

EDMONTON PUBLIC SCHOOLS

June 9, 2009

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Edmonton Public Schools' Three Year Education Plan 2009-2012

ORIGINATOR: D. Barrett, Assistant Superintendent

RESOURCE

STAFF: Jan Anderson, Karen Bardy, Deborah Brandell, Diane Brunton, Gloria Chalmers, Margaretha Ebbers, Michael Ediger, David Fraser, Roland Labbe, Ann Mah, Nancy Petersen, Principal Committee, Elisa Rawe, Heather Raymond, Alva Shewchuk, Cory Sinclair, Stuart Wachowicz, Stephen Wright, Corrie Ziegler

RECOMMENDATION

That the District's *Three-Year Education Plan 2009-2012* be approved for forwarding to Alberta Education.

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Once the budget information also brought to the June 9, 2009 board meeting for approval is added, the District's *Three-Year Education Plan 2009-2012* (Appendix I) will meet Alberta Education's requirements as outlined in the Guide to Education Planning and Results Reporting. The plan reflects the direction set by the Board of Trustee's mission statement, priorities and strategic directions. It includes specific input from the Board and information provided through the District's budget planning process. This plan represents the second year of a three-year planning cycle.

As required, the plan reflects a Grades 1 to 12 perspective. It includes strategic actions targeting areas of concern or issue, augmented by other strategies used by schools and central decision units in support of meeting the provincial goals and outcomes. It balances the required provincial performance measures with some local satisfaction measures.

Once the plan is approved and the budget information added, Edmonton Public Schools' *Three-Year Education Plan 2009-2012* will be forwarded to Alberta Education and posted on the District website by the June 30, 2009 deadline. Subsequently, copies of the plan will be sent to schools, school councils and central decision units. It will be sent to Capital Region school jurisdictions, community partners and the public library. As well, the District will develop a community report, based on the plan, for sharing with parents and the community generally.

GC:cs

APPENDIX I – Edmonton Public Schools' Three-Year Education Plan 2009-2012

**EDMONTON PUBLIC SCHOOLS’
THREE-YEAR EDUCATION PLAN
2009-2012**

DISTRICT THREE-YEAR EDUCATION PLAN 2009-2012

Contents

Message from the Board Chair	2
Accountability Statement.....	3
Foundational Statements	
Mission	3
District Priorities	3
Board of Trustees' Strategic Plan.....	4
Jurisdictional Profile	5
Trends and Issues.....	7
Accountability Pillar Overall Summary	8
Specific Action Plan	10
Goal One: High Quality Learning Opportunities for All.....	16
Goal Two: Excellence in Student Learning Outcomes.....	24
Goal Three: Success for First Nations, Métis and Inuit Students	30
Goal Four: Highly Responsive and Responsible Jurisdiction	32
Budget Highlights 2009-2010.....	39
Highlights of Facility and Capital Plans	39
Publication and Communication.....	41
Research Reference List	42

Message from Board Chair

At Edmonton Public Schools, we are dedicated to undertaking an unrelenting, energetic approach to helping students make the most of their journey from Kindergarten to High School and beyond. The District's Three-Year Education Plan outlines a variety of initiatives that are designed to assist youth in charting their own positive life course. It details the efforts we are making, in co-operation with our community partners, to invest in early childhood education, increase high school completion rates, meet the needs of at-risk students, and create respectful, responsive learning environments that celebrate our students' diverse backgrounds and abilities.

The forward-thinking ideas and strategies we develop today will play a critical role in preparing the leaders of tomorrow. As educators, parents and mentors, we have a shared responsibility to graduate citizens of character – young men and women who are able to navigate an increasingly interconnected world with integrity, compassion, respect and a strong sense of self. It is vital that we look at ways to tap into the potential of each of our students and uncover their innate skills and talents. This document demonstrates our District's determination to continue offering flexible, enriched programming opportunities and a full spectrum of support to youth as they travel along a path that will lead them towards their best, brightest future.

Bev Esslinger
Board Chair

Accountability Statement

The Edmonton Public Schools' Education Plan for the three years commencing September 1, 2009, was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. 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.

Bev Esslinger
Board Chair

Edgar Schmidt
Superintendent of Schools

Foundational Statements

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.

District Priorities 2009-2012

Edmonton Public Schools' Board of Trustees is committed to excellence and to providing students with outstanding educational experiences that prepare them to be leaders in an evolving global society. We respect and embrace the diversity of our students' unique needs, interests and strengths. We believe education is a shared responsibility that requires the active engagement of students, staff, parents and the community.

Through an extensive consultation process with stakeholders, the Board has adopted the following priorities:

- **To ensure every student is successful in their program of studies, with an emphasis on literacy and numeracy.**
- **To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships.**
- **To provide a collaborative, healthy and innovative workplace that recognizes individual contributions and supports opportunities for growth and professional development.**

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 and the Board of Trustees;

- parent satisfaction, involvement and partnerships;
- community support, engagement and partnerships;
- provision and maintenance of functional, safe and well-kept facilities; and
- Alberta Education’s mandated Accountability Pillar.

Board of Trustees’ Strategic Plan

The Board of Trustees has developed its own strategic plan. The strategic plan is a key document that assists Trustees in providing local governance of public education in the most effective and efficient manner possible.

The areas of focus for actions identified in the Board Strategic Plan are:

- Improving High School Completion Rates
 - Focusing on successful high school completion begins the moment a student enters the school district.
 - Enabling students to make a smooth transition into a variety of post-secondary institutions or the workforce.
- Advocating for Early Learning Education
 - Helping students in the early years creates a solid foundation for future success.
 - Early childhood education programs provide students with the best start in school and in life.
- Establishing of a Responsive Learning Culture
 - Ensuring the District’s learning culture is respectful, responsive and inclusive.
 - Implementing strategies that allow better understanding of the needs of the District’s diverse student population.
 - The Board’s Multicultural Task Force, English Language Learning initiatives and transition programming for refugee students help support youth in real and meaningful ways.
 - Monitoring of the Aboriginal Education Policy.
- Being an Employer of Choice
 - Making Edmonton Public Schools a supportive, vibrant and dynamic place to work.
 - Fostering an environment where “everyone is in” and respected, and where staff are recognized for their contributions.
- Demonstrating Fiscal Accountability
 - Practicing responsible stewardship recognizing that the community has unlimited dreams for their children and the Board has limited resources and must make difficult choices.

The three broad categories addressed in the Board’s Strategic Plan are: Leadership and Governance, Community Relations and Government Relations.

Jurisdictional Profile

Edmonton Public Schools serves about 80,000 students and their families in 195 schools located in a range of socio-economic neighbourhoods. Additionally, it provides educational programming in hospitals, correctional institutions, non-profit social service agencies and in storefronts. District schools are typically 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 7,300 staff, including teachers, support staff, custodians, maintenance staff and exempt staff. Through site-based decision making, open boundaries and programs of choice, the District is responsive to the needs of families in the Edmonton community.

The District values the contribution of parents and community in public education. It is committed to **engaging parents and community** in direction setting for the education of our community's children and youth. The Board of Trustees welcomes the public at board meetings, seeks input on policy reviews, encourages volunteers in schools, and uses public opinion polls and surveys to keep abreast of the public's views. The Board of Trustees has approved two **Task Forces** - one for Aboriginal Education and the other for Multicultural Education - to strengthen and encourage relationships between the Board of Trustees and specific communities it serves. This approach increased Board awareness and understanding of the education needs, opportunities and priorities of these communities and helps guide policy, leadership and political advocacy efforts in support of improved achievement. Trustees meet with business and post-secondary leaders to obtain feedback on District initiatives and identify opportunities to work together. The District has over 125 formal and informal educational partnerships at the District or school level. These partnerships complement the curriculum and strengthen the learning environment. To recognize and inform community, the Board developed a *2008 Report to the Community*, highlighting major District initiatives, and launched it at a community gathering hosted by Trustees.

Understanding that positive development in the **early years** contributes to the success of children during both the school years and later in adult life, the District offers programs and collaborates with community to support a range of early learning opportunities. To provide a vision and direction for this work, the Board of Trustees is in the process of developing an early years policy. Currently, input on a draft policy is being solicited through the District website and from a broad range of community members. The District is pleased to be an "early adopter" of the province's Early Development Instrument (EDI) and Community Mapping initiative. Based on the experience gained by the provision of an early learning culturally sensitive program last year, three additional sites were introduced this year. Combined with the early learning offerings in the City Centre Education Partnership, the District now supports eight early learning programs. Additionally, the District provides early education programming for students with special needs, participates in an early identification pilot with Alberta Health Services and has supported the province's child care space creation initiative by enabling current providers to expand spaces, acquiring a modular space and facilitating a partnership for the provision of child care appropriate for Aboriginal families.

The District recognizes the importance of preparing students to successfully engage in a globalizing world. A major strategy in this regard is its innovative and expanding leadership role in **second languages**. The District has a second language requirement for all students

from Grade 4 through 9. Students and teachers have the opportunity to receive international credentials recognizing their proficiency in second languages. The credentials are recognized in over 180 countries by business, governments and post-secondary institutions. To further support this work, the District has partnered with foreign ministries of education and government agencies in France, Spain, Germany, Japan, the Ukraine and China to establish the first comprehensive International Languages Credentialing Centre in any school district in Canada, as well as the establishment of the Institute for Innovation in Second Language Education (IISLE). The partnerships support school-based second language programs with regard to current pedagogy, assessment practices, and curriculum and instruction. The District acquired a Confucius Institute that, in partnership with Hanban and the Shandong Ministry of Education and Communications, University of China, will increase the District's capacity in supporting Chinese language and cultural education and in recognizing Chinese language proficiency. Additionally, the Spanish Ministry of Education has established a Spanish Language Resource Centre, which will be supported by the University of Alberta, and is the only Associate Cervantes Institute in North America. This past year the District also signed an agreement with the Goethe Institute of Germany to assist in the support of German language education and, most recently, the District has confirmed a partnership with Alliance Française, an arm of the French government, to support French programming and improvement of language skills of French teachers.

The District continues to maintain, refine and augment strategies that have the potential to increase **high school completion**. A current focus is improving student engagement by linking the curriculum with real world learning, career and post secondary opportunities through the District's Career Focused Education initiatives. The Skill Centre, a cross ministry initiative and partnership with NAIT, is one example. The objective of the Skill Centre is to allow high school students to access valuable resources and gain real-world experience with hands-on courses. Students learn about a career to make an informed decision about their future. The Skill Centre approach has expanded to the development of programs, which have post-secondary recognition, in all high schools. Dual credentialing programs are another example. The District has developed certification programs for students while they are still in school. Currently, the programs include Health Care Aide Professional (Norquest and Alberta Health Services), Print Media Production (Norquest), Iverson Computing Science (University of Alberta), A+ Computer Repair certification and Child Care certification. Another area of focus is staff development. Staff development in career and technical education areas occurs as part of the Skill Centre Approach with in-services and summer course work.

Within the direction provided by the District's health and wellness of staff and student policy and regulation and the plan to promote healthy food and beverage choices, the District has made some significant progress in the area of health and wellness. Schools and staff from central have been actively involved in the Preschool Screening Project, an initiative of Alberta Health Services supported by an interagency steering committee. It involves a developmental screen for children to assist families in the early identification of learning needs and, as needed, to connect them to community resources. With coordination from central services, 22 additional schools became involved in the No Child Without program organized and funded through Medic Alert. Fifty-five schools in the District are now involved in the program. Mental Health Kits, to support mental health curriculum units in Grades 4, 5 and 6, developed in partnership with Edmonton Public and Catholic and Alberta Health Services, were created by the District and provided to all elementary schools. The Medication Management Regulation was revised to reflect changes in the nature and volume

of medication needs at the school level. A steering committee, involving representation from the local of the Alberta Teachers Association, CUPE Local 3550, support staff, and central services staff, has been formed to develop a plan to support the implementation. The plan to promote healthy food and beverage choices is on target and school vending machines will be offering only healthier choices in vending machines sooner than originally anticipated. The four schools involved in the Alberta Project Promoting Active Living and Healthy Eating (APPLE) project, a three-year action research plan with the Faculty of Public Health, are providing leadership to the District. The District has established a strong collaborative relationship with Alberta Health Service (AHS), Edmonton area. AHS is working with district schools without cafeterias to enable use of the Home Economics room as a kitchen for the preparation of selected foods for sale in the school, as all school meal programs must operate in accordance with the Public Health Act and Food Regulation.

The District values the contributions and commitment made by our staff every day to ensure the success of our students. The Board of Trustees and administration have developed a Human Resources (HR) Strategy to ensure that the District remains an employer of choice in order to attract, motivate and retain quality staff. The HR Strategy has a foundational set of values and beliefs which are embodied in all our policies, including *Respectful Learning and Working Environments* and *District Staff Code of Conduct*. The HR Strategy is built around the intersecting themes of organizational effectiveness, workforce planning and development, and a competitive total rewards package. The areas of emphasis over the next three years are: building organizational capacity and employee capability; supporting positive growth in organizational health; developing a comprehensive professional learning framework to enhance the practices of all staff; and fostering the involvement of stakeholders. Key initiatives for 2009-2010 include: conducting an employee engagement survey; reviewing processes and practices to ensure alignment with the District's Principal Quality Practice Standard; reviewing and revising the Support Staff Classification System; enhancing the capabilities of the Human Resources Information System; and, continuing to align the District's Workforce Plan with Alberta Education's Workforce Planning Initiative.

Trends and Issues

Across Canada, **poverty** is recognized as a growing issue that needs to be addressed. Four provinces have recently created poverty reduction elimination strategies and the federal government has a cross-parliamentary party committee investigating strategies to reduce poverty. In Edmonton Public, poverty continues to be a reality for many children, youth and families served. A report on Child and Family Poverty recently released by the Edmonton Social Planning Council reveals that one in six children live below the poverty line, translating to potentially 13,000 children in Edmonton Public. It is well established that children who live in poverty face more challenges and are more likely to encounter serious problems in their lives than other children including: more chronic illness, emotional and behaviour problems, and difficulty in developing cognitive, emotional and social skills needed for success in school. While it is important to recognize that not all low-income children will have difficulty in school, many will experience the negative effects of poverty educationally. The relationship between educational achievement of children and income levels is highly statistically significant. The stress faced by low income families due to lack of adequate employment, stable and affordable housing, nutritious food and support systems

impact children in a variety of ways and increase their risk of experiencing difficulties in school.

With respect to **achievement**, the District is concerned with the percentage of students meeting the acceptable standard on the provincial achievement tests and with the percentage of students meeting the acceptable standard or the standard of excellence on diploma examinations. Based on research and experience, the District developed a plan, including global and targeted strategies, which is reviewed and adapted annually to address these concerns.

Edmonton is experiencing **changing demographics**. The District, on an ongoing basis, tracks demographics using district student information, Statistics Canada data, Alberta Health Services data and through contacts with community groups, particularly Aboriginal and immigrant and refugee groups. The data indicates increased numbers of self-identified Aboriginal students and English Language Learners (ELL) over the past five years. The increase is particularly significant with respect to ELL where numbers rose from 3,889 in 2004-2005 to 9,590 in 2008-2009. Monitoring enables the District to develop and adjust plans to better respond to the changing needs.

The province's Setting the Direction for Special Education initiative has resulted in identifying needs and issues related to the provision of education for students with special needs. The District is committed to being an active participant in the province's process. With input from stakeholders, the District responded to Phase 1 and 2 describing its beliefs and intended directions in **special education**. A plan has been developed to enable beginning implementation of intended directions in September 2009.

Accountability Pillar Overall Summary

The **Accountability Pillar Overall Summary** on the following page is provided annually to school jurisdictions by Alberta Education. This summary includes the specific measures which each jurisdiction is required to report on in their *Annual Education Results Report*. Jurisdictions are required to set targets and create an action plan for any measure that achieved an overall rating of either “issue” or “concern.” Edmonton Public Schools has one area of concern – “percentage of students meeting the acceptable standard on the provincial achievement tests.” It has two areas at issue – “percentage of students meeting the acceptable standard diploma examinations” and “percentage of students meeting the standard of excellence on diploma examinations.” For all other measures, Edmonton Public Schools achieved a rating of either excellent, good or acceptable.

Goal	Measure Category	Measure Category Evaluation	Measure	Edmonton School District No. 7			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	87.5	85.9	85.3	86.9	85.1	84.6	High	Improved Significantly	Good
	Student Learning Opportunities	Excellent	Program of Studies	81.9	81.7	80.7	80.3	79.4	78.7	Very High	Improved Significantly	Excellent
			Education Quality	91.2	90.1	89.7	89.3	88.2	87.8	Very High	Improved Significantly	Excellent
			Drop Out Rate	5.7	6.3	6.3	4.8	5.0	4.9	Intermediate	Improved Significantly	Good
			High School Completion Rate (3 yr)	65.4	64.6	63.9	70.7	71.0	70.6	Intermediate	Improved	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	75.7	75.6	77.0	75.8	75.9	76.7	Low	Declined Significantly	Concern
		Issue	PAT: Excellence	22.6	22.1	22.3	19.6	19.4	19.3	High	Maintained	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	83.8	85.3	84.9	85.0	85.4	85.2	Intermediate	Declined Significantly	Issue
			Diploma: Excellence	23.4	24.8	25.0	22.3	23.3	23.1	High	Declined Significantly	Issue
			Diploma Exam Participation Rate (4+ Exams)	54.7	55.4	55.1	53.0	53.6	53.6	Intermediate	Maintained	Acceptable
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Rutherford Scholarship Eligibility Rate (Revised)	56.2	55.1	53.4	57.3	56.8	55.8	Intermediate	n/a	n/a
			Transition Rate (6 yr)	62.3	61.3	60.1	60.7	60.3	59.1	High	Improved Significantly	Good
			Work Preparation	80.9	81.8	80.4	79.6	80.1	78.1	High	Maintained	Good
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	79.5	78.3	77.7	80.1	78.2	77.9	High	Improved Significantly	Good
	Continuous Improvement	Excellent	School Improvement	81.2	78.8	79.0	79.4	77.0	76.7	Very High	Improved Significantly	Excellent

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 5) The subsequent pages include the current results, previous 3-year average and evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.

Specific Action Plan

The Ministry of Education identified several environmental factors the department took into consideration when setting the Ministry's direction. The factors include globalization, labour market conditions, population distribution and changing demographics, First Nations, Métis and Inuit (FNMI) student success, health and wellness of our children and youth and rising public expectations. The District's jurisdictional profile, identified trends and issues, as well as the following strategic actions, demonstrate that the District concurs with the province regarding opportunities and challenges as we strive for continuous improvement. Furthermore, the strategic actions identified by the District are fully aligned with priorities and core activities identified by the Ministry. The Ministry emphasizes participation and completion rates, FNMI student success, building the teaching profession, access to early learning opportunities and interventions for at-risk children, special education services and community-centered schools. All these areas are targeted in the District's comprehensive plan to address the needs of the broad range of students served. The plan is reviewed annually, refined and augmented, as needed, based on the past year's experience and research findings. The following updated plan is constructed to support all students and to address the:

- **"Issue" with percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests (PATs) - cohort results, and**
- **"Concern" with percentage of students achieving the acceptable standard on diploma examinations and percentage of students achieving the standard of excellence on Diploma examinations.**

Global Strategies	Expected Impact	
	PATs	Diploma Results
Early Years - Targeting prevention and early intervention: - The District provides full-day kindergarten in 25 high needs schools. It offers eight 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. - (NEW) The District is an early adopter of the Early Development Instrument (EDI). The EDI will provide helpful cohort information to the District and contribute to a better understanding of the developmental progress of five year old children in Edmonton. Combined with community mapping, it will enable the District and other main providers of services to children and families to examine community factors that might influence the patterns of development.	Short & Medium Term	Long Term
	Medium Term	Long Term

Global Strategies	Expected Impact	
	PATs	Diploma Results
<p>(New Cycle) Alberta Initiative for School Improvement (AIS I) – Targeting a job-embedded approach:</p> <ul style="list-style-type: none"> - The District will involve teachers and principals in tasks, activities and processes (e.g., facilitated teacher networks, inter-visitations, collaborative lesson design, etc.) that connect 21st century literacies, essential learning outcomes and effective instruction (differentiated instruction, effective assessment practices, integration of technologies, etc.) to engage all students. - Teachers will engage in ongoing assessment of the impact of teaching (e.g., building common assessments, gathering student voice, providing students with timely, specific feedback, etc.) and use this data to identify teaching strategies that are positively impacting learning and are matched to the needs of learners. - Principals and other instructional leaders will participate in professional development (PD) activities that focus on how to effectively support improvement in teaching and learning. - Principals and teachers will engage in collaborative processes to effectively plan for student transitions – grade to grade, teacher to teacher. 	Short, Medium & Long Term	Short, Medium & Long Term
<p>Numeracy – Targeting mathematics outcomes:</p> <ul style="list-style-type: none"> - (NEW) The District developed Mathematics for All, a three year comprehensive support for mathematics teachers, in conjunction with the new mathematics program of study, Grades 1 to 9. In year two, teacher coaches trained in the first year of the project will work closely with staff to enhance teaching strategies for mathematics learning. Each year, new grades are targeted as the new mathematics program of study is implemented. This approach develops staff capacity at the school site to enhance implementation of a new curriculum. - Teacher coaches will engage in collaborative processes to design common assessments for each grade level. 	Medium Term	Medium Term
<p>Literacy -Targeting literacy outcomes:</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. - (NEW) The District, in collaboration with community, will pilot Firm Foundations, an early literacy phonemic 	Short & Medium Term	Medium & Long Term

Global Strategies	Expected Impact	
	PATs	Diploma Results
<p>awareness program, that showed promise in Vancouver where it was developed, in schools selected based on demographic and high needs criteria.</p> <ul style="list-style-type: none"> - (NEW) The District, in partnership with the University of Alberta, will pilot Pass Reading Enhancement Program (PREP) and Cognitive Enhancement Project (COGENT) in several high needs schools. They 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 supports electronic tracking of student progress through Grade Level of Achievement reporting, Highest Level of Achievement tests in reading and writing, electronic Individualized Program Plan (IPP) reports and Provincial Achievement Tests and uses this information to refine programming. - The District will continue to disaggregate data for FNMI students, ELL students, students with special needs eligibility and alternative programs to analyze the impact of strategies on student learning. - The District has revised the process for exemptions and accommodations of students for Provincial Achievement Tests (PATs) and increased communication with schools around practices that allow more students to participate in the provincial testing program. - (NEW) District psychologists, reading specialists, English Language Learning consultants and Programs staff, along with community specialists, are evolving practice related to culturally sensitive assessment. - (NEW) To identify schools where collaboration between schools and provincial and local social services agencies should be initiated or maintained, demographic data, social vulnerability indicators and student mobility rates are tracked. This data assists in the identification of schools that are complex based on the multi-layered needs of the diverse student population they serve. 	Short, Medium & Long Term	Short, Medium & Long Term

Global Strategies	Expected Impact	
	PATs	Diploma Results
<p>Alternative Programs – Responding to needs and interests:</p> <ul style="list-style-type: none"> - 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 home language or mother tongue. 	Short & Medium Term	Medium & Long Term
<p>Partnerships/Collaboration – Targeting poverty factors:</p> <ul style="list-style-type: none"> - In partnership with community organizations, the District offers after school and summer programs that assist students with homework, enhance literacy and numeracy, provide enrichment experiences etc. - 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 (STARS) 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. 	Short & Medium Term	Medium & Long Term

Targeted Strategies	Expected to Impact	
	PATs	Diploma Results
<p>Aboriginal Education:</p> <ul style="list-style-type: none"> - The District has developed a plan to implement the directions indicated in the Aboriginal Policy and Regulation in support of success for FNMI students. This plan is updated yearly and a report provided to public board. - Highlights of this plan include implementation of a Cree extended alternative program, provision of transition support from junior high to high school, creation of an Aboriginal Centre at a district high school, collaboration with group care operators to decrease barriers for students who are transient or in temporary housing and work with the Aboriginal parent community to plan a parent conference for fall of 2009. 	Medium Term	Medium & Long Term
<p>Multi-cultural Education:</p> <ul style="list-style-type: none"> - (NEW) As a result of the Multicultural Task Force, a Multi-cultural Education Policy has been developed and a regulation is under consideration. The intent is to develop a plan in fall of 2009 to support the implementation of the directions indicated in the policy and to report to Board on an annual basis. - (NEW) Additionally, the Board is considering the development of a Kindergarten to Grade 12 centre to serve refugee and immigrant children and youth with limited English, minimum understanding of Canada and the Canadian education system, and/or little or no formal education experience. 	Medium & Long Term	Long Term
<p>Special Education:</p> <ul style="list-style-type: none"> - (NEW) Based on the work undertaken in relation to the provincial Setting the Direction for Special Education initiative, the District has developed a plan to begin moving the District in directions articulated in the responses to the province. The intent is to report to Board annually on progress made. - (NEW) Highlights of the plan include creation of a parent advisory committee to increase parent involvement; expanding the inclusion pilot to increase staff capacity to serve all children; working collaboratively with health, children's services and other school jurisdictions to provide PD regarding autism for a range of staff; and collaboration among Kindergarten Inclusive Developmental Services (KIDS), Special Education Support Team (SEST), Edmonton Regional Educational Consulting Services (ERECS) and programming for student differences to explore a cross-department service model and to 	Short & Medium Term	Medium & Long Term

Targeted Strategies	Expected to Impact	
	PATs	Diploma Results
extend supports into Grade 3.		
<p>High School Success:</p> <ul style="list-style-type: none"> - 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. - (NEW) Using Backwards Design, teachers from three 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. 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. - (NEW) 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 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 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. 		Short & Medium Term

(Note: A list of selected research used in the development of the plan is provided at the end of the document.)

In addition, under each provincial outcome (pages 16 to 39), a District context has been provided which highlights major strategies specific to that provincial outcome, as well as many school and decision unit strategies that support the achievement of the outcome.

Provincial Goals, Outcomes, Strategies, Performance Measures and Targets

GOAL ONE: High Quality Learning Opportunities for All

Outcome 1.1: Schools provide a safe and caring environment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall 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.	87.5	85.3	High	Improved Significantly	Good			

Edmonton Public Schools’ district priority *To achieve high standards of citizenship, conduct, safety and well-being of students and staff* and the *Health and Wellness of Staff and Students Policy* contributed to the positive results for this outcome. There is an increased percentage of students, teachers and parents who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. Many of the key strategies for enhancing this outcome are described earlier in this report such as the Apple School three year initiative and the District plan to increase the availability of healthy food and beverage choices. Additional specific strategies to support this outcome are listed below.

Strategies

- In partnership with Heart-Safe Public Access to Defibrillation and the Canadian Legion of Frontiersmen, defibrillators have been installed in all district high schools.
- Each school ensures and provides for an adequate number of first aid certified staff. The CTS Tools and Equipment Enhancement grant will also provide increased First Aid Training for CTS teachers.
- The range of approaches at the school level to provide a safe and caring environment includes Peace Talks program, Peaceable Schools program, anti-bullying programs, the provision of school lunch, Young Chef’s, involvement with the School Resource Officer program and the provision of student leadership opportunities.
- The District provides consultant support to schools in developing positive school environments through teaching conflict resolution and positive interaction skills to students, teachers and parents.
- The District provides information and support to schools about restorative practices and building restorative cultures as an alternative to traditional discipline practices including suspensions and expulsion.
- Schools use community groups to provide recess supervision and support for the “walking school bus.”
- The District ensures that our students are transported in a safe and timely manner.

- The District provides supports and safeguards to schools to ensure the safe use of the Internet.
- The District has a student behaviour and conduct policy. It requires schools to adhere to this policy as well as to develop any additional student behaviour and conduct expectations, in collaboration with staff, students, parents and community, to address specific school needs. These expectations are communicated to students and parents on an annual basis.
- The District citizenship and character education framework establishes district expectations related to behaviour and conduct in the school context.
- All new district staff have received training on the Respectful Learning and Working Environment policy in the new staff orientation in-service. A framed poster noting the District's expectation for respectful behaviour has been provided to all district sites for display. A brochure for parents, volunteers and community members has been developed and made available to all schools. A brochure for contractors will be developed in 2009-2010, and orientation for new staff will continue.
- Staff or students who subject any other person to discrimination or harassment are subject to disciplinary action.
- The District collaborates with cultural communities and community organizations to provide information to schools and departments on strategies that support and promote cross-cultural understanding and respect.
- The District continues to work with Edmonton Police Service so that police resource officers are available in high schools.
- The District works collaboratively on cross-ministry initiatives that promote student safety (e.g., Edmonton Drug Strategy, Safe and Caring Schools).
- The Board Chair is the Chair of the Safe Edmonton Committee and the District provides a contact person to the Edmonton Youth Gang Intervention and Diversion Program.
- The District is represented on the Racism Free Edmonton coalition.
- The District provides supports to schools to ensure safe off-campus learning experiences and field trips.
- The District has a central unit that is responsible for developing and implementing emergency preparedness plans. The unit ensures that the schools have specific plans for security incidents, security alerts, and fire drills, that these are practiced regularly, and staff and students understand their roles.
- The District has an emergency response plan that involves key district resources and can be activated immediately to deal with emergency situations in a school or in the District.

Local measures for this outcome

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

Outcome 1.2: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	81.9	80.7	Very High	Improved Significantly	Excellent			
Overall teacher, parent and student satisfaction with the overall quality of basic education.	91.2	89.7	Very High	Improved Significantly	Excellent			

The excellent rating for the overall quality of basic education is evidence that this is an area of strength. The District is well known for the range of alternative programs to support student learning. In the last few years several new alternative programs were initiated including a Cree Bilingual program, Middle Years IB, Pre-AP, a Science Alternative program and an expansion of Arts Core programs. Waldorf programming will begin in the fall of 2009. Other community groups are working with the Board to investigate further possibilities for alternative programs. Center High, Metro Continuing Education, transition schools, and Argyll Home Education Centre add to the range of options available to students. Locally developed courses, clustering of CTS options around themes and sharing of equipment and resources further enhances access to a wide range of quality programs within the District. Supports for students with special needs and recognition of the importance of early learning enhance the range of programming. Some of the strategies listed under “Children and youth at risk have their needs addressed through effective programs and supports,” “Students complete programs” and “Success for First Nations, Métis and Inuit students” apply here as well.

Strategies

- The District supports early learning through full-day kindergarten, early education programs, support for daycares and partnerships with community agencies.
- The District establishes additional sites for approved alternative programs and special needs programs based on demand, space availability and impact on other programs in order to maximize accessibility for families.
- The District offers the International Baccalaureate Primary Years Program (PYP), the International Baccalaureate Middle Years Program (MYP), the Pre-Advanced Placement program (Pre-AP), the International Baccalaureate Program (IB) and the Advanced Placement Program (AP).
- The District provides and supports a wide range of special needs programming and services, in community schools and district-centre settings. The District continues to implement the *Critical Learning* documents, which outline curriculum-based programming for students with moderate and severe special needs.
- The District provides Challenge and Extension programs for students in Grades 1 to 9 who are intellectually and/or academically gifted.
- The District continues to provide specialized consulting support for students with severe and complex special needs through its continuing involvement as one of four provincial Regional Educational Consulting Services (RECS) teams, through

- specialized consultant services under the Edmonton Student Health Integrated Partnership (ESHIP) and through KIDS.
- The District provides access to technology, e.g., wireless laptops, videoconferencing, interactive white boards and video streaming.
 - The Board approved the provision of a seven day per week unrestricted student Edmonton Transit Services (ETS) bus pass effective September 2008. This will expand student access to evening and weekend educational and recreational opportunities.
 - The District continues to refine its pilot initiative to provide additional targeted supports to clusters of schools serving a significant number of refugee and immigrant children and youth.
 - The District's English Language Support Services Centre (ELSSC) will continue to provide initial assessments, identification and orientation of new ELL students and their parents/guardians. It is also involved in the cluster of schools work.
 - The ELSSC also provides in-services, school visits, coaching, translation and other consultant support to school staff and teachers who are providing programming for ELL students.
 - The District is developing bi-cultural and multi-lingual resources for ELL students.
 - Targeted classes for ELL students are available through Metro Continuing Education during the school year for adults and in the summer for youth.
 - The District has begun to work with the Edmonton Chamber of Commerce and L.Y. Cairns School to increase recognition of the Employability Skills Achievement Certificate (ESAC) with employers in Edmonton.
 - The District was the lead in bringing the Critics and Awards Program (Cappies) to Edmonton for high school students to write and publish reviews of high school theatre. The program culminates in a gala which presents awards to students in on-stage and technical categories in addition to critic awards.
 - The District continues to develop, acquire, and maintain locally developed courses in fine arts from K-12 to provide additional learning opportunities for students.
 - A comprehensive collection of nutrition resources and lesson plans to support Health and Physical Education for Grades K to 9 has been completed and posted on the Curriculum website.
 - The District provides assistance to organized sporting events at the District level (i.e., Kid's Triathlon) and at the school level (e.g., school track meets).
 - The District provides access to online resources, including digital video-on-demand, Academy of Reading/Math and the LearnAlberta portal.
 - An English Language Learning program has been established to assist with high school programming for those students who arrive in Edmonton part way through a semester.
 - Metro hours of operation allow students the flexibility to learn in a classroom setting during evening and weekend hours.
 - The District provides a supportive environment for home schooling families through the Argyll Centre (e.g., in-services, online resources, on-site workshops and face-to-face individual and group tutoring sessions).

Local measures for this outcome

- 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.
 - Programs and courses available in Edmonton Public Schools.
 - Percentage of high school students satisfied with the variety of courses available.

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	5.7	6.3	Intermediate	Improved Significantly	Good			

District Trustees supported the Alberta School Board Association (ASBA) survey initiative related to reducing high school drop-out rates. Key areas that the District identified to focus on are: improving student engagement through programming that meets their needs, identifying student strengths and supporting resiliency, providing opportunities for students to create supportive connections to adults, linking school to future work and continued learning opportunities, and bringing community and family into the school community to support youth. Some of the strategies provided under “The education system meets the needs of all K-12 students, society and the economy,” “Students complete programs,” and “Success for First Nations, Métis and Inuit students” apply here as well.

Strategies

- Curriculum and instruction consultants provide PD and coaching on differentiation and accommodation strategies for students at risk and multi-disciplinary teams (e.g., language arts consultants, reading specialists, psychologists, social workers) provide programming consultation and sessions on the needs of at-risk learners. The impact of trauma on student learning is an area of concern for staff. Professional development, tools and suggestions for teaching staff were started this year.
- The District provides schools with research-based teaching and organizational strategies that have promise for students who are at risk of not completing school for a broad range of reasons (e.g., poverty, English proficiency).
- Schools have partnerships with local community agencies to provide additional supports to students and families. For instance, schools collaborate with the Big Brothers and Big Sisters organization to access in-school literacy mentors and individual big brothers and big sisters who support children and youth after school hours. As well, Big Brothers and Big Sisters provides an electronic mentoring program, through a secured website, involving a caring relationship with an older student mentor from within the District. Schools collaborate with the Centre for Family Literacy to access literacy support for parents and students. Schools also work with Edmonton City Centre Church Corporation (E4C), the Hope Mission, the Abbotsfield Youth Projects and many others. Braemar School partners with the Terra Association to obtain supports for pregnant and parenting teens.
- Schools develop 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. These students are flagged on the Student Information System.

This designation follows the student from school to school. Schools identify additional students based on other criteria through discussions with their teachers. This information helps all staff plan ahead of time to support these students in a variety of ways. These students are the focus of principal visits to classrooms.

- Tutorial support is available to all students registered in Metro's academic programming.
- The District offers 10 outreach or transition programs throughout the city, thereby increasing accessibility for students.
- High school outreach students are required to take a career directions course to assist them in understanding high school graduation requirements and in planning for a career path.
- The District provides psychological assessment and social work consultant support services, to deal with attendance issues and social/emotional issues.
- The District has implemented "Specialized Assessment Practices Standards" to ensure equitable access and reliable data in specialized assessments for all schools.
- The District will collaborate with Alberta Education to pilot modifications to the current attendance board process.
- The District is expanding the recognition of student learning in high school based on Employability Skills as credentialed in cooperation with The Conference Board of Canada.
- The District, in collaboration with the Community-University Partnership for the Study of Children, Youth and Families (CUP) and with individual researchers is involved in a number of research studies (e.g., wrap-around approaches, mentoring) to identify and evaluate effective strategies.
- Three schools have students involved in the Hockey Education Reaching Out Society (HEROS) program, which, in addition to teaching hockey skills, develops leadership and study skills of the participants. The program also encourages school completion and provides scholarships for the school completers.
- The Learning Store at West Edmonton Mall has a strong partnership with the Boys and Girls Club, thereby extending the range of services and opportunities available for the students.
- The Edmonton YMCA provides services to youth in a number of our schools through their Youth Transitions Program. Metro Continuing Education, upon request, offers customized programs at the schools. This includes Cool School (literacy/numeracy supports), test preparation, tutorials and personal development (study skills/self-esteem) courses.
- Schools in the District are involved with the Roots of Empathy program.

Local measure for this outcome

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

Outcome 1.4: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	65.4	63.9	Intermediate	Improved	Good			

High school completion is essential to the success of all students and is a strategic objective of the Board of Trustees. The District continues to make substantial progress in improving high school completion rates but acknowledges that this work is ongoing and system-wide. Staff who work with students at early learning sites through to high school all contribute to a long-term goal of increasing high school completion rates. High school completion is enhanced if students can identify future career and school goals, are initially successful in Grade 10, are closely connected to their schools and experience teaching that meets their learning needs. High school staff look closely at the data for successful completion of courses, information on incoming students and other data to reflect on practice and continually work to improve student achievement outcomes in all of these areas. Strategies designed to meet specific needs identified for high schools students are described below. Some of the strategies in “The education system meets the needs of all K-12 students, society and the economy,” “Children at risk have their needs addressed through effective programs and supports” and “Success for First Nations, Métis and Inuit students” apply here as well.

Strategies

- Many district schools have instituted a “no zero” policy with respect to student work and provide descriptive feedback rather than marks while students are in the process of learning. This allows students to take risks with their learning and to more clearly link their work to improving learning prior to summative assessments.
- Providing students with a second chance to complete missed assignments, accompanied by support for students who have had various difficulties with completing assignment in a timely and independent manner, is another strategy used.
- Several different courses are offered to students for each core subject area in high school (e.g., English Language Arts 10-1, 10-2 and 10-4). This choice can be difficult for students as they transition into high school. In the past most schools recommended students enroll in courses primarily based on marks received in Grade 9. Schools are working to provide students with more opportunities to enroll in the most challenging courses while providing support if students experience difficulty. This empowers students to make decisions that relate to their goals for future work and post-secondary opportunities. Supports include tracking initial success and providing opportunities to switch courses; providing multiple opportunities for re-testing, re-learning and re-teaching of concepts; and determining gaps in students’ achievement so that these can be addressed without the student re-taking a course.
- The Workplace Essential Skills locally developed course enables students to make a smooth transition from school to work and be successful in a range of occupations.
- Support resources and specific teacher in-services are being prepared to provide teachers and students with the best possible opportunities for success in Knowledge and Employability (K & E) courses, including implementation of occupational courses at high school.

- Career Portfolios continue to be used by secondary schools to enable students in collaboration with parents and teachers to begin planning a high school program while still in junior high and inform and improve programming decision making.
- Redevelopment of the Community Resource Database with identified teacher learning experiences, speakers and presentations for classrooms, and off-campus sites for YAP, RAP, work experience and career internship is underway.
- Schools are increasingly using one-on-one, small groups, mentors and tutoring outside of school hours.
- At the junior and senior high school levels, there is a focus on enhancing relationships between staff and students (e.g., Adopt a Student program, welcoming atmosphere for students with traditionally poor attendance, learning about students' personal interests, etc.).
- Schools are increasingly using technology to support student learning in classroom and non-classroom settings including pilots next year for special needs students and ELL students at one high school.
- In partnership with community organizations, two senior highs are providing additional supports to ELL students, including strategies for transitioning to life beyond high school.
- The District is working with community partners on developing summer camps, focusing on tutoring, mentoring and recreation, for ELL students with high needs. Enhancing this partnership work is a goal of the transition pilot program for ELL students.
- Through Centre High, Metro, Outreach and Argyll, the District enables students who have already taken three years of high school to finish or upgrade their diploma to enable them to access post-secondary education or enter the world of work.
- Through Metro, the District provides students with opportunities to review courses already taken, to preview courses to prepare for Grade 12 diploma examinations and Grade 9 achievement tests and to develop the skills and habits of successful students.
- Metro and district high schools work co-operatively to provide comprehensive summer school options for students.
- Centre High's online registration process allows district students to select the block of the day and the course. This enables students to accommodate part-time employment and other pursuits.
- High schools receive annual reports of students enrolled in programs at the University of Alberta, Grant MacEwan College and NAIT.

Local measure for this outcome

- Percentage of students who are successful in completing Grade 10 high school core courses.

GOAL TWO: Excellence in Student Learning Outcomes

Outcome 2.1: Students demonstrate high standards in learner outcomes.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	75.7	77.0	Low	Declined Significantly	Concern	76.5	77.0	77.5
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	22.6	22.3	High	Maintained	Good			
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	83.8	84.9	Intermediate	Declined Significantly	Issue	85.0	85.5	85.6
Overall percentage of students who achieved the standard of excellence on diploma examinations.	23.4	25.0	High	Declined Significantly	Issue	24.0	24.5	25.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	54.7	55.1	Intermediate	Maintained	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	56.2	53.4	Intermediate	n/a	n/a			

*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language, Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 4) Please note that the rules for Rutherford Scholarships changed in 2008/09, which increased the number of students eligible for Rutherfords. The history for the measure has been re-computed to allow for trends to be identified, however, jurisdictions and schools are not directly accountable for results prior to the "current year" 2008 results – thus, only an evaluation for "Achievement" is provided based upon standards computed for the revised rules.

The District realizes the importance of providing both the opportunity and the support for all students to demonstrate high standards in learner outcomes. The Board of Trustees has approved three priorities that support high standards. They include improved achievement of all students in core subjects with an emphasis on literacy and numeracy; providing a student learning environment that encourages citizenship, well-being and positive relationships; and supporting an innovative workplace that provides PD and growth opportunities for staff. All school and central unit plans reflect the priorities of the Board in these areas.

Action plans to address three indicators that are an issue or concern are provided earlier in this report (percentage of students meeting the acceptable standard on PATs; percentage of students meeting the acceptable standard and standard of excellence on diploma examinations). The District recognizes the work of staff in supporting students to achieve a high or intermediate evaluation in all indicators within this outcome with the exception of the acceptable standard on PATs. Additional specific strategies are described in this section. Some of the strategies in "The education system meets the needs of all K-12 students, society and the economy" "Children at risk have their needs addressed through effective programs and supports," "Students complete programs" and "Success for First Nations, Métis and Inuit students" apply here as well.

Strategies

- Implementation of new programs of studies in social studies and mathematics is supported by PD for lead teachers and principals through collaboration between Edmonton Regional Learning Consortium (ERLC) and Consulting Services. This PD includes extensive sharing between teachers and a school-based coaching component.
- Teaching staff will continue to deepen understanding of differentiated instruction, assessment for learning, learning through technology and literacy across the curricula. Small class size funding supports these approaches especially in Division 1.
- Participation of staff in the administration and marking of the Highest Level of Achievement Tests (HLATs) writing task assists in the development of common language arts standards across the District.
- The development and use of rubrics within a school and across schools also supports common standards and expectations. Committees of teachers and consultants selected examples of district student work from tasks created in science, mathematics, social studies and English language arts at various grades. These are available to teaching staff on the Student Assessment website.
- The student and staff recognition awards celebrate high standards in the District.
- District numeracy and mathematics resources are available to elementary and junior high school staff. Resource Development Services is working with Curriculum to develop bilingual versions of Math to the Max in support of district elementary second language programs. Maximizing Math for elementary is being developed to align with the new curriculum framework. Kindergarten and Grade 1 are authorized under the Western, Northern Canada Protocol (WNCP). The District will continue to develop and produce Grade 2 through 9 as support resources to cover the entire curriculum.
- The City Centre Education Partnership works collaboratively with the United Way, The Family Centre, Big Brothers Big Sisters, Aboriginal Youth and Family Wellbeing and Education Society, Capital Health, Children's Services, ART Start of E4C, (Organization for Educational Resources and Technological Training (ORT) (a world-wide, not-for profit organization), the YMCA and others to provide support and enrichment to children from high needs areas of the city.
- The District is a partner in the University of Alberta's Centre for Research in Youth, Science Teaching and Learning (CRYSTAL) project, an approved research study, which is focused on identifying strategies to strengthen literacy in mathematics and science.
- In partnership with the Centre for Family Literacy, pre-school literacy programs for children and families are provided.
- In partnership with the Edmonton Public Library, students at over 75 schools are issued library cards; students from across the District are involved in reading initiatives; and staff members from both organizations exchange professional expertise.

Local measures for this outcome

- Percentage of students reading at or above grade level as measured by the District's highest 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 to 9 judged to be at grade level in language arts and mathematics.

Outcome 2.2: Students are well prepared for lifelong learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school to post-secondary transition rate of students within six years of entering Grade 10.	62.3	60.1	High	Improved Significantly	Good			

The District considers the Canadian Council on Learning’s four pillars of education as it develops strategies to enable all students to become lifelong learners. It also has benefited from the work of the Council’s knowledge centres, particularly the Aboriginal Learning and Early Childhood Learning centres. This indicator shows a four-year continuous improvement trend. Student from the District are taking advantage of the opportunity to formally extend their learning beyond high school through attendance at post-secondary institutions. Students whose needs are met by the education system are more likely to continue learning beyond high school. Many of the strategies described under the outcome “students complete programs” and “Success for First Nations, Métis and Inuit students” also support this outcome.

Strategies

- The District responds to students’ motivational and interest needs that assist students to experience the joy of learning. It does so by helping students to experience academic success through differentiated instruction, and by provision of alternative programs, option courses, extracurricular activities and field trips. The AISI round four project will focus specifically on measuring the impact of strategies designed to engage students fully in their learning.
- The District’s technology plan includes building a technical infrastructure that will enable students to access online learning resources from school or home.
- Schools provide many opportunities for students to develop technological and analytical skills that enable responsible use of various media.
- The assessment AISI project provided staff with effective strategies for student involvement in setting assessment criteria to assist in developing self-evaluation and reflection skills. Research on Assessment for Learning indicates that student engagement and achievement are enhanced. This strategy and the former address the “learning to know” pillar of the Canadian Council on Learning.
- Co-operative learning strategies and inquiry-based approaches assist students to develop social and research skills. This strategy addresses the “learning to live together” pillar of the Canadian Council on Learning.
- District schools have developed partnerships with the business, government and post-secondary communities to provide students with opportunities to participate in meaningful learning experiences.
- Schools, particularly junior and senior highs, provide an emphasis on goal setting and program planning to guide further study and transition to careers through the use of career portfolios.
- The Registered Apprenticeship Program (RAP) is now in all high schools and is encouraging lifelong learning in trades and advanced technology areas. This and the previous two strategies address the “learning to do” pillar of the Canadian Council on Learning.
- High school teachers visit and contact post-secondary institutions in order to be well informed, thereby better meeting students’ needs.

- Centre High students develop a primary and a secondary career plan.
- High schools and Curriculum provide students with seminars and workshops on learning strategies, employer or workplace expectations and employment strategies.
- Metro is an innovative hub and resource for personal and professional learning in the capital region, offering individual courses and continuing education programs that enhance job performance or are offered for leisure and recreation.
- Metro provides basic language training focused on development of functional English skills to newcomers to Canada and for those who need English upgrading or other basic training in order to participate fully in society and the economy.
- Metro provides opportunities for mature students to earn a high school diploma or an adult equivalency diploma. This is done through selective course completion and recognizing life experience equivalent to that gained through study.
- The District provides a mechanism through our high schools and Metro for mature students to earn a high school equivalency diploma.

Local measure for this outcome

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

Outcome 2.3: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	80.9	80.4	High	Maintained	Good			

Success in the 21st century work place will depend on the ability to think creatively and work with technologies that do not exist yet. It will require students to work collaboratively and understand a globally connected world. Life long learning will be necessary for all workers as the workplace and jobs will continue to change over time. Many of the strategies in “Students are well prepared for lifelong learning,” “Students model the characteristics of active citizenship” and “Success for First Nations, Métis and Inuit students” also apply to this outcome. Additional strategies follow.

Strategies

- High schools provide work experience, CTS job safety courses and career directions programs.
- Schools will continue to utilize Junior Achievement’s programs (including Student In-Site) to provide students with a career awareness experience in Edmonton businesses and industries.
- Career Centres in schools provide resource materials, links to employment opportunities and to post-secondary programs and information about bursaries and scholarships. They assist in the development of student portfolios that focus on goal setting and career plans.
- The District and schools have a number of community business partnerships.

- The District supports the involvement of students in competitions that reinforce learning such as the Culinary Competition.
- Skills Canada - Alberta provides competitions in the areas of skilled trades for high school students and the opportunity to observe these skilled trades competitions for junior high students.
- Edmonton Public Schools has developed placement for RAP students within its own Facilities department paired with journeymen already employed by Edmonton Public Schools.
- Credentialing programs are being implemented. These programs enable students to document skills developed in high school to satisfy the needs of employers and post-secondary institutions. They include:
 - Language proficiency tests in French and five international languages provide students who choose to take the tests with credentials recognized around the world.
 - The Safety Passport recognizes 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.
 - Industry credentialing is also available either through assessment by classroom teachers (e.g., National Coaching Certification Program [NCCP] coaching), or by external examination (e.g., Transport Canada or Alberta Fitness Leader Certification Association).
 - An Employability Credential is in use in many schools. The Skills Credentialing Tool has been developed in partnership with the Conference Board of Canada and is recognized as measuring “soft” employability skills identified by industry as critical.
- Transition programming for specific student groups (e.g., Health Care and students who may not complete high school – Norquest) that articulates and ladders with other post-secondary education and the world of work is available.
- Centre High consults with business, industry and post-secondary institutions to identify relevant experiences beneficial for students when seeking employment in particular career areas (e.g., dress code, off-campus placement).
- Trustees and the Superintendent meet with business and post secondary leaders in the community regarding needs, opportunities for students and feedback on district strategies for improving learning and school to work transitions.

Local measures for this outcome

- 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 2.4: Students model the characteristics of active citizenship.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	81.5	79.3	Very High	Improved Significantly	Excellent			

The District strongly values active citizenship and school staffs actively encourage and promote student engagement in a wide range of volunteer and leadership opportunities. This is the second year in a row that the District has improved significantly in this measure.

Strategies

- District schools offer a range of formal (e.g., Learning to Lead locally developed course) and informal (e.g., student councils, peer support groups, student patrols, office helpers) student leadership opportunities.
- District elementary, junior and senior high schools involve students in community service projects. For instance, some initiatives include visits and assistance at seniors' residences and hospitals, assisting neighbours, helping in playschools and being emergency workers.
- Schools participate in a range of philanthropic activities such as Cops for Cancer, Multiple Sclerosis Bike-a-thon, Terry Fox Run, Little Big Run, River Valley clean-up, The Great Human Race, United Way, Third World initiatives, humanitarian causes and others.
- Some high schools, involve students in an advisory group to the principal, on interviews for staff selection, on school council and so forth. Some elementary students present on school related topics to school council and provide input into the school plan.
- Students act as "ambassadors" to represent the school at community events.
- High school students organize and are involved in "welcome week" activities to smooth transition of new students to the school. Regular contact between elementary, junior high and senior high schools that are close to each other geographically was initiated in many schools this year to further support students' commitment to a larger education community.
- High school students are involved as study buddies and in tutoring and mentoring students in junior high and elementary through the Big Brothers and Big Sisters In-School Mentorship program, and the Junior Rotarians Program.
- Centre High students act as first aid personnel, tour guides and in other supportive roles at the Greater Edmonton Teachers' Convention Association (GETCA) and the Edmonton Grand Prix.
- City Centre Education Partnership schools and partnering agencies have been engaged in ongoing training with Resiliency Canada. The resiliency framework is being integrated into work with students and families to reduce risks and to build capacity by increasing pro-social factors and enhancing protective factors. Other clusters of high needs schools as well as other District schools are engaged in some form of resiliency work (e.g., Tribes training, Kids of Confidence, Girl Power, Heroes). This work is supported by community agencies and will continue to be a focus of community collaboration.

- The District provides a framework that establishes common language and expectations across the District regarding creating cultures of character, which are fundamental to productive, engaging citizenship.
- In-service opportunities for teachers of the new social studies programs of study emphasized active local, Canadian and international involvement of students.
- Elementary schools are working with the Edmonton Police Service Neighbourhood Empowerment Team (NET) supporting and participating in their bully-buster program and kindness citation recognition program.
- Students are involved in the Alberta Motor Association (AMA) School Patrol Program promoting safety, citizenship and community awareness. Grade 6 patrol students train upcoming Grade 5 patrollers.

Local measure for this outcome

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

GOAL THREE: Success for First Nations, Métis and Inuit Students

Outcome 3.1: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> • High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

The District strongly values citizenship, preparation for the workplace and post-secondary education and training for all of its students. In order to encourage a broad spectrum of opportunity, the District works with the larger community to provide occasions where students recognize the contributions of Aboriginal people in education, the workplace, and in history.

The strategies described provided under “The education system meets the needs of all K-12 students, society, and the economy,” “Students are well prepared for lifelong learning,” and “Students model the characteristics of active citizenship” apply here as well. Specific strategies follow:

Strategies

- Summer programming for younger students includes opportunities to work with role models and mentors from the Aboriginal Communities. The program is deliberately housed at a high school, to encourage being at ease in a large school. As well, students have the opportunity to go to Grant MacEwan College to work in the computer lab.
- Monthly brown bag lunches were held at Braemar School, the school for pregnant and parenting students. Each lunch featured an Aboriginal woman, who spoke about her career and the paths she took to get to that career.
- The District provides Aboriginal Education consultants, Aboriginal Liaison workers and an Aboriginal social worker to provide a range of supports to schools, including curriculum and resource assistance, home and school relations support and assistance with acquiring community services.

- The District involves Elders in supporting resource development and program implementation, as well as with cultural teachings to staff and services to student groups.
- The Aboriginal Education unit held a “think tank” involving staff, students, parents and community members examining the challenges some students face in completing their education. Follow up plans will be developed to address challenges identified.
- The Aboriginal Education unit has begun to assist schools to use talking and peace making circles as an alternative to suspensions.
- The District will enhance cultural mentor opportunities for Aboriginal students in partnership with Grant MacEwan College and the University of Alberta.
- The District, in partnership with the Bent Arrow Traditional Healing Society, will complete and advertise the web mentor project involving Aboriginal role models.
- The District and Amiskwaciy Academy are partnering with the Paul Martin Foundation to offer the Martin Aboriginal Youth Initiative (MAI) on Entrepreneurship.
- The District is encouraging recognition of Aboriginal students by providing all schools with 15 percent or more FNMI students with a database of Aboriginal awards.
- The District has made initial contact with surrounding Aboriginal bands (e.g., Ermineskin, Alexis, Enoch and Paul) and will continue to evolve these relationships.

Outcome 3.2: Key outcomes for FNMI students improve.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> • Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
<ul style="list-style-type: none"> • Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
<ul style="list-style-type: none"> • Annual dropout rate of self-identified FNMI students aged 14-18.
<ul style="list-style-type: none"> • High school completion rate of self-identified FNMI students (three-year rate).
<ul style="list-style-type: none"> • Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
<ul style="list-style-type: none"> • Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.

Improving achievement indicators is the goal for all District students, therefore the strategies listed in the overall plan and under “The education system meets the needs of all K-12 students, society and the economy,” “Students complete programs,” and “Children and youth at risk have their needs addressed through effective programs and support” also apply to this outcome. Improving key learning indicators are specific priorities within the District three year implementation plan for the Aboriginal Education Policy and Regulation. Each year the Board receives detailed reports on Aboriginal students’ achievement in order to reflect on trends revealed by these indicators and to refine the supports and initiatives within the three year plan. The plan includes eight major areas of focus including four that directly relate to this outcome: Achievement, Curriculum, Programs and Programming, Enhanced Supports for Learning and Accountability. Details of some of the strategies within this comprehensive plan follow:

Strategies

- The District introduced an Aboriginal student graduation ceremony in 2008 and will continue to support this.
- The District opened an Aboriginal student centre at Eastglen high school. The centre was inaugurated with a Pipe Ceremony and given the Cree name Oskipism. As well, a Feast and Round Dance was held at the school.
- The Aboriginal Education unit has focused on improving transitions for students moving from one school or program to another. For example, information sessions were held in September at most high schools to introduce students to each other and to the unit and services available.
- The Aboriginal Education unit brought together all schools with 15 per cent or more FNMI students and unit staff, as well as staff from partner agencies, to use promising practices as a basis for planning.
- The Aboriginal Education unit is working with individual schools serving a significant Aboriginal student population on PD specific to the school site.
- The Aboriginal Education unit is planning a series of workshops around cultural infusion in curricular areas at each grade level.
- The District has developed and continues to develop and maintain a broad range of partnerships at the District level with community members, groups and organizations to enhance supports for students and connect them with caring adults. Examples specific to Aboriginal education partnerships include a transition program and mentoring for Aboriginal youth with the Bent Arrow Traditional Healing Society, school social workers with Métis Child and Family Services, and Aboriginal Head Start and after school programming with the Ben Calf Robe Society.
- Support to full-day kindergarten and early learning sites is provided by consultants in Aboriginal Education.
- Cree curriculum documents from Saskatchewan will be modified to suit the Alberta context. As well, Balanced Literacy books will be translated into Cree.
- In partnership with Aboriginal agencies, the District provides Wicitowin Evenings, Family Nights, and Stepping into School as opportunities to engage families in supporting their children.
- Personnel Support Services has adjusted the plans for new staff orientation to include time for an introduction to Aboriginal cultures.

GOAL FOUR: Highly Responsive and Responsible Jurisdiction

Outcome 4.1: The education system at all levels demonstrates effective working relationships.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	79.5	77.7	High	Improved Significantly	Good			

The Board of Trustees is strongly committed to seeking meaningful input from parents and community members. Two Board initiated task forces in the last two years have actively sought parental input through focus groups. The Province and District expect that parents and staff will be involved in the development of school budgets. Trustees, through the

budget review process, seek confirmation that this expectation is met. Partnerships with non-profit and community agencies, faith groups, cultural groups and a wide-range of government agencies that support students and their families are essential to the success of students. Wrap-around service models that utilize the schools as a location for serving the diverse needs of youth and their support network. This includes students in group homes, medically fragile students, students new to Canada, students with mental health needs and families living in poverty. Working relationships with post-secondary institutes and representatives of future employers ensure that students transition into the next stages of learning and career planning successfully. Healthy workplaces are created when all staff are actively supported in their roles within the school. Partnerships with the employee associations support open dialogue and problem-solving when issues arise.

Strategies

Encouraging parental involvement and input

- School administrators work collaboratively with school councils to create supportive and effective school environments. They do this in ways that take into account the unique characteristics of the culture of the school and community. They provide parent evenings on topics determined by parents; they hold family nights; they have parents facilitating school clubs; and involve school councils in the development of the school plans and results review.
- The District is in the process of developing a formalized community engagement framework. It is anticipated that the framework will include policy, regulation and supporting guidelines as well as suggestions for developing district staff expertise in this area.
- Strong partnerships exist within the District to support cultural, faith and language components of some alternative programs. These working relationships range from those that are formally recognized during the creation of an alternative program to informal supports for a program. Examples of these important partnerships are the Canadian Arab Friendship Association's support of schools that offer the Arabic Bilingual Program, the advisory role of the Logos society within the Logos alternative program, recognition of district students by the Muslim Association of Canada through the Edmonton Muslim Achievement Awards Night (EMAAN) and the role of Aboriginal Elders in advising and supporting programming at Prince Charles and Amiskwaciy Academy.
- Schools use the School Zone web application to provide parents with on-line access to homework, news, attendance records, achievement reports, timetables and digital resources.
- The District provides *Curriculum Handbooks for Parents*. Translated parent resources, including video resources are being created to support parents with limited English language skills.
- Metro programs provide a link to public education for those who are no longer in school, for those who do not have students in school and for those who may have no other connection to public education.
- The Board of Trustees approved the establishment of a district-level Foundation to complement the current district-level fundraising approaches. The foundation will promote public education and focus on engaging the community's support in specific areas determined by the foundation board.

Cultivating positive relationships with community partners

- A Trustee co-chairs the Capital Region Services to Children Linkages Committee, which provides a regional forum for governing bodies involved with services to children and families.
- The District is a founding member of the Joint Action for Children Committee (JACC) in the capital region, a partnership involving 13 school districts, the health authority, including mental health, children's services, Alberta Alcohol and Drug Abuse Commission (AADAC), Solicitor General's office and Family and Community Social Services (FCSS). This group co-ordinates 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).
- The District is represented on the Complex Needs Case Management Team, which hears cases for all school jurisdictions in the capital region.
- The District is working collaboratively with Alberta Health Services staff to improve the health and well-being of students and staff. This includes support for curriculum and for improving the knowledge and decision-making of students with regard to healthy nutrition.
- A Trustee is co-chair of the Alberta Coalition for Healthy School Communities.
- A Trustee serves as a District and education representative on the Sexual Exploitation Working Group.
- A representative for the District regularly attends the Healthy Eating and Active Living (HEAL) committee meetings (with Capital Health).
- Schools partner with the community nurse to teach specific health topics and to acquire resources supportive of the curriculum and of health and wellness generally.
- The District is an active partner in the Success By 6 Council of Partners and is represented on the childcare subcommittee. Through this involvement, the District remains current and provides input to early childhood initiatives that impact children's early development and ultimately their success in school.
- Representatives from the District and the City of Edmonton have engaged in facilitated discussions to further and support collaborative work.
- The District, in collaboration with Mapping and Planning Support (MAPS) Alberta Capital Region, is developing a database regarding demographics and current services to enable effective service delivery, especially for those at risk due to poverty.
- The District works with Edmonton community leagues as an important contact point to engage neighbourhoods and communities in district or school initiatives, decisions, plans or consultations. The District also provides after-hours use of schools for community league sponsored events and activities.
- The District works collaboratively with Alberta Association for Community Living and the Edmonton Regional Coalition for Inclusive Education to support inclusion of students with special needs. As well, the District has an inclusion pilot to learn how we can better serve students in inclusive settings.
- The District partners with the Alberta Optometrist Association to provide the Eye See...Eye Learn program, enabling each kindergarten child, if necessary, to get a free pair of glasses.
- The District partners with the Medic Alert No Child Without initiative, which enables children ages 4 to 14 to receive a free medic alert bracelet.

- The District maintains an alliance with the YMCA to enhance supports for children, youth and their families and subsequently their success in school.
- The District works with schools and a range of multicultural community organizations such as the Mennonite Centre for Newcomers, Northern Alberta Alliance on Race Relations (NAARR), Multicultural Health Brokers, Immigration and Settlement Services at Catholic Social Services, Edmonton Immigrant Services Association and The Family Centre.
- The District is working with the Somali and Sudanese communities on identifying and developing supports for their students and families.
- The District has received a grant in collaboration with the Kurdish community to develop a homework club, a mentoring program and parent sessions.
- The District received a grant in collaboration with the Multicultural Health Brokers and the Mennonite Centre to collect information on the health needs of refugee students and to develop some responsive strategies.
- The District is working with Actions for Healthy Communities to offer five summer camps for immigrant and refugee students, mainly of high school age. One of the five camps is offered in partnerships with Islamic Family Social Services and Edmonton Mennonite Centre for children ages 10 to 14.
- The District, supported by community, provides a number of nutrition programs (e.g., Edmonton's School Lunch program, Food for Thought program, snack programs).
- The District continues to work in collaboration with the City of Edmonton, Edmonton Catholic Schools and the Conseil Scolaire du Centre-Nord to provide a Joint Use Agreement that supports the sharing of publicly funded facilities for the benefit of district students and citizens within the City of Edmonton. The Joint Use Agreement guides the four partners in planning, assembling, designing, building, and maintaining schools and park sites.
- In partnership with Kidsport and the City of Edmonton, the District is providing four one-week camps at four different locations in the city. One is for junior-high aged youth and three are for elementary children.
- The District is working with the Mill Woods Welcome Centre to provide summer camp for children ages 10 to 14 for six weeks at Lee Ridge elementary school.
- The District is providing the Africa Centre with two Summer Temporary Employment Program (STEP) students for three weeks in August.
- The District is working with the Africa Centre on developing support for tutoring and recreational opportunities for students.
- The District worked with the YWCA on implementing the Power of Being a Girl program in three school sites.
- The District 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.
- In collaboration with the Canadian Athletic Coaching Centre (CACC), CACC staff have the opportunity to provide teacher in-servicing on the Run-Jump-Throw resource.
- The District works with the Edmonton Chapter of the Association for Bright Children, providing programming information and sharing information about resources and sessions for students and parents.

- The District is connected with the Edmonton Fetal Alcohol Network through its participation on the Child and Youth Committee, helping social workers and support groups access information about the District.
- The District is a major provider of space at a reasonable cost for Head Start programs, pre-school, before and after school care and child care programs.
- The District is represented on the operations committee and the “Sounding Board” of the Families First initiative.

Engaging with partners to support future learning and work opportunities

- The District is a founding member of the Community-University Partnership for the Study of Children, Youth and Families (CUP) which 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.
- The District has about 100 educational partnerships with businesses, community organizations and post-secondary institutions. Examples include the Canadian Space Agency, E4C, Junior Achievement and Shaw.
- The District enjoys a collaborative working relationship with many departments within Alberta Education (e.g., stakeholder technology, curriculum, special education, Aboriginal education, infrastructure, workforce planning) and the Alberta Government.
- The District collaborates with the University of Alberta and other post-secondary institutions to provide student practicum placements, internships for Masters’ level students and to enable research within our District.
- The District in partnership with the Faculty of Education at the University of Alberta offers the Child Study Centre alternative program.
- Braemar School has a partnership with the Terra Association in support of programming for pregnant and parenting teens. The Association provides a range of services such as infant care, counseling and a children’s clothing exchange.
- The District has established formal partnerships with Edmonton Emergency Medical Services, Edmonton Fire Rescue and Strathcona County Emergency Services in support of career-related programming at selected high schools.

Supporting healthy working relationships with staff groups

- In collaboration with the Alberta Teachers’ Association (ATA) and other staff groups, the District has undertaken a review of the *Framework for Involvement in Site-Based Decision Making*. This document was introduced as a joint initiative by the District and ATA Local in 2000-2001. As part of the ongoing review, the parties are examining the link between involvement in decision making and employee engagement. The parties are also examining the relationship between the Framework document and the Principal Quality Practice Guideline, as well as the potential of offering the Association’s Healthy Interactions program.
- The District participates in district safety committees with the ATA and the Canadian Union of Public Employees (CUPE).
- With support from, and in collaboration with, the Edmonton local of the ATA, a teacher mentoring program will continue to be offered as a part of our services for new teachers.

Local measures for this outcome

- 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 effective in working with other agencies to help students (social services, health services, police services).

Outcome 4.2: The jurisdiction demonstrates leadership and continuous improvement.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	81.2	79.0	Very High	Improved Significantly	Excellent			

District staff reflect on a wide range of research evidence as well as staff, parental and community input on specific issues in order to continuously improve the quality of education. This indicator demonstrates that parents, teachers and students recognize and support this work. To maintain continuous improvement over time requires that research and professional learning supports evolve to support those areas where the District recognizes a need for improvement. The overall District strategic plan and the specific action plans described at the beginning of this report are an important part of that process. Strategies to support staff leadership learning are described here.

Strategies

Supporting staff in new positions and new to the district

- The District provides training and preparation for positions of leadership through the Principal Education Development and the Leadership Education Development programs.
- The District provides programs and support for first and second year principals.
- School principals mentor potential leadership candidates.
- Through instructional leadership teams in schools and central departments, distributed leadership is practiced throughout the District. This helps staff to develop leadership skills on an ongoing basis.
- Personnel Support Services is committed to providing facilitative leadership in working with Leadership Services, Personnel Recruitment and Staffing, Consulting Services, and other stakeholders to develop a district framework for leadership development related to certificated and exempt leadership positions. This initiative considers issues related to staff development, succession planning and building leadership capacity within the District.
- The District provides orientation support and a mentorship program for teachers in their first year of teaching and those new to the District. All first-year teachers will also receive ongoing coaching and support in deepening instructional practices. Teacher institutes begin in August and continue throughout the year for teachers to explore classroom organization and management, curriculum expectation, and short and long term planning.

- Schools provide orientation and support to staff new to the school and/or new to the profession.
- The District provides in-services for support and custodial staff through Consulting Services and Metro.
- The District continues to support participation in high-quality research through the provision of research assistance, PD and guidance needed to access current research findings related to district expectations.

Research and Reflective Practice

- The Alberta government has provided funding for research into wrap-around services and their impact on educational outcomes. The District is the banker for this provincial initiative.
- Staffs in some schools are involved in action research projects and a variety of pilot programs are implemented and evaluated at a district level.
- Principals and decision unit managers monitor a variety of indicators (e.g., achievement results, financial statements, satisfaction surveys) and adjust their actions accordingly.
- The joint District and ATA committee on the Framework for Involvement in Site-Based Decision Making conducted a survey. The results of this survey serve as a baseline to identify positive changes.
- When possible, Personnel Recruitment and Staffing will implement exit interviews with Aboriginal staff leaving the District.
- Nine district schools were involved in a two year school-wide coaching pilot, whereby teachers opened up their practice, engaged in continuous reflection and professional conversations about teaching and learning with colleague(s) as well as an entire staff. Staff involved in the pilot indicated that the coaching model used by schools resulted in a culture of continuous improvement.

Providing high quality professional development

- Consulting Services conducted a review of their work, seeking input from all staff. Changes implemented in the coming year will help to better support schools.
- The District provides specialized assistance and support to alternative programs to enhance the effectiveness of the programs and to sustain program integrity.
- The District provides language proficiency assessments for staff teaching in a language program, helping to inform their professional growth plan and enhancing teacher skill in the language of instruction.
- The District has initiated a staff development program for teachers who wish to upgrade their curricular content knowledge. This program has been developed in collaboration with several faculties at the University of Alberta and the University of Lethbridge and is currently targeted to teachers of second languages and physical education and secondary teachers of mathematics, language arts (English), science and social studies. The program will be expanded in 2009-2010 to include curricular areas for elementary teachers.
- The District has initiated a pilot, involving staff from Personnel, Staff Relations and Staff Development, Facilities Services, Consulting Services and Metro Continuing Education, whereby custodial staff may obtain a Building Operator Certificate and prepare for 5th and 4th Class Power Engineering certification.
- The District, in collaboration with Edmonton Public Teachers' Local 37 of the ATA and CUPE Locals 474 (Custodial) and 3550 (Support) has established joint

committees whose mandates are to examine professional and staff development needs and to prepare recommendations regarding a professional learning framework.

- The District established two Educational Assistant Mentor positions to provide on-site coaching and support and share best practices.

Initiatives to meet identified needs for improvement

- Schools are required to include plans to support physical activity and nutritional health in their budget planning document. Schools are also asked to highlight supports they are putting in place for Aboriginal students, ELL students and students deemed to be at risk.
- An annual occupational health and safety audit was conducted and incremental improvements to the occupational health and safety program are being introduced.
- A district return to work committee has been established to discuss issues and processes surrounding return to work planning accommodations.
- The District provides an Employee and Family Assistance Program to support employees and members of their household as they deal with stressful situations in their lives.
- Through the CTS Tools and Equipment Enhancement grant, teacher collaboration software will be purchased and implemented to prevent isolation of CTS teachers.
- Junior High practical arts teachers will establish innovation teams to develop and share programming solutions related to learning theories and aligned to current industry and business processes.
- High school CTS teachers will develop module sequences to support teacher collaboration, improve student mobility, and ease resourcing and recognition issues.
- District staff serve as part of ATA Specialist Councils Executive Committees.

Local measure for this outcome

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

Budget Highlights 2009 - 2010

The budget section will be developed, according to requirements, after the budget is approved at Board and added to this document prior to the document being submitted to Alberta Education by the required deadline.

Highlights of Facility and Capital Plans

School Facilities and Capital Planning

Edmonton Public Schools' *Ten-Year Facilities Plan* provides overall direction to the District's capital planning process. 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. Prepared annually, Edmonton Public Schools' *Three-Year Capital Plan* establishes the District's highest priority school facility needs for the forthcoming three-year period. The *Ten-Year Facilities Plan* and the *Three-Year Capital Plan* ensure that the District's 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. These plans can be accessed on

Edmonton Public Schools' Planning Department website at www.planning.epsb.ca or phone the Planning Department at 429-8427.

Sector Planning and Capital Investment - Benefits to Students

The District is committed to providing students at all grade levels with high quality facilities wherever they live in the District, with a balanced range of regular, alternative and special education programs located within each sector of the city. This approach will reduce the dependency on designated receiving schools and reduce the amount of time students spend being transported to school. School facility initiatives will be undertaken in the area of new construction, modernizations, portable relocations, disposition, partial demolition, and creative re-use of surplus space by partners that provide services to students and the community. Detailed Sector Space Plans will be developed with community input, to determine future capital priorities and initiatives. The following is a list of capital construction projects, with a short status update, which are either underway or which have received provincial funding approval:

Approved School Capital Projects Currently Underway

Lillian Osborne High School - New Construction

Construction started on this project in August of 2007 and is scheduled for occupancy in August 2009. The school will open to students in September 2009, providing local high school accommodation to residents of Riverbend, Terwillegar Heights and Windermere structure plan area neighbourhoods.

Balwin Elementary/Junior High School Modernization

Construction on this project began March 2008. Four of six stages of construction have been completed. Most of the major modernization work will be complete for September 2009, with demolition of a surplus portion of the school and final site work will be completed by December 2009.

Holyrood Elementary School Modernization

This project began in June 2008, with construction of a new gymnasium, and retrofit of the old gymnasium into a library and new mechanical room. The remainder of the modernization, creating a new administration area, washrooms and staffroom, will be completed by October, 2009.

Victoria School for the Performing and Visual Arts Modernization

Construction of the new infill wing is well underway and scheduled to open in September 2009. Renovations to the Arts Wing are ongoing and scheduled for completion in December 2009. Partial demolition of the 110 wing starting in June 2009 will permit construction on the new gymnasium and connecting corridor to begin, scheduled for completion by July 2010. Final demolition of the high school wing, and site restoration is anticipated for completion by December 2010.

Alberta Schools Alternative Procurement (ASAP) 2010 Schools – New Construction

Schools announced in June 2007 through the Alberta Schools Alternative Procurement (ASAP) program began construction in the fall of 2008. These six new schools are scheduled to open in September 2010, and are in the following suburban Edmonton areas:

- The Palisades K-9 school in northwest Edmonton
- The Lake District K-9 school in north central Edmonton
- A Pilot Sound K-9 school in northeast Edmonton

- The Meadows K-9 school in southeast Edmonton
- A Heritage Valley K-9 school in southwest Edmonton
- A Terwillegar Heights K-9 school in southwest Edmonton

These six schools will provide accommodation to more than 5000 students who currently travel to schools outside of their communities.

Approved School Capital Projects - Construction Imminent

The following school construction projects are out for tender and anticipated to begin construction in July 2009.

Ellerslie Campus Elementary/Junior School Site Improvements

This project will improve on-site safety by separating school bus zones from parent drop-off and staff parking areas, which are all currently combined in one area.

Strathcona High School Modernization - Phase I

In the first phase all outdated mechanical and electrical systems will be replaced in the south, east and central wings, and the functional programming elements related to the science lab areas will also be addressed.

Eastglen High School Modernization - Phase I

All outdated mechanical and electrical systems will be replaced in the north and east wings of the building and some minor lobby renovations will also be undertaken.

Prince Charles Modernization

All outdated mechanical and electrical systems will be replaced, and functional improvement to programming elements will also improve curricular spaces.

Forest Heights Modernization - Phase I

All outdated mechanical and electrical systems will be replaced, and minor functional programming revisions will improve curricular spaces and utilization.

Publication and Communication

The Edmonton Public Schools' *Three Year Education Plan 2009-2012* will be posted on the jurisdiction's website at www.epsb.ca by June 30, 2009 and will be accessed through the View, our publications link.

The plan was developed in accordance with the requirements outlined in the Province's accountability statement for the Board of Trustees. Similarly, with regard to requirements for school principals, principals were informed about provincial expectations, including the involvement of school councils in the updating of the schools' three year education plans. School administrators have indicated within their 2009-2010 school plans how school councils have been involved.

The plan will be sent to school council chairs to share with parents and to principals to share with staff. As well, it will be sent to all Capital Region school jurisdictions, community partners and the public library.

In addition, the District will develop a community report based on the information in its *Three Year Education Plan 2009-2012*. The report will be shared with parents and community members.

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