

Newell Christian School Education Society (NCS)

2026-2029 Assurance Framework - Education Plan

May 31, 2026

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 2026-2027 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 2nd, 2026, 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 2026-2029 Education Plan on May 31, 2026.



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

During this year of planning, we have considered many factors in the ongoing realization of our school goals. Stakeholder engagement and feedback gathered through informal discussions, reflections, surveys, meetings, assessments, and both provincial and internal measures have helped guide and refine our plan.

Our Board is a parent-led board; therefore, we do not maintain a separate Parent Advisory Council. As a small school, we do not have enough parents available to serve in both roles. Each parent board member represents a school portfolio, ensuring continued parent voice and engagement in decision-making. Our Education Plan and Annual Education Results Report (AERR) are reviewed during two parent meetings each year, where parents have opportunities to provide feedback and participate in discussion. A parent satisfaction survey is also distributed annually to gather additional input.

The identification of upcoming priorities is driven through collaboration among our teaching staff. Staff meet weekly to review progress, discuss ongoing needs, and identify areas for growth, with quarterly opportunities for deeper reflection and evaluation. Additional feedback is gathered through our annual FNMI survey, distributed to teaching staff in May, as well as through a Spiritual Survey shared with both parents and staff.

PLCs met regularly throughout the year to explore emerging developments in artificial intelligence (AI), build staff understanding of its potential impact on education, and discuss how these advancements may influence teaching, learning, and schooling in the future.

Our Board continues to serve as an important stakeholder in the ongoing development and review of school priorities. Monthly meetings provide regular opportunities for communication, collaboration, and engagement.

For the next reporting period, we believe that the previous year's priorities continue to reflect the direction and feedback provided by our stakeholders. We will continue to strive for excellence as we work toward achieving these goals.

Priority 1: Improved Student Reading Skills

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

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.

Results from 2025-2026

Based on CATs data from the **Grade 1-2** class, students have shown strong growth since the fall, with reading comprehension increasing by 8%, word analysis by 2%, vocabulary by 15%, and spelling by 18%.

Our **Grade 3–4** class has demonstrated encouraging growth between the fall and spring CATs assessments, with increases of 11% in reading comprehension, 9% in word analysis, 10% in vocabulary, 6% in writing conventions, and 14% in spelling.

The **Grade 5–6** class demonstrated exceptionally strong growth, with a 22% increase in reading comprehension, 16% growth in vocabulary, and an impressive 24% improvement in both writing conventions and spelling.

Our CATs results for the **Grade 7-9** class showed 10% improvement in reading comprehension, 9% in their vocabulary, 7% in writing conventions, and 6% in spelling.

Assessment data showed strong growth across multiple areas this year, LeNS results demonstrated an 11.5% increase in the K–2 class, while Numeracy results showed an average growth of 15% from Kindergarten to Grade 4. Castles & Coltheart 3 results increased by 5% from fall to spring, and the Grade 1 PAST assessment reflected an impressive 19% improvement. These results highlight positive student progress and continued growth in foundational learning skills.

Strategies

- Throughout 2026 in K–2, differentiated learning is in place to support a struggling Grade 2 reader, continue this as required ongoing and expand to additional students where necessary.
- Grades 3/4 and 5/6 have incorporated additional Evan-Moor reading comprehension activities into their schedules in 2026, continue this strategy on an ongoing basis.
- Junior High (J/H) provides ESL pullout support to strengthen reading comprehension, continue and expand into other grades where needed.
- Continue with grades 1–6 participation in “Go for the Gold” reading competitions within each grade.
- J/H students continue to utilize IXL for English Language Arts (ELA) practice.
- Grades 3/4 and J/H classes both implemented “Word of the Week” challenges in 2026, consider expanding into additional grades.
- J/H offers grade-level ELA pullouts, as well as PAT preparation for Grade 9 students.
- Continue with grade specific PD for all staff.
- Incorporate more grammar and spelling components into assessments in all grade levels.
- Staff member enrolled in Assessment of Foundational Reading Skills (AFRS) Course (a Right to Read Program) through the Learning Disabilities Association of Alberta.

Stakeholder Engagement:

- Teachers: Identifying students who are below grade level and could benefit from additional support. Creating and initiating the support plan. Taking time to reflect on student growth and areas for future needs.
- Educational Assistants: Support the teacher strategies, carry out pull out sessions, document student progress and provide feedback.
- Parents: Engage in parent/teacher interviews, as well as additional conferences with the teacher while developing support plans, provide any additional home support recommended.
- Administration: Offers direction on priorities, supports teacher initiatives, and secures professional development opportunities.

- Board: Reviews and approves priorities for the education plan, offers feedback and discussion.

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 80% 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 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.

Results from 2025-2026

Throughout the 2025/2026 school year, we maintained consistent chapel times, mentorship groups, staff prayer partner teams, and continued our annual Grade 9 Grad Missions trip to Mexico. With the adjusted school schedule this year, students were also able to participate in extended classroom devotional times each morning. In addition, we were blessed to welcome several special guest speakers to chapel services, including members of our parent community.

Pastor Nathan collaborated with the Grade 3–4 class on songwriting and developed customized Worship Arts programming for our junior high students.

Our Worship Dance teams have also continued to grow and have become a meaningful highlight within our school community, joyfully praising the Lord through movement and expression.

Our Spiritual Survey that was sent out in May 2026 provided valuable feedback on the school's spiritual environment, faith integration, and partnership with families.

Overall, the responses from our Parent Spiritual Survey indicated a strong perception of a Christ-centered school culture, with consistently positive ratings across all categories. Areas for further development primarily focus on expanding structured Bible learning opportunities and increasing family/community spiritual engagement.

Strategies:

- Continue with the Regular Chapel times, Student Mentorship Groups, and Grade 9 Grad Trip Outreach Opportunities
- 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 to broaden and increase depth of the Biblical Integration in all subjects and grade levels.
- Reimplementing Partnering with Parents in Prayer (weekly) and Student Bible Study Opportunities
- Increasing structured Bible teaching and deeper engagement with Scripture.

Stakeholder Engagement:

- Teachers: Our teachers attend professional development to assist in biblically integrating their subject areas. They also provide feedback on our annual Spiritual Survey. Teachers share their witness and testimony on a rotational basis during chapel time.
- Parents: The parents of Grade 9 students form a committee to plan and fundraise for the graduating class mission trip. Parents provide feedback from the Spiritual Survey sent out in April; this survey goes to all parents in our school community. The opportunity to participate in Partnering with Parents in Prayer is open to all.
- Board: Reviews and approves priorities for the education plan, offers feedback and discussion.
- Administration: Offers direction on priorities, supports teacher initiatives, and secures professional development opportunities. Generates and reviews the surveys and ensures teacher planning reflects the priority.

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 (Alberta Education Assurance Measures Survey, and local measures)
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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

Results from 2025-2026

CATs results for the **Grade 1–2** class show strong progress, with a 12% increase in mathematics skills and a 5% improvement in computation and estimation.

In **Grade 3–4**, the CATs results showed limited growth in mathematics, with a 1% increase in overall math skills and a 3% increase in computation and estimation, highlighting opportunities to build on this progress in the coming year.

Our **Grade 5–6** class showed remarkable improvement, achieving 45% growth in mathematics and 29% growth in computation and estimation.

CATs results for our **Grade 7–9** class reflect strong growth, with a 14% increase in mathematics and an 8% improvement in computation and estimation.

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)
- Continue grade specific lessons within junior high class to ensure that foundational building blocks are in place.
- Re-emphasize focus on building grade 3/4 operational skills by use of mad minutes and incentives for learning times tables.

Stakeholder Engagement:

- Teachers: Identifying students who are below grade level and could benefit from additional support. Creating and initiating the support plan. Taking time to reflect on student growth and areas for future needs.
- Educational Assistants: Support the teacher strategies, carry out pull out sessions, document student progress and provide feedback.
- Parents: Engage in parent/teacher interviews, as well as additional conferences with the teacher while developing support plans, provide any additional home support recommended.
- Administration: Offers direction on priorities, supports teacher initiatives, and secures professional development opportunities.
- Board: Reviews and approves priorities for the education plan, offers feedback and discussion

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, IXL	Review of fall/spring CAT results in mathematics and computation/estimation.	Students will demonstrate fluent recall of basic math facts and show measurable improvement in problem-solving accuracy and speed. Working towards 80% acceptable and 10% exceptional on Grade 6 & 9 PATs.

Priority 4: Indigenous Study Foundational Development

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

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.

Results from 2025-2026

The school has made a strong and intentional effort to integrate Indigenous learning across all grade levels and subject areas. The junior high students participated in a winter visit to Siksika, providing meaningful connections and learning experiences. For staff professional development, we hosted Velma White on *Bridging the Gap with FNMI*, this helps support a deeper understanding and offered guidance on increasing the depth of our connections with indigenous communities.

In addition, the school was inspired and impressed by the May 5th Spring Independent School Administrators Meeting session on *Reporting on FNMI Testimonials for Student Success*, which further reinforces our commitment to authentic and meaningful Indigenous education and reporting practices.

In Grades 5/6, students engaged in Indigenous-based projects such as building model wigwams and longhouses, along with the use of Indigenous literature and storybooks to strengthen cultural connections. In the early grades (K–2), videos are used to help students build understanding of Indigenous perspectives in Social Studies and Science, while Grades 7/8 extended learning through an in-depth study of the Aztecs. Across K–4, teachers also utilized resources from the Alberta Professional Learning Consortium to further support authentic Indigenous connections throughout the curriculum. Further strengthening relationship-building efforts, the school welcomed Pastor Miles Oldwoman, a respected spiritual leader and community member from the Siksika Nation, to lead a junior high chapel session. This experience supported students in developing respectful relationships and deepening their understanding of Indigenous perspectives, directly contributing to the school's goal of fostering meaningful FNMI relationships and community connections.

Next year, we look forward to continuing to build meaningful relationships with Siksika Nation through future visits and opportunities to learn together, share experiences, and develop new friendships.

Strategies

- Continue with connections made in local FNMI community.
- PLCs (Professional Learning Communities) with ACSI (Association of Christian Schools International)
- Focus on becoming more familiar with FNMI information in the new Social Studies curriculum for 4-6.

Stakeholder Engagement:

- Teachers: Share resources while participating in PLCs. Provide and share insight gained from professional development. Complete our new FNMI Integration & Reflection Survey. Create a FNMI focus team.
- Educational Assistants: Support the teacher strategies, carry out pull out sessions, document student progress and provide feedback.
- Parents: Encourage participation in FNMI events.
- Administration: Offers direction on priorities, supports teacher initiatives, and secures professional development opportunities for both teaching staff, board, administrators, and greater community. Generate and compile feedback from our FNMI Integration & Reflection Survey.
- Board: Reviews and approves priorities for the education plan, offers feedback and discussion. Attend FNMI professional development and engage with learning resources provided.
- FNMI Community: Encourage feedback and direction from our liaisons within the FNMI community.

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 Create an FNMI Focus Team	Increase the number of visits to Siksika Develop and strengthen connections within the broader school community and surrounding region.

Newell Christian School Society School Budget for 2026-2027 can be found on the school website at newellchristianschool.com under the “About” tab and then in the parent subpage “Accountability”.