



CALGARY  
INTERNATIONAL  
ACADEMY  
[www.ciacademy.ca](http://www.ciacademy.ca)

# EDUCATION PLAN 2026-29



# MESSAGE FROM THE HEAD OF SCHOOL

As we move into the 2026-27 academic year, Alberta's Ministry of Education and Childcare continues to emphasize a student-centred, inclusive and future-focused system that prepares learners for lifelong success. As an independent school, we are committed to translating this vision into meaningful practice within our learning community.

Our priority remains the delivery of high-quality education that supports academic excellence, creativity, character development, and student well-being. By integrating Alberta's curriculum, the International Baccalaureate Primary Years Programme (IB PYP), and STEAM education, we provide students with inquiry-driven learning experiences that cultivate essential 21st-century skills and competencies, including critical thinking, communication, collaboration, creativity, adaptability, digital literacy, innovation, and global citizenship.

The Ministry's focus on literacy, numeracy, early intervention, and inclusive education reinforces the importance of supporting every learner. Through evidence-informed assessment practices, differentiated instruction, student supports, and strong partnerships with families, we remain committed to creating learning environments where all students feel valued, supported, and empowered to reach their full potential.

As Alberta's education system continues to evolve, independent schools play an important role in expanding educational choice and innovation. Together, we remain committed to building a learning environment grounded in excellence, inclusion, and purpose-driven education, preparing students not only for academic achievement, but also for meaningful contributions to their communities and the world.



**Angelina McMullin**  
Head of School  
Calgary International Academy

# ACCOUNTABILITY STATEMENT

The Education Plan for **Calgary International Academy**, commencing September 1, 2026, was prepared under the direction of the operator and/or governing body in accordance with the responsibilities under the *Independent Schools Regulation* and the *Ministerial Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The operator and/or governing body 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 operator and/or governing body reviewed and approved the 2026/2029 Education Plan on June 27, 2026. (Annually after Year 1)

(Original signed)

**James R. Dage**

Board Chair

Calgary International Academy

# MISSION & VISION

**Calgary International Academy** is a non-profit private educational institution in Calgary, Alberta. It is dedicated to offering the International Baccalaureate (IB) Primary Years Programme (PYP) and seamlessly integrates STEAM (Science, Technology, Engineering, Arts, and Math) with the Alberta Education Program of Study, all within a family-oriented **and results-driven environment**.



*The school is a “Candidate School” for the Primary Years Programme, pursuing authorization as an IB World School. These schools share a common philosophy—a commitment to high-quality, challenging, international education that the school believes is important for our students.*

**Mission:** Calgary International Academy aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect, life-long learners, empowering students to be innovators in chosen fields, leaders in our communities, and the driving force of our future generations.

**Vision:** To lead in delivering cutting-edge educational methodologies and world-class programs, cultivating students who seamlessly transition to university, college, and lifelong learning. We believe that the active learning fostered in the International Baccalaureate (IB) Primary Years Programme (PYP) lays a solid foundation for future success in the Middle Years Programme (MYP) and Diploma Programme (DP). By integrating STEAM, we prepare young learners with the 21st-century skills and competencies essential for thriving in an ever-evolving world.

# STAKEHOLDER ENGAGEMENT

## 4 KEY QUESTIONS

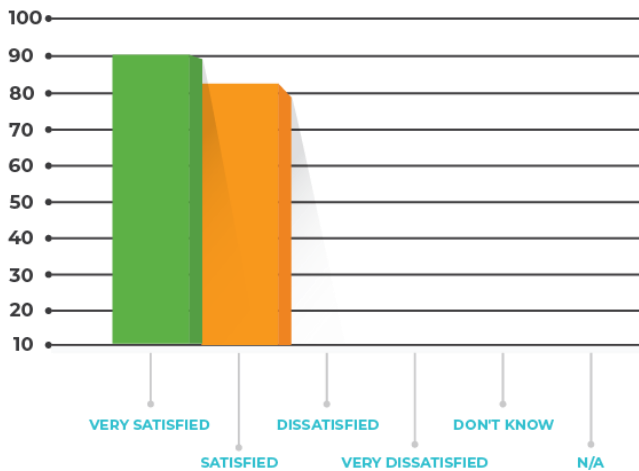
- What are the key strengths of CIA?
- What are the key opportunities of CIA?
- Do you feel safe and supported at CIA?
- How satisfied are you with the quality of education at CIA?

## 6 STAKEHOLDERS

- Head & Board
- Admin
- Teachers
- Parents
- Students
- Educator Assistants

### QUALITY OF EDUCATION

#### PARENT SURVEY (%)



**83%** Students feel safe at school

**90%** Students feel supported at school

### WHAT DO YOU LIKE ABOUT CIA?

"Small class size and STEM education."



"Top notch education"

"We've been happy with the warm, supportive environment the school provides. The small group settings are especially beneficial for young learners, and it's clear that the teachers are caring and attentive. This has helped our kid feel comfortable and excited about going to school, which we truly appreciate. We also appreciate the updates we have started receiving through the app"



"IB PYP"



# STAKEHOLDER ENGAGEMENT

## KEY FUTURE OPPORTUNITIES

### WHAT DO YOU WANT TO IMPROVED AT CIA?

"While we understand that the school integrates the IB framework, Alberta CBE curriculum, and elements of STEM, it seems that the curriculum pacing may be slower than expected. We'd appreciate a clearer roadmap showing how these frameworks are being implemented throughout the year, and how they ensure readiness for Grade 1."

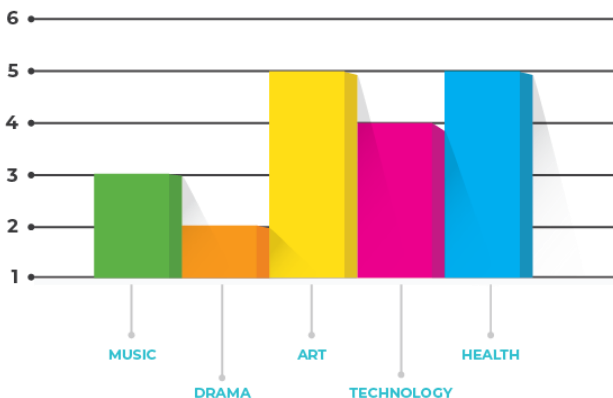
"Better coaching for troubled kids. This should also include a required parent follow through if there's no improvement for said troubled kid."

"Grade levels up to Grade 12."

"To have music and home economics added to their curriculum in early years. More field trips with a school bus for transportation to add to the experience."

### LEARNING OPPORTUNITIES

#### VERY SATISFIED & SATISFIED



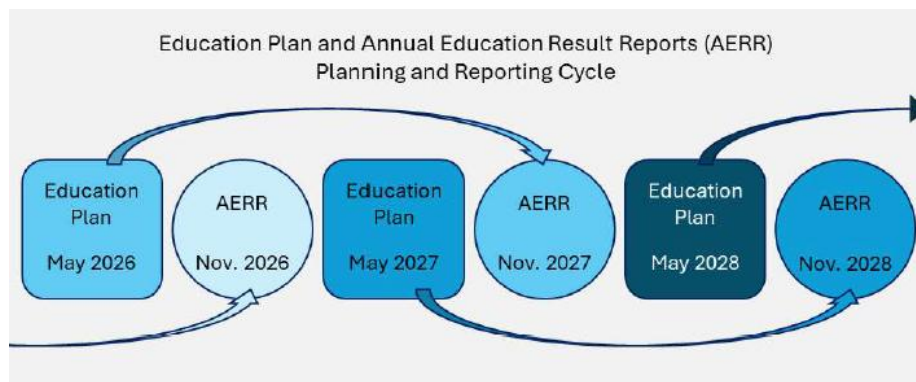
### KNOWLEDGE, SKILLS & ATTITUDES

#### PARENT SURVEY (%)

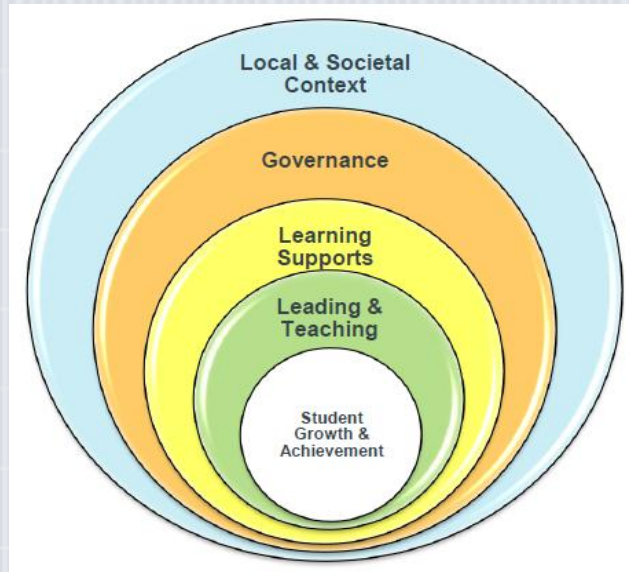


# PLANNING & REPORTING STRUCTURE

As an independent school, we recognize the importance of the planning and reporting cycle established under the *Government Organization Act* and the *Education Act* in promoting accountability, assurance, and continuous improvement. Our Education Plan and Annual Education Results Report (AERR) serve as key accountability documents that guide our strategic direction, measure progress, and demonstrate our commitment to student success and organizational excellence. Through ongoing data analysis, stakeholder engagement, and evidence-informed decision-making, we identify strengths, address areas for growth, and align resources with our priorities and desired outcomes. This continuous improvement process is reflected at both the school and governance levels, ensuring alignment between our educational goals, operational practices, and community needs. Our governing body remains responsible for the annual approval and public posting of the Education Plan and AERR in accordance with the Ministry's timelines and expectations.



# PRIORITIES FOR THE SCHOOL YEAR 2026-27



**The school will focus on the following Assurance Domains:**

- 1. Student Growth & Achievement**
- 2. Leading & Teaching**
- 3. Local & Societal Context**

# OUTCOME 1

**Education & Childcare (ECC)’s Strategic Priority:** Alberta’s students are successful. The ministry supports the success of Alberta’s students through a strong kindergarten to Grade 12 education system that provides opportunities for students to build the foundations for successful and fulfilling lives.

## **Assurance Domains: Student Growth & Achievement**

### **Key Insights from Results Analysis (AERR):**

- **Unavailable AEMS Results:** Most, if not all, of the data collected through the Alberta Education Assurance Measures (AEMS) is suppressed or unavailable due to a sample size of fewer than 6 respondents. To ensure meaningful evaluation and continuous improvement, the school will supplement provincial data with local measures, including internal surveys, stakeholder feedback, student performance data, and other school-based evidence.

### **Key Insights from Local Measures (Stakeholder Engagement):**

- K-6 parent surveys highlighted that 90% of parents reported being “Very Satisfied” with the quality of education provided by the school. Surveys of students in Grades 4 to 6 showed that 90% are very satisfied with the quality of education and feel supported, while 86% feel safe at school.
- The successful implementation of the PAC-led International Day celebration demonstrated the value of meaningful family engagement and cultural inclusion within the school community. This feedback informed priorities focused on strengthening partnerships with families, increasing opportunities for community involvement, and promoting initiatives that celebrate diversity, foster belonging, and enrich the student learning experience.
- The stakeholder engagement findings affirmed the school’s strengths in providing high-quality education, student support, and a positive learning environment. As a result, school priorities will focus on sustaining these areas of success while continuing to enhance student well-being, safety, and engagement, ensuring that all students feel supported, valued, and able to achieve their full potential.

# OUTCOME 1

## Primary Outcomes:

- Provide an integrated curriculum that strengthens literacy, numeracy, financial literacy, citizenship, and practical life skills through the Alberta Program of Studies, the IB Primary Years Programme (PYP), and STEAM education.
- Strengthen student retention from Kindergarten through Grade 6 by fostering a supportive, engaging, and high-quality learning environment that encourages long-term enrollment and family commitment to the school community. Maintaining consistent student retention will help ensure that Grade 6 cohorts each school year have a sample size greater than 6 students, allowing for more reliable provincial reporting, measurable assurance data, and meaningful analysis of student achievement and growth over time.

**PERFORMANCE MEASURES:** Every September, K–6 students participate in provincial assessments. Throughout each term, student achievement data from report cards is analyzed using IB PYP indicators (Emerging to Extending), along with attendance records. Students identified as ESL and those with speech or occupational therapy needs are also flagged to ensure appropriate support is provided.

**PROGRESS MONITORING & ADJUSTMENTS:** Student progress is monitored through ongoing analysis of assessment data, including provincial assessments, term report card indicators (IB PYP levels), attendance trends, and identified student support needs. This information is regularly reviewed (IPP once in every trimester) through collaborative team discussions (PD days, ad hoc meetings, etc.) to identify learning gaps, track growth over time, and inform timely instructional adjustments and targeted interventions.

STRATEGIES	IMPLEMENTATION
<ul style="list-style-type: none"> <li>• <b>Academics:</b> September provincial assessment results will inform instructional planning, enabling teachers to provide targeted support for students in class and at home.</li> <li>• <b>Academics:</b> Teachers will use term results from the IB PYP Academic Achievement Indicators to support all students in achieving a minimum of Level 3 (Secure) or Level 4 (Extending) in alignment with Alberta Education learning outcomes and IB PYP standards.</li> </ul>	<ul style="list-style-type: none"> <li>• As directed by the <u>Head of School</u>, the <u>Principal</u> will ensure that the required September provincial assessments are administered and that the results are submitted on or before the specified deadline.</li> <li>• Under the Principal's direction, <u>teachers</u> will use the IB PYP Academic Achievement Indicators term report results to inform lesson planning and ensure targeted support for all students. <u>Resources: IB Professional Development, <a href="http://ibo.org">ibo.org</a></u></li> </ul>

# OUTCOME 1

STRATEGIES	IMPLEMENTATION
<ul style="list-style-type: none"> <li>• <b>Academics:</b> Attendance records reviewed each term will provide valuable insights for school leaders and teachers to promote consistent student attendance, fostering sustained engagement and progress toward learning outcomes.</li> <li>• <b>Screening &amp; Support:</b> Students identified as ESL (English as a Second Language) will be provided with individualized support by homeroom teachers. Students with mild to severe speech and occupational therapy needs will receive targeted support through an Individualized Program Plan (IPP).</li> <li>• <b>Reporting:</b> Formal written assessments at the end of each term. Continued practice of parent-teacher conferences at the end of each term to foster collaboration between parents and teachers, enhancing student learning outcomes.</li> <li>• <b>First Nations, Metis, and Inuit Learning Opportunities for Students:</b> Although we currently do not have self-declared Indigenous students, our school is committed to meaningfully integrating Indigenous Ways of Knowing, Being, and Learning across the curriculum. We will continue to incorporate daily circle practices (“The Circle Way”), foster connections to the natural world, and recognize the National Day for Truth and Reconciliation and Orange Shirt Day. Students will engage with Indigenous perspectives, histories, cultures, and oral traditions through authentic resources, including literature, multimedia, and community-informed learning opportunities. <u>These efforts support the implementation of the Truth and Reconciliation Commission’s Calls to Action by promoting respect, understanding, and reconciliation, while helping all students develop a deeper appreciation of First Nations, Métis, and Inuit peoples and their contributions to Canada.</u></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Academics:</b> As directed by the <u>Head of School</u>, the <u>Principal</u> will ensure that teachers conduct termly reviews of attendance records to generate insights that support consistent attendance, sustained engagement, and steady progress toward learning outcomes. <u>Resources: Brightwheel</u></li> <li>• <b>Screening &amp; Support:</b> The <u>Principal</u> ensures that students identified as English as a Second Language (ESL) learners receive individualized support from homeroom teachers. <u>Resources: LearnAlberta EAL Support and ECLS.</u> The <u>Principal</u> and <u>homeroom teachers</u> ensure that students with mild to severe speech or occupational therapy needs receive targeted support through an Individualized Program Plan (IPP). <u>Resources: Alberta Education PUF/SDF Support and ECLS.</u> Education Assistant Support (one-to-one, small group, inside classroom and pull-out support), At-Home Reading (students take home books and reading materials and have access to school reading apps), and Buddy Reading (Kindergarten’s &amp; Grade 1’s are paired with higher grades students for reading fluency).</li> <li>• <b>Reporting:</b> As directed by the <u>Head of School</u>, the <u>Principal</u> ensures that formal written assessments and parent-teacher conferences are held at the end of each term to strengthen collaboration and improve student learning outcomes. <u>Resources: IB PYP Reporting</u></li> <li>• <b>First Nations, Metis, and Inuit Learning Opportunities for Students:</b> The <u>Principal</u> ensures that all students engage in learning opportunities that integrate Indigenous Ways of Knowing and Learning across the curriculum and support the implementation of the Truth and Reconciliation Commission’s Calls to Action. The school incorporates daily circles (The Circle Way), fosters connections with the natural world, commemorates the National Day for Truth and Reconciliation and Orange Shirt Day, and explores Indigenous oral traditions through diverse resources to deepen understanding and appreciation of First Nations, Métis, and Inuit cultures, histories, and perspectives.</li> </ul>

## OUTCOME 2

**Education & Childcare (ECC)’s Strategic Priority:** Alberta’s K-12 education system and workforce are well-managed. Alberta Education supports the professional growth and development of teachers, school leaders, school authority leaders and educational assistants. The department directs the education system and oversees the administration of education programs and services through legislation, provision of funds and planning suitable learning facilities.

### **Assurance Domains: Teaching and Leading**

**Key Insights from Results Analysis (AERR):** Data values were suppressed because there were fewer than six respondents.

#### **Key Insights from Local Measures:**

- **Teacher & Staff Survey.** Areas identified by staff as requiring greater attention and improvement include school supplies and resources (87.5%), facilities and amenities (75%), school culture and spirit (50%), extra-curricular activities (37.5%), quality of education (25%), and additional staffing and safety supports (12.5%). These results highlight key priorities for enhancing the overall learning environment and strengthening the experiences of students and staff within the school community.
- **Stakeholder Engagement.** Parent survey results indicate that 90% of parents are very satisfied with the quality of education provided by the school, while 83% of students in Grades 4–6 report feeling safe within the school environment. These findings reflect strong confidence in the school’s educational programming and commitment to student well-being.
- **Areas of Improvement:** Both feedback affirmed the school’s strengths in delivering high-quality education and supporting student well-being, while identifying opportunities to enhance resources, facilities, school culture, extracurricular programming, and staffing supports. These findings informed priorities focused on maintaining excellence in teaching and learning while strengthening the overall student and staff experience.

## OUTCOME 2

**Primary Outcome:** Calgary International Academy is a team of highly trained and well-connected educators and professionals, dedicated to providing a well-rounded, high-quality education. Our primary focus is to bridge gaps in international academic standards through the IB PYP framework and the development of 21<sup>st</sup>-century skills and competencies.

**PERFORMANCE MEASURES:** Calgary International Academy operates under a collaborative leadership model that supports academic excellence and student growth. Staff work together to promote professionalism, mutual respect, and strong relationships, modeling a positive learning community for students.

**PROGRESS MONITORING & ADJUSTMENTS:** Progress is monitored through ongoing collaboration among staff and leaders, using shared observations, student achievement data, and feedback to evaluate the effectiveness of instructional practices and school culture. This information is used to make timely adjustments to teaching strategies, leadership practices, and support systems to continuously strengthen academic excellence, student growth, and the overall learning environment.

STRATEGIES	IMPLEMENTATION
<ul style="list-style-type: none"> <li>• <b>Teacher Certification:</b> Every homeroom teacher must have at least a valid Interim-Professional Certificate (IPC) in Alberta. Educational Assistants must have at least an Educational Assistant diploma or a Level-1 Childcare certificate. All staff must have a cleared Police Check with a vulnerable search and Childcare First-Aid Level B certificate, not over two years old.</li> <li>• <b>Leadership certification:</b> The Principal must have a temporary leadership certificate recommendation through AISCA.</li> <li>• <b>IB PYP certification:</b> All homeroom teachers must be certified IB PYP Category 1 before the end of the school year.</li> <li>• <b>Head of School:</b> The head of school must be a certified IB PYP Coordinator and actively participate in the annual International Baccalaureate conferences.</li> <li>• <b>Areas of Improvement:</b> The school will continue strengthening staff and leadership qualifications by ensuring all required provincial, safety, and IB PYP certifications are met and maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• The Head of School ensures that all homeroom teachers hold a valid Interim Professional Certificate (IPC), Educational Assistants meet required qualifications, and all staff maintain current police checks and Child Care First Aid – Level B certification (within two years). The Principal must also hold a temporary leadership certificate recommended through AISCA. <u>Resources: <a href="http://childcare.basecorp.com">childcare.basecorp.com</a>, <a href="#">Police Dept.</a>, <a href="#">AISCA</a>.</u></li> <li>• The Head of School ensures that all homeroom teachers, after completing their probationary period, obtain IB PYP Category 1 certification by the end of the school year. <u>Resources: <a href="#">Employee Bursary</a>.</u></li> <li>• The School Board Chair ensures that the Head of School maintains IB PYP Coordinator certification and actively participates in annual International Baccalaureate conferences. <u>Resources: <a href="#">Employee Bursary</a>.</u></li> <li>• Ongoing professional growth is supported through APLC curriculum webinars and resources, AISCA teacher training opportunities, and a structured professional development plan led by the Principal to strengthen instructional practice and ensure continuous alignment with curriculum and certification requirements.</li> </ul>

## OUTCOME 3

**Education & Childcare (ECC)’s Strategic Priority:** The department directs the education system and oversees the administration of education programs and services through legislation, provision of funds and planning suitable learning facilities.

### **Assurance Domains: Local & Societal Context**

**Key Insights from Results Analysis (AERR):** Data values were suppressed because there were fewer than six respondents.

#### **Key Insights from Stakeholder Engagement (Local Measures):**

- Community feedback from the Livingston Homeowners Association (LHOA) indicated that the school is a dedicated community partner, helping build the community by providing K-6 educational programs and employment opportunities that meet the needs of local families.
- Feedback from the Livingston Homeowners Association affirmed the school’s role as a valued community partner, contributing to community growth by providing accessible K-6 educational programming and local employment opportunities. These findings informed priorities focused on strengthening partnerships with community stakeholders, expanding programs that respond to the needs of families, enhancing community engagement, and continuing to support the social, educational, and economic well-being of the Livingston community.
- **Areas of Improvement:** While community feedback from the Livingston Homeowners Association affirms the school as a valued partner contributing to local growth through K–6 programming and employment opportunities, there is an ongoing opportunity to further strengthen and expand community partnerships. Continued focus will be placed on enhancing engagement with stakeholders, broadening programs that respond to evolving family needs, and deepening the school’s contribution to the social, educational, and economic well-being of the Livingston community.

## OUTCOME 3

**PERFORMANCE MEASURES:** The school operates at maximum capacity each year, with a 90% student retention rate. PAC stakeholder engagement surveys indicate a positive, collaborative relationship with the school community. In addition, school representatives, including the Board or Head of School, attend the Livingston Homeowners Association Annual General Meeting and other community events to strengthen partnerships and maintain active community engagement.

**PROGRESS MONITORING & ADJUSTMENTS:** Progress is monitored through annual enrolment and retention data, PAC engagement survey results, and feedback from community meetings and events such as the LHOA AGM. This information is regularly reviewed by leadership to assess trends in student retention and community satisfaction, and to guide adjustments in enrolment planning, communication practices, and partnership strategies to further strengthen school-community relationships and sustain high levels of engagement.

STRATEGIES	IMPLEMENTATION
<ul style="list-style-type: none"> <li>• <b>Educational Community Partner:</b> The program consistently cultivates positive and nurturing relationships within enriched physical and emotional environments that promote children’s well-being and development. Program planning and practices are designed to support each child’s optimal growth and progress, guided by the International Baccalaureate educational principles and standards in an inclusive early learning environment.</li> <li>• <b>PAC:</b> Continued partnership with the local community and the Parents Association Council (PAC) to provide educational programming that addresses the distinctive needs of our local community.</li> <li>• <b>Local Employment:</b> The school will continue to prioritize employment opportunities for teachers and educational assistants in the local community.</li> <li>• <b>Capacity:</b> The school will continue to work with LHOA (Livingston Homeowners Association) and Brookfield Development to increase building capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>The PAC, Principal, and School Board</u> ensure the program consistently fosters positive, nurturing relationships within enriched physical and emotional environments that support children’s well-being and development. Program planning and practices are guided by International Baccalaureate principles and standards to promote each child’s optimal growth in an inclusive early learning environment. <u>Resources: <a href="http://ibo.org">ibo.org</a></u></li> <li>• The <u>PAC</u> ensures an ongoing partnership with the local community to provide educational programming feedback addressing the unique educational needs of our community.</li> <li>• The <u>Head of School</u> ensures that the school will continue to prioritize employment opportunities for teachers and educational assistants in the local community.</li> <li>• The <u>Head of School</u> will continue to work with LHOA (Livingston Homeowners Association) and Brookfield Development to increase building capacity.</li> </ul>

# FINANCIAL SUMMARY

## Allocation of Budget Revenues and Expenses to Programs For the Year Ending August 31, 2027

2026-27

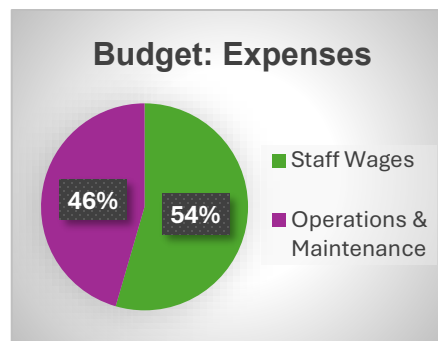
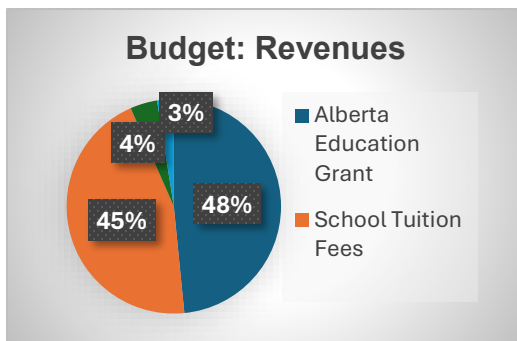
<b>Revenues</b>	<b>Actual</b>	<b>Budget</b>
Alberta Education Grant	0	484,495
School Tuition Fees	0	450,000
Federal Grant: CSJ	0	40,950
STEAM Camps	0	25,000
<b>Total Revenues:</b>	<b>0</b>	<b>\$1,000,445</b>

<b>Expenses</b>	<b>Actual</b>	<b>Budget</b>
Staff Wages	0	545,000
Operations & Maintenance	0	455,000
<b>Total Expenses:</b>	<b>0</b>	<b>\$1,000,000</b>

	<b>Actual</b>	<b>Budget</b>
Surplus (Deficit) of revenues over expenses	0	\$445



- Potential discontinuation of the Pre-Kindergarten program for 2026/27 to accommodate the growing K-6 student population, impacting revenues.
- The budget is based on the projections to identify the revenue from Alberta Education and Childcare