

Progressive Academy Education Society(PAES) Education Plan - May 31, 2024

Preamble

This plan is written under the guidance provided in Alberta Education's *Assurance Framework* as described in the Funding Manual for Schools. While this plan in part fulfills the requirements of the Ministry, PAES has determined that an Education Plan is of greater importance than simply a compliance document. It serves a number of purposes. It is intended to provide our stakeholders with a plan that outlines our key priorities over the next three years and beyond. It further guides the staff of PAES, providing them with a unified focus for their work of helping students be successful. In publicizing our priorities for a minimum of three years, PAES is publicly stating our commitment to continually improving what we do, but not in the sense of continually adding new initiatives and strategies. Rather, it is making a commitment to consistent outcomes, through continuously improved processes. This plan holds out for the staff of the school a set of priorities that will guide their community of practice as they seek to create learning environments that promote outstanding student achievement.

The priorities seen within this plan reflect priorities identified through analysis of statistical data provided to schools by Alberta Education, data from school administered standardized tests, input from parent engagement sessions and informal input from students and parents.

Accountability Statement

The Education Plan for the Progressive Academy Education Society, commencing September 1, 2024 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results . The Board approved the 2024/2025 Education Plan on May 29, 2024.

Chris Watt,
PAES Board Chair

Setting the Context

Vision

The vision of PAES is *A vibrant society shaped by individual excellence.*

Mission

Our mission is *To provide a student-focused program that cultivates a passion for learning and critical thinking.*

Values

PAES values:

- School Community
 - Strong school-family relationships
 - A culture of diversity, appreciation for individual differences, respect for all
 - Engaging parents in planning
 - Engaging parents in the life of the school community
 - Celebrating and sharing successes
 - Open communication of the school's vision, mission and values and results
 - Community connections and partnerships
- Inspired Learning
 - Student engagement
 - Academic success
 - Personal ownership of learning
 - Creativity
 - Critical thinking
 - Innovation
 - Collaboration
 - Providing passion-driven learning experiences
 - Pathways for accelerated learning
- Inspired Teaching
 - Teaching from strengths and passion
 - Supporting all learners according to their need
 - Ongoing professional learning
 - Clear communication of our vision, mission, values, program and activities
 - High expectations of all
 - Creating connections with our community
 - Collaboration with parents and student

School History

Progressive Academy opened in 1983, founded by a group of homeschool parents who believed that together, they could better provide for the type of learning they envisioned for their children. This original society applied to Alberta Education to operate a school and officially began with two classrooms in the Oliver School under the name of The Beanstalk School. After two years the need for larger facilities led to the Beanstalk School relocating to the Sherbrooke School where it operated for several years and continued to grow. In 1998, the Progressive Academy Education Society purchased the Talmud Torah School and with the availability of space, the school has slowly grown its program to serve upwards of 200 students.

The dream of the school's founders was to create a community that fostered self-directed learning, provided students with authentic learning experiences, assisted them to develop strong literacy skills that would open doors to success in all areas of learning, and helped them discover their inherent strengths and qualities and build competencies around those qualities. The vision was simple: to improve the world by influencing positive student development. As the school grew, so did its program offerings. The original early learning and early elementary programs developed into a full grade school, extending to high school with out of school care programs, and annual summer camps. With innovative school leadership, the school added pull-out individual music lessons(2014), and a summer high school outdoor education program called Mountain Adventure School (2012). In 2013, the school took on more of a global focus as it deliberately began to recruit international students, formed partnerships with several schools in Beijing, China, planned international travel opportunities for students and began to celebrate the international diversity of its community. This global focus also led to the implementation of a Mandarin as a Second Language Program in 2017. The addition of robotics programs in 2015 and a unique cross-grade options program the following year greatly enriched PA's technology offerings. The beginning of the 2018-2019 school year also saw the beginning of school operated busing routes. While the high school grades were discontinued at the end of 2011-12, they were reintroduced in 2019, along with programs for gifted and talented students which allow all students to progress vertically through the program where there is interest, ability, and support. With the addition of the high school grades, the registration in PA's junior high grades has correspondingly increased as students plan to complete their high school education at the school. The 2022-23 school year saw the addition of students from an elite hockey program, Hockey Club, HC, to PA's student body. Progressive Academy's JK to 12 population reached approximately 380 students as of September 30, 2023. While there are a few grades with limited opening, most grades are at capacity.

School Profile and Programs

The Progressive Academy community is a richly diverse community of families from many different ethnicities, cultures and backgrounds. Many of the families that select the school as the learning home for their children are professionals and/or entrepreneurs. They place high academic expectations on the school, but value the highly engaging environment that offers

students many different opportunities to explore who they are and discover their passions and giftings. They also value the school's efforts to create a welcoming, caring, supportive environment that includes the family as partners in learning. One indicator of the strong community that exists in the school is its growth by referral. While the school advertises extensively and draws students into its Junior Kindergarten through advertising, the majority of students who enter the elementary and secondary grades are referred to the school by current or past families.

Progressive Academy's core programs currently include a full-day Junior Kindergarten (JK) which is open to children three years of age and up. While the JK program is play based, it is designed to build strong literacy and numeracy foundational skills. At five years of age, students move into the kindergarten program where they further develop their literacy and numeracy skills and begin to study two additional languages, French and Mandarin. Teachers in the Kindergarten year are already identifying students who show the capacity and interest to advance more rapidly through the curriculum. These students are not only given opportunities to learn at an enriched level, but also at an accelerated pace, sometimes in one subject area and sometimes across the curriculum. While the classroom is the home base for learning in grades 1 to 9, teachers plan a rich array of learning experiences for their students, taking them on many outdoor and off-campus learning experiences. The 2023-2024 school year saw the refinement of many cross curricular and cross grade learning opportunities that were suspended for several years during the Covid - 19 pandemic. These included technology options, fine arts productions, outdoor sports, spring break travel, and junior high internships. Several more will be re-introduced in 2024-2025 with the completion of additional classrooms in the Annex. The high school day program at PA is a relatively new addition and only in the past two years have the enrollment numbers led to full classrooms. PA's high school is designed to lead to university entrance and so the school is learning that preparing students for success on diploma examinations is a key part of that process. Perhaps the most innovative of PA's many programs is its summer Mountain Adventure School, where high school aged students from across the province come together for intensive two weeks sessions based at HELA Wilderness Adventures near Rocky Mountain House. While there is a small component of indoor classroom and online learning, the vast majority of the learning takes place in outdoor venues, including nearby lakes and forests, the eastern slopes of the Canadian Rocky Mountains, and the North Saskatchewan River.

The outcomes envisioned by the school's founders continue to be important goals of PA today. The school uses the Province of Alberta's *Early Learning and Care Framework* for its Junior Kindergarten and for K to 12, the *Program of Studies* as the starting point for all programs. The school liberally incorporates its own outcomes to build a rich program that prepares students for ongoing success in learning and living. While Progressive Academy is not a faith based school, it encourages teaching staff to celebrate the rich diversity within the school community and to use the many cultures and faiths represented in PA as important learning springboards.

School Accomplishments

There are many milestones that mark Progressive Academy's development and successes over its 39 year history. The most recent successes include:

1. Close to 85% of the graduates from our high school program, which was re-implemented in 2019-2020 have been granted acceptance into universities.
2. Consistently maintaining high standings in accountability pillar survey results.
3. Successful introduction of new elective programs, particularly *Food and Fashions, Drama, and Musical Theater & Dance*.
4. A newly formatted approach to parent engagement in which we invite parents to sign up for one of four different sessions, several in the evening, one a breakfast event and one online. This resulted in the participation of over 30 individuals and resulted in some rich discussions that will assist the school in its planning.
5. A growth in the number of international students. While the school has frequently hosted a small number of international students who were referred by our existing families, our deliberate outreach into international markets has brought us increasing numbers of students from an ever expanding selection of international locations.
6. The growing popularity of our International Day celebration. This has grown from an international potluck to a major annual event highlighting dancing, cuisine, artistic performances and fashions from around the world and providing a significant opportunity for community members to build relationships.
7. Retention. Progressive Academy is proud of the way that its teachers and students embraced both the challenges and opportunities that resulted from more than two years of Pandemic restrictions. The PA team created rich learning experiences for all students. The satisfaction of our families was such that retention rates were significantly above the previous five-year average and many families encouraged their peers to consider Progressive Academy for their children.
8. Annex. The rapid growth of the school during the Covid-19 years and continuing into the past two years has severely strained the available building facilities. After some significant delays in both permitting and construction, the new space will be available for the upcoming school year.
9. The expansion of our educational partnership with the Hockey Club, HC. This past year saw the addition of the under 15 program in addition to the program that had begun the previous year. This league requires students to maintain high academic standards and has been a boon to our high school population.
10. Drop off and pick-up routines that are significantly more orderly than in previous years, due to some input from parents and supervisory re-organization by the administration team.
11. A growing sense of stability. After two rather chaotic post-covid years characterized by growth, change, and construction, the school appears to be reaching a new equilibrium.

School Challenges

The rapid growth of the school has lead to a number of challenges:

1. Maintaining high standings on PATs and Diploma Examinations. In the two years since the end of the pandemic, the school has been unable to return to its pre-Covid level of performance on these assessments. As a school, PA has always placed an emphasis on experiential learning and use of non-testing means of assessment. Presently, with a larger junior high school and high school population, PATs and Diploma Examinations become an important way of measuring student achievement. A number of January 2023 exam scores were far below what class performance and year end CAT4 tests would have indicated. This is a matter of serious concern which the school's administrative team is addressing.
2. Addition of a large number of students, particularly in the secondary grades, who are not familiar with the PA ethos. Along with the addition of the HC students and other students who join the school solely for its high school program comes the need to deliberately orient them to the responsibilities and expectations that all PA students are held to.
3. Competition for adequate space to meet program requirements. For example, few of the school's classrooms are of the size or design to host classes of more than 20 students, yet the current grade 9 class has a registration of close to 30 students.
4. Perceptions that the rapid growth of the school has diluted the long-standing small school culture of the school. This has impacted such aspects as parents being welcomed into the school to drop off and pick up elementary aged students, a parent community where the majority of parents knew each other, and easy access to school leaders for informal conversations.

Community Engagement

As outlined in our values section, Progressive Academy values its relationship with its many stakeholders as an important element of the school's success. In its early years, cultivation of relationships with parents and community supporters was an organic process, facilitated by the small size of the schools and its dependence on volunteers who shared PA's mission and vision. Parents knew that by enrolling their children, they were also committing their time and resources to ensure that many support tasks in the school successfully happened. They knew that in exchange, teachers and administrators were in constant communication with them and they were included in important decisions about their children.

As the growth and program offerings of the school became more complex and many of the support tasks became professionalized, the nature of community engagement has also evolved. The school, by necessity, has become more deliberate in facilitating relationships with parents and community. Several key elements of this are:

- Creating an environment that welcomes parents, as evidenced by such things as:
 - Special events such as a welcome barbecue prior to the start of classes or our annual international night

- An open door policy with school administrators where parents are encouraged to meet with the Principal or Executive Director at their convenience to hear concerns or simply visit
- Hosting multiple parent engagement events each year as a way of fulfilling the school's parent advisory requirements. Each of these events brings together up to 14 parents from across the grades to meet with each other and the school's leadership team, hear reporting of the previous year results, and provide input via surveys and focus discussions on matters of importance to the school community. In the present 2023-2024 school year, four such events have taken place at different times and using different formats. These sessions serve as Progressive Academy's Parent Advisory Council in that they communicate school results and provide parents with the opportunity to provide rich feedback regarding school results and school plans.
- Inviting parents to participate in Spring Break educational travel experiences and various school events that bring them to the school. These provide unparalleled opportunities for accompanying teachers and administrators to engage in ongoing conversations with parents about their personal experiences with the school and their perceptions about the school's strengths and challenges.
- Listening through informal conversations with students and parents and keeping abreast of the student chatter in the school. Progressive Academy views these conversations as some of the most important, as they give parents and students the opportunity to share what is most on their minds with respect to their experiences at Progressive Academy.

Identification of Priorities

The PAES board along with the school's administrative team and staff are committed to creating and maintaining a school community that encourages excellence. They are united in their view that excellence is not achieved by continually changing what we do, but by identifying what we do well and then seeking to continually refine our delivery of these services. This creates a sense of stability in the organization. Parents who selected the school for its strong focus on literacy and numeracy development or its commitment to encouraging acceleration of students at a rate determined by their readiness will find that this is consistent throughout the different divisions and over time.

At the same time, the board and school leadership team recognize that a growing school will certainly face hurdles. The January and June 2023 and January 2024 PAT and Diploma Examination results revealed one such hurdle that gave rise to many discussions about how to best prepare students for examination success while at the same time maintaining an emphasis on leading students into learning activities that build life skills which far supercede exam writing ability in importance and longevity. The feedback from the community itself is rather divided as was evidenced by the feedback elicited from parents in our engagement sessions. On the one extreme, we have parents who when asked how important PATs and Diplomas are to them as parents write/say, "Very!!! These determine the future.". We at the same time have a fairly sizable group of parents who feel otherwise, as voiced in statements like, "I don't necessarily value exams. Only favors kids that are good at taking tests. I get it's a gov't thing". There are

also those in the middle who believe that examinations have a place, but should not be the only focus of a school. This view was expressed by one parent who wrote, “While PATs cannot fully represent the student performance or school education quality, I think students should still pay more attention to it and students at PA should do well.” The school is committed to implementing strategies that will help students be better prepared for success on exams. At the same time, the school’s leadership team wants to maintain a strong focus on providing students with a broad repertoire of experiences that will help them to learn about their strengths and stretches and assist them to develop those executive skills that are so important in all facets of life.

Alberta Education has identified five domains of Assurance to guide schools in planning and reporting. These are:

- Student Growth and Achievement
- Teaching & Leading
- Learning Supports
- Governance
- Local & Societal Context

Progressive Academy is committed to reporting on each of these using data that is collected through Alberta Education’s processes. It will furthermore report on all required provincial and local measures.

The PAES has also established its own priorities for its 2021 Education Plan. These priorities will remain in place over the next three years and beyond.

1. Develop students literacy skills throughout our program from JK to 12, particularly writing skills. In the past few years we have focused on **a cross grade systematic approach to developing writing skills as an important and ongoing priority for the school.** We will continue this focus on literacy development.

Our significant switch in this coming year will be to implement subject specialists in division two. This will allow one teacher to teach all three grades and create a level of consistency in approach. At the same time, collaboration between teachers will enable teachers to search for cross-curricular opportunities to build skills such as writing.

2. PA’s administrative team and teaching staff have long recognized that many capable students lose interest when they are ready to advance but are forced to continue on with their similarly-aged peers. Parents have frequently advocated for these students, seeking the opportunity for them to be challenged at a higher level *when they are ready*, not when they chronologically reach the next grade level. As the school staff and administrators pondered workable solutions to this they have begun to develop strategies that allow students to access support, enrichment or to accelerate in one or more subject areas based on their readiness, their desire, and the availability of school and home support. Out of this has grown a second priority, **to strengthen our flexible grade system allowing students access to supports, enrichment and acceleration opportunities.**

The results from our parent engagement sessions provided the impetus to continue refining, publicizing and implementing this important priority which allows students to accelerate in one or more subject areas in which they have shown mastery. A number of comments from parents in our 2023-24 Parent Engagement Sessions encouraged the school to be more deliberate in communicating, planning and implementing these opportunities for children who can benefit.

3. The third priority has grown out of the observation that students are most likely to experience success when they study and play within a community where parents, teachers and administrators collaborate on multiple levels to support student wellbeing and success. **Thus, the PAES is committed to building a collaborative, supportive community that appropriately scaffolds all students, enabling them to experience belonging, wellbeing and academic success.**

When parents in our engagement sessions were asked “how satisfied are you as a parent or guardian of a PA student, you have the opportunity to be included in the school community?” 26 of 28 respondents indicated that they were either highly satisfied or satisfied. Many parents offered suggestions as to how that community can be strengthened.

4. A fourth priority has been identified as the result of January/June 2023 Diploma and PAT results. The fourth priority is thus to **improve Student Success on Provincial Achievement Tests and Diploma Exams**. The school’s leadership team, including the Executive Director, the Principal and the Superintendent spent considerable time discussing the many factors that may have contributed to disappointing results. These included, but are not limited to:

- Post Covid-19 lockdown effects. PATs do not count towards grades, and not having written them in the past several years, students do not see a value in them. Diploma exams were reduced in value to 20% of the students final grade. Many students with good class awarded grades did not see great importance in a good exam score.
- Cultural shifts associated with rapid growth. Since the beginning of the Covid-19 pandemic, Progressive Academy doubled its school population. Much of the growth has happened in the upper elementary and secondary levels. The result is a school population in these grades who are not familiar with Progressive Academy’s culture of high academic expectations.
- Furthermore, the addition of a significant number of students from an elite hockey program has contributed to an excessively large grade 9 class, making it more difficult to both teach and support students.
- Progressive Academy’s culture of experiential learning, which has historically downplayed the importance of examinations as an important method of demonstrating learning in favor of more authentic assessment approaches.
- A teaching staff who are relatively new to the PAT 9 and Diploma examination expectations. They have not yet developed strategies that help prepare students for success on examinations.

The school's goal over the next three years will be to help better prepare students for success on examinations. We already have confidence that our teachers are focusing on the curricular outcomes in the Alberta Programs of Study. Targeted examination strategies will focus on four key areas: a) helping students to know the expectation of success, b) motivating them to strive for exam success, c) providing ample opportunities for students to experience exam questions and formats throughout the term, and (d) specific teaching of test-taking strategies to help students build confidence in their ability to navigate through the nuances of Alberta's PATs and Diploma examinations.

2023 to 2026 Assurance Framework Education Plan for Progressive Academy Education Society				
<i>School Priorities</i>	Develop Student Writing Skills	Flexible Grade System Allowing Students to Accelerate Vertically	Building a Supportive Community	Improve Student Success on Provincial Achievement Tests and Diploma Exams
<i>Matching Assurance Framework Domain</i>	Student Growth & Achievement	Student Growth & Achievement Teaching & Leading Learning Supports	Governance Local & Societal Context	Student Growth & Achievement, Learning Supports

<p>Outcomes</p>	<p>PA students demonstrate outstanding age appropriate writing skills</p>	<p>PA students who have demonstrated mastery in one or more areas are able to access:</p> <ul style="list-style-type: none"> ● In-class support ● Additional challenge within their current level ● Acceleration <p>Depending on their engagement, their willingness and availability of home-based support</p>	<p>Parents and teachers collaborate</p> <p>Community professionals are readily accessed</p> <p>Families feel welcome</p> <p>Families develop positive relationships within the school community</p> <p>Parental input into school planning is encouraged</p> <p>The school develops more effective and efficient ways of communicating with parents</p>	<p>PA students demonstrate success in Alberta Diploma Examinations and Provincial Achievement Tests. The target is to exceed provincial levels in both the percentage of students achieving acceptable and excellence standards in all exams.</p>
<p>Context</p>	<p>Since its beginning, PA has focused on the development of strong literacy skills, believing that this is a foundation for all other learning. The development of strong writing skills is a natural parallel that opens doors for students in a world that increasingly demands strong communication skills.</p>	<p>The intent of PA's founders was that a student's chronological age was not as important as a student's interest, ability, and foundational learning in determining the level at which a student learns. When students have demonstrated mastery of learning, are motivated to move on, and have the necessary support at home and school, it is counter-motivational to hold them back until all in the peer group</p>	<p>Learning is a social activity which best happens in a supportive community where students sense that the school, the home and the community are all working together to encourage success and support student achievement</p>	<p>Progressive Academy is a school that has always valued academic success, but the demonstration of that success has often been through non-traditional, more authentic instruments such as student projects, performances and the like. As the school grows into a more robust secondary program which prepares students for post secondary programs, success in test-taking is an outcome that the</p>

		are equally ready.		school must also embrace, without losing touch with its previous approaches.
<p>Budgetary Principles:</p> <p><i>(The school's budget summary can be accessed at www.proacad.ca/news)</i></p>	<p>Progressive Academy will budget in a way that ensures the appropriate resources are available for developing the teacher skills and student supports needed to build strong writers</p>	<p>Progressive Academy will budget in a way that ensures structures are in place and support is available for students who wish to accelerate vertically through the curriculum</p>	<p>Progressive Academy will budget in a way that facilitates strong parental and community engagement</p>	<p>Progressive Academy already budgets to support teaching excellence and learner supports. This priority mainly involves the deliberate inclusion of test-taking success as an outcome taught across the upper grades. The school will budget to support any professional learning and collaborative efforts necessary.</p>
<p>Strategies</p>	<ul style="list-style-type: none"> ● Identify and train a lead teacher to champion & coach others (in place) ● Implement subject area specialization in division 2 to ensure common approaches to literacy (and numeracy). (Immediate implementation) ● Staff professional learning during designated monthly PL times or one-on-one during scheduled collaboration times ● Make a writing coach available to both coach teachers and provide support 	<ul style="list-style-type: none"> ● Orient all teachers to understand the school's approach to vertical acceleration (Short-term implementation) ● Communicate with parents the school's approach to vertical acceleration (immediate) ● Map out patterns of acceleration (Medium-term implementation) ● Annually identify students who are capable of acceleration, determine if students/parents desire acceleration & if home support is available 	<ul style="list-style-type: none"> ● Host an annual pre-startup event allowing parents to meet teachers (Short-term implementation) ● Parents are invited by teachers to share goals for their children, participate in development of Individual Program/Education Plans (Short-term implementation) ● Host at least two Parent teacher conferences annually to discuss progress (short-term implementation) ● Develop a mental health network to consult with the school staff and support students 	<ul style="list-style-type: none"> ● Create an awareness of exam success expectations. Teachers will make this happen through actions such as: <ul style="list-style-type: none"> ○ Including written expectations in course outlines ○ Communicating with parents about the importance of PATs and Diploma Exams ○ Sending provincially published PAT and Diploma Exam guides to parents ● Motivate students to value success in PATs & Diploma

	<p>to student groups</p> <ul style="list-style-type: none"> ● Dedicated frequent/daily times for writing ● Teach students a writing process - basic strategies and variations (Short-term implementation) ● Identify cross-curricular areas where writing skills can be emphasized. ● Include basic skills teaching (handwriting, conventions, keyboarding, word processing)(Medium term implementation) ● Identify basic writing expectations at each grade level(Medium term implementation) ● Create a writing community (choice, opportunities to demonstrate product, collaboration, peer critique, etc.) (Long-term implementation) ● Encourage older students to participate in essay contests (Short - term implementation) 	<p>(ongoing)</p> <ul style="list-style-type: none"> ● Establish a support team for interested students (short-term implementation) ● Write Individual Education Plans for students who choose to accelerate (Medium-term implementation) ● Establish a system of collaboration with parents that ensures their involvement in the program planning for their children and regular access to information on their child's progress (Short-term implementation) 	<p>(Long-term implementation)</p> <ul style="list-style-type: none"> ● Participate in AISCA's student supports initiative (Short-term implementation) ● Host an annual <i>International Event</i> to celebrate the many cultures in our school community (Short-term implementation) ● Re-establish an organized parent volunteer program with training, support, and recognition(Medium-term implementation) ● Maintain regular parent engagement sessions for both reporting and planning input (Immediate and ongoing implementation) 	<p>Exams. Teachers will do this by:</p> <ul style="list-style-type: none"> ○ Including PAT results as a component of final grades in grade 9 PAT courses (20%) ○ Explaining to students the value of PAT and Diploma results in secondary and post secondary admission ○ Using practise questions/exams in fun/competitive activities ○ Recognizing students and classes that achieve certain results ● Provide ample opportunities for students in junior high and high school grades to experience sample questions & exam formats. Teachers will engage in such activities as: <ul style="list-style-type: none"> ○ Including daily or regular sample questions from released exam materials ○ Modeling the format and wording of PAT or Diploma questions on their quizzes, unit exams, mid term
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				<p>exams and final exams</p> <ul style="list-style-type: none">○ Using “The Key” Study Guides throughout all grade 9 PAT courses and all Diploma courses○ Develop course plans that allow adequate review time at the end.○ Run Diploma Examination review sessions prior to all diploma exams.○ Encouraging students to enroll in online or in-person Diploma Exams Prep courses● Teach test-taking strategies. Teachers will fulfill this goal by undertaking strategies such as:<ul style="list-style-type: none">○ Reviewing exemplar exam responses with students to encourage use of test-taking strategies○ Teaching students to budget time on exams and plan to use entire allotted examination time to check &
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				<p>double check responses.</p> <ul style="list-style-type: none">○ Modeling multiple choice strategies (identify key works & given information, eliminate “trick” responses, utilize information from other questions, etc.)○ Teach problem solving strategies that can be applied to exam questions○ Plan meaningful activities for students who finish exams early to eliminate motivation to earn free time by completing exams early.
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<p>Measures</p>	<ul style="list-style-type: none"> ● Student results on the writing component of ELA PAT's & Diploma Exams. This is the long-term objective. The results from 2020-21 will provide baseline data. ● Anecdotal reporting of progress in other strategies 	<ul style="list-style-type: none"> ● Anecdotal reporting on progress in strategies ● Parent & Student Satisfaction that students have the opportunity to accelerate beyond their chronological grade level ● Parent and student satisfaction that students have the support necessary to be successful in accelerated programs 	<ul style="list-style-type: none"> ● Satisfaction surveys <ul style="list-style-type: none"> ○ Parents, students & teachers satisfied that students with learning needs can access the supports they need to be successful ○ Parents satisfied that the school provides opportunities for them to meet other parents ○ Parents are satisfied that the school provides opportunities for them to learn about parenting skills & learning strategies to support their children's learning. ○ Parents satisfied that they have the opportunity to meaningfully participate in program decisions that impact their children ○ Parents satisfied that they have the opportunity to provide input that impacts the overall 	<ul style="list-style-type: none"> ● Student PAT and Diploma Exam results <ul style="list-style-type: none"> ○ Target - PA students exceed the provincial average by 5% or greater on all grade 9 PATs and Diploma Exams in both the acceptable and excellence categories ● Satisfaction surveys <ul style="list-style-type: none"> ○ students have confidence that have been adequately prepared for success on provincial exams ○ Teachers have confidence that they have adequately prepared students for success on provincial examinations
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			direction of the school <ul style="list-style-type: none"> • Parent focus groups 	
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2024 to 2027 Assurance Framework Education Plan for Progressive Academy Education Society	
Provincial Priority	<p>First Nation Metis, and Inuit students are successful.</p> <p>All students, teachers and school leaders learn about First Nations, Metis and Inuit foundational knowledge, including perspectives, experiences, treaties, agreements, and the history and legacy of residential schools.</p>
Matching Assurance Framework Domain	<p>Student Growth & Achievement</p> <p>Teaching & Leading</p> <p>Learning Supports</p> <p>Governance</p> <p>Local & Societal Context</p>
Outcomes	<p>While historically, PA has not been home to a significant number of self-identified FNMI students, our goal is that all self-identified FNMI students at the school are provided with the supports they need to be successful.</p> <p>Students in all grades participate in grade appropriate learning that introduces students to indigenous foundational knowledge, perspectives, experiences, treaties, agreements, history and legacy of residential schools.</p> <p>Teachers are satisfied that they have the training, confidence, resources and supports to provide learning opportunities for their students.</p>
Measures	<p>Satisfaction Surveys - Students, Teachers and Parents report satisfaction that students have opportunities to learn about FNMI foundational knowledge, perspectives, experiences, treaties, agreements, and the history & legacy of residential schools. Teachers report satisfaction that they have the confidence levels and adequate levels of training, support and resources to teach FNMI foundational knowledge.</p> <p>Anecdotal reporting on progress of strategies</p>

Strategies	<ul style="list-style-type: none"> • Targeted professional learning for classroom teachers where they identify this as a need on their PGPs • Acquisition of library and learning resources • Collaborative sharing on teaching strategies, learning activities • Develop strategic partnerships with indigenous and Metis leaders/knowledgekeepers/schools • Annual celebration of National Indigenous People's Day
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2024-25 Implementation Outline

The table below outlines the strategies that are in progress or that will be implemented in the coming school year, along with a brief description of the resources required along with professional learning and monitoring strategies.

Strategy	Required Resource	Professional Learning Requirements	Monitoring Requirements
Engage a lead teacher to champion the priority and coach others (in place)	Scheduled time to plan and collaborate with teachers Teacher resources <i>(Writing Power, Reading Power, and Powerful Poetry)</i>	Time during Staff Orientation in August Scheduled collaboration time with individual teachers and divisional groups Ongoing professional learning for lead teacher	Regular meetings between Principal and lead teacher to ensure alignment of work with priority strategies

Implement subject area specialization in division two (2024-25 school year)	scheduling	Collaboration time with individual teachers and divisional groups	A consistent approach across division 2 language arts
Staff professional learning on "Writing Skills" via the school's mentoring/collaboration times	Time allotted in schedule for staff collaboration	Identified by lead teacher in collaboration with K to 6 teachers	Self-assessed by collaborative groups based on their agreed upon goals
Identify cross curricular areas in division 2 where writing process can be implemented	Time allotted in schedule for staff collaboration	Group session for division two teachers to orient them to writing outcomes and brainstorm where these can be reinforced in other subject areas	Anecdotal accounts of div 2 teachers implementing writing assignments into their planning of non-LA subject areas.
Dedicated times for writing	Time for teachers to plan schedules & develop common themes		Teachers demonstrate these times on individual class schedules
Engage a writing coach to both coach individuals or small groups of students & to	Time and salary	As identified by teachers on an individual or group basis	Writing coach reports to Principal

support teachers (in place)		during scheduled collaboration time	
Teach students a writing process that is consistent across grades, but enriched as students progress (maintain and enrich each year)		Within collaborative professional Learning structure	Teachers use common themes throughout the year, meet collaboratively with lead teacher to discuss process and learning activities
Encourage students to participate in poetry and essay contests	Coaching time – already included in lead teacher and writing coach time		Anecdotal – teachers report on students participating, school celebrates students whose work is recognized and displays their work
Orient all teachers to the school's approach to vertical acceleration		Schedule into August staff Orientation	
Communicate with parents the school's approach to vertical acceleration	Admin time to write the communication and coordinate with newsletter staff		Parent receive multiple communications throughout the year explaining v. acceleration and other enrichment options
Annually identify students who are capable of acceleration	PLC time for divisional teachers to discuss, time		Gifted/Talented IPPs, Parent Satisfaction Surveys – believe children are placed at a level challenging to them
Establish support teams for students capable of and interested in accelerating	Time for collaborative IPP meetings	Writing IPPs for gifted & talented students	Parents/teachers/writing coach/student/etc. meet to set IPP goals and agree on necessary support

Establish a system of collaboration with parents that ensures their involvement in the program planning for their children and regular access to information on their child's progress			Follow up meetings for gifted/talented IPPs scheduled
Host an annual pre-startup event allowing parents to meet teachers	Half day scheduled in week prior to classes Funds for BBQ	None needed	Track % of parents attending in each grade
Parents invited by teachers to share goals for their children, participate in development of IPPs	Teacher time to organize and coordinate	None needed	Track number of teachers utilizing parental input, # of parents in each grade
Host at least two parent teacher conferences annually	Time scheduled for this to happen during the school day	None needed	Anecdotal
Participate in AISCA's ECLS project for student support – rehab/mental health	Coordination time, meeting place for therapists to meet with students and teachers/EAs	Include information in staff handbook, brief information session at Orientation	Periodic check-ins with service providers – Khan Communications
Annual International Event	Planning time, set-up and take-down staff	None	Anecdotal

Host mixer events in conjunction with Winter Concert/Musical Performances, etc.	Set-up time/staff; refreshment costs	None needed	Anecdotal
Host regular Parent Engagement Sessions	Planning Time, Admin Support time to contact parents, arrange food, Admin time to collate feedback	None needed	Number of parents participating, parent written comments about the value of such events
Teachers create and reinforce awareness of exam expectations	Planning time for teachers and monitoring time for administrators	Professional Learning to orient new teachers and share best practices	Are all teachers of JH and up, in ways appropriate to their contexts, regularly communicating exam expectations
Teachers employ strategies to motivate students to strive for success on provincial achievement and diploma examinations		Professional learning to orient new teachers and share best practices	Are grade 9 teachers including PAT scores as a component of the final grade? Are PAT and Diploma teachers finding ways to engage students in fun/competitive activities that prepare students for exam success? Is the school recognizing classes who have achieved acceptable results on PATs?
Teachers provide ample opportunity for students in JH and HS grades to experience sample PAT/Diploma	Resource materials for teachers such as exam banks, access to released exam questions and	Professional learning to orient new teachers and share best practices	Supervisors will monitor that teachers are regularly providing students with sample questions, modeling exam questions & formats on their own tests, using approved exam prep materials and

questions and exam formats	KEY study guides		including review time in course plans
Teachers engage students in learning about test-taking strategies	Resource material	Professional learning to orient new teachers and share best practices	Supervisors will monitor in regular supervision visits to classes

Budget Summary

The detailed budget includes resources for all of the above strategies. A copy of the Budget Report for 2024-2025 has been filed with Alberta Education. Below is a summary of the Progressive Academy Education Society Budget for the coming year.

Table 1: PAES Projected Revenue 2024-2025

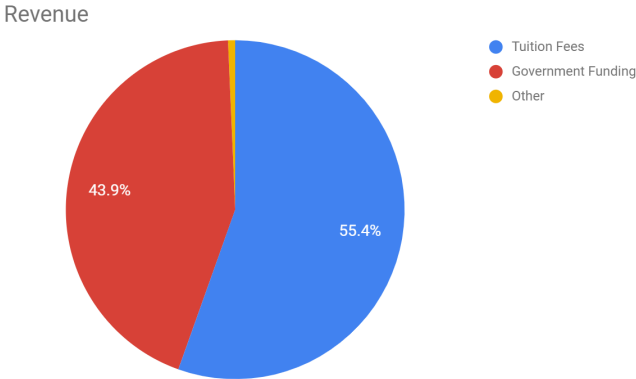


Table 2: PAES Projected Expenditures for 2024-2025

