

Pine Street School Council Meeting

November 16th, 2021

The regular meeting of Pine Street School Council was duly called and held on November 16th, 2021, virtually via Google Meets. Quorum was present.

In Attendance:

Executive: Lesley Bowman (Chair), Cara Kern (Vice-Chair),

Administration: Tracey Arbuthnott (Principal), Sheryl Tsiclas (Assistant Principal), Deneen Zielke (Teacher Liaison), Lorna Magnan (Teacher Liaison)

Parents: Brad Rattlesnake*, Leah Brown, Trina Loucraft, Tracey Martin Woywitka, Jaclynn Wenzel, Megan Hahn, Megan Sherren*, Janice Mills*, Jodie Maki*,

Community: Cathy Allen (EIPS Trustee)

Absent with regrets: Lorena Ellsworth (Secretary), Jamie Wells

* Denotes partial attendance.

1. Chair, Lesley Bowman, calls to order at 6:01pm.
2. Opening Remarks & Welcome – Lesley Bowman
 - a. Treaty Six Acknowledgement
3. Attendance and Introductions.
4. Additions to Agenda
 - a. None.

MOTION: Trina Loucraft motions to accept agenda as is, Leah Brown seconds.

OPPOSED: None

CARRIED

5. Approval of Minutes from October 12th, 2021

MOTION: Leah Brown motions to accept September minutes as is, Tracey Martin Woywitka seconds.

OPPOSED: None

CARRIED

6. Trustee Report – Cathy Allen
 - a. Stand For Education Campaign

- i. The ATA and Alberta School Councils' Association have joined forces to launch a new Stand for Education campaign. Families and teachers across Alberta are working together and lobbying the province to put children first in the public education system—by making necessary changes to the draft K-6 curriculum and funding manual. To learn more visit standforeducation.ca.
- b. Modular classroom requests 2022-2023
 - i. The Board directed EIPS administration to request funding from Alberta Education to address needed changes to several modular classroom units in the 2022-23 school year. If approved, the Division will:
 - 1. relocate three modular classroom units to SouthPointe School from Fultonvale Elementary Junior High—to accommodate its growing student population
 - 2. replace three modular classroom units at James Mowat Elementary with four new modular units—to address ageing infrastructure and the growing student population and
 - 3. demolish three modular classroom units at Uncas Elementary.
 - ii. EIPS expects a decision from the province in early 2022
- c. EIPS Enrollment 2021-2022
 - i. The Board received for information the Division's Enrolment Report for the 2021-22 school year. Enrolment numbers were collected from the PowerSchool database on Sept. 29, 2021. In total, 17,124 students are registered within EIPS—an increase of 155 students from fall 2020.
- d. Learning Disruption Funding
 - i. The Board has been approved for \$792K as part of the Learning Disruption Funding that the Minister recently announced. The funds that we received will provide 12 to 16 weeks of targeted programming for 1616 identified students in Grades 2 and 3 to deal with literacy and numeracy learning loss due to the disruption to learning as result of the pandemic. We will be making an application to access funds from this program for identified Grade 1 students. Approval of the funds are expected in the new year.
- e. School Assurance Reviews
 - i. The Board is entering Assurance Reviews this month. We met with EIPS Departments on November 1 and 2. School Assurance Reviews will start on November 24. Pine Street will be presenting on Monday November 29 at 9:00 am. The Assurance Reviews will be conducted via Zoom.
- f. 2022-2023 Calendar will be determined in the new year.
- g. Board Chair and Vice Chair
 - i. For the 2021-2022 school year, Trustee Trina Boymook was elected the Chair and Trustee Colleen Holowaychuk was elected Vice-Chair. Both individuals will lead the Board of Trustees throughout the 2021-2022 school year.
- h. COSC Meeting
 - i. On October 6, I attended the first COSC meeting of the year. I look forward to attending these meetings this year.
- i. Alberta School Boards Association Fall General Meeting

- i. I attended the Alberta School Boards Association Fall General meeting on November 15 and 16. Trustees from across the province came together to discuss educational issues at the business meeting and participate in professional learning.
 - j. EIPS Board Retreat.
 - i. I will be participating in the EIPS Board Retreat on December 6 and 7. The Retreat will focus on setting the priorities for the Board's work over the next 4 years.
 - k. Questions/comments
 - i. Funding for the modular do we expect it to come all in one, or in pieces?
 - 1. Don't think it will be all or nothing, Demolition of modular at Uncas might be more difficult to obtain approval as it isn't providing space for students. However this still needs needs to be done.
 - ii. Why is there differentiation between Grade 2/3 and Grade 1s and other students?
 - 1. Need for Grade 1 students to be assessed takes longer and wouldn't be ready at the same time than could be done with Grade 2/3. Assessment was by an outside person so Grade 1 kids needed more time to be comfortable before and outside person could come in and assessment. Decision came from Alberta Education, not EIPS or school.
7. Administration Report – Tracey Arbuthnott
- a. Pine Street Elementary School Education Plan, Parent Input Survey
 - i. At Pine Street Elementary we are about building partnerships with our parents working together for the betterment of our students and their future. With that in mind, we would appreciate your input regarding our school education plan for next year. I have created this short survey to provide you the opportunity to share your input. Thank you for taking the time to let us know your thoughts. <https://forms.gle/T9mLduiTNXWYXLYk6>
 - b. Facilities
 - i. Our grade 3-4 Doors are now open and being used
 - ii. Working on getting additional intercom horns outside for better coverage after the installation of the new intercom system and the removal of the modulars which also had these horns on them.
 - c. School Bus Safety Week: Oct 18 to Oct 22
 - i. Bus safety videos were shown to all students in their classes.
 - ii. Some classes participated in a provincial Bus Safety poster contest.
 - iii. Message board had rotating bus safety factors and slides rotating throughout the week.
 - d. Remembrance Day: Nov 5
 - i. We recognized Remembrance Day in individual classrooms with a video describing why we recognize the day and describing the sacrifices that were made to live in a free democratic society.
 - ii. Thank you on behalf of the Royal Canadian Legion for the donations made to our Poppies for Peace campaign.

- e. Anti-bullying (Empathy) Awareness Week: Nov 16 to 20
 - i. At Pine Street Elementary we will be focusing our efforts for Bully Awareness week around the positive behaviors we want to promote in our students.
 - 1. We will kick off the week with a school wide focus on empathy with an emphasis on friendship, positive peer relationships and paying it forward.
 - 2. Our Message Board will share empathy quotes and pictures of our students doing the above actions.
 - 3. In classroom conversations, staff will discuss the golden rule of treating others as you would like to be treated.
 - 4. All staff will also continue to promote our philosophy that “Pine Street Elementary is a school of dignity and respect, so walk the talk and practice what you preach and show the world how great Pine Street students are”. We will continue to use "We are a School of Dignity and Respect" message and talking about what that means in our daily announcements.
 - 5. We will continue to incorporate our catching students doing the right thing positive behavior program in the office and classrooms.
- f. Term One Report Cards released Nov 26th at 3:15pm
 - 1. We are printing and distributing the condensed 1-page version with an added scoring sheet attached to help explain the scoring system and what each score means. Scoring definition is also on our website and in the bear’s blog.
 - 2. The larger version of the report card will be accessible via the Parent Portal on PowerSchool.
 - 3. Parent Teacher interviews were held on Nov 1-2-3,
- g. Student Teachers
 - i. We have two student teachers in the building this year with Mrs. Bessette (Ms. Dexter) and Mrs. Weber (Ms. Lewis).
- h. Grade 2/3 Intervention funding

Number of Students Below 25 th Percentile		Number of Students Below 25 th Percentile				
Grade 2 Literacy	Grade 3 Literacy	Literacy Allocation	Grade 2 Math	Grade 3 Math	Numeracy Allocation	TOTAL
13	8	\$ 10,290.00	8	9	\$ 8,330.00	\$ 18,620.00

- i. The Government of Alberta has released details about the learning disruption funding. We are anxious to get the dollars out to schools so additive interventions can begin. The GOA determined a per student funding rate of \$490 for students below the 25th percentile according to the Numeracy Assessment Screener and the STAR. There are

some specific guidelines that need to be followed as you coordinate support with your school teams for the students that fell below the 25th percentile.

- j. Non-negotiables:
 - i. Must be 12-16 weeks of targeted intervention programming
 - ii. Must be additive to the interventions currently in place.
 - iii. Must target the identified students in grades 2 and 3 that are below the 25th percentile.
 - iv. Must provide intervention in small groups of 2-5 students a minimum of twice a week.
 - v. Intervention must be provided by a certified teacher
 - k. School Fees
 - i. Outstanding school fees for 2021 to 2022 as of Nov 3rd - \$2094
 - l. Assurance Review 2020-2021
 - i. Last year's success. (Hyperlink to Nov 2021 Assurance Review)
<https://www.pinestreet.ca/download/372539>
 - m. School Education Plan for this year 2021-2022
 - i. See attached
 - n. Questions/comments
 - i. We have hired Mrs. Woodbeck to take the small groups out to work with them over 12-16 weeks.
 - 1. What is metric for measuring success?
 - a. STAR and MIPI assessments will be done again.
 - 2. Have all parents of the children identified been notified if their children are in this group?
 - a. District has sent out a generic email. School will send out specific emails later this week.
 - ii. What are the learning gaps and how do we support all the kids that are behind? Gaps aren't as bad as originally thought.
 - 1. Talk to your specific teacher about what is going with your kid or in your classroom.
 - 2. Small group pull outs are hard work for teachers, prep work, kids miss things in the classroom. There are Pros and Cons.
 - iii. Is the video from Remembrance Day on the website?
 - 1. No – because it is public, maybe we can do it on BrightSpace.
 - iv. High School students coming in to help PALS can you explain?
 - 1. Two Grade 12 students from SAL are volunteering once a week. Organized through central.
8. Teacher Liaison Report – Deneen Zielke / Lorna Magnan
- a. Jersey Day – Nov 26
 - b. Christmas Concert – virtual, will be shared with Parents, still working on the details.
 - c. Questions/comments
 - i. Staff perspective on Interviews, turnout, how did it go?
 - 1. Same as last year, personally want people in the building but can't do that.

2. Maybe next interview can be a virtual meeting versus phone call.

9. Chair Report – Lesley Bowman

a. Committee of School Councils Report

- i. The second meeting of the EIPS COSC occurred on November 3, 2021.
- ii. We received a board report from our EIPS Board Chair Boymook where she detailed recent board decisions and highlights from recent board activity. Members overwhelmingly appreciated the difficult decisions faced by the board – especially returning to school this year and the significant challenges within the first month – and indicated their support for ongoing board work.
- iii. Additionally, Board Chair Boymook highlighted the upcoming Assurance Review Meetings and encouraged participation from School Councils.
- iv. These are one of my favourite parts of the year and I look forward to attending our Review on November 29.
- v. We heard from our local Alberta Teachers Association president Deneen Zielke.
- vi. ASCA Board members Jacquie Surgenor and Krista Scott updated members on what is happening in education advocacy at the provincial level, including the concern about cuts in funding to ASCA.
- vii. We do have the \$500 from the Ministry to put towards Parental engagement and I believe it would be interesting and informative to have ASCA present at one of our school council meetings.
- viii. I had a discussion with Associate Superintendent Stoddard about potentially pooling some of the money at the district level to provide the highest quality professional development and support for School Councils. We brought this idea to the COSC table and the feeling from the group was that a hybrid model would be most successful in supporting school councils. I will remind you of the intent of the grant:
- ix. The intent of the funding is to The ASCE Grant is intended for parent involvement and engagement activities that:
 1. broaden the number of school events that include parents
 2. diversify the communication tools used to reach parents
 3. seek out the advice and ideas of other parents
- x. Some Examples of how we could use the money are:
 1. workshops for parents to increase capacity for school council members
 2. information sessions on how parents can support student learning at home and at school
 3. parent resources and workshops on important topics such as, mental health and well-being, cyber bullying, healthy living, etc.
 4. programs to support families including, English language and of indigenous learners
 5. parent resources and tools in multiple languages

- 6. events to engage parents on important local issues
- 7. parent engagement in promoting the value of arts
- 8. trainer or facilitator costs for the professional development, workshops or sessions associated with the above
- xi. Are there any thoughts on this? Would anyone be opposed to putting some or all of our grant towards PD deployed at the District level? We would ensure that any parent on council who would like to participate would have the opportunity to do so.
- xii. If you would like to reach out to us through the Council email, please feel free to do so.
- xiii. Associate Superintendent Stoddard gave members an update and took questions regarding the EIPS Covid response and walked us through the Assurance Survey and provided some suggestions and tips for understanding and engaging with your school's survey results.
- xiv. Some of us are aware that it is that time of the year when school councils receive information from their Administration on the school's performance in the Assurance Survey. In the past, this was the Accountability Pillar.
- xv. The Alberta Government has a system for schools and school authorities to consistently assess progress and demonstrated success called the Assurance Framework. The framework has 5 assurance areas with related performance measures that enable schools and school authorities to show their communities how they are performing each year. Schools and school authorities share their results with their stakeholders through their Annual Education Results Report and engage with them to set priorities and build their education plan.
- xvi. This approach helps the province, school authorities, and school's successes and continuously improve the quality of education for students. It also supports a transparent, accountable, and responsive education system.
- xvii. The survey goes to students in grades 4, 7, and 10 as well as their parents. All teachers receive the survey every year.
- xviii. Additionally, we receive results from the EIPS Parent Survey.
- xix. I look forward to having a discussion in the new year about our results and the process of results review for this year.
- xx. We also had a fabulous presentation from Dale Kendall and Tom Sutton from Strathcona RCMP and Enforcement Services respectively.
- xxi.** The School Resource Officer Program has been reinstated in Sherwood Park and it is really a community driven focus to bring together stakeholders and support positive outcomes for our students. I am looking forward to hearing more from them and the programming they plan.

b. Caregiver Education Series

- i. Alberta Health Services is hosting a series of virtual caregiver information sessions focused on ways to support students' mental health. The sessions are free and geared toward parents, caregivers, teachers and community members who want to learn more about challenges impacting children and adolescents. Session topics include anxiety, ADHD, depression, self-harm, technology, teens and teaching leadership skills, communication, resiliency, and more.
- c. ASCA Task Force Questionnaire
 - 1. I have until December 17, 2021 to submit, so please if you would like to discuss further, email us at: pinestreetsvp@gmail.com
- d. Sherwood Heights Replacement Project
 - i. We are bringing a focus to this and hoping to engage parents. Please check out the website. I have contacted the Minister's office and received a prompt reply, so I am looking forward to connecting with them again to help them understand the importance of this capital project. Any support from Pine Street Parents is appreciated and I would love to talk about it if anyone is interested.
- e. Recognize Pine Street
 - i. I have the domain and the form set up. I will share out the website and I hope we can put it in our Bear's Blog and on the website. I think this is a great way for School Council and Caregivers to recognize the efforts of our staff at PNE.
- f. Questions/comments
 - i. Thoughts on how to spend out \$500 grant from the government – is there appetite to pool it with the district to do ASCA seminars or numeracy events with other schools
 - 1. Pooling the money to support new executive that may be transition in as some of our parents leave and the numeracy nights with other schools would be beneficial.
 - ii. Any thoughts on how to get reluctant families to participate in math nights etc.?
 - 1. If it is a school event that is promoted through school and the council might work. Our Math nights were well attended in the past I believe. Maybe if their friends are going, reluctant families will be more likely to go.
 - 2. Building enthusiasm at the student level helps a lot. More likely to go if my kids are talking about than something just sent home on paper.

MOTION: Cara Kern motions to cancel our December meeting, Janice Mills seconds.

OPPOSED: None

CARRIED

10. Dates for 2021/22 Meetings

- a. Tuesday following early dismissal, start at 6:00pm
 - i. January 11, 2022
 - ii. February 8, 2022
 - iii. March 8, 2022
 - iv. April 12, 2022
 - v. May 10, 2022
 - vi. June 7, 2022

MOTION: Janice Mills motions to adjourn meeting at 7:30pm. CARRIED.

The next regular meeting will take place on Tuesday, January 11, 2022 at 6:00pm, virtually via Google Meets.

These minutes are respectfully submitted by:

Lorena Ellsworth, Secretary

Adopted by Council in the meeting of January 11, 2022.

Lesley Bowman, Chair



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.

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.

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.

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.



ASSURANCE REVIEW 2020-2021

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

SCHOOL EDUCATION PLAN 2021-22

2021-22: GOAL ONE

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

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

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

STRATEGIES:

- 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.
- 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.
- 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.
- Conversations will continue around the implementation of the Sandra Herbst initiatives. For example, co-construction of criteria, differentiation of instruction, meditative questioning, etc.
- 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.
- Offer opportunities for educators to participate in peer-to-peer classroom observations throughout the school and within our feeder group of schools.

MEASURES:

- 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

2021-22: GOAL TWO

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

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

SCHOOL GOAL: Pine Street Elementary will enhance student's critical thinking, problem-solving skills, and creativity.

STRATEGIES:

- Linking STAR results, Guided Reading levels, Fountas and Pinnell benchmarks and Raz Kids to accurately assess student achievement levels.
- Facilitating and enhancing student metacognition by promoting higher levels of processing and emphasizing learning objectives into levels of complexity.
- 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.
- Continued use of Fountas and Pinnell intervention tools and Leveled Literacy Intervention kits to promote literacy development and student growth.
- 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.
- Using rubrics and exemplars when developing student's learning expectations by co-constructing assessment criteria and self-assessment with our students (Sandra Herbst).
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.).

MEASURES:

- 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).

2021-22: GOAL THREE

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

Priority 3: Enhance public education through effective engagement.

SCHOOL GOAL: Pine Street Elementary will maintain a positive school culture promoting the academic, emotional, and social needs of students.

STRATEGIES:

- 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.).
- Utilize Family and Community Services - Solutions Navigators for those families facing life challenges and need supports outside of the school's responsibilities.
- Promote a liberal art (integrated studies) approach throughout the school to promote well-rounded growth and development in our students.
- Continue to work closely with our School council and parent stakeholders to support and enhance our parent engagement levels.
- Classroom management focused on positive behavior procedures and expectations.
- Staff will model a culture of mutual dignity and respect.
- 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.
Continue to build resources to promote diversity and acceptance throughout our school with a broad focus on different types of families incorporating LGTBQ.

MEASURES:

- 2% increase in staff engagement via the Alberta Assurance survey.
- 2% increase in student engagement via the Alberta Assurance survey.
- 2% increase in performance measure survey results with regards to parent satisfaction via the Alberta Assurance 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.