



3 Year Education Plan 2021-2024 Year 3 Report 2023

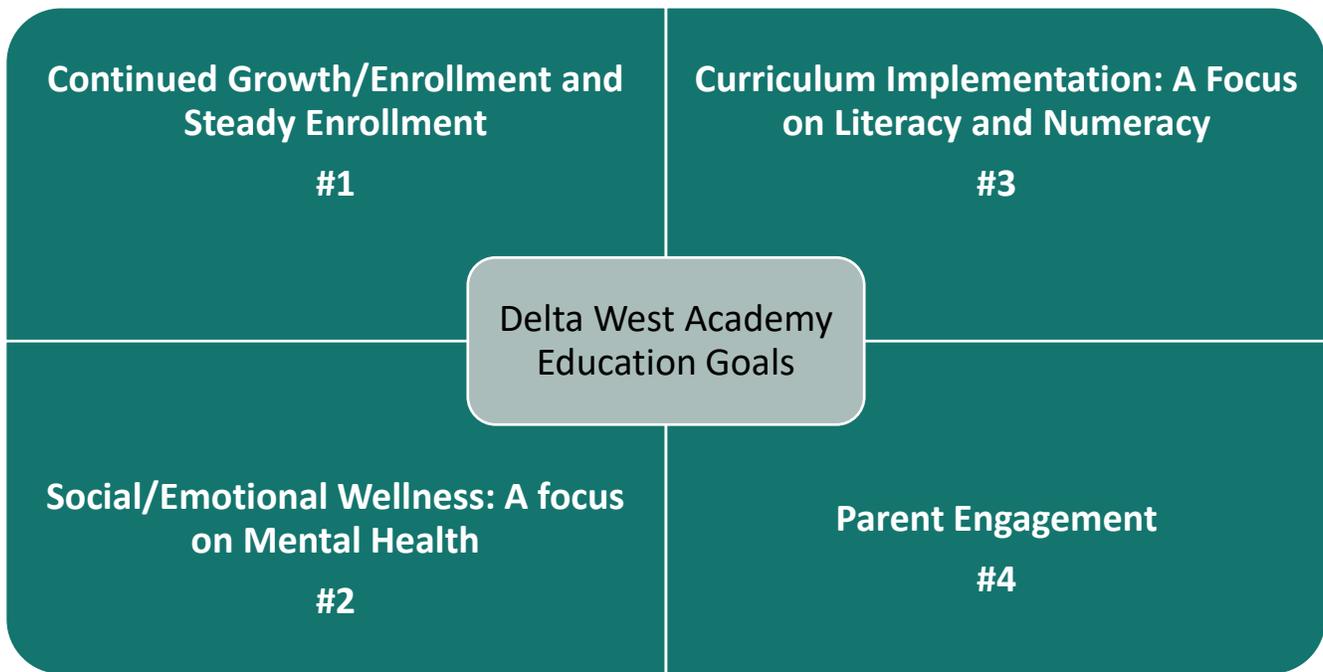
Delta West Academy

www.deltawestacademy.ca

414 11A Street. NE. Calgary, AB

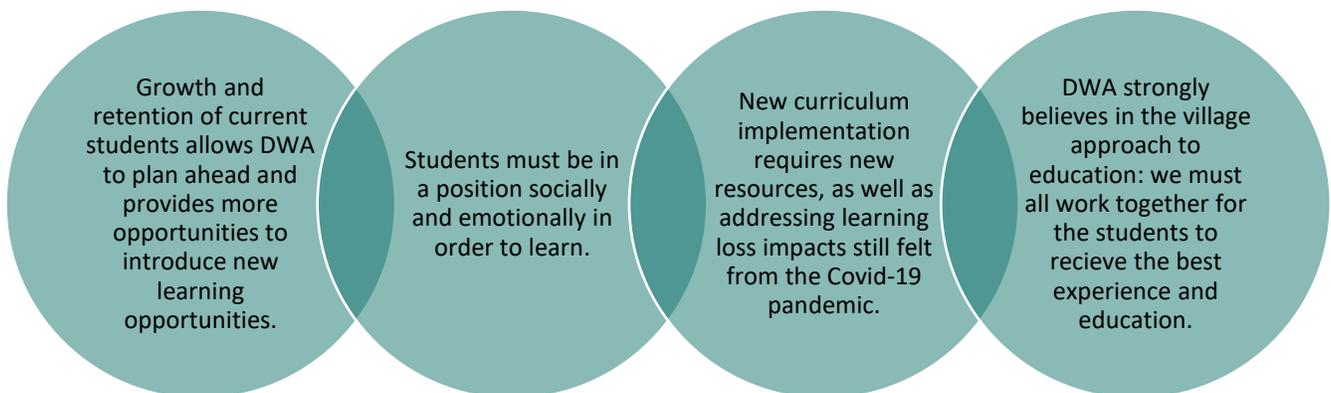
(403)290-0767

Executive Summary



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.



Each of DWA's goals overlaps to create a comprehensive view for the success of the school, and more importantly, the success of each student academically, socially, and physically.

Parents or stakeholders with questions or suggestions are requested to contact us to provide additional feedback.

“DWA is an amazing school. We feel blessed that our child has the opportunity to be part of such a great community. Our child is proud to be a Dragon and he lets everyone know it!” – Parent Survey comment

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.



**“It simply isn’t an
adventure worth
telling if there
aren’t any
dragons.” – J.R.R.
Tolkien**

DWA Profiles and 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 30 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.

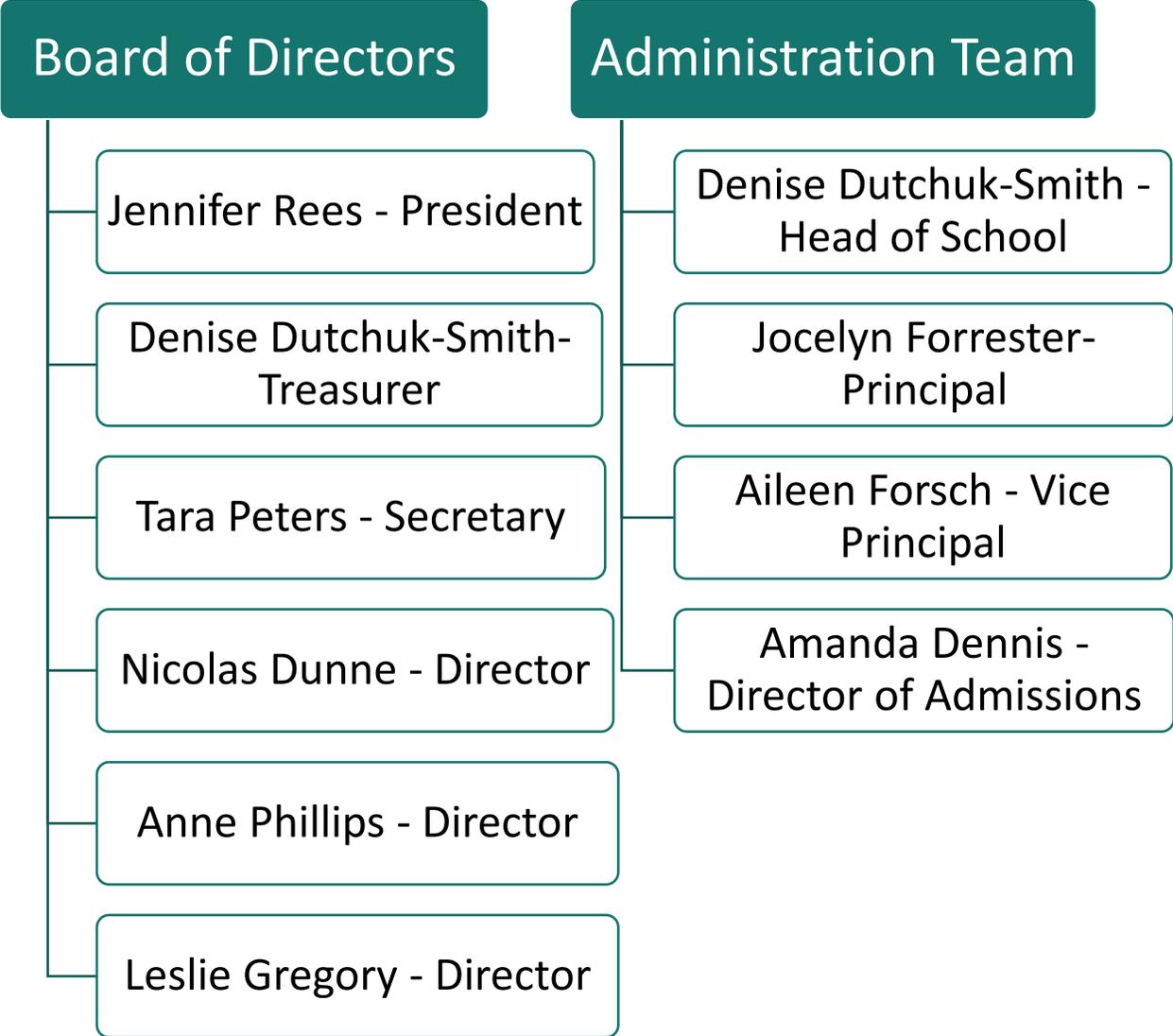
Discipline is more easily maintained as all teachers know all students, and students know each other. Any issues that arise between students can be dealt with quickly, and with the support of parents, re-channel the relationships into healthier directions. This connectedness creates a secure and relaxed 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 white boards and BenQ interactive boards in every classroom, to iPads for younger students and school-issued laptops in middle grades, to personal devices by high school. Coding opportunities begin right with our kindergarten classes and the use of Lego WeDo and Mindstorms programs starting in upper elementary. The use of the 3-D printer is incorporated into our Math and Science classes for design opportunities.

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, G.D., "Smaller class sizes equal more time in class to study and get through content. Everyone here is supportive and helps each other to achieve their goals."

Delta West Academy Board of Directors:



Accountability Statement for the Education Plan

The Education Plan for Delta West Academy Society, commencing May 31, 2023 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the 2021/2024 Education Plan on May 31, 2021 (Year 1). The Board reviewed and approved the 2021/2024 Education Plan on May 26, 2023 (Year 3).

<https://deltawestacademy.ca/news-and-policies>



**Snapshot of the
2022- 2023 School Year**

Student Engagement

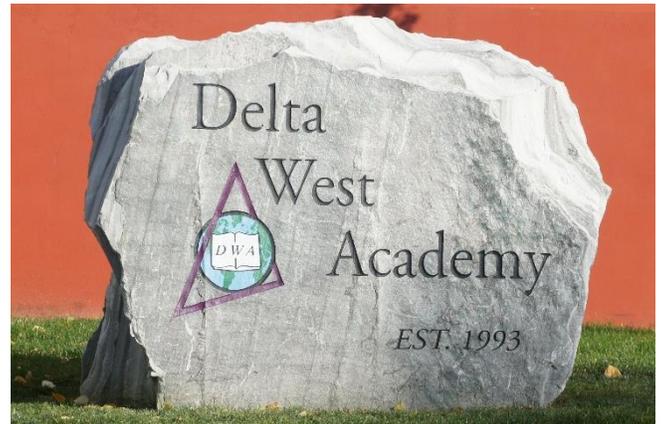
Off-Campus Activities:

- Full school trip to Kananaskis Grade 1-12
- Grade 9 & 12 Biodiversity Program Calgary Zoo
- Grade 9-12 Sailing at Glenmore Reservoir
- ECS & Grade 1 Butterfield Acres
- ECS – Grade 6 Swimming at Renfrew Pool October and March
- ECS – Grade 12 Monster Mini Golf Halloween Activity
- ECS – Grade 12 Grand Theatre for Christmas Tea rehearsals and performances
- ECS Storytime Calgary Central Library
- Grade 7-9 SAIT Culinary Tour
- Grade 4-9 Bernard Callebaut Tour
- Grade 5-9 Save on Foods Tour
- Grade 10 Spanish Pio Pio Restaurant
- Grade 7-12 Contemporary Art Museum: Human Capital Exhibit
- Waste Management Landfill Trip Grade 4
- Grade 11-12 Los Angeles: Universal Studios, California Science Center, Simon Wisenthal Museum of Tolerance
- Grade 4-6 Sleepover at Royal Tyrell Museum
- Grade 9 & 12 SAIT Energy Tour
- ECS Fire Station #1
- Grades 2-6 Calgary Zoo “The One and Only Ivan”
- Grades 9-12 Badminton Center
- Grades 11-12 Goblin Macbeth at Vertigo Theatre
- Grade 4 & 7-12 Activate
- ECS Calgary Humane Society
- Grade 9-12 Lunchbox Theatre “Countries Shaped Like Stars”
- Grade 2-4 Fort Calgary
- Calgary Youth Science Fair
- Grades 4-6 Calgary Music Festival Competition
- Grade 10 SAIT and MRU Campus Tours
- Grade 10-11 Mount Royal Biology Lab
- Grade 7-9 & 12 Rothney Astrophysical Observatory
- ECS Safety City
- Jr. and Sr. High Track Meets Calgary Foothills Athletic Park
- Calgary Reads Big Book Fair Grade 9
- Grade 5-6 Cineplex “Are you there God, it’s me Margaret!”
- Grade 7-8 Hiking at Nose Hill Park
- Grade 12 Calculus lecture at the University of Calgary
- Grades 4-6 Elder Stories at the Calgary Public Library
- Grades 9-12 curling



Guest Speakers:

- Loose Moose Improvisation Seminar Grade 9-12
- John Paddon Navy Veteran Grade 7-12
- VAST dogs Calgary Police
- Junior Achievement Grade 4-6, 7-9, and 10-12
- Cricut Lessons Prabhshimer Arora Grade 5-6 & 9-10
- Aussie Rules Sport Residency ECS-Grade 12
- Alberta Health Services Sexual Health Presentation
- Woezo African Dance Residency ECS – Grade 12
Wunmi Idowu
- Political Cartoonist Fred Curatolo
- Virtual Kenneth Oppel Author Workshop



Technology:

- Continued use of the Microsoft Teams platforms for Grade 4-12 for video calls, assignment and note postings.
- All students from Grade 4-9 were issued a Microsoft Go computer for their school use, and Jr. High school students use at school and home.
- All students ECS – Grade 3 have use of an iPad.
- Exam laptops for use throughout the year to ensure students are familiar for final exams.
- Continued use of the Dremel 3-D printer in our Jr. and Sr. High classes
- New Smart Projectors or BenQ Interactive boards in all classrooms within the last two years.

Community Involvement

- Grade 10s to Calgary Mustard Seed
- Performing the National Anthems for the Sun Rise Ceremony for the Canadian Legion
- Orange Shirt Day promoting awareness of First Nations Residential schools
- Hats Off For Mental Health day
- Pink Shirt Day for Awareness of anti-bullying
- Field of Crosses: Placing flowers along the crosses on Memorial Drive
- Donations to Calgary Humane Society, Children's Hospital, Veterans Food Bank, The Magic of Christmas, Heart and Stroke Foundation, Poppy Fund

Teacher Growth and Development

- Our entire staff participated in the Annual AISCA “Better, Together: Building Relationships” Teachers Convention for Professional Development.
- 6 teachers attended AISCA’s New Teacher Workshop in September
- Weekly Divisional Meetings and Staff Meetings for the purpose of collective learning and discussion of student progress
- Introduction of Curriculum PLCs to identify common concerns and to identify progressions, and important skills to implement consistently across grade divisions.
- AISCA AGM and Spring Leadership Conference
- Continuation of teacher evaluations for Professional Certification
- Dr. Jody Carrington Virtual Burn-out Workshop
- Holocaust Education Symposium

Communication with our Community

- Continuation of the Dragon Sparks Classroom Blog using Microsoft Sways
- 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 throughout the year after report cards.
- Continued to improve our use and functionality of our SIS; 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.

Building the Dragon Community: Uniquely DWA

- Bring Your Parent to School Day!
- Parent Gala with parents and staff in collaboration with DWA Foundation
- Families place flowers on the crosses at the Field of Cross
- Full school Christmas Tea
- Family Christmas Breakfast
- Spring Fling Family Dance
- Multicultural Fair
- Calgary Marathon

“We have enjoyed the family events and appreciate how much access we have to the school and the teachers.” – Parent Survey comment



**DYNAMIC
WORDLY
ACCOMPLISHED**

Planning for the Future

Delta West Academy is presenting our Year 3 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. Although the WHO has ended the Covid-19 pandemic and there have been less frequent disruptions to learning continuity and in-person instruction, there are many long-lasting challenges that will continue to persist and impact our families, students, and staff. The impacts of Covid-19 include changes to the social dynamics of students, maturity and behavior shifts, learning loss, and technology dependence.

Delta West Academy is committed to re-visiting and adjusting our goals to meet the needs of our students in 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 3 of our Education Plan, we have reviewed our initial goals, May 2022 APORI results and the Annual Education Results Report, along with our own local measures including student and parent 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 2022 APORI Results 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	85.7	88.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	82.2	91.1	92.4	81.4	83.2	83.1	Very High	Declined	Good
	3-year High School Completion	*	*	n/a	83.2	83.4	81.1	*	n/a	n/a
	5-year High School Completion	n/a	*	93.4	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	100.0	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	54.2	n/a	n/a	20.6	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	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.4	89.6	92.5	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.9	92.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.8	89.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.5	89.4	96.1	78.8	79.5	81.5	Intermediate	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 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.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. 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).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. 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.

Our above APORI summary is based on 14 parent responses, which represented only 18% of our school population. This made analyzing the results challenging as there were many discrepancies between the APORI results and those provided by parents a few months later on our year end survey. Our biggest concern in the data was the significant drop in parental involvement measures. One of our goals has been to increase parent engagement and will continue to be a focus until we see improvement in these measures.

Although our Citizenship and WCRSLE measures remain Very High and High respectively, our review of the data indicates that although our focus early into the pandemic was on the impact to Grades 1-3 students, it is our upper elementary and junior high students who will be needing the most supports in navigating their social dynamics and mental health. Increased use of devices provided opportunities for younger students to have access to platforms that we feel they were not yet responsible enough to know how to use resulting in a number of disciplinary actions required due to inappropriate technology use. DWA prides itself on knowing our students, and building relationships that allow us to be able to identify issues early, and to investigate and resolve problems quickly.

Continued Growth/Enrollment and Steady Enrollment

<p>Rationale</p>	<p>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.</p>
<p>Domains of Focus</p>	<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.
<p>What is currently implemented to support this goal?</p>	<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. • Increased Social Media presence with a significant increase in post frequency and variation due to a staff member with dedicated time to manage social media accounts. • Open House attendance nearly tripled and the number of families registered after the open house event was very positive. The increased social media presence and continuous updated posts have helped to bring greater awareness and brand recognition for perspective families. • Paid radio advertisements were voiced by actual DWA students. These first-hand experiences and testimonials provided more insight to the enriched academic programing and exceptional teaching faculty at DWA. • More google reviews are being left by both current families and prospective families which is excellent to see and has helped increase the number of admission inquiries received. • New website design which loads faster, with updated images and messaging. Website platform allows for easier maintenance and updating by administration team. • 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. • A parent survey was provided in addition to the APORI survey to ask questions specific to DWA and our programming including to determine the importance of continuing to require 3 Sciences, and a High School Language.

	<ul style="list-style-type: none"> Return to important student activities such as Calgary Music Festival, Calgary Youth Science Fair, and the Athletic League for students and parents to recognize that although we are a small school, our talents and staff leadership allow us to be competitive. Return to over-night trips including Drumheller Sleepover, Camp Chief Hector, and an international trip to Los Angeles.
Strategies for Improvement	<ul style="list-style-type: none"> Continued social media presence to expand our network of prospective families. 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. Work on collective staff language at DWA to promote our program and how it differs from other schools. Use more of the Disney Institute promotional strategies to elevate the image of DWA. Continue to offer more school activities such as the Spring Fling Dance hosted this year. Provide more opportunities for teachers to direct professional learning communities and school initiatives. With less uncertainty for travel, begin to introduce international trips with more advanced notice to allow students to engage in fundraising to ensure that more students have the opportunity to attend without the cost barrier.
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.

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.
<p>What is currently implemented to support this goal?</p>	<ul style="list-style-type: none"> • Use of community supports for student wellness including AB Health speakers, Calgary Police Services, and Renfrew services. • Staff collaboration/discussions on student behaviour to identify concerns. • Staff PD sessions on mental health. • Anti-bullying workshops/Pink Shirt Day. • Frequent wellness breaks during classes. • Continuation 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 • Regular intramural activities for all students to encourage community and interaction. • More off-campus opportunities such as class trips to Activate for students to learn to work together while being active. • Introduction of Kindness Club as an initiative from our ECS and Elementary teachers to encourage students to take an active role in taking care of each other. • Partnership with Discovery Kids Out of School Care has reduced the load on teachers, and provided a reliable program for after school care. • ECS – Grade 9 students were not provided with iPads or laptops until after 1 month of classes to take a step back from technology, and to re-learn in-person skills lacking over the past several years.
<p>Strategies for improvement</p>	<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. • Continue to interview and utilize substitute teachers when available to reduce teacher coverage needed. • Create more connections with available resources to assist in helping students and staff.
<p>Measuring Performance</p>	<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

<p>Rationale</p>	<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 students' literacy and numeracy skills will allow them to continue to be successful students. Literacy and numeracy impact success in all subject</p>
-------------------------	---

	<p>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 2023-2024 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>
<p>Domains of Focus</p>	<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.
<p>What is currently implemented to support this goal?</p>	<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 • Access to Instruction (ATI) availability of teachers from 3:30-4:30pm daily to address concerns. • The introduction of re-assessment policies which have been adapted throughout the school year to reduce Jr. and Sr. High school student exam anxiety, as well as to be able to identify misconceptions, address them, and then re-test to ensure that the students have improved their skills in preparation for the final exams.

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 complete 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	<p>Parents are an integral part of the school community. Research shows that involved parents lead to student success¹. 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 as we are now able to gather and have parents return to actively participating in our classrooms, we must continue to provide and grow opportunities for our parent voice in the school's planning for the future.</p>
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.

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.>

<p>What is currently implemented to support this goal?</p>	<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. • Parent-teacher interviews after progress reports (minimum twice a year). • Annual local end of year survey to identify parent concerns and opinions on the future plans for High School course offerings. • Opportunities for Society Board involvement and DWA Foundation involvement. • Volunteer opportunities in the classroom and on field trips. • DWA Foundation Fundraising Gala at Char Bar at the beginning of the year. • DWA Spring Fling Family Dance for elementary students and parents to attend. • Our first in-person Multi-Cultural Fair in 5 years brought together the staff, students, and parents in a wonderful showcase of DWA’s diversity. • Parent meetings on the first day of school to increase participation and provide important information about successful collaboration between parents and the school. • Bring Your Parent to School Day to allow for parents to join their children’s classes for the day. • Return of a volunteer requirement to encourage all families to get involved. • Addition of a signature acknowledging if parents have read the Policy Handbook to encourage parents to familiarize themselves with policies and procedures which can help to eliminate issues and can encourage discussions surrounding why we have certain policies and invite feedback on necessary changes.
<p>Strategies for improvement</p>	<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. • Continue to work on accessibility to School Cloud SIS to improve parent access to child’s marks and progress. • Streamline school communications to ensure that information is clear, and easy to access without being overwhelming. • 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. • Next year we have initiated an annual fund campaign to focus on three fundraising projects. <ul style="list-style-type: none"> ○ A second DWA Van/Bus, which will help with transportation for an expanded bus route as well as greater access to our own transportation for field trips. ○ More Drama/Music equipment to enhance these fine arts programs ○ To build a DWA scholarship fund <p>With these initiatives, parents will play a role in where their financial donations are allocated based on the fundraising project they have selected.</p>
<p>Measuring Performance</p>	<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.



Delta West Academy is big on community! Collaboration between teachers, students, parents, and community supports is what provides the best opportunities for our students!



First Nations, Metis and Inuit Student Success

Although there are no self-identified FNMI students, currently enrolled at DWA, there is the understanding from Alberta Education that disadvantages faced by a particular group of students impacts everyone and the expectation exists that everyone assists in ameliorating that situation.

DWA has invested in First Nations specific literature to compliment classroom and teachers resources. Our ability to include students in off-campus opportunities such as attending the Glenbow Museum, Head-Smashed-in-Buffalo Jump, Fort Calgary, story time with Elders at the Calgary Public Library, and other venues, allow us to bring our students into the Indigenous community to learn and hear first-hand knowledge of FNMI's history. Through past connections, Delta West Academy has built strong relationships with First Nation's elders, bridging the gap between our small community and those that lie outside of our school. Hosting Land Acknowledgements with our school community is also an important way of respecting First Nations communities and helping our students identify their perspectives, experiences, and legacy.

Orange Shirt Day is more than just a clothing change for the day. We take the opportunity to teach our students about the meaning behind the day and the importance of reconciliation. Indigenous Day in June is not a day off for our students, even our High School students who are in the middle of exams. We work together as a staff to find different ways to celebrate Indigenous Culture with all of our students and make the day a meaningful learning experience. This year our Grades 4-8 students will participate in National Indigenous People's Day with keynote speaker, Indigenous Sport hero and Canadian Sport Hall of Famer, Alwyn Morris. The rest of our students population will be taking part in the Walk for Reconciliation.

DWA aims to support FNMI students when they are part of our student population and for our entire community to be an ally for FNMI students and people.



Budgeting for the Future

DWA takes a very conservative approach to its budgeting. It is based on the enrolment figures in May of 2023 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.

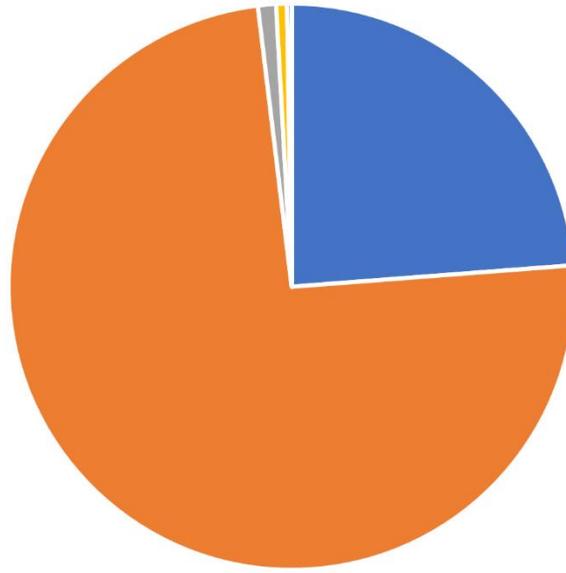
Unpredictable carbon pricing continues to impact our expenditures, as there is little to be done about improving the energy efficiency of our historic Bridgeland School home other than a total rebuild. As well, funding for assessment of learning loss has been implemented, and we wait to see whether this will be continued, and/or expanded to any additional grades beyond Gr. 3.

New funding updates for students and grants including transportation will need to also be factored into our planning for the future.

2023-2024 Budget Summary:

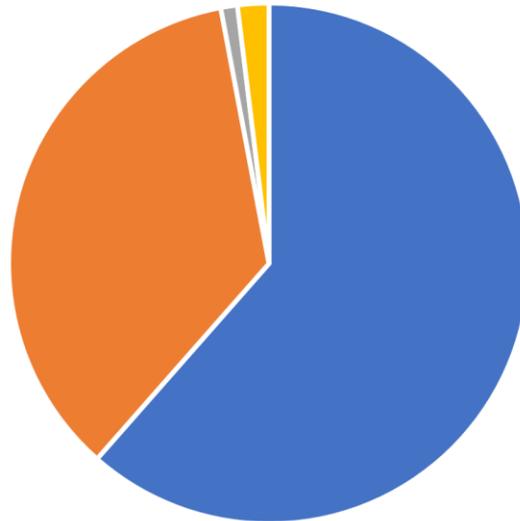
Revenue Summary (Figures in dollars)	
Alberta Education Grants	\$577, 782
Tuition and Fees	\$1, 804, 500
School Generated Funds	\$25, 000
Other Receipts	\$15, 000
Amortization	\$6, 00
Total Revenue	\$2, 428, 782
Expenditure Summary (Figures in dollars)	
Salaries and Benefits	\$1, 487, 500
Services and Supplies	\$859, 500
School Generated Funds	\$25, 000
Amortization	\$47, 000
Total Expenditures	\$2, 419, 000
Surplus	\$9, 782

2023-2024 Budget Revenues



■ Alberta Education Grants ■ Tuition and Fees ■ School Generated Funds ■ Other Receipts ■ Amortization

2023-2024 Budget Expenditures



■ Salaries and Benefits ■ Services and Supplies ■ School Generated Funds ■ Amortization