



Calgary Arts Academy

Education Plan

2025-2028

May 31, 2025

The Art of Learning



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Accountability Statement

Under the direction of the School Board / Board of Directors, the Education Plan for Calgary Arts Academy commencing August 21, 2025 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Calgary Arts Academy Society 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 reviewed and approved the 2025/2026 Education Plan on May 20, 2025. (Original Signed.)



Neil Tichkowsky
Board Chair



Michelle Stonehouse
Superintendent

Ministry Business Plan Education Budget 2025 Review

Alberta Education has identified its strategic direction in its Ministry Business Plan 2025-2028. Calgary Arts Academy has reviewed the Ministry Business Plan and considered it as input when developing this education plan in order to help ensure there is coherence between provincial and local priorities.

Timelines and Communication

This report is posted to <https://www.caaschool.com/accountability>.



Continuous Improvement

Results from the Annual Education Results Report (AERR) have formed this plan. To view the AERR click: [AERR 2023/2024](#). Calgary Arts Academy's Education Plan is a reflection of its commitment to fulfilling its charter; to provide a collaborative, democratic learning environment, empowering each individual to become self-directed, life-long learners who value community-focused and citizen-based action facilitated through effective communication, collaboration, critical and creative thinking.

Alberta Education's requirements for reporting assess performance provincially and locally. Calgary Arts Academy's charter school goals and outcomes have integrated the broader outcomes that outline overall priorities at Calgary Arts Academy. All three campuses contributed to this plan.

The engagement and feedback of interested parties is essential to the process of continuous improvement and drives our education plan. Allocation of financial resources to support the plan and implementation of researched-based and practice informed strategies follows. Reflecting on data throughout the teaching and learning process supports effective program delivery and student achievement. Measuring, analyzing and reporting results offers valuable opportunities for reflection, re-envisioning, and revising. Communicating with and engaging interested parties brings us back to planning for improvement. This Education Plan is evidence of continuous improvement and assurance.

Our Education Plan sets out what needs to be done, while our AERR provides the results obtained from implementing this plan. This is a rolling education plan, meaning the 3-year timeframe will 'roll' forward with a new year added for each one completed. This plan will be updated annually and will reflect adjustments in priorities, outcomes, measures and strategies for implementation. This plan aligns our six charter school goals, locally developed outcomes and the five assurance domains provided by Alberta Education.



Alberta Education | Planning and Reporting Cycle



Alberta Education | Provincial Assurance Domains

Interested Party Engagement

Calgary Arts Academy Public Charter School Board and staff members are strongly committed to establishing and maintaining open, direct and formal communication processes with the school community and with external interested parties and partners. Evidence-based decision-making is essential to Calgary Arts Academy's assurance model, where data is used to reflect on what has been accomplished, and to help inform strategies and allocation of resources into the future.

- School Council: The School Council Chair attends monthly meetings with the principal. The School Council Chair is invited to attend monthly Calgary Arts Academy board meetings. As such, they represent our interested parties. School Council sponsors community building events and parent directed information sessions. CAA School Council meets monthly on Zoom. This format increases engagement and parent attendance.
- yearly interested party surveys to inform our planning: CAA Student, Parent and Staff Surveys, as well as the Alberta Education Assurance Measure Survey
- monthly public board meetings
- school-based information sessions: CAA Pillar information sessions, new student orientation evenings, high school information sessions
- weekly school-based communication: "What's Happening?" email
- monthly school newsletter "The Art of Learning"
- weekly communication from teachers to families
- social media
- weekly administrative meetings amongst all campuses to coordinate philosophies, events, professional development, operational matters, and partnerships and cooperation between other Alberta Public Charter schools
- weekly learning leader meetings with administration to ensure student learning, teacher practice, resources, new curriculum implementation etc.
- weekly campus specific staff meetings and professional development meetings
- student leadership groups
- University of Calgary and Mount Royal University continue to be partners as we consistently welcome and support cohorts of pre-service teachers
- transparent communication with our Alberta Education partners
- Thrive parent information sessions that engage the parent community to foster and promote student wellbeing
- regular engagement of parent volunteers a minimum of 10 hours per year, per family. (classroom, field trips, overnight camp experiences etc.)
- school tours for prospective families

Provincial Assurance Domain: Local Societal Context

Within Alberta, there are now over 20 active public charter schools. Alberta's charter schools are publicly funded schools with no tuition fees, that provide education in a different or enhanced way to improve student learning. Charter schools hire certificated teachers.

Calgary Arts Academy is a public charter school operating in one elementary campus (K-3) located at 2036 20 Avenue S.W., one middle school campus (4-9) located at 1406 40 Street S.W., and one high school campus (10-12) located at 640 14 Avenue S.E., the Erickson Centre.

Calgary Arts Academy serves students and parents who value education delivered through Arts Immersion, a unique planning and delivery model that begins with five art forms (music, drama, visual art, dance, literary arts) and infuses core curriculum. In order to accomplish this, Calgary Arts Academy hires teachers who are artists in their own right and, in addition, has full-time artists who work collaboratively with teachers to plan and deliver the provincial curriculum. In addition, Calgary Arts Academy hires short-term contract artists as required.

Calgary Arts Academy Charter Goals

1. Students demonstrate superior language and communication skills through Arts Immersion learning
2. Year 9 students' achievement in the standard of excellence in Math, Science and Social Studies will demonstrate growth.
3. All artists and teachers participate in Arts Immersion learning.
4. Explore the concept of 'Design Thinking' as it relates to Arts Immersion.
5. To share successful Arts Immersion teaching and learning with outside organizations.
6. Improved teaching and learning opportunities through enhanced technology.

The charter school goals have been addressed and met through the Assurance Domains, Alberta Education Assurance Measures (AEAMs) and local measures as described in this document on the pages that follow.



Key Insights From Results Analysis

Calgary Arts Academy continues to provide enhanced learning experiences for students, consistently demonstrating results above provincial averages in key areas such as citizenship, three-year high school completion, education quality, welcoming and safe learning environments, access to supports and services, and parental involvement.

The school is distinguished by several strengths, most notably its Arts Immersion program, which fosters student engagement and creativity, contributing to advanced language and communication skills. This foundational pillar, along with the Circle of Courage, Democratic Discipline, and Developmental Assets frameworks, cultivates a strong sense of belonging and community.

Student performance on Grade 6 Provincial Achievement Tests (PATs) remains above the provincial average in both acceptable and excellence standards. Grade 9 Mathematics scores are below the provincial average, indicating a need for targeted improvement. Diploma exam results also fall below provincial averages in both acceptable and excellence categories. It is important to note that these results are based on a small cohort, with fewer than 20 students writing diploma exams in 2024.

The school offers collaborative, cross-curricular, and Arts Immersion programming, including large-scale performances and community events. Strong partnerships with local organizations across Calgary enhance learning opportunities and deepen community engagement.

A slight decline in student engagement highlights the need for strategies to increase student involvement and interest in learning. The student population continues to diversify and classroom complexities continue to grow, with a significant proportion identifying as 2SLGBTQIA+ and a high number of students identified as having mild, moderate, or severe learning needs. While satisfaction with access to supports remains high amongst teachers, parents and students, further efforts are required to ensure all students and staff feel adequately supported.

The Ministry of Education has responded to identified student needs by increasing funding for mental health and student support services. Through a grant from Alberta Education and in collaboration with Connect Charter School, the school has expanded mental health supports via the “Thrive” wellness field trips. This initiative also included a three-part parent learning series focused on student mental health, safe technology use, and resilience-building. This grant will not continue into the next school year due to funding changes, the partnership with Connect Charter school will continue through the use of Camp Connect Field Experience Centre.

Calgary Arts Academy remains solution-oriented and responsive to student needs. Staffing across all three campuses included 7.0 FTE Education Assistants, 0.9 FTE Reading and 0.4 FTE Math Interventionists and, 1.0 FTE Guidance Counsellor. Moving forward, a dedicated 1.0 FTE Student Learning Support Teacher to further promote inclusive and adaptive learning environments will be hired. Increased access to Educational Assistants has enabled more individualized academic and behavioural support for students.

High satisfaction with professional development amongst staff reflects a commitment to continuous improvement in teaching practices. In the 2024–2025 school year, additional professional development and mentorship opportunities were implemented, particularly in K–12 numeracy instruction. Whole-school professional development continues to be aligned with community needs and charter school goals.

To meet evolving student needs, the school recognizes the importance of enhancing teaching and learning through the safe and responsible use of technology. Increasing student support staff remains essential to effectively serve a diverse and complex student population. Further integration of Indigenous teachings and resources is also a priority to deepen understanding of First Nations, Métis, and Inuit histories and perspectives.

Students are beginning to demonstrate growth in both social-emotional and academic domains. Increased parent involvement in school initiatives and volunteer activities has strengthened the school community. While student attendance and mental health remain areas of concern, the school is committed to supporting regular attendance and fostering resilience.

Calgary Arts Academy remains committed to delivering high-quality, student-centred education through multi-aged Arts Immersion learning contracts and a holistic approach to student well-being.



Provincial Assurance Domain: Student Growth and Achievement

Calgary Arts Academy students demonstrate citizenship, engage intellectually and grow continuously as learner.

Outcomes

- Students demonstrate superior language and communication skills through Arts Immersion learning. (Charter Goal #1)
- Year 9 students' achievement in the standard of excellence in Math, Science and Social Studies will demonstrate growth. (Charter Goal #2)
- Students report increased engagement at school through Arts Immersion and active citizenship.
- Students demonstrate increased Academic Excellence in Numeracy.

Measures

Provincial Performance Measures

- Overall percentage of students in Grades 6, 9 and 12 who achieved the Acceptable and Excellence standard on Provincial Achievement Tests and Diploma Exams.
- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- Overall average of students, parents and teachers who agree that students are engaged in their learning at school.
- Percentage of teachers and parents who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- K-3 student performance on provincial literacy and numeracy screening. (September, January and June)

Local Performance Measures

- Percentage of students and learning facilitators in Years 4 to 12 that report participation in enhanced learning activities as part of the learning contracts in Language Arts, Math, Social Studies and Science.
- Percentage of students and learning facilitators who agree that students have demonstrated growth in critical thinking, collaboration, creativity, communication and design thinking.
- Percentage of parents who believe their child has demonstrated an increased understanding of the Circle of Courage.
- Percentage of students in Year 4-9 demonstrating "Achieving" and "Excelling" in Math as reported on Report Cards.
- Percentage of Year 12 students demonstrating a blended mark of 50% or above in high school Math courses.

Whole-School Strategies

- Focus on inclusive learning, offering a robust continuum of supports for all learners (universal, targeted, individualized).
- Staff PD on best practices to support students for Early Years Assessments, PATs and Diploma exams and implementation of new digital assessment platforms (VRETTA, Teacher Dashboard).
- Ongoing, collaborative and formative assessments, including goal-setting, reflections, and learner profiles.
- Provide individualized and targeted narrative and summative assessment through biannual report cards.
- Collaborating with numeracy specialists to provide staff PD, instructional feedback, and mentorship.
- Provide access to teaching and learning resources to support Math teaching and learning.
- Provide learning contracts in K-12 that focus on student engagement and interest.
- Use of learning contracts to foster collaboration and increase commitment to achieving student learning goals.
- Focus on a monthly Developmental Asset to promote the healthy development of students.

K-3 Strategies

- Year K-6 focus on literacy and numeracy progressions in the new Alberta curriculum structured literacy approach.
- Implement additional resources (Jump Math, Phonics Companion, Shifting the Balance, UFLI) to support the new curriculum.
- Adapting literacy supports to a combined ongoing in-class and targeted pull-out program based on identified student needs.
- Numeracy lead on-staff to provide support for instruction, differentiation and strategies.

Year 4-9 Strategies

- Year K-6 focus on literacy and numeracy progressions in the new Alberta curriculum.
- Weekly FAMMA (Fine Arts Math Multiage) experiences to support multi-age cross curricular experiences.
- Implement additional literacy assessment strategies and benchmarks to measure student growth.

Year 10-12 Strategies

- Provide increased opportunities to learn about careers in the arts and learn from professional artists.
- Increased number of learning contracts and cross curricular Arts Immersion learning experiences.
- Implementation of additional Math course, Math Competencies 15, at the Year 10 level.
- Implementation of Learning Strategies 15 course at the Year 10 level.

Provincial Assurance Domain: Excellence in Teaching and Leading

Calgary Arts Academy students demonstrate citizenship, engage intellectually and grow continuously as learners.

Outcomes

- All artists and teachers focus on the provision of quality cross-curricular Arts Immersion teaching and learning. (Charter Goal #3)
- Teachers provide quality instruction based on the Teaching Quality Standard.
- Explore the concept of 'Design' as it relates to Arts Immersion. (Charter Goal #4)
- Improved teaching and learning opportunities through enhanced technology. (Charter Goal #6)
- Provision of opportunities for targeted and focused professional development that addresses and contributes to the professional growth of all staff.
- To share successful Arts Immersion teaching and learning with outside organizations. (Charter Goal #5)

Measures

Provincial Performance Measures

- Percentage of parents, teachers and students satisfied with the overall quality of education.
- Percentage of teaching facilitators and students satisfied with opportunities for teachers' professional development.

Local Performance Measures

- Percentage of learning facilitators reporting that planning and facilitating cross curricular Arts Immersion is central to their teaching and learning.
- Percentage of students and teachers reporting that students have completed meaningful technological projects related to the core subjects they study.
- Percentage of learning facilitators who agree they have the opportunity to participate in discussions and decision making that furthers teaching and learning at CAA.
- Facilitate and measure opportunities for staff and students to share Arts Immersion teaching and learning with outside organizations.

Whole-School Strategies

- Ensure staff professional development sessions are targeted and focused with both internal and external resources, that meets the needs of continued staff growth.
- Focus on Arts Immersion through cross-curricular learning contracts.
- Clearly communicate and regularly provide explicit feedback on learning outcomes.
- Continue to implement the revised report card format (strengths-based narrative feedback that highlights student strength and areas for growth).

- Evaluate current technology needs in line with educational research and provide all students with access to technology. (K-3 | 2:1 iPads, Year 4-9 | 1:1 iPads, Year 10-12 | 1:1 laptops)
- Facilitation of weekly staff meetings, campus specific professional development meetings and up to 14 whole-staff PD days annually.
- Intentional hiring and team structures that support our charter mandate and educational outcomes.
- Supervise, mentor and evaluate staff based on Alberta's Teaching Quality Standard and charter goals.
- School leaders participate in structured leadership training (book studies, conferences, and collaborating with other charter school leaders).
- Facilitation of weekly collaborative team-based meetings to plan and respond to student needs.
- Provide opportunities for peer mentorship, team teaching and collaboration, fostering a culture of feedback and opportunities for leadership.
- Explicit teaching of the skills required to use technology safely and appropriately in and beyond the classroom (computer/iPad literacy, media literacy, safe and responsible use of technology, etc.).
- Participate in rich community-based learning opportunities (field trips, guest speakers, performances).
- Engage community members in supporting authentic learning, celebrate and share student Arts Immersion learning through performances (Winter Celebration at the Jubilee auditorium, division showcases, sharing assemblies, graduations, Art Exhibitions, High School performance opportunities etc.).
- Open communication and collaboration and solutions focused approach for problem solving and decision making.

K-3 Strategies

- Students have the opportunity to participate in Spirit Club.

Year 4-9 Strategies

- Students have the opportunity to participate in Student Council, student clubs initiated by both staff and students and options programming.
- Students have the opportunity to participate in extra-curricular athletics.

Year 10-12 Strategies

- Increased opportunities for students' external learning, off-campus education experiences, work study and community partnerships.
- Students have the opportunity to participate in extra-curricular athletics and arts based activities.

Provincial Assurance Domain: Learning Supports

Calgary Arts Academy provides a learning environment where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Outcomes

- Students, families and staff have knowledge and can live according to Circle of Courage values.
- Students, families and staff feel that they belong to the school community.
- All students participate in social-emotional learning including incorporating regular mindfulness practices into daily learning.
- Students and staff have the opportunity to develop a deep foundational knowledge of First Nations, Métis, and Inuit experiences.
- Formalizing whole-school processes and procedures to support inclusive teaching and learning (learner profiles, individualized learning contract addendums, etc.).

Measures

Provincial Performance Measures

- Overall average of students, parents and teachers who agree that their learning environments are welcoming, caring, respectful and safe.
- Overall average of students, parents and teachers who agree that students have access to the appropriate supports and services at school.
- Overall 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.

Local Performance Measures

- Percentage of students and teachers that report students were actively engaged in opportunities to acquire and apply foundational knowledge of First Nations, Métis, and Inuit experiences.
- Percentage of students who participate in mindfulness weekly.
- Percentage of students and learning facilitators who believe students have demonstrated growth in social-emotional learning.
- Percentage of staff who feel supported in meeting diverse student needs in an inclusive classroom setting.

Whole-School Strategies

- Intentional and continuous implementation of our four pillars: Circle of Courage, Democratic Discipline, Developmental Assets, and Contract Learning.
- Based on student enrolment and increasing classroom complexities provide: 1.0 FTE Student Learning Supports Teacher, 2.0 FTE Reading Interventionists and 2.0 FTE Mathematics Interventionists, 1.0 FTE Guidance Counsellor, 7.0 FTE Education Assistants, 5.7 FTE Artists.

- Develop the mental wellness outdoor, land-based field trips for students, in a continued partnership with Connect Charter School.
- Maintain Downie Wenjack Legacy Schools designation to build cultural understanding and create a path to further Truth and Reconciliation through professional development and student engagement and the enrolment of all three campuses.
- Develop strong partnerships with Indigenous Knowledge Keepers, Elders, and/or community-based organizations to further promote staff and student foundational knowledge.
- Continue to recognize Indigenous Peoples Day and National Day for Truth and Reconciliation.
- Continue to recognize Black History Month and provide culturally appropriate resources for staff.
- Collaboratively develop the Student Learning Supports teaching role to support diverse student needs in an inclusive education setting.
- Build teacher capacity in social-emotional learning to mental health and wellness for teachers and students.
- Continue the journey to become a trauma-informed school.

K-3 Strategies

- Ongoing staff professional development focused on positive discipline, inclusion and student supports.

Year 4-9 Strategies

- Ongoing staff professional development focused on positive discipline, inclusion, diversity, equity and inclusion and student supports.

Year 10-12 Strategies

- Continued implementation of positive discipline, and school pillars to support student learning, encourage collaboration and, foster shared values.



Provincial Assurance Domain: Governance

Policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Outcomes

- School Council and parents are engaged with the planning and reporting cycle.
- Teachers are engaged to inform the improvement of teaching and learning.
- Partnerships result in mutually beneficial projects, decisions and agreements.
- Communication with Alberta government is productive and constructive.
- Resources are allocated and managed in the interests of ensuring student success.
- Restructure School Council to meet the needs of Alberta Education mandates and our current three campus model.

Measures

Provincial Performance Measures

- 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.
- Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- School authorities submit the budget in the AERR each November.

Local Performance Measures

- The percentage of parents involved in initiatives in support of the school.
- Percentage of parents satisfied with communications between home and school.
- Monthly reporting on established goals to the board ensures evidence of progress is shared and discussed on a regular basis.
- AERR and school survey results communicated with all interested parties.
- Active and ongoing communication with Alberta Education to maintain a productive and constructive relationship.
- Policy and procedural changes to the structure and format of School Council.

Whole-School Strategies

- Provide opportunity for parent engagement through School Council, meetings and surveys.
- Monthly community newsletters, weekly "What's Happening" emails and, weekly team updates from teachers.
- Principals present student achievement measures to the Board at the AGM each November.
- Monthly School Council meeting attended by the Principal(s).
- Learning Contracts are signed by all interested parties to ensure communication of and commitment to achieving learning outcomes.

- Maintain the position of Community Arts Coordinator to facilitate partnerships with arts organizations that directly benefit our students.
- Create and implement a comprehensive and strategic social media plan.
- The Board approves a budget aligned with priorities with all statutory, regulatory and disclosure requirements.
- Students, staff and parents participate in annual Alberta Education Assurance Surveys and local performance measures surveys.
- Ongoing participation and engagement from all interested parties in the Alberta Education Charter review process.



Budget and Facilities

Calgary Arts Academy's Budget for 2025/2026 can be accessed by clicking on the link, viewing our website or by contacting the Secretary Treasurer through the school office at (403) 532-3020.

The 2020-2027 Capital Plan can be found on our website or by contacting the Secretary Treasurer through the school office at (403) 532-3020.

Implementation Plan

Moving forward, results from our Annual Education Results Report in the fall will inform the planning cycle in the spring. This will ensure cohesion between results obtained and our future education plans. Engagement strategies provide the valuable input from our interested parties that is needed.

