

Profile

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	369.000	Custodial	4.000000	Salaries	\$4,146,139	92.80%
Weighted	517.994	Exempt	6.000000	Supplies, Equip., Services	\$321,686	07.20%
Regular	369	Support	3.600000			
		Teacher	<u>26.400000</u>			
Year Opened	2002	Total 40.000000		Total \$4,467,825		100.00%

School Philosophy

amiskwacy Academy offers an authentic and enriching program for grades 7 through 12 in a respectful, and safe environment. At amiskwacy, we recognize that all beings are connected which drives our teaching styles and learning opportunities to reflect this belief. Our traditional teachings, our community partners, family involvement, and a committed teaching staff provide a holistic learning environment. We believe at amiskwacy Academy that our school philosophy is best demonstrated through our communal approach to learning to meet the curricular outcomes. Our Elders chose the name amiskwacy Academy to highlight excellence in learning through our cultural teachings.

Community Profile

amiskwacy is located at 101 Airport Road in the heart of city-center Edmonton. Students attending amiskwacy Academy come from across Edmonton and surrounding areas as well as from First Nations communities and Metis settlements throughout western Canada and the Northwest Territories. The majority of our students are First Nations, Metis, and Inuit. Our goal is to widen the circle and welcome students of all cultures to join us in our educational community. Partnerships with our Indigenous communities, Elders, post-secondary, businesses and community agencies are essential to support our youth academically, socially, emotionally and spiritually.

Programs and Organization

amiskwacy Academy offers academic programming for students in grades 7-12. amiskwacy is an Edmonton Public School with a holistic focus where students learn the curricular outcomes with Aboriginal Culture and ways of knowing embedded in their work. Students are provided with the opportunities to be involved in various leadership programs, such as, fiddling club, and amiskwacy Drum and Rattle group and sports. The school offers cultural enrichment through traditional teachings, Cree language classes, land based lessons and cultural ceremonies. In addition to our academic programming, we offer CTS programs such as Construction Tech, Foods, and Fine Arts such as Art. Through our community partnerships, we are able to provide a wrap-around school design model that includes: hot breakfast and lunch programs, family support through our in-house counselor, and the U of A aunts.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Breakfast Clubs of Canada, MacEwan University, Metis Child and Family Services, Rotary Clubs, The Edmonton Food Bank

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).

Numeracy: Using CAT 5 data we will increase our skills in grades 7-9 the Computation and Estimation strand by June 2024. Using teacher marks in grades 10-12 we will measure the credits attained in math. Enhance numeracy skills and cultivate a strong foundation in mathematics among students, enabling them to confidently apply mathematical concepts in everyday life and future academic pursuits.

Results Achieved: Junior High results achieved using the CAT 4 results indicate that the total number of students writing the test had a .8% increase in Math with 8.8% increase in the Computation results. Our Total Math results decreased by 2.4% which will be part of 2024/25 work.

In High School 119 students completed math courses and 112 of those students received math high school credits. This also highlights the work being done by staff in Junior High and other courses. In 2023/24 as we had our largest cohort of 10C/10-1 students enrolled. We started Biology and it was very well received with credits earned by all students that completed the course. We have plans to start Chemistry due to the high engagement and requests by students.

Increase the amount of Indigenous perspectives, worldviews and knowledge to advance reconciliation using data from the Assurance and Division Surveys to measure our improvements.

Results Achieved: The goal of increasing the amount of Indigenous perspectives, worldviews, and knowledge to advance reconciliation has been successfully achieved, as evidenced by the results from the Assurance Survey. The overall satisfaction among students regarding their education rose from 95% last year to 98% this year, reflecting a notable improvement.

Furthermore, the school maintained a strong 100% positive feedback in key areas, such as students learning what they need to know, understanding their learning expectations, feeling challenged by school work, and feeling cared for by teachers. Students also reported feeling safe and being treated fairly by adults, underscoring the positive learning environment created through the integration of Indigenous perspectives and teachings. These results indicate that our efforts to advance reconciliation and improve the quality of education are being well-received by students, further supporting our commitment to fostering an inclusive and supportive school culture.

What were the biggest challenges encountered in 2023-2024?

Some of the challenges faced by amiskwacy include transportation costs and distance barriers that continue to impede regular attendance for many students.

Over 65% of our grade 12 class have enrolled at amiskwacy in either grade 11 or 12 with low credit amounts. It is not uncommon for amiskwacy to take in a student in grade 12 with less than 20 credits. A large part of our role is to recover credits and get students on track for graduation or ready for post secondary later in the student's secondary career. Our High School quarterly schedule is tailored to accommodate students who are catching up.

Finding a full time experienced Cree instructor and Land Based Instructor has also been a challenge. Indigenous teachers are difficult to keep, as their invaluable esoteric knowledge is in high demand, therefore Indigenous teachers are often enticed by greater opportunities with higher paying salaries. Recruitment and retention of Indigenous teachers is important for the empowerment and identity of belonging of Indigenous students.

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

We definitely saw growth in our Math results due to the strategies and team teaching in our Junior High classrooms.

The opportunities for improvement are in all 3 priorities as we offer an academic program in balance with wellness, culture in hope to improve attendance. We need to find partners to support removing some of the transportation barriers for expensive bussing but also access to mental health. We are hopeful with some partnerships as we have been working with to improve student wellness which will in turn improve academics and graduation rates.

When surveyed regarding Indigenous contributions, perspectives, treaties with First Nations, and residential schools the percentage of students who agreed that they were learning about these topics remained high, although there was a slight decrease from 100% that was reported the previous year. Although the quantitative data may not reflect an increase in knowledge of treaties and residential schools, the qualitative impact on students' sense of identity, cultural pride, and understanding of their role as Indigenous peoples in a modern context has been profound. Throughout the year, we significantly expanded cultural celebrations, activities, and ceremonies, bringing in knowledge keepers, elders, and Indigenous presenters who provided students with deeply meaningful, hands-on learning opportunities. From land-based learning and traditional ceremonies to cultural teachings and storytelling, our students have been exposed to authentic Indigenous knowledge that connects them to their heritage. Moving forward we recognize the importance of balancing cultural experience with curricular outcomes and plan to further integrate these teachings into formal learning environments.

We are also excited to introduce two new courses, Treaties and Sovereignty 15 and Beading 15, to our high school students in 2024-2025.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 0484 Amiskwaciy Academy

Assurance Domain	Measure	Amiskwaciy Academy			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	72.1	90.6	84.6	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	68.5	86.7	82.3	79.4	80.3	80.9	Low	Declined Significantly	Concern
	3-year High School Completion	22.3	15.0	28.0	80.4	80.7	82.4	Very Low	Maintained	Concern
	5-year High School Completion	32.3	68.2	46.2	88.1	88.6	87.3	Very Low	Declined	Concern
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	16.3	22.4	22.4	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	0.4	1.8	1.8	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	53.2	32.6	32.6	81.5	80.3	80.3	Very Low	Improved	Issue
Diploma: Excellence	2.1	0.0	0.0	22.6	21.2	21.2	Very Low	Maintained	Concern	
Teaching & Leading	Education Quality	80.4	92.3	88.4	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.3	86.8	83.8	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	76.2	94.1	91.1	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	65.4	100.0	87.8	79.5	79.1	78.9	Very Low	Declined	Concern

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

Junior High- All grade 7 to 9 students at amiskwaciy will increase math computation results by at least 5% using the CAT 4 data to compare from fall to spring results. The staff will plan deliberate numeracy connections in all lessons for all subject areas along with continued work with focused numeracy lessons.

High School Goal- Our goal is to increase the diploma exams marks in Social Studies and English of school year 2024/25 by at least 5%. We are implementing writing instruction in every high school course. Teachers will include writing instruction in at least 3 lessons per week and incorporate assessment of writing in each course.

What data will you use to track continuous improvement?

The Junior High Goal will be using the CAT 4 Fall compared to Spring results. High School will be looking at diploma results written in this school year.

Division Priority 3

amiskwaciy staff, students and guardians will work together to increase the overall attendance at amiskwaciy for the school year of 2024/25 by 10% from last year's overall percentage. This will be tracked by the Power School absence results and Dossier. Staff will review monthly and include guardians and families to engage students in their individual attendance goals.

What data will you use to track continuous improvement?

Goal 2 we will use the data collected on Power School to track student attendance. We will also consult the dossier data.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,820,883		4,467,825
Internal Revenue		0		0
REVENUE TOTAL		3,820,883		4,467,825
Classroom	20.050000	2,166,864	22.200000	2,399,221
Leadership	4.600000	642,289	4.200000	539,674
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	10,000	.000000	70,982
TOTAL TEACHER	24.650000	2,819,153	26.400002	3,009,877
(% of Budget)		73.78%		67.37%
Exempt	3.000000	286,027	6.000000	566,362
Exempt (Hourly/OT)	.000000	20,000	.000000	60,000
Support	3.200000	194,356	3.600000	216,578
Support (Supply/OT)	.000000	5,000	.000000	20,000
Custodial	4.000000	258,322	4.000000	258,322
Custodial (Supply/OT)	.000000	8,000	.000000	15,000
TOTAL NON-TEACHER	10.200000	771,705	13.600000	1,136,262
(% of Budget)		20.2%		25.43%
TOTAL STAFF	34.849999	3,590,858	40.000002	4,146,139
(% of Budget)		93.98%		92.8%
SUPPLIES, EQUIPMENT AND SERVICES		170,525		264,636
INTERNAL SERVICES		59,500		57,050
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		230,025		321,686
(% of Budget)		6.02%		7.2%
TOTAL AMOUNT BUDGETED		3,820,883		4,467,825