



School Education Plan and Assurance Review for the 2021-22 School year.

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

Staff FTE		Budget	
Certificated	15.046	Salaries	\$2,332,623
Classified	17.5	SES	\$113,029
		Total	\$2,444,652
		Surplus/deficit	\$26,398

SCHOOL PROFILE AND CONTEXT

Administrative Staff:

Principal: Tracey Arbuthnott

Assistant Principal: 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 2021/22 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 2021-2022 enrolment is approximately 321 students, which included 31 students in the PALS program.
- The school staff is comprised of 16 certificated teachers and 18 classified support staff.



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School Motto:

- “A School of Dignity and Respect”

Our Mission:

- Our safe and caring school community is built upon meaningful relationships and is committed to providing quality learning opportunities where students achieve academic excellence and become responsible global citizens.

Our Vision

- We act in a manner that models respect, responsibility, and recognizes the inherent dignity and worth of all individuals.
- We endeavor to create confident, caring children through meaningful relationships that are founded upon a belief in empowerment and trust.
- We work collaboratively as a professional learning community building upon a tradition of best practices, so that all students can achieve high standards academically, socially, and behaviorally.
- We interact with students in a manner that promotes creative and critical thinking skills.
- We share and celebrate student, staff, and community accomplishments with pride.
- We welcome students, parents, and community members to be active participants of our learning community.

Our Beliefs

- All children can grow and experience success when provided meaningful and engaging ways to learn.
- Children have the best opportunity for growth when home and school work collaboratively.
- The inclusion of ‘student voice’ contributes to the overall positive learning environment.
- The most successful children are those who take responsibility for their learning and for their actions.

Programing Highlights:

- The school offers two full-day kindergarten programs on Mondays and Wednesdays, as well as on Tuesdays and Thursdays, and select Fridays.
- Pine Street Elementary School has two PALS centers; set up with the support and programming from 2 certificated staff, 7 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. Support is provided for students with diverse learning needs throughout integrated classrooms.



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

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

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.**

STRATEGIES:

FOCUS YEAR ONE: 2021-22

- 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 and teaching styles.
- Offer opportunities for educators to participate in peer-to-peer classroom observations throughout the school and within our feeder group of schools.
- 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 CSL Math Benchmarking, as well as use of the Math Equals manipulatives kits throughout the school. The Division's writing continuum will continue to be used 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 complement the professional practices and preferences of our teaching staff.



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

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

RESULTS:

Pine Street Elementary has enhanced student learning by focusing on research-based teaching practices proven to improve students' achievement. This has had a positive impact on our students' achievement via the Provincial Achievement Exam results, 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 focusing on using the Strengthsfinder resource from Gallup 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.



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Assurance Survey

- 72.9% of parents are satisfied or strongly satisfied with the quality of education their child is receiving at school.
- 63% of parents agree or strongly agree that their child is learning what they need to know at school.
- 75% of parents are satisfied or strongly satisfied with the quality of teaching at school.
- 80% 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

- 87.34% of parents either agree or strongly agree that their child is demonstrating growth in literacy.
- 87.34% of parents either agree or strongly agree that their child is encouraged to do their best.
- 79.75% of parents either agree or strongly agree that their child’s individual needs are met.
- 80.52% of parents are satisfied or strongly satisfied with the quality of education their child is receiving.

STAR Results

- Grade 1: 92% of students demonstrated a minimum of 1 year of growth.
- Grade 2: 93% of students demonstrated a minimum of 1 year of growth.
- Grade 3: 60% of students demonstrated a minimum of 1 year of growth.
- Grade 4: 63% of students demonstrated a minimum of 1 year of growth.
- Grade 5: 68% of students demonstrated a minimum of 1 year of growth.
- Grade 6: 62% of students demonstrated a minimum of 1 year of growth.

Provincial Achievement Exams

Provincial Achievement Exams		Pine Street	EIPS	Prov
Grade 6 English	Acceptable Standard	95.9	87.8	76.1
	Standard of Excellence	36.7	25.5	18.9
Grade 6 Math	Acceptable Standard	93.9	82.4	63.0
	Standard of Excellence	26.5	20.8	12.4
Grade 6 Science	Acceptable Standard	91.8	87.8	71.4
	Standard of Excellence	59.2	39.8	24.3
Grade 6 Social	Acceptable Standard	89.8	82.4	67.9
	Standard of Excellence	26.5	29.7	20.8



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

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

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

STRATEGIES:

FOCUS YEAR ONE: 2021-22

- 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.).
- Linking STAR results, Guided Reading levels, Fountas and Pinnell benchmarks and Raz Kids to accurately assess student achievement levels.

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.



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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.
- 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).

RESULTS:

Pine Street Elementary has enhanced student thinking, critical thought, 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 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

- 72.9% of parents are satisfied or strongly satisfied with the quality of education their child is receiving at school.
- 63% of parents agree or strongly agree that their child is learning what they need to know at school.
- 75% of parents are satisfied or strongly satisfied with the quality of teaching at school.
- 80% 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

- 87.34% of parents either agree or strongly agree that their child is demonstrating growth in numeracy.
- 87.34% of parents either agree or strongly agree that their child is encouraged to do their best.
- 79.75% of parents either agree or strongly agree that their child's individual needs are met.
- 80.52% of parents are satisfied or strongly satisfied with the quality of education their child is receiving.



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

STRATEGIES:

FOCUS YEAR ONE: 2021-22

- 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 student 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, pencils, 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.
- 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' 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, 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.



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MEASURES:

- 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. They will 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.

RESULTS:

Pine Street Elementary has continued to build on its safe, nurturing, and motivating school culture through school-based events such as the Terry Fox Run, the Strathcona Christmas Bureau and Food bank drive, family dance and family movie night. 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 Saffron presentations for our grades 4 through 6 students. We have also focused on our LGBTQ community, using Altviv to present on different types of families and anti-bullying with our students. We have continued the use of the DARE program with our grade 6s, delivering lessons on drug abuse and resistance education, and 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 morning announcements but also by being incorporated into a variety of interactions, procedures, and physical structures throughout the school.

Assurance Survey

- 75% of parents either agree or strongly agree that the school is a welcoming place to be.
- 75% of parents either agree or strongly agree that teachers care about their child.
- 63% of parents either agree or strongly agree that their child is safe at school.
- 63% of parents either agree or strongly agree that students at school respect each other.



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- 75% of parents either agree or strongly agree that their child is encouraged to do their best at school.
- 63% of parents either agree or strongly agree that students at school care about each other.
- 83% of parents are either very satisfied or satisfied with the variety of subjects available to their child at school.

EIPS Parent Survey

- 70.89% of parents either agree or strongly agree that their child has an understanding of First Nations, Metis and Inuit culture and history.
- 78.49% of parents either agree or strongly agree that their child is learning the knowledge, skills and attitudes necessary to be successful in life.
- 87.34% of parents either agree or strongly agree that their child is encouraged to do their best.
- 79.75% of parents either agree or strongly agree that their child's individual needs are met.
- 80.52% of parents are either satisfied or very satisfied with the quality of education their child is receiving.
- 87.02% of parents are either very satisfied or satisfied with the quality of teaching at school.
- 77.92% of parents either agree or strongly agree that their child's school encourages their child to be a responsible, respectful, and engaged citizen.
- 88.42% of parents either agree or strongly agree that school staff care about their child.
- 89.61% of parents either agree or strongly agree that their child's school is safe.