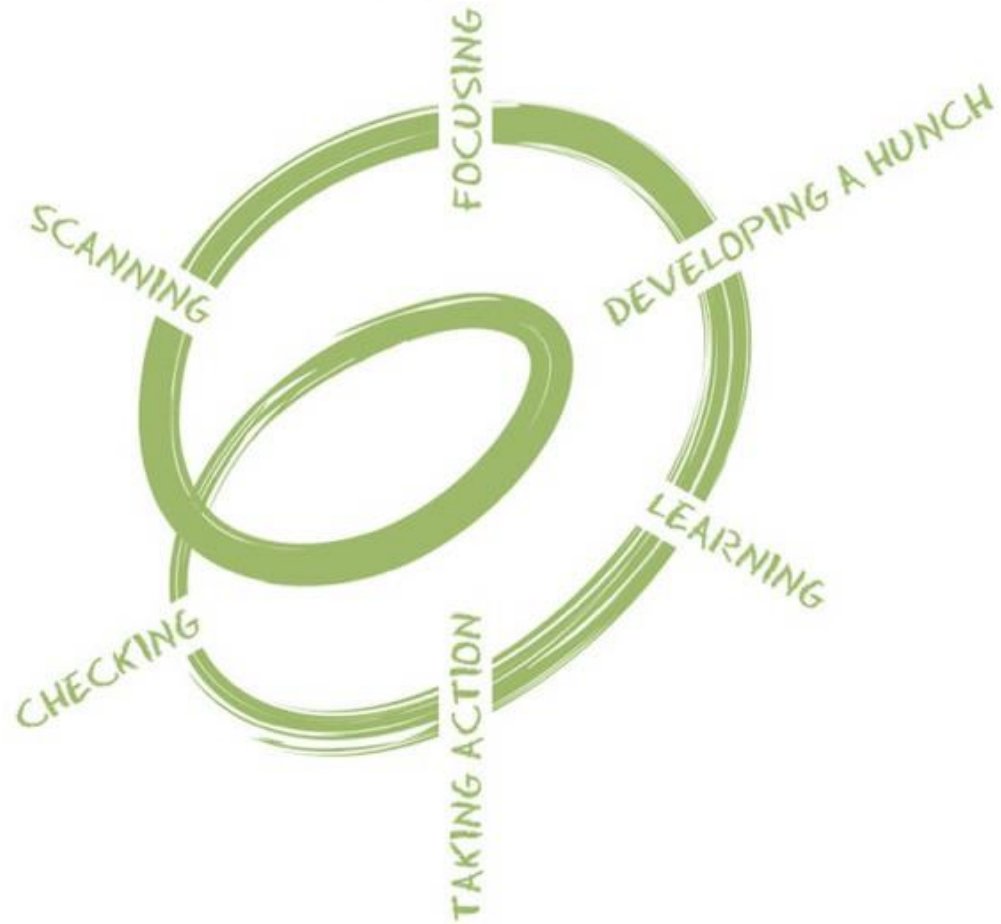


**School District 5 Southeast Kootenay
Action Plan for Enhancing Student Learning
2016-2019**



"Spirals of Inquiry for equity and quality"
Judy Halbert and Linda Kaser

Pinewood Elementary: Working together as a team in a friendly, supportive, accepting environment to nurture the development of the academic, social, emotional, physical and aesthetic potential of each of the students in our care.



School Context:

Pinewood Elementary School is the smallest school in the Southeast Kootenay District with a population of 120 students. At Pinewood, we have a breakfast program that allows our students to begin their day on the right foot, helping to ensure that they are well nourished and ready to learn. Healthy lunches are provided to those students who require a lunch from home. Our school is enrolled in the Fruits and Vegetables program and a Milk program.

A daily morning physical education program which includes all of our students and staff creates a collegial and familial atmosphere to our small but mighty learning community.

Our school community continues to flourish with the strong support of our Parent Advisory Committee, which helps to sustain programming for field trips and access to materials that may not be available to our students outside of the building.

With the exception of our kindergarten class, all of the classes are blended (combined).

22% of our student population is of Aboriginal Ancestry.

Close and constant communication with our teachers, teacher-librarian, student services teacher counsellor, Youth care worker, Behaviour resource teacher, Aboriginal Educational Support and our Educational Assistants helps to provide and sustain a strong support system for our students.

Inquiry Question:

With the small population of our school and the ease with which communication can be disseminated such as one to one, face to face conversations, creating common discourse with our 3 school goals needs to be evident, clearly articulated and visible to all stakeholders in our building. By ensuring this method of conveying our goals to our students and families in our school, the likelihood of effective communication is attainable. We aspire to make all of our learning visible to our stakeholders and will continue to do so in order to continue the same narrative that will address these goals.

Our school library is undergoing a change of flow, design and modernization. Providing student choice in materials and books that address their interests and reading levels continues to be an important focus and goal to our students' success.

For those students needing intensive behavior intervention, we are choosing to examine a different approach that will maintain the dignity of the learner as well as provide skills that may be lacking, so as to effectively self-regulate and self-determine.

Our focus questions that are driving our growth plan are:

How might we continue to increase engagement in the areas of reading and writing, especially in the areas of spelling and vocabulary so that success is had by all?

How might our student population experience a different behavior intervention mode, which addresses behavior issues such that the dignity of our learners is maintained throughout the process?

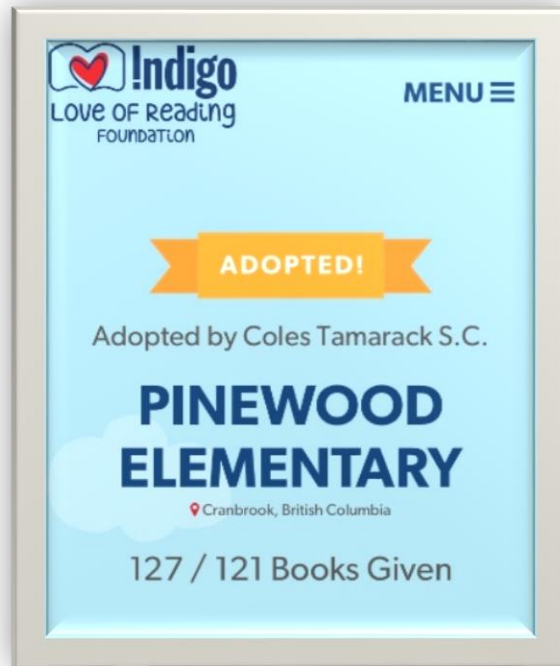
How might this behavior intervention model benefit and continue to foster positive student growth and self-image?

Our goal(s); we will...

- Continue with refining our writing program with a focus on spelling and vocabulary
- Continue to focus on maintaining quality reading instruction to best meet the needs of all learners
- Explore and implement a new behaviour management model which will focus on proactive and collaborative problem solving so that all students achieve success.

Successes:

- Students opportunities for reading are increasing as the use of technology and online resources allow for multiple entry points for readers
- Technology use has allowed for differentiated student focus and engagement
- Students continue to enjoy new resources, both digital and non - digital
- Students continue to demonstrate a strong non-fiction interest
- Students continue to receive feedback from working with a variety of adults
- Students are understanding and exploring the notion of flexibility of safe spaces where they can self – regulate, self - reflect and learn
- Students enjoy demonstrating their leadership skills when the opportunities arise
- A cohesive and solid approach to reading – Daily Five and Reading Power (Adrienne Gear) continues to help strengthen our students' literacy skills
- Creating a partnership with a local community bookstore helped to promote literacy awareness and its benefits



Challenges

- Due to the small school size and combined grade levels, teachers are challenged with playing multiple roles in the building
- Reading opportunities outside of school, such as home reading, modeling of reading and access to ability-linked materials poses a challenge to our learners
- Self-regulation strategies that empower our learners are needed

For students with challenges in the area of literacy, a specific focus on interventions and implementation of teaching strategies that will best meet their learning needs is optimal.

Focusing:

Evidence/Data

- School - created Student satisfaction survey for Collaborative and Proactive Solutions:
October – May
- Edudata : Gr. 4 Satisfaction survey
- School – 3 Step Write School - wide Writing Assessment **Adrienne Gear** (October, February, June)
- Parent / Guardian feedback during Communicating of Student Learning Conferences
- Documentation of student office referrals
- IEP goals
- PM Benchmark – Reading Assessment Resource



‘Writing has the power to quickly change a child’s life.’

‘Writing requires thinking, taking an idea and communicating it effectively.’ (p. 107).

Routman, R. *Read, Write and Lead: Breakthrough Strategies for Schoolwide Literacy Success*

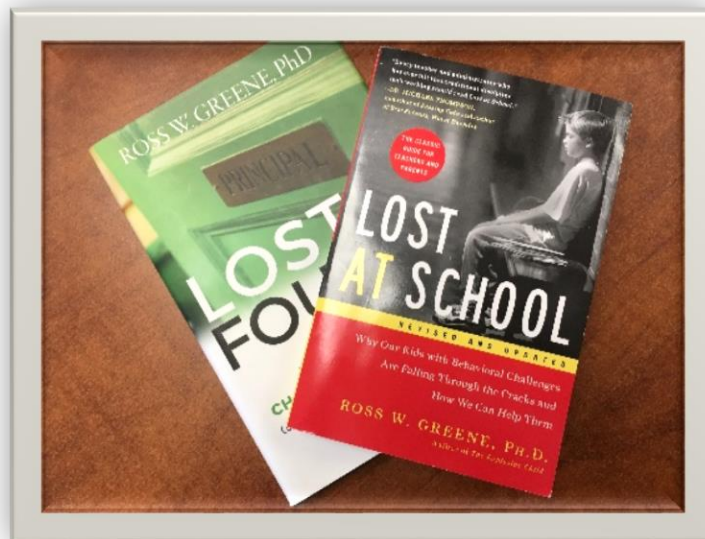
Alexandria, Virginia: Association for Supervision and Curriculum Development, 2014

New Professional Learning:

- A cohort of primary and intermediate staff will attend a Faye Brownlie workshop and share their experiences with the entire staff so as to build further knowledge on reading and writing strategies
- Building capacity among staff regarding comparing writing exemplars and discerning what is needed in terms of next steps for the students who may not be meeting grade appropriate standards in reading and writing
- Book study of Dr. Ross Greene – Lost at School and Lost and Found – followed by collaborative discussions with staff and students related to behavior intervention strategies
- Exploring and implementing reading strategies researched by: Adrienne Gear, Jennifer Serravallo, Faye Brownlie and Regie Routman.

‘Adult - imposed consequences cause a child to look outside of himself rather than inside himself for guidance on how to behave. We want kids looking inside, not outside for guidance.’

Greene, R. (2016). Lost & Found: Helping Behaviourally Challenging Students. New York: Scribner 2016.



Taking Action:

Narrowing our action plan to three main goals will help our focus. Being strategic and keeping the end goal in mind with regards to outcomes will help with maintaining a smoother trajectory. More timely communication with the parent / guardian community and staff regarding the progress of our goals will be a priority.

Celebrating our outcomes more frequently with regards to reaching milestones will also be a priority.

Communication Strategies:

- Provide exemplars of “Powerful” student writing in the School newsletter and in the building
- Celebrate writing on our bulletin boards – publishing and sharing
- Celebrate writing of students ‘in-house’, classroom and office visits, receiving recognition
- Informing parents by using quotes of the readings in our school newsletter and on school bulletin boards
- Communicating gains made in literacy on a regular basis at the PAC meetings
- Communicating to our larger parent/guardian community via PAC Facebook page



Parental/Community Involvement:

- Invite parents, guardians and families to our free “Bag a Book” events
- Extend book fair opportunities to twice a year, in collaboration with the Communication of Student Learning early dismissal interview times
- Continue with the One to One reading program
- Continue with the Therapeutic PAWs reading program
- Continue the partnership with the Cranbrook Rotary Club and their yearly dictionary donations to our Gr. 3 students
- Continue to communicate and endeavor to help our students achieve their IEP goals with all involved stakeholders



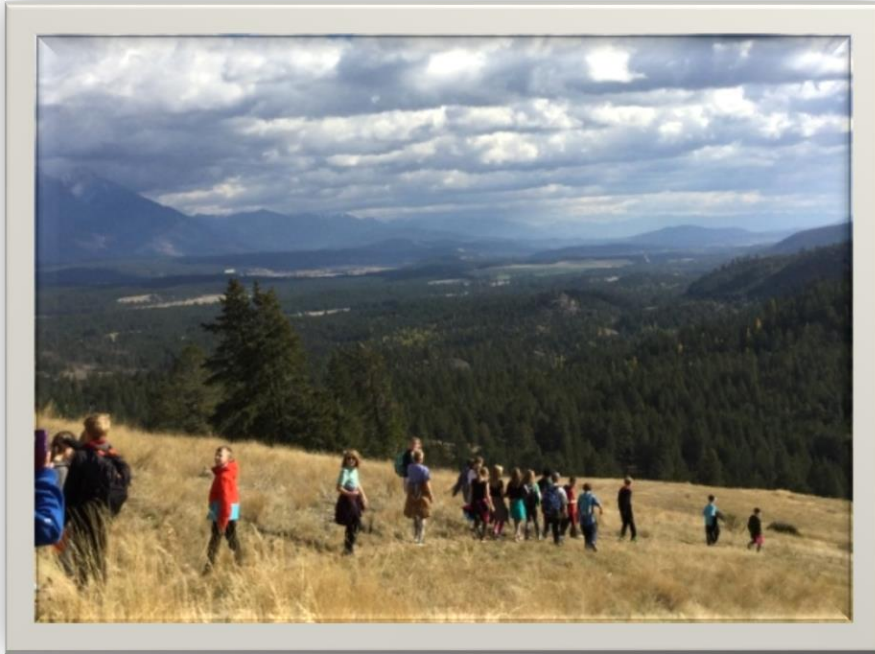
Connection to the District Goals:

Our school district goals are delineated below are:

To enable all students to graduate with a sense of belonging, purpose, choice and hope for their future

To foster the growth and development of literate, numerate and socially responsible in all areas of their education.

The literacy goals at Pinewood Elementary speak to the notion of fostering growth and development of literate students. Pinewood's goal with regards to self-regulation and the collaborative and proactive solutions model also upholds and connects with the school district's vision of enabling our students to develop a sense of belonging, of becoming socially responsible, having a purpose and feeling that they are cared for.



Eager Hill, Cranbrook, B.C. Grade 4/5 & 5/6 students - Pinewood Elementary

Connection to the 7 Principles of Learning:

Our adherence to the Principles of ‘Emotions are integral to learning’, ‘Recognizing individual differences’, ‘Stretching all learners’ and ‘Building horizontal connections’ will tie closely to our three goals. These four (4) principles will allow us to be more mindful and reflective when addressing our reading, writing and self-regulation school goals. As a school and as a community, a more narrowed focus allows us to give more credence to what we are needing to accomplish over the school year and ultimately over the span of a few years as we refine, reflect and act upon our action plan to enhance student learning.

