



# 2021 – 2025 STRATEGIC PLAN

Year 3: 2023-2024

A beacon of possibilities.





# INTRODUCTION

Amidst the ongoing COVID-19 pandemic, Calgary Academy engaged over 500 participants virtually to develop the 2021-2025 Strategic Plan throughout the 2021-2022 school year. Students, staff, parents, alumni, and board members shared their hopes and their vision for Calgary Academy by 2025: *to be a beacon of learner-centered education, where all learners can succeed, thrive, and change the world.*



This document outlines Year 3 of Calgary's Academy plan to achieve that vision. Each of our three goals focuses on the foundational elements of school – learners, learning, and community. Three outcomes, with corresponding strategies support these three goals, and each strategy will be led by collaborative, interdisciplinary staff teams throughout the 2023-2024 school year.

Each team reports in for a mid-year update which is shared with the community in early March. A final year-end update is shared at the end of June and reported to the community in August once the school year has concluded.

In May, all parents, staff, and students in Grades 4-12 complete the annual Satisfaction Survey, which measures their satisfaction with the school's progress towards actualizing the goals in the Strategic Plan.

These results are shared and reported in the Annual Education Results Report in November of each year. Those results help inform the following year's amendments, if any, to the next year's strategies.

Cumulatively, these efforts support the annual planning and reporting cycle, which assures our community that Calgary Academy is creating and sustaining a culture of continuous improvement and collective responsibility.

Follow along our implementation journey.





# Mission

We design engaging, dynamic, student-centered experiences that nurture a caring, inclusive culture and instill a love of learning.

# Vision

To be a beacon of possibility for richly personalized, engaging learning experiences that empower learners to pursue lives of passion and purpose.



# AT CALGARY ACADEMY, WE BELIEVE...

1. we are all learners first, continuously redefining what is possible.
2. in the principles of respect, enthusiasm, altruism, commitment and honesty.
3. students must be at the centre of all decision-making.
4. in creating pathways as unique and varied as our learners.
5. socio-emotional well-being empowers learners to thrive.
6. foundational literacies are critical to deeper learning.
7. in engaging richly with our families and our community.
8. transparency and clarity of communication are critical for a healthy culture.
9. collaborative and distributed leadership across all areas of Calgary Academy will best serve the needs of our community.



# MESSAGE FROM THE CEO AND BOARD CHAIR

We are very pleased to share Year 3 of Calgary Academy's 2021-2025 Strategic Plan: A Beacon of Possibilities.

Together with the school's leadership teams, we are confident that the revised strategies contained in Year 3 of the 2021-2025 Strategic Plan reflect the feedback we heard through our community consultation process – the ask to be ambitious, but to also acknowledge the time needed to accomplish these strategies in a sustainable way.

Year 3 enters the second half of this four-year plan, seeing the consolidation of some strategies to make way for new initiatives in response to our community's feedback. Notably, the new strategy in Goal 1 around mental health and well-being is an important addition. Language has also been clarified through our community's review to better define the work to come, specifically around "engaging learning experiences."

We look forward to continuing to foster school culture through the We Are All Knights "house" system and other initiatives, while re-engaging our community around REACH and what it looks like at the different levels of our school.

Through Goal 3, we have an exciting new strategy that will bring our community together to explore emerging and global trends in education, while reflecting on what has historically been the unique identifiers of our Academy and Collegiate programs. The intention of this strategy – looking ahead while reflecting on how far we come, is intended as one of the first steps towards informing future Strategic Plans.

On behalf of the Board of Governors and the school leadership teams, we express our fulsome endorsement of Year 3 of the 2021-2025 Strategic Plan, and look forward to seeing these ambitious strategies come to life!



**GREG BASS**  
President & CEO



**GARY PURCELL**  
Board Chair



# ACCOUNTABILITY STATEMENT

The Education Plan for Calgary Academy commencing September 1, 2023 was prepared under the direction of the Board of Governors 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 2021-2025 Strategic Plan on May 25, 2021.

The Board reviewed and approved the 2023-2024 Strategic Plan on May 29, 2023.



# STAKEHOLDER ENGAGEMENT

SEPTEMBER-OCTOBER 2022

## REVIEW

School Leadership and the Board of Governors review 2020-2021 Satisfaction Survey results.

FEBRUARY 2023

## MID-YEAR REPORT

Year 2 Strategy Updates shared with the community – several strategies paused due to staff feedback.

NOVEMBER 2022

## PROVINCIAL REPORT

Satisfaction Survey and Provincial results reported to the community in the Annual Education Results Report.







APRIL 2023

## CONFIRM

Parents, students, and all staff shared feedback on revised Year 3 Strategies. Significant changes made to two strategies based on feedback recieved.

MARCH 2023

## ENGAGE

Parents, students, and all staff engaged in strategic planning session, reviewing Year 2 progress to date.

MAY 2023

## INCORPORATE

Feedback from strategic planning sessions worked into draft Year 3 strategies. Notable edits to **Goal 1 Outcome 1** and **Goal 3 Outcome 3** based on community feedback.

CA makes me feel like there is hope for education. Education is ever evolving and I think CA is working hard to provide meaningful learning experiences for students.

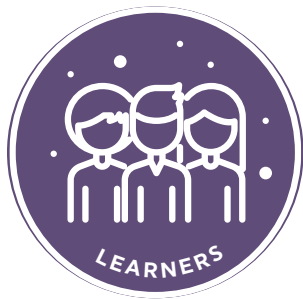
CA STAFF MEMBER



# OVERVIEW

By 2025, Calgary Academy will be a beacon of learner-centered education, where all learners can succeed, thrive, and change the world.

We will achieve this by actualizing three goals framed around foundational elements of school:



To achieve our  
**three goals**, we  
must embed these  
elements in all that  
we do:

1. Innovation and creativity

2. Professional learning

3. Modernized instructional practice

4. Researched, evidence-based action

5. Reconciliation

6. Culture of philanthropy

7. Leadership





## GOAL ONE

# Learners are successful.

Formed on belief statement #1, we are all learners, Calgary Academy nurtures, develops, and challenges students, staff, parents, alumni, and board members. We, as learners, build strong foundations aligned around the shared core of the learning and professional learning models: relationships, belonging, wellness, and self-awareness. Through these equitable mindsets and intentional practices, all of our diverse learners will be successful in their lives within the school and in the world around them. Staff are the lead learners of this plan, requiring significant professional learning and development to implement these ambitious strategies.

## OUTCOME 1

### Learners are resilient, confident, connected, and self-aware

#### STRATEGIES

Year 1 <i>(Complete)</i>	Develop a "portrait of a CA learner" aligned to the CA Learning Model
Year 2 <i>(Complete)</i>	Prototype and refine the "portrait of a CA learner" with students, staff, and parents
Year 3 <i>(Draft)</i>	Initiate implementation of mental health and well-being programs for students and staff
Year 4 <i>(Draft)</i>	Create a two-year exit program for graduates' continued support and success

## OUTCOME 2

### Learners develop foundational and higher order numeracy and literacy skills

#### STRATEGIES

Year 1 <i>(Complete)</i>	Research emerging literacy and numeracy skills and integrate with best practice
Year 2 <i>(Complete)</i>	Consistently implement research-backed literacy and numeracy best practices
Year 3 <i>(Draft)</i>	Align the use of effective numeracy and literacy practices with instructional staff
Year 4 <i>(Draft)</i>	Continue to implement targeted and accessible learning supports

## OUTCOME 3

### Learners develop competencies to succeed in a changing global society

#### STRATEGIES

Year 1 <i>(Complete)</i>	Develop a scope and sequence for competency acquisition aligned with learning outcomes and instructional design
Year 2 <i>(Complete)</i>	Begin to build a CA competency progression for K-12 as outlined in the portrait of a CA Learner
Year 3 <i>(Draft)</i>	Share Competencies of a Learner and present in a visual Portrait
Year 4 <i>(Draft)</i>	Revisit and refine the CA Learning Model





## GOAL TWO

# Learning is engaging and innovative.

The world has changed over the last four decades, and with it, so has our school. Alongside meeting curriculum outcomes and graduation requirements, learners develop a love of learning. Calgary Academy intentionally creates learning opportunities with the focus of its students attaining new knowledge, not simply acquiring information. Through collaboration, creativity, and rigour, learners achieve success inside and out of the classroom, and share their knowledge and experiences with other learning communities.



## OUTCOME 1

### Learning is empowering, effective, and measurable

#### STRATEGIES

Year 1 <i>(Complete)</i>	Develop and prototype a K-8 progress reporting system
Year 2 <i>(Complete)</i>	Refine and monitor the K-8 student progress reporting system and continue to modernize 9-12 assessment and feedback practices
Year 3 <i>(Draft)</i>	Implement K-12 measurements to track and support student progress year over year
Year 4 <i>(Draft)</i>	Launch modernized 9-12 assessment and feedback practices

## OUTCOME 2

### Learning opportunities foster student engagement

#### STRATEGIES

Year 1 <i>(Complete)</i>	Co-create as a school community high student engagement opportunities
Year 2 <i>(Complete)</i>	Refine a K-12 student leadership model that unifies all CA programs and expand clubs and courses based on student interests
Year 3 <i>(Draft)</i>	Foster whole school culture initiatives and interest-based learning opportunities
Year 4 <i>(Draft)</i>	Revisit and revise interest-based learning opportunities

## OUTCOME 3

### Learning is creative, collaborative, and experiential

#### STRATEGIES

Year 1 <i>(Complete)</i>	Expand collaborative, innovative, and interdisciplinary projects and activities
Year 2 <i>(Complete)</i>	Showcase innovative, collaborative, and altruistic learning projects with the school community
Year 3 <i>(Draft)</i>	Expand engaging learning experiences for students both on- and off-campus
Year 4 <i>(Draft)</i>	Develop community partnerships to showcase creative and collaborative learning with the broader community



## GOAL **THREE**

# Community is nurtured and celebrated.

At its core, a school is a community, and relationships are central to all that Calgary Academy does. The school will expand its intentional efforts to engage richly with and between its stakeholder groups, building greater connection with its parent and alumni groups, and strengthening its relationship with student group and student leadership representatives. By nurturing a culture of belonging, Calgary Academy will unify the diverse programs and students at the school.

## OUTCOME 1

### Shared ownership, responsibility, and belonging fuel the learning environment

#### STRATEGIES

Year 1 <i>(Complete)</i>	Initiate a comprehensive review of Academy and Collegiate identities
Year 2 <i>(Complete)</i>	Engage community in comprehensive review of the characteristics of Academy, Collegiate, Blended+, and Early Years programs
Year 3 <i>(Draft)</i>	Partner with school community in co-creating common aspirations around school culture and REACH
Year 4 <i>(Draft)</i>	Revisit and revise initiatives emerging from identity review that build unity between programs

## OUTCOME 2

### Connections to alumni and parents strengthen the school community

#### STRATEGIES

Year 1 <i>(Complete)</i>	Expand the development of learning opportunities for the parent community
Year 2 <i>(Delayed)</i>	Expand the student ambassador program to include parents and alumni
Year 3 <i>(Draft)</i>	Expand the student ambassador program to include parents and alumni
Year 4 <i>(Draft)</i>	Research, develop, and launch a community altruism project

## OUTCOME 3

### Community engagement is meaningful, impactful, and inclusive

#### STRATEGIES

Year 1 <i>(Complete)</i>	Formalize and implement a student-centered decision-making framework
Year 2 <i>(Delayed)</i>	Enhance student and staff awards and recognition in alignment with REACH
Year 3 <i>(Draft)</i>	Create an emerging trends and global perspectives stakeholder task force to explore the future of Calgary Academy
Year 4 <i>(Draft)</i>	Implement an expanded community consultation for strategic plan development



# 2023-2024 BUDGET SUMMARY

## Planning Principles

- › Identifying and aligning student needs to Year 3 of the 2021-2025 Strategic Plan
- › Streamlining business practices to improve efficiencies
- › Retention, recruitment, and development of staff
- › Enhancing the use of technology while operating within Calgary Academy's financial constraints
- › Maintaining focus on literacy and numeracy supports
- › Heightened support of student and staff wellness, diversity, equity, and inclusion initiatives


## Budget Assumptions

- › Small increase in enrolment (2 per cent)
- › Increase in Academy and Collegiate/Blended+ tuition fees of 7 per cent
- › Government funding as per the Funding Manual for the 2023-2024 school year
- › Enhancement to benefit programs and staff salary grid increase between 2 and 3.2 per cent
- › Further expansion of the Blended+ program
- › Increase on continuum of supports and services to students, including social emotional wellness and executive functioning skills
- › Key investments in facilities, infrastructure, and student programs
- › Staffing complement to remain relatively flat despite enrolment increase
- › Overall payroll and expenses increase of approximately 12 per cent
- › Revenues exceed expenditures by a modest 0.7 per cent

YEAR ENDED AUGUST 31	BUDGET 2024 <sup>1</sup> \$	BUDGET 2024 %
<b>REVENUES</b>		
Provincial Education Grants	8,570,044	36.2
Tuition and Related Fees	13,843,616	58.5
Other	1,253,046	5.3
Total Revenues	\$ 23,666,706	100%
<b>EXPENDITURES<sup>2</sup></b>		
Salaries and Benefits	15,275,755	65.0
Transportation	1,212,899	5.2
Cost of Operations	7,003,660	29.8
Total Expenditures	\$23,492,314	100%
<b>Excess of revenues over expenditures</b>	<b>\$174,392</b>	

1 Budget information summarized from May 29, 2023 budget as approved by the Board.

2 Expenses net of recoveries.



I feel encouraged and hopeful  
that as my child proceeds  
through the grades with the  
support of her teachers and  
tools needed she will have the  
best chances to succeed in  
her future.

CA PARENT





“CA makes me feel free, I feel like I can be who I want to be and I can be friends with who I want.”

CA STUDENT

## PERFORMANCE MEASURES

Results on progress made towards the 2021-2025 Strategic Plan will be reported annually in November in the Annual Education Results Report (AERR). These results are available on our website at [calgaryacademy.com/alberta-ed-results](https://calgaryacademy.com/alberta-ed-results).

-  Local measure unique to Calgary Academy
-  Provincial measure required by Alberta Education

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2021-2025 STRATEGIC PLAN



## GOAL ONE: LEARNERS ARE SUCCESSFUL

### OUTCOME 1: Learners are resilient, confident, connected, and self-aware.

- L Percentage of students who understand how they learn best.
- L Percentage of students who feel connected, confident, and resilient.
- L Percentage of students, parents, and staff who agree students and staff model the principles of REACH.
- L Percentage of staff who feel satisfied the school provides a reasonable work/life balance environment.
- L Percentage of teachers, parents and students satisfied with the promotion of healthy lifestyle choices.
- P Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.
- P Teacher, parent and student agreement that students model the characteristics of active citizenship.

### OUTCOME 2: Learners develop foundational and higher order numeracy and literacy skills.

- L Percentage of students, parents, and teachers who agree instruction meets the needs of each student.
- L Number of students meeting the literacy and numeracy outcomes in the Alberta Education progressions.
- L Percentage of staff satisfied with the in-school resources and support provided to address numeracy and literacy learning challenges.
- P Teacher, parent, and student agreement that students have access to the appropriate supports and services at school.
- P Provincial Achievement Test results by writers as provided by Alberta Education.
- P Diploma Examination results by writers as provided by Alberta Education.

### OUTCOME 3: Learners develop competencies to succeed in a changing global society.

- L Percentage of students who agree they have learned about First Nations, Métis, and Inuit perspectives.
- L Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- L Percentage of students satisfied they are being taught the skills and attitudes to be flexible and accept change.
- P High School Completion: High school completion rate of students within three and five years of entering Grade 10.
- P Teacher, parent and student satisfaction with the overall quality of basic education.

## GOAL TWO: LEARNING IS ENGAGING AND INNOVATIVE

### OUTCOME 1: Learning is empowering, effective, and measurable.

- L** Percentage of staff satisfied with the support given to create and implement their professional growth plans.
- L** Percentage of staff satisfied with the process used to help them maintain and improve their performance.
- L** Percentage of staff satisfied that their professional learning has positively impacted their ability to deliver on strategic priorities.
- L** Percentage of students, parents, and staff who agree students and staff are engaged in learning at school.
- L** Percentage of students, parents, and staff who agree student assessment information improves learning.
- L** Percentage of students, parents and staff who believe instructional practices are reflective of a culture of excellence.
- P** Teacher, parent and student agreement that students are engaged in their learning at school.

### OUTCOME 2: Learning opportunities foster student engagement.

- L** Percentage of students and parents satisfied with their access to programs that meet student interests and needs.
- L** Percentage of students, parents, and staff who agree that teachers help students learn through engaging practices.
- L** Percentage of students who state they have had opportunities to engage in hands-on learning experiences.
- L** Percentage of students, parents, and staff who agree the learning environment engages students in the learning process.
- P** Teacher, parent, and student agreement that students are engaged in their learning at school.

### OUTCOME 3: Learning is creative, collaborative, and experiential.

- L** Percentage of students and staff satisfied with their leadership opportunities.
- L** Percentage of students and staff satisfied they can show their learning in different ways.
- L** Percentage staff satisfied with their opportunity to engage in collaborative practices and/or professional learning.

### GOAL THREE: COMMUNITY IS NURTURED AND CELEBRATED

**OUTCOME 1:** Shared ownership, responsibility, and belonging fuel the learning environment.

- L Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- L Percentage of students, parents, and staff who believe Calgary Academy offers a welcoming, safe and caring learning environment.
- L Percentage of students who state that student voice counts in their school.

**OUTCOME 2:** Connections to alumni and parents strengthen the school community.

- L Percentage of staff and parents satisfied that staff builds positive relationships with parents.
- L Percentage of staff satisfied that staff build positive partnerships within the school community and with the external community.
- L Percentage of staff and parents satisfied with parents' involvement in the school community.

**OUTCOME 3:** Community engagement is meaningful, impactful, and inclusive.

- L Percentage of staff and parents satisfied that the needs of students drive decision-making at the school.
- L Percentage of students and staff satisfied with their involvement in school/workplace decision-making.
- L Percentage of staff that agree resources are used equitably, effectively, and efficiently.
- L Percentage of staff and parents who believe the school is governed effectively.
- L Percentage of staff who understand and are satisfied with the operational priorities of Calgary Academy.
- P Teacher and parent satisfaction with parental involvement in decisions about their child's education.



Follow our journey to 2025:  
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