



Calgary Girls Charter School

2023-2026 School Education Plan

May 2023

MESSAGES

Message from the Board Chair

Calgary Girls Charter School (CGCS) remains a unique learning environment focused on empowering students through rich educational opportunities. Our students are immersed in a complement of our evolving locally developed curriculum, Go Girls, combined with engaging and meaningful discussion on global trends and events. This spectrum of exposure provides and encourages the creativity, innovation, compassion, and welcomeness that we are most proud of.

Throughout the 2022-2023 school year, our school community has come back together 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. As we look forward to CGCS' 20th anniversary next year, we continue to focus on ensuring sustainability, cultivating culture, and fostering robust learning so that we can provide the current programming and community, and beyond, for 20 more years.

Christine Jackson, Board Chair

Message from the Principal

Students, staff and families have much to celebrate as we begin to wind down the 2022-2023 school year. With the restrictions of the pandemic lifted, we have been free to vision and reevaluate each aspect of our program as we return to familiar practice and embrace new and innovative ways of approaching education for girls. CGCS has been intentional in examining how we might invite families back into learning, bring our students together for cross-campus activities and select rich and engaging field studies for our students. The focal points of the upcoming school-wide education plan continue to forge and deepen community partnerships, engage stakeholders in programming decisions and look for meaningful and authentic learning opportunities to support high quality teaching and learning at CGCS.



Dani Sever, Principal

Accountability Statement

The Education Plan for Calgary Girls Charter School commencing in August 2023 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 2023-2026 on May 17, 2023.



May 17, 2023

Christine Jackson – Board Chair

Date

Reference: pp. 167 and 193 Funding Manual for School Authorities 2023/24 School Year

SCHOOL PROFILE

School Name: Calgary Girls Charter School
Principal: Dani Sever
Vice Principals: Jenelee Jones and Marlene Vazquez
Address Bel Aire Campus 1011 Beverley Blvd. SW., Calgary AB T2V 2C4
Lakeview Campus 6304 Larkspur Way SW, Calgary, AB. T3E 5P7
Phone: 403-220-0745
Email: office@calgarygirlsschool.com
Website: calgarygirlsschool.com

Grade Configuration: Grades 4 to 9
Grade 4 – 5 Bel Aire Campus
Grade 6 – 9 Lakeview Campus

Student Population: 475
Number of Teachers 32 (30.2FTE)
Support Staff 11

Unique Features of Our School Include:

- Girls Only Learning
- Collaborative learning culture for students and staff
- Go Girls Curriculum
 - Self-Advocacy, Leadership, Community, Women's History

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.

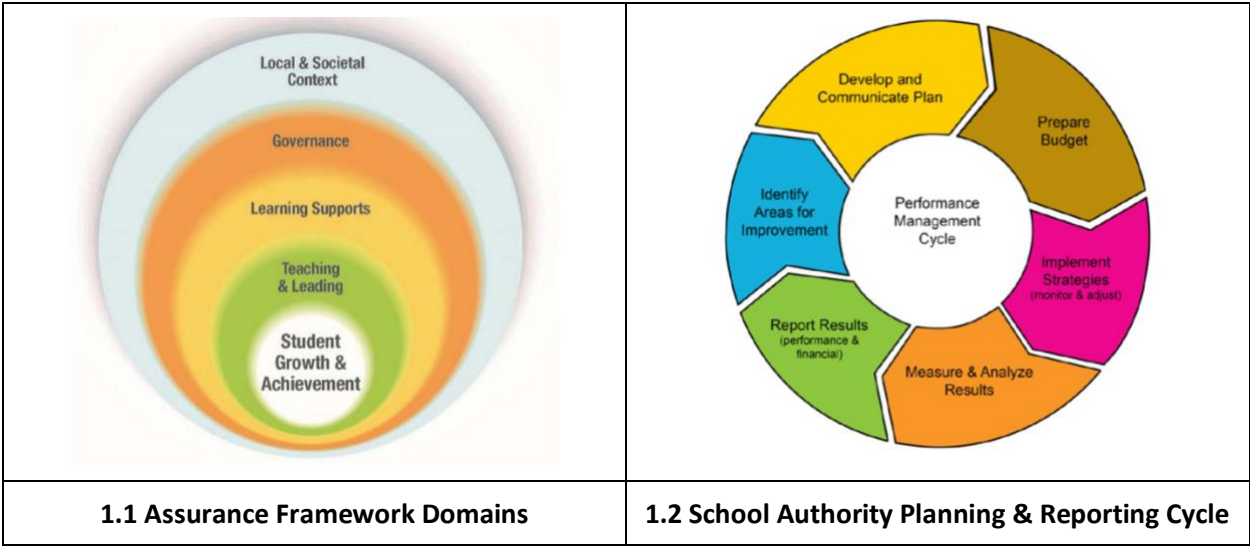
Foundation Statements

- **Vision:** 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 second 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: pp. 18 to 22 and 138 Funding Manual for School Authorities 2023/24 School Year

RECENT ACHIEVEMENTS

(1) Significant Development of the Computer Science Program at CGCS

This year, we have worked hard to be more intentional about the Computer Science Opportunities provided to students at both the Bel Aire (Grades 4 - 5) and Lakeview (Grades 6 - 9) campuses. With significant support provided from School Council and Casino funds, we were able to retro-fit our Lakeview Science lab and convert it to a Career and Technologies Studies Lab, equipped with a

centralized space for Computer Science equipment. Monies were directed to providing technological resources for both programs, with Grades 4 - 5 receiving increased access to robotics equipment, and the students in Grades 7 - 9 receiving options specifically related to Computer Science (Computational Thinking and Digital Design). Additionally, we formed our first Robotics Team, composed of students in grades 6 - 9, who competed and won their way to place in provincials in April 2023.

(2) Go Girls Curriculum Draft Complete:

In our second year of the Go Girls curriculum review and redrafting, we have a working draft that was written collaboratively with a team of educators, consultants and support from the Calgary Regional Consortium. The curriculum has been revised to allow for enhanced scope and sequence throughout grades 4 - 9, with central themes that increase in complexity as the students pass through developmental milestones. In its updated form, the curriculum has a renewed focus on identity development in adolescent girls, the lasting impacts of technology and social media, a strong emphasis on health and wellness, and rich content related to how to navigate, form and manage relationships.

(3) Diversity, Equity and Inclusion Professional Learning: This year's whole staff professional learning has been with Usha James, the Executive Director, from The Critical Thinking Consortium in Toronto. Some of the learning this year has been focused on creating inclusive learning environments and understanding assumptions, power, privilege, intersectionality and microaggressions. The Leadership Team has been working in collaboration with Usha James to support the staff with the Diversity, Equity and Inclusion learning. Additionally, the Leadership Team was involved with leadership sessions with Usha James in March to create meaningful ways to conclude and wrap up the DEI professional learning. Teachers created their own personal timelines and/or artifacts of their learning which supported the development of a collective timeline of learning. This will be displayed in the school as a visual representation for teachers to be reminded of this important learning. Admin and the Leadership Team will also bridge the transition from the DEI professional learning from this year into the professional learning required to implement and pilot the new Go Girls curriculum next year.

(4) Increased Access to Student Supports: Additional Student Supports were put into place for the 2022-23 school year. This year again an external company was contracted to provide students support with emotional regulation, executive function and attention/focus skills. Approximately 75 students were referred to Occupational Therapy (OT) groups. As well, CGCS hired a Specialized Support Coordinator/Counsellor who oversaw the learning and social emotional support at the school and coordinated external support (ex. OT, educational assessments). This year CGCS was able to cover the cost of approximately 10 full educational assessments provided by external educational psychologists and additionally applied for approximately 10 Alberta Education Specialized Assessments. Evening parent sessions were offered on the following topics: Executive Functioning and Emotional Regulation presented by Jill Foreman and Parenting Adolescent Girls and Understanding their Anxiety presented by Caroline Buzanko.

(5) Connecting Community:

Post pandemic, a goal of the 2022-2023 school year was to be more intentional in bringing our community back together and looking for opportunities to create connectedness between students, teachers and families. Planning for whole-school activities to allow for students and staff to be together occurred numerous times through the school year, with the Back to School Family Barbecue and Family Orientation happening early in the year, the Winter Celebration supported by school council, the International Women's Day conference, which occurred in March, the cross campus activities scheduled

in May, and the year-end celebration, which will have students together in our final week of school at the Lakeview Campus. With staff, the Charter School Leadership network is exploring ways in which we can engage staff post-pandemic as their primary focus, as we transition back to planned social activity and in-person meetings. Last, inviting families in to celebrate student learning has also been a focal point - with student-led conferences returning, evening showcases for the Fine and Performing Arts, as well as being more intentional about inviting parents to become active volunteers in our program.

(6) Cultivating Cultures of Belonging:

In alignment with our Professional Learning goals for the 2022-2023 school year, the staff at CGCS has been learning about diversity, equity and inclusion to promote a culture of belonging, where everyone in our community feels heard, seen and cared for. In addition to our work with Indigenous partners to honour National Truth and Reconciliation Day and Indigenous People's Day, CGCS celebrated Black history month, Asian history month and planned a month wide cultural diversity month. Our Gender and Sexuality alliance, alongside our newly formed Student Equity Committee has worked to gather information about and make recommendations for various student initiatives, such as the introduction of the multi-faith prayer space, the creation of the uniform survey and proposed uniform additions. Our work in this area has also helped to inform the Go Girls curriculum while it was undergoing revision, so that we can be mindful about ways in which we intentionally create spaces for all students in our diverse population.

Reference: p. 158 Funding Manual for School Authorities 2023/24 School Year

PRIORITY AREAS OF FOCUS

(1) Increased Development of Computer Science and Engineering:

Following a very successful year in the expansion and growth of our Computer Science program, increasing resource, capacity and access will be a primary focus in this year's education plan. Staff have worked to revisit our initial framework created in 2022-2023 and have begun to broaden and deepen the conceptual framework to place more of an emphasis on *applied technologies and engineering*. The additions to our program will include opportunities for students to explore topics beyond coding, programming and creative technologies, to include the foundational skills developed using design thinking, drones, artificial intelligence and hardware/software design, electronics, creative technologies, and media arts, as well as an anticipated expansion of both club and competitive robotics opportunities for students. Last, we are looking to finalize our plans to form a collaborative partnership with local organization(s) to assist in supporting the development of our programming in applied technologies and engineering.

(2) Go Girl Curriculum Implementation and Professional Development:

In our final year of the Go Girls Curriculum review and redrafting, we aim to work with staff to field test the draft and provide feedback to the steering committee, in order to finalize the revision of the locally developed course which is fundamental to our Charter. The Leadership team and Go Girls committee will work together to outline and craft a year-long professional growth plan for staff to provide learning and resources alongside the field-test. Our goal is to complete the revision by early Spring, and have the course approved by the CGCS Board of Directors for full implementation in the 2024-2025 school year.

- (3) **Continued Services and Supports:** A full time Learning Strategist (complex learning needs) for the 2023-2024 school year will be added to the support services team. Some of the work undertaken by this staff member will be providing learning support to students, families and staff, specifically targeted for students identified with mild, moderate and severe learning needs, as well as, assisting in the creation and coordination of Individual Program Plans. This person will also support teachers with English Language Learners, as well as assist with triaging students who have been referred to the Student Services team, specifically focusing on academic programming. Lastly, this person will coordinate and/or perform Level B and/or other academic assessments needed throughout the year to best understand our learners. The Specialized Support Coordinator/Counsellor will work in collaboration with this new person to create an Annual Student Services' Plan that will focus on the social-emotional and academic needs of our students.
- (4) **Student Programming Alignment between BA and LV in preparation for a consolidation:** Career and Technology Foundation electives at Calgary Girls Charter School will continue to focus on the areas of STEAM, Health and Wellness, Outdoor Education, Social Activism and Leadership. Additionally, Fine Arts (Drama, Art, and Band) and French will be offered in grades 7-9. In Grade 6 students will all receive programming in French, Music, Drama and Art with teachers that specialize in these areas. At the Bel Aire campus grades 4 and 5 will be provided specialized learning opportunities in Music and Choir. Additionally, grade 4 and 5 students will be offered electives this upcoming school year. The electives offered will be semestered with a focus in the areas of STEAM, Health and Wellness, Outdoor Education, Social Activism, Leadership and French. In anticipation of the school consolidation for the 2022-23 school year scheduling considerations will need to be implemented. All students will need to have a common timetable so that teachers and classroom spaces can be utilized effectively with having students from grade 4 to 9 all on one campus.
- (5) **Technology (Student use to enhance learning):** Calgary Girls Charter School continues to value the positive impacts that technology can have when it is a tool that is used to enhance student learning. A focus for this year's education plan will be further consulting stakeholders as we examine student technology use at CGCS. Working together, CGCS Board of Directors, Admin Team, Director of Technology, teachers, students, and parents, will analyze how our Bring Your Own Device program and other forms of classroom technology are serving us. Working together, we will begin to create a plan for technology use at CGCS that remains in line with our vision, mission, and values and ensures student learning is driving our decision making regarding the use of technology.
- (6) **New Curriculum Implementation:** Supporting grades 4 - 6 teachers and students in the implementation of the Alberta Education Mathematics curriculum will be an area of sustained focus for Calgary Girls Charter School throughout the 2023-2024 school year. Working closely with Wanda Dechant from the Calgary Regional Consortium and our designated Curriculum Lead, CGCS will provide professional learning opportunities for teachers to explore available resources and further their understanding of the curriculum, as they work to support student understanding and growth.

ENGAGEMENT

The engagement process to create the School Education Plan was robust and multifaceted. 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 informal opportunities for engagement and gathering of feedback where information garnered is used in future planning. This includes the following:

- *Student Engagement*
 - One group of randomly selected students participated in a facilitated conversation regarding their learning experience at Calgary Girls Charter School.
 - 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*
 - Individual staff meetings preceded a group staff session where themes from individual conversations were shared. Additional staff sessions were hosted to share feedback from students, parents and community partners and to solicit additional input and response for 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. Goals set by staff were used to direct the Leadership Team in developing a school wide professional development plan.
 - Staff were invited to complete school-based surveys to provide input into the plan and operations.
 - The staff data from the Alberta Education Assurance Survey inform the School Education Plan.
- *Parent Engagement*
 - 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.
 - 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 2022-2025 School Education Plan, community partners engaged in feedback and consultation (Go Girls Curriculum Review, Curriculum implementation plan, Student Services Model, Bussing).

Reference: p. 158 Funding Manual for School Authorities 2023/24 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"> ▪ (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. ▪ (AE) Percentage of First Nation, Metis and Inuit CGCS students who achieve the Acceptable Standard and Standard of Excellence on Provincial Achievement Tests.
<i>Strategies:</i>	<ul style="list-style-type: none"> ▪ Effectively implementing a student services model that utilizes Educational Assistants, Occupational Therapist, an educational psychologist, a Learning Strategist and school-based counsellor to support students' academic development. ▪ Intentional focus on Individual Program Plan development for students with mild/moderate/severe learning needs, with more support for staff, including a thorough review of all student IPPs, scheduled regularly throughout the year, including effective transition plans between teachers/grades. ▪ A well-designed referral for support process, done in collaboration with the Student Services Team/Administrative Team meetings to triage support for students ▪ Ensure curricular alignment, both horizontally and vertically, to support student learning year-to-year. ▪ Utilize resources created by Indigenous people that embody Indigenous Ways of Knowing, when supporting student learning. Authentic resources are intended to 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. ▪ Partner with Indigenous community members to enhance staff and student understanding. ▪ With a grade four to nine scope and sequence, capitalize on female experts to expose students to strong role models and enhance student learning. Select a consultant to work alongside the Curriculum Review Go Girls Committee and develop a school wide professional learning plan to support implementation. ▪ Staff engagement in professional learning to support the implementation of the new curriculum in English Language Arts and Literature (ELAL) and Mathematics.
<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"> ▪ (AE) <i>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>
<i>Strategies:</i>	<ul style="list-style-type: none"> ▪ <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> ▪ <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> ▪ <i>Engage in authentic and meaningful Go Girls learning, ensuring Go Girls curriculum is visible within the school to support mindful and deliberate development of confidence and connection in social relationships.</i> ▪ <i>Expose students to many opportunities to learn from strong female role-models (i.e., International Women's Day Conference, guest speakers, access to opportunities in Computer Science and Engineering).</i> ▪ <i>Focused intentionality in including student voice in the development of Individual Program Plans/Learning Support Plans and/or Behaviour Support Plans.</i> ▪ <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> ▪ <i>Ensure student-led conferences are scheduled to ensure students have the opportunity to reflect and speak to their learning.</i> ▪ <i>Provide multiple opportunities for students to be school ambassadors to develop leadership and promote authentic opportunities to share their lived experiences.</i>

<i>Outcome:</i>	<i>Girls develop competence, confidence, and connection through active participation in the life of the school.</i>
<i>Performance Measure:</i>	<ul style="list-style-type: none"> ▪ (AE) <i>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.</i>
<i>Strategies:</i>	<ul style="list-style-type: none"> ▪ <i>Gather feedback from school stakeholders in reviewing the redraft of the Go Girls curriculum.</i> ▪ <i>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. (i.e., student buddies' system).</i> ▪ <i>Create a regular quarterly cadence of opportunities for whole school activities where Bel Aire and Lakeview students are able to congregate to build a greater sense of community, until the consolidation of the two campuses.</i>

	<ul style="list-style-type: none"> ▪ <i>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.</i>
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(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.

Outcome:	<i>Each staff member is supported in achieving professional or performance improvement goals.</i>
Performance Measure:	<ul style="list-style-type: none"> ▪ (AE) <i>The percentage of teachers reporting professional development is focused, systematic and contributed significantly to their ongoing professional growth, exceeds provincial averages.</i>
Strategies:	<ul style="list-style-type: none"> ▪ <i>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.</i> ▪ <i>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.</i> ▪ <i>Provision of intentional whole staff professional learning that supports common educational goals (i.e., Go Girls curriculum implementation, as an extension of our Professional Learning centering around Diversity, Equity and Inclusion from the 2022-2023 school year).</i> ▪ <i>Engage staff in targeted and threaded professional learning to enhance capacity for supporting learning for girls, including specific onboarding/induction for new staff members.</i> ▪ <i>Developing leadership capacity of the Learning Leader team and being intentional in creating opportunities for Leadership Professional Development.</i> ▪ <i>Partnering with educational experts in areas of need for threaded professional learning, as identified by the staff.</i> ▪ <i>Attend the Charter School conference this upcoming school year where our staff will also present best practices from our school.</i> ▪ <i>Offer opportunities for staff to attend and/or present at national/ international conferences that are aligned with the school goals.</i>

Outcome:	<i>Each staff member is supported and encouraged to engage in academic educational research to improve student learning.</i>
Performance Measure:	<ul style="list-style-type: none"> ▪ (CGCS) <i>The percentage of staff who consult education research to inform practice and/or perform action research to improve teaching and learning will increase.</i>
Strategies:	<ul style="list-style-type: none"> ▪ <i>CGCS, as an organization, will seek out relevant opportunities to partner with post-secondary institutions to conduct research.</i> ▪ <i>CGCS will coordinate and invite consultant(s) who have knowledge and experience in educational research, or adolescent development in girls to provide guidance on the Go Girls Curriculum review.</i> ▪ <i>CGCS will reference and use high quality resources, grounded in academic research, to enhance teacher learning.</i> ▪ <i>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.</i>

(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 children and 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

Outcome:	<i>All members of the school community respect one another's roles and are engaged and contribute to continuous improvement of student learning.</i>
Performance Measure:	<ul style="list-style-type: none"> ▪ (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> ▪ (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>
Strategies:	<ul style="list-style-type: none"> ▪ <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.</i>

	<ul style="list-style-type: none"> ▪ 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 Memo to Staff. ▪ 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. ▪ 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. ▪ Provide staff opportunities to work with individuals that specialize in their area of expertise (i.e. Occupational Therapy, Counselling, Learning Strategies, educational-psychology).
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Outcome:	<i>Learners feel well, safe, valued and respected.</i>
Performance Measure:	<ul style="list-style-type: none"> ▪ (AE) 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.
Strategies:	<ul style="list-style-type: none"> ▪ Engage in learning through the Go Girls curriculum focused on developing and managing meaningful relationships. ▪ Staff intentionally connect with students through activities that build a sense of common purpose and belonging. ▪ Staff engage in targeted and threaded professional learning, which continues to focus on social emotional learning and development for girls. ▪ Teachers will meet at regular intervals to review student progress, social and emotional growth and to develop support plans as needed. ▪ 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). ▪ Through the Go Girls curriculum, an environment of respect, where all persons are treated with dignity, will be fostered. ▪ 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. ▪ Students are provided flexibility in how they demonstrate their understanding of curricular concepts (i.e., UDL model). ▪ Continue targeted intervention strategies to support students using weekly occupational therapy and counselling sessions. ▪ Provide opportunities for student voice in how we create a school that is inclusive (i.e., Student Equity Committee, GSA).
Outcome:	<i>Learning is accessible, individualized and challenging.</i>

Performance Measure:	<ul style="list-style-type: none"> ▪ (AE) Percentage of teachers, parents and students satisfied with the overall quality of basic education. ▪ (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.
Strategies:	<ul style="list-style-type: none"> ▪ 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. ▪ 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). ▪ 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. ▪ Continue to develop and refine the scope and sequence in CTF for students in grades 4 - 9 with four priorities, including STEAM, Health and Wellness, Leadership and Service Learning/Activism. ▪ 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. ▪ Be more intentional and transparent to students/parents in the way teachers are integrating STEAM into learning. ▪ Continue to promote and learn about how to integrate the UDL model into classrooms.

(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)

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.

Outcome:	<i>Students, parents and partners are committed to a shared vision for student achievement.</i>
Performance Measure:	<ul style="list-style-type: none"> ▪ (AE) <i>The percentage of teachers and parents who are satisfied with parental involvement in decisions about their child's education, exceeds the provincial average.</i> ▪ (CGCS) <i>Enlistment of at least twenty (20) community partners and alumni in planning engagement activities.</i>
Strategies:	<ul style="list-style-type: none"> ▪ <i>Individual stakeholder engagement with students, parents, staff and community.</i> ▪ <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> ▪ <i>Administration Coffee Chats with the School Council and parents.</i> ▪ <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> ▪ <i>Provide regular, frequent and ongoing opportunities to connect with parents and make learning visible:</i> <ul style="list-style-type: none"> a) <i>Parent Orientation, Parent/Teacher and Student-Led Conferences, Parent/Teacher/Student Interviews (September/December/March)</i> b) <i>Parent/Teacher/Student meetings as needed and requested by parents</i> c) <i>Individual family/teacher meetings for students who have mild/moderate and severe learning needs.</i> d) <i>Weekly overviews from each grade to families that highlight the learning in core subjects, Go Girls and important upcoming dates.</i> e) <i>Monthly updates from the specialist team (PE, Fine Arts, French) that showcase the learning and work from these classes.</i> f) <i>Weekly communiques from the principal that include upcoming events, parent education opportunities and school initiatives.</i> 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> h) <i>Engagement of students, staff, families and the community by participating in celebrations of learning, assemblies and field studies.</i> • <i>The 20-year anniversary of CGCS will be celebrated. This will be an opportunity to bring together the Board, alumni staff/students and current staff/students together to celebrate the impact, growth and success of the school.</i>

(CGCS) Jurisdictional Measure (AE) Alberta Education Measure

BUDGET HIGHLIGHTS FOR 2023-2024

Budget 2023-2024 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, 2023

IMR Expenditure & Capital Plan 2023-2024

The Board of Directors approved its Three-Year Capital Plan in March 2023. The Three-Year Capital Plan can be retrieved at [Important Documents | Calgary Girls Charter School Calgary \(calgarygirlsschool.com\)](https://calgarygirlsschool.com).