

# School Education Plan and Results Report

2015-2018

Year 3



**School Motto** "A Tradition of Pride and Excellence"

## **Our Mission**

Our safe and caring school community is built upon meaningful relationships and is committed to providing quality learning opportunities where students achieve academic excellence and become responsible global citizens.

## **Our Vision**

- We act in a manner that models respect, responsibility, and recognizes the inherent dignity and worth of all individuals.
- We endeavor to create confident, caring children through meaningful relationships that are founded upon a belief in empowerment and trust.
- We work collaboratively as a professional learning community building upon a tradition of best practices, so that all students can achieve high standards academically, socially and behaviorally.
- We interact with students in a manner that promotes creative and critical thinking skills.
- We share and celebrate student, staff, and community accomplishments with pride.
- We welcome students, parents, and community members to be active participants of our learning community.

## **Our Beliefs**

- All children can learn and experience success when provided meaningful and engaging ways to learn.
- Children have the best opportunity for growth when home and school work collaboratively.
- The most successful children are those who take responsibility for their learning and for their actions.

## **SECTION ONE – School and Division Goals**

### ***School Goals:***

**GOAL 1:** Students will achieve a minimum of one year’s growth in literacy and numeracy. (EIPS Priority 1, Goal 2)

**GOAL 2:** Students with diverse and complex learning needs will receive the supports needed to achieve success. (EIPS Priority 2, Goal 4)

**GOAL 3:** More parents will be encouraged to become actively involved in their child’s learning environment. (EIPS Priority 3, Goal 1)

### ***Elk Island Public Schools Goals:***

#### **Priority 1: Promote growth and success for all students.**

##### **GOAL 1: EXCELLENT START TO LEARNING**

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

##### **GOAL 2: SUCCESS FOR EVERY STUDENT**

Outcome: More students achieve a minimum of one year’s growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

##### **GOAL 3: SUCCESS BEYOND HIGH SCHOOL**

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

#### **Priority 2: Enhance high quality learning and working environments.**

##### **GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT**

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

##### **GOAL 2: QUALITY INFRASTRUCTURE FOR ALL**

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

##### **GOAL 3: BUILD CAPACITY**

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

##### **GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY**

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

#### **Priority 3: Enhance public education through effective engagement, partnerships, and communication.**

##### **GOAL 1: PARENTS AS PARTNERS**

Outcome: Student learning is supported and enhanced through parent engagement.

##### **GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES**

Outcome: Community partnerships support the needs of our students.

##### **GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE**

Outcome: The division is committed to ongoing advocacy to enhance public education.

## SECTION TWO: School Profile and Foundation Statements

**Principal:** Jeff Huculak

**Assistant Principal:** Shelby Hines

**Counsellor:** Suzanne Stevens

### Pine Street Quick Facts:

- Construction of Pine Street began in 1962 and the school opened in September 1963.
- Pine Street is a kindergarten – grade 6 school with a current enrolment of 612 students.
- The school has a closed boundary with students coming from the immediate surrounding neighborhood, Summerwood, a portion of the Clarkdale Meadows area, the Estates of Sherwood Park (off of Wye Road), and the acreages north of TWP 522 and west of RR 231.
- The school is comprised of 32 certificated teachers and 15 classified support staff.
- We have a strong School Council and Society.

### Programming highlights:

- The school offers a half-day Kindergarten program in the morning and in the afternoon. It also has a full-day program offered on Monday and Thursday or Tuesday and Friday, each with alternating Wednesdays.
- Regular programming is provided from grades 1-6, while providing for diverse and complex student needs in classrooms.
- A wide variety of extracurricular activities and clubs are offered to our students in the hopes that many students will be actively involved.
- Grade 4 teachers, students and parents support the recycling program.
- The Student Leadership group provides opportunities for students of all grades to develop leadership skills by hosting school spirit days, offering support for younger students at lunch time as well as being bus and playground buddies. Students are encouraged to undertake activities that will improve our school community. These students support local and global charities and causes by organizing donation drives, or offering the gift of time in the form of volunteering.

## SECTION THREE: School Education Results Report (2016-2017)

### **What were the greatest successes/challenges faced in 2016-2017?**

#### Challenges

Our school population has continued to grow and every learning space in the school has been utilized. The increasingly diverse needs of students have presented challenges with planning and delivery of instruction. Our school population is very diverse with students coming from many parts of the world. We have a high number of students whose second language is English. As well, accessing support for students with very complex behavior and mental health needs has placed great demands on the teaching and support staff.

Another challenge we faced was how to best relay information to our parent community so that all stakeholders were kept up to date and informed. Several media channels were used regularly throughout the year to communicate information to parents. District and school prepared messages were communicated when issued. Our website was updated regularly; we used Synervoice phone and email messaging. Teachers sent class newsletters – paper and/or electronically. Students recorded information in agendas. We looked at ways to involve our parent community in meaningful ways.

### Successes

Many staff participated in professional development opportunities related to literacy in 2016 - 2017. Staff worked on literacy benchmark assessments using the Fountas and Pinnell Benchmark system and STAR literacy assessment. Staff have also implemented various strategies related to literacy and numeracy which has resulted in our students being successful. It was amazing to see how much growth our ELL (English Language Learners) / ESL (English as a Second Language) students have made in one year in learning English.

Our Learning Support teacher worked with students who required extra literacy support as well as our English Language Learners. This teacher supported classroom teachers with literacy strategies and provided targeted small group literacy instruction. Students accessed technology to increase vocabulary and comprehension.

Teachers used assistive technology programs and tools installed on designated devices to support student needs. Many teachers implemented technology to differentiate learning for students. Google classroom was being explored by teachers to provide instruction and feedback to students.

### **How, and to what degree, did those successes/challenges impact planning for 2017-2018?**

Pine Street staff is dedicated to ensuring success for all students. We believe that all students can be successful and achieve one year's growth in their learning. Staff continue to review teaching and assessment practices and analyze data.

In 2017-2018, we will continue to focus on using the STAR and MIPI (Math Intervention/Programming Instrument) benchmark assessment data to track student progress. We have decided to send 5 different teaching staff to the assessment sessions facilitated by Sandra Herbst. Our teachers will bring back valuable information and our grade group cohort teams will continue to work together on assessment practices. This involves co-constructing criteria with students, providing constructive feedback to students, and encouraging student self-evaluation.

Our Learning Support teacher will have 0.7 FTE (full-time equivalent) to work with students in grades 1-6 who require literacy support. This teacher will work with English as a Second Language learners as well as those students identified as requiring extra literacy support. Students will benefit from Leveled Literacy Intervention following a 12-week intervention cycle. However, cycles may vary in length if we feel it is in the best interest of the student. Educational assistants work throughout our school providing support to students.

Working with the Early Learning and Inclusive Education division teams will be vital in seeking solutions and strategies to further support student learning. Development of Instructional Support Plans, based on student strengths, will guide the learning for students with complex and diverse needs. We continue to access community agencies for their expertise in regards to supports for behaviour, anxiety and mental health concerns.

We have a terrific school and this year we have made a concerted effort to make our school community feel even more welcome. This year all teachers contacted every student in their class prior to the first day of school. Our purpose was to welcome students to the new school year and let them know who their teacher was. This was very well received by families and made the first day of school a more enjoyable one for students. We hosted a 'Welcome Back Barbeque/Meet the Staff Night' in September in partnership with our School Council. It was a huge success and has brought our school community together.

We decided to streamline the communication process at Pine Street School. A 'Welcome Back' newsletter was sent home at the beginning of the school year with all students, letting parents know where to find up to date information. All teachers have been directed to use their eTeacher pages and update them regularly to inform parents of events, activities and other important pieces of information.

We also continue to provide information via the school website, synervoice and Twitter. Our School Council has developed a Facebook Fan Page in order to inform parents of upcoming parent council meetings, special events and activities going on at the school.

#### **SECTION FOUR – School Goals, Strategies and Performance Measures**

**School Goal 1:** Students will achieve a minimum of one year's growth in literacy and numeracy. (EIPS Priority 1, Goal 2)

**Division Outcome:**

**GOAL 2: SUCCESS FOR EVERY STUDENT**

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Metis, and Inuit students and all other students is reduced.

**Strategies:**

-Teachers will use data from the STAR and MIPI benchmark assessment tools to plan instructional strategies for student needs.

-Professional development opportunities will be centered on numeracy, assessment, literacy, and differentiated instruction.

-All students in grade 1 will be assessed using Fountas and Pinnell at least twice per year.

-Staff will use levelled literacy materials to support diverse reading levels throughout all grades.

-Our learning support teacher will work with at-risk literacy and ESL/ELL students throughout the year.

-Professional development opportunities will be accessible to staff with an emphasis on Indigenous people, and Truth and Reconciliation. Time will be set aside at monthly staff meetings to explore First Nations, Métis, and Inuit topics.

**Performance Measures:**

- All students will demonstrate one year's growth in reading and mathematics as indicated by the STAR and MIPI assessment data collected, as well as teacher awarded marks.
- Data from Fountas and Pinnell for our grade 1 students will also be used to demonstrate one year's growth.
- Data collected from the grade 6 Provincial Achievement Tests will identify that 100% of our grade 6 students have met the acceptable standard. The results will also identify an increase in the number of students who have achieved standard of excellence.
- We will use our new district math benchmarking kit to track student growth in math.

**School Goal 2:** Students with diverse and complex learning needs will receive the supports needed to achieve success. (EIPS Priority 2, Goal 4)

**Division Outcome:**

**GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY**

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

**Strategies**

- Teachers will use STAR and MIPI data to guide professional development and research of literacy and numeracy best practices to improve student achievement.
- Collaboration will take place between grade group cohorts to develop criteria based assessment and a continuum of learning in literacy and numeracy.
- Teachers and educational assistants will be encouraged to attend professional development opportunities to learn about complex behavior and diverse student needs focused on strategies to support learning.

**Performance Measures**

- Teachers will provide evidence/data that they are differentiating instruction and using leveled literacy materials in their instructional practice.
- Teachers will attend professional development activities or do research looking at how to promote best practices for numeracy instruction.
- ISPs (Instructional Support Plans) will be created for all students with diverse and complex learning needs with an emphasis on literacy and numeracy.

**School Goal 3:** A greater number of parents/guardians will be actively involved in their child's learning environment. (EIPS Priority 3, Goal 1)

**Division Outcome:**

**GOAL 1: PARENTS AS PARTNERS**

Outcome: Student learning is supported and enhanced through parent engagement.

**Strategies**

- Various social media channels, including Twitter and our School Council Facebook Fan Page, will be used to regularly update and share information with parents.
- Encourage parents to become involved in school council meetings, volunteering and attending parent conferences and other school events.
- Teachers will increase their requests for parent volunteers and prepare monthly or weekly newsletters and reminders, including regularly updating e-teacher pages.

**Performance Measures**

- The number of respondents to the Accountability Pillar survey will increase.
- Increase parental involvement satisfaction on the Accountability Pillar survey results.
- Increase parental involvement satisfaction on the EIPS Parent survey results.

**SECTION FIVE: Summary of Performance Measures**

**Student Learning Measures**

**PAT Course by Course Results by Number Enrolled.**

		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
<b>English Language Arts 6</b>	PNE	95.0	30.0	100.0	25.5	90.9	19.5	93.0	28.2	95.8	19.4	96	25
	EIPS	90.6	21.0	91.1	24.2	90.9	25.1	90.7	26.1	91.8	24.0		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
<b>Mathematics 6</b>	PNE	83.8	30.0	94.5	18.2	85.7	14.3	78.9	15.5	81.9	15.3	85	20
	EIPS	81.9	23.0	83.6	19.1	83.3	19.0	81.6	16.9	80.4	18.1		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	68.4	12.3		
<b>Science 6</b>	PNE	92.5	43.8	96.4	50.9	92.2	27.3	94.4	46.5	98.6	43.1	100	45
	EIPS	86.6	34.7	87.2	35.3	87.0	34.3	88.7	39.7	88.6	43.5		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.6	29.5		
<b>Social Studies 6</b>	PNE	88.8	21.3	87.3	43.6	84.4	27.3	84.5	35.2	90.3	33.3	92	35
	EIPS	83.9	24.0	80.2	22.7	80.1	24.6	80.5	28.6	85.8	34.2		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.6	22.4		

**Student Engagement Measures**

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.

	PNE					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	83.0	89.1	88.5	84.0	89.2	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
<b>Teacher</b>	89.9	98.3	95.2	92.4	96.0	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
<b>Parent</b>	79.7	89.7	90.5	87.8	87.2	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
<b>Student</b>	79.4	79.3	79.8	71.9	84.3	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	PNE					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	77.8	87.3	83.3	81.1	80.7	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
<b>Teacher</b>	88.9	98.3	94.4	92.4	96.6	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
<b>Parent</b>	71.4	90.0	86.7	76.8	74.6	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
<b>Student</b>	73.0	73.7	68.9	74.1	71.0	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	PNE					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	79.1	72.9	73.5	76.4	83.3	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
<b>Teacher</b>	88.9	87.5	93.1	86.2	96.7	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
<b>Parent</b>	69.2	58.3	53.8	66.7	70.0	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	PNE					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	93.0	93.0	88.5	92.7	91.8	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
<b>Teacher</b>	98.1	97.9	96.5	100.0	99.4	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
<b>Parent</b>	88.1	87.7	84.1	84.5	80.6	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
<b>Student</b>	92.6	93.4	85.0	93.6	95.4	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	PNE					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	87.3	83.1	87.8	88.7	88.4	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
<b>Teacher</b>	93.7	92.5	91.3	90.4	94.6	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
<b>Parent</b>	80.9	73.6	84.3	87.0	82.3	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
<b>Student</b>	n/a	n/a	n/a	n/a	n/a	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

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.

	PNE					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	71.9	71.6	72.4	81.3	77.4	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
<b>Teacher</b>	83.3	70.8	67.9	79.3	86.7	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
<b>Parent</b>	50.0	57.1	73.3	80.0	65.0	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
<b>Student</b>	82.4	86.9	76.1	84.7	80.5	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

## SECTION SIX: Additional Information

### Parent Involvement and Communication of Plan

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

	PNE					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	80.2	72.3	70.2	84.0	81.2	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
<b>Teacher</b>	93.3	92.4	96.6	94.5	99.3	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
<b>Parent</b>	67.1	52.2	43.8	73.6	63.2	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.