



Enrolment		Staff FTE		Budget		
Normalized	324.000	Custodial	2.750000	Salaries	\$3,376,415	95.48%
Weighted	614.331	Exempt	1.000000	Supplies, Equip., Services	\$159,896	04.52%
Regular	324	Support	3.600000			
		Teacher	25.053000			
Year Opened	1914	Total		32.403000	Total	\$3,536,311 100.00%

School Philosophy

The staff at the Academy at King Edward are dedicated to excellence in programming for students with learning disabilities. We are committed to helping students understand their learning strengths and challenges and to develop the strategies to become life-long learners. Through access to appropriate technologies, we are building technological fluency and critical thinking skills with our students. Our programming provides students with opportunities to gain control of their learning, develop compensatory strategies, achieve academic success and demonstrate citizenship. Staff and students work together to create a safe and caring environment for all members of the school community.

Community Profile

The Academy at King Edward is located in the old historic King Edward School. Students attend from all locations in Edmonton using school bus services and ETS. Students understand that their conduct in the community and contributions they make to the community are an important emphasis at the Academy. Our partnerships with McNally and Victoria school enhances the resources and facilities available to our High School students in support of their post-secondary and career goals . Our active Parent School Council is committed to the continuation of the Academy Program, ensuring supportive programming for students with learning disabilities in Edmonton Public Schools, and providing information sessions to parents in the district on an on-going basis.

Programs and Organization

The Academy at King Edward offers specialized programming for students with learning disabilities in grades three to twelve. The programming for grades three to nine is offered in the Academy building and programming for grades ten to twelve is offered at our satellite locations at McNally and Victoria schools. Our goal is to maintain class sizes of twelve to fifteen students per class. Classroom supports are in place for elementary and secondary classrooms. Additional expertise is acquired through use of Counsellors, Consultants, and part-time teaching and exempt staff. Staff collaboration and professional development is enhanced by early dismissal Thursday afternoon.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:
Boys & Girls Big Brothers Big Sisters Fringe Theatre Adventures Holy Trinity Anglican Church MacEwan University University of Alberta

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

Division Priority 1, Goal 1: Recognize and support the diverse learning needs of all students.

By June 2023, all Academy at King Edward students will demonstrate growth and improve achievement levels with a specific focus on word reading and reading comprehension. This will be achieved by providing students with multicomponent reading interventions that provide explicit, systematic instruction in the foundational skills (phonemic awareness, phonics, morphology, vocabulary, fluency, comprehension). Teachers will build on their understanding of research-based literacy intervention and targeted strategies through sustained collaborative efforts, regular professional development, literacy coaching and guided data analysis.

Indicators of Success:

- Improvements in foundational skills and reading comprehension will be measured using school-based data tracking including Fountas and Pinnell reading levels, Phonics Check assessment, Symbol Imagery Test, and the Test of Word Reading Efficiency (TOWRE).
- Indicators of success will also include data from the Division Feedback Survey and Alberta Education Assurance results.
- Student growth and success may also be measured using Alberta Education Learning Loss Screeners.

Results Achieved:**Alberta Education Assurance Survey:**

- 94% of teachers strongly agreed and 6% agreed that the literacy skills students are learning at school are useful.

Division Feedback Survey:

- 43% of students in grades 3-12 strongly agreed and 40% agreed with the item, "I think I am getting better at reading this year".
- 85% of teaching staff strongly agreed with the statement, "I have the knowledge and skills to program for/support students in need of specialized supports".
- 80% of teaching staff strongly agreed and 20% agreed that they have the knowledge and skills to support students in their literacy learning.
- 100% of teaching staff felt school-level collaboration or resources enhanced their confidence in supporting all students to achieve learning outcomes.

Provincial Screeners Castles and Coltheart 3 (CC3):

- CC3 summary reports indicate in September 2022, 100% of grade 3 students were classified as At-Risk. June 2023 reports indicate that 75% of students were no longer considered to be At-Risk, indicating performance gains above the projected growth curve.

Fountas & Pinnell:

- All students in Division I showed growth in reading. 50% of Division I students increased their reading by at least one year.
- 93% of students in Division II showed growth in reading. 65% of Division II students increased their reading by at least one year. 17% of students made one year's growth, 22% of students made more than one year's growth, and 26% of students were reading at grade level.
- 92% of students in Division III showed growth in reading. 76% of Division III students increased their reading by at least one year. 22% of students made one year's growth, 29% of students made more than one year's growth, and 15% of students were reading at grade level.

Rewards Pre/Post Testing Measures:

- 15 junior high students received intervention using the Rewards intervention program. 67% of students increased their score on the multisyllabic word reading test and 87% of students increased their score on the passage fluency test.

Phonics Assessment and TOWRE:

- 6 elementary students received the Empower: Decoding and Spelling Grades 2-5 intervention program.
- All students made significant gains on their Letter Sound and Sound Combination Phonics Assessment. These were the results: 48% to 75%, 48% to 81%, 52% to 82%, 64% to 88%, 69% to 87%, 72% to 91%
- 5/6 students showed growth on the Test of Word Reading Efficiency (TOWRE).

Symbol Imagery Test:

- 12 elementary students received the Seeing Stars intervention program and all students showed growth from the beginning to the end of the year on this measure. In June of 2023, 33% of students achieved a score of high average, 16% of students achieved a score of above average, 25% of students achieved a score of average, and 16% of students achieved a score of low average.
- 4 junior high students received the Seeing Stars intervention program and all students showed growth from the beginning to the end of the year on this measure. In June of 2023, 75% of students achieved a score of average and 25% of students achieved a score of low average.

Division Priority 2, Goal 1: Advance action towards anti-racism and reconciliation

By June 2023, Academy at King Edward teachers will deepen their understanding of the Division's Anti-Racism and Equity Action Plan to promote meaningful, long term

systemic change. Teaching and learning will reflect anti-racism and equity. Teachers will inform their practice through monthly professional learning opportunities on anti-racism, equity and diversity and their own professional growth focused on experiential learning and reflective practice. School staff will have access to resources and literature developed through the lens of diversity.

Indicators of Success:

- Satisfaction measures within the Division Survey data, Resilience Survey data and the Provincial Assurance Survey will be used to measure the progress of this goal.

Results Achieved:
Division Feedback Survey:

- 87.8% of students in grades 3-12 responded Yes to the statement, " I am aware of the work my school is doing to support anti-racism and belonging in schools".
- 54% of staff strongly agreed and 38% agreed they have the knowledge and skills to program for/support students who are First Nations, Metis and Inuit.
- 77% of staff members strongly agreed and 23% agreed with the item, "My school takes steps to support a sense of belonging and inclusion for everyone".
- 77% of staff members indicated school school-level collaboration or resources contributed to a large extent towards enhancing their confidence in supporting the success of First Nations, Metis and Inuit Students.

Actions:

- Academy at King Edward staff members participated in professional development opportunities designed to strengthen their understanding of the Division's Anti-racism and Equity Action plan through professional learning opportunities offered through Division personnel such as Diversity Education consultants, as well as keynote speakers, for example, Ros Smith and Marty Chan.
- Collaborative whole-school approaches to capacity building in First Nations, Métis and Inuit education were utilized to support student achievement and enhance staff members' foundational knowledge. Students and staff in grades 3-9 were invited on a weekly basis to participate in smudging. Elementary and Junior high classes had an opportunity to participate in the Indigenous People Experience at Fort Edmonton Park.
- Academy at King Edward students and staff members re-established their collaboration with Mother Earth Charter School: Canada's only indigenous charter school. Students and staff members from both schools took part in collaborative learning opportunities such as: baking traditional bannock, outdoor education and environmental stewardship, constructing outdoor lean-to shelters and visiting the (INiW) River Lot 11 Indigenous Art Park at Queen Elizabeth Park.

What were the biggest challenges encountered in 2022-2023?

- Yellow bus transportation service was an ongoing concern and challenge throughout the school year. Despite efforts of the Student Transportation Department, issues existed where the service providers did not always have reliable or consistent drivers for routes. This often resulted in students arriving late for school and/or being picked up late from the school at the end of the day.
- There are increasing complexities within our student population with many students having coexisting conditions.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

- Continue to improve upon literacy instruction and student achievement results in the area of literacy.
- Assurance survey results indicate that student learning engagement and citizenship were a concern in the 2022-23 school year. This challenge will have to be purposefully addressed in the 2023-24 school year.
- Continued focus on providing access to mental health and wellness support for staff and students through our Success Coach, catchment wellness coach, student learning supports and other community resources.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 0018 The Academy at King Edward

Assurance Domain	Measure	The Academy at King Edward			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.1	95.4	95.4	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	81.9	91.0	92.8	80.3	81.4	82.3	Very High	Declined Significantly	Acceptable
	3-year High School Completion	42.1	73.9	69.9	80.7	83.2	82.3	Very Low	Declined	Concern
	5-year High School Completion	84.9	88.1	88.3	88.6	87.1	86.2	Intermediate	Maintained	Acceptable
	PAT: Acceptable	29.8	35.5*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	3*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	57.1	72.7	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	0.0	0.0	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	87.1	95.2	96.9	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.3	94.2	94.2	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	83.3	96.1	96.1	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	92.5	91.2	92.9	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2024, all Academy at King Edward students will demonstrate growth and improve literacy achievement with a specific focus on word reading, vocabulary and reading comprehension.

Achievement of this goal will be supported by:

- Students in grades 3-9 will receive targeted and explicit instruction during literacy teaching and during multicomponent reading interventions using UFLI, Emergent Flyleaf, Word Connections, Spellography, and Empower.
- Teachers will continue to build their capacity for utilizing research-based literacy teaching through collaboration, literacy coaching, peer observations, professional learning and data analysis to monitor student growth.
- Mnemonics-memory retrieval practices linked to subject-specific vocabulary.

What data will you use to track continuous improvement?

School-based data tracking including Fountas and Pinnell reading levels, DIBELS benchmark assessments, TOWRE and CAT 4 Vocabulary. Other data sources may include: Provincial screening assessments, data from both the Division Feedback Survey and the Alberta Education Assurance survey, as well as Language Arts Diploma results.

Division Priority 1

By June 2024, Academy at King Edward students will demonstrate growth in their sense of learning engagement, their sense of belonging and overall wellness.

Achievement of this goal will be supported by:

- Development and implementation of a plan to ensure students have access to appropriate support within the school through the Success Coach, Catchment Wellness Coach and Student Learning Support services.
- Staff members will engage in professional learning related to the Teaching Quality Practice Standard and the OECD's Promising Practices in Supporting Success for Indigenous Students research.
- Staff will enhance professional capacity and efficacy through participation in collaboration, school/Catchment Professional Development Days, and Division opportunities.
- Strategies to garner student input into academic programming and perspective will be collected via surveys and a student-representative panel.

What data will you use to track continuous improvement?

Monthly student attendance tracking, student participation at after-school events, monitoring formal and informal counselling sessions provided by our Success Coach, high school course completion rates, 2024 Division Feedback Survey results, Alberta Education Assurance Survey results, collaborative conversations, school-based and catchment-based surveys.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,438,612		3,536,311
Internal Revenue		0		0
REVENUE TOTAL		3,438,612		3,536,311
Classroom	21.284000	2,291,714	21.503000	2,315,295
Leadership	3.500000	459,134	3.550000	474,125
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	51,032	.000000	57,829
TOTAL TEACHER	24.784000	2,801,880	25.052999	2,847,249
(% of Budget)		81.48%		80.51%
Exempt	1.000000	76,977	1.000000	76,977
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	3.600000	254,984	3.600000	254,984
Support (Supply/OT)	.000000	1,000	.000000	1,000
Custodial	2.750000	190,206	2.750000	190,206
Custodial (Supply/OT)	.000000	4,000	.000000	6,000
TOTAL NON-TEACHER	7.350000	527,167	7.350000	529,167
(% of Budget)		15.33%		14.96%
TOTAL STAFF	32.134000	3,329,047	32.402999	3,376,416
(% of Budget)		96.81%		95.48%
SUPPLIES, EQUIPMENT AND SERVICES		77,515		119,755
INTERNAL SERVICES		31,850		40,141
OTHER INTEREST AND CHARGES		200		0
TOTAL SES		109,565		159,896
(% of Budget)		3.19%		4.52%
TOTAL AMOUNT BUDGETED		3,438,612		3,536,312
Carry Forward Included		0		0
Carry Forward to Future		0		0