

DATE: December 8, 2020

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Three-Year Education Plan (2020-2023)

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE

STAFF: Angela Anderson, Clarice Anderson, Carolyn Baker, Marnie Beaudoin, Todd Burnstad, Patti Christensen, Grace Cooke, Maureen Crawford, Laurie Elkow, Jan Favel, Husna Foda, Rachel Foley, Terri Gosine, Lee Hodgkinson, Kim Holowatuk, Marlene Hornung, Trish Kolotyluk, Debbie Jackson, Sean Jones, Terry Korte, Willa Kung-Sutton, Roland Labbe, Amanda Lau, Terri Leedell, Valerie Leclair, Karen Linden, Owen Livermore, Cathy MacDonald, Ron MacNeil, Wendy Malanchen, Marilyn Manning, Karen Mills, Leona Morrison, Bob Morter, Kathy Muhlethaler, Ann Parker, Kent Pharis, Madonna Proulx, Natalie Prytuluk, Carrie Rosa, Andrea Sands, Adam Snider, Emmy Stuebing, Soleil Surette, Jennifer Thompson, Renee Thomson, Carol Van Kuppeveld, Christopher Wright, Amanda Wong, Liz Yule

REFERENCE: [Funding Manual for School Authorities 2020/21 School Year](#)

ISSUE

Alberta Education requires school jurisdictions to submit an annually updated Three-Year Education Plan (3YEP).

BACKGROUND

School jurisdictions are required to annually report on their results and prepare three-year education plans guided by Alberta Education's Assurance Framework.

The 3YEP is legislatively required as per the *Education Act*, Section 67; *Fiscal Planning and Transparency Act*, Section 10; Alberta Regulation 94/2019, *Education Act*, School Councils Regulation; and Alberta Regulation 120/2008, *Government Organization Act*, Education Grants Regulation, Sections 2 and 7.

The 3YEP and Annual Education Results Review (AERR) serve as two of the annual planning, reporting and monitoring tools the Division uses to advance its Strategic Plan. The 3YEP and AERR have historically been combined as one document; however, moving forward, will be presented as two separate documents in alignment with new Alberta Education assurance requirements. Additionally, under the new assurance framework, the Division will be submitting its next 3YEP in May of 2021.

The 2020-2021 school year is unlike any other as the COVID-19 global pandemic continues to affect all aspects of daily living for our community. Within this context, the Division continues its work in support of student success. This document provides the Division's plan to advance its strategic priorities and those of the Alberta Education 2020-2023 Business Plan.

RELATED FACTS

- Each year the Division submits a Three-Year Education Plan (3YEP) to Alberta Education.
- The 3YEP serves as one of the planning, reporting and monitoring tools the Division uses to advance its Strategic Plan and demonstrate assurance.
- This year's plan is coming forward separate from the Annual Education Results Review, as per new Alberta Education assurance reporting requirements.

RECOMMENDATION

That the Edmonton Public Schools' Three-Year Education Plan (2020-2023) be approved.

CONSIDERATIONS and ANALYSIS

- The 3YEP will be submitted to Alberta Education by December 14, 2020.

NEXT STEPS

- The 3YEP will be posted on the Division website upon submission to Alberta Education.

ATTACHMENTS and APPENDICES

ATTACHMENT I Three-Year Education Plan (2020-2023)

NP:rf



EDMONTON PUBLIC SCHOOLS

Three Year Education Plan

2020–2023

3020 The Edmonton School Division

Submitted to Alberta Education

December 2020

INTRODUCTION

Edmonton Public Schools' 2020-2023 Three-Year Education Plan (3YEP) presents the Division's plan to advance its strategic priorities and those of the Alberta Education 2020-2023 Business Plan in support of success for every student. Foundational to the planning and reporting cycle are the Division's Vision, Mission, Values, Strategic Plan and the Alberta Education 2020-2023 Business Plan, which are brought to life through the shared leadership and responsibility of the Board of Trustees and central and school leadership.

The 2020-2021 school year is unlike any other as the COVID-19 global pandemic continues to affect all aspects of daily living for our community. Within this context, the Division continues to work to advance its priorities in support of high quality teaching and learning. This document provides an overview of the Division's intentional strategies developed in response to the Annual Education Results Review (AERR) and stakeholder engagement. These strategies build upon the work of past years and are intended to support improvement in student achievement and progress towards the goals of the Division's Strategic Plan.

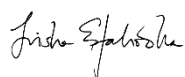
Evidence-based decision-making is central to the Division's assurance model, where data is used to reflect on what has been accomplished and to help inform actions and the use of resources going forward. While COVID-19 continues to impact some data gathering used to support and inform our work, including the planning and reporting cycle, the Division continues to explore alternative data sources, where needed, to continue to inform evidence-based decision-making and monitor for evidence of growth.

Engagement with stakeholders is another key action that informs our planning processes; for a more detailed look at engagement efforts across the Division refer to page two of this report.

Upon approval from the Board of Trustees, the Three-Year Education Plan will be submitted to Alberta Education and will be posted on the Division's website at epsb.ca/ourdistrict/results/aerr.

ACCOUNTABILITY STATEMENT

The Education Plan for the Edmonton School Division commencing September 2020 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2020-2023 on (month and day), 2020.



Trisha Estabrooks
Board Chair

ENGAGEMENT

Engaging with our stakeholders – staff, parents, students and community members - serves as a meaningful way in which everyone can play a role in supporting student achievement and well-being. Both the Board of Trustees and Division administration value stakeholder engagement and hold themselves accountable by seeking input prior to taking action. Engagement at the Division occurs through multiple avenues and informs a variety of priorities. Stakeholders have provided feedback on a range of issues, concerns and topics; this work includes:

- **School Councils:** Schools engage with families through school councils which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing dialogue regarding student growth and achievement.
- **Local school activities:** Activities such as meet the principal drop-ins, morning coffees and family nights, allow families to share feedback informally.
- **Teacher Collaborative Conversations:** These conversations bring together staff from across the Division around a strategic topic. Feedback from the conversation helps to inform next steps in support of students. Examples of recent topics include: literacy, numeracy and seclusion rooms.
- **Division Feedback Survey (DFS):** Run every year for staff, students, family and community, this survey provides perspectives on how the Division is doing regarding the Strategic Plan. The DFS provides both system-wide and school-level results that are used to inform planning on both levels. In May 2020, instead of the DFS, the Division reached out to stakeholders and invited their feedback around a safe re-entry to schools in the fall. Over 74,000 responses were received, forming the basis of the Division's COVID-19 Re-Entry Strategy and this year's priority work.
- **Inclusive Education Parent and Community Advisory Committee:** Comprised of family, staff and community members, this committee provides ongoing feedback to help inform the delivery of inclusive education in the Division.
- **First Nations, Métis and Inuit External Advisory Council:** Comprised of members from the broader community and staff from the First Nations, Métis and Inuit Education Team, the council provides feedback to inform the development of Division resources and policies and supports ongoing dialogue between council members.
- **Multicultural Education Policy Review Advisory Committee:** This committee, comprised of parents, students, staff and community members, is helping to inform the ongoing review of Board Policy GGAB.BP Multicultural Education.
- **Equity Advisory Committee:** This committee, comprised of staff, families, students, Trustees and community has been established to help inform the development of a model to collect race-based data, as well as provide additional feedback to the Division regarding the issue of systemic racism.
- **Student Senate:** Student senators represent their fellow high school students to provide student voice to the Board of Trustees and administration.
- **Results Review and Catchment Conversations:** These conversations provide school and central leaders with the opportunity to reflect on their results and share and learn with each other. Through results reviews, Trustees are able to gather information, notice trends and bring back their observations to administration. These conversations inform future planning at the school and Division level.

- **Community Consultations:** The Division brings members of the community together around key infrastructure and programming decisions. These discussions use data to support the conversation and gather stakeholder feedback around such topics as school boundaries, mature community enrolment challenges or program placement.

STRATEGIES

The key strategies in the 2020-2023 Three-Year Education Plan reflect the strategies developed by schools, catchments and central units in support of student success. These are informed by the Division's Strategic Plan, the 2019-2020 AERR and Alberta Education's 2020-2023 Business Plan along with ongoing engagement with students, families and stakeholders.

Goal 1: EPSB's students are successful

Outcome: The growth and success of every student is supported throughout their journey from early learning to high school completion and beyond.

The Division walks alongside students on their Kindergarten to Grade 12 journey towards the goal of high school completion and a life of dignity and fulfillment through the following actions:

Early Learning

- Evaluate the new Early Learning program model under current Program Unit Funding (PUF) structure.

Literacy and Numeracy

- Using the Fountas & Pinnell Benchmark Assessment System (BAS) literacy assessment tool, assess student literacy levels to inform interventions and monitor for growth. BAS results will serve as a source of evidence to monitor literacy growth.
- Using the Math Intervention Programming Instrument (MIPI) as a source of evidence, identify gaps in learning for students to inform programming and interventions. Year-end teacher awarded marks will serve as an indicator of progress relative to students identified in the fall as requiring supports.
- Prioritize the ongoing development of teacher support packs in order to support continuity of learning for both in-person and online programming.
- Develop professional learning opportunities specifically for online learning, including sessions focused on literacy and numeracy instruction.

Measures

Alberta Education Accountability Pillar

- Provincial Achievement Tests
- Diploma exams
- Student, parent, teacher survey

Local Measures

- Division Feedback Survey
- Highest Level of Achievement-Writing
- Division-wide Focus on Reading
- Math Intervention Programming Instrument
- Teacher awarded marks
- Early Years Evaluation-

High School Completion

- Conduct a series of focus groups with online learners, families and staff to gain a deeper understanding of effective engagement and teaching strategies for the online learning environment.
- Examine trends in high school data to gain a stronger understanding of students who are achieving success and students at risk to not completing high school. Use the data to determine variables of success and potential barriers.
- Work with high school principals to develop a plan to support all students in Grades 10 to 12 to monitor or track their progress towards high school completion.

Safe and Caring Learning Environments

- Maintain an intentional focus on the safety and well-being of staff and students throughout the school year and the unique circumstances of a pandemic.

Specialized Supports

- Work with school leaders and staff from Specialized Learning Supports to evaluate the delivery of services under the current funding structure.

Community Partnerships

- Continue to work strategically with community partners around how they can remain connected with students and families in safe and meaningful ways during the pandemic.

Teacher Assessment

- Enrolment patterns
- Stakeholder voice: families, students, staff

Goal 2: EPSB's First Nations, Métis and Inuit students are successful

Outcome: The achievement gap between First Nations, Métis and Inuit results and Division-wide results is closed

The Division is committed to closing the achievement gap and is taking focused, strategic steps towards this end through the following actions informed by key areas of the OECD's *Promising Practices in Supporting Success for Indigenous Students*.

High Quality Teaching and Learning (OECD priority area)

- Expand the High School Graduation Coach pilot to a second school; continue to evaluate and review the model through the lens of student growth and progress towards high school completion.

Engaging Families and Members of the Community (OECD priority area)

- Continue to be intentional in our efforts to build respectful, meaningful connections with families.

Measures

- Alberta Education Accountability Pillar
- Student attendance, course completion, graduation rates
- Stakeholder voice: families, students, staff

Regular Monitoring (OECD priority area)

- Examine variables within student achievement data to better understand which students are experiencing success and those students who require additional supports.
- Division high schools will monitor course completion data as an indicator towards high school completion.
- Look at attendance data as an indicator of a risk to school success. Use research-based strategies to work with families around removing barriers to school attendance.

Goal 3: EPSB has excellent teachers and school leaders

Outcome: EPSB provides welcoming, high quality learning and working environments.

By preparing staff with quality professional learning opportunities, leadership development, opportunities for collaboration and effective supports and services, the Division strives to provide high quality teaching and learning environments foundational to student success through the following actions:

High Quality Teaching and Learning

- Continue to provide quality professional learning through schools, catchments and central units that builds teacher capacity and positively impacts student success.
- Build capacity of teachers to be confident in programming and engaging with students in the online context.

Measures

- Alberta Education Accountability Pillar
- Division Feedback Survey
- Online teacher focus groups

Goal 4: EPSB is well governed and managed

Outcome: EPSB provides enhanced public education through communication, engagement and partnerships.

Edmonton School Division believes in public accountability and transparency, equitable practices, continuous improvement and striving for efficiencies.

Ongoing Engagement and Communication with Educational Stakeholders

- Continue to intentionally engage with stakeholders to inform the work of the Division, including advisory committees, focus groups and surveys.

Measures

- Alberta Education Accountability Pillar
- Division Feedback Survey

- Revise the Division Feedback Survey to reflect the unique circumstances of the 2020-2021 school year.
- Reimagine Division-hosted events or celebrations to reflect a COVID-19-safe way of doing.
- Schools will continue to engage with families around their planning and reporting cycle, including budget planning and results reviews.

- Stakeholder voice: families, students, staff

Ongoing Transparency and Accountability using an Evidence-Based Decision-Making Approach to Reporting and Actions

- Continue to provide the Board of Trustees with Strategic Plan Updates around key areas of the Division's plan. For the 2020-2021 school year, information will be provided around the following: Literacy; Numeracy; First Nations, Métis and Inuit student success; Evaluation of Division's COVID-19 Re-entry Strategy; Early Years and Mental Health.
- Implement the Alternative Program Distribution Framework 2020-2023 to ensure equitable access to programs of choice for families.
- Support the implementation of the new Growth Control Model, a responsive approach to student accommodation Division-wide. The intent of the approach is to provide long term sustainability, equitable access to high-quality learning environments and less potential for disruption for families.

Ongoing Engaged and Effective Governance

- Begin to explore the collection of race-based data as it may help to inform student success and take the next steps towards eradicating systemic racism within the Division.
- Evaluate the Division's Re-entry Strategy to inform preparation for the 2021-2022 school year.
- Support the work of the Division to ensure alignment with provincial direction.

IMPLEMENTATION PLAN

The key strategies in the 3YEP are implemented through school, catchment and central unit plans, which are reported on at results review as part of the planning and reporting cycle. These plans are focused on supporting student success and have been developed around the Division's Strategic Plan. For this year, plans also reflect the unique circumstances of the global pandemic.

Engagement with stakeholders remains a key means of gathering feedback and the Division is committed to continuing to seek the voice of parents, staff, students and community despite the social limitations of the pandemic.

Additionally, in 2020-2021 the work of the Division to action our priorities and support students towards achieving a life of dignity and fulfillment will occur within the framework of the Division's COVID-19 Re-entry Strategy as we work through the lens of our re-entry priorities of family choice, continuity of learning and safety.

BUDGET AND FACILITIES

Edmonton Public School Board's [2020-2021 Budget](#) can be accessed from [epsb.ca](#). The [Three-Year Capital Plan](#) and [Ten Year Facilities Plan](#) can also be found on [epsb.ca](#).