SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Fort Saskatchewan Elementary   **PRINCIPAL:** Shelby Labrecque

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:
To provide high-quality, student-centred education.

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

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 altered its logo in 2018-2020 to reflect Indigenous teachings.
- The outdoor classroom was built in 2020 and we are continuing to build upon this space.
- 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.
- Support focused on targeted, profiled individual students and small groups.
- Ongoing staff training and discussion about literacy, numeracy, and social/emotional intervention (trauma informed).
- Coordinated community resources with Family and Community Support (FCS), Families First, and Fort Saskatchewan businesses.
- FSE healthy habits focus is supported by local businesses such as the Food Bank, Families First and Superstore.
- 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.

- The CASA Classrooms Program is a partnership with Alberta Health Services meant to deliver intense clinical interventions and individualized programming with the local classroom setting. Children receive onsite treatment and supports from health care professionals including a full-time mental health therapist, a full-time classroom behavioural specialist, a part time psychiatrist, and a part time nurse and social worker. Treatment and supports include comprehensive assessment to inform a focused treatment plan, education related to self-management of mental wellness, medication trials and management, weekly individual and group therapy, weekly parent groups, referrals to relevant community and social supports, tapered management and supported transition back to home school and health care team.

Elk Island
Public Schools

SCHOOL GOAL 1:
Each student will achieve one year's growth in literacy.

EIPS PRIORITIES AND GOALS:
Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.
Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.
Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.
Priority 2 Goal 3 Enhance High-Quality Learning and Working Environments; Quality Infrastructure for All.
Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.
Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

STRATEGIES:
- Professional learning guided by student needs including EIPS phoneme project, readers/writers' workshop, assessment data tracking
- Continued use of Phonics Units of Study in Grades K-2
- Use of Words Their Way, University of Florida Literary Institute (UFLI)
- Use of an explicit and systematic phonics structure for K to 6 Literacy Skills
- Use of explicit vocabulary instruction
- Use of explicit comprehension instruction
- Use of Leveled Literacy Intervention
- Work with Literacy and Inclusion Consultants to promote Literacy for all
- Division One teachers take part in the Early Literacy Initiative Level One and Level Two training
- Continue to grow a reading culture (building reading stamina, finding 'good fit' books, student book talks, creating reader identities, Canadian author visits, Read In Week and I Read Canadian celebrations, building classroom library and school library collections based on student input)
- Staff will consistently promote a Home Reading program and include a 'Read Across Canada' component to encourage and support the school-wide Home Reading program
- Implementation of literacy best practices, including interventions based on student literacy profiles and focused on the five pillars of literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension
- Use of targeted small group instruction to enhance Literacy and Early Literacy Skills
- Assessment will include observations and conversations
- Planned, ongoing targeted purchase of literacy materials to increase school, library, and classroom resources
- Continue the process of centralizing and categorizing literacy resources for awareness and accessibility
- Students have access to assistive technology to support literacy growth i.e.: Read & Write for Google, c-pens
- Implementing data tracking for targeted interventions related to learning disruption
- Buddy Reading within FSE and Fort Saskatchewan High School
- Incorporate Collaborative Response Team Meetings with a focus on literacy
- Literacy information/games night for families

MEASURES:

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: cognitive skills.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: language and communication.
- The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.
- The percentage of Grade 3 Students reading at grade level.
- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students' individual needs are met.
- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of families who agree the literacy skills their child's learning at school are useful.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- 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 teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- 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 contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- 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.
- The percentage of EIPS staff who agree, I have the materials and equipment I need to do my work.

- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of families satisfied with the special support their child receives at school.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.
- STAR assessment.
- Fountas & Pinnell.
- Reading Readiness Screening Tool (RRST) - phonics awareness assessment.
- Diagnostic Reading Tool (DRT) - to assess striving readers.
- EIPS writing continuum.

SCHOOL GOAL 2:
Each student achieves one year's growth in numeracy

EIPS PRIORITIES AND GOALS:
Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.
Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.
Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.
Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.
Priority 2 Goal 3 Enhance High-Quality Learning and Working Environments; Quality Infrastructure for All.
Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

STRATEGIES:
- Professional learning guided by students' needs including assessment data tracking
- Continue to grow a numeracy culture (Math Talks, using vertical white spaces for problem solving in small groups, creating problem solver identities, developing a growth mindset, building numeracy library resources)
- Implementation of numeracy best practices, including interventions based on student numeracy profiles and math benchmarking assessments
- Incorporating various activities to allow students opportunities to grow all numeracy skills i.e.: understanding numbers, counting, solving number problems and equations, measuring, estimating, sorting, etc.
- Planned, ongoing targeted purchasing of numeracy materials to increase school, library, and classroom resources
- Continue the process of centralizing and categorizing numeracy resources for awareness and accessibility
- Implementing data tracking for targeted interventions related to learning disruption
- Identify, clarify, and use common learning language for staff, students, and families
- Incorporate Collaborative Response Team Meetings with a focus on numeracy
- Numeracy information/games night for families
- Staff will work with numeracy consultants to promote numeracy skills for all

MEASURES:
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: cognitive skills.
- The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.
- The percentage of kindergarten to Grade 3 teachers who are more confident about effectively implementing the new programs of study in mathematics and language arts and literature.
- The percentage of Grade 3 students performing mathematics at grade level.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students' individual needs are met.

- The percentage of teachers, grades 1 to 6, more confident about effectively implementing the new programs of study in language arts and mathematics.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of families who agree the numeracy skills their child's learning at school are useful.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- 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 teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- 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.
- The percentage of EIPS staff who agree, I have the materials and equipment I need to do my work.
- The percentage of families satisfied with the special support their child receives at school.
- The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.
- Tracking of students related to numeracy skill growth and assessment.
- EQUALS kit checklist.
- Numeracy Benchmarking Kits.

SCHOOL GOAL 3:
Increase collaborative partnership opportunities between school, home and the greater community to support student success

EIPS PRIORITIES AND GOALS:
Priority 1 Goal 1 Promote Growth and Success for All Students; Excellent Start to Learning.
Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.
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Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

STRATEGIES:

- Family Nights to encourage community-building, as well as supporting student success i.e. math games night, camping reading nights, school dance, welcome back bbq,
- Collaborative approach between school and home to support student learning and behaviour - staff will consistently communicate (newsletters, emails, phone calls, etc.) with families to indicate our desire to work together to support student learning
- Collaborative team meetings with stakeholders to communicate progress and ways to work together to support student success i.e.: IPP meetings, student/parent/teacher conferences, etc.
- 'Family Weekly' published every week to communicate opportunities to work together to build community and support student learning
- Consistent student attendance phone calls/letters and celebrations; a bulletin board will be used as a visual reminder this is an important piece of student success
- Monthly newsletters from the counsellor to highlight mental health initiatives within the school and to provide information about counsellor supports, community supports and programs for children and their families
- EIPS Indigenous family meetings
- Fort Saskatchewan Family Community Services (FCSS) collaboration i.e. Boys Club, Girls Club
- Inform FSE families about community supports i.e. Boys and Girls Club, Fort Saskatchewan Public Library, Big Brothers and Sisters, Families First and other local businesses
- Community grant applications
- School community assemblies and events with all stakeholders invited
- 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, Twitter posts, school/home meetings, impromptu discussions, etc.
- Continuing positive, consistent collaborative FSE School Council and Parent Society work
- Targeted Wellness Support – staff trained in trauma-informed practices, ensuring students have food supplied at school, if necessary, mental health supports provided by our counsellor and families made aware of community supports, targeted intentional teaching of social skills, and all staff building connections with home
- Continue to celebrate FSE community i.e. positive 'un-be-leaf-able' referrals based on the Seven Grandfather Teachings, regular school community assemblies, 'good attendance' awards, phone calls home to share student successes, etc.

- Ongoing connection with FSE Indigenous families and consistent individual/small group support
- Continue multi-agency meetings(i.e. school team, home team, Support for Students consultants, etc.) to support students with complex needs
- Highlight culture and diversity through the FSE classrooms, website, announcements, emails, meetings, discussions, Fort Saskatchewan Multicultural Association classroom presentations, etc.
- Consistent, targeted discipline interventions with a focus on restorative practices, including circles to build connection
- Connect and collaborate with families, community, and businesses for learning opportunities, where opportunities present themselves
- Re-introducing the 'Circle of Courage' to provide support for student interactions
- Wacky Wednesday – kids go into different groups and have a community member do a presentation about their job or business
- Link students with seniors at Rivercrest Lodge

MEASURES:
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.
- The percentage of students who agree they are safe at school.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of families satisfied with the special support their child receives at school.
- The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.
- The percentage of families satisfied with the Division's commitment to engaging families in matters that affect public education.
- Conference attendance statistics.
- Attendance statistics for Family Nights.