

**Edmonton Academy**  
**Annual Education Results Report (AERR)**  
**for 2023– 2024 School Year**

**Edmonton Academy Society for Learning Disabled**



# Contents

<i>Annual Education Results Report</i> .....	3
<i>About Edmonton Academy</i> .....	4
<i>Historical and Contextual Understanding</i> .....	5
<i>School Profile</i> .....	6
<i>Reflections And Accomplishments</i> .....	7
<i>Stakeholder Engagement</i> .....	9
<i>Summary of Results Alberta Education</i> .....	10
<i>Key Priorities</i> .....	11
<i>Summary of Financial Results</i> .....	39
<i>Whistleblower Protection</i> .....	41
<i>Education &amp; Strategic Plan 2023-2024</i> .....	41

# Annual Education Results Report

## Board of Directors

Arlene Yakeley – Chair  
Karen Carlson – Vice Chair  
Rob Pearn – Secretary  
Maggie Cherwick  
Daryl Huff  
Sheryl Boisvert

## Administration

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

## Assurance Framework

To provide assurance to stakeholders of Edmonton Academy we use the assurance model which allows us to explore, develop, act, 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 provides us with the information we consider as areas for continuous improvement and direction in the development of our school's Three-year Education Plan developed in May.



This Annual Education Results Report provides you with the data from the 2023-2024 school year as related to the outcomes and priorities from the Three-Year Educational Plan 2023-2024 – 2025-2026. Collectively the staff, students, families, board members, volunteers, donors, government, educational and community partners all have a vested interest and impact on Edmonton Academy in facilitating our students' success. Your efforts and contributions are appreciated.

## Accountability Statement

The Annual Education Results Report (AERR) for Edmonton Academy for the 2023-2024 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 2023-2024 was approved by the Board of Directors on December 16th, 2024.

Signed by:

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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 psychosocial development.

## *Historical and Contextual Understanding*

Alberta's education system includes schools such as Edmonton Academy where a specific profile of learning needs is the primary focus of the programming offered. As an Alberta Education Designated Special Education Independent School, Edmonton Academy has provided specialized programming for students diagnosed with a specific learning disorder (learning disability), since 1983. Children/youth diagnosed with a specific learning disorder are impacted in one or more of the following areas: Reading (Dyslexia), Writing (Dysgraphia), or Mathematics (Dyscalculia). When parents are concerned that the impact of delays and difficulties related to their child's learning are impacting their school success, they may seek alternative programming. In order to attend Edmonton Academy, parents complete an application process, including the submission of detailed assessment reports and information that supports the diagnosis of a specific learning disorder. Through the application process, it is determined whether the student has the learning profile which the specific programming has been designed for at the school. All students are required to have a specific learning disorder, however 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 Edmonton Academy's individualized and specialized programming.

Located on Treaty 6 territory, which is the traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene, and Nakota Sioux, Edmonton Academy acknowledges all the many First Nations, Métis, and Inuit (FNMI) whose footsteps have marked these lands for centuries. Centrally located on the south side of Edmonton, the Edmonton Academy is reasonably accessible as it is close to the main arteries of the Whitemud freeway and the Anthony Hendey. This is important as parents annually choose to travel, not only from within Edmonton, but from multiple surrounding communities in order for their child to attend Edmonton Academy. Edmonton Academy's small class sizes in grades 3-12 provide students with the teacher support needed to gain confidence and achieve successful outcomes. Edmonton Academy uses evidence-based teaching practices and interventions that are the most beneficial to our student population and target specific areas based both on the students' area of need and their specific level of progress informed by our data. It takes time and resources to target our students' specific programming needs, therefore, Edmonton Academy does not offer a broad range of option courses available in the mainstream schools. However, the success shared in this report is evidences that Edmonton Academy is addressing its mission which is to build students' confidence, increase academic skills, and develop resilience in order to reach their full potential.

# School Profile

## Student Profile - 2023-2024

- Grade 3 – 4 students
- Grade 4 – 10 students
- Grade 5 – 8 students
- Grade 6 – 13 students
- Grade 7 – 16 students
- Grade 8 – 13 students
- Grade 9 – 15 students
- Grade 10 – 14 students
- Grade 11 – 18 students
- Grade 12 – 11 students

**Total Student Population: 122 students**

FNMI: 17 students

## Staff Profile - 2023-2024

- Teachers -17 (16.63 FTE)
- Programming Support Coordinator - 1
- Administrative Assistant - 1
- Executive Director - 1
- Director of Education/Principal - 1

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• Total Instructional Staff: 18 (17.63 FTE)

Total Administrative Staff: 3

**Total Staff: 21 (20.63 FTE)**

Edmonton Academy's students must have a mild-moderate diagnosis of a specific learning disorder/learning disability to attend the school. The 2023-2024 school profile supported students with the following learning needs:

<i>Reading Disorder (Dyslexia)</i>	<i>Written Expression Disorder (Dysgraphia)</i>	<i>Mathematics Disorder (Dyscalculia)</i>
<i>80/122 = 66%</i>	<i>92/122 = 75%</i>	<i>64/122 = 52%</i>

<i>Single Disorder Diagnosis</i>			<i>Dual Disorder Diagnosis</i>			<i>Triple Disorder Diagnosis</i>
<i>Reading</i>	<i>Written Expression</i>	<i>Mathematics</i>	<i>Reading/Written Expression</i>	<i>Mathematics/Written Expression</i>	<i>Reading/Mathematics</i>	<i>Reading/Written Expression/Mathematics</i>
<i>7</i>	<i>12</i>	<i>8</i>	<i>30`</i>	<i>13</i>	<i>5</i>	<i>38</i>

Edmonton Academy students typically have one or more co-morbid or additional diagnoses that add to the complexity of their programming needs. The student population for the 2023-2024 presented with the following additional diagnoses that were considered in understanding the student's developmental and learning needs.

<i>Nonverbal NOS LD</i>	<i>Speech Delays &amp; Language Disorders</i>	<i>ADHD</i>	<i>ASD + Query</i>	<i>Anxiety /Depressive Disorder(s)</i>	<i>Tourette Syndrome</i>	<i>Developmental Coordination Disorder</i>	<i>Other Low-incidence Disabilities</i>
<i>4</i>	<i>18</i>	<i>74</i>	<i>23</i>	<i>39</i>	<i>5</i>	<i>13</i>	<i>9</i>

# Reflections And Accomplishments

At the beginning of the 2023-2024 school year, we anticipated some adjustments as our school grew 27% with 96 students in 2022-2023 to 122 students in 2023-2024. Considering this increase, the transition of the new students into our school was very smooth. We also had several new staff members, both to cover leave of absences and to manage the increase in student enrollment. It continues to be a priority to keep the class sizes for all core subjects low. The administration and business aspect of the organization noticed an increase in students and staff resulting in a busier office area and heavier workload. This has been managed to the best of the abilities by the existing administrative staff.

## Summary of Accomplishments

- Offered Teacher Orientation is offered for all of the new staff members of the school to support them to be up to speed on our school and our policies/practices.
- Creation of a new position of Educational Assistant (full-time) which was primarily funded through a new Classroom Complexity Grant from Alberta Education.
- First year of implementation of the Mental Health Resiliency project – which was also funded by Alberta Education with the goal to build resiliency within our students supported by our community partner – Little Oaks Psychology. This included a school-wide universal assessment of students' social-emotional and mental health to determine the needs of our student population. This also included two evening parent/staff presentations.
- Hosted our 40<sup>th</sup> Anniversary Evening for the school's alumni and current staff, parents, and students at the end of October 2023. The food was generously donated by Canadian Brewhouse.
- Several more staff members obtained their certification to administer Level B specialized assessments for our students.
- Continued with a partnership for Speech and Language Services with Aspire and with FUNctional Therapy for specialized services of a speech and language pathologist and physical therapist.
- Recognized need to add additional staffing to administration team in order to allow the Director of Education/Principal to plan for 2024-2025 enrollment and start the application process. A part-time teacher was hired in order to designate a current senior high school staff member to be assigned to work half-time as the school's High School Programming Coordinator.
- Increased student applications received in the spring of 2024, which resulted in our highest applications being received to date for a given school year.

- Implemented the new curriculum for grade 3-6 English Language Arts, Mathematics, Science and Social Studies 3. To address the new Science curriculum that added coding outcomes, we participated in Code Ninja's for grades 3-9 sponsored by our PAC/EAFA in order to meet the learning outcomes of the new curriculum.
- Completed the permanent certification evaluation process with the applicable current staff members.
- Director of Education/Principal and Programming Support Coordinator attended the Learning Disabilities Association of America's conference to learn and bring back evidence-based strategies and programs to Edmonton Academy.
- Took our high school students to the Skills Canada Trades fair for the first time.





# Stakeholder Engagement

During the 2023-2024 school year, our stakeholder engagement in our school programming continued to be 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 include 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 10<sup>th</sup> Board of Directors meeting. The complete report was posted on the school website at: [www.edmontonacademy.com](http://www.edmontonacademy.com) and parents also receive notification of the availability of the updated AERR and a copy of the report via an email. 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	Monthly August - June
Annual General Meeting	November
Parent Association Meetings/Edmonton Academy Fundraising Committee	Monthly August - June and November
Ongoing Local Data and Feedback Results Review to Inform Programming	October - June
Official Results Review	November
Provincial Surveys	February
Recognition and Acknowledgement	June
PAC Executive and School Planning	June

**Parent Testimonial:**

*“Words can’t express how happy we are in the success we have seen in them so far, not only academically, but a completely happy, motivated young person. …… is working hard and it is so nice to see the fruits of their efforts. Our sincere appreciation to all the supportive words, acts and time dedication to their learning. ….. expresses such respect and camaraderie with all the teachers. Our sincere gratitude to you and all the staff and we look forward to continuing ………s journey at Edmonton Academy.”*

# Summary of Results Alberta Education

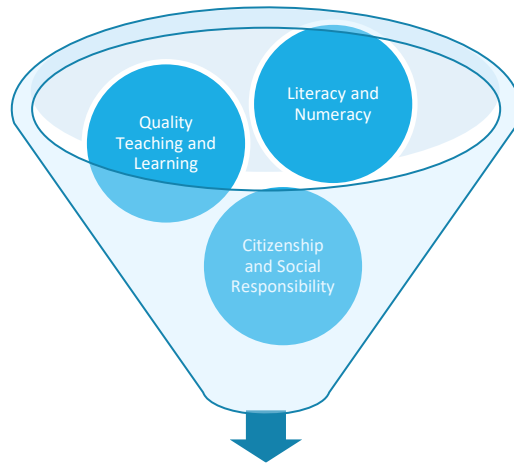
## Fall 2024 School

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	92.7	87.7	88.0	83.7	84.4	84.4	n/a	Improved	n/a
	Citizenship	91.6	91.9	89.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-Year High School Completion	83.3	90.0	87.4	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-Year High School Completion	85.8	100.0	95.0	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT 6: Acceptable	69.2	71.4	71.4	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT 6: Excellence	0.0	0.0	0.0	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT 9: Acceptable	36.7	43.8	43.8	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT 9: Excellence	3.3	4.2	4.2	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	64.6	58.8	58.8	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	8.3	8.8	8.8	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	95.3	95.3	93.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.3	94.9	92.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	96.1	93.6	93.1	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	92.6	92.6	92.4	79.5	79.1	78.9	Very High	Maintained	Excellent

### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses was determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Edmonton Academy cannot report the number of First Nations, Metis, or Inuit (FNMI) learners specifically as our data values are fewer than six in any specific grade and are therefore not reportable.

# Key Priorities



## Student Growth and Achievement

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

# EDMONTON ACADEMY FORMULA FOR SUCCESS

Edmonton Academy recognizes that the success of our school and students is best achieved through a collaborative partnership working in triangulation among the school, parents/guardians, and students. By sharing a common goal of fostering student growth, promoting independence, and achieving academic success, this partnership creates a strong foundation for meaningful progress. This is made possible through mutual *respect*, shared *responsibility*, and the cultivation of positive *relationships*. At Edmonton Academy, we are committed to an ongoing journey of improvement, striving to meet the needs of all members of our school community with dedication and care.

# Key Priority I: Quality Teaching and Learning

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

**Outcome #1:** Students participate in their education and demonstrate success at self-regulating their learning.

## Performance Measures:

### Student Learning Engagement

*Percentage of teachers, parents, and students who agree that students are engaged in their learning at Edmonton Academy. (Provincial Survey Results)*

	Edmonton Academy										Measure Evaluation	
	2020		2021		2022		2023		2024		Achievement	Improvement
	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	94	91.3	105	88.3	124	87.7	132	92.7	n/a	Improved
Parent	n/a	n/a	17	96.1	15	93.3	17	96.0	28	98.8	n/a	Maintained
Student	n/a	n/a	64	77.9	77	74.3	88	67.1	83	79.2	n/a	Improved
Teacher	n/a	n/a	13	100.0	13	97.4	19	100.0	21	100.0	n/a	Maintained

### Education Quality

*Percentage of teachers, parents, and students are satisfied with the overall quality of basic education at Edmonton Academy. (Provincial Survey Results)*

	Edmonton Academy										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	80	90.7	94	94.9	105	91.9	124	95.3	132	95.3	Very High	Maintained	Excellent
Parent	9	90.7	17	93.1	15	88.8	17	97.0	28	95.8	Very High	Maintained	Excellent
Student	61	81.3	64	92.7	77	89.4	88	89.7	83	90.9	Very High	Maintained	Excellent
Teacher	10	100.0	13	98.7	13	97.4	19	99.1	21	99.2	Very High	Maintained	Excellent

### Analysis and Rationale:

Edmonton Academy is proud of our above results, demonstrating that we are successful with engaging our students in the Alberta curriculum while accommodating for our students' learning differences. Our overall engagement results, which include the parents, students, and teachers, have shown a 5% increase from the previous school year. Parent ratings were 98.8% which is the highest rating in recent years. Although our student rating is at 79.2%, this is an 12% increase from the previous school year. Therefore, we feel our strategies to increase students' feelings of engagement are working. Our elementary students are responding as the lowest level of engagement. It should be noted that the questions asked of our elementary students are, "Do you like learning language arts?" and "Do you like learning math?". As all of our students at Edmonton Academy have one or more diagnosis of learning disorders in reading, written expression, and/or mathematics, it should come as no surprise that our elementary students indicate that they do not like it. The purpose of coming to Edmonton Academy is to receive programming in these areas that will work for them. The programming students are receiving is hard for them and it takes a great deal of time and effort to remediate learning delays. In order to experience the success and perceive

themselves as capable in these skills, it also takes time. Often, students will say that they cannot read, when in fact they are within grade level expectations. Changing their perceptions of themselves is also part of the process of recovering from often difficult or traumatic events from their early learning experiences. We are increasingly using the students' real data from their intervention assessments to demonstrate to them their growth within their learning in reading, written expression, and mathematics.

It is also important to note that our parents and students' perception of 'quality learning' is very likely defined differently for this population of students. Our parents seek out Edmonton Academy due to the fact that their child/student is not experiencing success within their current school programming situation. Success and quality learning for most of our students would be most accurately measured qualitatively versus quantitatively. Therefore, our data and statistics provided in the following sections of this report are only one part of the picture for our students. Quality programming and success at Edmonton Academy are more often observed through the following qualitative observations:

- # of students re-engaged in school and attending regularly.
- # of students progressing at reading, writing and mathematics versus unable to receive intervention to address significant gaps.
- Successful completion of grade level classwork, school-based assessments and courses.
- Completion of high school diploma vs drop out and/or certificate route.
- Building independence, developing competencies and the ability to advocate for their learning needs.
- Successful ability to develop self-regulated learning and social emotional skills e.g. friendship, monitoring and strategies for anxiety, attention, or mental health issues.

Although achievement in academics is important to Edmonton Academy's school community, this is only one measure of success for our students and therefore results on provincial exams and/or tests do not convey a students' overall success at our school.

*First Year Parent Testimonial:*

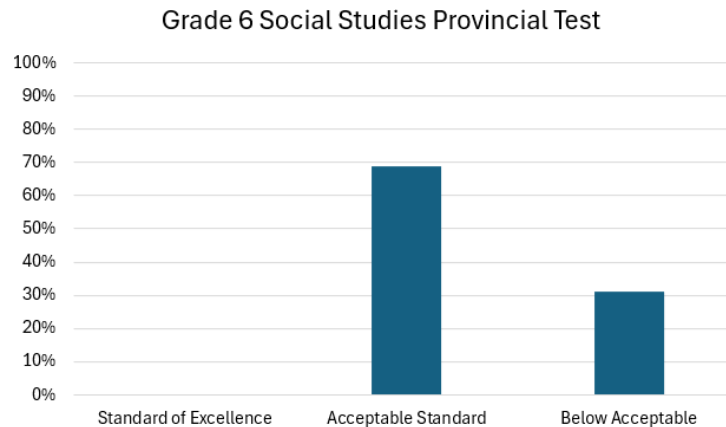
*It is true that .....has not shifted his mindset and to be honest it has been hard to stop "the heavy lifting" we have had to do previously. I want ..... to see how incredibly smart and special he is. He was beaten down so badly from kindergarten through to the end of grade six. It was devastating to watch and all the while I was working hard to get him help through the school system, to no avail. Our experiences left ..... and I feeling hopeless. That is until ..... started Edmonton Academy. This year has been AMAZING. .... likes school and to see him make friends and be happy, makes my heart burst with joy.*

*I want to thank you, and the rest of ..... 's teachers for being the teachers that he deserves. You are all FANTASTIC teachers and have literally changed our lives.*



**Provincial Achievement Tests – Grade 6 Results**

***Percentage of students/FNMI students in grade 6 who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests. (Provincial Results)***



**Analysis and Rationale:**

The only provincial achievement test written by grade 6 students was in Social Studies. Of the 13 students who participated 69.2% of the students achieved the acceptable level of achievement. This result is considered acceptable and has been maintained. 31% of the students were below acceptable standards, which is an area of concern. Upon analysis, the data indicated that our students struggled the most with the local and provincial government unit. As well of the students who were below acceptable standards on the overall test, 3 of the 4 students passed one or more units within the test which demonstrates learning capacity of retention of skills and knowledge was easier in some units than others. 54 % of the students writing the exam have attended Edmonton Academy for 2 years or less.

**Provincial Achievement Tests – Grade 9**

***Percentage of grade 9 students/FNMI students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests. (Provincial Results)***

Provincial Achievement	Social Studies 9	Science 9	Mathematics 9	English Language Arts 9
Standard of Excellence	13%	13%	7%	0%
Acceptable Standard	33%	47%	13%	53%
Below Acceptable	67%	53%	87%	40%
Results Not Available				7%

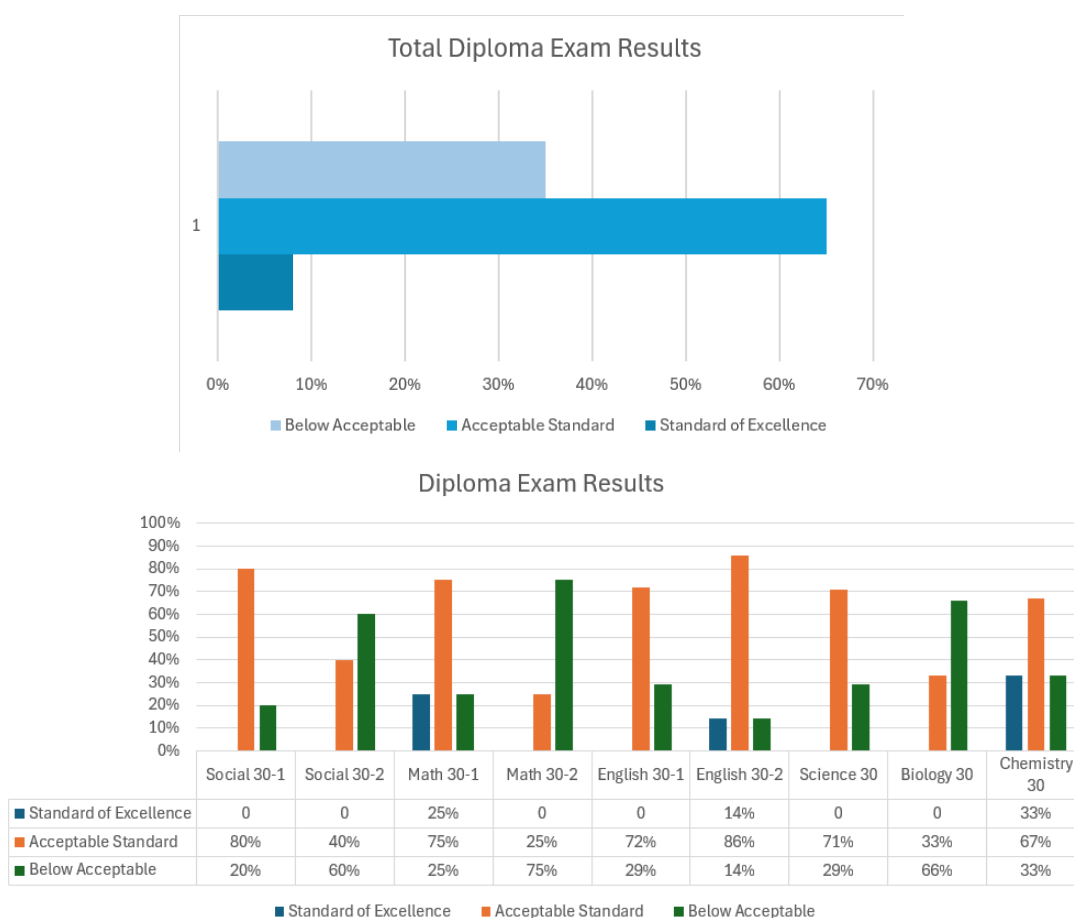
**Analysis and Rationale:**

During June 2024 there were 74 provincial achievement tests administered at the school to grade 9 students. Of the 74 tests administered in total, 11% of the students achieved Excellence, 42% achieved Acceptable, and 58% achieved Below Acceptable standards. Only one student was absent for one exam. These results are common for our school due to multiple factors. Of the students writing the exams, 47% of the students have attended less than 2 years of intervention at Edmonton Academy. Depending on the severity of the students’ learning disorder and how many they have, it takes years to work towards remediation. In grade 9, 9 of 15 students have 2 or 3 disorders. Although our students are entitled to accommodations for their exams based on these disorders, if they are not using the accommodations regularly in class they should not for the exam. Not all of our students whom teachers feel would benefit from reading/writing accommodations are willing to use them or are able to use them very well.

In Social Studies, 33.3% achieved acceptable or excellent standards with 67% achieving below acceptable standards. Students were more successful with the immigration unit but struggled with learning about political systems. In Science, 47% of students achieved an acceptable level of achievement on the test, which is 20% less than the provincial average. This continues to be an area of concern as 53% are achieving below the acceptable standard. Of those achieving the acceptable standard, 13% reached the standard of excellence which is rated as high and good based on provincial standards. Based on analysis, Edmonton Academy students perform much stronger on knowledge questions versus skills-based questions. As well, these students performed the strongest on Biological Diversity and Chemical Change and the weakest on Environment Chemistry. 100% of students at Edmonton Academy participated in the exam, whereas 15.5 of students in the province had no results available and 5.3% of students in the province were excused. The analysis of the Language Art 9 and Mathematics 9 results are described under Key Priority #2.

### **Provincial Diploma Exam Results**

***Percentage of high school students/FNMI students who achieve the acceptable standard and standard of excellence on Provincial Diploma Exams. (Provincial Results)***



### **Analysis and Rationale:**

There were 48 diploma exams written by 18 students in grade 11 and grade 12 in January and June of 2024. Of the 18 students who participated in the high school diploma exams, only one student (5%) started our school in elementary school. That student received the acceptable or excellence standard on all diploma exams. There were 5 of 18 students (28%) that started Edmonton Academy in junior high and the majority 12 of 18 students (67%) started in high school. Therefore, these students attended less than three years and due to the timing of their entrance and the limitations of high school interventions, did not fully benefit from our ability to provide remediation of their learning delays.

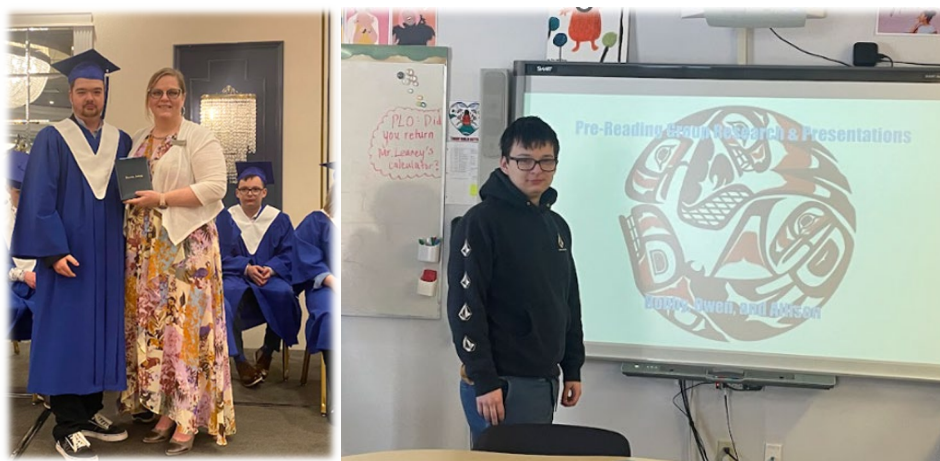
Of the 48 exams administered 31 exams were successfully completed by these students. Of the 17 exams that met below acceptable standards (less than 50%), 5 were within 5% of an acceptable standard. Unfortunately, two students who wrote 5 of the exams that received below acceptable standards have diagnosed anxiety disorder which evidently impacted them as their results are notably lower than their level of skills/knowledge demonstrated on classroom tests. We are pleased that our English 30 results are improving, and our school has directed resources and training towards continuing to improve our student's writing skill in high school level to support our students to demonstrate their learning in written form. Our students performed stronger on the multiple-choice aspect of the Social Studies 30 exams where our 30-1 students received an average of 71.3% on the multiple-choice section of the exam which was above the 67.2% provincial average. The written portion, however, was at 46.4% versus 64.1% for provincial average. However, 4 of 5 of these students have a written expression disorder. As well, of the students who wrote the Social Studies 30-1 exam, all students passed the multiple-choice section of the exam and only 2/5 passed the written component with one student completely 'freezing' leaving the exam blank which resulted in 2/5 students passing the full exam. Again 4/5 of the students writing the Social Studies 30-2 have a written expression disorder.

Other factors impacting students who were unsuccessful in their diploma exams are very slow processing speed (e.g. one student writing 6 hours and exam incomplete), significant personal events, absenteeism and lack of student participation in preparation for exams. Edmonton Academy recognizes that some factors are out of our control, however, where possible we encourage regular attendance, exam preparation and support our students within the resources available at the school in order to be successful in their diploma experience. We recognize that our students typically perform stronger on the combined course of Science 30 over pure streams. Biology being particularly difficult for students in that it requires a high level of memorization. Ongoing effort for regular review of content is expressed to our students as many of them have weak working memories and therefore require repeated exposure to content for solid long-term memory to form. However, we generally accommodate parents' advocacy for their child/students to attempt academic courses they request such as the pure science courses of Chemistry, Biology, and Physics despite the possibility of a course being very challenging based on our understanding of the students' abilities and/or work participation.

### High School Completion

***High school completion rate of students/First Nations, Metis and Inuit students within three and four years of entering Grade 10. (Provincial Survey Results)***

	Edmonton Academy										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
<b>3 Year Completion</b>	10	90.0	9	88.9	6	83.3	10	90.0	6	83.3	Intermediate	Maintained	Acceptable
<b>4 Year Completion</b>	4	*	10	90.0	10	100.0	6	87.9	10	100.0	Very High	Maintained	Excellent
<b>5 Year Completion</b>	3	*	4	*	10	90.0	10	100.0	6	85.8	Intermediate	Maintained	Acceptable





### **High School to Post-Secondary Transition Rate**

***High school to post-secondary transition rate of students/First Nations, Metis and Inuit students within six years of entering Grade 10. (Provincial Survey Results)***

	Edmonton Academy										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
4 Year Transition	4	*	10	22.9	10	0.0	6	75.6	10	55.5	High	Maintained	Good
6 Year Transition	9	72.1	3	*	4	*	10	44.5	10	31.7	Very Low	Maintained	Concern

### **Lifelong Learning**

***Percentage of teachers and parents' satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. (Provincial Survey Results)***

	Edmonton Academy										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	18	71.9	30	89.1	28	89.3	35	100.0	49	91.4	Very High	Maintained	Excellent
Parent	8	68.8	17	82.1	15	86.4	16	100.0	28	85.1	Very High	Maintained	Excellent
Teacher	10	75.0	13	96.2	13	92.3	19	100.0	21	97.6	Very High	Maintained	Excellent

### **Analysis and Rationale:**

As a very small school, Edmonton Academy is very involved in the monitoring and oversight of our student programming as it is related to each individual student. As such, we identify the rationale related to our high school completion data and post-secondary transition rates. We are very pleased that at our June 2024 ceremonies 10 of our grade 12 students received their high school diploma. From this grade 12 cohort, half of these students were on track for a certificate or at risk for not completing high school prior to attending Edmonton Academy.

Of the high school completion statistics from the above results, the results of 83.3% are the result of one student who attended Edmonton Academy in grade 10. This student's attendance and participation was extremely low in the academic high school courses offered. It was felt that they would be better served in an environment which had more hands-on learning opportunities to increase the engagement and develop some motivation for learning and developing skills that could be related to possible career opportunities.

The recent above statistics related to post-secondary education do not fully reflect or represent the success of our past high school students. Of note, generally most of our students do transition to some form of University, College, trades or apprenticeship program. The data of only 31.7 students that are 6 years from their grade 10 years does not include the results from two of the students we are known to have studied out of country and third student who recently started post-secondary (September/24). Also, from the group of ten, two of the students left Edmonton Academy after grade 10. It is important to add the context to these statistics that these students were in grade 12 during the time COVID 19 put the province in a full/partial lockdown from March – June.

The cohort from 4 years of grade 10 transitioning to post-secondary of 10 students results of 55.5% is good, however, also does not fully reflect the reality of these students. It is known that an additional student attended a specialized art college that was not indicated, one student has since started an apprenticeship, one student is in university in Ontario, and a fourth student has joined the military. Only one student's post-high school status is unknown.

Although we are pleased with our results for lifelong learning and have been working towards improving the executive skills for students to transition from high school, both covid delays and the complex needs of some of our students continue to offer us further opportunities to improve. Recently, there have been more examples of us having students who have the credits to graduate from high school but are lacking the independent functioning and life-skills ready to transition to a post-secondary setting without support. We continue to investigate and share resources with parents to help continue to support their young adult with the bridging of these skills in order that the person can work and live as independently as possible.

### **School Improvement**

***Percentage of teachers, parents and students indicate that their school has improved or stayed the same in the last three years. (Provincial Survey Results)***

	Edmonton Academy										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	78	79.2	90	90.4	101	85.6	119	87.0	126	93.2	Very High	Improved	Excellent
Parent	9	88.9	14	100.0	13	84.6	15	93.3	27	100.0	Very High	Improved	Excellent
Student	61	61.2	64	79.4	76	72.1	86	78.8	80	84.9	Very High	Improved	Excellent
Teacher	8	87.5	12	91.7	12	100.0	18	88.9	19	94.7	Very High	Maintained	Excellent

### **Parent Involvement**

***Percentage of teachers and parents are satisfied with parental involvement in decisions about their child's education. (Provincial Survey Results)***

	Edmonton Academy										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	19	92.6	30	85.5	28	92.2	36	92.6	49	92.6	Very High	Maintained	Excellent
Parent	9	93.2	17	80.3	15	89.0	17	92.6	28	89.9	Very High	Maintained	Excellent
Teacher	10	92.0	13	90.8	13	95.4	19	92.6	21	95.2	Very High	Maintained	Excellent

### **Analysis and Rationale:**

Edmonton Academy is committed to ongoing school improvement. During these last three years there has been tremendous growth of the school in both staff and students. We are pleased that the school community recognized the efforts towards continued improvements while managing the growth of the school which in itself takes times and resources to address. The parents continue to be very important partners in their child's education as part of our triangulation of school programming approaches as this is the most important condition for us to reach ultimate success with students.

### **Student Self-Regulated Learning**

***Evidence that students are developing self-regulated learning by identifying their 1) area of strengths 2) areas where they demonstrated growth 3) areas for further intervention 4) tools and strategies that they use to help them. (Edmonton Academy Local Results)***

- ***Area of Strength: 100% of the students who completed the survey/interview were able to identify one or more areas of strength.***

- 3% identified 1 area of strength
  - 20% identified 2 areas of strength
  - 74% identified 3 areas of strength
  - 3% identified more than 3 areas of strength
- **Areas of Highest Growth/Improvement:** 98% of students who completed the survey/interview were able to identify one or more areas they made the most growth/improvements.
    - 42% identified 1 area of significant growth/improvement
    - 30% identified 2 areas of significant growth/improvement
    - 17% identified 3 areas of significant growth/improvement
    - 11% identified more than 3 areas of significant growth/improvement
  - **Areas for further Growth/Improvements:** 95% of students were able to identify one or more areas they need to make further growth/improvements.
    - 55% identified 1 area needing to make further growth/improvement
    - 32% identified 2 areas needing to make further growth/improvement
    - 6% identified 3 areas needing to make further growth/improvement
    - 3% identified over 3 areas needing to make further growth/improvement
    - 4% were not able to identify an area of learning where they needed improvement



- **Strategies and Tools Used in their Learning:** 100% of students identified one or more strategy or tool used to assist them in their learning with the strategies and tools falling under five main categories.

Technology	Mathematics	Regulation/Attention	Executive Skills	Rigor and Effort
Computer/ Text To Speech Speech To Text/ Grammarly	100's Chart/Number Lines Fingers/Box Strategy Calculator/Manipulatives Whiteboard/Pencil	Breaks/Bikes/Balance Board /Flexible Seating/ Fidgets/Noise Cancelling/ Weighted Items/ Headphones/ Music /Quiet Place (Zenden), Quiet Workplace, Limit Distractions, Zones Of Regulation, Choices, Walk Away, Stay Calm, Food, Coloring/ Drawing, Whisper Phone	Memory (Mnemonics), Notes, Effort, Schedules, Checklists, Extra Time, Class Jobs, Reward Systems, Keep Organized, Timers	Practice, Advocacy, Homework, Exemplars, Scribe, Regular Feedback, Effort, Competition, Review Games, Peer Support, Teacher Support, Rereading, Write Everything You Can Then Edit, Use Strategies Taught (FAST)
23%	19%	28%	12%	18%

### Analysis and Rationale:

As part of the triangulation of responsibility in programming, self-regulated learning includes students developing an awareness of their strengths and weaknesses. Using our local data to collect evidence that students are able to identify their areas of strength and areas of growth to demonstrate self-awareness. It is important that our students recognize that they have the ability to control and contribute to their learning and success through their self-awareness and participation in learning. Above it is noted that our students are developing awareness of their learning strengths and continued areas for improvement as well as learning which tools and strategies support them to be successful in their learning. An important aspect of this self-regulated learning is that students also begin to decrease their feelings of 'failure' and that their learning differences are a hindrance to their overall success in life. We endeavor for our students to develop confidence in their ability to learn and achieve as well as advocate for whatever tools/strategies that allow them full participation and independence to the greatest extent possible.

### **Quality Learning for FNMI Students**

Edmonton Academy has increased our population of students that identify as First Nations, Metis, and Inuit (FNMI). However, our numbers continue to be too small to have reportable results for grade level cohorts. However, as a school our FNMI students as individuals are provided with the extremely high level of monitoring that we provide at our school. All of our teachers are aware of our FNMI students' learning profiles and are following their progress very closely to support them to experience success with their education. We are proud to report that our students are all making progress in their learning and developing resilience along with their peers.

*"Believe you can and you're halfway there." - Theodore Roosevelt*



**Outcome #2: Teachers and Leaders will gain skills and knowledge in their professional growth by participating in self-regulated learning.**

**Performance Measures:**

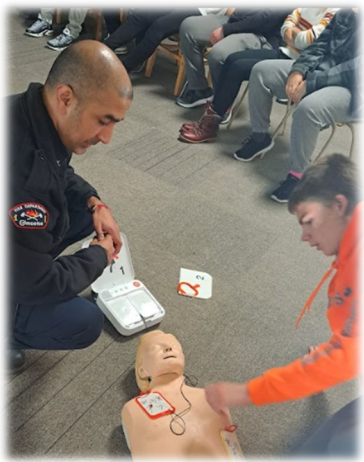
**Staff Development**

*Percentage of teachers report 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. (Provincial Survey Results)*

	Edmonton Academy										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	8	90.9	13	94.7	11	97.0	18	92.3	20	89.8	High	Maintained	Good
Teacher	8	90.9	13	94.7	11	97.0	18	92.3	20	89.8	High	Maintained	Good

**Analysis and Rationale:**

Professional growth and development of staff at Edmonton Academy is embedded in our programming and school operations. Although we identify our goals/outcomes in our Education Plans, the school is always responsive in addressing any staff development needs that become apparent throughout the course of the school year. All staff prepare professional growth plans that are directed towards their own individual goals/outcomes and participate in schoolwide development. Professional development participation includes conferences, certification programs, expert training sessions, collaborative planning sessions, observations, mentorships, book/resources studies, and weekly staff meeting segments. From September 2023 – August 2024, \$11,132 was directed towards staff development. Results of the impact of staff development are evidenced in both the provincial survey results and our school’s local data such as school’s ongoing improvement, satisfaction in programming, and student growth in learning. Based on the results above, it is important to continue to promote with our staff their ability to resource professional development, which is addressing their individual professional learning goals/outcomes as resources are available for these purposes.



## Key Priority II: Literacy and Numeracy

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

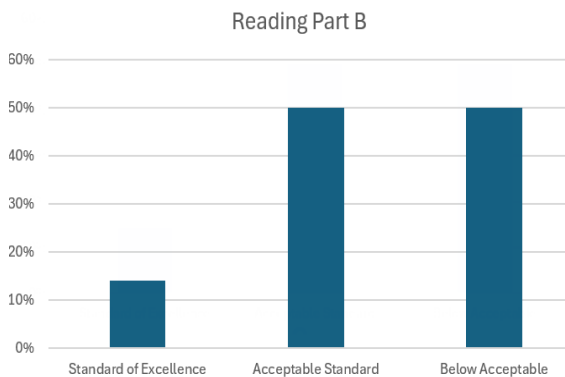
Outcome #1: Students demonstrate an increase in achievement related to improved reading skills and reading comprehension with or without the use of assistive technology for reading.

Performance Measures:

### *Provincial Achievement Test - Grade 9*

*Percentage of grade 9 students/FNMI students who achieve the acceptable standard and standard of excellence on the Language Arts Provincial Achievement Test. (Provincial Results)*

- Grade 9 Part B - Reading Component of the English Language Arts Provincial Achievement Tests



- 14 of 15 students (93.3%) wrote the English Language Arts
- 2 of the 14 students (14%) achieved the Standard of Excellence
- 7 of 15 students (47%) achieved the Acceptable Standard
- 7 of 14 students (50%) achieved Below Acceptable Standard

### Analysis and Rationale:

Of the students writing the grade 9 PAT, 10 of 14 (71%) have a specific reading disorder diagnosis. Yet, 47% received the acceptable standard and 14% the standard of excellence. Of those students who received below the acceptable standard, 4 of 7 (57%) were within 6% of the acceptable standard. For context of the cohort, 7 of 14 which is 50% of the students have attended Edmonton Academy for 1-2 years. It is important to note that we require anywhere between 3-5 years to remediate reading delays, which is dependent on the level of severity of the students' reading disorder (dyslexia). All students at Edmonton Academy are regularly assessed and tracked for their reading skill progress.



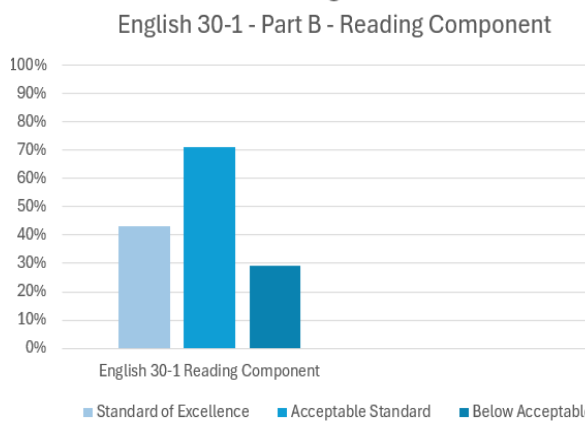
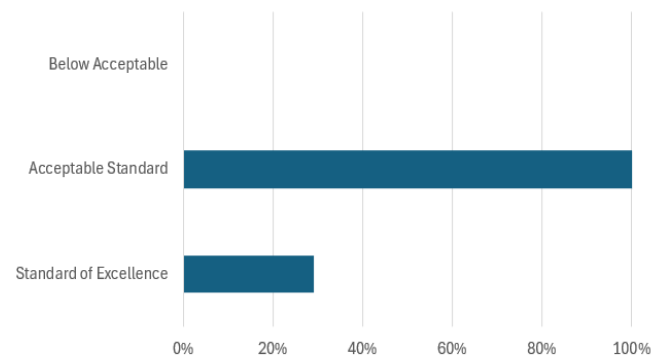
## High School Diploma Exam

*Percentage of high school students/FNMI students who achieve the acceptable standard and standard of excellence on the English Language Arts Diploma Exam. (Provincial Results)*

- **Part B - Reading Component of the English Diploma Exams**

- In January 2024 Part B – the reading component of the English 30-2 exam was administered.
- 2 of 7 students (29%) achieved the Standard of Excellence
- 7 of 7 students (100%) achieved the Acceptable Standard
- 0 of 7 students (0%) achieved Below Acceptable Standard

English 30-2 - Part B - Reading Component



- In June 2024 Part B – the reading component of the English 30-1 exam was administered.
- 3 of 7 students (43%) achieved the Standard of Excellence
- 5 of 7 students (71%) achieved the Acceptable Standard
- 2 of 7 students (29%) achieved Below Acceptable Standard

### Analysis and Rationale:

We are satisfied with the results of our student's performance on the reading components of the English Language Arts diploma exams. Between the combined exams 86% of our students achieved the acceptable standards and 36% achieved the standard of excellence. Of the students writing the English 30-2 exam in January, 4 of 7 students (57%) have a reading disorder, however all students passed the reading component of the exam.

On the English 30-1 exam, 71% of our students achieved the acceptable standard and 43% the standard of excellence. This was with 3 of 4 (75%) of students having a diagnosed reading disorder. There were two students that performed below acceptable standards and both of these students' results were unexpected based on their abilities demonstrated in class assessments. In one case, the students' anxiety disorder and state of mental health were very possibly what explains the lower-than-expected result.

*"There is no greater disability in society than the inability to see a person as more."*

*- Robert M. Hensel*

### **Edmonton Academy Achievement Results**

#### ***Percentage of students who meet or exceed expected learning outcomes in English/Language Arts on their final report cards. (Edmonton Academy Results)***

- 99% of students in grade 3-9 met or exceeded the expected learning outcomes in English Language Arts on their final report cards. 36% achieved the Exemplary standard (80-100%).
- Of the English courses offered in high school for 2023-2024, 95% of students passed the course. For the final marks, 22% of students achieved Exemplary standard (80-100%).

#### ***Percentage increase of grade 3-9 students who have increased their reading and reading comprehension level from the beginning of the school year on a standardized and school-based assessments. (Edmonton Academy Results)***

##### ***Grade level of improvement in word reading based on years of growth:***

	<i>Improved 0-1 grade levels</i>	<i>Improved 1-2 grade levels</i>	<i>Improved 2-3 grade levels</i>	<i>Improved 3-4 grade levels</i>
<i>% of Students</i>	44%	8%	4%	3%

### **Analysis and Rationale:**

59% of our students made growth in the reading of word list provided to them on a level B standardized test. These tests include very basic decoding word list; however, the difficulty increases quickly requiring complex patterns or words that do not follow standard spelling rules and must be memorized. 9% of students' word reading level stayed the same and 31% declined. For students where results declined, the standards they are measured against are higher in the spring. It is important to note that students who performed lower in the spring in grade 6-9 in most cases are reading well above grade level. This indicates that they are using multiple skills of sight vocabulary and comprehension to read well, however, their isolated word reading is not as strong. They are relying on context of their reading of text. Continued work on fluency of words without standard spelling and/or orthographic reading could be considered beneficial for students to improve word reading which can contribute to their overall reading skills. The following are more specific results based on the word reading lists:

- 100% of grade 3 students improved their word reading skills.
- 75% of grade 4-5 students improved their word reading skills, 13% maintained their word reading skills, and 13% performed lower than in the fall.
- 64% of grade 6-8 students improved their word reading skills, 10% maintained their word reading skills, and 26% performed lower than in the fall.
- 20% of grade 9 students improved their word reading skills, 6% maintained their word reading skills, and 73% performed lower than in the fall.

As we consider these results and the fact that students are reading the same lists on this standards assessment, it appears that students have become complacent at this assessment over the years. We are planning to consider new word reading assessment tools that will provide more specific skill data which will also be more reliable data.

##### ***Grade level of improvement in reading comprehension based on years of growth:***

	<i>Improved 0-1 grade levels</i>	<i>Improved 1-2 grade levels</i>	<i>Improved 2-3 grade levels</i>	<i>Improved 3-4 grade levels</i>	<i>Improved 4-5 grade levels</i>
<i>% of Students</i>	12%	18%	10%	4%	14%



**Analysis and Rationale:**

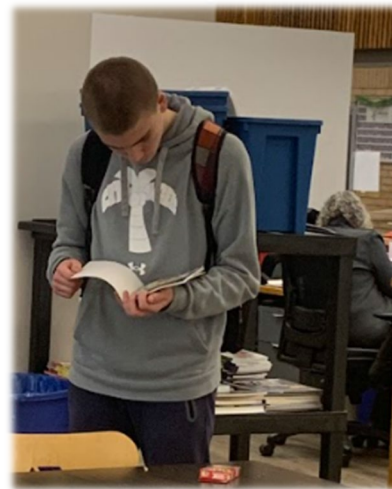
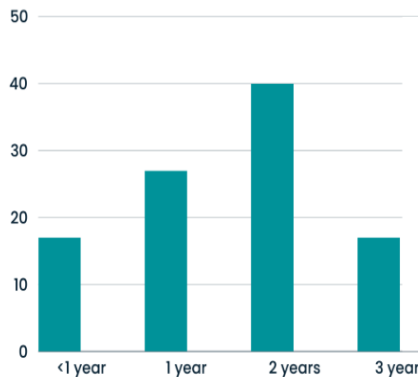
50 students in grades 3-9 were assessed for reading comprehension. It is important to note that many students are not assessed for reading comprehension as they cannot read independently. Students who come to Edmonton Academy often have not acquired the pre-reading skills necessary to decode and read words which are at a kindergarten level of literacy development. Of the 50 students who are ‘readers’ and working on reading skills, 62% made positive gains for reading comprehension measures on a standardized reading assessment. It is important to note that 28% of students maintained their reading level - as they were already reading at or above grade level.

***Student increase in reading growth as measured by the school-based Reading Benchmark Assessment for students needing intervention for grades 3-9 in 2023-2024. (Local Survey results)***

*30 students assessed at reading below grade level in grades 3-9 in September made growth in overall reading abilities based on local reading assessment on years of growth:*

	<i>Less than 1.0 Years Growth</i>	<i>1.0 Years Growth</i>	<i>2.0 Years Growth</i>	<i>3.0 Years Growth</i>
<i>% of Students</i>	<i>17%</i>	<i>27%</i>	<i>40%</i>	<i>17%</i>

**Local Reading Benchmarking Assessment - % of Students Grade Levels of Growth of Students Reading Below Grade Level**

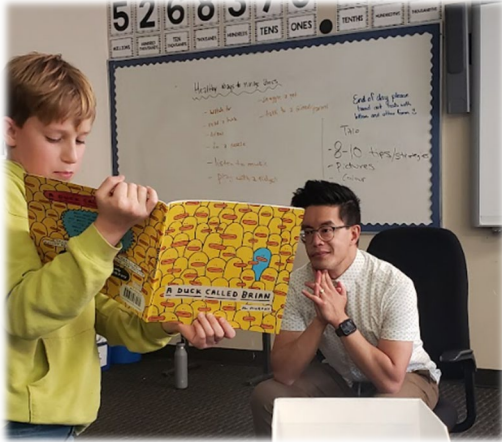


***Percentage of reading outcomes were met of the students' instructional support plan (ISP) reading goals. (Edmonton Academy Results)***

- 108 of 160 reading outcomes were fully achieved, which was 68% of the outcomes based on reading goals.

**Analysis and Rationale:**

Edmonton Academy has dedicated resources and training for more students to receive reading interventions through certified staff members. Increasing the number of staff members who can provide specialized intervention has served our student population very well and has shown to positively impact on reading achievement. Currently, many of our students continue to stay at Edmonton Academy beyond the previous 2-3 years, which was typical prior to 2020. As such, of the 74 students in grades 3-9 in 2023-2024, only 30 students required intervention to *learn to read* while the majority of students with the reading disorder diagnosis are now receiving interventions targeting their reading comprehension AKA *reading to learn*. We are extremely pleased that 100% of our students improved their reading skills with 83% of the students gaining ground by progressing over one year’s growth in their reading skills. It should also be noted that at the beginning stages of literacy intervention for students with severe dyslexia is a slower process until they reach an independent reading level of mid-grade 2 to mid-grade 3 level.



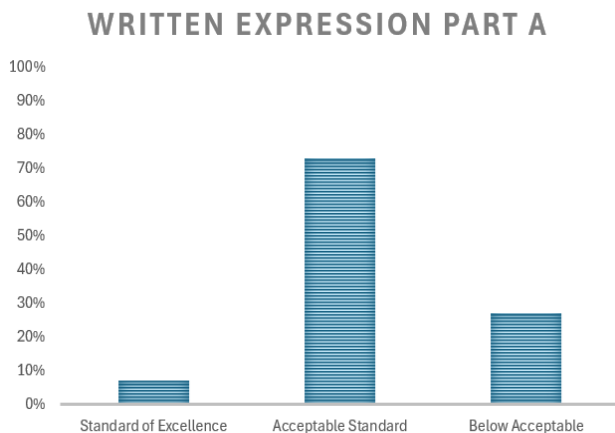
**Outcome #2: Students demonstrate an increase in skills and confidence in written expression.**

**Performance Measures:**

***Provincial Achievement Test - Grade 9***

***Percentage of grade 9 students/FNMI students who achieve the acceptable standard and standard of excellence on the Language Arts Provincial Achievement Test. (Provincial Results)***

- Grade 9 Part A - Written Component of the English Language Arts Provincial Achievement Tests



- 15 of 15 students (100%) wrote the English Language Arts PAT Part A
- 1 of the 15 students (7%) achieved the Standard of Excellence
- 11 of 15 students (73%) achieved the Acceptable Standard
- 4 of 15 students (27%) achieved Below Acceptable Standard

**Analysis and Rationale:**

Of the students writing the grade 9 provincial achievement test in writing, 11 of 15 students (73%) have a written expression disorder. Overall, we are extremely pleased the grade 9 cohorts' performance on the English Language Arts achievement test with 73% achieving the acceptable standard. Where students were below the acceptable standard, two students were within 3% of meeting the acceptable standard. We will continue to work on developing both the reading and writing skills of our students with the goal to also increasing the number of students who achieve acceptable and excellent standards in both areas.

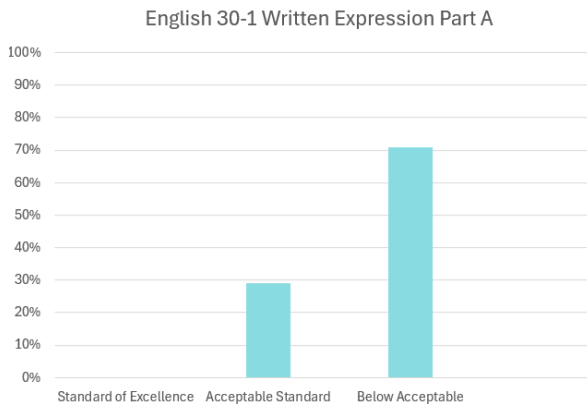
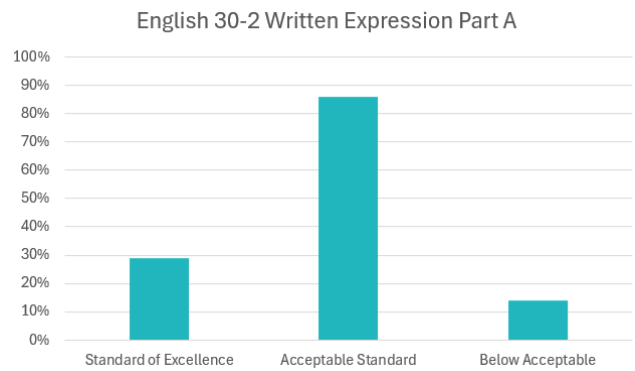


### ***High School Diploma Exam***

***Percentage of high school students/FNMI students who achieve the acceptable standard and standard of excellence on the English Language Arts Diploma Exam. (Provincial Results)***

- **Part A – Written Expression Component of the English Diploma Exams**

- In January 2024 Part A – the written expression component of the English 30-2 exam was administered.
- 2 of 7 students (29%) achieved the Standard of Excellence
- 6 of 7 students (86%) achieved the Acceptable Standard
- 1 of 7 students (14%) achieved Below Acceptable Standard



- In June 2024 Part A – the written expression component of the English 30-1 exam was administered.
- 0 of 7 students (0%) achieved the Standard of Excellence
- 2 of 7 students (29%) achieved the Acceptable Standard
- 5 of 7 students (71%) achieved Below Acceptable Standard

### **Analysis and Rationale:**

We are satisfied with the overall results of our student’s performance on the English 30-1 and English 30-2 exam when combining both components of reading and written expression. However, our students’ achievement in the written expression component was less successful. In English 30-2, 6 of 7 students (86%) have a written expression disorder and in English 30-1, 5 of the 7 students (71%) have a written expression disorder. As English 30-2 is the easier of the two high school English courses, 86% of

our students achieved the acceptable standard and 29% achieved the standard of excellence. Students writing the English 30-1 exam, were less successful on the written portion of the exam. Only 29% achieved acceptable standard, however 3 of 7 (43%) of the students were within 6% of achieving the acceptable standard.

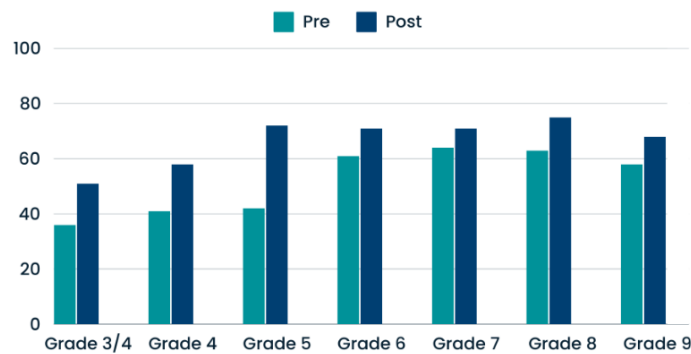
Generally, the reading component of the exam being weighted higher in both exams has helped our students to pull up their marks passing the overall exam in cases where they had weaker results on the written portion of the exam. We recognize that written expression skills often develop slower for students who also have reading disabilities. As most of these students started Edmonton Academy in high school, embedding writing practices within other high school courses, including options, was and continues to be encouraged.

*Performance increase in grade 3-9 student's achievement in school-based writing assessments from pre-assessment (September) to post-assessment (June). (Edmonton Academy Results).*

*Grade level improvement based on years of growth of writing skills using a local assessment.*

	1-10%	11-20%	21-30%	31-40%	41-50%
<i>% of Students</i>	28%	37%	15%	3%	1%

**Writing Local Testing Pre/Post Averages**



*Percentage increase of students who have increased their spelling level from the beginning of the school year on standardized assessment. (Edmonton Academy Results)*

*Grade level improvement based on years of growth on spelling skills on standardized assessment.*

	Improved 0-1 grade levels	Improved 1-2 grade levels	Improved 2-3 grade levels	Improved 3-4 grade levels
<i>% of Students</i>	46%	14%	7%	1%

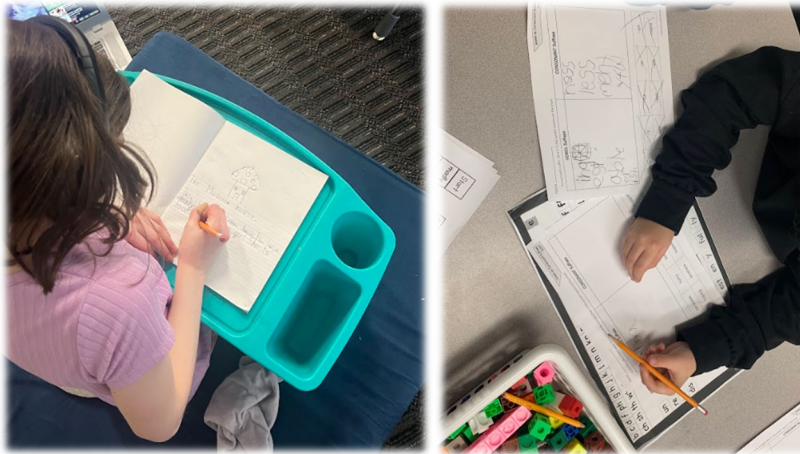
*Percentage of writing outcomes were met of the students' instructional support plan (ISP) writing goals. (Edmonton Academy Results)*

- 166 of the 246 writing outcomes were fully achieved, which was 67% of the outcomes for writing goals.

*“Accessibility allows us to tap into everyone’s potential.” – Debra Ruh*

### Analysis and Rationale:

84% of our students in grade 3-9 improved their writing skills according to the results of our locally developed writing assessment from their pre-assessment to their post-assessment. It is important to note that we strongly encourage the use of technology and assistive technology for writing as our students' delayed spelling and reading skills should not hinder their ability to express their thoughts and ideas in written form. More students are comfortable using technology for writing, while we continue to encourage the development of their spelling skills. 68% of our students demonstrated improvement in standardized spelling using a standardized assessment. Developing conventional spelling skills is often the last area of literacy skills to develop for individuals with reading and written expression disorders. Therefore, any improvements in spelling for these students has significance.



### Outcome #3: Students demonstrate an increase in knowledge, skills, and confidence in mathematics.

#### Performance Measures:

##### Provincial Achievement Test

*Percentage of grade 9 students/FNMI students who achieve the acceptable standard and standard of excellence on Mathematics Provincial Achievement Test. (Provincial Results)*

- Grade 9 completed the Mathematics Provincial Achievement Test
  - 15 of 15 students (100%) wrote the Grade 9 Mathematics Provincial Achievement Test

#### Results:

- **Part A:** Standard of Excellence 7%, Acceptable Standard 20% and Below Acceptable Standard 80%
- **Part B:** Standard of Excellence 7%, Acceptable Standard 33% and Below Acceptable Standard 67%
- **Total Test:** Standard of Excellence 7%, Acceptable Standard 13% and Below Acceptable Standard 87%

### Analysis and Rationale:

Mathematics remains a significant challenge for students, with pandemic-related learning loss impacting skill development. The Grade 9 cohort were in Grade 6 during the 2020-2021 school year when there were many disruptions to learning. While only 6 of the 15 students (40%) have a diagnosed mathematics disorder, gaps in foundational skills are evident. Among the 15 students who wrote the Grade 9 mathematics test, only 4 (27%) attended our school in Grade 6. Provincially, only 63% of test questions were answered successfully which could be evidence of widespread learning loss. Many of our students struggled to

complete the test within the allotted time, highlighting the challenges for those with slow processing and attention difficulties. Additionally, students with a diagnosed mathematics disorder were not permitted to use calculators on Part A, contrary to recommendations in their psychological assessments. This restriction further impeded our students ability to demonstrate their skills effectively as this tool allows them to manage more complex mathematics problems.

**High School Diploma Exam**

***Percentage of high school students/FNMI students who achieve the acceptable standard and standard of excellence on Mathematic Diploma Exams. (Provincial Results)***

- **Mathematics Diploma Exam Results – January 2024**

**Mathematics 30-1**

- 3 of 4 students (75%) achieved Acceptable standard
- 1 of 4 students (25%) achieved the Standard of Excellence
- 1 of 4 students (25%) achieved Below Acceptable standards

**Mathematics 30-2**

- 1 of 4 students (25%) achieved Acceptable standard
- 0 of 4 students (0%) achieved the Standard of Excellence
- 3 of 4 students (75%) achieved Below Acceptable standards

**Analysis and Rationale:**

We are pleased that 75% of our students in Mathematics 30-1 achieved the acceptable standards with one student achieving excellence. The student who achieved below acceptable standard has a mathematics disability and very low processing speed to the extent that they spent 6 hours on the exam and ran out of time. However, they were very close to meeting acceptable standards with a 47% on the exam.

Our Mathematics 30-2 students were less successful on the exam where only 1 of the 4 students successfully achieved acceptable standards. 2 of 4 of the students have a mathematics disorder. The students were more successful on the multiple-choice section of the exam. Three of the students performed lower than expected on the exam. Student preparation for mathematics diploma exams should continue to be an area of focus and for improvement.

**Edmonton Academy Achievement Results**

***Percentage of students who meet or exceed expected learning outcomes in Mathematics. (Edmonton Academy Results)***

- 96% of students in grade 3-9 met or exceeded the expected learning outcomes in Mathematics on their final report cards. 50% achieved the Exemplary standard (80-100).
- Of the Mathematics courses offered in high school for 2023-2024, 95% of students passed the course with 41% achieving the Exemplary standard (80-100).

***Percentage increase of students who have increased their numerical operations from the beginning of the school year on standardized assessment. (Edmonton Academy Results)***

	<i>Improved 0-1 grade levels</i>	<i>Improved 1-2 grade levels</i>	<i>Improved 2-3 grade levels</i>	<i>Improved 3-4 grade levels</i>
<i>% of Students</i>	36%	27%	14%	4%

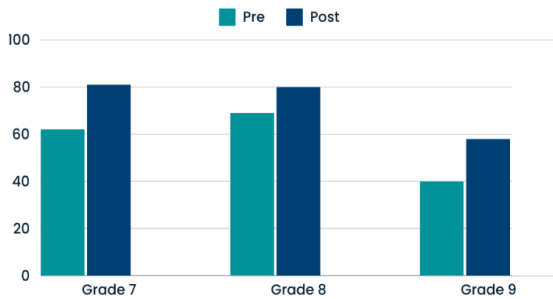
***Performance increase in student’s achievement in school-based mathematics assessments from pre-assessment (September) to post-assessment (June). (Edmonton Academy Results).***

- ***94% of grade 7-9 students made gains from their pre- and post-math local assessments.***

**Percentage increase of students who have increased their mathematic skills for grade 7-9 students from the beginning of the school year on standardized assessment. (Edmonton Academy Results)**

	1-10%	11-20%	21-30%	31-40%	41-50%
<b>% of Students</b>	29%	32%	18%	8%	3%

**Grades 7-9 Math Local Testing Pre/Post Averages**



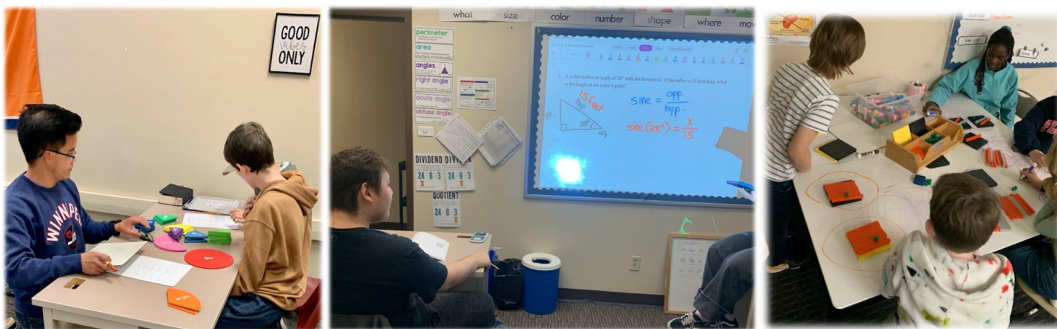
**Percentage of mathematics outcomes were met of the students' instructional support plan (ISP) mathematics goals. (Edmonton Academy Results)**

- 167 of the 222 mathematics outcomes were fully achieved, which was 75% of the outcomes for mathematics goals.

**Analysis and Rationale:**

This year we implemented the new mathematics curriculum for elementary students. This required us to shift our expectations for our students very early in the school year. As this curriculum was not phased in, teachers were not only having to accommodate for learning loss and/or mathematics disorders but teaching a grade level curriculum where students had not received the prior knowledge and skills for the content. In other words, the curriculum jumped two grade levels in learning outcomes. In response, as a school we assessed our students' mathematical knowledge and skills and implemented a cross-graded mathematics programming approach. This has proven to be highly successful, and we are making very solid progress with our students using the new curriculum.

We are pleased that our junior high school teaching staff and high school staff are working together to plan and strategize in how to further support our students to make up learning loss. The staff have thoroughly reviewed the curriculum and have identified and prioritized the areas of the curriculum that students are required to have the highest level of competence. As the elementary curriculum builds up with our students, we will work together schoolwide to ensure that we are tracking both the teaching, and the progress of the students are making related to the specific curricular outcomes in the curriculum.



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

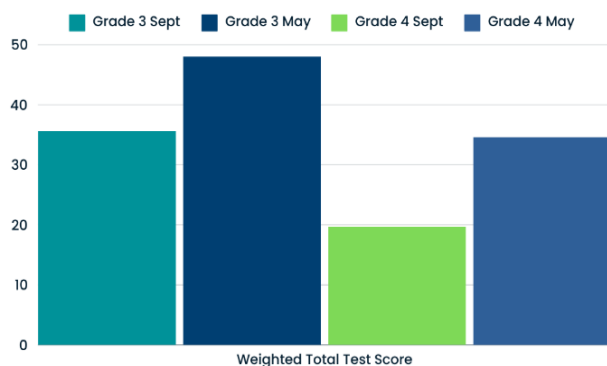
### Early Years Literacy and Numeracy Assessments

- 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	# of Students At Risk - Post- Intervention
Grade 3	CC3 - Literacy	4	3	3
Grade 4	CC3 - Literacy	10	8	7
Grade 3	Provincial Numeracy Screening Assessment	4	2	2
Grade 4	Provincial Numeracy Screening Assessment	10	7	7

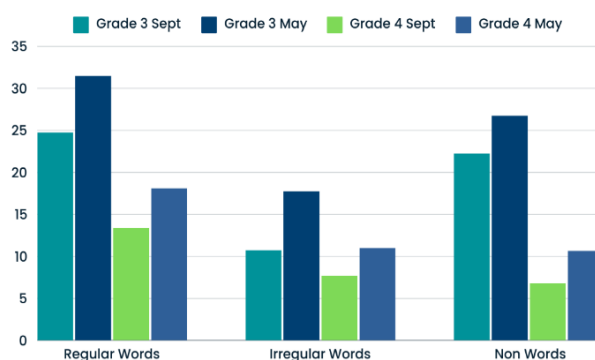
#### Edmonton Academy Grade 3/4 Numeracy Scores September – May 2023–2024

Provincial Numeracy Screening Assessment (ABED)



#### Edmonton Academy Grade 3/4 Literacy Scores September – May 2023–2024

Castles and Coltheart 3 Test (CC3) Literacy Screener



#### Summary of 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 specifically for decoding, and spelling as well as building fluency with high frequency words.
- Additional teaching staff to lower ratio working with students on phonemic awareness and on numeracy 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, 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.

#### Analysis and Rationale:

Of our early learners 14 students were assessed for literacy and numeracy learning delays. For the students that were identified as ‘at risk’ in literacy, 100% of these students have a reading disorder. Students with dyslexia require a high level of multi-sensory teaching and repetition to trigger their language processor to hear sound prior to being able to decode words. All of these students made gains in developing this ability. The above pre-and-post assessments above do not capture the gains

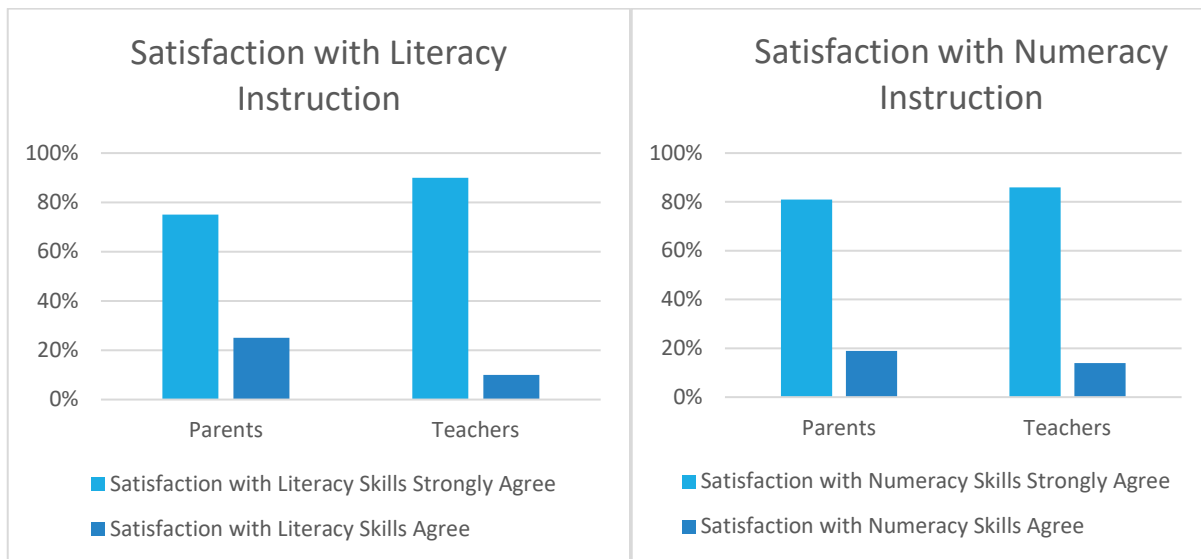


these students made in developing phonemic awareness, letter-sound correspondence, and decoding skills, as they are just at the beginning stages of this. Also, as they learn skills and rules, these students then applied them to irregular words which were 30% of the assessment. The next school year these students will be ready to differentiate between decodable words and working towards developing their irregular word sight vocabulary.

In mathematics, our grade 3 students gained on average +12.38 from pre to post tests in the total weighted test score. This demonstrates that they have made gains in their skills. The grade 4 students gained on average +14.93 from pre to post tests in the total weighted test score. Of the students in the cohorts, 7 of 14 (50%) have dyscalculia which is a mathematic disorder.

**Literacy and Numeracy Programming**

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



**Parent Testimonial Upon Sharing Data Results:**

“This is amazing! We are so proud of (student) and really appreciate the breakdown of the testing! (Parent) particularly values the time and effort you took to explain it and he loves data and research! Lol! The whole team is incredible, and we feel so lucky (student) has been able to attend EA. It is honestly life changing for us, I don't even want to think where we would be without you all. “



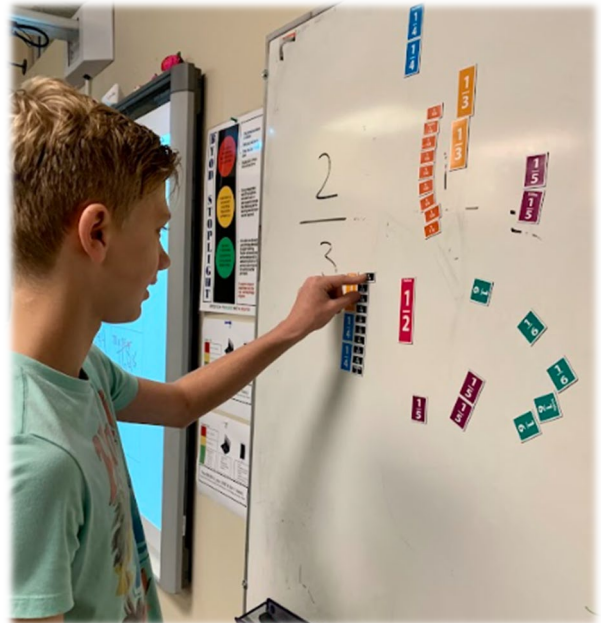
### Student Learning Engagement

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

	Edmonton Academy										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	94	92.1	105	92.5	124	93.6	132	96.1	n/a	Improved	n/a
Parent	n/a	n/a	17	90.5	15	89.3	17	94.1	28	97.1	n/a	Maintained	n/a
Student	n/a	n/a	64	87.3	77	89.8	88	87.8	83	91.3	n/a	Maintained	n/a
Teacher	n/a	n/a	13	98.5	13	98.4	19	98.9	21	100.0	n/a	Maintained	n/a

### Analysis and Rationale:

Our specialized supports and services and programming related to literacy and numeracy is one of the highest priorities at our school and therefore ensures we are both effective and responsive to programming in this area. The results 97% of parents and 100% of teachers are satisfied and that we are addressing the needs of our students provides evidence of our commitment. When students have several areas of delays/difficulties there are times when we have to prioritize the interventions, particularly when students arrive at our school in the upper grades. Although we are increasing programming in high school to allow for more intervention teaching with our students, the older the students are more difficult it is to have the dedicated time to adequately intervene when regular course and credits for high school diploma completion are an important priority as well.



“Persistence and resilience only come from having been given the chance to work through difficult problems.”

— Gever Tulley

# Key Priority III: Citizenship and Social Responsibility

Goal: Students are connected and successful global citizens.

Outcome #1: Students are kind, positive and accept themselves and others, valuing the diversity of peoples, cultures, and traditions.

## Performance Measures

### Citizenship

Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship. (Provincial Survey Results)

	Edmonton Academy										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	80	80.8	94	88.5	105	86.1	124	91.9	132	91.6	Very High	Maintained	Excellent
Parent	9	88.9	17	85.4	15	79.7	17	97.6	28	94.2	Very High	Maintained	Excellent
Student	61	63.4	64	80.2	77	80.2	88	80.1	83	81.4	Very High	Maintained	Excellent
Teacher	10	90.0	13	100.0	13	98.4	19	97.8	21	99.0	Very High	Maintained	Excellent

### Safe and Caring

Percentage of teachers, parents, and students agree 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. (Provincial Survey Results)

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Edmonton Academy													Alberta									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	94	93.1	105	90.1	124	94.9	132	94.3	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	17	92.4	15	85.5	17	100.0	28	97.7	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	64	88.0	77	84.8	88	86.3	83	85.2	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	13	98.9	13	100.0	19	98.5	21	100.0	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6



**Digital Citizenship/Responsible Technology Use**

***Percentage of student who understand the importance of digital citizenship and demonstrate responsible use of technology. (Edmonton Academy Results)***

- Teachers responded that 81% of students understand the importance of digital citizenship.
- Teachers responded that 19% of students require more support to learn about the importance of digital citizenship.

**Analysis and Rationale:**

It is very important that we work together as parents, staff and students to create the conditions where everyone in our school community contributed to the school being a welcoming, caring, respectful, and safe school environment. We are proud that our results continue to demonstrate that this is obtained to a very high standard at the school. We recognize also that this does not mean that the members within the school community do not have conflict or differences in perspectives or options. As a staff, we have made deliberate efforts to define the differences between bullying, mean behaviors, and peer conflict. This has helped us to have conversations with parent and students regarding any issues that arise within our school and students. Bullying is rare, but some mean behaviours, and social conflict does exist. These incidents provide us with the opportunity to teach our students social and emotional skills in real time. Our leadership has a philosophy with our school community that we attack problems and not people. All members of our school community are valued and deserve to be treated with dignity and respect even while working through adversity and conflict. This is our ultimate measure of a welcoming, caring, respectful, and safe school.

**Outcome #2: Our students’ overall social-emotional health and well-being is improved under conditions where students feel safe, accepted, and have access to additional support as needed.**

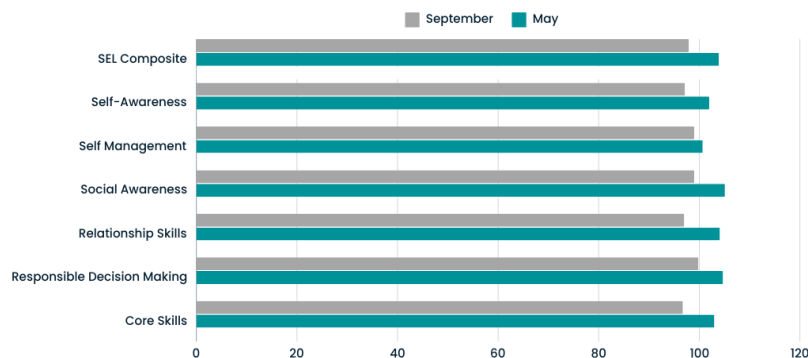
**Performance Measures**

**Social-Emotional Learning**

***Students demonstrate improvement in their social-emotional learning and overall management of decisions and behaviours that lead to positive relationships and learning. (Edmonton Academy Results from MH Project)***

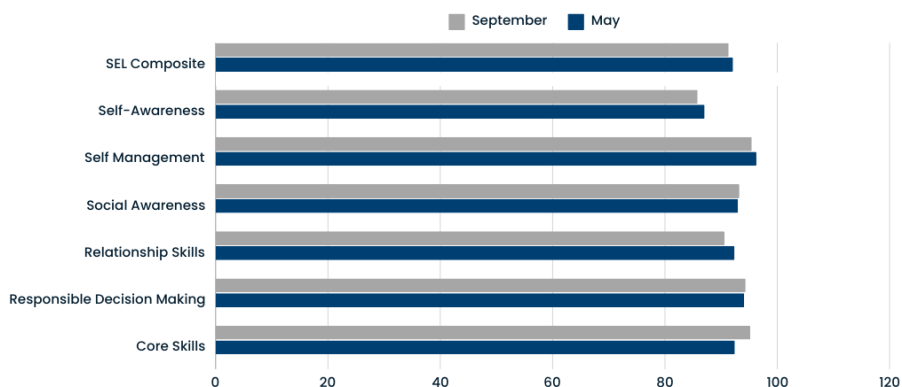
- Elementary students, as measured by their teacher using the SSIS questionnaire report standard score, improved in all domain areas.

**Edmonton Academy Elementary SSIS – Teacher Rating**



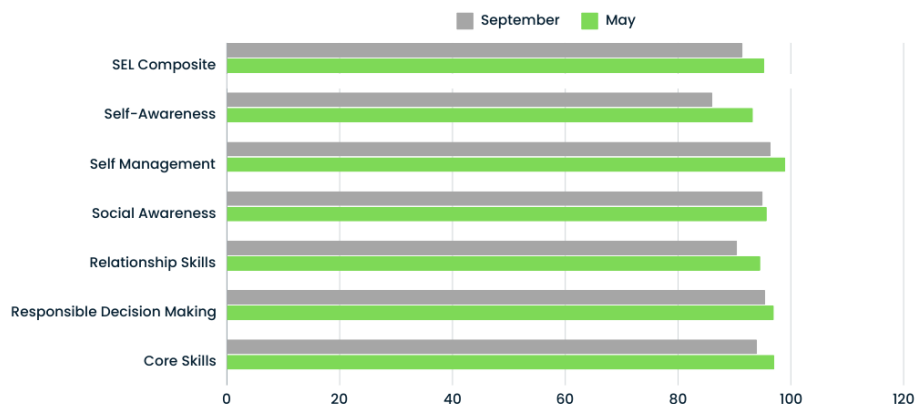
- Jr. High students, as measured by their teacher using the SSIS questionnaire report standard score, improved in SEL Composite, Self-Awareness, Self-Management and Relationship Skills. They did not make improvement in Social-Awareness, Responsible Decision Making, and Core Skills.

### Edmonton Academy Jr. High SSIS - Teacher Rating



- High school students, as measured by their teacher using the SSIS questionnaire report standard score, improved in all domain areas.

### Edmonton Academy High School SSIS - Teacher Rating



**Parent Testimonial:**

*“Before .... attended Edmonton Academy we heard amazing anecdotes about how the staff go above and beyond for their students. This past week we experienced it and thank you. All the million things you do for our children is very much appreciated!”*

### Self-Regulation

*Percentage of students meeting their instructional support plan (ISP) outcomes related to self-regulation. (Edmonton Academy Results)*

- 55 of 88 outcomes (63%) related to students developing their ability to increase their self-regulation on their ISP goals were met.

### Social and Emotional Skills

*Percentage of students meeting their instructional support plan (ISP) outcomes related to social and emotional skills. (Edmonton Academy Results)*

- 138 of the 213 outcomes (65%) related to students improving their social and emotional skills as per their ISP goals were met.

### Executive Skills

*Percentage of students meet their instructional support plan (ISP) outcomes related to developing executive skills. (Edmonton Academy Results)*

- 97 of 155 outcomes (63%) related to students developing their executive skills on their ISP goals were met.

### Analysis and Rationale:

Our school applied for a grant to support our students' social-emotional and mental health through Alberta Education. We recognized that our students were struggling post-pandemic and that many of our students would benefit from specific programming that would address the area of social and emotional domains of learning and development. 2023-2024 was our first year with the implementation of the two-year grant project working in partnership with Little Oaks Psychology. Although this was a new project for our school and a new relationship with our community partner, the work together was smooth, and implementation of the program went reasonably well. The staff and parents all recognize the value of having additional resources in the school to meet the needs of our students in this area. As demonstrated in our data, most of our students have areas of their social-emotional learning and development where support is needed. Providing this programming within our school both proactively and as needs arise has been a tremendous benefit to our students. The growth and improvement are noted both quantitatively and qualitative. Our school should continue to prioritize resources for this type of programming as we know that when our students are doing well socially and emotionally, they are more available to receive instruction and therefore able to achieve academic success.



# Summary of Financial Results

## Summary of Financial Results

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

	AFS*	AFS*	AFS*
	2024	2023	2022
	\$	\$	\$
<b>ASSETS</b>			
Current assets			
Cash and cash equivalents	1,255,165	1,086,879	1,021,540
Accounts receivable (net after allowances)	47,430	11,022	12,584
Prepaid expenses	74,452	54,141	45,515
Other current assets	984,056	630,675	400,976
<b>Total current assets</b>	<b>2,361,103</b>	<b>1,782,716</b>	<b>1,480,615</b>
School generated assets			
Trust assets			
Other assets	1,850	-	-
Capital assets			
Land at cost	-	-	-
Buildings at cost	-	-	-
Less: accumulated amortization	-	-	-
Leasehold improvements at cost	178,430	-	-
Less: accumulated amortization	(104,427)	74,003	92,152
Equipment at cost	273,562	-	-
Less: accumulated amortization	(195,889)	77,673	29,746
Vehicles at cost	-	-	-
Less: accumulated amortization	-	-	-
<b>Total capital assets</b>	<b>151,676</b>	<b>121,898</b>	<b>165,391</b>
<b>TOTAL ASSETS</b>	<b>2,514,629</b>	<b>1,904,614</b>	<b>1,646,005</b>
<b>LIABILITIES</b>			
Current liabilities			
Bank indebtedness	5,628	2,935	-
Accounts payable and accrued liabilities	43,299	30,506	30,651
Deferred contributions	425,003	415,209	255,405
Deferred capital allocations			
Current portion of long term debt			
<b>Total current liabilities</b>	<b>473,930</b>	<b>448,650</b>	<b>286,056</b>
School generated liabilities			
Other liabilities	17,959	18,257	14,253
Unamortized capital allocations	-	32,760	63,432
<b>Total long term liabilities</b>	<b>17,959</b>	<b>51,017</b>	<b>77,685</b>
<b>TOTAL LIABILITIES</b>	<b>491,889</b>	<b>499,667</b>	<b>363,741</b>
<b>NET ASSETS</b>			
Investment in capital assets	151,675	121,898	165,390
Endowment	100,000	100,000	100,000
Internally Restricted	125,000	125,000	125,000
Unrestricted Net Assets	1,646,065	1,058,049	891,874
<b>Total net assets</b>	<b>2,022,740</b>	<b>1,404,947</b>	<b>1,282,264</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>2,514,629</b>	<b>1,904,614</b>	<b>1,646,005</b>

\*AFS - Alberta Education Audited Financial Statement(s)

**Edmonton Academy Society for Learning Disabled**  
**Statement of Revenue and Expenses for the period ended August 31, 2024**  
**Budget 2023-2024 & 2024-2025 School Years**

	2023 - 2024 Actuals		2023 - 2024 Budget		2024 - 2025 Budget	
	Amount \$	Percentage %	Amount \$	Percentage %	Amount \$	Percentage %
<b>Revenue Summary</b>						
Alberta Education	1,665,032	50.50%	1,390,868	55.41%	1,762,667	55.67%
Federal Government	50,750	1.54%	-	0.00%	67,300	2.13%
<b>Other Revenue</b>						
Parent Tuition Fees	1,284,953	38.98%	1,022,475	40.73%	1,232,150	38.91%
Fundraising/Donations/Other Sales and Services	213,995	6.49%	47,000	1.87%	39,330	1.24%
Interest on Investments	82,055	2.49%	50,000	1.99%	65,000	2.05%
Amortization of Capital Allocations	-	0.00%	-	0.00%	-	0.00%
<b>Total Revenues</b>	<b>3,296,784</b>	<b>100.00%</b>	<b>2,510,343</b>	<b>100.00%</b>	<b>3,166,447</b>	<b>100.00%</b>
<b>Expenditure Summary</b>						
Instructional	1,840,450	68.70%	1,675,998	66.82%	2,029,229	68.83%
Operations and Maintenance	562,194	20.99%	529,228	21.10%	567,062	19.24%
Transportation	57,576	2.15%	29,854	0.00%	62,369	2.12%
Board and System Administration	218,770	8.17%	273,200	10.89%	289,357	9.82%
<b>Total Expenditures</b>	<b>2,678,989</b>	<b>100.00%</b>	<b>2,508,280</b>	<b>100.00%</b>	<b>2,948,017</b>	<b>100.00%</b>
Profit (Loss)	617,794		2,063		218,430	

Detailed Financial Statements and the 2023-2024 & 2024-2025 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 2023 – 2024 school year.

## *Education & Strategic Plan 2023-2024*

Edmonton Academy's 2024-2025 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 Strategic Plan - 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 2023-2024 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](mailto:jill.melnyk@edmontonacademy.com)



**Edmonton  
Academy  
Education Plan**  
for  
2024-2025 to 2027-2028



**May 2024**

**Edmonton Academy Society  
for Learning Disabled**



Est. 1983

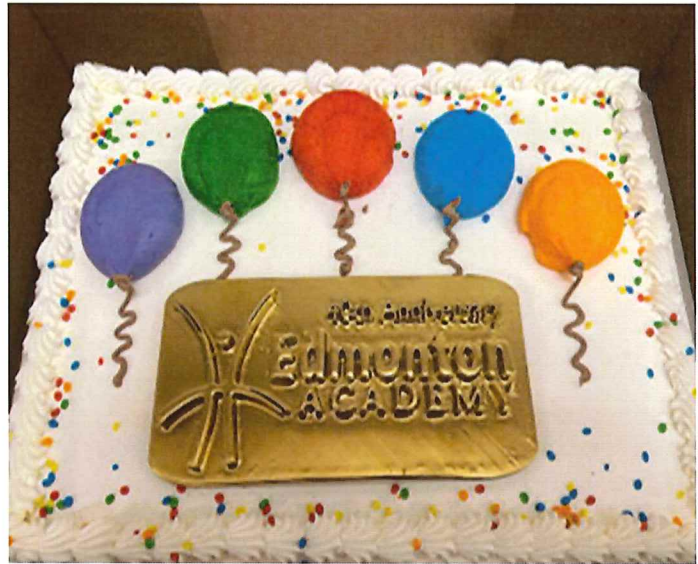
## *TABLE OF CONTENTS*

<i>EDUCATION PLANNING AND ACCOUNTABILITY.....</i>	<i>3</i>
<i>FOUNDATIONAL STATEMENTS AND VALUES.....</i>	<i>4</i>
<i>OUR SCHOOL .....</i>	<i>5</i>
<i>A SAFE AND CARING SCHOOL COMMUNITY.....</i>	<i>6</i>
<i>ASSURANCE.....</i>	<i>7</i>
<i>EDMONTON ACADEMY ASSURANCE.....</i>	<i>8</i>
<i>KEY PRIORITIES AND PROJECTION FOR 2024 - 2025.....</i>	<i>10</i>
<i>KEY PRIORITY #1 - QUALITY TEACHING &amp; LEARNING.....</i>	<i>12</i>
<i>KEY PRIORITY #2 - LITERACY AND NUMERACY.....</i>	<i>16</i>
<i>KEY PRIORITY #3 - CITIZENSHIP AND SOCIAL RESPONSIBILITY .....</i>	<i>22</i>
<i>2024- 2025 BUDGET SUMMARY .....</i>	<i>28</i>
<i>STAKEHOLDER ENGAGEMENT.....</i>	<i>29</i>

# *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.

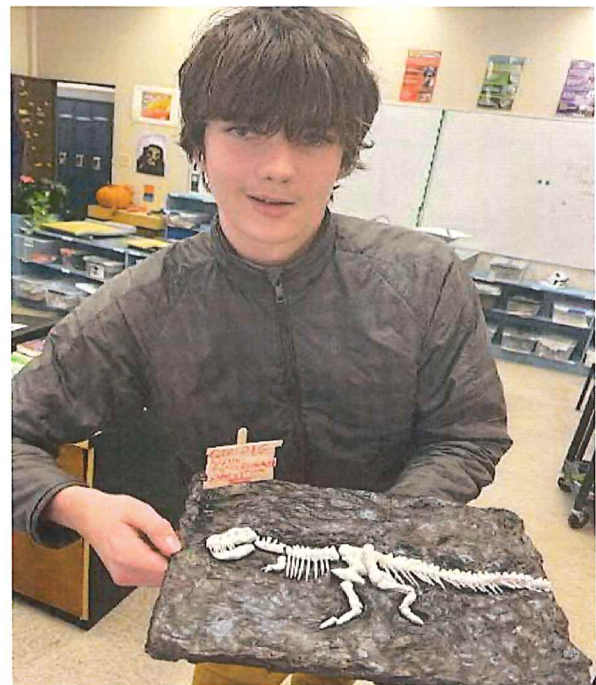


## Our School

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 priorities 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](http://www.EdmontonAcademy.com).

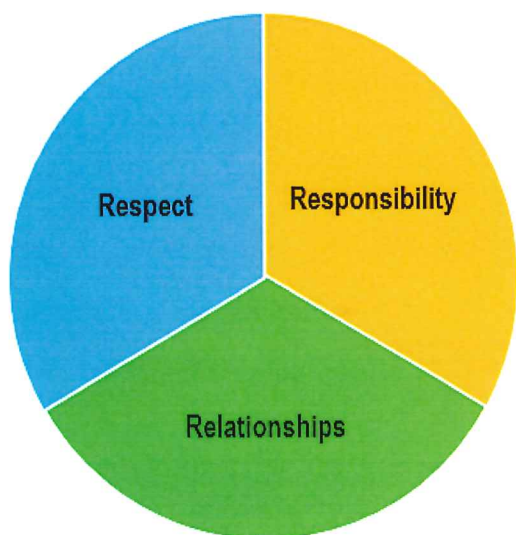


# *A Safe and Caring School Community*

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.



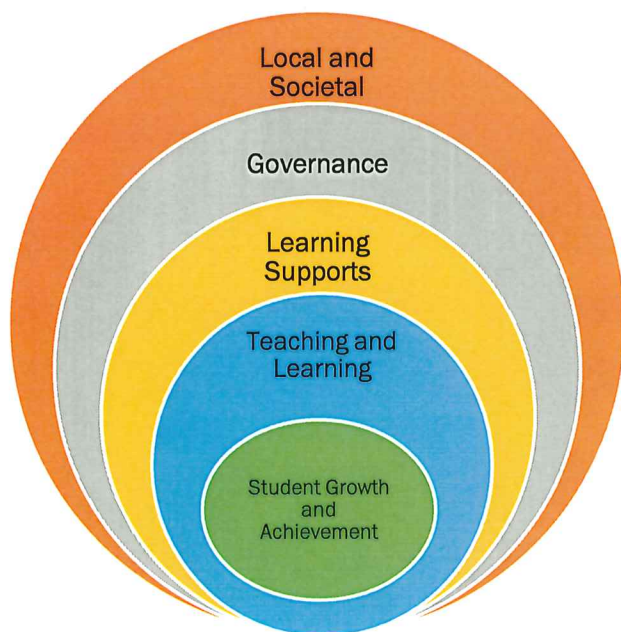


# Assurance

## 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 priorities 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)

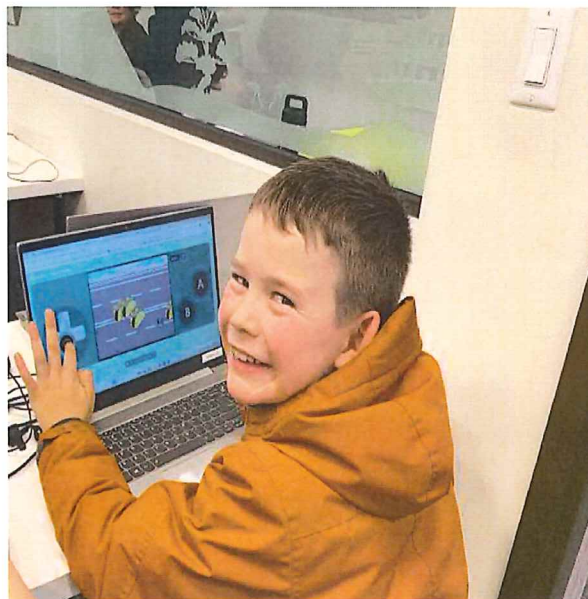
Administrative Assistant (1.0)

Teacher Staff (20)

Educational Assistant (1.0)

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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:

- 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.
  - Continue to implement strategies that support students to explore colleges, career training, etc. through going to open houses or bringing speakers into the school.
  - Ensure students are registered in courses that they have the pre-requisite knowledge and skills to be able to successfully complete.
  - 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.
  - 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.
  - 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.
  - Develop a knowledge of community agencies that support individuals with disabilities to support for transitioning to post-secondary and/or skill, career development programs.
  - 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:
- 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.
  - 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.
  - Parents/students will be provided with outlines/outcomes for grades/courses at the beginning of the year and how students progress will be assessed.
  - 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

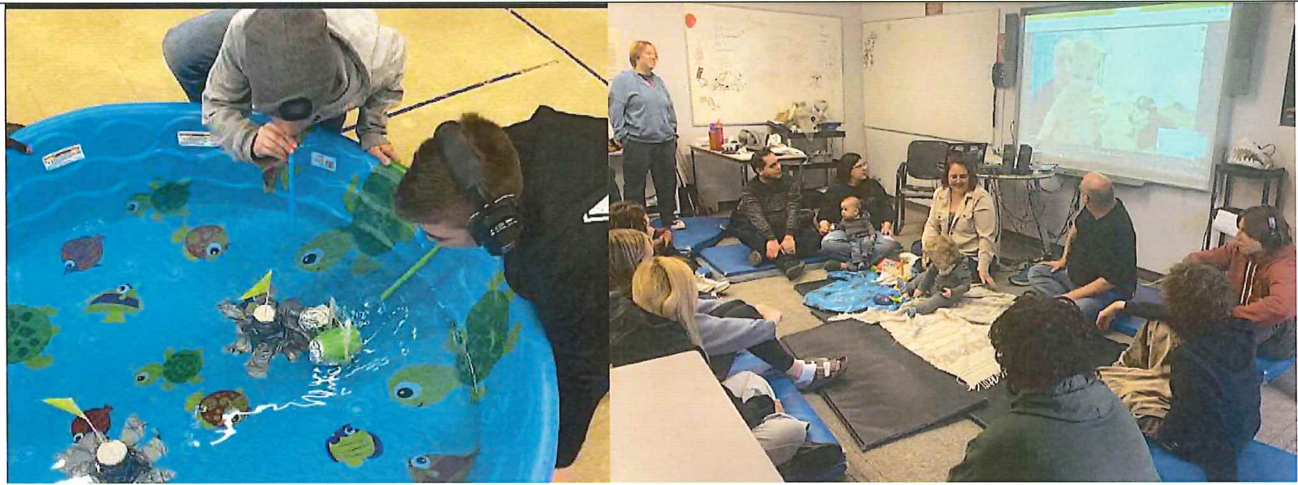
- \* Percentage of teachers, parents and students indicating that Edmonton Academy has improved or stayed the same in the last three years. (Abed)



- \* 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.

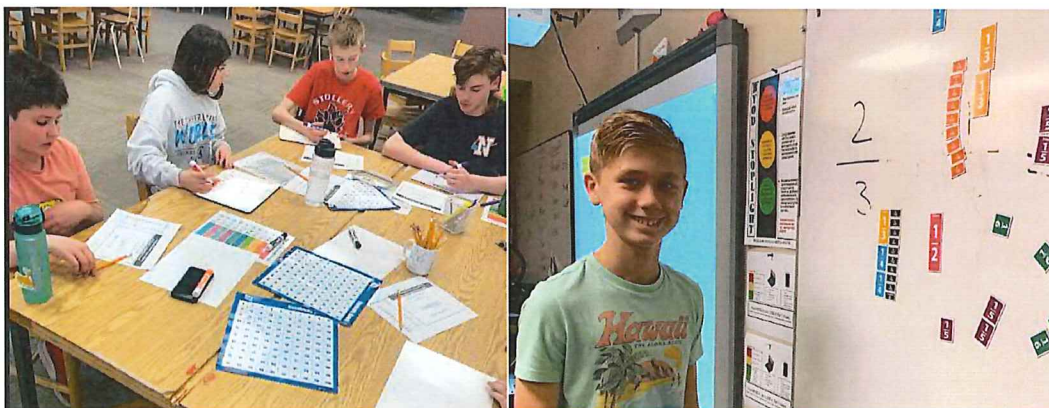
## Measures

- \* 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:**
  - Dedicate funds for acquiring more manipulatives and materials to address the widening usage of these tools in classrooms in their daily instruction with students.
  - Continue with mathematics cross-grade grouping from grades 3-7.
  - Develop mathematics vocabulary dictionaries based on divisions.
  - 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

- ❖ **Kindness and Caring:** We will further explore ways to teach and promote how students and the school community can be kind and caring to each other, our school, and the community. We will consider designated days or activities that would concretely engage students in these behaviours. For example, morning talks checking in with students daily, encourage high school to lead groups/activities for volunteer credits, guest speakers, etc.
- ❖ **Safe and Caring School:** Continue to change and implement a variety of ways to connect with all ages of our students as a school community through events, assemblies, curricular connections, extra-curricular activities, options, leadership, mentorship, 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.
- ❖ **Targeted Resources and Community Learning Opportunities:** Continue to seek opportunities for bringing speakers, experts, consultants, teachers, community members and leaders to the school to bring our school to the larger community. E.g., mental health speakers, FNMI community members, arts and/or science experts, etc.
- ❖ **Respect-Responsibility-Relationships:** 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.
- ❖ **Safe and Caring School Policies:** 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.
- ❖ **Book Nook and Reading Materials:** 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.
- ❖ **FNMI Staff Leads:** 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.

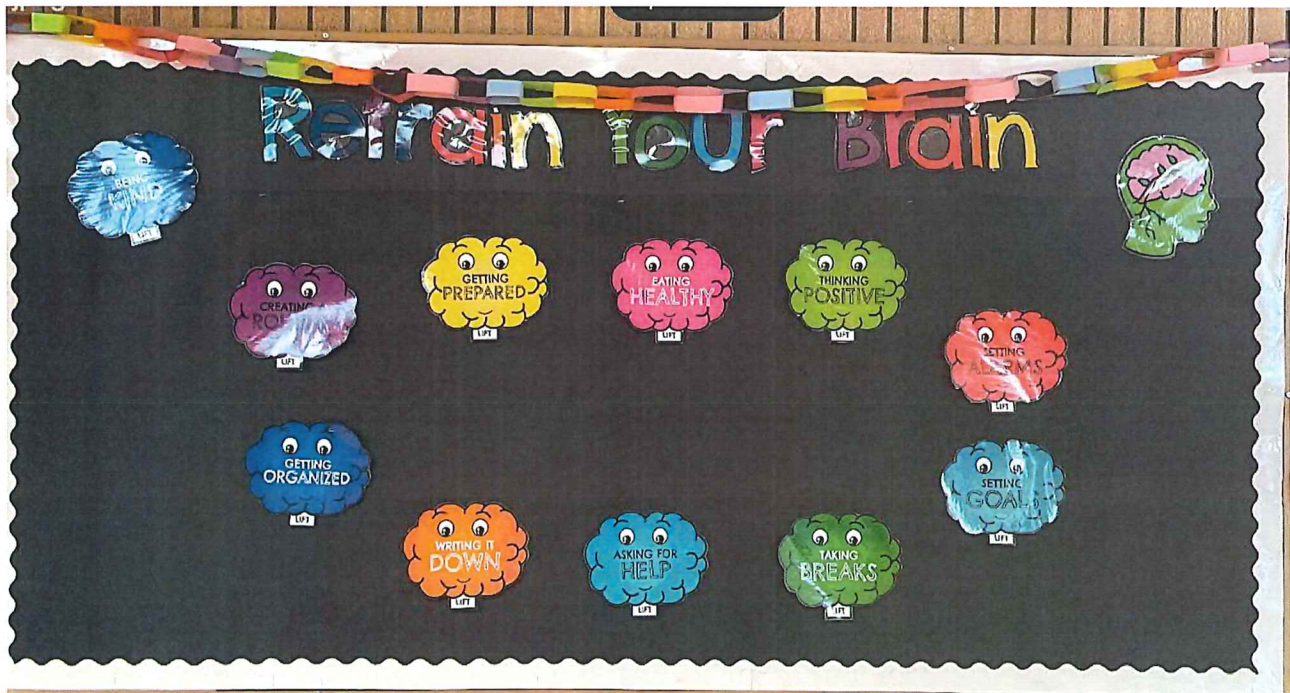
## Measures

- \* 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.
  - Universal – Tier 3 – 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.
  - Targeted – Tier 2 – 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
<b>Total Revenue</b>	\$3,166,447
Instructional	\$1,711,986
Operations and Maintenance	\$881,865
Transportation	\$62,369
Administration	\$510,227
<b>Total Expenses</b>	\$2,948,017
Instructional	\$2,029,229
Operations and Maintenance	\$567,062
Transportation	\$62,369
Administration	\$289,357

# Stakeholder Engagement

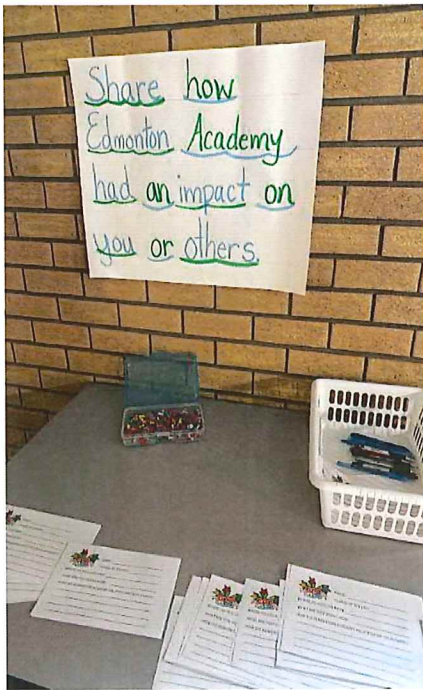
Edmonton Academy seeks to evolve and improve as an organization; therefore, it is a priority to include all our stakeholders as an inclusive and collaborative approach for continuous school improvement. Information is shared, analyzed, considered, and gathered in many ways including but not limited to 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 <b>May</b> - 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](http://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.

