

EXCELLENCE BY DESIGN

2025 – 2029 STRATEGIC PLAN

Year 1: 2025-2026





INTRODUCTION

From September 2024 to May 2025, Calgary Academy engaged with over 330 participants during its strategic planning consultation. Students, staff, parents, and Board members were asked to help shape the future of their school through their feedback.

The following document highlights the culmination of these efforts, featuring four unique goals and their measures of success.


In May 2026, all parents, staff, and students in Grades 4–12 will complete the annual Satisfaction Survey, which will measure their satisfaction with the school's progress towards actualizing the goals in this Strategic Plan.

These results will be shared and reported in the Annual Education Results Report in November of each year to 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.

ACCOUNTABILITY STATEMENT

The Education Plan for Calgary Academy commencing Sept 1, 2025 was prepared under the direction of the operator and/or governing body 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 operator and/or governing body 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 2025–2029 Strategic Plan on May 28, 2025.





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.



MESSAGE FROM THE CEO AND BOARD CHAIR

We are excited to announce and share Calgary Academy's 2025–2029 Strategic Plan: Excellence by Design.

The school community, including students, parents, staff, and Board members, have come together several times throughout the year during this consultation and student engagement sessions. It has been an honour to be a part of those opportunities.

Building on the success of our previous two Strategic Plans, which have driven seven years of remarkable growth, we now turn our focus to refining our processes to pave the way for long-term success at Calgary Academy.

Through rigour and discipline, our organization can continue to strive for excellence in learning, experiences, and operations as we continue to serve neurodiverse learners. As always, any focus on excellence requires a continued commitment to diversity and inclusion and First Nations, Métis, and Inuit perspectives.

Our 2025–2029 Strategic Plan focuses on refinement and building upon our organization's strengths as we head towards our 50th anniversary. By improving our core functions over the next four years, we can continue to serve our community as a leader in education.

On behalf of the Board of Directors and the school leadership teams, we endorse the 2025–2029 Strategic Plan. We look forward to seeing these goals progress as we continue to serve our families as best we can.

Thank you to the students, parents, staff, and community members involved in this planning process.



GREG BASS
President & CEO



GARY PURCELL
Board Chair



2025-2026 BUDGET SUMMARY

Planning Principles

- Spending aligns with the school mission, high-level objectives, and student needs identified in the 2025-2029 Strategic Plan.
- Conservative approach to discretionary spending demonstrates fiscal responsibility in response to escalating costs and growing economic uncertainty within Canada and around the world to ensure long-term sustainability.
- Attention to retention, recruitment, and development of staff with resources provided for professional learning opportunities.
- Technology is enhanced to ensure access to applications to support learning, operations, processes, and hardware, with an emphasis on cybersecurity.
- Streamlining business practices with clear and consistent processes, role clarity, collaboration and operational efficiency.
- Capital resources are allocated to ensure that the school facility is well-maintained, clean, appealing, and efficient.

Budget Assumptions

- Income-based budget
- Small increase in enrolment (1 per cent)
- Increase in Academy tuition fees of 4.2 per cent
- Increase in Collegiate, Early Years, and Blended+ tuition fees of 5.5 per cent
- Government funding as per the Funding Manual for the 2025-2026 school year
- Increase on continuum of supports and services to students focusing on social-emotional wellness
- Staffing complement remains relatively flat
- Total expenditures lower by approximately 0.2 per cent
- Revenues exceed expenditures by a modest 0.3 per cent

YEAR ENDED AUGUST 31	BUDGET 2026 ¹ \$	BUDGET 2026 %
REVENUES		
Provincial Education Grants	8,985,988	34.8
Tuition and Related Fees	15,500,100	60.0
Other	1,339,105	5.2
Total Revenues	25,825,193	100.0
EXPENDITURES²		
Salaries and Benefits	16,547,486	64.3
Transportation	1,257,904	4.9
Cost of Operations	7,934,979	30.8
Total Expenditures	\$25,740,369	100%
Excess (deficit) of revenues over expenditures	\$84,824	

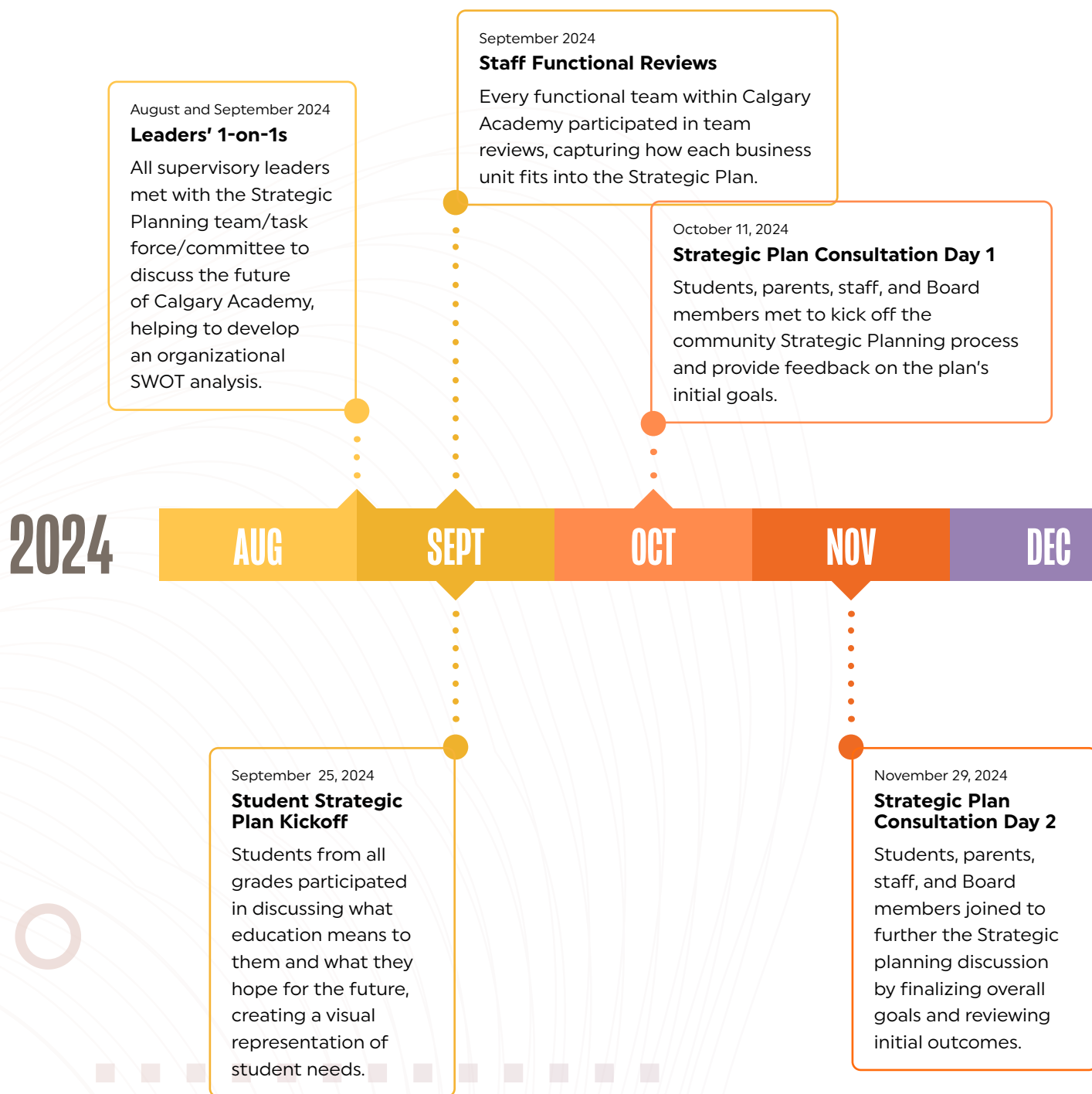
1 Budget information summarized from May 28, 2025 budget as approved by the Board.

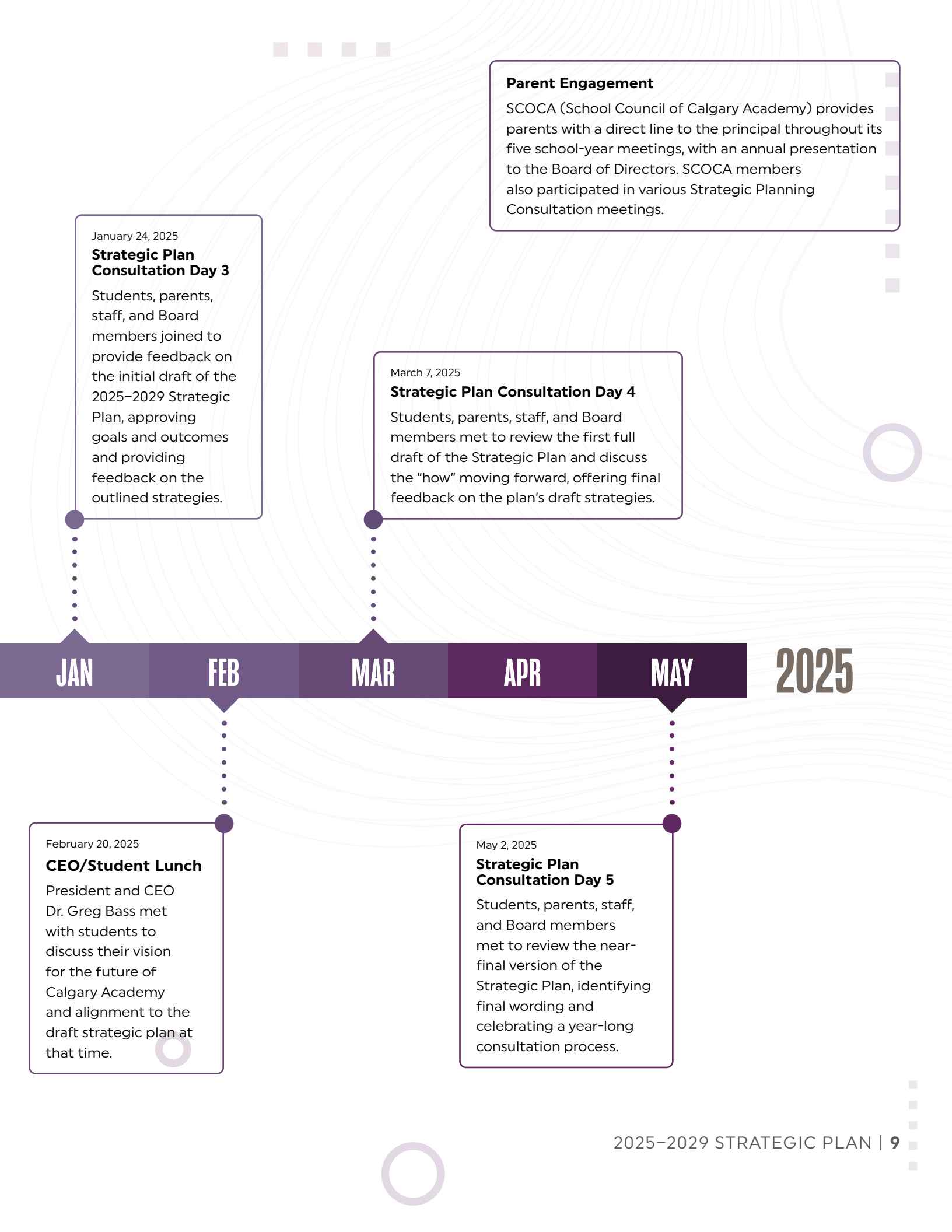
2 Expenses net of recoveries.



STAKEHOLDER ENGAGEMENT

Our stakeholder engagement for the 2025–2029 Strategic Plan involved over 330 participants across various touchpoints. With nine events in total, this engagement process was Calgary Academy's largest ever.





Parent Engagement

SCOCA (School Council of Calgary Academy) provides parents with a direct line to the principal throughout its five school-year meetings, with an annual presentation to the Board of Directors. SCOCA members also participated in various Strategic Planning Consultation meetings.

January 24, 2025

Strategic Plan Consultation Day 3

Students, parents, staff, and Board members joined to provide feedback on the initial draft of the 2025–2029 Strategic Plan, approving goals and outcomes and providing feedback on the outlined strategies.

March 7, 2025

Strategic Plan Consultation Day 4

Students, parents, staff, and Board members met to review the first full draft of the Strategic Plan and discuss the "how" moving forward, offering final feedback on the plan's draft strategies.

JAN

FEB

MAR

APR

MAY

2025

February 20, 2025

CEO/Student Lunch

President and CEO Dr. Greg Bass met with students to discuss their vision for the future of Calgary Academy and alignment to the draft strategic plan at that time.

May 2, 2025

Strategic Plan Consultation Day 5

Students, parents, staff, and Board members met to review the near-final version of the Strategic Plan, identifying final wording and celebrating a year-long consultation process.

GOAL ONE

Students Grow and Thrive

Students are at the heart of everything we do, and their needs are a top priority within the 2025–2029 Strategic Plan. The outcomes of this plan will support students to become resilient and empowered learners who understand what they need to succeed inside and out of the classroom, helping them prepare for life after graduation.

OUTCOMES

STRATEGIES

Students understand themselves as learners to achieve personal success and academic performance.

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| Year 1 | Research and consult with students on the tools and strategies they need to understand themselves as learners. |
| Year 2 | Develop vertical alignment and recommended course progressions for Grades 7-12. |
| Year 3 | Develop a digital student pathway prototype. |
| Year 4 | Expand additional senior school offerings such as dual credit, work experience, etc. |

Accessible learning and mental health supports meet the needs of students.

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| Year 1 | Review and expand the Continuum of Holistic Supports Model. |
| Year 2 | Expand and develop universal and targeted learning supports to senior school. |
| Year 3 | Launch the Student Support Centre with universal and targeted supports and services. |
| Year 4 | Monitor effectiveness and access of the Student Support Centre. |

Students are resilient, empowered, and connected to their school culture and community.

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| Year 1 | Integrate REACH (respect, enthusiasm, altruism, commitment, and honesty)/House system with other school culture initiatives and launch a student's President's Council. |
| Year 2 | Organize cross-grade events and mentorship opportunities. |
| Year 3 | Implement a whole-school community altruism scope and sequence. |
| Year 4 | Review and improve student culture and community initiatives. |

Special note: Calgary Academy is committed to its journey to reconciliation and makes extensive efforts to ensure all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, and the history and continued impact of residential schools. A small number of self-identified FNMI students attend Calgary Academy.

Calgary Academy reports on students' understanding of FNMI perspectives through its measures in Goal 1, Outcome 3. Additional initiatives are outlined in the AERR each year.

GOAL TWO

Exceptional Instructional Design Shapes Student Learning

Every student at Calgary Academy is unique, and we strive to meet their educational needs and strengths as best as possible. The outcomes of this goal will help ensure instructional practice is well-defined, aligned across our academic streams, and supported by technology.

OUTCOMES

Instructional practices are clear, well-defined, and vertically aligned.

STRATEGIES

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| Year 1 | Consolidate foundational documentation and best practices to align instructional and assessment practices. |
| Year 2 | Expand staffs' understanding and application of teaching neurodiverse learners. |
| Year 3 | Establish teacher professional learning communities (PLC) centered around collaboration and vertical and horizontal alignment. |
| Year 4 | Develop ways to maintain practices for staff on an ongoing basis. |

Personalized instruction meets the strengths and needs of each student.

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| Year 1 | Expand student and staff use of assistive technology in learning and instructional working environments. |
| Year 2 | Create a digital resource centre for including instructional planning, assessment, banked strategies, rubrics, scope and sequence, etc. |
| Year 3 | Expand the resource centre for instructional planning, assessment, banked strategies, rubrics, scope and sequence, etc. |
| Year 4 | Consolidate universal goal setting and assessment processes across grades and programs. |

Consistent, intentional technology use supports staff needs and student outcomes.

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| Year 1 | Explore a consistent K-12 Learning Management System strategy. |
| Year 2 | Pilot a consistent K-12 Learning Management System. |
| Year 3 | Expand implementation of a consistent K-12 Learning Management System strategy. |
| Year 4 | Implement a technology skills progression scope and sequence for CA learners. |

GOAL THREE

Empowered Staff Grow and Strive for Excellence

Calgary Academy staff are essential to our long-term sustainability and success. This goal's outcomes will empower staff to continue learning and growing with the organization's support.

OUTCOMES

Educators thrive in a culture of continuous learning and exemplary practice.

Staff are skilled professionals, empowered, and continuously learning.

Supervisory leaders create and support conditions for staff wellbeing and excellence.

STRATEGIES

- Year 1 Introduce focused supports and professional learning for teachers aligned within areas of TQS.
- Year 2 Expand evidence-based teaching practices.
- Year 3 Expand instructional coaching and collaborative learning models.
- Year 4 Evaluate, optimize, and celebrate excellence in teaching initiatives.

- Year 1 Develop a unified staff communications platform and processes.
- Year 2 Initiate skills and competency mapping for all staff.
- Year 3 Customize the CA Professional Learning Model to address role-specific needs and priorities.
- Year 4 Develop and launch performance architecture framework for professional growth aligned to the Teacher Quality Standard (TQS).

- Year 1 Strengthen leadership and management effectiveness to foster ongoing staff wellness and resilience.
- Year 2 Develop a supervisory leadership competency framework and leadership development scope and sequence.
- Year 3 Develop and launch leadership performance indicators and assessment model.
- Year 4 Explore opportunities for greater team collaboration.

GOAL FOUR

Organizational Practices Demonstrate Excellence and Sustainability

As we approach our 50th anniversary in 2031, we're focused on sustainability. Our fourth goal is to future-proof Calgary Academy through clear and efficient organizational practices, impactful parent engagement, and a culture of philanthropy.

OUTCOMES

Organizational practices foster clarity, alignment, and efficiency.

STRATEGIES

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| Year 1 | Initiate revised organizational design practices and monitor effectiveness. |
| Year 2 | Refine high-impact organizational design practices aligned to leading external benchmarks. |
| Year 3 | Launch a documentation and processes project to improve clarity and consistency in organizational practices. |
| Year 4 | Conduct an organizational design review process. |

Parent engagement is intentional and impactful.

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| Year 1 | Develop a family engagement roadmap. |
| Year 2 | Launch a "Parents as Partners" orientation program. |
| Year 3 | Strengthen community ties among staff, students, and families to reinforce shared values. |
| Year 4 | Explore development of a CA Job Shadow program. |

Philanthropy and advancement efforts fuel community and accelerate progress.

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| Year 1 | Develop a comprehensive approach to fundraising, relationship building, enrolment, and communications to move the organization forward. |
| Year 2 | Study recent graduates exploring their learning and career trajectories after attending CA. |
| Year 3 | Increase philanthropic support through donor and stakeholder-centred initiatives and demonstrated impact. |
| Year 4 | Expand capacity for fundraising and establish a diversified philanthropic program embedded into the organization. |



PERFORMANCE MEASURES

Results on progress made towards the 2025–2029 Strategic Plan will be reported annually in November in the Annual Education Results Report (AERR). These results will be 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: STUDENTS GROW AND THRIVE

OUTCOME 1: Students understand themselves as learners to achieve personal and academic performance.

- L** Percentage of students who understand how they learn best.
- 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.
- L** Percentage of staff satisfied with the in-school resources and support provided to address numeracy and literacy learning challenges.
- L** Number of students meeting the literacy and numeracy outcomes in the Alberta Education progressions.
- P** Provincial Achievement Tests results by writers as provided by Alberta Education.
- P** Diploma Examination results by writers as provided by Alberta Education.
- P** 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.

OUTCOME 2: Accessible learning and mental health supports meet the needs of students.

- L** Percentage of students, parents, and teachers who agree instruction meets the needs of each student.
- L** Teacher, parent, and student agreement that students have access to the appropriate supports and services at school.
- L** Staff, parent, and student agreement that students have access to mental health supports at school.
- 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.

OUTCOME 3: Students are resilient, empowered, and connected to their school culture and community.

- 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 students satisfied with their leadership opportunities.
- L** Percentage of students satisfied that they have a voice regarding their learning and student activities.
- L** Percentage of students who feel connected to their school culture and school community.
- L** Percentage of staff and parents satisfied with parents' involvement in the school community.
- L** Percentage of students who agree they have learned about First Nations, Métis, and Inuit perspectives.
- P** Teacher, parent and student agreement that students model the characteristics of active citizenship.



GOAL TWO: EXCEPTIONAL INSTRUCTIONAL DESIGN SHAPES STUDENT LEARNING.

OUTCOME 1: Instructional practices are clear, well-defined, and vertically aligned.

- Percentage of students, parents and staff who believe instructional practices are reflective of a culture of excellence.
- Percentage of students, parents, and staff who agree students and staff are engaged in learning at school.
- Percentage of students, parents, and teachers who agree student assessment information improves learning.

OUTCOME 2: Personalized instruction meets the strengths and needs of each student.

- Percentage of students, parents, and staff satisfied with their access to programs that meet student interests and needs.
- Student, parent and staff agreement that students have access to instruction that meets their needs.
- Percentage of students, parents, and staff who agree that teachers help students learn through engaging practices.
- Percentage of students and staff satisfied technology meets the needs of learners.
- Percentage of students who state they have had opportunities to engage in hands-on learning experiences.

OUTCOME 3: Consistent, intentional technology use supports staff needs and student outcomes.

- Percentage of students and staff satisfied technology meets the needs of learners.

GOAL THREE: EMPOWERED STAFF GROW AND STRIVE FOR EXCELLENCE

OUTCOME 1: Educators thrive in a culture of continuous learning and exemplary practice.

- Percentage of parent and staff who agree Calgary Academy strives for a culture of excellence and innovation in learning.
- Percentage of instructional staff and parents satisfied that the needs of students drive decision-making at the school.

OUTCOME 2: Staff are skilled professionals, empowered, and continuously learning.

- Percentage staff satisfied with their opportunity to engage in collaborative practices and/or professional learning.
- Percentage of staff satisfied with input into decisions that affect their workplace.
- Percentage of staff with the support given to create and implement their professional growth plans.
- Percentage of staff satisfied with the process used to help them maintain and improve their performance.
- Percentage of staff satisfied that their professional learning has positively impacted their ability to deliver on strategic priorities.

OUTCOME 3: Supervisory leaders create and support conditions for staff wellbeing and excellence.

- Percentage of staff who believe Calgary Academy offers a welcoming, safe and caring working and learning environment.
- Percentage of staff who feel satisfied the school provides a reasonable work/life balance environment.
- Percentage staff satisfied with their opportunity to engage in collaborative practices and/or professional learning.

GOAL FOUR: Organizational Practices Demonstrate Excellence and Sustainability

OUTCOME 1: Organizational practices foster clarity, alignment, and efficiency.

- Percentage of staff and parents who believe the school is governed effectively.
- Percentage of staff that agree resources are used equitably, effectively, and efficiently.
- Percentage of staff who understand and are satisfied with the operational priorities of Calgary Academy.
- Percentage of staff satisfied that Calgary Academy is a good place to work.

OUTCOME 2: Parent engagement is intentional and impactful.

- Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- Percentage of staff and parents satisfied with parents' involvement in the school community.
- Percentage of staff and parents satisfied that staff builds positive relationships with parents.

OUTCOME 3: Philanthropy and advancement efforts fuel community and accelerate progress.

- Percentage of staff satisfied that staff build partnerships within the school community and with the external community.



IMPLEMENTATION PLANS

Every strategy in the Strategic Plan is appointed a Most Responsible Person (MRP) by the President & CEO each year. MRPs are responsible for developing tailored action plans to implement over the school year to ensure that their respective strategy is achieved. Each Action Plan includes a budget and professional learning requirements. MRPs report progress in a mid-year update in January and late May as part of a year-end update. Adjustments are made to the following year's strategy, partly based on the MRP's mid-year update. This process is outlined in Calgary Academy's F-04 Accountability Framework Procedure.

Follow our journey to 2029:
calgaryacademy.com

