CALGARY
GIRLS
CHARTER
SCHOOL

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

Calgary Girls Charter School
2025-2028 School Education Plan
May 2025

MESSAGES

Message from the Board Chair

Calgary Girls Charter School (CGCS) continues to offer a distinctive learning environment dedicated to empowering students to be curious, confident, and engaged. Our school community remains committed to supporting students as they grow into thoughtful, well-rounded citizens with innovative mindsets and respectful attitudes. Through a diverse range of program offerings, including our unique locally developed Go Girls programme, and enriching learning experiences, we cultivate a culture grounded in learning, innovation, compassion, and belonging.

As we move into the next school year, we carry forward the momentum of our 20th anniversary celebrations, reflecting with pride on the achievements of the past and looking ahead with excitement. We continue to celebrate student success, learn from industry leaders, and highlight the meaningful learning taking place throughout our community. At the heart of our work is a steadfast commitment to student wellness and education, which is reflected throughout this Education Plan.

We are also grateful for the ongoing collaboration with our many valued partners including community members, board representatives, school leadership, educators, staff, and families whose input and engagement strengthen our shared mission. As we look to the future, we are inspired by the vibrant culture of CGCS and the continued dedication to excellence in education shown by all those who are part of our community.

Christine Jackson, Board Chair

Message from the Principal

We are excited to begin the 2025–2026 school year with our students and staff continuing to thrive together on one unified campus. This shared space allows us to deepen our collaboration and strengthen a positive, inclusive culture that supports students across grades 4 through 9.

Our school-wide education plan this year continues to focus on advancing student growth and achievement. We remain committed to uplifting the voices of all members of our school community—students, families, staff, and board members—as we grow together.

We look forward to another meaningful year of learning, partnership, and service to our students and their families.

Jenelee Jones, Principal

Creating generations of strong, confident, empowered women.

Accountability Statement

The Education Plan for Calgary Girls Charter School commencing in August 2025 was prepared under the direction of the 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 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 21, 2025.

May 30, 2025
_____   _____
Christine Jackson, Board Chair   Date

Reference: pp. 200 and 239 Funding Manual for School Authorities 2025/26 School Year

Creating generations of strong, confident, empowered women.

SCHOOL PROFILE

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

Grade Configuration: Grade 4 – 9   Lakeview Campus

Student Population: 517
Number of Certificated: 33 (31.4 FTE)
Support Staff: 10 (8.6 FTE)

Unique Features of Our School Include:

- Girls-only learning

- Collaborative learning culture for students and staff

- Go Girls Programme
    - Identity, Expression and Agency, Relationships, Resiliency and Feminism for Everyone, Historical and Futures Thinking

Charter School Goals

- Girls' academic achievement is enhanced in an all-girls learning environment

- Girls' social development and awareness are enhanced in an all-girls learning environment

- The school community is supported through teamwork and collaboration

- Staff is supported in pursuing excellence

Foundation Statements

- **Vision:**   Creating generations of strong, confident, empowered women

- **Mission:** Delivering exceptional learning in a safe environment

- **Values:** Achievement, Integrity, Respect, Courage and Community

Creating generations of strong, confident, empowered women.

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.
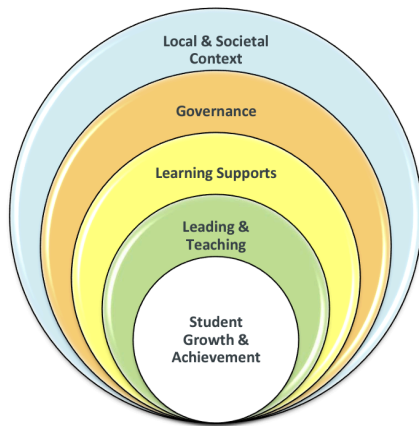
1.1 Assurance Framework Domains
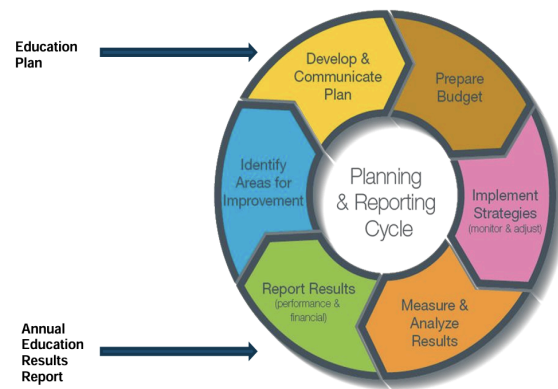
1.2 School Authority Planning & Reporting Cycle

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 Calgary Girls Charter School uses the Assurance Framework in the development of the School Education Plan, consistent with previous years, we anticipate we will continue to revise the plan to enable greatest flexibility and responsiveness in our Calgary Girls Charter School context.

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

Reference: p. 25 to 33 and p. 199 to 214 Funding Manual for School Authorities 2025/26 School Year.

Creating generations of strong, confident, empowered women.

RECENT ACHIEVEMENTS

1) **Focusing Whole-Staff Professional Learning on Inquiry**
   During the 2024-2025 school year, staff engaged in ongoing professional learning led by Cheryl Babin (Alberta Professional Learning Consortium) focused on developing an inquiry framework that supported teaching and learning at CGCS. Through this professional learning, staff have more closely aligned their understanding of what it means to take an inquiry stance toward learning. The use of this inquiry framework has also set us on the path to more consistent vertical and horizontal alignment as a school and has been instrumental in supporting the development of learning experiences that are meaningful for all students, allowing them to connect their learning to the world around them and understand themselves as learners.

2) **Revisioning Learning Commons and addition of Learning Commons Educator:**
   The 2024-2025 school year welcomed a new position of Learning Commons Educator (LCE) to reimagine the Learning Commons (LC) and its resources post-consolidation. This role precipitated creation and approval of a Learning Commons AP and an internal program plan. The space was reconfigured, the collection was extensively weeded and organized by genre. Resource purchases were primarily to modernize and invigorate fiction for middle grade readers. Through the year, circulation nearly doubled from the previous school year. Staff and the LCE participated in collaborative planning and teaching at all grade levels to ensure that staff and students had access to high quality resources to support learning.

3) **Development of a School Wide Framework for Educational Technology:**
   Throughout the 2024-2025 school year, the Technology Committee worked collaboratively to build a technology framework for CGCS. This framework has been designed to assist teachers in evaluating educational technology used to support learning using guiding questions and principles grounded in the core values of CGCS. Moving forward, this framework will support staff when making decisions about technology, including resource allocation, technology use for learning, professional learning opportunities, guest speakers, and field trips. Through the use of the framework, students and staff will experience higher quality experiences that support learning and the development of digital citizenship and digital leadership.

4) **Increased Stakeholder Engagement:**
   Throughout the past school year, we have been actively seeking out and providing opportunities to bring stakeholders into the conversation about programming at CGCS. In addition to regular activities scheduled throughout the year, such as school council events, extra curricular and athletics and/or student-led conferences, parents, students and staff have had opportunities to engage with CGCS in a variety of new ways, in creating positive outcomes for students. Examples include, the inclusive and comprehensive structure of the Charter evaluation with Alberta Education last fall, the addition of *CGCS Reads* programme, the development of a volunteer database, and the formation of the CGCS grant writing team.

Reference: p. 202 Funding Manual for School Authorities 2025/26 School Year

PRIORITY AREAS OF FOCUS

(1) Developing Rich Indigenous Education

In the coming year, we will continue our work with the Indigenous Education Committee, which has been working collaboratively to bring more formalized structures and intentionality to our journey towards reconciliation. As a team, the focus will continue to be on establishing and sustaining relationships with individuals and/or groups from the First Nations, Métis, and Inuit Community. Through these relationships, staff will have the opportunity to connect and collaborate to provide meaningful and authentic learning experiences focused on building theirs and students' foundational knowledge. As a committee, we will also learn from their expertise and knowledge to create an Administrative Procedure that will be used to guide our work moving forward as a school.

(2) Building Community Through Intentional Focus on Learning

In the coming year, we are committed to building a strong sense of community through an intentional focus on learning. This includes mentoring structures that support incoming teachers, fostering collaboration and consistency across classrooms. Providing time for grade teams to co-plan learning that supports alignment and shared instructional goals. Empowering students to take ownership of their learning through student-led conferences and celebrations of learning, where they reflect on and share their growth with peers, families, and other grades. Community learning nights and interactive learning showcases bring families into the learning process, highlight student work and foster engagement across the school. We will also strengthen family partnerships by offering resources and workshops that align with classroom learning, supporting consistent involvement and understanding. These strategies collectively deepen learning, strengthen relationships, and promote a cohesive and inclusive school culture.

(3) Implementing a School Wide Framework for Educational Technology

In the coming year, CGCS staff will be introduced to the Framework for Educational Technology so they are able to use this to inform decision making around programming, technology use, and selection of field studies and guest speakers related to technology. Additionally, staff will be provided opportunities to apply our framework into their inquiry planning to create alignment with our school vision and provide the Technology Committee with feedback about the usability of the framework. The Technology Committee will apply this feedback as they make final iterations to the framework to ensure educational technology at CGCS is aligned with our vision, mission, and guiding principles.

(4) Supporting New Curriculum Implementation

For the 2025-2026 school year, the CGCS New Curriculum Committee, composed of teachers and school administration, will continue to support the implementation of new curriculum. With the new Social Studies curriculum being introduced at CGCS, the committee will utilize provided funds to secure high quality professional learning and resources through the Alberta Professional Learning Consortium. Additionally, teaching teams in grades 4-6 will have access to collaborative planning days where they are able to work together to design inquiry based learning experiences and assessments that are aligned with the new curriculum.

(5) Conducting Research for Improving Student Programming

Following the data collected from various stakeholders, and the recommendations outlined in the Charter evaluation report from last fall, CGCS will construct a strategic plan to be more intentional about conducting research throughout the upcoming 3 - 4 years, and then working to share our research with educational partners and/or the broader community. Working with the senior leadership team and the staff, the development of a strategic plan will assist in securing resources for conducting research, collecting and analysing data relevant to educating girls in modern day and deerining best practice for sharing research with the broader educational community.

(6) Resourcing our Learning Commons

Based on the feedback identified in the school surveys and the *Annual Education Results Report*, the Learning Commons will continue to be a hive for collaboration between and among staff and students. Increased time for collaboration between classroom teachers and Learning Commons Educator will result in opportunities for shared instruction. In the coming year, there will be continued emphasis on evaluating the collection and supplementing resources to support new curriculum, Indigenous content and the updated Go Girls programme. The LCE will evaluate and implement a library skills curriculum that may complement and satisfy Alberta's Program of Study objectives to foster digital literacy, increase information literacy and critical thinking.

Reference: p. 202-205 Funding Manual for School Authorities 2025/26 School Year

ENGAGEMENT

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

▪ *Student Engagement*

  o The student data from the Alberta Education Assurance Survey inform the School Education Plan
  o Student's feedback was shared with staff and Administration
  o Students participated in the Charter School Evaluation process with Alberta Education and the results from the evaluation informed the Education Plan.
  o Information garnered from the engagement process with students will help inform teacher practice and school activities

▪ *Staff Engagement*

  o Staff participated in two *Lunch and Listens*, hosted by Administration and the Superintendent, where they provided feedback and input related to all elements of the school education plan
  o Staff participated in the Charter School Evaluation process with Alberta Education, and the results from the evaluation informed the Education Plan.
  o Professional growth conversations with staff held twice yearly, focused on setting professional goals that are aligned with school priorities

Creating generations of strong, confident, empowered women.

o   Staff participated in a survey focused on gathering input to set the direction of whole school professional learning for the upcoming school year

o   The staff data from the Alberta Education Assurance Survey informs the School Education Plan

▪   *Parent Engagement*

o   The School Council hosted a meeting with the superintendent and the parents to allow for opportunity to participate in an engagement session for school education plan input.

o   A qualitative survey was sent to all parents/guardians in the community for input into the plan

o   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

o   The parent/guardian data from the Alberta Education Assurance Survey inform the School Education Plan

o   Parents participated in the Charter School Evaluation process with Alberta Education, and the results from the evaluation informed the Education Plan.

▪   *Community Engagement*

o   Where needed, in alignment with our goals from the 2024-2027 School Education Plan, community partners engaged in feedback and consultation (Go Girls programme Review, Curriculum implementation plan, Profession Learning, Bussing)

Reference: p. 202 to 205 Funding Manual for School Authorities 2025/26 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. 29 Funding Manual for School Authorities 2025/26 School Year)

Goal: Calgary Girls Charter School students are successful.

Outcome:	*Girls succeed in all curricular areas.*
Performance Measure:	▪ (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.* ▪ *(CGCS) CGCS supplemental survey provided to students, staff and/or families* ▪ *(CGCS) Lexia data collected for students grades 4-9, providing insight and intervention in literacy* ▪ *Result report for Charter School Evaluation conducted by Alberta Education 2024-2025*

Creating generations of strong, confident, empowered women.

Strategies and Plan for Implementation:	▪ *Engage staff in threaded ongoing PL focused on best practices for assessment within an inquiry learning model to ensure vertical and horizontal alignment.*
	    o *Resources: Secure partnership with Alberta Professional Learning Consortium to plan year-long professional learning focused on assessment, set aside a significant proportion of funds to support whole staff professional learning.*
	    o *Monitoring Process: Regular staff surveys to assess impact of professional learning, collection and analysis of evidence of student learning.*
	▪ *Engage staff in professional learning to support the implementation of the new curriculum in Mathematics and Science.*
	    o *Resources: Establish a committee to support and lead new curriculum implementation, provide funds to support grade team planning time, engage in professional learning from APLC to support ongoing learning, purchase student and teacher resources to support new curriculum implementation.*
	    o *Monitoring Process: Regular committee meetings to assess impact of professional learning and resource use, analysis of student learning and PAT data.*
	▪ *Develop, share and implement a Learning Commons program that frames the vision and mission of CGCS.*
	    o *Resources: Secure a Learning Commons Educator to collaborate with staff in classroom planning and instruction, maintain Learning Commons facility, allocate resources toward updating library collection to support student learning needs.*
	    o *Monitoring Process: Conduct research using surveys and circle-groups to discuss the goals of the LC and gather feedback (parents, teachers, students) about its functionality; analysis of circulation data.*
	    o *Professional Learning: Create a network of LCE's to learn from and with, continue to explore professional learning connected to LCE role.*
	▪ *Introduce school owned devices for grade 4 students to ensure equitable access to technology that supports student learning.*
	    o *Resources: Allocate parent fees and school funding toward purchase of hardware and software, allocate time of Director of Technology toward supporting implementation and troubleshooting, continued work of the Technology Committee.*
	    o *Monitoring Process: Gather and analyze evidence of student learning specific to iPad use and teacher feedback related to implementation and use of technology for learning.*
	    o *Professional Learning: Introduction of Technology Framework to staff, provide professional learning focused on technology for learning.*
	▪ *Provide students access to CGCS Reads and peer tutoring to enhance literacy skills under the Supervision of Student Services team.*
	    o *Resources: Maintain and grow parent volunteers to support the program, allocate funds to purchase and maintain leveled reading materials to meet student needs.*

Creating generations of strong, confident, empowered women.

	o *Monitoring Process: Track student progress through the program over the course of the year, use common assessment to determine student growth over time including a correlation between MAZE assessments, Jerry Johns classroom based assessments, and Lexia results.* o *Professional Learning: Prioritize and engage in professional learning for Student Services as related to literacy development to ensure the model of reading of program aligns with current best practices.* ▪ *Facilitate Option program for grades 4 - 5 students to provide opportunities in Computer Science and Engineering, problem solving, musical education, arts education, and French as a second language.* o *Resources: Allocating grants, donations and School Council monies in addition to school allocated funds in support of programming, staff programmes with specialists in each area.* o *Monitoring Process: Regular program evaluation, parent/student surveys to determine program satisfaction.* o *Professional Learning: Provide individual PL monies for staff to develop specific and targeted skills to support CTF, Fine and Performing Arts.* ▪ *Develop a strategic plan for collecting data about programming for girls, which includes identifying topics for research, identifying post-secondary and/or community partners, and developing a timeline.* o *Resources: Monies will be targeted to support the human resource required to develop a plan, secure partnerships, conduct research programs and established timelines.* o *Monitoring Process: Regular meetings with a research coordinator.* o *Professional Learning: N/A*

Outcome:	*Girls develop the skills and confidence to articulate their ideas in support of their learning.*
Performance Measure:	▪ (AE) *The percentage of girls who agree they are safe at school, learning the importance of caring for and respecting others, and are treated fairly at school, exceeds provincial averages.* ▪ *(CGCS) CGCS supplemental survey provided to students, staff and/or families* ▪ *(CGCS) Student and parent engagement*
Strategies and Plan for Implementation:	▪ *Establish intentional cross-grade peer buddy groups that foster mentorship and connect girls with similar learning goals, building confidence and skills in articulating their ideas.* o *Resources: CTF Options focused on leadership and mentorship, continued participation for students in peer mentor and peer tutor programs, human resources allocated to facilitate assemblies and celebrations of student learning, continuation of clubs with cross grade participation.*

	○ *Monitoring Process: Assessment of student participation in cross grade activities, assessment of provincial and local measures that speak to student growth in confidence and learning.* ○ *Professional Learning: NA* ▪ *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.* ○ *Resources: Allocate time to staff to create scope and sequence, allocate funds from grants, donations and School Council monies in addition to school allocated funds to support programing.* ○ *Monitoring Process: Assessment of Go Girls and CTF year plans, analysis of field studies taken throughout the school year.* ○ *Professional Learning: NA* ▪ *Expose students to many opportunities to learn from strong role-models (ie. International Women's Day Conference, guest speakers, access to opportunities in Computer Science and Engineering).* ○ *Resources: Allocate funds from donations and School Council toward International Women's Day Conference, collaboration between School Council Chair and Principal to organize event, allocate staff to supervise event.* ○ *Monitoring Process: Staff and student surveys to assess impact of event.* ○ *Professional Learning: NA*

Outcome:	*Girls develop competence, confidence, and connection through active participation in the life of the school.*
Performance Measure:	▪ (AE) *Percentage of teachers, parents and students who agree that students model the characteristics of active citizenship (participate in and contribute to the life of the school, including extra-curricular opportunities), exceeds provincial averages.* ▪ *(CGCS) CGCS supplemental survey provided to students, staff and/or families* ▪ *(CGCS) Student and parent engagement*
Strategies and Plan for Implementation:	▪ *Continue implementation of the Go Girls programme including regular reflection on the ways participation in this programme supports growth in student confidence, self awareness and understanding.* ○ *Resources: Host guest speakers for students, allocate funds to purchase high quality resources for students focused on developing self-confidence, self-awareness, and understanding.* ○ *Monitoring Process: analysis of student reflections in Go Girls, analysis of parent and student feedback surveys.* ○ *Professional Learning: Facilitate professional learning sessions for staff focused on better understanding of the development of adolescent*

Creating generations of strong, confident, empowered women.

	girls, allocate funds to purchase high quality literature that will support staff in facilitating Go Girls, host staff book club investigating titles focused on the development of adolescent girls.
	▪ *Provide multiple opportunities for students to be school ambassadors to develop leadership and promote authentic opportunities to share their lived experiences.*
	   o *Resources: Designate a staff member to support and mentor student ambassadors, helping them build the skills needed to effectively share their experiences with prospective families and visitors. Schedule tour dates and open house events for the upcoming school year.*
	   o *Monitoring Process: Track attendance at open house events and school tours. Collect informal feedback from attending families to assess the impact and effectiveness of student ambassador involvement. Use photos and social media posts to document ambassador activities and track engagement over time.*
	   o *Professional Learning: NA*
	▪ *Staff will offer a wide variety of multi-aged extra-curricular activities including sports, clubs, leadership and fine and performing arts, to support students' social development through mentorship, practice and modeling (ie. student buddies' system).*
	   o *Resources: Allocate time to staff to create scope and sequence, allocate funds from grants, donations and School Council monies in addition to school allocated funds to support programing.*
	   o *Monitoring Process: Assessment of Go Girls and CTF year plans, analysis of field studies taken throughout the school year.*
	▪ *Create opportunities for whole school activities where students are able to connect to build a greater sense of community.*
	   o *Resources: Allocate time in the schedule for assemblies and community building events that are related to student learning, allocate funds and human resource from School Council in support of events such as the Back to School BBQ and the Winter Snowball, where students and families come together.*
	   o *Monitoring Process: Observation of interactions between students across grades, assessment of surveys of students and families.*
	   o *Professional Learning: NA*
	▪ *Providing students opportunities to engage with parents and other community members to build academic and social confidence (i.e. CGCS Reads, guest speakers, etc…) and increase parent volunteer base.*
	   o *Resources: allocate time in schedule for programs (CGCS Reads), allocate time and human resource for parent information nights/meetings about volunteer opportunities, forge strong relationships with parents through School Council to support increase in parent volunteers.*
	   o *Monitoring Process: analysis of parent volunteer data bank to ensure up to date volunteer information, analysis of data collected from parents at Coffee Talks with Admin, analysis of parent surveys to*

	understand satisfaction with volunteer opportunities, analysis of student surveys to determine growth in academic and social confidence.
	o Professional Learning: NA

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 (pp. 30 Funding Manual for School Authorities 2025/26 School Year)

Goal: Staff is supported in pursuing excellence.

Outcome:	*Each staff member is supported in achieving professional or performance improvement goals.*
Performance Measure:	▪ (AE) *The percentage of teachers reporting professional development is focused, systematic and contributed significantly to their ongoing professional growth, exceeds provincial averages.* ▪ *(CGCS) Staff engagement*

Strategies and Plan for Implementation:	▪ *Goals identified within school-based staff's PGP are expected to be grounded within CGCS' Educational Plan goals and CGCS' Charter, allowing for alignment and consistency of focus across the school.*
	    o *Resources: Allocate personal professional learning funds for each staff member to engage in learning that supports their goals, allocate time for staff to meet 3 times yearly with Administration to review PGPs and reflect on goals.*
	    o *Monitoring Process: assess consistency and alignment through meetings between staff and Admin, assess staff reflection of professional growth and furthered understanding of CGCS Charter and Education Plan Goals.*
	    o *Professional Learning: Access to resources and professional learning sessions that are identified by staff members.*
	▪ *Offer opportunities to access additional professional learning funds to attend sessions that align with charter school goals and the Education Plan, and that would benefit the whole school community.*
	    o *Resources: allocate time for Shared Professional Learning Committee to meet in support of funding professional learning opportunities, provide staff with professional learning funds yearly to support*

	professional learning, allocate time for staff to share their learning with the broader staff.
	o *Monitoring Process: meetings between Admin and staff to reflect on professional learning, analysis of staff PGPs three times yearly and comparison to Education Plan and school goals.*
	o *Professional Learning: NA*
	▪ *Engage in on-going whole staff professional learning that supports common educational goals (i.e. Educational Technology Framework, Assessment, Inquiry) that is targeted and threaded to enhance capacity for supporting learning for girls.*
	o *Resources: Allocate funds toward experts leading professional learning, continuation of Professional Learning Committee, made up of teachers and Admin, to work with professionals in planning and facilitating professional learning, allocate funds to high-quality resources that support development of deeper understanding.*
	o *Monitoring Process: monthly meetings of the Professional Learning Committee and experts leading professional learning, staff surveys to determine effectiveness of professional learning, analysis of learning resources being created.*
	▪ *Implement a comprehensive and purposefully designed onboarding and induction program for new staff, incorporating structured, ongoing mentorship by experienced educators to ensure a strong start, foster professional growth, and promote alignment with the school's values and strategic priorities.*
	o *Resources: allocate time for Learning Leaders to mentor new staff, allocate professional learning monies to support onboarding of new staff, creation of teaching teams that balance new and returning staff.*
	o *Monitoring Process: monthly meetings between Learning Leaders and Admin to strategize the most impactful mentoring opportunities for new staff, meetings between Admin and new teachers to provide opportunities for reflection, analysis of documents (report cards, IPPs, ELL benchmarks, short/medium/long range plans) done by new staff to determine growth in understanding and alignment.*
	o *Professional Learning: provided resources to new staff to support understanding of Go Girls, Inquiry Framework, Technology Framework.*
	▪ *Restructure the Learning Leader team's focus to better align with the school's priorities, with a targeted commitment to strengthening and supporting girls' education across all areas of teaching, learning, and leadership.*
	o *Resources: allocate time for Learning Leader/Admin meetings once every 3 weeks, allocate funds toward yearly Learning Leader stipend, allocate funds toward ongoing professional learning for Learning Leaders focused on effective leadership.*
	o *Monitoring Process: Opportunities for reflection and collaboration at each earning Leader/Admin meeting, analysis of Learning Leader portfolios, analysis of surveys given to staff to identify where there is increased alignment and where further focus is needed, analysis of Learning Leader PGPs.*

Creating generations of strong, confident, empowered women.

<table>
<tr><td></td><td>

- o Professional Learning: Ongoing, threaded professional learning for Learning Leaders through the Charter School Leadership Network, including engagement in a book study, allocate funds toward professional learning focused on enhancing leadership skills for the Learning Leader/Admin team.
- Partner with educational experts, within and beyond the school, in areas of need for threaded professional learning, as identified by the staff.
  - o Resources: Allocate professional learning funds toward securing educational experts, allocate non-instructional time toward professional learning.
  - o Monitoring Process: Use staff surveys to determine areas of need and level of impact of professional learning, meetings with teachers to discuss progress with professional growth plans.
  - o Professional Learning: NA
- Prioritize and invest in staff professional growth by encouraging and supporting staff to attend and present at national and international conferences that directly align with and advance the school's strategic goals.
  - o Resources: Allocate funds toward staff attending and presenting at educational conferences, share information about conferences with staff through Admin weekly communication, allocate time for staff to collaborate.
  - o Monitoring Process: Analyze staff professional learning requests, analyze reflections provided by staff who attend national and international conferences.
  - o Professional Learning: Teacher learning from conferences attended, building capacity of staff by allocating time for staff presentations of learning from conferences.

</td></tr>
</table>

Outcome:	Each staff member is supported and encouraged to engage in academic educational research to improve student learning.
Performance Measure:	- (CGCS) The percentage of staff who consult education research to inform practice and/or perform action research to improve teaching and learning will increase. - (CGCS) staff engagement (ie. lunch and listens, PL committee)

Strategies and Plan for Implementation:	- Prioritize and engage in relevant opportunities to partner with post-secondary institutions to conduct and/or consult research.
	     o Resources: Provide support for selected grades and staff to participate in research opportunities that align with priority areas of focus outlined in this plan.
	     o Monitoring Process: Ongoing meetings with partners in education.
	     o Professional Learning: Learning from the data collected and expertise of partners.

Creating generations of strong, confident, empowered women.

	- *Develop and implement a school-based data collection strategy to generate evidence of the unique academic, social, and emotional benefits of an all-girls educational environment.*
	     o *Resources: Establish a committee to determine areas of focus and identify corresponding data points that focus on benefits of an all-girls educational environment.*
	     o *Monitoring Process: Build a robust collection of evidence that is compiled/synthesized and can then be shared with stakeholders*
	     o *Professional Learning: Learn from data collected to help inform future decisions and identify areas for growth.*
	 - *Coordinate and invite consultant(s) who have knowledge and experience in educational research related to adolescent development in girls to provide guidance around school-wide areas of focus.*
	     o *Resources: allocate resources to secure consultant(s) who can work closely with staff focused on adolescent development in girls.*
	     o *Monitoring Process: collect evidence of impact in the form of student interviews, evidence of learning, and teacher feedback.*
	     o *Professional Learning: ongoing throughout the year*
	 - *Capitalize on opportunities to collect data related to student learning (ie. use of technology, Lexia, PAT results, other areas) and analyze the provided data to inform teaching and learning practices in iterative cycles.*
	     o *Resources: continue subscription to Lexia reading program funded through school funds; implement 1:2 iPad for grades 4 through parent-funding and school funds.*
	     o *Monitoring Process: critically analyze data from Lexia to determine its impact on reading outcome (i.e. more students move from at-risk to grade level; use data from PAT's to determine areas of strength and identify areas for continued growth; collect data through survey and evidence of student learning connected to 1:2 technology implementation .*
	     o *Professional Learning: continue to access professional learning from experts within the building related to Lexia with a focus on using data to inform instruction (including targeted supports).*
	 - *Work closely with Alberta Professional Learning Consortium (APLC) to help guide and support ongoing learning in identified areas.*
	     o *Resources: school-based funds and partnership with APLC*
	     o *Monitoring Process: teacher surveys and analysis of evidence of student learning directly related to professional learning goals (specifically inquiry-based learning and assessment).*
	     o *Professional Learning: ongoing, sustained PL throughout the school year*

Creating generations of strong, confident, empowered women.

ASSURANCE DOMAIN – Learning Supports

Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all students, and the application of these resources to ensure quality teaching and leading and learning for all (pp. 30 Funding Manual for School Authorities 2025/26 School Year)

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

Outcome:	*All members of the school community respect one another's roles and are engaged and contribute to continuous improvement of student learning.*
Performance Measure:	▪ (AE) *The percentage of teachers, parents and students indicating that the school has improved or stayed the same over the last three years.* ▪ (AE) *The percentage of teachers and parents who are satisfied with parental involvement in decisions about their child's education, exceeds provincial average.* ▪ *(CGCS) CGCS supplemental survey provided to families* ▪ *(CGCS) Student, staff and parent engagement*

Strategies and Plan for Implementation:	▪ *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, and focused engagement groups (technology, Go Girls, new curriculum).*
	   o *Resources: Community partners who can help support and facilitate opportunities for parent engagement.*
	   o *Monitoring Process: Evaluate the number of opportunities for engagement against previous years, increase the number of parents, staff and students who participate in stakeholder engagement opportunities.*
	   o *Professional Learning: NA*
	▪ *Provide opportunities for staff to sit on collaborative committees that set the direction for school initiatives and direction (Technology committee, New Curriculum committee, Indigenous Education committee, Superintendent Administrative Procedure Working committee, Grant Writing committee, Lunch and Listen sessions).*
	   o *Resources: Allocate time for collaborative committees to meet.*
	   o *Monitoring Process: Evaluate the number of opportunities for engagement against previous years, increase the number of staff who participate in stakeholder engagement opportunities.*
	   o *Professional Learning: N/A*

Creating generations of strong, confident, empowered women.

Outcome:	*Learners feel well, safe, valued and respected.*
Performance Measure:	(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.* *(CGCS) CGCS supplemental survey provided to families*
Strategies and Plan for Implementation:	*Engage staff in targeted and threaded professional learning, focused on the most effective methods to support the social emotional and academic development for girls.* *Resources: Community partners who have expertise and experience in working with adolescence girls, additional monies to support high quality professional learning.* *Monitoring Process: Develop a strategic annual plan, which highlights the frequency, identifies the supports and allocates targeted funds. Evaluate the quality of the professional learning using teacher feedback surveys after professional learning events.* *Professional Learning: NA* *Provide opportunities for student voice and input in how we create a school that is inclusive (i.e. Student Equity Committee, GSA, Lunch and Listens, where school staff can gather student input).* *Resources: No additional resources required (time)* *Monitoring Process: Evaluate the number of opportunities provided to students in the previous years against the number available in the upcoming year, evaluate the number of students participating in the opportunities.* *Professional Learning: NA* *Provide students opportunities to mentor/be mentored in school wide activities (CGCS Reads, extracurricular clubs/athletics, buddies, multi-age electives, peer mentoring, peer-tutoring).* *Resources: No additional resource required (time)* *Monitoring Process: Evaluate the number of opportunities provided to students in the previous years against the number available in the upcoming year, evaluate the number of students participating in the opportunities.* *Professional Learning: NA*

Outcome:	*Learning is accessible, individualized and challenging.*
Performance Measure:	(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.*

Creating generations of strong, confident, empowered women.

	▪ *(CGCS) CGCS supplemental survey provided to families*

Strategies and Plan for Implementation:	▪ *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.*
	   o *Resources: Maintain and expand access to makerspace tools, robotics kits, 3D printers and digital design software, provide budget for consumable materials and technology upgrades, organize opportunities for guest speakers and field studies related to career-learning.*
	   o *Monitoring Process: Collect samples of student work (e.g., prototypes, design journals, coding projects) for documentation and reflection, gather teacher feedback to evaluate resource needs, instructional impact, and areas for growth.*
	   o *Professional Learning: Provide ongoing training in design thinking frameworks, digital tools, and makerspace technologies, offer coaching or mentorship from staff already experienced in design-based learning, encourage sharing of best practices and showcase sessions.*
	▪ *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).*
	   o *Resources: Coordinate community-based learning experiences and map them across grade levels, allocate budget for transportation, equipment and other associated costs for outdoor and off-campus activities, establish or maintain partnerships with local organizations, such as environmental centers, recreation facilities, or Indigenous Elders and Knowledge Keepers and allocate budget toward this.*
	   o *Monitoring Process: Track participation across grades to ensure equitable access and balanced distribution of experiences, document learning outcomes and curricular connections for each experience, review and revise the scope and sequence annually based on feedback and curricular shifts.*
	   o *Professional Learning: Provide mentorship opportunities for teachers to co-plan or co-lead off-campus experiences, keep up to date training for first aid/CPR and wilderness first course for staff.*
	▪ *Continue to develop and refine the scope and sequence in CTF for students in grades 4 - 9 with four priorities, including Applied Technology and Engineering, Health and Wellness, Leadership and Service Learning/Activism.*
	   o *Resources: Allocate time for collaborative planning among CTF teachers to design cohesive, developmentally appropriate modules across grades, maintain and enhance access to equipment, tools, and learning spaces (e.g., maker spaces, kitchen labs, digital tools, robotics kits), build partnerships with community organizations, local businesses, parents and post-secondary institutions to support career-connected learning experiences.*
	   o *Monitoring Process: Map student participation in each of the four CTF priority areas to ensure balanced exposure and growth in career*

Creating generations of strong, confident, empowered women.

	learning, assess student surveys and reflections to gather feedback on engagement, challenge, and career relevance, track cross-grade continuity and ensure vertical alignment of CTF experiences from Grades 4 through 9, assess teacher feedback to evaluate implementation, identify gaps, and inform refinements to the scope and sequence. o *Professional Learning: Offer mentorship and collaboration opportunities with industry professionals, community leaders, or CTF specialists, support teacher learning around student reflection, and assessment of competencies, encourage sharing of effective practices through internal showcases and collaborative planning days.* ▪ *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.* o *Resources: Allocate instructional time to ensure students in grades 4–5 access a variety of supplementary courses, designate specialist teachers for Second Languages, CTF, and Fine/Performing Arts, ensure access to materials, instruments, technology, and tools to support a wide range of supplementary course offerings, develop clear course descriptions and pathways to guide student and family understanding of offerings (i.e. option selection handbook and information evening).* o *Monitoring Process: Track student enrollment across all supplementary courses by grade and subject area to ensure equitable access and participation, collect student data to evaluate engagement and interest in offered courses, use teacher feedback to assess instructional impact, resource needs, and student readiness in new course areas.* o *Professional Learning: Targeted training or professional learning for teachers taking on new supplementary subjects, create opportunities for teachers to share instructional strategies, performance assessments, and student work samples, encourage exploration of community partnerships or guest facilitators to enhance program richness and relevance.* ▪ *Continued intentionally and transparency to students/parents in the way teachers are integrating Applied Technology and Engineering into learning.* o *Resources: Communicate and highlight the integration of Applied Technology and Engineering at CGCS by using newsletters and social media to showcase how technology and engineering is embedded in the learning, allocate time for teachers to co-plan and align interdisciplinary units with a focus on applied skills and career competencies, provide access to relevant technology, equipment, and software to support meaningful integration (e.g., coding tools, design software, robotics kits).* o *Monitoring Process: Survey students to assess their understanding of the skills they're developing and how they relate to real-world careers, gather parent feedback on their awareness and perceptions of technology and engineering learning in the classroom.*

Creating generations of strong, confident, empowered women.

	o *Professional Learning:* Support teachers in developing interdisciplinary units that align with curricular outcomes and future-ready skills, provide opportunities for staff to collaborate with industry experts or attend sessions on trends in STEM/STEAM education, share best practices and exemplars internally through staff meetings, planning sessions, or whole staff professional learning.

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. (pp. 31 Funding Manual for School Authorities 2025/26 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. (pp. 31 Funding Manual for School Authorities 2025/26 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:	*Students, parents and partners are committed to a shared vision for student achievement.*
Performance Measure:	▪ (AE) *The percentage of teachers and parents who are satisfied with parental involvement in decisions about their child's education, exceeds the provincial average.* ▪ *(CGCS) CGCS supplemental survey provided to staff and families* ▪ *(CGCS) Student, staff and parent engagement circles*

Strategies and Plan for Implementation:	▪ *Create a database identifying parent expertise in the CGCS community, availability of parents to volunteer and make it accessible to teachers.*
	    o *Resources: Computer software to receive and organize data.*
	    o *Monitoring Process: Monthly check-ins with number of volunteers in database.*
	    o *Professional Learning: NA*
	▪ *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)*
	    o *Resources: Dedicated CTF options that provide a variety of opportunities to students, including planning pathways, which emphasizes transitions*

Creating generations of strong, confident, empowered women.

	to careers after high school/post-secondary. Invite guest speakers (parents and non-parents to speak about their careers throughout the year, ie. International Women's Day)
	    o *Monitoring Process: NA*
	    o *Professional Learning: NA*
	▪ *Provide regular, frequent and ongoing opportunities to connect with parents and make learning visible.*
	    o *Resources: Allocate time to weekly communication from the school, as well as the grade groups, opportunities for parents to learn about student programming (ie. student-led conferences, PTS, regular reporting, and learning-celebration nights, provide opportunities to learn about different programmes at CGCS eg. Go Girls)*
	    o *Monitoring Process: Analyze the number of opportunities provided throughout the year and evaluate for increased opportunities/increased quality of opportunities.*
	    o *Professional Learning: Work with community professionals/certificated staff to support parents in professional learning about relevant and specific topics (ie. development of adolescent girl's self-concept in Math, ADHD in girls, etc.).*

FIRST NATIONS, METIS AND INUIT STUDENT SUCCESS

State the information from, page 203

First Nations, Metis and Inuit Student Success is the assessment of strategies implemented to improve the education outcomes for First Nations, Métis and Inuit students. These strategies may be implemented through systemic planning, programming, and individual lessons, overarching units, and individualized support. The assessment of implemented strategies should first consider and support the implementation of recommendations from the Canadian Truth and Reconciliation Commission, and second it should target the systemic educational gap that self-Identified First Nations, Metic and Inuit students face.

Goal: The Calgary Girls Charter School will improve educational outcomes for First Nations, Metis and Inuit students using the Canadian Truth and Reconciliation Commission recommendations.

Outcome:	*First Nations, Métis and Inuit students are successful and there is no longer an educational gap for these students.*

Creating generations of strong, confident, empowered women.

Performance Measure:	▪ (AE) *Percentage of First Nation, Metis and Inuit CGCS students who achieve the Acceptable Standard and Standard of Excellence on Provincial Achievement Tests.* ▪ *(CGCS) CGCS supplemental survey provided to students, staff and/or families* ▪ *(CGCS) Lexia data, focused progress in reading skills*

Strategies and Plan for Implementation:	▪ *Utilize resources created by Indigenous people that embody Indigenous Ways of Knowing 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.*
	    ○ *Resources: Provide funds to support the purchasing of resources created by Indigenous people to be catalogued in the LC where all teachers may access and use.*
	    ○ *Monitoring Process: Track circulation and use of resources; analyze corresponding evidence of student learning.*
	    ○ *Professional Learning: LCE to share with staff new resources that have been added to the LC.*
	▪ *Develop partnerships with Indigenous community members to enhance staff and student understanding and capacity, as a commitment to reconciliation.*
	    ○ *Resources: Allocate instructional time and funding from School Council monies in addition to school funds to support building and sustaining a partnership to a First Nations, Métis and Inuit individual(s) and/or groups to support and guide our journey towards reconciliation.*
	    ○ *Monitoring Process : Evidence of a sustained partnership across grade levels; support with developing guiding documents (AP)*
	    ○ *Professional Learning: Learn from and alongside First Nations, Métis and Inuit individual(s) and/or groups, make learning from across the school visible to help build capacity amongst staff.*
	▪ *Indigenous Education Committee*
	    ○ *Resources: Continue to grow the committee with interested staff members, establish time to meet on a regular basis.*
	    ○ *Monitoring Process: Develop supporting documents that are used across the school to guide journey towards reconciliation within classrooms; organizing and supporting schoolwide learning, events, and professional learning.*
	    ○ *Professional Learning: Learn from and alongside partner(s) from First Nations, Métis and Inuit individual(s) and/or groups; committee to guide learning amongst staff throughout the year.*

BUDGET HIGHLIGHTS FOR 2025-2026

Budget 2025-2026 supports the priority areas for Calgary Girls Charter School. The budget can be retrieved at Important Documents | Calgary Girls Charter School Calgary (calgarygirlsschool.com) after June 20, 2025.

Creating generations of strong, confident, empowered women.

IMR Expenditure & Capital Plan 2025-2026

The Board of Directors approved its Three-Year Capital Plan in May 2025. The Three-Year Capital Plan can be retrieved at [Important Documents | Calgary Girls Charter School Calgary (calgarygirlsschool.com).](calgarygirlsschool.com)