



2021 – 2025 STRATEGIC PLAN

Year 4: 2024-2025

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 the final year 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 2024–2025 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, which is detailed and outlined on our website.



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 excited to announce and share Year 4 of Calgary Academy's 2021–2025 Strategic Plan: A Beacon of Possibilities. We are excited to close out the 2021–2025 Strategic Plan with a consolidation year focused on clarity and attainability.

Our community collaboration has engaged in deep conversation, which informed amendments to the original Year 4 strategies to better align with our stakeholder feedback and our current needs as a school. This includes a continued focus on mental health programming and support for students and staff, as well as engaging parents as partners around student assessment. There is also renewed excitement for the next step in the Competencies of a CA Learner progression—piloting implementation!

We have clarified the strategy focused on supporting career growth and exploration for students and graduates and have better aligned the REACH improvements and the We Are All Knights House System to deepen connections throughout the school.

On behalf of the Board of Directors and the school leadership teams, we express our endorsement of Year 4 of the 2021–2025 Strategic Plan. We look forward to seeing these strategies progress and close out the great work we began in 2021.

Sincere thanks go out to the staff, students, parents, and school partners involved throughout this planning process.



GREG BASS
President & CEO



GARY PURCELL
Board Chair



ACCOUNTABILITY STATEMENT

The Education Plan for Calgary Academy commencing September 1, 2024 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 2021–2025 Strategic Plan on May 25, 2021.

The Board reviewed and approved the 2024–2025 Strategic Plan on May 29, 2024.



STAKEHOLDER ENGAGEMENT

SEPTEMBER-OCTOBER 2023

REVIEW

School Leadership and the Board of Directors review 2022-2023 Satisfaction Survey results.

JANUARY 2024

MID-YEAR REPORT

Year 3 Strategy Updates shared with the Board.

NOVEMBER 2023

PROVINCIAL REPORT

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





APRIL 2024

CONFIRM

Feedback collected on revised Year 4 Strategies. Changes made to multiple strategies based on feedback received, clarifying language, aligning strategies and prioritizing efforts.

MARCH 2024

ENGAGE

Parents, students, all staff, and community partners engaged in strategic planning session, reviewing Year 3 progress and amending Year 4 strategies.

MAY 2024

INCORPORATE

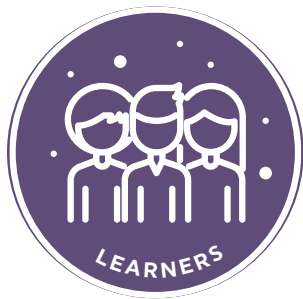
Feedback from strategic planning sessions worked into draft Year 4 strategies.



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.

Updates to Year 4 Strategies in this goal included the amended strategy in Outcome 1, continuing the mental health and wellness programming started in the 2023–2024 school year. The other notable change in this goal was in Outcome 3, where the Competencies of a CA Learner strategy was combined with the CA Learning Model strategy.

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
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Year 2 <i>(Complete)</i>	Prototype and refine the Portrait of a CA Learner with students, staff, and parents
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Year 3 <i>(Complete)</i>	Initiate implementation of mental health and wellness programs for students and staff
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Year 4 <i>(Draft)</i>	Implement and assess mental health and wellness programs for students and staff
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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
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Year 2 <i>(Complete)</i>	Consistently implement research-backed literacy and numeracy best practices
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Year 3 <i>(Complete)</i>	Align the use of effective numeracy and literacy practices with instructional staff
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Year 4 <i>(Draft)</i>	Integrate targeted and accessible learning supports across K–12 classes
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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
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Year 2 <i>(Complete)</i>	Begin to build a CA competency progression for K–12 as outlined in the Portrait of a CA Learner
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Year 3 <i>(Ongoing)</i>	Share Competencies of a CA Learner and present in a visual portrait
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Year 4 <i>(Draft)</i>	Embed Competencies of a CA Learner into the revised CA Learning Model
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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.

Updates to Year 4 Strategies in this goal included the development of assessment philosophies to guide practices at the school. The other notable change was the addition of the piloted implementation of two CA Learner competencies across all grades.

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>(Ongoing)</i>	Implement K-12 measurements to track and support student progress year over year
Year 4 <i>(Draft)</i>	Continue to monitor student progress over time and develop assessment philosophies and aligned practices for Junior and Senior School

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>(Complete)</i>	Foster whole school culture initiatives and interest-based learning opportunities
Year 4 <i>(Draft)</i>	Continue interest-based learning opportunities inside and out of the classroom and assess viability for a community altruism project in 2025-2026

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>(Complete)</i>	Expand engaging learning experiences for students both on- and off-campus
Year 4 <i>(Draft)</i>	Implement two CA Learner Competencies across K-12

A young boy with blonde hair, wearing a purple t-shirt and blue pants, is climbing a large, colorful inflatable slide. The slide has blue and yellow sections. The boy is smiling and looking towards the camera. The background is a clear blue sky with some clouds.

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.

Updates to Year 4 Strategies in this goal aligned the REACH improvements with the We Are All Knights House System initiatives into a single strategy, and the clarification that the career pathways and preparation program was for both existing students and graduates.

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>(Complete)</i>	Partner with school community in co-creating common aspirations around school culture and REACH (respect, enthusiasm, altruism, commitment, and respect)
Year 4 <i>(Draft)</i>	Align REACH enhancements and House System initiatives to deepen student culture and connection to the school

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>(Complete)</i>	Expand the student ambassador program to include parents and alumni
Year 3 <i>(Complete)</i>	Expand the student ambassador program to include parents and alumni
Year 4 <i>(Draft)</i>	Create a multi-year career pathways and preparation program for continued support and success of our students and graduates

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>(Complete)</i>	Enhance student and staff awards and recognition in alignment with REACH
Year 3 <i>(Complete)</i>	Create an emerging trends and global perspectives stakeholder task force to explore the future of Calgary Academy
Year 4 <i>(Draft)</i>	Expand community participation in consultation of the 2025–2029 strategic plan through a variety of engagement opportunities

2024-2025 BUDGET SUMMARY

Planning Principles

- › Identifying and aligning student needs to Year 4 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 (1.3 per cent)
- › Increase in Academy tuition fees of 4 per cent
- › Increase in Collegiate/Blended+ tuition fees of 5.6 per cent
- › Government funding as per the Funding Manual for the 2024-2025 school year
- › Enhancement to benefit programs and staff salary grid increase of 2.5 per cent
- › 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 3.4 per cent
- › Revenues exceed expenditures by a modest 0.4 per cent

YEAR ENDED AUGUST 31	BUDGET 2025 ¹ \$	BUDGET 2025 %
REVENUES		
Provincial Education Grants	8,727,674	34.6
Tuition and Related Fees	14,878,850	59.0
Other	1,598,648	6.4
Total Revenues	\$ 25,205,172	100%
EXPENDITURES²		
Salaries and Benefits	15,870,948	63.2
Transportation	1,240,246	4.9
Cost of Operations	7,996,986	31.9
Total Expenditures	\$25,108,180	100%
Excess of revenues over expenditures	\$96,992	

1 Budget information summarized from May 29, 2024 budget as approved by the Board.

2 Expenses net of recoveries.





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.

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

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:
calgaryacademy.com/2021-2025-strategic-plan/

