

**Edmonton Academy
Annual Education Results Report (AERR)
for 2022– 2023 School Year**

Edmonton Academy Society for Learning Disabled



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Annual Education Results Report

Board of Directors

Arlene Yakeley – Chairperson
Karen Carlson – Vice Chairperson
Rob Pearn – Secretary
Maggie Cherwick
Daryl Huff
Sheryl Boivert
Kim Armstrong

Administration

Jill Melnyk – Director of Education/Principal
Victoria Morisbak – Executive Director

Assurance Framework

The Assurance Framework aims to assure stakeholders that Edmonton Academy seeks continuous improvement as a school. This model is to explore, develop, take action, collect and evaluate school evidence and practices related to **five assurance domains**: *Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance, and Local and Societal Context*. School data analyzed in the fall and compiled in the Annual Education Results Report identifies areas for further consideration and student needs which are the basis for the school's Three-year Education Plan developed in May.



This Annual Education Results Report provides the results and information from the 2022-2023 school year as related to the outcomes and priorities from the Three-Year Educational Plan 2022-2023 – 2024-2025. Collectively the staff, students, families, board members, volunteers, donors, government, educational and community partners all have a vested interest and impact on our school and students' success. Your efforts and contributions are appreciated.

Accountability Statement

The Annual Education Results Report (AERR) for Edmonton Academy for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

The Annual Education Results Report for 2022-2023 was approved by the Board of Directors on December 12th, 2023.


Arlene Yakeley
Board of Directors – Chair


Jill Melnyk
Director of Education/Principal

About Edmonton Academy

Vision Statement

The Edmonton Academy will be a centre of excellence in Alberta and wherever the need exists for students with learning disabilities, their families, and other stakeholders, by providing comprehensive, innovative, educational programs designed to meet their needs.

Mission Statement

To provide a specialized educational environment for students with learning disabilities enabling them to become successful learners.

Beliefs

The individual who is learning disabled can learn, be educated, have a right to that education and accommodations that will allow them to reach their potential. Edmonton Academy recognizes the importance of the whole child by also fostering their psycho-social development.

Historical and Contextual Understanding

Established 40 years ago in 1983, Edmonton Academy is an Alberta Education Designated Special Education Independent School for students diagnosed with a specific learning disorder (learning disability). Children/youth diagnosed with a specific learning disorder in one or more of the following areas: Reading (Dyslexia), Writing (Dysgraphia), or Mathematics (Dyscalculia) attend Edmonton Academy. Parents apply to Edmonton Academy by providing detailed assessment reports and information which is used to determine student eligibility for the school. Along with the diagnosis of a learning disorder many of our students have additional or co-morbid disabilities or disorders, such as attention deficit hyperactive disorder, anxiety disorders, and/or autism which support their need for individualized and specialized programming.

Edmonton Academy is located on Treaty 6 territory, the traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene, and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit (FNMI) whose footsteps have marked these lands for centuries. The school is situated on the south side of Edmonton and has been serving Edmonton and the surrounding community for over 40 years. For years parents have been willing to travel, from within Edmonton and the surrounding communities for their child to attend Edmonton Academy. The school provides programming for grades 3-12 but is structured so that they can maintain the small class sizes that allow for the teacher to implement the evidence-based teaching practices and provide interventions that are required and/or most beneficial to our student progress. Students and parents recognize that additional instructional time must be allocated in the schedule to provide for interventions and teaching in areas of need. Therefore, Edmonton Academy does not offer a broad range of course options to have dedicated time for additional interventions and specialized programming.

The goal of the school is to build a student's confidence as a learner, increase access to academic learning, and/or remediate learning delays, to learn to advocate for their needs and to develop resiliency to manage stressors and change. With the full participation of the student, parents and school plus time, student can expect a successful transition from Edmonton Academy to other school settings, post-secondary institutions, or career training.

School Profile

Student Profile -2022-2023

- Grade 3 – 6 students
- Grade 4 – 3 students
- Grade 5 – 8 students
- Grade 6 – 14 students
- Grade 7 – 13 students
- Grade 8 – 14 students
- Grade 9 – 12 students
- Grade 10 – 11 students
- Grade 11 – 9 students
- Grade 12 – 6 students

Total Student Population: 96 students

FNMI: 9 students (6 at September 2022)

Staff Profile – 2022-2023

- Teachers -15 (14.15 FTE)
- Programming Support Coordinator/Teacher – 1
- Administrative Assistant – 1
- Executive Director – 1
- Director of Education/Principal – 1

Total Instructional Staff: 16 (15.15 FTE)

Total Administrative Staff: 3

Total Staff: 19 (18.15 FTE)

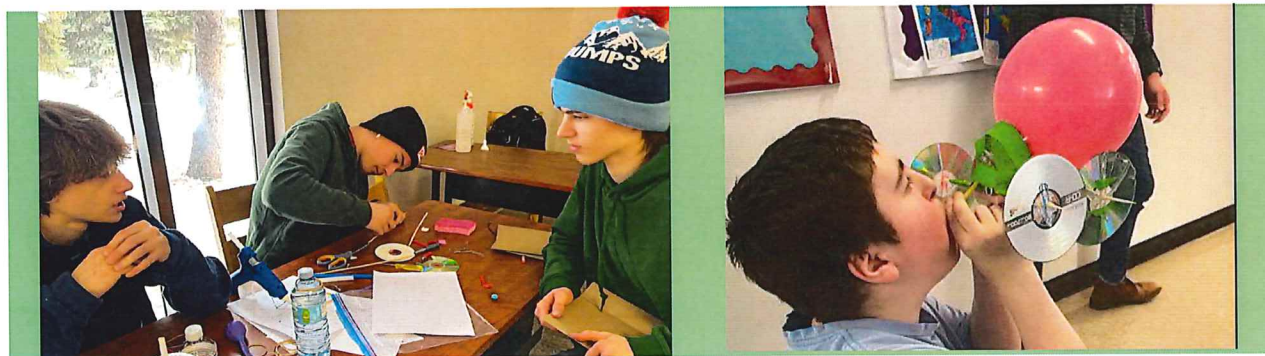
***Note:** An additional part-time teacher (approximately 0.55 FTE) was added to support programming from January to June which was funded by Alberta Education Learning Loss Disruption Funding and additional parent tuition from 3 additional students. The student enrollment at September 2022 count date was 90 students. This report reflects the enrollment of additional students during the school year.

Edmonton Academy's students must have a mild-moderate diagnosis with a specific learning disorder/learning disability to attend the school. The student's disorder(s) in 2022-2023 that made up our school profile were the following.

Reading	Writing	Read & Writing	Math	Math & Writing	Reading & Math	Reading Writing & Math	Nonverbal NOS LD	Language Disorders	Other	Total Students
6	8	25	6	12	1	29	2	1	6	96

Edmonton Academy students often have co-morbid and additional diagnoses that increase the complexity of their programming needs. The following is a more complete profile of the entire school student population for the 2022-2023 school year.

ADHD	ASD + Query	Anxiety /Depressive Disorder(s)	Tourette Syndrome	Developmental Coordination Disorder	Other Low-incidence Disabilities
56	24	31	3	11	2



Reflections And Accomplishments

In preparation for the 2022-2023 school year, it was more typical in that there were no requirements at the school level related to mitigating the Covid-19 pandemic. Nevertheless, the preparation for the school year continued to be very busy due to a record number of students, the addition of new staff and implementation of new curriculum at the elementary level. Although the school had solid enrollment numbers, applications continued to be received in each month continuing until February when the final student was accepted. This created a slight delay in the review of new applications for the 2023-2024 school year which also happened to be a record number of students applying for Edmonton Academy. As such, the admission cycle no longer had a 'break' to this aspect of administration. Also, phone calls, emails and inquiries continue at a very high level.

School Instructional Programming Initiatives

- First year of the implementation of the schools reading intervention program at a large scale.
- Applied and received a grant for \$10,000 to remediate the learning loss related to the Covid-19 pandemic for our grade 3 and grade 4 students. This grant and the addition of new students in January resulted in a staffing increase to support these students.
- Built a partnership with Fundamentals, a Community Service partner to begin to access professional development and programming support.
- Received professional development and created our school-wide writing continuum for grades 3-9.
- Professional development of multiple teachers in learning the Empowering Writers program to start to implement across grades 3 - 9.
- Created a grade 7-12 mathematics continuum and created local pre and post assessments.
- Received professional development in preparation for the new mathematics curriculum for grades 3-6.
- Supported teachers in professional development for specific strategies and visual supports for students with Autism Spectrum Disorders.
- Supported a high level of social-emotional and mental health concerns and as a result applied for and was approved for a two-year mental health pilot grant with Alberta Education.
- Updated the school template for the Students Instructional Support Plan (ISP) with CLEVR software.

School Administrative and Community Initiatives

- A committee was formed to plan the school's 40th Anniversary celebration in the fall of 2023.
- Edmonton Academy Fundraising Association was formed in January 2023.
- Creation of a designated high school gathering space.
- The whole school attended the AISCA teacher's convention for the first time.
- As per the Board of Directors strategic plan to support staff retention, they approved an increase to the teacher salary grid of 4% to continue to reduce the gap when compared with the public system compensation plan.
- School was able to return to more extracurricular activities as well as school community events such as the Christmas Extravaganza.
- To build further capacity at the school level, engaged several staff members in the professional training of the Edsempi Student Information System program at the school.
- Fielded record high inquiries for the school and applications.
- Created a plan for the school's capacity for student enrollment, class size and physical space in anticipation of a substantial increase in enrollment for the upcoming school year.



Stakeholder Engagement

During the 2022-2023 school year, our stakeholder engagement in our school programming was primarily through in-person or virtual conferences, information sessions, emails, newsletters, phone calls, class letters, school events and additionally scheduled meetings.

Our process is to engage our parents in Parent-Teacher-Student Conferences three times throughout the school year with the opportunity for a fourth May transition meeting as needed. The Parent Advisory Council (PAC), and the Edmonton Academy Fundraising Society meet virtually almost monthly to discuss school programming, plan events, and determine school resources needed. The Board of Directors meetings occur most school months and they are usually held virtually apart from the Annual General Meeting held in-person in November. Staff meetings occur mostly on Friday afternoons and where possible, additional professional development. Also, staff have various methods for ongoing collaboration, planning, feedback, and development.

The Annual Education Results Report was provided to the Board of Directors for review prior to the discussion of the report at the December 12th Board of Directors meeting. The complete report was posted on the school website at: www.edmontonacademy.com and parents also receive notification of the availability of the updated AERR report via an email. The AERR will be reviewed and discussed in the January 2024 Parent Council Meeting. Designated time is dedicated for staff to review, analyze, comment, and reflect on the Annual Education Results Report.

Stakeholder Engagement	Dates
Staff Team Meetings	Weekly and School Operational Days
Board meetings and Annual General Meetings	Monthly August – June and November
General Meetings and Parent Association Meetings	Monthly August – June and November
Ongoing Local Data and Feedback Results Review to Inform Programming	October - June
Official Results Review	November
Surveys	February
Recognition and Acknowledgement	June



Summary of Results Alberta Education

Fall 2023 School

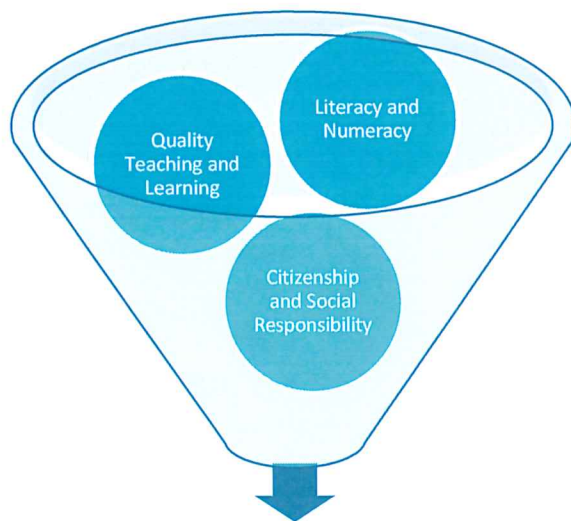
MEASURE CATEGORY	MEASURE	EDMONTON ACADEMY			PROVINCIAL RESULTS			MEASURE EVALUATION		
		CURRENT	PREVIOUS YEAR	3 YEAR AVERAGE	CURRENT	PREVIOUS YEAR	3 YEAR AVERAGE	CURRENT	PREVIOUS YEAR	3 YEAR AVERAGE
Student Growth and Achievement	Student Learning Engagement	87.7	88.3	88.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	91.9	86.1	83.4	80.3	81.4	82.3	Very High	Improved	Excellent
	3-Year High School Completion	90.0	83.3	87.4	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-Year High School Completion	100.0	90.0	90.0	88.6	87.1	86.2	Very High	Improved	Excellent
	PAT: Acceptable	50.0	29.3	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	3.2	1.7	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	58.8	54.5	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	8.8	6.1	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	95.3	91.9	91.3	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.9	90.1	90.1	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	93.6	92.5	92.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	92.6	92.2	92.4	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes on Alberta Education Pillar Summary

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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 was determined solely by school-awarded marks.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.

NOTE: Edmonton Academy cannot report the number of First Nations, Metis, or Inuit (FNMI) learners specifically as our data values are fewer than six in any specific grade and are therefore not reportable.

Key Priorities



Student Growth and Achievement

Edmonton Academy Key Priorities	Alberta Education Assurance Domain
Quality Teaching and Learning	Student Growth and Achievement Teaching and Leading Learning Supports Governance Local and Societal Context
Literacy and Numeracy	Student Growth and Achievement Learning Supports Local and Societal Context
Citizenship and Social Responsibility	Student Growth and Achievement Learning Supports Local and Societal Context

Edmonton Academy Formula for Success

Edmonton Academy understands that our school and student success will be achieved when we work in **triangulation** of effort and responsibilities within our school community. As such, our ultimate goal for all participants is student growth, success and achievement! How we achieve this is by working together demonstrating **respect**, taking **responsibility** and developing and maintaining positive **relationships**. As our school is on a continuous journey of improvement, we commit to our partnership and responsibility in triangulation to reach our ultimate goal for student growth, success and achievement.

Key Priority I: Quality Teaching and Learning

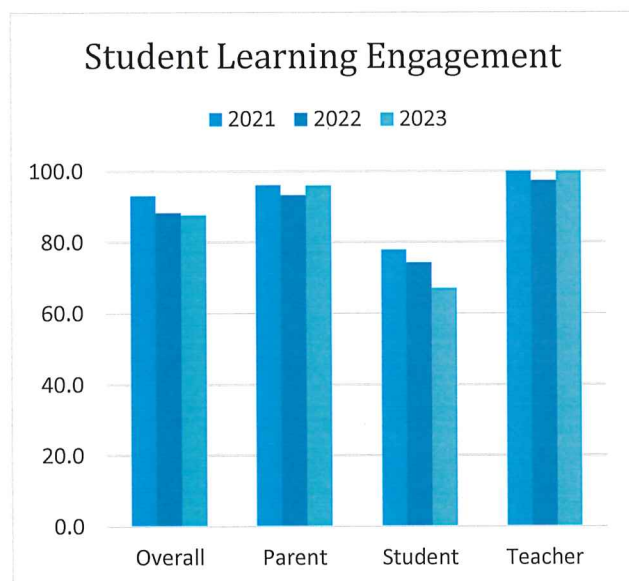
Goal One: Students will connect to learning and their passions to gain self-confidence and embrace the principles of life-long learning.

Outcome: Students participate in their education and demonstrate success academically by participating in self-regulated learning

Performance Measures

Student Engagement

- Percentage of teachers, parents, and students who agree that students are engaged in their learning at school. (Abed)



Results Analysis – Rationale

Student Engagement results overall have been maintained and are above the provincial average for parents and staff. However, it declined with our students and was under the provincial average. The drop in ratings was largely due to the elementary students who responded that they dislike learning about language arts and mathematics.

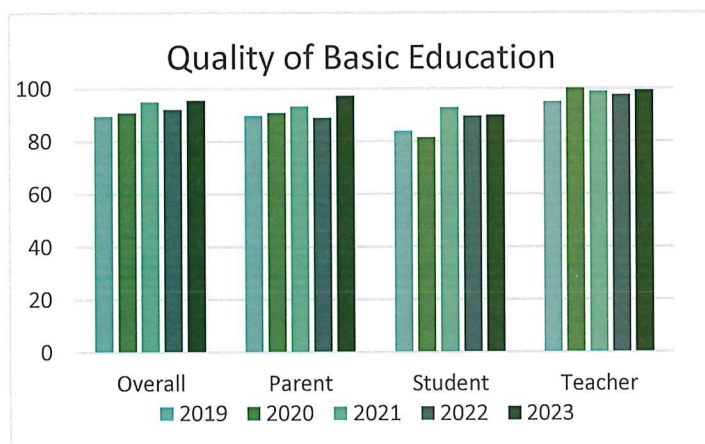
Junior high students' responses to their agreement that Language Arts, Science and Social Studies is useful and interesting has either stayed the same or improved. However, for Mathematics there was a drop in their level of interest.

The decline in high school students' positive responses to the value and interest of the academic curriculum was not surprising. There were fewer high school students currently planning on post-secondary education. Instead, their plans are to explore family businesses, career training or learning a trade. We are pleased that as the school is growing, we can provide more variety in our course options for our students that include Career Technology Studies (CTS) courses.

Parents and teachers responded very strongly that students are learning what they need to know in school. As a school we continue to look for opportunities to enhance our teaching with real-life connections.

Education Quality

- Percentage of teachers, parents, and students who are satisfied with the overall quality of basic education. (Alberta Education Survey - Abed)



Edmonton Academy's teachers, parents and students continue to be very satisfied with the overall quality of basic education. The achievement in this area is very high with the overall responses have improved and are considered excellent.

EDUCATION QUALITY			
Measure Evaluation			
	Achievement	Improvement	Overall
Overall	Very High	Improved	Excellent
Parent	Very High	Maintained	Excellent
Student	Very High	Maintained	Excellent
Teacher	Very High	Maintained	Excellent

Some students feel that they could be more challenged in their schoolwork, particularly for junior high. We are working towards increasing our use of exemplars and criteria for standards that we are evaluating our students by which will allow them to continue to self-evaluate and stretch their skills and knowledge which will provide further challenges.

Outcome: Students participate in their education and demonstrate success academically by participating in self-regulated learning

Performance Measures

Transitioning - Post High School Completion

- High school completion rate of students/FNMI students within three, and four years of entering Grade 10. (Abed)
- High school to post-secondary transition rate of students/First Nations, Metis, and Inuit students within six years of entering Grade 10. (Abed)
- Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. (Abed)
- Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. (Abed)

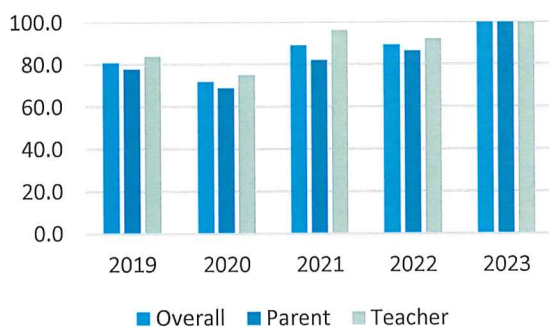
HIGH SCHOOL COMPLETION RATE								
	2018	2019	2020	2021	2022	Measurement Evaluation		
						Achievement	Improvement	Overall
3 Year Completion	*	90.0	88.9	83.3	90.0	Very High	Maintained	Excellent
4 Year Completion	*	*	90.0	100.0	87.9	Intermediate	Maintained	Acceptable
5 Year Completion	100.0	*	*	90.0	100.0	Very High	Improved	Excellent

(Provincial Survey Results)

HIGH SCHOOL TO POST-SECONDARY TRANSITION RATE				
	2022	Measurement Evaluation		
		Achievement	Improvement	Overall
4 Year Completion	75.6	Very High	Improved Significantly	Excellent
6 Year Completion	44.5	Low	Decline	Issue

(Provincial Survey Results)

Lifelong Learning



LIFELONG LEARNING			
	Measure Evaluation		
	Achievement	Improvement	Overall
Overall	Very High	Improved Significantly	Excellent
Parent	Very High	Improved Significantly	Excellent
Teacher	Very High	Improved	Excellent

(Provincial Survey Results)



Results Analysis – Rationale

Edmonton Academy strives to work with students and parents in a flexible manner to support high school completion at the pace and academic level that meets the students' needs and future goals. We recognize that individuals have different ideas regarding what they would like to pursue for their future career and their readiness and timing for entry into post-secondary settings can vary.

According to the 3-year rolling average, more Edmonton Academy students are attending post-secondary within 4 years which has increased significantly, and the 6-year transition rate has declined. This could be since most of our students enter post-secondary in year 4 or 5. As a very small school with a high level of monitoring of programming and transitions, we are aware of most post-secondary plans. We recognize that in the upcoming school year and beyond, we have an increasing need for community agencies and/or post-secondary institutions to help navigate the transition from our very small and highly supportive school environment to larger post-secondary settings. We have recently investigated several of these agencies that could potentially help our families to access these supports. We are very pleased that Edmonton Academy's stakeholders are confident that we are addressing the skills that our students will require for the work force and to become lifelong learners.

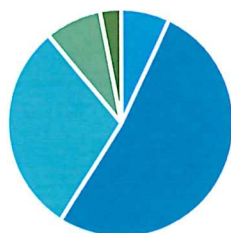
Outcome: Students participate in their education and demonstrate success academically by participating in self-regulated learning

Performance Measures

Provincial Exam Results

- Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests and Diploma Exams. (Abed)

Provincial Assessment Results

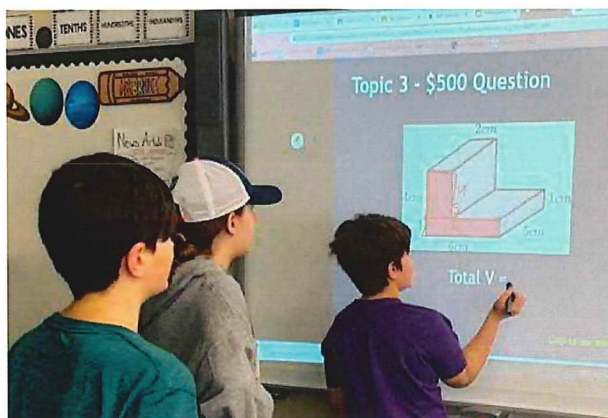


■ Excellent ■ Acceptable ■ Below ■ Excused ■ Absent

Results Analysis – Rationale

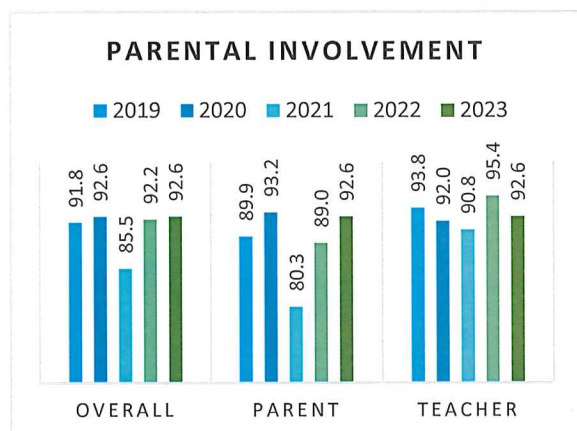
Analysis of our student's provincial exam results has led to several conclusions, many of which will be addressed in Goal Two. However, in 2022-2023 we administered 136 provincial exams in total to students. As we are a very small and transient school, there are limits to our ability to analyze data and compare results. However, within those exams 7% achieved Excellence, 52% were Acceptable, 30% were Below Acceptable, 8% were Excused and 3% were Absent. We recognize that there are opportunities for continued improvement in our students' results on the provincial exams. However, very few results were unexpected on individual analysis. Also, 30% of the exams administered were to students who have only been enrolled in our school for one year. Generally, we require 2-3 years to remediate students' delays/gaps in their learning. For students who have disorders in more than one area that can take more time.

Of the grade 6 students 10 of 14 of (71%) and of our grade 9 students, 6 of 12 (50%) who wrote exams joined our school in 2021 or 2022. However, we are extremely pleased that 69% of the students achieved Acceptable on the Provincial Achievement Tests in an area where they have a disability.



Parental Involvement

- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. (Abed)



PARENT INVOLVEMENT			
Measure Evaluation			
	Achievement	Improvement	Overall
Overall	Very High	Maintained	Excellent
Parent	Very High	Maintained	Excellent
Teacher	Very High	Maintained	Excellent

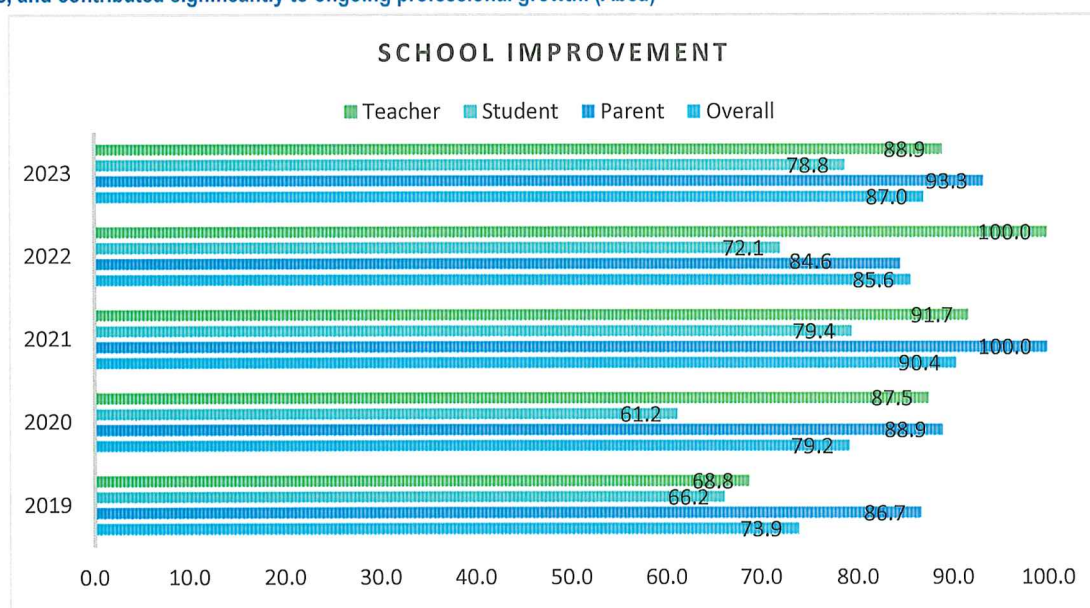
We are encouraged that our parent community's satisfaction with their involvement in their child's education has increased. We recognize that without our parental involvement in our school community and programming with our students we would have limited success. Therefore, we are very pleased that our parental participation is returning to 'pre-COVID-19' numbers as we strive to work towards school improvements and our collective participation in addressing the student's learning needs.

Outcome: Teacher and Leaders will gain skills and knowledge in their professional growth by participating in self-regulated learning.

Performance Measures

School Improvement and Staff Development

- Percentage of teachers, parents and students indicating that Edmonton Academy has improved or stayed the same in the last three years. (Abed)
- Percentage of teachers reporting that in the last 3-5 years the professional development and in-servicing received has been focused, systematic, and contributed significantly to ongoing professional growth. (Abed)

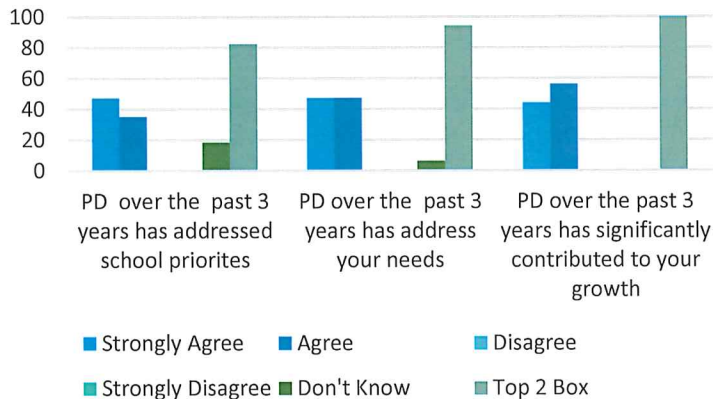


(Provincial Survey Results)

SCHOOL IMPROVEMENT			
Measure Evaluation			
	Achievement	Improvement	Overall
Overall	Very High	Maintained	Excellent
Parent	Very High	Maintained	Excellent
Student	Intermediate	Improved	Good
Teacher	Very High	Maintained	Excellent

STAFF DEVELOPMENT			
Measure Evaluation			
	Achievement	Improvement	Overall
Teachers	Very High	Maintained	Excellent

Professional Development



3 Year Average of Staff Satisfaction with Professional Learning

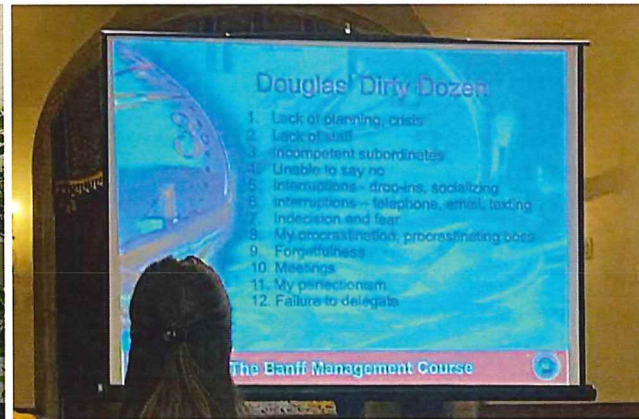


Results Analysis – Rationale

It is expected that staff at Edmonton Academy will participate in ongoing staff development. As per our school policies, all teachers create a professional growth plan which is shared and discussed with administration. Administration is very supportive of staff using multiple means to continue their professional learning. Staff development can include conferences, staff collaboration and planning meetings, virtual in-services, book studies, mentorship/mentee partnerships, professional research articles, in-school whole school presentations, etc.

As seen in the above results, Edmonton Academy overall has made continuous improvements in all aspects of the school, particularly over the past five years. This is when the school started specific collection of local data to set priorities and build staff capacity. At this point, there is evidence that school improvement is noted by parents and teachers who have seen the changes and improvement come to fruition in 3-5 years. For those parents, students and staff that are new to the school community, they do not have first-hand experience as to how the school has changed and made improvements which was noted by the slight teacher decline in 2022-2023 with having several new staff join our school.

For those individuals that have been at the school 3-5 years, they have responded very positively to their satisfaction with school improvements and professional development. We are pleased that in 2022-2023 100% of staff agree or strongly agree that the professional development offered in the last 3 years has improved their teaching practices. Also, it is important to recognize that with changes and improvements it is critical to maintain the standards at the school. As we have experienced changes and additional staff, it is essential to maintain the quality and standards with the changes and improvements made at the school, which continues to take time, effort, and resources. We have implemented a new staff inservice day in August to address this area for our school.



Key Priority II: Literacy and Numeracy

Goal Two: Edmonton Academy's students will work confidently and effectively with words and numbers.

Outcome: Students demonstrate an increase in achievement related to improved reading skills and reading comprehension with or without the use of assistive technology for reading.

Performance Measures

Reading Growth and Achievement

- **Overall percentage of students/(FNMI) students who achieve the acceptable standard and standard of excellence on English/Language Arts and Social Studies Provincial Achievement Tests and Diploma Exams. (Abed)**
 - **Grade 6 Reading Results on Part B of the English Language Arts Provincial Achievement Exams**
 - 13 of 14 students (93%) wrote the English Language Arts exam as compared to 84.2% provincial average.
 - 10 of the 14 students (71%) have a reading disorder.
 - 1 of 14 students (7%) achieved the Standard of Excellence on Part B reading portion of the PAT.
 - 9 of 14 students (64%) achieved the Acceptable Standard on Part B reading portion of the PAT.
 - 3 of 14 students (21%) achieved Below Acceptable Standard on Part B reading portion of the PAT.
 - 1 of 14 students (7%) was excused from writing the exam.
 - **Grade 9 Reading Results on Part B of the English Language Arts Provincial Achievement Exams**
 - 10 of 12 students (83%) wrote the English Language Arts exam which aligned with the provincial average.
 - 6 of the 12 students (50%) have a reading disorder.
 - 2 of the 12 students (17%) achieved the Standard of Excellence on Part B reading portion of the PAT.
 - 5 of 12 students (42%) achieved Acceptable Standard on Part B reading portion of the PAT.
 - 3 of 12 students (25%) achieved Below Acceptable Standard on Part B reading portion of the PAT.
 - 1 of 12 students (8%) was excused from writing the exam.
 - 1 of 12 students (8%) did not complete the full exam.
 - **Grade 12 Reading Results on English Diploma Exams**
 - 9 English Language Arts Diploma Exams were administered in 2023.
 - 2 of the 9 (22%) administered exams were with students who have a reading disorder.
 - 3 of the 9 (33%) administered exams resulted in a Standard of Excellence on Part B of the Diploma.
 - 4 of 9 (44%) administered exams resulted in an Acceptable Standard on Part B of the Diploma.
 - 2 of 9 (22%) administered exams resulted in a Below Acceptable Standard on Part B of the Diploma.
- **Overall percentage of Grade 3-12 students who meet or exceed expected learning outcomes in English/Language Arts as measured on their final report card in June. (EA)**
 - 97% of students in grade 3-12 met or exceeded the expected learning outcomes in English Language Art on their final report cards.
- **Percentage increase of grade 3-12 students who are within 1 year of grade level in reading. (EA)**
 - 74% (52/70) students (grade 3-9 + 2 students in grade 10) who were identified for interventions are now within 1 year of their programmed grade level or have exceeded their grade level.
 - 19% (13/70) – exceeding their grade level
 - 56% (39/70) – at or within 1 year of grade level
- **Percentage of students who have increased their reading/reading comprehension level by over one grade level. (EA)**
 - As measured by the Wechsler Fundamentals Academic Skills Standardized Pre-Post Testing, 80% of grade 3-9 students that participated in the testing improved their word reading with:
 - 18% improving between 1-2 grade levels
 - 15% improving between 2-3 grade levels

- 6% improving between 3-4 grade levels
- 1% improving between 4-5 grade levels
- As measured by the Wechsler Fundamentals Academic Skills Standardized Pre-Post Testing, 57% of grade 3-9 students that participated in the testing improved their reading comprehension with:
 - 15% improving between 1-2 grade levels
 - 9% improving between 2-3 grade levels
 - 3% improving between 3-4 grade levels
 - 12% improving between 4-5 grade levels
- As measured by the Reading A to Z benchmarking, 22/70 = 31% of students grade 3-9 (with 2 grade 10) made over 1 grade level growth in reading. However, 20/70 = 29% were maxed out in the system and had no room to grow within this specific test. As well, 17/70 = 24% made 1 grade level of growth.
- **Percentage of students meeting their instructional support plan (ISP) reading goals. (EA)**
 - 69% of students who had reading as an area of growth met their ISP reading goals.
- **Students who are more than 1+ grade level below in reading skills and comprehension support their learning with independent and consistent use of assistive technology. (EA)**
 - 55% (16/29 students) who are more than 1+ grade level below in reading skills consistently use assistive independently to support their learning as reported by their language arts teachers.

Results Analysis – Rationale

As a designated special education school, we have a high number of students transitioning in and out each school year. As a result, we have many new students annually who present with significant reading delays related to their reading disorders. Since the COVID-19 pandemic we have also recognized that some students without reading disorders are presenting with reading delays. For this reason, our reading programming continues to be a high priority annually at Edmonton Academy and we use our school-based results to inform our teaching strategies and interventions that we use with our students.

We are pleased with the school's reading results for the 2022-2023 school year. On the grade 6 PAT, for the students that were below the acceptable standard, two of them were within 5-10% and the third student could not complete the exam. On the grade 9 PAT exam, for the students that were below the acceptable standard, two of them were within 5% of the acceptable standard and the third student had the accommodation of a reader, but attempted to read on their own ahead of their reader which impacted the measurement of their reading comprehension. We are very pleased with our reading results from the diploma exams. There was only one student that achieved below the acceptable standard on the reading portion of the ELA exams which we attribute to very high levels of test anxiety. This student does not have a reading disorder and works extremely hard both in and out of class and has demonstrated their learning of the outcomes as shown in their school-based mark.

Our students with or without a reading disorder have made solid gains in their word reading and reading comprehension. It is important to note that our results include students who are stagnant in their reading level and have reached a plateau. This is due to these students being above grade level in reading skills. These students typically either do not have a reading disorder and/or have developed reading abilities and then have since become avid readers outside of school. Although the teaching of reading skills is successful, we observe that many of our students are not choosing to read of their own accord. Our next reading goal for our school is to fuel our students' desire to read during their free time and hopefully turn more of our students into beach readers.

In all cases we continue to work on using direct and explicit teaching of vocabulary and comprehension skills to support our students in other content areas such as Science and Social Studies. We recognize that there continues to be room for improvement for our students' achievement in the Provincial Achievement exams, specifically in Science and Social Studies. As many of our students have multiple areas of disabilities and although reading is usually a top priority, we recognize that students respond differently to the duration and intensity of interventions. Our reading intervention support for students continues to be flexible and we adjust the programming to try to keep students engaged and in their 'zone of proximal development' in this area to optimize their intervention time.

Finally, although with intervention most of our students gain skills in their reading and as a result feel more confident in their abilities, we continue to encourage our students to use assistive technology to support their learning in all their academic courses. This is to provide scaffolding and to prioritize their thinking and comprehension of the content by limiting the reading demands.

Outcome: Students demonstrate an increase in skills and confidence in written expression.

Performance Measures

Writing Growth and Achievement

- **Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on written sections of the English/ Language Arts Provincial Achievement Tests and English and Social Studies Diploma Exams. (Abed)**
 - Grade 6 Writing Results on English Language Arts Provincial Achievement Exams
 - 13 of 14 students (93%) wrote the English Language Arts exam as compared to 84.2% provincial average.
 - 8 of 14 students (57%) have a writing disorder.
 - 0 of the 14 students (0%) achieved the Standard of Excellence
 - 13 of 14 students (92%) achieved the Acceptable Standard on Part A Written portion of the PAT.
 - 0 of 14 students (0%) achieved Below Acceptable Standard on Part A writing portion of the PAT.
 - 1 of 14 students (7%) was excused from writing the exam.
 - Grade 9 Writing Results on English Language Arts Provincial Achievement Exams
 - 11 of 12 students (100%) wrote the English Language Arts exam which aligned with the provincial average.
 - 8 of the 12 students (67%) have a writing disorder.
 - 1 of the 12 students (8%) achieved the Standard of Excellence
 - 9 of 12 students (75%) achieved Acceptable Standard on Part A writing portion of the PAT.
 - 1 of 12 students (8%) achieved Below Acceptable Standard on Part A writing portion of the PAT.
 - 1 of 12 students (8%) was excused from writing the exam.
 - Grade 12 Writing Results on English Diploma Exams
 - 9 English Language Arts Diploma Exams were administered in 2023.
 - 5 of the 9 (56%) administered exams were with students who have a writing disorder.
 - 0 of the 9 (0%) administered exams resulted in a Standard of Excellence on Part A of the Diploma.
 - 5 of 9 (56%) administered exams resulted in an Acceptable Standard on Part A of the Diploma.
 - 4 of 9 (44%) administered exams resulted in a Below Acceptable Standard on Part A of the Diploma.
- **Percentage of Grade 3-12 students who meet or exceed expected learning outcomes in English /Language Arts. (EA)**
 - 97% of students in grade 3-12 met or exceeded the expected learning outcomes in English Language Arts on their final report cards.
- **Increase in student's achievement in school-based writing assessments. (EA)**
 - **% increase in student's achievement in school-based writing assessments**
 In grades 3-9 of the 63 students who participated in both pre and post writing assessments, 86% (54 students) made gains in their writing with:
 - 40% (25 students) increasing their scores by 1-10%
 - 25% (16 students) increasing their scores by 11-20%
 - 14% (9 students) increasing their scores by 21-30%
 - 3% (2 students) increasing their scores by 31-40%
 - 2% (1 student) increasing their score by 41-50%
- **Percentage of students meeting their instructional support plan (ISP) writing goals. (EA)**
 - 56% of students met their ISP writing goals
- **Increase in students' independent use of assistive technology supports for writing. (EA)**
 - 64% (61/96 students) increased their skills in their independent use of assistive technology supports for writing as reported by their language arts teachers

Results Analysis – Rationale

We are extremely pleased with the students' results and improvement in their written expression. This was a high priority for the 2022-2023 school year as we implemented Empowering Writers and our writing continuum. We are hopeful that our writers continue to grow, and we see the results of this effort as students' progress into high school and will write diploma exams. Of our students in grade 6, 100% who wrote the PATs met acceptable standards in writing. 91% of our grade 9 students who wrote the PATs received excellence or acceptable in the written portion of the exam. The only student who was below the acceptable level on the written portion of the grade 9 PAT refused to use speech to text and the computer during the exam. They wrote using their handwriting, which is never permitted for schoolwork due to their very poor handwriting. Unfortunately, students cannot be forced to utilize their accommodations during the administration of the exam.

The combined results of the 9 administrations of the English Language Arts Diplomas resulted in (11%) Standard of Excellence, (67%) Acceptable Standard, and (22%) Below Acceptable Standards on the written portion of these exams. We recognize that two of the four high school students who wrote the diploma exam that achieved below acceptable standards on the written portion of their diplomas have a writing disorder. A third student was within 4% of the acceptable standard and the fourth student wrote for the full extended time of the exam but their anxiety impacted their results.

In the analysis of our local data, of the students who did not make measurable improvement in their written expression this year, four were elementary aged students struggling significantly with their focus and motivation during the end of the school year when post-assessments were administered. There are three junior high aged students who continue to score at an exemplary level for their grade-level expectations. Of the students that participated in writing interventions for their learning strategies class, 73% made gains in their writing achievement.

Outcome: Students demonstrate an increase in knowledge, skill, and confidence in mathematics.

Performance Measures

Mathematics Growth and Achievement

- **Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on Mathematics Provincial Achievement Tests and Diploma Exams. (Abed)**
 - Grade 6 Mathematic Results on Provincial Achievement Exams
 - 12 of 14 students (86%) wrote the Mathematics exam which is on par with the provincial average.
 - 4 of the 14 students (29%) have a mathematics disorder.
 - 0 of the 14 students (0%) achieved the Standard of Excellence on the total exam.
 - 7 of 14 students (50%) achieved the Acceptable Standard on the total exam
 - 5 of 14 students (36%) achieved Below Acceptable Standard on the total exam
 - 2 of 14 students (14 %) were excused from writing the exam.
 - Grade 9 Mathematics Results on Provincial Achievement Exams
 - 9 of 12 students (75%) wrote the Mathematics exam as compared to 83.2% provincial average.
 - 10 of the 12 students (83%) have a mathematics disorder.
 - 1 of the 12 students (8%) achieved the Standard of Excellence on the total exam.
 - 0 of 12 students (0%) achieved the Acceptable Standard on the total exam
 - 8 of 12 students (67%) achieved Below Acceptable Standard on the total exam
 - 1 of 12 students (8%) were excused from writing the exam.
 - 2 of 12 students (17%) were absent for the exam.
 - Grade 12 Results on Mathematics Diploma Exams
 - 5 students completed Mathematics Diploma Exams
 - 3 of the 5 (60%) administered exams were with students who have a mathematics disorder.
 - 0 of the 5 (0%) administered exams resulted in a Standard of Excellence on the Diploma.
 - 0 of 5 (0%) administered exams resulted in an Acceptable Standard on the Diploma.
 - 5 of 5 (100%) administered exams resulted in a Below Acceptable Standard on the Diploma.
 - **Percentage of Grade 3-12 students who meet or exceed expected learning outcomes in mathematics. (EA)**
 - 97% of grade 3-12 students met or exceeded expected learning outcomes in Mathematics as measured on their final

report card in January (semester) or June (full year) courses.

- **Increase in student's achievement in school-based mathematics assessments. (EA)**

- As measured by the Wechsler Fundamentals Academic Skills Standardized Pre-Post Testing, 66% of grade 3-9 students that participated in the testing improved their numerical operations with:

- 21% improving between 1-2 grade levels
- 8% improving between 2-3 grade levels
- 1% improving between 3-4 grade levels

- In grades 3-9 of the 62 students who participated in both pre and post math assessments, 68% (42 students) made gains in their scores with:

- 13% (8 students) increasing their scores by 1-10%
- 26% (16 students) increasing their scores by 11-20%
- 13% (8 students) increasing their scores by 21-30%
- 10% (6 students) increasing their scores by 31-40%
- 6% (4 students) increasing their score by 41-50%

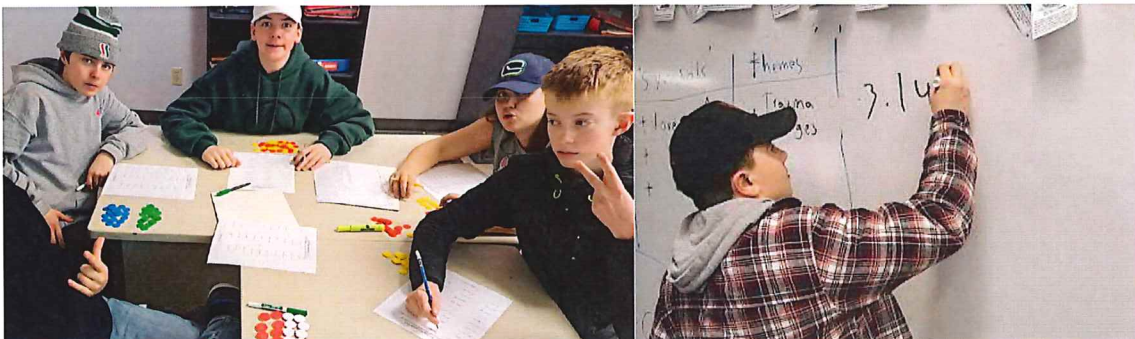
- **Percentage of students meeting their instructional support plan (ISP) mathematics goals. (EA)**

- 84% of students met their ISP math goals

Results Analysis – Rationale

We continued to see the impacts on numeracy delays from the pandemic. Although only 39% of our students have been diagnosed with mathematics disorders, 86% of our students were below grade level on our September standardized assessment for numeral operations. For the grade 9 students who wrote the PAT, their grade 6 and 7 years were interrupted by the pandemic leading to at-home learning. For our grade 12 students their grade 9 and 10 years were interrupted by the pandemic leading to learning at-home. As these students were then in junior high and high school mathematics courses, it has been difficult to reconcile the need to fill in the gaps of student's skill and knowledge while continuing with the pacing of the current course curriculum. Additionally, as the grade 6 and 9 years respectively were in the spring of 2020, the grade 9 students have never written Provincial Achievement Tests before and the grade 12 students had not written them since grade 6, reducing their practice and exposure to this style of questioning as well as heightening anxiety. We recognize that of all the exams and tests we administer to our students, the mathematics exams in PAT or Diploma create the most anxiety.

To support students to feel confident in mathematics our instruction is very explicit and guided with the use of manipulatives and visual supports. Ensuring conceptual understanding takes time and therefore not all students reach the level of proficiency with the high-level multi-step problem-solving equations found on part B of the PAT. Part A of the PAT exams are timed. As a school where students have learning differences, we are very careful with timing our students on learning tasks. Most psychologists recommend that we avoid timing our students. Instead, we encourage fluency work through computer-based games and card/dice games. Also, we are encouraged to allow our students to use a calculator while doing mathematics. Part A of the PATs 9 does not allow students to use a calculator. Therefore, they are being tested in a manner that does not align with our teaching methods. This creates anxiety for our staff and students as the calculator is an assistive technology tool that removes barriers of their numeracy gaps to focus on other mathematics concepts. In 2022-2023 we continued to have a very high level of absences during this school year. This was frequently referenced by teachers who expressed difficulty keeping pace in their teaching of the curriculum with multiple student absences occurring regularly. We are pleased to recognize that of the students that participated in math learning strategies groups, 75% made gains in their mathematics knowledge and skills.



Outcome: Students receive the programming support and instruction needed to develop strong literacy and numeracy skills.

Performance Measures

Early Years Literacy and Numeracy Assessments

- Results of Grade 3 and 4 Early Years Literacy Assessment – Castles and Coltheart 3 (CCE) Literacy Screener
- Results of Grade 3 and 4 Early Years Numeracy Assessment – Provincial Numeracy Screening Assessment.

	Name of Early Years Assessment	# of Students Assessed - Pre-Intervention September	# of Students At Risk - Sept /January	# of Students At Risk - Post-Intervention	Average number of months behind grade level of at-risk students at the time of assessments	Average number of months gained at grade level by at-risk students at time of final assessments
Grade 3	CC3 - Literacy	3	4	4	25.4	13.6
Grade 4	CC3 - Literacy	3	2	2	36.5	18
Grade 3	Provincial Numeracy Screening Assessment	4	4	5	15.2	7.2
Grade 4	Provincial Numeracy Screening Assessment	3	1	1	24	7

Support Strategies for Students at Risk Receiving Learning Loss Support

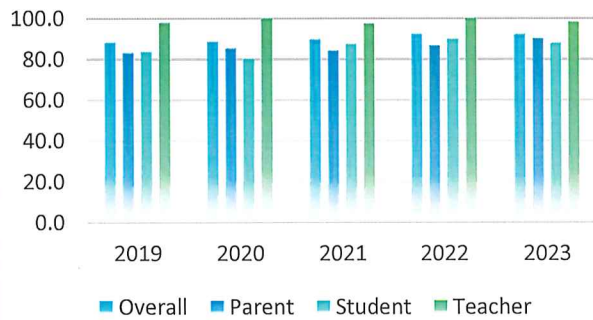
- Direct, explicit instruction for students in literacy and numeracy based on their specific skills areas daily.
- Specific focus using evidence-based programming in phonemic awareness, phonics, word reading specific for decoding, and spelling as well as building fluency with high frequency words.
- Additional teaching staff to lower ratio working with students as well as contracted Speech and Language services that worked on phonemic awareness at all levels.
- Regular progress monitoring to inform teaching
- Data collection for instructional support plans including reading benchmarking September, November, January, March, and June.
- Mathematics skills grouping based on student needs with regular progress monitoring
- Use of visuals supports and mathematics manipulatives
- Review of previous concepts to develop fluency and confidence
- Guided practice “I do it – we do it – you do it” to teach, scaffolding and looping of concepts so that students revisit concepts frequently to maintain skills.
- Additional tutoring 30 mins/week in a 1:1 setting on targeted areas
- Regular collaborative meetings between teaching teams and administration to further explore strategies to support these learners.



Supports and Services

- Percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school. (Abed)

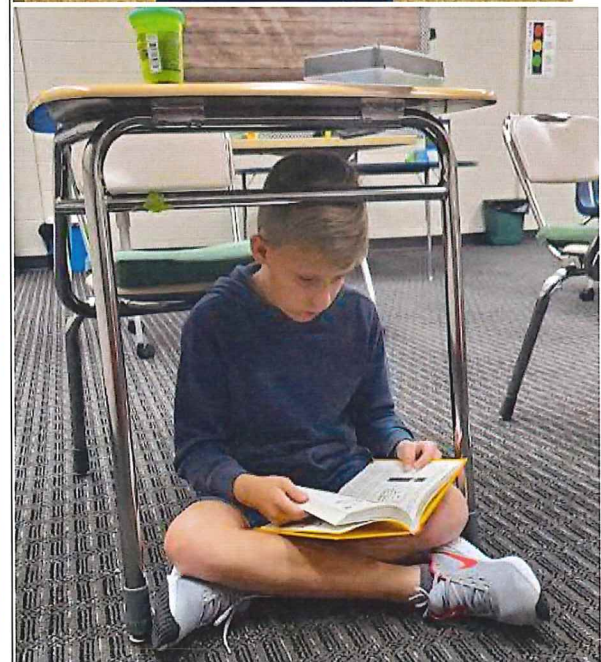
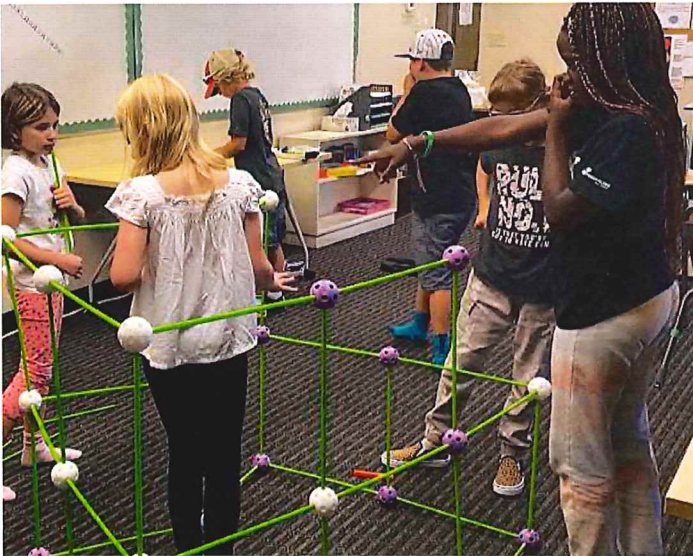
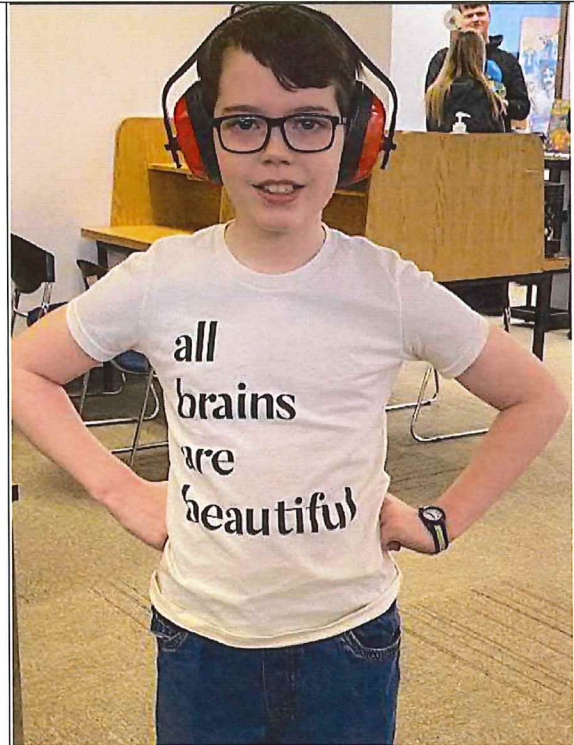
ACCESS TO PROGRAMMING SUPPORTS AND SERVICES



ACCESS TO PROGRAMMING SUPPORTS & SERVICES

Measure Evaluation

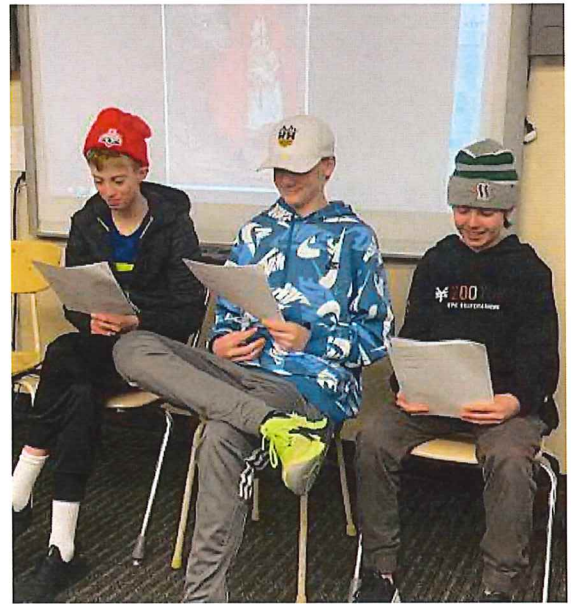
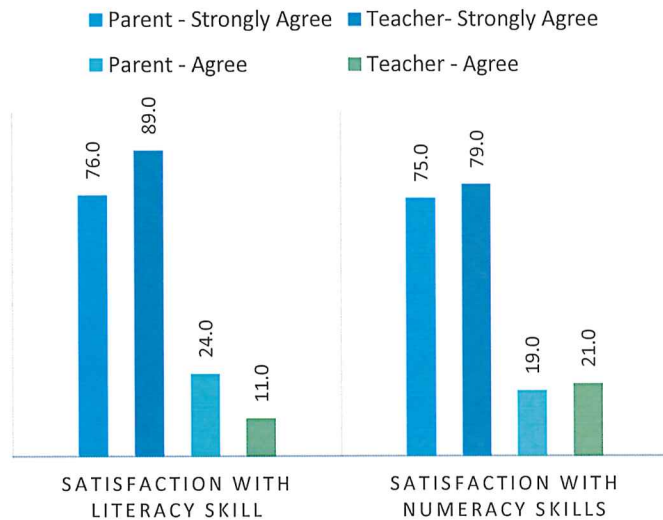
	Achievement	Improvement	Overall
Overall	Very High	Maintained	Excellent
Parent	Very High	Maintained	Excellent
Teacher	Very High	Maintained	Excellent



Literacy and Numeracy Instruction

- Results of survey on parents and teachers' satisfaction with the quality of literacy and numeracy skills instruction that students are learning at school. (AbEd)

SATISFACTION WITH LITERACY AND NUMERACY INSTRUCTION



Results Analysis – Rationale

Although our stakeholders have responded very positively to our students receiving the supports and services they need, we heard during our November 2022 Annual General Meeting that our parents are concerned about student's mental health and social emotional impacts from the pandemic. Therefore, in January 2023 we took the opportunity to apply to Alberta Education for a Mental Health grant. We are very pleased that we were successful and have begun to gather specific data on the social-emotional needs of our students and have started to implement programming support and services for these areas of their learning and development.

It is rewarding to report that 100% of teachers and parents are satisfied by agreeing or strongly agreeing with the quality of literacy instruction Edmonton Academy students are receiving.

94% of parents agree or strongly agree with the quality of numeracy instruction the students are receiving at Edmonton Academy. While 96% of Edmonton Academy's teachers are 96% satisfied with the numeracy instruction at the school. Although there is a high level of satisfaction in the literacy and numeracy instruction at Edmonton Academy, curriculum outcomes change as does evidence to support different approaches and strategies for learning curriculum and for students with learning differences. Edmonton Academy is committed to continued improvement and staying on top of the field of practice for students with learning disabilities.



Key Priority III: Citizenship and Social Responsibility

Goal Three: Students are connected and successful global citizens.

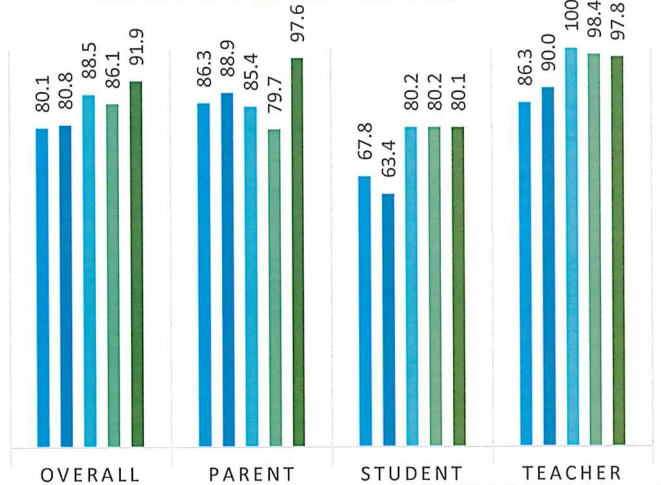
Outcome: Students are kind, positive and accepting of themselves and others, valuing the diversity of peoples, cultures, and traditions.

Performance Measures

- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. (Abed)

CITIZENSHIP

■ 2019 ■ 2020 ■ 2021 ■ 2022 ■ 2023



(Provincial Survey Results)

Results Analysis – Rationale

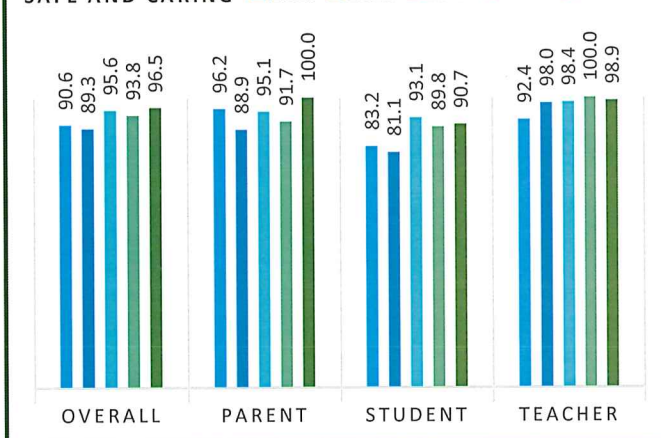
Measure Evaluation

	Achievement	Improvement	Overall
Overall	Very High	Improved	Excellent
Parent	Very High	Improved	Excellent
Student	Very High	Improved	Excellent
Teacher	Very High	Maintained	Excellent

Edmonton Academy is proud of our ability to create a strong school community when we have students from a large grade range and from multiple cities and communities. An area we need to continue to increase is the opportunities for our students to participate in community activities and initiatives. Our teachers and parents rate our students as strong in following the school rules and showing respect, however our students rate these lower. These are always priorities in our school which includes both the teaching and the ongoing monitoring.

- Percentage of teachers, parents, and students' agreement, that students are safe at school are learning the importance of caring for others, are learning respect for others, and are treated fairly in school. (Abed)

■ 2019 ■ 2020 ■ 2021 ■ 2022 ■ 2023



(Provincial Survey Results)

Measure Evaluation

	Achievement	Improvement	Overall
Overall	Very High	Improved	Excellent
Parent	Very High	Improved	Excellent
Student	Very High	Improved	Excellent
Teacher	Very High	Maintained	Excellent

We are very pleased with the improved results from our parents and students in the domain of a safe and caring school. Edmonton Academy takes pride in the school's ability to create a safe and caring environment that is both inclusive and gives students the freedom to be themselves while accepting the differences between us. We are particularly happy to see an increase in our junior high students as this was a group that we needed to address in this area. Annually re-creating the safe and caring school atmosphere is paramount and addressed early in the school year. This facilitates our students to become open and accepting of our high level of teaching support and interventions for areas our students struggle with as they have not always previously experienced a high level of access of support in previous school settings.

<ul style="list-style-type: none"> • Satisfaction of stakeholders with students receiving support for learning rules, routines and developing positive social skills. (AbEd) <ul style="list-style-type: none"> ○ 100% of teachers, parents and students are satisfied that students are cared for and are treated fairly at school. An average of 76% of students feel that they can get help with problems that are not about schoolwork, an average of 20% of students don't know if they can. 	<p>Although our students excel in learning our rules and routines and are respectful most of the time, many require support with social conventions and for developing deeper relationships. We recognize this as an area of need and have started this work through our Resiliency Project funded by the new Mental Health grant from Alberta Education.</p>
<ul style="list-style-type: none"> • Percentage of students who have serious incident referrals to administration. (EA) <ul style="list-style-type: none"> ○ There was a notable increase in minor student incidents which required staff support for peer relationships and conflict resolution in the 2022-2023 school year. We have observed that our students are either out of practice or delayed in their managing peer relationships and conflict post-covid. ○ In 2022-2023 there were three individual or group incidents involving 8 students that were serious and resulted in the escalation of the schools' code of conduct and discipline cycle. There were several suspensions (both in-school and out of school), but no expulsions. 	<p>Edmonton Academy takes pride in the low number of serious behavioural incidents at our school. It is fortunate that with our very small school population we observe most of our students' actions and/or have relationships and expectations such that students will typically report problems to staff. Unfortunately, in one reported incident the result was that five students received consequences in some form from our school's code of conduct/disciplinary policy. In a separate issue two students were involved with a technological interaction that was serious in nature and closely involved parents. This also resulted in administering consequences. Finally, one student was involved in an incident of vandalism of school property. As a school, we will continue to teach and reinforce positive behavior choices and ensure that all students are aware of our code of conduct and disciplinary policies.</p>
<ul style="list-style-type: none"> • Percentage of students who understand the importance of digital citizenship and demonstrate responsible use of technology. (EA) <ul style="list-style-type: none"> ○ Informal data and conversations regarding our student's responsible use of technology was discussed upon reflection of our 2022-2023 school year. There is evidence that our school's technology policy and plans are not consistently adhered to by students and increasingly students took advantage of the situation. 	<p>Edmonton Academy advocates for the use of technology to be used by students to remove barriers to their learning using assistive technologies. As a 'bring your own device' school, we recognize the importance of strict technology policies. In August, there was a consensus that all staff bear the responsibility to consistently teach, reinforce and enforce the technology policies to students to change their behaviors and be responsible at our school. There has been an improvement with our staff's consistent response to student technology expectations. It is important that this high level of supervision is maintained throughout the school year.</p>
<ul style="list-style-type: none"> • Percentage of students meeting their instructional support plan (ISP) related to self-regulation, communication and/or social skills goals. (EA) <ul style="list-style-type: none"> ○ 70% of students met their ISP goals related to self-regulation, communication and/or social skills goals 	<p>Our student population has a high level of need for self-regulation, social communication, and social skills instruction. This has generally been managed through embedded practices and/or teacher facilitation and coaching as needed. Our Resiliency grant will provide us with the tools and resources to address this area with more explicit instruction with our students. We recognize that many of our students will benefit from this programming regardless of this need being identified and targeted specifically on their instructional support plan.</p>



Alberta Education First Nations, Metis and Inuit Student Measures and Success

Edmonton Academy recognizes the importance of our role to support reconciliation in our school environment. We are privileged to serve students at our school who identify themselves as First Nations, Metis, and Inuit (FNMI). Both our school and our FNMI population are very small, as a result, we do not have specific Alberta Education data to report currently. As a specialized school for students who have learning disorders, we use our students' information to develop learning profiles to guide our teaching of our students. During this process, we investigate our student's previous school experiences. We recognize that in some cases our students/families have been impacted by trauma, therefore we are very careful to always have a trauma informed approach with our school communities. We use our student's information and gather baseline data to build a program for our students. Our FNMI students are closely monitored, and for any students who are struggling with an additional intervention plan and increased support is added. We have specific staff that work with our students on setting learning goals and supporting them in transitions and planning for their futures.

The Edmonton Academy school community continues to make efforts to expand our knowledge and understanding of the past and to increasingly consider the FNMI perspectives and learning in our school environment. As Edmonton Academy has grown, we now have more students who identify themselves as FNMI. We are excited about our plans to reach out to our students, families, and extended families to support our school to learn and grow in this area. It is our desire to have our families and students support our participation in learning activities that will increase our understanding of the indigenous perspectives and culture.

Edmonton Academy participates and/or acknowledges the special days and holidays such as Orange Shirt Day, National Day for Truth and Reconciliation (September) and Indigenous Days (June). We are proud of our increasing use of indigenous content in our teaching of various subjects and our increase in indigenous authors and stories in our literacy instruction and school library.



Summary of Financial Results

Summary of Financial Results

Edmonton Academy Society for Learning Disabled STATEMENT OF FINANCIAL POSITION as at August 31

		AFS* 2023 \$	AFS* 2022 \$	AFS* 2021 \$
ASSETS				
Current assets				
Cash and cash equivalents		1,086,879	1,021,540	782,502
Accounts receivable (net after allowances)		11,022	12,584	15,936
Prepaid expenses		54,141	45,515	46,996
Other current assets		630,675	400,976	391,670
Total current assets		1,782,716	1,480,615	1,237,104
School generated assets				
Trust assets				
Other assets				
Capital assets				
Land at cost		-	-	-
Buildings at cost	-	-	-	-
Less: accumulated amortization	-	-	-	-
Leasehold improvements at cost	164,930			
Less: accumulated amortization	72,778	92,152	123,802	95,171
Equipment at cost	270,636			
Less: accumulated amortization	240,891	29,746	41,589	29,775
Vehicles at cost	-			
Less: accumulated amortization	-			
Total capital assets		121,898	165,391	124,946
TOTAL ASSETS		1,904,614	1,646,005	1,362,050
LIABILITIES				
Current liabilities				
Bank Indebtedness		2,935	-	-
Accounts payable and accrued liabilities		30,506	30,651	27,663
Deferred contributions		415,209	255,405	222,765
Deferred capital allocations				
Current portion of long term debt				
Total current liabilities		448,650	286,056	250,428
School generated liabilities		18,257	14,253	26,182
Other liabilities		32,760	63,432	81,829
Unamortized capital allocations		-	-	2,054
Total long term liabilities		51,017	77,685	110,065
TOTAL LIABILITIES		499,667	363,741	360,493
NET ASSETS				
Investment in capital assets		121,898	165,390	82,129
Endowment		100,000	100,000	100,000
Internally Restricted		125,000	125,000	125,000
Unrestricted Net Assets		1,058,049	891,874	694,428
Total net assets		1,404,947	1,282,264	1,001,557
TOTAL LIABILITIES AND NET ASSETS		1,904,614	1,646,005	1,362,050

* AFS - Alberta Education Audited Financial Statement(s)

Edmonton Academy Society for Learning Disabled
Statement of Revenue and Expenses for the period ended August 31, 2023
Budget 2022-2023 & 2023-2024 School Years

	2022 - 2023 Actuals		2022 - 2023 Budget		2023 - 2024 Budget	
	Amount \$	Percentage %	Amount \$	Percentage %	Amount \$	Percentage %
Revenue Summary						
Alberta Education	1,153,299	49.27%	1,089,218	52.29%	1,390,868	55.41%
Federal Government	34,128	1.46%	-	0.00%	-	0.00%
Other Revenue						
Parent Tuition Fees	944,961	40.37%	866,000	41.58%	1,022,475	40.73%
Fundraising/Donations/Other Sales and Services (Casino)	148,514	6.35%	117,750	5.65%	47,000	1.87%
Interest on Investments	59,651	2.55%	10,000	0.48%	50,000	1.99%
Amortization of Capital Allocations	-	0.00%	-	0.00%	-	0.00%
Total Revenues	2,340,552	100.00%	2,082,968	100.00%	2,510,343	100.00%
Expenditure Summary						
Instructional	1,498,269	67.55%	1,349,299	63.53%	1,675,998	66.82%
Operations and Maintenance	519,597	23.43%	543,492	25.59%	529,228	21.10%
Transportation	-	0.00%	-	0.00%	29,854	1.19%
Board and System Administration	200,002	9.02%	231,093	10.88%	273,200	10.89%
Total Expenditures	2,217,868	100.00%	2,123,884	100.00%	2,508,280	100.00%
Profit (Loss)	122,683		(40,916)		2,063	

Detailed Financial Statements and a copy of the 2022-2023 & 2023-2024 Budgets are available by contacting the Executive Director
Edmonton Academy, Unit 2, Saddleback Road, Edmonton, AB T6J 4W4
Phone: 780-482-5449



Whistleblower Protection

According to the *Public Interest Disclosure Act*, all school authorities must include any disclosures in their AERR. Edmonton Academy has shared the established Whistleblower Protection policy within Edmonton Academy. There were no reports related to this policy during the 2022 – 2023 school year.

Education & Strategic Plan 2023-2024

Edmonton Academy's 2023-2024 Education Plan will continue to have the following identified priority areas as aligned with Alberta Education's requirements:

- Key Priority I: Quality Teaching and Learning
- Key Priority II: Literacy and Numeracy
- Key Priority III: Citizenship and Social Responsibility

The Edmonton Academy Board of Directors is committed to developing strategies to address the following key areas as identified in our 2024-2026 Board Strategic Plan:

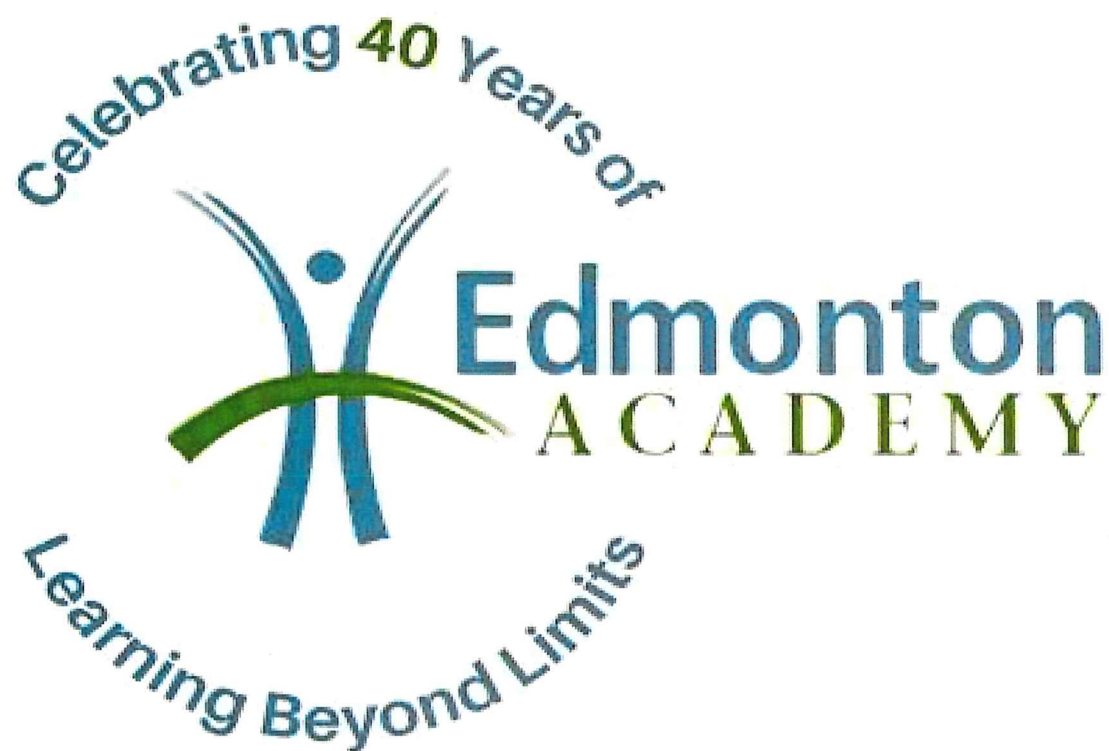
2024 – 2026 Major Goals

1. Provide a welcome, safe, and caring environment for students and staff
2. Support high-quality teaching and learning
3. Maintain student enrolment
4. Support staff retention
5. Assess growth opportunities as they arise
6. Build a well-rounded Board of Directors

For further information on the Annual Education Results Report for the 2022-2023 school year for Edmonton Academy, please contact Jill Melnyk Director of Education/Principal

*Edmonton Academy - Unit #2, 810 Saddleback Road,
Edmonton, Alberta T6J 4W4 Phone Number: (780) 482-
5449 Email: jill.melnik@edmontonacademy.com*





Est. 1983 - 2023

3 Year Education Plan

2023 – 2024 to 2025 – 2026

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Board of Directors

Arlene Yakeley - Board Chair

Karen Carlson- Vice-Chair

Rob Pearn - Secretary

Maggie Cherwick - Director

Daryl Huff -Director

Sheryl Boisvert - Director

Kim Armstrong - Director



School Authority

Jill Melnyk – Director of Education/Principal

Victoria Morisbak – Executive Director

Our Commitment Statement

The Education Plan for Edmonton Academy commencing August 28, 2023, was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the 2023/2026 Education Plan on May 23, 2023. (Annually after Year 1)



Arlene Yakeley
Board Chair



Jill Melnyk
Director of Education/Principal

Foundational Statements and Values

Vision Statement

The Edmonton Academy will be a centre of excellence in Alberta and wherever the need exists for students with learning disabilities, their families, and other stakeholders, by providing comprehensive, innovative, educational programs designed to meet their needs.

Mission Statement

To provide a specialized educational environment for students with learning disabilities enabling them to become successful learners.

Beliefs

The individual who is learning disabled can learn, be educated, have a right to that education and accommodations that will allow them to reach their potential. Edmonton Academy recognizes the importance of the whole child by also fostering their psycho-social development.

Philosophy

Edmonton Academy believes that each student deserves to fulfill his or her academic potential and to enjoy confidence in the ability to achieve. Teaching, which is governed by the needs of the individual child, is essential for the student with learning disabilities and is often not possible in conventional schools. Previous failure in school need not be permanent.



Our School

Edmonton Academy has been offering parent choice in the Edmonton and surrounding communities for 40 years. As an Alberta Education Designated Special Education Independent School, established in 1983, students diagnosed with a specific learning disorder (learning disability) can receive the individualized and specialized programming that increases their access and understanding of the curriculum and therefore success in learning.

Edmonton Academy is located on Treaty 6 territory traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux (So-toe), Blackfoot, Métis, Dene (De-nay) and Nakota Sioux (Sue). We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries. The school is situated on the south side of Edmonton at the intersection of 23rd avenue and Saddleback Road and is attended by students in grades 3 – 12. Parents from within Edmonton and the surrounding communities seek the school's safe and caring low enrollment classes to address not only their child's learning and academic needs, but often their social- emotional and mental health needs.

Edmonton Academy uses proven teaching and instructional methods however seeks continuous ways to improve instruction for students with learning disorders. As a result, our students gain skills, knowledge, and confidence in areas where they have often only experienced frustration.

Edmonton Academy recognizes that student progress – academic, social, and emotional – is the ultimate measure of the school's ability to meet its students' needs. As such, Edmonton Academy offers a range of ways students participate in the school and their overall learning and development. Opportunities include, staff-student retreat, school-wide events and celebrations, cross-graded groups, buddy reading, competitions, intramurals, and clubs such as Gay and Straight Alliance (GSA), running, volleyball, soccer, art, leadership, Lego, chess etc.

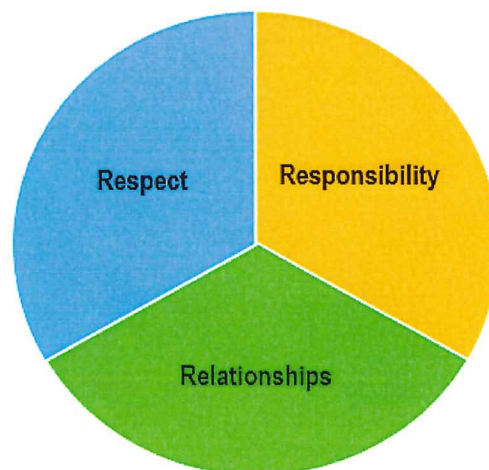
Many of Edmonton Academy's students gain the confidence, skills, and knowledge they require to successfully transition back to their designated home school.

To learn more about Edmonton Academy go to www.EdmontonAcademy.com.



Our Safe and Caring School Community

At Edmonton Academy our safe and caring school community sets the foundation for the school environment needed to work with our students. This environment allows our students to feel safe to learn and talk about their learning differences, their strengths, and the areas for growth with the long-term goal of developing a growth mindset, independence, and self-advocacy. Understanding how they learn and paying attention to their level of physical and emotional regulation is also key to being available to receive the instruction we deliver.



Edmonton Academy uses a school-wide positive behaviour support foundational approach to create our safe and caring school community. We actively teach the concepts and reinforce the behaviours involved in how to show **respect**, how to take **responsibility** and how to build positive **relationships**.

All students need time and patience to learn these fundamental skills and we ensure these are positively reinforced when students exhibit these skills. When situations arise resulting from conflict or concerns, we model and instruct students using conflict resolution and problem-solving methods to help them learn and develop these skills and competencies.

Respect: Respect is the ‘act of showing care and consideration’. Understanding and demonstrating respect is an essential principle in environments where multiple people work, learn and/or share space. Our students are taught to show respect for themselves, for other students, staff, the larger school community, and environments. Respect is a priority on an ongoing basis and addressed through explicitly teaching and modeling behaviours, rules, routines, and targeted practice.



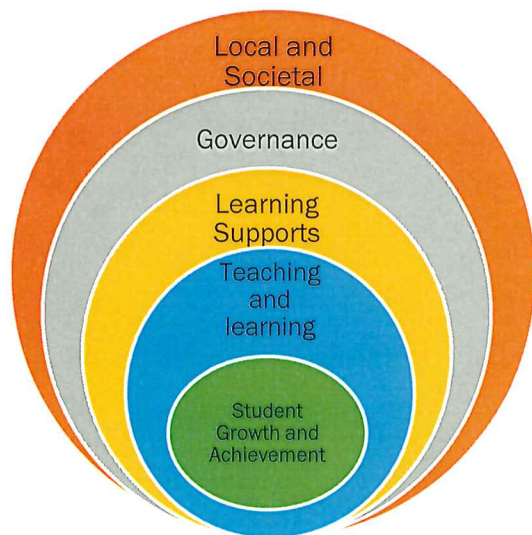
Responsibility: Responsibility is about ‘having duty over something’. In the Education Act, students have a responsibility for their learning, participation, and behaviour at school. Our school team has the responsibility to ensure all students experience growth and achievement which can be achieved when students demonstrate the responsibilities as outlined in the Education Act. Parents are responsible for supporting their child to be successful in learning by participating in their education.

Relationships: Having strong relationships are a result of a person's ability to successfully develop social emotional wellbeing and social skills. With positive relationships a person is more likely to have increased success in school achievement and in their mental health. Therefore, an emphasis on building relationships is a key component of our school's school-wide positive support plan. Parents are key partners in our school and along with our students complete our 'triangle of success' team of parent – student – school, which results in a higher level of success in student outcomes. Our relationships with our board and larger school community enable our school team to continue to thrive and make continuous improvements that make a difference for our students and school.

Assurance – Identifying Priorities and Planning

Education System Assurance and Priorities

The Alberta Education system's priority is to make sure that all students experience success in school. To realize this goal, schools are required to use the Assurance Framework to provide assurance to stakeholders and work towards continuous improvements. It is expected that school districts align their priorities with Alberta Education's business plan based on local data. Edmonton Academy uses the key insights arising from the results analysis of provincial data, local data, and stakeholder engagement across the five domains of Student Growth and Achievement, Teaching and Learning, Learning Supports, Governance and Local and Societal Context to determine the strengths and areas for improvement in the school.



Student Growth and Achievement is the primary purpose and at the heart and center of the education system.

The domains of **Teaching and Learning**, **Learning Supports** and **Governance** all support the realization of **Student Growth and Achievement**. The **Local and Societal Context** operates across domains and is integrated into the other four domains. In fact, all domains although separate, are highly interconnected and interdependent in the education system and within schools.

For more information on the Assurance Model see: <https://www.alberta.ca/accountability-education-system.aspx>.



Assurance in Edmonton Academy

Edmonton Academy's mission is to provide an educational environment and specialized instruction to students with learning disorders enabling them to become successful learners. As such, we are committed to continuous improvement and to provide assurance to all our stakeholders by implementing the following planning and reporting cycle that includes:

- Create an Education Plan with identified priorities which are developed with consideration of our student and school data/results from the Annual Education Results Report, the schools' context, stakeholders' input, and provincial direction.
- Prepare the budget and resources to address the priorities and improve results.
- Implement the evidence-based and practice informed strategies across all domains that will address the priorities with the result of student growth and achievement.
- Engage in ongoing monitoring and adjust the plan and implementation as needed.
- Facilitate the measuring, analysis, and reporting of results.
- Use results to identify strengths and determine areas of improvement with strategies and targets for moving forward.
- Develop the process of communication and engagement with stakeholders throughout the process.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 7953 Edmonton Academy

Assurance Domain	Measure	Edmonton Academy			Alberta		Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.3	91.3	n/a	85.1	85.6	n/a	n/a	n/a
	Citizenship	86.1	88.5	80.4	81.4	83.2	Very High	Improved	Excellent
	3-year High School Completion	83.3	88.9	89.4	83.2	83.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	90.0	*	100.0	87.1	88.2	High	Maintained	Good
	PAT: Acceptable	40.8	n/a	49.1	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	1.3	n/a	9.3	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	54.5	n/a	48.6	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	6.1	n/a	0.0	18.2	n/a	n/a	n/a	n/a
	Education Quality	91.9	94.9	90.0	89.0	89.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.1	93.1	n/a	86.1	87.8	n/a	n/a	n/a
	Access to Supports and Services	92.5	92.1	n/a	81.6	82.6	n/a	n/a	n/a
Governance	Parental Involvement	92.2	85.5	92.2	78.8	79.5	Very High	Maintained	Excellent

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 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
4. 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).
5. 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.
6. 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.

Report Generated: Nov 06, 2022

Locked with Suppression for Fall 2022

Report Version 1.0

Data Current as of Aug 24, 2022

Key Priorities and Projection for 2023-2024

2022-2023 the school continued have an exceedingly high rate of student and staff illnesses as many different viruses impacted the school community. This invariably impacted the programming and instructional hours for numerous students, however, in all other ways the school year was more typical of a pre-pandemic school year. What was also unique about 2022-2023 was an unprecedented number of student applications for the school year that continued into the late fall. The last student enrolled in the school was in February 2023. Enrollment was at an all-time high of 96 students. Applications have continued to be submitted, so that initial projections submitted to Alberta Education in January 2023 of 95 students for the 2023-2024 school year is quite different from our now expected enrollment. The enrollment for the 2023-2024 will be at a minimum 15-20 students over the projection.

This Education plan is based on the data from the Annual Education Results Review in November and the information gained from participation from our stakeholders including our school board, parent council members, parent community, students, and staff. The following key priorities continue to be our focus for continuous improvement of our school:

- ❖ Quality Teaching and Learning
- ❖ Literacy and Numeracy
- ❖ Citizenship and Social Responsibility

As we are anticipating our final enrollment at a minimum 20% higher than our January projected enrollment of 95 students. Therefore, we are requiring an increase to our instructional staff. Many of our classes are at capacity as of May 2023 and we have started a waitlist for the 2024-2025 school year. As well, we have qualified for additional funding to address student needs which have impacted our school staff composition. Our priority in this period of growth is to continue to ensure we can provide quality programming with low teacher-student ratio, while also offering a broader range of courses for grades 3-12. As such, our school composition is expected to be the following:

- Director of Education/Principal - (1.0)
- Executive Director - (1.0)
- Administrative Assistant - (1.0)
- Programming Support Coordinator (0.5)
- Mental Health Support (0.375)
- Teacher Staff (16.7)
- Educational Assistant (1.0)



Key Priority I: Quality Teaching and Learning

Goal: Students will connect to the learning and their passions, gain self-confidence and embrace the principles of life-long learning.

Understanding of the Context

Quality of teaching and learning is a high priority at Edmonton Academy. We understand the importance of continuing to support students to participate and engage in their learning. We recognize our ever-changing society and world where it is difficult to anticipate the future. Therefore, our goal is that students will develop, within themselves, the ability to self-regulate their learning, use critical thinking and problem-solving skills and become life-long learners.

Outcome: Students participate in their education and demonstrate success academically by participating in self-regulated learning.

Performance Measures:

- Percentage of teachers, parents, and students who agree that students are engaged in their learning at school. (Abed)
- Percentage of teachers, parents, and students who are satisfied with the overall quality of basic education. (Alberta Education Survey - Abed)
- High school completion rate of students/First Nations, Metis, and Inuit students within three, and four years of entering Grade 10. (Abed)
- High school to post-secondary transition rate of students/First Nations, Metis, and Inuit students within six years of entering Grade 10. (Abed)
- Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. (Abed)
- Percentage of students/First Nations, Metis and Inuit students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests and Diploma Exams. (Abed)
- Percentage of teachers, parents and students indicating that Edmonton Academy has improved or stayed the same in the last three years. (Abed)
- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. (Abed)
- Data from students where they can identify their areas of strength, where progress has been made, areas for growth and what tools and/or strategies they now use that help them learn. (EA)

Strategies

- Student Programming and Career Planning:
 - Set up designated times for students in grades 10 – 12 to have meetings regarding their high school course plans, career exploration, investigations into post-secondary, applying to institutions and specific transition strategies. Ensure students are registered in courses that they have the pre-requisite knowledge and skills to be able to successfully complete.

- Expand the newly designated high school area to include the bulletin board and pamphlets on post-secondary information and announcements pertaining to high school.
 - Train high school teachers in how to use PASI to monitor students high school progress towards their diploma and create the progress checklist.
 - The larger high school population for 2023-2024 has allowed for more course options including the partnership with Vista Virtual whereby students can register for CTS courses. As well, with more teaching staff, additional options for Friday's will be available. This need was identified by our students. As well, we need to continue to increase FNMI learning opportunities and support the Truth and Reconciliation Commissions recommendations.
 - Ensure teachers have shared annual outlines/outcomes to parents and share the learning expectations with parents at the beginning of the year and at the regular reporting/meeting periods.
- Ongoing Program Monitoring and Review of Student Achievement:
- The teachers will continue to involve our students in their progress and monitoring of achievement. Students will participate in setting goals, identifying, and implementing strategies and review the strategies to determine if they are working. The staff will provide ongoing consultation with student/families to create and follow their child's high school plan which includes goals to support the student/families vision for high school completion and post-secondary education.
 - Data collection throughout the year using standardized and school-based assessments, report card data, conference notes, instruction program plan results, teacher observations. Implement intervention plans for students who are underperforming and/or below adequate/60% in achievement.
- Executive Functioning (EF) and Self-regulated Learning:
- Staff will implement the strategies learned from physical therapist consultants related to increase students' achievement because of increased physical activity and embedded classroom high intensity movement breaks. Instruct the students school-wide through physical education, in classroom learning and during assemblies on the research between physical health and movement as it relates to academic and learning increases.
 - Physical Therapists and Occupational Therapists from Functional Therapy will support our school with improving regulation spaces in the school, setting up circuit training/stations, consulting on students and classroom adaptations for functionality with students for learning and regulation.
 - Addition of Education Assistant will be used to support students with the teaching and implementation of executive functioning strategies such as the use of regulation stations for breaks, organization systems, planning, memory support, etc.
 - Add additional structure to the last 15 minutes of the day for executive function (EF) skills development and school community engagement including reading of newsletters, cleaning designated school spaces, student space organization and clean up, digital organization and clean up, teaching of technology (EF) strategies and exam prep/study strategies.

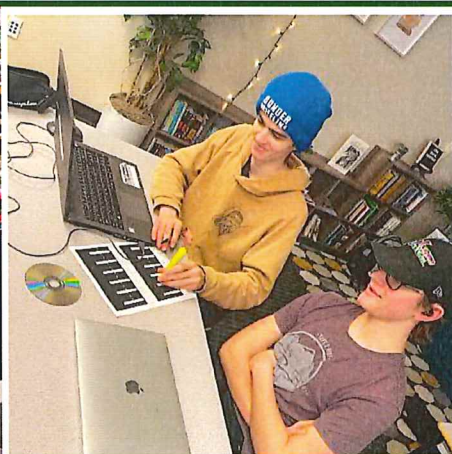
Outcome: Teachers and Leaders will gain skills and knowledge in their professional growth by participating in self-regulated learning.

Performance Measures:

- Percentage of staff satisfied with the opportunity and engagement in professional development and have demonstrated growth on Professional Growth Plan goals. (Ab Ed/Edmonton Academy Data - EA)
- Percentage of teachers, parents and students indicating that Edmonton Academy has improved or stayed the same in the last three years. (Abed)
- Data determining that teaching can identify their areas of strength, where progress has been made, areas for growth and what tools and/or strategies they now use that help them learn. (EA)

Strategies

- High Quality Learning Experiences: Edmonton Academy staff will continue to participate in development as a collective unit in priority areas related to the schools' priorities. Additional flexible use of professional development will be available to allow teachers to meet their professional goals identified on the professional growth plan.
- Technology Ongoing Learning: Collaborate on the implementation of school-wide technology skills curriculum being taught to our students systematically. Explore ways of building in the development of technology skills within the curriculum and lessons teacher have already developed.
- Staff Team and Collaboration:
 - To transition staff members new to our school, hold a first day orientation for all the new teachers on the school team. This will provide them the opportunity to learn more about the school and become trained in areas that the current staff have already developed.
 - Set the stage for collaboration through team-building activities and the variety of strengths teachers bring to the organization. Ensure all new and existing team members recognize the importance of being vulnerable, transparency, embracing the culture of ongoing learning and shared leadership to realize staff, student, and school improvement.
 - Encourage staff to participate in professional development in partners and/or groups to increase capacity and to share with the staff team.



Key Priority II: Literacy & Numeracy

Goal: Students will work confidently and effectively with words and numbers.

Understanding of the Context:

To attend our school students must have a learning disorder in one or more of the areas of reading (dyslexia), written expression (dysgraphia) and/or mathematics (dyscalculia). As such, students come to the school often several grade levels behind in these areas of their academic learning. To address the ongoing needs of the students coming into our school and as this is our targeted population, our school needs to continuously follow the educational research specific to learning disorders and improve our programming as needed.

Outcome: Students demonstrate an increase in achievement related to **improved reading skills and reading comprehension** with or without the use of assistive technology for reading.

Performance Measures:

- Overall percentage of students/First Nations, Metis, and Inuit (FNMI) students who achieve the acceptable standard and standard of excellence on English/Language Arts and Social Studies Provincial Achievement Tests and Diploma Exams. (Abed)
- Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. (Abed)
- Overall percentage of Grade 3-12 students who meet or exceed expected learning outcomes in English/Language Arts as measured on their final report card in June. (EA)
- Percentage increase of grade 3-12 students who are within 1 year of grade level in reading. (EA)
- Percentage of students who have increased their reading/reading comprehension level by over one grade level. (EA)
- Percentage of students meeting their instructional support plan (ISP) reading goals. (EA)
- Increase in students' independent use of assistive technology supports and tools for writing. (EA)

Strategies

- Individualized Programming and Differentiated Instruction: Continue to ensure that all programming is based on the teachers' understanding of the student's individual strengths and areas of need, informed by specialized assessments and reports, family/student information, school baseline and ongoing data collection and analysis and teacher's direct observations of students in all of the area of reading such as phonemic awareness, pseudo decoding/phonics, word reading, vocabulary, fluency and comprehension.
- Implementation of Interventions and Strategies: Continue to have access to universal, targeted, and specialized strategies; including accommodations that specifically support students with learning disabilities (e.g., computers, voice to text, text to speech, and scribes/readers) as necessary. Accommodations are used within class for daily work, tests, and exams, as well as for Diploma Exams where allowed. Students are taught specific test and exam strategies on an ongoing basis to improve their ability to be prepared for tests and exams. Individualized programming includes a comprehensive Instructional Support Plan (ISP) that aligns with the curriculum however identifies goals/outcomes and strategies of the student's program. Baseline data is used to develop the priorities for interventions for our Learning Strategies period, which are reviewed every 4-5 weeks.

- Diploma and Achievement Test Analysis: Grow and/or increase the level of analysis of the data gained from students results on Provincial Achievement and Diploma Exams to guide the teaching and instruction including the following areas:
 - Encourage different teachers to participate in marking Provincial exams as an opportunity for professional development.
 - Use data gained from higher level analysis of student results to identify possible areas for improvement.
- Intensive Reading Interventions: Continue with the implementation of the school reading intervention program. Investigate further evidence-based reading comprehension strategies and high order thinking (HOT) skills to improve student's understanding focussing on vocabulary development and comprehension skills across all curricular areas.
- Technology Tools: Explicitly teach technology tools that will improve students' development of reading skills.
- "Becoming Beach Readers": Explore ways to encourage our students who historically avoid reading to become turned on to reading (beach readers). Consider different cross-grading reading opportunities, parent/grandparent reading opportunities, book clubs, school-wide reading block of time, public library programs, Oiler's Summer Reading program, Author visits, Staff/Student Book recommendations, etc. to inspire students to 'choose to read' more often.



Outcome: Students demonstrate an increase of skills and confidence in written expression.

Performance Measures:

- Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on written sections of the English/ Language Arts Provincial Achievement Tests and English and Social Studies Diploma Exams. (Abed)
- Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. (Abed)
- Percentage of Grade 3-12 students who meet or exceed expected learning outcomes in English /Language Arts. (EA)
- Increase in student's achievement in school-based writing assessments. (EA)
- Percentage of students meeting their instructional support plan (ISP) writing goals. (EA)
- Increase in students' independent use of assistive technology supports and tools for writing. (EA)

Strategies

- Individualized Programming and Differentiated Instruction: Continue to ensure that all programming is based on the teachers' understanding of the student's individual strengths and areas of need, informed by specialized assessments and reports, family/student information, school baseline and ongoing data collection, analysis, and teacher's direct observations of students in all areas related to written expression including spelling, sentence building and composition, grammar, conventions, planning, organization, vocabulary, etc. Consider another tool for the standardized assessment for writing.
- Differentiated Spelling: Increase the use of reading intervention concepts aligned with the differentiated spelling program to teach differentiated spelling for students based on their individual level of progress in this area.
- Assistive Technology: Increase the use of assistive technology tools that will improve students' independence and quality of writing.
- School-wide Writing Continuum: Continue with the implementation of the school-wide writing continuum that was started to universally have all students use the criterion and exemplars to identify their level of writing proficiency and learn how improve their writing through self-reflection and teacher instruction.
- Professional Development and Staff Collaboration: Staff will participate in the ongoing professional development and school-wide prioritizing of student writing using the writing continuum, evidence-based writing strategies and ongoing reflection, mentorship, and collaboration.
- Implementation of New Learning Strategies: Explore additional evidence-based programs or strategies to become a learning strategies group to address students' difficulties with writing, such as Visualizing and Verbalizing.

Outcome: Students demonstrate an increase in knowledge, skills, and confidence in mathematics.

Performance Measures:

- Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on Mathematics Provincial Achievement Tests and Diploma Exams. (Abed)
- Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. (Abed)
- Percentage of Grade 3-12 students who meet or exceed expected learning outcomes in mathematics. (EA)
- Increase in student's achievement in school-based mathematics assessments. (EA)
- Percentage of students, parents and staff who are satisfied with the quality of mathematics instruction. (EA)
- Percentage of students meeting their instructional support plan (ISP) mathematics goals. (EA)
- Increase in students' independent use of assistive technology supports and tools for mathematics (EA)

Strategies

- Staff Development – Continue with staff's professional learning cohort where curriculum analysis was completed and the implementation of specific and targeted instruction of mathematics concepts were prioritized. Investigate further professional development opportunities for the ongoing improvement of mathematics instruction and curriculum implementation.
- Implementation of Mathematics Assessment/Portfolio: Continue to use the students' data collection and the tracking of their progress using 'I Can' statements to gain further understanding of their achievement and to set goals for their future learning for the students. Consider further data collection and assessment tools.
- Targeted Intervention and Practical Mathematics: Continue with using student data to inform interventions and course appropriateness for students. Investigate more specific and quick evidence-based mathematics strategies or tools to implement including those that are shorter intervention period (several days – week). Increase opportunities to build in practice for fluency such as the collection of materials/activities that students can independently access and use for fluency. Encourage opportunities for students to utilize mathematics practically and naturally in the school environment. e.g., score keeping, games, selling items, counting money, etc.



Key Priority III: Citizenship & Social Responsibility

Goal: Students are connected and successful global citizens.

Understanding of the Context:

Edmonton Academy endeavors to create a school culture and environment that demonstrates acceptance, kindness, and positivity. 20–30% of our students are new every year and most have the additional diagnoses of an Anxiety disorder, Autism and/or Attention Deficit Hyperactivity Disorder with learning disorder(s). Many have experienced trauma, stress and/or anxiety symptoms related to school and learning. The first step to encourage citizenship and community is to start at the school level by building relationships with us. From there we support all returning and new students to foster and deepen relationships and connections within our school community.

We understand that our students social-emotional and mental health improve under conditions where students feel safe and accepted. The learning and development of social-emotional skills and mental health education are more critical than ever as we recognize the needs as a result from recovering from a global pandemic and the impacts on living in a highly technology connected world. The social-emotional, mental, and physical health education is critical for our students to learn to be successful at school and learning while managing the external demands they face and to encourage them to live a productive and healthy lifestyle.

Outcome: Students are kind, safe, positive, and accepting of themselves and others, valuing the diversity of peoples, their cultures, and traditions and respecting the entire school community.

Performance Measures:

- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. (Abed)
- Percentage of teachers, parents, and student's agreement, that students are safe at school are learning the importance of caring for others, are learning respect for others, and are treated fairly in school. (Abed)
- Percentage of student serious incident referrals to administration. (EA)
- Percentage of satisfaction of stakeholders with students receiving support for learning rules, routines and developing positive social skills. (EA)
- Percentage of students who understand the importance of digital citizenship and demonstrate responsible use of technology. (EA)

Strategies

- Kindness and Caring: We will further explore ways to teach and promote how students and the school community can be kind and caring to each other, our school, and the community. We will consider designated days or activities that would concretely engage students in these behaviours.
- Bulletin Board Focus – Continue to utilize school bulletin boards and entrance whiteboard to reinforce school activities and curriculum content that helps to build community and citizenship.

- Safe and Caring School: Continue to change and implement a variety of ways to connect with all ages of our students as a school community through events, assemblies, curricular connections, extra-curricular activities, options, leadership, mentorship, buddies, etc. Ensure students understand the 3 R's and reinforce the message of acceptance, tolerance and understanding.
- Targeted Resources and Learning Opportunities: Continue to seek opportunities for bringing speakers, experts, consultants, teachers, community members and leaders to the school to bring our school to the larger community. e.g., mental health speakers, FNMI community members, arts and/or scientist experts, etc.
- Respect-Responsibility-Relationships: Continue to operationalize rules related to specific areas where the more concrete rules/expectations need to be implemented, such as technology use. Increase the teaching of relationship circles and the expected/unexpected behaviours within the circles. Clearly define what teasing and/or joking is, what is acceptable humour/and not and when it is becoming mean and bullying behaviours.
- Safe and Caring School Policies: Increase the school communities' familiarity with the school's safe and caring school policies for all participants are aware of the set expectations, legislative requirements, and school's actions/responses to student behaviours.



Outcome: Our students overall social-emotional health and wellbeing is improved under conditions where students feel safe, accepted, and have access to additional support as needed.

Performance Measures:

- Percentage of students who participate in school events, community events and extra-curricular activities. (EA)
- Students demonstrate an improvement in their behaviour and emotional health from their pre-assessment to their post-assessment results to their using the Social-Emotional Learning Edition assessment and program.
- Individual students as identified by their needs demonstrate an improvement in their pre-assessment to post-assessment results using the Behaviour & Emotional Screening System (BESS).
- Percentage of students meeting their instructional support plan (ISP) related to self-regulation, communication and/or social skills goals. (EA)

Strategies

- Edmonton Academy will implement the approved project outlined in the Alberta Education's Mental Health in Schools Pilot Project which was submitted in January 2023. This grant was approved for two years and includes a pilot grant comprehensive approach to identifying and addressing the social-emotional and mental health needs of our students. Supports include partnership with a community psychologist, part-time school-based staff member to counsel students and implement the project, materials, professional development, and standardized screening assessments.



2023– 2024 Budget Summary

Edmonton Academy's annual budget is driven by the programming needs of the students and the goals and priorities identified for the ongoing continuous improvement of the school. Edmonton Academy uses multiple strategies to ensure that practices are in place to extend our financial resources. With the substantial increase in our enrollment, there will be impacts to our schools' budget and resources that will be needed to ensure that Edmonton Academy continues to provide a quality education for all our students. The following are priorities for the 2023-2024 school year:

- Maintaining our very low teacher to student ratio.
- Investing in targeted ongoing staff training and professional development related to our key priorities including the new mental health initiative and the needs of our students as outlined in this Education Plan.
- Allocation of funds towards educational and assistive technology (training, maintenance, and support).
- Allocation of funds to purchase high quality resources and support materials, including material related to our Mental Health project.
- Allocation of monies for any larger furniture or materials due to increase in student population.
- Allocation of monies to access community services and service providers for direct services and/or training such as speech and language, occupational therapy, physical therapy, psychologist, and counselling.

The following is the brief outlook for the 2023-2024 school budget.

	Budget 2023 – 2024
Total Revenue	\$2,510,343
Instructional	\$1,332,154
Operations and Maintenance	\$736,169
Transportation	\$29,854
Administration	\$412,166
Total Expenses	\$2,508,280
Instructional	\$1,675,998
Operations and Maintenance	\$529,228
Transportation	\$29,854
Administration	\$273,200

School and Community Engagement

Edmonton Academy has a remarkably close relationship with our stakeholders. Our parent community seek our school out to provide the specialized educational environment and support for their child. Prior to attending our school, Director of Education/Principal has a full understanding of the child's learning needs as all potential candidates must apply to the school. Their application includes all updated specialized assessments, individual program plan, report card(s) and the application form. The Director of Education/Principal reviews this information and then meets with the family to discuss the students' learning needs and to answer questions related to school programming.

The information gathered during these one-on-one meetings provides our school with continuous information and educational concerns that come from the parent community. This information helps us to continue to reflect on our school programming and what we offer and work towards our continuous improvement and response to the needs of the public.

Parents of Edmonton Academy are encouraged to participate in the Parent Advisory Council (PAC) and the Edmonton Academy Fundraising Association (EAFA). Meetings are held monthly and the school shares information and asks for feedback and suggestions from the parent participants. All feedback is considered and brought back to the school team. Parents are also requested to attend the Edmonton Academy Society for the Learning Disabled's Annual General Meeting (AGM). The school results compiled for the Annual Education Results Reports (AERR) are shared at the AGM so that our school community can reflect on the data and discuss and provide feedback for improvements and priorities. The AERR data is also shared at the next PAC meeting for any individuals that missed the AGM. For those parents who do not attend a meeting in person, can access the AERR via the link to our website shared in our newsletter.

All the data gathered from our stakeholders inform the Education Plans goals, outcomes, and strategies. School staff and parents attending the PAC meetings participate in the development of the schools' educational priorities. All stakeholders review the draft of the Education plan at planned meeting prior to Board approval. The Education Plan is approved by the Edmonton Academy Board of Directors and is signed by the Chair prior to the final copy being submitted to Alberta Education. The Education Plan is available on the school's website. The Education Plan is shared with parents at the beginning of the school year and discussed at the first PAC meeting in September.

