



EDUCATION PLAN
Cornerstone Christian Academy Authority
May 2022

Cornerstone Christian Academy

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Accountability Statement

The Education Plan for **The Cornerstone Christian Academy of Camrose** commencing August 29, 2022 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 2022/ 2025 Education Plan on May 30, 2022.

Deanna Margel
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, 107 students are enrolled at Cornerstone.

Summary of Accomplishments

- Purchased textbooks as needed for increased class sizes
- Students were able to participate in on-line presentations on Farm Safety
- A team of local clergy participated in weekly Secondary Chapels
- Shakespeare Production of "Merchant of Venice" on May 12,13, 2022
- Junior High Basketball and Volleyball teams
- Senior High Basketball and Volleyball teams
- Junior Girls Basketball advanced to Zones in League Playoff.

Stakeholder Engagement

- Through conversations with our Society Board members and staff, we identified our school's Mission Statement as being a priority, particularly the aspect "Created by God to be an Influence in the World".

Trends and Issues

While we are operating as an accredited private school in the 2021/2022 school year, our schedule and academic program rely heavily on the foundation established in previous years as an alternative program within Battle River School Division. We continue to improve our 2020/2021 performance by building on last year's successes and experiences. The majority of our students in Grades One through Twelve attended CCA in the 2020/2021 school year, as did all but one of our current eight teaching staff.

COVID regulations continue to impact our school enrollment. We ended 2020/2021 with 127 students. Our enrollment decreased from 111 on August 30, 2021 to our current student population of 107. Some families from last year and some students this year have left our program to enrol in Home Education.

School data included in the 2021 AERR under Year 2015, 2016, 2017 and 2018 are from when the school was under BRSD's Authority. School data included in the 2021 AERR under Year 2019, 2020 and 2021 are from our years as an Independent Private School. There are no PAT and Diploma measures information for 2020 and 2021 due to COVID-19. We use the results of all these given years to guide our instruction and practice.

An issue in compiling our survey results is that not enough teachers from our staff of seven completed the survey, resulting in a suppression of teacher "voice". Six teachers completed the survey in 2019 survey; five teachers completed the 2020 survey; seven teachers completed the survey in 2021. 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, only 29 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.

An additional accomplishment is our dedicated parent support. For example, parents volunteer in the classroom, library, coach teams, organize extra-curricular activities like "Drop in Basketball Evenings", and assist with maintenance duties.

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.

The culminating "concern" of the 2019/2020 school year and an ongoing concern is the impact that COVID had on our students' well-being, their engagement in academics, and in their engagement of our school community. Some families chose alternate learning environments for this current year due to health concerns.

Our day-to-day operation involves the active participation of the dedicated parent volunteers, students, families, and staff that comprise our school community.

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 and into the larger community.
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 allow CCA students to participate in a stewardship capacity in community [Kingman, Camrose, Tofield] events.
Strategies for 2022 to 2025	<p>Continued involvement of Chapel Team [four local pastors and Admin] in organizing 2021 to 2024 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>Engage students in community projects that align with the CCA mission of "serving society" and promote active and responsible citizenship [such as "Adopt a Senior", cleaning the community playground in Kingman, and assisting with the Kingman Lutefisk Supper event].</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>
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>

	Percentage of students who agree that “Other students treat me well” on the Alberta Education Assurance survey.
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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.</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.</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.</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] to and increased to 11% in 2021.</p> <p>Instruction that targets areas of weakness will improve student literacy.</p> <p>All teachers are teachers of literacy.</p> <p>CCA’s mission statement is “to equip students spiritually, academically, socially, and physically in order to be a positive Christian influence serving society”.</p>
Budgetary Principles	<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 KCES PD.</p>
Strategies for 2022 to 2025	<p>School leaders and teachers will analyze ELA PAT results from previous years [2017, 2018, 2019, 2021, 2022] 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 expand the Grades One, Two, Three, and Four levelled literacy program to include Grades Five and Six.</p>

	<p>Division One and Two instructors and parent 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>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>
Local Measures for Reporting	<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> <p>The percentage of students who find their reading level is challenging and meaningful as measured by the CCA Literacy Survey</p> <p>The percentage of parents who find their children's reading is challenging and meaningful as measured by the CCA Literacy survey.</p> <p>The percentage of students who find their writing level is challenging and meaningful as measured by the CCA Literacy Survey</p> <p>The percentage of parents who find their children's writing is challenging and meaningful as measured by the CCA Literacy survey.</p> <p>Teachers will provide written reflections at the midpoint of the school year and at the end of the school year, detailing how the focus on literacy has enhanced their professional growth, in particular, relevant competencies from Teacher Quality Standards.</p>
Required Provincial Measures for Reporting	<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> <p>The percentage of parents indicating satisfaction with the quality of education as measured by the Alberta Education Assurance survey.</p>

School Priorities	
Quality Teaching and Leadership	
Alberta Priorities	Teaching and Leading
Outcomes	Teachers will have an understanding of how to apply their foundational knowledge about First Nations, Metis, and Inuit to benefit all students.
Context	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."
Budgetary Principles	Funding will be allocated to attend the ACSI Teacher's Conference and KCES PD. Funding will be allocated for purchase of FNMI resources for classroom libraries and the school library.
Strategies for 2022 to 2025	Encourage staff to participate in professional learning opportunities to support teachers in developing their knowledge of First Nation, Metis, and Inuit. Purchase and utilize classroom resources that accurately reflect and demonstrate the strength and diversity of First Nations, Metis, and Inuit.
Local Measures for Reporting	The percentage of students that report they have learned about First Nations, Metis, and Inuit perspectives and experiences. Teacher reflections on specific examples of how they have addressed the details of the TQS competency in their classroom.
Required Provincial Measures for Reporting	The percentage of parents indicating satisfaction with the quality of education as measured by the AEA survey.

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	2021-2022 Budget	Percentage of Budget
Revenues		
Alberta Education (excluding Home Education)	\$607,897	56.00%
Alberta Education (Home Education)	\$0	0.00%
Tuition	\$362	0.03%
Non-Instructional Fees	\$263,151	24.24%
Gifts, Donations	\$80,736	7.44%
Other Sales & Service	\$0	0.00%
Gross School Generated Funds	\$42,700	3.93%
Amortization of Capital Allocations	\$18,000	1.66%
Operational Fundraising	\$72,750	6.70%
Total Revenue	\$1,085,596.00	100%
Expenditures		
Salaries	\$622,689	57.36%
Services, contracts and Supplies	\$255,604	23.55%
Specific Program (S.D, E.L, ESL)	\$1,092	0.10%
Home Education (includes Salaries)	\$0	0.00%
Gross School Generated Funds	\$42,700	3.93%
Capital and Debt Services	\$163,510	15.06%
Total Expenditure	\$1,085,595.00	100%

Surplus (Deficit) \$ 1.00

- As the 2022 – 2023 budget is not finished being prepared as it is due on May 31, we have included the 2021-2022 budget summary.
- The 2021-2022 budget is based on best estimates using actual operational information from the 2020-2021 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, with the intent to adjust rates for the following school year if necessary.
- The complete adopted Budget Report for 2021-2022 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 2022 – 2025 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 31, 2022) 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.