

Calgary Board of Education Three-Year Education Plan 2018-21

Our Mission: Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Our Values: Students come first. Learning is our central purpose. Public education serves the common good.

Our Outcome: Student Success

Personalize Learning

Success for each student, every day, no exceptions

Instructional design and leadership focus on:

- student agency and intellectual engagement
- active and effortful tasks designed for student interests and learning needs
- assessment that informs teaching and learning
- students knowing what they know, how they know it, how they show it and what they need next

Build Professional Capital

Capacity building with a focus on results

Collaborative learning networks focus on:

- professional and intellectual engagement
- shared standards of practice
- evidence-informed, research-informed and job-embedded professional learning
- staff knowing the decisions they have made, why they made them, what impact those decisions had, and what is required next

Engage our Stakeholders

Everyone contributes to the success of public education

Internal and external community members:

- actively recognize public education as foundational to a democratic society
- acknowledge and accept different roles, responsibilities and contributions based on shared outcomes and engagement
- support, practice and benefit from open and responsive communication
- accept responsibility for the success of the organization

Steward our Resources

Resource management on behalf of student learning

Decisions and actions at all levels of the organization are:

- based on values and priorities
- consistent with the learning agenda
- evidence-informed
- made within a coherent framework
- strategic and responsive
- sustainable

Alberta Education Outcomes

- Alberta's students are successful
- Alberta's education system supports First Nations, Métis, and Inuit students' success
- Alberta's education system respects diversity and promotes inclusion
- Alberta has excellent teachers, and school and school authority leaders
- Alberta's education system is well governed and managed

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Strategies and Actions

Personalize Learning

Evolve, extend and integrate practices consistent with the elements of CBE's vision for high quality teaching and learning.

- Extend the use of learning plans and profiles that help each student be known and develop as a learner.
- Extend the design of responsive, inclusive, rigorous and engaging learning tasks that ensure students participate, progress and achieve.
- Implementation of new curriculum.

Clarify and extend inclusive practices through responsive, enabling learning environments and instruction.

- Identify and create the conditions for success for students as unique learners and as members of their school and home communities.
- Further support student well-being as it relates to learning.

Advance multiple literacies, numeracy and learning competencies for each student across the subject and discipline areas.

- Improve clarity and coherence in teaching and learning practices through high-impact instructional strategies.

Through a focus on: **Literacy** ▪ **Mathematics** ▪ **Indigenous Education** ▪ **High School Success**

Build Professional Capital

Further support the well-being of staff.

Build coherence and continuous improvement in program provision, service delivery, and professional learning through a collaborative and evidence-informed culture:

- Build skill in generating and interpreting data across CBE leadership teams.
- Further develop task design and assessment practices.

Impact student learning through collaborative and distributed leadership practices and professional learning that address shared priorities:

- Inclusive learning.
- Indigenous cultures, languages and histories.
- Literacy, numeracy and student learning competencies.
- Leadership through strategic resourcing.

Refine the teacher induction program.

Engage our Stakeholders

Increase public confidence by sharing, listening, learning and communicating to build mutual understanding and respect.

- Use the *Dialogue Framework* to guide community engagement activities to ensure decisions are made which support students in learning.

Promote a workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfillment.

- Continue to act on input received from employee engagement survey.

Engage local, provincial and global partners in collaborative ventures to support student learning.

- Expand opportunities for community members to contribute to student learning.
- Expand transition opportunities for young adult students.

Steward our Resources

Enhance operational performance through increasingly effective, efficient and streamlined processes and practices.

- Optimize, commission, modernize and maintain school facilities to foster enriching learning environments.
- Promote system-wide approaches to sustainability.
- Create new school resource allocation methodology in relation to overall system goals.

- Enhance support to make decisions based upon a review and interpretation of evidence, data and guiding documents.
- Implement the new student information system.
- Leverage technology to increase workflow efficiency and promote learning.

Advance instructional leadership through strategic resource management.

High School Success Strategy 2018-21

Outcome:

Each CBE high school student will participate, progress and achieve in their learning programs.

Participate

Each high school student will access high quality teaching and flexible learning opportunities.

- Visible learning intentions
- Outcomes-based assessment
- Considerations for flexible schedules, spaces and resources

Indicators

- Implementation mapping* of high-quality teaching and flexible learning opportunities
- CBE Student Survey

Each high school student will feel known, connected and supported in their learning.

- Access to a range of opportunities “to be known”
- Student voice/choice/leadership
- Planned processes for transitions and interventions

Indicators

- Implementation mapping* of strategies that help students be known, connected and supported in their learning
- CBE Student Survey

Progress

Each high school student’s progress toward their goals for life, work and continued learning will be evident to them, their teachers and their families.

Indicators

- Student learning plans/goals with established processes for adjustments
- Opportunities for lifelong learning, career exploration and citizenship
- Course completion tracking
- CBE student Survey
- Student progress on key learning outcomes and competencies will be documented and shared at least two times per course.

Examples include but are not limited to:

- Emails/phone calls/conversations
- Gradebooks
- Learning conferences
- Student learning plans

Achieve

Each high school student will successfully achieve the learning outcomes of their programs of study to advance their goals for life, work, and continued learning.

Indicators

- Report card data
- Accountability Pillar results
 - High School Completion Rates
 - Work Preparation
 - Transition Rate
 - Diploma Examination results

* Through this process, School Development Plan actions are documented and tracked over time.

High School Success Strategy 2018-21

Conditions for Success

Alberta Education's Moving Forward with High School Redesign (MFWHSR) highlights conditions for student success. Through the MFWHSR principles the Calgary Board of Education attends to these conditions:

Pedagogy

- Designing personalized learning for students through professional learning/networks in task design and assessment.
- Implementing intervention and transition practices.

School Leadership

- Building school leadership teams that collaboratively strengthen their response to the principles of high school redesign including personalization, flexibility and relationships.
- Designing collective research-based and evidence-informed practices that accelerate student learning.

School Culture

- Establishing a welcoming, caring, respectful and safe learning environment.
- Creating ongoing opportunities for student agency/voice/leadership.
- Engaging with partners around shared goals for student learning and career development.

School Structures

- Connecting and making visible the school practices that reflect the principles of high school redesign.



Key Actions

Key Actions 2018-19

- Extend instructional design practices that include outcomes-based assessment through:
 - professional learning networks.
 - responsive and distributed leadership.
- Communicate a continuum of flexible practices that allow students to be known and their learning/life goals to be supported and enriched.
- Expand and communicate opportunities for student voice/choice/leadership.
- Extend and share trauma-informed practices through the high school success learning collaboratives.
- Develop transition processes for students to enter, transition through and finish school their way:
 - strengthening career development opportunities.
 - increasing access to unique pathways including dual credit.

Key Actions 2019-20

- Evolve data sets that inform future action.
- Continue revision and extension of previous implementation strategies.

Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

Indigenous Education Strategy 2018-21

Outcome 1: Each Indigenous student will participate, progress and achieve in their learning programs.

Outcome 2: Each CBE student's learning experiences are advanced by the strength and diversity of Indigenous knowledge systems (ways of knowing) through their learning programs.

Participate

Each student will learn in an environment that reflects high impact practices.

- Culturally responsive instructional design & assessment and support
- Early intervention
- Transition supports
- School connectedness
- Engaging with families and community to support student learning

Indicators

- Implementation mapping* of high-impact practices across CBE schools

Each Indigenous student will feel known, connected and supported in their learning environment.

Indicators

- CBE Student Survey

Each student will benefit from Indigenous knowledge systems (ways of knowing) in their learning program.

Indicators

- CBE Student Survey

Each Indigenous student will be supported to set and work towards learning goals.

Indicators

- Results 4 report card data (K-9)
- Students have a learning plan and are documenting progress toward achieving their goals

Progress

Each Indigenous student's progress in learning will be evident to them, their teachers and families.

Indicators

- K-9 students' progress on key learning outcomes will be documented and shared at least four times per year
- High school students' progress on key learning outcomes will be documented and shared at least two times per course
- High school students' progress will be documented and shared each semester through course completion tracking
- School-based attendance

Examples include but are not limited to:

- Emails/phone calls/conversations
- Student work samples
- Gradebooks
- Learning conferences
- Student learning plans

Achieve

Each Indigenous student will successfully achieve the learning outcomes of their programs of study.

Indicators

- Report card data
- Provincial Achievement Test results
- Diploma Examination results
- High School Completion Rates

* Through this process, School Development Plan actions are documented and tracked over time.

Indigenous Education Strategy 2018-21

Priorities

Cultivating a Balanced and Respectful Relationship

Cultivating a balanced and respectful relationship between Indigenous knowledge systems and existing CBE knowledge systems in how we think about and do everything.

Advancing Culturally Responsive Instructional Design & Assessment

Honouring Indigenous knowledge systems, languages and histories through responsive learning environments and instructional design & assessment for the benefit of all students.

Advancing System-Wide Learning

Ensuring staff are knowledgeable, understanding and respectful of the strength and diversity of First Nations, Métis and Inuit; the implications of treaties and agreements with First Nations and Métis; the history and legacy of residential schools.

Building Respectful Working Relationships with Community

Working with community from the very beginning as part of how we think about and do everything.

Key Actions

Key Actions 2018-19

Teaching and Learning/Community Engagement

- Design/offer professional learning to address: pattern of requests from schools; the Teaching/Leadership Quality Standards; high-impact practices; and, the Three-Year Education Plan
- Describe/highlight high-impact practices
- Provide easy access to resources/professional learning within CBE and the province
- Provide guidance re: cultural protocols
- Advance collective and respectful approaches to working with students, families, staff and community
- Advance professional learning from elementary/middle/junior and high school cohorts
- Advance Niitsitapi li tass ksii nii mat tsoo kop (Niitsitapi Learning Centre) as a place for early/professional learning
- Build understanding of Indigenous languages as key dimension of Indigenous knowledge systems (ways of knowing)
- Build understanding about data and measures that reflect Indigenous ways of knowing
- Advance Indigenous knowledge systems and holistic approaches as an integral part of the Three-Year Education Plan

Business Supports

- Allocation of human and financial resources to enable implementation of high impact practices
- Succession and recruitment planning for Indigenous education

Key Actions 2019-20

Teaching and Learning/Community Engagement

- Include measures of student success that reflect Indigenous ways of knowing in the Indigenous education strategy
- Continue revision and extension of previous implementation strategies

Key Actions 2020-21

Teaching and Learning/Community Engagement

- Continue revision and extension of previous implementation strategies

Literacy Strategy 2018-21

Outcome: Each CBE student will participate in intentional, joyful literacy learning to progress and achieve in their learning programs.

Participate

Each student will learn in a joyful, literacy-rich environment characterized by:

- developing relationships and understanding identities through shared literacy experiences
- language play and exploration
- choice in instructional texts
- multimodal tools and texts
- responsive, explicit instruction
- classroom discussion

Indicators

- Student reports of literacy learning experiences as recorded on the CBE Student Survey.

Each student will learn in an environment that reflects high-impact instructional strategies for literacy learning, including:

- formative assessment and feedback
- student self and peer assessment
- small group or one-on-one instruction targeted to students' specific learning needs
- gradual release of responsibility
- spaced practice

Indicators

- Implementation mapping* of high-impact instructional strategies across CBE schools.

Each student's learning program will include instruction in disciplinary literacy.

Indicators

- Implementation mapping* of disciplinary literacy instruction across CBE schools.

Progress

Each student's progress in literacy learning will be evident to them, their teachers and families.

Indicators

- K-9 students' progress on key learning outcomes will be documented and shared at least four times per year.
- High school students' progress on key learning outcomes will be documented and shared at least two times per course.

Examples include but are not limited to:

- Reading
 - Running records
 - Student annotations of texts read
 - Oral reading recordings
 - Student writing about texts read
 - Structured observations of students reading
 - Informal reading inventories for students not achieving grade level expectations
- Writing
 - Artifacts of student writing with teacher analysis
 - Structured observations of students writing
- Oral Language
 - Recordings of students speaking
 - Structured observations of students' language

Achieve

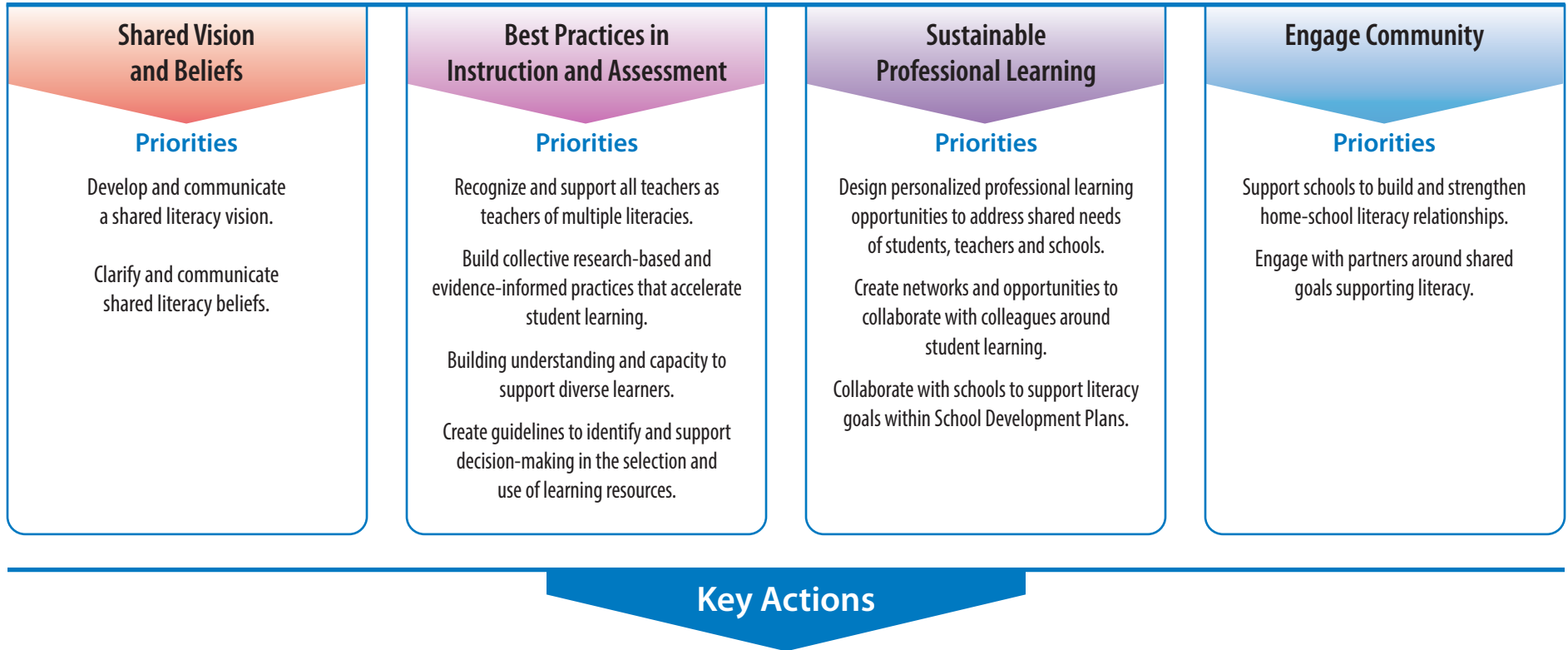
Each student will successfully achieve the learning outcomes of their programs of study.

Indicators

- Language Arts report card data
- Provincial Achievement Test results
- Diploma Examination results

* Through this process, School Development Plan actions are documented and tracked over time.

Literacy Strategy 2018-21



Key Actions 2018-19

- Build a shared understanding of middle-junior years literacy.
- Continue to build shared understandings of literacy, disciplinary literacy, literacy-rich learning environments and high-impact literacy instructional and leadership practices.
- Identify and build additional assessment resources for key reading and writing learning outcomes for Language Arts
- Identify and build assessment resources for key disciplinary literacy outcomes for Mathematics, Science and Social Studies.
- Support additional literacy professional learning through school organized cohorts, school-based residencies and individual teacher opportunities.
- Continue to build data sets to inform future years' actions.

Key Actions 2019-20

- Continue revision and extension of previous implementation strategies.
- Continue to build and respond to data sets to inform future years' actions.

Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

Mathematics Strategy 2018-21

Outcome: Each CBE student will participate in active, rigorous mathematics learning to progress and achieve in their learning programs.

Participate

Each student will learn in an environment that fosters mathematical engagement and proficiency through:

- meaningful mathematical discussion
- productive struggle and challenge
- active participation in reasoning and sense-making
- intentional learning progressions and connections
- procedural fluency developed from conceptual understanding
- a focus on mental math and automaticity

Indicators

- Student reports of mathematics learning experiences as recorded on the CBE Student Survey.

Each student will learn in an environment that reflects high-impact instructional strategies for mathematics learning, including:

- formative assessment and feedback
- student self and peer assessment
- small group or one-on-one instruction targeted to students' specific learning needs
- spaced practice

Indicators

- Implementation mapping* of high-impact instructional strategies across CBE schools.

Each student's learning program will include instruction in numeracy across all subject areas.

Indicators

- Implementation mapping* of numeracy instruction across CBE schools.

Progress

Each student's progress in mathematics learning will be evident to them, their teachers and families.

Indicators

- K-9 students' progress on key learning outcomes will be documented and shared at least four times per year.
- High school students' progress on key learning outcomes will be documented and shared at least two times per course.

Examples include but are not limited to:

- Computational Fluency
 - Running records for basic facts
 - Student computation work samples
 - Student explanations of accuracy, efficiency and flexibility in procedures and strategies
 - Structured observations of students applying procedures and strategies
- Modeling and Representing Mathematical Ideas
 - Artifacts of models and representations
 - Student explanations about connections between mathematical representations
 - Structured observations of students representing mathematical ideas
- Problem Solving and Reasoning
 - Benchmarked problems with assessment criteria
 - Structured observations of students solving problems

Achieve

Each student will successfully achieve the learning outcomes of their Programs of Study.

Indicators

- Mathematics report card data
- Provincial Achievement Test results
- Diploma Examination results

* Through this process, School Development Plan actions are documented and tracked over time.

Mathematics Strategy 2018-21

Framework and Priorities

Positive Mathematics School Culture

- Know that every student can be successful and confident at learning mathematics.
- Teachers and parents help build mathematical thinking by connecting mathematics to other subjects and everyday life.
- Recognize and support all teachers as teachers of numeracy.

Active, Rigorous Mathematics Learning

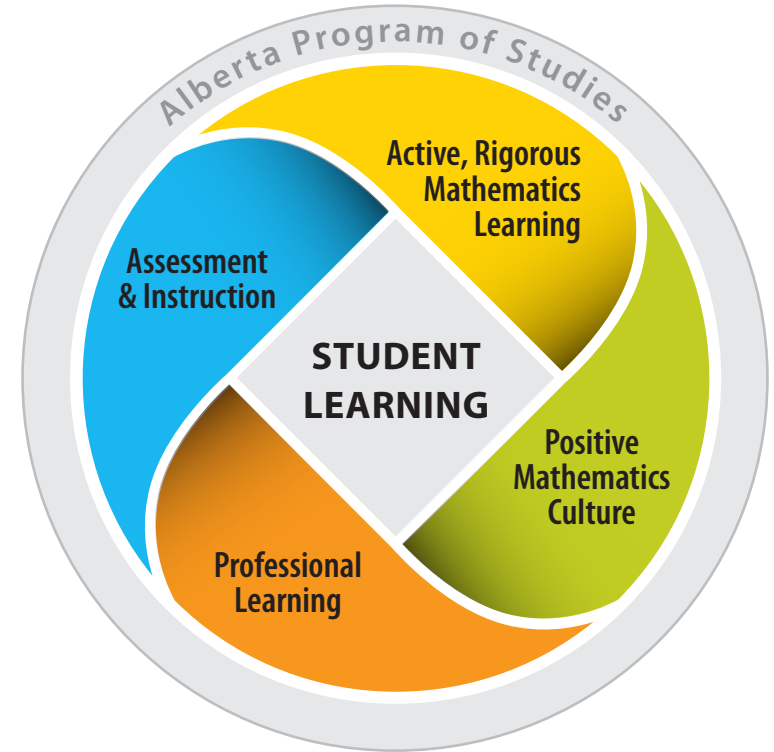
- Build strong mathematical foundations so students can understand complex mathematical ideas.
- Ensure students participate in learning activities that develop their mathematical reasoning and communication skills.
- Create more opportunities for students to be active problem solvers and make connections between concepts.

Assessment and Instruction

- Build opportunities for students to practice mathematics skills over time.
- Focus on the connections between conceptual understanding, problem solving and mental math.
- Use mathematical discussion with and among students to build and solidify concepts.
- Communicate clearly with families about student learning in mathematics.
- Strengthen the use of specific feedback and guidance to students during learning.

Professional Learning

- Build teacher confidence and skill with mathematics content and teaching through:
 - Whole-school learning
 - Teacher collaboration within schools
 - Individual teacher learnings



Key Actions

Key Actions 2018-19

- Deploy Math learning coaches in classrooms.
- Exceed Alberta Education's recommended instructional time in Mathematics 1-9 by 25%.
- Build shared understandings of high-impact mathematics instructional and assessment practices with a focus on learning progressions and procedural fluency.
- Support additional mathematics professional learning through Math Leads, school-based support and individual teacher opportunities.
- Continue to build assessment resources for procedural fluency and problem solving.
- Continue to build coherence in communicating with families about mathematics learning.
- Continue to build data sets to inform future years' actions.

Key Actions 2019-20

- Continue revision and extension of previous implementation strategies.
- Continue to build and respond to data sets to inform future years' actions.

Key Actions 2020-21

- Continue revision and extension of previous implementation strategies.

Fostering a Positive Workplace Environment Strategy 2018-21

Outcome: CBE has a workplace culture built on the values of voice, accountability, clarity of role and responsibility in which all employees find meaning and fulfillment.

Key Actions

Key Actions 2018-19

- Take action based on results of 2017 survey and communicate progress to all employees
- Establish representative advisory group and working groups to plan and guide engagement actions
- Support people leaders in facilitating and encouraging ongoing conversations with employees
- Encourage active participation in the spring 2019 survey
- Analyze and share high-level results by June, 2019

Indicators

- Maintain level of participation and overall results in identified system areas of focus on 2019 employee engagement survey compared to 2017 survey

Key Actions 2019-20

- Discuss 2019 survey results within all service units, Areas and schools
- Adjust key actions and strategies from 2018-19 to respond to 2019 survey results
- Implement strategies as identified by work groups
- Continue to communicate progress to employees

Indicators

- Every employee was provided with an opportunity to participate in a discussion about survey results and areas for improvement

Key Actions 2020-21

- Continue to implement actions identified from 2019 survey results where feasible
- Re-survey all employees in spring 2021 and share high-level results by June 2021
- Continue to communicate progress to employees

Indicators

- Improvement in areas of focus as a result of actions taken to respond to employee engagement survey results