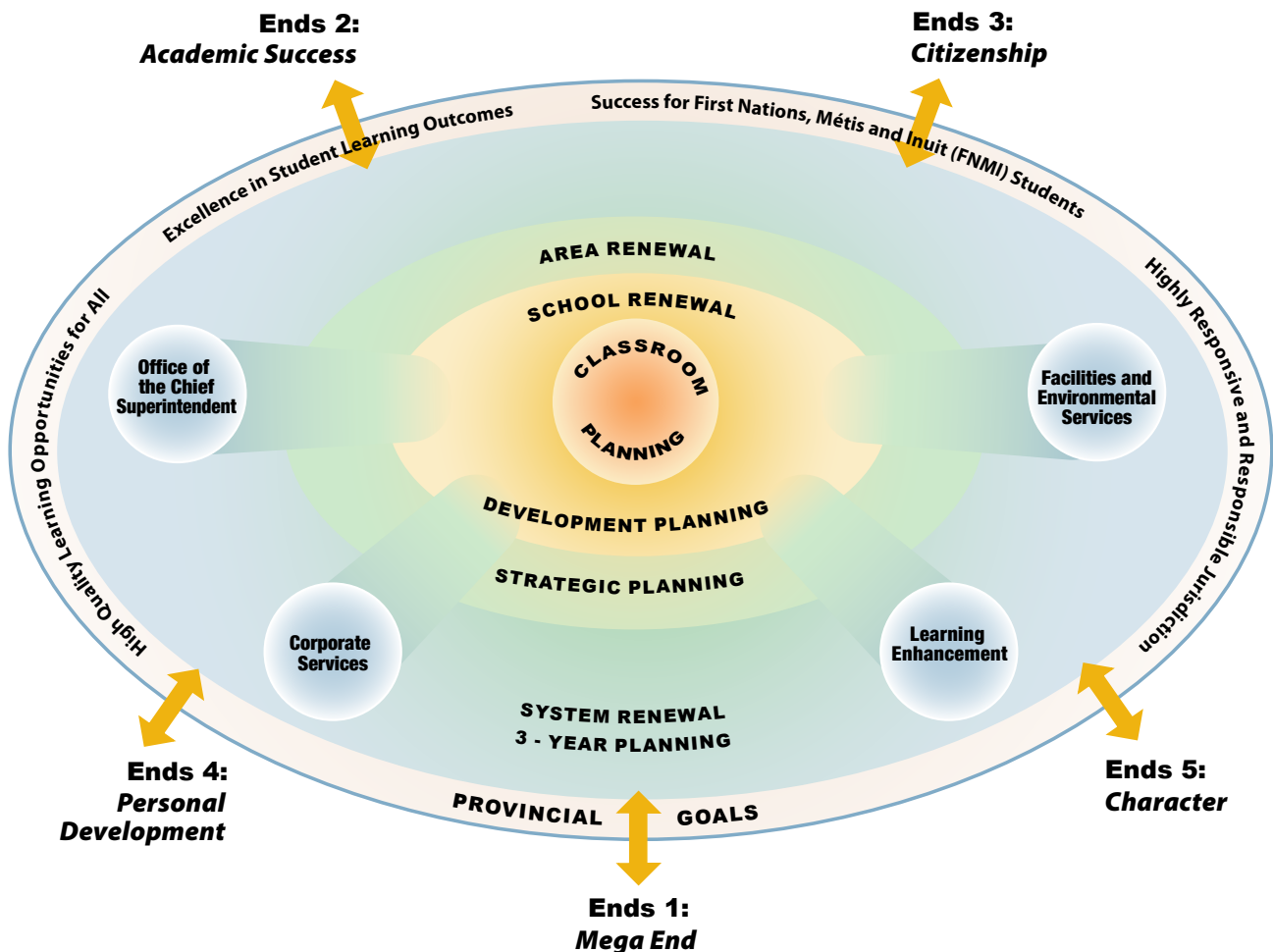


Three-Year Education Plan 2009-2012



Calgary Board of Education

Alignment of the Planning Units for Change



Governance Policies - Ends

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.

See Appendix 1, pages 20 and 21 for full Governance Policies – Ends

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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.



Special thanks to Raman, a graduating student from Dr. E.P. Scarlett High School and Michael, a Kindergarten student from Ethel M. Johnson School, for giving of their time and energy in assisting us with our cover photography for this document.

Core Values

MISSION: Educating Tomorrow's Citizens Today

VISION:

The Calgary Board of Education is the dynamic learning community of choice.

We provide quality learning opportunities and options. Our learners take ownership by discovering and developing their potential, passions and gifts. They take their place as lifelong learners and make a significant contribution within a complex, changing world.

VALUES:

Students come first.

We believe that everyone can learn. Each student is unique and worthwhile. We acknowledge, recognize and celebrate the diversity of our learners. Success for each and every student is the goal of our work.

Learning is our central purpose.

We believe that learning empowers students to achieve their potential. Attention to continuous improvement, high expectations, innovation and relationships will enable all students to reach their potential. Student learning is at the heart of everyone's work at the Calgary Board of Education.

Public education serves the common good.

Public education is essential for a vibrant democracy. The principles of democracy drive our accountability to the public and the public's participation in our work. Our school system is owned by and accountable to Calgarians and therefore, the Calgary Board of Education is accountable to Calgary taxpayers for using resources wisely to meet students' learning needs.

Accountability and Communication

The Education Plan for the Calgary Board of Education for the three years commencing September 1, 2009 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board is committed to achieving the results laid out in this plan.

The *Three-Year Education Plan 2009-2012* will be communicated in a variety of ways, including the following:

- Presentation at a Public Meeting of the Board of Trustees
- Posting on the Calgary Board of Education Web site: <http://www.cbe.ab.ca/aboutus/3yrplan.asp>
- Distribution of copies to all CBE school councils, school principals for access at schools, Areas for school community access, Service Unit Superintendents and Directors; Alberta Education; and Members of the Legislative Assembly.

Our jurisdiction's schools use school councils as one of the primary sources for communication with parents. Parent councils are sources of information for individual schools as they work on creating their School Development Plans each fall. Schools welcome parent feedback, suggestions and questions. School websites and newsletters provide other avenues for information sharing.

Annual results reports prepared by schools are also communicated to parents and the community in a variety of ways, including the following:

- Posting on the school website
- Distribution of copies to School Council members
- Availability of copies at the school
- Submission to the Area Office.

Pat Cochrane
Chair
Calgary Board of Education

Beverley D. Hubert
Chief Superintendent of Schools
Calgary Board of Education

Three-Year Education Planning 2009-2012

Three-Year Education Plan 2009-2012 Framework and Process of Development

The strategies and actions contained in this document are based on individual student need as identified in each school's School Development Plan. Individual School Development Plans are created each fall as school staff members reflect on their students' needs and achievements. School councils also serve as important sources of information in the school development planning process. As School Development Plans are completed, they are amalgamated into Area Renewal Plans, which then become the main drivers of the three-year education planning process. Using the Area Renewal Plans as guides, all Service Units and Departments have identified actions they will undertake to bring this document to life. This current plan demonstrates the alignment between all schools, Service Units and Departments within the Calgary Board of Education and marks the first time specific actions have been identified in this document. The process of developing the actions and strategies was undertaken from January to March 2009, thereby allowing the 2009-2012 strategies and actions to guide the Budget Councils during their budget deliberations. As a result of this extensive work in recognizing the needs of our students and system, the Three-Year Education Plan is recognized by all CBE staff as a foundational document guiding our work for and with students.

Provincial Requirements

Provincial goals, outcomes and measures are required components of the plan. The Three-Year Education Plan must also be informed by the provincial *Accountability Pillar Overall Summary and Evaluation* of our results. Therefore, for each measure the following data are presented in the plan:

- Our *Last Actual Result*
- Our *Previous 3-Year Average*
- Alberta Education's *Evaluation* of our results is based on our *Achievement* and *Improvement*, plus an *Overall Evaluation* which is a combination of *Achievement* and *Improvement*
- *Improvement Targets* are required for results that are evaluated as being an Issue or Concern.

Following is a summary of the method used by Alberta Education to arrive at the Evaluation:

- Evaluation of *Achievement* is based on comparing our most recent result against a fixed standard for each measure to determine an achievement level of *Very High*, *High*, *Intermediate*, *Low* or *Very Low*.
- Evaluation of *Improvement* is based on comparing our most recent result with our prior three-year average for each measure to determine an improvement level of *Improved Significantly*, *Improved*, *Maintained*, *Declined* or *Declined Significantly*.
- These two evaluations are combined for an *Overall Evaluation* of *Excellent*, *Good*, *Acceptable*, *Issue* or *Concern*.

Examples of Measure Evaluations

Measure	Evaluations		
	Achievement	Improvement	Overall
Achievement Tests: Excellence	High	Improved	Good
Diploma: Excellence	Very High	Maintained	Excellent
Parental Involvement	Intermediate	Improved Significantly	Good

For more detailed information regarding the Accountability Pillar Overall Summary and Measure Evaluation Reference, see Appendices 2 & 3.

Enrolment and Program Overview

The Calgary Board of Education provides programs and services in 217 school programs, addressing the complexity and diversity of its 101,822 students.

NUMBER OF SCHOOLS*

Elementary	128
Elementary/Junior High/Middle	22
Junior High	27
Junior/Senior High	3
Senior High	19
Unique Settings and Unique Special Education Settings	<u>18</u>
Total	217

*The term school is defined as an instructional setting assigned a unique school code by Alberta Education.

ENROLMENT (September 30, 2008)

Kindergarten	7,082
Elementary	42,028
Junior High	22,195
Senior High	25,712
Unique Settings	1,634
Chinook Learning Services	2,492
CBe-learn	<u>679</u>
Total	101,822

BUDGETED EMPLOYEES* (full-time equivalent) (2008-09)

Teaching*	6,149
Non-Teaching	<u>3,129</u>
Total	9,278

*excludes substitute teachers

SOURCE: CBE Corporate Services and Alberta Education, November 2008

UNIQUE SETTINGS

- Alberta Alcohol and Drug Abuse Commission (AADAC)
- CBe-Learn
- Chinook Learning Services
- Discovering Choices I (Downtown)
- Discovering Choices II (Marlborough)
- Dr. Gordon Townsend in Alberta Children's Hospital
- Home Education
- Start Outreach (Bowness)
- Westbrook Outreach (Westbrook)
- West View Secondary
- YAP (Young Adult Program – Foothills Hospital)

UNIQUE SPECIAL EDUCATION SETTINGS

- Children's Village
- Christine Meikle School
- Dr. Oakley School
- Emily Follensbee School
- Nexus/Trust Treatment
- William Roper Hull School
- Wood's Homes School

UNIQUE SERVICES

- ADTP (Adolescent Day Treatment Program – Holy Cross Centre)
- Alberta Adolescent Recovery Centre (AARC)
- Early Development Centre
- Eating Disorder Program
- Emergency Women's Shelter
- English as a Second Language (ESL) Program/Centres
- HERA Program
- Vision Resource Centre

SPECIAL EDUCATION PROGRAMS

- ACCESS (Attitude, Community, Competence, Elements of Academic Curriculum, Social Skills)
- AIM (Transitions Junior High Mental Health Program)
- ALP (Adapted Learning Program)
- ASD (Autism Spectrum Disorder), Ready/Cluster Classes
- Braille Head Start Program
- Bridges
- C&B (Communication and Behaviour)
- Connections
- Deaf and Hard of Hearing
- GATE (Gifted and Talented Education)
- LEAP (Learning Essentials to Achieve Potential)
- Learning and Literacy
- New Directions
- PLP (Paced Learning Program)
- SKILL (Social Knowledge, Independent Living and Language)
- STOP (Short-Term Observation Program)
- SOS (Self-Esteem Opportunity for Success)
- TASC (Training in Attitude, Social Skills and Communication)
- The Class (Senior High Mental Health Program)

ALTERNATIVE PROGRAMS AND/OR ALTERNATIVE SCHOOLS

- Advanced Placement
- Alice Jamieson Girls' Academy
- Alternative High School
- Arts-Centred Learning
- French Immersion and Late Immersion
- German Bilingual
- Home Education
- International Baccalaureate
- Juno Beach, Academy of Canadian Studies
- Louise Dean Centre
- Mandarin Bilingual
- Medicine Wheel Kindergarten
- Montessori
- National Sport Academy
- National Sport School
- National Sports Development
- Piitoyis Family School (Aboriginal Culture Program)
- Science Schools
- Spanish Bilingual
- The School of Alberta Ballet Canada
- Traditional Learning Centres
- W. H. Cushing Workplace School

Outcomes, Measures and Strategies Relative to Governance Policies - Ends

Ends 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. Achievement of Ends 2 through 5 will lead to attainment of this overarching Mega End.

Ends 2: Academic Success

Outcomes	Measures	Last Actual Result	Previous 3-Yr. Average	Evaluation			Improvement Targets**		
				Achievement	Improvement	Overall			
1.1 Students demonstrate high standards in learner outcomes.* A.E. Goal 2: Excellence in Student Learning Outcomes	1.1.1 Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results)*	Acceptable 77.7%	Acceptable 77.9%	Intermediate	Maintained	Acceptable	N/A		
		Excellence 21.2%	Excellence 20.6%	High	Improved	Good	N/A		
	1.1.2 Overall percentage of students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on diploma examinations (overall results)*	Acceptable 86.7%	Acceptable 87.2%	Intermediate	Declined	Issue	08-09 87.7%	09-10 88.7%	10-11 89.7%
		Excellence 27.8%	Excellence 27.9%	Very High	Maintained	Excellent	N/A		
	1.1.3 Percentage of students writing four or more diploma exams within four years of entering Grade 10*	56.9%	57.0%	High	Maintained	Good	N/A		
	1.1.4 Percentage of Grade 12 students eligible for a Rutherford Scholarship*	58.4%	58.1%	Intermediate	Evaluation not applicable due to eligibility change as of April 1, 2008		N/A		
1.2 Students complete programs so that they are ready to attend post-secondary institutions and/or contribute as members of society and to the economy.* A.E. Goal 1: High Quality Learning Opportunities for All	1.2.1 High school completion rate of students within three years of entering Grade 10*	68.8%	69.8%	Intermediate	Declined	Issue	09-10 69.8%	10-11 70.8%	11-12 71.8%
1.3 Students are well prepared for lifelong learning and employment.* A.E. Goal 2: Excellence in Student Learning Outcomes	1.3.1 High school to post-secondary transition rate of students within six years of entering Grade 10*	60.3%	58.8%	High	Improved	Good	N/A		
	1.3.2 Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school*	76.0%	75.2%	Intermediate	Improved	Good	N/A		
	1.3.3 Number of graduates	Last Actual Result 6279	Previous Year's Result 6138						
	1.3.4 Number of major scholarships awarded	2898	2559						

*These outcomes and performance measures are required by Alberta Education.

**Targets are required if Alberta Education has identified an "Issue" or "Concern" with the results. The results in the above chart are from May 2009 Accountability Pillar Overall Summary, Appendix 2.

Outcomes, Measures and Strategies Relative to Governance Policies - Ends

Ends 2: Academic Success (continued)

Outcome 1.1 Students demonstrate high standards in learning outcomes. (Mega End and Ends 2)	
Strategies to Achieve Outcomes	Actions
a) Implement a learning model that personalizes learning.	<ul style="list-style-type: none"> • Define and promote a personalized learning model that considers integrating and differentiating curriculum, development of learner profiles, flexible program delivery, technology infusion, social construction and individual student learning plans. <ul style="list-style-type: none"> • Embed flexibility in student programming, through timetables, instructional practices and in alignment with provincial and CBE policies and practices. • Increase students' abilities for self-direction. • Implement the Learning Portal for students in support of the personalized learning model and flexible program delivery. <ul style="list-style-type: none"> • Allow students to connect to learning resources with their own digital access devices. • Develop programs that move to anytime, anywhere access to technology resources for every learner. • Modernize computers, servers, network/security and storage to ensure high availability and reliability of applications and services to students and staff (aligned with industry and Alberta Education standards). • Increase student engagement in designing and measuring individual learning plans through student e-portfolios. • Restructure Resource Allocation Method (RAM) to align resources with the needs of students. <ul style="list-style-type: none"> • Re-examine per school and per student allocations. • Re-examine deployment of staff within schools and service units and re-allocate resources as required to best meet the needs of all students. • Analyze data to determine causes for specific drops in Provincial Achievement Test/Diploma results.
b) Provide a comprehensive view of student achievement.	<ul style="list-style-type: none"> • Examine student achievement within professional learning communities to deepen understanding of the adjustment cycle. • Implement strategies to address achievement gaps in mathematics, science and literacy. <ul style="list-style-type: none"> • Implement appropriate recommendations from local, provincial, and national reports on literacy, science and mathematics. • Establish an enhanced, system-wide focus on literacy/reading including digital literacy.
Outcome 1.2 Students complete programs so that they are ready to attend post-secondary institutions and/or contribute as members of society and to the economy. (Mega End and Ends 2)	
Strategies to Achieve Outcomes	Actions
a) Establish district-wide professional development with student learning at the centre.	<ul style="list-style-type: none"> • Develop an inventory of CBE-related professional development activities. • Establish a system-wide intentional focus on the "instructional core," defined by Elmore as "the relationship between the student and teacher in the presence of content." • Engage staff in consistent, focused professional development experiences that: <ul style="list-style-type: none"> • Focus consistent system-wide professional development on instructional practices. • Share exceptional practices (bring in Richard Elmore). • Deepen understandings of the role of professional learning communities. • Build instructional leadership capacity within professional learning communities. • Dedicate school staff time to work in professional learning communities focused on instructional improvement. • Support professional development in a distributed learning environment. • Implement a program designed to build the capacity of a cohort of new (including pre-service teacher development) and experienced teachers to effectively plan for and work with increasing complexity of student learning needs including Aboriginal students, at-risk learners, ESL students and Special Education students. • Employ a job-embedded professional development strategy to address gaps identified in School Development Plans particularly in mathematics, science and literacy achievement outcomes. • Build staff capacity in data collection, analysis and specific action planning to improve mathematics, science and literacy achievement. • Build staff understanding and capacity to develop and implement student resiliency strategies and practices for students. • Expand the training/retraining opportunities in support of student-focused crisis intervention. • Establish centres of inquiry for English language learning (Literacy, English and Academic Development (LEAD) and Accelerated English). <ul style="list-style-type: none"> - Enhance training for English language learning teachers.

Outcomes, Measures and Strategies Relative to Governance Policies - Ends

<p>b) Establish district-wide professional development with student learning at the centre. (continued...)</p>	<ul style="list-style-type: none"> • Implement Human Resources strategies that support the acquisition of skills and knowledge required to implement the personalization of learning. • Build systemic expertise and leadership capacity in culturally fair assessment. • Provide leadership learning opportunities that: <ul style="list-style-type: none"> • Examine effective methods of building professional learning communities and best practice for creating rigour and relevance in instruction. • Build leaders' capacity to implement engagement strategies with all staff. • Build financial leadership capacity at the school level. • Engage principals and supervisors to understand their role as "talent managers" to ensure employee satisfaction and retention. • Continue the implementation of leadership potential assessments and development of individualized learning plans (i.e., Emotional Intelligences) for leaders. • Provide orientations for new employees to the Board applicable to each level of need. <ul style="list-style-type: none"> • Create an orientation program for all new employees with supporting web-based materials. • Induction process for teachers new to the system. • Provide opportunities for staff to develop global understandings through international work and travel. • Continue to work with post-secondary institutions to focus teacher and support staff training programs on the specific needs of this community. • Develop online employee career paths. • Develop curriculum materials to support enhancement of the preferred employee relations skills for future principals, managers and all supervisory personnel. • Provide training and language assessment and communication plan for interpreters. • Build capacity of non-certificated staff to develop their understanding regarding their roles in contributing to student learning. • Provide support and training in personal health and wellness for all employees. • Support all employees to effectively manage their own workplace conflict. • Develop staff competencies in communication.
<p>c) Build distributed learning*** environments</p>	<ul style="list-style-type: none"> • Build technology map and solutions plan. • Require all Service Units to build plans to develop and implement distributed learning environments. • Implement supporting technology solutions for each area of disability and ability (for teacher and staff support). • Establish consistent and standard processes to improve and simplify staff and student access to online services and learning resources through the Staff and Learning Portals. • Invest in core technologies that deliver a sustainable, secure, reliable and scalable platform for distributed learning: <ul style="list-style-type: none"> • Establish service-level standards for technology availability and security based on system needs for use of the internet and internal network systems. • Unify all CBE wireless technologies into one platform. • Provide local security at each school to provide greater security and flexibility of wireless abilities throughout the CBE. • Design and deliver new storage and data back-up solutions to provide the necessary storage to accommodate current applications as well as new applications and services coming online. • Develop technology solutions for connecting and supporting new hires to CBE. <ul style="list-style-type: none"> • Develop and implement a discussion board on the Portal to address new staff queries. • Improve access for culturally and linguistically diverse families to access the CBE website.
<p>***Distributed learning is a model which offers multiple channels of learning and teaching through a variety of delivery formats and mediums – print, digital (online) and face-to-face classroom delivery methods – allowing teachers, students and content to be located in different, non-centralized locations. Distributed learning provides choices, flexibility and authentic learning experiences. Distributed learning includes all forms of learning where, by design, students and their teachers may be separate in time and/or space for some or all of their interactions. It offers the potential of exploring different relationships and building highly personalized and individualized learning opportunities for student success, as well as expanding teacher expertise to critically influence and support student learning. This definition does not preclude face-to-face interactions between students and their teachers (Alberta Education Distributed Learning Strategy 2008).</p>	

Outcomes, Measures and Strategies Relative to Governance Policies - Ends

Outcome 1.3 Students are well prepared for lifelong learning and employment. (Mega End and Ends 2)	
Strategies to Achieve Outcomes	Actions
a) Expand the concept of schooling.	<ul style="list-style-type: none"> • Engage staff and collective bargaining units to explore flexible delivery options and multiple work settings that would support the expanded concept of schooling. <ul style="list-style-type: none"> • Develop and implement an engagement plan to support Area Directors and school principals in expanding the concept of schooling. • Redefine, in collaboration with Alberta Education, the conditions (legislative and regulatory) required to support a 21st century concept of schooling. • Develop multiple channels of learning and teaching that extend access and build flexibility to support success for each student. <ul style="list-style-type: none"> • Provide opportunities for campus, community and experiential learning to prepare learners for lifelong learning and employment. • Work in collaboration with Alberta Education to demonstrate integrated middle school learning that is problem/project based. • Establish e-Learning centres at all high schools. • Implement <i>High Schools that Work</i>. <ul style="list-style-type: none"> • Develop an engagement plan to support high school principals and build their capacity in engaging internal and external stakeholders in advancing <i>High Schools that Work</i> strategies.
b) Coordinate consistent, in-depth processes to support students through times of transition.	<ul style="list-style-type: none"> • Implement evidence-informed school and system strategies to assist and support students in transition between programs and levels, between CBE schools, and for completing high school and beyond high school. <ul style="list-style-type: none"> • Provide in-depth and specialized system services and supports to address transition of vulnerable student populations.

Outcomes, Measures and Strategies Relative to Governance Policies - Ends

Ends 3: *Citizenship*

Ends 5: *Character*

Outcomes	Measures	Last Actual Result	Previous 3-Year Average	Evaluation			Improvement Targets**
				Achievement	Improvement	Overall	
2.1 Students model the characteristics of active citizenship.* A.E. Goal 2: Excellence in Student Learning Outcomes	2.1.1 Overall teacher, parent and student agreement that students model the characteristics of active citizenship*	78.1%	75.1%	High	Improved Significantly	Good	N/A
2.2 School environments are safe and caring.* A.E. Goal 1: High Quality Learning Opportunities for All	2.2.1 Overall teacher, parent 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*	85.0%	83.1%	High	Improved Significantly	Good	N/A

*These outcomes and performance measures are required by Alberta Education.

**Targets are required if Alberta Education has identified an "Issue" or "Concern" with the results.

The results in the above chart are from May 2009 Accountability Pillar Overall Summary, Appendix 2.

Outcome 2.1 Students model the characteristics of active citizenship. (Ends 3 and 5)	
Strategies to Achieve Outcomes	Actions
a) Embed local leadership, volunteerism and service in student learning.	<ul style="list-style-type: none"> • Promote local initiatives in all schools. • Organize a student leadership conference on social justice issues and conduct a post-conference review of outcomes.
b) Embed global citizenship within student learning plans.	<ul style="list-style-type: none"> • Implement the international certificate system-wide in all high schools. • Promote authentic global initiatives in all schools. • Expand the annual International Education tour to include a development and humanitarian focus.
c) Embed environmental literacy and stewardship in the culture of the school.	<ul style="list-style-type: none"> • Promote student leadership in addressing environmental issues. • Engage students in the 10% electricity reduction initiative. • Implement initiatives for schools to become recognized as Ecosites. • Engage students in the 50% waste reduction initiative. <p>(from the <i>Framework to Advance Environmental Stewardship within the Calgary Board of Education</i> and the <i>Five-Year Implementation Plan</i> that supports it)</p>
Outcome 2.2 Student environments are safe and caring. (Ends 3 and 5)	
Strategies to Achieve Outcomes	Actions
a) Embed character development into student learning to impact the culture of the school.	<ul style="list-style-type: none"> • Develop and implement practices that maintain a strong focus on safe, respectful and caring learning environments for all. <ul style="list-style-type: none"> • Identify and implement further strategies to address bullying and aggressive behaviour (from <i>Character Education Report</i>, by Joan Jeary, November 2001). • Develop and implement a policy and practice on cultural competency. <ul style="list-style-type: none"> • Embed in selection, training and career development processes.

Outcomes, Measures and Strategies Relative to Governance Policies - Ends

Ends 4: *Personal Development*

Outcomes	Measures	Last Actual Result	Previous 3-Year Average	Evaluation			Improvement Targets**
				Achievement	Improvement	Overall	
3.1 The education system meets the needs of all K-12 students, our society and the economy.* A.E. Goal 1: High Quality Learning Opportunities for All	3.1.1 Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education*	81.7%	80.1%	Very High	Improved Significantly	Excellent	N/A
	3.1.2 Overall teacher, parent and student satisfaction with overall quality of basic education*	88.0%	86.5%	High	Improved Significantly	Good	N/A
3.2 Children and youth with at-risk factors have their needs addressed through timely and effective programs and supports.* A.E. Goal 1: High Quality Learning Opportunities for All	3.2.1 Annual drop out rate of students aged 14 to 18*	5.0%	5.0%	Intermediate	Maintained	Acceptable	N/A
3.3 Key learning outcomes for First Nations, Métis and Inuit (FNMI) students improve. A.E. Goal 3: Success for First Nations, Métis and Inuit (FNMI) Students	Jurisdiction public reporting of FNMI results in Three-Year Education Plans will be required starting in 2010. Although this public reporting is not yet a requirement of Alberta Education, the Calgary Board of Education has developed a number of strategies and actions to improve learning outcomes for FNMI students (see Outcome 3.3 below).						

*These outcomes and performance measures are required by Alberta Education.

**Targets are required if Alberta Education has identified an "Issue" or "Concern" with the results.

The results in the above chart are from May 2009 Accountability Pillar Overall Summary, Appendix 2.

Outcome 3.1 The education system meets the needs of all K – 12 students, our society and the economy. (Mega End)	
Strategies to Achieve Outcomes	Actions
a) Provide access to quality program supports that are responsive to student needs, shifting student and community demographics, and community choice.	<ul style="list-style-type: none"> • Develop and implement a program review process that responds to shifting student needs. <ul style="list-style-type: none"> • Develop and implement a three-year System Student Accommodation Plan. • Re-align resources in the Diversity Department to respond to changing community and student demographics. <ul style="list-style-type: none"> • Develop and deliver curriculum which addresses culturally-different experiences and perspectives. • Increase implementation of Aboriginal content into curriculum. • Research, recommend and implement models of Heritage Language programs. • Develop and train language assessors to implement the language assessment tool to determine proficiency levels of new-hire teachers. <ul style="list-style-type: none"> • Develop language assessment tools to assess teachers' language proficiency in identified CBE supported second language programs such as French, Spanish, German, Mandarin and Blackfoot. • Continue the Secondary Review process.

Outcomes, Measures and Strategies Relative to Governance Policies - Ends

Ends 4: *Personal Development* continued

b) Adopt principles of Universal Design for Learning (UDL).	<ul style="list-style-type: none"> • Design and implement a learning resource strategy for the system. • Engage in action research and on-going development of teaching and learning strategies to implement Universal Design for Learning. <ul style="list-style-type: none"> - Principle 1: To support recognition learning, provide multiple, flexible methods of presentation. - Principle 2: To support strategic learning, provide multiple, flexible methods of expression and apprenticeship. - Principle 3: To support affective learning, provide multiple, flexible options for engagement.
c) Implement district-wide literacy strategies.	<ul style="list-style-type: none"> • Identify and implement promising practices to support student literacy development. <ul style="list-style-type: none"> • Use consistent assessment tools to assist in the diagnosis of student literacy levels/abilities. • Deploy literacy resource staff at the school or Area level. • Establish communities of learners focused on teaching literacy across the curriculum, using technology including adaptive and assistive technology, and remediation strategies. • Investigate the potential for expanding access to full-day Kindergarten and investigate the potential for expanding access to pre-Kindergarten learning opportunities. • Identify and implement promising practices for English Language Learners (ELL). <ul style="list-style-type: none"> • Review findings from the <i>ESL 10-Year Longitudinal Study</i> to inform future programming • Develop a teacher's guide to inform practice for English language development. • Revise the language proficiency benchmarks for English Language Learners.
d) Implement comprehensive school/Area/system programming for English Language Learners (ELL)	<ul style="list-style-type: none"> • Establish a system framework for programming for ELL • Establish a curriculum for ELL students with limited formal schooling. • Establish an accelerated curriculum for ELL secondary students with formal schooling. • Revise and implement <i>Kindergarten –Grade 12 ESL Benchmarks</i>. • Establish intake protocols and tools for Canadian-born ELL students. • Establish a process for identifying ELL students with Special Education learning needs. • Review and revise ELL locally-developed courses.

Outcome 3.2 Children and youth with at-risk factors have their needs addressed through timely and effective programs and supports. (Mega End, Ends 4 and EL-6)

Strategies to Achieve Outcomes	Actions
a) Implement district-wide resiliency strategies.	<ul style="list-style-type: none"> • Implement a cohesive plan to identify and utilize strength-based practices supporting at-risk learners. <ul style="list-style-type: none"> • Identify, develop and support the use of alternative tools and models of assessment for/of learning for at-risk learners. • Implement <i>Beyond L & L</i> initiative that supports students transitioning from specialized learning disabilities programming to regular community schools. • Develop and implement new resiliency-focused models of practice. • Include resiliency awareness and resiliency-building strategies in everyday curriculum with learning leaders working alongside teachers. • Implement the Priority Schools Initiative. • Implement best practice and research in the use of assistive technologies through the Inclusive Learning Technologies Initiative. • Implement the Comprehensive Health Strategy in all schools (K - 12).

Outcomes, Measures and Strategies Relative to Governance Policies - Ends

Ends 4: *Personal Development* continued

Outcome 3.3 Key Learning Outcomes for First Nations, Métis and Inuit (FNMI) students improve. (Mega End, Ends 3, EL-4 and EL-6)	
Strategies to Achieve Outcomes	Actions
a) Increase the attendance, retention and graduation rates of FNMI students.	<ul style="list-style-type: none"> • Identify and implement promising practices in Aboriginal Education. <ul style="list-style-type: none"> • Conduct a programming review of Aboriginal Education. • Increase access to Aboriginal Pride Programs in support of the instructional core. • Identify and reduce barriers preventing FNMI learner success. • Maintain high achievement expectations. • Organize an FNMI student leadership conference on social justice issues, and conduct a post-conference review of outcomes.
b) Facilitate the continuous development and delivery of FNMI courses and professional development opportunities for aspiring and existing administrators, teachers/instructors and school/jurisdiction personnel.	<ul style="list-style-type: none"> • Prepare and support educators to meet the needs of FNMI learners (see 1.2a) • Increase the knowledge and understanding of FNMI cultures, and increase the level of support to administrators, teachers, support staff, students and families. • Build systemic expertise and leadership capacity in consistent and culturally fair assessment for FNMI learners. • Increase implementation of Aboriginal content into curriculum.
c) Build working relationships that will contribute to quality learning opportunities for FNMI learners.	<ul style="list-style-type: none"> • Develop and implement a communication plan to engage FNMI parents, community members and agencies with our Board at multiple levels. • Recognize and respect the role of, and invite participation from, elders and community resource people. • Respect and follow protocols during collaborative initiatives and consultation activities with FNMI peoples.

Outcomes, Measures and Strategies Relative to Governance Policies - Ends

EL-4: Treatment of Parents and Citizens

EL-6: Instructional Program

Outcomes	Measures	Last Actual Result	Previous 3-Year Average	Evaluation			Improvement Targets**
				Achievement	Improvement	Overall	
EL-4: 4.1 The jurisdiction demonstrates effective working relationships.* A.E. Goal 3: Highly Responsive and Responsible Jurisdiction	4.1.1 Overall teacher and parent satisfaction with parental involvement in decisions about their child's education*	76.6%	74.9%	Intermediate	Improved Significantly	Good	N/A
EL-6: 4.2 The jurisdiction demonstrates leadership, innovation and continuous improvement.* A.E. Goal 3: Highly Responsive and Responsible Jurisdiction	4.2.1 Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years*	76.6%	73.7%	High	Improved Significantly	Good	N/A

*These outcomes and performance measures are required by Alberta Education.

**Targets are required if Alberta Education has identified an "Issue" or "Concern" with the results.

The results in the above chart are from May 2009 Accountability Pillar Overall Summary, Appendix 2.

Outcome 4.1 The jurisdiction demonstrates effective working relationships (EL-4, EL-7, EL-9)	
Strategies to Achieve Outcomes	Actions
a) Develop a workplace culture where all employees find meaning, increase skill development and personal satisfaction in making contributions, simultaneously fulfilling their own goals and the goals of the organization.	<ul style="list-style-type: none"> • Build a culture of affirmation and respect. <ul style="list-style-type: none"> • Review formal and informal recognition programs. • Identify and implement an employee recognition program based on best practices. • Communicate with employees through face-to-face meetings in their work groups and through two-way communication in the Staff Portal, to keep them informed of decisions that affect them, to positively engage them in the work of the system and to encourage pride in their contributions to student outcomes and celebrating success. • Develop a new employee survey to assess views and perspectives on working at the CBE. • Build leaders' Human Resources literacy. <ul style="list-style-type: none"> • Select and develop leaders to emphasize a skill set in effective people and organization management, leadership, followership and change management. • Develop understandings of employee issues and role accountabilities in a community of practice approach. • Provide support to increase awareness of effective techniques to engage internal stakeholders. • Develop a human resource plan to address attraction and retention opportunities. <ul style="list-style-type: none"> - Develop and maintain a website for prospective employees that identifies CBE as an employer of choice. - Develop recruitment materials that reflect CBE vision and goals. • Build a language proficiency strategy for new staff including: <ul style="list-style-type: none"> • Improved assessment of language proficiency for newly hired staff. • Providing programming to build staff language proficiency. • Identify culturally responsive practices.

Outcomes, Measures and Strategies Relative to Governance Policies - Ends

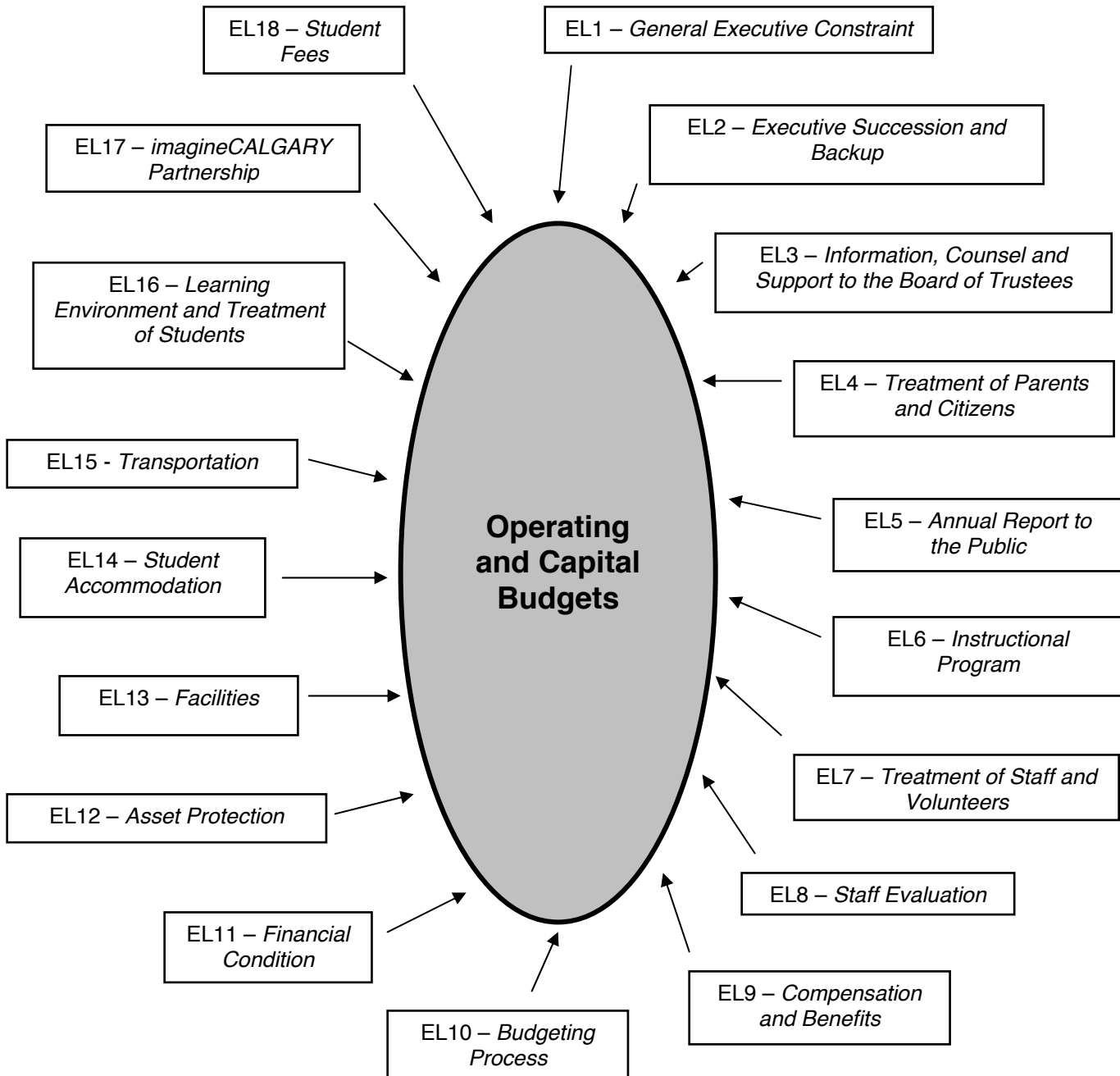
<p>b) Develop a workplace culture built on the values of voice, accountability, self-sufficiency, clarity of role and responsibility.</p>	<ul style="list-style-type: none"> • Identify and support at-risk staff in the school system. • Review existing protocols and make recommendations in response to internal complaints. <ul style="list-style-type: none"> • Review complaints process for adults in the system to bring forth concerns. • Review Administrative Regulation on Code of Conduct for Employees. • Implement the <i>Chief Superintendent's Task Force On Working Relationships</i> recommendations for the Staff Association and maintain regular communication with <i>all</i> employees: <ul style="list-style-type: none"> • Provide regular updates in the Staff Portal. • Provide opportunities for face-to-face meetings with leaders to discuss issues. • Build opportunities in the Staff Portal for staff feedback, suggestions and dialogue on ways to improve the workplace culture. • Ensure employees have a clear understanding of what is expected of them and of what support they can expect from the system. • Identify key personnel to build relationships with contingent workforce employees to give voice and build connections.
<p>c) Focus partnerships with business and community agencies to optimize learning opportunities for students.</p>	<ul style="list-style-type: none"> • Promote positive stakeholder relationships focused on student learning outcomes. <ul style="list-style-type: none"> • Develop a media focus on the successes of our staff and students meeting outcomes. • Establish an annual Secondary Review Symposium with parent participation. <ul style="list-style-type: none"> • Provide support to engage parent and community input into the Secondary Review. • Develop and implement a cohesive philosophy and guidelines governing all external partnerships to support student learning outcomes. <ul style="list-style-type: none"> • Provide an inventory of all external partnerships. • Develop a review process to examine the relevance of partnerships. • Strengthen relationships with partners through visibility and profile enhancement. • Expand partnerships with immigrant-serving agencies. • Develop and implement a communication plan for culturally and linguistically diverse families and community groups. • Establish a process for meeting with culturally diverse communities. • Establish a Career and Technology strategy. <ul style="list-style-type: none"> • Develop a comprehensive internal and external engagement process to support implementation of the Career and Technology strategy. • Participate fully in WorldSkills Calgary 2009 to expose students to the many career opportunities in the trades and technologies. • Develop and implement a communication plan to engage the system, the city and citizens in the celebration of the 125th anniversary of the CBE.
<p>d) Offer effective learning programs in quality facilities to improve student learning and address the choices of the community.</p>	<ul style="list-style-type: none"> • Develop Career and Technology Centres.
<p>e) Create informed, positive school cultures through public relations and communications.</p>	<ul style="list-style-type: none"> • Design and implement a public participation process with internal and external stakeholders being given opportunities to advise on decision-making processes. <ul style="list-style-type: none"> • Implement the Parent Portal in support of parent engagement strategies. • Develop and implement a communication plan to engage immigrant-serving agencies and cultural groups in the work of schools. • Deliver solutions defined in the unified communications architecture to manage the increasing complexity arising in communication tools among CBE employees, students and staff. • Inform Calgarians of the quality programs within the district to ensure they make informed choices about programs suitable to the needs of their children. <ul style="list-style-type: none"> • Promote the many quality learning programs available to students in Calgary through the media, publications and the website. • Celebrate and communicate the success of students within the school district through the media, publications and the website. • Develop and implement a consistent protocol for welcoming guests and visitors to schools and the system.

Outcomes, Measures and Strategies Relative to Governance Policies - Ends

Outcome 4.2 The jurisdiction demonstrates leadership, innovation and continuous improvement (EL-6)	
Strategies to Achieve Outcomes	Actions
a) Increase employees' awareness of their role in understanding and communicating the quality learning service that the CBE provides.	<ul style="list-style-type: none"> • Articulate system alignment and monitoring reports and their connections to the Three-Year Education Plan. • Create and implement a system-wide performance management system connected to the Three-Year Education Plan including all employment levels in the organization.
b) Align resources to achieve identified outcomes.	<ul style="list-style-type: none"> • Fully align the annual operating and capital budget processes with the Three-Year Education planning process. <ul style="list-style-type: none"> • Design and implement Priority-Based Budgeting Process as part of the Three-Year Education planning process. • Implement data-driven school development planning processes. <ul style="list-style-type: none"> • Align Area and department strategies, actions and practices to improve identified outcomes. • Review the Special Education department's service delivery model to maximize responsiveness to schools and Areas at large. • Develop an evaluative process for program monitoring. <ul style="list-style-type: none"> • Develop, monitor and evaluate a process for alternative programming. • Develop and implement a process for school-directed program reviews (e.g., Special Education, Mathematics, ESL, Aboriginal). • Deliver the School Improvement Planning Project by implementing the Information Management Strategy through the Staff Portal. <ul style="list-style-type: none"> • Provide tools, access and data stores. • Provide role-based tools, access and data stores to support data-driven decision making. • Review staffing processes to respond to changing environmental conditions. <ul style="list-style-type: none"> • Examine our organizational structures to optimize human resources. <ul style="list-style-type: none"> - Create more flexible job descriptions. - Examine the role of the principal in respect to the management of human and financial resources. • Engage leaders and stakeholders in a discussion regarding current leave of absence policies to assure continuity of student learning, school programming and public perception. Clarify corporate Human Resources' role in adjudicating leaves of absence. • Acquire and deploy an Enterprise Project Management Tool to support management and tracking of initiatives. <ul style="list-style-type: none"> • Improve focus, alignment, integrated planning and resource allocation according to priority. • Manage scarce resources. • Develop intuitive navigation and informative and engaging content on the Staff Portal to allow ready access to the information and tools employees need to do their work efficiently and effectively.
c) Provide local, provincial and global leadership in education.	<ul style="list-style-type: none"> • Provide leadership opportunities through the Academies of the Leadership Centre. <ul style="list-style-type: none"> • Continue to provide support to the Leadership Centre to develop capacity in Academy members to effectively engage students and stakeholders. • Expand international opportunities for international teacher research and teaching (i.e., Memorandum of Understanding with Seoul, Korea). <ul style="list-style-type: none"> • Develop leadership exchange program with international partners. • Engage in work for and with Alberta Education. <ul style="list-style-type: none"> • Identify leadership opportunities for work with the province. • Participate in Workforce Planning at the provincial level to influence government initiatives. • Leverage innovative programs and practices to promote CBE leadership across the province and internationally. • Develop and implement a marketing communication plan to promote the CBE with international audiences. • Develop and implement a brand for the jurisdiction that accurately represents to all stakeholders the work of the system, the promise it is making through the Ends statements and the outcomes it is achieving as is evident through student results.

Guiding Principles for the Calgary Board of Education's Financial Planning

CBE's Board of Trustees' Executive Limitations Policies provide the essential guidance for the development of the 2009-2010 Operating and Capital budgets. These discrete policies are depicted as follows:



Financial Reporting

Calgary Board of Education

2009-2010 Operating Budget

On June 16, 2009 the Board of Trustees considered and approved the CBE's 2009/10 operating budget of \$992.2 million. The CBE Board-funded portion of the capital budget of \$26.75 million was approved on June 2, 2009. These approved budgets were prepared in accordance with the Board of Trustees' Ends policies, Calgary Board of Education Executive Limitations, the Three-Year Education Plan for the Calgary Board of Education, the service levels determined by Superintendents, and the requirements of Alberta Education. In addition, discussions were held with employee group representatives and other stakeholders. The focus of the 2009/10 operating budget is to maintain and, where appropriate and affordable, enhance services to our students. This is accomplished, in part, through a comprehensive resource allocation method for schools, which provides schools with considerable decision-making authority and flexibility in the use of allocated resources to address priorities for each School or Area. The operating budget will be submitted to Alberta Education on June 30, 2009.

The operating budget reflects financial support for the outcomes and strategies articulated in the CBE's Three-Year Education Plan and will form the basis of the 2009/10 work plans for each of the CBE's Service Units.

The following is a brief summary of the Calgary Board of Education's 2009/10 operating budget.

REVENUE SUMMARY

	2009/10		2008/09	
	Operating Budget	% of Total	Modified Approved Budget	% of Total
	(\$000)		(\$000)	
Alberta Education Funding				
Base and Differential Cost Funding	699,169	70.5%	663,594	70.1%
Provincial Priority Targeted Funding	81,504	8.2%	77,150	8.1%
Student Transportation Grants	30,702	3.1%	30,169	3.2%
Operations and Maintenance Support	81,409	8.2%	79,150	8.3%
Infrastructure Maintenance Renewal	18,085	1.8%	22,000	2.3%
Other Capital Support	21,288	2.1%	19,187	2.0%
Total Provincial Grants	932,157	93.9%	891,250	94.0%
Other Revenue				
School Generated Funds	7,529	0.8%	7,444	0.8%
Other	47,622	4.8%	48,759	5.1%
Operating Reserves	4,919	0.5%	1,171	0.1%
	992,227	100.0%	948,624	100.0%

EXPENSE SUMMARY

	2009/10		2008/09	
	Operating Budget	% of Total	Modified Approved Budget	% of Total
	(\$000)		(\$000)	
Permanent Salaries and Benefits	752,912	75.8%	709,421	74.8%
Temporary Salaries and Benefits	25,820	2.6%	24,882	2.6%
Central Services and Supplies:				
Interest	2,772	0.3%	3,375	0.4%
Student Transportation	34,701	3.5%	34,009	3.6%
Utilities	24,150	2.4%	22,564	2.4%
Contribution to Capital Budget	5,856	0.6%	3,214	0.3%
Supplies	71,059	7.2%	74,964	7.9%
School Services and Supplies	30,041	3.0%	37,140	3.9%
School Program Expenses	4,000	0.4%	4,000	0.4%
School Generated Funds	7,529	0.8%	7,444	0.8%
Amortization	33,387	3.4%	27,611	2.9%
	992,227	100.0%	948,624	100.0%

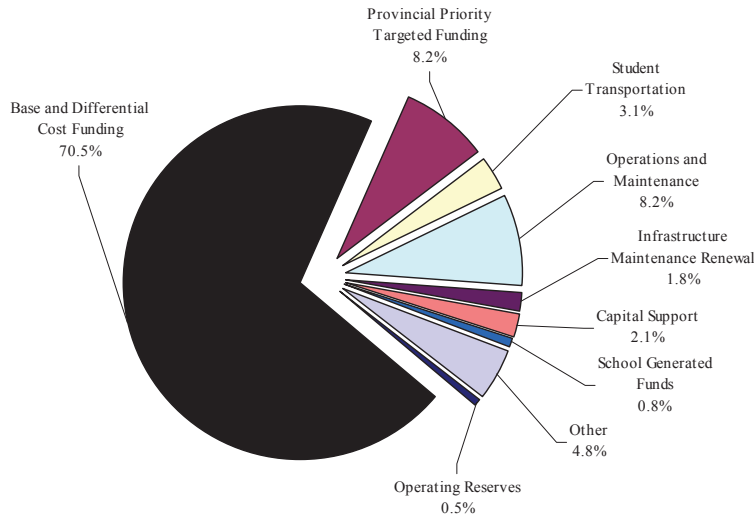
Financial Reporting

Calgary Board of Education

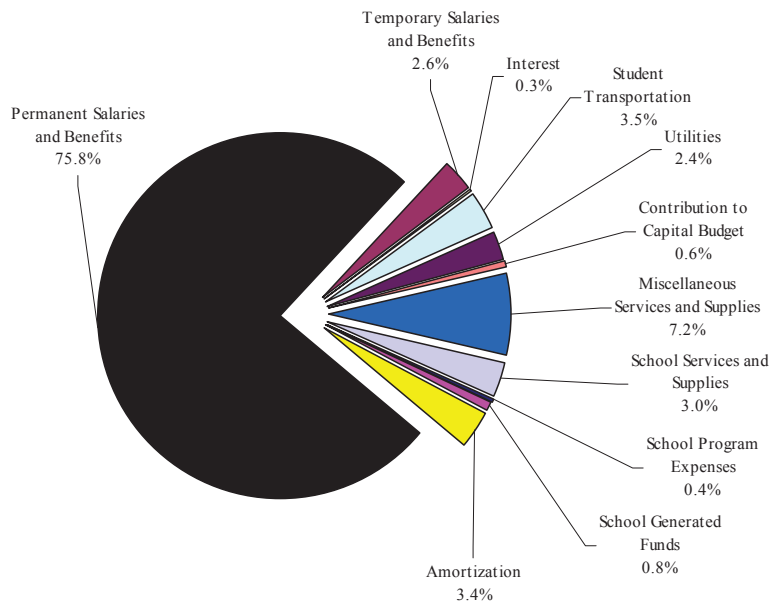
2009-2010 Operating Budget (continued)

More information regarding the CBE's 2009/10 Operating Budget and the CBE's 2009/10 Budget Report Form that is submitted to Alberta Education can be found at <http://www.cbe.ab.ca/trustees/budget.asp>.

REVENUE SUMMARY



EXPENSE SUMMARY



Financial Reporting
Calgary Board Of Education
2009–2012 CAPITAL BUDGET AND ESTIMATES
CBE and Reserve Funded Assets

Capital Budget Information

The capital budget of \$26.75 million, approved on June 2, 2009, is based on recommendations by the Capital Budget Steering Committee and was developed through information received from schools and departments within the various Service Units. The initial amount of budget requests was \$34.7 million; however a number of items were deferred, deleted or spread over several fiscal years. Decisions were made by applying filters to each request, including the asset type or project category and priority. The Committee focused on completion of projects, support for new technology projects, new school commissioning and energy efficiency projects:

- \$4.8 million, in 2009-2010, to complete the Wireless Capacity and Enhancement project.
- \$8.9 million, over the next three years, to complete the Enterprise Portal Deployment Expansion project.
- \$1.8 million, over the next three years, for the Inclusive Learning Technologies project.
- \$1.4 million, over the next three years, for the Network Growth & Expansion project.
- \$1.7 million, over the next three years, for the Storage Capacity and Refresh project
- \$1.3 million, over the next three years, for the Production Server Capacity and Refresh project.
- \$9.5 million in total, over the next three years, for New School Commissioning:
 - the six new P3 schools announced during 2006-2007 (\$3.0 million), to be built in Bridlewood, Cranston, Evergreen, Royal Oak, Saddle Ridge and West Springs,
 - the four Grades 5-9 P3 schools announced during 2007-2008 (\$5.5 million), to be built in Coventry Hills, Panorama, Taradale, Tuscany and the Northwest High School, and
 - a contribution (\$1.0 million) for future schools yet to be identified.
- \$7.0 million, over the next three years, for the establishment of the Career Technology Centre concept, in Area IV, with the completion in 2011-2012.
- \$1.6 million, over the next three years, to complete the Facilities Information Strategic IT Plan.

2009/10 Capital Budget Summary
CBE and Reserve Funded Assets

	(\$000)
Expenditures by Project Type	
Non- Facility:	
Strategic Investment and Efficiency	13,744
Mandatory	435
Lifecycle Replacement	6,780
Facility:	
Strategic Investment and Efficiency	5,100
Capital Lease Payment (Energy Retrofits)	689
	<u>26,748</u>
Funding Sources	
CBE Amortization provision for the year	14,467
Provincial One-time Technology Funding	4,818
Self Funded by school or departmental resources	1,454
Administrative Systems Renewal Reserve	1,038
Capital Reserve	3,000
Alberta Initiative for School Improvement (AIS)	600
Contribution from Operating	1,371
	<u>26,748</u>

Highlights of School Capital Plan 2010-2013

Over the past decade, Calgary has seen a variety of economic conditions. The tremendous growth and economic prosperity of the past few years has been followed by a recent economic downturn. One indicator of the magnitude of growth that occurred during the most prosperous years is the increase in Calgary's population. Between 2003 and 2008, Calgary's population increased by 121,000 persons -- an average of 24,200 persons per year. Currently, there are approximately 30 actively developing communities in varying stages of development in Calgary. New school construction is necessary in various segments of the city to provide students with equitable access to instructional programs and to comply with the Board of Trustees' Governance Policies. New school construction priorities are approved by the Board of Trustees using criteria that include factors such as community growth, student enrolments and bus travel times. These priorities are submitted to the provincial government in accordance with the annual School Capital Plan process.

The CBE's *School Capital Plan 2010-2013* was recently approved on April 21, 2009 by the Board of Trustees and can be found on the CBE Website at <http://www.cbe.ab.ca/aboutus/documents.asp>. The Year 1 priorities consist of three replacement schools, six new school construction projects and 11 preservation/modernization projects.

New school construction projects and school modernization projects previously approved by the Province through CBE school capital plans and other agreements are listed below.

Schools Under Construction

The following projects have been approved by the Provincial government to accommodate enrolment growth in Calgary's new and developing communities and are under construction and nearing completion.

- | | |
|--|---|
| 1. Shawnessy/Somerset School (Grades 5-9)
Opening for the 2009-2010 school year | 3. Panorama Hills School (K-4)
Opening for the 2009-2010 school year |
| 2. Taradale School (K-6)
Opening for the 2009-2010 school year | 4. McKenzie Towne School (K-4)
Opening in the 2009-2010 school year |

The following elementary schools were approved by the Provincial government on June 14, 2007 to accommodate enrolment growth in Calgary's new and developing communities. These projects are part of the Alberta Schools Alternative Procurement (ASAP) Phase 1 project currently in early progress and will be built using a Private, Public, Partner (P3) model and are to open for the 2010-2011 school year.

- | | |
|----------------------------|------------------------------|
| 1. Bridlewood School (K-6) | 4. Royal Oak School (K-4) |
| 2. Cranston School (K-4) | 5. Saddle Ridge School (K-4) |
| 3. Evergreen School (K-4) | 6. West Springs School (K-4) |

School Approvals

The following senior high and middle schools were approved by the provincial government on January 30, 2008 to accommodate enrolment growth in Calgary's new and developing communities. The middle schools are part of the ASAP Phase 2 project and will be built using a P3 model to open for the 2012-2013 school year. These schools are in the design phase and a P3 partner for ASAP Phase 2 will be selected in the summer of 2009.

- | | |
|---------------------------------------|---|
| 7. Coventry Hills School (Grades 5-9) | 9. Taradale/Coral Springs School (Grades 5-9) |
| 8. Panorama Hills School (Grades 5-9) | 10. Tuscany School (Grades 5-9) |

The new North West High School will be procured through a Design-Build process and not through a P3 process, and will open for the 2013-2014 school year.

The City of Calgary, the Province and the CBE have entered into a Memorandum of Agreement for the construction of the West Calgary High School. This will be a replacement school for the Ernest Manning High School that will be closed as a result of the west LRT project being undertaken by the City of Calgary.

Modernizations

- A partial modernization to Western Canada High was approved for \$35 million. The project started in November 2008 and the projected completion is June 2011.



CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Ends

Monitoring Method: Internal

Monitoring Frequency: Annually

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.

Accordingly, each student will meet or exceed provincial grade-level standards of achievement in the following areas, with priority attention being focused on the attainment of literacy and numeracy skills:

1. Language Arts
 - (a) Read for information, understanding and enjoyment.
 - (b) Write and speak clearly, accurately and appropriately for the context.
 - (c) Understand and appreciate literature.
 - (d) Have the opportunity to learn languages other than English, and to attain second language levels of proficiency and cultural awareness to prepare them for participation in the global environment.
2. Mathematics
 - (a) Understand and use knowledge of mathematics to solve problems in business, science and daily life.
3. Science
 - (a) Understand the physical world, ecology, and the diversity of life.
 - (b) Understand the scientific method, the nature of science and technology, and their application to daily life.
4. Social Studies
 - (a) Know the history and geography of Alberta and Canada and have a general understanding of world history and geography.
 - (b) Understand Canada's political, legal, economic and social systems within a global context.
5. Arts
 - (a) Understand and appreciate the arts and the creative process.
6. Information Technologies
 - (a) Understand and demonstrate competence in using information technologies.

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.

Accordingly, each student will:

1. Participate in developing and maintaining our Canadian civil, democratic society;
2. Understand the responsibilities of citizenship in local, national and international contexts;
3. Respect and embrace cultural diversity;
4. Develop the skills necessary to work and communicate effectively with others;
5. Actively contribute to creating a better local and global community.

E-4: *Personal Development*

Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.

Accordingly, each student will:

1. Identify and actively develop individual gifts, talents and interests;
2. Love learning;
3. Be a critical and creative thinker;
4. Be a confident and autonomous individual;
5. Demonstrate the ability to adapt to changing environments;
6. Develop the resiliency to overcome failure;
7. Self-evaluate, set goals and strive to continuously improve;
8. Demonstrate commitment to make a difference based upon personal convictions;
9. Develop and maintain a healthy, active lifestyle.

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.

Accordingly, each student will demonstrate:

1. Integrity;
2. Compassion;
3. Decency;
4. Civility;
5. Fairness;
6. Courage;
7. Initiative;
8. Perseverance;
9. Respect;
10. Optimism;
11. Responsibility.

Appendix 2 Accountability Pillar Overall Summary – as of May 1, 2009



Accountability Pillar Overall Summary 3-Year Plan - May 2009 Authority: 3030 Calgary School District No. 19

Goal	Measure Category	Measure Category Evaluation	Measure	Calgary School District No. 19			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	85.0	83.2	83.1	86.9	85.1	84.6	High	Improved Significantly	Good
	Student Learning Opportunities	Good	Program of Studies	81.7	80.9	80.1	80.3	79.4	78.7	Very High	Improved Significantly	Excellent
			Education Quality	88.0	86.5	86.5	89.3	88.2	87.8	High	Improved Significantly	Good
			Drop Out Rate	5.0	5.2	5.0	4.8	5.0	4.9	Intermediate	Maintained	Acceptable
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	High School Completion Rate (3 Yr)	68.8	69.5	69.8	70.7	71.0	70.6	Intermediate	Declined	Issue
			PAT - Acceptable	77.7	77.3	77.9	75.8	75.9	76.7	Intermediate	Maintained	Acceptable
			PAT - Excellence	21.2	20.9	20.6	19.6	19.4	19.3	High	Improved	Good
			Diploma - Acceptable	86.7	87.1	87.2	85.0	85.4	85.2	Intermediate	Declined	Issue
Goal 4: Highly Responsible and Accountable (Ministry)	Student Learning Achievement (Grades 10-12)	n/a	Diploma - Excellence	27.8	28.2	27.9	22.3	23.3	23.1	Very High	Maintained	Excellent
			Diploma Exam Participation Rate (4+ Exams)	56.9	57.1	57.0	53.0	53.6	53.6	High	Maintained	Good
			Rutherford Scholarship Eligibility Rate (Revised)	58.4	58.9	58.1	57.3	56.8	55.8	Intermediate	n/a	n/a
			Preparation for Lifelong Learning, World of Work, Citizenship	60.3	60.2	58.8	60.7	60.3	59.1	High	Improved	Good
Goal 4: Highly Responsible and Accountable (Ministry)	Parental Involvement	Good	Work Preparation	76.0	76.9	75.2	79.6	80.1	78.1	Intermediate	Improved	Good
	Continuous Improvement	Good	Citizenship	78.1	75.6	75.1	80.3	77.9	77.1	High	Improved Significantly	Good
			Parental Involvement	76.6	74.7	74.9	80.1	78.2	77.9	Intermediate	Improved Significantly	Good
			School Improvement	76.6	73.1	73.7	79.4	77.0	76.7	High	Improved Significantly	Good

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report, see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Report Generated: Apr 24, 2009
Locked with Suppression for May 2009

Report Version 1.0
Data Current as of Apr 03, 2009

Appendix 3 Accountability Pillar Overall Summary – Measure Evaluation Reference

Accountability Pillar Overall Summary - Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.02	88.02 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.42	78.42 - 81.58	81.58 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.22	87.22 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.03	64.03 - 75.85	75.85 - 83.54	83.54 - 87.39	87.39 - 100.00
PAT: Excellence	0.00 - 10.76	10.76 - 14.27	14.27 - 20.37	20.37 - 25.05	25.05 - 100.00
Diploma: Acceptable	0.00 - 71.88	71.88 - 82.15	82.15 - 87.66	87.66 - 90.28	90.28 - 100.00
Diploma: Excellence	0.00 - 7.37	7.37 - 15.75	15.75 - 21.31	21.31 - 24.53	24.53 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 20.69	20.69 - 26.29	26.29 - 33.96	33.96 - 46.47	46.47 - 100.00
Transition Rate (4 yr)	0.00 - 23.87	23.87 - 27.97	27.97 - 37.39	37.39 - 41.77	41.77 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. Lower values are "better"), the range of values at each evaluation level is interpreted as "greater than" the "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" value.
- 3) Survey measures are not evaluated in May 2006, as there is not enough data, however, it will be evaluated in using the same methodology in May 2007.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes. The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84+ (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84+ (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Issue
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Intermediate to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).



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