

THE THIRD ACADEMY

For Children With Special Needs

Designated Special Education Private School

THREE YEAR EDUCATION PLAN

(2006/2007 – 2007/2008 – 2008/2009)

Calgary

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THE THIRD ACADEMY RESPONSIBILITY

The Education Plan for (The Third Academy International Ltd.) for the three years commencing September 1, 2006 was prepared under the direction of The Third Academy Board of Directors in accordance with the responsibilities specified in the *School Act, the Government Accountability Act*, Alberta Education Policy 2.1.1 (“Accountability in Education: School Authority Accountability”) and the provincial government’s accounting policies. The Board of Directors is committed to using the results in this report, to the best of our abilities, to improve the quality of education for students in our authorities. We will use the results to develop sound strategies for our three year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self reliant, responsible, caring and contributing members of society.

Chairman, Board of Directors

Chief Executive Officer

COMMUNICATION OF THE PLAN

This plan will be communicated to parents and to the school community in the following ways:

- *A link to the plan will be placed on the school website.*
- *A copy of the plan will be placed on the Parent Council Notice Board at the school.*
- *The plan will be available upon request at the school administration office.*

"Whatever diminishes the child's self has no place in education.

Humiliation, degradation, and failure are destructive to self

Whatever makes the self smaller or weaker is not just bad for mental health;

It undermines confidence and produces fear and withdrawal.

It cuts down freedom of movement, the possibility of intelligent behavior."

Arthur W. Coombs

PHILOSOPHY

- *The Third Academy takes a holistic, comprehensive approach to special education based on the premise that no special need is disconnected from a variety of influences that go beyond the cognitive. All physical, spiritual, psychological, emotional and social influences must be considered in order to successfully meet the needs of each student.*

VISION

- *The best learning system for special needs students.*

MISSION STATEMENT

- *To provide quality education by creating a positive, success oriented learning environment for children with special needs.*

OUR PRINCIPLES AND BELIEFS

- *Children with special needs are capable of learning.*
- *Programs meet the academic, physical, social, aesthetic and emotional needs of our children.*
- *Parents and families are the primary source of support for students in our care.*
- *Caring, dedicated, highly qualified, experienced professionals and support staff is the keys to meeting student needs and population requirements.*

THE THIRD ACADEMY PROFILE

The Third Academy, a private school for children with special needs opened its doors on September 1, 1997. As an educational facility, it meets all of the requirements specified in the School Act, Department of Education Act, and Private School regulations. The Third Academy offers an opportunity of a full time, skill-building education and remediation program for students with mild/moderate and severe disabilities.

Operated as a not for profit organization, this academy has brought on stream a much needed facility to meet the growing needs of children with special education needs as defined in special education documents of Alberta Education, and compliments the services already provided by other DSEPS in Alberta. Application for acquiring a charitable organization under the Federal Charities Act was made and approved.

The Academy currently caters to the needs of students in grades one through twelve. To deal with increased growth, multi-campus programs are offered in two satellite schools operating out of Red Deer and Lethbridge. Future goals include securing a long-term lease or owning our own facility in Calgary to ensure sustainability of the Academy for many years to come.

WHY THE PROGRAM?

Over the last few years much has been said in the media about education in general and the inability of existing school systems throughout the Province to meet the needs of children with special needs. Specifically, the media has been rather critical about the way the public schools have provided services for special needs. In the past few years, because of funding restraints in this province, many programs have been drastically reduced or eliminated altogether. Hence, parents of children with special needs are looking for alternatives that will meet the needs of their children. Statistics show that there are hundreds of identified special needs students that are still receiving instruction in a conventional setting. The Third Academy provides a viable alternative to service special needs students in Alberta.

Partnerships/ Sponsorships

The Third Academy welcomes partnerships from individuals and corporations as well as encourages liaison with other agencies including school boards, universities, other private schools, hospital, community organizations and groups as well as government departments. The Academy has a financial assistance program (The Gift of Literacy), to help students whose parents/ guardians are unable to pay the required fees as well as to raise funds for the long term sustainability of the Academy. A building project (The Legacy Project) has been established with the goal of creating a permanent home for The Third Academy.

The Program

The major focus shall be to provide a well balanced, individualized and intensive program aimed at integrating the students back into their neighborhood, community school as quickly as possible. It is anticipated that many of the students should be able to accomplish this within two to three years of instruction at the Academy. During this period they are expected to have well developed

- *Skills in Language Arts and Mathematics at grade age equivalent as consistent with intellectual potential.*
- *A thorough understanding of their learning problems.*
- *Abilities to apply strategies that would enable them to effectively compensate for their learning difficulties.*
- *Study skills, organizational skills, planning and time-management skills.*
- *Self-esteem and confidence that will enable them to successfully adjust both socially and emotionally in an integrated regular classroom environment.*

The Third Academy believes that students with special needs require an educational plan that builds on their strengths while compensating for their area of disability. Their individual program plan shall reflect this. Typically, the programs for the student with a special need shall include, but is not limited to, one or more of the following:

- *Direct remedial, corrective, individualized, skill-building and tutorial instruction.*
- *Adapted, modified, or supplementary curriculum and materials.*
- *Alternative instructional and/or evaluation strategies, including adjudicated provincial achievement tests.*
- *Use of specialized equipment, including computers and other audio-visual technology, social skills training.*
- *Development of self-concept.*
- *Learning strategies for classroom setting or independent learning.*
- *Although direct instruction using multi-modality shall be employed as a teaching methodology, because of individual needs and differences in learning styles of the students, an eclectic approach will certainly be an important aspect of the staff employed by the Academy*

Staffing

At The Third Academy, there is one certified teacher for every 10 full-time students. In addition there are specifically trained instructional assistants assigned where students needs require this supplementary support.

Teachers hired to work with students with special needs shall have qualifications that will include advanced course work and training in special education and /or experience working in the special needs field. Instructional staff will demonstrate skills in:

- *Specialized instructional and remedial strategies, technologies, materials and curricular adaptations.*
- *Social and self-concept skills development and behavior management.*
- *Co-operative planning, exemplary communication skills and collaborative consultation.*
- *Assessment, classroom management and motivation.*

Instructional Assistants working with students with special needs shall have sufficient skills and training for the duties they are assigned, including, but not limited to:

- *An understanding of learning disabilities.*
- *Collaborative and communication skills.*
- *Strategies for motivating students.*
- *Behavior management skills.*

Chartered Psychologists are based on-site in The Third Academy Diagnostic Assessment Centre and Speech Language Pathologists, Speech Language/ Occupational Therapy Assistant are located at both the Calgary and Lethbridge Campuses.

Transportation

Approximately half of the students are transported to school in Calgary on a fleet of eight busses. This service is provided at cost, door to door, due to the nature of the students. School begins at 8.30pm, and closes at 3.30pm. The remaining students are dropped off by parents, take public transport or simply walk to The Third Academy.

Issues and Trends

The Board of Directors of The Third Academy recognizes that “Education is Complex.” Improving the education system requires planned effort in a variety of priority areas. Albertans expect the provincial government and school authorities to make continuous improvements to ensure our young people acquire the necessary knowledge, skills and attitudes they need for work, further studies and for citizenship. Albertans also expect the education system to use resources effectively and efficiently, while meeting student needs.”

Private school authority education plans and results reports:

- *Specify students learning priorities.*
- *Guide decision- making and budgeting.*
- *Meet provincial requirements and local needs.*
- *Ensure continuous improvements to education.*
- *Inform parents about the quality of education, successes, and priorities for improvement.*

The Board also recognizes the importance of the involvement of school personnel, parents, and members of the school community. This is consistent with our motto that indicates that **”Together We Make The Difference”**.

For the next three years, the following are major issues and trends that must be resolved if The Third Academy has to survive on a long - term basis:

- Implementation of effective methods of securing Government funding to meet the needs of all of our student population
- Implementation of effective methods of dealing with delinquent accounts.
- Implementation of effective methods of creating a positive cash flow and reporting a balanced budget.
- Establish a permanent site for The Third Academy in Calgary.
- Implement effective methods of raising funds for the Gift of Literacy program.
- Implement effective methods of raising funds for The Legacy program (Building fund).

BUDGET HIGHLIGHTS

| | 2005/2006 BUDGET | 2005/2006 BUDGET | Contextual Information: |
|---|------------------------------------|-----------------------------|--|
| | Amount | Percentage | <ul style="list-style-type: none"> • How the Budget Supports the Education Plan • How resources are allocated to programs • Guiding principles used in financial planning • Key changes since previous year |
| REVENUE SUMMARY | | | |
| Alberta Government | 2,349,624 | 51% | <p><i>Less dependence on Government funding is a feature of this revenue report. With increased enrollment each year the revenues from Tuition form a larger percentage of total revenues.</i></p> <p><i>The action plan in the Community relations and marketing department is designed to increase revenues and decrease expenses over the next 3 year period.</i></p> |
| Federal Grants | 0 | 0% | |
| Other Revenue | | | |
| <ul style="list-style-type: none"> • Tuitions • Other | 1,846,633 684,033 | 40% 15% | |
| TOTAL REVENUES | 4,880,290 | 100% | |
| EXPENDITURE SUMMARY | | | |
| Instruction | 2,457,465 | 54% | <p><i>Increased facility rental costs for this year are included in the administration line.</i></p> <p><i>Future plans for Transportation are to run a break even program. Currently there are Capital lease payments that will be paid within the next 2 years.</i></p> |
| Administration | 1,911,300 | 42% | |
| Operations & Maintenance | 244,000 | 5% | |
| Transportation Other | 40,500 | 1% | |
| TOTAL EXPENDITURES | 4,653,265 | 100% | |

To access the complete budget for the 2005/2006 school year please contact Eugene Goudine (CFO)

BUDGET HIGHLIGHTS

| | 2006/2007 BUDGET Amount | 2006/2007 BUDGET Percentage | Contextual Information: <ul style="list-style-type: none"> • How the Budget Supports the Education Plan • How resources are allocated to programs • Guiding principles used in financial planning • Key changes since previous year |
|-------------------------------------|-----------------------------------|---------------------------------------|--|
| REVENUE SUMMARY | | | |
| Alberta Government | 2,729,316 | 46.50 | <i>Less dependence on Government funding is a feature of this revenue report. With increased enrollment each year the revenues from Tuition form a larger percentage of total revenues.</i> |
| Federal Grants | 0 | 0% | <i>Fundraising revenues were substantially increased last year and this trend is expected to continue.</i> |
| Other Revenue | 3139.500 | 53.50 | <i>Introduction of a family bond program is expected to increase revenue by over \$500,000 this year.</i> |
| TOTAL REVENUES | 5868,816 | 100% | |
| EXPENDITURE SUMMARY | | | |
| Instruction | 2,457,657 | 45.75 | <i>Increases in operating costs are expected from our landlord at each campus. This is a reflection of the current market for heating/ gas etc.</i> |
| Administration | 644,492 | 12 | <i>There is a substantial reduction in the amount allocated to the financial assistance program (Bursary) this year . New qualifying policy has been implemented and no new bursary applications are being accepted.</i> |
| Operations & Maintenance | 1,723,500 | 32.09 | |
| Transportation | 283,426 | 5.28 | |
| Other | 262.200 | 4.88 | |
| TOTAL EXPENDITURES | 5,371,275 | 100 | |

To access the complete budget for the 2006/2007 school year please contact Eugene Goudine (CFO).

LOCAL GOAL ONE : Long Term Sustainability of The Academy

| Outcomes | Key Strategies/Tasks | Target | Performance Measures | Results |
|--|---|---------------|--|------------------------|
| Financial Sustainability of The Academy | Assign Full Time Staff to marketing / Community Relations | 06/07 | Hire Community Relations/ marketing staff at each campus | Achieved 05/06 |
| | Develop and implement a marketing/ fund development action plan for each campus. | 05/06 | Monthly activity report. | Achieved |
| | Develop and sustain long term partnerships with the Corporate Community at each campus. | 05/06 | Develop and monitor a Donor database | Achieved |
| | Increase student enrollment through greater visibility for The Third Academy | Refer to pg 8 | Refer to page 8 of the plan | |
| | Develop long term Lease/Purchase Plan for instructional activities at each campus | 06/07 | | |
| | Develop and implement a Business Plan for a permanent home for The Third Academy in Calgary | 06/07 | | Pending Board approval |

LOCAL GOAL TWO : VOCATIONAL LEARNING OPPORTUNITIES FOR STUDENTS

| Outcomes | Strategies | Target | Performance Measures | Results |
|---|--|--------------|--|---|
| The schools programs and modes of delivery will expand to better meet the vocational needs of students at The Academy. | Develop and Implement Life Skills& Social Skills Programs in individual and group settings | | | |
| | Provide Access to Vocational Programs through Partnership with external agencies | 100% (IPP's) | Percentage of SH students identified (IPP) and offered a Work Experience placement | 05/06 100% 06/07 07/08 08/09 |
| | Provide a variety of test materials and Life Skills resources to adequately meet student needs. | >2 | Number of Vocational programs offered for Credit in the Senior High School | 05/06 06/07 07/08 08/09 |
| | Provide professional development opportunities for instructional staff in the Life Skills program. | | | |
| | Appoint full time staff for the Life Skills / work experience program | 04/05 | | 05/06 Achieved |
| | Implement Lions Quest program in all classrooms on a daily basis. | 04/05 | | 05/06 Achieved 06/07 07/08 08/09 |

LOCAL GOAL THREE: High Quality Professional Develop Opportunities for all staff

| Outcomes | Key Strategies/Tasks | Target | Performance Measures | Results |
|---|---|--------------|---|---|
| <p>The Third Academy Model for Professional Development is flexible and effective in meeting the needs of all staff and students at the Academy.</p> | <p>Minimum of two in-service instructional sessions each month (Wednesday afternoons)</p> <p>The Third Academy will host workshops and seminars .</p> <p>Teachers will make presentations to their peers following each off campus Professional Development opportunity.</p> <p>Teachers will take an active role in mentoring new teachers or teaching partners.</p> <p>All staff will attend local seminars/ conventions/ workshops to better meet the needs of their students.</p> | <p>>2</p> | <p>Number of workshops/ seminars hosted</p> | <p>Achieved</p> <p>05/06 06/07 07/08 08/09</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> |

Provincial Goal One

High Quality Learning Opportunities for All

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS |
|--|---|--|---------------------------|---|
| The education system meets the needs of all gd 1-12 students , society and the economy | | Teacher, parent and student satisfaction with the overall quality of education in Alberta. | N/a | Specialised population of students that were unsuccessful in the existing public systems. |
| | Provide opportunities for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. | Percent of teachers/students/parents satisfied with the opportunity t for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. | 100% of surveys returned | 05/06 06/07 07/08 08/09 |
| | Provide services consistent with student needs including: Personal Counseling Speech/Language OT Psychological Testing/Assessment Management of Behavior Problems Audio logy Physical Handicap Services Academic Counseling Career Counseling Library Services | Percent of teachers/students/parents satisfied with access and timeliness of services for students at The Third Academy. | 100% of surveys returned. | 05/06 06/07 07/08 08/09 |
| | Coordinate services from provincial and local governments, community organizations and teacher support through consultation from these resources. | # of organizations accessed. | >3 | 05/06 06/07 07/08 08/09 |
| The school meets the needs of all its learners within the school community. | In service opportunities are offered two times each month on a variety of topics and external professional development opportunities are offered throughout the year for specific teacher requests. | Percentage of teachers who agree that professional development opportunities made available through the school authority are focused on priorities and effectively address their ongoing professional development needs. | 100% | 05/06 06/07 07/08 08/09 |

Provincial Goal One

High Quality Learning Opportunities for All

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS |
|--|---|--|--|----------------------------------|
| Education at The Third Academy is open and accountable,. | Implement an effective professional development plan for all staff providing both in-service and PD opportunities including: Special Education Council Conferences Teachers Conventions in Local Areas Local/Provincial Workshops and Seminars | Number of professional growth plans completed. | 100% | 05/06 06/07 07/08 08/09 |
| | | Number of reported in service sessions attended by all instruction staff. | >2 | 05/06 06/07 07/08 08/09 |
| | Provide mentorship opportunities and ongoing evaluation in the classroom setting for all teachers. | Principal Evaluation | | 05/06 06/07 07/08 08/09 |
| | | Principal Evaluation (all classes) | | 05/06 06/07 07/08 08/09 |
| | Familiarize teachers with the Alberta Learning document "Teaching Students with Special Needs". | Formal PD sessions offered. | 2 | 05/06 06/07 07/08 08/09 |
| | | Distribute parent survey to determine satisfaction with teacher's use of a variety of strategies to help students learn. | Percent of completed surveys returned. | >65% |
| | Percent of parent satisfied with teacher's use of a variety of strategies to help students learn. | | >90% | 05/06 06/07 07/08 |
| | Ensure that education at The Third Academy is open and accountable, providing the school community with meaningful and timely information about student achievement. | Hold monthly Parent Association Council meetings that include administration reports from school principal and teacher representative. | 10 | 05/06 06/07 07/08 08/09 |

Provincial Goal One
High Quality Learning Opportunities for All

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS |
|---|--|---|--------|----------------------------------|
| The Third Academy is accessible and affordable to the families it serves. | Host monthly Parent Association Council meetings; distribute monthly newsletter (Academy Times) and administrative reports (From Me to You) to the whole school community. | Hold monthly Parent Association Council meetings that include administration reports from school principal and teacher representative | 10 | 05/06 06/07 07/08 08/09 |
| | Ensure that parents and the school community are given opportunities to provide input into the operations of the academy. | | | |
| | Provide all stakeholders with access to the audited statement. (Available by request) | Percent of stakeholders provided access to the audited statement. | 100% | 05/06 06/07 07/08 08/09 |
| | Publish results of provincial achievement tests for Grade 3, 6, 9 and 12. | School wide results posted on website and individual scores sent home upon request. | | 05/06 06/07 07/08 08/09 |
| | Determine the percentage of the school community satisfied with the quality of education in the school. | Percent of teachers/parents/students satisfied with the quality of education offered at the school. | >65% | 05/06 06/07 07/08 08/09 |
| | Through media and advertisement offer "The Third Academy" as a viable alternative for instruction meeting the needs of students with special needs. | Advertisement in Yellow Pages | Yes | 05/06 06/07 07/08 08/09 |
| | Make presentations at local service clubs, private and public schools, teacher conventions, educational fairs, learning disability associations and parent groups. | Number of media appearances. | >3 | 05/06 06/07 07/08 08/09 |

Provincial Goal One

High Quality Learning Opportunities for All

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS | |
|----------|--|--|------------------|----------------------------------|------------------------|
| | | Number of presentations. | >2 @ each campus | 05/06 06/07 07/08 08/09 | |
| | | Student enrolment mix (number of Code 40's and Code 50's). | <20% Code 40's | 05/06 06/07 07/08 08/09 | |
| | | Number of eligible applicants denied places | <2% | | |
| | Apply criteria for financial assistance program to all eligible applicants. | | | | |
| | Provide a maximum dollar amount for bursaries as determined by the Board of Director. | Dollar value set for bursaries. | \$440,000 | 05/06 06/07 07/08 08/09 | \$540,000 \$400,000 |
| | Admission requirements will be set according to the criteria established by Alberta Education– Special Programs Branch for Mild/Moderate and Severe needs. | % students meeting the Alberta Learning criteria for admission to the academy. | 100% | 05/06 06/07 07/08 08/09 | |
| | | Relationship of percentage spending on instruction versus administration. | 70%:30% | 05/06 06/07 07/08 08/09 | |

Provincial Goal One
High Quality Learning Opportunities for All

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS |
|---|---|--|---------------------------------|--|
| <p>Teachers will integrate information technology into instruction and management of student learning.</p> <p>Schools provide a safe and caring environment for students</p> | <p>Students will learn to use computers in many aspects of their work from Grade 1 through Grade 12.</p> | <p>Percent of parents who believe that they are getting education value for tuition paid.</p> | <p>100% of surveys returned</p> | <p>05/06 06/07 07/08 08/09</p> |
| | <p>Through regular personal development classes, students will learn to be cooperative, courteous, tolerant and understanding of each other and adults that they come into contact with at The Third Academy.</p> | <p>Percentage of professional staff integrating computer technology into teaching.</p> | <p>100%</p> | <p>05/06 06/07 07/08 08/09</p> |
| | <p>Develop and implement consistent behavior expectations that provide students with a "Safe and Caring" environment.</p> | <p>Timetable weekly personal development classes grades 1-12</p> | <p>100%</p> | <p>05/06 06/07 07/08 08/09</p> |
| | <p>Implement fair, firm policies to deal with discipline on an individual basis and not necessarily according to a pre-conceived set of consequences.</p> <p>Promote firm, fair, consistent strategies for problem solving.</p> <p>Emphasize the emotional development of students as a priority.</p> <p>Provide individual and group counseling on a regular basis.</p> <p>Promote positive feedback as a learning</p> | <p>Percent of parents/teachers/students that agree students are safe at school, learning the importance of caring for others, respect for others and treated fairly in school.</p> | <p>100%</p> | <p>05/06 06/07 07/08 08/09</p> |

Provincial Goal One
High Quality Learning Opportunities for All

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS |
|---|---|--|-----------------------|---|
| <p>Children “at risk” have their needs addressed through effective programs and supports.</p> | <p>tool.</p> <p>Celebrate each student’s unique gifts.</p> <p>Develop programs for positive self-concept and self-esteem.</p> <p>Use well researched principles for behavior management through “contracts” developed in collaboration with students, parents and academy personnel.</p> <p>Address needs of “at risk” students in their IPP’s.</p> <p>“At risk” students receive regular counseling with a psychologist in the school setting.</p> <p>Regular consultation with outside agencies (where required).</p> | <p>Annual “drop out” rate of HS students at The Third Academy.</p> | <p>0%</p> <p>100%</p> | <p>05/06 06/07 07/08 08/09</p> <p>05/06 06/07 07/08 08/09</p> |
| | | | | |

Provincial Goal Two

Excellence in Learner Outcomes

PROVINCIAL ACHIEVEMENT TESTS/ DIPLOMA EXAMS

With a 100% special needs population, The Third Academy's student performance on Provincial Tests varies from year to year. Due to the wide diversity of individual needs and the nature of our annual enrollment it is difficult to predict, with any degree of confidence, student scores from year to year. We accept students who require remedial intervention both for academics and their emotional needs at all grade levels. These students need intervention because they are not currently being successful and this is also reflected in the results of PAT's. Many of our students return to the regular school population after 2-3 years of remedial work at the Third Academy. Because of this we may see scores in the grade 3 or 6 tests that are no longer included in the grade 9 tests.

In general Third Academy students who are working at grade level, with supports, strategies and interventions identified in their Individual Program Plan, perform at the Acceptable Standard provincial Achievement Tests. Our predictions are based on the historical performance of students writing the tests.

Provincial Goal Two

Excellence in Learner Outcomes

Performance Measure:

- Percentages of students in grades 3, 6 and 9 who achieved the acceptable standard, and the percentages who achieved the standard of excellence on each provincial achievement test and overall results. Measures for the provincial priorities of improving early literacy and numeracy and for improving student achievement in secondary mathematics are shaded.

| | | <i>Actual</i> 2004/05 | | <i>Target</i> 2005/06 | | <i>Target</i> 2006/07 | | <i>Target</i> 2007/08 | | <i>Target</i> 2007/08 | | <i>Target</i> 2008/09 | |
|---------------------------|------------|--------------------------|------|--------------------------|------|--------------------------|------|--------------------------|------|--------------------------|------|--------------------------|------|
| | | Auth | Prov | Auth | Prov | Auth | Prov | Auth | Prov | Auth | Prov | Auth | Prov |
| Grade 3 Mathematics | Acceptable | 71.4% | 82% | 65% | 84% | 65% | 84% | 65% | 84% | 65% | 84% | 65% | 85% |
| | Excellence | 0 | 27% | 0 | 31% | 0 | 31% | 0 | 31% | 0 | 31% | 0 | 19% |
| Grade 6 Language Arts: | Acceptable | 33.3% | 79% | 35% | 83% | 35% | 83% | 35% | 83% | 35% | 83% | 65% | 84% |
| | Excellence | 0 | 16% | 0 | 18% | 0 | 19% | 0 | 19% | 0 | 19% | 0 | 31% |
| Grade 6 Mathematics | Acceptable | 16.7% | 79% | 20% | 80% | 20% | 81% | 20% | 81% | 20% | 81% | 35% | 83% |
| | Excellence | 0 | 21% | 0 | 21% | 0 | 22% | 0 | 21% | 0 | 22% | 0 | 19% |
| Grade 6 Science | Acceptable | 33.3% | 81% | 35% | 82% | 35% | 83% | 35% | 82% | 35% | 83% | 20% | 81% |
| | Excellence | 0 | 26% | 0 | 26% | 0 | 27% | 0 | 26% | 0 | 27% | 0 | 22% |
| Grade 6 Social Studies | Acceptable | 33.3% | 79% | 35% | 80% | 35% | 81% | 35% | 81% | 35% | 81% | 35% | 83% |
| | Excellence | 0 | 20% | 0 | 21% | 0 | 22% | 0 | 22% | 0 | 22% | 0 | 27% |
| Grade 9 Language Arts: | Acceptable | 30.4% | 78% | 30% | 81% | 30% | 82% | 30% | 81% | 30% | 82% | 35% | 81% |
| | Excellence | 0 | 12% | 0 | 15% | 0 | 16% | 0 | 16% | 0 | 16% | 0 | 22% |
| Grade 9 Mathematics | Acceptable | 9.1% | 66% | 12% | 69% | 12% | 71% | 12% | 70% | 12% | 71% | 30% | 82% |
| | Excellence | 0 | 19% | 0 | 19% | 0 | 20% | 0 | 20% | 0 | 20% | 0 | 16% |
| Grade 9 Science | Acceptable | 13.0% | 67% | -- | TBD | TBD | TBD | TBD | TBD | TBD | TBD | 12% | 71% |
| | Excellence | 0 | 12% | -- | TBD | TBD | TBD | TBD | TBD | TBD | TBD | 0 | 20% |
| Grade 9 Social Studies | Acceptable | 26.1% | 73% | 30% | 75% | 30% | 76% | 30% | 76% | 30% | 76% | TBD | TBD |
| | Excellence | 0 | 20% | 0 | 21% | 0 | 21% | 0 | 21% | 0 | 21% | TBD | TBD |
| | | | | | | | | | | | | 30% | 76% |
| | | | | | | | | | | | | 0 | 21% |

Provincial Goal Two

Excellence in Learner Outcomes

Percentages of students who achieved the acceptable standard and the percentage who achieved the standard of excellence on diploma examinations.

| | | <i>Actual</i> <i>2005/06</i> | | <i>Target</i> <i>2006/07</i> | | <i>Target</i> <i>2007/08</i> | | <i>Target</i> <i>2008/09</i> | |
|-------------------|------------|---------------------------------|-------------|---------------------------------|-------------|---------------------------------|-------------|---------------------------------|-------------|
| | | <i>Auth</i> | <i>Prov</i> | <i>Auth</i> | <i>Prov</i> | <i>Auth</i> | <i>Prov</i> | <i>Auth</i> | <i>Prov</i> |
| | | | | | | | | | |
| English 30-1 | Acceptable | | | -- | * | -- | * | -- | * |
| | Excellence | | | -- | * | -- | * | -- | * |
| English 30-2 | Acceptable | | | -- | * | -- | * | -- | * |
| | Excellence | | | -- | * | -- | * | -- | * |
| Social Studies 30 | Acceptable | | | -- | * | TBD | TBD | TBD | TBD |
| | Excellence | | | -- | * | TBD | TBD | TBD | TBD |
| Social Studies 33 | Acceptable | | | -- | * | TBD | TBD | TBD | TBD |
| | Excellence | | | -- | * | TBD | TBD | TBD | TBD |
| Pure Math | Acceptable | | | -- | * | -- | * | TBD | TBD |
| | Excellence | | | -- | * | -- | * | TBD | TBD |
| Applied Math | Acceptable | | | -- | * | -- | * | -- | * |
| | Excellence | | | -- | * | -- | * | -- | * |
| Biology | Acceptable | | | -- | * | -- | * | -- | * |
| | Excellence | | | -- | * | -- | * | -- | * |
| Chemistry | Acceptable | | | -- | * | -- | * | TBD | TBD |
| | Excellence | | | -- | * | -- | * | TBD | TBD |
| Physics | Acceptable | | | -- | * | -- | * | TBD | TBD |
| | Excellence | | | -- | * | -- | * | TBD | TBD |
| Science 30 | Acceptable | | | -- | * | -- | * | -- | * |
| | Excellence | | | -- | * | -- | * | -- | * |

Provincial Goal Two

Excellence in Learner Outcomes

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS |
|--|---|--|---|---|
| <p>Learners demonstrate high standards and complete program.</p> | <p>Determine realistic expectations and acceptable targets for achievement of provincial/national standards on tests and communicate this to the parents.</p> | <p>Using parent/school community surveys as evaluation tools determine:</p> | | |
| | <p>Set clear IPP expectations for language arts and math and communicate this to parents.</p> | <p>Percentage of parents who “strongly agree”, “agree”, and “strongly disagree” that students at the academy are learning what is required.</p> | <p>>90% positive statements</p> | <p>> 90% positive statements in surveys returned</p> |
| | <p>Deliver math and language arts programs, which allow a minimum of 140 hours of HS instruction.</p> | <p>Percentage of parents who are satisfied with their children’s education at The Third Academy.</p> | <p>100%</p> | <p>> 95%</p> |
| | <p>Deliver programs consistent with the mission statement and beliefs of the academy.</p> | <p>Percentage who agree that the learning expectations of students in general and specifically at The Third Academy are “too high”, “about right” and “too low”.</p> | <p>>90% positive statements</p> | <p>Refer to results chart</p> |
| | <p>Deliver programs to meet the individual needs of students and their parents through implementation and ongoing adjustment to IPP’s.</p> | <p>Percentage of students who achieve greater than equivalence of one grade level within a year of instruction at The Third Academy.</p> | <p>100% of those with >one grade equivalence identified in their IPP</p> | <p>05/06 06/07 07/08 08/09</p> |
| | <p>Use pre-test/post test forms of norm referenced test instruments to provide the baseline for student instruction.</p> | <p>Percentage of students who show marked improvement in their behavior.</p> | <p>100% identified in IPP goals</p> | <p>05/06 06/07 07/08 08/09</p> |
| | <p>Provide appropriate resources to teachers and students to ensure interest, motivation and active participation.</p> | <p>Percentage of students who achieve equivalence or greater of one grade level in mathematics within a year of instruction at The Third Academy.</p> | <p>100% of students identified in IPP’s</p> | <p>05/06 06/07 07/08 08/09</p> |

Provincial Goal Two

Excellence in Learner Outcomes

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS |
|----------|---|---|---|--|
| | <p>Provide the support and attention the students need as identified in their IPP.</p> <p>Placed a high emphasis on teaching problem solving and how they learn best (individual strategies).</p> <p>Use differentiated instruction techniques to individualize instruction as required (direct, structured, individual or small group instruction through a highly interactive approach).</p> <p>Hire a highly skilled teaching staff with qualifications, experience and personal attributes to work with children with special needs and related problems.</p> | <p>Percentage of students who are satisfied with the opportunity to receive a broad program of studies including fine arts, career, technology, health and physical education.</p> <p>Supervisor evaluation.</p> <p>Refer to CEO for hiring process.</p> <p>Percentage of students achieving the acceptable standard on achievement tests in Grades 3, 6 and 9.</p> <p>Percentage of students achieving the standard of excellence on achievement tests in Grades 3, 6 and 9.</p> <p>Number of students participating in diploma exam courses.</p> <p>Percentage of students who complete high school within 3-5 years of entering Grade 10.</p> <p>% of students achieving the acceptable standard on diploma exams in relation to provincial results.</p> | <p>100%</p> <p>Refer to chart</p> <p>Refer To Chart</p> <p>Refer to IPP's</p> <p>>80%</p> <p>>90%</p> | <p>05/06 06/07 07/08 08/09</p> <p>Refer to results chart</p> <p>Refer to results chart</p> <p>05/06 06/07 07/08 08/09</p> <p>Data only available for 4 years. Best estimate is >80%</p> <p>Refer to results chart</p> |

Provincial Goal Two
Excellence in Learner Outcomes

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS |
|----------|---|--|--------|----------------------------------|
| | | Percentage of students achieving the standard of excellence on diploma exams. | 2% | 05/06 06/07 07/08 08/09 |
| | | Percentage of Grade 12 students eligible for Rutherford Scholarships. | N/A | |
| | Teaching staff will attend professional development opportunities in the Lions Quest program. | Percentage of teaching staff qualified in delivering the Lions Quest program. | >75 | 05/06 06/07 07/08 08/09 |
| | Through counseling encourage students to develop good, consistent work ethics. | Percentage of students accessing counselors. | 100% | 05/06 06/07 07/08 08/09 |
| | Implement social skills and life skills programs for students as identified in their IPP's . | % students receiving instruction in life skills program according to their IPP's | 100% | 05/06 06/07 07/08 08/09 |
| | Assist students through regular personal development sessions to learn to be cooperative, courteous, tolerant and understanding of each other and adults. | | | |
| | Provide regular volunteer opportunities for students in preparation to become caring citizens. | Number of students involved in volunteer activities and off campus programs throughout the year. | >10 | 05/06 06/07 07/08 08/09 |
| | Provide high school work experience opportunities. | Work experience program offered. | | 05/06 06/07 07/08 08/09 |

Provincial Goal Two

Excellence in Learner Outcomes

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS |
|----------|---|--|--|---|
| | <p>Develop a Third Academy career center.</p> <p>Arrange visits from post-secondary institutions to promote an awareness of the requirements for college/university entrance.</p> <p>Implement career aptitude testing in the senior high school.</p> | <p>Number of visits from post secondary institution advisors.</p> <p>Number of high school students receiving career aptitude tests.</p> <p>High school to post secondary transition rate within 4 years of entering Grade 10.</p> <p>High school to post secondary transition rate within 6 years of entering Grade 10.</p> <p>Percent of teacher/parent agreement that students have attitudes that makes them successful at work and at post secondary schools.</p> <p>Percent of parents, teachers and students who are satisfied that students model the characteristics of active citizenship.</p> | <p>05/06</p> <p>>3 at Calgary campus.</p> <p>06/07</p> <p>Data not available until 06/07</p> <p>.</p> <p>>90%</p> <p>>90%</p> | <p>05/06 not achieved</p> <p>05/06 06/07 07/08 08/09</p> <p>06/07</p> <p>06/07</p> <p>06/07 07/08 08/09</p> <p>05/06 06/07 07/08 08/09</p> <p>05/06 06/07 07/08 08/09</p> |

Provincial Goal Two
Excellence in Learner Outcomes

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS |
|----------|------------|-------------|--------|---------|
| | | | | |

Provincial Goal Three
Highly Responsive and Responsible Private School Authority

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS |
|--|--|--|---|---------|
| <p>Parents are satisfied that their child's teacher(s) communicate(s) learner expectations.</p> <p>Improved results through effective working relationships with partners and stakeholders.</p> <p>The private school demonstrates leadership and continuous improvement.</p> <p>Improved Access to services provided by other agencies.</p> <p>The school demonstrates leadership and continuous improvement.</p> | <p>Frequent communications between teachers and parents; monthly Parent Association Council meetings, monthly newsletter (Academy Times) and administrative newsletter (From Me to You).</p> | <p>Percentage of parent satisfaction with effective school-to-home communication, meaningful school volunteer opportunities, information for families about support of student learning at home and opportunities for business and school community collaboration.</p> | <p>100% of surveys returned</p> | 05/06 |
| | | | | 06/07 |
| | <p>Collaborative approach to developing IPP's</p> | <p>% IPP's signed by all members of the support team.</p> | <p>100%</p> | 07/08 |
| | | | | 08/09 |
| | <p>Assist school council to increase active membership.</p> | <p>Number of parents and school personnel regularly attending PAC meetings.</p> | <p>>20 Cal. >10 Leth. >10 RD</p> | 05/06 |
| | | | | 06/07 |
| <p>Involve the school community in developing strategic plans, consulting them in policy development.</p> | <p>Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</p> | <p>100%</p> | 07/08 | |
| | | | 08/09 | |
| <p>Percentage of parents who are satisfied with opportunities for meaningful involvement and with their role in decisions affecting the operation of the school (parent advisory council, volunteers).</p> | <p>Percentage of teachers and parents indicating that there school has improved or stayed the same the last three years.</p> | <p>>90% Of surveys returned</p> | 05/06 | |
| | | | 06/07 | |
| <p>Percentage of staff, students and parents who are satisfied that the school authority has a process in place for school improvement.</p> | <p>Percentage of staff, students and parents who are satisfied that the school authority has a process in place for school improvement.</p> | <p>>90%</p> | 07/08 | |
| | | | 08/09 | |

Provincial Goal Three
Highly Responsive and Responsible Private School Authority

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS |
|----------|---|---|-----------------------------|----------------------------------|
| | | Percentage of staff, students and parents who are satisfied that they have adequate and timely information regarding school programs, services and practices. | >90% | |
| | Develop a volunteer database including all parents of students attending the Academy. | | 05/06 | Achieved |
| | Develop a mandatory, minimum volunteer requirement for all families of students attending the Academy. | Minimum # vol;unteer hours per family | 10 10 | 05/06 06/07 07/08 08/09 |
| | Develop a mandatory volunteer requirement for families receiving bursary assistance. | # volunteer Hours per \$1000 bursary support (Max 100Hrs) | 40 40 | 05/06 06/07 07/08 08/09 |
| | Seek sponsorships for the Academy from within the corporate community. | Through community relations/ marketing department activities | Ongoing | Ongoing |
| | Seek memberships in such organizations as the Better Business Bureau, Learning Disabilities Association, Rotary Club. | | | |
| | Develop partnerships with local public and private schools to share materials and expertise. | | | |
| | Develop partnerships with local facilities and educational institutions for access to resources. | | | |
| | Develop partnerships with external agencies to provide services not otherwise available at the Academy. | Number of students involved in community service activities and off-campus programs. | 100% as identified in IPP's | 05/06 06/07 07/08 08/09 |
| | Incorporate work experience programs in the Senior High Curriculum | | | |

Provincial Goal Three
 Highly Responsive and Responsible Private School Authority

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS |
|--|--|-------------|--------|---------|
| <p>The School Authority demonstrates leadership and continuous improvement in administrative and business practices and processes.</p> | <p>Develop an Administration Handbook identifying all school policies and procedures</p> <p>Distribute a school orientation handbook to all families with students attending the Academy.</p> <p>Appoint a school Principal to administer the day to day business at each campus.</p> <p>Develop and implement a revised staff pay scale that is not bound by the salary grid of the local public/separate school boards.</p> <p>Encourage professional development opportunities for administrative staff in the areas of leadership and business administration.</p> | | 05/06 | |

Provincial Goal Three
 Highly Responsive and Responsible Private School Authority

| OUTCOMES | STRATEGIES | PERFORMANCE | TARGET | RESULTS |
|--|--|---|--------------------------|----------|
| Eliminate Deficit Financing Funding for Gift of Literacy program. Funding for Legacy Program | Hire a Community Relations/ marketing officer at each campus to develop and implement programs designed to eliminate deficit budgeting and raise funds for capital building projects. Increase student enrollment at each campus through greater visibility for The Third Academy | Staff in place at each campus. Increased enrollment on September 30 submission to Alberta Education. | 04/05 Refer to pg | Achieved |

Provincial Goal Three
Highly Responsive and Responsible Private School Authority