



EDMONTON PUBLIC SCHOOLS

2022–26

Four-Year Education Plan

*3020 The Edmonton School Division
Submitted to Alberta Education
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Introduction: Assurance

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

Edmonton Public Schools' 2022-2026 Education Plan presents the Division's actions to advance its strategic priorities, as articulated through its Strategic Plan, and those of the Alberta Education 2022-2025 Business Plan. The 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.

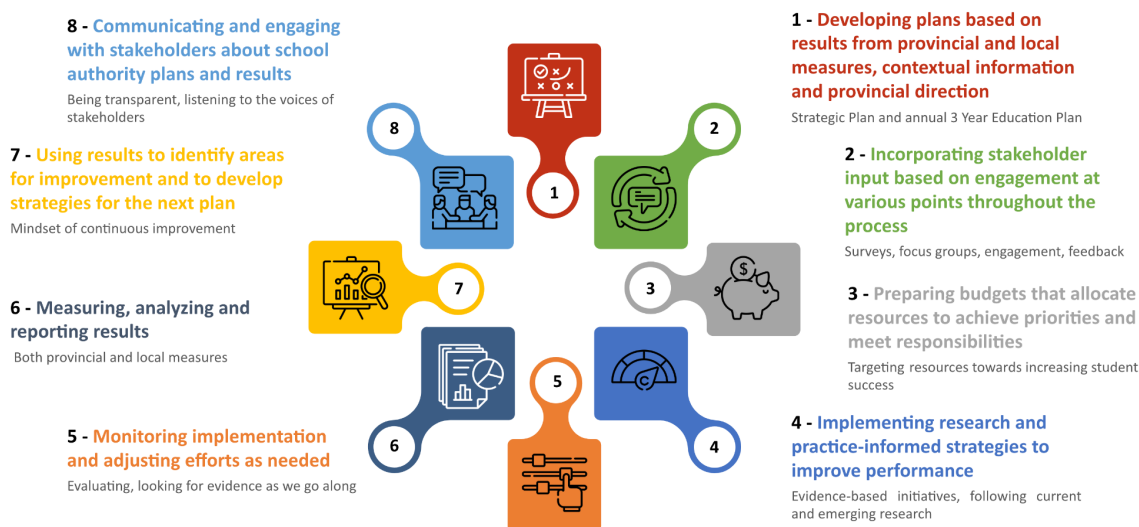
This Education Plan supports the beginning of the new 2022-2026 Strategic Plan for the Division and outlines the intentional strategies, goals and actions developed in response to the Annual Education Results Review (AERR), stakeholder engagement and the current educational landscape. The plan builds upon the work of past years and is intended to support improvement in student growth and achievement through progress towards the priority areas of the Division's new 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 continued to impact some data gathering used to support and inform our work, the Division focused on exploring alternative data sources, where needed, to continue to inform evidence-based decision-making and monitor for evidence of growth.

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

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

Assurance Model



Accountability statement

The Education Plan for the Edmonton School Division commencing September 2022 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 approved the Education Plan for 2022-2026 on June 21, 2022.

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

Trisha Estabrooks, *Board Chair*

Who we are

As Alberta's second largest school division, Edmonton Public Schools proudly serves over 105,000 students, Pre-Kindergarten to Grade 12, across 212 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. Our 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

2022–26

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 our 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 Division from schools to systemic policies; examples of engagement work includes:

Division Level Engagement

- **Division Feedback Survey (DFS):** Conducted every year for staff, students, family and community, this survey provides perspectives on how the Division is doing regarding the Strategic and Education Plans. The DFS provides both system-wide and school-level results that are used to inform planning at both levels. This year the DFS also included questions seeking feedback to help inform the development of the Board's new 2022-2026 Strategic Plan and a more inclusive Division calendar.
- **Inclusive Education Parent and Community Advisory Committee:** Supported by Division staff and composed of family and community members, this committee provides ongoing feedback to help inform the delivery of inclusive education in the Division.
- **First Nations, Métis and Inuit External Advisory Council:** Composed of members from the broader community and staff from the First Nations, Métis and Inuit Education Team, the council provides feedback to inform the development of Division resources and supports an ongoing dialogue between council members around student success and First Nations, Métis and Inuit education.
- **Equity Advisory Committee (established for 2020-2021 and now being reestablished to support the Anti-racism and Equity Action Plan):** Comprised of community stakeholders, students, families and Trustees, and supported by staff, the committee provides feedback to the Division to help support progress towards the priority areas of the Anti-racism and Equity Action Plan.
- **School Re-Naming Advisory Committee (currently being recruited for the 2022-2023 school year):** Comprised of families, community members and Trustees, and supported by staff, the committee will provide feedback to help inform criteria that considers the potential renaming of a school and supports policy development that addresses school renaming.
- **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.
- **Teacher/Staff Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic. Feedback from the conversation helps to inform next steps in support of students. Examples of recent topics include: Literacy and Numeracy Division 1 screening assessments and Anti-racism and Equity.
- **Listening Circles:** The Division invites individuals to participate in conversations 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.
- **Superintendent's Community Of Practice in Education:** The Superintendent annually establishes a group of leaders from schools and central to come together and 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.

- **Results Review and Catchment Conversations:** These conversations provide school and central leaders with the opportunity to reflect on their results and to share and learn with each other. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to administration. These conversations inform future planning at the school and Division levels.
- **Community Consultations:** The Division brings members of the community together around key topics and programming areas. These discussions use data to support the conversation and gather stakeholder feedback around such areas as school boundaries and mature community enrolment challenges.

Local School Engagement

- **School Councils:** Schools engage with families 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.
- **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 initial draft of the 2022-2026 strategic plan, the Board of Trustees began with a review of key documents, including the [2020-2021 Annual Education Results Report \(AERR\)](#), [2021-2024 Three-Year Education Plan](#), [2020-2021 Division Feedback Survey \(DFS\)](#), [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, [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 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 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. All feedback was collated, themed and shared back with the Trustees, who used it to inform the final development of the strategic plan. Stakeholder feedback informed 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 Education Plan.

Results analysis

Education Plan: Actions

Specific actions related to the Strategic Plan's priorities and goals have been developed in response to data from last year's AERR and local work to analyse student achievement data, work undertaken this year in support of the 2021-2022 Education Plan and the ongoing engagement that occurs at various levels across the Division with internal and external stakeholders.

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

The introduction of the new K-3 curriculum for English language arts and literacy, mathematics and physical education and wellness necessitates an intentional focus on supporting Division 1 teachers in implementation for the 2022-2023 school year.

The 2020-2021 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. This data was further reinforced by local data collected in 2021-2022, confirming the importance of continuing to focus on 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. This is an important area of work as AERR results indicate opportunities for growth, including families' perception of their child's preparation for the world of work.

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

The actions developed for Priority 2 goals reflect the results and analysis presented in the 2020-2021 AERR and feedback from many stakeholders over the past two years regarding the need for intentional action in support of anti-racism and equity. Feedback from community, staff and students indicates that the Division has work to do towards anti-racism and equity for all. This feedback informed the development and passing of Board Policy [HAAB.BP Anti-racism and Equity](#) and the development of the [2021-2022 Anti-racism and Equity Action Plan](#), both of which informed the 2022-2026 Education Plan actions.

Alberta Education Assurance Measures indicate there is still work to be done in support of self-identified First Nations, Métis and Inuit student success. This remains an urgent priority for the Division, as reflected in the 2022-2026 Strategic Plan and actions being committed to in the four-year Education Plan.

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

The actions developed for Priority 3 goals reflect the results and analysis presented in the 2020-2021 AERR, along with feedback from the 2020-2021 DFS and results from the 2021-2022 student resilience survey, indicating the effect of the COVID-19 pandemic on students, families and staff and the ongoing need for intentional targeted supports and resources. 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.

Strategic actions

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.

The Division walks alongside students on their Pre-Kindergarten to Grade 12 journey towards the goal of high school completion and a life of dignity and fulfilment through the following actions:

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 2 of the Equity Achievement Project, including an analysis of findings from Year 1 of the project.

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
- Graduations rates
- Rutherford Scholarships
- 3 & 5 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
- Graduations rates
- Rutherford Scholarships
- 3 & 5 year completion rates
- Student, parent, teacher Assurance Survey

Local Measures

- Division Feedback 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 key strategic actions in the 2022-2026 Education Plan are informed by the Division's Strategic Direction, the 2020-2021 AERR, Alberta Education's 2022-2025 Business Plan and ongoing feedback from engagement with educational stakeholders. The strategic actions in the Education Plan are implemented through school, catchment and central unit plans, which are reported on at results review as part of the planning and reporting cycle.

In 2022-2023, key areas of work at the Division will include:

- Addressing anti-racism and equity within the Division informed by feedback from students, families, community and staff and the Anti-racism and Equity Advisory Committee.
- A focus on student and staff well-being and resiliency in response to the disruptions caused by COVID-19. Work will be informed by the resilience survey that was distributed in schools in 2021-2022 to Grades 4-12.
- Supporting student growth and achievement in the areas of literacy and numeracy. This work will be informed by student achievement data and teacher professional judgement.
- Supporting the implementation of the new curriculum.
- Continuing to be intentional in our responsibility to close the achievement gap for First Nations, Métis and Inuit students. This work will continue to reflect evidence-based practices, such as the OECD Promising Practices in Supporting Success for Indigenous Students and the High School Completion Coach model.

In support of this work the Board of Trustees has allocated financial resources to assist in addressing these key areas. The Division also allocates operational resources that can include additional staffing time, training opportunities and grant funding. In 2022-2023, allocations in support of key initiatives include:

- A targeted allocation of resources for anti-racism and equity initiatives.
- Targeted funds toward the continued development of staff capacity in support of student mental health and resilience.
- An allocation for Year 2 of the Equity Achievement Project.
- Resources to support the implementation of the new curriculum.
- Continued funding of the High School Completion Model.

As the Division moves forward post-pandemic, schools, catchments and central units' implementation plans will continue to be innovative and flexible to evolve and shift in response to local level data and engagement as we work to support students achieving a life of dignity and fulfilment.

Budget and facilities

Edmonton Public School Board's 2022-2023 recommended [Distribution of Funds](#) and [2022-2023 Budget](#) can be accessed from [epsb.ca](https://www.edmontonpublicschools.ca). The [Three-Year Capital Plan](#) and [Ten-Year Facilities Plan](#) can be found on [epsb.ca](https://www.edmontonpublicschools.ca).



Centre for Education
1 Kingsway NW
Edmonton AB T5H 4G9

T 780-429-8211

E info@epsb.ca

epsb.ca