

**Profile**

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	343.500	Custodial	1.625000	Salaries	\$2,600,129	91.54%
Weighted	414.650	Exempt	0.000000	Supplies, Equip., Services	\$240,380	08.46%
Regular	359	Support	9.243000			
		Teacher	<u>16.472000</u>			
Year Opened		<b>Total</b>	<b>27.340000</b>	<b>Total</b>	<b>\$2,840,509</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 Edmonton, Spruce Grove, St. Albert and Enoch. 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, 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 SMART goals that were established for 2022-2023, 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 2023, we will increase the reading, writing and math results of students at Meadowlark Christian School as measured by:

- literacy assessments including:
  - Government assessments: PAT, LeNS and CC3
  - Division assessments: HLAT, CAT 4 subtest Reading, teacher determined reading levels
  - as well as norm referenced screeners TOWRE, TOSWRF, TOSREC.
- Numeracy assessments including:
  - Government assessments: PAT, Numeracy Screener
  - Division assessments: CAT4 subtests Mathematics and Estimation and computation
  - As well as the TCC Math computation practice exams.

We will do this by:

- Implementing universal strategies such as writer's workshop approach, guided reading, Heggerty Phonemic Awareness program, Foundations Phonics programs, Structured Word Inquiry, interleaved instruction of computational skills
- Continuing with Targeted strategies such as 5 Pillars of Reading intervention based on results from norm referenced reading screeners: TOSREC, TOSWRF, TOWRE
- Working to build into our system of intervention specialized strategies such as Empower Reading Program, Phonics Companion Program and Key Math.

**11.1 Results Achieved:**

- literacy assessments including:
  - Government assessments: PAT, LeNS and CC3
  - Division assessments: HLAT, CAT 4 subtest Reading, teacher determined reading levels
  - as well as norm referenced screeners TOWRE, TOSWRF, TOSREC.

PAT results at the grade 9 showed that 2.9% of our students are reading below grade level and 32.4% of our students are reading at a standard of excellence  
PAT results at the grade 6 showed that 5.6% of our students are reading below grade level and 58.3% of our students are reading at a standard of excellence

Our TOWRE, TOSWRF, TOSREC. results showed growth at each grade level over the course of the year, and 87% of our students scored above the acceptable level in our HLAT reading scores.

While we are encouraged by these results we are aware that 21% of our students Grade 1 - 9 are reading below grade level according to our Reading Level data and 14.3% are reading below level grades 4 - 9 according to our CAT4 results. Our LeNS and CC3 data confirm that we have more students struggling with reading aquisition at the grade 1, 2, and 3 levels than in previous years.

- Numeracy assessments including:
  - Government assessments: PAT, Numeracy Screener
  - Division assessments: CAT4 subtests Mathematics and Estimation and computation

Students at Meadowlark experienced growth in mathematical understanding as demonstrated through:  
TCC Math computation practice exams showed students growth in grades 4-9 in non calculator numeracy computation skills.  
Cat results revealed growth in the subtests of estimation and computation.

PAT results at the grade 9 showed that 2.9% of our students scored below the acceptable level and 32.4% of our students scored at a standard of excellence in mathematics  
PAT results at the grade 6 showed that 8.8% of our students are reading below grade level and 52.9% of our students are reading at a standard of excellence in mathematics

At Meadowlark Christian School we will engage in targeted action to advance positive change toward anti-racism as well as truth and reconciliation. Staff will engage collaboratively in professional learning related to anti-racism and indigenous learning. Concurrently, staff will continue to create a common understanding of how we can use

skills developed as we work in the Teaching for Transformation framework to integrate the Christian Worldview of love your God and love your neighbour throughout our community.

**Results Achieved:**

Specific instruction to staff and students regarding the purpose and intention of Orange shirt day, as well as indigenous readers during Read In Week. Staff and students participated in a live demonstration and explanation of Circle Dancing by indigenous leaders and community members.

Staff participated in monthly targeted learning opportunities to grow their understanding and knowledge around Indigenous ways of knowing and being.

Specific attention was given to celebrate Black History month throughout the school by celebrating the accomplishments and contributions of racial minorities throughout the world (videos, posters, famous person gallery display). These learnings and ideals were supplemented by our work with Teaching for Transformation (see goal 3)

At Meadowlark Christian School we will continue to promote opportunities for students and staff to build skills, strategies and relationships that contribute to positive well-being and a sense of belonging. We will do this by developing authentic projects called Formational Learning Experience which invite, nurture and empower students to collaboratively serve real people with real work to meet real needs of our local, regional and global community.

**Results Achieved:**

Students learned specific measures to evaluate their own wellbeing and monitor their resilience through participation in FLE projects.

Meadowlark staff completed 6 Professional Learning training sessions in Teaching for Transformation, which transferred to lesson planning and classroom storyboards, which showcased student Formational Learning Experiences within our community. The FLE projects were designed to transcend ethnicity, creed and race. For example, a community food box, Grade 9 Belize Mission trip, building aquaponics project for a sustainable food source, Ukrainian relief centre assistance, Division one students supported our local police station and their families through gifts and encouragement.

**What were the biggest challenges encountered in 2022-2023?**

The biggest challenge in 2022-2023 was re-establishing the protocols and programs that we had in place prior to the restrictions that were put in place due to Covid-19. During the previous year there was a generalized sense of separation from the school by the parent community that needed to be overcome. Parents, through contact with School Council, expressed a desire to return to more community events that would bring people together but, they were also apprehensive about the safety aspects of doing so. The school worked very hard to re-establish these types of events while ensuring the safety of all those that attended. Other challenges included increasing the frequency of intervention to previous levels and establishing new norms for student groupings, buddy reading and field trips that all participants would feel comfortable with.

**What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?**

As staff increase their expertise in the Teaching for Transformation process and understand how tools such as Throughlines (habits of living), Storyline (invite, nurture and empower students into God's story) and Formational Learning Experiences (real need, real people, real work) can be used to deepen the outward expression of our 4L's - Learning, Loving, Leading and Loving - we can invite our community members, parents and the MCS Foundation board members into developing their own understanding connection to these same ideas.

Realigning the intervention schedule will allow for more flexibility surrounding grade groupings for intervention. This can be accomplished by having a common intervention time for all three divisions as opposed to the three division specific intervention times that we have traditionally run. Having a common intervention time will also allow us to run extension opportunities for larger numbers of students. We see that tier three reading intervention is a requirement and so we plan to train a new Empower reading and spelling teacher.

In addition, we are increasing our teacher collaboration time to allow for more detailed work in programming for students with the new curriculum. We are still experiencing the impact of learning loss due to Covid in a number of grades. We are grateful to be able to continue to offer student support with our Success in Schools Coach and an increase in team approach to addressing learning loss and student needs.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	86.2	83.9	83.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.9	92.6	90.9	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	88.4	85.1 *	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	45.9	30.5 *	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.1	91.1	90.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.4	92.7	92.7	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	81.7	84.9	84.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	82.0	70.6	78.9	79.1	78.8	80.3	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 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.
8. 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.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.

- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

**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, five reflective questions have been included in the Budget 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**

Through our Teaching for Transformation framework, students at Meadowlark Christian School will experience at least one year's growth in their reading and writing skills.

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

We will use our Cat 4 reading results, HLAT results, Teacher Awarded assessments and grades, Provincial Achievement Measures, Lens results, School based reading and writing assessment measures, Reading Achievement Reporting, and Teacher Collaborative Writing Assessment Results to measure our success in achieving a year's growth in reading and writing at each grade level.

**Division Priority 1**

Through our Teaching for Transformation framework, students at Meadowlark Christian School will experience at least one year's growth in their numeracy understanding and computation skills.

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

We will use our Cat 4 numeracy results, Teacher Awarded assessments and grades, Provincial Achievement Measures, School based numeracy assessments measures, Numeracy Screeners, and Teacher Collaborative Committee non-calculator assessment results to measure our success in achieving a year's growth in numeracy understanding and computation skills at each grade level.

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,594,878		2,840,509
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,594,878</b>		<b>2,840,509</b>
Classroom	14.378000	1,548,123	15.033000	1,618,649
Leadership	1.461000	204,920	1.439000	203,835
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	36,248	.000000	52,700
<b>TOTAL TEACHER</b>	<b>15.839001</b>	<b>1,789,291</b>	<b>16.472000</b>	<b>1,875,184</b>
<b>(% of Budget)</b>		<b>68.95%</b>		<b>66.02%</b>
Exempt (Hourly/OT)	.000000	33,000	.000000	33,000
Support	7.000000	399,956	9.243000	545,256
Support (Supply/OT)	.000000	12,000	.000000	26,571
Custodial	1.625000	112,118	1.625000	112,118
Custodial (Supply/OT)	.000000	8,000	.000000	8,000
<b>TOTAL NON-TEACHER</b>	<b>8.625000</b>	<b>565,074</b>	<b>10.868000</b>	<b>724,945</b>
<b>(% of Budget)</b>		<b>21.78%</b>		<b>25.52%</b>
<b>TOTAL STAFF</b>	<b>24.464001</b>	<b>2,354,365</b>	<b>27.340000</b>	<b>2,600,129</b>
<b>(% of Budget)</b>		<b>90.73%</b>		<b>91.54%</b>
SUPPLIES, EQUIPMENT AND SERVICES		211,636		211,503
INTERNAL SERVICES		28,877		28,877
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>240,513</b>		<b>240,380</b>
<b>(% of Budget)</b>		<b>9.27%</b>		<b>8.46%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,594,878</b>		<b>2,840,509</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0