



EDUCATION PLAN  
Cornerstone Christian Academy Authority  
May 2025

## Cornerstone Christian Academy

PO Box 99 Kingman, AB T0B 2M0

Phone (780) 672-7197 Fax (780) 608-1420

E-mail: [ccasociety@gmail.com](mailto:ccasociety@gmail.com) Website: [www.cornerstonekingman.ca](http://www.cornerstonekingman.ca)

Administrator: Alan Welde E-mail: [awelde@cornerstonekingman.ca](mailto:awelde@cornerstonekingman.ca)

### Accountability Statement

The Education Plan for **The Cornerstone Christian Academy of Camrose** commencing August 27, 2025 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education 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 2025/ 2028 Education Plan on May 30, 2025.

Dennis Feitsma  
Chair  
The Cornerstone Christian Academy of Camrose  
(original document signed)

### Foundation Statements

#### Cornerstone Christian Academy's Mission Statement

Our school's mission statement is "Believing. Learning. Acting. Growing. Created by God to be an influence in the world." Cornerstone Christian Academy exists to equip students spiritually, academically, socially, and physically to be a positive Christian influence serving society.

Cornerstone Christian Academy offers a program that integrates faith, life, and learning. It is our goal to fulfill the Greatest Commandments found in Matthew 22:37-39,

"Love the Lord your God with all your heart, with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself."  
(New International Version)

CCA offers educational programming that utilizes the Alberta Education Curriculum, taught from a Christian perspective. We recognize the importance of including faith in learning, and we respect, value, and honor the role and responsibility of students, parents, and community in this journey.

#### Cornerstone Christian Academy Principles and Beliefs

We believe that God desires that we confess Christ as Savior and Lord and that we live out our faith in a relationship with Jesus Christ in all we say and do.

At CCA, we believe

- Our fundamental purpose is to promote each student's learning, growth and understanding within a specifically Christ-centered context;
- Each student is precious and loved in the eyes of God, and each person's true identity and worth is found in his/her relationship with God;
- Each student can learn and be successful. We value mistakes as steps in learning and developing our intellect;
- We will provide the greatest support to the student in greatest need; and
- Each person deserves to be loved as Christ commanded, and will be treated with dignity and respect in a safe, caring, and orderly learning environment.

### **A Profile of the School Authority**

Cornerstone Christian Academy was incorporated in 1986 by a group of parents who recognized the need for quality education offered within an evangelical Christian perspective in the Camrose community. From its humble beginnings in a church basement to a rented bay in an industrial building to construction of its own facility in Kingman in 1993, Cornerstone Christian Academy continues to offer a program that integrates faith, life, and learning. Cornerstone Christian Academy serves an area of approximately 3 000 square kilometers. The 29 000 square foot school building includes 12 classrooms, a library, a student commons area, and a gymnasium. CCA is affiliated with ACSI, the Association of Christian Schools International, and AISCA, the Association of Independent Schools and Colleges in Alberta.

In 2009 Cornerstone Christian Academy entered into a partnership with Battle River School Division No. 31. Cornerstone provided education to up to 181 students from Kindergarten through Grade Twelve [2016/2017]. Cornerstone operated as a program of choice within BRSD No. 31 until June, 2018, when Cornerstone was closed as an alternative faith program. In July, 2018 Alberta Education approved Cornerstone Christian Academy's application to operate as an accredited private school. On September 4, 2018 Cornerstone opened its doors to 96 students. At the present time, 118 students are enrolled at Cornerstone.

### **Summary of Accomplishments**

- Purchased textbooks as needed for increased class sizes and New Curriculum
- A team of local clergy participated in weekly Secondary Chapels
- Shakespeare Production of "Much Ado About Nothing" on May 23 & 24, 2025
- Junior High Basketball and Volleyball teams
- Senior High Basketball and Volleyball teams
- Junior High participation in Divisional Badminton Tournaments
- Senior High participation in County Badminton Tournaments
- Junior High and Senior High participation in Regional and Area Track and Field Meets
- Elementary Students participated in swimming lessons at Ryley Pool
- Participation of students and staff in the May 5, 2025 Kingman Clean-Up Activity

### **Stakeholder Engagement**

- Through continued conversations with School Board members at Board Meetings, we identified our school's Mission Statement "Created by God to be an Influence in the World" as a priority for the school year. At Board Meetings, we clarified our identity as a "Missions School" rather than as a "Discipleship School", and confirmed our admissions process and criteria.
- Students, parents, teachers, support staff, Board Members, Administration, and alumni participated in "ACSI's Flourishing Schools Survey" to identify program strengths, areas in need of improvement, and the impact of our program on students' lives. An ACSI representative met with Administration and with the Board to look over the results and give suggestions from it to celebrate and to work towards improving.
- Daily Announcements and devotions focus on how students can positively impact the school community.
- Teachers at biweekly staff meetings update one another on student interactions that influence classroom and playground behaviour.
- Staff members as a Team develop strategies to encourage desired student outcomes. The strategies and their effects are reviewed at staff meetings.
- Community involvement includes use of the school facility for sports activities such as Club Basketball and Community Pickleball, and social activities, such as the Kingman Baptist Church Spring Supper.

### Trends and Issues

Since an issue in compiling our survey results is inconsistent participation of teachers in survey completion, resulting in the suppression of teacher “voice” in the 2019 and 2020 surveys, we now complete the surveys at staff meetings. Six teachers completed the survey in 2019 survey; five teachers completed the 2020 survey; seven teachers completed the survey in 2021; eight teachers completed the survey in 2022; seven teachers completed the survey in 2023, and seven teachers completed the survey in 2024. The limited number of parent responses also skews the parent voice in our measure statements. In 2019, 44 parents responded to the survey; in 2020, only 24 parents responded; in 2021, 29 parents responded, in 2022, 13 parents responded; in 2023, 29 parents responded, and in 2024, 26 parents responded.

Our foremost accomplishment is providing our students with a supportive, safe learning environment. An indicator of this is that our school climate has been described as “positive”, “kind”, and “gentle.” We have sufficient staff to instruct all classes and provide supervision.

Our most significant challenge is the provision of quality programming for secondary students. In many cases, we have small groups of students enrolled in different courses receiving instruction from the same teacher in the same room at the same time. Our elementary and junior high students are double-graded, but each junior high grade receives instruction at its grade level. The challenge of quality programming includes the difficulty of finding adequate resources. Cornerstone continues to purchase textbooks as required for growing class sizes.

Networking with other ACSI and AISCA schools and accessing Alberta Education resources gives us the assistance we need to maintain academic rigour and professional development.

Our day-to-day operation involves the active participation of the dedicated parent volunteers, students, families, and staff that comprise our school community. Parents volunteer in the classroom, library, coach teams, assist with maintenance duties, support the Shakespeare performance, and participate in fund-raising activities.

Excluding students who graduated from our program, we had 15 students from 10 families who left during or at the end of 2023-2024 school year. 21 students from 12 new families, including kindergarten students, were new registrants in our program in September 2024. We had a change of 25% of our student population in September, 2023 compared to June, 2023. We poll families to identify reasons students left Cornerstone and why other families enter Cornerstone as this information helps us maintain and improve our program.

As a member of Association of Christian Schools International, we had access to ACSI's “Flourishing Schools” program. Surveys were completed by stakeholder groups (“Alumni”, “Current Students”, “Board Members”, “Parents”, and “Staff”) to gather information about the school's programs. We purchased the assessment tool and administered the survey in November 2024. ACSI compiled the data and presented it to Administration and the Board. Two growth opportunities identified by the “Flourishing Schools Survey” are “Professional Development” for staff, both for staff as a whole, and for individual staff members seeking to improve their knowledge and/or practice in specific areas, and “Acquisition of materials and resources needed for teaching,” including classroom technology.

Additional staff members have been hired to provide support for our school's Severe Learning Needs Students. This is the first year we have received this funding. The “Learning Facilitator” and three full-time assistants provide much-needed support for three Elementary students and three Secondary students.

School Priorities	CCA's mission statement is "to equip students spiritually, academically, socially, and physically in order to be a positive Christian influence serving society."
Alberta Priorities	Local and Societal Context
Outcomes	Extend the concept of "Created by God to be an influence in the world" into classrooms of the school community. We will develop the concept that our actions flow from what is in our hearts.
Context	<p>Students thrive in a learning community characterized by CCA's core values of "Empathy", "Self-control", "Integrity", "Family", and "Perseverance."</p> <p>Chapel is an integral part of both our school's program and our students' lives. We seek to carry out in daily interactions within the school and with the community at large the messages shared by our Chapel team.</p>
Budgetary Principles	Funding will be allocated to purchase resources.
Strategies for 2025 to 2028	<p>Continued involvement of Chapel Team [three local pastors and Admin] in organizing 2025 to 2028 weekly Secondary Chapels.</p> <p>Continued involvement of Elementary staff in organizing biweekly Elementary chapels.</p> <p>Continued involvement of Secondary students and staff in leading music at both Elementary and Secondary chapels.</p> <p>Infuse the school's "core values" of empathy, self-control, integrity, family, and perseverance in morning announcements, school activities, and community activities.</p> <p>Staff will consider resources that enable students to develop the concept that our actions flow from what is in our hearts, such as Jim &amp; Elizabeth George's series "After God's Own Heart", and their series "Guide to Making Really Good Choices."</p> <p>Continue to invite post-secondary institutions such as Nipawin Bible School and Canadian Lutheran Bible Institute to discuss their programs with Secondary students to encourage student involvement in service opportunities.</p> <p>Provide opportunities for Senior High students to participate in school Work Experience Activities</p>
Local Measures for Reporting	<p>Levels of satisfaction with Chapel events, as measured by student survey and by CCA Society Board's "Spiritual Direction" review.</p> <p>Level of parent satisfaction with involvement of their children in community events as measured by CCA school survey.</p> <p>Percentage of respondents who feel spiritual formation is a strength and is valued by the CCA community, as per the "Flourishing Schools Survey."</p> <p>Percentage of students who feel they are "part of God's bigger plan and can be used by Him to make a difference" as per "Flourishing Schools Survey."</p>

Required Provincial Measures for Reporting	<p>Percentage of students who agree that “Students follow rules” on the Alberta Education Assurance survey.</p> <p>Percentage of students who agree that “Students respect each other” on the Alberta Education Assurance survey.</p> <p>Percentage of students who agree that “Students are encouraged to be involved in activities that help the community” on the Alberta Education Assurance survey.</p> <p>Percentage of students who agree that “Other students treat me well” on the Alberta Education Assurance survey.</p>
--	---

School Priorities	Improvement in Achievement
Alberta Priorities	Student Growth and Achievement
Outcomes	Students in the regular academic program will read and write at Grade level
Context	<p>The percentage of students who have achieved “Acceptable” in the ELA 6 PAT declined from 100% in 2017 to 90% in 2019 [based on the number of students writing, not the number of students enrolled] to 82% in 2021 to 20% in 2022 to 87.5% in 2023. No PAT in 2024 due to first year of New Curriculum.</p> <p>The percentage of students who have achieved “Below Acceptable Standard” in the ELA 6 PAT has increased from 0% in 2017 to 10% in 2019 [based on the number of students writing, not the number of students enrolled] to 18% in 2021 to 80% in 2022 to 12.5% in 2023. No PAT in 2024 due to first year of New Curriculum.</p> <p>The percentage of students who have achieved “Standard of Excellence” in the ELA 9 PAT has declined from 22% in 2017 to 0% in 2019 [based on the number of students writing, not the number of students enrolled] and increased to 11% in 2021 and further increased to 23% in 2022 but back down to 0% in 2023, and then increased to 20% in 2024</p> <p>The percentage of students who have achieved “Below Acceptable Standard” in the ELA 9 PAT has decreased from 11% in 2017 to 8% in 2019 [based on the number of students writing, not the number of students enrolled] and increased to 11% in 2021 and further increased to 15% in 2022 but back down to 0% in 2023, and remained 0% in 2024.</p> <p>The percentage of students who have achieved “Acceptable” on the English 30-1 Diploma has been consistently 100% in 2023 and 2024.</p> <p>The percentage of students who have achieved “Standard of Excellence” on the English 30-1 Diploma has been consistently 0% in 2023 and 2024.</p> <p>The percentage of students who have achieved “Acceptable” on the English 30-2 Diploma has been consistently 100% in 2019, 2020, 2023 and 2024.</p> <p>The percentage of students who have achieved “Standard of Excellence” on the English 30-2 Diploma has been consistently 0% in 2019, 2020, 2023 and 2024.</p>

	<p>All teachers are teachers of literacy.</p> <p>CCA's mission statement is "to equip students spiritually, <b>academically</b>, socially, and physically in order to be a positive Christian influence serving society".</p>
<b>Budgetary Principles</b>	<p>Funding will be allowed to hire a dedicated literacy aide.</p> <p>Funding will be allowed to purchase additional literacy materials.</p> <p>Funding will be allocated to attend the ACSI Teacher's Conference and AISCA Teacher's Convention.</p>
<b>Strategies for 2025 to 2028</b>	<p>Instruction that targets areas of weakness will improve student literacy.</p> <p>School leaders and teachers will analyze ELA PAT results from previous years [2017, 2018, 2019, 2021, 2022, 2023, 2024] and focus on areas of lower performance.</p> <p>School leaders and teachers will analyze ELA class assessments from 2020 [as no PAT was written in June 2020] and focus on areas of lower performance.</p> <p>School leaders and teachers will monitor student progress through formative and summative measures, and provide necessary intervention such as opportunities for one-on-one reading.</p> <p>Division One and Two instructors will continue the Grades One, Two, Three, and Four levelled literacy program.</p> <p>Division One and Two instructors and classroom assistants will work daily with small groups of students who require additional support.</p> <p>Elementary core subject teachers will collaborate to establish, model, and expect consistent standards of reading and writing.</p> <p>Grade Six and Seven core subject teachers will work together to ensure a smooth transition from Division Two to Division Three.</p> <p>Secondary core subject teachers will collaborate to establish, model, and expect consistent standards of reading and writing.</p> <p>Encourage teachers to participate in professional learning opportunities to support teachers in meeting the academic and social needs of their students.</p> <p>Division Two and Division Three ELA instructors will focus on writing and editing strategies to enhance writing performance.</p>
<b>Local Measures for Reporting</b>	<p>The percentage of students who achieved the "Achieving" or higher standard in literacy on CCA Report Cards</p> <p>The percentage of students in the regular academic program in Grades One through Four who improve their reading level by one grade level each year according to the levelled literacy program.</p>
<b>Required Provincial Measures for Reporting</b>	<p>The percentage of students in Grade 6 and Grade 9 who achieved the Acceptable Provincial Standard on ELA 6 and ELA 9 Provincial Achievement Tests.</p>

	The percentage of parents indicating satisfaction with the quality of education as measured by the Alberta Education Assurance survey.
<b>School Priorities</b>	<b>Quality Teaching and Leadership</b>
<b>Alberta Priorities</b>	Teaching and Leading
<b>Outcomes</b>	<p>Teachers will have an understanding of how to apply their foundational knowledge about First Nations, Metis, and Inuit to benefit all students.</p> <p>Teachers will have an understanding of how to work with and meet the needs of Mild Moderate and Severe Disabilities Students.</p>
<b>Context</b>	<p>As identified on 2021/2022 Professional Growth Plans, a common area for growth identified by CCA teachers is competency 5 from the TQS, "Applying Foundational Knowledge about First Nations, Metis, and Inuit."</p> <p>As identified on Nov 2024 "Flourishing Schools Survey" and in Staff Meetings.</p>
<b>Budgetary Principles</b>	<p>Funding will be allocated to attend the ACSI Teacher's Conference, AISCA Teacher's Convention.</p> <p>Funding will be allocated for purchase of FNMI resources for classroom libraries and the school library.</p> <p>Funding will be allocated for PD, all school and individual coursework, specific to Learning Disabilities</p>
<b>Strategies for 2025 to 2028</b>	<p>Encourage staff to participate in professional learning opportunities to support teachers in developing their knowledge of First Nation, Metis, and Inuit.</p> <p>Purchase and utilize classroom resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis, and Inuit.</p> <p>Encourage staff to Utilize Khan Communications for Learning Disabilities Training, and to take courses AISCA makes available.</p>
<b>Local Measures for Reporting</b>	<p>The percentage of students that report they have learned about First Nations, Metis, and Inuit perspectives and experiences.</p> <p>Teacher reflections on specific examples of how they have addressed specific Learning Disabilities in their classroom.</p>
<b>Required Provincial Measures for Reporting</b>	<p>The percentage of parents indicating satisfaction with the quality of education as measured by the AEA survey.</p> <p>The percentage of parents, students, and teachers indicating students have access to the appropriate supports and services at school.</p>



### Parental Involvement

The majority of our parents have been with CCA for an extended period. Parents who have volunteered at the school are satisfied with the opportunity to serve as volunteers and be involved with the school program. Parents can earn tuition credits by serving as classroom assistants. The work schedules of many parents limit their opportunities for volunteer activities at the school. We are developing additional ways for parents to be involved in our school community, for example, the Fundraising Committee and as coaches of our Sports Teams allows parental involvement. We anticipate further growth based on the steady increase of our student population over the last three years. A priority for us will be to involve and integrate new families into our school community.

### Budget Summary

Budget Summary	2025-2026 Budget	Percentage of Budget
<b>Revenues</b>		
Alberta Education (excluding Home Education)	\$999,278	69.21%
Alberta Education (Home Education)	\$0	0.00%
Tuition	\$430	0.03%
Non-Instructional Fees	\$253,795	17.58%
Gifts, Donations	\$83,063	5.75%
Other Sales & Service	\$0	0.00%
Amortization of Capital Allocations	\$14,500	1.00%
Fundraising & Gross School Generated	\$92,800	6.43%
<b>Total Revenue</b>	<b>\$1,443,866.00</b>	<b>100%</b>
<b>Expenditures</b>		
Salaries	\$857,553	59.39%
Services, contracts and Supplies	\$427,807	29.63%
Specific Program (S.D, E.L, ESL)	\$0	0.00%
Home Education (includes Salaries)	\$0	0.00%
Fundraising & Gross School Generated	\$57,050	3.95%
Capital and Debt Services	\$101,456	7.03%
<b>Total Expenditure</b>	<b>\$1,443,866.00</b>	<b>100%</b>

Surplus (Deficit) \$0.00

- The 2025-2026 budget is based on best estimates using actual operational information from the 2024-2025 school year. Actual data may end up being different from the estimates.
- Financial planning has been based on cautious projections. The CCA Board will continue to evaluate the volunteer policy and tuition rates on a regular basis. Tuition rates remain the same for 2025-2026 school year.
- The complete adopted Budget Report for 2025-2026 is available at the school office. For further information on the budget please contact Amy Lauber in the school office during regular business hours. (780-672-7197)



#### **Timelines and Communication**

- This 2025 – 2028 Three Year Education Plan will be posted on the school website under the "School Plans & Reports" link under the "About Us" menu item: <https://cornerstonekingman.ca/about-us/school-plans-reports/>
- This Three Year Education Plan and its location on the web will be communicated to parents and the public through our school newsletters and electronic mail out.
- As a single school jurisdiction, we do not have a school council. Stakeholders were invited to submit their opinions, thoughts, ideas, and concerns regarding school operations via questionnaire, open discussion at parent meetings, and dialogue with school administration during the year.
- The School Board had input in updating the Three Year Education Plan at a regular board meeting.

#### **Whistleblower Protection**

- To this point (May 30, 2025) school administration has not received any complaints. When received, all complaints will be dealt with as per the Whistleblower Policy adopted by the CCA Board in July 2018.