

# School Education Plan and Results Report

2015-2018

Year 1



**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 endeavour 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 behaviourally.
- 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.

**GOAL 2:** Students with diverse and complex learning needs will receive the supports needed to achieve success.

**GOAL 3:** More parents will be encouraged to become actively involved in their child’s learning environment.

### ***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.

##### **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:** Evelyn Gaudet

**Assistant Principals:** Shelby Hines and Suzanne Stevens

**Counsellors:** Suzanne Stevens

**Pine Street Quick Facts:**

- Pine Street is an ECS- Grade 6 school with a current enrolment of 587 students.
- The school has a closed boundary with students coming from the immediate surrounding neighbourhood, the Summerwood development, a portion of the Clarkdale Meadow 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 30 certificated teachers and 16 classified support staff.
- The annual budget is \$3 717 000.00 with 97% spent on staffing to support student learning.

**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 occasional Wednesdays.
- Regular programming is provided from Grade 1-6 whilst providing for diverse and complex student needs in classrooms.
- A wide variety of extracurricular activities are offered to our students in the hopes that many students will be actively involved.
- Grade 4 teachers, students and parents support the recycling initiative by collection of recyclable drink containers.
- The Grade 6 Student Leadership group allows for grade six students to develop leadership skills by hosting school spirit days, offering support for younger students at lunch time, being bus and playground buddies. 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 (2014-2015)**

**What were the greatest challenges faced in 2014-2015?**

Our school population has continued to grow over the last two years. This has meant that every learning space in the school has been utilized. Finding spaces for smaller learning centers or break out groups to support student needs, has been challenging.

The increasingly diverse needs of students have presented challenges with planning and delivery of instruction. Accessing supports for students, providing support for complex behavior and mental health along with the development of learning strategies based on individual needs of the student, has placed great demands on teaching and support staff.

Technology supports for students required upgrading. Fortunately, through the district evergreening program and with some school budget support, the school was able to purchase much needed Chromebooks and laptops for student use. This placed greater demands on connectivity and access to Wi-Fi. Assistive technology programs were installed on designated machines to assist students with learning challenges. This created the need to review our internal system for use and access to all of our technology platforms.

One of the challenges faced was in how to best relay information to our parent community. On the Accountability Pillar, 43 % of the parents who responded stated that that they were satisfied with the

parental involvement in decisions about their child's education. Parents indicated that they were uninformed about opportunities to learn about district and school decisions, school related events, and activities. 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 electronically. Students recorded information in agendas. Several avenues of communication had been used to inform parents.

**How, and to what degree, did those challenges impact planning for 2015-2018?**

We believe that all students can be successful and achieve one year's growth. Pine Street staff is dedicated towards ensuring success for all students. It has commanded the need for review of teaching and assessment practices, collection of data and determines further examination of how the support systems are being used.

Staff have committed to working on differentiation strategies that will support student success across the curriculum. In 2015-2016, the main focus will be on Literacy. In the review of materials used for literacy instruction it was determined that there was a need to upgrade resources in Grade 4-6 to support differentiation. The priority areas for teacher professional development is on literacy, differentiated instruction and assessment.

In order to further support student needs, a part-time Learning Support teacher is to be hired to work in small groups on literacy and early numeracy goals.

Collaborative work with the Early Learning and Inclusive Education team will be vital in seeking solutions and strategies to support student learning. We will seek ways to support students through expertise from district SLP, OT, PT and Assistive Technology. Development of Instructional Support Plans, based on student strengths, will guide the learning for students with complex and diverse needs. We will look at community agencies for expertise in dealing with timely access to support for behaviour, anxiety and Mental Health concerns.

Close attention to class composition, student abilities and behaviour challenges guided decisions regarding support by educational assistants. Wherever feasible and viable we tried to keep class size smaller. We closed our school boundaries to ensure we could provide maximum support to our designated students.

In order to improve communication to parents, we have moved towards a weekly update on our website rather than a monthly newsletter. We have posted the weekly update on our parent board in the front foyer of the school. Our Parent Council has designed a Facebook Fan Page in order to inform parents of upcoming parent council meetings, special events and activities going on at the school. We continue to provide information via the school website, Synervoice and Twitter.

Two modulars have been added to our school, with a tentative occupation date sometime in November. It will provide space for smaller group work and the Learning Support teacher during the 2015-2016 school year. It is expected that these will be used as regular classrooms in 2016-2017 should our enrolments continue to increase. The computer lab was converted at the end of June and during the summer into a grade 2 classroom to accommodate the number of grade 2 classrooms required this year.

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

**School Goal 1:** Students will achieve a minimum of one year’s growth in literacy.

**Division Outcome:**

**GOAL 2: SUCCESS FOR EVERY STUDENT**

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

**Strategies:**

- Professional Development opportunities will focus on leveled literacy and differentiated instruction. Literacy materials are to be purchased to support diverse reading levels in grade 4-6.
- A learning support teacher, approximately 0.5 FTE, will work with identified at risk, and ESL/ELL students. These students will be given access to reading assistive technology such as RAZ Kids and Imagine Learning; progress data can be monitored using these platforms.
- Teachers will assess the reading level of all students in the Fall and in Spring, using the Fountas and Pinnell Benchmark Assessment tool.

**Performance Measures:**

- Students will have demonstrated one year’s growth in reading as indicated by the Fountas and Pinnell assessment data collected.
- Progress data will be accessed from assistive technology such as RAZ Kids and Imagine Learning to determine progress made by the student and will indicate one year’s growth.
- Data collected from the Grade 6 Provincial Achievement Tests will demonstrate that 100% of our Grade 6’s have achieved acceptable standard and 30% have achieved standard of excellence.

**School Goal 2:** Students with diverse and complex learning needs will receive the supports needed to achieve success.

**Division Outcome:**

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

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

**Strategies**

- Staff will be expected to explore and incorporate differentiation; project based learning and leveled literacy best practices as part of their instructional practice.
- Teachers and educational assistants will be encouraged to attend professional development opportunities to learn about complex and diverse student needs and the ways to support their learning.
- Support will be given to teachers in the development of Instructional Support Plan (ISP) for complex and diverse student needs.

**Performance Measures**

- ISPs will be created for all students with diverse and complex learning needs.
- Staff will provide evidence/ data that they are differentiating instruction; using project based learning and leveled literacy materials in their instructional practice.

**School Goal 3:** More parents will be encouraged to become actively involved in their child's learning environment.

**Division Outcome:**

**GOAL 1: PARENTS AS PARTNERS**

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

**Strategies**

- Various social media channels, including a weekly week at a glance and a newly created Parent Council Facebook Fan Page, will be used to regularly update and share information with parents.
- Encourage parents to become involved in parent council meetings, volunteering and attending parent conferences and other school events.
- Teachers will increase their request for parent volunteers and prepare monthly or weekly newsletters and reminders, update e-teacher pages and keep a communication log to document contact with parents.

**Performance Measures**

- A log of communications sent home by the school will provide data detailing the amount of information sent home.
- Teachers will have a log which details the number of parents who have volunteered and a record of communications sent home each month.
- The number of respondents to the Accountability Pillar Survey is expected to increase.

## SECTION FIVE: Summary of Performance Measures

### Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	PNE	98.2	17.5	97.2	21.1	95.0	30.0	100.0	25.5	90.9	19.5	100.0	30.0
	EIPS	92.7	23.4	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.5		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
Mathematics 6	PNE	87.7	31.6	88.7	21.1	83.8	30.0	94.5	18.2	85.7	14.3	100.0	30.0
	EIPS	85.2	26.4	86.2	23.9	81.9	23.0	83.8	19.0	83.3	19.1		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	PNE	93.0	42.1	94.4	39.4	92.5	43.8	96.4	50.9	92.2	27.3	100.0	30.0
	EIPS	88.4	37.9	88.7	40.6	86.6	34.7	87.2	35.4	86.9	34.4		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	PNE	87.7	24.6	88.7	29.6	88.8	21.3	87.3	43.6	84.4	27.3	100.0	30.0
	EIPS	82.7	26.9	83.6	24.9	83.9	24.0	80.1	22.6	80.1	24.7		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		

### 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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	96.4	91.6	83.0	89.1	88.5	86.9	87.3	87.4	88.1	88.0	88.1	88.6	89.0	89.1	89.2
Teacher	97.9	90.5	89.9	98.3	95.2	93.8	94.4	93.9	95.9	95.6	94.5	94.8	95.0	95.3	95.4
Parent	93.7	93.8	79.7	89.7	90.5	85.9	85.4	87.5	87.2	87.7	86.6	87.4	87.8	88.9	89.3
Student	97.5	90.5	79.4	79.3	79.8	81.1	82.1	80.8	81.1	80.7	83.3	83.7	84.2	83.1	83.0

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

	PNE					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	94.8	84.4	77.8	87.3	83.3	79.1	79.5	80.8	80.4	79.8	81.9	82.5	83.4	83.4	83.5
Teacher	94.7	88.0	88.9	98.3	94.4	91.8	93.0	93.0	94.2	94.1	92.7	93.1	93.6	93.8	94.2
Parent	90.5	86.2	71.4	90.0	86.7	74.4	75.1	77.7	76.9	76.5	78.6	79.4	80.3	81.9	82.1
Student	99.3	79.1	73.0	73.7	68.9	71.3	70.4	71.6	70.0	68.8	74.5	75.0	76.2	74.5	74.2

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	84.9	81.3	79.1	72.9	73.5	75.6	75.6	78.0	76.4	79.0	80.1	79.7	80.3	81.2	82.0
Teacher	94.7	93.3	88.9	87.5	93.1	89.3	89.2	89.4	86.3	89.8	89.6	89.5	89.4	89.3	89.7
Parent	75.0	69.2	69.2	58.3	53.8	61.8	62.0	66.7	66.4	68.1	70.6	69.9	71.1	73.1	74.2

### Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	PNE					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
<b>Overall</b>	94.1	96.0	93.0	93.0	88.5	87.0	88.6	88.6	87.1	88.5	89.4	89.4	89.8	89.2	89.5
<b>Teacher</b>	98.2	94.4	98.1	97.9	96.5	95.0	95.3	94.6	95.5	96.3	95.5	95.4	95.7	95.5	95.9
<b>Parent</b>	84.1	93.6	88.1	87.7	84.1	79.9	83.4	85.3	81.6	84.5	84.2	84.2	84.9	84.7	85.4
<b>Student</b>	100.0	100.0	92.6	93.4	85.0	86.1	87.1	85.9	84.3	84.6	88.5	88.6	88.7	87.3	87.4

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
<b>Overall</b>	89.1	92.1	87.3	83.1	87.8	81.5	82.2	82.1	82.0	82.8	80.9	80.7	81.5	81.3	81.3
<b>Teacher</b>	95.4	95.8	93.7	92.5	91.3	89.6	90.3	89.3	90.5	91.2	87.6	87.3	87.9	87.5	87.2
<b>Parent</b>	82.8	88.3	80.9	73.6	84.3	79.7	80.7	81.3	79.9	79.8	78.3	78.1	78.9	79.9	79.9
<b>Student</b>	n/a	n/a	n/a	n/a	n/a	75.3	75.7	75.8	75.7	77.6	76.9	76.9	77.8	76.6	76.9

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
<b>Overall</b>	87.5	79.5	71.9	71.6	72.4	78.0	79.5	80.9	77.9	79.1	80.1	80.0	80.6	79.8	79.6
<b>Teacher</b>	88.9	73.3	83.3	70.8	67.9	80.0	80.3	83.4	80.6	83.1	80.1	81.1	80.9	81.3	79.8
<b>Parent</b>	73.7	69.2	50.0	57.1	73.3	72.3	74.7	77.6	73.7	74.6	77.3	76.2	77.9	77.0	78.5
<b>Student</b>	100.0	95.9	82.4	86.9	76.1	81.9	83.4	81.8	79.4	79.5	82.9	82.7	82.9	81.2	80.7

## **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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
<b>Overall</b>	87.1	79.1	80.2	72.3	70.2	76.4	77.3	77.9	76.9	77.1	79.9	79.7	80.3	80.6	80.7
<b>Teacher</b>	97.9	90.5	93.3	92.4	96.6	88.1	88.3	87.7	87.2	88.0	88.1	88.0	88.5	88.0	88.1
<b>Parent</b>	76.3	67.7	67.1	52.2	43.8	64.7	66.3	68.0	66.5	66.2	71.7	71.4	72.2	73.1	73.4

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