



EIPS Year in Review 2020-21: Stakeholder Confidence Survey

As part of Elk Island Public Schools' commitment to stakeholder engagement, the Division has launched a new annual survey for staff, families, Grade 12 students and community partners. The purpose: To assess stakeholder confidence in the Division and its strategic direction and to gather input to guide next steps in the development and refinement of the key priorities, goals and outcomes for the Division.

To support you in providing responses to this survey, key information is linked within each question. The information's culled from the Division's *Annual Education Results Report 2020-21*, which outlines the Division's *Four-Year Education Plan*, opportunities for growth and how it's supporting students to achieve the best possible outcomes. The report also incorporates feedback from each of the school's education plans, identifies EIPS' key priorities and goals, highlights data from the Alberta Education Assurance survey and details strategies to enhance learning going forward. What shines through in this year's *Annual Education Results Report* is EIPS continues to meet the priorities set out in the *EIPS Four-Year Education Plan: 2018-22* and find ways to enhance the growth and success of all students.

[Annual Education Results Report 2020-21](#)

[Annual Education Results Report 2020-21: Overview](#)

[Four-Year Education Plan: 2018-22 \(Year 4\)](#)

The survey closes **Jan. 18, 2022**.

* 1. What category best describes you (check all that apply)?

- parent or guardian
- staff member
- Grade 12 student
- community partner

PART 1: Student Growth and Achievement

As part of Alberta Education’s Assurance Framework, all school divisions must ensure student growth and achievement. Student growth and achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence students demonstrate citizenship, engage intellectually and grow continuously as learners.

As such, EIPS has included the following priority is its *Four-Year Education Plan*:

Priority 1 Promote growth and success for all students

GOAL 1 EXCELLENT START TO LEARNING

Outcome: More children reach developmental milestones by Grade 1.

GOAL 2 SUCCESS FOR EVERY STUDENT

Outcome: More students are engaged in school and achieve student-learning outcomes.

Outcome: More students achieve a minimum of one year’s growth in literacy and numeracy.

Outcome: Self-identified First Nations, Métis and Inuit students and English Second Language students are demonstrating growth and achievement.

Outcome: More students are supported and prepared for life beyond high school.

2. To what extent are you confident EIPS is providing supports and service to pre-kindergarten and kindergarten children and preparing them to enter Grade 1?

[Read more](#)

- highly confident
- confident
- somewhat confident
- not confident

3. To what extent are you confident EIPS is implementing strategies to support students in demonstrating growth in literacy? [Read more](#)

- highly confident
- confident
- somewhat confident
- not confident

4. To what extent are you confident EIPS is implementing strategies to support students in demonstrating growth in numeracy? [Read more](#)

- highly confident
- confident
- somewhat confident
- not confident

5. To what extent are you confident EIPS is implementing strategies to support the achievement and growth of self-identified First Nations, Métis and Inuit students? [Read more](#)

- highly confident
- confident
- somewhat confident
- not confident

6. To what extent are you confident EIPS is implementing strategies to support and prepare students for life beyond high school? [Read more](#)

- highly confident
- confident
- somewhat confident
- not confident

7. **OPTIONAL:** Answer Question 7 if you want to provide context to your responses in Part 1. Otherwise, leave blank.

In terms of student growth and achievement, what are the areas EIPS does well, and what are the areas that need improvement?



EIPS Year in Review 2020-21: Stakeholder Confidence Survey

PART 2: Learning Supports

As part of Alberta Education’s Assurance Framework, all school divisions must ensure learning supports for all students. Learning supports refers to the mobilization of resources—expertise, facilities, human and community services—required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all. Public assurance occurs when the public has confidence resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

As such, EIPS has included the following priority in its *Four-Year Education Plan*:

Priority 2: Enhance high-quality learning and working environments

GOAL 1 POSITIVE LEARNING AND WORKING ENVIRONMENTS

Outcome: The Division's learning and working environments are welcoming, inclusive, respectful and safe.

GOAL 2 QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, management and investment in Division infrastructure.

8. To what extent are you confident EIPS' learning and working environments are welcoming, inclusive, respectful and safe? [Read more](#)

- highly confident
- confident
- somewhat confident
- not confident

9. To what extent are you confident EIPS student learning is supported through effective planning, managing and investing in Division infrastructure? [Read more](#)

- highly confident
- confident
- somewhat confident
- not confident

10. **OPTIONAL:** Answer Question 10 if you want to provide context to your responses in Part 2. Otherwise, leave blank.

In terms of learning supports, what are the areas EIPS does well, and what are the areas that need improvement?



EIPS Year in Review 2020-21: Stakeholder Confidence Survey

PART 3: Teaching and Leading

As part of Alberta Education’s Assurance Framework, school divisions must ensure teaching and leading takes place in all schools. Teaching and leading refer to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards—[Teaching Quality Standard](#), [Leadership Quality Standard](#) and [Superintendent Leadership Quality Standard](#).

As such, EIPS has included the following priority is its *Four-Year Education Plan*:

Priority 2: Enhance high-quality learning and working environments

GOAL 3: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

11. To what extent are you confident EIPS supports teachers in building their professional capacity to enhance the quality of teaching and leading in the Division? [Read more](#)

- highly confident
- confident
- somewhat confident
- not confident

12. OPTIONAL: Answer Question 12 if you want to provide context to your responses in Part 3. Otherwise, leave blank.

In terms of teaching and leading, what are the areas EIPS does well, and what are the areas that need improvement?



EIPS Year in Review 2020-21: Stakeholder Confidence Survey

PART 4: Governance

As part of Alberta Education’s Assurance Framework, school divisions must ensure effective governance and public assurance. Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading, and optimum learning for all. Meanwhile, public assurance refers to the public’s trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

As such, EIPS has included the following priority is its *Four-Year Education Plan*:

Priority 3: Enhance public education through effective engagement

GOAL 1 PARENT ENGAGEMENT

Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child’s education.

GOAL 2 ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The Division is committed to engagement and advocacy to enhance public education.

13. To what extent are you confident EIPS provides families with meaningful opportunities to be involved in their child’s education? [Read more](#)

- highly confident
- confident
- somewhat confident
- not confident

14. To what extent are you confident in EIPS' advocacy efforts to enhance public education? [Read more](#)

- highly confident
- confident
- somewhat confident
- not confident

15. To what extent are you confident EIPS engages in a cycle of evidence-based, continuous learning to inform ongoing planning, priority setting and decision-making? [Read more](#)

- highly confident
- confident
- somewhat confident
- not confident

16. **OPTIONAL:** Answer Question 16 if you want to provide context to your responses in Part 4. Otherwise, leave blank.

In terms of governance and public assurance, what are the areas EIPS does well, and what are the areas that need improvement?



EIPS Year in Review 2020-21: Stakeholder Confidence Survey

PART 5: EIPS Annual Budget Planning Input

Alberta Education allocates funds to school boards to fulfill their delegated responsibilities of providing education programs for students in kindergarten to Grade 12. To ensure the Division continues to allocate its resources according to local priorities, EIPS is seeking input regarding budget priorities.

After completing Parts 1-4 of this survey, and reading the summary narratives associated with each area, you, as a stakeholder, are positioned to provide valuable input on the areas you feel need to be prioritized for budget allocations.

Part 5 of the survey lists suggested areas for EIPS to focus its resources, which all align with the Division's [*Four-Year Education Plan*](#). If there are other areas you feel the Division should focus its resources on, you have the opportunity to indicate what these are.

EIPS will consider all budget planning input to guide future decision-making.

17. What are the three most important areas EIPS should consider when allocating resources for the next school year and its continued work to support the success of all students? (Identify your top three areas with No. 1 being most important, No. 2 the second most important and No. 3 the third most important.)

NOTE: If the pre-identified areas don't align with what you believe EIPS should consider, only rank those that do align. You can suggest additional areas in Question 18.

No. 1	No. 2	No. 3
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18. If not all of the pre-identified areas above align with what you believe should be included in EIPS' top three priorities, list your suggested alternatives and rank them accordingly—one to three, with No. 1 being the highest priority and so on.

NOTE: If you ranked two areas in the Question 17 list, provide up to one suggested alternative and its applicable ranking. If you ranked one area in the Question 17 list, provide up to two suggested alternatives and their applicable ranking. If you didn't rank any areas in the Question 17 list, provide up to three suggested alternatives and their applicable ranking.

OPTIONAL: Answer questions 19-21 if you want to provide rationale for your rankings above. Otherwise, leave blank.

19. OPTIONAL: What did you identify as priority No. 1—from the pre-identified list or your own suggestions—and why?

20. OPTIONAL: What did you identify as priority No. 2—from the pre-identified list or your own suggestions—and why?

21. OPTIONAL: What did you identify as priority No. 3—from the pre-identified list or your own suggestions—and why?