

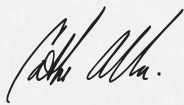
Elk Island Public Schools
Four-Year Education Plan 2022-26
Year 3



Accountability

The *EIPS Four-Year Education Plan: 2022-26 (Year 3)* 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 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 it annually. The current version, *EIPS Four-Year Education Plan: 2022-26 (Year 3)*, was approved by the Board on May 30, 2024.



Cathy Allen
Chair, Board of Trustees

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

Four-Year Education Plan: Overview
2024-25 EIPS Spring Budget
Three-Year Capital Plan: 2025-28
IMR and CMR Project Plan: 2024-25

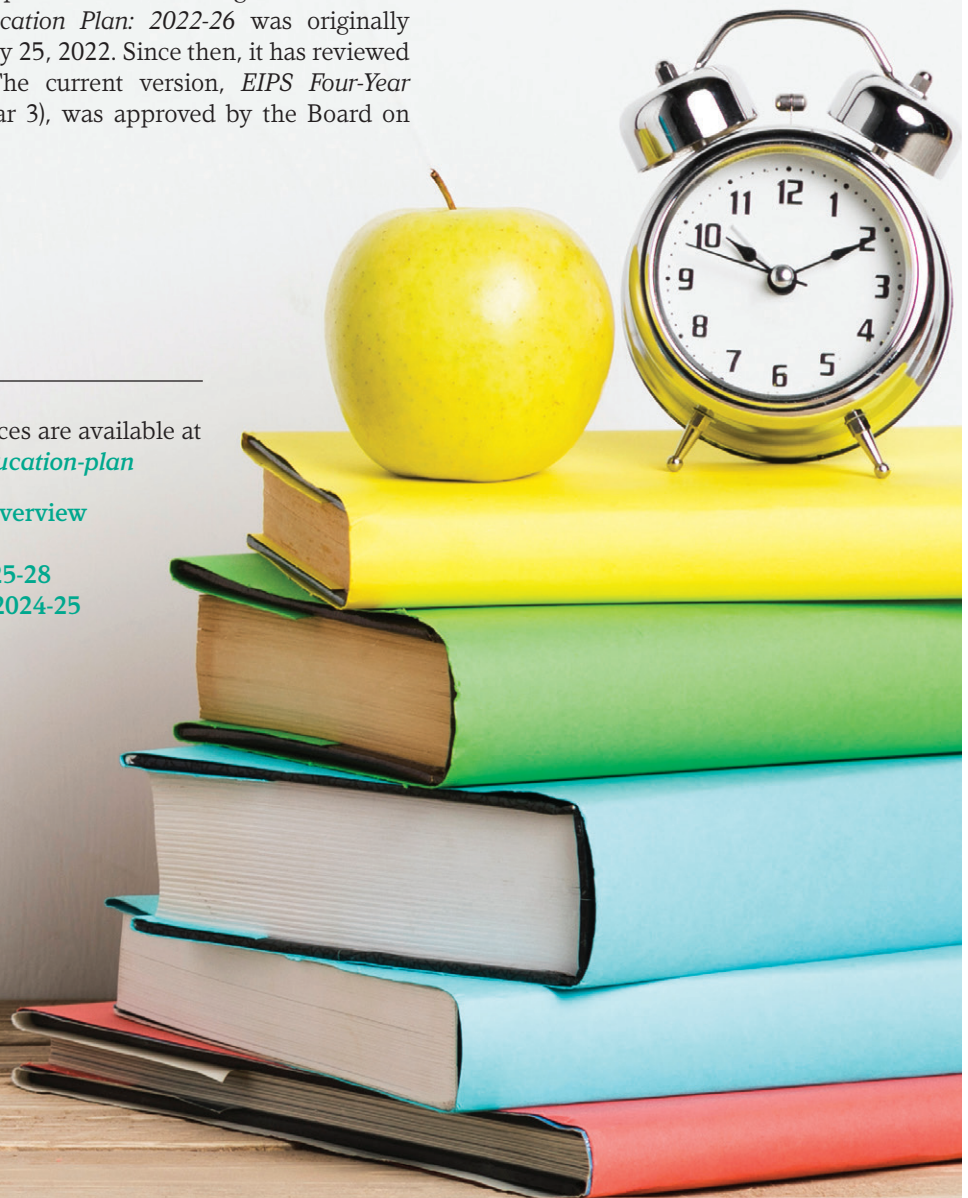


Table of Contents

Accountability Statement	1
EIPS Profile and Local Context	3
EIPS Four-Year Education Plan: 2022-26	4
Planning and Assurance	5
Assurance Framework and Cycle	6
Assurance Cycle: 2024-25	7
Priority 1: Promote Growth and Success for All Students	8
Goal 1: An Excellent Start to Learning	9
Goal 2: Success for Every Student – Outcome 1 and 2	11
Goal 2: Success for Every Student – Outcome 3	14
Goal 2: Success for Every Student – Outcome 4	16
Priority 2: Enhance High-Quality Learning and Working Environments	18
Goal 1: A Culture of Excellence and Accountability	19
Goal 2: Positive Learning and Working Environments	21
Goal 3: Quality Infrastructure for All	23
Priority 3: Enhance Public Education Through Effective Engagement	26
Goal 1: Parent and Caregiver Engagement	27
Goal 2: Engaged and Effective Governance	29

EIPS Profile and Local Context

Elk Island Public Schools (EIPS) is one of Alberta’s largest school divisions, serving close to 17,750 students from kindergarten to Grade 12 in 42 schools—in Sherwood Park, Fort Saskatchewan, Vegreville, Strathcona County, Lamont County and the western portion of the County of Minburn. The Division also employs 1,540 people—925 teachers and 615 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 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, the Division 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; and
- lifestyle programming—Sport for Life.

To further complement programming, the Division boasts strong extracurricular opportunities and careers and technologies 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

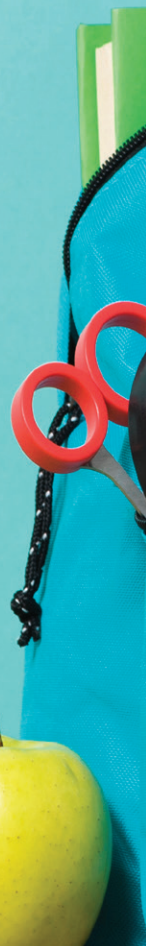
GOAL 1 PARENT AND CAREGIVER ENGAGEMENT

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. 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 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 to provide high-quality education programs for all the students they serve. The practice creates an accountability relationship that ensures transparency, annual reporting and assurance that every Alberta-based school division fulfills its delegated responsibility.

As such, EIPS has an Assurance Framework that it cycles through annually. Essentially, it's an accountability system that allows the Division to assess and publicly demonstrate its ongoing progress—through regular reporting, set processes, actions, engagement, analysis of evidence and relationship building. The result: Stakeholders and community members are now developing a holistic understanding of EIPS' performance and how it ensures 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 and spring, EIPS reviews the *Four-Year Education Plan*, engages stakeholders and fine-tunes the plan, detailing its priorities, goals, outcomes, strategies and performance measures.
- EIPS uses the updated education plan to inform 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. The process enables trustees, staff and families to be more aware of what's happening across 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 meets the priorities and goals set out in the *Four-Year Education Plan*. Once reviewed and approved by the Board, the report is published and shared publicly with the government, school communities and 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.

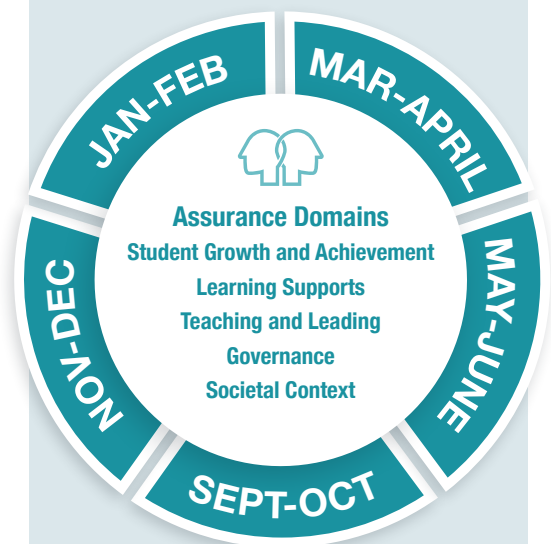
Assurance Cycle

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 through relationship building, engagement with education partners, and creating and sustaining a culture of continuous improvement and collective responsibility.

The Board further enhances assurance through ongoing stakeholder communication, attending monthly school council meetings and participating in the Committee of School Councils meetings to gather feedback about the Division. Also, every Board Caucus meeting includes a standing generative-governance discussion, allowing trustees to share input and ideas to ultimately inform decision-making.



Assurance Cycle: 2024-25



NOVEMBER 2024

- The Division and schools will host Assurance Reviews to go over the previous year's results with the Board—school council chairs will also be invited to attend.
- The Division will publish the *EIPS Annual Education Results Report*.

DECEMBER 2024

- The Division will administer its annual EIPS Budget Survey to gather feedback about budget-planning priorities—the Board uses the input to make budget decisions.

JANUARY 2025

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

FEBRUARY TO MARCH 2025

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

MARCH 2025

- The Division will gather feedback from staff, students and families through surveys focused on EIPS' *Four-Year Education Plan* and stakeholder confidence—the Division uses the input to help guide future decision-making, priorities and budget allocations.

APRIL 2025

- All EIPS schools will engage staff, families and school councils, and use the feedback collected for budget-planning purposes and to develop the 2025-26 school education plans.
- Using the feedback provided from the surveys and other public engagement conversations, the Division will prepare a draft spring budget report and update the *EIPS Four-Year Education Plan: 2022-26 (Year 4)*.

MAY 2025

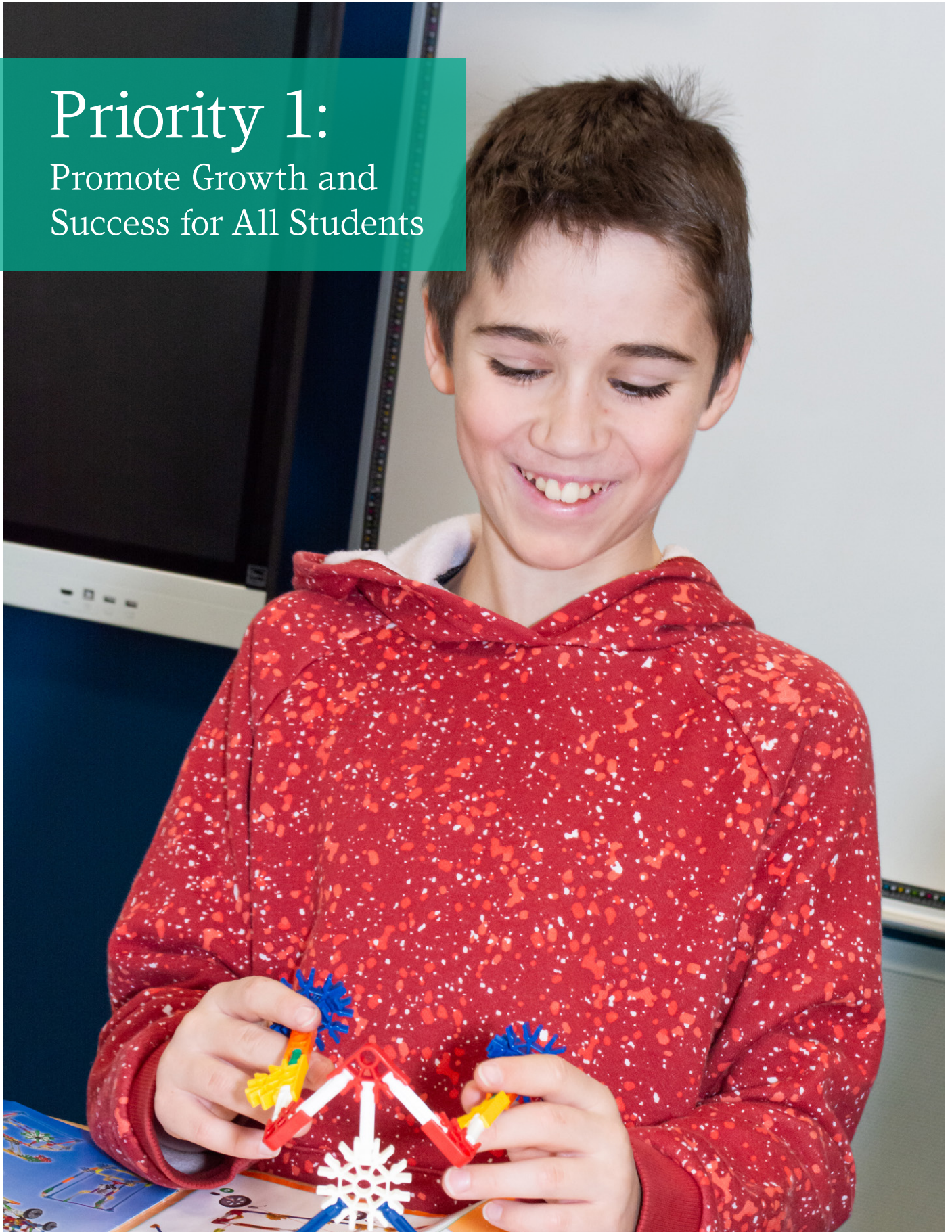
- The Division will engage COSC about EIPS' 2025-26 spring budget and the *EIPS Four-Year Education Plan: 2022-26 (Year 4)*.
- Using stakeholder feedback, the Board will approve the spring budget for the 2025-26 school year and submit its updated *EIPS Four-Year Education Plan: 2022-26 (Year 4)* to Alberta Education for the upcoming school year.

ONGOING

- The Division will publish a quarterly newsletter for its community partners, *EIPS Quarterly Update*, featuring articles about the Division, the work of the Board of Trustees and the importance of public education.
- The Division will publish a quarterly newsletter for the school community, *EIPS Advocacy in Action*, featuring articles about the Division, the work of the Board of Trustees, EIPS priorities, 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. Those environments are also 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 are critical for success later in life. In fact, for literacy, reading at grade level by Grade 3 is a predictor of high school completion. As such, all early learners within EIPS are taught by teachers who work diligently to ensure every child under their care can read at their grade level. These teachers also participate in ongoing professional learning focused on research-based foundational practices to ensure all students experience one-year's growth in literacy and numeracy annually.

Performance Measures

ACHIEVEMENT DATA

- The number of learners enrolled in EIPS':
 - Play And Learn at School (PALS) program; and
 - kindergarten program.
- The percentage 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 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 Reading assessments.



- The percentage of Grade 3 students performing mathematics at grade level, as measured by the Star Math 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.


**EIPS ANNUAL FEEDBACK SURVEY:
STAKEHOLDER CONFIDENCE**


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





Priority Strategy for Education Plan


EIPS will continue its efforts to ensure children reach their developmental milestones and attain solid foundational skills in the early years. Strategies for 2024-25 include:


 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.


 Develop ongoing online professional learning modules to build capacity in key early learning program areas, such as fine-motor progressions and early language foundations—particularly beneficial for onboarding new teachers.


 Use robust literacy and numeracy assessments to identify where early learners are struggling.


 Continue to work with schools to develop intervention plans for at-risk students.


 Provide small-group modelling and side-by-side coaching to build teacher capacity in foundational literacy skills, kindergarten to Grade 3.

 Implement Year 2 of a pilot project for Division 1 early reading intervention—expanding to all EIPS elementary schools. The project is 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 early intervention for students identified as at-risk for learning disorders.

 Continue to provide high-quality professional learning opportunities for staff working in early learning classrooms.

 Continue to build teacher capacity to ensure successful transitions to the province's new elementary curriculum.

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 is an emphasis on 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.

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. In fact, research increasingly shows students who are engaged are more likely to do well in school, have better attendance and to 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 (PATs)
 - diploma examinations
 - Grade 6 Language Arts PAT
 - Grade 9 Language Arts PAT
 - English 30-1 diploma examination
 - English 30-2 diploma examination
- The percentage of Grade 3 students reading at grade level.

Literacy, numeracy and engagement are foundational to student success—in learning and life

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
- The percentage of Grade 3 students performing mathematics at grade level.

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 taking EAL—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 program of studies, including fine arts, careers, technology, health and physical education.
- 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—families, staff, Grade 12 students and community members—confident EIPS implements strategies that support students in demonstrating growth in literacy.
- The percentage of stakeholders—families, staff, Grade 12 students and community members—confident EIPS implements strategies that support students in demonstrating growth in numeracy.





Priority Strategy for Education Plan

EIPS is committed to implementing research-based strategies to promote student growth and success. Strategies for 2024-25 include:

-  Continue to build capacity around the new elementary curriculum—particularly the grades 4 to 6 science and French Immersion language arts and literature curriculum—to ensure smooth transitions for students and teachers.
-  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 high-quality programming.
-  Implement high-leverage instructional and assessment practices to support literacy and numeracy growth and a culture of thinking across classrooms.
-  Provide professional learning opportunities to principals and assistant principals to develop instructional leadership skills and enhance school education plans.
-  Offer focused professional learning opportunities to improve the Grade 9 Provincial Achievement Test results in both language arts and mathematics.
-  Continue to support teachers to develop and implement intervention plans that ensure more students demonstrate one year's growth in literacy and numeracy.
-  Continue the Division's work to develop and refine common exams for the junior high and senior high grades.

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 committed to creating and sustaining welcoming and safe learning environments for First Nations, Métis and Inuit students. Part of that commitment is continually finding ways to build on self-identified students' strengths and growth. EIPS does this by fulfilling treaty responsibilities; critically analyzing Division structures and procedures; and capacity-building centred on the *Teaching Quality Standard*, *Leadership Quality Standard* and the Truth and Reconciliation Commission of Canada: Calls to Action. Each is used to provide First Nations, Métis and Inuit learners with culturally relevant learning opportunities; build capacity to address First Nations, Métis and Inuit learner needs; and strengthen foundational knowledge about Indigenous cultures and a shared history.

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

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



EIPS ANNUAL FEEDBACK SURVEY: FOR 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—families, staff, Grade 12 students and community members, confident EIPS implements strategies to support the achievement and growth of self-identified First Nations, Métis and Inuit students.



Priority Strategy for Education Plan

First Nations, Métis and Inuit Education

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 2024-25 school year include:



Work with schools to effectively incorporate land-based learning into their practice.



Assist educators in weaving Indigenous history, culture and perspective into lesson plans.



Create and facilitate effective and responsive professional learning.



Work with new curriculum teachers to help embed First Nations, Métis and Inuit 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.

Fostering Belonging

EIPS is also committed to supporting Indigenous students and families in fostering a sense of belonging in their school community. Strategies for the 2024-25 school year include:



Provide cultural advisors to support individual schools and student groups.



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



Continue efforts to build relationships with Elders and Knowledge Holders.



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



Host a land-based learning and cultural camp.



Host Indigenous family engagement nights to help build relationships and provide 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. 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 number 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

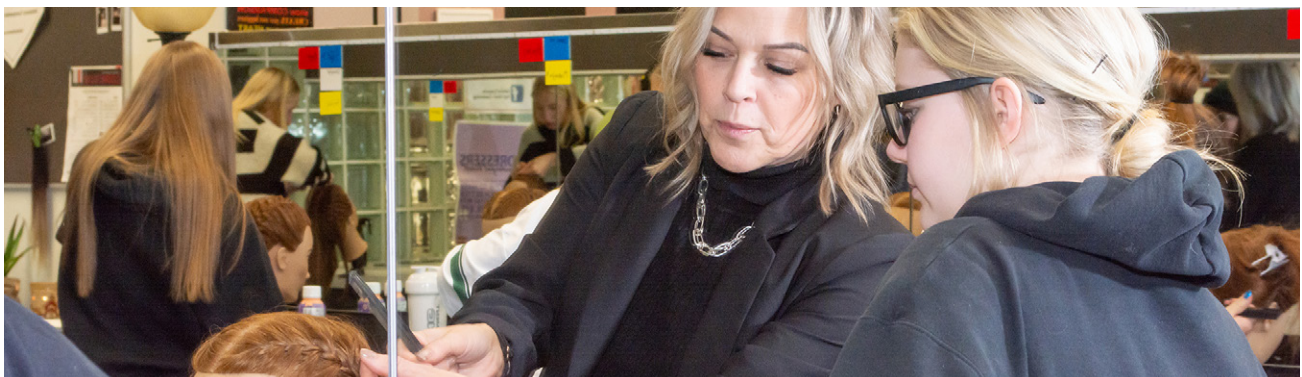
- The percentage of families who agree their child is taught the knowledge, skills and attitudes necessary to succeed in life.

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—families, staff, Grade 12 students and community members—confident EIPS implements strategies that supports and prepares students for life beyond senior high.





Priority Strategy for Education Plan

EIPS is committed to supporting students to ensure they are prepared for life after senior high. Strategies for the 2024-25 school year include:

-  Work with elementary teachers to naturally integrate career discussions into learning activities.
-  Host EIPS' annual Your Future: Post-Secondary and Career Fair in fall 2024.
-  Continue to work with junior high career and technology foundations teachers to build course challenges that align with the program of studies.
-  Continue efforts to establish a collegiate school for secondary students in Fort Saskatchewan.
-  Assess and refine the Division's career and technology foundations programming.
-  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 senior high staff to enhance learning supports and developmental needs as students transition into adulthood.
-  Continue to build partnerships and work with community partners and local businesses within the Heartland Industrial area.
-  Expand EIPS' Take Our Kids to Work Day to include a Division Career Day.
-  Continue to identify community partners and local businesses to enhance student career exploration and development opportunities.

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 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—which, in turn, leads to the adoption of best educational practices and improved student-learning outcomes. Therefore, it's crucial Elk Island Public Schools (EIPS) pay close attention to 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.

Equally essential is sustaining EIPS' culture of excellence and accountability. One of the ways the Division does this is by using and analyzing multiple data sets to identify strength areas 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 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 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'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 for the 2024-25 school year include:

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Continue demonstrating to stakeholders how Division resources are allocated to meet the priorities, goals and outcomes listed in the *Four-Year Education Plan*.



Provide targeted professional learning to administrators focused on the *Leadership Quality Standard*—accompanied by a Division-developed resource repository for all participants.
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Streamline business processes, structures and responsibilities.



Continue to offer professional learning focused on student achievement results in literacy and numeracy—both priority areas for the Division.
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Find efficiencies through the Division's Atrieve ERP system, PowerSchool, Permission Click and workflow software.



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.
- 

Develop systems and processes to enhance evidence-based decision-making throughout the Division by developing data dashboards.



Provide virtual professional learning sessions to EIPS administration before offering large-scale professional learning opportunities to certificated and classified staff.
- 

Enhance common communication structures across the Division to support all staff.



Build counsellor capacity and teacher capacity through various relevant and targeted professional learning opportunities.
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Continue to support teaching and leadership quality through professional learning, supervision and evaluation processes.



Build consultant capacity through focused training—as part of the Foundations of Consulting curriculum.
- 

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.



Review, revise and digitize the Guidance and Counselling Handbook.
- 

Continue to provide professional learning and resources that support the new curriculum.



Continue to provide targeted professional learning opportunities to staff related to specific areas of focus within the Mental Health Strategic Plan—accompanied by online resources.
- 

Facilitate internships for educational assistants to build capacity.



Implement the findings of the classified Salary Compensation Analysis—completed in the 2023-24 school year.
- 

Continue efforts to develop onboarding sessions for new hires and leadership-readiness workshops for successful transitions into new positions.

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; 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 learning and working environments that are welcoming, caring, respectful, safe and encourage a sense of belonging. In these environments, students are best able to learn and develop social responsibility, and staff are well-positioned to 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 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 parents and caregivers who agree their child is safe at school.
- The percentage of students who agree their teachers care about them.
- 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 students who agree they are safe at school.
- 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 special support their child receives at school.

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;
 - they're satisfied with their school or department as a place to work;
 - 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.

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: STAKEHOLDER CONFIDENCE

- The percentage of stakeholders—families, staff, Grade 12 students and community members—confident EIPS' learning and working environments are welcoming, inclusive, respectful and safe.

EIPS is committed to providing students and with learning environments that are welcoming, caring, respectful, safe and encourage a sense of belonging.



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 2024-25 school year include:



Continue offering supports and services consistent with inclusive education principles.



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



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.



Use Board-allocated funds to implement Year 4 of the Division's Mental Health Strategic Plan, focused on supporting students' social-emotional well-being and mental health by enhancing partnerships; building capacity; and engagement with students, staff and caregivers.



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



Nurture safe and welcoming spaces by providing counsellors with regulation training to help students reset.



Collaborate with CASA Mental Health to continue and expand the CASA Classroom model in Fort Saskatchewan and Sherwood Park—to improve student access to 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 is committed to providing high-quality facilities—equipped with the necessary technology

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 150 Mbps bandwidth.
- The number of schools with 200 Mbps bandwidth.
- The number of schools with 250 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 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.
- 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 bus-evacuation and safety sessions offered.
- The percentage of contractors and school administrators compliant with policies and procedures related to student transportation.

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—families, staff, Grade 12 students and community members—confident EIPS supports student learning through effective planning, managing and investing in Division infrastructure.



Priority Strategy for Education Plan

Facility Services

Throughout the 2024-25 school year, Facility Services will carry out the following strategies:



Continue to improve infrastructure reliability and increase equipment life cycles through ongoing and effective asset management and regular preventative maintenance.



Work with Alberta Infrastructure throughout the construction phase of the new Sherwood Park replacement school.



Conduct ongoing infrastructure upgrades to accommodate the newly established [Administrative Procedure 538: Building Security and Door Locking](#).



Continue addressing building-component upgrades and programming requirements through Capital Maintenance and Renewal projects and Infrastructure Maintenance and Renewal projects.



Work to develop joint-use and planning agreements with municipal partners.



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

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Information Technologies

Throughout the 2024-25 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.
-  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.
-  Continue IT service management efforts by delivering and supporting IT services, incident management, change management and service-level management.
-  Build on the Division's IT security and IT systems and infrastructure compliance through risk assessments, vulnerability management and compliance audits.
-  Continue data operations efforts through data integration, visualization, quality, automation and governance.
-  Ensure effective records and information management by developing and implementing record retention policies, training programs and best practices.

Student Transportation

Throughout the 2024-25 school year, Student Transportation will carry out the following strategies:

-  Continue efforts to enhance operations using Student Transportation's IT infrastructure—such as organizational management software, the Tyler Drive tablets, route optimization technology and video surveillance.
-  Collaborate with school administration and departments to build bus operator capacity, expertise and best practices.
-  Adopt a trackable online platform for reporting bus incidents.
-  Establish a Student Transportation standards document to ensure consistent service levels.
-  Continue to provide targeted professional learning for bus operators. Topics include skill development, student management, adverse road conditions, safety standards, and EIPS policies and procedures.
-  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.

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 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 their family's encouraged and supported in helping their child be successful in learning.

EIPS ANNUAL FEEDBACK SURVEY: FOR PARENTS AND CAREGIVERS

- The percentage of EIPS 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—families, staff, Grade 12 students and community members—confident EIPS provides meaningful opportunities for families to be involved in their child's education.





Priority Strategy for Education Plan

Fostering even more engagement with EIPS parents and caregivers is an ongoing priority for EIPS. Strategies for the 2024-25 school year include:

-  Continue to offer and promote 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 and promote information sessions and resources to support families in preparing their child for kindergarten.
-  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.
-  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.
-  Promote the Division's and school-based Career Day and Take Our Kids to Work Day.
-  Continue all assurance framework efforts and offer opportunities for school families to provide input on divisional decision-making topics.
-  Facilitate best practices sessions to identify engagement strategies—elementary, junior high and senior high—so schools can improve two-way communication with school families.
-  Continue to offer French Immersion information sessions for school families.
-  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 communicating Division news, information and updates with EIPS families and stakeholders— 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 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.
-  Prepare online mental health resources for parents and caregivers.

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 places a strong emphasis on engaging education stakeholders regularly and actively seeking out public engagement 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. The goal: To ensure 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 the Minister of Education, provincial ministers and Alberta's members of the legislative assembly.
- 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 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 the Division's commitment to advocating for public education.

EIPS ANNUAL FEEDBACK SURVEY: STAKEHOLDER CONFIDENCE


- The percentage of stakeholders—families, staff, Grade 12 students and community members—confident in EIPS' advocacy efforts to enhance public education.








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 2024-25 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.


 Develop and maintain a focused advocacy plan to enhance public education.

 Continue all assurance framework efforts. And, ensure the Division offers opportunities for school families to provide input.


 Continue to work with the Board and media to ensure key messages and advocacy areas are clearly communicated to members of 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.

 Draft letters to elected officials to further the Board's advocacy efforts.

 Continue to ensure EIPS meets the goals and outcomes outlined in the *EIPS Four-Year Education Plan: 2022-26*.

 Continue to publish the *EIPS Board Quarterly Update*, featuring articles about the Division, what's new, and 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.

