

Calgary Board of Education Three-Year Education Plan 2017-20

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

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

Our Outcome: Student Success

Personalize Learning

Success for each student, every day, no exceptions

Instructional design and leadership focus on:

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

Build Professional Capital

Capacity building with a focus on results

Collaborative learning networks focus on:

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

Engage our Stakeholders

Everyone contributes to the success of public education

Internal and external community members:

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

Steward our Resources

Resource management on behalf of student learning

Decisions and actions at all levels of the organization are:

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

Alberta Education Outcomes

- Students are successful
- The achievement gap is eliminated for FNMI students
- The education system is inclusive
- Excellent teachers and leaders
- The education system is well governed and managed

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Strategies and Actions

Personalize Learning

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

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

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

- identify and create the conditions for success for students as unique learners and as members of their school and home communities

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

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

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

Build Professional Capital

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

- build skill in generating and interpreting data across CBE leadership teams
- further develop task design and assessment practices

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

- inclusive learning
- Indigenous cultures, languages and histories
- literacy, numeracy and student learning competencies
- leadership through strategic resourcing

Implement the teacher induction program.

Engage our Stakeholders

Create opportunities for meaningful dialogue to share information and perspectives to understand the concerns and aspirations of those who will be impacted by decisions.

- implement the *dialogue* engagement framework

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

- implement action and re-assessment cycles based on input and feedback from the employee engagement survey

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

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

Steward our Resources

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

- optimize, commission, modernize and maintain school facilities to foster enriching learning environments
- promote system-wide approaches to sustainability

- create new school resource allocation methodology in relation to overall system goals and provincial funding
- improve access to and use of data
- implement the new student information system

Advance instructional leadership through strategic resource management.

High School Success Strategy 2017-20

Outcome:

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

Participate

Each high school student will access high quality teaching and flexible learning opportunities that reflect their learning plan and profile.

- Visible learning intentions
- Outcomes-based and formative assessment
- Student voice/choice/leadership
- Flexible time/space/resources

Indicators:

- Implementation mapping of High School Success strategies
- CBE Student Survey

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

- Access to a range of opportunities "to be known"
- Support for transitions
- Access to interventions for learning

Indicators:

- Implementation mapping of High School Success strategies
- CBE Student survey

Progress

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

- Student learning plans/goals with established processes for revision
- Opportunities for lifelong learning, career exploration and citizenship

Indicators

- Student progress on key learning outcomes and competencies will be documented/shared at least two times per course.
- Student progress will be documented and shared each semester through course completion tracking.
- CBE Student Survey

Achieve

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

Indicators:

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

High School Success Strategy 2017-20

Conditions for Success

Moving Forward with High School Redesign (MFWHSR), a province-wide initiative that includes over 280 high schools, highlights “conditions for student success”. Calgary Board of Education continues to evolve our approach to these conditions:

Pedagogy

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

School Leadership

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

School Culture

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

School Structures

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



Key Actions

Key Actions 2017-18

- Extend our practices and leadership in task design and outcomes-based/formative assessment.
- Incorporate a continuum of practices that allow students to be known and their learning/life goals to be supported and enriched.
- Promote and incorporate a continuum of strength-based strategies for mental health.
- Develop coherence in transition processes.
- Strengthen intervention strategies to include Trauma-informed practices through the high school success learning collaboratives.
- Expand career development opportunities including unique pathways, dual credit and work experience.

Key Actions 2018-19

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

Key Actions 2019-20

- Continued revision and extension of previous implementation strategies.

Indigenous Education Strategy 2017-20

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

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

Participate

Each student will learn in an environment that reflects promising practices for Aboriginal youth

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

Indicators:

- Implementation mapping of promising practices across CBE schools

Each Aboriginal student will regularly attend school

Indicators:

- School-based attendance records

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

Indicators:

- CBE student survey

Each Aboriginal student will set and work towards learning goals

Indicators:

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

Progress

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

Indicators:

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

Achieve

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

Indicators:

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

Indigenous Education Strategy 2017-20

Priorities

Cultivating a Balanced and Respectful Relationship

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

Advancing Culturally Responsive Instructional Design & Assessment

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

Advancing System-Wide Learning

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

Building Respectful Working Relationships with Community

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

Key Actions

Key Actions 2017-18

Teaching and Learning/Community Engagement

- Strengthen strong collective network of support to advance culturally responsive environments, instructional design & assessment and support across schools
- Cultivate a collective and respectful approach to working with students, families, staff and community
- Strengthen professional learning networks/cohorts with elem/middle/jr and high schools to extend high impact practices across CBE schools.
- Advance Niitsitapi li tass ksii nii mat tsoo kop (Niitsitapi Learning Centre) as “a beautiful place for learning for all”: EDC/K-3 school program (EDC/K-2 2017/18); supports and services for families; gathering place for community; and, a place of learning for CBE schools.
- Advance system-wide learning to meet new Teacher Quality/Leader Standards for the benefit of all students
- Design district approach for Indigenous languages
- Advance Indigenous knowledge systems and holistic approaches as an integral part of the Three Year Education Plan

Business Supports

- Allocation of human and financial resources to enable implementation of high impact strategies
- Success and recruitment strategy for Indigenous education

Key Actions 2018-19

Teaching and Learning/Community Engagement

- Implement plan for Indigenous languages
- Continued revision and extension of previous implementation strategies

Key Actions 2019-20

Teaching and Learning/Community Engagement

Continued revision and extension of previous implementation strategies

Literacy Strategy 2017-20

Outcome:

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

Participate

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

- Developing relationships and understanding identities through shared literacy experiences
- Language play and exploration
- Choice in instructional texts
- Multimodal tools and texts
- Responsive, explicit instruction

Indicators:

- Student reports of literacy learning experiences

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

- Formative assessment and feedback
- Student self-assessment
- Microteaching to students' specific learning needs
- Gradual release of responsibility
- Intervention strategies for students not achieving grade level/IPP expectations
- Classroom discussion
- Spaced versus mass practice
- Students' metacognition of literacy learning strategies

Indicators:

- Implementation mapping of high impact instructional strategies across CBE schools

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

Indicators:

- Implementation mapping of disciplinary literacy instruction across CBE schools

Progress

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

Indicators:

- K-9 students' progress on key learning outcomes will be documented and shared at least 4 times per year
- High school students' progress on key learning outcomes will be documented/shared at least two times per course

Example Classroom Assessments

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

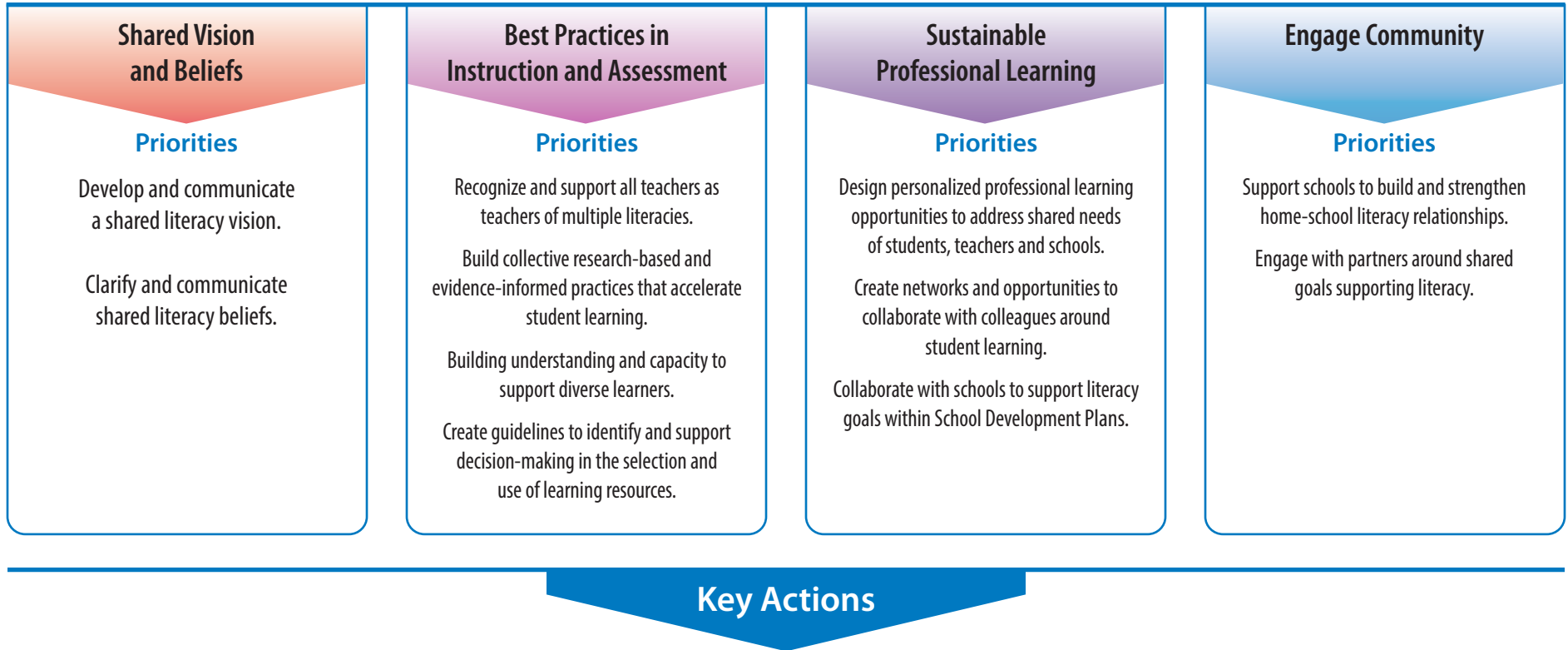
Achieve

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

Indicators:

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

Literacy Strategy 2017-20



Key Actions 2017-18

- Build shared understandings of literacy, disciplinary literacy, literacy-rich learning environments and high-impact literacy instructional and leadership practices
- Identify and build assessment resources for key learning outcomes for Language Arts
- Support literacy cohorts groups
- Clarify shared goals and collaborative work with community partners
- Build data sets to inform future years' actions

Key Actions 2018-19

Continue revision and extension of previous implementation strategies:

- support additional cohort groups
- identify and build assessment resources for key disciplinary literacy outcomes for Mathematics, Science and Social Studies

Key Actions 2019-20

Continue revision and extension of previous implementation strategies

Mathematics Strategy 2017-20

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

Participate

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

- Meaningful mathematical discussion
- Productive struggle and challenge
- Active participation in reasoning and sense-making
- Intentional learning progressions and connections
- Procedural fluency developed from conceptual understanding
- A focus on mental math and automaticity

Indicators:

- Student reports of learning experiences in mathematics

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

- Formative assessment and feedback
- Student self-assessment
- Microteaching to students' specific learning needs
- Intervention strategies for students not achieving grade level/IPP expectations
- Classroom discussion
- Spaced versus mass practice

Indicators:

- Implementation mapping of high impact instructional strategies across CBE schools

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

Indicators:

- Implementation mapping of numeracy instruction across CBE schools

Progress

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

Indicators:

- K-9 students' progress on key learning outcomes will be documented and shared at least 4 times per year
- High school students' progress on key learning outcomes will be documented/shared at least 2 times per course

Example Classroom Assessments

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

Achieve

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

Indicators:

- Mathematics report card data
- Provincial Achievement Test Results
- Diploma Exam results

Mathematics Strategy 2017-20

Framework and Priorities

Positive Mathematics School Culture

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

Active, Rigorous Mathematics Learning

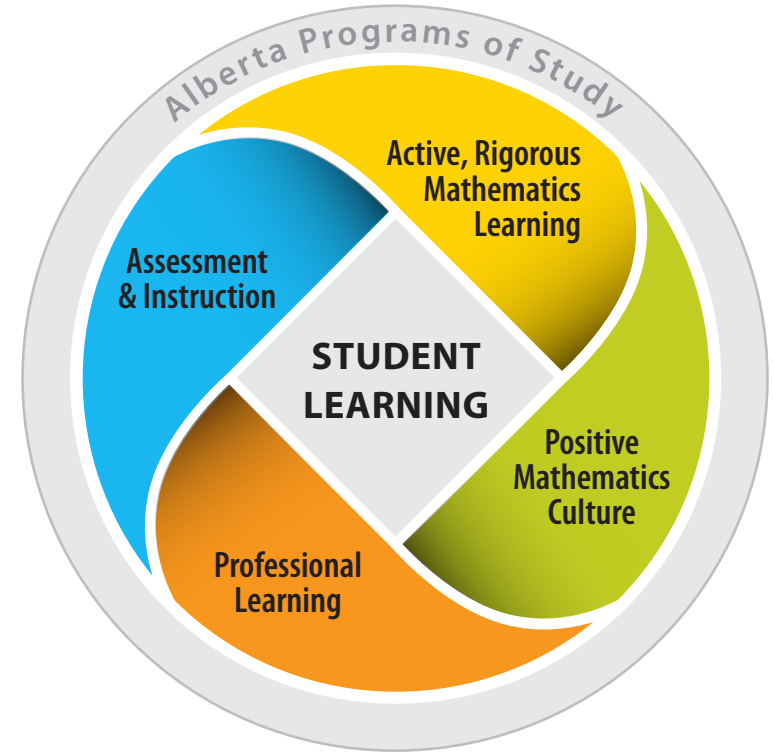
- Build strong mathematical foundations so students can understand complex mathematical ideas
- Ensure students participate in learning activities that develop their mathematical reasoning and communication skills
- Create more opportunities for students to be active problem solvers and make connections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

Assessment and Instruction

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

Professional Learning

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



Key Actions

Key Actions 2017-18

- Deploy Math learning coaches in classrooms
- Exceed Alberta Education's recommended instructional time in Math grades 1-9
- Build shared understandings of high-impact mathematics instructional and assessment practices
- Support mathematics professional learning through cohorts, school-based support, and individual teacher opportunities
- Identify and build assessment resources for procedural fluency and problem solving
- Build coherence in communicating with families about mathematics learning
- Build data sets to inform future years' actions

Key Actions 2018-19

- Support additional mathematics professional learning opportunities
- Identify and build assessment resources for additional learning outcomes for Mathematics
- Build coherence in communicating with families about mathematics learning

Key Actions 2019-20

Continue revision and extension of previous implementation strategies

Fostering a Positive Workplace Environment Strategy 2017-20

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

Key Actions

Key Actions 2017-18

- Build capacity of leaders to analyze results and plan strategies to address areas of growth where feasible
- Supervisors and workgroups determine how to strategically address areas of growth in work plans
- Implement the strategies within workgroups

Progress Indicator

- Responsive implementation plans in workgroups and across workgroups

Key Actions 2018-19

- Survey representative group of employees to determine progress
- Celebrate success and use data to inform the adjustment cycle

Progress Indicator

- Improvement in targeted areas addressed by plans

Key Actions 2019-20

- Share baseline results with stakeholders
- Analyze results and plan strategies to address areas of growth where feasible
- Implement the strategies within workgroups

Progress Indicator

- Compare data to 2016-17 results