

School Education Plan and Results Report

2018-22

Year 2



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 grow 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

Acting Principal: Shelby Hines

Acting Assistant Principal: Kerri Remeika

Counsellor: Suzanne Stevens – 0.5 full time equivalent (FTE) Registered Psychologist / 0.5 FTE Classroom Teacher

Pine Street Quick Facts:

- Pine Street Elementary School opened in September 1963.
- Regular programming is offered for students in kindergarten (ECS), and grades 1 through 6.
- We are the designated Play and Learn at School (PALS) 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 366 students, which includes 56 students in the PALS program.
- The school is comprised of 20 certificated teachers and 17 classified support staff.
- We have a strong School Council and Parent Action Society.
- Pine Street Elementary 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 Wednesdays, as well as on Tuesdays and Thursdays, and select Fridays.
- Pine Street Elementary School has six PALS centers; three in the morning and three in the afternoon.
- All kindergarten to grade 6 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 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 short track, cross county, elementary volleyball and basketball teams, Campbell-Cribb Speech competition, choir, Wee Read, Girls That Code, Dancerama, Lego robotics, recycling club, Young Author’s Conference, WISEST and Battle of the Books.

SECTION THREE: School Education Results Report (2018-19)

What were the greatest successes/challenges faced in 2018-19?

Successes:
 At Pine Street Elementary School our Grade 6 Provincial Achievement Test scores continued to demonstrate a high level of students meeting the acceptable standard across the four subject areas. This was a direct result of all staff working collaboratively to support all students. Teachers continued

to participate in professional development opportunities with a focus on literacy and numeracy. Specifically, we implemented the Lucy Calkins Reader's Workshop resource and utilized our numeracy consultant to enhance related instructional practices. This included employing numeracy benchmarking kits and incorporating number talks. Using data from the Math Intervention/ Programming Instrument (MIPI), Standardized Test for the Assessment of Reading (STAR), Fountas & Pinnell, as well as teacher awarded marks, staff developed intervention strategies to encourage student learning. Certificated staff used the STAR benchmark tool to assess students a minimum of five times over the course of the 2018-19 school year. We continued to work in partnership with our School Council to assist with student growth and success, as well as maintain a positive school culture. An example of this is the creation of a series of numeracy videos which were put on our school website to assist our families at home. Other examples include the completion of our library redesign, our Family Math Night, along with the rebranding of our logo which has been updated throughout the school.

We continued to increase our knowledge, awareness, and understanding of Indigenous peoples. This was supported through a 0.1 FTE First Nations, Métis, and Inuit lead teacher position as well as a committee which met monthly to determine how best to assist staff in these endeavors. This allowed adjustments to be made in terms of our instructional practices and school protocols. Staff gained confidence, which was evident by an increase in school and classroom activities which incorporated First Nations, Métis, and Inuit understandings. Our yearlong theme of the Spirit of the Child aligned with our logo rebranding and the Seven Sacred Teachings. Elder Wilson conducted talking circles and 'learning lunches' with students and staff respectively to teach us about the Indigenous people's beliefs surrounding this theme and the teachings. With the intent of having the greatest impact on students, we maximized resources by partnering with Brentwood school on several occasions, such as hosting Hoop Dancer Dallas Arcand and Indigenous author Jacqueline Guest. Artist in residence, Keith Nolan assisted in the Grade 6 students' creation of a piece of artwork which aligned with our new logo as well.

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Challenges:

There was a change to the administration part way through the year which resulted in a temporary adjustment period by our school community. All efforts were made to ensure timely and transparent communication in this regard, as well as a seamless transition to mitigate any impact on student learning and school culture.

Our student count decreased significantly due to the opening of Davidson Creek Elementary which required all stakeholders to adjust to our amended student population. Pine Street became the designated PALS site for Sherwood Park bringing together three sites from different locations. As a welcome addition to our school community, establishing collaborative, consistent practices within a consolidated Pine Street PALS program naturally presented challenges over the course of the year.

Various complex behavioral and mental health needs placed extreme demands on all Pine Street staff. Through ongoing dialogue, as well as transition meetings, staff worked collaboratively with multiple stakeholders to ensure student programming and supports were in place. This presented a significant challenge for our entire school community.

How, and to what degree, did those successes/challenges impact planning for 2019-20?

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. As well, staff continue to take great pride in building strong

relationships with students and families, working collaboratively as partners to program for all learners.

We will continue to use STAR and MIPI benchmark assessment data to track student progress and inform teaching practices. We will maintain our practice of administering the STAR a minimum of five times throughout the year at set intervals, to ensure we have consistent and accurate data.

Teachers have been provided with embedded collaborative time (one hour per week) to work with colleagues 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
- implementing numeracy benchmark kits to guide planning and instruction
- developing concept-based lesson and unit plans to prepare for the new curriculum
- analyzing data to inform instructional practices
- working creatively together to support all students
- visiting other teachers' classrooms to model and/or observe lessons
- creating common assessments
- reviewing student work
- working with consultants

We have ensured that teachers have the necessary teaching resources to implement 'best practices' with students.

- Grade 1 teachers received Phonics Kits to supplement the Lucy Calkins Reader's Workshop resource.
- To support student mental health at each grade level, we purchased 6 Wellness Kits and 14 sets of Social & Emotional cards.
- We purchased 90 new Chromebooks to support our desire to have a 1 to 1 student / technology ratio for students in grades 1 to 6. Having these tools accessible, provides teachers flexibility to incorporate technology in daily lesson plans. This also allows students to benefit from regular use of educational programs such as Raz-Kids.
- Other technology purchases included 6 C-Pens for our students experiencing difficulty reading independently at grade level; 6 copies of the Pictello app to assist students in demonstrating their learning at a level appropriate for them; 11 projectors; and 4 Phonak systems.
- ECS to grade 4 teachers were given resources related to conceptual understanding and learning transfer to prepare for the new curriculum and to reflect upon and hone their current instructional practices.

In addition to teachers being provided with embedded time and resources, we have also committed to supporting staff development in a variety of other ways. For example:

- Three teachers attended additional Lucy Calkins training in August 2019 to deepen their learning as it relates the specific grades they are teaching.
- During our start-up day in August, we invited a mental health nurse to speak to staff about how we can connect families with supports outside of the scope of school. A representative from Sojourn Wellness also presented to staff regarding the services they provide in relation to self-care and staff wellness.
- All staff are attending half day professional learning workshops related to the new curriculum.
- In addition, ECS to grade 4 teachers and administrators are attending three days of collaborative planning cohorts.

- School administration will attend 4 supplemental sessions related to the new curriculum to share with school staff.
- 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 again well received and continued to assist with creating a positive home/school relationship. This topic will be revisited with staff and families throughout the year so that we may further strengthen these relationships.

To support the shared vision of our Pine Street PALS program, staff has committed to meeting regularly to discuss, reflect, collaborate and agree upon best practices. Additional educational assistant time has also provided to support the needs of these 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) students /English Language Learners (ELL).

-Teachers in ECS and grades 1-6 will attend a half day professional learning workshop related to the new curriculum.

- ECS to grade 4 teachers and administrators will attend three days of collaborative planning cohorts related to the new curriculum and conceptual understanding instructional practices.

-Teachers will continue to implement Reader's Workshop in their classes as we conclude year 2.

-Teachers will use their embedded collaborative time to work with colleagues 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 assessments, 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 colleagues 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.
- Time will be set aside at monthly staff meetings to explore numeracy related topics.
- We will continue to provide a Family Math Night for Pine Street families and promote ‘math before bed’ strategies and ideas.

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 teacher microsite on the Pine Street School website.
- The school website will be updated frequently, and new tabs will be added, such as the daily announcements, to ensure our families are informed about school activities.
- Teachers will increase their requests for parent volunteers and prepare monthly or weekly communications and reminders to assist parents in feeling welcome and informed.
- Teachers will partner with parents to provide extracurricular opportunities, such as the Cross-Country Run Team, 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	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	PNE	90.9	19.5	93.0	28.2	95.8	19.4	95.5	21.3	95.0	12.5	98	20
	EIPS	90.9	25.1	90.7	26.1	91.8	24.0	94.6	26.4	94.2	24.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
Mathematics 6	PNE	85.7	14.3	78.9	15.5	81.9	15.3	88.8	14.6	97.5	10.0	95	15
	EIPS	83.3	19.0	81.6	16.9	80.4	18.1	87.0	20.9	86.5	22.8		
	Province	73.2	14.1	72.2	14.0	68.4	12.3	72.9	14.0	71.6	14.8		
Science 6	PNE	92.2	27.3	94.4	46.5	98.6	43.1	95.5	48.3	95.0	40.0	98	48
	EIPS	87.0	34.3	88.7	39.7	88.6	43.5	91.3	45.0	88.3	44.4		
	Province	76.3	25.3	78.0	27.1	76.6	29.5	78.8	30.5	77.4	29.2		
Social Studies 6	PNE	84.4	27.3	84.5	35.2	90.3	33.3	93.3	27.0	92.5	20.0	95	25
	EIPS	80.1	24.6	80.5	28.6	85.8	34.2	88.5	35.3	87.4	35.1		
	Province	69.8	18.1	71.4	22.0	72.6	22.4	75.1	23.2	76.1	25.1		

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.5	84.0	89.2	89.9	88.0	88.0	87.7	88.1	88.1	89.2	89.2	89.5	89.5	89.0	89.0
Teacher	95.2	92.4	96.0	100.0	98.8	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
Parent	90.5	87.8	87.2	86.3	78.6	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	79.8	71.9	84.3	83.3	86.8	80.7	81.0	81.8	81.6	82.6	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	PNE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	83.3	81.1	80.7	85.7	85.7	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	94.4	92.4	96.6	100.0	98.8	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	86.7	76.8	74.6	73.7	74.3	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	68.9	74.1	71.0	83.5	84.0	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	73.5	76.4	83.3	80.8	80.8	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	93.1	86.2	96.7	100.0	100.0	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	53.8	66.7	70.0	61.5	61.5	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	PNE					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.5	92.7	91.8	92.9	91.5	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	96.5	100.0	99.4	100.0	100.0	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	84.1	84.5	80.6	82.7	77.4	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	85.0	93.6	95.4	96.1	97.0	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.8	88.7	88.4	88.7	83.0	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	91.3	90.4	94.6	100.0	98.4	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	84.3	87.0	82.3	77.5	67.6	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	72.4	81.3	77.4	87.9	84.4	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	67.9	79.3	86.7	90.9	93.8	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	73.3	80.0	65.0	81.5	71.4	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	76.1	84.7	80.5	91.2	88.0	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	70.2	84.0	81.2	86.3	76.5	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	96.6	94.5	99.3	99.1	100.0	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	43.8	73.6	63.2	73.4	53.0	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

Communication of Plan:

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

Pine Street Elementary 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 the October School Council and staff meeting, our school education plan and school results were discussed. Parents and staff had an opportunity to ask questions and provide feedback. We will regularly and collectively reflect on our school education plan as we move forward. Our school education plan is available on our school website.