



3-Year Education Plan 2021-2024 Year 2 Report 2022

Delta West Academy

www.deltawestacademy.ca

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(403)290-0767

Delta West Academy:



Mission Statement:

The goal of Delta West Academy is to realize learning with a strong emphasis on real life relationships. DWA creates an environment which fosters mutual respect and trust, allows the uniqueness of each student to shine, and challenges them to attain academic excellence and personal growth.

DWA Dragon Code of Values

We care:

~ About ourselves.

In our words and actions, we show respect for our appearance and our belongings, we strive to improve on our personal achievements, and take responsibility for our conduct without excuses.

~ About others.

In our words and actions, we show respect for our peers, our teachers, guests and adults in our school community, and our neighbours everywhere. We respect the differences that make us all unique and work together towards harmony and constructive relationships.

~ About our school.

In our words and actions, we show respect for our school campus by being stewards of our facilities. We promote a positive atmosphere by participating fully in programs and events to build a strong school culture.

DWA Motto: For Myself, My Future, My World

At Delta West Academy, students are encouraged to excel, and we create the safe, caring, and invigorating learning environment where they can do it.

Ultimately, we believe every child can be successful in whatever they choose to do:

- to be inspired as life-long achievers
- to reach the goals they set for themselves
- to live a life of strong purpose and fulfilment
- and ultimately, to create a dynamic world they will live and succeed in.

DWA Vision

The goal of Delta West Academy is ultimately to provide an excellent education, academically and socially, that will prepare students to be successful in post-secondary studies, their careers, and in their roles as active citizens. To that end, DWA maintains a low student to teacher ratio learning environment which means small classes in a small school within the context of a strong school community.

The staff is responsible for the creation of an interesting and interactive learning environment that is safe in all respects - intellectually, emotionally, socially and physically. They generate active and enriched learning for students within a framework of high expectations and a well-balanced program of studies. Studies include matriculation-level core academic courses supplemented by second languages, fine and performing arts, music, physical education and a range of complementary courses.

Students are responsible for ethical achievement, conscientiously developing their skills and talents, and respectful social interaction. Parents are responsible for supporting their children in all aspects of their learning endeavours and social growth, as well as collaborating constructively with the school staff and school community.

Everyone, including staff, students and parents, has a responsibility in maintaining a cohesive, safe and vibrant school community through honest and timely communication, being committed to the vision of DWA and contributing to the progress and growth of the school community.

Our vision has always been centred on a safe, caring environment where all stakeholders, students, faculty and parents, play a role in providing a setting that supports students in the achievement of exceptional academic and personal goals and experiences.

DWA Profile & Principles

Delta West Academy is a co-educational, non-denominational day school which challenges average to above average and gifted students to achieve exceptional outcomes through exceptional experiences both in and out of the classroom.

For over 25 years, small class sizes have continued to be the cornerstone of DWA's program. A low student to teacher ratio allows the students to speak often, to share their thoughts, to mentally manipulate the information they are learning, to listen to the ideas of others and most importantly, to question what they see, read and hear in order to become critical thinkers. The senior high program is especially challenging with its mandate of matriculation courses including three sciences, possible AP courses and a second language as preparation for post-secondary studies.

For the teachers, small classes allow them to be more flexible in the delivery of instruction, being able to plan activities catering to the many learning styles of students and their cohorts and provides time for in-depth study and a wide range of enrichment over and above the regular Alberta Education curriculum. It also allows teachers to know and connect with students in a genuine and caring way that enhances the supportive and encouraging atmosphere in the classroom. Students are more likely to take risks in their learning when they know their teachers expect and support it.

Discipline is more easily maintained as all teachers know all students, and students know each other. Any issues that arise between students can be dealt with quickly, and with the support of parents, re-channel the relationships into healthier directions. This connectedness creates a secure and relaxed learning environment that encourages the risk-taking necessary for intellectual inquiry and exploration.

Technology has increasingly become a mainstay of both teaching and learning, and DWA prides itself on the quality and range of technology available to our school community to support student success. This ranges from digital ActivBoards and voters, to iPads for younger students and school-issued laptops in middle grades, to personal devices by high school.

The emphasis is on academic excellence, though the school program is well-balanced with fine arts, physical education, regular off-campus experiences both local and international, clubs, Dragons Athletics, school activities, community outreach, and special events to nurture children's developing minds and personalities. A large variety of school community activities, from fundraisers to fun days, keep everyone involved and active in growing DWA to its full potential.

Above all, the students at Delta West Academy are treated as individuals. The teachers know them as individuals and the students know each other as individuals. They are not defined by labels, membership on teams or clubs, special interests, or clothing. They are wholly unique. This aspect of our mission and vision, more than anything else, allows the students to develop as individuals, to express their own thoughts, their own personalities and ultimately, achieve the capability to pursue their own inspired journey for the future in essence making them better Dragons. In the words of one of our alumni, Kian S. (Class of 2016), "DWA helped ...by giving us many opportunities to differentiate ourselves from others."



Delta West Academy Board Members:

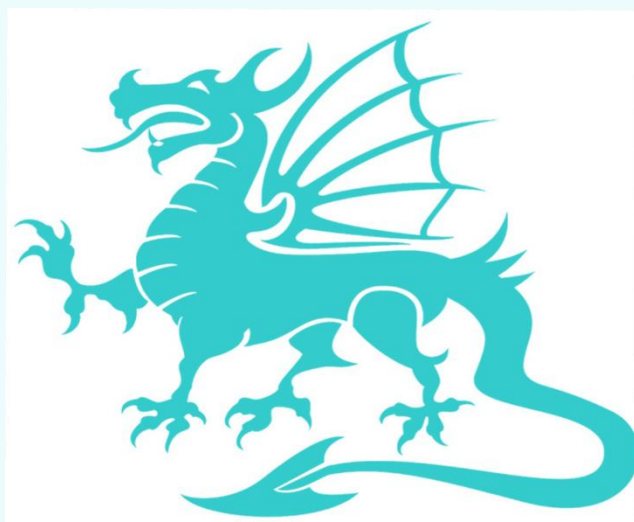
Jenny Rees: President

Denise Dutchuk-Smith: Treasurer

Nerissa Bhola: Secretary

Tara Peters: Director

Nicolas Dunne: Director



School Administrators:

*Denise Dutchuk-Smith: Head of
School*

Jocelyn Forrester: Interim Principal

Aileen Forsch: Vice Principal

*Amanda Dennis: Director of
Admissions*

The Education Plan for Delta West Academy Society commencing May 31, 2022 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 3 years on May 31, 2021, and approved the Year 2 report on May 31, 2022.

<https://deltawestacademy.ca/download/education-plan-2021-2024-year-2-report/>

Snapshot of the 2021-2022 school year:

Technology:

- Continued use of the Microsoft Teams platforms for Grade 3-12 for video calls, assignment and note postings.
- All students from Grade 3-9 were issued a Microsoft Go computer for their school use, and Jr. High school students use at school and home.
- Use of the Zoom platform for ECS-Grade 2 students for online learning opportunities when they were unable to attend in-person classes due to COVID-19.
- Continued use of the Dremel 3-D printer in our Jr. and Sr. High classes
- New Smart Projectors in Room 1,3, and 8 for clearer visuals and integration of technology for students and teachers.

Student Engagement:

Off-Campus Activities:

- ECS – Gr. 6 – Swimming Lessons at Inglewood Aquatic Centre
- ECS Calgary Zoo Penguin Palooza Program
- Gr. 1 – Calgary Zoo (Program + Exploring time) for Science class
- Gr. 3 & 4 Journey 2050 program at the Stampede Agrium Center
- Gr. 3-6 Weaselhead Tour for Outdoor Education
- Gr. 3-6 Disc Golf at Baker Park
- Gr. 3-6 Canoeing at Bowness with U of C
- Gr. 3-6 Baseball at McDougall Park with instructor
- Gr. 3-6 Squash at U of C
- Gr. 3-6 Sledding off campus
- Gr. 3-6 Curling at North Hill Curling Club
- Gr. 3-6 Skating outside in Bridgeland w/ an instructor
- Gr. 3-4 & 7-8 Royal Tyrell Museum in Drumheller; Fossil Casting Class and museum time
- Gr. 4 Social Studies field trip to Big Rock in Okotoks
- Gr. 4 Social Studies Virtual Presentation RCMP Heritage Museum
- LA 5/6 Central Library Trip
- Gr. 6-8 Camp Kindle trip for 3 days focusing on Outdoor Education and Leadership
- Gr. 6-8 Team Building activity at Cobb's Adventure Park
- Grade 7 Social Studies- CIFRS Truth and Reconciliation Indigenous Art Exhibit
- LA 7/8 *Death on the Nile* Movie Cineplex Odeon Sunridge
- Gr. 7-8 Volleydome

- Gr. 9-12 to Field of Cross to perform for the Sunrise Ceremony
- Gr. 9-12 Laser City for Teambuilding Activity
- Gr. 9-12 Sunridge Badminton Centre
- Gr. 10 Market Mall trip for Spanish and French
- Gr. 10-12 Superstore field trip for Food Studies
- Gr. 11-12 University of Calgary Campus Tour
- All students School Hike and Bike at South Glenmore Park
- All students Mount Royal Leacock Theatre for Christmas Tea Performance
- All Students Calgary Olympic Park Tubing Activity

Guest Speakers:

- ECS Yoga and Mindfulness workshop
- Gr. 2 Urban Chicks Program
- Gr. 3-6 & 9 Astrodome Presentation
- Gr. 5-6 LitCon 2022- Poetry Blast with Marc Lynch!
- Gr. 7-8 LitCon 2022- How to Spark Your Own Story
- Gr. 7-8 Cst. Torrie Ursu Community Resource Officer CPS career presentation
- Gr. 7-8 SAIT Academic Advisor School of Health & Public Safety post-secondary/career presentation
- Gr. 7-8 Health Nurse from the Sheldon Shumer Clinic Human Sexuality presentation
- Gr. 7-8 Canadian Mental Health Association Youth Smart Program- Stress and Healthy Coping guest presenter
- Gr. 3-8 Art Therapy
- Gr. 10-12 Session on Exam Anxiety
- All Students Telus Be Brave Anti-Bullying Virtual Event

Community Involvement:

- Orange Shirt Day promoting awareness of First Nations Residential schools
- Hats Off For Mental Health day May 4th
- Pink Shirt Day for Awareness of anti-bullying
- Field of Crosses: Placing flowers along the crosses on Memorial Drive
- Performing the National Anthems for the Sun Rise Ceremony for the Canadian Legion
- Calgary Food Bank Donations for Christmas
- Fun Lunch Donations for various charities including Ukrainian refugees, Calgary Women's Center, and CKNW Kids Pink Shirt Day Fund.

Teacher Growth and Development:

- Our entire staff participated in the Annual AISCA “Better, Together: Building Relationships” Teachers Convention for Professional Development.
- All Staff: Mental Health Concerns in Youth and Children (September 24th) Crisis & Trauma Resource Institute
- All Staff: fYrflly PD session on Diversity and Inclusion
- Continuation of teacher evaluations for Professional Certification
- Weekly Divisional Meetings and Staff Meetings for the purpose of collective learning and discussion of student progress
- Readers and Writers for Life: Developing Student Agency in Secondary Language Arts
- All I Hear is Crickets! Talking to Learn in the Secondary Classroom
- Assessing Writers in High School ELA: A Focus on Feedback and Process
- Essay Writing as an Art Form - Featuring Kelly Gallagher and Penny Kittle
- Structured Word Inquiry: A 'How To' Story of Practice (Grades 4-9)
- Mindfulness and Meditation in the Classroom
- Overcoming interrupted learning using SEL strategies



Communication with our Community:

- Continuation of the Dragon Sparks Classroom Blog using Microsoft Sways
- Continuous use of electronic calendar
- Dragon Weekly newsletter (updated format)
- Continuation of 3 reporting periods for K-9 and 4 reporting periods for 10-12 with progress reports and comments in each semester along with PTI (held in person/virtually) throughout the year after report cards.
- Implemented a new Student Information System; School Cloud for improved parent access to grades and report cards. Students in Jr. and Sr. High have also been provided with individual logins to make assignment tracking more accessible for them.
- Use of Microsoft Teams platform for communication between teachers and classes.

Planning for the Future

Delta West Academy is presenting our Year 2 Report for the three-year Education Plan presented in May 2021. We adopted a three-year plan to allow us the opportunity to track our growth and improvement over a specific period, while also recognizing the need for this plan to develop and adjust as needed. The Covid-19 pandemic has continued to cause many challenges for planning in Education, as much is unknown regarding the full extent of the impact it will have on our families, students, and staff both personally and academically. Delta West Academy is committed to re-visiting and adjusting our goals to meet the needs of our students in the ways that help them be the most successful versions of themselves.

Delta West Academy's Education Plan 2021-2024 was developed after consultation through various parent and student surveys, the May 2020 APORI results, along with discussions with staff, students, parents, and board members. We have sought to strike a balance between the societal contexts we see as having impacts on student learning and engagement, and the local measures more unique to our specific DWA community.

Now in Year 2 of our Education Plan, we have reviewed our initial goals, May 2021 APORI results and the Annual Education Results Report, along with our own local measures including student surveys and staff discussions to evaluate our progress in our goals for continuous growth and development. At this time, we feel our goals are still in alignment with the direction we feel is necessary for student and staff success and will continue to build upon the presented goals.



May 2021 Accountability Overall Summary

Assurance Domain	Measure	Delta West Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.4	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	91.1	89.2	93.3	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	*	n/a	91.5	83.4	80.3	79.6	*	*	*
	5-year High School Completion	*	86.7	88.2	86.2	85.3	84.8	*	*	*
	PAT: Acceptable	n/a	n/a	100.0	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	53.0	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.6	89.5	92.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	89.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	89.4	92.2	90.5	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

The May 2021 accountability summary did not include measure evaluations this year due to adjustments made to the APORI survey due to the Covid-19 Pandemic.

Delta West Academy was pleased with our overall survey responses, although they did highlight some areas of focus including finding ways to re-engage our parents which is in alignment with our goals. 92.2% for WCRSLE was an important result for DWA, as this is a major priority for our school. We identified some discrepancies in the responses among different age groups involved in the survey and have placed a focus on mental health within our Jr. High population because of this.

Continued Growth/Enrollment and Steady Enrollment

Rationale	Delta West Academy continues to work towards continuous enrollment growth. Covid-19 uncertainties have made this a challenging environment due to economic uncertainty, however we strive to retain current students and recruit new families across all divisions. This continued growth will allow Delta West Academy the opportunity to explore more programs and possible offerings for the students.
Domains of Focus	<p>Student Growth and Development:</p> <ul style="list-style-type: none"> Students are active, healthy and well. <p>Teaching and Leading:</p> <ul style="list-style-type: none"> Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. <p>Learning Supports:</p> <ul style="list-style-type: none"> Students and their families work in collaboration with education partners to support learning. <p>Governance:</p> <ul style="list-style-type: none"> Curriculum is relevant, clearly articulated and designed for implementation within local contexts.
What is currently implemented to support this goal?	<ul style="list-style-type: none"> “Be Our Guest” program for teachers/staff including reading the Be Our Guest (Revised and Updated Edition): Perfecting the Art of Customer Service (A Disney Institute Book). “With All Due Respect: Keys for Building Effective School Discipline” by Ronald Morrish for a consistent approach to student behaviors. Weekly divisional meetings with teachers which helps to build a strong community of educators and ensures collaboration regarding student successes and challenges. Open Houses and Virtual Tour Commercial Video for prospective families. Metric Marketing has been working with DWA to help identify ways to identify prospective families and retain current students through website revitalization and analytics, and marketing strategies. A student survey was provided for Grade 5-12 students asking for feedback on programming and extra-curriculars in an effort to identify areas of interest not represented within our offerings.
Strategies for Improvement	<ul style="list-style-type: none"> Increased social media presence to expand our network of prospective families. This year, we have been working on more regular postings, and reaching out to our current families to follow our social media. Additional work needs to be done to reach targeted audiences through potential paid boosts and google advertisements. Continuous opportunities for discussion with current families to retain their enrollment through more regular feedback surveys. Work with families to continue to develop our Boutique Options based on student interest/availability.

Measuring Performance	<ul style="list-style-type: none"> Tracking our Social Media accounts and website for increased visitation and interaction. Open House attendance and follow-up. Retention of current families. Enrollment growth.
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Social/Emotional Wellness: A focus on Mental Health

Rationale	Delta West Academy recognizes the significant impact that Covid-19 has had on our community. The transitions from in-person to online, health concerns, and global uncertainty will undoubtedly impact students for years to come. Our interpersonal interactions have forever been impacted by our experience with this pandemic.
Domains of Focus	<p>Student Growth and Development:</p> <ul style="list-style-type: none"> Students are active, healthy and well. <p>Teaching and Leading:</p> <ul style="list-style-type: none"> Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. <p>Learning Supports:</p> <ul style="list-style-type: none"> Learning environments are welcoming, caring, respectful and safe. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. <p>Local and Societal Context:</p> <ul style="list-style-type: none"> Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.
What is currently implemented to support this goal?	<ul style="list-style-type: none"> Use of community supports for student wellness including Art Therapy sessions for Grades 3-8 students, and AB Health guest speakers for Jr. and Sr. High students on organization and anxiety, as well as Jr. High workshop on Diversity Identification Fluidity, and Life Style Choices with Psychologist Tara Peters. Staff collaboration/discussions on student behaviour to identify concerns. Staff PD sessions on mental health. Anti-bullying workshops/Pink Shirt Day. Introduction of Dragon Learning Plans to help identify necessary student supports outside of a traditional IEP. Leadership and Team Building activities for both students and staff Re-introduction of regular intramural activities for all students to encourage community and interaction.

Strategies for improvement	<ul style="list-style-type: none"> • More opportunities for utilizing community mental health supports for DWA students and staff. • Staff opportunities for PD. • Clubs and activities to provide more opportunities for socialization outside of a classroom environment and to build student-teacher relationships. • Leadership training on staff burn-out and teacher recognition. • Addressing staff burn-out by exploring partnerships with organizations to provide opportunities for more planning time • Create more connections with available resources to assist in helping students and staff.
Measuring Performance	<ul style="list-style-type: none"> • Community resources available to all students pre-K-12 annually, including programs like Stride Psychology, or AB Health Guest Speakers. • Student attendance rates. • APORI results on Safe and Caring Schools • Annual Local Survey to determine parent satisfaction on Mental Health resources availability.

Curriculum Implementation: A Focus on Literacy and Numeracy

Rationale	<p>The full impact of Covid-19 on student learning remains to be seen, however assessments have already identified gaps in forward progress. We recognize the importance of focusing on, and ensuring our student's literacy and numeracy skills will allow them to continue to be successful students. Literacy and numeracy impact success in all subject areas, and therefore are essential for developing capable, high-achieving students. Through the pandemic, DWA has maintained student participation in all classes, with students and teachers logging in daily for virtual classes when necessary. Our teacher enthusiasm and dedication has been admirable, and as a result our students have continued to receive quality instruction. The un-predictability of the impacts of Covid-19 on student development, and the impact of students who will join our community coming from other schools mean we must place an importance on determining student progress and finding ways to teach to where they are currently. With the K-3 implementing a new Math and Language Arts curriculum this year, which we have already piloted, we feel we are in a good position to approach student learning for the 2022-2023 school year. With the roll-out of new curriculum in additional subjects in years to follow, Delta West Academy staff must also be prepared to ensure our students are meeting the acceptable standards and showing continuous growth.</p>
Domains of Focus	<p>Student Growth and Achievement:</p> <ul style="list-style-type: none"> • Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. • Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.

	<p>Teaching and Leading:</p> <ul style="list-style-type: none"> Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning <p>Governance:</p> <ul style="list-style-type: none"> Curriculum is relevant, clearly articulated and designed for implementation within local contexts.
What is currently implemented to support this goal?	<ul style="list-style-type: none"> Having subject-specialized teachers beginning in elementary grades ensures that instruction is being delivered by knowledgeable educators. Divisional meetings and subject meetings means that teachers understand the scaffolding that is necessary for progression through the different grades. Opportunities and encouragement for teachers to attend subject specific professional development. 65% defined as a pass. 3 Progress Reports for K-9 students, 2 Progress Reports and 2 Transcripts for Gr. 10-12 students allow for continuous progress checks for students, staff, and parents. Parent-Teacher Interviews which follow the progress reports provide opportunities for meaningful discussions. Reading and Numeracy assessments for our Grade 1-3 students Review class period for Grade 11 and 12 students to address gaps caused by disruptions to learning in the previous school year.
Strategies for improvement	<ul style="list-style-type: none"> Participation in Provincial Exams to determine student progress, and the implementation of DWA final exams for each subject as assessment on student learning and understanding. Although our Grade 6 students piloted the LA and Math curriculum, we have opted to have them still completed the PATs for these subjects this year in order to obtain data relating our student performance to Alberta results. Continued use of reading and numeracy assessments for Elementary students to establish a baseline for level of comprehension. New curriculum resources and professional development to ensure a high standard of delivery of material. Professional development for staff. Engagement with parents about home-practice help.
Measuring Performance	<ul style="list-style-type: none"> Analysis of PAT results will help DWA to determine if students are meeting the acceptable standards, as well as being able to track their progress from Gr. 3-Grade 6, Grade 6-Grade 9, and Grade 9-Grade 12. Student performance on DWA administered final exams, and subsequent follow-up on progress.

Parent Engagement

Rationale	Parents are an integral part of the school community. Research shows that involved parents lead to student success ¹ . Providing opportunities for parents to provide feedback and consultation is important to DWA. Through the Covid-19 pandemic, we recognize that many of our parent engagement opportunities were unable to proceed, and so we must adapt and adjust to ensure continuity of parent voice in our school's planning for the future.
Domains of Focus	<p>Teaching and Leading:</p> <ul style="list-style-type: none"> • Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. <p>Learning Supports:</p> <ul style="list-style-type: none"> • Education partners fulfil their respective roles with a shared understanding of an inclusive education system. • Students and their families work in collaboration with education partners to support learning. • Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities. <p>Governance:</p> <ul style="list-style-type: none"> • Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.
What is currently implemented to support this goal?	<ul style="list-style-type: none"> • School Cloud (SIS) access for parents to follow their child's progress. • Dragon Sparks Classroom Blog to communicate student learning and engagement. • Dragon Weekly email update. • Electronic calendar for parents to easily connect with school activities. • Parent-teacher interviews after progress reports (minimum twice a year). • Annual local end of year survey to identify parent concerns. • Opportunities for PAC and Society Board involvement. • Volunteer opportunities in the classroom and on field trips. • This year, our Delta West Academy Foundation was able to host a Fundraising Gala for parents and was attended by staff.
Strategies for improvement	<ul style="list-style-type: none"> • Work on developing a format for PAC that would make parent involvement more convenient/accessible for families. Including PAC discussions at the initial school year meeting as written requests have resulted in minimal interest. • Engage parents through more frequent surveys throughout the year on decisions that impact them and their children.

¹ Waterford.org. (November 2018). How parent involvement leads to student success. Waterford.org. <https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/#:~:text=Parent%20involvement%20is%20when%20parents,information%20about%20their%20student%27s%20grades.&text=They%20relate%20to%20parents%20not,academic%20support%20for%20their%20child.>

	<ul style="list-style-type: none"> • Keep the annual meeting format from 2020-2021 which had parents attend an information session on their child's first day. This increased parent participation and ensured the majority of parents were well informed about school communications. • Continue to work on accessibility to School Cloud SIS to improve parent access to child's marks and progress. • Re-implement school events including Gala and the Parent BBQ once it is safe to do so to provide more in-person opportunities to interact with parents. • Parent information sessions by Zoom on various topics which include: Staff bios, School culture and history, conflict resolution, How to study in various divisions, Reading at home, our science lab in action, etc.
Measuring Performance	<ul style="list-style-type: none"> • Using APORI and local surveys with consistent questions regarding parent involvement, we can track the level of satisfaction of our parents. • Growth of PAC, or number of parents on the Delta West Academy Society Board. • Participation in Parent-Teacher Interviews is maintained. • Level of participation in school activities.



Budgeting for the Future

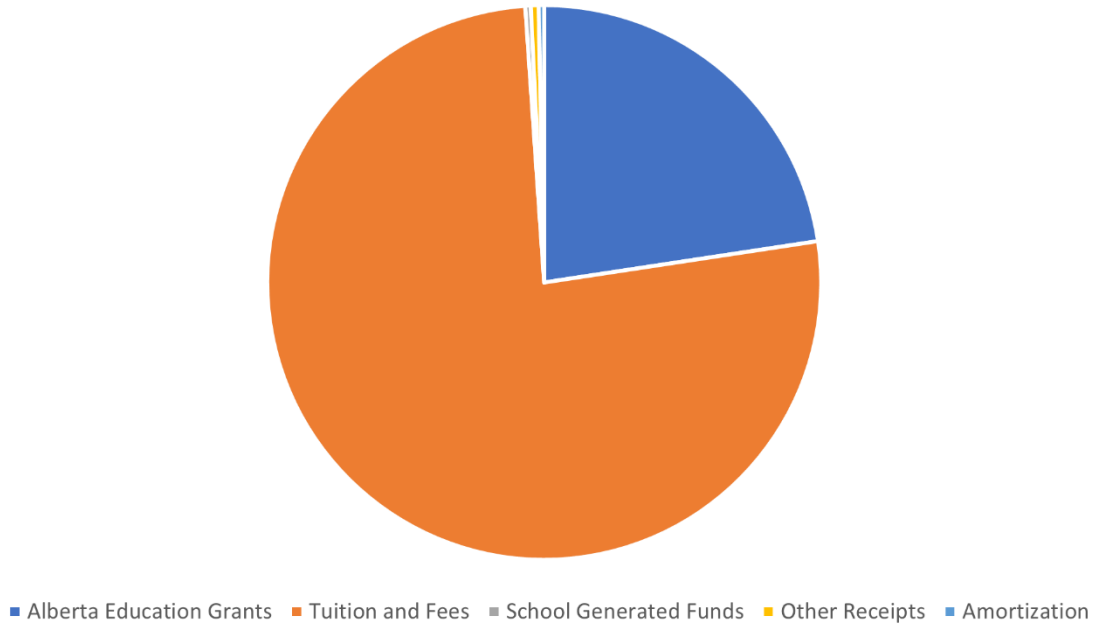
DWA takes a very conservative approach to its budgeting. It is based on the enrolment figures in May of 2022 when the budget is due to Alberta Education. An updated in-school budget is created in September to better reflect the enrollment at the start of the actual school year. Also, school generated funds are estimated at a conservative level as they can be highly variable in nature.

Unpredictable carbon pricing continues to impact our expenditures, as there is little to be done about improving the energy efficiency of our historic Bridgeland School home other than a total rebuild. The impact of COVID-19 on our budget is also difficult to plan for as the direction of the current pandemic is uncertain. COVID 19 has significantly increased DWA's expenditures for supplies and cleaning in efforts to keep our school community safe. As well, funding for assessment of learning loss has been implemented, and we wait to see whether this will be expanded to any additional grades beyond Gr. 3. The enrolment strategies will take some time to show results so continuing to reduce expenses will be a high priority in the coming year.

2022-2023 Budget Summary:

Revenue Summary (Figures in dollars)	
Alberta Education Grants	498 304
Tuition and Fees	1 681 000
School Generated Funds	7 000
Other Receipts	10 100
Amortization	7 000
Total Revenue	2 203 404
Salaries and Benefits	1 307 400
Services and Supplies	852 000
School Generated Funds	7 000
Amortization	24 700
Total Expenditures	2 191 100
Surplus	12 304

2022-2023 Budget Revenues



2022-2023 Budget Expenditures

