



EDMONTON PUBLIC SCHOOLS

2022–26

# Four-Year Education Plan

## Year Two

*3020 The Edmonton School Division*

*Submitted to Alberta Education*

*May 2023*

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# Introduction: Assurance

We look ahead to the 2023-2024 school year with optimism and energy under the vision and direction of the 2022-2026 Strategic Plan as the post-pandemic context continues to evolve. Within this context, the Division continues to advance its priorities in support of high quality teaching and learning.

Year two of Edmonton Public Schools' 2022-2026 Four-Year Education Plan presents the Division's actions to advance its strategic priorities, as articulated through its Strategic Plan, and those of the Alberta Education 2023-2026 Business Plan. The Four-Year Education Plan is a key piece of the assurance model, integrating stakeholder feedback and results analysis of prior achievement into the development of strategic actions intended to enhance student success and well-being. Also foundational to this planning and reporting cycle are the Division's vision, mission and values, which are brought to life through the shared leadership and responsibility of the Board of Trustees and central and school leadership.

This Four-Year Education Plan supports the 2022-2026 Strategic Plan for the Division and outlines the intentional strategies, goals and actions developed in response to the Annual Education Results Report (AERR), stakeholder engagement and the current educational landscape. The plan builds upon the work of past years and is intended to support student growth and achievement through progress towards the three priority areas of the Division's Strategic Plan.

Evidence-based decision-making is central to the Division's assurance model, where data is used to reflect on what has been accomplished and to help inform actions and the use of resources going forward. While COVID-19 is no longer impacting the Division's current practices around data gathering to support and inform its work; the effect of the pandemic lives on in the disruption to longitudinal data trends and impacts on the Division's results compared to pre-pandemic outcomes. The Division carefully takes these factors into account as it uses data to inform evidence-based decision-making and monitor for evidence of growth.

Engagement with stakeholders is another key action that informs the Division's planning processes; for a more detailed look at engagement efforts across the Division, refer to page four of this report.

Upon approval from the Board of Trustees, the Four-Year Education Plan will be submitted to Alberta Education and will be posted on the Division's website at [epsb.ca/ourdistrict/results/education-plan/](https://epsb.ca/ourdistrict/results/education-plan/).

## Assurance Model



## Accountability statement

The Four-Year Education Plan for the Edmonton School Division commencing September 2023 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency 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 reviewed and approved the 2022-2026 Four-Year Education Plan: Year Two on May 2, 2023.

A handwritten signature in black ink, reading "Trisha Estabrooks". The signature is written in a cursive style with a large initial 'T' and 'E'.

Trisha Estabrooks, *Board Chair*

## Who we are

As Alberta's second largest school division, Edmonton Public Schools proudly serves over 109,000 students, Pre-Kindergarten to Grade 12, across 213 schools. Edmonton Public Schools is a division of choice offering many [programming](#) options for families and students. These high quality teaching and learning opportunities are supported by over 9,700 staffing positions that all work together in support of the Division's vision, mission and strategic direction. The Division's Cornerstone Values of accountability, collaboration, equity and integrity inform how this work is carried out.

### Vision

**Enhancing pathways for student success**

### Mission

**Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfilment, empathy and possibility.**

### Values

**Accountability, collaboration, equity and integrity**

**2022–2026**

## Division Priorities

### Priority 1

**Build on outstanding learning opportunities for all students.**

### Priority 2

**Advance action towards anti-racism and reconciliation.**

### Priority 3

**Promote a comprehensive approach to student and staff well-being and mental health.**

# Engagement

Engaging with stakeholders – staff, parents, students and community members – serves as a meaningful way in which everyone can have a role in supporting student success and well-being. Both the Board of Trustees and Division administration value stakeholder engagement and hold themselves accountable by seeking input prior to taking action. The Division relies on recognized standards for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation. IAP2 provides a framework for increasing levels of public engagement depending on the purpose of stakeholder participation and degree of impact a decision or initiative may have on stakeholders.

Engagement occurs through multiple avenues and informs a variety of priorities. Stakeholders are able to provide feedback on a range of issues, concerns and topics, which inform the work of the Board of Trustees and the Division. Engagement highlighted below occurs on an ongoing basis unless otherwise noted. Examples of engagement work include:

## *Division Level Engagement*

- **Division Feedback Survey (DFS):** Conducted every year for staff, students and families, this survey has been revised to monitor progress towards the 2022-2026 Strategic and Four-Year Education Plans. The DFS provides both system-wide and school-level results that are used to inform planning at both levels. The Division is exploring a survey to support hearing from members of the community.
- **Inclusive Education Parent and Community Advisory Committee:** Supported by Division staff and composed of 10 family and community members as well as three members from Division administration, this committee meets three times per year and provides ongoing feedback to help inform the delivery of inclusive education in the Division.
- **First Nations, Métis and Inuit External Advisory Committee:** Composed of members from the broader community and staff from the First Nations, Métis and Inuit Education Team, the committee provides feedback to inform the development of Division resources and supports an ongoing dialogue between committee members around student success and First Nations, Métis and Inuit education. The committee was paused due to the pandemic, but is meeting in spring 2023.
- **Equity Advisory Committee:** Composed of eight parents of EPSB students, four community members, four community partners, two Trustees and supported by staff; the committee met three times over the year to help support progress towards the three priority areas of the Division's [Anti-racism and Equity Action Plan](#).
- **School Renaming Criteria Advisory Committee:** Comprised of six parents of EPSB students, four community members, five students, five staff members and two trustees, the committee met four times over a six month term. The committee submitted a report to the Board of Trustees on March 10, 2023, outlining its recommendations around school renaming. The report serves as one source of feedback to help inform the development of a school renaming policy and the planning of a Division-wide review of all EPSB school names. This committee's term concluded in 2023.
- **Student Senate:** Student senators from across Division high schools represent their fellow high school students to provide student voice to the Board of Trustees and administration. The Student Senate serves as a youth engagement model to promote active student participation in youth governance within education and to provide the Board of Trustees with a meaningful way to access student voice. In 2022-2023, after consulting with their peers through a survey, senators created a work plan that focused on supporting student mental health and wellness. Three working groups

were created around this focus: transitions from high school, supporting students with school work and mental health supports for students. The work of Student Senate is hosted on a website that can be accessed [here](#).

- **Community Consultations:** The Division and Board of Trustees bring members of the community together around key topics related to school space and programming. These discussions use data to support the conversation and gather feedback around such areas as school boundaries and programming changes.
- **Principal Committees:** Central leaders host committees around key areas of Division operations such as Budget, Human Resources, Instructional Supports, Infrastructure and Anti-Racism, Reconciliation and Equity. Principals from across a diverse range of school communities sit on these committees to provide school perspective to these key areas of work. Committee work can include feedback that supports the implementation of an initiative, the development of tools or resources or to inform system efficiency or improvement. These committees meet between four to eight times a year and membership is reviewed annually.
- **Superintendent’s Community of Practice in Education:** The Superintendent annually establishes a group of leaders from schools and central to come together to discuss key topic areas in support of the Division’s strategic direction. These discussions provide feedback around emerging opportunities, Division processes and targeted initiatives in support of student success and well-being.
- **School and Central Results Review:** These are yearly evidence-based discussions between Division leaders and Trustees. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to administration. These conversations help to inform future planning at the school and Division levels.
- **Catchment Conversations:** Division schools are organized in Kindergarten to Grade 12 catchment groupings that work together around common goals in support of student success. Catchment conversations bring school leaders together from across catchments with central leaders to have evidence-based discussions around the previous year’s goals and progress. These conversations provide school and central leaders with the opportunity to reflect on their results and to share and learn from each other. Trustees often attend these events; the feedback from catchment conversations complements and enhances information gathered through Trustee-hosted results review conversations.
- **Teacher/Staff Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic on an ad hoc basis. Feedback from these conversations help to inform next steps in support of students. Some examples of topics addressed through a collaborative conversation include: literacy learning, mental health supports for students, numeracy learning and staff experiences of belonging through an anti-racism lens.
- **Listening Circles:** The Division invites individuals to participate in conversations on an ad hoc basis and leadership staff have the role of active listening. Understanding of the lived experience of students, staff and families will help the Division’s work in support of anti-racism and equity.

### *Local School Engagement*

- **School Councils:** One way schools engage with families is through school councils, which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing dialogue regarding student success and well-being. Trustees often attend school council meetings as a means of connection and engagement with parents and school leadership.
- **Local school activities:** Schools engage with their communities in ways that best meet the needs of their students and families. Examples of what this engagement looks like at the school level include,

but are not limited to: meet the principal drop-ins, morning coffee conversations, family nights, student focus groups and school level surveys.

### *Strategic Plan: Priorities and Goals*

To help inform the establishment of the 2022-2026 Strategic Plan, the Board of Trustees reviewed key documents, including the [2020-2021 Annual Education Results Report](#) (AERR), [2021-2024 Three-Year Education Plan](#), [2020-2021 Division Feedback Survey](#) (DFS), [2021 Strategic Plan Update: Governance and Engagement](#), [2021 Strategic Plan Update: Literacy and Numeracy](#), [2021 Strategic Plan Update: First Nations, Métis and Inuit](#), Equity Achievement Project, [Board Policy HAAB.BP Anti-racism and Equity Policy](#) and the [2021-2022 Anti-racism and Equity Action Plan](#). These reports represent a combination of data driven analysis (e.g., Strategic Plan Updates and the AERR) and student, family and staff engagement results (e.g., DFS report and the Anti-racism and Equity Plan and Policy), where stakeholders identified particular areas the Division should prioritize. Additionally, Trustees heard the voices of staff, families and students through school and central decision unit results review presentations and catchment conversations in the fall of 2021 and examined the current context of education and the broader society to help better understand the needs of students looking ahead over the next four years.

Using these resources and information, the Board of Trustees initially identified three draft priorities and nine goals. Families, students and staff were then asked to provide feedback on the draft plan through the 2021-2022 DFS and a variety of focus groups. Stakeholder feedback informed the final development of the strategic plan, including clarifying and simplifying of language and the refining of key priority areas and supporting goals. The final three priorities and seven supporting goals form the framework for the 2022-2026 Four-Year Education Plan.

### *Four-Year Education Plan: Year Two Update*

Results from the [2021-2022 AERR](#), the 2021-2022 Division Feedback Survey, the [2023 Strategic Plan Update: Anti-racism and Equity](#), the [2023 Strategic Plan Update: Literacy and Numeracy](#), and ongoing engagement with internal and external stakeholders, as well as a review of the [2023-2026 Alberta Education Business Plan](#) informed the review of the 2022-2026 Four-Year Education Plan in preparation for year two and served to reaffirm the direction set in 2021-2022.

## **Results analysis**

### **Priority 1: Build on outstanding learning opportunities for all students.**

Beginning in September 2023, all Kindergarten to Grade 6 students will be learning the new English language arts and literacy and mathematics curriculum and there will be new French immersion language arts and literacy and science curriculum for Kindergarten to Grade 3. This will necessitate an intentional focus on supporting Divisions 1 and 2 teachers in curriculum implementation for the 2023-2024 school year.

The 2021-2022 AERR highlighted several ongoing opportunities for supporting student achievement and growth, including Division measures in literacy and mathematics that highlighted the impact of COVID-19 disruption on student learning, particularly for those in socially vulnerable communities. Local data collected in 2022-2023 continues to show a general pattern of lower achievement compared to pre-pandemic results, although some data indicates improvement compared to 2021-2022. These results



confirm the importance of intentional efforts in support of literacy and numeracy learning and supporting all students in their diverse learning needs.

Preparing students for life beyond Grade 12, whether that be a post-secondary experience or the world of work, is a critical aspect of K to 12 learning, as students discover their strengths, develop key transferable skills and explore potential career paths. Results from Alberta Education's Assurance survey over the past five years indicate staff, student and family perceptions of students' preparation for career transitions and lifelong learning has mostly improved or been maintained. These results affirm the importance of the Division's continued work in this area, through such actions as Career Pathways initiatives and the expansion of STEM learning experiences.

### **Priority 2: Advance action towards anti-racism and reconciliation.**

The [Anti-racism and Equity Action Plan Year One Update](#) report, ongoing feedback gathered through engagement and results from the 2021-2022 AERR reinforce the importance of intentional efforts being taken by the Division in support of anti-racism, reconciliation and equity for all. This ongoing effort is supported through continuation of the actions outlined in the 2022-2026 Four-Year Education Plan in year two.

Alberta Education Assurance Measures indicate there is still work to be done in support of self-identified First Nations, Métis and Inuit student success. There is also opportunity to build on the successes and positive momentum of First Nations, Métis and Inuit students' diploma exam results in 2021-2022, as highlighted in the [2023 Strategic Plan Update: Literacy and Numeracy](#). Reconciliation remains a priority area for the Division, as reflected in the 2022-2026 Strategic Plan and the continued actions committed to in year two of the Four-Year Education Plan.

### **Priority 3: Promote a comprehensive approach to student and staff well-being and mental health.**

The results and analysis presented in the 2021-2022 AERR indicate opportunities for improvement, for example to increase family, student and staff awareness of available mental health and well-being supports. At the same time, the results from the 2021-2022 AERR identified opportunities to build on strengths and positive results, including an increase in student perceptions of feeling included at school and that they have someone they can go to for support not related to learning. Through such means as Results Review and Catchment Conversations, Principals have also shared family feedback and teacher experience in classrooms that reinforces the timeliness and importance of intentional evidence-based actions that support mental health and well-being.

Student results for the Alberta Education Assurance Survey's Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) assurance measure declined slightly in 2021-2022 compared to 2020-2021; this decline was consistent with provincial trends as we emerge from the pandemic. These results indicate the importance of our focused efforts in support of learning environments that are welcoming, caring, respectful and safe for all students.

## **Strategic actions**

The Division walks alongside students on their Kindergarten to Grade 12 journey towards the goal of high school completion and a life of dignity and fulfilment through the actions listed below. The strategic actions outlined below are reviewed on an annual basis for relevance and progress. Many actions reflect long term, multi-year work in support of the 2022-2026 Strategic Plan and, therefore, remain consistent

year to year. If a new action has been introduced or an existing action has been updated as part of the annual review and update of this plan, it will be noted as *new* or *updated* in parentheses below.

The Measures noted below in yellow boxes are used to assess progress on achieving the outcomes and the effectiveness of the strategies, and include provincially required and supplemental Alberta Education Assurance Measures and local measures. Measures have been identified and linked to the priorities they most closely align with for this document, although in practice these measures are interconnected and may span across all three priority areas. The Division reports on these measures, as well as a range of other measures identified through complementary monitoring and reporting processes, through the AERR and a variety of additional reporting mechanisms.

## Priority 1: Build on outstanding learning opportunities for all students.

**Outcome: The growth and success of every student is supported throughout their journey from early learning to high school completion and beyond.**

### **Goal 1. Recognize and support the diverse learning needs of all students**

- Provide targeted professional learning and resources that support teachers in the implementation of the new curriculum.
- Refine the Individual Program Planning process as a means to monitor for student growth and enhance collaborative goal setting with families.
- Support a range of programming choices for families through ongoing engagement and the monitoring of enrolment data.

### **Goal 2. Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes**

- Examine data and implement interventions, professional learning and resources that have the greatest impact on student growth.
- Implement Year 3 of the Equity Achievement Project, including an analysis of findings from Year 2 of the project. (*updated*)

### **Goal 3. Promote competencies to empower students to meet the needs of a changing society, workforce and climate**

- Enhance innovative, experiential learning opportunities that encourage all students to think about, explore and plan for the future.
- Engage students from Kindergarten to Grade 12 to self-reflect and set goals that develop their skills, increase their awareness of career pathways and support their readiness to transition to life beyond high school.
- Build students' awareness and understanding of climate change through curriculum, learning resources and experiential learning opportunities.

### **Measures**

#### Alberta Education Assurance Measures

- Provincial Achievement Tests
- Diploma exams
- Graduation rates
- Rutherford Scholarships
- Three- & five-year completion rates
- Student, parent, teacher Assurance Survey

#### Local Measures

- Division Feedback Survey
- Stakeholder voice: students, families, staff
- CAT4
- Internal assessment measures
- Literacy and Math Readiness Screeners
- Resilience Survey
- myBlueprint information

# Priority 2: Advance action towards anti-racism and reconciliation.

Outcome: Authentic and meaningful progress advancing towards anti-racism and reconciliation.

**Goal 1. Work with students, staff, families and communities to update and advance the Division's Anti-racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change**

- Support the Division's intentional efforts towards anti-racism through an annual cycle of goal setting, monitoring and reporting on progress.
- Engage with staff, students, families and members of the community to help support and inform the Division's work and commitment towards anti-racism.

**Goal 2. Support and enhance the educational experiences and achievements of First Nations, Métis and Inuit students in relationship with First Nations, Métis and Inuit families and communities**

- Implement evidence-based practices to support continuous improvement and enhance the achievement of First Nations, Métis and Inuit students.
  - Active focus on student outcomes, responsive to student needs and resourceful in putting in place the necessary educational provisions.
  - High expectations for all students, respectful relationships with students and relevant and responsive curriculum delivery.
  - Provision of tailored support in needed areas, in addition to (not instead of) regular classroom instruction.
  - Welcome and engage with families to improve student success.
  - Regular monitoring of each child's progress and timely actions in response to this information.
- Evaluate the self-identified First Nations, Métis and Inuit High School Completion Coach model through the lens of student growth and progress towards high school completion.

## Measures

### Alberta Education Assurance Measures

- Provincial Achievement Tests
- Diploma exams
- Graduation rates
- Rutherford Scholarships
- Three- & five-year completion rates
- Student, parent, teacher Assurance Survey

### Local Measures

- Division Feedback Survey
- Extended Student Demographic Survey
- Stakeholder voice: students, families, staff
- Resilience Survey
- Attendance data
- Course Completion

# Priority 3: Promote a comprehensive approach to student and staff well-being and mental health

Outcome: Student and staff well-being is intentionally supported through access to a variety of resources and supports.

## Goal 1. Support students and staff in building skills, strategies and relationships that contribute to positive mental health

- Implement evidence-based approaches and practices intended to enhance student and staff well-being.
- Continue to provide opportunities for schools and central units to build upon their capacity to support student resilience.

## Goal 2. Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being

- Continue to engage with staff, students and families to better understand how to enhance learning environments and school communities that support a sense of belonging and success for all students.
- Enhance collaboration with partners to inform the strategic use of Division and community resources in support of student and staff well-being.

### Measures

#### Alberta Education Assurance Measures

- Student, parent, teacher Assurance Survey

#### Local Measures

- Division Feedback Survey
- Resilience survey

## Implementation plan

The strategic actions in the 2022-2026 Four-Year Education Plan are implemented through school, catchment and central unit plans. Progress on these plans are reported to the Board of Trustees through the results review process, the AERR, and Strategic Plan Update Reports as part of the planning and reporting cycle. Implementation of year two of the 2022-2026 Four-Year Education Plan includes resource allocations in support of key priority areas, professional learning aligned to the goals and actions, and ongoing monitoring of the work. The following section highlights key aspects of this work at a Division level; it is not an exhaustive list of the work schools undertake in support of the plan.

### Resources

The Division's resource allocation model is designed to ensure adequate resources are in place to support the Division's priorities and goals. To support year two of the 2022-2026 Four-Year Education Plan, the Division has allocated financial resources in alignment with key priority areas. The Division's [2023-2024 distribution of funds](#) will support implementation of the plan by resourcing, for example, additional staffing, professional learning and operational support for key initiatives. In 2023-2024, highlights of allocations in support of key initiatives include, but are not limited to, the following:

- To support strategies under *Priority 1: Build on outstanding learning opportunities for all students*:
  - A targeted allocation in support of early learning in literacy and numeracy in Division One.
  - A high social vulnerability allocation that provides assistance to 60 schools with a significant

- percentage of students deemed as being socially vulnerable.
- An allocation for Year 3 of the Equity Achievement Project.
- To support strategies under *Priority 2: Advance action toward anti-racism and reconciliation*:
  - Allocations to support First Nations, Métis and Inuit students, including a per-student allocation for self-identified students and a targeted allocation for the High School Completion Coach initiative.
  - An allocation to support the continuation of the Anti-Racism and Equity Action Plan.
- To support strategies under *Priority 3: Promote a comprehensive approach to student and staff well-being and mental health*:
  - A mental health supports allocation intended to support mental health classrooms in two schools, staff training, and a coordinated mental health approach between hospital school campuses/Specialized Learning Supports and other Division schools
  - Targeted funds toward the continued development of staff capacity in support of student well-being and resilience.

### Professional learning

Professional learning is prioritized and offered through a variety of methods during the school year to support accessibility for a range of adult learning styles. Professional learning will continue to be offered around a range of topics critical to high quality teaching and learning and supporting the success and well-being of students, including, but not limited to: the implementation of the new curriculum, resilience in students and staff, the diverse learning needs of students, evidence-informed literacy and numeracy best practices, anti-racism and reconciliation and student mental health.

### Monitoring of progress

Monitoring of the Four-Year Education Plan’s strategic actions occurs through a variety of tools and across multiple levels within the Division. Schools identify and share goals through their school plans and report through results review and catchment conversations; while at a system level Strategic Plan Update reports, presented to the Board of Trustees, extend from the Annual Education Results Report and provide a more in-depth analysis of the activities undertaken in support of the actions outlined in the Four-Year Education Plan. To date in the 2022-2023 school year, reports on [Literacy and Numeracy](#) (Priority One) and [Anti-racism and Equity](#) (Priority Two) have come to the Board of Trustees. A report on Well-being and Mental Health (Priority Three) is scheduled to come to the Board of Trustees on June 20, 2023.

Centrally initiated actions such as the Equity Achievement Project and High School Completion Coach project are monitored and adjusted on an ongoing basis through internal feedback and emerging data, as well as more formally planned reviews of project goals. The DFS also serves as an important tool for monitoring progress and was revised to reflect the three priority areas of the 2022-2026 Strategic Plan.

Finally, in order to assist with and improve school and central leaders’ ability to monitor for progress, a new interactive dashboard is being rolled out in 2022-2023. The dashboard will support access for principals and central leaders to information and data sets relevant to key priority areas. This will support timely adjustments as the Four-Year Education Plan progresses.

As the Division moves forward post-pandemic, schools’, catchments’ and central units’ annual plans will continue to be innovative and flexible, as the Division evolves and shifts in response to what we learn from data and ongoing engagement. The intentional, collective efforts outlined through these plans reflect our ongoing commitment to support all students on their path to achieving a life of dignity and fulfilment.

## Budget and facilities

Edmonton Public School Board's 2023-2024 recommended [Distribution of Funds](#), [2023-2024 Budget](#), and [Three-Year Capital Plan](#) can be accessed from [edpsb.ca](https://www.edpsb.ca). Also available is the [Ten-Year Facilities Plan](#).



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