

EDMONTON PUBLIC SCHOOLS

June 12, 2007

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

ORIGINATOR: D. Barrett, Executive Director

SUBJECT: Edmonton Public Schools' *Three-Year Education Plan 2007-10*

RESOURCE

STAFF: Jan Anderson, Karen Bardy, Jenise Bidulock, Ron Bradley, Deborah Brandell, Diane Brunton, Fred Buffi, Gloria Chalmers, Ray Cimolini, Bruce Coggles, Margaretha Ebbers, John Edey, Mike Falk, Sandy Forster, David Fraser, Andrea Furness, Dennis Huculak, Colin Inglis, Glenn Johnson, Shirley Keith, Kerry-Anne Kope, Veda Lastiwka, Lorna L'Hirondelle, Jody Lundell, Darwin Martin, June Mielnichuk, Anne Mulgrew, John Nicoll, Jamie Pallett, Lorne Parker, Dean Power, Programs Principal Committee, Alva Shewchuk, Cory Sinclair, Kevin Stevenson, Marie Tauber, Stuart Wachowicz, Stephen Wright, Helen Yee, Corrie Ziegler

RECOMMENDATION

That the district's *Three-Year Education Plan 2007-2010* be approved for forwarding to Alberta Education.

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In response to the provincial requirement for an annual three-year education plan, the *Three-Year Education Plan 2007-2010* for the district (Appendix I) has been developed. It is based on the district's budget planning process and within the context of the Trustees' Legacy and Goal Statement, the district mission, district priorities, and school and central office expectations. It represents the third year of the three-year planning cycle.

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

Copies of the Edmonton Public Schools' *Three-Year Education Plan 2007-2010* will be made available to schools, school councils, and central services departments. It will be sent to all Capital Region school jurisdictions and the public library. When approved, it will be made available to Alberta Education and the community through the district's Internet web site: <http://www.epsb.ca> by June 22, 2007.

ES:ee

APPENDIX I: Edmonton Public Schools' *Three-Year Education Plan 2007-2010*



**THREE YEAR
EDUCATION PLAN
2007-2010**

DISTRICT THREE YEAR PLAN 2007-2010

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Message from the Board of Trustees

Edmonton Public Schools' Three-Year Education Plan for 2007-2010 was developed in the context of the district's educational and budget planning process. Through the planning process, input is received from staff, parents, school council partners, community members, students and trustees.

The information in this report highlights new and ongoing initiatives for the third year of the three-year planning cycle. It also reflects the provincial requirements, including accountability pillar measures. The plan demonstrates the district's dedication to continuous improvement, its commitment to community involvement and a clear and unswerving commitment to student success. The plan includes a broad range of school and district level strategies and accountability measures.

The plan will be posted on the jurisdiction's website. It 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.

Bev Esslinger
Board Chair

Accountability Statement

Edmonton Public Schools' education plan for the three years commencing September 1, 2007 was prepared under the direction of the board in accordance with 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 education plan.

Bev Esslinger
Board Chair

Edgar Schmidt
Superintendent of Schools

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 member 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.

Board of Trustees' Legacy and Goal Statement

Legacy statement

As leaders and advocates for public education, we have:

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

Goal Statement

The Board endeavors:

- To achieve at least a high school completion rate of 70% (for students completing in three years) and 80% (for students completing in five years) within the board's term.
- To ensure the entire district and community understands the board's expectation for improvement.
- To significantly improve understanding of why students drop out.
- To achieve the goals:
 - That every grade three student will read and do mathematics at grade level;
 - That every grade ten student will complete his or her courses; and
 - That every student completes high school.

- To promote creation of a classroom climate at every grade level in which students want to complete their courses and their schooling.
- To ensure that results are publicized.
- To ensure that a climate of urgency in support of teaching and learning is created.

Supporting Teaching and Learning: School Expectations

The *Framework for Supporting Teaching and Learning* assists schools in meeting the priorities set by the Board. The work that school staffs have undertaken in the past five years has moved the district beyond the vision of the original framework. The 2006-2007 framework maintains the basic structure and intent of the previous document. The revisions in the document reflect the work already done by schools and include the tenets of Professional Learning Communities. The framework for Supporting Teaching and Learning 2006-2007, allows schools the flexibility required to achieve their school improvement efforts while providing the level of district coherence necessary for the sharing of the effective practices between schools.

1. Identify an area(s) for ongoing Instructional Improvement

The school community has a shared vision of its school-wide area(s) for instructional improvement. The area(s) addresses the need for improved achievement of *all* students. School staff can articulate the area(s), recognize the data that were used to determine the area(s) and identify the process the school is undertaking to achieve the specific, measurable goals set. Students are aware of the area(s) for improvement and can talk about how it impacts their learning.

2. Engage in Professional Collaboration

Through collaboration, school staff has the opportunity to individually and collectively reflect on, and enhance, teaching practice and student learning. Staff teams meet regularly with school leaders to participate in professional dialogue and activities based on teaching and learning. An identified group of staff members, the Instructional Leadership Team, provide shared leadership through input into the design, structure and content of these meetings. This shared leadership helps to ensure that staffs are engaged, and that a culture of improvement, reflective practice, and shared responsibility for all students is created.

3. Refine and Enhance Effective Research-Based Teaching/Learning Practices

The school has identified specific, research-based teaching practices based on learning needs identified in their area(s) for instructional improvement. The school provides evidence linking their selected practices to improved student achievement. Teachers participate in professional development to enhance their expertise in these practices, and refine the use of the practices through their implementation in all classrooms. Students can identify the practices, and are able to tell how they help them learn.

4. Implement a Targeted Professional Development Plan

The school's Professional Development Plan supports the teaching and learning framework by building expertise and promoting high expectations for all students. The plan is designed with the following four components: Build expertise, ensure change in practice, impact student achievement and communicate the intent and processes of the professional development. As expertise is enhanced, staff members hold themselves and peers increasingly accountable for the implementation of the strategies. A commitment to both personal and collective growth is created throughout the school.

5. Realign Resources

The school plan provides a structure for the ongoing reflection and monitoring of its resource alignment and its impact on improved student learning. Decisions are made to realign resources following the identification of issues or concerns which are creating roadblocks for student achievement, or when successful innovations become embedded in the work of the school. Opportunities for input by the staff impacted by the decisions are provided.

6. Engage Families and Community

The school staff uses processes to engage the school community in developing an understanding of the area(s) for instructional improvement and improved student learning within the framework. These processes allow for dialogue with both the school community including students, and the larger parent and non-parent community. This creates a broad understanding of the targeted areas for school improvement. Through these processes, opportunities for input and clarification from the community are provided. As well, this engagement of the community as partners in education assists the school in holding itself accountable for the implementation of its plan.

7. Analyze Data: Accountability Measures

The school sets school improvement targets that are related to district targets. Staff use school generated data to assess the results of their work as it relates to improving student achievement at check points throughout the year. The information provided by the data is used to make decisions to ensure continued growth in student learning through the instructional improvement plan.

8. Provide Instructional Leadership

The principal is working towards spending 50% of the instructional day involved in instructional leadership with an emphasis on providing the observations and feedback necessary to support staff and shape instructional practice. Principals also provide support and coaching to other school leaders to increase the leadership capacity within their school and throughout the district.

Supporting Teaching and Learning: Central Expectations

1. Words, actions, deeds support teaching and learning

- Decision unit staff articulates how their work supports teaching and learning.
- Decision unit staff implements plans and activities that support teaching and learning.

2. Collaboration with schools and other Decision Units to support teaching and learning

- A decision unit whose work intersects with the work of other decision units and schools will participate in appropriate collaboration regarding common issues, problems and opportunities that impact the schools and the district.

3. Align resources to support teaching and learning

- Decision unit staffs are provided with opportunities to develop and/or enhance knowledge, skills and attitudes required to effectively support teaching and learning.

4. There is an internal accountability system that supports teaching and learning

- The decision unit achieves the plan and initiatives outlined in their budget planning documentation.
- The decision unit collects feedback from stakeholders to inform changes and improvements to decision unit operations.
- The decision unit critically examines current departmental performance based on relevant data and feedback.
- The decision unit has strategies in place to make improvements in a timely manner with respect to supporting teaching and learning.

5. Central services leaders support teaching and learning

- Central services leaders assist staff in connecting their work to the work of the schools in a relevant and meaningful way.
- Central services leaders model and encourage collaboration with other central services decision units, schools and stakeholders regarding common issues, problems and opportunities that impact the schools and district.
- Central services leaders develop the leadership capabilities of their staff.

District Priorities 2007-2010

The Board of Trustees is accountable to the public, responsible for determining direction, providing resources, monitoring, evaluating and reporting the results achieved in Edmonton Public Schools. In fulfilling that responsibility, the board is guided by [*Alberta Education's Goals for Alberta's Learning System*](#), Edmonton Public Schools' district standards, indicators and measures, and the [*District Mission*](#) statement.

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

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

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

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

Our success is measured in many ways:

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

Profile

Edmonton Public Schools serves over 80,000 students and their families in 197 schools within a site-based decision-making and open boundary framework. District schools typically are organized as kindergarten to grade 6, grades 7 to 9 and 10 to 12 but there are kindergarten to grade 9 sites, kindergarten to grade 12 sites, as well as grades 7 to 12 sites. The district employs over 7,200 staff members, including teachers, support staff, custodians, maintenance staff and exempt staff.

Success for all students is the central focus of all district work and decisions. The Supporting Teaching and Learning Framework, including the school and central expectations described in the introduction to this document, ensure that this focus is understood by staff and guides decision making at all levels of the district. This work is also aligned and supported by the AISI (Alberta Initiative for School Improvement) projects based on differentiation, assessment for learning, learning with technologies, deepening literacy instruction and community collaboration. All schools are involved in AISI projects.

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

The district values **parent and community** involvement. It recognizes the importance of collaborating with others to improve student achievement and to assist students to transition to the workplace or post secondary. The district obtains input in multiple ways, through its Parents as Partners program, representation on all major interagency organizations in the Capital Region, links with all post-secondary institutions in Edmonton and formal alliances with a number of organizations. Through formalized external committees, it brings together community agencies to work together with the district to enhance the learning environment for students.

Through these community relationships and the work of the district planning department and research unit, the district stays apprized of emerging **trends and issues** and plans accordingly. For example,

- The demographics of the City of Edmonton have changed dramatically and the prediction is that demographics will continue to change over the next several years. Edmonton has the second largest urban **Aboriginal population** in the country, with the expectation that it will have the largest by 2015. At this time, the district serves over 7,000 self-identified Aboriginal students and families. In response, the district is placing greater emphasis on providing educational programming that is responsive to the learning and cultural needs of Aboriginal children, youth and families. As a result of a Trustee Aboriginal Education Task Force, an Aboriginal board policy and an administrative regulation have been developed and approved to provide clear direction to the district with regard to Aboriginal education.
- As well, the city is becoming home to increasing numbers of immigrant and refugee families. The district has experienced an increase of about 2000 **English Language Learners (ELL)** over the past year, with an expectation that further increases will occur next year. The district recognizes that additional supports are required for these children, youth and families if they are to succeed in school and settle productively in our community. The district has established an English Language Learner reception centre and will be providing more supports to clusters of schools, as well as partner with community agencies, to assist schools serving significant numbers of immigrant and refugee students.
- Because of strong research evidence that indicates the critical importance of the **early years** in enabling children to have success in school and in life, the district supports various early learning opportunities. The board approved funding for full-day kindergarten at 25 of the district's high needs schools for September 2007, up from 18 in 2006-07. It provides subsidized space for daycares, pre-schools, before and after school care and is actively involved in community organizations and projects that support children and family programming, particularly for families at risk due to poverty.
- Furthermore, to enhance our students' ability to compete in an ever-expanding global economy, the district is committed to providing high quality **second language education**. The district developed supports and in September 2006 began the implementation of a second language requirement for all students. Implementation will expand one grade a year. Additionally, the district supports a French Immersion program, seven bilingual programs and ten International Language and Culture programs. It is pioneering the use in North America of internationally recognized

second language proficiency tests in five languages, enabling students to exit grade 12 with an internationally recognized proficiency in a second language. In September 2007, the district, in partnership with the Ministries of Education of France, Spain, Germany, China and the Ukraine, will establish the first International Language Testing Centre in Canada.

- A global economy and a knowledge-based economy, minimally requires that students **complete high school** and be prepared for successful transition to the world of work or post-secondary. By monitoring successful course completion at the high school level, particularly at the grade 10 level, by in-depth examination of achievement data, by supporting students to improve high school planning through such tools as “Career Cruising,” by offering a range of flexible programming and sharing successful approaches across all high schools through the AISI projects, high school completion rates have been improving.
- As a foundation for addressing all these trends and issues, the district continues to promote high levels of **literacy and numeracy**. The district provides intensive training in programs such as Reading Recovery and Middle Years Literacy Intervention and others. One hundred and eighteen schools are focusing their professional development on AISI projects related to either Differentiated Instruction or Deepening Literacy. The district’s alliance with the Edmonton Public Library strongly emphasizes love of reading. With regard to numeracy, a district-developed resource, Math to the Max is being translated into different languages to support elementary bilingual programming. District developed Algebra 35 provides learning necessary for a student of Applied Math to transition to post secondary programs that require explicit algebra skills.

District principals, teachers, consultants and other school and district staff are committed to job-embedded professional development to refine practice in all areas in support of improved student achievement.

Accountability Pillar Overall Summary

3020 Edmonton School District No. 7

May 1, 2007

Goal	Measure Category	Measure Category Evaluation	Measure	Jurisdiction Results			Provincial Results			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	84.8	85.4	83.7	84.2	84.4	82.7	High	Improved Significantly	Good
	Student Learning Opportunities	Good	Program of Studies	80.6	79.7	78.2	78.5	78.1	76.9	High	Improved Significantly	Good
			Education Quality	89.5	89.5	87.8	87.6	87.7	86.0	High	Improved Significantly	Good
			Drop Out Rate	6.3	6.1	6.6	4.7	4.9	5.3	Intermediate	Improved	Good
			High School Completion Rate (3 yr)	63.5	63.6	60.6	70.4	70.4	69.1	Intermediate	Improved Significantly	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	77.4	77.9	78.1	76.9	77.0	77.3	Intermediate	Declined	Issue
			PAT: Excellence	22.0	22.8	22.7	19.1	19.4	19.4	High	Declined	Acceptable
	Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	84.7	84.9	85.0	84.7	85.7	85.6	Intermediate	Maintained	Acceptable
			Diploma: Excellence	25.5	24.6	23.7	23.0	23.0	22.0	Very High	Improved Significantly	Excellent
			Diploma Exam Participation Rate (4+ Exams)	55.5	54.6	52.6	53.7	53.5	52.4	Intermediate	Improved Significantly	Good
			Rutherford Scholarship Eligibility Rate	34.5	31.5	30.6	37.2	35.3	33.9	High	Improved Significantly	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (4 yr)	40.9	38.8	35.3	39.5	37.0	34.6	High	Improved Significantly	Good
			Work Preparation	79.6	79.8	77.1	77.1	77.0	74.7	High	Improved Significantly	Good
			Citizenship	78.7	79.0	76.8	76.6	76.8	74.8	High	Improved Significantly	Good
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	77.5	77.2	75.9	77.5	77.9	76.0	Intermediate	Improved Significantly	Good
	Continuous Improvement	Good	School Improvement	78.8	79.3	73.4	76.3	76.8	73.2	High	Improved Significantly	Good

Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
ACOL measure	ACOL measure	Satisfaction with Program Access	69.9	69.4	n/a	68.2	68.5	n/a
		In-service Jurisdiction Needs	79.1	76.3	n/a	78.8	78.2	n/a

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) Jurisdiction/Provincial Previous 3 year averages: Measures without enough data to calculate this average have been marked as 'n/a'.
- 4) Evaluations of improvement can only be calculated if there are 4 or more years of data. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 5) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.
- 6) Data values have been suppressed where the number of respondents is less than 6.

Alberta Education

Data Current as of April 23, 2007

Report Generated May 8, 2007

Specific Action Plans

Plans to address “Issue” with Percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests (PATs) – cohort results.

The district will add the following new or expanded strategies to its comprehensive framework to address the needs of the broad range of students served by the district:

- Full-day kindergarten has been expanded from 18 to 25 of the high need schools in the district. Longitudinal data provided through the research of Dr. Joe DaCosta indicates that this strategy is successful in enabling potentially at-risk students to be successful.
- Additional resources are being provided for three clusters of schools that serve a significant number of English Language Learners, both refugees and immigrants. English proficiency assessment and professional development will be provided within the clusters. As well, social work, psychologist and cultural broker support will also be provided.
- Through the work of the Trustee Aboriginal Education Task Force, an Aboriginal Education policy and a regulation were developed to provide clear direction and support for strategies to increase the achievement of Aboriginal students in the district.

The district also will continue to use and refine strategies in the following areas:

1. **Early intervention/prevention:** examples include early education programming for children aged 2 ½ to 5 ½ identified with severe special needs, early learning opportunities for students with mild-moderate special needs, full-day kindergarten, attendance pilot, Cool School and provision of subsidized space for playschools, Head Start programs, daycares and before and after school care.
2. **Literacy and numeracy initiatives:** examples include Reading Recovery, balanced literacy, Meaningful Applied Phonics, mathematics resources for elementary and junior high and effective practices posted on the district web site.
3. **Alternative modes of delivery:** examples include City Centre Education Project, transition programs, outreach programs, Rites of Passage, LearnNet, blended alternative programs, Registered Apprenticeship Program, Knowledge and Employability skills programming and special needs programs.
4. **Targeted/enhanced resources:** examples include Aboriginal Collection on line, English Language Learner Centre, Aboriginal education consultants and liaison workers, Multilingual workers, speech therapists, physical therapists, occupational therapists and social workers.
5. **Assessment and monitoring:** examples include identification of students a year or more behind on Highest Level of Achievement Tests (HLATs) and provision of intervention plans for these students, data retreats, adoption of “no zeroes” policy by many schools, provision of opportunities to complete missed assignments, and research on culturally sensitive, bias-free testing.
6. **Partnerships and alliance with community organizations and groups:** examples include Literacy Mentorship, Aboriginal mentorship, Help Your Child to Read and Write,

Edmonton’s School Lunch Program, Food for Thought, Aboriginal social workers in junior highs, high school transition program for ELL, YMCA Kids Club and Summer Kids University, library cards, *Eye See..Eye Learn*, mental health classroom and community partners that help serve Aboriginal students and English language learners.

7. **Family involvement:** examples include *Stepping into School*, *Learning Partnership’s Welcome to Kindergarten*, Families First project, Parents as Partners program, curriculum handbooks for parents, *School Zone* and Aboriginal family nights.
8. **Staff development:** examples include the supporting teaching and learning initiative, provision of opportunities in collaboration with post-secondary institutions, the Alberta Initiative for School Improvement (AISI) initiatives and the Edmonton Regional Learning Consortium.
9. **Research:** examples include provision of articles and research-based information on strategies successful with at-risk learners, gender research, Crystal project, research accessed through the Community-University Partnership for the Study of Children, Youth and Families (CUP).

For additional examples, see strategies listed in Outcome 1.2, page 15; Outcome 1.3, page 18, Outcome 1.4, page 21; Outcome 2.1, page 23-24; Outcome 3.2, page 33.

Goal One: High Quality Learning Opportunities for All

Outcome 1.1: Schools provide a safe and caring environment for students.

Performance Measures • <i>May 2007 data and evaluations.</i>	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2007/ 2008	2008/ 2009	2009/ 2010
• 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.	84.8%	83.7%	High	Improved Significantly	Good			

Strategies

- The use of “Community Conferencing” to deal with issues relating to the school and the community.
- The use of community groups (e.g. Abbotsfield Youth Patrol) to provide recess supervision and support for “walking school bus.”
- The range of approaches at the school level to provide a safe and caring environment include such things as involvement of schools in the *Peace Talks Program*, the provision of school lunch, Young Chef’s and bullying programs; the involvement of schools 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 board of trustees approved a new policy *Respectful Learning and Working Environments* developed in collaboration with all staff groups.
- Staff or students who subject any other person to discrimination or harassment are subject to disciplinary action.
- Procedures have been established to secure enhanced security clearance checks from all employees at time of hire.
- 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 and 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 with expectations 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.
- Through the Differentiation and Interagency AISI projects, support offered to schools through the Program Unit and professional development offered by district consultants, the district promotes relations in which ethnic, racial, religious and linguistic similarities and differences are valued, respected and exchanged.
- The district collaborates with external groups to provide information to schools and the district on strategies and supports for promoting cross-cultural understanding and respect.
- The district is represented on the provincial Safe and Caring Schools initiative.
- The district provides supports to schools to ensure safe off-campus learning experiences and field trips.
- Each school ensures and provides for an adequate number of first aid certified staff.
- This district has a central unit that is responsible for developing and implementing emergency preparedness plans, and ensuring the schools have specific plans for security incidents, lock downs, and fire drills and that these are practiced regularly and that 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.
- The district has a response plan for the Pandemic Flu developed in conjunction with Capital Health Authority.

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

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

Performance Measures • <i>May 2007 data and evaluations..</i>	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2007/ 2008	2008/ 2009	2009/ 2010
• 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.	80.6%	78.2%	High	Improved Significantly	Good			
• Teacher, parent and student satisfaction with the overall quality of basic education.	89.5%	87.8%	High	Improved Significantly	Good			
• Teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	69.9	n/a	n/a	n/a	n/a	optional		

Strategies

- The district is extending the provision of full-day kindergarten from 18 to 25 high needs schools.
- The district provides a wide-range of alternative programs which enable families to have choice in the education of their children.
- 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 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 and through providing specialized consultant services under the Edmonton Student Health Integrated Partnership (ESHIP).
- 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 throughout the district.
- The district provides increased access to technology, e.g., one-on-one wireless.
- The Learning with Technologies AISI project supports staff and students in identifying and selecting the most appropriate technology as a tool to enhance student learning.
- The district supports early education programming for children 2 ½ to 5 ½ years identified with severe special needs.
- The district offers the International Baccalaureate Program (IB) in seven high schools and the Advanced Placement Program (AP) in six for students who desire a challenging curriculum, rigorous assignments and internationally recognized assessments.
- The district offers the International Baccalaureate Primary Years Program (PYP), the International Baccalaureate Middle Years Program (MYP) and the Pre-Advanced Placement program (Pre-AP).

- The district provides Challenge and Extension programs for students in grades one to nine who are intellectually and/or academically gifted.
- The district continues to implement the Critical Learning documents that outline curriculum-based programming for students with moderate and severe special needs.
- The district provides professional development, in-services, school visits, coaching and other consultant support to schools, through maintaining a large and varied Consulting Services department. Job-embedded professional development offerings facilitate the building of expertise at the school level.
- The district provides customized professional development for schools or cohorts of schools. It also provides long-term coaching support to individual teachers or collaborative teams within and across schools.
- The district will continue to implement a second language requirement for students in grades 4 to 9 by adding grade 5 in September 2007.
- The district, in partnership with the Ministries of Education of France, Spain, Germany, China and the Ukraine, will establish the first International Language Testing Centre in Canada.
- The district provides opportunities for grade 12 students to acquire internationally recognized credentials in a second language, accepted by post-secondary and business.
- Programming in collaboration with post-secondary institutions and industry provide alternative learning experiences for students who are motivated by applying their learning (e.g., Norquest College Print Media Production and Knowledge and Employability courses).
- Research Support Services, in collaboration with other departments and post-secondary institutions, provides research-based information to support a broad range of programs.
- The Board of Trustees approved an Aboriginal Education policy to provide clear direction to the district with regard to Aboriginal education.
- The superintendent approved a regulation to support the board's Aboriginal Education policy and to clarify expectations of schools.
- Aboriginal Education consultants provide supports and services in a variety of ways, including professional development in-services, consultations, school visits, resource assistance and collaborative school-based professional development.
- The district provides an Aboriginal social worker to support Aboriginal students and families, to assist schools with accessing community services and to address attendance and transiency issues.
- The district provides Aboriginal liaison support at selected school sites to enhance home and school relations.
- The district will continue to expand, enhance and market the Aboriginal Collection Online, as well as align it to the Aboriginal infusion curriculum and the social studies program.
- The district is a member of Edmonton Economic Development Corporation (EEDC) working group and the Edmonton Aboriginal agency/industry consortium.
- The district will pilot an initiative to provide additional targeted supports to three clusters of schools serving a significant number of refugee and immigrant children and youth.

- The district's English Language Learning Centre continues to provide initial assessments, identification and orientation of new English Language Learners and their parents/guardians. It is also involved in the cluster of schools initiative.
- The Centre also provides in-services, school visits, coaching, translation and other consultant support at no charge to school staff and teachers providing programming for English Language learners.
- Targeted classes for English Language Learners are available through Metro Continuing Education during the school year and in the summer.
- The district provides in-services to teachers in the use of educational technology through in-services and coaching support provided by Consulting Services and Technology, as well as through professional development sessions offered through the Learning with Technologies AISI project.
- The district provides a friendly and 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).
- The district offers ten outreach programs throughout the city, thereby increasing accessibility for students.
- Staff in the Learning Stores provides individualized programs designed to meet the unique needs of their students.
- All high school outreach students are required to take a career directions course to assist them in understanding high school graduation requirements and in planning for a career path.
- All Centre High students are required to participate in activities which allow them to make informed career choices and encourage them to be active participants in the career planning process.
- Summer school programming is made available in an outreach delivery model for students and will be available at three sites (Londonderry, Blue Quill and West Edmonton Mall) in summer 2007.
- The transition program at the YMCA offers physical education and recreation programs provided by Youth Transition workers.
- The district provides a number of nutrition programs, e.g., breakfast program at the Y transition program, snack programs, Edmonton's School Lunch program and Food for Thought program.
- A comprehensive collection of nutrition resources and lesson plans to support Health and Physical Education for grades K to 9 has been compiled and posted on the EPS Curriculum website.
- The district provides timetabling support to individual schools to maximize Physical Education class time.
- 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).
- District high schools provide off-campus experiences including; Career Internship; Work Experience; Registered Apprenticeship Program (RAP), and Military Work Experience.
- Centre High identifies and capitalizes upon partnership opportunities which address student needs, e.g., NAIT Equivalent courses, Military Co-op Program, XEROX training program, Canadian Academy of Travel & Tourism.

- Centre High students are provided the opportunity to select the course and time of day to enable them to schedule schooling that does not conflict with other commitments such as employment or training.
- Metro and other district high schools provide support for school to work transitions including RAP, work experience and employability skills programming.
- Metro hours of operation allow students the flexibility to learn in a classroom setting during evening and weekend hours.

Note: Some of the strategies listed under “*Children at risk have their needs addressed through effective programs and supports*” and “*Learners complete programs*” apply here as well.

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.

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

Performance Measures • <i>May 2007 data and evaluations.</i>	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2007/2008	2008/2009	2009/2010
• Annual dropout rate of students aged 14 to 18.	6.3%	6.6%	Intermediate	Improved	Good			

Strategies

- Schools and the district work collaboratively with local community agencies to provide additional supports to students and families that support learning. For instance, schools collaborate with Big Brothers, Big Sisters to access in-school literacy mentors as well as big brothers and big sisters that support children and youth after school hours. Schools collaborate with the Family Centre to access family therapists and many other supports. They work with E4C, the Hope Mission, the Abbottsfield Youth Projects and many others.
- Schools in the district are involved with the Roots of Empathy program.
- After school programs are provided in many schools.
- Prior to the start of the school year, all schools receive lists of students who are a year or more behind in HLAT reading and writing. This data helps schools to provide appropriate programming.

- 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.
- Students who are identified as Intervention Students as a result of below grade level reading or writing are flagged on the Student Information System.
- This designation follows the student from school to school. These students are the focus of principal visits to classrooms.
- As part of the Interagency AISI project, principals and lead teachers will work in cluster groups of approximately 6 to 7 schools, identify common student needs and work collaboratively with parents and community to support the identified needs.
- 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 (e.g., a transition program for Aboriginal youth with Bent Arrow Traditional Healing Society, school social workers with Métis Child and Family Services, Aboriginal Head Start with Ben Calf Robe Society, parent literacy with Red Road Healing Society, English language learning support from Multicultural Health Brokers, Mennonite Centre and Catholic Social Services, Food for Thought program and Vision for Literacy Program with dedicated individuals in the community).
- Curriculum and Instruction consultants provide professional development 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 district will implement a pilot involving three clusters of schools, several decision units and external partners to develop a model for effectively serving English Language Learners, especially those with refugee backgrounds, and their families.
- The district has extended the attendance pilot project to all schools. Based on feedback from principals and teachers, modifications to the project are being implemented. In-services will be offered to district staff to inform them of changes made, as well as to provide opportunities to network and share strategies they have found useful in their schools.
- The district provides psychological assessment and social work consultant support services, to deal with attendance issues and social/emotional issues.
- The district provides schools with research-based teaching and organizational strategies that have promise for students who are at risk of not completing high school for a broad range of reasons (e.g., poverty, English proficiency).
- 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., gender, Aboriginal, literacy, mentoring) to identify and evaluate effective strategies.
- The district provides flexible programming through the provision of non-school location outreach and transition programs, LearnNet, a transitional high school (Centre High) and an academic upgrade continuing education arm (Metro). The district has an internal and external First Nation, Non-Status, Métis and Inuit (FNMI) committee to receive broad input, to develop partnerships in support of student success and to coordinate district efforts in the area of Aboriginal education.

- The district has an internal and external Cultural Diversity committee to receive input, develop partnerships in support of student success and to coordinate district efforts and to work more closely with community partners to support English Language Learners, immigrants and refugee students and families.
- The district supports teachers and schools in using a number of assistive technologies to support at-risk learners through their involvement in the Learning with Technologies AISI project and consulting services.
- 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 the 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, personal development (study skills/self-esteem) courses.
- Centre High shares a registered social worker with consulting services, enabling students to access personal counseling and referrals in a timely fashion.
- The district implemented the provincial Knowledge and Employability courses grades 8 through 12, introduced supporting district administrative regulations and is developing resources to assist teachers. It is also providing an on-line collaboration tool.
- District high schools use courses such as Reading 15 and Learning Strategies 15-25-35 to provide support to learners in core courses.
- Centre High Campus has implemented the Workplace Essential Skills Locally Developed Course to better prepare students to be successful in the workplace.
- Career practitioners and trained teaching staff at Centre High provide PD for teaching staff to provide students with skills and information to allow them to better make an informed career choice.
- The district, through the programming for student differences team and support for strategies such as Reading Recovery, provides professional development targeted to students who are at risk.
- Tutorial support is available to all students registered in Metro academic programming.

Note: Some of the strategies provided under *The education system meets the needs of all K-12 students, society and the economy.*” and “*Students complete programs.*” apply here as well.

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 Measures • <i>May 2007 data and evaluations.</i>	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2007/ 2008	2008/ 2009	2009/ 2010
• High school completion rate of students within three years of entering Grade 10.	63.5%	60.6%	Intermediate	Improved Significantly	Good			

Strategies

- The enhanced district supports for English Language Learners planned for 2007-08 will assist schools to better meet the needs of these students.
- The Knowledge and Employability courses introduced will assist junior high schools to provide instruction to a broader range of learners.
- 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.
- Schools are increasingly using one-on-one, small groups, mentors and tutoring outside of school hours.
- Schools are increasingly using technology to support student learning in classroom and non-classroom settings and on various schedules.
- The district in collaboration with Edmonton Economic Development Corporation (EEDC) hosted three parent evenings regarding transitions from elementary to junior high, junior high to senior high school and senior high school to work.
- As part of AISI PD, sessions will be conducted to make schools aware of results for the measures for each AISI project and to assist schools with examining their own HLAT, PAT and Diploma examination data.
- On a semester basis, high schools receive a core course retention and marks analysis report by course in which the data for all high schools is displayed. This information allows schools to see how their successful course completion ranks relative to the other high schools, leading to a sharing of successful practices.
- 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.).
- 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 more students to take more 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.
- The district has a Career-Focused Education (CFE) model that helps schools provide clusters of courses and experiences related to a broad range of career opportunities and

assists students and their families in making decisions related to post-secondary and the world of work.

- In partnership with community organizations, two senior highs are providing additional supports to English Language Learners, including strategies for transitioning to life beyond high school.
- The district is partnering with Norquest and the Northern Alberta Institute of Technology (NAIT) to enable students to transition from high school to post-secondary and subsequently to post-secondary programming or the world of work.
- Involving students in career planning encourages students to reflect upon and identify skills, goals, barriers, options and alternatives and to develop a realistic action plan which in turn supports course completion.
- Centre High receives annual reports of Centre High students enrolled in programs at the University of Alberta, Grant MacEwan and NAIT.
- Through outreach, distance education, Centre High and Metro, the district provides and continues to investigate alternative models for organizing instruction, such as fast-track scheduling, multiple entry and exit points as well as outreach and on-line learning.
- 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 or enter the world of work.
- Through Metro, the district provides students with opportunities to review courses already taken and to preview courses, prepare for Grade 12 diploma examinations and Grade 9 achievement tests and develop the skills and habits of successful students.
- Metro and district high schools work cooperatively to provide comprehensive summer school options for students.
- In response to identified needs relating to high school completion, Resource Development Services develops high quality resources such as *Real Math*, *Secondary Writing Resource* and *Algebra 35* that directly supports this initiative.
- 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.

Note: Some of the strategies in *The education system meets the needs of all K-12 students, society and the economy.* and “*Children at risk have their needs addressed through effective programs and supports.*” apply here as well.

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.

Performance Measures • <i>May 2007 data and evaluations.</i>	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2007/2008	2008/2009	2009/2010
• Percentages of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	77.4%	78.1%	Intermediate	Declined	Issue	78.0	78.1	78.2
• Percentages of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	22.0%	22.7%	High	Declined	Acceptable			
• Percentages of students who achieved the acceptable standard on diploma examinations.*	84.7%	85.0%	Intermediate	Maintained	Acceptable			
• Percentages of students who achieved the standard of excellence on diploma examinations.	25.5%	23.7%	Very High	Improved Significantly	Excellent			
• Percentages of students who have written four or more diploma exams by the end of their third year of high school.	55.5%	52.6%	Intermediate	Improved Significantly	Good			
• Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	34.5%	30.6%	High	Improved Significantly	Good			

Note: for detailed information on the performance measures, see Tables 1 and 2, pages 40-42.

Strategies

- The district has identified three priorities and all three relate to high standards. They include improved achievement of all students in core subjects with an emphasis on literacy and numeracy, high quality teaching and learning and high standards of citizenship, conduct, safety and well being of students and staff.
- Participation of staff in the administration and marking of the 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.
- The district student and staff recognition awards celebrate high standards in the district.
- The AISI projects developed around four themes – (1) using Assessment for Learning to enhance student achievement, (2) learning with technology, (3) deepening literacy instruction and (4) engaging all learners through differentiated instruction – are structured to improve student achievement. In addition, 30 schools are participating in the community collaboration AISI project.
- Additional support to schools is provided through the posting of best practices on the district’s website, inter/intra visitations and through the sharing of “school stories” at AISI professional development sessions. These “school stories” have been taped and

can be borrowed for school use. Finally, school successes are shared at annual year-end sharing sessions, as part of all AISI project work.

- The district's Supporting Teaching and Learning Framework provides support through the collaboration of all district departments but, in particular, Student Achievement Services, Student Assessment, Consulting Services, District Technology, Student Information and Personnel Support Services. These departments work together with schools to provide targeted professional development and best practice training in a variety of formats to meet the needs of individual schools.
- The district provides support for instructional strategies effective in achieving Language Arts and other literacy learning curriculum outcomes (e.g., Balanced Literacy, Reading Recovery, Meaningful Applied Phonics (MAP) and Middle Years Literacy).
- At the secondary level, locally developed courses such as Reading 15, to improve reading levels, and World Literature 35, to support International Baccalaureate and Advanced Placement, are provided to meet the different needs of students.
- 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, over 2000 students are issued library cards, librarians provide Young Readers Choice Award book talks, and staff from the library and EPS are involved in Family Nights and *Stepping Into School* programs.
- 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. Resource Development Services has published *Maximizing Math* for grades eight and nine with grade seven available in its entirety in Fall 2007. *Maximizing Math* for elementary is being developed to align with the new curriculum framework; the resources are being submitted to the Western, Northern Canada Protocol (WNCP) for authorization.
- The district is a partner in the University of Alberta's CRYSTAL Project, an approved research study, which is focused on identifying strategies to strengthen literacy in mathematics and science.
- Metro Continuing Education offers literacy support for students in kindergarten to grade 9 in centralized locations outside the regular school day (Saturdays and in the summer) and on site at schools on request.
- The City Centre Education Project works collaboratively with The Family Centre, Big Brothers Big Sisters, Aboriginal Youth and Family Wellbeing and Education Society, Capital Health, Children's Services, ART Start of E4C, 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.
- Metro offers diploma and achievement test preparation classes.

Note: 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 "*Students complete programs.*" apply here as well.

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 1-9 judged to be at grade level in language arts and mathematics.

Outcome 2.2: Students are well prepared for lifelong learning.

Performance Measures • <i>May 2007 data and evaluations.</i>	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2007/ 2008	2008/ 2009	2009/ 2010
• High school to post-secondary transition rate within four years of entering Grade 10.	40.9%	35.3%	High	Improved Significantly	Good			

Strategies

- 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. Additional pilots are being conducted at the elementary and junior high schools in developing career awareness, using such tools as “Career Cruising” and leading to informed course selection.
- The Assessment AISI project provides staff with effective strategies for student involvement in setting assessment criteria to assist in developing self-evaluation and reflection skills.
- Cooperative learning strategies and inquiry-based approaches assist students to develop social and research skills.
- Schools provide many opportunities for students to develop technological and analytical skills that enable responsible use of various media.
- District schools have developed partnerships with the business, government and post-secondary communities to provide students with opportunities to participate in meaningful learning experiences.
- Centre High students develop a primary and a secondary career plan.
- High schools and Curriculum Services 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 which enhance job performance or which are offered for leisure and recreation.
- Metro is a resource to assist all employees to enhance their skills and knowledge, as well as providing specialty training programs for specific employee groups.
- Metro provides basic language training focused on settlement and development of functional English skills to newcomers to Canada and for those who need English 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.
- The district is providing grade 12 students in second language courses with the opportunity to sit for internationally recognized credentials of language proficiency.
- Registered Apprenticeship Program (RAP) is now in all high schools and is encouraging life long learning in trades and advanced technology areas.
- Teachers regularly visit post-secondary institutions to become better informed as to how to serve students' needs.

Note: Some of the strategies in “*Students complete programs.*” apply here as well.

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 Measures • <i>May 2007 data and evaluations.</i>	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2007/2008	2008/2009	2009/2010
• Teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.6%	77.1%	High	Improved Significantly	Good			

Strategies

- High schools provide Work Experience, CTS Job Safety courses and Career Directions programs.
- Career Centres in high 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. They develop partnerships between businesses, post-secondary institutions and service clubs that provide guest speakers, job shadowing, internship and work experience opportunities and many other opportunities.
- Schools have implemented the Knowledge and Employability curriculum.
- Schools provide field trips to post-secondary institutions.
- Metro continuing education in partnership with industry offers career transitions to the construction industry.
- The district and schools have a number of community business partnerships.
- The district and schools are involved with the Junior Achievement program.

- The **Registered Apprenticeship Program (RAP)** is available to all high school students and consists of initial safety and employability skills training, an internship program and finally the apprenticeship phase. Students may earn up to 1,000 hours in any of the over 50 apprenticeship trades while also earning a high school diploma. It enables students to broaden their horizons beyond the classroom into the practical and stimulating realm of the workplace. In addition to developing valuable job skills as apprentices, the students' motivation is increased due to the ability to relate classroom studies to the world of work. Some of this work is done in collaboration with Careers, The Next Generation.
- Edmonton Public Schools has developed placement for RAP students within its own Facilities Department paired with journeymen already employed by Edmonton Public Schools.
- SKILLS CANADA 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.
- **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 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.
 - Skills Credentialing Tool is a decision-making tool developed by the Conference Board of Canada for students to develop an ongoing learning plan and a tool to allow students to demonstrate to future employers the skills developed during high school.
 - Industry credentialing is also available either through assessment by classroom teachers (e.g., NCCP coaching (National Coaching Certification Program), or by external examination (e.g., Transport Canada or Alberta Fitness Leader Certification Association).
- Transition Programming for specific student groups (e.g., Print Media and students with limited English – Norquest) that articulates with other post-secondary education and the world of work.
- A centrally organized Workplace Showcase demonstrates the range of employment opportunities available to grade 12 students upon completing high school.
- The district is finalizing a partnership with the Northern Alberta Institute of Technology (NAIT).
- Centre High consults with business, industry and post-secondary institutions to identify relevant experiences beneficial for students when seeking employment in particular career areas, i.e., dress code, off-campus placement and so forth.
- 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.

Note: Some of the strategies in “*Students are well prepared for lifelong learning.*” apply here as well.

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 Measures • <i>May 2007 data and evaluations.</i>	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2007/2008	2008/2009	2009/2010
• Teacher, parent and student agreement that students model the characteristics of active citizenship.	78.7%	76.8%	High	Improved Significantly	Good			

Strategies

- District 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 and being emergency workers.
- 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.
- Schools participate in a range of philanthropic activities such as Cops for Cancer, Multiple Sclerosis Bikeathon, Terry Fox Run, 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 parent council and so forth.
- High school students organize and are involved in “welcome week” activities to smooth transition of new students to the school.
- Students act as “ambassadors” to represent the school at community events.
- High school students are involved as study buddies and in tutoring and mentoring students in junior high and elementary.
- The recently implemented Pre-Advanced Placement program includes community service projects.

- Centre High students act as first aid personnel, tour guides and in other supportive roles at Greater Edmonton Teachers' Convention Association (GETCA) and the Edmonton Grand Prix.
- All City Centre Education Project and partner staff have been involved in training regarding the *Circle of Courage* (Belonging, Independence, Generosity and Mastery) provided by Martin Brokenleg.
- City Centre Education Project schools and all partnering agencies have been engaged in ongoing training with *Resiliency Canada*. The resiliency framework is being integrated into all work with students and families to reduce risks and to build capacity by increasing pro-social factors and enhancing protective factors.
- The district provides a framework that establishes common language and expectations across the district regarding creating cultures of character, fundamental to productive, engaging citizenship.
- The district has a strategy to monitor and enhance district progress on character/citizenship education.
- Schools incorporate expectations related to character and citizenship education into the expectations in the *Supporting Teaching and Learning* Framework.
- Through the AISI differentiation project, teachers continue to deepen their understanding of the importance of modeling and creating learning environments wherein students feel physically, psychologically, socially and culturally secure. They establish a positive relationship with students, characterized by mutual respect, trust and harmony.

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: Highly responsive and responsible jurisdiction.

Outcome 3.1: The jurisdiction demonstrates effective working relationships with partners and stakeholders.

Performance Measures • <i>May 2007 data and evaluations.</i>	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2007/2008	2008/2009	2009/2010
• Teacher and parent satisfaction with parental involvement in decisions about their child's education.	77.5%	75.9%	Intermediate	Improved Significantly	Good			

Strategies

- 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.
- School Councils provide a forum for effective working relationships with parents and community members.
- Schools partner with the community nurse to teach specific health topics and to acquire resources supportive of the curriculum.

- Schools inform their parents through regular newsletters and computer links and engage with community groups and organizations
- Some schools have developed links with the University of Alberta dental clinic for the provision of dental work for children and families in need.
- The district partnered with the Alberta Optometrist Association to provide the *Eye See..Eye Learn* program, enabling each kindergarten child to get a free pair of glasses if necessary.
- The district developed *School Zone* provides a rich resource for parents and students and enhances school-home relations.
- The district provides Curriculum Handbooks for Parents.
- The district offers a Parents as Partners program that provides information pertinent to the well being of students and their families and is a forum for Trustee and parent communication.
- The district enjoys a collaborative working relationship with many departments within Alberta Education (e.g., stakeholder technology, curriculum, special education, Aboriginal education, infrastructure).
- The district implements a variety of strategic communications to inform and engage its various stakeholders including: parents and key representatives from businesses, post-secondary institutions and the community.
- 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 collaboration with M.A.P.S. 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 Career Focused Education (CFE) initiative promotes collaboration between Edmonton Public Schools and area post-secondary institutions and industry/business by obtaining stakeholders input in development of locally developed courses, Career and Technology Studies scope and sequences, off-campus learning experiences and makes learning relevant for students and teachers.
- District involvement with the Registered Apprenticeship Program is facilitated with Careers, The Next Generation.
- The district partners with other districts and post-secondary institutions in areas of curriculum and career transitions.
- The district collaborates with Edmonton Economic Development Corporation (EEDC) on a number of committees, (e.g., Apprenticeship, Career Planning and Aboriginal). Parent and student information evenings on Career Planning were hosted in partnership with EEDC.
- The district co-chairs the Youth in Transition to Apprenticeship (YITTA) Advisory that provides support for youth who want to transition to a career in the trades.
- 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.
- The district co-chairs the Capital Region Services to Children Linkages Committee that provides a regional forum for governing bodies involved with services to children and families.

- The district is represented on the Edmonton Student Health Integrated Partnership (ESHIP).
- Edmonton Public works in partnership with Capital Health, Edmonton and Area Child and Family Services, Edmonton Catholic and various school authorities and early childhood societies through ESHIP in the provision of a range of supports, programs and services, including speech and language, occupational therapy, physical therapy, children's home care services (nursing), mental health, neuro-developmental and emotional/behavioral supports to students with mild, moderate and severe needs.
- 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 coordinates 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 that hears cases for all school jurisdictions in the Capital Region.
- The district is represented on the operations committee and the "Sounding Board" of the Families First initiative.
- A representative for the district regularly attends the Healthy Eating and Active Living (HEAL) committee meetings (with Capital Health).
- The district is a founding member of the Community-University Partnership for the Study of Children, Youth and Families (CUP) that 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 collaborates with the University of Alberta and other external organizations to identify future research possibilities related to district priorities and initiatives.
- The district collaborates with experts in various fields to inform, support or enhance district programs.
- The district maintains an alliance with the Edmonton Public Library and with the Centre for Family Literacy to enhance literacy opportunities for students and families and resources for staff.
- 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 in partnership with schools and a range of Aboriginal organizations such as Bent Arrow Traditional Healing Society, Métis Child and Family Services, Ben Calf Robe Society and Red Road Healing Society.
- The district is represented on the city National Aboriginal Day committee planning celebrations for district students.
- The district works with schools and a range of multicultural community organizations such as 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 Organization and The Family Centre.

- The district has established formal partnerships with the Royal Alberta Museum and the Clifford E. Lee Bird Sanctuary in support of the elementary science alternative program.
- 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.
- The district is represented on the Roots of Empathy advisory committee.
- The district continues to work with Edmonton Police Services so that police resource officers are available in high schools.
- The district is represented on the Community Solutions to Gang Violence and the Edmonton Community Drug Strategy Committees.
- The district is a major provider of space at a reasonable cost for Head Start programs, pre-school, before and after school care and day care programs.
- 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 has opportunity to provide teacher in-servicing on the Run-Jump-Throw resource.
- The district works collaboratively on cross-ministry initiatives that promote student safety (e.g., Edmonton Drug Strategy, Safe and Caring Schools).
- The district participates in district safety committees with the Alberta Teachers' Association (ATA) and the Canadian Union of Public Employees (CUPE). It is also developing a partnership with Alberta Human Resources and Employment (AHRE), Workplace Safety and the Alberta Boiler Safety Association (ABSA) regarding the development and implementation of safety resources that can be used by all school districts in Alberta.
- The district in partnership with the local of the Alberta Teachers' Association (ATA) provides a Mentorship Program for beginning and new district teachers.
- 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.
- 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 district works with vendors to provide resources to school at reduced cost (eg. United Streaming, Academy of Reading, Autodesk).

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 3.2: The jurisdiction demonstrates leadership and continuous improvement.

Performance Measures • May 2007 data and evaluations.	Current Result	Previous 3-yr Avg.	Evaluation			Targets		
			Achievement	Improvement	Overall	2007/2008	2008/2009	2009/2010
<ul style="list-style-type: none"> Percentages of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years. 	78.8%	73.4%	High	Improved Significantly	Good			
<ul style="list-style-type: none"> Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. 	79.1%	n/a	n/a	n/a	n/a	optional		

Strategies

- All schools are engaged in school-based professional development.
- School principals mentor potential leadership candidates.
- Staff in some schools are involved in action research projects.
- Through instructional leadership teams in schools, distributed leadership is practiced throughout 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-year principals.
- The district provides support and mentorship programs for beginning and new teachers in their 1st, 2nd and 3rd year of teaching.
- 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 utilizes the *Framework for Supporting Teaching and Learning* to guide continuous improvement. Through this framework, schools incorporate job-embedded professional development into the daily work of the school. As well, through inter- and intra-school visitations professional practice is further enhanced.
- District professional development sessions assist schools to effectively analyze school and district data (attendance, report card marks, HLAT test scores, provincial examination test scores, etc.) to determine next steps in the school’s work to enhance student achievement.
- Staff from schools and central are part of Project Leadership Teams associated with each of the five AISI projects. They discuss successes, challenges, professional

development and monitor projects to ensure they continue to enhance student learning and meet AISI criteria.

- The district has a cadre of curriculum and instructional specialists, as well as staff from a broad range of professions (e.g., audiology, psychology, speech language pathology, occupational therapy, physical therapy, adaptive physical education, social workers, multilingual and Aboriginal workers) who provide advice, assistance and support to schools through in-services, customized professional development and assistance with individual and their families.
- The district provides specialized assistance and support to alternative programs to enhance the effectiveness of the programs and to sustain program integrity.
- Principals and decision unit managers monitor a variety of indicators (e.g., achievement results, financial statements, satisfaction surveys) and adjust their actions accordingly.
- The district continues to develop high-quality curriculum and assessment resources to assist staff in delivering effective programming.
- 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 continues to support participation in high-quality research through the provision of research assistance, professional development and guidance needed to access current research findings related to district expectations.
- 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 district has initiated a pilot, involving staff from Personnel, Staff Relations and Staff Development, Facilities Services, Consulting Services and 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 CUPE local 474 and 3550 representatives, has established joint committees whose mandate is to examine custodial and support staff development needs and to prepare recommendations regarding the development and implementation of training.
- Schools are now 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, English Language Learners and students deemed to be at risk.
- Following a report from an external occupational health and safety auditor, the district received a Certificate of Recognition from the Partnerships in Health and Safety program. Feedback from the audit has assisted the district to determine the next steps to improve the occupational health and safety program across the district in the areas of monitoring, documentation and training.
- 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.
- The district has partnered with the Alberta School Employee Benefit Plan (ASEBP) in a collaborative project to improve organizational health. District leaders participated in three in-service sessions and an action plan has been developed.
- In collaboration with a variety of district stakeholders, Resource Development Services assumes a leadership role in producing a variety of resources incorporating effective research-based practices that support teaching and learning.
- Central decision units (DU) work collaboratively to host an annual Central Services Showcase. The showcase provides an opportunity for principals and central DU staff to liaise and discuss ways to support the work being done by each.

Local measure for this outcome.

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

Highlights of Facility and Capital Plans

Capital Priorities 2008-2011

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 district has a growing backlog of facility needs, both modernizations and new construction. This backlog must be addressed in order to meet the learning requirements of students in aging buildings and to provide accommodation in growing or new areas not currently served by a neighbourhood school.

Edmonton Public Schools' Ten-Year Facilities Plan provides overall direction to the district's capital planning process. As a planning framework and reference, the Ten-Year Facilities Plan is also valuable in helping to ensure that the district maintains a balanced and consistent approach in all of its work around capital development, space utilization, facilities management and program distribution. The Ten-Year Facilities Plan 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.

The Annual Implementation Plan is a mechanism through which principles, strategies, and goals identified in the Ten-Year Facilities Plan are translated into action. The Annual Implementation Plan identifies schools that will be reviewed for sustainability and schools that require a facility alteration to remain viable. Each district school has a School Profile that includes information about the school's enrolment, building condition, finances, and community. Benchmarks are applied consistently to each school and are used to evaluate the schools and determine which schools require sustainability reviews, facility alterations, and which should remain status quo.

Factors influencing district capital priorities:

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

- The practical application of the planning principles embedded in the district's Ten-Year Facilities Plan have supported a more consistent integrated approach to the district's planning around all aspects of student accommodation, space utilization and program distribution.

- An analysis has been done to determine appropriate facility strategies for each district school over a ten-year period and is included in the district's Ten-Year Facilities Plan.
- The suburban neighbourhoods in the City of Edmonton where the most significant growth is continuing to occur include Riverbend, Terwillegar and Windermere (southwest), Heritage Valley (southwest), Ellerslie (south) and the Meadows (southeast). Considerable growth is also occurring in the areas of Lewis Farms and the Grange (west), the Lake District (north), Pilot Sound (northeast), Castle Downs Extension and the Palisades (northwest). The pressure for new school construction nearer the student population base is continuing to intensify. With support from the province, the district needs to provide new schools in these new suburban areas in order to ensure equity of access to quality public education for all students in the city.
- In the fall of 2006 Edmonton Public Schools received approval to proceed with the modernization of Balwin and Holyrood schools and the design for these modernizations is currently underway.
- In the fall of 2005 Edmonton Public Schools received approval to proceed with construction of Lillian Osborne High School in the Riverbend/Terwillegar area of Edmonton. This school is scheduled to open in September 2009.
- The Victoria School of Performing and Visual Arts revitalization project which includes both replacement construction and modernization of selected areas of the school is proceeding to the construction phase. The overall project, which includes several phases, is scheduled for completion in 2011.
- The need for the district to continue improving its efficient use of space remains. With anticipated changes to the approach taken by the provincial government in determining how it allocates funds for Plant Operations and Maintenance, this need is becoming even more critical. With the reduction of surplus space, a greater proportion of the district's annual allocation for Plant Operations and Maintenance can be applied to the remaining area (i.e. more dollars allocated per square metre).

Capital investment and benefits to students:

The district is committed to providing students at all grade levels with high quality modern facilities wherever they live in the city and with a balanced range of regular, alternative and special education programs within each sector. This approach will reduce the dependency on designated receiving schools and reduce the amount of time students spend being transported to school. As well, the district will seek ways to creatively re-use surplus space with the help of partners to provide value to students and the community.

Space reduction initiatives:

In an effort to reduce surplus space in areas of the district where school facilities are larger than now needed, space reduction initiatives will continue to be considered as an option to school closure. A reduction in actual school space has recently been completed at Belvedere School, and an adjustment to the Area Capacity and Utilization Report reflects a reduction in space at Major General Griesbach School, and Ritchie School due to the condition of parts of these buildings. Other similar initiatives, as part of preservation projects or through the removal of portable space, will also be considered and included in any site specific redevelopment or renewal planning. In March 2007, the Board of Trustees approved the closure of two district schools and students will be consolidated into existing schools beginning in September 2007. Future use of the closed schools will be determined in the coming year.

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

Budget Highlights

The 2007-2008 Budget is based on the premise that all resources should be distributed equitably in accordance with responsibilities for results. While most of the funding is directly linked to student populations, other resources are allocated based on environmental factors and the socio-economic dynamics of the school. Priority funding is also allocated based on Alberta Education guidelines.

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

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

Revenue is budgeted to be \$700,394,000 and is 2.6 per cent greater than the revenue currently forecast for 2006-2007. Grant rates have been increased by 3 per cent across the Alberta Education funding categories. Enrolment is projected to increase by 337 students or 0.4 per cent. These increases are offset by decreases in supported capital interest and amortization, and projected school generated funds.

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

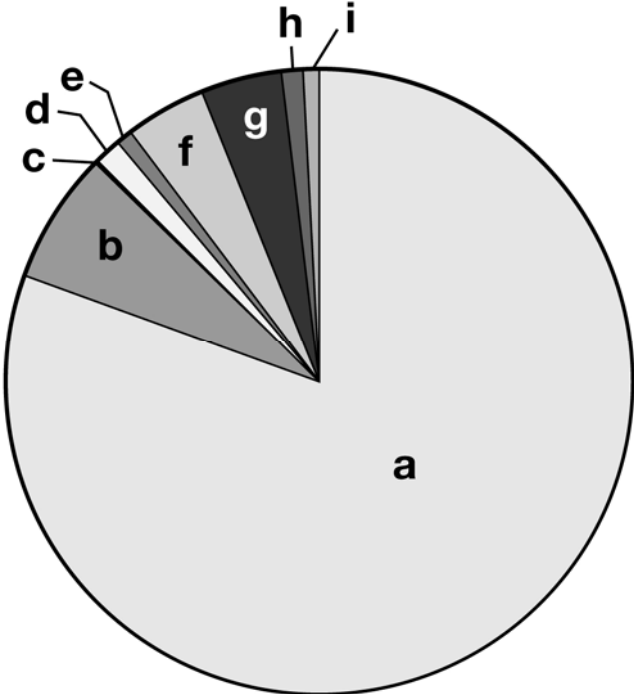
The remaining 19% of the district's budget includes board and central services (8.9%), Metro Continuing Education (.9%), transportation (4.1%), Debt Services (4.3%), and External revenue (1.2%). Although board and central services represent 9% of the budget, this includes resources for instructional support services, and building operation and maintenance.

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

Detailed information regarding district and individual school budget and expenditure plans can be obtained from neighbourhood schools in the district and from public libraries.

For additional information, please contact Budget Services at 429-8063 or view the district's website at www.epsb.ca.

2007 - 2008 APPROVED BUDGET



	\$ (Million)	%
a School Budgets	565.6	80.7%
b Board and Central	48.4	6.9%
c Professional Improvement	1.5	0.2%
d Supply Services	8.2	1.2%
e Metro Continuing Education	6.1	0.9%
f Transportation	28.4	4.1%
g Debt	29.8	4.3%
h External Revenue	8.3	1.2%
i District Level Expenditures	4.2	0.6%
Total District Budget	700.4	100%

Publication and Communication

The plan is posted on the jurisdiction's website at

<http://www.epsb.ca/datafiles/ThreeYearEducationPlan.pdf>.

It 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.

Outcome 2.1: Learners demonstrate high standards.

TABLE 1

Performance Measure		Results (in percentages)					Target	
2.1.1. Percentages of students in Grades 3, 6 and 9 who achieved the acceptable standard and percentages who achieved the standard of excellence on provincial achievement tests (cohort results required).		A E*	A E*	A E*	A E*	A E*	A E*	
		2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	
Grade 3								
Language Arts	Jurisdiction	80.1/14.5	80.3/15.3	79.1/15.2	79.5/16.2	80.0/13.9		
	Province	81.2/14.9	82.4/15.7	81.7/15.1	82.2/16.2	81.3/14.1		
Mathematics	Jurisdiction	81.9/26.6	82.3/31.7	79.8/26.1	79.8/26.4	81.5/27.9		
	Province	81.2/26.7	82.3/29.8	81.8/27.4	80.3/26.1	82.0/26.9		
Grade 6								
Language Arts	Jurisdiction	81.2/16.1	79.7/18.4	77.6/17.6	76.6/17.4	78.4/17.0		
	Province	80.8/15.1	81.2/17.3	79.1/15.5	77.3/15.5	79.0/15.9		
Français	Jurisdiction							
	Province							
French Language Arts	Jurisdiction	89.8/13.4	93.0/22.0	93.7/20.6	87.7/8.0	94.3/14.6		
	Province	83.7/13.3	84.5/13.2	88.5/12.8	85.1/8.8	87.5/11.2		
Mathematics	Jurisdiction	80.3/20.9	79.8/20.6	78.9/24.1	79.5/21.5	77.0/18.1		
	Province	78.3/18.1	78.3/17.7	78.5/21.2	78.2/18.1	75.2/15.6		
Science	Jurisdiction	83.0/29.1	82.0/29.6	81.5/32.3	81.3/31.8	79.7/32.0		
	Province	79.5/22.6	80.0/24.1	80.6/26.2	79.8/26.0	78.1/27.7		
Social Studies	Jurisdiction	81.3/22.7	80.7/24.1	79.6/23.7	80.2/25.8	80.2/27.7		
	Province	78.3/19.4	79.0/20.3	78.6/19.7	78.4/21.5	78.6/22.9		
Grade 9								
Language Arts	Jurisdiction	78.5/16.2	77.3/14.7	77.0/14.2	77.8/16.4	76.9/15.9		
	Province	78.5/14.6	78.0/13.5	77.6/12.4	77.9/14.0	77.4/13.6		
Français	Jurisdiction							
	Province							
French Language Arts	Jurisdiction	83.3/11.1	92.8/24.2	95.8/23.8	91.9/12.2	90.3/16.8		
	Province	83.0/10.1	89.2/18.1	83.4/11.7	85.9/13.6	83.3/10.9		
Mathematics	Jurisdiction	66.8/20.8	67.7/24.1	71.1/24.6	72.4/26.2	68.8/21.1		
	Province	64.5/16.7	63.5/17.6	66.1/18.9	68.0/19.7	67.4/17.4		
Science	Jurisdiction	73.0/15.3	75.3/18.3	68.7/17.0	71.8/19.2	68.9/17.9		
	Province	71.6/11.4	71.1/13.0	66.6/12.1	67.5/12.8	67.4/13.3		
Social Studies	Jurisdiction	75.9/23.1	75.9/24.7	75.9/26.2	74.5/24.5	75.0/25.1		
	Province	73.8/18.0	72.6/18.7	73.1/20.0	71.3/18.3	72.5/18.9		
Overall		Jurisdiction	78.8/21.1	78.5/22.6	77.9/22.7	77.9/22.8	77.4/22.0	78.0E
		Province	77.4/18.4	77.5/19.3	77.5/19.5	77.0/19.4	76.9/19.1	

“A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Comment on Results	Graph of Overall Jurisdiction Results (optional)																		
<ul style="list-style-type: none"> • Overall the percentage of students meeting standards is higher for Edmonton Public than for the Province as a whole. • The percentage of Edmonton Public students meeting standards in grade 6 and 9 French Language Arts is substantially higher than the Province and has increased over the past 5 years. • The percentage of Edmonton Public students in grade 6 English Language Arts, Mathematics and Science and grade 9 Science meeting the acceptable standard has declined substantially. However, a similar decline has occurred in Provincial results as well. 	<p>The graph displays two data series over five school years. The 'Acceptable Standard (%)' series, marked with blue circles, shows a slight downward trend from about 80% in 2001/2002 to 78% in 2005/2006. The 'Standard of Excellence (%)' series, marked with orange crosses, shows a slight upward trend from about 20% in 2001/2002 to 22% in 2005/2006.</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Acceptable Standard (%)</th> <th>Standard of Excellence (%)</th> </tr> </thead> <tbody> <tr> <td>2001/2002</td> <td>80</td> <td>20</td> </tr> <tr> <td>2002/2003</td> <td>79</td> <td>21</td> </tr> <tr> <td>2003/2004</td> <td>78</td> <td>22</td> </tr> <tr> <td>2004/2005</td> <td>77</td> <td>23</td> </tr> <tr> <td>2005/2006</td> <td>76</td> <td>24</td> </tr> </tbody> </table>	School Year	Acceptable Standard (%)	Standard of Excellence (%)	2001/2002	80	20	2002/2003	79	21	2003/2004	78	22	2004/2005	77	23	2005/2006	76	24
School Year	Acceptable Standard (%)	Standard of Excellence (%)																	
2001/2002	80	20																	
2002/2003	79	21																	
2003/2004	78	22																	
2004/2005	77	23																	
2005/2006	76	24																	

Outcome 2.1: Learners demonstrate high standards. (continued)

TABLE 2

Performance Measure		Results (in percentages)				
2.1.2. Percentages of students who achieved the acceptable standard and the percentages who achieved the standard of excellence on diploma examinations.		A E*	A E*	A E*	A E*	A E*
		2001/02	2002/03	2003/04	2004/05	2005/06
English 30-1	Jurisdiction			90.6/19.4	87.5/19.7	87.0/20.3
	Province			92.0/18.8	89.1/17.8	88.0/19.3
English 30-2	Jurisdiction			82.6/7.6	85.8/9.6	83.3/8.1
	Province			85.2/7.1	89.4/10.1	86.1/8.1
English 30	Jurisdiction	88.1/20.9	91.8/25.9	87.8/12.2		
	Province	88.4/18.9	92.3/24.1	81.8/9.6		
English 33	Jurisdiction	85.1/7.4	83.1/7.7	91.3/7.5		
	Province	86.5/7.2	85.1/6.5	89.0/9.8		
Français 30	Jurisdiction					
	Province					
French Language Arts 30	Jurisdiction		97.4/20.5	100.0/22.7	94.6/29.7	98.0/33.3
	Province		95.2/15.4	95.4/16.7	95.1/19.1	95.0/21.8
Social Studies 30	Jurisdiction	86.3/23.7	86.4/23.4	85.8/26.9	85.0/26.9	87.0/28.2
	Province	86.1/20.9	86.6/22.0	85.9/23.8	85.2/24.3	85.5/23.9
Social Studies 33	Jurisdiction	79.2/10.5	79.4/12.3	81.2/14.4	82.1/15.2	81.9/17.4
	Province	80.5/11.4	81.5/13.1	82.9/15.0	85.0/17.6	83.5/19.0
Pure Math 30	Jurisdiction	83.8/30.4	86.4/31.5	87.8/36.1	82.0/29.1	84.9/31.0
	Province	81.8/28.3	84.4/27.1	83.7/32.0	80.6/25.7	82.8/26.5
Applied Math 30	Jurisdiction	86.4/20.4	85.0/14.3	84.4/15.6	85.1/19.9	73.1/10.8
	Province	85.1/14.0	85.0/14.0	85.5/14.3	87.6/21.8	77.5/11.8
Math 30	Jurisdiction	32.6/2.3				
	Province	46.2/4.2				
Math 33	Jurisdiction	73.4/12.0	79.0/17.4			
	Province	75.2/13.2	78.6/16.2			
Biology 30	Jurisdiction	83.4/26.0	79.1/21.9	80.8/27.8	82.1/29.2	83.3/29.7
	Province	83.5/25.5	80.8/21.9	81.9/26.6	81.9/26.6	81.4/26.4
Chemistry 30	Jurisdiction	78.8/21.8	82.1/24.0	86.4/29.4	88.2/34.8	88.9/38.3
	Province	82.1/24.0	84.5/24.6	85.7/27.9	88.2/33.4	88.4/37.1
Physics 30	Jurisdiction	85.3/32.6	81.5/26.8	87.1/31.8	85.4/28.5	84.2/31.5
	Province	84.4/32.6	81.5/25.1	86.6/29.8	84.2/27.8	84.4/30.0
Science 30	Jurisdiction	84.5/20.9	85.1/20.2	83.7/17.2	84.9/19.8	82.2/17.9
	Province	81.6/12.2	88.2/19.7	84.3/16.5	88.1/22.1	82.8/17.3
Overall	Jurisdiction	83.0/21.7	84.4/22.3	85.6/24.2	84.9/24.6	84.7/25.5
	Province	83.9/20.3	85.3/20.8	85.8/22.2	85.7/23.0	84.7/23.0

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