

School Education Plan and Results Report

2018-22

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 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 inclusion of ‘student voice’ contributes to the overall positive learning environment.
- 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: More students will achieve a minimum of one year's growth in literacy. (EIPS Priority 1, Goal 2)

GOAL 2: More students will achieve a minimum of one year's growth in numeracy. (EIPS Priority 1, Goal 2)

GOAL 3: More parents will be engaged partners in their child's education. (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 – 0.6 full time equivalent (FTE) Registered Psychologist / 0.4 FTE Classroom Teacher

Pine Street Quick Facts:

- Pine Street School opened in September 1963.
- Regular programming is offered for students in kindergarten (ECS) - Grade 6.
- We are the designated PALS (Play and Learn at School) site for Sherwood Park. PALS students are between the ages of 3 to 5 years old and receive early intervention programming. Eligibility for PALS is guided by the criteria outlined by Alberta Education. Typically children registered in PALS have been assessed with mild/moderate or severe disabilities/delays in one or more developmental areas.
- Our current enrolment is approximately 372 students, which includes 59 students in the PALS program.
- The school is comprised of 21 certificated teachers and 18 classified support staff.
- We have a strong School Council and Parent Action Society.
- Pine Street School serves students in surrounding neighborhoods, the Estates of Sherwood Park (off of Wye Road), and the acreages north of TWP 522 and west of RR 231.

Programming Highlights:

- The school offers two full-day kindergarten programs on Mondays and Thursdays, as well as on Tuesdays and Fridays, each with alternating Wednesdays.
- Pine Street School has six PALS centers; three in the morning and three in the afternoon.
- All classes are inclusive. Support is provided for students with diverse learning needs.
- Student Council provides opportunities for students 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.
- All students are encouraged to undertake activities that will improve our school community. Students support local and global charities and causes by organizing donation drives or offering the gift of time in the form of volunteering.
- Pine Street offers a wide variety of opportunities, clubs and extracurricular activities for students to participate in such as intramurals, short track, cross county, Campbell-Cribb Speech competition, choir, chime group, Dancerama, Lego robotics club, recycling club, camera club, Young Author’s Conference, WISEST and Battle of the Books.

SECTION THREE: School Education Results Report (2017-18)

What were the greatest successes/challenges faced in 2017-18?

Successes:

At Pine Street School our grade 6 students continued to perform well on Provincial Achievement Tests. This was a direct result of all staff working collectively to support all students. Our staff continued to participate in professional development opportunities with a focus on literacy. Using data from the STAR (Standardized Test for the Assessment of Reading), Fountas & Pinnell, and teacher awarded marks, teachers and educational assistants employed leveled literacy intervention strategies to support students. Staff used the STAR assessment benchmark tool to assess students a minimum of three times over the course of the 2017-18 school year.

Parents, students and staff have stated that they have noticed a huge improvement in the overall school culture at Pine Street. We worked hard to create an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized and all stakeholders feel welcome. We successfully involved our parent community in meaningful ways. This was accomplished through a concerted effort to work collaboratively with our School Council and Parent Action Society in

supporting community building events such as the Welcome Back BBQ, Halloween Dance and family movie nights. We have been intentional in ensuring that we are communicating relevant information with all stakeholders in a timely manner through social media, phone calls home, newsletters, the Pine Street website, student agendas and automated messaging (School Messenger). This was also reflected through our positive Accountability Pillar survey results where we saw an increase in school improvement of 10.5% compared to the previous year.

We increased our knowledge, awareness, and understanding of Indigenous peoples. We continued to adjust our instructional practices and school protocols accordingly. This was supported through a 0.2 FTE First Nations, Métis, and Inuit lead teacher position.

Challenges:

Although we started the year with a learning support teacher, this changed in October when the staff member accepted a consultant position with our Division. After finally hiring a replacement, the successful candidate had to resign due to family circumstances. At this point we decided to change course, thus realigning resources and supports in our building.

Over the past few years, our school population has continued to grow resulting in every space in the school being utilized. The increasingly diverse needs of students presented challenges with planning and delivery of instruction. As well, accessing supports for students with extremely complex behavioral and mental health needs has placed great demands on all Pine Street staff.

With the anticipated opening of a new school in Sherwood Park for the 2018-19 school year, Pine Street School faced numerous challenges. With a proposed 50% reduction of the student population, school administration had to reduce staff accordingly and realign resources. A concerted effort was made to ensure all stakeholders were aware of the changes and received information in a timely manner. Through ongoing dialogue and transition meetings, Pine Street staff worked collaboratively with other schools to ensure student programming and supports were in place. Although this presented a significant challenge for our entire school community, we feel this transition was facilitated extremely successfully.

How, and to what degree, did those successes/challenges impact planning for 2018-19?

Pine Street staff are dedicated to ensuring success for all learners. We believe that all students can be successful and achieve one year's growth in their learning. Staff continue to review and reflect upon instructional and assessment practices.

We will continue to use STAR and MIPI (Math Intervention/Programming Instrument) benchmark assessment data to track student progress and inform teaching practices. We have decided to administer the STAR five times throughout the year at set intervals, to ensure we have more consistent and accurate data.

Teachers have been provided with embedded collaborative time (one hour per week) to work with their grade partner throughout the year. School administration will be providing teachers with direction and support. Time will be spent on the following:

- planning and implementation of Reader's Workshop using the Lucy Calkins resource
- analyzing data and working to support all students
- visiting other teachers' classes
- creating common exams
- reviewing student work

- working with consultants

We have ensured that teachers have the necessary teaching resources to work with students.

- Teachers received their own Lucy Calkins resource (Reader's and Writer's Workshop).
- New 'high interest' leveled books were purchased and distributed to classrooms for students.
- We purchased 140 new Chromebooks and 5 additional iPads resulting in a 1 to 1 student / technology ratio for students in grades 1-6. Having these tools accessible, provides teachers flexibility to incorporate technology in daily lesson plans. This allows students to benefit from regular use of educational programs such as Raz-Kids and Mathletics.

In addition to teachers being provided with embedded time and resources, we have also committed to supporting staff in improving their craft. For example:

- In preparation for the implementation of Reader's Workshop, teachers attended training in June to familiarize themselves with the program.
- During our start-up day in August, our literacy consultant worked with staff on Reader's Workshop.
- Teachers are attending four half-days of the Reader's Workshop planning cohort during the 2018-19 school year.
- School administration will continue to work with EIPS literacy consultants throughout the year to ensure staff receive support.
- Staff will be provided the opportunity to visit other schools, participate in classroom observations and meet with colleagues.

We are continuing to make a concerted effort to ensure our school community feels welcome and involved. Again this year teachers contacted all students in their class prior to the first day of school, welcoming them to the new school year. This initiative was well received and assisted with creating a positive home/school relationship.

Due to increased student enrollment in August, an additional teacher was hired to reduce class sizes. Additional educational assistant time was also provided to support the needs of students.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1:

More students will achieve a minimum of one year's growth in literacy. (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, Métis, and Inuit students and all other students is reduced.

Strategies:

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

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

-Staff will use the Fountas and Pinnell resource to support student success in literacy.

- Staff will use leveled literacy materials to support diverse reading levels, including at-risk and English as a Second Language (ESL)/English Language Learners (ELL) students.
- Teachers in grades 1-6 will attend the Reader’s Workshop planning cohort (four half-days).
- Teachers will implement Reader’s Workshop in their classes.
- Teachers will use their embedded collaborative time to work with their grade partner throughout the year. The time will be spent on planning and implementing Reader’s Workshop using the Lucy Calkins resource, analyzing data and working to support all students, visiting other teachers’ classrooms, creating common exams, reviewing student work and working with consultants.
- Professional development opportunities will be accessible to staff with an emphasis on Indigenous peoples, and Truth and Reconciliation. Time will be set aside at monthly staff meetings to explore First Nations, Métis, and Inuit topics.

Performance Measures:

- More students will demonstrate one year’s growth in reading as indicated by the STAR and other assessment data, as well as teacher awarded marks.
- In English Language Arts more Grade 6 students will meet the acceptable standard and standard of excellence on the Provincial Achievement Tests.

School Goal 2:

More students will achieve a minimum of one year’s growth in 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, Métis, and Inuit students and all other students is reduced.

Strategies:

- Professional development opportunities will be centered on numeracy, assessment and differentiated instruction.
- Teachers will use their embedded collaborative time to work with their grade partner throughout the year analyzing data and working to support all students, visiting other teachers’ classrooms, creating common exams, reviewing student work and working with consultants.
- Teachers will use data from the MIPI benchmark assessment tool and our district math benchmarking kits to guide their instruction.

Performance Measures:

- More students will demonstrate one year’s growth in Math as indicated by the MIPI and other assessment data, as well as teacher awarded marks.
- In Math, more Grade 6 students will meet the acceptable standard and standard of excellence on the Provincial Achievement Tests.

School Goal 3:

More parents will be engaged partners in their child’s education. (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, such as Twitter and Facebook, will be used to communicate updated information in a timely manner with parents.
- Parents will be encouraged to volunteer and become involved by attending School Council and Parent Action Society meetings, parent conferences and other school events.
- Teachers will regularly update their eTeacher page.
- The school website will be updated frequently.
- Teachers will increase their requests for parent volunteers and prepare monthly or weekly newsletters and reminders.
- Teachers will partner with parents to provide extracurricular opportunities, such as Lego robotics club, for students.

Performance Measures

- The number of respondents to the Accountability Pillar Survey will increase.
- Increased parental involvement satisfaction on the Accountability Pillar Survey.
- Increased parental involvement satisfaction on the EIPS Parent Survey.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	PNE	100.0	25.5	90.9	19.5	93.0	28.2	95.8	19.4	95.5	21.3	98	25
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	91.8	24.0	94.6	26.4		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	PNE	94.5	18.2	85.7	14.3	78.9	15.5	81.9	15.3	88.8	14.6	92	18
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.4	18.1	87.0	20.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	68.4	12.3	72.9	14.0		
Science 6	PNE	96.4	50.9	92.2	27.3	94.4	46.5	98.6	43.1	95.5	48.3	98	50
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.6	43.5	91.3	45.0		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.6	29.5	78.8	30.5		
Social Studies 6	PNE	87.3	43.6	84.4	27.3	84.5	35.2	90.3	33.3	93.3	27.0	95	35
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.8	34.2	88.5	35.3		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.6	22.4	75.1	23.2		

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.1	88.5	84.0	89.2	89.9	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	98.3	95.2	92.4	96.0	100.0	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	89.7	90.5	87.8	87.2	86.3	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	79.3	79.8	71.9	84.3	83.3	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	PNE					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.3	83.3	81.1	80.7	85.7	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	98.3	94.4	92.4	96.6	100.0	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	90.0	86.7	76.8	74.6	73.7	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	73.7	68.9	74.1	71.0	83.5	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	72.9	73.5	76.4	83.3	80.8	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	87.5	93.1	86.2	96.7	100.0	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	58.3	53.8	66.7	70.0	61.5	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	PNE					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.0	88.5	92.7	91.8	92.9	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	97.9	96.5	100.0	99.4	100.0	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	87.7	84.1	84.5	80.6	82.7	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	93.4	85.0	93.6	95.4	96.1	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.1	87.8	88.7	88.4	88.7	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	92.5	91.3	90.4	94.6	100.0	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	73.6	84.3	87.0	82.3	77.5	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	71.6	72.4	81.3	77.4	87.9	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	70.8	67.9	79.3	86.7	90.9	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	57.1	73.3	80.0	65.0	81.5	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	86.9	76.1	84.7	80.5	91.2	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	72.3	70.2	84.0	81.2	86.3	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	92.4	96.6	94.5	99.3	99.1	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	52.2	43.8	73.6	63.2	73.4	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

Communication of Plan:

The development of our school education plan takes into consideration feedback from all stakeholders.

Pine Street School is fortunate to have a strong School Council and Parent Action Society. Through monthly meetings, we work together to support and enhance student learning. During both the September and October staff and School Council meetings, our school education plan and school results were discussed. Parents and staff had an opportunity to ask questions and provide feedback. We will collectively reflect on our school education plan as we move forward. Our school education plan is available on our school website.