



Authority 0151: Calgary Arts Academy Society



**Annual Education Results Report
2018-2019**

**Three Year Plan
2019/2020 - 2021/2022**

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Message from the Board Chair

CAA Board of Directors supports the United Conservative Party's educational platform enabling students to achieve excellence and maintaining Alberta's legacy of school choice by upholding the established right of parents to choose the education setting best suited for their children including: public, separate, charter, independent, alternative and home education programs.

Our entire Board are members of the advocacy team, committed to ensuring CAA students are provided with the opportunity of continuous Arts Immersion programming for their high school years. We have developed a comprehensive, realistic three year capital plan as well as a detailed class 'D' seven year plan which outlines our vision for student growth and infrastructure support.

Calgary Arts Academy Foundation continues to engage our donors in support of our important work. The priority for Calgary Arts Academy Foundation is funding an outdoor physical activity centre at the Education Centre located on the Youth Campus at Stampede Park.

We look forward to continued collaboration with Alberta Education, ensuring excellence in meeting all accountability outcomes.



Todd Hirsch

Accountability Statement

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Calgary Arts Academy were prepared under the direction of the Board in accordance with its responsibilities under the *Education Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019/2022 on November 19, 2019.

Foundation Statements

Vision

Children and community that value arts and learning!

Mission

Our mission is to provide a collaborative, democratic learning environment, empowering each individual to become self-directed, life-long learners who value community-focused and citizen-based action facilitated through effective communication, collaboration, critical and creative thinking.

Beliefs

1. Children come first!
2. Magic happens when you nurture the whole child: body, mind and spirit.
3. We treat each child as an individual, a person with his or her unique way of learning and doing.
4. We believe that a personalized approach enables each child to get the most out of school.
5. We believe that through Arts Immersion Education combined with a culture created using the four pillars including the Circle of Courage, Developmental Assets, Democratic Discipline and Contract Learning, all students will excel.
6. Current Brain Research including actively participating in Mindfulness activities facilitates student academic performance and well-being.

Calgary Arts Academy Profile

Calgary Arts Academy is a public charter school operating in one elementary campus (K-3) located at 2036 - 20 Avenue S.W., and one middle school campus (4-9) located at 640 - 14 Avenue S.E. in Calgary, Alberta.

Calgary Arts Academy serves students and parents who value education delivered through Arts Immersion, a unique planning and delivery model that begins with five art forms (music, drama, visual art, dance and literary arts) and infuses core curriculum. In order to accomplish this, Calgary Arts Academy hires teachers who are artists in their own right and, in addition, now has 6 full-time artists who work collaboratively with teachers to plan and deliver the Alberta Curriculum.

In addition, Calgary Arts Academy hires short-term contract artists as required.

Calgary Arts Academy is performance based. All performances are original and based on the program of studies. All students participate.

Present student enrolment for 2019/2020 is:

Grade	Count	Grade	Count
Kindergarten	53	Year 4	51
Year 1	52	Year 5	51
Year 2	49	Year 6	52
Year 3	50	Year 7	49
		Year 8	44
		Year 9	49
Total KH	177.5 FTE	Total EC	296 FTE
		Total	473.5 FTE
		Year 1 to 9	447 FTE

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Calgary Arts Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.9	92.0	93.3	89.0	89.0	89.3	Very High	Declined	Good
	Program of Studies	82.4	79.1	82.0	82.2	81.8	81.9	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	88.7	90.1	91.2	90.2	90.0	90.1	High	Declined	Acceptable
	Drop Out Rate	0.0	0.0	0.6	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
	PAT: Acceptable	81.0	77.2	83.5	73.8	73.6	73.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Excellence	21.2	24.7	22.2	20.6	19.9	19.6	High	Maintained	Good
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	88.0	87.5	90.1	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	87.0	88.4	89.4	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	84.5	78.7	83.9	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	79.8	67.4	79.0	81.0	80.3	81.0	High	Maintained	Good

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
 - Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
 - Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 - Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Social Studies 30-1, Social Studies 30-2.
 - Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
 - Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 - 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined Accountability Pillar First Nations, Metis and Inuit Summary

Measure Category	Measure	Calgary Arts Academy Society (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	n/a	*	n/a	5.4	4.8	5.6	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	56.6	53.3	52.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	79.2	51.7	51.7	52.0	*	*	*
	PAT: Excellence	*	*	4.2	6.6	6.7	6.5	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.1	77.1	76.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.0	10.7	10.3	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	24.6	24.4	22.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	37.1	35.9	34.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	34.2	33.0	32.8	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), and Social Studies (Grades 6, 9, 9 KAE).
 - Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
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 - Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 - 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Trends and Issues

Mathematics teaching and learning is prioritized by the province and continues to be a school wide focus area at Calgary Arts Academy.

We are pleased to be able to provide our students and staff with a proven Alberta curriculum based resource called Jump Math. This is an award winning non-profit program that supports staff in becoming proficient in the sequencing of mathematical skills teaching as well as offer skill practice our students need to succeed. Students in Year 1- 9 receive a Jump Math practice book that guides them through structured inquiry that both supports and challenges them.

Professional development is provided for all staff.

Our plan for our mathematics program for K-9 is focused on the following:

- Facilitators ensure that mathematics teaching and learning is rigorous.
- Facilitators ensure a positive mathematics culture.
- Facilitators build clarity and coherence in mathematics instruction and assessment practices.



Partnerships

Alberta Education and Alberta Infrastructure



We thank Alberta Education and Alberta Infrastructure for supporting the renovation of the historic Weston Bakery building, home of our Education Centre at Stampede Park's Youth Campus.

Calgary Arts Academy Adult Choir

The Adult Choir has been in existence for over twenty years, is part of the official Charter document and is named as the official ambassadors for Calgary Arts Academy. The mandate of the Adult Choir is:

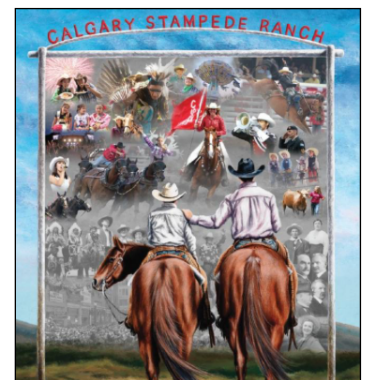
- To support and perform with CAA students
- To perform for Senior Citizens and to inform them about the active involvement of Seniors in CAA programs
- To perform at community functions and promote CAA
- To volunteer a minimum of ten hours per member each year in the school



The Adult Choir has two major performance periods during the year, winter and spring. This year, the Choir performed fifteen times. Two of these performances were joint performances with Calgary Arts Academy students.

Calgary Exhibition and Stampede

Calgary Arts Academy and the Calgary Stampede have worked together discussing and planning the "Youth Campus." In February of 2014, Premiere Allison Redford announced we would be modernizing the Weston Bakery building at Stampede Park. Since this time, Superintendent Dale Erickson and Community Arts Coordinator Janice Nigh have worked diligently with Calgary Stampede officials and Alberta Infrastructure to bring the Youth Campus to life. As a partner on the Youth Campus, Calgary Arts Academy is instrumental in coordinating and facilitating involvement of arts organizations and the local, national and international community, focusing on western heritage and culture, education and the arts.



Calgary Arts Academy Student Care

Since inception, Calgary Arts Academy has had a partnership with a private student-care operator that services Calgary Arts Academy families. The student care program presently serves seventy-five students, providing before and after school care and holiday care. The daycare follows operational expectations provided by Calgary Arts Academy administration.

Calgary Public Library

In the spring of 2014 we began discussions with the Calgary Public Library central branch to forge a new, mutually beneficial partnership. CAA middle school students walk to the new public library to receive instruction in specialized learning spaces, to complete research, to perform, to engage with members of the community and to utilize library resources.

The Calgary Public Library has embraced the CAA community.

Tianjiao International Education Group

Tianjiao International Education is now located in Beijing, China

To date:

- Superintendent spoke about Arts Education - Beijing -2005
- Adult Choir hosted by Beijing Ministry and Tianjiao International -2007
- Calgary Arts Academy staff teach English through the Arts -2009
- Calgary Arts Academy Teachers and Artists teach English -2010
- Adult Choir Tour -2011
- Student Dance Troupe at International Arts Festival -2011
- Calgary Arts Academy Teacher and Artist teach English -2011
- Calgary Arts Academy Teacher and Artist teach English -2018

Partners - Space Usage

Groups that rehearse and/or lease after-school space at Calgary Arts Academy:

- Film Writers' Workshop
- Various Musical Instructors
- Calgary Arts Academy Adult Choir
- Calgary Stampede Show Band

- Various Dance and Theatre Groups
- Various Filming and Photography Organizations
- University of Calgary- Master of Education Course Classroom



Calgary Arts Academy Research Partners

University of Calgary

Calgary Arts Academy is proud to become Research Practice Partners with University of Calgary's Werklund School of Education. We have three research projects through University of Calgary.

1. ***Design for learning through a complexity perspective.*** This research is focused on creating learning environments to support students' construction of their own knowledge and skills, through a game design project-based learning approach.
2. ***Literacy in the Green Room: A Phenomenological Inquiry into what it is like to Experience literacy within a Theatrical Space.*** This study will create a theatrical space in which students will communicate their experience of literacy and learn new ways of approaching literacy learning.
3. ***Social Justice as Citizenship: Understanding Youth Participation in School-Sponsored Student Groups*** The focus of this research is on how youth understand social justice and how young people work within their school social justice and/or citizenship groups to make improvements in their schools, communities, and society more generally.

University of Alberta

We are also excited to become Research Practice Partners with University of Alberta's Department of Educational Psychology along with Suzuki Public Charter school.

1. ***Identifying Formative Instructional and Assessment Strategies for Academic and Personal Excellence: Application of the LEAFF Model in K-6.*** This is a five-year project that explores the relationships between teachers and students within the context of teacher feedback. The Learning Errors and Formative Assessment (LEAFF) model is a learning and assessment model that provides simple and inclusive teaching practices to improve student-teacher engagement.



Summary of Accomplishments

Application for High School Programming

Our jurisdiction has made application to the Minister of Education to begin offering high school programming. This proposal is the result of extensive work by a committee of engaged stakeholders who reviewed school programs globally and determined which practices would best meet the needs of our students. We have high hopes that this proposal will be accepted and we can begin serving high school students in the near future.

School Showcases and Productions

We have enjoyed another very busy year celebrating the arts at Calgary Arts Academy! This document summarizes our involvement in the performing arts for the 2018-2019 school year.

Each year, every student has the opportunity to participate in a production showcasing their learning for parents, family and friends. These performances provide students with an opportunity to demonstrate Arts Immersion as well as demonstrate their 21st century learning competencies including creativity, collaboration, communication, critical thinking and self-confidence.

Blast From the Past Kindergarten & Year One - June 13 and 14, 2019

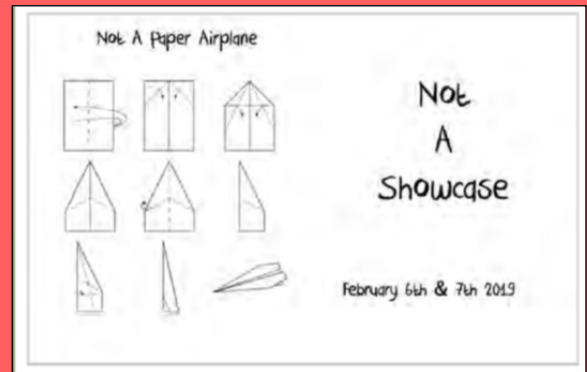
In this production, students are travelling back in time to different time periods like the Stone Age, Ancient Greece, and Ancient Rome. As they travel back in time, they discover a lot of learning about shapes, measurements, and senses.



Not A Showcase

Year 2 & 3 - February 6 & 7, 2019

Year 2/3 students created performance pieces based on curriculum concepts such as fractions, boats and buoyancy, statistics, measurement and diversity. This creative process has challenged us to use our imaginations and "think outside the box"!



Space Case 2019

Year 6/7 - February 13 & 14, 2019

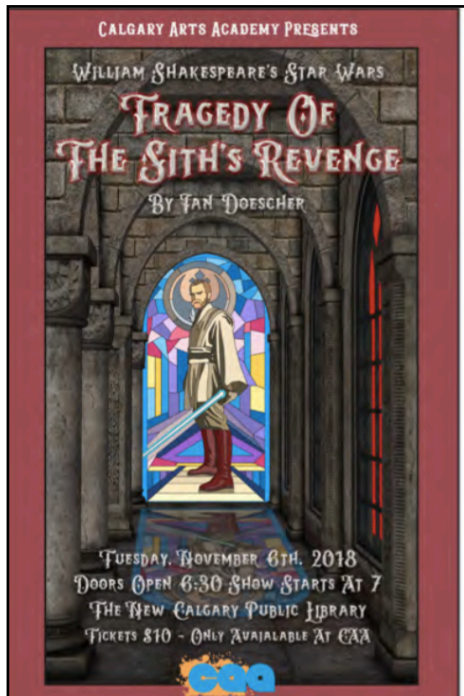
Year 6/7 students worked hard preparing this showcase performance. We presented space meets parody meets musical math meets 10-minute plays meets the Charter of Rights and Freedoms meets futuristic extravaganza! To get ready for our big night, students visited Theatre Calgary and worked with their directorial staff to learn about staging, characterization and memorization. It was a great field trip and Theatre Calgary was so impressed with our pieces that they promised to join us for the show!



The BIG 3 2019

Year 4/5 - June 18, 2019

This year Showcase project we have titled "The BIG 3." This Showcase is of a different nature as we will be setting up a radical installation based art show in Doherty Hall for parents and the school to enjoy. We have been investigating our senses and how installation and site-specific pieces can influence these, specifically our senses of sight, sound, and touch.



William Shakespeare's Star Wars: Tragedy of The Sith's Revenge November 6, 2018

In *The Tragedy of the Sith's Revenge*, Year 8/9 students explored the entire curriculum as actors and directors in this ambitious production. Building on the engagement of the Star Wars universe, they eagerly approached their learning. Through acting, directing and set design, they explored concepts in language arts, social studies, mathematics and science. In their work as directors and producers, Year 9 students learned the principles of taxation, economics and systems of government. Students were also responsible for much of the design of the production, which is based on the art and influences of the Renaissance. Year 8 students were the performers and are also explored math and science outcomes through creating an original 3-D projected mapping onto student constructed sets that were featured in the play.

Le Mirage

Year 8/9 Showcase
written and performed by students

Vertigo Theatre
April 17 and 18, 2019



Le Mirage

Year 8 & 9 - April 17 & 18, 2019

The Mirage resides between worlds. In one world there is fear and the horrors of war and in another reality, a place of wonder and hope. This year's production at Vertigo Theatre took place in an abandoned cinema, *The Mirage*, in France during the final days of the Second World War. Here a story of hope and the resilience of the human spirit was told through the history of film as one child realizes that within themselves, lies the key to their salvation. *The Mirage* moved and inspired the audience and took them on a journey to where we discovered the best about ourselves during the worst of times.

This year's winter celebration at the Southern Alberta Jubilee Auditorium was a sold-out audience of family and friends who were treated to a variety of curriculum-based performances. All students Kindergarten to Year 9, plus the Adult Choir, performed.



Year 4/5 students design the sets for their Jubilee



 **Calgary Arts Academy** @CalgaryArtsAcad · 17s

Students were thrilled when @arkellsmusic surprised us by joining our performance of "People's Champ" for @CBCMusic broadcast. @Mayor_Nenshi provided us with inspirational words, and @MusiCounts made it all happen! Thanks everyone for your support of CAA and music in education!



**Class of 2019
Year 9 Graduation
June 7, 2019 - Boyce Theatre**

Year 9 students participated in graduation ceremonies on June 7, 2019 at Boyce Theatre at Stampede Park.

Music Programming

Calgary Arts Academy has a thriving Music Program. Our Kindergarten to Year 5 students participate in a developmentally appropriate music program that develops choral and instrumentation skills. Year 6 to 9 students continue to participate in a mandatory music program that is specialized. Specific areas of choice for students are Concert Band, Rock Band, Choral Ensemble, Guitar, and Strings (Violin and Cello.)

Community Trips 2018-2019

Kindergarten

Alberta Theatre Projects
Calgary Stampede
Crux Climbing
Jubilations Theatre
Calgary Zoo
Telus Spark

Year 1

Alberta Theatre Projects
Jubilations Theatre
Ann & Sandy Cross Conservation Area
Crux Climbing
Telus Spark
Calgary Public Library
Calgary Zoo
Crux Climbing Centre

Year 2/3

Jubilations Theatre
Calgary Stampede- Aggie Days
St. Patrick's Island
Heritage Park
Calgary Zoo
Alberta Theatre Projects
Earth Science for Society Exhibition
Glenbow Museum
Crux Climbing-
Alien Inline Skating
Kamp Kiwanis

Year 4/5

Glenbow Museum
Kamp Kiwanis- Year 4
Crux Climbing
MRU Bella Theatre
Boyce Theatre
Telus Spark
Jubilee Auditorium
Vertigo Theatre
Alien Inline Skating

Year 6/7

Vertigo Theatre
Crux Climbing
Alberta Dance Theatre
St. Patrick's Island
Blackfoot Crossing
Theatre Calgary
Murdock Manor Senior Centre
Journey 2020
Alien Inline Skating

Year 8/9

Blackfoot Crossing
Vertigo Theatre
Alberta Courthouse - Year 9
St. Patrick's Island
Glenbow Museum
Alien Inline Skating
Crux Climbing
Observatory
Boyce Theatre
Jubilee Auditorium

Charter Goal One:

Students demonstrate superior language and communication skills through Arts Immersion learning.

Performance Measures	Results (in percentages)					Target*	Targets		
	2015	2016	2017	2018	2019	2019	2020	2021	2022
Year 6 PAT: Excellence	35.2	42.6	21.6	30.6	34.0	30.6	35	35	35
Year 9 PAT: Excellence	27.7	37.0	24.5	38.1	23.8	38.1	35	35	35
Percentage of students in Year 4-9 that report participation in enriched learning activities as part of the learning contracts in Language Arts	N/A	82	92.0	95.0	93.0	90	95	95	95

Existing Strategies:

1. Encourage and celebrate when students publish work
2. Multi-aged reading opportunities
3. CAA daily reading expectation
4. All artists and teachers focus on the editing process
5. Continue monitored home reading program K-9
6. Year K-5 focus on balanced literacy instruction
7. Continuing to identify and support our Early Reading Intervention program for K-3 students and Reading Recovery programming for 4-9 students
8. Ensure our dedicated reading support staff have the training and resources needed to provide consistency for students
9. Focus on Literacy through cross-disciplinary exploration of curriculum

Comments: We continue to be pleased with results on this measure, particularly the strong increase in both our Year 6 and 9 results. We would also like to acknowledge that the students have participated in enrichment projects that connect to the learning contract. We believe that our knowledge of differentiation is sound.

Charter Goal Two:

Year 9 students achieving the Standard of Excellence in Math, Science and Social Studies will demonstrate growth.

Outcome: Percentage of students achieving the Standard of Excellence will demonstrate growth.

Performance Measures	Results (in percentages)					Target*	Targets			
	2015	2016	2017	2018	2019	2019	2020	2021	2022	
Science PAT: Excellence	27.7	15.2	32.1	31.0	26.2	30	30	30	30	
Social Studies PAT: Excellence	17.0	19.6	18.9	4.8	35.7	12	35	35	35	
Math PAT: Excellence	8.5	13.0	15.1	9.5	11.9	12	14	16	16	
Percentage of students in Year 4-9 that report participation in enriched learning activities as part of the learning contracts in Math, Science and Social Studies	N/A	82	94	95	93	90	95	95	95	

Existing Strategies:

1. Teacher mentoring
2. Focus on the appropriate terminology of the subject
3. Provision for enrichment opportunities on learning contracts
4. Focus on continuity amongst divisions
5. Teacher and Artists work collaboratively to provide 'enrichment' opportunities for students
6. Identify and provide students with test writing strategies
7. Focus on cross-curricular 'Arts Immersion' instruction
8. Provision of experiential education opportunities
9. Professional development focusing on assessment particularly in mathematics
10. Increased emphasis on field trips and guest speakers related to math, science and social studies

New Strategies:

11. Increased instructional time for mathematics practice
12. Focus on differentiation and small group instruction
13. Increase specific feedback and guidance to students
14. Mindfulness practice for positive mathematics culture
15. School wide mathematics focus to increase professional knowledge and skill
16. Access the Jump Math program for student and staff learning

Comments: In Mathematics it is clear that students had difficulty with mental computations and basic foundations. We have started our year with assessing our program and ensuring we provide a balance between basic facts and foundational operations of mathematics. This will continue to be an area of focus.

Charter Goal Three:

To ensure all artists and teachers participate in and facilitate Cross-Curricular Arts Immersion learning.

Outcome: Students will benefit from an increased focus on the provision of Cross-Curricular Arts Immersion teaching and learning.

Performance Measures	Results (in percentages)			Target*	Targets		
	2017	2018	2019	2019	2020	2021	2022
Percentage of students that report they participate in and facilitate Cross Curricular Arts Immersion learning at least 80% of their learning time.	98	85	87	80	90	95	95
Percentage of teaching facilitators that report they participate in and facilitate Cross Curricular Arts Immersion teaching and learning at least 80% of their learning time.	91	97	85	98	90	90	100

Existing Strategies:

1. Scheduled collaborative planning time for teachers and artists
2. School Administration to participate in Arts Immersion planning sessions
3. School Administration to approve all learning contracts for Cross-Curricular Arts Immersion learning activities
4. Planning teams to submit planning meeting minutes to administration
5. Promoting cross-curricular planning at all levels
6. Teaching teams will share examples of best practice at professional development
7. Addition of Design Thinking to Arts Immersion strategies
8. Artists will join teams on rotating basis from K-9 to ensure equity of specialized art forms for all students

Charter Goal Four:

Improve teaching and learning opportunities through enhancing technology.

Outcome: Students and Teachers will report that they've completed meaningful technological projects.

Performance Measures	Results (in percentages)					Target*	Targets		
	2015	2016	2017	2018	2019	2019	2020	2021	2022
Percentage of students that report completion of meaningful technological projects relating to core classes.	100	100	98	91	92	100	100	100	100
Percentage of teaching facilitators that report their students have completed meaningful technological projects related to the core subjects they study.	85	86	86	88	96	90	95	95	95

Existing Strategies:

1. Continue to access grants and alternative funding sources to finance technological purchases
2. Implementation of iPads as documentation, editing, and research tools
3. Dedicated servers for wikis, student blogs, etc.
4. Ensure digital citizenship education
5. Provide Professional Development in technology

Comments: We are clearly pleased by the use of technology to complete meaningful learning in our core subjects. We continue to strive to utilize technology to improve learning outcomes for our students. We focus on the SAMR model to ensure we are using technology in meaningful ways.

Provincial Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	86.4	91.3	82.0	77.2	81.0	85.0	High	Maintained	Good	83.0	85.0	87.9
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	24.3	24.3	17.5	24.7	21.2	26.0	High	Maintained	Good	23.0	24.0	25.0

Comment on Results:

We are pleased to see growth in the standard of excellence. We are also pleased that overall our students do well. We believe it is related to an explicit attempt to ensure students and parents are aware of the specific skills that are being developed in each subject area through our learning contracts. Our school-wide area for academic growth is mathematics.

Strategies:

1. Focus on cross-curricular examination of curriculum
2. Look for opportunities for generative learning experiences
3. Provide time for students to engage in self-directed study
4. Strive for high-levels of student engagement
5. Provide optional locally designed courses that meet students interests
6. Make application to deliver High School Programming
7. Ensure explicit connection of learning to the curriculum

New strategies:

8. School-wide analysis of existing mathematics program and development of research based

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Provincial Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	100	n/a	n/a	n/a	100	100	100
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	0.0	n/a	n/a	n/a	0.0	0.0	0.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.5	0.0	1.9	0.0	0.0	75	Very High	Maintained	Excellent	75	75	75
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	70	n/a	n/a	n/a	70	70	70
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	80	n/a	n/a	n/a	80	80	80

Comment on Results

Although we do not currently offer high school programming, we believe we can have a significant impact on students' attitudes toward and feelings about school. We strive to have on-going positive impact on our graduates. We have weekly visits from graduated students (High School and University) and many who come back to volunteer.

Strategies

1. To continue to focus on the four pillars: Circle of Courage, Developmental Assets, Democratic Discipline and Contract Learning
2. To ensure students graduating in Year 9 are self motivated learners and spirited citizens

Notes:

- 1.Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 2.Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 3.Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
- 4.Agregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- 5.Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- 6.Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 7.Weightings of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 8.Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 9.2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Provincial Outcome One:

Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	91.1	90.7	89.0	88.4	87.0	90.0	Very High	Maintained	Excellent	90.0	90.0	90.0

Comment on Results

We are pleased with the growth in this category and believe we are helping to ensure graduates model active citizenship throughout their lifetimes.

Strategies

1. Improve communication with parents through providing information regarding what active citizenship / spirited citizenship means at Calgary Arts Academy
2. Provide on-going parent-professional development evenings
3. Improve communication through sharing information in newsletters and on our website, including information on our pillars
4. Host four parent/teacher conference sessions per school year
5. Increase the level of reporting on citizenships on each of the three reporting periods

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Provincial Outcome Two:

First Nations, Métis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.2	*	*	*	*	82.0	*	*	*	83	84	84
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.2	*	*	*	*	7.0	*	*	*	7	8	9
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Strategies

1. Use of the Circle of Courage as a fundamental pillar to our school
2. Engagement with Treaty 7 Leaders to discuss and understand student needs and wants
3. Maintain Downie Wenjack Legacy Schools designation to build cultural understanding and create a path to further reconciliation.
4. Use of varied cultural presentations and community resources
5. Continue annual celebration of Indigenous Peoples Day K-9 on June 21st

Notes:

- 1.Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 2.Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 3.Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- 4.Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 5.Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- 6.Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- 7.Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 8.Weightings of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Provincial Outcome Two:

Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	100	n/a	n/a	n/a	100	100	100
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	n/a	n/a	*	*	0	*	*	*	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	70	n/a	n/a	n/a	70	70	70
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	70	n/a	n/a	n/a	70	70	70
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	80	n/a	n/a	n/a	80	80	80

Strategies

1. Use of the Circle of Courage as a fundamental pillar to our school
2. Engagement with Treaty 7 Leaders to discuss and understand student needs and wants
3. Maintain Downie Wenjack Legacy School designation to build cultural understanding and create a path to further reconciliation.
4. Use of varied cultural presentations and community resources
5. Continue annual celebration of Indigenous Peoples Day K-9 on June 21st

Authorities with no or very few self-identified FNMI students should refer to strategies related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Provincial Outcome Three:

Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	81.2	84.6	82.4	79.1	82.4	83.0	Very High	Maintained	Excellent	84.0	85.0	86.0

Strategies

1. Hiring a 0.5 FTE Physical Education Instructor at the K-3 elementary campus
2. Learning Contracts have been redesigned to ensure communication and ownership of Arts Immersion and the Program of Studies
3. Ensuring communication of fine arts, career, technology, and health and physical education through our website and newsletters
4. Improve teaching and learning opportunities through enhancing technology such as including professional development in current creative software i.e. Adobe Suite to use with students.
5. Students in the middle school will become proficient in the online portfolio (Charter Goal Four)

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Provincial Outcome Four:

Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	93.9	95.2	92.6	92.0	90.9	92.0	Very High	Declined	Good	93.0	94.0	95.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.5	93.4	90.0	90.1	88.7	90.0	High	Declined	Acceptable	92.0	93.0	94.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	88.5	91.7	91.2	87.5	88.0	90.0	Very High	Maintained	Excellent	92.0	93.0	94.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	61.8	63.3	63.4	62.1	69.6	72.0	n/a	n/a	n/a	73.0	74.0	75.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.0	86.8	86.3	78.7	84.5	86.0	Very High	Maintained	Excellent	87.0	88.0	89.0
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	90.0	91.9	77.8	67.4	79.8	82.0	High	Maintained	Good	84.0	85.0	86.0

Strategies

1. A focus on parent engagement throughout the year surveys and meetings
2. Provide parent information workshops through CAA School Council
3. Implement a new online portfolio tool (FreshGrade) for students, parents and staff to promote effective assessment and communication tool
4. Learning contracts ensure communication and ownership of the Program of Studies
5. Intentional hiring and team structures the reflect the benefits of teaching and learning in our purpose built facility
6. Continue to engage parents regarding our transition to Youth Campus
7. Provide research based "Best Practices" information and discussion through Professional Development

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Summary of Financial Results

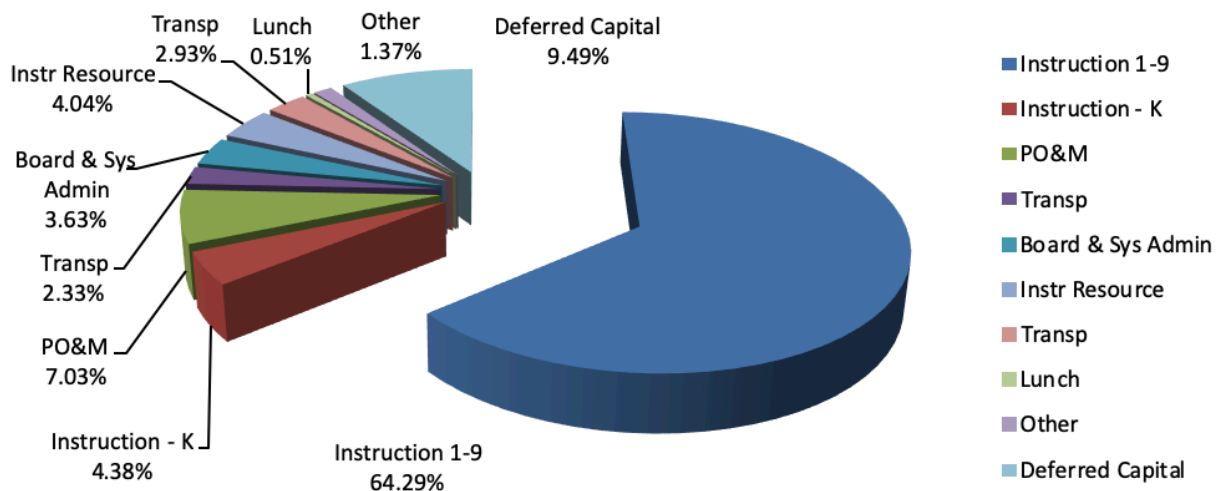
Additional information on Calgary Arts Academy financial statements and related schedules can be found on our website at www.caaschool.com, by clicking on the links below or by contacting the Secretary Treasurer or Superintendent through the school office at (403) 532-3020.

Calgary Arts Academy AFS information: [Audited Financial Statements 2018-2019](#)

Provincial roll up of AFS information: <https://www.alberta.ca/k-12-education-financial-statements.aspx>

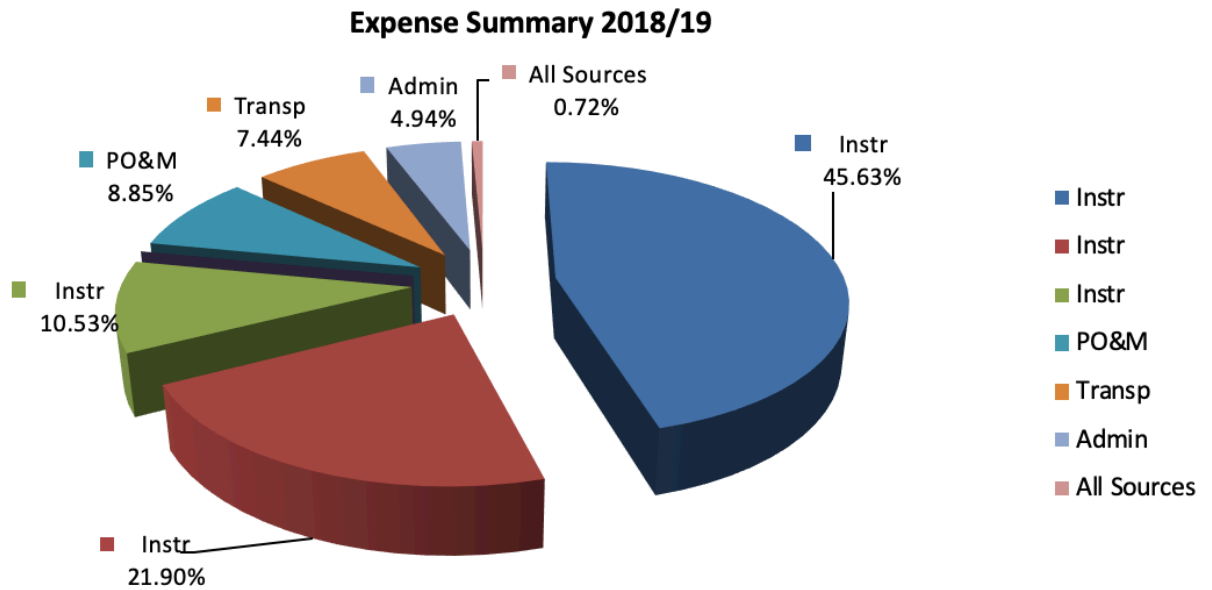
2018/19 Revenue Summary

		2018/19	Percent	2017/18	Percent
Alberta Education		Total	Of Total	Total	Of Total
AB Ed -	Instruction 1-9	\$3,430,058	64.29%	\$3,568,950	96.11%
AB Ed	Instruction - K	\$233,663	4.38%	\$215,033	108.66%
AB Ed	PO&M	\$375,258	7.03%	\$394,126	95.21%
AB Ed -	Transp	\$124,074	2.33%	\$133,956	92.62%
AB Ed -	Board & Sys Admin	\$193,501	3.63%	\$190,065	101.81%
Fees					
Fees	Instr Resource	\$215,451	4.04%	\$266,571	80.82%
Fees	Transp	\$156,349	2.93%	\$164,222	95.21%
Fees	Lunch	\$27,065	0.51%	\$24,417	110.84%
Other Revenue	Other	\$73,292	1.37%	\$44,675	164.06%
Other Revenue	Deferred Capital	\$506,395	9.49%	\$516,564	98.03%
Sub-Total other revenue					
Total		\$5,335,106	100.00%	\$5,518,579	96.68%



Summary of Financial Results - continued

2018/19 Expense Summary					
		2018/19	Percentage	2017/18	Percentage
Certificated Salaries & Benefits	Instr	\$ 2,289,700	43.49%	\$ 2,097,408	109.17%
Non- Cert Salaries & Benefits	Instr	\$ 923,468	17.54%	\$ 1,210,915	76.26%
Services, Contracts & Supplies	Instr	\$ 413,050	7.84%	\$ 549,067	75.23%
PO&M	PO&M	\$ 443,604	8.43%	\$ 442,404	100.27%
Transportation	Transp	\$ 355,695	6.76%	\$ 351,014	101.33%
Board Gov & Sys Admin	Admin	\$ 286,681	5.44%	\$ 261,979	109.43%
Amortization of Capital Assets	All Sources	\$ 552,940	10.50%	\$ 557,331	99.21%
		\$ 5,265,138	100.00%	\$ 5,470,118	96.25%

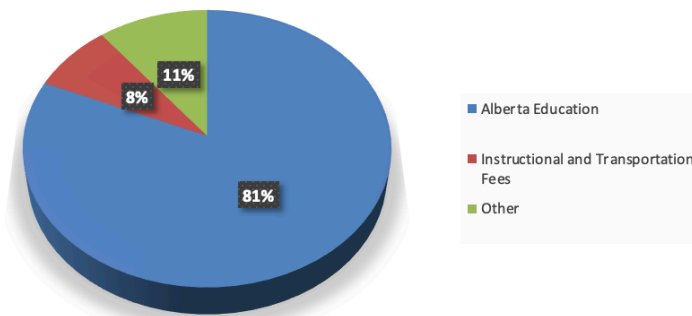


Budget Summary

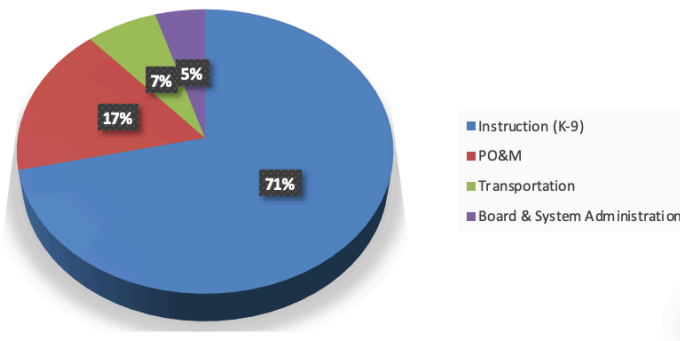
Calgary Arts Academy Budget Information: [Calgary Arts Academy's Budget for 2019/2020](#)

Summary of the Approved Update to the Budget for the 2019/2020 school year		
Budgeted Revenue by Source	Final Budget	% of Budget
Alberta Education	\$ 4,290,210	82%
Instructional and Transportation Fees	\$ 416,905	8%
Other	\$ 556,700	11%
	\$ 5,263,815	100%
Budgeted Expense by Source	Final Budget	% of Budget
Instruction (K-9)	\$ 3,848,777	71%
PO&M	\$ 924,141	17%
Transportation	\$ 363,294	7%
Board & System Administration	\$ 253,867	5%
	\$ 5,390,079	100%
Budgeted (Deficit)	\$ (126,264)	

2019/20 Revenue Summary (Budgeted)



2019/20 Expense Summary (Budgeted)



Capital Plan Summary

Step 1 - Approval for High School Program

Step 2 - Short-term space located in the Sweetgrass Lodge that accommodates up to 60 adults will be retro-fitted to offer a high school program. This facility is owned by the Calgary Stampede Foundation and Treaty Seven. There are existing facilities (washrooms, showers, kitchen etc.) that we will be able to use (dependent on availability.)

The classroom space requires the addition of electrical, finishing of drywall and furniture to become useable space. This space will accommodate high school students for at least two years.

Step 3 - The CS has identified one city block of land directly west of our current Education Centre for future infrastructure expansion. We would be required to complete planning with Alberta Education and Alberta Infrastructure to build some type of facility that will house 200 middle school students. This will enable our current education centre to become the Year 8/9 and High School facility for Calgary Arts Academy.

Step 4 - Planning for future growth, increasing enrollment from 50 to 100 students per grade level, K-12.

Please refer to:

the High School Application (available to Government upon request,)

the [Three Year Capital Plan submission](#), and

the [Class 'D' Capital Plan Report](#).



Parental Involvement

1. Achievement Tests, The Three Year Plan and Annual School report have been reviewed with School Council.
2. All parents had the opportunity to complete school surveys regarding all school goals on the Three Year Plan. This information has been used to modify and determine new school goals.
3. The School Council Chair attends the Calgary Arts Academy Society Board Meetings. As such, they represent our stakeholders.
4. School Council Chair and Vice Chair meet with school administration monthly to discuss School Council and school initiatives and objectives.
5. Administration regularly presents at parent professional development activities.
6. Volunteer activities and expertise in numerous capacities over the year.

Communication Plan

Goal

1. To share our effective practices and innovative approach to Arts Immersion education for the benefit of Alberta's education system. Calgary Arts Academy Public Charter School Board and staff members are strongly committed to establishing and maintaining open, direct, information and formal communication processes with the school community and with external stakeholders and partners.
2. To update our current web-site and social media presence.

Rationale

The purpose of the communications plan is to:

- Identify communications objectives
- Create a clear and consistent messaging for the School
- Ensure various audiences can access information quickly and easily
- Optimize use of the School's communications resources
- Establish protocols that can be implemented regardless of changes in staff
- Provide information about Calgary Arts Academy
- Share innovation and effective practices

Audiences

- *Prospective students/families*
- *Current Parents.*
- *Current Students*
- *Other school jurisdictions*
- *Post-Secondary Educational Institutions*
- *Political leaders*
- *Arts Organizations*
- *Donors*

Communication Plan - continued

Key Messages

- CAA teaches the Alberta curriculum through Arts Immersion
- We are a unique, progressive school
- CAA is grounded in solid foundational statements and engaged in innovative practice
- CAA is an inclusive and transparent organization
- CAA has strong staff, administrative team, board of directors and foundation
- CAA is an active participant in research

Action Plan

- Post information to the website: www.caaschool.com
- Publish a monthly newsletter
- Present information / provide professional development opportunities at School Council meetings, public gatherings and Board meetings
- Publish documents including School Handbook, Three-Year Education plan, Annual Education Results Report, Transportation Handbook and a Policy Manual
- Provide parent professional development sessions three times per year
- Active participation and leadership in The Alberta Association of Public Charter Schools (TAAPCS)
- engage in networking and partnerships with post-secondary institutions such as the Partner Research Schools with the U of C, Mount Royal University, U of A
- Present sessions at the Alberta Association of Public Charter Schools Conferences
- Host school tours for prospective parents and interested organizations and community
- Host other school jurisdictions for tours and workshops by request
- Invite targeted public to attend our annual winter celebration, Vertigo Theatre production and other prominent student performances
- Host the annual receptions held at the Vertigo Theatre performance and the annual winter celebration held at the Jubilee Auditorium
- Share "Our Story", produced in conjunction with Story Engine on the website and at public events
- Host community events such as our annual community pancake breakfast
- Send representatives as presenters and attendees to conferences such as the National Arts Educators Association (NAEA) Conference on an annual basis
- Collaborate and support the official ambassadors of the school, Calgary Arts Academy Adult Choir
- Participate with research initiatives with The Alberta Association of Public Charter Schools (TAAPCS)
- Foster positive relationships with the media
- Support the work of the Advocacy Committee (CAA Society Board of Directors).
- Continue to communicate and collaborate with the Calgary Board of Education, and invite representatives to functions
- Participate in Curriculum Development Protocol Initiative and attend functions as invited
- Continue to nurture existing partnerships and move forward with developing significant operational partnerships required for our Education Centre at Stampede Park's Youth Campus
- Dedicated a 0.4 FTE Foundation/Community Arts Coordinator
- Establish a foundation that will communicate with business and community at large to provide opportunities to financially support arts education
- Work collaboratively with Calgary Stampede to create shared vision for the Youth Campus
- The Youth Campus vision opens the innovations of Calgary Arts Academy to the local, provincial, national and international communities

Calgary Arts Academy Average Class Size Report 2018/2019

The Annual Class Size Report is posted at [www.caaschool.com / About Us / Accountability / Class Size information 2018/2019](http://www.caaschool.com/AboutUs/Accountability/ClassSizeInformation2018/2019):

http://www.caaschool.com/download/class_size_information/Class%20Size%20Information%202018%20-%202019.pdf

Whistleblower Protection

Calgary Arts Academy's procedure can be found on our website under About Us / CAAS Board/ Policy Manual (see "CAA Public Interest Disclosure Administrative Procedure September 1, 2014".)

Calgary Arts Academy did not receive any disclosures pursuant to Section 32 of the Public Interest Disclosure Act (2013) during the 2018-2019 school terms.

Timelines and Communication

This report is posted to [www.caaschool.com / About Us / Accountability / Annual Education Results & Three Year Plan](http://www.caaschool.com/AboutUs/Accountability/AnnualEducationResults&ThreeYearPlan)

Zone Director notified on December 20, 2019.