

Calgary Arts Academy



EDUCATION PLAN
2007 – 2010

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

Table of Contents


I.	MESSAGE FROM BOARD CHAIR	3
II.	ACCOUNTABILITY STATEMENT	3
III.	PLANNING PROCESS	4
IV.	VISION, MISSION	5
V.	PROFILE	5
VI.	GOALS, OUTCOMES, MEASURES, TARGETS AND STRATEGIES	7
VII.	CALGARY ARTS ACADEMY SOCIETY BOARD PRIORITIES	20
VIII.	CAPITAL PLAN HIGHLIGHTS	26
IX.	BUDGET HIGHLIGHTS	27
X.	COMMUNICATION PLAN	28

Calgary Arts Academy
Three Year Education Plan 2007 - 2010

I. MESSAGE FROM THE BOARD CHAIR

The Board of the Calgary Arts Academy Society is committed to ensuring a quality, accessible, Arts Immersion Education program for our students' development as learners and spirited citizens. The Board is further committed to partnerships with our community to advance the work outlined in this plan.

The Three-Year Education Plan identifies the way in which our commitments will be implemented and aligned with provincial goals and priorities. The Plan forms the basis of the Calgary Arts Academy Society's accountability to the population it serves. More information about this plan may be obtained by contacting the school (403) 532-3020 or accessing the website: www.calgaryartsacademy.com



Patricia M. Cavill
Chair, Board of Directors
Calgary Arts Academy Society

II. ACCOUNTABILITY STATEMENT

The Education Plan for the Calgary Arts Academy for the three years commencing September 1, 2007, was prepared under the direction of the Charter Board in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, Alberta Education Policy 2.1.1 ("Accountability in Education: School Authority Accountability") and the provincial government's accounting policies. The Education Plan was developed in the context of the provincial government's business and fiscal plans. The Charter Board is committed to achieving the results laid out in this plan.



Patrick Maguire, Superintendent



Patricia M. Cavill, Board Chair

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

III. PLANNING PROCESS

The Education Plan outlines the goals, strategies, measures and outcomes for continuous improvement at the Calgary Arts Academy & Research Centre. The planning process is ongoing throughout the year and this document captures a snapshot description of the process and anticipated outcomes and results.

Input and feedback from the Board of Directors, principal and school staff, superintendent, secretary-treasurer and school council representatives were incorporated to enhance and refine the continuous 3-year Education Plan first generated during the 2003-04 school year.

The work in the preparation of this document was informed by:

- The Charter document approved by Alberta Education
- The Guide to Charter School Education Planning and Results Reporting
- Alberta Education's current Business Plan
- The priorities of the Calgary Arts Academy Society Board
- Feedback from Alberta Education representatives and prior year results
- Ongoing monitoring of input from stakeholders including the School Council
- Recommendations from the Charter School Review Report, April, 2006

The planning process is intended to be transparent, inclusive and participatory. A key factor of accountability in the process is open communication with parents, community, government and other interested parties. Copies of the completed plan will be available as of June 22, 2007, and may be obtained from the school by calling (403) 532-3020, or accessing the document from the website at: www.calgaryartsacademy.com. The Plan will be reviewed again with the School Council at its first meeting in the fall of 2007.

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

IV. CALGARY ARTS ACADEMY VISION AND MISSION

Vision

Students and community who value arts and learning.

Mission

Calgary Arts Academy and Research Centre will be an innovative school that engages students through Arts Immersion and research to become confident learners and spirited citizens.

V. CALGARY ARTS ACADEMY PROFILE

The Calgary Arts Academy serves students from all quadrants of the city. The school is located at the former Glenmeadows Elementary School site in the residential district of Glamorgan in south-west Calgary. Our school community is comprised of students with an interest and need to learn through the arts. The school anticipates an enrollment up to 325 students in Year 1- 9 and 17 full time equivalent Kindergarten students for a projected total of 342 for 2007 - 2008. The school adheres to the Alberta Commission on Learning guidelines for class sizes. However, a unique aspect of our school is the inclusion of artists and support personnel who work collaboratively with teachers in planning and delivering programs for students.

Students are provided with instruction in all elements of the mandated Alberta Curriculum at all grade levels. The curriculum is delivered through Arts Immersion so that all concepts being presented begin with an art form as the foundation of learning. Artists and Educational Assistant/Artists work directly with teachers to plan and deliver the curriculum for students. Students receive instruction in at least three art forms (art, music, dance, visual or literary arts) each day. Student performances at regularly scheduled school assemblies or public performances for parents and community are curriculum based and strive to demonstrate learning of concepts from the various subject areas. The philosophical bases for learning are centered on concepts defined in the Circle of Courage, Democratic Discipline, Developmental Assets and Brain Theory, all of which are more fully explained in presentations and documentation provided to students and parents.

As an Arts Immersion school, the Calgary Arts Academy endeavours to build strong connections to the broader community, particularly the Arts community and related organizations and businesses. In addition, we accommodate practicum students with a specialization in the fine and performing arts from local post secondary institutions including the University of Calgary Master of Teaching Program, Mount Royal and Bow Valley Colleges as well as from post secondary institutions in other provinces, including Queens University and Trent University. .

Calgary Arts Academy
Three Year Education Plan 2007 - 2010

The charter for the Calgary Arts Academy was approved for a maximum of 325 students. The Glenmeadows School building currently has a rated capacity of 319 students following the addition of six portable classrooms during the 2004-05 school year. The charter proposal also called for accommodation of artist groups in the building to ensure a context for arts immersion and ability to build true partnerships in learning with artists from the community. The long-term needs of the school will require major modifications to the school building or relocation to a more suitable facility. The current building does not provide for the depth and breadth of learning through the arts that would be available through specialized spaces such as an art (various forms) studio, dance studio, music (band/choral) room, media production room and performance theatre. Comprehensive and advanced instruction through Arts Immersion will be impeded by the lack of such specialized facilities as the school continues to develop.

Additional space has been provided commencing in 2007 with the approval for the lease of Knob Hill School. In addition, the charter enrolment cap has been extended to 450 students. A plan to extend the school enrolment while maintaining the integrity of the Arts Immersion program is currently under development.

Transportation of students over long distances from far-reaching corners of the city will continue to be an issue for the school into the future. Ideally, students would not be transported for more than one hour, one-way, a factor that will limit the school from being as accessible and flexible as it might be for students from any quadrant of the city.

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

VI. GOALS, OUTCOMES, MEASURES, TARGETS AND STRATEGIES

Alberta Education Goal 1: High Quality Learning Opportunities for All							
Outcomes, Measures and Targets							
<i>Outcome 1. The school meets the needs of all K – 12 students, society and the economy.</i>							
Performance Measures	Last Actual 2006/07	Prev 3 yr Average	Evaluation			Improvement Targets	
			Achievement	Improvement	Overall	07/08	09/10
1.1 Percentage of parents who are satisfied with the overall quality of basic education.	88.6	84.6	n/a	n/a	n/a	87	88
1.2 Percentage of students who are satisfied with the overall quality of basic education.	n/a	87.5	n/a	n/a	n/a	87	88
1.3 Percentage of staff who are satisfied with the overall quality of basic education.	n/a	n/a	n/a	n/a	n/a	95	95
1.4 Percentage of parents, students and staff who are satisfied with the overall quality of basic education.	88.6	84.6	High	Maintained	Good	90	91
1.5 Percentage of parents who are satisfied with access and timeliness of services for students in schools (e.g. academic counselling, career counselling, library services, supports for students for special needs)	45.2	n/a	n/a	n/a	n/a	60	65
1.6 Percentage of students who are satisfied with access and timeliness of services for students in schools (e.g. academic counselling, career counselling, library services, supports for students for special needs)	n/a	n/a	n/a	n/a	n/a	78	80
1.7 Percentage of staff who are satisfied with access and timeliness of services for students in schools (e.g. academic counselling, career counselling, library services, supports for students for special needs)	n/a	n/a	n/a	n/a	n/a	71	72
1.8 Percentage of parents, students and staff who are satisfied with access and timeliness of services for students in schools (e.g. academic counselling, career counselling, library services, supports for students for special needs)	43.9	n/a	n/a	n/a	n/a	70	72
1.9 Percentage of parents who are satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education	82.6	74.5	n/a	n/a	n/a	85	87
1.10 Percentage of students who are satisfied with the opportunity they have to receive a broad program of studies, including fine arts, career, technology, health and physical education	n/a	n/a	n/a	n/a	n/a	74	75
1.11 Percentage of staff who are satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education	n/a	n/a	n/a	n/a	n/a	85	86

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

1.12 Percentage of parents, students and staff who are satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education	82.6	74.5	Very High	Improved	Excellent	81	83
Strategy: <ul style="list-style-type: none"> ✓ Involve parents and students in the creation and completion of learning contracts as a means of individualizing learning. ✓ Ensure that learning goals are clear for students. ✓ Provide opportunity for Arts Immersion planning to take place. ✓ Appointment of Educational Assistant for students requiring assistance. ✓ Improve communication with parents through new website. ✓ Purchase of portable computer lab. ✓ Increase in staff to six full time artists. 							
Outcome 2. The school provides a safe and caring environment for students.							
Performance Measures	Last Actual 2006/07	Prev 3 yr Average	Evaluation			Improvement Targets	
			Achievement	Improvement	Overall	07/08	09/10
2.1 Percentage of teacher agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	n/a	n/a	n/a	n/a	n/a	93	94
2.2 Percentage of parent agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	94.7	88.3	n/a	n/a	n/a	95	95
2.3 Percentage of student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	n/a	n/a	n/a	n/a	n/a	79	80
2.4 Percentage of parent, teacher and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	94.7	88.3	Very High	Improved	Excellent	89	90
Strategy: <ul style="list-style-type: none"> ✓ Continue professional development on democratic discipline ✓ Continue "Circle of Courage" activities. ✓ Provide professional development for parents. ✓ Continue with problem solving model ✓ Multi-aged activities during the year. 							
Outcome 3. Children at risk have their needs addressed through effective programs and supports.							
3.1 Percentage of teachers who agree that services and supports for children at risk are easy to access and timely.						90	92

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

3.2 Percentage of parents who agree that services and supports for children at risk are easy to access and timely.						68	70
3.3 Percentage of students who agree that services and supports for children at risk are easy to access and timely.						78	79
3.4 Percentage of teachers, parents and students who agree that services and supports for children at risk are easy to access and timely.						75	80
Strategy: <ul style="list-style-type: none"> ✓ Appointment of Educational Assistant ✓ Individualizing learning contracts ✓ Involvement of parents in completion of learning contracts. 							

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

Alberta Education Goal 2: Excellence in Learner Outcomes							
Outcomes, Measures and Targets							
<i>Outcome 1. Students demonstrate high standards</i>							
Performance Measures	Last Actual 2006/07	Prev 3 yr Average	Evaluation			Improvement Targets	
			Achievement	Improvement	Overall	07/08	09/10
1.1 Percentage of students who achieve the acceptable standard on provincial achievement tests based on the entire cohort.	93.8	88.9	Very High	Improved	Excellent	See Table 3	
1.2 Percentage of students who achieve the standard of excellence on provincial achievement tests based on the entire cohort	28.7	12.4	Very High	Improved Significantly	Excellent	See Table 3	
Strategy:							
<ul style="list-style-type: none"> ✓ Develop plan to address provincial achievement test results. ✓ Develop alternate assessment standards for student academic success. 							
<i>Outcome 2. Students are well-prepared for lifelong learning</i>							
Performance Measures	Last Actual 2006/07	Prev Year 2004/05	Evaluation			Improvement Targets	
			Achievement	Improvement	Overall	07/08	09/10
2.1 Percentage of parents who are satisfied that high school graduates demonstrate the knowledge and skills for lifelong learning.	n/a	n/a	n/a	n/a	n/a	50	55
2.2 Percentage of teachers who are satisfied that high school graduates demonstrate the knowledge and skills for lifelong learning.	n/a	n/a	n/a	n/a	n/a	50	55
2.3 Percentage of parents and teachers who are satisfied that high school graduates demonstrate the knowledge and skills for lifelong learning.	n/a	n/a	n/a	n/a	n/a	50	55
Strategy:							
<i>Outcome 3: Students are well prepared for employment.</i>							
Performance Measures	Last Actual 2006/07	Prev 3 yr Average	Evaluation			Improvement Targets	
			Achievement	Improvement	Overall	07/08	09/10
3.1 Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	73.5	70.7	n/a	n/a	n/a	86	88
3.2 Percentage of teachers who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	n/a	n/a	86	88
3.3 Percentage of parents and teachers who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	73.5	70.7	Intermediate	Maintained	Acceptable	86	88

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

Strategy:							
<ul style="list-style-type: none"> ✓ Students will attend the provincial job fair. ✓ The school will organize a 'Take your Kid to Work' Day for Year 9 students. ✓ The Year 9 students will participate in the JCC Stay in School program. 							
Outcome 3. Students model the characteristics of active citizenship.							
Performance Measures	Last Actual 2006/07	Prev 3 yr Average	Evaluation			Improvement Targets	
			Achievement	Improvement	Overall	07/08	09/10
3.1 Percentage of parents that are satisfied that students model the characteristics of active citizenship.	91.3	79.8	n/a	n/a	n/a	95	95
3.2 Percentage of students that are satisfied that they model the characteristics of active citizenship.	n/a	n/a	n/a	n/a	n/a	72	75
3.3 Percentage of staff that are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	n/a	n/a	90	91
3.4 Percentage of parents, students and staff that are satisfied that students model the characteristics of active citizenship.	91.3	79.8	Very High	Improved Significantly	Excellent	90	91
Strategy:							
<ul style="list-style-type: none"> ✓ Develop a list of characteristics that active citizens demonstrate and discuss and promote throughout the year. 							

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

**TABLE 1
PROVINCIAL ACHIEVEMENT TEST RESULTS
FIVE-YEAR SUMMARY – TOTAL COHORT**

	2001-2002				2002-2003				2003 - 2004				2004 - 2005				2005 - 2006			
	Excellence		Acceptable		Excellence		Acceptable		Excellence		Acceptable		Excellence		Acceptable		Excellence		Acceptable	
	CAA	Prov	CAA	Prov	CAA	Prov	CAA	Prov	CAA	Prov	CAA	Prov	CAA	Prov	CAA	Prov	CAA	Prov	CAA	Prov
Grade 3																				
Language Arts		14.9		81.2		15.7		82.4	9.1	15.1	93.9	81.7	17.2	16.2	93.1	82.2	16	14.1	96	81.3
Mathematics		26.7		81.2		29.8		83.3	18.2	27.4	87.9	81.8	10.3	26.1	86.2	80.3	16	26.9	96	82.0
Grade 6																				
English Language Arts		15.1		82.8		17.3		81.2	27.6	15.5	96.6	79.1	15.0	15.5	95.0	77.3	44.4	15.9	96.3	79.0
Mathematics		18.1		78.3		17.7		78.3	13.8	21.2	96.6	78.5	0.0	18.1	95.0	78.2	18.5	15.6	96.3	75.2
Science		22.6		79.5		24.1		80.0	24.1	26.2	96.6	80.6	0.0	26.0	95.0	79.8	48.1	27.7	96.3	78.1
Social Studies		19.4		78.3		20.3		79.0	17.2	19.7	100	78.6	10.5	21.5	100	78.4	44.4	22.9	96.3	78.6
Grade 9																				
English Language Arts		14.6		78.5		13.5		78.0	0	12.4	66.7	77.6	20.0	14.0	100	77.9	23.5	13.6	88.2	77.4
Mathematics		16.7		64.5		17.6		63.5	0	18.9	33.3	66.1	0.0	19.7	30.0	68.0	17.6	17.4	88.2	67.4
Science		11.2		71.1					0	12.1	55.6	65.8	0.0	12.8	40.0	66.9	11.8	13.3	82.4	67.4
Social Studies		18.0		73.8		18.7		72.6	0	20.0	77.8	73.1	0.0	18.3	50.0	71.3	17.6	18.9	82.4	72.5

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

**TABLE 2
PROVINCIAL ACHIEVEMENT TEST RESULTS
THREE-YEAR AVERAGE**

	2003 - 2004				2004 - 2005				2005 - 2006				Previous Three-Year Average			
	Excellence		Acceptable		Excellence		Acceptable		Excellence		Acceptable		Excellence		Acceptable	
	CAA	Prov	CAA	Prov	CAA	Prov	CAA	Prov	CAA	Prov	CAA	Prov	CAA	Prov	CAA	Prov
Grade 3																
Language Arts	9.1	15.1	93.9	81.7	17.2	16.2	93.1	82.2	16	14.1	96	81.3	13.2	15.7	93.5	82.1
Mathematics	18.2	27.4	87.9	81.8	10.3	26.1	86.2	80.3	16	26.9	96	82.0	14.3	27.8	87.1	81.5
Grade 6																
English Language Arts	27.6	15.5	96.6	79.1	15.0	15.5	95.0	77.3	44.4	15.9	96.3	79.0	21.3	16.1	95.8	79.2
Mathematics	13.8	21.2	96.6	78.5	0.0	18.1	95.0	78.2	18.5	15.6	96.3	75.2	6.9	19.0	95.8	78.3
Science	24.1	26.2	96.6	80.6	0.0	26.0	95.0	79.8	48.1	27.7	96.3	78.1	12.1	25.4	95.8	80.1
Social Studies	17.2	19.7	100	78.6	10.5	21.5	100	78.4	44.4	22.9	96.3	78.6	13.9	20.5	100	78.7
Grade 9																
English Language Arts	0	12.4	66.7	77.6	20.0	14.0	100	77.9	23.5	13.6	88.2	77.4	10.0	13.3	83.4	77.8
Mathematics	0	18.9	33.3	66.1	0.0	19.7	30.0	68.0	17.6	17.4	88.2	67.4	0.0	18.7	31.7	65.9
Science	0	12.1	55.6	65.8	0.0	12.8	40.0	66.9	11.8	13.3	82.4	67.4	0.0	12.6	47.8	68.4
Social Studies	0	20.0	77.8	73.1	0.0	18.3	50.0	71.3	17.6	18.9	82.4	72.5	0.0	19.0	63.9	72.3
Overall Average													12.4	19.4	88.9	77.3

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

**TABLE 3
PROVINCIAL ACHIEVEMENT TEST RESULTS
THREE-YEAR PROJECTION - TARGET TO ACTUAL - 2007 - 2010**

	2004 - 2005				2005- 2006				2007-2008				2008-2009				2009 - 2010			
	Excellence		Acceptable		Excellence		Acceptable		Excellence		Acceptable		Excellence		Acceptable		Excellence		Acceptable	
	T	A	T	A	T	A	T	A	P	T	P	T	P	T	P	T	P	T	P	T
Grade 3																				
Language Arts	15	17.2	85	93.1	15	16	85	96	19	19	84	100	19	19	85	100	19	20	85	100
Mathematics	15	10.3	85	86.2	15	16	85	96	31	20	84	90	31	22	84	91	31	24	84	92
Grade 6																				
Language Arts	15	15.0	85	95.0	15	44.3	85	96.3	19	25	83	100	19	27	83	100	19	29	83	100
Mathematics	15	0.0	85	95.0	15	18.5	85	96.3	21	19	81	100	22	20	81	100	22	22	81	100
Science	15	0.0	85	95.0	15	48.1	85	96.3	26	26	82	100	27	27	83	100	27	27	83	100
Social Studies	15	10.5	85	100	15	44.4	85	96.3	22	22	81	100	22	25	81	100	22	27	81	100
Grade 9																				
Language Arts	15	20.0	85	100	15	23.5	85	88.2	16	23	81	100	16	24	82	100	16	25	82	100
Mathematics	15	0.0	85	30.0	15	17.6	85	88.2	20	19	70	88	20	21	71	89	20	23	71	90
Science	15	0.0	85	40.0	15	11.8	85	82.4	--	14	--	83	--	15	--	84	--	16	--	85
Social Studies	15	0.0	85	50.0	15	17.6	85	82.4	20	18	76	83	21	21	76	84	21	21	76	85

* Fewer than six students, therefore, results not publicly released. 'A' denotes actual school scores. 'P' denotes provincial targets; 'T' denotes school targets.

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

Alberta Education Goal 3: Highly Responsive and Responsible Charter School							
Outcomes, Measures and Targets							
<i>Outcome 1. The charter school demonstrates effective working relationships with partners and stakeholders.</i>							
Performance Measures	Last Actual 2006/07	Prev 3 yr Average	Evaluation			Improvement Targets	
			Achievement	Improvement	Overall	07/08	09/10
1.1 Percentage of parents who are satisfied with their involvement in decisions regarding their child's education.	83.1	77.6	n/a	n/a	n/a	86	88
1.2 Percentage of staff who are satisfied with parental involvement in decisions regarding their child's education.	n/a	n/a	n/a	n/a	n/a	88	89
1.3 Percentage of parents and staff who are satisfied with parental involvement in decisions regarding their child's education.	83.1	77.6	Very High	Maintained	Excellent	87	89
Strategy:							
✓ Improve communication with stakeholders through the new school website.							
<i>Outcome 2. The charter school demonstrates leadership and continuous improvement.</i>							
Performance Measures	Last Actual 2006/07	Prev 3 yr Average	Evaluation			Improvement Targets	
			Achievement	Improvement	Overall	07/08	09/10
2.1 Percentage of parents who indicate their school has improved or stayed the same in the past three years.	80.2	84.4	n/a	n/a	n/a	98	99
2.2 Percentage of students who indicate that their school has improved or stayed the same in the past three years.	n/a	n/a	n/a	n/a	n/a	77	80
2.3 Percentage of staff who indicate that their school has improved or stayed the same in the past three years.	n/a	n/a	n/a	n/a	n/a	85	85
2.4 Percentage of parents, students and staff who indicate that their school has improved or stayed the same in the past three years.	80.2	84.4	High	Maintained	Good	86	88
2.5 Percentage of teachers who agree that professional development opportunities made available through the school are focused on school priorities, effectively address their ongoing professional development needs, and contribute significantly to their professional growth.	n/a	n/a	n/a	n/a	n/a	80	82
Strategy:							
✓ Improve communication with all stakeholders. (web-site, professional development opportunities)							
✓ Distribute achievement results through newsletter.							
✓ Publish Charter Review Report on the website.							

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

School Goal 1: The school achieves the Learning Outcomes for its students that are the basis of its charter.					
Outcomes, Measures and Targets					
<i>Outcome 1. Students demonstrate language and communication skills above provincial norms.</i>					
Measure	Last Actual 05/06	3-yr Ave	Target 07/08	Target 08/09	Target 09/10
1.1 Overall average percentage of students reaching the standard of excellence on Language Arts PAT in grades 3, 6 and 9 combined.	21.1%	n/a	22%	23%	24%
1.2. Percentage of students in school that experience at least one year of growth in Language Arts overall on the CTBS.	100%	n/a	100%	100%	100%
Strategy: <ol style="list-style-type: none"> 1. Appointment of Assessment Coordinator. 2. Achievement Tests plan of action. 3. Analysis of CTBS results by teaching teams. 					
<i>Outcome 2. Students demonstrate better than average performance on provincial achievement tests and school testing.</i>					
Measure	Last Actual 05/06	3-yr Ave	Target 07/08	Target 08/09	Target 09/10
2.1 Overall percentage of students at the standard of excellence on PAT in math and science in grades 3, 6 and 9.	22.4%	n/a	23	24	25
2.2 Overall percentage of students at the acceptable standard on PAT in math and science in grades 3, 6 and 9.	91.8%	n/a	92	93	94
2.3 Percentage of students in the school that experience at least one year growth in math overall on the CTBS.	100%	n/a	100%	100%	100%
Strategy: <ol style="list-style-type: none"> 1. Focus on Math and Science learning for the 2006-2007 school year. (Professional Development, resources) 2. Appointment of Team Leaders for Division One, Two and Three. 3. Provide Teaching Teams with planning time for each learning period. 4. Appointment of Math/Science Visual Artist at Junior High level. 					
<i>Outcome 3. Students demonstrate a positive attitude towards school, empowerment as learners and high commitment to learning.</i>					
Measure	Last Actual 05/06	3-yr Ave	Target 07/08	Target 08/09	Target 09/10
3.1 Percentage of students that report a positive relationship with adults in the building. (survey)	92.4	87.8	92	93	93
3.2 Percentage of students satisfied with the overall program of studies at Calgary Arts Academy. (survey)	90.9	n/a	90	90	90
Strategy: <ol style="list-style-type: none"> 1. All adults responsible for the development of positive relationships with students. 2. Teachers and Artists encouraged to communicate positive learning experiences to parents. 3. All learning to be accompanied with a clear learning goal, rubrics for evaluation and a student model. 					
<i>Outcome 4. Students achieve accomplishment in chosen art forms.</i>					
Measure	Last Actual 05/06	3-yr Ave	Target 07/08	Target 08/09	Target 09/10
4.1 Percentage of students that perform individually or in a group setting in the school.	97.8	92.6	98	99	100
4.2 Percentage of students that perform individually or in a group setting outside of the school.	64	52	65	66	67

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

Strategy:					
<ol style="list-style-type: none"> 1. Encourage students to share their learning in a safe environment. This will be accomplished through weekly assemblies, organized by individual classrooms. Students will assume leadership for these events. 2. Provide opportunities for participation in Arts learning activities through the development of partnerships with Arts Organizations within and outside of the school environment. 					
<i>Outcome 5. Students demonstrate an ability to research, prepare and perform in the disciplines of theatre, music and dance.</i>					
Measure	Last Actual 05/06	3-yr Ave	Target 07/08	Target 08/09	Target 09/10
5.1 Percentage of students that demonstrate intermediate or mastery level of achievement consistent with their age and year of schooling to research, prepare and perform in theatre as reported by educators.	n/a	n/a	75	80	85
5.1 Percentage of students that demonstrate intermediate or mastery level of achievement consistent with their age and year of schooling to research, prepare and perform in music as reported by educators.	n/a	n/a	75	80	85
5.1 Percentage of students that demonstrate intermediate or mastery level of achievement consistent with their age and year of schooling to research, prepare and perform in dance as reported by educators.	n/a	n/a	75	80	85
Strategy:					
<ol style="list-style-type: none"> 1. Assign artists to teaching teams to ensure all art forms are used in the Arts Immersion planning process. 2. Provision of Arts Immersion planning time. 3. Each Division is responsible for writing, designing, performing and evaluating a performance that is based on core curriculum learning through Arts Immersion. 					
<i>Outcome 6. Students understand the principles of action research within the curriculum, and actively participate in action research projects.</i>					
Measure	Last Actual 05/06	3-yr Ave	Target 07/08	Target 08/09	Target 09/10
6.1 Percentage of students that demonstrate intermediate or mastery level of achievement in working in collaborative groups.	n/a	n/a	80	85	90
6.2 Percentage of students that are satisfied that they receive a solid, systematic grounding the language arts, math science and social studies from Year 4-9.	82.6	n/a	83	84	85
6.3 Percentage of educators that are satisfied that, during completion of learning contracts, students from year 3-9 participate in critical inquiry.	n/a	n/a	85	87	89
Strategy:					
<ol style="list-style-type: none"> 1. Professional Development for staff on Action Research process. 2. Teachers and Artists to communicate the first three goals related to Action Research and provide opportunities for students to participate working in collaborative groups, help students to understand what and why they are learning, and provide opportunities for critical inquiry in a group and an individual setting. 					
<i>Outcome 7. Students demonstrate their ability to set goals, manage time, be responsible and demonstrate leadership skills.</i>					
Measure	Last Actual 05/06	3-yr Ave	Target 07/08	Target 08/09	Target 09/10
7.1 Percentage of students in grades 1 – 9 that demonstrate intermediate or mastery level of achievement in goal-setting as reported by teachers.	100	n/a	95	95	95
7.2 Percentage of students in grades 1 – 9 that demonstrate intermediate or mastery level of achievement in time management as reported by teachers.	n/a	n/a	80	82	85
7.3 Percentage of students in grades 1 – 9 that demonstrate intermediate or mastery level of achievement in responsible behaviour as reported by teachers.	n/a	n/a	75	77	79

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

7.4 Percentage of students in grades 1 – 9 that demonstrate intermediate or mastery level of achievement in leadership as reported by teachers.	n/a	n/a	75	77	79
Strategy:					
<ol style="list-style-type: none"> 1. Provision of student agendas and teacher/artist agreement of usage protocol. 2. Provision of leadership opportunities for students. 3. Students from year 6-9 are given an opportunity to participate in a leadership option. 					
Outcome 8. <i>Students understand and practice the principles of the Circle of Courage - belonging, mastery, independence and generosity.</i>					
Measure	Last Actual 05/06	3-yr Ave	Target 07/08	Target 08/09	Target 09/10
8.1 Percentage of students who are satisfied that they are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school. (AE)	91.6	n/a	92	92	92
8.2 Percentage of students in Years 1 – 9 that demonstrate intermediate or mastery level of achievement in the principles of the Circle of Courage on the final report card to at least the 80% level.	n/a	n/a	78	84	86
Strategy:					
<ol style="list-style-type: none"> 1. Use the 'Circle of Courage' as a regular reference for day to day interaction within the school. 2. All new staff trained in "Circle of Courage" philosophy. 					
Outcome 9. <i>Students experience an inclusive environment that focuses on academic and social success through an emphasis on developmental assets. (This emphasis is indicated by the extent to which the school:</i>					
<ol style="list-style-type: none"> a) supports students with care and attention, b) guides students through life based on positive values, c) empowers students to use abilities and help others, d) sets reasonable boundaries and having high expectations, e) develops social competencies and life skills, f) inspires students to use time constructively, g) sparks commitment to learning, h) celebrates individual uniqueness, and i) affirms positive identity.) 					
Measure	Last Actual 05/06	3-yr Ave	Target 07/08	Target 08/09	Target 09/10
9.1 Percentage of students that are satisfied that the school focuses on success through an emphasis on developmental assets.	92.4	n/a	93	93	94
9.2 Percentage of parent that are satisfied that the school focuses on success through an emphasis on developmental assets.	97	n/a	97	97	97
Staff 100					
Strategy:					
<ol style="list-style-type: none"> 1. Professional Development for Staff. 2. Present information sessions for parents on Developmental Assets. 					
Outcome 10. <i>Students experience arts-based learning regardless of aptitude in the arts.</i>					
Measure	Last Actual 05/06	3-yr Ave	Target 07/08	Target 08/09	Target 09/10
10.1 Percentage of students that are satisfied with their learning experience in visual arts, drama, music, dance and in the literary arts.	n/a	n/a	80	82	85
10.2 Percentage of students in grades 1 – 9 who are deemed by their educators to have achieved the requirements for their grade level in the Arts Immersion learning environment.	n/a	n/a	90	91	91

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

Strategy:

1. Ensure that teachers and artists work positively together in the Arts Immersion planning process.
2. Hiring of six full-time artists.
3. Provision for visiting artists to work collaboratively with all staff and students.
4. Develop school-wide benchmarks for success in Arts Immersion learning.

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

VII. BOARD GOALS

FOCUS AREA 1. LONG-TERM GROWTH

Strategy Summary	Phased in growth to Grade 12 by expanding number of Junior High School classes while introducing Senior High grades, one year at a time. Growth for CAARC will occur over multiple years.
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Vision Statement 2016

CAARC is fully operational with an enrolment of 1500 students in grades K – 12.

Outcome 2010

CAARC has an enrolment of 500+, and is expanding into grades 10 – 12.

Action Items:

Action	By Whom	By When	Comment
1.1 Present Action Plan to School Council.	Board Chair	Sept. 2006 SC meeting	
1.2 Prepare application to Minister to raise charter cap.	Admin	For Sept. 2006 Board meeting	
1.3 Create a 10 year plan that outlines growth per year up to ceiling.	Admin	Spring 2007	
1.4 Prepare an admission and expansion philosophy statement.	Admin	December 2006	

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

FOCUS AREA 2. MARKET POSITIONING

Strategy Summary	Arts Immersion programming integrated with the arts community.
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Vision Statement 2016

CAARC and its Arts Immersion program are recognized as an integral component of the arts community in Calgary.

Outcome 2010

There is an active and comprehensive advocacy and marketing plan in place.

Action Items:

Action	By Whom	By When	Comment
2.1 Establish the Board Advocacy Committee.	Board	Sept. 2006	
2.2 Complete work on Board profile and identify membership targets for 2006/2007.	Board	Sept. 2006	
2.3 Expand Board membership to 9 members.	Board	Dec. 2006	
2.4 Develop Advocacy Plan.	Board Committee	Nov. 2006	

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

FOCUS AREA 3. PROGRAMMING

Strategy Summary	CAARC has defined a set of Learning Outcomes that outline the learning objectives for its students.
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Vision Statement 2016

CAARC has defined the manner in which student learning outcomes are enriched as a result of Arts Immersion.

CAARC has created its own standardized testing to determine the level of student achievement through Arts Immersion.

Outcome 2010

The Alberta Education Charter Review process is complete and the report is positive.

The Charter has been renewed for a ten-year period.

The Charter has been reviewed and has been approved.

A standardized testing process has been identified and data collection is underway.

Action Items:

Action	By Whom	By When	Comment
3.1 Establish a process for review of the charter.	Admin	Dec. 06	
3.2 Request Ministerial approval for 10-year charter renewal.	Board	Spring 2008	
3.3 Selection of standardized testing instrument.	Admin	Sept 2007	
3.4 Implement standardized testing program for junior high students.	Admin	June 2008	
3.5 Tabulate achievement results to 2010.	Admin	June 2010	

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

FOCUS AREA 4. RESEARCH

Strategy Summary

Research enables CAARC to evaluate the effectiveness and outcomes of its programs, making program improvement efforts more targeted and valuable. Research will also provide staff with ongoing professional development. Involving students in the research process provides them with valuable skills and a unique opportunity to get hands-on research experience.

Vision Statement 2016

CAARC has a clear statement that describes and defines its research scope and goals. CAARC is involved with a research facility to complete statistical quantitative research with regard to Arts Immersion. CAARC shares long range Arts Immersion planning models and student learning contracts with the educational community.

Outcome 2010

A research goal and scope statement is in place. Learning outcomes and long-range plan development is complete.

Action Items:

Action	By Whom	By When	Comment
4.1 Clarify the role and scope of the Research Centre.	Admin	Jan. 2007	
4.2 Establish contact and liaison with U. of C.	Board/Admin	June 2007	
4.3 Publish K, 1 and 2 long-range plans and learning outcomes.	Admin/Staff	June 2007	
4.4 Publish Div.2 plans and outcomes.	Admin/Staff	June 2008	
4.5 Publish Div. 3 plans and outcomes.	Admin/Staff	June 2009	
4.6 Results Report complete with assessment data.	Admin/Staff	June 2010	

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

FOCUS AREA 5. PARTNERS

Strategy Summary	Pursue a limited number of strategic partners for specific outcomes in the long-term.
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Vision Statement 2016

CAARC has in place at least ten major strategic partnerships in five selected areas of emphasis, namely the arts, corporate, and research communities, the Stampede Board and a post-secondary institution.

Outcome 2010

A clear, consistent and aligned partnership strategy and approach is in place.
At least one successful partnership relationship is in place in each of the five selected areas.

Action Items:

Action	By Whom	By When	Comment
5.1 Adopt the policy statement on partnerships.	Board	June 2006	
5.2 Define strategic vs. tactical partnerships.	Board/Admin	Jan. 2007	
5.3 Identify potential benefits for partner organizations.	Board/Admin	Jan. 2007	
5.4 Identify specific areas in which partners can support CAARC mission.	Board/Admin	Jan. 2007	
5.5 Seek out and approach five potential partners.	Board/Admin	June 2010	

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

FOCUS AREA 6. FACILITIES

Strategy Summary	Acquire significantly larger facilities in stages.
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Vision Statement 2016

CAARC is located in five campuses, one K – 9 campus on each of the four quadrants of the city and a centrally located high school.

Each campus is appropriately designed to accommodate the Arts Immersion program at its grade level.

Outcome 2010

CAARC has acquired a second facility located in the Youth Campus of the Calgary Stampede grounds.

Action Items:

Action	By Whom	By When	Comment
6.1 Establish a key contact with the Stampede Board.	Facilities Comm/Admin	Sept. 2006	
6.2 Establish a close relationship with AE Facilities personnel.	Admin	Sept. 2006	
6.3 Extend an invitation to the Minister to visit the school in the Fall.	Board Chair	Oct. 2006	
6.4 Invite a member of the Stampede organization to sit on the Board.	Board	Oct. 2006	
6.5 Update the Capital Plan.	Admin	June 2006	

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

VIII. CAPITAL PLAN HIGHLIGHTS

In keeping with the Board's Strategic Plan, the Capital Plan for the period 2007 – 2010 consists of the following priorities:

- i. Maintain the leases of Glenmeadows Elementary and Knob Hill Jr. High schools for the entire period.
- ii. Continue to develop a plan to locate a campus on the Youth Campus of the Calgary Stampede Grounds. When this campus is complete we will be releasing Knob Hill School.
- iii. If plans for a permanent facility at the Stampede Grounds move ahead at a quicker pace and we are successful in being granted High School status then we will be looking at setting up portables at the Stampede Grounds as a temporary solution to accommodate our high school students. We will need the extra space as our enrollment would have increased and this allows for the retention of our junior high students after they graduate from junior high.

More complete information on the Capital Plan can be found on the school's website at:
www.calgaryartsacademy.com

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

IX. 2007/08 OPERATING BUDGET HIGHLIGHTS AND GUIDING PRINCIPLES USED IN DEVELOPING THE BUDGET

❖ Meet the school's charter commitments	❖ Provide a safe learning and working environment
❖ Accountable to the school community and provincial government	❖ Maintain competitiveness within the Calgary employment market
❖ Hiring / contracting of artists and specialty teachers	❖ Enhance the quality of our programs

BUDGET OVERVIEW

Revenue Blocks	\$	%		Staffing	FTE	%	\$
	Budget			Budget			
Instruction	2,428,753	65		- Certificated	18.6	59	1,231,875
Facilities	921,601	25		- Artists*	7.0	22	286,799
Transportation	244,616	7		- Assistants: Library, Education	2.0	6	61,000
System Admin	154,174	3		- Support Staff	4.0	13	200,940
Total	3,749,144	100.00		Total	31.6	100.0	1,780,614

YEAR-TO-YEAR COMPARITIVE DATA

	2007/08	2006/07	2005/06
	Budget	Budget	Actual
Student Count	370	350	297
Student - FTE	351	325	281
Educators – FTE	26.6	24.1	19.4
Student Educator Ratio	13.2	13.5	14.5
Average Teacher Salary	\$66,230	\$64,731	\$61,770
Average Teacher Salary with benefits	\$74,968	\$72,525	\$68,308

*7 full time artists on staff plus a short-term contract fund of \$50,000

Expense Categories	2007/2008	2006/2007	2005/2006
	Budget \$	Budget \$	Actual \$
Salary & Benefits (except System)	1,931,905	1,715,738	1,256,700
Student & Classroom Resources	449,781	187,496	158,272
School Facility Lease Costs	592,697	307,736	307,736
Technology	121,820	40,000	61,518
Library	35,000	15,000	16,415
Contract Supplies & Services	463,326	311,954	431,148
System Admin & Board Governance	154,056	122,937	111,669
Total	3,748,585	2,700,861	2,343,458

*Detailed budget information available by contacting the Secretary Treasurer or Superintendent through the school office (403) 229-3010 or viewing the Budget document on the school website (www.calgaryartsacademy.com)

**Calgary Arts Academy
Three Year Education Plan 2007 - 2010**

X. COMMUNICATION PLAN

Objective:

Provide information about the Calgary Arts Academy goals and commensurate support activities.

Share the innovative approaches and effective practices at Calgary Arts Academy in providing education through Arts Immersion.

Audiences:

- Parents of current and prospective students
- The Arts Community and artists to be contracted for service
- Other schools and jurisdictions in the broader educational community
- Current and prospective partnership organizations and any other interested parties
- Alberta Education

Key Messages:

- CAA is an inclusive organization with transparent processes
- CAA is grounded in solid foundational statements and engaged in innovative practices
- Our essence is immersion in the five specified art forms

Action Plan:

- Forward pertinent documentation to Alberta Education and Alberta Infrastructure.
- Post on the CAA Website: *www.calgaryartsacademy.com*
- Presentations at Board meetings, School Council meetings, and public forums.
- Publish documents including the School Handbook, Three-Year Education Plan, Annual Education Results Report, and Policy Manual for distribution to the Board, parents and broader community as requested.
- Present sessions at the Calgary Charter Schools' Conference, October 27, 2007.
- Host school tours and deliver Professional Development sessions as requested by external organizations.

Timelines:

- Completion of required reports to meet established deadlines.
- Continuous availability to interested parties by website or direct school contact (403) 532-3020.
- Information sessions at critical times such as pre-registration for following year enrollment.