

NEW HUMBLE COMMUNITY SCHOOL

Three-Year Education Plan

2026–2029



Message from the Board Chair

It all begins with a seed.

New Humble Community School is entering its sixth year as a public charter school. Over the past five years, the school community has demonstrated strong progress and achievement, establishing a solid foundation for continued growth. This Education Plan reflects our commitment to continuous improvement, student growth and achievement, and safe, caring, and respectful learning environments.

We are pleased that our charter has been renewed for an additional five-year term, affirming confidence in our direction and results. In 2023, the school also received approval to expand programming to include Grades 7 through 12. The junior high program, launched in September 2024, will enter its third year with enrollment exceeding 40 students. The continued development of this program will remain a priority as we work to ensure high-quality learning opportunities and positive outcomes for all students.

The addition of modular classrooms, supported through funding from Alberta Education as well as school reserves, has enabled this expansion while maintaining effective learning environments across all grade levels. These enhancements support student success and well-being while accommodating continued growth. Building on this growth, our 2026–2029 Education Plan outlines key strategies and measures aligned with student growth and achievement, teaching and leading, learning supports, and governance. Through evidence-informed decision-making and stakeholder engagement, we aim to strengthen student learning and support staff professional growth.

Looking ahead, the Board is focused on securing a permanent school site to support the long-term sustainability of our programs and the full realization of our charter goals. Advancing the planning and design of a future facility will further enable us to provide high-quality learning environments and expand opportunities for students.

The Board remains committed to transparency and accountability through regular communication with staff, parents, and the broader community. We value stakeholder voice as an essential component of the assurance process and will continue to use feedback and data to inform our planning and improve outcomes.

We extend our sincere appreciation to the many students, staff, families, and community partners who contribute to the ongoing success of New Humble Community School. Together, we will continue to support student success and well-being now and into the future.

Sincerely,

Amie Meunier, Board Chair

Accountability Statement

The Education Plan for New Humble Community School Association commencing August 22, 2026, was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. 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 of Directors approved the 2026–2029 Education Plan on May 20, 2026.

The Board of Directors approved the 2026–2029 Education Plan on June 17, 2026, and is committed to ongoing monitoring and annual review of the plan.



NHCSA Chair
Amie Meunier



NHCSA Vice-Chair
Kristen Kuhn

Introduction

The purpose of this Education Plan is to guide the ongoing growth and development of New Humble Community School in alignment with the Alberta Education Business Plan, Funding Manual, and Ministerial Order #28/2020 [Education]: Student Learning. This plan identifies key priorities, measurable outcomes, and evidence-informed strategies to support student success and well-being. It is a three-year, rolling plan that will be reviewed and updated annually to reflect emerging data, stakeholder feedback, and evolving priorities.

The vision of New Humble Community School is to foster the growth of each individual learner through innovative academics, stewardship and agricultural literacy. Our mission is to provide learners with a unique educational environment that: expands learning through innovative agricultural and experiential land management education; fosters a joy of learning and instills curiosity and confidence; fully supports and engages their needs, abilities and growth; develops opportunities for genuine collaboration and self-reflection; and is guided by compassionate, hands-on, creative educators who will represent and impart these skills and values in all learners.

Guided by this vision and mission, this three-year Education Plan establishes a framework for decision-making across all aspects of our charter. It informs the identification of priorities, outcomes, measures, and strategies, and supports a consistent and intentional approach to improving student learning, engagement, and achievement.

School Profile

New Humble Community School is located in rural Leduc County at 48469 Highway 795.

The school's name reflects a commitment to bringing together students, staff, families, and industry partners to create a learning environment that is innovative, collaborative, and forward-thinking. This commitment is further reflected in the school's focus on agricultural literacy, environmental stewardship, and experiential, hands-on learning opportunities that connect students to the land and their community. The school remains dedicated to excellence in supporting student growth, achievement, and well-being.

The name also honours the rich history of education in the area. The first school at this location was established in 1900 and was named after its founder and first board chair, Thomas Humble. This legacy continues to inform and inspire the values and vision of New Humble Community School today.



Enrolment and Growth

New Humble Community School has experienced significant growth since its inception, with student enrolment increasing from 88 students to 202 in the 2025–2026 school year. The Board anticipates continued growth, with enrollment projected to reach approximately 215 students in the 2026–2027 school year. Demand for programming remains strong, with waitlists currently in place for select grade levels.

This sustained growth has created increasing pressure on existing facilities, reinforcing the need for long-term infrastructure planning to ensure that learning environments continue to effectively support student achievement and well-being. To address this, the Board is actively working to secure appropriate land for the development of a future school facility that will meet the long-term needs of students and the broader community.

A key priority for the Board is the continued development and consolidation of the junior high program, with a focus on increasing enrollment and enhancing programming. Looking ahead, the Board's mid- to long-term vision includes the expansion to a full Kindergarten to Grade 12 program, providing students with a seamless and comprehensive educational pathway aligned with the school's charter.

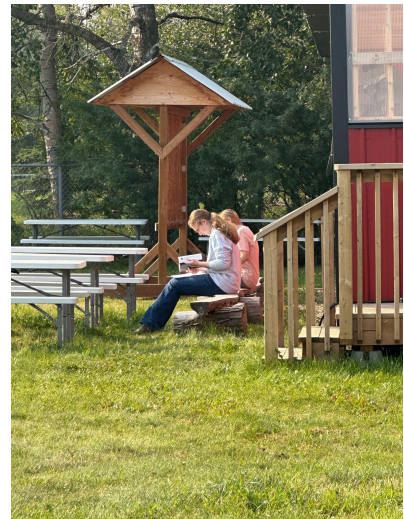
Stakeholder Engagement

New Humble Community School recognizes that meaningful stakeholder engagement is essential to supporting student success and informing continuous improvement. Consistent with Alberta Education expectations, the school engages a broad range of stakeholders to inform the development of local priorities and the Education Plan.

Stakeholders Involved

Engagement efforts at New Humble Community School include participation from:

- Students
- Parents and families
- School staff, including certificated and non-certificated staff
- School Council
- New Humble Community School Association Board and committees
- Community members and industry partners
- External partners, including post-secondary researchers
- Provincial partners, including charter school organizations



Methods of Engagement

A variety of formal and informal strategies are used to gather feedback and promote ongoing dialogue, including:

- Annual parent and stakeholder surveys
- School Council meetings
- NHCSA Board and committee meetings, including public and working sessions
- Parent group meetings and volunteer initiatives
- Staff–Board meetings and collaborative planning sessions
- Student leadership opportunities, including the Student-Board Committee and Student-Principal Council
- Ongoing communication through digital platforms and social media
- Partnerships with external organizations and researchers
- Participation in provincial charter school associations

Survey data continues to demonstrate strong levels of engagement. Parent survey results indicate a high level of satisfaction with the school and its efforts to involve families in school activities, reflecting a positive and collaborative school culture.

Impact of Stakeholder Input

Stakeholder engagement has directly influenced key decisions and priorities within the school. Community input supported the successful application for a charter amendment to expand programming from Early Childhood Services to Grade 12. Feedback from parents, staff, and community members has also informed the development of research initiatives focused on experiential learning, including partnerships with the University of Alberta.

Ongoing consultation with School Council and parent groups contributes to decisions related to programming enhancements, resource allocation, and school improvement priorities. New Humble Community School values the strong relationship between the Board of Directors and School Council. This relationship is demonstrated through the regular attendance and participation of School Council representatives at Board meetings, as well as Board representation at School Council meetings. These opportunities for collaboration promote meaningful communication, strengthen stakeholder engagement, and ensure that parent perspectives help inform decision-making and school improvement priorities.

Student voice has been strengthened through the establishment of student leadership structures, which inform school culture and decision-making. Staff engagement through collaborative planning and professional dialogue supports alignment with charter goals and instructional improvement.

Engagement with community partners, local organizations, and donors continues to enhance programming opportunities and strengthen connections between the school and the broader community.

Commitment to Ongoing Engagement

The Board of Directors remains committed to maintaining transparent, responsive, and inclusive engagement practices. Stakeholder feedback, including results from Alberta Education Assurance Measures and locally developed surveys, will continue to inform the development, implementation, and annual review of the Education Plan.

Engagement results are reviewed annually alongside Annual Education Results Report data to inform priorities, strategies, and resource allocation in support of continuous improvement. The 2024–2025 AERR results are publicly available on the school's website to support transparency and accountability.

The school is equally committed to contributing to the broader community through service, partnerships, and outreach initiatives that reflect its values of stewardship, collaboration, and experiential learning.

Results Analysis

The development of the 2026–2029 Education Plan for New Humble Community School is informed by a comprehensive review of the 2024–2025 Annual Education Results Report, stakeholder engagement, charter data, and ongoing monitoring of student learning and well-being. The analysis of these data sources has identified key strengths, areas for improvement, emerging trends, and future priorities that guide this Education Plan.

Key Strengths

Analysis of the 2024–2025 AERR indicates several significant areas of strength.

New Humble Community School continues to demonstrate exceptional parent satisfaction and strong confidence in the quality of education provided. Parent survey results indicate 100% satisfaction with the quality of education for the third consecutive year. Education Quality and Parental Involvement measures continue to be rated highly, demonstrating strong confidence in the school's programming, communication, and community involvement.

Student engagement remains a significant strength. Student engagement measures exceeded provincial averages, and students continue to demonstrate high levels of participation in experiential, outdoor, and agricultural-based learning. These results support the effectiveness of the school's charter focus and its integration into classroom instruction, outdoor learning, barnyard experiences, leadership opportunities, and community-based learning.

The school's charter assessment data also demonstrates evidence of growth. Charter Test results showed a 7.72% overall improvement from fall to spring, with more than 72% of students achieving proficient or exemplary levels. The number of students in the lowest performance categories decreased significantly, demonstrating the positive impact of charter implementation, targeted supports, and strong student engagement.

Student citizenship and character development are also areas of strength. Parent and teacher satisfaction related to student citizenship remains high, and students continue to demonstrate positive behaviour, responsibility, leadership, and community-mindedness. Visitors, community partners, and staff have noted strong student conduct during field trips, presentations, and school events.

Community involvement remains a defining feature of New Humble Community School. Strong levels of parental involvement, volunteerism, partnerships, and community support continue to enhance student learning opportunities. The school continues to function as a community hub and reflects its commitment to engagement, stewardship, and collaboration.

The 2024 Alberta Education Charter Review also affirmed important strengths, including effective governance, sound financial management, successful programming, strong community support, and evidence that the school is meeting its charter goals.

Areas for Improvement

The results analysis also identifies areas requiring continued focus.

Literacy and numeracy achievement continues to require targeted attention across grade levels. Screening data indicates that some students require additional supports, particularly in early years literacy and numeracy. Grade 6 results also identified the need for additional support in mathematics and language arts as students transition into junior high. These areas will remain priorities through targeted interventions, classroom supports, and evidence-informed instructional practices.

As enrollment grows, the school is also seeing increased complexity in student learning and wellness needs. More students are requiring support related to attention, self-regulation, behaviour, mental health, speech-language needs, and diverse learning profiles. Continued investment in learning supports, student services, and specialized supports will be important to ensuring that all students can access meaningful learning opportunities.

The continued development of instructional consistency across classrooms and grade levels is also important. While strong instructional practices exist, the school will continue to refine assessment practices, support collaboration, and strengthen the implementation of the charter-aligned scope and sequence.

First Nations, Métis and Inuit education remains an important area for continued growth. The school has implemented meaningful initiatives, including Orange Shirt Day learning, Medicine Wheel teachings, Indigenous games, Indigenous planting techniques, Three Sisters planting, and school-wide learning activities. Continued work is required to deepen authentic integration of First Nations, Métis and Inuit perspectives and support Truth and Reconciliation commitments.

The continued development and consolidation of the junior high program is also an important priority. As the program grows, the school must continue to support student engagement, course options, transition planning, extracurricular opportunities, and achievement in Grades 7–9.

Emerging Trends and Observations

Several key trends are evident through the review of provincial and local data.

The school continues to experience rapid enrollment growth and program expansion. Enrolment has grown significantly since the school opened, and the launch of the junior high program has

increased both programming opportunities and organizational complexity. This growth has created additional pressure on facilities and learning spaces, reinforcing the importance of long-term facilities planning and the Board's work toward securing land for a future school site.

Demand for specialized supports is increasing. The addition of counselling services, speech-language supports, educational assistant supports, and professional learning related to occupational therapy and behaviour reflects the school's response to emerging student needs. As enrollment grows, the school anticipates that access to learning and wellness supports will remain a priority. Targeted interventions appear to be having a positive impact. Literacy and numeracy intervention programming, additional educational assistant support, and the use of hands-on resources and manipulatives have supported students requiring additional assistance. These supports will continue to inform planning and resource allocation.

Experiential and agricultural learning continues to be a major strength. Parent, student, and staff feedback consistently indicates that outdoor learning, barnyard learning, agricultural literacy, stewardship, small class environments, and community connection are key features of the school's success and central reasons families choose New Humble Community School.

Emerging Needs

Based on the results analysis, several emerging needs have been identified:

- Continued improvement in literacy and numeracy outcomes across grade levels
- Expansion of learning and wellness supports to address increasingly diverse student needs
- Continued development of the junior high program
- Ongoing professional learning to support instructional consistency and inclusive practices
- Continued implementation of First Nations, Métis and Inuit education and Truth and Reconciliation commitments
- Long-term facilities planning to support enrolment growth and future program expansion
- Continued refinement of charter data collection and reporting processes

Use of Results to Inform Planning

The findings from the 2024–2025 AERR directly inform the priorities, outcomes, measures, and strategies outlined within this Education Plan. New Humble Community School will continue to use a cycle of evidence-informed decision-making, drawing on provincial measures, local data, charter data, and stakeholder feedback to monitor progress and adjust strategies.

These findings directly inform the outcomes and strategies outlined in the Student Growth and Achievement, Teaching and Leading, Learning Supports, and Governance sections of this plan.

Priority Areas

Priority Area 1: Student Growth and Achievement

Outcome 1

Students demonstrate growth in literacy and numeracy and achieve success relative to provincial expectations.

Measures:

- Early years literacy and numeracy screening assessments for Kindergarten to Grade 3
- Provincial Achievement Test results, as applicable
- Evidence of student progress over time through classroom assessment, portfolios, and teacher professional judgment
- Monitoring of students requiring additional literacy and numeracy support

Strategies:

- Implement targeted literacy and numeracy interventions informed by assessment data
- Utilize experiential, hands-on, and agricultural-based learning to deepen understanding and engagement
- Utilize numeracy and literacy teams to analyze and address student needs
- Monitor student progress regularly and adjust instruction to meet diverse learning needs
- Use differentiated instruction and flexible grouping to support all learners
- Provide access to resources, manipulatives, and intervention supports that strengthen foundational skills

Outcome 2

Students are engaged, resilient learners who demonstrate growth in academic achievement, personal development, and agricultural literacy.

Measures:

- Alberta Education Assurance Survey results related to student engagement and learning
- Locally developed student and parent surveys on engagement and experiential learning
- Charter-based assessments, including student portfolios, learning journals, projects, and presentations
- Evidence of student participation in experiential, outdoor, barnyard, leadership, and community-based learning opportunities
- Student voice gathered through surveys and other feedback structures

Strategies:

- Integrate agricultural literacy and stewardship concepts across curriculum to enhance relevance and retention
- Provide experiential, outdoor, barnyard, and project-based learning opportunities
- Offer leadership opportunities through school-based roles, projects, student committees, mentoring, and community involvement
- Support student voice through surveys and feedback mechanisms to inform learning experiences
- Continue development and implementation of the charter-aligned scope and sequence
- Strengthen junior high programming through meaningful options, leadership opportunities, outdoor education, and charter-specific projects

Priority Area 2: First Nations, Métis and Inuit Student Success

Outcome

Students develop understanding, respect, and appreciation for First Nations, Métis and Inuit histories, cultures, perspectives, and ways of knowing. Through authentic learning experiences and inclusive practices, the school supports Truth and Reconciliation, improves outcomes for First Nations, Métis and Inuit students, and contributes to bridging the education gap.

Measures:

- Alberta Education Assurance Survey results related to inclusion, belonging, and engagement
- Locally developed surveys assessing student understanding of Indigenous perspectives
- Participation in Indigenous-focused learning activities and events
- Evidence of integration of Indigenous perspectives in student learning
- Documentation of school-wide activities supporting Truth and Reconciliation

Strategies:

- Integrate First Nations, Métis and Inuit perspectives and ways of knowing into classroom instruction
- Provide ongoing professional learning for staff to build cultural understanding and competency
- Engage with community members, Elders, and organizations to support authentic learning experiences
- Promote school-wide participation in events such as Orange Shirt Day, National Indigenous Peoples Day, and Truth and Reconciliation-related learning
- Develop experiential learning opportunities that deepen understanding of Indigenous history, land-based learning, stewardship, and perspectives

- Maintain and use a student-developed land acknowledgement at public meetings and significant school gatherings
- Monitor and respond to potential gaps in achievement for self-identified First Nations, Métis and Inuit students through targeted supports, inclusive instructional practices, and ongoing staff learning and support aimed at addressing systemic barriers and helping to bridge the education gap.

Priority Area 3: Teaching and Leading

Outcome 1

Teachers and leaders demonstrate ongoing professional growth and effective instructional practices to support student learning.

Measures:

- Teacher professional growth plans and reflections
- Teacher supervision and evaluation outcomes including observations related to student engagement, instructional quality and charter integration
- Staff survey results related to professional learning and instructional practice
- Evidence of implementation of charter-aligned instructional practices
- Evidence of collaborative planning and implementation of the charter-aligned scope and sequence

Strategies:

- Provide ongoing, targeted professional learning and professional learning communities (PLCs) time aligned with school priorities, including literacy, numeracy, agricultural literacy, experiential learning and instructional practice
- Dedicate a portion of professional development time to enhancing understanding and implementation of charter goals
- Utilize instructional leadership to support effective teaching practices and continuous improvement
- Continue development, implementation, and monitoring of the charter-aligned scope and sequence impacting all grade levels
- Provide opportunities for teachers to collaborate with research partners and external experts
- Support staff in using lesson planning tools that connect curriculum outcomes with charter goals and experiential learning opportunities
- Provide professional learning and support for educational assistants to strengthen classroom and student support practices

Outcome 2

Teachers and leaders build capacity to support inclusive, culturally responsive learning environments, including the integration of First Nations, Métis and Inuit perspectives.

Measures:

- Staff participation in professional learning related to Indigenous education
- Staff self-assessment and reflection on cultural competency
- Evidence of integration of Indigenous perspectives in instructional practice
- Documentation of professional learning hours and activities related to Indigenous education

Strategies:

- Provide ongoing professional learning to enhance understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing
- Incorporate Indigenous perspectives into collaborative planning and instructional practices
- Engage with Indigenous communities, Elders, and organizations to support authentic learning experiences
- Support staff in connecting Indigenous learning to agriculture, stewardship, land-based learning, and experiential education



Priority Area 4: Learning Supports

Outcome 1

Students are supported in inclusive, safe, and caring learning environments that promote well-being and a sense of belonging.

Measures:

- Alberta Education Assurance Survey results related to safety, caring, belonging, and school climate
- Student and parent survey results related to well-being and school climate
- Evidence of student participation in wellness and school-wide activities
- Observations and documentation of student engagement and well-being
- Data and feedback related to student access to counselling, wellness supports, and school-based supports

Strategies:

- Implement school-wide approaches to support positive mental health and well-being
- Provide access to counselling and mental health supports, as resources permit
- Utilize outdoor and barnyard learning environments to promote student well-being, engagement, and connection to the land
- Foster a positive school culture through recognition programs, relationship-building, and inclusive practices
- Promote student voice and engagement through leadership opportunities and feedback structures
- Use multi-grade and school-wide activities to strengthen relationships and belonging
- Continue to support a school culture where students feel safe, included, known, and valued

Outcome 2

Students receive timely and targeted supports to reduce barriers to learning and support student success.

Measures:

- Evidence of student progress toward individual learning goals, including IPPs and intervention tracking
- Student and parent feedback regarding effectiveness of supports
- Reduction in identified learning gaps over time
- Documentation of access to supports such as educational assistant support, counselling, speech-language services, and occupational therapy supports

Strategies:

- Implement a school-based Occupational Therapy service model to support students in Kindergarten to Grade 9 who experience barriers related to literacy, numeracy, attention, self-regulation, behaviour, and mental health and well-being
- Provide targeted interventions, including small-group and one-to-one support, based on identified needs
- Engage external specialists and services, as appropriate, to support student learning and well-being
- Maintain regular communication with families to support student progress and respond to emerging needs
- Use flexible learning environments, including indoor, outdoor, barnyard, and experiential spaces, to support diverse learning styles
- Continue to provide educational assistant support to assist with classroom learning, intervention, regulation, and student success
- Support students with Individualized Program Plans through coordinated planning, monitoring, and communication

Priority Area 5: Governance

Outcome

New Humble Community School is governed through transparent, accountable, and collaborative practices that support student success and continuous improvement.

Measures:

- Stakeholder survey results related to leadership, communication, and engagement
- Board self-evaluation results and governance reviews
- Evidence of stakeholder participation in governance and engagement opportunities
- Financial performance and alignment of budget with Education Plan priorities
- Evidence of monitoring and reporting on progress toward Education Plan outcomes
- Evidence of compliance with legislative and reporting requirements

Strategies:

- Maintain transparent and open communication with stakeholders, including regular updates and opportunities for input
- Conduct Board self-evaluations to identify strengths and areas for growth
- Engage stakeholders, including parents, staff, students, and community members, in planning and decision-making processes
- Ensure effective stewardship of financial resources, aligning budget decisions with Education Plan priorities
- Monitor progress on Education Plan outcomes and adjust strategies as needed
- Use data from surveys, AERR results, charter measures, and stakeholder engagement to inform Board decision-making
- Maintain regular communication and collaboration between the Board, school leadership, and staff
- Support structures that enhance student voice
- Review and update Board policies and administrative procedures to support effective governance
- Support ongoing professional development for Board members to strengthen governance capacity
- Continue development of recruitment and succession planning strategies to ensure long-term Board sustainability
- Continue to clarify governance and operational roles between the Board and administration
- Ensure compliance with legislative and reporting requirements



- Continue long-term facilities planning, including work related to securing appropriate land and advancing planning for a future school facility
- Support relationships with APCS, Alberta Education, community partners, and other organizations that strengthen charter school governance and programming

Charter Goals

New Humble Community School is committed to achieving the outcomes outlined in its approved charter. These goals define the unique focus of the school and guide programming, instructional practices, and decision-making. The following charter goals are embedded throughout this Education Plan and are reflected in the outcomes, measures, and strategies across all sections.

Charter Goal 1: Agricultural Literacy

Students will recognize and understand the foundational knowledge of agricultural literacy.

Measures:

- Charter-based assessments (projects, portfolios, presentations, demonstrations of learning)
- Evidence of student participation in agricultural, barnyard, outdoor, and land-based learning experiences
- Student, parent, and staff survey results related to agricultural literacy and experiential learning
- Teacher observations and student reflections demonstrating understanding of agricultural concepts
- Evidence of progression in knowledge and application of agricultural literacy across grade levels

Strategies:

- Integrate agricultural literacy across all subject areas and grade levels
- Provide hands-on, experiential, outdoor, and land-based learning opportunities
- Utilize school-based environments, including barnyard, gardens, greenhouse, and surrounding land
- Engage community and industry partners to support real-world learning opportunities
- Implement and refine a charter-aligned scope and sequence to ensure consistency and progression of learning
- Provide opportunities for students to demonstrate learning through presentations, projects, and experiential activities

Charter Goal 2: Problem Solving, Adaptability, and Resilience

Students will demonstrate problem solving through adaptability, resilience, and critical thinking.

Measures:

- Alberta Education Assurance Survey results related to student engagement and learning
- Locally developed student, parent, and staff surveys
- Evidence of student participation in inquiry-based and experiential learning opportunities
- Student reflections, learning journals, and demonstrations of problem solving
- Classroom and outdoor observations of student adaptability, resilience, and collaboration

Strategies:

- Provide inquiry-based, project-based, and experiential learning opportunities
- Use real-world contexts and challenges to develop problem-solving skills
- Promote student voice, choice, and reflection in learning
- Encourage collaborative learning and respect for diverse perspectives
- Provide opportunities for students to engage in unfamiliar or complex tasks that require adaptability
- Integrate experiential learning beyond the classroom to support authentic problem-solving experiences

Charter Goal 3: Understanding the Value of Goals and Outcomes

Students will understand the value of goals and outcomes.

Measures:

- Evidence of student goal setting and reflection
- Student participation in individual and group learning activities focused on goal development
- Student, parent, and teacher survey results related to engagement and personal development
- Observations of student participation in decision-making and collaborative learning
- Documentation of student learning across academic, social, emotional, and physical domains

Strategies:

- Provide opportunities for students to set, monitor, and reflect on personal and academic goals
- Integrate learning experiences that connect individual goals to class, school, and community outcomes

- Promote student participation in decision-making and collaborative problem solving
- Use multi-grade learning opportunities to encourage perspective-taking and shared understanding
- Foster a holistic approach to learning that includes academic, social, emotional, and physical development
- Engage community members and partners to support real-world understanding of goals and outcomes

Charter Goal 4: Academic Success and Leadership

Students will achieve academic success while displaying leadership.

Measures:

- Provincial and local assessment data related to student achievement
- Alberta Education Assurance Survey results related to belonging and engagement
- Evidence of student participation in leadership roles, school activities, and community involvement
- Observations of student behaviour, collaboration, and interpersonal skills
- Student reflections and demonstrations of leadership and responsibility

Strategies:

- Provide opportunities for leadership through school roles, student councils, and community engagement
- Promote strong interpersonal skills, collaboration, and positive relationships
- Support academic success through differentiated instruction and targeted interventions
- Utilize multi-grade learning environments to support mentorship and leadership opportunities
- Encourage student participation in volunteer and community-based activities
- Provide opportunities for students to lead presentations, tours, and school-based initiatives



Charter Goal Alignment Table

The following demonstrates how each charter goal is reflected within the priorities areas.

Charter Goal	Aligned Education Plan Priority Areas / Outcomes
Agricultural Literacy	Student Growth and Achievement - Outcome 2 Teaching and Leading - Outcome 1 Learning Supports - Outcome 1
Problem Solving, Adaptability and Resilience	Student Growth and Achievement - Outcome 2 Teaching and Leading - Outcome 1 Learning Supports - Outcome 2
Understanding the Value of Goals and Outcomes	Student Growth and Achievement - Outcome 2 Teaching and Leading - Outcome 2 Learning Supports - Outcome 2
Academic Success and Leadership	Student Growth and Achievement - Outcome 1 and 2 Learning Supports - Outcome 2 Governance - Outcome 1

Budget and Capital Plan

The Board will ensure that budget decisions are aligned with the priorities, outcomes, and strategies identified in this Education Plan. Financial planning will continue to support student growth and achievement, teaching and leading, learning supports, governance, charter goal implementation, and long-term facilities planning.

In accordance with Alberta Education requirements, a link to the 2026–2027 budget is provided [here](#).



The Board maintains and publicly posts its Capital Plan. Facilities planning remains a priority due to sustained enrollment growth, existing facility pressures, and the Board's long-term vision for a permanent school site that supports the full implementation of the school's charter goals and future Kindergarten to Grade 12 programming. The 2026-2029 School Capital Plan can be found [here](#).



Plan Implementation and Monitoring

New Humble Community School will implement this Education Plan through a coordinated approach involving the Board of Directors, school leadership, staff, students, and stakeholders.

Implementation will be supported through the strategic allocation of financial, human, and instructional resources aligned with the priorities, outcomes, and strategies identified within this plan. Professional learning opportunities will be provided to support staff in the implementation of instructional practices, charter goals, learning supports, and other initiatives identified within the Education Plan.

Progress toward the implementation of identified strategies will be reviewed regularly throughout the school year. School staff will revisit implementation efforts on a monthly basis through staff meetings, collaborative planning opportunities, and professional learning activities to monitor progress, identify emerging needs, and adjust practices as required.

The Board and school leadership will regularly review student performance data, stakeholder feedback, Alberta Education Assurance Measures, and charter results to monitor progress toward the identified outcomes. These data sources will be used to inform decision-making, guide resource allocation, and support continuous improvement.

Progress toward the outcomes identified in this plan will be monitored throughout the school year and formally reported through the Annual Education Results Report. The Education Plan will be reviewed annually and updated, as necessary, to reflect emerging priorities, performance results, stakeholder input, and changing student needs.

Conclusion

The 2026–2029 Education Plan reflects New Humble Community School's continued commitment to student success, charter goal implementation, stakeholder engagement, and continuous improvement. Through a strong focus on agricultural literacy, stewardship, experiential learning, inclusive supports, professional growth, and effective governance, the school will continue to provide students with meaningful learning opportunities that support academic achievement, personal growth, and well-being.

As the school continues to grow, the Board remains committed to responsible planning, transparent communication, and the development of facilities and programming that will support the long-term success of students, staff, families, and the broader community.