

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	619.500	Custodial	3.000000	Salaries	\$4,944,449	97.24%
Weighted	778.156	Exempt	0.000000	Supplies, Equip., Services	\$140,130	02.76%
Regular	652	Support	21.313000			
		Teacher	<u>29.852000</u>			
Year Opened		Total	54.165000	Total	\$5,084,579	100.00%

School Philosophy

The Edmonton Society for Christian Education envisions a community that embraces Christ's call for renewal. At Edmonton Christian Schools (ECS), our mission is to provide a Christ-centered education that encourages students to play their role in God's story. Grounded in a faith shaped by Scripture and viewed through the themes of Creation, Fall, Redemption, and Restoration, we believe every individual is endowed with unique gifts to serve others. Our Christian educational program fosters a personal and meaningful relationship with Christ, enabling students to make informed decisions through our Teaching for Transformation curriculum model. We see education as a collaborative effort among home, school, and church, promoting healthy, respectful actions and equipping students with essential skills to live out their faith and reflect Christ's love in their lives.

Community Profile

Edmonton Christian Northeast School is located in the Matt Berry community of Northeast Edmonton and is one of three schools in the Edmonton Christian Schools' alternative program. In partnership with the Edmonton Public School Board (EPSB), the Edmonton Society for Christian Education (ESCE) remains responsible for preserving the integrity of the schools' Christian vision and mission. The ESCE also owns and maintains all school buildings. Edmonton Christian Northeast School actively encourages parent, guardian, and community involvement in school activities, and recognizes parents and guardians as children's first teachers. The school is non-denominational and welcomes students from all Christian backgrounds and traditions.

Programs and Organization

Edmonton Christian Northeast School offers a broad spectrum of curricular and extra curricular programs designed to reinforce the reality that God is Lord of all things. The cornerstone of our programs and practices is to ensure high levels of learning that emphasize student engagement, critical thinking and curricular service-learning by all students. Staff is provided with training to ensure the Alberta Program of Studies is grounded in "Teaching for Transformation" by utilizing Storyline, Throughlines (Christian themes) and Formational Learning Experiences (FLEx). Partnering with the Prairie Centre for Christian Education (PCCE) to embed learning in a Biblical framework, staff collaboratively plan and deliver an intentional program that focuses on essential learning outcomes, and reliable and valid assessment practices. Curricular and extracurricular activities provide opportunities for students to connect with our school community and outside organizations and engage in "real work that meets a real need for real people."

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

APPLE Schools, The Edmonton Society for Christian Education

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

Priority 1 Build on outstanding learning opportunities for all students

Goal 1: Recognize and support the diverse learning needs of all students

By June 2024, all students in grades 1-6 not yet reading at grade level (20.1% as measured in October 2023), show measurable, statistically significant growth in reading as indicated by reading screeners data.

Staff will align literacy assessment with Goal 1 and monitor student progression on eight-week assessment cycles to identify growth in reading with the use of:

- Jolly Phonics
- Heggerty
- LION Time
- Reading Buddies
- Consistent Division 1 literacy programming
- Reading Eggs

Division 1 and 2 students will show improved reading with:

- Small, targeted reading groups
 - Jolly phonics
 - March Madness
 - Reading screeners
 - Div 1/Div 2 reading buddies
 - EA pullouts and pushins
 - School-wide literacy intervention using research-based, high-leverage practices
- To continue building capacity among staff, the following PD has been identified to target Goal 1:
- Horizontal and Vertical Collaboration Opportunities
 - 5 Pillars of Literacy
 - Florida Institute for Research resources
 - Math Journaling and Math Games

Results Achieved:

READING - 86.6% of students in grades 1-9 in the spring of 2024 were reading at grade level or above compared to 82.1% in the spring of 2023, showing an increase of 4.5%; these results complement the 84.4% of students who achieved at or above grade level as measured by the CAT4 spring 2024 data. Teachers used the resources recommended by the University of Alberta J.P. DAS Centre including: UFLI program, Jolly Phonics, and Heggerty. These were used to build consistency in foundational literacy skills through Tier 1 classroom instruction and Tier 2 intervention during our L.I.O.N. time (Leaning In On Needs). EMPOWER reading was offered to 6 students grade 3-5 as a Tier 3 intensive support for one hour, 5 days a week. ECNS was all in on LION time utilizing educational assistants, specialist teachers, classroom teachers, administration, and parent volunteers. Literacy lead teachers build reading intervention kits focusing on specific skills in each of the 5 Pillars of Reading. Classroom teachers used the reading screener data to identify areas for improvement.

Priority 1 Build on outstanding learning opportunities for all students

Goal 2: Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes

By June 2024, students' "total math" will increase from 81% to 86% in grades 4-9 as measured by the spring CAT4 results.

Utilizing both the 2023 Spring and Fall 2023 CAT4 data, a math specialist teacher will provide support for students in division two and three. In addition, changes to staffing have been made so that this teacher is able to provide math classroom instruction for all of the Grade 7 students.

Math intervention will be provided during LION time for terms 2 and 3. Teachers will use benchmark assessments (CAT4, MACR, and a newly created MIPI that aligns with the new curriculum). Using benchmark assessments, teachers will then identify student needs and then identify areas of focus for intervention. Assessment cycles will align with term 2 and 3. Teachers will also build measures for tiers of intervention to build common assessment language and develop consistency among teachers. Staff will be provided with the opportunity to engage in a professional growth plan around numeracy or literacy. Common language around numeracy and literacy will be built as time will be allocated to divisional collaboration meetings around best practices and assessment.

Improvements will be made with:

- Consistency in Tier 1 Math instruction in the classroom

- LION time math groups
- Math club
- EA pullouts and push-ins

Results Achieved:

MATHEMATICS

- CAT4 Math Spring results show 87.1% of students grades 4-9 achieved at or above stanine 4. It is notable that from fall of 2023 to spring of 2024, 10.7% of our students achieved at or above grade level in computation. This speaks to impacts of the focused mathematics intervention time dedicated to our Div 2 and 3 students. Monthly assessment cycles tracked student progress related to basic skills in computation and informed classroom instruction and intervention groups. A mathematics division consultant worked with lead teachers to improve comprehension of mathematics vocabulary and reasoning using the MACR.
- PAT Gr09 Math Achievement Results show an improvement of 2.8%, moving from 69.6% 2022-2023 school year to 72.4% 2023-2024
- PAT Gr06 Math were not administered due to new curriculum implementation
- Gr01-03 Provincial Numeracy Screeners Sept/Jan data shows 40 at risk students which decreased by June 2024 to 13 at risk students in mathematics

Priority 2 Advance action towards anti-racism and reconciliation

Goal: Support students' and staffs' sense of belonging and well-being through the advancement of the Division's Anti-racism and Equity Action Plan to develop long-term systemic change.

By June 2024, students at ECNS in grades 4-9 will show an increase of 10% (from 66% to 76%) when reporting that they feel safe going to an adult if something racist or discriminatory happened.

- Developing a clear plan of listening to student needs. Four staff will engage in the MEL catchments Creating Schools that Listen PL and extend their learning to the whole-school.
- Designating time will be created for PL from Division Diversity unit will be offered that supports antiracism, truth and reconciliation on four early Thursdays
- Continuing partnerships with Indigenous Knowledge Keeper who will provide teachings at monthly staff meetings
- Intentionally aligning teaching and assessment practices with antiracism and reconciliation
- Continuing to offer land-based learning opportunities for students and staff (field trips, community walks, PL)
- Offering antiracism sharing circles that support students in talking about their experiences and examining their biases
- Intentionally aligning Priority 2 in FLEx learning projects (Teaching for Transformation)
- Utilizing Division-created resources for diversity teaching and learning (Black History Month, South Asian History Month, Pride Month)

Results Achieved:

According to the 2023-2024 Division Feedback survey, 72% of students reported feeling safe going to an adult at ECNS for help if they felt something racist or discriminatory happened. This is a 6% increase and reflects the intentional work using restorative circles with teachers, administration, and the Division's Diversity team. A school focus team participated in the Creating Schools that Listen project with catchment colleagues from M.E.LaZerte. Students in grades 6-9 participated in anti-racism sharing circles, focusing on the history and current use of language and how biases and micro-aggressions negatively impact the culture of our school. Staff development included 4 sessions with our Diversity consultant and monthly sessions with our Indigenous Knowledge Keeper. We engaged our community by hosting a wicahitowin night attended by parents and staff from all 3 ECS campuses. Students engaged in weekly creation walks, Metis rocks art, a Black History literature focus including diverse literature available in the library and classrooms, and an Indigenous Peoples Day assembly where students shared their culture including Jingle dancing. The Division Feedback survey shows 88.5% of students are aware of the work ECNS is doing to support anti-racism and belonging in schools, and 96.4% of students felt they had the opportunity at ECNS to learn about the contributions of Indigenous Peoples.

What were the biggest challenges encountered in 2023-2024?

1. We recognize that our school community is rich with diverse perspectives on faith traditions and biblical interpretations. Embracing these differences as strengths, rather than viewing them as problems to be fixed can help us foster a culture of healthy conflict and encourage civil discourse that deepens our appreciation for one another. By providing clarity around the roles of all partners in learning, we can alleviate tensions and pave the way for respectful and mutual understanding as we move forward together.
2. Classroom complexity is an important factor in staff wellness and resilience. The widening range of academic, social-emotional, and behavioral needs has changed the dynamics in our classrooms. As a result, we're noticing some challenges, such as increased staff absences and a dip in overall well-being and job satisfaction which can contribute to feelings of burnout. It's essential for us to address these changes together to support everyone's well-being.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

1. Strengthen relationships within our school community by:
 - continuing to welcome parents in as volunteers
 - offering weekly opportunities for prayer for parents and staff

- continuing to encourage parents/guardians to participate in events including Grandparents & Special Friends day, chapels and assemblies
 - hosting a variety of learning sessions including Teaching for Transformation, Digital Citizenship, wicihitowin culture night, Christmas concert, Deep Hope conferences
2. Support staff well-being by:
- embedded time for collaboration
 - building capacity through professional learning specifically related to complex learning needs
 - weekly staff connection points
 - continued displays of gratitude from parents/guardians, school council, society board members, administration, colleagues

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1282 Edmonton Christian Northeast School

Assurance Domain	Measure	Edmonton Christian Northeast S			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	74.8	82.4	82.9	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	74.8	82.5	84.8	79.4	80.3	80.9	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	80.0	84.6	84.6	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	26.7	21.5	21.5	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	81.5	77.7	77.7	62.5	62.6	62.6	High	Maintained	Good
	PAT9: Excellence	24.6	20.5	20.5	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.5	87.3	88.5	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.9	83.3	87.0	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	70.4	72.7	78.4	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	66.1	84.5	79.1	79.5	79.1	78.9	Very Low	Declined	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

Priority 1 Build on outstanding learning opportunities for all students: Goal 1 Recognize and support the diverse learning needs of all students
 By June 2025, we will decrease the percentage of students in grades 1-9 who are not yet reading at grade level from 13.4% (Spring 2024), to 10% as indicated by Reading Level Achievement reporting.
 Achievement of this goal will be supported by:

- Professional learning to increase staff capacity in using high impact strategies that support student growth in literacy
- Collaboration with using assessment data to inform Tier 1 instructional strategies and Tier 2 interventions

What data will you use to track continuous improvement?

Tools we are using to measure growth and identify lagging skills include: Provincial Literacy Screeners gr 1-3, CAT4 gr 4-9, BAS, HLAT, teachers' observations and conversations, staff & student perceptions from Division Feedback Survey, and family engagement results from the Alberta Education Assurance Measures.

Division Priority 3

Priority 3 Promote a comprehensive approach to student and staff well-being and mental health: Goal 2 Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being
 By June 2025, students at ECNS in divisions 2 and 3 will show an increase in their sense of belonging:

- increase of 10% (from 80% Spring 2024) as indicated on the Division Feedback survey: "I feel like I belong at my school"
- increase of 10% (from 69% Spring 2024) as indicated on the Alberta Education Assurance Survey (WCRSLE): "At school, do you feel like you belong"
- increase of 15% (from 44.7% Fall 2023) as indicated on the Youth Resilience Survey: Student connectedness: Caring and respectful relationships between peers in the school

Achievement of this goal will be supported by:

- Restorative practices used by all staff when supporting students in conflict
- Increased opportunities for students to see themselves as part of God's story through transformative learning (Formational Learning Experiences, student leadership, junior high community building activities, interactive storyboards)
- Continued professional development with the Division Diversity team and the Indigenous Knowledge Keeper

What data will you use to track continuous improvement?

We will measure growth using: Division Feedback Survey questions, the Youth Resilience Survey responses, Alberta Education Assurance Measures related to belonging, engagement and connectedness; qualitative data indicating improved student-school staff relationships, and monitoring student attendance.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,987,835		5,084,579
Internal Revenue		0		0
REVENUE TOTAL		4,987,835		5,084,579
Classroom	28.252000	3,053,279	27.370000	2,957,957
Leadership	2.980000	413,181	2.482000	338,527
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	134,800	.000000	134,800
TOTAL TEACHER	31.232000	3,601,260	29.852001	3,431,284
(% of Budget)		72.2%		67.48%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	16.289000	954,900	21.313000	1,237,056
Support (Supply/OT)	.000000	36,000	.000000	37,700
Custodial	3.000000	225,409	3.000000	225,409
Custodial (Supply/OT)	.000000	13,000	.000000	13,000
TOTAL NON-TEACHER	19.289000	1,229,309	24.313000	1,513,165
(% of Budget)		24.65%		29.76%
TOTAL STAFF	50.521000	4,830,569	54.165001	4,944,449
(% of Budget)		96.85%		97.24%
SUPPLIES, EQUIPMENT AND SERVICES		88,233		78,897
INTERNAL SERVICES		65,033		58,233
OTHER INTEREST AND CHARGES		4,000		3,000
TOTAL SES		157,266		140,130
(% of Budget)		3.15%		2.76%
TOTAL AMOUNT BUDGETED		4,987,835		5,084,579