

EDMONTON PUBLIC SCHOOLS

June 14, 2005

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

ORIGINATOR: B. Holt, Executive Director, Instructional and Curricular Support Services

SUBJECT: Edmonton Public Schools' *Three Year Education Plan 2005-2008*

RESOURCE

STAFF: Karen Bardy, Rick Bell, Ron Bradley, Deborah Brandell, Diane Brunton, Gloria Chalmers, Vicki Cooke, Mike Falk, Brian Fedor, Sandy Forster, Colin Inglis, Dennis Huculak, Shirley Keith, Randy Leal, Donna Leask, Anne Mulgrew, Peter Onyschuk, Jamie Pallett, Dean Power, Larry Schweneker, Carol Suddards, Betty Tams, Janet Thomas, Stuart Wachowicz, Stephen Wright, Helen Yee, Corrie Ziegler

RECOMMENDATION

That the district's *Three-Year Education Plan 2005-2008* be approved for forwarding to Alberta Education.

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In response to the provincial requirement for an annual three-year education plan, the *Three-Year Education Plan 2005-2008* for the district (Appendix I) has been developed based on the district's budget planning process and within the context of the Trustees' Legacy and Goal Statement, the district mission, school and central office expectations and district priorities. It represents the first year of the three-year planning cycle.

As required, the plan reflects a Grades 1 to 12 perspective. It highlights a range of strategies proposed by schools and central services decision units through the plans already reviewed by trustee subcommittees. It balances the required provincial performance expectations with some local satisfaction measures.

Copies of the Edmonton Public Schools' *Three-Year Education Plan 2005-2008* will be made available to schools, school councils, and central services departments. It will be sent to all Capital Region school jurisdictions and the public library. When approved, it will be made available to Alberta Education and the community through the district's Internet web site: <http://www.epsb.ca> by June 24, 2005.

GC/ee

Appendix I: Edmonton Public Schools' *Three-Year Education Plan 2005-2008*

Message from the board of trustees

The Edmonton Public Schools' Three-Year Education Plan for 2005-2008 was developed in the context of the district's commitment to "superb results from all students." The information reflects input of staff, parents, school council partners, community members, students and trustees through the district's budget planning process.

The information in this report highlights new and ongoing initiatives for the first year of the three-year planning cycle. It reflects the provincial requirements, including accountability pillar measures. The plan demonstrates that the district has a clear sense of direction, utilizes a broad range of strategies and performance measures and involves other stakeholders.

The plan will be posted on the jurisdiction's website. It will be sent to school council chairs for sharing with parents and to principals for sharing with staff. As well, it will be sent to all Capital Region school jurisdictions and the public library.

Svend Hansen
Board Chairman

Accountability statement:

The Education Plan for Edmonton Public Schools for the three years commencing September 1, 2005, was prepared under the direction of the Board in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, Alberta Education Policy 2.1.1 (“Accountability in Education: School Authority Accountability”) and the provincial government’s accounting policies. This Education Plan was developed in the context of the provincial government’s business and fiscal plans. The Board is committed to achieving the results laid out in this plan.

Angus McBeath
Superintendent of Schools

Svend Hansen
Board Chairman

Board of trustees legacy and goal statement

Legacy statement

As leaders and advocates for public education, we have:

- Raised academic achievement levels and high school completion rates, and promoted the physical and mental well-being of every student.
- Actively engaged community partners in support of defining and obtaining superb results from every student.
- Secured broad community support for sustained investment in public education and provided sound stewardship of district resources.
- Instilled in every student a strong belief in societal involvement, values and responsibilities.
- Celebrated excellence in teaching and the work of all district staff.

Goal Statement

The Board endeavors:

- To achieve at least a high school completion rate of 70% (for students completing in three years) and 80% (for students completing in five years) within the board's term.
- To ensure the entire district and community understands the board's expectation for improvement.
- To significantly improve understanding of why students drop out.
- To achieve the goals:
 - That every grade three student will read and do mathematics at grade level;
 - That every grade ten student will complete his or her courses; and
 - That every student completes high school.
- To promote creation of a classroom climate at every grade level in which students want to complete their courses and their schooling.
- To ensure that results are publicized.
- To ensure that a climate of urgency in support of teaching and learning is created.

Mission:

The mission of Edmonton Public Schools, as an advocate of choice, is to ensure that all students achieve success in their individual programs of study.

It is the belief of Edmonton Public Schools that parents, students and community members are committed as partners and accept their respective responsibilities in education.

The mission is being accomplished through exemplary staff performance, program diversity, measured student achievement of outcomes and decentralized decision making.

Supporting teaching and learning: school expectations

1. Implement a School-wide Instructional Focus

There is obvious evidence that the school is “living” a solid school-wide focus through its words, actions and deeds. There is also evidence of how central services is supporting the instructional focus at the school sites.

2. Develop Professional Collaboration Teams to Improve Teaching and Learning

Using protocols and strategies, teacher teams meet regularly to talk about student work, teacher assignments and effective instructional practices within the instructional focus. The principal participates in these meetings. These meetings drive improvements in teaching and learning. The Instructional Leadership Team meets regularly and is providing strong leadership around the instructional focus.

3. Identify, Learn and Use Effective Research-Based Teaching Practices

A narrow list of (3-5) best practices has been identified. Progress is being made at school-wide implementation of the best practices in each and every classroom for each and every student.

4. Implement a Targeted Professional Development Plan That Builds Expertise in Selected Best Practices

The School’s Professional Development Plan supports the instructional focus by building teacher expertise and promoting high expectations for all students. As expertise is developed, teachers are held increasingly accountable for implementation of strategies.

5. Realign Resources (People, Time, Talent, Energy and Money) to Support the Instructional Focus

The school can demonstrate clear evidence that it is making decisions that its resources are aligned with the school-wide instructional focus.

6. Engage Families and the Community in Supporting the Instructional Focus

The school can demonstrate clear evidence that it is involving families and the community with the school-wide instructional focus and with district and school-wide expectations.

7. SMARTe Targets

The school has set at least two school-wide SMARTe targets. One is around an external measure, such as the Provincial Achievement Tests or the HLATs and one is around a local measure of student achievement. Results are easily available and publicly posted. The data is part of an internal accountability system that is used as a lens for decision-making.

8. Principal as Instructional Leader for the Classroom

The principal is working towards meeting the expectation of spending 50% of the instructional day involved in instructional leadership that is directly related to the classroom.

Supporting Teaching and Learning: Central Services Expectations

- 1. Words, actions, deeds support teaching and learning**
There is evidence that the environment and culture of each Central Services Decision Unit demonstrates, through its words, deeds, and actions, that it supports teaching and learning.
- 2. Collaboration with schools and other Decision Units to support teaching and learning**
There is evidence of collaboration within each Decision Unit, and between each Decision Unit and schools, trustees, departments and other Decision Units to support teaching and learning.
- 3. Align resources to support teaching and learning**
There is evidence that each Decision Unit has aligned its resources – time, people, and dollars - to support teaching and learning.
- 4. There is an internal accountability system that supports teaching and learning**
The Decision Unit is engaged in a process of gathering information, using that information to inform changes in practice, and monitoring the effectiveness of the changes on supporting teaching and learning.
- 5. Central services leaders support teaching and learning**
Central services create professional service communities and provide direction and support in meeting the goals and requirements of the schools and district in support of teaching and learning.

District Priorities 2005-2008

The board of trustees is accountable to the public, responsible for determining direction, providing resources, monitoring, evaluating and reporting the results achieved in Edmonton Public Schools. In fulfilling that responsibility, the board is guided by Alberta Education's *Goals for Alberta's Learning System*, Edmonton Public Schools' *District Standards, Indicators and Measures*, and the *District Mission*.

The success of schooling is dependent on public support, funding to ensure adequate sustainable investment in public education, co-ordinated service delivery for children, and the co-operative efforts of staff, students, parents and the community in providing an appropriate learning experience for each student in an environment that:

- is safe and caring;
- promotes a broad view of student success;
- develops the potential of each student;
- promotes a well-rounded learning experience including the arts, physical education and technology;
- respects individual differences and cultural diversity;
- strengthens program delivery for Aboriginal students;
- responds to the linguistic and cultural needs of English language learners;
- nurtures physical well-being, self-worth and dignity;
- ensures early literacy cultivates life-long learning;
- promotes development of productive global citizens;
- promotes collaboration and supports professional development for all staff; and
- values the contributions of all staff.

As recognized leaders in public education and in our continuing commitment to excellence, the board has adopted the following priorities:

- **To improve achievement of all students in core subjects with an emphasis on literacy and numeracy.**
- **To ensure high quality teaching and learning.**
- **To achieve high standards of citizenship, conduct, safety and well-being of students and staff.**

Our success is measured in many ways:

- student achievement, personal growth, responsibility and satisfaction;
- staff effectiveness and satisfaction;
- exemplary leadership and service of all staff;
- provision and maintenance of functional, safe and well-kept facilities;
- effective expenditure of resources;
- parent satisfaction, involvement and support; and
- community support, involvement and partnership.

Profile

Edmonton Public Schools serves over 80,000 students and their families in 203 schools within a site-based decision-making and open boundary framework. District schools typically are organized as kindergarten to grade 6, grades 7 to 9 and 10 to 12 but there are kindergarten to grade 9 sites, kindergarten to grade 12 sites, as well as grades 7 to 12 sites. The district employs over 6,900 staff members, including teachers, support staff, custodians, maintenance staff and exempt staff.

The school district is committed to achieving **superb results from all students** through the *Supporting Teaching and Learning Framework*. The framework includes the eight areas of expectation for schools and the five areas for central services described in the introduction to this document. These expectations ensure all staff understand that all efforts must be directed toward supporting schools and student achievement and form the basis for district-wide professional development. The expectations are monitored through the use of interim measures and visits with staff from the student achievement team.

The district continues to support **choice** through the provision of a broad range of alternative programs and a variety of settings for students with special needs ranging from full inclusion in regular classrooms in the neighbourhood school to schools that serve only students with special needs. The district offers bilingual and immersion language programs; arts core and fine and performing arts; academic programming, an all-girls program, a sports alternative, Aboriginal programming; pedagogical alternatives and Christian programs. Many of these programs are offered in multiple locations to improve accessibility for students. In addition, the district offers modified school calendars at several locations, as well as transition programs for junior high students and outreach programs for senior high students in non-traditional school settings.

The district values **parent and community** involvement. It recognizes the importance of collaborating with others to improve student achievement and to assist students to transition to the workplace or post-secondary. The district has an extensive array of mechanisms for obtaining input from students, parents, staff and the broader community and continues to modify and expand them. It is represented on all major interagency organizations in the Capital Region, maintains close links with all area post-secondary institutions and has formalized relationships with a number of organizations to enhance the learning environment for students.

Through these community relationships and the work of the planning department, the district stays apprized of emerging **trends and issues** and plans accordingly. The city of Edmonton has the second largest urban **Aboriginal population** in the country and continued growth of the Aboriginal population is expected. Consequently, the district is placing greater emphasis on providing educational programming that is responsive to the learning and cultural needs of Aboriginal children and their families. Across Canada, increased attention is being placed on the **early years**, as there is more and more research evidence indicating the importance of these years in enabling children to have success in school and in life. With this in mind, the district provides full-day kindergarten in many of the district's high needs schools, provides space for daycares, before and after school care and for pre-schools and is actively involved in community organizations and projects that support children and family programming, particularly for families at risk due to poverty. The city is becoming home to increasing numbers of immigrant and refugee families who require **English as a second language** and other supports to enable

them to settle productively in our community. In recognition of this, the district has established an English as a second language reception centre to serve these families and our schools. Furthermore, to enhance all our students' ability to compete in an ever-increasing global economy, the district is committed to providing high quality **second language programming**. In addition to continuing to implement the French Language Renewal Project and providing support to teachers in seven bilingual and nine international language programs, the district has developed and begun to provide supports to facilitate the implementation of Alberta Education's coming language requirement for students in grades four through nine. A global economy and a knowledge-based economy, minimally requires that students **complete high school** and be prepared for successful transition to the world of work. The district is implementing various strategies such as monitoring course completion in grade 10, implementing a career-focused education framework to improve transitions to work and post-secondary and sharing successful approaches across all high schools to improve the completion rate. As a foundation for addressing all these trends and issues, the district continues to promote high levels of **literacy and numeracy** through extensive targeted staff development and provision of resources. It is also committed to strengthening teacher practice and nurturing **professional learning communities**. Principals, teachers, consultants and other school and district staff work on an ongoing basis to refine practice for the improvement of student achievement.

Provincial goals, related outcomes, performance measures and targets

- **GOAL 1: High quality learning opportunities for all**
 - 1.1 The education system meets the needs of all learners, society and the economy.
 - 1.2 Schools are safe and caring.
 - 1.3 Children at risk have their needs addressed through effective programs and support.

- **GOAL 2: Excellence in learner outcomes**
 - 2.1 Learners demonstrate high standards.
 - 2.2 Learners complete programs.
 - 2.3 Learners are well prepared for lifelong learning.
 - 2.4 Learners are well prepared for employment.
 - 2.5 Learners are well prepared for citizenship.

- **GOAL 3: Highly responsive and responsible jurisdiction**
 - 3.1 Improved results through effective working relationships with partners and stakeholders.
 - 3.2 The jurisdiction demonstrates leadership and continuous improvement.

GOAL 1 HIGH QUALITY LEARNING OPPORTUNITIES FOR ALL

What this goal means for our jurisdiction:

This goal aligns with our emphasis on “superb results from all students” and with these district priorities:

- To improve achievement of all students in core subjects with an emphasis on literacy and numeracy.
 - To ensure high-quality teaching and learning.
 - To achieve high standards of citizenship, conduct, safety and well-being of students and staff.
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OUTCOME 1.1: The education system meets the needs of all learners, society and the economy.

Strategies for Outcome 1.1

General:

- The district supports superb results from all students and underscores with all staff that the most critical work in the district is what goes on in the classroom.
- Based on research that indicates that professional development and continuous improvement are key to student success, the district through the use of the Alberta Initiative for School Improvement (AISI) has a co-ordinated and systemic professional development approach.
- Strategies identified throughout the plan, especially those related to literacy, numeracy and high school completion, are all directed at enhancing the success of each student.
- Programs, both occurring and under development, in collaboration with post-secondary institutions and industry provide alternate learning experiences for students who are motivated by applying their learning (e.g., Plumbers and Pipefitters Local 488 and CTS, Norquest College Print Technology and Integrated Occupational Program).

Alternative programs:

- The district provides and supports a broad range of alternative programs developed in response to student, parent and staff demand and interest.
- It monitors alternative programs to maintain program integrity and improve student achievement.
- It establishes additional sites for approved alternative programs based on demand, space availability and impact on other programs in order to maximize accessibility throughout the district.
- It updates the Alternative Program Handbook for Administrators as required and makes it available to all schools and parent/community support groups.
- It involves district staff and works with community in developing new alternatives. For instance, pre-Advanced Placement is approved for offering in September 2005 and extensive work has been completed on two other alternatives - elementary science and elementary project-based learning.

International Baccalaureate (Primary, Middle Years and Diploma/Certificate) and Advanced Placement and Pre-Advanced Placement programs:

- The district offers the International Baccalaureate Placement Program in seven high schools and the Advanced Placement Program in six high schools for all students who desire a challenging curriculum, rigorous assignments and internationally recognized assessments.
- It offers the International Baccalaureate Primary Years Program and the Middle Years Program and will introduce Pre-Advanced Placement in September 2005.

Programming for students with special needs

- The district provides and continually enhances a wide range of special needs programming and services together with corresponding supports for staff.
- It provides education programming in regular classrooms in the student's community school, in specialized district centre classes, in schools solely dedicated to serving students with special needs (e.g., Alberta School for the Deaf) and in institutional settings (e.g., Young Offenders Centre).
- It provides targeted professional development and consultation to staff outlining supports and best practices for students with special needs who attend inclusive classrooms, community schools or specialized district centre programs.
- Coordinated efforts of central and school staff are targeted to create quality Individualized Program Plan (IPPs) aligned with Alberta Education *Standards for Special Education*. Activities promoting consistent district-wide implementation include a common district information template, an Individual Program Plan Guidebook, inservice training, ongoing supports for teachers and an internal review of IPPs.
- The district is implementing several initiatives that enhance identification and programming for intellectually and academically gifted students.
- Collaboration is ongoing to advance district work in the area of inclusion.
- The district continues to implement Critical Learning documents that outline curriculum-based programming for students with moderate and severe special needs.

First Nations, Metis and Inuit (FNMI) learners:

- The district supports the further development of a Northern Alberta Aboriginal Education Consortium to collaboratively focus on Aboriginal student success.
- Aboriginal Education Consultants provide supports and services in a variety of ways, including professional development, in-services, consultations, school visits, and collaborative school-based professional development.
- The district also provides Aboriginal Liaison support at selected sites.
- The district will expand and enhance the pilot of the Aboriginal Infusion document in a number of schools as well as provide an analysis of and feedback on the pilot.
- It will continue to align the Aboriginal Achievement Framework to complement Supporting Teaching and Learning.
- It will continue to expand, enhance and market the Aboriginal Resource Collection Online as well as align it to the Aboriginal Infusion Project.
- It will continue to enhance, customize and market the provision of Aboriginal Awareness Training for school and district staff to support them in their work with Aboriginal students and families.
- It will track and monitor literacy initiatives at selected schools as they pertain to Aboriginal student achievement.

- It will continue to provide financial support for an Aboriginal Liaison Worker at the Alberta School for the Deaf as well as partially offset the costs of providing culturally appropriate programming for special supports in schools with a significant Aboriginal population and to offset the transportation costs at Prince Charles' Awasis alternative program.
- The district supports continued exploration and piloting of literacy approaches which are most suitable for Aboriginal learners.
- The district works with Aboriginal students and schools to support awareness of careers and to enhance successful career planning and transitions to post secondary education and the work force.
- The district is a member of Edmonton Economic Development Corporation (EEDC) working group, and Edmonton Aboriginal agency/industry consortium.

English as a second language learners (ESL):

- The district is establishing a centre and new protocol for the reception, initial assessment and identification, and orientation of new to the district English as a second language students and their parents.
- Centralized consulting services in the area of English as a second language are provided to all schools to help build district-wide capacity in best practices in assessment and instruction that enhance ESL student achievement.
- Enhanced AISI modules and district inservices will be made available to schools to support ESL teaching and learning and the district's focus on student achievement in literacy and numeracy.
- Targetted classes are available through Metro continuing education during the school year and in the summer.

Strategies for home schooling:

- The district supports the provision of a friendly and supportive environment for home schooling families. Within this context, the following supports will be made available to families:
 - A series of in-services on teaching/learning strategies that can be used in the home;
 - An online resource and meeting centre for home schooling parents; and
 - On-site workshops for students in areas of curriculum parents have identified as difficult to address at home.
- Face-to-face individual and group tutoring sessions will be developed to assist learners experiencing difficulties.

Strategies for online:

- The district supports online instruction in a variety of ways.
 - The learning support materials continue to be reviewed to ensure that they are well suited to the students served and support their learning.
 - An assessment and evaluation cycle that involves both an assessment of learning and of the supports for learning will be implemented.
 - The intended goals/outcomes of the program continue to be reviewed, revised if required, and to be used by staff in implementing programming.
- Face-to-face individual and group tutoring sessions will be developed to assist learners experiencing difficulties.

Strategies for outreach:

- Outreach programs have consolidated under a single administration to provide co-ordination and consistency among the programs and provide easier mobility for students between programs.
- The staff work with students on goal setting and assist students in developing strategies for achieving their goals.
- The staff provide totally individualized programs designed to meet the unique needs of their students.
- All high school outreach students are required to take a career directions course to assist them in understanding high school graduation requirements and begin planning for a career path.
- Summer school programming will be made available in an outreach delivery model for students in 10-month outreach programs.

OUTCOME 1.2: SCHOOLS ARE SAFE AND CARING.

Strategies for Outcome 1.2

- The board is committed to providing a learning and working environment that is free from discrimination and harassment. Staff or students who subject any other person to discrimination or harassment are subject to disciplinary action.
- The district promotes individual and group relations in which ethnic, racial, religious and linguistic similarities and differences are valued, respected and exchanged.
- The district expects students to be treated with dignity, respect and fairness by other students and staff.
- The district supports suspension and expulsion of students as required to maintain a positive learning environment and dissuade inappropriate and unacceptable student behaviour.
- The district expects principals to ensure adequate supervision for the duration of the operational day, during school-authorized activities, and when utilizing transportation provided by the board. As well, the principal cooperates with parents and the community in ensuring the safe conduct of all students on the way to and from school.
- The district requires that all activities of a school organization, team or club be conducted in a manner that the dignity and self-esteem of the individual student are maintained or enhanced and that sports activities be characterized by good sportsmanship.
- The district requires schools to develop student behaviour and conduct expectations in collaboration with staff, students, parents and the community.
- The district has a citizenship and character education framework that establishes district expectations related to behaviour in the school context.
- The citizenship and character education framework is supported through professional development services such as the Peaceable Schools program, and behaviour support networks.
- The district collaborates with external groups in providing information to schools and the district on best practices that promote cross-cultural understanding and respect.
- The district continues to be represented in the provincial *Safe and Caring Schools Initiative* in order to explore opportunities for collaboration and to make resources available to staff.
- Supports are provided to schools to ensure safe off-campus learning experiences and field trips.

Outcome 1.3: Children at risk have their needs addressed through effective programs and supports.

Strategies for Outcome 1.3

- The district provides schools with research-based strategies that have promise for students whose first language is not English, for Aboriginal students and for students living in poverty. It also provides information about the impact of gender on achievement.
- It requires schools to submit intervention plans for students who are not coded special needs but who are currently working below grade level as determined by the highest level of achievement tests.
- It provides follow-up support and reviews progress of students who are at risk.
- It has developed and maintains a broad range of partnerships with community groups and individuals to enhance enrichment opportunities for students in a group of high-needs schools in the city centre (City Centre Education Project), for example, Cool School, Boys and Girls Club, Girl Guides and Scouts, and Strings Program. It also provides direct access to services such as family therapists and a children's services team housed in one of the schools but dedicated to all the school communities in the project. These and other partnerships improve access to health and social services for the children, youth and families in the City Centre Education Project. The partnerships provide children and parent support group sessions on topics such as Encouraging Each Other, Self-Esteem, Family Violence, Fostering Success, Conflict Management, Dealing with Stress and to provide individual child and family counseling as well as in-home support.
- Two other groups of schools have embraced the model of collaboration and community building. They have embarked on the journey of building relationships and connections to provide improved access to programs and services for the students and their families.
- The district provides access to flexible programming through the provision of non-school outreach and transition programs, LearnNet, a transitional high school (Centre High) and a continuing education arm (Metro).
- The district provides social work consultant support services, for instance, to deal with attendance issues and social/emotional issues

(Note: Strategies identified under Outcome 1.1: The Education System Meets the Needs of All Learners, Society and the Economy and Outcome 2.1: Learners demonstrate high standards apply here as well.)

Performance Expectations

Outcome 1.1: The education system meets the needs of all learners, society and the economy.

Performance Measures:		Last Actual 2004-05	Target 2005-06	Target 2006-07	Target 2007-08
1.1.1 Teacher, parent, and student satisfaction with the opportunity to receive a broad program of studies.	Jurisdiction	78.2%	80%	-	-
1.1.2 Teacher, parent and student satisfaction with the overall quality of education in Alberta	Jurisdiction	88.4%	90%	-	-
1.1.3 Teacher, parent and student satisfaction with services for children in schools	Jurisdiction	72.5%	-	-	-
Strategies					
<ul style="list-style-type: none"> ▪ General strategies related to professional development, literacy, numeracy, and transitions to post-secondary and the world of work. (see page 11) ▪ Strategies related to alternative programs and programs for students with special needs. (see pages 11, 12) ▪ Strategies related to Aboriginal education (see page 12) ▪ Strategies related to English as a second language students. (see page 13) ▪ Strategies related to alternative modes of delivery of instruction. (see pages 13, 14) 					

Local measures for outcome 1.1:

- Percentage of parents satisfied with the overall quality of education received by their child.
- Percentage of community satisfied with the overall quality of education received by students attending Edmonton Public Schools.
- Percentage of parents satisfied with
 - Programs and courses available in their child's school;
 - Courses or programs available in Edmonton Public Schools

Outcome 1.2: Schools are safe and caring.

Performance Measures:		Last Actual 2004-05	Target 2005-06	Target 2006-07	Target 2007-08
1.2.1 Teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school	Jurisdiction	84.4%	86%	-	-
Strategies:					
<ul style="list-style-type: none"> ▪ Strategies related to discrimination-free environment. (see page 14) ▪ Strategies related to behaviour expectations and consequences. (see page 14) ▪ Strategies related to collaborating with community. (see page 14) 					

Local measures for outcome 1.2:

- Percentage of parents satisfied with safety of their child in school.
- Percentage of students who feel safe in school.
- Percentage of community who believe Edmonton Public Schools is effective in providing for the safety of students at school.

Outcome 1.3: Children at risk have their needs addressed through effective programs and supports.

Performance Measures:		Last Actual 2003-04	Target 2005-06	Target 2006-07	Target 2007-08
1.3.1 Annual Dropout Rate of students aged 14 to 18	Jurisdiction	6.8%	6.6%	6.4%	6.2%
	Province	5.3%	*		
Strategies:					
▪ Strategies related to identification, support and monitoring to improve outcomes for students. (see page 15)					
▪ Strategies related to innovative collaborations with community. (see page 15)					
▪ Strategies related to flexible access to programming. (see page 15)					
Other strategies provided under Outcome 2.2: Learners Complete Programs. (see page 19)					

*not available from extranet on June 7, 2005

Local measure for outcome 1.3:

- Percentage of students who feel they get the help they need from teachers.

GOAL 2 EXCELLENCE IN LEARNER OUTCOMES

What this goal means for our jurisdiction:

This goal aligns with our emphasis on “superb results from all students” and with these district priorities:

- To improve achievement of all students in core subjects with an emphasis on literacy and numeracy.
 - To ensure high-quality teaching and learning.
 - To achieve high standards of citizenship, conduct, safety and well-being of students and staff.
-

OUTCOME 2.1: Learners demonstrate high standards.

Strategies for outcome 2.1

- The board maintains the priority of improving achievement in core subjects with an emphasis on literacy and numeracy. To meet this priority, the district has created a multi-faceted approach to providing support to schools.
 - The district-wide approach is the Supporting Teaching and Learning Project. The implementation of the supporting teaching and learning framework requires that schools identify, through examination of data, areas in which the school must concentrate its efforts to improve student achievement. Most school foci fit under the umbrella of improving literacy and/or numeracy for students.
 - Seamless support for this initiative is provided through the collaboration of all district departments but in particular Student Achievement Services, Consulting Services, Student Assessment, Student Information, and Personnel Support Services. These departments work collaboratively with schools to provide targeted professional development and best practice training in a variety of formats to meet the needs of individual schools.
 - Additional support to schools is provided through the posting of best practices on the district’s website and through school inter- and intra-classroom visitations.
 - Student Achievement Services also provides additional support to individual schools, working collaboratively with the school principal to identify areas of need, as well as develop a plan to address identified needs.
 - Instructional walk-throughs assist schools and school leaders in their work to improve classroom practice and student achievement. The information gathered through IWT, as an assessment for learning activity, provides school leaders with information about school-wide progress towards set goals.
- The provision of support for instructional strategies effective in achieving Language Arts and other literacy learning curriculum outcomes is available, including extensive Balanced Literacy training, Reading Recovery, Meaningful Applied Phonics (MAP) training for all elementary levels. The Middle Years Literacy Initiative supports students in divisions two and three.
- Through the Alberta Initiative for School Improvement, the district has full-day kindergarten in the top 18 high-needs schools. Each of these kindergartens is literacy based and the teachers receive ongoing professional development in Balanced Literacy. Kindergarten teachers meet in collaborative groups to discuss issues related to the implementation of

Balanced Literacy and other common challenges. The Alberta Initiative for School Improvement supports the ongoing professional development of these teachers.

- In partnership with the Centre for Family Literacy, pre-school literacy programs for children and families and additional literacy opportunities for adolescents are provided.
- Locally developed courses such as Reading 15, to improve reading levels, and World Literature 35, to support International Baccalaureate and Advanced Placement, meet the different needs of students.
- District numeracy and math resources as well as teacher professional development around district numeracy expectations are being made available to all elementary and junior high schools.
- Algebra 35, a locally developed course, provides a transition to post-secondary studies after Applied Mathematics 30, creating value in the Applied Mathematics stream for students who previously attempted Pure Mathematics with limited success.
- The district is a partner in the University of Alberta's CRYSTAL Project which is focused on improving instruction in mathematics and science.
- In-service programs for first-year principals, experienced principals and assistant principals continue to be offered.
- Opportunities are provided for prospective leadership staff to engage in training and preparation for positions of leadership through the Principal Education Development and Leadership Education Development programs.
- Mentorship programs for first-year teachers and first-year principals also continues, as will support for new and beginning teachers in their 1st, 2nd and 3rd year of teaching.
- In-services for support and custodial staff are provided through consulting services and Metro continuing education.
- Metro continuing education offers literacy support for students in kindergarten to grade 9 in centralized locations outside the regular school day (Saturdays and in the summer) and on site at schools on request.

OUTCOME 2.2: Learners complete programs.

Strategies for outcome 2.2

- The district provides data retreats at all divisions to examine achievement data and the implications for programming.
- Through outreach, distance education, Centre High and Metro, it provides, and continues to investigate, alternative models for organizing instruction, such as fast-track scheduling, multiple entry and exit points, as well as outreach programs and online learning.
- Through Metro it provides opportunities for students to review courses already taken and to preview courses, prepare for Grade 12 diploma examinations and Grade 9 achievement tests and develop the skills and habits of successful students.
- Through Centre High, Metro and Argyll, it enables students who have already taken three years of high school to finish or upgrade their diploma to enable them to access post-secondary or enter the world of work.
- Metro provides specialty courses for adults who require English language programming in order to improve success in school.
- Metro, upon request, offers customized programs at the schools.

- The district has a career-focused education model that helps schools provide clusters of courses and experiences related to a broad range of career opportunities and assists students and their families in making decisions related to post-secondary and the world of work.
- It develops teacher resources including those related to mathematics and literacy instruction at all levels.

OUTCOME 2.3: Learners are well prepared for lifelong learning.

Strategies for outcome 2.3

- Success management, an emphasis on goal setting, program planning and performance review through Career Direction courses will support students in the high school setting to develop plans for further study.
- Metro is an innovative hub and resource for personal and professional learning in the Capital Region, offering individual courses and continuing education certificate programs which enhance job performance, or which are offered for leisure and recreation.
- Metro is a resource to assist all employees to enhance their skills and knowledge, as well as providing specialty training programs for specific employee groups
- Metro provides basic language training focused on settlement and development of functional English skills to newcomers to Canada and for those who need English as a second language or other basic training in order to participate fully in society and the economy.
- Centre High, Metro and Argyll enable students who have completed three years of high school to upgrade or complete their high school diploma thereby enabling them to pursue post-secondary education or additional job opportunities.
- Metro provides opportunities for mature students to earn a high school diploma by activation of their transcripts through completion of one or more new high school courses.
- The district provides a mechanism through our high schools and Metro for mature students to earn a high school equivalency diploma.
- Teachers within the district model lifelong learning through participation in professional development such as taking university courses.

OUTCOME 2.4: Learners are well prepared for employment.

Strategies for outcome 2.4

- The **Registered Apprenticeship Program** is available to all high school students and consists of initial safety and employability skills training, an internship program and finally the apprenticeship phase. Students may earn up to 1,000 hours in any of the over 50 apprenticeship trades while also earning a high school diploma. It enables students to broaden their horizons beyond the classroom into the practical and stimulating realm of the workplace. In addition to developing valuable job skills as apprentices, the students' motivation is increased due to the ability to relate classroom studies to the world of work.
- **Credentialing Programs** will be piloted. These pilot programs will enable students to document skills developed in high school to satisfy the needs of employers.
 - The Safety Passport will provide initial and intermediate safety training to support the needs of employers to ensure workplace safety for students in off-campus learning experiences or for students who directly enter the workforce

- after completing high school.
- The Skills Credentialing Assessment will be a decision-making tool for students to develop an ongoing learning plan and a tool to allow students to demonstrate to future employers the skills developed during high school. (Pilot Spring 2005)
- Industry credentialing is also available either through assessment by classroom teachers (e.g., NCCP coaching) or by external examination (e.g., Transport Canada or Alberta Fitness Leader Certification Association).
- Language proficiency tests in French and International languages will provide students, who choose to take the tests, with credentials recognized around the world.
- Development work has begun to create **Transition Programming** for specific student groups (e.g., Integrated Occupational Program (IOP) students or students interested in health care work) that will have clearly defined articulation with post-secondary education and the world of work, to eliminate the “ten lost years” from a student’s future. These programs will also serve as examples to better understand the role of Basic Education.
- High school locally developed courses will be created in career areas to permit students to learn about and experience the world of work while completing the requirements for a high school diploma. These courses will allow students to develop employability skills at this transition point in their lives and augment other locally developed courses to provide students with a well-rounded education.
- A centrally organized Workplace Showcase demonstrates the range of employment opportunities available to grade 12 students upon completing high school.

OUTCOME 2.5: Learners are well prepared for citizenship.

Strategies for outcome 2.5

- The district has developed a framework that establishes common language and expectations across the district regarding *creating cultures of character*, fundamental to productive, engaging citizenship.
- The district has developed a strategy to monitor district progress on character/citizenship education.
- The district has incorporated expectations related to character and citizenship education into the indicators used in the *Supporting Teaching and Learning* framework.
- The district provides inservices for staff on the district Citizenship and Character Education framework.

Performance Expectations

Outcome 2.1: Learners demonstrate high standards.

Performance Measures:			Last Actual 2003-04 A / E*	Target 2005-06 A / E*	Target 2006-07 A / E*	Target 2007-08 A / E*
2.1.1 Percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard and the standard of excellence on provincial achievement tests. (Cohort Results)	Grade 3:					
	Language Arts	Jur.	79% / 15%	81% / 16%	82% / 17%	82% / 18%
		Prov.	82% / 15%	84% / 18%	84% / 19%	85% / 19%
	Mathematics	Jur.	80% / 26%	81% / 27%	82% / 28%	82% / 29%
		Prov.	82% / 27%	84% / 31%	84% / 31%	84% / 31%
	Grade 6:					
	Language Arts	Jur.	78% / 18%	79% / 19%	80% / 20%	81% / 20%
		Prov.	79% / 16%	83% / 18%	83% / 19%	83% / 19%
	Mathematics	Jur.	79% / 24%	80% / 25%	82% / 25%	83% / 26%
		Prov.	79% / 21%	80% / 21%	81% / 21%	81% / 22%
	Science	Jur.	82% / 32%	82% / 33%	83% / 33%	84% / 34%
		Prov.	81% / 26%	82% / 26%	82% / 26%	83% / 27%
	Social Studies	Jur.	80% / 24%	81% / 25%	82% / 26%	83% / 26%
		Prov.	79% / 20%	80% / 21%	81% / 22%	81% / 22%
	Grade 9:					
	Language Arts	Jur.	77% / 14%	78% / 15%	80% / 16%	80% / 16%
		Prov.	78% / 12%	81% / 15%	81% / 16%	82% / 16%
	Mathematics	Jur.	71% / 25%	72% / 25%	72% / 26%	73% / 26%
		Prov.	66% / 19%	69% / 19%	70% / 20%	71% / 20%
	Science	Jur.	69% / 17%	—	TBD	TBD
		Prov.	68% / 13%	—	TBD	TBD
	Social Studies	Jur.	76% / 26%	77% / 27%	78% / 27%	79% / 27%
		Prov.	73% / 20%	75% / 21%	76% / 21%	76% / 21%
	Overall	Jur.	76.7%/22.1%	78% / 23%	79% / 24%	80% / 24%
Prov.		76.6%/18.8%	79.8%/21.1%	TBD	TBD	
Strategies:						
<ul style="list-style-type: none"> ▪ Strategies related to the district's Supporting Teaching and Learning Initiative. (see page 18) ▪ Strategies related to improving achievement in literacy and numeracy. (see page 18) ▪ Strategies related to partnerships developed to improve practice. (see page 19) 						
Other strategies provided under Outcome 1.1: The education system meets the needs of all learners, society and the economy, Outcome 2.2: Learners complete programs and Outcome 2.4: Learners are well prepared for employment.						

Outcome 2.1: Learners demonstrate high standards (continued)

Performance Measures:			Last Actual 2003-04 A / E*	Target 2005-06 A / E*	Target 2006-07 A / E*	Target 2007-08 A / E*
2.1.2 Percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations.	English 30-1	Jur.	91% / 19%	- -	- -	- -
		Prov.	92% / 19%	- -	- -	- -
	English 30-2	Jur.	83% / 8%	- -	- -	- -
		Prov.	85% / 7%	- -	- -	- -
	Social Studies 30	Jur.	86% / 27%	- -	- -	- -
		Prov.	86% / 24%	- -	- -	- -
	Social Studies 33	Jur.	81% / 15%	- -	- -	- -
		Prov.	83% / 15%	- -	- -	- -
	Pure Math 30	Jur.	88% / 36%	- -	- -	- -
		Prov.	84% / 32%	- -	- -	- -
	Applied Math 33	Jur.	84% / 16%	- -	- -	- -
		Prov.	86% / 14%	- -	- -	- -
	Biology 30	Jur.	81% / 28%	- -	- -	- -
		Prov.	82% / 27%	- -	- -	- -
	Chemistry 30	Jur.	86% / 29%	- -	- -	- -
		Prov.	86% / 28%	- -	- -	- -
	Physics 30	Jur.	87% / 32%	- -	- -	- -
		Prov.	87% / 30%	- -	- -	- -
	Science 30	Jur.	84% / 17%	- -	- -	- -
		Prov.	84% / 17%	- -	- -	- -
2.1.3 Participation rates of Grade 12 students in diploma examination courses.	English 30-1	Jur.	53.3	- -	- -	- -
		Prov.	56.1	- -	- -	- -
	English 30-2	Jur.	24.3	- -	- -	- -
		Prov.	24.9	- -	- -	- -
	Social Studies 30	Jur.	53.2	- -	- -	- -
		Prov.	52.6	- -	- -	- -
	Social Studies 33	Jur.	30.2	- -	- -	- -
		Prov.	33.6	- -	- -	- -
	Pure Math 30	Jur.	44.8	- -	- -	- -
		Prov.	43.9	- -	- -	- -
	Applied Math 33	Jur.	21.6	- -	- -	- -
		Prov.	22.2	- -	- -	- -
	Biology 30	Jur.	45.7	- -	- -	- -
		Prov.	42.6	- -	- -	- -
	Chemistry 30	Jur.	40.3	- -	- -	- -
		Prov.	37.7	- -	- -	- -
	Physics 30	Jur.	26.4	- -	- -	- -
		Prov.	24.0	- -	- -	- -
	Science 30	Jur.	9.1	- -	- -	- -
		Prov.	7.6	- -	- -	- -
Strategies:						
▪ Strategies related to the district's Supporting Teaching and Learning Initiative. (see page 18)						
▪ Strategies related to improving achievement in literacy and numeracy. (see page 18)						
▪ Strategies related to partnerships developed to improve practice. (see page 19)						
Other strategies provided under Outcome 1.1: The education system meets the needs of all learners, society and the economy, Outcome 2.2: Learners complete programs and Outcome 2.4: Learners are well prepared for employment.						

Notes:

* "A" = Acceptable; "E" = Excellence – the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Performance Measures:		Last Actual 2003-04	Target 2004-05	Target 2006-07	Target 2007-08
2.1.4 Unduplicated proportion of Grade 12 students eligible to receive the Rutherford Scholarship during High school.	Jurisdiction	30.9%	32%	-	-
	Province	33.8%	*		

*not available from extranet on June 7, 2005

Local measures for outcome 2.1

- Percentage of students reading at or above grade level as measured by the district's high level of achievement tests.
- Percentage of students writing at or above grade level as measured by the district's highest level of achievement tests.
- The percentage of students enrolled in grades 1-9 judged to be at grade level in language arts and mathematics.

Outcome 2.2: Learners complete programs.

Performance Measures:		Last Actual 2003-04	Target 2005-06	Target 2006-07	Target 2007-08
2.2.1 High school completion rate of students within 3, 4 and 5 years of entering Grade 10.	3 – Year Rate:		-		-
	Jurisdiction	60.3%	-	-	-
	Province	68.9%		-	
	4 – Year Rate:		-		-
	Jurisdiction	62.9%		-	-
	Province	71.6%		-	
5 Year Rate:	Jurisdiction	68.9%	73%	76%	80%
	Province	75.4%	*		
Strategies:					
▪ Strategies related to achievement data analysis. (see page 19)					
▪ Strategies related to flexible and innovative programming. (see page 19)					
▪ Strategies related to career opportunities. (see page 20)					

*not available from extranet on June 7, 2005

Local measure for outcome 2.2:

- The percentage of students who are successful in completing grade 10 high school core courses.

Outcome 2.3: Learners are well prepared for lifelong learning.

Outcome 2.3 Learners are well prepared for lifelong learning.

Performance Measures:		Last Actual 2003-04	Target 2005-06	Target 2006-07	Target 2007-08
2.3.1 High school to post-secondary transition rate within four and six years of entering Grade 10.	4 – Year Rate:				
	Jurisdiction	33.3%	-	-	-
	Province	33.9%	-	-	-
	6 – Year Rate:				
Jurisdiction	55%	56%	57%	58%	
Province	54.4%	*			
Strategies:					
▪ Strategies enabling students to plan for the future. (see page 20)					
▪ Strategies related to opportunities for skill development. (see page 20)					
▪ Strategies related to high school upgrading and completion. (see page 20)					

*not available from extranet on June 7, 2005

Local measure for outcome 2.3:

- Percentage of the community who are satisfied with the availability of continuing education from Edmonton Public Schools (courses for academic upgrading, skill development and special interest).

Outcome 2.4: Learners are well prepared for employment.

Performance Measures:		Last Actual 2004-05	Target 2005-06	Target 2006-07	Target 2007-08
2.4.1 Teacher and parent agreement that students have attitudes that make them successful at work.	Jurisdiction	78%	80%	-	-
Strategies:					
<ul style="list-style-type: none"> ▪ Strategies focused on the registered apprenticeship program. (see page 20) ▪ Strategies related to credentialling programs. (see pages 20, 21) ▪ Strategies related to programs that focus on transitioning students from where they are to the next stage. (see page 21) 					

Local measures for outcome 2.4:

- Percentage of high school parents who are satisfied that school is preparing their child to enter the world of work.
- Percentage of high school parents who are satisfied that school is preparing their child to enter post-secondary education.
- Percentage of the community who feel that EPS is effective in preparing students for the world of work.
- Percentage of the community who feel that EPS is effective in preparing students for entering post-secondary education (university, college, technical schools).
- Percentage of the community who feel that EPS is effective in encouraging students to stay in school until they graduate.

Outcome 2.5: Learners are well prepared for citizenship.

Performance Measures:		Last Actual 2004-05	Target 2005-06	Target 2006-07	Target 2007-08
2.5.1 Teacher, parent and student agreement that students model the characteristics of active citizenship.	Jurisdiction	77.8%	80%	-	-
Strategies:					
<ul style="list-style-type: none"> ▪ Strategies related to the district's citizenship and character education framework. (see page 21) ▪ Strategies incorporating citizenship into the core work of the district. (see page 21) 					

Local measure for outcome 2.5:

- Percentage of the community who feel that Edmonton Public Schools is preparing students to be responsible citizens.

GOAL 3

HIGHLY RESPONSIVE AND RESPONSIBLE JURISDICTION

What this goal means for our jurisdiction:

This goal aligns with our emphasis on “superb results from all students” and with these district priorities:

- To improve achievement of all students in core subjects with an emphasis on literacy and numeracy.
 - To ensure high-quality teaching and learning.
 - To achieve high standards of citizenship, conduct, safety and well-being of students and staff.
-

OUTCOME 3.1: Improved results through effective working relationships with partners and stakeholders.

Strategies for outcome 3.1

- The district enjoys a collaborative working relationship with many departments within Alberta Education and Advanced Education. For example, it is involved in developmental work with *Learner Pathways* regarding high school programming for specific student populations; it maintains an ongoing dialogue with the *Curriculum Department* through informal meetings and formal meetings such as Urban Boards; and feedback is provided to *Learner Assessment* and other departments on concerns and issues.
- It is also collaborating with Alberta Infrastructure on the Victoria School project. Two Alberta Infrastructure representatives sit on the Project Management Committee enabling timely joint problem solving around the challenges related to such things as inflation.
- A number of resources such as the *Keynotes* newsletter and the *Partners in Education* website have been developed to provide parents and business and community members with pertinent information.
- It collaborates with the University of Alberta and other post secondary institutions to provide student practicum placements and to enable research within our district.
- In partnership with Capital Health, Children’s Services, the City of Edmonton and under the auspices of the Community Team of Success By 6, the district is involved in a Community Mapping and Early Developmental Inventory pilot that has the potential to provide all partners with helpful information to plan service delivery that will help all families and children, especially those at risk due to poverty.
- The Career Focused Education initiative promotes collaboration between Edmonton Public Schools and area post-secondary institutions and industry/business by involving stakeholders in development of locally developed courses, Career and Technology Studies scope and sequences, off-campus learning experiences and makes learning relevant for students and teachers.
- The district is an active partner in the Success By 6 Council of Partners. It also is represented on the Success By 6 subcommittee dealing with Head Start and Head Start Daycare. Through this involvement, the district remains current and provides input to early childhood initiatives that have an impact on children’s early development and ultimately their initial success in school.
- It is a member of the Capital Region Services to Children Linkages Committee which

provides a regional forum for governing bodies involved with services to children and families to meet as equal partners to share information, adopt strategic directions and facilitate collaboration that will reduce fiscal, attitudinal and organizational barriers.

- It participates on the Joint Action for Children Committee in the Capital Region, a partnership involving school districts, the health authority and mental health, children's services, AADAC, solicitor general's office, and Family and Community Social Services (FCSS). This group co-ordinates policies and plans for services to children, links community-based working committees to regional and provincial plans and is working on developing a two-way information flow with the Alberta Children and Youth Initiative (ACYI) co-ordinating committee. It is currently working on severe and complex needs and parent link centres.
- In conjunction with the district, the Capital Health Authority and ESHIP continue to provide speech language services to students with communication delays and disabilities, neurodevelopmental support for students with significant mental health needs, medical services to students with complex needs and services to students with acquired brain injuries.
- In partnership with Child and Family Services, Region 6, and ESHIP resources, the district continues to support students with emotional/behavioural needs with counselors, therapists and family liaison workers.
- The district is a founding member of the Community-University Partnership for the Study of Children, Youth and Families (CUP). It is dedicated to reducing the gap between university research and practices in the community. It promotes reciprocal, sustained and mutually beneficial interactions among researchers, practitioners, policy-makers and families to improve practice, inform policy and enhance the development of children, youth and families. CUP recently received a 3.2 million dollar grant to conduct longitudinal research of the Families First Project.
- The district maintains an alliance with the Centre for Family Literacy to enhance literacy opportunities for students and families, to promote best literacy practices and to create organizational synergy. Through this alliance, students have worked with authors and parents have received literacy tips and participated in workshops and in Literacy Nights.
- It maintains an alliance with the YMCA to enhance success for children and youth and to provide support to children, youth and families. Through this alliance, additional options for youth at risk of not completing their schooling have been developed and day care/before and after school care options available in district schools have been expanded.
- It continues to work with Edmonton Police Services so that police resource officers are available in high schools.
- It is a major provider of space at a reasonable cost for Head Start programs and pre-school, before and after school care, and day care programs.
- It collaborates with the Sports Medicine Council; Alberta Sport, Recreation, Parks and Wildlife Foundation; National Coaching Certification Program; Alberta Fitness Leaders Certification Association and Edmonton Sports Council to develop programs that enhance lifelong health and wellness.
- The district works collaboratively on cross-ministry initiatives that promote student safety, for example, the Alberta Roundtable on Family Violence and Bullying, the Edmonton Drug Strategy and Safe and Caring Schools.
- It participates in district safety committees with the Alberta Teachers' Association and the Canadian Union of Public Employees. It is also developing a partnership with Alberta

Human Resources and Employment, Workplace Safety, and the Alberta Boiler Safety Association (ABSA) regarding the development and implementation of safety resources that can be used by all school districts in Alberta.

- The district, in partnership with the Alberta Teachers' Association, provides a Mentorship Program for teachers in the district.
- The district and the Alberta Teachers' Association have initiated a Joint Committee on Professional Learning Communities.
- It works collaboratively with the Edmonton Chapter of the Association for Bright Children, providing programming information and sharing information about resources and sessions for students and parents.
- It provides interface with Region 6 Children and Youth with Fetal Alcohol Syndrome Disorder Committee, helping social workers and support groups to access information about the district.

OUTCOME 3.2: The jurisdiction demonstrates leadership and continuous improvement.

Strategies for outcome 3.2

- The district supports effective and facilitated leadership. For instance, extensive training and coaching related to *Supporting Teaching and Learning* is dedicated to building leadership capacity in principals and teachers.
- It has a cadre of academic experts, as well as experts from a broad range of professions such as audiology, psychology, social work, and multilingual workers, who provide advice, assistance and support to schools. These professionals provide inservices, customized professional development sessions and assistance with individual students.
- It provides mentorship programs for first-year teachers and first-year principals as well as support for beginning teachers and those new to the district.
- Principals and decision unit managers constantly monitor a variety of indicators, such as achievement results, financial statements and surveys, and adjust their actions accordingly.
- The district continues to develop high-quality curriculum and assessment resources. This support also ensures that the delivery of curriculum is more manageable for our teaching staff.
- The district is committed to staff development and continuous improvement.
 - Staff Relations and Staff Development provides leadership and co-ordinates and assists staff development for all staff groups.
 - As well, Consulting Services provides a broad range of opportunities for staff and co-ordinates its efforts with those of Staff Relations and Staff Development.
- The district, in conjunction with the University of Alberta, has initiated a staff development program for teachers who need to upgrade their course content knowledge. This program is currently targeted to teachers of second languages and secondary teachers of mathematics, language arts (English), science and social studies.
- The district will initiate a pilot, involving staff from Personnel, Staff Relations and Staff Development, Facilities Services, Consulting Services and Metro Continuing Education, involving preparation for staff wanting to complete the Power Engineering levels 4 and 5, an enriched Power Engineering course for operators of boilers that are less than 750 kW, a test preparation module and a “train the trainers” series of in-services.
- The district will increase its emphasis on on a safe, secure work environment. It will develop and implement a framework and protocol for information security within the district. Occupational health and safety guidelines are developed, implemented and monitored on an ongoing basis and improvements are made as required.
- The district, together with the Alberta Teachers’ Association (ATA) local, is developing safety guidelines for Science and Career and Technology Studies (CTS) programs.
- The district is engaged in ongoing work to ensure Work Experience courses are safe and valuable learning experiences.

Performance Expectations

Outcome 3.1: Improved results through effective working relationships with partners and stakeholders.

Performance Measures:		Last Actual 2004-05	Target 2005-06	Target 2006-07	Target 2007-08
3.1.1 Teacher and parent satisfaction with parental involvement in children's education.	Jurisdiction	77.1%	80%	-	-
Strategies:					
<ul style="list-style-type: none"> ▪ Strategies related to involving parents in the educational process. (see page 26) ▪ Strategies related to collaborating with Alberta Education and post-secondary institutions. (see page 26) ▪ Strategies related to working with other major organizations and agencies serving children, youth and families. (see pages 26, 27) ▪ Strategies focused on linking to agencies and collaboratives around early education. (see pages 26, 27) ▪ Strategies focused on co-ordinated services for students with special needs. (see page 27) ▪ Strategies related to linking with business and industry to provide opportunities for students. (see pages 27, 28) 					

Local measures for outcome 3.1:

- Percentage of parents satisfied with their opportunity for involvement in school decisions that affect their child.
- Percentage of community members who are satisfied that Edmonton Public Schools is working with other agencies to help students (social services, health services, Police Services).

Outcome 3.2: The jurisdiction demonstrates leadership and continuous improvement.

Performance Measures:		Last Actual 2004-05	Target 2005-06	Target 2006-07	Target 2007-08
3.2.1 Percentage of teachers and parents who indicate that their school and schools in their jurisdiction have improved, stayed the same.	Jurisdiction	75.7%	80%	-	-
3.2.2 Percentages of teachers who agree that professional development opportunities made available through the school jurisdiction are focused on priorities and effectively address their ongoing professional development needs.	Jurisdiction	78.9%	-	-	-
Strategies:					
<ul style="list-style-type: none"> ▪ Strategies related to professional development and staff training. (see page 29) ▪ Strategies related to the provision of specialized services to schools. (see page 29) ▪ Strategies related to the provision of resources in support of improved instruction. (see page 29) ▪ Strategies related to the district's monitoring framework. (see page 29) ▪ Strategies related to staff relations and staff safety. (see page 29) 					

Local measure for outcome 3.2:

- Percentage of staff who feel that the district is a good place to work.

Highlights of School Facilities Project

Capital Priorities 2006 - 2009

Prepared annually, Edmonton Public Schools' three-year capital plan establishes the district's highest priority school facility needs for the forthcoming three-year period (See section below for top three priorities 2005-08). The district's capital priorities are identified within the context of the strategic framework provided by the district's ten-year facilities plan, a plan which the district also reviews annually. Although the district has an effective strategic framework, funding has not matched needs and the district has a growing backlog of facility needs, both modernizations and new construction. This backlog must be addressed in order to meet the learning needs of students in aging buildings and to provide accommodation in growing or new areas not currently served by a neighbourhood school.

Edmonton Public Schools' ten-year facilities plan provides overall direction to the district's capital planning process, guiding the district in its work each year to appropriately identify capital priorities. As a planning framework and reference, the ten-year facilities plan is also valuable in helping to ensure that the district maintains a balanced and consistent approach in all of its work around capital development, space utilization, facilities management and program distribution. The ten-year facilities plan is not intended to be prescriptive. It is, however, intended to provide clear direction to the district in its efforts to ensure that its long-term investment in facilities is effective in maintaining the critical relationship between quality learning environments, excellence in teaching and learning and the responsible use of space district-wide.

Factors influencing district capital priorities:

Over the past year, a number of influential factors have had an impact on the district's approach to identifying capital priorities. They include:

- The practical application of the planning principles embedded in the district's ten-year facilities plan have supported a more consistent and integrated approach to the district's planning around all aspects of student accommodation, space utilization and program distribution.
- As in most cities across North America, there is an overriding demographic trend in the City of Edmonton that features an aging population with a flattening in the number of school aged children. This trend is further compounded by an increasing number of young families with school aged children choosing to live in newer suburban areas around the City and further out into the surrounding region. Within the City's mature neighbourhoods, the district is further confronted with declining resident student populations and a relatively large number of older schools with low and declining enrolments. The merging of these issues significantly challenges the district in its ability to provide equity in the district-wide accommodation of students and in its ability to secure the funds needed for the upgrading of existing schools and the construction of new ones in areas where they are needed.
- The suburban neighbourhoods in the City of Edmonton where the most significant growth is continuing to occur include Riverbend-Terwillegar (southwest), West Edmonton (west), the Lake District (north) and Pilot Sound (northeast). Considerable growth is also occurring in the areas of Heritage Valley (southwest), the Meadows (southeast), Castle Downs Extension and the Palisades (northwest) and Ellerslie (south). The pressure for new school construction nearer the student population base is continuing to intensify. With support from the province, the district will need to secure the means necessary to provide new schools in these new suburban areas in order to ensure equity of access to quality public education for all students in the city.

- The district recently received approval from Alberta Infrastructure and Transportation to begin work on the preliminary, conceptual designs of its three highest priorities for new school construction as identified in its 2005 – 2008 three-year capital plan. Those priorities include an elementary school (grades K-6) in the Lake District neighbourhood of Mayliewan, a junior high school (grades 7-9) in the Burnewood/Meadows area of southeast Edmonton and a senior high school (grades 9-12) in Riverbend/Terwillegar, a rapidly growing area in the city's southwest.
- The need for the district to continue improving its efficient use of space remains. With anticipated changes to the approach taken by the provincial government in determining how it allocates funds for Plant Operations and Maintenance (PO&M), this need is becoming even more critical. With the reduction of surplus space, a greater proportion of the district's annual allocation for Plant Operations and Maintenance can be applied to the reduced area (i.e., more dollars allocated per square meter). Over time, this will help to reduce the district's dependence on the Infrastructure Maintenance Program and further ensure that students at all grade levels have local access to high quality, modernized facilities wherever they live within the city.

Capital Investment and benefits to students:

The district is committed to remaining responsive to the demographic changes that lie ahead as the City of Edmonton continues to grow and as we seek to provide benefits to all students through quality learning environments and the delivery of quality programs. The district endeavours to ensure that all students have equitable access to quality learning environments and choice of programs. The intent is to provide students at all grade levels with high quality, modernized facilities wherever they live in the city and with a balanced range of regular, alternative and special education programs within each sector. This approach will reduce the dependency on designated receiving school and on ride times. As well, the district will seek ways to creatively re-use surplus space with the help partners to provide value to students and the community.

Space reduction initiatives:

In an effort to reduce surplus space in areas of the district where school facilities are larger than now needed, space reduction initiatives will continue to be considered as an option to school closure. Reductions in school space have recently been completed at Belvedere, Homesteader and Hazeldean Schools. Other similar initiatives, as part of preservation projects or through the removal of portable space, will also be considered and included in any site-specific redevelopment or renewal planning.

Partnership initiatives:

The district's administration is currently exploring a partnership initiative involving Edmonton Public Schools and the Conseil Scolaire Centre-Nord (Francophone School District). This would enable the shared use of facilities and other ancillary spaces at L'Académie Vimy Ridge Academy on a permanent basis. A partnership between the district and the Edmonton Society for Christian Education will deliver a new school in northeast Edmonton with construction scheduled in the near future. Another significant partnership exists with the upcoming Victoria School for the Performing and Visual Arts redevelopment project. Discussions with Capital Health will result in shared utility servicing and parking development in association with the Royal Alexandra Hospital.

For additional information: Visit Edmonton Public Schools' Planning Department website at www.planning.epsb.ca or phone Planning and District Services at 429-8427 or 429-8007.

Budget Highlights 2005-2006

The 2005-2006 Budget is based on the premise that all resources should be distributed equitably in accordance with responsibilities for results. While most of the funding is directly linked to student populations, other resources are allocated based on environmental factors and the socio-economic dynamics of the school. Priority funding is also allocated based on Alberta Education guidelines.

This budget represents the first year of the 2005-2008 plan. While the focus remains on student achievement and growth, the plans continue to highlight initiatives in support of all board priorities:

- To improve achievement of all students in core subjects with an emphasis on literacy and numeracy.
- To ensure high quality teaching and learning.
- To achieve high standards of citizenship, conduct, safety and well being of students and staff.

Revenue is budgeted to be \$633M and is 2.6% greater than the revenue currently forecast for 2004-2005. Grant rates have been increased from two to four per cent across the Alberta Education funding categories and the severe special needs profile has been increased by four per cent. In addition, a \$3M surplus from 2003-2004 has been carried forward into the 2005-2006 school year bringing the total resources available to \$636M. Enrolment is projected to decrease by 223 students

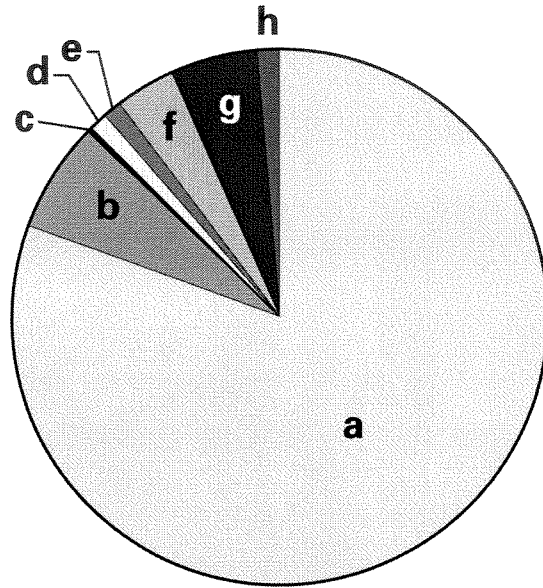
Approximately 81% of the district's budget is planned directly by the schools with input from staff, students, parents, and the community. Each school receives an allocation of dollars with which to plan the number of staff and the supplies, equipment, and services they need to provide the best possible programs for all students. The allocation is based primarily on the number and categories of the students enrolled at the school.

The remaining 19% of the district's budget includes board and central services (8.1%), Metro Continuing Education (1.1%), transportation (3.8%), debt services (5.8%). Although board and central services represent 8.1% of the budget, this includes resources for instructional support services, and building operation and maintenance.

Of the above, the district does not have the discretion to allocate the revenue for debt, Metro Continuing Education, or transportation. Therefore, when the revenue that is available to allocate is taken into consideration, 92% of these dollars are in the schools. Of the remaining 8%, only 3.5% is allocated for administration and governance, and the remainder is broken up as follows: 1.5% for instructional support, 1.5% for instruction, 0.5% for operations and maintenance, 0.5% for support to capital projects and 0.5% for external services.

Detailed information regarding district and individual school budget and expenditure plans can be obtained from neighbourhood schools in the district and from public libraries. For additional information, please contact Budget Services at 429-8063 or view the district's website at www.epsb.ca

2005-2006 APPROVED BUDGET



	\$ (Million)	%
a School Budgets	512.4	80.6%
b Board and Central	43.3	6.8%
c Professional Improvement	1.3	0.2%
d Supply Services	6.9	1.1%
e Metro Community College	7.3	1.1%
f Transportation Services	24.4	3.8%
g Debt Service	33.1	5.2%
h Expenditures Financed Externally	7.4	1.2%
Total District Budget	636.1	100%