



Enrolment		Staff FTE		Budget		
Normalized	321.000	Custodial	2.800000	Salaries	\$3,397,413	95.09%
Weighted	615.057	Exempt	1.000000	Supplies, Equip., Services	\$175,405	04.91%
Regular	321	Support	3.555000			
		Teacher	25.129000			
Year Opened	1914	Total 32.484000			Total \$3,572,818	100.00%
				Internal Revenue	\$16,026	

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.

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. Classroom supports are in place for elementary and secondary classrooms. Additional expertise is acquired through use a success coach, and consultants. 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, Holy Trinity Anglican Church

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 goals that were established for 2023-2024, 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).

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.

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

- **Education Quality:** A very high level of achievement was recorded, with an increase from both the previous school year and the 3-year average. The overall achievement level was rated excellent.
- 95% of teaching staff strongly agreed and 5% agreed that the literacy skills taught at the school are useful.
- 88% of students in grades 4-6, 84% of students in grades 7-9, and 86% of students in grades 10-2 responded "yes" to the statement: "At school can you get the help you need with reading?"

Division Feedback Survey:

- 46% of students in grades 3-12 strongly agreed and 45% agreed with the statement, "I think I am getting better at reading this year."
- 100% of teachers agreed they have the knowledge and skills to support students in their literacy learning.
- 100% of teachers indicated that school-level collaboration or resources significantly enhanced their confidence in supporting students to achieve learning outcomes.
- 100% of families agreed that the information they received from their child's school tells them about their child's growth in reading.

School-Based Measures:**Fountas & Pinnell:**

- All students in Division 1 showed growth in reading. 67% of Division 1 students increased their reading level by one or more grade levels.
- 70% of Division 2 students achieved one or more grade levels of growth in reading.
- 60% of Division 3 students achieved one or more grade levels of growth in reading.

Empower Reading Intervention:

- 83% of participating students showed one or more years of growth on their reading assessments.
- 66% of participating students achieved grade level reading abilities.

Actions Taken:

- Students in grades 3-9 were provided with skill based, targeted reading intervention support using research based resources such as Flyleaf, UFLI, STARI and Word Connections.
- Reading intervention results were monitored regularly using school wide data tracking and adjustments were made to groupings as required.
- All staff members participated in school professional learning related to memory boosting teaching and learning strategies.
- Opportunities were provided to staff for formal professional development and to observe teaching colleagues.
- Division 1, Division 2 and Division 3 staff members had access to coaching in literacy instruction from the school curriculum coordinator.

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.

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

- Results indicate an increase in the Student Learning Engagement measure compared to the previous school year results. This shows positive progress in student engagement.
- A very high level of achievement was recorded in the Citizenship measure, showing an increase from the previous school year results. The overall achievement level was excellent
- 75% of students in grades 4-12 agreed with the statement, "students are engaged in their learning at school." This represents a 10% increase compared to last year.

Division Feedback Survey:

- 78% of students in grades 4-12 responded positively to the statement, "My school helps me develop skills that support my wellness."
- 88% of students in grades 4-12 responded "yes" to the statement, "I am aware of the work my school is doing to support anti-racism and belonging in schools."
- 100% of staff responded positively to the statement, "My school takes steps to support a sense of belonging and inclusion for everyone."
- 97% of staff indicated school school-level collaboration and resources enhanced their confidence in supporting students' mental health and well-being.
- 80% of families responded positively to the statement, "School has helped my child develop skills that support their wellness."
- 100% of families either strongly agreed or agreed with the statement, "I feel my child has a positive relationship with one or more adults in their school."

Actions Taken:

- We continued and strengthened our relationship with the Big Brothers and Sisters and joined the Smile Club. The Smile Club involved social and academic mentoring from students at Old Scona High School.
- Student feedback and input were utilized to create a revamped academic incentive program for students in grades 7-9.
- Catchment Professional Development focused on a comprehensive approach to well-being and mental health for both staff and students.
- We enhanced school clubs and intramural programs for students in grades 3-9.
- Attendance incentive program for students in grades 10-12.
- Commissioning of Angela Hall (Metis Artist) who, with extensive student collaboration, created a mural and mandalas for the front foyer of the school.
- Schoolwide participation in MHCB (Mental Health Capacity Building) virtual presentations.
- Continued access to a Success Coach who consistently provided connection and wellness strategies to students.

What were the biggest challenges encountered in 2023-2024?

- **Diverse and Complex Student Needs:**

A challenge was addressing the wide range of diverse and complex student needs, many of which included co-existing diagnoses and mental health concerns. This complexity was prevalent across the student population (grades 3-12), requiring individualized support and interventions.

- **Transportation Disruptions:**

Despite the efforts of the student transportation department, inconsistent driver assignments from transportation providers led to disruptions. These inconsistencies caused frequent late arrivals and delayed after-school pickups, impacting both instructional time and the overall student experience.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

- There is an ongoing opportunity to further strengthen literacy instruction, and assessment practices and improve student achievement in reading, writing, and comprehension. Building on current strategies, the focus will be on refining teaching practices and interventions to support consistent growth across all literacy areas.
- Continued efforts will be made to raise 3-year and 5-year graduation rates, with a focus on providing targeted support to students who need additional assistance to stay on track for graduation. Strategies will include early interventions, personalized learning plans, and monitoring student progress to ensure timely completion of academic requirements.
- A continued focus will be placed on utilizing and collaborating with both in-school and community supports, such as Mental Health Community-Based (MHCB) services, our school Success Coach, Big Brothers and Sisters, and Family Support for Children with Disabilities (FSCD).
- Creating opportunities for whole-school events and activities to foster connections. Events will aim to promote a sense of community and belonging, encouraging positive interactions and relationships among stakeholders.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	87.5	81.1	88.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.3	81.9	86.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	50.0	42.1	60.2	80.4	80.7	82.4	Very Low	Maintained	Concern
	5-year High School Completion	81.4	84.9	85.6	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	55.3	58.5	58.5	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	5.3	0.0	0.0	19.8	18.0	18.0	Very Low	Improved	Issue
	PAT9: Acceptable	38.2	22.6	22.6	62.5	62.6	62.6	Very Low	Improved	Issue
	PAT9: Excellence	2.6	0.0	0.0	15.4	15.5	15.5	Very Low	Improved	Issue
	Diploma: Acceptable	76.6	57.1	57.1	81.5	80.3	80.3	Low	Improved	Acceptable
	Diploma: Excellence	2.1	0.0	0.0	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	92.4	87.1	91.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.9	87.3	90.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	90.2	83.3	89.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	91.9	92.5	91.9	79.5	79.1	78.9	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 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).
4. 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).
5. 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.
6. 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.
7. 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.
8. 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.
9. 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

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, reflective questions have been included in the 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 2025, all Academy at King Edward students will demonstrate growth and improve instructional literacy achievement levels with a specific focus on phonics, phonemic awareness, word reading, fluency, and comprehension.

Achievement of this goal will be supported by:

- As part of our commitment to continuous improvement, our school will be using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to measure, assess and monitor student literacy skills. DIBELS results will inform teacher reading instruction and targeted intervention groupings.
- Teachers will collaborate around student reading data to identify and support the implementation of high impact strategies to support student growth in literacy skills.
- Staff will engage in evidence-based literacy professional learning to build knowledge and confidence.
- Engagement will occur with families to support their understanding of how the components of language comprehension and word recognition lead to increasingly skilled reading.

What data will you use to track continuous improvement?

School based data tracking will be used to regularly monitor students progress in literacy skill development using DIBELS results and Core Phonics results. Other data sources may include: Division Feedback Survey, Alberta Education Assurance Survey measures, intervention results, and English diploma results.

Division Priority 3

By June 2025, students at our school will feel more connected and have a greater sense of belonging within their school community while engaging in meaningful activities that support their social, emotional, and physical well-being and prepare them for life beyond high school. The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey—DFS

- 5% increase in students (Grade 3-12) feeling like they belong at school
- 5% increase in students feeling as though their school helps them develop skills that support wellness
- 3% increase in student perception (Grade 10-12) that they are being prepared for life after high school and that what they are learning is useful for their future.

Alberta Education Assurance Measures—AEAMs

- The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 2%.
- Student Learning Engagement and Citizenship results will be maintained
- 2% increase in 3-year high school completion rate and 2% increase in 5-year completion rate

Achievement of this goal will be supported by:

- Facilitating whole school events such as team building experiences, cultural celebrations, spirit days, and assemblies
- Continuing to utilize and expand upon our mentorship program with Big Brothers and Sisters and the Smile Club with Old Scona High School
- Offering a variety of clubs and extracurricular activities that align with student interests
- Offer and explore Campus EPSB opportunities with high school students
- Organize field trips and guest speakers to expose students to various career paths
- Encouraging parents to participate in school events and initiatives
- The school Success Coach will collaborate with teachers to provide regular student check-ins for wellness and mental health
- Piloting the Second Step health program

What data will you use to track continuous improvement?

This will be measured by maintaining or increasing our positive responses in the Alberta Education Assurance Survey question and Division Feedback Survey related to belonging, engagement, connectedness and high school data. Qualitative data signaling improvement in student-school staff relationships; Monthly monitoring of student attendance.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,468,484		3,556,792
Internal Revenue		0		16,026
REVENUE TOTAL		3,468,484		3,572,818
Classroom	20.899000	2,258,617	21.927000	2,369,719
Leadership	3.350000	454,550	3.202000	438,783
Teaching - Other	.000000	5,800	.000000	5,800
Teacher Supply	.000000	70,001	.000000	47,379
TOTAL TEACHER	24.249001	2,788,968	25.129000	2,861,681
(% of Budget)		80.41%		80.1%
Exempt	1.000000	79,015	1.000000	79,015
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	3.500000	250,502	3.555000	253,558
Support (Supply/OT)	.000000	1,500	.000000	1,500
Custodial	2.750000	192,527	2.800000	195,159
Custodial (Supply/OT)	.000000	10,000	.000000	6,500
TOTAL NON-TEACHER	7.250000	533,544	7.355000	535,732
(% of Budget)		15.38%		14.99%
TOTAL STAFF	31.499001	3,322,512	32.484000	3,397,413
(% of Budget)		95.79%		95.09%
SUPPLIES, EQUIPMENT AND SERVICES		96,688		118,205
INTERNAL SERVICES		49,284		57,200
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		145,972		175,405
(% of Budget)		4.21%		4.91%
TOTAL AMOUNT BUDGETED		3,468,484		3,572,818