The Canadian Reformed School Society of Calgary – Authority 9938

(Operating Tyndale Christian School - 9984)



2026-2029

Three-Year Education Plan

"For a life of responsible stewardship in God's kingdom…"

1) Accountability Statement

The Education Plan for Tyndale Christian School commencing September 8, 2026 was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the *Independent Schools Regulation and the Ministerial Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The operator and/or governing body 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 operator and/or governing body approved the 2026-2029 Education Plan on **May 30, 2026.**

"Original Signed"
Dave Schriemer
Board Chairperson

May 30, 2026
Date Signed

2) Message from the Board

The board of Tyndale Christian School presents the following 2026–2029 three-year education plan. It is our hope and prayer that the measures, outcomes, and strategies listed here have a positive impact on student learning, success, and overall well-being in the school community.

The purpose of Tyndale Christian School is to assist parents in the education of their covenant children. It was set up to enable parents to carry out the promise they made at the baptism of their children "to instruct and have them instructed in the doctrine of salvation to the utmost of their power. The parents envision TCS as a place where students and teachers are engaged in the study of various subjects taught in accordance with the Word of God, as confessed in the Belgic Confession, the Heidelberg Catechism and the Canons of Dort. TCS will strive to develop the student's talents so that they acquire the knowledge, skills and attitudes needed for a life of Christian stewardship." We firmly believe that all our endeavours and attitudes must be clearly focused on seeking God's glory in our service to Him and our neighbour.

This is an exciting time for Tyndale Christian School. Sustained focus on strategic plan implementation has led to meaningful growth across multiple areas of school life, including upgrades to academic programming, intentional support for staff growth and

development, and continued exploration of future opportunities for school expansion. Recent enhancements to school programming include the expansion of high school course offerings through targeted hiring initiatives and the development of dual-credit partnerships designed to better prepare students for post-secondary pathways and the workforce. Internally, continued investment in teaching and learning practices, student supports, and curriculum development reflects the school's commitment to excellence and faithfulness in Christian education.

2.1) Five-Year Strategic Plan

This plan has been shaped by and reflects aspects of our Five-Year Strategic Plan, developed in partnership between our seven-member Education Committee, our five-member Board, our twelve-member staff integrating student feedback, and approved at our Spring Annual General Meeting on May 26, 2025. This Five-Year Strategic Plan continues to drive board activity, and is revisited monthly during strategic planning meetings, and formally reviewed annually. It is structured around four strategic pillars:

Pillar 1: Strengthen Christian Character and Culture

1.1 Build on our covenantal foundation to influence student behaviour
1.2 Nurture discipleship by mentoring at-risk students and combating bullying
1.3 Connect faith to real-world student experiences
1.4 Equip students with spiritual resilience for life beyond TCS

Pillar 2: Enhance the Breadth and Excellence of Our Programming

2.1 Develop an integrated religious instruction program
2.2 Improve our high school curriculum offerings
2.3 Build a transparent and cyclical curriculum review process
2.4 Expand learning supports for students with special needs

Pillar 3: Attract, Develop, and Retain Excellent Educators

3.1 Launch a targeted teacher recruitment plan
3.2 Establish a structured, goal-oriented PD program
3.3 Incorporate a regular staff evaluation system
3.4 Work toward regionally competitive compensation

Pillar 4: Develop a Long-Term Facilities & Enrollment Plan

4.1 Build relationships with local Reformed and Presbyterian church

leaders
4.2 Develop a flexible long-term campus plan
4.3 Update our facility agreement with Calgary Canadian Reformed Church
4.4 Grow and diversify our donor base

Some of these pillars and their sub-points can be of great interest to Alberta Education, some speak more closely to our faith identity, but all are being worked with intentionally at the Board level as direction setters and drivers of development and change.

2.2) AERR and AECAM Reports

Another key set of metrics that have been used to frame this Annual Education Plan are the current strengths and growth priorities identified through both the 2025 Annual Education Results Report and the Spring 2026 Alberta Education and Childcare Assurance Measures Report. Together, these reports provide a broad picture of student growth and achievement, stakeholder confidence, school culture, instructional quality, and organizational capacity at Tyndale Christian School.

Our reading of these reports led to the following meta-analysis of strengths:

1. **Exceptionally strong school culture and student citizenship:** Citizenship was rated at 96.5% in 2025 and 94.4% in Spring 2026, substantially exceeding the Alberta average of 81.2% and reflecting the school's mission of preparing students for "a life of responsible stewardship in God's kingdom."
2. **A welcoming, caring, respectful, and safe learning environment (WCRSLE):** WCRSLE was rated at 97.9% in 2025 and 95.5% in Spring 2026, compared with an Alberta average of 85.8%.
3. **Exceptionally high levels of parental involvement and confidence:** Parental involvement was rated at 99.4% in 2025 and 97.7% in Spring 2026, compared with an Alberta average of 79.9%.
4. **Very strong ratings in education quality and instructional programming:** Education Quality was rated at 97.2% in 2025 and 96.6% in Spring 2026, compared with an Alberta average of 87.8%.
5. **Strong student learning engagement and graduation outcomes:** Student Learning Engagement was rated at 91.3% in 2025 and 90.6% in Spring 2026, compared with an Alberta average of 84.2%. The school also maintained a 94.8% three-year high school completion rate in 2025 and a 100% five-year completion rate in Spring 2026.
6. **Continued strengthening of student supports and intervention services:** Access to Supports and Services was rated at 95.2% in 2025 and 90.2% in Spring 2026, both above the Alberta average of approximately 80%. Over

one-third of students accessed Renfrew Educational Services supports during the school year, while more than 10% of students were supported through IPPs.

Our reading of these reports also led to the following meta-analysis of priorities for future development:

1. **Improve "Excellence" outcomes on PATs and Diploma examinations:** In 2025, PAT9 Excellence was 7.1%, compared with the Alberta average of 15.6%, while Diploma Excellence was 0.0%, compared with 23.0% provincially. Science and mathematics results remain a particular focus.
2. **Improve student engagement in Grades 4–6:** Student engagement in Spring 2026 was 54.4% in Grades 4–6, compared with 81.5% in Grades 7–9 and 82.8% in Grades 10–12.
3. **Improve student perception of learning relevance and usefulness:** Student survey data indicates continued uncertainty about the usefulness and relevance of mathematics and language arts, particularly in middle years programming.
4. **Reduce the gap between adult and student perceptions of engagement:** In Spring 2026, parents rated student learning engagement at 98.9% and teachers at 100.0%, while students rated engagement at 72.9%.
5. **Continue strengthening learning supports amid enrollment growth:** Although support ratings remain strong overall, Access to Supports and Services declined from 95.2% in 2025 to 90.2% in Spring 2026, highlighting the need for continued investment in intervention supports, staffing, and professional development.
6. **Continue expanding programming breadth and timetable effectiveness:** The school continues to explore expanded high school programming, dual-credit partnerships, strategic hiring, and timetable refinement to support growing enrollment and broader student opportunities.

Although no students currently self-identify as First Nations, Métis, or Inuit through annual registration processes, Tyndale Christian School remains committed to supporting the intent of the Truth and Reconciliation Commission's Calls to Action, addressing the systemic education gap identified within Alberta and Canada, and supporting the Alberta Teaching Quality Standard. Foundational knowledge regarding First Nations, Métis, and Inuit histories, perspectives, and experiences — including the history and legacy of residential schools — continues to be incorporated into instructional planning, professional development, and curriculum implementation appropriate to grade level and subject area.

The Board is pleased and thankful for continued positive results from its parents, students, and teachers. Delivering a quality education program requires dedication from

many stakeholders in the broader community, and we remain thankful for God's continued providence and blessing upon Tyndale Christian School as we work together to provide faithful and excellent Christian education.

2.3) Stakeholder Engagement

Development of this Education Plan involved ongoing engagement with a variety of educational stakeholders, including the Board, Education Committee, school leadership, teaching staff, students, parents, and supporting school society members. Stakeholder input was gathered through board and committee meetings, staff discussions, student feedback opportunities, annual society meetings, Alberta Education and Childcare Assurance Measures (AECAM) survey data, internal school surveys, and ongoing communication through school publications and community events.

As an accredited funded independent school governed by a parent-supported school society, parental input remains a significant component of school planning and decision-making. Parents regularly provide advice and feedback to the principal, Board, and governing body through both formal and informal channels, including society meetings, direct communication, committee participation, and annual survey processes.

Stakeholder engagement directly informed several priorities within this Education Plan, including strengthening student engagement, expanding high school and dual-credit programming opportunities, improving learning supports and intervention services, strengthening instructional leadership and teacher development, and continuing intentional work related to student citizenship, Christian character formation, and school culture.

3) Local Context

Tyndale Christian School is a distinctively Reformed, academically strong, and community-driven K–12 school dedicated to nurturing students for lives of faithful service and leadership which currently serves the needs of families from various faith-based communities in the Calgary area, with a little over 110 Kindergarten – Grade 12 students. The school employs 9 teachers, 3 full-time support staff, as well as one administrative staff. Students graduate from Tyndale Christian School with a fully accredited Alberta high school diploma.

We are a small, community-minded group committed to the unity of church, home, and school in the education of our students, a key tenet of covenantal education. We believe

that parents and the involvement of the home and community have a critical role to play in student success.

Some of the most important characteristics of our school include:

- **Covenant-Based Christian Education:** rooted in Reformed theology (Belgic Confession, Heidelberg Catechism, Canons of Dort); exists to assist parents in fulfilling their baptismal vows and preparing students for “a life of responsible stewardship in God’s kingdom.”
- **Strong Church-Home-School Integration:** emphasizes covenantal partnership between church, home, and school; maintains close relationships with supporting Canadian Reformed churches and Christian families throughout the Calgary region.
- **Exceptionally High Parent Confidence and Involvement:** parental involvement rated at 99.4% in 2025 and 97.7% in Spring 2026, compared with Alberta averages of approximately 80%; strong participation in society meetings, volunteer opportunities, and school events.
- **Excellent School Culture and Learning Environment:** WCRSLE rated at 97.9% in 2025 and 95.5% in Spring 2026, substantially exceeding Alberta averages; citizenship rated at 96.5% in 2025 and 94.4% in Spring 2026.
- **Committed to Christian Discipleship and Character Formation:** integrates biblical worldview and Christian discipleship across curricular and extracurricular programming; emphasizes service, stewardship, mentorship, and spiritual resilience.
- **Growing Academic Programming and Student Opportunity:** expanding high school programming through strategic hiring and dual-credit partnerships; developing pathways connected to trades, healthcare, aviation, technology, and post-secondary preparation.
- **Academic Excellence as an Ongoing Strategic Priority:** education quality rated at 97.2% in 2025 and 96.6% in Spring 2026; continued strategic focus on improving PAT and Diploma “Excellence” outcomes, instructional consistency, and student engagement in core academic subjects.
- **Holistic Student Development:** offers athletics, drama, STEM activities, leadership opportunities, mission initiatives, outdoor education, fine arts, and service-learning opportunities designed to support spiritual, academic, social, and physical growth.
- **Strong Learning Supports and Student Care Systems:** access to supports rated at 95.2% in 2025 and 90.2% in Spring 2026, well above provincial averages; over 35% of students accessed Renfrew Educational Services supports during the school year.
- **Long-Term Strategic Planning and Governance:** guided by a multi-year strategic plan aligned with Alberta Education’s Assurance Framework; planning

and governance processes include regular board review, annual reporting, and ongoing stakeholder consultation.
- **Responsible Financial Stewardship and Sustainable Growth:** 2026–2027 budget projects approximately $1.59 million in revenue and a balanced operating position; funding supported through Alberta grants, tuition, donations, fundraising, and facility rental revenue; continued investment in staffing, programming, student supports, and facility utilization.
- **Data-Informed and Improvement-Oriented Decision Making:** uses Alberta Education Assurance Measures, achievement data, stakeholder surveys, and strategic review processes to guide school improvement, instructional planning, and organizational decision making.

4) The Five Domains of the Assurance Framework

4.1) Domain 1: Student Growth and Achievement

Outcomes

- Expand accessibility, rigor, and relevance of high school programming.
- Improve PAT and Diploma achievement, particularly in the “Excellence” category.
- Increase student engagement and subject interest, especially in Grades 4–6.
- Strengthen Christian character, citizenship, and student belonging.
- Improve student preparedness for post-secondary pathways, trades, and careers.

Strategies

- Continue structured high school course rotations and expanded CTS offerings.
- Expand dual-credit partnerships, RAP, and work experience opportunities aligned with Alberta labour-market needs.
- Use exit surveys and internal engagement data to identify programming gaps and student interests.
- Support teacher involvement in PAT and Diploma marking, piloting, and curriculum collaboration.
- Implement a transparent six-year Education Committee curriculum review cycle.
- Integrate Christian worldview through capstone projects, cross-curricular faith integration, and service-learning opportunities.
- Increase hands-on and experiential learning in elementary and middle years programming.

- Expand co-curricular opportunities including athletics, drama, STEM, fine arts, leadership, and mission initiatives.
- Increase guidance and learning support capacity as enrollment grows.

Local Measures

- Exit interviews assessing post-secondary preparedness and program satisfaction.
- Annual internal surveys monitoring engagement, subject interest, and learning relevance.
- Education Committee curriculum review reports and implementation tracking.
- Tracking participation in career and post-secondary pathway programming.

Provincial Measures

- Maintain ≥90% Student Learning Engagement (2026: 90.6%; AB: 84.2%).
- Maintain Citizenship ratings above 94% (2026: 94.4%; AB: 81.2%).
- Maintain high school completion rates above provincial averages (2025: 94.8% three-year; 2026: 100% five-year).
- Maintain ≥80% Acceptable Standard on PATs and Diplomas.
- Increase PAT and Diploma Excellence results toward 20%.

4.2) Domain 2: Teaching and Leading

Outcomes

- Strengthen teacher professional growth aligned with the Teaching Quality Standard (TQS).
- Strengthen instructional leadership and organizational capacity aligned with the Leadership Quality Standard (LQS).
- Ensure instruction reflects both pedagogical excellence and biblical worldview integration.
- Increase student engagement and success across grade levels.
- Reduce the gap between adult and student perceptions of learning engagement.

Strategies

- Increase alignment between professional growth plans, school priorities, and TCS-TQS/LQS frameworks.
- Support leadership certification, graduate studies, and ongoing administrative development.
- Fully implement updated teacher growth, supervision, and evaluation processes.

- Develop a K–12 integrated religious instruction scope and sequence.
- Embed “Christian Character & Pedagogy” reflection into classroom observations and evaluations.
- Strengthen staff capacity to teach with accuracy, empathy, and wisdom regarding First Nations, Métis, and Inuit histories, perspectives, and experiences through curriculum implementation, professional learning, and age-appropriate engagement with the Truth and Reconciliation Commission’s Calls to Action, including the history and legacy of residential schools.
- Strengthen teacher mentoring and professional growth supports.
- Continue participation in Christian education conferences and professional learning networks.
- Strengthen administrative capacity to support instructional leadership and coaching.

Local Measures

- Full implementation of updated teacher evaluation and growth framework.
- Teacher mentoring participation and feedback.
- Tracking alignment between teacher goals and TCS-TQS indicators.
- Staff participation and demonstrated growth in professional learning related to Indigenous perspectives and Truth and Reconciliation implementation.
- Staff PD reflection and conference share-out sessions.
- Curriculum integration reports for religious instruction implementation.

Provincial Measures

- Maintain ≥95% Education Quality satisfaction (2026: 96.6%; AB: 87.8%).
- Maintain Citizenship ratings in the “Very High” category.
- Maintain ≥98% parental involvement satisfaction.
- Increase student engagement ratings while sustaining strong parent and teacher satisfaction.

4.3) Domain 3: Learning Supports

Outcomes

- Strengthen early identification and intervention practices.
- Ensure students with exceptional needs receive timely and appropriate supports.
- Maintain safe, caring, inclusive, and respectful learning environments.
- Strengthen culturally responsive education and FNMI awareness.

- Sustain strong stakeholder confidence in learning supports and student care systems.

Strategies

- Conduct twice-yearly K–2 literacy and numeracy intervention assessments.
- Strengthen IPP processes, parent communication, and support documentation.
- Use AISCA and RCSD funding to expand learner support services.
- Maintain dedicated learner assistance and special education funding.
- Expand staff PD related to inclusive education and FNMI perspectives.
- Integrate Indigenous perspectives and Treaty 7 recognition across curricular programming.
- Improve tracking and reporting structures for FNMI-related initiatives and supports.
- Expand collaboration between teachers, educational assistants, families, and external specialists.

Local Measures

- 100% of students requiring supports receive documented intervention plans or supports.
- Annual reporting on K–2 literacy/numeracy intervention outcomes.
- Tracking of staff participation in inclusive education and FNMI professional development.
- Updated registration and self-identification procedures.

Provincial Measures

- Maintain ≥90% Access to Supports & Services satisfaction (2026: 90.2%; AB: 79.5%).
- Maintain WCRSLE ratings above 95% (2026: 95.5%; AB: 85.8%).
- Maintain strong stakeholder satisfaction with inclusive education indicators.
- Continue alignment with Alberta Education reconciliation and FNMI education priorities.

4.4) Domain 4: Governance

Outcomes

- Strengthen trust and unity between home, church, and school.
- Maintain transparent, accountable, and responsive governance practices.

- Ensure strategic planning remains aligned with school mission and stakeholder needs.

Strategies

- Continue monthly board meetings with strategic planning and governance review components.
- Host regular membership meetings and stakeholder engagement opportunities.
- Share school survey data, achievement results, and strategic updates with stakeholders.
- Maintain ongoing communication through newsletters, website updates, and public reporting.
- Ensure board policies, bylaws, AEPs, AERRs, and governance documents remain publicly accessible.
- Continue student leadership opportunities through SALT and other leadership structures.

Local Measures

- Integrate strategic plan priorities into governance review processes.
- Stakeholder feedback regarding communication and transparency.

Provincial Measures

- Maintain parental involvement satisfaction above 95% (2026: 97.7%; AB: 79.9%).

4.4.1) Budget Summary (2026–2027)

Revenue

- Alberta Education and Childcare Funding: $764,087
- First Nations, Métis and Inuit (FNMI) Grant Funding: $0
- Tuition Fees: $478,980
- Donations: $282,238
- Gym Rental Revenue: $8,000
- Amortization of Capital Allocations: $52,120
- **Projected Total Revenue: $1,585,425**

Expenses

- Instruction (ECS): $73,883
- Instruction (Grade 1–12): $922,793
- Operations & Maintenance: $278,963

- Transportation: $59,298
- Board & System Administration: $247,236
- **Projected Total Expenses: $1,582,173**

Projected Surplus: $3,252

This budget reflects an expected enrollment of 114 students in the 2026-2027 school year, continued organizational growth, increased operational capacity, and expanded programming opportunities. Increased Alberta Education funding, tuition revenue, and donations support strategic investments in staffing, student programming, learning supports, and facility utilization associated with enrollment growth and expanded school operations. While the projected surplus is modest, the budget maintains a balanced operating position and reflects a continued commitment to responsible financial stewardship, sustainable growth, and long-term investment in Christian education.

Note: Budget figures are based on Alberta's Adjusted Enrolment Method (AEM) methodology and reflect the streamlined grant categories as defined in the 2026–2027 Funding Manual.

4.4.2) Capital Planning

Tyndale Christian School completed a new gymnasium, classrooms, and student common areas in 2023 to support enrollment growth, expanded programming, and community use. The school is currently at 100% enrolment capacity with 111 students enrolled in 2026.

In response, the school society has developed a $6 million expansion plan through the Independent School Capital Program. The proposed project would increase school capacity from 111 to 215 students, create 89 new permanent student spaces, remove existing portable classrooms, and expand instructional, CTS, performing arts, student support, and administrative spaces. Planned additions include eight classrooms, a CTS cooking classroom, Educational Assistant support spaces, expanded office and staff areas, a 380-seat auditorium expansion, additional parking, and related site infrastructure improvements.

Architectural drawings are complete, a development permit has been submitted, and the school society has committed $4 million toward the project through fundraising and secured financing. Construction is projected to begin in 2026–2027 with anticipated completion in 2028.





Conceptual renderings of proposed expansion project from Development Permit

4.5) Domain 5: Local and Societal Context

Outcomes

- Deepen church-home-school integration and Christian community partnership.
- Sustain responsible enrollment growth and long-term facility planning.
- Expand programming connected to Alberta workforce and post-secondary opportunities.
- Maintain high levels of student belonging and connectedness.
- Ensure Christian worldview integration remains relevant and meaningful.

Strategies

- Continue pastor-principal collaboration and church engagement initiatives.
- Strengthen partnerships with supporting churches and community organizations.
- Expand donor development and long-term fundraising initiatives.
- Recruit and retain staff aligned with Christian worldview and inclusive educational practices.
- Continue expansion of dual-credit, CTS, RAP, and career-pathway programming.
- Expand mission, leadership, and worldview-based learning opportunities.
- Monitor enrollment growth and facility utilization as programming expands.

Local Measures

- Enrollment growth and retention tracking.
- Facility usage monitoring and long-term planning review.
- Student connectedness and belonging surveys.
- Annual feedback sessions with families, churches, and community stakeholders.

Provincial Measures

- Maintain student belonging and school culture satisfaction above 90%.
- Expand participation in dual-credit, CTS, RAP, and career-pathway programming.
- Align planning with Alberta Education assurance priorities and Alberta workforce needs.

5) Assurance and Accountability

In recent years, Alberta Education shifted reporting guidelines for school authorities from an *Accountability* Framework to an *Assurance* Framework, intended to engage more stakeholders and provide assurance that the Alberta Education system was meeting the needs of students successfully.

The Assurance Framework, developed collaboratively with education partners, outlines key guiding principles, domains and processes for enhancing public trust and confidence that the education system is meeting the needs of students and students are successful. The Assurance Framework model makes use of the following five domains:

1. Student Growth and Achievement
2. Teaching and Leading
3. Learning Supports
4. Governance
5. Local & Societal Context

The board of the Canadian Reformed School Society operating Tyndale Christian School continues to reflect on previous annual education plans and results in assuring that the government and our broader school community have confidence in the work done at Tyndale Christian School.

This Education Plan reflects provincial priorities related to student growth and achievement, literacy and numeracy development, learning supports, Indigenous education and Truth and Reconciliation, educational assurance, and preparation for future workforce and post-secondary pathways.

This plan will be reviewed and updated annually by the governing body in light of provincial and local measures, AERR results, stakeholder engagement, and implementation progress. Adjustments to outcomes, measures, strategies, and implementation processes will be reflected in the annually published plan. Copies of this three-year education plan are available from the office or on the school website, www.tyndalecalgary.ca.

Implementation will be supported through targeted staffing, learner-support funding, professional learning in inclusive education, curriculum implementation, FNMI/Indigenous perspectives, instructional assessment, and teacher growth/supervision. Progress will be monitored through AECAM results, PAT/Diploma results, internal surveys, board and Education Committee review, staff professional-growth processes, intervention tracking, and annual AERR analysis.

A granular three-year implementation plan can be accessed through the hyperlink to the right: Tyndale Christian School - Three-Year Implementation Plan (2026–2029) (https://docs.google.com/document/d/1IuB47tlqlscVDOiBYsTg9PYj3iZuSRtsT6Y71KLahfg/edit?usp=sharing)

This plan will be publicly posted on the school authority website by May 31, 2026. Consistent with Alberta Education and Childcare requirements, the appropriate Field Services Branch Director will be notified by email and provided with the permanent web link to the published plan. For more information about the Assurance Framework and overall reporting requirements for Alberta schools, please visit https://www.alberta.ca/education.aspx.