

EDMONTON PUBLIC SCHOOLS

June 18, 2002

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

ORIGINATOR: M. de Man, Department Head

SUBJECT: Edmonton Public Schools' *Three-Year Education Plan, 2002-2005*

RESOURCE
STAFF: Rick Bell, Karen Bardy, Gloria Chalmers, Bob Clark, Beatrice Denboer, Donna Leask, Darwin Martin, Anne Mulgrew, Edgar Schmidt

RECOMMENDATION

That Edmonton Public Schools' *Three-Year Education Plan, 2002-2005* be approved for forwarding to Alberta Learning .

* * * * *

In response to provincial requirements for an annual three-year education plan, the three-year education plan for the district (Appendix I) has been developed based on the district's budget planning process. The plan is prepared by a team of staff and aggregates results already reviewed by trustee sub-committees. After review and approval by the board, the report will be submitted to Alberta Learning.

Alberta Learning requires that school districts establish targets for specific goals. These are new requirements and a team of district staff will establish a process to identify these targets. Once identified, targets will be shared with district staff and the community.

Copies of the Edmonton Public Schools' *Three-Year Education Plan, 2002-2005* will be made available to schools, school councils, and central services departments. The report will also be placed in public libraries and made available to the community through the district's Internet web site: <http://www.e-psb.ca>.

ES:ac

Appendix I- Edmonton Public Schools' *Three-Year Education Plan 2002- 2005*

Edmonton Public Schools' *Three-Year Education Plan 2002-2005*

Introduction

The Edmonton Public Schools Three-Year Education Plan for 2002-2005 represents the first year of the district's three-year education plan. This information has been developed by staff as part of the district's budget planning process and reflects the input of parents, school council partners, community members, students, and trustees.

Information in this report highlights new and ongoing initiatives for the initial year of the three-year planning cycle, and includes provincial goals, district priorities, outcomes, performance measures, and key strategies.

Angus McBeath
Superintendent of Schools

Don Fleming
Chairman, Board of Trustees

Mission

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

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

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

Vision

Edmonton Public Schools is committed to high standards for student achievement and places student success at the centre of all decision making. Edmonton Public Schools believes that the success of the district requires a vision of what should be achieved in the future for the district as a whole. The vision for Edmonton Public Schools for the next three years is outlined below.

All Students	All Staff	All Parents	The Community	The Board
demonstrate high levels of achievement	plan for or support appropriate, challenging learning experiences and positive learning environments for students	are satisfied with opportunities for their child to learn and be successful in school	is satisfied that students receive a quality education	is highly regarded by staff, parents and community
have the skills, knowledge and attitudes to be successful and responsible citizens	are committed to continuous improvement and responsible for personal performance	are satisfied with their child's school and school and district staff	is satisfied that students are prepared for productive work and effective citizenship	is committed to excellence, effectiveness and efficiency
demonstrate the qualities of caring, productive, effective community members	are service oriented and treat students, colleagues, parents and community members with respect	are satisfied that the district is operated in an efficient and effective manner	believes that the district is operated in an efficient and effective manner	is committed to improving student achievement in the core subjects with an emphasis on language arts and mathematics
behave in accordance with school and district expectations and are safe at school	are collaborative, principled and behave with integrity	are partners with the school and with the district	advocates for, and acts as partners in, public education	is committed to improving educational outcomes for disadvantaged students at risk of not completing their schooling
are satisfied with their opportunities to learn and be successful	feel valued and respected by the organization	support school expectations and the learning environment of the school		promotes high quality teaching and high quality leadership
feel valued and respected by students and staff	are satisfied with opportunities to be successful in their work	demonstrate respect for school staff		promotes the achievement of high standards of conduct, safety and well-being of students and staff
are satisfied with their school	believe the district is operated in an efficient and effective manner	are advocates for public education		is focussed on increasing levels of public support and funding for public education

Standards

Standards have been developed in eight critical areas of the district's operation. These standards assist the district in communicating to staff, parents, and community members what constitutes high quality performance. Standards also assist the district in setting meaningful targets, planning, and communicating progress. A listing of the standard statements is provided below.

District Standards for Student Achievement and Growth

- All students demonstrate at least one year's growth on the graded curriculum or achieve the goals set out in their Individual Program Plan for each year of schooling.
- All students demonstrate the qualities of caring, productive, and effective community members.
- At least 85% of students who write provincial achievement tests or diploma examinations will meet the acceptable standard and 15% or more will achieve the standard of excellence.
- All students who have completed their schooling have the skills, knowledge, and attitudes to be responsible citizens, and to be successful in future endeavours including post-secondary education and the workplace.

District Standards for Student Conduct and Safety

- All students will behave in accordance with school and district expectations.
- All students will be safe while they are at school and school-sponsored activities.
- The district and all schools will assist in ensuring the safety of students while they are traveling to and from school.

District Standards for Alternative and Special Needs Programs*

- Each alternative and special needs program has a statement of philosophy and a description of its unique features.
- All alternative and special needs programs comply with provincial requirements and district requirements.
- All staff assigned to alternative or special needs programs have the knowledge, skills, and attitudes to deliver the specific program.
- All alternative and special needs programs will have the resources to provide the program.
- Expectations for student achievement and growth are identified for the unique aspects of alternative and special needs programs.
- Alternative and special needs programs are an integral part of the school and district.

*The standards refer to those elements of alternative and special needs programs that are additive to or different from the 'regular' program.

District Standards for Computer Technology

- All students will have access to and use computer technology to enhance learning across the curriculum.
- All teachers will have access to and use computer technology to enhance teaching, planning, assessing, reporting, and personal professional development.

- All school and central operations will use appropriate computer technology to enhance planning, communication, financial management, and the flow of information.
- Services will be available to assist schools and central service departments in formulating and implementing plans for computer technology.
- All schools and central service departments will plan effectively for computer technology integration and change.

District Standards for Satisfaction

Parent Satisfaction

- All parents are satisfied with the opportunities for their child to learn and to be successful in school.
- All parents are satisfied with their child's school.
- All parents are satisfied that the district is operated in an efficient and effective manner.

Student Satisfaction

- All students are satisfied with their opportunities to learn and to be successful in school.
- All students are satisfied with their school.

Staff Satisfaction

- All staff are satisfied that they are valued and recognized.
- All staff are satisfied with the opportunity to be successful in their work.
- All staff are satisfied that the district is operated in an efficient and effective manner.

Community Satisfaction

- The community is satisfied that students receive a quality education.
- The community is satisfied that students are prepared for productive work and effective citizenship.
- The community is satisfied that the district is operated in an efficient and effective manner.

District Standards for Staff Performance

All staff demonstrate responsibility for the provision or support of appropriate and challenging learning experiences for students. In support of achieving this standard, staff:

- demonstrate a commitment to continuous improvement
- acquire and apply appropriate training and skills
- accept responsibility for personal performance
- develop skills in self-evaluation
- provide positive, secure learning and working environments
- demonstrate a service orientation
- collaborate with colleagues to enhance personal and team results
- uphold expectations for responsible behaviour and conduct
- behave with integrity

- treat students, colleagues, parents, and community members with respect

District Standards for Finance

- The district will identify and collect all revenues to which it is entitled, and will pursue revenues from all appropriate sources.
- The district will allocate its resources in a manner that promotes and supports improved student learning, identified district priorities, and input from stakeholders.
- The district will expend its resources in an efficient and effective manner that promotes and supports improved student learning, identified district priorities, and input from stakeholders.
- The district will maintain its assets and protect them against loss.
- The district will monitor and report its financial activities in a manner that
 - is accessible and understandable
 - provides complete, accurate, and timely information
 - is useful to staff in managing resources
 - permits the analysis of allocation and expenditure patterns
 - meets both internal and external requirements

District Standards for Buildings

- All buildings in which district students and staff are accommodated will be adequate for learning and teaching.
- All buildings and the assets in them will be maintained in a cost-effective manner to provide occupant safety and comfort, to maximize the useful life of each facility, and to protect the district's capital investment.
- All buildings will be operated in a manner that preserves the safety and health of all occupants and enables them to perform their duties.

District Priorities 2002-2005

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 Learning's *Goals for Alberta's Learning System*, Edmonton Public Schools' *District Standards, Indicators and Measures*, the *District Mission* and vision statement.

The success of schooling is largely dependent on high levels of public support and increased funding for public education and the co-operative efforts of staff, students, parents and the community in providing an appropriate learning experience for each student in a caring and safe environment that:

- promotes a broad view of student success
- develops the potential of each child
- promotes a well-rounded learning experience including the arts, music, and physical education
- respects individual differences
- strengthens program delivery for Aboriginal students
- nurtures self-worth and dignity
- ensures early literacy
- cultivates lifelong learning
- provides technology as an enabling tool
- values the worth of teaching
- values the contributions all staff make to support student achievement

In its continuing commitment to **excellence in public education**, the board has adopted the following priorities:

- **to improve achievement of all students with an emphasis on literacy and numeracy**
- **to ensure high quality teaching and learning through the exemplary service and leadership of all staff**
- **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 and satisfaction
- staff effectiveness and satisfaction
- parent and community involvement and support
- provision and maintenance of safe and well-kept facilities
- effective expenditure of resources

Profile

Edmonton Public Schools serves 81,634 students and their families in 208 schools. The district employs over 7000 staff members, including teachers, support staff, custodians, maintenance staff, and exempt staff.

Focus on Student Achievement

The school district has established a significant school improvement project called *Blueprints for Supporting Teaching and Learning*. Each school identifies an instructional focus based on its own achievement data and staff input. Through collaborative leadership, a structured plan for improvement, assessment and follow-up is developed. The parents and wider community are invited to take part in the development and support of the instructional focus. Student achievement progress is monitored and adjustments to instruction are made as required. The Student Achievement Services department coordinates supportive training for schools and central service staff.

Provision of Choice

The district continues to offer and expand the number of alternative programs available to parents and students. This year, there are 30 alternative programs, including bilingual and immersion language programs; arts core; an all-girls program; sports alternative programs; and a Christian program. In addition, the district offers year-round schooling at one location, as well as outreach programs for junior high and senior high students. The district continues to offer programs for students with special needs in a variety of settings ranging from full inclusion in regular classrooms in the neighbourhood school to schools that serve only students with specific special needs.

Support for Teaching and Learning

The district continues to provide teachers with a broad range of support resources, opportunities to engage in resource development, inservicing opportunities, and information on best practices. Through Consulting Services, advice and assistance is provided as well as inservices, coaching, and mentoring opportunities. A wide range of professional development and inservice programs for district staff seeking positions of leadership continue to be available, such as the Principal Training Program and the Leadership Development Program.

Involvement and Input

The district continues to implement an extensive number of mechanisms to involve and obtain input from staff, students, parents, and community members. For example, the Superintendent spends a significant amount of time in schools in order to discuss educational issues with principals, teachers, and other school staff members. He also holds monthly meetings with the district's principals and bi-weekly meetings with a Superintendent's Council, which includes a group of principals and central service department heads. A Teacher Advisory Group and a Student Advisory Team also meet with the Superintendent. A Key Communicators' Program is offered for parents, both to provide information and as a mechanism to receive input. In addition, parents provide input at the school level through school councils. The Superintendent also meets with representatives from the business community.

Issues and Trends

Promoting High Levels of Literacy and Numeracy

The district continues to implement a range of strategies and provide extensive professional development support as part of its focus on the development of high level literacy and numeracy skills for all students, kindergarten to grade 12. Instructional resources in support of numeracy development continue to be developed and expanded. Extensive staff development opportunities are also available for district staff.

Promoting Success for Aboriginal Students

There are currently more than 5,000 self-identified Aboriginal students in the district. As a result, the district is placing greater emphasis on providing educational programming that is responsive to the cultural and learning needs of Aboriginal children and their families. An Aboriginal Achievement Committee has been established to identify and promote strategies that will improve Aboriginal student achievement. As well, resources to support Cree language programs will continue to be developed. Services provided by Aboriginal Liaison staff to schools will be maintained.

Enhancing Second Language Programs

In order to ensure that district students will have the best second language programming possible, the district has updated the curricula for the seven bilingual and eight international language programs offered, and is providing inservicing to teachers in these new curricula. Implementation manuals in support of the district bilingual programs will be completed in the next school year. A plan for enhancing and growing the offering of French in the district will be implemented.

Graduate Profile – Transitions to Work and Higher Education

Edmonton Public Schools will develop a graduate profile framework and supplementary resources to assist students and their families in their decision-making about careers and future options upon graduation. The development of this framework will help students determine the clusters of courses and experiences required in order to reach various career and life-long learning goals.

Provincial Priority Areas for Improvement

Alberta Learning identifies priority areas for improvement for jurisdictions in their planning. District strategies, which address these priority areas of improvement, are included in this education plan. A listing of the provincial priority areas for improvement and a summary of district strategies addressing these areas is provided below.

Improving Early Literacy and Numeracy

Edmonton Public Schools maintains the priority of improving literacy and numeracy. The district will develop a Kindergarten to Grade 12 framework for literacy development. This framework will provide information about the foundational elements for literacy and the programs that enhance those elements. In addition, teacher materials and resource in support of the numeracy initiative will be developed. The *Blueprints* initiative requires that all schools identify an instructional focus, and many have selected foci related to literacy or numeracy.

Improving Coordination of Services for Children

The district continues to focus on working with a range of organizations and agencies to access the health and social services required by students. Some examples of ongoing district initiatives include:

- Edmonton Interagency Working Group
- Edmonton Student Health Initiative Partnership
- Common School Health Agenda
- Success by Six
- Linkages Committee
- Edmonton Urban Aboriginal Initiative
- Alberta Response Model - Community Input Group

In addition, the district will maintain two important alliances with the YMCA and the Centre for Family Literacy. These partnerships enhance educational services for children by engaging professionals and volunteers in the community to support children and their families in overcoming challenges to learning.

Improving Learning Through Effective Use of Information and Communication Technology

The district continues to support effective use of information and communication technology by staff and students. Staff members receive support for the use of WebCT for enhancing student learning opportunities. Teachers and support staff will be supported in the use of digital individual program plans (IPP) and in the implementation of ICT outcomes through inservices and online training opportunities. The district will develop an inventory of the common software used by teachers, share the information with schools and, if warranted, explore the viability of acquiring a district license in order to reduce the costs to schools.

Improving Secondary Student Achievement in Mathematics

The district continues to focus on its priority to improve student achievement in the core subjects with an emphasis on language arts and mathematics. Strategies in the area of mathematics include:

- continue implementation of the two AISI mathematics projects at the junior and senior high levels
- make available to all district schools information regarding effective instructional and staff development practices collected from the second year of the two junior and senior high mathematics AISI projects
- monitor the numeracy initiative that established standards of numeracy to be achieved in each grade level from grades 1 to 9
- continue to offer a teacher development program that will provide tuition and registration support to district mathematics teachers in order that they can acquire the equivalent of three full-year university courses in mathematics
- continue to develop Math to the Max instruction and assessment materials
- develop a series of math concept videos for grades 4 to 9
- translate Math to the Max into French for grades 1 to 6, and Spanish for grades 2 and 3

Increasing High School Completion Rates

One of the district's priorities is to improve educational outcomes for all students including disadvantaged students at risk of not completing their schooling. As a result, the district continues to implement strategies to achieve this priority. Strategies include:

- continue to implement early literacy strategies to provide students with a solid foundation for later years in school
- develop teacher resources including those related to math instruction
- support the work of high schools' special needs coordinator positions as they assist staff in planning effective programming for students with special needs
- make available information learned from the second year of the Alberta Initiative for School Improvement projects
- continue to implement programming strategies such as outreach programs and on-line learning

The district will also develop a graduate profile framework to assist students and their families in their decision-making about careers and future options upon graduation. The development of this framework will help students determine the clusters of courses and experiences they require in order to reach their career and life-long learning goals. A review of the entrance requirements for admission into post-secondary institutions in Alberta will be conducted and information will be shared with all high schools.

Improving Community Satisfaction with Education

The district continues to focus attention on improving community satisfaction with the community. The district demonstrates this commitment to the community through its open budget planning and review process, staff, parent and community surveys, and the Key Communicators program.

Outcomes, Performance Measures, and Key Strategies

The following pages describe the outcomes, performance measures, and some of the key strategies of the district's three-year education plan. This information has been developed by staff as part of the district's budget planning process and reflects the input of parents, school council partners, community members, students, and trustees.

Provincial Goal 1

High Quality Learning Opportunities

District Priorities

- to ensure high quality teaching and learning through the exemplary service and leadership of all staff
- to achieve high standards of citizenship, conduct, safety and well-being of students and staff

Outcomes

- The learning system is responsive - the learning system meets the needs of all learners and society.
- The learning system is flexible and provides a variety of programs and modes of delivery.
- The learning system is accessible - all Alberta students can participate in learning.
- Financial need is not a barrier to learners participating in learning opportunities.
- The learning system is affordable.

Performance Measures

- Percentage of parents and community satisfied with the quality of education received by students in the district
- Percentage of parents satisfied with:
 - programs and courses available in their child's school
 - the programs and courses available in Edmonton Public Schools
 - their opportunity for involvement in school decisions that affect their child
 - the usefulness of the information they receive in their child's report card
 - safety of their children in school
- Number and range of alternative and special needs programs in the district.
- Amount of additional assistance provided to high needs schools.
- Number and range of business partnerships in schools.
- Percentage of jurisdiction spending on instruction and administration.
- Percentage of parents satisfied with their child's teacher.
- Percentage of parents satisfied with their child's principal.

Strategies

Blueprints for Supporting Teaching and Learning

The district's *Blueprints for Supporting Teaching and Learning* initiative is designed to assist school staff members to identify and implement instructional and organizational strategies for improvement in targeted areas. Each school identifies an instructional focus through extensive examination of school achievement data. Specific strategies designed to make gains in selected areas are implemented and student progress is closely monitored. School staff members receive training in support of their instructional focus work. This is the second year this initiative has been implemented.

Alternative Programs

The district is committed to the provision of a broad range of alternatives in response to demand and interest expressed by parent, community and staff groups. In the 2002-2003 school year, the district will expand the International Spanish Academy alternative program to grade three. Continued translation of Science Assessment Manuals and Math to the Max into French in support of the French immersion alternative, and Math to the Max for grades 2 and 3 in support of the International Spanish Academy will continue. The revised Alternative Program Handbook for Administrators has been made available to all schools and parent support groups. The district welcomes inquiries from parent, community and private school groups who are interested in exploring alternative program status with the district.

Programming for Students with Special Needs

Edmonton Public Schools will continue to provide and enhance a wide range of special needs programming and services for students and to support their teachers. Students receive education programming in their community school, in district special classes, in schools solely dedicated to serving students with special needs, in institutional settings such as the Young Offenders Centre, through online instruction, or in their home. The district is implementing an electronic Individual Program Plan, which will be a part of the student's record, and which will be linked with the student progress report. Effective identification and programming for students who are gifted, both in community schools and district sites, will be a priority. A resource document to assist teachers regarding programming for gifted students will be made available. The district continues to offer programs for students with special needs in a variety of settings ranging from full inclusion in regular classrooms in the neighbourhood school to schools that serve only students with specific special needs.

City Centre Education Project

The purpose of the City Centre Education Project (CCEP) is to ensure equitable access for all district city centre students to an enriched program of instruction. The project will include the implementation of a range of strategies, such as a concentrated focus on reading, writing, and oral language skills; an emphasis on making meaningful connections between school and the world outside of school; instruction in international languages; and increased learning opportunities in fine arts. For 2002, emphasis will be placed on collaborative process to enhance staff development and student learning.

Professional Development

To support the critical work of the classroom, an extensive range of consulting services continue to be made available to all staff. Teacher consultants will continue to provide training programs to support the district's ongoing focus on literacy, numeracy and improved student achievement in the core areas. At the elementary grades, teachers will continue to have access to professional development in all areas, and particularly in Balanced Literacy, Reading Recovery and Literacy M.A.P. Specifically in language arts and mathematics, the district will continue to expand support for teachers at the junior and senior high levels. Inservice programs for first year principals, experienced principals, and assistant principals will continue to be offered. Mentorship programs for

first year teachers and first year principals will also continue. There will also be increased availability of professional development and support, for staff relative to school-wide planning to improve student achievement. Additional inservice programs specifically for support, custodial, maintenance and exempt staff will be developed and implemented in 2002-2003.

Resource Development

The district continues to provide support to teachers in improving student achievement in the core subjects by developing and identifying high-quality curriculum and assessment resources. This support also ensures that the delivery of curriculum is more manageable for our teaching staff.

Staff Recruitment

As greater numbers of teacher retirements take effect, plans are being developed to effectively meet a potential staffing shortfall. The district will be increasingly proactive respecting the recruitment and hiring of staff.

Provincial Goal 2

Excellence in Learner Achievement

District Priorities

- to improve achievement of all students with an emphasis on literacy and numeracy
- to ensure high quality teaching and learning through the exemplary service and leadership of all staff
- to achieve high standards of citizenship, conduct, safety and well-being of students and staff

Outcomes

- Learners demonstrate high standards.
- Learners complete programs.

Performance Measures

- Percentage of students:
 - achieving the acceptable standard and the standard of excellence on provincial achievement tests and diploma examinations
 - demonstrating one or more years of growth on the graded curriculum on reading and writing on the district's highest level of achievement tests

The district target for this measure is that 85% of students are expected to meet the acceptable standard of achievement and 15% of students are expected to meet the standard of excellence.
- Percentage of students participating in provincial achievement tests
- Percentage of students in a home education program achieving the acceptable standard in reading, writing and mathematics at the grade 3, 6, and 9 levels
- Percentage of third year high school students completing diploma examination courses
- Percentage of high school students receiving a high school diploma

Strategies

Blueprints for Supporting Teaching and Learning

The *Blueprints* initiative provides a framework for school improvement. Once a school staff has identified an instructional focus, and established collaborative teams, staff members identify and implement research-based strategies to improve student achievement. The district is developing research support services which include access to research summaries and will include descriptions of key instructional strategies for all levels of schooling and instructional foci. In addition, access to websites and summaries of locally conducted research will be made available. A collaborative network of teachers working on a similar instructional focus will be piloted. This collaborative network will be developed to encourage professional dialogue and the sharing of strategies and resources.

Focus on Literacy

The district continues to implement an extensive range of literacy strategies at all grade levels. There is a particular concentration on the development of a solid foundation in

literacy skills in kindergarten to grade three. Two AISI projects have focused directly on the development of early literacy skills. Fifteen district schools continue to implement full-day kindergarten, small class size at grade one, Reading Recovery, and Balanced Literacy. An additional ten schools are implementing Reading Recovery and Balanced Literacy. In addition, there is an AISI project at the junior high level focused on the implementation of effective literacy strategies.

Focus on Mathematics

Through AISI, the district is implementing three projects in mathematics, one at each of the elementary, junior high, and senior high levels. The purpose of the projects is to improve student achievement in mathematics through the professional development of teachers and the development of common assessments. Information regarding the strategies used and results achieved will be made available to all schools and to the province.

Aboriginal Education

The district's Aboriginal Education Advisory Committee, consisting of a broad range of community members, will continue to provide the district with ongoing input from the Aboriginal community on Aboriginal education issues. Aboriginal Education staff will continue to focus on enhancing the support services they provide to school and district staff in key areas such as appropriate resources and effective strategies. Key elements of this support include ongoing Aboriginal Awareness Training, expansion of the Aboriginal Resource Collection, and development of Cree Language resources to support the Cree language and culture K-12 program of studies. Aboriginal Education staff will provide support to schools as they develop instructional foci related to *Blueprints for Supporting Teaching and Learning*. Aboriginal Education will continue to work with central service managers and other stakeholders to develop a long-range plan for improving and supporting Aboriginal student achievement.

International Baccalaureate Program and Advanced Placement Examinations

The district continues to offer the International Baccalaureate Program in seven high schools. This program is designed for students who intend to continue their studies at university. It features an extended curriculum and includes a community services component. An International Baccalaureate Program is also offered for elementary and junior high students. Advanced Placement programming that enables students to write challenging internationally recognized examinations in order to receive advanced standing at the university level continues to be offered in three district high schools.

Provincial Goal 3

Well Prepared Learners for Lifelong Learning, World of Work and Citizenship

District Priorities

- to improve achievement of all students with an emphasis on literacy and numeracy
- to ensure high quality teaching and learning through the exemplary service and leadership of all staff
- to achieve high standards of citizenship, conduct, safety and well-being of students and staff

Outcomes

- Children start school ready to learn.
- Albertans are able to learn continuously in school, at work and in society.
- Learners are well prepared for work.
- Learners are well prepared for citizenship.

Performance Measures

- Percentage of students enrolled in grade one who are reading and writing at a grade one level of achievement at the end of their first year in school
- Percentage of the community who are satisfied with the availability of continuing education from Edmonton Public Schools (courses for academic upgrading, skill development, general interest)
- Percentage of the community who feel that EPS is effective in preparing students for the world of work
- Percentage of high school parents who are satisfied that the school is preparing their child to enter the world of work
- Percentage of the community who feel that EPS is effective in preparing students to be responsible citizens

Strategies

Early Intervention

Edmonton Public Schools continues to focus on developing a foundation for success in for students in their early years by focusing on early literacy. All elementary schools continue to implement a range of early literacy strategies to enable students to achieve at grade level by their third year in school. A district literacy framework will communicate critical literacy elements required for student success from Kindergarten to grade 12. The district has formed an alliance with the Centre for Family Literacy, which provides important pre-school literacy programs for identified families. In addition, a kindergarten study that will assess the range of knowledge and skills of kindergarten students will continue.

Metro Community College

Metro Community College is expanding its programming in all areas in step with community needs. New career programs will be launched for the fall of 2002, such as an adventure tourism program in partnership with Lakeland College. Metro Community College serves over 40,000 students a year, from children to seniors. Classes are offered

in multiple locations around Edmonton and some are available online. Metro Community College has identified five strategic outcomes in the areas of a) student life, b) infrastructure, c) innovation, research and development, d) external/community relations, and d) organizational development. Detailed action plans are being developed in support of college wide outcomes. As a result several unique offerings include the continuation of the Homework Support Line, development of a blended, transfer credits program with Grant MacEwan Community College, and enhancement of partner relationships with Northern Alberta Institute of Technology, Bow Valley College, Lakeland College and Grant MacEwan Community College. Metro Community College operates on a full cost-recovery basis, that is, the college receives no allocation of funds from the board and is required to generate sufficient revenue to offset all of its costs.

Character-based Citizenship Education

A framework has been developed to encourage character-based citizenship education to be implemented in district schools. This framework will establish common language and expectations across the district regarding character traits fundamental to productive, engaging citizenship. The framework provides a district perspective of character education. In addition, a staff development program that could enable all district staff to integrate aspects of character education into their day-to-day teaching will be developed.

Technology

Professional development regarding basic technology skills and the use of the Student Information System (SIS) for teachers will continue to be provided. This initiative will be extended to support the implementation of the Information and Communications Technology curriculum. Technology standards will be developed for information security, software application development, and the disposal of old computers. In addition, the district's technology plan will provide information regarding projected educational and technological changes and identify actions that will enable the district to meet its targets and goals.

Registered Apprenticeship Program

The Registered Apprenticeship Program, offered in Edmonton Public Schools through Metro Community College in cooperation with district high schools, Careers: The Next Generation, and Alberta Apprenticeship and Industry Training, 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 an apprentice, students improve their academic standing because they are able to relate their classroom studies to the world of work. Before beginning their apprenticeship, students enroll in an employability skills course and a summer internship. Those who complete the Registered Apprenticeship program will have earned a high school diploma and the first 1000 hours of an apprenticeship. Over 50 trades are offered through the program.

Provincial Goal 4

Effective Working Relationships with Partners

District Priorities

- to improve achievement of all students with an emphasis on literacy and numeracy
- to ensure high quality teaching and learning through the exemplary service and leadership of all staff
- to achieve high standards of citizenship, conduct, safety and well-being of students and staff

Outcomes

- Effective partnerships meet the learning needs of Albertans.
- Joint initiatives contribute to the social and economic goals of the province.

Performance Measures

- Percentage of the community who are supportive of partnerships (businesses or community organizations share their resources, expertise, and time with schools and students without any financial commitment)
- Percentage of the community who feel that Edmonton Public Schools is effective in working with other agencies to help students (social services, health services, police services)

Strategies

Interagency Collaboration

The district continues to build relationships and work collaboratively with other community agencies and organizations that have responsibilities for children, youth and families. We believe that by working together we can all be more successful in meeting the varied needs and enabling more students to successfully complete school. The district is an active partner in the Edmonton Student Health Initiative Partnership, the Edmonton Planning Group and Linkages Committee and was involved in the development of a joint Student Health Agenda. The plan is to expand the Student Health Agenda into a Capital Region Children's Agenda that provides direction, objectives and measures enabling us to make progress at the local level on outcomes identified in the provincial agenda. As well, the district has forged formal alliances with the Edmonton YMCA and the Centre for Family Literacy. The district also continues to work with Edmonton Police Services so that police resources officers are available in high schools.

Centre for Family Literacy

The district has had a long history of working together with the Centre for Family Literacy. The district has formed an alliance with the Centre, which enables us to be creative and efficient, using complementary resources, and increases opportunities to develop literacy-based services. An alliance communication vehicle has been established and it will highlight activities, events and projects that encourage literacy development to the children and families both organizations serve.

Edmonton Student Health Initiative Partnership (ESHIP)

The district is one of 41 partners in ESHIP and a member of the partnership steering committee. Through a commitment to common goals and joint accountability, the initiative is enhancing health services to eligible students to enable them to be more successful at learning. The partnership is providing services in the areas of speech and language, emotional behavioural, physical and occupational therapy, as well as nursing services to students with severe special needs and chronic conditions. One hundred additional staff are in place, cooperatively housed in Edmonton Public and Edmonton Catholic schools and working as teams.

Community-University Partnership for the Study of Children, Youth, and Families (CUP)

The district is a founding partner of CUP. It is a growing group of university and community people who are dedicated to reducing the gap between university research and practices in the community, and to promoting reciprocal, sustained and mutually beneficial interactions among researchers, practitioners, policy-makers and families. It is believed that by working in collaboration we can improve practice, inform policy and enhance the development of children, youth and families.

Provincial Goal 5

Responsible and Responsive Jurisdiction

District Priorities

- to ensure high quality teaching and learning through the exemplary service and leadership of all staff
- to achieve high standards of citizenship, conduct, safety and well-being of students and staff

Outcomes

- The jurisdiction demonstrates leadership and continuous improvement in administrative and business processes and practices.

Performance Measures

- Percentage of the community who are satisfied with the overall effectiveness of the district's teaching staff, school principals, superintendent, and Trustees
- Percentage of the community who are satisfied with how Edmonton Public Schools spends its public money
- Percentage of parents who are satisfied with the courses or programs offered
- Percentage of parents who are satisfied with opportunities for involvement in school decisions that affect their children
- Percentage of parents who are satisfied with how money is being used in their child's school and in Edmonton Public Schools
- District ends fiscal year with a balanced budget

Strategies

Continuous Improvement

The *Blueprints* initiative provides a framework for continuous school improvement. Once a school staff has identified an instructional focus, and established collaborative teams, staff members identify and implement research-based strategies to improve student achievement. They monitor their progress regularly, making adjustments as needed.

Another important area for improvement is the focus on a safe, secure work environment. The district will develop and implement a framework and protocol for information security within the district. Occupational health and safety guidelines are monitored and improvements are made as needed. Recommendations from a district healthy workplace initiative will be piloted.

Responsiveness to the Community

The district demonstrates its responsiveness to the community through its open budget planning and review process, staff, parent and community surveys, and the Key Communicators program. During the budget planning process, parents and community members, along with staff members are invited to provide input into identifying priorities. The survey process will be enhanced to ensure that it is more user friendly and time efficient. The Key Communicators program provides helpful input to the Trustees regarding issues of concern to Trustees and the participants. These processes provide the

Trustees and district staff with important information regarding direction setting and accountability. School councils will be provided opportunities to share advice to Trustees on policy plans and programs. In addition, the Superintendent meets with business leaders in the community to share and gather information regarding critical education topics.

Effective and Facilitative Leadership

The district values effective and facilitative leadership. Ongoing support provided by Leadership Services to principals and parents is highly regarded. Extensive training and coaching related to the *Blueprints* initiative serves to build leadership capacity in all participating staff. Principals and unit managers constantly monitor a variety of indicators, such as achievement results, financial statements, and surveys, and adjust their actions accordingly.

Capital Plan Highlights

At this time, the province is reviewing the district's capital projects proposed for a three-year period beginning with the 2002-2003 school year and ending with the 2004-2005 school year. The proposals fall into one of three capital funding categories – new construction, modernization and replacement, or relocation of space. New construction includes new schools and the provision of new portable classrooms. Modernization and replacement includes school upgrading projects and replacement of obsolete facilities including portable classrooms, and relocation involves moving the district's existing portable inventory.

The following is a summary of the district's propose capital plan projects for the 3-year period:

Year	Proposed Capital Projects	Proposed Project Costs
2002	Westmount School Modernization and Partial Demolition	\$6,183,000
	Wellington School Modernization and Partial Demolition	\$6,682,000
	Kenilworth School Modernization	\$4,652,000
	Hazeldean School Modernization	\$4,603,000
	Elmwood School Modernization (Phase II)	\$3,551,000
	Sherwood Modernization	\$2,362,000
	Eastglen Modernization	\$16,278,000
	Winterburn Modernization (Phase II)	\$1,520,000
	10 replacement free-standing portables	\$950,000
	Total	\$46,781,000
2003	Woodside Central Lease	\$52,626
	Strathcona Modernization	\$19,354,000
	L.Y. Cairns Modernization	\$10,506,000
	Duggan Modernization	\$3,574,000
	Hillcrest Modernization	\$4,012,000
	Laurier Heights Modernization	\$4,941,000
	Lake District K-6 school (400 capacity)	\$4,342,000
	10 replacement free-standing portables	\$950,000
	Total	\$47,731,626
2004	Junior High in Burnewood/Meadows (640 capacity)	\$10,350,000
	K-9 West of 199 Street (500 capacity)	\$7,270,000
	Woodside Central Lease	\$56,385
	High Park Modernization	\$1,720,000
	Gold Bar Modernization	\$3,236,000
	Forest Heights Modernization	\$3,921,000
	Malmo Modernization	\$3,924,000
	Capilano Modernization	\$3,333,000
	Homesteader Modernization	\$3,522,000
	Highlands Modernization and Partial Demolition	\$4,252,875
	Balwin Modernization and Partial Demolition	\$5,693,375
	12 portable relocations	\$300,000
	10 replacement free-standing portables	\$950,000
	Total	\$48,528,635

Major Maintenance Plan

Alberta Infrastructure through the Building Quality Restoration Program funds capital for the district's major maintenance projects annually. The funding is based on a block grant formula that considers square meters of school space used by students and staff, and student FTE enrolment on September 30 for the school jurisdiction. Based on this formula, it is estimated that approximately \$6 million will be allocated to the district each year for the next 3 to 4 years. The district's Major Maintenance Plan addresses the replacement of roofs, windows, floors, and upgrading of fire alarm systems and building electrical systems.

Inquiries regarding the capital and facilities plans can be directed to Facilities Services (429-8534).

Budget Highlights 2002-2003

Edmonton Public Schools is an international leader in educational practice and has gained an international reputation for innovations such as alternative programs, an open boundary system and site based decision-making. We work closely with parents, business and the community as a whole to ensure that we address issues and challenges related to public education.

The district focuses on ensuring that *all* students reach their full learning potential. To that end, we ensure that our teachers have access to professional development and coaching so that they continue to enhance their skills and understanding of educational practice.

This budget represents the first year of the 2002 - 2005 plan. While the focus remains on student achievement and growth, the plans continue to highlight initiatives in support of all board priorities:

- To improve achievement of all students with an emphasis on literacy and numeracy.
- To ensure high quality teaching and learning through the exemplary service and leadership of all staff.
- To achieve high standards of citizenship, conduct, safety and well being of students and staff.

To achieve district priorities, the district has approved an expenditure budget of \$577 million for 2002 – 03. This is an increase of \$28 million from the September 2001 budget and results primarily from a 3% increase in the instructional grant, a further 2% teacher salary enhancement and an increase of 415 students from current enrolment.

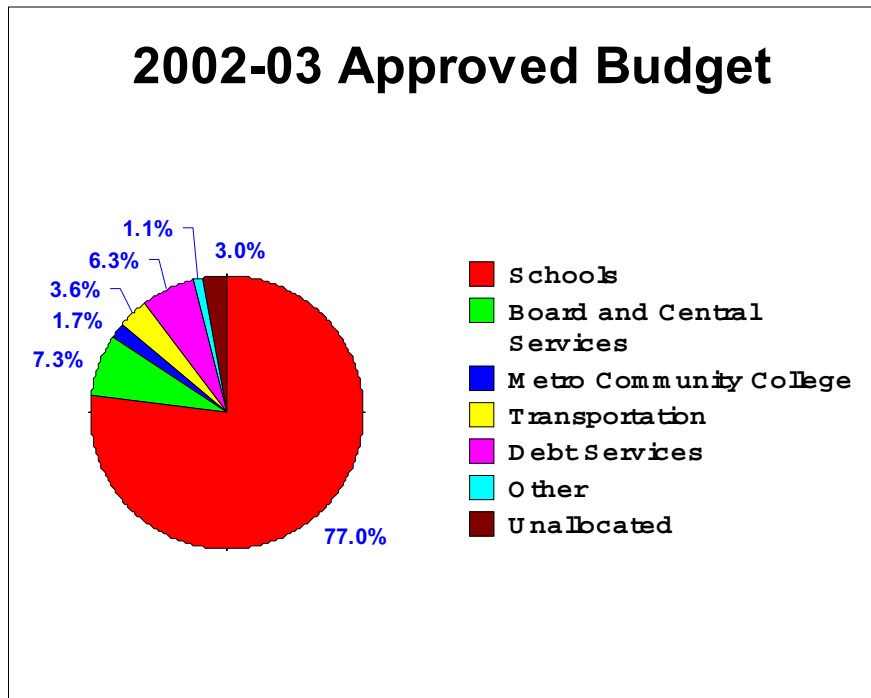
Approximately 80% of the district's budget is planned directly by the schools with input from staff, students, parents, and the community. Each school receives an allocation of dollars with which to plan the number of staff and the supplies, equipment, and services they need to provide the best possible programs for all students. The allocation is based primarily on the number and categories of the students enrolled at the school.

The remaining 20% of the district's budget includes board and central services (7.3%), Metro Community College (1.7%), transportation (3.6%), debt services (6.3%), other (1.1%). Although board and central services represent 7.3% of the budget, this includes some resources for instructional support services, and building operation and maintenance.

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

0.5% for operations and maintenance, 0.5% for support to capital projects and 0.5% for external services.

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



(in millions)

Schools	\$ 444.9	77.0%
Board and Central Services	42.3	7.3%
Metro Community College	9.8	1.7%
Transportation	20.7	3.6%
Debt Services	36.4	6.3%
Other	6.3	1.1%
Unallocated	<u>17.2</u>	<u>3.0%</u>
	<u>\$ 577.6</u>	<u>100%</u>