

Covenant Christian School: Assurance Plan - 2023/24 - 2025/26



Flourishing Learners, Delighting in God, Inspired to Serve







Covenant Christian School Assurance Plan - 2023-2025

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 375 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 40 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 2023-2024 school year is “Agenda” and our focus is that we need to lean into our “Agenda” of being Flourishing Learners, Who Delight in God, and are Inspired to Serve Him.

Celebrations:

- At Covenant Christian School, we believe that community is very important. According to our recent 2022 AEA survey, over 90% 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 have 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. This year also saw the front office expansion and learning commons come to fruition. 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 92% 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 in on Storyline, and our deep hope for our students in our classrooms. Hosting the annual PCCE Christian Teachers Convention was a showcase of this to the larger CE 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. In addition to these large events, we also have a Christmas Concert, our traditional Grade 8 drama (Aladdin Jr), we compete in volleyball, basketball, floor hockey, track and badminton for sports, and 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 have also added a school dance this year, and 2 new overnight field trip opportunities. 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 2023/2024 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

November 26, 2022

Required Alberta Education Assurance Measures - Overall Summary

Spring 2023

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	87.4	85.2	85.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	91.6	87.8	92.4	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	92.2	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	32.8	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.5	92.7	94.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.2	93.5	93.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	85.7	89.9	89.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	91.8	88.8	88.8	79.1	78.8	80.3	Very High	Maintained	Excellent



Instructional Support Team Support

Wellness Instructional Support

During the 2022-2023 school year, we chose to focus on healthy eating, active living and positive mental health. Initiatives and improvements included: increasing student access to breakfast, snack and lunch programs, increased clubs and recess programs, and the introduction of new teams and clubs. Staff wellness was also a priority and lead to an increase in staff evenings in the gymnasium playing pickleball.

For the 2023-2024 school year, we will continue to focus on positive mental health and active living. The wellness IST is in the process of creating a wellness student team whose objective is to foster a safe and caring learning environment from student initiated and developed programs, as well as to help follow through specific community days.

Literacy Instructional Support

During the 2022-2023 school year, we began to explore several initiatives that would help improve literacy that we will continue with for the 2023-2024 school year. We have begun implementing UFLI and Haggerty with our division I and II's as well as developing stamina in reading with our division III's. Our kinder students continued their early recognition strategies usin ITCHY and Haggerty as the primary tools for instruction. On a targeted level, we also continued pulling students for literacy intervention using "Precision Reading" to support our struggling readers.

Mathematics Instructional Support

During the 2022-2023 school year, we focused on recognizing the diverse learning needs of our students, and we have implemented a targeted intervention strategy. Struggling students were/are identified and provided with focused, one-on-one instructional support, ensuring a personalized approach to address their unique challenges in grasping mathematical concepts. To do this well, we focused on an elevation of teacher competency through comprehensive Professional Development programs, empowering our educators with the latest methodologies and tools to make mathematics accessible and engaging for every student. By fostering a deeper understanding of the fundamental principles, we aim to equip students with the essential skills for problem-solving and critical thinking, laying the groundwork for their academic success.

In 2023-2024 we will continue to challenge students byand striving to reach our overarching goal to instill confidence in students regarding basic operational computations. We believe that a strong foundation in these fundamental skills not only facilitates success in higher-level math but also nurtures a lifelong appreciation for the beauty and utility of mathematics. By staying the course we began in 2022/23, we believe we will empower our students with the mathematical proficiency necessary for their academic and personal growth.

School Goal 1: Improve student achievement in reading literacy.**Alignment with Division Priorities:** *Success***Timeline:** 3 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 2023 - June 2024	<ul style="list-style-type: none"> • 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) • Ensure all students K-9 are read to at least 60 minutes/week • Continued use of HLAT to drive div II/III understanding of phonetic construction. 	<ul style="list-style-type: none"> • Review PAT results to affirm that 2022-23 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 phonetic construction results • Observable increase in student 3T's results from green to blue zones.

<p>September 2024 - June 2025</p>	<ul style="list-style-type: none"> 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) Ensure all students K-9 are read to at least 75 minutes/week Continued use of HLAT to drive div II/III understanding of phonetic construction. Incorporate a 15 min Literacy block two times a week which focuses on lagging skills, and not simply extra LA time. 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 	<ul style="list-style-type: none"> 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 2024/25 . Observable increase on div I HLAT phonetic construction results Observable increase in student UFLI understanding. Observable increase in student HEGGERTY 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:

One year into this specific goal, we have seen an increase in student literacy. The UFLI program has been an incredible tool for instruction for our learners, and our qualitative data has shown increased confidence in reading comprehension and fluency. We have also seen a notable increase quantitatively on our PAT results.

Numeracy Goal for Assurance Plan - 2023-24

School Goal: Staff at Covenant Christian School will continue to build their capacity to develop numerate thinking skills and teaching strategies so as to better support students in the attainment of success in all areas related to numeracy.

Timeline: 3 year goal

Rationale: It is our mission at Covenant Christian School to develop flourishing learners. Through an intentional approach to improving the quality of our numeracy programs, it is our deep hope that this aspect of our mission will be visible through a longitudinal increase in measurable numeracy skills.

Timeline	Strategies	Supporting Data
September 2023 - June 2024	<ul style="list-style-type: none"> • 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 NIST to increase attention to our goal and to allow for open discussion surrounding needs and support • use of NIST to cover classes so teachers can pull small groups of learners to provide extra instruction 	<p>Staff success will be demonstrated by the following:</p> <ul style="list-style-type: none"> • 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. <p>Student success will be demonstrated by the following:</p> <ul style="list-style-type: none"> • an increase in benchmark scores on the gr. 1-4 new math assessment and the gr. 4-6 Mipi, for those

		<p>scoring 50% or less on their September benchmarks, on January assessments</p> <ul style="list-style-type: none"> Class averages on Math PATs will be monitored over a 3 year period
September 2024 - June 2025	<ul style="list-style-type: none"> 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 NIST to increase attention to our goal and to allow for open discussion surrounding needs and support use of NIST to cover classes so teachers can pull small groups of learners to provide extra instruction 	<p>Staff success will be demonstrated by the following:</p> <ul style="list-style-type: none"> 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. <p>Student success will be demonstrated by the following:</p> <ul style="list-style-type: none"> 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

School Goal 2: Staff at Covenant Christian School will continue to build their capacity to develop numerate thinking skills and teaching strategies so as to better support students in the attainment of success in all areas related to numeracy.

Review, Reflection and Progress update:

Quantitative data has shown that while we have made some small gains in our computational numeracy, and non calculator equations. Students must continue to work on basic facts and numerical understanding to become more comfortable with more involved computations.



School Goal 3: Covenant Christian School aims to shift the focus of student and staff engagement from mere activities to a profound understanding of what is being learned rather than what the student is doing.

Alignment with Division Priorities - Student-Centered Learning

Timeline: 3 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 2023 - June 2024	<ul style="list-style-type: none"> • Introduce Visible Learning strategies across select grades and subjects, emphasizing the understanding of concepts over rote memorization. • Train teachers in various evidence-based instructional practices outlined in the Corwin Visible Learning Foundation Series, ensuring consistent application in classrooms. • Develop and implement cross-curricular projects (FLEx) that encourage students to apply knowledge from various subjects to solve real-world problems. • Facilitate collaborative planning sessions among teachers to create integrated lesson plans that emphasize connections between different disciplines. • Design and implement assessments that measure not only content mastery but also the depth of understanding and application of knowledge. 	<ul style="list-style-type: none"> • Increase in PAT scores across all subjects, demonstrating improved academic proficiency. • 1 individual classroom observation per term to assess the integration of Visible Learning strategies and cross-curricular approaches. • Creation of student portfolios showcasing projects and assignments that reflect deep understanding and application of knowledge. • Interviews and group discussions with students and teachers to gather qualitative feedback on the impact of our TtT faith integration. • Implement reflective practices, such as journals or self-assessment surveys, to gather qualitative insights into students' awareness of their learning journey. • Aim for a 5% 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.

	<ul style="list-style-type: none"> • Establish a feedback system that provides students with actionable insights into their learning process and areas for improvement. • Begin ongoing professional development opportunities for teachers to incorporate metacognitive strategies into their teaching practices(Eg. Hattie's <i>Collective Teacher Efficacy</i>). • Explore the integration of educational technology tools like "MyBluePrint" that facilitate goal-tracking, self-assessment, and collaborative learning experiences for students in Gr. 9. • Use Learning Targets from TtT model to show students the destination from what to why and how. 	
September 2024 - June 2025	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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. • 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. 	<p>process.</p> <ul style="list-style-type: none"> • Conduct regular classroom observations and teacher interviews to qualitatively assess the integration of metacognitive strategies in teaching and student learning activities.
September 2025 - June 2026	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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. • 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. 	<p>and classroom engagement levels, suggesting a heightened interest and commitment to the learning process.</p> <ul style="list-style-type: none"> • Conduct regular classroom observations and teacher interviews to qualitatively assess the integration of metacognitive strategies in teaching and student learning activities.
<p>School Goal 3:</p>		
<p>Review, Reflection Progress update:</p>		

