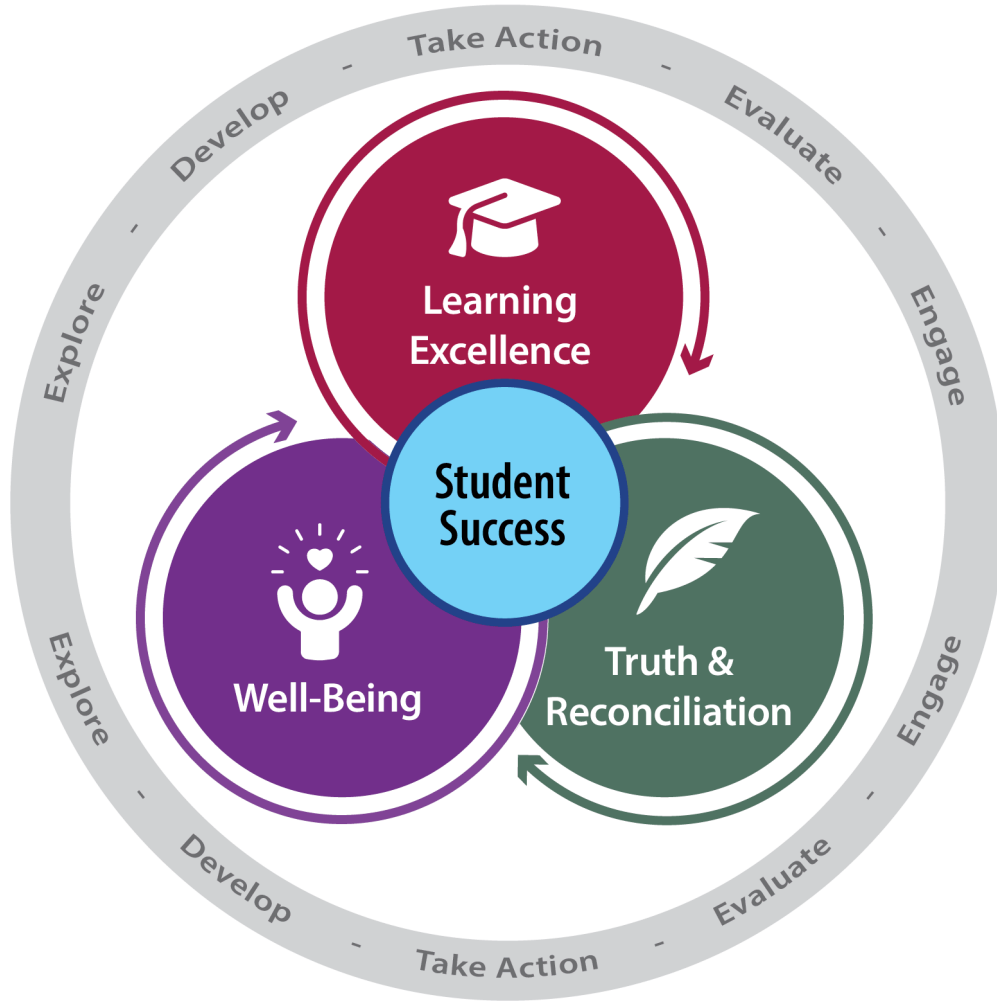




Education Plan 2024-27 Year 3 of 3



Mission | Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

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



Introduction

The Calgary Board of Education (CBE) is the largest school board in Western Canada, educating one in six students in Alberta.

Student success is at the centre of all decisions. Every student deserves the opportunity to succeed personally and academically. Achieving this requires shared commitment among students, employees, families, and partners, supported by a clear vision and plan.

CBE continues to operate in a context of high enrolment and increasing student complexity, serving over 44,000 students learning English as an Additional Language and more than 29,000 students with identified specialized learning needs. In addition, nearly 70% of CBE schools are operating at or above full utilization based on Alberta Education and Childcare criteria. These conditions shape daily learning environments and reinforce the need for clear priorities and system planning.

In this context, the Board of Trustees has established priorities for achievement, equity, and well-being that focus the work of the system where it can have the greatest impact on student success. The Education Plan reflects these priorities of provides the framework for oversight, resource alignment, and monitoring through the Board's Results policies and Operational Expectations.

The 2024–27 Education Plan was developed through extensive engagement with the CBE community and strengthened through a three-year process of learning and improvement. In early 2024, more than 9,000 students, staff, families, and community members shared perspectives that helped shape system priorities. As the plan progressed, student learning results, provincial expectations, and school and community feedback informed ongoing refinement. This approach ensures the plan remains focused, relevant, and responsive to system needs.

Truth and Reconciliation has been a priority throughout the 2024–27 Education Plan. In the final year of the plan, CBE is strengthening this work by identifying Truth and Reconciliation as a distinct system priority. This builds on work already underway and strengthens focus and accountability for improving achievement and well-being for students who self-identify as Indigenous.

Priorities formerly addressed through Diversity and Inclusion are now integrated within Well Being and Learning Excellence. This shift reflects student voice, well being data, and school experience, recognizing the strong link between belonging, safety, engagement, and learning. Aligning this work within Well Being and Learning Excellence promotes consistent implementation across schools and supports provincial expectations for responsive, student -centred learning environments.

Looking ahead, CBE reaffirms its collective commitment to excellence, responsiveness, and continuous improvement. The 2024–27 Education Plan maintains a clear focus on Learning Excellence, Well-Being, and Truth and Reconciliation. Guided by evidence and student voice, CBE continues to strengthen practices that support student success and sustain improvement over time.



Accountability Statement

Under the direction of the School Board / Board of Directors, the Education Plan for Calgary Board of Education commencing August 12th, 2026 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plans. The School Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The School Board approved the 2024-27 Education Plan on May 28, 2024. (Year 1)

The School Board reviewed and approved the 2024/27 Education Plan on May 27, 2025. (Year 2)

The School Board reviewed and approved the 2024/27 Education Plan on May 26, 2026. (Year 3)

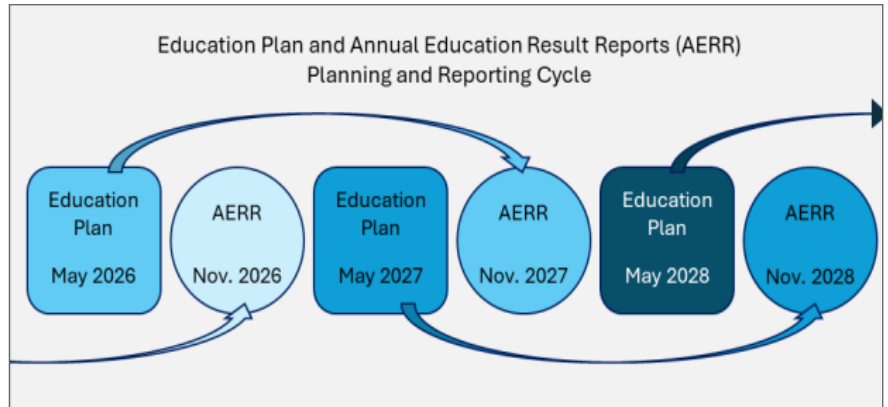
(Original Signed)

Laura Hack

Chair, Board of Trustees

2025 Annual Education Results Report Key Insights

The Annual Education Results Report (AERR) is a key component of CBE’s continuous planning and reporting cycle. Analysis of the previous AERR, together with provincial direction and community voice, identifies system strengths, areas for improvement, emerging growth trends, and developing needs that directly inform the priorities, outcomes, and actions in the Education Plan. The key insights below summarize these findings and provide the evidence base for the Education Plan’s focus areas.



Noted Strengths

- Strong achievement across the CBE in literacy and mathematics, supported by early screening and targeted intervention, especially in kindergarten to Grade 3.
- Diploma exam results above provincial averages, with strong results in Mathematics and sciences.
- Stable high school completion rates, supported by expanded career and pathway options.
- Positive improvement in student well-being, including emotional health, belonging, and attendance, particularly in the early grades.
- Increased staff confidence and stronger learning environments through targeted professional learning.

For students who self-identify as Indigenous:

- Improved high school completion and diploma results.
- Gains in early literacy, attendance, and sense of belonging.

Areas for Improvement

- Lower results for middle school learners report cards and Grade 9 Provincial Achievement Tests, particularly in literacy and numeracy.
- Ongoing attendance and engagement challenges in upper grades that affect learning and well-being.

For students who self-identify as Indigenous:

- Continued achievement gaps in the middle years.
- Ongoing challenges in writing, mathematics, attendance, and transitions between grade levels.

Emerging Growth Trends

- Fewer students requiring additional support as a result of sustained early literacy work.
- Improved well-being in the middle school years, including stronger engagement and connection, linked to targeted supports.

- Increased access to career and pathway opportunities such as dual credit, off-campus education, and apprenticeships, supporting future learning and success.

Developing Needs

- Expand the focus on literacy to include writing instruction and assessment across all grades.
- Improve middle years achievement by strengthening foundational skills and ensuring continuity in instruction.
- Strengthen ways for student voice to inform learning, well-being, and school decisions.
- Continue targeted support for students who self-identify as Indigenous and English as an Additional Language learners, with attention to achievement, attendance, engagement, and transitions.
- Continue to support employee well-being and professional learning to strengthen the system and support student success.

Alignment with the Education Plan

Together, these insights shape the continued focus on Learning Excellence, Well-Being and Truth and Reconciliation in the 2024–27 Education Plan. The identified outcomes and actions build on what is working while addressing key areas for improvement and emerging needs. This approach ensures the Education Plan remains grounded in evidence, responsive to system and community priorities, and is aligned with Alberta Education and Childcare assurance expectations.



Learning Excellence

Strong student achievement for lifelong learning and success

Key Outcomes & Actions

Students achieve excellence in literacy and mathematics

- Sustain focus on the application of the [Literacy Frameworks](#) and [Mathematics Frameworks](#) to strengthen student reading, writing and mathematics development.
- Consistently apply continuums of support to implement evidence-based, targeted literacy and math interventions with a strategic focus on middle school learners.
- Provide targeted professional learning and resources including CBE K-12 EAL Proficiency Benchmarks to support language development and curriculum access for English as an Additional Language (EAL) learners.
- Continue to provide professional learning and resources to support Division 1 and 2 teachers in multi-year provincial curriculum implementation.

Students demonstrate improved learning outcomes through fair and equitable assessment practices

- Align and consistently apply the K-12 five guiding principles of assessment and reporting within a system-wide, student-centred approach that recognizes a range of background, experience and needs; is evidence-informed; and responds to local student needs.
- Provide targeted professional learning and resources to guide the implementation of effective Individualized Program Plans (IPPs) within a continuum of supports, to improve learning outcomes for students with identified special education needs.

Learning opportunities prepare students for future learning and success

- Continue to provide students with a breadth of curricular experiences in alignment with career pathways.
- Provide access and instruction to emerging technologies that enhance student learning, personal development, and digital citizenship.
- Enhance partnerships and continue to collaborate with post-secondary and industry partners to respond to evolving industry demands through dual credit and exploratory pathway opportunities.

Key Measures

Alberta Education and Childcare Assurance Measures (AECAMs)

- Provincial Achievement Tests
- Diploma Examinations
- High School Completion Rate (3 year, 5 year)
- AECAMs Survey: Education Quality
- AECAMs Survey: Student Learning Engagement
- AECAMs Survey: Parental Involvement

Alberta Education and Childcare Local Components

- Literacy & Numeracy Screenings
- Access to a Continuum of Supports and Services
- Professional Learning, Supervision and Evaluation
- First Nations, Métis and Inuit Student Success

Local Measures

- CBE K-12 EAL Proficiency Benchmarks
- Report Card results
- Student survey data
- School Development Plans
- Professional learning data regarding impact on professional growth
- Dual credit courses, off-campus, apprenticeship opportunities, and exploratory programming data
- Partnership feedback



Well-Being

Students and employees thrive in a culture of well-being

Key Outcomes & Actions

Structures and processes support student well-being and student voice

- Introduce and implement a renewed [Student Well-Being Framework](#), to support schools in the ongoing development of a continuum of supports and services, including the continued focus on social-emotional learning for all students.
- Continue social-emotional support to all students, with a strategic focus on middle school learners, through targeted programming, structures, and processes.
- Continue to support partnerships that offer evidence-informed social-emotional resources for student well-being.
- Establish clear, effective structures to gather and respond to student voice, using feedback to inform learning practices, student well-being, and school and classroom-based decisions.

Employees are supported in building skills, strategies and relationships that contribute to well-being through the implementation of the Employee Well-Being Strategy

- Support aspiring, new, and existing leaders to lead a culture of well-being by embedding it into everyday ways of working, listening to staff, and continuously adjusting structures and processes based on feedback and learning.
- Provide holistic, evidence-informed supports and ensure employees are aware of and can easily access benefits and resources to build skills and strategies across multiple dimensions of well-being.
- Review existing plans, policies, structures and processes to integrate well-being as a sustainable focus across the organization.

Key Measures

Alberta Education and Childcare Assurance Measures (AECAMs)

- AECAMs Survey: Citizenship
- AECAMs Survey: Access to Support and Services
- AECAMs Survey: Welcoming, Caring, Respectful and Safe Learning Environment

Alberta Education and Childcare Local Components

- Professional Learning, Supervision and Evaluation
- Access to a Continuum of Supports and Services
- Annual Report of Disclosures

Local Measures

- Report Card results
- Attendance data
- Area Learning Team Referrals
- Student survey data
- Symposium and CSSAC feedback
- Partnership feedback
- Employee well-being data
- Employee absence and fill rates
- Employee supports and services utilization rates
- Professional learning data regarding impact on professional growth



Truth & Reconciliation

Students who self-identify as Indigenous experience improved well-being and achievement.

Key Outcomes & Actions

Students who self-identify as Indigenous experience improved well-being

- Sustain focus on the [Indigenous Education Holistic Lifelong Learning Framework](#) to ensure school structures and processes are in place to effectively welcome and support Indigenous students and families, with a focus on engagement and attendance.
- Sustain collaboration with Indigenous Elders and Knowledge Keepers to deepen Indigenous students' relationships to language, culture, community, and learning through songs, stories, and ceremonies shared according to local protocols.

Students who self-identify as Indigenous experience improved achievement

- Build and embed system capacity for teaching practices that are grounded in Indigenous ways of Being, Belonging, Doing, and Knowing.
- Consistently apply continuums of support to implement wise practices with targeted literacy and math interventions for students who self-identify as Indigenous.
- Support effective holistic transitions and collaboration for Indigenous students across grades and learning pathways.

CBE advances Truth and Reconciliation through sustained action and shared responsibility.

- Demonstrate CBE's commitment to Truth and Reconciliation by identifying, communicating, and implementing key system actions aligned with the Truth and Reconciliation Calls to Action.
- Provide targeted professional learning and resources for leaders to support consistent, informed, and respectful implementation of TRC Commitments to Action across the system.

Key Measures

Alberta Education and Childcare Assurance Measures (AECAMs)

- AEAMs Survey: Welcoming, Caring, Respectful and Safe Learning Environment
- Provincial Achievement Tests
- Diploma Examinations
- High School Completion Rate (3 year, 5 year)

Alberta Education and Childcare Local Components

- Literacy & Numeracy Screenings
- Access to a Continuum of Supports and Services
- First Nations, Métis and Inuit Student Success

Local Measures

- Attendance data
- Report Card results
- Indigenous student voice
- Professional learning data regarding impact on professional growth
- School, service unit and team TRC Commitments to Action

Building and Refining the Education Plan

Student, employee and parent perspectives inform the development and continued refinement of the Education Plan. These perspectives are gathered from a variety of sources in recognition of the important role we all play in supporting the Board of Trustees' priorities for student success.

Shaping the Three-Year Plan

In 2024, the CBE led a comprehensive engagement process to inform the development of the 2024-27 Education Plan. This included offering multiple in-person sessions and online surveys.

The CBE will conduct a robust engagement each time a new three-year Education Plan is developed. In the years in between, opportunities are provided for CBE communities to share perspectives on possible adjustments to the plan.

The next comprehensive opportunity for public input will be provided in the 2026-27 school year in preparation for the development of the new 2027-30 Education Plan.

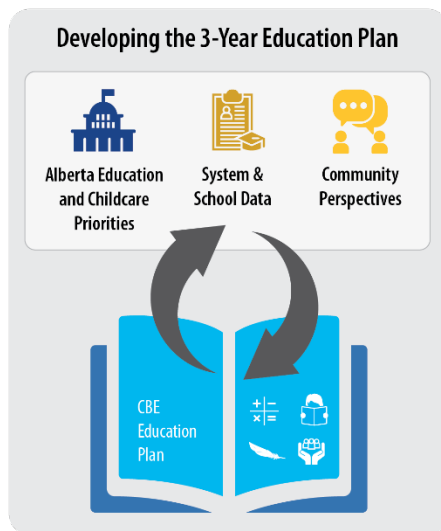
Refining for Year Three

As part of a continual cycle of improvement, the annual review and renewal of the Education Plan is critical. In 2025-26, the CBE provided opportunities for input and feedback related to CBE Education Plan goals, outcomes and actions including:

School Planning

Each fall, taking into consideration the perspectives provided by students, employees, families and school councils, schools refine their School Development Plans in alignment with the Education Plan goals and key areas of focus based on their local context. Each spring, schools also gather input from parents and school councils on school planning. In addition to input on School Development Plans, schools gather feedback on budget and fees to help inform future school planning decisions.

As well, CBE system leaders reviewed the results from each School Development Plan and School Improvement Results Report to identify strengths and areas for improvement. They examined school goals, key actions, and supporting structures, resources, and professional learning. Using this combined data, and taking into consideration community input and system-wide results, leaders identified key actions to adjust and refine as the Education Plan enters its third year.



Education Plan Check-In Survey

Between February 23 and March 11, 2026, the CBE launched a Year 2 Check-in survey to gather perspectives from staff and families to help fine-tune the final year of the 2024–2027 Education Plan. A total of 7,444 responses to one or more questions were received. The survey was available in 37 languages, and twenty participants completed it in a language other than English. Overall, results showed the strongest agreement for maintaining student achievement in literacy and math, as well as student well-being and mental health, as top priorities. The findings indicate that there are opportunities to continue to strengthen and refine efforts related to Truth & Reconciliation, diversity and inclusion; strengthening employee support related to enabling student well-being; and enhancing learning experiences that

prepare students for future learning and success. Feedback also highlighted the need to better support families and staff in understanding the connection between individual School Development Plans and the broader CBE Education Plan. More information about the survey findings is [available on the CBE website](#).

Alignment with Provincial Direction and Ministry Priorities

In refining the Education Plan for Year Three, CBE considered evolving provincial direction, legislative requirements, and priorities identified in the Alberta Education and Childcare Business Plan. Provincial expectations reinforce a continued focus on student learning, safety, well-being, balanced instructional practice, and accountability for outcomes.

In response, CBE reviewed and refined goals, outcomes, and actions to ensure alignment with ministry priorities while maintaining focus on Learning Excellence, Well-Being, and Truth and Reconciliation. Adjustments emphasize clear system priorities, consistent application of foundational frameworks, and coherent implementation across schools, ensuring the Education Plan remains aligned with provincial expectations and responsive to identified student and system needs.

Overview and Implementation

The 2024-27 Education Plan is a targeted plan informed by local and provincial data. It is structured by a logic model to serve as a representation of how data, outcomes, actions, measures, and resources are interconnected to effectively achieve specific goals.

Logic Model

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

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

Evidence/Data

CBE is committed to consistently using evidence from diverse data sources to ensure responsive and transparent decision-making and to help us identify if the actions we are taking as an organization are having the intended effect on the priorities identified by the Board of Trustees. Through the adoption of a data model and process as a system, the CBE ensures that what is “...measured and reported is consistent with the best interests of student growth and achievement, and the goals of education in the province of Alberta” ([Funding Manual for School Authorities 2026-27 School Year](#), p. 28).

Goals

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

Key Outcomes

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

Key Actions

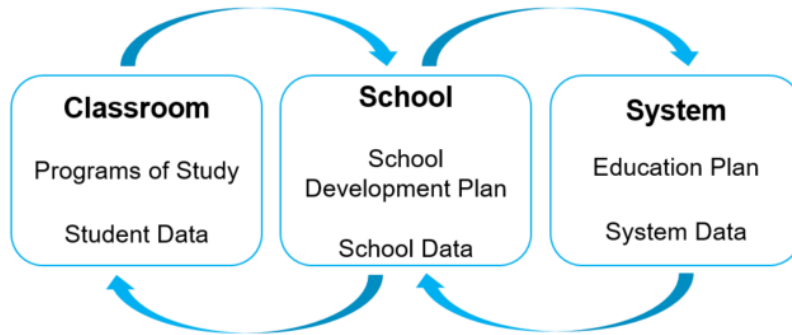
Key actions are articulated for each key outcome and will progress over three years. Key actions are reflective of evolving provincial and local context, available resources, and government priorities such as curriculum or new legislation.

When considered together these actions fall into three broad categories:

- A sustained focus on the application of the CBE foundational frameworks for [Literacy](#), [Mathematics](#), [Indigenous Education Holistic Lifelong Learning](#) and [Student Well-Being](#).

- Targeted professional learning to support curriculum implementation, individualized learning, student and employee well-being, social-emotional learning, and Truth and Reconciliation.
- Use, refinement, and equitable allocation of supports, resources, and programs to meet the learning and well-being needs of students, including English as an Additional Language learners, students with identified special education needs, and students who self-identify as Indigenous.

These actions then serve as the foundation for School Development Plans and inform work in service units, further refining, developing, and measuring actions that are responsive contextually to that school or service unit’s work, in service of the overall Education Plan.



The Annual Education Results Report that will be provided to the Board of Trustees in November 2027 will document assessment of progress and impact of planned key actions. Additionally, the provincial and local measures inform next steps towards each goal based on evidence from years one and two.

Key Measures

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

Measures fall into three broad categories: Alberta Education and Childcare Assurance Measures, Alberta Education and Childcare Local Components and Local Measures. The first two are required provincial measurements and are part of Alberta’s Assurance Framework – which focuses on “building public trust and confidence that the education system is meeting the needs of students and enabling their success”. (Retrieved April 21, 2026, from [Assurance and accountability in Alberta’s K to 12 education system](#)).

Local Measures are included both to provide insight into and triangulation of data and results. Data sources for the implementation plan for the 2024-27 Education Plan fall into four broad categories:

- **Achievement Data** including Report Card results and CBE K-12 EAL Proficiency Benchmarks.
- **Perception Data** including feedback from professional learning and from post-secondary and industry partners, as well as survey data from the CBE Student Survey, and employee well-being data.
- **Demographic Data** including student attendance and registration data, and employee supports and service utilization.
- **Process Data** including employee data regarding absence and fill rates, School Development Plans, Area Learning Team referrals, and school, service unit and team commitments to Truth and Reconciliation

Resources

The Board of Trustees' priorities for student success are reflected in the outcome of this plan. The CBE is committed to strong, vibrant, inclusive school communities where all students have the opportunity to thrive.

To support the implementation of the Education Plan and the success of each student, the CBE leverages a variety of resources across multiple areas.

Our greatest asset is people. The CBE supports a dedicated team across schools and service units who are committed to student excellence. The CBE also recognizes the importance of ongoing professional learning to equip employees with the knowledge and skills necessary to support student learning.

Foundational frameworks provide standards and guidelines and ensure consistency and coherence across the CBE. These frameworks include the [Literacy Framework](#), [Mathematics Framework](#), [Indigenous Education Holistic Lifelong Learning Framework](#), and [Student Well-Being Framework](#). In addition to the foundational frameworks, the principles of fair and equitable [assessment](#) guide, shape and engage learners in support of improving student learning.

The CBE effectively allocates resources through the CBE Budget, Resource Allocation Model (RAM) and Equity Funding Model. This provides teaching and learning experiences, professional learning opportunities and investment in areas that address the evolving needs of schools and employees. Relevant financial requirements are shown in the References section below.

References

[Alberta Education and Childcare: Funding Manual for School Authority 2026-27](#)

Requirements | Relevant Documents

Work across schools and service units is connected to the 2024-27 Education Plan, and the following documents are informed by the Education Plan.

- **2026-27 CBE Budget**
The CBE's 2025-26 budget was approved by the Board of Trustees on May 26, 2026. The budget document is available on the CBE's website: [Budget Report 2026-27](#)
- **Three-Year School Capital Plan**
The CBE produces a list of new school and modernization priorities annually. This list of priorities is captured within the Three-Year School Capital Plan, which is approved by the Board of Trustees. The most recent iteration of this document was approved on March 17, 2026 and can be found here: [CBE Three-Year-School-Capital-Plan 2027-2030](#)
- **Maintenance and Renewal (M&R) Plan**
Each year, the CBE produces a M&R plan that lays out building component repairs and replacements required to ensure that CBE schools continue to be safe and welcoming learning environments for students. It is important to note this plan can be adjusted during the school year to attend to emergent building needs. M&R undertakings completed in previous school years can be found here: [Capital Maintenance Renewal Expenditure Plan 2025-26](#)