

The Calgary Society for Effective Education of Learning Disabled
Three-Year Education Plan for the Period 2008/09 to 20010/11.

Accountability Statement: The Calgary Society for Effective Education of Learning Disabled (Calgary Academy/Calgary Academy Collegiate) education plan for the three year commencing September 1, 2008 was prepared under the direction of the Board of Governors in accordance with responsibilities under the School Act and the Government Accountability Act. This Education Plan was developed in the context of the provincial government's business and fiscal plans, including Alberta Education's Business Plan. The Board is committed to achieving the results laid out in this plan.

Foundation Statements.

Vision: Calgary Academy will be recognized internationally as an educational centre of excellence for the development of instructional delivery systems and innovative programming.

Mission: To provide unique educational opportunities for children with specific learning difficulties to achieve personal success through the development of individualized learning strategies in a supportive and caring environment.

Profile: Calgary Academy (Comprehensive Program) provides educational services to children with specific learning difficulties.

Calgary Academy ([Collegiate] – Transition Program) provides educational services to students who can manage grade level curriculum but who would benefit from further development of independent and advanced learning strategies.

Goal 1: High Quality Learning Opportunities for All

Outcome: Calgary Academy/Calgary Academy Collegiate provides a safe and caring environment for students.

Performance Measure	Current Result
Teacher, parent and student agreement that students are safe at school, learning the importance of caring for others and are treated fairly at school.	96%

Strategies: Continue to reinforce with teachers and students; the REACH principles of Respect, Enthusiasm, Altruism, Commitment and Honesty and the need to work collaboratively to ensure a safe, secure and predictable learning environment.

Outcome: Calgary Academy/Calgary Academy Collegiate meets the needs of its students, society and the economy.

Performance Measure	Current Result
Teacher, parent and student satisfaction with opportunity to receive a broad program of studies, including fine arts, career, technology and health and physical education.	96 %
Teacher and parent satisfaction with the overall quality of education.	97%
Teacher parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students at Calgary Academy.	97%

Strategies: To continue to offer a broad program of studies that is focused on helping each student achieve academic success, develop independent work habits, further enhance their pro-social skills and build self-esteem.

Continue to solicit input from teachers and parents as to “how” Calgary Academy can continually improve the overall quality of the learning experience at Calgary Academy.

To continue to allocate the baseline and Student Health Partnership resources necessary to ensure that students and families have timely access to an array of support services including Speech, Occupational Therapy, Assessment and Counseling.

Outcome: Children at risk have their needs addressed through effective programs and supports.

Performance Measure	Current Result
Annual high school drop out rate student aged 14 to 18	< 1%
High school completion rate for students who attended Calgary Academy grades 10 to 12	> 98%
Teachers, parent and students who agree that programs for children at risk are easy to access and timely	96%

Strategy: Continue to provide comprehensive academic, social and emotional support to all CA/CAC students and their families in a timely fashion.

Outcome: Students Complete Programs

Performance Measure	Current Result
High school completion rate of students within three years for students starting and finishing high school at Calgary Academy	>97%

Strategy: Continue to match student learning aptitudes, interests and abilities to a course of study in High School that will enable success and the opportunity to pursue post-secondary studies

Calgary Academy parents that do not have access to the **internet** may contact Carol

Performance Measure:(Grades 3,6,9 Comprehensive Program)	Last Actual 05/06
Results are available online at:	http:// www.education.gov.ab.ca/k_12/testing

Warrick at (403) 686 6601 to request a printed hard copy.

Calgary Academy Performance Targets (Comprehensive Program): Grade 3: As we analyze our data for Language Arts & Mathematics for Calgary Academy students, we see considerable variability over time which we believe reflects the changing profiles of individual students within a class. Calgary Academy is committed to maximizing individual student performance and sets specific targets for individual students which are reflected in their **Individual Program Plans**. Setting a group target for a student population comprised of students with variable and individual remedial needs and whose starting skills vary dramatically year over year, is inappropriate.

Grade 6: As we analyze our data for Language Arts, Mathematics, Social Studies and Science for Calgary Academy students, we see considerable variability over time which we believe reflects the changing profiles of individual students within the classes. Calgary Academy is committed to maximizing individual student performance and sets specific targets for individual students which are reflected in their **Individual Program Plans**. Setting a group target for a student population comprised of students with variable and individual remedial needs and whose starting skills vary dramatically year over year is inappropriate.

Grade 9: As we analyze our data for Language Arts, Mathematics, Social Studies and Science for Calgary Academy students, we see considerable variability over time which we believe reflects the changing profiles of individual students within the classes. Calgary Academy is committed to maximizing individual student performance and sets specific targets for individual students which are reflected in their **Individual Program Plans**. Setting a group target for a student population comprised of students with variable and individual remedial needs and whose starting skills vary dramatically year over year is inappropriate.

Calgary Academy (Collegiate) Transition Program Achievement Test Results

A=Acceptable

E=Standard of Excellence

<u>Grade 6</u>	Actual 06/07 A/E	Target 08/09	Target 09/10	Target 10/11
CA Language Arts	100/11.5	90/10	90/10	90/10
<i>Province</i>	80.3/19.8			
CA Mathematics	100/0	90/10	90/10	90/10
<i>Province</i>	73.3/14.4			
CA Science	100/33.3	90/10	90/10	90/10
<i>Province</i>	74.7/26.8			
CA Social Studies	100/11.1	90/10	90/10	90/10
<i>Province</i>	77/22.7			

<u>Grade 9</u>	Actual 06/07 A/E	Target 07/08	Target 08/09	Target 09/10
CA Language Arts	100/53.8	90/10	90/10	90/10
<i>Province</i>	77.5/14.8			
CA Mathematics	100/23.1	90/10	90/10	90/10
<i>Province</i>	65.2/17.8			
CA Science	100/38.5	90/10	90/10	90/10
<i>Province</i>	68.8/14.6			
CA Social Studies	100/53.8	90/10	90/10	90/10
<i>Province</i>	70.6/19.0			

Strategies: For students in Grades 2 to 9 at Calgary Academy (**Comprehensive Program**) we will continue to allocate the instructional resources necessary to address their individual learning needs and make adaptations to the curriculum, as required, to ensure ongoing academic progress. Additional time and resources will be allocated to instruction in reading, writing and arithmetic to maximize student acquisition and fluency with the core skills required for success across academic domains. Moreover, where appropriate, the school will provide the direct remedial instruction and instructional accommodations required to assist students to acquire and demonstrate their skills and learning potential.

Strategies: For students in Grades 4 to 9 at Calgary Academy (**Collegiate)-Transition Program**) we will continue to provide additional focus on the types of learning experiences that lead to the development of independence in learners. Moreover, more focused time will be spent on activities that assist students in the development of the critical thinking skills and other advanced learning strategies that will help them maximize their success in any learning environment.

Diploma Examination Mark - (Comprehensive Program) 100% of students in this CA program are students with specific learning difficulties. The provincial comparison group includes the provinces assumption of, at most, 10%, students with learning difficulties.

A= Acceptable E=Excellence

Subject	Actual 06/07 A/E	Target 07/08	Target 08/09	Target 09/10
CA English 30-1	100/9.5	90/10	90/10	90/10
<i>Province</i>	97.1/21.7			
CA Eng 30-2	93.3/0	90/5	90/5	90/5
<i>Province</i>	95.7/5.8			
CA Soc. St. 30	100/15.4	90/10	90/10	90/10
<i>Province</i>	97/26.4			
CA Soc St 33	100/0	90/5	90/5	90/5
<i>Province</i>	93.8/13.0			
CA P. Math 30	94.1/8.8	90/5	90/5	90/5
<i>Province</i>	91.7/28.7			
Applied Math 30	73.3/0	70/5	70/5	70/5
<i>Province</i>	89.9/10.8			
Biology 30	92.3/3.8	90/5	90/5	90/5
<i>Province</i>	93.6/30.5			
Chemistry 30	100/17.9	90/10	90/10	90/10
<i>Province</i>	95.5/37.2			
Physics 30	100/41.7	90/10	90/10	90/10
<i>Province</i>	94.5/34.4			

Calgary Academy [Collegiate] Diploma Examination Mark (**Transition Program**) This CA group includes scores only of those students without a diagnosed learning difficulty.

Subject	Actual 06/07 A/E	Target 07/08	Target 08/09	Target 09/10
CA English 30-1	100/55.6	90/10	90/10	90/10
<i>Province</i>	97.7/21.7			
CA Soc St 30	100/33.3			
<i>Province</i>	97/26.4			
CA P. Math 30	100/12.5			
<i>Province</i>	91.7/28.7			
Biology 30	NA			
<i>Province</i>	93.6/30.5			
Chemistry 30	100/33.3			
<i>Province</i>	95.1/36.2			
Physics 30*	NA			
<i>Province</i>	94.5/34.4			

* Not enough students taking the course to be considered statistically significant

Strategies: For students in Grade 12 in Calgary Academy (**Comprehensive Program**)

Calgary Academy will continue to allocate the instructional resources necessary to address their individual learning needs and make adaptations to the curriculum as required to ensure ongoing academic progress. Additional time and resources will be allocated to instruction in reading, writing and arithmetic to maximize student acquisition and fluency with the core skills required for success across academic domains. Moreover, where appropriate, the school will provide the direct remedial instruction and instructional accommodations required to assist students in acquiring and demonstrating their skills and learning potential. Based on a comparison of academic success in Semester vs. Non-Semester courses we will try to accommodate all students in Non-Semester courses.

Strategies: Discrete data for students in the Calgary Academy (Collegiate – Transition Program) has not been available for a long enough period of time to allow for meaningful year to year comparison. Regardless, Calgary Academy will monitor the instructional time allocation for Pure Mathematics 30, Biology 30, Chemistry 30 and Physics 30, as well as time spent in activities that support direction instruction (i.e. labs). Based on a comparison of academic success in Semester vs. Non-Semester courses we will try to accommodate all students in Non-Semester courses.

Outcome: Learners demonstrate high standards

Performance Measure	Last Actual Comprehensive	Last Actual Transition
Percentage of students who have written four or more diploma exams by the end of their third year at high school	71.4 %	100%
Percentage of students who meet the Rutherford Scholarship eligibility criteria	27.9%	60%

[Please note these statistics are provided by the province and may include students that left Calgary Academy in Grade 10 & 11.](#)

Strategies: Calgary Academy will continue to encourage students to focus their studies on areas of study that lead to a high school diploma and those areas of academic strength that they have the aptitude, interest and ability to pursue at a post-secondary level.

Outcome: Learners are well prepared for lifelong learning.

Performance Measure	Current Prov. Comp. Prog.	CA Survey Comp. Prog.	Current Prov. Trans. Prog.	CA Survey Trans
High school to post-secondary transition within four years of entering Grade 10	39 %	83%	35.4%	92%
Percentage of teachers and parents satisfied that high school graduates are prepared for lifelong learning	97 %	97%	97%	97%

These statistics provided by the province may include students who left Calgary Academy in Grades 10 & 11. Moreover, they **do not** include students who left the province to study in other provinces or abroad. Thus, the provincial percentages are **not** an accurate reflection of the Calgary Academy demographic group.

The last analysis performed by Calgary Academy suggests that 83% of comprehensive and 92% of transition students attend post secondary within a year of completing of Grade 12.

Strategies: Calgary Academy will continue to provide Career Counseling, including preparation of comprehensive career profiles that match student aptitudes, interests and abilities to all of the High School students. Moreover, we will continue to help students explore post-secondary opportunities across Canada and abroad.

Strategy: Calgary Academy will continue to offer its students the course selection and academic support they require to successfully complete high school.

Outcome: Calgary Academy students are well prepared for employment.

Performance Measure	Current Result
Teacher and parent acknowledgement that students are taught attitudes and behaviors that will make them successful at work when they finish school	96%

Strategy: Continue to provide students progress reports that include feedback on their development of skills valued by employers that were identified in surveys of Canadian employers.

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Current Result
Teacher, parent and student agreement that students are encouraged to model the characteristics of active citizenship.	99%

Strategy: Continue to reinforce the REACH principles (Respect, Enthusiasm, Altruism, Commitment and Honesty) through meaningful and predictable feedback to students and by recognizing students with the Dean’s Award)

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: Calgary Academy demonstrates effective working relationships with partners and stakeholders

Performance Measure	Current Result
Teacher and parent satisfaction with parental involvement in decisions about their child’s education.	97%

Strategy: Continue to hold regular Individual Program Plan meetings and Parent Teacher Conferences to discuss student progress.

Outcome: The jurisdiction demonstrates leadership and continuous improvement.

Performance Measure	Current Result
Percentage of teachers and parents indicating that Calgary Academy has improved or stayed the same over the past three years.	94%
Percentage of teachers reporting that in the past three years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional development.	99%

- Strategies:**
- 1) Continue to solicit input from parents and staff on how to improve Calgary Academy.
 - 2) Continue to provide teachers regular professional development that is focused on assisting them in the further development of skills required to maximize student success.
 - 3) Continue to provide teachers opportunities to attend conferences, seminars and workshops in areas of academic interest and desired professional growth.
 - 4) Continue to financially support teachers in their quest to upgrade their academic qualification.

Financial Planning

Guiding principle used for financial planning: Calgary Academy budgets so that Provincial Grants and Parents Fees pay all **anticipated** Salaries/Benefits and Cost of Operations

Revenue	Actual 2006 -2007	Budget 2007 - 2008
Government Grants	\$ 5, 765, 871	\$ 6, 098, 653
Parent Fees	<u>8, 307, 556</u>	<u>8, 457, 128</u>
Total	14, 073, 427	14, 555, 781
Expenses		
Salaries & Benefits	9, 810, 420	10,426,639
Cost of Operations	<u>4, 022, 975</u>	<u>3,960,800</u>
Total	13, 833, 395	14, 387, 439
Revenue – Expenses	\$ 240, 032	168, 392

During 2005-2006 Calgary Academy received donations of \$ 214,123, had revenue from Inlets \$ 895,518 and earned \$ 392,631 in interest which resulted in a Net * Excess of Revenue over expenses of \$ 1,502,272

Calgary Academy expects that during 2007-2008 school year it will Fund Raise or be the beneficiary of \$ 250, 000 in Gifts and Donations and may earn \$ 300 000 in interest which may result in a *Net Excess of Revenue over Expenses of \$ 718, 392.

Information on how to access the Budget Report Form that Calgary Academy submits to Alberta Education may be obtained from Cathie Toovey at 686-6444 ext. 480.

A copy of this Three-Year Education Plan and the 2005/2006 AERR for The Calgary Society for Effective Education of Learning Disabled may be found on the Calgary Academy website: www.calgaryacademy.com.

Notice that these reports are available on-line will be placed in the June Student Progress reports that are mailed to every Calgary Academy parent.