



### Vision

Success, one student at a time.

### Mission

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

### Values

Supporting the Vision, Mission and Priorities are the District 's cornerstone values of accountability, collaboration, equity and integrity.

### District Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

### Profile

Curriculum and Learning Supports (CLS) is a new department comprising the former Curriculum and Resource Support (CRS) and Research and Innovation for Student Learning (RISL) departments. CLS provides leadership, services and supports for schools and central services in the areas of:

- Alberta programs of study - approved and draft for implementation/validation
- Career Pathways
- First Nations, Métis and Inuit education
- [Literacy teaching and learning](#) and formal literacy interventions
- Instructional approaches and processes
- [Locally developed courses](#)
- Numeracy instruction and interventions
- [Second language programs](#) through the work of [the Languages Centre at Woodcroft](#)
- Student assessment
- Teaching and learning resources

Curriculum and Learning Supports is designed to:

- be responsive to needs of schools and leadership groups
- provide job-embedded professional learning supports to teachers and principals
- collaborate with schools, central departments and Alberta Education in curriculum development and implementation/validation
- build teacher and principal leadership capacity in curriculum-related areas
- ensure that quality resources are available and communicated to schools for curriculum implementation
- engage with key partners to enhance teaching and support student learning

## Results and Implications

### Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

Curriculum and Resource Support will provide literacy professional learning (inservicing, consultations and/or coaching) to a minimum of 2,200 teachers and administrators from Kindergarten to Grade 12. This professional learning will be provided in collaboration with Assistant Superintendents, leadership groups and schools. 90 per cent of participants who provide feedback will indicate that the outcomes of these professional learning opportunities were met.

#### Results Achieved:

Curriculum and Resource Support provided literacy professional learning (inservicing, consultations and/or coaching) to over 1,700 teachers and administrators from Kindergarten to Grade 12. This professional learning was provided in collaboration with Assistant Superintendents, leadership groups and schools. 99 per cent of participants who provided feedback indicated that the outcomes of these professional learning opportunities were met. The goal of providing literacy professional learning to 2,200 teachers and administrators was not achieved as a result of the pause on in-class learning due to COVID-19. Professional Learning was quickly shifted to focus on essentials for online teaching.

Curriculum and Resource Support will provide professional learning supports (inservicing, and/or coaching) to a minimum of 70 literacy intervention teachers. 90 per cent of participants who provide feedback will indicate that the outcomes of these professional learning opportunities were met.

#### Results Achieved:

Curriculum and Resource Support provided professional learning supports (inservicing, and/or coaching) to 76 literacy intervention teachers. 100 per cent of participants who provided feedback indicated that the outcomes of these professional learning opportunities were met.

Curriculum and Resource Support will provide curriculum, teaching and learning resources and assessment-related professional learning (inservicing, consultations and/or coaching) to a minimum of 2,500 teachers and administrators from Kindergarten to Grade 12. 90 per cent of participants who provide feedback will indicate that the outcomes of these professional learning opportunities were met.

#### Results Achieved:

Curriculum and Resource Support provided curriculum, teaching and learning resources and assessment-related professional learning (inservicing, consultations and/or coaching) to over 6,040 teachers and administrators from Kindergarten to Grade 12. 97 per cent of participants who provide feedback will indicate that the outcomes of these professional learning opportunities were met.

#### What were the biggest challenges encountered in 2019/20?

One significant challenge for Curriculum and Resource Support came as a result of the provincial decision to pause in-class learning due to COVID-19. CRS quickly and successfully adapted existing professional learning to an online delivery method, while simultaneously identifying and developing new essential supports to teachers as they

## Results and Implications

navigated their new distance and online teaching context.

Another significant challenge for Curriculum and Resource Support, that was successfully initiated was the development of scopes and sequences, along with teacher support materials for core subjects in Kindergarten to Grade 12, to support various teaching contexts and continuity of learning whether students are in person or online with supplemental home packs.

### **What was most important for your school community as you prepared for the 2020-2021 school year?**

Supporting school re-entry by helping teachers adapt to their new teaching and learning environment. This includes the development of Scopes and Sequences for Kindergarten to Grade 12, along with Teacher Support Packs (for use in person or online with home support), and high school online course packs. While creating materials to support teachers, professional learning was also adapted to an online delivery format and content was shifted to include a focus on supporting professional learning in the current teaching environment.

## Results and Implications

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Based on the three SMART goals that were established for 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

By June 2020, we will engage with students, staff and community to explore future and implement new Career Pathways opportunities.

#### Results Achieved:

The Career Pathways team explored career pathways opportunities with 2,938 students, 1,988 staff members, and 837 community members through professional learning opportunities and presentations to staff and students.

Campus EPSB was expanded to include three new opportunities including Cosmetology at W.P. Wagner, Exploring Trades in Metalworking through Argyll Centre and STEAM: Architecture and Engineering at W.P. Wagner. New Dual credit courses were also implemented including; Foundations of Design ADST 200 offered at W.P. Wagner and Centre High Campus in partnership with Athabasca University and Introduction to Literary Analysis English 1011 offered at Strathcona in partnership with Norquest College.

The Community Marketplace grew to include 33 participating organizations that offered 46 unique sessions to classes across the Division. Career Pathways staff collaborated with Curriculum and Resource Supports staff to provide professional learning in Learning and Demonstration Sites schools in the areas of Design Thinking and High Impact Instructional Approaches.

By June 2020, the First Nations, Métis, and Inuit Education unit will continue to collaborate with staff from Curriculum and Resource Supports to develop and identify culturally responsive resources and supports for schools to support implementation of the new K-4 provincial curriculum. First Nations, Métis, and Inuit Education will also support Leadership Development in providing professional development learning sessions for principals. All the sessions will focus on increasing awareness and understanding of First Nations, Métis, and Inuit worldviews and histories.

#### Results Achieved:

The First Nations, Métis, and Inuit team collaborated with staff from Curriculum and Resource Support in developing a Braided Perspectives teaching resource. This resource includes draft lessons to support teachers with integrating First Nations Métis and Inuit perspectives and histories into the curriculum with a focus on Kindergarten to Grade 4.

The First Nations, Métis, and Inuit team supported leadership development in facilitating nine sessions focused on residential schools, treaties and agreements with First Nations and the Indian Act. Sessions were offered to Aspiring Principals, first and second year principals as well as principals at PreDLM sessions.

By June 2020, Research will continue to promote and support proactive and collaborative research across the District, in addition to strengthening partnerships with external stakeholders. We aim to achieve to maintain or exceed 90% in requester satisfaction and to have at least 20% of our projects be scored by the requesters as "high impact" in the areas of teacher practice, data literacy, staff collaboration, and/or student learning. For partnerships we aim to increase the amount of networking opportunities (e.g. Research Collaboration Fairs, PL offerings for staff and external researchers, knowledge mobilization activities such as Lunch and Learns and poster events, etc.).

## Results and Implications

### Results Achieved:

100% (n=11) of the respondents to the Research Collaboration Feedback Survey indicated they were satisfied or very satisfied with the support they received from the Unit. All respondents felt the support they received from the Research Unit was moderate or high impact in areas related to teacher practice, data literacy, and student learning. All areas met our goal of high impact with the exception of “defining and refining a professional growth plan” (18%, n=2).

The Research Unit supported projects from nine units, nine schools and two catchments.

The Research Unit reviewed and recommended approval for 36 external research projects and continued to strengthen relationships with different academic institutions (e.g. University of Alberta, University of Portland, Royal Roads, and University of Eastern Finland).

### What were the biggest challenges encountered in 2019/20?

This year the Research Unit was also involved with several important proactive, collaborative projects including the COVID-19 Re-launch Working Committees which included representatives from units and schools across the Division and the School Re-entry Survey which received approximately 74,000 responses—the most responses ever received from a Division survey. Based on survey results, the Research Unit produced two substantial reports—one qualitative and one quantitative—that informed decision-making during a critical time.

One significant challenge for Career Pathways and the First Nations, Metis and Inuit education units, that was successfully initiated was the development of scopes and sequences, along with teacher support materials for core subjects in Kindergarten to Grade 12, to support various teaching contexts and continuity of learning whether students are in person or online with supplemental home packs.

### What was most important for your school community as you prepared for the 2020-2021 school year?

Supporting school re-entry by helping teachers adapt to their new teaching and learning environment. This includes the development of Scopes and Sequences for Kindergarten to Grade 12, along with Teacher Support Packs (for use in person or online with home support), and high school online course packs. While creating materials to support teachers, professional learning was also adapted to an online delivery format and content was shifted to include a focus on supporting professional learning in the current teaching environment.

## Plans

### Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
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The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2020/2021 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Curriculum and Learning Supports will provide professional learning (inservicing, consultations and/or coaching) to a minimum of 2,000 Division staff across Kindergarten to Grade 12. This professional learning will be provided in collaboration with Assistant Superintendents, leadership groups, and schools to support teachers in the areas of curriculum, literacy, numeracy, assessment and First Nations, Métis and Inuit world views and histories, as well as instructional processes for both in person and online teaching. 90 per cent of participants who provide feedback will indicate that the outcomes of these professional learning opportunities were met.

Priority 1

Curriculum and Learning Supports will develop, identify and communicate 2,000 teaching and learning resources that reflect the direction and intent of Administrative Regulation GI.AR - Teaching and Learning Resources to support Kindergarten to Grade 12 teachers and administrators in the areas of assessment, career pathways, curriculum, First Nations, Métis and Inuit, literacy, instructional processes and numeracy for both in person and online teaching.

Priority 1

Curriculum and Learning Supports will engage with school divisions, staff, students and community organizations to explore and implement partnerships to enhance teaching and support student learning.

Priority 3

## Profile



<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$5,499,782 88%
Exempt	4.000000	Supplies, Equipment and Services	\$732,435 12%
Support	5.000000	<b>Total</b>	<b>\$6,232,217 100%</b>
Teacher	36.970000		
Maintenance	0.000000	Internal Revenue	\$128,018
<b>Total</b>	<b>45.970000</b>		

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### Profile

Curriculum and Resource Support provides services and supports for schools and central services in the following areas:

- Implementing the approved [Alberta programs of study](#)
- Implementing [locally developed courses](#)
- Teaching and learning resources
- Classroom assessment practices
- [Literacy teaching and learning](#) and [formal literacy interventions](#)
- Numeracy instruction and interventions
- [Second language programs](#) through the work of [the Languages Centre at Woodcroft](#)
- Inclusive teaching and learning strategies and approaches that align with the Ministerial Order on Student Learning
- Curriculum initiatives: new curriculum readiness, the [District-wide Focus on Reading](#) and the Numeracy Action Plan

Curriculum and Resource Support is designed to:

- be responsive to needs of schools and leadership groups
- provide job-embedded professional learning supports to teachers and principals
- collaborate with schools, central departments, external school districts and Alberta Education in curriculum development and implementation
- build teacher and principal leadership capacity in curriculum-related areas
- ensure that quality resources are available and communicated to schools for curriculum implementation

**Budget Summary Report**

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		6,104,199		6,104,199
Internal Revenue		128,018		128,018
<b>REVENUE TOTAL</b>		<b>6,232,217</b>		<b>6,232,217</b>
Teacher	36.970000	4,607,418	36.970000	4,607,418
Supply Teacher	.000000	78,000	.000000	78,000
<b>TOTAL TEACHER</b>	<b>36.970001</b>	<b>4,685,418</b>	<b>36.970001</b>	<b>4,685,418</b>
<b>(% of Budget)</b>		<b>75.18%</b>		<b>75.18%</b>
Exempt	4.000000	494,169	4.000000	494,169
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	5.000000	320,195	5.000000	320,195
Support (Supply/OT)	.000000	0	.000000	0
<b>TOTAL NON-TEACHER</b>	<b>9.000000</b>	<b>814,364</b>	<b>9.000000</b>	<b>814,364</b>
<b>(% of Budget)</b>		<b>13.07%</b>		<b>13.07%</b>
<b>TOTAL STAFF</b>	<b>45.970001</b>	<b>5,499,782</b>	<b>45.970001</b>	<b>5,499,782</b>
<b>(% of Budget)</b>		<b>88.25%</b>		<b>88.25%</b>
SUPPLIES, EQUIPMENT AND SERVICES		644,435		644,435
INTERNAL SERVICES		88,000		88,000
<b>TOTAL SES</b>		<b>732,435</b>		<b>732,435</b>
<b>(% of Budget)</b>		<b>11.75%</b>		<b>11.75%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>6,232,217</b>		<b>6,232,217</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0



## Profile



<u>Staff FTE</u>		<u>Budget</u>	
Custodial	0.000000	Salaries	\$2,575,990 88%
Exempt	10.000000	Supplies, Equipment and Services	\$344,487 12%
Support	1.300000	<b>Total</b>	<b>\$2,920,477 100%</b>
Teacher	10.900000		
Maintenance	0.000000		
<b>Total</b>	<b>22.200000</b>		

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### Profile

Research, and Innovation for Student Learning (RISL) was a new decision unit established in September 2014. Research and Innovation for Student Learning (RISL) supports student growth and success through research and evidence based practises. The RISL Department includes three teams:

- The Career Pathways team creates and facilitates resources and innovative, experiential learning opportunities that encourage students from Kindergarten to Grade 12 to think about, explore and plan what their life might look like beyond school.
- The First Nations, Métis and Inuit Education team works to increase awareness and understanding of First Nations, Métis and Inuit cultures, worldviews, and histories for students and staff. The First Nations, Métis and Inuit team supports student success through the provision of teacher professional learning opportunities, curricular resources and targeted student supports.
- The Research team works with staff and stakeholders to review external requests to conduct research in the District. Research provides professional learning opportunities and supports school and district based action research projects.

## Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		2,920,477		2,920,477
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,920,477</b>		<b>2,920,477</b>
Teacher	10.900000	1,367,102	10.900000	1,367,102
Supply Teacher	.000000	0	.000000	0
<b>TOTAL TEACHER</b>	<b>10.900000</b>	<b>1,367,102</b>	<b>10.900000</b>	<b>1,367,102</b>
(% of Budget)		<b>46.81%</b>		<b>46.81%</b>
Exempt	10.000000	1,113,095	10.000000	1,113,095
Exempt (Hourly/OT)	.000000	8,500	.000000	8,500
Support	1.300000	85,293	1.300000	85,293
Support (Supply/OT)	.000000	2,000	.000000	2,000
Maintenance (Casual/OT)	.000000	0	.000000	0
<b>TOTAL NON-TEACHER</b>	<b>11.300000</b>	<b>1,208,888</b>	<b>11.300000</b>	<b>1,208,888</b>
(% of Budget)		<b>41.39%</b>		<b>41.39%</b>
<b>TOTAL STAFF</b>	<b>22.200000</b>	<b>2,575,990</b>	<b>22.200000</b>	<b>2,575,990</b>
(% of Budget)		<b>88.2%</b>		<b>88.2%</b>
SUPPLIES, EQUIPMENT AND SERVICES		344,487		344,487
INTERNAL SERVICES		0		0
<b>TOTAL SES</b>		<b>344,487</b>		<b>344,487</b>
(% of Budget)		<b>11.8%</b>		<b>11.8%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,920,477</b>		<b>2,920,477</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0