



Three-Year Education Plan

2021–2024

3020 The Edmonton School Division
Submitted to Alberta Education
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INTRODUCTION

Edmonton Public Schools' 2021-2024 Three-Year Education Plan (3YEP) presents the Division's plan to advance its strategic priorities and those of the Alberta Education 2021-2024 Business Plan in support of success for every student. Foundational to the planning and reporting cycle are the Division's Vision, Mission, Values, Strategic Plan and the Alberta Education 2021-2024 Business Plan, which are brought to life through the shared leadership and responsibility of the Board of Trustees and central and school leadership.

The 2021-2022 school year will likely see a return to normalcy as COVID-19 vaccination becomes more widespread. Edmonton Public Schools' is planning for a return to pre-pandemic activity, while acknowledging that this return will be gradual. Within this context, the Division continues to work to advance its priorities in support of high quality teaching and learning. This document provides an overview of the Division's targeted strategies developed in response to the Annual Education Results Review (AERR) and stakeholder engagement. These strategies build upon the work of past years and are intended to support improvement in student achievement and progress towards the goals of the Division's Strategic Plan.

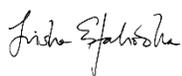
Evidence-based decision-making is central to the Division's assurance model, where data is used to reflect on what has been accomplished and to help inform actions and the use of resources going forward. While COVID-19 continues to impact some data gathering used to support and inform our work, including the planning and reporting cycle, the Division continues to explore alternative data sources, where needed, to continue to inform evidence-based decision-making and monitor for evidence of growth.

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

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

ACCOUNTABILITY STATEMENT

The Education Plan for the Edmonton School Division commencing September 2021 was prepared under the direction of the Board of Trustees in accordance with their responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2021-2024 on June 8, 2021.



Trisha Estabrooks

ENGAGEMENT

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

Engagement at the Division occurs through multiple avenues and informs a variety of priorities. Stakeholders are able to provide feedback on a range of issues, concerns and topics; this work includes:

- **School Councils:** Schools engage with families through school councils which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing dialogue regarding student growth and achievement.
- **Local school activities:** Activities such as meet the principal drop-ins, morning coffees and family nights allow families to share feedback informally.
- **Teacher Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic. Feedback from the conversation helps to inform next steps in support of students. Examples of recent topics include: literacy, numeracy and seclusion rooms.
- **Division Feedback Survey (DFS):** Run every year for staff, students, family and community, this survey provides perspectives on how the Division is doing regarding the Strategic Plan. The DFS provides both system-wide and school-level results that are used to inform planning on both levels. In March 2021, a COVID-19 version of the DFS was launched. The Division reached out to stakeholders and invited their feedback on how the year was progressing in the context of the pandemic and the COVID-19 Re-Entry Strategy.
- **Inclusive Education Parent and Community Advisory Committee:** Comprised of family, staff and community members, this committee provides ongoing feedback to help inform the delivery of inclusive education in the Division.
- **First Nations, Métis and Inuit External Advisory Council:** Comprised of members from the broader community and staff from the First Nations, Métis and Inuit Education Team, the council provides feedback to inform the development of Division resources and policies and supports ongoing dialogue between council members.
- **Multicultural Education Policy Review Advisory Committee:** This committee, comprised of parents, students, staff and community members, is helping to inform the ongoing review of Board Policy GGAB.BP Multicultural Education.
- **Anti-Racism and Equity Advisory Committee:** This committee, which is composed of educational stakeholders, provides feedback on anti-racism and equity work within EPSB.
- **Student Senate:** Student senators represent their fellow high school students to provide student voice to the Board of Trustees and administration.
- **Results Review and Catchment Conversations:** These conversations provide school and central leaders with the opportunity to reflect on their results and share and learn with each other. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to administration. These conversations inform future planning at the school and Division level.
- **Community Consultations:** The Division brings members of the community together around key topics and programming areas. These discussions use data to support the conversation and gather

stakeholder feedback around such areas as school boundaries, mature community enrolment challenges and enrolment challenges.

- **Listening Circles:** The Division invites individuals to participate in conversations and leadership staff have the role of active listening. Understanding of the lived experience of students, staff and families will help the Division’s work in support of anti-racism and equity.
- **SCOPE:** The Superintendent annually establishes a group of leaders from schools and central to come together and discuss key topic areas in support of the Division’s strategic direction. These discussions provide feedback around emerging opportunities, Division processes and targeted initiatives in support of student achievement.

STRATEGIES

The key initiatives in the 2021-2024 Three-Year Education Plan reflect the strategies developed by schools, catchments and central units in support of student success. These are informed by the Division’s Strategic Plan, the 2019-2020 AERR and Alberta Education’s 2021-2024 Business Plan along with ongoing engagement with students, families, staff and other stakeholders.

Resource allocation for key initiatives

The Division strategically allocates human and financial resources to support key initiatives. Resources can include additional staffing time, funding and training opportunities. In 2021-2022, allocations in support of key initiatives include:

- Additional resources for literacy and numeracy from Kindergarten to Grade 3.
- An increase in the annual allocation for high socially vulnerable schools and the identification of surplus funding for the High Social Vulnerability Achievement project.
- A targeted allocation of resources for anti-racism and equity initiatives.
- An increase in the allocation to allow for a continued emphasis on student mental health and resiliency.

Goal 1: EPSB’S students are successful

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

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

Early Learning

- Explore the opportunity for additional screening tools in Kindergarten that support programming and indications of readiness for Grade 1.
- Strengthen partnerships with external Early Childhood Service providers and community childcare.

Measures

Alberta Education
Accountability Pillar

- Provincial Achievement Tests
- Diploma exams
- Graduation rates
- Student, parent, teacher survey

Local Measures

- Division Feedback Survey

Literacy and Numeracy

- In response to the disruption of learning due to the pandemic, ensure focused and intentional efforts are in place to assess student learning in the areas of literacy and numeracy to inform programming and interventions across all three tiers of the pyramid of intervention.
- Introduce a standardized test (i.e., the Canadian Achievement Test, Fourth Edition (CAT-4)) to track and monitor reading and mathematics growth at both the school and Division levels for Grades 2-9 students.
- Introduce an evidence-based initiative focused on literacy and numeracy learning for schools serving students impacted by high social vulnerability.

High School Completion

- Implement a plan to support all students in Grades 10-12 to monitor or track their progress towards high school completion.
- Through Career Pathways, explore paths of high school completion that prepare students for the 2030 work environment.

Safe and Caring Learning Environments

- Prioritize the safety and well-being of staff and students throughout the school year, with an intentional focus on the area of mental health.
 - Expand the Dr. Michael Ungar pilot to include all schools in the Division.
 - Introduce the role of a School Safety Coach as an option for junior high and high schools to support a safe school community.
- Support student and family transitions back to in-person learning.

Specialized Supports

- Prioritize mental health and family supports across the Division, including universal, targeted and specialized supports.

Community Partnerships (Supports/Connections)

- Strategically seek additional support for Division initiatives through such efforts as partnerships or seeking grant funding.

- Highest Level of Achievement-Writing
- Division-wide Focus on Reading
- Early Years Evaluation-Teacher Assessment
- Enrolment Patterns
- Stakeholder Voice: Families, Students, Staff
- CAT-4
- Resiliency Survey

Goal 2: EPSB'S First Nations, Métis and Inuit students are successful

Outcome: The achievement gap between results of self-identified First Nations, Métis and Inuit and Division-wide results is closed.

The Division is committed to closing the achievement gap and is taking focused, strategic steps towards this end through the following actions informed by key areas of the OECD's Promising Practices in Supporting Success for Indigenous Students:

Measures

- Alberta Education Accountability Pillar
- Provincial Achievement Tests

High Quality Teaching and Learning (OECD priority area)

- Continue to evaluate and review the High School Completion Coach model through the lens of student growth and progress towards high school completion.
 - Expand the work to one additional high school for September 2021.

Engaging Families and Members of the Community (OECD priority area)

- Work with community members and agencies to explore how best to engage and support students and families.

Regular Monitoring (OECD priority area)

- Continue to examine variables within student achievement data to better understand which students are experiencing success and those students who require additional supports.
- Work with students and families to support regular school attendance after the disruptions caused by the pandemic.

- Diploma exams
 - Graduation Rates
- #### Local Measures
- Division Feedback Survey
 - Highest Level of Achievement-Writing
 - Division-wide Focus on Reading
 - Early Years Evaluation-Teacher Assessment
 - Enrolment Patterns
 - Stakeholder Voice: Families, Students, Staff
 - CAT-4
 - Resiliency Survey
 - Student Attendance, Course Completion

Goal 3: EPSB has excellent teachers and school leaders

Outcome: EPSB provides welcoming, high quality learning and working environments.

By preparing staff with quality professional learning opportunities, leadership development, opportunities for collaboration and effective supports and services, the Division strives to provide high quality teaching and learning environments foundational to student success through the following actions:

High Quality Teaching and Learning

- Continue to ensure that quality professional learning is available to staff in multiple ways and times to promote participation and support accessibility.
- Continue to build the capacity of educational staff through professional learning opportunities specifically focused on the online learning environment.

Measures

- Alberta Education Accountability Pillar
- Division Feedback Survey
- Professional learning surveys

Goal 4: EPSB is well governed and managed

Outcome: EPSB provides enhanced public education through communication, engagement and partnerships.

Edmonton School Division believes in public accountability and transparency, equitable practices, continuous improvement and striving for efficiencies.

Anti-Racism, Equity and Transparency

- Implement the Division's Anti-racism and Equity Action Plan to support anti-racism within the Division.
 - Establish an Anti-racism and Equity Steering Committee to provide oversight and monitoring of the action plan.
 - Establish a working group to advance the development of a model to collect race-based data.
 - Establish a working group to advance the development of anti-racism and equity support for schools.
 - Establish a working group to support the review of Division Human Resource practices and processes.

Ongoing Engagement and Communication with Educational Stakeholders

- Continue to intentionally engage with stakeholders to inform the work of the Division, including advisory committees, listening circles, school councils, focus groups and surveys.

Ongoing Engaged and Effective Governance

- Support and onboard the new elected Board of Trustees relevant to their role and responsibilities.
- Engage the incoming Board around the cycle of assurance, including the development of a new Strategic Plan.

Measures

- Alberta Education Accountability Pillar
- Division Feedback Survey
- Stakeholder Voice: Families, Students, Staff

IMPLEMENTATION PLAN

The key strategies in the 2021-2024 Three Year Education Plan are informed by the Division's Strategic Direction, the 2019-2020 AERR, Alberta Education's 2021-2024 Business Plan and ongoing feedback from engagement with educational stakeholders. The strategies in the 3YEP are implemented through school, catchment and central unit plans, which are reported on at results review as part of the planning and reporting cycle.

In 2021-2022, key areas of work at the Division will include:

- Addressing anti-racism and equity within the Division informed by feedback from community listening circles and the Anti-racism and Equity Advisory Committee.
- A focus on student and staff well-being and resiliency in response to the disruptions caused by COVID-19, including intentional reconnecting with students and families at the start of the 2021-2022 school year. Work will be informed by the COVID-19 pandemic Division Feedback Survey and through the expansion of the resiliency survey pilot to all schools in the Division.

- Supporting student growth and achievement in the areas of literacy and numeracy. This work will be informed by student achievement data, such as the CAT-4 and teacher professional judgement.
- Continuing to be intentional in our responsibility to close the achievement gap for First Nations, Métis and Inuit students. This work will continue to reflect evidence-based practices, such as the OECD Promising Practices in Supporting Success for Indigenous Students and intentionally working with families.

In support of this work, the Board of Trustees has allocated resources to assist in addressing these key areas.

While there is the expectation of a return to normal in the 2021-2022 school year, COVID-19 will continue to have an impact related to disruptions in 2020-2021. Some data gathering used to support and inform our work and the planning and reporting cycle continues to be affected. In response, the Division continues to explore alternative data sources where needed to inform evidence-based decision-making.

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

BUDGET AND FACILITIES

Edmonton Public School Board's 2021-2022 recommended [Distribution of Funds](#) and [2021-2022 Budget](#) can be accessed from epsb.ca. The Three-Year Capital Plan and Ten-Year Facilities Plan can be found [at this link](#) on epsb.ca.