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Topic: Proposed Strategies and Performance Measures for YEAR 2 of the Division Three Year Education Plan

Presenter: Ron Eberts
Meeting Date: April 9, 2025

Background

While the full Division Three-Year Education Plan will be presented next month, at the May Meeting of the Board of Trustees, in order to facilitate strategic planning at both the school and division levels we present the proposed Strategies and Performance Measures that will set the strategic direction for Red Deer Public Schools in the coming years.

The highest priority for the Division is the success of every student. While guided by Alberta Education in the development of the plan, our outcomes and strategies truly reflect the needs and priorities for Red Deer Public Schools, and our community. Our plan has been developed after significant consultation with several stakeholders. We continue to look at a wide range of data, research and trends to ensure the plan remains focused on key priorities. As a result, we believe our education plan will be a valuable and compelling document.

For the upcoming school year we have organized our strategic work around the following Alberta Education Assurance Domains:

- Student Growth & Achievement;
- Teaching and Leading;
- Learning Supports; and
- Governance.

The fourth Alberta Education Assurance Domain, Local and Societal Context, encompasses all of the aforementioned areas.

In order to experience the most success within each of these domains, we are proposing the following seven strategies guide our work over the course of the next two school years:

- Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2024-2025 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed.
- Continue to grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. Beginning in 2025-2026 expand this initiative to include our Alternative Programs, specifically during Summer School.
- Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in

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Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community.

- Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice.
- Investigate and develop a systemic model of job-embedded teacher time for teachers in Middle School and High School to ensure they have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.
- Continue to leverage a variety of tools and strategies to ensure that all educational stakeholders have the opportunity to provide valuable and strategic input in order to move the division forward.
- Investigate, evaluate, and implement online tools to better communicate Division progress to all stakeholders.

Finally, to measure the success of our strategies, as well as meet the requirements set out from Alberta Education, we propose the list of Performance Measures that follows. In respect to the targets associated with our Alberta Education Performance Measures, our goal for all external measures is to be at, or above, the Provincial Averages. For our own local measures, given that we have just implemented new measures at the end of the last school year, we are still developing our base.

- The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- Percentage of students who complete high school in three years, and in five years, after beginning Grade 10.
- Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests.
- Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams.
- Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.
- Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools. (local measure)
- Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. (local measure)
- The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness. (local measure)
- Percentage of teachers, parents and students satisfied with the overall quality of basic education.

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- The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration. (local measure)
- Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days. (local measure)
- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.
- The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.
- Percentage of staff, parents and students satisfied that students are safe and included at school. (local measure)
- Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)
- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- Percentage of staff, parents and students who would recommend their school to others based on their experience. (local measure)
- Percentage of staff, parents and students satisfied with the opportunities for parent involvement in our schools. (local measure)

Superintendent Leadership Quality Standard:

Building Effective Relationships

- Employing team-building strategies and using solution focused processes to resolve challenges.
- Building and sustaining relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members.
- Modeling ethical leadership practices, based on integrity and objectivity;
- Establishing constructive relationships with students, staff, school councils, parents/guardians, employee organizations, the education ministry and other stakeholder organizations.
- Facilitating the meaningful participation of members of the school community and local community in decision-making.

Visionary Leadership

- Ensuring that the vision is informed by research on effective learning, teaching and leadership;
- Promoting innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration.
- Promoting in the school community a common understanding of and support for the school authority's goals, priorities and strategic initiatives.
- Ensuring that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation and incorporates the school community's perspectives.

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School Authority Operations and Resources

- Ensuring effective alignment of the school authority's human resources to achieve the school authority's education plan.
- Establishing data-informed strategic planning and decision-making processes that are responsive to changing contexts.

Supporting Effective Governance

- Ensuring that the board's plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities.

Recommendation:

The Superintendent of Schools recommends THAT the Board of Trustees approve the Strategies and Performance Measures presented.