

Elk Island Public Schools  
Four-Year Education Plan  
2018-22



# Accountability

The *Elk Island Public Schools Four-Year Education Plan: 2018-22* was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. The *EIPS Four-Year Education Plan: 2018-22* was approved by the Board on May 26, 2021.



Trina Boymook  
Chair, Board of Trustees



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# Profile and Local Context

**E**lk Island Public Schools (EIPS) is the sixth-largest school division in Alberta, serving approximately 17,000 students from kindergarten to Grade 12 in 43 schools—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. The Division also employs 1,367 people—861 teachers and 506 non-teaching staff—all of whom work together to inspire students to learn, grow and succeed.

Every day, staff and students are encouraged to pursue opportunities to discover and develop their passions. They're provided with a range of high-quality educational programs and resources to ensure their success. 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 and services, including specialized learning environments; early intervention and counselling services; and consultative services such as speech-language, hearing, vision, occupational therapy and physical therapy.

Well-rounded educational opportunities take place within, and outside, the classroom. EIPS offers myriad types of programming in this area, including five language programs—English, French, German, Ukrainian and Spanish; two academic programs—Advanced Placement and International Baccalaureate; faith-based programs—Alternative Christian, Logos Christian; and the Next Step Outreach program. To complement programming, the Division also boasts strong extracurricular opportunities in all its schools—music, drama, special-interest clubs, athletics 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' mission is to provide high-quality, student-centred education that builds strong, healthy communities**

## 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.



# EIPS 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.

## 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.

### 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.

## 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.

# Planning and Reporting



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 mission, values and Four-Year Education Plan (see pg. 4, “EIPS Four-Year Education Plan”) to develop new strategies that further support student learning.

## ACCOUNTABILITY AND PERFORMANCE

The planning and results reporting are integral to the Division’s accountability and performance-management cycle, 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 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 providing assurance to their stakeholders that 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, that planning and results reporting are integral to the Division's assurance cycle—which involves 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 develop its Four-Year Education Plan, which captures the Division's strategic direction.
- Every spring, EIPS reviews the 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 Schools Education Plans—also developed with input from staff and school families.
- After announcing the budget, the Division and its schools allocate or re-direct resources to achieve the priorities and meet the 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 working to maintain or improve performance in the goals outlined—focusing on student growth and achievement.
- In November, Results Reviews for the previous year take place for the Division and schools—using the Accountability Pillar 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 Results Reviews, EIPS publishes its *Annual Education Results Report*. The report outlines how the Division's ensuring students achieve the best possible outcomes and meeting the priorities and goals set out in the Four-Year Education Plan. Then, 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).
- 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.

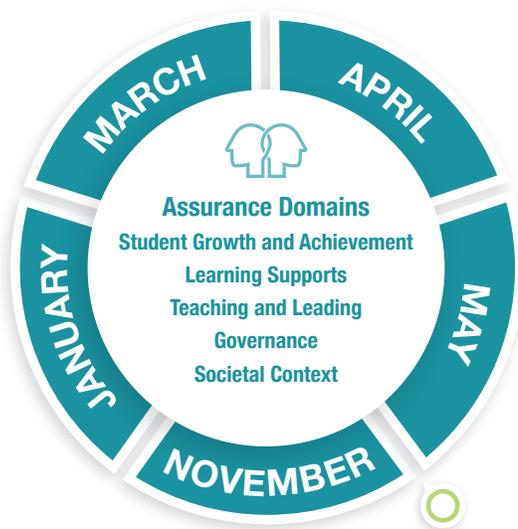
# Assurance Cycle

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

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

## ONGOING GENERATIVE GOVERNANCE

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



## MARCH 2021

- The Division gathered feedback from staff, students and families through several Elk Island Public Schools (EIPS) surveys focused on the assurance domains to guide future decision-making, priorities and budget allocations.
- As it's the last year of the Board's four-year term, the Division engaged students, staff, families and community members to provide input, which the newly elected Board will use to develop its Four-Year Education Plan.

## APRIL 2021

- Schools engaged staff and families about budget planning and the priorities for the School Education Plan.
- Using feedback provided, the Division prepared a budget and developed a draft Education Plan for the upcoming school year.

## MAY 2021

- The Division engaged the Committee of School Councils (COSC) about the Division budget and EIPS Four-Year Education Plan.
- The Division will approve the spring budget and submit its Education Plan to Alberta Education for the upcoming school year.

## JULY/AUGUST 2021

- Ad Hoc Assurance: The Division will engage teachers to provide feedback to Alberta Education about the new draft kindergarten to Grade 6 curriculum.

## NOVEMBER 2021

- Schools will engage families to review the results from the previous year and attend the results reviews.
- The Division will engage COSC about the *Annual Education Results Report* for the Division.

## JANUARY 2022

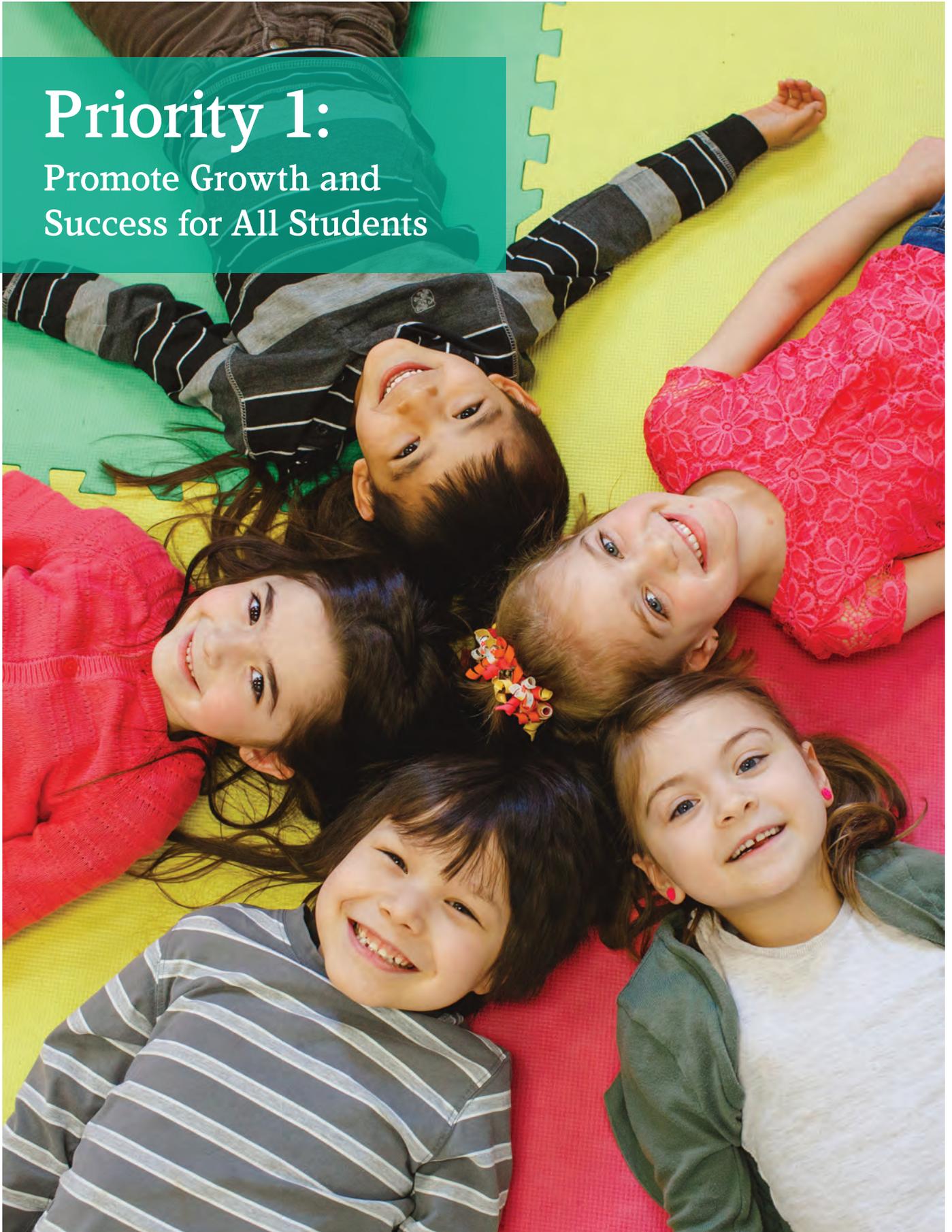
- The Division will engage staff, families, community members and Grade 12 students to complete the EIPS Year-in-Review Survey. The survey asks respondents a series of questions to gauge stakeholder confidence about the Division's direction. A second part will accompany the survey, to gather input on future budget planning priorities.
- The province will administer the Alberta Education Assurance survey to gather feedback from staff, families and students in all assurance domains. The data helps guide future decision-making.
- All EIPS schools will conduct consultations with families about school fees for the upcoming school year.

## ONGOING: 2021-22

- 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 of Trustees 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: An Excellent Start to Learning

Assurance Domain: Student Growth and Achievement

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

**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 is 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 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.

## Performance Measures

- Percentage of kindergarten children meeting:
  - all developmental milestones
  - awareness of self and environmental measures
  - social skills and approaches to learning measures
  - cognitive measures
  - physical-development measures
  - fine-motor measures
  - gross-motor measures
- Families reporting because of the Play and Learn at School program, their child demonstrated growth in development.
- Families reporting because of the kindergarten program, their child is becoming ready to enter Grade 1.

### TEACHER SURVEY

- Kindergarten teachers are more confident about effectively implementing the new programs of study.

## Priority Strategy for Education Plan

EIPS will continue its efforts to ensure more children reach developmental milestones by Grade 1.

### Strategies include:

 Work collectively in multidisciplinary teams with students and build staff capacity to implement research-based, early intervention strategies. The approach supports students in the Play and Learn at School (PALS) programs in demonstrating growth—measured by scheduled progress reports and year-end composite reports to prepare them for kindergarten.



The Board's allocating additional resources for an Early Learning Consultant to build capacity for teachers to implement research-based, early literacy and numeracy strategies. The approach supports students in the kindergarten programs in demonstrating growth—measured by the Early Years Evaluation – Teacher Assessment (EYE-TA) in October and May.



Use the October EYE-TA results to create an action plan that supports students at a higher risk of not meeting developmental milestones. The plan also includes targeted intervention support for students and prioritizing areas of most need.



Build capacity for early childhood teachers to implement Alberta Education's new curriculum. The strategy will help administrators and teachers feel confident about effectively implementing the new programs of study.

# Goal 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

**Local Outcome 1:** More students are engaged in school and achieve student-learning outcomes

**Local Outcome 2:** More 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 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 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 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, school, work and in the community. Developing strong numeracy skills in students is critical if they're to reach their full potential.

## Performance Measures

### OVERALL LITERACY LEARNING OUTCOMES

- The percentage of students who achieved the acceptable standard and standard of excellence in:
  - Grade 6 and Grade 9 Provincial Achievement Tests (PATs)
  - diploma examinations
  - Grade 6 PATs – Language Arts
  - Grade 9 PATs – Language Arts
  - English 30-1 diploma examinations
  - English 30-2 diploma examinations
  - STAR 360

### OVERALL MATHEMATICS LEARNING OUTCOMES

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



### ASSURANCE SURVEY

- Families who agree students find school-work interesting.
- Families who agree students can get the help they need at school with reading and writing.
- Teachers, families and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.
- Teachers, families and students who agree programs for children at risk are easy to access and timely.

# Performance Measures

## EIPS PARENT SURVEY

- My child:
  - is demonstrating growth in literacy
  - is demonstrating growth in numeracy
  - has his or her individual needs met
  - is encouraged to do his or her best

## EIPS STUDENT SURVEY

- Students in grades 9 and 12 agree:
  - they're demonstrating growth in literacy
  - they're demonstrating growth in numeracy

- their schoolwork is interesting, and they're engaged in their learning
- they're encouraged to do their best
- their individual learning needs are being met

## TEACHER SURVEY

- Grade 1-6 teachers are more confident about effectively implementing the new programs of study

# Priority Strategy for Education Plan

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

## Strategies include:

 As part of the Division's pandemic recovery plan, the Board's allocating additional resources to schools to develop support plans for students negatively affected by the disruption of learning because of COVID-19. Supporting schools in identifying and implementing these plans ensures more students close these learning gaps—measured by the Star 360 Reading Assessment, Math Intervention Programming Instrument (MIPI), common assessments and government-issued standardized tests.

 The Board's allocating additional resources for an Early Learning Consultant to build teacher capacity in grades 1-3 focused on the science of reading and readers-and-writers workshop. The strategy supports more students in demonstrating growth in literacy and reading at grade level—measured by the Star 360 assessments.

 The Board's allocating additional resources to build teacher capacity to implement Alberta Education's new curriculum. The strategy will help teachers feel more confident about effectively implementing the new programs of study.

 The Board's allocating additional resources for an Assessment Consultant to work with schools in using a curriculum blueprinting process to develop common assessments in the four core subject areas for students in grades 7-12. The strategy supports improvements in achievement and consistency in divisionwide final exams.

 Assist elementary teachers in implementing guiding math, small-group instruction and fun-fact fluency kits. The strategy supports continued student growth in mathematics—measured by the MIPI and Grade 6 Provincial Assessment Tests.

$\frac{(A+2)^2}{B}$  Support secondary math teachers to implement visual numeracy and vertical whiteboarding in classrooms. The strategy supports continued growth in mathematics—measured by the MIPI, common assessments and government-issued standardized tests.

 Continue using multidisciplinary teams to help support complex learners across all feeder-school groupings.

# GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

**Local Outcome 3:** Self-Identified First Nations, Métis and Inuit students and English Second Language students are demonstrating growth and achievement

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

## Background

An examination of the achievement gap 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; building capacity to effectively address First Nations, Métis and Inuit learner needs; and strengthening knowledge and understanding about Indigenous history, treaty rights, lands and languages.

The province also requires school divisions to analyze and report achievement for English as a Second Language (ESL) learners. Alberta Education defines an ESL student

as, "someone who first learned to speak, read and write a language other than English and whose level of English language proficiency precludes them from full participation in learning experiences provided in class." Effective instruction for ESL students needs to support the achievement of grade-level learning outcomes and promote language acquisition. EIPS believes all teachers, in all subject areas, share the responsibility for language development and the provision of various supports to ensure the success of all students. EIPS uses proficiency benchmarks for ESL as the foundation for determining language proficiency levels and programming needs.



## Performance Measures of Self-Identified First Nations, Métis and Inuit Students

### OVERALL STUDENT LEARNING OUTCOMES

- Grade 6 and Grade 9 students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests.
- Students who achieved 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 high school students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10.
- The percentage of Grade 12 students eligible for a Rutherford Scholarship.

## Performance Measures

### INTERNAL EIPS DATA

- The number of students self-identifying as First Nations, Métis and Inuit as of June 30.
- Schools that created a First Nations, Métis and Inuit project proposal and received funding.
- Schools that have a First Nations, Métis and Inuit education lead.

### EIPS PARENT SURVEY

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

### EIPS STUDENT SURVEY

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

## Performance Measures of English as a Second Language Students

### OVERALL STUDENT LEARNING OUTCOMES

- Grade 6 and Grade 9 students who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests.
- Students who achieved 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 number of high school students who transition to post-secondary, including apprenticeship, within six years of entering Grade 10.
- The number of Grade 12 students eligible for a Rutherford Scholarship.



# Priority Strategy for Education Plan

## FIRST NATION, MÉTIS AND INUIT EDUCATION

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

### Strategies include:

-  Build capacity with promising practices, effective use of authentic Indigenous resources, and targeted professional learning for PALS and early learning teachers.
-  Continue foundational knowledge professional learning for all EIPS education staff by supporting the lead-teacher model in each school and facilitating targeted in-school professional learning.
-  Establish a plan to identify First Nations, Métis and Inuit students who aren't experiencing success and at risk for dropping out. Additionally, develop intervention support that incorporates the guidance of elders and other research-based best practices related to traditional ways of learning.
-  Create a divisionwide program acknowledging and celebrating self-identified First Nations, Métis and Inuit students graduating and moving on to the next phase of their lives.
-  Continue to support land-based learning initiatives within EIPS schools. The Division will do this through targeted professional learning on promising practices to effectively build relationship with the land and learn from the land, including developing Indigenous outdoor learning spaces.
-  Continue to develop meaningful relationships between school staff; local First Nations, Métis and Inuit 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 build relationships and engage in respectful conversations.
-  Continue to build foundational knowledge by offering general Division information sessions that include effective inclusion of land acknowledgments, the introduction to the Indigenous Peoples' giant floor map and facilitating the experiential learning Blanket Exercise for interested families.
-  Provide input into the new draft kindergarten to Grade 6 curriculum to ensure it aligns with the truth and reconciliation commitments.

## ENGLISH AS A SECOND LANGUAGE

EIPS is committed to ensuring English as a Second Language (ESL) learners continue to grow and achieve.

### Strategies include:

-  Continue benchmarking assessments and using the results to target other strategies for ESL learners across all classrooms.
-  Continue to track the reading and mathematics results of ESL students and targeting interventions for those who require support.

# GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

**Local Outcome 4:** More 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 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.



## 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.

### ASSURANCE SURVEY: TRANSITION AND CAREER PLANNING

- The number of high school students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- Teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.

### EIPS PARENT SURVEY: TRANSITION AND CAREER PLANNING

- Families who agree their child is being taught knowledge skills and attitudes necessary to be successful in life.

### EIPS STUDENT SURVEY: TRANSITION AND CAREER PLANNING

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



## Priority Strategy for Education Plan

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

### Strategies include:



The Board's allocating additional resources to develop a Division Career Pathways strategic plan to enhance opportunities for students—including work experience, Off-Campus Education, apprenticeships, certifications, mentoring, 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 increasing connections within the community and post-secondary institutions.



Build teacher capacity in grades 7-12 around delivering CTF and CTS courses—focusing on the ability to plan, create and evaluate. The strategy ensures students develop competencies that transcend across subjects and outside the school context.



Work with schools to engage families about ways to support their child to prepare for life after senior high—specifically as it relates to career planning and life-skills preparation.



Continue to apply for the Dual Credit Startup Grant. As well, develop more dual-credit courses based on student interest, teacher expertise and availability from local colleges, post-secondary institutions and businesses.



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 the availability of free university-transfer courses.

# Priority 2:

Enhance High-Quality Learning  
and Working Environments



# GOAL 1: Positive Learning and Working Environments

Assurance Domain: Learning Supports

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

**Provincial Outcome:** Alberta's students are successful; 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 is welcoming, inclusive, respectful 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

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

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

### ASSURANCE SURVEY: CITIZENSHIP

- Teachers, families and students who are satisfied students model active citizenship.

### ASSURANCE SURVEY: SPECIALIZED SUPPORTS

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

### EIPS STAFF ENGAGEMENT SURVEY

- The percentage of EIPS staff who agree:
  - I have the materials and equipment I need to do my work.
  - The mission, vision 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 PARENT SURVEY

- Families agree school staff care about their child.
- Families agree their child's school expects students to behave responsibly, and if not, are dealt with fairly.

### EIPS STUDENT SURVEY

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



## Priority Strategy for Education Plan

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

### Strategies include:



As part of the Division's pandemic recovery plan, the Board's allocating additional resources to each school to develop social and emotional well-being plans to support students negatively impacted by COVID-19.



Conduct an organizational health-needs assessment to determine COVID-19's impact on staff's social and emotional wellness. The Division will use the data to provide relevant staff-wellness activities across its schools and departments.



Ensure the consistent implementation of all necessary health-and-safety protocols—required for the 2021-22 school year—across the Division.



Maintain the Division's Occupational Health and Safety Certificate of Recognition and address any factors that could affect EIPS' Certificate of Recognition status.



Continue to offer sessions and information related to health and wellness for families.



Co-ordinate with government agencies and community partners to provide professional learning, awareness and access to resources related to welcoming, inclusive, respectful and safe learning environments.



Revisit the current system program application and levelling processes to find efficiencies, reduce redundancies and ensure equity in resource allocations.

# GOAL 2: Quality Infrastructure for All

Assurance Domain: Learning Supports

**Local Outcome:** Student learning is supported through the use of 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 and managing of 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 maintenance projects completed.
- The number of work orders requested.
- The percentage of work orders completed.

### EIPS TECHNOLOGY

- The number of schools completing the reconfiguring of Active Directory.
- The number of 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 GPS tracking systems.
- The number of families and students who participated in the Little Elk Island Adventure bus-safety program.

### EIPS PARENT SURVEY

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

### EIPS STUDENT SURVEY

- Students in grades 9 and 12 rate the physical condition of their school as excellent, good or fair.

# Priority Strategy for Education Plan

## Facility Services

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

-  Eliminate the playground inspection costs in EIPS rural areas. Instead, the Division will train and certify building operators to conduct monthly inspections—saving EIPS roughly \$60,000 annually.
-  Focus on preventative strategies to reduce unscheduled breakdowns. Additionally, the Division will evenly distribute preventative-maintenance work orders to minimize demand.
-  Work with municipalities to ensure joint-use agreements and planning agreements are in place, as per the *Municipal Government Act* and *Education Act*.
-  Establish an Infrastructure Maintenance and Renewal (IMR) plan for a three- to five-year period. The plan will enhance the Division's long-term project planning.
-  Continue to improve service delivery, with emphasis on 90-day overdue work orders.

## Information Technologies

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

-  *Enterprise* – The department will continue to support an effective and efficient user experience through maintaining and enhancing a secure, robust and reliable IT environment. It will also continue to implement student and business information systems, infrastructure and cloud technology projects to maintain and facilitate changes to the education and business needs of the organization.
-  *Information* – The department will provide ease of access to information through Division-aligned data systems and processes. These include records management, the retention review process, student-records transfer to a digital format, the development of the atrieve ERP, e-collect forms for efficiencies and migrating department files to SharePoint.
-  *Privacy and Security* – The department will continue to protect data by building a privacy, security and digital leadership culture. Strategies include access and role reviews for student information and business systems, multi-factor authentication, development of a disaster-recovery strategy and testing, and establishing a Cybersecurity Committee.

## Student Transportation

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

-  Develop online tools for schools, bus operators, parents, families and contractors to report incidents and facilitate the flow of information and tracking.
-  Complete the migration of the transportation software to a web-based version for improved co-ordination and dissemination of data.
-  Build a program focused on student management to help bus operators facilitate a safe ride for all students.

# GOAL 3: 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. 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 implementation of 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

- Teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have been focused on the priorities of the jurisdiction.
- Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have effectively addressed their professional learning needs.
- Teachers reporting over the past three years professional learning opportunities made available through the jurisdiction have significantly contributed to their ongoing professional learning.
- Teacher, family and student satisfaction with the overall quality of basic education.
- Teachers, families and students indicating the schools in their jurisdiction have improved or stayed the same in the last three years.
- Families satisfied with the overall quality of basic education.
- Families satisfied with the quality of teaching at their child's school.

### EIPS PARENT SURVEY

- Families satisfied with the quality of education their child's receiving at their school.
- Families satisfied with the quality of teaching at their child's school.
- Families satisfied with the leadership at their child's school.

### EIPS STAFF ENGAGEMENT SURVEY

EIPS staff who agree:

- There is someone at work who encourages my professional learning.
- This last year, I have had opportunities at work to grow.
- My colleagues are committed to doing quality work.
- I receive recognition or praise for doing good work.

### EIPS STUDENT SURVEY

- Students in grades 9 and 12 satisfied with the quality of education they're receiving.
- Students in grades 9 and 12 satisfied with the quality of teaching at their school.
- Students in grades 9 and 12 satisfied with the leadership at their school.



## Priority Strategy for Education Plan

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

### Strategies include:



Develop targeted and functional professional learning for classified and certificated staff focused on key competencies required for specific positions—using the Unified Talent software program to track competencies and required certifications.



Continue to develop onboarding sessions for new hires and comprehensive leadership-readiness workshops to ensure the successful transition and succession into new positions.



Continue to offer professional learning in response to student achievement results in literacy and numeracy.



Engage in pilot projects to test the efficacy of research-based practices on student learning. The Division will then use the results to determine what practices to integrate at a system level.



# Priority 3:

Enhance Public Education  
Through Effective Engagement

# GOAL 1: Parent Engagement

Assurance Domain: Governance

**Local Outcome:** Student learning is supported and enhanced by providing meaningful opportunities for parents 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 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 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

### ASSURANCE SURVEY

- Families and teachers satisfied with parental involvement in decisions about their child's education.
- Families agree their family is encouraged and supported in helping their child be successful in learning.

### EIPS PARENT SURVEY

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's commitment to engaging families in matters that affect public education
- the Division's commitment to advocating for public education

## Priority Strategy for Education Plan

Fostering even more engagement with EIPS school families is an ongoing priority for EIPS.

### Strategies include:

-  Continue to offer professional learning sessions and information to support families in engaging with their child about health and wellness topics—paying particular attention to social and emotional well-being plans to support students negatively impacted by COVID-19.
-  Provide resources to families about ways to support a child's growth in the areas of literacy, numeracy and career planning.
-  Implement the assurance framework with school families.
-  Continue to disseminate timely information internally and externally, 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 the Division.
-  Continue to offer consistent experiences to ensure families learn about school results and provide input into the School Education Plan, the Division Four-Year Education Plan and EIPS budget priorities.
-  Build capacity of school council representatives by paying for each schools' membership with the Alberta School Councils Association and by sponsoring representatives to attend the annual conference.

# GOAL 2: Engaged and Effective Governance

Assurance Domain: Governance

**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

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 students' learning needs and successes—from early learning through 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 other school boards and associations to 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 PARENT SURVEY

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

## Priority Strategy for Education Plan

Identifying issues and advocating on behalf of EIPS and provincial education is a continued priority in the 2021-22 school year.

### Strategies include:



Promote effective communication and build relationships with elected officials.



Develop and maintain a focused advocacy plan for the 2021-22 school year.



Strategically partner with organizations and other school boards to enhance advocacy efforts.



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—at the Division and school levels.



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

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