

Halpern Akiva Academy

Education Plan

2026-2029

Approved by the Halpern Akiva Academy Board: June 18, 2026

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School Principal Statement

At Halpern Akiva Academy, our mission is to provide an exceptional education grounded in Jewish values, academic excellence, and a deep sense of community. This Education Plan reflects our commitment to nurturing students who are curious learners and proud members of the Jewish community.

Our students inspire us each day through their dedication to learning and commitment to personal growth. We are proud to provide opportunities for them to strengthen their academic skills, deepen their Jewish identity, and develop the confidence and character needed to make a positive impact on the world.

The success of our school is built upon the partnership between students, families, staff, and the community. I am grateful to our community for their ongoing support and to our dedicated teachers and staff who bring our Jewish mission and values to life each day.

Jenna Pappas

School Principal

Halpern Akiva Academy

Accountability Statement for the Education Plan

The Education Plan for Congregation House of Jacob Mikveh Israel (Halpern Akiva Academy) commencing September 2025 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2026-2029 Education Plan on June ??, 2026.

Signed copy publicly available in the main office

Dr. Ben Zion Be'eri

President

Halpern Akiva Academy Board of Directors.

Foundation Statements

The Vision of Halpern Akiva Academy is to provide an exceptional education to Jewish children, by instilling Torah values, academic excellence, passion for learning, love for community and respect for self and others.

The Mission of Halpern Akiva Academy is to welcome all Jewish families and to provide excellence in General, Judaic and Hebrew education while instilling a love of Judaism.

In order to fulfill this mission, we:

- Recognize the individual educational needs of each child, and provide strategies for them to learn to their full potential;

- Teach and model Torah values with sensitivity and respect towards individuals' religious observances and philosophies;
- Provide a meaningful Jewish education emphasizing knowledge, skills and values in order to strengthen Jewish identities, thereby encouraging children to make informed choices about their Jewish life;
- Immerse the children in Hebrew language by ensuring that Hebrew is taught through Ivrit b'Ivrit when possible;
- Nurture the characteristics of "Menschlichkeit" to promote the development of caring, sensitive and socially responsible Jews who will be a source of strength to our community;
- Enrich learning skills, such as critical thinking, through Judaic learning;
- Foster a lifelong love of learning that will motivate children throughout their lives, developing in each child a positive self-image and high self-esteem;
- Provide a welcoming environment that is open to all Jewish families and foster a sense of community both within the school and the greater Calgary Jewish community;
- Instill in our students an attachment to the State of Israel and its people, as well as a sense of responsibility for their welfare.

Assurance Framework Overview

The Alberta Education Assurance Framework guides our commitment to continuous improvement, accountability, and student success. Built on the belief that student achievement is strengthened through collaboration, the framework recognizes the shared responsibility of schools, families, communities, and government in supporting student growth and well-being.

The five interconnected domains of the Assurance Framework—Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance, and Local and Societal Context—provide a foundation for planning, reflection, and decision-making. Together, they help ensure that students receive a high-quality education that is responsive to their individual needs, interests, and aspirations.

At Halpern Akiva Academy, we use evidence-informed practices, meaningful stakeholder engagement, and ongoing reflection to guide our work. Grounded in Jewish values and a commitment to academic excellence, we strive to create a learning environment where every student is supported in reaching their full potential and developing the knowledge, skills, character, and Jewish identity needed to thrive in an ever-changing world. The Learning Supports domain is embedded throughout this plan through targeted interventions, individualized programming, student wellness initiatives, and inclusive educational practices designed to meet the diverse needs of all learners.

Student Growth and 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

Outcomes

- Students will actively reflect on their learning, set goals, and monitor their progress through the use of digital portfolios and self-assessment practices, developing ownership of their learning and growth.
- Students will demonstrate growth in literacy, numeracy, and curricular competencies through high-quality instruction, assessment-informed teaching practices, and targeted intervention support.
- Students will participate in creative, hands-on, and experiential learning opportunities that foster critical thinking, collaboration, and innovation.
- Students are active, healthy, and well.

Measures

Provincial

- Due to fewer than six students participating, Grade 6 and Grade 9 Provincial Achievement Test (PAT) results for 2026 were suppressed and therefore unavailable for public reporting.
- Provincial Achievement Tests in Grade 6 Social Studies were not administered due to the provincial piloting of the new curriculum.
- When available, Provincial Achievement Test results will be used to measure student achievement in literacy and numeracy and to compare student performance against provincial standards and averages.
- Results from Alberta Education's Literacy and Numeracy Screening Assessments for students in Kindergarten through Grade 3 will be used to identify students requiring intervention and monitor growth over time. Halpern Akiva Academy will continue to administer these assessments to Grade 4 students to support longitudinal data collection and instructional planning.

Local

- Student achievement data, classroom assessments, and teacher observations will be used to monitor literacy and numeracy growth and evaluate instructional effectiveness.
- Student progress data collected through the Early Literacy Intervention Program will be used to measure growth in literacy, numeracy, and social-emotional learning for students identified as requiring additional support.
- Participation rates and student progress within one-to-one and small-group intervention programs will be monitored throughout the school year.
- Student participation in creative, hands-on, and experiential learning opportunities, including STEM activities, project-based learning, outdoor education, arts education, and career education programming, will be monitored through classroom implementation and student involvement.
- Student participation in physical education, outdoor learning, wellness initiatives, and social-emotional learning activities will be monitored throughout the school year.
- Attendance data, student well-being observations, and school-based feedback will be used to monitor student health, engagement, and overall well-being.

Strategies

- Utilize student achievement data, including Provincial Achievement Test results, literacy and numeracy screening assessments, and classroom assessments, to identify strengths, areas for growth, and instructional priorities.
- Support student reflection, goal setting, and self-assessment through the use of digital portfolios and regular opportunities for students to share evidence of learning.
- Implement a consistent and structured approach to literacy and numeracy instruction across grade levels.
- Implement evidence-based literacy practices, including the UFLI Foundations program, to strengthen phonemic awareness, phonics, decoding, fluency, and reading comprehension skills.
- Provide targeted supports and interventions for students requiring additional academic, language, behavioural, or social-emotional support.
- Ensure students have access to engaging, hands-on, and experiential learning opportunities across curricular areas.
- Promote physical, social, and emotional well-being through daily physical activity, outdoor learning opportunities, and social-emotional learning practices.
- Monitor student progress throughout the school year and adjust instruction and interventions as needed.

Implementation

- Teachers will utilize Seesaw as a digital portfolio platform to support student reflection, goal setting, self-assessment, and communication of learning with families throughout the school year.
- The principal and teaching staff will review and analyze Provincial Achievement Test results to identify strengths, areas of growth, and instructional priorities.
- The Director of Learning Diversity will oversee the tracking of student reading achievement and intervention support. Students receiving intervention will have individualized progress-monitoring plans documenting reading levels, intervention strategies, growth, and benchmark attainment throughout the year.
- Teachers and intervention staff will utilize the UFLI Foundations program to provide systematic and explicit literacy instruction for students requiring targeted support in foundational reading skills.
- English as an Additional Language (EAL) students will be supported through visual supports, small-group instruction, targeted interventions, and ongoing teacher professional learning.
- Students with Individualized Program Plans (IPPs) will receive support tailored to their identified needs. These may include educational assistant support, sensory tools, designated quiet spaces, movement breaks, visual schedules, social stories, first/then boards, and other individualized accommodations.
- Mathematics instruction will follow a four-step process: explicit instruction, guided practice through games, projects, manipulatives, and formative assessment, review and reinforcement of skills, and summative assessment of learning. Evidence of implementation will be reflected in year plans, classroom observations, and student achievement data.

- Halpern Akiva Academy will continue to utilize the JUMP Math program while supplementing instruction with hands-on materials, mathematical manipulatives, and real-world problem-solving opportunities.
- Halpern Akiva Academy will continue to offer one-to-one and small-group intervention support for students identified through assessment data and teacher observations.
- Students will participate in STEM activities, arts education, project-based learning, outdoor education, cross-curricular experiences, and other experiential learning opportunities designed to promote creativity, engagement, and critical thinking.
- Daily physical education, outdoor learning opportunities, wellness initiatives, and social-emotional learning activities will support students in developing healthy habits and positive well-being.
- Junior high students will participate in career exploration opportunities, including a Career Expert Speaker Series, to strengthen career education programming.

Teaching and 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.

Outcomes

- Teachers will utilize evidence-based instructional practices to meet the diverse needs of learners.
- Teachers will engage in ongoing professional learning to strengthen instructional practice and improve student outcomes.
- School leaders will foster a culture of collaboration, reflection, and continuous improvement.
- General Studies teachers will continue to implement the Alberta curriculum, while Hebrew and Judaic Studies teachers will integrate Jewish values, Hebrew language, and Jewish learning in meaningful and authentic ways.
- Technology will be used purposefully to enhance learning, creativity, collaboration, and communication.

Measures

Provincial

- Alberta Education Assurance Survey results related to Education Quality and Teacher Professional Development.

Local

- Staff participation in professional learning aligned with school priorities, including literacy instruction (UFLI), Hebrew and Judaic Studies, EAL support, and implementation of the Alberta curriculum.
- Teacher Professional Growth Plans and reflection on professional learning goals.

- Evidence of implementation of the Akiva Inquiry Planner through teacher planning, classroom instruction, and related professional learning opportunities.
- Implementation of the HAA Judaic Studies Curriculum and evidence of Jewish values and Hebrew language integration throughout school programming.
- Teacher participation in collaborative planning, curriculum development, and instructional reflection.
- Evidence of purposeful technology integration through classroom projects, digital portfolios, student presentations, and communication of learning.

Strategies and Implementation

Support ongoing professional growth for all staff.	Teachers will participate in professional learning aligned with school priorities, including UFLI Foundations, Alberta curriculum implementation, EAL supports, student well-being, Hebrew language instruction, and Judaic Studies. Staff will be encouraged to pursue at least one external professional learning opportunity annually and share key learnings with colleagues.
Strengthen evidence-based instructional practices.	Teachers will utilize assessment data, UFLI Foundations, JUMP Math, differentiated instruction, and responsive teaching practices to meet the diverse learning needs of students. Professional learning and collaboration opportunities will support ongoing refinement of instructional practice.
Foster a culture of collaboration and continuous improvement..	School leaders will provide opportunities for collaborative planning, professional dialogue, instructional reflection, and the sharing of best practices. Teacher Professional Growth Plans will support individual and school-wide improvement goals.
Develop and implement the Akiva Inquiry Planner.	The Principal will lead a phased implementation of the Akiva Inquiry Planner, beginning with Kindergarten through Grade 2. Teachers will receive professional learning, collaborative planning time, and ongoing support to ensure successful implementation. The framework will be expanded into additional grade levels beginning in 2027-2028, creating a cohesive inquiry-based approach that integrates Alberta curriculum outcomes, Jewish values, and authentic learning experiences across the school.
Strengthen Hebrew Language and Judaic Studies programming.	Teachers will utilize the HAA Judaic Studies Curriculum, Hebrew language resources, and authentic Jewish learning experiences to foster Jewish identity, Hebrew

	language development, and a love of Torah and Jewish life.
Promote purposeful and responsible use of technology.	Teachers will integrate technology to enhance student learning, creativity, collaboration, communication, and reflection. Digital tools such as Seesaw will be used to support student learning and strengthen communication between home and school.

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 to optimum learning for all.

Outcomes:

- Governance practices will promote meaningful stakeholder engagement, transparency, and accountability.
- The Halpern Akiva Academy and HOJMI boards will both be informed about all relevant information regarding Halpern Akiva Academy and will work together to support the school.
- Policies will remain up to date, relevant and meaningful to the current school and governmental context.
- The school will operate within a budget that is feasible and aids the school in remaining successful and viable for years to come, while continuing to provide up to date resources and materials to teachers and students.

Measures:

Provincial

- Alberta Education Assurance Survey measure of Parent Involvement. In Spring of 2024 HAA maintained an excellent percentage of parents who were happy with their level of involvement in their child's education.
- School authorities report the amount budgeted for past school year, the amount spent and the variance between these amounts for operational expense categories.

Local

- School policies are reviewed annually and updated as required to reflect current legislation, best practices, and school priorities.
- Students and teachers will have access to up to date and relevant learning and teaching materials.

- A local survey was provided to parents at March parent-teacher conferences to gain feedback and provide insight into further improvements. This included parents who are not eligible to take the Alberta Education Assurance Survey to give a more complete picture of our parent feedback and input.
- Attendance at the Annual General Meeting and feedback from stakeholders on governance issues will inform this domain.
- Halpern Akiva Academy continues to partner with AISCA and network with other independent schools.

Strategies & Implementation:

Strategies	Implementation
Utilize data to support student success and informed decision-making.	Use Sycamore Education to monitor student attendance, track trends, and provide access to report cards and student achievement data. Administration will regularly review attendance data to identify students requiring additional support and intervention.
Strengthen parent and stakeholder engagement in school governance.	Parents will be encouraged to serve on the Halpern Akiva Academy Board. Board nominations will be presented annually at the AGM, and all board meetings will remain open to stakeholders to encourage transparency and community involvement.
Maintain responsive and effective governance practices.	School policies will be reviewed and updated annually, and as needed, to reflect the evolving needs of the school community and ensure alignment with current practices and legislation.
Foster collaboration between governing bodies and the School Board.	Administration will participate in monthly board meetings and maintain ongoing communication with both the Board. Board representatives to strengthen collaboration and shared decision-making.
Promote transparency and accountability with stakeholders.	The Board of Directors will continue to host an annual AGM open to all stakeholders to review school operations, share updates, celebrate accomplishments, and discuss future priorities.

Local and 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.

Outcomes:

- Students will develop a strong and positive Jewish identity grounded in Torah values, Hebrew language, and meaningful Jewish experiences.
- Students will engage meaningfully with the Calgary Jewish community and broader society.
- Families and community partners will actively contribute to student learning and school life.
- Students will develop an appreciation for diverse perspectives, cultures, and communities.

Measures:

Local

- 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. All Jewish families will feel welcome here.
- Halpern Akiva Academy is affiliated with [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 (Torah Umesorah). In recent years, a relationship has been developing between the Consortium of Jewish Day Schools (COJDS) as well, and look forward to fostering this connection, along with fostering relationships with the other aforementioned organizations.
- Student participation in Jewish community events, holiday celebrations, and partnerships with local Jewish organizations.
- Accessibility of Jewish education through tuition assistance and partnership with Calgary Jewish Federation.
- Community engagement through newsletters, social media, school events, and stakeholder feedback.

Strategies & Implementation:

- Partner with various Judaic and educational programs throughout Calgary to support our school, students, families and programming, such as Calgary Jewish Federation, National Conference of Synagogue Youth, Calgary Community Kollel, and PJ Library.
- Community members will be informed of events and other successes that Halpern Akiva Academy experiences via the weekly newsletter.

- Halpern Akiva Academy is committed to continuing to be present at regular organizational gatherings, where individuals representing diverse Jewish organizations come together to foster collaboration.
- Professional development considerations will have in mind Calgary's place in the Jewish Canadian landscape, and find strategic partnerships to uplift all institutions involved when possible and mutually beneficial.
- Halpern Akiva Academy has opened its doors to many Jewish children fleeing the war in Israel. We strive to provide a safe and welcoming environment for these newcomers. We assist families in getting settled into life in Calgary and assist their children in the English language learning process.
- We will expand our social media presence to inform our local and international partners of events, achievements, and opportunities happening at Halpern Akiva Academy.
- When possible, Halpern Akiva Academy will work with Western Canadian and American Jewish institutions to provide mutual support towards Jewish education.

Contextual Information

Halpern Akiva Academy was founded in 1980 as an Orthodox Jewish Community Day School. Halpern Akiva Academy is accredited and partially funded as an Independent School under the Education Act and provides a General Education, which meets or exceeds the requirements of Alberta curriculum. The Judaic and Hebrew program follows the National Society for Hebrew Day Schools (Torah Umesorah) curriculum guidelines.

For the 2026-2027 school year, Halpern Akiva Academy will serve 55+ students from 12 months through Grade Nine. The school staff consists of a Principal, Head of Judaic Studies, Director of Learning Diversity, qualified and dedicated full and part time teachers, paraprofessionals, an administrative assistant, a Director of Early Education, and a maintenance worker. Halpern Akiva Academy has optimal teacher/student ratios in all classes.

Stakeholder Engagement

The success and growth of Halpern Akiva Academy extends beyond the efforts of its teachers and administrators. A comprehensive, community-centred approach—one that actively involves and collaborates with stakeholders—is essential. Stakeholder engagement, which includes the participation of individuals and groups with a vested interest in the school, is critical in shaping its direction, policies, and overall success.

At Halpern Akiva Academy, we maintain ongoing engagement with parents, grandparents, extended family, community members, donors, and specialized professionals through events, newsletters, feedback opportunities, and in-school programs.

Each year, we are fortunate to welcome a diverse community of students and families who are supportive, encouraging, and deeply committed to the educational journey. This meaningful engagement fosters a sense of ownership and connection within our school community. When stakeholders feel heard, valued, and respected, they are more likely to invest in and support the school's mission and goals.

Halpern Akiva Academy places great value on stakeholder input and is dedicated to cultivating and sustaining positive, lasting partnerships with families and the broader community.

- Continue to have an open door policy for parents and encourage regular conversations with teachers and administrators.
- Teachers invite and welcome community members to share their expertise and knowledge with our students.
- Continue with a weekly newsletter, sharing details of classroom activities, and events.
- We actively seek parental and student input on a variety of school-based initiatives.
- The parent Assurance Survey is referred to when developing and improving our school's programs to meet the needs and wants of our families.
- During the November to January, parents participated in a local survey aimed at gaining deeper insights into relevant school matters and concerns. The data gathered from this survey was utilized to guide ongoing improvements and identify areas of success within the school community.
- Continue to sponsor a variety of events to bring parents and community members into the school.
- Teacher staff meetings have continued to collect and discuss teacher feedback.
- Parents volunteer on the Halpern Akiva Academy board, in classrooms, fundraisers, special events and programs.
- Board meetings are held monthly. The board annually reviews and approves policies, the Education Plan, the AERR, and other relevant documents related to the operation of the school.
- Parent community is heavily involved and committed to supporting many school endeavours
- Continue to hold the Annual General Meeting open to all stakeholders.

First Nations, Metis, Inuit Education

Halpern Akiva Academy is committed to fostering understanding, respect, and appreciation for the histories, cultures, and contributions of First Nations, Métis, and Inuit peoples. Through curriculum integration, meaningful learning experiences, and ongoing reflection, students will develop a deeper understanding of Indigenous perspectives and their significance within Canada.

- Recognize Orange Shirt Day as a meaningful opportunity for age-appropriate learning, reflection, and discussion about the history and legacy of residential schools and the importance of Truth and Reconciliation.
- Provide students with opportunities to explore Indigenous perspectives on community, stewardship, resilience, and relationships, fostering connections to their own values and responsibilities as citizens.
- Integrate First Nations, Métis, and Inuit perspectives, experiences, and ways of knowing throughout the Alberta curriculum, where appropriate.
- Support staff through professional learning opportunities that strengthen understanding of Indigenous histories, residential schools, Truth and Reconciliation, and effective instructional practices.

- Utilize learning resources that authentically reflect the strength, diversity, and contributions of First Nations, Métis, and Inuit peoples.

Budget Summary for 2026-2027

Enrolment for 2026-2027 is projected at 60 students.

Tuition fees for Kindergarten to Grade 9 are \$11,500, representing a 3% increase over the prior year.

Student scholarships and bursaries are approximately 151,780.

The most current budget and audited financial statements are available on the school website at www.halpernakiva.ca.