

Profile



| <u>Enrolment</u> | | <u>Staff FTE</u> | | <u>Budget</u> | | |
|------------------|-------|------------------|------------------|----------------------------|--------------------|----------------|
| Normalized | 0.000 | Custodial | 3.750000 | Salaries | \$4,854,263 | 92.03% |
| Weighted | 0.000 | Exempt | 4.971000 | Supplies, Equip., Services | \$420,248 | 07.97% |
| Regular | 123 | Support | 22.686000 | | | |
| | | Teacher | <u>19.365000</u> | | | |
| Year Opened | | Total | 50.772000 | Total | \$5,274,511 | 100.00% |

School Philosophy

We, at **Alberta School for the Deaf**, are committed to meeting the needs of all of our Deaf, Hard of Hearing and Hearing students in an inclusive learning environment with a common focus on excellence in communication, language and literacy. Our collaborative staff team celebrates diversity, capacity for learning and takes responsibility for all of our students at our multi track school campus. Programming and related supports are in direct response to parent request for our unique, one of a kind, program of choice.

Community Profile

Alberta School for the Deaf is located on Edmonton's south side in Ward F. It serves students from across Alberta and the North West Territories with about 35% of our students of aboriginal background. We believe that the foundation of our program is rooted in meaningful relationships with our valued government partnerships, community mentors, societies and school councils. Through true collaboration, Alberta School for the Deaf works with key stakeholders in support of lifelong learning for all of our students and in support of all of our families. The school also serves as a centre for the Deaf community, with adult Deaf organizations actively supporting the school, and these direct community partners are in regular use of our purpose built facility.

Programs and Organization

Alberta School for the Deaf (ASD) promotes academic, language and literacy excellence as well as positive emotional, social, intellectual and physical development of Deaf and Hard of Hearing students from Kindergarten through 12, in a bilingual/bicultural program. Each individual student's program plan follows curriculum requirements set by Alberta Education. Both American Sign Language (ASL) and English are the primary languages of instruction. ASD is a teaching and learning environment where both languages are accessible, where respect is fostered for the diverse Deaf and Hard of Hearing community and that of the larger society. Students, parents/guardians, staff and community partners work together to provide the highest quality education, preparing students to be independent, successful members of the 21st century. Program options at Alberta School for the Deaf include the following tracks: **Bilingual/Bicultural Program, Total Communication Program, DHH Special Education Program, Blended Program** and **Outreach Program**. Classes in the identified program tracks consist of American Sign Language and English language models with embedded expertise and support from a collaborative team made up of a Teacher, Educational Assistant, Educational Interpreter, Speech and Language Pathologist, Occupational Therapist, Audiologist and/or an Aboriginal Liaison Worker, as required.

School Community Relationships

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

Alberta Association of the Deaf, Alberta Cultural Society of the Deaf, Alberta Deaf Sports Association, Alberta Society of Deaf Blind, Association Sign Language Interpreters of Alberta, Connect Society, Deaf Hear Alberta, Lakeland College, University of Alberta, Western Canadian Centre for Deaf Studies

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).

Excellence in Communication, Language and Literacy (District Priority #1)

At Alberta School for the Deaf we build on outstanding learning opportunities to achieve learning outcomes and promote competencies for all of our diverse Kindergarten-Grade 12 students by being a lighthouse for "Excellence in Communication, Language and Literacy" for students who are Deaf and Hard of Hearing. By the end of the 2024-2025 school year, all new and returning students will have an individual learner portfolio that includes their individual (bilingual) language plan. Each portfolio is designed to keep track of students to ensure that they made consistent gains in their bilingual learning skills (ASL and English) when comparing results from beginning and end of year. In addition to examining results from this highly individualized assessment plan, and as part of our commitment to continuous improvement, our staff will continue to have a targeted language and literacy intervention model based on current best practices and applying the bilingual intervention model. Further, to keep consistency with our assessment tools and evidence to demonstrate student growth.

Results Achieved:

Data for students enrolled at ASD: Excellence in communication, language and literacy is our focus. Our initiatives focus on meeting students' needs and capturing evidence that reflects the abilities and achievements of DHH learners. Standardized assessments often underestimate student performance, whereas ASL-based or adapted assessments more accurately demonstrate their skills and growth.

- Division Survey Data:
 - 93% of staff strongly agree or agree they have the knowledge and skills to support students in need of specialized supports
 - 100% of teachers strongly agree or agree that they have the knowledge and skills to program for/support students in need of specialized supports
 - 86% of staff strongly agree or agree that they have the knowledge and skills to support students in their literacy learning
 - 78% of staff agree they have their knowledge or skills to support students in their numeracy learning
 - 75% of students strongly agree or agree that they have the opportunity to be successful in their learning
 - 86% of students strongly agree or agree that they feel supported for life after they finish high school
 - Family responses not displayed because n<6
- Evidence of progress is captured and monitored in the following ways:
 - ASL Receptive and Expressive Skills Test for students up to the age of 13
 - Visual Communication Sign Language test (for new students)
 - Video samples of language (vocabulary and reading comprehension)
 - Burman's Analytic Assessment of Deaf Children's Writing (elementary students)
 - ASL Narrative Test and Test of Academic ASL (secondary students)
 - High school completion rates with continued increasing trend of 4th and 5th year students
 - 2022-2023: 50% of graduates earned a Certificate; 50% earned a Certificate of Completion
 - 2023-2024: 20% of graduates earned a Certificate, 80% earned a Certificate of Completion
 - 2024-2025: 100% of graduates earned a Certificate
- Progress is monitored using the following systems:
 - Elementary:
 - Language & Learning Portfolio with assessments of student sight words, language development (VCSL, ASL-RT and ASL-ET), student's writing/drawing samples, and video samples of receptive/expressive language
 - Secondary: use a comprehensive digital learner profile with a focus on post secondary goals, learning preferences and plans for high school completion
 - Redesigned SOAR Block to focus on ASL, literacy, numeracy interventions, Deaf Culture, advocacy, and career guidance
 - Responded to DHH student needs through targeted support
 - Promoted staff collaboration to deliver effective bilingual education in ASL and English
 - Built staff capacity to assess and track student's bilingual proficiency
 - Increased opportunities for Deaf awareness, identity development, and language based instruction
- Tools to support language and literacy growth include:
 - Intervention Frameworks: [ASD Literacy Intervention Pyramid](#) and [ASD Pyramid of Behaviour Supports](#) guide visual, deaf-friendly assessment and recognize behaviour

- as communication
- Literacy Strategies:
 - Reading interventions (e.g., Bedrock Literacy, Story Grammar Marker, ASL/English word walls) enhance phonological awareness, vocabulary, and comprehension.
 - Writing supports (Visual Phonics, ASL word wall, Bilingual Grammar curriculum) target word-, sentence-, and paragraph-level skills.
- Curriculum & Resources: Development of ASL-aligned curriculum, student video library with expressive language samples, and digitized online resources to engage students and parents in visual language.
- Alternative Communication: Multiple avenues for students to demonstrate understanding.
- Newcomer Support: Students new to Canada, ASL, or the Deaf community receive immersive experiences to build foundational language.

Building Staff Capacity (District Priority #2)

Building on Creating Schools that Listen, ASD will align professional learning with Catchment work around Responsive School Networks with a focus on Sense of Belonging. Staff will indicate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey, and our HAC Year End Survey. This will be achieved through professional learning opportunities.

In addition to Responsive School Network, we will continue to target building staff capacity and engage in collaborative work to improve and strengthen teaching strategies for our District Centre d/Deaf and Hard of Hearing students. This will be accomplished by staff participation in professional learning specific to ASL language and D/deaf culture instruction, language and literacy development. By the end of the 2024-2025 school year, 100% of staff will continue to develop or have access to tools to implement assessment, intervention systems, collaborative strategies and differentiated approaches to instruction. As a result of increased enrolment and new staff to the ASD program, there is a need for increased opportunities for staff to be engaged in professional learning (on site, within the Harry Ainlay Catchment, as well as out of district offerings) and to implement, practice and receive feedback on current practices. By June 2025, formal and informal school and District survey results will show that staff feel confident, capable and connected with curriculum and strategies.

Results Achieved:

- Division Survey Data:
 - 100% of staff strongly agree or agree that our school is a place where all students feel like they belong
 - 100% of staff strongly agree or agree that many diverse cultures (i.e. languages, traditions, histories, current realities) are represented in the books and materials at school
 - 100% of staff strongly agree or agree that our school takes steps to support a sense of belonging and inclusion for everyone.
 - 93% of staff strongly agree or agree they have the knowledge and skills to support students in need of specialized supports
 - 66% of students strongly agree or agree that the school takes actions that support truth and reconciliation
 - 69% of students strongly agree or agree that they see their identity/culture in the materials used in class
 - Family responses not displayed because n&t;6
- Building Individual Capacity: 100% of teaching, support and exempt staff had opportunities to:
 - provide feedback and engage in professional learning opportunities related to teaching, learning and assessment at the school, Catchment and District levels.
 - engage in collaborative planning around best practices related to communication, language and literacy and differentiated instruction.
 - express priorities for growth that revolve around improving ways to assess student's language proficiency in ASL and written English, as well as their reading comprehension skills.
 - Actively participate in anti-racism, diversity and reconciliation professional learning and conversations at the school and at the Catchment level through Responsive School Network targeted professional learning through BAM
- Building Collaborative Staff Capacity:
 - Teams used the Building Collaborative Teams guide to understand roles and collaborate effectively with Educational Assistants to provide holistic, individualized support.
 - All staff participated in professional learning, including Continuous Improvement activities, Anti-Racism discussions, Deaf Advocacy/well-being webinars, campus-wide wellness initiatives, Respectful Workplace training, and Division Cyberaware modules.
 - Monthly ASD program meetings focus on sharing best practices in bilingual education, while weekly class team meetings develop collaborative plans for whole and small-group instruction.
- Building Capacity to Meet the Needs of Deaf Learners: While the cancellation of Out of District Professional Development hindered our ability to access relevant, current learning opportunities in the field of Deaf Education, we were able to continue our focus on language and literacy development through a partnership with Western Canadian Centre for Deaf Studies
 - In partnership with the University of Alberta to develop teacher understanding of deaf writing process, and how to support deaf writers as their literacy emerges. This work has been pivotal in understanding deaf students' writing, and has given access to a variety of tools (ASL Word Walls, ASL Word Wall App) that have helped to capture language development as it takes place within the classroom.
 - ASL mentorship was offered by in-house staff; this in turn developed leadership capacities and introduced strategies for modelling language across campus
 - Staff participated in professional learning opportunities to target strategies for bilingual ASL-English instruction

- Development of Staff Understanding of ASL Linguistics (ie., handshape, classifiers)
- Continued development of staff capacity for using Assistive Technology Resources (such as Assisted Augmented Communication tools), supported by our in-house Speech Language Pathologists

Strengthening and Increasing Partnerships (District Priority #3)

Throughout the 2024-2025 school year, we will continue to strengthen and build on existing comprehensive wrap-around services, partnerships and relationships with a focus on d/Deaf and Hard of Hearing, Mental Health and Indigenous teachings (in District, within the province, nationally and internationally). To provide access to our one of a kind program, with a 69 year history in direct response to parent choice, we will continue to engage in research opportunities, collaborative planning, resource sharing, increased parent and community engagement through attendance at workshops and school or community events. By the end of the 2024-2025 school year, strengthened and increased partnerships in the community and with ASD School Council will serve to create maximum access to programming and services demonstrated by student and parent satisfaction and sustained student enrollment.

Results Achieved:

- Division Survey Data:
 - 87% of staff strongly agree or agree that they have a sense of belonging at the workplace
 - 87% of staff feel their workplace is respectful
 - 89% of staff strongly agree or agree that they feel confident helping students build skills that support their wellness
 - 75% of students strongly agree or agree that school helps them develop skills that support my wellness
 - 69% of students strongly agree or agree that school helps them keep trying when things are hard
 - 75% of students strongly agree or agree that they have at least one adult in school they would go to for help if needed
 - Family responses not displayed because n&t;6
- Cultivate & Maintain Relationships with Students and Families:
 - Strengthen partnership with ASD School Council
 - Continue ASL for Parents classes supporting ASL literacy at home based on feedback
 - Feedback from parents is a continued desire for increased SLP services for students and workshop style information
 - Used an online booking app and meeting structure for booking our parent/guardian interviews, resulting in an increase in parent attendance to these meetings either in person or virtually.
- Transition planning and support provided to all high school students in the following ways
 - Each student has a homeroom advisor teacher, who meets with students to discuss learning goals for the year (capture in the students IPP), and helps to advocate for the student by listening to their concerns and interests and providing them with suitable advice
 - A locally developed high school completion planning process and targeted staff has resulted in an observed increase in student and parent engagement with regards to informed high school program planning.
- Cultivate & Maintain Relationships with Community:
 - Increased on-site mental health services and community resources Including Individual coaching and counselling, group interventions and social emotional learning, improved access to community services and increased parent involvement
 - Increase in partnership with First Nations, Metis and Inuit elders, knowledge keepers and artists
 - Maintained relationships and agreements with educational partners to offer meaningful, relevant learning opportunities for secondary students (including LY Cairns, Harry Ainlay
- Cultivate & Maintain Relationships with Stakeholders:
 - Maintain collaborative relationships with cohort schools of the d/Deaf across Canada.
 - Maintain relationships with 12 month on & off site wraparound service partnerships including Western Canadian Centre for Deaf Studies, Alberta Cultural Society of the Deaf, and Alberta Deaf Sports Association with the goal of increased collaboration, sharing and planning in direct support of teaching and learning and in service to a shared community
 - Continue to collaborate with Connect Society to support students and families as they transition into and out of school aged programming
 - Continue to include into programming targeted research (U of A and UBC) conducted on site specific to support our unique student learning needs

What were the biggest challenges encountered in 2024-2025?

- Measuring Student Progress and Achievement:
 - Many of our students experience language delays due to limited access to a heritage language during the critical early years, sometimes compounded by cognitive or secondary disabilities. These factors create unique challenges across academic domains. Standardized assessments, like CAT 4, do not account for language,

cognitive, experiential, social-emotional, or cultural differences between Deaf and hearing students, leading to exemptions from their use. In 2024–2025, the CC3 assessment was administered but proved limited because it is not in students' visual language. Using Deaf education–specific assessment tools provides a more accurate measure of language proficiency and growth.

- Curriculum & Resources:
 - Access professional learning on the local ASL Arts Curriculum, including resources, readings, and webinars from Deaf educators in Canada and the US.
 - Ensure clarity and alignment of standards across curriculum, instruction, assessment, programming, and ASL linguistic competencies.
- Staffing:
 - Ongoing focus on recruiting and retaining qualified staff for specialized roles.
 - Small staff teams deliver diverse programming and extracurricular opportunities, fostering high engagement but also increasing risk of burnout and over-extension.
- Population & School Context:
 - Ensuring that in and out of District colleagues and stakeholders are aware of our mandate, unique programming and entrance criteria stemming from the 1995 program transfer agreement from the province to Edmonton Public Schools.
 - Volume and complexity remains while being responsive to all district and provincial requirements (committees, deadlines etc) for Bilingual/Bicultural programming (ASD Grades K- Grade 12) and Speech Language Special Needs Programming (Tevie Miller K - Grade 6).
 - School parent community is defined by eligibility criteria not geographical area so engagement looks different
 - Somewhat limited parent engagement at the secondary level with regards to post-secondary planning and language development.
 - Influx of students immigrating from other countries resulting in students with significant language and literacy gaps.
- Supporting Mental Health:
 - Navigating complex mental health issues with students and their families - accessing appropriate, linguistically and culturally relevant resources and support continues to be a high priority area for our d/Deaf and Hard of Hearing students and families.

What are the opportunities for improvement from 2024-2025 that will inform your plan for 2025-2026?

- Measuring Student Progress and Achievement:
 - Enhance assessment capacity; staff to be trained in administering the ASL Expressive Test
 - Measure language proficiency of staff (using the ASLPI)
 - Enhance staff capacity to support language and literacy development through training in:
 - Reading assessment and intervention tools (Dolch/Core Sight Words, Fountas & Pinnell, Basic Reading Inventory)
 - Bilingual Education strategies, including Cognition before Communication, Academic ASL, and consistent assessment of ASL and English proficiency
 - Integration of ASL Fingerspelling and ASL Phonology
 - Language-based instruction versus grammar-focused remediation
- Staffing & Professional Development:
 - Enhance staff orientation and on-boarding procedures to increase consistency of service delivery and alignment with campus visionary work
 - Continue to accept only specialized student teachers, EAs, SLPs or OTs requesting a practicum placement
 - Continue to align all professional learning and targeted resources appropriate to build staff expertise in our specialized program
 - Increase capacity of Student Services staff team with a focus on Academic, Career and Personal Guidance and Counselling for the complex needs of our unique language students
- Parents and Partnerships:
 - Continue to offer ASL for Parents monthly lessons
 - Monthly School Council meetings
 - Commence offering workshops to support home-school collaboration (ie. speech and language pathology, Deaf life experiences, Deaf performers, Deaf artists, etc)
 - Continue to accept only targeted on-site research requests that directly align with our unique learning environment and student needs
 - Continue to coordinate on-site wrap around services by fostering partnerships in service to a unique school and community hub, 12 months of the year
 - Continue to build on planned targeted d/Deaf or Hard of Hearing PD brought to District in partnership with WCCDS in the 2025-2026 school year
 - Increase extracurricular activities and participation (ie. sports programs) for secondary DHH students
 - Increase presence of community members to work with students on topics related to Career Pathways, First Nations, Metis and Inuit culture, and Mental Health
 - Continue to build staff foundational knowledge of First Nations, Metis and Inuit education
- Language, Literacy & Communication Interventions:
 - Ongoing staff collaboration and professional development for bilingual instruction
 - Increased time for literacy interventions (pull-in, pull-out, and SOAR)
 - Continued use of Response to Intervention systems to support behavior and bilingual education

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 7730 Alberta School for the Deaf

| Assurance Domain | Measure | Alberta School for the Deaf | | | 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 | 84.5 | 81.0 | 81.2 | 83.9 | 83.7 | 84.4 | Intermediate | Maintained | Acceptable |
| | Citizenship | 81.7 | 85.2 | 84.2 | 79.8 | 79.4 | 80.4 | Very High | Maintained | Excellent |
| | 3-year High School Completion | * | 0.0 | 0.0 | 81.4 | 80.4 | 81.4 | * | * | * |
| | 5-year High School Completion | * | * | 55.6 | 87.1 | 88.1 | 87.9 | * | * | * |
| | PAT9: Acceptable | 0.0 | 0.0 | 0.0 | 62.5 | 62.5 | 62.6 | Very Low | Maintained | Concern |
| | PAT9: Excellence | 0.0 | 0.0 | 0.0 | 15.6 | 15.4 | 15.5 | Very Low | Maintained | Concern |
| | Diploma: Acceptable | * | n/a | n/a | 82.0 | 81.5 | 80.9 | * | n/a | n/a |
| | Diploma: Excellence | * | n/a | n/a | 23.0 | 22.6 | 21.9 | * | n/a | n/a |
| Teaching & Leading | Education Quality | 85.7 | 89.4 | 86.8 | 87.7 | 87.6 | 88.2 | Intermediate | Maintained | Acceptable |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 83.3 | 87.5 | 85.7 | 84.4 | 84.0 | 84.9 | Intermediate | Maintained | Acceptable |
| | Access to Supports and Services | 75.3 | 76.6 | 73.6 | 80.1 | 79.9 | 80.7 | Low | Maintained | Issue |
| Governance | Parental Involvement | 76.8 | 75.2 | 64.9 | 80.0 | 79.5 | 79.1 | Intermediate | Maintained | Acceptable |

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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

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**Excellence in Communication, Language and Literacy (District Priority #1)**

At Alberta School for the Deaf, we continue to strengthen learning outcomes and competencies for our diverse K–12 students by serving as a leader in Excellence in Communication, Language, and Literacy for Deaf and Hard of Hearing learners. By the end of the 2025-2026 school year, every new and returning student will have a comprehensive learner portfolio and individualized language plan, along with identified needs for either regular or intensive communication, language, and literacy support. As part of our commitment to continuous improvement, staff will continue implementing targeted, research-based language and literacy interventions within a bilingual model. We will also deepen our assessment tools and evidence to more clearly demonstrate student growth.

What data will you use to track continuous improvement?

Division Survey results and teacher-assigned grades Standardized assessments where appropriate (Diploma, PAT, HLAT, MIPI) Individual language and learning portfolios ASL receptive and expressive skills tests, including Visual Communication Sign Language Test and Test of Academic ASL Video samples of student language Burman's Analytic Assessment of Deaf Children's Writing High school completion rat

Division Priority 2**Building Staff Capacity (District Priority #2)**

Building on Creating Schools that Listen, ASD will align professional learning with Catchment work around Responsive School Networks with a focus on Sense of Belonging. Staff will indicate increased competency and capacity to respond to the learning needs of all students and demonstrate a commitment to the health and well being of all staff and students. This will be achieved through professional learning opportunities and will be measured by the Division Survey, Assurance Survey, and formal or informal staff feedback.

In addition to Harry Ainlay Catchment work, we will continue to build staff capacity and strengthen teaching strategies for D/Deaf and Hard of Hearing students through professional learning in ASL, Deaf culture, and language and literacy development. By June 2026, 100% of staff will have access to tools for assessment, intervention, collaboration, and differentiated instruction. Increased professional learning opportunities—on-site, within the Harry Ainlay catchment, and out-of-district—will support practice and feedback. Formal and informal surveys will demonstrate staff confidence, capability, and connection to curriculum and strategies.

What data will you use to track continuous improvement?

Division and school-based survey results Staff Year Plans and Professional Growth Plans Staff participation in professional learning at school, catchment, division, or external opportunities Engagement in monthly program meetings focused on interventions, collaboration, data analysis, and sharing Staff feedback on engagement in professional conversations and collaboration

Division Priority 3**Strengthening and Increasing Partnerships (District Priority #3)**

Throughout the 2025-2026 school year, we will continue to strengthen and build on existing comprehensive wrap-around services, partnerships and relationships with a focus on d/Deaf and Hard of Hearing, Mental Health and Indigenous teachings (in District, within the province, nationally and internationally). To provide access to our one of a kind program, with a 70 year history in direct response to parent choice, we will continue to engage in research opportunities, collaborative planning, resource sharing, increased parent and community engagement through attendance at workshops and school or community events. By the end of the 2025-2026 school year, strengthened and increased partnerships in the community and with ASD School Council will serve to create maximum access to programming and services demonstrated by student and parent satisfaction and sustained student enrollment.

What data will you use to track continuous improvement?

Division Survey results Tracking of student transition rates and trends New Student Services programs and systems and rates of participation Tracking of student, family and staff engagement Tracking of services accessed in Division and broader community Collaborative planning with Deaf community partners Feedback from students, families,

Budget Summary Report

| | 2025-26 Spring Proposed | | 2025-26 Fall Revised | |
|----------------------------------|-------------------------|------------------|----------------------|------------------|
| Resources | | 5,414,962 | | 5,274,511 |
| Internal Revenue | | 0 | | 0 |
| REVENUE TOTAL | | 5,414,962 | | 5,274,511 |
| Classroom | 16.685000 | 1,808,387 | 17.865000 | 1,936,280 |
| Leadership | 2.500000 | 326,420 | 1.500000 | 208,571 |
| Teaching - Other | .000000 | 0 | .000000 | 0 |
| Teacher Supply | .000000 | 32,000 | .000000 | 32,000 |
| TOTAL TEACHER | 19.184999 | 2,166,807 | 19.365000 | 2,176,851 |
| (% of Budget) | | 40.02% | | 41.27% |
| Exempt | 4.971000 | 693,049 | 4.971000 | 693,049 |
| Exempt (Hourly/OT) | .000000 | 10,000 | .000000 | 10,000 |
| Support | 23.486000 | 1,672,141 | 22.686000 | 1,655,947 |
| Support (Supply/OT) | .000000 | 27,500 | .000000 | 27,500 |
| Custodial | 3.625000 | 273,856 | 3.750000 | 280,916 |
| Custodial (Supply/OT) | .000000 | 10,000 | .000000 | 10,000 |
| TOTAL NON-TEACHER | 32.082001 | 2,686,546 | 31.407000 | 2,677,412 |
| (% of Budget) | | 49.61% | | 50.76% |
| TOTAL STAFF | 51.267000 | 4,853,353 | 50.771999 | 4,854,263 |
| (% of Budget) | | 89.63% | | 92.03% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 522,609 | | 391,248 |
| INTERNAL SERVICES | | 39,000 | | 29,000 |
| OTHER INTEREST AND CHARGES | | 0 | | 0 |
| TOTAL SES | | 561,609 | | 420,248 |
| (% of Budget) | | 10.37% | | 7.97% |
| TOTAL AMOUNT BUDGETED | | 5,414,962 | | 5,274,511 |

Profile

| <u>Enrolment</u> | | <u>Staff FTE</u> | | <u>Budget</u> | | |
|------------------|---------|------------------|------------------|----------------------------|--------------------|---------|
| Normalized | 142.000 | Custodial | 3.000000 | Salaries | \$2,272,961 | 91.88% |
| Weighted | 275.655 | Exempt | 3.750000 | Supplies, Equip., Services | \$200,764 | 08.12% |
| Regular | 148 | Support | 6.600000 | | | |
| | | Teacher | <u>8.888000</u> | | | |
| Year Opened | | Total | 22.238000 | Total | \$2,473,725 | 100.00% |

School Philosophy

We, at **Tevie Miller Heritage School Program** and Alberta School for the Deaf school campus, are committed to meeting the needs of all of our Deaf, Hard of Hearing and Hearing students in an inclusive learning environment with a common focus on excellence in communication, language and literacy. Our collaborative staff team celebrates diversity, capacity for learning and takes responsibility for all of our students at our multi track school campus. Programming and related supports are in direct response to parent request for our unique, one of a kind, program of choice.

Community Profile

Tevie Miller Heritage School Program (TMHSP) has original roots in private education, driven by parent demand and is now part of our public school system. The program has a city wide draw as a "one of" district centre and has been described as the ultimate in parent action for it was a group of parents who advocated for this distinct program targeting speech and language services not included in the Alberta Education mandate. The supportive community includes committed alumni, parents, and staff. Parent involvement is critical and is most strongly demonstrated through participation in the Tevie Miller Society and parent workshops. **The Tevie Miller Heritage School Society** is a not for profit organization that supports the Tevie Miller Heritage School Program, an Edmonton Public School "Program of Choice", that specializes in teaching children with speech and/or language delays, disabilities or disorders. The Society facilitates the provision of enhanced speech-language services that cannot be paid for from the educational allocation that the school receives from Alberta Education.

Programs and Organization

Tevie Miller Heritage School Program is an Edmonton Public Schools program of choice for students from Grades 1 through 6 with diagnosed communication delays. A wide range of language and literacy support systems address individual needs, strengths and abilities to maximize student achievement and growth. Class sizes range from 14 - 20 students and are supported by a collaborative class model made up of a Teacher, Educational Assistant and a Speech and Language Pathologist. Speech and Language goals are integrated into daily academic instruction with additional small group and/or 1:1 Speech and Language services provided by the Tevie Miller Heritage School Society through the payment of parent fees as well as supports from Alberta Health Services and ESHIP services. Tevie Miller Heritage School Program also offers American Sign Language as a second language course. Second language programming in Edmonton Public School is supported as a District wide best practice and is aligned with Board policy.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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).

Excellence in Communication, Language and Literacy (District Priority #1)

At Tevie Miller Heritage School Program we build on outstanding learning opportunities to achieve outcomes and promote competencies for all of our diverse Kindergarten-Grade 6 students by being a lighthouse for "Excellence in Communication, Language and Literacy" for students who have diagnosed speech and language disorders, delays and disabilities. In the 2024-2025 school year, we will continue to have a targeted literacy intervention model based on current best practices and programs, and deepen our body of assessment tools and evidence to demonstrate student growth. At the end of the 2024-2025 school year, Kindergarten - Grade 6 students will demonstrate growth in their narrative language measures, dynamic decoding measures and school based writing tasks and HLAT data. We track the transition rate by measuring the number of students (as a percentage of total student population) who no longer qualify for/meet the communication disability criteria or families that feel their child has gained the strategies and tools to join their designated school.

Results Achieved:

Division Survey Data:

- 80% of staff strongly agree or agree that they knew how to access resources to help meet the diverse learning needs of all students
- 85% of staff strongly agree or agree that they had the knowledge and skills to support students who are ELL
- 100% of staff strongly agree that they have the knowledge and skills to support students in need of specialized supports
- 84% of students strongly agree or agree that staff have high expectations for them to be successful in their learning
- 90% of students strongly agree or agree that staff at my school know me as a person
- Family responses not displayed because n&t;6

HLAT

- 2022-2023 - 9.6% of students at or above grade level
- 2023-2024 - 14.9% of students at or above grade level
- 2024-2025 - 20 % of students at or above grade level

Reading Level of Achievement (below, at or above grade level)

- 2022-2023 - 18.9% of students reading at grade level
- 2023-2024 - 24.1% of students reading at grade level
- 2024-2025 - 22.4% of students reading at grade level

PAT Data

- Spring 2023 -
 - Language Arts: 40% of students met acceptable standard
 - Mathematics: 10% of students met acceptable standard
 - Social Studies: 10% of students met acceptable standard
 - Science: 20% of students met acceptable standard
- Spring 2024 -
 - Language Arts: N/A
 - Mathematics: N/A
 - Social Studies: 37.5% of students met acceptable standard
 - Science: 37.5 % of students met acceptable standard
- Spring 2025 -
 - Language Arts: 12.5% of students met acceptable standard
 - Mathematics: 23.1% of students met acceptable standard
 - Social Studies: N/A
 - Science: N/A

CAT4

- 2022-2023 -
 - FALL:
 - Reading - 8.9% at or above stanine
 - Total Mathematics 21.4% % at or above stanine
 - SPRING:
 - Reading - 15.2% at or above stanine
 - Total Mathematics 17.9% % at or above stanine
- 2023-2024
 - FALL:
 - Reading - 26.4% at or above stanine
 - Total Mathematics 35.3% % at or above stanine
 - SPRING:
 - Reading - 36.7% at or above stanine
 - Total Mathematics 40.5% % at or above stanine
- 2024-2025
 - FALL:
 - Reading - 9.1% at or above stanine
 - Total Mathematics 27% at or above stanine
 - SPRING:
 - Reading - 17.6% at or above stanine
 - Total Mathematics 43.9% % at or above stanine

Speech and Language CUBED results K-6

- Summary data for 96 students from Beginning of Year (BOY) and End of Year (EOY). Every student did not do every subtest. Older students are not given the DDM because the norms only go up to Grade 2.
 - DDM- Decoding Inventory: 9% (BOY) to 13% (EOY)
 - DDM- Phonemic Awareness: 15% (BOY) to 50% (EOY)
 - DDM-Phoneme Manipulation: 31% (BOY) to 65% (EOY)
 - Narrative Language Measure- Retell: 13% (BOY) to 13% (EOY)
 - Narrative Language Measure- Questions: 2% (BOY) to 2% (EOY)
 - Narrative Language Measure- Reading- Decoding Fluency: 36% (BOY) to 23% (EOY)
 - While some of the data suggests no change or a decrease relative to typical peer norms, this pattern is expected. As age-related expectations increase, students in our program—who typically make slower, steady gains—may appear to fall further behind in comparison, even though their individual growth remains positive.

*100% of our students demonstrated some growth in both Literacy and Numeracy; however, the above measures do not capture their growth. Speech and Language difficulties put our students at significant risk for learning challenges; gains made may be small, but the trajectory is moving forward.

Students Transitioning out of Tevie Miller

When a student makes speech and language gains to the point where the speech language diagnosis is no longer at a moderate to severe level (measured through standardized & dynamic assessment) or the family feels the child has made gains and has strategies to support success, the student transitions out of Tevie Miller. In the 2024-2025 school year, 12.6% of students who were enroll

Building Staff Capacity (District Priority #2)

Building on Creating Schools that Listen, ASD will align professional learning with Catchment work around Responsive School Networks with a focus on Sense of Belonging. Staff will indicate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey, and our HAC Year End Survey. This will be achieved through professional learning opportunities.

In addition to Responsive School Networks, we will continue to target building staff capacity and engage in collaborative work to improve and strengthen teaching strategies for our District Centre students with communication disorders, delays and/or disabilities. To deepen this work and based on formal or information survey results, the focus for the 2024-2025 school year will be to build staff capacity with the new curriculum and an emphasis on Literacy and language based on research-based best practices for our unique population of students. There will be increased opportunities for staff to be engaged in professional learning (on site, within the Harry Ainlay Catchment, as well as out of district offerings) and to implement, practice and receive feedback on best practices. By June 2025, formal and informal school and District survey results will show that staff continue to feel confident, capable and connected with curriculum and strategies.

Results Achieved:

Shared Harry Ainlay Catchment goal: Staff will indicate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring

and citizenship pillars in the Assurance Survey, and our HAC Year End Survey. This will be achieved through professional learning opportunities. In addition to a shared Harry Ainlay Catchment goal on anti-racism, we will continue to target building staff capacity and engage in collaborative work to improve and strengthen teaching strategies for our District Centre students with communication disorders, delays and/or disabilities. To deepen this work and based on formal or information survey results, the focus for the 2024-2025 school year will be to build staff capacity with the new curriculum and an emphasis on Literacy and language based on research-based best practices for our unique population of students. There will be increased opportunities for staff to be engaged in professional learning (on site, within the Harry Ainlay Catchment, as well as out of district offerings) and to implement, practice and receive feedback on best practices. By June 2025, formal and informal school and District survey results will show that staff continue to feel confident, capable and connected with curriculum and strategies.

Division Survey Data:

- 100% of staff strongly agree or agree that school is a place where all students feel like they belong
- 100% of staff strongly agree or agree that many diverse cultures (i.e. languages, traditions, worldviews, histories, current realities) are represented in the books and materials at school
- 100% of staff strongly agree or agree that the Division is taking actions that support truth and reconciliation
- 78% of students strongly agree or agree that at school they have opportunity to be involved in learning that support my sense of belonging
- 78% of students strongly agree or agree that they feel like they can be themselves at school
- Family responses not displayed because n<6

Building Individual Capacity:

- Staff create individualized year plans and professional growth plans to set goals, track progress, and reflect on areas for professional development. Plans are aligned with both school priorities and individual staff learning needs.
- Participate in collaborative planning focused on effective strategies for communication, language, and literacy, utilizing project-based learning and differentiated instruction.

Building Collaborative Capacity:

- Monthly Tevie Miller Program meetings to build community and collaboration to share and learn about best practices related to supporting the speech and language development within the context of the classroom. Weekly Tevie Class Team meetings to build collaborative plans for instruction
- Explored resources to support student mental health
- Tevie Miller staff engaged in year long learning on UFLI, Story Champs and Cubed 3

Building Capacity with Technology:

- Ongoing learning about educational software that supports diverse learners, including programs that build communication, organization, and social-emotional skills.
- Exploring and implementing digital tools that support literacy and language development, such as interactive reading platforms, speech-to-text tools, and phonological awareness apps.

Building Capacities to Meet the Needs of Students with Communication Delays:

- Family Engagement:
- Share strategies and resources with families to reinforce communication development at home.
- Host family workshops or informational sessions on supporting speech, language, and literacy goals.
- Provide training in differentiating instruction for students with varying levels of language and communication needs.
- Continuing to build on a comprehensive literacy plan across the grades responsive to our District Centre criteria

Building Capacity for Communication Access across Campus:

- In-house mentorship in ASL was accessed by Tevie staff to enhance their ability to connect with d/Deaf and Hard of Hearing students, families and staff across campus
- Supporting staff to access ASL classes (i.e. ASL immersion in the summer, ASL Levels 1 - 4

Strengthening and Increasing Partnerships (District Priority #3)

Throughout the 2024-2025 school year, we will continue to strengthen and build on existing comprehensive wrap-around services, partnerships and relationships with a focus on Speech and Language, Mental Health and Diversity. To provide access to our one of a kind program, with a 50 year history in direct response to parent choice, we will continue to engage in research opportunities, collaborative planning, resource sharing, increased parent and community engagement through attendance at workshops and school or community events. By the end of the 2024-2025 school year, strengthened and increased partnerships will serve to create maximum access to programming and services demonstrated by student and parent satisfaction and sustained student enrollment.

Results Achieved:

Division Survey Data:

- 90% of staff strongly agree or agree that they have a sense of belonging at the workplace
- 100% of staff strongly agree or agree that they feel their workplace is respectful
- 100% of staff strongly agree or agree that they feel safe at their workplace
- 86% of students strongly agree or agree that school helps them develop skills that support their wellness

- 84% of students strongly agree or agree that they feel safe at school
- 84% of students strongly agree or agree that they have at least one adult in school who they would go to for help if needed
- Family responses not displayed because n&t;6

Cultivate and Maintain Relationships with Students and Families

- Continue to host a number of special events to celebrate student achievement including Celebration of Learning, Winter Concert and welcoming parent/guardian volunteers into the classroom
- Using a consistent approach across the grades to communicate and engage with families
- Invited past parents to share their experiences with transitioning their child to a new school to gain insight into how to better support the transition process and set our students and families up for success

Cultivate and Maintain Relationships with Community

- Increased partnerships with First Nations, Metis and Inuit elders and knowledge keepers.
- Continued collaboration with Specialized Learning Services
- Continued to accept targeted research (U of A Faculty of Rehabilitation Medicine) conducted on site specific to our unique student learning needs
- Opportunities to support Speech Language Pathology students from the U of A

Cultivate and Maintain Relationships with Stakeholders

- Monthly collaborative meetings with the Tevie Miller Heritage School Society Board Meetings
- Continued collaboration with Connect Society, GRIT, Elves, ABC Headstart, Community Options, Alberta Health Services and other Division sites to support students and families as they transition into or out of Tevie Miller Elementary programming

.What were the biggest challenges encountered in 2024-2025?

Measuring Student Progress and Achievement

- Assessment fatigue: The number of assessments that our students are faced with is tiring for students and impacts the amount of time that staff are engaged in intervention with students. Often the high stakes assessments (i.e. CAT5, PAT's) focus on student challenges which are expected due to the impact of their speech and language needs as well as other impacting factors; therefore, we complete a number of assessments, both formal and informal, to guide instructions, measure progress and highlight strengths and gains.

Staffing

- Continued emphasis on the need to recruit and retain qualified staff for highly specialized positions.
- Shortage of supply staff has impacted our ability to maintain consistency with programming.

Population & School Context

- Increased complexity of needs of students which may be impacted by limited access to early intervention programs and the lasting impacts of COVID.
- Ensuring that in and out of District colleagues and stakeholders are aware of our mandate, unique programming and entrance criteria stemming from the 1995 program transfer agreement from the province to Edmonton Public Schools
- The school parent community is defined by eligibility criteria not geographical area so engagement looks different and is primarily through the Tevie Miller Heritage School Society.
- Consistency with transportation has been a challenge for some of our families in accessing our program
- Volume and complexity of being a part of a large campus remains while being responsive to all district and provincial requirements (committees, deadlines etc) for Kindergarten through Grade 12 programming for Speech Language Special Needs programming (Tevie Miller K-6) and Bilingual/Bicultural programming (ASD Grade K-12).

Supporting Mental Health:

- Navigating complex mental health issues with students and their families with limited resources

What are the opportunities for improvement from 2024-2025 that will inform your plan for 2025-2026?

Measuring Student Progress and Achievement

- Continue with collaborative conversations focused on using data collected to show the growth of our students in meaningful ways
- Reflecting on our internal assessment practices and defining which are essential and which are nice to have but not necessary
- Continue working with the Cubed 3 assessment to gather quantitative data which captures the gains of our students

Staffing

- Continue to align all professional learning and targeted resources appropriately to build staff expertise in our specialized program
- Continue to work on our scheduling to maximize intervention
- Enhance staff orientation and on-boarding procedures to increase consistency of service delivery and alignment with campus visionary work

Complexity of Needs including Mental Health

- In collaboration with the Student Services team and the Division Mental Health supports; continue to build programs and systems of support for staff to build their capacity in supporting the complex needs of our unique students in areas of Academic, Career and Personal Guidance and Counselling.
- Continue deepening Literacy Intervention Program including a strong focus on Phonological Awareness, comprehension and vocabulary development.
- Continuation of Tier 2 Literacy Resources and developing our understanding of The Science of Reading and resources to support writing such as Story Champs
- Continuation of creating a common language, response and strategies to support expression of feelings and conflict resolution across campus
- Increase capacity of Student Services staff team with a focus on Academic, Career and Personal Guidance and Counselling for the complex needs of our unique language students

Parents and Partnerships

- Increase the opportunities and invitations to families to participate in school activities and workshops.
- Increase presence of community members to work with students on topics related to Career Pathways, First Nations, Metis and Inuit culture, Mental Health and Social Media Safety
- Continue to accept only targeted on-site research requests that directly align with our unique learning environment and student needs
- Continue efforts to engage our families and community beyond present opportunities including the Tevie Miller Society Board
- Continue working closely with our colleagues in Student Transportation to address issues as they arise
- Continue offering speech and language workshops and consultation for parents to strengthen their role at home in support of their child's goals. Evidence to be captured through survey results. Past survey results at show parents find the workshops and consultation very informative with specific information and strategies to help them support their child at home

Language, Literacy & Communication

- Continue to align professional learning and targeted resources appropriate to build staff expertise in our specialized program
- Continue to maximize intervention time through scheduling and flexible groupings
- Continue deepening our Language and Literacy Intervention Programs

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

School: 7772 Tevie Miller Heritage School Program

| Assurance Domain | Measure | Tevie Miller Heritage School | | | 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 | 70.8 | 81.9 | 78.9 | 83.9 | 83.7 | 84.4 | Very Low | Maintained | Concern |
| | Citizenship | 61.4 | 75.5 | 74.1 | 79.8 | 79.4 | 80.4 | Very Low | Declined | Concern |
| | 3-year High School Completion | n/a | n/a | n/a | 81.4 | 80.4 | 81.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 87.1 | 88.1 | 87.9 | n/a | n/a | n/a |
| | PAT9: Acceptable | n/a | n/a | n/a | 62.5 | 62.5 | 62.6 | n/a | n/a | n/a |
| | PAT9: Excellence | n/a | n/a | n/a | 15.6 | 15.4 | 15.5 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 82.0 | 81.5 | 80.9 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 23.0 | 22.6 | 21.9 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 74.1 | 86.3 | 89.2 | 87.7 | 87.6 | 88.2 | Very Low | Declined Significantly | Concern |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 72.9 | 83.4 | 82.1 | 84.4 | 84.0 | 84.9 | Very Low | Declined | Concern |
| | Access to Supports and Services | 62.4 | 81.0 | 79.4 | 80.1 | 79.9 | 80.7 | Very Low | Declined Significantly | Concern |
| Governance | Parental Involvement | 55.2 | 80.7 | 80.1 | 80.0 | 79.5 | 79.1 | 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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

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**Excellence in Communication, Language and Literacy (District Priority #1)**

At Tevie Miller Heritage School Program we build on outstanding learning opportunities to achieve outcomes and promote competencies for all of our diverse Kindergarten-Grade 9 students by being a lighthouse for "Excellence in Communication, Language and Literacy" for students who have diagnosed speech and language disorders, delays and disabilities. In the 2025-2026 school year, we will continue to have a targeted literacy intervention model based on current best practices and programs, and deepen our body of assessment tools and evidence to demonstrate student growth. At the end of the 2025-2026 school year, Kindergarten - Grade 9 students will demonstrate growth in their narrative language measures, dynamic decoding measures and school based writing tasks and HLAT data. We track the transition rate by measuring the number of students (as a percentage of total student population) who no longer qualify for/meet the communication disability criteria or families that feel their child has gained the strategies and tools to join their designated school.

What data will you use to track continuous improvement?

Division Survey results Teacher awarded grades PAT, CUBED-3, HLAT, CAT 4, Speech Language Pathology Assessments Staff feedback on engagement in professional conversations and collaboration

Division Priority 2**Building Staff Capacity (District Priority #2)**

Building on Creating Schools that Listen, ASD will align professional learning with Catchment work around Responsive School Networks with a focus on Sense of Belonging. Staff will indicate increased competency and capacity to respond to the learning needs of all students and demonstrate a commitment to the health and well being of all staff and students. This will be achieved through professional learning opportunities and will be measured by the Division Survey, Assurance Survey, and formal or informal staff feedback.

In addition to Harry Ainlay Catchment work, we will continue to target building staff capacity and engage in collaborative work to improve and strengthen teaching strategies for our District Centre students with communication disorders, delays and/or disabilities. To deepen this work and based on formal or information survey results, the focus for the 2025-2026 school year will be to build staff capacity within specific areas of literacy development including comprehension and vocabulary. We will utilize language research-based best practices for our unique population of students. There will be increased opportunities for staff to be engaged in professional learning (on site, within the Harry Ainlay Catchment, as well as out of district offerings) and to implement, practice and receive feedback on best practices. By June 2026, formal and informal school and District survey results will show that staff continue to feel confident, capable and connected with curriculum and strategies.

What data will you use to track continuous improvement?

Division Survey results School based survey results Staff Year Plans and related Professional Growth Plans Staff participation professional learning at school, Catchment, Division or beyond as appropriate Staff participation in monthly program meetings with a focus on interventions, collaboration, conversation, data analysis and sharing

Division Priority 3**Strengthening and Increasing Partnerships (District Priority #3)**

Throughout the 2025-2026 school year, we will continue to strengthen and build on existing comprehensive wrap-around services, partnerships and relationships with a focus on Speech and Language, Mental Health and Diversity. To provide access to our one of a kind program, with a 50 year history in direct response to parent choice, we will continue to engage in research opportunities, collaborative planning, resource sharing, increased parent and community engagement through attendance at workshops and school or community events. By the end of the 2025-2026 school year, strengthened and increased partnerships will serve to create maximum access to programming and services demonstrated by student and parent satisfaction and sustained student enrollment.

What data will you use to track continuous improvement?

Division Survey results Tracking of student transition rates and trends Development of (new) Student Services programs and systems and rates of participation Tracking of

student, family and staff engagement Tracking of services accessed in Division and community Feedback from students, families, staff and direct partners

Budget Summary Report

| | 2025-26 Spring Proposed | | 2025-26 Fall Revised | |
|----------------------------------|-------------------------|------------------|----------------------|------------------|
| Resources | | 2,364,695 | | 2,473,725 |
| Internal Revenue | | 0 | | 0 |
| REVENUE TOTAL | | 2,364,695 | | 2,473,725 |
| Classroom | 7.458000 | 808,328 | 7.388000 | 800,741 |
| Leadership | 1.500000 | 205,011 | 1.500000 | 201,619 |
| Teaching - Other | .000000 | 0 | .000000 | 0 |
| Teacher Supply | .000000 | 20,687 | .000000 | 20,687 |
| TOTAL TEACHER | 8.958000 | 1,034,026 | 8.888000 | 1,023,047 |
| (% of Budget) | | 43.73% | | 41.36% |
| Exempt | 3.750000 | 499,703 | 3.750000 | 499,703 |
| Exempt (Hourly/OT) | .000000 | 1,000 | .000000 | 1,000 |
| Support | 6.000000 | 438,404 | 6.600000 | 478,596 |
| Support (Supply/OT) | .000000 | 16,500 | .000000 | 16,500 |
| Custodial | 3.000000 | 252,115 | 3.000000 | 252,115 |
| Custodial (Supply/OT) | .000000 | 2,000 | .000000 | 2,000 |
| TOTAL NON-TEACHER | 12.750000 | 1,209,722 | 13.350000 | 1,249,914 |
| (% of Budget) | | 51.16% | | 50.53% |
| TOTAL STAFF | 21.708000 | 2,243,748 | 22.238001 | 2,272,961 |
| (% of Budget) | | 94.89% | | 91.88% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 103,247 | | 163,064 |
| INTERNAL SERVICES | | 17,700 | | 37,700 |
| OTHER INTEREST AND CHARGES | | 0 | | 0 |
| TOTAL SES | | 120,947 | | 200,764 |
| (% of Budget) | | 5.11% | | 8.12% |
| TOTAL AMOUNT BUDGETED | | 2,364,695 | | 2,473,725 |