implement regular reflective practices such as journals or self-assessment surveys to gather qualitative insights into students' awareness of their learning journey. - Aim for a 7% increase in average attendance rates and classroom engagement levels, suggesting a heightened interest and commitment to the learning process. - Conduct regular classroom observations and teacher interviews to qualitatively assess the integration of metacognitive strategies in teaching and student learning activities.

	• Ongoing professional development opportunities for teachers to incorporate metacognitive strategies into their teaching practices(Eg. Hattie's <i>Self Efficacy and Student Reporting</i>). • Integrate educational technology tools like "MyBluePrint" that facilitate goal-tracking, self-assessment, and collaborative learning experiences for all students Gr. 8-9. • Use Learning Targets from TtT model to show students the destination from what to why and how.	
September 2025 - June 2026	• Expand Visible Learning strategies across all grades and subjects, emphasizing the understanding of why what we are learning affects more than grades. • Continue training teachers in various evidence-based instructional practices outlined in the Corwin Visible Learning Foundation Series, ensuring consistent application in classrooms. • Continue to implement cross-curricular projects (FLEx) that encourage students to apply knowledge from various subjects to solve real-world problems. • Encourage collaborative planning sessions among teachers to create integrated lesson plans that emphasize connections between different disciplines. • Implement assessments that measure not only content mastery but also the depth of understanding and application of knowledge. • Use the feedback system that provides students with actionable insights into their learning process and areas for improvement.	• Continued division-leading results in PAT scores across all subjects, demonstrating improved academic proficiency. • 5 Classroom observations per term to assess the integration of Visible Learning strategies and cross-curricular approaches. • Continued use of student portfolios showcasing projects and assignments that reflect deep understanding and application of knowledge. • Continued interviews and group discussions with students and teachers to gather qualitative feedback on the impact of our TtT faith integration. • Continue with regular reflective practices such as journals or self-assessment surveys to gather qualitative insights into students' awareness of their learning journey. • Aim for a 10% increase in average attendance rates and classroom engagement levels, suggesting a heightened interest and commitment to the learning process. • Conduct regular classroom observations and teacher interviews to qualitatively assess the integration of metacognitive strategies in teaching

	• Ongoing professional development opportunities for teachers to incorporate metacognitive strategies into their teaching practices(Eg. Hattie's <i>Teacher Clarity</i>). • Use educational technology tools like "MyBluePrint" that facilitate goal-tracking, self-assessment, and collaborative learning experiences for students Gr. 7-9. • Use Learning Targets from TtT model to show students the destination from what to why and how.	and student learning activities.
School Goal 3: Covenant Christian School aims to deepen student and staff engagement by shifting the focus from simply completing activities to gaining a meaningful understanding of the learning behind each task.		
Review, Reflection Progress update:		

