



2023-24 EIPS Annual Feedback Survey: For Community Partners

Elk Island Public Schools (EIPS) invites community partners to complete the 2023-24 EIPS Annual Feedback Survey. The survey gauges the Division's progress toward meeting the goals and priorities outlined in its [Four-Year Education Plan](#). Reflecting on [EIPS' annual results and data](#), community partners are asked a series of questions about their confidence in the Division's priorities and strategic direction as a whole—including student growth and achievement, learning supports, and overall governance.

The Division uses the survey feedback to help guide future planning, decision-making and strategies—all aimed at enhancing student learning and better serving the wider community.

Survey closes March 21, 2024.

The survey is anonymous and takes approximately five minutes to complete.

Thank you for taking the time to provide your feedback.



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PART 1: Student Growth and Achievement

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

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

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.

1. To what extent are you confident in EIPS related to the following outcomes?

Highly confident Confident Somewhat confident Not confident

Providing supports and services to pre-kindergarten and kindergarten children and preparing them to enter Grade 1

[Learn more](#)

Implementing strategies to support students in demonstrating growth in literacy

[Learn more](#)

Implementing strategies to support students in demonstrating growth in numeracy

[Learn more](#)

Implementing strategies to support the achievement and growth of self-identified First Nations, Métis and Inuit students

[Learn more](#)

Implementing strategies to support and prepare students for life beyond high school

[Learn more](#)

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

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



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PART 2: Learning Supports

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

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

Priority 2: Enhance high-quality learning and working environments

GOAL 1 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.

3. To what extent are you confident in EIPS related to the following outcomes?

Highly confident Confident Somewhat confident Not confident

Learning and working environments are welcoming, inclusive, respectful and safe

[Learn more](#)

Student learning is supported through effective planning, managing and investing in Division infrastructure

[Learn more](#)

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

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



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PART 3: Governance

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

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

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.

5. To what extent are you confident in EIPS related to the following outcomes?

	Highly confident	Confident	Somewhat confident	Not confident
Provides families with meaningful opportunities to be involved in their child's education Learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy efforts to enhance public education Learn more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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



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Ensure you click "Done" below to submit your responses for this survey.

Thank you for your participation.