

## Covenant Christian School: Education Success Plan - 2018/19 - 2020/21



*Flourishing Learners, Delighting in God, Inspired to Serve*





## School Profile:

Covenant Christian School (CCS) is an alternative Christian program within Black Gold Regional Schools (BGRS). We offer a Christ-centered education to approximately 350 students in kindergarten to grade 9. 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 Device (BYOD) school for grades 5-9 and have Chromebooks and iPads available to our students in kindergarten to grade 4. Our Arts program is highlighted by our Grade 8 Drama production, which requires all students in our Grade 8 class to participate, as well as a choir that encompasses our Grade 4-6.

We offer extra-curricular athletics in the sports of cross-country, soccer, volleyball, basketball, badminton and track & field. We also offer swimming lessons to grades 2-5.

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 2018-19 school year is “CommUNITY Builders” and our focus will be on being committed to being united. As CCS grows bigger, it is important that we maintain the intimate relationship we have as staff, student body, alumni, and community. In order to do this we have

## Celebrations & Challenges:

At Covenant Christian School, we believe that community is very important. According to our recent Accountability Pillar, over 90% of our parent and student population view CCS as a safe and caring place to be. We continue to foster student mentorship through our “Buddy Program”; where younger students are partnered with older students and opportunities for connection, integration and interaction are provided throughout the year. One way in which this intentionally happens is at our weekly All-School Celebration Assemblies, during which time our “Buddies” sit together. This year we are learning about each teacher and each classroom to help us understand each other. We also celebrate community through various events like our: Welcome Back BBQ, Grandparents/Special Friends Day, School Picnic, Pastor’s Day, Elementary Track & Field Day and Ski/Snowboard Day. Another way in which community is developed is through a variety of school clubs such as: spelling bee, sewing, book club, art and LEGO. We also offer weekly hot lunches, ¾ of which are now “healthy”; this is coordinated by parent volunteers.

As part of our comprehensive wellness plan, CCS has introduced the idea of “Cougar Cubs” to our staff. We have decided on pairing students that need some extra love and attention up with various staff members who will ensure to touch base with the student every single day they are here. These do not have to be formal or time extensive, but a smiling face, high five and a question showing the student they are cared about and thought about is important. As part of our comprehensive student health plan, this low level intervention allows staff and students to make a connection and begin developing a positive relationship.

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 three key elements of TfT: Storyline - classroom themes, Throughlines - Biblical themes, and Formational Learning Experiences -

practical opportunities to learn the curriculum through service to others. We currently have focused in on FLEx opportunities, where students can live out how their class directly affects the Kingdom of God.

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 BGRS to achieve a solution that will meet the needs of our growing population and allow us to continue to expand the curricular options that we can offer our students. We are currently having portables built to enhance our overall physical footprint and add six more classroom spaces to the school. As these are not yet on site, we have had to create non-traditional classroom spaces.

A challenge we face in the area of academics is in mathematics. We have seen a slight decline in our math marks as indicated on our grade 6 & 9 Provincial Achievement Test (PAT) results and we will take active and intentional steps to increase our achievement results in mathematics by use of screening exams at the beginning of the year and intentional professional development to address perceived areas of growth.

**School Council Message:**

Covenant Christian School Council will set out to accomplish the following goals during the 2018/2019 school year:

The Parent Council will meet monthly and will open each meeting in prayer and devotions, followed by adoption of previous minutes, updates from the Principal, updates from the Leduc Society for Christian Education, address any new agenda items, answer questions and concerns and close the meeting in prayer.

School Council will continue to be recognized as the voice of parents to provide advice (input) to the staff, principal, Leduc society for Christian education and Black Gold Regional Division School Board on issues of importance. 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 phone calls are made to new families in the school community, School Council members organize the annual Staff Appreciation Day, and the chairperson, along with other interested parents will attend the annual Black Gold Council of School Council meetings and report back to the Council.

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 schools positives and discuss any concerns or matters relating to their children education.

Respectively submitted,

Rachelle McIvor, Chairperson

Signed by \_\_\_\_\_

Combined 2017 Accountability Pillar Overall Summary

Accountability Pillar Overall Summary  
 3-Year Plan - May 2018  
 School: 9943 Covenant Christian School



Measure Category	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
Safe and Caring Schools	<a href="#">Safe and Caring</a>	94.6	96.1	95.5	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Program of Studies</a>	87.3	84.4	85.8	81.8	81.9	81.7	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	94.3	96.7	95.1	90.0	90.1	89.9	Very High	Maintained	Excellent
	<a href="#">Drop Out Rate</a>	0.0	0.0	0.0	2.3	3.0	3.3	Very High	Maintained	Excellent
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	91.3	78.2	85.6	73.4	73.6	73.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	29.8	22.4	27.5	19.5	19.4	18.8	Very High	Maintained	Excellent
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	<a href="#">Transition Rate (5 yr)</a>	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work Preparation</a>	92.3	92.8	88.7	82.4	82.7	82.4	Very High	Maintained	Excellent
	<a href="#">Citizenship</a>	93.5	92.5	92.5	83.0	83.7	83.7	Very High	Maintained	Excellent
	<a href="#">Parental Involvement</a>	99.0	94.6	91.2	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	85.7	88.7	85.9	80.3	81.4	80.7	Very High	Maintained	Excellent

<p><b>School Goal 1:</b> Improve student achievement in mathematics.</p> <p><b>Alignment with Division Goals:</b> Student-Focused Learning</p> <p><b>Timeline:</b> 2 year goal</p> <p><b>Rationale:</b> 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.</p>		
Timeline	Strategies	Supporting Data
<p>September 2018 - June 2019</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Targeted professional development for staff to build greater capacity regarding the understanding of teaching and learning mathematics. (Administration, teacher and support staff collaboration, PD opportunities, PLC's as well as Division, School-Based and ATA PD days).</li> <li><input type="checkbox"/> Continue implementation and investigation of the MIPI benchmark assessment for all students Grade 2 - 9.</li> <li><input type="checkbox"/> Creation of targeted, repeated, math centers for students based on their MIPI results.</li> <li><input type="checkbox"/> Use of math pre-assessments for targeted in-class instruction based on MIPI results.</li> <li><input type="checkbox"/> Introduction of weekly mental math strategies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> We will see an increase in student achievement as measured by the annual PAT.</li> <li><input type="checkbox"/> Gr. 1-6 math units are mapped and in Tft format</li> <li><input type="checkbox"/> Observable increase in student engagement.</li> <li><input type="checkbox"/> Observable increase in teacher efficacy in math strategies</li> <li><input type="checkbox"/> Observable increase on Part A of Gr. 6 and 9 PAT.</li> </ul>
<p>September 2019 - June 2020</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher collaborative work focusing on math instruction, use of common language, and common summative assessments.</li> <li><input type="checkbox"/> Emphasis on mathematical skills outside the classroom – for example, a math challenge day</li> <li><input type="checkbox"/> Curricular mapping to be done for all grades in Mathematics.</li> <li><input type="checkbox"/> Analysis of previous year MIPI benchmarks at beginning of year, PAT summative assessment correlation.</li> <li><input type="checkbox"/> Use of targeted, repeated, math centers for students based on their MIPI results.</li> <li><input type="checkbox"/> Continued use of math pre-assessments for targeted in-class instruction based on MIPI results.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review PAT results to affirm that 2018-19 staff PD efforts have impacted math results on both Part A and B.</li> <li><input type="checkbox"/> Gr. 7-9 math units are mapped and in Tft format</li> <li><input type="checkbox"/> Observable increase in student engagement.</li> </ul>

	<input type="checkbox"/> Continued use of mental math strategies and practice across divisions.	
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**School Goal 2:** Teachers will create a classroom dynamic that helps support the schools core purpose and ensure students feel a sense of community.

**Alignment with Division Goals:** Student-Focused Learning

**Timeline:** 2 year goal

**Rationale:** We chose this goal in part based on our commitment and desire to fulfill the overarching theme of our Core Purpose. In addition, based on feedback from our Parent Council and the Leduc Society for Christian Education Executive, we continue to focus on and commit to the Teaching for Transformation (TfT) program. This will also provide an opportunity for application and extension of the curriculum. For example, Science 4: Waste in our World > “Waste in God’s World”; Grade 9 ELA: Research assignment > “His Story, My Part.”

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> <li><input type="checkbox"/> September 2018 – June 2019</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Additional intensive PD for new staff around all of the Core Practices.</li> <li><input type="checkbox"/> PD and support around the TFT Core Practice of FLEx Activities.</li> </ul> <p>Students and staff will expand their focus of FLEx activities to include our First Nations, Metis &amp; Inuit (FNMI) community. This could include a connection with a First Nation community in the Leduc or Edmonton area.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to measure the success of our FLEx activities based on Qualitative feedback from students, staff, those in the Leduc and greater Edmonton area, as well as the FNMI community.</li> <li><input type="checkbox"/> Training on use of story (verbal and digital) to help pass on the ideals of FLEx opportunities.</li> <li><input type="checkbox"/> Quantitative data will be gathered based on feedback from the question regarding FLEx activities in the CCS OURSchool survey. A working storyline in every classroom and office space.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> September 2019 – June 2020</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PD and support around the TFT Core Practices of Throughlines and Essential Questions.</li> <li><input type="checkbox"/> Additional intensive PD for new staff around all of the Core Practices.</li> <li><input type="checkbox"/> Review of Throughlines in each division.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Throughlines posted in each classroom.</li> <li><input type="checkbox"/> Student created Throughline mural in elementary hallway.</li> <li><input type="checkbox"/> “Essential Questions” created and posted for all TfT units.</li> <li><input type="checkbox"/> Commitment to the Use of “Essential Questions” each day by teaching staff</li> </ul>



**School Goal 3:** Teachers will expand their First Nations, Metis, and Inuit foundational knowledge in order to enhance student learning.

**Alignment with Division Goals:** Student-Focused Learning

**Timeline:** 2 year goal

**Rationale:** We chose this goal to increase teacher efficacy in the area of FNMI curriculum.

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> <li><input type="checkbox"/> September 2018 – June 2019</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do a follow-up assessment of staff understanding of First Nations, Metis, and Inuit foundational knowledge. At the November staff meeting, deliver the same survey to staff to identify growth in the areas needs and strengths. This data will continue to help staff identify their own areas of knowledge and learning opportunities.</li> <li><input type="checkbox"/> To grow the foundational knowledge of staff members and to utilize this knowledge within the school’s student population. We will seek out opportunities to develop school-wide First Nations, Metis and Inuit understanding and appreciation. We will accomplish this by exploring literary resources in the library, seek out presentations, and other opportunities as they become available.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to measure the knowledge based on Qualitative feedback from students, staff, those in the Leduc and greater Edmonton area, as well as the Indigenous community.</li> <li><input type="checkbox"/> Purchase literary resources for our learning commons and classrooms.</li> <li><input type="checkbox"/> Training on use of story (verbal and digital) to help understand the passing of Indigenous traditions and culture</li> <li><input type="checkbox"/> Reach out to Band elders and Residential School survivors in the First Nations community via connected staff.</li> <li><input type="checkbox"/> Principal taking a University course on Indigenous peoples and sharing with staff via staff meeting times.</li> <li><input type="checkbox"/> Creation of FLEx activities reflective of First Nations culture.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> September 2019 – June 2020</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Building upon the staff developed foundational knowledge and understanding; we will seek out opportunities to implement this knowledge within the greater school community.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Updating of TFT units based on new curriculum.</li> <li><input type="checkbox"/> Continued creation of FLEx activities reflective of First Nations culture.</li> <li><input type="checkbox"/> New resources reflect updated curriculum and foundational knowledge.</li> </ul>

	<p><input type="checkbox"/> New curriculum is expected to become available at this time and staff will work towards incorporating their foundational knowledge into their teaching as per the new Program of Studies.</p>	
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**School Goal 4:** Students and staff at CCS will foster a welcoming, caring, safe and respectful environment at school, with a specific focus on learning and using strategies in dealing with students with specific behavior concerns.

**Alignment with Division Goals:** Supportive Environment & Relationships

**Timeline:** 2 year goal

**Rationale:** We chose this goal to promote healthy, peaceful interactions and positive problem-solving skills among our staff and students.

Timeline	Strategies	Supporting Data
<input type="checkbox"/> September 2018 – June 2019	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure staff has a strong understanding of behavioral plans in place for students of concern.</li> <li><input type="checkbox"/> Ensure appropriate staff have training in NVCI, VTRA (Level 2)</li> <li><input type="checkbox"/> PD on Understanding and Managing Behaviors with a focus on understanding certain disorders (FASD, Autism, ADHD).</li> <li><input type="checkbox"/> Set up Learning Lunches with BGRS Instructional Coach Joyce McDonald</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Qualitative decrease in the number of incidents reported to and dealt with by our adult supervisors.</li> <li><input type="checkbox"/> Continue to maintain strong results and see improvement in the area of safe and caring schools on our Accountability Pillar Survey.</li> <li><input type="checkbox"/> Use of effective behavior management strategies and programs in all classrooms.</li> <li><input type="checkbox"/> Quantitative data showing growth of intrinsic motivation in students.</li> <li><input type="checkbox"/> Quantitative conversations with staff, students, and parents showing an increase of growth mindset.</li> <li><input type="checkbox"/> Leadership team all has NVCI and VTRA completed</li> </ul>

<p><input type="checkbox"/> September 2019 – June 2020</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure staff have an understanding of behavioral plans in place for students of concern.</li> <li><input type="checkbox"/> Continue PD on Understanding and Managing Behaviors with a focus on understanding certain disorders</li> <li><input type="checkbox"/> Continue Learning Lunches with BGRS Instructional Coach</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Success of this initiative will be in part measured by the feedback received from students and staff regarding behavior at recess and during class transitions.</li> <li><input type="checkbox"/> If this is successful, there will be a decrease in the number of incidents reported to and dealt with by our adult supervisors.</li> <li><input type="checkbox"/> Maintain strong results and see improvement in the area of safe and caring schools on our Accountability Pillar Survey.</li> <li><input type="checkbox"/> Use of effective behavior management strategies and programs in all classrooms.</li> <li><input type="checkbox"/> Quantitative data showing growth of intrinsic motivation in students.</li> <li><input type="checkbox"/> Quantitative conversations with staff, students, and parents showing an increase of growth mindset.</li> </ul>
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