



# ASSURANCE REVIEW 2020-2021

**SCHOOL:** Fort Saskatchewan Elementary School

**PRINCIPAL:** Shelby Labrecque

**ELK ISLAND PUBLIC SCHOOLS’ MISSION STATEMENT:**

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

**ELK ISLAND PUBLIC SCHOOLS’ PRIORITIES:**

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

Staff FTE	Budget
Certificated 15	Salaries \$2 191 898
Classified 12	SES \$103 764
	Total \$2 295 662
	Surplus/deficit \$23,038

## SCHOOL PROFILE AND CONTEXT

**Our Mission:**

Building a community dedicated to growing and learning together.

**Our Vision:**

Providing opportunities for our school community to discover and share their gifts. By deepening connections, we provide learning experiences that emphasize exploration, connection, and collaboration.

**Our Motto:**

“Rooted in Our Community”

**Fort Saskatchewan Elementary Facts:**

- Fort Saskatchewan Elementary School (FSE) opened in 1954
- FSE was renovated/rebuilt and reopened in 2010, with Fort Saskatchewan Christian School (FSC) remaining in the renovated building and FSE moving into the new building
- FSE is attached to FSC and we share the main entrance and outdoor activity spaces
- FSE rebranded in 2018-2020 to reflect indigenous teachings

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- The outdoor classroom was built in 2020 and we are continuing to build upon this space as we are beginning phase two this school year
- Positive Referrals are linked to Indigenous ways of knowing and being with a focus on the Seven Sacred Grandfather Teachings of respect, courage, honesty, love, wisdom, humility, and truth
- Learning Coach Model - coordinating ISPs and learning supports
- Support focused on targeted, profiled individual students and small groups
- Ongoing staff training and discussion about literacy, numeracy, and social/emotional intervention (trauma informed)
- Readers and writers workshop model for literacy
- Coordinated community resources with Family and Community Support (FCS), Families First, Fort High School, and Fort Saskatchewan businesses
- FSE healthy habits focus is supported by local businesses such as the Food Bank, Families First and Superstore - Fort Saskatchewan High School Foods Class provides fresh, healthy snacks weekly (\*temporarily suspended due to COVID)
- Elk Island Public Schools (EIPS) special education program - The Learning - Individual Needs, Knowledge and Skills (LINKS) Program is a system program designed to meet the needs of students with mild to severe/profound cognitive (intellectual) disabilities, and who may have physical, sensory, medical, or behavioural difficulties. The focus of this program is to improve academic, communication, self-care, social, vocational, and independent-living skills within a safe and structured learning environment as well as within the community. Flexible and responsive instruction is guided by an Instructional Support Plan (ISP), builds on individual strengths and needs, and follows the Alberta Education Programs of Study, with adaptations or modifications as necessary.

### **EIPS PRIORITY:**

Promote Growth and Success for All Students

Enhance High-Quality Learning and Working Environments

Enhance Public Education Through Effective Engagement

### **SCHOOL GOAL:**

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Continue to target and implement literacy and numeracy programming to maintain the 2019-21 positive trajectory of learning, as measured each reporting term for each student.

### STRATEGIES:

- Student Programming Coordinator/Family School Liaison Worker (FSLW) student support model continues to assist with identifying needs, implementing supports, and following up to address student and family academic, social, emotional, and behavioural needs
- Professional learning guided by student needs included EIPS phoneme project, readers/writers' workshop, First Nations, Métis, and Inuit (FNMI) kits and training, and numeracy assessment data tracking
- Implementation of literacy and numeracy best practices, including interventions - What do students need specifically to move ahead? - For example, numeracy benchmarking and literacy profiles
- Increase literacy and numeracy access through building classroom resources (libraries)
- Implementing data tracking for targeted integration of unfinished learning support
- Identify, clarify, and use common learning language for staff, students, and families
- Continue to grow a reading culture (reading stamina, good fit books, student book talks, reader identities, building classroom library and school library collections based on student input)
- Planned, ongoing targeted purchase of literacy and numeracy materials. (iPads available for digital class tracking.)
- Implement numeracy benchmarking for targeted teaching and learning
- Continue process of centralizing and categorizing numeracy and literacy resources for accessibility

### MEASURES:

- STAR
- MIPI
- Fountas and Pinnell
- Equals Kit Checklist
- Numeracy Benchmarking
- Report Cards
- Anecdotal notes

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- Instructional Support Plan (ISP), Behavioural Support Plan (BSP) term updates
- Record of Indigenous family support and student growth
- Provincial Achievement Test (P.A.T.) results
- Assurance and EIPS survey results

### **RESULTS:**

#### **Early Years Evaluation (EYE-TA) Results**

The EYE-TA assesses child development in five areas: Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, and Physical Development. These five areas are related to a child's success in school.

In the Fall of 2020

- 50% of FSE kindergarten students fell into Tier 1 instruction,
- 39% Tier 2 instruction (requiring quality classroom instruction plus targeted, small-group instruction)
- 11% Tier 3 instruction (requiring quality classroom instruction, as well as individualized instruction)

In the Spring of 2021

- 92% of FSE kindergarten students fell into Tier 1 instruction
- 5% Tier 2 instruction (requiring quality classroom instruction plus targeted, small-group instruction)
- 3% Tier 3 instruction (requiring quality classroom instruction, as well as individualized instruction)

#### **Performance Measures – Numeracy**

#### **MIPI Results**



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Fall 2019			Fall 2020			Fall 2021		
Grade	% of students below 60%	% of students 60% or above	Grade	% of students below 60%	% of students 60% or above	Grade	% of students below 60%	% of students 60% or above
						2	5	95
			2	18	82	3	23	77
2	10	90	3	28	72	4	44	56
3	30	70	4	44	56	5	56	44
4	46	54	5	54	46	6	49	51
5	31	69	6	49	51			
6	39	61						

### Performance Measures – Literacy

### STAR Results



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Grade	# of Students	# of Students At/Above Benchmark	% of Students At/Above Benchmark	# of Students On Watch	% of Students On Watch	# of Students Needing Intervention	% of Students Needing Intervention	# of Students Urgent Intervention	% of Students Urgent Intervention
	Fall 2021	Fall 2021	Fall 2021	Fall 2021	Fall 2021	Fall 2021	Fall 2021	Fall 2021	Fall 2021
1	36	10	28%	2	5%	11	31%	13	36%
2	36	14	39%	4	11%	7	19%	11	31%
3	36	13	36%	7	20%	8	22%	8	22%
4	34	15	44%	4	11%	7	21%	8	24%
5	34	13	38%	5	15%	6	18%	10	29%
6	35	11	31%	6	17%	8	23%	10	29%
<b>Total</b>	<b>211</b>	<b>76</b>	<b>36%</b>	<b>28</b>	<b>14%</b>	<b>47</b>	<b>22%</b>	<b>60</b>	<b>28%</b>



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<b>Staff Engagement Survey Results 2020-21</b>	
<b>Statement</b>	<b>Results</b>
I know what is expected of me at work.	66.67% agree or strongly agree
I have the materials & equipment I need to do my work.	66.67% agree or strongly agree
There is someone at work who encourages my professional development.	52.38% agree or strongly agree
My colleagues are committed to doing quality work.	95.2% agree or strongly agree
This last year, I have had opportunities at work to learn and grow.	42.86% agree or strongly agree



## ASSURANCE REVIEW 2020-2021

<b>EIPS Parent Survey Results 2020-21</b>	
<b>Statement</b>	<b>Results</b>
As a result of being in the Kindergarten program, my child's becoming ready to enter Grade 1.	88.89% agree or strongly agree
My child's demonstrating growth in literacy.	85.71% agree or strongly agree
My child's demonstrating growth in numeracy.	95.23% agree or strongly agree
How satisfied are you with the quality of teaching at your child's school?	95.12% agree or strongly agree
How satisfied are you with the resources available to support your child's learning?	73.17% agree or strongly agree





## ASSURANCE REVIEW 2020-2021

<i>Alberta Education Assurance Measure Results Spring 2021</i>		
<i>Statement</i>	<i>Results Parent</i>	<i>Results Teacher</i>
Your child/ students at your school are learning what they need to know	93% agree or strongly agree	100% agree or strongly agree
The literacy skills students are learning at your school are useful	100% agree or strongly agree	88% agree or strongly agree
The numeracy skills students are learning at your school are useful	94% agree or strongly agree	88% agree or strongly agree
Do you like learning language arts?	58% of students said yes	
Do you like math?	62% of students said yes	
<p><b>EIPS PRIORITY:</b>            Promote Growth and Success for All Students            Enhance High-Quality Learning and Working Environments            Enhance Public Education Through Effective Engagement</p> <p><b>SCHOOL GOAL:</b>            Maintain and improve upon, the Alberta Education standards for a safe and caring learning environment with quarterly stakeholder check ins.</p> <p><b>STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>• As a staff, develop a shared understanding of safe and caring as it is defined by Alberta Education and EIPS</li> <li>• Professional learning for all staff regarding regulation, social skill development, Non-violent Crisis Intervention (NVCI) to assist in de-escalation and Alberta Education Seclusion and Restraint Ministerial Order #042-2019, and trauma informed support.</li> </ul>		

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Professional learning to develop shared language for clear communication, the understanding of trauma, and mental health support strategies.

- As a staff, create opportunities for reflective discussion (grade group meetings, classified meetings, one to one meetings, school developed surveys, etc.)
- Dedicated focus to COVID-19 guidelines for all aspects of programming and school operation
- Continue positive referrals incorporating Indigenous philosophy of the “Circle of Courage”
- Ensure access to the classified, certificated and leadership Quality Practice Standards
- Maintain open communication with all staff, students, and families by communicating in a variety of ways– Brightspace, regular emails, phone calls, agendas, conferences, newsletters, website updates, meetings, discussions, etc.
- Continue positive, consistent collaborative FSE School Council and Parent Society work
- Targeted small groups for social, emotional, behavioural support
- Targeted Wellness Support – trauma informed understanding, nutrition, mental health, social interaction, and connections to home
- Continue to celebrate FSE community
- Connect and collaborate with families, community, and businesses for learning opportunities, where possible
- Integration of FSE Family School Liaison Worker into grade group meetings
- Ongoing connection with FSE Indigenous families and consistent individual/small group support
- Continue multi-agency meetings to support students with complex needs
- Highlight culture and diversity through the FSE classrooms, website, announcements, emails, meetings, discussions, etc.
- Consistent, targeted discipline interventions

### MEASURES:

- Assurance, EIPS, and school surveys
- List communication check-ins and reflections
- Track professional targeted learning for individuals and groups
- Developed guidelines for clear, reflective communication
- Track across the board student recognition and celebration
- FSLW data

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- Indigenous data
- Track small group supports for targeted programming and supports

### RESULTS:

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Fort Saskatchewan Elem. Sch.										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	96	90.6	80	83.2	63	82.3	56	90.3	49	89.2	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,967	90.0
Parent	11	90.7	7	77.1	10	88.0	7	97.1	15	91.4	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	64	82.9	53	74.4	36	61.2	32	76.3	26	76.2	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	21	98.1	20	98.0	17	97.6	17	97.6	8	100.0	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Fort Saskatchewan Elem. Sch.										Alberta												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	96	77.7	79	62.5	63	66.6	56	80.8	48	57.5	n/a	n/a	n/a	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	11	60.0	6	28.6	10	56.8	7	75.0	14	60.7	n/a	n/a	n/a	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	64	89.8	53	88.3	36	68.1	32	92.2	26	76.9	n/a	n/a	n/a	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	21	83.2	20	70.7	17	75.0	17	75.2	8	35.0	n/a	n/a	n/a	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

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Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Fort Saskatchewan Elem. Sch.						Alberta					
	2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2017 - 2019 Avg		2018 - 2020 Avg		2019 - 2021 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	78	78.1	65	77.8	59	82.4	270,747	80.9	258,896	81.0	262,722	81.3
Parent	9	75.3	8	79.0	9	90.0	33,414	80.1	34,764	79.9	35,028	80.2
Student	50	80.5	39	78.7	34	80.8	205,554	80.2	191,538	79.7	194,755	79.5
Teacher	19	78.6	18	75.5	17	76.5	31,780	82.4	32,594	83.3	32,940	84.2

### EIPS PRIORITY:

Promote Growth and Success for All Students  
 Enhance High-Quality Learning and Working Environments  
 Enhance Public Education Through Effective Engagement

### SCHOOL GOAL:

Continue strong partnerships with parents/guardians and the greater community to ensure student needs are met, decisions are informed, and successes celebrated, incorporating biannual check-in.

### STRATEGIES:

- Virtual and/or in person FSE School Council and Parent Society Meetings – increased access and collaboration
- Continue Family Nights
- Team approach to support student learning and behaviour
- Collaborative meetings with stakeholders to support students
- Regular student attendance phone calls and celebrations
- FSLW provides mental health and community supports to families

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- Highlight the role of the school FSLW
- Fort Saskatchewan Family Community Services (FCS) collaboration
- Implement community programming through FSE families, Fort High School, Boys and Girls Club, public library, Families First and other local businesses
- Community grant applications
- Monthly staff achievement celebrations at staff meetings

**MEASURES:**

- Assurance, EIPS, and school surveys
- Track interactions with community partners and stakeholders
- Anecdotal notes from meetings
- FSLW data of student and family support
- Track monthly stakeholder individual and group celebrations

**RESULTS:**

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Fort Saskatchewan Elem. Sch.										Measure Evaluation			Alberta									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	32	87.2	27	78.4	27	89.6	24	89.9	23	70.0	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	11	78.2	7	62.9	10	84.0	7	85.7	15	60.0	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	21	96.2	20	93.9	17	95.3	17	94.0	8	80.0	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

