

**Profile**

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	402.500	Custodial	1.500000	Salaries	\$3,158,903	96.38%
Weighted	502.517	Exempt	0.000000	Supplies, Equip., Services	\$118,532	03.62%
Regular	421	Support	7.964000			
		Teacher	<u>21.805000</u>			
Year Opened		<b>Total</b>	<b>31.269000</b>	<b>Total</b>	<b>\$3,277,435</b>	100.00%

**School Philosophy**

The mission of Meadowlark Christian School (MCS) is to be a caring community committed to developing personal excellence in **LEARNING** through academics, **LIVING** in Christ, **LEADING** by serving others, and **LOVING** with strength of character. MCS was founded in 1982 as a private school and joined Edmonton Public Schools in 2004. MCS offers the Community Christian Education alternative program for children in Kindergarten to Grade 9. Founded on the Christian worldview, "love your God and love your neighbor as yourself," this program seeks to teach students how to live their Christian faith in the context of their local and broader community.

**Community Profile**

MCS is located in the Glenwood neighborhood in West Edmonton. The majority of our families do not live in the neighborhood, so most of our students receive bus transportation or are dropped off and picked up by parents. Our families come from various neighbourhoods in all areas of Edmonton. With a diverse student population, a variety of ethnic and religious backgrounds are represented in the school. MCS works cooperatively with the MCS Foundation Ltd. The charitable organization that owns and maintains the building, works to ensure the program is delivered as prescribed in the agreement reached between the MCS Foundation Board and the Edmonton Public School Board.

**Programs and Organization**

The Community Christian Education alternative program is offered to students in Kindergarten to Grade 9. In addition to delivering the curriculum as prescribed by Alberta Education, the program is enhanced through Bible Study classes, regular worship and chapel times, daily devotional and prayer time, Spanish Language and Culture, as well as service and outreach opportunities.

**School Community Relationships**

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

**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 2025, using the Teaching for Transformation framework, we will decrease the percentage of students in grades 1-9 who are reading and writing below grade level from 16.9% in reading (Spring 2024) and 14.8 in writing (Spring 2024) to 10% as indicated by Reading Level Achievement reporting and HLAT writing results.

**Division Feedback Survey (DFS)**

We expect to see a 5-10% increase in the percentage of students agreeing that they are improving in their reading and writing learning.

**HLAT Writing**

We expect a 5% decrease in students achieving a below grade level standard

**Alberta Education Assurance Measures survey (AEAM)**

We expect a 5% increase in the percentage of students achieving at an acceptable standard on the Grade 9 Language Arts Provincial Achievement Test (PAT).

**Canadian Achievement Test 4 (CAT4)**

We expect that all students who participate in the CAT-4, who are below the Canadian norm, will improve by at least one stanine toward average or above average scores (stanine 4 and above).

**Achievement of this goal will be supported by:**

Using the CAT4, HLATs, Provincial screeners, and teacher observations to identify specific areas for targeted supports/interventions in reading and writing for students.

- Professional learning to increase staff capacity in using research based, high impact strategies to support student growth in reading and writing.
- Teacher collaboration teams will use assessment data to inform Tier 1 instructional strategies and Tier 2 interventions.
- Teacher/parent collaboration through weekly communications, Literacy and Numeracy celebrations, and parent evenings.
- Developing a school-home team approach to further develop a love of reading for students.
- Tier 2/3 Reading intervention through Empower will be expanded.
- A collaborative approach to student small group instruction in daily reading gr. K-6.
- Allocating dedicated class time where teachers engage directly with students to discuss learning outcomes, emphasizing areas of strength and areas for growth.

**Results Achieved:****Division Feedback Survey (DFS)**

82% of our students indicated they are improving in their reading and 79% indicated they are improving in their writing learning. This is a 3% improvement in reading and a 6% improvement in Writing from the previous year.

**HLAT Writing**

Our students achieving a below grade level standard increased by 4.7%. 19.5% of our students achieved below grade level.

**Alberta Education Assurance Measures survey (AEAM)**

On the Grade 9 Language Arts Provincial Achievement Test (PAT), we also saw a 1.4% increase in students achieving the standard of excellence in writing and a 16.6% increase in reading. 83% of our students achieved at the acceptable standard.

**Canadian Achievement Test 4 (CAT4)**

Overall 5.7% of our students, who are below the Canadian norm, moved at least one stanine to stanine 4 or above in reading.

By June 2025, using the Teaching for Transformation framework, our students will report an increase in their sense of belonging and engagement:

**As indicated on the Youth Resilience Survey:**

- increase of 5-10% (from 64 % Fall 2023) Student connectedness: Caring and respectful relationships between peers in the school
- increase of 5-10% (from 61 % Fall 2023) as indicated on the Youth Resilience Survey: Academic Engagement

**As indicated on the Alberta Education Assurance Survey (WCRSLE):**

- increase of 5-10% (from 78% Spring 2024) "At school, do you feel like you belong"
- increase of 5-10% (from 87% Spring 2024) "In my school I have the opportunity to learn about Indigenous Perspectives"
- increase of 5-10% (from 69% Spring 2024) "I would feel safe going to an adult at my school for help if I felt something racist or discriminatory happened"
- increase of 5-10% (from 49% Spring 2024) "I see my identity/culture reflected in the materials used in class"
- increase of 5-10% (from 72% Spring 2024) "Many diverse cultures are represented in the books and materials at my school"
- increase of 5-10% (from 64% Spring 2024) "I feel like I belong at my school"
- increase of 5-10% (from 64% Spring 2024) "My school is a place where all students feel like they belong"
- increase of 5-10% (from 77% Spring 2024) "I am aware of the work my school is doing to support anti-racism and belonging in schools"
- increase of 5-10% (from 70% Spring 2024) "I feel like I belong at my school"

**Division Feedback Survey**

Achievement of this goal will be supported in the following ways.

1. Using collaborative school-based teams, staff will engage with students and families in a variety of evidence-based activities that work to improve student engagement and sense of belonging.
2. This work will include support for staff through informal and formal PL and seeking community relationships that support this work.
3. Restorative practices used by all staff when supporting students in conflict.
4. Increased opportunities for students to see themselves in the materials and resources used in class and in the learning commons.
5. 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).
6. Continued professional development with guest speakers, division consultants, mental healthcare professionals.

**Results Achieved:**

As indicated on the Alberta Education Assurance Survey (WCRSLE):

**increase of 5-10% (from 64% Spring 2024) "My school is a place where all students feel like they belong" (Spring 2025 70%)**

**6% increase**

increase of 5-10% (from 69% Spring 2024) "I would feel safe going to an adult at my school for help if I felt something racist or discriminatory happened" **(Spring 2025 76%)**

**7 % increase**

increase of 5-10% (from 49% Spring 2024) "I see my identity/culture reflected in the materials used in class" **(Spring 2025 50%)**

**1% increase**

increase of 5-10% (from 77% Spring 2024) "I am aware of the work my school is doing to support anti-racism and belonging in schools" **(Spring 2025 76.9%)**

**no increase**

increase of 5-10% (from 72% Spring 2024) "Many diverse cultures are represented in the books and materials at my school" **(Spring 2025 76%)**

**4 % increase**

increase of 5-10% (from 87% Spring 2024) "In my school I have the opportunity to learn about Indigenous Perspectives" **(Spring 2025 88.4%)**

**1.4% increase**

increase of 5-10% (from 64% Spring 2024) "I feel like I belong at my school" **(Spring 2025 76%)**

**1.2% increase**

**What were the biggest challenges encountered in 2024-2025?**

- Finding enough time for our numeracy lead teacher and literacy lead teacher to spend time in classrooms and to work individually with teachers to ensure understanding and use of the resources to support mathematical reasoning and supporting aligned reading practices at all grade levels.
- Increase in need for mental health support for students and families.
- Increased severe needs in our Kindergarten classes where students struggle with behavioural regulation and low social/emotional adjustment and severe communication delays.
- Staff absences without supply teachers or EAs being available to fill the jobs.

## Results and Implications

- We had low parent participation in our survey response - only 9 parents responded making our data statistically invalid.
- The loss of critical support in classrooms due to job action. We found it incredibly challenging to support our complex learners without the support of our entire team. Plans to support complex learners and provide intervention was hindered for 10 weeks due to job action.

Creating classes that are equipped for growth and have support staff in areas with the greatest student need. Also ensuring we have adequate numbers of support staff to meet the needs of our students with complexities. Consistent formalized time for grade level collaboration to support implementation of new curriculums. Updating all NVC1 and trauma response training. Continue to work with staff to understand data throughout the school year to inform practice. Aligning reading instruction practices for Divisions 1 and 2, (UFLI in older grades as an intervention tool) and a writing framework that aligns with the Science of Reading for all classrooms in each division.

# Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 7931 Meadowlark Christian School

Assurance Domain	Measure	Meadowlark 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	80.4	87.1	85.7	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	80.9	87.5	88.7	79.8	79.4	80.4	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	90.3	95.3	91.0	62.5	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	40.5	35.2	41.1	15.6	15.4	15.5	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.6	92.7	91.3	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.1	89.4	89.8	84.4	84.0	84.9	Intermediate	Declined	Issue
	Access to Supports and Services	78.7	86.9	84.5	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	75.7	78.4	77.0	80.0	79.5	79.1	Intermediate	Maintained	Acceptable

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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

**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 2026, using the Teaching for Transformation framework, will demonstrate measurable growth in the areas of literacy and numeracy.

Meadowlark Christian School serves a diverse population of learners that includes a number of students with complexities. 22% of our students are English Language Learners. We are mindful that defining and monitoring student growth must be differentiated to ensure appropriate and achievable results for every student.

- We will increase the percentage of students in grades 1-9 who are reading and writing at or above grade level from 78.4% in reading (Spring 2026) and 79.5% in writing (Spring 2026) to 83% as indicated by Reading Level Achievement reporting and HLAT writing results by implementing a multi-tiered system of support, providing targeted intervention based on data collected from a combination of standardized tests and school based common formative and summative assessments.
- We will see a 2-6% increase in students who strongly agree they are getting better at reading and writing according to the Division Feedback Survey. Staff will have numerous opportunities for collaborative work and professional learning to create and access resources to support implementation of instructional strategies to support growth. Staff will also work in collaboration with our teacher librarian to support teachers in literacy.
- 100% of students with a communication focused area of growth in their IPP will meet their goals related to literacy
- We will see a 5% increase in students who according to the Division Feedback Survey strongly agree they are "getting better at math". We will provide teachers with opportunities to support learning around mathematical reasoning which will show an increase in the number of students that feel confident in seeing themselves as mathematicians, based on triangulation of evidence.
- Staff will ensure that student engagement is a key component when addressing learning growth in literacy and numeracy.

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

We will use this data to track improvement: CAT 4, HLATs, CC3, LENS, PAST, Provincial Numeracy Screening Assessments, PATs and school based pre and post assessments. School based data will include school surveys, reading achievement level, and triangulated grade level assessments, as well as qualitative data which will show growth in student confidence in reading, writing and numeracy.

**Division Priority 3**

By June 2026, using the Teaching for Transformation framework, we will support students and staff in building skills, relationships and using strategies that support social, emotional and physical well being and create a sense of belonging that embraces diverse backgrounds and complex needs.

The school community will engage in creating inclusive safe spaces where students are provided with family worship nights, special events according to the Christian calendar to support mental health and building strong communities.

The percentage of students that will strongly agree that school activities support their sense of belonging will increase by 5% according to the Division Feedback Survey.

There will be a 5% increase in the measure of citizenship through the Assurance Measures Survey and by school collected data where students demonstrate the Christian characteristics of active citizenship through Bible study, chapels, and Flex projects.

Students will participate in school wide and cross grade activities that provide opportunities for student leadership, student created initiatives, artist in residencies and field trip opportunities that are culturally and academically diverse and relevant.

85% of our students will strongly agree that their school takes action to support truth and reconciliation. Staff will engage in professional learning activities that promote student growth and success through culturally meaningful learning opportunities and will continue to build knowledge around the experiences of First Nations, Metis and Inuit ways of being and knowing through teachings that promote Indigenous understandings.

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

We will use this data to track improvement: School based data will include school surveys, triangulated grade level assessments, as well as qualitative and quantitative data, and the Alberta Education Assurance Survey (WCRSLE) which will show growth in student leadership, confidence, and citizenship as reported by parents, staff, and students.

	2025-26 Spring Proposed		2025-26 Fall Revised	
Resources		3,302,223		3,277,435
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,302,223</b>		<b>3,277,435</b>
Classroom	18.970000	2,056,044	19.105000	2,070,677
Leadership	2.600000	343,913	2.700000	354,137
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	39,411	.000000	24,626
<b>TOTAL TEACHER</b>	<b>21.570000</b>	<b>2,439,368</b>	<b>21.805000</b>	<b>2,449,440</b>
<b>(% of Budget)</b>		<b>73.87%</b>		<b>74.74%</b>
Exempt (Hourly/OT)	.000000	34,000	.000000	34,000
Support	8.150000	561,047	7.964000	558,306
Support (Supply/OT)	.000000	10,669	.000000	2,335
Custodial	1.800000	131,765	1.500000	114,822
Custodial (Supply/OT)	.000000	0	.000000	0
<b>TOTAL NON-TEACHER</b>	<b>9.950000</b>	<b>737,481</b>	<b>9.464001</b>	<b>709,463</b>
<b>(% of Budget)</b>		<b>22.33%</b>		<b>21.65%</b>
<b>TOTAL STAFF</b>	<b>31.520000</b>	<b>3,176,849</b>	<b>31.269001</b>	<b>3,158,903</b>
<b>(% of Budget)</b>		<b>96.2%</b>		<b>96.38%</b>
SUPPLIES, EQUIPMENT AND SERVICES		87,595		83,260
INTERNAL SERVICES		41,200		35,000
OTHER INTEREST AND CHARGES		272		272
<b>TOTAL SES</b>		<b>129,067</b>		<b>118,532</b>
<b>(% of Budget)</b>		<b>3.91%</b>		<b>3.62%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,305,916</b>		<b>3,277,435</b>