



ATLAS

LEARNING ACADEMY

Today's Learners, Tomorrow's Leaders

Combined 3-Year Education Plan and Annual Education Results Report (AERR)

2021/2022/2023

Message from the Board Chair

We continue to be excited about what has been occurring over the last year at Atlas Learning Academy.

Our school grew from a kindergarten, to an elementary school in the 2011-2012 school year. The 2020-2021 school year will be our 10th year as a Private Accredited Elementary / Middle School. We have continued support in our school enrolment and all of this has been a result of the quality of programs offered, staff and parental support that exists within the school and the community.

We believe that the small classroom creates for an environment that a one-on-one educational learning experience can be made possible, which in turn results in a confident, independent student.

We continue to offer our hockey training program, which our students really enjoy and has produced continuous skill development in those who participate.

Atlas Learning Academy is looking forward to another successful year, continued growth and expansion of our program.

Warm Regards,

Stavroula Kangles, Chairman of the Board.

Accountability Statement

The Annual Education Results Report for the 2019-2020 school year and the Education Plan for the three years commencing September 1, 2020 for Atlas Learning Academy was prepared under the direction of the Board in accordance with the responsibilities under the *Private Schools Regulation and the Education Grants Regulation*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2019-2020 school year and the Three-Year Education Plan for 2020/2023 on November 30th, 2020.

Stavroula Kangles, Chairman of the Board.

Foundation Statement

OUR VISION

Atlas Learning Academy strives to create a learning environment that encourages students to be confident individuals by offering developmentally appropriate instruction, diverse teaching styles, more one-on-one teacher/student time, and encouraging students to go beyond their potential.

Our modest school size allows us to develop close connections with our Atlas families. We provide a safe, nurturing and supportive environment, which allows students to feel free to express their individual ideas and personalities.

OUR MISSION

Our mission is to provide a learning environment that builds on each student's strengths. We encourage students to become independent and confident learners, and provide quality educational opportunities to ensure students reach their highest potential.

A Profile of the School Authority

Atlas Learning Academy offers programming for kindergarten, elementary and middle school for K to 8. We offer class sizes with a maximum of 16 students, which allows for more one-on-one interaction and gives students the opportunity to develop their strengths and become confident learners.

Due to the success of our kindergarten programs over the past few years, there was a demand by the parents for an expansion to offer an elementary/middle school program. This is now our 10th year as a Private Accredited School and we offer K to 8 classes.

We follow the Alberta Programs of Study and integrate French as part of our program, beginning as early as kindergarten. Our middle school students have an opportunity to learn Spanish.

Our small class sizes allow us to explore and apply a variety of teaching and learning strategies that cannot typically be done in larger classroom settings. This allows the teacher to spend more time on required subject areas as needed by students and to develop academically appropriate individualized learning programs for all students that may require it.

We currently offer our students a hockey training program that they can participate in during the school day. This will give local athletes a chance to stay and train in Airdrie, while still receiving an excellent education.

Accountability Pillar Overall Summary

3-Year Plan - May 2020

School: 1435 Atlas Learning Academy Ltd.



Measure Category	Measure	Atlas Learning Academy Ltd.			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	96.2	95.0	96.8	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	89.7	86.8	88.4	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	95.0	96.1	96.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	93.8	90.1	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	22.9	27.8	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	90.6	85.5	76.1	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	92.2	91.1	93.8	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.9	88.5	90.6	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.0	78.7	91.2	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	86.5	93.8	n/a	Very High	Maintained	Excellent			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	32.7	22.9	n/a	High	Maintained	Good			

Comment:

Our grade 6 students did not participate in the PATs during the 2019-2020 school year, due to the closure. The majority of our students scored acceptable standard and excellence standard in the previous years.

We do not currently offer a grade 9 program, so we do not have grade 9 PAT results.
Our grade 3 students participated in the 2014 and 2015 SLA Pilots and majority of the students scored very high.

Atlas Learning Academy encourages participation in Achievement Tests and Student Learning Assessments. We will ensure that parents receive information on the SAT/PAT and SLAs and accommodate for exemptions for students that may require them.

Strategies

- Develop individual student programming according to the student’s needs, to assist them in becoming more confident independent learners
- Offer one on one assistance to increase a student’s skills and knowledge in areas of struggle.
- Use more multiple-choice tests for practice to ease test anxiety
- We will review where the students scored low and use a different approach to teach that information

Outcome One: Alberta’s students are successful continued...

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	96.2	97.8	100.0	90.2	91.1	92.2	Very High	Maintained	Excellent			

Strategies

- Participate in local community organizations through local field trips, such as the food bank and library, and having local community members come to the school and inform students of local organizations
- Help local community by cleaning up the local park and surrounding area, collecting food for the Airdrie Food Bank, participating in the Lioness Christmas Hamper Program, and performing at the local senior centres/homes.
- Teacher and staff will model active citizenship behaviour by having a more democratic classroom environment, where students and parents have a voice in their learning
- Students, teachers, staff and parents will participate in programs such as recycling, reading buddies, the virtues project and developing and following school rules to maintain a safe and caring environment

Notes:

1. 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful.

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Strategies

- **Increase awareness of Aboriginal culture through the Social Studies curriculum and field trips.**
- **Send staff to any PD AISCA or Alberta Ed may offer or through the Consortium**
- **Adding FNMI reading/teaching material approved by Alberta Education to our library and teacher resources**
- **Bringing in Elders to educate the staff and students**

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders.

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	88.5	98.2	80.0	86.8	89.7	Very High	Maintained	Excellent			

- Strategies**
- To offer as part of our regular school programming, physical education, health, music, art, drama, computer literacy and French
 - Offer CTF programming to our students, starting with coding apps and programming as early as kindergarten
 - Offering a physical education program with a physical education specialist
 - Continuing our hockey skills development program
 - Offer field trips that will relate to the fine arts, physical education and social studies (history)
 - Teach our students a variety of skills through our Life Skills program
 - Visits from local artists, health professionals, firefighters, business owners and other community workers during career days and other special events
 - Develop a Tech committee for teachers to develop their skills and remain current in their skills
 - Teachers will respect the diversity of all cultures
 - Have teachers attend workshops to develop & improve their knowledge on fine arts, technology and physical education

Outcome Four: Alberta’s K-12 education system is well governed and managed.

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	98.5	99.2	100.0	95.3	95.0	96.2	Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	100.0	97.2	100.0	94.2	96.1	95.0	Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	100.0	n/a	66.7	85.5	90.6	High	Maintained	Good			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	n/a	60.7	n/a	50.0	68.3	75.0	n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	n/a	94.9	100.0	83.3	88.5	89.9	Very High	Maintained	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	100.0	94.4	100.0	95.0	78.7	90.1	High	Declined Significantly	Issue			

Strategies

- **Developing rules and regulations for teachers, staff, students and parents to maintain a safe school environment**
- **Maintain and update our school policies and procedures**
- **Continue to educate our students on how to be caring, safe and respectful by having them participate in our programs such as: Anti-Bullying, Filling Buckets, Monthly Virtues etc.**
- **Teachers will model appropriate respectful, caring, and safe behaviour for all students to emulate**
- **Offer regular P.D. days for teachers and staff to become more knowledgeable about new developments in Alberta Programs of Study and any other new programs/developments made by Alberta Learning to the education system. P.D. days are listed in our school calendar**
- **Teachers, staff, students and parents will work together to ensure a safe and caring environment**
- **Teachers and staff will model appropriate social and communication skills and safe behaviours**

- Teachers will respect the diversity of all cultures
- Teachers and staff will follow the Alberta Programs of Study
- Maintaining small class sizes to ensure opportunities for one on one learning to take place
- Adding and updating programs we use to teach the Programs of Study
- Ensure an open line of communication between teachers, staff and parents by providing regular, open lines of communication
- Provide parents with monthly classroom newsletters and calendars
- Parent Council to support the parents' needs and help relay questions, concerns, or suggestions to the school administration and board. They also support any needs the school may have by organizing and running fundraisers and putting on school events to bring the school community together.
- Teachers and staff will demonstrate an openness to parental suggestions and opinions by discussing any suggestions with the principal and other staff and providing feedback to the parents on any decisions made.
- Teachers and staff will integrate independent learning by using a variety of teaching/learning strategies
- Teachers will model and maintain an expectation of success by developing student organizational skills, responsible behaviour, work ethics and respectfulness
- Ensure that students are active learners in the classroom by using a variety of teaching approaches such as inquiry-based learning
- Teachers and staff will employ a variety of assessment strategies by integrating both formative and summative assessment
- Teachers and staff will model lifelong learning skills by attending regular P.D. days, demonstrate an enjoyment of learning new information and skills
- Integrate technology in all subject areas using computers.
- Send an informative email to parents prior to survey detailing the significance of the upcoming survey, and invite them to approach us with any questions or concerns.
- Express to teachers the significance of their input in the survey during staff meetings, and welcome any questions or feedback they may have.
- Work to improve the level of transparency for our parents so that they are informed about any changes and improvements to the school building and programming by updating them regularly on the progress of such changes through regular emails and continual invitations to attend monthly parent council meetings.

Budget Summary

- This will be our 9th year receiving revenue from Alberta Education for our grade 1- 8 students for the 2020/2021 school year, as this is our eighth year operating as an Accredited Private Elementary and Middle school.
- The revenue from our ECS program will continue to assist us in maintaining our 2020/2021 school year budget.
- The revenue from Alberta Education for the 2020/2021 school year is anticipated to be \$719,500.

For additional budget information or to access our complete Audited Financial Statements for the 2018/2019 school year, please contact the school office at 403-912-1133.

Timelines and Communication

- The 2020/21 to 2022/23 Three Year Education Plan will be available to the public on our website at:

<http://www.atlaslearningacademy.com/3-year-plan-aerr.html>

Whistleblower Protection

- Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2019-2020 school year.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 0221 Atlas Learning Academy Ltd

Course		Measure		Atlas Learning Academy Ltd.						Alberta				
				Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	n/a	n/a	13	92.3	51,540	83.5	51,977	83.1		
	Standard of Excellence	Intermediate	n/a	n/a	n/a	n/a	13	11.9	51,540	17.9	51,977	18.2		
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,357	86.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,357	13.8		
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	605	91.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	605	23.1		
Mathematics 6	Acceptable Standard	High	n/a	n/a	n/a	n/a	13	88.1	51,486	72.9	51,924	71.6		
	Standard of Excellence	Intermediate	n/a	n/a	n/a	n/a	13	11.9	51,486	14.0	51,924	13.9		
Science 6	Acceptable Standard	Very High	n/a	n/a	n/a	n/a	13	92.0	51,517	78.8	51,966	77.8		
	Standard of Excellence	Very High	n/a	n/a	n/a	n/a	13	51.6	51,517	30.5	51,966	29.4		
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	n/a	n/a	13	88.1	51,525	75.1	51,937	74.7		
	Standard of Excellence	Very High	n/a	n/a	n/a	n/a	13	35.9	51,525	23.2	51,937	23.1		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	76.1	46,591	76.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	14.7	46,591	14.8		
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,528	57.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,528	5.7		
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,824	82.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,824	11.1		
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	378	86.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	378	24.8		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	59.2	46,129	62.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	15.0	46,129	17.6		
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	2,029	58.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	2,029	13.4		
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	75.7	46,581	75.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	24.4	46,581	24.1		
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,501	63.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,501	12.1		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	66.7	46,607	67.5		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	21.5	46,607	20.8		
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,453	55.8		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,453	14.0		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Summary of Financial Results: Revenues and Expenses 2019- 2020

REVENUES

Alberta Education	\$708,676
Miscellaneous Grant	\$0
Sundry	\$0
Federal Government and/or First Nations	\$109,606
Other Alberta School Authorities	\$0
Instruction fee/Tuition fees	\$414,164
Non-instructional (O&M*, Transportation, Admin Fees, etc)	\$175,415
Other Sales and Services	\$9,498
Interest on investments	\$0
Gifts and Donations	\$5,182
Other	\$0
Amortization of capital allocations (where applicable)	\$0
Other (specify): Fundraiser	\$0
TOTAL REVENUES	\$1,422,541

EXPENSES

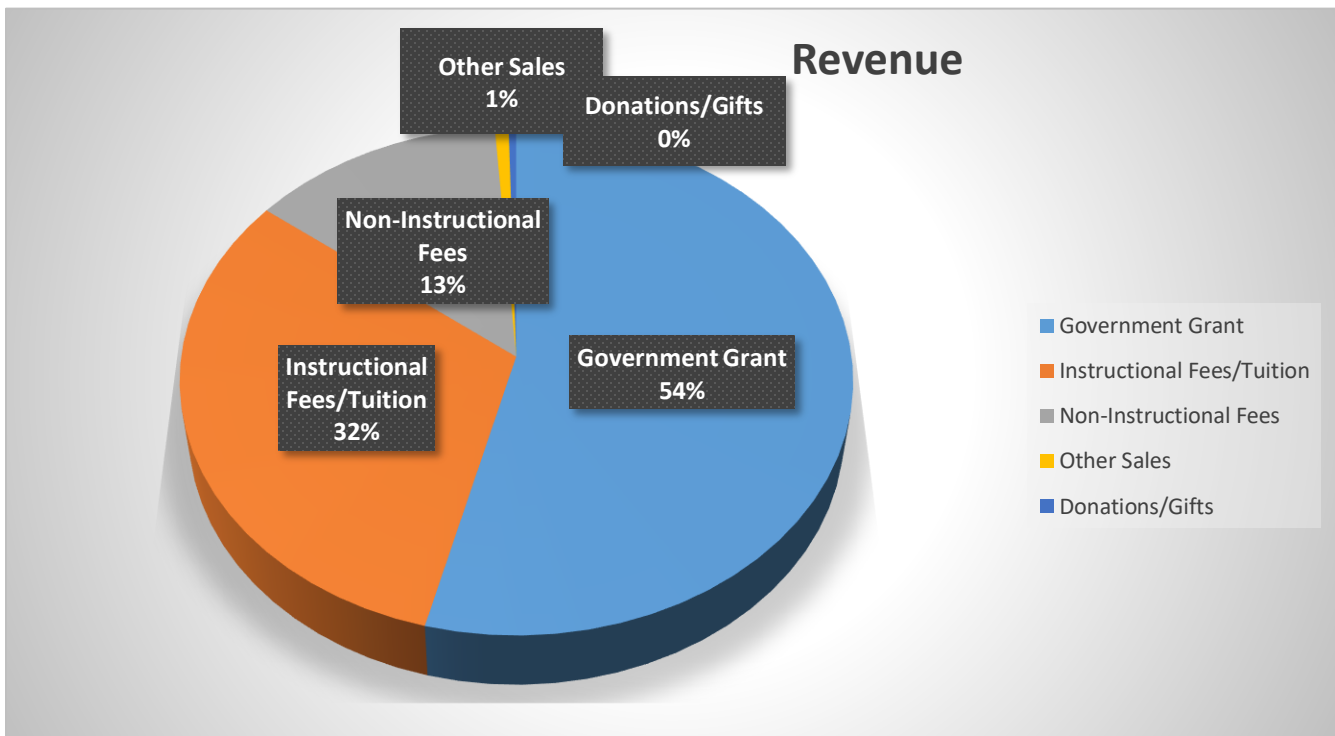
Certified Salaries	\$673,232
Certified Benefits	\$54,668
Non-Certified Salaries and Wages	\$24,980
Non-Certified Benefits	\$1,729
Services, contracts and supplies	\$233,638
Leases- Building	\$264,240
Severe Disabilities	\$0
Early Literacy	\$0
English as a Second Language (excluding Home Ed)	\$0
Capital and debt services	
Amortization of capital assets	\$21,936
Interest on capital debt	\$0
Other interest charges	\$31,361
Losses (gains) on disposal of capital assets	\$8,135
Other (specify):	
TOTAL EXPENSES	\$1,313,919
SURPLUS OF REVENUES OVER EXPENSES	\$108,623

Revenues

2019-2020

Alberta Education	\$708,676
Miscellaneous grant	\$0
Federal Government and/or First Nations	\$0
Other Government of Alberta	\$0
Instruction fee/Tuition fees	\$414,164
Non-instructional (O&M*, Transportation, Admin Fees, etc)	\$175,415
Other Sales and Services	\$9,498
Interest on investments	\$0
Gifts and Donations	\$5,182
Other	\$0
Amortization of capital allocations (where applicable)	\$0
Other (specify): Fundraiser	\$0

TOTAL REVENUES \$1,422,541



Expenses

2019-2020

Certified Salaries	\$673,232
Certified Benefits	\$54,668
Non-Certified Salaries and Wages	\$24,980
Non-Certified Benefits	\$1,729
Services, contracts and supplies	\$233,638
Leases - Building	\$264,240
Gross School Generated Funds	\$0
Early Literacy	\$0
English as a Second Language	\$0
Capital and debt services	\$0
Amortization of capital assets	\$21,936
Interest on capital debt	\$0
Other interest charges	\$31,361
Losses (gains) on disposal of capital assets	\$8,135
Other (specify):	\$0

TOTAL EXPENSES

\$1,313,919

SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES

\$108,623

