

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	3.000000	Salaries	\$3,879,103	90%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$424,356	10%
Regular	0	Support	12.970000			
		Teacher	<u>27.459000</u>			
Year Opened		<b>Total</b>	<b>43.429000</b>	<b>Total</b>	<b>\$4,303,459</b>	<b>100%</b>

**School Philosophy**

The vision of Edmonton Society for Christian Education is to accept Christ's invitation to live for renewal. At Edmonton Christian Schools (ECS), our mission is to offer Christ-centered education to our students in order to challenge them to actively play their role in God's story. We are committed to addressing all learning shaped by a faith rooted in Scripture; through the lens of Creation, Fall, Redemption and Restoration. We believe God has blessed each person with unique gifts and talents to be developed and used in God's service. We provide a rigorous and diverse educational program that invites students to enter into a personal and meaningful relationship with Jesus Christ. We equip them to make informed Christian choices based on our Teaching for Transformation curriculum model. Our program is a partnership between the home, the school and the church. Together, we promote physical health, nurture creative talents, equip students with relevant skills and challenge students to live faith-centered 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, 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 as well as the school bus fleet. Edmonton Christian Northeast School actively encourages parental, church and community involvement in all school activities. 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 the "Teaching for Transformation" vision for Edmonton Christian Schools. Partnering with the Prairie Centre for Christian Education, staff collaboratively plan and deliver an intentional curriculum that focuses on essential learning outcomes, utilizing through lines (Christian themes), and ensuring assessment alignment that is embedded in a Biblical framework. Curricular and extracurricular activities provide opportunities for students to connect with community organizations and have real-life learning experiences.

**School Community Relationships**

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

The Family Centre

**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 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

Priority One - "Foster growth and success for every student" goal:

By June 2020, there will be an increase in the number of students demonstrating continuous improvement in the areas of literacy and numeracy. Staff will increase their expertise in providing support for students in the area of literacy and numeracy. Lead teachers will support their colleagues through facilitating collaboration during regular staff, catchment and divisional professional development to increase their capacity for differentiating for student needs. We will access support to work with teachers as we work with our data to provide us with a more comprehensive picture of the areas for growth related to literacy and numeracy. Student growth will be evidenced by improvement as measured by the PAT's, HLATs and MIPI, and through IPP reviews.

**Results Achieved: As we shifted from in-person to learning to online learning in March 2020, students were unable to participate in the May/June 2020 Provincial Achievement Tests. We identified and provided professional learning to lead teachers in the area of numeracy and literacy who supported teachers in ensuring all classrooms were set up with universal support and that all teachers were supported in providing intentional targeted classroom supports. We were able to use the data from our HLATS and MIPI assessments to plan for the fall. Evidence provided by the Accountability Pillar, indicated that we maintained high results in the area of Education Quality (92.4), and an increase in the Program of Studies measure from 78.8 to 82.9%.**

Priority Two - "Provide welcoming, high quality learning and working environments" goal:

Staff will continue to work on increasing student engagement through "Deeper Learning" practices that align with "Teaching for Transformation" and "Concept-based Curriculum". The focus will be on the core practice of creating Formational Learning Experiences, providing authentic (real work, real problem, real people) opportunities which provide meaningful context for curricular content. Our school theme committee and leadership team will help deepen the understanding of our theme, "play your role in God's story." Every student will have the opportunity to engage in meaningful projects and classroom experiences that engage them and connect their learning to the greater Biblical narrative. We will support this work and reinforce it along with our theme throughout the 2019/20 school year within assemblies, chapels, staff meetings, communications and classroom learning activities. We will see improved results on the Accountability Report results in the measures of Student Learning Opportunities -Education Quality Detail, specifically related to the questions, "my school work is challenging" and "my school work is interesting".

**Results Achieved: We have committed to providing collaboration time for our teachers to create experiences for students in their classrooms that are focused on a deeper learning, concept-based approach to curriculum. To support this work we provided timely PD and access to resources available to all teachers. As evidenced by our Accountability Pillar, overall 85.8% of our school community is satisfied with the Program Studies 82.9, Education Quality 92.4, improvement School Improvement 90.3 100 percent of parents are "satisfied with the quality of education your child is receiving at school?" and 100 percent of parents are "satisfied with the quality of teaching at your child's school"?**

Priority Three - "Enhance public education through communication, engagement and partnerships" goal:

All staff will work toward engaging out parents as partners. As our school population has become increasingly diverse we recognize the importance of engaging families and students that have not been traditionally part of this school community. Throughout the 2019/20 school year we will seek to increase our communication with our parents and caregivers as we consider how we can invite increased participation in conversations about issues that impact our greater school community. This includes promoting the opportunity for our parents and other stakeholders to participate in activities that encourage them to embrace different perspectives. We are committed to maintaining or improving in the measures of Safe and Caring Schools, Citizenship, and Parent Involvement.

**Results Achieved:** We have embedded a number of structures to support our partnership goals. These include; engaging our student leadership class with a focus more on creating community and belonging for all students in our school and training our grade 5 and 6 students to be playground ambassadors through the "Recess Guardians" program. A majority of our teachers have been trained in Restorative Practice and Circle Practice and are becoming more comfortable using these strategies in their classrooms to create community and a greater sense of responsibility and connection to each other. A student advisory group was formed to create space for students to voice their concerns and share perspectives on a variety of different topics that impact our school. The results of these efforts are reflected on the Accountability Pillar in our Safe and caring schools measure at 91.6, our Parental Involvement measure which increased from 86.9 - 92.4. In addition, we had a high percentage of families who have chosen in-person learning over on-line learning with an increase in the number of students choosing in-person learning for Q2 (90% total).

#### **What were the biggest challenges encountered in 2019/20?**

In looking at our data, we see opportunities to improve our communication with students and parents. In some areas of our accountability pillar there is not consistency between what parents are saying and what students are saying in response to the same question. For example, in answering questions about leadership opportunities at school parents responded more favourably about these opportunities than students did. In many places, students and parents responded "I don't know." This indicates that as a school we can do a better job communicating with both parents and students about initiatives and practices that shape the narrative of our school.

Although our results on the Accountability Pillar measure Educational Quality are positive, when we dig a little deeper into our data it is clear that we need to address lower student responses to the questions do "students at your school find school work challenging", and "students at your school find school work interesting." For the last many years, we have committed to providing collaboration time for our teachers to create experiences for students in their classrooms that are more focused on a concept-based approach to curriculum. Due to our protocols around cohorting, inability to bring in guests, not being able to do field trips and move into other learning spaces in our school, our teachers must adjust some of their teaching practices to adhere to these guidelines, while continuing to support pedagogy that is engaging and meaningful. This is further a challenge as we re-think how teacher collaboration works when factoring in our safety protocols.

When we look closely at our data on the Accountability Pillar related to Citizenship detail it is clear that we must continue to promote positive school culture in our Junior High, particularly relating to student perceptions about "respect for one another" and "helping one another."

#### **What was most important for your school community as you prepared for the 2020-2021 school year?**

In March 2020, when we made the abrupt switch from in-person to on-line learning due to COVID we faced an interruption in learning, a huge learning curve for teachers who needed to quickly adapt to a totally different way of engaging their students, a lack of closure to our school year and a loss of our access to community. These realities prompted us to consider staff, student and family mental health, how we would support our sense of community, and how to address the interruption in learning as we planned for school re-entry.

To support mental wellness in our school community, we have identified lead teachers who are supporting our teachers, educational assistants and families in using mindfulness practices, wellness strategies, and engaging our student leadership to work toward a culture of wellness. The complexity of student needs has challenged us to think differently about how we support students and families during COVID growing number of students who require additional support, and who are exhibiting increased levels of anxiety and difficulty regulating their emotions. In addition, our school is a member of the Edmonton Society for Christian Education and we have access to a .5 Mental Health Therapist through this partnership.

Another area that we have been investing time and energy in has been our school culture and our community connectedness. As we contemplate what this looks like during COVID we know that we will need to be more creative as we continue to look for opportunities to engage our parents in participating in our school community, events and enrichment activities. This includes ensuring that our online families feel supported and connected to our school community.

As we consider the results of the interruption and subsequent impact of COVID in the spring, a priority is ensuring that we address any student learning gaps and be very deliberate about how to ensure our students are prepared with the skills that they need to be successful as we move through this school year. While we

are continuing to leverage the capacity of our lead teachers in providing support to our teachers in the areas of numeracy and literacy interventions and differentiation, some of this support will look different in COVID. We do not want to lose the momentum we have created or the gains that we have made and so our teachers used data that we had collected in Math and Literacy in the spring to use to predict where our greatest need would be in the fall and used it to plan our starting points for instruction as we re-entered school.

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2020**  
**School: 1282 Edmonton Christian Northeast School**



Measure Category	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
Safe and Caring Schools	Safe and Caring	91.6	90.1	89.3	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.9	78.8	79.2	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	92.4	93.0	92.6	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	2.2	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	85.2	85.6	86.8	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	22.7	23.2	24.4	20.6	19.9	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	90.6	93.5	91.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	87.0	84.4	84.7	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	92.4	86.9	85.0	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	90.3	88.5	84.5	81.5	81.0	80.9	Very High	Improved	Excellent

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  - Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
  - 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).
  - Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  - 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 Examination 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.
  - Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
  - 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
  - Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

### 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.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2020/2021 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

**By June 2021, we will maintain the number of students demonstrating continuous improvement in the areas of literacy and numeracy. We will work with our staff to increase their expertise in providing support for students in the area of literacy and numeracy. Lead teachers will support their colleagues through facilitating collaboration during regular staff, catchment and divisional professional development to increase their capacity for differentiating for student needs. We will access support to work with teachers as we work with our data to provide us with a more comprehensive picture of the areas for growth related to literacy and numeracy. Student growth will be evidenced by improvement as measured by reading levels, HLATs and MIPI, and through IPP reviews. In addition, we will use data from the Accountability Pillar, in the area of Education Quality and Program of Studies measures.**

Priority 1

**We will maintain or improve results on the Accountability Report in the measures of Student Learning Opportunities and Education Quality Detail, specifically related to the questions, "my school work is challenging" and "my school work is interesting". Staff will continue to work on increasing student engagement through "Deeper Learning" practices that align with "Teaching for Transformation" and "Concept-based Curriculum". The focus will be on the core practice of creating Formational Learning Experiences, providing authentic opportunities which provide meaningful context for curricular content. Our school theme committee and leadership team will help deepen the understanding of our theme, "play your role in God's story." Every student will have the opportunity to engage in meaningful projects and classroom experiences that engage them and connect their learning to the greater Biblical narrative. We will support this work and reinforce it along with our theme throughout the 2020/21 school year within assemblies, chapels, staff meetings, communications and classroom learning activities.**

Priority 2

**All staff will work toward engaging out parents as partners. As our school population has become increasingly diverse we recognize the importance of engaging families and students that have not been traditionally part of this school community. Throughout the 2020/21 school year we will seek to increase our communication with our parents and caregivers as we consider how we can invite increased participation in conversations about issues that impact our greater school community. This includes promoting the opportunity for our parents and other stakeholders to participate in activities that encourage them to embrace different perspectives. We are committed to maintaining or improving in the measures of Safe and Caring Schools, Citizenship, and Parent Involvement.**

Priority 3

**Budget Summary Report**

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		4,303,459		4,303,459
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>4,303,459</b>		<b>4,303,459</b>
Classroom	24.959000	2,565,999	24.959000	2,565,999
Leadership	2.500000	328,990	2.500000	328,990
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	80,000	.000000	80,000
<b>TOTAL TEACHER</b>	<b>27.459000</b>	<b>2,974,989</b>	<b>27.459000</b>	<b>2,974,989</b>
<b>(% of Budget)</b>		<b>69.13%</b>		<b>69.13%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	12.970000	691,182	12.970000	691,182
Support (Supply/OT)	.000000	6,000	.000000	6,000
Custodial	3.000000	198,932	3.000000	198,932
Custodial (Supply/OT)	.000000	8,000	.000000	8,000
<b>TOTAL NON-TEACHER</b>	<b>15.970000</b>	<b>904,114</b>	<b>15.970000</b>	<b>904,114</b>
<b>(% of Budget)</b>		<b>21.01%</b>		<b>21.01%</b>
<b>TOTAL STAFF</b>	<b>43.429000</b>	<b>3,879,103</b>	<b>43.429000</b>	<b>3,879,103</b>
<b>(% of Budget)</b>		<b>90.14%</b>		<b>90.14%</b>
SUPPLIES, EQUIPMENT AND SERVICES		382,306		382,306
INTERNAL SERVICES		38,050		38,050
OTHER INTEREST AND CHARGES		4,000		4,000
<b>TOTAL SES</b>		<b>424,356</b>		<b>424,356</b>
<b>(% of Budget)</b>		<b>9.86%</b>		<b>9.86%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>4,303,459</b>		<b>4,303,459</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0