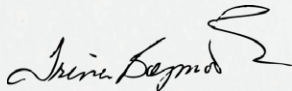


Elk Island Public Schools  
Four-Year Education Plan 2022-26  
Year 2



# Accountability

The *EIPS Four-Year Education Plan: 2022-26 (Year 2)* was prepared under the direction of the Elk Island Public Schools Board of Trustees in accordance with the responsibilities of the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve students' outcomes and ensure all learners can acquire the knowledge, skills and attitudes needed to be successful and contributing members of society. The Board approved the *EIPS Four-Year Education Plan: 2022-26 (Year 2)* on May 25, 2023.

  
Trina Boymook  
Chair, Board of Trustees

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

[Four-Year Education Plan: Overview](#)  
[2023-24 EIPS Spring Budget](#)  
[Three-Year Capital Plan: 2024-27](#)  
[IMR and CMR Project Plan: 2023-24](#)



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# EIPS Profile and Local Context

**E**lk Island Public Schools (EIPS) is Alberta’s sixth-largest school division, serving approximately 17,460 students from kindergarten to Grade 12 in 43 schools—in Sherwood Park, Fort Saskatchewan, Vegreville, Strathcona County, Lamont County and the western portion of the County of Minburn. The Division also employs 1,543 people—925 teachers and 618 non-teaching staff—who work collectively to continuously 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 that 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 and help form the foundation for what 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. As well, myriad educational opportunities take place within, and outside, the classroom, including:

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

To further complement programming, the Division also boasts strong extracurricular opportunities in all its schools—music, drama, special-interest clubs, athletics, plus more. Together, the diverse programming offered throughout EIPS ensures a well-rounded 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

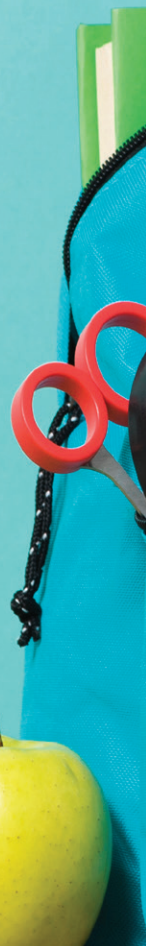
### GOAL 1 PARENT AND CAREGIVER ENGAGEMENT

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 *EIPS Four-Year Education Plan* (pg. 4, “EIPS Four-Year Education Plan: 2022-26”) to develop new strategies to further support student learning.

## ACCOUNTABILITY AND PERFORMANCE

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 and targets for the next plan—such as evidence-informed decision-making; and
- communicating and engaging with stakeholders about the school authority’s plans and results.

## ASSURANCE FRAMEWORK

Every spring, Alberta Education allocates funds to school authorities with the direction to provide high-quality education programs for all students they serve. The practice creates an accountability relationship where each school division in the province ensures transparency, annual reporting and assurances to the public that it's fulfilling its delegated responsibility.

As such, EIPS engages in an Assurance Framework annually. It's an accountability system that allows the Division to assess and demonstrate its progress on an ongoing basis—through regular reporting, set processes, actions, engagement, analysis of evidence and relationship building. The result: Stakeholders and community members develop a holistic understanding of EIPS' performance and how it's building a culture of continuous improvement.

## EIPS ASSURANCE FRAMEWORK PROCESS

- Before 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, EIPS reviews the *Four-Year Education Plan*, engages stakeholders and fine-tunes the plan detailing its goals, outcomes, strategies and performance measures.
- The revised education plan informs EIPS' spring budget and school education plans—also developed with stakeholder input.
- In May, after announcing the budget, the Division and schools allocate or redirect resources to achieve the priorities and meet the responsibilities outlined in the education plans.
- In September, the Division and 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 in the education plans—focusing on student growth and achievement.
- In late fall, the Division conducts Assurance Reviews with schools and departments—using Alberta Education's assurance measures, and internal qualitative and quantitative data. The reviews complement the education plans and allow schools and departments to share their results, annual plans, successes and challenges with the Board and community. Through the process, trustees, staff and families become educated and aware about what's happening throughout the Division.
- Following the Assurance Reviews, EIPS produces an *Annual Education Results Report*. The report outlines how the Division ensures students achieve the best possible outcomes and how it's meeting the priorities and goals set out in the *Four-Year Education Plan*. Once reviewed and approved by the Board, it's published and shared with the government, school communities, Committee of School Councils and posted online at [eips.ca](https://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.



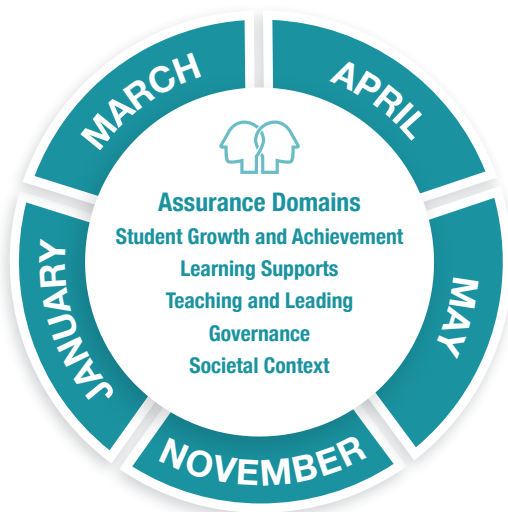
# Assurance Cycle

School authorities are responsible for 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 through relationship building, engagement with education partners, and creating and sustaining a culture of continuous improvement and collective responsibility.

The Board of Trustees also reviews emails from stakeholders, attends monthly school council meetings and participates in the Committee of School Councils meetings to gather feedback about the Division. Additionally, it ensures a standing generative-governance discussion happens at every Caucus meeting for trustees to share input and, ultimately, help inform decision-making.



## NOVEMBER 2023

- The Division and schools will engage families to review the assurance results from 2022-23, attend Assurance Reviews and watch the Board meeting when it discusses the *Annual Education Results Report: 2022-23*.

## DECEMBER 2023

- The Division will engage staff, families, community members and Grade 12 students to gather input about future budget-planning priorities—the Board uses the feedback to make budget-related decisions.

## JANUARY 2024

- The Division will engage the Committee of School Councils (COSC) about the *EIPS Annual Education Results Report 2022-23*.
- All EIPS schools will consult families about school fees for the upcoming school year.

## FEBRUARY 2024

- The province will administer the Alberta Education Assurance Survey to gather feedback from students, staff and families on the required assurance measures domains—used by EIPS to guide future decision-making, priorities and budget allocations.

## MARCH 2024

- The Division will administer its annual feedback surveys to school families, staff and students focused on the *Four-Year Education Plan* to guide future decision-making, priorities and budget allocations.

## APRIL 2024

- All schools will engage staff and families to aid with budget planning and develop school education plans for the 2024-25 school year.
- Using the feedback provided from the surveys and other public engagement conversations, the Division will draft a spring budget report and update the *EIPS Four-Year Education Plan: 2022-26 (Year 3)*.

## MAY 2024

- The Division will engage COSC about the Division budget and updated *EIPS Four-Year Education Plan: 2022-26 (Year 3)*.
- The EIPS Board of Trustees will approve the Division's spring budget for 2024-25 and updated *EIPS Four-Year Education Plan: 2022-26*. Once approved, the Division will submit both to Alberta Education for review.

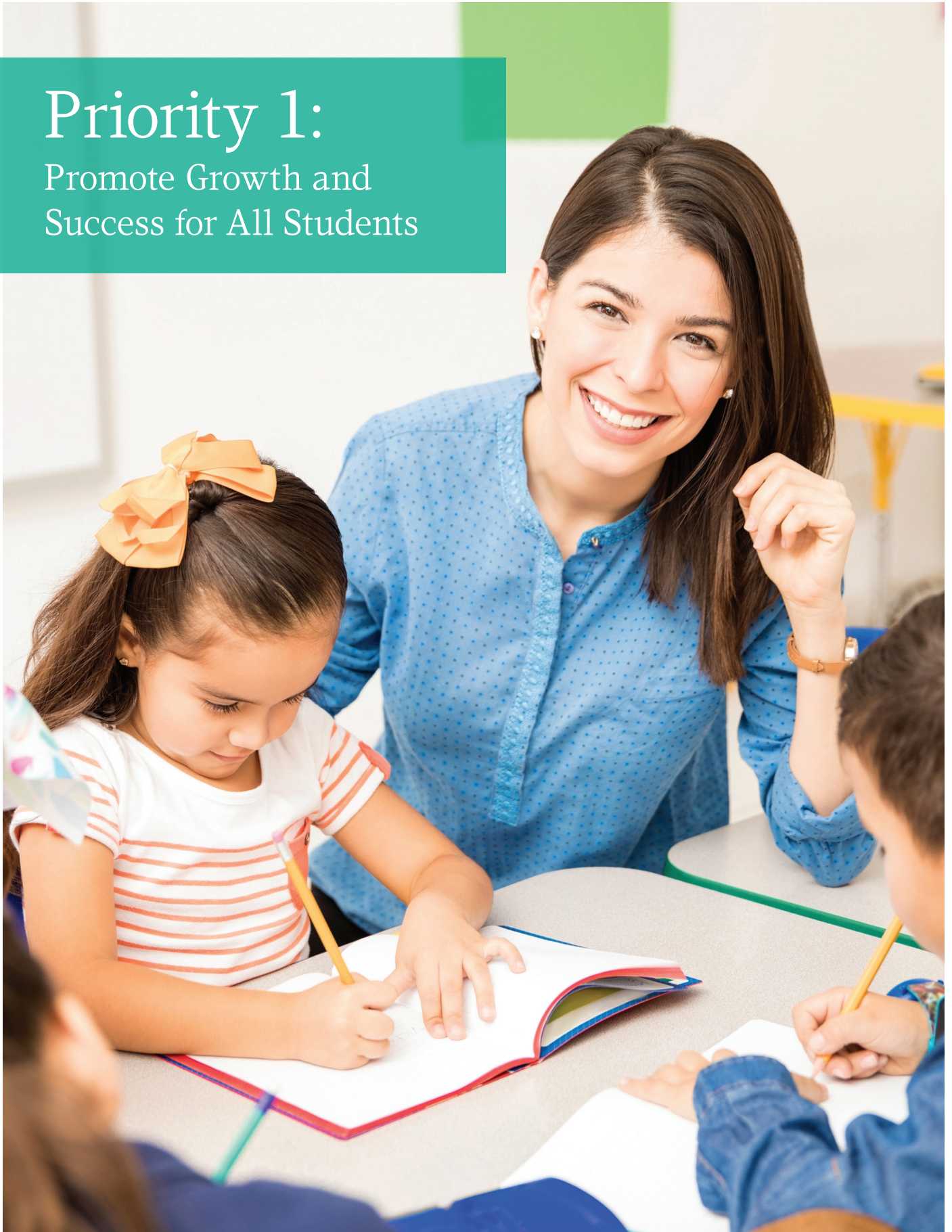
## ONGOING:

- The Division will execute Year 3 of its Three-Year Engagement Strategy.
- The Division will continue publishing two quarterly newsletters entitled, *EIPS Quarterly Update* and *Advocacy in Action*. The newsletters have different audiences—community partners and EIPS families, respectively—and feature articles about the Division, what's new, the work of the Board of Trustees and the importance of public education.
- The Division will publish monthly school articles summarizing key sections in the *Annual Education Results Report 2022-23*. The articles are highly readable and included in the school newsletters. The audience: school families, students and EIPS staff.



# Priority 1:

Promote Growth and  
Success for All Students



# Goal 1: Excellent Start to Learning

Assurance Domain: Student Growth and Achievement

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

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

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

## Background

Early childhood development is the first and most critical phase of human growth. In fact, a growing body of research, centred on families and children between the ages of zero and six suggests the early years are the most significant 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—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. Equally important is for children in kindergarten to Grade 3 to develop strong early literacy and numeracy foundations. Both are critical for success in these areas later in life. In fact, in literacy, reading at grade level by Grade 3 is a predictor of high school completion. As such, teachers work diligently to ensure learners read at grade level. They also participate in ongoing professional learning focused on research-based foundational practices. The ultimate goal: For all students to experience one-year growth in both literacy and numeracy, annually.

## Performance Measures

### ACHIEVEMENT DATA

- The percentage of children no longer identified with a severe developmental delay after two years of EIPS' Play And Learn at School (PALS) programming.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures:
  - awareness of self and environment;
  - social skills and approaches to learning;
  - cognitive skills;
  - language and communication;
  - physical development: fine motor; and
  - physical development: gross motor.
- The percentage of Grade 3 students reading at grade level as measured by the Star 360 assessments.
- The total number of learners assessed at the beginning of the year using the required Alberta Education assessments.
- The percentage of students identified as an at-risk learner at the beginning of the year, compared to at the end.
- The average number of months learners are behind grade level after the first required Alberta Education assessments compared to the average number of months learners gained after the final required Alberta Education assessments.

### EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

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



## Priority Strategy for Education Plan

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

### Strategies include:

-  Work collaboratively within multidisciplinary teams to provide universal, targeted and specialized early childhood intervention support and therapy to address developmental delays identified in classrooms—pre-kindergarten to Grade 3.
-  Transition existing online professional learning modules to more accessible and utilized platforms—focused on fine-motor progressions and early language foundations.
-  Use robust literacy and numeracy assessments to identify areas early learners are struggling.
-  Continue to work with schools to develop intervention plans for at-risk students.
-  Provide early intervention for students identified as at-risk for learning disorders.
-  Implement a pilot project for Division 1 early reading intervention in Fort Saskatchewan-based elementary schools—focused on early intervention to support an excellent start to learning, and building staff capacity to support programming for all students.
-  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. The strategy will build teacher capacity in foundational literacy—reading, writing, and English and French oral word work. It will also support more students to demonstrate growth in literacy at grade level.
-  Continue the Early Numeracy Initiative made up of four half-day capacity building sessions focused on:
  - foundational number skills;
  - high-leverage numeracy practices;
  - small-group instruction;
  - engaging activities; and
  - embedded assessment.
-  Continue to provide high-quality professional learning opportunities for staff working in early learning classrooms.
-  Continue to build teacher capacity to successfully implement the new curriculum—using unit-plan development, assessment development and professional learning. The strategy ensures teachers confidently and effectively implement Phase 2 of the roll-out, launching in fall 2023.

# Goal 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

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

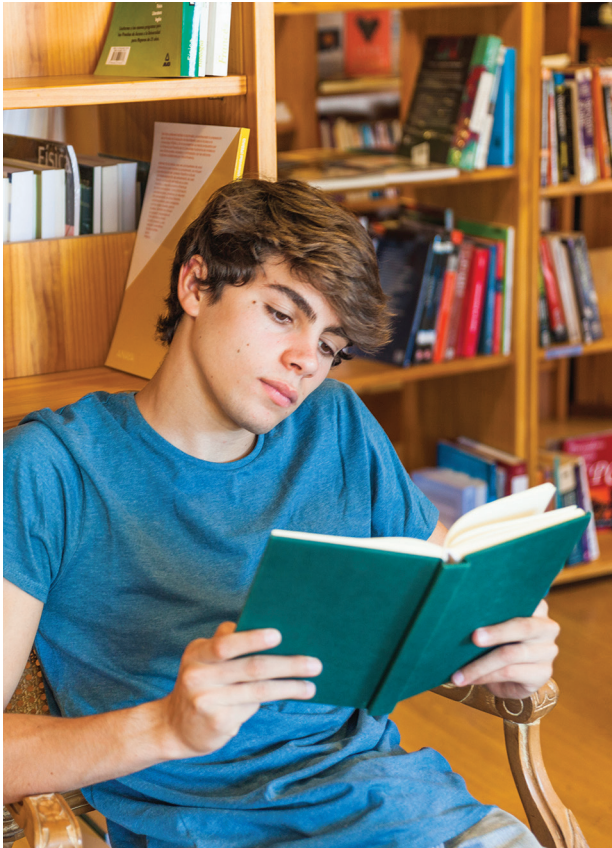
**Local Outcome 2:** Students achieve a minimum of one year's growth in literacy and numeracy

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

## Background

Elk Island Public Schools (EIPS) is committed to the success of every student and ensuring they have the tools needed to reach their full potential. Facilitating this requires teachers to adapt their pedagogical practice to meet the differing needs of students, use meaningful assessments to inform a broad range of teaching strategies, and identify students who might require additional intervention and support early. Of particular interest is literacy, which is the ability to read, view, write, design, speak and listen to allow people to communicate effectively. Strong literacy skills ensure the ability to read and write and the capacity to apply these skills effectively to acquire, create, connect and communicate information in various situations. Developing strong literacy skills in students is critical for them to reach their full potential—in school, the workplace and life in general.

Equally of interest is numeracy, 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. Like literacy, developing strong numeracy skills is essential for students to reach their full potential. Because literacy and numeracy are foundational to success in learning and life, both are priorities listed 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 (PATs)
  - diploma examinations
  - Grade 6 Language Arts PAT
  - Grade 9 Language Arts PAT
  - English 30-1 diploma examination
  - English 30-2 diploma examination
  - Star 360 Reading Assessment

### OVERALL MATHEMATICS LEARNING OUTCOMES

- The percentage of students who achieve the acceptable standard and standard of excellence in:
  - Grade 6 Mathematics PAT
  - Grade 9 Mathematics PAT
  - Math 30-1 diploma examinations
  - Math 30-2 diploma examinations
  - Star Math Assessment



**ALBERTA EDUCATION ASSURANCE SURVEY**

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

**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 schoolwork’s interesting;
  - their individual learning needs are met; and
  - they’re encouraged to do their best.



## Priority Strategy for Education Plan

EIPS is committed to implementing research-based strategies to promote student growth and success.

### Strategies include:

-  Use the province's new curriculum funding to continue to build teacher capacity focused on smooth transitions for students and teachers—including unit-plan development, assessment development and professional learning. The strategy ensures teachers confidently and effectively implement Phase 2 of the new curriculum roll-out launching in fall 2023—mathematics and English language arts and literature, grades 4 to 6, and science and French Immersion language arts and literature, kindergarten to Grade 3.
-  Continue to use multidisciplinary teams to support learners with complex needs—across all feeder-school groupings.
-  Continue to build teacher and school-staff capacity in system programs and inclusive settings to ensure all students have access to visual, high-quality programming.
-  Implement high-leverage instructional and assessment practices to support growth in literacy and numeracy and a culture of thinking across all classrooms—using focused professional learning on small-group instruction, fact fluency, vertical non-permanent surfaces, workshop modelling and the five pillars of reading.
-  Continue to assess and identify students who are achieving results below grade level in both literacy and numeracy.
-  Focus efforts to improve the Grade 9 Provincial Achievement Test results in language arts and mathematics. Professional learning will include enhancing research-based instructional and assessment practices, maximizing conversations and facilitating robust classroom feedback to support student growth.
-  Continue to support teachers to develop and implement intervention plans that ensure more students demonstrate one year's growth in literacy and numeracy.
-  Work collaboratively with Elk Island Catholic Schools to develop Partners for Science kits that align with the new curriculum.
-  Continue the Division's work developing a senior high humanities writing continuum.
-  Continue the Division's work developing senior high common exams for physics, chemistry and English language arts: Part A.
-  Continue to provide professional learning opportunities on oral language instruction in French Immersion classrooms.
-  Continue to support teachers to implement the new French Immersion curriculum.
-  Provide professional learning opportunities to principals and assistant principals to develop their instructional leadership skills and enhance school education plans.

# 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

Examining the achievement gap between First Nations, Métis and Inuit students, and other students across the province underscores the need for action. As such, Elk Island Public Schools (EIPS) and Alberta Education are committed to boosting educational outcomes for these students. The three main focus areas: 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 foundational knowledge about Indigenous cultures and a shared history.

## Performance Measures

### OVERALL STUDENT LEARNING OUTCOMES

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

### HIGH SCHOOL COMPLETION

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

### INTERNAL EIPS DATA

- The number of students who self-identify as First Nations, Métis and Inuit, as of June 30, 2023.
- The number of schools that submitted a First Nations, Métis and Inuit project proposal and received funding.
- The number of schools with a First Nations, Métis and Inuit education lead.

### EIPS ANNUAL FEEDBACK SURVEY: FOR 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.





## Priority Strategy for Education Plan

### First Nations, Métis and Inuit Education

EIPS is committed to supporting teachers and administrators to effectively, authentically and respectfully implement the *Teaching Quality Standard* and *Leadership Quality Standard* competencies related to First Nations, Métis and Inuit education. Strategies include:



Work with school administrators and teachers to effectively incorporate land-based learning into their practice.



Assist educators to weave First Nations, Métis and Inuit history, culture and perspective into lesson plans—respectfully and authentically.



Work with new curriculum teachers to help embed Indigenous ways of knowing, learning and doing within divisional resources.



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



Create and facilitate effective and responsive professional learning.



Work with teachers to create Partners for Science resources that incorporate Indigenous ways of knowing, learning and doing into hands-on learning experiences.

### Fostering Belonging

EIPS is also committed to supporting Indigenous students and families foster a sense of belonging in their school community. Strategies include:



Provide cultural advisors to support individual schools and student groups.



Host a land-based learning and cultural camp in the spring 2024.



Continue efforts building relationships with Elders and Knowledge Holders.



Co-ordinate school visits to cultivate and facilitate authentic cultural teachings in schools.



Continue to host round dance events in schools, including one divisionwide round dance for all school communities.



Support students, grades 9 and 12, through a learning exercise where they create ribbon skirts.



Host three Indigenous family engagement nights aimed at relationship building and providing engaging cultural teachings.



# GOAL 2: Success for Every Student

Assurance Domain: Student Growth and Achievement

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

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

## Background

Keeping students motivated and engaged as they work to finish senior high requires a collaborative effort throughout the entire kindergarten to Grade 12 public education system. That's because senior high completion is a fundamental building block influencing 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 in general, is a fundamental outcome of public education.



## Performance Measures

### ALBERTA EDUCATION ASSURANCE SURVEY: HIGH SCHOOL COMPLETION

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

### ALBERTA EDUCATION ASSURANCE SURVEY: STUDENT GROWTH AND CITIZENSHIP

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

### EIPS ANNUAL FEEDBACK SURVEY: FOR 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 high school.
- The percentage of students, grades 9 and 12, who agree they're learning the knowledge, skills and attitudes necessary to succeed in life.












Every year, EIPS scores high marks on its career pathways performance measures. Most impressive: its low dropout rate, Rutherford Scholarship results and high school completion numbers



## Priority Strategy for Education Plan

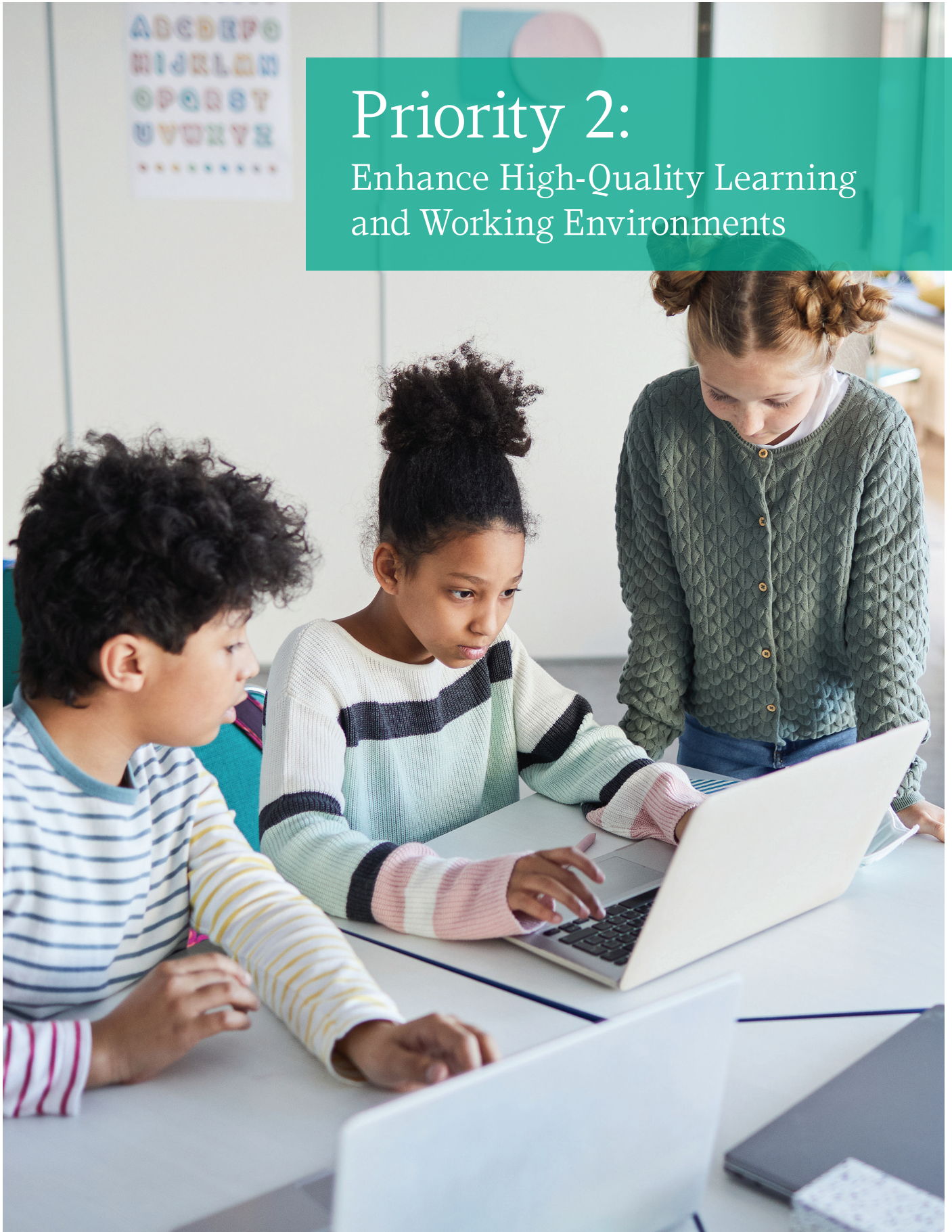
EIPS is committed to supporting students to ensure they are prepared for life after senior high.

### Strategies include:

- 
 Align career clusters and regular programming so career discussions are naturally integrated into the curriculum.
- 
 Work with elementary teachers to develop relevant career and technology foundations courses—for students in grades 5 to 6.
- 
 Work with junior high career and technology foundations teachers to build course challenges that align with the program of studies.
- 
 Continue efforts to review the Division's career and technology foundations and career and technology studies programming.
- 
 Work with senior high staff to enhance learning supports and developmental needs as students transition into adulthood.
- 
 Expand the Bring Your Kids to Work Day, to also include a Division Career Day.
- 
 Host EIPS' annual Your Future: Post-Secondary and Career Fair in fall 2023—for students in grades 9 to 12.
- 
 Support each EIPS senior high to establish a school-based career fair event in spring 2024.
- 
 Continue efforts to enhance student opportunities by exposing them to multiple career options—work experience, off-campus education, apprenticeships, certifications, mentoring and job shadowing.
- 
 Work with community partners and local businesses within the Heartland Industrial Area to support and promote the proposed collegiate school in Fort Saskatchewan.
- 
 Identify local community partners and local businesses to help enhance the Division's career and technology studies programming.

# Priority 2:

Enhance High-Quality Learning  
and Working Environments



# GOAL 1: A Culture of Excellence and Accountability

Assurance Domain: Teaching and Leading

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

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

## Background

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

Equally critical is sustaining Elk Island Public Schools' (EIPS) culture of excellence and accountability. One of the ways the Division does this is by using and analyzing multiple data sets to identify areas of strength and opportunities for growth. The data helps refine and adjust goals and strategies identified in the Division's *Four-Year Education Plan*, find efficiencies within the system 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 learning.
  - In the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
  - In the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
  - In the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.

### EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

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

### EIPS ANNUAL FEEDBACK SURVEY: FOR STAFF

- The percentage of EIPS staff who agree:
  - there is someone at work who encourages their professional learning;
  - they've 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.



## Priority Strategy for Education Plan

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

### Strategies include:

-  Continue to demonstrate how Division resources are allocated to meet the priorities, goals and outcomes listed in the *Four-Year Education Plan*.
-  Continue efforts to develop onboarding sessions for new hires and leadership-readiness workshops for successful transitions into new positions.
-  Streamline business processes, structures and responsibilities.
-  Deliver targeted professional learning for administrators focused on finances, budget and just-in-time training. The Division will also record all sessions for easy access.
-  Find efficiencies through the Division's Atrieve ERP system, PowerSchool, Permission Click and workflow software.
-  Provide targeted professional learning to administrators focused on instructional leadership—during leadership meetings, after-school sessions and Lunch-and-Learn sessions.
-  Develop systems and processes to enhance evidence-based decision-making throughout the Division by developing data dashboards.
-  Continue to offer professional learning focused on student achievement results in literacy and numeracy—both priority areas for the Division.
-  Enhance common communication structures across the Division to support all staff.
-  Provide professional learning to teachers through virtual co-taught lessons—a consultant virtually joins the teacher during classroom instruction. The strategy provides teachers with needed support and allows EIPS consultants to support multiple teachers simultaneously.
-  Continue to support teaching and leadership quality through professional learning, supervision and evaluation processes.
-  Use the Foundations of Counselling Community of Practice to build capacity among Division counsellors and identify those who aspire to a counselling role.
-  Develop targeted and functional professional learning opportunities for classified and certificated staff focused on key competencies and required certification for specific positions—tracked using PowerSchool's Unified Talent software.
-  Complete—and implement the findings of—the classified Salary Compensation Analysis.
-  Continue to provide professional learning and resources that support the new curriculum.
-  Develop a training program to support educational assistants working with students who have complex needs.

# GOAL 2: Positive Learning and Working Environments

Assurance Domain: Learning Supports

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

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

## Background

A key priority for Elk Island Public Schools (EIPS) is for all students to experience success—academically and personally—and become contributing members of society. To this end, the Division is committed to providing all students and staff with classrooms, schools and environments that are welcoming, caring, respectful, safe and encourage a sense of belonging. In this environment, students are best able to learn and develop social responsibility. Equally important is creating this same environment for EIPS staff so they too experience success and feel engaged.

## Performance Measures

### ALBERTA EDUCATION ASSURANCE SURVEY

- The percentage of teachers, families and students who agree students are:
  - safe at school;
  - learning the importance of caring for others;
  - learning respect for others; and
  - treated fairly in school.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of students who agree they are safe at school.
- The percentage of families who agree their child is safe at school.
- The percentage of teachers, families and students who agree each child and youth belongs and is supported in their learning.
- The percentage of teachers, families and students who agree students at their school model characteristics of active citizenship.
- The percentage of teachers, families and students who agree learning environments are welcoming, caring, respectful and safe.
- The percentage of teachers, families and students who agree students have access to appropriate school supports and services.

### EIPS ANNUAL FEEDBACK SURVEY: FOR STAFF

- The percentage of EIPS staff who agree:
  - they have the materials and equipment needed 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; and
  - they are satisfied with their school or department as a place to work.

### EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

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

### EIPS ANNUAL FEEDBACK SURVEY: FOR STUDENTS

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

# Performance Measures

## EIPS ANNUAL FEEDBACK SURVEY: FOR SCHOOL-BASED STAFF

- The percentage of school-based staff who agree:
  - their 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.



## Priority Strategy for Education Plan

EIPS will continue efforts to ensure its learning and working environments are welcoming, caring, respectful, safe and foster student and staff well-being.

Strategies include:



Continue to offer supports and services that are consistent with inclusive education principles.



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



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



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



Use Board-allocated funds to implement Year 2 of the Division’s Mental Health Strategic Plan, focused on supporting students’ social-emotional well-being and mental health through enhancing partnerships; building staff capacity; and increasing engagement with students, staff and caregivers.



Continue to offer professional learning to build capacity to implement best practices related to anti-racism and discrimination. The goal: To develop a respectful Division culture where all students, staff and families feel they belong.



Collaborate with CASA Mental Health to establish a CASA Classroom in Fort Saskatchewan, which aims to improve student access, grades 4 to 6, to mental health supports and services.

# GOAL 3: Quality Infrastructure for All

Assurance Domain: Learning Supports

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

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

## Background

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

### 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 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.

EIPS is committed to providing high-quality learning and working environments that allow all students to learn, grow and thrive



### STUDENT TRANSPORTATION

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

### EIPS ANNUAL FEEDBACK SURVEY: FOR 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 physical condition of their school as excellent, good or fair.





## Priority Strategy for Education Plan

### Facility Services

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



Continue to improve infrastructure reliability and focus projects to prolong EIPS infrastructure life cycles through effective asset management and the use of a comprehensive computer maintenance management system.



Implement Year 3 of the Division's Three-Year Engagement Strategy—collecting holistic feedback from families, staff, students and community members to make informed decisions related to attendance areas, program location and student accommodation issues.



Continue to address maintenance and upgrade needs through regular preventative work, and ongoing scheduled Capital Maintenance and Renewal and Infrastructure Maintenance and Renewal projects.



Work with Alberta Education to progress the construction of the new replacement school in Sherwood Park.



Continue work on the Salisbury Composite High Stormwater Project—upgrading and replacing the stormwater lines leading from the school to Strathcona County's municipal system.



Continue to advance the Division's energy management program to reduce consumption and costs by measuring the energy used per square metre and implementing projects to support the program. The strategy aligns with [Administrative Procedure 545: Environmental Considerations](#) as it relates to “fostering policies, practices and educational programs that will protect and preserve the environment.”










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### Information Technologies

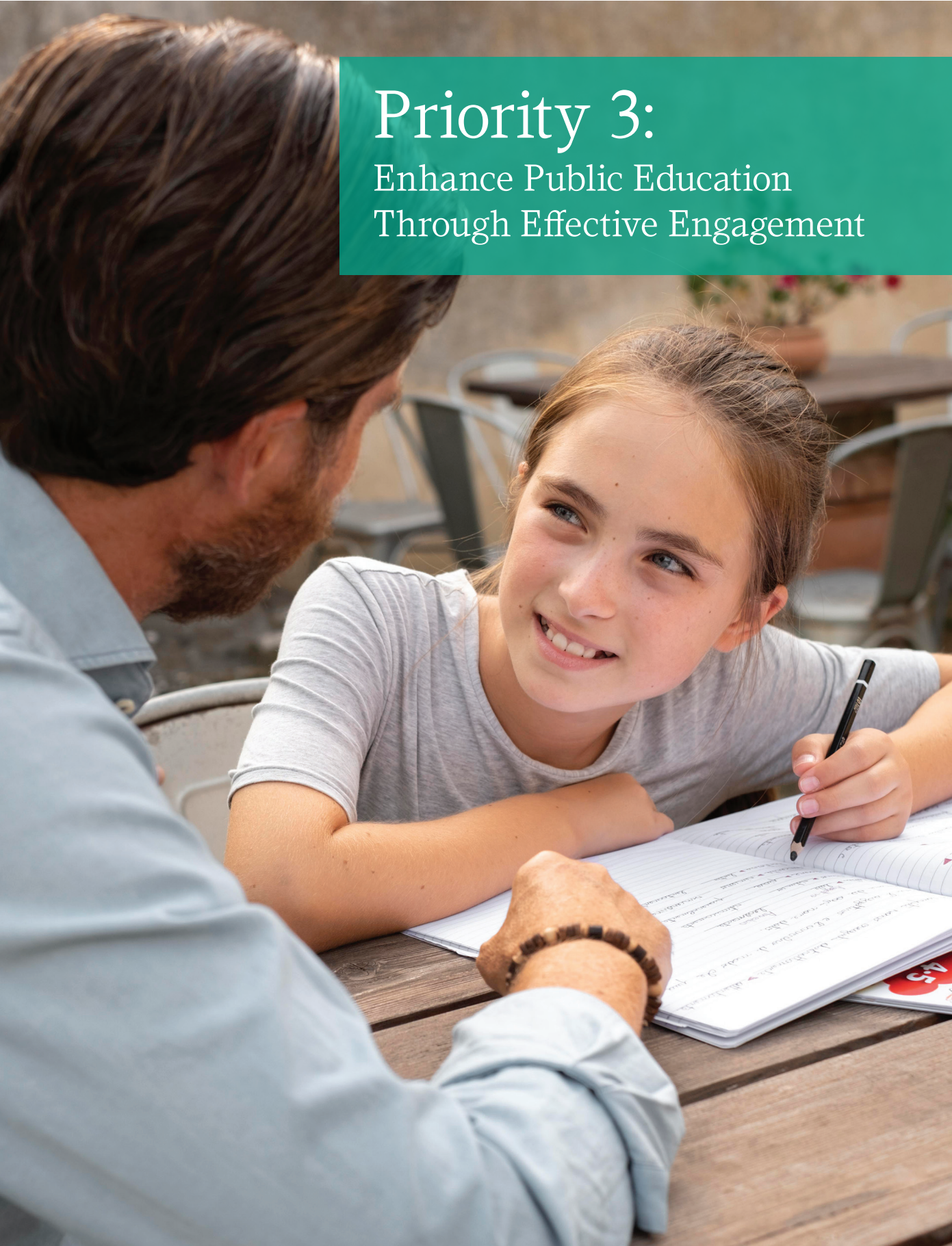
Throughout the upcoming school year, Information Technologies will carry out the following strategies:

-  Continue to improve network and infrastructure designs—supported by monitoring usage and metrics demonstrating reliable connectivity.
-  Perform evergreening upgrades for outdated Chromebooks and Microsoft Windows devices.
-  Provide ease-of-access to information through Division-aligned data systems and processes.
-  Create efficacy for all staff by defining how EIPS uses and leverages its core education and business technologies, building staff capacity in areas suggested through stakeholder feedback and consultations.
-  Engage and collaborate in a managed IT environment to consistently and effectively communicate with all stakeholders.
-  Develop a school-family communications platform to combine all Division, school and teacher communications—including absence reporting and digital-form submissions.
-  Promote the records-management program and support schools transitioning to digital documents and records.
-  Sustain a privacy-, security- and digital-leadership culture through multi-factor authentication, endpoint detection, cybersecurity awareness, network testing and security audits. The strategy ensures student and staff information, and data safety and integrity.
-  Develop and implement new Division technology projects—using sound research and privacy and security standards.

### Student Transportation

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

-  Streamline the student transportation software to build capacity and enable data sharing across bus operators and Division platforms—such as PowerSchool and SchoolMessenger.
-  Install Tyler Drive Tablets on all school buses—and provide related professional learning to ensure ease and access for operators.
-  Provide bus-operator training focused on tactics to reduce minor vehicle collisions and decrease student conduct incidents.
-  Provide ongoing professional learning for new staff to enhance efficiencies.
-  Continue guiding schools and contractors through their National Safety Code compliance, which helps ensure safe drivers and vehicles transport riders.
-  Continued route optimization of all bus routes to align with recent changes to Alberta Education's *Funding Manual for School Authorities 2023-24 School Year*.



# Priority 3:

Enhance Public Education  
Through Effective Engagement

# GOAL 1: Parent and Caregiver Engagement

Assurance Domain: Governance

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

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



## Background

Recognizing the vital roles families play in education is foundational to everything Elk Island Public Schools (EIPS) does. Divisionwide, parents and caregivers are regarded as 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 this 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 families who agree their family's encouraged and supported in helping their child be successful in learning.

### EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

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

Family involvement in EIPS is continually encouraged, and, their contributions make schools better places to learn and grow.



## Priority Strategy for Education Plan

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

### Strategies include:



Continue to offer professional learning sessions, information and resources to support families in engaging with their child about health and wellness, early learning, literacy and numeracy development, and post-senior high planning.



Continue to offer information sessions and resources to support families in preparing their child 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.



Engage families to present at the Division Career Day and participate in the Bring Your Child to Work Day.



Continue all assurance framework efforts and offer opportunities for school families to provide input on divisional decision-making topics.



Implement Year 3 of EIPS' Three-Year Engagement Strategy—reviewing existing programming and school attendance area—to ensure future students continue receiving a high-quality 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 Division news, information and updates with EIPS families—emails, newsletters, news releases and social media posts.



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



Continue to host three annual engagement gatherings with families who self-identify as First Nations, Métis or Inuit. The goal: To build relationships and engage in respectful conversations.



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

# GOAL 2: Engaged and Effective Governance

Assurance Domain: Governance

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

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

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

## Background

The key to building public assurance in the Division is ongoing engagement with educational stakeholders and school communities. As such, the Elk Island Public Schools (EIPS) Board of Trustees actively engages education stakeholders and seeks out public-consultation opportunities. Through this, it helps sustain the Division's culture of continuous improvement, builds a collective responsibility and helps inform decision-making to better support student success.

In addition, the Board places considerable emphasis on its advocacy efforts, which extend beyond just EIPS' boundaries. Through thoughtful advocacy planning and strategically partnering with surrounding school boards and associations, trustees ensure local and provincial governments understand the Division's, and its communities', values, strengths, challenges, demands and expectations. The goal: To enhance policy, 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 the Minister of Education or provincial ministers.
- 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 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 families satisfied with the Division's commitment to engaging families in matters that affect public education.
- The percentage of families satisfied with the Division's commitment to advocating for public education.

Through engagement and advocacy, the Board ensures a culture of continuous improvement and collective responsibility





## 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 2023-24 school year.

### Strategies 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.
-  Develop and maintain a focused advocacy plan to enhance public education.
-  Continue to work with the media to ensure key messages and advocacy areas are clearly communicated to members of the public and key decision-makers.
-  Continue to advocate for a new collegiate school, grades 7-12, in Fort Saskatchewan.
-  Continue to collaborate with the Committee of School Councils to move advocacy areas forward.
-  Continue all assurance framework efforts. And, ensure the Division offers opportunities for school families to provide input.
-  Continue to ensure EIPS meets the goals and outcomes outlined in the *EIPS Four-Year Education Plan: 2022-26*.
-  Continue to publish the *EIPS Quarterly Update*, featuring articles about the Division, what's new, and the work of the Board. The newsletter is published four times a year and distributed to elected officials and Division partners.
-  Continue to produce the Board's *Advocacy in Action* newsletter, distributed four times a year to EIPS families. Articles highlight the work of the Board, EIPS priorities, and advocacy areas and efforts—all focused on the importance and value of strong public education.

