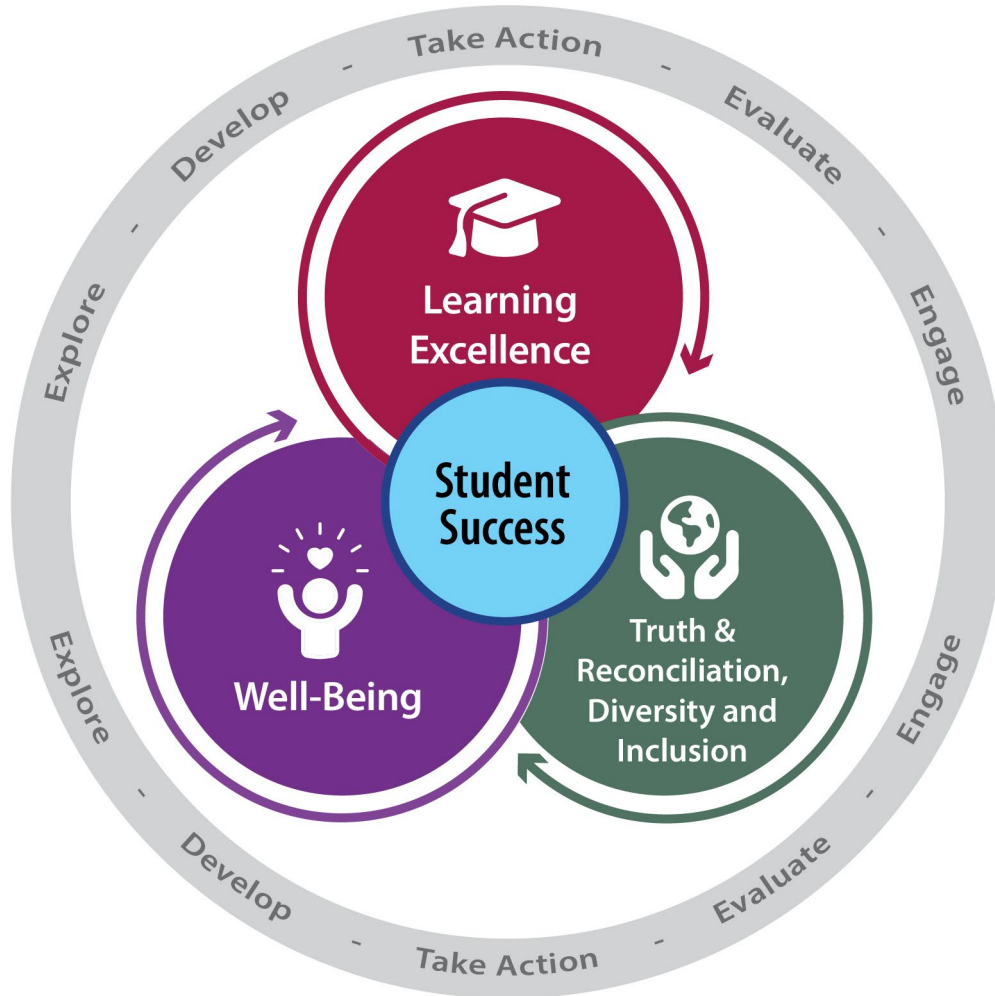




Education Plan 2024-27 Year 2 of 3



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.



**Calgary Board
of Education**

142,400+ Students



44,000+
English as
Additional
Language (EAL)
Learners



25,900+
students with
special needs



6,200+
self-identified
Indigenous
students



27,100+ students
in Language &
Alternative
programs



24,500+ students
on **611** yellow bus
routes



4,650+ students
in Unique
Settings and
Specialized Classes



16,000+
employees



251
schools

*Sept. 30, 2024 figures

Introduction

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

Student success is at the centre of all our decisions. Every student should have the opportunity to succeed personally and academically, regardless of their background, identity or personal circumstances. Achieving student success requires commitment and collaboration from every part of our community – students, employees, families, and partners. It also requires a vision of what success looks like and a plan for how we get there.

The Education Plan is a direct reflection of priorities identified by the Board of Trustees for student success: achievement, equity and well-being. The Board of Trustees monitors student success through its Results policies and Operational Expectations.

In early 2024 we embarked on an extensive engagement with the whole CBE community to learn what is most important to consider in development of the 2024-27 Education Plan. The thoughtful and diverse perspectives of more than 9,000 people provided a rich foundation for this three-year plan.

In preparation for year two, and as part of an ongoing commitment to cycles of improvement and adjustment, system leaders were re-engaged to determine what needed to be refined or adjusted for the next school year. Ongoing student results, Alberta Education expectations, and the voices of students, schools and our community continue to inform areas of focus. The Education Plan works in concert with budget and capital plans to support identified priorities that have the greatest impact on student achievement over time while optimizing available resources.

These are dynamic times of rising enrolment and increased student complexity. The CBE has 44,000+ students who are learning English as an Additional Language (EAL) and nearly 26,000 students have identified specialized learning needs. In addition, almost three quarters of CBE schools are at or above full utilization according to Alberta Education's criteria.

We continue to work together to strive for excellence, address the challenge of learning complexity and promote well-being. This is why the 2024-27 Education Plan focuses on Learning Excellence, Well-Being, Truth and Reconciliation, Diversity and Inclusion. As a learning community, we must ensure the Education Plan addresses the needs of students today while positioning the CBE for future success.

Accountability Statement

Under the direction of the School Board, the Education Plan for The Calgary Board of Education commencing Aug. 14, 2025 was prepared under the direction of the Board 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 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 Board approved the 2024-27 Education Plan on May 28, 2024. (Year 1)

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

Patricia Bolger
Chair, Board of Trustees





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](#) and [Mathematics Frameworks](#).
- Consistently apply continuums of support to implement evidence-based, targeted literacy and math interventions.
- Provide targeted professional learning and resources including Alberta K-12 ESL Proficiency Benchmarks to support language development and acquisition for English as an Additional Language (EAL) learners.
- Provide targeted professional learning and resources to support teachers in implementing provincial curriculum.

Student learning improves through fair and equitable assessment practices

- Continue to align practices with the K-12 five guiding principles of assessment and reporting in the CBE.
- Provide targeted professional learning and resources to support continued implementation of effective Individualized Program Plans (IPPs) for students with identified special education needs.

Learning opportunities prepare students for future learning and success

- Provide students with increased breadth of curricular experiences in alignment with career pathways.
- Provide access and instruction to technologies that enhance student learning and personal development.
- 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 Assurance Measures (AEAMs)	Alberta Education Local Components	Local Measures
<ul style="list-style-type: none"> ▪ Provincial Achievement Tests ▪ Diploma Examinations ▪ High School Completion Rate (3 year, 5 year) ▪ AEAMs Survey: Education Quality ▪ AEAMs Survey: Student Learning Engagement ▪ AEAMs Survey: Parental Involvement 	<ul style="list-style-type: none"> ▪ Early Years Literacy & Numeracy Assessments ▪ Access to a Continuum of Supports and Services ▪ Professional Learning, Supervision and Evaluation ▪ First Nations, Métis and Inuit Student Success 	<ul style="list-style-type: none"> ▪ Alberta K-12 ESL Proficiency Benchmarks ▪ Report Card results ▪ CBE Student Survey ▪ Professional learning data regarding impact on professional growth ▪ Dual credit courses, off-campus, apprenticeship opportunities, and exploratory programming data ▪ Post-secondary and industry partner feedback



Well-Being

Students and employees thrive in a culture of well-being

Key Outcomes & Actions

Structures and processes improve students' sense of belonging and well-being

- Continue to implement the [Student Well-Being Framework](#), with a sustained focus on the system-wide implementation of universal social-emotional learning programs for all students.
- Provide academic and social-emotional support to all students through targeted programming, structures, and processes with a strategic focus on middle school learners.
- Refine partnerships that offer evidence-informed, social-emotional and culturally responsive resources for student well-being.

Employees are supported in building skills, strategies and relationships that contribute to positive well-being

- Support aspiring, new and existing leaders in developing, advancing and leading a culture of well-being.
- Offer evidence-informed and culturally responsive supports and resources for employee well-being.
- Ensure all employees are aware of and able to access benefits and resources to support their well-being.
- Continue development of an Employee Well-Being Strategy and begin to implement key actions.

Key Measures

Alberta Education Assurance Measures (AEAMs)	Alberta Education Local Components	Local Measures
<ul style="list-style-type: none"> ▪ AEAMs Survey: Access to Support and Services ▪ AEAMs Survey: Welcoming, Caring, Respectful and Safe Learning Environment 	<ul style="list-style-type: none"> ▪ Professional Learning, Supervision and Evaluation ▪ Access to a Continuum of Supports and Services ▪ Annual Report of Disclosures 	<ul style="list-style-type: none"> ▪ Report Card results ▪ Attendance data ▪ CBE Student Survey ▪ OurSCHOOL Survey ▪ Employee absence and fill rates ▪ Employee well-being data ▪ Employee supports and services utilization rates ▪ Professional learning data regarding impact on professional growth



Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

Key Outcomes & Actions

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

- Advance the Truth and Reconciliation Calls to Action (Education for ReconciliACTION).
- Sustain focus on the application of the [Indigenous Education Holistic Lifelong Learning Framework](#) towards embedding practices across all areas of CBE.
- Sustain collaboration with Indigenous Elders and Knowledge Keepers in support of Indigenous student well-being and achievement.
- Provide targeted professional learning highlighting the structures, processes and resources for schools to effectively welcome and support transitions for Indigenous students and families.

Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities

- Build and apply culturally responsive teaching and learning practices that reflect and celebrate diverse cultures and identities.
- Enhance relationships with students, families/caregivers and partners to strengthen cultural understanding throughout the system.

Working and learning environments promote equity, diversity and inclusion

- Demonstrate CBE's commitment to Truth and Reconciliation, anti-racism, equity, diversity, and inclusion by implementing and communicating actions and offering targeted professional learning and resources for employees.

Key Measures

Alberta Education Assurance Measures (AEAMs)	Alberta Education Local Components	Local Measures
<ul style="list-style-type: none"> ▪ AEAMs Survey: Citizenship ▪ AEAMs Survey: Welcoming, Caring, Respectful and Safe Learning Environment 	<ul style="list-style-type: none"> ▪ Professional Learning, Supervision and Evaluation ▪ Access to a Continuum of Supports and Services ▪ First Nations, Métis and Inuit Student Success ▪ Annual Report of Disclosures 	<ul style="list-style-type: none"> ▪ Area Learning Team Referrals ▪ Attendance data ▪ CBE Student Survey ▪ OurSCHOOL Survey ▪ Employee well-being data ▪ Professional learning data regarding impact on professional growth ▪ School, service unit and team commitments to Truth and Reconciliation

Building and Refining the Education Plan

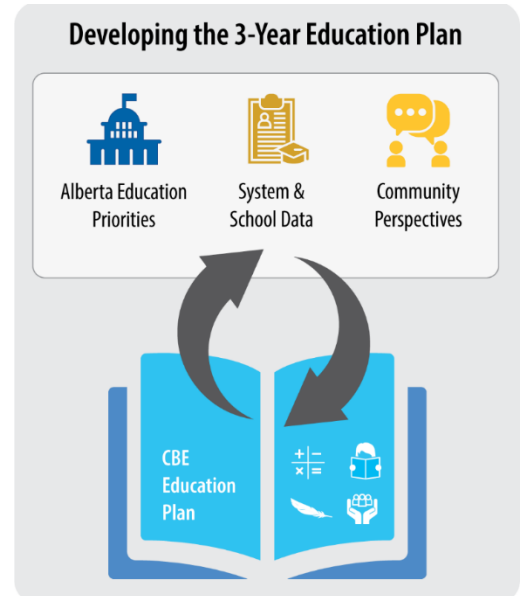
Student, employee and parent perspectives inform the development and continued refinement of the Education Plan. These perspectives are gathered from a variety of sources in recognition of the important role we all play in supporting the Board of Trustees' priorities for student success.

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 Plan is developed. This means the next comprehensive opportunity for public input will be provided in the 2026-27 school year in preparation for the 2027-30 Education Plan.

In the years in between, there are other opportunities for the CBE community to share perspectives on the CBE Education Plan.



Refining for Year Two

As part of a continual cycle of improvement, the annual review and renewal of the Education Plan is critical. In 2024-25, the CBE provided opportunities for input and feedback related to CBE Education Plan goals, outcomes and actions including:

School Planning Engagement

Each year in February and March there is a school-based opportunity for parents/guardians and school councils to share their perspectives on school planning (School Development Plans, school budgets and school fees).

School Development Plans

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.

This spring, CBE system leaders reviewed the results from each School Development Plan 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 second year.

K-9 Reporting and Assessment Practices

In early 2025, the CBE gathered input and feedback from K-9 teachers and administrators on possible ways to reduce teacher workload, enhance assessment and reporting practices, and ensure alignment with provincial expectations and CBE policies. The engagement represented a shared commitment to exploring workload, particularly considering the impact of Early Years Assessments and increasing complexity within classrooms.

This engagement reflects the CBE’s commitment to ensure students and employees will thrive in a culture of well-being, one of the three goals in the CBE’s 2024-27 Education Plan. This engagement is aligned with the key outcome aimed to support employees in “building skills, strategies and relationships that contribute to positive well-being.” By working collaboratively with teachers to ensure all steps are being taken to reduce workload related to reporting and assessment, well-being is prioritized and well supported. The CBE has taken steps in recent years to reduce reporting and assessment requirements and ensure consistency in reporting. Any adjustments that are made as a result of this engagement will build on the work that has already been done to streamline processes and reduce teacher workload.

Professional Learning Plan Feedback

In June 2024, a survey was conducted to gather leader voice regarding Area, operational and on-demand professional learning opportunities. In total, 425 leaders provided responses. The feedback supports future professional learning planning on the topics, timing, and ways in which professional learning is presented. This data, informing the local measure “Professional learning data regarding impact on professional growth,” provides feedback on all three goals of the Education Plan.

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 2025-26 School Year](#), p. 28).

The CBE 2023-24 Alberta Education Results Report and the Board of Trustees’ Results monitoring reports continue to point to the importance of a system focus on student well-being and engagement as well as community connection and collective well-being for employees. While evidence suggests that efforts are yielding positive results overall, it also highlights the importance of continued application of

foundational documents to guide this work, along with ongoing professional learning and new curriculum support.

The Education Plan represents all students and identifies areas of focus in response to data. Students who self-identify as Indigenous continue to be identified in evidence and data as a community that requires attention and supports, informed by the CBE [Indigenous Education Holistic Lifelong Learning Framework](#) and the representation of Indigenous voice from Elders, Knowledge-Keepers, students, families and partners. As well, given a growing population of English as an Additional Language (EAL) learners, evidence from the AERR and Results reporting continues to identify a need for a focus on teacher understanding of each English language learner's culture/cultural identity and language proficiency learner profile, interest and readiness levels.

Continued enrolment growth, both in numbers and in the complexity of learning needs of students, highlights an area of focus on ensuring the effective use of space and equitable access to resources and programming for all students, including learners with diverse and exceptional needs. As well, opportunities for students to explore multiple pathways for academic achievement and future success remains a key organizational priority.

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.

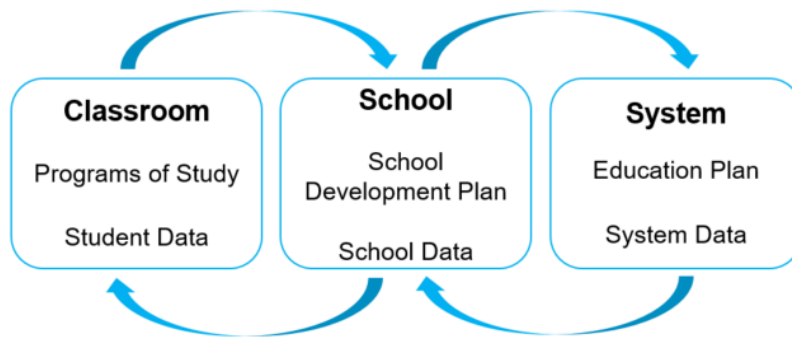
Key Actions

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 frameworks of [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 competency, cultural responsiveness, Truth and Reconciliation, anti-racism efforts, equity, diversity, and inclusion.
- Use, refine, and equitably allocate comprehensive supports, resources and programs to help meet the diverse needs of students including EAL learners, students with identified special education needs and Indigenous students.

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 2026 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 Assurance Measures, Alberta Education 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 16, 2025, 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 Alberta K-12 ESL 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, OurSCHOOL Survey, and Employee Well-Being surveys.
- **Demographic Data** including student attendance and registration data, and employee supports and service utilization.
- **Process Data** including employee data regarding absence and fill rates, 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](#), [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: Funding Manual for School Authorities 2025/26 School Year](#)

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.

- **2025-26 CBE Budget**

The CBE's 2025-26 budget was approved by the Board of Trustees on May 27, 2025. The budget document is available on the CBE's website: [Budget Report 2025-26](#)

- **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 18, 2025 and can be found here: <https://cbe.ab.ca/FormsManuals/Three-Year-School-Capital-Plan.pdf>

- **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 2024-25](#)