



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Pine Street Elementary

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 2023/24 school year.
- Regular inclusive programming is offered for students in kindergarten (ECS), and grades 1 through 6.
- Our 2023-2024 enrolment is approximately 365 students, which includes 60 students in District Programs (described below).
- The school staff is comprised of 21 certificated teachers and 17 classified support staff.
- We offer two District Special Needs Programs, five half day PALS (Play And Learn at School) and two Connections Center (Autism Program).

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 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.



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- 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.

Programing 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 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.

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SCHOOL GOAL 1:

SCHOOL GOAL 1: Pine Street Elementary will enhance student engagement and achievement by focusing on research-based effective teaching practices and their implementation throughout the school.

Smart Goal: 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 Whitaker in his publication “What Great Teachers Do Differently”. All classes will demonstrate growth through STAR Literacy, STAR Mathematics, as well as Teacher Assessments and student portfolios.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

STRATEGIES:

- 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 Whitaker, “What great Teachers Do Differently,” which focuses on implementing research-based strategies for classroom instruction and correlates directly with increasing student achievement.
- We will also continue to focus on the work of Shelley Moore and her differentiation, inclusion, understanding by design, 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 Literacy), Math (STAR Mathematics) 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 of our teaching staff.

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- 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, Math Fact Fluency kits, 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:

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: cognitive skills.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: language and communication.
- The percentage of EIPS stakeholders who agree children are demonstrating growth in their development as a result of being in the PALS program.
- The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.
- The percentage of Grade 3 Students reading at grade level.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students’ individual needs are met.
- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- The percentage of families who agree their child’s learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I’ve had opportunities to grow at work.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.



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- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of EIPS staff who agree, I have the materials and equipment I need to do my work.
- The percentage of EIPS staff who agree overall, I am satisfied with my school or department as a place to work.
- The percentage of Grade 3 students performing mathematics at grade level.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: social skills and approaches to learning.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.



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SCHOOL GOAL 2:

SCHOOL GOAL 2: Pine Street Elementary will enhance students' critical thinking, problem-solving skills, and creativity.

Smart Goal: 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 literacy and Mathematics as well as teacher assessments and student portfolios.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 3 Enhance High-Quality Learning and Working Environments; Quality Infrastructure for All.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

STRATEGIES:

- 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 students' classroom portfolios and reference the Elk Island Public Schools (EIPS) writing continuum to assist with leveling our students' 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:

- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: social skills and approaches to learning.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: cognitive skills.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures: language and communication.
- The percentage of EIPS stakeholders who agree children are demonstrating growth in their development as a result of being in the PALS program.
- The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.
- The percentage of Grade 3 Students reading at grade level.
- The percentage of Grade 3 students performing mathematics at grade level.

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- The percentage of EIPS stakeholders who agree students' individual needs are met.
- The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.
- The percentage of families who agree the literacy skills their child's learning at school are useful.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.
- The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of families who agree students find schoolwork interesting.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of EIPS staff who agree, I have the materials and equipment I need to do my work.
- The percentage of EIPS staff who agree overall, I am satisfied with my school or department as a place to work.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.

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SCHOOL GOAL 3:

SCHOOL GOAL 3: Pine Street Elementary will maintain a positive school culture promoting the academic, emotional, and social needs of students.

Smart Goal: 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/caregiver satisfaction with the quality of education their children experience as measured through the annual Provincial Assurance and EIPS surveys.

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

STRATEGIES:

- 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 recognize students doing the right thing and highlighting these positive behaviors with sunshine calls home and 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, Monthly Smudging, First Nations Friday announcements which are also included in our Bears Blog newsletter, First Nations Tea and Bannock night etc).
- Continue to build student resources to promote diversity and acceptance throughout our school with a broad focus on our Special Needs students with our PALS and Connection program students and their unique neurodiversity.
- 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 Strathcona Library, senior's lodge, Capital Heath facilities, Drug Abuse Resistance Education (DARE), Saffron, Altview organizations, linking generations programing with seniors, Strathcona Mental Health Capacity building presentations, Strathcona Family and Community Services, etc.
- Provide opportunities for students and staff to be involved in planning various leadership school activities, such as March Madness reading challenge, Inspirational Math Week, Choir, 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.

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MEASURES:

- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.
- The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.
- The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of students who agree they are safe at school.
- The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of EIPS stakeholders who agree staff care about students at their school.
- The percentage of EIPS staff who agree someone at work cares about me as a person.
- The percentage of students who agree their teachers care about them.
- The percentage of families who agree teachers care about their child.
- Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in my school.
- The percentage of EIPS staff who agree overall, I am satisfied with my school or department as a place to work.
- The percentage of EIPS staff who agree, I have the materials and equipment I need to do my work.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of families satisfied with the overall quality of basic education.
- The percentage of teachers, families and students satisfied with the overall quality of basic education.
- The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS staff who agree I receive recognition or praise for doing good work.
- The percentage of EIPS staff who agree my colleagues are committed to doing quality work.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.

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- The percentage of EIPS stakeholders who agree students are encouraged to do their best.
- The percentage of teachers, families and students who agree students are engaged in their learning.
- The percentage of families who agree their child's learning what they need to know.
- The percentage of families who agree students find schoolwork interesting.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being.
- The percentage of EIPS stakeholders who agree students have an understanding of First Nations, Métis and Inuit culture and history.
- The number of students self-identifying as First Nations, Métis and Inuit as of June 30.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: awareness of self and environment.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: social skills and approaches to learning.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: cognitive skills.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: language and communication.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: physical development: fine-motor.
- The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones— pre-test and post-test measures: physical development: gross motor.
- The percentage of EIPS stakeholders who agree children are demonstrating growth in their development as a result of being in the PALS program.
- The percentage of EIPS stakeholders who agree children are becoming ready to enter Grade 1 as a result of being in the kindergarten program.
- The percentage of Grade 3 Students reading at grade level.
- The percentage of EIPS stakeholders who agree students' individual needs are met.
- The percentage of families satisfied with the special support their child receives at school.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.