



ASSURANCE REVIEW 2020-2021

SCHOOL: Pine Street Elementary School **PRINCIPAL:** Tracey Arbuthnott

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

2020-2021 School year

Staff FTE		Budget	
Certificated	15.024	Salaries	\$2,47,373
Classified	18.5	SES	\$162,373
		Total	\$2,639,746
		Surplus/Deficit	\$26,397

SCHOOL PROFILE AND CONTEXT

Administrative Staff:

Principal: Tracey Arbuthnott

Assistant Principal: Kerri Williams (2020/21), Sheryl Tsiclas (2021/22)

Counselor: Kayla Rusnell – 0.5 full time equivalent (FTE)

Pine Street Elementary Overview:

- Pine Street Elementary School opened in September 1963.
- Pine Street School is an open boundary school for the 2020/21 school year.
- Regular inclusive programming is offered for students in kindergarten (ECS), and grades 1 through 6.
- We are the district 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 to severe disabilities/delays in one or more developmental areas.
- Our 2020-2021 enrolment is approximately 333 students, which included 31 students in the PALS program.
- The school staff was comprised of 19 certificated teachers and 19 classified support staff.
- We have a strong and active School Council.

School Motto:

- Former: "A Tradition of Pride and Excellence," New: "A School of Dignity and Respect"



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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 with meaningful and engaging ways to learn.
- Children have the best opportunity for growth when home and school collaboratively work together.
- The focus on student's strengths contributes to the overall positive learning environment.
- The most successful children are those who take responsibility for their learning and for their actions.

Programming Highlights:

- The school offers two full-day kindergarten programs, the first scheduled on Mondays and Wednesdays, the second on Tuesdays and Thursdays, and the two groups alternating on Fridays.
- Pine Street Elementary School has two PALS centers; each includes the support of and programming from 2 certificated staff, 6 classified staff, and various consultants, including speech-language pathologists (SLP), occupations therapists (OT), physiotherapists (PT), and an assistive technology consultant (AT).
- All kindergarten to grade 6 classes are inclusive with supports being integrated into the classrooms to provide for students with diverse learning needs.

Goals:

- Over the past year our goals have evolved, changing from a year's growth in Numeracy and Literacy to goals that continue to support those measures but also extend into a positive or strength-based philosophy with the inclusion of research-based



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teaching practices and an increase in student critical thinking, all with a focus on improving student learning and achievement while also bringing a balanced or liberal arts approach to student learning.

2020-2021 Starting Goals:

1. More students will achieve a minimum of one year's growth in literacy. (EIPS Priority 1)
2. More students will achieve a minimum of one year's growth in numeracy. (EIPS Priority 1)
3. More parents/guardians will be engaged partners in their child's education. (EIPS Priority 3)

2021-2022 Current Goals:

1. Pine Street Elementary will enhance student engagement and achievement by focusing on research-based effective teaching practices and their implementation throughout the school. (EIPS Priority 1&2)
2. Pine Street Elementary will enhance student's critical thinking, problem-solving skills, and creativity. (EIPS Priority 1&2)
3. Pine Street Elementary will maintain a positive school culture promoting the academic, emotional, and social needs of students. (EIPS Priority 2&3)

EIPS' PRIORITY: Priority 1: Promote growth and success for all students.

Priority 2: Enhance high-quality learning and working environments.

SCHOOL GOAL ONE: A greater number of students will achieve a minimum of one year's growth in literacy.

STRATEGIES:

- Teachers will use data from the STAR benchmark assessment tool to plan instructional strategies for student strengths and areas of growth.
- Staff will use the Fountas and Pinnell resource to further support student success in literacy for those students with significant needs.
- Staff will use Leveled Literacy Intervention (LLI) materials to support diverse reading levels, including at-risk, self-identified students, English as a Second Language (ESL) students/English Language Learners (ELL) and indigenous learners who are below grade level.
- Teachers will continue to take a differentiated approach to implement multiple strategies like: Reader's and Writers Workshop, Daily Five, Balanced Lit, Phonological Awareness, Café, Guided Reading, along with other strategies within their classes.
- Staff will use the EIPS Writing Continuum with students to allow for conversation around ways to grow as a writer.

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MEASURES:

- A greater number of students will demonstrate one year's growth in reading as indicated by the STAR and other assessment data, as well as teacher awarded marks.
- An overall 5% improvement in student achievement on the STAR in all grades over the next 2 years.
- The STAR results as well as classroom assessments will be used to guide teaching practices and help us program for the needs of our students
- An overall 5% increase in student engagement via the Alberta Assurance survey, EIPS Staff and Parents Engagement surveys.
- Common school-based practices and procedures throughout the school. For example, hallway behavior, classroom sign out, Classroom daily agendas, Blooms taxonomy posters. etc.
- Build a school culture where all staff feel comfortable actively seeking the advice and expertise of others
- An overall 3% increase in staff/parent satisfaction performance measure on the Alberta Assurance survey, EIPS Staff and Parents Engagement surveys.
- 100% of staff will create their professional growth plan and meet with administration at the beginning, middle, and the end of the year to review and reflect on improving their individual professional practice
- Increase in the use of student self-evaluation, reflection, and feedback on their academic performance

RESULTS:

Pine Street Elementary has enhanced student learning by focusing on Literacy-based teaching practices. This has had a positive impact on our students' achievement via the STAR assessments and school-based assessments. We will continue to maintain our high level of achievement and improvement in the provincial Assurance survey and EIPS Parent and Staff engagement surveys. We have moved to a strength based /asset model in the school focusing on using the Strengthfinder resource from Gallop with our staff and the Shelley Moore video series on inclusion and universal supports for all students. We have defined classroom and school procedures to create consistency for students throughout the school. Teachers have had opportunities to share best practices through peer classroom observations and staff meeting peer sharing. We continue to implement Sandra Herbst educational best practices in student learning and engagement throughout the school. We have utilized as many real world experiences virtually as we can to try to maintain community involvement, and curriculum-based virtual field trips. In the classrooms we have focused on cooperative learning and technology integration to enhance student learning and achievement.

Assurance Survey (18 respondents - Grade 4 Parents)

- 65% of parents are satisfied or strongly satisfied with the quality of education their child is receiving at school.
- 40% of parents agree or strongly agree that their child is learning what they need to know at school.



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- 60% of parents are satisfied or strongly satisfied with the quality of teaching at school.
- 59% of parents are satisfied or strongly satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

EIPS Parent Survey (62 respondents - All Parents)

- 93% of parents either agree or strongly agree that their child is demonstrating growth in literacy.
- 95% of parents either agree or strongly agree that their child is encouraged to do their best.
- 93% of parents either agree or strongly agree that their child's individual needs are met.
- 89% of parents are satisfied or strongly satisfied with the quality of education their child is receiving.

STAR Results

- Grade 1: 89% of students demonstrated a minimum of 1 year of growth.
- Grade 2: 89% of students demonstrated a minimum of 1 year of growth.
- Grade 3: 74% of students demonstrated a minimum of 1 year of growth.
- Grade 4: 71% of students demonstrated a minimum of 1 year of growth.
- Grade 5: 71% of students demonstrated a minimum of 1 year of growth.
- Grade 6: 89% of students demonstrated a minimum of 1 year of growth.

EIPS' PRIORITY: Priority 1: Promote growth and success for all students.

Priority 2: Enhance high-quality learning and working environments.

SCHOOL GOAL TWO: A greater number of students will achieve a minimum of one year's growth in numeracy.

STRATEGIES:

- Professional development opportunities will be centered on numeracy assessment and differentiated instruction to support students who may be struggling in numeracy.
- Staff and administration will meet throughout the year to analyze data and work together to support all students. This will include visiting other teachers' classrooms, 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.
- Teachers will continue to take a differentiated approach to implementing multiple strategies like: Daily Three, Math Equals kits, Math Benchmarking, number talks, a variety of web-based math applications along with other strategies within their classes.

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MEASURES:

- A greater number of students will demonstrate one year's growth in Numeracy as indicated by the MIPI and teacher classroom assessments.
- An overall 5% increase in student achievement as seen through the MIPI, as well as teacher assessments.
- School/classroom assessments will be adapted to incorporate higher levels of thought via Bloom's taxonomy and metacognition processes.
- The school will have a common language of thought processes based on Bloom's taxonomy and metacognition processes.
- Professional development sessions in critical thinking, reasoning, and problem solving will be implemented throughout the school.
- Students will be able to use metacognition strategies to verbalize their thinking skills as they are solving problems.
- Every teacher will participate in co-constructing criteria and self-assessment with their students. (Sandra Herbts)

RESULTS: (To be added for Results Review)

Pine Street Elementary has enhanced student mathematical thinking, critical thinking, and problem-solving skills by implementing the use of a differentiated approach to the teaching and learning of our students. We have seen a gain in our MIPI results and continue to build on the critical thinking aspects with our students. We have begun implementing the use of Bloom's Taxonomy and metacognition strategies in every classroom. We have made Bloom's Taxonomy accessible to all learners by scaffolding learning opportunities and by focusing on age-appropriate language and visual cues. We have linked real world experiences to the learning objectives being taught with technology and inquiry-based instruction. The staff have structured questions to be open-ended, evoking more thoughtful and higher-level responses from students. Lesson delivery is focused on increasing student inquiry and critical thought. Students are encouraged to stretch their thinking skills, explore various strategies, and generate individual solutions to enhance their understanding.

Assurance Survey (18 respondents - Grade 4 Parents)

- 90% of parents are satisfied or strongly satisfied that the numeracy skills their child is learning at school are useful.
- 65% of parents are satisfied or strongly satisfied with the quality of education their child is receiving at school.
- 40% of parents agree or strongly agree that their child is learning what they need to know at school.
- 60% of parents are satisfied or strongly satisfied with the quality of teaching at school.
- 59% of parents are satisfied or strongly satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

EIPS Parent Survey (62 respondents - All Parents)

- 93% of parents either agree or strongly agree that their child is demonstrating growth in numeracy.
- 95% of parents either agree or strongly agree that their child is encouraged to do their best.



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- 93% of parents either agree or strongly agree that their child's individual needs are met.
- 89% of parents are satisfied or strongly satisfied with the quality of education their child is receiving.

MIPI Results

- Grade 2: 2018-19 Average 78%, 2019-20 Average 80%, 2020-21 Average 79%, 2021-22 new assessment.
- Grade 3: 2018-19 Average 76%, 2019-20 Average 78%, 2020-21 Average 68%, 2021-22 new assessment
- Grade 4: 2018-19 Average 75%, 2019-20 Average 76%, 2020-21 Average 68%, 2021-22 Average 68%
- Grade 5: 2018-19 Average 72%, 2019-20 Average 71%, 2020-21 Average 71%, 2021-22 Average 74%
- Grade 6: 2018-19 Average 70%, 2019-20 Average 73%, 2020-21 Average 64%, 2021-22 Average 75%

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EIPS' PRIORITY: Priority 2: Enhance high-quality learning and working environments.
Priority 3: Enhance public education through effective engagement.

SCHOOL GOAL THREE: A greater number of parents/guardians will be engaged partners in their child's education.

STRATEGIES:

- We will be using the school website and Email as a hub for all communications for updated information to parents/guardians.
- Parents/guardians will be encouraged to volunteer and become involved in School Council, Meet the Teacher, parent conferences, volunteering in the school, and other school events.
- Teachers will regularly update their teacher microsites on the Pine Street Elementary School website to ensure parents/guardians have access to the most up to date information relating to their child's education.
- Teachers will communicate with families using the Brightspace platform, PowerTeacher, email, and the PowerSchool parent portal.
- The school website will be updated regularly to ensure our families have access and opportunity to be informed of school events and activities.
- The school will produce a bi-monthly blog update on the school website to highlight upcoming opportunities for families to become engaged in their child's education. This will also be emailed out to all our families as it becomes available.
- Staff will prepare communications newsletters/blogs in the form of regularly scheduled emails to identify opportunities for families to be included in their child's education.

MEASURES:

- Increased parental satisfaction on the Assurance Survey.
- Increased parental satisfaction on the EIPS Parent Survey.
- Increased staff satisfaction on the EIPS Staff Survey.
- An overall 2% increase in staff engagement via the Alberta Assurance survey.
- An overall 2% increase in student engagement via the Alberta Assurance survey.
- All staff will have a better understanding of the culture and climate of the school and feel safe in sharing ideas and being actively engaged in the work of education.
- All staff will be active participants in building a positive school climate and culture.
- Promotion of Professional Learning Communities (PLCs), grade-level groups, Brightspace communities, hallway cohorts - all staff will feel comfortable seeking guidance from other staff members, leveraging their experience and expertise.

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RESULTS: (To be added for Results Review)

Pine Street Elementary has continued to build on its already safe, nurturing and motivating school culture through school-based events such as the Terry Fox Run, Strathcona Foodbank Donation Drive, and Community Cleanup. We continue to build on our positive school atmosphere through our character education program, 'catching' students being great role models and reinforcing the positive behaviors we want to see from our students with office recognition and praise. As a school we have implemented First Nations, Métis, and Inuit culture through FNMI consultant visits, and the Seven Sacred Teachings programming by our own school FNMI leads. We have focused on cyber safety not only in our own classroom's lessons but also through virtual Saffron presentations for our grades 4 through 6 students. We have continued the use of the DARE program with our grade 6's, delivering lessons on drug abuse and resistance education, and also dealing with such topics as bullying and internet safety. The philosophy that Pine Street Elementary is a school of dignity and respect continues to be reinforced daily, not only in the mantra shared in our daily announcements but also by being incorporated into a variety of interactions, procedures, and physical structures throughout the school.

Assurance Survey (18 respondents - Grade 4 Parents)

- 88% of parents either agree or strongly agree that the school is a welcoming place to be.
- 89% of parents either agree or strongly agree that their child is safe at school.
- 77% of parents either agree or strongly agree that students at school respect each other.
- 89% of parents either agree or strongly agree that their child is encouraged to do their best at school.
- 88% of parents either agree or strongly agree that students at school care about each other.
- 86% of parents are either very satisfied or satisfied with the variety of subjects available to their child at school.

EIPS Parent Survey (62 respondents - All Parents)

- 77% of parents either agree or strongly agree that their child has an understanding of First Nations, Metis and Inuit culture and history.
- 91% of parents either agree or strongly agree that their child is learning the knowledge, skills and attitudes necessary to be successful in life.
- 95% of parents either agree or strongly agree that their child is encouraged to do their best.
- 93% of parents either agree or strongly agree that their child's individual needs are met.
- 89% of parents are either satisfied or very satisfied with the quality of education their child is receiving.
- 93% of parents are either very satisfied or satisfied with the quality of teaching at school.
- 95% of parents either agree or strongly agree that their child's school encourages their child to be a responsible, respectful, and engaged citizen.
- 96% of parents either agree or strongly agree that school staff care about their child.
- 95% of parents either agree or strongly agree that their child's school is safe.



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Staff illness leave 1-3 days

- 2019-2020 from Sept to March (7 months) Total amount spent \$ 12,102.22
- 2020-2021 From Sept to June (10 Months) Total amount spent \$ 12,420.00