

**DATE:** March 6, 2018

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Strategic Plan Update Report: Curriculum

**ORIGINATOR:** Nancy Petersen, Managing Director, Strategic District Supports

**RESOURCE STAFF:** Janice Aubry, Sanaa El-Hassany, Brenda Gummer, Marlene Hanson, Natalie Prytuluk

**REFERENCE:** [2016-2017 Annual Education Results Report and Three-Year Education Plan](#)

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## ISSUE

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with an overview of efforts being taken in support of curriculum through the strategic use of surplus funds.

## BACKGROUND

In 2014, Edmonton Public Schools formally launched its District Strategic Plan for the 2014–2018 term. The District Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools, and District staff. The plan serves as the foundation for a District culture of evidence-based decision making, assurance and accountability.

To demonstrate the District’s commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–2017, as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with detailed progress towards the goals and outcomes of our Strategic Plan.

## CURRENT SITUATION

This report focuses specifically on the various projects that support or enable the delivery of quality curriculum taken on by the Central Instructional Supports units (Diversity and Comprehensive School Health, Early Years, Specialized Supports, Research and Innovation, and Curriculum and Resource Support) through the opportunity of surplus funds. These central initiatives are complementary to the curricular-related efforts supported by the use of school-based allocations and catchment initiatives funded through the equity dollars.

**KEY POINTS**

Strategic Plan Update reports, introduced in 2016–2017, provide an extension of the AERR.

The attached report is focused on the District's work in support of quality curriculum through the strategic use of surplus funds.

ATTACHMENT I Strategic Plan Update: Curriculum

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# Strategic Plan Update Report Curriculum

March 6, 2018

## Introduction

This Strategic Plan Update Report is providing the Board of Trustees with an overview of efforts being taken in support of curriculum through the strategic and targeted use of surplus funds. Both central units and schools have taken deliberate action to use the opportunity presented by surplus funds to advance the District's efforts in support of quality curricular programming.

This report focuses specifically on the various initiatives that support or enable the delivery of quality curriculum being conducted by the Central Instructional Supports units: Diversity and Comprehensive School Health, Early Years, Specialized Supports, Research and Innovation and Curriculum and Resource Support. These central initiatives are complementary to the curricular work implemented by schools and catchments that are funded through school-based allocations and equity dollars.

The initiatives highlighted in the report reflect work from both the 2016-2017 and current school years. Many of the projects are progressive and fall across multiple school years. This work enables the District to build upon current curriculum-related resources, competencies and programs that reflect 21<sup>st</sup> Century learning needs to support student achievement.

The work highlighted in this report reflects the opportunity presented through the availability of surplus funds to provide additional resources above and beyond the core work already in place related to the delivery of quality curriculum. In some instances, these additional efforts reflect an extension of core work and in other instances, surplus-funded projects have enabled the District to take on new work intended to enhance or strengthen existing efforts.

Surplus funds are not a long-term sustainable means of funding. Therefore, it is the intention that these projects enable the District to build capacity, leave a legacy of available resources or complete a one-time initiative that does not require ongoing funding.

## Why This Work is Important

Through the *Programs of Study*, Alberta Education has defined the content or the *what* of our provincial curriculum. At the classroom level, teachers are responsible to determine *how* best to engage their students in this content. Together, the *what* and *how* serve as a road map to guide teachers and students to academic success and achievement, with the intention that students will leave their Kindergarten to Grade 12 learning experience with the attitudes, skills and knowledge necessary for them to lead fulfilling and contributing lives.

Once the province has set curriculum direction through the *Programs of Study*, there are additional key factors that contribute to quality curriculum. These include:

- Focused efforts in support of literacy and numeracy.
- Delivery of curriculum that reflects First Nations, Métis, and Inuit content and the inclusion of Francophone cultures and perspectives.
- Learning experiences that promote the development of core competencies.
- Ongoing building of teacher capacity.
- Access to relevant and engaging materials and resources.
- Quality assessment practices to inform evidence-based programming and evaluation of learning.
- Content and context that is meaningful, inclusive, relevant and engaging for all students.
- Differentiated programming that will prepare students for their futures.

The projects highlighted in this report reflect the District's efforts to support curriculum, high quality teaching and learning and ultimately student success.

## Central Services Instructional Supports

This section of the report contains an overview of the various central projects funded through surplus dollars that enhance the District's core work in support of quality curriculum. Information regarding each curriculum-focused project is presented in a template which includes the following information:

- The name of the project.
- An overview of the intention of the project.
- A summary of work completed to date, including quantitative impact where data is available.
- Next steps in this work.
- The anticipated benefit to the District as a result of this work.

The central projects have been organized around the following themes:

- Provincial Curriculum Readiness.
- Literacy and Numeracy.
- Teacher Capacity Building and Resource Development.
- Curricular Content.
- Student Leadership and Engagement.
- Assessment and Evidence-Based Approaches to Inform Programming.

**Project in Support of Provincial Curriculum Readiness**

<b>Project Title</b>	<b>Building Capacity in Provincial Curriculum Implementation 2016-2017 and 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>• Provide consultant support for staff in key curricular areas to:             <ul style="list-style-type: none"> <li>○ Examine achievement data and design professional learning (PL) to support improved teacher practice.</li> <li>○ Provide curriculum PL sessions.</li> <li>○ Review, identify, revise and develop teaching, learning and professional learning resources (including on line professional development resources).</li> <li>○ Support teachers directly in classrooms.</li> </ul> </li> <li>• Provide consultant support for readiness for the new provincial curriculum implementation.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>• Twelve consultants provided supports for schools and central services for current provincial curriculum implementation and in preparation for new provincial curriculum. This included:             <ul style="list-style-type: none"> <li>○ Examining achievement data and designing professional learning to support improved teacher practice.</li> <li>○ The provision of in-services, consultations and coaching.</li> <li>○ Development of materials to support curriculum change.</li> <li>○ Updating of new locally developed courses, administrative regulations and support materials in preparation for new curriculum.</li> <li>○ Review, identification, revision and development of teaching and learning resources.</li> <li>○ Development of parent support materials.</li> <li>○ Provision of members to the provincial Curriculum Working Groups.</li> <li>○ Development of online learning modules for staff to learn about the new curriculum architecture and content.</li> </ul> </li> <li>• Through this work, 3,258 teachers and leadership staff have participated in in-servicing, consultations or coaching related to preparation and awareness of the new provincial curriculum since September 2016.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Continue to provide supports for schools and central services for current provincial curriculum implementation and in preparation for new provincial curriculum.</li> <li>• Support the piloting of new draft outcomes for Kindergarten to Grade 4.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>• Having curriculum consultants available to support staff in effective curriculum-based teaching and learning benefits new teachers, existing teachers and District school and central leaders. These consultants are establishing key professional learning tools, opportunities and resources to ensure our teachers are confident and competent in delivering the existing curriculum and in implementing the new provincial curriculum.</li> </ul>

**Projects in Support of Literacy and Numeracy**

<b>Project Title</b>	<b>Building Capacity in Literacy Interventions 2016-2017</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>• Offer a range of supports to build District capacity in literacy classroom practices, intervention supports and literacy leadership.</li> </ul>
<b>Work Completed</b>	<p>Support was provided to schools in the following areas:</p> <ul style="list-style-type: none"> <li>• Targeted support for junior high schools related to the District-wide Focus on Reading Initiative, including expanded consultant support, lead teacher development, resources for administrators, development of literacy materials, teacher professional learning and resources.</li> <li>• Support for Columbia University Teachers College Reading and Writing Workshop leadership days, professional learning sessions, coaching and one-day conferences from external presenters.</li> <li>• Increased supports (consultant support, teacher supply coverage for professional learning, etc.) for formal literacy interventions, including supports for Levelled Literacy Intervention, Middle Years Literacy Intervention, High School Literacy Intervention and Reading Recovery.</li> <li>• The Curriculum and Resource team provided intervention professional learning support for 170 teachers; data gathered from leadership groups demonstrated that at minimum 849 students received literacy intervention supports as a result of this work.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Continue to provide targeted support for junior high schools related to the District-wide Focus on Reading Initiative, including expanded consultant support, teacher development, development of junior high literacy materials, teacher professional learning and resources.</li> <li>• Continued consultant support for Reading and Writing Workshop teacher professional learning, lead teacher and administrator development, professional learning sessions and coaching.</li> <li>• Continued increased supports (consultant support, teacher supply coverage for professional learning, etc.) for formal literacy interventions.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>• The targeted building of junior high teacher capacity to support reading development and identify which students are demonstrating at, above or below grade level reading is anticipated to result in a significant positive impact on reading achievement levels for junior high students.</li> <li>• The targeted support for professional development for teachers in the Reading and Writing Workshop is anticipated to increase student achievement results from Kindergarten to Grade 8 in the schools in which it is delivered.</li> <li>• The increased supports for professional development for teachers in formal literacy interventions is anticipated to impact those students who are reading below grade level or are at risk of reading below grade level.</li> <li>• Supporting quality literacy instruction prepares teachers to demonstrate a professional body of knowledge to “enable all students to develop and</li> </ul>



	enhance skills in literacy and numeracy” as per the Teaching Quality Standard which will be effective in September 2019.
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<b>Project Title</b>	<b>District-wide Focus on Reading 2016-2017</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>Employ a 1.0 FTE secondary consultant position to coordinate the District-wide Focus on Reading Kindergarten to Grade 12 and funds to support secondary development work (supply teacher coverage, admin support, etc.); supply teacher coverage for 20 junior high and high school lead teachers.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>Coordination of the District-wide Focus on Reading Kindergarten to Grade 12 work continued.</li> <li>Targeted, expanded professional learning supports were provided for junior high and high school teachers and principals. New junior high and high school resources were developed or reviewed by District teacher consultants and teachers, including new assessments as well as new curriculum-based reading support resources.</li> <li>Literacy professional learning (in-servicing, coaching or consultation) for 3,333 teachers and leadership staff has been provided.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>Continue coordination of the District-wide Focus on Reading Kindergarten to Grade 12.</li> <li>Expanded professional learning supports will be provided for junior high and high school teachers and principals.</li> <li>New junior high and high school resources will continue to be developed or reviewed by District consultants and teachers, including new assessments and new curriculum based reading support resources.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>The 1.0 FTE position ensures that there is continuing coordination and support for the District-wide Focus on Reading for Kindergarten to Grade 12, with a special focus on ensuring that teachers are confident in identifying and supporting students who may be achieving below grade level in Grade 7.</li> <li>The engagement of teachers in the development, identification and/or review of resources that support students in improving their reading achievement is key to building teacher capacity and leadership and ensuring quality curriculum-based teaching and learning resources are available.</li> <li>Supporting quality literacy instruction prepares teachers to demonstrate a professional body of knowledge to “enable all students to develop and enhance skills in literacy and numeracy” as per the Teaching Quality Standard which will be effective in September 2019.</li> </ul>

<p><b>Project Title</b></p>	<p><b>Math/Numeracy Support 2016-2017</b></p>
<p><b>Project Overview</b></p>	<ul style="list-style-type: none"> <li>• Employ 3.0 FTE Math/Numeracy consultants to ensure each leadership group has an assigned Math/Numeracy consultant. Hire an additional 1.0 FTE consultant to support bilingual and French immersion delivery of math interventions, resource development and professional learning support.</li> </ul>
<p><b>Work Completed</b></p>	<ul style="list-style-type: none"> <li>• The 4.0 FTE Math/Numeracy consultants have enabled expanded access to key professional learning supports for teachers and principals in math and numeracy (such as Foundations of Mathematics sessions, A Guided Approach to Math, etc.). Year One of the Numeracy Guiding Document and Action Plan was implemented, including the development of draft parent support resources, new teaching resources and the initial exploration of key resources and research to support math interventions.</li> <li>• Through this project, the District provided numeracy and math professional learning (in-servicing, coaching or consultation) for 2,063 teachers and leadership staff.</li> </ul>
<p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• Continue to provide key and expanding professional learning supports for teachers and principals. Year Two of the Numeracy Guiding Document and Action Plan is underway.</li> <li>• Continue to develop new parent support resources, new teaching resources and prepare for field testing of a formal math intervention in schools.</li> <li>• Develop online professional learning supports for teachers of math.</li> </ul>
<p><b>Anticipated Benefits</b></p>	<ul style="list-style-type: none"> <li>• The provision of professional learning for teachers of math and the building of capacity to support numeracy across all curricular areas is anticipated to have a significant positive impact on math achievement results over time.</li> <li>• The development of a formal math intervention and increased supports for teacher professional learning to support students who are struggling in math is anticipated to positively impact those students that are achieving below grade level, or are at risk of achieving below grade level, in math.</li> <li>• The support of quality numeracy instruction prepares teachers to demonstrate a professional body of knowledge to “enable all students to develop and enhance skills in literacy and numeracy” as per the Teaching Quality Standard which will be effective in September 2019.</li> </ul>

<b>Project Title</b>	<b>Evidence-based Decision Making Highest Level of Achievement Test (HLAT) and Math Intervention and Programming Instrument (MIPI) Development and Support 2016-2017 and 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>● Support ongoing work around the development and revision of the MIPI.</li> <li>● Support ongoing work around the development of the HLAT for Grades 1-9 students.</li> <li>● Provide ongoing support of the implementation of the Administrative Regulation GKB.AR Standards for Evaluation.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>● HLAT prompts are developed annually in consultation with staff from instructional supports Decision Units (DUs).</li> <li>● HLAT prompts are shared annually with external districts to administer and provide exemplars and writing samples. Surplus funds have provided the opportunity to extend work related to the development of exemplars and resources.</li> <li>● MIPI is reviewed and revised annually to ensure that teachers’ feedback is used to improve the District-created screening tool.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>● The assessment team continues to work with Instructional Supports consultants and external districts to improve the utilization of MIPI as a mathematics screening tool.</li> <li>● Build teacher capacity through HLAT collaborative marking sessions.</li> <li>● Ensure consistency in administration procedures.</li> <li>● Build value of the HLAT as a tool in support of writing standards and teacher professional judgment and the use of interim measures to track and demonstrate growth.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>● Continued improvement, coordination and support for the District MIPI as a screening tool to support quality teaching, learning and programming for success in mathematics.</li> <li>● Continued building of teacher capacity in literacy teaching and learning with a focus on writing skills in Grades 1-9. Capacity development will ensure that teachers are skilled and confident in identifying and supporting students who may be achieving below grade level in writing.</li> </ul>

## Projects in Support of Teacher Capacity Building and Resource Development

<b>Project Title</b>	<b>First Nations, Métis, and Inuit Consultants 2016-2017 and 2017-2018</b>
<b>Project Overview</b>	<p>Increase capacity to:</p> <ul style="list-style-type: none"> <li>● Support First Nations, Métis, and Inuit lead teachers and administrators through professional learning sessions.</li> <li>● Support readiness for curriculum implementation, especially in the area of First Nations, Métis, and Inuit foundational knowledge, perspective and world views.</li> <li>● Support to build teacher capacity and readiness for weaving First Nations, Métis, and Inuit content and readying teachers and schools for the implementation of the new curriculum as set by Alberta Education.</li> <li>● Plan for readiness to the changes in the Teacher Quality Standards (TQS) through professional learning, resource development, cross-unit collaboration and the engagement of Elders, Knowledge Keepers and Cultural Advisors.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>● First Nations, Métis, and Inuit unit staff continue to develop and share literacy resources and review resources for use on the First Nations, Métis, and Inuit website and the District-wide Focus on Reading teacher support materials. Recommended First Nations, Métis, and Inuit novel studies and a literacy seed kit were developed and accessed by 28 District schools.</li> <li>● Ongoing support of an annotated, web-based bibliography of recommended First Nations, Métis, and Inuit literature and resources on the District book reviews website.</li> <li>● Culturally responsive edukits and edusites continue to be developed. Edukits and edusites contain literature, cultural items, lesson plans and background information for educators. The kits were borrowed by 41 schools and support was provided to schools to duplicate a kit.</li> <li>● Professional learning sessions were offered at First Nations, Métis, and Inuit lead teacher sessions, catchments, schools, District literacy days.</li> <li>● Strategies for weaving First Nations, Métis, and Inuit culturally responsive resources and supports with curriculum were shared.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>● Continue to collaborate with central units, such as Inclusive Learning and Curriculum and Resource Support, and engage in research-based practices to improve and design professional learning resources, supports and service to increase achievement of First Nations, Métis, and Inuit students.</li> <li>● Continue to review and develop culturally responsive literacy resources to share with District staff and central decision units.</li> </ul>

<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>● Building teacher and leadership capacity in support of closing the achievement gap for First Nations, Métis, and Inuit students.</li> <li>● Enhance collaboration across central units, schools and catchments to improve the success of First Nations, Métis, and Inuit students and all District students.</li> </ul>
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<b>Project Title</b>	<p><b>Physical Literacy Presentation—Operationalizing Physical Literacy into Everyday Teaching Practices: Moving Past the ‘What’ and into the ‘How’ 2017-2018</b>  <i>(Cost sharing between four Boards)</i></p>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>● Support shared cost to bring Dr. Dean Dudley from Australia to speak to District staff and parents. Dr. Dudley is the Senior Lecturer and Researcher of Health and Physical Education at Macquarie University, Sydney, Australia. He was an Expert Consultant on the Quality Physical Education Guidelines for Policymakers published by UNESCO in 2015.</li> <li>● The aim of this presentation is to recognize and navigate physical literacy policy considerations for key decision makers in the field of education. The model hopes to assist teachers and administrators with implementation and curriculum delivery and to help establish common pillars of physical literacy.</li> <li>● A parent evening is also being planned.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>● Dr. Dudley is confirmed for April 24, 2018. He will be speaking to up to 250 District leaders and teachers about the importance of physical literacy and health, and shifts toward emerging new curriculum. His presentation will focus on policy considerations and classroom implementation.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>● Invite Trustees, schools and central leaders to attend this speaking engagement. Travel details are currently being finalized; communication date will be the week of March 5.</li> <li>● A presentation for up to 100 parents is being finalized for April 24 and will be communicated in early March through school councils.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>● Capacity building for teachers, school administrators and parents toward understanding emergent curriculum in physical and health literacy.</li> <li>● Inform District Wellness guidelines and practices.</li> </ul>

<b>Project Title</b>	<b>Summer Institutes 2016-2017 and 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>As part of Edmonton Public Schools' commitment to building teacher capacity, Summer Institutes are developed as a series of sessions for teachers that will be delivered the week of August 20-24, 2018. These sessions are designed to help teachers dive deeper into a variety of topics and to equip teachers to bring the strategies they learn into their classroom to support the complex needs of students.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>Thirteen Summer Institute professional learning series were provided in 2016-2017 to 312 teachers and administrators. Series ranged from three to five full days each. These sessions were provided at no cost to participants and related resources were provided to each participant.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>Nineteen Summer Institute professional learning series are planned to be offered for summer 2018. The series range from three to five full days.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>The provision of professional learning for teachers and administrators and the building of teacher and leadership capacity in key areas such as mathematics, writing, curriculum, mental health and supporting English language learners is anticipated to positively impact student achievement.</li> </ul>

<b>Project Title</b>	<b>Building Capacity for Mental Health Literacy 2016-2017 and 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>Employ a 1.0 FTE (10 month) Mental Health Literacy Consultant (Comprehensive School Health) to support increased professional learning demands related to mental health and wellness.</li> <li>Support a 0.5 FTE increase to Administrative Assistant time to support mental health needs.</li> <li>Cover substitute teacher costs and catering costs for collaborative work by lead teachers.</li> <li>Cover training costs for additional Mental Health First Aid Trainer.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>Completion of draft Mental Health Framework.</li> <li>Participation in provincial dialogue around mental health.</li> <li>Provision of professional learning sessions for schools and catchments.</li> <li>Introduction of Go-To Educator Train the Trainer program (based on the work of Dr. Stan Kutcher, Dalhousie University). Five Go-To Educator training sessions have been offered. To date, 98 District staff received certification as a Go-To Educator, 10 District staff have been trained as "train the trainers" and 43 District staff are certified as trainers to support catchment learning.</li> <li>Support for Mental Health Literacy summit by Student Senate.</li> <li>Focus groups to review Mental Health Framework with the District Support Team, Principal Committee on Instructional Supports to Schools, Guidance Counsellors' Community of Practice.</li> </ul>

<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Continue focus group reviews of the Mental Health Framework.</li> <li>• Finalize Framework and develop communication plan to share it with all schools.</li> <li>• Develop District professional learning plan for communicating mental health plans to schools via lead teachers in Comprehensive School Health.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>• Increased capacity across the District for understanding language, core concepts and pathways in and out of care, related to mental health.</li> </ul>

<b>Project Title</b>	<p><b>Early Years Strategy: Support for Students Entering Grade 1 at Risk for Literacy Success</b>  <b>2015-2016 (project start date), 2016-2017, 2017-2018</b></p>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>• The intent of this project is to provide a research-based, evidence-informed process for enhancing teacher practice to provide targeted (Tier 2) support for children entering Grade 1 at risk for literacy difficulties based on post-EYE-TA results and/or those who are identified as having speech, language or communication needs.</li> <li>• Using research and expertise from the fields of speech language pathology (SLP), reading specialization and English as a second language (ESL), five key areas to enhance teacher practice were identified: vocabulary development, oral language, phonological awareness, reciprocal teaching and print awareness.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>• In 2015-2016, the program prototype was developed to build teacher capacity and support children entering Grade 1 and identified as at risk for later literacy challenges.</li> <li>• In 2016-2017, 10 schools and 31 teachers in Grade 1 participated in the project. They attended three full-day professional development sessions, engaged in classroom visitations and received coaching from a speech language pathologist (SLP), ESL consultant and reading specialist.</li> <li>• Four videos and tip sheets were created to support vocabulary, phonological awareness, oral language development and reciprocal teaching.</li> <li>• For 2017-2018, the implementation strategy was broadened to include more schools and teachers. An Inclusive Learning Speech Language Pathologist (SLP) and an ESL consultant were reassigned as project staff and their school-linked team positions with Inclusive learning were back-filled.</li> <li>• The project staff have implemented a plan that broadens grade level, number of schools and number of teachers participating while continuing to mentor teachers currently using these practices.</li> <li>• Currently, 22 schools and 76 Kindergarten to Grade 5 teachers are participating in this project. Eleven schools and 45 teachers are new to the project for 2017-2018.</li> <li>• Teachers new to the project receive three full-day professional development sessions, and opportunities for classroom visitations,</li> </ul>

	<p>collaboration and mentoring. Release time is provided.</p> <ul style="list-style-type: none"> <li>Alumni teachers continue to receive coaching and mentoring, share their classrooms for demonstrations and visitations, and provide support for professional development and communities of practice.</li> <li>Qualitative data has been gathered showing positive impact to classroom practice and increased teacher confidence in using evidence and research-based strategies to support their teaching. Teacher feedback indicated that using these strategies had significant impact on student success in literacy.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>Cross-department work is underway to involve Curriculum and Resource literacy consultants, New Teacher Induction consultants, First Nations, Métis, and Inuit education and Research and Innovation Support for Student Learning.</li> <li>A research study is being developed to measure impact on student growth and teacher efficacy in literacy.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>Teachers feel confident, supported and engaged in teaching literacy to all students and in particular, are able to use evidence and research-based strategies to support students at risk.</li> <li>Increased collaboration with Inclusive Learning consultants and other department consultants will occur.</li> <li>More students identified as at risk will reach grade level of achievement in reading and writing.</li> </ul>

<b>Project Title</b>	<b>Early Years Expansion 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>Provide District-level supports for schools participating in Phase Three of Early Years expansion.</li> <li>Implementation of the Early Years pathways resources (inquiry and play) to support professional learning for teachers, educational assistants (EAs) and leaders.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>Screening tools and advertising campaign for screening sessions is underway. (Includes social media, radio ads, posters, flyers, web page updates).</li> <li>Multicultural health broker contract established to provide coordination and support for English language learner families during screening, orientation and registration.</li> <li>Early Years pathways online and print resource is completed and multiple professional learning sessions are being offered for teachers, EAs and District leaders.</li> <li>0.6 FTE teacher consultant secured to support development and implementation of professional learning and resources.</li> <li>Forest and Nature school project at Roberta MacAdams Kindergarten to support positive mental health and physical literacy through daily outdoor</li> </ul>



	<p>play and inquiry. Professional learning sessions for teachers are ongoing. Educational assistant has received Forest and Nature school certification.</p>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Gather data on effectiveness of Pre-Kindergarten advertising campaign (i.e., How did you hear about Pre-Kindergarten?).</li> <li>• Continue to gather data on impact of professional learning on teaching practice in Pre-Kindergarten and Kindergarten programs.</li> <li>• Continue to gather data on Forest and Nature school impact on children’s mental health and success in school.</li> <li>• Provide two Summer Institutes for early childhood pathways: Play and Inquiry; Building Cultural Identity in the Early Years.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>• More teachers and educational assistants demonstrating confidence and understanding to effectively implement play and inquiry pedagogy in early years classrooms.</li> <li>• More leaders (principals, assistant principals and consultants) demonstrating confidence and understanding of early childhood pedagogy with regard to supervision, coaching and support for teachers and educational assistants in early years classrooms.</li> <li>• More children reaching developmental milestones including increased well-being, social emotional development and joyful participation.</li> </ul>

<b>Project Title</b>	<p><b>Early Years Evaluation—Teacher Assessment (EYE-TA) 2016-2017 and 2017-2018</b></p>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>• The District administers the Early Years Evaluation—Teacher Assessment (EYE-TA) to all District Kindergarten students in the fall (pre) and again in the spring (post). Information from the EYE-TA is used to measure developmental milestones so staff can provide children with the supports and services they need to help them grow. The EYE-TA measures five domains of early learning that show how ready a child is to learn: Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication and Physical Development.</li> <li>• This project allows for a more deliberate, strategic analysis and use of EYE-TA results.</li> </ul>

<p><b>Work Completed</b></p>	<ul style="list-style-type: none"> <li>• A yearly contract with the Learning Partnership provides the EYE-TA tools and resources for implementation, and maps and reports for individual, classroom and District data.</li> <li>• Kindergarten teachers receive half a day of release time per class to enter data, observe children or meet with the Inclusive Learning school-linked team.</li> <li>• In fall 2016, 7,424 children were assessed using the EYE-TA.</li> <li>• In spring 2017, 2,970 children were reassessed.</li> </ul>
<p><b>Next Steps</b></p>	<ul style="list-style-type: none"> <li>• Continue to implement the pre and post EYE-TA to support teachers, principals, catchments and the District to respond to, develop and implement strategies and supports using the Pyramid of Intervention in relation to individual, classroom and school EYE-TA results.</li> <li>• Data indicates that more work to support children in the areas of “social skills and approaches to learning”, “cognitive skills” and “language and communication” is needed. Continuing to provide resources and professional learning may build teacher capacity in these areas.</li> <li>• Now that Pre-Kindergarten programming is District wide, begin to measure how many children entering Kindergarten had a Pre-Kindergarten program with EPSB.</li> </ul>
<p><b>Anticipated Benefits</b></p>	<ul style="list-style-type: none"> <li>• Ability of Inclusive Learning, school staff and families to better target areas for growth and provide high quality programming and supports necessary to help children reach their full potential.</li> <li>• Use as a screening tool to assist Inclusive Learning school-linked teams in collaboration with the Kindergarten teacher to identify children who may benefit from additional supports through Early Childhood Services funding.</li> </ul>

## Projects in Support of Quality Curriculum

<b>Project Title</b>	<b>Research Development Supports Resource Strategy 2016-2017 and 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>• Employ a 1.0 FTE teacher consultant and funds to support implementation of the Research Development Supports Resource Strategy. This project enhances the District's capacity to meet its responsibility to ensure resources used to support teaching and learning are current and appropriate.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>• Developed a draft update to Administrative Regulation <a href="#">GI.AR</a> Teaching and Learning Resources and developed accompanying teacher handbook for resource selection.</li> <li>• Continued engaging teachers and consultants in reviews of curriculum resources, classroom library resources, etc. to ensure sample lists of quality classroom resources met District and provincial standards.</li> <li>• Provided professional learning sessions to teachers, consultants and administrators to support them in their responsibility for selecting current, appropriate resources.</li> <li>• Managed the updating process for the selected District-developed resources currently being sold through the Distribution Centre.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Complete work on draft Administrative Regulation GI.AR Teaching and Learning Resources and draft handbook.</li> <li>• Continue to provide professional learning to staff related to resource selection, including the development of an online learning module to support teachers in selecting quality resources.</li> <li>• Support staff in preparing for resourcing for new provincial curriculum implementation.</li> <li>• Continue to manage the updating of existing resources being sold through the Distribution Centre.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>• Ensuring key District-developed resources are maintained and updated to support preparation for new provincial curriculum.</li> <li>• The updating of the administrative regulations to align with District and provincial requirements and to provide schools with clarity through supporting materials is key to ensuring our teachers are skilled in resource selection to support the diversity of students and their needs.</li> <li>• Ensuring that schools have access to quality, curriculum-aligned, reviewed resources supports student achievement.</li> <li>• The provision of professional learning supports related to resource selection is key to ensuring quality curriculum-aligned resources are selected for classroom use. This is anticipated to support improved student achievement.</li> </ul>

<b>Project Title</b>	<b>Career Pathways 2016-2017 and 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>● Enhance implementation of Career Pathways in partnership with parents and community to enable students to discover their interests, understand opportunities available to them and prepare for a pathway that helps them find dignity and fulfillment in life.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>● In core and key subject areas, the Curriculum Connections working group developed a curriculum resource for school leaders and teachers that identifies the learner outcomes from the programs of study that directly connect to competencies and career planning.</li> <li>● Career Pathways staff supported the development of curriculum resources, to support the implementation of the Career and Technology Foundation (CTF) and Career and Technology Studies (CTS) courses and to build teacher capacity in the integration of Career Pathways in CTF and CTS.</li> <li>● The Career Pathways CTF consultants created a CTF Guiding Document in collaboration with Curriculum and Resource Support, Communications and Alberta Education.</li> <li>● The Career Pathways team took the lead in developing a series of professional learning sessions over the course of the year, which address current areas of interest for CTF and CTS instruction.</li> <li>● Increased opportunities for students to obtain post-secondary credits, international certification and exposure, workplace certifications and/or post-secondary credentials through dual credit, off-campus opportunities and locally developed courses in cooperation with community and parent partnerships.</li> <li>● Provided 79 learning opportunities that engaged staff, students and external stakeholders; these experiences included professional learning, dual-credit course, financial literacy and extended Inquiring Mind opportunities.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>● Develop a series of opportunities for external skills-specific training for teachers.</li> <li>● Initiate accredited Career Pathways training for teachers in collaboration with post-secondary (Masters level).</li> <li>● Make available professional learning opportunities for teachers and schools in the areas of Financial Literacy, Core Competencies and Career and Life Readiness.</li> <li>● Increase opportunities for students to obtain post-secondary credits, workplace experience or certification and post-secondary credentials.</li> <li>● Continue to explore dual credit opportunities with post-secondary institutions in the Edmonton area.</li> <li>● Campus EPSB opportunities will be expanded. This work will be informed by learnings from the pilot and the work of the Campus EPSB Steering Committee.</li> </ul>

<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>● Support students in the development of greater understanding of personal strengths, passions, values, interests and areas of growth potential.</li> <li>● Increased readiness to successfully transition to high school and beyond.</li> <li>● Increased awareness of opportunities for experiences in work, life and community as well as the corresponding demands.</li> <li>● Improved knowledge, skills/competencies and attitudes/dispositions necessary for developing multiple pathways towards a dignified and fulfilling life.</li> </ul>
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<b>Project Title</b>	<b>Locally Developed Courses (LDCs) Management and Development 2016-2017 and 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>● Employ a 1.0 FTE teacher consultant, a 0.2 FTE admin support and funds for teacher supply coverage for the review, management and development of locally developed courses (LDCs).</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>● Forty-eight LDCs have been reviewed, acquired, developed and/or revised to date since September 2016. These processes include consultant and administrative support work, teacher reviews and development and principal committee work.</li> <li>● The consultant managed the requests and granting of approvals for acquisitions of the District-developed LDCs by other school authorities.</li> <li>● The <i>Locally Developed Courses: Guide for Schools</i> is updated annually to align with annual changes to provincial requirements.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>● Prepare for application of the newly announced changes to the requirements for LDCs, intended to begin alignment of locally developed course architecture to the new provincial curriculum architecture beginning 2018-2019.</li> <li>● Complete 2017-2018 reviews, revisions, development and acquisitions, involving teachers and administrators.</li> <li>● Continue to manage the requests and granting of approvals for acquisitions of the District-developed LDCs by other school authorities.</li> <li>● Update the <i>Locally Developed Courses: Guide for Schools</i> during the summer to align with changes to provincial requirements.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>● This works enables District schools to access LDCs to be able to meet their alternative program delivery requirements (such as International Baccalaureate, bilingual programs, faith-based alternative programs, etc.) or to complement existing programming.</li> </ul>

## Projects in Support of Student Leadership and Engagement

<b>Project Title</b>	<b>First Nations, Métis, and Inuit High School Completion Coach Initiative 2016-2017 and 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>• Develop and implement the First Nations, Métis, and Inuit High School Completion Coach project at two District high schools.</li> <li>• First Nations, Métis, and Inuit Education Unit will support high school entrance and exit surveys/data collection for self-identified Grades 10 and 12 First Nations, Métis, and Inuit students to inform and refine current practice, such as programming supports, resources and information.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>• Implemented the First Nations, Métis, and Inuit High School Completion Coach Project at two District high schools.</li> <li>• Tracked First Nations, Métis, and Inuit student progress and achievement to provide supports, resources and information to increase student success.</li> <li>• Supported high school entrance and exit surveys/data collection for self-identified Grades 10 and 12 First Nations, Métis, and Inuit students to inform and refine current practice, such as programming supports, resources and information.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Continue to foster and develop positive working relationships amongst school staff, students and families.</li> <li>• Support collaboration with other staff within the school community including educational staff, family liaison workers, success coaches, school resource officers and mental health therapists.</li> <li>• Continue to monitor student attendance and the high school course credits toward the goal of high school completion.</li> <li>• Continue to support students through key transitions time from junior high to high school and from high school to post-secondary institutions or the world of work.</li> <li>• Provide additional support to students such as mentoring and tutoring.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>• Supports the academic success of First Nations Métis, and Inuit students.</li> <li>• Increased understanding of First Nations, Métis, and Inuit students' school experience to enable schools to more effectively support student success.</li> </ul>

<b>Project Title</b>	<b>English Language Learners (ELLs) and Intercultural Support for Newcomers 2016-17 and 2017-18</b>
<b>Project Overview</b>	In response to recent increases of newcomer families: <ul style="list-style-type: none"> <li>• Increase central supports to schools to support the learning needs of ELLs and newcomers.</li> <li>• Help newcomer families understand the Edmonton Public School system, including information about the Alberta curriculum and high school completion requirements.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>• Increase of intercultural consultants by 4.0 FTE to support the following languages - Arabic, Somali and East Indian languages.</li> <li>• Increase teacher consultant staff (two English as a second language [ESL] consultants) to support increased assessment requests in ESL Reception Centres.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Review current Reception Centre data on assessment referrals for English language learners.</li> <li>• Review languages requested, to inform staffing decisions.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>• Improved capacity to respond to school referrals for ESL assessments and family conferences.</li> <li>• Improved integration of ELLs and their families into the schools.</li> </ul>

<b>Project Title</b>	<b>myBlueprint E. Portfolio - Education and Career Planning Tool 2016-2017 and 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>• Support the implementation of myBlueprint Education Planner tool across the District that includes the following:             <ul style="list-style-type: none"> <li>○ All About Me Portfolio Kindergarten to Grade 6.</li> <li>○ Education Planner Grades 7-12 (Alberta Edition).</li> <li>○ Data Services.</li> <li>○ PowerSchool API, SSO, Staff Portal Training, Proactive Support and Dedicated Service.</li> <li>○ Resource Centre, Lesson Plans and Tutorial Videos.</li> </ul> </li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>• Piloted and evaluated the career planning portfolio tools.</li> <li>• Provide schools and teachers an opportunity to use and experiment with the tool to support the work currently being done in the classroom.</li> <li>• District-wide support for the use of this career portfolio planning tool and processes.</li> <li>• Created and piloted ways parents can be engaged in career conversations at key milestones during their child’s Career Pathways journey.</li> <li>• Developed a phased implementation plan of myBlueprint with a training and support plan.</li> <li>• myBlueprint took on a life of its own through the pilot last year. The benchmark for school participation, set July 1, 2016, was to have 67</li> </ul>

	<p>schools participating. A 50 per cent increase would have meant approximately 100 schools participating. By July 1, 2017, 134 schools had registered at least one login, a 100 per cent increase.</p> <ul style="list-style-type: none"> <li>As the work to build awareness and capacity around myBlueprint continues, student logins have increased from 57,075 for all of 2016-2017 to 92,997 to date in 2017-2018.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>Make myBlueprint available to all District schools.</li> <li>Explore the idea of using myBlueprint as a junior high/high school registration tool, including transition plans for students.</li> <li>Create a Career Pathways parental engagement plan that uses myBlueprint as a tool parents and teachers could use.</li> <li>Explore how scholarship/bursary resources can be included or tied to myBlueprint.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>Support students in the development of greater understanding of personal strengths, passions, values, interests and areas of growth potential.</li> <li>Increased readiness to successfully transition to high school and beyond.</li> <li>Increased awareness of opportunities for experiences in work, life and community as well as the corresponding demands.</li> <li>Improved knowledge, skills/competencies and attitudes/dispositions necessary for developing multiple pathways towards a dignified and fulfilling life.</li> </ul>

<b>Project Title</b>	<b>Diversity Day 2018 (<i>Sharing Stories, Building Hope</i>) 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>In partnership with the Phoenix Society for Interfaith Harmony, this one-day event will bring together up to 120 youth, Grades 8-11, for a day of speakers, workshops and dialogue about intercultural relations, dealing with discrimination and prejudice and building hope through student narratives.</li> <li>Kickstart funding for student-led initiatives in schools.</li> <li>Costs also cover hiring a 0.40 FTE consultant to lead the project.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>Logistics confirmed - <i>Sharing Stories, Building Hope</i> will be held March 6, 2018, 9:00 a.m. - 2:30 p.m., McKay Avenue (Edmonton Public Schools Museum and Archives).</li> <li>Planning meetings with Phoenix Society have occurred and student leadership team has been created to support the planning.</li> <li>Speakers and workshops being finalized.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>Consultant support being provided to schools for school initiatives.</li> <li>An assessment tool is being used to help student leadership teams identify areas for student initiatives.</li> </ul>



	<ul style="list-style-type: none"> <li>• A reflective journal is being designed and printed for use by students.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>• Increased understanding of Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments.</li> <li>• Improved intercultural relationships between students.</li> <li>• Strengthened community partnerships.</li> </ul>

<b>Project Title</b>	<b>Connections Program (<a href="http://www.connectionsprogram.org">www.connectionsprogram.org</a>) 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>• Five-credit high school CTS course acquired from Calgary Board of Education via Seeds Connections™ (<a href="https://seedsconnections.org/">https://seedsconnections.org/</a>)</li> <li>• Covers outcomes on Diversity, Leadership, Multiculturalism and Environmentalism.</li> <li>• Five modules include Perspectives on Interpersonal Relationships, Leadership fundamentals, Introduction to Stewardship, Speaking and Presenting and a Project Module.</li> <li>• Course includes four weeks of online intercultural communication between students across Alberta; a four-day intensive provincial camp and a seven-to eight-week follow up initiative created in the school.</li> <li>• Funding provides support for two high schools to participate in this pilot year, busing costs, substitute teacher costs and student sponsorship.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>• Selection of participating schools (amiskwacy Academy and Queen Elizabeth Schools are participating), with a small group of student leaders from each school.</li> <li>• Program coordinator has made presentations to the staff and students at the participating schools.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Gather feedback from participating students and teachers about their experiences in the program to inform decisions about future years.</li> <li>• Work with the coordinator to access business sponsorship dollars for participating schools in potential future years.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>• Increased benefits for student leadership, healthy relationships, improved skills in cross-cultural understanding, dealing with racism, discrimination and stereotyping and environmental stewardship.</li> </ul>

## Projects in Support of Assessment and Evidence-based Approaches to Inform Programming

<b>Project Title</b>	<b>Provision of Psychological and Academic Assessment 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>• Contract external vendors to assist in meeting the demands of schools for specialized psycho-educational assessments.</li> <li>• As in past years and with increased enrolment, the demands are expected to exceed the school-link teams' capacity.</li> <li>• Assessment results and recommendations assist teachers in adapting curriculum to meet students' learning needs.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>• Reading specialists and psychologists have been contracted for support throughout the 2017-2018 school year.</li> <li>• Requests for these supports are accessed through the Inclusive Learning Supervisors.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• With increasing enrolment and student need, anticipate the need for these supports to be increasing.</li> <li>• Continue to monitor and prioritize specialized assessment needs in collaboration with schools.</li> <li>• Continue to build teacher knowledge of inclusive programming and differentiated instruction.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>• Specialized psycho-educational assessments to identify student learning needs and inform programming.</li> <li>• Specialized assessments support the allocation of funding to provide ongoing specialized services.</li> <li>• Instruction will be differentiated to meet the identified needs of learners.</li> <li>• Anticipate that an additional 160 assessments will be completed across the District.</li> </ul>

<b>Project Title</b>	<b>Mental Health Transition Team 2016-2017 and 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>• Create a mental health team to support schools and students when students transition between school and third-party mental health supports and facilities.</li> <li>• Serve as a liaison between home and school.</li> <li>• Work collaboratively with community health partners to support students and families so that they can successfully re-integrate back into the school setting.</li> <li>• Provide evidence-based strategies to help differentiated programming.</li> </ul>

	<ul style="list-style-type: none"> <li>• This work is done in collaboration with the Critical Incident Support Team, as required.</li> <li>• The team provides a variety of professional learning opportunities to build staff capacity including Mental Health First Aid and Summer Institute learning.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>• The initiative is mid-way through the second full year of support.</li> <li>• The team continues to be comprised of three full-time consultants including a psychologist, clinical social worker and a mental health nurse.</li> <li>• Medical, emotional, behavioural and academic needs of students are used to inform programming.</li> <li>• In 2016-2017, a total of 41 students received these targeted supports; to date this year, 35 students have received services.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Continue to monitor need and consider expansion of staffing as student enrolment and complexity increases.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>• Improved outcomes for students and families in the area of mental health and school success.</li> <li>• Increased capacity of school staff to support students with mental illness.</li> </ul>

<b>Project Title</b>	<b>Evidence-based Decision-making Data Analysis Protocol 2016-2017 and 2017-2018</b>
<b>Project Overview</b>	<p>This project provided the team the opportunity to expand their scope of work to include the following:</p> <ul style="list-style-type: none"> <li>• Supporting all District priorities through a foundation of data analysis and interpretation to identify strengths and areas for growth.</li> <li>• Supporting catchment strategic planning through the use of data analysis protocols.</li> <li>• Supporting schools and catchments in working with provincial achievement data to make it actionable especially in the area of building teacher capacity to provide quality teaching and learning that meets the needs of diverse student population.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>• In collaboration with the Research team, pre-District Leadership Meeting (DLM) sessions (Got Data, Now What?) on analyzing data and engaging in action research were facilitated to build leadership capacity in the area of data analysis and interpretation.</li> <li>• Expanded support to schools to analyze their Provincial Achievement Test or Diploma Exam results, support on the topic of school-wide continuous improvement has been provided to individual schools. This support includes discussions around how to best measure the effectiveness of implementation of various initiatives.</li> <li>• Facilitated diploma results review and blueprinting sessions. A focus was put on building capacity in the area of student achievement and growth</li> </ul>

	<p>reporting, short-term data cycles and assessment practices.</p> <ul style="list-style-type: none"> <li>Working with teachers on the development of standards to support them in their professional judgement around student achievement and determining and reporting Grade Level of Programming.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>Ongoing work to support schools and catchments in building capacity around using data to inform quality teaching, learning and assessment practices.</li> <li>Continue to develop standards based on the learning outcomes as set in the Programs of Study for all subject areas.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>Identify best practices.</li> <li>Ensure collaboration to share and implement best practices and strategies to improve student success.</li> <li>Increased teacher and school leader capacity.</li> <li>Support quality curriculum delivery.</li> </ul>

<b>Project Title</b>	<b>Additional Multi-disciplinary School-linked Team 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>Hire additional consultant staff to support the opening of 11 new schools and growing District enrolment.</li> <li>The school-linked team will support inclusive and differentiated programming strategies through consultation and/or assessment.</li> <li>Through collaboration and the implementation of Tier Two and Three interventions, students will be better able to achieve identified curricular outcomes.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>Consultant staff were hired and in place for the beginning of the school year.</li> <li>A ninth supervisor was also hired to support the work of the school-linked team.</li> <li>Providing comprehensive support to students and staff in approximately 23 schools.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>With the opening of additional schools and anticipated increased demands and complexity, we need to continuously monitor needs and adjust supports as necessary.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>Assessment and support for Kindergarten children identified with both mild-moderate and severe needs (Program Unit Funding).</li> <li>Sharing evidence-based strategies for students in all grades.</li> <li>Capacity-building for school staff through professional learning.</li> </ul>

<b>Project Title</b>	<b>Evidence-based Decision-making Research, Evaluation and Data Analysis to Inform Decisions 2016-2017 and 2017-2018</b>
<b>Project Overview</b>	<ul style="list-style-type: none"> <li>• Enhance ability to build central staff capacity by the development of protocols and practices for evaluation, data analysis and reporting.</li> <li>• Increase staffing by hiring four research consultants, including a data analyst, to meet the District demands for program evaluations and evidence-based decision making around the implementation and delivery of curriculum.</li> </ul>
<b>Work Completed</b>	<ul style="list-style-type: none"> <li>• Literature searches for schools and central departments in support of our strategic direction. To date this work has resulted in 20 literature reviews being completed.</li> <li>• Action Research projects at schools and catchments.</li> <li>• Composing surveys, conducting interviews and organizing focus groups to support a Technology-Mediated Professional Learning project in collaboration with Curriculum and Resource Support.</li> <li>• Supporting lead teachers, principals and teachers with the Inquiry-Based Professional Growth Plan pilot in the North Central Catchment.</li> <li>• Offering seven professional learning sessions on analyzing and interpreting data to inform teaching and learning.</li> <li>• Completed research with 17 schools in the McNally catchment to support whole school approaches to mental health.</li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• Ongoing work to research, gather evidence and inform decisions around programs and curriculum delivery.</li> <li>• Offer further professional learning on data-based decision making.</li> </ul>
<b>Anticipated Benefits</b>	<ul style="list-style-type: none"> <li>• Identify best practices.</li> <li>• Ensure collaboration to share and implement best practices and strategies to improve student success.</li> <li>• Build teacher, central staff and District leadership capacity in evidence-based decision-making.</li> <li>• Support collaboration to share and implement best practices and strategies to improve student success.</li> <li>• Improve District-wide expertise in data, evidence and research.</li> </ul>