

EDMONTON PUBLIC SCHOOLS

June 15, 2010

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Three-Year Education Plan 2010-2011: Changes in Process And Draft Plan

ORIGINATOR: D. Barrett, Assistant Superintendent

RESOURCE

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INFORMATION

This report provides information on changes to the provincial school authority planning and reporting requirements and a draft revised plan for review and input from Trustees.

The province advised that in response to discussions regarding budget, planning and reporting requirements were reduced and streamlined. Significant changes include:

1. Changing the due date of the Three-Year Education Plan (3YEP) to November 30 of each year to coincide with the due date of the Annual Education Results Report (AERR).
2. No longer requiring separate action plans to improve results on Accountability Pillar measures with two or more years of low or declining results.
3. No longer requiring boards to post average class size reports and advising that boards may include these reports as an appendix to their AERR or continue to include a web link to the posted documents.
4. Requiring, beginning in November 2010, that the 3YEP and AERR include both the overall Accountability Pillar Summary and the First Nations Métis Inuit (FNMI) Accountability Pillar Summary in colour.

As well, in response to public interest in easier access to jurisdictions' 3YEPs and AERRs, a link to these documents will be provided on the Ministry website. To facilitate this, boards must include a permalink to the posted 3YEP and AERR within the posted and print versions of the 3YEP and AERR and provide the permalink to the Zone Director by e-mail.

With regard to the first change identified above, the requirement is that boards must have a draft plan in place by the start of the next school year (September 2010). This draft plan is to be finalized in the fall once the Provincial Achievement Test and Diploma Exam results and Budget Update are available. In the fall, boards may continue to prepare and submit two

reports (3YEP and AERR) or combine the plan and report into a single document. The administration proposes preparing and submitting a combined report in November 2010.

At this time the District only has accountability pillar information based on the 2008-2009 results. It used this information in the fall of 2009 to review the plan developed and submitted as part of the District Three-Year Education Plan 2009-2012. Subsequently, the District reported in the November 2009 AERR that the plan as presented addressed district needs for the 2009-2010 school year.

The administration has updated the 2009-2012 plan to reflect what has been or will be accomplished during the 2009-2010 school year and, consequently, what is proposed for 2010-2013. The plan, then and now, supports the Board's strategic directions and priorities and places a significant emphasis on literacy. The updated plan indicates that Aboriginal achievement data will be included in the November 2010 documents. Based on input from trustees, the plan will be further refined to serve as the required draft plan for 2010-2013. In the fall of 2010, once accountability pillar information is available for 2009-2010, the draft plan will be reviewed and updated as necessary. The proposed plan for 2010-2013 and results review information will be combined in one report and brought to board for approval in November 2010.

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APPENDIX I – Draft Required District Plan for 2010-2013

Draft Required District Plan for 2010-2011

Global Strategies	Expected Impact	
	PATs	Diploma Results
<p>Early Years - Targeting prevention and early intervention:</p> <p>- (NEW) The District will be continuing to participate in the provincial Early Child Development (ECD) Mapping Project. It now will become involved in the community information and development activity phase. Work on identifying geographic communities has begun and will be confirmed beginning in the fall. As well, in early fall 2010, the children's developmental progress data from the Edmonton school authorities will be combined for each of the communities of Edmonton. In late fall, first stage maps including early childhood development data, socio-economic conditions and some community assets will be available for each geographic area. This information will enable the District and other main providers of services to children and families to examine community factors that might influence the patterns of early childhood development.</p> <p>- (NEW) The Board approved an early years policy that provides direction and coordination for the various district offerings and actions in the early years. It emphasizes the importance of collaboration among schools, families and community to maximize literacy development for all children.</p> <p>- (NEW) The early years website (http://programs.epsb.ca/early-years) is anchored in the new policy. The website supports parents in understanding the various early years opportunities available to make an informed choice and to inform district staff of early learning opportunities offered by the District and community partners. The website URL will be included on a provincial fact sheet created for various service providers such as Alberta Health Services who support the early identification of children with special educational needs.</p> <p>- The District continues to provide full-day kindergarten in 21 high needs schools. It offers seven early learning programs offering enriched language learning opportunities and early education programs for students with mild-moderate and severe learning needs. It also offers subsidized space for child care, before and after school care, Head Start, nursery and pre-school programming and is evolving closer links with these providers. These programming initiatives benefit students deprived due to poverty, new Canadians, Aboriginal students and those identified with speech, motor and language delays.</p>	<p>Medium Term</p> <p>Medium Term</p> <p>Short & Medium Term</p>	<p>Long Term</p> <p>Long Term</p> <p>Long Term</p>
<p>Alberta Initiative for School Improvement (AIS I) – Targeting a job-embedded approach:</p> <p>- The District will involve principals and teachers in professional learning to support the AIS I action research question “How does a focus on student engagement through the teaching of 21st Century Literacies across the curriculum positively impact student learning?”</p>	<p>Short, Medium & Long Term</p>	<p>Short, Medium & Long Term</p>

Global Strategies	Expected Impact	
	PATs	Diploma Results
<ul style="list-style-type: none"> - Principals will focus on how to effectively supervise and support this action research initiative. - Teachers will build on past learning from AISI cycle three in the areas of differentiated instruction, effective assessment practices and appropriate use of technology. - Principals and teachers will engage in ongoing assessment of the impact of teaching and use this data to identify teaching strategies that are positively impacting learning and are matched to the needs of learners. - District staff will engage in collaborative processes to effectively plan for student transitions. - The District will continue to enhance family, community and government partnerships to support the teaching of literacy for the 21st century learner. 		
<p>Numeracy – Targeting mathematics outcomes:</p> <ul style="list-style-type: none"> - (NEW) The District is developing mathematics assessments for Grades 1 through 9. The assessments are aligned by learning strand at each grade. Students can be given an assessment, based on their mathematics programming, for a different grade level than their enrollment grade. This will support staff in effective programming and measurement of grade level of achievement in mathematics. - The District developed Mathematics for All, a three year comprehensive support for mathematics teachers, in conjunction with the revised mathematics program of study, Grades 1 to 10. Each year, new grades are targeted as the new mathematics program of study is implemented. In year three, teacher coaches trained in the first two years of the project will work closely with staff to enhance teaching strategies for mathematics learning and to create and implement parallel and open-ended mathematics tasks. This approach develops staff capacity at the school site to enhance implementation of a new curriculum. 	Medium Term	Medium Term
<p>Literacy -Targeting literacy outcomes:</p> <ul style="list-style-type: none"> - (NEW) Through a collaborative process, the District has created a <i>K-12 Literacy Plan for 21st Century Learners: Guiding Document</i>. The document provides the foundation for the implementation of a district-wide plan for literacy instruction. It includes: <ul style="list-style-type: none"> • <u>A definition of literacy for 21st century learners</u> that recognizes reading and writing as foundational but extends the definition to encompass personal and social skills; digital literacy including cultural competence and global awareness; and learning and thinking skills such as critical and creative thinking. • <u>The goal</u> that “Each student (K-12) will demonstrate their full potential in literacy for the 21st century learner. Realization of full potential will result in significant growth in literacy.” 	Short & Medium Term	Medium & Long Term

Global Strategies	Expected Impact	
	PATs	Diploma Results
<ul style="list-style-type: none"> • <u>Three core principles</u>: Quality Teaching; Literacy Leadership; and Family, Community and Government Partnerships. Each will be addressed through an integrated, coherent and systematic approach. • <u>Links to supporting research</u>. <p>Phase 1 of the Literacy Plan implementation will begin in September 2010.</p> <ul style="list-style-type: none"> - The District provided 67 schools with support for training in Reading Recovery. Trained teachers assist students in Grade 1 who need more intensive literacy intervention. The District is increasing access to Reading Recovery through central funding supporting school-based budgeting. - The District, in collaboration with community, is continuing to implement Firm Foundations, a preventative program implemented at the kindergarten level to provide students with intensive support in phonemic awareness and letter recognition within a play-based environment. - The District, in partnership with the University of Alberta, continues to support the Pass Reading Enhancement Program (PREP) and Cognitive Enhancement Project (COGENT) in several high needs schools, by exploring ways to incorporate this tool into the existing programming at the schools. These programs are cognition support programs based on the Planning, Attention, Simultaneous, and Successive (PASS) Theory of Intelligence and support cognitive development in four areas: Planning, Attention, Information Processing - Simultaneous and Successive. - The District will continue to provide support to train teachers in Balanced Literacy, Middle Years Literacy and Meaningfully Applied Phonics. These strategies are designed to provide a strong literacy instruction throughout the District, augmented by targeted strategies in schools with specific literacy needs. 		
<p>Assessment/Monitoring – Using data to inform instruction:</p> <ul style="list-style-type: none"> - The District tracks student progress through Grade Level of Achievement reporting, Highest Level of Achievement Tests (HLATs) in reading and writing, electronic Individualized Program Plan (IPP) reports and Provincial Achievement Tests (PATs) and uses this information to refine programming. - The District will continue to disaggregate data for First Nations Métis Inuit (FNMI) students, English Language Learners (ELL) students, students with special needs eligibility and alternative programs to analyze the impact of strategies on student learning. - In order to support maximum participation in PATs, the District revised the process for exemptions and accommodations of students and increased communication with schools around practices that support students’ participation. 	Short, Medium & Long Term	Short, Medium & Long Term

Global Strategies	Expected Impact	
	PATs	Diploma Results
<ul style="list-style-type: none"> - District psychologists, reading specialists, English Language Learning consultants and Programs staff, along with community specialists, are evolving practice related to culturally sensitive assessment. - Demographic data, social vulnerability indicators and student mobility rates are tracked to identify schools where collaboration between schools and provincial and local social services agencies should be initiated or maintained. This data assists in the identification of schools that are complex based on the multi-layered needs of the diverse student population they serve. 		
<p>Alternative Programs – Responding to needs and interests:</p> <ul style="list-style-type: none"> - (NEW) Alternative programs based on culture, religion and pedagogy support success by making students feel that who they are is valued by the District. - Alternative programs based on pedagogy support academic success by providing instruction in the preferred learning style. - Alternative programs based on subject matter (e.g., sports and fine arts) support academic success by motivating students because of their passion for the subject. - Bilingual alternative programs enable students to develop strong skills in other languages. They also enable students from families whose home language is not English to enhance and maintain their home language. Research on language acquisition advises of the importance of a strong foundation in home language or mother tongue. 	Short & Medium Term	Medium & Long Term
<p>Partnerships/Collaboration – Targeting poverty factors:</p> <ul style="list-style-type: none"> - (NEW) The District is represented on the Out of School Table (OST) a multi-partner initiative that is working to support quality after-school and summer programming for immigrant and refugee children and youth through research to create a framework for practice, sharing of resources and coordination of efforts by partners. - (NEW) The District is represented on the City of Edmonton’s Racism Free Edmonton initiative that is focused on eliminating racism within the city. - (NEW) The District is collaborating with the YMCA, through the Alternatives to Suspension pilot, to provide a safe alternative program for youth suspended from school. - (NEW) A pilot mental health project with Alberta Health Services will identify and support the natural sources of health support for students and families. The District has applied to be a participant in this pilot. - (NEW) The District is developing an Opening the Minds through the Arts initiative that will focus on an arts integration model that improves the engagement and achievement of a diverse range of students. - (NEW) In partnership with Big Brothers Big Sisters, an e-mentoring 	Short & Medium Term	Medium & Long Term

Global Strategies	Expected Impact	
	PATs	Diploma Results
<p>manual was developed to support mentorship for youth through electronic media.</p> <ul style="list-style-type: none"> - In partnership with community organizations, and the City of Edmonton the District offers after school and summer programs that assist students with homework; enhance literacy and numeracy; develop leadership skills and provide recreation, health and enrichment experiences. - In partnership with Big Brothers Big Sisters, Bent Arrow Traditional Healing Society and others, in-school mentoring is provided in many district schools. - Through partnerships and grants accessed in collaboration with community groups, the District provides supports such as Elders, youth workers, success coaches, in-school settlement workers and cultural brokers. - Through collaborations with community groups and individuals, the District provides nutrition programs to students in high needs schools. - Through collaborations with Alberta Health Services and Children's Services initiatives such as early identification of children with special needs, improving success for children in care, wrap-around approaches as seen in The Way In and Strength, Tolerance, Attitude and Resilience (STAR) programs are viable. These and other collaborations enable students and their families to access support for needs that impact learning that go beyond the expertise or mandate of education. 		

Targeted Strategies	Expected to Impact	
	PATs	Diploma Results
<p>Aboriginal Education:</p> <ul style="list-style-type: none"> - (NEW) Additional initiatives include projects at specific schools designed to develop family literacy and numeracy skills, increasing the capacity of the District to provide Cree language programming, and working with additional school clusters on cultural competency and welcoming environments. - (NEW) All new district staff are now engaged in learning about FNMI students as part of their orientation to the District. - The District is in the third year of its plan to implement Aboriginal policy and regulation in support of success for FNMI students. This plan is updated yearly and a report is provided to public board. In the fall of 2010, in accordance with provincial requirements, the report will include achievement data. - Highlights of the plan include developing a memorandum of agreement with Enoch Cree First Nation, increased transition support for students moving across divisions, working with community partners to decrease barriers created by poverty and engaging students as leaders and mentors. 	Medium Term	Medium & Long Term

Targeted Strategies	Expected to Impact	
	PATs	Diploma Results
<p>Multi-cultural Education:</p> <ul style="list-style-type: none"> - (NEW) In support of the new Multicultural Education policy, a regulation which provides information about expectations for schools and central services in relation to the new policy, has been developed and approved. An implementation plan is currently under development. - (NEW) Plans began in the fall of 2009 to develop a Kindergarten to Grade 12, year-round transition centre programming for students from refugee and immigrant background who have limited English, minimal understanding of schooling, little or no formal education experience and may have experienced trauma. A multi-partner advisory group and a program description have been established. The intent is to begin implementation in September 2010. - (NEW) A new program that will provide counseling support, plus art and drama therapy to immigrant and refugee students who have experienced trauma has been developed with initial implementation started this year. - (NEW) The District is working with Canada Immigration through the In-School Settlement Project on developing and implementing an orientation to school week in late August for students with immigrant and refugee background and their families, new to schooling in Edmonton. It will be led by peer facilitators trained and supported by community partners and district staff. 	Medium & Long Term	Long Term
<p>Special Education:</p> <ul style="list-style-type: none"> - Based on the work undertaken in relation to the provincial Setting the Direction for Special Education initiative, the District developed a plan to begin moving in directions articulated in the responses to the province. Based on work completed, updated information from the province and input from parents, staff, students and community, the plan was revised. The intent is to annually revise the plan and report to Board on progress made. - Highlights of the plan include an increased emphasis on communication, continuation of a parent/community advisory committee to increase parent involvement, participation in the regional autism training for families in crisis sponsored by the Joint Action For Children Committee (JACC), coordination of a district autism working group for professionals working in this field, providing professional development opportunities for district staff about learning coaches and district systemic change and working collaboratively with health, children's services and other school jurisdictions. - The District will continue to monitor exemptions from HLATs and PATs to ensure as many students as possible challenge the District-wide exams. The reduction in exemptions had a positive impact on district performance. - Continue to support the 16 schools in the inclusion pilot. Key 	Short & Medium Term	Medium & Long Term

Targeted Strategies	Expected to Impact	
	PATs	Diploma Results
<p>learnings identified will be shared with district schools.</p> <ul style="list-style-type: none"> - Kindergarten Inclusive Developmental Services (KIDS), Edmonton Regional Educational Consulting Services (ERECS), Special Education Support Team (SEST) and Teaching and Learning Support Services (TLSS) will continue to work collaboratively within the Inclusion Pilot to support students in inclusive settings. 		
<p>High School Success:</p> <ul style="list-style-type: none"> - (NEW) Staff from Aboriginal Education have been working closely with junior and senior high staffs to support the transition to high school for FNMI students by creating welcoming and supportive environments. - The District provides high schools with a core course retention and marks analysis report, with emphasis on Grade 10 courses, as it is critical to build a strong foundation in the first year of high school; the information is shared and allows schools to compare their successes and share successful practices. - Using Backwards Design, 160 teachers from 11 district high schools are working collaboratively with a writer and facilitator from Alberta Education to plan for instruction in the core courses 10-2 stream. This planning identifies a range of effective practices and facilitates an ongoing network that leads to fine-tuning of plans. To date 27 unit plans have been developed. This work will continue for core courses in the 10-1 stream. - To meet the needs of a broad range of learners, the District offers different courses for each core subject area (e.g., English Language Arts 10-1, 10-2 and 10-4), has implemented the Knowledge and Employability courses and offers International Baccalaureate and Advanced Placement courses, as well as a broad range of locally developed courses responding to student needs and interests. - Consulting Services has hired five consultants with high school experience to provide support in the core subjects and in programming for student differences. - To increase relevancy and to meet the needs of hand-on learners, the District has introduced The Skill Centre with the support of NAIT and Advanced Education funding through the Innovation Grant; it provides high school courses in four areas (Aviation Maintenance, Culinary Arts, Foundations of Health Sciences, and Manufacturing/Pre-Engineering) to students in other high schools. The decision unit also continues to provide off campus experiences including Career Internship, Work Experience, Registered Apprenticeship Program (RAP) and Military Work Experience. - To accommodate schedules and learning styles, the District provides flexible programming through outreach and transition programs, LearnNet, Centre High and Metro Continuing Education. - To encourage youth engagement in schools, high schools provide 		Short & Medium Term

Targeted Strategies	Expected to Impact	
	PATs	Diploma Results
programs such as Adopt a Student, offer a range of clubs and sports activities and work in partnership with the Family Centre, Catholic Social Services and Actions for Healthy Communities to connect students to their school and community. - The District's strategic plan is to continue to focus on success in high school through envisioning success starting the moment a student enters the school district.		

Note: In the long term, all components of the plan contribute to high school success.