

PI Covenant Canadian Reformed School

2024-2028

Authority: 9078 The Canadian Reformed School Society of Neerlandia

Accountability Statement

This five year Education Plan for the 2024/2025- 2027/2028 school year commencing August 28, 2024 for the Canadian Reformed School Society of Neerlandia was prepared under the direction of our Board of Directors. It is in accordance with our responsibilities under the Private Schools Regulations of Alberta and the Education Grants Regulations. The provincial economic and educational contexts provided the backdrop for this plan. The Board of Covenant Canadian Reformed School has used the Annual Education Results Report as well as stakeholder feedback to develop the plan here enclosed. We are committed to improving student learning at our school by implementing the strategies outlined below to the best of our abilities.

The Board of Directors has approved the five year Education Plan for 2024/2025-2027/2028 on May 15, 2024.

Mr. Errol Hooimeyer

Canadian Reformed School Society of Neerlandia

Board Chairman

The report is available at Covenant Canadian Reformed School office.

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CCRS Mission

Covenant Canadian Reformed School is a parental, Reformed K-12 school operated by the Canadian Reformed School Society of Neerlandia. The basis of the Society is the infallible Word of God as confessed in the Three Forms of Unity. The purpose of the Society is to establish and maintain a school providing Reformed Christian education. Our mission is, together with our membership, to assist parents by training students for a life of service to God and their neighbour through biblical redemptive teaching.

Established in 1977 by members of the Canadian Reformed Church of Neerlandia, parents desired for their children to be educated in the fear of the LORD. Today, a supportive society of parents and other school society members works together to keep our mission both alive and relevant, in the current situation as well as in future planning. We believe that, “The heart of man plans his way, but the LORD establishes his steps.” (Proverbs 16:9). In keeping with this belief, we have outlined our *2022-2026 Education Plan*, which we hope will be a living document assisting us in ongoing planning for the delivery of high quality education of our covenant children and youth.

Five Domains in the Provincial and Local Context

Our *2023-2027 Education Plan* will function as a rolling plan. This will allow for adaptability, bi-annual review, and the opportunity to make adjustments as necessary. The five domains for future planning, as outlined by Alberta Education, are: Student Growth and Achievement, Teaching and Learning, Learning Supports, Governance, and Local and Societal Context. With these domains in mind, our plan has the five focus areas as outlined below.

Looking Back to Move Forward

To establish our focus areas for the *2023-2027 Education Plan*, we collated feedback from our Annual Education Results Report, our school's Parental Advisory Committee, stakeholder feedback obtained through various surveys on our last plan's domains, and informal dialogue with parents and students.

CCRS' Focus Areas

1. Infusing God's Word intentionally throughout the curriculum
2. Increase growth in literacy outcomes
3. Expanding High School potential for students
4. Developing school-wide information technology capacity
5. Establishing local engagement protocols for our stakeholders
6. Familiarizing ourselves with and continuing implementing the new K-6 curriculum

Please note that, given the fact we have no identified FNMI students, we are unable to address:

1. Improving education outcomes for FNMI students through system, program, and instructional supports
2. The systemic education gap for self-identified First Nations, Metis, and Inuit students

1. Student Growth and Achievement

1.1. Increase growth in literacy outcomes

Data Analysis:

1. Provincial Measures

- ELA PATs

2. Local Measures

- Within the context of divisional meetings, teachers have identified frustrations with lack of consistent programming from K-6 in ELA
- Within the context of divisional meetings, teachers at the high school level expressed concern with low reading comprehension abilities among their students.
- Implement a new ELA program in lower elementary to ensure cohesion.

3. Stakeholder Feedback

- Within the context of anecdotal conversations, parents expressed concern over the variety of different ELA resources used from K-6 and the lack of consistency

Objective	Strategies & Timeline	Budget	Responsibility	Measurement
1.1.1 ELA curriculum is coordinated across Grades 1-9 to increase literacy competencies	<ul style="list-style-type: none">- Develop a cohesive scope and sequence for Grades 1-6 ELA- Use consistent primary resources, strategies, and vocabulary to increase learning and reading comprehension	<p>2024-2025 Educational Resources budget</p> <p>Professional Development for relevant webinars through the ERLC</p>	CCRS Team: professional staff and support staff	<ul style="list-style-type: none">-Parent and staff satisfaction surveys-Annual assessment of reading levels-Alberta Education Gr. 1-3 reading assessments

	<p>- Use <i>Reading Power</i> framework to teach reading comprehension from Grades 1-6. Develop a consistent plan to teach each strand with uniquely collated resources for each grade.</p> <p>- Use <i>Words Their Way</i> spelling program across the Grades 1-6 (we are entering year two and ironing out the implementation wrinkles)</p> <p>-Transition to <i>Handwriting Without Tears</i> for Grades K-5</p> <p>-Implement <i>Wordly Wise</i> vocabulary program in Gr. 7-9</p>			<p>-Administration discussion with staff regarding their intentional incorporation of critical thinking into their ELA teaching. This would occur through the bi-monthly progress reviews.</p>
<p>1.1.2 Teachers become familiar with the new K-6 curricula in: ELA Math PE/Health Science</p>	<p>-Focus the 2023-2024 Professional Development days on developing year and unit plans reflecting the new curricula with a focus on incorporating critical thinking opportunities, as well as finding resources</p>	<p>2024-2025 Educational Resources budget</p> <p>Professional Development Budget for relevant new curriculum workshops/webinars</p>	<p>CCRS Team: professional staff and support staff</p>	<p>-Parent and staff satisfaction dialogue and surveys</p>

<p>1.1.3 Teachers become more informed and fluent in the Truth and Reconciliation Commission recommendations (Calls to Action), finding ways to incorporate these into the subject areas of ELA and Social Studies primarily. This will include using the age-appropriate curriculum on topics such as residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada. (Call to Action #62)</p>	<p>Encourage the teachers who have expressed an interest in this topic to develop their Growth Plans accordingly and provide leadership and implementation ideas for fellow staff.</p>	<p>2024-2025 Educational Resources budget</p> <p>Professional Development Budget for relevant curriculum workshops/webinars</p>	<p>CCRS Team: professional staff and support staff</p>	<p>Student knowledge on the Truth and Reconciliation calls to action.</p>
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1.2 An increased number of students, to a 75% rate, transition to a post secondary program or an apprenticeship program after high school

Data Analysis:

1. Provincial Measures

- In our AEAM results, our 4 year rate of transition from high school was about half of the provincial rate.

2. Local Measures

- Our graduation surveys, both formal and informal, indicate a low percentage of students transitioning into some sort of postsecondary academic pursuit

3. Stakeholder Feedback

-Through our PAC survey, parents and community members have expressed thankfulness for the continued work of our new Academic Advisor/Career Counsellor. In response to community and parental feedback, she has been researching programs for students, especially focusing on dual-credit opportunities.

-We have also received informal feedback from parents regarding a feeling of being overwhelmed and lack of understanding concerning high school options such as the Green Certificate, Work Experience credits, the RAP program, how to navigate MyPass, and the like. Parents want this knowledge to help their children best prepare for post-secondary options.

Objective	Strategies & Timeline	Budget	Responsibility	Measurement
1.2.1 Students have consistent access to an Academic Advisor/Career Counsellor	Have our AA/CC meet with all students in Gr. 9-12 by the end of Term 1 Have our AA/CC meet with all students in Gr. 9-12 again by the end of March	2024-2025 Educational Resources budget	CCRS Academic Advisor/Career Counsellor	-Parent and staff satisfaction surveys
1.2.2 Every Grade 12 student meets at least once with our Academic Advisor/Career Counsellor	Have our AA/CC meet with each graduate by mid June to garner feedback.	2024-2025 Educational Resources budget	CCRS Academic Advisor/Career Counsellor	Student feedback
1.2.3 Parents and students have a smooth transition to Grade 10.	Host an annual “High School Information Evening” aimed at parents with children transitioning to Grade 10 in the next school year. Host this evening by mid-May	None	CCRS Academic Advisor/Career Counsellor and CCRS Admin team	Anecdotal parental feedback

1.3. Increasing course options for our high school students

Data Analysis:

1. Provincial Measures

2. Local Measures

3. Stakeholder Feedback

- There is community support for our expansion project

- Through our PAC survey about CCRS high school offerings, it was evident our community desires more hands-on, trades-type courses

Objective	Strategies & Timeline	Budget	Responsibility	Measurement
1.3.1 Through our proposed expansion project, provide for a high school wing with specialized classrooms	Completion of expansion project by August 2024 – <i>delayed from last Ed plan</i>	CCRS Expansion Budget	CCRS Expansion Committee and administration	-Parent and staff satisfaction surveys
1.3.2a Gather feedback from the community to help determine next steps in trades courses and expanding our academic course offerings	Host conversations and surveys to solicit community feedback.	Instructor Salary	CCRS Administration	-Parent and student feedback - Course selection options for CCRS High School

<p>1.3.2b Initiate some more hands-on courses at the junior high level in response to community feedback. The 2023-2024 year will see a Gr. 8 woodworking course and a Gr. 9 mechanics course</p>				
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2. Teaching and Leading

2.1. Infuse God’s Word and reformed *throughlines* throughout curriculum

Data Analysis:

1. Provincial Measures

-No data

2. Local Measures

- No data

3. Stakeholder Feedback

- Through a PAC survey, parents and community members indicated a strong appreciation for our reformed Christian values permeating our instruction. Together with this, there is a desire for our teachers to keep growing in this, being more intentional in incorporating our Christian values into all aspects of the curriculum.

Objective	Strategies	Budget	Responsibility	Measurement
2.1.1 Teachers demonstrate competency with the reformed throughlines: <ul style="list-style-type: none"> - <i>Covenantally Founded</i> - <i>Confessionally Grounded</i> - <i>Emnity Surrounded</i> - <i>Bound in Unity</i> 	Spend 50% of the allotted staff Professional Development time next year working collaboratively on incorporating these throughlines into teacher yearplans	None	CCRS Team: professional staff	-Parent and staff satisfaction surveys - Completed year plans with the documented throughlines
2.1.2 Grades 1-9 fully transition to the CARE Bible Program	By the end of the year, each Gr. 1-9 teacher is to have a mapped-out scope and sequence for their CARE Bible program. By the end of the year, CCRS will have a comprehensive scope and sequence for Bible and Church History through the CARE Program for Grades 1-9.	None	CCRS Team: professional staff and administration	-Completed scope and sequences

2.2 Develop a Culture of Life-Long Learners and Ongoing Professional Growth

Data Analysis:

1. Provincial Measures

-No data

2. Local Measures

- No data

3. Stakeholder Feedback

- Informal teacher feedback has indicated a desire to receive more feedback in order to improve practice

-Informal teacher and support staff feedback has indicated a need for a more streamlined onboarding and support system for new staff

Objective	Strategies	Budget	Responsibility	Measurement
2.2.1 CCRS teachers are supervised and evaluated based on TQS foundations	Revamp and formalize our current evaluation practices to align with the TQS Set up a “teacher evaluation rotation” wherein all teaching staff are reviewed and given feedback. Continue on with bi-monthly teacher-principal progress reviews. Increase the self-reflection and goal-setting components to these reviews.	None	CCRS Administration Team	-Teacher feedback - Completed evaluations

<p>2.2.2 Teachers and support staff have access to increased Professional Development opportunities</p>	<p>Have all eligible staff attend the Teacher's Convention</p> <p>Seek out and promote different professional learning events in the area, encouraging participation.</p> <p>Spend 50% of next year's allotted in-house Professional Development time on assessment, critical thinking instruction, and backwards-design unit planning.</p>	<p>\$5000 (Teacher's Conference Pro D Budget)</p> <p>Conferences such as the AISCA New Teachers' Conference and AISCA February Teacher's Conference.</p>		<p>Attendance of Pro D activities and events</p> <p>Teacher feedback</p>
<p>2.2.3 The CCRS mentorship program for the onboarding and support of new staff is operable</p>	<p>Development of a mentorship program with accountability check-ins between mentors and mentees</p>	<p>None</p>	<p>CCRS Administration Team</p>	<p>Teacher feedback</p>

3. Learning Supports

3.1.1 Identify and provide Learning Supports for students at CCRS

Data Analysis:

1. Provincial Measures

2. Local Measures

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3. Stakeholder Feedback

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Objective	Strategies & Timeline	Budget	Responsibility	Measurement
<p>3.1.1 All mild, moderate, and severe students have an IPP in place by October 2023.</p>	<p>Host transition meetings for all IPP students in August, January, and June.</p> <p>Continue supports and services through our speech pathologist through Functional Therapies</p> <p>Continue supports and services through our occupational therapist, Candace Achtymichuk</p> <p>Continue SLP and OT support services for mild-moderate students through Khan Communication</p>	<p>\$10 0000</p> <p>\$10 000</p>	<p>CCRS Special Education Coordinator</p>	<p>-Parent and staff satisfaction surveys</p>
<p>3.1.2 Our IT capacity supports all students' learning needs</p>	<p>Develop a rolling IT plan to anticipate and budget for technology replacement</p>	<p>*insert IT budget*</p>	<p>CCRS Administration Team CCRS IT Technician</p>	<p>Plan is drafted Whiteboard is purchased</p>

	<p>Purchase 1 new interactive whiteboard each year</p> <p>Purchase assistive technology for students with higher learning needs, such as Google Read and Write subscriptions, ipads, and other assistive technology</p>	<p>\$5000</p> <p>\$10 000 (taken from general Special Education budget)</p>		<p>Assistive technology is purchased as needed to support students</p>
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4. Governance

4.1 Increase Parent and Student involvement in CCRS

Data Analysis:

1. Provincial Measures

- AERR results on parental involvement

2. Local Measures

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3. Stakeholder Feedback

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Objective	Strategies	Budget	Responsibility	Measurement
<p>4.1.1</p> <p>Parents and community members have opportunities to provide feedback and voice</p>	<p>Have the PAC:</p> <ul style="list-style-type: none"> - Draft and send out at least 2 surveys to community members - Collate data - Report on data, findings, and provide analysis in monthly <i>Newsletters</i> 	<p>PAC budget</p>	<p>PAC</p>	<p>-Parent satisfaction / feedback surveys</p>
<p>4.1.2</p> <p>Students have multiple opportunities to provide feedback and voice.</p>	<p>Have the PAC:</p> <ul style="list-style-type: none"> - Draft and send out one survey to students - Collate data - Report on data, findings, and provide analysis in monthly <i>Newsletters</i> 	<p>PAC budget</p>	<p>PAC CCRS Admin Team</p>	<p>-Student satisfaction / feedback surveys</p>

5. Local and Societal Context

5.1 CCRS community actively involved in a vibrant Christian culture, evident to the broader community

Data Analysis:

1. Provincial Measures

2. Local Measures

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3. Stakeholder Feedback

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Objective	Strategies & Timeline	Budget	Responsibility	Measurement
5.1.1 Parents have the opportunity to attend a speaker on a relevant topic for parents and students. Open this to the broader community.	Host one community/parent evening event and one student event each year	PAC budget	PAC	-Parent and staff satisfaction surveys -Staff, student, and parental feedback on relevant topic suggestions
5.1.2		None	CCRS staff and administration team	-Tracking views and responses on our Facebook page

Our social media presence is increased and well-utilized by the community.	Post notices and photos to inform our community of school goings-on Livestream school events as we are able			
5.1.3 Our website is frequently accessed.	Have a revamped and operable website by June 2024.	IT budget	CCRS IT Administrator	-Tracking visits to our website

Operating Budget

The Canadian Reformed School Society of Neerlandia’s 2023-2024 Operating Budget is attached as Appendix A. At Covenant Canadian Reformed School we recognize that it is the Lord who so richly blesses us, also with the finances to operate our school. Our operating budget reflects financial stewardship and supports the focus area objectives of our *2023-2027 Education Plan*.

APPENDIX A

CANADIAN REFORMED SCHOOL SOCIETY OF NEERLANDIA 2024/2025 Budget

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will be

INCOME		Budget 2024/2025
Instructional Grants K-12	1,083,814.82	
Program Services & Supports	136,967.13	
School & Jurisdiction Grants	240,622.01	
Dual Credit/Learning Loss	-	
2023-24 Funding Adjustment	-	1,461,403.96
AB Ed Grants-Total		876,065.20
Contributions/Tuition		9,500.00
Other		
From Operating Reserve		2,346,969.16
TOTAL INCOME		268,543.13
Bank Balance-Sept 1		-
Accounts Receivable-Sept 1		-
Prepaid expenses-Sept 1		-
Accounts Payable-Sept 1		2,615,512.29
EXPENSES		
INSTRUCTIONAL EXPENSES		
Teaching Staff Salaries	1,139,013.53	
Support Staff Salaries	287,676.34	
Total Salaries		1,426,689.87
CPP & EI Expense	101,001.99	
Employee Benefits	125,997.40	
Staff Recruitment/Moving	26,000.00	
Total Benefits		252,999.39
Professional Development	12,000.00	
Sports Days/Field Trips	6,900.00	
Bus Expenses (Ins/Fuel/Maint)	10,000.00	
Ed. Supplies/Library	104,938.42	
Special Education/PUF	45,000.00	
ECS Expenses	7,762.00	
Total Instructional Serv.		186,600.42
Admin. Salaries & Benefits	91,823.00	
Auditing	6,000.00	
Advertisements	5,000.00	
Board/Admin. Expenses	25,000.00	
Total Admin. Expenses		127,823.00
INSTRUCTIONAL EXP. TOTAL		1,994,112.68
OPERATION & MAINTENANCE		
Janitorial Contract	42,000.00	
Janitor Supplies	15,000.00	
WCB - O&M	900.00	
Natural Gas	18,000.00	
Power	32,000.00	
Telephone/Fax/Internet	14,500.00	
Water	3,200.00	
Sewer	16,500.00	
Insurance & Monitoring	30,000.00	
Building Maintenance	60,000.00	
Parent-Prov. Transportation	3,444.70	
Technical Support	55,200.00	
Photocopier Lease & Supplies	14,500.00	
Oper. & Maint. Total		305,244.70
OTHER EXPENSES		
Bank Charges/L.o.C Interest	2,200.00	
Debt Serv. Total		2,200.00
Equip. & Furn. purchased	10,000.00	
Teachers College & RCDC	7,500.00	
AISCA	4,150.00	
CCRS Scholarship	1,000.00	
To Capital Fund	250.00	
Miscellaneous		22,900.00
Other Total		330,344.70
OPERATION EXP. TOTAL		2,324,457.38
TOTAL EXPENSES		
Accounts Payable-Aug 31		
Pre-Paid Expenses-Aug 31		
Accounts Receivable-Aug 31		291,054.91
Bank Balance-Aug 31		2,615,512.29

2022-2026 Education Plan was approved by the CCRS Board of Directors on May 15, 2023. This Education Plan reviewed and modified twice annually in October and May. The next review month is October 2023.