



Accountability Statement

The Education Plan for Tanbridge Academy, commencing September 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 2022-2027 on May 13, 2026.

The Board reviewed and approved the 2026-2027 Education Plan on May, 13, 2026.

A handwritten signature in black ink, appearing to read 'SOckey', is positioned above the name of the signatory.

Shauna Ockey Chairperson of Tanbridge



Tanbridge Academy's Mission Statement

“At Tanbridge Academy, we inspire students to realize their unique strengths through a balanced approach that blends academic excellence, leadership, character and physical development. We foster innovation, collaboration, and empathy, equipping students with the skills and mindset to excel in all areas of life and contribute to a better world.”

Tanbridge Academy's Motto

The motto for Tanbridge is “Adversity, Perseverance, Triumph.” It represents a life plan that will help students achieve their goals.

Adversity represents the challenges that students may go through in their life. These struggles will take on many forms such as academic struggles, athletic disappointments, and disagreements with family and friends.

Perseverance is the process of developing character and determination in order to help students deal with adversity and keep moving towards their goals. Perseverance is the determination to continue battling through difficult times.

Triumph is the reward students receives for all of their hard work. It is the realization of achieving their goal(s), and the satisfaction that they worked hard for what they achieved.

Tanbridge Pillars

Our Tanbridge Community focuses on the following Pillars. We believe that these principles help our students and staff become stronger leaders and build on strengthening their character and well-being.

T = Tolerant **A** = Ambitious **N** = Noble **B** = Balanced **R** = Respectful **I** = Inspiring **D** = Diligent **G** = Generous **E** = Enthusiastic



School Profile

The mandate of Tanbridge Academy is to provide our students with the best combination of academics, character development, leadership skills and athletic skill development. Tanbridge Academy will provide a range of educational services to students who have a desire to participate in a world-class sports skill development program and will excel at grade level curriculum when provided the comprehensive instruction that leads to the further development of independent and advanced learning strategies. Students will obtain a rigorous and demanding academic program as well as high performance athletic training and skill development. The athletic training complements and enriches the community sport programs for our students. Tanbridge students from Grades 4-9 also have the opportunity to participate in extra-curricular school teams in addition to their community club teams. Our students are exposed to a variety of athletic activities such as: volleyball, basketball, badminton, soccer, track and field, and cross-country running. Our extra-curricular teams foster school community and help our students to develop as well-rounded athletes.

Tanbridge Academy challenges its students in academics, athletics, and personal growth. Students are given many opportunities to assume leadership roles in the school and the extended Tanbridge Academy community. All students from Elementary to Junior High are enrolled in a weekly Leadership class. In addition, staff, students, parents, and volunteers work collaboratively to create a culture of support and encouragement. At Tanbridge Academy, we do not complete formal testing with our students, nor do we use assessments to sort or label children as “top learners.” Instead, we take a holistic, child-centred approach that recognizes each student as an individual learner with unique strengths, interests, and areas for growth. We work with many students who have diverse learning needs and believe that meaningful progress is best supported through ongoing observation, responsive instruction, and regular communication between teachers and families. Our focus is on nurturing curiosity, confidence, and a love of learning, while ensuring that all students are supported academically, socially, athletically, and emotionally. We firmly believe that every child deserves a high-quality education that honours their developmental stage and supports success in ways that are authentic, inclusive, and developmentally appropriate. Everyone in the Tanbridge Academy community has many opportunities to challenge themselves and to achieve their goals.

Tanbridge Academy teachers create an exciting learning environment that supports the delivery of a demanding curriculum. They utilize the latest educational technology to support the delivery of the curriculum. All students are equipped with an iPad to enhance their educational experience and to foster the development of digital literacy skills. In addition, Tanbridge Academy has purchased robotics kits to help enhance our Digital Media Program. Our teachers foster an education that is enriched with collaboration, hands-on problem solving, activities that ignite creativity, and experiential learning.

May 15, 2026 Update:

After reviewing our three-year plan, it is clear that we are making steady progress toward achieving our educational goals. We have gathered data to track our advancements and will continue to monitor and collect data to ensure that we stay on course to meet the objectives outlined. Notably, we successfully achieved our technology goal for students, enhancing their digital literacy and engagement. In addition, we have introduced two new school goals focused

on strengthening students' reading comprehension and citizenship skills, which will be prioritized moving forward to support holistic student development.

Alberta Education Plan 2024-2027

Goal One: Student Growth & Achievement

Key insights from the analysis of most recent results:

Math results in Grade 6 Mathematic Provincial Achievement Test indicate that 0% of students in 2019 achieved excellent standards. In 2018, we had 5.6% of students achieving excellent standards.

Key insights from stakeholder engagement:

Results from an online survey from parents, 75% of parents indicated that their child can easily access support from teachers on academics. During a meeting with Tanbridge teachers, they stated more support is required for students who are achieving below grade level with their mental math skills and with math concepts.

Outcome:

By June 2024, we will have 25% of our students achieving excellent standards for the Grade 6 Mathematics Provincial Achievement Tests. We adjusted this goal from 30% to 25% as we noticed that we have students needing extra math support due to the Covid Pandemic.

Due to the implementation of the new curriculum, Alberta Education did not administer the Grade 6 Math Provincial Achievement Test during the last school year. As a result, we need to extend the timeline for evaluating student performance in mathematics, setting a new goal to assess how students

demonstrate their math knowledge and skills by 2027. This extension will allow us to gather meaningful data on the effectiveness of the curriculum changes and ensure that students are meeting the expected learning outcomes.

By June 2026, we will have 25% of our students achieving excellent standards for the Grade 6 Mathematics Provincial Achievement Tests.

Strategies:

- Teachers will test students in September to determine where they are at with their mental math skills and knowledge of math concepts.
- Meeting will be held with Math teachers to determine how we will work with students who are below grade level and who are scoring below 70% in Math. Specific goals will be set on each student's Individual Education Plan.
- Review math materials to determine if they support the learning of the students (IXL, manipulatives, workbooks – Jump, textbook)
- Teachers will review the common assessment used to assess students' math skills. Staff will administer the school common assessment in September, February, and June of each year and analyze student results to determine next steps and supports needed.
- Staff will work with small groups of students who require additional supports (as identified by school common assessments) for 30 minutes three times a week until they have attained grade level.
- Staff will receive training in how to assist students that are struggling with math concepts and skills.

Provincial Measures:

- To have 25% percentage of students achieving excellent standards on the Mathematics Grade 6 Provincial Achievement Test.
- To have 85% of parents indicating excellence with the quality of education as measured by the AEA survey.

Provincial Measure Results:

- Grade 6 Math Provincial Test result for 2022 – we had 6% of our students achieve excellent standards and 70.6% of students achieve acceptable standard. We will continue to work with our students to increase this score to our 25% goal for excellent standards.
- **For 2022**, we have 93% of Tanbridge Parents indicating excellence with the quality of education as measured by the Alberta Education Assurance Measures survey. We are very pleased with the 8% increase.
- **Grade 6 Math Provincial Test result for 2023** – we had 29.4% of our students achieve excellent standards and 82.4% of students achieve acceptable standard. We are pleased to achieve our goal of 25% of students achieving excellent standards.
- **For 2023**, we have 94% of Tanbridge Parents indicating excellence with the quality of education as measured by the Alberta Education Assurance Measures survey. We are very pleased to maintain high results.

	<ul style="list-style-type: none"> • For 2024, we have 97.7% of parents indicating excellence with the quality of education as measured by the AEA survey. • In 2024, Alberta Education did not have students complete the Grade 6 Provincial Achievement Test due to the implementation of the new curriculum. As a result, we are unable to provide any commentary on student progress or performance for this year, as the test data typically used for assessment and evaluation is unavailable. • For 2025, we have 94.6% of parents indicating excellence with the quality of education as measured by the AEA survey. • Grade 6 Math Provincial Test result for 2025 - We had 46.7% of our students achieve excellent standards and 83.3% of students achieve acceptable standard. We are very pleased to have exceeded our goal of 25% of students achieving excellent standards.
<p>Local Measures:</p> <ul style="list-style-type: none"> • By June 2024, we will have 70% of students achieving grade level or above grade level on mental math and math concepts using common assessment results. • To have 90% of staff feel supported with the math curriculum, reviewing effective strategies at staff meetings, and having 90% of staff stating that they have a positive impact on student growth as measured by a staff survey. • Math teachers, reviewing students' math goals on their Individual Education Plan (October, January, and March). Teachers highlighting the students who are below grade level with their mental math and their math concepts. Meetings will be held to: <ul style="list-style-type: none"> • Assess the areas where students are breaking down in Math. • How do we provide individual or small group support to students who are struggling in Math? • What math programs would best support the students? • Do students require accommodations or modifications? • Math teachers feeling they have the necessary programs, materials, and strategies to support students. 	<p>Local Measures Results:</p> <p>May 2022</p> <ul style="list-style-type: none"> • From a Staff Survey, 93.9% of staff stated they feel highly supported with the math curriculum and that they have a positive impact on student growth. • From a Student Survey, 93.4% of students stated they felt highly supported and observed growth with their math skills. <p>May 2023</p> <ul style="list-style-type: none"> • From a Staff Survey, 94.2% of staff stated they feel highly supported with the math curriculum and that they have a positive impact on student growth. • From a Student Survey, 93.3% of students stated they felt highly supported and observed growth with their math skills. <p>May 2024</p> <ul style="list-style-type: none"> • From a Staff Survey, 95% of staff stated they feel highly supported with the math curriculum and that they have a positive impact on student growth.

<ul style="list-style-type: none"> 80% of students feeling supported and observing growth with their math skills on student surveys conducted in February. 	<ul style="list-style-type: none"> From a Student Survey, 93% of students stated they felt highly supported and observed growth with their math skills. <p>June 2024</p> <ul style="list-style-type: none"> We have 70% of students achieving grade level or above grade level on mental math and math concepts using common assessment results. Grade 6 results: 22 students in grade 6, average 75% at grade level mental math From a staff survey 90% of staff feel supported with the math curriculum, reviewing effective strategies at staff meetings, and having 90% of staff stating that they have a positive impact on student growth as measured by a staff survey. We have 85% of students feeling supported and observing growth with their math skills on student surveys conducted in February. <p>May 2025</p> <ul style="list-style-type: none"> According to a Staff Survey, 90% of staff reported feeling well-supported with the math curriculum and believed they had a positive impact on student growth. Based on a Student Survey, 85% of students felt highly supported and noticed improvement in their math skills. However, there was a decline due to the departure of two teachers during the school year. One teacher left for maternity leave and another for personal reasons, which some students found challenging.
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Goal Two: Lifelong Learning

Key insights from the analysis of most recent results:

From the AEA survey in 2020, 75% of parents indicated that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

Key insights from stakeholder engagement:

Results from an online survey from students, 74% of students indicated that technology has been taught to help them learn.

Results from an online survey from students, 50% of students indicated a tremendous amount of enjoyment with our technology program.

<p>Results from an online survey from Kindergarten to Grade 9 parents, 74% of parents indicated that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.</p> <p>During a meeting with Tanbridge teachers, they stated that as a school we need to create a technology program for our students that provides a scope and sequence of skills and concepts from Grades 1-9.</p> <p>Outcome: By June 2022, we will have our Grade 4-9 students follow a scope and sequence progression to learn technology programs, concepts, and skills.</p>	
<p>Strategies:</p> <ul style="list-style-type: none"> • Set four meetings throughout the school year with teachers to see if they are targeting students' technology goals. • During our August professional development sessions, we will be going over the programs that will be used to enhance our technology program for students. • Teaching staff will help create a scope and sequence of technology skills and concepts that students will learn. • Students will complete three surveys (November, February, and June) to provide feedback on the programs that are taught and to determine if skills are developed. 	
<p>Provincial Measures:</p> <ul style="list-style-type: none"> • From the 2022 AEA survey, to have 80% of parents indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. 	<p>Provincial Measure Results:</p> <ul style="list-style-type: none"> • From the 2022 AEA survey, we have 82.6% of parents indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. This was an increase of 8% from 2020. We will continue to provide the skills necessary for students to continue to excel with their technology skills.
<p>Local Measures:</p> <ul style="list-style-type: none"> • On our 2022 student survey, to have 80% of our students indicate that technology programs have been taught to help them learn. • On our 2022 student survey, to have 80% of students indicate a tremendous amount of enjoyment with our technology program. • On our 2022 parent survey (Grade 1-9 parents), to have 80% of parents indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. 	<p>Local Measure Results:</p> <p>May 2022</p> <ul style="list-style-type: none"> • On the 2022 Student Survey, 93.5% of students indicated that technology programs have been taught to help them learn typing and coding skills. • On the 2022 Student Survey, 86.9% of students indicated enjoyment with our technology program. • On the 2022 Parent Survey (Grade 1-9 parents), 98% of parents indicated that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. • On the 2022 student survey, we had 96% of our students indicate that technology programs have been taught to help them learn. This was a 16% increase from 2021 results. We will continue to enhance and enrich our students with technology skills and programs.

	<ul style="list-style-type: none"> • On the 2022 student survey, we have 79% of students indicate a tremendous amount of enjoyment with our technology program. It is nice to see a 29% increase of students finding enjoyment with our technology program/classes. We will continue to find ways to create excitement for our students in our technology classes. • On the 2022 parent survey (Grade 1-9 parents) we have 96% of parents indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. This is wonderful to see a 16% increase from our 2021 results. We will continue to have our students work in building strong relationships with our students and to provide the skills necessary to be successful. • Tanbridge teachers teaching technology to students are developing a scope and sequence program to strengthen students technological skills. <p><i>May 2023</i></p> <ul style="list-style-type: none"> • On our 2023 student survey, 96% of our students indicate that technology programs have been taught to help them learn. • On our 2023 student survey, 88% of students indicate enjoyment with our technology program. • On our 2023 parent survey, 92% of parents indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. • From our student and parent surveys, we have continued to maintain a high score (above 85%) in students developing technology skills and demonstrating the knowledge, skills, and attitudes necessary for lifelong learning.
<p>Results: We have successfully achieved our technology goal for students and will be retiring this goal as a result.</p>	

Goal Three: Student Growth & Achievement

Key insights from the analysis of most recent results:

Language Arts results in Grade 6 Provincial Achievement Test in 2019 indicate that 12.5% of students in 2019 achieved excellent standards.
 Language Arts results in Grade 9 Provincial Achievement Test in 2019 indicate that 37.5% of students in 2019 achieved excellent standards.

Key insights from stakeholder engagement:

Results from an online survey in 2020 from parents, 75% of parents indicated that their child can easily access support from teachers on academics. From September testing, new students coming in are showing weaknesses with their writing skills, scoring below grade level.

Outcome:

By 2022, we will have 75% of our Grade 4 to 9 students achieving 70% on their writing rubrics. This goal was almost met. We would like to continue this goal for one more year.

By 2024, we will have 75% of our Grade 4 to 9 students achieving 70% on their writing rubrics. We have extended this goal as our students fluctuate with their writing scores on the Provincial Achievement Tests.

By 2026, we will continue to have our Grade 4 to 9 students achieving 70% on their writing rubrics.

Strategies:

- Teachers will have students complete a writing assessment in September to determine where they are at with their writing skills (content, organization, vocabulary, conventions, sentence structure).
- During a professional development session, teachers will review writing exemplars and participate in reliability scoring of writing samples.
- Determine writing programs that would be effective/beneficial for students – Write About This, Time4Writing and Pre-reading and Pre-writing by M.E. Greenlee
- Meetings will be held with Language Arts teachers to determine how we work with students who are below grade level and who are scoring below 70% in writing. Specific writing goals and strategies will be set on students’ Individual Education Plans.
- Staff will work with small groups of students who require additional supports (as identified by school common assessments) for 30-45 minutes two to three times a week.
- Staff will receive training in how to assist students that are requiring extra support with their writing skills.
- Meetings held with parents to review students’ writing goals on their Individual Education Plan.
- Language Arts teachers will review students’ writing goals on their Individual Education Plan (October, January and March). Teachers will highlight students who are below grade level with their writing skills.
- Teacher meetings will be held to address the following areas:
 - Assess the areas where students are breaking down in their writing (content, organization, vocabulary, conventions, sentence structure)
 - How would we provide individual or small group support to students who are struggling in writing?
 - What writing programs would best support the students?
 - Do students require accommodations or modifications with their writing program?
 - Do Language Arts teachers feel they have the necessary programs, materials, and strategies to support students with their writing?

Provincial Measures:

- By 2022, to have 85% of parents indicating excellence with the quality of education as measured by the Alberta Education Assurance Measures survey.

Provincial Measure Results:

- **For 2022**, we have 35% of our Grade 6 and 9 students achieving excellent standards on the Writing Provincial Achievement Tests. We will continue to work with our students to make the 50% goal for 2023.

<ul style="list-style-type: none"> • By 2022, to have 90% of staff feel supported with the writing curriculum, reviewing effective strategies at professional development sessions, and having 90% of staff stating that they have a positive impact on student growth as measured by a staff survey. • By 2022, to have 80% of students feeling supported and observing growth with their writing skills from a student survey conducted in February. • By 2023, to have 25% percentage of Grade 6 and 9 students achieving excellent standards on the Writing Provincial Achievement Tests. We have adjusted our goal from 50% to 25% following this year's first term of Individual Education Plan assessments' results and the 2022 PAT results. • By 2024, to have 25% percentage of Grade 6 and 9 students achieving excellent standards on the Writing Provincial Achievement Tests. • By 2025, to continue to have 90% of parents indicating excellence with the quality of education as measured by the Alberta Education Assurance Measures survey. • By 2025, to have 25% percentage of Grade 6 and 9 students achieving excellent standards on the Writing Provincial Achievement Tests. • By 2026, to have 25% percentage of Grade 6 and 9 students achieving excellent standards on the Writing Provincial Achievement Tests. 	<p>Regular meetings with teachers and professional development for our teachers will continue.</p> <ul style="list-style-type: none"> • From the 2022 AEA survey, we have 93% of parents indicating excellence with the quality of education at Tanbridge Academy, an increase of 13% from 2021. We will continue to provide regular meetings and strong communication to our parents to ensure we continue with providing a strong education for their children. • For 2023, we have 7% of our grade 6 students and 11% of our grade 9 students achieving excellent standards on the Writing Provincial Achievement Tests. For acceptable standards our grade 6 students achieved 16% and our grade 9 students achieved 100%. We will continue to work with our students to make the 50% goal for 2025. Regular meetings with teachers and professional development for our teachers will continue. • From the 2023 Alberta Education Assurance Measures survey, we have 94% of parents indicating excellence with the quality of education at Tanbridge Academy. We will continue to provide regular meetings and strong communication to our parents to ensure we continue with providing a strong education for their children. • We are proud to share that, according to the 2023 Alberta Education Assurance Measures survey, 97% of parents have rated the quality of education at Tanbridge Academy as excellent. This outstanding feedback reinforces our commitment to providing a high standard of learning for every student. In line with our dedication to student success, we will continue to implement our Individual Education Plans (IEPs) for students in grades 1 through 9. These plans will allow us to assess students' progress in reading, writing, and math three times each year, ensuring that we effectively support and meet the unique needs of every learner. • 2024 Results: As a result of changes to the Alberta curriculum, all grade 6 students in the province did not write the Language Arts Provincial Test in 2023. However, our grade 9 students at Tanbridge Academy participated in the testing, and the students achieved 85.7% in Acceptable Standards and 7.1% in the Standard of Excellence. • It's important to note that these scores may fluctuate due to the diverse range of student learning profiles we support at Tanbridge Academy.
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	<p>We remain committed to individualized learning and providing the necessary resources to help all students succeed at their own pace and level.</p> <ul style="list-style-type: none"> We look forward to continued growth and achievement as we adapt our educational approach to meet the needs of each learner. 2025 Results: We have 56% percentage of Grade 6 and 9 students achieving excellent standards on the Writing Provincial Achievement Tests. We have made a significant increase from 2023 results. Our grade 6 and 9 students achieved 42% in the acceptable standards.
<p>Local Measures:</p> <ul style="list-style-type: none"> By 2022, to have 80% of students feeling supported and observing growth with their writing skills from a student survey conducted in February. By 2022, to have 90% of staff feel supported with the writing curriculum, reviewing effective strategies at professional development sessions, and having 90% of staff stating that they have a positive impact on student growth as measured by a staff survey. By 2023, to have 75% of students of our Grade 4 to 9 students achieving 70% on their writing rubrics. Writing goals will be created for students on their Individual Education Plans. By 2024, to have 75% of students of our Grade 4 to 9 students achieving 70% on their writing rubrics. Writing goals will be created for students on their Individual Education Plans. By 2025, to have 90% of staff feel supported with the writing curriculum, reviewing effective strategies at professional development sessions, and having 90% of staff stating that they have a positive impact on student growth as measured by a staff survey. By 2025, to have 80% of students feeling supported and observing growth with their writing skills from a student survey conducted in February. By 2025, to continue to have 75% of our Grades 4 to 9 students achieving 70% on their writing rubrics. Writing goals will be created for students on their Individual Education Plans. 	<p>Local Measure Results:</p> <p><i>May 2022</i></p> <ul style="list-style-type: none"> On the 2022 Staff Survey, 93.9% of staff feel supported with the writing curriculum, and stated that they have a positive impact on student growth. On the 2022 Student Survey, 90.2% of students felt supported and observed growth with their writing skills. We have 90% of Tanbridge staff feel supported with the writing curriculum. A survey will be sent out to students, parents and teachers in January. The Language Arts teachers have completed students' writing goals on their Individual Education Plan (October, January and March). Teachers will be supporting students who are below grade level with their writing skills with one-on-one support or small group teaching. <p><i>May 2023</i></p> <ul style="list-style-type: none"> On the 2023 Staff Survey, 88% of staff feel supported with the writing curriculum, and stated that they have a positive impact on student growth. On the 2023 Student Survey, 86% of students felt supported and observed growth with their writing skills. The Language Arts teachers have continued to complete students' writing goals on their Individual Education Plan (October, January and March). Teachers will be supporting students who are below grade level

with their writing skills with one-on-one support or small group teaching.

- We will continue to provide writing workshops for our Language Arts teachers to build on more writing tools for their students.

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June 2023

- We have 70% of our Grade 4 to 9 students achieving 70% on their writing rubrics. This goal has not been achieved. We will continue with students developing their writing skills. We will be having teachers analyzing the areas of strength and weaknesses in the grade 6 and 9 Provincial Achievement Tests.

June 2024

- Grade 4, 23 students in grade 4, average 66%
- Grade 5, 28 students in grade 5, average 74%
- Grade 6, 22 students in grade 6, average 67%
- Grade 7, 14 students in grade 7, average 79%
- Grade 8, 21 students in grade 8, average 76%
- Grade 9, 14 students in grade 9, average 78%

May 2025

- **On the 2025 Staff Survey**, 89% of staff feel supported with the writing curriculum, and stated that they have a positive impact on student growth.
- **On the 2025 Student Survey**, 84% of students felt supported and observed growth with their writing skills.
- The Language Arts teachers met in February and reviewed the Provincial Achievement Tests blueprint and reviewed the results of the grade 6 and 9 students. Teachers were able to outline students' achievement according to reporting categories and units of study.

May 2025

- By 2025, to continue to have 75% of our Grades 4 to 9 students achieving 70% on their writing rubrics. Writing goals will be created for students on their Individual Education Plans.

June 2025

- Grade 4 Results: 68% achieved 65% or higher (28 students)

- Grade 5 Results: 37% achieved 65% or higher (27 students)
- Grade 6 Results: 72% achieved 65% or higher (29 students)
- Grade 7 Results: 92% achieved 65% or higher (24 students)
- Grade 8 Results: 88% achieved 65% or higher (16 students)
- Grade 9 Results: 88% achieved 70% or higher (17 students)

Overall, we have 72% of Grades 4 to 9 Students achieving 70% or higher on their writing rubrics.

Goal Four: Teachers and School Leaders learn about First Nations, Métis, and Inuit (FNMI) and experiences, treaties, agreements, and the history and legacy of residential schools.

Outcome: At Tanbridge Academy, both students and teachers take great pride in welcoming and honoring the First Nations, Métis, and Inuit peoples of Canada. We ensure that various classroom lessons and activities are designed to recognize and celebrate the rich cultures and histories of these communities. This includes performances, storytelling, and engaging projects that help foster a deeper appreciation of Indigenous traditions.

Currently, we are privileged to have ten First Nations students attending Tanbridge Academy. To support their educational experience, we hold annual meetings with the Tsuu T'ina Education Officer, ensuring that these students receive a high-quality education and feel valued and respected within our school community. This partnership is vital in creating an inclusive and supportive environment where all students, regardless of their background, feel equally important and engaged in their learning journey. Through these efforts, we strive to create a school culture that reflects the diversity and richness of Canada's Indigenous heritage.

Strategies:

- *Speakers from outside the school are welcomed to present to our students the various cultures, history, languages, and contributions of First Nations, Métis and Inuit.*
- *Budget will be created to purchase children's books, novels and materials to support the learning of First Nations, Métis, and Inuit (FNMI) people, their experiences and history of residential schools.*
- *First Nation Students will have the opportunity to present or speak at our school assemblies. We have had First Nation Students present on their grandparents' experiences.*
- *Performances from our First Nation Students – cultural dances, sharing of stories.*
- *Indigenous teachings are incorporated into our leadership program.*

Local Measures:

- **By June 2024**, teachers from Kindergarten to Grade 9 will incorporate one unit of study that addresses First Nations, Métis, and Inuit and experiences, treaties, agreements and the history and legacy of residential schools.
- **By June 2024**, Tanbridge Academy will invite up to two speakers or presenters to learn more about First Nations, Métis, and Inuit (FNMI) and experiences, treaties, agreements, and the history and legacy of residential schools.
- **By June 2025**, Tanbridge Academy is committed to ensuring that teachers continue to address the histories, experiences, and contributions of First Nations, Métis, and Inuit peoples within their classroom teachings. This includes ongoing discussions and studies about the significance of treaties and agreements, as well as the history and legacy of residential schools. By incorporating these critical topics into the curriculum, we aim to foster a deeper understanding and respect for Indigenous cultures, histories, and perspectives among our students.
- **By June 2026**, Tanbridge Academy will continue to be committed to ensuring that teachers continue to address the histories, experiences, and contributions of First Nations, Métis, and Inuit peoples within their classroom teachings.

Local Measures Results:

- Teachers from Kindergarten to grade 9 have incorporated comprehensive units of study that address the history, experiences, and contributions of First Nations, Métis, and Inuit peoples, as well as the significance of treaties, agreements, and the legacy of residential schools. To deepen students' understanding, these lessons are enriched with in-class field trips, diverse literary materials, and hands-on activities such as performing cultural dances and introducing Indigenous foods. These experiences help foster a greater appreciation and respect for Indigenous cultures and provide students with a well-rounded perspective on the history and contemporary issues faced by Indigenous communities.
- We are actively working on bringing guest speakers to Tanbridge to provide deeper insights into the lives, cultures, and perspectives of Indigenous peoples. These speakers will offer valuable firsthand knowledge and experiences, helping to enrich our students' understanding of Indigenous history, traditions, and contemporary issues. This initiative aims to further connect our classroom learning with real-world perspectives, fostering a more meaningful and respectful dialogue about Indigenous cultures. We are working on having speakers come to Tanbridge to provide us an understanding of the Indigenous People.
- **June 2024:** Teachers have developed and integrated comprehensive units of study that focus on the history, experiences, and contributions of First Nations, Métis, and Inuit peoples. These units also explore the significance of treaties, agreements, and the lasting impact of residential schools. In addition, we have organized several monthly assemblies to deepen students' understanding of key cultural observances such as "Orange Shirt Day." These assemblies feature activities like traditional dances and the sharing of food, providing students with an immersive experience that highlights the rich cultural heritage and history of Indigenous communities.
- **May 2025:** Over the past three years, the school has hosted comprehensive events to celebrate and acknowledge Indigenous culture and history through classroom lessons, interactive activities, and games.

	<ul style="list-style-type: none"> • Within the culinary arts curriculum, students in grades 5 to 9 have been instructed in preparing Bannock and deepening their understanding of Indigenous food traditions. • Guest presenters are invited to educate elementary students about Indigenous artwork and cultural heritage. • June 2026: We continue to have our students committed to ensuring that teachers continue to address the histories, experiences, and contributions of First Nations, Métis, and Inuit peoples within their classroom teachings. Activities completed are: <ul style="list-style-type: none"> - Orange Shirt Day activities – watching a short video, coloring activities for younger students, discussions, school wide assembly - In class field trips – hands on activity in soap carvings - Nature walks and Environmental Stewardship - Seven Teachings with younger students - Projects on local First Nations for our grade 5 and 6 students - Dance Troupe representing dances - Drumming in music and drama classes - Grade ½ students participating in an inquiry at the Calgary Library and exploring the culture of Inuit People, Indigenous Art, and Indigenous timelines
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Goal Five: Teaching and Leading

Key insights from the analysis of most recent results:

- Results from our Alberta Education Assurance Measures indicated that our citizenship category – students modelling the characteristics of active citizenship had dropped from 85% in 2022 to 77% in 2023.

Key insights from stakeholder engagement:

- On the 2023 Tanbridge survey to parents, 92% of our parents stated that their children are taught the knowledge, skills, and attitudes necessary for learning throughout their lifetime.

Outcome:

By 2026, in our Alberta Education Assurance Measures we will maintain above 80% in the citizenship category from the Tanbridge students the next 3 years.

<p>Strategies:</p> <ul style="list-style-type: none"> • Meet with teachers to determine how we develop citizenship skills among our student population • Introduce in leadership classes what “citizenship” means – taking care of one another, how to become leaders at home, at school and for the community. • Creating school wide activities to promote interactive learning – buddy classes, house activities, charity events • Informing students of current events locally, provincial and federal 	
<p>Provincial Measures:</p> <ul style="list-style-type: none"> • By 2024, 2025 and 2026 we will maintain 80% and above in the citizenship category for Tanbridge students. 	<p>Provincial Measures Results:</p> <ul style="list-style-type: none"> • June 2024, we achieved 92.2% in the citizenship category from our AERR Survey. • June 2025, we achieved 89.6% in the citizenship category from our AERR Survey. 89.6% overall, 91.5% parents, 82.3% students and 95% teachers.
<p>Local Measures:</p> <ul style="list-style-type: none"> • On the 2024 Tanbridge survey to parents, we will maintain 90% of our parents stating that their children are taught the knowledge, skills, and attitudes necessary for learning throughout their lifetime. 	<p>Local Measures Results:</p> <ul style="list-style-type: none"> • June 2024, we had 89.3% of parents stating that their children are taught the knowledge, skills, and attitudes necessary for learning throughout their lifetime. • May 2025, we had 88% of parents stating that their children are taught the knowledge, skills, and attitudes necessary for learning throughout their lifetime.

Goal Six: Student Growth and Achievement

Key insights from the analysis of most recent results:

- Language Arts results in Grade 6 Provincial Achievement Test in 2023 indicate that 44% of students achieved excellent standards and 100% of students earned acceptable standards in reading comprehension testing.
- Language Arts results in Grade 9 Provincial Achievement Test in 2023 indicate that 24% of students achieved excellent standards and 74% of students earned acceptable standards in reading comprehension testing.

Key insights from stakeholder engagement:

- From June 2023 testing, students from grades 4 -9 are achieving 55% on reading comprehension assessments at grade level.

Outcome:

By June 2026, we will have 80% of our students from grades 4 -9 achieving 65% or higher on reading comprehension assessments at grade level.

Strategies:

- STARS (Strategies to Achieve Reading Success) Program for Grades 3 to 9. Strategies of:
 - Finding Main Idea, Recalling Facts and Details, Understanding Sequence, Recognizing Cause and Effect, Comparing and Contrasting, Making Predictions, Finding Word Meaning in Context, Drawing Conclusions and Making Inferences, Distinguishing Between Fact and Opinion, Identifying Author’s Purpose, Interpreting Figurative Language, and Summarizing.
- CARS (Comprehensive Assessment of Reading Strategies) to measure progress and collect data for IEPs.
- Evan and Moore Reading Comprehension Program in Grades 1 to 3.
- Supplemental use of reading programs:
 - Epic Reading, IXL, Read Theory
- PD opportunities for staff
 - Right to Read

Provincial Measures:

- By June 2026, we will have 25% Grade 6 and 9 students achieving excellent standards on English Language Arts: Part B Provincial Achievement Tests.

Provincial Measures Results:

- **June 2024 results:** Alberta Education did not have Grade 6 Students write the Language Arts Provincial Test due to the new curriculum.
- **June 2024 results:** 15% of Grade 9 Students achieved excellent standards on the comprehension of the Provincial Test.
- **June 2025 results:** 40% of Grade 6 Students achieved excellent standards on the comprehension of the Provincial Test. We had 93.3% of students achieving acceptable standard.
- **June 2025 results:** 23% of Grade 9 Students achieved excellent standards on the comprehension of the Provincial Test. We had 88.2% of students achieving acceptable standard.

Local Measures:

Local Measures Results:

- By June 2026, we will have 80% of our students from grades 4 -9 achieving 65% or higher on reading comprehension assessments at grade level.

June 2024 Scores:

Grade 4 Results: 21 students in grade 4, average 78%
Grade 5 Results :26 students in grade 5, average 81%
Grade 6 Results: 20 students in grade 6, average 91%
Grade 7 Results:14 students in grade 7, average 82 %
Grade 8 Results: 21 students in grade 8, average 75%
Grade 9 Results: 14 students in grade 9, average 59%

80% of our Grades 4 -9 students achieving 76% on reading comprehension assessments.

June 2025 Scores:

Grade 4 Results: 50% achieved 65% or higher (28 students)
Grade 5 Results: 70% achieved 65% or higher (27 students)
Grade 6 Results: 96% achieved 65% or higher (29 students)
Grade 7 Results: 96% achieved 65% or higher (24 students)
Grade 8 Results: 81% achieved 65% or higher (16 students)
Grade 9 Results: 58% achieved 65% or higher (17 students)

78% of our Grades 4 -9 students achieving 65% on reading comprehension assessments.

Stakeholder Involvement

Under the local measures outlined above, we collaborate with a range of stakeholders who play an essential role in both establishing and continuously monitoring our school goals. These stakeholders contribute their feedback, ensuring that our goals remain meaningful, achievable, and responsive to the needs of our school community.

At Tanbridge Academy, stakeholders can seek information or provide feedback to the Board and Administration Team through the following channels:

- Alberta Education and Childcare Assurance (AECA) survey
- After the end of the first term, typically in November, Tanbridge Administration contacts all families to collect feedback pertaining to their child's school and learning experience.
- A comprehensive online survey is distributed to parents annually, typically in May, to gather detailed feedback on student experience, programming effectiveness, and areas for continued growth and improvement.
- Monthly Tanbridge Academy Parent Association meetings are held either in person at the school or virtually, providing families with regular opportunities to stay informed, share input, express concerns and collaborate with administration on school initiatives, and fundraising.
- Parent forums are organized throughout the year to keep families informed about our academic programming, extracurricular opportunities, and the ways in which we intentionally foster students' leadership development, character building, and social-emotional skills.
- Administrators are posted at the front office during parent teacher interviews to respond to questions, provide clarification, and address any concerns related to academic programming, athletics, student well-being, or general school operations.
- In January, an online survey is sent out to teachers to collect information on school priorities, areas of improvement, and emerging needs within the Tanbridge community. Teacher feedback is also built into professional development sessions, allowing staff to share their perspectives and opinions on a variety of topics.

Stakeholder feedback received through the channels above have informed the following local priorities:

- Positive student feedback regarding our TAC program led to the development of a new K-12 STEM program for the 2026/2027 school year
- January teacher survey results informed Spring PD topic (Mental health and Resiliency)
- Teacher feedback from Spring professional development led to a change in establishing baseline IEP goals

- Parent email and survey feedback allowed Administration to address questions regarding the building of the new school facility, as well as some concerns with our current parking lot
- Parent forums allowed for parents to communicate opinions and suggestions regarding High School programming. This feedback resulted in the following program changes:
 - o Incorporating TAC as an option
 - o Offering sport training as opposed to Rec for Life
- Members of our School Council (TAPA) suggested finding a way in which parents and guardians can interact and ask questions to the Administration team in a more informal and accessible setting, without the need to schedule a formal meeting. This led to the Administration team incorporating an Administration desk at the front office during parent-teacher interviews to respond to questions, provide clarification, and address any concerns.
- Administration worked with TAPA in creating an event called “Grand-Pals Day” aimed at boosting fundraising efforts and growing the Tanbridge community

Additional informal opportunities with Tanbridge Administrators for communication are encouraged, ensuring that families feel welcomed, supported, and heard as valued partners in the Tanbridge Academy community. We provide our families an opportunity to reach out to Administration if they have questions or concerns.

2026-2027 Budget for the Year Ended August 31, 2027

The anticipated revenue from instructional fees is \$6,256,000 which is based on student enrolment of 341. Funding from Alberta Education for the 2026-2027 school year is expected to be \$1,791,000 and funding from Children and Family Services is expected to be \$238,000.

Of the \$8,048,000 in total anticipated expenses for 2026-2027, \$5,868,000 or 73% relates to salaries and benefits. Other significant expenses include interest, utilities and maintenance expense; and skill program expenses. The ‘general and administrative’ category includes professional fees, computers software and licenses, advertising, office supplies, insurance, and amortization.



