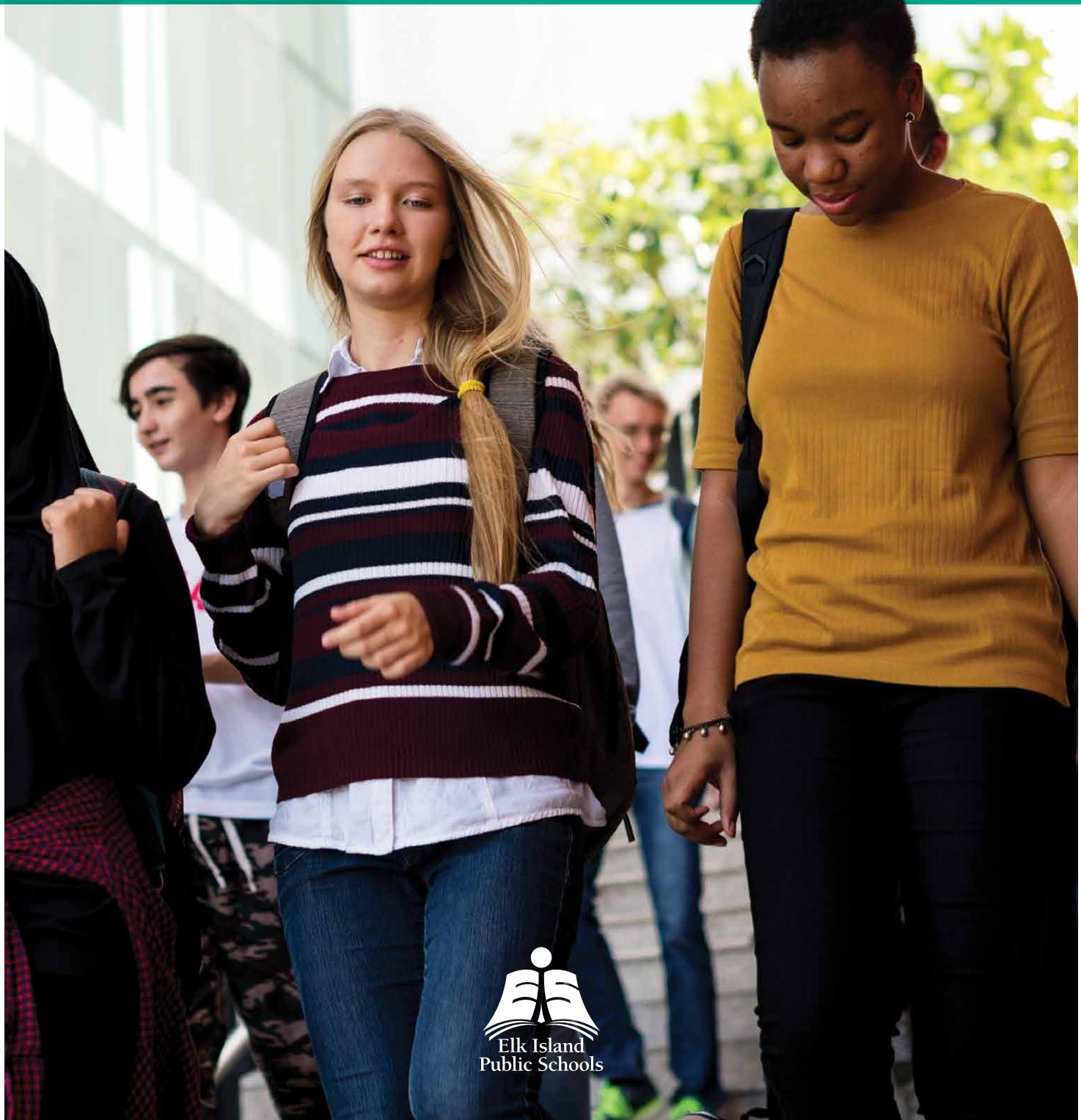


Elk Island Public Schools  
Four-Year Education Plan  
2022-26



# Accountability

The EIPS Four-Year Education Plan: 2022-26 was prepared under the direction of the Elk Island Public Schools Board of Trustees in accordance with the responsibilities of the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board's committed to using the results in this report, to the best of its abilities, to improve outcomes for students and ensure all learners within the Division can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. The *EIPS Four-Year Education Plan: 2022-26* was approved by the Board on May 25, 2022.



Trina Boymook  
Chair, Board of Trustees

---

Additional supporting resources are available at  
[eips.ca/trustees/four-year-education-plan](http://eips.ca/trustees/four-year-education-plan)

[Four-Year Education Plan: Overview](#)  
[2022-23 EIPS Spring Budget](#)  
[Three-Year Capital Plan: 2023-26](#)  
[IMR and CMR Project Plan: 2022-23](#)



# Table of Contents

Accountability Statement	1
EIPS Profile and Local Context	3
EIPS Four-Year Education Plan: 2022-26	4
Reporting and Assurance	5
Assurance Cycle	7
Priority 1: Promote Growth and Success for All Students	8
Goal 1: An Excellent Start to Learning	9
Goal 2: Success for Every Student	11
Priority 2: Enhance High-Quality Learning and Working Environments	18
Goal 1: A Culture of Excellence and Accountability	19
Goal 2: Positive Learning and Working Environments	21
Goal 3: Quality Infrastructure for All	23
Priority 3: Enhance Public Education Through Effective Engagement	26
Goal 1: Parent and Caregiver Engagement	27
Goal 2: Engaged and Effective Governance	29

# EIPS Profile and Local Context

Elk Island Public Schools (EIPS) is the sixth-largest school division in Alberta, serving approximately 17,125 students, kindergarten to Grade 12, in 43 schools—in Sherwood Park, the City of Fort Saskatchewan, Strathcona County, Lamont County, the Town of Vegreville and the western portion of Minburn County. The Division also employs 1,497 people—903 teachers and 594 non-teaching staff—all of whom work together to inspire students to learn, grow and succeed.

Every day, staff and students are encouraged to discover and develop their passions through a range of high-quality educational programs. Core academic subjects, optional courses and complementary programs, such as Career and Technology Studies, off-campus education and second-language courses, take place in inclusive learning environments that form the foundation for whatever they choose to do next. Students also have access to a continuum of classroom supports, including Play And Learn at School, pre-kindergarten, specialized

learning environments; early intervention and counselling services; and consultative services, such as speech-language, hearing, vision, occupational therapy and physical therapy.

There are also myriad educational opportunities that take place within, and outside, the classroom, including:

- five language programs—English, French, German, Ukrainian and Spanish;
- three academic programs—Advanced Placement, International Baccalaureate and Junior High Honours;
- faith-based programs—Alternative Christian and Logos Christian; and
- Next Step Outreach.

And, to complement programming, the Division also boasts strong extracurricular opportunities in all schools—music, drama, special-interest clubs, athletics and more. Collectively, the diverse programming ensures a well-rounded education with learners obtaining the skills and knowledge needed to succeed and take on the world.

## Mission: To provide high-quality, student-centred education

### BELIEF STATEMENTS

- Student growth and success are the core work of the Division.
- All students deserve equitable access to high-quality teaching and learning.
- Every student can learn and experience success.
- Success is measured by academic growth, social-emotional learning, physical well-being and the competencies required to live a life of dignity and fulfilment.
- Student growth and success are a shared responsibility between all stakeholders.
- Respectful relationships are foundational to creating an environment where teamwork and collaboration thrive.
- Decisions are informed by reliable data and made in the best interest of all students.



# EIPS Four-Year Education Plan: 2022-26

**Mission:** To provide high-quality, student-centred education

## Priority 1: Promote growth and success for all students

### GOAL 1 EXCELLENT START TO LEARNING

Outcome: Kindergarten children reach developmental milestones by Grade 1.

Outcome: Students develop a strong foundation for learning through reading and doing mathematics at grade level by the end of Grade 3.

### GOAL 2 SUCCESS FOR EVERY STUDENT

Outcome: Students are engaged with their learning and achieve student-learning outcomes.

Outcome: Students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: Self-identified First Nations, Métis and Inuit students are engaged in holistic, lifelong learning that is culturally relevant and fosters success.

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

## Priority 2: Enhance high-quality learning and working environments

### GOAL 1 A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

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

### GOAL 2 POSITIVE LEARNING AND WORKING ENVIRONMENTS

Outcome: The Division's learning and working environments are welcoming, caring, respectful, safe and foster student and staff well-being.

### GOAL 3 QUALITY INFRASTRUCTURE FOR ALL

Outcome: Learning and working environments are supported by effective planning, management and investment in Division infrastructure.

## Priority 3: Enhance public education through effective engagement

### GOAL 1 PARENT AND CAREGIVER ENGAGEMENT

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

### GOAL 2 ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The Division is committed to engaging stakeholders to augment its decision-making and support student success.

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

# Planning and Reporting



Every year, Elk Island Public Schools (EIPS) analyzes and interprets its performance and assurance reports to assess its progress toward achieving the goals and outcomes outlined in the Division's 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 mission, belief statement and *EIPS Four-Year Education Plan* (pg. 4, "EIPS Four-Year Education Plan: 2022-26") to develop new strategies to further support student learning.

## ACCOUNTABILITY AND PERFORMANCE

The planning and reporting are integral to the Division's performance-management and assurance cycles, which involves:

- developing and updating plans based on results, contextual information and provincial direction;
- incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate;
- preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities;
- implementing research, practicing informed strategies to maintain or improve performance—within and across domains—and focusing on student growth and achievement;
- monitoring implementation efforts 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-informed decision-making; and
- communicating and engaging with stakeholders about school authority plans and results.



## ACCOUNTABILITY AND ASSURANCE

Every spring, Alberta Education allocates funds to school boards to fulfill their delegated responsibilities of providing education programs for the students they serve. The practice creates an accountability relationship between Alberta Education and Elk Island Public Schools (EIPS), which requires transparency and the obligation to answer for, and publicly report on, the spending of public funds and the results achieved.

In addition, school authorities are responsible for assuring stakeholders they are fulfilling their responsibilities and students are successful. The key to building public assurance is engaging education partners in the Division's planning and reporting cycle. Within EIPS, planning and results reporting are integral to the Division's assurance cycle—Involving set processes, actions and analysis of evidence. Collectively, it helps create a culture of continuous improvement. EIPS' assurance process includes:

- Before the election of a new Board of Trustees, the Division engages families, students, staff and key stakeholders to provide feedback on the *EIPS Four-Year Education Plan*, which captures the Division's strategic direction.
- Every spring, EIPS reviews the *EIPS Four-Year Education Plan* and fine-tunes it, which involves stakeholder engagement to develop the Division's goals, outcomes, strategies and success measures.
- The revised education plan informs the EIPS spring budget and individual school education plans—also developed with input from staff, students and school families.
- After announcing the budget, the Division and its schools allocate or redirect resources to meet the priorities and responsibilities outlined in the education plans.
- In September, the Division and its schools begin implementing the education plans, using research-based practices, engaging in professional learning, and maintaining or improving performance in the outlined goals—focusing on student growth and achievement.
- In November, the Division hosts Assurance Reviews of the previous year for schools and departments—using Alberta Education's assurance measures and internal qualitative and quantitative data. The review complements the education plans and allows schools and departments to share their results, annual plans, successes and challenges with the Board and community. Collectively—trustees, staff and families—gain a holistic understanding of what's happening throughout the Division.
- Following the Assurance Reviews, EIPS publishes its *Annual Education Results Report*. The report outlines how the Division ensures students achieve the best possible outcomes and meet the priorities and goals set out in the *EIPS Four-Year Education Plan*, which the Board reviews and approves. Once Board-approved, it's shared with the government, school communities, the Committee of School Councils and posted online at [eips.ca](http://eips.ca).
- For the remainder of the year, EIPS and schools monitor the implementation of the education plans and adjust efforts, as needed—incorporating stakeholder input based on engagement activities at various points throughout the process.

# Assurance Cycle

School authorities are responsible for providing assurance they are fulfilling their responsibilities and students are successful

The Division's assurance arises from the combination of policies, processes, actions and evidence that help build public confidence in the education system. It's achieved through relationship building, engagement with education partners, and creating and sustaining a culture of continuous improvement and collective responsibility.

## ONGOING GENERATIVE GOVERNANCE

The EIPS Board of Trustees consistently reviews emails from stakeholders and attends monthly school council meetings and Committee of School Councils meetings to gather feedback about the Division. Also, a standing generative-governance item occurs at every Caucus Committee meeting for trustees to share input and guide decision-making.



## NOVEMBER 2022

- Schools will engage families to review the results from the previous year, attend the Assurance Reviews and tune into the Board meeting when it discusses the *EIPS Annual Education Results Report: 2022-26*.

## JANUARY 2023

- The Division will engage the Committee of School Councils (COSC) about the *Annual Education Results Report 2022-26*.
- The Division will engage staff, families, community members and Grade 12 students through its annual EIPS Year-in-Review Survey. The survey asks respondents a series of questions to gauge stakeholder confidence about the Division's direction and gather feedback about future budget-planning priorities.
- All EIPS schools will conduct consultations with families about school fees for the upcoming school year.

## FEBRUARY 2023

- The province will launch its Alberta Education Assurance Survey to gather feedback from students, staff and families about the required assurance performance measures domains—the data helps guide future decision-making.

## MARCH 2023

- The Division will administer its annual feedback surveys—to school families, staff and students. The survey focuses on assurance domains, and the feedback helps guide future decision-making about EIPS' priorities and budget allocations.

## APRIL 2023

- All schools will engage staff and families to aid with budget planning and the school education plans for the 2023-24 school year.
- Using the feedback from the surveys and other public engagement conversations, the Division will prepare a spring budget report and update the *EIPS Four-Year Education Plan: 2022-26*.

## MAY 2023

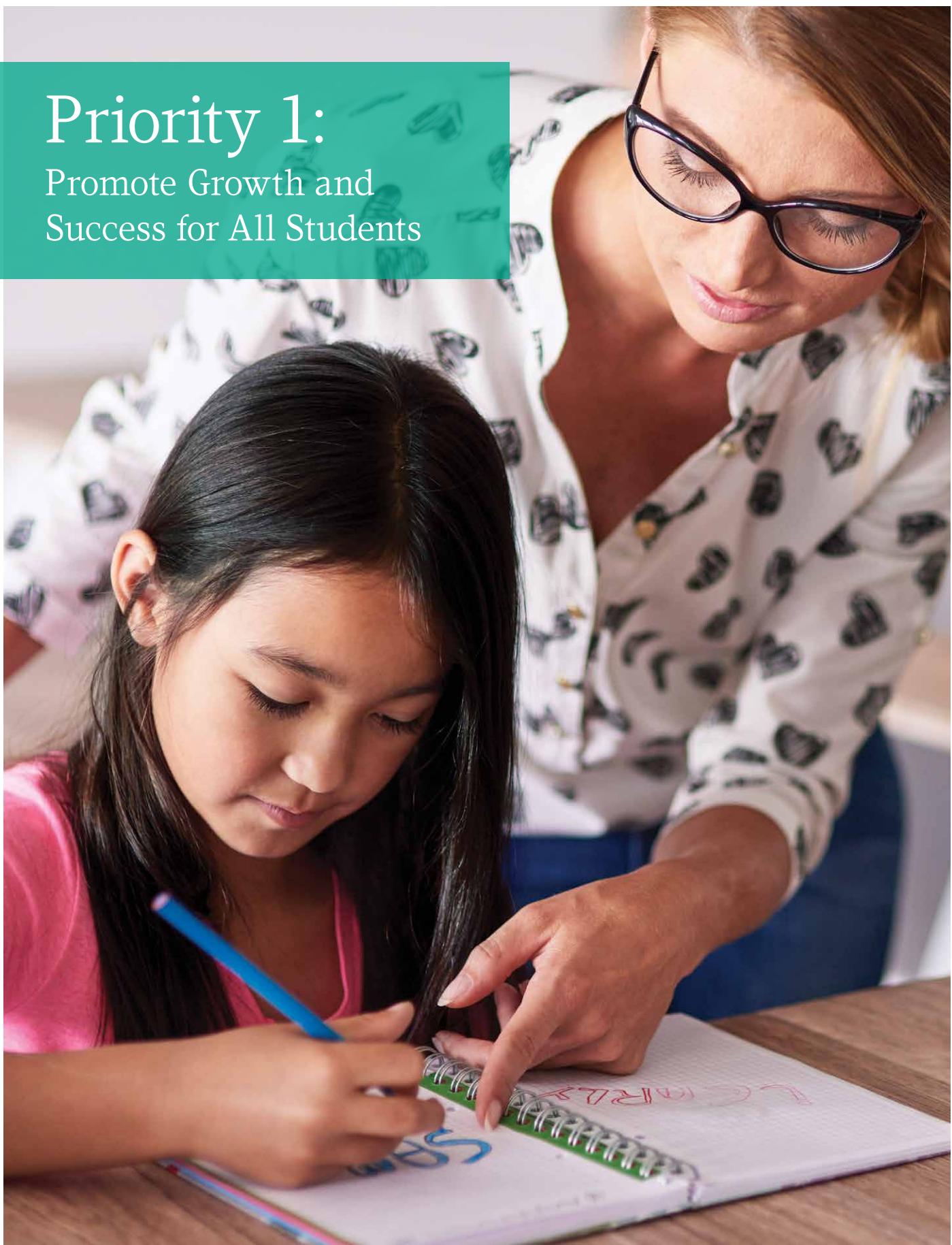
- The Division will engage COSC about the Division budget and the updated draft *EIPS Four-Year Education Plan: 2022-26*.
- The Board will approve the Division's spring budget for 2023-24 and update the *EIPS Four-Year Education Plan: 2022-26*. Once approved, the Division will submit both to Alberta Education for review.

## ONGOING:

- The Division publishes a quarterly newsletter entitled, *EIPS Quarterly Update*. The newsletter features articles about the Division, what's new, the work of the Board and the importance of public education. The audience: locally elected officials, industry partners, community partners and local chambers of commerce.
- The Division publishes monthly articles summarizing key sections in the *Annual Education Results Report*. The articles are highly readable and included in the school newsletters. The audience: school families, students and EIPS staff.

# Priority 1:

## Promote Growth and Success for All Students



# Goal 1: Excellent Start to Learning

Assurance Domain: Student Growth and Achievement

**Local Outcome 1:** Kindergarten children reach developmental milestones by Grade 1

**Local Outcome 2:** Students develop a strong foundation for learning through reading and doing mathematics at grade level by the end of Grade 3

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

## Background

Early childhood development is the first and most critical phase of human growth. In fact, a growing body of research, centred on families and children between the ages of zero and six, suggests the early years are the most significant period in an individual's life. That's why Elk Island Public Schools (EIPS) identifies an "excellent start to learning" as a goal in its *EIPS Four-Year Education Plan: 2022-26*. The goal sets the groundwork for implementing strategies that ensure as many children as possible, entering Grade 1, reach developmental milestones. To facilitate this, all young learners—pre-kindergarten, kindergarten and Grade 1—are taught by caring and responsive staff members in high-quality early learning environments that focus on purposeful, play-based programming.

Equally important is for children in kindergarten to Grade 3 to develop a strong early literacy and numeracy foundations. Both are critical for success in these areas later in life. In fact, in literacy, reading at grade level by Grade 3 is a predictor of high school completion. As such, teachers work diligently to ensure learners read at grade level and participate in ongoing professional learning—research-based foundational literacy practices, Reader's Workshop and Writer's Workshop. The ultimate goal is to support growth in both areas on an ongoing basis.



## Performance Measures

### TEACHER SURVEY

- The percentage of children no longer identified with a severe development delay after two years of EIPS' Play And Learn at School (PALS) programming.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures:
  - awareness of self and environment;
  - social skills and approaches to learning;
  - cognitive skills;
  - language and communication;
  - physical development: fine-motor; and
  - physical development: gross motor.
- The percentage of Grade 3 students reading at grade level.
- The percentage of Grade 3 students performing mathematics at grade level.

### EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

- The percentage of families reporting their child demonstrated growth in development because of PALS.
- The percentage of families reporting their child is becoming ready to enter Grade 1 because of the kindergarten program.

### TEACHER CURRICULUM SURVEY

- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.

### EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS provides the supports and services needed to prepare pre-kindergarten and kindergarten learners for Grade 1.

## Priority Strategy for Education Plan

EIPS will continue its efforts to ensure children reach their developmental milestones and attain solid foundational skills in the early years.

### Strategies include:

- ⟳ Work collaboratively within multidisciplinary teams to provide universal, targeted and specialized early childhood intervention support and therapy to address developmental delays identified in classrooms—pre-kindergarten to Grade 3.
- 💻 Develop ongoing online modules to build capacity in key early learning program areas, such as fine-motor progressions and early language foundations—particularly beneficial for onboarding new teachers.
- Ⓐ Use robust literacy and numeracy assessments to identify areas early learners are struggling. The strategy will help support children learn the necessary foundational skills.
- 👉 Provide small-group modelling and side-by-side coaching in kindergarten to Grade 3 classrooms. The strategy will build teacher capacity in foundational literacy—reading, writing, and English and French language oral word work. It will also support more students to demonstrate growth in literacy and reading at grade level.
- ❤️ Use Board-allocated funds, \$1 million, to continue the Division's pandemic recovery efforts—kindergarten to Grade 12. Schools are developing intervention plans for students negatively affected by the disruption of learning during the pandemic. Supporting schools in identifying and implementing these plans ensures more students close any resulting learning gaps.
- ⚙️ Use Board-allocated funds, \$800,000, to continue efforts around building teacher capacity to successfully implement the new curriculum—through unit-plan development, assessment development and professional learning. The strategy ensures teachers, K-3, confidently and effectively implement the new programs of study—mathematics, English language arts and literature, and physical education and wellness—launching in fall 2022.



# Goal 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

**Local Outcome 1:** Students are engaged with their learning and achieve student-learning outcomes

**Local Outcome 2:** Students achieve a minimum of one year's growth in literacy and numeracy

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

## 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 literacy and numeracy are foundational to success in learning and life, both are priorities in the *EIPS Four-Year Education Plan: 2022-26*.

Literacy is the ability to read, view, write, design, speak and listen to allow people to communicate effectively. Strong literacy skills ensure the ability to read and write and the capacity to apply these skills effectively to acquire, create, connect and communicate information in various situations. Developing strong literacy skills in students is critical to reaching 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, school, work and community. Developing strong numeracy skills in students is critical to reaching their full potential.

## Performance Measures

### OVERALL LITERACY LEARNING OUTCOMES

- The percentage of students who achieve the acceptable standard and standard of excellence in:
  - Grade 6 and Grade 9 Provincial Achievement Tests (PATs)
  - diploma examinations
  - Grade 6 Language Arts PAT
  - Grade 9 Language Arts PAT
  - English 30-1 diploma examination
  - English 30-2 diploma examination
  - Star 360 Reading Assessment

### OVERALL MATHEMATICS LEARNING OUTCOMES

- The percentage of students who achieve the acceptable standard and standard of excellence in:
  - Grade 6 Mathematics PAT
  - Grade 9 Mathematics PAT
  - Math 30-1 diploma examinations
  - Math 30-2 diploma examinations
  - Math Intervention Programming Instrument (MIPI)

### ALBERTA EDUCATION ASSURANCE SURVEY

- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of families who agree the literacy and numeracy skills their child's learning at school are useful.
- The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of teachers, families and students who agree students are engaged in their learning.

# Performance Measures

## EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

- The percentage of families who agree their child's:
  - demonstrating growth in literacy;
  - demonstrating growth in numeracy;
  - individual needs are met; and
  - encouraged to do their best.

## EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students in grades 9 and 12 who agree:
  - they're demonstrating growth in literacy;
  - they're demonstrating growth in numeracy;
  - they're engaged in their learning, and the schoolwork's interesting;
  - their individual learning needs are met; and
  - they're encouraged to do their best.

## TEACHER CURRICULUM SURVEY

- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.

## EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS implements strategies and supports needed for learners to demonstrate growth in literacy.
- The percentage of staff, students and families confident EIPS implements strategies and supports needed for learners to demonstrate growth in numeracy.

**EIPS is committed to the success of every student and ensuring they have the tools needed to reach their full potential**





## Priority Strategy for Education Plan

EIPS is committed to implementing research-based strategies to promote growth and success for all students.

### Strategies include:

-  Use Board-allocated funds, \$1 million, to continue the Division's pandemic recovery efforts—kindergarten to Grade 12. Schools are using resources to develop and implement intervention plans for students negatively affected by the disruption of learning during the pandemic. Supporting schools in identifying and implementing these plans ensures more students close any resulting learning gaps.
-  Use Board-allocated funds, \$800,000, to continue efforts around building teacher capacity to successfully implement the new curriculum—through unit-plan development, assessment development, resource purchases and professional learning. The strategy ensures teachers, kindergarten to Grades 6, confidently and effectively implement the new programs of study—physical education and wellness in the fall of 2022; mathematics, English language arts and literature in fall 2023.
-  Use Board-allocated funds to continue employing a consultant developing common assessments for core subjects, grades 7 to 12, using a curriculum blueprinting process. For the 2022-23 school year, the consultant will work with teachers to create high-quality assessments for the new curriculum, lead the elementary report card redesign and develop consistent assessment practices for EIPS. Overall, the strategy supports improvements in achievement and consistency in Division final exams.

-  Continue using multidisciplinary teams to support complex learners across all feeder-school groupings.
-  **(A)** Continue building teacher capacity in literacy. The Division will continue employing a literacy consultant, grades 4 to 8, to work with other EIPS literacy consultants to enhance small-group instruction, the Making Thinking Visible strategy, elementary reading supports and writing instruction. As well, to bridge transitions from Grade 6 to Grade 7, and Grade 9 to Grade 10, the consultant will also expand common, research-based reading instructional practices for secondary schools and develop a humanities writing continuum—grades 7, 8, 10 and 11.
-  **(A+2)** Continue building teacher capacity in numeracy by focusing on small-group instruction and visual thinking in mathematics. Professional learning will also concentrate on maximizing conversations and robust feedback in math classrooms to support student growth.
-  Continue building teacher capacity in educational technology. An area-expert consultant will carry on with efforts to support teachers, K-12, embed purposeful technology in classrooms. The consultant will also work with teachers to implement common assessment exams, using technology tools for support; offer BrightSpace training; and help the transition to the PowerTeacher Pro elementary report card.

# GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

**Local Outcome 3:** Self-identified First Nations, Métis and Inuit students are engaged in holistic, lifelong learning that is culturally relevant and fosters success

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

## Background

Improving education outcomes and creating opportunities for First Nations, Métis and Inuit students is a priority for Elk Island Public Schools (EIPS) and Alberta Education. Some of the ways the Division's doing this are by providing First Nations, Métis and Inuit learners with culturally relevant learning opportunities; building capacity to effectively address First Nations, Métis and Inuit learner needs; strengthening knowledge and understanding of Indigenous history, treaty rights, lands and languages; and education for reconciliation.

## Performance Measures

### OVERALL STUDENT LEARNING OUTCOMES

- The percentage of Grade 6 and Grade 9 students who achieve the acceptable standard and the standard of excellence on the Provincial Achievement Tests.
- The percentage of students who achieve the acceptable standard and the standard of excellence on diploma examinations.

### HIGH SCHOOL COMPLETION

- The high school completion rate within three years of entering Grade 10.
- The annual dropout rate of students aged 14 to 18.
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The percentage of Grade 12 students eligible for a Rutherford Scholarship.

### INTERNAL EIPS DATA

- The number of students who self-identify as First Nations, Métis and Inuit, as of June 30.
- The number of schools that submitted a First Nations, Métis and Inuit project proposal, and received funding.
- The number of schools with a First Nations, Métis and Inuit education lead.



### EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

- The percentage of families who feel their child has an understanding of First Nations, Métis and Inuit culture and history.

### EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, grades 9 and 12, who agree they have an understanding of First Nations, Métis and Inuit culture and history.

### EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS implements strategies that support the achievement and growth of self-identified First Nations, Métis and Inuit learners.



## Priority Strategy for Education Plan

EIPS is committed to ensuring teachers develop and apply foundational knowledge about First Nation, Métis and Inuit history and perspective for all students, staff and community members.

### Strategies include:

-  Continue offering professional learning about foundational knowledge to all EIPS educational staff—focusing on Supporting the Lead Teacher model. The Division will also facilitate targeted in-school professional learning sessions to build capacity further in promising practices and effective use of authentic Indigenous resources.
-  Continue building foundational knowledge using Division-based information sessions focused on land acknowledgments, the Indigenous Peoples' Giant Floor Map and Blanket Exercises for interested families.
-  Continue supporting land-based learning initiatives within EIPS schools through targeted professional learning. Focus areas involve promising practices that support being in relation and learning from the land, including developing Indigenous outdoor learning spaces. Work will also incorporate finalizing outdoor spaces in Fort Saskatchewan, Bruderheim and the EIPS Central Services Office, and new spaces in Sherwood Park and Strathcona County.
-  Support the roll-out of the new kindergarten to Grade 6 curriculum, ensuring it aligns with the Division's truth and reconciliation commitments.
-  Continue supporting First Nations, Métis and Inuit students who aren't experiencing success or are at risk of dropping out.
-  Create a divisionwide program acknowledging self-identified Indigenous students completing Grade 12, including presenting a gift to recognize the accomplishment.
-  Continue building meaningful relationships between school staff; local elders; knowledge keepers; and land-based community stakeholders.
-  Continue to host three gatherings, per school year, with self-identified First Nations, Métis and Inuit families to relationship build and engage in respectful conversations.
-  Explore developing Cree and Michif language sessions for self-identified First Nations, Métis and Inuit staff, families and students.

# GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

**Local Outcome 4:** Students are supported and prepared for life beyond high school

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

## Background

Keeping students motivated and engaged as they work to finish senior high requires a collaborative effort throughout the entire kindergarten to Grade 12 public education system. That's because 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.



## Performance Measures

### HIGH SCHOOL COMPLETION

- The high school completion rate of students within three years of entering Grade 10.
- The annual dropout rate of students aged 14 to 18.
- The number of Grade 12 students eligible for a Rutherford Scholarship.
- The percentage of students writing four or more diploma examinations within three years of entering Grade 10.

### ALBERTA EDUCATION ASSURANCE SURVEY: TRANSITION AND CAREER PLANNING

- The number of senior high students who transition to post-secondary education, including apprenticeships, within six years of entering Grade 10.
- The percentage of teachers and families who agree students are taught attitudes and behaviours to be successful at work when they finish school.

### EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS – TRANSITION AND CAREER PLANNING

- The percentage of families who agree their child is taught the knowledge skills, and attitudes necessary to succeed in life.

### EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS – TRANSITION AND CAREER PLANNING

- The percentage of students, grades 9 and 12, who agree their school supports them in preparing for life beyond high school.
- The percentage of students, grades 9 and 12, who agree they're learning the knowledge, skills and attitudes necessary to succeed in life.

### EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students, families and community members confident EIPS implements strategies that support and prepare students for life beyond high school.



## Priority Strategy for Education Plan

EIPS is committed to supporting students to ensure they're prepared for life after senior high.

### Strategies include:

-  Use Board-allocated funds to continue efforts developing and implementing the Division's Career Pathways strategic plan. The plan's aim: To enhance student opportunities by exposing them to multiple career options—work experience, Off-Campus Education, apprenticeships, certifications, mentoring and job shadowing. The plan also includes a review of EIPS' Career and Technology Foundations (CTF) and Career and Technology Studies (CTS) programming, facility audits and building partnerships—with the community and post-secondary institutions.
-  Build teacher capacity, grades 7-12, on CTF and CTS course delivery—such as the ability to plan, create and evaluate the courses. The strategy ensures students develop competencies that transcend across subjects and outside the school context in ways relevant to the world of work and post-secondary education.
-  Develop additional dual-credit courses—based on student interests; teacher expertise; and availability from local colleges, post-secondary institutions and businesses. The Division will also continue building partnerships with surrounding school boards to offer even more dual-credit opportunities to students.
-  Work with schools to develop communication that engages families about how to prepare children for life after senior high—in terms of career planning and life-skills preparation.
-  Work with Division employees who are journeypersons—chefs, cabinetmakers, millwrights, hairstylists—to develop more apprenticeship-level CTS courses.
-  Work with post-secondary institutions to explore free university-transfer courses.
-  Work at developing unit plans to support the roll-out of the new kindergarten to Grade 6 curriculum, with an emphasis on careers and preparing students for life after senior high.
-  Continue hosting Future Fair, an annual event hosted by EIPS showcasing supportive agencies and transition opportunities available to individuals with complex needs after senior high.
-  Continue hosting Your Future: Post-secondary and career fair. Hosted by EIPS. The annual fair brings together more than 30 universities, colleges, polytechnics, private schools and sector experts in one place—the largest event of its kind in Alberta.

## Priority 2:

### Enhance High-Quality Learning and Working Environments



# GOAL 1: A Culture of Excellence and Accountability

Assurance Domain: Teaching and Leading

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

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

## Background

Lifelong learning is a value supported and promoted within the Division. Research points to teaching quality and school leadership as the most important factors in raising student achievement in education. 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 implementing 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 have opportunities to learn and grow, in their respective areas, Elk Island Public Schools (EIPS) as a whole, flourishes.

## Performance Measures

### ASSURANCE SURVEY

- The percentage of teachers reporting:
  - In the past three to five years, the professional learning or in-servicing received from the school authority was focused, systematic and contributed significantly to their professional learning.
  - In the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
  - In the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
  - In the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.

**For EIPS employees to be as effective as possible, they need ongoing opportunities to expand their knowledge and skills**

### EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

- The percentage of families satisfied with:
  - the quality of education their child's receiving at their school;
  - the quality of teaching at their child's school; and
  - the leadership at their child's school.

### EIPS ANNUAL FEEDBACK SURVEY: FOR STAFF

- The percentage of EIPS staff who agree:
  - There is someone at work who encourages my professional learning.
  - In the last year, I've had opportunities to grow at work.
  - My colleagues are committed to doing quality work.
  - I receive recognition or praise for doing good work.

### EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, grades 9 and 12, satisfied with the:
  - quality of education they receive;
  - quality of teaching at their school; and
  - leadership at their school.

### EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS supports teachers in building their professional capacity to enhance the quality of teaching and leading in the Division.



## Priority Strategy for Education Plan

EIPS will continue its efforts to support and enhance the quality of teaching, learning and leading.

### Strategies include:

- E Develop targeted and functional professional learning opportunities for classified and certificated staff focused on key competencies and required certification for specific positions—tracked using PowerSchool's Unified Talent software.
- M Continue developing onboarding sessions for new hires and offering leadership-readiness workshops to ensure successful transitions and successions into new positions.
- C Deliver targeted professional learning for administrators focused on financials, budgeting and just-in-time training. The sessions will also be recorded for principals and assistant principals to access at their convenience.
- S Provide targeted professional learning to administrators focused on instructional leadership—during Leadership meetings, after-school sessions and Lunch and Learn sessions.
- T Provide professional learning to teachers through virtual co-taught lessons—a consultant virtually joins the teacher while instructing students. The strategy's benefit is two-fold: It provides teachers with a virtual consultant in their classroom with them and allows EIPS consultants to support multiple classrooms and schools simultaneously.
- A Continue offering professional learning focused on student achievement results in literacy and numeracy—both priorities areas for the Division.
- L Continue offering professional learning and resources to support the implementation of the new programs of study.
- R Streamline business processes, structures and responsibilities, and find efficiencies using the Division's new atrieveERP system—a divisionwide enterprise resource planning system.

# GOAL 2: Positive Learning and Working Environments

Assurance Domain: Learning Supports

**Local Outcome:** The Division's learning and working environments are welcoming, caring, respectful, safe and foster student and staff well-being

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

## 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's welcoming, caring, respectful, safe and encourages a sense of belonging. In this environment, students are best able to learn and develop social responsibility. Equally important is creating this same environment for EIPS staff so they, too, experience success and feel engaged.

## Performance Measures

### ALBERTA EDUCATION ASSURANCE SURVEY: WELCOMING, SAFE, INCLUSIVE, RESPECTFUL AND CARING

- The percentage of teachers, families and students who agree students are:
  - safe at school;
  - learning the importance of caring for others;
  - learning respect for others; and
  - treated fairly in school.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of students who agree they are safe at school.
- The percentage of families who agree their child is safe at school.
- The percentage of teachers, families and students who agree each child and youth belongs, and is supported and successful in their learning.

### ALBERTA EDUCATION ASSURANCE SURVEY: CITIZENSHIP

- The percentage of teachers, families and students satisfied students model active citizenship.

Providing welcoming, caring, respectful and safe schools ensures students learn in the best environments and develop social responsibility



# Performance Measures

## ALBERTA EDUCATION ASSURANCE SURVEY: SPECIALIZED SUPPORTS

- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of families satisfied with the special support their child receives at school.

## EIPS ANNUAL FEEDBACK SURVEY: FOR STAFF

- The percentage of EIPS staff who agree:
  - I have the materials and equipment I need to do my work.
  - The mission, belief statement and goals of EIPS make me feel my job is important.
  - I receive recognition or praise for doing good work.
  - Someone at work cares about me as a person.
  - Overall, I am satisfied with my school or department as a place to work.

## EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

- The percentage of families who agree:
  - school staff care about their child; and
  - their child's school expects students to behave responsibly, and are dealt with fairly if not.

## EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, in grades 9 and 12, who agree:
  - their school encourages learners to be responsible, respectful and engaged citizens;
  - they feel the staff at their school care about them; and
  - the school expects students to behave responsibly and are dealt with fairly if not.

## EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS' learning and working environments are welcoming, caring, respectful and safe.

# Priority Strategy for Education Plan

EIPS will continue efforts to ensure its learning and working environments are welcoming, caring, respectful and safe.

## Strategies include:

 Use Board-allocated funds to develop and implement an EIPS Mental Health Strategic Plan, as part of the Division's pandemic recovery efforts. The plan allows EIPS to better support students' social-emotional and mental health through focused engagement between staff, students, caregivers and community partners. Within this work is the provision of three family school liaison workers who will work with families to support student attendance and help re-engage individuals who withdrew from learning during the pandemic.

As well, because employee health and well-being directly impact student learning environments, the Mental Health Strategic Plan also includes activities and initiatives to enhance and build staff connections and strategies to ensure a healthy workforce culture.

 Continue supporting schools to enhance programming and services for students with learning, developmental and health needs enrolled in system programs and inclusive classrooms.

 Continue offering health-and-wellness sessions and related resources to families.

 Continue co-ordinating, with government agencies and community partners, professional learning, awareness campaigns and resources about welcoming, caring, respectful and safe learning environments.

 Maintain the Division's Occupational Health and Safety Certificate of Recognition. As well, address any factors that could affect the status or obstruct continuous improvement.

# GOAL 3: Quality Infrastructure for All

Assurance Domain: Learning Supports

**Local Outcome:** Learning and working environments are supported by effective planning, management and investment in Division infrastructure

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

## Background

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

## Performance Measures

### EIPS FACILITIES

- The overall school-utilization rate.
- The number of new, replacement or modernization capital projects funded versus requested.
- The number of approved modular unit classrooms.
- The number of modular units installed and hooked up with occupancy for school startup.
- The number of projects completed as part of the Infrastructure Maintenance and Renewal program.
- The number of projects completed as part of the Capital Maintenance Renewal program.
- The number of maintenance projects completed.
- The number of work orders requested.
- The percentage of work orders completed.

### EIPS TECHNOLOGY

- The number of schools reconfiguring Active Directory.
- The number of EIPS Central Services servers migrated to a virtual environment at the Central Data Centre.
- The number of school servers migrated to a virtual environment.
- The number of schools rewired to Category 6 standards.
- The number of schools funded with evergreening technology.
- The number of schools with fibre connections right to the curb.
- The number of schools with 100 Mbps bandwidth.

- The number of schools with 200 Mbps bandwidth.
- The number of schools with 300 Mbps bandwidth.
- The number of schools with 400 Mbps bandwidth.
- The number of schools with 500 Mbps bandwidth.

### STUDENT TRANSPORTATION

- The number of bus riders at the end of June.
- The number of buses.
- The average bus ride time.
- The percentage of buses installed with a GPS tracking system.
- The number of families and students who participated in the Little Elk Island Adventure.

### EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

- The percentage of families rating the physical condition of their child's school as excellent, good or fair.

### EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

- The percentage of students, grades 9 and 12, rating the physical condition of their school as excellent, good or fair.

### EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS supports student learning through effective planning, managing and investing in Division infrastructure.



## Priority Strategy for Education Plan

### Facility Services

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

-  Implement Year 1 of EIPS' Three-Year Sherwood Park Engagement Plan, including reviewing programming and school attendance areas. Over the next three years, the Division anticipates four new growth areas in Sherwood Park and Strathcona County. The engagement plan ensures future students continue receiving high-quality education.
-  Conduct a value-scoping study to determine the infrastructure and programming needs for the western portion of Minburn County.
-  Continue addressing the Division's ongoing maintenance needs:
  - regular preventative maintenance to reduce unscheduled breakdowns;
  - Capital Maintenance and Renewal (CMR) projects—identified in the Division's CMR plan;
  - Infrastructure Maintenance and Renewal (IMR) projects—identified in the Division's IMR plan; and
  - work, with Alberta Education, on the design phase of the new Sherwood Heights Junior High and École Campbelltown replacement school.

CONTINUED ON PAGE 25

CONTINUED FROM PAGE 24

### **Information Technologies**

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

#### *Enterprise*

- Continue supporting an effective and efficient user experience through maintaining and enhancing a secure, robust and reliable IT environment.
- Continue supporting network-service improvements to schools—recently updated with the Supernet 2.0 and a reconfigured network design.
- Implement processes to evaluate the software, applications, extensions and web tools teachers and students use.
- Continue to improve procedures and guidelines.
- Use Board-allocated funds to support the evergreening of school staff computers to align with Microsoft's new Windows platform.

#### *Information*

- Provide ease of access to information through Division-aligned data systems and processes.
- Develop a communication site for staff, which brings all information to one location and includes access to digital forms to improve process and workflow.
- Enhance school-family communications, absence reporting and digital form submissions by merging Division, school, and teacher communications in one location.
- Continue to promote the records-management program using Board-allocated funds to support schools transition to digital documents.

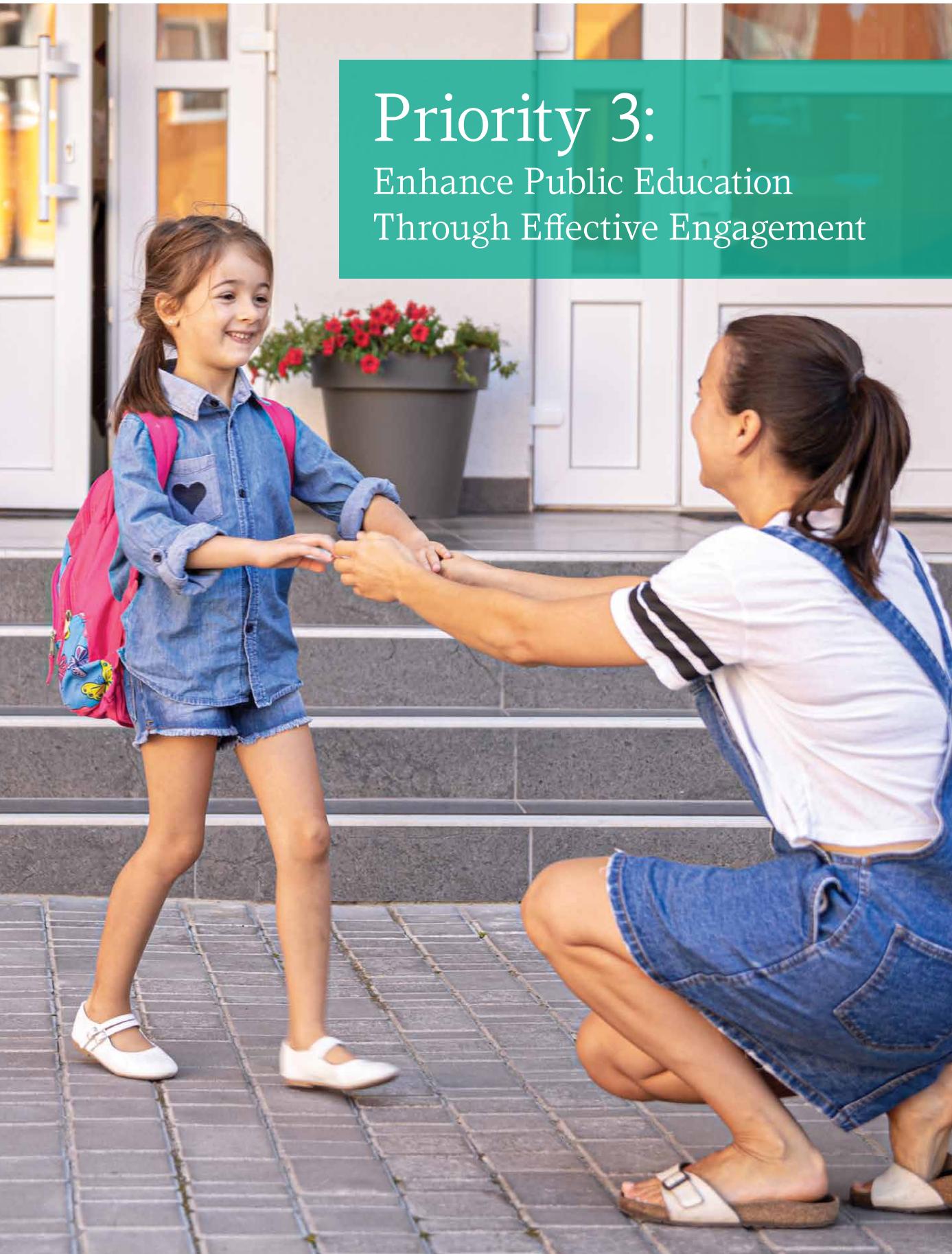
#### *Privacy and Security*

- Continue protecting data through creating a privacy, security and digital leadership culture, including multi-factor authentication, cybersecurity awareness, network testing and security audits.

### **Student Transportation**

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

-  Create awareness among EIPS students and families about bus emergency procedures, the code of conduct and school-bus safety.
-  Provide targeted professional learning opportunities for bus operators—student management, adverse road conditions, safety standards, policies and procedures.
-  Provide ongoing professional learning training for staff working in Student Transportation.
-  Expand technology use to contractors and bus operators to improve efficiencies, reduce paper consumption and provide real-time routing information—student listings, maps, and driver directions.
-  Familiarize Student Transportation dispatch staff with contingency plans to ensure efficient support and resources for bus operators.



## Priority 3:

Enhance Public Education  
Through Effective Engagement

# GOAL 1: Parent and Caregiver Engagement

Assurance Domain: Governance

**Local Outcome:** Student learning is supported and enhanced by providing meaningful opportunities for parents and caregivers to be involved in their child's education

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

## Background

Recognizing the vital roles families play in education is foundational to everything Elk Island Public Schools (EIPS) does. Divisionwide, parents and caregivers are regarded as a child's first teachers and key influencers in shaping learning attitudes. Their involvement in EIPS schools is continually encouraged, and as a result, their contributions make schools better places to 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.



## Performance Measures

### ALBERTA EDUCATION ASSURANCE SURVEY

- The percentage of families and teachers satisfied with parental involvement in decisions about their child's education.
- The percentage of families who agree their family's encouraged and supported in helping their child be successful in learning.

### EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

- EIPS families who agree:
  - they're satisfied with the opportunity to be involved in decisions at their child's school;
  - there is open and honest communication within their child's school;
  - the school keeps them informed about their child's progress and achievement;
  - the Division is committed to engaging families about matters affecting public education; and
  - the Division is committed to ongoing advocacy for public education.

### EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS provides caregivers meaningful opportunities to be involved in their child's education.

Parents and caregivers are regarded as a child's first teacher and their contributions make schools better places to learn and grow.



## Priority Strategy for Education Plan

Fostering even more engagement with EIPS school parents and caregivers is an ongoing priority for EIPS.

### Strategies include:

- 🕒 Continue offering professional learning sessions, information and resources to support families in engaging with their child about health and wellness, supporting literacy and numeracy development and planning for life beyond senior high.
- 👥 Continue offering information sessions and resources to support families prepare their child for kindergarten.
- 👩‍👧‍👦 Continue offering family engagement sessions—hosted by speech-language pathologists, occupational therapists and early learning consultants—focused on capacity building to support young learners.
- 💻 Continue all assurance framework efforts and provide school families with opportunities to provide input to support decision-making within the Division.
- 👤 Continue communication efforts with EIPS families about the Division's progress in meeting the goals and outcomes outlined in the *EIPS Four Year Education Plan*.
- 📶 Continue communicating Division news with EIPS families—emails, newsletters, news releases and social media posts.
- 📅 Implement Year 1 of EIPS' Three-Year Sherwood Park Engagement Plan—reviewing existing programming and school attendance area—to ensure future students continue receiving high-quality education.
- 🔍 Conduct a value-scoping study to determine the infrastructure and programming needs for the western portion of Minburn County.
- Ⓐ Use Board-allocated funds to employ three Family School Liaison Workers who will focus on supporting student attendance and re-engaging individuals who withdrew from learning during the pandemic.
- 🤝 Continue hosting three engagement gatherings, every school year, with families who self-identify as First Nations, Métis or Inuit. The goal: To build relationships, engage in respectful conversations, and explore the possibility of launching Cree and Michif language sessions for those families and students.
- 👥 Continue building capacity with school council representatives by covering costs for Alberta School Councils' Association memberships and sponsoring registrations for the annual ASCA School Council Conference and AGM.

# GOAL 2: Engaged and Effective Governance

Assurance Domain: Governance

**Local Outcome:** The Division is committed to engaging stakeholders to augment its decision-making and support student success

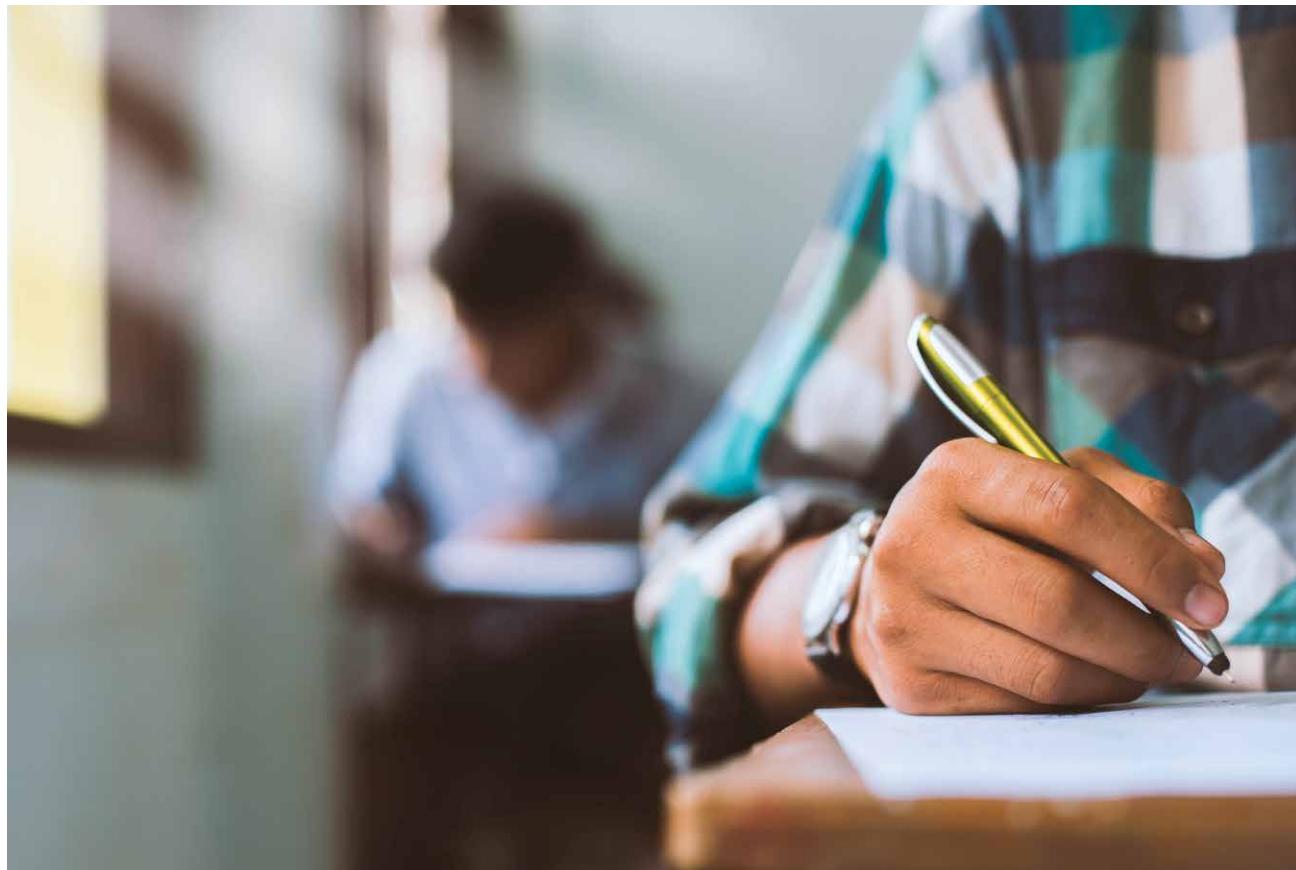
**Local Outcome:** The Division is committed to engagement and advocacy to enhance public education

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

## Background

The key to building public assurance in the Division is engaging educational stakeholders in dialogue to create and sustain a culture of continuous improvement and collective responsibility. Elk Island Public Schools (EIPS) believes ongoing public engagement augments decision-making that supports student success. As well, advocating for students, in a manner that affects sustainable funding and shapes educational policy, plays a critical role in delivering a strong educational system.

As such, EIPS is committed to enhancing policy and practices that best support students' learning needs and successes—from early learning to high school completion, and beyond. Within EIPS, the Board of Trustees' role as an education advocate extends beyond the Division's boundaries. It continually and actively ensures local and provincial governments understand the Division's local issues and advocates strongly for excellence in public education. To do this, the Board develops and maintains an ongoing advocacy plan and strategically partners with surrounding school boards and associations to further strengthen its advocacy efforts.





## Performance Measures

### EIPS INTERNAL DATA

- The number of advocacy areas specifically identified and addressed by the Board of Trustees.
- The number of advocacy letters sent to the Minister of Education.
- The number of formal meetings with the Minister of Education or provincial ministers.
- The number of formal meetings with Alberta's members of the legislative assembly.
- The number of formal meetings with mayors in the EIPS jurisdiction.
- The number of media advocacy articles, radio and television interviews.

### EIPS ANNUAL FEEDBACK SURVEY: FOR CAREGIVERS

- The percentage of families satisfied with the Division's commitment to engaging families in matters that affect public education.
- The percentage of families satisfied with the Division's commitment to advocating for public education.

### EIPS YEAR-IN-REVIEW SURVEY

- The percentage of staff, students and families confident EIPS:
  - provides families with meaningful opportunities to be involved in their child's education; and
  - advocates to enhance public education.

## Priority Strategy for Education Plan

Identifying issues, engaging stakeholders and advocating on behalf of EIPS and provincial education is a continued priority in the 2022-23 school year.

### Strategies include:

- 👉 Continue promoting effective communication and building relationships with elected officials.
- 🔍 Develop and maintain a focused advocacy plan to enhance public education for the 2022-23 school year.
- 👥 Continue meeting with all levels of government to advocate, engage and participate in consultations to ensure EIPS' voice is heard.
- 🌐 Continue working with media to ensure key messages and advocacy areas are strategically in the hands of the public and decision-makers.
- 👤 Continue efforts to elevate the profile of EIPS as a leader in innovative, inclusive education and an engaged member of the communities it serves.
- 👥 Continue using the Division's public engagement strategy to guide all consultation efforts—at the Division and school levels.
- 👥 Continue collaborating with the Committee of School Councils.

