

Calgary Board of Education Three-Year Education Plan 2016-19

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
- action Indigenous Education Strategy

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

- action Literacy Strategy
- improve clarity and coherence in mathematics teaching and learning practices through a unified mathematics strategy

Build Professional Capital

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

- action recommendations from previous review of High School Success Strategy
- build data literacy across CBE leadership teams

Accelerate collective impact on student learning through leadership practices and professional learning that addresses shared problems of practice:

- inclusive learning
- Indigenous cultures, languages and histories
- literacy, numeracy and core competencies
- task design and assessment

Introduce teacher induction program:

- engage stakeholders and develop program for teachers new to the CBE
- begin implementation of program to support new teachers in actioning personalized learning strategy

Engage our Stakeholders

Implement *dialogue* engagement framework to give students, staff, families and community members voice in decisions that affect them.

- create opportunities for meaningful dialogue that focus on concerns and aspirations of those impacted
- demonstrate and communicate how contributions influence decisions and connect to student success

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

- introduce an employee engagement survey (administered every two years)
- act on input and feedback to continuously improve processes and build stronger relationships

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

- create opportunities for Indigenous Elders and community to contribute to student learning
- expand transition opportunities for young adult students
- engage partners in support of shared literacy and mathematics goals

Steward our Resources

Build, optimize, modernize and/or maintain schools and infrastructure to foster enriching learning environments

Improve access to and use of data

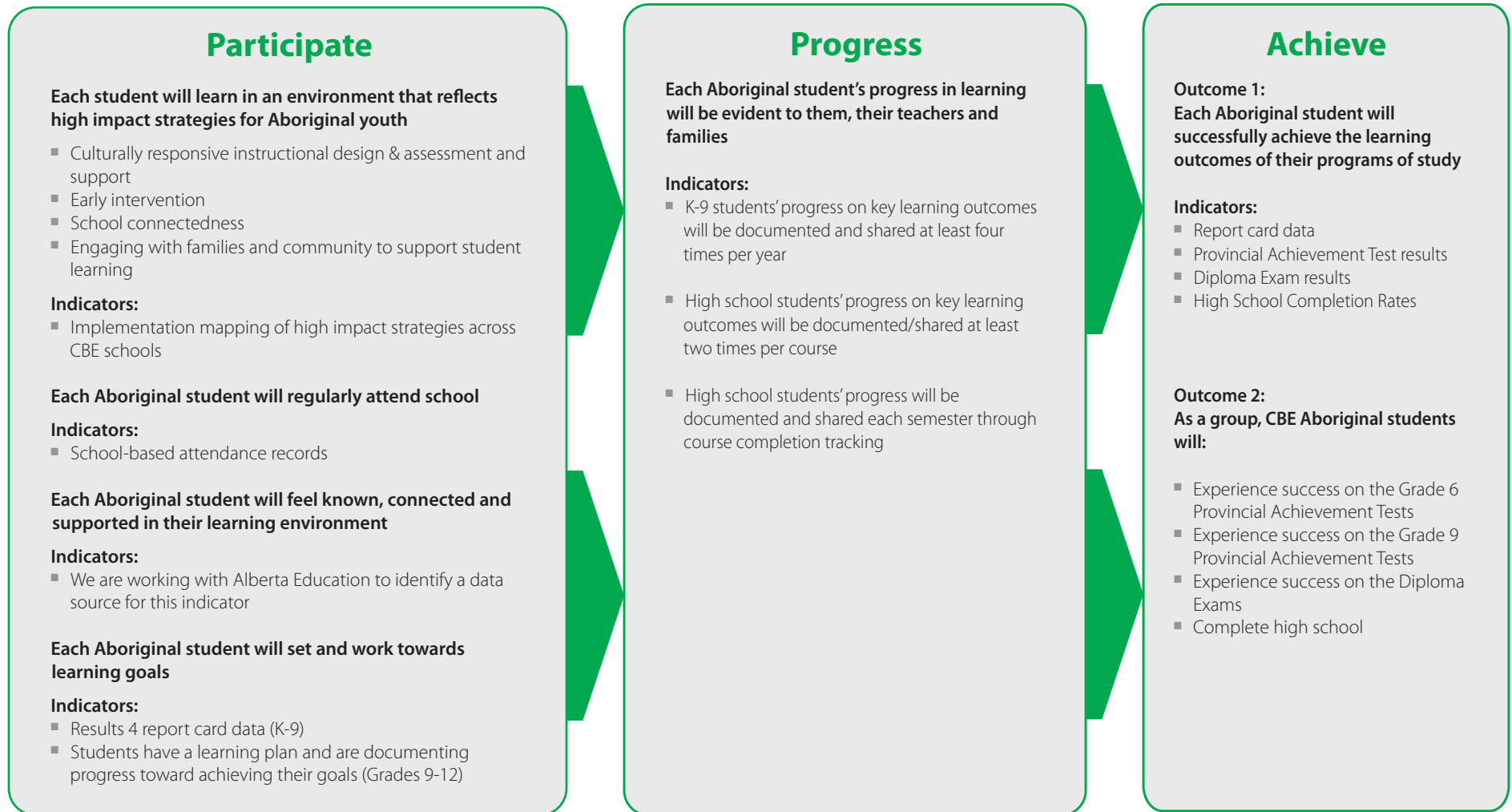
Develop and implement a new student information system

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

Indigenous Education Strategy 2016-19

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

Outcome 2: As a group, CBE Aboriginal students will show improvement within Alberta Education's Accountability Pillar Measures, closing the achievement gap between Aboriginal students and all Alberta students.



Indigenous Education Strategy 2016-19

Priorities

Indigenizing CBE

Cultivating a balanced and respectful relationship between Indigenous knowledge and existing CBE knowledge structures.

Culturally Responsive Instructional Design & Assessment and Support

Honouring Indigenous histories, cultures and languages through responsive learning environments and instructional design & assessment.

System-Wide Learning

Ensuring staff are knowledgeable, understanding and respectful of the rich diversity of First Nations, Métis and Inuit cultures, languages and histories; the importance of treaties and agreements with First Nations and Métis; and 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 2016-17

Teaching and Learning/Community Engagement

- Build strong collective network of support to advance culturally responsive environments, instructional design & assessment and support across schools
- Extend High School Graduation Coaching Model to 11 elementary/middle schools to work as cohort to create and document wise practice with high impact strategies
- Establish Aboriginal Learning Centre: gathering place for community; supports and services for families; and, pre K-3 school program (pre K-1 first year)

Business Supports

- Redesign allocation of human and financial resources to enable implementation of high impact strategies
- Design succession and recruitment strategy for Indigenous Education

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
- Extend high impact strategies across CBE schools
- Advance system-wide learning to meet new Teacher Quality/Leader Standards for the benefit of all students
- Design traditional, holistic approach/response to support improved attendance

Continued revision and extension of previous implementation strategies

Key Actions 2018-19

Teaching and Learning/Community Engagement

Continued revision and extension of previous implementation strategies

High School Success Strategy 2016-19

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.

Indicators:

- Students identify elements of personalization and flexibility through student consultation processes and learning/transition plans:
 - Using voice in relation to their role as a learner
 - Accessing flexible learning across time/space/resources to provide evidence of their learning.
- Students highlight opportunities for school engagement and leadership in their learning/transition plans.
- Implementation mapping of High School Success principles regarding personalization and flexibility

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

Indicators:

- Students identify key advocates at school through student consultation processes, and learning/transition plans
- Schools identify and implement processes for students to be known, connected and supported in their learning
- Implementation mapping of High School Success principles regarding relationships

Progress

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

Indicators:

- High school students' progress on disciplinary outcomes/competencies are documented/shared at least two times per course
- Students articulate the language of disciplinary outcomes in their learning/transition plans and assessments
- Disciplinary outcomes/competencies are visible in school communications and assessment tools
- Course completion

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
- School surveys and student consultations
- Accountability Pillar data
 - High School Completion Rates
 - Work Preparation
 - Transition Rate
 - Diploma Exam results

High School Success Strategy 2016-19

Conditions for Success

Moving Forward with High School Redesign (MFWHSR), a province-wide initiative that includes over 200 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.
- Identifying 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

- 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 that support personalization, flexibility and relationships



Key Actions

Key Actions 2016-17

- Align formative/summative assessment practices with outcomes-based assessment and task design
- Develop a continuum of practices that allow students to be known and their learning/life goals to be supported and enriched
- Build coherence in intervention (credit rescue / attendance / essential learning assessments) and Iris/transition practices
- Expand unique pathways, dual credit, work experience and career development opportunities for students
- Articulate school communications regarding the principles of High School Success that support personalization, flexibility and relationships

Key Actions 2017-18

Continued revision and extension of previous implementation strategies

- Task design and assessment
- Practices for students to be known and their learning/life goals to be supported and enriched
- Intervention/transition practices for students
- Career development opportunities for students

Key Actions 2018-19

Continued revision and extension of previous implementation strategies

Literacy Strategy 2016-19

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:

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

Indicators:

- Student reports on elements of choice, wonder and delight as part of their literacy learning (the tool for gathering this data is under development in collaboration with the Harvard Graduate School of Education)

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

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

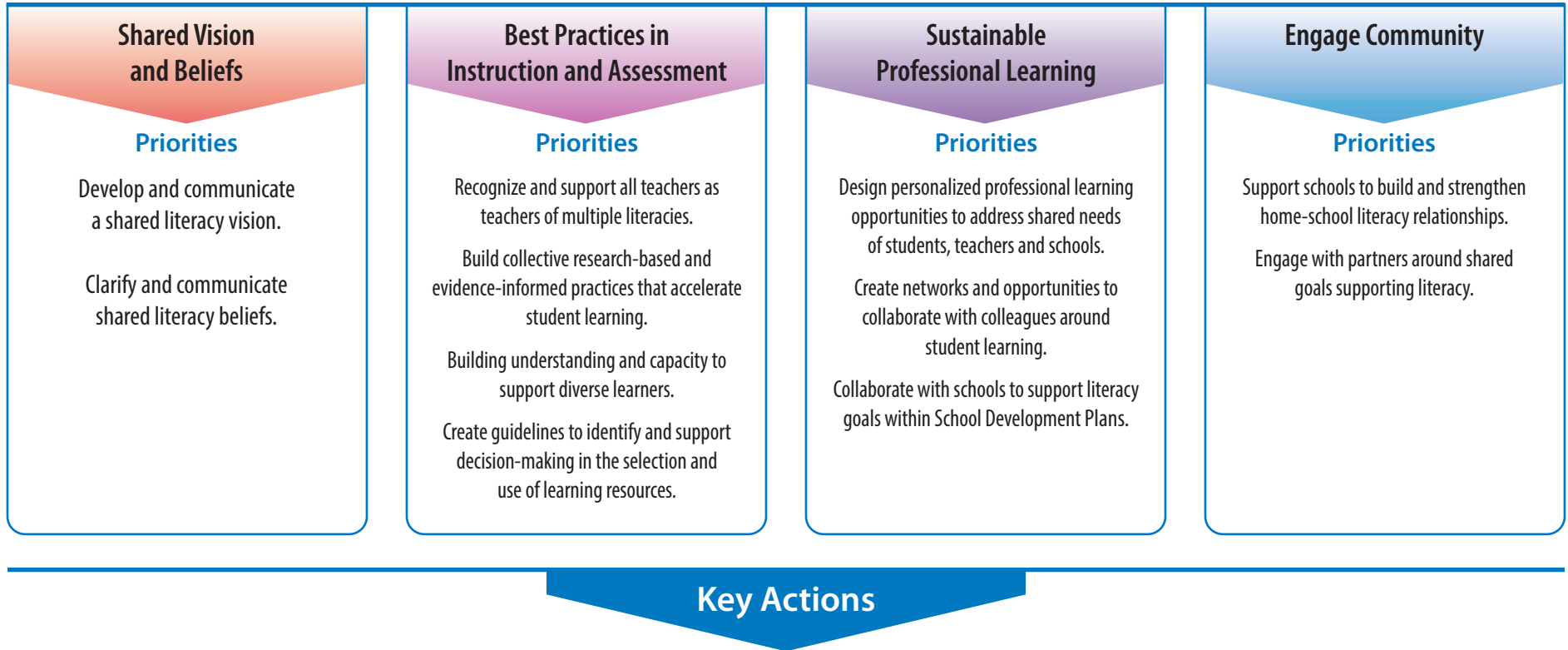
Achieve

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 2016-19



Key Actions 2016-17

- 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 2017-18

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 2018-19

Continue revision and extension of previous implementation strategies

Fostering a Positive Workplace Environment Strategy 2016-19

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 2016-17

- Create a representative Positive Workplace Environment Committee
- Identify preferred survey methodology and select a vendor
- Survey employees with respect to their level of engagement
- Share baseline results with stakeholders
- Build capacity of leaders to analyze results and plan strategies to address areas of growth where feasible

Progress Indicator

- Baseline data story

Key Actions 2017-18

- 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