

Edison School 2021 Five Year Education Plan

Accountability Statement

The Education Plan for Edison School commencing May 31, 2021, was prepared under the direction of the Board/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 Education Plan for five years on May 25, 2021.

Time Frame

Edison School has developed this Education Plan for a **five-year term** consistent with the strategic purpose of this plan. Edison School will review this plan regularly, and will adjust the plan in light of our latest results from provincial and local measures and based on what we learn from the implementation of this plan.

This Education Plan shall be updated and published **annually** and will reflect any adjustments made to the priorities, outcomes, measures, strategies and plan implementation.



Structure

This Education Plan will include outcomes, performance measures, strategies, an implementation and monitoring plan, and shall address local goals and system priorities.

Edison School is accountable for assuring the quality of education for its students, and for providing assurance to our local stakeholders and the public that we are fulfilling our responsibilities and that our students are successful.

This Education Plan aims to establish a system of accountability for results that encompasses our entire school. This Education Plan further interprets and reports on results to our parents, students, and the Department of Education, as well as the public, in a manner as prescribed by the Minister of Education as part of assuring transparency.

Edison School will use the results from this report to improve the quality and effectiveness of the programs provided to our students to improve student learning and achievement.

Aligned with the overall basis for this Assurance Framework, this Education Plan aims to strike a broader and more balanced approach to accountability with the goal of enhancing public assurance. In the spirit of enhancing public trust and confidence that the education system is meeting the needs of students and enabling the students to be successful, this Education Plan outlines key guiding principles, domains and processes.



Outcomes

Edison School recognizes that each and every student has unique learning needs, and with this in mind, one of our greatest endeavors is to foster equitable and inclusive learning environments to support and empower each individual learner throughout their educational journeys.

While schools are multifaceted organizations, this Education Plan organizes Edison School's desired future goals into five assurance domains including student growth and achievement, teaching and leading, learning supports, governance, and local and societal context.

Student Growth and Achievement

Having consistently been at the forefront of our planning and decision making, Edison School continues to believe that students should receive ongoing assessment feedback to provide opportunities to reflect continuously on their progress and to identify strengths and weaknesses as well as inform the development of new learning goals.

Edison School remains committed to student achievement of the prescribed provincial learning outcomes, with a continued focus on developing and demonstrating student strength in literacy and numeracy.

While Edison School specializes in academic and character development, it has long been our belief that students should be exposed to a wide variety of activities and exercise opportunities to develop a healthy and balanced lifestyle.

Our strong academic focus must strike a balance with our mission to provide our students with knowledge and understanding of real world skills and contexts in order for them to grow into happy, healthy and confident contributing members of society.

By providing our students with foundational knowledge of First Nations, Métis and Inuit experiences, it is our hope to advance reconciliation.

It is of the utmost importance that our students develop an understanding and respect for the uniqueness of all learners, and receive substantial opportunities to develop the skills necessary to work with a diverse group of people.

Teaching and Leading

Edison School's teachers and school learners should be equipped with the skills and competencies required to address the unique learning needs, interests, and cultural, societal and economic circumstances of all members of our community.

Edison School teachers and leaders should continually improve their professional practice through a combination of collaborative engagement and individually driven growth, coupled with supervision and evaluation.

This Education Plan aims to support collaboration amongst teachers, leaders, students and their families, in conjunction with other professionals to optimize the learning experience for our students and our working professional staff.

All teachers and school leaders shall be accountable to a heightened standard of professional practice and conduct in conformity with the regulating authorities as well as Edison School's code of conduct.

Teachers and school leaders shall engage in ongoing professional learning and university education programs to prepare them to meet the standards for professional practice.

Teachers and school leaders will use a wide range of data arising from their practice to inform and drive cycles of evidence based continuous learning and growth.



Learning Supports

Providing a safe, welcoming, caring and respectful learning environment for all of our community members continues to be a pivotal driving force behind Edison School's decision making. This goal entails adapting the various learning environments as necessary to meet learner needs, with an emphasis on creating a sense of belonging and high expectations for all.

Working together as a team, Edison School strives to create a shared understanding of what an inclusive education system will look like and how we can continually strive to reach this goal. In furtherance of this imperative, students and families alike need to work alongside education partners to support their learning.

Edison School aims to further develop out infrastructure to better support learning and meet the needs of Alberta's students and their families, staff and communities.

Governance

In order to reach our shared vision for student success, school leaders shall engage students and their families, staff and community members in the creation and implementation of an expanded vision of what student success can look like and how we can all, working together, contribute to the achievement of this shared vision.



To further governance, clear and accurate communication regarding roles and responsibilities of each educational partner must be articulated to all members of our community, and should aim to provide clarity regarding our legislation, policy and regulation considerations.

Fiscal resources shall be allocated and managed in a manner consistent with the interests of ensuring student success, and in alignment with system goals and priorities in accordance with all statutory, regulatory and disclosure requirements.

Consistent with our approach over the past twenty-eight years, Edison School's curriculum aims to continue to be relevant, clearly articulated, and designed for implementation within the local context of our school.

School leaders shall employ a continuous cycle of evidence-based improvement to inform our ongoing planning, prioritization and capacity development.

This continuous improvement cycle will work within and across all domains using a variety of approaches and improvements such as exploring relevant data and identifying issues to learn what is happening within our classrooms, school and community. This relevant data and issue identification will

then be used to develop potentially successful strategies to address learner-centered problems and challenges, and to develop a concrete action plan. The action plan will then be consulted on a regular basis, day to day, week to week, or even month to month depending on the challenge being addressed, and adjustments will be made to the action plan to ensure successful execution. Following these stages of the continuous improvement cycle, we will evaluate the impact of our plan to determine if our planned strategies had the desired outcome, and to guide us on what to do following the success or failure of an implemented plan.



Local and Societal Context

Edison School's primary goal here is to anticipate the local and societal needs and circumstances so that we might respond with flexibility and understanding. Our school operates in an ever changing complex and diverse geographical area, with community members from all around the world who might respond differently to current events. By creating a flexible and understanding atmosphere, we aim to promote a positive and accepting environment that will support and empower all of our community members as they navigate through the changes and challenges that accompany their growing process.

Performance Measures

Through the consistent use of evidence from a variety of sources, Edison School ensures responsive and transparent decision making. Our goal is to broaden the reach of our performance measures to get

feedback, opinions, and growth recommendations from all stakeholders in our community including, but not limited to, students, parents, teachers, school leaders, the board of directors, and those professionals who engage with and interact with our community members.



The following performance measures will enable our school to achieve the outcomes articulated above using the strategies set forth below. These performance measures are reflective of what we expect to see in the short, medium and long term to inform us of the effectiveness of our strategies and the progress being made. These measures should provide us with useful data to determine the impact of our various strategies using a combination of provincial and locally obtained information.

Student Growth and Achievement

To measure the effectiveness of our strategies to ensure that students receive ongoing assessment feedback to provide opportunities to reflect continuously on their progress and to identify strengths and weaknesses as well as inform the development of new learning goals, school leaders will conduct bimonthly reviews of teacher gradebooks, homework assignments, and student feedback on a rotating schedule which prioritizes new teachers while still ensuring that all of our teachers receive feedback at least twice a year.

To measure the effectiveness of our strategies aimed at ensuring student achievement of the prescribed provincial learning outcomes along with the focus on developing student strength in literacy and numeracy, we will review our student results on all provincial examinations as well as conducting

extensive curriculum audits to ensure our delivery aligns with the standards set by Alberta Education and the legislative authorities.

In particular, Edison has placed greater emphasis on reading and math as they are a basis for foundational development across other subjects. In the elementary, grades K-6, we will review the Alberta Education document highlighting basic math facts and appropriate grade levels, and checking to see that the Edison students are attaining these benchmarks. Annually, the Canadian test of basic skills (CPTS), as well as the Alberta Provincial Achievement Tests, are given in both mathematics and reading which will allow us to have an additional measure to gauge Edison student achievement. Teachers concerned with individual student reading levels will have a GORT-5 (Gray Oral Reading Test – 5th edition) administered by a certified and experienced teacher, who will then provide weaker students with supplemental materials for use both in school and at home. It is our expectation and hope that better engaging parental stakeholders in the remedial measures taken by this supplemental reading program will result in a faster closing of the gap between student performance and expectations, and in turn will result in more confident readers. These students will also be referred to professionals in any cases where learning or developmental delays may be impacting their capabilities.



For junior and senior high, we will be using standardized reading comprehension assessments, the Alberta Provincial Achievement Tests, and the CTBS to constantly reassess how the students are performing. Similar to our strategy for our younger students, those concerns raised by teachers will be

addressed by an experienced certified teacher who will use the GORT-5 in combination with other assessments to create an individualized learning plan to improve student performance and confidence.

Edison School is hiring a Physical Education specialist to review and improve upon student opportunities and exposure to a wide variety of activities and exercises aimed at promoting and developing healthy and balanced lifestyles. This specialist will also seek stakeholder input to better understand the lifestyles and health related goals of our students and staff alike. This information will be critical for us to understand the appropriateness of our goals and strategies in this area, and to ensure that these goals and strategies are reflective of the values of our diverse community.

In order to measure the impact of our strategies aimed at developing and promoting a knowledge and understanding of real world skills and contexts, our school leaders will seek input from our past graduates to better understand the challenges they faced after graduation and what skills would have better enabled them to be successful through these challenges.

To measure the performance of our strategies aimed at developing student understanding and respect for the uniqueness of all learners, and for them to receive substantial opportunities to develop these skills necessary for working with a diverse group of people, Edison School leaders will consult with the mentors of our mentorship program to better understand the social considerations of the various generations of our students.





Teaching and Leading

To measure the impact of our strategies aimed at providing Edison School's teachers and school learners with the skills and competencies required to address the unique learning needs, interests, and cultural, societal and economic circumstances of all members of our community, information will be obtained through confidential in person meetings as well as solicited email feedback from the teachers and support staff.

In order to ensure continual improvement in our professionals' practice through a combination of collaborative engagement and individually driven growth, coupled with supervision and evaluation, all teachers will continue to have their personal and professional growth plans analyzed directly by our school principal, who will then work with the other school leaders to create time as well as budget accordingly, to ensure that ample growth opportunities are not only available but are expanded upon and utilized to a full extent.



Holding all teachers and school leaders accountable to the heightened standards of professional practice and conduct outlined by the regulating authorities and our school code of conduct will aid us in creating a welcoming and relaxed atmosphere where all community members can enjoy the consistency of a collaborative and productive environment. Violations and infractions of these codes of conduct will be addressed directly with our school principal, who will then record the results of these meetings to better inform school leaders about why these violations occur and how we might better design the code of conduct in a way to not only incentivize compliance but help community members feel proud of themselves and their school.

Learning Supports

One of the most powerful pieces of evidence that we will use to measure our performance in providing a safe, welcoming, caring and respectful learning environment for all of our community members is the Alberta Education survey responses. These surveys are conducted in such a way as to ensure that responses are accurate and meaningful, so they have always provided us with excellent opportunities for growth and improvement in this important endeavor.

By conducting grade level and subject matter meetings, our administration team is able to give teachers an opportunity to share what they know, discuss what they want to learn, and to strategize as a group to create a stronger shared understanding of what an inclusive education system will look like and how we can continually strive to reach this goal. To measure our performance in this area, meeting notes will be organized and analyzed to better understand which issues seem to be consistent or frequent across various grade levels or subject matters.

To understand the impact that our building renovations and additions have on supporting learning and meeting the needs of our students and families, we will seek stakeholder feedback on what worked well, what came short of our desired impact, and what we should consider for future additions and renovations. This process will also involve consulting with the engineers, architects and contractors who completed our past projects as well as those planning our future projects.



Governance

To monitor the effectiveness of our student, family, staff, and community engagement in the creation and implementation of an expanded vision of what student success can look like and how we can all, working together, contribute to the achievement of this shared vision, we will examine the results of the Alberta Education surveys as well as anecdotal evidence gathered by all school leaders through our community outreach phone calls as well as our chance encounters with various community members around our campus.

We will conduct in house surveys of our teaching staff to ensure that we have successful given clear and accurate communications regarding the roles and responsibilities of each educational partner. Further evidence of our performance in this regard will be the frequency of community member communications sent to the wrong person or sent to several with an explanation that they weren't sure who to contact for help in a particular matter.

Fiscal resource efficiency will be determined by reviewing our budgets over the past several years to inform our understanding of where funding is typically spent, and then this information will be

presented to the board of directors along with explanations on where we can become more efficient and where we anticipate needing to allocate additional funding to achieve our goals.

Determining the success of our curriculum goals will be largely driven based on information found by our principal during her curriculum and gradebook audits with individual teachers and grade/subject groups to ensure that our curriculum is relevant, clearly articulated, and designed for implementation within the context of our school.



To improve upon and better understand the impact of our continuous cycle of evidence-based improvement, we will encourage participants to be persistently attentive in gathering ongoing, triangulated evidence to inform our next steps in the cycle. Effective engagement processes that rely on education partners to work together are essential to bring about positive change, and with this in mind, our school leaders will expend greater efforts to help all partners recognize that the nature and extent of their engagement will vary according to the various needs of participants. Understanding how people feel they contribute to this process will be critical to empowering them to take ownership over school improvement. We will gather evidence by meeting with representatives from all community stakeholders and get their feedback on how the school improvement cycle has been performing and areas they think deserve greater attention. In this regard, school leaders will reflect on their learning to further develop our capacity in school improvement as well as community assurance. Because of the dynamic nature of providing assurance, this opportunity for reflection will occur on a weekly basis during our administration meetings.

Local and Societal Context

While the school community faces constant challenges and changes, more so now than previous years, the review of our effectiveness in anticipating the local and societal needs and circumstances and our success in responding to these needs in a flexible and understanding manner will primarily occur during our summer meetings where we review the past year and plan for the following year. During the summer are ample opportunities to take a step back from the day to day operations and reflect on what might have been done differently and plan how to provide ourselves with the time to better respond to future community needs. The notes from these summer review meetings will be organized and reviewed at critical stages of each school year to circumvent the possibility of good strategies falling by the wayside during busy times of year.

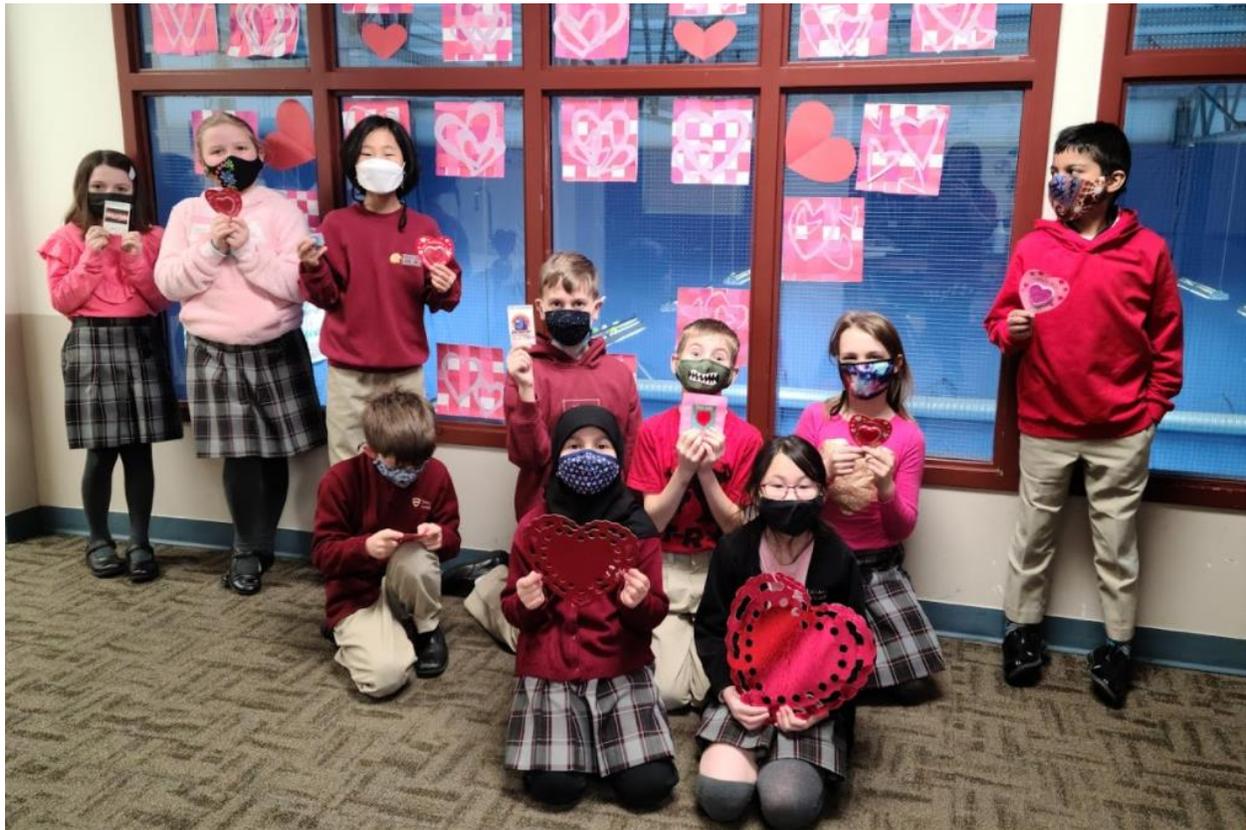


Strategies and Implementation/Monitoring Plan

Edison School is committed to building professional capacity and continually striving for improvement. The strategies contained in this Education Plan aim to reflect local and societal contexts in order to enable innovative and flexible responses in our classrooms, our school, and our greater community.

This Education plan outlines our strategies as well as our plan for implementation for our upcoming school year. Important considerations include which resources are needed for implementation, who will be responsible for leading and implementing these strategies, which professional development and

learning is required for successful execution, and what processes must be established to monitor our progress and make adjustments.



Student Growth and Achievement

Edison has maintained our enriched mathematics and language arts programs with a continued emphasis on mental math, vocabulary, comprehension and fluency. Exposing the children to a wide range of activities intended to improve upon their presentational skills has the added benefit of improving their self-confidence. When children feel confident in their abilities and understanding of their human nature, they are able to maintain relaxed alertness during exam preparation and within the actual testing environment. Meeting all of the curricular standards set out in the Alberta Program of Studies and providing additional access to a variety of skilled and educated teachers ensures the success of our students. Over the past five years, the administration team has educated our teaching staff on prevalent mental health and anxiety disorders, which has led to increased awareness within the classrooms and faster intervention when necessary. Utilizing the experience of our school principal has greatly benefited the families of struggling students in finding effective strategies for the home and classroom.

The internal audit of our curriculum has been a tremendous tool for the improvement of the overall quality of the basic education offered at Edison. While the academic focus of our school remains, the education of our students in a wider range of skills is of the utmost importance. By exposing the children to as many experiences as possible through guest speakers and field trips, we aim to assist them in making more informed decisions about what they want to do with their lives after high school.

Edison is proud of our continued success on diploma examinations. Our primary strategy continues to be providing our high school teachers with adequate training on how diploma subjects are evaluated and then leaving the preparation to their discretion. When these teachers request additional time for exam prep, the rest of the school is flexible and supportive wherever possible. With 100% of students achieving the acceptable standard or above, we intend to continue operations as usual.



The many Advanced Placement options offered to students in our high school provides an excellent opportunity to develop the student skills necessary for diploma exam success and further allows AP teachers to invest time into general exam writing strategy. These classes are one of our strongest strategies for diploma examination preparation and the success of our students in university is evidence of the program effectiveness.

Students at the end of junior high and beginning of senior high participate in mentorship classes where they learn about communication, presentation and other life skills. Students have expressed an interest in these social skills and have enjoyed learning about the wide variety of situations where they might employ them. These mentorship classes have expanded to include more time spent learning about how to learn, as opposed to the traditional school approach of learning what to learn. Involving and empowering our junior and senior high students in learning about their brains will not only aid them in future endeavors but will better strengthen their understanding that different people learn in different ways, and in doing so will promote their communication skills as well as general acceptance of their peers.

Our revamped music program, led by our specialist from the Royal Conservatory of Music, has revolutionized our singing curriculum as well as introduced a variety of musical instruments. Additionally, we have implemented five more CTS streams and added extra classes in; public speaking, computer design, acrylic painting, knitting, and photography. The high school students worked with the local seniors centre in an Opening Minds Through Art program which is a Scripps integrational art program for people with dementia that is aimed at promoting their social engagement, autonomy, and dignity through the experience of creating self-expression. Our upper-level science teachers have been awarded large grants to conduct massive research and experimental designs in the area of environmentally friendly solutions to modern societal difficulties including renewable energy and the

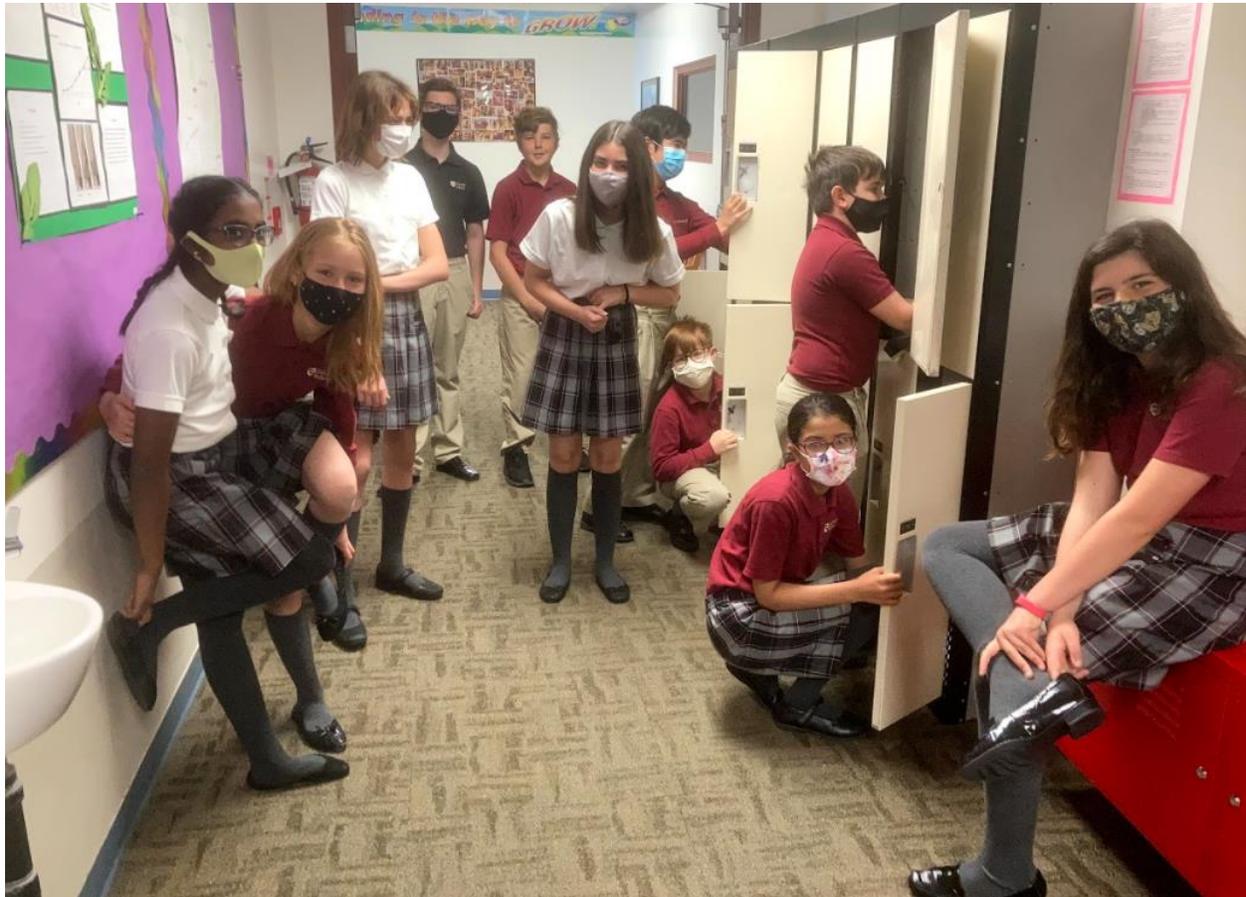
cleaning of air. Edison is proud to offer the largest range of extra curricular activities in the history of the school.

Teaching and Leading

Teachers continue their own education by attending the most pertinent seminars, which help connect current research to their classroom practices. Following up on teachers' personal and professional growth plans will allow the school to determine if this strategy has been successful. Providing students with teachers who role model lifelong learning and striving for personal growth enables students to take accountability for their own learning and encourages them to take academic risks and set audacious goals.



Heads of school researched life practices that can benefit the happiness and efficiency of students and teachers (including eating, sleeping, reading, exercise, etc.). Special discussions surrounding these practices have occurred regularly with groups of students and teachers throughout the school. In addition to this, a more formal mentorship program has been developed and introduced, not only for students but for new teachers as well. This individual mentorship program is for struggling students to include academic tutoring (beyond the existing programs we offer) as well as life coaching which may involve scheduling assistance or goal setting. For teachers, this mentorship is accomplished by partnering new teaching staff with our long time teachers who can explain not only how we do things at Edison, but why we value those things and what impact they have on our community.



Exposing children to a wide variety of programs is just one part of our strategy, the second key component is exposing them to multifaceted role models. The grade level curriculum meetings have proven to be an excellent opportunity for teachers to share what they know and discuss what they would like to learn more about. Individual areas of interest are encouraged and celebrated so that each member of the teaching team feels valued. To monitor the success of this strategy, teachers will be consulted on upcoming teaching positions to ensure that staff are satisfied and passionate about the topics they will teach.

Learning Supports

The universal expectations for 'basic math facts' established by our math department assists incoming families with preparation at home to ensure a more confident and successful start to their children's

academic journeys at Edison. Because our advanced math curriculum does not permit the students to use calculators before high school, it is essential that students are both confident and competent when using mental math. Tutorials are readily available for students. Student perceptual data will be gathered after each reporting period to determine if the students felt that staff were readily available for additional academic support.



Students will be educated beyond the curricular requirements to develop planning and perseverance in order to complete their educational programs. Parental perceptions will be gathered throughout the year to determine if they feel that their child has a good understanding of university applications and program requirements.

Our mentorship program is an effective strategy for ensuring success through high school because students are given meaningful opportunities to discuss and share what they know about university as well as what they would like to learn more about. The effectiveness of this strategy is apparent based on student feedback that these classes reduce the stress surrounding university applications as well as the process of researching various programs and schools.

We have encouraged and supported our students in applying for early acceptance to their desired programs. While not all students have decided what they want to do post-graduation, these discussions help our administration recommend universities where we believe our students will thrive. Our AP programs have proven time and time again to be an extremely valuable asset during the application process and, in our experience, students with these AP credits are successful when applying for early acceptance.

Students are provided with career counseling opportunities throughout high school. University representatives will visit the school and speak to the students about the process of further education and where to get started. Each student will be met with individually to ensure a plan for success is developed and executed. This stage will be emphasized for the grade twelve students. Administration will compile a checklist twice a year to monitor the implementation of this strategy for each and every student. Although this strategy has been implemented in previous years, Edison has now placed a greater emphasis on its implementation and has increased the frequency of these meetings to ensure

that deadlines are met and to mitigate student stress over the application process. Teachers, students and parents will be involved throughout the process.



Governance

Our administration team conducted our second thorough review of all curriculum for our elementary grades to ensure that the delivery of curriculum was meeting the Edison expectations. This review was well documented, and the procedure put in place last year for a curriculum audit to occur every few years was reviewed and updated based on our findings. We believe that this strategy will, over time, lead to increased student performance on provincial exams as well as more well-rounded students. Based on the great utility of our previous curriculum audit, the head of Lower School has hosted curriculum seminars for each grade level of staff to learn about how their curriculum goals connect with the surrounding grades. This strategy is intended to reduce feelings of disconnection between certain grades and to promote staff communication. The increased emphasis on engaging parents to bolster basic math literacy at home will continue to be a primary strategy to free up time in class to address the more complex requirements of our enhanced math program.

Parents will be reminded to respond to the Alberta Education surveys by mention in the weekly Edison newsletter. All teaching staff will be reminded to complete the survey in a timely manner to provide a more accurate assessment of the state of Edison School. Administration will meet with as many parents as possible to discuss areas where they feel that the school can improve upon in order to further develop and promote behaviors to make the students more successful outside of school.

Administrators work collaboratively with teachers to help them achieve their ideal professional level and upon reaching their goals to define new goals for further improvement. Supervision is conducted in a variety of ways to help teachers feel empowered in their growth. Teacher perceptual data will be collected in the form of anonymous surveys to ensure that they feel supported and valued by the team. If survey results show that the staff do not feel safe and welcome in the work environment, this strategy will be revisited and redesigned in its implementation.



The board of directors reviews school policies on an ongoing basis and the administration of Edison School prides itself on adhering to all Alberta Education guidelines and makes every effort to stay up to date. Teachers are encouraged to stay up to date with the programs of studies, researching new curriculum, and always improving on the quality of their classroom delivery. Through open and honest communication with parents, teachers and students relational trust is developed to enable all people to feel safe and confident to contribute ideas and energy to the future planning of the school. The success of this strategy will be apparent if school parents, teachers and students frequently visit the office to contribute ideas. While our COVID policies have prevented such visits, this strategy is being monitored based on parent phone calls with a similar intent. Teachers are encouraged to actively involve parents in the learning processes of their children. Administration consults with parents when implementing new structures and policies and current research is brought to discussions and factored into decision making and problem solving.

Local and Societal Context

To improve upon our greater community understanding of our school values and purpose, we modified a portion of our school tours for prospective families to include more information about our school's founding values and our efforts to instill characteristics of citizenship in our students from kindergarten all the way through graduation. We believe this extra emphasis on these values will cause more discussions at home and provide families a stronger framework to connect school experiences to long term character development goals.



As educators, we are preparing our students to participate in an ever-changing society. We believe that equipping them with a mentality of civic mindedness and a growth mindset will enable them to be not only successful but also happy. Implementing the cohesive development of civic mindedness throughout the school is a key way for us to achieve this goal. Guest speakers and staff have spoken to students about the benefits and importance of contributing to your community and to those around you. Topics such as arriving to meetings on time and not using a cell phone while speaking to someone are important for students of the current generations we see in our school as their lives have been heavily influenced by technology and immediate gratification. Through meaningful conversations and exercises,

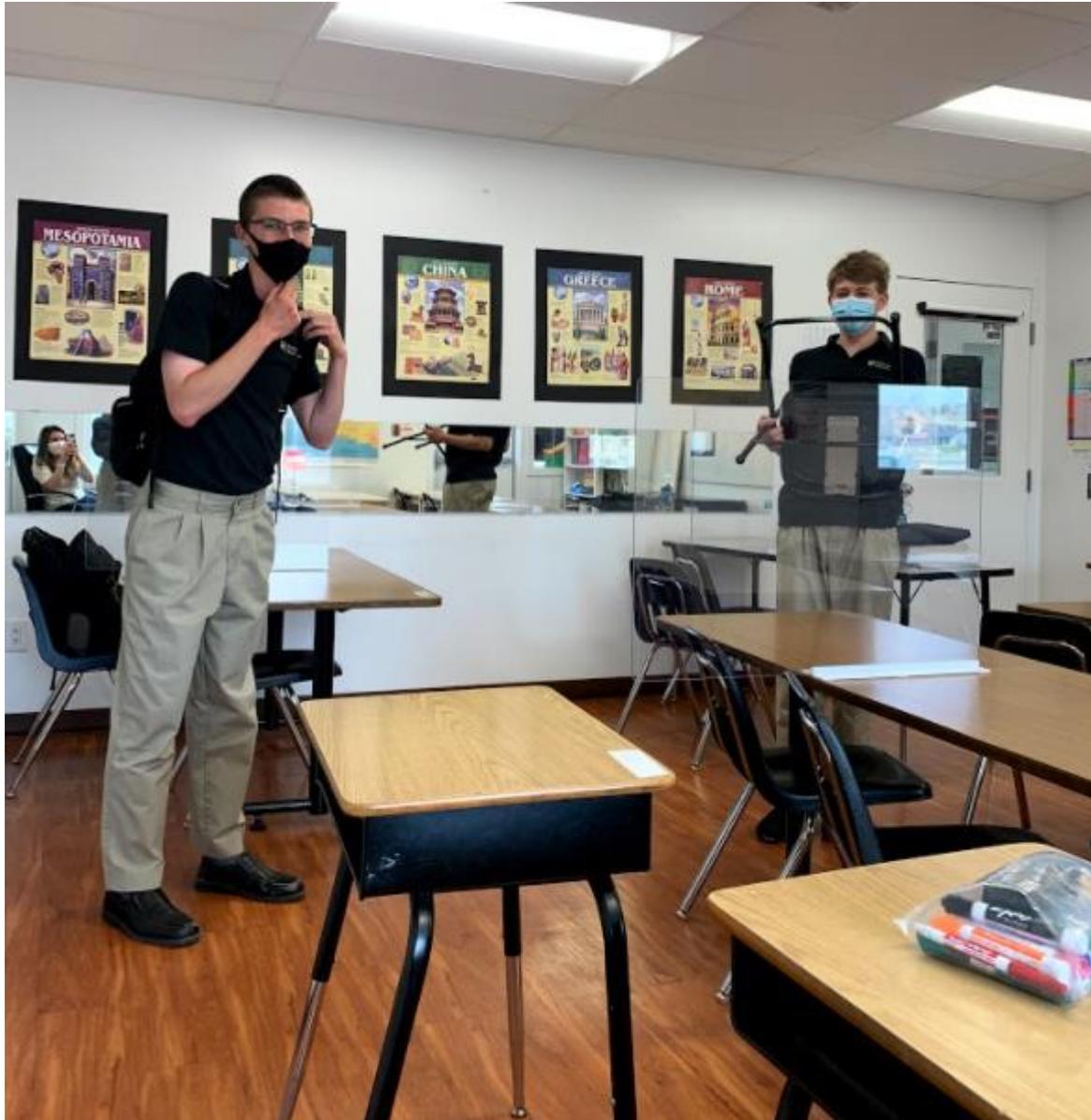
the students learn that some things in life require large amounts of work over very long periods of time before coming to fruition. Developing students' understanding of the difference between gratification and fulfillment is essential to protect their future relationships and career satisfaction.



Beginning in Kindergarten, students learn about First Nations communities around Canada and enjoy discovery based learning through FNMI stories and legends. The importance of storytelling is especially emphasized as students learn how various cultures preserve their foundational beliefs. The teachers have arranged many guest speakers and field trips for the students to learn about FNMI history and perspectives in the various parts of Canada. Our teachers engage students in a wide variety of art classes where the children are able to learn about and create projects using techniques utilized in the creation of historical FNMI pieces of art. Students learn about how other cultures view education in different ways and spend time learning about how FNMI people view the education of children in a more holistic manner and how this can provide valuable learning experiences and character development. As we aim to improve upon our education of FNMI perspectives and history, we have provided our teachers with additional resources to implement more opportunities to experience FNMI culture throughout the school year. Many of our teachers are passionate and eager to share their knowledge about both the history and the current perspectives of FNMI people on local and global current affairs.

To meet the changing skills and interests of our community members, Edison added additional sports teams and activities including netball and cricket. Students are offered a wide variety of additional art projects and have greatly enjoyed participating in the creation of works of art in historical FNMI styles. Additionally, students are offered a wide range of computer programming classes including Java and two advanced placement computer science classes. While Edison remains true to our founding values,

the society we are preparing students for is ever changing. We believe that a combination of our traditional teaching styles with a cutting-edge computer science program will enable our students to be successful in the modern world. We have consulted with several experts in the field of computer science and continue to develop a curriculum aligned with current university standards in this area.



Results Analysis

This Education Plan provides a structure for Edison School to ensure that what is measured and reported is consistent with the best interests of student growth and achievement, and the goals of education in the province of Alberta.

Using the most recent measure results reflected in our Edison School 2020 Combined 3 Year Education Plan and AERR, the data on student success across the various outcomes utilized by Alberta Education

was reviewed extensively and the above strategies were developed using a combination of the domains highlighted above in conjunction with Edison School's foundational values.

Our key insights from the analysis of our AERR are that our school does an excellent job of creating a safe and caring learning environment for our diverse group of learners, but that we can continue to improve upon offering a wider range of curriculum and celebrating student achievement outside of the academic areas.



While our students typically do very well on the Provincial Achievement Tests, we believe that we can do a better job of reviewing the results from these assessments to inform our practice on aligning what happens in our classrooms with the overall vision of Alberta's education system and what it might become that the Minister of Education has expressed.

In addition to our regular review of student success on Diploma Examinations, Edison recently conducted an extensive review of the entire history of our Advanced Placement program, and we discovered that our school triples the global average in achievement on the AP exams in terms of scoring a 4, or a 5, and obtaining university credit for these classes. With this new information, we will continue to expand upon our AP program and, importantly, we are adding new Pre AP classes to our early senior high grade levels to provide all students, not just those taking APs, with the skills and practice necessary to find success and confidence at the university level.

Another critical insight gained from reviewing the AERR and in developing this Education Plan is that, while the majority of our teachers, parents and students are satisfied that our students model the characteristics of active citizenship, there is still a modest portion who feel that we can improve in this

regard. Character and citizenship are powerful foundational values of Edison School, and we will strive to work with all of our community members to learn how they feel that we can improve in this area.

A final takeaway from the review of past results was that over ten percent of our community feels that students don't always demonstrate the knowledge, skills and attitudes necessary for lifelong learning. This was an important reminder to us that, although we have worked steadily at improving this over the last decade, our stakeholders' ideas of what these skills, attitudes and knowledge entail is ever changing, and we must be vigilant in our efforts to understand what they value and to implement these values on an ongoing basis.



Strategic Priorities

Edison School is committed to demonstrate fiscal responsibility and effective stewardship of resources in supporting system and student outcomes.

Strategic priorities for Edison School aim to strike a balance between delivering our established curriculum aligned with our foundational values while adapting and adjusting to the diverse learners we work with and the changing world our graduates will enter after leaving our school.

Small School Size

Edison has remained true to our belief that the success of our school model depends on maintaining a community size where we are able to know the names of all of our students and factor in their unique family circumstances as well as their cultural values. With this in mind, Edison School continues to keep our promise to our community not to ever expand beyond 300 students. While maintaining this small size creates financial challenges, the school has also kept its promise to never spend any money, whether it be public funds or private tuition payments, on school advertising. It is our belief that parents' hard earned tuition money, as well as the money entrusted to us by the people through public funding, should be spent exclusively on education rather than marketing. Edison continues to gain admissions inquiries and new students through word of mouth, and through the conduct of our students.

Small Class Sizes

Edison is proud to maintain our typical class size of twelve students to a room. Twelve has proven time and time again to be our magic number where we can individualize our curriculum to challenge and support each child, while still maintaining an atmosphere conducive to social development. Our twenty-eight years of experience has shown us that when class sizes go above twelve, academic development can suffer, and when they fall below twelve, the same can be true for social development.

Limited Technology in Classrooms

Edison continues to heavily restrict the use of technology in our classrooms. The reasoning behind this is simple. In our opinion, most children (and adults) are spending far too much time staring at screens. Because of this, we've observed some concerning changes in children over the years regarding their sleep quantity and quality, their conversational skills, their handwriting, their ability to do mental math, and, importantly, their reading style, speed and desire.

While Edison has an advanced computer science curriculum, this begins once the children progress into middle school after we have established a strong educational foundation setting them up for success not only in Edison, but in the great world beyond.



Use of Paper Workbooks

Edison is workbook crazy! In any of our lower grade classrooms there are workbooks galore. Children have actual paper workbooks for their Italic writing, their spelling, their journaling, their early literacy development and, of course, their numeracy development. Students will work their way through a series of eleven early literacy development workbooks before they get to start our vocabulary curriculum

which comes with another series of eleven books. Most grades will go through six books a year just for math. In our experience, children have a real sense of accomplishment when they get to finish a workbook and bring it to the office to request the next level. Students should feel proud of these accomplishments as they take great focus, attention, and dedication.

Advanced Math Curriculum

We love math at Edison School so much that we use an entirely different curriculum from the province. Over the past thirteen years, Edison has noticed a disturbing decline in the average math capabilities of our applicants, with the average student writing our admissions tests falling multiple grade levels below the Albertan expectations. Many of these families are shocked to discover the grade levels of their children because they frequently show us report cards stating that the children are above expectations. We believe that this decline in numeracy is a result of greater reliance on technology in math lessons as well as the use of calculators and a decreased emphasis on memorizing the basic math facts. Another big impact on math progress is the large class sizes that many of our applicants come from, with some students reporting not having access to their teachers in many of their lessons.



Edison utilized the Singapore Math curriculum from kindergarten all the way through grade 8. Starting in grade 9, our students return to the Alberta curriculum where they complete Albertan math 9 and 10C in their grade 9 year. This puts all of our students a year ahead so they can complete the Alberta Math 30-

1 Diploma exam in their grade 11 year. Many of our students will use their grade 12 year to complete calculus or an additional AP class with the extra time this approach provides.

While Singapore Math covers everything required in the Alberta curriculum, it goes far beyond it in terms of how we practice the skills learned. Edison begins the use of homework right away in kindergarten, and students continue to receive homework nearly every week for their entire journey through graduation. This homework provides an excellent opportunity for students to reinforce their understanding at home and for their parents to understand what we are practicing at school so they can connect these lessons to real world experiences of their individual children.



Edison has minimum expectations of basic math facts that should be memorized at each grade level. This means that all children in each grade should be able to recite certain math facts without thinking or counting on their fingers etc. By providing children with a solid foundation in numeracy, and the ability to think in the language of mathematics, we've observed how confident they are as they progress into subjects like physics or chemistry where math skills may be required.

Another critical component of the success of our advanced math curriculum is our avoidance of calculators. It is our belief that calculators completely destroy a child's ability to estimate. Estimation is one of the most critical and useful skills for day to day life, such as estimating if you have enough fuel in the tank to drive somewhere, or enough time to get there, or enough funds in a bank account to use a credit card or make progress on a mortgage. At Edison, we teach our students to use estimation as much as possible because the easiest way to determine if you made a mistake on a math problem is to have a

general idea of what the answer should look like and then check your work if this estimate doesn't match the result.

Full Time Kindergarten

Edison continues to offer a 1,000-hour kindergarten program. All of this extra time allows us to cover much of the Alberta Grade 1 curriculum in kindergarten while still having plenty of time for art, music, languages and exercise.

One of the greatest opportunities this program allows us is to teach each individual learner how to read while they are still in kindergarten. With each student entering grade 1 already reading, we are able to continue along our advanced curriculum with one of the greatest educational milestones already having occurred. This is particularly important for our math curriculum which begins to implement word problems right away in the first grade. These word problems are also crucial for connecting math with relatable situations the children might find themselves in.



Exercise Through Sport and Play

Similar to the Greek philosophy that a healthy body contributes to a healthy mind, at Edison we believe that setting high behavioral and academic expectations in the classroom needs to be rewarded and accompanied with plenty of opportunities for exercise and fun.

Starting in kindergarten and continuing up through the grades, students are given access to two full sized gymnasiums along with an extra runaround space for our youngest students. Each week, all

students will have their regular physical education classes and additional badminton classes. We are an Albertan school, so students are expected to arrive at school with weather appropriate gear so we can go play outside twice everyday even in the snow!

While Edison engages in many different sports and activities, we tend to avoid concussion sports given the modern research on the long term consequences concussions can have on children. Badminton has become a treasured part of our program, and we maintain our incredible decade long championship streak.

Second Languages and Computer Science

Edison offers French and Spanish for all of our students from kindergarten through grade 6. Starting in grade 7, all students will transition from these languages to learn how to code in Java for two years. After that, students have more options in choosing whether they want to continue learning spoken languages or pursue further computer science classes at a higher level.



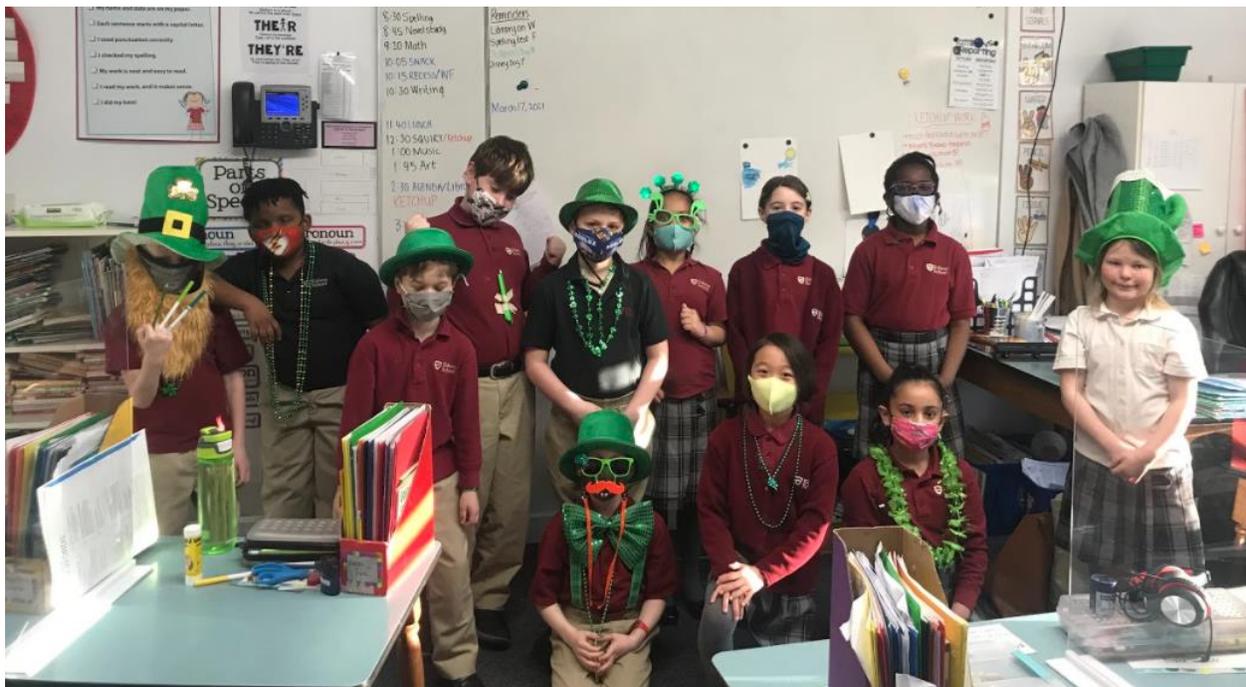
While Edison strives to maintain our solid foundational approach to education, we have developed an amazing computer science program while striking the balance of staying true to our foundational values. This program begins with developing computational thinking in our younger students, and continues all the way into high school where children are given the opportunity to complete two full university level Advanced Placement courses.

The first of these classes is project based where students will be required to put their coding skills to the test. The second is more concept based which will challenge the subject matter understanding of the students. There is no doubt in our minds that computer science is the future, so our school aims to produce people who will be successful and confident moving into this future while still having developed the interpersonal skills necessary to thrive in a social world.

Chess Program

At Edison, we don't just play chess but we actually study it! Research shows that Chess is excellent for developing critical brain functions such as focus and concentration, and for teaching children the important lesson in life to think ahead and change one's behavior for a more desirable outcome.

After studying chess for a few years, Edison students begin to visit the old-folks home in Okotoks to play chess with the seniors there. This is a great opportunity for the students to learn that we are part of a larger community outside of our campus and that they should contribute to that community where they can.



Research

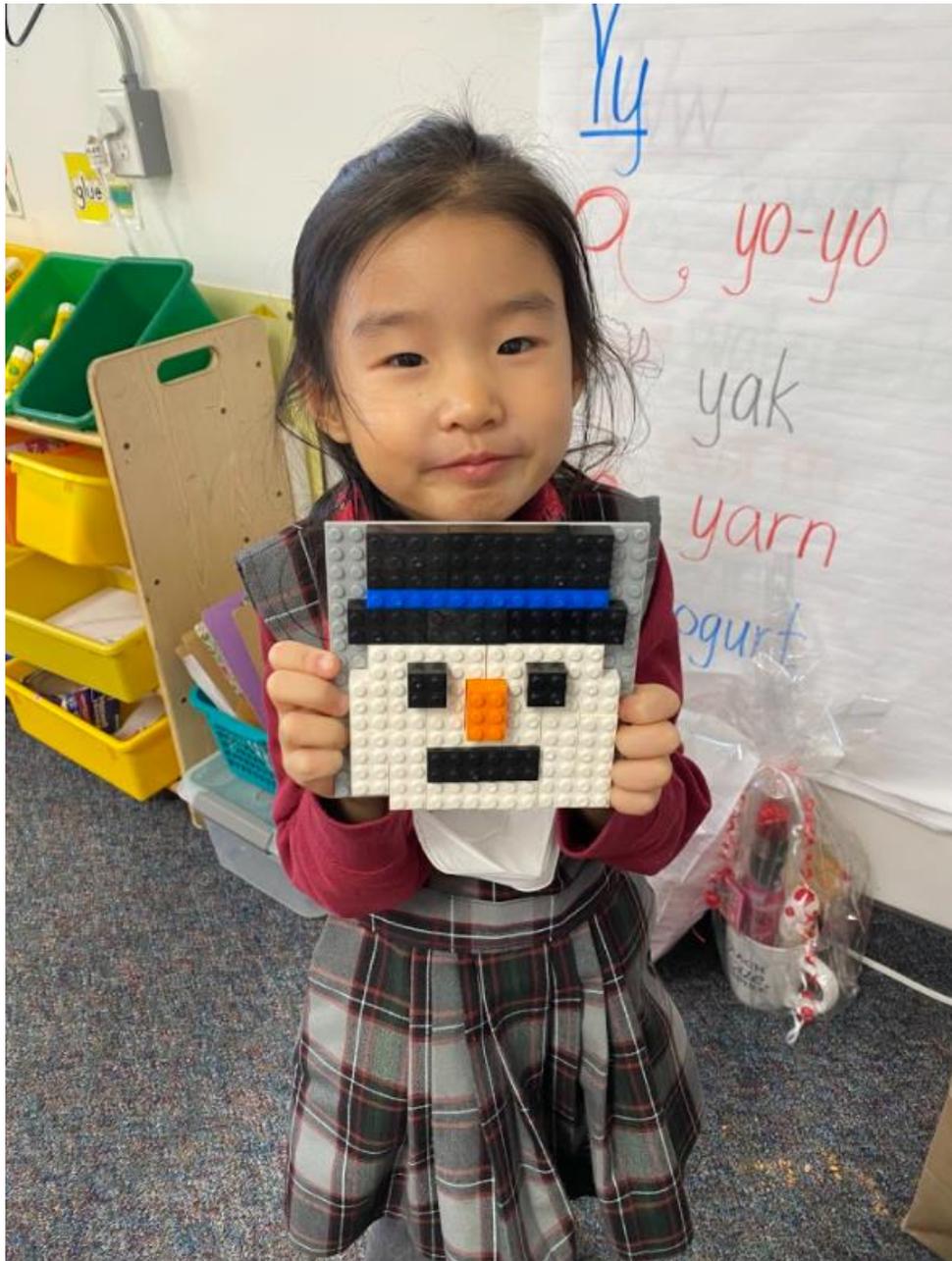
In recent years, the amount of misinformation and disinformation has increased at a disturbing rate. Because of this change, students need to learn how to research things at an earlier age while being aware of where the information is coming from and why the publisher might want to impact their views and beliefs by putting a twist on what they read.

Children engage in plenty of research projects in their regular classes, but Edison continues to engage in our annual science fair where each participant proposes a topic, researches it heavily, writes a paper on it, and designs a presentation for their class. This is an excellent opportunity for children to progress from being curious about something all the way until they are an expert that can answer questions on the topic in front of an audience.

Developing Self-Confidence

One of our great specialties at Edison is developing the self-confidence of our students. We do this in a wide variety of ways, but one of our favourites is poem presentations. Beginning in kindergarten, and continuing all the way into high school, students are required to memorize a poem every few weeks and present that poem to their classmates. Poems start out relatively short for our younger students and quickly progress into extremely challenging recitals for our older students.

Children are not just graded on the accuracy of their memorization for these poems, they are also graded on things like posture, breathing, eye contact, understanding and their ability to capture an audience.



Universities have transitioned into being much more presentation based over the last decade. Many of our graduates report that they have major presentations in nearly every class they attend. While this is clearly a skill universities are looking to see developed in young people, the vast majority of students have a fear of public speaking. Practicing the poem presentations all the way through school, in combination with our other presentations and speaking exercises, creates students that can maintain a relaxed and pleasant demeanor even in stressful speaking situations.

Summary of 2021/22 Budget

<i>Budget Highlights</i>	2021/2022 BUDGET Amount	2021/2022 BUDGET Percentage
REVENUE SUMMARY		
Alberta Government	\$1,438,598	34%
Tuition	\$2,575,712	61%
Rent	\$48,000	1%
Transportation/Other	\$187,726	4%
TOTAL REVENUES	\$4,250,036	100%
EXPENDITURE SUMMARY		
Instruction	\$2,494,000	59%
Administration	\$300,000	7%
Operations & Maintenance	\$1,191,290	28%
Transportation	\$237,000	6%
TOTAL EXPENDITURES	\$4,222,290	100%

Audited Financial Statement Highlights

<i>Audited Financial Statement Highlights</i>	2019/2020 Actual Amount	2019/2020 Actual Percentage
REVENUE SUMMARY		
Alberta Government	\$1,280,846	37%
Tuition	\$1,969,650	58%
Rent	\$24,000	1%
Transportation/Other	\$142,097	4%
TOTAL REVENUES	\$3,416,593	100%
EXPENDITURE SUMMARY		
Instruction	\$2,392,972	73%
Administration	\$267,388	6%
Operations & Maintenance	\$563,811	16%
Transportation	\$152,477	5%
TOTAL EXPENDITURES	\$3,376,648	100%

Stakeholder Engagement

Edison School recognizes that all education partners, each with unique contributions, share responsibility for student growth and achievement. This Education Plan further acknowledges that communication between various stakeholders must be constant throughout the engagement process.

Edison School will facilitate communication and the ongoing engagement of all our education partners through respectful and collaborative action. By regularly engaging and consulting with our education partners by utilizing the full spectrum of public engagement strategies, we aim to inform, consult, involve, collaborate with and empower all stakeholders to inform the development of local priorities and plans.

While stakeholder engagement has been discussed at length in the above sections, a short list of which stakeholders were involved, how they were engaged, how their input informed local priorities, and what subsequent actions were taken based on this input follows.

What Stakeholders Were Involved

Parents, teachers, administrators, board members, and students.

How Stakeholders Were Engaged

Polling, conversations, emails, telephone, meetings and surveys.

How Stakeholder Input Informed Local Priorities

Concerns and causes for celebration were brought to students, parents, teachers and board members on an ongoing basis and this allowed the principal and the board to make informed decisions.

What Subsequent Actions Were Taken based on Stakeholder Input

Curriculum decisions regarding second languages, art, reading, CTS, gardening, landscaping, parking, parking lot traffic design, bus pickup and drop-off locations were all updated and improved based on stakeholder input. Our school uniform for high school was updated based on the input from our student stakeholders and their request for a more modern looking uniform.