



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	293.000	Custodial	2.625000	Salaries	\$3,113,158	98%
Weighted	558.092	Exempt	1.000000	Supplies, Equip., Services	\$61,049	02%
Regular	293	Support	3.600000			
		Teacher	<u>23.950000</u>			
Year Opened	1914	Total	31.175000	Total	\$3,174,207	100%

School Philosophy

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

Community Profile

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

Programs and Organization

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

School Community Relationships

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

ATB Financial, Boys & Girls Big Brothers Big Sisters, Fringe Theatre Adventures, Holy Trinity Anglican Church, MacEwan University, University of Alberta

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

District Priority 1, Goal 2: Success for Every Student

By June 2021, more of our students students will demonstrate growth and achieve student learning outcomes with a specific focus on numeracy concepts of fact fluency, computations and vocabulary.

We plan to meet this goal through the following strategies/approaches:

- teachers will deepen their understanding of research-based numeracy intervention through regularly facilitated professional development, coaching and guided data analysis
- all numeracy teachers will attend a numeracy conference in November focused on mathematical understanding, screeners, interventions, and word problems
- our math intervention specialist will continue to provide push-in supports and coaching for teachers
- students with a math IPP will reflect growth in any or all of the targeted areas of fact fluency, computations or math vocabulary
- parents will be provided with monthly education opportunities in relation to fact fluency, computations and vocabulary through a variety of formats

Results Achieved:

- All of our teachers participated in the JP Das math professional development as well as school based monthly math collaboration and professional development.
- *Two cohorts of students received daily numeracy intervention using the On Cloud Nine multisensory approach.* Additionally, all our classrooms benefitted from push-in math coaching, numeracy assessment coaching and IPP goal writing professional development.
- Our students in elementary and junior high had a 28% increase in their math vocabulary, post intervention.
- In our elementary student population, on the CAT-IV Computations and Estimations sub test, 46% of our students demonstrated one year's growth, 32% demonstrated two years growth and 2% demonstrated 3 or more year's growth.
- In our elementary student population, on the CAT-IV Number Sense sub test, 60% of our students demonstrated one year's growth, 19% demonstrated two years growth and 3% demonstrated 3 or more year's growth.
- In our junior high student population, on the CAT-IV Computations and Estimations sub test, 61% of our students demonstrated one year's growth, 18% demonstrated two years growth and 3% demonstrated 3 or more year's growth.
- In our junior high student population, on the CAT-IV Number Sense sub test, 54% of our students demonstrated one year's growth, 34% demonstrated two years growth and 8% demonstrated 3 or more year's growth.
- 96% of the students strongly agreed and 4% agreed that ***the numeracy skills students are learning at your school are useful*** on the provincial assurance measure.
- 89% of the students strongly agreed and 11% agreed that the ***I understand how the mathematics I am learning at school is useful to me*** on the provincial assurance measure.
- 81% of the students strongly agreed and 19% agreed that ***the mathematics I am learning at school is interesting to me*** on the provincial assurance measure.
- Through our monthly newsletter, regular SchoolZone posts, and parent council presentations by our numeracy curriculum coordinator, our parents were provided with numeracy home education support.

Priority 2, Goal 3: Building Capacity through a Culture of Diversity, Collaboration and Distributed Leadership

By June 2021, teachers will be provided opportunities to enhance their professional capacity and leadership with a culture of targeted collaboration. Teachers will focus on developing their expertise in relation to G-Suite to support the continuity of learning as students transition between in-person and online learning.

We plan to meet this goal through the following approaches:

- creating weekly opportunities for in-person learners to engage in meaningful Google Classroom activities
- monthly professional development, led by emerging leaders will be focused on technology for teaching best practices for supporting remote learners
- regular supports for AKE students and families to ensure continued connectedness, supports for academic success and IPP program goal monitoring
- teachers schedules at our two high school sites are mirrored to allow for increased collaboration and the mentorship
- at the high school level, our teachers will partake in the concurrent synchronous teaching pilot

- teachers will work in close collaboration with our Inclusive Learning Assistive Technology specialist to support students with tier III technology support needs

Results Achieved:

- On the division survey, 61% of students strongly agreed and 32% of students indicated on the survey that my school has made it easy for me to move between in-person and online learning during this school year. This is a testament to the effectiveness of our teachers in using the G-Suite and in teaching the students how to use this platform to support online learning.
- On the Division survey, 53% of students strongly agreed and 37% agreed in relation to the item, this year I am able to stay connected with other students during school.
- On the Division survey, 60% of students strongly agreed and 33% agreed that they could get help from someone at school if I am having problems not related to learning.
- Our AKE McNally teachers participated in the asynchronous online teaching pilot.
- We continued to refer students in need of SLS assistive technology support when the intervention support need is beyond the scope of our collective capacity. Our teachers regularly share technology strategies through our monthly meetings, small group collaboration and specific student case conferences.
- The increased use of Google Meets has allowed teachers to participated in more PD, have more frequent collaboration between our sites and other teachers in the Division.

Priority 3, Goal 2: Supports for the Whole Child

By June 2021, through targeted professional development students, parents and staff will indicated that a multitude of strategies contributed to continued wellness, self-regulation and safety of all while working under COVID protocols.

We plan to meet this goal through the following approaches:

- our school's success coach, working with the teachers will provide push-in supports in addition to single session and formal case supports for students at all three campuses
- students and families will be provided with targeted wellness supports through the school, Inclusive Learning Services, and by community mental health resources
- through a redesigned schedule, all classes will start out with wellness and regulation calibration to start the school day
- we will continue to work on building a culture of belonging that focuses on developing social skills, school spirit, student engagement, and student leadership opportunities
- through continuous refinement of our COVID re-entry plans and timely communication to students, staff and parents will continue to report that the Academy at King Edward is a safe learning and working environment

Results Achieved:

- As part of an action research study, all of our students in grades 2-9 participated in a morning walk to start the day. We noted increased fitness levels and better morning regulation after long yellow bus rides; anecdotally, teachers also reported this to be an excellent opportunity to connect with students and gauge their emotional state to determine if they needed supports with meeting their basic needs.
- Our Success Coach provided informal counselling, through in-person or virtual means to 22 students on a formal basis and 78 students on an informal basis. He supported classrooms with new to AKE teachers in delivering our social emotional programming. At the high school, he ran a "guys" social skills group for the year. In Leadership option, the Success Coach facilitated leadership development in our junior high students and guided the student led monthly school spirit events.
- 100% of families and staff strongly agreed/agreed in response to the Division survey item, *I know what my child's school is doing to keep them safe during the pandemic.*
- 100% of staff indicated on the Division survey that *they are aware of the mental health supports available to students and staff*
- 100% of staff indicated on the Division survey that *the Division's safety protocols help them feel safe at work.*
- Through the height of the pandemic, 77% of our Grade 10 cohort received 40 credits or more, to start off their high school journey.

What were the biggest challenges encountered in 2020/21?

- The pandemic increased levels of student support needs and increased course withdrawals, resulting in the need to repeat whole or portions of courses and delaying graduation plans for some students.
- Connecting with some of our online families with pervasive attendance and school engagement concerns was extremely challenging.
- Teachers have noted that more division one students are presenting with language delays associated with masking.
- Cohorting presented logistic challenges for maximum intervention provision.
- Our students are anxious for the return of in-person activities including: extra curricular, sports academic enrichment, and field trips when it is safe to do so.
- The parent foundation was unable to host many fundraising events they normally would, resulting in concerns related to greatly needed financial supports.
- Accessing supports for students with complex mental health issues in a timely fashion within the community, continues to be an ongoing challenge.
- The number of students that would have benefitted from more intensive counselling and social skills coaching from our success coach exceeded his case load capacity.
- Ensuring that in-division and out of Division staff and external stakeholders understand our program entrance criteria.
- As the profile of the students accessing our program has become increasingly more complex, the length of time needed to close the academic gap is broadening.

- Students with significant attendance issues spurred on by the pandemic, experienced little to no academic growth. We have also noted continued attendance challenges as some of these students have transitioned back to in-person learning. We are looking for innovative strategies to re-engage these students.

What are the implications from 2020/21 that will impact your current year plan?

- We will continue to refine our intervention skills in the areas of literacy and numeracy and as such we have continued to prioritize these two areas for professional development.
- Re-engaging with the community to create networks of shared responsibility for students' success, as well as teaching students about stewardship and creating a sense of belonging.
- Re-introducing extracurricular enrichment: clubs, activities & sports are what motivates and excites our students as well as allowing them to explore different interests. Extracurricular excitement also boosts academic performance, attendance, and social skills.
- Staffing and professional development for those new to learning strategies and teaching will ensure fidelity of program rigor.
- We will continue to use individualized strategies to increase our high school graduation rates.
- Of our graduating students: 22% have transitioned to post-secondary institutions (MacEwan University, Norquest College and MaKami College); 28% transitioned to Centre High Campus; and 39% enrolled in the Career Pathways Program or Registered Apprenticeship Program. This year, we currently have four students who have applied to Career Pathways (Exploring Aviation, Culinary Arts, and two in Exploring Trades in Metalworking). We will continue to focus on providing individualized support, to aid more students in accessing post-secondary programs, Career Pathways programs and funding supports.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

The Academy at King Edward (0018)



Assurance Domain	Measure	The Academy at King Edward (0018)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	99.8	n/a	n/a	n/a	n/a	n/a
	Citizenship	94.4	94.7	93.1	Very High	Maintained	Excellent
	3-year High School Completion	64.7	71.0	70.7	Very Low	Maintained	Concern
	5-year High School Completion	83.9	93.0	85.3	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	46.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	4.7	n/a	n/a	n/a
	Diploma: Acceptable	n/a	87.9	78.5	n/a	n/a	n/a
	Diploma: Excellence	n/a	6.1	7.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.7	98.6	97.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.9	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	93.3	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	93.6	94.5	94.2	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

By June 28, 2022, all students will demonstrate growth and achievement in their basic fact fluency, computations, and mathematical vocabulary, as measured by the year-end WIAT fluency, CAT-4 Computation and Estimations, and math vocabulary post-assessments, respectively. The way to improve outcomes is to improve instruction; therefore, teachers will engage in focused and sustained collaborative efforts that will deepen their understanding of research-based numeracy intervention and practices.

Priority 1

By June 2022, student well-being as measured by division survey data, resilience survey data and data from the provincial assurance measures will increase. This will give rise to increases in our high school course completion rates, graduation rates and increased academic success. To achieve this goal, we will ensure access and awareness of school, division and community resources and allied resources sharing sessions for parents. Additionally, through targeted professional development, our book studies on resilience and anti-racisms and our continued commitment to building our foundation knowledge we will achieve our goal.

Priority 2

By June 2022, we will increase opportunities for parental involvement and engagement of community partners in providing support for students and families to pre-pandemic rates. Measurements may include the number of parents attending virtual or in-person school events/activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, and our results from the Alberta Assurance Measure in the areas of parental engagement and involvement.

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,156,942		3,174,207
Internal Revenue		0		0
REVENUE TOTAL		3,156,942		3,174,207
Classroom	20.990000	2,158,444	21.117000	2,171,503
Leadership	2.150000	307,698	2.833000	368,375
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	71,000	.000000	70,000
TOTAL TEACHER	23.139999	2,537,142	23.950001	2,609,878
(% of Budget)		80.37%		82.22%
Exempt	1.000000	77,731	1.000000	77,731
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	3.592800	242,635	3.600000	243,046
Support (Supply/OT)	.000000	5,000	.000000	1,500
Custodial	3.125000	200,886	2.625000	176,003
Custodial (Supply/OT)	.000000	10,000	.000000	5,000
TOTAL NON-TEACHER	7.717800	536,252	7.225000	503,280
(% of Budget)		16.99%		15.86%
TOTAL STAFF	30.857800	3,073,394	31.175001	3,113,158
(% of Budget)		97.35%		98.08%
SUPPLIES, EQUIPMENT AND SERVICES		60,700		40,200
INTERNAL SERVICES		22,449		20,449
OTHER INTEREST AND CHARGES		400		400
TOTAL SES		83,549		61,049
(% of Budget)		2.65%		1.92%
TOTAL AMOUNT BUDGETED		3,156,943		3,174,207
Carry Forward Included		0		0
Carry Forward to Future		0		0