



EDISON SCHOOL SOCIETY

2022-2025 Education Plan

Year Three



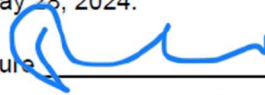
Accountability Statement

The Education Plan for Edison School Society commencing September 2024 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial 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 reviewed and approved the 2024/2025 on May 28, 2024.

Edison School Board Chair, Paule Armeneau

Signature



Date June 6, 2024



Time Frame

This Education Plan is year-3 of a rolling three-year plan, from 2022 to 2025.



Results Analysis and Plan

Edison School's 2023 AERR provided several key insights that have helped to inform this Education Plan as well as feedback from students, teachers and parents. Please note that Performance Measures, Outcomes and Strategies are included in each area within the text.

GOAL ONE: STRONG ACADEMICS

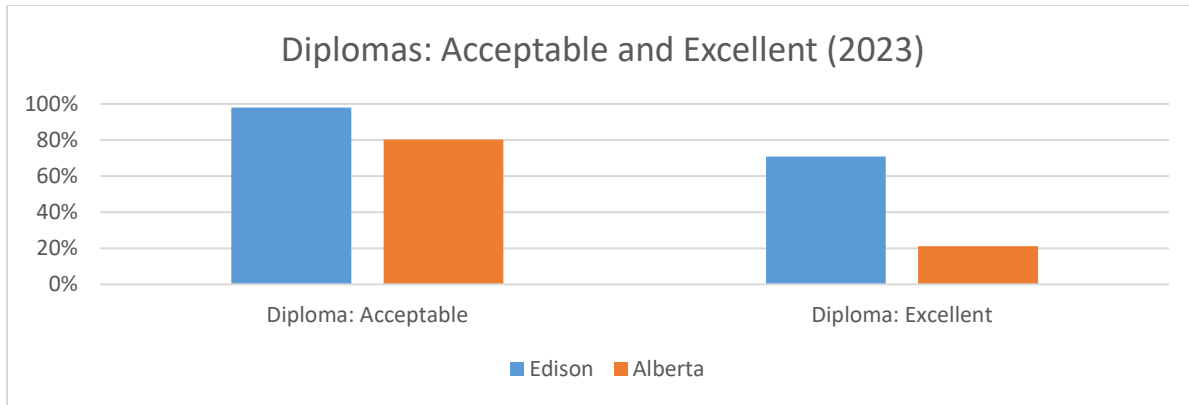
High School Completion Rates

Our 3-year and 5-year average High School Completion rates were 100% in 2022 (2023 N/A). This indicates that we should continue with our current approach to keep students engaged and supported throughout their education.



Diplomas

The many Advanced Placement options offered to students in our high school provide an excellent opportunity to develop the student skills necessary for diploma exam success, and furthermore allow AP teachers an opportunity to help students to develop general exam writing strategies. The program's effectiveness is evidenced by the success of our students in university.



Edison is proud of our continued success on diploma examinations. Compared to 2022, 11% more Edison students scored “excellent” on diplomas, versus 3% more for Alberta overall. We support our high school teachers with adequate training on how diploma subjects are evaluated and then leave 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 maintain our current approach.

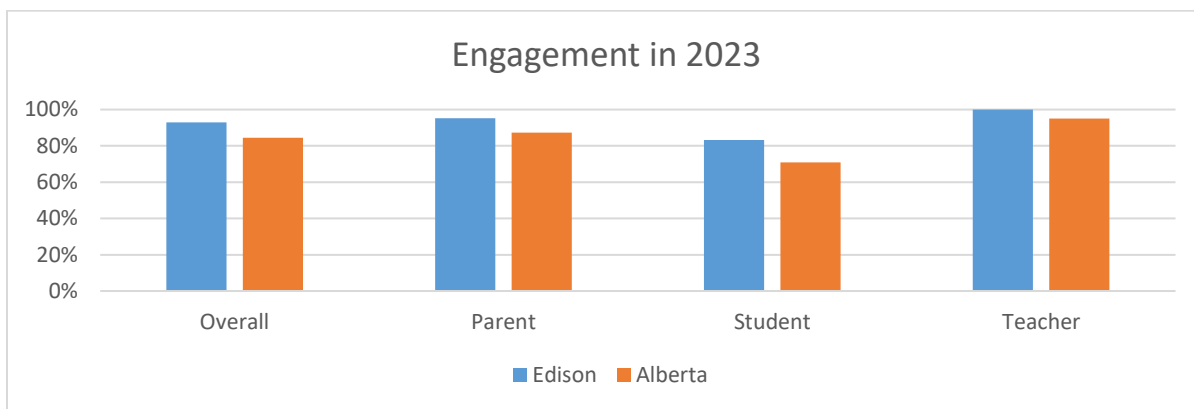
Stakeholder Engagement

In administrative meetings, first we discuss which stakeholders we have met with and what we learned from them. After discussion, we assign the next stage in communications where outreach is done for relevant stakeholder groups, e.g., staff, students, or parents. Additionally, we regularly report these occurrences and our determinations and solutions to the school board.



10 years after implementation at Edison, the advantages of the Singapore math program are continually being realized, as all of the teachers from Kindergarten to grade 8 have become more proficient at delivering the course material, as intended by the publisher. This begins with teachers from Kindergarten to grade 2 using special manipulatives to support the understanding of the number system. By the end of the program, the benefits are evident in the strength of our grade 8 students, who are extremely skilled at algebra – in fact, they meet the Mathematics 10 standard of Alberta.

There are many other ways that Edison engages stakeholders. A math teacher put on two evening presentations for parents to teach them how to use Singapore math modelling. This year, for the first time, teachers of new students in grades 1-12 gave them an orientation prior to school starting, which made their transition to Edison smoother. Both middle and upper school students have entered science Olympics with APEGGA.



Engagement: the percentage of teachers, parents, and students who agree that students are **engaged** in their learning at school.

With every subgroup of stakeholders rating favorably, Edison School is excelling in engagement. We plan to continue our approach to stakeholder engagement to maintain success in this regard.

Teaching & Leading

Improving mental health supports is one of our ongoing goals. We have accessed wraparound supports in inviting local psychologists into our school on a weekly basis through our 'Mental Health in Schools Pilot Program'. We have also invited local psychologists into our school for staff in-services on mental health, which included topics such as mental health literacy and mental health crisis intervention. We are using this to inform our policy and increase staff confidence in dealing with mental health concerns that are reported to them. In addition to this, we have formed partnerships with local organizations such as Rowan House, which is a local agency that offers emergency shelter and domestic violence services. They are guest speakers at our school and address many topics related to our health curriculum.

We have lined up a trainer from McGraw Hill to work with our K-3 language arts teachers to assist them in meeting the new curriculum standards. Next year, a similar seminar will be set up with the grade 4-6 teachers to keep up with the curriculum changes. We have received funding from Alberta Education for this purpose, as well as funding to purchase new textbooks.

We will follow up on teachers' personal and professional growth plans, after which, the school will determine if this strategy has been successful. Providing students with teachers who role model lifelong learning, and encouraging students to strive for personal growth enables them to be accountable for their own learning encourages them to take academic risks and set audacious goals.

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 feedback will be collected by

the administration in one-on-one meetings to ensure that they feel supported and valued by the team. If the administration discovers that any staff do not feel safe and welcome in the work environment, then an action plan will be implemented.

GOAL TWO: INCREASED ATHLETICS

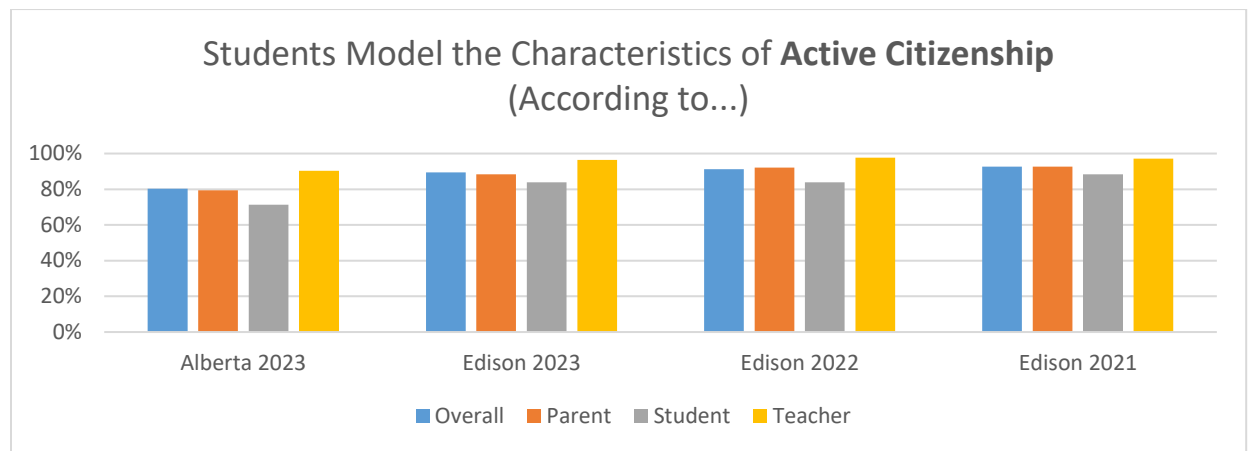
We have been increasing our involvement with athletics at Edison and wish to provide students with a larger variety of experiences. The town of Okotoks has many fields, curling rinks, and baseball diamonds available. Previously, we set the goal of 80% of our students in grades seven through 12 participate in after school sports. We have reached this goal, and are now aiming for 85%; we believe we are on our way to achieving this, in part from the addition of new coaches. We plan to increase interest in athletics by introducing different athletic experiences such as curling, baseball, and handball - while continuing with traditional sports, such as golf, cross country running, volleyball, and badminton. We have started offering after-school netball and we are hopeful that some schools in Calgary will begin offering an annual tournament. Participation in athletic pursuits will help students gain lasting benefits in time management skills, physical and mental health and wellness, confidence, teamwork skills, and, eventually, leadership. Meeting students from other schools will help both our students, and those from other schools, feel like they are part of a larger community.

GOAL THREE: ACTIVE CITIZENSHIP

At Edison, it is important that all of the members of our community feel that they are an integral part of this community. In particular, we want all of the students to feel safe and welcome during the school day. We host community evenings for students in all grades. This year we offered a variety of after school clubs such as science, math, netball, Dungeons and Dragons, and Literature. These clubs were well received, with about a third of students in grades 4 – 9 participating. We attribute this decline of ~5% to the introduction of club size caps, which we had initially thought would be counterbalanced by the introduction of new clubs. The new clubs were not as popular as we predicted. We are removing the club size caps and returning to our more popular club offerings, which we believe will increase participation. Our goal remains at 50% participation in clubs from students in grades 4 – 9. Increased teacher support will also add to the feeling of community, as perceived by students, teachers, and parents.

Student Growth & Achievement

The development of citizenship amongst our students continues to be a focus during non-academic hours. With our students representing the lowest-rating group of stakeholders (84% were satisfied), our overall percentage remains at 90% and we believe that our community supports and shares the core values of our school.



At Edison, part of our mission is to produce citizens that will live fulfilling lives and find meaning in their daily activities. Operating classrooms with high expectations of student behavior and accountability results in our graduates being highly successful in the workforce. With thousands of career options available to young graduates, it can be difficult to provide them with skills directly applicable to their selections. To address this challenge, Edison aims these lessons at skills that will serve our students in many professions, e.g., skills such as communication and persuasive writing.

First Nations, Métis and Inuit Student Success and Education

Data are not available on FNMI and ESL achievement on the PAT, Diplomas and High School Completion rates due to insufficient numbers of these student subpopulations at Edison.



Students throughout the school are educated on FNMI history and culture as well as the FNMI perspectives on current events. 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. Continuing our approach over the last several years, our teachers have engaged 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. For example, we have substantially increased the number of FNMI-related books in our library. 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. In accordance with the new Alberta curriculum, teachers have been introducing FNMI games in physical education. This September, we plan to do a long-form survey of our teachers on whether our FNMI resources and strategies have been effective.



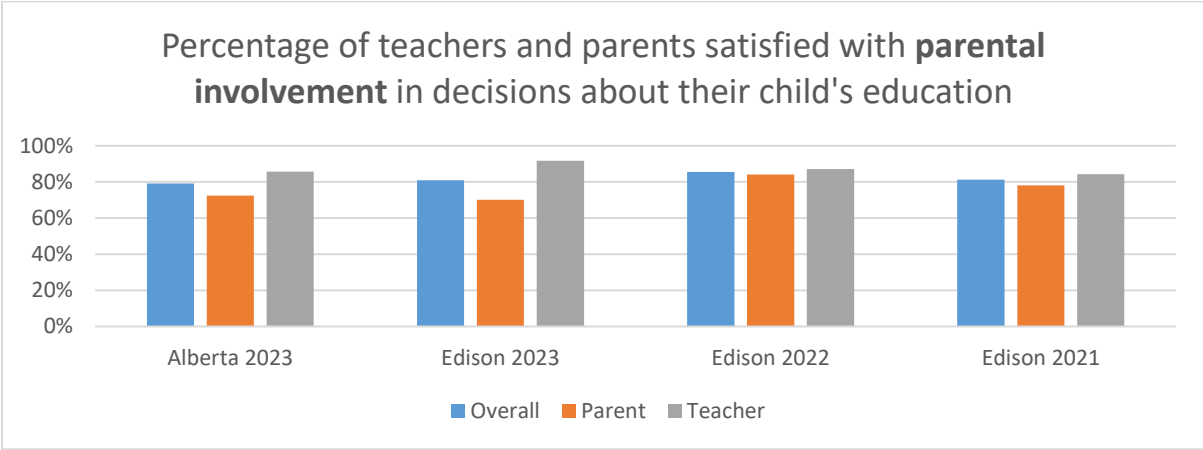
Parental Involvement

The active and frequent involvement of parents within the Edison community is part of what defines us. Parental consultation regarding new programs is essential for the school to monitor the success of its initiatives. Staff are encouraged to communicate with parents each week throughout the school-year.

Perceptual data is collected through both formal meetings and informal discussions with parents. Administration deals with each student issue on an individual level to ensure that parents perceive school investment in their children. The results shown for parents are based both on the mail out survey that Alberta Education sends each January as well as from information parents share with teachers and administrators. Parents are actively involved in the direct education of the students as guest speakers and supervision volunteers as well as academic supporters.

In the first two months of school, we phone all new parents to ask how the school year is going, how their children are developing socially and integrating in the new school environment.

In 2019, we created a Google account for each Grade 8-12 student so parents can access meaningful feedback from teachers in a seasonable manner, as well as up-to-date grades for their children, to remain informed on academic progress.



We are aware that parental satisfaction has declined from 2022 to 2023, primarily for upper elementary parents. In 2024, parental satisfaction regarding parental involvement increased, but teacher satisfaction decreased on this metric. Grade specific data for parental involvement were suppressed in 2024 due to low sample sizes – we believe this accounts for much of the fluctuation we have seen over the last two years. Regardless, overall satisfaction remains acceptable. Parents have been volunteering at the school with reading programs, art classes, and field trips. Our teachers have excellent communication with school parents and carefully consider parents' feedback regarding any concerns raised about their children. As mentioned previously, we will continue to seek feedback from all stakeholders to guide us on how to iteratively improve on parental involvement and other domains.



Welcoming, Caring, Respectful, and Safe

Edison School is doing very well in providing a welcome, caring, respectful, and safe learning environment - as perceived by parents, students, and teachers. We plan to continue our current approach going forward.

[Edison's Safe and Caring Schools Policy](#)

To learn about our policy, please visit this link:

<https://edisonschool.ca/wp-content/uploads/2018/07/Edison-School-Safe-and-Caring-Schools-Policy-2018.pdf>

Budget

[Edison School 2024/2025 Budget](#)

Please visit this link to view the budget:

<https://edisonschool.ca/wp-content/uploads/2024/05/Edison-School-2024-Budget-Report.pdf>

[Timelines and Communication](#)

This document may be accessed at www.edisonschool.ca under the Alberta Education tab.

This document will be announced in the school newsletter on June 12, 2024.