

ANNUAL EDUCATION RESULTS REPORT (AERR) 2018/2019 and THREE-YEAR EDUCATION PLAN (3YEP) 2019/2020 to 2021/2022

Weblink:

https://docs.google.com/document/d/1FxtOpDcAedpzsX_tzFO5eMZSdnF5zFCVSsPSPmKVEo/edit?usp=sharing

updated January 7, 2020





ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Suzuki Charter School were prepared under the direction of the Board in accordance with its responsibilities under the *Education Act*. 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 2018/2019 school year and the Three-Year Education Plan for 2019/2022 on December 11, 2019.

Dr. Lynne Paradis
Superintendent
Suzuki Charter School Society

Boris Vidal
Chairperson
Suzuki Charter School Society

ACCOUNTABILITY PILLAR OVERALL SUMMARY

Combined 2019 Accountability Pillar Overall Summary

| Measure Category | Measure | Suzuki Charter School | | | 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 | 92.2 | 94.4 | 93.9 | 89.0 | 89.0 | 89.3 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 94.1 | 95.8 | 94.0 | 82.2 | 81.8 | 81.9 | Very High | Maintained | Excellent |
| | Education Quality | 96.7 | 96.4 | 96.8 | 90.2 | 90.0 | 90.1 | Very High | Maintained | Excellent |
| | Drop Out Rate | n/a | n/a | n/a | 2.6 | 2.3 | 2.9 | n/a | n/a | n/a |
| | High School Completion Rate (3 yr) | n/a | n/a | n/a | 79.1 | 78.0 | 77.5 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 94.9 | 94.3 | 95.8 | 73.8 | 73.6 | 73.6 | Very High | Maintained | Excellent |
| | PAT: Excellence | 50.6 | 41.7 | 44.4 | 20.6 | 19.9 | 19.6 | Very High | Maintained | Excellent |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | n/a | n/a | 83.6 | 83.7 | 83.1 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 24.0 | 24.2 | 22.5 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 56.3 | 55.7 | 55.1 | n/a | n/a | n/a |
| | Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 64.8 | 63.4 | 62.2 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | n/a | n/a | n/a | 59.0 | 58.7 | 58.7 | n/a | n/a | n/a |
| | Work Preparation | 92.2 | 94.4 | 92.1 | 83.0 | 82.4 | 82.6 | Very High | Maintained | Excellent |
| | Citizenship | 88.6 | 92.0 | 90.4 | 82.9 | 83.0 | 83.5 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 89.2 | 90.5 | 90.8 | 81.3 | 81.2 | 81.1 | Very High | Maintained | Excellent |
| Continuous Improvement | School Improvement | 89.5 | 93.0 | 88.5 | 81.0 | 80.3 | 81.0 | Very High | Maintained | Excellent |





FOUNDATION STATEMENTS

Vision

Every child achieving individual academic, personal and musical excellence.

Mission

Based on the philosophy of Dr. Shinichi Suzuki, students, staff, parents and partners work together to create a nurturing learning environment to support student mastery.

* Please refer to our website www.suzukischool.ca for more detailed information on Suzuki philosophy and principles.

PROFILE OF SUZUKI CHARTER SCHOOL

Suzuki Charter School is a *public school* with the added value of intensive music education where program instruction is designed to reflect the Suzuki Approach to music instruction.

The principles of the Suzuki Approach, *Mastery, Environment, and Partnerships by Design*, provide the framework for action to support our vision of every child achieving academic, personal and musical excellence. Continuous improvement strategies focus on maximizing the impact of the Suzuki Approach aligned with our mission that, based on the philosophy of Dr. Shinichi Suzuki, students, staff, parents and partners work together to create a nurturing learning environment to support student mastery.

TRENDS AND ISSUES

Trends

A number of trends are emerging:

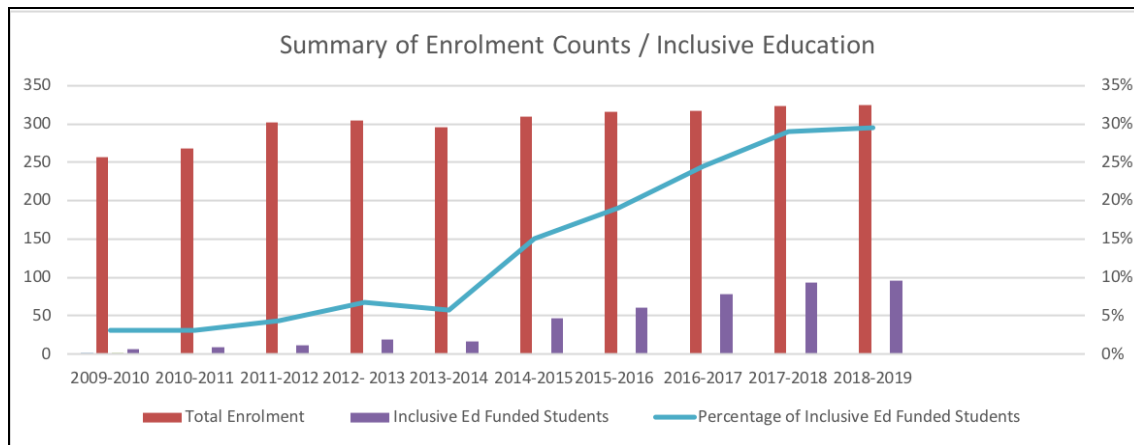
- Increase in the societal expectations that schools incorporate digital teaching and learning which places challenges on schools to develop practises that support curriculum, and online access to reporting, registration, and payment.
- Stakeholder misunderstanding exists regarding the role of charter schools, the difference between private and public, and Alberta school governance and management.
- Student demographics are changing with increases in the number of students requiring specialized learning supports students who are English Language Learners (ELL), have learning disabilities, and have mild/moderate or severe special needs.





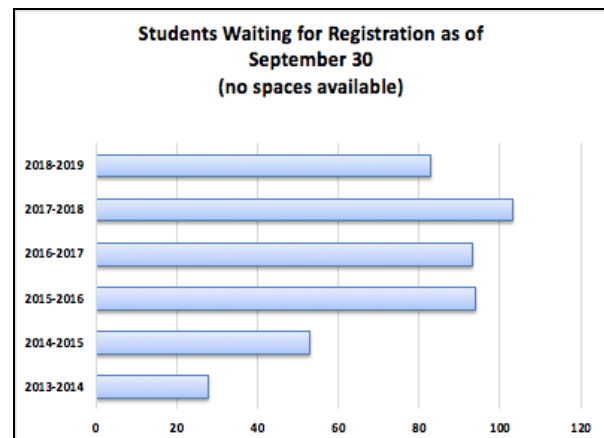
Suzuki Charter School
Summary of Enrolment Counts /Inclusive Education Funding

| Year | Total Enrolment | Inclusive Ed Funded Students | Percentage of Inclusive Ed Funded Students |
|------------|-----------------|------------------------------|--|
| 2009-2010 | 257 | 6 | 3% |
| 2010-2011 | 268 | 9 | 3% |
| 2011-2012 | 302 | 12 | 4% |
| 2012- 2013 | 305 | 19 | 7% |
| 2013-2014 | 296 | 17 | 6% |
| 2014-2015 | 309 | 47 | 15% |
| 2015-2016 | 316 | 60 | 19% |
| 2016-2017 | 317 | 78 | 25% |
| 2017-2018 | 323 | 93 | 29% |
| 2018-2019 | 324 | 96 | 30% |



- Increased demand for student registration exceeds available student spaces.

| Year to Year Spaces Available vs Demand | | |
|---|---------------------------|--|
| Year | Sept 30 Student Enrolment | Names Remaining in Lottery as of Sept 30 |
| 2013-2014 | 296 | 28 |
| 2014-2015 | 309 | 53 |
| 2015-2016 | 316 | 94 |
| 2016-2017 | 317 | 93 |
| 2017-2018 | 323 | 103 |
| 2018-2019 | 324 | 83 |





Issues & Opportunities

A number of important issues could impact Suzuki Charter School's viability and growth:

- Integrating school-wide inclusive education practises.
- Increasing music performance opportunities.
- Recruiting sufficient numbers of Suzuki-trained music instructors.
- Creating professional development opportunities for staff to align with the current trends and emerging demographic.
- Developing procedures to build the capacity of teacher leadership.
- Updating and maintaining current technology infrastructure to support current teaching and learning needs.
- Obtaining ownership of current facility.
- Parent commitment to support home practise for mastery learning.
- Preparing for redeveloped curriculum will impact need for professional development and resource alignment.
- Increasing need for inclusive education supports and challenges receiving Edmonton Regional Collaborative Service Delivery (ERCSD) student supports with long waitlists for mental health support, increased numbers of English language learners, and students demonstrating severe behaviors.
- Preparing for Junior High expansion.
- Promoting successes with shared innovation collaboration with University of Alberta, Edmonton Regional Learning Consortium, and Alberta Research Network.
- Creating increased student-led opportunities for music engagement.

SUMMARY OF ACCOMPLISHMENTS

Notable accomplishments in the year 2018/19 in the areas of:

- Achieved government approval for expansion of K-6 program to include Grades 7-9, and designed and created a junior high program to align with our mandate, current research, and meet the needs of adolescent learners, and welcomed Minister Eggen to a special school-wide assembly to celebrate the achievement.
- Initiated changes to Kindergarten program to include Full Day Kindergarten three days per week beginning September 2019.
- Provided well-attended family events including Family Math Night, Alberta Professional Engineers and Geoscientists Association of Alberta (APEGA) Science Night, Family Fun Dance, Student-Led Gr.1-6 math conference, and winter and spring concerts.
- Enhanced music programming by providing student opportunities to participate in Musical Theatre and Senior Choir.
- Designed new school logo and spiritwear.
- Augmented communication processes through events and digital platforms.
- Piloted Mindful Mondays to enable students to practise and build mindfulness strategies.
- Achieved excellence in all areas of the Accountability Pillar Report.
- Continued to develop relationships to support increased knowledge and understanding of Indigenous perspectives and ways of knowing including collaboration projects with Mother Earth's Children's Charter School, participating in the Edmonton Indigenous Peoples' Day event, Orange Shirt Day, and internal leadership and book study of "Indigenous Writes".
- Developed and implemented an active citizenship plan including sharing gifts of music within our community performing at community events, City Hall, senior centres, legislature, and on the LRT.
- Provided parent information sessions on using the Google Suite platform for increased communication.





- Initiated collaboration opportunities amongst music and academic staff including music embedded academic integration projects.
- Consulted with technology provider to determine optimal applications to meet the need of parents for one point access for communication, payments, and resources.
- Completed admin certification for Non-Violent Crisis Intervention.
- Celebrated a full board membership.
- Initiated diagnostic reading online reading assessment for all Gr.1-6 students, continued to utilize Alta Ed development of Student Learning Assessment (SLA) testing, and supported Edmonton Public School Board (EPSB) Math Intervention Programming Instrument (MIPI) and Highest Level of Achievement Test (HLAT) assessment development tools.
- Achieved Principal Quality Standard and Superintendent Quality Standard certification for educational leadership team.
- Capped number of students registered in guitar, violin, and piano for a balanced orchestra.
- Collaborated with music teachers to share effective music group class teaching and learning strategies and repertoire.
- Initiated first winter concert in Triffo theatre with positive parent and staff feedback.
- Successfully organized, scheduled, choreographed, and developed programming for our annual Winspear concert including refining the Grade 6 composition process, selection process for choosing repertoire, and increased trumpet repertoire.
- Provided internal professional development and external opportunities for professional development for all staff.
- Improved security measures including expansion of video surveillance and monitoring.
- Collaborated with University of Alberta researchers, acquired a research partner school, and initiated a Research Practise Partnership.
- Initiated collaborative professional development partnership with the ERLC focused on brain-based research-informed instruction.
- Refined instrumental suites and choral student engagement.
- Strengthened collaboration and communication amongst leadership team.
- Developed and participated in Board of Directors professional development workshops.
- Implemented Occupational Health and Safety (OH&S) committee and online professional development programming for all staff.

CHARTER GOALS

To enrich and integrate the approved Alberta Program of Studies with the Suzuki Method of music learning by uniting a community of musicians in the common goal of developing a love of music, performance, and the discipline and mastery of skill and ability. The charter goal and outcomes include students developing strong cognitive music skills, instrument playing skills, ensemble skills and personal excellence skills that support music studies.

Charter Goal One: Students demonstrate musical excellence

Charter Outcome One: Students demonstrate cognitive music skills.

Cognitive Music Skill Achievement Results

| Performance Measures | Results (in percentages) | | | | | Target* | Targets | | |
|--|--------------------------|------|------|------|------|---------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | 2020 | 2021 | 2022 |
| Percentage of students who achieved excellent standards in cognitive music skills. | 56 | 41 | 92 | 87 | 94 | 75 | 75 | 75 | 75 |





| | | | | | | | | | |
|---|-----|----|----|-----|-----|-----|-----|-----|-----|
| Percentage of students who achieved acceptable standards in cognitive music skills. | 99 | 98 | 99 | 100 | 100 | 100 | 100 | 100 | 100 |
| Percentage of Gr.6 students achieving acceptable standards in music theory. | 100 | 86 | 86 | 96 | 97 | 100 | 100 | 100 | 100 |

Charter Outcome Two: Students demonstrate instrument-playing skills.

Instrument Playing Skill Achievement Results

| Performance Measures | Results (in percentages) | | | | | Target* | Targets | | |
|--|--------------------------|------|------|------|------|---------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | 2020 | 2021 | 2022 |
| Percentage of students who achieved excellent standards in instrument-playing skills. | 67 | 48 | 90 | 86 | 93 | 75 | 75 | 75 | 75 |
| Percentage of students who achieved acceptable standards in instrument-playing skills. | 99 | 99 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Charter Outcome Three: Students demonstrate ensemble skills.

Ensemble Skill Achievement Results

| Performance Measures | Results (in percentages) | | | | | Target* | Targets | | |
|--|--------------------------|------|------|------|------|---------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | 2020 | 2021 | 2022 |
| Percentage of students who achieved excellent standards in ensemble skills. | 79 | 66 | 95 | 93 | 99 | 75 | 75 | 75 | 75 |
| Percentage of students who achieved acceptable standards in ensemble skills. | 98 | 98 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Charter Outcome Four: Students demonstrate personal excellence skills that support music studies.

Personal Excellence Achievement Results

| Performance Measures | Results (in percentages) | | | | | Target* | Targets | | |
|--|--------------------------|------|------|------|------|---------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | 2020 | 2021 | 2022 |
| Percentage of students who achieved excellent standards in personal excellence. | 77 | 62 | 92 | 89 | 99 | 75 | 75 | 75 | 75 |
| Percentage of students who achieved acceptable standards in personal excellence. | 98 | 94 | 99 | 100 | 100 | 100 | 100 | 100 | 100 |

Summary Comments:

Areas of Strength:

- Music instructors worked with the general music teacher to review and revise instrument group music standards to align with divisional academic standards, and all attended professional development opportunities including lesson planning, creating effective learning environments, and planning for differentiation to meet student needs.
- Maintain collaborative planning sessions to support school-wide music integration activities, and scheduled academic and music teacher peer observations.
- Participated in Junior High music program development sessions and Gr.6 program development and changes for 2019/20 school year to meet the needs of adolescent learners.
- Results of performance measures indicate sustained increases in the percentage of students who achieved excellent standards in music studies in all areas. Music group instrument class data indicates that 94% of students achieved excellent standards in cognitive skills, 93% in instrument-playing skills, 99% in ensemble skills, and 99% in personal excellence skills.





Areas for Growth:

| | |
|---|--|
| | <p>Strategies to Support Continuous Improvement: <i>*Legend: Introductory Year of Strategy is listed in green. Additional phases or implementation years are listed in black.</i></p> |
| 1 | <p>Programming</p> <ul style="list-style-type: none"> (a) <i>Develop and initiate Gr.6 music program changes to support junior high expansion including exclusive Gr.6 classes; student music and outdoor education retreat; fine arts showcase and academic integration junior high open house.</i> (b) <i>Collaborate with all staff to develop K-6 fine arts cross-curricular integration to support school-wide music theme understanding and engagement in music of the 20th Century period and country music.</i> (c) <i>Provide opportunities, and monitor adaptations for collaboration between the Kindergarten choral/music theory class and instrumental music group class beginning 2019/20.</i> (d) <i>Apply brain-based research regarding student learning.</i> (e) <i>Continue to refine ensemble prescreening to determine sight-reading skills to inform ensemble groupings.</i> (f) <i>Engage students in learning about inspirational and relevant music role models to inspire continued music success and contemporary music connections.</i> (g) <i>Purchase music books and effectively organize them to augment library resources, displays, and programming to support Inspirational Musicians Initiative and explore integration with academic and music programming.</i> |
| 2 | <p>Parent Education</p> <ul style="list-style-type: none"> (a) <i>Teachers include practical applications (quote, information and activities) of brain-based learning as it applies to mastery of music skills to support student learning at home.</i> (b) <i>Monitor one point access for parent communication regarding music group instrument classes.</i> |

Charter Goal Two: Fully implement year four Suzuki Research Project

Specific Outcome One: Engage all staff in research activities

Specific Outcome Two: Collaborate with University of Alberta researchers.

Specific Outcome Three: Communicate to parents and stakeholders school involvement in authentic research and innovation.

Summary Comments:

Areas of Strength:

- All Suzuki staff were provided with communication and professional development regarding the Suzuki Research Project. University of Alberta researchers attended professional learning meetings throughout the year to share current developments, key learnings, and next steps with staff.
- Communication about the research project was shared using a variety of mediums including newsletter, google suite, website, and school messaging systems. Additional communication was shared internal to the school via monthly updates developed by the University of Alberta researchers.





Areas for Growth:

| | |
|--|--|
| Strategies to Support Continuous Improvement: <i>*Legend: Introductory Year of Strategy is listed in green. Additional phases or implementation years are listed in black.</i> | |
| 1 | Communication <i>(a) Expand research-practise partnership amongst University of Alberta researchers, Suzuki, and Calgary Arts Academy.</i> <i>(b) Share monthly updates with all stakeholders.</i> <i>(c) Expand the relationship with the Alberta Research Network.</i> |

PROVINCIAL OUTCOMES

Outcome One: Alberta's students are successful.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | 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). | 95.6 | 97.7 | 95.5 | 94.3 | 94.9 | 100 | Very High | Maintained | Excellent | 100 | 100 | 100 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 55.0 | 50.0 | 41.5 | 41.7 | 50.6 | 50 | Very High | Maintained | Excellent | 50 | 50 | 50 |

PAT Course by Course Results by Number Enrolled.

| | | Results (in percentages) | | | | | | | | | | Target | |
|-------------------------|-----------|--------------------------|------|-------|------|-------|------|------|------|------|------|--------|----|
| | | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2019 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Language Arts 6 | Authority | 95.6 | 62.2 | 100.0 | 60.5 | 100.0 | 47.7 | 100 | 39.6 | 97.7 | 43.2 | 95 | 50 |
| | Province | 82.8 | 19.5 | 82.9 | 20.4 | 82.5 | 18.9 | 83.5 | 17.9 | 83.2 | 17.8 | | |
| Mathematics 6 | Authority | 97.8 | 42.2 | 100.0 | 30.2 | 88.6 | 15.9 | 91.7 | 25 | 93.2 | 40.9 | 95 | 50 |
| | Province | 73.2 | 14.1 | 72.2 | 14.0 | 69.4 | 12.6 | 72.9 | 14.0 | 72.5 | 15.0 | | |
| Science 6 | Authority | 95.6 | 64.4 | 97.7 | 53.5 | 97.7 | 50.0 | 89.6 | 60.4 | 95.5 | 70.5 | 95 | 50 |
| | Province | 76.3 | 25.3 | 78.0 | 27.1 | 76.9 | 29.0 | 78.8 | 30.5 | 77.6 | 28.6 | | |
| Social Studies 6 | Authority | 93.3 | 51.1 | 93.0 | 55.8 | 95.5 | 52.3 | 95.8 | 41.7 | 93.2 | 47.7 | 95 | 50 |
| | Province | 69.8 | 18.1 | 71.4 | 22.0 | 72.9 | 21.7 | 75.1 | 23.2 | 76.2 | 24.4 | | |





French Achievement

| Performance Measure | Results (in percentages) | | | | | Target | Targets | | |
|---|--------------------------|--------|--------|---------|---------|--------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | 2020 | 2021 | 2022 |
| Percentage of students achieving acceptable standard on locally developed standards Results SCS/Target | 100/95 | 100/95 | 100/95 | 100/100 | 100/100 | 100 | 100 | 100 | 100 |

Active Citizenship

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 92.5 | 87.2 | 92.1 | 92.0 | 88.6 | 90 | Very High | Maintained | Excellent | 90 | 90 | 90 |

Summary Comments:

Areas of Strength:

- **Students demonstrate academic excellence.** Overall, 94.9% of Gr.6 students achieved the acceptable standard on Provincial Achievement Tests (PATs) and 50.6% achieved the standard of excellence. Accountability Pillar results indicate very high achievement on PAT measures in all areas. 43.2% of students achieved excellent standards in Gr.6 English Language Art, 40.9% in Gr.6 Mathematics, 70.5% in Gr.6 Science, and 47.7% in Gr.6 Social Studies. Gr.1-6 students continue to demonstrate very high achievement in French Language Learning with 100% of students achieving the acceptable standard including the areas of aural comprehension, oral production, reading and writing.
- 92.2% of teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- 88.6% of teachers, parents and students are satisfied that students model the characteristics of active citizenship.

Areas for Growth:

| | |
|---|--|
| | <p>Strategies to Support Continuous Improvement: <i>*Legend: Introductory Year of Strategy is listed in green. Additional phases or implementation years are listed in black.</i></p> |
| 1 | <p>Programming</p> <p>(a) <i>Develop program plans to support initiation of Junior High program in 2020/21.</i></p> <p>(b) <i>Develop 3 year plan for resources and furnishings.</i></p> <p>(c) <i>Purchase needed resources and furnishings.</i></p> <p>(d) <i>Develop, edit, embellish, and initiate junior high experiences including program activities including sneak peek week, retreat including outdoor education, leadership, and music skill development; and showcase event.</i></p> <p>(e) <i>Collaborate with the Edmonton Regional Learning Consortium to create a plan for increased focus on conceptual understanding and share how to do this with teaching colleagues throughout Alberta.</i></p> <p>(f) <i>Monitor, review and adapt Kindergarten program with decision regarding future programming determined by January 1, 2020.</i></p> |





| | |
|---|---|
| | <p><i>(g) Implementation of concept-based learning to align with revised curriculum.</i></p> <p><i>(h) Strengthen Non-Violent Crisis Intervention program strategies to support students with inclusive learning needs.</i></p> <p><i>(i) Initiate student leadership training for peer conflict resolution support.</i></p> <p><i>(j) Increase communication regarding how students can access support at school.</i></p> <p><i>(k) Plan for Year 2 resiliency groups and Mindfulness sessions to support student mental health.</i></p> |
| 2 | <p>Parent Education</p> <p><i>(a) Numeracy: (1) Optimize home support by providing opportunities for parents to be engaged as partners in their child's learning in numeracy and mathematics including planning and implementing student-led math workshop for families, scheduling a family math workshop, and providing online information for parents to help them increase their understanding of numeracy and mathematics.</i></p> <p><i>(b) Literacy: (1) Optimize home support by providing opportunities for parents to be engaged as partners in their child's learning in literacy including planning and implementing a story writing event to share across grade levels.</i></p> |

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|------------|-------------|-------------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | | 2019 | Achievement | Improvement | Overall | 2020 | 2021 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | * | * | n/a | n/a | n/a | * | * | * | * | * | * | * |
| Overall percentage of self-identified FNMI 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 | * | * | * | * | * | * | * |

Summary Comments:

Because the number of Suzuki Charter School self-identified FNMI students who wrote the Provincial Achievement Tests in 2019 was small, to protect individual privacy, consistent with the Freedom of Information and Protection of Privacy Act, results are not reported.

Suzuki Charter School strives to respect and integrate Indigenous knowledge and perspectives within our learning environment. Last year, we provided professional development opportunities to staff including a year-long *Indigenous Writes* book study to explore curriculum within the lens of Indigenous perspectives and knowledge of effective practise and resources with assistance from our lead teacher.

Expansion of school-wide educational events including Orange Shirt Day, Indigenous Peoples' Day, and increased our understanding and appreciation for FNMI cultures and perspectives to ensure all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties,





agreements, and the history and legacy of residential schools.

Areas for Growth:

| | |
|---|--|
| | <p>Strategies to Support Continuous Improvement: <i>*Legend: Introductory Year of Strategy is listed in green. Additional phases or implementation years are listed in black.</i></p> |
| 1 | <p>Programming</p> <ul style="list-style-type: none"> (a) <i>Seek opportunities to expand understanding and appreciation for FNMI cultures and perspectives including Division 2 participation in Edmonton’s Indigenous Peoples Day.</i> (b) <i>Collaborate with Mother Earth’s Children’s Charter School staff and students to further develop relationships.</i> (c) <i>Support the learning experiences of all students by using library resources that accurately reflect and demonstrate the strength and diversity of Indigenous Peoples.</i> (d) <i>Seek opportunities to develop relationships with Elders to support student learning initiatives.</i> (e) <i>Seek opportunities to collaborate with the McNally High School Braided Journey Indigenous student leadership program.</i> (f) <i>Continue to implement Orange Shirt Day, Indigenous Peoples Day, learning commons themes to support instruction and incorporate indigenous peoples, and Read-In week indigenous storytelling tradition for all K-6 students.</i> |

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | 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. | 95.8 | 90.9 | 95.5 | 95.8 | 94.1 | 90 | Very High | Maintained | Excellent | 90 | 90 | 90 |

Summary Comments:

Areas of Strength:

- **Strong teacher satisfaction with professional development opportunities.** Results of 2019 Alberta Commission on Learning (ACOL) measure indicate 100% teacher satisfaction with focused, systematic professional development and in-servicing received from the school authority that has contributed significantly to their ongoing professional growth. Continued positive changes increased PD opportunities - both specialized training and post-secondary. Teachers indicated strong satisfaction (100%) with PD focused on school priorities, effectively addressed individual PD needs, and significantly contributing to ongoing professional development.
- **Results of performance measures indicate high levels of community satisfaction with effective learning and teaching.** Accountability Pillar results indicate 94.1% parent, student and teacher satisfaction with





the opportunity for students to receive a broad program of studies.

Areas for Growth:

| | |
|---|---|
| | <p>Strategies to Support Continuous Improvement: <i>*Legend: Introductory Year of Strategy is listed in green. Additional phases or implementation years are listed in black.</i></p> |
| 1 | <p>Professional Development</p> <p>(a) General:</p> <ul style="list-style-type: none"> (i) <i>Provide regular updates to staff regarding curriculum development and implementation.</i> (ii) <i>Initiate professional development partnership with Edmonton Regional Learning Consortium to increase understanding and application of research based on concept-based instructional strategies with a pilot group of teachers.</i> (iii) <i>Provide professional development regarding settings and communication with parents utilizing PowerSchool parent portal.</i> (iv) <i>Provide professional development on research regarding learning and the brain including music learning.</i> (v) <i>Extend professional development regarding the adolescent brain and effective teaching and learning to prepare for junior high expansion.</i> (vi) <i>Initiate training of gradebook application to support online observations and reporting.</i> (vii) <i>Implement Learning Sprints strategies to support development of Professional Growth Plans and Professional Learning Goals.</i> (viii) <i>Collaborate with Edmonton Public School Board (EPSB) to support development of Highest Level of Achievement Test (HLAT) writing samples, exemplars, and assessment rubrics.</i> <p>(b) Music:</p> <ul style="list-style-type: none"> (i) <i>Provide professional development on research regarding music learning and the brain.</i> (ii) <i>Extend professional development regarding the adolescent brain and effective teaching and learning to prepare for junior high expansion.</i> (iii) <i>Initiate Creative Music Development Team to facilitate professional development and program planning leadership to support pilot changes in the Gr.6 program (2019/20) and Gr.7-9 program in future years.</i> (iv) <i>Expand refinement of musical suites to include 20th Century and Country Music.</i> (v) <i>Provide professional development regarding effective conducting techniques.</i> (vi) <i>Expand brain-based research regarding adolescent student learning and music.</i> (vii) <i>Initiate training of gradebook application to support online observations and reporting.</i> <p>(c) Indigenous Perspectives:</p> <ul style="list-style-type: none"> (i) <i>Schedule and complete Indigenous Writes book study to explore curriculum within the lens of indigenous perspectives and knowledge with assistance from lead teacher knowledge of effective practise and resources.</i> <p>(d) Inclusive Education:</p> <ul style="list-style-type: none"> (i) <i>Provide Non-Violent Crisis Intervention professional development training to support students with inclusive learning needs.</i> |





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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|------------|-------------|-------------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | | 2019 | Achievement | Improvement | Overall | 2020 | 2021 |
| 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. | 94.5 | 92.3 | 94.9 | 94.4 | 92.2 | 90 | Very High | Maintained | Excellent | 90 | 90 | 90 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 97.4 | 96.2 | 98.0 | 96.4 | 96.7 | 95 | Very High | Maintained | Excellent | 95 | 95 | 95 |
| 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. | 94.9 | 88.0 | 93.9 | 94.4 | 92.2 | 90 | Very High | Maintained | Excellent | 90 | 90 | 90 |
| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. | 76.1 | 75.7 | 71.8 | 77.7 | 81.4 | 80 | n/a | n/a | n/a | 80 | 80 | 80 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 92.5 | 87.8 | 94.0 | 90.5 | 89.2 | 90 | Very High | Maintained | Excellent | 90 | 90 | 90 |
| 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. | 92.6 | 80.2 | 92.2 | 93.0 | 89.5 | 85 | Very High | Maintained | Excellent | 85 | 85 | 85 |

Summary Comments:

Areas of Strength:

- **Satisfaction with continuous improvement.** Accountability Pillar results indicate that 89.5% of teachers, parents, and students indicate that their school has improved or stayed the same the last three years.
- **Satisfaction with parental involvement.** Accountability Pillar results indicate that 89.2% of teachers and parents are satisfied with parental involvement in decisions about their child's education.
- **Satisfaction with overall quality of basic education.** Accountability Pillar results indicate that 96.7% of teachers, parents and students are satisfied with the overall quality of basic education.





- Results of performance measures indicate excellent community satisfaction with access to safe and healthy learning environments. Accountability Pillar results indicate that 92.2% of teachers, parents and students agree 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.
- Partnerships with external Speech and Language Practitioner (SLP), Occupational Therapist (OT), mental health, external organizations, and Alberta Education consultants support success for all students. Although there is a high level of parent satisfaction with special support their children receive at school, there is an increase in the number of parents who answered “Don’t Know” in response to whether their children are able to access help with problems not related to school work. More communication in this area is needed.
- Continuation of Kindergarten screening in June, supported early identification and intervention.

Areas for Growth:

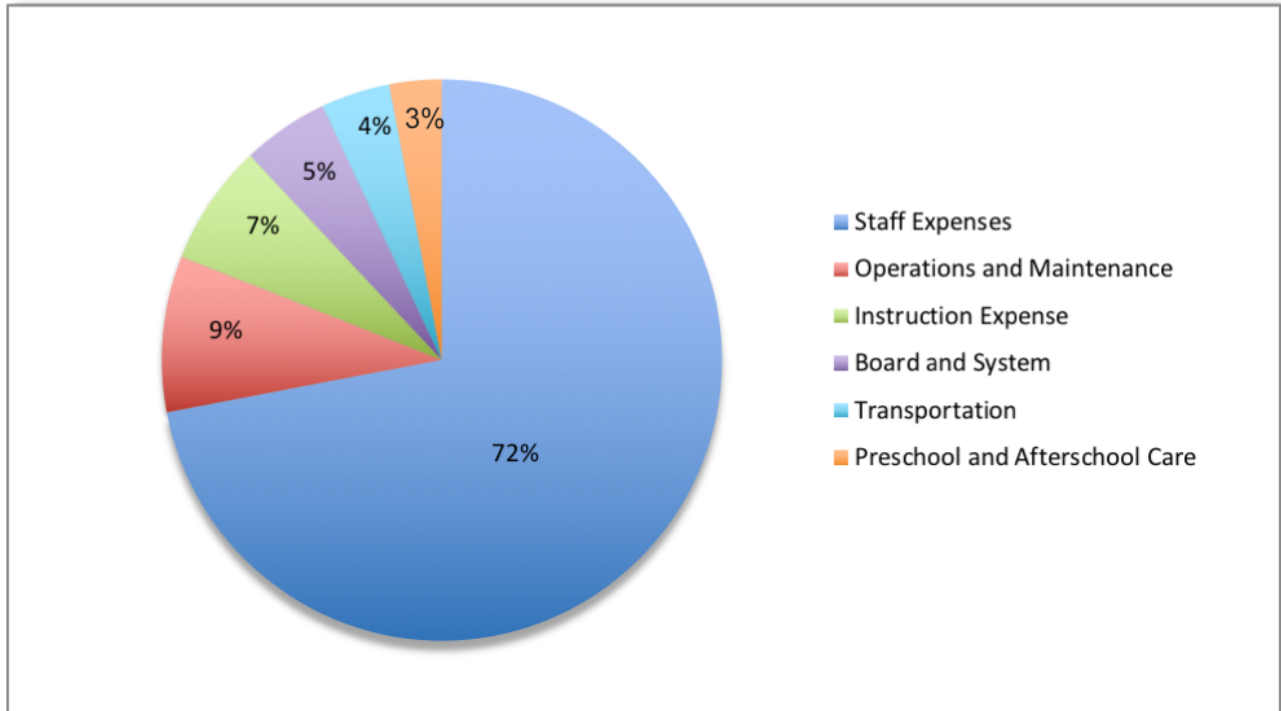
| | |
|---|---|
| | <p>Strategies to Support Continuous Improvement: <i>*Legend: Introductory Year of Strategy is listed in green. Additional phases or implementation years are listed in black.</i></p> |
| 1 | <p>Increase stakeholder understanding and satisfaction with SCS continuous improvement strategies</p> <ul style="list-style-type: none"> (a) <i>Initiate online reporting using PowerSchool to pilot in 2019/20 school year.</i> (b) <i>Pilot one point access system in 2019/20 school year including parent communication, Individual Program Plans (IPP), report cards, attendance, newsletter links, registration, permissions, and payments.</i> |
| 2 | <p>Management</p> <ul style="list-style-type: none"> (a) <i>Implement staff professional development plan to align with Occupational Health and Safety (OH&S) regulations.</i> (b) <i>Schedule quarterly meetings of OH&S committee, to meet OH&S regulations.</i> (c) <i>Provide admin support for changes in Kindergarten entry age to align with regulations for 2020/21 registration.</i> (d) <i>Prepare implementation plan including timelines and processes for digitization of student files to be piloted with new registrations in February 2020 and finalized by June 2020.</i> (e) <i>Explore alternative venues and formats for student performances.</i> (f) <i>Provide resources to support enhancement of Science, Technology, Engineering and Mathematics (STEM) and Science, Technology, Engineering, Arts, and Mathematics (STEAM) makerspace opportunities including development of accessible bins and music composition and recording equipment.</i> |
| 3 | <p>Governance</p> <ul style="list-style-type: none"> (a) <i>Update Junior High expansion plan to reflect current realities.</i> (b) <i>Review data and determine scheduling of future Kindergarten program for 2020/21.</i> (c) <i>Review strategic plan and explore strategic plan possibilities.</i> (d) <i>Advocate to government for equity funding for charter schools in the areas of inclusive education, and any emergent programs made available to publicly funded schools in Alberta.</i> |
| 4 | <p>Parent School Council</p> <ul style="list-style-type: none"> (a) <i>Facilitate a Parent School Council workshop, facilitated by the Alberta School Council Association.</i> (b) <i>Support Parent School Council development and implementation of tools aligned with 3-Year Education Plan (3YEP) priorities.</i> |





BUDGET SUMMARY

Suzuki Charter School Society Budget for the year ending August 31, 2020
Submitted by Heather Christison, Secretary-Treasurer Suzuki Charter School Society



| Expense By Program | | |
|--------------------------------|-----------------------|-----|
| Staff Expenses | 2,528,116.00 | 72% |
| Operation and Maintenance | 321,696.00 | 9% |
| Instruction Expense | 225,181.00 | 7% |
| Board and System | 173,488.00 | 5% |
| Transportation | 138,897.00 | 4% |
| Preschool and Afterschool Care | 105,888.00 | 3% |
| Total | \$3,493,266.00 | |

Please use this link to access the [Fall Update Budget](#) and Key Financial Information for the 2019-2020 school year.





The first priority for Suzuki Charter School will always be, our students. Our staff strive each and every day to provide the best learning environments for our students.

We recently received updated budget details from Alberta Education and will have a funding shortfall of \$250,000 for this school year. This is due to three crucial grants being eliminated by the province. While there is a transitional grant to help school districts this year, it covers only one-quarter of the reduced funding. This grant was specifically noted to be a one-time transition funding source and is not available in the future. This is a significant cut mid-year to our school operations.

We will experience significant cutbacks in a variety of areas but have made it a priority to keep all existing staff and keep all existing programs operating for the balance of this school year. We have also not raised school fees. We have been notified that there will be increased cutbacks in funding next year and pending the details of the funding framework, to be announced in early 2020, the Board will be making important decisions about overall program and operation.

As stated above, in our budget adjustments for this school year, we are committed to maintaining staffing levels and minimizing disruption to students and impact on the classroom. However, to absorb the funding shortfall this year as directed by the government, the following actions have been taken as a result of reduced funding to the budget for this school year:

- *Reductions in a number of school operations totaling \$119,000 from a variety of areas*
- *Use of the Surplus account totaling \$131,000 to make up the remaining shortfall.*

Suzuki Charter School has an accumulated operating surplus which was targeted for program expansion, emergencies and resource and facility upgrades. However, given the new budget announcements a portion of the surplus is being redirected to support operation shortfalls.

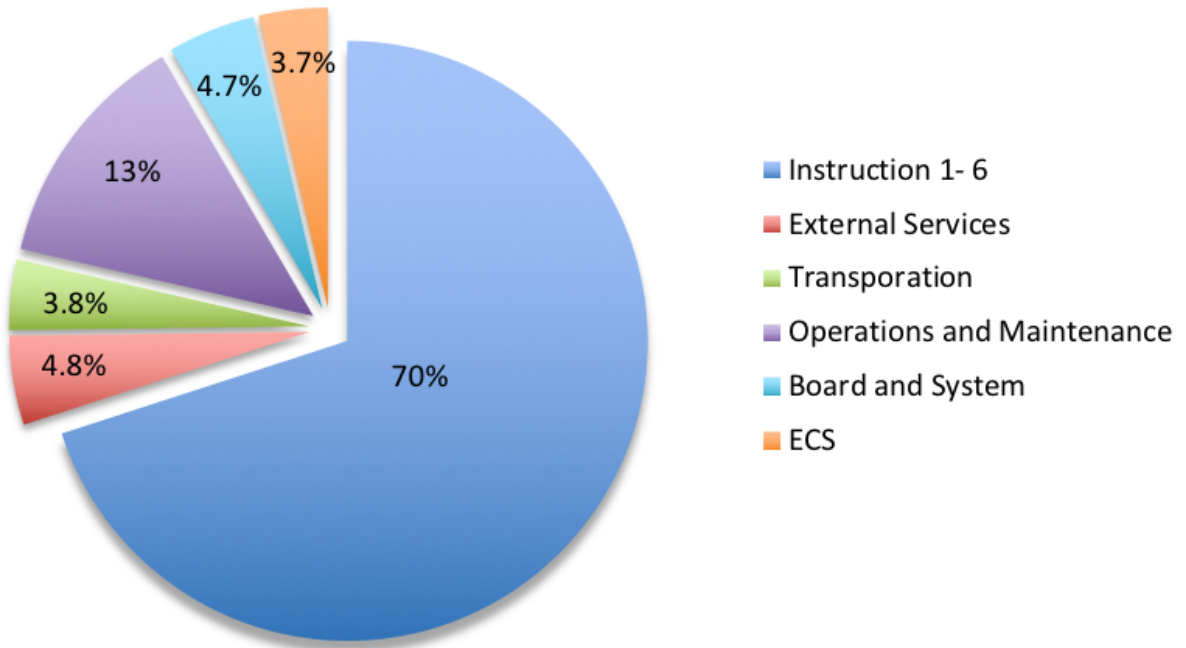
SUMMARY OF FACILITY AND CAPITAL NEEDS

[Suzuki Charter School Facility and Capital Plans 2020-2023](#)

SUMMARY OF FINANCIAL RESULTS

Suzuki Charter School Society Expenses for the year ending August 31, 2019
Submitted by Heather Christison, Secretary/Treasurer Suzuki Charter School Society





| Expense By Program | | |
|----------------------------|-----------------------|------|
| ECS | 135,345.00 | 3.7% |
| Instruction Grades 1-6 | 2,592,987.00 | 70% |
| Operations and Maintenance | 475,790.00 | 13% |
| Transportation | 140,285.00 | 3.8% |
| Board and System | 173,488.00 | 4.7% |
| External Services | 179,003.00 | 4.8% |
| Total | \$3,696,898.00 | |

Funding for the 2018-2019 year was increased due to the identification of ECS students who fall within the mild/moderate category and students in grades one to six under special needs funding. Audited Financial Statement can be found on the school's website.





School Generated Funds

Fundraising activities are determined by the School Principal in consultation with School Council and staff. Ten percent of all fundraising dollars are allocated to a bursary to help offset the cost of Suzuki private music lessons for families who may require financial assistance to pay the cost of private music lessons.

Please use this link to access [Audited Financial Results for the year ending August 2019](https://www.alberta.ca/k-12-education-financial-statements.aspx). Comparative information is available to all stakeholders in a provincial report located at <https://www.alberta.ca/k-12-education-financial-statements.aspx>. To obtain more information about the school's financial information, please contact Heather Christison, Secretary-Treasurer, Suzuki Charter School by phone at (780) 468-2598 extension 222 or by email at christison@suzukischool.ca

PARENTAL INVOLVEMENT STRATEGIES

Aligning with Section 13 of the School Councils Regulation (Alberta Regulation 113/2007), our School Council has been actively involved in providing feedback to inform the Suzuki Charter School Combined 3 Year Education Plan 2019/2022 and Annual Education Results Report 2018/19.

- Consultation during regular meetings regarding development of AERR and 3YEP in 2018/19, and final review of draft documents November 2019.
- Goal-setting within School Council to support school improvement planning consultation processes, parent communication and increased engagement November 2019.

TIMELINES and COMMUNICATION

Objectives

To continue to implement purposeful and responsive communication regarding student learning using a variety of media to:

- Engage and inform our Suzuki Charter School stakeholders and collaborative partners and share our key messages and values.
- Explore and encourage potential partnerships to support innovative practice within our Suzuki community.
- Share research, innovations and best practices for the benefit of Alberta's education system as a whole.

Key Messages

At Suzuki Charter School WE VALUE:

- The belief that every child can learn.
- A safe, caring and welcoming environment.
- Academic, musical and personal progress for each child.
- Staff working together to optimize quality education for each child.
- Working collaboratively with parents to inform teaching strategies that accelerate student learning.
- Empathy, equity and fairness.
- Staff sharing responsibility to ensure positive learning experiences for all students.
- Evolving and refining practices to align with current educational context.
- Innovation and research to support new approaches to teaching and learning.

Audiences

- Suzuki Charter School stakeholders - students, parents and staff.
- External current and potential collaborative partners within the broader education community.





Action Plan

- Seek stakeholder feedback to inform continuous school improvement initiatives including:
 - Student Representative Council meeting in October.
 - School Council meetings in November and June.
 - Board meeting in October.
 - Admin meetings throughout the year.
 - Staff and Professional Learning Community meetings throughout the year including August, September, October, November, and June.
- Administer stakeholder surveys annually and review results in August to inform 3 Year Education Plans and Annual Education Results Reporting including:
 - Accountability Pillar surveys
 - Share current events and innovative practices and related research via weekly digital school newsletter emailed to parents, posted on our website, and distributed using Google Suite.
 - Web-based articles and links
 - Articles in Capilano community newsletter, the SouthEast Voice
- Share educational resources for students, parents and teachers via the library and stakeholder tabs on our website.
- Provide tailored parent communication regarding individual formative and summative student assessment in the areas of music, academic and personal excellence as well as calendar and other online learning opportunities and homework reminders.
- Host annual Open House, Registration, and Parent Information evenings.
- Welcome stakeholders and community members to attend:
 - Board Meetings as scheduled
 - School Council Meetings as scheduled
 - Monthly assemblies featuring student music and academic presentations
 - Community concerts December 2019
 - Parent and Volunteer events throughout the year
 - Winter concerts January 2020
 - Winspear concert May 2020
- Encourage relationships with local media personnel and submit press releases to promote greater advocacy and community awareness of Suzuki Charter School and charter schools generally.
- Develop and present informative workshop sessions at educational conferences as opportunities arise.
- Share AERR Summary and 3YEP Summary information with parents beginning in November 2019.
- Share monthly updates regarding our University of Alberta formal research initiatives regarding the impact of teacher feedback on student learning within the weekly school newsletter.
- Post and update school website information regarding current research initiatives and innovative practise.
- Attend and present current research through a variety of networks including within Alberta Education meetings, at The Alberta Association for Public Charter Schools conference and meetings, the College of Alberta School Superintendents meetings, and at the Alberta Research Network meetings.
- Through our partnership with the University of Alberta, share articles and documents as appropriate through published paper and digital journals.
- Please click on the following links to access the 2018/19 AERR Summary.





WHISTLEBLOWER PROTECTION

The board of directors maintains a positive working environment for all Suzuki Charter School Society (SCSS) employees within a culture characterized by integrity, respect, trust and care and expects all staff to demonstrate high ethical standards in their work. SCSS will take action in an objective manner to address reports of wrongdoing within SCSS without retribution to its employees who report wrongdoing in good faith.

SCSS has in place a written procedure for Public Interest Disclosure, Whistleblower Protection. During the 2018-19 school year, the Designated Officer received no disclosures of wrongdoing and therefore no investigations were warranted.

