Alberta Classical
ACADEMY

Charter School
Annual Education Plan
2023 – 2026

Year 3 of the 2023-2026 three-year plan



Submitted to Alberta Education
May 2025

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Accountability Statement

Under the direction of the Board of Directors, the Education Plan for Alberta Classical Academy commencing September 1, 2025 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Charter Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The School Board or Charter Board approved the 2023/2026 Education Plan on May 16, 2023. (Year 1)

The School Board or Charter Board reviewed and approved the 2025/2026 Education Plan on May 27, 2025.

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Jim Silovs, Board Chair

Message from the Board Chair

It is my distinct pleasure to introduce myself, Jim Silovs, as the newly-elected Chair of the Board of Directors for the Alberta Classical Academy (ACA). This document, the third submission related to the ACA 2023/2026 Education Plan, has been prepared on behalf of our Board and all of our stakeholders.

The completion of the 2024-25 academic year will mark ACA's third complete year of operations, during which we have expanded from one campus, our original Bridgeland Campus (Calgary), to add new campuses – one at Currie Barracks (Calgary) and a third campus at Eastgate (Edmonton) – in year two of our operation. This expansion led to a growth in enrolment from 293 in our first year of operations, to 848 in year two, to 1,278 students in year three and, and as of the writing and approval of this plan, we anticipate 1,605 students attending our campuses and receiving a Classical Education from our teachers in the 2025/26 academic year. Our current waitlist numbers have surpassed 2,000. We are honoured to be able to offer K to 10 programming to the many Alberta families desirous of providing their children with a classical liberal arts education.

The stated purpose of the ACA Charter is, "*To deliver a classical liberal arts education that equips students with the virtues, knowledge, and habits befitting free citizens.*" This plan represents a strong, well thought out, and proven to be effective pedagogical process that focuses on the pursuit of truth and wisdom and demonstrates our commitment to our Charter objectives and ACA's mission. As has been prior noted, our approach to education hinges on the recognition *that human happiness is sapiential and that the pursuit of wisdom is not an individual, but a civilizational project that every educator has the high moral duty to communicate to their students.*

As we approach our third school year, we must recognize that ACA could not have achieved the level of success that it has if not for the incredible commitment to our goals of the many dedicated and selfless individuals who

believe in, and tirelessly support, the organization. Our leadership team continues to work relentlessly to support the organization's extremely rapid growth and their dedication to our dream of making Classical Education accessible to all who are willing to pursue it is as strong today as it was on the day our foundress initially envisioned making Classical Education a reality in Alberta. Our teachers and support staff continue to develop their understanding of classical education and take every opportunity to bring it to life daily in our classrooms, hallways and activities; our parents demonstrate tremendous support and commitment to our programming; and our students wholeheartedly engage in their learning with an enthusiasm and dedication that shows a palpable willingness to embrace, and take responsibility for, their learning in a way that creates a unique sense of positivity and vibrancy in all of our schools.

I would like to recognize and thank our Board of Directors, a completely volunteer group of parents and community members with a genuine interest in, and commitment to, providing classical education programming in Alberta. Our Board spends countless hours contributing to the governance of the organization to ensure that our mission and educational responsibilities to the Province, our parents, our teachers and our students are not only met, but often exceeded, responsibly, effectively and efficiently. We also very much appreciate the support of the Minister of Education and of all the dedicated staff and elected officials on both the Civic and Provincial levels who have helped us make classical education a reality for so many Alberta families.

Our greatest thanks, however, is to all of those who have come before us and through their toil, perseverance and vision for a better future, for us and our children, have laid the foundation for the path upon which we now travel – as Isaac Newton famously observed, we are standing on the shoulders of giants.

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Jim Silovs, Board Chair

Introduction

The mission of Alberta Classical Academy is to educate students in the knowledge, habits, and virtues befitting free citizens. Established in January 2022, Alberta Classical Academy (ACA) opened its inaugural school, Calgary Classical Academy Bridgeland Campus in September 2022. The following year, ACA opened two additional schools, Calgary Classical Currie campus and Edmonton Classical Academy, Eastgate campus. As we conclude our third year of successful operations, Alberta Classical serves 1272 students, and employs 163 school staff in various capacities across the district.

Why Parents Choose Alberta Classical Academy

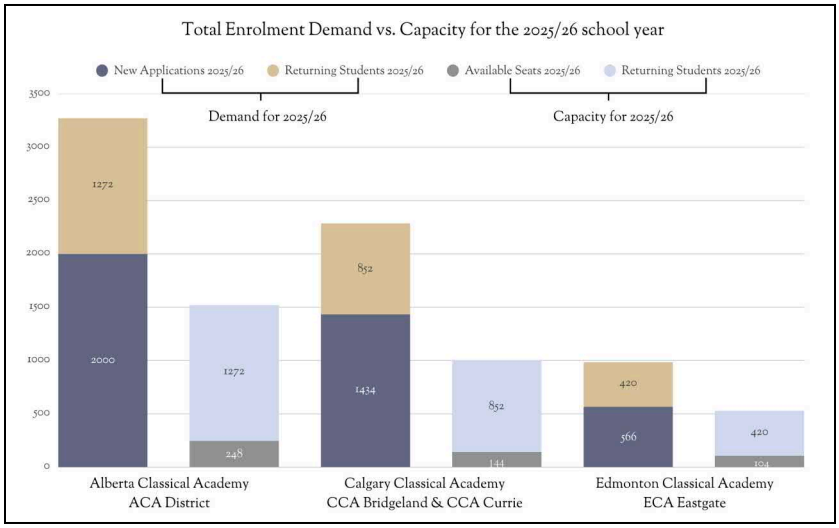
As the only public, tuition-free classical school of its kind in Canada, ACA offers Alberta's parents a distinct educational choice for their child/ren. A word cloud (seen right) generated from data collected from applications received for the 2024/25 academic year provides insight into why parents choose Alberta Classical. Parents appreciate the academy's classical philosophy and commitment to truth seeking, free inquiry, and virtue education. Other attractive features include the smartphone-free environment; the classical quadrivium; high academic and behavioural standards; traditional teaching methods and quality of the faculty; high levels of parent involvement; and the knowledge-rich world history and literature programs.



(Fast and von Heyking, 2024)

Enrollment and Student Demographics

Demand for our classical program continues to outpace the number of available seats. The graph on the right depicts the current demand compared to the capacity or number of available seats currently available. To date, over 2000 new student applications have been received for the 2025/26 school year. Despite running a lottery on February 1, 2025, waitlists continue to grow. Alberta Classical does not carry over applications or waitlists year-to-year.



In the upcoming school year, we anticipate serving approximately 1103 students in grades K-10 in Calgary, and 502 in grades K-9 in Edmonton, for a total of 1605 students across the district. All our schools are home to a rich, diverse student body. Among our 2024/25 population, 38 languages are represented, and just over 20% of students are coded English Additional Language (EAL). A total of 101 or about 8% of our students require student learning support (SLS). Twenty five or 2 % self-identify as FNMI and we have four students who claimed refugee status. Over 30% of our families access some form of financial assistance. In both Calgary and Edmonton, students come from every quadrant of their respective cities, as well as from rural areas beyond city boundaries. Of the 1270 students currently enrolled, 660 (just over 50%) rely on bus transportation to get safely to and from school.



Analysis of Assurance Results and Stakeholder Engagements

Key Achievements of the 2024/25 School Year

In our third year of operations, our efforts focused on a number of practical goals and educational planning directly connected to the implementation of the charter. Some key achievements from the past year include:

Charter Amendments: The Board of Directors developed and intends to submit an application for Charter amendments in advance of the 2025/26 school year. Proposed amendments include; elaboration on the virtues and classical approaches (e.g., mimetic and socratic instruction, approach to the classical quadrivium); secondary vocational streams such as traditional building crafts, architectural and agricultural arts; modifications to the curricular overview; a refined teleological vision and student outcomes; and more.

Charter Evaluation: As per Section 7(3) of the Charter Schools Regulation, ACA applied to the Minister seeking a 15 year charter renewal. A self-reflection was submitted in December 2024 and onsite evaluations were conducted by an Alberta Education field services team at all three schools in March 2025. Evaluators were impressed with our community's strong shared understanding of the Academy's classical vision and mission.

Outdoor Education and Athletics: An intentional focus on outdoor pursuits and athletics has become the cornerstone of our student health and wellness strategy. Coupled with a self-transcendental outlook and the explicit teaching of virtue, students build resilience and learn to take personal responsibility for their feelings and reactions in the face of adversity, realizing themselves capable of meeting life's trials with temperance, grace, and fortitude. Our students continue to reach new heights and achieve personal bests.





Curriculum Development and Piloting: Over the past year, we have accomplished much to develop and refine our approaches to classical curriculum delivery. Key successes and initiatives undertaken include: continued development of "philosophy of disciplines" documents; developing and implementing learning outcomes for the human health and sexuality curriculum; continuing to draft K-9 course "lead sheets" for history/geography ("social studies"); early development of model unit plans for history/geography to improve cross-disciplinary integration; piloting and providing extensive feedback on the new Alberta K-6 Social Studies curriculum, which was integrated into our program as a Canadian history and civics track; offering extensive feedback on the scope and sequence of the new Alberta 7-9 social studies draft; implementing and continuing to refine our great books, stories, poems, and songs lists; piloted various reading, writing, and mathematics resources such as Scriptorium, "The Beautiful Teaching," and the MIND math skill remediation program; undertaking action research related to Latin language delivery, comparing natural language approaches and a traditional grammar/translation approach; continued development of digital resource libraries for primary and secondary sources, pedagogical resources; the establishment of faculty working groups to refine our approach, goals, and outcomes for science and French; and developing a plan for high school course delivery, supplemental learning outcomes, and elective courses. An achilles heel, this domain remains an utmost priority. Strategies for continued improvement feature prominently in our upcoming 2025/26 education plan.

Improving School Buildings and Facilities: District level staff worked closely with Alberta Education, Capital Planning division throughout 2024/25 to plan for advancing school facility improvements across the district. Three major capital planning proposals were submitted for consideration. Of these, the Eastgate campus expansion project in Edmonton, was approved and added to the list of major capital projects in the 2025/26

provincial budget. We are grateful for the positive impact this will have on our students. Despite our success, continuing stakeholder dissatisfaction with school facilities, features prominently in our 2024 AERR report, assurance measures, and local survey results. Particularly in Calgary at the Currie campus, which remains without a gym or adequate CTS and instructional spaces to accommodate the delivery of our unique classical programming. As such, management of construction and renovation projects, and the further acquisition of new buildings, remains a key priority in our 2025/26 education plan as we add new grades and face substantial internal growth pressures. For more information, please view ACA's 2025 capital planning submission, publicly available on our district website and found here.

Assurance Results and Engagement Analysis: Ongoing Priorities for 2025/26 (Year 3)

An analysis of engagement and assurance results points to three broad categorical insights that require ongoing attention, having thus informed the outcomes, measures, and strategies, and amendments to this final year of our three year education plan. In the spirit of continuous improvement, the plan supports ongoing improvements in the following priority areas:





Classical School Culture: Training students in moral discernment and principles, and habituating them to the practice of virtue and proper comportment and etiquette is essential to establishing a school culture where friendship, civic mindedness, belonging, and contemplative and joyful learning can take root. Assurance metrics reflected variable levels of teacher satisfaction with the moral development of our students. Anecdotal accounts from parents and teachers in the current academic year point to concerns with student behaviour and comportment, particularly in the middle school years. Strategies for improvement include student etiquette training, building teacher and school leader capacity in productive discipline, building a repository of virtue resources to supplement instruction, and developing virtue self-assessments for students. Further, plans to enhance student belonging and rootedness in the community through student leadership initiatives and community involvement both in school and beyond, will serve to improve school culture.

PAT Results and Academic Excellence: The Academy's provincial achievement test (PAT) results declined slightly in year 2 from year 1. Although above provincial standards, strategies aim to address student variability seen after a 160% increase in our student population in our second year. Results for our English Additional Language (EAL) learners also declined. Targeted strategies to address these results include more direct teaching around test taking strategies and academic language, and soliciting parent partnership to improve participation rates and preparation.

Classical Curriculum Integration: Ongoing curriculum development initiatives will continue to focus on enhancing the integration of disciplines, and improving assessment practices and approaches to homework. This will promote Scholé - a learning community where students experience a restful, vigorous classical education that cultivates wonder, curiosity, and a love of learning. This is in contrast to learning marked by excessive academic rigour and the cruelty of constant academic pressure.

Classical Approach to SLS and Supporting Complex Student Needs: The 2024/25 school year saw the continued expansion of our Student Learning Support (SLS) services. Targeted funding supported increased staffing and specialized professional development, as well as the adoption of Dossier to support district coherence in documenting and tracking student needs. Continuing, targeted improvements in the upcoming school year include; developing administrative regulation related to student inclusion in a classical context; adding more specialized staff to be responsive to the areas of greatest need (e.g, literacy and numeracy interventions); providing clear budget allocations funding to expand access to high quality wrap around support services (e.g., SLP, psycho-educational services); and continuing to build in-house capacity and expertise to support complex learning needs.

Stakeholder Assurance & 2024/25 Engagements

This 2025-26 Annual Education Plan reflects the third and final year of our first three-year education plan. Each of our three campuses identified key priorities and goals, which were then amalgamated to establish the final district plan. The plan was further informed by our second Annual Education Results Report (AERR) (November 2024), the current educational context in Alberta and Alberta Classical Academy schools, and through ongoing consultations with school staff and school council representatives. The nature and timing of these accountability framework meetings, held at three times throughout the year with school faculty and school council representatives, respectively, are part of our larger stakeholder engagement strategy outlined in the table below. The final report, approved by the ACA Board of Directors, serves as an assurance to our community partners that we are meeting the targeted outcomes of our charter.

School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans. Overall, Alberta Classical Academy stakeholders report being highly satisfied with opportunities for engagement in the school community. Assurance measures, local surveys, and preliminary results from Alberta

Education's charter evaluation review report, point to ACA stakeholders having a clear understanding of the charter's vision and goals, attributable to strong communication and high levels of stakeholder engagement.

Albeit an evolving process, our commitment to stakeholder engagement is being realized through various avenues. Supported by our various faculty and our School Councils, our current engagement strategy serves to ensure ongoing consultation with *all* stakeholders to gauge current levels of satisfaction, and solicit feedback to incorporate into our plans for continuous school improvement. The following is a list of engagement sessions held in the 2024/25 school year, the data from which informed this education plan.

Stakeholder Engagements - 2024/25 School Year	Engagement Timing
Student Engagement	
○ Provincial Assurance Survey administered to all students in grades 4 through 8	February 2025
○ Student input and leadership opportunities (e.g., student clubs, culture building, weekly assemblies);	Daily clubs Weekly assembly
○ Student Focus Groups: mixed focus groups of students grades (K-4, 5-9) to solicit feedback on quality of teaching and learning and student experience	March & May 2025
○ End of Year Student Surveys capturing data related to the quality of teaching and learning, and the student programming;	May / June 2025
Parent Engagement	
Volunteerism ○ 10 hours/year of expected parent volunteerism including field trips, class helpers, reading and math intervention, school council committee work	Full year
Communication ○ Open door policy to promptly addressing concerns (daily - all campuses) ○ Weekly Family Updates from campus administration (weekly - all campuses)	Weekly communications sent out Friday for upcoming school week
Parental Education ○ Open Houses and regular school tours for prospective families and community members. ○ Parent information sessions, welcome events and speakers related to classical education and curriculum [(e.g., Classical Curriculum (Nov 2024) Technology and Social Media (March 2025), HS in Classical Education (May 2025)] ○ Public access to ACA board meetings and minutes	Open Houses - Nov - Jan Welcome events in Sept. Information sessions scheduled as needed Every second month
Reporting on Student Learning	Oct 2024, March 2025

○ In person learning conferences held twice per year ○ Four reporting periods (two interim reports; two summative reports)	Interim reports- Nov, Apr. Full reports -Jan, June
Parent Surveys ○ Alberta Assurance Surveys - parent data from the Alberta Education Assurance Survey informs the Education Plan. ○ Parent Feedback Surveys (e.g. Campus Evaluation Metric Survey) twice yearly	 February - March (yearly) February/ June
School Councils ○ All councils host monthly general meetings with parents and administrators and attend monthly Board Meetings. ○ Regular meetings, collaboration between School Council, committees and administration	 Monthly meetings or as needed to ensure proper consultation and assurance
Accountability and Assurance Framework Engagement Sessions ○ Consultations sessions for AERR and AAnnual Education Plan are held three times a year with School councils and members. The focus being on reporting and consultation on key priorities and strategies. ○ Parent data from the Alberta Education Assurance Survey and local parent surveys inform the Education Plan.	Consultations held on November 2024, and February and May 2025 AEA Survey - Feb/March Local - Jan, June
Faculty Engagement	
Staff Communication/ Meetings ○ Weekly Staff Update sent out by the campus administration ○ Weekly staff and committee meetings set priorities for curriculum and culture	Weekly communications (Friday) and staff meetings (every Wednesday)
Professional Growth / Fireside Chats ○ Professional growth conversations and fireside chats held three times yearly;	Thrice yearly (October, February, June)
Leadership Communication / Meetings ○ Meetings between Deputy Superintendent (DS) and campus leadership ○ Leadership meetings with the Office of the Superintendent, the Executive, and campus leadership	 Weekly meetings District meeting once monthly
Curriculum Development ○ Staff working consultations on curriculum and assessments, facilitated by the Curriculum Development Officer (CDO)	 March - June 2025 As needed
Staff Surveys: School-based staff surveys to provide input into the plan and operations ○ Staff Survey and Leadership Surveys administered twice yearly ○ Exit surveys on professional development session ○ Staff data from the Alberta Education Assurance Survey	 February, June 2025 After each PD day February 2025
Accountability and Assurance Framework Engagement Sessions	September (AEP goals)

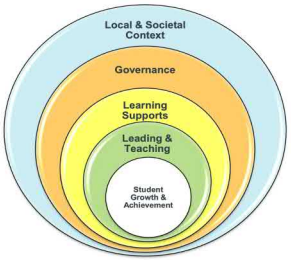
○ Staff engagement sessions to share and interpret AERR results and solicit additional input and strategies to for Annual Education Plan ○ facilitated by the Deputy Superintendent	October 2024 (AERR) April 2025 (AEP)
Board Directors	
○ Actively engaged in curriculum development and ensuring good governance ○ Public board meetings held every second month ○ Executive Report to the Board of Directors prior to all board meetings ○ Committee meetings (e.g.,curriculum, governance, finance, and HR) ○ Annual AGM in March of each calendar year ○ Board and Executive leadership retreat and strategic planning session (yearly in August)	Board meeting and committee meetings every second month

Our third year experience thus informs this updated Education Plan, developed in the sections that follow.

Education Plan Domains and Goals

Assurance Framework Domains

Alberta Classical Academy's 2023 – 2026 Education Plan outlines priorities in alignment with the Alberta Education Assurance Framework. Assurance in the education system happens when community members and education partners engage across the five domains: Student Growth and Achievement; Teaching and Leading; Learning Supports; Governance; and Local and Societal Context.



(Alberta. Alberta Education. K-12 Fiscal Oversight. School Finance Branch. (2025). *Funding Manual for school Authorities 2025/26 school year,* p. 29).

Alberta Classical Academy Charter Goals and Outcomes

Alberta Classical Academy's goals are integrated into the Assurance Domains section of this document. The outcomes identified are measured with provincial and local assessment tools, including the ACA Campus Evaluation Metric tool available for review here.

Assurance Domain 1: Student Growth and Achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

**This is an ongoing priority focus for the 2025-26 academic year as identified in the November 2024 AERR report.*

<table>
<tr><th colspan="2">Charter Goals & Outcomes</th></tr>
<tr><td>Virtue & Civic Education Outcomes</td><td>Sample Measures</td></tr>
<tr><td>Students will cultivate moral virtues such as temperance, discernment, justice, and courage
The central purpose of education is to make citizens good, both for their own benefit and flourishing, and for the benefit of their community. This involves training them in moral discernment and principles, and habituating them to the practice of virtue — especially those virtues that qualify them for liberty, such as justice, self-control, forbearance, and courage to do what is right.</td><td rowspan="2">○ Students demonstrate moral growth and the ability to reflect on their own character as determined by self-assessments and the subjective assessment of parents and teachers.
○ Parents and teachers indicate high levels of satisfaction with the development of virtuous and conscientious behaviour in students.
○ Students are comfortable engaging in open conversation, debate, and dialectic dialogue in a spirit of friendship (i.e. disagree and remain friends).
○ Parents and students report experiencing a strong sense of belonging and pride within the school community.
○ Instances of bullying, harassment, and other prohibited conduct do not occur or, failing that, are addressed promptly and effectively.
○ Students learn and practice etiquette in a variety of contexts as evidence by:
- Politely greet and address adults using honorifics throughout the school.
- Maintaining school cleanliness.
- Following expectations of behaviour, propriety, and decorum.</td></tr>
<tr><td>Students will acquire habits of civic and interpersonal friendship
As community members, students display a sense of propriety, friendship, honesty, charity, and a commitment to service. All members of the school community relate to each other in a spirit of magnanimity, integrity, kindness, good humour, propriety, and generosity. Our community is one of friendship, bound by the shared pursuit of wisdom and the joint apprehension of the good.</td></tr>
<tr><td>Knowledge & Intellectual Discernment</td><td>Sample Measures</td></tr>
<tr><td>Students will acquire the knowledge and intellectual discernment necessary for meaningful civic participation.</td><td>Intellectual Discernment and Habits of Learning
○ All stakeholders report that students model the characteristics necessary for meaningful civic participation.
○ Parents, teachers, and students report that students develop intellectual curiosity and depth of inquiry, rather than simply</td></tr>
</table>

Aristotle defined a citizen as one who participates in the governance of the political community. To participate meaningfully in democratic decision-making, students must acquire sufficient knowledge of arithmetic and geometry, world history, geography, religion, philosophy, economics, literature, rhetoric, and the natural sciences, as well as understanding the origins and operations of Canada's legal and political system. They should also develop sound heuristic principles, and acquire training in formal and informal logic that will help them to reason clearly and make sound judgements.

Students will grow in practical skills.

Students become competent human beings, meaning all people necessarily exist within a social context and amidst relationships of dependency. However, a free person—and a free people— should have the essential human skills necessary to meet their needs, without needing to rely unduly on the market or the state. This includes not only cognitive and abstract skills, but practical and embodied ones as well. A free person is one who has a broad scope of action, and is able to exercise agency in the world.

seeking the correct answer.
- All students learn to take responsibility for their personal belongings, and display respect & propriety by wearing the uniforms correctly.

Knowledge and Academic Achievement
- Parents report that their child/ren are engaged in and sufficiently challenged in their learning.
- Parents report that their child/ren have improved in sustained reading and in mathematics.
- All students achieve personal excellence, exhibiting strengths in literacy and numeracy:
  - 95% of students perform above grade level in reading, writing, and numeracy screeners and local assessment by the end of grade 2 (if enrolled since Kindergarten).
  - At least 90% of students achieve an acceptable performance level on Provincial Achievement Tests (after 3 years enrolled in the program) and those achieving standard of excellence increases over the previous year (goal at or above 40%).
  - Performance metrics of EAL students improve over the previous year's results.

Practical & Embodied Skills
- Students acquire outdoor and survival skills at age-appropriate levels (e.g. hiking, shelter and fire building, orienteering, appreciation for outdoor pursuits, etc.).
- Students have opportunities to practice leadership in organizing school events, publications, volunteer initiatives, field trips, and other activities.
- All students participate in at least one local community service project through the school per year, consistently demonstrating themselves to be good ambassadors and representatives of the school in their communities.

Priority Strategies	Plan for Implementation
Virtue and Civic Education **continuing priority area identified in 2023/24 AERR report*	
1. Virtue Framework & Resource Repository *(overlaps with Domain 5- School Culture)*	*September 2025 - 26* ○ Phased implementation as resources come available

○ Develop a staff "virtue handbook": a guide and repository of resources to support the teaching and assessment of virtue. ○ Develop age appropriate formative and summative student self-assessments to assess moral growth (e.g., checklists, journals). ○ Continue developing ACA Faculty, Parent/Student Handbooks detailing moral and academic expectations and outcomes.	○ Virtue committee (cross district working group) ○ Bi-monthly meetings ○ Campus budget for teacher release time: PD budget
2. Etiquette Instruction & Campus Rituals *(see also Domain 5)* ○ *Etiquette Instruction:* Coaching for all ACA students and staff to reinforce virtue and proper comportment, conducted by a professional etiquette coach. Scheduling of instructional and extracurricular activities to reinforce etiquette training (e.g., ballroom dancing, fencing, chess, afternoon tea). ○ *Campus Rituals:* Adoption of common rituals, as per the campus evaluation metric that reinforce virtue, proper comportment, and school culture (e.g., daily singing of national anthem, class pledges, weekly assembly, adherence to ACA book/song/poetry lists).	*Fall 2025* ○ 4 week implementation ○ External consultant ○ Campus budget allocation: student enrichment fund
3. Service Project Year Plans (All Campuses) *(see overlapping strategies with Domain 5)* ○ All ACA Students are to participate in at least one local community service project through the school per year, consistently demonstrating themselves to be good ambassadors and representatives of the school in their communities. ○ Each school develops grade level year plans detailing the nature and timelines for community service work, linked to curriculum.	*September 2025 - 26* ○ full year implementation and ongoing strategy ○ All campus faculty
Knowledge and Intellectual Discernment	
Curriculum Integration and Development **continuing priority area identified in 2023/24 AERR report* 1. New Staffing - Curriculum ○ Chief Academic Officer (CAO): A new member of the executive team, supporting instructional leadership & the implementation of the classical curriculum.	*Begin July 1, 2025 (ongoing)* ○ CAO - 1.0 FTE ○ CA - total of 1.0 FTE ○ Systems Admin (district) budget

○ Curriculum Advisors (CA): One part-time CA (0.4FTE) appointment and various contractors (teachers, expert consultants totalling 0.6FTE), reporting to the Chief Development Officer (CDO). The CAs support completion of curriculum documents (e.g., maps, lead sheets, sample lessons, resourcing).	
2. Improved Curriculum Integration - Mapping and Course Lead Sheets ○ Chief Development Officer (CDO) continues working directly with stakeholders (e.g., teachers, board curriculum committee, curriculum advisors) to develop and refine curricular maps and lead sheets with a focus on improved integration across disciplines and resources (e.g., literacy, math, history, science, french). ○ Curriculum Working Committees at each campus continue to align curriculum with provincial outcomes and to support integration and vertical/ horizontal alignment at the campus level.	*Present - September 2026* ○ CDO & cross district teams ○ Funding for resources and release time (balance of funds from district budget and funding from curriculum grants & private donations)
3. Assessment & Homework (focus on Scholé) ○ *Homework* - Development policy/administrative regulation setting clear guidelines related to the nature (e.g., purpose, quality, quantity) of homework, ensuring it is not so great as to preclude meaningful participation in extracurricular activities, unstructured play, family activities, and/or religious practice. ○ *Assessment* - Develop policy/administrative regulation guiding district assessment practices and the nature and ultimate ends of assessment; promoting Scholé over the relentless pursuit of grades. A focus on a holistic, human-centered approach to assessment.	*Begin September 2025 - 26* *Full year project* ○ Phased implementation as resources are developed/ come available ○ Assessment PD by external classical assessment consultant, arranged by CAO/school leaders (Fall 2025, funded by campus PD
Acquisition of Practical Skills	
1. Capital Planning & Facility Development *(see overlapping strategies in Domain 5)* **new priority area as identified in 2023/24 AERR / stakeholder assurance* ○ Successfully implementation of planned highschool programming (e.g., vocational career & technology streams) hinges on advancing key capital building projects, needed to upgrade and build the	*September 2024 - present (ongoing work)* ○ ACA Executive team submitted 3 major capital planning projects to GOA in the 2024/25 school year ○ funding request for facilities (e.g., classroom spaces,

necessary facilities. Priority capital plans and requests for urgent funding were submitted to the Government of Alberta (GOA) in the 2024/25 school year. This multi-year work will continue.	gymnasium, library, CTS and science labs urgently needed for September 2026 ○ see ACA 2025 Capital Plan
2. Outdoor Education Year Plans (All Campuses) **continuing priority area identified in 2023/24 AERR* *(see overlapping strategies with Domain 5)* ○ 2024/25 saw the piloting of an Outdoor Ed coordinator (0.1 - 0.2 FTE) in Calgary and Edmonton. The next iteration of program includes: - Budgeting for Outdoor Ed coordinator (0.2 FTE allocation) at all schools to ensure all grades participate in at least one major outdoor excursion per term (3 - 4 per year) and grades 6 & up, at least one multi-night excursion. - Each school is to develop an outdoor education year plan detailing the planned activities and links to curriculum, including Indigenous content.	*2025/26 School Year* ○ appointment OE coordinators (0.2 FTE) at each campus ○ campus staffing budget allocation ○ OE programming costs from cost sharing between campus enrichment budgets, parents, and school council /funding raising societies

Evidence of Outcomes

- Alberta Education Assurance Survey Results;
- ACA Campus Evaluation Metric (Culture, Classical Pedagogy & Curriculum, Community);
- Accountability Consultations (AERR, AEP) various stakeholder groups;
- Percentage of students in grades 6 and 9 achieving the Acceptable Standard or Standard of Excellence on the Provincial Achievement Tests exceeds provincial averages;
- Provincial Literacy and Numeracy Screenings;
- Student Progress Tracking in Dossier;
- ACA Stakeholder Surveys (faculty and staff, parents, students);
- Local assessments and self-assessments (i.e., moral development, reading, writing, numeracy);
- Student service records, volunteer hours;
- Percentage of students K - 8 performing at or above grade level on school-based assessments.





Assurance Domain 2: Teaching and Leading

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all stakeholders. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders (principals or school jurisdiction leaders) demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard).

Local Goals & Outcomes	Sample Measures
Teachers feel supported in their teaching and in their professional growth and development.	○ Teachers indicate that they feel supported in their professional growth and development. ○ Teachers report that professional development is focused and systematic and contributes significantly to their ongoing professional growth related to classical principles of instruction.
Teachers will grow in their understanding and application of classical approaches.	○ Teachers report and demonstrate increased capacity in classical approaches (e.g.,mimetic and socratic instruction; Schole and *eutrapelia* in the classroom). ○ Parents indicate that teachers and staff at the school are professional and knowledgeable. ○ Stakeholders report being satisfied with the quality of education and classical programming.
Staff experience their school as a contemplative and learning community rooted in friendship.	○ Staff surveys report experiencing their school as a contemplative and learning community rooted in friendship ○ Teacher surveys indicate feeling strongly led and supported by school leadership teams.

Strategies	Plan for Implementation
1. New Staffing - Chief Academic Officer (CAO) ○ Appoint a CAO reporting to the Superintendent to develop district and school PD plans and initiatives in collaboration with various stakeholders (e.g., board curriculum committee, school leaders, faculty) and further, build school leadership and teacher capacity in classical pedagogy and curriculum implementation.	*Begin July 1, 2025 (ongoing)* ○ CAO - 1.0 FTE ○ Systems Administration (district) budget
2. Professional Development Calendar and Budget Allocations ○ 2025/26 School calendar provides 8 professional learning days and 6 organizational/planning days. ○ Targeted funds set aside in 2025/26 budget supporting both district and campus level professional development including funds to bring in classical consultants and experts, and funding for staff to attend professional conferences aligned with classical school priorities. ○ PD Year calendar supports opportunities for curriculum working groups of teachers to continue developing curriculum maps and discipline integration, grade level planning curriculum, and horizontal and vertical integration.	*Budget for 2025/26 School Year* ○ CAO and school leaders responsible for implementation PD Campus Budget allocations ○ $500 per certificated faculty ○ $250 non-certificated faculty ○ District PD $20,000
3. Professional development - District and School Year Plans ○ Chief Academic Officer works with staff districtwide to plan and implement the first of a multi-year strategic PD, incorporating feedback from periodic faculty surveys to assess needs and key priorities as it relates to classical instruction. ○ Priorities as identified include: differentiated PD by stage in literacy and numeracy; classroom management; supporting complex learners; classical assessment (see priorities in Domain 1). ○ Opportunities for staff to participate in yearly books study as part of their ongoing development. ○ Current cycle of growth planning and fireside chats (thrice yearly) incorporates elements of action research.	*2025/26 School Year Pilot* ○ CAO and school leaders responsible for development, implementation, monitoring ○ campus PD budget to support key initiatives including external consultants and teacher release time
4. Mentorship Program / Diversified PD and Leadership Model	*2025/26 School Year Pilot* ○ CAO and school leaders

○ Implement a formal teacher mentoring and peer coaching program (i.e. pairing new faculty with leader and teacher mentor) in 2025/26 school year, providing quarterly cycles of coaching and feedback. ○ Implement Peer Observation program, providing release time for teachers to observe the classroom practice of their peers. ○ Campus staffing model and budget establishes a framework of 'diversified leadership' that provides opportunities for teacher leadership in various school initiatives; teacher run professional development and sharing of practice. The goal being to build leadership capacity (LQS 7) and establish leadership pipelines.	responsible for development, implementation, monitoring ○ campus PD budget to support key initiatives including teacher release time as needed

Evidence of Outcomes

- Alberta Education Assurance Survey Results;
- ACA Campus Evaluation Metric (Culture, Classical Pedagogy & Curriculum, Community);
- Accountability Consultations (AERR, AEP) faculty group session;
- 2024/25 School calendar - professional learning days;
- Daily campus schedules incorporate time for teacher collaboration and planning;
- TPGP and Fireside Chats - Thrice yearly;
- Mid-year Leadership Survey - Staff evaluation of school and executive leadership (Jan 2026; May 2026);
- Evidence of teacher excellence aligned with TQS, LQS, SLQS (Formal evaluations) and data from professional growth plans;
- Course completion rates (University teacher education, university leadership education and ongoing professional learning programs);
- Data related to teacher retention rates. No more than 5% of teachers per year abandon the profession or leave to teach at another school in the same area.





Assurance Domain 3: Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. Public assurance occurs when the public has confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected, and safe.

**This continues to be a priority focus for the 2025-26 academic year as identified in our recent AERR report.*

Local/Provincial Goals & Outcomes	Sample Measures
All students are effectively supported in their learning.	○ Teachers and parents report that interventions for students with special education needs are effective. ○ Parents and staff report that English as an Additional Language (EAL) students receive the support needed to be successful in the program. ○ Parents and students report that students can get the help they need at school and are comfortable asking adults for help. ○ Parents, staff, and students report improved mental health outcomes as compared to peer cohorts not enrolled in the program, linked to metrics associated with limited technology use, i.e., our smartphone free environment, outdoor education, athletic programming, etc. ○ First Nations, Métis, and Inuit students are successful.
ACA schools are well ordered and contemplative learning environments where students and staff feel safe, cared for, and respected. (See strategies in Domain 1 and Domain 5)	○ Schole - The structure of the school day (timetables, classroom instruction) and extracurriculars (outdoor pursuits, athletics, student clubs) afford space for contemplation, deep learning, and play. ○ Parents, teachers, and students report that students learn the importance of caring for, respecting, and treating others fairly. ○ Parents, staff, and students report that behavioural rules are enforced consistently, firmly, fairly, and with a view to helping the student improve.

Strategies	Plan for Implementation
1. Classical Education for All - Policy ○ Complete the development of administrative regulation outlining the Academy's principles and practice related to supporting students with	*April - September 2025* *2025/26 implementation* ○ Deputy Superintendent,

complex learning needs. The document will establish district coherence in SLS service delivery to 1) ensure students receive the appropriate and timely supports, and 2) to effectively address achievement gaps.	SLS Coordinator and teams, school leaders.
2. Ongoing SLS Staff Recruitment and Development Strategy ○ The 2025/26 plan and budget continues to prioritize building school SLS teams through strategic hiring, supported by provincial SLS funding. ○ Each school site the autonomy to determine and adopt a staffing and resource model, responsive to their specific context and student profiles/needs. Planned hiring includes, a total of 1.80 FTE to appoint an SLS Lead (ranging from 0.25-1.0 FTE per campus), a Literacy/Numeracy Intervention Specialist (0.6 FTE Calgary) and a total of 18.20 FTEs for tutors / and language tutors across the district.	*2025/ 26 School Year* ○ Allocated SLS funding from the 2025/26 budget.
3. Wrap Around Services / External Supports - Campus Budgets ○ 2025/26 Campus budget lines are established to support campus SLS teams in soliciting advanced screening and support from external agencies (e.g. registered psychologists, occupational therapists, and speech-language pathologists). This is an ongoing strategy.	*2025/26 SLS Budget* ○ Administered by campus SLS teams, school leaders ○ FTE based on identified student needs.
4. Targeted SLS Professional Development ○ Dossier / SLS System Training: The provision of training to support SLS teams and faculty to effectively use the new Dossier system to collate, track, and report on trends in student literacy and numeracy data to plan for intervention, school improvement, and research initiatives that track student achievement over time. ○ SLS Staff Professional Development in Areas of Need: Increase staff knowledge and expertise in supporting complex student needs and addressing learner variability in classical settings through targeted PD (e.g., Level B training, screening for learning disabilities, strategies for classroom instruction and management, at-risk students, NSSI protocols, etc.). Develop a plan that addresses the need for staff differentiation where appropriate.	*2025/26 School Year* ○ SLS lead teacher, school leaders, responsible to develop, implement, and monitor ○ Campus SLS and PD budgets to support key initiatives including external consultants and PD and where needed, teacher release time.

First Nations, Métis and Inuit Student Success

Provincial & Local Goals/Outcomes

- **Indigenous students will experience a sense of rootedness (belonging).**
- **Indigenous students will be successful through the pursuit of classical education.**

School authorities are responsible for providing accountability and stakeholder assurance that Indigenous students are successful. **See Domain 1 and 3 (above) for related outcomes and measures.*

Curriculum - Instructional Approaches & Resources

History & Literature: As part of our efforts to pilot Alberta Education's new K-6 social studies curriculum, teachers collaborated to design lesson and unit plans related to First Nations, Metis, and Inuit history and culture, which they then delivered to students throughout the school year. For example, students in Kindergarten and Grade One were taught about the creation stories of the Siksika and Woodlands Cree, while students in Grade Three studied the history of treaties across Alberta. Moreover, our school's enhanced history and geography curriculum places FNMI topics in a broader context, enabling students to appreciate different perspectives and compare and contrast different cultures and civilizations through history. Teaching will continue to focus on teaching an appreciation for culture and language in a developmentally appropriate way, using oral storytelling traditions and language study as a foundation, and by continuing to grow Indigenous partnerships and tapping into existing parent expertise and knowledge in our school community.

Targeted Academic Student Supports

Strategies and plans for implementation related to Domain 1 and 3, provide assurance that all students will experience rootedness (belonging), and be successful and effectively supported in their learning. School teams will engage in focused conversations with families and in enhanced screening and tracking of metrics of self-identified Indigenous learners to further support success (e.g., literacy & numeracy interventions, PAT preparation, attendance, wellbeing). Sample measures and plans for implementation outlined in the above sections (Domain 1 and 3) will be applied to monitor the impact of targeted efforts.

Experiential and Outdoor Education: Our outdoor programs focus on an appreciation for and unity with the natural world rather than mastery over it; programming promotes sustainability & conservation, supports student wellbeing and teaches about the history and culture of Alberta's Indigenous cultures through experiential learning. Students will participate in one experience per grade, per year, focused on Indigenous learning outcomes in partnership with vetted external organizations: (e.g., Canadian Rockies Outdoor Learning Centres Indigenous program, Leighton Art Centre, Metis Crossing, Weaselhead Flats, Fort Edmonton Park, Blackfoot Crossing, and so on). Similarly staff will be offered experiential PD opportunity to develop knowledge and capacity in the mandated TQS 5, LQS 5, and SLQS 5 competencies.

Partnerships / Engagement: ACA will continue to work to establish meaningful, authentic partnerships. A new ACA Indigenous Advisory Committee, headed by a staff liaison from Calgary and a cross-district team will endeavour to engage with Indigenous stakeholders (e.g., students, parents, and local knowledge keepers), to increasingly build capacity and expertise in this domain. Further, the practice of bringing guest speakers and experts to help students acquire foundational knowledge in this area will continue.

Evidence of Outcomes

- Alberta Education Assurance Survey Results;
- ACA Campus Evaluation Metric (Culture, Classical Pedagogy & Curriculum, Community);
- Accountability Consultations (AERR, AEP) faculty group session;
- Regular Stakeholder Surveys (Staff, Parent, Student);
- Inclusive Education Supports Implemented;
- Number of certificated staff trained (Level B and Advanced certification);
- District wide implementation and use of Dossier Inclusive Education;
- Results from universal and advanced screening tools (Literacy, Numeracy, ESL, Level B);
- Outdoor Education plans and year plans;
- Minutes and action items from advisory committees and stakeholder engagement;
- Budgetary tracking and expenditure of designated/allocated funds.









Assurance Domain 4: Governance

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching leading, and optimum learning for all. Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Charter/Local Goals	Sample Measures
Alberta Classical Academy will be well-governed and managed.	○ Policies are developed in a timely manner to clarify and assist in implementing charter goals. ○ The Board of Directors report being satisfied with board governance ○ The Board of Directors report being satisfied with the quality and detail of information received from the Superintendent and executives. ○ Percentage of parents and teachers who report being satisfied that ACA is being well-governed and managed.
Parents are engaged as partners in the education of students.	○ Parents are pleased with the opportunities for involvement in the school community and the levels of parental involvement in decisions about their child's education. ○ The school and/or classroom teachers offer a sufficient number and range of volunteer opportunities for parents. ○ Parents report that teachers and administrators are responsive to questions and concerns. ○ Campuses provided regular and effective communication to parents about student learning and campus events.

Strategies	Plan for Implementation
1. ACA Board & Public Engagement Strategy ○ Superintendent and executive team to work with the ACA Board and various stakeholder groups to enhance and improve engagement related to public meeting access and communication of information. ○ Develop a responsive framework that establishes "multiple touchpoints" (e.g., strategy sessions, bi-annual Town Hall, parent education sessions, a calendar of communication) to share initiatives and reports, including but not limited Board Policies, Strategic Plan, School Education Plan Priorities, Budgeting, and CampusTransition Strategies.	*Summer 2025* *Implement September 2025* ○ Action plan reviewed by the board strategic planning committee with recommended strategies, ○ Recommendation to board for approval at August 2025 board retreat. ○ Pending approval

2. ACA Stakeholder Engagement Framework ○ Develop a more robust, consultative stakeholder calendar of engagement and processes to inform the assurance processes, including planning and reporting, and to more proactively address stakeholder priorities. ○ Focus on Student Engagement: Student surveys, and focus groups, etc., to solicit student input to improve student engagement and citizenry metrics as identified in the November 2024 AERR report (e.g., student advisory groups, virtue house systems, class reps, student council) and regular surveys of students and parents to measure progress.	implementation begins September 2025. ○ Implementation, monitoring, and reporting is a shared responsibility with the Board, Superintendent, executive team and school leadership.
3. Supporting School Councils ○ Feedback from May 2025 engagement sessions with the school councils related to 2025/26 Education plan planning points to areas where ACA can better partner with and support the work of councils. Strategies include: - Completion of relevant ACA board policy for school councils and fundraising societies; - Creation of School Council handbook outlining roles and expectations to guide collaborative work with schools; - Purchase of Alberta School Council Association (ASCA) memberships for each school council from district office budget; - Development of SC year plans with school administration outlining how council will support annual education plan priorities; - Volunteer recruitment and tracking system; - Pilot improved *Campus Communication Strategy* to streamline parent communication with the school council.	*August 2025* *Full year implementation* ○ Superintendent and the board's governance committee to revise policy (Summer 2025). ○ Deputy Superintendent collaborates with school councils on handbooks. *August/Sept 2025* ○ Planning sessions between school council chairs and school admin to establish a year calendar and mechanisms to align SC initiatives with the annual education plan.

Evidence of Outcomes

○ Alberta Education Assurance (AEA) Survey Results;
○ Accountability Consultations (AERR, AEP) faculty group sessions;
○ ACA Campus Evaluation Metric (Culture, Classical Pedagogy & Curriculum, Community);
○ Local survey measures (parents, faculty);
○ Year calendar of scheduled meetings and public minutes;
○ Feedback surveys of board governance, including board self-evaluation;

○ ACA Strategic plan; ○ Percentage of ACA parent society members voting in the annual Board election; ○ Average number of attendees at public board meetings.

Assurance Domain 5: Local and Societal Context

Local and societal context refers to the engagement practices of school authorities, schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts.

**Strategies in the domain are priority areas as identified in the charter goals and the 2023/24 AERR report, and overlap with all domains and strategies in this report.*

A school culture of Scholē where students and faculty experience a beautiful, contemplative learning community that cultivates virtue, the capacity for inner stillness, and friendship, is an essential component of classical education and remains a key and ongoing district priority.	
Charter Outcomes	Sample Measures
Students and staff experience the school as a leisurely, contemplative learning community rooted in friendship *Education should be pursued in a spirit of friendship and leisure—scholē, in Greek. Learning that is forced, or that is not accompanied by a sense of wonder and joy.*	○ The structure of the school day and learning activities affords space for contemplation, deep learning, and play. ○ Parents, Teachers and students report experiencing a spirit of playfulness (*eutrapelia*) in student learning and activities. ○ Students can engage and have opportunities to engage in open conversation, and socratic and dialectic dialogue in a spirit of friendship (i.e. they can disagree and remain friends). ○ The school calendar celebrates festivals, games, feasts, and other events to build community, culture, & celebrate the goodness of being. ○ The school functions as a cultural rallying point, connecting students and families to other aligned cultural and community groups, events, and opportunities.
Students will develop their capacity for inner stillness and contemplation *True freedom and happiness comes from having a just and harmoniously ordered soul. Students who achieve a still and*	○ Students have opportunities to engage in leisure and contemplative activities, in communion with works of philosophy, literature, art, nature, or themselves. ○ Students read whole texts, and are given time and space to reflect deeply on texts they are learning, free of distraction and material exigencies, both at school and through assigned home reading.

orderly soul will experience inner freedom irrespective of whatever circumstances they find themselves in. We hope that our students will develop beautifully furnished inner worlds, into which they can at any time retire and feel themselves refreshed.	○ Parents and teachers report that students are able to engage in deep reading and/or concentration for an hour or more without interruption. ○ Students do not use smartphones or internet-connected personal devices on campus. ○ Students are able to remain calm, patient, and clear-minded when under stress or when encountering tribulations and take responsibility for mistakes, reflecting on how to improve (accountability).
Partnerships & Research Exchanges **The authority will raise awareness of classical education and enhance education research and delivery in the province.**	○ Evidence exists that faculty is conducting ongoing research and professional development in the field of classical education. ○ Faculty incorporate research-informed practices to advance student learning outcomes. ○ The school works to develop positive relationships and partnerships with the local community (e.g., schools, community associations, civil society groups, residents and businesses). ○ The authority shares innovations and best practices with think tank researchers, policy makers, educators, and faculty of post-secondary institutions and the general public via media and social media.

Strategies	Plan for Implementation
1. Classical Spaces & Beautiful Environments *(overlaps with Domain 1)* ○ The emphasis on beauty is supported by studies showing that beauty in the physical environment—including architectural beauty— improves mood, cognitive functioning, creativity, and reduces mental fatigue. ○ Ongoing capital proposals and funding requests aim to establish spaces that support classical programming (e.g., instructional spaces including gymnasia, libraries, Science labs, and CTS spaces) and include architectural details and ornamentation, accents, greenery, and mouldings that reflect classical ideals of harmony and balance, to create beautiful, contemplative learning environments. Staffing & Budget to Support "Classical Spaces": Budgetary support is available to schools to support campus metrics related to beauty and aesthetics including: - Board strategic planning committee, set to convene in summer 2025, will provide direction & support to district leaders in advancing	*September 2024 - present* ○ This is a multi-year work ○ Portfolio rests with the Board, Superintendent, and district teams in consultation with stakeholders as appropriate ○ see 2025 Capital Plans ○ Budget: requests to GOA for pre-planning and planning funds made *2025/26 School Year* *School start up August 2025* ○ School leadership has budget line of one time

strategic priorities, including capital projects; - Appointment of district level facilities director (1.0 FTE) and 0.2 FTE facility manager at Eastgate (ECA) in 2024/25; - New facilities support position (1.0 FTE) for 2025/26 to support general campus level maintenance; - Provision of 'day porters' (cleaning services) at all campuses: 4 hours of cleaning services per day for washrooms and high traffic areas.	funding (GOA school start up funds). ○ Facility positions from systems admin budget. ○ Day porters approx. $1500/month from campus budgets.
2. Maintaining Classical School Culture - *Scholē* Middle and High Virtue and Civics Focus that builds and sustains classical campus culture in the middle/high. Strategies include: *Staffing:* - Appointing a Dean of School and Student Culture at each campus with allocations ranging from 0.2 - 0.3 FTE. - Appointment of Vice Principal positions at larger Currie Campus - 2 positions openings, each 0.5 FTE leadership to positively support student behaviour and promote healthy school culture. *Student Leadership Initiatives:* - Opportunities that promote shared responsibility for culture and community building (e.g., student council/representatives, spiriti scholastici, student run initiatives, houses systems, reading buddies). - Vertically aligned student self-reflections and virtue rubrics to facilitate discussion about the virtues of leadership for mature students; co-created by students and staff committees. - Etiquette training for students, staff and service project year plans, enhanced outdoor education programming (see Domain 1 strategies).	*2025/26 School Year* ○ School administration responsible for staffing using campus budgets, which contain a 1.2 FTE multiplier for certificated staff to allow release time for all new positions. *Begins September 2025* ○ Multi-year implementation with shared responsibility across stakeholder groups. ○ Where required, funds are allocated in campus budgets (under student enrichment fees).
3. Integrated Curriculum Development & Delivery (see Domain 1) C.S. Lewis wrote, "The greatest service we can do to education today is to teach fewer subjects." This means prioritizing greater synthesis between the disciplines, to improve vertical integration (e.g. sequential across grade levels) and horizontal integration (across disciplines). This approach emphasizes depth over breadth or novelty — *multum non multa* - promoting Scholē, and a classical approach that prioritizes academic vigour over academic rigour. In addition to improved curricular	*2025/26 School Year* ○ Begins September 2025 ○ Shared implementation by school leadership and faculty ○ Creation of year calendar and timetables ○ Where required, funds are allocated in campus

integration and development, outlined in domain 1 - 3, other key strategies will include the intentional scheduling of Scholē in daily timetables and school calendars. Sample strategies include: *Common reading times:* Adoption of school-wide strategies to promote daily reading of great books, including a daily scheduled, common reading time when the entire school community reads to facilitate reading buddies, and similar programs. *Community Metrics - Feats & Rituals:* School faculties develop a year calendar of events, shared with families,marking celebrations, festivals, games, feasts, events that build community culture, and celebrate the goodness of being. *Schole & Homework (see domain 1):* Schools implement clear policies guiding the nature and quantity of homework with an emphasis on "leisurely" homework.	budgets (under student enrichment fees)
Research and Community Partnerships *Academic Research and Public Relations* ○ Academic Research: The Chief Academic Officer (CAO), with district and school level support, directs academic research initiatives and promotes classical networking, working closely with post-secondary institutions and supporting school leaders to promote action research in schools. ○ Public Communications: Chief Development Officer (CDO, with district and school level support, is responsible for directing public relations, communications, and promotional materials and supports the authority in sharing innovations and best practices with think tank researchers, policy makers, educators, and the general public via media and social media. *University Partnerships & Pre Service Teachers* ○ Increased focus on partnerships to offer practicum opportunities and training for pre-service teacher candidates and those seeking alternative pathways to the profession (letters of authority) to share and enhance understanding of classical education and its unique approaches.	*July 1, 2025* (see details above in domains 1 and 2) *2025/26 School Year* ○ Shared responsibility of district and school level leadership.

Evidence of Outcomes ○ Alberta Education Assurance Survey Results;

- Accountability Consultations (AERR, AEP) faculty group sessions (faculty, parents, students);
- Alberta Education Assurance Survey Results;
- ACA Campus Evaluation Metric and local surveys;
- Focus groups (e.g., parents, students, staff);
- Publications and interviews;
- Increased parent interest and enrolment demand;
- Increased requests from other school authorities to adopt or learn from our approach;
- Evidence of public engagement (see above);
- Meeting minutes and reports (School councils, service committees, etc.);
- Anecdotal evidence detailing benefits of community projects;
- Volunteer participation and hours logged.

Alberta Education Business Plan

We have reviewed the strategic direction in the Alberta Education Business Plan, and considered its content in the development of the Alberta Classical Academy Charter School Annual Education Plan, 2023 – 2026.

Alberta Business Plan Link

ACA 2025/26 Budget

The Alberta Classical Academy's Board of Directors approved the budget
Please view the 2025/26 ACA Budget here or visit the Annual Reports and Plans section of the ACA website.

ACA Capital Plans

Please view the 2025 ACA Capital Plan submission here or visit the Annual Reports and Plans section of the ACA website.