

A Culture of Success

Ends

Outcomes

Contributors to Success

SUMMARY

E-1: Mega End

- Learners complete programs and are prepared for lifelong learning and employment.*
- Grade 12 students participate in courses that increase post-secondary options.
- The education system meets the needs of all learners, society and the economy.*
- The jurisdiction demonstrates leadership and continuous improvement.*
- Decision-making is responsive and responsible to the CBE, community and stakeholder interests.

E-2: Academic Success

- Learners demonstrate high standards.*
- All students develop literacy early.
- Accountabilities of principals and directors are clear.

E-3: Citizenship

- Learners are well prepared for citizenship.*
- Grade 4 students learn a second language.
- Results improve through effective working relationships with partners and stakeholders.*

E-4: Personal Development

- Personalized learning opportunities that meet varying student needs and differing community values are offered in each Area.
- Children at risk have their needs addressed through effective programs and supports.*
- Student achievement in multiple literacies improves.
- Clear and easily understood decision-making processes regarding student accommodation, and resource allocation and deployment are in place.

E-5: Character

- Schools are safe and caring.*

Our Community

- 'Child-friendly city' with a population of 933,495, and growing (April 2004 Census)
- Average age: 37.5
- Population leads the nation and province in education and income
- 0 – 4 year-old age group makes up 5.7% of the population; predicted to increase
- 5 – 19 year-old age group makes up 19.5% of the population; predicted to decrease
- 4.2% share of national immigration (2003)
- Committed to public education: over 1000 corporate, government, community, not-for-profit and post-secondary organizations have formed partnerships with the CBE to support and enrich learning opportunities for our students

Our Students

- Academically successful: CBE students' results are higher than provincial results on the majority of provincial tests and higher than world results on international tests (on all Advanced Placement exams and on 10 of 15 International Baccalaureate exams)
- Multiplicity of styles, needs and families' educational values
- Richly representative of nations throughout the world (students from over 170 different countries attend our schools)

Our Staff

- Highly qualified and experienced
- Individuals interested in making a difference in society are attracted to the CBE from across the country

Our Guides

- The Board of Trustees' Governance Policies
 - Mission: Educating Tomorrow's Citizens Today
 - Vision: The Calgary Board of Education is the dynamic learning community of choice
 - Values: Students come first
Learning is our central purpose
Public education serves the common good
 - Ends: The *Board of Trustees' Policy – Ends* reflects what the Trustees envision for Calgary Board of Education students, student achievement and accountability
- Provincial Goals
 - High Quality Learning Opportunities for All
 - Excellence in Learner Outcomes
 - Highly Responsive and Responsible Jurisdiction

Three Year Education Plan 2005-2008



The **Ends** reflect what the Board of Trustees envisions for Calgary Board of Education students.

This *Summary* outlines the Calgary Board of Education's plans for advancing students' progress towards reaching the Ends.



Calgary Board of Education
www.cbe.ab.ca

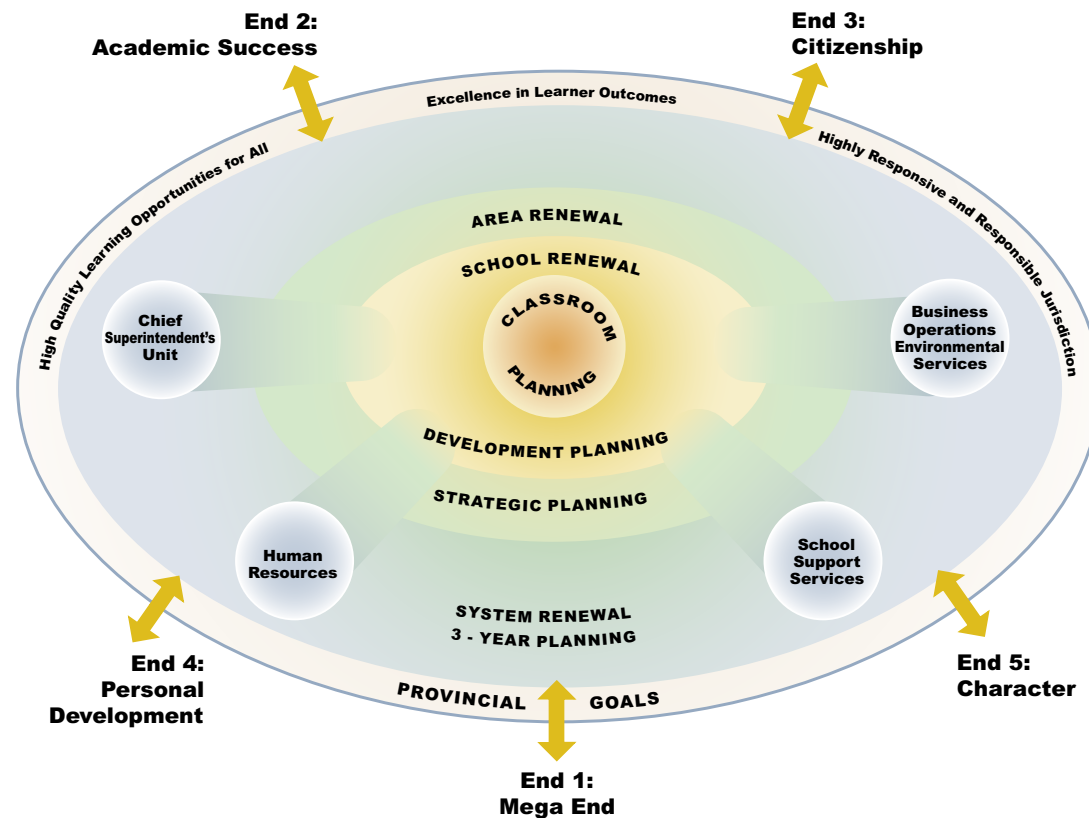
*Alberta Education Required Outcomes

Planning for Success

Measures

- Results of assessment of student learning, including results from provincial testing program
- Rates of high school completion, dropout, return and transition to post-secondary
- Number of students receiving High School Diplomas, Certificates of Achievement and Scholarships
- Number of students involved in Career Pathways, Summer Work Experience, Registered Apprenticeship Program
- Results of International Baccalaureate and Advanced Placement students
- Results of satisfaction surveys, including provincial Accountability Pillar stakeholder surveys
- Number and geographic accessibility of programs responsive to program choice and special needs
- Percentage of schools offering a second language and of grade 4 students enrolled in second language classes
- Number of new schools and school modernizations
- Percentage of days staff healthy and present in worksites
- Number of partnerships
- Percentage of student enrolment change compared to percentage of school-aged population change in civic census
- Number of international students/educators enrolled in CBE school and development programs

Alignment of the Planning Units for Change



Board of Trustees' Policy - Ends**

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|----------------------------------|--|
| E-1: Mega End | Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning. |
| E-2: Academic Success | Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning. |
| E-3: Citizenship | Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities. |
| E-4: Personal Development | Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential. |
| E-5: Character | Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others. |

**For full information and details on the Board of Trustees' Governance Policy - Ends visit www.cbe.ab.ca/policies/governance.asp

Strategies

- Implement School and Area Development Plans based on data relative to student achievement, styles and needs; and align professional development, professional learning time and teaching practice accordingly.
- Customize, by Area, expansion of program choices to accommodate unique student needs, styles and differing family educational values; and support student achievement and personal, citizenship and character development.
- Deploy technology as an enabler for student and staff learning in response to differing learner styles and needs.
- Create opportunities for student transitions from high school to post-secondary education and careers through Career Pathways and Personal Learning Plans and Portfolios. Provide academic support classes and adult courses to serve learners across the city.
- Develop campuses of learning to expand program opportunities within communities and provide a range of off-campus applied learning experiences.
- Implement second language learning for all grade 4 students and support English language instruction for new Canadians.
- Liaise with Alberta Education to implement the Grade Level of Achievement Reporting project that focuses on achievement of the Program of Studies through ongoing, broad-based classroom assessment.
- Implement full-day Kindergartens in selected schools having students with high-risk, complex learning needs and establish early development centres in selected schools to address developmental delays in preschoolers.
- Establish effective processes to identify and address safety issues and concerns of staff, students and parents.
- Inform stakeholders of existing programs that develop care, respect and fair treatment of others, being explicit about the values and ideals they are promoting regarding interpersonal relationships and citizenship development.
- Develop sustainable partnerships to augment existing partnership programs, learning opportunities, resources and facility construction and modernizations.
- Provide qualified staff in response to defined needs, including those with demonstrated experience and expertise in Special Education.
- Prepare coordinated medium to long-term plans that identify criteria and planning principles for addressing system needs and stakeholder interests.
- Allocate resources so that schools have decision-making authority and accountability around resource deployment.
- Develop appropriate decision processes for the allocation and deployment of capital and operating funds to meet identified program needs.
- Implement new school priorities and school closures, or consolidations, to better meet student needs.
- Restructure where possible the educational delivery system according to a K-4, 5-8, 9-12 grade configuration.
- Expand international student enrolment and summer programs.