

School Education Plan and Results Report
2012-2015
Year 2



Elk Island Public Schools



School Profile and Foundation Statements

School	Pine Street Elementary (K-6)
Principal	Mrs. Evelyn Gaudet
Assistant Principal	Mr. Lyle Kadatz
School Motto	“A Tradition of Pride and Excellence”

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 utilize a variety of teaching strategies to enable all children to strive for personal excellence.
- We work together as a professional learning community that builds upon a tradition of best practices, so that all students can achieve high standards academically, socially and behaviourally.
- 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 partners as active members of our learning community.

Our Beliefs

- All children can learn and experience success.
- Children have the best opportunity for growth when home and school work as a team.
- The most successful children are those who take responsibility for their learning and for their actions.
- Children learn from peers, adults, and members of the greater community.
- When children are taught in meaningful and engaging ways, their knowledge, skills, and attitudes improve.

Our School

Pine Street School is nestled in the heart of Sherwood Park. The school has a population of approximately 505 students with 41 certificated and classified staff this year. There are sixteen classrooms in grade one to six with four ECS centers (two in the morning, two in the afternoon). Approximately 50% of the students that attend Pine Street are bused from south Clarkdale Meadows, Summerwood, and acreage properties to the south of Sherwood Park. About 95% of the students remain at school for the lunch break.

The original Pine Street school facility built in 1963, with an addition added in 1971, continues to be upgraded, especially in the area of technology. Each classroom is equipped with an LCD projector, FM system, and Smart Technologies. Students have access to a full computer lab, wireless laptops and iPads for use in the classroom and library. Several classrooms have document cameras and Apple TV is available for use in the library as supplementary learning tools. Thanks to an active and supportive parent council, a new playground was constructed on the school's outdoor envelop.

Our students, staff, and families continue to demonstrate *A Tradition of Pride and Excellence* by actively supporting our vibrant learning community and assisting students to achieve academic, social, and behavioural growth. The Pine Street school community strives to provide a diverse variety of opportunities for each and every child through active, daily involvement in learning at school. Students benefit from the gifts and talents of our school community members and volunteers, who share their expertise and enhance our learning environment. Research clearly indicates that parent-school partnerships are vital for student success. Our staff and families demonstrate character, competence, and collaboration by fostering relationships that make learning possible, thus enabling success for all students.

Traditions are an integral part of life at the school. Many activities and events are part of the historical fabric woven into student daily life at Pine Street.

- The school hosts a public speaking contest referred to as the Campbell-Cribb Speaking Experience. Students who excel at our school level will move on to a competition at the system level. This event enhances the Language Arts curriculum as students plan, write, edit, and orally present a speech they have written. The winning speeches are shared in a school wide assembly. This event has become an annual event with tremendous support from our families.
- Dancerama is an annual event where students are able to share their love for music, creativity, and dance.
- Pine Street School supports FNMI (First Nations, Metis & Inuit) learning with increased cultural awareness through special projects and presentations. The project in 2013-2014 connects art and literature to encourage appreciation and awareness of First Nations, Metis and Inuit life.
- We encourage exploration of fine arts through special projects and presentations. Cornerstone learning opportunities such as artist in residence programs and group performances such as Salisbury Theatre Students and Alberta Opera are highlights of the school year.
- Our vibrant school choir is a creative opportunity for students in grades 3-6 who share a love for singing at school and community events.
- Grade four students actively participate in a successful recycling program during the noon hour that supports their learning in science: Waste and Our World.
- Pine Street offers an active cross country/ outdoor running club in the fall which is open to students in grade three to six with students participating in the Harrier Races and then the EIPS Invitational Race in the spring. During the winter months, students practice and take part in the short track indoor races held throughout the city of Edmonton, such as the Edmonton Journal Games.
- Pine Street's Leadership Program for grade six students continues to expand with students displaying leadership at the school level and community level.
- Intramurals are organized during the cold winter months and involve our grade one to six students in a variety of physical activities in the school gym.

Pine Street School Goals:

- Pine Street students are responsible global citizens.
- Pine Street students have excellent competency and skill in written expression.
- Pine Street students are engaged confident learners and problem solvers.
-

Elk Island Public Schools Goals:

- Students have engaging and collaborative learning experiences that prepare them to be active, creative, and knowledgeable participants in our global society.
- Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem-solvers.
- Students are global citizens who respect and value diversity.
- *All* students have their individual needs met within inclusive learning environments.

Elk Island Public Schools Guiding Principles:

- We provide our students with access to high quality education.
- We make decisions in the best interests of our students.
- We make decisions that reflect our core values and align with division and school goals.
- We make decisions based on equity of resources and opportunities.
- We are accountable to our students, our communities, and our division.
- We meet students' needs through cooperative efforts in the design and delivery of effective programs.
- We share responsibility for creating and nurturing relationships that respect diversity and community uniqueness.
- We form relationships based on trust, confidence, respect, and open communication.

Provincial Goals:

Goal 1: An excellent start to learning

Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Goal 2: Success for every student

Students achieve Alberta's student learning outcomes and demonstrate citizenship, entrepreneurship, and proficiency in literacy and numeracy. The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.

Goal 3: Quality teaching and school leadership

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Goal 4: Engaged and effective governance

The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.

School Based Professional Learning Day	Topic and brief description of plan (1 to 2 sentences)	Linked to School Goal
November 01	Positive behaviour Supports- A continuation of work started in August: What do we do with the Data? Looking at tracking behaviour and how to take effective data collection. Introductory information, powerpoints and video on: Inclusive Education, Curriculum Redesign, Literacy and Numeracy Benchmarks and Student Learner Assessments. Discussion and sharing of: Accountability Pillar and PAT results for last year. Beyond Digital Literacy Team shares project work from 2Learn Project: WEB 2.0 Tools; Discovery Education- Introduction to website usage.	Pine Street students are engaged confident learners and problem solvers.
April 11	Inspiring Education- Three E's: Making the shift in vision-using principles and competencies to meet our goals on citizenship, writing competency and engaged, confident learners and problem solvers. Grade Group work: Alignment of yearly outcomes to the Inspiring vision and integration of technology in our curriculum for students. 2Learn Tech Team: Sharing of the collaboration project with cross-grade teams; Discovery Education: a wealth of resources that can be used by teachers and students.	Pine Street students have excellent competency and skill in written expression. Pine Street students are engaged confident learners and problem solvers.
May 16	Global Citizenship- leadership and ethical citizenship; core values, character virtues and being a leader. Grade Group work: development of action plan to meet ethical citizenship and core values. 2Learn Tech Team: digital tools for students that offer diversity and differentiation.	Pine Street students are responsible global citizens. Pine Street students are engaged confident learners and problem solvers.

Pine Street Elementary School Goal 1

- Pine Street students are responsible global citizens.

Strategies

- Staff will create a school based plan for an effective and engaging continuation of teaching character traits that support being an ethical citizen: such as respect, empathy, responsibility, self-control, conscience and tolerance.
- Staff promote the Positive Action Plan regularly to help students resolve conflicts and behavior concerns. The plan will be shared with students and communicated to the parents.
- The grade 4's will continue to encourage waste free lunches and recycling to our school community.
- Staff will continue to encourage responsible behavior and will acknowledge such behavior through a variety of means including the Paws for Applause certificates. . Paws for Applause certificates will be sent home and draws will be made for prizes.
- Students have opportunities for students to write to and receive letters from pen pals in other cities and/or countries will develop global understandings of the world.
- Staff will use technology to support global citizenship, such as through virtual museum tours and video conferences. Look at implications of being digital citizens and the respectful use of technology.
- Administration will work closely with the EIPS Student Transportation, individual bus drivers, and bus students to ensure students feel safe on their way to and from school on the bus.
- Presentations and special events will be organized to promote safety topics: anti-bullying, cyber bullying, fire safety, understanding and appreciation of differences
- Students will be given opportunities to be a part of the school community by encouraging them to become involved in school activities, such as intramurals, the Running Club, Leadership, etc.
- The Grade Six Student Leadership Team and students in all grades will reach out to the greater community with a variety of projects, such as: Christmas Bureau, Food Bank, fostering a child via Hope International, Hope Mission, visiting Clover Bar Lodge, Terry Fox Run, Rick Hansen, Community Garden, making bears for the Stollery, etc.
- We will continue the DARE program in grade five, and support the RCMP in their DARE training program across all grades.
- We will continue buddy system connecting division one and two students, which allow older students to mentor younger ones.
- We will continue with the development of our FNMI program by increasing student awareness, understanding, and appreciation of different cultures.
- We will investigate and make available resources for students and staff: Have you Filled your Bucket Today?, Building Moral Intelligence, and so forth
- We use of class meetings and school wide assemblies to discuss student concerns, issues and provide positive feedback for exemplary student achievements.
- Students will demonstrate responsible actions which encourage recycling, reuse and reduction of waste.
- Students will be able to identify and use character traits that support positive relationships and ethical citizenship such as respect, empathy, responsibility, self-control, conscience and tolerance.
- Provide opportunities for students to take on leadership roles for humanitarian purposes.
- Professional development opportunities for staff will be explored to promote, character education, respectful global citizenship and positive behavior choices.

- Parents will be encouraged to model responsible citizenship to their children by reading the monthly newsletter, attending school meetings and activities, and being active members of the school community.
- Students will be encouraged to explore and become involved in leadership opportunities presented to them.

Performance Indicators

- Accountability Survey
- Positive Action Plan
- Paws for Applause

Accountability Pillar Overall Summary		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Survey Results			
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Pine Street Elementary School	77.8	91.7
	Province	83.4	82.0
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 school.	Pine Street Elementary School	83.0	94.8
	Province	89.0	88.1

Accountability Pillar School Detailed Results		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>		2013	2014	2015
Survey Results							
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Pine Street Elementary School	77.8	91.7	Actual Result	77.8	90	92
				Target	88.0		
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 school.	Pine Street Elementary School	83.0	94.8	Actual Result			
				Target			

School Education Results Report (2012/2013)

The results of the Accountability survey were disappointing this year. Staff felt a great deal of work had been completed in the areas of active citizenship and safe and caring at school. All strategies currently being used are pertinent and valuable. A great deal of work has been put into professional development for staff regarding Positive Behaviour Support for the 2013-2014 school year. Implementation of positive behaviour plans and safety plans encourage a safe and caring environment for all students at Pine Street. It was felt that we are doing many great things and that perhaps our school community is not aware of the work being done. It was thought that we need to place greater emphasis on why we do what we do in regards to safety and global citizenship. We hope that by increasing communication surrounding our leadership and citizenship activities, we will see improvement in the results next year. A wide variety of activities and events have been

established over the years and we will continue to evaluate the effectiveness and relevance to global citizenship. Last year, necessary changes to some of the traditional events and daily routines may not have been well received, which could be account for the decline in results. When asked for input, Parent Council indicated they see global citizenship as caring for the environment, working together and taking initiative to make things better, helping others and treating each other with respect. They see value in supporting charitable organizations. Bullying and cyber-bullying are topics where further support is needed.

Pine Street Elementary School Goal #2

- Pine Street students have excellent competency and skill in written expression.

Strategies

- Teachers implement and revise, as needed, the scope and sequence resources developed during the 2012/2013 school year.
- Educational Assistants will be engaged in developing materials that support THE PACT philosophy in order to support written expression, reading and speaking.
- We will collect baseline writing samples from students in the fall and add them to student portfolios to demonstrate progress and growth.
- Parents will encourage their children to proofread and edit their written responses to school assignments and to do their homework on a regular basis. They will encourage their children to provide well thought out responses and to consistently put forth their best effort.
- Students will write daily. They will learn to proofread and edit their work on a regular basis. They will engage in individual, paired and group work in a cooperative and collegial manner. They will put forth their best effort and will strive to improve their writing skills.
- Teachers will use assessment of written expression effectively to differentiate instruction and to maximize learning.
- Teachers will model and teach how to write narrative and functional text using prompts. They will develop grade appropriate rubrics for written expression to be used at all grade levels.
- Students will be taught how to use organizers for both functional and narrative writing. They will be encouraged to use descriptive vocabulary and content development skills. Students will be taught to identify errors during peer, group, or self-editing writing opportunities.
- Daily writing opportunities will be evident within our school; students will be given real and relevant opportunities to practice their written expression skills.
- Teachers will continue to expose students to a variety of literature in order to encourage vocabulary and content development skills: newspapers, poetry, cartoons, instructions, non-fiction
- Whenever possible, teachers will make the writing experience real and relevant; child centred and project-based.
- Teachers will encourage an awareness of audience by providing student sharing opportunities in cross grade groupings.
- Students will create banks of grade appropriate, high frequency, descriptive, and engaging words. This could be through word walls or personal dictionaries.
- Staff will be encouraged to attend PD opportunities which focus on the writing process and the development of student skills in this area.
- Technology will be integrated into the writing process, where appropriate. Access to expert writers, topics of interest, and use of applications to aid students with spelling, keyboarding, will help make the writing process more successful and enjoyable for students with challenges.
- Teachers at Pine Street School will utilize resources available: 6+1 Writing, Daily Five, Daily Café, Balanced Literacy, Lucy Calkins, etc.
- Administration will consider a “Writer in Residence” opportunity to provide students an opportunity to work with a guest author for tips and inspiration with writing.
- Administration will consider a “Write in Week” initiative much like “Read in Week”.

- Teachers to look at possibly alternating DEAR (Drop Everything and Read) time and a writing segment DEW (Drop Everything and Write) throughout the school year.

(Please note Goals 2 and 3 share performance indicators. Refer to the end of Goal 3 for a review of the performance indicators and a discussion of results.)

Pine Street Elementary School Goal #3

- Pine Street students are engaged confident learners and problem solvers.

Strategies

- Teachers will participate in professional development focused on problem solving across the curriculum.
- Teachers will continue to use manipulatives in mathematics instruction.
- Teachers will use formative and summative assessment to differentiate instruction and to maximize learning.
- Teachers will use IPPs, BIPS and Safety Plans, when necessary, to ensure that all students are engaged and performing at their level.
- Teachers will model engagement and an appreciation of learning in positive and safe classroom settings.
- Teachers will continue to set high standards with an understanding of individual differences.
- Teachers will increase the number of opportunities for students to engage in open-ended, student centred projects and to work with peer groups
- Teachers will make learning activities and experiences real and relevant.
- Teachers will provide increased opportunities for students to work collaboratively.
- Staff will be provided PD opportunities which focus on student engagement and collaborative practices.
- Technology will be integrated into lessons to encourage collaboration and problem solving among students.
- Parents will receive information on how to support their children’s learning.

Performance Indicators

- Accountability Survey
- PAT results
- Teacher generated tests and assignments
- Standardized testing
- Student portfolios
- Exemplars

Accountability Pillar Overall Summary Survey Results		Current Result 2013	Previous 3-yr Average
	Pine Street Elementary School	87.3	90.9

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	Province	81.5	80.7
Overall teacher, parent and student satisfaction with the overall quality of basic education.	Pine Street Elementary School	93.0	95.5
	Province	89.8	89.3

Accountability Pillar Overall Summary		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Provincial Achievement Tests			
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	Pine Street Elementary School	94.4	96.1
	Province	79.0	79.2
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	Pine Street Elementary School	34.7	32.4
	Province	18.9	19.9

Provincial Achievement Tests Detailed Results		Current Result 2013		Previous 3 year Average	
		Acceptable	Excellent	Acceptable	Excellent
Elementary					
English Language Arts 3	Pine Street Elementary School	96.2	28.3	97.6	36.8
	Province	81.5	17.8	81.8	19.2
Mathematics 3	Pine Street Elementary School	90.6	45.3	93.9	38.9
	Province	76.5	25.5	77.1	25.8
English Language Arts 6	Pine Street Elementary School	95.0	30.0	97.4	17.3
	Province	82.5	16.3	83.0	18.4
Mathematics 6	Pine Street Elementary School	83.8	30.0	88.2	26.4
	Province	73.0	16.4	74.2	17.2
Science 6	Pine Street Elementary School	92.5	43.8	93.1	42.5
	Province	77.5	25.9	76.9	26.5
Social Studies 6	Pine Street Elementary School	88.8	21.3	86.7	24.1
	Province	72.7	19.0	71.8	18.1

**The percentages achieving the acceptable standard include the percentages achieving the standard of excellence*

Results are based on all students registered in that grade. Students who did not write the achievement test (excused from writing or absent) are included in the calculation of the results.

School Education Results Report 2012/2013

Goal #2 - Pine Street students have excellent competency and skill in written expression

Teachers continually expose students to quality literature. Collaboration with other teachers in the district during school based development days in 2012/2013 resulted in a scope and sequence for written expression in all grades. These show a continuum of development for student writing.

Development of rubrics to assess student writing was developed and exemplars were being collected. On the Language Arts PAT's over 50% of our students achieved excellence in reading. Nearly 25% of our students were approaching excellence in writing organization. Overall, 16% of our students achieved excellence in writing. Teachers will continue to develop narrative and functional writing skills. We will continue to support written expression opportunities with the Campbell -Cribbs Speech competition and EIPS district competition as one of the highlights. Parent input indicated these were important events to encourage students to take their ideas and put it in written form. Clear, logical ideas expressed with confidence were the desired outcome for student writing by our parent group.

Goal #3 - Pine Street students are engaged confident learners and problem solvers.

Our staff continue to work hard on maintaining a standard of excellence in all curricular areas. They encourage the attitudes and behaviours that the students will need to be successful after they leave Pine Street Elementary. A great deal of collaborative work in areas of writing and mathematics took place this past year. Significant increases in standard of excellence can be seen in Mathematics 3 and Language Arts 6. Students are learning personal strategies to solve math problems. They effectively use manipulatives and hands on tools available to them.

Moving toward the future, teachers will be required to implement the new initiatives being brought forth from Alberta Education: Inclusive Education, Curriculum Redesign, Student Learning Assessments and the Learning and Technology Policy Framework which will inform their teaching practices over the next years. Technology will be used to support student-centred, personalized, authentic learning for all students. As a school, we will need to determine: allocation and access to technology, protocols for safe and effective use of technology and what teaching resources will be needed. Teachers, administrators and other education professionals will be required to work together in order to develop, maintain, and apply technology skills for student learning. The needs of all students are to be considered, and this will have a great impact on what will be required to engage students, to encourage peer collaboration and to develop problem solving skills.

Our work is complex. The world is changing. The use of technology will be vital. We must continue to honour the traditions of the past and also bring together the goals and expectations needed for the future. Our goal is to do the best we can for our students, so that they will be successful in their future. The skills, behaviours and attitudes will look different from that of the past. We will strive to communicate these changes to our community and include input from all stakeholders in our day to day work and decision making.

Additional Accountability Pillar Survey Results

Accountability Pillar Overall Summary		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Pine Street Elementary School	79.1	79.9
	Province	80.3	79.9
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Pine Street Elementary School	80.2	84.5
	Province	80.3	79.8

Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	Pine Street Elementary School	71.9	87.8
	Province	80.6	80.0

School Council Involvement and Communication of Plan

Our School Parent Council is made up of a dedicated group of parents who support the work in our school in many different ways. During the first meeting in September a working executive is established. At the scheduled meetings, the school board trustee, administration and teacher liaison reports are used as the base for information sharing and gathering input on topics such as new educational initiatives; accountability pillar results, school education plan and budget. Last year, the School Parent Council amended their School Society bylaws and created a Volunteer Parent Society to ensure compliance with fundraising protocols. The Pine Street Volunteer Parent Society has provided funds for some field trip bussing costs, teacher support materials and technology tools.

We value the support received from our parents and respect the input provided. Through this collaboration and teamwork we hope to achieve great things at our school. We hope to improve the degree of satisfaction with the amount and type of communication between school and home. Teacher newsletters, school newsletters, eTeacher pages, website and Twitter will continue to be used to communicate to the school community. We hope to continue with the opportunities for parents to provide feedback regarding their children’s education at our parent council meetings and at the COSC meeting at the district level.

Additional Information

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.

Please refer to the supplemental data package at <http://www.eips.ca/documents> for detailed school, jurisdiction and provincial results.