



**3 -Year Education Plan 2025-2028
for
Alberta Advance Academy
10435-76 STreet NW
Edmonton, AB
CANADA
T6A 3B1**



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Message from the Board

Guided by the mission to foster a love of truth, critical thinking, personal responsibility, and strong academic foundations, the school strives to create meaningful learning experiences that inspire curiosity, confidence, and lifelong learning.

As Alberta Advance Academy begins its transition as a charter school, the Board remains committed to providing high-quality education through a Direct Instruction (DI) model focused on explicit teaching, mastery learning, structured support, and strong academic outcomes for all students. This approach reflects the school's belief that every student can succeed when provided with clear instruction, consistent expectations, timely intervention, and a supportive learning environment.

The vision of providing inclusive programming and leadership in education continues to guide all school initiatives and planning. Through a learning environment that seeks to nurture the body, mind, and spirit of each child, the school is committed to helping students grow into compassionate, capable, and productive citizens of Canada.

Throughout the year, students participated in a wide variety of activities and celebrations that strengthened community connections and enriched the educational experience. From Pirate Day to Halloween, from Diwali to Lohri, and Valentines Friendship Month to Mothers' Day, and from Reader's Theatre performances to graduation celebrations and Sewa-inspired fundraisers, these experiences fostered belonging, cultural appreciation, creativity, and service to others. Through Functions like Visakhi Day Concert, Winter Concert and Mothers' Day we keep in touch with our stakeholders, our parents and talk to them as a whole board and staff to gauge if what we are doing is along our mission lines.

The values that guide Alberta Advance Academy continue to shape the culture and direction of the school community. The school believes in the oneness of humanity and recognizes that meaningful growth occurs within a learning community where everyone has something to learn and something to contribute. Learning is viewed as a lifelong journey that supports both personal growth and service to others.

This Three-Year Education Plan reflects the school's ongoing commitment to academic excellence, character development, cultural understanding, and student well-being. Through collaboration with families, staff, and community stakeholders, Alberta Advance Academy remains dedicated to providing students with the knowledge, skills, and support necessary to thrive academically, contribute positively to society, and pursue successful futures.

Jagwinder S. Sidhu, Principal



Accountability Statement

Alberta Advance Academy Accountability Statement:

The Education Plan for Alberta Advance Academy commencing September 1, 2025 was prepared under the direction of the Alberta Advance Academy Board/Board of Directors in accordance with the responsibilities under the Independent Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Alberta Advance Academy 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 Alberta Advance Academy Board approved Year 1 of the 2025-2028 Education Plan on May 15, 2025.

Board President (original signed)

Manjinder Singh Gill

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Principal (original signed)

Jagwinder Singh Sidhu

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Introduction to Our School

Alberta Advance Academy is an approved, accredited, and publicly funded charter school operating under Alberta Education. The school is committed to delivering high-quality education through a Direct Instruction (DI) model focused on explicit teaching, mastery learning, structured intervention, and strong academic outcomes for all students.

Located in Edmonton, Alberta Advance Academy serves over 400 students in a structured, supportive, and inclusive learning environment where students develop strong academic foundations, personal responsibility, confidence, and respect for others. As the school continues to grow, planning is underway to expand into a new facility or additional campus space to better serve families within the community.

The school's instructional approach is grounded in the principles of Direct Instruction, where lessons are explicit, systematic, and carefully sequenced to ensure mastery in literacy, numeracy, and core academic subjects. Through continuous assessment, targeted intervention, and consistent instructional delivery, the school works to ensure that all students—regardless of entry point or learning needs—are supported toward academic success and successful post-secondary pathways.

Programming is based on the Alberta Program of Studies and is enhanced through additional learning opportunities in mathematics skills, grammar, Sikh Studies, Punjabi language and culture, leadership, and citizenship education. Alberta Advance Academy also works closely with educational assistants and external specialists, including speech-language pathologists, occupational therapists, and psychologists, to support diverse student learning needs.

Our main aim is to instill good citizenship and orientation towards post-secondary education. Our Mother school was Headway School for 24 years which set up our character for Alberta Advance Academy. We must be the only school who keeps in touch with 100% of their graduates for up to 10+ years. Since 2008 our graduates have done very well. Even this year AAA graduates have already established post-secondary admissions,

As a charter school, Alberta Advance Academy is committed to continuous improvement through data-informed decision-making, ongoing professional learning, and consistent monitoring of student progress to ensure high levels of student achievement and growth.



Our Partners & Stakeholders

Stakeholders are an important part of our learning community. Their involvement and feedback is crucial in providing our students with the tools they need to build their goals and navigate their future.

Stakeholders Involved

- **Families & Community:** Parents, Guardians, Elders, and community partners
- **Students:** ECS through grade 12
- **School Leaders & Staff:** Superintendent, Principal, Principalship/division administrators, teachers, support staff, student teachers/EAs, bus drivers.
- **Governance & Advisory Bodies:** AAA Board of Directors, School Council

How Stakeholders Were Engaged

Parent Voice & Engagement:

- Communication with parents via the school website, Class Dojo App, WhatsApp and Google Classroom.
- Visakhi Concert, Winter Concert, Mothers' Day social for mothers are a way of being in touch with our parents.
- Principal and few board members are life time members of Gurdwara Singh Sabha and Millwoods Seniors' Society where elders can meet them and give any feedback
- Parents are invited to field trips and school events.
- All teaching staff have open appointment times to ease parent-teacher meetings.

Monday to Friday: from 8:15 am to 8:55 am,

Monday to Thursday: from 3:45 pm to 4:15 pm

- Because we have four reporting periods, we have four parent-teacher nights where further communication can occur.
- Translation (into Punjabi) of newsletters, surveys, notes and forms, as well as verbal interpretation for those who do not speak English.
- We have three parent liaisons on our Board who are actively involved in our school and that represent the Parent Council at meetings.
- The Parent Council provide us with vital feedback to enhance student and community engagement.

Data Collection:

- Targeted surveys were conducted among Stakeholders, collecting both quantitative and qualitative data.



Governance Dialogues:

- Principal and/or Designate deliver monthly reports at School Spirit Committee, Parent Council and Board meetings.
- Annually appointed Board Liaisons communicate with Board and other school committees.
- at the end of the year we also survey our parents, teachers and students. Of course it is a volunteer thing.

Staff Engagement:

- Monthly staff meetings and alternating bi-weekly cohort meetings (subject-based, divisional, and in-school committees) provide opportunities for open discussion and ongoing reflection on school and Education Plan goals.

Student Voice & Engagement:

- School Spirit Committee (student council) monthly meetings, where information is presented, shared, and received between school administration and members of the School Spirit Committee.
- Morals/ weekly assemblies, where information agreed upon by School Spirit, Staff and Administration is shared, promoted, or discussed with the wider student school population.

Outcome of Engagement

The engagement process strengthened collaboration among families, students, staff, school leadership, and governance bodies, ensuring that diverse perspectives contributed to the development of school priorities and the Education Plan. Through ongoing communication, surveys, meetings, and student voice initiatives, stakeholders provided meaningful feedback that highlighted the importance of strong home-school relationships, teacher collaboration, inclusive communication practices, and student leadership opportunities.

This engagement fostered a shared commitment to supporting student achievement, well-being, and future success within a strong and connected learning community. Parents keep on insisting on good citizenship, academic excellence and respect for all as the must core etachings at AAA.



Foundational Statements:

Vision

To provide inclusive and academically rigorous education through Direct Instruction, supporting every student in developing the knowledge, skills, character, and confidence needed to become productive citizens of Canada respecting everybody and Mother earth.

Mission

To develop knowledgeable, responsible, and thoughtful learners through Direct Instruction, mastery learning, and strong academic foundations that prepare students for future success and meaningful participation in society.

Beliefs

We believe that strong learning communities are built on respect, shared responsibility, and the belief that every individual is capable of continuous growth. Through structured learning, meaningful relationships, and lifelong learning, students are empowered to contribute positively to society.

Guiding Principles

- **Promoting Truth, Integrity, and Responsibility:** Alberta Advance Academy fosters honesty, integrity, personal responsibility, and ethical decision-making while encouraging students to act with respect and compassion toward others.
- **Supporting the Whole Child:** The school is committed to nurturing the academic, social, emotional, and personal development of each student within a structured, safe, caring, and inclusive learning environment.
- **Delivering Structured and Mastery-Focused Instruction:** The school believes that all students can achieve success through explicit teaching, structured learning, consistent expectations, and timely intervention grounded in the principles of Direct Instruction and mastery learning.
- **Promoting Academic Excellence and Critical Thinking:** The school develops strong academic foundations, critical thinking skills, curiosity, and confidence to prepare students for lifelong learning and future success.
- **Building an Inclusive and Respectful Learning Community:** The school values the oneness of humanity and fosters a culture of respect, belonging, collaboration, and cultural understanding where all students are supported and valued.
- **Encouraging Leadership, Citizenship, and Service:** The school encourages students to demonstrate leadership, responsibility, and service through meaningful contributions to the school, community, and broader Canadian society.
- **Embracing Lifelong Learning and Growth:** The school believes learning is a lifelong journey and that every individual has the capacity to learn, grow, and contribute at different stages of life.
- **Strengthening Partnerships Through Collaboration:** The school values strong partnerships among students, families, staff, and community members to support student achievement, well-being, and continuous improvement.



Philosophy Statement

At AAA, we believe that education is a holistic, purposeful process that prepares students not only for academic success, but for meaningful, responsible participation in society. We believe that when students are supported through individualized, post-secondary-centred programming, they are empowered to take ownership of their learning, develop resilience, and achieve high levels of academic success. This belief is reflected in consistently strong graduation outcomes and successful transitions to post-secondary education.

We recognize that each learner brings unique strengths, needs, and experiences. As such, we are committed to providing flexible, modified programming that meets students where they are while challenging them to reach their highest potential. With a focus on academic excellence, critical thinking, and continuous growth, students are guided toward mastering essential skills and exceeding standard expectations.

Our philosophy is grounded in the belief that character education is as important as academic learning. Through structured instruction in morals and ethical behaviour, alongside clear expectations that uphold integrity and respect, we foster a safe and supportive environment where bullying, discrimination, and dishonesty are not tolerated.

We also believe that education must be culturally responsive and globally aware. Through the celebration of diverse cultural traditions, engagement with community organizations, and exposure to a wide range of experiences, students develop respect for diversity, a strong sense of identity, and meaningful connections to both local and global communities.

Furthermore, we believe in the importance of service, responsibility, and experiential learning. Opportunities such as volunteering, environmental stewardship, science competitions, cadet programming, and community partnerships allow students to apply their learning in authentic contexts while developing leadership and empathy.

Finally, we view education as a shared responsibility between school, family, and community. Through strong communication systems, flexible learning models, and inclusive supports for transnational learners, we ensure that students remain connected, supported, and engaged in their learning journey regardless of circumstance.

At the heart of our philosophy is the belief that every student has the capacity to grow, succeed, and contribute meaningfully to society when provided with strong support, and purposeful opportunities to learn.



Key Insights from the AERR 2023-2024 (AERR)

The Annual Education Results Report (AERR) provides an important opportunity for Alberta Advance Academy to reflect on areas of strength, identify opportunities for growth, and establish baseline data as the school begins implementation of its Direct Instruction (DI) charter model.

As this is the school's first year operating as a charter school, much of the available achievement and survey data reflects student outcomes from programming delivered under the school's previous independent school structure. While these historical results provide valuable contextual and baseline information, they do not yet fully reflect the long-term impact of the Direct Instruction model currently being implemented. Future AERR cycles will provide a clearer indication of student growth and achievement within the charter framework.

Historical data demonstrates several areas of strength within the school community, including strong high-school completion rates and successful student transition into post-secondary education. These outcomes reflect the commitment of staff, students, and families, as well as the school's longstanding emphasis on academic support, individualized intervention, and student success. Growth in several Grade 6 and Grade 9 PAT subject areas, particularly English Language Arts, Mathematics, and Science, also suggests that targeted intervention and structured instructional supports positively impacted student learning.

As Alberta Advance Academy transitions to a Direct Instruction charter model, the school is implementing a more systematic and structured instructional approach focused on explicit teaching, mastery learning, continuous assessment, and timely intervention. The school anticipates that this model will strengthen instructional consistency, improve literacy and numeracy achievement, and reduce learning gaps over time.

The data also identifies important areas requiring continued focus. Some grade levels demonstrated increased numbers of students identified as at risk, and achievement growth was inconsistent across subject areas. These results reinforce the importance of the school's transition toward a Direct Instruction framework emphasizing structured pacing, mastery checks, immediate re-teaching, and data-informed intervention cycles.

A significant percentage of students at Alberta Advance Academy are English as an Additional Language (EAL) learners, including newcomer students with varying levels of English proficiency. While this diversity remains a strength of the school community, it also highlights the importance of explicit literacy instruction, vocabulary development, and systematic intervention supports embedded within the DI framework. The school recognizes that many students require additional time and structured support to develop language proficiency and academic confidence.

At present, there are no students within the school community who self-identify as First Nations, Métis, or Inuit (FNMI). Despite this, Alberta Advance Academy remains committed to supporting the principles of Truth and Reconciliation through ongoing professional learning, respectful inclusion of Indigenous perspectives where appropriate, and fostering awareness of Indigenous histories and contributions within Canadian society.



The school also recognizes that factors beyond the classroom may impact student achievement and instructional continuity. Extended family travel during the school year, language barriers, and varying levels of familiarity with educational expectations can affect student progress and consistency of learning. These realities reinforce the importance of structured communication systems, strong school-home partnerships, and clear academic expectations within the Direct Instruction model.

As Alberta Advance Academy enters the initial implementation phase of its charter model, the school will continue focusing on strengthening literacy and numeracy instruction, improving student mastery outcomes, supporting English language learners, and building consistent instructional practices across classrooms. Current data serves as an important baseline to guide future planning, implementation monitoring, and continuous improvement processes.

Priorities Moving Forward

- Strengthen literacy and numeracy achievement through explicit Direct Instruction methodologies, mastery learning, and systematic intervention supports.
- Improve instructional consistency across classrooms through structured lesson delivery, pacing guides, and continuous assessment cycles.
- Enhance diploma preparation and academic rigor through increased focus on mastery of core academic outcomes and structured review processes.
- Support English Language Learners through explicit vocabulary instruction, language development supports, and embedded intervention strategies.
- Strengthen student engagement, belonging, and well-being through structured, predictable, and supportive learning environments.
- Increase family communication and understanding of Direct Instruction expectations, mastery learning processes, and student progress monitoring.
- Expand professional learning for teachers and educational assistants focused on Direct Instruction implementation, assessment literacy, intervention systems, and instructional consistency.



Implementation of Truth and Reconciliation Commission Recommendations

Alberta Advance Academy is committed to advancing the Calls to Action of the Truth and Reconciliation Commission by fostering meaningful learning experiences that deepen students' understanding of First Nations, Métis, and Inuit (FNMI) histories, cultures, and contributions to Canada. Through intentional curriculum integration, cultural engagement, and collaborative learning opportunities, the school seeks to promote awareness, respect, and reconciliation within the broader context of Canada's multicultural society. This work reflects the belief that education plays a vital role in building understanding, respect, and meaningful relationships between all peoples. At present our school does not have any student who identifies as belonging to any FNMI Indigenous group.

Outcomes

- Students demonstrate increased understanding of FNMI histories, cultures, and contemporary issues.
- Teachers demonstrate strengthened capacity to meaningfully embed FNMI perspectives within instruction.
- The school builds and sustains strong relationships with FNMI communities through cultural exchanges and engagement.
- Parents and the broader community demonstrate increased awareness and support for FNMI learning and reconciliation initiatives.

Strategies

- Integrate FNMI histories, perspectives, and contemporary issues across all subject areas and grade levels.
- Utilize updated instructional resources that reflect authentic FNMI voices, knowledge, and experiences.
- Embed FNMI learning outcomes into classroom assessments aligned with the provincial program of studies.
- Include FNMI education, TRC Calls to Action, and culturally responsive pedagogy in teacher professional development and growth plans.
- Provide ongoing opportunities for collaborative planning and sharing of FNMI-inclusive instructional practices.
- Facilitate visits and cultural exchanges with FNMI Elders, knowledge keepers, artists, and community representatives.
- Develop partnerships with FNMI organizations and local communities to support authentic learning experiences.
- Ensure administrative and board-level support for FNMI-related programming, events, and initiatives.
- Communicate FNMI learning activities and student experiences to parents and the wider school community.
- Engage families in school-based FNMI learning events, cultural celebrations, and reconciliation-focused activities.
- Punjabi version of Truth and Reconciliation statement know as Sulahnama!



Alberta Advance Academy

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ਅਗਸਤ 23 - August 23



ਸੰਧੀ 6 ਅਤੇ ਖੇਤਰ 4 ਸੁਲਾਹਨਾਮਾ	Treaty 6 and Region 4 Reconciliation Statement
ਐਲਬਰਟਾ ਐਡਵਾਂਸ ਅਕੈਡਮੀ ਮਾਨ-ਇੱਜ਼ਤ ਨਾਲ ਮੰਨਦੀ ਹੈ ਕਿ ਅਸੀਂ 'ਆਦਿਵਾਸੀ ਸੰਧੀ 6' ਅਤੇ 'ਮੇਟੀ ਖੇਤਰ 4' ਵਾਲੀ ਧਰਤੀ ਉੱਤੇ ਰਹਿ ਰਹੇ ਹਾਂ ਜਿੱਥੇ ਆਦਿਵਾਸੀ ਰਹਿੰਦੇ ਸਨ ਅਤੇ ਚੱਲਦੇ ਸਨ।	The Alberta Advance Academy honourably acknowledges that we are located on Indigenous Treaty 6 and Metis Region 4 territory where they stayed and walked the paths.
ਇਹ ਬਹੁਤ ਆਦਿਵਾਸੀਆਂ ਦੇ ਲਈ ਧਰਤੀ ਮਾਂ ਸੀ ਜਿਹਨਾਂ ਦਾ ਇਤਿਹਾਸ, ਬੋਲੀਆਂ, ਵਿਰਸੇ ਅਤੇ ਰੀਤਾਂ ਨੇ ਸਾਡੇ ਦਿਲ ਵਿੱਚ ਜਗ੍ਹਾ ਬਣਾ ਲਈ ਹੈ।	This territory was the Mother Earth for many Indigenous Peoples whose histories, languages, cultures, and traditions have made a place in our hearts.
ਜੋ ਸਾਡੇ ਨਾਲ ਨਹੀਂ ਰਹੇ ਅਤੇ ਜੋ ਸਾਡੇ ਨਾਲ ਅੱਜ ਵੀ ਹਨ, ਅਸੀਂ ਉਹਨਾਂ ਆਦਿਵਾਸੀ ਸਿਆਣਿਆਂ ਅਤੇ ਵਡੇਰਿਆਂ ਦੇ ਗਿਆਨ, ਬਲੀਦਾਨ, ਸੰਤੋਖ, ਅਤੇ ਵੰਡ ਕੇ ਰਹਿਣ ਦੇ ਸ਼ੁਕਰਗੁਜ਼ਾਰ ਹਾਂ।	We are grateful for the wisdom, sacrifices, contentment and sharing by the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us.
ਆਦਿਵਾਸੀ ਧਰਤੀ ਮਾਂ ਨੇ ਸਾਨੂੰ ਪਨਾਹ ਦਿੱਤੀ ਹੈ ਅਤੇ ਸਾਨੂੰ ਆਪਦੇ ਬੱਚੇ ਬਣਾ ਲਿਆ ਹੈ, ਇਸ ਲਈ ਅਸੀਂ ਸਦਾ ਲਈ ਤਹਿ ਦਿਲੋਂ ਉਹਨਾਂ ਦੇ ਕਰਜ਼ਾਈ ਹਾਂ।	Indigenous Mother Earth has given us refuge and has adopted us as her children, so we are indebted to them forever from the bottom of our heart.
ਹੈਂਡਵੇ ਸਕੂਲ ਸਮਾਜ, ਆਦਿਵਾਸੀ ਅਤੇ ਮੇਟੀ ਇਨਸਾਨਾਂ ਨੂੰ ਮਿਹਰਬਾਨੀ ਕਰਦਾ ਹੈ!	Alberta Advance Academy community says, thanks to our indigenous people!



Measures of Success

- Student assessments demonstrate accurate understanding of FNMI histories, cultures, and contributions to Canadian society.
- Increased evidence of students applying FNMI perspectives when discussing Canadian history and contemporary issues.
- Teacher growth plans include FNMI-focused professional learning goals and evidence of implementation.
- Classroom instruction and planning documents show consistent integration of FNMI perspectives across subjects.
- Documented increase in FNMI cultural exchanges, school visits, and participation of Elders and knowledge keepers.
- Positive feedback from FNMI partners, students, staff, and families regarding cultural engagement activities.
- Evidence of sustained partnerships with FNMI communities and organizations.
- Increased participation of parents and community members in FNMI-related school events and initiatives.
- Student learning is visibly demonstrated through presentations, performances, and school-wide showcases.
- School community demonstrates increased awareness and appreciation of FNMI cultures within Canada's multicultural context.

Domains of Assurance & Continuous Improvement

Stakeholder engagement remains central to the Assurance Model and ensures that Alberta Advance Academy maintains a structural, data-driven Direct Instruction system focused on student mastery. The school is accountable for ensuring instructional consistency, rapid intervention, and continuous improvement based on student performance data, instructional alignment, and stakeholder feedback.

All domains operate within a unified DI system where instruction, assessment, and intervention are tightly connected to ensure every student achieves measurable mastery.

Learning Supports Across Domains (Summary Table)

Key Assurance Domains	Outcomes	Summary of Supports and Strategies
Student Growth & Achievement	- All students achieve mastery of curriculum outcomes through structured Direct Instruction sequences. - Students demonstrate measurable growth in literacy, numeracy, and core academic areas through continuous assessment cycles. - Learning gaps are identified early and addressed through immediate re-teaching and intervention. - Students graduate with strong academic readiness for post-secondary pathways.	- Deliver Direct Instruction across core subjects with structured pacing and sequenced lesson design. - Use continuous mastery assessment cycles (daily/weekly/unit checks) to guide instruction. - Implement immediate re-teaching and intervention based on student performance data. - Use IPPs/ISPs and ESL supports as embedded components of instructional cycles. - Maintain flexible grouping based on mastery data rather than grade-level progression alone
Measures of Success:		
- High rates of student mastery on curriculum-based and DI assessments. - Improved PAT and internal assessment results over time. 100% graduation rate maintained. 100% post-secondary acceptance rate. - Reduced number of students requiring long-term remediation due to early intervention effectiveness.		

Key Assurance Domains	Outcomes	Summary of Supports and Strategies
Learning Supports	- Students receive timely, data-driven instructional support within the Direct Instruction system. - Intervention is immediate, structured, and aligned with mastery gaps. - Instruction is consistent across classrooms through standardized DI implementation. - Students access enrichment and remediation within a unified instructional model.	- Use diagnostic tools (e.g., IXL and DI mastery data) to identify learning gaps. - Embed intervention blocks directly within the instructional schedule. - Group students dynamically based on skill mastery rather than static placement. - Ensure consistent lesson delivery through structured DI pacing guides. - Align teacher assignment to subject expertise while maintaining DI instructional consistency. - Expand programming (STEM/Options/Enrichment) within structured DI time blocks.
Measures of Success:		
- Increased student mastery rates in core subjects, particularly numeracy and literacy. - Reduced achievement gaps across cohorts. - High consistency in instructional delivery across classrooms. - Increased student engagement in structured intervention and enrichment blocks. - Improved alignment between instructional delivery and student performance data.		
Local & Societal Context	- The school maintains strong communication and collaboration with families and community partners. - ESL/ELL and diverse learners are supported through structured, data-informed instruction. - Families understand student progress through transparent mastery reporting. - Programming reflects responsiveness to student demographic needs within the DI model.	- Maintain structured communication systems reporting student mastery and progress. - Strengthen ESL/ELL supports within DI intervention cycles. - Use external partnerships to support communication, learning supports, and engagement. - Engage families through regular reporting on student mastery progress. - Adjust programming based on demographic and achievement data trends.
Measures of Success:		
- Increased parent engagement in student learning discussions and reporting. - Improved outcomes for ESL/ELL learners in mastery-based assessments. - Documented responsiveness of programming to student needs. - Stronger school-home alignment on academic expectations and progress.		
Teaching & Leading	Teachers consistently implement Direct Instruction with strong alignment to program design.	Implement subject-specialist teaching assignments in Divisions 1 and 2 to align

Key Assurance Domains	Outcomes	Summary of Supports and Strategies
	- Instructional leadership ensures high-quality, structured, and data-driven teaching practices. - Professional practice is aligned with student mastery outcomes. - Learning environments support disciplined, structured, and engaging instruction.	instruction with teacher strengths and improve learning outcomes. - Implement subject-specialist teaching aligned to DI program structure. - Use structured lesson planning and pacing guides across all classrooms. - Conduct regular instructional walkthroughs focused on DI implementation alignment. - Embed formative assessment as part of daily instruction cycles. - Align teacher growth plans with instructional effectiveness and student mastery outcomes. - Integrate culturally responsive content within structured DI lessons where appropriate.
Measures of Success:		
- High consistency in instructional delivery across classrooms. - Improved student achievement linked to instructional alignment. - Increased use of formative assessment and mastery tracking. - Teacher growth plans demonstrate alignment to DI instructional model. - Improved student engagement and understanding across subjects.		
Governance	- Board decisions are directly aligned with student mastery outcomes and DI implementation. - Resources are allocated to support instructional consistency and intervention effectiveness. - Governance supports long-term sustainability of the DI instructional model. - Student achievement data informs all major school decisions.	- Allocate resources to sustain DI curriculum, staffing, and intervention systems. - Support staffing models aligned with instructional specialization and intervention needs. - Review student mastery and achievement data at governance level. - Approve programming structures that maintain instructional consistency and pacing integrity. - Align financial planning with instructional priorities and student outcomes.
Measures of Success:		
- Governance decisions consistently reflect student achievement data. - Sustained funding for DI instruction and intervention systems. - Maintained high graduation and post-secondary transition rates. - Clear alignment between governance actions and instructional priorities.		

Key Assurance Domains	Outcomes	Summary of Supports and Strategies
Inclusion & Cultural Awareness	- Students develop cultural identity and respect within a structured academic environment. - Cultural learning is integrated into instruction without disrupting instructional consistency. - Students demonstrate belonging, engagement, and respectful citizenship. - School environment reflects safety, structure, and inclusion.	- Embed Sikh Studies and cultural content within structured instructional time. - Provide leadership opportunities through structured school programs. - Integrate cultural content within DI lessons where appropriate and aligned. - Maintain respectful, structured learning environments that support engagement and discipline. - Engage families in cultural and academic progress reporting.
Measures of Success:		
- Sustained enrollment and strong parent satisfaction. - Active participation in cultural and school engagement programs. - Positive indicators of school climate and belonging. - Evidence of student leadership within structured school activities.		
Local Measures	- School decisions are driven by continuous data analysis and mastery tracking. - Improvement planning is directly linked to student performance data. - Stakeholder input is systematically integrated into instructional planning. - Long-range planning aligns instructional, financial, and operational systems.	- Use TULIP feedback to inform instructional coaching and improvement cycles. - Analyze PAT and internal mastery data to identify instructional priorities. - Track post-secondary outcomes to evaluate long-term effectiveness. - Use structured stakeholder consultation to inform school planning. - Align operational and financial planning with instructional data trends.
Measures of Success:		
Consistent use of multiple data sources in decision-making. Documented instructional adjustments based on assessment data. Evidence of stakeholder input influencing school priorities. Alignment between long-term planning and student achievement outcomes.		

For Further details on our scores in regards to the Alberta Education Assurances Measures Results, please see:

- Please visit the school website <https://aaaed.ca/> for posted results - Alberta Education and Childcare Assurances Measures Results for 2025



Alberta Advance Academy (2025-2028)

Focus: Direct Instruction for High Achievement and Mastery Learning

Goal One: Ensure High Levels of Student Achievement Through Direct Instruction

Outcomes

- Students demonstrate mastery of curriculum outcomes through explicit, structured instruction and continuous practice.
- Students show measurable academic growth in literacy, numeracy, and core subject areas.
- Achievement gaps are reduced through early identification and targeted intervention.
- Students successfully progress toward high school completion and post-secondary readiness.

Strategies

- Deliver Direct Instruction programs across core subjects with consistent pacing and structured lesson delivery.
- Use diagnostic and formative assessment systems (including tools such as IXL and curriculum-based mastery checks) to guide instruction.
- Implement flexible grouping based on student performance data to support mastery learning.
- Provide immediate re-teaching and intervention when students do not demonstrate proficiency.

Measures of Success

- Improved Provincial Achievement Test (PAT) and internal benchmark results.
- Increased student mastery rates on unit and curriculum-based assessments.
- Reduced number of students requiring long-term remediation.
- Improved course completion and credit accumulation rates.

Goal Two: Strengthen Instructional Quality, Consistency, and Professional Practice

Outcomes

- Teachers consistently implement Direct Instruction with fidelity across all classrooms.
- Instructional planning is structured, consistent, and aligned with student learning needs.
- Teachers demonstrate increased effectiveness in delivering explicit, data-informed instruction.

Strategies

- Provide ongoing professional learning in Direct Instruction methodologies and structured lesson delivery.
- Use instructional walkthroughs and coaching to ensure fidelity of implementation.
- Standardize lesson planning tools (PUPs and long-range plans) aligned with DI sequencing.
- Align teacher growth and evaluation processes with instructional consistency and student outcomes.



Measures of Success

- High levels of DI instructional fidelity observed in classroom walkthroughs.
- Consistent pacing and instructional delivery across classrooms.
- Teacher evaluation data reflects improvement in instructional effectiveness.
- Increased alignment between instructional planning and student achievement data.

Goal Three: Strengthen Inclusive Learning Supports and Targeted Interventions

Outcomes

- Students receive timely, data-informed interventions to support learning needs.
- Students with diverse learning needs (including ESL/ELL and special education) achieve measurable growth.
- Learning gaps are identified early and addressed systematically within instruction.

Strategies

- Maintain IPPs/ISPs and ESL tracking systems to monitor student progress.
- Provide targeted intervention blocks embedded within the school schedule.
- Use diagnostic data (IXL, assessments, psycho-educational results) to guide instruction.
- Collaborate with specialists (psychologists, SLPs, OTs) to support complex learning needs.

Measures of Success

- 100% of students with identified needs have active and reviewed IPPs/ISPs.
- Improved achievement outcomes for intervention students.
- Increased rate of students meeting grade-level expectations.
- Reduced learning gaps over time across cohorts.

Goal Four: Foster Student Engagement, Culture, and Inclusive School Identity

Outcomes

- Students demonstrate strong engagement in structured academic and cultural programming.
- School environment reflects respect, inclusion, and cultural identity development.
- Students develop leadership skills and positive citizenship within a Canadian multicultural context.

Strategies

- Integrate culturally responsive learning, including Sikh Studies and Punjabi cultural perspectives, across curriculum areas.
- Provide structured leadership opportunities through School Spirit and student-led initiatives.
- Promote safe, respectful, and disciplined learning environments aligned with DI structure.

- 
- Engage families and community partners in supporting student learning and school culture.

Measures of Success

- Sustained student enrollment and high parent satisfaction.
- Active participation in School Spirit and cultural programming.
- Positive indicators of school climate (belonging, engagement, respect).
- Evidence of student leadership in school and community initiatives.

3 -Year Implementation Plan

This implementation plan outlines how Alberta Advance Academy will operationalize its 3-Year Education Plan using a Direct Instruction (DI) model as the core instructional approach. The school is committed to explicit, structured, and sequenced instruction designed to ensure mastery of essential skills in literacy, numeracy, and core subject areas.

Student progress is continuously monitored through frequent assessment cycles, enabling immediate re-teaching, targeted intervention, and accelerated learning pathways. The plan aligns with Alberta Education's Assurance Framework and ensures that decision-making is driven by consistent data on student mastery, instructional fidelity, and long-term outcomes.

1. Indicators of Progress (Short, Medium, Long Term)

Short Term (0–12 months)

- Full implementation of Direct Instruction programs in core subjects (structured, scripted, and sequenced lessons).
- Baseline mastery data established through diagnostic and curriculum-based assessments.
- Implementation of daily/weekly mastery checks and intervention cycles.
- Structured pacing guides and lesson sequences in place across classrooms.
- IPPs/ISPs integrated into DI intervention cycles.
- Initial implementation of instructional expectations and walkthrough systems.

Medium Term (1–2 years)

- Increased student mastery rates across literacy and numeracy programs.
- Reduced achievement gaps through systematic re-teaching and intervention cycles.
- High consistency of instructional delivery across classrooms (DI accuracy achieved).
- Improved student engagement within structured, predictable learning environments.
- Strengthened use of assessment data to guide instruction and grouping.



Long Term (2–3+ years)

- Sustained high academic achievement across cohorts.
- 100% graduation rate maintained.
- 100% post-secondary acceptance rate.
- Consistent curriculum mastery across student populations.
- Reduced long-term remediation due to early intervention effectiveness.

2. Measures Used to Determine Impact

Provincial Measures

- Provincial Achievement Tests (PATs)
- Diploma Exams
- Early Years Literacy Assessments
- Alberta Education Assurance Surveys (AEAS)
- Post-Secondary transition outcomes

Local Measures

- Direct Instruction mastery checks (daily/weekly/unit assessments)
- Curriculum-based mastery tracking systems
- IXL diagnostic data (supporting intervention)
- IPP/ISP progress monitoring within DI cycles
- Instructional fidelity walkthrough data
- Classroom formative assessment data
- TULIP teacher feedback conventions
- School climate and engagement surveys
- Post-secondary destination tracking
- Student goal-setting and reflection records (supportive monitoring tool)

3. Required Resources

Financial Resources

- Direct Instruction curriculum materials and licensing
- Assessment and mastery tracking systems
- Intervention software (e.g., IXL for supplemental support)
- Specialist services (psychologists, SLPs, OTs)
- Professional learning and coaching systems



Human Resources

- Teachers trained in Direct Instruction methodology
- Instructional coaches / fidelity monitors
- Special Education and ESL/ELL support staff integrated into DI system
- Intervention support teacher(s)
- Administrative leadership focused on instructional fidelity and data use

Material Resources

- DI scripted curriculum and pacing guides
- Mastery tracking and data systems
- Structured assessment tools
- Intervention materials aligned to DI sequencing
- Classroom instructional supports aligned to DI model

4. Professional Learning Requirements

- Direct Instruction training and fidelity implementation coaching
- Structured lesson delivery and pacing consistency training
- Data-driven instruction and mastery learning cycles
- Classroom management within structured instructional environments
- Intervention and re-teaching within DI systems
- Inclusive education supports within DI framework (IPP/ISP alignment)
- Culturally responsive instruction integrated within structured curriculum delivery
- Assessment literacy and mastery tracking systems

5. Monitoring and Adjustment Processes

Monitoring Structures

- Weekly mastery data analysis (student-level performance tracking)
- Monthly instructional fidelity walkthroughs
- Quarterly school-wide data review meetings
- IPP/ISP review cycles aligned with mastery progress
- Annual review of PAT, diploma, and post-secondary outcomes
- Ongoing review of stakeholder feedback (TULIP, surveys)

Adjustment Processes

- Immediate re-teaching cycles triggered by mastery data
- Instructional pacing adjustments based on cohort performance
- Targeted intervention grouping based on diagnostic data
- Coaching cycles for instructional improvement and fidelity
- Annual refinement of DI implementation based on outcome trends



Summary

This implementation plan establishes a coherent Direct Instruction system where instruction, assessment, intervention, and monitoring operate as a unified model of mastery learning. At Alberta Advance Academy, student success is ensured through explicit teaching, consistent instructional delivery, and continuous data driven intervention.

Progress will be monitored through a combination of provincial data, local measures, and ongoing stakeholder feedback to ensure continuous improvement over the three-year cycle.

Financial Report

Budget Summary 2025-2026

Our finances for the 2025-26 school year are of a first year charter school, and we don't expect major changes for 2025-26. We will get more funding and we have increased wages and stopped charging tuition fees. Also, there has been no increase in funding or fees. Our enrollment has increased by 10% or so for 2024-25.

That is very responsible finance planning and budgeting by the Board. We had a small surplus last year and we have a small surplus again this year. This surplus is due to lower wages for our Administration, teachers and EA's. On top of that, the Board Trustees are VOLUNTEERS. Our, wages and benefits are less than 65%. Our employees are getting less than 25% of the funds that 'other' Board employees are getting. Our budget seems to be on the low end but as we need supplies for students or bus repairs, we don't hold back.

Budget Summary Chart/Table

Our 2025-26 proposed budget can be seen here where public documents are displayed.

<https://aaaed.ca/documents-center/>

Anticipated Revenue: (budget enrolment projection, complete with amounts, and anticipated expenditures for the same period)

Requests for financial information: Should be directed to the school secretary, Mrs. Kaur.

Phone (780) 466-7733 email: officeaaa@shaw.ca

For Further details about the Budget and Capital City Plans please see visit the school website:

<https://aaaed.ca/>

Timelines and Communication

- For details please refer to the appropriate policy and requirements for planning.
- The next newsletter will contain this information also.
- Any parent who doesn't have access to the Internet or a computer may come to the School Office and ask for a copy of this plan from the office.



Additional Comments

Alberta Advance Academy governance has never been stronger, or more effective, than it is now.

We still have a mission of “ALL students to post-secondary”!

Teachers, parents and students must understand that the programming offered to a smaller student body has to be somewhat limited. We cannot compete with the large high schools that offer all manner of options. However, our programming is streamlined and intensive because we have set our goal as 100% high school completion and 100% enrollment in post-secondary. In order to offer graduation in 2 years, along with a slightly more relaxed program resulting in graduation in 3 years, the school cannot offer a surfeit of programs. Time, space limitations, and finances simply do not permit this. Our reality is that we strive to do the very best we can with the limited resources we have – and we feel that we have done so very well.

We are very sincerely also open to constructive criticism and suggestions for improvements. We want our students, parents and teachers to be happy – and working with us to move toward our stated goals.

Looking toward improvements, the following items are either in the process of being implemented, or will be continued from the fall of 2025:

- The Alberta Curriculum is taught at our school, and we add additional “skills” components to support our ELA and Math courses.
- The new K-6 curricula in ELA, Math, Social, Science and P.E. and Wellness have been implemented in the fall of 2025 (although some were implemented in the previous school year).
- CTF/CTS courses and connections (alignments) have been implemented for grades 5 to 12. Extra-curricular activities are being enhanced to an optimal degree.
- A member of our staff is now fully qualified to do psych-educational and other testing. This will help our staff to refine the identification of student learning issues and will also help them to address the issues as they are identified (all in partnership with the parents).
- We have a dedicated music teacher for K-6.

Future Challenges

1] We need more space. We will try to see if we can purchase another school to split the elementary and the High School.

[2] We have purchased land so we can put our school at 3408-38 Street NW.

[3] We would like to expand the use and integration of technology-based instruction and learning in the school. This includes the acquisition of additional equipment, software, learning management systems and learning options.



Capital and Facilities Projects

Capital and Facilities Projects

We are at the mercy of the Public School Board letting City of Edmonton SELL land to us.

The Edmonton Public School board had stopped them from selling it to us in 2017.

It's in The Journal and one can google it.

<https://globalnews.ca/news/2994651/battle-brewing-over-edmonton-land-designated-for-schools/>

<https://globalnews.ca/news/3543511/principal-wants-private-land-deal-with-city-for-school/>

<https://edmontonjournal.com/news/local-news/citys-plan-to-sell-surplus-lands-for-private-schools-upsets-public-school-board>

<http://www.pressreader.com/canada/edmonton-journal/20161101/281663959563584>

https://www.edmonton.ca/city_government/urban_planning_and_design/kiniski-gardens-south-surplus-school-site.aspx

The good news is that we have won the battle! \$2.45 Million deal is made! We have stopped thinking about adding an extension to the present building, and instead have started to plan for a new school in Millwoods. The updated move-in date for a new building in Millwood's is 2026-27 due to a delay by Covid 19. That means we are in the very early planning stages at this point. There are no other projects in the works. Currently, we are arranging funding for that project, which we estimate will cost between \$5 million and \$6 million.

Summary of Facility and Capital Plans

There are no major changes in operations, enrollment, fees, funding and major projects.

Our major plan is to acquire a new school building in the coming few years.

*The building we are currently in has proper caretakers for cleaning, and permanent contractors responsible for the HVAC system maintenance and fire safety.

We are attempting to maintain the status quo for a few years, provided no surprises come our way.

2026-2029 Three Year Capital Funding Plan

<https://aaaed.ca/documents-center/>



Whistleblower Protection

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.
- For details please refer to Alberta Advance Academy Policy #21.

We welcome reports of any deficiency in our policy or lack of execution of it. Our Board, Executive and Administration feel that constructive criticism exists to improve things and thus, it should be received positively. The Board is aware of the fact that if they function in any other way it could be harmful to AAA, and would, as a result reduce opportunities for growth and improvement.

However, Alberta Advance Academy wants its staff to follow professional guidelines and protocols as to confronting the allegedly injurious party, and possibly moving a complaint up the ladder to the administration – and if absolutely necessary, all the way to the courts.

*The Staff, Administration and Board must be given a chance to explain or correct the offending practice before the situation becomes irreversible or drastic and/or the law has been broken.

THERE WERE NO REPORTABLE INCIDENTS FOR 2024-2025.

The specific document for this, AAA Policy #21, is available on our <https://aaaed.ca/>

Resources

Performance Measurement and Reporting Branch. Fall, 2025. Reference Guide – School Authority Planning and Reporting <https://open.alberta.ca/dataset/cd6c181d-8028-4c33-9b9d-23b711ebff84/resource/d503a903-24ef-4b0e-a7b0-4cc161415747/download/school-authority-planning-reference-guide.pdf>.

School Reports and Provincial Reports

3 Year Educational Plan is found on our website.

The budget for 2026-2027 is also going to be there by June 20th, 2026.

- Please visit the school website <https://aaaed.ca/> for posted results - Alberta Education and Childcare Assurances Measures Results for 2025