

THE THIRD ACADEMY

For Children With Special Needs

Designated Special Education Private School

THREE YEAR EDUCATION PLAN

(2007/2008 – 2008/2009 – 2009/2010)



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**"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

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www.thirdacademy.com

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MESSAGE FROM THE BOARD CHAIR

The Third Academy represents a new paradigm for the delivery of services to children with special needs. This Three Year Education Plan highlights information that is required by Alberta Education and gives an indication of the direction Third Academy is heading in for the years to come. This plan envisions Third Academy creating the best learning system in the world for children with special needs.

Our students have typically had a negative experience in their learning. For whatever reason, the conventional learning systems have not been able to provide the kind of supports our students have needed to succeed. They have come to us 'dented' and 'blunted'... and all those dents and blunts represent pain. Third Academy, firstly, takes away that pain. Once that pain is gone, then the learning can begin. The final step is to assist students to transition back to their local school.

This Board has overseen a transitional year in which Third Academy has taken significant action to successfully manage change. The next three years will indeed be an exciting time for Third Academy and the communities we serve. This Three Year Education Plan refocuses the priorities of previous years. As part of that refocusing, this Board will embark on a process that will re-examine our Vision, Mission, and Beliefs and how we will deliver services to the community in the future. We view this Three Year Education Plan as positive, fiscally responsible and wholly accomplishable.

Continued support by our communities has seen the growth of Third Academy from 26 students in 1997 to a projected 2007 enrollment of 265 students in campuses located in Calgary, Red Deer, and Lethbridge. This year will see the establishment of a Calgary South campus. It is also very exciting to see the natural evolution of services with the provision of ECS programming. By student enrollment, Third Academy will be the largest DSEPS provider of ECS to Grade 12 special needs programming in Alberta.

The success of Third Academy's learning system depends on the combined efforts of staff, parents, and students. Continued and growing support from the community at large also contributes to this success. The accomplishments of Third Academy can be attributed to the caring, understanding, and commitment of all members of our community. At Third Academy, we believe that 'together we make the difference'.

Thank you in advance to everyone for your future efforts in making this and the following years a success!

Jessica Popp
Board Chair

THE THIRD ACADEMY RESPONSIBILITY

The Education Plan for The Third Academy International Ltd. for the three years commencing September 1, 2007 was prepared under the direction of The Third Academy Board of Directors in accordance with the responsibilities specified in 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. The Board of Directors is committed to achieving the results laid out in this plan.

Jessica Popp
Chairman
Board of Directors

Dr. S. Lal Mattu
Chief Executive Officer

COMMUNICATION OF THE PLAN

This plan will be communicated to the school community- students, parents, staff, and public at large- in the following ways:

- The report will be available at the Parent Resource Centre at the schools
- The report will be distributed to the Chairpersons of the Parent Advisory Councils
- The report will be available at the Central Administration Office
- The report will be available at the Office of the Principal at the schools
- The report will be distributed to all Staff at the schools
- The report will be distributed to Directors, Patrons, and Alberta Education
- A link to the report will be placed on the school website

THIRD ACADEMY FOUNDATION STATEMENTS

VISION

- To optimize human potential.

MISSION STATEMENT

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

VALUES

- Students with special needs are capable of learning.
- Programs to meet the academic, physical, social, aesthetic and emotional needs of our students.
- Parents and families are the primary source of support for students in our care. Our role is to form meaningful partnerships with each parent.
- Caring, dedicated, highly qualified, experienced professionals and support staff are the keys to meeting student needs and program requirements.
- Effective and efficient educational processes and resources provide the basis of instructional planning.
- Fiscal, responsible operations will be sustainable and accountable.

PHILOSOPHY

The Third Academy takes a student centered, wholistic, 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 intellectual, physical, spiritual, psychological, emotional and social influences must be considered in order to successfully meet the needs of each student.

WHY THE PROGRAM?

Dr. S. Lal Mattu BSc MEd PhD Dip ECE Chartered Psychologist had a dream. In 1997, he had completed 35 years as an educator in the conventional systems- as a teacher, vice principal, and assistant/chief superintendent. During the twenty years that he had spent in various superintendencies in Alberta and British Columbia, one of his major responsibilities was special education programming. Accepting that the conventional systems were ultimately not institutionally designed and culturally hampered in their ability to reform and serve the needs of these students, Dr. S. Lal Mattu decided that he could better serve the needs of this community by founding The Third Academy. Furthermore- after a lifetime of service to and support from the community at large- The Third Academy offered a better way for Dr. S. Lal Mattu to serve and give back to the community. Dr. S. Lal Mattu was recently awarded an Alberta Centennial Medal for a lifetime of service to the children of Alberta. He accepted on behalf of The Third Academy.

THIRD ACADEMY PROFILE

CONTEXT

The Third Academy- a fully Accredited and Funded Private School with a Designated Special Education Private School (DSEPS) status- opened its doors to students on September 1st, 1997. As an educational facility, it meets and exceeds the requirements specified in the School Act, Private School regulations, Alberta Education policies, and Standards for Special Education.

Third Academy operates as an adjunct to the conventional school systems, providing an alternate programming option for parents of students with mild to moderate- including gifted- and severe learning disabilities. The ‘difference’ in this option for parents is the focus on the personal development- in conjunction with academic and kinesthetic/esthetic- component of programming. Third Academy offers a segregated learning environment with access to required services and supports for its students. A well balanced, individualized, integrated, and intensive program for each student is created. This program- the IPP- is designed to: focus on students in their areas of need; support and address through remediation or compensation those particular needs; and prepare them for successful transition back into their local school. The IPP is a specifically modified/adapted program that still adheres to the Alberta Program of Studies. Ultimately, however, the ‘teacher is the program’. Third Academy has a 98% success rate.

Third Academy currently caters to the needs of students in grades one through twelve. To provide services across Central & Southern Alberta, programs are offered in two satellite campuses operating in Red Deer and Lethbridge. Services are to be expanded to a Calgary South campus and to include ECS programming for 2007. This service further expands the focus of services currently provided by other DSEPS in Alberta. A federally registered charity, Third Academy has brought on stream a programming alternative for children with special education needs.

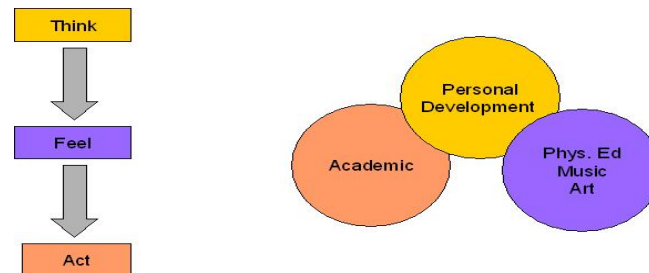
The future envisions continued growth in student population, enhanced programming, and the recognition of Third Academy as a model for delivery of special education services in the Province of Alberta. Third Academy has established a school culture- a shared set of values, belief and way of doing things- of its own. Local priorities for improvement include sustainable development of the learning system, implementation of the Standards for Special Education, high quality professional development for staff, and the continued development of community and corporate partnerships.

THE THIRD ACADEMY PROFILE

THE PROGRAM

The Third Academy creates a well-balanced, individualized, integrated, and intensive program for each student, designed to prepare them for re-entry into their community school as quickly as possible. Students with special needs require an Individualized Program Plan (IPP) that builds upon their strengths while remediating or compensating for their learning disorder. Lesson content responds to the needs of each student while adhering to the Alberta Education program of studies. Central to The Third Academy's programming is an emphasis on Personal Development. Personal Development looks to 'heal the heart'. That is to say, deal with underlying emotional issues that stop the student from learning. By changing the way students 'think' and 'feel' about themselves, we are able to change the way they 'act'. There are many teaching strategies/methodologies that have a positive impact on student learning. The choice of which strategies/methodologies to use is dependant upon what works best for the individual learner. In that way, the program is customized. The teacher determines- in partnership with the student and parents- which strategies/methodologies to use. Then, the teacher does 'whatever it takes' to meet the student's needs. With excellent teachers, our students get the instruction they deserve. This is why we say: **'Ultimately, the teacher is the program'**.

A therapeutic program supports the student's educational program. We believe that 'how a person thinks, affects how they feel, and hence how they act'. In this model, 'thinking' and 'feeling' are inputs and 'acting' is the output. In the conventional educational model, the focus is on 'academics'. When a student underachieves academically, the conventional model targets the academic. The Third Academy views the 'academic' as an output in the same way behaviour is an output. In order to change academic performance, one must focus on the inputs: thinking and feeling.



Focusing on 'thinking' and 'feeling' is the Personal Development component of the program. Once the student believes that they are 'lovable and capable' again, the natural ability and urge to learn takes over. By focusing here, the student begins to develop their human potential- academic, physical, and esthetic.

THE THIRD ACADEMY PROFILE

PROGRAM GOALS

- To help students acquire a new, positive attitude towards learning.
- To assist students to develop the skills and strategies to be successful in their learning.
- To help students develop a new attitude about themselves, a positive self-image and self-confidence.
- To build a strong academic foundation.
- To integrate students back to their community schools as soon as possible.

ACADEMICS

- Diagnosis and understanding of their learning problems
- Skills to effectively compensate for their learning difficulties
- Language Arts and Mathematics grade/age equivalency, consistent with intellectual potential
- Study, organizational, planning, time management skills
- Confidence to integrate into traditional class room society
- Social skills training
- Skills for life long learning

PERSONAL DEVELOPMENT

- Self concept /Self esteem
- Emotional issues, including dealing with frustration and anger
- Dream building
- Decision making/Goal setting
- Peer/Relationship building
- Conflict resolution
- Inspiring positive hopes

PHYS. ED., MUSIC, ART

- To round off students' overall educational program
- To meet physical and aesthetic needs
- These needs join with Personal Development (which meet social/emotional needs) and Academics (which meet intellectual/cognitive needs) to enable The Third Academy to realize its vision: **To optimize human potential.**

THE THIRD ACADEMY PROFILE

STUDENTS

Third Academy's 1-12 program targets students 5-19 years of age who fit the Alberta Education criteria for special needs: specifically, a mild/moderate or severe learning disorder. Students typically may exhibit one or more of the following characteristics:

- Reading, writing, spelling or mathematics problems
- Lack of organizational, planning, time-management skills
- Lack of study skills resulting in incomplete assignments and poor exam performance
- Unable to stay on task due to attention deficit disorders
- Low self-esteem and confidence
- Inappropriate behaviours due to frustrations caused by an inability to succeed in an educational environment where conventional approaches are used
- Labeled as lazy or unmotivated
- May be diagnosed with, or exhibit characteristics associated with, disorders such as Tourette's Syndrome, Oppositional Defiant Disorders, Asperger's Syndrome, Attention Deficit Disorder, Obsessive Compulsive Disorder, Autism, FAE/FASD and others
- Behavioural patterns caused by physical, emotional, and other abuse

Third Academy's ECS program will be inclusive, including programming for children with special needs, ages 3-5.

POPULATION ACTUALS FOR 2006-2007 AND PROJECTED FOR 2007-2010

Calgary	ECS	Gd 1	Gd 2	Gd 3	Gd 4	Gd 5	Gd 6	Gd 7	Gd 8	Gd 9	Gd 10	Gd 11	Gd 12	Total
2006-07	-	5	8	7	12	15	14	15	23	12	23	16	14	164
2007-08	-	7	8	10	9	14	17	16	17	25	14	25	18	180
2008-09	10	5	5	10	15	15	15	15	15	20	20	15	20	180
2009-10	15	5	10	10	10	20	20	20	20	20	20	20	15	205
Calgary South														
2006-07	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2007-08	-	2	2	2	2	2	2	2	2	2	2	2	2	30*
2008-09	10	2	2	3	3	2	3	5	5	8	7	6	4	60
2009-10	15	2	3	4	5	5	5	6	6	7	8	10	9	85
Red Deer														
2006-07	-	2	0	0	2	2	3	4	8	3	2	2	0	28
2007-08	-	3	3	3	3	3	3	6	6	7	3	3	2	45
2008-09	15	2	2	3	2	2	4	4	7	6	5	3	2	57
2009-10	20	2	2	3	3	2	3	5	5	8	7	6	4	70
Lethbridge														
2006-07	-	1	2	2	1	2	4	6	7	6	6	4	2	43
2007-08	-	3	3	4	4	3	4	6	6	9	8	6	4	60
2008-09	15	2	3	3	4	4	4	4	6	6	9	8	7	75
2009-10	20	2	3	4	5	5	5	6	6	7	8	10	9	90

* Students enrolled at year end due to internal transfer from Calgary campus. A moving plan is to be developed by October 2007.

THE THIRD ACADEMY PROFILE

PROFESSIONALS

We are teachers and support staff who care for students and children with special needs. We understand students and children with special needs. And because of this understanding, we can help.

The Third Academy administration believes that excellent teachers are the most important group in meeting the learning needs of our students and children. Alberta Education certifies all teachers. The student:teacher ratio is capped at 10:1. At the ECS levels, child:teacher ratios are maintained according to Alberta Education guidelines. Teachers hired to work with our students and children have qualifications that may include advanced course work, specialized training, and/or experience in Special Education and demonstrate strong skills in the following areas:

- Understanding of the characteristics and needs of students and children with special needs
- Specialized instructional and remedial strategies, technologies, materials and curricular adaptations
- Social and self-concept skills development and behaviour management
- Co-operative planning, exemplary communication skills and collaborative consultations
- Assessment, classroom management and motivation

Specially trained Instructional Assistants are assigned to work with students and children where needed. Instructional Assistants possess skills and training for the duties they are assigned. That includes but is not limited to:

- An understanding of special needs
- Collaborative and communication skills
- Strategies for motivating students
- Behaviour management skills

The Third Academy offers a full range of ancillary services in order to support our students' and children's therapeutic needs. A Chartered Psychologist is based on-site in the Third Academy Diagnostic and Assessment Centre for counselling and assessment purposes. Program specialists- such as Speech & Language Pathologists, Occupational Therapists, Physiotherapists and Health Nurses- are contracted on an as needed basis. Many of these services are cost shared through Student Health and other partnerships.

THE THIRD ACADEMY PROFILE

SITES

Third Academy operates three school sites- Calgary, Red Deer, and Lethbridge- and will open Calgary South in 2007-2008.

Third Academy Calgary operates in a centrally located and newly renovated building, off Crowchild Trail SW. Facilities are good, with foods/fashion, science, music rooms and computer/library labs in place. There is a playground for elementary students and use of the playing fields and other areas on the Currie Barracks site. Students use gymnasium facilities at Mount Royal College. They use various City of Calgary facilities, including swimming pools, playing fields, and parks. The skiing program utilizes facilities at Canada Olympic Park. Outdoor pursuits programming also sees students accessing Kananaskis Country. Almost 100 students are transported daily, door-to-door, on an expanded fleet of ten school buses. The balance of students at Third Academy Calgary are dropped off by parents, take public transport, arrive by taxi/special needs taxi, or simply walk to school. The busing fleet also provides transportation for field trips and gym runs. Preschool and Before & After School Care services are onsite.

Third Academy Red Deer operates in a good, newly built building on Taylor Drive at the centre of Red Deer. The school is situated on the extensive trail system that stretches throughout Red Deer. Student use various City of Red Deer facilities, including the Dawe Centre pool, Red Deer Public Library, parks and playing fields. There is a gymnasium, computer lab, and library on site. The foods program is delivered in cooperation with the Seniors Drop In Centre. An important program initiative is the Therapeutic Riding Program, offered at the Burnt Lake Road facilities of Central Alberta Special Equestrians. Students are dropped off by parents, take public transport, arrive by taxi/special needs taxi, or simply walk to school. Daycare & ECS services will be onsite.

The Third Academy Lethbridge operates in excellent facilities. A former public school building, the school is centrally located on 3 acres of playing fields and a mere block away from recreational opportunities in the Oldman River valley. Gymnasium, computer lab, music room and library are on site. Student programming also takes them to City of Lethbridge sports and other community facilities. Students are dropped off by parents, take public transport, arrive by taxi/special needs taxi, or simply walk to school. Daycare services onsite.

Third Academy Calgary South will operate in an excellent facility. A former public school building located on 10 acres of playing fields on Highway 22X just West of Spruce Meadows, the facility is slated for renovation in the summer of 2008. Gymnasium, computer lab, food lab, music room, and library are on site. Students will access City of Calgary facilities similar to Third Academy Calgary. A community wetland/park is just down the road. A short drive away, Kananaskis Country offers outdoor pursuits programming opportunities. Students will be transported daily, door-to-door, on the expanded fleet of ten school buses from primarily the Southern quadrants of City. The balance of students at Third Academy Calgary South will be dropped off by parents, shuttled from Shaunessy LRT Station, or arrive by taxi/special needs taxi. The busing fleet will also provide transportation for field trips and gym runs to local facilities mentioned above. Preschool and Before & After School Care services will be provided on site.

THE THIRD ACADEMY PROFILE

PARTNERSHIPS

Third Academy is fulfilling a public need. The Third Academy welcomes partnerships from individuals and corporations as well as encourages working relationships with other agencies including school boards, universities/colleges, other private schools, health care systems, community organizations and groups, corporations, and foundation as well as government departments. The coordination of services to better serve our students given the scarcity of resources is essential. A critical partnership is with Alberta Education.

Practicum students from various departments- education, psychology, rehabilitation, nursing- of the University of Calgary, University of Lethbridge, Mount Royal College, Lethbridge Community College, Red Deer College, and Canadian University College will complete their practicum rounds at Third Academy campuses in the years to come. A number of Provisional Psychologists will also complete their requirements as established by the Alberta Psychological Association under the supervision of Third Academy's Psychological Department.

The Third Academy thanks all partners for their contributions. In particular, The Third Academy appreciates support for The Gift of Literacy Fund. This bursary program has been established to assist qualifying parents to meet tuition costs so that their child can access the services they need. The Legacy Fund (for capital projects) has been established with the goal of building school sites for The Third Academy. Major supporters include Ronald McDonald Childrens' Charities, Alberta Lottery Fund, and Alberta Foundation For the Arts, Lions Club of Lethbridge, Rotary Calgary Sarcee, and Rotary Clubs and Order of the Eagle in Lethbridge.

Special mention needs to be made of the partnership between Third Academy and its Parent Advisory Committees (PAC). The PACs are actively involved in the success of our students, be it in terms of input into school development, promoting the school to the community at large, advocating for parents and students, fundraising activities, or in support of student programming.

THE PLANNING ENVIRONMENT

The 2006-2007 academic year marked a number of accomplishments for Third Academy. These have created a dramatically changed planning environment for 2007-2010. Firstly, the financial capacity of Third Academy was demonstrated in an overwhelming manner. The financial trend going forward will enable sustained development of the learning system. The securing of the Calgary South campus, secondly, will launch Third Academy to the next level of development. There will be logistical challenges as the Calgary population is split. This change will, invariably, demand management. The significant impact of new premises for Third Academy Lethbridge has already been felt in the system. Finally, the management team- senior administrators, principals, finance department, and administrative support- have developed greater capacity thereby enabling Third Academy to move forward in a concerted effort. Third Academy's Board of Directors fully supports the management team.

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

OVERVIEW

Given the Planning Environment, the 2007-2010 Three Year Education Plan is intended to refocus Third Academy Priorities for Improvement. There will be rationalization. There will also be update of assessment tools, including satisfaction surveys, so as to effect monitoring in meeting Priorities for Improvement.

The previous Local Goal of 'Long Term Sustainability of The Academy' and corresponding Outcomes, Key Strategies/Tasks, Target, and Performance Measures are subsumed under a new Local Goal One: 'Sustainable Development of Third Academy's Learning System'.

Subsequent to an Alberta Education Review based on Standards for Special Education (amended June 2004), a new Local Goal Two, intended to place major emphasis on developing professional understanding and implementation of 'Standards for Special Education', has been adopted. The Action Plan reflects Recommendations made in the Review.

A previous Local Goal was 'Vocational Learning Opportunities for Students' and was based on the last AISI cycle project. This previous Local Goal and corresponding Outcomes, Key Strategies/Tasks, Target, and Performance Measures is subsumed under a new Local Goal One: 'Sustainable Development of Third Academy's Learning System'.

The new AISI project- The Teacher as a Therapist First- is subsumed under Local Goal Three: 'High Quality Professional Development for Staff'.

A new Local Goal Four- Friends of the Third Academy'- emphasizes the importance placed on the kinds of relationships that Third Academy needs to build in partnership to fulfill public need.

The new Local Goals based on Local Priorities for Improvement are intended to be support Alberta Education required goals, outcomes and performance measures. Previous required outcomes are subsumed into new outcomes.

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

LOCAL GOAL ONE: SUSTAINABLE DEVELOPMENT OF THIRD ACADEMY'S LEARNING SYSTEM

Outcomes	Key Strategies/Tasks (Implementation Dates)	Target	Performance Measures	Results
Third Academy will provide a safe and caring environment for students.	Management team works in a concerted effort to fulfill the vision, mission, and beliefs of Third Academy.	100%	CEO reports level of satisfaction of school community that Management team is working in this way	Current: New initiative
Third Academy's education system meets the needs of all K-12 students, society and the economy.	Instructional Staff works in a concerted effort to fulfill the vision, mission, and beliefs of Third Academy.	100%	Principals report level of satisfaction of school community that Instructional Staff are working in this way.	Current: New Initiative
Children at risk have their needs addressed through effective programs and supports.	Ancillary Staff works in a concerted effort to fulfill the vision, mission, and beliefs of Third Academy.	100%	Principals report level of satisfaction of school community that Ancillary Staff are working in this way.	Current: New Initiative
Students complete their programs.	PACs work in a concerted effort to fulfill the vision, mission, and beliefs of Third Academy.	100%	PAC Chairperson report level of satisfaction of school community that PACs are working in this way.	Current: New initiative
Students demonstrate high standards.	Start ECS programming All campuses (08/09)	Approval	ECS programming initiative approved by Alberta Education.	Current: New Initiative
Students are well prepared for lifelong learning.	Update Computer Labs Red Deer (04/05)	100%	Program Director reports that standards met.	
Students are well prepared for employment.	Calgary & Lethbridge (07/08) Calgary South (08/09)	100%	Principals report level of satisfaction of school community that updated computer labs in Calgary and Lethbridge installed.	Current: >90% Red Deer
Students model the characteristics of active citizenship.	New educational software Red Deer (05/06) Calgary, Lethbridge (07/08) Calgary South (08/09)	100%	Principals report level of satisfaction of school community that all students using Successmaker, Academy of Reading, and Academy of Math Programs as per IPP.	Current: >90% Red Deer
The Third Academy demonstrates effective leadership and continuous improvement.	New projectors in all classrooms Calgary (07/08) Red Deer, Lethbridge & Calgary South (08/09)	100%	Principals report level of satisfaction of school community that teachers using in-classroom installed projectors for integrated instruction.	Current: New initiative
The Third Academy demonstrates leadership and continuous improvement.				

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

LOCAL GOAL ONE: SUSTAINABLE DEVELOPMENT OF THIRD ACADEMY'S LEARNING SYSTEM

Outcomes	Key Strategies/Tasks (Implementation Dates)	Target	Performance Measures	Results
Third Academy will provide a safe and caring environment for students.	Adaptive technology used All campuses (07/08)	100%	Principals report level of satisfaction of school community that all students using adaptive technology as per IPP.	Current: >90%
Third Academy's education system meets the needs of all K-12 students, society and the economy.	Negotiate Long Term Leases Red Deer (04/05) Lethbridge (05/06) Calgary & Calgary South (07/08)	100%	CEO reports that Calgary Lease is extended to June 2012. CEO reports that Calgary South Lease negotiated to August 2023.	Current: Red Deer- Accomplished Lethbridge- Accomplished
Children at risk have their needs addressed through effective programs and supports.	Assign Full Time Staff to Marketing / Community Relations All Campuses (03/04) Revision- Principals to take responsibility for Community Relations/Marketing in Red Deer & Lethbridge (2007/2008)	100%	CEO reports level of satisfaction of school community that Community Relations/Marketing is effective.	Current: Achieved 03/04 Revision: New initiative
Students complete their programs.	Revision- Special Assistant to the CEO to take responsibility for Community Relations/Marketing in Calgary and Calgary South (2007/2008)			
Students demonstrate high standards.				
Students are well prepared for lifelong learning.	Develop and implement a marketing/ fund development action plan. All campuses (2005/2006) Revision- Develop and implement a Community Relations/Marketing Action Plan. All campuses. (2007/2008)	100%	CEO reports level of satisfaction of school community that Community Relations/Marketing is effective.	Current: Calgary/Lethbridge (Achieved) Red Deer (Ongoing) Revision: New Initiative
Students are well prepared for employment.				
Students model the characteristics of active citizenship.				
The Third Academy demonstrates effective leadership and continuous improvement.	Increase student enrollment. All campuses (2007/2008)	10%	CEO reports student enrollment numbers.	Current: 239
	Increase student enrollment to 50. Red Deer & Calgary South (2008/2009)	50	CEO reports student enrollment numbers.	Current: Red Deer 28 Calgary South 0
The Third Academy demonstrates leadership and continuous improvement.				

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

LOCAL GOAL ONE: SUSTAINABLE DEVELOPMENT OF THIRD ACADEMY'S LEARNING SYSTEM

Outcomes	Key Strategies/Tasks (Implementation Dates)	Target	Performance Measures	Results
Third Academy will provide a safe and caring environment for students.	Review of Foundational Statements- Vision, Mission, and Beliefs. All campuses (2007/2008)	100%	Board approves revised Foundational Statements given input of school community.	Current: New Initiative
Third Academy's education system meets the needs of all K-12 students, society and the economy.	Broaden ownership of school by allowing senior administrators to take non-controlling shareholding. All campuses (2007/2008)	25%	New shareholders approved at Annual General Meeting.	Current: New Initiative
Children at risk have their needs addressed through effective programs and supports.	Develop a transition plan for CEO position. All campuses (2008/2009)	100%	Board adopts plan.	Current: New Initiative
Students complete their programs.	Actively involve Third Academy Patrons.	100%	CEO reports all Patrons actively involved.	Current: Calgary and Lethbridge (achieved)
Students demonstrate high standards.	Concerted effort to meet financial targets. All campuses (2007/2008).	100%	CFO reports financial targets met.	Current: 100%
Students are well prepared for lifelong learning.	Provide Access to Vocational Programs through Partnership with external agencies. Calgary South (2007/2008) Red Deer & Lethbridge (2008/2009)	100%	Percentage of Senior High students identified (IPP) and offered a Work Experience placement	04/05 100% Calgary 05/06 100% Calgary
Students are well prepared for employment.	Provide Access to Vocational Programs through Partnership with external agencies. Calgary South (2007/2008) Red Deer & Lethbridge (2008/2009)	>12	Number of Vocational programs offered for Credit in the Senior High School	04/05 3 Calgary 05/06 12 Calgary
Students model the characteristics of active citizenship.	Provide a variety of test materials and Life Skills resources to meet student needs. Calgary South (2007/2008) Red Deer & Lethbridge (2008/2009)	As per dates	Test materials accessible Resources accessible	04/05 Ongoing Calgary 05/06 Achieved Calgary
The Third Academy demonstrates effective leadership and continuous improvement.				
The Third Academy demonstrates leadership and continuous improvement.				

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

LOCAL GOAL ONE: SUSTAINABLE DEVELOPMENT OF THIRD ACADEMY'S LEARNING SYSTEM

Outcomes	Key Strategies/Tasks (Implementation Dates)	Target	Performance Measures	Results
Third Academy will provide a safe and caring environment for students.	Renewed emphasis on Personal Development component of programming. All campuses (2007/2008)	100%	Principals report that Personal Development is core to programming.	Current: Lions Quest emphasis replaced with emphasis on teacher peer mentorship due to cost restraints. GO Program introduced in Red Deer.
Third Academy's education system meets the needs of all K-12 students, society and the economy.				
Children at risk have their needs addressed through effective programs and supports.	Development and implementation of a Communication Plan. All campuses (2007/2008)	100%	Principals report level of satisfaction of school community.	Current: New Initiative
Students complete their programs.	Development and implementation of Code of Conduct- students, parents and staff. All campuses (2007/2008)	100%	Principals report that expectations being met.	Current: New Initiative
Students demonstrate high standards.	Develop transition plan for move to Calgary South campus. (2007/2008)	100%	Principal reports on level of satisfaction of school community.	Current: New Initiative
Students are well prepared for lifelong learning.				
Students are well prepared for employment.				
Students model the characteristics of active citizenship.				
The Third Academy demonstrates effective leadership and continuous improvement.				
The Third Academy demonstrates leadership and continuous improvement.				

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

LOCAL GOAL TWO: STANDARDS FOR SPECIAL EDUCATION

Outcomes	Key Strategies/Tasks (Implementation Dates)	Target	Performance Measures	Results
Third Academy will provide a safe and caring environment for students.	Implement Special Education Programming Standards. All campuses (2004/2005)	100%	Principals report on level of satisfaction within school community.	Current: >90%
Third Academy's education system meets the needs of all K-12 students, society and the economy.	Adopt recommendations of Special Education Programming Standards Pilot Review (SEPSR). All campuses (2007/2008)	100%	CEO reports SEPSR Action Plan implemented.	Current: Over 50% of recommendations have already been adopted.
Children at risk have their needs addressed through effective programs and supports.	Conduct independent Review. All campuses (2007/2008)	100%	Independent reviewers report.	Current: New Initiative
Students complete their programs.				
Students demonstrate high standards.				
Students are well prepared for lifelong learning.				
Students are well prepared for employment.				
Students model the characteristics of active citizenship.				
The Third Academy demonstrates effective leadership and continuous improvement.				
The Third Academy demonstrates leadership and continuous improvement.				

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

LOCAL GOAL THREE: HIGH QUALITY PROFESSIONAL DEVELOPMENT FOR ALL STAFF

Outcome	Key Strategies/Tasks (Implementation Dates)	Target	Performance Measures	Results
Third Academy will provide a safe and caring environment for students.	All staff to develop Professional Growth Plans. All Campuses (2007/2008)	100%	Principals/Special Assistant to the CEO to report on percentage of staff that have written and implemented a Professional Growth Plan.	Current: All instructional staff complete and implement Professional Growth Plan.
Third Academy's education system meets the needs of all K-12 students, society and the economy.	Minimum of two in-service instructional sessions each month (Wednesday afternoons)	>2	Number of in-service instructional sessions held.	Current: Achieved
Children at risk have their needs addressed through effective programs and supports.	The Third Academy will host workshops and seminars.	>2	Number of workshops/ seminars hosted	04/05 5 05/06 10
Students complete their programs.	Teachers will make presentations to their peers following each off campus Professional Development opportunity.	>10	Number of presentations made to peers.	05/06 20
Students demonstrate high standards.	Teachers will take an active role in mentoring new teachers or teaching partners.	100%	Teachers will indicate their level of satisfaction with mentorship.	Current: Achieved/Ongoing
Students are well prepared for lifelong learning.	All campuses (05/06)			
Students are well prepared for employment.	All staff will attend local seminars/ conventions/ workshops to better meet the needs of their students. All campuses (05/06)	1 each	Number of workshops/ seminars/conventions attended.	Current: Achieved
Students model the characteristics of active citizenship.	AISI project: 'The Teacher as a Therapist First' (06/07-08/09)	100%	CEO to report the level of satisfaction amongst the school community.	Current: New Initiative
The Third Academy demonstrates effective leadership and continuous improvement.	All staff to attend an overseas professional development retreat. (08/09)	100%	CEO to report the level of satisfaction amongst the school community.	Current: New Initiative
The Third Academy demonstrates leadership and continuous improvement.	Professional development translates into professional practice. All campuses (2007/2008)	100%	Principals report level of satisfaction of positive changes to school program and climate.	Current: New initiative

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

LOCAL GOAL FOUR: FRIENDS OF THE THIRD ACADEMY

Outcome	Key Strategies/Tasks (Implementation Dates)	Target	Performance Measures	Results
Third Academy will provide a safe and caring environment for students.	Develop our network- past students, parents, staff and key members of the community. All campuses (2007/2008)	100%	Principals to report level of satisfaction within the school community.	Current: New Initiative
Third Academy's education system meets the needs of all K-12 students, society and the economy.	Develop relationships with Third Academy Patrons. All campuses (2007/2008)	100%	Principals to report level of satisfaction within the school community.	Current: Lethbridge, yes. Calgary, ongoing.
Children at risk have their needs addressed through effective programs and supports.	Develop relationships with Parent Advisory Committees. All campuses (2007/2008)	100%	Principals to report level of satisfaction within the school community.	Current: Yes.
Students complete their programs.	Develop relationships with Alberta Education. All campuses (2007/2008)	100%	Principals to report level of satisfaction within the school community.	Current: New Initiative
Students demonstrate high standards.	Develop relationships with School Jurisdictions. All campuses (2007/2008)	100%	Principals to report level of satisfaction within the school community.	Current: Yes, Red Deer & Lethbridge.
Students are well prepared for lifelong learning.	Develop relationships with Health Regions. All campuses (2007/2008)	100%	Principals to report level of satisfaction within the school community.	Current: Yes, Red Deer & Lethbridge
Students are well prepared for employment.	Develop relationships with Children's Services. All campuses (2007/2008)	100%	Principals to report level of satisfaction within the school community.	Current: New Initiative
Students model the characteristics of active citizenship.	Develop relationships with the Universities/Colleges. All campuses (2007/2008)	100%	Principals to report level of satisfaction within the school community.	Current: Yes, all campuses
The Third Academy demonstrates effective leadership and continuous improvement.	Develop relationships with Professional Organizations. All campuses (2007/2008)	100%	Principals to report level of satisfaction within the school community.	Current: New Initiative
The Third Academy demonstrates leadership and continuous improvement.	Develop relationships with the non-profit sector. All campuses (2007/2008)	100%	Principals to report level of satisfaction within the school community.	Current: New Initiative

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

LOCAL GOAL FOUR: FRIENDS OF THE THIRD ACADEMY

Outcome	Key Strategies/Tasks	Target	Performance Measures	Results
Third Academy will provide a safe and caring environment for students.	Develop relationships with the business community. All campuses (2007/2008)	100%	Principals to report level of satisfaction within the school community.	Current: Yes, Red Deer & Lethbridge
Third Academy's education system meets the needs of all K-12 students, society and the economy.	Develop relationships with Local Government. All campuses (2007/2008)	100%	Principals to report level of satisfaction within the school community.	Current: Yes, Red Deer & Lethbridge. Calgary ongoing.
Children at risk have their needs addressed through effective programs and supports.	Develop relationships with the Provincial Government. All campuses (2007/2008)	100%	Principals to report level of satisfaction within the school community.	Current: Yes.
Students complete their programs.	Develop relationships with Service Organizations. All campuses (2007/2008)	100%	Principals to report level of satisfaction within the school community.	Current: Yes, Lethbridge. Calgary, ongoing.
Students demonstrate high standards.	Develop database. All campuses (2004/2005)	100%	Principals to report level of satisfaction within the school community.	Current: Achieved and Ongoing
Students are well prepared for lifelong learning.	Develop relationships with DayCare and ECS operators. (2007/2008)	100%	CEO to report level of satisfaction within the school community.	Current: Achieved and Ongoing
Students are well prepared for employment.	Students to attend community job fairs, work experiences, do community service as per IPPs.	100%	Principals to report level of satisfaction within the school community.	Current: Achieved and Ongoing
Students model the characteristics of active citizenship.				
The Third Academy demonstrates effective leadership and continuous improvement.				
The Third Academy demonstrates leadership and continuous improvement.				

THIRD ACADEMY PROVINCIAL PROJECTS

AISI

2005/2006 marked the Third and Final year of our Life Skills Project. We saw the continued successful implementation of a personal development skills program including the use of the Lion's Quest life skills program and a wide variety of psychological testing materials and resources. This programming initiative will continue and forms part of Local Goal One: 'Sustainable Development of Third Academy's Learning System'. This initiative has developed from being a 'project' to being adapted as part of the 'day to day' culture of the school.

The 2006-2009 AISI cycle has started. Third Academy has initiated the '**Teacher as a Therapist First**' project. Third Academy's intervention model is a therapeutic model. Our students have typically had a negative experience in their learning. For whatever reason, the conventional learning systems have not been able to provide the kind of supports our students have needed to succeed. They have come to us 'dented' and 'blunted'... and all those dents and blunts represent pain. Third Academy, firstly, takes away that pain. Once that pain is gone, then the learning can begin. The final step is to assist students to transition back to their local school.

Therapists can only give what they have got. The '**Teacher as a Therapist First**' project is firstly intended to give teachers the ability to intervene therapeutically by enabling them to understand and manage themselves better. 2006/2007 has seen the process start with various professional development activities and resources made available to students. A key professional development component is a series of seminars being offered by Energy in Motion Consulting. Taron Puri and Tom Grbich will lead all staff through a process that encourages Professional Wellness. This, in turn, will lead our staff to greater capacity in terms of supporting student needs.

Years two and three of the '**Teacher as a Therapist First**' project will see students and parents engaged in a similar process.

STUDENT HEALTH

Student Health (formerly known as Student Health Initiative) is a joint endeavour of Alberta Education, Health and Wellness, and Children's Services. These provincial government partners work collaboratively to support local partnerships to strengthen the province's collective capacity to support students with special health needs. The goals of Student Health are:

- To improve access to integrated health and related services for children and youth with special health and support needs registered in school programs
- To enable children and youth with health and support related needs to be successful in their school programs

Third Academy campuses are part of three different SHIP regions: Central Alberta SHIP, Calgary Rocky View SHIP, and Chinook Country SHIP. The various SHIPS allow access to services in slightly different ways. Long waiting times are not conducive to supporting student programming in a timely way. Services that Third Academy students have been able to access include Speech & Language Assessment and Consultation, Occupational Therapy, and Psychological Assessment.

PROVINCIAL GOALS, RELATED OUTCOMES, PRIORITIES, PERFORMANCE MEASURES AND TARGETS

PROVINCIAL GOAL ONE: HIGH QUALITY LEARNING OPPORTUNITIES FOR ALL

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
Third Academy's education system meets the needs of all K-12 students, society and the economy.	Meet, plan and review goals, strategies and achievements with parents and students while preparing individual program plans for instruction.	Percentage of teachers, parents, and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	90% of teachers, parents and students	Current: >90%
	Meet, plan and review goals, strategies and achievements with parents and students while preparing transition plans.	Percentage of teachers, parents and students satisfied with overall quality of basic education.	85% of teachers, parents and students	Current: >90%
		Percentage of teachers, parents and students satisfied with access and timeliness of services for students in schools (eg, academic counseling, career counseling, library services, supports for students with special needs.)	90% of teachers, parents and students	Current: >90%
Third Academy will provide a safe and caring environment for students.	Focus on personal development component of programming.	Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school.	90% of teachers, parents and students are satisfied	Current: > 90%

PROVINCIAL GOALS, RELATED OUTCOMES, PRIORITIES, PERFORMANCE MEASURES AND TARGETS

PROVINCIAL GOAL ONE: HIGH QUALITY LEARNING OPPORTUNITIES FOR ALL

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
Children at risk have their needs addressed through effective programs and supports.	Provide small classes with a large amount of time allocated for direct instruction. Teacher as a Therapist first, with Psychological, Speech & Language, Occupational Therapy, and Physiotherapy supports in severe cases.	Annual drop out rate of students age 14 to 18 (for high school programs). Percentage of students, parents and teachers who agree that services and supports for students at risk are easy to access and timely (for K-9).	<5% 100%	Current: 2.5% Current: > 90%
Students complete programs.	Provide opportunity for instruction given mileu and attachment therapy approaches.	Percentages of students who completed high school within three years of entering Grade 10 (for high school programs).	25%	Previous 3 year average: 29.9 Current: 13.2
Local outcome (see Third Academy Priorities for improvement above)				

PROVINCIAL GOALS, RELATED OUTCOMES, PRIORITIES, PERFORMANCE MEASURES AND TARGETS

PROVINCIAL GOAL TWO: EXCELLENCE IN LEARNER OUTCOMES

PROVINCIAL ACHIEVEMENT TESTS/ DIPLOMA EXAMINATIONS

Third Academy has an effectively 100% special needs population. Students attend in order to receive support in their areas of need while building on their strengths. These needs may include mild/moderate or severe: academic weakness, emotional issues, behavioural challenges, cognitive/developmental challenges. The results of PATs and Diploma Examinations are only one indicator of student success. Success needs to be understood broadly within the overall context of individual student achievement.

Due to the wide diversity of the student body, Third Academy's student performance on PATs and Diploma Examination accordingly varies from year to year. A number of students receive accommodations to assist in or are completely exempted from writing PATs and Diploma Exams, due to the nature of their special need. This is also the case in the conventional school systems.

The results indicated below show that Third Academy students have performed well in PATs. Despite the fact of their special needs, a large proportion of these students have performed at the Acceptable Standard. Diploma Examination results are not indicated (N/A) if an individual or group of less than six students took the examination. A number of Third Academy graduands, however, have gone on to attend trade/technical schools, colleges, and university programs.

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 overall results.
- Measures for the provincial priorities of improving early literacy and numeracy and for improving student achievement in secondary mathematics are shaded.

PROVINCIAL GOALS, RELATED OUTCOMES, PRIORITIES, PERFORMANCE MEASURES AND TARGETS

PROVINCIAL GOAL TWO: EXCELLENCE IN LEARNER OUTCOMES

TOTAL TEST ACHIEVEMENT TEST RESULTS BASED ON NUMBER OF STUDENTS WRITING

For more detailed information, please visit http://www.education.gov.ab.ca/k_12/testing/multipublic/ach/subjects.cfm.

Grade Level	Subject	Standard	Results 2005/06		Previous 3 Yr Average		Target 2007/2008	
			Auth%	Prov%	Auth%	Prov%	Auth%	Prov%
Grade 3	Language Arts	Acceptable	50.0	89.8	52.6	90.5	52.6	84.0/85.0
		Excellence	0.0	15.6	2.1	17.3	2.1	18.0/18.0
	Mathematics	Acceptable	41.7	90.2	42.6	88.9	42.6	83.0/83.0
		Excellence	8.3	30.1	2.4	30.3	2.4	30.0/31.0
Grade 6	Language Arts	Acceptable	43.5	87.6	24.6	87.4	24.6	82.0/82.0
		Excellence	4.3	17.7	0.0	17.7	0.0	18.0/18.0
	Mathematics	Acceptable	39.1	82.7	19.2	85.6	19.2	80.0/80.0
		Excellence	8.7	17.0	0.0	62.2	0.0	21.0/21.0
	Science	Acceptable	47.8	86.7	28.4	88.0	28.4	82.0/82.0
		Excellence	17.4	31.4	0.0	28.3	0.0	27.0/27.0
	Social Studies	Acceptable	47.8	86.8	25.8	86.6	25.8	80.0/80.0
		Excellence	8.7	25.8	0.0	23.1	0.0	22.0/22.0
Grade 9	Language Arts	Acceptable	46.9	88.2	35.6	89.1	35.6	80.0/80.0
		Excellence	0.0	15.5	0.0	15.2	0.0	16.0/16.0
	Mathematics	Acceptable	12.5	76.5	13.0	74.5	13.0	70.0/70.0
		Excellence	3.1	19.5	1.0	20.8	1.0	21.0/21.0
	Science	Acceptable	18.8	76.1	16.5	77.8	16.5	68.0/68.0
		Excellence	0.0	15.4	0.0	14.5	0.0	13.0/14.0
	Social Studies	Acceptable	31.3	81.8	24.5	81.8	24.5	75.0/75.0
		Excellence	3.1	21.6	2.0	21.8	2.0	21.0/21.0

PROVINCIAL GOALS, RELATED OUTCOMES, PRIORITIES, PERFORMANCE MEASURES AND TARGETS

PROVINCIAL GOAL TWO: EXCELLENCE IN LEARNER OUTCOMES DIPLOMA EXAMINATION RESULTS

According to Guidelines for Interpreting the Diploma Examinations: MultiYear Reports, results on provincial assessments for individual students and for groups of fewer than six students are not to be publicly released. For more information, please visit:

http://www.education.gov.ab.ca/k_12/testing/multipublic/dip/subjects.cfm.

Subject	Standard	Results 2005/06		Previous 3 Yr Average		Target 2007/2008
		Auth %	Prov %	Auth %	Prov %	Auth
English 30-1	Acceptable	N/A	88.0	N/A	90.6	N/A
	Excellence	N/A	19.3	N/A	18.3	N/A
English 30-2	Acceptable	100	86.1	N/A	87.3	N/A
	Excellence	0.0	8.1	N/A	8.6	N/A
Social Studies 30	Acceptable	N/A	85.5	N/A	85.9	80.0/80.0
	Excellence	N/A	23.9	N/A	23.4	5.0/5.0
Social Studies 33	Acceptable	80.0	83.5	83.8	85.6	80.0/80.0
	Excellence	10.0	19.0	0.0	19.0	10.0/10.0
Pure Math 30	Acceptable	N/A	82.8	N/A	82.9	80.0
	Excellence	N/A	26.5	N/A	28.3	5.0
Applied Math 30	Acceptable	N/A	77.5	N/A	86.6	N/A
	Excellence	N/A	11.8	N/A	16.7	N/A
Biology 30	Acceptable	N/A	81.4	N/A	81.5	N/A
	Excellence	N/A	26.4	N/A	25.0	N/A
Chemistry 30	Acceptable	N/A	88.4	N/A	74.5	80.0
	Excellence	N/A	37.1	N/A	20.8	5.0
Physics 30	Acceptable	N/A	84.4	N/A	77.8	80.0
	Excellence	N/A	30.0	N/A	14.5	5.0
Science 30	Acceptable	N/A	82.8	N/A	81.8	N/A
	Excellence	N/A	17.3	N/A	21.8	N/A

PROVINCIAL GOALS, RELATED OUTCOMES, PRIORITIES, PERFORMANCE MEASURES AND TARGETS

PROVINCIAL GOAL TWO: EXCELLENCE IN LEARNER OUTCOMES

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
Students demonstrate high standards.	Focus on math, reading and written expression at all grade levels. Focus on personal development component of programming.	Percentage of student who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6, and 9 Provincial Achievement Tests (Cohort Results).	Acceptable: See tables above. Excellence: See tables above.	Current: See tables above
		Percentage of student who achieve the acceptable standard and the percentages who achieve the standard of excellence on Diploma examinations.	Acceptable: See tables above. Excellence: See tables above.	Current: See tables above
		Diploma examination participation rates (for high school programs).	100%	>90%
		Percentages of Grade 12 students eligible for Rutherford scholarships.	50%	Previous 3 year average: 13.2 Current: 0.0
Students are well prepared for lifelong learning.	Focus on personal development component of programming. Implement utilization of online, independent and distance learning to facilitate course completion.	Percentages of students who completed high school within three years of entering Grade 10 (for high school programs).	25%	Previous 3 year average: 29.9 Current: 13.2
		Percentages of parents, teachers and students who are satisfied that students are prepared for lifelong learning (for K-9 schools).	>90%	>90%

PROVINCIAL GOALS, RELATED OUTCOMES, PRIORITIES, PERFORMANCE MEASURES AND TARGETS

PROVINCIAL GOAL TWO: EXCELLENCE IN LEARNER OUTCOMES

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
Students are well prepared for employment.	Prepare transition plans for students next phase of learning.	Percentages of parents, teachers, and students who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	>90%	>90%
Students model the characteristics of active citizenship.	Enhance the activities of the students' council and student leadership program within the school. Focus on personal development component of programming.	Percentages of parents, teachers, and students who are satisfied that students model the characteristics of active citizenship.	>90%	>75%
Local outcome (see Third Academy Priorities for improvement above)				

PROVINCIAL GOALS, RELATED OUTCOMES, PRIORITIES, PERFORMANCE MEASURES AND TARGETS

PROVINCIAL GOAL THREE: HIGHLY RESPONSIVE AND RESPONSIBLE PRIVATE SCHOOL AUTHORITY

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
The Third Academy demonstrates effective working relationships with partners and stakeholders.	Set regular evaluation periods with parents and students to ensure participation and support.	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100%	04/05 90% 05/06 80% 06/07 07/08
The Third Academy demonstrates leadership and continuous improvement.	Provide professional development funds, opportunities and technical support for teachers to integrate information technology into instruction.	Percentages of teachers and parents indicating that their school has improved or stayed the same the last three years. Percentages of teachers reporting in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	100% 100%	Current: New initiative Current: New Initiative
Local outcome (see Third Academy Priorities for improvement above)				

BUDGET HIGHLIGHTS

SUMMARY

The 2006-2007 academic year marked a number of accomplishments for Third Academy. These have created a dramatically changed planning environment for 2007-2010. Firstly, the financial capacity of Third Academy was demonstrated in an overwhelming manner. The projected surplus is \$313 000. The financial trend going forward will enable sustained development of the learning system. The securing of the Calgary South campus, secondly, will launch Third Academy to the next level of development. There will be logistical challenges as the Calgary population is split. This change will, invariably, demand management. The significant impact of new premises for Third Academy Lethbridge has already been felt in the system. Finally, the management team- senior administrators, principals, finance department, and administrative support- have developed greater capacity thereby enabling Third Academy to move forward in a concerted effort. Third Academy's Board of Directors fully supports the management team.

The 2007-2008 Budget provides for operations for all three existing campuses of Third Academy in Calgary, Red Deer and Lethbridge. Third Academy continues to grow. The Budget is targeted to achievement of financial stability and sustainability of Third Academy. Implementation of the Budget will enable Third Academy to eliminate the accumulated deficit position and secure a health Balance Sheet structure. Assumptions on which the Budget is based include:

- Student enrollment is expected to increase by 10% across the system
- Alberta Education funding has been increased by 3%
- Tuition and busing fees are kept the same as the previous year at \$11 500 and \$2 300 respectively
- Interest on investment includes the interest receivable by Third Academy on its investment in the financing of the Calgary South project utilizing bond monies
- All salaries have been increased by 5% from the previous year
- A marginal increase is budgeted for Services, Contracts and Supplies after careful consideration of the current year trend and the inflation level
- The budget provides for amounts to be spent on costs associated with the Calgary South project and an increase in rental payable for the current Calgary campus site.
- The budget also imposes strict spending controls on all three campuses. Monthly financial review will be made to ensure that expenses are kept in check.

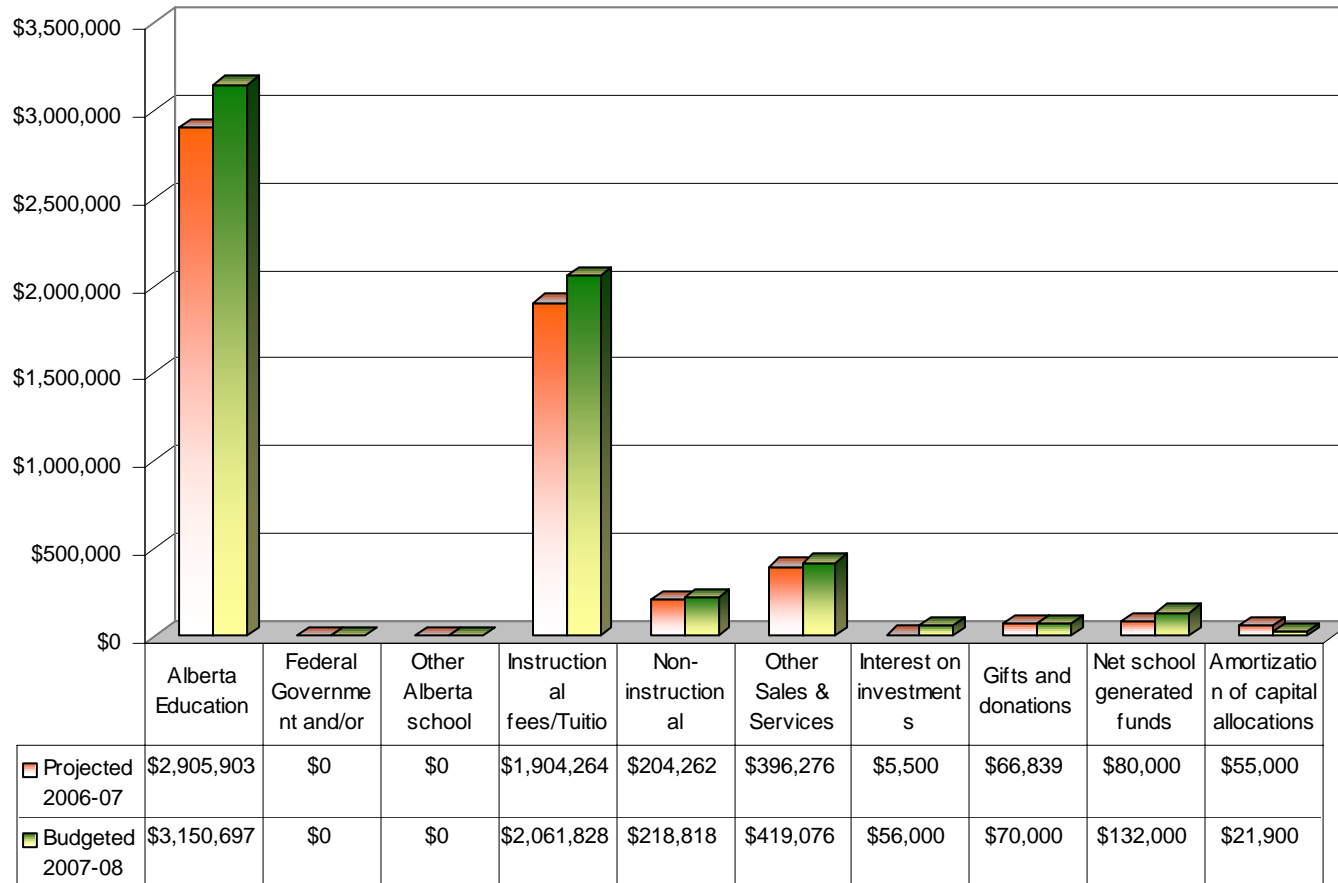
Total revenues are budgeted at \$6 130 319 with total expenditures at \$5 792 658, thereby realizing a projected surplus of \$337 661.

A copy of the 2007-2008 Budget is available upon request from Bob Boisvert, Chief Financial Officer.

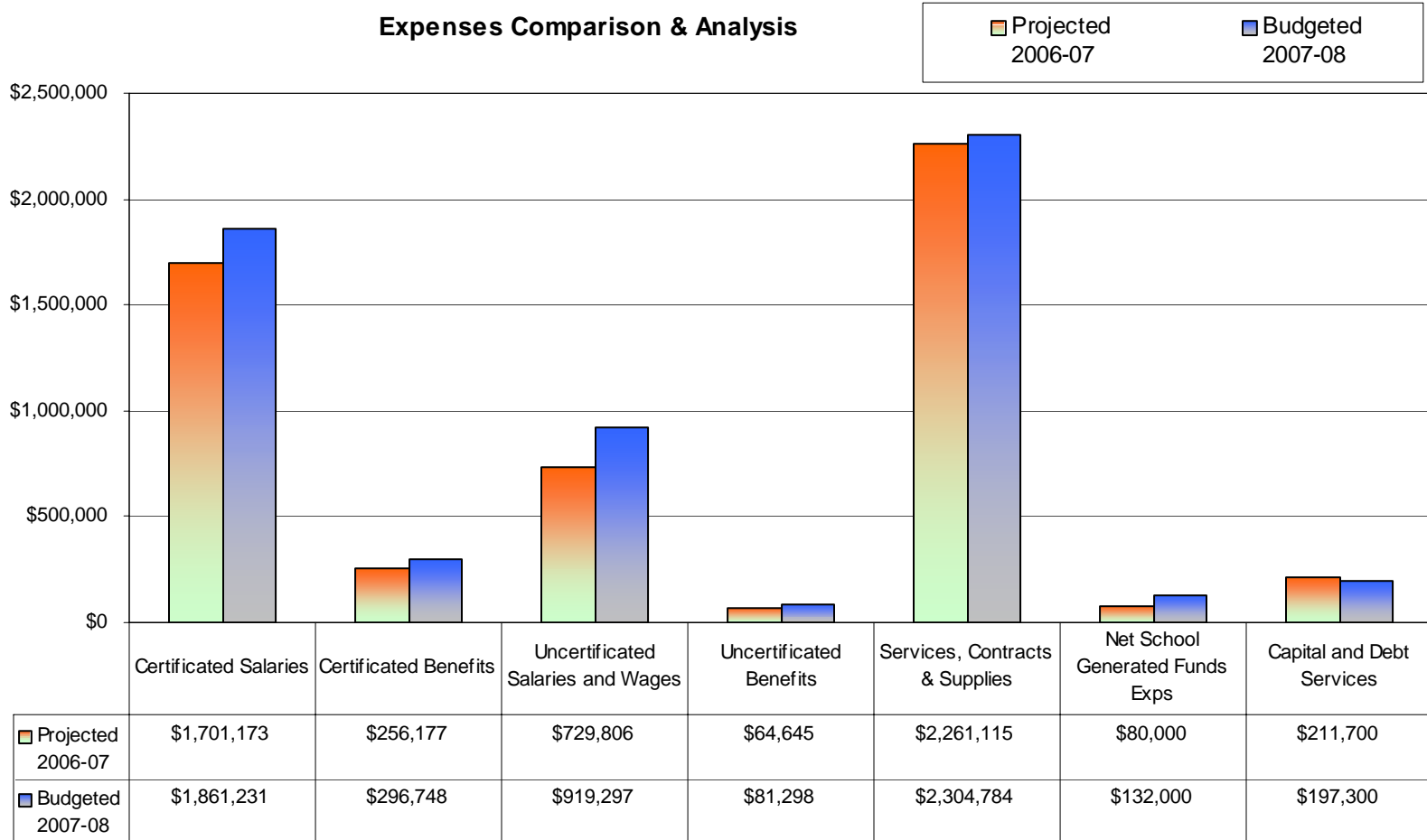
BUDGET HIGHLIGHTS

Revenue Comparison & Analysis

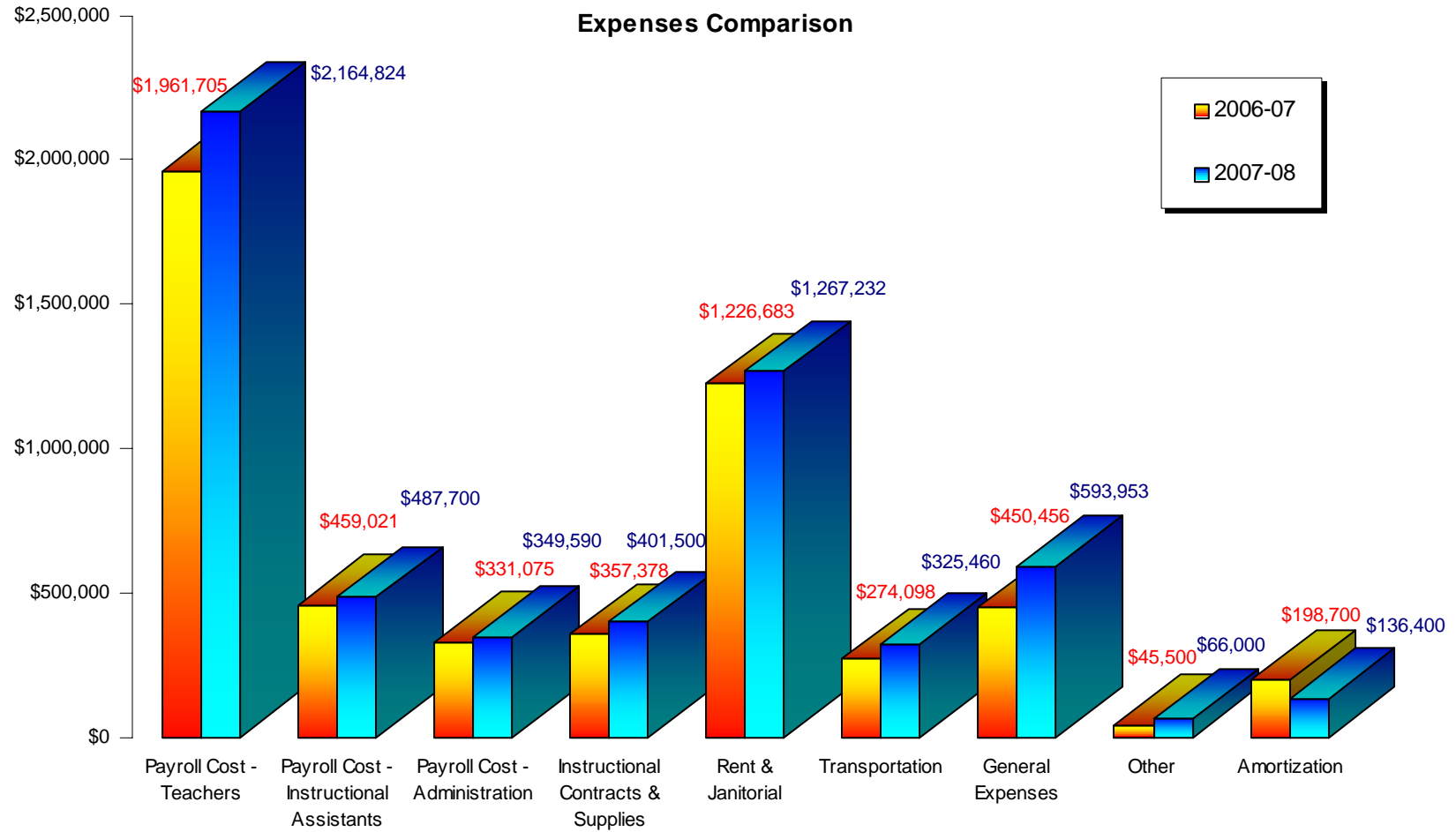
■ Projected 2006-07
 ■ Budgeted 2007-08



BUDGET HIGHLIGHTS



BUDGET HIGHLIGHTS



HIGHLIGHTS OF FACILITY AND CAPITAL PLANS

SUMMARY

2006-2007 saw how better facilities impact Third Academy's system. Third Academy Lethbridge moved into an excellent, centrally located site. Enrollment increased and programming was improved. As part of Third Academy's plan for sustainable development, securing better facilities is critical.

2007-2008 will see Third Academy Calgary's enrollment split to occupy the newly secured Third Academy South campus. Private schools are faced with tremendous challenges in finding appropriate sites. Alberta Education does not provide access to capital funding. This demands creative solutions to access capital in the open market. These costs, unfortunately, represent funds diverted from student programming.

Third Academy South will be renovated at a cost of over \$500 000 to provide a space more conducive to learning. These monies will be financed through an Improvement Allowance that will be amortized over a five year period within the gross rental amount. In the next three years, the plan is to develop the facility in conjunction with our community partners to provide, in particular, better access to sports facilities.

In order to meet the challenge of transporting our students, the busing fleet in Calgary will be expanded. 2007-2008 will see two new buses operating within the system. The fleet will be expanded as needed given student numbers, the logistics involved in getting our students to school, and our ability to contract out services to partner schools in an effort to increase load on particular routes. Buses are costing in the region of \$75 000 each. In order to better manage cash flow, it is likely that Third Academy will continue to Lease to Own buses in its fleet.

Another area demanding significant capital investment is in technology. The use of computers has become part of our daily lives. As an educational institution, Third Academy is committed to investing in hardware, assistive technology and specialized software so that technology can be integrated into teaching and learning in every classroom. 2007-2008 will see the upgrading/installation of the computer labs in Calgary and Calgary South. At a capital cost of \$75 000 per lab, it is likely that Lease to Own options will be investigated in order to better manage cash flow.

