



Authority 0151: Calgary Arts Academy Society

## Education Plan 2026-2029

May 31, 2026

*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 17, 2026, 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 2026/2027 Education Plan on May 19, 2026. (Original Signed.)



Neil Tichkowsky  
Board Chair



Michelle Stonehouse  
Superintendent

## Ministry Business Plan and Education Review

Alberta Education has identified its strategic direction in its [Education and Childcare Ministry Business Plan 2026-2029](#). 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 2024-2025 Annual Education Results Report (AERR) inform the development of this Education Plan. The full AERR is available on the Calgary Arts Academy [website](#). This plan reflects the school's ongoing commitment to its Charter, which emphasizes a collaborative, creative and democratic learning environment. Within this environment, students are supported in becoming self-directed, lifelong learners who value community engagement and citizen-based action developed through effective communication, collaboration, and critical and creative thinking.

Alberta Education requires school authorities to annually report on performance at both the provincial and local levels. Calgary Arts Academy has aligned its charter school goals and outcomes with these requirements, integrating them with the broader priorities of the organization and Alberta Education. All three campuses contributed to and are represented in its outcomes and strategies.

Engagement with interested parties is essential to the process of continuous improvement and informs the Education Plan. Financial resources are allocated to support its implementation, with a focus on research-based and evidence-informed strategies. Ongoing analysis of data throughout the teaching and learning process supports effective program delivery and improved student achievement. The cycle of measuring, analyzing and reporting results offers valuable opportunities for reflection and informs necessary adjustments. Continued engagement with stakeholders ensures that planning remains responsive and focused on improvement.

This Education Plan outlines the actions and priorities for the coming years, while subsequent AERRs report on the results achieved. The plan operates on a rolling three-year cycle, with one additional year added for each one completed. The Education Plan is updated annually to reflect adjustments in priorities, outcomes, performance measures and implementation strategies. This plan aligns Calgary Arts Academy's six charter school goals, locally developed outcomes and the five assurance domains established by Alberta Education.



Alberta Education | Planning and Reporting Cycles



Alberta Education | Provincial Assurance Domains

## Interested Party Engagement

Calgary Arts Academy Public Charter School Board and staff are committed to maintaining open, direct and formal communication processes with the school community as well as with external interested parties and partners. Evidence-based decision-making is essential to Calgary Arts Academy's assurance model, with data used to reflect accomplishments, evaluate progress, inform strategic planning and guide the effective allocation of resources.

### *Calgary Arts Academy School Councils:*

During the 2025/2026 school year, Calgary Arts Academy transitioned from a single K-12 School Council to three campus-specific School Councils. CAA is proud to have three engaged parent communities that are working collaboratively to support the entire community. As a result, School Councils' operating procedures have been updated, with an increased focus on parent engagement and feedback processes.

School Council Chairs meet monthly with campus principals and the Calgary Arts Academy Society (CAAS) Board to strengthen communication, shared understanding and collaboration. School Council Chairs are invited to attend the monthly CAAS board meetings. School Councils promote and organize community-building events and parent-directed information sessions, with a renewed focus on effective information sharing and engagement. To improve parent attendance and engagement, School Councils meet monthly on Zoom.

### *Annual Local Surveys*

Annual surveys of interested parties are completed to inform planning and continuous improvement which is reported in our Education Plan. Survey engagement includes Calgary Arts Academy students, parents, and staff, as well as data collected through the Alberta Education Assurance Measure Survey.

### *Other Interested Party Engagement*

- The Annual Education Results Report is shared yearly at the publicly announced Board Annual General Meeting, as well as posted on line.
- Informal reflective feedback sessions are integral to the culture at Calgary Arts Academy and are conducted regularly, with feedback collected and reviewed to inform next steps and ongoing improvement.
- Monthly public Calgary Arts Academy Society board meetings support transparency and community engagement.
- School-based information sessions engage the community and prospective families, including pillar information sessions, new student orientation evenings, high school information sessions, and campus tours.
- Regular communication is maintained through a weekly K-12 "What's Happening?" email, a monthly school newsletter ("The Art of Learning"), and weekly updates from homeroom teachers to families.
- Social media platforms, such as Instagram and Facebook, are used to promote events and share information.
- Weekly administrative meetings with all senior administration, the Superintendent, the Community Arts Coordinator, the Registrar and the Secretary Treasurer support collaboration, ensure consistent sharing of information, coordinate priorities, plan and execute events, organize and engage in professional development, address operational matters, and review ongoing partnerships and cooperation between other Alberta Public Charter schools.

- Weekly learning leader meetings with campus administration focus on strengthening student wellbeing, instructional practices, resource allocation, and new curriculum implementation, etc..
- Campus-specific staff meetings and professional development meetings are held weekly to support staff development and alignment.
- All campus principals participate annually in the Charter School Leadership Series to engage with the charter school community, ensure relationship building and understanding, and promote evidence-based learning and idea sharing within the charter school community.
- Students are engaged through leadership opportunities, such as Student Council (Year 4-12), student-initiated clubs (debate club, 3D modelling, Dungeons & Dragons club, etc.), and extracurricular activities such as student music performances at the Ironwood Stage and Grill, Dramafest performances, and international travel trips.
- Partnerships with post-secondary institutions, including the University of Calgary, Mount Royal University and AUArts, continue as we welcome and support cohorts of pre-service teachers and practicum students.
- Transparent communication with Alberta Education is maintained.
- Parent involvement is actively encouraged, with families volunteering a minimum of 10 hours per year, per family, through activities such as classroom support, field trips, and overnight camp experiences, etc.
- Ongoing partnerships with various organizations, including the Calgary Stampede, Contemporary Calgary, Connect Charter School, Vertigo Theatre, etc., enhance learning opportunities and community connections.

## Provincial Assurance Domain: Local Societal Context

Within Alberta, there are now over 34 active public charter school authorities, operating 56 schools. Alberta's charter schools are publicly funded schools with no tuition fees, and are designed to 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 authority that operates three schools: an elementary campus (Kindergarten to Year 3) located at 2036 20 Avenue S.W., a middle school campus (Years 4-9) located at 1406 40 Street S.W., and a high school campus (Years 10-12) located at 640 14 Avenue S.E.

Calgary Arts Academy serves students and families 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 immerses the curriculum. To accomplish this, Calgary Arts Academy hires teachers who are artists in their own right and full-time artists who collaborate with teachers to plan and deliver the provincial curriculum. Short-term contract Artists are also engaged as needed to enhance programming and support student learning and [Arts Immersion](#).

## 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 following pages.

## Key Insights From Annual Education Results Report Analysis

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

The school is distinguished by several strengths, most notably its [Arts Immersion](#) program, which fosters student engagement and creativity, contributing to students' 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 at the acceptable standard. Grade 9 Mathematics scores are below the provincial average, indicating a need for continued and targeted focus and improvement. Combined across all courses, Diploma exam results trend above the provincial average in the acceptable standard. It is important to note that these results are based on a small cohort, with fewer than 25 students writing diploma exams in 2025.

The school offers collaborative, cross-curricular [Arts Immersion](#) programming, including large-scale performances and community events. Strong partnerships with local organizations across Calgary enhance learning opportunities and deepen community engagement within and beyond the walls of the schools. 95.7% of students affirmed the value of cross-curricular [Arts Immersion](#) learning contracts during the 2024/2025 year. Students spoke clearly and confidently about how [Arts Immersion](#) makes learning meaningful and impactful. Teachers are highly satisfied with opportunities to participate in discussions and decision-making that furthers teaching and learning at Calgary Arts Academy.

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 through growing complexity.

Calgary Arts Academy remains solution-oriented and responsive to addressing student needs. In the 2025/2026 school year, staffing across all three campuses included 6.0 FTE Education Assistants, 1.0 FTE Reading and 0.8 FTE Math Interventionists, and 1.3 FTE Guidance Counsellors. Beginning in the 2025/2026 school year, a dedicated 1.0 FTE Student Learning Support Coordinator was introduced to further support inclusive and adaptive learning environments. Calgary Arts Academy's access to supports and services strives to address student needs and complexity. Continued focus and strategic planning will enable more individualized academic and behavioural support for all students.

A strong majority of parents (96.1%) report that the school is welcoming, caring, respectful, and safe, exceeding the provincial average. 87.9% of students indicate they feel safe, learn respect, and are treated fairly. Parent satisfaction with communication between home and school has reached 100%, an increase from 90.4% in the previous year. Additionally, 88.1% of parents report that their child demonstrates an understanding of the [Circle of Courage](#) framework. The school's [Arts Immersion](#) program and emphasis on cultural pillars continue to support both student growth and academic achievement.

Survey data indicates a significant decline in teacher satisfaction regarding parental involvement in decisions about their child's education. This suggests that while parents feel they are involved in their child's education, teachers may feel less supported or less satisfied with the effectiveness or quality of that involvement. While parent satisfaction remains adequate, the sharp drop in teacher satisfaction to 68.8% signals a key area for immediate improvement and investigation.

In response, several targeted strategies have been incorporated into the Education Plan:

- Provide opportunity for parent engagement through a restructured School Council to align with Alberta Education mandates and our current three-campus model. This commitment addresses the legislative requirement to engage the School Council of each school in the planning and reporting cycle.
- Maintaining consistency through monthly community newsletters, weekly “What’s Happening” emails, and weekly team updates from teachers.
- Maintaining governance transparency through monthly Board reporting on established goals, which ensures evidence of progress is shared and discussed regularly, with student achievement results formally presented to the Board at the Annual General Meeting each November.
- Ensuring School Council meetings are held monthly and attended by campus principals to support ongoing dialogue and collaboration.
- Learning Contracts are signed by all interested parties to ensure communication of and commitment to achieving learning outcomes.

To meet evolving student needs and classroom complexity, the school recognizes the importance of enhancing teaching and learning through the safe and responsible use of technology. Increasing staff and focusing on offering a continuum of supports remain 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. While student attendance and mental health remain areas of concern, the school is committed to supporting regular attendance and encouraging resilience. CAA continues to prioritize growth in social-emotional, well-being, and academic domains.

Calgary Arts Academy remains committed to delivering high-quality, student-centred education through our four pillars and [Arts Immersion](#).



## Provincial Assurance Domain: Student Growth and Achievement

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

### *Outcomes*

1. Students demonstrate superior language and communication skills through [Arts Immersion](#) learning. (Charter Goal #1)
2. Year 9 students' achievement in the standard of excellence in Math, Science and Social Studies will demonstrate growth. (Charter Goal #2)
3. Students report increased engagement at school through [Arts Immersion](#) and active citizenship.
4. 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)
- Enhance staff professional learning through targeted professional development focused on best practices in assessment, early years numeracy and literacy benchmark 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 assessments through biannual report cards
- Collaborating with numeracy specialists to provide staff PD, instructional feedback, and mentorship
- Ongoing teacher mentorship with Math Specialist, Rosalind Carson P.Hd Candidate and University of Calgary Sessional Instructor in Education at the University Of Calgary
- Continuing to source strong numeracy materials and 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 and meeting curricular outcomes
- Focus on a monthly [Developmental Asset](#) to promote the healthy development of students.
- Numeracy lead on-staff to provide support for instruction, differentiation and strategies
- 2.0 FTE Math intervention support teachers (currently 0.5FTE)
- Increased (overage) of required instructional minutes in math/numeracy

### *K-5 Literacy and Numeracy*

- Year K-5 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
- Access to JUMP Math (new Ab. aligned) and strategic research of other Ab. aligned resources
- Use data collected on the Digital assessment tools (VRETTA, Teacher Dashboard) to prioritize student needs
- Expansion of the comprehensive screening framework to include students in Years 4 and 5 for the 2026-2027 school year
- Student Learning Support leader and a literacy-focused Year 4/5 team lead to champion assessments and mentor staff in the analysis of results
- Utilization of the school's long-standing culture of assessment and existing benchmarking tools, such as the Castles and Coltheart Reading (CC3) and classroom-based assessments, to monitor student growth and inform targeted interventions
- Seamless transition to formal provincial reporting for Years 4 and 5 by leveraging established evidence-based decision-making and collaborative planning processes
- Continued use of internal expertise and digital assessment platforms to ensure students requiring additional supports are identified early and provided with responsive, structured literacy instruction

### *Year 4-9 Strategies*

- Year K-6 focus on structured 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
- Provide increased opportunities to learn about careers in the arts and learn from professional artists
- Weekly FAMMA experiences (Fine Arts Math Multiage) for Years 4–9

- Access to JUMP Math (new Ab. aligned) and strategic research of other Ab. aligned resources
- PAT/Diploma prep support for students and teachers
- Strategies to increase student engagement and an [Arts Immersion](#) approach to numeracy, prioritizing vocabulary, gamification, visualization, and digital tools (IXL)
- Implement additional resources (Jump Math, Phonics Companion, Shifting the Balance, UFLI, and Comprehensive Assessment of Reading Strategies (CARS) to support the new curriculum and to measure growth in literacy and numeracy

#### *Year 10-12 Strategies*

- Provide increased opportunities to learn about careers in the arts and learn from professional artists to prepare students' career pathways in the arts and related fields
- Increased number of learning contracts and cross-curricular [Arts Immersion](#) learning experiences
- Implementation of a required Math course, Math Competencies 15, at the Year 10 level
- Continuation of the Learning Strategies 15 course at the Year 10 level (implemented during 25/26 school year)
- PAT/Diploma prep support for students and teachers



## 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 meet the needs of continued staff growth and our school goals
- Engage staff to gather their feedback and insight regarding professional development priorities
- Prioritize opportunities to strengthen instructional practice and use research-based strategies to increase impact for students and support ongoing progress
- Focus on [Arts Immersion](#) through engaging and unique (or enriching) cross-curricular learning contracts
- Clearly communicate and regularly provide explicit feedback and assessment on learning outcomes to students and families
- Continue to implement the revised report card format (strengths-based narrative feedback that highlights student strengths 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 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, collaboration and a solutions-focused approach for problem solving and decision making
- The Werklund Social and Emotional Learning (SEL) in Schools Project is a research partnership between the Werklund Institute for Social and Emotional Intelligence Canada and The Goldie Hawn Foundation's MindUP program
- CAA will receive three years of CASEL-approved SEL programming, along with professional training and coaching to support sustainable, system-wide implementation tailored to each school's context and needs
- The project is designed to support whole-child development by strengthening universal, preventative approaches to mental health and well-being
- Expected outcomes include reduced student anxiety, depression, and disruptive behaviours; improved student engagement, academic performance, prosocial behaviour, and school connectedness; and strengthened teacher confidence, well-being, and retention
- The initiative also aims to foster stronger family-school partnerships around mental health and contribute to Alberta's leadership in integrating SEL and mental health promotion within education systems

### *K-3 Strategies*

- Students have the opportunity to participate in the Spirit Club

### *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

### *10-12 Strategies*

- Increased opportunities for students' external learning, off-campus education experiences, work study and community partnerships, and possible dual-credit opportunities
- 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 daily mindfulness practices
- 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 who report that students were actively engaged in opportunities to acquire and apply foundational knowledge of First Nations, Métis, and Inuit experiences
- The 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](#)
- Werklund Social and Emotional Learning (SEL) in Schools Project deliver CASEL-approved, system-wide SEL programming, training, and coaching that supports whole-child development, strengthens mental health and well-being, and builds sustainable capacity
- Based on student enrolment and increasing classroom complexities, provide: 1.0 FTE Student Learning Supports Teacher, 1.0 FTE Social Emotional Learning Supports Teachers, 7.0 FTE Educational Assistants, 1.7 FTE Guidance Counsellor, 6 FTE Resident Artist
- Facilitate land-based field trips and overnight stays for students in a continued partnership with Connect Charter School
- Maintain the Downie Wenjack Legacy Schools designation to build cultural understanding and create a path to further Truth and Reconciliation through professional development, student engagement, and the enrollment 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
- Collaborate with Indigenous mentor, Julius Hirsch, to work alongside the student and staff population to incorporate Indigenous culture and Indigenous ways of knowing into celebrations, community events and daily student experiences
- Continue to recognize Indigenous Peoples Day and the 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 and Social Emotional Learning teaching role to support diverse student needs in an inclusive education setting
- Build teacher capacity in social-emotional learning for mental health and wellness for teachers and students
- Continue to host parent-teacher interviews twice a year, offer parent meetings as needed, and provide parent information sessions to support the SEL Werklund Institute initiative, in partnership with the School Council

### *K-3 Strategies*

- Ongoing staff professional development focused on positive discipline, inclusion and student supports, instructional practices and Social Emotional Learning based on need and interest

### *4-9 Strategies*

- Ongoing staff professional development focused on positive discipline, inclusion and student supports, instructional practices and Social Emotional Learning based on need and interest
- Continue to invite guests and host cross-campus events to foster belonging with community members (job fair, seniors initiative, asian heritage month)

### *10-12 Strategies*

- Continued implementation of positive discipline and school pillars to support student learning, encourage collaboration and foster shared values
- Ongoing staff professional development focused on positive discipline, inclusion and student supports, instructional practices and Social Emotional Learning based on need and interest



## Provincial Assurance Domain: Governance

<p>Policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p>
<p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>● School Council and parents are engaged with the planning and reporting cycle</li> <li>● Teachers are engaged to inform the improvement of teaching and learning</li> <li>● Partnerships result in mutually beneficial projects, decisions and agreements</li> <li>● Communication with the Alberta government is productive and constructive</li> <li>● Resources are allocated and managed in the interests of ensuring student success</li> <li>● Continued development and growth of restructured School Councils to meet the needs of Alberta Education mandates and our current three-campus model</li> </ul>
<p><i>Measures</i></p> <p>Provincial Performance Measures</p> <ul style="list-style-type: none"> <li>● Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years</li> <li>● Overall, teacher and parent satisfaction with parental involvement in decisions about their child's education</li> <li>● School authorities submit the budget in the AERR each November</li> </ul> <p>Local Performance Measures</p> <ul style="list-style-type: none"> <li>● The percentage of parents involved in initiatives in support of the school</li> <li>● Percentage of parents satisfied with communications between home and school</li> <li>● Monthly reporting on established goals to the board ensures that evidence of progress is shared and discussed on a regular basis</li> <li>● AERR and school survey results are communicated to all interested parties</li> <li>● Active and ongoing communication with Alberta Education to maintain a productive and constructive relationship</li> <li>● Policy and procedural changes to the structure and format of the School Council</li> </ul>
<p><i>Whole-School Strategies</i></p> <ul style="list-style-type: none"> <li>● Provide opportunity for parent engagement through School Council, meetings and surveys</li> <li>● Monthly community newsletters, weekly "What's Happening" emails and weekly team updates from teachers</li> <li>● Principals present student achievement measures to the Board at the AGM each November</li> <li>● Monthly School Council meeting attended by the principal(s)</li> <li>● Learning contracts are signed by all interested parties to ensure communication of and commitment to achieving learning outcomes</li> </ul>

## Budget and Facilities

[Calgary Arts Academy's Budget for 2026/2027](#) 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 the Annual Education Results Report in the fall will inform the planning cycle in the spring. This will ensure cohesion between the results obtained and our future education plans. Engagement strategies provide the valuable input from our interested parties that is needed.

