

School Education Plan

Pine Street Elementary

2025-26



School Education Plan for the 2025-26 School Year

Pine Street Elementary

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 Kurtis and Lorna Hewson using their publication and web resources for “Collaborative Response”. All classes will demonstrate growth through the Alberta Government Screeners (K-3), grade 6 Provincial Achievement Tests as well as teacher assessments and student portfolios.

Related Division 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.

Strategy

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STRATEGIES:

- This goal centers on research-based effective teaching practices and implementing these techniques throughout the school community. We will continue year four of our journey with a focus on incorporating the teaching techniques supported by the educational research of Kurtis and Lorna Hewson, “Collaborative Response,” 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.
- 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 Alberta Government Screeners, 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.
- Staff will engage students in mathematical thinking by utilizing resources such as Math Makes Sense along with Number Talks, Math Warmups, math games that develop problem solving skills and build confidence, 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. 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.

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M32	The percentage of students who achieved the standard of excellence in: Grade 6 Language Arts PAT.	20.50%	No Result	No Result	
P1	G2	M38	The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.	87.01%	85.90%	95.00%	
P1	G2	M45	The percentage of students who achieve the standard of excellence in: Grade 6 Mathematics PAT.	34.10%	No Result	No Result	
P1	G2	M46	The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.	85.71%	85.90%	93.75%	
P1	G2	M58	The percentage of teachers, families and students who agree learners are engaged in their learning.	82.60%	78.50%	79.40%	

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SCHOOL GOAL 2

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 provincial screeners as well as teacher assessments and student portfolios.

Related Division 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.
- Priority 2, Goal 2: Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

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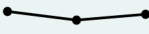
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Strategy

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.
- 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).

Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M52	The percentage of teachers and families who agree students are taught the attitudes and behaviours to be successful at work and when they finish school.	85.70%	78.10%	83.20%	

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M53	The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.	89.61%	87.18%	92.50%	
P1	G2	M57	The percentage of parents and caregivers who agree their child's learning what they need to know.	75.00%	70.60%	83.30%	
P1	G2	M58	The percentage of teachers, families and students who agree learners are engaged in their learning.	82.60%	78.50%	79.40%	
P1	G2	M59	The percentage of EIPS stakeholders who agree students are encouraged to do their best.	92.21%	96.15%	97.50%	
P2	G1	M72	The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.	92.21%	89.61%	94.81%	
P2	G1	M77	The percentage of families satisfied with the quality of teaching at their child's school.	83.30%	94.10%	91.70%	

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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.

Related Division Goals

- Priority 2, Goal 1: Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.
- Priority 2, Goal 2: Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.
- Priority 3, Goal 1: Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

Strategy

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.

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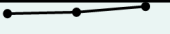


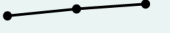
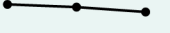
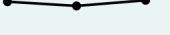
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- Continue the multi-prong approach to our First Nations, Métis and Inuit education to promote cultural exposure and acceptance of diversity within our student population (i.e., blanket exercises, land-based learnings, author visits, EIPS's consultant 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 capacity 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. (Autism Awareness Month)
- Continue to build student capacity to promote diversity and acceptance throughout our school with a broad focus on different types of families incorporating LGBTQ using organizations Like Safron 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, 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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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P2	G2	M79	The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.	92.21%	93.51%	98.70%	
P2	G2	M85	The percentage of parents and caregivers who agree teachers care about their child.	91.70%	94.10%	83.30%	
P2	G2	M86	The percentage of students who agree their teachers care about them.	76.70%	76.50%	87.50%	
P2	G2	M91	The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.	80.33%	86.55%	90.98%	
P2	G2	M93	The percentage of students who agree they are safe at school.	85.70%	83.20%	78.70%	
P2	G2	M94	The percentage of EIPS stakeholders who agree their school is safe.	97.40%	93.51%	98.70%	

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P3	G1	M126	The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.	88.16%	93.33%	94.74%	
P3	G1	M127	The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.	93.42%	90.67%	100.00%	