



EDMONTON PUBLIC SCHOOLS

2022–26

Four-Year Education Plan

Year Three
(2024-2025)

*3020 The Edmonton School Division
Submitted to Alberta Education
May 2024*

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Introduction: Assurance

We look ahead to the 2024-2025 school year with optimism and energy under the vision and direction of the 2022-2026 Strategic Plan in support of our mission to empower each student to live a life of dignity, fulfilment, empathy and possibility. Within this context, the Division continues to advance its priorities in support of high quality teaching and learning.

The Four-Year Education Plan is a key piece of the provincial assurance model, integrating stakeholder feedback and results analysis of prior achievement to inform the development of strategic actions intended to enhance student success and well-being. Year three of Edmonton Public Schools' 2022-2026 Four-Year Education Plan presents the Division's actions to advance its strategic priorities, as articulated through its Strategic Plan, and those of the Alberta Education 2024-2027 Business Plan. Also foundational to this planning and reporting cycle are the Division's vision, mission and values, which are brought to life through the shared leadership and responsibility of the Board of Trustees and central and school leadership.

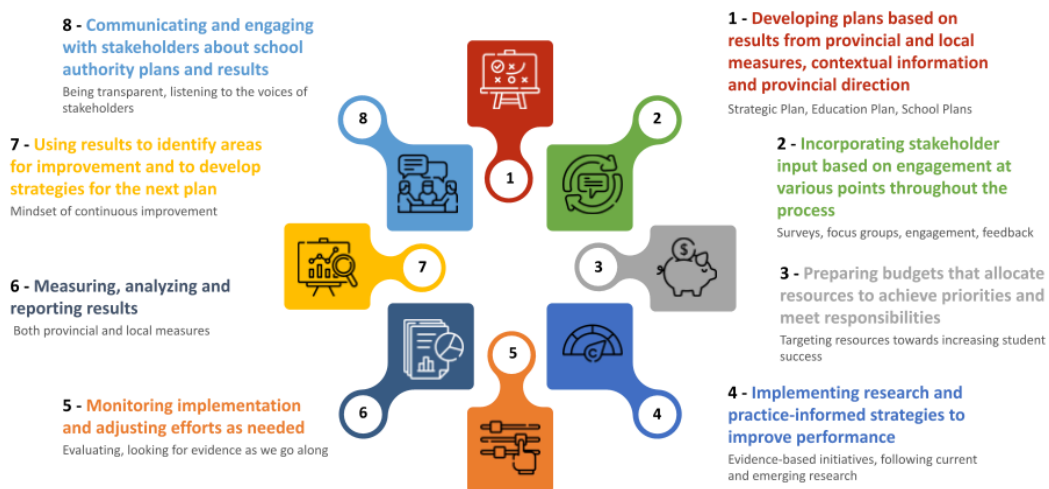
This Four-Year Education Plan outlines the intentional goals and actions developed in response to the Annual Education Results Report (AERR), ongoing feedback from staff, students, families and members of the community, and consideration to the current educational landscape. The plan builds upon the work of past years and is intended to support student growth and achievement through progress towards the three priority areas of the Division's 2022-2026 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 responsive use of resources going forward in support of student success.

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

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

Assurance Model



Accountability statement

The Four-Year Education Plan for the Edmonton School Division commencing September 2024 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government’s business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board reviewed and approved the 2022-2026 Four-Year Education Plan: Year Three on May 24, 2024.

A handwritten signature in black ink that reads "Julie Kusiek". The signature is written in a cursive style with a large initial 'J'.

Julie Kusiek, *Board Chair*

Who we are

As Alberta's second largest school division, Edmonton Public Schools proudly serves over 115,000 students, Kindergarten to Grade 12, across 213 schools. Edmonton Public Schools is a division of choice offering many [programming](#) options for families and students. These high quality teaching and learning opportunities are supported by over 10,500 staffing positions that all work together in support of the Division's vision, mission and strategic direction. The Division's Cornerstone Values of accountability, collaboration, equity and integrity inform how this work is carried out.

Vision

Enhancing pathways for student success

Mission

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

Values

Accountability, collaboration, equity and integrity

2022–2026

Division Priorities

Priority 1

Build on outstanding learning opportunities for all students.

Priority 2

Advance action towards anti-racism and reconciliation.

Priority 3

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

Engagement

Engaging with students, staff, families and community members serves as a meaningful way in which everyone can have a role in supporting student success and well-being and serves as a key element of public assurance. Both the Board of Trustees and Division administration value this 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 participation and degree of impact a decision or initiative may have on stakeholders.

Engagement occurs in many ways across the Division. Through these efforts, the Division is laying the foundation for generative participation, public assurance and confidence in its decision-making and policy development. Examples of engagement opportunities at both the Division and school levels include:

Division Level Engagement

- **[Division Feedback Survey \(DFS\)](#)**: Conducted every year for staff, students and families, this survey monitors progress towards the 2022-2026 Strategic and Four-Year Education Plans. The DFS provides both system-wide and school-level results that are used to inform planning and reporting. In 2023-24 the Board of Trustees requested that the DFS include a unique set of questions focussed around perceptions of school safety.
- **[Extended Student Demographic Survey](#)**: In the fall of 2022, the Division invited students in Grades 4 to 12 to participate in this survey to help the Division gain insights into the self-described identities of students served by the Division. Over 55,000 students (73 per cent) participated in the survey. Preliminary findings from the extended student demographic survey results were presented at the [June 6, 2023](#) Board of Trustees meeting.
 - Going forward, results from this survey will be further analysed, along with Division information related to academic outcomes, sense of belonging and safety. This information will help answer questions about how various groups of students experience school and identify where the Division can take actions that enhance student success.
- **[Inclusive Education Parent and Community Advisory Committee](#)**: Supported by Division staff and composed of 10 family and community members as well as three members from Division administration, this committee meets three times per year and provides ongoing feedback to help inform the delivery of inclusive education in the Division.
- **[First Nations, Métis and Inuit External Advisory Committee](#)**: Composed of members from the broader community and staff from the First Nations, Métis and Inuit Education Team, the committee provides feedback to inform the development of Division resources and supports an ongoing dialogue between committee members around student success and First Nations, Métis and Inuit education. The committee met formally in December 2023 and members provided feedback informally throughout the year.
- **[Equity Advisory Committee](#)**: Composed of eight parents of EPSB students, four members of the broader community, four community partners, two Trustees and supported by staff; the committee meets three times per year to help support progress towards the three priority areas of the Division's [Anti-racism, Reconciliation and Equity Action Plan](#).

- **Student Senate:** Student senators from across Division high schools represent their fellow high school students to provide student voice to the Board of Trustees and administration. The Student Senate serves as a youth engagement model to promote active student participation in youth governance within education and to provide the Board of Trustees with a meaningful way to access student voice. In 2023-2024, senators identified four projects in their annual work plan: a Club Summit one-day conference; a series of podcasts discussing mental health, media coverage, and body image issues youth face; a brochure highlighting digital learning tools that enhance and support learning; and a workshop to ignite students' passion for education. The work of Student Senate is profiled on the [Student Senate website](#).
- **Community Consultations:** The Division and Board of Trustees bring members of the school community together through online and in-person opportunities around a variety of key topics responsive to high quality teaching and learning environments and the public education system. Through these opportunities staff, students, families and members of the community have provided feedback around such topics as:
 - School space and programming: These discussions use data to support the conversation and gather feedback around such areas as school boundaries and programming changes.
 - Policy Engagement: Each year, the Board of Trustees engages with students, staff, families and community members on policies included in their annual work plan through public surveys posted on [epsb.ca](#). In 2023-24, the following policies were scheduled for public engagement:
 - Board Policy AB.BP Dispute Resolution and Appeals (An online survey was open from October 16, 2023, to November 12, 2023.)
 - Board Policy GCA.BP Approval of the School Year Calendar (An online survey was open from February 12, 2024, to March 11, 2024.)
 - Board Policy HFA.BP Sexual Orientation and Gender Identity (An online survey is scheduled from May 15, 2024, to June 12, 2024.)
 - Social Innovation Labs focused on school safety: In the fall of 2023, the Board of Trustees initiated social innovation labs on the topic of school safety. Held over several days and evenings, these labs were an opportunity for students, staff, families and community members to share their experiences and perspectives around school safety. This feedback was provided to the Board of Trustees and an overview from these conversations (attachment IV) was made public at the [April 30, 2024](#) Board of Trustees meeting.
- **Anti-racism, Reconciliation and Equity Staff Advisory Committee:** This committee, which meets three times a year and is composed of 77 staff members, met for the first time in fall 2023. Its purpose is to support progress towards the Division's [Anti-racism, Reconciliation and Equity Action Plan](#) through feedback from a wide range of staff, representing multiple staffing groups, roles, work locations, and personal identities and experiences.
- **Principal Committees:** Central leaders host committees around key areas of Division operations such as Budget, Human Resources, Instructional Supports, Infrastructure, and Anti-Racism, Reconciliation and Equity. Principals from across a diverse range of school communities sit on these committees to provide school perspective to these key areas of work. Committee work can include feedback that supports the implementation of an initiative, the development of tools or resources or to inform system efficiency and improvement. These committees meet between four and eight times a year and membership is reviewed annually through an expression of interest from school leaders.

- **Superintendent’s Community of Practice in Education:** The Superintendent annually establishes a group of leaders from schools and central decision units to come together to discuss key 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.
- **Superintendent’s Small Group Conversations:** The Superintendent invites principals and central leaders to small group discussions around educational topics of their choice and interest. The practice offers an open platform for Division leaders to connect, address shared challenges and brainstorm solutions for emergent needs.
- **School and Central Results Review:** These are yearly evidence-based discussions between Division leaders and Trustees. Schools invite students, families and community members to be part of these conversations. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to administration. These conversations help to inform future planning at the school and Division levels.
- **Catchment Conversations:** Division schools are organized in Kindergarten to Grade 12 catchment groupings that work together around common goals in support of student success. Catchment conversations provide school and central leaders with the opportunity to reflect on their results and share and learn from each other. Trustees often attend these events; the feedback from catchment conversations complements and enhances information gathered through Trustee-hosted results review conversations.
- **Teacher/Staff Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic. Feedback from these conversations help to inform next steps in support of students. Some examples of topics addressed through a collaborative conversation include: literacy learning, mental health supports for students, numeracy learning, school safety and staff experiences of belonging through an anti-racism lens.

School-Level Engagement

- **School Councils:** One way schools engage with families is through school councils, which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing conversation regarding student success and well-being. Trustees often attend school council meetings as a means of connection and engagement with families and school leadership.
- **Local school activities:** Schools engage with their communities in ways that best meet the needs of their students and families. Examples of what this engagement looks like at the school level include, but are not limited to: meet the principal drop-ins, morning coffee conversations, family nights, student focus groups and school level surveys. Feedback and voice from these various activities help support decision making and inform planning and programming.
- **Creating Schools that Listen:** Creating Schools That Listen is an inquiry-led approach to working across school communities around a systemic or social issue that brings together professional learning and student voice. Working collectively with students, staff and community, school leaders develop responsive frameworks to advance equity and inclusion in schools. This work is anchored in engagement activities such as summits and Social Innovation Labs.
 - A **summit** provides an opportunity for students to explore complex questions around topics that matter to them. Working collaboratively with community members, the summit process enables powerful conversations that strengthen the shared understanding of the topics being discussed. Students are supported in creating action projects that reflect their understanding of the complexities of the topic.

- **Social Innovation Labs** are an approach to addressing complex challenges by tapping into a group's collective strengths, wisdom, empathy and creativity. An innovation lab brings together diverse perspectives to address an issue—gaining insights from participants' lived experiences, generating ideas, building potential solutions and testing them on the ground.

Strategic Plan: Priorities and Goals

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

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

Four-Year Education Plan: Year Three Update

Results from the [2022-2023 AERR](#), the [2022-2023 Division Feedback Survey](#), the safety questions from the 2023-2024 Division Feedback Survey, the [Strategic Plan Update Report: Priority 2](#), and ongoing engagement with students, staff, families and community members, as well as a review of the [2024-2027 Alberta Education Business Plan](#) informed the review of the 2022-2026 Four-Year Education Plan in preparation for year three and served to reaffirm the direction set in 2021-2022. Overall, the Division has opportunities for celebration and for continuous improvement regarding its Education Plan goals.

Results analysis

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

The Division's intentional evidence-based practices in support of student learning and growth are evident in the improvement or maintenance of overall high school completion results, as reported in the [2022-2023 AERR](#). EPSB continues to support students on their path to school completion through the strategies outlined in Priority 1 of the Four Year Education plan.

The Division's targeted professional learning and resources to support Kindergarten to Grade 6 teachers in the implementation of the new curriculum have been well received, with DFS feedback indicating 89.0

per cent of certificated staff who accessed the supports agreeing they were helpful. The Division will continue with this intentional work supporting the implementation of new curriculum as more subjects and grades are introduced. Through this work the Division has been able to support its own educational staff, as well as supporting educational staff from across the province through the Division's collaborative endeavour in the development of science resources.

The Alberta Assurance survey signalled opportunities for supporting the provision of specialized supports; an identified need in this area is more Educational Assistants to support students. As part of a collaborative response to this need at the provincial level, the Division is leading the expansion of the Education Assistant Internship prototype pilot from three divisions to 12 school divisions across the province. This work is carried out with support from Alberta Education.

Provincial Achievement Test outcomes highlighted in the [2022-2023 AERR](#) identified ongoing opportunities for supporting student achievement and growth in literacy and numeracy, including intentional efforts focused on the Division's most socially complex schools. Local data presented in the AERR illustrated opportunities for celebration, with the fourth edition of the Canadian Achievement Tests - CAT4 (reading, mathematics, and computation and estimation) data for the most part indicating growth from the fall of 2021 to the fall of 2022; while the Highest Level of Achievement Test - HLAT (writing) data indicated opportunities for improvement. These results confirm the importance of intentional efforts in support of literacy and numeracy learning and supporting all students in their diverse learning needs.

Preparing students for life beyond Grade 12, whether that be a post-secondary experience or the world of work, is a critical aspect of Kindergarten to Grade 12 education, as students discover their strengths and interests, develop key transferable skills and explore potential career paths. Results from Alberta Education's Assurance survey indicated the following:

- parents are confident that their children are being prepared for the world of work and lifelong learning, with results improving or being maintained compared to the three-year average.
- Teachers' perception regarding lifelong learning preparation improved significantly, but their agreement regarding preparation for the world of work declined.
- Results for students' perceptions of preparation for career planning remained similar to prior years.

These results affirm the importance of the Division's continued work in this area, through such actions as the Career Pathways model and the establishment of Science Technology Engineering and Mathematics (STEM) programs at Division schools.

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

The [Strategic Plan Update: Priority 2](#) report, ongoing feedback gathered through engagement, and results from the [2022-2023 AERR](#) reinforce the importance of intentional efforts being taken by the Division in support of anti-racism, reconciliation and equity. This ongoing work is supported through the continuation of the actions outlined in year three of the 2022-2026 Four-Year Education Plan.

Select Division Feedback Survey results from students, staff and families for Priority 2.

<p>76.8 per cent of Grades 4 to 12 students who responded are in agreement with the statement:</p> <p>Many diverse cultures are represented in the books and materials at my school.</p>	<p>89.5 per cent staff who responded are in agreement with the statement:</p> <p>Many diverse cultures are represented in the books and materials at my school.</p>	<p>84.5 per cent of families who responded are in agreement with the statement:</p> <p>Many diverse cultures are represented in the events, activities and environment of my child's school</p>
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Alberta Education Assurance Measures indicate there is still work to be done in support of self-identified First Nations, Métis and Inuit student success. There is also the opportunity to build on the successes and positive momentum of First Nations, Métis and Inuit students' diploma exam results, as highlighted in the [2022-2023 AERR](#). Reconciliation is a priority area for the Division, as reflected in the 2022-2026 Strategic Plan and the continued actions committed to in year three of the Four-Year Education Plan. The Division's work in this area is grounded in the evidence-based actions outlined in the [OECD's Promising Practices in Supporting Success for Indigenous Students report](#).

Select Division Feedback Survey results from students, staff and families for Priority 2.

<p>79.6 per cent of Grade 4 to 12 students who responded are in agreement with the statement:</p> <p>My school takes actions that support truth and reconciliation.</p>	<p>93.6 per cent of staff who responded are in agreement with the statement:</p> <p>The Division is taking actions that support truth and reconciliation.</p>	<p>69.3 per cent of families who responded are in agreement with the statement:</p> <p>My child's school keeps me informed of steps they are taking to support truth and reconciliation.</p>
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Priority 3: Promote a comprehensive approach to student and staff well-being and mental health.

The results and analysis presented in the [2022-2023 AERR](#) indicate opportunities for improvement, such as increasing students' sense of belonging at school. At the same time, the results also identified opportunities to build on strengths and positive results, including an increase in student and staff self-reflection around well-being over the past three years. Through such means as Results Review and Catchment Conversations, Principals have also shared family feedback and teacher experience in classrooms that reinforces the timeliness and importance of intentional evidence-based actions that support mental health and well-being. Within this context, two unique specialized classrooms, responsive to the mental health needs of students in Grades 4 to 6, were opened in two Division schools.

- In partnership with CASA (Child and Adolescent Services Association), the CASA classroom serves up to 12 students at a time by bridging children's mental health school needs through a coordinated approach that includes a mental health team, educational assistant and a teacher.
- The Division Mental Health Classroom is a 12-week program designed as an early intervention for students who are exhibiting mental health challenges such as anxiety, depression or attention deficit hyperactivity disorder. The classroom is supported through access to a mental health team that works alongside the educational team and builds capacity within the participating students, their families and the student's home school to support the student's transition back to a regular classroom.

Results for the Alberta Education Assurance Survey's Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) assurance measure declined in 2022-2023 compared to the prior two years; this decline is consistent with provincial trends and broadly mirrors DFS results for questions that measure the same or similar concepts (e.g., safety, respect and caring). These results reinforce the importance of the work the Division and schools are undertaking in support of Priority 3 across all three tiers of the pyramid of intervention and ongoing efforts to hear directly from students around what they need in order to feel a sense of belonging in school and experience success.

Strategic actions

The Division walks alongside students on their Kindergarten to Grade 12 journey towards the goal of high school completion and a life of dignity and fulfilment through the actions listed below. These strategic actions are reviewed on an annual basis for relevance and progress. Many actions reflect long-term, multi-year work in support of the 2022-2026 Strategic Plan and, therefore, remain consistent year to year. If a new action has been introduced or an existing action has been updated as part of the annual review and update of this plan, it will be noted as *new* or *updated* in parentheses. Throughout the course of the four years, there may also be actions that are completed or evolve into new actions. When an action is removed, the completion of this work will be reflected in the Division's AERR.

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

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

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

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

- Provide targeted professional learning and resources that support the implementation of the new curriculum. *(updated)*
- Continue to refine the Individual Program Planning process as a means to monitor for student growth and enhance collaborative goal setting with families. *(updated)*
- 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 programming, interventions, professional learning and resources that have the greatest impact on student growth. *(updated)*
- Through collaboration and convergence of practice, schools and catchments implement evidence-based teaching and learning strategies that are responsive to the needs of their students. *(new)*

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

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

Measures

Alberta Education Assurance Measures

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

Local Measures

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

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

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

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

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

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

- Implement evidence-based practices, like the High School Completion Coach initiative, to support continuous improvement and enhance the achievement of First Nations, Métis and Inuit students. *(updated)*
 - 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.

Measures

Alberta Education Assurance Measures

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

Local Measures

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

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

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

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

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

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

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

Measures

Alberta Education Assurance Measures

- Student, parent, teacher Assurance Survey

Local Measures

- Division Feedback Survey
- Resilience survey

Implementation plan

The strategic actions in the 2022-2026 Four-Year Education Plan are implemented through school, catchment and central unit plans. Progress on these plans are reported to the Board of Trustees through the results review process, the [2022-2023 AERR](#), and Strategic Plan Update Reports as part of the planning and reporting cycle. Implementation of year three of the 2022-2026 Four-Year Education Plan includes resource allocations in support of key priority areas, professional learning aligned to the goals and actions, and ongoing monitoring of the work. The following section highlights key aspects of this work at a Division level; it is not an exhaustive list of the work schools undertake in support of the plan.

Resources

The Division's resource allocation model is designed to ensure adequate resources are in place to support the Division's priorities and goals. To support year three of the 2022-2026 Four-Year Education Plan, the Division has allocated financial resources in alignment with key priority areas. The Division's [2024-2025 distribution of funds](#) will support implementation of the plan by resourcing, for example, additional staffing, professional learning and operational support for key initiatives. In 2024-2025, highlights of allocations in support of key initiatives include, but are not limited to, the following:

- To support strategies under *Priority 1: Build on outstanding learning opportunities for all students*:
 - A targeted allocation in support of early learning in literacy and numeracy in Division One (Kindergarten - Grade 3).
 - A high social vulnerability allocation that provides assistance to 60 schools deemed to serve populations with a high degree of social complexity.
 - An allocation for Year 4 of the Equity Achievement Project.
 - An allocation to Campus EPSB and Dual Credit to support unique learning opportunities that help high school students explore various career pathways and post secondary learning experiences.
 - An allocation for a tenth Specialized Learning Supports school-linked team that is dedicated to supporting students with autism. This team will provide a range of supports and services such as specialized assessments, consultations, as well as teacher coaching/mentoring and professional learning.
 - An allocation to support two cohorts of educational assistants through the Educational Assistant (EA) Internship program.
 - Curriculum Learning Supports continue to support new curriculum implementation:
 - Continued support for new Kindergarten-6 English Language Arts and Literature, Mathematics, Science, Physical Education and Wellness and French Immersion Language Arts and Literature curriculum implementation
 - Year two of the Science Resource Development project for Grades 4 - 6. This project is led by Edmonton Public Schools and is a collaborative resource development project with Edmonton Catholic, Calgary Board of Education and Calgary Catholic school divisions.
- To support strategies under *Priority 2: Advance action toward anti-racism and reconciliation*:
 - An allocation to support the continuation of the Anti-Racism and Equity Action Plan.
 - Allocations to support First Nations, Métis and Inuit students, including a per-student allocation for self-identified students and a targeted allocation for the High School Completion Coach initiative.

- To support strategies under *Priority 3: Promote a comprehensive approach to student and staff well-being and mental health*:
 - A targeted allocation supporting mental health through the following:
 - Mental health classrooms in four Division schools (two CASA classrooms and two Division mental health classrooms)
 - A coordinated mental health approach between Hospital School Campuses and Specialized Learning Supports to provide supports and services across the Division.
 - Targeted funds toward the continued development of staff capacity in support of student well-being, with a focus on resilience and tier one strategies.

Professional learning

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

Monitoring of progress

Monitoring of the Four-Year Education Plan’s strategic actions occurs through a variety of tools and across multiple levels within the Division. Schools identify and share goals through their school plans and report through results review and catchment conversations; while at a system level Strategic Plan Update reports, presented to the Board of Trustees, extend from the Annual Education Results Report and provide a more in-depth analysis of specific activities undertaken in support of the actions outlined in the Four-Year Education Plan. In the 2023-2024 school year, a report on [Priority Two](#) has come to the Board of Trustees, and a report on Priority One is scheduled for May 28, 2024. A report on Priority Three is expected to come to the Board of Trustees in the fall of 2024.

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

Finally, in order to assist with and improve school and central leaders’ ability to monitor for progress, the interactive dashboard continues to be developed and refined for Division use. The dashboard provides access for school and central leaders to information relevant to key priority areas. This enables timely and nimble adjustments at the school level responsive to the needs of students and ultimately supports progress towards actions set out in the Division’s Four-Year Education Plan.

As the Division enters into the third year of this four year Education Plan, schools', catchments' and central decision units' annual plans will continue to be both strategic and flexible, as the Division evolves and shifts in response to what we learn from data and ongoing engagement. The intentional, collective efforts outlined through these plans reflect our ongoing commitment to enhancing pathways for student success.

Budget and facilities

Edmonton Public School Board's 2024-2025 recommended [Distribution of Funds](#), [2024-2025 Budget](#), and [Three-Year Capital Plan](#) can be accessed from [epsb.ca](https://www.edmonton.ca/epsb). Also available is the [Ten-Year Facilities Plan](#).



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