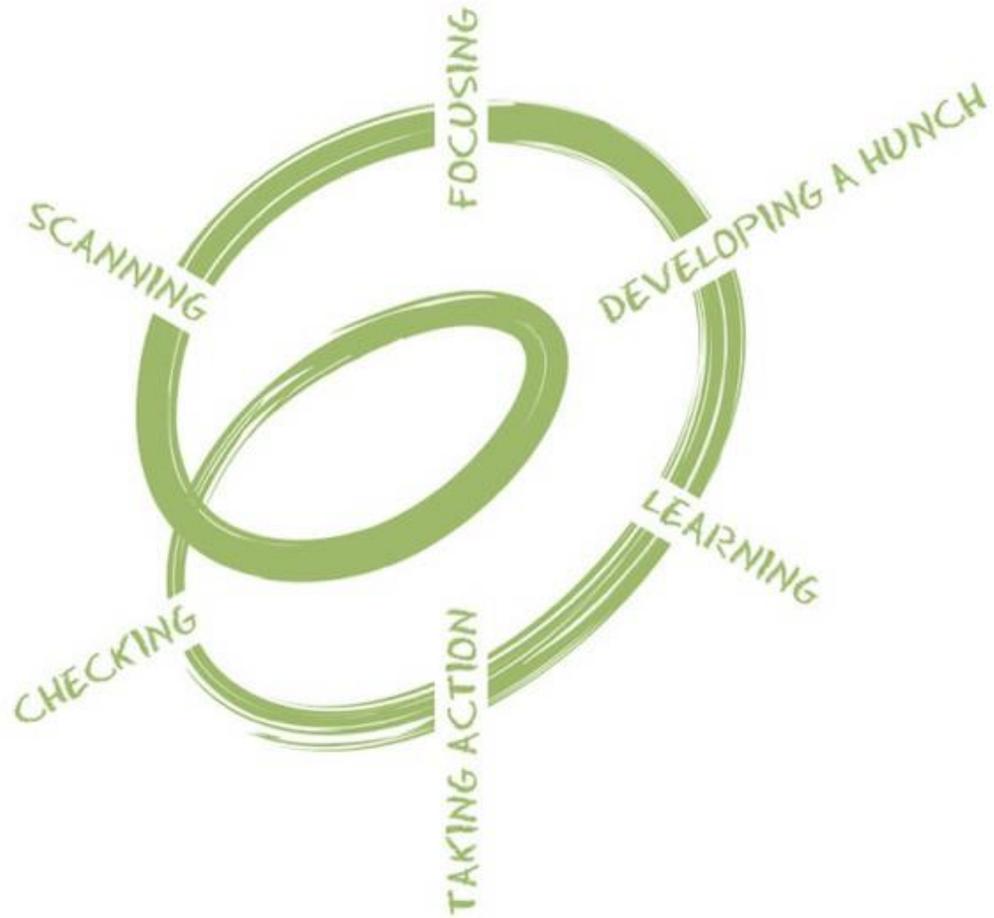


**School District 5 Southeast Kootenay  
School Growth Plan  
2016-2017**



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

Plan due to Superintendent: October 14, 2016  
Presentation to Board of Education: To Be Determined



## PINEWOOD ELEMENTARY SCHOOL

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CRANBROOK, BC V1C 5X8

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### **School Context:**

Pinewood Elementary School is a small, low-income, partially rural community school of 120 children from Kindergarten to Grade Six.

### **Inquiry Question: What do you think is driving your plan for student success?**

In discussion with staff members, we feel there is a general weakness in the area of Literacy across all grades. This is also evidenced through formative and summative assessment, school based team discussions and collegial discussion.

**Our goal(s); we will continue with our well-established Writing program and continue to focus on improving our Reading instruction to best meet the needs of all learners.**

### **Scanning: (What do you know about your students – their successes and challenges - what's going on for them?)**

#### **Successes**

- Students are willing to engage
- Use of technology has improved student focus
- Students enjoy new resources
- Students have a strong non-fiction interest
- Students loved working with a variety of adults
- Students loved working with a wide variety of resources from word rings to graphic novels

#### **Challenges**

The bulk of our students have challenges in the area of Literacy. Our students require a specific focus on interventions and the implementation of teaching strategies that will best meet their specific learning needs.

Our learners are struggling for a variety of reasons:

- The challenges teachers have developing plans to reach the needs of

- diverse learners
- Time to read
  - Appropriate materials for instruction
  - Personal motivation and interest on part of students
  - Learned reliance on an adult without effort to attempt independence
  - Need for greater parental involvement through home support
  - Lack of modeling outside of school
  - Lack of access to appropriate, ability linked material outside of school.

**Focusing: (Identify the most important work you can do to improve the success of your students. On which key areas of learning will you focus?)**

**Evidence/Data to support:**

After assessment through PM Readers, approximately 29 percent of our current Grade 1-5 students are reading below grade level. A good portion of this 29 percent are reading well below grade level. Certain areas of Writing need more structured support as well and we will use this to direct instruction. Students have many creative ideas and use a variety of expressive language but continue to struggle with conventions and cohesiveness.

Report card grades also reflect this evidence.

**Key Learnings:**

We will continue to assess Reading and Writing in September and June (Primary teachers will assess mid-year as well). We will use PM Benchmarks and Performance Standards for these formative assessments. Cumulative Writing folders are evaluated on BC Performance Standards.

We want our children to be able to communicate effectively. For real world, practical purposes, they will need to be able to read all sorts of non-fiction formats. They will also need to be able to write clearly in a variety of formats from job applications through to personal correspondence. We also want to instill in our children the value and pure pleasure of reading and writing for themselves.

In the renewed curriculum, all core competencies will be accessed through our goal. Communication will be a major competency as students access and impart information through Reading and Writing. Students will engage in both creative and critical thinking through a wide variety of literary activities. Personal and social competency will come into play as students relate to the world through Reading and Writing.

**Developing a Hunch: What is leading to this situation?**

**Taking Action:** In June of 2016, as a staff we reexamined the plans that were used for the 2015-2016 School Year. We made a number of decisions:

- Formative assessment is crucial to directing instruction
- The Buddy Reading structures we used were unsuccessful and need to be scrapped
- Individual teachers will need to include Silent Reading and/or Buddy Reading as best suits their classroom
- Individual teachers will use computer programs and Precision Reading within their own classes
- Computer Room access will have to be planned by the whole staff
- Student Services will support Reading through co-teaching or small group pull out as appropriate
- Aboriginal Education Support Worker will consult on supporting specific students
- The students who are struggling in Reading also benefit hugely from Morning Exercises so they will not be pulled from class at this time.

**New Professional Learning: (Summarize new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)**

In-service staff with Adrienne Gear Reading and Writing Power. Professional focus on Reading and Writing on Professional Development Days will provide time for teachers to meet to discuss successes and challenges. Collaborative Inquiry Projects for this year will revolve around a book study implementation of the Daily Five.

**Taking Action: What will you do differently?**

We will use project-based learning and inquiry to increase personal motivation for Reading and Writing. We will purchase more focused reading support materials. In-service all staff on Precision Reading and Reading Eggs. We will re-examine the One to One Reading Program and plan more Reading promotional activities such as Read and Run. We will also implement Daily Five or portions thereof into the classrooms. We will look to other schools who are running successful programs for ideas and support.

**Communication Strategies: (How will you communicate your inquiry and your results to the school community?)**

- Communicate to students our goals for improvement
- Include information about our goals and strategies in the school newsletter and on the school website
- Refer to goals during Parent Teacher Interviews

- Update PAC at meetings
- Include Reading and Writing as a topic of discussion at each staff meeting and on professional development days where applicable
- Include student writing samples in newsletters

**Parental/Community Involvement: (How will you work together as a school community to do this work?)**

- Home Reading programs
- Potential visits to Cranbrook Public Library – possibly acquiring Library cards
- Promotion of student work through CBAL Literacy Projects
- One to One Reading
- PAC supporting with purchase of technology
- Parent/Community role modelling at Poetry Assembly

**Connection to the District Goals: (How does this plan connect to our district vision?)**

**Improving achievement of all students – each and every student!**

- *To enable all students to graduate with purpose, options and hope by developing a sense of belonging in all students and enhancing the engagement in learning*
- *To develop literacy performance by purposefully engaging diverse learners in the process of reading to understand across all subject areas AND to improve the knowledge, skills and attitudes in numeracy*

Our focus is improving Literacy skills which will develop necessary graduation skills in all students. Our plan supports students whether they are below, at, or above grade level.

**Connection to the 7 Principles of Learning: (Which of these principles align with your plan?)**

**1. Learners at the centre**

Learners are the core participants and through our varied instructional activities we aim to actively engage them in their learning.

**2. Social nature of learning**

Social nature of learning will be reflected in many activities such as peer editing, brainstorming, reading buddies, Reader's Theatre and literature circles.

**3. Emotions are integral to learning**

With the support of a variety of adults and cross-age peer work, we will work to develop positive learner attitudes about themselves and their abilities.

**4. Recognizing individual differences**

By incorporating project-based learning and inquiry across the subjects, the skills taught in Reading and Writing will be reinforced.

**5. Stretching all students**

Again, with our knowledge from formative assessment and our familiarity with students, we can aim to push all students forward from their “beginning point”.

**6. Assessment for learning**

Clearly we are using assessment for learning to guide instruction and meet the needs of all students.

**7. Building horizontal connections**

With the renewed curriculum, teachers will endeavor to integrate needed reading and writing skills with other subject areas.

# Signing Off Page

	Name	Signature
Principal:		
Parent:		
Parent:		
Student:		
CFTA Representative		
CUPE Representative		

**Date:**

**Approval of the Board and Superintendent:**

**Board Chair:**

\_\_\_\_\_

**Signature**

**Superintendent:**

\_\_\_\_\_

**Signature**