



# SCHOOL EDUCATION PLAN

**SCHOOL:** Fort Saskatchewan Elementary School    **PRINCIPAL:** Jacqueline Holmes

**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	13.48	Salaries	\$2,027,399
Classified	6.500	SES	\$73,516
		Total	\$2,100,915
		surplus/deficit	( 0 )

## 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 Elementary Facts:**

- Fort Saskatchewan Elementary School (FSE) opened in 1954
- Located in the northeastern part of the city of Fort Saskatchewan
- 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 share the main entrance and outdoor activity spaces
- FSE rebranded in 2018-2020 to reflect indigenous teachings



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- For the 2021-2022 school year FSE has 270 students (11 students in LINKS), 14.5 certificated staff members and 9 classified staff members
- Total School Budget is \$2,100,915 with a 97% allocation to staffing

### **Programming Highlights:**

- FSE Indigenous branding that is incorporated into daily school activities such as daily announcements,
- Positive Referrals linked to indigenous ways of knowing and being with a focus on The Circle of Courage and Seven Sacred Teachings
- Outdoor classroom built in 2020
- 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 and numeracy
- Coordinated community resources with Family and Community Support (FCS), Families First, Fort High School, and Fort Saskatchewan businesses
- FSE School Clubs focused on staff and student interests
- Grade 6 Leadership Community Connection Team
- FSE healthy habits focus is supported by the FSE Parent Association and local businesses such as Cobs, the Food Bank, Families First and Superstore - Fort Saskatchewan High School Foods Class provides fresh, healthy snacks weekly
- EIPS special education programs (LINKS)

### **Budget Implications:**

The 2020-21 fall school budget was \$2,295,662. This school year, the fall budget is \$2,100,915. The 2020-21 fall school budget included the federal allotment. FSE has reduced staffing by 4 certificated and 2 classified staff for the 2021-22 school year.



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**EIPS PRIORITY:** Promote Growth and Success for All Students

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**SCHOOL GOAL:** 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/FSLW student support model continued 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 like EIPS phoneme project, readers/writers' workshop, FNMI kits and training, and numeracy 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 educational assistant support.
- Implementation of a "push-in to classroom" learning intervention model for division II.
- Identify, clarify, and use common learning language for staff, students, and parents.
- Continue to grow a reading culture (reading stamina, good fit books, student book talks, reader identities, building classroom library and school library collections on student input).
- Planned, ongoing targeted purchase of literacy and numeracy materials. iPad available for digital class tracking.
- Explore Equals kit as intervention material.
- Implement numeracy benchmarking for targeted teaching and learning.
- Collaborative planning and assessment: ISP Process and Meetings, PAT readiness preparation, Grade Group Meetings.
- Continue process of centralizing and categorizing numeracy and literacy resources for accessibility.
- Continue to build a centralized strategy list for targeting all areas of literacy and numeracy learning.



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**MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL:** (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- 2021-22 Measures used for assessing:
  - STAR
  - MIPI
  - Fountas and Pinnell
  - Equals Kit Checklist
  - Numeracy Benchmarking
  - Report Cards
  - Anecdotal notes: class tracking
  - ISP, BSP term updates
  - Centralized electronic updated list of strategies used for student learning
  - Record of indigenous family support and student growth
  - Grade group meeting minutes
  - Record the number of families connected to community resources
  - P.A.T., Assurance, and EIPS surveys
  - Track purchased and catalogues resources

**RESULTS:** (To be added for Results Review)



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**SCHOOL GOAL:** Maintain and improve upon, the Alberta Education standards for a safe and caring learning environment with quarterly stakeholder check ins.

**STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:**

- As a staff, develop a shared understanding of safe and caring as it is defined in Alberta Education and EIPS.
- Professional learning for all staff regarding regulation, social skill development, NVC (de-escalation) and Alberta Education Seclusion and Restraint Ministerial Order #042-2019, and trauma informed support. 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 meeting, school developed surveys...)
- 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 email, phone calls, agenda, conferences, newsletter, website, meetings, discussions, etc.
- Continue positive, consistent collaborative FSE council and Parent Association 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 (FSLW) into grade group meetings.



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- Ongoing connection with FSE indigenous families and consistent individual/small group support.
- Continue multi-agency meetings to support students with complex needs.
- Implement clubs chosen by student and staff
- Highlight culture and diversity through the FSE classrooms, website, announcements, emails, meetings, discussions, etc.
- Consistent, targeted discipline interventions.

**MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL:** (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- 2021-22 Measures for assessing 2021-22 goals:
  - 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
  - Indigenous data
  - Track small group supports for targeted programming and supports
  - Continue, as per Alberta Education, to follow and track Seclusion and Physical Restraint Protocols

**RESULTS:** (To be added for Results Review)



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**EIPS PRIORITY:** Promote Growth and Success for All Students

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**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 in person FSE Council and Parent Association 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.
- Family School Liaison – mental health and community supports to families.
- 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 businesses.
- Community Grant Applications.
- Monthly staff achievement celebrations at staff meetings.

**MEASURES:**

- 2021-22 Measures used for assessing goal progression:
  - Assurance, EIPS, and school surveys
  - Track interactions with community partners and stakeholders
  - Anecdotal notes from meetings
  - January Staff Meeting update agenda item



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<ul style="list-style-type: none"> <li>○ FSLW data of student and family support.</li> <li>○ Track monthly stakeholder individual and group celebrations.</li> </ul>
<p><b>RESULTS:</b> (To be added for Results Review)</p>

## LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
*	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers) e.g. Lead teacher; Instructional coaching, literacy/ numeracy assessment, small group student support.</p> <p><b>Identify your plan for FTE and how this will address learning gaps...</b>            “Push-in” teacher time to grades 4-6 due to learning loss and larger class sizes. 1 parttime certificated staff as well as another certificated staff being provided with 10 periods per week, per grade, through the learning loss allocation and basic allocation.</p> <p>These team-teaching opportunities will provide staff the opportunity to focus on individual learning targets as it increases the teacher to student ratio. With an increase in the ratio teaching staff can assess, plan and support student gaps and learning losses.</p>	<p>\$ 51,329 (0.48 FTE) division 2 learning loss</p> <p>\$ 21,387 10 periods/week learning loss</p>





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*	<p>Support for Professional learning (e.g., release time for teacher(s) to build capacity in reading intervention or math intervention strategies to reduce the learning gaps).</p> <p><b>Identify your plan for professional learning and how it will address learning gaps...</b>            Areas for professional learning are trauma informed support, NVCII, seclusion and restraints, reading and writing workshop, EIPS phoneme professional learning, social skills development, regulation, and building capacity with indigenous kits.</p> <p>These learning opportunities will be accessible on professional learning days, staff meetings, grade group meeting, and team meetings with EIPS and home specialized support personnel. Professional learning within Edmonton and area will be shared with staff. There are 20 substitute days for professional learning assigned for the 2021-22 school year.</p> <p>Materials and time to learn strategies for student support addresses learning gaps as it provides opportunity for staff to build their toolboxes of strategies for student learning. As well collaboration is an opportunity to share and support one another with new and different strategies. Consistency with home and home support providers ensure consistency with student support.</p>	<p>\$1,000            {50% of \$2,000 Staff development registration}</p> <p>\$2,260            {50% of \$4,520 certificated (20 professional learning days)}</p> <p>\$971            {50 % of \$1,942 Classified (100 professional learning hours)}</p>
*	<p>Materials/resources or non-capital equipment for the classroom (e.g. Assistive technology, books, literacy resources, numeracy materials, technology).</p> <p><b>Identify your plan for purchasing material or non-capital equipment and how it will address learning gaps.,,</b>            FSE has assigned a budget allocation to building classroom libraries, building indigenous learning kits and library, maintaining 1 to 1 Chromebook access, numeracy books and manipulatives, and phoneme materials.</p> <p>At FSE, we want to ensure equitable access for all students so everyone has what they need to learn. Providing staff with materials to meet students where they are at with their learning leads to the identification on the specifics of a student’s learning gap. Certificated staff then target programming close the learning gap.</p>	<p>\$5,000 books</p> <p>\$1,000 Indigenous books with a focus on indigenous teachings</p> <p>\$3,000 indigenous Supplies for kits</p> <p>\$5,000 Chromebooks</p>



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		Total Allocated \$ 90,947
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### *SOCIAL/ EMOTIONAL SUPPORT ALLOCATION*

Check all that Apply	Categories	Proposed Distribution of Funds
*	<p>Hiring of additional teacher FTE (e.g., increasing the FTE of FSLW or Counsellor) to enhance the support for students.</p> <p><b>Identify your plan for FTE and how this will address social/emotional needs of students...</b>            A certificated staff has been assigned 5 periods per week to focus on wellness and social interaction. These will be small groups that provide skills for regulation, problem solving, and other social/emotional areas of focus.</p> <p>Our FSLW will work with individual students and families and connect students and families to community supports. The FSLW will support families in accessing community supports and work with all stakeholders to keep everyone informed and involved based on their role as part of the student’s learning team.</p> <p>An education assistant will run social skills groups with the guidance of administration. These groups will be collaboratively developed with input from all stakeholders and will rotate every 6 weeks to provide access to as many students as possible. There will be 0.5 of an hour per day assigned to run social skills groups using purchased social skills materials. In addition, a classified staff member is assigned to connect with identified indigenous students to ensure success through early intervention and closing the gaps identified by classroom teachers.</p>	<p>\$10,693 (10% of certificated staff salary/benefits)</p> <p>\$29,688 FSLW salary/benefits</p> <p>\$ 3,783 classified at 0.5 hours/day For emotional and social student support</p> <p>\$11,350 1.5 hours/day connection with</p>

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		identified indigenous students
*	<p>Support for Professional learning (e.g. Release time for teacher(s) to build capacity in providing social/emotional support)</p> <p><b>Identify your plan for professional learning and how it will social/emotional needs of students...</b> De-escalation strategies, trauma informed support, social skills development along with regulation, as well as mental health and community support professional learning are planned for staff. In addition, grade group meetings, student programming meetings and conferences will provide access to professional learning with a focus on wellness. Information on professional learning in the Edmonton region will be shared will staff.</p> <p>The above professional learning, focused on wellness, provides foundational knowledge and strategies for in connecting with and supporting students. This information also provides staff to connect students to the accurate support so we can focus on the role of school staff, teaching and learning.</p>	<p>\$1,000 {50% of \$2,000 staff development registration}</p> <p>\$2,260 {50% of \$4,520 certificated (20 professional learning days)}</p> <p>\$971 {50 % of \$1,942 classified (100 professional learning hours)}</p>
*	<p>Materials/resources or non-capital equipment for the classroom e.g. Wellness resources. videos, books.</p> <p><b>Identify your plan for purchasing material or non-capital equipment and how it will social/emotional needs of students...</b> FSE will continue to build the social skills materials presently in use at FSE, primarily using materials from <a href="https://www.socialthinking.com/">https://www.socialthinking.com/</a> and Zones of Regulation. In addition, the FSE FSLW will gather and provide materials on community supports. These materials provided ready to use games, stories,</p>	<p>\$500 FSLW Supplies</p> <p>\$2,000 Supplies for Social Thinking &amp; Zones of Regulation</p>



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	questions, and activities for work on a variety of social skills areas. In addition, with small groups we can identify other supports students need and connect students and families to resources.	
		Total Allocated \$ 62,245

