Edmonton Academy Education Plan

for
2024-2025 to 2027-2028

May 2024

**Edmonton Academy Society
for Learning Disabled**

Est. 1983

TABLE OF CONTENTS

Education Planning and Accountability

Board of Directors

Arlene Yakeley - Board Chair

Karen Carlson - Vice-Chair

Rob Pearn - Secretary

Maggie Cherwick – Director

Barb Gray - Director

Daryl Huff - Director

Sheryl Boisvert – Director

School Authority

Jill Melnyk – Director of Education/Principal

Victoria Morisbak – Executive Director

Accountability Statement

The Education Plan for Edmonton Academy commencing August 22, 2024, 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 2024 - 2027 Education Plan on May 28, 2024.

_____
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.
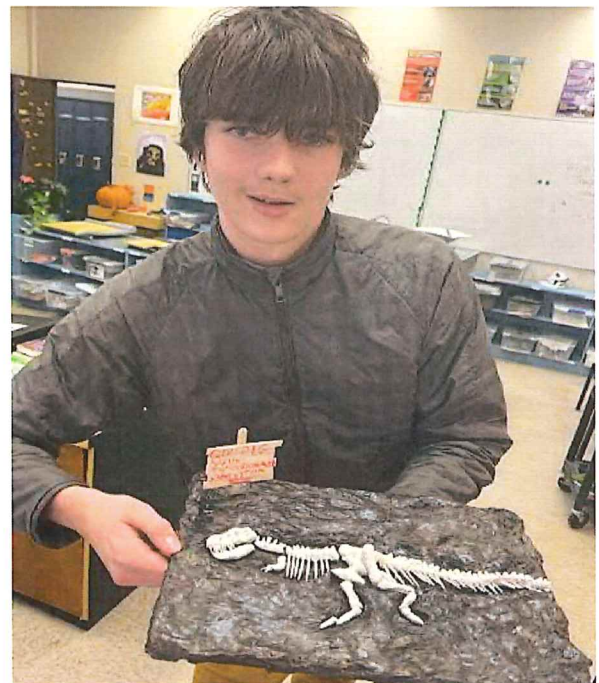
Our School

Edmonton Academy celebrated its 40th year of operations at the end of October 2023. We have a proud history of offering students diagnosed with a specific learning disorder (learning disability) an alternative educational experience. Edmonton Academy is a Designated Special Education Independent School by Alberta Education that provides evidence-based programming designed for students with the learning profile of having one or more specific learning disorders (learning disabilities). This is the primary need of the student and the focus of the instructional strategies and supports designed in the student's instructional support plan (ISP).

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 and is attended by students in grades 3 – 12. Parents from within Edmonton and surrounding communities pursue the school to address their child's educational needs. Edmonton Academy has a safe and caring inclusive environment that helps new students transitioning into the school. The low enrollment and supportive classes address not only children/student's learning and academic needs, but their social- emotional and mental health needs. Students feel safe to begin to re-engage in their learning and begin to change their perceptions of themselves as a student.

To ensure success and continuous improvement, Edmonton Academy utilizes data and feedback to set priorities and goals. As new insights and priories are identified, the school team is intentional while determining the solutions. For educational related areas, the criteria are to ensure that decisions are aligning with educational research related specifically to learning disorders, where possible. Other decisions are made thoughtfully to ensure high quality instruction while optimizing resources. Our students' academic, social, and emotional growth and improvement is the ultimate measure of Edmonton Academy's success. To support this, we prioritize building a strong school community that includes all of our students, staff, parents, and stakeholders. Annually there are opportunities that encourage engagement and community such as the staff-student retreat, information nights, school-wide assemblies, field trips, conferences/meetings, cross-graded groups, competitions, intramurals, options, clubs, initiatives, events and/or celebrations. To learn more about Edmonton Academy go to www.EdmontonAcademy.com.

A Safe and Caring School Community

Edmonton Academy is proud to have a very safe and caring school where *Respect, Responsibility* and *Relationships* are the foundational values that create the framework for our school and community. As such, these values are employed universally across and within our school operations and educational programming with all our stakeholders. Creating an environment that is inclusive and collaborative and where problems are resolved in a productive and positive manner is fundamental to our organization.

Participants and stakeholders of Edmonton Academy change annually therefore maintaining the priority of a safe and caring school community will always be a vital aspect of our education plans. Efforts to continue to improve our school requires strategies and time to build on the foundational values of *Respect, Responsibility* and *Relationships* where and when it is possible. These values continue to come alive and thrive and it is how we work and learn every day. So much so, we receive frequent positive feedback from community members both off-site and on-site about how respectful our staff and students are to work with.

To support new members to transition to our school community, we recognize that time, support, and patience is required to allow for them to adjust to our school and classroom environment. As such, our priority annually is to teach the specific expectations and routines outlined in our school-wide positive behaviour support program plan, and positively reinforce students when they exhibit the skills that align with these principles. Situations that arise from conflict or concerns are opportunities to model and instruct students in how to authentically use conflict resolution and problem-solving methods to help them to learn and develop their independent use of these skills and competencies for their daily and future lives.
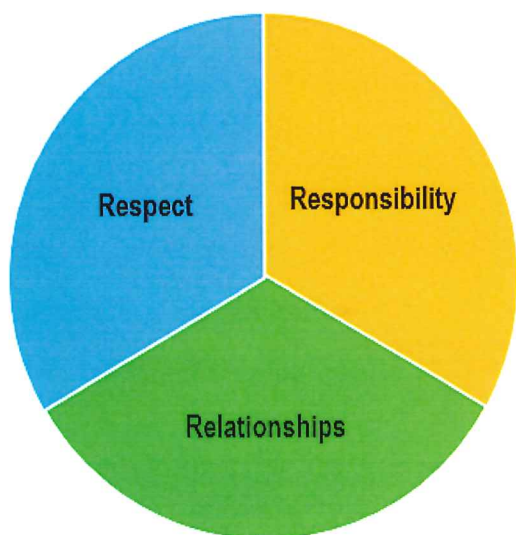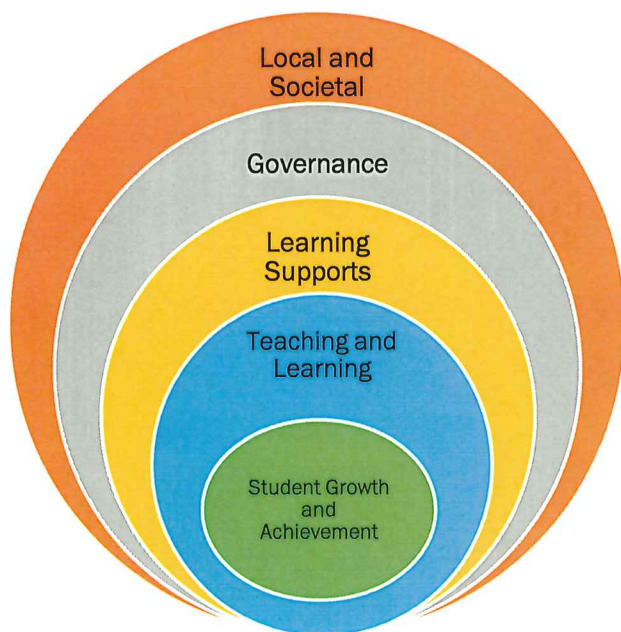
Assurance

Assurance Framework

The Alberta Education system's priority is to make sure that all students experience success in school. To realize this goal, schools use the Assurance Framework to gather and analyze data from school results and develop education plans to address areas of need to work towards continuous improvements. It is expected that school districts' use local data to align their priorities with Alberta Education's business plan. 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 for the school. These results inform the key priories and strategies determined to be addressed in the education plan.

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 all domains. In fact, although the domains can be separated, they are highly interconnected and interdependent within both the education system and schools. For more information on the Assurance Model see: **https://www.alberta.ca/accountability-education-system.aspx**

Edmonton Academy Assurance

Edmonton Academy's mission is to provide an educational environment and specialized instruction to students with specific 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 school's 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 adjustments to 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.

Board of Directors Strategic Plan

The Board of Directors support Edmonton Academy's mission through the development and implementation of their strategic plan. The Board of Directors have identified the following key areas in their 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

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

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses was determined solely by school-awarded marks.

3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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 and Projection for 2024 - 2025

The 2023 - 2024 school year began with a significant increase to student enrolment which resulted in an increase to the staff team. The enrolment at its highest was 122 students which was a 27% increase above the previous school year. With the increase to both staff and students, the most important aspect of the school start up was to ensure that the school team was prepared for the school year. To support this priority, all staff who were new to starting a school year at Edmonton Academy participated in a full day's training in essentials of school operations and programming. Once the whole school team was together, team building was particularly important due to the increase in staff members. A mentorship/mentee program was implemented to support all staff who participated in the program with school related matters, problem solving and/or professional development.

It has been important to monitor the impact that the increase in student enrolment and staff members has had on Edmonton Academy. Overall, the school start up was smooth and the increase to the school community has been positive. It is notable that at the start of the school year, there was no increase to administration staffing. By mid January, it became apparent that changes were required for the school to be able to address the unprecedented number of new student applications for the upcoming school year. Therefore, a High School Programming Coordinator position was added which shifted the high school programming work from the Director of Education/Principal so that they were able to begin the admission process addressing the accumulation of new student applications.

Equally, it became apparent that there was a need to determine the enrolment plans of our current families for the 2024-2025 school year. This was necessary to manage the expectations of any new student applications and ensure there was space at the school to accept more students. The administration team completed an environment scan which led to a plan that allowed for some measured enrolment growth through maximizing of space and the optimizing of staff through instructional redesign. In anticipation of another year of school growth for the 2024 – 2025 school year and based on the key insights from the 2022-2023 Annual Education Results Report the following will remain our key priorities:

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

The key insights from the 2022-2023 Annual Education Results Report have informed this Education Plan which included updating outcomes, measures, and strategies. With our increase in students and changes to staffing, it is critical that through this growth process Edmonton Academy maintains their high standards in areas that have been identified as excellent, while continuing to address those areas identified as areas of for continued improvement.

Projections

Although we have budgeted for 120 students as per the projection required in January, we now anticipate our final enrollment to be between a 10-15% increase for the 2024-2025 school year. Therefore, our school composition is estimated to be the following which is above early projections for staffing:

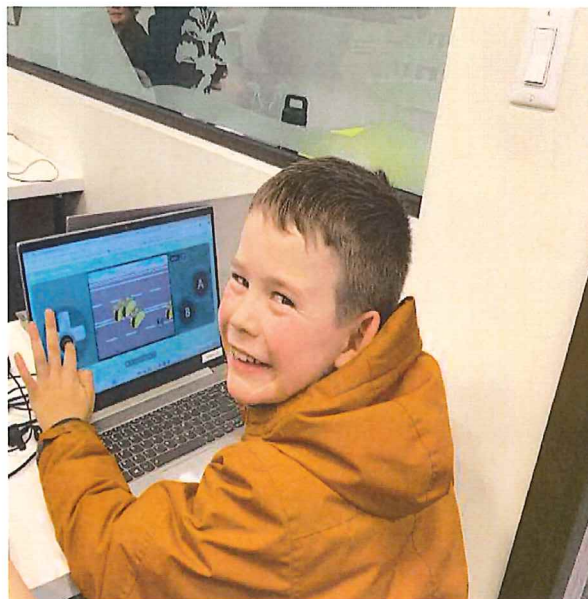Director of Education/Principal (1.0)

Executive Director (1.0)

Vice Principal (1.0)

Administrative Assistant (1.0)

Teacher Staff (20)

Educational Assistant (1.0)

_____

Total: 25 Staff Members

Key Priority #1 – Quality Teaching & Learning

Edmonton Academy is a quality learning organization committed to life-long learning and continuous growth and improvement.

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

Results Analysis Insights

* Investigate factors contributing to elementary students' engagement and positive attitudes towards the learning of literacy and numeracy.

* Investigate the attitudes and engagement of junior high students in mathematics learning.

* Increase the support and transition for high school students with job skills training, investigation of post-secondary entrance and/or qualifications and the identification of career goals.

* Ensure the school continues to have high expectations for all students, which includes students receiving acceptable levels of challenges in their areas of strength in the curriculum.

* Increase level of excellence for students in areas where their disabilities do not have a significant impact.

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. (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 teachers and parents who are satisfied 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)

* 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 and parents satisfied with parental involvement in decisions about their child's education. (Abed)

Strategies

* ❖ **High School Programming and Career Planning**: Implementation of new position – High School Programming Support Coordinator who will support the following:

- o Meet with students in grades 9 – 12 throughout the school year for: setting career goals, high school course plans, career exploration, investigations into post-secondary, applying to institutions and specific transition strategies.

- o Continue to implement strategies that support students to explore colleges, career training, etc. through going to open houses or bringing speakers into the school.

- o Ensure students are registered in courses that they have the pre-requisite knowledge and skills to be able to successfully complete.

- o Support the implementation of new or returning option courses for high school programming at the school as well as exploring opportunity for work credits, volunteer credits, etc.

- o Arrange for the development of skills related to job/executive functions through volunteering at the school in some capacity and receiving volunteer credits. Eg. hot lunch distribution, running clubs, supervision, front desk break coverage/monitoring, administrative tasks, etc.

- o Seek information and recommendations from high school students regarding learning and other opportunities which would benefit them as a student and/or prepare them for their future.

- o Develop a knowledge of community agencies that support individuals with disabilities to support for transitioning to post-secondary and/or skill, career development programs.

- o Participate in "Bring Your Child to Work" day as it was discontinued during the pandemic.

- ❖ **Ongoing Program Monitoring and Student Achievement**: The teachers will continue to involve our students in their progress and monitoring of achievement by providing the following:

  - o Support students to identify their areas of disabilities/delays and strengths, set goals for the school year for achievement targets, and monitor their progress along the way. Students should be able to identify what the outcomes are that they are always learning.

  - o Teachers will hold higher expectations for students in areas they do not have a disability and clearly articulate to students and parents the criteria for achievement at each level: Exemplary (80-100%), Proficient (66-79%), Progressing (50-65%), Limited (Below 50). This includes providing students with information on their learning targets and having exemplars for achievement in the various assessments administered.

  - o Parents/students will be provided with outlines/outcomes for grades/courses at the beginning of the year and how students progress will be assessed.

  - o Elementary teachers' implementation of student learning in portfolios to follow the student and to capture the evidence of our student's learning journey.

- ❖ **Junior High Mathematics:** Implementation of routine assessments with graphed growth to share with students and parents.

- ❖ **Explicit Teaching:** Provide updated professional development to teachers in explicit teaching methods that results in higher skills and knowledge attainment of students during the August professional development sessions.

❖ **Physical Education – Health and Wellness:** High levels of physical activity improves attention and regulation which results in an improvement in academic progress. A designated staff member will be responsible for the implementation of a physical education program that increases the intensity and skills development targeted to improve our students overall physical health and fitness levels. Resources will be purchased to ensure a high level of student participation is feasible so there are more opportunities for all students to develop skills and to keep active during class time.

❖ **Elementary Literacy/Numeracy Interventions:** Elementary teachers ensure that students interests and modalities for learning are being using in the teaching of literacy and numeracy. Support students to identify how they have made gains in the learning of reading, writing and mathematics. Ensure they are aware of the importance of the acquisition of these skills for daily life and where possible reinforce the learning of these skills by practicing them in more 'real' life experiences.

Outcome
Teachers, leaders, and staff will gain skills and knowledge in their professional growth by participating in self-regulated learning.

Results Analysis Insights

* Continue to work on school improvement results with a focus on the students.

* As the school continues to grow, ensure all staff are provided with the training and professional development to successfully manage their work assignment and responsibilities.

Measures

* 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)

Strategies

- ❖ **Edmonton Academy Learning Conference/Retreat:** Edmonton Academy staff will participate in a two-day mini conference in August to receive delivery of the content from sessions staff members attended at the most recent Learning Disabilities International Conference.

- ❖ **Staff Development:** Continue to provide staff with the resources and opportunities to meet their professional growth plan goals and allow for multiple means of participation and engagement to implement their strategies to meet their professional needs.

- ❖ **Technology Ongoing Learning:** Support teachers and staff with the implementation and use of the newly acquired technology in replacement of aging systems. Provide opportunity to train and practice with the new hardware and the new software and programs that the school plan to get licensing for to support students' learning. Continue to investigate the newer tools such as iPad for use of teacher's instruction and with students learning.

- ❖ **Staff Team and Collaboration:** To support the further increase of staff members, ensure that all new staff attend the full day orientation at the school. 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 and transparent, embracing the culture of ongoing learning and shared leadership to realize staff, student, and school improvement.

- ❖ **Staff Roles and Responsibilities – Organizational Structure:** With changes and additions to staffing and roles, ensure information is provided to staff regarding the roles and responsibilities for staff in the organization so that the correct staff member is completing and/or involved in the work/tasks.

- ❖ **Students/Parent Input:** Increase opportunities for students/ parents to offer suggestions for improving the learning experiences and the school.

- ❖ **Edmonton Academy's Journey:** Create a timeline and historical accounting of the school's establishment and journey towards increased growth and improvements for stakeholders to understand the growth and changes to the organization and consider the information for future planning.
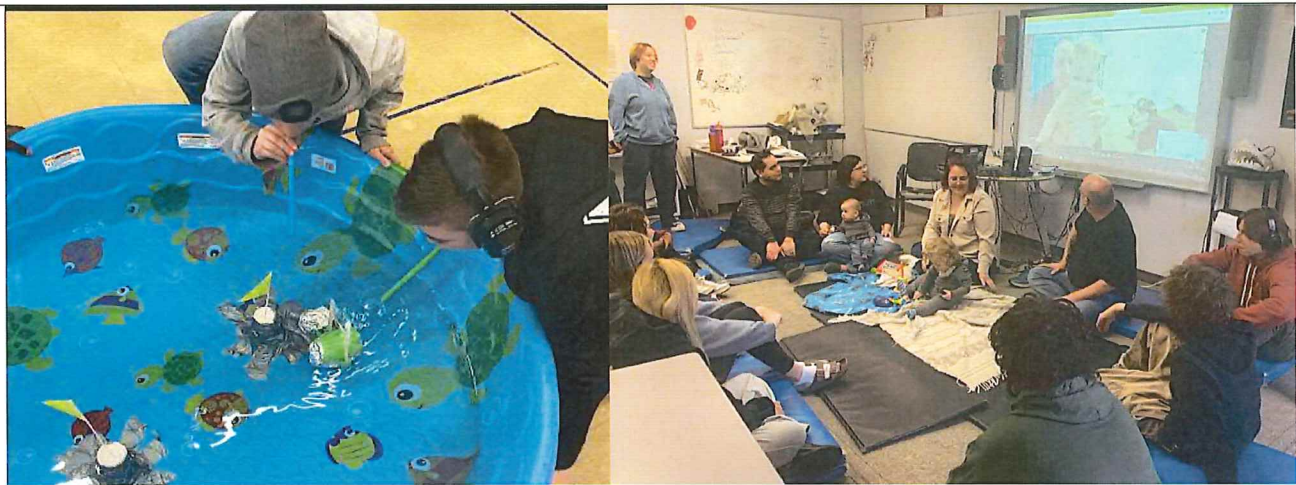
Key Priority #2 – Literacy and Numeracy

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.

Results Analysis Insights

* Continue to support the development of students' reading skill as measured by provincial and local results.

* Address issues of assistive technology access for provincial exams that align with students' regular programming support.

* Increase students' vocabulary and reading skills across the curriculum.

* Further improve students' independent reading levels and reading fluency for them to choose reading in their personal time.

* Increase students' consistent use of assistive technology for students who are over one year below their grade level in reading.

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)

* 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/grade in January/June. (EA)

* Overall percentage of Grade 3-12 students with Exemplary (80-100%) results in English/Language Arts on their final report card/grade in January/June. (EA)

* Percentage increase of grade 3-12 students who are within 1 year of grade level in reading. (EA)

* Percentage of students who were below grade level and 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)
* Students who are more than 1+ grade level below in reading skills and comprehension support their learning with the independent and consistent use of assistive technology. (EA)

Strategies

* **Edmonton Academy Learning Conference/Retreat:** Teachers will be provided sessions in reading/dyslexia at the two-day conference to any staff members who teach English Language Arts.

* **Assessment Tools for Individualized Programming and Differentiated Instruction:** Explore additional diagnostic assessment tools to provide more exact information and tracking of reading skills and interventions needed.

* **Assessment for Tracking/ISP:** Reconsider the frequency and timing of various school-wide assessment to ensure that the right tool is being used and required at the time of administration and only as often as necessary to allow as much time for intervention teaching as possible.

* **Diploma and Achievement Test Analysis:** Encourage staff to participate in the marking of Provincial Achievement Tests and Diplomas to increase their level of skills for teaching the content and gain experience in the analysis of the data from student results on provincial assessments.

* **Intensive Reading Interventions:** Maintain the school's reading intervention programs that support the specific areas for need for the students such as phonemic awareness, word reading, fluency, comprehension, vocabulary, etc. Support staff development of all the interventions and programming strategies provided at the school.

* **Assistive Technology Implementation, Reading Programs and Tools:** Explore new literacy programs that support the development of reading skills and explicitly teach technology tools that will improve students' development of reading skills. Advocate for the ability for students to be able to independently use their assistive technology accommodations during provincial exams.

* **"Becoming Beach Readers":** Explore ways to encourage our students who historically avoid reading to engage in reading (becoming beach readers). Consider ways to inspire reading for example: cross-grading reading opportunities, parent/grandparent reading demos, book clubs, school-wide reading block of time, library programs, Oiler's Summer Reading program, Author visits, Staff/Student Book recommendations, competitions for tracking reading hours and award presented at Awards Night, grade-based strategies to track reading by game/bingo card, etc.

* **Book Nook and Reading Materials:** Invest in more reading materials that are of high interest, high value and support our student's reading development. Consider high school students volunteering in the book nook, staff/student recommendations and/or display board,

* **Access Edmonton Public Library** – Visit the library and/or bring staff to discuss the library resources.

* **Resource/Reference Use:** Increase the teaching of dictionary and thesaurus use with students in both low-tech and high-tech formats.

* **Reading Independence:** Encourage students who typically rely on technology to build their confidence, skills, and independence by completing work/ assignments in printed formats.

Outcome

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

Results Analysis Insights

* Continue to support students' writing achievement measured by provincial and local results with the goal to increase students who reach the standard of excellence in the writing portion of the provincial exams.

* Address issues of assistive technology access for provincial exams that align with students' regular programming support.

* Increase student acquisition of writing skills that have a positive impact across all formats of writing.

* Increase students' use of assistive technology for students who do not have the adequate spelling and/or writing skills to convey their ideas and thoughts reaching their potential.

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)

* 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/grade in January/June. (EA)

* Overall percentage of Grade 3-12 students with Exemplary results in English/Language Arts on their final report card/grade in January/June. (EA)

* Increase in grade 3-9 student's achievement in school-based writing assessments. (EA)

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

* Increase or maintenance in students' independent use of assistive technology supports for writing. (EA)

Strategies

- **Edmonton Academy Learning Conference/Retreat:** Teachers will be participating in sessions learning a writing program that will be implemented school-wide for any staff members who teach English Language Arts.

- **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.

- **Spelling Development:** Establish a shared understanding of spelling development and begin to explore common evidence-based understandings and/or approaches to support spelling across the school.

- **Assistive Technology:** Continue to increase the use of assistive technology tools (both high tech and low tech) for supporting literacy improving the students' independence and quality of writing.

- **School-wide Writing Continuum:** Continue with the implementation of the school-wide writing continuum with a specific location of the continuum for physical access all students and staff.

- **Professional Development and Staff Collaboration:** Staff will participate in the ongoing professional development of a new writing program that provides explicit teaching of writing from the sentence stage all the way to the essay level in the writing process.

Outcome

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

Results Analysis Insights

- Address our student's low achievement level in mathematics based on provincial and local results with all students and teachers working towards an increase in successful acquisition of the mathematical skills and knowledge as per the curriculum.

- Continue to bridge the gap between the previous mathematics curriculum in elementary with the new mathematics curriculum.

Measures

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

- Overall percentage of Grade 3-12 students who meet or exceed expected learning outcomes in Mathematics as measured on their final report card/grade in January/June. (EA)

- Overall percentage of Grade 3-12 students with Exemplary (80-100%) results in Mathematics on their final report card/grade in January/June. (EA)

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

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

* Increase or maintenance in students' independent use of assistive technology (e.g. calculators) and supports (e.g. low-tech visuals – 100's charts) for mathematics. (EA)

Strategies

❖ **Edmonton Academy Learning Conference/Retreat:** Teachers who teach mathematics will learn all of mathematics evidence-based strategies that were recommended from the Learning Disabilities International Conference.

❖ **Implementation of Mathematics NEW Curriculum:** Continue to support the teachers with the implementation of the new mathematics curriculum with time designated for professional development and collaboration.

❖ **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.

❖ **Mathematics Programming and Resources**:

   o Dedicate funds for acquiring more manipulatives and materials to address the widening usage of these tools in classrooms in their daily instruction with students.

   o Continue with mathematics cross-grade grouping from grades 3-7.

   o Develop mathematics vocabulary dictionaries based on divisions.

   o Develop pre/post assessments to use with the new math curriculum.

      ▪ Ensure explicit teaching with strong scaffolding while performing the gradual release of responsibility method: "I do – We do – You do" to ensure reduced cognitive load and focused attention (pencils down, eyes up). Break problems down into the following categories: eg. Problem Pairs/Problems you need to solve/Deeper thinking
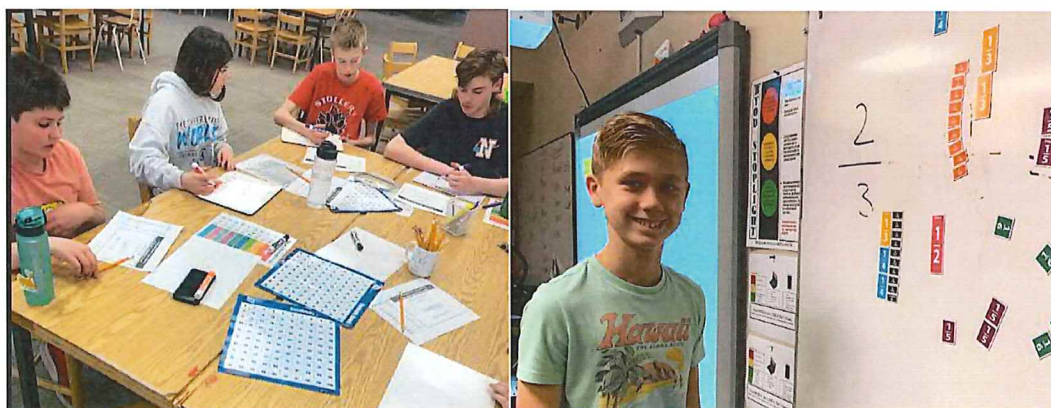
Outcome

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

Results Analysis Insights

* Ensure all grade 3 and 4 students in our school have developed the adequate basic levels of early literacy and numeracy skills to be successful in future curriculum.

* Students will continue to develop independent literacy, numeracy, and technological skills to access and participate in the curriculum.

Measures

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

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

* Results of Grade 3 and 4 Early Year Literacy Assessment – Castles and Coltheart 3 (CCE) Literacy Screener. (EA)

* Results of Grade 3 and 4 Numeracy Assessment – Provincial Numeracy Screening Assessment. (EA)

Strategies

* Direct, explicit daily instruction using the wide range of strategies and programs that work for students with learning disabilities in reading, writing and mathematics to acquire literacy and numeracy skills.

* 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.

* Regular progress monitoring and data collection to inform teaching/instructional support plans (ISP).

* 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, scaffold and loop 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.

* Apply to Jordan's Principle for additional services for FNMI students with speech and language delays.

Key Priority #3 – Citizenship and Social Responsibility

Students are connected and successful global citizens.

Outcome

Students demonstrate **respect** through their kindness, positive attitude and acceptance of themselves and others, valuing the diversity of peoples, cultures, and traditions.

Results Analysis Insights

* Continue to increase access to resources within the school community and local community to offer a broader range of learning opportunities for our students to learn how to respectfully participate and contribute to our school and local community.

* Continue to ensure all stakeholders contribute to creating a respectful, healthy and safe school environment as we manage growth as a school community.

* Continue to educate students with understanding and respecting diversity, differences and develop inclusive attitudes and behaviours.

Measures

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

* Percentage of teachers, parents, and students in 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 students who have serious incident referrals to administration. (EA)

* Satisfaction from teachers that students are receiving the necessary support to learn the school's rules, routines, and expectations to be respectful. (EA)

Strategies

- ❖ <u>**Kindness and Caring:**</u> 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. For example, morning talks checking in with students daily, encourage high school to lead groups/ activities for volunteer credits, guest speakers, etc.

- ❖ <u>**Safe and Caring School:**</u> 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, buddy programs, etc. Ensure students understand the 3 R's and reinforce the message of acceptance, tolerance and understanding. Create grade/division appropriate language around the 3 R's to ensure expectations are clear.

- ❖ <u>**Targeted Resources and Community Learning Opportunities:**</u> 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 science experts, etc.

- ❖ <u>**Respect-Responsibility-Relationships:**</u> Continue to operationalize rules for specific areas where concrete rules/expectations need to be implemented, eg. technology use. Increase the teaching of relationship circles and the expected behaviours within the circles. Clearly define what teasing and/or joking is, what is acceptable humour and when it is becoming mean or bullying behaviours. Teach students to model appropriate behaviour and how to report concerns versus police others.

- ❖ <u>**Safe and Caring School Policies**</u>: Increase the school community's familiarity with the school's safe and caring school policies for all participants to be awareness of the set expectations, legislative requirements, and school's actions/responses to student behaviours.

- ❖ <u>**Book Nook and Reading Materials**</u>: Invest in more reading materials that are inclusive and represent a range of differences in people and their cultures including more FNMI authors and content, art, holiday/traditions, etc.

- ❖ <u>**FNMI Staff Leads**</u>: Seek a small team of staff members to lead the school to bring in more FNMI content and activities that support the actions towards Truth and Reconciliation at the school.

Outcome

Students demonstrate through their actions, **responsibility** for their learning and behaviour at school.

Results Analysis Insights

* Increase students' attendance and participation in their learning to benefit from the school's specialized programming and to achieve academic success.

* Ensure high school students are assigned to courses which they can successfully achieve credits, towards the completion of high school courses.

* Continue to support students to increase their development of executive skills.

* Ensure students are achieving greater academic success by developing positive work habits through homework completion and the development of study skills.

* Ensure students continue to develop technology skills and take responsibility by only using technology for learning during instructional minutes while at school.

* Work towards full and consistent efforts in triangulation between the parents, students, and teachers to maximize students' success at school.

Measures

* Percentage of students who have required additional intervention plans to address academic concern. (EA)

* Increase in students who understand the importance of digital citizenship and follow the school's technology policies and rules while at school. (EA)

* Data on student's rates of late and absenteeism over the school year. (EA)

* Percentage of students who were withdrawn or placed on academic suspension due to lack of participation in a high school course. (EA)

* Percentage of students meeting their instructional support plan (ISP) executive skills goals. (EA)

* Increase in students receiving a satisfied or very satisfied result from their teachers in the rating of students' homework and study skills levels for their grade. (EA)

Strategies

* **Executive Goals:** Teachers, parents, and students identify area of executive skills development for the student's ISP to improve their independence in this area of their learning and development.

* **Attendance Policy and Tracking of Attendance:** Create an attendance policy for the school outlining Alberta Education's mandates and guidelines. Track student attendance and respond quickly with a system to provide information on the frequency and the reasons for non-attendance. Consider moving to attendance for every block, specifically for high school courses.

* **High School Course Participation:** Developing policy to determine if a student has met the appropriate participation and attendance required to successfully remain in a high school course for credits. Increase participation through more hands-on learning and rubrics/self-evaluation methods.

* **Technology Policies and Monitoring:** Continue to ensure that all staff, students, and parents are supporting the school's technology policy and begin to track students' infractions related to inappropriate technology usage during instructional time. Ensure students who are using music for an accommodation are benefitting from that strategy.

* **Homework and Study Habit:** Create a more explicit response to ensuring all teachers are following the homework guidelines for the school, that parents are supporting study and homework expectations and students are developing and improving their study skills and work habits.

* **Student Intervention Plans:** Continue to create intervention plans for students who are achieving below 60% in a high school course and/or core subject. Students who are below a 65% need to be monitored closely, and therefore need to remain in their classrooms and with reach of their assigned teacher for support and monitoring.

Outcome

Students demonstrate through their actions and behaviours an understanding of their social-emotional, mental health, and skills for developing positive **relationships**.

Results Analysis Insights

* Improve outcomes for students demonstrating elevated levels of general, social, and test anxiety.

* Continue to address the need for students to access support and strategies for improving social-emotional skills and mental health.

* Increase students' participation in school activities that positively contribute to social-emotional well-being, positive mental health, and relationships.

Measures

* Percentage of students meeting their instructional support plan (ISP) goals related to self-regulation, communication and/or social skills. (EA)

* Participation rates of students in school events, fieldtrips, community events and extra-curricular clubs/activities. (EA)

* Students demonstrate an improvement or maintain 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. (EA)

* Students as identified by their needs demonstrate an improvement in their pre-assessment to post-assessment results using the Behaviour & Emotional Screening System (BESS). (EA)

Strategies

* ❖ **Resiliency Project:** 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 (see below) to identify and address the social-emotional and mental health needs of our students. Program implementation includes a partnership with a community psychologist, part-time school-based staff member to support students and implement the project, materials, professional development, and standardized screening assessments.

  o <u>Universal – Tier 3</u> – Health lessons, 1 on 1 or small group conversations, community events, Mental Health day, field trips, Zones of Regulation, school-wide positive behaviour support approach, staff support based on training in positive behaviour support methods, low student-teacher ratio, calm and quiet breaks, and regulation spaces.

  o <u>Targeted – Tier 2</u> – PEERS curriculum, embedded social-emotional strategies, social/play facilitation, and groups, learning strategies (self-regulation), clubs, teaching conflict resolution/problem solving skills/conversations.

- Individual – Tier 1 – 1:1 support conversation, behaviour plans, recess plans, designated break spaces, feelings journal, wrap around meetings, tutoring.

❖ **Jordan's Principle**: Apply to Jordan's Principle for additional services for FNMI students who would benefit from social-emotional and mental health support.
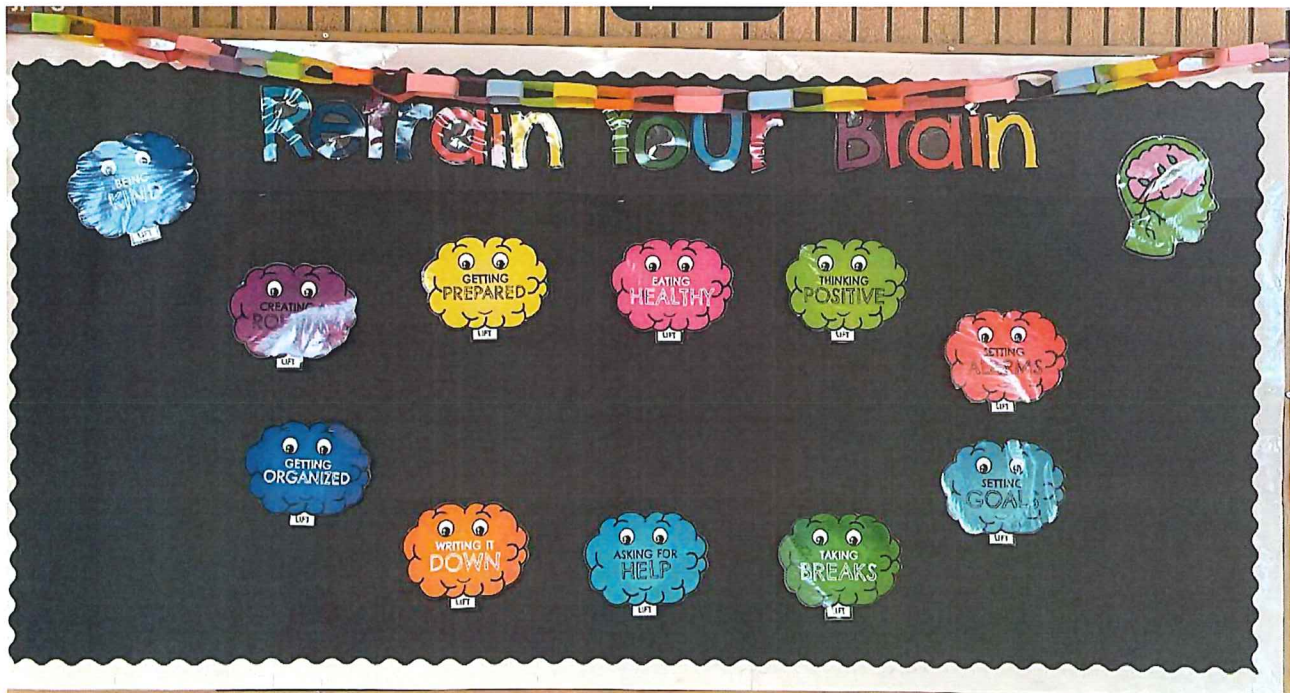
2024- 2025 Budget Summary

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. To allow for an increase to our enrollment, there will be impacts to our schools' budget and resources that will be needed to ensure that Edmonton Academy continues to provide quality education for all our students. The following are priorities for the 2024-2025 school year:

> Maintaining our low teacher to student ratio while allowing for the growth of the school.

> Invest in new technology replacing the smartboards/projectors in most classrooms as they are now very expensive to repair, and lightbulbs are no longer able to be purchased.

> Ensure there is furniture that helps to maximize and improve the utilization of the spaces throughout the school.

> Allocation of funds towards the purchase of more software projects and ensure there continues to be administration, educational and assistive technology for all that require it with training, maintenance, and support.

> Allocation of funds for resources and support materials, to meet the Education Plan goals as well as meet the requirements of grants such as the Mental Health project.

> Allocation of monies to broaden access to community agencies, 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 a brief outline of the 2024-2025 school budget.

|	Budget 2024 – 2025
Total Revenue	$3,166,447
Instructional	$1,711,986
Operations and Maintenance	$881,865
Transportation	$62,369
Administration	$510,227
Total Expenses	$2,948,017
Instructional	$2,029,229
Operations and Maintenance	$567,062
Transportation	$62,369
Administration	$289,357

Stakeholder Engagement

Edmonton Academy seeks to evolve and improve as an organization; therefore, it is a priority to include all our stakeholders as an inclusive and collaborative approach for continuous school improvement. Information is shared, analyzed, considered, and gathered in many ways including but not limited to emails, discussions, meetings, results analysis, etc., However, below are the regular activities that our stakeholders participate in to contribute to our priorities and strategies for the continued improvement of Edmonton Academy.

Student - Specific Programming Engagement

In the 2022-2023 school year, our survey indicated that 92.6% (Very High/Excellent) of our parents are satisfied with their involvement with decisions related to their child's education. Parents seek out Edmonton Academy for the specialized education needed for their child. Prior to attending our school, parents have needed to be strong advocates to try to receive support for their children/student. Parents are relieved when they can return to a supporting role in their child's/student's education such as ensuring adequate sleep, food, regular attendance, and instilling study/homework routines, participating in school/teacher correspondence, meetings, conferences, and school activities.

As described in our school handbook, our school promotes a triangulation approach to the education of our students. Parents, the school team, and the student when working in triangulation, see the greatest gains in students' growth and achievement. The following are methods for our student specific programming engagement activities in a typical school year:

Month	Engagement Type	Participants
January – June	Application Review/Intake Meetings for student - school acceptance	Administration – new students/families
August	New student transition visits to meet staff/see the school.	New students/families
September	Student Instructional Programming Development Day	Staff
October	Parent-Student-Teacher – Instructional Support Plan (ISP) meeting – mid-term summaries released	Staff, students/families
November	Report cards – Term 1 released	Staff, students/families
December	Parent-Student-Teacher Conference Meetings- ISP and mid-term summaries released	Staff, students/families
January	Support Exam Week	Staff, students/families
February	Report cards – Term 2 released	Staff, students/families
March	Parent-Student-Teacher – Instructional Support Plan (ISP) meeting – mid-term summaries released	Staff, students/families
April	Report cards – Term 3 released	Staff, students/families
May	Instructional Support Plan (ISP) meeting – mid-term summaries released – Meetings are booked upon request/need.	Staff, students/families
June	Final Report cards and Instructional Support Plans – released	Staff, students/families
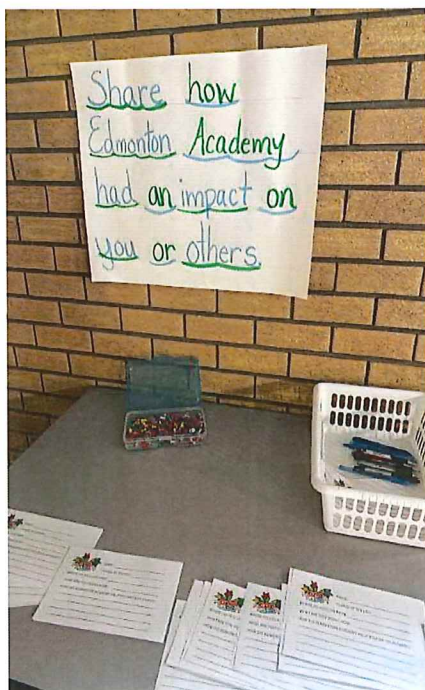
School Programming/Community Engagement - Parents

Edmonton Academy has typically had a transient parent community as students will attend our school from 2-4 years on average. To support engagement and the participation of our parent community the following are the typical practices with the parent community throughout the school year.

Month	Engagement Type	Participants
August	Parent-Student Handbook	All students/families
	Parent Advisory Council (PAC) Executive Meeting to collaborate on school start up.	PAC Executive members/Director of Education/Principal
Weekly	Parent Advisory Council Executive/Members Correspondence – regular school PAC business items	PAC Executive members/administration team
Bi-weekly	Newsletter – PAC Newsletter submissions	All parents/students
Monthly – May to June	Parent Advisory Council/Edmonton Academy Fundraising Association (EAFA) Meetings **May -** Three-Year Education Planning Review/Input Meeting	All parents who attend
Email	Priority Item Requiring Immediate Attention	All parents/families requiring information
September	Welcome Back Night	All parents/students are invited.
November	Edmonton Academy Society for Learning Disabled Annual General Meeting – Annual Results Review Input Meeting	All parents as society and voting member are encouraged to attend.
December	Christmas Extravaganza	All parents/students are invited. As well, they can bring friends.
May/June	Awards Night and Graduation – PAC/EAFA planning correspondence, activities, and meetings.	All parent who volunteered

Within these practices parents are providing with information such as updates on school initiatives, policies, activities, changes etc. Opportunities to participate Edmonton Academy's Annual Education Results and Education Planning is available to parents who attend PAC/EAFA meetings where these items are on the agenda.

## *School Programming/Community Engagement – Staff and Board of Directors*

Our school staff has a collaborative and team approach to our operations and programming to the highest extend possible. As such, the engagement of staff for ongoing and continuous improvement is informally addressed in daily and weekly activities. However, there are established routines for intentional review and participation in data analysis, goal setting and strategic planning. These are the methods that staff and the Board of Directors participate in Edmonton Academy's planning for continuous improvement.

Month	Engagement Type	Participants
August	Staff Handbook	All staff
	Teacher Orientation	All new teaching staff
	Board of Director – Initial School Year Start Up Meeting	All Board of Directors, Director of Education/Executive Director
Weekly	Staff Meeting – School programming and school operations / Monday Memo	All Staff
Bi-weekly	Newsletter	All Staff and Board of Directors
Monthly – September to May	Edmonton Academy Society for Learning Disabled – Board of Directors Meetings	All Board of Directors, Director of Education/Executive Director
Email	Priority Item Requiring Immediate Attention	All school staff and Board of Directors as required.
November	Edmonton Academy Society for Learning Disabled Annual General Meeting – Annual Educational Results Review/Input and Final Report Approval	All Board of Directors, Director of Education/Executive Director
May	Edmonton Academy Society for Learning-Disabled Three-Year Education Planning Review/Input Meeting and Final Approval.	All Board of Directors, Director of Education/Executive Director
Operational/Professional Development Days	Staff Operational and Professional Development Days – designated for strategic planning and school improvement collaboration and staff development initiatives.	All teaching staff, administrative staff as required

The Education Plan is approved by the Edmonton Academy Board of Directors in May 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: www.edmontonacademy.com and is emailed to parents. The Education Plan is also shared with all new and returning parents at the beginning of the school year and discussed at the first Parent Advisory Council/Edmonton Academy Fundraising Association meetings in September.
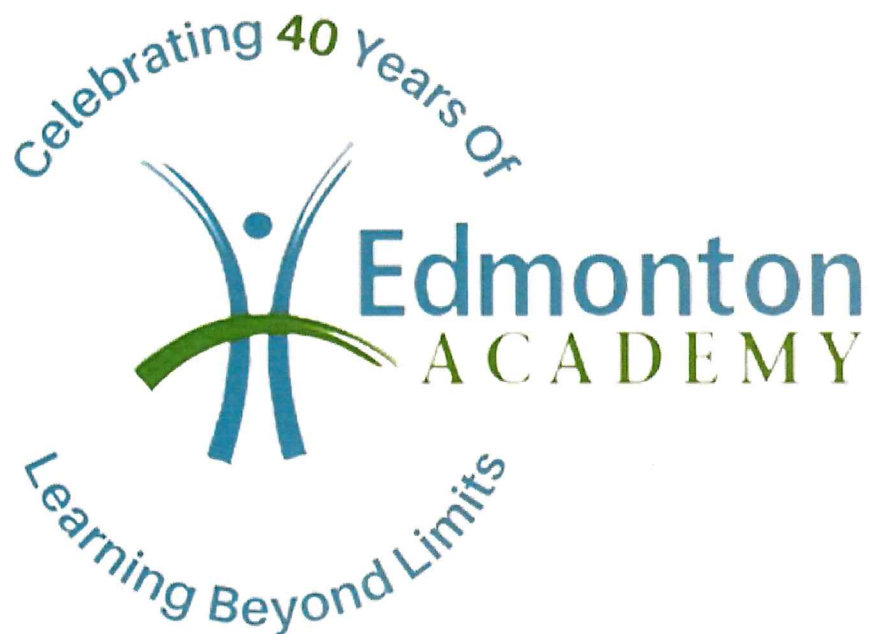
Edmonton Academy

Annual Education Results Report (AERR)

for 2022– 2023 School Year

Edmonton Academy Society for Learning Disabled

Contents

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 Edsembli 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.

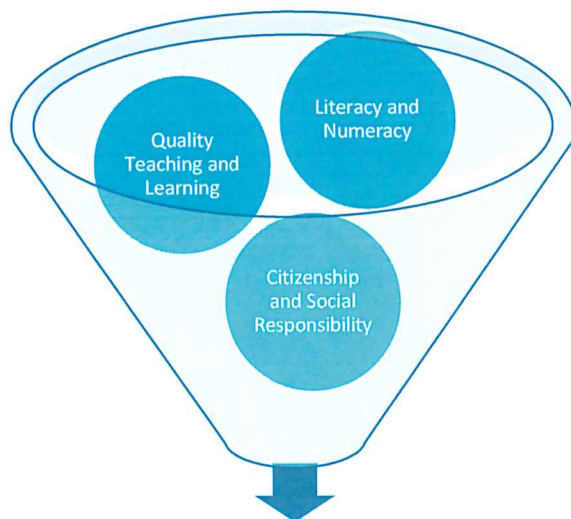| Stakeholder Engagement	Dates
Staff Team Meetings	Weekly and School Operational Days
Board meetings and Annual General Meetings	Monthly August – June and November
General Meetings and Parent Association Meetings	Monthly August – June and November
Ongoing Local Data and Feedback Results Review to Inform 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

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses was determined solely by school-awarded marks.

3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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 Achivement

Edmonton Academy Key Priories	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.
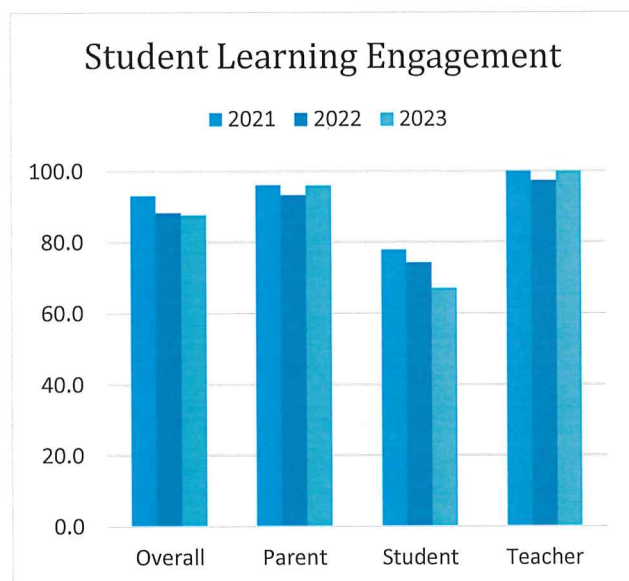
Key Priority I: Quality Teaching and Learning

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	Results Analysis – Rationale
Student Engagement • **Percentage of teachers, parents, and students who agree that students are engaged in their learning at school. (Abed)** Student Learning Engagement chart showing 2021, 2022, 2023 data for Overall, Parent, Student, Teacher	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.

Student Learning Engagement

Education Quality	Results Analysis

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

Quality of Basic Education (2019, 2020, 2021, 2022, 2023 for Overall, Parent, Student, Teacher)
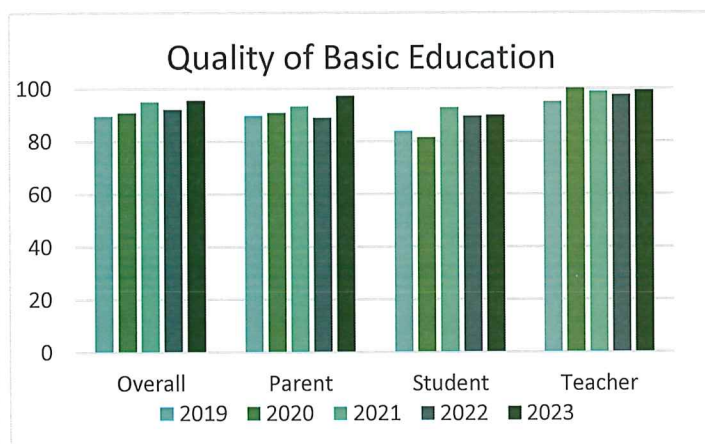
Edmonton Academy's teachers, parents and students continue to be very satisfied with the overall quality of basic education. The achievement in this area is very high with the overall responses have improved and are considered excellent.

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.

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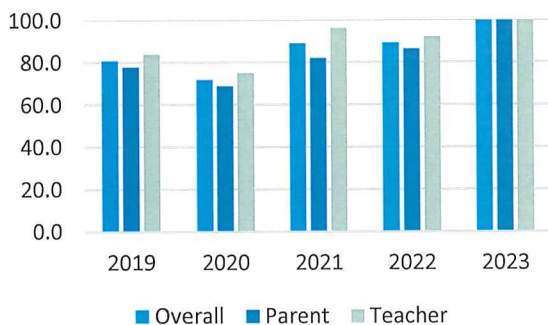
LIFELONG LEARNING			
Measure Evaluation			
	Achievement	Improvement	Overall
Overall	Very High	Improved Significantly	Excellent
Parent	Very High	Improved Significantly	Excellent
Teacher	Very High	Improved	Excellent

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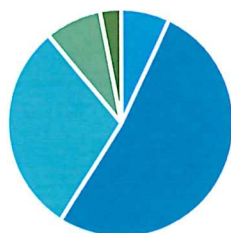
Outcome: Students participate in their education and demonstrate success academically by participating in self-regulated learning

| Performance Measures	Results Analysis – Rationale
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	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.
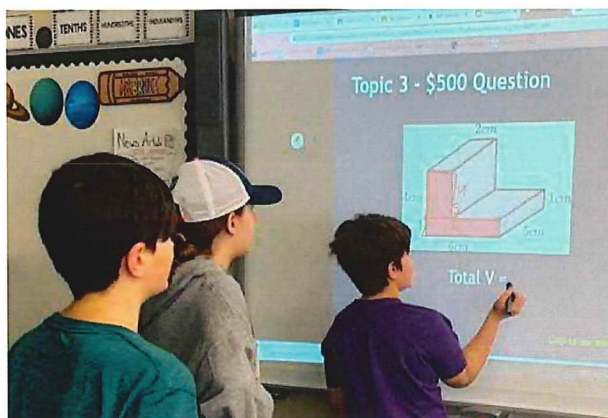
Parental Involvement

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

PARENTAL INVOLVEMENT

■ 2019 ■ 2020 ■ 2021 ■ 2022 ■ 2023

OVERALL: 91.8, 92.6, 85.5, 92.2, 92.6
PARENT: 89.9, 93.2, 80.3, 89.0, 92.6
TEACHER: 93.8, 92.0, 90.8, 95.4, 92.6
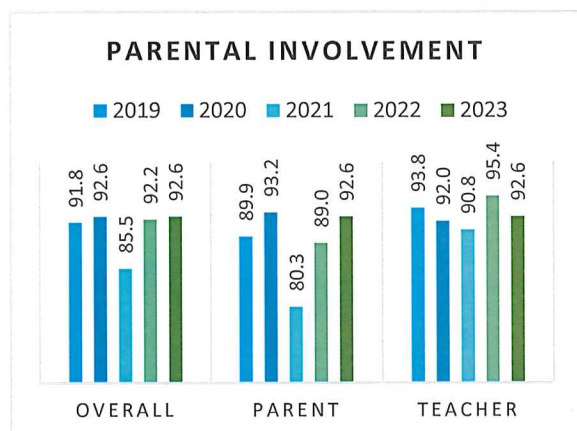
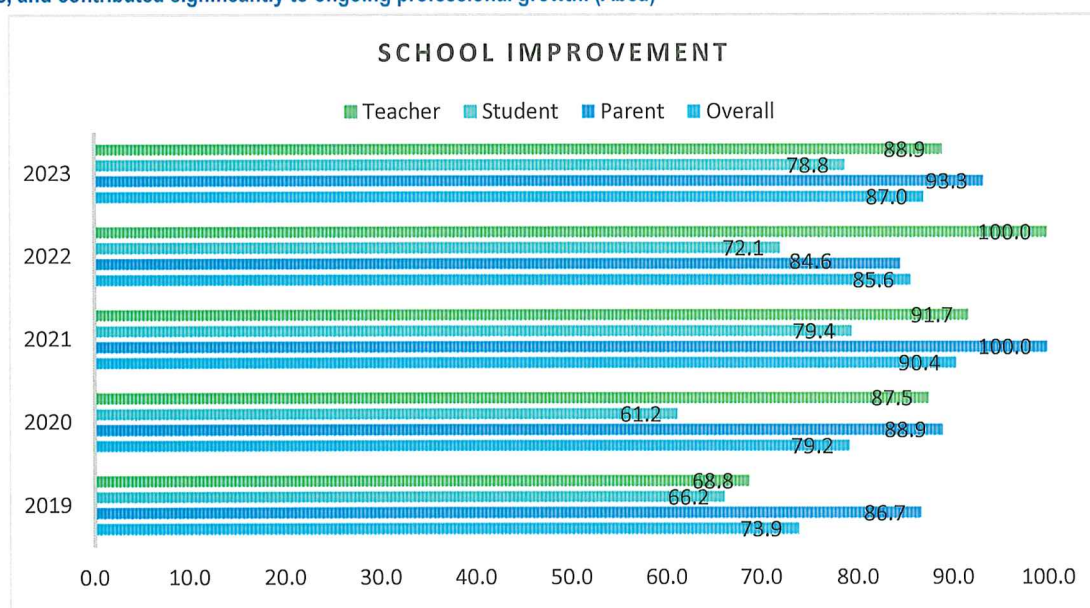| PARENT INVOLVEMENT			
Measure Evaluation			
	Achievement	Improvement	Overall
Overall	Very High	Maintained	Excellent
Parent	Very High	Maintained	Excellent
Teacher	Very High	Maintained	Excellent

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)**

SCHOOL IMPROVEMENT

■ Teacher ■ Student ■ Parent ■ Overall

2023: Teacher 88.9, Student 78.8, Parent 93.3, Overall 87.0
2022: Teacher 100.0, Student 72.1, Parent 84.6, Overall 85.6
2021: Teacher 91.7, Student 79.4, Parent 100.0, Overall 90.4
2020: Teacher 87.5, Student 61.2, Parent 88.9, Overall 79.2
2019: Teacher 68.8, Student 66.2, Parent 86.7, Overall 73.9

(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

Bar chart titled "Professional Development" showing categories:
- PD over the past 3 years has addressed school priorites
- PD over the past 3 years has address your needs
- PD over the past 3 years has significantly contributed to your growth

Legend: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know, Top 2 Box
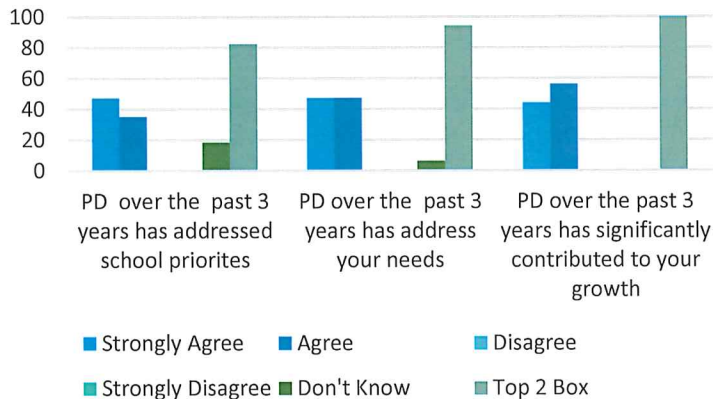
3 Year Average of Staff Satisfaction with Professional Learning

Bar chart values:
- 2019-2021: 79.8
- 2020-2022: 93.9
- 2021-2023: 94.6

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.
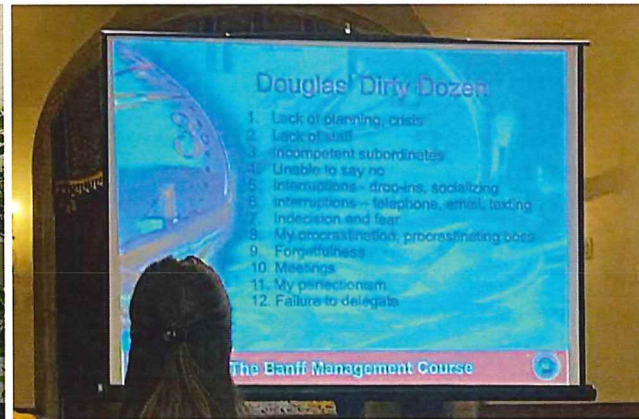
Key Priority II: Literacy and Numeracy

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 <u>over</u> 1 grade <u>level growth in reading</u>. 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.

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

  - o 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%
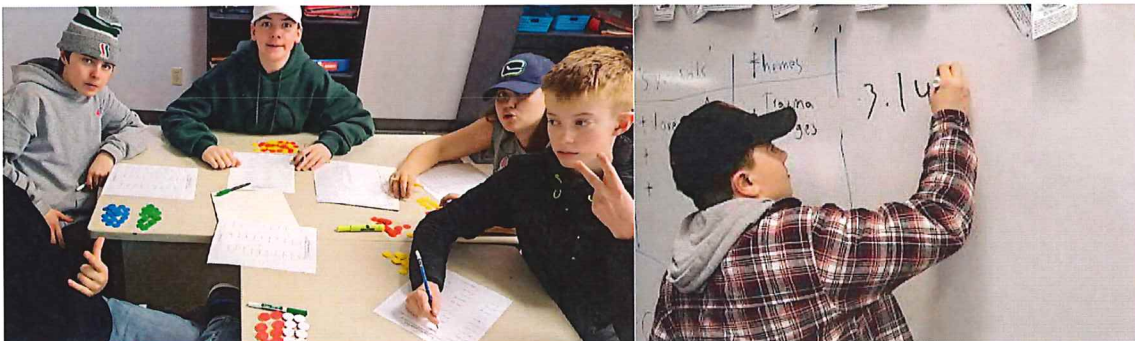   - 6% (4 students) increasing their score by 41-50%

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

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)
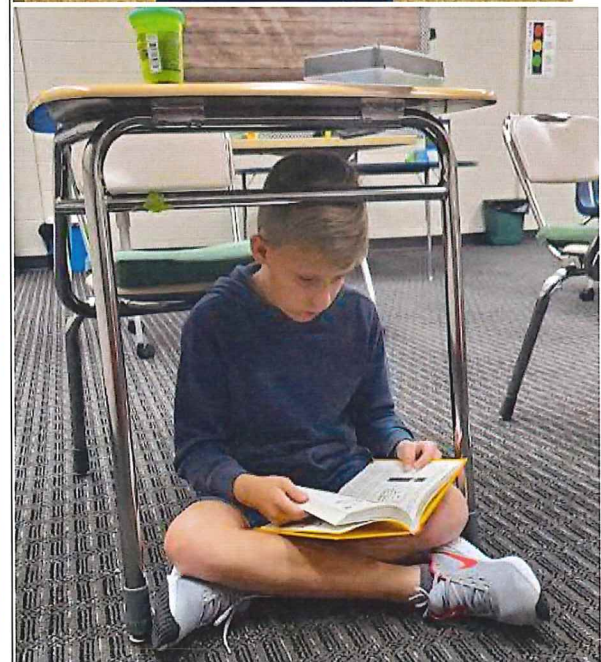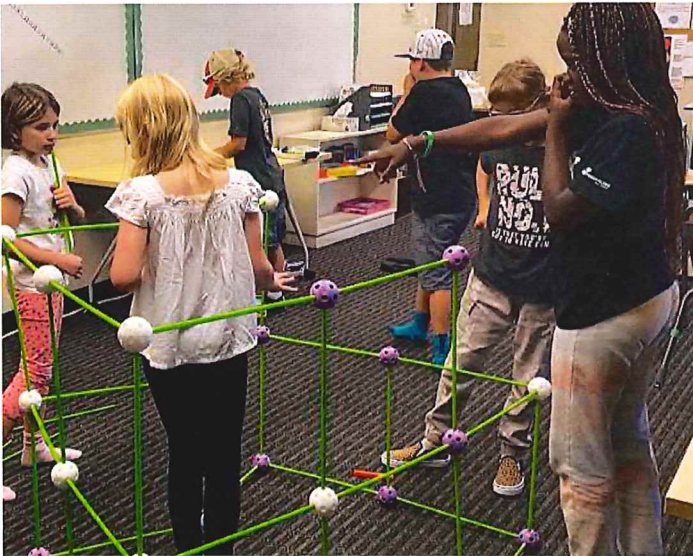

ACCESS TO PROGRAMMING SUPPORTS AND SERVICES
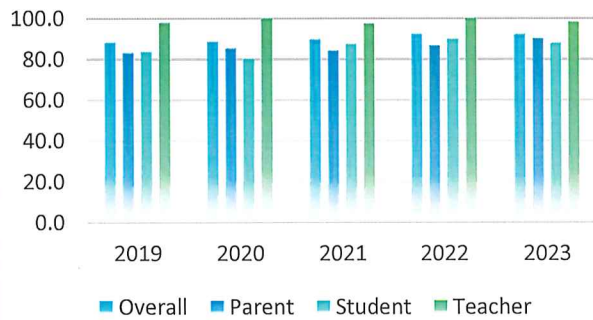
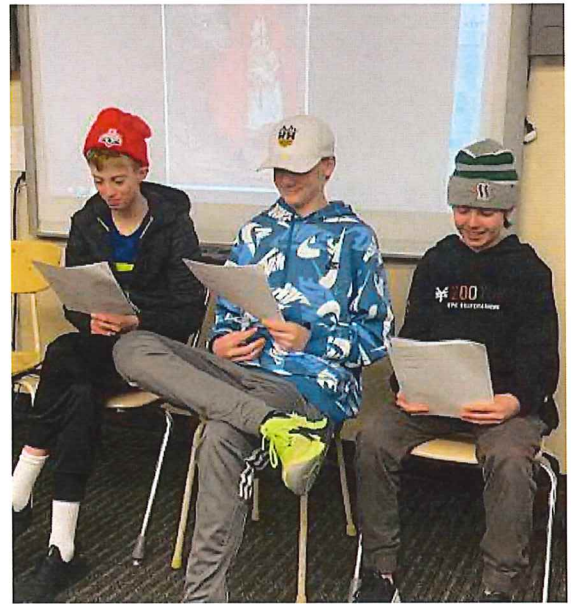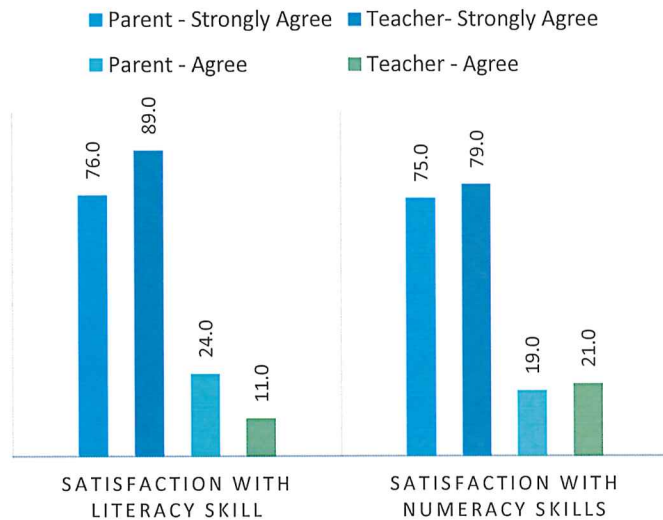ACCESS TO PROGRAMMING SUPPORTS & SERVICES

Measure Evaluation			
	Achievement	Improvement	Overall
Overall	Very High	Maintained	Excellent
Parent	Very High	Maintained	Excellent
Teacher	Very High	Maintained	Excellent
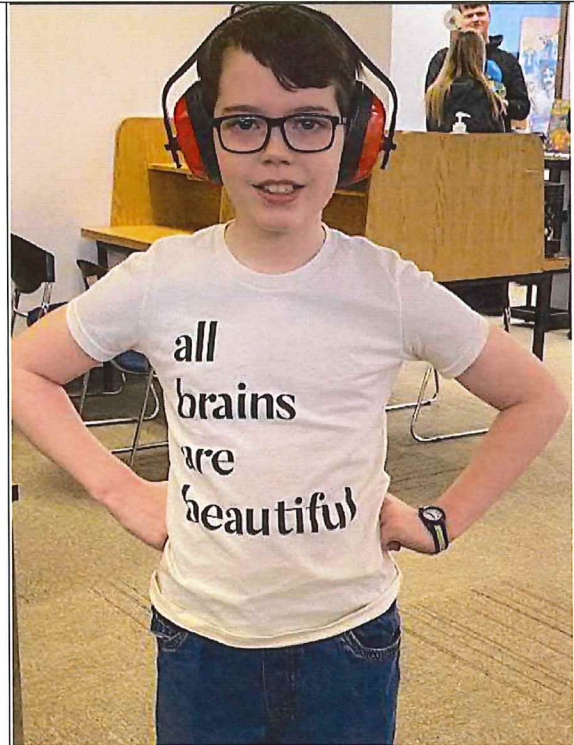
Literacy and Numeracy Instruction

- **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

Legend:
- ■ Parent - Strongly Agree
- ■ Teacher- Strongly Agree
- ■ Parent - Agree
- ■ Teacher - Agree

SATISFACTION WITH LITERACY SKILL
- 76.0 (Parent - Strongly Agree)
- 89.0 (Teacher- Strongly Agree)
- 24.0 (Parent - Agree)
- 11.0 (Teacher - Agree)

SATISFACTION WITH NUMERACY SKILLS
- 75.0 (Parent - Strongly Agree)
- 79.0 (Teacher- Strongly Agree)
- 19.0 (Parent - Agree)
- 21.0 (Teacher - Agree)

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

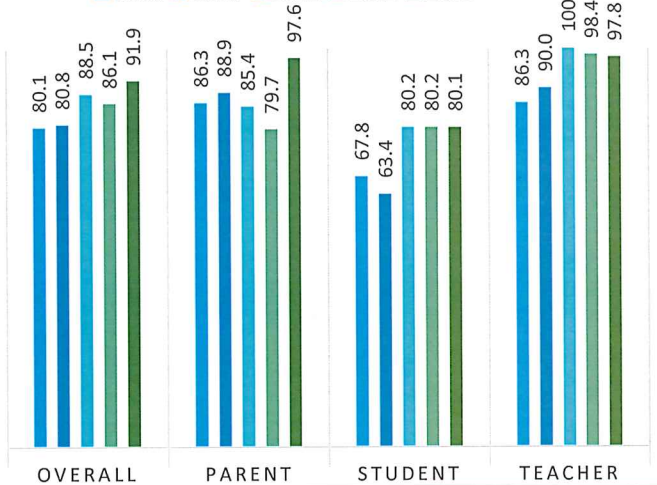**Goal Three: Students are connected and successful global citizens.**

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

Performance Measures	Results Analysis – Rationale

Performance Measures

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

CITIZENSHIP

Legend: 2019, 2020, 2021, 2022, 2023

OVERALL — 80.1, 80.8, 88.5, 86.1, 91.9
PARENT — 86.3, 88.9, 85.4, 79.7, 97.6
STUDENT — 67.8, 63.4, 80.2, 80.2, 80.1
TEACHER — 86.3, 90.0, 100.0, 98.4, 97.8

(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)

SAFE AND CARING

Legend: 2019, 2020, 2021, 2022, 2023

OVERALL — 90.6, 89.3, 95.6, 93.8, 96.5
PARENT — 96.2, 88.9, 95.1, 91.7, 100.0
STUDENT — 83.2, 81.1, 93.1, 89.8, 90.7
TEACHER — 92.4, 98.0, 98.4, 100.0, 98.9
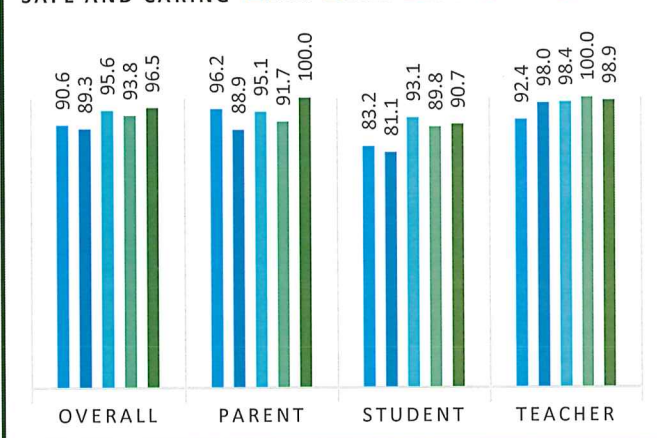
(Provincial Survey Results)

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.

• Satisfaction of stakeholders with students receiving support for learning rules, routines and developing positive social skills. (AbEd) ○ 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.	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.

• Percentage of students who have serious incident referrals to administration. (EA)
 	
    ○ 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.
	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.

• Percentage of students who understand the importance of digital citizenship and demonstrate responsible use of technology. (EA) ○ 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.	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.
• Percentage of students meeting their instructional support plan (ISP) related to self-regulation, communication and/or social skills goals. (EA) ○ 70% of students met their ISP goals related to self-regulation, communication and/or social skills goals	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.

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.melnyk@edmontonacademy.com