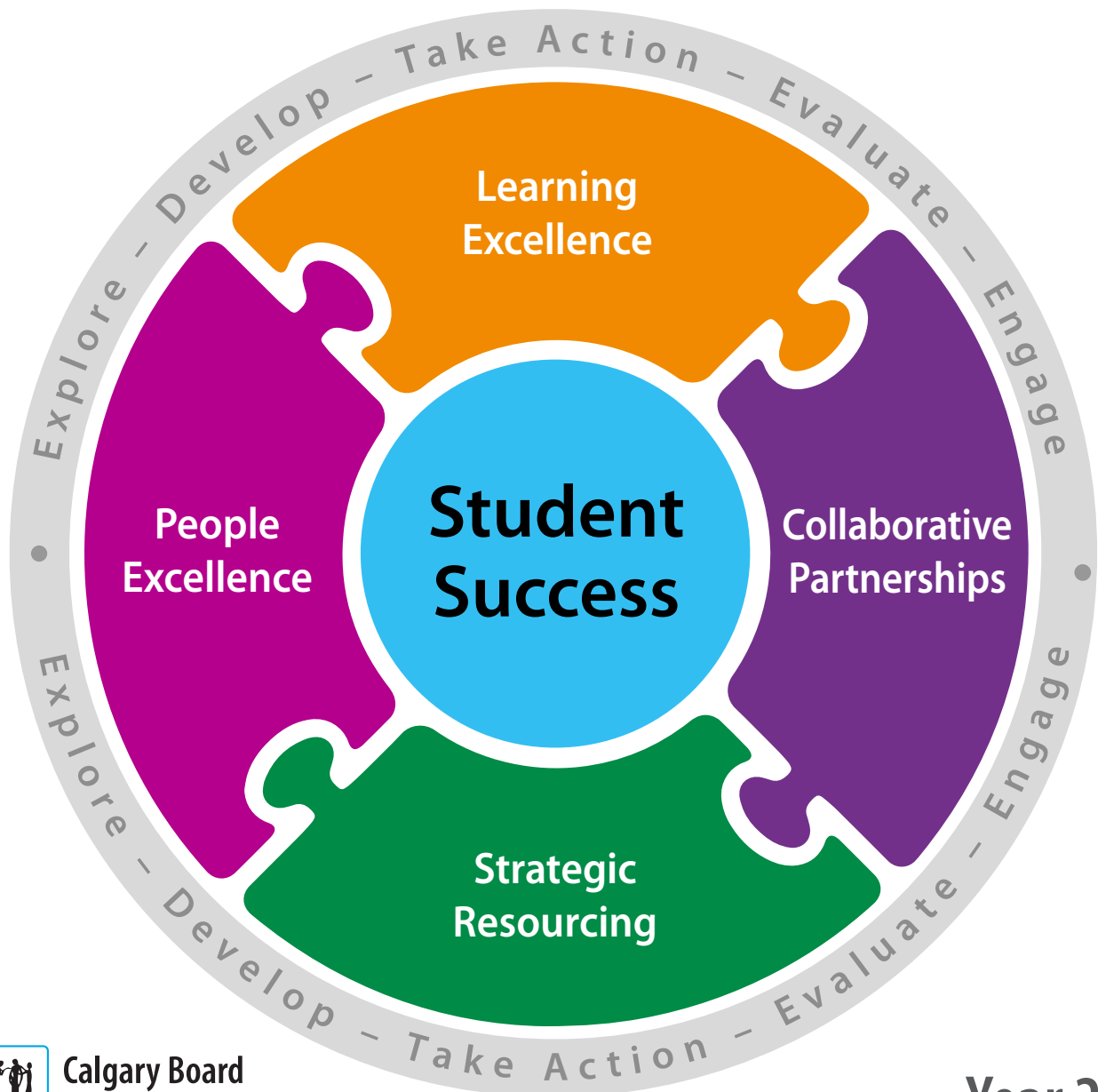


CBE Education Plan | 2021-2024



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.

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



125,300 Students



30,000+
English Language
Learners



23,200+
students with
special needs



5,300+
self-identified
Indigenous
students



24,600+ students
in Language &
Alternative
programs



19,000+ students
transported
daily



5,900 students
in unique
settings



15,000
employees



>240
schools

*2021-22 figures

Overview

As the largest school district in Western Canada, The Calgary Board of Education (CBE) offers a depth and breadth of programs and supports to meet the unique learning needs and interests of an increasingly diverse population. In addition to responsive and inclusive programming in all CBE schools, we provide opportunities for students to learn in unique settings and outreach programs. Every student should have the opportunity to succeed personally and academically no matter their background, identity or personal circumstances. Central to our work is the design of learning and instruction that allows for each student to be engaged, inspired and learn to their full potential.

The CBE believes in a strong public education system that supports success for each student. Our focus is to provide educational programming that meets the needs of all students while being responsible stewards of public dollars.

Accountability Statement

The Education Plan for The Calgary Board of Education commencing the 2022-23 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2021 – 2024 on May 17, 2022.

Laura Hack
Chair, Board of Trustees

The CBE is in year 2 of the 2021 – 2024 CBE Education Plan. This plan is a direct reflection of priorities identified by the Board of Trustees: achievement, equity and well-being. The Education Plan connects each employee in CBE to student success. The work of the Education Plan lives not only in schools, but also across service units.

Schools work collaboratively with service units to create and implement system initiatives that advance learning and enhance opportunities for students and families. Centralized supports are aligned with system wide priorities reflected by CBE values and the Education Plan. In specific areas of operations, centralized services provide administrative time-savings for schools and allow for more time to focus on teaching and learning.

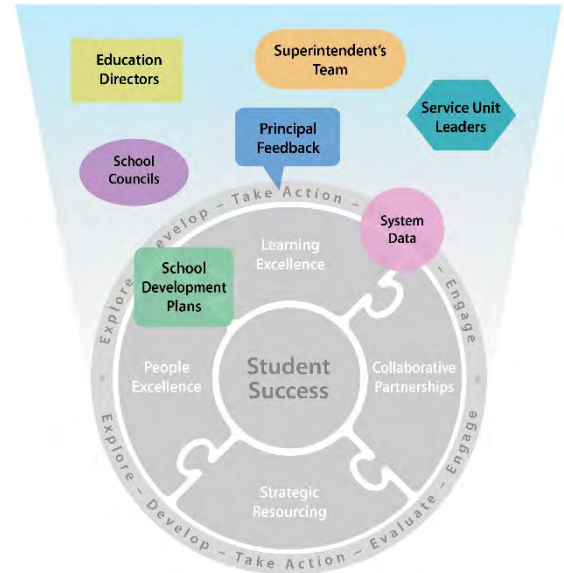
Education Plan | 2021 – 2024



Building and Refining the Education Plan

The process of informing and providing input into the Education Plan is based on multiple perspectives and data points both prior to the creation of plan and over the course of each year where the plan is implemented. With the Board of Trustees priorities at the center, input has been considered from:

- School Development Plans (staff, parents and School Councils)
- Area Leadership Meetings (principals, assistant principals)
- Education Directors, Service Unit Directors and leaders
- Superintendents' Team



For example, parents influence planning through direct input at School Council meetings and the opportunities for suggestions and feedback provided to all parents. CBE has established administrative regulations and practices that ensure school principals work toward:

- enhancing communication between the school and its parent community;
- providing a method by which the school, home and community may work together for the benefit of students;
- providing a forum for discussion of school philosophies, results, budgets and operations that contribute to the creation of the school development plan; and
- reporting to the community on the progress achieved towards the goals in the school development plan.

Each year schools gather input and feedback from parents and school councils on their school development plan, budget and fees in the following ways:

- survey
- school council or special parent meeting

Like all engagements, this continued work will be guided by the principles outlined in the CBE [Dialogue Framework](#).

The evidence utilized to support development and refinement within the three-year cycle of the Education Plan is summarized below:

System and School Data

- Alberta Education Assurance Survey, CBE Student Survey and OurSCHOOL Survey
- Alberta Education curriculum implementation expectations
- Attendance rates
- Citizenship, personal development and character report card indicators
- Early Years Evaluation (EYE)
- English Language Learner Language Proficiency Benchmarks
- High school completion rates
- Provincial achievement test and diploma examination achievement of standards for each of: English Language Arts; French Language Arts; Mathematics; Sciences and Social Studies (when available)
- Report card indicators and marks for each of: CALM, Career & Technology Foundations/Studies; English Language Arts; Fine and Performing Arts; French Language Arts; Health; Languages; Mathematics; Physical Education; Sciences and Social Studies
- Requests for support from schools
- Return to school after dropping out rates
- School development plans
 - Literacy, Mathematics, and Well-Being for Learning Goals
- Operational Expectations Board of Trustees Monitoring Reports
- Feedback collected from employees
- Professional learning offerings, evaluations and feedback
- Alberta Education's school specific utilization rates
- Budget-Actual comparisons
- Leadership development opportunities and feedback
- Technology applications, licensing and usage

Goals

Goals outline the aims of the organization. They are intended to last over time.

Key Outcomes

Key outcomes are the priority areas of focus in relation to the goal. Outcomes reflect the desired state that the CBE wants to achieve through its actions. CBE identifies excellence both in goals and in outcomes. Achieving excellence is focused on supporting every student to realise their full potential, and prioritizing professional learning and well-being of employees.

Key Actions

Key actions are articulated for each Key Outcome and will progress over three years. Key actions are reflective of evolving provincial and local context, available resources, and government priorities such as curriculum or new legislation.

The Annual Education Results Report provided to the Board of Trustees in November 2022 will document assessment of progress and impact of planned key actions. Additionally, the provincial and local measures inform next steps towards each goal based on evidence from year one.

Key Measures

In the Education Plan, both provincial and local data sets are used. These measures will determine progress towards outcomes and impact of actions, with local measures allowing for the examination of incremental progress.

Implementation

Operational implementation planning will reflect focused actions applicable across the system and in schools. A logic model structure organizes internal planning, tracking and measurement. The impact will be reported on in the Annual Education Results Report intended to reflect on each goal and progress towards the goals.

Logic Model

Evidence/Data	Actions	Measures	Resources
What evidence informs the plan?	What system strategic actions will we take to advance the outcome?	Measures assess progression in achieving outcomes and effectiveness of actions. They provide useful data to determine impact of actions and progress towards outcomes.	What resources (learning structure, human, physical, technological, financial) will be needed in order to realise the outcome?

The outcome of this plan is reflected by the Board of Trustees priorities for student success: achievement, equity, and well-being. The CBE is committed to strong, vibrant, inclusive school communities where all students have the opportunity to achieve their potential.

References

[Alberta Education: Funding Manual for School Authorities 2021/22 School Year Assurance Framework: CASS Fall Conference Presentation](#)
[CASS: Learning Guide: Assurance Framework from Theory to Action](#)

Requirements | Relevant Documents

Work across schools and service units is connected to the Education Plan, below are a few key documents. The following documents are connected to and informed by the Education Plan.

- 2022-23 CBE Budget

CBE's Board-approved 2022-23 Budget is available on CBE's website (www.cbe.ab.ca) > About Us > Budget & Finance Operating Budget for Next Year or at: <https://www.cbe.ab.ca/about-us/budget-and-finance/Pages/next-year-budget.aspx>

- Capital Plan

The CBE produces a list of new school and modernization priorities annually. This list of priorities is captured within the Three-Year School Capital Plan, which is approved by the Board of Trustees. The most recent iteration of this document was approved on March 29, 2022 and can be found here: <https://cbe.ab.ca/FormsManuals/Three-Year-School-Capital-Plan.pdf>

- Infrastructure Maintenance Renewal (IMR) Plan

Each year, the CBE produces an IMR plan that lays out building component repairs and replacements required to ensure that CBE schools continue to be safe and welcoming learning environments for students. It is important to note that this plan can be adjusted during the school year to attend to unforeseen building component failures. The IMR expenditure plan is approved annually and can be found here: <https://www.cbe.ab.ca/schools/building-and-modernizing-schools/Documents/IMR-Expenditure-Plan.pdf>



Learning Excellence

Create strong student achievement and well-being for lifelong success

KEY OUTCOMES	KEY MEASURES
<p>Students achieve excellence in literacy</p> <ul style="list-style-type: none"> System-wide implementation of CBE Literacy Framework (environments, teaching practices, assessment practices) <ul style="list-style-type: none"> School Development plans include a literacy goal Implementation of new K-3 English Language Arts and Literature curriculum 	<p>Provincial Measures</p> <ul style="list-style-type: none"> Provincial Achievement Tests Diploma Examinations Alberta Education Assurance Measure Survey High School Completion Rate (3 yr, 5 yr) <p>Local Measures</p> <ul style="list-style-type: none"> Early Years Evaluation (EYE) Reading Readiness Screening Tool (RRST) LeNs and CC3 Literacy Assessments (Gr. 1-3) Numeracy Assessments (Gr. 1-3) English Language Learner Language Proficiency Benchmarks Report Card results Language Arts, Mathematics, Health, & Career and Life Management (CALM) School Development Plan Goals and Measures Oral Proficiency Benchmark Results on the Diplôme d'études en langue française (DELF) and the Diplomas de Español como Lengua Extranjera (DELE) Attendance data CBE Student Survey OurSCHOOL Survey Requests for support from Indigenous Education Team Transition Plans for Gr. 9 Indigenous students Student Voice School Learning Team Referrals Area Learning Team Supports
<p>Students achieve excellence in mathematics</p> <ul style="list-style-type: none"> System-wide Implementation of CBE Mathematics Framework (environments, teaching practices, assessment practices) <ul style="list-style-type: none"> School Development plans include a mathematics goal Implementation of new K-3 Mathematics curriculum 	
<p>Students who self-identify as Indigenous are supported to experience improved achievement and well-being</p> <ul style="list-style-type: none"> System-wide implementation of CBE Indigenous Education Holistic Lifelong Learning Framework Utilize professional learning to support CBE staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students Acknowledge and support the implementation of the Truth and Reconciliation Commission Calls to Action 	
<p>Students access learning opportunities and supports that address their diverse learning needs and well-being</p> <ul style="list-style-type: none"> Refine CBE continuum of supports and services to align to student needs A collaborative response is used in school and system-based responses to meet the holistic needs of each student Enhance system and school-based collection and use of student data to monitor achievement and well-being for all students including students who self-identify as Indigenous, English language learners and students with identified special education needs Track, monitor and identify planned actions in schools to support student progress to achieving high school completion System-wide implementation of a student Well-being Framework <ul style="list-style-type: none"> School Development Plans include a well-being goal Implementation of new K-6 Physical Education and Wellness curriculum System-wide implementation of strategies to advance anti-racism, diversity and inclusion including CBE CARES Implement planning and supports to respond to impacts of COVID-19 on learning and well-being across grade levels Refine and advance K - 12 <i>Assessment and Reporting in CBE</i> 	



People Excellence

Ensure all leaders and staff demonstrate excellence in advancing student success

KEY OUTCOMES	KEY MEASURES
<p>People in the CBE are engaged and supported to achieve student and system success</p> <ul style="list-style-type: none"> ▪ CBE employee feedback regarding key themes including leadership and well-being are prioritized, developed and implemented ▪ CBE has collaborative learning networks and cross functional teams that advance key outcomes across each goal ▪ Support and advance staff professional learning needs ▪ CBE structures and processes support effective leadership development across all levels of CBE ▪ Build and maintain staff awareness of effective use of current and emerging technologies to enhance knowledge and inform practices 	<p>Provincial Measures</p> <ul style="list-style-type: none"> ▪ Alberta Education Assurance Measure Survey – Education Quality ▪ Workforce planning data on teacher supply, specialty teacher supply and other areas of focus <p>Local Measures</p> <ul style="list-style-type: none"> ▪ Professional learning opportunities and participation rates ▪ Professional learning feedback ▪ Staff absence rates ▪ Data from benefit plan providers regarding employee health ▪ Number and type of harassment complaints ▪ Workforce planning data such as anticipated retirements ▪ Leadership development opportunities ▪ Leadership development feedback



Collaborative Partnership

Foster relationships to support student success

KEY OUTCOMES	KEY MEASURES
<p>Student learning and well-being are enhanced through partnerships and engagement with students, staff, parents and community</p> <ul style="list-style-type: none"> ▪ Leverage school and system-wide processes for gathering and utilizing student voice to inform school and system actions ▪ Foster relationships with parents by leveraging engagement and communication processes and opportunities ▪ Build and sustain relationships with Indigenous and new Canadian parents/caregivers ▪ Facilitate collaboration among CBE and Indigenous Elders, leaders, organizations and community members to advance strategic actions in support of Indigenous student achievement and well-being ▪ Maintain and enhance partnerships with post-secondary and industry in support of program access to dual credit and exploratory pathways opportunities ▪ Strengthen students' access to community programs and services during non-instructional hours ▪ Develop and implement system-wide processes, tools, and practices to improve partnership management 	<p>Provincial Measures</p> <ul style="list-style-type: none"> ▪ Alberta Education Assurance Measure Survey <p>Local Measures</p> <ul style="list-style-type: none"> ▪ Student Voice feedback on School Development Plans ▪ Registration in and completion of dual credit courses, off-campus, apprenticeship opportunities or number of students participating in exploratory pathways ▪ Guidance provided through Elder Advisory Council ▪ Operational Expectation 8 indicators Communicating and Engaging With the Public ▪ Number of School Connections YYC bookings in CBE schools



Strategic Resourcing

Allocate resources to support student success

KEY OUTCOMES	KEY MEASURES
<p>CBE optimizes available financial, people and physical resources in support of student and system success</p> <ul style="list-style-type: none"> ▪ Review programs, services and supports to assess effectiveness, efficiency and economy aligned with provincially allocated funding ▪ CBE allocation of resources to schools is equitable and accounts for funding through the Resource Allocation Method (RAM) including base, equity, program and other funding allocations ▪ Strengthen and refine the use of technology and tools to support effective operations and advance teaching practice ▪ School utilization rates are maintained at a level that generates maximum programmatic and operational efficiencies ▪ Operations and maintenance are aligned with funding and consistent with environmental obligations 	<p>Provincial Measures</p> <ul style="list-style-type: none"> ▪ Alberta Education Assurance Measure Survey ▪ Budget-Actual Comparison ▪ Alberta Education’s school utilization rate reflected in the Funding Framework <p>Local Measures</p> <ul style="list-style-type: none"> ▪ CBE Student Survey ▪ Ratio of student devices to students ▪ Schedule 3 – Program of Operations from the annual audited financial statements ▪ Annual budget submitted to Alberta Education ▪ Students to school-based staff ratio ▪ Financial Health Matrix (Summary) ▪ Number of schools operating below 85% utilization