

Andrew Rural Academy
3-Year Educational Plan
2025-2028



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Message from the Board Chair

Our vision is simple, at the Andrew Rural Academy we aim to provide a pathway to success for all students at our school. With a strong foundation in Rural Alberta and a curriculum rooted in science, technology, engineering and math we hope to help pave our students' paths into the future. Our goal over the next 3 years is to reinforce and develop a program at the ARA that makes us a destination, leaving students prepared for the ever-changing world that awaits them.

Context

In this, its first year of operation, Andrew Rural Academy experienced significant challenges as a result of numerous leadership changes in the first 6 months. Within that span of time, a change in principal occurred, three Superintendents preceded the present Superintendent, and a change in Secretary Treasurer was necessary, all occurring prior to Christmas with the exception of the present Superintendent's appointment in late January. This instability had significant impact on financial, organizational and instructional planning and delivery in the opening half of the school year, all of which are currently being addressed.

Time Frame

This plan, while created to encompass a three-year time frame, will be formally reviewed and updated annually, to be reviewed and approved by the Board before being published by May 31 of each school year. Additionally, through ongoing review of data derived from a variety of measures including Assurance surveys, parent and student surveys, AERR, Achievement results, community feedback through the Staff, Board and Parent Council, this plan will remain a living document, aligned with the mission of the Charter

Accountability Statement

Under the direction of the School Board / Board of Directors, the Education Plan for Andrew Rural Academy commencing September, 2026, was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Charter 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 Charter Board approved the 2026/2027 Education Plan on May 19, 2026.

Board Chair,

Jason Tkachuk (original signed)

Key Insights

Being year one of this Charter authority, there is no AERR upon which to evaluate our growth in comparison to previous years, nor is there a substantial volume of data to analyze.

Initial enrollment declined from the opening population of 125 to its population of 110 at time of report development. This was the result of a variety of factors primarily including family relocation, in addition to some instances of student/parent dissatisfaction with the school (pace of Charter implementation, expectations for attendance and accountability of students, among the most prevalent reasons for this dissatisfaction). Enrollment for the upcoming 2026-27 school year remains robust at 110, with some families exiting the school and some new families enrolling, with the greatest growth at the elementary level.

Attendance rates were strong at the elementary level, but showed inconsistency among the secondary students. Factors affecting this included a plan implemented by the original administration to have flexible Fridays, for which few secondary students attend. Additionally, between the COVID disruption followed by the original Andrew School closure by EIPS, a number of secondary students were either home-schooled or unschooled, which resulted in difficulty reintegrating to a structured school environment. Measures to address these attendance issues have been implemented by the present administration through parent contact, revision of schedule, and more intentional supervision of instruction among some staff.

Under previous administration, no literacy or numeracy screeners were administered and as such there is no data to analyze this year. Screeners in both competencies will be administered in the fall as prescribed, with that data arising to be used to inform regular classroom instruction as well as the literacy and numeracy intervention supports that are to be implemented in the 2026-27 school year.

Stakeholder data in this first year was derived principally from the Charter application documents, which provided key expectations behind the purpose and direction the Academy was to take. Additionally, Assurance Survey data, although limited in volume due to a rushed survey administration, has been received and interpreted and will help guide decision making in multiple facets of operations. Finally, engagement through informal surveys and at meetings with Board, Parent Council and staff has afforded direct opportunity to provide suggestions and recommendations from the various groups, including the development of a new school calendar which suits the demographic that makes up our population.

That said, key insights which help inform the present Education Plan include:

- Noted Strengths:

- Significant improvements have been noted by staff, parents, students and Board in organizational structure, communication, accountability, policy development, instructional focus, increases to STEM infusion in instruction, and overall school culture. Recognition that leadership has stabilized with expertise being appropriately leveraged in support of overall growth.
- Areas for Improvement:
 - Competencies in differentiation of instruction, assessment, and STEM-infusion are certainly areas in which staff growth remains a high priority. Professional development planning is underway to support this growth, in addition to a structured process for teacher supervision and evaluation to be enhanced in the coming year. Additionally, acquisition of appropriate teaching resources is a priority to enhance the student learning experience. Effective advance planning and communication have also been profiled as areas requiring improvement, particularly for staff planning.
- Emerging Growth Trends:
 - We are experiencing strong confidence and growth in our elementary programming and associated enrollment. We believe this is due to multiple factors, including small class sizes, strong instructional competency among the elementary teaching staff, and robust Educational Assistant support in each classroom. With this trend, and a commitment to heightened professional development, we anticipate this trend will continue and help in student retention through to the upper grade levels, over time.
- Developing Needs:
 - The Secondary level has experienced challenges, in terms of variety of program offering, quality of instruction, and inconsistent attendance of students. Measures have been introduced to address student attendance. Additionally, instructional accountabilities have been emphasized through a variety of professional means to address concerns with program delivery.

This plan aligns with performance measures in the Provincial Government's Business and Fiscal Plan in Outcome 1.1.3 Develop and maintain comprehensive provincial assessments, including mandatory literacy and numeracy screenings, that assess progress, identify learning gaps and monitor student success. Also, Outcome 2.2.2 Increase understanding of approaches to First Nations, Metis and Inuit student achievement and promote effective practices in Indigenous Education.

New School Authority Provisions

Enrollment showed a decline from its opening at 125 students to its present stable enrollment of 110. As planning for the 2026-27 school year progresses, current enrollment for the upcoming year remains at 110, with a number of new families joining the school. Attendance, as noted later in the plan, has been inconsistent, but showing a significant improvement in the latter half of the year as a result of a focused effort at addressing truancy. References to screener data and survey data are presented later in this report.

Mission

To provide our parent and student stakeholders with an educational environment which:

- uses the basis of Science, Technology, Engineering and Mathematics (STEM) to develop skills relating to a rural environment while applying knowledge to current and evolving workplace competencies;
- focuses on both school and community to extend learning opportunities beyond the classroom and focuses on a foundation of relationship building and teamwork where applicable;
- develops a sense of pride and belonging, that creates a foundation for success in any career path;
- creates mutually beneficial partnerships with industry sectors which promote learning while at the same time contributing to advancing interests.

Vision

Under the theme of “**CHOOSE POSSIBLE**”, The Andrew Rural Academy stands to offer uniquely diverse opportunities from the geographical advantages of being placed at the apex of Alberta’s Heartland and Lakeland commercial regions as well as proximity to Saddle Lake Cree Nation. This blend assures all aspects of a STEM based curriculum are fully accounted for across all grade level experiences.

Focusing on rural life and sustainability, the program aims to enhance individual learners’ capabilities through innovative, experiential teaching techniques. By building on traditional academics, it fosters literacy and relevance in fields such as Agricultural Sciences, Trades and Process Operations, Automation, Health Sciences, Civil Engineering, Construction and the Humanities. This is the embodiment of the foundational discipline to “***begin with the end in mind***” - that end point being the preparation and graduation of students to successfully take up careers tied to these broad umbrella market sectors.

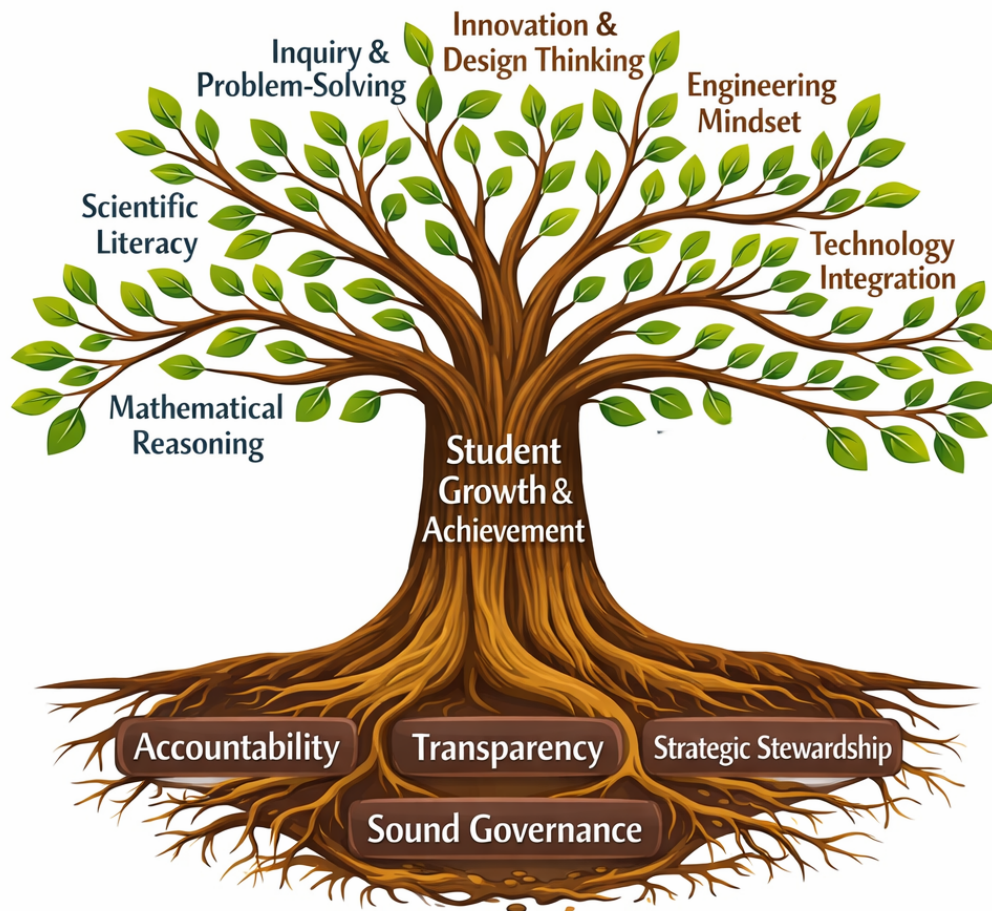
Values

Innovation	What if we could – then how could/would/should we?
Genuine Relationships	Trust, Respect and Caring in our school, in the community, in our partnerships.
Well - Being	The best version of ourselves everyday – on purpose.
Connection	Everyone belongs and we are all richer for it.
Value	Creation and delivery in who we are, why we exist, what we do.

Board Priorities

2025-2028

Priority One: Advance the STEM Charter Objectives
Priority Two: Student Growth and Achievement
Priority Three: Sound Governance



The visual representation, above, depicts the Board's priorities as one living entity. The roots, representing the Board Priorities, are foundational and interconnected, visually feeding the entire tree. The trunk, sturdy, upright and central, symbolizes student success as the primary objective of the school's endeavors. The branches that extend from the trunk represent the core STEM principles, which are forward reaching, dynamic and multi-faceted in structure. Together, this visual representation signifies the essential links between the Board Priorities and the purpose of the school as it exists as an educational institution with its STEM focus.

Goals

Priority One: Advance the STEM Charter Objectives

Outcome One: Students will recognize and understand the broad foundational knowledge of STEM literacy

Strategies:

- Through intentional curricular connections, students will be exposed to the fundamental STEM principles of Inquiry & Problem-Solving, Innovation & Design Thinking, Scientific Literacy, Mathematical Reasoning, Technology Integration, and Engineering Mindset.
- Through experiential learning opportunities, students will demonstrate their understanding of the STEM principles in applied contexts.
- Staff will participate in strategic professional development in STEM literacy.

Measures:

- Evidence of student engagement in STEM activities and understanding of their practical application across curricular areas will be demonstrated through projects, demonstrations of learning, and assessments, and will comprise at least 15% of a student's overall classroom experience, to be reported as such on formal reports
- Staff professional development will include at least one STEM-focused session to enhance capacity in infusing STEM principles across curriculum.
- Reference: STEM-based activities and resources as found at [The Government of Canada and STEM - Choose science](#)

Outcome Two: Students will demonstrate problem solving through adaptability, resilience and critical thinking

Strategies:

- Students will participate in collaborative, multi-grade learning opportunities which extend their frame of reference in relation to curricular and STEM outcomes
- Student learning activities will be designed to promote critical thinking through curricular extension activities and investigative practices within the classroom

- Teachers embed higher-order thinking skills into their instruction

Measures:

- Evidence of students' achievement of problem solving and higher-order thinking skills will be measured by an increase in the rates of both Acceptable Standard and Standard of Excellence on PAT and Diploma exams.
- STEM-specific assessments administered by teachers throughout the year will show student growth in competency by 10% across grades.
- Student portfolios will show evidence of student growth in understanding and application of core STEM principles and their application to real life contexts. 80% of students will be able to articulate these applications at their respective grade levels.

Priority Two: Student Growth and Achievement

Outcome One: Students will understand and demonstrate the value of measurable and achievable stretch goals, objectives setting and outcomes

Strategies:

- Staff will provide structured opportunities for students to engage in self-reflection and goal setting.
- Staff will collaborate with students and their guardians to identify individualized learning supports
- Teachers will maintain academic rigor and high standards of achievement

Measures:

- Students on IEPs or who are identified through mandated screening tools will show an increase in achievement, as a result of direct intervention for literacy and numeracy, by 10% over the course of the year as measured by official screening tools.
- Reference: The Education (Prioritizing Literacy and Numeracy) Amendment Act 2025, No. 2

Outcome Two: Students will achieve academic success while displaying leadership

Strategies:

- Staff will foster a sense of positive interdependence and respect within the community
- Staff will continue to build strong, positive, ongoing relationships with Indigenous Leaders and knowledge-keepers in our community to support culturally responsive education
- Teachers present content using meaningful applications in real-life contexts, facilitate conversations about the interconnectedness of our environment and communities, and empower students to contribute meaningfully to their communities

Measures:

- Heightened parental and community engagement within the school and its activities.
- Student participation within the community will increase in public service opportunities, to at least once monthly.

Outcome Three: First Nations, Metis and Inuit Students will experience success

Strategies:

- Integrate FNMI foundational knowledge and perspectives into teachers' long-range plans and in relation to Truth and Reconciliation calls to action, specifically TRC 10ii "Improving education attainment levels and success rates" through intentional student support based on data from achievement instruments and literacy/numeracy screeners.
- Provide meaningful cultural experiences both in and out of school which promote deeper understanding of and appreciation for FNMI ways of life, specifically through the inclusion of parents in the education of their children, applicable to TRC 10vi.
- Promote values of tolerance, understanding, sensitivity and reconciliation in daily interactions and instruction

Measures:

- Indigenous student achievement levels will be separately tracked for evidence of incremental achievement increases and reduction in learning gaps, year over year.
- Indigenous leaders and/or knowledge keepers will be invited to attend the school twice throughout the year, to lead staff in awareness of the needs

of indigenous youth, and to provide students a first-hand experience in Indigenous culture.

- Students will attend Metis Crossing for a cultural immersion experience.
- Reference: Truth and Reconciliation Commission of Canada Calls to Action

Priority Three: Sound Governance

Outcome One: The Board, together with the Superintendent, will ensure accountability and transparency in operations

Strategies:

- Through the use of data gathered from stakeholder feedback, student achievement measures, and input from staff and the community, the Academy will provide assurance to its stakeholders that operations are aligned with Board Priorities
- Through the use of tools such as Literacy and Numeracy screening tools, Provincial Achievement tests, Annual Education Assurance Measures (AEAM), Survey results and Annual Education Results Report (AERR), the Academy will gather meaningful feedback and data to inform its direction

Measures:

- Through the AERR, data will reflect progressive student achievement improvements year on year
- Assurance measures will demonstrate heightened parental engagement, as well as overall increases in satisfaction in staff, students and parents in the quality of education at the school.

Outcome Two: The Board, together with the Superintendent, will provide strategic stewardship of financial, material and human resources

Strategies:

- The Superintendent will meet the Superintendent Leadership Quality Standards (SLQS) in support of the Board's Priorities and provide timely, transparent and accountable leadership and information
- The Board will understand and execute its Governance role in alignment with the Superintendent's execution of the operational aspects in alignment with the Board and its priorities.

Measures:

- Through its annual review, the Board will evaluate the Superintendent's leadership according to the SLQS, as evidenced by overall community satisfaction measures, AERR results reporting, Achievement results reporting and Assurance measures.
- Reference: Alberta.ca Professional Practice Standards

Plan for Implementation

Resources: A staffing complement made up of certificated teachers and teacher leaders, Educational Assistants, Administrative Assistants and exempt staff is required for fulsome implementation of this plan. This staffing complement is tied to enrollment and associated funding, and therefore careful consideration regarding grade groupings and instructional assignments is crucial for optimized learning opportunities. Similarly, instructional resources that enhance STEM principles within the prescribed curriculum are essential for learning and advancing the Charter mandate.

Professional Learning: A program of professional development, planned with intention to facilitate instructional growth and collegial exchange, focusing on assessment, effective pedagogy, inclusive strategies, and the infusion of STEM principles will be developed and implemented throughout the year. This program will incorporate in-house and guest presentations, e-learning and collaborative planning, among other strategies.

Processes for monitoring and adjusting: Staff will be guided in fundamentals of assessment, differentiation in planning and instruction, and the evaluation of achievement data along with formal and informal survey feedback. Disciplined review of these measures, focused on determining areas for growth and improvement, followed by coordinated planning for that improvement, will inform PD, and future planning.

Performance Measures

A variety of data will inform the school's criteria for achievement in these priorities and goals. Survey data from Assurance measures, parent/student/community surveys, achievement results from PAT and Diploma exams, numeracy and literacy screeners, student attendance, enrollment growth, graduation rates and Board approval of Superintendent Leadership Quality Standard are some of the key metrics that will be continually monitored. When measured and reviewed year on year, these data will provide increasingly valuable growth indices to guide educational priorities.

Stakeholder Engagement

The Andrew Rural Academy Charter School will provide assurance to its stakeholders: students, staff, parents, community neighbors and partners, and Alberta Education. Our stakeholders offer invaluable feedback about our progress which, alongside the data we compile from student assessments and surveys, guide the financial priorities and school-wide strategies we employ to ensure the needs of our students and community are met.

Opportunities for meaningful engagement by students, parents, staff and community members continue to be embedded throughout the annual calendar. Student-Teacher-Parent conferences, demonstration of learning events, parent council, student celebrations and community-school events, parent surveys, AEAM and Assurance survey results, are just some of the ways that relevant feedback is gathered and utilized by the school to inform its best practices.

Specific to Parent Council, information was provided by the Superintendent to Parent Council at the March 11, 2026 meeting regarding the school's efforts at implementation of the newly formed Charter mandate, ways in which PD for staff and programming was being revisited, goals for instructional accountability, and a vision for enhancements in the instructional calendar for the upcoming 2026-27 school year were being considered. Parents had opportunity for direct engagement and feedback through this meeting, in addition to frequent informal conversations, and a survey to the entire community on the proposed instructional calendar in April 2026, among others. Aside from that, the information provided by the Board per the Charter application process between January and June of 2025 aided in informing the priorities for this first year of the Education Plan, which Charter application was reportedly developed through multiple public engagements with community members, other Charter Authorities, and Alberta Education.

All engagement to this point has identified the wishes of these groups relative to class size, STEM initiatives, and instructional quality. These are directly reflected in this plan.

More direct and intentional engagements will be established in the 2026-27 year, under my continued leadership which began in late January 2026.

Budget Summary

In its inaugural year of operations, Andrew Rural Academy experienced some operational challenges in the opening months, which contributed to some unanticipated financial burdens. The Academy took measures to identify and address these challenges, through processes of detailed financial review, spending restraint, staffing adjustments and operational fenceposts being implemented in the latter half of the year.

Working closely with Alberta Education, a plan for financial stability is being developed for the 2026-27 academic year.

In combination with the publicly funded educational dollars which account for the majority of the Academy's operational funding, the Board continues to seek grants, key partnerships and sponsor relationships with Heartland petrochemical and agricultural industries, as well as regional educational institutions to bolster the financial position of the Academy in pursuit of tangible sponsorship funds, capital resources and educational opportunities aligned with STEM principles.

For the Year ended: August 31, 2026			
Budget			
Revenues			
Government of Alberta			
Total Government of Alberta			2,512,992.15
Fees			
Total Fees			5,000.00
Investment			
Total Investment Income			-
Gifts and Donations			
Total Gifts and Donations			60,000.00
Other Revenue			
Total Other Revenue			11,000.00
TOTAL REVENUES			2,588,992.15
Expenses			
Certificated Salaries			
Total Certificated Salaries			1,054,112.90
Certificated Benefits			
Total Certificated Benefits			112,497.93
Non-Certificates Salaries			
Total Non-certificated Salaries			188,276.88
Non-Certificated Benefits			
Total Non-certificated Benefits			49,309.32
Services, Contracts and Supplies			
Total Services, Contracts and Supplies			1,218,593.46
Amortization			
Total Amortization			-
TOTAL EXPENSES			2,622,790.49
SURPLUS /(DEFICIT)			- 33,798.34

This forecast of the financial position of the Academy for the 2025-26 year-end, showing a projected deficit of \$33,798.34 as at April 30, 2026, is demonstrably more favorable than the forecast as of January 2026. A deficit reduction plan for 2026-27 will be implemented.

The budget for the 2026-27 school year may be found on the school's website, using this link. [ARA Budget 2026-27](#)

Capital Plan: As of date of submission, the Capital Plan is still under development, given the startup challenges in our first year of operations. A plan is expected to be submitted on or before August 1, 2026, as discussed with ARA's Field Services Manager.

The link to the Capital Plan may be found on the school's website, using this link. [ARA Capital Plan](#)