



CLEAR WATER ACADEMY
A Catholic School - Forming Christian Leaders

*Annual Education Results Report
For 2019/2020*

&

*Three-Year Education Plan
For 2020/2021 to 2022/2023*

Accountability Statement

The Annual Education Results Report for the 2019/2020 school year and the Three-Year Education Plan commencing September 1, 2020 for Clear Water Academy Foundation were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans.

The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board will approve this combined Annual Education Results Report for the 2019/2020 school year and the Three Year Education Plan for 2020 to 2023 on January 15, 2021.

Clear Water Academy

The mission of Clear Water Academy is to provide the highest quality education and foster integrally formed Christian leaders. This mission is fulfilled as Clear Water Academy students graduate as strong Christian leaders, convinced of the truth, prepared and committed to establish and foster a society where Christian values are taught, embraced and put into practice.

This mission is pursued through the development of the whole person, encompassing the commitment to three cornerstones of our educational philosophy:

To teach each student by transmitting knowledge appropriate to each grade level

To educate each student to love authentic values and to develop a sense of what is good, right, noble and just, and beautiful

To form the character of each student as the foundation of all virtue and integrity

Centered upon the sound principles of the Catholic faith, the methodology of education at Clear Water Academy is the Integral Formation of each of our students. Integral Formation is the harmonious development of the human person focusing on the following four dimensions; intellectual, human, apostolic, and spiritual - helping each student to fulfill the mission for which they were created.

Intellectual Formation – The objective of intellectual formation is to develop in our student’s their intellectual capacities and a love for learning and truth as they prepare for the future to which they are called.

Human Formation – Character is at the core of authentic leadership and is what enables students to be faithful to their personal convictions. Character formation assists students to grow in virtue, self-confidence, and leadership while building personal convictions based on truth. Christ is the center of all that we do and it is His model of charity that we foster amongst our children, parents and faculty.

Apostolic Formation – The objective of apostolic formation is to develop in our students the heart of an apostle, a heart sensitive and responsive to the physical, emotional and spiritual needs of others, so that as an apostle of Christ, they will reach out to society in service.

Spiritual Formation – The objective of spiritual formation is to foster in our student’s a deep and genuine love for Jesus Christ, Mary, the Church, the Pope and the salvation of souls. As a private Catholic school, Clear Water Academy fully supports the Magisterium of the Church and the spiritual leadership of the Bishop of the Diocese of Calgary. The study of our Faith is complemented by the encouragement of a life of grace through daily prayer and the sacraments.

Our goal is to provide a superior education and Integral Formation in the formation of strong authentic Christian leaders.

A Profile of Clear Water Academy

Clear Water Academy was incorporated in 1994. In 1995, a group of business people and lay leaders founded Clear Water Academy the first private Catholic school in Calgary. This group of parents, teachers and supporters recognized the growing demand in Calgary for a unique centre of learning based on the Catholic faith. The founders adopted a proven educational model, which emphasizes academic excellence and spiritual formation, as well as a strong program of character development and commitment to apostolic works.

Clear Water Academy has demonstrated strong, steady growth since opening in 1995. From a modest beginning with 25 students, and 2 teachers in a rented downtown office for a school, it now has enrolment of close to 420 students in Junior Kindergarten to Grade 12, including international students and a faculty of over 70.

As one of only a few schools in Canada to offer a gender specific approach to education, Clear Water Academy is one of Alberta's premier schools, establishing a strong reputation for authentic Catholic education and formation, academic excellence and human formation.

This year marks the 25th anniversary of the opening of the school. Events, activities and communications are planned throughout the 2020/2021 school year to celebrate this significant milestone in the life and joinery of Clear Water Academy.

Trends and Issues

The recession that has been affecting the City of Calgary for the last five years has impacted the enrollment of our school and our families' abilities to pay the tuition fees. We continue to provide The Temporary Needs Bursary Program to assist our families. We have also had to make cuts to our expenses while ensuring that we are not impacting the quality of education and formation that we provide to our students and families.

We are projecting slow growth in enrollment for the next three years.

We are experiencing an increase in the number of students in our elementary program that need additional support due to special needs learning disabilities. These disabilities include autism, ADD and ADHD, speech, anxiety, etc. We are working to determine how we can best support these students and their families, given that we have limited resources in these areas and we are not a special needs school.

We are also seeing an increase in the number of ELL students, who also require additional support.

COVID-19

COVID-19 is also having an impact on the school and our community. We have been able to retain approximately 89% of our students, but it did require a significant increase in the funds awarded from our Temporary Needs Bursary Program for families suffering with financial challenges due to COVID-19.

We are concerned with the mental health and well-being of our faculty, students and parents and we are providing additional support and resources to help the individuals in our community. We are also concerned with the gaps in learning for some of our students due to the At-Home/Online learning that took place from March 2020 to June 2020 and the absenteeism in 2020/2021 due to the Alberta Health Services protocols.

For additional information on our COVID-19 planning, please see the Clear Water Academy School Re-entry Plan and FAQ.

Highlights for 2019/2020

We were very busy with the completion construction of our new Elementary Classroom Building – St. Thomas More Hall. The three storey, 50,000 square foot building was completed in June of 2020 and is the new home for our students in Junior Kindergarten to Grade 6.

We are also working on the renovations of our historic building - Athlone Hall, which will be the permanent home for our Grade 7 to 12 students.

In 2018 we launched a major capital campaign to assist with the funding of the above two projects, along with an expansion to our Athletics facility. The total goal of the campaign is \$10.5 million.

Following the educational model of the Integral Formation of our students, the following are the highlights for each of our four dimensions of formation:

Intellectual Formation:

- As a Catholic school, our mandate is to develop students who are able to demonstrate Catholic values as they take on leadership in society. Therefore, it is important for us to present the core curriculum within the context of our values of Catholic education. We continue to strive for this context in all that we do within the realm of the intellectual stimulation of our students, while simultaneously meeting all curricular requirements of Alberta Education.
- Clear Water Academy continues to be ranked one of the top Elementary schools in the Province of Alberta in the Fraser Reports Annual Report Card of Elementary Schools.
- At the elementary level, we have increased our focus on mathematics and have returned to emphasis on English Language Arts – writing.
- At the High School level, we moved our ranking by the Fraser Institute to 11th position in the province.
- We graduated our 14th Grade 12 class in the history of Clear Water Academy with the students going on to post-secondary education and mission work.
- We continue to offer Advanced Placement courses. Our students are experiencing great success in these courses. Our AP results rank as a top performing AP school (worldwide).

Human Formation:

- Continued good athletic performance in the AISAA.
- One on one attention to our students in Grade 7 to Grade 12 from the Formation Team.
- We have modified our Outdoor Education Program for Grades 7 to 10, and we continue to assess how to best deliver this program for our students within the constraints of our current programming and timetable.
- Swimming program continues to be offered to our Grade 4 to 6 students and a skating program was offered for our Kindergarten to Grade 3 students.
- Full day retreats for our Grade 4 to 12 girls and boys took place throughout the year prior to COVID.
- Offer student mentorship program across all grades.

Apostolic Formation:

- Apostolic programs for Grades 1 to 12 serving the school, the community of Calgary and the world.
- Partnership with Mary's meals helping to provide meals to children at school in third world countries across the world.
- High School mission trip was cancelled due to COVID-19.

Spiritual Formation:

- We continue to offer the Catechesis of the Good Shepherd program for lower elementary students. Our school-based program is one of only a few in all of Canada.
- One on one guidance from Religious.
- Daily Mass is offered, along with weekly Confession and monthly Adoration.
- For 2019/2020, we moved from working with the National Evangelization Team (NET) to Regnum Christi (RC) Missionaries to provide the semi-annual retreats for our Grade 7 to 12 students. The RC Missionaries having training in our model of Integral Formation.
- High School trip to Rome and Italy was cancelled due to COVID-19.
- Spiritual growth talks, events and retreats were offered to staff and parents.

Combined 2020 Accountability Pillar Overall Summary

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7976 Clear Water Academy

Measure Category	Measure	Clear Water Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.4	91.8	93.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	74.7	73.0	69.8	82.4	82.2	82.0	Intermediate	Improved	Good
	Education Quality	95.3	93.5	94.9	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.5	0.0	0.2	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	100.0	88.1	92.2	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	99.6	98.0	97.7	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	60.7	57.8	65.0	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	96.6	93.8	90.4	83.6	83.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	45.8	35.9	31.5	24.0	24.2	22.5	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	100.0	88.1	82.8	56.4	56.3	55.6	Very High	Improved	Excellent
	Rutherford Scholarship Eligibility Rate	100.0	100.0	93.9	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	77.0	78.0	71.6	60.1	59.0	58.5	Very High	Maintained	Excellent
	Work Preparation	91.1	89.8	90.9	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	91.4	89.5	91.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	87.9	89.7	90.6	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	83.8	80.6	83.6	81.5	81.0	80.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Measure Evaluation Reference (Optional)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g., 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	98.5	97.8	97.4	98.0	99.6	N/A	100.0	Very High	Maintained	Excellent	100.0	100.0	100.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	72.4	66.7	70.7	57.8	60.7	N/A	60.0	Very High	Maintained	Excellent	65.0	70.0	75.0

Comment on Results

- Information on the exam results has been shared with the appropriate faculty members. We are focusing on the individual areas and subjects that fell short of our targets.
- Academic support is provided to students who have academic challenges. We are seeing the need for more academic support at the Elementary grades, and we have a fewer number of students on IPP’s. Without providing additional specialized support for our students and/or helping our families choose special needs schools (with the resources and supports that can better meet the needs of their children), we expect that our PAT results in Grade 6 will decline.
- Parental involvement in our early literacy program remains strong – their volunteer reading with our students in Grades 1 to 3 remains a helpful intervention for our early readers.

Strategies

- Analyze PAT results from previous years and focus on areas of lower performance.
- Monitor student progress and provide necessary intervention.
- Working a strategy and plan to support students and families for children that have special needs learning disabilities.
- Professional development with a focus on mathematics, writing and formative assessment strategies.
- We continue to provide early literacy intervention programs for our Grade 1 students.
- Hire and retain the best teachers.

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	91.6	91.0	86.6	93.8	96.6	N/A	100.0	Very High	Maintained	Excellent	100.0	100.0	100.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	29.0	34.6	23.9	35.9	45.8	N/A	50.0	Very High	Improved	Excellent	55.0	60.0	60.0

Comment on Results

- The detailed reports on the diplomas have been shared with the appropriate staff members and instructional actions have been made in order to reach our targets.
- Open and transparent communication with our parents and school community.
- High school programming and support are designed to ensure student success.

Strategies

- Analyze Diploma results from previous years and focus on areas of lower performance.
- Monitor student progress and provide necessary intervention.
- Professional development with a focus on differentiated instruction and formative assessment strategies.
- Professional development of teachers is focusing on the best assessment approaches for students taking Diploma Exams. Teachers are provincial markers for diploma exams.
- Hire and retain the best teachers.
- Continued University Preparatory emphasis in program offering and teaching strategies.
- Ensure that students are receiving high quality instruction from capable and committed staff.
- Ensure that our students in Grade 9 to Grade 12 participate in our post-secondary advisory program.
- Continued parent/faculty open and honest communication that addresses how student needs can be best met.
- Ensure that we are addressing parent/student questions and concerns in a timely fashion.
- Student/parent information about CWA High School is articulating the expectations of a student that will lead to success in a university preparatory program.

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	92.4	90.0	92.6	96.0	88.1	100.0	100.0	Very High	Maintained	Excellent	100.0	100.0	100.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	92.4	85.5	92.6	67.8	88.1	100.0	90.0	Very High	Improved	Excellent	90.0	90.0	90.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.4	0.8	0.6	0.0	0.0	0.5	0.0	Very High	Maintained	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	28.7	68.7	71.0	65.7	78.0	77.0	85.0	Very High	Maintained	Excellent	85.0	85.0	85.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	95.2	100.0	81.8	100.0	100.0	100.0	Very High	Maintained	Excellent	100.0	100.0	100.0

Comment on Results

- It is the expectation that all students will complete high school within three years of entering Grade 10.
- Continued emphasis on human formation for our students, building on virtue.
- Open and transparent communication with our parents and school community.
- Variety in our program offerings to increase student opportunities in core subjects and options.
- We have graduated 14 classes to date and do not anticipate any students dropping out of high school.
- It is expected that all students will transition into post-secondary within five years of entering Grade 10. A number of our students took time to do missionary work and /or discern vocations, which will lead them into post-secondary education. The tracking of students by Alberta Education needs to be reviewed, as some of our graduates attend post secondary institutions out of province and out of country, which are not included in the Alberta Education statistics. Approximately 95% of our High School graduates transition to post-secondary education within six years of entering Grade 10.
- We offer a personalized Post-Secondary Counselling program to all of our High School students.

Strategies

- Continue with our Fine Arts evening at Mount Royal University for our parents, showcasing art, music and drama.
- Hire and retain the best teachers.
- Continued University Preparatory emphasis in program offering and teaching strategies.
- Ensure that students are receiving high quality instruction from capable and committed faculty.
- Provide direction and advice for our high school students in course selection and career choices.
- Ensure that our students in Grade 9 to Grade 12 participate in our post-secondary advisory program.
- The high school timetable is designed to ensure students success along with one on one attention from faculty with our smaller class sizes. The timetable is currently being reviewed to determine if changes can be made to provide more flexibility and offer additional programming/course options for our secondary students.
- Inform students of scholarship requirements and provide them with counselling to be successful.
- Continued parent/faculty open and honest communication that addresses how student needs can be best met.
- Ensure that we are addressing parent/student questions and concerns in a timely fashion.

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target		Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.8	91.1	93.8	91.3	89.5	91.4	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0

Comment on Results

- Our results indicate that parents are satisfied that our school prepares students to be active citizens, Christian leaders who will transform society.
- Professional development for teachers to ensure best practices for instruction and assessment are being used.
- Provide teachers and students with the best in approved resources, in keeping with our model of Integral Formation and the Catholic faith.

Strategies

- Continued emphasis on human formation, spiritual growth, apostolic growth and academic excellence.
- Continued opportunities for students to take on leadership roles, engage in athletics, drama and school community events.
- Continued student opportunities to engage in apostolic and socially responsible activities.
- Mission trips to engage students in global responsibilities.
- Student to student mentorship program.
- Faculty development and training on Integral Formation. We are implementing the RC School Accreditation Process for professional development for our teaching faculty, focusing on the Integral Formation indicators. The objective of the RC School Accreditation process is to provide us with a diagnostic tool to assess our alignment with the identity and mission of a Regnum Christi School and identify steps for improvement.
- In 2019/2020 we spent significant time working with the teaching faculty on the self-evaluation and supporting evidence of Dimension #2 – Our education model of Integral formation. The six key indicators evaluated were:
 - The teacher-student relationship is considered the foundational relationship through which integral formation occurs. Teaching is understood to be a vocation, and a true apostolate of formation and witness.
 - The school, supporting the parents in their role as primary educators, strives for excellence and continuous improvement in its mission of accompanying each child on the path to personal development and Christian leadership. *Semper Altius*.
 - The school implements a demanding, coordinated and systematic academic program to help students develop a genuinely organic and coherent view of the world, humanity and God.
 - The school’s human formation program is founded on a Christian understanding of the human person. The students, through practice of the responsible use of their freedom, become mature masters of themselves and of their own formation.
 - Spiritual formation is achieved through an atmosphere and teaching style that fosters a personal relationship with Christ that is rooted in the experience of his love and the awareness of His will.
 - Apostolic formation, as the expression of a personal love for Christ and the desire to collaborate in His mission, provides students opportunities to actively respond to the spiritual, material and social needs within their reach to transform society into one of justice and love.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Comments

- Currently we have no FNMI students enrolled at Clear Water Academy; we are open to and encourage applications from FNMI families.

Strategies

- Ensure that Social Studies and Religion curriculum include respect and appreciation for all individuals and cultures and faiths. Including the following:
 - Discuss implications of the Indian Act from a collective and individual rights perspective.
 - Discuss land claims issues.
 - The theme of globalization and colonialism has discussion on impact of indigenous people – this lends itself to conversations of FNMI issues.
 - Theme of Internationalism is presented and how certain organizations have impact on indigenous groups.
 - Teachers attended PD on treaties and has brought that awareness into class discussions, teaching students how difficult it is to interpret the treaties.
 - Short story analysis of stories that have the environment as a theme – this lends itself to discussions of First Nation issues, and land ownership issues.
 - Novels read have thematic issues of indigenous awareness.
- Encourage the use of literature within all ELA and other subject areas has representation of FNMI content.
- Opportunities for field trips are encouraged to take advantage of FNMI cultural sites in Southern Alberta.
- Seek out opportunities for grade appropriate FNMI presentations for students.
- Professional growth meetings with faculty include review of the Teacher Quality Standards. Review of and goal setting within standard 5 (Applying Foundational Knowledge about First Nations, Metis and Inuit) is part of those meetings.
- We are looking at the opportunity to collaborate with Mother Teresa School in Regina to provide support to the school and for apostolic opportunities for our students and faculty. Mother Teresa Middle School (MTMS) provides an enhanced, holistic, middle school education to Regina’s vulnerable inner city youth – the majority of which are First Nations, Métis, and Inuit students. The school helps break the cycle of poverty amongst its target families through the use of a unique framework and best practices from extended time schools in the U.S.A. MTMS serves highly motivated, economically disadvantaged, grade 6 – 8 students whose potential for success has been compromised by social and economic factors affecting them and their families. MTMS delivers the Government of Saskatchewan middle year’s curriculum permeated by the Catholic faith and enriched by extended school time, small class and school size, transitional supports and by an innovative, extensive middle year’s program. The link to the MTMS website is: <http://mtmschoolregina.com/about-us>

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	70.3	69.6	66.1	70.3	73.0	74.7	75.0	Intermediate	Improved	Good	80.0	80.0	80.0

Comment on Results

- The academic program at Clear Water continues to be strong with good instruction and assessment. Professional development opportunities for teachers have played an important part in the success of the program.
- High level of satisfaction with our drama, music and art programs.
- Some parents, students and faculty would like additional course offerings that are not part of the pedagogy of our school or where resources, space and time are not currently available to offer these additional programs. This will continue to be the reality for our school, as we work to meet the expectations of our parents and students, while striving to achieve the mission of the school.
- In the academic year, 2017-2018, we added Advanced Placement programming to our High School selection of courses for students.

Strategies

- Continue to offer clubs and activities during break time to keep students engaged and active.
- This past year our Grade 7/8 Girls Volleyball team participated in the Annual RC Schools Friendship Tournament in Mexico with over 8,000 athletes from RC Schools across the world. We are reviewing the feedback from the trip/tournament to determine if we can offer this opportunity annually to more students in our Grade 7 to 9 program.
- Continue with our Fine Arts evening at Mount Royal University for our parents, showcasing art, music and drama.
- Option classes are being offered to all Grade 4 to 6 students, these classes change year to year but have included Art History, Loom Knitting, Improv and Public Speaking, Hip Hop, Chess, LEGO Makerspace, Introductory Programming, Board Games, Calligraphy and Brush Lettering, Creative Art, Apostolic Projects, Beginner Italian, Robotics, STEAM Building, mythology, cooking, typing, karate, debate, and woodworking.
- Junior High Option courses like debate support our goal to develop critical thinking in the students.

Outcome Four: Alberta’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.9	96.3	95.7	93.5	91.8	N/A	95.0	Very High	Declined	Good	95.0	95.0	95.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.7	95.4	96.0	95.3	93.5	95.3	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	89.8	88.2	90.6	92.5	89.8	91.1	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	81.2	74.9	78.7	79.3	83.4	83.5	90.0	Very High	Improved	Excellent	90.0	95.0	95.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.8	89.6	90.0	92.1	89.7	N/A	95.0	Very High	Maintained	Excellent	95.0	95.0	95.0
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	78.9	82.3	86.9	83.2	80.6	83.8	85.0	Very High	Improved	Excellent	85.0	85.0	85.0

Comment on Results

- Faculty/student interaction, a proactive approach to potential discipline issues and the human formation program have allowed us to create a safe and caring environment. The Formation Team have also allowed us to reach this high level of satisfaction with our parent community.
- The mentoring program with our older students pairing up with our younger students has helped to build community within the school, improve student relationships and provide a more caring environment.
- Transparency and good communication with the parents continues to be a key priority for the school.
- We are emphasizing more active learning with our students through different instructional strategies and use of different furniture and equipment in the classroom to meet student needs.
- The majority of our parents believe that we and the schools in our jurisdiction have stayed the same or improved over the last three years. Some parents may not be aware of the other schools in our jurisdiction and whether they have improved.

Strategies

- Our theme for 2020 is “**Teamwork**”, with our faculty, our families and our students. This theme was introduced at our initial Faith Day retreat in August 2020 to kick off the start of the school year. It is the theme that the Leadership Team is consciously promoting in our communication with our faculty, especially our teaching faculty.
- Our Growth Strategy is working with our faculty to improve the relationships with our parents and students, with a focus on accompanying them as we build relationships that are meaningful, loyal and trusting. We have developed a rubric to rate relationships and setting targets for improvement.
- Active supervision with faculty engaged with students to improve safety and formative behaviour of students.
- Continue with small class sizes and a high ratio of faculty to students for supervision promoting a safe and caring environment for all.
- Continue with virtue campaigns and virtue/saint of the month program to form virtue and character in our students.
- Ongoing faculty professional development to maintain consistency in expectations for student behaviour.
- To continue to encourage parent involvement in varied areas.
- Proactive communication from faculty to parents.
- Volunteer training session to encourage parental support in the school.
- Monthly coffee and conversation sessions for parents.
- Continue to provide teachers with opportunities to attend local professional and curriculum development sessions.
- Continue to enable faculty to attend Integral Formation Conferences and online workshops.
- Leadership Team to conduct site visits to our schools in the US.
- Membership in the Alberta Independent Schools and Colleges Association (AISCA).
- Membership in the Association for Supervision and Curriculum Development.
- Parents, students and teaching faculty participate in the annual Alberta Education surveys. Results from surveys will be reviewed and analyzed and action plans are developed for those areas that need improvement.
- Ensure that faculty professional development/in-service needs are addressed in specific professional development days.
- Continue with the role of Dean of Academics for Kindergarten to Grade 12 to support the teaching faculty and improve the learning environment for teachers.
- Continued diligence to be paid to high academic standards and measures.
- Offer teachers monthly professional development opportunities to improve curriculum implementation.
- Working with RC Education on enhancing our curriculum and in linking our curriculum outcomes to our model of Integral Formation.



**Summary of Financial Results
2019/2020**

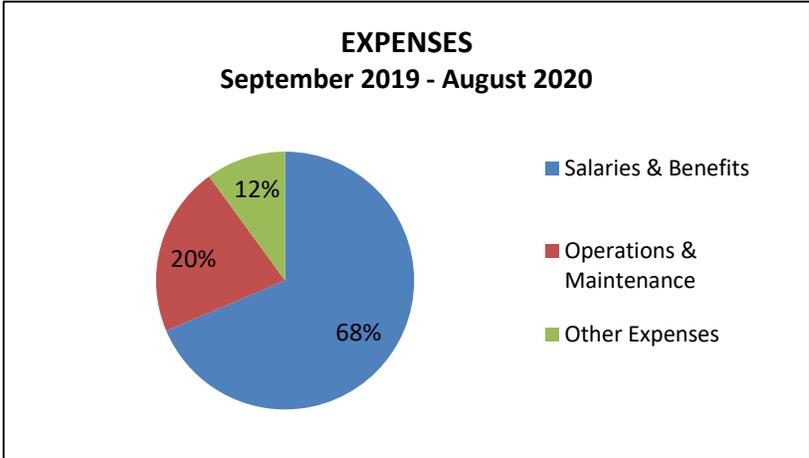
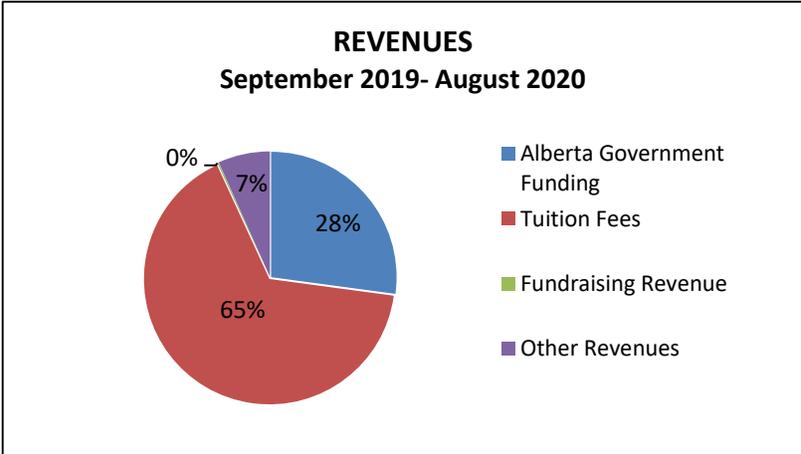
	Actual 2019/2020	Percentage
REVENUE SUMMARY		
Alberta Government	\$2,260,686	27.96%
Federal Grants	Nil	Nil
Other Revenue		
▪ Tuitions	\$5,282,238	65.32%
▪ Fundraising	\$11,749	0.15%
▪ Other	\$531,519	6.57%
TOTAL REVENUES	\$8,086,191	100.00%
EXPENDITURE SUMMARY		
Salaries and Benefits	\$5,496,806	67.78%
Operations & Maintenance	\$1,658,316	20.45%
Other	\$954,965	11.77%
TOTAL EXPENDITURES	\$8,109,817	100.00%

Notes:

- The total revenue received from the Alberta Government for 2019/2020 was \$2,260,686.
- For additional financial information, including the Audited Financial Statements for the 2019/2020 school year, please contact Barb Fabris at (403) 217-8448.



CLEAR WATER ACADEMY FOUNDATION 2019 - 2020 ACTUALS HIGHLIGHTS



For additional financial information, including the Audited Financial Statements for the 2019/2020 school year, please contact Barb Fabris at (403) 217-8448.



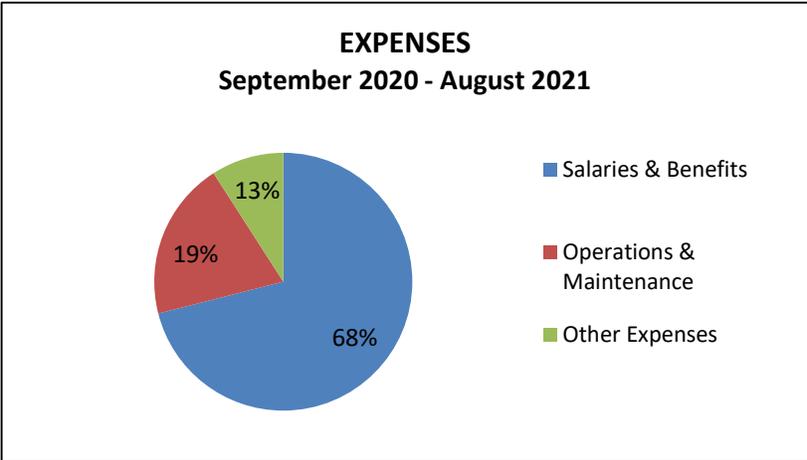
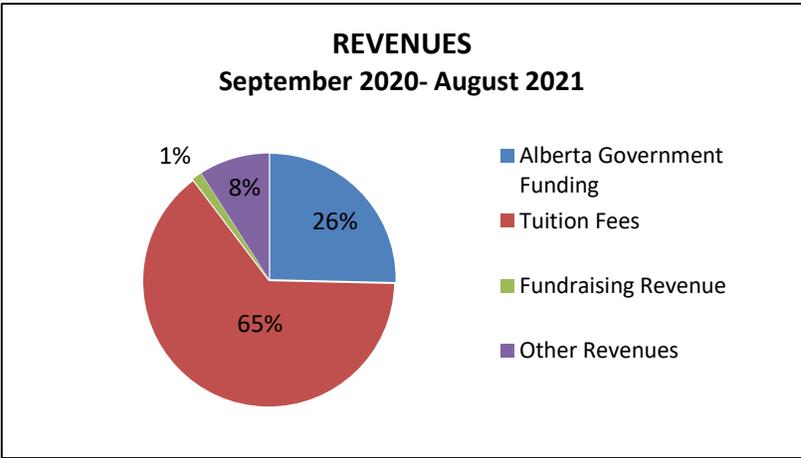
Summary of Financial Budget

***BUDGET HIGHLIGHTS
2020/2021***

	Budget 2020/2021	Percentage
REVENUE SUMMARY		
Alberta Government	\$2,106,108	26.43%
Federal Grants	Nil	Nil
Other Revenue		
▪ Tuitions	\$5,219,495	65.49%
▪ Fundraising	\$6,680	0.80%
▪ Other	\$637,472	8.00%
TOTAL REVENUES	\$7,969,755	100.00%
EXPENDITURE SUMMARY		
Salaries and Benefits	\$5,430,936	68.14%
Operations & Maintenance	\$1,486,610	18.65%
Other	\$1,053,110	13.21%
TOTAL EXPENDITURES	\$7,970,656	100.00%



CLEAR WATER ACADEMY FOUNDATION 2020 - 2021 BUDGET HIGHLIGHTS



Timelines and Communication

- The Annual Education results report for 2019/2020 and the Three Year Education Plan for 2020/2021 to 2022/2023 is posted on our website at www.clearwateracademy.com, at the following link:

Whistleblower Protection

- As per the Public Interest Disclosure (Whistleblower Protection) Act, Clear Water Academy Foundation had no disclosures in the 2019/2020 school year and had no disclosures as of November 30, 2020.