



2018 – 2021 STRATEGIC PLAN

Calgary Academy School – To The Next 35 Years

A strong history, a bright future.



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.

The Three-Year Education Plan for Calgary Academy commencing September 1, 2018 was prepared under the direction of the 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 Three-Year Education Plan for 2018 – 2021 on May 25, 2018.

Message from the Board Chair

We have travelled on an exciting journey together over the last few months as we generated our Strategic Plan. Dr. Bass and his staff have demonstrated great leadership and courage in executing such an exciting process that is so broad and inclusive. It has been very satisfying and enlightening, working hand-in-hand with our diverse stakeholders to collaboratively build the future of this great organization. Engaging with you over the past four months has been a pleasure, an honour, and a rewarding learning experience.

As we look to the next 35 years, I encourage you to seize the many opportunities that will arise from our new Strategic Plan. Whether your role is as a parent, a staff member, a former board member, a student, or a member of our diverse alumni, we need your talents and your support to achieve our goals for Calgary Academy. With such an ever-changing world, we need to ensure that we continue to make a lasting effect on the lives of our students and their families in our community.

My final message is to our students. Thank you for your contributions to this process. From the wonderful drawings and projects depicting "what makes my school special" and "what does learning look like at my best," to the many students who volunteered their time to join our strategic planning days to ensure the voice of our most important stakeholder was at the table, I hope this plan makes you confident that we are working in your best interests. You are the reason we are all here, and everything we do should be to make your learning experience the best it can be.

On behalf of the entire Board of Directors, I would like to express my fulsome endorsement of this process and offer my congratulations on an exciting new era for Calgary Academy.

Gary Purcell

BOARD CHAIR



We are all learners first,
continuously redefining what
is possible.

Message from the President/CEO

I am very pleased to present to you the 2018 – 2021 Calgary Academy Strategic Plan, co-created with over 200 stakeholders. Over the past four months, we've worked together to capture the amazing ideas from a very passionate group as we collaboratively chart the course for CA's next chapter. With a strong history forged by helping every student find success, we have gathered the insights and feedback from staff, parents, alumni, board members, community partners, and most importantly, students, to acknowledge that foundation and build upon it by setting bold ambitions for our school's future.

What a bright future it is. Our new four goals provide a holistic picture of how we can empower every student to surpass his or her potential. It maps a journey to ensure our staff continually strive for excellence, and that our instruction challenges convention and remains innovative. Perhaps the most exciting aspect is that our new goals also put to paper the promise that all decision-making from here on out will be student-focused, first and always.

Our beliefs incorporate our closely-held REACH principles, while also making bold declarations: staff, alongside students, will recognize we are all learners. Together, we will embrace an enthusiastic growth mindset as we push ourselves to continually improve. We also are embracing a new culture of trust and transparency, informed by strong stakeholder engagement. We will be learning and growing as a community going forward, and that will require we work together and support one another.

This Strategic Plan is a living, breathing roadmap to our future. It will be the driving force behind budget decisions in the coming years, ensuring we are allocating appropriate resources to our organizational priorities. It also will be the framework with which we measure success – for both our students, and our operations.

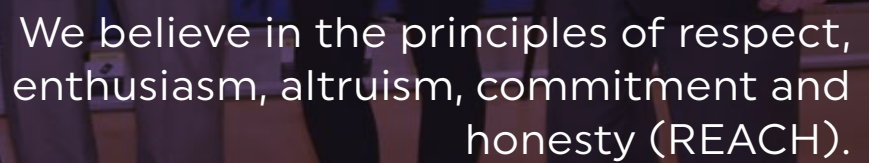
Our shared future includes every student getting what he or she needs to exceed their wildest expectations. It also includes empowered staff taking both calculated risks and advantage of the limitless opportunities before us. Calgary Academy's future is one where we will no longer be known as 'Calgary's Best-Kept Secret,' but as the 'Mayo Clinic of Education.'

Over the next three years, we have a lot of work to do to make good on this strategic plan. I can't wait to begin this journey, and I know that at the end of this plan, CA will be even better positioned to embrace, empower and unleash every learner's potential.

Thank you for your contributions so far, and your support moving forward.

Dr. Greg Bass

PRESIDENT AND CEO



GOAL ONE

Students surpass their potential.

OUTCOMES

Students are safe, healthy, confident, motivated, and engaged.

STRATEGIES

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| Year 1 | Design a continuum of supports model to be supported by a new multidisciplinary student services team. |
| Year 2 | Define a scope and sequence to address the differing needs of students from grades 1 to 12 (inclusive of REACH). |
| Year 3 | Build capacity of all staff to understand and implement the continuum of supports model. |

Students have access to educational programming and community resources that fuel learning.

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| Year 1 | Build capacity and develop a framework to allow for universally accessible classrooms (i.e. Universal Design for Learning, Understanding by Design, assistive technologies). |
| Year 2 | Increase the number of teachers employing authentic and project-based interdisciplinary teaching practices. |
| Year 3 | Build a network of community resources to support authentic and project-based learning. |

Students achieve their academic potential and acquire multiple literacies.

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| Year 1 | Develop and implement an assessment and communication of student learning framework to inform student learning, progress, and performance. |
| Year 2 | Build a scope and sequence for multiple literacies from grades 1 to 12. |
| Year 3 | Improve the use and application of data to inform student learning and achievement. |



We believe students must be at the center of all decision-making.



GOAL TWO

Staff strive for excellence.

OUTCOMES

Staff are valued, respected, engaged, and empowered.

STRATEGIES

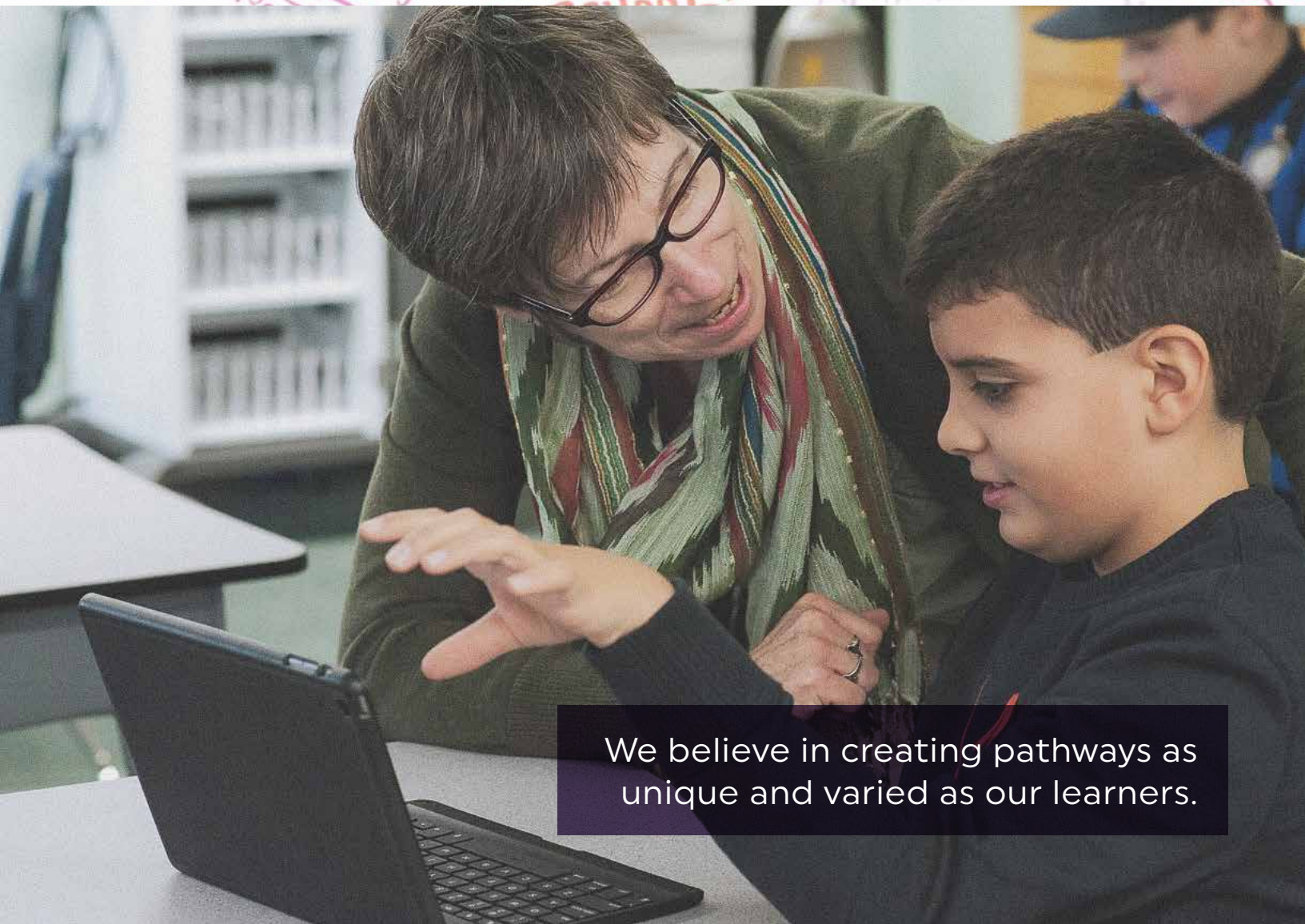
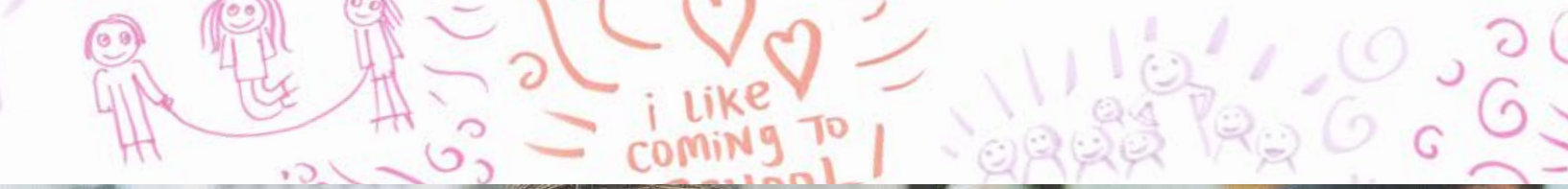
- Year 1 Restructure staffs' employment engagements and establish a "Terms of Employment" for all staff outlining the conditions, benefits, and relationship between employer and employee.
- Year 2 Establish an annual performance and review cycle to facilitate continuous growth and develop a comprehensive employee recognition and celebration framework.
- Year 3 Provide seed funding for innovative projects among all staff.

Staff learns continuously through mentorship, collaboration, and a variety of professional learning opportunities.

- Year 1 Develop a professional learning program for all staff that aligns to the strategic plan and balances self-directed, directed, internal, and external learning opportunities.
- Year 2 Develop a two-year onboarding program to ensure staff master foundational pedagogical practice and build a "refresher" for all existing staff to build capacity on strategic directions.
- Year 3 Formalize a model for professional learning communities, aimed at identifying and building best practice.

Staff builds professional connections at school and with the broader community.

- Year 1 Establish a school council to support parental involvement in the school community and to enhance student learning.
- Year 2 Develop a process for staff to build professional partnerships with the broader community.
- Year 3 Invest in web-portal solutions to provide one-stop-shop integrated technology for communications and collaboration, combined with a seamless interface for CA's supported learning technologies and business processes.



We believe in creating pathways as unique and varied as our learners.



GOAL THREE

Instruction is innovative and effective.

OUTCOMES

Instruction is personalized and has multiple pathways, meeting the needs of each student.

STRATEGIES

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| Year 1 | Craft a learning narrative and build a learning model, inclusive of the "CA Way". |
| Year 2 | Implement and build understanding of the learning model among all stakeholders. |
| Year 3 | Identify best practices in instructional methodologies and related accountabilities to drive excellence. |

Instructional practices are evidenced-based and effectively applied.

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| Year 1 | Develop a team to research and build capacity on effective instructional practices from leading learning organizations. |
| Year 2 | Establish benchmarks and data sets to be collected to assess instructional practices. |
| Year 3 | Provide seed funding for promising instructional practices among all staff. |

Instructional practices create a culture and reputation of excellence and innovation.

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| Year 1 | Review, recalibrate, and communicate the purpose of Headwater Learning Solutions and its relationship to Calgary Academy, and implement Year 1 of Business Plan. |
| Year 2 | Assess and recalibrate for ongoing implementation of the business plan, focused on building a reputation of excellence and innovation in learning. |
| Year 3 | Partner with universities to assess Calgary Academy's instructional practices and student achievement levels. |



GOAL FOUR

Decision-making reflects a student-centred approach.

OUTCOMES

Operational efficiencies, resource allocation, and technologies enhance learning.

STRATEGIES

- Year 1 Establish benchmarks and data sets to be collected to assess operational effectiveness.
- Year 2 Develop a technology roadmap, inclusive of a Bring Your Own Device strategy, to identify technological needs and guide future investment.
- Year 3 Review resource allocations for alignment to priorities and impact on students.

Shared leadership propels student success.

- Year 1 Create a new governance and leadership model that is transparent, participatory, and democratic, from the Board of Directors to the classroom level.
- Year 1 Implement an accountability framework to continuously monitor, assess, and communicate the effectiveness of the Strategic Plan.
- Year 2 Create a leadership development program for students and staff.

Facilities and infrastructure supports student needs.

- Year 1 Build a Master Facilities Plan to increase accessibility, security, and flexibility of current learning environment.
- Year 2 Develop a capital plan to guide future service offerings of Calgary Academy.
- Year 2 Launch a capital campaign to expand service offerings of Calgary Academy.



We believe foundational literacies are critical to deeper learning.



Performance Measures

GOAL ONE: STUDENTS SURPASS THEIR POTENTIAL

Outcome – Students are safe, healthy, confident, motivated, and engaged.

- (CA) Percentage of students who feel connected, confident, and resilient.
- (CA) Percentage of students, parents, and staff who agree students are engaged in learning.
- (CA) Percentage of students, parents, and staff who agree students and staff model the principles of REACH.
- (CA) Percentage of students who earn a REACH award.
- (CA) Attendance rate of students.
- (AE) Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.
- (AE) High school completion rate of students/FNMI students within three years of entering Grade 10.
- (AE) Annual drop-out rate of students/FNMI students ages 14 to 18.

Outcome – Students have access to educational programming and community resources that fuel learning.

- (CA) Percentage of staff who understand and use authentic and project-based learning.
- (CA) Percentage of students and parents who agree that teachers help students learn through engaging practices.
- (CA) Percentage of students, parents, and staff satisfied with their access to programs that meet student interests and needs.
- (CA) Student retention rate.
- (AE) Overall teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, careers, technology, and health and physical education.

Outcome – Students achieve their academic potential and acquire multiple literacies.

- (CA) Percentage of students meeting the goals of their individual program/personalized learning plan.
- (CA) Percentage of students, parents, and teachers who agree student assessment information improves learning.
- (CA) Percentage of students, parents, and staff who agree students are demonstrating multiple literacies.
- (CA) Percentage of students who agree they have learned about First Nations, Métis and Inuit perspectives.
- (AE) Overall percentage of students/FNMI students in Grades 6 and 9 who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests and Diploma Examinations.
- (AE) Percentage of students/FNMI students writing four or more diploma exams within three years of entering Grade 10.
- (AE) Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
- (AE) Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

GOAL TWO: STAFF STRIVES FOR EXCELLENCE

Outcome – Staff are valued, respected, engaged, and empowered.

- (CA) Percentage of staff satisfied that respectful relationships are encouraged amongst all staff and that they are treated fairly.
- (CA) Percentage of staff who feel valued as a contributing member of Calgary Academy's learning community.
- (CA) Percentage of staff exceeding their performance standards.
- (CA) Percentage of staff who feel satisfied the school provides a reasonable work/life balance environment.
- (CA) Percentage of staff retained after one, three, five and 10 years.
- (CA) Staff attendance rate.

Outcome – Staff learn continuously through mentorship, collaboration, and a variety of professional learning opportunities.

- (CA) Percentage of staff satisfied with their opportunity to engage in collaborative practices and/or professional learning.
- (CA) Percentage of staff satisfied that their professional learning has positively impacted their instructional and/or organizational effectiveness.
- (CA) Percentage of staff who have met the goals of their professional learning plans.

Outcome – Staff build professional connections at school and with the broader community.

- (CA) Percentage of staff and parents satisfied that staff build positive relationships with parents.
- (CA) Percentage of staff satisfied that staff build partnerships within the school community and with the external community.
- (CA) Percentage of staff and parents satisfied with parents' involvement in the school community.
- (CA) Number of formalized partnerships with Calgary Academy.

GOAL THREE: INSTRUCTION IS INNOVATIVE AND EFFECTIVE

Outcome – Instruction is personalized and has multiple pathways, meeting the needs of each student.

- (CA) Percentage of students, parents, and teachers who agree instruction meets the needs of each student.
- (CA) Percentage of teachers who understand and employ CA's learning model.
- (CA) Adoption rate of CA's learning model.
- (CA) Percentage of students who feel they are inspired to learn.
- (AE) High school to post-secondary transition rate of students/FNMI within six years of entering Grade 10.
- (AE) Percentage of learning disabled and Grade 12 students/FNMI eligible for a Rutherford Scholarship.

Outcome – Instructional practices are evidenced-based and effectively applied.

- (CA) Percentage of teachers who effectively use evidenced-based instructional practices to improve learning for all students.
- (CA) Percentage of teachers who agree balanced student assessment information is used to help to improve instruction.
- (CA) Percentage of stakeholders who agree that they can access research-based best practices.

Outcome – Instructional practices create a culture and reputation of excellence and innovation.

- (CA) Percentage of students, parents, and staff who believe instructional practices are reflective of a culture of excellence.
- (CA) Percentage of students, parents, and staff satisfied that excellence and innovation in learning are celebrated.
- (AE) Overall teacher, parent, student satisfaction with the overall quality of basic education.

GOAL FOUR: DECISION-MAKING REFLECTS A STUDENT-CENTRED APPROACH

Outcome – Operational efficiencies, resource allocation, and technologies enhance learning.

- (CA) Percentage of staff who understand and are satisfied with the operational priorities of Calgary Academy.
- (CA) Percentage of staff who understand Headwater Learning Solutions' mandate and how it impacts CA.
- (CA) Percentage of staff who agree resources are used equitably, effectively, and efficiently.
- (CA) Percentage of students and staff satisfied that the technologies available are meeting the needs of learners.
- (AE) Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same within the last three years.

Outcome – Shared leadership propels student success.

- (CA) Percentage of staff and parents satisfied that the needs of students drive decision-making at the school.
- (CA) Percentage of students and staff satisfied with their involvement in school/workplace decision-making.
- (CA) Percentage of students and staff satisfied with their leadership opportunities.
- (AE) Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

Outcome – Facilities and infrastructure supports student needs.

- (CA) Percentage of students, parents, and staff who believe Calgary Academy offers a welcoming, safe and caring learning environment.
- (CA) Percentage of students, parents, and staff who agree the learning environment engages students in the learning process.
- (CA) Percentage of people who feel that the learning spaces encourage active, collaborative and personalized learning.


Glossary of Terms

TERM	DEFINITION
AE	Alberta Education Accountability Pillars
Assistive Technology	Assistive Technology for Learning (ATL) includes the devices, media and services used in learning environments to overcome barriers for students with physical, sensory, cognitive, speech, learning or behavioral special needs to actively engage in learning and to achieve their individual learning goals.
Authentic Learning	Learning designed to be meaningful and personally relevant to students. Authenticity includes experiences that make an impact on others, apply tools and techniques used in the world beyond school, are contextually authentic, or are connected to students' personal interests, issues, and concerns.
Balanced Assessment	A blend of formative and summative assessment types.
Continuum of Supports	A scaffolded support model that supports and challenges every learner so that he or she gets what they need for learning.
FNMI	First Nations, Métis and Inuit
Foundational Pedagogical Practices	Instructional practices fostered by an organization that are routinely employed in classrooms.
Multiple Literacies	A combination of attitudes, skills and knowledge that students develop and apply for successful learning, living and working. Alberta's curriculum promotes development of the following literacies/competencies: critical thinking, problem-solving, managing information, creativity and innovation, communication, collaboration, cultural and global citizenship, personal growth and well-being.
Project-Based Learning	A systematic teaching method that engages students in deep learning of curriculum knowledge and skills through an extended, student influenced, scaffolded, and disciplined inquiry process. PBL is structured around solving a challenging question or problem. Features of PBL include intellectual challenge, authenticity, student choice and voice, collaboration, project management, reflection, and developing a public product for a real audience.
Learners	All members of our community, including, students, parents, teachers, support staff, administrators, board, and community members.
Learning Model	A graphical representation of the evidence-based theoretical and strategic principles that support improved learning for all Calgary Academy learners.
Learning Narrative	A written narrative that defines the school's vision and encompasses programming, purpose, pedagogy, community, and more.

TERM

DEFINITION

Personalized Learning	Refers to learning experiences that are tailored for each student's strengths, needs, and interests. In an environment that is fully personalized, learners actively participate in the design of their learning. The learning objective as well as the method and pace may vary.
Professional Learning	Training or education to help improve professional knowledge, skill and effectiveness.
Professional Partnerships	Formal or informal agreements made between representatives of Calgary Academy and other organizations.
Resilience	The process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress.
Resource Allocation	A system that allows fair allocations of time and money to be made to projects, priorities and departments within the organization.
Student Engagement	The extent to which students identify with and value schooling outcomes, have a sense of belonging at school, participate in academic and non-academic activities, strive to meet formal requirements of schooling, and make a serious personal investment in learning.
Understanding by Design (UbD)	A conceptual framework and planning approach that integrates backward design, starting with the desired results in mind and designing instruction to that end. UbD applies essential questions and enduring understandings to promote transferability and uncoverage (deep learning).
Universal Design for Learning (UDL)	An instructional approach to meet the diverse needs of every student while lowering or eliminating the barriers students face. UDL principles provide flexible, rather than one-size-fits-all, learning experiences. With UDL, goals, methods, materials, and assessments are adjusted to reflect multiple means of representation, action/expression, and engagement.
Universally-Accessible Classrooms	An approach to teaching aimed at meeting the needs of every student in a classroom. It can be helpful for all students, including those with learning and attention issues



We believe in engaging richly with
our families and our community.



We believe transparency and clarity of communication are critical for a healthy culture.

Next Steps

action plan development

Budget development & deliberation

establishing baseline measures

Defining accountability framework

THIS IS THE HEARTBEAT OF WHAT WE'RE DOING

There are important days ahead

STRATEGIC PLAN



Mission



We believe collaborative and distributed leadership across all areas of Calgary Academy will best serve the needs of our community.

THANK YOU TO OUR CO-CREATORS

Students, staff, parents, board members, alumni and community partners shared in the development of this Strategic Plan.



Akum V.	Christine G.	Irina D.	Karen M.	Marion S.	Rohan K.
Alison T.	Colleen F.	Isobel D.	Karen S.	Mark S.	Roxanne M.
Allan O.	Colleen H.	Isobella W.	Kari J.	Mark S.	Sara C.
Angela S.	Colson P.	Jack M.	Karim D.	Markus G.	Sarah H.
Ann-Frances M.	Dana B.	Jackie M.	Karri J.	Marla V.	Sarah H.
Anna D.	Darcie T.	Jaclyn D.	Kate S.	Mary B.	Sarah J.
Anna J.	Darren C.	Jacob A.	Katherine L.	Maureen K.	Sarah-Rae K.
Annette M.	Dave R.	Jake S.	Kathryn C.	Maureen S.	Sean C.
Annick D.	Dean B.	Jamie G.	Kathy P.	Meghan I.	Sean S.
Ashlee F.	Dean S.	Jamie L.	Katrina T.	Melissa G.	Shainoor A.
Ashley H.	Deborah G.	Jane M.	Keeley C.	Melissa H.	Sheena R.
Becca B.	Desiree B.	Jane R.	Keith M.	Michael G.	Sheryl W.
Betty B.	Diane D.	Janet L.	Kim M.	Michelle A.	Shira M.
Betty L.	Don A.	Janet M.	Kim P.	Michelle D.	Stacie S.
Bev S.	Dorothy H.	Jason F.	Kirsta P.	Michelle H.	Steve P.
Bob R.	Doug M.	Jason M.	Kris M.	Mike R.	Talfryn J.
Bob T.	Doug R.	Jeff M.	Kristen F.	Morgan S.	Thomas D.
Brandy C.	Drew C.	Jenn F.	Kristine L.	Natalie V.	Tienneke C.
Bri B.	Elizabeth L.	Jenna C.	Kristy W.	Neil D.	Tim C.
Brian W.	Elizabeth M.	Jenna C.	Lana D.	Neil F.	Tina M.
Bronwyn H.	Elizabeth P.	Jennifer S.	Lanny D.	Nick P.	Tina S.
Caleb H.	Erika B.	Jessica R.	Lawrence L.	Nicole S.	Tisha H.
Cameron M.	Faith G.	Jessie H.	Leigh-Anne L.	Nona C.	Tony T.
Carla A.	Gabrielle W.	Jill R.	Lin W.	Pat G.	Tracy S.
Cathie T.	Gary P.	Jim G.	Lindsey M.	Patricia F.	Trudy B.
Chad M.	Geoff M.	Joanna E.	Liz B.	Patrick L.	Vicki C.
Charles B.	Geoff M.	Jodi G.	Liz T.	Patti G.	Victoria B.
Charles L.	Gord D.	John H.	Lorne H.	Paula C.	Victoria N.
Chris F.	Graham D.	John L.	Lorrie G.	Paula M.	Vince V.
Chris M.	Greg B.	John S.	Louise D.	Poonam G.	
Christie A.	Greg G.	Julia D.	Lynn M.	Rebecca G.	
Christie G.	Heather B.	Jytte M.	Maninee G.	Reynoudt J.	
Christine A.	Hugo I.	Karen G.	Marion B.	Rod F.	



1677 93 St SW, Calgary, AB T3H 0R3
403.686.6444