



E2 Academy[®]

EXPLORE, BELONG, THRIVE

THREE-YEAR EDUCATION PLAN
2025-2028

INTRODUCTION

E2 Academy Three-Year Education Plan (3YEP)

The E2 Academy Three-Year Education Plan outlines the strategic direction of the school under the guiding theme "*Unlocking Exceptional Potential for an Exceptional Future.*" This plan reflects our commitment to the continuous improvement and delivery of high-quality teaching, learning, and support for twice-exceptional students. It serves as a foundational document of accountability for the E2 Society for Twice-exceptional Learners and provides assurance to all stakeholders students, families, staff, and the broader community at E2 Academy is dedicated to educational excellence and innovation.

The development of this plan began with the formation of the Visioning Committee on February 25, 2023. As part of this process, the school's core values were collaboratively established to anchor and inform our strategic goals.

Student-Centered

Safe

Integrity

Limitless

Community

Strategic Foundation and Key Priorities

The Visioning Committee continues to refine E2 Academy's mission, vision, and educational philosophy to ensure full alignment with our core values and overarching purpose. This ongoing work informs the direction of our strategic planning and ensures coherence across all areas of operation. A proposed revisit to these strategic goals is tentatively scheduled for Fall 2025.

Our Three-Year Education Plan is organized around five key domains essential to school growth and improvement:

1. **Student Learning, Growth, and Achievement**
2. **Teaching and Leadership**
3. **Governance**
4. **Engagement**
5. **Facilities**

Within these domains, we have identified strategic priorities and measurable outcomes that reflect our commitment to the success of twice-exceptional (2E) learners.

E2 Academy is committed to fostering a supportive, inclusive, and enriching environment where 2E students are empowered to strive for their own definition of excellence. We aim to create a safe and educational setting in which all learners can thrive. At the heart of our plan is the belief that 2E learners deserve to be celebrated, championed, and equipped with the tools necessary to flourish in the world.

E2 Academy is more than a school, it is a place of belonging, discovery, and growth. Our programming is grounded in the core belief that 2E students bring unique value to their communities, possess exceptional potential, and benefit from environments that honor their strengths and support their challenges. Through individualized, student-centered programming, we nurture each learner's passion, encourage exploration beyond conventional boundaries, and normalize asynchronous development.

E2 Academy remains committed to delivering an exceptional education tailored to the distinct needs of twice-exceptional students, ensuring they are not only supported, but inspired to reach their fullest potential.

Exceptional Learners

Thinking Differently

Unique Solutions

ACCREDITED-FUNDED PRIVATE SCHOOL ACCOUNTABILITY STATEMENT

Plan Development and Accountability

The 2025–2028 Education Plan for the Society for Twice-Exceptional Learners was developed under the direction of the Board of Directors, in accordance with the *Private Schools Regulation* and *Ministerial Grants Regulation*. As a Designated Special Education Private School (DSEPS) in Alberta, the plan reflects our commitment to addressing the complex needs of twice-exceptional and neurodivergent learners.

Aligned with Alberta's business and fiscal priorities and grounded in the Assurance Framework, the plan is informed by performance data, stakeholder input, and ongoing evaluation. It outlines targeted strategies to improve student learning, well-being, and achievement.

The Board of Directors formally approved the 2025–2028 Education Plan (Year 1) on May 31, 2025, and remains committed to its implementation through transparent monitoring and continuous improvement.

<https://www.e2academy.com/strategic-plan>



Mark Hughes, Board Chair

Mission

To establish E2 Academy as a first-of-its-kind centre of excellence in Alberta for the education of twice-exceptional children with complex needs and to deliver a unique talent and strength-based program of instruction adapted to the needs of twice-exceptional learners

Vision

Our vision is to provide a school environment where twice-exceptional learners are welcomed, become members of a community of peers, and are encouraged to pursue their passions while still being exposed to a well-rounded curriculum.

Philosophy

The Board's educational philosophy and approach in developing its program is to optimize each student's intellectual, academic and social development by building on their strengths and emphasizing talent development, in addition to supporting the learner in finding strategies to manage their areas of challenge.

Stakeholders

E2 Academy

Board
Staff
Students
Parents
Alumni

Community

Doctors
Psychologists
Specialized Services Providers
Local School Districts
Food Bank
Royal Alex Hospital

Affiliates

Individual Donors
Learning Disabilities Association of Alberta
LD Edmonton
SENG
AISCA
Speech with Miss Kate Multidisciplinary Team

Government

Alberta Education
FSCD
MLAs

MESSAGE FROM THE BOARD CHAIR

The **E2 Society for Twice-Exceptional Learners** was founded on the belief that neurodivergent children deserve a safe, inclusive, and nurturing environment where they can explore, belong, and thrive. Since our founding in 2015, **E2 Academy** has grown steadily in response to the clear and rising demand for specialized, strengths-based education tailored to twice-exceptional (2E) learners.

With this growth has come a responsibility to establish a strong foundation of **policies, procedures, and professional practices** rooted in sound governance, visionary leadership, and responsible financial stewardship. Today, E2 Academy is proud to be recognized as a **Designated Special Education Private School (DSEPS)** by Alberta Education—a designation that reflects our deep expertise and expands our capacity to provide exceptional programming and support for our students and families.

We are also proud to offer programming from **Grades 1 through 12**, ensuring that neurodivergent learners receive critical support at every stage of their educational journey. For many students who have struggled in traditional learning environments, E2 Academy becomes a place of understanding, support, and transformation. Families frequently share their sense of relief and renewed hope when they see their children begin to flourish in a space where they are truly seen and valued.

As we look to the future, our focus over the next three years will be on **enhancing our programming**, particularly in the development of our **high school curriculum**, to ensure that our students are well-equipped for life beyond graduation. In support of our commitment to continuous improvement, we recently conducted a comprehensive whole-school review to assess our practices and align our work with the latest best practices in 2E education.

The **E2 Society of Twice-Exceptional Learners Board of Directors** remains deeply committed to its role in strategic governance and oversight. Our diverse skill sets and collective experience position us to ensure the school's **long-term sustainability and impact**. I would like to extend my heartfelt thanks to our exceptional leadership team, faculty, and staff for their continued passion and dedication, and to my fellow Board members and committee volunteers for their unwavering support of our mission.

As we reflect on our progress and look toward the future, we are inspired daily by the growth of our students and the incredible potential they continue to unlock. **E2 Academy is more than a school; it is a place where twice-exceptional learners are not just supported, but celebrated.**

Sincerely,
Mark Hughes
President, Board of Directors
E2 Society for Twice-Exceptional Learners

ENGAGEMENT

Stakeholder Engagement

E2 Academy is committed to the meaningful engagement of all stakeholders-staff, parents, students, and community partners-to support the success and well-being of twice-exceptional learners. Stakeholder input is integral to our continuous improvement process and is reflected in our mission, vision, and core values.

Staff

Staff play a central role in school improvement through daily classroom meetings and weekly staff gatherings focused on collaboration, professional development, and sharing best practices. In 2024-2025, formal staff meetings were introduced to enhance professional learning communities (PLCs). Staff have completed PLC's and have begun to implement ideas into the school, with a full implementation scheduled to start in September 2025. A staff representative will also serve in an advisory role on the Board of Directors. We meet regularly to discuss various school and student issues, concerns and topics. Staff have also recently (April 2025) taken an ADHD course to help solidify knowledge in this area, and in September 2025, the 3 year implementation of SEM (Schoolwide Enrichment Model) to support our gifted students.

Parents

Parents are active partners in student planning and school development. Ongoing participation in IPP's (Individual Program Plans) and CPS (Collaborative & Proactive Plans) meetings to identify lagging skills and unsolved problems and make a plan to find a solution at the root of the issue. These meetings ensure meaningful involvement in student support. Communication is maintained through weekly newsletters and in 2026, parent engagement will expand through a new Parent Advisory Committee, a program feedback survey, and continued representation on the Board of Directors.

Students

Self-advocacy is a foundational component of E2 Academy's educational philosophy, with student voice and agency playing a central role in both programming and assessment. Learners are actively engaged in shaping their individualized education plans by identifying their strengths, interests, and learning preferences through the use of the Bridges Academy Suite of Tools, which are specifically designed to support twice-exceptional students.

To further elevate student involvement in school life, E2 Academy is in the process of establishing a Student Council in 2025, including mock elections, debates, and class discussions around important issues. This initiative is intended to foster leadership, collaboration, and social-emotional development, while providing a formal platform for students to contribute meaningfully to school decision-making. Empowering students to advocate for themselves

supports not only academic success, but also the development of essential life skills for independence and active citizenship.

Community

E2 Academy partners with a wide range of community organizations and professional agencies to meet the diverse and complex needs of twice-exceptional learners. These collaborations support both academic enrichment and real-world readiness through initiatives such as work experience placements and practicum opportunities. E2 Academy is currently expanding its high school work experience program through partnerships with agencies including CAREERS, Employment Works, and Ready, Willing and Able. Students have already gained valuable hands-on experience with organizations such as the YMCA, Alberta Provincial Archives, University of Alberta, NAIT, and Zoe’s Animal Rescue.

In parallel, E2 Academy continues to foster meaningful practicum partnerships with institutions such as NorQuest College, MacEwan University, MTG Healthcare, and Sundance Academy with a total of 10 students completing their practicum this year. These placements support reciprocal learning between our students and future professionals in the education and healthcare fields. As part of our long-term strategy to strengthen community engagement and inclusive governance, E2 Academy will also invite community members to contribute through future opportunities to serve on the Board of Directors.

STUDENT LEARNING, GROWTH AND ACHIEVEMENT

Outcome: E2 Academy will deliver evidence-based interventions, supports and curriculum delivery based on the strengths of the students and monitor their success based on empirical data collection.

Enhancing Educational Experiences through the School-wide Enrichment Model

E2 Academy is dedicated to enriching the educational experience of twice-exceptional learners by delivering a differentiated curriculum and diverse extracurricular opportunities. Central to this commitment is the implementation of the [School-wide Enrichment Model \(SEM\) with a 3 year implementation schedule 2025-2030](#), tailored to meet the unique strengths and needs of our students. Our strategic objectives over the next three years include:

Curriculum Development and Delivery

- Establish clear curriculum milestones, targets, and timelines designed specifically to support twice-exceptional learners.
- Utilize curriculum compacting to optimize instructional time and better meet individual

student needs. (Started Spring 2024).

- Embed strength and talent-based programming into all curriculum planning processes.
- Implement project-based learning across all grade levels, ensuring alignment with best practices for twice-exceptional education.
- Adopt the MAP Growth assessment program (1–13) to monitor and measure student achievement and growth in mathematics, reading, language usage, and science (2026)

Student Council Development

- Align the establishment of a Student Council with guidelines outlined in Alberta Education’s “How to Create a District-Level Student Council” from the Strategic Engagement Branch.
- Designate a staff member responsible for overseeing the implementation and sustainability of the Student Council.
- Develop and formalize school policies that support and promote student governance.
- Student Experts Program starts Fall 2025, building of student leadership experiences begun in 2024.

Work Experience Program

- Provide opportunities for high school students to earn credits for Work Experience 15-25-35, consistent with Alberta Program of Studies requirements.
- Under the supervision of the Principal, placements will be overseen and carried out as the Off Campus Educator.
- Collaborate with Employment Works, CAREERS, and other community partners to facilitate meaningful work placements.

School-wide Enrichment Model Implementation

- Deliver professional development sessions to staff on SEM principles and individual roles within the model ([3 year implementation plan](#))

- Establish a Type I Enrichment Team charged with planning and coordinating enrichment activities, including piloting an enrichment cluster program. (Fall 2025)
- Schedule regular weekly sessions for Type I Enrichment activities. (Fall 2025)
- Initiate curriculum compacting practices for Grades 6 through 9 to further personalize learning. (Fall 2024)

Alberta Education Measures	Local Measures
Provincial Achievement Test Diploma Exams Assurance Measures Survey	School Feedback Surveys Math Assessments Reading Assessments

STUDENT LEARNING, GROWTH AND ACHIEVEMENT (cont.)

Results Analysis and Key Insights

Based on Spring 2025 Assurance Measures Survey

Please note that this year, student/parent data is skewed due to a very low number of respondents due to mid year change in head administrator.

Strengths

- **Student Support Services:** E2 Academy continues to provide robust student support through classroom Learning Facilitators and specialized services in partnership with Speech With MissKate, including Speech-Language Pathologist (SLP), Speech-language Pathology Assistant (SLPA), Occupational Therapist (OT), Occupational Therapy Assistant (OTA), Counsellor/Social Worker, and an Educational Psychologist. This company has been working with our students for 5 years and they have a proven track record with our 2E Neurodivergent twice exceptional students.
- **Active Citizenship:** Student satisfaction regarding modeling active citizenship characteristics increased by 5%, while teacher satisfaction remained steady, both comparable to provincial averages. Both groups strongly agree that students demonstrate respect and support for one another.
- **School Climate:** Student perception of E2 Academy as a welcoming, caring, respectful, and safe environment was maintained, with teacher responses stable; both remain consistent with provincial benchmarks.

- **Quality of Education:** Education quality increased by 6% and continues to be at a very high and excellent level according to the survey indicating continued growth. This area was maintained as a high level of education,
- **Physical Education:** Students reported strong satisfaction with the quality of Physical Education programming, however, with our large donation of sports equipment and a plan to organize the equipment into a storage container, we are hopeful that this will continue to improve.
- **Subject Engagement:** Students indicated lower engagement levels in the most recent survey, with a decrease, however, there was a low number of students who took the survey due to change in administration at the time of the survey delivery.

Areas for Growth

- **Active Citizenship Challenges:** Both students and teachers noted concerns regarding students' adherence to rules and personal responsibility, suggesting a need for strengthened citizenship education. However, this area increased from last year by 7%.
- **Access to Supports:** Satisfaction with access to appropriate supports and services decreased slightly for both students and teachers from last year, so this is an area we have already made changes to account and accommodate for next year by working with a different multidisciplinary team in Fall 2025.
- **Academic Challenge:** Despite increased satisfaction with education quality, approximately 15% of high school students expressed that their schoolwork lacks sufficient challenge or interest. We had a staff change in the spring, and we will see how this affects future academic challenge and engagement.
- **Student Engagement:** Both students and teachers reported that student engagement levels have decreased compared to last year at this time. With a renewed focus on Strength based education, Design Thinking process, Universal Design Learning, and School Wide Enrichment Model, we intend to increase engagement significantly for next

year. We have already started this plan with the administration receiving professional development, and initial presentations have been shared with the majority of the staff.

- **Demonstration of Learning:** Among Grades 7 to 9 students, 10% reported a desire for more opportunities to demonstrate their learning, indicating potential for diversified assessment methods. By providing more opportunities and unique ways for students to share or demonstrate their learning, we expect this to change in a positive direction. To allow for accommodations for sharing their voice, the Universal Design Learning model has been implemented. Sure! Here's a rewritten version with the same intent. It will foster equitable and accessible learning environments by intentionally creating materials, activities, and assessments that are flexible and responsive to the diverse needs of all learners.
- **Program Breadth:** While satisfaction with access to a broad program of studies-including fine arts, career, technology, health, and physical education-remained stable, ratings were low among students and teachers. However, we have made strides in the development of an active Library service and it has emerged as a very popular area in the school. With support in work experience and transition to independent living still a concern we have made significant progress in this area, with a lot of room for improvement in the structure, process and opportunities for our students.
- **Expanded Opportunities:** With Art/Music and Drama still an area of concern we have started to look at unique ways to provide more opportunities in these areas. An overall increase in Health related topics is still an area we need to work on in 2025-2026.

TEACHING AND LEADERSHIP

Outcome: E2 Academy will create a culture of continuous learning and improvement where all staff have capacity to effectively support twice-exceptional learners in various leader roles.

E2 Academy is committed to strengthening the educational experience of students by building capacity in all staff to learn best practices for meeting the unique needs of twice-exceptional students and providing opportunities to participate in supporting school initiatives in a leadership role through the following:

Professional Development: Twice-Exceptional Learners

- Professional development opportunities from entities such as ADHD and LD (Foothills Academy), SEM (Renzulli), AISCA conference, SpeechWithMissKate on Autism & Consent, Executive Functioning, and many other topics (multidisciplinary team), E2 Staff (PLC groups - including Gamification, Neuro Inclusivity in the Workplace, Sinneave Family Foundation, CAREERS, Skills Canada, Bridges Suite of Tools (M.Ed. Michelle Smith)
- Principal working on LD (Learning Difficulties) in Twice-exceptional Learners to share with staff in Fall 2025
- One staff meeting a month dedicated to 2E professional development
- PLCs lead by staff leaders to identify areas to strengthen 2E learning
- Staff lead out in professional development internally and externally

Staff Relationship Building

- School Program Coordinator plans staff activities on a monthly basis

Alberta Education Measures Assurance Measures Survey	Local Measures School Feedback Surveys
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Results Analysis and Key Insights (from 2024 Assurance Measures Survey)

*Please note that there is no data from parents this year due to the low number of respondents.

Strength

- The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth was very high.

Areas for Growth

- Professional development needs to focus on meeting the unique needs of twice-exceptional learners and be tailored to educators and learning facilitators (internal review). We are currently working on feedback from staff to curate a list of PD that suits our needs

GOVERNANCE

Outcome: E2 Academy will demonstrate the use of reflective practice and a continuous improvement model in relation to engaged and effective school governance.

E2 Academy is committed to strengthening and streamlining our governance model, daily operations and fiscal accountability through the following:

- **Policy**

E2 Academy is committed to maintaining a robust and transparent governance framework. As part of this commitment, the school will undertake a systematic review of all existing policies to ensure clarity, relevance, and alignment with the requirements set forth by the Government of Alberta. This includes updating current policies as needed and identifying operational or fiscal areas where policy development is required. New policies will be created to address any gaps, with a focus on supporting best practices in educational leadership, school management, and compliance. Update: The E2 school monitoring review was completed in April 2025, and review and action plan is scheduled for June 2025 once the report is finalized.

- **Handbooks**

To ensure consistency and accessibility of key information, E2 Academy will continue to review and revise all student, parent, and staff handbooks, with a focus on improving access and clarity through a neuroinclusive lens.

- **Digital Onboarding Process** - A new staff (DOP) will be prepared (Fall 2025) for those that enter the building to work with our students. The DOP will include an orientation that will make sure that everyone understands the basic rules, regulations, concepts, and strategies that are needed to work with our 2E students. It will also contain the proper documentation to be filled out, visual representations of our workplace, expectations, and non-crisis intervention strategies (MANDT), and Collaborative and Proactive strategies for hired, vetted professionals who will be working with our students. All confidential information will be secured and protected according to Alberta Education, AISCA and E2 Academy policies and bylaws.

- **Financial Procedures**

E2 Academy will also evaluate existing financial procedures to ensure compliance with legal requirements and to strengthen internal controls. This includes reviewing current financial policies, identifying areas for enhancement, and making necessary adjustments to improve operational efficiency and accountability. Procedures will be updated or developed to ensure alignment with provincial standards and to reinforce sound financial stewardship across all areas of school operations.

Alberta Education Measures Assurance Measures Survey	Local Measures School Feedback Surveys Internal Review
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Results Analysis and Key Insights (from internal review)

Areas for Growth

- Overall instruction methods including a focus on neurodivergent pedagogy, student engagement, and financial stability have all been areas of focus this year.
- Updated board policy and bylaws have been listed as areas that need attention.

Strengths

- Student agency opportunities, work experience progress, and physical education have all been listed as strengths.

Alberta Education Measures Education Act AB ED Monitoring Review	Local Measures Internal Review
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FACILITIES

Outcome: E2 Academy will create an efficient and productive work space that accommodates the unique needs of our students, staff, parents and community.

- **Expanded Use of ARC (Additional Resource Centre)**
 E2 Academy will explore opportunities to optimize the use of the Additional Resource Centre (ARC) beyond internal school functions. This includes identifying potential uses for community engagement and external partnerships. A formal rental agreement has been developed to guide usage by third-party organizations, ensuring alignment with school policies and operational standards. Promotional strategies will be implemented to raise awareness of the ARC as a rentable space, supporting both community collaboration and additional revenue generation.
- **Library and Resources**
 To enhance access to academic and professional resources, E2 Academy has established a Library & Resources Center responsible for guiding the development of library

services. A library catalogue system will be implemented to improve organization and user access in Fall 2025. A comprehensive cataloguing process will be undertaken for all library materials and staff resources to ensure efficient management and utilization. Much progress has been made in this area as we have a library space and have purchased books, and organization of the area is ongoing. Location of the library is still to be determined, as an influx of students may require it to move to a different area of the school campus.

- **Space Assessment**

In alignment with best practices for supporting twice-exceptional learners, E2 Academy will assess and refine learning environments with a focus on intentional and inclusive design. Improvements will target seating, workspace configuration, lighting, and storage to foster a supportive, accessible, and sensory-responsive educational setting tailored to the unique needs of our student population. We are continually evaluating and implementing new strategies, equipment, and design innovations to enhance the functionality and inclusivity of our school environment. These improvements are guided by the evolving needs of our student population and are prioritized in alignment with available financial resources. Space assessment is determined first and foremost by our student population and needs of those students, as well as staff allocations. All of these factors and considerations will be made in June once final school assessments and applications are in place.

- **In-House Server – Security and Optimization**

E2 Academy will collaborate with administration, office staff, educators, and technology specialists to evaluate current server use and establish a more effective organizational structure. A qualified technology partner will be engaged to ensure the in-house server is configured securely and optimally, supporting enhanced data management, communication, and instructional technology use across the school. We continue to utilize our in-house server to securely store student data and are planning to expand its functionality as we implement new features within our Learning Management System (Gibbon). These enhancements will improve stakeholder access to academic performance data and support more effective communication and collaboration. Expected improvements should be ready for Fall 2025.

Alberta Education Measures
Assurance Measures Survey

Local Measures
School Feedback Surveys
Internal Review

FACILITIES (cont.)

Results Analysis and Key Insights (from 2024 Assurance Measures Survey)

*Please note that there is no data from parents this year due to the low number of respondents.

- **Strengths**

Significant progress has been made in the development of the school library in 2025, enhancing access to resources that support both student learning and staff professional development. Additionally, breakout spaces have been thoughtfully redesigned to better support small group instruction and individual learning needs.

- **Areas for Growth**

Despite recent improvements, students require increased access to the library to fully benefit from its resources. Furthermore, overall space for both students and staff remains limited and does not yet adequately support the diverse and evolving needs of the school community.

ENGAGEMENT

Outcome: E2 Academy will create, formalize and systemize collection of feedback from stakeholders, strengthen communication and find ways stakeholders can be involved in supporting the school.

- **Parent Advisory Council**

E2 Academy is in the process of formalizing its Parent Advisory Council (PAC) to strengthen parent engagement and support school improvement initiatives (Fall 2025). This includes identifying a PAC President and utilizing the *School Council Resource Guide* provided by the Alberta School Councils' Association to help define the council's goals, objectives, action plans, and operational procedures. A review of existing school policies and by-laws will be conducted to ensure alignment and support for PAC operations. Additionally, the school will pursue membership with the Alberta School Councils' Association to access further resources and training.

- **Parent Fundraising**

A Parent Fundraising Committee will be established to collaborate with school administration in identifying priorities and resource needs. This committee will lead parent-driven fundraising initiatives aligned with school goals, helping to enhance programming and support student learning. This is very important to help fundraise for various inquiry learning projects, strength based teaching, field trips and enrichment opportunities. A strong PAC is **essential** to the school success, especially with the SEM focus and the need for further financial support needed to encourage our schools growth and success in 2E education.

- **Communication**

To maintain strong and transparent communication between home and school, each classroom will continue to provide weekly updates summarizing instructional activities and key learning highlights. The school will also distribute a weekly school-wide newsletter featuring important announcements, upcoming events, and a dedicated section for classroom contributions, ensuring families remain informed and engaged.

Alberta Education Measures Assurance Measures Survey	Local Measures School Feedback Surveys
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Results Analysis and Key Insights (from 2024 Assurance Measures Survey)

*Please note that there is no data from parents this year due to the low number of respondents.**Strength**

- Citizenship among students and parents has continued to increase and student agency

Areas for Growth

- Implementing a Parental Advisory Council.
- The percentage of students and parents that are satisfied with student engagement dropped over the year, so this is an area marked for improvement.
- A school-wide survey needs to be developed to explore areas not covered in the Assurance Measures Survey (AMS), and to ensure that potential insufficient parental participation in the AMS will be offset by another measure. Proposed survey to be completed in Fall 2025.
- We will also be completing a large internal stakeholder survey to go along with the information gathered by Alberta Education, to help determine our strategic goals in the future.

FIRST NATIONS, MÉTIS, AND INUIT STUDENTS ARE SUCCESSFUL

Outcome: E2 Academy will form relationships with multiple partnerships, a number of available supports and resources and build capacity in our staff and students to support indigenous students.

- As an act of reconciliation, and as a commitment to developing healing relationships, continue to develop key community partnerships.
- Ensure all First Nations, Metis and Inuit students have equitable access to services as part of the Inclusive Education Model.
- Engage consultants to work with individual teachers or groups of teachers to improve and enhance the quality of literacy and numeracy instruction.
- The Student Success Team will include educators as learning coaches to assist staff in implementing a variety of strategies to ensure success for all First Nations, Metis and Inuit students.
- Support administrators and teachers in developing and applying foundational knowledge and understanding about First Nations, Metis and Inuit for the benefit of all students. This includes working to ensure all staff meet the related Teaching and Leadership Quality Standards, while also recognizing that these understandings are essential to long-term reconciliation.
- Provide counselling support to Indigenous students.

Alberta Education Measures

Assurance Measures Survey

Local Measures

School Feedback Surveys

IMPLEMENTATION PLAN

The key strategies in the 2025-2028 Three Year Education Plan are informed by E2 Academy's Strategic Action Plan, the 2023-2024 AERR, internal reviews and on-going feedback from our stakeholders. The process for monitoring progress and adjusting this Three Year Education Plan include:

- | | |
|-----------------------|---|
| September 2024 | Review and analyze data collection from the 2024-2025 Assurance Measures Survey and local measures. |
| January 2025 | Review and analyze data from Diploma Exams and PAT results |
| March 2025 | Administer and review data from school-wide surveys and local measures. |

April 2025

Alberta Education school monitoring review and evaluation

May 2025

Analyze results from all measures and identify key insights to inform goals for the 2025-2026 school year.

BUDGET

OPERATING BUDGET 2025 - 2026

		Budget 2025/2026
REVENUES		
Alberta Education (excluding Home Education)		\$1,093,865
Alberta Education - Home Education		\$0
Total Alberta Education Revenues		\$1,093,865
Other Government of Alberta		\$0
Federal Government and/or First Nations		\$0
Other Alberta school authorities		\$0
Instruction fees / Tuition fees		\$283,600
Non-instructional fees (O&M, Transportation, Admin fees)		\$0
Other sales and services		\$0
Interest on investments		\$0
Gifts and donations		\$10,000
Amortization of capital allocations (where applicable)		\$0
Other (specify):	Registration Fees, Administrative Fees	\$375
TOTAL REVENUES	\$1,387,840	\$1,387,840
EXPENSES		
Home Education		\$0
Instruction - ECS		\$0
Instruction - Grades 1 to 12		\$1,048,030
Operations and maintenance		\$190,585
Transportation		\$18,329
Board and System Administration		\$111,827
External Services		\$0
TOTAL EXPENSES	\$1,368,771	\$1,368,771
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES		\$19,069
		\$19,069