EDUCATION PLAN: 2025-28

Soaring Heights Academy

Our Mission, Vision, and Core Values

Mission: The mission of SOARING HEIGHTS ACADEMY is to sculpt our students' inner and outer worlds to reflect only the best in academics, physical activity and morality.

Vision: Our vision is to create a group of exemplary academicians and scientists who will learn to solve the problems of the future with the tools of tomorrow. They will cure disease, aid in economic growth, foster philanthropy, build a world of peace and constructively manage global issues.

Core Values: Our core values are

- Ambition
- Diligence
- Knowledge

Introduction

ASASA Academy changed authority name to AL-Ghani Learning and intended to operate as Soaring Heights Academy. Soaring Heights Academy is introducing an online platform, from Kindergarten to Grade 9.

Soaring Heights 2025-2028 Three-Year Education Plan presents our goal to analyze data from the Alberta Education accountability survey and local measures collected by the principal in previous years.

Using this data, SOARING HEIGHTS ACADEMY strives for continual improvement in Academics. Our strategies are to ensure success for every student, collaborating with all stakeholders like board members, the principal, teaching and support staff, and our students. *Our focus is on the following domains; Student Growth and Achievement, Teaching and Leading and Learning Support, and Governance.* Our Education Plan strategies are informed by our Annual Education Results Report (AERR).

We in addition to be safe and caring school for our students, we strive to provide a safe and clean atmosphere also. Our facility is cleaned and sanitized every day. As we have come out of the Pandemic's severity, it is still imperative that students and staff stay home if they are unwell. In addition, we have a wellness room in our building where

students go when not feeling well during school hours. We call parents to pick their child if he/she is demonstrating symptoms that can be contagious to other students.

Accountability Statement

The Annual Education plan for the SOARING HEIGHTS ACADEMYA 2024/25 school year commencing August 29, 2025, and the Education Plan for the three years 2025/28 Academy have been prepared under the direction of the Board of Directors in accordance with the 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 its performance results to build the plan and is committed to implementing the strategies contained within the plan to improve students learning and results.
The Board approved the three-year Education Plan for 2025/2028 on June 10, 2025.

Aresha Ali
Board Chair

Message from our Board Chair

It gives me great pleasure to hold the responsibility of Academy as chair of the AL-Ghani Learning Board. Our students are our priority, and we work hard to give them access to a wide range of engaging academic opportunities and avenues for demonstrating their understanding.
The Board of an independent school is tasked with three primary responsibilities:

First of all, we safeguard the school's mission and core values, which set SOARING HEIGHTS ACADEMY apart. Our all-encompassing strategies help children develop and integrate into society.

Second, we make sure that effective governance is in place. This makes it easier for the team and the Leader of the Academy to manage the school's daily operations with a stronger emphasis on our kids.

Lastly, we choose and manage the Academy's leader based on the leadership qualities that can address to our school culture. Because SOARING HEIGHTS ACADEMY celebrates differences and cultivates a sense of empathy and belonging, it supports an inclusive, safe, and caring environment. Because of this, our staff members and students actively pursue their passions and provide themselves with the tools they need to reach their full potential and thrive personally.

Our small class sizes, to which we are steadfastly devoted, have allowed the Academy to excel in helping students find and recognize their voices. We can gauge the effectiveness of the SOARING HEIGHTS ACADEMY student learning method by looking at the accomplishments of our graduates.
Consequently, SOARING HEIGHTS ACADEMY pupils are adequately equipped for junior high school and subsequent education.
At SOARING HEIGHTS ACADEMY, student safety comes first at all times. The health and safety inspections were passed without any objections. Furthermore, our students routinely practice lockdown and fire drills. Undoubtedly, the efforts of the board members, school leader's personal support, and teaching staff will continue to make 2025–2028 an exceptional and productive years ahead.



Aresha Ali
Board Chair

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 0235 Asasa Learning

Assurance Domain	Measure	Asasa Learning			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	94.8	92.8	89.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	89.4	93.8	90.2	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	*	*	n/a	68.5	66.2	66.2	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	19.8	18.0	18.0	*	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.6	91.4	88.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.1	95.2	89.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	98.8	92.5	87.1	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	97.2	76.6	81.1	79.5	79.1	78.9	Very High	Improved	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam 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.

Analysis of most recent Results

Areas of Success:

DOMAIN	DATA	
STUDENT GROWTH AND	Student Learning Engagement	85.5 (previous 3year Average) to 92.8% (7.3% increase ^)
	Citizenship	86.6% (previous three-year Average) to 93.8% (6.8 % ^)
ACHIEVEMENT	Education Quality	90.6% (previous three-year Average) to 91.4 % (0.8 % ^)
LEARNING SUPPORT	Welcoming, caring, Respectful & Safe Learning Environment	84.3% (previous three-year Average) to 95.2% (10.8%^)
	Access to Support and Services	81.7% (previous three-year Average) t 92.5% (10.8%^)

Areas of Improvement:

ASSURANCE DOMAIN	DATA	
STUDENT GROWTH AND ACHIEVEMENT	PAT: Acceptable	n/a (previous 3year Average) to n/a
	PAT: Excellence	n/a (previous 3year Average) to n/a%
GOVERNANCE	Parental Involvement	94.3% (previous three-year Average) to 85.6% 14.9 Decrease

Comment on Results:

SOARING HEIGHTS ACADEMY has demonstrated excellence in all Assurance categories, as evident in the overall summary of Alberta Education Assurance Measures Spring 2025. We decided to stick to the previous year's instructional strategies, resources to implement and adding more of the latest evidence-informed techniques in all assurance domains. To improve satisfaction rate in governance domain, we will involve parents more in their kid's social and intellectual growth and incorporate their ideas in school plans that can impact students' learning, hoping that their involvement will raise the standard of education.

Our board and PAC members, parent volunteers, school leader, students, and staff's ideas were taken into account in our planning. Their indication of our growth areas and strategies to improve success guided us to purchase resources and arrange teachers' professional development sessions to enhance their knowledge and skills for improved efficacy in meeting prioritized outcomes and goals. We make it a point to share our AERR and Ed-Plans with our school community publicly and directly. The progress is reviewed both formally and informally throughout the year on an ongoing basis. Apart from our regular school leader and board meetings, our parent community is involved in an advisory capacity through digital surveys, informal person-to-person discussions, e-mail conversations, and regular PAC group sessions.

Through collaboration, the administration and educators of SOARING HEIGHTS ACADEMY will work to deliver the highest level of instruction and provide a productive learning environment.
Each year, we survey the entire school because the results of the provincial survey only represent the opinions of a small portion of the partners, who are teachers, students (grades 4-6), and their parents. We get input from most stakeholders (K-6) in our “School-Wide” survey. In our Annual Survey of 2023, about 82% of our partners participated.

The insight from stakeholder Engagement:

Stakeholders were kept engaged in students’ learning and to enhance their skills to become a beneficial member of the community. The 93.8% of stakeholders (a 6.8 % increase from the previous years) demonstrated their satisfaction with our strategies that help our students model the characteristics of active citizenship. In addition, our scheduled celebrating diverse communities' events, inviting parents to share their cultural events for students’ knowledge and appreciation of diversity, festivals, monthly virtues activities, and integration of awareness about current local, national, and global issues that help our students to behave like responsible and well-informed citizens. It

also makes them to respect other cultures and thus we make our students a piece of the Mosaic that is the pride of our Canadian Heritage.

Stakeholders' engagement was enhanced by expanding their opportunities to participate in various extracurricular activities like Science Fair, Field trips, Classroom volunteering as teacher assistants.

we will keep implementing the necessary and valuable stakeholders' ideas for students' learning and success on ongoing bases starting in the academic year 2025–2026

SOARING HEIGHTS ACADEMY has no self-identified students belonging to the indigenous community. However, considering the Alberta TQS competency" Applying the Foundational Knowledge about First Nations, Metis, and Inuit," we emphasize,it is essential that our non-indigenous students should learn about this great community's sacrifices, history and pedagogical methods. Therefore, students are educated about First Nations, Metis, and Inuit people's history, languages, games, culture, festivals, residential schools, and pedagogical methods in their daily learning.

1. Assurance Domain: Students' Growth and Achievement

Outcomes	Students experience the studies and can effectively display and demonstrate their achievements successfully across the Alberta Programs of Study
Measures	We are concerned about the new online program being introduce to the students from Grade 1 to Grade 9. We are working to introduce various resources and avenues to achieve our goals
Strategies	- Plan lessons/ learning activities by considering students' particular interests and mode of learning (VAK- Visual, Auditory, and Kinesthetic). Provide students with opportunities to demonstrate their understanding in multiple ways. *Making Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners (Ritchhart R, 2011).* - Engage students in every activity that can help the community, such as Veterans, Calgary Food Bank Drive, Terry Fox fundraising, Anti-bullying/ Orange shirt Day etc. These routines make them vital community members and instill good citizenship in them.

	- Enhance students' test-taking skills online and practice them throughout the year. - Prepare unit tests for grade 6 students in every subject, for example, Math: Average 88%, Social (this included questions directly from the PATs): Average: 94%, Science: Average 95% Promote different teaching strategies, including inquiry-based and hands-on learning as research shows that knowledge- based experience or 'hands-on' techniques enhances students' mathematics and sciences proficiency.
Implementation	- Provide and create a successful online platform where students feel safe and supported and their creativity is nurtured and monitored. - Schoology and Teams are the main platforms that will be used to engage students on regularly basis - If above strategies will be successful, we will continue to implement them for upcoming years or if improvement is required, we will re-define our strategies
Local Measures	- Parents' satisfaction in the school-wide survey, regular communication about the academic and social activities - Parents, students, and teachers' satisfaction in the Alberta Education survey (AERR) that students demonstrate the characteristics of active citizenship and are engaged in their learning - Parents' satisfaction during formal and informal interactions (parent-teacher interviews, and regular Class Dojo communication, etc.) that their children are involved/ engaged in academic activities - Parent Advisory Council (PAC) members satisfaction with the school's operations, goals, and plans related to students' active learning and quality of education. - Teachers and principal participation in Alberta Regional Professional Development consortia session to add new approaches to teaching and learning - Students' participation, involvement in regular classroom activities, formative and summative results analysis - Parents Volunteers' (taking part in classroom activities, events and school trips) feedback/ satisfaction on students'

	engagement in their learning and demonstrating responsible citizenship at school and outside
Provincial Measures	92.8 % of stakeholders agreed that SOARING HEIGHTS ACADEMY students are engaged in their learning. This percentage is above the provincial average (84.4%). The satisfaction rate breakdown for each (parent, student, and teacher) of SOARING HEIGHTS ACADEMY and the provincial's stakeholder groups follows

2. Assurance Domain: Teaching and Leading

Outcomes	SOARING HEIGHTS ACADEMY achieved overall 90.6% (previous three-year Average) to 91.4 % with an increase of 0.8 % satisfaction of its stakeholders in Education Quality in AERR
Measures	We will continue to provide and will thrive to improve PD opportunities for teacher growth and development. In order to better focus on FNMI course Academy has provided multiple resources to our teaching staff, such as Professional Development Days on these areas of studies
Strategies	- Enhance Math teaching practices by attending webinars and PDs. For example, “How to teach math grades 4- 9" from Calgary public Library online workshop, and webinars, offered by Edmonton/ Calgary Regional Consortium, and PDs by Mrs. Rosalind Carson Mathematics Education Consultant Grades K-12, Naomi Church, National Math Curriculum Specialist- USA (online PD workshops) - Enhance reading comprehension through critical Literacy, metacognition, questioning strategy, voice and identity, incorporating methods from *the book " READ, WRITE, LEAD BY REGIE ROUTMAN"* for students' literacy success - Engage teachers in co-learning by Staff-Lead PDs and visiting each other’s classes

	- Teachers will be given timely feedback on their teaching practices and professional development opportunities will be provide based on observation and need. - Staff schedules include daily prep times and breaks as well as weekly professional learning community meetings, and school-wide and external PD sessions to design inclusive instructions for the learners. If above listed strategies are successful and significant improvement is visible, Academy will continue the implementation of these strategies for the upcoming years. However, if further improvement is required school board and stakeholders will implement different strategies to achieve desired outcome.
Implementations	Teaching staff will be closely monitored by the school Principal for the curriculum delivery to ensure Alberta Education implemented curriculum is delivered. Weekly staff meeting is conducted to ensure all the shortcoming and achievements or implementations are discussed
Local Measures	Success will be measured through - the results of our reporting system using three trimester reporting periods. - Also, through monthly observations, conversations with teachers and parents during parent-teacher interview. - Parent, student and stakeholder surveys. - Informal and formal dialogue, conversations and two-way communications with all members of our school community. Also, through **Percentage of:** - Parents and students who report they have access to online resources at home to reinforce their ongoing Math and ELA (ixl.com, Prodigy) concepts. - Parents who report satisfaction with a regular update on students' progress in school and parent-teacher online meetings other than Parent Teacher conference - Parents' satisfied with the quality of education at SOARING HEIGHTS ACADEMY, with an extra focus on Math and ELA.

	- Students Attendance on online virtual classroom
Provincial Measures	Survey Results of Education Quality

3. Assurance Domain: Learning Support

Outcome	**Academy community provides a Welcoming, Caring, Respectful and Safe Learning Environment** Soaring Heights Academy achieved overall 84.3% (previous three-year Average) to 95.2 % with an increase of 10.8 % satisfaction of its stakeholders in welcoming, caring, respectful and safe learning school environment in AERR. Academy will continue to provide safe and caring environment within the campus and on online platform
Measures	Since we are moving to online program, we will use different measures to make sure that Academy is thriving and providing good learning support
Strategies	- Incorporate Social-emotional Learning (SEL) strategies in all subject areas. Teachers will be getting the plan from different resources - Academy will equip itself with more resources geared towards special needs of students - Online students will be provided options to see teachers frequently for better outcomes - Academy will try to have more engagement with students for social events to encourage them to be connected with community
Implementation	- During weekly meetings, school leaders, teachers, and education assistants collaborate to implement innovative solutions that support student well-being and improve learning outcomes. - Teachers will use different resources and attend webinars offered by Calgary and Edmonton Reginal Consortiums, Solution Tree.com, Canada, etc., to

	understand students' social and emotional states caused primarily due to the Pandemic. Such knowledge helps to develop the whole child by enhancing their social and emotional skills. - Invite Parents/ guardians working in AHS to have a session with our students and staff on wellness and fitness principles - Work with Renfrew Educational Services (RES) to provide integrated health support for students. Enhance the process of screening for concerns by referring to therapist services of RES (PUF Program in ECS) - Various events will be offered such as Food drives, fund raising & Terry Fox runs
Local Measures	- Visitors' satisfaction with a safe and caring school with a welcoming environment - Stakeholders' satisfaction to the safe and caring environment in school-wide survey - Parents, teachers, and student's satisfaction with the Assurance Survey (AERR) questions related to a safe and caring school - PAC members/ stakeholders' satisfaction with the school's anti-bullying, anti-racism policies - Stakeholders' satisfaction with providing a welcoming atmosphere to staff and students of diverse cultures. - Stakeholders' satisfaction with the school's timely update on students' social and emotional- well being
Provincial Measures	Soaring Height Academy survey measures were higher than the provincial measures

4. Assurance Domain: Governance

Outcome	SOARING HEIGHTS ACADEMY believes that constant community engagement accelerates and sustains a culture that supports all students success.

	However, we have achieved an overall 85.6% (previous three-year Average) to 76.6 % of Parental involvement in AERR
Measures	- Parents' satisfaction with AERR for their involvement in children's education plans - Parents who report in the school's survey are asked for ideas and suggestions to improve their children's learning. - Parents who report satisfaction with a regular update on students' progress in school and parent-teacher online meetings other than Parent Teacher conferences - Parents are satisfied with the quality of education at SOARING HEIGHTS ACADEMY in the School-wide survey - Stakeholders are satisfied with the efforts of teachers and admin in providing a regular update on their children's areas of success and growth and keeping them engaged in the learning process - Parents satisfaction that their ideas/suggestions and valued, heard and implemented student's attendance? - Teachers and parents agree in AERR that students are taught attitudes and behaviors that will make them successful citizens outside of school.
Strategies	- Promote parent involvement in education through PAC and volunteering during field trips, different events. - Encourage parents to work with their child's teacher to find ways to contribute to the online classroom learning. - Let stakeholders dialogue with the school administration about school operations, goals, and plans through PAC. - Disseminate information promptly, and initiate appropriate action to issues that arise - Develop educational and social plans based on authentic reflection and feedback from parents gathered through Class Dojo, PAC, Survey, and parent-teacher interviews - Address students' needs in partnership with parents, students, school administrators, teachers and support staff. - Develop an individualized Program Plan (IPP) for students with learning disabilities after consultation with stakeholders (student, parent, optional subjects'

	teachers, and multidisciplinary team from Renfrew Educational Services). - Provide parents with strategies as guidelines for mentoring their work at home.
Implementation	In multiple engagement sessions, our stakeholders commended our strategies to value and the way we incorporate parents' and guardians' suggestions to enhance students' academic and social learning. For example, parents suggested a Spelling Bee inter-class competition and a computer coding program for students in a PAC session. We integrated their ideas into the school's routine and students' digital learning. Similarly, our board chair and directors joined school leader, and teachers in the PAC meeting. They asked about concerns and insights to improve student's learning and assured them to incorporate their ideas. Above implementations will help us to improve the Governance domain.
Local Measures	We will collaborate with parents to engage them in their children's progress and welcome their valuable insights. Integrating their perspectives into school strategies can make a substantial difference in student education. We strongly affirm that parental involvement will elevate the quality of teaching and establish a satisfactory experience for everyone involved. We will keep parents updated about children's overall growth at school and sought their advice/ ideas to improve through our communication tools such as Class Dojo, phone calls, emails, Zoom meetings, etc.
Provincial Measures	77.8 % of parents are satisfied with parental involvement in their child's education decisions. 93. 3% Percentage of stakeholders(teachers)' satisfaction with parental involvement in decisions about their child’s education.

Budget Financial Statement 2024-25

Budgeted Financial Statements 2024/25	
Revenues	
Alberta Education	1,821,794
Fees	360,500
Total Revenue	2,182,294
Expenses	
Salaries	1,073,179
Services, Contracts and Supplies	924,697
Amortization	18,500
Interest on capital debt	
Total Expenses	2,016,376
Surplus (Deficit) of Revenues Over Expe	165,918

Summary of financial results

AB Ed revenues are expected to increase by 34.19% in 2024/25 due to the WMA, some funding belongs to the prior year's got push back.
Salaries were budgeted to reduce by 21.64% due to less staffing.
Overall, the school aims for a surplus of 165,918 in the 24/25 academic year.

Our new online program will bring more revenue that will help to improve the teacher's salary scale. For upcoming years Academy will focus on managing the budget more efficiently, also will aim to increase to surplus.