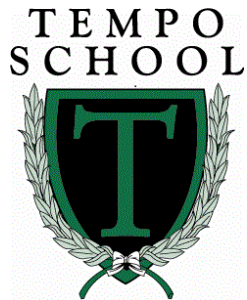


TEMPO School
Three-Year Education Plan
2023-2026



Accountability Statement

The Education Plan for TEMPO School commencing September 1, 2023 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education 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 Education Plan for three years on May 17, 2023.



Winifred Blades, Board Chair



Foundational Statements

TEMPO School was established in 1963 and incorporated in 1967 by an Act of the Alberta Legislature - The TEMPO Act. The school was founded in the belief that the complete education of children is the responsibility and duty of parents, not the school. The founding principle of the school is that teachers should focus on the intellectual development of students while parents provide the broad spectrum of education of which academics is only a part.

Mission

TEMPO's mission is to support the role of parents with academic expertise in this important dimension of the educational endeavor, but the complete education of a child includes physical, moral, religious, civic and aesthetic education. By partnering with parents in this way, each child will receive a personalized education, tailored to his or her interests, while every student will graduate with a comprehensive basis of knowledge.

Vision

Our vision is to produce students who are academically well rounded and ready to be productive, ethical citizens.

Values

As an organization, TEMPO School values sound work habits, learning habits of the mind that enhance learning, and intrinsic motivation that nurtures curiosity and civility for all who populate our school community.

School History

TEMPO is an academically oriented, accredited, K-12 independent school.

TEMPO School employs traditional teaching methods. Students take a prescribed program of studies in each grade. In addition, students at TEMPO wear uniforms, and the school body expects and practises a high degree of civility. The school environment fosters the acquisition of fundamental skills and knowledge, as well as the work habits and habits of the mind that are the foundation of all learning. Students are expected to be punctual. The nature, pace, and rigor of instruction at TEMPO requires regular attendance at school. The philosophical ethos of TEMPO respects and holds that parents are the first and most important educators of their children.

Following from that fundamental belief about the relationship between the role of parents and the role of the school, TEMPO's curriculum is unabashedly academic. In the early grades, there is a focus on language education (reading, spelling, grammar, English) and

on mathematics. French instruction begins in second grade. Geography and history are taught as separate subjects beginning in grades three and seven respectively.

From grade seven, the emphasis on mathematics and sciences increases. Chemistry, physics and biology are taught as separate subjects from this point. At TEMPO, in part because it is a small school, all students follow the same curriculum: all of our students take the same subjects. There are no “options.” Thus, in the high school for example, all students study English, social studies, macro economics, geography, French, biology, mathematics (including Math 31), chemistry, physics, physical education and career and life management (CALM).

TEMPO offers guided and structured remediation, study, enrichment for core subjects, Latin, Advanced Placement courses as well as extensive programming in physical education and non-academic optional subjects between 2:20 p.m. and 4:20 p.m.

TEMPO has a student population of 510 and a full-time equivalent teaching staff of 36.

The school has an attractive physical education program and a number of after-school, extra-curricular activities, many of which are organized by parents.

Parental Involvement

For over 60 years, TEMPO has relied on parents to be engaged in the learning community. If children are to be the center of all decisions related to learning and the education system, surely parents are in the best position to know their personal interests and strengths and to encourage their development as engaged individuals.

TEMPO is dependent on parents to contribute to the emotional, intellectual, physical, social, and spiritual development of their children as we develop collaborative educational competencies that reflect best practice.

TEMPO is committed to timely communication as an important contributor to learner success. If students are to achieve excellence, all stakeholders must work together to share responsibility and accountability for results. Communication is conducted in real-time to ensure meaningful dialogue and results.

TEMPO Successes

At TEMPO, we believe that the school environment should teach students the knowledge, skills, and attitudes that will be needed for success as adults. Our curriculum is designed in such a way as to encourage discipline and focus; when students come to school, they come to work and learn.

Our focus on core academics, and the requisite foundational skills, is not an exercise in busy-work. Beginning in kindergarten, all members of the school community work

together to ensure that graduates will be able to find success in Alberta, Canada, and the world stage. TEMPO has a very high rate of achievement on the eight measures in the Alberta Education Assurance Measures: Welcoming, Caring, Respectful and Safe Learning Environments (89.9%), Education Quality (94%), High School Completion Rate (100%), Rutherford Scholarship Eligibility Rate (100%), Transition Rate (89%), Work Preparation (98.6%), Citizenship (86.6%) and Parental Involvement (83.8%).

TEMPO achievement results for the PATs in 2021-22 measured Excellent overall with achievement of Acceptable (95.3%) and PAT Excellence (57.4%). TEMPO's previous three-year average recorded for PATs was Acceptable (98.7%) and PAT Excellence (63%). Our current achievement on PATs remains well above the provincial results with 28% more achieving Acceptable and 39.5% more achieving Excellence. Despite the challenges of the pandemic over the last two years, TEMPO students maintained consistent results with the previous three-year averages above the province at Acceptable by 24.9% and at Excellence by 42.4%.

Our Diploma Exam results were based on three diploma course exams with June writing dates including English, biology and physics. While our results dipped between 1-6% from our three-year previous average, the current results remain at the High evaluation measure. TEMPO's current diploma results exceed the provincial results at 10.7% higher in Acceptable and 17.7% higher in the Excellence levels. A note of significance is the requirement of all students enrolled in the Grade 12 program at TEMPO to write three science diploma exams; Biology 30, Chemistry 30 and Physics 30. Completing the full science diploma course complement supports student eligibility for post-secondary application across Canada and many universities abroad. TEMPO's previous three-year average recorded for Diploma Exams was Acceptable (87%), Diploma Exam Excellence (42.4%), and Diploma Exam Participation Rate (100%), which is High and Very High respectively on the Measure Evaluation Reference table.

Our excellent completion rate and the number of students who go on to highly academic university programs show that we are graduating students who are ready for the demands of the competitive post-secondary environment. Speaking to our alumni, many of our students are motivated to earn multiple degrees and to find employment in their areas of interest.

TEMPO continues to carefully track and transition students carefully to their school of choice and retain all students accepted to the school.

When one reflects on the accomplishments of our students, whether they remain until Grade 6, 9, or 12, one sees that although our program offers a different focus than the public system, our students still develop the core competencies to think critically as life-

long learners who explore ideas with confidence and open-mindedness. Our students are motivated to excel and take on new challenges that expand multiple facets of their being. Whether the challenge is intellectual, physical, emotional or behavioural our students aspire to engage, extend, inspire, and share.

TEMPO conducted the Student Learning Assessment (SLA) assessment tool for September 2022. The English Literacy assessment for students at the beginning of grade three resulted in 92.5% achieving at the expected performance level with 17% achieving higher than the provincial standard. The Numeracy assessment conducted with students at the beginning of grade three resulted in 91.9% achieving at the expected performance level with 40.5% achieving higher than the provincial level. Only 8% of the numeracy results were below the provincial standard with 0% in Level 1.

In response to the varied and strained learning modes during the pandemic, Alberta Education mandated Literacy and Numeracy Assessments for grades one, two and three. The assessments for grades two and three were completed at the start of the school year and the grade one testing was completed in January. TEMPO School conducted the Grade 2 and 3 Literacy and Numeracy Assessments with resulting scores identifying 2.4% of the 42 students in grade two at risk in literacy and numeracy. The results in grade three were similar with 2.5% of the 38 students at risk in Literacy and 2.6% at risk in numeracy. Students who scored in the at-risk level will be assessed again in May 2023. We continue to support our students in grades one and two with literacy and numeracy supports.

The Provincial Achievement Tests (PAT) have fully returned for the current school year 2022-23 for Grades 6 and 9 in English, mathematics, social studies and science are mandatory.

Diploma Exams have returned to their regular schedule. This year, the Diploma weighting is 20%, which is an increase from the previous 10% in 2021-22 in response to the pandemic. As an academic school that prepares students for post-secondary schooling, it would be our hope that the post-secondary institutions recognize this significant decrease in diploma exam weighting and adjust post-secondary acceptance recognizing the decreased value of minimized diploma weighting. We would also encourage Alberta Education to resume increasing the weight of Diploma Exams back to 30% or preferably to 50% as it was previously practised.

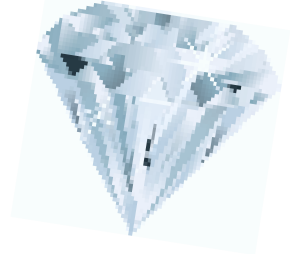
The assurance framework allows for the incorporation of local measures collected by TEMPO School. This is important for our school with our aspiration of and commitment to continuous improvement. Data collected should support our decision-making, development and implementation of strategies within the local context. Stakeholder data collected from students, staff , parents, PAC and the community is shared in our Alberta

Education Results Report prepared in November each year. This data again supports how we plan and strategize for improvement in our three-year Education Plan prepared May each year.

60 Years of Educational Excellence

~ We are Celebrating Our Diamond Anniversary ~

We are very excited to be celebrating TEMPO School's 60th Anniversary!! We invite all alumni, parents, and staff to join us in celebrating our diamond anniversary spanning six decades. Please visit our Facebook page "*TEMPO School*" or our TEMPO School [website](#) and share with any TEMPO alumni.



TEMPO Challenges

TEMPO was established at a very different time, and in a very different society, than the rapidly changing one in which all organizations now find themselves. TEMPO was founded to support traditional academic learning and outstanding achievement, and even in changing times, has been broadly supported by parents who choose to have their children educated in this way. While TEMPO parents and students recognize and value the role of technology in society, they have chosen TEMPO for its focus on traditional instructional methodologies.

Preparing students to be successful in an increasingly competitive marketplace is a key issue for all schools. TEMPO is no different. We want our students to be successful ethical thinkers, workers, and leaders.

Overwhelmingly, parents choose TEMPO School for their children because of the traditional, academic program offered at the school. Interestingly and increasingly, however, parents are challenging the delivery of this traditional program by withdrawing their children for long periods for personal family reasons. Our families are members of a global community; thus, it is not uncommon for upwards of 5% of the student body to be absent for extended periods, particularly around school breaks. This 'family travel' continued during the pandemic but not to the same degree as usual. Many families had their return dates delayed due to pandemic travel restrictions and illness. Access to instruction from the school during family travel may have been interrupted with the time difference, delays, illness and lack of commitment to studying. These types of interruptions in instruction may be contributory to deficits in progress of students whose families traveled during the pandemic.

Despite this loss of instructional time, there is no less expectation placed upon our staff, by parents, for their children's high academic performance. As such, TEMPO may recommend that parents support instruction in English language arts, mathematics, sciences, and French by engaging outside help for their child.

In today's society, creating balance while maintaining an active lifestyle enhanced with extra-curricular activities in addition to a high standard of education is a daily challenge for parents. Parents at TEMPO commit to providing a rich education complemented with personal interest opportunities for their children. When students are involved in many extra-curricular activities there is less time to complete the daily homework assigned that is an important extension of the TEMPO schooling philosophy.

In the lower grades, children are working to become independent learners. The expectation of TEMPO parents is to be inherently engaged in the learning and homework practices in these early grades. The work is challenging to do on their own, and students in grades one, two, and three depend on their parents' and teachers' commitment to this philosophy. This support is exactly what is needed for our young people to develop the skills and practices necessary for them to exercise the level of independence expected somewhere in grades three, four and onward.

To assist with these challenges, TEMPO School offers more than 45 after-school programs at the school to allow parents to incorporate a variety of extra-curricular activities into their children's lives at the end of the school day throughout the week.

Our students' social and emotional learning opportunities were altered during the pandemic, to say the least. Ultimate reliance on technology platforms was thrust upon us in the flip of a switch. Supervision of the various digital platforms and social media exposure are challenging. This aspect of our students' recent adapted learning experience coupled with limited engagement and learning with social and emotional contexts, has presented in our school in less desirable manners with our students being out of practice, lacking self-awareness and in need of developing a strong sense of empathy. Our goal is to support families and school staff to build awareness for care, respect, and civility in our learning environment and community.

To support our students, staff and families with the shortfalls we aspire to bridge, we invited guest speakers specializing in self-value and social media and intersectional anti-oppression and discrimination. We have speakers scheduled for next year to discuss topics including social media, networking safety, empathy and discrimination.

The social, emotional and physical deficits resulting from the prolonged duration of limited interaction and engagement implores all of us to remedy the shortfalls of our

program and supports. Of course, this requires reworking the schedule to allow more time for studies in English, mathematics and other areas that may be identified.

We want to continue to offer the program for those students who would like to continue their Latin studies. Therefore, Latin will be offered as an after-school program starting in 2023-24. Latin will be available for students as an after-school program until our current Grade 7 students have had the opportunity to complete the program to Latin 30.

PAC

The TEMPO Parent Advisor Council (PAC) plays an active role in our learning community.

Our PAC is highly interactive throughout the school year in planning special events for our students and supporting TEMPO School's mission. Annual events include the Harvest Dance, Teacher Appreciation Week, Used Uniform Sale, Family Fun Day, and Hot Lunch. PAC also supports student-initiated events with student council events such as high school dances.

Community Connection

A fundamental aspect of the TEMPO philosophy is the important value of a high degree of civility, which is one of the many reasons parents choose TEMPO schooling and education for their child. The TEMPO faculty advocates, promotes, role models and teaches civility. Students learn how to treat others with respect, dignity, courtesy, politeness and consideration. These integral social engagement practices begin in kindergarten and are honed and refined throughout the students' formal traditional schooling experience at TEMPO School.

Weekly assemblies for our lower, middle and upper schools are an important practice for announcements, updates and sharing of the important messages, on goings and events at our school. We welcome parents to attend these morning assemblies.

We ensure regular opportunities for students and staff to engage with our TEMPO community, our neighbouring community, and our extended community. This includes, but is not limited to:

- Annual charity drive for the Sacred Heart Church of the First Peoples
- School supply collection for Riverbend Rocks
- Fundraising for Unicef, Jack.org, Mustard Seed, Terry Fox Run, Bent Arrow Traditional Healing Society, and Royal Canadian Legion
- Inviting other schools to join us for Guest Speaker Presentations
- Cultural Day at TEMPO

- Facebook Uniform Exchange
- Capital City Cleanup

Budgetary Principles

Allocation of financial resources is based on the needs of the academic programming and opportunities for students to achieve their full academic potential.

School decisions will be informed by the principles of:

- Evidence-based decision making
- Supported achievement of learning outcomes
- Properly resourced school priorities
- Engagement with the broader community
- Student focused programming

Decisions are based on the needs to support students to meet learning outcomes and achievement level required for the rigorous TEMPO academic program.

Decisions are based on supporting the ongoing professional learning of teachers and leaders so that they can best support students to meet the learning outcomes and achievement levels required for the rigorous TEMPO academic program.

Decisions are based on good stewardship for long-term sustainability and growth, balancing the budget, meeting community expectations to ensure high retention, and ensuring resources are invested to align with the vision of the school.

[TEMPO School's Resource Allocation](#)

Priority 1: Student Growth and Success

- *Academic Ambition*
- *Improved outcomes in English, Math and Sciences, Application of FNMI Foundational Knowledge*

Domains of Assurance: Student Growth and Achievement, Teaching and Leading, Learning Supports, Improved FNMI Outcomes

Education Business Plan Outcome:

- Alberta's students are successful.
- First Nations, Métis, and Inuit students in Alberta are successful.

Context: Social/Emotional & Spiritual Well-Being & Development, Academic, Career, Financial Well-Being & Development

The philosophical ethos of TEMPO respects and holds that parents are the first and most important educators of their children.

The school's learning environment will be governed by the founding principle that teachers facilitate the intellectual development of students while parents provide the broad spectrum of education of which academics is only a part.

Students will learn in a school community that values a traditional approach to schooling, an earnest work ethic, the extension of learning through daily homework, and a high standard of academic success.

While the primary reason that students choose TEMPO is their desire to be immersed in a school culture that offers opportunities for excellence in academics and emphasizes the value of students demonstrating their academic skills, the TEMPO community believes the complete education of a child includes physical, moral, religious, civic and aesthetic education.

The school's environment shapes students' knowledge, skills, and attitudes that will be needed for success as adults.

Outcomes

- TEMPO students will develop the critical thinking, application and study skills to achieve their academic potential.
- TEMPO students will participate at high levels of engagement in the academic core subjects and experience success.

Strategies

- Continue to focus on a fundamental academic curriculum and the development of sound work habits, attitudes, and habits of the mind, while also developing a variety of extra-curricular programs and events.
- Foster collaboration within the TEMPO school culture that connects home, community and school.
- Work with Grade 1 and 2 students, individually or small groups, to focus on identifying and remediating any deficits in literacy and numeracy.
- Explore a wide range of resources that share, protect and promote the authenticity, history, culture and perspectives of the unique place of First Nations, Métis and Inuit in Canada and furthers Truth and Reconciliation Calls to Action.
- Support parents contributing to the emotional, intellectual, physical, social, and spiritual/cultural development of their children as we develop collaborative educational competencies that reflect best practice.

- Commit to timely communication that contributes to learner success.
- Provide time and opportunities for individual and group professional development, particularly with the TEMPO value add beyond the Alberta Program of Studies.
- Collaborate with cross-curricular groups to identify new resources and strategies that will provide the opportunity to improve student achievement across multiple perspectives. More specifically, resources for the new K-6 curriculum.
- Provide counseling in Grade 9 for post secondary that encourages students to set preliminary university goals early on.
- Communicate with all stakeholders working together to share responsibility and accountability for results.
- Work with parent volunteers to expand opportunities for students to take on summer internships and to improve student opportunities to learn more about entrepreneurship and career pathways.

Performance Measures

- Student and Parent Local Assurance Survey that the academic rigor and course content offered have challenged and prepared the student.
- Student and Parent Satisfaction
- AERR Survey Results
- Student and Parent Assurance Survey on quality and scope of programming and readiness for post secondary.
- Percentage of students achieving proficiency and standard of excellence in literacy, numeracy, science, social studies, and French language as measured and reported locally via the report cards and external measures i.e.: Concour d'art oratoire, Brain Bee, Canadian Spelling Bee, math contests, etc.
- Diploma results - percentage of students achieving acceptable standard and standard of excellence on diploma examinations.
- Percentage of Grade 9 students who set university goals prior to registration in high school.
- Percentage of students who receive the Rutherford Scholarship and TEMPO School Scholarship.
- Percentage of students who receive early admission to university.
- Percentage of students who receive admission to multiple universities.
- Percentage of students who receive post secondary scholarships i.e.: Schulich \$80,000, Loran \$40,000, etc.
- Percentage of students actively engaged in the community to help others.
- AERR Survey Results

- SLAs/PATs/DIPs – achievement and participation.
- High School Completion
- Post Secondary Transition

Priority 2: High-Quality Learning Environment

➤ *Steps to Supporting Learning*

Domains of Assurance: Student Growth and Achievement, Learning Supports, Governance, Local and Societal Context

Education Business Plan Outcome:

- Alberta’s K-12 education system is well governed and managed.

Context: Academic, Social/Emotional, Mental & Physical Well-Being & Development

TEMPO supports the role of parents with academic expertise as an important intellectual dimension of the educational endeavor while parents fulfill the desired complements of the broader scope of education. By partnering with parents in this way, each child will receive a personalized education, tailored to his or her interests, while every student will graduate with a comprehensive basis of knowledge.

TEMPO’s vision is to graduate students who are academically well rounded and ready to be productive, ethical citizens.

Outcomes

- Resources will be administered with prudence and equity to support student progress, inclusivity and well-being.

Strategies

- Learn in a safe, caring and respectful school environment where all are treated fairly.
- Benefit from ongoing supports and services.
- Access additional specialized supports as made available by school staff or through partnerships.
- Facilitate engagement in the mental health and well-being online program - K-12 curriculum, Teacher Well-Being Toolkit and Parent Resources - *Open Parachute*.
- Invite guest speakers who are experts in the areas of social-emotional learning and social media and networking.
- Work with small groups students to devise strategies to support positive and productive engagement in the school and community.

- Work in partnership with the neighbourhood to provide a safe, caring and respectful community. TEMPO shifted the daily schedule to ease the flux of traffic in neighbourhood at drop-off and pick-up times.

Performance Measures

- Student and Parent Local Assurance Survey for TEMPO student in Grades 4-12 with the academic focus on core subjects in preparation for post secondary.
- Parent Advisory Council input on:
 - Effectiveness of the programming.
 - Events and activities to build school culture, community and student life.
- Partner Community Organizations
 - Input on citizenship and community initiative.
- Provincial metrics for inclusion and safe and caring.

Priority 3: Excellence in Teaching and Leading

- *Teacher and Leader Quality of Practice*
- *Broadening our Community with Engaged Citizenship*

Domains of Assurance: Teaching and Leading, Governance, Local and Societal Context

Education Business Plan Outcome:

- Alberta has excellent teachers, school leaders, and school authority leaders.

Context: Social Well-Being & Development, Community Well-Being and Development

TEMPO is steeped in tradition and its leaders and teachers, who are passionate subject specialists, carry out its mission. Students at TEMPO wear uniforms, and the school body expects and practises a high degree of civility. The school's environment fosters the acquisition of fundamental skills and knowledge, as well as the work habits and habits of mind that are the foundation of all learning. TEMPO's curriculum is designed in such a way as to encourage discipline, focus and independence. TEMPO students engage in a variety of stewardship opportunities within the community. Collaborating with community stakeholders supports an enriched and broad scope of learning opportunities.

Outcomes

- Students will experience excellence in fundamental academic curriculum and the development of sound work habits, attitudes, and habits of the mind, while also developing a variety of skills in extra-curricular programs and events.

- TEMPO staff will commit to ongoing professional growth to provide quality research-informed instruction and leadership.
- TEMPO staff will work to be proficient with technology and programs required to deliver instruction *Google Classroom* and manage student information *Power School SIS*.
- TEMPO will commit to transparency, and accountability with the provincial and local contexts. The school will continue to foster engagement with parents, students and the Parent Advisory Council. [Stakeholder Engagement](#)

Strategies

Teachers and leaders will:

- Engage in ongoing professional learning to improve instructional practices with the result of improved student achievement in academics, sound work habits, attitudes and habits of the mind.
- Facilitate professional development opportunities to learn and practice *Google Classroom* and *Power School SIS*.
- Provide time and opportunities for individual and group professional development, particularly with the TEMPO value add beyond the Alberta Program of Studies.
- Apply the Teacher Quality Standard (TQS) and Leadership Quality Standard (LQS) to support teaching excellence and guide professional learning.
- Engage in professional learning opportunities to enhance their knowledge, comfort and skills in successfully developing TQS/LQS competency 5 (Application of FNMI Foundational Knowledge).

The Board of TEMPO School will oversee:

- Preserving and advocating the shared vision of the school between family, board, staff, students, and the broader community.
- The development of a continuous improvement cycle with ongoing planning and reporting.
- A continued commitment to consulting with the Parent Advisory Council for advice on programs, extracurricular events, and opportunities for collaboration.

Performance Measures

- Curriculum Coordinator Focus Group
- Professional learning for teachers in specializations or targeted learning.
- Teacher Focus Group
- Parent Advisory Council Input

- Student and Parent Assurance survey on preparation, challenge and engagement for success.
- Student and Parent Local Assurance Survey on opportunities for meaningful involvement in the planning process.
- Student Retention Rate
- Community Stakeholder Consultation
- Anecdotal evidence of collaboration with community organizations in planning, engagement and improvement.
- AERR Survey Results
- Audited Financial Reporting
- Budget Submission