

Progressive Academy Education Society Education Plan - June 3, 2025

Preamble

This Education Plan has been developed in alignment with Alberta Education's Assurance Framework, as outlined in the *Funding Manual for School Authorities*. While it meets the Ministry's requirements, PAES regards this plan as more than a compliance document—it is a strategic guide for ongoing improvement and educational excellence.

The plan serves multiple purposes. It communicates our key priorities for the next three years and beyond to our stakeholders, while also providing staff with a clear and unified direction in their efforts to support student success. By publicly sharing our long-term priorities, Progressive Academy Education Society (PAES) affirms its commitment to continuous improvement—not through the constant addition of new initiatives, but by refining and enhancing the processes that lead to consistent, high-quality outcomes.

This plan outlines a focused set of priorities that will shape our school's community of practice and inform the creation of learning environments that foster exceptional student achievement.

The priorities identified in this plan are grounded in an analysis of data provided by Alberta Education, results from school-administered standardized assessments, teacher professional assessment, feedback from parents, and informal input from both students and parents.

Accountability Statement

The Education Plan for the Progressive Academy Education Society, commencing September 1, 2025 and extending to June of 2028, 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 2025/2026 Education Plan on June 5, 2025.

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

History and Growth of Progressive Academy

Progressive Academy was established in 1983 by a group of homeschooling parents who believed that, by working together, they could better provide the type of education they envisioned for their children. This founding group formed a society and applied to Alberta Education to operate a school, officially beginning with two classrooms in the Oliver School under the name *The Beanstalk School*.

After two years, the need for a larger facility led to a relocation to Sherbrooke School, where the school continued to grow over several years. In 1998, the Progressive Academy Education Society purchased the former Talmud Torah School building. With expanded space, the school gradually increased its enrollment and programming, eventually serving over 200 students.

The founders' vision was to create a community that nurtured self-directed learning, provided authentic learning experiences, and developed strong literacy skills to empower students across all areas of learning. They sought to help each child discover their unique strengths and build competencies around those attributes, with the overarching goal of positively influencing the world through student development.

As the school evolved, so too did its program offerings. What began as an early learning and primary program expanded into a full elementary and junior high school, with the addition of out-of-school care and annual summer camps. Under innovative leadership, the school introduced a variety of specialized programs including:

- **Mountain Adventure School** (2012): a high school summer outdoor education program
- **Individual music lessons** (2014): pull-out instruction during the school day
- **Robotics programming** (2015) and a cross-grade options program (2016): enriching the school's technological and interdisciplinary learning opportunities
- **Mandarin as a Second Language** (2017): enhancing global competencies

In 2013, Progressive Academy embraced a more global outlook by welcoming international students, forming partnerships with schools in Beijing, China, offering international travel experiences, and celebrating the cultural diversity of its school community.

In 2018, the school introduced its own transportation service, operating dedicated bus routes to better support families. While high school grades were discontinued after the 2011–12 school year, they were reintroduced in 2019 alongside new programming for gifted and talented students. These enhancements allow students to progress vertically through the curriculum based on their interests, abilities, and readiness.

The reintroduction of high school has contributed to increased enrollment in the junior high program, as more students now plan to complete their secondary education at Progressive Academy. In the 2022–23 school year, the school welcomed students from the elite *Hockey Club (HC)* program, further diversifying its student body. As of September 30, 2023, enrollment from Junior Kindergarten to Grade 12 had grown to approximately 380 students. While a few grades still have limited openings, most are at full capacity.

School Profile and Programs

The Progressive Academy Community and Programs

Progressive Academy is proud to serve a vibrant and diverse community of families representing a wide range of ethnicities, cultures, and backgrounds. Many of the families who choose Progressive Academy as their educational partner are professionals and entrepreneurs. They hold high academic expectations while also deeply valuing the school's engaging environment—one that provides students with diverse opportunities to explore their identities, passions, and strengths.

Families also appreciate the school's commitment to fostering a welcoming, caring, and supportive atmosphere, where learning is a shared endeavor between the school and home. One of the strongest indicators of this community spirit is the school's consistent growth through referrals. While advertising plays a key role in attracting families—particularly to the Junior Kindergarten (JK) program—the majority of elementary and secondary students enroll as a result of referrals from current or past families.

Progressive Academy's core programming begins with a full-day Junior Kindergarten for children aged three and older. This play-based program is thoughtfully designed to develop strong foundational skills in literacy and numeracy, and French. At age five, students transition into the kindergarten program, where they continue developing these foundational skills and begin learning Mandarin as an additional language in addition to French. From the kindergarten level, teachers actively identify students with the capacity and interest to advance more rapidly. These students are offered enriched and, where appropriate, accelerated learning opportunities—either in specific subjects or across the curriculum.

In Grades 1 through 9, while the classroom serves as the central hub for learning, teachers design a wide range of engaging and meaningful experiences, including frequent outdoor and off-campus educational activities. The 2023–2024 school year saw the reintroduction and refinement of many cross-curricular and cross-grade learning experiences that had been paused during the COVID-19 pandemic. These initiatives continued into the current 2024-25 school year. These included technology and fine arts options, outdoor sports, spring break travel, and junior high internships.

In the fall of 2025, PAES opened the doors to 4 additional classrooms and a school library with the completion of the Annex. Robotics, art, music and science classrooms provide outstanding opportunities for students to explore areas of passion, and to learn new skills in the areas of STEM, the arts, literacy, and fine arts.

Each year, Progressive Academy plans and stages musical theatre productions as part of its commitment to the performing arts. In the current school year, students from Grades 3 through 12 participated in the production of *Disney's Moana*. More than 50 students performed on stage, while many others contributed behind the scenes in areas such as costume design, set construction, props, visual art, lighting, sound, and marketing. In addition, students from Kindergarten to Grade 3 performed the *Jungle Book*.

These cross-curricular and extracurricular experiences offer rich, authentic learning opportunities for students in Divisions 2, 3, and 4, fostering creativity, collaboration, and practical skill development.

The high school day program at Progressive Academy is a relatively recent addition. Over the past two years, enrollment has grown steadily, leading to the formation of full classrooms. With a strong emphasis on preparing students for post-secondary education, the high school program is designed to support success in Alberta's diploma examinations and beyond.

Among the school's most innovative offerings is its **Mountain Adventure School**, a summer program for high school students across Alberta. Held in partnership with HELA Wilderness Adventures near Rocky Mountain House, this intensive two-week program emphasizes outdoor education. While there is a small indoor and online learning component, the majority of instruction takes place in natural settings such as lakes, forests, the eastern slopes of the Canadian Rockies, and along the North Saskatchewan River.

The original vision of the school's founders—supporting self-directed learners and nurturing holistic student development—continues to guide the school today. Progressive Academy uses Alberta's *Early Learning and Care Framework* for its Junior Kindergarten program and the provincial *Program of Studies* as the foundation for Grades K–12. In addition, the school incorporates its own learning outcomes to create a rich and dynamic curriculum that prepares students for lifelong success.

While Progressive Academy is a non-denominational school, it celebrates the cultural and religious diversity of its community. Staff are encouraged to incorporate this diversity into the learning environment, using it as a meaningful foundation for inclusive, real-world education.

School Accomplishments

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

- Almost 85% of Progressive Academy high school graduates have been accepted into universities.
- Consistently high standings in Alberta Education accountability pillar survey results.
- Successful introduction and refinement of elective programs including Food and Fashions, Drama, Musical Theater & Dance, Robotics, Outdoor Education, Art and various CTS summer school programs.
- 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.
- 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. This event further provides a significant opportunity for community members to build relationships.
- Retention. Progressive Academy continues to provide its students with rich and extended learning opportunities. The opportunity to extend learning in areas of passion, to accelerate learning where appropriate, and to participate in school supported extracurricular activities has resulted in high student and parent satisfaction. Retention rates are very high and continue to grow, with many families encouraging their peers to consider Progressive Academy for their children.
- After some significant delays in permitting and construction, the new Progressive Academy Annex is complete and opened its doors. This space provides a modern learning environment with classrooms dedicated to construction, robotics, art, drama and music. The Annex also houses a new school library, supporting the school's focus on literacy and writing.
- Progressive Academy continues to support a hockey program for students in grades 7 through 12. This program continues to grow, and the agreed upon priority of academic excellence provides young athletes with motivation to pursue excellence in academics and physical activity.
- Continued focus on identifying priority learning outcomes and ensuring mastery for all students on those outcomes. Priority outcomes are defined as those that are required at a mastery level for success at the next level of instruction.

School Challenges

The rapid growth of the school continues to present several challenges.

Although results on Provincial Achievement Tests (PATs) and Diploma Examinations have improved and in some cases stabilized, Progressive Academy continues to focus on academic improvement and excellence for all students. Addressing learning gaps and areas where additional time and support are required, is a priority. Adding to the challenge is the rapid growth of the JH and SH populations.

Progressive Academy continues to emphasize teacher professional judgment and experiential learning. This focus however, does not replace provincial standardized assessments, and norm referenced testing. Standardized testing provides academic staff with a comparative standard to evaluate their own assessment practices. Norm referenced testing allows academic staff to determine student growth over time. School administration continues to focus on:

- Identifying priority and specific learning outcomes
- Enhancing exam preparation
- Analyzing CAT4 assessment results
- Supporting ongoing teacher professional development

All students complete CAT4 assessments in the spring, and new students are tested in August and September to establish a baseline understanding of their learning profiles.

As noted previously, the rapid increase in enrollment has also highlighted the need to help new students integrate into the school's culture, expectations, and ethos. Administration, teachers, and parents are actively working to support this transition throughout the school year.

Despite the addition of annex classrooms, space remains a concern. Some class sizes are challenging due to the building's smaller classroom dimensions. The school is addressing this issue by strategically relocating teachers and students to better accommodate larger cohort groups, as well as scheduling adjustments with student sport programs.

The rise of AI tools has also introduced challenges in ensuring the integrity of assessments. Progressive Academy is responding by implementing clear assessment guidelines and limiting the use of technology in class and especially during formal evaluations. Progressive Academy already has a strict cell phone use policy, but current research is strongly supporting a full ban on smart phone use during the school day. Administration continues to discuss and study this challenge with enhanced policies and implementation planned for the fall of 2025.

Community Engagement

As outlined in our values section, Progressive Academy places a high value on its relationships with stakeholders, recognizing this as a key element of the school's success. In its early years, relationship-building with parents and community supporters was an organic process, facilitated by the school's small size and reliance on volunteers who shared the mission and vision of the school. Parents understood that by enrolling their children, they were also committing time and resources to ensure the success of various support tasks within the school. In return, teachers and administrators maintained constant communication with parents, keeping them informed and involving them in important decisions regarding their children's education.

As the school has grown and its program offerings have become more complex, many of the previously volunteer-driven tasks have been professionalized, prompting an evolution in the nature of community engagement. Consequently, the school has become more deliberate in facilitating relationships with parents and the broader community. Several key elements of this approach include:

- **Creating a Welcoming Environment:**

This is demonstrated through initiatives such as:

- Special events, including a welcome barbecue before the start of classes and our annual international night
- An open-door policy with school administrators, encouraging parents to meet with the Principal or Executive Director at their convenience to discuss concerns or engage in professional conversations
- Hosting multiple parent engagement activities throughout the year. This year Progressive Academy has encouraged one on one meetings with administration, and regular communication with our parent community through newsletters, email updates and classroom updates. In the coming year, PA will also host open parent information sessions on relevant subjects to parents in each division. These sessions will include topics such as school culture and behavioral expectations, preparing for the next grade or division, assessment practices, future planning, and support that parents can provide for their children.
- The Progressive Academy's Parent Advisory Council allows parents to receive updates on school performance and provide valuable feedback on school plans and initiatives.

- **Inviting Parent Participation in School Activities:**

Parents are invited to participate in educational travel experiences and other school events, providing exceptional opportunities for ongoing dialogue with teachers and administrators. These engagements allow for informal conversations, helping the school gather feedback on parents' personal experiences and perceptions of the school's strengths and areas for improvement.

- **Fostering Formal and Informal Conversations:**

Regular conversations with both students and parents regarding questions, concerns, suggestions, and praise are a vital source of feedback. These discussions are crucial for driving continuous improvement within the school.

Identification of Priorities

The PAES Board, along with the school's administrative team and staff, is deeply committed to fostering and maintaining a school community that encourages excellence. They share the belief that excellence is not achieved through constant change, but by identifying our strengths and continuously refining the way we deliver services. This approach provides stability within the organization. Parents who have chosen Progressive Academy for its strong focus on literacy and numeracy development, or its commitment to accelerating students at a pace determined by their readiness, can expect this focus to remain consistent across divisions and over time. For these reasons, the priorities of years passed are not changed, but rather are refined.

At the same time, the Board and school leadership acknowledge that growth brings inherent challenges. The PAT and Diploma Examination results 2024, as well as January 2025, while improved over previous years, continue to present areas for growth. A balance is required between preparing students for exams, while still focusing on critical learning skills and life skills. What to learn, and how to learn are mutually important, even critically important, as students prepare for post secondary education. Progressive Academy will continue to focus on outstanding performance on high stakes exams, without compromising our mission and vision of critical thinking, and community focus.

The school is committed to implementing strategies that will better prepare students for success on exams while ensuring that a broad range of experiences are offered to help them identify their strengths and areas for growth. These experiences are critical in fostering the development of executive skills, which are valuable in all aspects of life.

Alberta Education's Assurance Domains

Alberta Education has identified five domains of Assurance to guide schools in planning and reporting, which include:

1. **Student Growth and Achievement**
2. **Teaching & Leading**
3. **Learning Supports**
4. **Governance**
5. **Local & Societal Context**

Progressive Academy is committed to reporting on each of these domains using data collected through Alberta Education's processes. Additionally, the school will report on all required provincial and local measures.

PAES Educational Priorities

The PAES established the following priorities in its 2021 Education Plan. These priorities continue to guide the school and will be in place for the next 3 years, commencing September 2025 to June 2028.

1. Developing Literacy Skills Across the Program

Progressive Academy has long emphasized literacy development, particularly writing skills, from JK to Grade 12. In recent years, the school has focused on a cross-grade, systematic approach to developing writing as a critical, ongoing priority. PAES will continue to use subject specialists in Division Two. This allows teachers to develop further expertise, and to fully understand the full divisional curriculum, focusing on priority outcomes at each grade. This will further promote consistency in instructional approach and greater collaboration between teachers, creating cross-curricular opportunities for skill development, including writing.

2. Continuing to Strengthen a Flexible Grade System for Acceleration

PAES recognizes that many capable students lose interest once they have mastered an outcome but are forced to learn at the same pace as their peers. Students, parents and staff have advocated for these students to continue their learning based on readiness rather than age or grade. Progressive Academy allows students to access support, enrichment, or acceleration in one or more subject areas based on their readiness and interest. Parent feedback from engagement sessions in 2023-24 reinforced the importance of continuing to refine and communicate these opportunities for acceleration, ensuring that students who show mastery in specific areas are appropriately challenged. This support continues through 24-25 and will be continued in ensuing years.

3. Fostering a Collaborative and Supportive School Community

The third priority is focused on creating a collaborative and supportive community that promotes student wellbeing and success. Research consistently shows that students experience greater success when they are part of a community where parents, teachers, and administrators work together at multiple levels to support both academic growth and personal development. When parents were asked about school community involvement, over 90% of respondents indicated that they were satisfied or highly satisfied. This will continue to be a focus.

4. Improving Student Success on Provincial Achievement Tests and Diploma Exams

The school leadership team, including the Executive Director, Principal, and Superintendent, continue to work on strategies to improve Alberta Learning common assessments. These strategies include:

- Ensuring students understand the importance of common assessments and provincial testing. One strategy is to include provincial assessment results in school level assessment reporting.

- Over the last 5 years, Progressive Academy has doubled its student population. A significant part of this growth has occurred at the upper elementary and secondary levels. Many of these students are not familiar with the school's culture of high academic expectations. Consistent reminders and supports have helped these students with their academic focus.
- There has been significant growth at division 3 and 4 due to new students from an elite hockey program. Because of the growth, Progressive Academy has had to refine the intervention and acceleration program opportunities. This is ongoing work requiring a focus on scheduling of students, teachers and space.
- Progressive Academy's historical focus on experiential learning, has emphasized authentic assessments over traditional exams. Teachers are emphasizing common assessments as well, and are including provincial exam marks in assessment reporting.

Progressive Academy is committed to continuing improvement in student outcomes on Provincial Achievement Tests and Diploma Exams. Teachers continue to focus on curricular outcomes outlined in the Alberta Programs of Study, targeted strategies which continue to be implemented, such as:

1. Helping students understand the expectations for exam success.
2. Motivating students to aim for exam success.
3. Providing ample opportunities for students to practice with exam questions and formats throughout the term.
4. Teaching specific test-taking strategies to help students navigate the nuances of Alberta's PAT and Diploma exams with confidence.
5. Focusing on solid classroom management skills and behavior in the classroom.
6. Focusing on priority learning outcomes at each grade level.
7. Ensuring collaborative teaching practices where teachers agree on priority outcomes, and collaboratively mark student work
8. Providing continued professional development.
9. Ensuring that students have access to additional time and support to master priority learning outcomes.

2023 to 2026 Assurance Framework Education Plan for Progressive Academy Education Society (continuing to June 2028)				
School Priorities	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
Matching Assurance Framework Domain	Student Growth & Achievement	Student Growth & Achievement Teaching & Leading Learning Supports	Governance Local & Societal Context	Student Growth & Achievement, Learning Supports
Outcomes	PA students demonstrate outstanding age appropriate writing skills	PA students who have demonstrated mastery in one or more areas are able to access: <ul style="list-style-type: none"> • In-class support • Additional challenge within their current level • Acceleration (Dependent on student engagement, commitment, and home-based support.) 	Parents and teachers collaborate Community professionals are readily accessed Families feel welcome Families develop positive relationships within the school community Parental input into school planning is encouraged The school develops more effective and efficient ways of communicating with parents	PA students demonstrate success in Alberta Diploma Examinations and Provincial Achievement Tests. PA students will achieve above the provincial average in both the acceptable standard, and the standard of excellence.
Context	Foundational to PA is the development of strong literacy skills, the foundation for all other learning. Strong writing skills form a natural parallel and forms the basis for	Foundational to PA's vision, is that a student's chronological age should not be the primary factor in determining their learning level. Instead,	Research clearing indicates that learning is enhanced when students are in a supportive community where the home and the school community work together to	Foundational to PA's mission and vision of academic success, is assessment measured through non-traditional, and authentic learning such as student

	the communication skills necessary in virtually any profession..	emphasis should be placed on the student's interest, ability, and foundational knowledge. When students demonstrate mastery, show motivation to advance, and have appropriate support at home and in school, it can be demotivating to delay their progress until all peers are similarly prepared.	encourage success and support student achievement	projects, performances, and other experiential demonstrations of learning. As the school expands its secondary program to better prepare students for post-secondary education, it must also embrace test-taking proficiency as a key outcome—while remaining grounded in its established, holistic approach to assessment.
Budgetary Principles: (The school's budget summary can be accessed at www.proacad.ca/news)	Progressive Academy ensures that appropriate resources are available for developing both the teacher skills necessary for effective literacy instruction, and the student learning required for success in reading and writing.	Progressive Academy ensures that structures are in place and support is available for students who wish to accelerate vertically through the curriculum. This budgetary consideration is mainly in the provision of additional time and support with educational professionals.	Progressive Academy will budget to support strong parental and community engagement	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.
Strategies	<ul style="list-style-type: none"> Identify and train a lead teacher to champion & coach others (currently in place) Implement subject area specialization in division 2 to ensure common approaches to literacy and numeracy. (Currently being 	<ul style="list-style-type: none"> All teachers will understand the school approach to vertical acceleration (Short-term implementation) All parents will be informed of the school approach to vertical acceleration (immediate) Map out patterns of acceleration 	<ul style="list-style-type: none"> Host an annual pre-startup event allowing parents to meet the school community, and learn about the school mission and vision. (Short-term implementation) Parents are invited by teachers to share goals for their children, participate in development of 	<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 the importance of PATs and Diploma Exams

	<p>implemented)</p> <ul style="list-style-type: none"> • 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 to student groups • Dedicated frequent/daily times for writing in all subjects. • Teach students a writing process - basic strategies and variations • 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 (Current implementation) • Create a writing community (choice, opportunities to demonstrate product, collaboration, 	<p>(Medium-term implementation)</p> <ul style="list-style-type: none"> • Annually identify students who are capable of acceleration, determine if students/parents desire acceleration & if home support is available (ongoing) • Establish a support team for interested students (current 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>Individual Program/Education Plans(Short-term implementation)</p> <ul style="list-style-type: none"> • 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 (Long-term implementation) • 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>with parents.</p> <ul style="list-style-type: none"> ○ Sending provincially published PAT and Diploma Exam guides to parents • Motivate students to value success in PATs & Diploma Exams. Teachers will do this by: <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 and exams in classes ○ Recognizing and celebrating success <p>Support for Exam Preparedness in Junior High and High School</p> <p>Teachers will provide students with regular exposure to sample questions and exam formats to build familiarity and confidence. Strategies include:</p> <ul style="list-style-type: none"> • Incorporating released exam
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	<p>peer critique, etc.) (Long-term implementation)</p> <ul style="list-style-type: none"> • Encourage older students to participate in essay contests (Short - term implementation) 			<p>questions into daily lessons, quizzes, unit tests, midterms, and final exams</p> <ul style="list-style-type: none"> • Using <i>The Key</i> study guides in all Grade 9 PAT and Diploma-level courses • Structuring course timelines to allow sufficient review prior to exams • Hosting Diploma Exam review sessions before each exam • Encouraging enrollment in online or in-person Diploma prep courses <p>Instruction in Test-Taking Strategies</p> <p>Teachers will also help students develop effective test-taking skills by:</p> <ul style="list-style-type: none"> • Analyzing exemplar exam responses to highlight successful strategies • Teaching time management during exams, including using the full time to review responses • Modeling effective multiple-choice techniques (e.g., identifying key
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				<p>words, eliminating distractors, using cross-question clues)</p> <ul style="list-style-type: none">• Teaching general problem-solving approaches applicable to exam contexts• Planning purposeful activities for early finishers to discourage rushing through exams
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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. • Teacher awarded marks. • Anecdotal reporting of progress in other strategies 	<ul style="list-style-type: none"> • Teacher assessment, frequent and ongoing • Parent & Student Satisfaction surveys and conversation. • Parent and student satisfaction that students have the support necessary to be successful in accelerated programs 	<ul style="list-style-type: none"> • Parents, students & teachers are surveyed to determine satisfaction with learning, and access to supports necessary for success. • Parents are surveyed to determine their level of satisfaction with opportunities to meet other parents • Parents are surveyed to determine their level of satisfaction with opportunities to learn about parenting skills & learning strategies to support their children's learning. • Parents are surveyed to determine their level of satisfaction with opportunities to meaningfully participate in program decisions that impact their children • Parents are surveyed to determine their level of satisfaction with opportunities to provide input that impacts the overall direction of 	<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 they 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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			the school <ul style="list-style-type: none"> • Parent focus groups will occur at least once per semester 	
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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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2025-26 Implementation Outline (3 year plan)

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)	<p>Scheduled time to plan and collaborate with teachers</p> <p>Teacher resources (<i>Writing Power, Reading Power, and Powerful Poetry</i>)</p>	<p>Time during Staff Orientation in August</p> <p>Scheduled collaboration time with individual teachers and divisional groups</p> <p>Ongoing professional learning for lead teacher</p>	Regular meetings between Principal and lead teacher to ensure alignment of work with priority strategies

Implement subject area specialization in division two (implemented in the 2024-25 school year and on-going for 2025-26)	scheduling	Collaboration time with individual teachers and divisional groups	A consistent approach across division 2 language arts Collaborative team meetings with administration
Staff professional learning focused on “Writing Skills”. This will occur during staff meetings, professional development sessions, and collaborative team meetings.	Time allotted in schedule for staff PD and collaboration	Identified by lead teacher in collaboration with K to 6 teachers	Self-assessed by collaborative groups based on their agreed upon goals. Collaborative team meetings with administration.
Identify cross curricular areas in division 2 where writing process can be implemented. Implement the writing strategies across subjects.	Time allotted in schedule for staff collaboration	Professional Development focused on writing strategies and best practices.	Anecdotal accounts of div 2 teachers implementing writing assignments into their planning of non-LA subject areas. Collaborative team meetings with administration.
Dedicated times for writing	Time for teachers to plan schedules & develop common themes	Professional Development focused on writing strategies and best practices.	Teachers demonstrate these times on individual class schedules

Engage a writing coach to provide professional development to teachers (in place)	Time and salary	As identified by teachers on an individual or group basis during scheduled collaboration time	Writing coach reports to Principal Collaborative team meetings with administration.
Teach students multiple writing strategies and processes that are consistent and cumulative across grades (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 Collaborative team meetings with administration.
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	Collaborative team meetings with administration.
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 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	PD on effective interview and gaining support from parents. Learning how to implement student led conferencing	Administrative attendance and collaborative team meetings with teacher teams and administration.

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 Survey of parent satisfaction
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	Collaborative team meetings with administration.
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	Review of assessment practice to ensure that PATs are included in progress reporting. Collaborative team meetings with administration to determine how exam prep strategies are being implemented.

			Recognizing and celebrating both implementation and success of teachers and students.
Teachers provide ample opportunity for students in JH and HS grades to experience sample PAT/Diploma questions and exam formats	Resource materials for teachers such as exam banks, access to released exam questions and KEY study guides	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 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 2025-2026 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 2025-2026

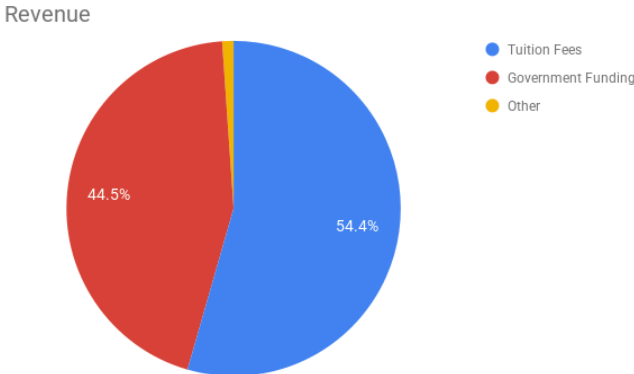
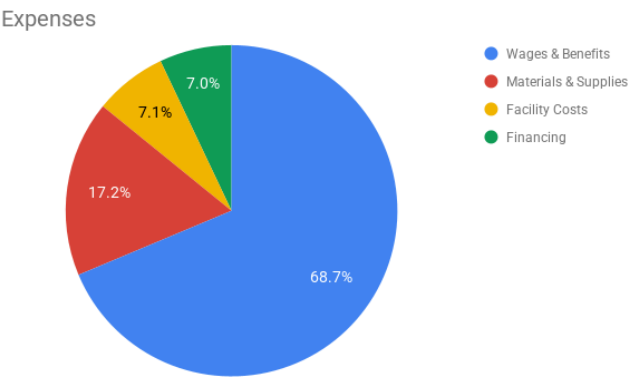


Table 2: PAES Projected Expenditures for 2025-2026



BUDGET				
Year: 2025-2026				
	Revenue			Expenses
Tuition Fees	\$4,210,630		Wages & Benefits	\$4,932,239
Government Funding	\$3,437,537		Materials & Supplies	\$1,234,476
Other	\$85,000		Facility Costs	\$509,608
Total	\$7,733,167		Financing	\$505,595
			Total	\$7,181,919