

A young woman with brown hair tied back, wearing a dark blue school sweater over a white collared shirt, is smiling and looking down at a book. She is in a classroom setting. The background is slightly blurred, showing other students and classroom elements.

# EDUCATION PLAN 2023-2026

# Accountability Statement

The Education Plan commencing September 1, 2023 for Aurora School Ltd. was prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this Education Plan for 2023-2026 on May 23, 2023.



Zahida Hirani-Saran, Chair  
Aurora School Ltd. Board of Directors



Ian Gray  
Superintendent

# Education Plan

The Education Plan, as outlined in Alberta Education's [Funding Manual for School Authorities](#), serves as a strategic tool designed to fulfill several important purposes. It provides a structured framework for school authorities to articulate their educational goals, strategies, and outcomes. By clearly defining these elements, the Education Plan helps guide decision-making processes within schools and aligns efforts towards achieving desired educational outcomes. It serves as **a roadmap for school authorities to plan and implement educational initiatives**, ensuring a coherent and effective approach to education delivery.

The Education Plan promotes accountability and transparency within the education system. It requires school authorities to clearly communicate their objectives, initiatives, and resource allocations to various stakeholders, including students, parents, teachers, and the wider community. By doing so, the Education Plan enhances public trust and confidence in the education system, as stakeholders can assess the effectiveness and progress of educational programs and initiatives. Additionally, the Education Plan enables school authorities to demonstrate compliance with provincial guidelines and policies, ensuring that educational resources are used efficiently and effectively to support student learning and success.



This Education Plan is one-half of a cycle of educational assurance. The other half is the Annual Education Results Report, which measures and reports on the success of the Education Plan.

## Message from the Board Chair

It is with great pleasure that I write to express my sincere gratitude and admiration for the achievements of the Aurora Academic Charter School in Edmonton. As Board Chair, I am honoured to acknowledge the remarkable progress and success of our school, which has been made possible by the dedication and hard work of our exceptional educators, staff, students, and parents.

Since our establishment 27 years ago, Aurora Academic Charter School has been steadfast in its commitment to providing an academic education that fosters the development of hard work, knowledge, and diligence necessary for students to become productive members of society. Our mission to empower learning excellence through sequenced instruction in a student-centred environment supported by families is a lived experience in our school community.

I am pleased to report that due to the tireless efforts of our leadership team and the unwavering support of our stakeholders, our school continues to grow, and we anticipate welcoming close to 1,200 students for the upcoming 2023-2024 academic year. This growth is a testament to the dedication of our educators, who have worked diligently to ensure that our students receive a world-class education.

As we celebrate our achievements, I would like to express my deepest gratitude to our teachers, support staff, students, and parents, whose commitment and enthusiasm have been instrumental in driving our success. I also want to thank our Board of Directors, a group of highly dedicated parents and community members who have demonstrated their unwavering commitment to academic education.

Finally, I want to express my gratitude to the Minister and the team at Alberta Education for their ongoing support and guidance. Without their assistance, we would not have been able to accomplish so much in such a short period.

As we look ahead, I am confident that Aurora Academic Charter School will continue to thrive and provide an exceptional educational experience for our students. Once again, thank you to everyone who has contributed to our success, and I look forward to working together to achieve even greater heights.

Sincerely,



Zahida Hirani-Saran

Board Chair

Aurora Academic Charter School

# A Profile of School Authority

The Charter for Aurora School Ltd. was granted on March 8, 1996. Our school first opened on September 9, 1996 serving 280 students from Kindergarten to Grade 8. The original school location was the former Misericordia Hospital Nurses' Residences located in West Edmonton. In September 1997, Aurora School Ltd. extended the educational program to Grade 9. Our Charter was successfully renewed in 2001, 2006, 2011, 2016, and 2021.

In 2007, Aurora Charter School moved to 12245 131 Street in the Sherbrooke community in Edmonton. The Sherbrooke school building is leased from Edmonton Public School Division. In 2015, Aurora Charter School was rebranded and renamed Aurora Academic Charter School (AACS). Commencing the fall of 2022, we opened a high school program, located at 14904 123 Avenue in Edmonton, demarcated as our Parkwest Campus, which housed grade nine and ten students.

In May of 2023, AACS entered to a lease agreement with the Government of Alberta to house students at the site of what was formerly St. Patrick School, at 12050 95A Avenue in the Alberta Avenue community in Edmonton. Students in grades kindergarten through seven will occupy the Sherbrooke location while students in grades eight through twelve will occupy the Alberta Avenue facility.

AACS school employs 65 certificated teachers, two principals, three assistant principals, a superintendent, twelve support staff, a contracted custodial team, a contracted student health support team, and a contracted student school bus service.

The Sherbrooke Campus includes two gymnasiums, one wellness physical training centre (with both cardiovascular and strength training equipment), an Elementary multi-purpose wellness activity centre (Cub Corner), a Foods Lab, a Learning Commons, two experimental science learning laboratories, art facility, and 38 classrooms, all of which contain SMART boards and one-to-one technology devices.

The Alberta Avenue campus includes one gymnasium, one wellness physical training centre (with both cardiovascular and strength training equipment), a Foods Lab, a Learning Commons, four experimental science learning laboratories, and 26 classrooms, all of which contain SMART boards and one-to-one technology devices.

Our Aurora programming is in high demand with just over 3000 Edmonton and area students on the waitlist. The large number of applicants share the Edmonton regional area demand for our unique, innovative, and highly successful academic-focused teaching and learning community at Aurora.

## Vision

The best choice for highly structured and enhanced academics.

## Mission

Empower learning excellence through sequenced instruction in a student-centred environment, supported by families. Instruction is informed by research and delivered in a whole group setting with a focus on academic rigour and mastery.



## Key Insights of Results Analysis

Key insights garnered from the *Alberta Education Accountability Pillar Surveys*, completed by students, parents, and staff are:

- Aurora School's Provincial Achievement Test results consistently exceed the provincial average. This is attributed to factors such as small class sizes, close working relationships with parents, student-centered learning strategies, and direct instruction.
- The school has increased intervention programs in mathematics and ELA (English Language Arts) to provide targeted support to students.
- While citizenship measures for the province slightly declined, Aurora's students reported increased satisfaction rates, particularly in terms of showing respect for each other. However, parents and teachers at Aurora expressed decreased satisfaction in certain areas, such as students following rules and respecting each other.
- Student engagement in learning increased.
- Parent and student satisfaction rates in Aurora's Elementary and Middle Schools are higher than the provincial average. However, parent satisfaction decreased in certain areas, particularly those having children in grades 7-9, highlighting the need for strategies to engage parents and address their concerns.

Aurora Academic Charter School has a strong history of engagement with its stakeholders. To date, all AACCS Board members have been parents of students who have attended the school. As such, they have a deep understanding of the needs of the children and families who make the school a part of their extended community.

Some ways that AACCS engages stakeholders are:

- **Open communication channels:** The school maintains open lines of communication with stakeholders, including parents, students, teachers, and the local community. This is achieved through regular newsletters, emails, phone calls, and face-to-face meetings. The Board holds monthly regular meetings, which are public, as well as an Annual General Meeting each November.
- **Town Hall meetings:** When significant decisions are to be made, or have been made by the Board, Town Hall meetings are held, virtually or in-person. Recent Town Hall meetings included a session about COVID-19 and the addition of a new school facility.
- **Parent involvement:** The school encourages parents to actively participate in their child's education by organizing parent-teacher conferences, workshops, and events. There are also parent committees such as the Audit & Finance Committee, Policy Committee, and School Councils, that act as advisory or regulatory or policy committees that involve parents in decision-making processes.
- **School Council:** The Board maintains compliance with the *School Council Regulation* by providing them with an opportunity to provide advice on the development of the school's vision, mission, and values, as well as its policies, annual education plan and annual results report and budget. The School Council also receives the results for the school from provincial assessments and an interpretation of those results. As the Board publishes all public material online, the school council has free and full access to timely and accurate information of the Board.
- **Student involvement:** Aurora Academic Charter School values student input and engagement. There are numerous student-led activities, clubs, and student councils that provide opportunities for students to express their opinions and contribute to school decisions.
- **Collaborative partnerships:** The school establishes partnerships with local businesses, community organizations, and higher education institutions. For instance, AACCS is a part of The Association of Alberta Public Charter Schools, which advocates for all charter schools in Alberta. AACCS also shares technology services with New Humble Community School and is supporting the Edmonton Classical Academy in finding facility space. AACCS partners with the Enoch Cree Nation, amiskwaciy Academy, Prince Charles School, and Mother Earth Children's Charter School to increase awareness of First Nations, Métis, and Inuit education. Additionally, AACCS has partnered with the Sherbrooke Community League and Block Psychological Services to extend outreach health services to families of the school and the community. AACCS has also partnered with universities and colleges to develop innovative research in education.

- Surveys and feedback mechanisms: Aurora Academic Charter School utilizes surveys or feedback forms to gather input from stakeholders. They may conduct regular surveys to assess satisfaction levels, identify areas for improvement, and gather suggestions for enhancing the educational experience.
- Volunteer programs: The school promotes volunteerism by encouraging stakeholders to contribute their time and expertise. This could involve parents volunteering in classrooms, professionals delivering guest lectures, or community members assisting with school events and projects.
- Social media and online platforms: Aurora Academic Charter School leverages social media channels and online platforms to engage with stakeholders. They may maintain active profiles to share updates, news, and important information, while also responding to comments, questions, and concerns raised by the community.

The local priorities of the school, including the charter goals and objectives, are evidenced in these stakeholder engagement areas due to the small size of the authority, the direct involvement of parents as Board members, and the immediacy of response and flexibility of school staff and administration. The overarching directive of the Charter Document creates a shared sense of purpose and social contract, which cements and connects all stakeholder groups.

By actively involving stakeholders and maintaining transparent and open lines of communication, Aurora Academic Charter School fosters a strong sense of engagement and collaboration within its educational community.





## Charter Goals

As found in the Charter Document, the following educational goals have been identified for this plan:

- To provide an enhanced language arts program that empowers students in understanding and appreciating language and mathematics.
- Students are supported in their academic, behavioural, and emotional well-being and have access to the supports and services they need to achieve success.

## Outcomes

As found in the Charter Document, the following educational outcomes have been identified for this plan:

1. That students, on average, are reading above grade level in language arts.
2. That students, on average, are achieving above grade level in mathematics.

*Charter goals and outcomes will be integrated within the goals and outcomes of the assurance framework domains.*

## Student Growth & Achievement

To provide an enhanced language arts program that empowers students in understanding and appreciating language and mathematics.

Students are supported in their academic, behavioural, and emotional well-being and have access to the supports and services they need to achieve success.

### Measurable Outcomes

- Increase the rate of Acceptable from 97% to 100% on the Mathematics Provincial Achievement Test.
- Achieve a rate of 50% Excellence on the Provincial Achievement Test in Mathematics.
- Improve the Grade Level of Achievement for students suffering from gap learning in primary school by an additional two months over the course of a single school year.
- Increase the average in-class reading comprehension scores by 5% compared to the 2021-2022 school year..
- Achieve a minimum proficiency rate of 90% in reading assessments.
- Reduce the percentage of students reading below grade level by 20%.
- Increase the number of students actively engaged in independent reading by 15%.

### Strategies

- Elementary school focused on addressing learning gaps for gr 1-3 students by increasing student support with small group and individual pull-out programs. Students were screened using the Literacy (CC3) and Numeracy test accessed through Alberta Education.
- Infusing First Nations, Métis, and Inuit perspectives and content into multiple facets of the curriculum.
- Focus on Elders and Indigenous authors for virtual readers for Read-In Week.
- Winter Heritage Day theme that celebrates the First Nations, Métis, Inuit and French Canadian experience in Canada.
- Student interventions targeting performance in mathematics and language arts.
- Academic support sessions provided for students during the school day and after school.
- Incorporate educational technology tools such as interactive math software, online tutorials, and educational apps to make learning more engaging and interactive.
- Provide ongoing professional development opportunities for teachers to enhance their instructional strategies, content knowledge, and understanding of effective math teaching methods.

- Support teachers with release time and resources for new curriculum implementation.
- Foster strong partnerships with parents by regularly communicating about students' progress and providing resources for supporting math learning at home. Encourage parental involvement through workshops, informational sessions, and home-based activities that reinforce mathematical concepts.

### **Measures**

- Alberta Education Assurance Survey Results
- Provincial Achievement Test results
- Local assessment measures
- Student, parent, and staff surveys
- Pre-and post-results of intervention strategies
- Attendance data
- Canadian Achievement Test 4 (CAT4)
- Canadian Achievement Test 5 (CAT5)(Pilot)

Students are supported in their academic, behavioural, and emotional well-being and have access to the supports and services they need to achieve success.

### **Measurable Outcomes**

- Increase in overall academic performance, as measured by standardized test scores, grades, and graduation rates.
- Decrease in behavioral incidents, such as disciplinary referrals, suspensions, and expulsions.
- Increase in the percentage of students who report feeling safe, valued, and included in the school community.
- Enhanced access to academic support services, including tutoring, mentoring, and counseling, resulting in improved academic outcomes.
- Increase in the number of students participating in extracurricular activities.
- Reduction in the number of students requiring student learning support services due to early identification and timely support.
- Improvement in students' social-emotional skills, such as self-regulation, resilience, empathy, and conflict resolution.
- Increase in student satisfaction and feedback regarding the availability and effectiveness of support services.
- Higher levels of parental involvement and satisfaction, as measured through surveys and participation in school activities.
- Enhanced collaboration and partnerships with community organizations.

### **Strategies**

- Analyze student performance data from standardized tests such as Provincial Achievement Tests and Canadian Achievement Tests as well as grades to identify areas of improvement and develop targeted instructional strategies to address those areas.
- Offer ongoing professional development opportunities for teachers to enhance their instructional practices, incorporate evidence-based strategies, and utilize assessment data effectively.
- Implement a tiered intervention system that provides academic support services such as tutoring, mentoring, and counseling to students who require additional assistance. Regularly monitor and adjust interventions based on student progress.

- Implement a school-wide positive behavior support system that emphasizes proactive strategies, clear expectations, consistent consequences, and rewards for positive behavior. Provide professional development for staff on effective classroom management techniques.
- Implement anti-bullying programs, peer mediation, and social-emotional learning initiatives to foster a positive and inclusive school culture. Provide professional development for staff to address implicit bias and promote cultural competence.
- Expand extracurricular opportunities: Increase the variety and availability of extracurricular activities to engage more students. Offer clubs, sports teams, arts programs, and other activities that cater to diverse interests and talents.
- Early identification and intervention: Implement a system for early identification of students who may require additional learning support. Provide timely interventions, such as targeted instruction, small-group interventions, or referral to specialized services when needed.
- Social-emotional learning integration: Integrate social-emotional learning (SEL) programs and practices into the curriculum to promote the development of skills like self-regulation, resilience, empathy, and conflict resolution. Provide professional development for teachers on SEL implementation.
- Improve communication and feedback channels: Establish effective communication channels between students, parents, and school staff to gather feedback on the availability and effectiveness of support services. Regularly collect and analyze survey data to identify areas for improvement.
- Foster parent involvement: Actively engage parents in school activities, events, and decision-making processes. Offer workshops, parent-teacher conferences, and volunteer opportunities to enhance parental involvement and satisfaction.
- Collaborate with community organizations: Build partnerships with local community organizations to provide additional resources and support for students and families. Collaborate on initiatives such as mentoring programs, career exploration, and community service opportunities.
- Regular evaluation and adjustment: Continuously monitor the effectiveness of strategies and interventions through data analysis and stakeholder feedback. Use this information to make informed decisions and adjust practices as needed to ensure ongoing improvement.

### Measures

- Alberta Education Assurance Survey Results
- Provincial Achievement Test results
- Student, parent, and staff surveys
- Pre-and post-results of intervention strategies
- Intervention count
- Attendance data



# Teaching & Leading

To provide an enhanced language arts program that empowers students in understanding and appreciating language and mathematics.

Students are supported in their academic, behavioural, and emotional well-being and have access to the supports and services they need to achieve success.

## Measurable Outcomes

- Increase in teachers' knowledge and implementation of effective instructional strategies in language arts and mathematics.
- Improved knowledge and understanding of the *Program of Studies*.
- Higher levels of collaboration and professional learning among teachers.
- Enhanced leadership skills among school administrators in promoting and supporting the enhanced language arts program.
- Increased parent and community engagement in supporting students' language arts and math learning.
- Improvement in school climate and culture.

## Strategies

- Conduct regular workshops and training sessions to enhance teachers' knowledge and implementation of effective instructional strategies in language arts and mathematics. Provide specific training on evidence-based strategies and methodologies to improve teaching and learning outcomes.
- Encourage teachers to observe and provide feedback to their colleagues in language arts and mathematics instruction. This promotes collaboration, sharing of effective practices, and provides opportunities for growth and improvement.
- Ensure that the *Program of Studies* is clearly communicated to teachers and that they have a deep understanding of its content and objectives. Provide support in aligning curriculum resources, lesson plans, and assessments with the program's goals and standards.
- Assign experienced educators or instructional coaches to work closely with teachers, providing guidance, feedback, and support in implementing effective instructional strategies in language arts and mathematics.
- Offer leadership development opportunities for school administrators to enhance their skills in promoting and supporting the enhanced language arts program. These programs can include training on effective leadership practices, communication strategies, and fostering a positive school culture.
- Organize workshops and information sessions for parents and community members to increase their understanding of the importance of language arts and mathematics education. Provide resources and strategies for supporting their children's learning at home.
- Host events that promote parent and community engagement in supporting students' language arts and math learning. These events can include family literacy nights, math fairs, or subject-specific workshops where parents can actively participate in their child's learning.



- Implement effective communication strategies to keep parents, community members, and stakeholders informed about the school's language arts and math initiatives. This can include regular newsletters, website updates, and social media platforms to share successes and encourage engagement.
- Student and Teacher Recognition Programs: Recognize and celebrate students' and teachers' achievements in language arts and mathematics through awards, certificates, or other forms of recognition. This helps create a positive culture that values and promotes academic success in these subjects.
- The Professional Growth Plan for teachers includes development of competencies for acquisition and application of foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
- Teacher-created Indigenous Resource Kits provide all students in Kindergarten to grade two with age-appropriate stories, activities, and resources that can be used by all teachers in their classrooms.
- Professional development sessions on the Indigenous perspective, reconciliation, and specific lessons and units honouring our Indigenous partnerships in learning;
- Indigenous Learning Day actively engages students and staff in the recognition and celebration of indigenous perspectives and appreciation of cultural diversity.
- Stakeholder Surveys and Feedback: Regularly gather feedback from teachers, parents, and students through surveys and focus groups. This provides valuable insights into the effectiveness of the implemented strategies and helps identify areas for improvement.

### Measures

- Alberta Education Assurance Survey Results
- Participation in professional development workshops, team meetings, or peer mentoring activities focused on language arts and math instruction.
- Feedback from staff, students, and parents regarding the effectiveness of staff leadership.
- Attendance at parent-teacher conferences, family literacy events, or community partnerships.
- Student, parent, and staff surveys

# Learning Supports

To provide an enhanced language arts program that empowers students in understanding and appreciating language and mathematics.

Students are supported in their academic, behavioural, and emotional well-being and have access to the supports and services they need to achieve success.

## Measurable Outcomes

- Monitor the attendance rates of students who are receiving the necessary academic supports and services.
- Assess the level of student participation and involvement in language arts and mathematics activities, such as class discussions, projects, and presentations.
- Track the percentage of high school students who successfully achieve course completion.
- Implement surveys or assessments to measure students' self-reported emotional well-being and overall satisfaction with the support services provided by the school.
- Track the number of students accessing various support services, such as tutoring, counseling, and academic interventions.

## Strategies

- Strengthen communication and collaboration between teachers, support staff, and parents/guardians to monitor and address attendance issues among students receiving academic supports. Implement regular check-ins and provide resources to help improve attendance.
- Develop targeted intervention programs for high school students at risk of not completing courses successfully. Provide additional support, such as after-school tutoring, mentoring, and academic counseling, to help students overcome challenges and increase course completion rates.
- Conduct regular surveys or assessments to gauge students' emotional well-being and satisfaction with the support services offered by the school. Use the feedback to identify areas of improvement and make necessary adjustments to better meet students' needs.
- Promote awareness of available support services and encourage students to utilize them. Provide clear information about tutoring, counseling, and academic interventions, and ensure that students know how to access these services easily. Use data tracking systems to monitor the number of students accessing each service.
- Provide professional development opportunities for teachers and support staff to enhance their understanding of student learning needs and effective support strategies. Offer training on topics such as student motivation, mental health awareness, and differentiated instruction to improve the quality of support services.

- Implement a system for early identification and intervention of students who may need additional support. Regularly review academic and attendance data to identify students who may be at risk and promptly provide the necessary interventions to address their needs.
- Community Métis and Indigenous events are publicized through the newsletter and posters to provide all parents and students with the opportunity to engage in learning and the celebration of Indigenous culture outside the school, as well as within it.
- Foster a positive and inclusive school culture that promotes student engagement and well-being. Encourage student involvement in extracurricular activities, clubs, and community service to enhance their overall satisfaction and connection with the school.

### Measures

- Alberta Education Assurance Survey Results
- Attendance data
- Ratio of student to support services
- Student, parent, and staff surveys





# Governance

To provide an enhanced language arts program that empowers students in understanding and appreciating language and mathematics.

Students are supported in their academic, behavioural, and emotional well-being and have access to the supports and services they need to achieve success.

## Measurable Outcomes

- Increase in student achievement and academic performance across various subjects.
- Effective implementation of educational programs and initiatives that align with the school board's vision and goals.
- Positive feedback and satisfaction from students, parents, and community members regarding the quality of education provided by the schools.
- Enhanced school safety measures and a nurturing learning environment conducive to student well-being.
- Strong partnerships with local businesses, organizations, and community stakeholders to support educational opportunities and resources.
- Effective management of financial resources and budgets, resulting in fiscal responsibility and sustainable operations.
- Development and maintenance of a diverse and highly qualified teaching staff, supported by ongoing professional development opportunities.
- Active engagement and collaboration with parents and families through open communication channels, parent involvement programs, and regular feedback mechanisms.
- Demonstration of effective governance and decision-making processes that prioritize the best interests of students and the community.
- Recognition of school leadership for meeting or exceeding rigorous educational standards.
- Positive reputation and public perception of the school district as a leading institution in providing quality education.

## Strategies

- The school board should establish open lines of communication with parents and regularly seek their input and feedback through surveys, meetings, and parent involvement programs. Collaborative partnerships with local businesses, organizations, and community stakeholders can provide additional resources and opportunities for students.
- The school board should prioritize effective financial management and budgeting to ensure fiscal responsibility and sustainable operations. This can involve regularly evaluating expenditures, seeking cost-saving measures, and exploring grant opportunities to maximize resources.

- The school board should demonstrate transparent governance and decision-making processes that prioritize the best interests of students and the community. This can involve regular communication with stakeholders, soliciting public input on important decisions, and maintaining transparency in policy development and implementation.
- Aurora School ensures Land Acknowledgements are made at all student assemblies and School Council, and Board meetings.
- The school board should set high standards for educational excellence and recognize and celebrate the achievements of students, teachers, and schools. This can involve implementing recognition programs, showcasing success stories, and promoting a culture of continuous improvement.
- The school board should actively promote the district's successes and positive reputation in providing quality education. This can involve sharing success stories through various communication channels, engaging with local media, and showcasing the district's achievements in academic performance and student outcomes.

### Measures

- Alberta Education Assurance Survey Results
- Number of organizations and partners engaged
- Quantity and quality of the engagements (survey)
- Feedback from partner organizations regarding the effectiveness of the partnership (survey)
- Student achievement data
- School climate and safety assessments
- Financial audits and budget reviews
- Parent and family engagement
- Transparency assessments
- Stakeholder input
- Adherence to policies and regulations
- Reputation and public perception survey



## Budget

The Aurora School Ltd. 2023-2024 Budget is located at:

[www.auroraschool.ca/budgets](http://www.auroraschool.ca/budgets)

## Capital Plan

The Aurora School Ltd. 2023-2024 Capital Plan is located at:

[www.auroraschool.ca/capitalplans](http://www.auroraschool.ca/capitalplans)

# Implementation Plan

In order to attain success in the measurable outcomes of student learning, teaching and leadership, learning supports, and governance, the following implementation plan guides the process:

## Resources

**Qualified Teachers and Leaders:** With the growth of the organization by adding a second permanent facility as well as the addition of a grade eleven class, hiring processes have begun in May of 2023.

**Learning Materials:** The Board of Directors has been diligent and supportive of ensure students have access to high-quality textbooks, workbooks, reference materials, and educational resources that support the curriculum and engage students through the budget process concluded in May of 2023.

**Technology:** Sufficient computers, tablets, interactive whiteboards, projectors, and internet connectivity to facilitate digital learning and enhance instructional methods.

**Infrastructure:** Well-maintained classrooms, libraries, laboratories, and other facilities that provide a conducive learning environment. With the addition of a new facility, infrastructure needs will be assessed regularly in the 2023-2024 school year.

**Professional Development:** Opportunities for teachers to participate in ongoing professional development programs and workshops to enhance their teaching skills and keep up with new educational approaches will continue in the 2023-2024 school year. Teachers will be supported with the new curriculum as well as the authority goals of school culture, leadership, student learning supports, and assessment, evaluation, and reporting, which will follow the professional development schedule designed by the superintendent.

**Financial Resources:** Sufficient funding to cover operational expenses, procure educational materials and technology, maintain infrastructure, and invest in innovative teaching practices were developed during the 2023-2024 budget process in May of 2023..

**Community Involvement:** Collaboration with parents, community organizations, and volunteers to provide additional support, resources, and mentorship to students will be ongoing.

**Research and Evaluation:** Investment in research and evaluation methods to assess the effectiveness of instructional strategies, identify areas for improvement, and make evidence-based decisions.

