

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	286.000	Custodial	1.625000	Salaries	\$2,146,000	92%
Weighted	335.255	Exempt	0.000000	Supplies, Equip., Services	\$186,512	08%
Regular	299	Support	7.500000			
		Teacher	<u>14.737000</u>			
Year Opened		<b>Total</b>	<b>23.862000</b>	<b>Total</b>	<b>\$2,332,512</b>	100%

**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 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 2020-2021, 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.

**Priority 1 & 2**

At Meadowlark Christian School we will increase the number of students achieving at or above grade level in reading and writing by:

- Providing universal supports in all classrooms to support literacy; and,
- Provide evidenced-based targeted interventions for students, as needed.

This will be measured by data analysis of teacher reported reading and writing levels, HLAT writing, PATs and universal screeners such as TOWRE, TOSWRF and TOSREC.

This will be facilitated by school processes to share expertise and resources:

- Weekly collaborative team meetings to identify and align essential learning outcomes, common assessments, key subject specific vocabulary lists and common year plans that are aligned with the Division's Scope and Sequence to ensure continuity between in-person and online learning.
- Continue the implementation of the "writer's workshop" model of writing instruction as a universal strategy for writing instruction across all grades.
- Continue the implementation of the universal reading instruction strategy, Guided Reading, specifically developing processes to use this strategy within the context of COVID-19 guidelines.
- All Language Arts teachers will participate in the PD series on the Five Pillars of Reading offered by Dr. George Georgio from the University of Alberta to develop shared common background knowledge of universal and targeted reading instructional strategies.
- Division 2 teachers will implement the Structured Word Inquiry approach to vocabulary instruction as a universal strategy to target reading comprehension.
- Continue to investigate how to deliver daily intervention to provide targeted support by the student - by the skill through intervention blocks at each grade level.

**Results Achieved:**

Staff worked to refine their universal and targeted instructional strategies as COVID-19 mitigation strategies limited the use of some instructional strategies. This included:

- Weekly collaborative team meetings occurred; however the focus of collaboration shifted from collective work on curriculum, assessment and intervention, to supporting emergent needs. This included assisting teachers with technological support as well as learning new software to prepare them for a potential shift to online learning.
- Writer's workshop approach to writing was used, however teachers did not meet regularly to align unit progressions or assessment.
- Guided reading was a strategy used with individual students in classrooms. For teachers whose initial implementation occurred in the prior year. Consistent implementation across all classrooms was difficult due to shifts between on-line and in-person learning as well as changes to the actual furniture available in classrooms to accommodate physical distancing requirements.
- Staff continued to attend the 5 Pillars of Reading professional learning series, focusing on developing their use of a universal strategy to teach Phonemic Awareness called the Heggerty Phonemic Awareness Primary Curriculum in kindergarten, Grades 1 and 2.
- Teachers in Grade 3-6 implemented the universal strategy for vocabulary instruction called "Structured Word Inquiry."
- Intervention occurred only inside classrooms in elementary classrooms. Junior high intervention was organized, but only with individual classroom cohorts. No cohorts were mixed to provide targeted support for intervention, therefore the frequency in which students received support decreased.

**Writing:**  
Meadowlark Christian School has recorded a decrease in the overall school results on the HLAT writing assessment, from 88% (in 2018-2019) to 80% in 2020-2021. Even though the overall school results declined, we did see increases in Grade 4, 8 and 9 classes.

**Reading:**  
At Meadowlark Christian School, our overall teacher determined "At" or "Above" Grade level reading average decreased slightly from 80.7% to 79.3%. Additional school measures for reading ability include three universal screeners: TOWRE, (assesses decoding), TOSWRF (assesses fluency) and the TOSREC (assesses reading comprehension). Looking at the previous three year averages, students at Meadowlark Christian School have demonstrated continued growth on beginning of the year assessments in their ability to:

- Decode new words (increase of 3.4 points)
- Reading fluency (increase of 6.1 points)
- Reading Comprehension (increase of 4.7 points)

**Priority 1 & 2**

At Meadowlark Christian School, we will increase the number of students achieving at or above grade level in mathematics by:

- Providing universal supports in all classrooms to support mathematics; and,
- Provide evidenced-based targeted interventions for students, as needed.

This will be measured by data analysis of results of teacher reporting mathematics at, above or below grade level, PATs, MIPI, screening tools such as the TCC Math Part A exam banks. This will be achieved by catchment structures to share expertise and resources:

- Weekly collaborative team meetings to identify and align essential learning outcomes, common assessments, key subject specific vocabulary lists and common year plans that are aligned with the Division's Scope and Sequence to ensure continuity between in-person and online learning.
- Attend PD opportunities.
- Lead teachers from the Math collaborative team will participate in Jasper Place Catchment Community of Practice in Mathematics to create a common year plan across all JP catchment schools, which includes the universal strategy of interleaved practice of computation skills throughout the year.
- Continue to investigate how to deliver daily intervention, in the context of COVID-19 guidelines, to provide to targeted support by the student - by the skill through intervention blocks at each grade level
- Continue to implement the use of the EPSB TCC Math Part A Questions Banks, Forms A, B & C from grade 4-9 as calculation skill screeners to provide feedback on the effectiveness of our current practices.

**Results Achieved:**

At Meadowlark Christian School, our math teachers continued to refine their understanding and implementation of universal and targeted instructional strategies for math. This work included:

- Divisional teacher teams met to create, administer and analyze results of PAT Part A practice exams. In addition, they worked together to create an interleaved practice plan for the computational skills at each grade level 4-9

The September MIPI benchmark results for the whole school average declined from 77% in 2019-2020 to 73% in the 2020-2021.

Our Math teachers in grades 4-9 also used the Math PAT Part A practice exams created by the Teacher Collaboration Committee on Math three times during the year to establish a baseline score in September and monitor growth in January and again in May. They used the results of these to identify students who needed additional targeted support in computation skills. The computation skills assessed with these tools also appeared on every unit test or quiz so that the teachers had more frequent evidence to support students and monitor their own effectiveness.

Using the evidence collected by the grades 4-6 teachers through the PART A practice exams, we saw class averages increase in grade 4, 5 and 6. In Junior High, shifts between in-person and online learning in the spring meant that the spring administration of the PART A practice exam was cancelled. Therefore the September benchmarks will be used as a comparison in Junior High.

- Grade 7: Sept 2020 class ave: 68% / Sept. 2021 class ave: 80%
- Grade 8 Sept. 2020 class ave: 53% / Sept. 2021 class ave: 52%
- Grade 9 Sept. 2020 class ave: 67% / Sept. 2021 class ave: 47%

By June 2021, the number of parents who indicate that they are very satisfied and satisfied that we teach their child the attitudes and behaviours to be successful at work when their child is finished school will increase to 88% as measured by the work preparation detail section of the Accountability Pillar. We will achieve this by:

- Engaging our parents through School Council meeting and MCS Foundation Board meetings to identify desirable attitudes and behaviours
- Engage collaborative teachers teams to align and scaffold the attitudes, knowledge and skill within the Locally Developed Course, Bible Studies 1-9.

**Results Achieved:**

At Meadowlark Christian School, 87.5% of parents indicated that they were very satisfied or satisfied that we teach their child the attitudes and behaviours to be successful at work.

The intention of this goal was to engage our parent group as well as our partner, the MCS Foundation, in dialogue about the Community Christian Education Program and how they see it living in our daily actions. While these conversations did occur during both School Council and MCS Foundation meetings, they were often overshadowed by topics related to COVID-19 responses.

Moving forward, staff will be engaging in an ongoing process to revisit the school's mission statement, particularly unpacking the section we call the 4L's - Learning with Academics, Living in Christ, Leading by serving others and Loving with strength of Character. Through this process we will be engaging our partner, the MCS Foundation to create meaningful ways to engage students in experiencing success in these areas.

Collaborative team meetings' primary focus shifted from a focus on curriculum, assessment and intervention to how we are managing and implementing COVID-19 mitigation strategies. The focus of teacher collaboration also shifted, out of necessity, to supporting each other in successful transitions between in-person and online learning. This included learning new technologies and new classroom management instruction and assessment pedagogies all the while teachers worked to ensure they have adequate technology both at school and at home.

We have worked for the past three and a half years to develop a systematic intervention plan, which allowed every teacher at least 30 minutes to work in small groups with students who needed target support. Prior to the school year, this was achieved by grouping classes together in spaces around the school for large group supervision by administration while teachers worked with 4-8 students. COVID-19 mitigation protocols such as cohorting, distancing as well as cleaning and disinfecting spaces used by multiple cohorts prevented us from using this system. In elementary, we were unable to determine how to deliver intervention and maintain protocols. This meant no additional intervention time was provided to teachers in Elementary grades, other than the in-class support teachers typically used at the back of the classroom. This too was impacted because of the removal of extra furniture to allow for greater distance between students.

COVID-19 mitigation protocols impacted Instructional time. Hand hygiene requirements such as washing hands with soap and water before and after eating meant that some classes lost almost 20 minutes of instructional time prior to lunch because our facilities limited the number of students who could wash their hands at once. The entry and exit plan also reduced the amount of instructional time some classes had. Junior High classes were dismissed 5-9 minutes prior to the end of class to ensure they were not at risk of mixing cohorts with elementary students. Students in grade 1-3 were also dismissed early for recess, lunch and dismissal in an effort to prevent cohort mixing during these transitions.

Implementation of guided reading throughout all elementary classrooms was paused because of mitigation protocols. While some teachers attempted to reintroduce this instructional strategy for individual students, others chose whole group reading instruction strategies.

Comparing year end reading results is difficult because there were no year end results for the 2019-2020 school year. If we look at the last assessment recorded of that school year, compared with the 2020-2021 year, all grades but two recorded higher scores. Initial analysis might lead one to infer that there was no lasting impact on learning last year, however, it is important to acknowledge that these results may be skewed as not all students were assessed last year. When we examine the makeup of our online students 14 of the 47 students have been identified as struggling readers. Taking these students out of last year's assessment results may have resulted in artificially inflated scores.

Inconsistency with teachers due to leaves of absence played a role in student progress. During the past school year, there were three teachers off on leave, two from December/January until June, and another shifting between leave and in class a number of times through Quarter 3 and 4. While fully qualified supply teachers filled these positions, the continuity of relationships and familiarity with curriculum resulted in slower progress than anticipated.

The Junior High Fall Youth Retreat (FYR) at Camp Nakamun, plays an integral role in building a strong sense of connectedness in our Junior High. This establishes the themes for our regular chapels and provides an opportunity for our grade 9 students to mentor and support our new to Junior High grade 7 students. It did not happen. We modified our first few days of class to have outdoor activities, but felt the loss of this critical community event in our Junior High.

Resulting concerns for the mental health of our students drove new and innovative uses of intervention time at the Junior High level. The 30 minute intervention block was used as an outdoor movement/physical activity block when weather conditions permitted. The intention was to support the mental health of our students in junior high by providing unstructured time to connect with peers at school during the day at a point in the pandemic when they might not otherwise see them. This evolved as the year went on into a combination of peer connection and intervention support time. Junior high teachers used half the 34 minute block to provide intervention and the second half given to students to connect with cohort peers.

#### **What are the implications from 2020/21 that will impact your current year plan?**

The implementation of universal strategies for reading and writing will be continued. All elementary teachers have agreed to once again implement the writer's workshop approach to instruction. As cohorting, distancing and gathering restrictions allow, teachers will once again work to implement common instructional strategies in their writing programs. This will include collaboration around using common writing prompts and rubrics.

Teachers in all elementary classrooms will work to implement guided reading to ensure all elementary classes are using common instructional language and best practices in reading instruction. All teachers will be using the results from our September administration of the reading screeners TOWRE, TOSWRF and TOSREC as well as initial data

from the CAT4 assessment to identify students for intervention in targeted areas such as phonics, fluency and comprehension. All teachers new to Meadowlark Christian School will participate in ongoing professional learning regarding the 5 pillars of reading instruction.

In math, we will work at the grade 3-9 level to implement using interleaved practice, which is an instructional strategy where a concept is taught, assessed and then reassessed regularly throughout the remainder of the year. Using this strategy as well as PART A practice exams to measure success, we will be able to provide targeted support for computation and estimation skills to students in a timely manner.

In addition, the Division 1 teaching staff will engage in ongoing professional learning around a mathematics system called First Steps in Mathematics. The goal of this initiative is to provide elementary generalist teachers with common background understanding of the math outcomes, clear instructional strategies to use with the whole class as well as accompanying diagnostic assessments and intervention supports. By focusing the Division 1 teachers' work on this math instruction system we hope to provide a solid foundation for all our students to build upon as they progress through higher grades.

Intervention time has been reintroduced back into the elementary timetable for all classes. The library is used by one class at a time every morning for the first 75 minutes of each day. No books are browsed by students in the first class and all surfaces are cleaned and disinfected by the adult supervisor between class use. This will provide a systematic way to provide all elementary teachers with at least 30 minutes every other day to work with small groups of students in their cohort. The frequency is less than previous non-COVID years, but better than the previous year, in which we did not have any elementary intervention times.

Junior High classes will continue with the intervention supervision model of keeping cohorts in their classroom while teachers work with small groups outside their classrooms. Staff are anticipating being able to regroup students for intervention based on need and support rather than by grade, as they had to do in the previous year.

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Meadowlark Christian School (7931)



Assurance Domain	Measure	Meadowlark Christian School (7931)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	89.8	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	89.1	89.2	89.1	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	89.7	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	38.7	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	89.0	90.8	91.6	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	92.7	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	81.1	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	78.6	87.3	89.6	High	Declined	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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.

**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 2021/2022 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 2022, Meadowlark Christian School will increase the number of students achieving "At Grade Level" or "Above Grade Level" in writing and reading. This will be measured by data analysis of teacher-reported reading and writing levels, HLAT writing, PATs, the CAT4 reading subtest as well as school based universal reading screeners. This will be facilitated by school processes to develop shared understanding, expertise and resources such as:

- Providing universal instructional strategies such as "writer's workshop" model of writing and Guided Reading, with processes to allow implementation within the context of COVID-19 guidelines, in all classrooms to support literacy
- Provide evidenced-based targeted interventions for students in elementary classes to support phonics instruction, phonemic awareness and decoding skills.
- All Language Arts teachers will participate in the PD series on the Five Pillars of Reading facilitated by EPSB teachers to develop shared common background knowledge of universal and targeted reading instructional strategies.
- Teachers in grade 3-6 will continue working on implementing the Structured Word Inquiry approach to vocabulary instruction as a universal strategy to target reading comprehension.
- Continue to investigate how to deliver daily intervention to provide targeted support by the student - by the skill through intervention blocks at each grade level.

**Priority 1**

By June 2022, Meadowlark Christian School, will increase the number of students achieving at or above grade level in mathematics. This will be measured by analysis of results of teacher awarded marks in mathematics, PATs, the CAT4 Computation-Estimation and Mathematics subtests, as well as common assessments developed to measure computation skills modelled from the TCC Math Part A practice exams. This will be facilitated by school processes to share expertise and resources such as:

- Providing universal instructional strategies such as interleaved practice of computation skills throughout the year in all classrooms to support mathematics
- Teachers in Grade 1-3 will engage in ongoing professional learning around a mathematics system called First Steps in Mathematics to provide common background understanding of the math outcomes, clear instructional strategies to use with the whole class as well as accompanying diagnostic assessments and intervention supports.
- At Division 2 and 3 teachers from the math collaborative team will participate in the Jasper Place Catchment Community of Practice in Mathematics to provide ongoing support regarding instructional strategies as well as common assessments.
- Continue to investigate how to deliver daily intervention, in the context of COVID-19 guidelines, to provide targeted support by the student - by the skill through intervention blocks at each grade level.
- Continue to implement the use of the EPSB TCC Math Part A Questions Banks, Forms A, B & C from grade 3-9 as calculation skill screeners to provide feedback on the effectiveness of our current practice.

**Priority 2**

By June 2022, the percentage of parents, at Meadowlark Christian School, satisfied with their involvement in their child's education will increase to 80% as measured by the assurance domain Governance: Parental Involvement measure on the Alberta Education Assurance Measures. This will be facilitated by:

- Engaging both the MCS School Council (parent group) and the MCS Foundation (partner organization) in conversations to provide input into:
  - budget priorities as they relate to facilities, teaching and learning and community building.
  - Unpacking the mission statement component of the Community Christian Education Program documentation. Specifically the 4 L's, which are Learning through academics, Living in Christ, Leading by serving others and Loving with Strength of Character.
  - Creating common acknowledgement of what qualities make MCS a Christian school as well as identifying examples of how faith is part of learning.
  - Developing consistent and meaningful structures of communication and participation to promote parent engagement.

**Priority 3**

**Budget Summary Report**

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,430,888		2,332,512
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,430,888</b>		<b>2,332,512</b>
Classroom	13.828000	1,421,961	13.374000	1,375,276
Leadership	1.459000	194,553	1.363000	184,412
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	30,000
<b>TOTAL TEACHER</b>	<b>15.287000</b>	<b>1,646,514</b>	<b>14.737000</b>	<b>1,589,688</b>
<b>(% of Budget)</b>		<b>67.73%</b>		<b>68.15%</b>
Exempt (Hourly/OT)	.000000	33,000	.000000	33,000
Support	7.500000	409,374	7.500000	406,906
Support (Supply/OT)	.000000	5,000	.000000	5,000
Custodial	1.625000	107,407	1.625000	107,407
Custodial (Supply/OT)	.000000	4,000	.000000	4,000
<b>TOTAL NON-TEACHER</b>	<b>9.125000</b>	<b>558,781</b>	<b>9.125000</b>	<b>556,313</b>
<b>(% of Budget)</b>		<b>22.99%</b>		<b>23.85%</b>
<b>TOTAL STAFF</b>	<b>24.412000</b>	<b>2,205,295</b>	<b>23.862000</b>	<b>2,146,001</b>
<b>(% of Budget)</b>		<b>90.72%</b>		<b>92%</b>
SUPPLIES, EQUIPMENT AND SERVICES		197,785		161,264
INTERNAL SERVICES		27,808		25,248
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>225,593</b>		<b>186,512</b>
<b>(% of Budget)</b>		<b>9.28%</b>		<b>8%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,430,888</b>		<b>2,332,513</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0