

Table of Contents

| | |
|--|-----------|
| Introduction..... | 3 |
| Purpose of the Document..... | 3 |
| Confidentiality | 3 |
| About the Calgary Girls’ School | 3 |
| Vision | 4 |
| Mission..... | 4 |
| Values..... | 4 |
| Goals | 5 |
| Key Success Factors and Performance Indicators..... | 5 |
| Key Success Factors..... | 5 |
| Quantitative Key Performance Indicators..... | 6 |
| Qualitative Key Performance Indicators..... | 7 |
| Strategic Actions to Support Goals..... | 10 |

Introduction

Purpose of the Document

This Strategic Plan is intended to articulate the strategic direction and supporting activities of the Calgary Girls' School Society for a eight-year period, 2012-2020. This strategic plan will be reviewed annually by the Board of Directors and will be supported by a business plan.

Confidentiality

The document is intended for the use of the Calgary Girls' School Society's Board of Directors and Superintendent, and may contain information that is privileged and/or confidential. Copying and the dissemination or distribution of this document, in whole or in part, is strictly at the discretion of the Board or the Superintendent.

About the Calgary Girls' School

The Calgary Girls' School (CGS) is a public charter school with a mandate to teach girls in Grades 4-9. It provides an environment and teaching style designed to optimize girls' learning, and to prepare girls for lives of leadership, citizenship and commitment. The single-gender environment enables the development of girls' intellectual, creative, personal and physical potential in a safe, nurturing, yet challenging environment.

An important aspect of girls' education is the development of strong leaders who are intellectually adept and community minded. Preparing leaders means cultivating a strong sense of citizenship and care. Students at the Calgary Girls' School are involved in positive ways in supporting many community groups in their goals to improve life, both locally and globally.

In addition to teaching the standard Alberta curriculum, the Calgary Girls' School supports girls' healthy development into young women through the implementation of the "Go Girls" curriculum. This curriculum has several key goals for girls, which include:

- Achieving a competent gender-role identification
- Establishing an acceptable body image
- Developing satisfactory peer relationships
- Establishing independence through responsible decision making
- Planning for the future

Vision

Our vision is to be a centre of excellence enabling girls and young women to become confident and innovative leaders in a complex and global world.

Mission

The girls and young women of CGS are agents of change who develop confidence and a strong sense of self in a safe, collaborative, inquiry-based learning environment.

Values

Values are fundamental principles and beliefs that serve as implicit criteria guiding all actions and decision-making. These include:

- Compassion
- Courage
- Diversity
- Integrity
- Curiosity
- Democracy
- Collaboration

We believe:

- Girls are entitled to authentic learning experiences that are rich, engaging and inquiry-based.
- Girls achieve their personal best when there is a focus on their needs and their unique ways of learning in dedicated all-girl environments.
- Girls have the right to learn in a safe environment while learning to take risks.
- CGS fosters and celebrates a learning community that promotes leadership.
- Active citizenship and engagement with the larger community can change people's lives and the world in which we live.
- Collaboration is a hallmark of all relationships and processes.
- Opportunities to learn about and engage with successful women in society provide girls with positive role models.
- Teachers are supported in their professional growth and development.
- CGS fosters a learning community that promotes reflective practice that is rooted in a growth mindset.
- Parents are valued partners in the education of their daughters.
- CGS engages in research rooted in innovation and best practices and shares with the greater educational community.

Goals

The following goals are ideal states the organization strives to achieve over the long term. The Calgary Girls' School has articulated three goals:

- Establish CGS as **the** school of choice
- Position CGS as a leader in research practice and methodology
- Establish CGS as a leader in innovative educational and environmentally progressive facilities

Key Success Factors and Performance Indicators

Key Success Factors (KSFs) are conditions that when properly maintained or managed significantly impact the school's ability to achieve its vision. Key Performance Indicators (KPIs) are basic measures used to gauge actual results against the key success factors. CGS's key success factors and performance indicators are outlined below.

Key Success Factors

Five objectives have been identified to achieve the organization's goals and address the strategic directions over the next eight years (note that the numbering of the goals and objectives does not imply relative priority).

| Goals | Objectives |
|--|--|
| Goal 1: Establish CGS as the school of choice | 1.1 CGS is recognized as a leader in innovative programs and practices in the education of girls. |
| | 1.2 CGS is recognized locally, nationally and internationally for its excellence in the education of girls |
| | 1.3 CGS is recognized as an "Employer of Choice." |
| Goal 2: Position CGS as a leader in research practice and methodology | 2.1 CGS is recognized as a leader in research among girls' schools and the academic community |
| Goal 3: Establish CGS as a leader in innovative educational and environmentally progressive facilities | 3.1 CGS is housed in a facility that sets a new standard for educational and environmental design |

Quantitative Key Performance Indicators

Quantitative Key Performance Indicators (KPI) to evaluate Key Success Factors (KSF) are outlined below:

| KPI | Description | Data Source | Frequency of Measure |
|--|--|--|-----------------------------|
| Year-over-Year % Change in Financial Reserves | <ul style="list-style-type: none"> End of Period Financial Reserves minus Start of Period Financial Reserves, divided by Start of Period Financial Reserves | CGS Financial Statements | Annually |
| Operating Profit / (Loss) vs. Budget | <ul style="list-style-type: none"> Actual Revenues minus Actual Expenses vs. Budgeted Revenue minus Budgeted Expenses | CGS Financial Statements | Monthly |
| % Growth in non Alberta Education Revenues / Funding | <ul style="list-style-type: none"> Current Period Non Alberta Education Revenues / Funding divided by Current Period Total Funding, minus Prior Period Non Alberta Education Revenues / Funding divided by Prior Period Total Funding | CGS Financial Statements | Annually |
| Student to Staff Ratio | <ul style="list-style-type: none"> Enrolled Students divided by Non-Administrative Staff | CGS Payroll and Student Enrollment Records | Quarterly |
| % of Operating Expenses directed to Classroom | <ul style="list-style-type: none"> Current Period Classroom Expenses divided by Current Period Total Expenses | CGS Financial Statements | Quarterly |
| Voluntary Student Churn | <ul style="list-style-type: none"> # of Students not returning for following school year | Enrollment Records | Annually |
| Year-over-Year % Change in Waiting List | <ul style="list-style-type: none"> End of Period Waiting List minus Start of Period Waiting List, divided by Start of Period Waiting List | Enrollment Records | Annually |

| KPI | Description | Data Source | Frequency of Measure |
|--|--|--------------------------|----------------------|
| PAT Results (or equivalent "standardized" measure) | <ul style="list-style-type: none"> Per AB Education Guidelines | AB Ed PAT Results | Annually |
| % of Operating Expenses directed to Research | <ul style="list-style-type: none"> Current Period Research Expenses divided by Current Period Total Expenses | CGS Financial Statements | Quarterly |
| Year-over-Year % Change in Scholarly Publication | <ul style="list-style-type: none"> End of Period Scholarly Publications minus Start of Period Scholarly Publications, divided by Start of Period Scholarly Publications | CGS Internal Records | Annually |
| Voluntary Employee Churn | <ul style="list-style-type: none"> # of Employees not returning for following school year | CGS Employee Records | Annually |
| Average Tenure of Faculty | <ul style="list-style-type: none"> Simple Average of all Employee's employment duration at CGS | CGS Employee Records | Annually |

Qualitative Key Performance Indicators

Given the nature of educational enterprises, much of what is critical to success is difficult to measure and particularly so with quantitative means. While we must track our success in quantitative ways our measures of success must also include both qualitative and quantitative data. A focused review of the following will be undertaken bi-annually by an external team.

Goal 1: Establish CGS as the school of choice

- **Objective 1.1 CGS is recognized as a leader in innovative programs and practices in the education of girls**
 - Increasing numbers of visits to the school with an emphasis on curriculum
 - Increasing number of citations in publications about practices at CGS
 - Documented increase in admission applications

- Narrative means ensure that students demonstrate characteristics of 21st century learning where deep understanding is documented and where technology is used creatively to further understanding
- Increasing levels of confidence and independence in learning as documented by narrative means
- **Objective 1.2 CGS is recognized locally, nationally and internationally for its excellence in the education of girls**
 - Increasingly CGS is noted as an exemplar school in the education of girls as evidenced by:
 - Increasing number of visits to the school and inquiries about program
 - Increasing number of citations in publications
 - Increasing attention to contemporary research on the education of girls informs practice
- **Objective 1.3 CGS is recognized as an employer of choice**
 - Tenure of staff is tracked annually and the data informs ongoing administrative practice
 - Documented increases in applications for positions at CGS by seasoned practitioners with exemplary experience and reputation
 - CGS Staff determine what contractual and cultural attributes are important and the Board works with the administration to achieve these attributes over time and as the budget allows
 - CGS Staff demonstrate a high level of commitment and leadership capacity through annual surveys and through documentation of leadership initiatives led by staff
 - CGS Staff model the CGS vision, mission and values in their practice and their alignment to these foundational aspirations energizes their work and informs their decisions(to be documented by the bi-annual external review)
 - CGS staff confidently articulate what CGS stands for and aspires to become(documented in the bi-annual external review)
 - Employment practices are lauded by staff for the attention to respect, support and collaboration(documented in the external review)
 - Exchange opportunities available to staff ensure open-minded interaction and flow of ideas informed by research and practice
 - Action research is fully integrated into ongoing teaching and learning. CGS ensures that what is learned is available to the community of scholars and practitioners through publication on the website

Goal 2: Position CGS as a leader in research and methodology

- **Objective 2.1 CGS is recognized as a leader in research among girls' schools and in the academic community**
 - Established partnerships with universities facilitate research and ongoing and scholarly contribution. Such research in particular contributes to the growing body of research on the education of girls.
 - Staff are experienced researchers. Action research is an expectation of practice at CGS and what is learned is available on the web. In time, an annual compilation of research at CGS will be available on line.
 - A bi-annual conference on girls and learning hosted by CGS is seen to make an important scholarly contribution through the publication of its proceedings
 - The CGS Communications and Marketing Plan provides direction to assist the school in achieving greater visibility in the local community and beyond

Goal 3. Establish CGS is a leader in innovative educational and environmentally progressive facilities

- **Objective 3.1 CGS is housed in a facility that sets a new standard for educational and environmental design**
 - By 2020, CGS is housed in a LEED's certified facility with learning and teaching spaces and facilities that reflect best practice in 21st century education.

Strategic Actions to Support Goals

The following section outlines objectives and the required actions needed to support the strategic directions over the next eight years (note that the numbering of the goals and objectives does not imply relative priority).

| Goal 1: Establish CGS as the school of choice | | | |
|---|---|---|------------------------|
| Objective 1.1 | CGS is recognized as a leader in innovative programs and practices in the education of girls. | | |
| Actions | | Champion | Completion Date |
| 1.1.1 | Establish a committee to review current literature and recommend priorities that will strengthen CGS in its pursuit of excellence | Superintendent | June 2013 |
| 1.1.2 | Review the IB program as a potential model of excellence for CGS | Superintendent | June 2013 |
| 1.1.3 | Develop a 8 year action plan based on the recommendations of the committee to ensure that CGS has a comprehensive and leading edge program and pedagogical model. | Superintendent | January 2014 |
| Objective 1.2 | CGS is recognized locally, nationally and internationally for its excellence in the education of girls | | |
| Actions | | Champion | Completion Date |
| 1.2.1 | Develop a prototype to guide the establishment of CGS as a centre for excellence | Board Ad Hoc Committee | June 2013 |
| 1.2.2 | Establish the CGS brand in ways that advance the leadership position of the school | Board/ Communication and Marketing Committee | June 2013 |
| 1.2.3 | Evaluate the current grade structure and enrollment CAP to ensure alignment with organizational priorities | Superintendent/ Principal | June 2013 |
| 1.2.4 | Seek national and international partnerships for teacher and student exchanges both real and virtual | Superintendent | Sept 2015 |

Goal 1: Establish CGS as **the** school of choice

| Actions | | Champion | Completion Date |
|----------------------|---|------------------------------------|------------------------|
| 1.2.5 | Develop and offer job shadowing opportunities in positions to national and international leaders in girls' schools | Superintendent/ Principal | June 2014 |
| 1.2.6 | Develop a technology plan that ensures that CGS is utilizing innovative technology to enhance learning and teaching | Superintendent/ Principal | June 2013 |
| 1.2.7 | Provide opportunities for CGS alumni to continue a meaningful relationship with the school | Principal | Fall 2013 |
| 1.2.8 | Provide opportunities for staff, parents and students to engage in the future success of the school | Board/Superinte ndent/Principal | Fall 2020 |
| 1.2.9 | Create leadership opportunities for students to increase learning outside the classroom | Principal | June 2020 |
| Objective 1.3 | CGS is recognized as an "Employer of Choice." | | |
| Actions | | Champion | Completion Date |
| 1.3.1 | Establish a committee to understand and articulate the culture required to position CGS as an "employer of choice." | HR and Policy Committee | June 2013 |

Goal 2: Position CGS as a leader in research practice and methodology

| Objective 2.1 | CGS is recognized as a leader in research among girls' schools and the academic community | | |
|----------------------|--|------------------------------|--|
| Actions | | Champion | Completion Date |
| 2.1.1 | Establish a formal partnership with the University of Calgary and other universities as appropriate to undertake collaborative research | Superintendent | June 2013 and ongoing after that |
| 2.1.2 | Identify and determine potential research themes that CGS will undertake to establish a set of best practices in girls' education | Principal | September 2013 |
| 2.1.3 | Build internal capacity by providing professional development opportunities for staff on action research, and scholarly publication and presentation to ensure CGS is a leader in the research process | Superintendent/ Principal | June 2014 |

Goal 2: Position CGS as a leader in research practice and methodology

| Actions | | Champion | Completion Date |
|---------|---|-----------|-----------------|
| 2.1.4 | Establish a bi-annual conference on the education of girls to share knowledge and best practices among the external community | Principal | June 2014 |

Goal 3: Establish CGS as a leader in innovative educational and environmentally progressive facilities

| Objective 3.1 | CGS is housed in a facility that sets a new standard for educational and environmental design | | |
|---------------|---|----------------|-----------------|
| Actions | | Champion | Completion Date |
| 3.1.1 | Work to secure permanent status with the province | Superintendent | TBD |
| 3.1.2 | Establish a facilities committee to determine facility specifications and strategy for success. | Superintendent | June 2013 |
| 3.1.3 | Secure the capital funding for any new space required from provincial, community and external sources | Superintendent | June 2014 |