

Elk Island Public Schools

Four-Year Education Plan: 2022-26

Year 4



Accountability

The *EIPS Four-Year Education Plan: 2022-26 (Year 4)* was prepared under the direction of the Division's Board of Trustees in accordance with the responsibilities listed within the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. To develop the plan, the Board incorporated the provincial government's business and fiscal plans, and the Division's performance results from the previous years. Looking ahead, EIPS is committed to using the listed performance measures and strategies to improve student learning and results.

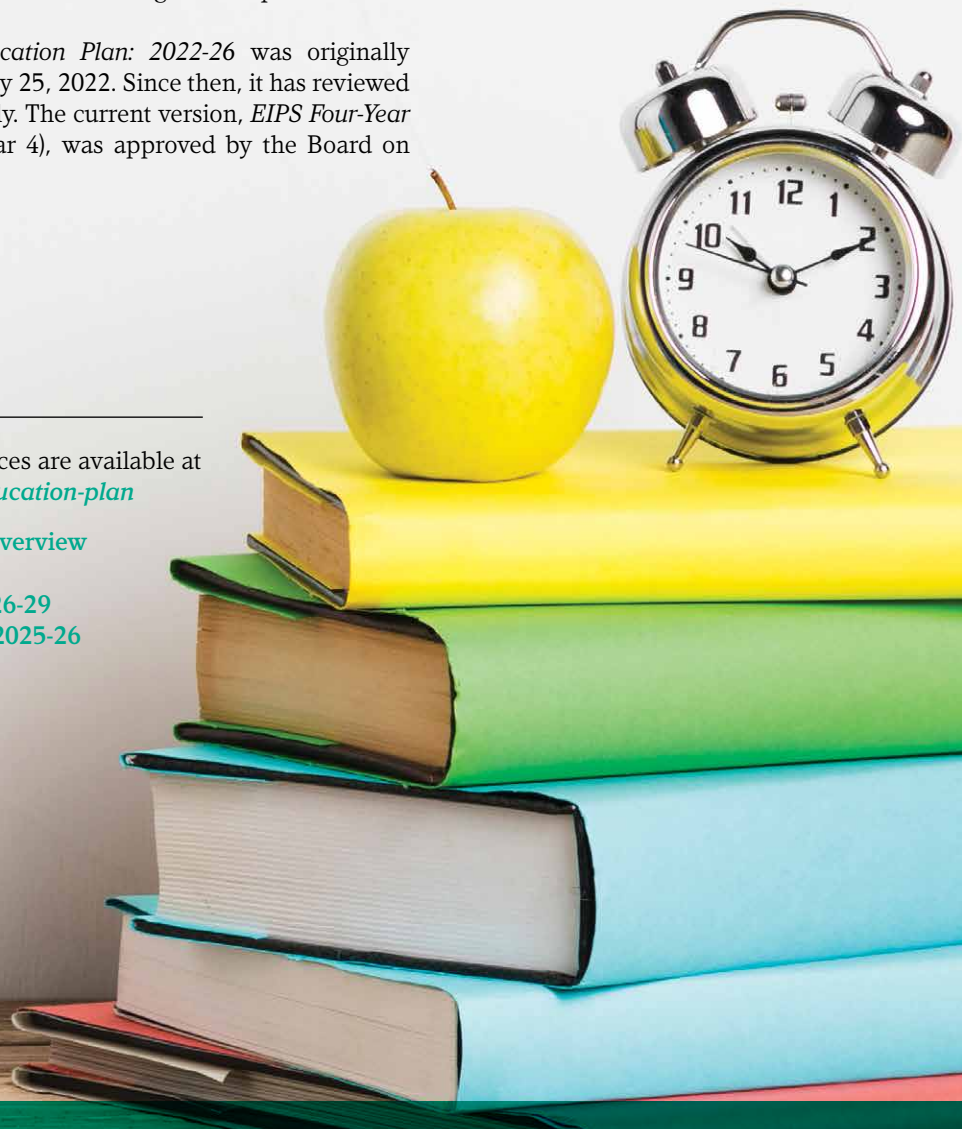
The *EIPS Four-Year Education Plan: 2022-26* was originally approved by the Board on May 25, 2022. Since then, it has reviewed and updated the plan annually. The current version, *EIPS Four-Year Education Plan: 2022-26 (Year 4)*, was approved by the Board on May 29, 2025.



Cathy Allen
Chair, Board of Trustees

Additional supporting resources are available at
eips.ca/trustees/four-year-education-plan

Four-Year Education Plan: Overview
2025-26 EIPS Spring Budget
Three-Year Capital Plan: 2026-29
IMR and CMR Project Plan: 2025-26



"We acknowledge with respect the history and culture of the peoples with whom Treaty 6 was entered and the land upon which Elk Island Public Schools reside. We also acknowledge the traditional homeland of the Métis Nation and our responsibility, as Treaty 6 members, to honour the heritage and gifts of the First Peoples" — EIPS Board of Trustees

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EIPS Profile and Local Context

Elk Island Public Schools (EIPS) is one of Alberta's largest school divisions, serving close to 17,950 students from kindergarten to Grade 12. The Division currently operates 42 schools across Sherwood Park, Fort Saskatchewan, Vegreville, Strathcona County, Lamont County and the western portion of the County of Minburn. Next year, that number will rise to 43 schools, with the official opening of Campus EIPS—a secondary school offering collegiate programming. The Division also employs 1,551 people—930 teachers and 621 non-teaching staff—who work together to inspire students to achieve their full potential.

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 that ensure their success. Core academic subjects, optional courses and complementary programs, such as career and technology foundations, career and technology studies, off-campus education and second-language courses, take place in inclusive learning environments and help form the foundation for what they choose to do next.

As well, all students across the Division 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. The Division also offers a variety of educational opportunities for students that take place within, and outside, the classroom:

- *language programming*—French, German and Ukrainian;
- *academic programming*—Advanced Placement, International Baccalaureate and Junior High Honours;
- *faith-based programming*—Alternative Christian and Logos Christian;
- *Next Step outreach programming*—in Sherwood Park, Fort Saskatchewan and Vegreville;
- *lifestyle programming*—Sport for Life; and
- *kindergarten programming*—regular program, French Immersion and Science, Technology, Engineering and Mathematics (STEM).

To further complement programming, EIPS boasts strong extracurricular opportunities and career and technology programming in all its schools—STEM, construction, mechanics, computer science, sports education, foods, music, drama, special-interest clubs, athletics, plus more. Together, the diverse programming offered throughout EIPS ensures high-quality, well-rounded, student-centred education that develops learners with the skills and knowledge needed to succeed—now and after they finish school.

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 Assurance



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 statements and the *EIPS Four-Year Education Plan* (pg. 5, “EIPS Four-Year Education Plan: 2022-26”) to develop new strategies to further support student learning.

ACCOUNTABILITY AND PERFORMANCE

Planning and reporting are integral to the Division’s performance-management and assurance cycles, which involve:

- developing and updating plans based on results, contextual information and provincial direction;
- incorporating stakeholder input based on engagement activities at points throughout the process, as appropriate;
- preparing budgets that allocate or redirect resources to achieve priorities and meet responsibilities;
- implementing research, focusing on student growth and achievement, and practicing informed strategies to maintain or improve performance—within and across domains;
- monitoring implementation and adjusting efforts, as needed;
- measuring, analyzing and reporting results;
- using results to identify areas for improvement and develop strategies to inform the next four-year education plan—such as evidence-informed decision-making; and
- communicating and engaging with stakeholders about the Division’s plans and results.

Assurance Framework

Every spring, Alberta Education allocates funds to school authorities to support the delivery of high-quality education programs for all students. The practice establishes an accountability relationship that requires transparency, annual reporting and assurance every Alberta-based school division meets its responsibilities. Within EIPS, this is facilitated through an Assurance Framework, cycled through annually. Broadly, it serves as an accountability mechanism for the Division to assess and publicly demonstrate its ongoing progress—through regular reporting, established policies and processes, actions, engagement, analysis of evidence and relationship building. The result: stakeholders and community members continually gain a comprehensive understanding of EIPS’ performance and its commitment to fostering a culture of continuous improvement.

EIPS ASSURANCE FRAMEWORK PROCESS

- Shortly following every new Board of Trustees election, the Division engages families, students, staff and stakeholders on its *Four-Year Education Plan*, which captures EIPS’ strategic direction.
- Every winter and spring, EIPS reviews the *Four-Year Education Plan*, engages school councils and stakeholders about the plan, and then fine-tunes the plan, detailing its priorities, goals, outcomes, performance measures, key insights and strategies.
- EIPS uses the updated education plan to inform EIPS’ spring budget and school education plans—also developed with school council and stakeholder input.
- In May, after announcing the budget, the Division and schools allocate or redirect resources to achieve the listed priorities and meet the responsibilities outlined in the education plans.
- In September, the Division and schools implement the education plans, using research-based practices, professional learning, and strategies to maintain or improve the performance goals outlined in the education plans—focusing on student growth and achievement.
- In late fall, schools and departments review and report on their results from the previous year—using the Alberta Education Assurance measures and internal data. The reviews complement the education plans and allow schools and departments to share their results, successes and challenges with stakeholders. The result: stakeholders develop a holistic understanding of what’s happening across the Division and the issues it faces.
- Then, in November, EIPS produces an *Annual Education Results Report*. The report outlines how the Division ensures students achieve the best possible outcomes and how it meets the priorities and goals set out in the *Four-Year Education Plan*. Once approved by the Board, the report is published and shared publicly with the government, school communities, partners, the Committee of School Councils and posted online at 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 throughout the process.

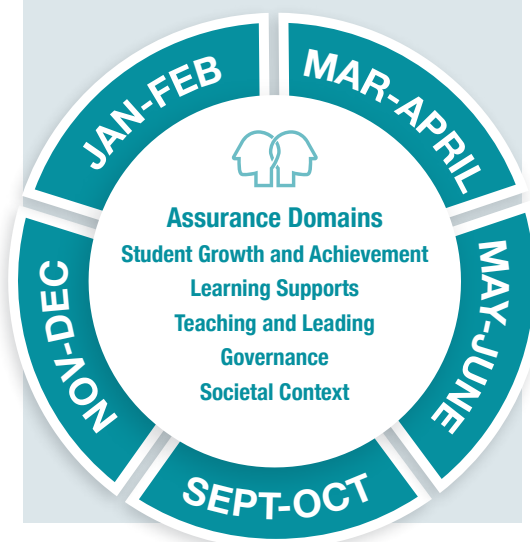
Assurance Cycle

School authorities are responsible for assuring the public they are fulfilling their responsibilities and students are successful

Assurance arises from a combination of policies, processes, actions and evidence that build public confidence in the education system.

EIPS achieves assurance by building relationships, engaging with education partners, and establishing a culture of continuous improvement and collective responsibility.

The Board strengthens its assurance by maintaining regular communication with stakeholders, including attending monthly school council meetings and participating in the Committee of School Councils meetings to gather feedback about the Division. Every Board Caucus meeting also includes a standing generative-governance discussion, necessitating a collective approach that provides trustees with the opportunity to share input, evidence-based research and ideas that ultimately inform decision-making that’s responsive to the needs of the community.



Assurance Efforts: 2025-26

Throughout the 2025-26 school year, engagement efforts related to the EIPS Assurance Framework include:

OCTOBER 2025

- All Division schools will review and report on the results from their previous year's education plans—shared publicly with stakeholders.
- All EIPS departments will review and report on the results from their previous year's education plans to then develop the *EIPS Annual Education Results Report: 2024-25*—shared publicly with stakeholders.

NOVEMBER 2025

- The Division will publish the *EIPS Annual Education Results Report: 2024-25*.

DECEMBER 2025

- The Division will engage families, students, staff and stakeholders to develop its new *Four-Year Education Plan*, which will capture EIPS' strategic direction from 2026-30.
- The Division will administer its annual EIPS Budget Survey to gather feedback about budget-planning priorities—the Board uses the survey input to help develop the 2026-27 spring budget.

JANUARY 2026

- EIPS will engage the Committee of School Councils (COSC) about the *Annual Education Results Report: 2024-25*.
- All EIPS schools will consult school councils and families about school fees for the upcoming year.



FEBRUARY 2026

- The province will administer the Alberta Education Assurance survey to gather stakeholder feedback on the assurance domains. The data helps guide decision-making.

MARCH 2026

- The Division will administer its 2025-26 EIPS Annual Feedback Survey to staff, students, families and community members to gauge its progress and stakeholder confidence related to the priority and goals outlined in its *Four-Year Education Plan*—the input helps guide future decision-making and priorities.

APRIL 2026

- All EIPS schools will engage staff, families and school councils to inform budget planning and develop the 2026-27 school education plans.
- Using feedback from the annual surveys and other public engagement conversations, the Division will prepare a draft spring budget report
- Using the feedback provided from the annual surveys and other public engagement conversations, the Division will develop a new draft *EIPS Four-Year Education Plan: 2026-30*.

MAY 2026

- The Division will engage COSC about EIPS' spring budget and draft *EIPS Four-Year Education Plan 2026-30*.
- Using the stakeholder feedback from the annual surveys, the Board will approve a new *EIPS Four-Year Education Plan: 2026-30 (Year 1)*.
- Using the stakeholder feedback from the annual surveys, the Board will finalize and approve the spring budget for the 2026-27 school year and submit it to Alberta Education.

ONGOING

- The Division will publish an ongoing newsletter for its community partners, *EIPS Board Update*, featuring articles about the Division, the work of the Board and the importance of public education.
- The Division will publish an ongoing newsletter for the school community, *EIPS Advocacy in Action*, featuring articles about the Division, the work of the Board, EIPS priorities and goals, advocacy areas and the value of public education.

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 children, between the ages of zero and six, points to the early years as the most significant development 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 within the Division, pre-kindergarten and kindergarten, are taught by caring and responsive staff members, in high-quality early learning environments focused on purposeful, play-based programming.

Equally important is for children in kindergarten to Grade 3 to develop strong early literacy and numeracy foundations—both areas critical for success later in life. With literacy, for example, reading at grade level by Grade 3 is a predictor of high school completion. That's why, all EIPS early learning teachers work diligently and participate in ongoing professional learning—focused on research-based foundational practices. The objective, of course, is for all learners to experience one year's growth in literacy and numeracy.

Performance Measures

ACHIEVEMENT DATA

- The number of learners enrolled in EIPS':
 - Play And Learn at School (PALS) program; and
 - kindergarten program.
- The number of children entering the PALS program with severe special needs.
- The percentage of children who completed their second year of the PALS program and no longer require a severe speech code.
- The percentage of Grade 3 students reading at grade level.
- The percentage of Grade 3 students performing mathematics at grade level.

PROVINCIAL LITERACY ASSESSMENTS

- The total number of learners assessed at the beginning of the year using the required Alberta Education assessments.
- The number of students identified as an at-risk learner at the beginning of the year, compared to at the end.

PROVINCIAL NUMERACY ASSESSMENTS

- The total number of learners assessed at the beginning of the year using the required Alberta Education assessments.
- The number of students identified as an at-risk learner at the beginning of the year, compared to at the end.

ACHIEVEMENT DATA

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

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE

- The percentage of stakeholders confident EIPS provides the support and services needed to prepare pre-kindergarten and kindergarten children for Grade 1.

Key Insights

Last year's *EIPS Annual Education Results Report (AERR) 2023-24* clearly demonstrated early learners within EIPS are achieving the appropriate developmental milestones and developing a strong foundation for learning through reading and doing mathematics at grade level. However, additional work can be done in this area to enhance learning even more and ensure ongoing improvement. Looking at the data from the AERR, there are four key growth areas:

- *Intervention* – Identify at-risk students and ensure appropriate intervention planning using assessment data and teacher programming.
- *Assessment* – Support children with speech-language delays through early assessment screening.
- *Capacity building* – Develop staff capacity to support children with social-emotional challenges and self-regulation.
- *Subject-specific support* – Develop subject-specific support to ensure timely intervention in literacy and numeracy.


The goal: By focusing on these growth areas, it will guide intervention planning, move teacher programming forward and ensure student achievement—a key priority for EIPS. Strategies to complement these efforts are listed in the section, “Priority Strategy for Education Plan” (see pg. 12).





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 for 2025-26 include:

-  Continue to work collaboratively within multidisciplinary teams to provide universal, targeted and specialized early childhood intervention support to address developmental delays identified in classrooms, pre-kindergarten to Grade 3. Similarly, it will also use allocated dollars to hire a part-time Speech-Language Pathologist Assistant, to support the Speech-Language Pathologist Assistive Technology team and sustain a Reading Specialist Consultant to oversee the Reading Enrichment and Development (READ) Program.
-  Continue offering the READ intervention program in all elementary schools—offered to students reading below the 25th percentile and expand the program for French Immersion learners.
-  Continue to provide high-quality professional learning opportunities for staff working in early learning classrooms, particularly in standard settings for assessment and reporting, and intervention activities in literacy and numeracy.
-  Continue to work with schools to develop intervention plans for at-risk students—using literacy and numeracy assessments to identify where early learners are struggling.
-  Continue to build caregiver capacity, in all communities EIPS serves, to develop strategies to support their child's learning, working, playing and behaving positively.
-  Through professional learning, create more opportunities for instructional leaders and teachers to understand and implement developmentally appropriate practices in early learning environments.
-  Provide small-group modelling and side-by-side coaching, kindergarten to Grade 3, to build teacher and educational assistance capacity in foundational learning.
-  Provide ongoing online professional learning modules to build capacity in key early learning program areas, such as fine-motor progressions and early language foundations—especially beneficial for onboarding new teachers.
-  Begin offering a Numeracy Enrichment and Development (NEAD) intervention program in elementary schools.
-  Implement an EIPS Kindergarten Developmental Screener, developed in-house through collaboration between Division specialists and kindergarten teachers in fall 2025. The screener will serve as a key component of a comprehensive tool spanning the entire school year. Teachers will use the screener to communicate student learning in Term 1.
-  Pilot Year 2 of the Kindergarten Quest program that provides support to identified Play and Learn at School (PALS) children, helping to prepare them for successful inclusion in Grade 1.
-  Pilot two new full-time kindergarten programs—a French Immersion program at École Parc Élémentaire and a science, technology, engineering and mathematics (STEM) program offered at Mundare School and Wes Hosford Elementary. The French Immersion pilot program will provide exposure to the French language to boost literacy and language skills. The STEM pilot will integrate related activities into all hands-on, inquiry-based learning.

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 students' differing needs, use meaningful assessments to inform a broad range of teaching strategies, and identify students who might require additional intervention and support early. Of particular interest: literacy and numeracy. 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 is critical for students to reach their full potential—in school, the workplace and life.

Developing strong literacy and numeracy skills is critical for students to reach their full potential—in school, the workplace and life

Meanwhile, as defined by Alberta Education, numeracy is "... the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living." Therefore, 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. Like literacy, developing strong numeracy skills is essential for students to reach their full potential.

Equally important is student engagement—another priority area for EIPS. That's because research increasingly shows engaged students are more likely to do well in school, have better attendance and have a hopeful outlook toward the future. As such, school engagement is key to students successfully achieving learner outcomes. Because literacy, numeracy and student engagement are foundational to success in learning and life, all three are priorities within the *EIPS Four-Year Education Plan*.

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 (PAT) combined
 - diploma examinations
 - Grade 6 Language Arts PAT
 - Grade 9 Language Arts PAT
 - English 30-1 diploma examination
 - English 30-2 diploma examination

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

ALBERTA EDUCATION ASSURANCE SURVEY: ENGLISH AS AN ADDITIONAL LANGUAGE

- The percentage of English as an additional language (EAL) students who achieve the acceptable standard and standard of excellence on the PATs.
- The percentage of EAL students who achieve the acceptable standard and standard of excellence on diploma exams.
- The high school completion rate for EAL students—within three and five years of entering Grade 10.
- The annual dropout rate for EAL students, aged 14 to 18.
- The percentage of EAL students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The percentage of EAL Grade 12 students eligible for a Rutherford Scholarship.

ALBERTA EDUCATION ASSURANCE SURVEY

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

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families who agree their child is:
 - demonstrating growth in literacy;
 - demonstrating growth in numeracy;
 - at a school where their 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 school work's interesting;
 - they're encouraged to do their best; and
 - their individual learning needs are met.

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE

- The percentage of stakeholders confident EIPS implements strategies that support students in demonstrating growth in literacy.
- The percentage of stakeholders confident EIPS implements strategies that support students in demonstrating growth in numeracy.

Key Insights

Data from last year's *EIPS Annual Education Results Report (AERR) 2023-24* illustrates students within the Division are meeting expected outcomes in both literacy and numeracy. In fact, after analyzing all measures, EIPS students generally outperformed the province at both the acceptable standard and the standard of excellence, earning an overall provincial evaluation of "high." To ensure the trend continues, key growth areas for EIPS include:

- *Pedagogy* – Ensure the Division supports and develops strong instructional approaches across all subject areas.
- *Literacy* – Focus on a balanced approach to learning that combines evidence-based research and the needs of each individual school. The Division will also place an increased emphasis on French Immersion.
- *Numeracy* – Build teacher capacity to align assessment with curricular standards.
- *Professional learning* – Develop a collaborative learning structure to enhance collective efficacy, pedagogical practices and student outcomes.

The goal: By focusing on these growth areas, it will help improve instruction, enhance assessment practices and ensure student achievement. Strategies to complement these efforts are listed in the section, "Priority Strategy for Education Plan" (see pg. 15).





Priority Strategy for Education Plan

EIPS is committed to implementing research-based strategies to promote student growth and success. Strategies for 2025-26 include:



Continue to use multidisciplinary teams to support learners with complex needs—across all feeder-school groupings.



Continue the Division's efforts to refine common exams for junior high and senior high grades—using the assessment data to inform instructional practices.



Continue to build capacity around elementary and junior high writing through onboarding, standards development, writing assessments and single-point rubrics.



Continue to build teacher and school-staff capacity in system programs and inclusive settings to ensure all students have access to high-quality programming.



Continue literacy intervention programming, such as Reading Enrichment and Development, to address learning gaps in both English and French.



Continue to build capacity and resources around the new elementary curriculum to ensure smooth transitions for students and teachers—particularly for the new elementary social studies roll-out.



Continue to support school staff in implementing intervention plans that ensure more students demonstrate growth in literacy and numeracy.



Continue providing support for administrators and teachers in preparation for the province's new junior high curriculum.



Refine the newly developed Partners for Science learning kits to enhance and support rich curricular experiences.



Implement high-leverage instructional and assessment practices to support literacy and numeracy growth and a culture of thinking across classrooms.



Enhance the use of resources and tools to improve student recall in math fact fluency and task development.



Launch a new numeracy intervention program to address learning gaps—the Numeracy Enrichment and Development (NEAD) program.



Provide professional learning opportunities to principals and assistant principals to develop instructional leadership skills and enhance school education plans.



Establish collaborative learning opportunities that enable staff to critically reflect on their practices, share insights and build collective efficacy, ultimately leading to enhanced teaching practices and improved student outcomes.



Build instructional leadership of teachers through mentorship opportunities across the Division.

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

Elk Island Public Schools (EIPS) and Alberta Education are dedicated to creating and maintaining welcoming and safe learning environments for First Nations, Métis and Inuit students. A part of that commitment involves continually discovering ways to build on the strengths and growth of self-identified students. EIPS achieves this by fulfilling treaty responsibilities; critically analyzing Division structures and procedures; and engaging in capacity-building centred on the *Teaching Quality Standard*, *Leadership Quality Standard*, and the *Truth and Reconciliation Commission of Canada: Calls to Action*. Each of these measures is designed to provide First Nations, Métis and Inuit learners with culturally relevant learning opportunities; build capacity to meet the needs of First Nations, Métis and Inuit learners; strengthen foundational knowledge about Indigenous cultures and a shared history; and improve educational outcomes.

Performance Measures

OVERALL STUDENT LEARNING OUTCOMES

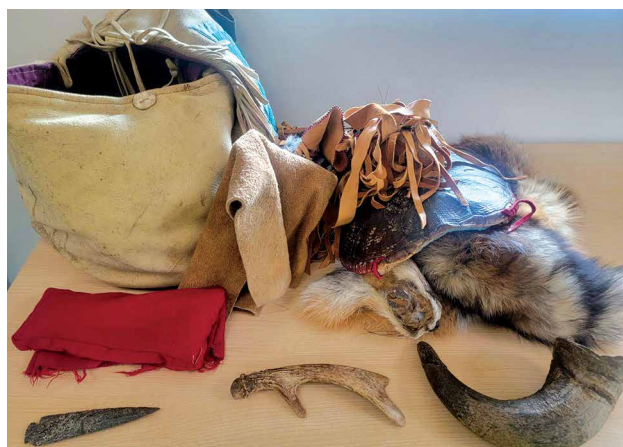
- The percentage of self-identified First Nations, Métis or Inuit students, grades 6 and 9, who achieve the acceptable standard and standard of excellence on the provincial achievement tests.
- The percentage of self-identified students who achieve the acceptable standard and standard of excellence on diploma examinations.

HIGH SCHOOL COMPLETION

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

INTERNAL EIPS DATA

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



EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND 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 ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE

- The percentage of stakeholders who are confident EIPS implements strategies to support the achievement and growth of self-identified First Nations, Métis and Inuit students.

Key Insights

Since 2016, the Division has made a conscious effort to ensure self-identified First Nations, Métis and Inuit students engage in holistic, culturally relevant, lifelong learning that fosters success. As demonstrated in the latest *EIPS Annual Education Results Report 2023-24*, that work is paying off, and the achievement gap between self-identified students and all other students is narrowing. However, the report also revealed there is still work to do in the following areas:

- *Career pathways* – An ongoing area of concern is the percentage of self-identified Indigenous senior high students transitioning to post-secondary school, including apprenticeship programs, within six years of entering Grade 10. As such, this is recognized as a growth area for the Division. Work in this area will involve supports for secondary teachers and lead teachers to improve achievement results for self-identified students.
- *Curriculum* – To ensure ongoing progress in this area, EIPS must continue providing supports for teachers to embed First Nations, Métis, and Inuit learnings into classroom instruction.
- *Land-based learning* – Over the past few years, EIPS has invested considerable effort in developing the Division's land-based learning—focusing on lesson plans, spaces and related resources. EIPS will continue to expand its efforts in this area to help foster deep connections with the land.
- *Professional learning* – To complement the Division's goals and outcomes related to First Nations, Métis and Inuit education, EIPS needs to continue building staff capacity around Indigenous perspectives and providing culturally relevant opportunities for students.

The goal: For self-identified students to continue feeling supported in their learning and to build knowledge and understanding of First Nations, Métis and Inuit culture and history, divisionwide. Strategies to complement these efforts, and other related initiatives, are outlined in the section, "Priority Strategy for Education Plan" (see pg. 18).



Priority Strategy for Education Plan

BUILDING CAPACITY

EIPS is committed to effectively, authentically and respectfully supporting teachers and administrators in implementing the *Teaching Quality Standard* and *Leadership Quality Standard* competencies related to First Nations, Métis and Inuit education. Strategies for the 2025-26 school year include:



Work with curriculum teachers and consultants to meaningfully integrate First Nations, Métis and Inuit ways of knowing, learning and doing to purposefully embed these into the social studies curriculum units.



Assist educators in incorporating Indigenous perspectives into their teaching practices.



Collaborate with schools leads and consultants to effectively integrate land-based learning into their educational practices.



Create and facilitate professional learning that is effective and responsive.



Work with schools, First Nations, Métis and Inuit leads, and consultants to deepen Indigenous foundational knowledge.



Support schools and designated school leads to develop, implement and evaluate First Nations, Métis and Inuit project proposals and resources to enhance cultural understanding and student engagement.

COMMUNITY SUPPORT AND BEING IN RELATION

EIPS is also committed to supporting Indigenous students and families in fostering a sense of belonging in their school community. Strategies for the 2025-26 school year include:



Continue to host a divisionwide round dance for all school communities.



Continue to host a land-based learning and cultural camp.



Continue efforts to build relationships with Elders and Knowledge Holders.



Provide cultural advisors to support individual schools and student groups.



Co-ordinate school visits with local Elders and Knowledge Holders to cultivate and facilitate authentic cultural teachings in schools.



Host Indigenous family engagement gatherings to foster relationships and offer engaging cultural teachings.



Ensure Indigenous culture, histories and perspectives are embedded within the new social studies curriculum units.

STRENGTHENING EDUCATIONAL OUTCOMES

Equally important for EIPS is supporting Indigenous students and families in enhancing the educational success of self-identified learners. Strategies for the 2025-26 school year include:



Collaborate with senior high school staff to support self-identified First Nations, Métis and Inuit students preparing for life beyond senior high, by providing guidance and resources related to transitioning to post-secondary education, apprenticeship programs and other career pathways.



Investigate the potential of a graduation coach for students who self-identify as First Nations, Métis or Inuit.



Work with school leads to help self-identified students feel a sense of belonging and identify potential strategies to address and reduce the achievement gap.

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; Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy

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. Simply put, if a student doesn't complete senior high, it impacts 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

ALBERTA EDUCATION ASSURANCE SURVEY: HIGH SCHOOL COMPLETION

- The high school completion rate within three years of entering Grade 10.
- The high school completion rate within five years of entering Grade 10.
- The annual dropout rate for students, aged 14 to 18.
- The percentage of Grade 12 students eligible for a Rutherford Scholarship.

ALBERTA EDUCATION ASSURANCE SURVEY: STUDENT GROWTH AND CITIZENSHIP

- The percentage 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 the attitudes and behaviours to be successful at work when they finish school.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- 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

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

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE

- The percentage of stakeholders confident EIPS implements strategies that support and prepare students for life beyond senior high.



Key Insights

The Division is extremely pleased with its overall career pathways results, as outlined in the *EIPS Annual Education Results Report 2023-24*. Especially impressive? EIPS' high school completion and dropout rates, both earning the highest provincial evaluation mark possible. Like everything, though, there are also areas for growth, including:

- *Capacity building* – Help guide students transition to post-secondary education and the world of work through professional learning, collaborative learning opportunities and expanding divisional resources related to career education and post-secondary transitions.
- *Family engagement* – Empower families to support their child in career planning and preparing for life after senior high.
- *Programming* – Focus on learner competencies in CTF and CTS classrooms—critical thinking, problem-solving, information management, creativity and innovation, communication, collaboration, cultural and global awareness, and personal growth and well-being.
- *Partnerships* – Nurture and develop community partnerships to facilitate and enhance programming.

The goal: To ensure all learners receive a high-quality, student-centred education in world-class learning spaces that prepare students for life after high school, develop career opportunities and help build the community—all at the same time. Strategies to complement these efforts, and other related initiatives, are outlined below in the section, “Priority Strategy for Education Plan.”

Priority Strategy for Education Plan

EIPS is committed to supporting students to ensure they are prepared for life after senior high. Strategies for the 2025-26 school year include:



Continue identifying Career Pathways facilitators in each EIPS school, kindergarten to Grade 12.



Continue to work with junior high career and technology foundations teachers to build course challenges that align with the program of studies.



Continue to work with teachers to naturally integrate career discussions into learning activities and curriculum units.



Continue to work with junior high and senior high core subject teachers to identify possible careers if students are interested in specific subject areas.



Continue to collaborate with school-counsellors to enhance capacity for career-exploration and career-education opportunities after graduation.



Continue to host Your Future: Post-Secondary and Career Fair.



Continue the Division's efforts to establish a secondary collegiate school, or skills centre, in Fort Saskatchewan.



Continue to build partnerships within the Industrial Heartland area to enhance career exploration and development opportunities.



Continue efforts to enhance student opportunities by exposing learners to multiple career options—work experience, off-campus education, apprenticeships, certifications, mentoring and job shadowing.



Continue to develop and build lending library resources for career education in schools.



Build resources to support in-school career exploration to coincide with Take Our Kids to Work Day.



Update, fine-tune and implement a strategic plan for Career Pathways.



Launch Campus EIPS, a new secondary school that offers senior high programming in six occupational streams—available to all students across the Division.



Explore developing an online program for junior high and senior high students to better support learners—available to learners divisionwide.

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's K-12 education system and workforce are well-managed; Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy

Background

Lifelong learning is a value supported and promoted throughout the Division. Research indicates leadership and the quality of teaching in schools are vital to boosting student achievement. As such, for maximum effectiveness, teachers, staff, school administrators and Division leaders all need ongoing opportunities to enhance their knowledge, skills and abilities. That, in turn, leads to the adoption of best educational practices and improved student-learning outcomes. Therefore, Elk Island Public Schools (EIPS) must closely monitor how it trains and supports all educators, education leaders and classified staff. Ultimately, when all staff members have opportunities to learn and grow in their respective areas, the Division flourishes as a whole.

Just as important is maintaining EIPS' culture of excellence and accountability. One of the ways the Division achieves this is by using and analyzing multiple datasets to identify areas of strength and opportunities for growth. The data then helps the Division refine and modify its goals and strategies, find efficiencies and effectively manage resources.

Performance Measures

ALBERTA EDUCATION 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 growth.
 - 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 their professional growth.
- 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 parents and caregivers satisfied with the quality of teaching at their child's school.
- The percentage of parents and caregivers satisfied with the quality of education their child receives at school.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families satisfied with:
 - the quality of education their child receives at 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 their professional learning;
 - they have had opportunities to grow at work in the last year;
 - their colleagues are committed to doing quality work; and
 - they 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.

Key Insights

Overall, EIPS is pleased with its progress in meeting its outcomes related to establishing and maintaining the Division's culture of excellence and accountability, as demonstrated in last year's *EIPS Annual Education Results Report (AERR)*. That said, more can be done to support and enhance the quality of teaching, learning and leading, particularly in the area of leadership onboarding. To address this growth area, the Division recently launched a new leadership preparation program and a new principal community of practice. Collectively, they offer support, needed training, mentorship and leadership development programs to staff transitioning into leadership roles. The goal: To ensure the Division continues to provide high-quality education and supports successful student learning, long term. Strategies to complement these efforts, and other related initiatives, are outlined below in the section, "Priority Strategy for Education Plan."

Priority Strategy for Education Plan

EIPS will continue its efforts to support and enhance the quality of teaching, learning and leading. Strategies for the 2025-26 school year include:

-  Continue to provide professional learning and resources to support the new curriculum.
-  Continue building capacity to support mental health and well-being, and to equip school staff to support students in increasingly complex classroom environments.
-  Continue providing professional learning to teachers in the areas of curriculum, assessment, pedagogy and educational technology.
-  Continue supporting teaching and leadership through professional learning and using the *Leadership Quality Standard*.
-  Continue efforts to develop onboarding professional learning sessions for new hires and leadership-readiness workshops for successful transitions into new positions.
-  Develop targeted and functional professional learning opportunities, such as collaborative learning, online modules, modelling and coaching, for classified and certificated staff—focused on key competencies and required certification for specific positions tracked using the PowerSchool Unified Talent software.
-  Facilitate internship programs for educational assistants to build capacity.
-  Build counsellor capacity and teacher capacity through relevant and targeted professional learning opportunities.
-  Conduct a systematic review of specialized system programming options for students, ensuring a continuum of support throughout their educational journey.
-  Implement an integrated student support plan, replacing instructional support plans, to improve overall Division programming.
-  Find efficiencies through the Division's PowerSchool, Atrieve, Permission Click and workflow software.
-  Develop systems and processes to enhance evidence-based decision-making throughout the Division by developing an online data dashboard.
-  Enhance common communication structures across the Division to support all staff.
-  Provide targeted professional learning to administrators focused on the *Leadership Quality Standard*—accompanied by a Division-developed resource repository, available to each participant.
-  Implement the findings of the classified Salary Compensation Analysis, which staff completed in the 2024-25 school year.
-  Support school administrators in nurturing collaborative cultures within their school to successfully implement early out Wednesday collaboration days.

GOAL 2: Positive Learning and Working Environments

Assurance Domain: Teaching and Leading

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; Alberta's K-12 education system and workforce are well-managed

Background

A key priority for Elk Island Public Schools (EIPS) is for all students to succeed academically and personally and become contributing members of society. As such, the Division is committed to providing all students and staff with classrooms, schools, and learning and working environments that are welcoming, caring, respectful, and safe, while also encouraging a sense of belonging. Doing so ensures all students are in spaces where they can best learn and develop social responsibility. While, at the same time, it offers working environments that allows all staff to succeed and feel engaged.

Performance Measures

ALBERTA EDUCATION ASSURANCE SURVEY

- The percentage of teachers, families and students who agree EIPS learning environments are welcoming, caring, respectful and safe.
- The percentage of parents and caregivers who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- 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 parents and caregivers who agree their child is safe at school.
- The percentage of students who agree they are safe at school.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered to students in the community.
- The percentage of teachers, families and students who agree students at their school model active citizenship.
- The percentage of parents and caregivers satisfied with the specialized supports their child receives at school.



EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of families who agree:
 - school staff care about their child;
 - their child's school encourages students to be responsible, respectful and engaged citizens;
 - their child's school expects students to behave responsibly and are dealt with fairly, if not; and
 - their child's school is safe.

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 cares about them;
 - their school expects students to behave responsibly and are dealt with fairly, if not;
 - their individual needs are met at school; and
 - their school is safe.

EIPS ANNUAL FEEDBACK SURVEY: FOR STAFF

- The percentage of EIPS staff who agree:
 - they have the materials and equipment to do their work;
 - the mission, belief statement and goals of EIPS make them feel their job is important;
 - they receive recognition or praise for doing good work;
 - someone at work cares about them as a person;
 - they're satisfied with their school or department as a place to work;
 - the Division or school encourages learners to be responsible, respectful and engaged citizens;
 - they feel staff at their school care about students; and
 - employees expect students to behave responsibly and are dealt with fairly, if not.

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE

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

Key Insights

Overall results and analysis from the *EIPS Annual Education Results Report 2023-24* demonstrate EIPS does an excellent job of creating welcoming, caring, respectful and safe environments. That is, in part, thanks to the effort the Division puts into this area, focusing on prevention, early identification, early intervention, treatment referral and followup requirements. To ensure the trend continues, the Division's related focus areas include:

- *Supporting Mental Health in Schools* – Build staff capacity to support ongoing work related to mental health and well-being.
- *Relationship building* – Promote respectful student relationships and ensure opportunities to build connections between staff, and staff and students.
- *Capacity building* – Concentrate on trauma-informed approaches, Non-Violent Crisis Intervention training, Violence-Threat Risk Assessment and anti-racism.

The goal: To ensure all learning and working environments are welcoming, caring, respectful, safe, and foster student and staff well-being. Strategies to complement these efforts are outlined below.

Priority Strategy for Education Plan

EIPS will continue to ensure its learning and working environments are welcoming, caring, respectful, safe and foster student and staff well-being. Strategies for the 2025-26 school year include:



Continue all efforts to create and sustain welcoming, caring, respectful and safe learning and working environments—through partnerships, professional learning, awareness campaigns and resource tools.



Continue to support schools in enhancing programming and services for students with learning, developmental and health-related needs—enrolled in specialized system programs and inclusive classrooms.



Continue to build the Division's counsellor community of practice.



Continue to use Violence-Threat Risk Assessment and Traumatic Event Systems processes to increase safety and well-being for staff, students and families.



Continue maintaining the Division's Occupational Health and Safety Certificate of Recognition and address any factors affecting the status of or obstructing continuous improvement.



Continue to strengthen staff capacity by providing professional learning and in-class support that focuses on strategies to support students' social-emotional well-being and mental health—through enhanced partnerships; increased engagement with students, staff, and caregivers; and ongoing staff development.



Investigate strategies to support employee health and wellness—using Guarding Minds at Work.



Provide targeted professional learning opportunities focused on reducing barriers for students, anti-racism and discrimination to foster a respectful Division culture where all students, staff and families feel they belong.



Collaborate with CASA Mental Health to support the Division's CASA Classrooms.



Offer continuous professional learning opportunities for school administrators and staff to effectively support students in increasingly complex classrooms.

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 and workforce are well-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 student transportation.

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.
- Total grant: Plant Operations and Maintenance.
- Total grant: Infrastructure Maintenance and Renewal.
- Total grant: Capital Maintenance Renewal.
- Deferred maintenance costs.
- Five-year maintenance costs.

EIPS TECHNOLOGY

- The number of schools within EIPS that have rewired to Category 6 standards.
- The number of schools within EIPS funded with evergreening technology.
- The number of schools with bandwidths of: 100 Mbps, 150 Mbps, 200 Mbps, 250 Mbps, 300 Mbps, 400 Mbps, and 500 Mbps.

EIPS 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 with a GPS tracking system.
- The number of families and students who participated in the Little Elk Island Adventure.
- The number of professional learning sessions offered to Student Transportation staff.
- The number of recorded bus incidents.
- The number of positive behaviour cards distributed.
- The number of student transportation bus evacuation and safety sessions offered.
- The percentage of contractors and school administrators compliant with Student Transportation policies and procedures.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND 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 school's physical condition as excellent, good or fair.

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE

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

Key Insights

A key finding from the *EIPS Annual Education Results Report 2023-24* confirmed the Division continues to provide high-quality learning and working environments—an outcome directly tied to EIPS’ effective planning, management and investment in its infrastructure—facilities, technology and student transportation. Achieving this standard is a significant accomplishment, requiring continuous effort that presents challenges and also opportunities for growth. For example:

- **Facility Services** – The Division generally focuses its efforts on preventive and maintenance projects. Yet, it’s constrained by the funding it receives from the province. Last year, EIPS received just under \$20 million for building maintenance. However, the annual cost for deferred maintenance alone exceeded \$30 million. Such a significant shortfall limits what the Division can accomplish each year.
- **Information Technology** – In an era of accelerating technological advancements, the Division must continually adapt to the global pace of change and stay abreast of the latest developments, trends and advancements. As such, the Division must continue efforts to support an effective and efficient enterprise system through infrastructure and service-management strategies, an integrated systems approach and ongoing cybersecurity enhancements.
- **Student Transportation** – Maintaining safe and efficient transportation for riders remains a key growth area for EIPS. Therefore, the Division must consistently focus on bus capacity levels, route optimization, student management and professional learning for bus operators.

The goal: To ensure high-quality environments that provide students with access to various learning opportunities to ultimately help them prepare for a successful transition to life beyond senior high. Strategies to complement these efforts, and other related initiatives, are outlined in the section, “Priority Strategy for Education Plan” (see pg. 27-28).

Priority Strategy for Education Plan

Facility Services

Throughout the 2025-26 school year, Facility Services will carry out the following strategies:



Continue to work with Alberta Infrastructure through the construction phase of the new Forest Grove School replacement school in Sherwood Park to ensure it’s ready to welcome students by school startup in 2026-27.



Continue working with the Division’s municipal partners to establish and maintain joint-use and planning agreements, recognizing school facilities as community hubs.



Continue to advance the Division’s energy-management initiative, which aims to reduce consumption and costs by replacing failed building components with higher-efficiency equipment.



Continue all service-management efforts by maintaining physical infrastructure and ensuring up-to-date industry best practices that are sustainable, efficient and cost-effective.



Provide support to schools through construction and maintenance services, including trade professionals who undertake emergency, preventative and routine maintenance programs.



Support professional learning to ensure high-quality working and learning environments.



Ensure all buildings and their components comply with the legislated codes and health and safety standards for learning environments.



Implement Year 2 of EIPS’ Ten-Year Roofing Plan—taking into account funding limitations.



Build awareness divisionwide about hazardous materials within EIPS—such as potential locations with vermiculite; awareness training; and best practices to ensure the health and safety of students, staff and community members.



Ensure proper record-keeping—financial, legal and operational details—to ensure compliance, facilitate efficient operations, and offer valuable insights into a building’s performance.



Implement professional growth plans incorporating clear learning objectives, diverse training methods and ongoing evaluation to identify and address skills gaps.

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Information Technologies

Throughout the 2025-26 school year, Information Technologies (IT) will carry out the following strategies:

-  Continue IT infrastructure management efforts by managing and maintaining the Division's servers, networks, data centres, cloud-infrastructure management, virtualization and storage.
-  Continue IT service-management efforts by delivering and supporting IT services, incident management, change management and service-level management.
-  Continue IT efforts around data operations through data integration, reporting and visualization, quality assurance, automation and information governance.
-  Ensure the availability and recoverability of the Division's IT systems and infrastructure during a disaster through backup and recovery procedures, disaster-recovery planning and business-continuity planning.
-  Develop policies and procedures to govern the management and use of the Division's IT resources.
-  Build on the Division's IT security, IT systems and infrastructure compliance through conducting ongoing privacy and risk assessments, vulnerability management assessments and compliance audits.
-  Ensure effective records and information management by developing and implementing record retention policies, training programs and best practices.
-  Support the efficient and effective use of the Division's IT systems and software by promoting feature utilization and facilitating organizational change through various innovation and digital transformation strategies.

Student Transportation

Throughout the 2025-26 school year, Student Transportation will carry out the following strategies:

-  Continue efforts to enhance operations using Student Transportation's IT infrastructure—including the department's organizational management software, the Tyler Drive tablets, route-optimization technology, and video surveillance, which is installed on all buses.
-  Continue to monitor, and be guided by, Student Transportation's standards document to ensure consistent service levels.
-  Continue to build capacity with students and families about school-bus safety—through education and communication.
-  Continue to ensure bus contractor and school administration compliance with legislation and EIPS policies and procedures.
-  Continue to ensure safe and efficient transportation for all students.
-  Continue to provide targeted professional learning to bus operators focused on a range of topics, including skill development, student management, adverse road conditions, safety standards and EIPS policies and procedures.
-  Continue to work with the department's routing software provider to improve productivity, expand software limitations and reduce manual data entry.
-  Collaborate with school administration and departments to build bus operator capacity, expertise and best practices.
-  Work with bus contractors to recruit and retain more bus operators for the Division.
-  Streamline Student Transportation's online reporting tools into a single platform to house all complaints, concerns and student-conduct management information.

Priority 3:

Enhance Public Education
Through Effective Engagement



GOAL 1: Parent and Caregiver Engagement

Assurance Domain: Local and Societal Context

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 students are successful; Alberta's K-12 education system and workforce are well-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 children's first teachers and key influencers in shaping learning attitudes. Their involvement in EIPS schools is continually encouraged, and, their contributions make schools better places to learn and grow. As such, the Division is committed to nurturing a collaborative approach with school families and working together to ultimately improve student achievement and success.

Performance Measures

ALBERTA EDUCATION ASSURANCE SURVEY

- The percentage of families and teachers who are satisfied with parental involvement in decisions about their child's education.
- The percentage of parents and caregivers who agree students have access to the appropriate supports and services at school.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of parents and caregivers 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 decision-making and public education; and
 - the Division is committed to ongoing advocacy for public education.

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE

- The percentage of stakeholders confident EIPS provides meaningful opportunities for families to be involved in their child's education.

Key Insights

Reflecting on the *EIPS Annual Education Results Report 2023-24*, the Division is pleased with the opportunities it provides relative to building capacity and engaging families in their child's learning. That said, there is also room for improvement. As such, parent and caregiver engagement remains a growth area for the Division, including:

- *Build Capacity* – Development and roll-out various information sessions to build capacity with families and students—focusing on mental health, Indigenous education, early learning and career pathways.
- *Assurance framework* – Following EIPS' assurance framework ensures the Division considers input from school families and community members as part of its decision-making process.
- *Engagement* – Encourage the involvement and input of school families in developing school education plans, and participation in school council meetings, parent-student-teacher interviews, performances, open houses and special events.

EIPS encourages parent and caregiver involvement, and, their contributions make schools better places to learn and grow

The goal: To sustain the Division's collaborative approach by engaging students, teachers, administrators, support staff, families and communities in a shared vision for strong public education. Strategies to complement these efforts, and other related initiatives, are outlined in the section, "Priority Strategy for Education Plan" (see pg. 31).



Priority Strategy for Education Plan

Fostering even more engagement with EIPS parents and caregivers is an ongoing priority for EIPS. Strategies for the 2025-26 school year include:



Continue to offer information and resources to support families in engaging with their child about health and wellness, programming, early learning, assessments, literacy and numeracy, curriculum, career pathways and planning post-senior high.



Continue to offer and promote information sessions and resources to support families in preparing their children for kindergarten.



Continue to offer 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 offer opportunities for school families to provide input on divisional decision-making topics.



Continue to engage with EIPS' Committee of School Councils as a tool for information gathering and input related to Division decision-making.



Continue public engagement efforts and stakeholder feedback processes to help inform decision-making and ensure students receive high-quality, student-centred education.



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: 2022-26*.



Continue to communicate with stakeholders about the Boards' advocacy plan, why it's important and the activities undertaken.



Continue communicating Division news, information, events and updates with EIPS families and stakeholders—emails, newsletters, news releases and social media posts.



Continue to host engagement gatherings with families who self-identify as First Nations, Métis or Inuit to build relationships and engage in respectful conversations. EIPS will also host gatherings to engage Division students in cultural events, such as Candle Day, the Round Dance, and the Métis Kitchen Party.



Continue to build capacity with school council representatives by covering the Alberta School Councils' Association membership costs and sponsoring registrations for the association's annual School Councils Conference.



Continue to offer and promote information sessions related to infrastructure, planning and capital projects to ensure stakeholders are informed, engaged and can advocate on behalf of the Division.



Facilitate best practices sessions to identify engagement strategies—elementary, junior high and senior high—so schools can improve two-way communication with school families.



Offer French Immersion information sessions for school families.



Develop a school-family communications platform to combine all Division, school and teacher communications—including absence reporting and digital-form submissions.

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 and workforce are well-managed

Background

The key to building public assurance in the Division is ongoing engagement with educational stakeholders and school communities. As such, the Elk Island Public Schools (EIPS) Board of Trustees places a strong emphasis on regularly engaging education stakeholders and actively seeking out public consultation opportunities. The approach is crucial to maintaining the Division's culture of continuous improvement, fostering a collective responsibility and making informed decisions to support student achievement.

Considerable emphasis is also placed on Board advocacy efforts, extending beyond just EIPS' boundaries. Through thoughtful advocacy planning and strategic partnerships, trustees ensure local and provincial governments understand the Division's successes, challenges and overall needs. By focusing on these it ensures policies, funding and practices that best support students' learning needs and successes—from early learning to senior high completion, and beyond.

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 Alberta Education's Minister, provincial ministers and Alberta's members of the legislative assembly.
- The number of formal meetings with Alberta Education's Minister or provincial ministers.
- The number of formal meetings with Alberta's members of the legislative assembly.
- The number of formal meetings with mayors or councils in EIPS' jurisdiction.
- The number of media advocacy articles, radio and television interviews.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

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

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE

- The percentage of stakeholders confident in EIPS' advocacy efforts to enhance public education.

Key Insights

It's clear from the *EIPS Annual Education Results Report 2023-24* the EIPS Board of Trustees has developed productive working relationships with stakeholders and elected officials in the communities the Division serves. For this to persist, it's essential the Division continues to nurture and strengthen these relationships going forward. As such, key focus areas for the Board include:



- *Networking* – Foster and build working relationships with all levels of government and community partners.
- *Advocacy* – Advocate for issues on behalf of students and the Division to ensure strong public education.
- *Onboarding* – Given the upcoming Board of Trustees election, it's essential for the Division to properly onboard the newly elected Board. Doing so will see to a successful transition and maintain working relationships.

The goal: To ensure the Division continues providing high-quality, student-centred education that meets the priorities and outcomes listed in the *Four-Year Education Plan* and offers the best educational opportunities for all students.



Priority Strategy for Education Plan

Identifying issues, engaging stakeholders and advocating for EIPS and a strong provincial public education system are continued priorities for the Division and the Board. Strategies for the 2025-26 school year include:

-  Continue to promote effective communication and build relationships with all elected officials.
-  Continue to meet with all levels of government to advocate, engage and participate in consultations to ensure EIPS' voice is heard.
-  Continue all assurance framework efforts. And, ensure the Division offers opportunities for school families to provide input.
-  Continue to collaborate with the Board and media to ensure key messages and advocacy areas are clearly communicated to the public and key decision-makers.
-  Continue to engage and collaborate with the Committee of School Councils to move advocacy areas forward.
-  Continue to advocate for the Division's *Three-Year Capital Plan* priorities, with particular focus on the No. 1 capital priority—a junior-senior high replacement school offering regular and collegiate programming in Fort Saskatchewan.
-  Continue to work with colleagues through the Alberta School Boards Association to further advocacy efforts.
-  Continue to send letters to elected officials to further the Board's advocacy efforts.
-  Continue communicating with families about the Board's yearly advocacy plan and share information and activities related to work being undertaken throughout the year to meet those goals and objectives.
-  Develop and monitor a focused advocacy plan to enhance public education.
-  Develop and fine-tune a new four-year education plan for the school years 2026-30 and ensure EIPS meets the goals and outcomes outlined in the plan.
-  Plan and facilitate onboarding for a newly elected Board of Trustees.
-  Build stakeholder awareness about the work of the Board through storytelling, regular Board reports, newspaper columns, the Board Myth Busters series, *EIPS Board Update* publication and the *Board Advocacy in Action* newsletter—featuring articles about the Division, what's new, engagement opportunities and the Board's advocacy areas and efforts—all focused on the importance and value of strong public education.

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