

Enrolment		Staff FTE		Budget		
Normalized	891.000	Custodial	4.000000	Salaries	\$5,453,894	96.55%
Weighted	931.494	Exempt	2.000000	Supplies, Equip., Services	\$194,691	03.45%
Regular	917	Support	8.100000			
		Teacher	<u>38.700000</u>			
Year Opened		Total		52.800000	Total \$5,648,585	100.00%

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 local and 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 at all levels to bet meet the needs of our student population. Students in junior and senior high have access to a wide range of complementary courses including arts (instrumental and choral music, band, drama, musical theatre and art), CTS courses (computer studies, food studies and digital photography), fitness and outdoor education courses, as well as leadership courses. We have a very strong Student Leadership program that focuses on creating a welcoming and inclusive environment for all through activities such as Spirit Week, Culture Week, ...  
To support our Christian Programming, all students take part in weekly chapels, spiritual retreats, Christian Studies or Bible Studies classes, as well as service projects within our local community.

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 Prpject, Kinsmen, MCSS Out of School Care, Roper Road Bottle Depot, Saffron Centre, Stollery Children's Hospital, Youth and Philanthropy Initiative

**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).

**By June 2024, all MCS students will continue to build on and demonstrate measurable growth and achievement in the areas of reading, writing and mathematics.**

**Strategies and Action Plan**

- Staff at MCS 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.
- Collaboration around new curriculum, assessment, feedback to support learning and student engagement in Grade and Division groupings
- Targeted and tailored supports provided through guided, small group instruction in classes and pull-out support with regular monitoring of data.
- Staff engagement in evidence-based professional learning, and release time for coaching and collaboration around differentiation and specific intervention strategies.
- First Nations, Metis and Inuit students will be supported through provision of high quality teaching, tailored support and regular monitoring.

**Measures:**

EYE-TA (K), Reading Level Achievement (grades 1-9), Division HLAT Writing Results, Provincial Literacy and Numeracy Assessments (grades 1-3), CAT-4 (grades 4-9) and PAT/Diplomas results.

**Results Achieved:**

- Staff work collaboratively to ensure that there is a sharing of achievement and strategies as students transition from grade to grade
- Collection and use of data early in the school year, and continued monitoring through the school year, to ensure that a plan is in place to support each child's success
- Students received small group support for extra help in literacy and numeracy
- Staff worked collaboratively to create MCS Pyramids of Intervention for achievement and behavior to share strategies that support student success
- Staff PL provided, looking at differentiation and planning to meet the needs of all learners in a diverse classroom.

As measured by the EYE-TA, our Kindergarten students demonstrated significant improvement from Fall to Spring

As measured by HLAT Writing, our percentage of students At or Above increased from 90.6% in 22/23 to 94.4% in 23/24

As measured by teacher assessment, our percentage of students Reading At or Above grade level increased from 85.4% in 22/23 to 85.9% in 23/24

As measured by the CAT4: Reading Above Stanine increased from 86.1% to 89.9%; Math Above Stanine increased from 92.1% to 94%

**On Diploma Exams:**

- 100% of our students met the Acceptable Standard in 7/10 classes
- We consistently outperformed the province in Acceptable and Standard of Excellence
  - Eng 30-2 Diploma Exam: Acceptable - 100%; Standard of Excellence - 17%
  - Eng 30-1 Diploma Exam: Acceptable - 100%; Standard of Excellence - 25%
  - Math 30-2 Diploma Exam: Acceptable - 85%; Standard of Excellence - 24%
  - Math 30-1 Diploma Exam: Acceptable - 93%; Standard of Excellence - 53%

On PAT's our students performed significantly above the provincial average

Grade 9 LA PAT: Acceptable - 94%; Standard of Excellence - 25%

- Writing: Acceptable - 93%; Standard of Excellence - 26%
- Reading: Acceptable - 92%; Standard of Excellence - 37%

Grade 9 Math PAT: Acceptable - 86%; Standard of Excellence - 36%

- Part A Computation: Acceptable - 72%; Standard of Excellence - 42%

**By June 2024 students, staff and families will engage in meaningful learning activities focused on collaborative work related to anti-racism, reconciliation, and mental health. At MCS, we will provide opportunities for staff and students to develop skills and strategies that will support mental, physical and spiritual well-being.**

**Strategies and Action Plan:**

- School and catchment-wide integrative anti-racism PL and developing a school plan around culturally responsive practices
- Developing a deeper understanding of how discrimination impacts mental health
- Development of student voice and positive school culture through Schools That Listen Program and our student Diversity Club
- Staff professional learning and collaboration on creating engaging learning environments
- Continuation of chapels and celebrations with focus on building school culture
- On-going and regular identification and action planning for students at-risk
- Implementation of a Student Recognition program
- Clubs, Athletics and other opportunities for students and staff to connect

**Measures:**

- Alberta Education Assurance Measures - Welcoming, Caring, Respectful and Safe Learning environments, Citizenship, student learning engagement
- Division Survey Measures - actions that support truth and reconciliation, students feel they belong and feel safe, going to school if something racist or discriminatory happened
- Resiliency Survey data

**Results Achieved:**

- Staff participated in school and catchment professional learning around anti-racism
- Our school Diversity Council recognized many events throughout the year, including our first annual Culture Day
- Staff participated in professional learning related to their own wellness and well-being and were given tools to work with students
- Over 500 students were recognized for monthly Royal Awards
- Opportunities for student engagement through clubs and athletics have continued to expand
- Participation in Schools That Listen to listen to student voice to create a school culture that is inclusive and welcoming to all
- Continued Christian programming focused on service
- Increased attendance and parent participation in School Council and school events

As indicated in the Alberta Assurance Survey:

- MCS remains Very High in Citizenship(83.9%)
- MCS remains Very High in Welcoming, Caring, Respectful and Safe Learning Environments
- MCS remains High in Parental Involvement(80.7%)
- 100% of MCS students complete High School

**What were the biggest challenges encountered in 2023-2024?**

- Budget challenges which impacted:
  - class sizes
  - inability to provide the resources required to support our student learning
  - insufficient amount of EA support in classrooms
- Lack of space in building to provide a wide variety of options to students
- Increase in the number of students working below grade level in each classroom and the challenge for staff, with large class sizes, to provide meaningful interventions for students working just below grade level
- Staff/student well-being
- Navigating challenging situations with offering a quality faith-based programming in a public school setting

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 opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?**

- Digging deeper into data to identify student strengths and challenges and ensure that they have the supports necessary to be successful
- As classrooms become more complex, building staff capacity around strategies to meet the needs of diverse learners to ensure that our students receive whatever they need to be successful through PL and collaborative conversations
- Analyzing PAT and Diploma data to reflect on our current assessment practices and ensure that our practices are valid and reliable

- Accessing mental health and counselling support
- Collaboration with other W P Wagner Catchment Schools from K-12 in the areas of Journey to Anti-Racism, Assessment, New Curriculum Implementation, ...
- Regular Collaborative Intervention Meetings
- Increased connections between K - 12 students

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	Student Learning Engagement	85.4	86.8	85.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.9	83.3	84.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	100.0	97.4	98.8	80.4	80.7	82.4	Very High	Maintained	Excellent
	5-year High School Completion	98.9	100.0	98.3	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	96.3	86.7	86.7	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	50.0	33.3	33.3	19.8	18.0	18.0	Very High	Improved	Excellent
	PAT9: Acceptable	91.4	90.2	90.2	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	37.1	33.6	33.6	15.4	15.5	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	91.3	92.5	92.5	81.5	80.3	80.3	Very High	Maintained	Excellent
	Diploma: Excellence	31.8	32.3	32.3	22.6	21.2	21.2	Very High	Maintained	Excellent
Teaching & Leading	Education Quality	90.4	90.1	90.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.0	86.8	87.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.7	81.2	79.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	80.7	73.4	75.6	79.5	79.1	78.9	High	Maintained	Good

## 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**

By June 2025, all MCS students will continue to build on and demonstrate measurable growth and achievement in the areas of reading, writing and mathematics.

**Strategies and Action Plan**

- Staff at MCS 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.
- Collaboration around new curriculum, assessment, feedback to support learning and student engagement in Grade and Division groupings
- Targeted and tailored supports provided through guided, small group instruction in classes and pull-out support with regular monitoring of data.
- Staff engagement in evidence-based professional learning, and release time for coaching and collaboration around differentiation and specific intervention strategies.
- First Nations, Metis and Inuit students will be supported through provision of high quality teaching, tailored support and regular monitoring.
- Examining PAT and Diploma data to reflect on assessment practices
- Collaboration with other catchment schools to discuss assessment, instruction, new curriculum

Measures: Reading Level Achievement (grades 1-9), Division HLT Writing Results, Provincial Literacy and Numeracy Assessments (grades 1-3), CAT-4 (grades 4-9) and PAT/Diplomas results.

**What data will you use to track continuous improvement?**

Reading and Writing Data tracked internally, multiple times during the year. HLT Writing done multiple times during the year. Successful course completion rates as measured by monthly Interim Progress report uploads. Number of, and progress of, students who are identified in need of additional supports through our collaborative intervention meetings. Comparison of School awarded and diploma mark

**Division Priority 2**

By June 2025 students, staff and families will engage in meaningful learning activities focused on collaborative work related to anti-racism, reconciliation, and mental health. At MCS, we will provide opportunities for staff and students to develop skills and strategies that will support mental, physical and spiritual well-being.

**Strategies and Action Plan:**

- As a member of the WP Wagner Catchment, we will be integrating the Journey toward Anti-Racism resources and professional learning to our staff PL and in our classes
- Developing a deeper understanding of how discrimination impacts mental health
- Development of student voice and positive school culture through Leadership and our student Diversity Club
- Staff professional learning and collaboration on creating engaging learning environments
- Continuation of chapels and celebrations with focus on building school culture
- On-going and regular identification and action planning for students at-risk
- Implementation of a Student Recognition program
- Clubs, Athletics and other opportunities for students and staff to connect

**Measures:**

- Alberta Education Assurance Measures - Welcoming, Caring, Respectful and Safe Learning environments, Citizenship, student learning engagement
- Division Survey Measures - actions that support truth and reconciliation, students feel they belong and feel safe, going to school if something racist or discriminatory happened
- Resiliency Survey data

**What data will you use to track continuous improvement?**

Survey data collected during the year. Ongoing and regular conversations with staff about students experiencing difficulties. Progress of students who are identified in need of additional supports through our collaborative intervention meetings. Feedback from staff on Journey To Anti-racism collaborative work. Tracking Resiliency data progress

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		5,588,574		5,648,585
Internal Revenue		0		0
REVENUE TOTAL		5,588,574		5,648,585
Classroom	34.700000	3,750,133	33.608000	3,632,117
Leadership	4.200000	596,376	5.092000	693,305
Teacher Supply	.000000	110,987	.000000	102,494
TOTAL TEACHER	38.900002	4,457,496	38.700001	4,427,916
(% of Budget)		79.76%		78.39%
Exempt	2.000000	203,936	2.000000	189,249
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.300000	451,364	8.100000	520,461
Support (Supply/OT)	.000000	4,000	.000000	8,500
Custodial	4.000000	297,768	4.000000	297,768
Custodial (Supply/OT)	.000000	6,000	.000000	10,000
TOTAL NON-TEACHER	13.300000	963,068	14.100000	1,025,978
(% of Budget)		17.23%		18.16%
TOTAL STAFF	52.200002	5,420,564	52.800001	5,453,894
(% of Budget)		96.99%		96.55%
SUPPLIES, EQUIPMENT AND SERVICES		116,700		139,550
INTERNAL SERVICES		51,310		55,141
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		168,010		194,691
(% of Budget)		3.01%		3.45%
TOTAL AMOUNT BUDGETED		5,588,574		5,648,585