

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	887.000	Custodial	4.000000	Salaries	\$5,372,058	90%
Weighted	934.787	Exempt	2.000000	Supplies, Equip., Services	\$611,819	10%
Regular	912	Support	7.000000			
		Teacher	<u>41.076000</u>			
Year Opened		<b>Total</b>	<b>54.076000</b>	<b>Total</b>	<b>\$5,983,877</b>	<b>100%</b>

**School Philosophy**

Millwoods Christian offers an alternative school choice for families and students who want an education from a Christian perspective. Our mission, as an alternative Christian program, is to educate young men and women of faith who will excel in character and leadership to serve their community. Our goal as a school is to create a learning community that is responsive to the diverse needs of those we teach and to ensure that all students learn. Our school motto is: Preparing minds for leadership, hearts for service.

**Community Profile**

Millwoods Christian School is located at the intersection of Millwoods Road and 91st Street on the property of Calvary Community Church. The majority of students come from communities on the south side of the city of Edmonton. Many, but not all, students come from homes that practice the Christian faith. As part of the Christian faith community, we aim to provide students with service and leadership opportunities in the community and around the world. We work with a variety of faith based organizations to help us offer international service opportunities. We also work with local service organizations and neighborhood schools, wherein we can pragmatically follow our school vision: Preparing minds for leadership, hearts for service.

**Programs and Organization**

Millwoods Christian School offers regular programming for students from kindergarten to grade twelve. At the high school level we offer programming in 10-1, 20-1, 30-1 and 10-2, 20-2, 30-2 courses. We also offer several AP courses at the high school level. Students in junior and senior high have access to a range of complementary courses including arts (instrumental and choral music, drama, musical theatre and art), CTS courses (computer studies, food studies and digital photography), fitness and outdoor education courses, as well as optional science, social science, and leadership courses.

**School Community Relationships**

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

Boston Pizza| Calvary Community Church| Camp Van Ess| Cappies| DREAM Prject| Kinsmen| MCSS Out of School Care| Roper Road Bottle Depot| Saffron Centre| Stollery Children's Hospital| Youth and Philanthropy Initiative

**Division Priorities 2018-2022**

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

**Academics**

Two areas of growth that we have identified from previous data on PAT and Diploma exams are writing in literacy and critical thinking/problem solving in math. Our staff has been working across grade divisions to improve the vertical alignment of how we deliver the curriculum and to implement strategies that will move student achievement forward in these areas. Our school goals for literacy and numeracy are:

**Literacy - Writing Focus**

100% of students will achieve at the AS and 25% of students will achieve at the SE levels of achievement on the Grade 6 and Grade 9 writing portions of ELA PATs in June 2022.

100% of students will achieve at the AS and 25% of students will achieve at the SE levels of achievement on the Grade 12 English 30-1 and English 30-2 Diploma Exams.

**Numeracy – Critical Thinking/Problem Solving**

100% of students will achieve at the AS and 30% of students will achieve at the SE levels of achievement on the Grade 6 and Grade 9 Math PATs in June 2022

100% of students will achieve at the AS and 30% of students will achieve at the SE levels of achievement on the written portion (Part A) of the Grade 12 Math 30-1 and Math 30-2 Diploma Exams.

**Results Achieved:**

**The results from the grade 6 and 9 Provincial Achievement Tests were not released to schools for analysis due to exam security issues in June, thus we don't have the data we anticipated we would to measure our academic goals for grades 6 and 9. In an attempt to provided some level of qualitative data to reflect on, I have summarized our grade 1-9 HLAT data in the table below.**

**Overall, our results indicate that our students are doing well, especially at the grade 12 level where we have the data necessary to measure our progress.**

Grade	AS%	Exemplary%	Course	AS%	SE%
1	90.9	14.3	English 30-1	100	42.1
2	90.6	21.3	English 30-2	No Jan Diploma	
3	87.0	28.6	Math 30-1	No Jan Diploma	
4	85.2	10.3	Math 30-2	No Jan Diploma	
5	95.0	35.1			
6	90.0	23.8			
7	87.4	23.1			
8	94.8	18.2			
9	94.9	21.4			
<b>Total</b>	<b>80.6</b>	<b>21.8</b>			

All students and staff will indicate that they have increased their level of awareness of the impact of racism and the importance of adopting anti-racist practices. Staff and students will be surveyed in the spring.

**Results Achieved:**

**In order to increase levels of awareness of the impact of racism and the importance of adopting anti-racist practices, our school has:**

- provided formal site-based PL for staff led by our Staff Diversity Committee
- participated in 3 staff ATA Indigenous Learning Sessions with Melissa Purcell
- supported the work of our high school student-led Diversity Council
- practiced reconciliation-based practices when addressing racist comments and behaviour by students
- included parents in conversations when their children have participated in racist behaviours in order to ensure that consistent messaging was in place between the school and families
- provided and encouraged opportunities for students to share about their cultures via special events and participation in cultural awareness initiatives such as Black History Month

In June of 2022, students were surveyed to determine if the strategies we were using were helpful for them. The responses below for grade 1-6 students include students who answered using a normal or happy face to respond out of the 3 faces. Students who selected the sad face were not included in agreeing with the statements.

This year, I learned it's important to treat everyone with kindness and respect, even if they are different than me. 97.8% (271 responses from grade 1-6 students)

This year, I learned it's important to stand up for people when others are treating them badly. 94.5% (271 responses from grade 1-6 students)

This year, my awareness of the impact of racism has increased. 83.4%

(392 responses from grade 7-12 students)

This year I have increased in my understanding of the importance of becoming anti-racist. 87.2% (392 responses from grade 7-12 students)

In order to promote wellness in our student body and overall school community, we will provide opportunities for students to develop a repertoire of skills and strategies that will support mental, physical, emotional and spiritual wellness. We will share information about our strategies with parents so that they can partner with us as we work with their students. We will also utilize support from agencies outside of the school to enhance our school strategies. In the spring, students will be asked to indicate if they have increased their use of wellness strategies. Our goal is for all students to indicate that they have experienced growth in this area.

### Results Achieved:

In order to promote wellness in our school community, our school:

- provided weekly, practical, science-based strategies for students through videos and messages shared via Wellness Wednesday morning announcements
- provided multiple PL sessions for staff on trauma-informed instruction and best practices used to support students who have experienced trauma
- invited SACE to speak to our grade 7-12 students to speak about consent
- invited our catchment mental health capacity building coach (Nanditha Bhat) to speak at a School Council meeting to share information about how to support the mental health of families
- determined strategies for all grades for teachers to use to support students who have or are experiencing trauma or are facing other challenges that make the school environment challenging for them
- implement universal wellness strategies and best practices to support all students (fidgets in classrooms, reminding students to breath and relax before exams, praying with students when they are experiencing anxiety, etc.)

In June of 2022, students were surveyed to determine if the strategies we were using were helpful for them. The responses below for grade 1-6 students include students who answered using a normal or happy face to respond out of the 3 faces. Students who selected the sad face were not included in agreeing with the statements.

This year I learned ways to show my feelings in a healthy way. 93% (271 responses from grade 1-6 students)

This year, I learned about things I can do to help me when I am feeling sad, angry or stressed out. 92.3% (271 responses from grade 1-6 students)

The responses below for grade 7-12 students include students who answered with a 3, 4 or 5 on a scale of 5 with 1 being strongly disagree and 5 being strongly agree.

This year, through Wellness Wednesdays and other sources, I have learned different strategies to help me better manage my emotions and deal with anxiety and stress.

57.6% (392 responses from grade 7-12 students)

### What were the biggest challenges encountered in 2021/22?

Two challenges we faced during the 2021-22 school year were with regard to finances and learning disruption attributed to COVID factors. Our school has seen significant reductions in funding which has impeded the way we have normally carried out our intervention plans with students. We were

able to provide some support to some of the students who we identified as having challenges academically, but we were not able to provide the level of support that we typically would have prior to the adjustments to funding that we experienced. Through creative groupings of some junior high students and by taking advantage of the additional funding available for the Learning Loss Initiative for Division 1 students, we were able to support many students well. The other challenge we faced was with regard to many disruptions to the flow of learning due to COVID protocols (moving to online) and due to illness caused by COVID. For example, in January after several restrictions were lifted, we had several weeks of having over 300 students absent from school. Even though the numbers gradually decreased as the new year moved forward, absenteeism remained a concern as teachers were constantly working with new groups of students who fell behind in their studies. Even though these challenges made the work more difficult, due to the resilience of our staff and school community, our students still managed to finish the year with good results and positive attitudes.

**What are the implications from 2021/22 that will impact your current year plan?**

Moving forward, our greatest challenge this year will be finding a way to provide comprehensive intervention plans for students who require additional support to be successful academically. With finances continuing to be tight, more of this work is needing to be done in the classroom via universal learning strategies. Fortunately, our staff is quite experienced and has the skills to provide support for students during regular class times, but we are still concerned overall about the students who would typically have benefited from some of our more robust interventions that we are no longer able to provide. As we work through this school year, we will continue to work toward finding creative ways to support our most vulnerable learners.

## Required Alberta Education Assurance Measures - Overall Summary

### Fall 2022

School: 7909 Millwoods Christian School

Assurance Domain	Measure	Millwoods Christian School			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	<a href="#">Student Learning Engagement</a>	83.2	84.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	84.7	86.1	87.2	81.4	83.2	83.1	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	99.8	99.2	97.6	83.2	83.4	81.1	Very High	Improved	Excellent
	<a href="#">5-year High School Completion</a>	97.4	97.4	96.2	87.1	86.2	85.6	Very High	Maintained	Excellent
	<a href="#">PAT: Acceptable</a>	88.7	n/a	92.2	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	34.0	n/a	36.6	18.0	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	86.5	n/a	96.5	75.2	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	38.1	n/a	43.9	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	89.9	91.4	93.2	89.0	89.6	90.3	Very High	Declined	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	87.4	90.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	77.8	80.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	77.8	75.7	75.0	78.8	79.5	81.5	Intermediate	Maintained	Acceptable

#### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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 included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

### 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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

**By June 2023, all students will continue to build on and demonstrate measurable growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities. We will continue to draw on OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive change in achievement rates. Our staff has determined that our focus in literacy will be on improving writing skills and our focus in numeracy will be on problem solving and basic skills without the use of a calculator. We will develop strategies for each division to use that vertically align so that students benefit from using consistent strategies, year after year.**

**Our school goals for literacy and numeracy are:**

**Literacy - Writing Focus**

**100% of students will achieve at the AS and 25% of students will achieve at the SE levels of achievement on the Grade 6 and Grade 9 writing portions of ELA PATs in June 2023.**

**100% of students will achieve at the AS and 25% of students will achieve at the SE levels of achievement on the Grade 12 English 30-1 and English 30-2 Diploma Exams.**

**Numeracy – Problem Solving and No Calculator Skills**

**100% of students will achieve at the AS and 30% of students will achieve at the SE levels of achievement on the Grade 6 and Grade 9 Math PATs in June 2023**

**100% of students will achieve at the AS and 30% of students will achieve at the SE levels of achievement on the written portion (Part A) of the Grade 12 Math 30-1 and Math 30-2 Diploma Exams.**

Division Priority 1

**By June 2023, students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation. We will maintain or increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning environments.**

Division Priority 2

**Students and staff will continue to build relationships and positive school culture experiences.**

**We will provide opportunities for students to develop a repertoire of skills and strategies that will support mental, physical, emotional and spiritual wellness. We will also utilize support from agencies outside of the school to enhance our school strategies. We will maintain or increase in positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments and Division Feedback Survey measures specific to General Check-In, Safety and Well Being. In the spring, students will be asked to indicate if they have increased their understanding and use of wellness strategies. Our goal is for all students to indicate that they have experienced growth in this area.**

Division Priority 3

# Budget Summary Report

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		5,975,055		5,983,877
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>5,975,055</b>		<b>5,983,877</b>
Classroom	35.835000	3,684,985	36.291000	3,731,876
Leadership	5.065000	651,512	4.785000	623,338
Teacher Supply	.000000	130,000	.000000	110,000
<b>TOTAL TEACHER</b>	<b>40.899998</b>	<b>4,466,497</b>	<b>41.076000</b>	<b>4,465,214</b>
<b>(% of Budget)</b>		<b>74.75%</b>		<b>74.62%</b>
Exempt	2.000000	192,802	2.000000	192,802
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.000000	414,888	7.000000	409,953
Support (Supply/OT)	.000000	10,000	.000000	10,000
Custodial	4.000000	282,091	4.000000	282,091
Custodial (Supply/OT)	.000000	12,000	.000000	12,000
<b>TOTAL NON-TEACHER</b>	<b>13.000000</b>	<b>911,781</b>	<b>13.000000</b>	<b>906,846</b>
<b>(% of Budget)</b>		<b>15.26%</b>		<b>15.15%</b>
<b>TOTAL STAFF</b>	<b>53.899998</b>	<b>5,378,278</b>	<b>54.076000</b>	<b>5,372,060</b>
<b>(% of Budget)</b>		<b>90.01%</b>		<b>89.78%</b>
SUPPLIES, EQUIPMENT AND SERVICES		552,777		570,819
INTERNAL SERVICES		44,000		41,000
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>596,777</b>		<b>611,819</b>
<b>(% of Budget)</b>		<b>9.99%</b>		<b>10.22%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>5,975,055</b>		<b>5,983,879</b>
Carry Forward Included		0		-18,640
Carry Forward to Future		0		0