



2022-2025
EDUCATION PLAN
YEAR 2: 2023-2024

THE VISION OF ALBERTA BALLET

To uplift Albertans in every community through dance.

MISSION

Alberta Ballet’s mission is to ignite the curiosity and imagination of people in all communities across the province, championing their stories and experiences through dance training, creation and performances.

VALUES

Alberta Ballet’s values support our vision. They shape our culture and our decision-making process. Our values inform our strategies and align our board members, staff and volunteers, guiding us in how we serve our community and what we want to contribute to the people of our province.



BELIEVE

We need audiences and students, employees and volunteers to believe in the magic of dance. We want to inspire curiosity and deep personal engagement among all we touch. There is an interdependence between movement and wellness and that wellness is essential to community well-being. To see and feel our human experiences connects us, reminding us all how important we are to one another.



REFLECT

For Alberta Ballet to thrive, we need to tell stories that reflect the diversity of Alberta. It is not enough to perform for our communities; we must involve them and participate with them. Albertans from every corner of the province must see themselves within our offices, our studios and classrooms and on our stage.



SERVE

Community well-being is at the heart of Alberta ballet. As one of the few provincial arts organizations, Alberta Ballet believes in its mandate to deliver dance across the province. Through dance training and performances – in whatever ways we can – we need to provide opportunities for all Albertans to experience the value of dance.

AT ALBERTA BALLET SCHOOL WE BELIEVE:

- 1. students achieve their best in a welcoming, caring, respectful and safe learning environment;
- 2. each student has a unique pathway to success and that we can help them to reach their potential and be prepared for their next steps in life – whether it is a career in dance or otherwise;
- 3. physical and mental well-being is crucial to success in all aspects of school life;
- 4. in respect: valuing all members of the school community, respecting and understanding different points of view and beliefs, and supporting each other’s success and wellness;
- 5. in excellence: each person is proud of personal achievement, produces work of the highest quality, sets high standards and personal goals for improvement, and makes best use of talents, time and resources; and
- 6. by providing exceptional dance training and a rigorous academic program, we can produce graduates who are highly skilled and versatile, well balanced, and who make a positive impact in a dynamic global community.





MESSAGE FROM THE SCHOOL DIRECTOR AND ACADEMIC PRINCIPAL

Dear Members of the Alberta Ballet School Community,

We are delighted to present to you a review and update of the 2022-2025 Education Plan for our school. Within this plan are the ways that we are addressing the need for supporting the physical and mental health of our students, how we are encouraging our students to be contributing citizens of the larger community, as well as how we will continue to improve the academic success of all of our students. Over the last nine months, staff have been working diligently to implement the strategies outlined for year 1.

As with the implementation of any new programs and processes, adjustments need to be made in order address data and feedback in real time and to maximize the progress towards achieving the goals. This update of the Education Plan for year 2 integrates feedback from students, parents, staff, teachers, administrators, and board members, and makes the necessary revisions to the strategies and their implementation timelines.

Our school is special beyond measure. The complementary academic and dance programming, as well as our unique student body, highlights that our school has very particular areas of strength and areas of need that are somewhat different than a typical school. We are pleased that this plan finds ways to help our students as they pursue both their academic education and dance training. We are confident that the Year 2 revisions will ensure we better meet the individual needs of our students and our school.

We are excited to see the continued progress of our school as these plans are implemented in year 2. We are so grateful for everyone's feedback and contributions as they continue to make this plan a reflection of the most beneficial use of our efforts to improve teaching and learning at our school.

Ashley McNeil
Director, Alberta Ballet School

Candice Beermann
Academic Principal

ACCOUNTABILITY STATEMENT

The Education Plan for Alberta Ballet School commencing September 2022 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Ministerial Grants Regulation*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2022/2025 Education Plan on May 26, 2022. (Year 1)

The Board reviewed and approved the 2022-2025 Education Plan on May 25, 2023. (Year 2)

Daryl Fridhandler
Chair of the Board of Directors





OVERVIEW

At Alberta Ballet School, we incorporate the mission and values of the Alberta Ballet, as well as our school beliefs, to inform our plans for continuous school improvement. Our school development goals ensure continued growth for our school, assurance to our stakeholders, and movement towards achieving the mission of the Alberta Ballet organization.

Key priorities for the 2022-2025 Education Plan were identified from the performance measures as outlined in the Annual Education Results Report and stakeholder engagement sessions. Data-informed goals were then carefully crafted and reviewed with parents, students, and teachers to ensure they address the identified needs of our community. A further review of the goals and strategies is performed yearly as outlined on page 6-7 of this document to ensure that the Education Plan continues to address the areas of needs of the school.

KEY INSIGHTS FROM RESULTS ANALYSIS & FEEDBACK

Informing the 2022-2025 Education Plan Goals:

- Data shows an overall decrease in parent, student, and teacher satisfaction that students model the characteristics of active citizenship, particularly with the degree to which the school encourages students to participate in activities to help the community.
- English language learners that join our school require enhanced programming and supports. Expanding literacy skills and engagement for all students will enhance academic achievement.
- The continuum of supports analysis showed the need for increased services around mental health as evidenced anecdotally as well as through the data.

Informing the Update for Year 2 of the Education Plan:

Goal 1: Learners are Fueled by their Positive Physical and Mental Well-Being

- The need for mental health programming and services remains, but the Open Parachute program as a strategy to meet this goal is not appropriate. Revisions are needed.

Goal 2: Language Promotes Learner Success

- More time is needed to achieve the strategies outlined for the literacy goal. The timeline needs revision.

Goal 3: Learners are Active Citizens in a Strong Community

- Strategies implementation has been successful and is on track for years 2 and 3.

ALBERTA BALLET SCHOOL'S GOALS FOR 2022-2025:

LEARNERS ARE FUELED BY THEIR POSITIVE PHYSICAL AND MENTAL WELL-BEING

LANGUAGE PROMOTES LEARNER SUCCESS

LEARNERS ARE ACTIVE CITIZENS IN A STRONG COMMUNITY



GOAL ONE

LEARNERS ARE FUELED BY THEIR POSITIVE PHYSICAL AND MENTAL WELL-BEING

At Alberta Ballet School, students are met with an advanced dance training program as well as rigorous academic schooling. In order to optimize their dance training, students need to maintain their physical health, especially through body conditioning training to prevent and minimize injury. Mental health is a key priority for our student so that they can thrive within a perceived high-pressure environment. In addition, many students are away from home and living in residence, so additional supports for student well-being from the school are key to their success.

OUTCOME 1.1

LEARNERS UNDERSTAND MENTAL HEALTH AND ACCESS SUPPORTS AND RESOURCES

YEAR 2 STATUS AND UPDATES

- Feedback from students, staff, and parents after year 1 implementation indicate that:
- Facilitation of Open Parachute by academic and artistic teachers and administrators does not lend itself to students feeling comfortable to open up and share
 - Open Parachute topics are not specific enough to the issues that face our students
 - Some mental health topics are triggering and should be addressed with an expert on hand
 - Timetabling of sessions did not lend itself to adequate engagement
- Strategies for year 2 and 3 are updated to address the items above.

STRATEGIES

Year 1 (Complete)	Implementation of Open Parachute; a mental health program for students with prepared, grade specific, social emotional learning lessons and activities ⇒ 30 minutes per week ⇒ Co-led by academic and artistic teacher ⇒ Application for grant funding for this program as well as additional complementary psychologist visits
Year 2	Implementation of at least 2 mental health seminars in the year ⇒ Facilitated by mental health experts ⇒ Focused topics of interest, need, and relevance to the student body ⇒ Sufficient time allotted to each seminar to facilitate deeper reflection and understanding
Year 3 (Draft)	Expansion of mental health seminars to 4 times a year with the addition of further relevant topics and subject experts. Creation of a resource list of mental health experts on hand to help with student issues on an as-needed basis.

PERFORMANCE MEASURES

- The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school
- Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

PROVINCIAL

- Yearly pre- and post- survey on mental health via Open Parachute (Year 1 Only)
- School developed survey to be administered yearly in June. Questions revolving around:
 - Mental Health Literacy
 - Assessment of student mental health
 - Assessment of student injury/physical health
- Data on number of visits to school psychologists
- Adapted version of Alberta Education Assurance Survey for parents of non-Alberta resident students

LOCAL

OUTCOME 1.2

DANCERS ENHANCE THEIR PHYSICAL WELL-BEING THROUGH INJURY PREVENTION

YEAR 2 STATUS AND UPDATES

Feedback from students and parents has been positive around the Body Conditioning and Mindfulness class. An area of improvement in the implementation is an information session for students and parents around the curriculum and goals. This will be added for year 2 as we embark on more review of the data and outcomes of the curriculum with experts. Currently, only one staff member offers the course, so further coaching of other teachers may not be necessary.

STRATEGIES	
Year 1 (Complete)	Development of Body Conditioning and Mindfulness Syllabus and draft implementation across grades 7-12 ⇒ Dance Faculty Teacher, who is a specialist in this area, hired to undertake project ⇒ Interviews with experts for syllabus development (physiotherapist, University of Calgary Injury Prevention Study Researchers, etc.) ⇒ Professional Development for Teachers Implementing the syllabus.
Year 2	Review of Body Conditioning and Mindfulness (BCM) curriculum with experts—consultants, physiotherapists, University of Calgary Injury Prevention Research team. Revisions as necessary. Additional coaching for teachers implementing syllabus. ⇒ BCM information session for students and families in September
Year 3 (Draft)	Full review of syllabus including impact on student physical well-being. Adjustment and finalization of syllabus.

PERFORMANCE MEASURES

- PROVINCIAL
- The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school
 - Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community
 - The percentage of teacher, parent and student satisfaction with the quality of education that the student receives at school
 - The percentage of teacher, parent and student agreement that the student is learning what they need to know

- LOCAL
- Injury survey results from University of Calgary Injury Prevention Study
 - Number and frequency of injuries as reported by school physiotherapist
 - School developed survey to be administered yearly in June. Questions revolving around:
 - Increased/decreased incidence of injury
 - Feeling of physical well-being
 - Meeting unique needs of dancers
 - Adapted version of Alberta Education Assurance Survey for parents of non-Alberta resident students



GOAL TWO

LANGUAGE PROMOTES LEARNER SUCCESS

All learners benefit from advancement in literacy skills – reading comprehension, communicating orally or in written language, and listening for understanding. Students who are English language learners particularly benefit from additional language exposure and language supports.

Activities around language building can be as simple as devoting time daily to reading or can work towards unifying a community around important topics. At Alberta Ballet School, we want students to thrive academically by supporting their continued strengthening of their language skills.

OUTCOME 2.1

ENGAGING IN READING AND PARTICIPATION IN SCHOOL-WIDE LITERARY STUDY, 'ONE SCHOOL, ONE QUESTION', IGNITES CURIOSITY AND IMPROVES LITERACY

YEAR 2 STATUS AND UPDATES

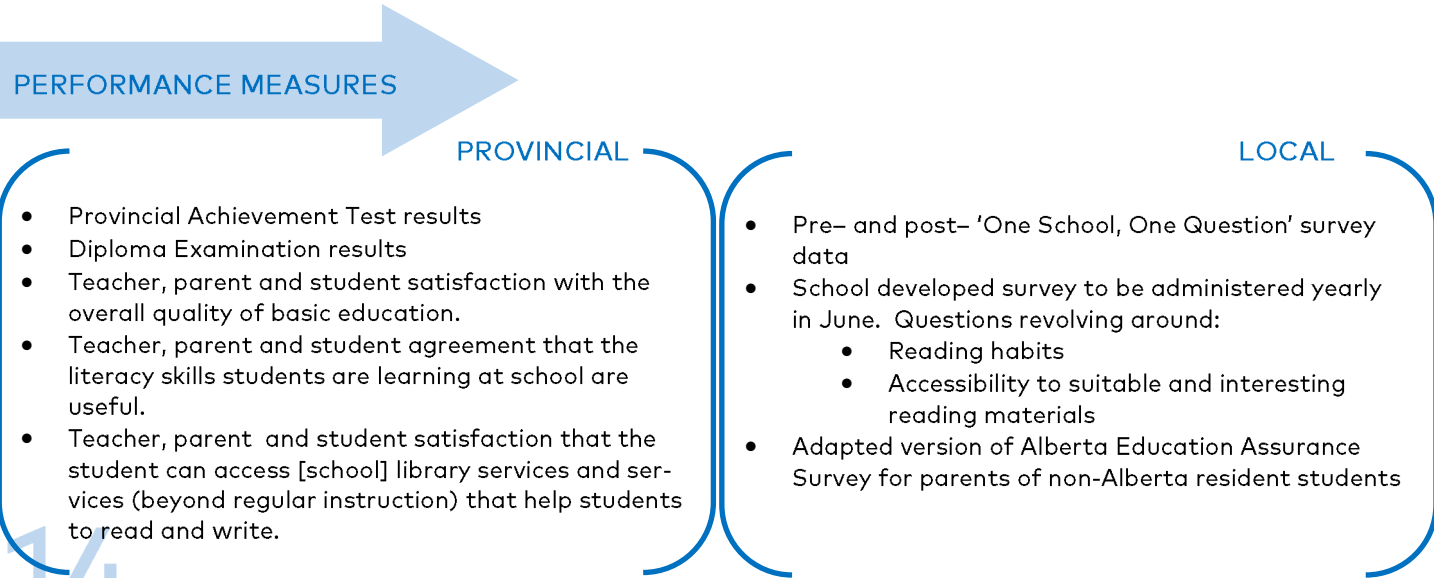
The school successfully executed a field trip to the Central Public Library and facilitated the attainment of library cards for our students who didn't yet have one.

Planning for 'One School, One Question' has begun with potential themes identified. More time is needed to refine the question and identify more books of varied reading levels. As such, implementation will be delayed until year three with further planning and resource acquisition in year 2.

Financial considerations for implementation of the program are encompassed in the 2023-2024 budget from the instructional supplies and student activities funds.

STRATEGIES

Year 1 (Complete)	Planning for 'One School, One Question'; a school-wide literary study where all members of the community read a book related to a chosen theme and then explore the theme together through a series of activities and discussions about the books. ⇒ Assembly of planning committee including students and staff to decide on theme/question for book studies and examine potential texts at various reading levels Encouragement of daily reading through accessibility ⇒ Field trip to the Calgary Public Library for tour and student sign up for library card
Year 2	Continued work by the planning committee on refining the question, acquiring books, and planning for the event.
Year 3 (Draft)	Implementation of 'One School, One Question' including students and staff picking and reading one of the selected books and planning of a culminating day for discussion of books and theme. Review of the event including post event survey data and examine feasibility of continuation of the event on a yearly or semi-yearly basis.



OUTCOME 2.2

ENGLISH LANGUAGE LEARNERS THRIVE

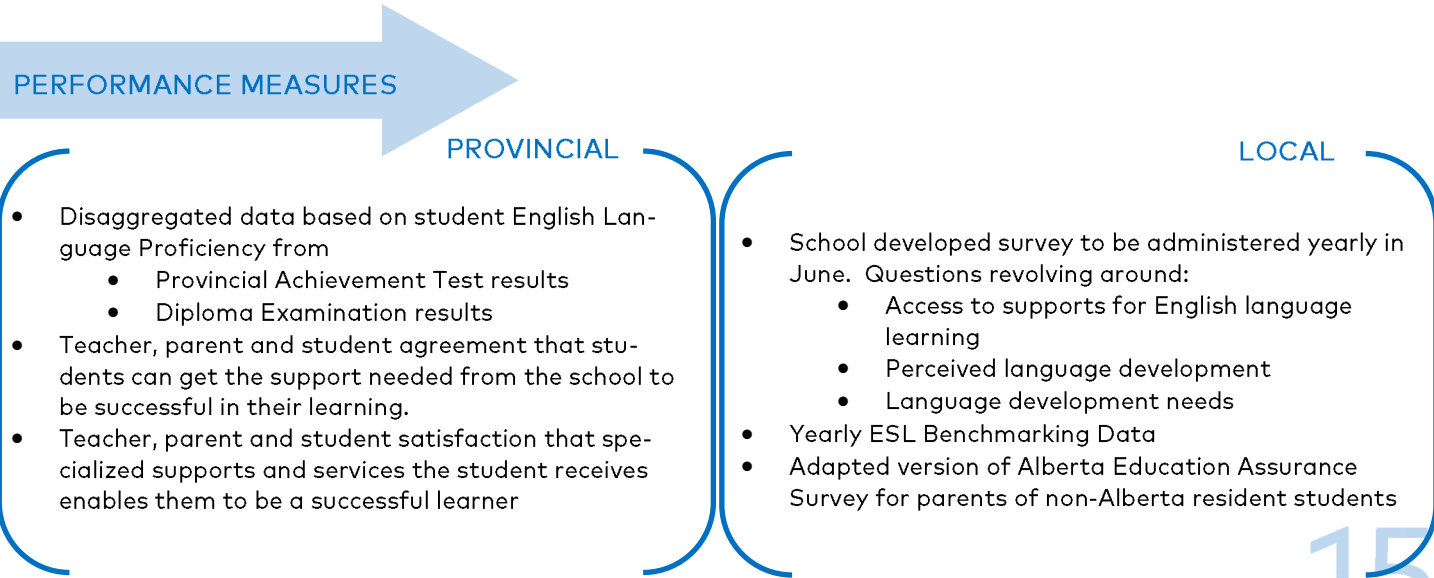
YEAR 2 STATUS AND UPDATES

Due to enrolment, further ESL support was redistributed to the junior ESL students rather than the grade 10s. The junior ESL students received 4 hours of specialized support per week by being pulled out of their core classes. Feedback from students and staff indicated that, rather than losing time from other academic classes, a specialized ESL English Class would be more beneficial. The strategy for year two has been adjusted to reflect this.

Several teachers undertook learning about Sheltered Language Instruction through their Teacher Professional Growth Plan in year 1. In year 2, the school leadership will investigate opportunities for large group professional development on the topic and implement in year 3.

STRATEGIES

Year 1 (Complete)	Increase access to supports of English Language Learners ⇒ Development and implementation of ESL Science class incorporating additional language support (level TBD based on ESL enrolment) ⇒ Expansion of small group learning supports with volunteer tutors during flex time ⇒ Yearly benchmarking of ESL students to monitor progress
Year 2	Implementation of junior ESL English Language Arts class Identification of professional development opportunities for all Academic teachers on Sheltered Language Instruction (helping students to learn academic language at the same time they are learning the academic content)
Year 3 (Draft)	Implementation of Sheltered Language Professional Development and Instruction. Assessment of impact.





GOAL THREE

LEARNERS ARE ACTIVE CITIZENS IN A STRONG COMMUNITY

As a small school, it is important that we have a strong and cohesive community. By ensuring the coordinated effort of both the artistic and academic components of the school, we can enhance the students' learning experience.

A strong community also extends beyond our school walls and student and staff involvement in citizenship in our broader community is key. Further, our community is also impacted by our histories. Active citizenship is also needed to further the reconciliation efforts with the First Nations, Métis and Inuit people.

OUTCOME 3.1

THE SCHOOL IS STRENGTHENED THROUGH A COHESIVE COMMUNITY AND DEVELOPMENT OF ACTIVE CITIZENS

YEAR 2 STATUS AND UPDATES

The strategies for year 1 were successfully implemented. Further opportunities for students to volunteer in various organizations were available, although the uptake was not large. In year two, further identification of opportunities for student volunteerism are necessary before implementing a group volunteer opportunity in the community.

STRATEGIES

Year 1 (Complete)	Full School Cohesiveness Enhancement Initiatives ⇒ Two Artistic and Academic Joint Full Staff Meetings ⇒ Full staff and student events ⇒ Co-facilitation of Open Parachute program with artistic and academic teacher Creation of Volunteerism working group ⇒ Identification of nearby community organizations for individual and group volunteering and investigation of logistics and opportunities for student participation
Year 2	Review of progress to increase school cohesiveness and continued development of co-artistic/academic meetings, events, educational opportunities, etc. Investigation of opportunities for volunteerism and implementation of volunteering plan with nearby organization.
Year 3 (Draft)	Developing of onboarding procedures to integrate new staff into full school community. Continued access to joint academic-artistic opportunities. Review of student volunteering activities and further development of individual and group opportunities throughout the school year.

PERFORMANCE MEASURES

PROVINCIAL

- Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe
- Teacher, parent and student agreement that students model the characteristics of active citizenship
- Teacher, parent and student agreement that students are encouraged to be involved in activities that help the community

LOCAL

- School developed survey to be administered yearly in June. Questions revolving around:
 - Perception of school community cohesiveness
 - Opportunities for community building
 - Volunteerism
 - Staff feedback for joint meetings and events
- Adapted version of Alberta Education Assurance Survey for parents of non-Alberta resident students

OUTCOME 3.2

COMMUNITY IS BUILT THROUGH ACTIVITIES THAT FURTHER RECONCILIATION WITH THE FIRST NATIONS, MÉTIS AND INUIT PEOPLE

YEAR 2 STATUS AND UPDATES

In year 1, students did collaborate with the other Canadian ballet schools to do a joint acknowledgement of the National Day for Truth and Reconciliation/Orange Shirt Day. Together, the schools made an art installation of painted rocks. Our school's, visible in our courtyard, vividly acknowledge the belief that every child matters.

Feedback about the activity, however, indicated that some of the newcomers to Canada did not understand the purpose of the activity as they are not aware of Canada's Indigenous history. Further work on ensuring that our International Students have adequate background knowledge in preparation for year two's field trip to a site of significance in Indigenous Culture and Heritage is needed.

STRATEGIES	
Year 1 (Complete)	To recognize the National Day for Truth and Reconciliation on September 30th, develop, plan, and execute full school and/or pan-Canadian unified activities ⇒ Collaboration with Canada's National Ballet School, Royal Winnipeg Ballet School, and L' École Supérieure de Ballet du Québec ⇒ Academic curricular links and in-class activities ⇒ Whole school recognition of significance of Truth and Reconciliation activities
Year 2	Revisiting and revising National Day for Truth and Reconciliation activities as needed. Development of whole school field trip to a site of significance in Indigenous Culture and Heritage.
Year 3 (Draft)	Revisiting and revising National Day for Truth and Reconciliation activities as needed. Development of whole school field trip to a different site of significance in Indigenous Culture and Heritage. Eventually to develop a three-year rotation of sites to visit for continuity and growth of student understanding.

PERFORMANCE MEASURES

PROVINCIAL	LOCAL
<ul style="list-style-type: none">Parent, staff and students agreement that students are encouraged at school to be involved in activities that help the community.	<ul style="list-style-type: none">School developed survey to be administered yearly in June. Questions revolving around:<ul style="list-style-type: none">Improved knowledge and understanding of First Nations, Métis and Inuit people's culture and historyStaff perceptions on student engagement in the work of reconciliationFeedback on activities developed for the National Day for Truth and ReconciliationAdapted version of Alberta Education Assurance Survey for parents of non-Alberta resident students

2023-2024 BUDGET SUMMARY

- Projected Enrolment (growth)

Student Type	Projected Enrolment
Eligible Funded (Alberta Resident) Grades 7-9	19
Eligible Funded (Alberta Resident) Grades 10-12	20
Non-funded Students	49

- Increase in tuition
- Deficit reflects an increase in marketing efforts to maximize student enrolment as well as higher costs due to inflation
- Alberta Government funding as per the Funding Manual for the 2023-2024 school year
- Budget includes Professional Division, Residence, and Post-Graduate Programming

Year Ending August 2024	Budget 2024¹ \$	Budget 2024 %
REVENUES		
Provincial Education Grants	267,886	5.6
Tuition and Related Fees	2,262,791	46.9
Other Provincial and Federal	547,676	11.4
Other	1,739,881	36.1
Total Revenues	\$4,818,234	100%
EXPENDITURES		
Salaries and Benefits	3,020,111	57.6
Cost of Operations	2,131,692	40.7
Other	85,542	1.6
Total Expenditures	\$5,237,345	100%
Surplus (deficit) of revenues over expenditures	(419,111)	

¹Budget information summarized from May 25, 2023 budget as approved by the Board.