



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

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

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education.

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

SCHOOL PROFILE AND CONTEXT

Administrative Staff:

Principal: Tracey Arbuthnott

Assistant Principal: Murray Howell

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

Pine Street Elementary Overview:

- Pine Street Elementary School opened in September 1963.
- Pine Street Elementary School is an open boundary school for the 2022/23 school year.
- Regular inclusive programming is offered for students in kindergarten (ECS), and grades 1 through 6.
- Our 2022-2023 enrolment is approximately 360 students, which includes 67 students in District Programs (described below).
- The school staff is comprised of 18 certificated teachers and 15 classified support staff.
- We offer two District Special Needs Programs, PALS (Play And Learn at School) and Connections Center (Autism Program)

School Motto:

- "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 and 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 work together 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.

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 scheduled for alternating Fridays.
- Pine Street Elementary School has two PALS centers; PALS is early intervention pre-kindergarten programming at EIPS, designed to support children between the ages of two years, eight months and four years, eight months (by September 1 annually) in reaching emotional, social, intellectual and



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physical developmental milestones. PALS programs are founded on three principles: play-based learning, literacy-rich environments, and emergent curriculum.

- We also have a Connections Center for Autism Programming, for students in grades one thru three. The Connections Center is for students who have been identified with autism spectrum disorder (ASD). ASD can result in difficulties in communication, social relationships, behavior, or learning. Although some students with ASD achieve at or above grade level, many have an uneven or delayed achievement or have difficulty communicating their level of understanding with others. This program is designed to support the academic, social-emotional, and self-regulation needs of students with the diagnosis of ASD. The classroom teacher receives consultative support from a multidisciplinary team and creates differentiated programming supported by an Instructional Support Plan (ISP).
- All kindergarten to grade 6 classes are inclusive where students with diverse learning needs are integrated into their grade peer group specific classrooms.

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

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students are engaged in school and achieve student-learning outcomes.

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: More students are supported and prepared for life beyond high school.

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

GOAL 3: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidenced-based practices to enhance the quality of teaching, learning and leading.

SCHOOL GOAL 1: By building capacity for all teachers to implement research-based instructional practices in their classes with a focus on incorporating the techniques supported by the educational research of Marzano "Classroom Instruction that Works - Research Based Strategies for Increasing Student Achievement" all classes will demonstrate growth through STAR Reading and Star Math, teacher assessments, as well as student portfolios.

STRATEGIES:

FOCUS YEAR Two: 2022-23



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- This goal centers on research-based effective teaching practices and implementing these techniques throughout the school community. We will continue year two of our journey with a focus on incorporating the teaching techniques supported by the educational research of Marzano “Classroom Instruction that Works - Research Based Strategies for Increasing Student Achievement,” which focuses on implementing research-based strategies for classroom instruction and correlates directly with increasing student achievement.
- We will also focus 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 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/strength-based approaches to empower our students’ learning and teach to students’ strengths using multiple intelligences strategies and learning/teaching styles.
- We are a student-achievement and data-informed school that uses the Standardized Test for the Assessment of Reading (STAR), Math (STAR) 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, in addition to 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 the Program of Studies, EIPS 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



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of our teaching staff.

- 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.
- 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
- Build consistent procedures throughout the school to improve transitions from classroom to classroom from year to year.

MEASURES:

- 5% improved overall student achievement on the STAR Reading and Math in all grades and PATS in Grade 6 over the next 2 years.
- Use the STAR and PAT 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 behavior, classroom sign out, etc.
- Build a collaborative school culture where all staff feel comfortable actively seeking advice and expertise from one another.
- 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 practices.
- 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.



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- 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
- We will implement the new STAR math assessment three times a year to gather data on student growth and numeracy development

RESULTS: (To be added for Results Review November 2023)

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

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students are engaged in school and achieve student-learning outcomes.

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: More students are supported and prepared for life beyond high school.

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

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, management, and investment in Division infrastructure.

GOAL 3: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

SCHOOL GOAL 2: Building capacity for all teachers to implement critical thinking, problem solving and creativity teaching strategies in ELA and Math, so that all students demonstrate growth thru STAR, MIPI and teacher assessments/student portfolios.



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STRATEGIES:

FOCUS YEAR Two: 2022-23

- 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. This facilitates and enhances student metacognition by promoting higher levels of processing and parsing learning objectives into levels of complexity.
- Using cooperative learning groups and buddy class configurations to help students practice higher level thinking strategies with peers.
- 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 technologies 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 reading and math 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.



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- 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.
- In applicable situations every class will participate in co-constructing criteria and self-assessment with their students (Sandra Herbst).
- Linking STAR results, Guided Reading levels, Fountas and Pinnell benchmarks and Raz Kids to accurately assess student achievement levels

RESULTS: (To be added for Results Review November 2023)

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

GOAL 1: POSITIVE LEARNING AND WORKING ENVIRONMENTS

Outcome: The Division's learning and working environments are welcoming, inclusive, respectful, and safe.

GOAL 3: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

Priority 3: Enhance public education through effective engagement.

GOAL 1: CAREGIVER ENGAGEMENT

Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child's education.

SCHOOL GOAL 3: By providing meaningful regular opportunities to engage in supporting student learning through positive school culture events that promote the academic, emotional, and social needs of students, Pine Street School will see a growth in staff and student engagement in school and parent/caregivers satisfaction with the quality of education their children experience as measured through the annual Provincial Assurance and EIPS surveys.

STRATEGIES:

FOCUS YEAR Two: 2022-23



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- Promote a liberal art (integrated studies) approach throughout the school to promote well-rounded growth and development in our students.
- Continue the recognition system for the students who demonstrate positive role modeling within the school, by having staff “catch” students doing the right thing and highlighting these positive behaviors with sunshine calls home, motivational promotional items.
- Continue the 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, land-based learnings, author visits, EIPS’s consultant visits, referencing the Seven Sacred Teachings in our character education and school community, incorporating Indigenous games/literature, implementing Edu-Kits and Indigenous resources in the classroom setting, etc).
- Continue to build student resources to promote diversity and acceptance throughout our school with a broad focus on different types of families incorporating LGBTQ using the Altview organization and their presentations on acceptance. (Diversity, Equality, Human Rights, etc.)
- Encourage community involvement that will have a positive impact on our students learning and sense of school community 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.
- Provide opportunities for students and staff to be involved in planning various leadership school activities, such as March madness reading challenge, EIPS speech competition, Food Bank drives, Athletic clubs, Christmas concert, Terry Fox run, read in week, volunteer appreciation, classroom buddies, etc.
- Utilize Family and Community Services - Solutions Navigators for those families facing life challenges and needing support outside of the school’s responsibilities.

MEASURES:

- 2% increase in staff engagement via the Alberta Assurance survey.
- 2% increase in student engagement via the Alberta Assurance survey.



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- 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 focused on their strengths and are encouraged to share their ideas and be 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.

RESULTS: (To be added for Results Review November 2023)

