



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

SCHOOL: Fort Saskatchewan Elementary

PRINCIPAL: Teri Pearn

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 Community

Quick Facts:

Fort Saskatchewan Elementary School (FSE) opened in 1954

FSE was renovated/reopened in 2010, with Fort Christian School (FSC) in the renovated building and FSE moving into the new building

FSE is attached to FSC, sharing the main entrance and outdoor activity spaces

FSE altered its logo in 2018-2020 to reflect Indigenous teachings and incorporates the 4 elements: air, wind, water, fire

The outdoor classroom and stone circle was built in 2020 and moved in the summer of 2024 from the tarmac to a grass area to be on the land

Positive referrals, un-be-leaf-ables, are focused on the Seven Sacred Grandfather Teachings of respect, courage, honesty, love, wisdom, humility, and truth



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

Support focused on targeted small group instruction for students

Ongoing staff training on evidence-based literacy and numeracy practices

Continued training on trauma informed practices and student social emotional wellness

Coordinated community resources with Family and Community Support, Families First, and Fort Saskatchewan businesses

School initiatives to support community services (Food Bank)

FSE is home to two EIPS specialized system programs:

The Learning – Individual Needs, Knowledge and Skills (LINKS) program is designed to meet the needs of students with mild to severe/profound cognitive (intellectual) disabilities, and who may have physical, sensory, medical, or behavioral difficulties. The focus of this program is to improve academic, communication, self-care, 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 and modifications as necessary

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 support 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.



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

EIPS PRIORITIES AND GOALS:

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

SCHOOL GOAL 1:

By building teacher knowledge and skills in evidence-based literacy practices, students will demonstrate growth in:

- Reading - focusing on decoding and accuracy
- Written expression - focusing on sentence structure

as demonstrated on the Government of Alberta screeners, school reading screeners, classroom assessments and EIPS writing rubrics.

STRATEGIES:

- Explicit and systematic reading instruction focused on phonemic awareness, phonics, and vocabulary
- Small group reading instruction and intervention
- Incorporating decodable books in small group instruction and intervention
- Book clubs targeted to student levels and interests
- Explicit morphology instruction
- Explicit and systematic writing instruction on sentence structure
- Small group/individual writing conferencing
- Participation in EIPS Writing Pilot
- Collaborative marking of EIPS writing tasks
- Collaborative Response Team Meeting focused on literacy
- Explicit and specific student feedback
- Collaboration with and coaching by literacy consultants
- Engage and empower parents/caregivers as supports through parent/caregiver information evenings



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

MEASURES:

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 students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.

The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: cognitive skills.

OTHER MEASURES:

- The percentage of students identified as at risk by the GOA literacy screeners.

- The percentage of students who achieve 3, 4, 5 on their elementary report cards in English Language Arts and Literature categories.

- The percentage of students who demonstrated growth in writing based on EIPS common writing assessments.



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

EIPS PRIORITIES AND GOALS:

P1G1 Promote Growth and Success for All Students; Excellent Start To Learning.

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

SCHOOL GOAL 2:

By building teacher knowledge and skills in evidence-based numeracy practices, students will demonstrate growth in number sense as demonstrated on the Government of Alberta screeners, school screeners, and progress reports in November, March, and June.

STRATEGIES:

- Student access to manipulatives
- Explicit instruction and modeling moving students from concrete (hands on, manipulatives), to pictorial, to symbolic understanding
- Utilize Graham Fact Fluency Kits and Numbers Talks
- Incorporate daily number sense activities
- Incorporate Vertical Non-Permanent Surfaces (VNPS) for student work
- Collaboration with and coaching by numeracy consultants
- Collaborative Response Team meeting focused on number sense
- Benchmarking to identify gaps in learning and targeted number sense instruction
- Engage and empower parents/caregivers as supports through parent/caregiver information evenings

MEASURES:

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 kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: cognitive skills.



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

OTHER MEASURES:

The percentage of students who achieve 3, 4, 5, on their elementary report cards in math categories.

The percentage of students identified as at risk by the GOA numeracy screener.



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P3G1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

SCHOOL GOAL 3:

Increase collaborative partnership opportunities between school, home, and the greater community to support student success, student wellness, and active citizenship.

STRATEGIES:

- Participation in EIPS Mental Health Flagship Pilot Project
- Restorative Practices training for selected staff who will share information and lead activities at staff meetings
- Intentional teaching of “My Incredible Brain” - learning about the 3 parts of the brain (Pre-frontal cortex, hippocampus, amygdala)
- Incorporation and modeling of Focused Attention Practices (Lori Desautels) in classrooms and through lessons with counsellor
- Family Nights to encourage community building, as well as supporting student success
- Foster a school climate focused on connection, respect, and positive relationships through:
 - Un-be-leaf-able referrals based on Seven Grandfather Teachers
 - Sunshine calls home
 - School spirit days
 - School community assemblies
 - Community service presentations
 - Collaboration with FSE School Council to organize school family events
 - Collaborative team meetings focused on student wellness and social emotional skills
 - Collaboration with and coaching by Supports for Students consultant
- Elements’ Weekly Update shared every week to communicate opportunities to work together, build community, and support student learning
- Include information and links to community supports
- Weekly updates from school counsellor on brain breaks/regulation strategies for staff and families
- Participate and promote Fort Saskatchewan School Family Indigenous Gatherings



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

- Community grant applications
- Selected classes to participate in Linking Generations initiative
- Student Leadership Advisory Group collaboration with administration

MEASURES:

The percentage of teachers, families and students who agree students at their school model of 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 students who agree their teachers care about them.

The percentage of students who agree they are safe at school.

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 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 my school.

OTHER MEASURES:

- FSE Student Wellness Survey