

2020 - 2021

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**Halpern
Akiva
Academy's
Annual Education
Results Report
2020-2021**

School: 9914 Akiva Academy

Authority: 9147 Congregation House of Jacob-Mikveh Israel

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Congregation House of Jacob Mikveh Israel for the 2020/2021 **school year** was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2020/2021 was approved by the Board on December 7, 2021.

David Silver
Chair
HOJMI Board of Directors



STUDENT GROWTH & ACHIEVEMENT

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations

Student Learning:

There are no PAT results for the 2020-2021 school year due to the COVID-19 pandemic, provincial exams were not formally written. Halpern Akiva opted to write reading and math provincial exams in order to continually monitor student numeracy and literacy progress throughout the pandemic.

In an effort to increase literacy skills all grades 1-9 are regularly benchmarked in reading throughout the school year using a Fountas and Pinnell program. Accurate and diligent record keeping of student levels are maintained. Progress is recorded and shared with parents and areas of further need are also communicated to parents, aided with remedial support and differentiated for within the classroom.

To increase basic numeracy skills throughout the school all grades 1-9 have had the Renert Bright Minds Math curriculum built into their school week to supplement the Alberta Education math outcomes and to increase mental math skills. Bright Minds is a mathematics and logic curriculum for children ages 5 and up. The program develops a deep understanding of mathematics in children. It trains children to become effective learners and creative thinkers for life. We believe that every child can develop a deep understanding of mathematics and strong reasoning skills. Every child is assessed before entering the program and is matched with a level that aids in not only building skills but also math confidence.

Halpern Akiva Academy boasted 3 gold medals, 2 silver medals, 1 bronze medal and 2 honourable mentions at the 2021 Calgary Youth Science fair. We were also awarded 5 major awards and one student went on to represent us in the Canada Wide Science Fair and won a bronze medal.

STUDENT GROWTH & ACHIEVEMENT

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Citizenship:

	Akiva Academy						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	50	85.6	42	88.8	36	89.3	273,104	83.2	261,251	83.0	265,014	83.1
Parent	12	85.1	9	90.9	7	93.3	34,531	82.1	35,873	82.0	36,069	82.1
Student	32	74.0	27	76.5	23	76.2	206,120	73.9	192,097	73.7	195,334	73.7
Teacher	6	97.8	6	98.9	6	98.3	32,454	93.5	33,281	93.4	33,611	93.4

Halpern Akiva Academy prides itself on preparing students' for positive and productive lives outside of school.

Halpern Akiva Academy has regularly reported an above provincial average percentage of parents, teachers, and students feel that students model the characteristics of active citizenship. Students are encouraged to go out into the community to do acts of kindness (Chesed)

Student Learning Engagement:

	Akiva Academy										
	2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	70.7
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	*
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	70.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*

We did not have enough parents or teachers engage in the survey to warrant results for those categories. Students reported that 70.7% of them are engaged in what they are learning. The grade 4-6 students ranked significantly lower than grades 7-9 therefore we will work towards increasing engagement in those grades. We will also work towards increasing the number of parents and teachers who participate in the survey.

TEACHING & LEADING

Teaching and Leading refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Education Quality:

	Akiva Academy						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	50	90.4	42	90.6	36	90.4	273,373	90.1	261,497	90.2	265,232	90.3
Parent	12	89.4	9	90.1	7	90.3	34,547	86.3	35,889	86.4	36,085	86.6
Student	32	84.6	27	82.6	23	80.8	206,357	88.1	192,311	88.1	195,523	88.0
Teacher	6	97.2	6	99.1	6	100.0	32,469	96.0	33,296	96.1	33,625	96.2

Halpern Akiva Academy has consistently maintained a high percentage of parents, teachers and students who are overall satisfied with the quality of education that is provided.

All teachers employed at Halpern Akiva Academy complete a Teacher Professional Growth Plan (TPGP) that represents the teacher's appraisal of their own practice. Administration provides support for teachers in achieving the stated goals of their TPGP.

Administration provides teachers with opportunities to engage in professional development activities such as: conferences, workshops and presentations as they relate to their TPGP's (Teacher Professional Growth Plans). Teachers are required to attend one professional development activity per year.

Ongoing supervision by the principal provides support and guidance for teachers to determine where they are relative to the Alberta Teaching Quality Standards. Formal evaluations occur every 5 years.

LEARNING SUPPORTS

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all

Welcoming, Caring, Respectful & Safe Learning Environment:

We did not have enough parents or teacher engage in the survey to warrant results for those categories. Students reported that 84.9 % of them agree that their learning environment it welcoming, caring, respectful and safe, this is in line with the provincial average. We will continue to work on having more teachers and parents participate in the annual survey .

Access to Support & Services:

We did not have enough parents or teacher engage in the survey to warrant results for those categories. Students reported that 87.5% of them agree that they have access to the appropriate services and supports at school.

To help students cope with the Covid-19 pandemic during the 2020-2021 school year we employed a social emotional advisor to be on site at all times. She met with children in small groups and one on one. Additionally, we provided remedial one-on-one supports for numeracy and literacy in order to combat Covid-19 gaps in learning, due to shifting online the previous year.

Students who require extra support and modified programming are provided with Individualized Program Plans to ensure every student is successful.

At the present time, Halpern Akiva Academy has no students declared as FNMI however, we continue to be inclusive in our teaching and resources to ensure that students are aware of and learn about this important history in Canada, as well as modern day issues and opportunities. FNMI content is taught by trained Social Studies teachers.

GOVERNANCE

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all

Parental Involvement:

	Akiva Academy						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	18	90.6	15	94.1	13	96.6	66,510	81.2	68,667	81.4	69,247	81.5
Parent	12	81.3	9	89.5	7	95.0	34,149	73.7	35,499	73.7	35,750	73.8
Teacher	6	100.0	6	98.8	6	98.1	32,361	88.8	33,168	89.2	33,497	89.3

Every year we are blessed with a mix of students and parents that are supportive and encouraging, as well as deeply vested in the education process. Parents need to feel that their voice is heard, along with that of the student in the Education process. Halpern Akiva Academy values its stakeholders' input immensely and is committed to creating and maintaining positive and lasting partnerships with parents and the broader community.

Halpern Akiva Academy has consistently demonstrated a higher than provincial average percentage of parents and teachers that are satisfied with parental involvement in decisions about their child's education. We recognize the key to student success is a partnership between home and school and actively seek out ways to involve our parent body

Covid-19 greatly impacted our entire Halpern Akiva Academy family. We were diligent and responsible in ensuring stakeholders felt heard in how their children would be returning to school while remaining safe and healthy. To do this we created a Covid Committee to ensure stakeholder input on a safe return to school September 2020 and held a town hall meeting in August of 2020 before school began to get parental input and collaborate on a safe return to school in September.

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Stakeholder Engagement:

We truly believe in the idea of "Am Echad, Lev Echad" and consider our students, staff, parents and supporters our Akiva Family. When you enter the school, you immediately feel you are part of something special, with everyone looking out for one another. Our older students help our younger students both in- and out-of-class. Our staff support one another and look for ways to collaborate. Our supporters are always welcome to schedule a visit and see what exciting things we are learning. Our parents are encouraged to volunteer and our students are encouraged to go out into the community to do acts of kindness (Chesed).

Parents are encouraged to join our Halpern Akiva Academy board or to join our PTA committee. We encourage parents to volunteer within the school and host events to encourage parent participation with the school.

Due to Covid-19 we have had to decrease in person meetings and limit parental involvement within the school building but we have continued to foster relationships and gather information from parents and community members through virtual means.

Weekly newsletters continue to be sent digitally to all families. We hosted virtual parent orientation and parent/teacher conference evenings, We celebrated Chanukkah with families near and far via a zoom presentation of our annual performance. We held a successful virtual fundraiser for community members, families, donors and more in lieu of our annual gala dinner. We were able to invite parents to a virtual Science fair as well as zoom them into various classroom activities such as presentations and more. A virtual AGM Is held in June to welcome all interested parties to voice their feedback and suggestions.

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Accountability/Assurance System

Assurance is provided to the community through constant communication and an open door policy. Financial information, the Education Plan, and Annual Results Reporting can be found on the school website. Information regarding student and school programs, what is happening in the classroom, and events are set weekly in the school newsletter.

Classroom teachers provide parents with weekly email updates regarding their coverage of curriculum by expressing what their child is learning in the classroom, sending pictures, and updating parents on important upcoming dates and ways they can get involved. Parents are encouraged to contact teachers regularly via email or phone and teachers answer all communications promptly.

Diligent records are kept regarding student achievement, curriculum coverage, finances, and more in order to make evidence-informed decisions regarding the school.

The principal, with input from the parent body and teaching staff, creates an annual education plan that is then approved by the board. This plan is reflected on the following November in an Annual Education Results Report that outlines the successes of the plan as well as areas for further improvement. This document is also approved by the board and then used to inform the following year's Education Plan.

FINANCES

We have been using Accountability Pillar Level 2 for the past ten years. With our acceptance of Level 2 funding and accountability, we once again received partial funding from Alberta Education the 2020 - 2021 school year as do all accredited independent schools.

For the 2020-2021 school year there was an increased focus and spending on school cleanliness for the well-being of all persons within our building due to the Covid-19 pandemic. We were happy to report 0 transmission of the Covid-19 virus within our building.

The budget reflects the anticipated costs of meeting the identified educational requirements of all students. Brander and Company Chartered Accountant accounting firm audited Halpern Akiva Academy's financial statements. Our major expenses continued to be salaries and benefits for teachers and staff.

We are able to offer a subsidy program in correlation with Calgary Jewish Federation to ensure all Jewish families have access to quality Judaic and Alberta education in Calgary.

The budget serves as a planning, operational and control mechanism for results and resources, as well as the basis for board approval of school programs and resource deployment.

Please click [here](#) to view the audited financial statements for the 2020-2021 school year. For more information please contact the school office or visit the About Us section at www.halpernakiva.ca.

LOCAL & SOCIETAL CONTEXT

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

At Halpern Akiva Academy we realize that it takes a community to raise a child. We are proud of our warm inclusive Halpern Akiva family which includes people from diverse cultural, social, and economic backgrounds. We welcome all Jewish families and we partner with Jewish Family Services to provide social and psychological services to our families.

Halpern Akiva Academy is affiliated with the authority House of Jacob-Mikveh Israel, is a beneficiary agency of The Calgary Jewish Community Federation, is an accredited Alberta Learning school, and follows the curriculum guidelines of the National Society for Hebrew Day Schools. Halpern Akiva Academy is proud to employ dedicated and experienced teachers.

WHISTLEBLOWER POLICY

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Policy Statement

Halpern Akiva Academy is committed to providing students the best possible, quality learning opportunities in a safe and caring environment characterized by behaviour consistent with the school's stated moral and ethical beliefs.

In this context, the school's governing board and chief officer (principal), teachers and other employees, parents and their children, and members of the supporting school community must be assured that their concern about any wrongdoing will be taken seriously in the best interest of the school and all members of its community.

Teachers and other employees have the right and obligation to report any wrongdoing.

Halpern Akiva Academy commits that any disclosure of wrongdoing or alleged wrongdoing reported to the school's chief officer (principal), will be properly reviewed and investigated and then acted upon by the school, as appropriate.

An employee making a disclosure in good faith will be protected against reprisal or other detrimental impacts within the power of the school.

A copy of Halpern Akiva Academy the school's whistleblower policy and procedures is available in the school office and on the school's website.

Whistleblower Protection - Section 32 of PIDA (2013) requires school authorities to include their annual report of disclosures in their Combined 3 Year Education Plan/Annual Education Results Report (AERR). As of this date, there have been no incidents that fall within this policy or its intended protection.