



**Be brave.  
Be creative.  
Be strong.  
Be driven.  
Be anything.**

# Calgary Girls Charter School

2024-2027 School Education Plan

May 2024

# MESSAGES

## Message from the Board Chair

Calgary Girls Charter School (CGCS) remains a unique learning environment focused on empowering students to be curious and confident. Our school community supports students in their journey to become well-rounded social citizens with inquisitive and innovative mindsets, complemented with respectful attitudes. This is achieved through a wide range of diverse program offerings, including our locally developed Go Girls curriculum, and enrichment experiences which results in an educational setting filled with a sense of learning, innovation, compassion, and belonging.

Throughout the 2023-2024 school year, we continue to celebrate achievements, learn from industry leaders, and showcase learnings. At our core, student wellness and education guide our approach which is reflected in the enclosed Education Plan. Alongside the student-first approach, we also feel privileged to collaborate with other key stakeholders and to consider and incorporate the inputs from community partners, board members, school administration, teachers and staff, and families. We have spent this year celebrating our 20th anniversary and as we look forward to the next 20 years, we are inspired by the culture that has been created and the dedication to education by students and stakeholders alike.



Christine Jackson, Board Chair

## Message from the Principal

We are excited to move into 2024-2025, knowing we will have our students and staff together, under one roof, for the entirety of the school year. Our campus consolidation brings an exciting opportunity for all stakeholders within our organization to work closely together as we focus on reaffirming a shared school culture, inclusive of students from grades 4-9. The focal points of this school-wide education plan share themes of deepening community and elevating student growth and achievement. We are being thoughtful to closely examine how we might more actively incorporate the voices of all members of the community, including students, parents, staff, and board members. We look forward to another wonderful year of serving students and families.

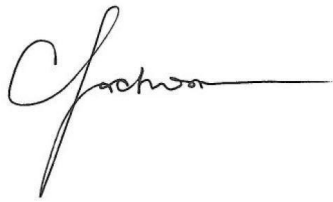


Jenelee Jones, Principal

## Accountability Statement

The Education Plan for Calgary Girls Charter School commencing in August 2024 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal Plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan for 2024-2027 on May 29th, 2024.



May 29, 2024

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Christine Jackson, Board Chair

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Date

Reference: pp. 165 and 199 Funding Manual for School Authorities 2023/24 School Year

# SCHOOL PROFILE

**School Name:** Calgary Girls Charter School  
**Superintendent:** Dani Sever  
**Principal:** Jenelee Jones  
**Vice Principals:** Sarrah Johnstone and Marlene Vazquez  
**Address** Lakeview Campus  
6304 Larkspur Way SW, Calgary, AB T3E 5P7  
**Phone:** 403-220-0745  
**Email:** [office@calgarygirlsschool.com](mailto:office@calgarygirlsschool.com)  
**Website:** calgarygirlsschool.com

**Grade Configuration:** Grade 4 – 9 Lakeview Campus

**Student Population:** 469  
**Number of Teachers** 32 (30.2FTE)  
**Support Staff** 7 (6.4 FTE)

## Unique Features of Our School Include:

- Girls-only learning
- Collaborative learning culture for students and staff
- Go Girls Curriculum
  - Identity, Expression and Agency, Relationships, Resiliency and Feminism for Everyone, Historical and Futures Thinking

## Charter School Goals

- Girls' academic achievement is enhanced in an all-girls learning environment
- Girls' social development and awareness are enhanced in an all-girls learning environment
- The school community is supported through teamwork and collaboration
- Staff is supported in pursuing excellence

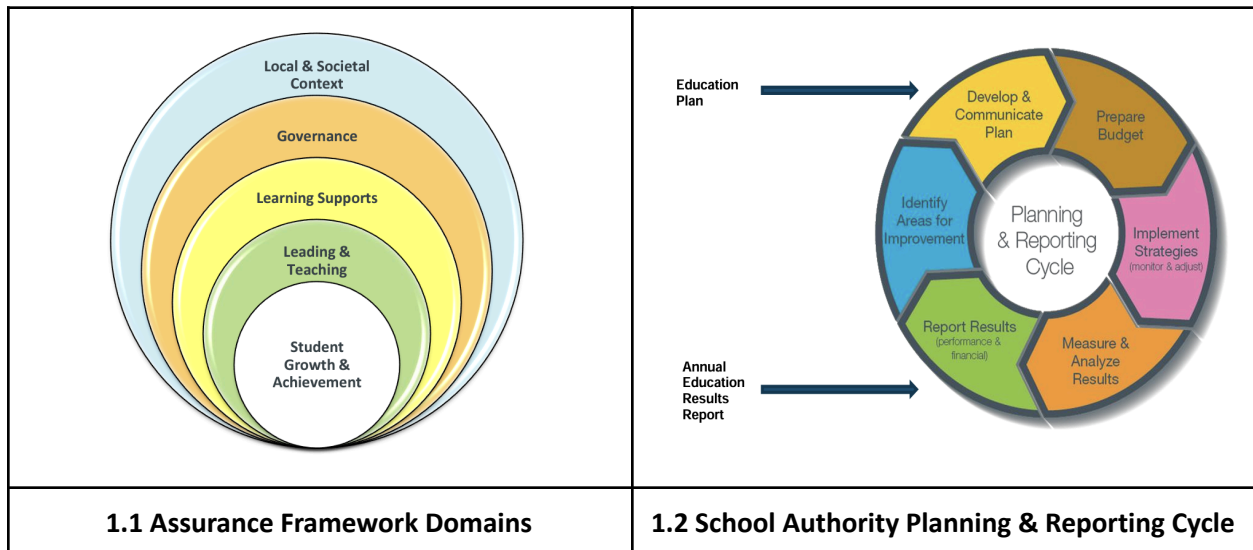
## Foundation Statements

- **Vision:** Creating generations of strong, confident, empowered women
- **Mission:** Delivering exceptional learning in a safe environment
- **Values:** Achievement, Integrity, Respect, Courage and Community

# INTRODUCTION

A broad and balanced approach to accountability results in enhanced public assurance and is the basis of the Alberta Education Assurance Framework, within which this School Education Plan has been developed. This is a rolling three-year plan; the plan is reviewed and updated annually.

In this Assurance Framework, (see diagram 1.1), all education stakeholders accept responsibility for building capacity of the education system, with a focus on continuous improvement. This necessitates a collective approach that recognizes diversity within our school, relies on evidence to make decisions, and is responsive to the needs of students in their local contexts.



The School Education Plan is a dynamic part of the overall School Authority Planning and Reporting Cycle (see diagram 1.2); it is iterative in that it is monitored, data driven, resourced, communicated and reported on annually in the Annual Education Results Report (AERR).

The Calgary Girls Charter School goals are integrated into the Assurance Domains section of this document. The outcomes identified are measured with local and provincial assessment tools.

As this is the fifth year utilizing the Assurance Framework in the development of the School Education Plan, we anticipate we will continue to revise the plan to enable greatest flexibility and responsiveness in our Calgary Girls Charter School context.

The most recent measure results and analysis, as reflected in the [Annual Education Results Report](#) (AERR), along with consideration of contextual information and input from stakeholder engagement processes, are used to support and provide a rationale for the priorities/goals, outcomes and strategies established in the education plan. The Calgary Girls Charter School strategic priorities are aligned with Alberta Education’s Business Plan as well as the local priorities as identified in our stakeholder engagement sessions.

Reference: p. 24 to 28 and p. 190 to 192 Funding Manual for School Authorities 2024/25 School Year.

# RECENT ACHIEVEMENTS

## 1) **Increased Exposure to Engineering and Applied Technologies for all Students at CGCS**

This year, we were intentional in offering Applied Technologies and Engineering Opportunities to students in grades 4 - 5 and continued CTF related courses for students in grades 7 - 9. For the first time, grade 4 - 5 students were offered elective courses that included Digital Music Composition, Exploring Coding, and Robotics. With significant support provided from School Council and Casino funds, we were able to continue using and purchasing supportive resources for the Career and Technologies Studies Lab. Interest in our Robotics Team and Applied Technologies and Engineering options increased in all grades. Additionally, CGCS partnered with Capstone Engineering Academy to offer electives in grades 4 - 5, 7 and 9. CGCS teachers worked closely with engineers from Capstone Engineering to support students in their learning. In addition to our Director of Technology hired last year, a new Learning Leader position was created to support the school in creating guiding principles, a framework and a vision for the use of technology at the school for educational purposes. This work was further supported by the creation of a technology committee that is composed of staff members, the technology Learning Leader, administration, and the Superintendent.

## 2) **Go Girls Curriculum Draft Completion, Approval, and Implementation:**

In our third year of the Go Girls curriculum review and re-drafting, teachers have been implementing the curriculum in their classrooms and providing feedback to the curriculum revision committee throughout the school year. The feedback provided impacted revisions to the curriculum. Following a 7 month iterative feedback cycle, the curriculum was presented to the CGCS Board of Directors and approved as a Locally Developed Course in April 2024.

## 3) **Professional Development**

### a) **GG Professional Learning in Partnership with Calgary Regional Consortium (CRC):**

This year's whole staff professional learning has been focused on developing staff understanding of concepts and topics found in the revised curriculum and supporting staff to approach the teaching and learning of the curriculum through an inquiry lens per the CGCS charter. During professional learning opportunities led by the Go Girls Committee and Cheryl Babin from the CRC, staff developed critical challenges, created questions for critical inquiry, reflected together on student experience with the curriculum, and collaborated in cross-grade and cross-discipline groups to create vertical alignment.

### b) **Leadership Development:**

CGCS Learning Leader and Administration teams participated in professional learning led by Judy Reige focused on leadership development, approaches to leadership, coaching and mentoring staff, emotional intelligence and strong communication. These professional learning opportunities were a 5-part series hosted by the Charter School Leadership Network. Additionally, CGCS contracted Judy Reige to facilitate professional learning at a leadership retreat, where she led the team through a self-reflective process that helped in understanding what each member brings to the team and what they need in order to be an effective leader. She also supported the team in developing a long range plan to support staff and students throughout campus consolidation and modernization.

#### 4) **Increased Access to Student Supports**

The development of a new student support role, the Complex Learning Strategist, was created for the 2023/24 school year. This year marked a shift from isolated supports, services, and resources available to a cohesive Student Services team with the Specialized Support Coordinator overseeing social and emotional regulation needs, the Complex Learning Strategist focusing on both targeted and universal learning supports, and three Educational Assistants offering continuous care in classrooms from grades 4 through 9. The Complex Learning Strategist was able to complete 13 Level B assessments by the time of writing. These assessments were used to inform parents and teachers of interventions, supports, or enrichment that could be offered to students and students in all grades were. Teachers in every grade accessed the referral system for Level B assessments this school year. In addition to the team, the school continued to provide contracted on-site occupational therapy to support students with emotional regulation, executive function and attention and focus skill building. More than 70 students were referred to Occupational Therapy (OT) group sessions in this school year. CGCS was able to cover the cost of approximately 8 educational assessments provided by an external educational psychologist, Krista Forand of Compass Psychology. In the area of staff development and support in Student Services, professional learning sessions were offered in the areas of Executive Functioning provided by Caroline Buzanko (Registered Psychologist), and Assistive Technologies for students with learning needs by Cathi Graveline (expert in the field of technology used in resource work with students with learning disabilities with over 20 years experience). An Alberta Education grant application was submitted and approved this year for LISS funding. This Low Incidence Supports and Services for students with hearing and vision impairments in our school population was approved for \$1300. These funds were used to support three students with services related to hearing and vision.

#### 5) **Consolidation and Modernization**

After many years of planning and preparation, in March of 2024, students and staff at the Bel Aire campus (Grades 4 - 5) joined the Lakeview school community. Prior to consolidation, a modernization of the Lakeview facility was completed. In preparation for the modernization and consolidation, there were a number of transitions between classes, spaces and resources for many members of our school community. Staff maintained a focus on the benefit of having our staff and students together, as they managed all logistics of the modernization of Lakeview campus and consolidation. The Learning Leaders and Admin team were thoughtful in implementing a plan to best support the humans impacted by moves and transitions. While there are a few remaining details to support following our consolidation and modernization, we have already seen positive impacts of having our community together, such as student mentorships and leadership opportunities, whole school events and celebrations, as well as peer tutoring.

Reference: p. 193 - 196 Funding Manual for School Authorities 2024/25 School Year

# PRIORITY AREAS OF FOCUS

## **(1) Building Community and Renorming**

2024/2025 marks the first school year CGCS has the opportunity to begin the school year as one campus. The consolidation of Bel Aire and Lakeview campuses create an environment for realignment and norming for the whole school community, which will be a focus. Areas that staff will norm include approach to technology integration in learning across all grades, inquiry learning, and a continued lens of Go Girls learning integrated into all areas of our programming. Teachers and students will engage in community events such as the whole school bar-b-que, the International Women's Day Conference, and Indigenous Peoples' Day - all events that bring the school together to identify ways that we are one community. Similarly, there are ways that CGCS will norm our values as a school including professional learning, staff meetings, and planned school events.

## **(2) School Wide Framework for Educational Technology**

In the coming year, we will continue our work as a collaborative committee focused on educational technology at CGCS to re-examine our vision, mission and guiding principles, scope and sequence, internal processes and Administrative Procedures that support educational technology, as well as the tools and methods used to increase student learning through technology use. The work of the committee, comprised of a Learning Leader (new position), Administrative Team, Superintendent, certificated and support staff, will evaluate our current practices and frameworks related to technology and student learning, evaluate and make recommendations for adjustments where needed, and then work to implement recommended changes.

## **(3) Staff Professional Learning**

Throughout the 2024-2025 school year, CGCS staff will participate in threaded, whole school professional learning that is focused on furthering alignment and capacity in the areas of assessment and/or inquiry learning, based on stakeholder consultation. Following stakeholder engagement, next steps in planning for professional learning will be determining and securing an outside consultant to work closely with the team to plan and facilitate learning opportunities. This focused professional learning will support staff in continuing to foster the growth and achievement of students.

## **(4) New Curriculum Implementation**

Supporting grades 4-6 teachers and students in the implementation of the Alberta Education Science curriculum will be an area of sustained focus for Calgary Girls Charter School throughout the 2024-2025 school year. We hope to continue working with the Calgary Regional Consortium to provide professional learning opportunities for teachers to explore available resources and further their understanding of the curriculum to support student understanding and growth. Additionally, CGCS will designate a Curriculum Lead to help facilitate this important work. Consultation with Grades 4-6 teachers will support decision making related to whether or not CGCS will pilot the new Social Studies curriculum for the 2024-2025 school year.

## **(5) Strategies for Stakeholder Engagement**

Based on the feedback identified in the school surveys and the *Annual Education Results Report*, CGCS has identified a need to increase stakeholder engagement in our school community, likely following the transitions in our school community, as well as post-pandemic recovery. Our focus will be identifying strategies that invite parents into the learning at CGCS, such as the changes to the Go



Girls curriculum and celebrations of learning, offering parent-education sessions by partnering with School Council which align with our school's mandate, offering more frequent formal and informal meeting opportunities to gather feedback from parents about school operations (ie. educational technology), offering two survey times throughout the year about targeted areas, in addition to a supplemental AER survey sent by the school. Last, many parents have indicated that they would like to be more involved in volunteer opportunities available within the school community.

Reference: p. 193 - 196 Funding Manual for School Authorities 2024/25 School Year

## ENGAGEMENT

The engagement process to create the School Education Plan was consultative and included many stakeholder groups. As outlined under Section 12 of the *School Councils Regulation*, School Council and guardians/parents overall were invited to provide input and feedback into the School Education Plan. Additionally, there are multiple opportunities for engagement and gathering of feedback including staff meetings, surveys, informal and formal interviews. This includes the following:

- *Student Engagement*
  - The student data from the Alberta Education Assurance Survey inform the School Education Plan
  - Student's feedback was shared with staff and Administration
  - Information garnered from the engagement process with students will help inform teacher practice and school activities
- *Staff Engagement*
  - Staff participated in a Lunch and Listen, hosted by Administration and the Superintendent, where they were provided feedback and input related to all elements of the school education plan
  - Professional growth conversations with staff held twice yearly, focused on setting personal and professional goals that are aligned with school priorities
  - Staff participated in a survey focused on gathering input to set the direction of whole school professional learning for the upcoming school year
  - The staff data from the Alberta Education Assurance Survey informs the School Education Plan
- *Parent Engagement*
  - The School Council provided time during a Council meeting for attendees to participate in an engagement session for school education plan input. Following that, a feedback form was sent to all parents/guardians in the community for input into the plan
  - All parents/guardians were invited to submit input and feedback via email regarding results of the Alberta Assurance Survey following a presentation of the results
  - Coffee talks with the Administration have been supported by the School Council each month that there is not a Parent Council meeting
  - Parents were invited to complete school-based surveys to provide feedback regarding our operations

- The parent/guardian data from the Alberta Education Assurance Survey inform the School Education Plan
- *Community Engagement*
  - Where needed, in alignment with our goals from the 2023-2026 School Education Plan, community partners engaged in feedback and consultation (Go Girls Curriculum Review, Curriculum implementation plan, Student Services Model, Bussing)

Reference: p. 193 to 196 Funding Manual for School Authorities 2024/25 School Year

## ASSURANCE DOMAIN – Student Growth and Achievement

*Student Growth and Achievement refers to the ongoing progress students make in their learning relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. (pp. 20, 21 Funding Manual for School Authorities 2023/24 School Year)*

**Goal:** Calgary Girls Charter School students are successful

<i>Outcome:</i>	<i>Girls succeed in all curricular areas</i>
<i>Performance Measure:</i>	<ul style="list-style-type: none"> <li>▪ (AE) The percentage of girls in grades 6 and 9 who achieve Acceptable Standard or Standard of Excellence on the Provincial Achievement Tests exceeds the provincial averages for girls in grades 6 and 9</li> <li>▪ (AE) Percentage of First Nation, Metis and Inuit CGCS students who achieve the Acceptable Standard and Standard of Excellence on Provincial Achievement Tests</li> <li>▪ (CGCS) CGCS supplemental survey provided to students, staff and/or families</li> </ul>
<i>Strategies:</i>	<ul style="list-style-type: none"> <li>▪ Effectively implementing a student services model that supports universal design for learning, where academic, social and emotional supports are provided to students, both inside the classroom and within the school community. CGCS will continue to implement a vision that is consistent with Response to Intervention methods</li> <li>▪ Intentional focus on Individual Program Plan development for students with mild/moderate/severe learning needs, with a variety of support for staff, including a thorough review of all student IPPs, scheduled regularly throughout the year, including effective transition plans between teachers/grades</li> <li>▪ A well-designed referral process for student support, done in collaboration with the Student Services Team/Administrative Team, including meetings to triage support for students.</li> <li>▪ Ensure curricular alignment, both horizontally and vertically, to support student learning year-to-year</li> <li>▪ Utilize resources created by Indigenous people that embody Indigenous Ways of Knowing, when supporting student learning. Authentic resources are intended to</li> </ul>

	<p><i>develop an understanding of the contemporary and historical responsibilities related to Treaties, Residential schools, celebrations and contributions of First Nations, Métis and Inuit individuals and groups</i></p> <ul style="list-style-type: none"> <li>▪ <i>Partner with Indigenous community members to enhance staff and student understanding</i></li> <li>▪ <i>With a grade four to nine scope and sequence, create opportunities for collaboration with external partners who share a common vision with CGCS, to expose students to strong role models and enhance student learning</i></li> <li>▪ <i>Staff engagement in professional learning to support the implementation of the new curriculum in Mathematics and Science</i></li> </ul>
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<i>Outcome:</i>	<i>Girls develop the skills and confidence to articulate their ideas in support of their learning</i>
<i>Performance Measure:</i>	<ul style="list-style-type: none"> <li>▪ <i>(AE) The percentage of girls who agree they are safe at school, learning the importance of caring for and respecting others, and are treated fairly at school, exceeds provincial averages</i></li> <li>▪ <i>(CGCS) CGCS supplemental survey provided to students, staff and/or families</i></li> <li>▪ <i>(CGCS) Student and parent engagement circles</i></li> </ul>
<i>Strategies:</i>	<ul style="list-style-type: none"> <li>▪ <i>Utilize self-assessment tools and/or select structured tools that support student reflection on learning, personal and academic goals, social/emotional growth and their own contributions to the greater community</i></li> <li>▪ <i>Develop a scope and sequence of leadership opportunities, through Go Girls and CTF courses, from grade four to nine that will have students participating in school-based, local, provincial, national and international initiatives focused on competency development and active citizenship</i></li> <li>▪ <i>Engage in authentic and meaningful Go Girls learning, ensure Go Girls curriculum is visible within the school to support mindful and deliberate development of confidence and connection in social relationships</i></li> <li>▪ <i>Expose students to many opportunities to learn from strong role-models (ie. International Women’s Day Conference, guest speakers, access to opportunities in Computer Science and Engineering)</i></li> <li>▪ <i>Focused intentionality in including student voice in the development of Individual Program Plans/Learning Support Plans and/or Behaviour Support Plans</i></li> <li>▪ <i>Continue to nurture the development of the Student Equity Committee, where students demonstrate activism and develop strategic plans for ensuring student voice is respected and included in decision making.</i></li> <li>▪ <i>Ensure student-led conferences are scheduled to provide students the opportunity to reflect on and speak to their learning</i></li> <li>▪ <i>Provide multiple opportunities for students to be school ambassadors to develop leadership and promote authentic opportunities to share their lived experiences</i></li> </ul>

<b>Outcome:</b>	<i>Girls develop competence, confidence, and connection through active participation in the life of the school</i>
<b>Performance Measure:</b>	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers, parents and students who agree that students model the characteristics of active citizenship. (participate in and contribute to the life of the school, including extra-curricular opportunities), exceeds provincial averages</li> <li>▪ (CGCS) CGCS supplemental survey provided to students, staff and/or families</li> <li>▪ (CGCS) Student and parent engagement circles</li> </ul>
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>▪ Continue implementation of revised Go Girls curriculum including regular reflection on the ways participation in this curriculum supports growth in student confidence, self awareness and understanding</li> <li>▪ Staff will offer a wide variety of multi-aged extra-curricular activities including sports, clubs, leadership and fine and performing arts, to support students' social development through mentorship, practice and modeling (ie. student buddies' system)</li> <li>▪ Create opportunities for whole school activities where grades 4-6 and 7-9 students are able to congregate to build a greater sense of community.</li> <li>▪ Capitalize on the opportunities presented and designed through the Go Girls curriculum to engage in authentic and meaningful acts of citizenship, through community service and age-appropriate community-based social justice projects</li> <li>▪ Providing students opportunities to engage with parents and other community members to build academic and social confidence (i.e. CGCS Reads, guest speakers, etc...)</li> </ul>

(CGCS) Jurisdictional Measure (AE) Alberta Education Measures

## ASSURANCE DOMAIN – Teaching and Leading

*Teaching and Leading refers to teachers and leaders analyzing the learning context: attending to local and societal consideration; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching leading and optimum learning for all (p. 20 Funding Manual for School Authorities 2022/23 School Year)*

**Goal:** Staff is supported in pursuing excellence

<b>Outcome:</b>	<i>Each staff member is supported in achieving professional or performance improvement goals.</i>
<b>Performance Measure:</b>	<ul style="list-style-type: none"> <li>▪ (AE) The percentage of teachers reporting professional development is focused, systematic and contributed significantly to their ongoing professional growth, exceeds provincial averages.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ (CGCS) CGCS supplemental survey provided to families</li> <li>▪ (CGCS) Student and parent engagement circles</li> </ul>
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>▪ Professional learning funds will be accessible to each staff member to ensure they are able to pursue individual professional learning that is aligned with Professional Growth Plan goals and School Education Plan goals.</li> <li>▪ Offer opportunities to access additional professional learning funds to attend sessions that align with charter school goals and the Three Year Education Plan, and that would benefit the whole school community.</li> <li>▪ Provision of intentional whole staff professional learning that supports common educational goals (i.e. Educational Technology Framework, Assessment, Inquiry).</li> <li>▪ Engage staff in targeted and threaded professional learning to enhance capacity for supporting learning for girls, including specific onboarding/induction for new staff members.</li> <li>▪ Developing leadership capacity of the Learning Leader team and being intentional in creating opportunities for Leadership Professional Development through participation in the Charter School Leadership Network (Calgary Area).</li> <li>▪ Partnering with educational experts in areas of need for threaded professional learning, as identified by the staff.</li> <li>▪ Offer opportunities for staff to attend and/or present at national/international conferences that are aligned with the school goals.</li> </ul>

<b>Outcome:</b>	<i>Each staff member is supported and encouraged to engage in academic educational research to improve student learning.</i>
<b>Performance Measure:</b>	<ul style="list-style-type: none"> <li>▪ (CGCS) The percentage of staff who consult education research to inform practice and/or perform action research to improve teaching and learning will increase.</li> <li>▪ (CGCS) staff engagement circles (ie. lunch and listens, PL committee)</li> </ul>
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>▪ CGCS, as an organization, will seek out relevant opportunities to partner with post-secondary institutions to conduct and/or consult research.</li> <li>▪ CGCS will coordinate and invite consultant(s) who have knowledge and experience in educational research, or adolescent development in girls to provide guidance around school-wide areas of focus.</li> <li>▪ CGCS will reference and use high quality resources, grounded in academic research, to enhance teacher learning.</li> <li>▪ CGCS will facilitate the use of provided individual and school-based professional monies for staff who are interested in furthering their education through a Master of Education program.</li> <li>▪ CGCS will commit to connecting with national/international professionals via high valued/quality conferences opportunities (i.e. International Coalition of Girls Schools).</li> </ul>

(CGCS) Jurisdictional Measure (AE) Alberta Education Measure

**ASSURANCE DOMAIN – Learning Supports**

*Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all students, and the application of these resources to ensure quality teaching and leading and learning for all (pp.21-22 Funding Manual for School Authorities 2023/24 School Year)*

**Goal:** The school community is supported through teamwork and collaboration

<b>Outcome:</b>	<i>All members of the school community respect one another's roles and are engaged and contribute to continuous improvement of student learning</i>
<b>Performance Measure:</b>	<ul style="list-style-type: none"> <li>▪ (AE) <i>The percentage of teachers, parents and students indicating that the school has improved or stayed the same over the last three years</i></li> <li>▪ (AE) <i>The percentage of teachers and parents who are satisfied with parental involvement in decisions about their child's education, exceeds provincial average.</i></li> <li>▪ (CGCS) <i>CGCS supplemental survey provided to families</i></li> <li>▪ (CGCS) <i>Student, staff and parent engagement circles</i></li> </ul>
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>▪ <i>Provide purposeful, meaningful, and engaging opportunities for parents to contribute to and be part of the learning community such as: parent education evenings, celebrations of learning and Student-Led Conferences, Coffee Talks with Admin and School Council, focused engagement groups (technology, Go Girls, new curriculum).</i></li> <li>▪ <i>Continue to support transparency among all members of the community through regular communication. This includes: Teacher Weekly Overviews for families, Leadership Weekly Message to families, Specialist Monthly Update to families, Leadership Monday Message to Staff.</i></li> <li>▪ <i>Intentionally support teams' collaborative processes by providing resources such as scheduling regular common team meeting times, establishing team norms for collaboration and other 'just in time' supports as they emerge.</i></li> <li>▪ <i>Conduct an annual survey of certificated staff specific to supporting students and invite staff to provide feedback to help guide an annual plan for Student Services.</i></li> <li>▪ <i>Provide staff opportunities to work with individuals that specialize in their area of expertise (ie. occupational therapy, counseling, consultants, educational-psychology).</i></li> </ul>

<b>Outcome:</b>	<i>Learners feel well, safe, valued and respected</i>
<b>Performance Measure:</b>	<ul style="list-style-type: none"> <li>▪ (AE) <i>Percentage of teachers, parents and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.</i></li> <li>▪ (CGCS) <i>CGCS supplemental survey provided to families</i></li> </ul>
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>▪ <i>Engage in learning through the Go Girls curriculum focused on developing and managing meaningful relationships.</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ Staff intentionally connect with students through activities that build a sense of common purpose and belonging.</li> <li>▪ Staff engage in targeted and threaded professional learning, which continues to focus on most effective methods to support the social emotional and academic development for girls.</li> <li>▪ Teachers will meet at regular intervals to review student progress, social and emotional growth and to develop support plans as needed.</li> <li>▪ Teachers will be intentional to seek out opportunities to amplify traditionally marginalized voices in lessons (i.e. teaching varied novels, reading texts written by marginalized groups, inviting in guest speakers, creating lists of resources for teachers).</li> <li>▪ Through the Go Girls curriculum, an environment of respect, where all persons are treated with dignity, will be fostered.</li> <li>▪ Students are provided with a wide variety of extra-curricular clubs, teams and activities, that allow them to connect with one another and with teachers, through common interests in multi-age groups.</li> <li>▪ Students are provided flexibility in how they demonstrate their understanding of curricular concepts (i.e. UDL model).</li> <li>▪ Continue targeted intervention strategies to support students and/or groups of students (i.e. occupational therapy, counselling sessions, social emotional education).</li> <li>▪ Provide opportunities for student voice in how we create a school that is inclusive (i.e. Student Equity Committee, GSA).</li> <li>▪ Students have the opportunity to mentor/be mentored in school wide activities (CGCS reads, extracurricular clubs/athletics, buddies, multi-age electives)</li> </ul>
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<b>Outcome:</b>	<i>Learning is accessible, individualized and challenging.</i>
<b>Performance Measure:</b>	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> <li>▪ (AE) 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.</li> <li>▪ (CGCS) CGCS supplemental survey provided to families</li> </ul>
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>▪ Offer educational experiences that integrate design-thinking and hands-on learning (i.e. human-centered design, digital tools, maker space, 3D printing, robotics, computer science) through interdisciplinary inquiries.</li> <li>▪ Develop a scope and sequence, across all grades, of learning opportunities in community settings (i.e. off-campus physical education, Glenmore Reservoir, Weaselhead, Outdoor Camp).</li> <li>▪ Have curriculum specialists instructing physical education, language and fine arts options (i.e. Art, Music, French, Drama) as well as artists in residence and guest experts.</li> <li>▪ Continue to develop and refine the scope and sequence in CTF for students in grades 4 - 9 with four priorities, including Applied Technology and Engineering, Health and Wellness, Leadership and Service Learning/Activism.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>Expand the supplementary course offerings for students in grades 4 - 5 to include second languages, and CTF, alongside Fine and Performing Arts. Continue to offer a wide range of supplementary courses to students in grades 6 - 9, including Second Languages, Fine and Performing Arts and CTF.</i></li> <li>▪ <i>Continued intentionally and transparency to students/parents in the way teachers are integrating Applied Technology and Engineering into learning.</i></li> <li>▪ <i>Continue to promote and learn about how to integrate the UDL model into classrooms.</i></li> </ul>
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(CGCS) Jurisdictional Measure (AE) Alberta Education Measure

**ASSURANCE DOMAIN – Governance – Local and Societal Context**

*Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all. (p. 21-22 Funding Manual for School Authorities 2023/24 School Year)*

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*Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students. (p.22 Funding Manual for School Authorities 2023/24 School Year)*

**Goal:** The Calgary Girls Charter School will engage openly with stakeholders with a focus on student achievement, demonstrating stewardship of system resources.

<b>Outcome:</b>	<i>Students, parents and partners are committed to a shared vision for student achievement.</i>
<b>Performance Measure:</b>	<ul style="list-style-type: none"> <li>▪ <i>(AE) The percentage of teachers and parents who are satisfied with parental involvement in decisions about their child's education, exceeds the provincial average.</i></li> <li>▪ <i>(CGCS) CGCS supplemental survey provided to staff and families</i></li> <li>▪ <i>(CGCS) Student, staff and parent engagement circles</i></li> </ul>
<b>Strategies:</b>	<ul style="list-style-type: none"> <li>▪ <i>Individual stakeholder engagement with students, parents, staff and community.</i></li> <li>▪ <i>Regular revisiting of School Education Plan goals throughout the year to assess progress and consider next steps. i.e. mid-year review with staff, students, School Council</i></li> <li>▪ <i>Administration Coffee Chats with the School Council and parents.</i></li> </ul>



	<ul style="list-style-type: none"> <li>▪ <i>Highlight and embed opportunities for students to learn about career paths, successful habits for life-long learning, goal-setting and attitudes required in work environments. (i.e. collaboration, organization)</i></li> <li>▪ <i>Provide regular, frequent and ongoing opportunities to connect with parents and make learning visible:</i> <ul style="list-style-type: none"> <li>a) <i>Parent Orientation, Parent/Teacher and Student-Led Conferences , Parent/Teacher/Student Interviews (September/December/March)</i></li> <li>b) <i>Parent/Teacher/Student meetings as needed and requested by parents</i></li> <li>c) <i>Individual family/teacher meetings for students who have mild/moderate and severe learning needs.</i></li> <li>d) <i>Bi-weekly overviews from each grade to families that highlight the learning in core subjects, Go Girls and important upcoming dates.</i></li> <li>e) <i>Monthly updates from the specialist team (PE, Fine Arts, French) that showcase the learning and work from these classes.</i></li> <li>f) <i>Weekly communiques from the principal that include upcoming events, parent education opportunities and school initiatives.</i></li> <li>g) <i>Report card comments that clearly inform families of their student’s achievement on the Program of Studies as well as their social/emotional development through anecdotal individualized comments.</i></li> <li>h) <i>Engagement of students, staff, families and the community by participating in celebrations of learning, assemblies and field studies.</i></li> </ul> </li> </ul>
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(CGCS) Jurisdictional Measure (AE) Alberta Education Measure

**BUDGET HIGHLIGHTS FOR 2024-2025**

Budget 2024-2025 supports the priority areas for Calgary Girls Charter School. The budget can be retrieved at [Important Documents | Calgary Girls Charter School Calgary \(calgarygirlsschool.com\)](https://calgarygirlsschool.com) after May 31, 2024

**IMR Expenditure & Capital Plan 2023-2024**

The Board of Directors approved its Three-Year Capital Plan in May 2024. The Three-Year Capital Plan can be retrieved at [Important Documents | Calgary Girls Charter School Calgary \(calgarygirlsschool.com\)](https://calgarygirlsschool.com).