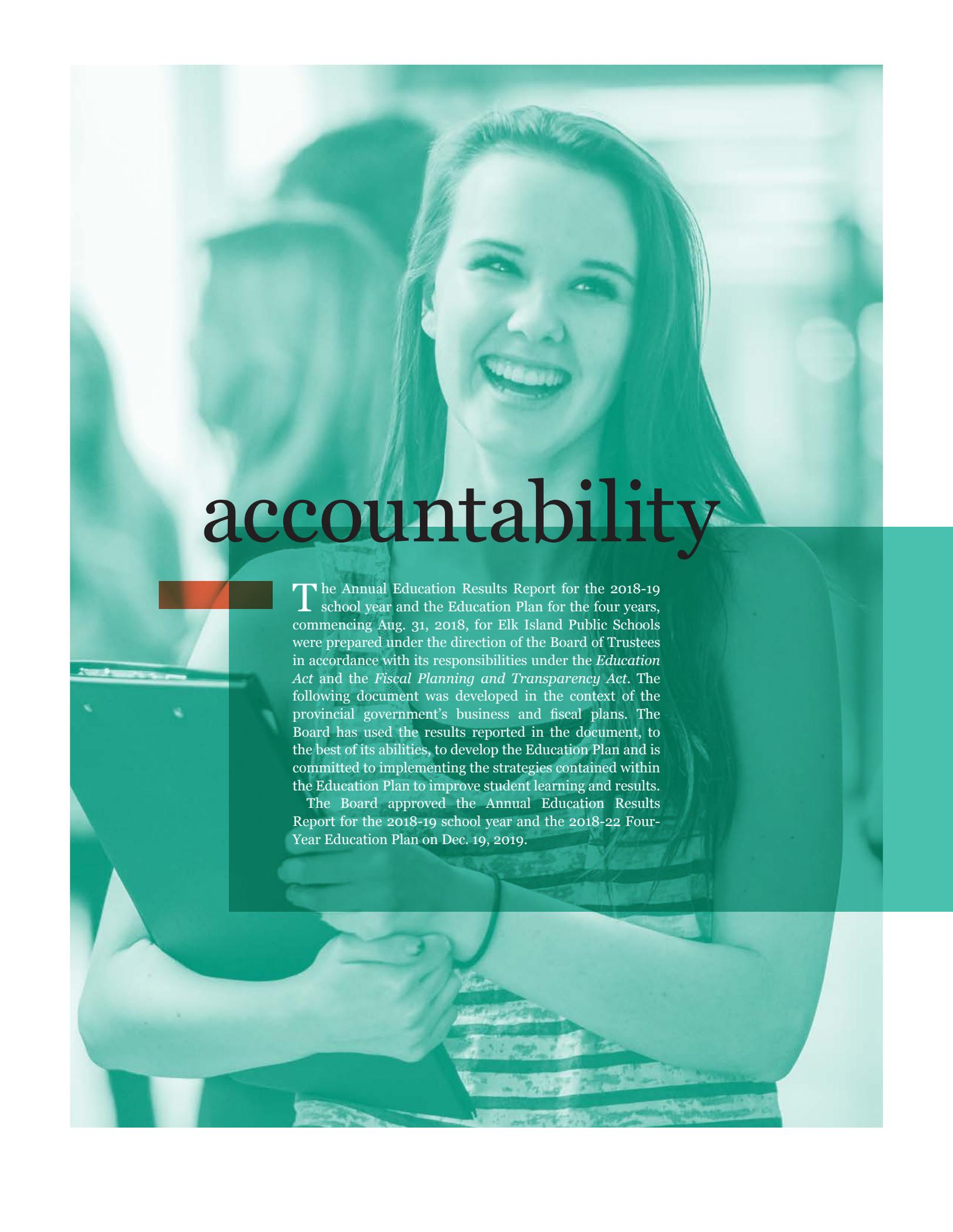


**EIPS offers**  
kindergarten  
french  
ukrainian  
german  
christian  
early learning  
apprenticeships  
outreach  
home education  
career development  
advanced academics  
arts  
athletics  
continuing education  
**more**





# accountability

**T**he Annual Education Results Report for the 2018-19 school year and the Education Plan for the four years, commencing Aug. 31, 2018, for Elk Island Public Schools were prepared under the direction of the Board of Trustees in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The following document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved the Annual Education Results Report for the 2018-19 school year and the 2018-22 Four-Year Education Plan on Dec. 19, 2019.

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# greetings

Each year, Elk Island Public Schools (EIPS) publishes a *Combined Education Plan and Annual Education Results Report (AERR)*, which outlines how we're developing students to achieve the best possible outcomes. The 2018-19 AERR demonstrates the Division is providing students with a high-quality education through a selection of programs and services.

What shines through most are the innovative ways we're fostering educational excellence, supporting learning achievement, and developing learners with the skills and knowledge needed to help them succeed. These are huge accomplishments and the combined result of the determination and hard work of EIPS students, teachers, administrators, support staff, families and community partners. We're excited about the results and will use them to guide future planning as we continue to strive to meet the needs of our students and the expectations of our communities.

On behalf of the Board of Trustees, I invite you to read the report and join us in celebrating our achievements in providing great learning environments and the best educational opportunities for all students.

Trina Boymook  
*Chair, Board of Trustees*

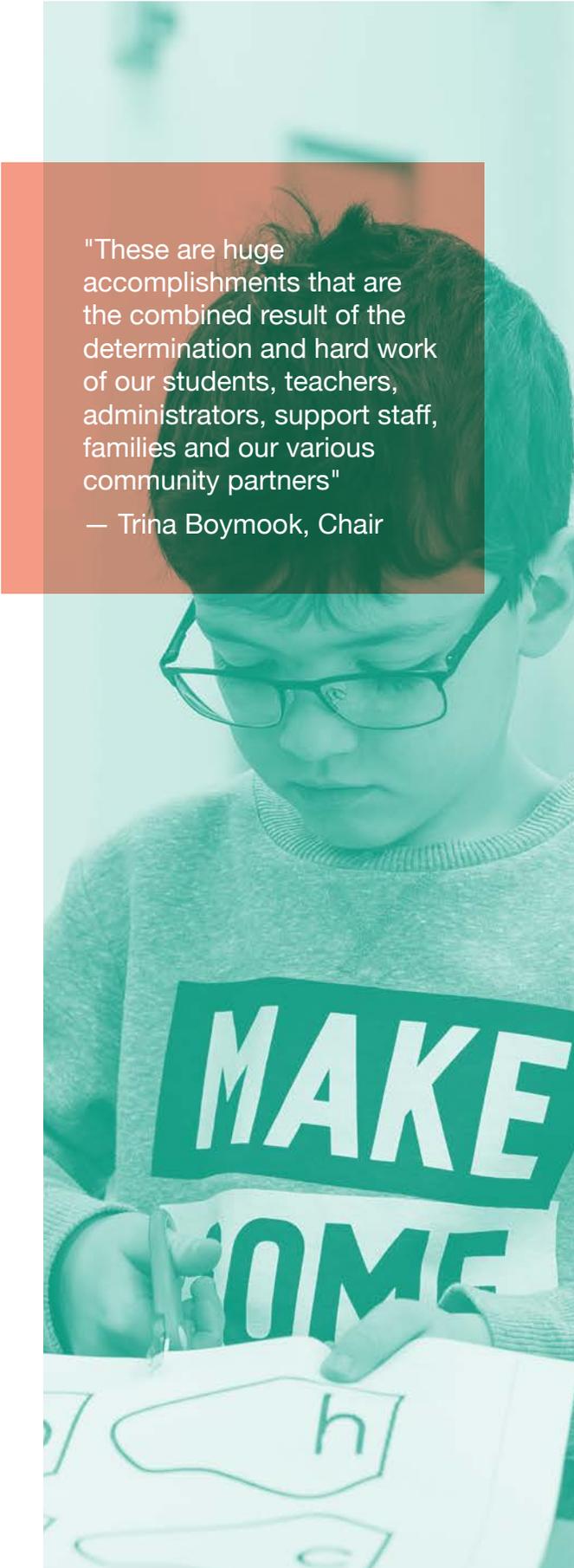
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It's a pleasure to share with you the *Combined Education Plan and Annual Education Results Report 2018-19* for Elk Island Public Schools (EIPS). The report illustrates both the successes of students over the past year and opportunities for growth. Overall, the report tells us we're meeting the priorities and goals set out in the 2018-22 Four-Year Education Plan, which is enhancing the growth and success of all students.

At EIPS, we pride ourselves on offering a variety of programs and services designed to provide students with the opportunities they need to learn, grow and thrive—in and out of school. Based on the belief our school system must continuously improve, EIPS strives to offer innovative programs and flexibility in meeting those needs. We're also committed to the ongoing monitoring and evaluation of our practices to ensure we continuously offer the best possible educational opportunities. After going through the report, it's clear we're successful in fulfilling this commitment and are making a positive impact on student learning.

I'm particularly proud of the collaborative approach we've fostered with students, teachers, administrators, support staff, families and communities. These positive relationships allow us to rally together behind a common vision: providing exceptional education for all students. Looking ahead, we'll continue to work together to support a common purpose to promote the best possible outcomes for all students.

Mark Liguori  
*Superintendent*



"These are huge accomplishments that are the combined result of the determination and hard work of our students, teachers, administrators, support staff, families and our various community partners"

— Trina Boymook, Chair

# profile

**E**lk Island Public Schools (EIPS) is the sixth-largest school division in Alberta, serving approximately 17,400 students from kindergarten to Grade 12 in 43 schools—located in Sherwood Park, the City of Fort Saskatchewan, the Town of Vegreville, Strathcona County, Lamont County and the western portion of the County of Minburn. As of Sept. 30, 2019, the Division employs 1,556 people—938 teachers and 618 non-teaching staff—who work together to inspire all students to learn, grow and succeed.

Every day within EIPS, staff and students are encouraged to pursue opportunities to discover and develop their passions. They're provided with a range of dynamic programs, meaningful resources and learning opportunities to ensure they have the tools needed to achieve success. In doing so, EIPS offers students high-quality educational programming with a strong emphasis on character education.

**EIPS' mission is to provide high-quality student-centred education that builds strong, healthy communities**

All core academic subjects and optional courses take place in inclusive and innovative learning environments that teach students how to learn and achieve to the best of their abilities. Students also have access to an array of classroom supports and services; specialized learning environments; early intervention and counselling services; and various consultative services such as speech-language, hearing, vision, occupational and physical therapy. Several complimentary programs are also offered within the Division, such as Career and Technology Studies, Off-Campus Education and second-language courses. These ensure students meet all graduation requirements.

There are also many opportunities for educational enrichments within, and outside, the classroom. For example, the Division offers five language programs—English, French, German, Ukrainian and Spanish. EIPS also offers an Advanced Placement program and International Baccalaureate option for students who excel academically. Additionally, students can choose to participate in a variety of alternative programs such as Alternative Christian, Logos Christian, Next Step Outreach, Home Education and Continuing Education.

To complement programming, the Division boasts strong extracurricular opportunities in all its schools. These allow students to become involved in music and drama productions, special-interest clubs, athletic teams, and more. Collectively, these contribute to a well-rounded education that's developing learners with the skills and knowledge needed to help them succeed and take on the world.

## EIPS Values

- Commitment to being a student-centred learning organization.
- Decisions are made in the best interests of all students.
- Integrity, honesty and respect are essential.
- Flexible and engaging learning opportunities are key to student achievement.
- Recognition that every student can learn and experience success.
- Partnerships play a valuable role in meeting the needs of students.





# priorities

## **PRIORITY 1:**

Promote growth and success for all students

**Goal 1:** Excellent Start to Learning

**Goal 2:** Success for Every Student

**Goal 3:** Success Beyond High School

## **PRIORITY 2:**

Enhance high-quality learning and working environments

**Goal 1:** A Focus on Well-Being Including Student Citizenship and Staff Engagement

**Goal 2:** Quality Infrastructure for All

**Goal 3:** Build Capacity

**Goal 4:** A Culture of Excellence and Accountability

## **PRIORITY 3:**

Enhance public education through effective engagement, partnerships and communication

**Goal 1:** Parents as Partners

**Goal 2:** Supports and Services for Students and Families

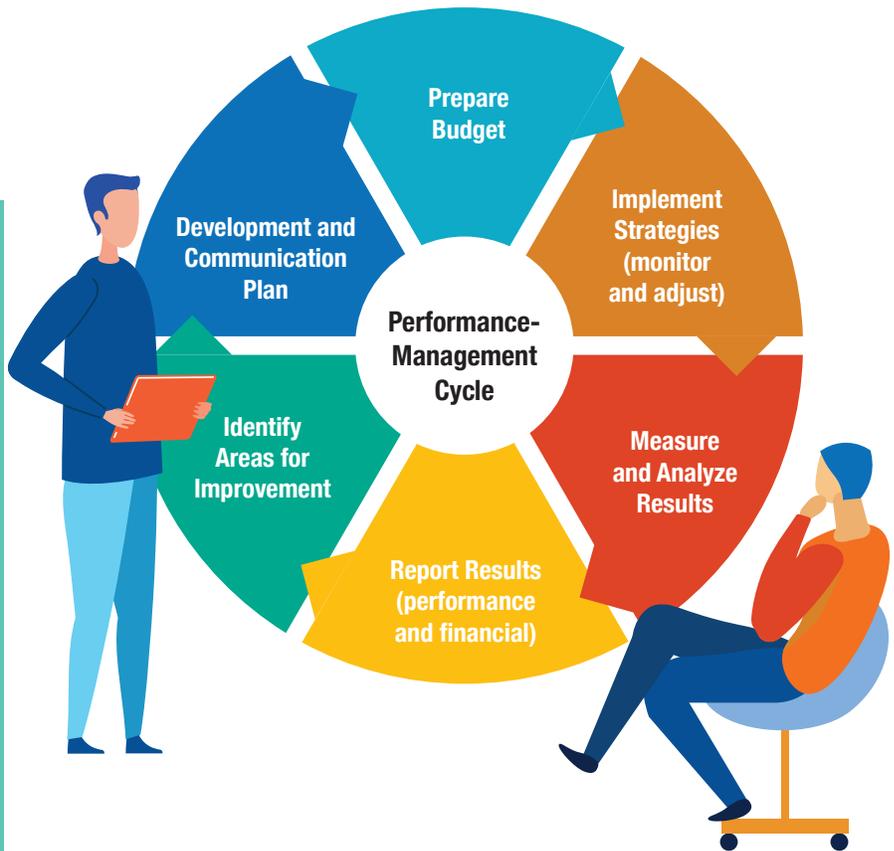
**Goal 3:** Engaged and Effective Governance

## planning and reporting

Elk Island Public Schools (EIPS) is committed to stakeholder engagement as it determines the strategic direction for the Division. As part of the Division's process for reviewing results, principals are responsible for developing a school education plan annually. Each school plan incorporates results from the Accountability Pillar, aligns with the Division's Four-Year Education Plan and is developed in consultation with school staff and school council members.

The plans and results are then shared with the community, which school councils play a critical role through the process of engaging families. In addition, EIPS hosts a Divisionwide Results Review. The review is meant to complement the education plans and allows schools and departments to share with the Board and community their results, annual plans, successes and challenges. Collectively, the process assists trustees, staff and families in gaining a holistic understanding of what's taking place throughout the Division.

As a final assurance, in the fall, EIPS publishes a *Combined Educational Plan and Annual Education Results Report*. The report outlines how the Division's developing students to achieve the best possible outcomes and meeting the priorities and goals set out in the Four-Year Education Plan. In November, the Board of Trustees reviews and approves the report. Once approved, it's shared with the government, school communities, the Committee of School Councils and posted online at [eips.ca](http://eips.ca).



Every year, Elk Island Public Schools (EIPS) analyzes and interprets its performance and results reports to assess its progress toward achieving the goals and outcomes outlined in the Division's Four-Year Education Plan. The assessment includes examining and reporting on local measures, provincial measurement information and evaluations received from Alberta Education. The Division then compares these with its foundational statements—the mission, values and Four-Year Education Plan—(see pg. 4, “Division Profile”) to develop new strategies that further support student learning.

The planning and results reporting are integral to the Division's accountability and performance-management cycle, which involves:

- developing and updating plans aligned with provincial goals, outcomes and performance measures;
- incorporating stakeholder input;
- preparing budgets that allocate or re-direct resources to achieve goals and improve results;
- implementing strategies to maintain or improve student learning and achievement;
- monitoring implementation and adjusting efforts as needed;
- measuring, analyzing and reporting results;
- using results to identify areas for improvement, and to develop strategies and targets for the next plan—such as evidence-based decision-making; and
- communicating with stakeholders—staff, students, parents and guardians, school councils, the community and Alberta Education—about school-authority plans and results.

# Combined 2018-19 Accountability Pillar Overall Summary

Measure Category	ELK ISLAND PUBLIC SCHOOLS			ALBERTA			MEASURE EVALUATION		
	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	ACHIEVEMENT	IMPROVEMENT	OVERALL
<b>SAFE AND CARING SCHOOLS</b>									
Safe and Caring	88.2	88.1	88.0	89.0	89.0	89.3	Very High	Maintained	Excellent
<b>STUDENT LEARNING OPPORTUNITIES</b>									
Program of Studies	82.9	82.7	83.2	82.2	81.8	81.9	Very High	Maintained	Excellent
Education Quality	89.9	88.9	88.9	90.2	90.0	90.1	Very High	Improved	Excellent
Dropout Rate	1.7	1.1	1.8	2.6	2.3	2.9	Very High	Maintained	Excellent
High School Completion Rate (3 yr)	83.3	84.6	82.6	79.1	78.0	77.5	Very High	Maintained	Excellent
<b>STUDENT LEARNING ACHIEVEMENT (GRADES K-9)</b>									
PAT: Acceptable	84.5	84.4	83.3	73.8	73.6	73.6	High	Improved	Good
PAT: Excellence	28.5	26.7	25.4	20.6	19.9	19.6	Very High	Improved Significantly	Excellent
<b>STUDENT LEARNING ACHIEVEMENT (GRADES 10-12)</b>									
Diploma: Acceptable	85.2	85.5	85.5	83.6	83.7	83.1	High	Maintained	Good
Diploma: Excellence	21.2	22.3	21.4	24.0	24.2	22.5	High	Maintained	Good
Diploma Examination Participation Rate (4+ Exams)	58.1	56.4	56.8	56.3	55.7	55.1	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	64.7	62.5	61.9	64.8	63.4	62.2	Intermediate	Improved	Good
<b>PREPARATION FOR LIFELONG LEARNING, WORLD OF WORK, CITIZENSHIP</b>									
Transition Rate (6 yr)	62.6	60.5	62.2	59.0	58.7	58.7	High	Maintained	Good
Work Preparation	80.7	77.8	78.2	83.0	82.4	82.6	High	Improved	Good
Citizenship	80.0	80.5	80.1	82.9	83.0	83.5	High	Maintained	Good
<b>PARENTAL INVOLVEMENT</b>									
Parental Involvement	77.7	78.4	78.2	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
<b>CONTINUOUS IMPROVEMENT</b>									
School Improvement	81.0	79.5	79.9	81.0	80.3	81.0	Very High	Improved	Excellent

\*Evaluation measures are based on a three-year average (see pg. 52, "Appendixes").

## Notes

- Overall evaluations are only calculated if both improvement and achievement evaluations are available.
- Student participation in the survey was impacted between 2014 and 2017 because of the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based on a weighted average of the per cent meeting standards—Acceptable and Excellence. The weights are the number of students enrolled in each course. Courses include English language arts (grades 6, 9, 9 KAE); Français (grades 6, 9); French language arts (grades 6, 9); mathematics (grades 6, 9, 9 KAE); science (grades 6, 9, 9 KAE); and social studies (grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May and June of 2016 and May and June of 2019. Use caution when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated diploma examination results are a weighted average of the per cent meeting standards—Acceptable and Excellence. The weights are the number of students writing the diploma examination for each course. Courses include English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1 and Social Studies 30-2.
- Use caution when interpreting evaluations and results over time for Mathematics 30-1 and Mathematics 30-2, as equating wasn't in place until the 2016-17 school year. Alberta Education doesn't comment on provincewide trends until it has five years of equated examination data.
- Participation in diploma examinations was impacted by the fires in May and June of 2016 and May and June of 2019. Use caution when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased to 70% from 50% in the 2015-16 school year. Use caution when interpreting trends over time.
- The 2016 results for the three-year high school completion rate and diploma examination participation rate are adjusted to reflect the correction of the Grade 10 cohort.

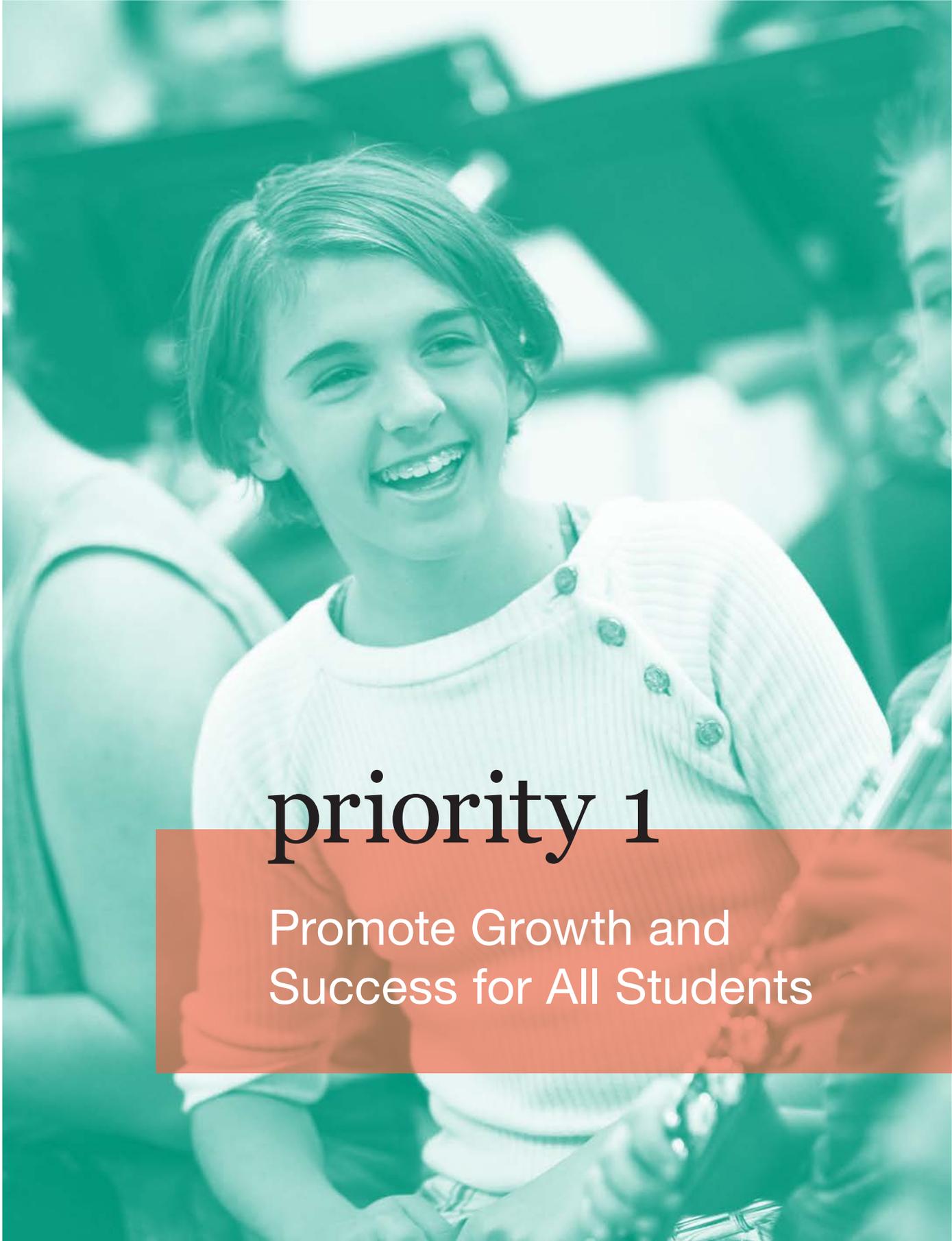
# Combined 2018-19 Accountability Pillar First Nations, Métis and Inuit Overall Summary

Measure Category	ELK ISLAND PUBLIC SCHOOLS			ALBERTA			MEASURE EVALUATION*		
	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	CURRENT RESULT	PREV YEAR RESULT	PREV 3 YEAR AVERAGE	ACHIEVEMENT	IMPROVEMENT	OVERALL
<b>SAFE AND CARING SCHOOLS</b>									
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>STUDENT LEARNING OPPORTUNITIES</b>									
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dropout Rate	1.5	5.1	3.7	5.4	4.8	5.6	Very High	Improved	Excellent
High School Completion Rate (3 yr)	70.7	63.9	65.4	56.6	53.3	52.4	Intermediate	Maintained	Acceptable
<b>STUDENT LEARNING ACHIEVEMENT (GRADES K-9)</b>									
PAT: Acceptable	75.8	72.4	69.0	54.0	51.7	51.9	Intermediate	Improved	Good
PAT: Excellence	16.5	15.0	15.6	7.4	6.6	6.5	Intermediate	Maintained	Acceptable
<b>STUDENT LEARNING ACHIEVEMENT (GRADES 10-12)</b>									
Diploma: Acceptable	80.6	86.7	83.0	77.2	77.1	76.7	Intermediate	Maintained	Acceptable
Diploma: Excellence	11.7	9.2	12.8	11.4	11.0	10.6	Low	Maintained	Issue
Diploma Examination Participation Rate (4+ Exams)	32.8	39.9	36.4	24.6	24.4	22.3	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	49.3	48.2	44.3	37.1	35.9	34.0	Low	Maintained	Issue
<b>PREPARATION FOR LIFELONG LEARNING, WORLD OF WORK, CITIZENSHIP</b>									
Transition Rate (6 yr)	44.2	48.6	46.5	34.2	33.0	32.8	Low	Maintained	Issue
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>PARENTAL INVOLVEMENT</b>									
Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>CONTINUOUS IMPROVEMENT</b>									
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

\*Evaluation measures are based on a three-year average (see pg. 52, "Appendixes").

## Notes

- Overall evaluations are only calculated if both improvement and achievement evaluations are available.
- Student participation in the survey was impacted between 2014 and 2017 because of the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based on a weighted average of the per cent meeting standards—Acceptable and Excellence. The weights are the number of students enrolled in each course. Courses include English language arts (Grades 6, 9, 9 KAE); Français (grades 6, 9); French language arts (grades 6, 9); mathematics (grades 6, 9, 9 KAE); science (grades 6, 9, 9 KAE); and social studies (grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May and June of 2016 and May and June of 2019. Use caution when interpreting trends over time for the province and those school authorities affected by these events.
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# priority 1

Promote Growth and  
Success for All Students

# Goal 1: Excellent Start to Learning

**Local Outcome:** More children reach social, intellectual and physical development milestones by Grade 1

**Provincial Outcome:** Alberta’s students are successful

Early Years Demographics	2016-17	2017-18	2018-19
Total number of children enrolled in PALS programs	75	130	<b>169</b>
Total number of children enrolled in kindergarten	1,357	1,274	<b>1,253</b>
Kindergarten children with Mild/Moderate and Severe Special Needs	218	191	<b>199</b>
Percentage of children with Mild/Moderate and Severe Special Needs	20.5	22.9	<b>25.9</b>

## Analysis of Results

### Background

Early childhood development is the first and most critical phase of human growth. There's also a growing body of research centred around families and children between the ages of zero and six that suggests the early years is the most significant period in an individual's lifespan. That's why Elk Island Public Schools (EIPS) has identified an "excellent start to learning" as a goal in its Four-Year Education Plan. The goal sets the foundation for implementing strategies to ensure as many children as possible, entering Grade 1, reach developmental milestones. As such, young learners—pre-kindergarten, kindergarten and Grade 1—are taught by caring, and responsive staff members in high-quality early learning environments focused on purposeful, play-based programming. The goal: To provide a strong base for developing foundational competencies critical to future academic success.

### Results

During the 2018-19 school year, 1,422 children were enrolled in Early Childhood Services (ECS) within EIPS, including 1,253 kindergarten children and an additional 169 in pre-kindergarten programs—up by 18 children from the year previous. The Division served 217 children who met Program Unit Funding (PUF) criteria and another 151 children who met mild or moderate criteria in pre-kindergarten and kindergarten programs.

To support the success of EIPS early learners, the Division offers early intervention programming through the pre-kindergarten Play And Learn at School (PALS) program, which supports children between the ages of three and five who are assessed with severe developmental delays, and children between the ages of four and five who are assessed with mild or moderate developmental delays. The PALS program is available in

the communities of Sherwood Park, Ardrossan, FortSaskatchewan, Lamont, Mundare and Vegreville.

Kindergarten programming was available in all 26 of the Division's elementary schools, offered as a full-day, alternating-day program. Thanks to a special allocation from the Board of Trustees, the Division also offered a full-day, every day kindergarten option at Lamont Elementary. Additional funding was provided by the Board to cover the costs associated with kindergarten programming enhancements, known as Enhanced Kindergarten. The initiative offers support to children who aren't meeting developmental expectations. Through the program, EIPS kindergarten teachers implemented a variety of school-based supplementary projects and services aimed at supporting successful student transitions into Grade 1.

EIPS speech-language pathologists (SLPs) provided one-to-one intervention, facilitated small-group activities

and lead whole-class activities. SLPs also provided services and supports to children in PALS, kindergarten and school-age classrooms. All children enrolled in the PALS program received speech-language services two days a week. SLPs were also scheduled at individual schools, once a week, to work with kindergarten children and students. In total, 426 (34%) kindergarten children were assessed by an EIPS SLP and 363 children (29%) received ongoing speech and language supports—inclusive of children with severe, moderate or mild disabilities and delays. Additionally, a kindergarten speech-language assistant worked five days a week servicing 120 children in nine schools.

Once a week, occupational therapists visited PALS classrooms to provide ongoing support to 149 (88%) children. In kindergarten, occupational therapists provided services on a rotating schedule, with schools receiving a minimum of one visit

every six weeks. Of those, 158 (13%) kindergarten children received ongoing occupational-therapy support— inclusive of children with severe, moderate or mild disabilities and delays. Universal occupational-therapy support services were also provided to kindergarten classrooms.

Physical-therapy consultation support was also available to all children enrolled in PALS and kindergarten. During the 2018-19 school year, children in PALS received ongoing physical-therapy support in small-group and whole-class activities. In kindergarten, eight children with severe disabilities and delays received ongoing consultative physical-therapy support. Using a group approach allowed the Division to better support more students than in previous years.

#### **BUILDING CAPACITY**

In the 2018-19 school year, the Division's Loose Parts Play Kits were expanded in both the PALS and kindergarten classrooms. The kits aid in problem-solving; fine- and gross-motor development; hand-eye co-ordination, language and vocabulary building; mathematical and scientific thinking; and literacy, social and emotional development. The benefit: Thanks to the kit's material versatility, children had more ways to discover and be creative during play and exploration. Similarly, Phonological Awareness kits were also continued in both kindergarten and Grade 1 classrooms, as a shared resource. The kits focus on identifying and manipulating units of oral language and sounds of spoken language. Ultimately, the kits support phonological awareness, which is a reliable predictor of later reading ability.

To further build capacity, various professional learning sessions were offered to staff throughout the Division. Some of the sessions offered include: Universal Occupational Therapy Strategies in the Classroom, Teacher Talk Training: Fostering Peer

Interaction in the Classroom, Speech-Sound Training, Make and Take Extravaganza, Augmentative and Alternative Communication, Using the Touchchat, Loose Parts Kits, Non-Violent Crisis Intervention, Outdoor Play, Numeracy in the Early Learning Classroom, ISP Training and Positive Behaviour Strategies.

To complement professional learning, the Division also offered numerous activities to engage families. The Supports for Students department paid for all schools to participate in the Wee Read program during the 2018-19 school year. The program— focused on children in kindergarten and Grade 1—helps strengthen language and literacy skills, while at the same time, gets participants excited about reading. Through the program, community volunteers visited schools within the Division, sharing their love of books by reading aloud, playing vocabulary games and telling stories about what inspired them when they were children.

#### **PARENTS AS PARTNERS**

In addition, individual and group-based Family Oriented Programming (FOP) sessions were provided to families and children in the PALS program, outside of the regular centre-based programming hours. The FOP sessions help families gain insight about their child's development and discover strategies to support their learning, working, playing and behaving in positive ways. In total, 18 FOP sessions were provided to PALS parents throughout the year.

Similarly, the Division offered Early Learning Screening sessions in Spring 2018. The sessions were held in Vegreville, Mundare, Ardrossan and Fort Saskatchewan. Families had the opportunity to ask questions and discuss concerns about their child's development with a screening team— made up of a teacher, a speech-language pathologist and an occupational therapist. Children were screened in

speech sounds, language skills, fine- and gross-motor skills, and emergent academic skills to determine possible eligibility for the PALS program. The sessions provided families with an open door and friendly faces to chat with about potential challenges their child is facing. Conversations of this nature are often a difficult first step for families who are seeking supports for their child. The EIPS team helped make this process easier while also providing guidance and direction.

Families also played an integral role in the Instructional Support Plan (ISP) process—both in the development of student ISPs and the regular review of these documents. As a result, it enhanced understanding around individual student learning needs and strengths; communication among families, students and teachers; and the development of long-term plans to help families with transitions and future planning for their child.

Finally, orientation sessions were organized for both PALS and kindergarten families. Individual orientation sessions were offered to PALS parents with their child's teacher. These collaborative sessions included discussions about the child's interests and strengths, specific needs, parental hopes and goals, communication protocols, transportation arrangements, and the first day of school. The goal was to provide an opportunity for families and teachers to start developing common goals for the success of each child. Similarly, a Kindergarten Information Night was held at each EIPS school offering the kindergarten program. Families were introduced to what a typical day in kindergarten is like, informed about the importance of play-based learning, given an opportunity to ask questions and toured the school. The overall purpose was to begin the school-and-home relationship with families and teachers—integral to each child's success.

## Opportunities for Growth

There are two key opportunities for growth. EIPS will start to use an Early Years Evaluation: Teacher Assessment (EYE-TA) tool to demonstrate how early learners are reaching social, intellectual and physical developmental milestones by Grade 1, which was previously not available to the Division. The opportunity for growth the EYE-TA provides is its ability to allow teachers to plan and program more specifically for the needs of students. Data from the EYE-TA will move teacher programming and student achievement forward, which is a key priority for EIPS.

### The EYE-TA assesses how early learners are reaching developmental milestones

Additionally, the Division will continue to offer Early Learning Screening sessions. The sessions provide families with the opportunity to discuss potential challenges their child is having and make guidance and direction easier. Knowing who requires early intervention is one of the keys to student success. As such, EIPS will continue with this process, and possibly expand to additional rural communities.



## Priority Strategy for Education Plan

A key priority for the Division is to implement a new performance measure to assess a learner's progress toward meeting developmental milestones and early literacy outcomes. Doing this enables the Division to examine the impact of its Early Learning programming and services. Strategies include:



To inform early years programming, all kindergarten teachers will build capacity by implementing a performance assessment that links to developmental milestones entitled, Early Years Evaluation: Teacher Assessment (EYE-TA). The tool will provide data on five developmental milestones: awareness of self and environment; social skills and approaches to learning; cognitive skills; language and communication; and physical development, or fine- and gross-motor skills. Completed in the fall and spring, the assessments will provide pre- and post-data on a child's progress in kindergarten. It will also help guide programming, so more children meet emotional, social, intellectual and physical milestones before starting Grade 1.



Teachers will participate in professional learning to learn how to administer the EYE-TA and interpret the results effectively.



Based on student results from the EYE-TA, the Division will create an action plan to address the developmental milestone(s) at a higher risk of not being achieved. Building teacher capacity, in an equitable way throughout the Division, is critical for student success.



Build capacity for kindergarten teachers to plan, implement and assess the new concept-based curriculum.

# Goal 2: Success for Every Student

**Local Outcome 1:** More students achieve a minimum of one year's growth in literacy and numeracy

**Provincial Outcome:** Alberta's students are successful

Performance Measures – percentage of students who achieved the acceptable standard (A) and the standard of excellence (E)	RESULTS							EVALUATION			
	2014-15	2015-16	2016-17	2017-18	2018-19	TARGET FOR ISSUE	ALBERTA 2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL	
<b>ACCOUNTABILITY PILLAR: OVERALL STUDENT LEARNING OUTCOMES</b>											
Grade 6 and Grade 9 Provincial Achievement Tests (PATs)	A	82.8	82	83.6	84.4	<b>84.5</b>		73.8	High	Improved	Good
	E	24.1	24.5	25.1	26.7	<b>28.5</b>		20.6	Very High	Improved	Excellent
Diploma Examinations	A	87.4	85.2	85.7	85.5	<b>85.2</b>		83.6	High	Maintained	Good
	E	20.6	19.3	22.7	22.3	<b>21.2</b>		24	High	Maintained	Good
<b>ACCOUNTABILITY PILLAR: OVERALL ITERACY LEARNING OUTCOMES</b>											
Grade 6 PATs – Language Arts	A	90.9	90.7	92.2	94.6	<b>94.2</b>		83.2	Very High	Maintained	Excellent
	E	25.1	26.1	24.1	26.4	<b>24.7</b>		17.8	Very High	Improved Significantly	Good
Grade 9 PATs – Language Arts	A	85.7	84.5	86.1	85.6	<b>83</b>	86	75.1	Intermediate	Declined	Issue
	E	17.9	18.9	17.6	18	<b>17.3</b>		14.7	High	Maintained	Acceptable
English 30-1 Diploma Examinations	A	91.9	92.6	92.3	90.4	<b>93.8</b>		86.8	High	Improved	Good
	E		11.6	11	13.1	<b>15.2</b>		12.3	High	Improved	Good
English 30-2 Diploma Examinations	A	95.2	95.1	94.6	94.3	<b>91.2</b>	94.2	87.1	Intermediate	Declined Significantly	Issue
	E	13	18.9	14.8	14	<b>15.4</b>		12.1	Intermediate	Maintained	Acceptable
<b>ACCOUNTABILITY PILLAR: OVERALL MATHEMATICS LEARNING OUTCOMES</b>											
Grade 6 PATs – Mathematics	A	83.3	81.6	80.7	87	<b>86.3</b>		72.5	High	Improved Significantly	Good
	E	19.0	16.9	17.8	20.9	<b>22.9</b>		15	High	Improved Significantly	Good
Grade 9 PATs – Mathematics	A	74.2	75	77.5	69.3	<b>69.9</b>	72.9	60	Intermediate	Declined Significantly	Issue
	E	19.9	18.1	19.4	19.4	<b>24.4</b>		19	Very High	Improved Significantly	Excellent
Math 30-1 Diploma Examinations	A	78.7	69.2	74	75.9	<b>76.5</b>		77.8	Equating wasn't established until the 2016-17 school year. Alberta Education doesn't comment on trends until it has five years of equated examinations.		
	E	28.2	19.4	30	30.3	<b>24.7</b>		35.1			
Math 30-2 Diploma Examinations	A	82.1	76.9	78	77.7	<b>78.3</b>		76.5			
	E	15.8	16.2	17.7	17	<b>17.6</b>		16.8			

Performance Measures	RESULTS				
	2014-15	2015-16	2016-17	2017-18	2018-19
<b>ACCOUNTABILITY PILLAR: SPECIALIZED SUPPORTS</b>					
Percentage of teachers, parents and students in agreement programs for children at risk are easy to access and timely	82.5	81.5	82.7	81.6	<b>83.5</b>
Percentage of families satisfied with the special support their child has received at school?	79	809	86	79	<b>81</b>
<b>EIPS PARENT SURVEY: SPECIALIZED SUPPORTS</b>					
My child is demonstrating growth in literacy*	n/a	n/a	n/a	86.2	<b>88.3</b>
My child is demonstrating growth in numeracy*	n/a	n/a	n/a	87.6	<b>88.8</b>

## Background

Elk Island Public Schools (EIPS) is committed to the success of every student and ensuring they have the tools needed to reach their full potential. Facilitating this requires teachers to adapt their pedagogical practice to meet the differing needs of students, use meaningful assessments to inform a broad range of teaching strategies, and identify students early who might require additional intervention and support. Because it's well-known literacy and numeracy are foundational to success in learning and life, both are priorities in the Division's Four-Year Education Plan.

Literacy is the ability to read, view, write, design, speak and listen in a way that allows people to communicate effectively. Strong literacy skills ensures the ability to read and write, and the capacity to apply these skills effectively to acquire, create, connect and communicate information in a variety of situations. Developing strong literacy skills in students is critical if they're to reach their full potential in school, the workplace and life.

Meanwhile, numeracy is defined by Alberta Education as "... the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living." A numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understanding at home, at school, at work and in the community. Developing strong numeracy skills in students is critical if they're to reach their full potential.

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## Results

EIPS' overall 2018-19 Accountability Pillar results indicate students in Grade 6 and Grade 9 are consistently outperforming the province at both the acceptable standard and the standard of excellence. In fact, in all subject areas of the Grade 6 and Grade 9 Provincial Achievement Tests (PATs), EIPS scored higher in 24 of the 28 PAT measures. In terms of the overall diploma examination results, EIPS students consistently score higher than the province at the acceptable standard category and are slightly below the province in the standard of excellence category. The following sections are a more detailed breakdown and analysis of the results specific to the fundamental skills of literacy and numeracy—the two academic areas highlighted in the EIPS Four-Year Education Plan.

The Division also earned a "very high" achievement rating for the percentage of teachers, parents and students who agree programs for children at risk are easy to access and timely. These results are likely connected to the intervention support provided to students who aren't reading or writing at grade level—identified by the Star 360 assessment tool—and the supports provided by the Inclusive Learning department to ensure all EIPS students reach their full potential.



## Literacy Results



Trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard, and the standard of excellence in Grade 6 English Language Arts is consistently higher than the province. Overall, 94.2% met the acceptable standard and 24.7% met the standard of excellence. Comparably, provincewide, 83.2% of students met the acceptable standard, and 17.8% met the standard of excellence.

Likewise, the percentage of EIPS students meeting the acceptable standard, and the standard of excellence in Grade 9 English Language Arts is also consistently higher than the province. According to the 2018-19 Accountability Pillar results, 83% of EIPS students met the acceptable standard and 17.3% met the standard of excellence—provincial scores were

75.1% and 14.7%, respectively.

With diploma examination scores, trends in the data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in English 30-1 is consistently higher than the province. In the 2018-19 school year, the percentage of EIPS students who achieved the acceptable standard was 93.8%, up from 90.4%. And, 15.4% met the standard of excellence, which is up slightly from the previous year. Comparably, provincewide, 86.8% of students achieved the acceptable standard and 12.3% the standard of excellence. In English 30-2, the percentage of students meeting the acceptable standard and the standard of excellence is higher than the province. The overall percentage of

EIPS students who met the acceptable standard in English 30-2 was 91.2%, and 12.1% achieved the standard of excellence—provincial results were 87.1% and 12.1%, respectively. As English 30-2 results declined by 3.1% from the previous year, it's identified as an issue. Despite the fact the Division results are higher than the provincial average, EIPS will monitor the results closely.

### **BUILDING CAPACITY**

The higher than provincial averages in the area of language arts are likely the result of several literacy programs initiated Divisionwide. Throughout the year, consultants worked closely with 60 Division I and Division II elementary literacy leads. Each lead was identified by a school and participated

in professional learning. The knowledge gained was then shared with colleagues during staff meetings, school-based professional learning days or at other collaborative sessions.

The Division also established a New Teachers' Cohort for first-year and second-year teachers. The cohort offers ongoing support, intensive professional learning and collaboration opportunities to develop literacy instructional practices. Over the course of five full-day sessions, 31 first-year teachers met for a series of workshops and in-class coaching about literacy. Meanwhile, 26 second-year teachers met for two full-day sessions of workshops and in-class coaching.

To support students struggling in the area of literacy, EIPS engaged various tools. The Division offered a four-part Levelled Literacy Intervention training session to 14 participants. The training is a research-based supplementary intervention system designed to help teachers provide powerful, daily, small-group instruction for the lowest-achieving students in grades 1 through 6. The Star 360 reading and early literacy assessment tool also continued in every school. The tool provides teachers with screening information about each student's reading level—in grades 1 through 12—and suggestions for instructional strategies and student groupings. During the school year, those students who were reassessed showed consistent growth. That's one of the reasons the Star 360 is so beneficial: It measures individual student starting points and the amount of improvement made.

In addition to screening students who are struggling, the Star 360 identifies students reading above grade level to ensure they too are provided with the needed support for continued growth. By using this approach to assessment, intervention and tracking improvement, the Division is in a better position to support and enhance

literacy skills across all grade levels and the goal of more students achieving a minimum of one year's growth in literacy. In 2018-19, 14,266 students wrote the Star 360. The overall results indicate students continued to grow in literacy, with an average student growth percentile of 53%—where 35% to 65% is considered typical growth for one year.

New in 2018-19, the Division published its *EIPS K-9 Writing Continuum* in both English and French. The continuum, created by EIPS elementary literacy consultants, teachers and students, is a resource tool for students and teachers. Students use it to develop their writing skills. Meanwhile, teachers use it to help plan for writing instruction. Overall, it illustrates development from the beginning stages of writing to more advanced stages. To date, feedback received about the continuum is positive. It's also garnering attention from surrounding school divisions and educators.

During the school year, those students who were reassessed showed consistent growth. That's one of the reasons the Star 360 is so beneficial: It measures individual student starting points and the amount of improvement made

The Division also introduced Lucy Calkins' reading and writing workshops. The focus: grade-group collaboration, planning, correlating the workshops to curriculum and creating divisional documents. In total, 105 teachers from elementary schools across the Division attended four half-day sessions. As followup,

the Division hosted a Lucy Calkins Homegrown Reading Workshop—125 teachers attended the workshop, delivered by the Teachers College Reading and Writing Project.

For French Immersion teachers, the Division brought in Isabelle Robert, a trainer and teacher specializing in French literacy strategies, for a two-day professional learning session. Day 1 included a readers-and-writers workshop with lead teachers from each EIPS French Immersion elementary school. Day 2 included all French Immersion elementary teachers, who took part in the same workshop. Work was also done with literacy leads to develop a chart with guided reading levels for French Immersion students in grades 1 through 6.

At the senior high level, the Division met with English language arts instructional leaders to discuss emergent issues, concerns and sound instructional practices. Overall, EIPS met with 28 leaders in September and 31 leaders in February. In addition, five EIPS senior high schools generated a year-long professional learning plan based on rigorous analysis of diploma examination results. Sessions were scoped and sequenced to optimize teacher learning—based on areas that data suggested would benefit the department as a whole. The session topics included:

- teaching film in the ELA classroom;
- teaching the Commentary as a Personal Response to Text
- abandoning the five-paragraph structure;
- 21st century texts
- Authentic Grammar;
- data to inform classroom practice;
- senior high interdisciplinary literacy;
- voice in academic writing; and
- co-constructing meaning with mentor texts.

## Numeracy Results



Trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in Grade 6 mathematics is consistently higher than the province. In 2018-19, the overall percentage of students meeting the acceptable standard in Grade 6 mathematics was 86.5%, and the percentage of EIPS students meeting the standard of excellence was 22.8%—the provincial results were 72.5% and 15%, respectively.

Similarly, trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard and the standard of excellence in Grade 9 mathematics is consistently higher than the province. According to the 2018-19 Accountability Pillar results, the percentage of all EIPS students who met the acceptable standard increased to 69.9% from 68.9%, and 24.4% achieved the standard of excellence. Provincially, 60% of students met the acceptable standard category and 19% met the standard of excellence.

In terms of Mathematics 30-1, trends in data over the past five years indicate the percentage of EIPS students meeting the acceptable standard is slightly lower than the province—the exception being the 2016-17 school year. In 2018-19, the percent-

age of EIPS students meeting the acceptable standard in Mathematics 30-1 increased to 76.5% from 75.9%. And, the percentage of students meeting the standard of excellence decreased to 24.7% from 30.3%. Provincially, 77.8% of students achieved the acceptable standard, and 35.1% achieved the standard of excellence.

On the other hand, in Mathematics 30-2, the trend for the percentage of students meeting the acceptable standard and the standard of excellence is consistently higher than the province. Overall, the percentage of students meeting the acceptable standard increased to 78.3% from 77.7%, and the percentage of students meeting the standard of excellence increased to 17.6% from 17%—provincially the percentages were 76.5% and 16.8%, respectively. It's important to note, a written-response component, worth 25% of the total exam, was added to the Mathematics 30-1 and Mathematics 30-2 exams in the 2018-19 school year. As such, caution is advised when interpreting the trend data.

### **BUILDING CAPACITY**

To facilitate stronger numeracy outcomes, the Division will continue to implement the Math Intervention/Programming Instrument (MIPI) to students in grades 2 through 10. The MIPI is a numeracy assessment tool

that's digitally based and offers an opportunity for students to demonstrate their learning. Overall the tool provides timely information to teachers, helps enhance classroom instruction and ensure student learning needs are identified.

To complement the MIPI, Math Benchmarking Interviews were developed for elementary, junior high and senior high schools. Teachers used the interviews to determine the areas to target instructional support. All schools across the Division received the interview kit, and related training.

Also, EIPS established numeracy lead teachers in kindergarten to Grade 9 schools. The lead teacher's role was to promote and foster numeracy-rich environments and plan school-based numeracy projects. There was also a continued focus on incorporating strong pedagogical practices across the Division, such as the Guided Math Framework to cultivate small group instruction, Number Talks to target mental mathematics, and Student Manipulative Kits to support diverse learning styles.

To implement Number Talks, more than 120 teachers received individual in-class modelling and coaching support. As well, the Division offered several whole-school training sessions across a variety of schools. Today, Number Talks is a familiar practice in

most EIPS schools that's recognized as an effective, easy to implement, instructional approach. Results validate this on the non-calculator portion of the mathematics PAT (Part A). In fact, in the English Mathematics 6 (Part A), results are consistently climbing since introducing Number Talks two years ago—up to 82.1% at the acceptable standard and 55.8% at the standard of excellence. Provincially the averages were 71.4% and 43.3%, respectively.

The Division also focused on senior high mathematics, which was driven by assessment results. In the 2018-19 school year, the diploma examinations

reintroduced a written response component. In this section of the exam, students had to show their work to communicate their understanding of mathematical concepts.

Divisional professional learning and class visits resulted in a clearer understanding of the expectation of this portion of the exam. For example, one professional learning session entitled, "Crash Course in Teaching Math 30," provided teachers with the opportunity to examine the program of studies, understand the diploma examination expectations and navigate misalignments of the textbooks.

Finally, at the end of the 2018-19 school year, the Division created a series of optional common unit exams for Mathematics 30-1, which set a standard across the Division. EIPS also developed and beta tested a new MIPI test specifically for students in Mathematics 10C and Mathematics 10-3. The hope is the new tests will better assist teachers in identifying students who require intervention support at the senior high level.

## Opportunities for Growth

There are gaps between elementary and junior high results, and junior high and senior high results—in both literacy and numeracy. What this indicates is the Division needs to continue to target its work with lead teachers in both elementary and secondary schools. EIPS will also continue to focus on the English 30-2 results, at both the acceptable and excellence levels. A second area for growth is numeracy. While the Division's mathematics results are higher than the province on all measures, except Mathematics 30-1, the Division isn't satisfied with its results, particularly the Grade 9 PAT results at the acceptable level. As such, more intensive work at the junior high level is a growth focus for the Division.



## Priority Strategy for Education Plan

To address the growth opportunities, the Division will implement the following strategies:

**A** At the elementary level, leverage best practices in literacy and numeracy while also focusing on improving teacher pedagogy based on the new provincial curriculum.

**(A+2)<sup>2</sup>**  
**B** At the secondary level, focus on best practices in literacy and numeracy while also working with secondary administrators and teachers to prepare for the new curriculum.

 Provide supports to junior high math teachers to strengthen instructional practices and address the skills required for Part A of the Grade 9 mathematics PAT.



Utilize ongoing professional learning through the lead-teacher model and grade-level groupings.



Provide support to secondary teachers related to planning and developing outcome-based course outlines.



Host data sessions to review achievement data and plan for student improvement.



Conduct a system-program analysis and make recommendations for changes to meet the needs of students requiring specialized supports and services.

# GOAL 2: Success for Every Student

**Local Outcome 2:** The achievement gap between First Nations, Métis and Inuit students and all other students is reduced

**Provincial Outcome:** First Nations, Métis and Inuit students in Alberta are successful

Performance Measures of Self-identified First Nations, Métis and Inuit Students	RESULTS							EVALUATION			
	2014-15	2015-16	2016-17	2017-18	2018-19	TARGET FOR ISSUE	ALBERTA 2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL	
<b>ACCOUNTABILITY PILLAR: OVERALL STUDENT LEARNING OUTCOMES</b>											
Percentage of Grade 6 and Grade 9 students who achieved the acceptable standard (A) and the standard of excellence (E) on Provincial Achievement Tests (PATs)	A	64.1	65.3	69.2	72.4	76.8		54	Intermediate	Improved	Good
	E	7.2	17.3	14.6	15	16.6		7.4	Intermediate	Maintained	Acceptable
Percentage of students who achieved the acceptable standard (A) and the standard of excellence (E) on diploma examinations	A	86.4	79.3	83	86.7	80.6		77.2	Intermediate	Maintained	Acceptable
	E	15.3	11.2	18.1	9.2	11.7	14.7	11.4	Low	Maintained	Issue
<b>ACCOUNTABILITY PILLAR: SENIOR HIGH</b>											
High school completion rate within three years of entering Grade 10		65.3	69.3	63.1	63.9	70.7		56.6	Intermediate	Maintained	Acceptable
Annual dropout rate of students aged 14 to 18		4.6	2.6	3.4	5.1	1.5		5.4	Very High	Improved	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship		n/a	40.8	43.8	48.2	49.8	52.8	37.1	Low	Maintained	Issue
Percentage of students writing four or more diploma examinations within three years of entering Grade 10		34.3	36.4	33	39.9	32.8	35.8	24.6	Low	Maintained	Issue
Percentage of high school students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10		35.3	44.4	46.4	48.6	44.2	47.8	34.2	Low	Maintained	Issue

Performance Measures	RESULTS				
	2014-15	2015-16	2016-17	2017-18	2018-19
<b>INTERNAL DATA</b>					
Number of students self-identifying as First Nations, Métis and Inuit as of September 30	n/a	710	837	900	906
Percentage of schools that created a First Nations, Métis and Inuit project proposal and received funding	n/a	35	70	100	100
Percentage of schools that have a First Nations, Métis and Inuit education lead	n/a	n/a	100	100	100
<b>EIPS PARENT SURVEY: SPECIALIZED SUPPORTS</b>					
Percentage of families who feel their child has an understanding of First Nations, Métis and Inuit culture and history	n/a	n/a	n/a	76.19	78.2

## Analysis of Results

### Background

An examination of the achievement gap that exists between First Nations, Métis and Inuit students, and other students across the province, underscores the need for action. Elk Island Public Schools (EIPS) and Alberta Education are committed to boosting educational outcomes. Some of the ways it's doing this are by providing First Nations, Métis and Inuit learners with culturally relevant learning opportunities; developing capacity at a Division level to effectively address First Nations, Métis and Inuit learner needs; and strengthening knowledge and understanding about Indigenous history, treaty rights, lands and languages.



## Results

According to the 2018-19 EIPS Accountability Pillar results, 76.8% of self-identified First Nations, Métis and Inuit students met the acceptable standard on all Provincial Achievement Tests (PATs)—up from 69.2% in 2016-17 and 72.4% in 2017-18. Similarly, 16.5% of self-identified First Nations, Métis and Inuit students met the standard of excellence on all PATs—up from 15% in 2017-18. The provincial percentages were 54% and 7.4%, respectively. These results earned the Division an overall achievement rating of “good,” which is particularly impressive considering in this area the Division received an overall rating of “issue” in 2016-17.

Additionally, improvement trends over the past five years, show continuous growth from year to year. Overall, these results demonstrate the Division is making considerable gains in closing the achievement gap. So much so, in the 2018-19 school year, the gap between self-identified First

Nations, Métis and Inuit students and all other EIPS students who achieved at the acceptable level on the PATs, decreased to 11.4% from 12% in 2017-18 and 14.4% in 2016-17.

**EIPS students who self-identified as First Nations, Métis or Inuit scored considerably higher than the province for almost all measures**

Examining the PAT results, course-by-course, the scores within EIPS for self-identified First Nations, Métis and Inuit students are considerably higher than the province in all Grade 6 and Grade 9 subjects at the acceptable standard and all but two at the standard of excellence. In English Language Arts 6, 89.8% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard, and 10.2% met the standard of excellence. The provincial average was

71.6% and 6.3%, respectively. And, the average for all other EIPS students was 94.2% and 24.7%, respectively. In Mathematics 6, 73% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard, and 12.4% met the standard of excellence. Comparatively, the provincial average was 50.5% and 4.2%, and for all other EIPS students, the averages were 86.5% and 22.8%, respectively. On the English Language Arts 9 PATs, 71.8% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard, and 8.5% met the standard of excellence. The provincial average was 55% and 4.2%. And, the average for all other EIPS students was 83% and 17.3%, respectively. In Mathematics 9, 63.8% of EIPS students who identify as First Nations, Métis or Inuit met the acceptable standard, and 22.7% met the standard of excellence. Comparatively, the provincial average was 31.5% and 5.4%, and the average for all other EIPS students was 69.9% and 24.4%, respectively.

In terms of the overall diploma examinations, results for self-identified First Nations, Métis or Inuit students within EIPS decreased at the acceptable standard to 80.6% from 86.7% and increased at the standard of excellence to 11.7% from 9.2%. The provincial percentages were 77.2% and 11.4%, and the average for all other EIPS students was 85.2% and 21.2%, respectively. While overall results decreased, it's notable in the area of English language arts, EIPS students who self-identified as First Nations, Métis or Inuit slightly outperformed all other students in the Division. In English 30-1, 95.7% of self-identified First Nations, Métis or Inuit students achieved the acceptable standard and 13% achieved the standard of excellence—compared to the provincial average 84.4% and 5.4%, and the average for all other EIPS student 93.8% and 15.4%, respectively. In English 30-2, 93.5% of students in EIPS who self-identified as First Nations, Métis or Inuit achieved the acceptable standard, and 12.9% achieved the standard of excellence. Comparatively, the provincial average was 88.4% and 9.7%, and the average for all other EIPS students was 91.2% and 12.1%, respectively.

Similarly, EIPS students who self-identified as First Nations, Métis or Inuit outperformed all other EIPS students at the acceptable standard in both Mathematics 30-1 and Science 30. For Mathematics 30-1, 78.9% of EIPS students who self-identified as First Nations, Métis or Inuit achieved the acceptable standard, and 5.3% achieved the standard of excellence—compared to the provincial average 61.7% and 18.2%, and the average for all other EIPS students of 76.5% and 24.7%, respectively. For Mathematics 30-2, 66.7% of EIPS students who self-identified as First Nations, Métis or Inuit achieved the acceptable standard category, and 12.9% achieved the standard of excellence category. Comparatively, the provincial average was 88.4% and 9.7%, and the average

for all other EIPS students was 91.2% and 12.1%, respectively.

While there are areas for improvement, the Division sees significant gains in many areas and is encouraged by the results. Its focus on ensuring all students, including those who self-identify as First Nations, Métis or Inuit, achieve academic growth is paying off. In the 2018-19 school year, the dropout rate fell significantly—down to 1.5% from 5.1% the year before. Provincially, the average is 5.4%. Also encouraging is the number of students who self-identified as First Nations, Métis or Inuit in 2018-19. As of June 2019, EIPS had 906 students who self-identified as First Nations, Métis or Inuit—up by six students from the year previous. The increase is a direct reflection of the work taking place across the Division to recognize and respect First Nations, Métis and Inuit perspective, culture and history.

#### **BUILDING CAPACITY**

With funding received from Alberta Education in the 2018-19 school year, resources were used to support school projects and central initiatives. In April 2019, 100% of schools, once again, submitted project proposals for the 2019-20 school year. Individual schools and groups of schools accessed these funds to support the implementation of many programs—all designed to meet the needs of First Nations, Métis and Inuit students and non-Indigenous learners. Because every school within EIPS submitted proposals for the funding, it's believed EIPS schools are doing a good job of addressing the needs of all learners, which solidly connects to the Division's Four-Year Education Plan.

Schools also work hard to ensure all students, including those who self-identify as First Nations, Métis or Inuit, achieve academic growth. EIPS continues to focus on literacy, numeracy and effective instructional practices. Data from the Star 360 and Math Intervention/Programming Instrument (MIPI) assessment

tools has helped support efforts in these areas. Specifically, schools use the data to identify First Nations, Métis and Inuit students who require intervention support in literacy and numeracy. The Division used targeted supports, funded with First Nation, Métis and Inuit dollars, through the aforementioned projects to help boost educational outcomes over time.

New for the 2018-19 school year, the Division hired Cheryl Devin, a 1.0 full-time equivalent consultant, to work exclusively for the Division's First Nation, Métis and Inuit Centre. Her Métis heritage is invaluable to the role and has deepened the Division supports for the Teaching Quality Standard, Leadership Quality Standard and curriculum. She's facilitated professional learning sessions for school staff during Divisionwide professional learning days, school-based Lunch and Learns and staff meetings. She's also shared Indigenous teachings in the classroom relating to foods, social studies and health. In addition, Devin created an online self-reflection tool to determine the learning needs of teachers, relative to the Teaching Quality Standard competencies on First Nations, Métis and Inuit. The data collected was then used to develop lessons and activities for staff and students that support the Teaching Quality Standard's foundational knowledge.

Other contributions include a lending library of more than 250 titles by First Nations, Métis or Inuit authors and illustrators. The titles are housed at the First Nations, Métis and Inuit Education Centre at Salisbury Composite High and are signed out for classroom and professional use. In developing the collection, various workshops were hosted with Division teacher librarians and at Lunch and Learn events. Both were aimed at building capacity, vetting and creating a collection of authentic, accurate First Nations, Métis and Inuit resources. Also housed at the EIPS First Nations, Métis and Inuit Centre



Ish Nish to Elder Wilson Bearhead who hosted seven learning circles for school staff and two Divisionwide learning circles. Across EIPS, his teachings are both valued and respected

are the highly sought-after Edukits—containing cross-curricular lesson plans, traditional tools, resources, books and activities for teachers to use to engage in First Nations, Métis and Inuit education. In 2018-19, the kits had a 100% sign-out rate, which speaks to their relevance and versatility.

#### BEING IN RELATION

Another key area the Division focused on was relationship building with community Elders. To facilitate this, the Division developed *A Guide to Building Relationships with Elders*, a how-to guide for staff and students about being in relation with Elders. A significant part of that endeavour included being in relations with Elder Wilson Bearhead, a member of the Wabamun Lake Indian Band who served as a Chief in his

community, the Grand Chief of the Confederacy of Treaty 6 First Nations and Alberta Regional Chief for the Assembly of First Nations. Throughout the year, he visited 36 schools within the Division on an ongoing basis. He also worked with teachers and students, offering hands-on learning experiences aimed at deepening knowledge and understanding around Indigenous education.

Elder Bearhead also hosted seven learning circles for school staff and two Divisionwide learning circles. Across EIPS, his teachings are both valued and respected. For the 2019-20 school year, Elder Bearhead is planning to roll back his hours within the Division to pursue other opportunities. Nevertheless, EIPS will continue to share his teachings with students and staff.

To highlight the relationship-building work, EIPS' First Nations, Métis and Inuit education team attended and presented at the College of Alberta School Superintendents' (CASS) 2019 First Nations, Métis and Inuit Education Gathering. The presentation included a video celebrating, Elder Bearhead's work within the Division. After the CASS session, the team was approached by a director with Nelson, one of the largest education solution providers in Canada, to record a webinar showcasing EIPS and the work it's done in terms of Indigenous education. The Alberta Teachers' Association also reached out post-presentation and plans to feature an article about the work in an upcoming resource publication entitled, *Illuminating the Heart*.

Within the schools, EIPS continues to have a First Nations, Métis and Inuit education lead at each location. The staff members participate in professional learning opportunities and are responsible for sharing the information back with their colleagues at each school. Two sessions were particularly powerful. The first included an inspiring day of learning with Elder Bearhead in March 2019. Attendees were introduced to the talking stick—created using materials from the land—and invaluable teachings. Now used in most EIPS schools, the talking sticks help guide conversation and make space for Indigenous ways of being in EIPS classrooms. The second, was a session that included collaboration from Elder Bearhead, the First Nations, Métis and Inuit team and the Division math consultants. Collectively, the group co-facilitated a Divisionwide Indigenous education and mathematics professional learning day. The session was well received and part of the reason the Division is seeing students who self-identify as First Nation, Métis and Inuit outperforming all other students in the area of mathematics.

Additionally, Lunch and Learn sessions, staff-meeting presentations and Divisional professional learning sessions were offered. The Division also developed mini lessons for teachers to use in classrooms, and a Scope and Sequence for school leads to use in their work with their school staff. Many more EIPS staff attended professional learning opportunities throughout the year—registration fees

and sub costs were covered centrally. Some of the session topics included Think Indigenous Gathering, Land-Based Learning Gathering, ATA Soaring with Knowledge Conference, Walking Together Spring Gathering and Indspire’s National Gathering. Staff continue to explore powwows, Sweat Lodges, medicine picking and other valuable cultural experiences under the guidance of Elder Bearhead. Schools are also embedding Indigenous perspectives into the curriculum through land-based learning; traditional oral histories; the Seven Sacred Teachings of love, respect, courage, honesty, wisdom, humility and truth; lesson plans such as the Project of Heart and the Blanket Exercise; participating in events such as Orange Shirt Day and National Indigenous Peoples Day; and hearing stories directly from intergenerational residential-school survivors.

#### HANDS-ON LEARNING

New initiatives introduced in 2018-19, include the Bear Witness Day that supports Jordan’s Principle, and land-based learning sessions at Métis Crossing, a cultural interpretive centre located 21-kilometres north of Andrew, Alta. The Division also released a new song entitled, *A Place Like This*, which was co-created by EIPS music teachers and Elder Bearhead. After releasing the song, EIPS was invited to share it at the Cindy Blackstock Spirit Bear Day in Edmonton. Additionally, Ardrossan Junior Senior High and Salisbury Composite High took students, who self-identify as

First Nation, Métis or Inuit, to Soaring: Indigenous Youth Empowerment Gathering in Calgary. Hosted by Indspire, the gathering was attended by more than 800 Indigenous students from across Canada and included workshops, keynote speakers and career-related trade booths.

Finally, to support Priority 3, “Enhance public education through effective engagement, partnerships and communication,” the First Nations, Métis and Inuit team established two new partnerships. One with the Rupertsland Institute’s Métis Centre of Excellence to develop Alberta-based resource materials for the classroom and professional learning. The second was with Métis Crossing to develop land-based learning experiences for EIPS students and staff. The partnership included submitting a successful grant application to Dow Canada, used to purchase a Canadian Geographic Education giant floor map and supporting materials to bring land-based learning into schools.

It’s important to note, throughout these efforts, EIPS was intentional and mindful to continually include family members—inviting them to many school-hosted First Nations, Métis and Inuit education activities and events. Several schools also organized related family teas and feasts. The efforts are paying off with higher than ever attendance rates. Overall, what this demonstrates is trust is growing between families and the Division, and dialogue is developing between Indigenous and non-Indigenous communities.

## Opportunities for Growth

Overall, the Division sees an opportunity to:

- increase the percentage of First Nations, Métis and Inuit students who achieve the standard of excellence on diploma examinations;
- increase the percentage of self-identified First Nations, Métis and Inuit students who write four or more diploma examinations within three years of entering Grade 10; and
- increase the percentage of First Nations, Métis and Inuit senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.



## Priority Strategy for Education Plan

EIPS is committed to ensuring Division teachers develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, staff and community members. To this end, EIPS will focus on the following strategies:

-  Continue to develop resources and targeted professional learning experiences to support teachers in meeting the new First Nations, Métis and Inuit competencies as outlined in the 2019 Teaching Quality Standard and Leadership Quality Standard.
-  Continue to support First Nations, Métis and Inuit consultants and their work with senior high schools throughout the Division to develop strategies and supports to grow achievement in the standard of excellence category for the diploma examinations.
-  Provide staff with targeted professional learning experiences to support the existing curriculum and new draft programs of study with an emphasis on kindergarten to Grade 4.
-  Continue to focus on strategies to decrease the dropout rate. A plan is in place to identify First Nations, Métis and Inuit students who are experiencing success and provide individual holistic supports to increase academic and wellness gains. Additionally, intervention support will incorporate the guidance of Elders and other research-based best practices related to traditional ways of learning.
-  Continue to develop and share resources—print, people, digital and land—that support making space within the curriculum for Indigenous histories, cultures and perspectives.
-  Develop an EIPS Google-based website to house all guiding documents, Teaching Quality Standard supports and curriculum supports for easy access by EIPS staff.
-  Develop and distribute a smudging document for all EIPS educators.
-  Deepen community partnerships with organizations such as the Rupertsland Institute, to co-create professional learning experiences for educators and EIPS students.
-  Develop a guiding document on the Jordan's Principle to assist administrators and off-reserve families seeking additional support.
-  Support land-based learning initiatives within EIPS schools and targeted professional learning through partnerships with Elk Island National Park and Strathcona Wilderness Centre. The partnerships will support existing and draft programs of study for students in kindergarten to Grade 12.
-  Develop a plan to successfully transition students and staff from their relationship with Elder Wilson Bearhead to new relationships with Indigenous Elders and knowledge holders—mindful of the strong relationship he's developed with students in care, to ensure the continued success of these vulnerable students.

# GOAL 3: Success Beyond High School

**Local Outcome:** More students are engaged in school, achieve excellence and are supported in their transition beyond high school

**Provincial Outcome:** Alberta’s students are successful

Performance Measures	RESULTS					EVALUATION			
	2014-15	2015-16	2016-17	2017-18	2018-19	ALBERTA 2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL
<b>ACCOUNTABILITY PILLAR: HIGH SCHOOL COMPLETION</b>									
High school completion rate of students within three years of entering Grade 10	79.8	82.1	81.2	84.6	<b>83.3</b>	79.1	Very High	Maintained	Excellent
Annual dropout rate of students aged 14 to 18	2.5	2.2	1.9	1.1	<b>1.7</b>	2.6	Very High	Maintained	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship	n/a	62.3	60.8	62.5	<b>64.7</b>	64.8	Intermediate	Improved	Good
Percentage of students writing four or more diploma examinations within three years of entering Grade 10	58.3	55.7	55.7	56.4	<b>58.1</b>	56.3	High	Maintained	Good
<b>ACCOUNTABILITY PILLAR: TRANSITION AND CAREER PLANNING</b>									
Percentage of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10	62.4	63	63.2	60.5	<b>62.2</b>	59	High	Maintained	Good
Percentage of teachers and parents who agree students are taught attitudes and behaviours that will make them successful at work when they finish school	79	77.8	79	77.8	<b>80.7</b>	83	High	Improved	Good
<b>ACCOUNTABILITY PILLAR: TRANSITION AND CAREER PLANNING</b>									
My child is being taught knowledge skills and attitudes necessary to be successful in life (EIPS Parent Survey)	n/a	n/a	n/a	80.9	<b>81.9</b>	n/a	n/a	n/a	n/a

## Analysis of Results

### Background

Keeping students motivated and engaged as they work to finish senior high requires a collaborative effort from the entire kindergarten to Grade 12 system. Senior high completion is a fundamental building block that influences other educational and life goals. If a student doesn’t complete senior high, it can impact their quality of life as an adult. As such, preparing all students to graduate and transition into post-secondary education, the world of work and life is a fundamental outcome of public education.

### Results

The Accountability Pillar report is a tool Elk Island Public Schools (EIPS) uses to stay informed about how it’s doing relative to achieving outcomes that lead to success beyond senior high. The 2018-19 results confirm the Division is continuing to show positive achievement in several important areas for senior high students.

Overall, the Division’s high school completion rate and dropout rate both received a provincial achievement rating of “excellent.” In total, 83.3% of

EIPS students graduated within three years of entering Grade 10—compared to 79% provincially. Meanwhile, EIPS’ dropout rate was only 1.7%—compared to the provincial average of 2.6%. Similarly, the number of students eligible for the Rutherford Scholarship is impressive, which in 2018-19 was 64.7%—up from 62.5% the previous year. Also noteworthy is the percentage of students who wrote four or more diploma examinations within three years of entering Grade 10. Across EIPS, the percentage increased to 58.1%, compared to 56.3%

provincially. For the 2018-19 school year, EIPS’ overall achievement rating in this area is “good,” which bodes well for the Division considering, this was an area of concern provincially in the 2016-17 school year.

#### CAREER PATHWAYS

An area of continual focus for the Division is preparing students for success in ways that also support their transition into the world of work. As such, the Division is pleased to see an increase in the number of teachers and families who agree students are

taught attitudes and behaviours that make them successful at work when they finish school—rising to 80.7%. The increase is likely the result of efforts related to programming offered within the Division.

#### BUILDING CAPACITY

Last year, EIPS supported Career and Technology Foundations (CTF) teachers in effective planning and assessment. CTF courses provide students in grades 5 through 9 the opportunity to explore interests and career possibilities, which is the foundation for the Career and Technology Studies offered in senior high. The Division also hosted a well-attended Registered Apprenticeship Placement (RAP) information session for families and students.

Other initiatives included the Invention Convention; Investigate! Invent! Innovate!; Scratch Day; Coding Quest; and Makerspace. Collectively these provided students opportunities to explore a variety of potential careers (see pg. 42, “Supports and Services for Students and Families”). The Division also hosted a trade show entitled, Your Future: Post-secondary and Career Fair. Every year the event brings together more than

30 universities, colleges, polytechnics, private schools and sector experts in one place—the largest of its kind in Alberta. Students and family members met with some of the top post-secondary institutions in Canada, asked questions, talked to experts and learned about future career trends. In the area of off-campus opportunities, EIPS students earned a total of 3,364 credits (84,100 work hours). Of those, 965 credits were earned through the RAP, totalling 24,125 work hours.

Another focus for EIPS was increasing dual-credit opportunities for students. Using a \$50,000 Dual Credit Startup Funding Grant from Alberta Education, the Division purchased equipment to expand two apprenticeship programs at Salisbury Composite High—the Auto Service Technician program and Hairstyling and Esthetics program. As a result, 43 students took advantage of the Auto Service Technician program, two of whom are on track to complete the first-year auto technician service exam. Similarly, 19 additional students took the Hairstyling and Esthetics program, all of whom are working toward their esthetics certification.

## Opportunities for Growth

While EIPS is pleased with the overall results, preparing students for life after school is an ongoing priority. As such, the Division will continue to focus on providing intentional communication about off-campus education, dual-credit and post-secondary opportunities. It will also explore ways to expand these opportunities. Additionally, to prepare secondary teachers for the new curriculum, EIPS will continue to focus on competencies—critical thinking, problem-solving, managing information, creativity and innovation, communication, collaboration, cultural and global citizenship, and personal growth and well-being. These are attributes students use when encountering unfamiliar or challenging situations and, ultimately, help prepare them for life after senior high.

## Priority Strategy for Education Plan

The Division will continue to provide opportunities for students to access meaningful and relevant learning experiences, including lesson plans on attitudes and behaviours that lead to success beyond senior high. EIPS will also increase the number of students successfully transitioning to work or post-secondary education. To accomplish this, the Division is planning the following strategies:

-  Continue to effectively promote strategies that ensure students graduate with the tools they need for success in life.
-  Rebrand the CTF coursework to allow students in grades 5 through 9 to explore their interests, passions and skills while making personal connections to careers. The CTF courses will also align with Alberta Education’s CTF clusters and occupational clusters—business, communication, human services, resources and technology.
-  Identify partners available to provide a variety of career-related experiences.
-  Identify and communicate various dual-credit and off-campus educational opportunities.
-  Use the \$50,000 Dual Credit Startup Funding from Alberta Education to create and develop new opportunities for EIPS students.
-  Work with post-secondary institutions and community partners to work toward offering a health care aide dual-credit program for EIPS students in the 2020-21 school year.
-  Continue to work with and support school counsellors in their role as career planners, and support families to assist in this area.
-  Build readiness in secondary teachers for the new curriculum by focusing on competencies.

# priority 2

Enhance High-Quality Learning  
and Working Environments



# GOAL 1: A Focus on Well-Being Including Student Citizenship and Staff Engagement

**Local Outcome:** Our learning and working environments are welcoming, caring, respectful and safe

**Provincial Outcome:** Alberta’s students are successful; Alberta’s K-12 education system is well governed and managed

Performance Measures	RESULTS IN PERCENTAGES					EVALUATION		
	2014-15	2015-16	2016-17	2017-18	2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL
<b>ACCOUNTABILITY PILLAR: WELCOMING, SAFE, INCLUSIVE RESPECTFUL AND CARING</b>								
Teachers, parents and students in agreement: students are safe at school, are learning the importance of caring for others, learning respect for others and are treated fairly in school	88	87.7	88.1	88.1	<b>88.2</b>	Very High	Maintained	Excellent
Parents who agree teachers care about their child	89	89	88	88	<b>89</b>	Very High	Maintained	Excellent
Students who agree their teachers care about them	78.7	79.7	81.3	80.3	<b>83</b>	Intermediate	Improved	Good
Students who agree they are safe at school	84	83	83.7	82.7	<b>83</b>	Intermediate	Maintained	Acceptable
Parents who agree their child is safe at school	93	93	91	92	<b>92</b>	Very High	Maintained	Excellent
Teachers, parents and students who agree each child and youth belongs, is supported and is successful in his or her learning	83.2	82.9	83.6	86	<b>85</b>	High	Improved	Good
<b>ACCOUNTABILITY PILLAR: CITIZENSHIP</b>								
Teachers, parents and students who are satisfied students model active citizenship	79.8	79.8	80.1	80.5	<b>80</b>	High	Maintained	Good

Performance Measures	RESULTS IN PERCENTAGES				
	2014-15	2015-16	2016-17	2017-18	2018-19
<b>EIPS STAFF ENGAGEMENT SURVEY</b>					
I have the materials and equipment I need to do my work	91	95	93	94.3	<b>93.6</b>
The mission, vision and goals of EIPS make me feel my job is important	91	92	93	91.7	<b>93.2</b>
I receive recognition or praise for doing good work	88	88	89	85.8	<b>89.9</b>
Someone at work cares about me as a person	n/a	96.2	97.5	96.5	<b>97.2</b>
Overall, I am satisfied with my school or department as a place to work	91	91	92.9	88.7	<b>92.8</b>

## Analysis of Results

### Background

A key priority for Elk Island Public Schools (EIPS) is for all students to experience success—academically and personally—and become contributing members of society. To this end, the Division is committed to providing all students with a classroom and school environment that is welcoming, safe, inclusive, engaging and encourages a sense of belonging. It’s in this environment students are best able to focus on learning while also developing social responsibility. Just as important is creating these environments for EIPS staff so they too can experience success and feel engaged.



## Results

The 2018-19 Accountability Pillar results indicate 88.2% of teachers, parents and students agree students are safe at school; are learning respect for others; and are treated fairly. Specifically, 83% of students say they feel safe in their school, and 92% of parents feel their child is safe at school. Similarly, 89% of parents and 83% of students agree teachers care about their child.

The results complement the findings from the Parent Survey. Annually, EIPS gathers feedback from families related to the three priorities outlined in the Four-Year Education Plan by conducting a parent survey. Results corroborate findings from the Accountability Pillar: 89.9% of parents agree or strongly agree teachers care about their child, and 91.2% agree or strongly agree that their school is safe for their child. The combined results reaffirm the Division's ongoing efforts of building staff awareness and capacity around promoting positive relationships and preventing bullying.

### **BUILDING CAPACITY**

One of the ways the Division does this is through a comprehensive school-health approach. Throughout 2018-19, EIPS supported multiple health-promotion activities such as Bullying Awareness Week and Pink Shirt Day. EIPS was also involved in two provincially funded mental health capacity building (MHCb) projects—one through Strathcona County at Ardrossan Junior Senior High and Lakeland Ridge and another in Vegreville, where EIPS is the banker board. The purpose: To develop and support positive mental health and healthy relationships in children, youth and families and in-school personnel who interact with children and youth.

Similarly, with support from the Eastern Edge Collaborative Services Delivery, EIPS partnered with Alberta

Health Services Addiction and Mental Health to offer a series of information sessions for families, caregivers and school professionals. Session topics included technology and the teenage brain, respectful limit setting with adolescents, cannabis information, understanding depression, breaking the cycle of anxiety, building executive functioning skills, the importance of sleep, test anxiety and more.

### **The VTRA is a community partnership aimed at preventing violence in schools and communities by outlining ways to identify threats, a common language and conduct a threat assessment**

To create a climate and culture conducive to learning, the Supports for Students department promoted social-emotional learning opportunities geared toward school staff. Employees who took part were then tasked with integrating positive mental health, healthy relationships and positive behaviour support into the school and community. These opportunities included professional learning sessions that focused on trauma-informed approaches, restorative practices, sexual orientation and gender identity support, non-violent crisis intervention, violence threat risk assessment and mental health literacy. Staff were also invited to attend workshops about the impact of trauma and the effect it has on a child's development and school success. Two key topics were explored: the impact adverse childhood experiences have on school success and how exposure to trauma can affect a student's ability to regulate their emotions and ability to learn.

In terms of restorative practices, training continued for administrators throughout the 2018-19 school year. The practice helps address harm, build community and strengthen relationships. Typically, when a restorative culture is embedded within the school or classroom, it leads to an improved school environment. That's because the practice helps reduce inappropriate behaviours and repair harm to relationships. As such, several EIPS administrators took part in restorative practices training sessions. Facilitators then visited several schools to help manage student conflict, if deemed necessary.

EIPS also continued its efforts to promote and maintain safety through the Violence Threat Risk Assessment (VTRA) protocol, a community partnership aimed at preventing violence in schools and communities. The protocol outlines ways to identify threats, identifies a common language to use and facilitates understanding around threat assessment. Using the VTRA, partners work together on a common goal: reducing violence and promoting individual, school and community safety. To support the partnership, ongoing training was provided to administrators who required the Level 1 VTRA certificate. Additionally, 212 certificated staff and 100 classified staff attended Non-Violent Crisis Intervention (NVCI) training—offered by the Crisis Prevention Institute.

### **HEALTHY SCHOOLS**

Also noteworthy, were the mental health literacy training sessions offered throughout the year. The sessions were based on the Go To Education Program, developed by Stan Kutcher, who's a renowned expert in mental health research, advocacy and training. School health champions and school counsellors, well-versed in the program, delivered the training to school staff. The program identifies school staff members who students can naturally go to for help and equips them with contextu-

alized mental health knowledge for the school setting. After the training, the identified staff member provides ongoing support to students, brings in community mental health supports when necessary and makes appropriate referrals.

Other professional learning opportunities included Connect to Respect training and Occupational Health and Safety Orientation—taken by 165 classified staff and 161 certificated staff. In addition, 4,339 online health and safety courses were completed using Safetyhub, an online safety training platform. And, another 943

staff members completed the Student Release Protocol training, which is an emergency preparedness course.

Nutrition is another area the Division focuses on. Particularly noteworthy is EIPS' School Nutrition Program. Funded by Alberta Education, the program ensures all students at a participating school have access to well-balanced and healthy meals and snacks. The program launched in 2017 at Lamont Elementary. In 2018-19, EIPS expanded the program to also include a second elementary school at Bruderheim School.

Finally, to gauge how the Division is doing in the area of quality-learning environments for staff, the Division conducted an annual staff engagement survey. According to the results, 93.6% of EIPS staff feel they have the resources and materials needed to do their work; 93.2% say the mission and goals of EIPS make them feel their job is important; 97.2% report feeling someone at work cares about them; and 92.8% are satisfied their school or department is a good place to work. Collectively, these are strong indicators of staff engagement.

## Opportunities for Growth

Healthy relationships and positive mental health require deliberate and continual efforts to ensure promotion and prevention, early identification, early intervention, treatment and followup takes place for students who require it. As such, EIPS will continue to make this a growth area. It will focus on providing education and support to school staff regarding mental health literacy and service pathways for students. Additionally, EIPS will continue to support training related to restorative practices, trauma-informed approaches, NVCi and the VTRA protocol.



## Priority Strategy for Education Plan

EIPS will continue its efforts to create welcoming, caring, respectful and safe learning environments. These efforts include:

-  Enhance professional learning for staff about restorative practices, self-regulation, positive behaviour supports, trauma-informed strategies, mental health and more.
-  Establish common counsellor roles and responsibilities for implementation during the 2020-21 school year.
-  Continue to offer information sessions related to health and wellness for families.
-  Co-ordinate with government agencies and community partners to provide awareness about as well as access to, resources and professional learning related to creating welcoming and safe learning environments.
-  Continue to support schools to ensure all staff who work with students with severe behavioural concerns have training related to NVCi and the VTRA protocol.

# GOAL 2: Quality Infrastructure for All

**Local Outcome:** Student learning is supported through the use of effective planning, managing and investment in Division infrastructure

**Provincial Outcome:** Alberta's K-12 education system is well governed and managed

## RESULTS IN PERCENTAGES

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
<b>EIPS FACILITIES</b>					
Overall school-utilization rate	n/a	74	77	75	<b>73</b>
Number of new, replacement or modernization capital projects funded versus requested	n/a	1 out of 5	1 out of 4	3 out of 4	<b>1 out of 4</b>
Approved modular classrooms	n/a	9 (approved)	11 (approved)	0 (approved) 3 (demolished)	<b>1 (approved) 8 (demolished) 3 (relocated)</b>
Number of modulars installed and hooked up with occupancy for school startup	n/a	9	11	n/a	<b>0 (4 late)</b>
Number of projects completed as part of the Infrastructure Maintenance and Renewal program	n/a	103	175	127	<b>121</b>
Number of maintenance projects completed	n/a	128	212	201	<b>340</b>
Number of work orders requested	n/a	7,304	8,043	7,844	<b>8,723</b>
Percentage of work orders completed	n/a	100	99.6	93	<b>99</b>
<b>EIPS TECHNOLOGY</b>					
Number of schools completing the reconfiguring of Active Directory	n/a	n/a	38	40	<b>40</b>
Number of Central Services servers migrated to a virtual environment at the Central Data Centre	n/a	80	90	75	<b>77</b>
Number of school servers migrated to a virtual environment	n/a	50	76	160	<b>120</b>
Number of schools rewired to Category 6 standards	1	3	6	10	<b>15</b>
Number of schools funded with evergreening technology	5	21	24	26	<b>31</b>
Number of schools with fibre connections right to the curb	11	32	38	43	<b>43</b>
<b>STUDENT TRANSPORTATION</b>					
Number of bus riders at the end of June	8,728	8,927	9,304	9,369	<b>9,271</b>
Number of buses	150	152	160	161	<b>153</b>
Average bus ride time	29.71	29.52	28.51	28.35	<b>28.58</b>
Percentage of buses installed with GPS tracking systems	100	100	100	100	<b>100</b>
Number of parents and students who participated in the Little Elk Island Adventure bus safety program	340	395	420	548	<b>853</b>

## Analysis of Results

### Background

Elk Island Public Schools (EIPS) is committed to providing high-quality learning and working environments. The Division does this through effective planning and managing of its infrastructure, which includes its facilities, technology and the transportation of students.



## Results

### FACILITY SERVICES

During the 2018-19 school year, the Facility Services department oversaw and managed a large number of projects, including two new schools—a replacement school for Ardrossan Elementary and Davidson Creek Elementary, a K-6 school in Sherwood Park. It also began construction on the Wye Elementary replacement school, which is slated to open in September 2020 and to open in September of that year.

As well, the department completed several modular unit projects—one replacement unit at École Campbelltown and three modular relocations to South-Pointe School from Mundare School. The department also completed eight modular unit demolitions—six at Ardrossan Junior Senior High, one at Uncas Elementary and one at École Campbelltown. On top of these, Facility Services completed 340 maintenance, operations and custodial projects, 121 Infrastructure Maintenance and Renewal (IMR) projects and 8,656 work orders, some of which were carry-overs from the previous year.

### INFORMATION TECHNOLOGY

Concerning technology, the Division continued to move away from storing backup data on physical servers at schools by utilizing the Microsoft Azure cloud service. Virtualizing this data reduces the number of ageing servers in schools and allows for a secure backup for disaster-recovery purposes. Long-term, the change will have significant cost savings for the Division in terms of upkeep and maintenance. The Division also completed its fourth year of the evergreening correction. In total, \$448,554

worth of technology was distributed to 31 schools, including the replacement of both staff and student devices. The goal is to continue to bring comparable levels of technology to schools throughout the Division.

### STUDENT TRANSPORTATION

Transportation is another component of quality infrastructure. In the 2018-19 school year, EIPS transported 9,271 students on 153 buses with an average ride-time of 28-minutes-and-58-seconds. It's worth noting, ride-times increased by less than half a minute from the year before, despite a decrease of eight buses.

As always, safety was the priority for the department as it transports students to and from school. In fact, EIPS Student Transportation is a leader in the province in this area, thanks to the technology it utilizes—such as GPS, student scan cards, the Child Check-Mate system and video-surveillance monitoring. At the same time, the technology also supports student learning as these are useful tools to manage and optimize rides, ensure students are accounted for when getting on and off the bus, and assist with student management.

Student Transportation also offered the Little Elk Island Adventure, a bus-safety program for first-time riders. The program is locally developed and educates children and families about school bus procedures and safety. Last year, 853 EIPS families registered for the program, which is almost double the number of participants from last year. Overall the Little Elk Island Adventure is helping to improve student awareness and behaviour on Division buses.

## Opportunities for Growth

Building relationships within and outside the department are essential, as it enhances communication around project timelines and status updates. As such, Facility Services will continue to improve communication between its department, school administrators and all other EIPS departments. The goal is to ensure healthy, high-quality learning and working environments and facilities. Another area for growth for the department is the continued use of the one-stop service-centre experience. Since launching last year, the feedback from school administrators is overwhelmingly positive. Additionally, more visitations by the Facility Services Management Team and small-group meetings between directors and principals will further enhance the relationship process.

Information Technologies will continue to explore and work with cloud-based services, including performing cloud-based readiness assessments for key systems located on the Central Services servers. EIPS will continue to store and utilize data on the cloud to allow users to access documents outside of the school and Division domain, as needed. Another growth area for the department is to continue to support the online school community by strengthening the use of features available through PowerSchool. It will also continue its work on digitizing all PASI student records by September 2020—a provincewide requirement. By focusing on records management procedures and guidance, the Division is in a better position to leverage available resources in more efficient ways.

Student Transportation will continue to review route optimization to find even more opportunities to provide safe and efficient transportation to EIPS students—while also operating within the scope of the transportation budget. Additionally, the department will focus on strategies to adequately instruct the Mandatory Entry-Level Training (MELT) program by Student Transportation staff—a government regulation the Division must adhere to. Other growth areas for the department include professional learning and training opportunities for bus operators, with an emphasis on student management, and a continuous focus on improving existing technology to communicate student scanning to families.

# Priority Strategy for Education Plan

Throughout the upcoming school year, Facilities Services will carry out the following strategies:

 Continue to use the one-stop service-centre email for all maintenance, operation, and Infrastructure Maintenance and Renewal requests.

 Explore other process efficiencies to enhance communication around project timelines and status updates.

 Perform VFA and Azzier data analysis to prioritize projects.

 Implement a three-year modular plan. Then use that data to revise and update the Division's three-year capital plan and 10-year facility plan.

 Enable stewardship in all EIPS facilities through procurement and the use of preventative maintenance practices.

Throughout the upcoming school year, Information Technologies will carry out the following strategies:

 Establish a Change Advisory Board to manage Division technology software.

 Establish record-management procedures, tool processes and digitized student records –including the SharePoint implementation.

 Implement the new enterprise resource planning platform. The system will create efficiencies related to human resources and financial management.

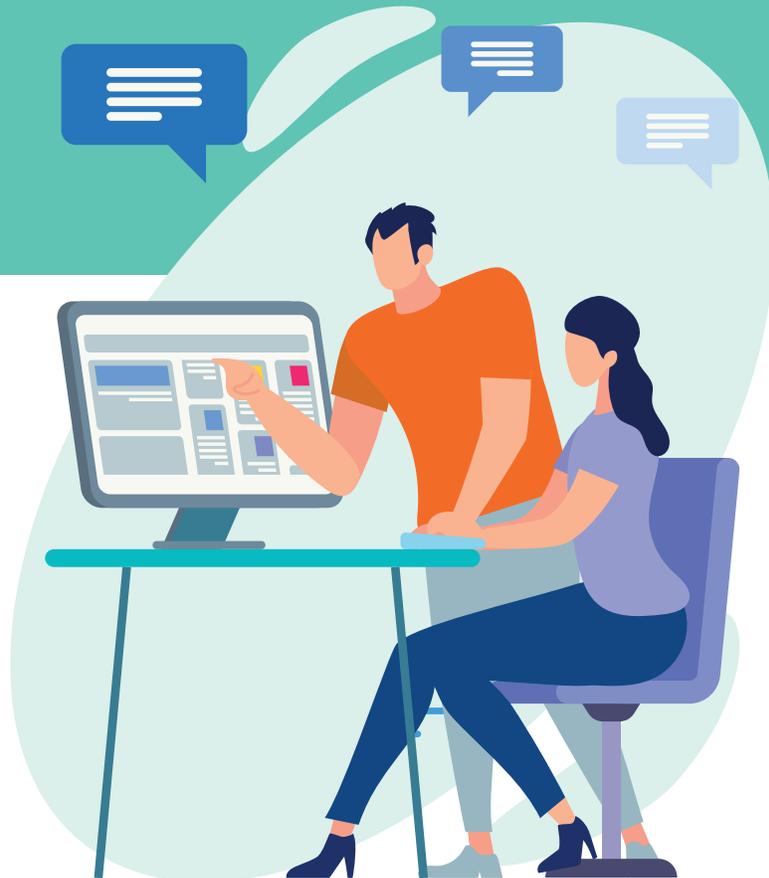
Throughout the upcoming school year, Student Transportation will carry out the following strategies:

 Continue efforts related to fostering positive relationships between bus operators, families, students and staff.

 Optimize current technologies and future technologies to find more efficiencies.

 Provide professional learning and training opportunities for bus operators and transportation staff to effectively manage recent legislative changes.

The new enterprise resource planning platform will create efficiencies for human resources and financial management



# GOAL 3: Build Capacity

**Local Outcome:** All staff have the opportunity and are supported in increasing their professional and leadership capacities

**Provincial Outcome:** Alberta has excellent teachers, school leaders and school-authority leaders

Performance Measures	RESULTS					EVALUATION		
	2014-15	2015-16	2016-17	2017-18	2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL
<b>ACCOUNTABILITY PILLAR</b>								
Teachers reporting in the past three years to five years the professional learning of in-servicing received from the school authority has been focused, systematic and contributes significantly to their ongoing professional learning	83.1	84.8	87.3	85.2	<b>84.2</b>	Very High	Maintained	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction	88	90	91	89	<b>87</b>	Very High	Maintained	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have effectively addressed their professional learning needs	81	83	85	83	<b>83</b>	Very High	Maintained	Excellent
Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have significantly contributed to their ongoing professional learning	80	82	85	84	<b>83</b>	Very High	Improved	Excellent
Teachers, parents and students satisfied with the quality of teaching at their school	96	96	97	n/a		n/a	n/a	n/a

Performance Measures	RESULTS				
	2014-15	2015-16	2016-17	2017-18	2018-19
<b>EIPS STAFF ENGAGEMENT SURVEY</b>					
There is someone at work who encourages my professional learning	92	94	94.5	91.2	<b>94.4</b>
This last year, I have had opportunities at work to grow	93	94	95.1	92.9	<b>94.1</b>
My colleagues are committed to doing quality work	88	88	96.8	96	<b>97</b>
I receive recognition or praise for doing good work	88	88	89	85.8	<b>89.9</b>

## Analysis of Results

### Background

Lifelong learning is a value supported and promoted within the Division. In education, research points to teaching quality and school leadership as the most important factors in raising student achievement. For teachers, staff, school administrators and Division leaders to be as effective as possible, they need ongoing opportunities to expand their knowledge and skills. Collectively, these lead to the best educational practices and great learning for students. As such, it's critical to pay close attention to how new and experienced educators are trained and supported. The same is true for educational leaders and classified staff. Ultimately, when all staff are provided opportunities to learn and grow, in their respective areas, the Division as a whole flourishes.

### Results

During the 2018-19 school year, a continued effort was made to improve the way professional learning opportunities were communicated to staff. A professional learning lead representative was identified in each school. Representatives were responsible for distributing a monthly EIPS professional learning newsletter and highlighting a divisional professional learning calendar during monthly staff meetings. EIPS also continued to use PD

Place, an online professional learning platform, throughout the 2018-19 school. Additionally, the Division developed a *Professional Learning Catalogue* to highlight professional learning opportunities for all staff. The catalogue included an intentional focus on early learning; Indigenous education; elementary and secondary literacy; numeracy programming or students requiring specialized supports and services; and topics

relevant to departments such as transportation, human resources and finance. Overall, feedback from both the Accountability Pillar survey and divisionally administered surveys indicated a high degree of satisfaction among employees concerning professional learning offered within EIPS.

Similarly, trends from the 2018-19 Accountability Pillar demonstrate EIPS teachers feel the Division consistently offers focused, effective, professional learning opportunities that support teachers' professional learning needs, which significantly contributes to teachers' instructional practice and ongoing professional learning. Interestingly, after desegregating the data, the level of satisfaction among senior high teachers in these measures increased—by 4% to 7%. The Division attributes the jump to the recent introduction of senior high consultants specializing in literacy and numeracy and an intentional focus to engage senior high teachers.

#### BUILDING CAPACITY

In Spring 2019, EIPS also conducted a staff-engagement survey to complement the Accountability Pillar. The survey was completed by all Division staff—certificated and classified. What the results suggest is the Division has conclusively established a culture of learning throughout the organization. On all related measures, the responses continue to improve. Overall, 94.4% of staff reported there is someone at work who encourages their professional learning; 94.1% said they have opportunities at work to learn and grow; 97% reported their colleagues are committed to doing quality work and 89.9% of employees felt they received recognition or praise for doing good work.

Regarding professional learning, all new staff members were invited to participate in Off to a Good Start—an EIPS-led orientation conference for new employees. In total, 13 teaching staff, 28 classified staff and four

principals participated. Another 16 employees participated in a Crucial Conversations training session, which teaches communication skills when stakes are high, opinions vary and emotions run strong. Principals and assistant principals also had the opportunity to participate in 10 professional learning sessions focused on instructional coaching. All 10 sessions were hosted by Sandra Herbst, an author, speaker, coach, consultant and educator with extensive experience in leadership, in the area of instructional coaching. Participant feedback was overwhelmingly positive, with many commenting it was the best professional learning the Division has offered to date. In addition to these, the Division hosted a Classified Professional Learning Day in March 2019, attended by close to 400 classified employees.

## Opportunities for Growth

Although the Division is pleased with the feedback from staff about professional learning, it's committed to continuing to improve and refine the professional learning opportunities. As such, growth areas for the Division include:

- instructional leadership opportunities for principals, including analysis of data;
- supports for teachers to meet the Teacher Quality Standard, particularly in terms of Indigenous education;
- lead-teacher model opportunities for professional learning in numeracy, literacy and Indigenous education; and
- supports to transition to digital student records and implement the enterprise resource planning system.

## Priority Strategy for Education Plan

In the 2019-20 school year, EIPS will carry out the following strategies:

 Assist schools in the area of records management and digital student records with ongoing support and professional learning.

 Create a video learning series to support principals and assistant principals in the areas of analyzing Provincial Achievement Test data and diploma examination data.

 Host a secondary Divisionwide data day to build teacher and administrator capacity in analyzing data to enhance instructional programming.

 Provide professional learning and collaborative opportunities to elementary teachers and administrators to support the implementation of the new provincial curriculum.

 Provide professional learning opportunities to build readiness for secondary teachers and administrators to support the implementation of the new provincial curriculum.

 Provide training to staff to support the implementation of the new enterprise resource planning system.

# GOAL 4: A Culture of Excellence and Accountability

**Local Outcome:** The Division uses evidence-based practices to improve student engagement and achievement

**Provincial Outcome:** Alberta has excellent teachers, school leaders and school-authority leaders; and Alberta's K-12 education system is well governed and managed

Performance Measures	RESULTS					EVALUATION		
	2014-15	2015-16	2016-17	2017-18	2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL
<b>ACCOUNTABILITY PILLAR</b>								
Teachers, parents and students indicating their schools in their jurisdiction have improved or stayed the same the last three years	79.1	80.0	80.2	79.5	<b>80.1</b>	High	Maintained	Good
Teachers, parents and students satisfied with the overall quality of basic education	88.5	88.5	89.3	88.9	<b>89.9</b>	Very High	Maintained	Excellent
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career technology, health and physical education	82.8	83.4	83.3	82.7	<b>82.9</b>	Very High	Maintained	Excellent

Performance Measures	RESULTS				
	2014-15	2015-16	2016-17	2017-18	2018-19
<b>EIPS PARENT SURVEY</b>					
Percentage of families satisfied with the quality of education their child's receiving at his or her school	n/a	91.6	91.4	85.5	<b>88.6</b>
Percentage of families satisfied with the quality of teaching at their child's school	n/a	89.8	89.8	85.5	<b>88.4</b>
Percentage of families satisfied with the leadership in their child's school	n/a	83.8	83.6	78	<b>81.2</b>



## Analysis of Results

### Background

Elk Island Public Schools (EIPS) is committed to ensuring a culture of excellence and accountability. Toward this end, it focuses on continuous improvement, evidence-based decision-making, equitable access to high-quality learning and working environments, and effective and efficient use of resources. These key areas put the Division in the best position to meet its priority of promoting growth and success for every student.

### Results

Over the past five years, data from the Accountability Pillar indicates EIPS teachers, parents and students are consistently satisfied with the overall quality of education the Division provides—aligning with the 2018-19 results where 88.9% of respondents said they were satisfied. In fact, the Division's overall provincial rating in this area is “very high.” Similarly, the percentage of teachers, parents and students satisfied with the

opportunity for students to receive a broad program of studies was 82.9%, which is consistent with previous years and again translates to a provincial achievement rating of “very high.” Additionally, 80.1% of EIPS teachers, parents and students said schools in the jurisdiction have improved or stayed the same in the last three years—which is rated “good” by the province.

Likewise, on the EIPS Parent Survey, conducted in March 2019, 88.6% of parents reported being satisfied with the quality of education their child received at their school. Equally impressive, 88.4% reported being satisfied with the quality of teaching. And, 81.2% were satisfied with the leadership at their child's school. In all categories, the percentage went up by 3%.

During the 2018-19 school year, the Division undertook several initiatives to support efficiencies within the system. One of those initiatives included refining and streamlining the online student-registration process. Another was conducting a needs assessment for human resources and payroll. And, another was completing a request for proposals process for a new enterprise resource planning system to enhance efficiencies in human resources and financial management.

Additionally, EIPS purchased the Early Years Evaluation: Teacher Assessment (EYE-TA) tool for teachers. The tool allows teachers to assess five developmental domains. They can then use that data to support programming and service-delivery decisions to enhance Grade 1 readiness for students. The Division also continued efforts to move away from storing backup data on physical servers at schools by utilizing the Microsoft Azure cloud service. By virtualizing

the data, there are now fewer ageing servers in EIPS schools and a secure way to backup data for disaster-recovery purposes. Long-term, the change will have significant cost savings for the Division concerning upkeep and maintenance expenses.

**The Star 360 and MIPI are screening tools schools use to identify areas of strength, intervention needs and opportunities for growth for each student**

Furthermore, to support evidence-based decision-making, the Division continued to administer two divisional assessment tools—the Star 360 and Math Intervention/Programming Instrument (see pg. 13-17, “Success for Every Child”). Both are screening tools schools used to identify areas of strength, intervention needs and opportunities for growth for each student. Overall, the approach is supporting and enhancing literacy

and numeracy skills across all grade levels and students achieving a minimum of one year’s growth in literacy and numeracy.

To ensure equity, the Board of Trustees used the Leveraging Student Achievement reserve fund to provide additional resources to schools with the greatest need throughout the 2018-19 school year. A total of \$271,893 was used from the fund and distributed to eight schools and one department, Supports for Students. Administrators from these schools and department met with the Superintendent to propose learning projects and plans that specifically support learning needs. Before year-end, each school and Supports for Students reported back to the Division, highlighting the outcomes and results of the projects implemented through the fund. It’s important to note, these projects wouldn’t be possible without the money from the Leveraging Student Achievement reserve fund.

## Opportunities for Growth

Within a school division as large as EIPS, there are often efficiencies available to free up additional dollars for student programming. Throughout 2019-20, EIPS will look for ways to streamline operations to build on its culture of continuous improvement and through the use of evidence-based decision-making. By doing this, the Division is in a stronger position to support student success.

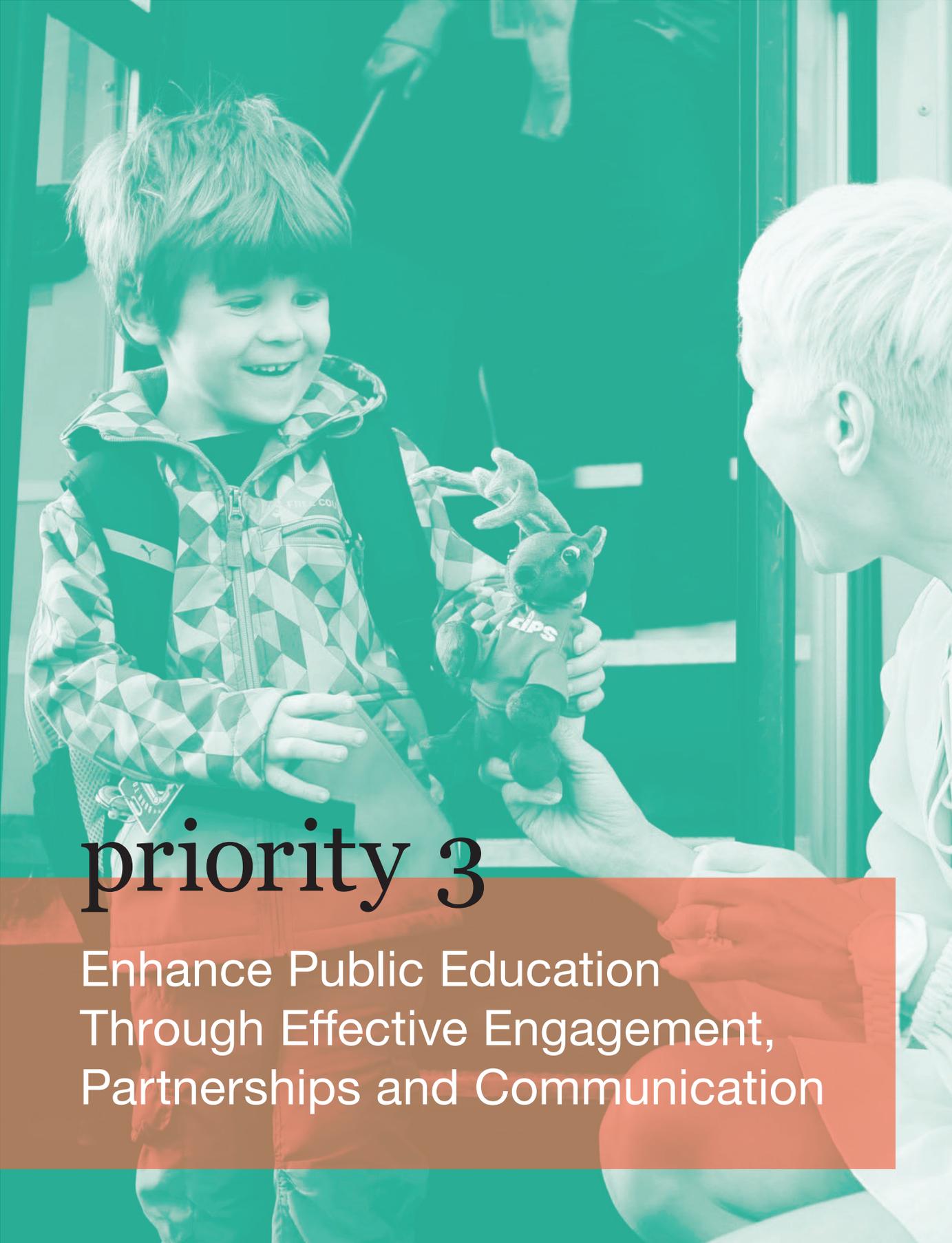


## Priority Strategy for Education Plan

Throughout the 2019-20 school year, the Division will use the following strategies to ensure improvements, based on evidence-based decision-making, continue:

-  Use data and research-based best practices that have the greatest impact on student learning.
-  Provide professional learning focused on building staff capacity to promote and develop a culture of data-informed decision-making.

-  Continue to work on processes to digitize student records by 2020.
-  Streamline processes and efficiencies in human resources and financial management by implementing a new enterprise resource planning system.

A young child with light brown hair, wearing a patterned jacket and a backpack, is smiling and holding a small stuffed animal. An adult with short blonde hair is leaning in from the right, looking at the child. The background is slightly blurred, showing what appears to be a school hallway. The entire image has a teal overlay.

# priority 3

Enhance Public Education  
Through Effective Engagement,  
Partnerships and Communication

# GOAL 1: Parents as Partners

**Local Outcome:** Student learning is supported and enhanced through parent engagement

**Provincial Outcome:** Alberta's K-12 education system is well governed and managed

Performance Measures	RESULTS IN PERCENTAGES					EVALUATION		
	2014-15	2015-16	2016-17	2017-18	2018-19	ACHIEVEMENT	IMPROVEMENT	OVERALL
<b>ACCOUNTABILITY PILLAR</b>								
Percentage of parents and teachers satisfied with parental involvement in decisions about their child's education	77.1	78.1	78.1	78.4	77.7	Intermediate	Maintained	Acceptable
Percentage of parents satisfied their family is encouraged and supported in helping their child be successful in learning	n/a	n/a	n/a	n/a	80.3			

Performance Measures	RESULTS IN PERCENTAGES				
	2014-15	2015-16	2016-17	2017-18	2018-19
<b>EIPS PARENT SURVEY</b>					
Percentage of families satisfied with the opportunity to be involved in decisions at their child's school	n/a	80.5	79.2	77.5	79.8
There is open and honest communication within my child's school	n/a	80.2	79.7	81.2	84
The school keeps me informed about my child's progress and achievement	n/a	86	86.1	86.4	88

## Analysis of Results

### Background

Recognizing the vital role parents and guardians play in education is foundational to everything Elk Island Public Schools (EIPS) does. Divisionwide, parents are regarded as a child's first teacher and a key influencer in shaping attitudes about learning. Their involvement in EIPS schools is continually encouraged, and as a result, their contributions make the schools better places to both learn and grow. As such, the Division is committed to nurturing this collaborative approach with its families and working together to, ultimately, improve student achievement and success.

### Results

The 2018-19 Accountability Pillar data indicates 77.7% of EIPS parents and teachers are satisfied with the parental involvement taking place within the Division—a number that aligns well with the EIPS Parent Survey, conducted in March 2019. In the survey, 79.8% of families indicated satisfaction with the opportunity to be involved in decisions at their child's school; 84% of families reported there is open and honest communication within their child's school; 88% said EIPS schools keep parents informed about their child's progress and achievement; and 80.3% reported satisfaction with how they're encouraged and supported in helping their child be successful in learning.

Collectively, these results suggest EIPS families are content with their involvement and in their communication with schools. While these areas remain relatively consistent throughout the year, they are a continuous area of focus for the Division.

#### BUILDING CAPACITY

Last year, the Division explored ways to further support parent engagement in the areas of health and wellness. As such, EIPS partnered with the Eastern Edge Regional Collaborative Service Delivery and Alberta Health Services to deliver a Caregiver Educational Series, geared toward parents, caregivers, teachers and community members who want to learn more about challenges impacting

children and adolescents. Overall, the sessions were both well-attended and well-received.

The session topics included:

- Technology and the Teenage Brain
- Parenting in the 21st Century: Respectful limit setting with adolescents
- More than Just a Bad Day: Understanding depression
- Promoting Success in Learning by Building Executive Functioning Skills
- Sleeping Your Way to Better Mental Health
- Test Anxiety: Strategies for success

Communicating with new families was another area of focus for the Division. One of the ways it accomplished this was by distributing brochures about EIPS, the kindergarten programs and Play And Learn at School (PALS) in Welcome Wagon packages within Strathcona County, Fort Saskatchewan and Vegreville. The Division also provided brochures to the local libraries and to the County of Minburn for its open house events. Additionally, EIPS hosted Early Learning Screening sessions in Vegreville, Mundare, Ardrossan and Fort Saskatchewan. Families had the opportunity to ask questions and discuss concerns about their child's development with a screening team—made up of a teacher, a speech-language pathologist and an occupational therapist.

In terms of literacy and numeracy, consultants presented at several school council meetings about what families can do to support literacy and numeracy at home. They also offered tips and strategies families can use when reading and practicing math with their child. As well, many family members were trained as Wee Read volunteers to read with students in elementary schools; resources were shared on school websites and the newsletter during Read In Week and the Week of Inspirational Math; literacy and numeracy resources were provided to school staff to share with families; and various volunteer opportunities were created to encourage parent participation at literacy and numeracy events such as the Young Authors' Conference.

Again in 2018-19, Family Oriented Programming sessions were offered to families and children in the PALS program. In total, 18 sessions were offered—all designed to help families gain insight about their child's development and discover strategies to support their learning, working, playing and behaving in positive ways.

#### STRENGTHENING ENGAGEMENT

Families were invited to participate in many school-hosted activities and events. Schools organized multiple events related to Indigenous education, including round dances, assemblies, teas and family feasts. Other activities included meet-the-teacher nights, parent-teacher interviews, celebrations of learning, assemblies, school productions, program information sessions and the High School Information Evening.

EIPS also conducted its annual Results Review process, which is essentially a forum for schools and departments to share their individual results, annual plans, successes and challenges with the Board and school community. Every year, community members and school families are encouraged to attend these sessions to gain a more holistic understanding of what's taking place throughout their school and the Division.

### School council representatives meet regularly with the Board and administration to discuss topics impacting the Division and the provincial education system

The Division also hosted several public engagements sessions to consult with stakeholders throughout the 2018-19 school year. Nine public consultations were hosted with school families and the community about the senior high program at Andrew School—three working-group meetings, a student forum, four public meetings and an online survey. Three consultations were hosted to develop the Division's cellphone policy—a student forum, parent survey, student survey and staff survey.

Additionally, EIPS also conducted two surveys about the naming of a replacement school; hosted two engagement sessions about a dual-track program at Heritage Hills Elementary; and hosted two public meetings regarding the German Language and Culture Program at Mills Haven Elementary—resulting in a phase-out of the German Bilingual Program. School families were also involved in providing feedback to develop the new German Language and Culture Program.

EIPS families were also engaged through regular school communication and monthly newsletters, used to inform students and families about what's taking place within the school and Division. News releases further enhanced communication by informing families about recent successes, decisions and challenges within the Division. Additionally, all EIPS schools used various social media platforms to further connect with families.

Finally, all school councils are supported through EIPS' Committee of School Councils. School council representatives meet regularly with the Board of Trustees and EIPS senior administration. In the 2018-19 school year, the group met seven times to discuss topics impacting the Division and the provincial education system. Some of the agenda topics included school council regulations, assessment tools, Accountability Pillar results, advocacy, healthy schools, personal-device use in schools, literacy and numeracy strategies, the *Education Act* and more.

Following each meeting, the school council representatives who attended shared the discussion with their own school council members. In 2018-19, the number of schools represented at each meeting ranged between 18 and 25, totalling an average representation of 19 schools at the meetings—up slightly from the previous year. Looking ahead, the Division hopes to increase attendance to enhance

## Opportunities for Growth

Although the Division is pleased with the feedback from its families about parental involvement, it's committed to continually improve and refine its engagement process. As such, it remains a growth area for the Division. Specifically, EIPS will ensure input from EIPS families and community members is considered as decisions about programs are implemented within schools and departments.



### Priority Strategy for Education Plan

Fostering even more engagement with EIPS school families and enhancing the role of parents as partners is an ongoing priority for EIPS. Throughout the 2019-20 school year, strategies include:

 Engage stakeholders in discussions about space requirements in Sherwood Park and Fort Saskatchewan.

 Update Administrative Procedure 505: School and Administrative Fees to align with the new *Education Act*, including consulting school councils about fees.

 Offer a series of presentations about the new provincial curriculum.

 Continue to offer professional learning sessions to support families in engaging their child about health and wellness topics.

 Provide consultants to present to families about ways to support a child's growth in the areas of literacy and numeracy, if requested by a school.

 Continue to disseminate timely information internally, so everyone within EIPS is well-informed and aware.

 Continue to expand communication with EIPS families through updates, newsletters, news releases, and social media platforms.

 Continue to inform EIPS families about the initiatives and events taking place throughout EIPS.

 Establish a consistent experience for families to learn about each school's results and provide input into a School Education Plan.

# GOAL 2: Supports and Services for Students and Families

**Local Outcome:** Community partnerships support the needs of our students

**Provincial Outcome:** Alberta's K-12 education system is well governed and managed

RESULTS IN PERCENTAGES

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
<b>ACCOUNTABILITY PILLAR</b>					
Percentage of teachers, parents and students satisfied with accessibility, effectiveness and efficiency of programs and services for students in their community	73.5	73.3	71.6	72.1	<b>72.5</b>
<b>INTERNAL DATA</b>					
Number of reported partnerships with EIPS	n/a	n/a	n/a	n/a	<b>116</b>

## Analysis of Results

### Background

Elk Island Public Schools (EIPS) believes partnerships with the community are essential to the success of students. While EIPS schools do everything possible to meet the needs of each student, schools can't do it all without the support from the community. The partnerships established with community agencies, businesses and post-secondary institutions play a significant role in the Division's ability to provide opportunities that ensure better outcomes for students.



### Results

Throughout the 2018-19 school year, many formal and informal partnerships were established Divisionwide. In total, 116 reported partnerships were either maintained or established at the Division and school level. The number is significant and demonstrates EIPS communities are actively involved in supporting the Division. Furthermore, most of these partnerships focus on bringing programs directly into EIPS schools to enhance achievement, wellness, athletics, performing arts, library upgrades and more.

One of these partnerships is with The Learning Partnership. It's an ongoing relationship that has resulted in enhanced opportunities for stu-

dents to explore careers in science, technology, engineering and math (STEM) fields.

Within 2018-19, the following programs were offered as a direct result of the partnership:

**Invention Convention:** A program that allows students to demonstrate the skills they've mastered in class by inventing a new product or process. Students are introduced to The Learning Partnership's Investigate! Invent! Innovate! (I3) program, which integrates STEM with 21st-century competencies. Students are then asked to identify a problem in their daily lives and create a solution for it—using the skills they've learned in class. The program culminates with

the Invention Convention, an event similar to a trade show where students showcase their inventions.

**Scratch Day/Jour du Scratch:** A coding and computational thinking skills event for students in grades 4 to 9. Using the Scratch software, students create animations, simulations, computer games, interactive projects, graphic designs, music projects and stories.

**Coding Quest:** The program uses the provincial curriculum and critical-inquiry processes to teach fundamental coding skills to students in grades 4, 5 and 6 by challenging learners to create a video game. The program culminates in a regional arcade competition.

## CAREER PATHWAYS

Another ongoing partnership is with the Educational Liaison Association of Alberta, which allows EIPS to host an annual Your Future: Post-Secondary and Career Fair. Every year, the event brings together colleges, universities, polytechnics, private schools and sector experts in one place. In the 2018-19 school year, more than 30 exhibitors attended, making it the largest event of its kind in Alberta. At the fair, students and family members met with some of the top post-secondary institutions in Canada, asked questions, talked to experts about various career sectors and learned about future career trends.

A longstanding partnership the Division has maintained over the years is with Dow Canada. The partnership allows EIPS to continue its Partners for Science program—more than 800 science kits are distributed to elementary schools Divisionwide and hands-on supplies and materials are provided to the junior high schools. Additional funding from the company also allows EIPS to support robotics programs in the senior high grades and various junior high STEM and Career and Technology programs.

Similarly, support from Shell Canada allows EIPS to continue its Shell Skills Centre at Fort Saskatchewan High. The centre enables Fort Saskatchewan High to introduce new courses and programming to students pursuing careers in the trades—particularly in welding and electro-technology. Students enrolled in the program also have ongoing access to trade experts from Shell Canada, such as welders, electricians, pipefitters and millwrights.

Work-experience courses and the Registered Apprenticeship Program (RAP) continued to grow—thanks to support from the business community. Throughout the year, 24,125 hours were earned by RAP students—up from 19,710 hours the year previous. EIPS also continued to support meaningful off-campus opportunities

for students. In 2018-19 students earned 3,364 credits, which equates to 84,100 hours worked. The Division was also able to continue offering its dual-credit fourth-class power-engineering program, supported by a three-way partnership with EIPS, Shell Canada and Northern Lakes College. Additionally, EIPS worked with the Alberta Council for Environmental Education to organize a planning session for teachers participating in the Alberta Green Schools initiative.

## BUILDING CAPACITY

In terms of literacy, the Division implemented the Wee Read program with the Alberta Reads Network in all its schools—funded by the Supports for Students department. The program is an early literacy initiative meant to encourage a lifelong love of reading. Once a week, community volunteers came into the schools sharing their love of books by reading aloud, playing vocabulary games and offering stories about what inspired them when they were children.

New in the 2018-19 school year, the EIPS First Nations, Métis and Inuit education team joined forces with the Rupertsland Institute Métis Centre of Excellence. The two groups are developing Alberta-based resources for classrooms and teacher professional learning. The team also partnered with Métis Crossing, a cultural interpretive centre located 21-kilometre south of Andrew, Alta., to offer more land-based learning experiences for EIPS students and staff. Additionally, EIPS received a grant from Dow Canada. The money was used to purchase a Canadian Geographic Education giant floor map and supporting materials aimed at bringing land-based learning into schools.

## PARENTS AS PARTNERS

Many service-delivery partnerships were also maintained or established. These partnerships are vital to EIPS operations as they assist with wrap-around supports for at-risk students.

Partnerships included:

- The Mental Health Capacity Building project in Vegreville, funded through a grant from Alberta Health Services.
- D.A.R.E. through the RCMP.
- The Regional Collaborative Service Delivery model, which EIPS is the banker board. The model enables collaboration and wrap-around supports at local and regional levels between Alberta Health Services (AHS), Alberta Human Services, school authorities and community partners to better meet the needs of children, youth and their families. In each area, regional partners work collaboratively and share available resources to address regionally identified needs, co-ordinate and leverage systems, build system capacity and plan for sustainability.
- The Violence Threat Risk Assessment Protocol, which includes the following community partners:
  - Primary Care Networks – Sherwood Park and Fort Saskatchewan
  - Children’s Services – Edmonton Zone and North Central Zone
  - AHS Addictions and Mental Health
  - Family and Community Services – Strathcona County, Fort Saskatchewan, Lamont County, Vegreville
  - RCMP – Sherwood Park, Fort Saskatchewan, Vegreville.
- Mental health caregiver sessions were offered to parents and community members in Sherwood Park, in partnership with EIPS, Elk Island Catholic Schools and AHS.
- Specialized Services Steering Committee, which the Division is part of through the Early Child Development Community Coalitions. The Committee includes AHS, Allied Health, Getting Ready for Inclusion Today, Family Supports for Children with Disabilities and multiple school divisions. The goal: To enhance supports in the early years.

Finally, the Division partnered with Strathcona County Family and Community Services and Elk Island Catholic Schools to host Future Fair. The event is an evening information session for families with children who have disabilities. Through the event, attendees have the opportunity to explore various options for transitioning from school to adulthood.

Agencies involved include:

- AdaptAbilities
- Assured Income for the Severely Handicapped
- Autism Edmonton
- EmployAbilities
- Excel Society
- Gateway Association
- Goodwill Alberta
- Inclusion Alberta
- King's University
- NorQuest College
- Office of the Public Guardian and Trustee
- Persons with Developmental Disabilities
- Robin Hood Association
- Saffron Centre
- Special Olympics Alberta
- Strathcona County
- The Good Samaritan Society
- Windsor Inclusive Communities Service

Through these partnerships, the Division is meeting its goal of providing for students and families—supported by the Accountability Pillar data where 72.5% of teachers, parents and students report being satisfied with the effectiveness and efficiency of programs and services offered to students in their community.

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## Opportunities for Growth

While the results around Priority 3, Goal 2 are positive, there is room for growth. Specifically, by being more intentional about the partnerships established and effectively communicating what exists. In doing so, the Division must also recognize the impact the valuable contributions have on student learning.



## Priority Strategy for Education Plan

To ensure partnerships are maintained, and more are established, the Division will implement the following strategies throughout the 2019-20 school year:



Formally thank all partners recognizing their valuable contributions to EIPS.



Establish a partnership with Fort Saskatchewan Hospital, Alberta Health Services and NorQuest College to establish a health care aide accreditation program.



Continue involvement in the Strathcona County Social Framework and other community steering committees.



Maintain and enhance service-delivery partnerships to assist with wrap-around supports for at-risk students.

# GOAL 3: Engaged and Effective Governance

**Local Outcome:** The Division is committed to ongoing advocacy to enhance public education

**Provincial Outcome:** Alberta's K-12 education system is well governed and managed

## RESULTS

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
<b>ADVOCACY</b>					
Number of advocacy areas specifically identified and addressed by the Board of Trustees	n/a	n/a	5	9	3
Number of advocacy letters sent to the Minister of Education	n/a	n/a	7	10	4
Number of formal meetings with the Minister of Education or provincial ministers	n/a	n/a	8	6	3
Number of formal meetings with Alberta's members of the legislative assembly	n/a	n/a	7	6	2
Number of formal meetings with mayors in the EIPS jurisdiction	n/a	n/a	4	11	2
Number of media advocacy articles, radio and television interviews	n/a	n/a	9	23	21



## Analysis of Results

### Background

Advocating for students, in a manner that affects sustainable funding and shapes educational policy, plays a critical role in delivering a strong educational system. Elk Island Public Schools (EIPS) is committed to enhancing policy and practices that best support the learning needs of its students and their successes—from early learning through to high school completion, and beyond. Within EIPS, the Board of Trustees’ role as an education advocate often extends beyond the boundaries of the Division. The Board is active in ensuring local, provincial and federal governments understand the Division’s local issues and advocates strongly for excellence in public education. Each year, the Board develops and maintains an advocacy plan and strategically partners with other school boards and associations to strengthen its advocacy efforts.

### Results

Throughout 2018-19, the EIPS Board worked diligently to ensure the Division’s voice was heard on topics such as predictable, sustainable funding; school board autonomy; and future school planning. To do this, trustees took an active role to increase awareness around these advocacy topics by engaging the media, government, industry associations, Division families and surrounding community.

It also continued with its Advocacy Committee, tasked with developing key messages for the Board’s three advocacy areas and refining and executing a strategic advocacy plan regarding education funding and autonomous school boards.

### Board advocacy efforts resulted in a collective understanding of what the Division's needs are

In terms of media, various interviews were secured with both local and mainstream news organizations including *The Sherwood Park-Strathcona County News*, *The Fort Saskatchewan Record*, *The Lamont Leader*, *Vegreville News Advertiser*, *The Strathcona Bugle*, *Edmonton Journal*, Mix 107.9, FortSaskOnline.com, Country 106.5, CBC Television, CBC Radio, CTV and Global. To accompany these interviews, 11 sets of key messages were developed in relation to the Board’s advocacy efforts.

Ongoing Board columns were also published in four local newspapers.

Advocacy messaging was heard at association and education-based meetings with the Alberta School Boards Association, the Rural Caucus of Alberta School Boards, the Canadian School Boards Association and various provincial and national meetings. The Board shared its successes, challenges and concerns with government—federal, provincial and municipal. Thanks to these efforts, the Board has established an understanding with its stakeholders about EIPS’ needs and what the issues are facing education. The ongoing communication has also helped to foster respect and productive working relationship with other elected officials.

## BUILDING CAPACITY

These efforts were complemented by various advocacy initiatives, including three advocacy letters to provincial ministers, four formal meetings with the provincial ministers, three formal meetings with members of the legislative assembly of Alberta and two formal meetings with mayors in the jurisdiction. Numerous informal meetings were also co-ordinated with municipal and provincial officials to share insight on a range of topics such as school fees, the *School Act*, the

*Education Act*, student transportation issues, school-site areas, the Three-Year Capital Plan, compensation for superintendents, red tape, and more.

Additionally, the Board worked hard to ensure good communication with its constituents, families and other community members. As such, trustees presented monthly Board Reports at school council meetings, the Committee of School Council meetings and at regular Board meetings. EIPS also developed a public engagement strategy that outlines the

tactics and tools to use in all consultation efforts. Using the strategy as a framework, the Board successfully reached out to Division families and key stakeholders on a wide range of topics, from programming to policies to school-capital projects. Because of these efforts, the Board, EIPS families and the community are better informed. And, in turn, there's a collective understanding of what the Division needs are and why making education a high priority is important within the province.

## Opportunities for Growth

While the Board has developed strong and productive working relationships with various elected officials in the communities EIPS serves, the recent change in government requires additional collaboration and information sharing. As such, in the 2019-20 school year, the Board will continue to foster and build these relationships to ensure regular dialogue continues, and a consensus is maintained in the community about issues that require feedback to formulate workable solutions. Additionally, the Board developed an advocacy plan about the value of public school education in Alberta. The plan includes strategies, tactics and key messaging, which the Board will use to advocate for the Division. The Board will also identify opportunities to strengthen additional advocacy areas.



## Priority Strategy for Education Plan

Identifying issues and advocating on behalf of EIPS and provincial education will continue to be a priority in the 2019-20 school year. Specific strategies include:

 Promote effective communication and build relationships with elected officials.

 Develop and maintain a focused advocacy plan for the 2019-20 school year.

 Strategically partner with organizations and other school boards to enhance advocacy efforts for the 2019-20 plan.

 Continue to meet with all levels of government to advocate, engage and participate in consultations to ensure EIPS' voice is heard.

 Continue to work with media to ensure key messages and advocacy areas are strategically in the hands of the public and decision-makers.

 Continue to use the Division's public engagement strategy to guide all public engagement efforts. It will also disseminate the strategy to all EIPS schools to use when engaging their school families.

 Develop new initiatives to continue to engage and mobilize the Division's families and school communities.

# financials and reports

# Summary of Financial Results 2018-19

The EIPS budget provides stability for schools, maintains essential central services required for Division operations and supports the mission and values of the Division (see pg. 4, “Division Profile”).

## Key Highlights from 2018-19

A year-end deficit of \$900,000 lowered the accumulated surplus to \$19.7 million. The accumulated surplus is the primary indicator of the financial resources EIPS has available to provide future services. Accumulated surplus includes investment in Board-funded tangible capital assets (\$6.2 million), unrestricted surplus, operating reserves (\$12.6 million) and capital reserves (\$900,000).

Operating reserves of \$7.2 million are designated for use by schools and departments to support future years and for specific initiatives approved by the Board. The unallocated Division reserve, which is \$5.4 million, or 3% of the EIPS budget, provides financial stability for the Division. The minimum level is 2%, or approximately \$4 million.

The balance of capital reserves is \$900,000, as of Aug. 31, 2019. These reserves are for the purchase of future unsupported capital assets.

Revenue was more than budgeted by \$700,000, primarily because of increased government support for costs related to the demolition of the old Ardrossan Elementary building and several Division modulars. Program Unit funding and secondment revenue from Alberta Education were also greater than budgeted. These changes were offset, somewhat, by a partial reclassification of the Infrastructure Maintenance and Renewal grant as capital revenue.

Expenses were \$1.7 million less than budgeted, primarily the result of adjusted spending on staffing, contracted services, and supplies, as well as the reclassification of expenses based on the above capital revenue changes. Instruction spending comprised 79% of the total budget and 81% when capital is excluded, which equates to \$9,527 per student. Also, Board and system administration spending was 3.5% of total expenses, which is below the 3.6% maximum imposed by Alberta Education.

## School Generated Funds

The unexpended school generated funds (SGF) were \$1.7 million, as of Aug. 31, 2019. SGF revenues in the year were \$7.6 million and comprised of:

- fees of \$3.9 million—for example, field trips, athletics, noon-hour supervision;
- sales and services of \$2.6 million—for example, cafeteria and food programs, graduation;
- fundraising of \$400,000; and
- donations and grants of \$700,000.

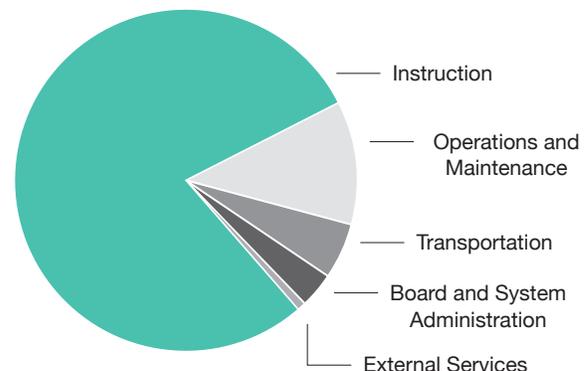
SGF expenses during the year totalled \$7.6 million.

More information about EIPS’ audited financial statements is available at [eips.ca/about-us/financial-information/audited-financial-statements](http://eips.ca/about-us/financial-information/audited-financial-statements).

## 2018-19 Expenses by Program

Program	Amount	Percentage
Instruction	\$157,889	79%
Operations and Maintenance	\$23,272	11.6%
Transportation	\$10,623	5.3%
Board and System Administration	\$6,902	3.5%
External Services	\$1,229	0.6%
<b>TOTAL</b>	<b>\$199,915</b>	<b>100%</b>

All dollar amounts are expressed in thousands



# Budget Summary 2019-20

The 2019-20 budget has an operating deficit of \$8 million, which is offset by operating reserves. Revenue decreased by \$4.2 million to \$191.4 million, while expenses increased by \$2.2 million to \$199.3 million from the 2019-20 spring budget.

## Accumulated Surplus

The Division is projecting an \$11.8 million accumulated surplus, as of Aug. 31, 2020, comprised of:

- \$4.3 million in operating reserves
  - schools and Central Services – \$1.6 million
  - Division allocated – \$90,000
  - Division unallocated – \$2.6 million, or 1.3% of the EIPS operating expenses

NOTE: The balance is \$1.4 million below the minimum level set by EIPS, which is 2%, or approximately \$4 million.
- \$700,000 in capital reserves
- \$6.8 million investment in Board-funded tangible capital assets



## Reserve Use

Capital item the Division is funding from operating reserves:

- \$1.2 million for completion of the Enterprise Resource Planning system

Capital item the Division is funding from capital reserves:

- \$200,000 for the purchase of land

## Student Enrolment is 17,400 (as of Sept. 30, 2019)

- An increase of 119 students, 0.7%, from what was anticipated in the 2019-20 spring budget.
- An increase of 230 students, 1.3%, from Sept. 30, 2018.

## Staff Increased to 1,383.8 FTE (certificated 890.3 FTE, classified 493.5 FTE)

- An increase of 11.9 FTE, (0.9%), from the 2019-20 spring budget
- A decrease of 53.6 FTE, (3.7%), from the 2018-19 fall budget

## Compensation, Instructional and Administration Spending

- No economic increase is projected—all staff salaries have a 0% increase. Inflationary salary costs are related to grid movement and benefit costs.
- Instruction spending comprises 78.2% of the total budget and 80.5% when capital is excluded, which equates to \$9,321 per student.
- Board and system administration spending is 3.3% of total expenses, which is below the 3.6% maximum imposed by Alberta Education.

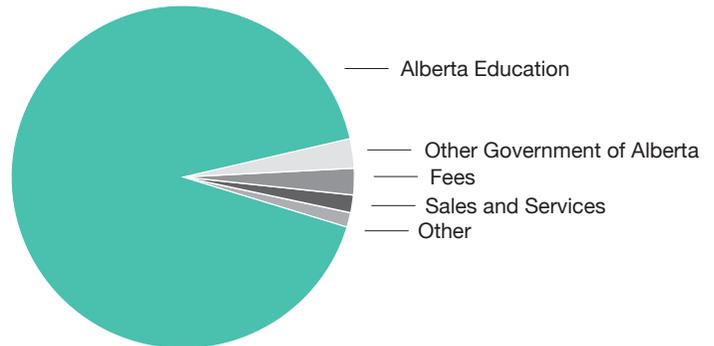
## Revenues and Expenses 2019-20

Statement of Revenues and Expenses	2018-19 SPRING BUDGET	2018-19 FALL BUDGET	\$ CHANGE	% CHANGE
<b>REVENUES</b>				
Government of Alberta – Alberta Education	\$183,659	<b>\$175,456</b>	\$(8,203)	(4.5%)
Government of Alberta – Other	1,690	<b>5,782</b>	4,092	242.1%
Fees	5,185	<b>4,835</b>	(350)	(6.8%)
Other Sales and Services	2,745	<b>2,996</b>	251	9.1%
Other	2,279	<b>2,304</b>	25	1.1%
<b>TOTAL</b>	<b>195,558</b>	<b>191,373</b>	<b>(4,185)</b>	<b>(2.1%)</b>
<b>EXPENSES</b>				
Instruction	154,683	<b>155,949</b>	1,266	0.8%
Operations and Maintenance	24,000	<b>24,735</b>	735	3.1%
Transportation	11,050	<b>11,252</b>	202	1.8%
Board and System Administration	6,549	<b>6,589</b>	40	0.6%
External Services	809	<b>806</b>	(3)	(0.4%)
<b>TOTAL</b>	<b>197,091</b>	<b>199,331</b>	<b>2,240</b>	<b>1.1%</b>
<b>OPERATING SURPLUS/(DEFICIT)</b>	<b>\$(1,533)</b>	<b>\$(7,958)</b>	<b>\$(6,425)</b>	<b>419.1%</b>

All dollar amounts are expressed in thousands

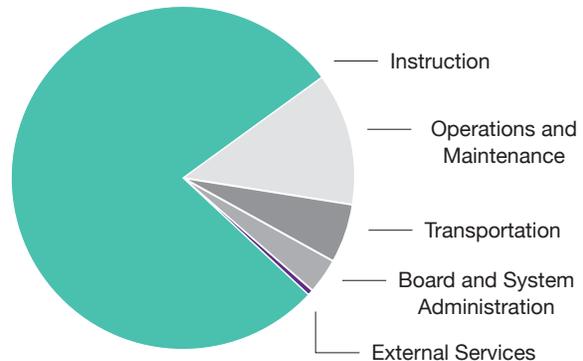
### 2019-20 Revenues by Source

Alberta Education	\$175,456	91.7%
Other Government of Alberta	\$5,782	3%
Fees	\$4,835	2.5%
Sales and Services	\$2,996	1.6%
Other	\$2,304	1.2%
<b>TOTAL</b>	<b>\$191,373</b>	<b>100%</b>



### 2019-20 Expenses by Program

Instruction	\$155,949	78.2%
Operations and Maintenance	\$24,735	12.5%
Transportation	\$11,252	5.6%
Board and System Administration	\$6,589	3.3%
External Services	\$806	0.4%
<b>TOTAL</b>	<b>\$199,331</b>	<b>100%</b>



All dollar amounts are expressed in thousands

# Division Reports

## Capital and Facility Projects

Throughout the 2018-19 school year, Facility Services was actively involved in several school-capital construction projects—totalling more than \$51.5 million. In all capital projects, EIPS follows Alberta Infrastructure processes and government bylaws—municipal, provincial and federal.

Projects completed or currently in progress include:

- The Ardrossan Elementary replacement school opened to students on Sept. 4, 2018.
- Davidson Creek Elementary officially opened to students on Sept. 4, 2018.
- Heritage Hills Elementary is scheduled for completion in early 2020.
- Modular unit work included six unit demolitions at Ardrossan Junior Senior High; one unit demolition at Uncas Elementary; one unit replacement at École Campbelltown; and three unit modular relocations, all to SouthPointe School from Mundare School.
- Custodial, maintenance and operations work included 127 summer projects; 8,656 closed maintenance work orders and 121 Infrastructure Maintenance and Renewal projects.

The EIPS Three-Year Capital Plan is available at [eips.ca/about-us/planning-and-results](https://eips.ca/about-us/planning-and-results).

## Parent Involvement

The Division is sharing the 2018-19 diploma examination results, PAT results, five-year achievement trends, and *Combined Education Plan and Annual Education Results Report 2018-19* with the Committee of School Councils in January 2020. At the school level, achievement results were shared with school councils in November of 2018. School councils were also given the opportunity to provide input into their school education plans.

## Timelines and Communication

EIPS strives to ensure families and communities can easily access the *Combined Education Plan and Annual Education Results Report 2018-19*. The report is available from any member of the Board of Trustees, the Office of the Superintendent, or online at [eips.ca](https://eips.ca). Additional supplementary information is also posted online on the EIPS website, under Planning and Results.

## Whistleblower Protection

Section 32 of the *Public Interest Disclosure Act (2013)* requires all school authorities to include an annual report of disclosures in its Annual Education Results Report. During the 2018-19 school year, there were no disclosures within EIPS. For a copy of the legislation or for more information and resources, visit the Public Interest Commissioner's website at [yourvoiceprotected.ca](https://yourvoiceprotected.ca).



# appendixes

## Appendix A

### Accountability Pillar Measure Evaluation Reference (Provincial Achievement Tests)

Achievement evaluation is based on a comparison of current-year data to a set of standards that remain consistent over time. The standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the five, 25, 75 and 95 percentiles. Once calculated, these standards remain in place from year-to-year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement-evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Language Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

#### NOTES

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the "Very High" evaluation level values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation isn't calculated for courses that don't have sufficient data available, either because of too few jurisdictions offering the course or changes in tests.

## Appendix B

### Provincial Achievement Test Results Course-by-Course Summary with Measure Evaluation

COURSE AND MEASURE*		ELK ISLAND PUBLIC SCHOOLS						ALBERTA				
		ACHIEVEMENT	IMPROVEMENT	OVERALL	2019		PREV 3 YR AVG		2019		PREV 3 YR AVG	
					N	%	N	%	N	%	N	%
English Language Arts 6	A	High	Improved	Good	88	89.8	61	80.8	4,109	71.6	3,635	68.8
	E	Low	Maintained	Issue	88	10.2	61	13.6	4,109	6.3	3,635	6.4
French Language Arts 6	A	Very High	Improved	Excellent	11	100.0	6	83.3	166	81.3	111	75.1
	E	Very Low	Declined	Concern	11	0.0	6	16.7	166	6.6	111	6.2
Français 6	A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	80.0	6	100.0
	E	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15	0.0	6	0.0
Mathematics 6	A	Intermediate	Improved	Good	89	73.0	61	65.2	4,101	50.5	3,626	47.5
	E	Intermediate	Maintained	Acceptable	89	12.4	61	8.3	4,101	4.2	3,626	3.3
Science 6	A	Low	Maintained	Issue	89	73.0	61	74.8	4,096	59.2	3,629	58.4
	E	Intermediate	Maintained	Acceptable	89	24.7	61	24.0	4,096	11.9	3,629	11.2
Social Studies 6	A	Intermediate	Maintained	Acceptable	89	69.7	61	66.5	4,080	57.7	3,630	50.8
	E	Low	Declined	Issue	89	12.4	61	20.2	4,080	8.9	3,630	7.2
English Language Arts 9	A	Low	Maintained	Issue	71	71.8	59	69.8	3,259	55.0	3,185	55.8
	E	Low	Maintained	Issue	71	8.5	59	12.4	3,259	4.2	3,185	4.7
English Lang Arts 9 KAE	A	*	*	*	3	*	11	90.9	416	56.3	377	53.2
	E	*	*	*	3	*	11	9.1	416	5.0	377	3.8
French Language Arts 9	A	*	*	*	4	*	n/a	n/a	93	67.7	79	68.6
	E	*	*	*	4	*	n/a	n/a	93	5.4	79	4.7
Français 9	A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	77.8	10	100.0
	E	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	11.1	10	30.0
Mathematics 9	A	Intermediate	Maintained	Acceptable	66	63.6	56	57.8	3,128	31.5	3,119	37.2
	E	High	Improved	Good	66	22.7	56	13.2	3,128	5.4	3,119	4.5
Mathematics 9 KAE	A	High	Improved	Good	8	87.5	14	66.2	525	55.0	465	49.7
	E	Low	Maintained	Issue	8	0.0	14	3.1	525	11.4	465	8.6
Science 9	A	Very High	Improved	Excellent	70	80.0	59	71.6	3,245	52.8	3,190	50.9
	E	Very High	Improved	Excellent	70	25.7	59	16.7	3,245	10.2	3,190	7.6
Science 9 KAE	A	*	*	*	3	*	8	77.8	425	56.2	369	57.6
	E	*	*	*	3	*	8	12.7	425	6.1	369	9.6
Social Studies 9	A	High	Improved	Good	70	74.3	60	61.4	3,261	44.7	3,194	41.6
	E	Very High	Maintained	Excellent	70	24.3	60	19.4	3,261	6.8	3,194	6.5
Social Studies 9 KAE	A	*	*	*	4	*	8	77.8	388	53.9	364	48.4
	E	*	*	*	4	*	8	34.1	388	12.9	364	9.2

\*Acceptable Standard (A), Standard of Excellence (E)

#### Notes

1. Achievement Evaluation isn't calculated for courses that don't have sufficient data available, either because of too few jurisdictions offering the course or changes in tests.
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively.

## Appendix C

### Accountability Pillar Measure Evaluation Reference (Diploma Examinations)

Achievement evaluation is based on a comparison of current-year data to a set of standards that remain consistent over time. The standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the five, 25, 75 and 95 percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement-evaluation levels for each measure.

COURSE	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Language Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Language Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Mathematics 30-1	Acceptable Standard	0.00 - 57.63	57.63 - 68.32	68.32 - 78.44	78.44 - 84.84	84.84 - 100.00
	Standard of Excellence	0.00 - 14.01	14.01 - 18.70	18.70 - 29.21	29.21 - 35.39	35.39 - 100.00
Mathematics 30-2	Acceptable Standard	0.00 - 44.98	44.98 - 61.19	61.19 - 73.82	73.82 - 82.40	82.40 - 100.00
	Standard of Excellence	0.00 - 1.59	1.59 - 6.06	6.06 - 13.68	13.68 - 17.02	17.02 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

#### Notes

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value and less than the higher value. For the "Very High" evaluation level values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation isn't calculated for courses that don't have sufficient data available, either because of too few jurisdictions offering the course or changes in examinations.

## Appendix D

### Diploma Examination Results Course-by-Course Summary with Measure Evaluation

COURSE AND MEASURE*		ELK ISLAND PUBLIC SCHOOLS						ALBERTA				
		ACHIEVEMENT	IMPROVEMENT	OVERALL	2019		PREV 3 YR AVG		2019		PREV 3 YR AVG	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	A	Very High	Maintained	Excellent	23	95.7	27	88.5	1,164	84.4	1,145	81.3
	E	High	Maintained	Good	23	13.0	27	6.0	1,164	5.4	1,145	5.8
English Lang Arts 30-2	A	Intermediate	Maintained	Acceptable	31	93.5	27	93.1	1,548	88.4	1,579	89.2
	E	Intermediate	Maintained	Acceptable	31	12.9	27	11.9	1,548	9.7	1,579	10.0
French Lang Arts 30-1	A	*	*	*	1	*	n/a	n/a	32	81.3	28	88.8
	E	*	*	*	1	*	n/a	n/a	32	0.0	28	6.1
Français 30-1	A	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	E	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 30-1	A	n/a	n/a	n/a	19	78.9	14	69.1	467	61.7	494	58.2
	E	n/a	n/a	n/a	19	5.3	14	11.8	467	18.2	494	13.9
Mathematics 30-2	A	n/a	n/a	n/a	15	66.7	20	80.2	699	72.0	695	68.7
	E	n/a	n/a	n/a	15	20.0	20	16.7	699	12.0	695	10.0
Social Studies 30-1	A	Low	Declined	Issue	23	73.9	23	88.5	864	77.3	832	74.9
	E	Low	Maintained	Issue	23	4.3	23	8.7	864	7.6	832	7.0
Social Studies 30-2	A	Low	Maintained	Issue	34	76.5	27	78.6	1,647	70.1	1,709	73.0
	E	Intermediate	Maintained	Acceptable	34	8.8	27	3.7	1,647	5.8	1,709	5.8
Biology 30	A	Low	Maintained	Issue	25	76.0	21	84.9	821	72.6	834	73.9
	E	Low	Maintained	Issue	25	12.0	21	21.8	821	17.8	834	16.6
Chemistry 30	A	Intermediate	Maintained	Acceptable	17	70.6	14	74.0	527	72.9	475	72.2
	E	Low	Maintained	Issue	17	11.8	14	24.1	527	23.7	475	20.2
Physics 30	A	Intermediate	Maintained	Acceptable	11	81.8	8	75.7	216	74.1	220	78.3
	E	Intermediate	Maintained	Acceptable	11	18.2	8	22.2	216	25.9	220	25.1
Science 30	A	Very High	Improved	Excellent	7	100.0	9	81.3	471	84.1	429	79.7
	E	High	Maintained	Good	7	28.6	9	10.0	471	19.5	429	20.5

\*Acceptable Standard (A), Standard of Excellence (E)

#### Notes

1. Achievement Evaluation isn't calculated for courses that don't have sufficient data available, either because of few jurisdictions offering the course or changes in examinations.
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating wasn't in place until the 2016-17 school year. Alberta Education doesn't comment on provincewide trends until it has five years of equated examination data.
3. Participation in diploma examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

## Appendix E

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the current-year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. The test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement-evaluation levels based on the chi-square result.

EVALUATION CATEGORY	CHI-SQUARE RANGE
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

The overall evaluation combines the achievement evaluation and improvement evaluation. The table below illustrates how the achievement and improvement evaluations are combined to get the overall evaluation.

IMPROVEMENT	ACHIEVEMENT				
	VERY HIGH	HIGH	INTERMEDIATE	LOW	VERY LOW
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern



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