

Newell Christian School Education Society (NCS)

2025-2028 Assurance Framework - Education Plan

May 30, 2025

Preamble

Our Education Plan informs the stakeholders of the key goals of our school over the next year. 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. The plan is written under the guidance provided in the Alberta Education's Assurance Framework as described in the 2025-2026 Funding Manual for Schools.

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 also 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, 2025, 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 the best of its ability to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved and reviewed the 2025-2028 Education Plan on May 30, 2025.



NCS Board Chair

Pastor Nathan Ramer

Vision

To Know God, Stand Strong, and Do Great Things!
Daniel 11:32

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 literary and numeracy screening. We also collect data through local measures).
- 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. Including a purposely developed program of student development in discipleship skills threaded throughout the learning experience.

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 this year of our 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.

Our board is a parent lead board. Each parent board member is a representative of a school committee. Our Education Plan and Annual Educations Records Results reports are discussed with parent meetings held twice a year. A parent satisfaction survey is also sent out to parents.

For the next reporting period we feel that last year's priorities still mostly reflect the board's direction. Therefore, the school priorities going forward are to continue with improving student reading skills, as well as to continue with Biblical integration of curriculum and the development of spiritual skills across the community. We will also continue to focus on Indigenous Foundational Development priority 4. However, the priority that we did change was the third in which we agreed to target Math: Basic Operations for all grades K-9. This was based on discussion with stakeholders as we would like to strengthen our programming with a priority to improve foundational numeracy skills.

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 an average increase of 24% in student scores over the year. Grade 1 CAT results improved by an average of 6% over the year. Grade 2 CAT results displayed an average increase of 24% over the year. Grade 3 CAT results showed an increase of 19% over the year.

Grade 1-3 CC3 Test results reflect a 3% increase in Regular Word Recognition, an 11% increase in identifying Irregular Words, and a 7% 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 increase 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.

Results from 2024-2025

Based on CATs (Canadian Achievement Test) in September and May, **Grade 1-2** students improved by 11% in Reading Comprehension, 18% in Vocabulary, 11% in Word Analysis, and Grade 2 (only) and a 42 % in Spelling. For the Grade 2 Castles and Coltheart 3 Test (Reading) there was an average increase of 30% improvement in student testing. Grade 1 testing results for the Phonological Awareness Screening Test (FAST) saw an improvement of 29% of over the course of the year. In the RAN test all students tested in Grade 1 improved over the course of the year.

Based on CATs (Canadian Achievement Test) in September and May, **Grade 3-4** students improved by 12% in Reading Comprehension, 13% Word Analysis, 10% in Vocabulary, 13% in Writing Conventions, and 28% in Spelling. For Grade 3 and 4 respectively on the Castles and Coltheart 3 test there was 16% increase in score and a 26% increase over the course of the year.

Based on CATs (Canadian Achievement Test) in September and May, **Grade 5-6** students improved by 18% in Reading Comprehension, 12% Vocabulary, 9% in Writing Conventions, and 8% in Spelling.

Based on CATs (Canadian Achievement Test) in September and May, **Grade 7-9** students improved by 8% in Reading Comprehension, 10% in Vocabulary, 26% in Writing Conventions, and 30% in Spelling.

This year our Educational Assistants took a (Science of Reading) course called Literacy Essentials for Educational Assistants through the Learning Disabilities Association of Alberta. We have decided to maintain this priority as a focus because competent reading skills are essential to student success.

Strategies

- Continue one to one reading support for struggling learners, and increase small group pull-outs
- More professional development in ELA for teachers, specifically addressing split grade teaching.
- We will secure a membership with the Alberta Professional Learning Consortium and use their resources to support further professional development and to identify more resources/materials which support ELA outcomes.
- We did not change our expectations for learner outcomes for long term planning and look forward to seeing our results from provincial achievement tests.

Measures

Short Term (Each Term)	Medium Term (Yearly)	Long Term (End of Planning Period)
Classroom evaluations (formative and summative)	Alberta Education Assurance Survey Results Provincial Early Literacy Screening Tools (Beginning and End of Year and in January as required) LeNS (Letter, Name-Sound Assessment Test), CC3 (Castles and Coltheart 3) Reading Test Phonological Awareness Screening Test (FAST), Rapid Automatized Naming test (RAN)	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 2023-2024

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.

Results from 2024-2025

During this year the school secured a new principal who worked in leadership with our Pastor. According to local measures the school community is generally well pleased with the spiritual atmosphere and direction of the school. The Outreach opportunities and Worship Arts Programming across the grades continues to be a highlight for our students, and they are excited to attend Bible classes. Parents have indicated that they too are impressed with dedication of our Pastor to lead the fostering spiritual growth and development in our community.

Strategies:

- Regular Chapel times, Student Mentorship Groups, Grade 9 Grad Trip Outreach to Mexico, Student Bible Study Opportunities, Partnering with Parents in Prayer (weekly).
- Further Development and Refinement of the whole school Worship Arts Programming. (Which includes the writing, performing and recording of student's music, and opportunities for them to lead worship and present their own special music)
- Continuing with the Biblical Integration of the K-6 Science Curriculum followed by Biblical Integration of the new K-3 Social Studies Curriculum which will be implemented in fall, 2025.

Measures

Short Term (Each Term)	Medium Term (Yearly)	Long Term (End of Planning Period)
Formal and informal discussions with staff, students, and parents	Formal and informal discussions with staff, students, and parents	School parent satisfaction surveys

Priority 3: Improve Student Proficiency and Confidence in Basic Operations (Addition, Subtraction, Multiplication, and Division)

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

Emphasis will be placed on **Number strand**: understanding numbers, representing operations. It has been identified that students across the grades could benefit from honing these skills as foundational skills.

Strategies

- Use skip-counting games
- Mental Math
- Practice fact families
- Mad Minutes
- Multiplication chart investigations
- Timed drills (with growth goals)
- Exit tickets
- Fact fluency cards
- Family engagement (send home games)
- School wide competition and incentives
- Clear Math
- Targeted support (one on one and/or small group)

Measures

Short Term (Each Term)	Medium Term (Yearly)	Long Term (End of Planning Period)
Weekly check-ins, progress charts mini-assessments and/or quizzes Xtra Math, Clear Math, Khan Academy	Formal and informal discussions with classroom Staff	School parent, student, and teacher 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 participated 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 students in an outreach program just before Christmas. We continue 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.

Results from 2024-2025

We participated in Orange Shirt Day and heard some information about residential schools in a special Chapel. Our students were able to meet again with members of the community out at Siksika. Our students went on an outreach at Chief Old Sun College again this year, near Christmas time. Our pastor and the students are continuing to build and solidify relationships with that community. We are scheduled to have a local FMNI community leader come to our Chapel to share some stories and tell us about her faith walk in June.

Strategies

- Continue with connections made in local FNMI community.
- PLCs (Professional Learning Communities) with ACSI (Association of Christian Schools International)
- Coursera (Indigenous Canada) University of Alberta (Staff PD)
- Focus on becoming more familiar with FMNI information in the new Social Studies curriculum for K-3.

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

Newell Christian School Society School Budget for 2025-2026 can be found on the school website at newellchristianschool.com under the “About” tab and then in the parent subpage “Accountability”.