



Newell Christian School Education Society (NCS)

2023-2026 Assurance Framework - Education Plan

May 3, 2024

Preamble

Our Education Plan informs the stakeholders of the key goals of our school over the next 2 years. It guides the practice of the staff at NCS to provide learning environments that promote excellent student achievement, and it is a public declaration of the school's commitment to pursue consistent improvement.

As stated in Jeremiah 29:11, we believe that the continued success of NCS rests in the promise that the Lord has plans to “prosper us and not to harm us, but to give us a hope and a future”, therefore we rest in this knowledge. We remain grateful for His provision and protection over the last year and look forward to a new year in which to glorify and honour Him once again.

Accountability Statement

The Education Plan for Newell Christian School commencing September 1 2024 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2023/2026 Education Plan on May 25 2023. The Board reviewed and approved the 2023/2026 Education Plan on May 20 2024.

NCS Board Chair

Pastor Nathan Ramer

Vision

“Empowering Students for Christ”

This means NCS teaches:

- a) The Alberta Curriculum from a Christian perspective. Our students take Canadian Achievement Tests (CATS) and government standardized tests which include Provincial Achievement Tests (PATs) and Student Learning Assessments (SLAS).
- b) The Bible as a subject and provides worship and Christian service opportunities.
- c) A wide range of courses to encourage students to grow spiritually, academically, socially and physically.

Mission

Newell Christian School exists to provide an educational environment that reinforces Christian homes and churches, in preparing children spiritually, academically, socially, and physically for a lifetime of serving Jesus Christ.

Philosophy of Education

Our purpose is to “present to our children, as clearly as possible the truth about God, about life and living, about our world and everything in it, and to present the Word of God as the authoritative source upon which to build a life that has purpose and meaning.” (Paul Kienel)

NCS encourages excellence in academics, athletics, fine arts, character, and social development. We desire to assist families in providing students with a Christ-centered, biblically directed education that instills the vision and practice (encouraging everyone to reach their God-given potential) in academics, moral character, and service to others. It is our heart to see each student secure a personal relationship with Jesus Christ and grow in their faith.

Priorities for Improvement

In our second year of planning, we have taken into consideration many factors for the ongoing realization of our school goals. Stakeholder engagement and input through methods such as informal discussions, reflections, surveys, meetings, assessments, and provincial and internal measures have helped us fine tune the plan.

For the next reporting period we feel that last year's priorities still mostly reflect the direction the board is looking for, therefore, the school priorities going forward are to continue with improving reading skills across the grade levels, to continue with the work of refining Biblical Integration techniques and developing spiritual skills across the community. The final priority is implementing strategies to support excellent Health and Wellness measures at the school. Our PAT results for 2023 were quite worrisome in particular the grade 5-6 cohort, and part of this was determined to reflect health and wellness as well as a moral component.

Priority 1: Improved Student Reading Skills

Assurance Domains: Student Growth & Achievement, Learning Supports, Teaching & Leading

Results from 2021-2022

There was evidence of reading improvement gathered from data gleaned from all classes this year. LeNs testing results for the grade 1 students showed a 24% average increase over the year. Grade 1 CAT results improved 6% over the year/ Grade 2 CAT results displayed a 15% average increase over the year. Grade 3 CAT results showed an average increase of 19% over the year.

Grade 1-3 CC3 Test results reflect a 3% average increase in Regular Word Recognition, 1% increase average increase in identifying Irregular Words, and a 7% average increase in recognizing Nonsense Words. All students in grades 1-3 could read Pre-Primer to Grade 3 sight words lists. The results of the Diagnostic Reading Program Assessment showed all students in grade 1-3 improved in their reading skills. 21/23 students in grade 1-3 were reading at or above grade level.

Grade 4-6 students exhibited a 13% average improvement in reading skills based on CAT testing scores taken in September and March. Grade 7-9 students displayed a 9% average improvement in CAT reading test scores from September to March.

Results from 2022-23

Based on CAT and LENS testing in September and May, Grades 1-2 increased in Reading 11.3%, and in Word Analysis by 8%. The results of the Diagnostic Reading Program Assessment showed all students in grade 1-2 improved in their reading skills.

Grade 3-4 increased an average of 16% in Reading Comprehension, Spelling and Word Analysis, based on CAT testing conducted in September and May.

For Grades 5-6, based on CAT testing in the fall and spring, Reading Comprehension increased by 5% on average, Vocabulary increased by 6%, Writing Conventions recognition increased by 12% and spelling fluency increased by 3%.

Grades 7-9 increased by an average of 17.56% in language comprehension, writing conventions, vocabulary and spelling based on CAT testing conducted in September and May. This large increase is partially due to some large outliers who could be classified as ESL and who made significant gains over the course of the year.

Results from 2023-24

Using CAT and LENS testing in September and May, Grades 1-2 increased in Reading 12.7%, and in Word Analysis by 7.3%. The results of the Diagnostic Reading Program Assessment showed all students in grade 1-2 improved in their reading skills.

Grade 3-4 increased an average of 16.8% in Reading Comprehension, 35% in Spelling and 7% in Word Analysis, based on the CAT testing.

For Grades 5-6, based on CAT testing in the fall and spring, Reading Comprehension increased by 45% on average, Vocabulary increased by 40%, Writing Conventions recognition increased by 23% and spelling fluency increased by 16.5%.

Grades 7-9 increased by an average of 22% in Reading comprehension, 12% in vocabulary, and 6% in writing conventions and spelling, based on CAT testing conducted in September and May.

As Reading is a foundational skill for much of student learning success, we decided that we would continue with the implementation of the same strategies that we used in the coming year 2024-25.

Strategies

- One to one reading support for struggling learners
- Professional Development in ELA for teachers and Aides

Measures

Short Term (Each Term)	Medium Term (Yearly)	Long Term (End of Planning Period)
Classroom evaluations (formative and summative)	Alberta Education Assurance Survey Results Diagnostic Reading Testing LeNs Testing CC3 (The Castle and Colthearts Reading Test 3)	We will study new evaluation methods as sanctioned by Alberta Ed. Grades 6 and 9 students will achieve 90% acceptable scores and 10% exceptional scores on Provincial Achievement Tests in Reading Comprehension.

Priority 2: Strengthened Biblical Integration and Spiritual Development

Assurance Domains: Governance Local & Societal Context, Student Growth & Achievement, Quality Teaching & Leading, School Context

Results from 2022-2023

We have made several steps forward in improving Biblical Integration in the 2022-2023 school year. Teachers again attended a workshop in the early fall to help with Biblical Integration of curriculum. 100% of staff indicated that it was useful and relevant for the coming year.

Board training and vision indicated that Biblical Integration was a priority, and in April the Board decided to hire a Director who is an ordained pastor to create a consistent and focused Bible program at NCS.

Information gathered from school parent surveys indicated that 84% of parents think this is still a priority that should be addressed.

Results from 2023-24

Having hired a full time Director/Pastor the school placed the biblical integration initiative in his hands. He brought direction and consistency to our efforts. We noticed a definite increase in student and parent satisfaction from his efforts. He was able to engage in weekly outreaches with students which proved to be very popular.

Strategies

- Director position created by Board and hired.
- Student Mentorship Groups

Measures

Short Term (Each Term)	Medium Term (Yearly)	Long Term (End of Planning Period)
Level of interest shown in school activities Informal discussions with staff, students, and parents	Informal discussions with staff, students, and parents	School parent satisfaction surveys

Priority 3: Implementation of Health & Wellness Curriculum from Kindergarten to Gr. 6

Assurance Domains: Student Growth & Achievement, Quality Teaching & Leading, School Context

· Emphasis will be placed on learning and teaching the new curriculum expectations. Giving teachers the professional development and resources, they need to help make students successful.

Results from 2023-24

We are in full swing with implementation and teachers report satisfaction with resources and Professional development opportunities.

Strategies

- Open Parachute service which aligns with the new curriculum was purchased.
- PLCs (Professional Learning Communities) with other Koinonia Schools.

Measures

Short Term (Each Term)	Medium Term (Yearly)	Long Term (End of Planning Period)
Teacher Surveys and Reflections	Informal discussions with staff, students, and parents Classroom Assessment Tools	School parent satisfaction surveys

Priority 4: Indigenous Study Foundational Development

Assurance Domains: Governance Local & Societal Context, Student Growth & Achievement, Quality Teaching & Leading, School Context

Results from 2022-2023

This year we again purchased FNMI reading materials to add to our student library. We were able to have a whole school trip to the NWMP Fort in Fort Macleod which was very informative and sparked interest of students and staff of the subject.

We were also able to review information presented by Dr. Velma White from a previous Professional Development time.

Results from 2023-2024

We were able to participate in Orange Shirt day again this year. The students were able to liaise with both Chief Old Sun Elementary School, and Chief Old Sun College in an outreach program just before Christmas. We were able to make good connections with the administration of Chief Old Sun Elementary School. We also looked at several themes relating to Indigenous knowledge during our weekly PLC groups, including identity, and place.

Strategies

- Professional Development with Dr. Velma White.
- Continue with connections made in local FNMI community.
- PLCs (Professional Learning Communities) with other Koinonia Schools.

Measures

Short Term (Each Term)	Medium Term (Yearly)	Long Term (End of Planning Period)
Teacher Surveys and Reflections	Informal discussions with staff, students, and parents Classroom Assessment Tools Education Plan Reporting	School parent satisfaction surveys

Budget Summary for 2024-2025

Inquiries about the budget or audited financial statements can be made by contacting the school office at 402-378-4448 or through the website:

<https://storage2.snappages.site/ozyvx6ihtc/assets/files/NCS-Budget-Report-2024-25.pdf>