

PINE STREET ELEMENTARY – SCHOOL EDUCATION PLAN – GOALS AT A GLANCE

SCHOOL GOAL ONE - Pine Street Elementary will enhance student engagement and achievement by focusing on research-based effective teaching practices and its implementation throughout the school.

YEAR ONE FOCUS – 2021/22	YEAR TWO FOCUS – 2022/23	YEAR THREE FOCUS – 2023/24	YEAR FOUR FOCUS -2024/25
<p>This goal centers on research-based effective teaching practices and implementing these techniques throughout the school community. We are going to begin our journey by examining Harry and Rosemary Wong's book "The First Days of School: How to be an Effective Teacher" which focuses on implementing research-based strategies for classroom instruction and correlates with increasing student achievement.</p> <p>We also are focusing on the work of Shelley Moore and her differentiation and inclusion models, as well as the use of Universal Design for Learning aspects to refine and enhance teaching and learning practices. Our goal is to create effective learning environments where all our students experience growth in achievement and great success.</p> <p>Conversations will continue around the implementation of the Sandra Herbst initiatives. For example, co-construction of criteria, differentiation of instruction, mediative questioning, etc.</p> <p>Staff will focus on an asset-based approach to empower our students' learning and teach to students' strengths using multiple intelligences strategies and learning/teaching styles.</p> <p>Offer opportunities for educators to participate in peer-to-peer classroom observations throughout the school and within our feeder group of schools.</p>	<p>We will focus on incorporating the teaching techniques as supported by the educational research of Marzano "Classroom Instruction that works- Research Based Strategies for increasing Student Achievement" and Hattie's work.</p> <p>Staff will engage students in mathematical thinking by utilizing resources such as Math Makes Sense along with Number Talks, Math Warmups, hands on activities, Daily 3, Math Journaling, etc.</p> <p>Promoting staff involvement in professional learning community (PLC) meetings and developing mentor/grade level cohorts that encourage staff collaboration and collegial support. In addition, certificated staff will share research-based effective teaching and best practices with one another at staff meetings and during grade group collaboration.</p> <p>Build consistent procedures throughout the school to improve transitions from classroom to classroom from year to year.</p>	<p>We will focus on incorporating the teaching techniques as supported by the educational research of "Results the Key to Continuous School Improvement" by Schmoker, "What Great Teachers Do Differently" by Whitaker.</p>	<p>We will focus on incorporating the teaching techniques as supported by the educational research of "The Highly Effective Teacher" by Marshall.</p>
PERFORMANCE MEASURES			
<ul style="list-style-type: none"> • 5% improved overall student achievement on the STAR and MIPI in all grades and PATS in Grade 6 over the next 2 years. • Use the STAR, MIPI and PATs results, as well as classroom assessments, to guide teaching practices and programming decisions that allow for differentiation of instruction for our students. • 5% increase in student engagement via the Alberta Assurance Survey. • Common school-based practices and procedures throughout the school. For example, hallway behaviour, classroom sign out, etc. • Build a collaborative school culture where all staff feel comfortable actively seeking the advice and expertise from each other. • 3% increase in staff/parent satisfaction performance measure on the Alberta Assurance Survey. • 100% of staff will create their Professional Growth Plan (PGP) and meet with administration at the beginning, middle, and the end of the year to review and reflect on their individual professional practice. • Increase the use of student self-evaluation, reflection, and feedback tools to assess individual academic performance. • Implementation of student portfolios to show evidence of growth throughout the year. Every student will do a writing sample at the beginning, middle and end of the year to highlight their growth and writing gains throughout the school year. • We will continue to use the STAR reading assessment three times a year to gather data on student growth and literacy development. 			

ONGOING STRATEGIES FOR ALL FOUR YEARS + PREVIOUS YEAR(S) FOCUS

We are a student achievement and data informed school that uses the Standardized Test for the Assessment of Reading (STAR), Math Intervention/Programming Instrument (MIPI), Provincial Achievement Tests (PAT) measures as well as teacher experience, insights, and professional judgment to drive and guide our educational practices to meet the diverse needs of our students.

We will continue to support staff training and promote the implementation of the Fountas and Pinnell: Leveled Literacy Intervention program and math benchmarking, as well as use of the Math Equals manipulatives kits throughout the school. Along with the continued use of the Division's writing continuum throughout our classrooms.

Staff will employ a variety of technological resources (i.e., Chromebooks, iPads, Google Apps for Education, Brightspace, Learn Alberta, Raz Kids, etc.) to assist with differentiating instruction and finding appropriate levelled resources and modifications for our emergent learners.

Staff will utilize and refine the methodologies of readers' and Writers' workshop using strategies and Techniques suggested in resources such as Program of Studies, Writing Continuum, Daily 3 for mathematics, Daily 5 for literacy, and Comprehension, Accuracy, Fluency, and Expand Vocabulary (CAFE) techniques in classrooms to meet the learning needs of our students and compliment the professional practices and preferences of our teaching staff.

Setting high and clear expectations for students using visual, kinesthetic, and verbal management cues.

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SCHOOL GOAL TWO - Pine Street Elementary will enhance student's critical thinking, problem-solving skills, and creativity.			
YEAR ONE FOCUS – 2021/22	YEAR TWO FOCUS – 2022/23	YEAR THREE FOCUS – 2023/24	YEAR FOUR FOCUS -2024/25
<p>Facilitating and enhancing student metacognition by promoting higher levels of processing and emphasizing learning objectives into levels of complexity.</p> <p>Focusing on the cognitive, affective, and sensory domains as outlined in Bloom's Taxonomy of cognitive learning and thinking. Bloom's Taxonomy is displayed in all the classrooms and referenced with grade specific explanations, definitions, and wording.</p> <p>Continued use of Fountas and Pinnell intervention tools and Leveled Literacy Intervention kits to promote literacy development and student growth.</p> <p>Implement a fall, winter, and spring writing sample for all student's classroom portfolios and reference the Elk Island Public Schools (EIPS) writing continuum to assist with leveling our student's writing and showing individual gains throughout the school year.</p> <p>Using rubrics and exemplars when developing student's learning expectations by co-constructing assessment criteria and self-assessment with our students (Sandra Herbst).</p> <p>Implementing a variety of web-based applications and technology in classrooms and individual lessons to enhance inquiry methods (i.e., Google Apps for Education, Raz Kids, Brightspace, etc.).</p>	<p>Using cooperative learning groups and buddy class configurations to help students practice higher level thinking strategies with peers.</p> <p>Learning inventory (multiple intelligence survey to meet the needs of each child). Increase in inquiry and performance-based tasks throughout the school.</p>	<p>Recognize and identify multiple intelligences in our students and use multiple teaching strategies to meet the various learning styles.</p> <p>Implement a fall, winter, and spring writing sample for all student's classroom portfolios and reference the Elk Island Public Schools (EIPS) writing continuum to assist with leveling our student's writing and showing individual gains throughout the school year.</p> <p>Educator literacy sharing and cohort building with the purpose of revising and building cross-curricular student assessments.</p>	
		PERFORMANCE MEASURES	
		<ul style="list-style-type: none"> • 5% increase in student achievement as seen through the STAR, MIPI and the Grade 6 PATs. • 90% of students will be able to identify levels of Bloom's Taxonomy in accordance with their thinking strategies. • Individual student portfolios will demonstrate student growth throughout the year. • School/classroom assessments will be adapted to incorporate Bloom's Taxonomy, higher levels of thought, and metacognition processes. • The school will use a common language of thought processes based on Bloom's taxonomy and metacognition processes. • Promote professional development sessions in critical thinking, reasoning, and problem-solving. Students will be able to use metacognition strategies to verbalize their thinking skills as they are solving problems. • Students will create and share their inquiry-based projects in their classrooms and/or school. • In applicable situations every class will participate in co-constructing criteria and self-assessment with their students (Sandra Herbst). 	
ONGOING STRATEGIES FOR ALL FOUR YEARS + PREVIOUS YEAR(S) FOCUS			
<p>Linking STAR results, Guided Reading levels, Fountas and Pinnell benchmarks and Raz Kids to accurately assess student achievement levels.</p>			

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SCHOOL GOAL THREE - Pine Street Elementary will maintain a positive school culture promoting the academic, emotional, and social needs of students.			
YEAR ONE FOCUS – 2021/22	YEAR TWO FOCUS – 2022/23	YEAR THREE FOCUS – 2023/24	YEAR FOUR FOCUS -2024/25
<p>Promote a liberal arts (integrated studies) approach throughout the school to promote well-rounded growth and development in our students.</p> <p>Continue to work closely with our School council and parent stakeholders to support and enhance our parent engagement levels.</p> <p>Classroom management focused on positive behavior procedures and expectations.</p> <p>Staff will model a culture of mutual dignity and respect.</p> <p>Implement a recognition system for our students who demonstrate positive role modeling within the school by catching kids doing the right thing and highlighting these positive behaviors with sunshine calls home, motivational stickers, bear paw pins, and fun crazy hair Pine Street pens.</p> <p>Continue to build resources to promote diversity and acceptance throughout our school with a broad focus on different types of families incorporating LGBTQ.</p>	<p>Provide the opportunity for staff and students to be involved in planning various leadership school activities, such as, Battle of the Books, the Campbell-Crib speech competition, Christmas bureau/food bank drives, recycling, running clubs, Student Council, Christmas concert, Terry Fox Run, Read in Week, volunteer appreciation, classroom buddies, etc.</p> <p>Encourage community involvement within the school by inviting community members into the school and promoting special visits to and from the senior's lodge, Capital Heath facilities, Drug Abuse Resistance Education (DARE), Saffron, Altview organizations, linking generations programing with seniors, etc.</p>	<p>Each classroom will incorporate student social emotional regulation strategies, such as, Zones of Regulation, self-regulation tools (i.e., fidget seats, noise cancelling headphones, etc.), student calming centers in classrooms, making the office a safe space, etc.</p>	
		PERFORMANCE MEASURES	
		<ul style="list-style-type: none"> • 2% increase in staff engagement via the Alberta Accountability Pillar survey. • 2% increase in student engagement via the Alberta Accountability Pillar survey. • 2% increase in performance measure survey results with regards to parent satisfaction via the Alberta Accountability Pillar survey. • All staff will have a better understanding of the cultural direction of the school and contribute to the overall positive climate and welcoming approach. Staff are focusing on their strengths and are encouraged to share their ideas and being actively involved in creating a safe and positive learning and working environment. • Promotion of Professional Learning Communities (PLCs), grade cohorts, Brightspace cohorts, etc. • Staff feel more comfortable seeking guidance from other staff members who have specific experience or expertise to share. 	
ONGOING STRATEGIES FOR ALL FOUR YEARS+ PREVIOUS YEAR(S) FOCUS			
<p>The implementation of an in-depth, multi prong approach to our First Nations, Métis and Inuit education to promote cultural exposure and acceptance of diversity within our student population (i.e., blanket exercises, author visits, EIPS's consultant visits, establishing an outdoor learning environment with a focus on related First Nations, Métis and Inuit lessons, referencing the Seven Sacred Teachings in our character education and school community, featuring an Artist in Residence, incorporating Indigenous games/literature, implementing Edu-Kits and Indigenous resources in the classroom setting, etc.).</p> <p>Utilize Family and Community Services - Solutions Navigators for those families facing life challenges and need supports outside of the school's responsibilities.</p>			