

A close-up photograph of a green leaf with numerous water droplets on its surface. The leaf's veins are clearly visible, and the droplets vary in size, some reflecting light. The background is a soft, out-of-focus green.

Pinewood Elementary

ACTION PLAN FOR STUDENT LEARNING

2018 - 2021

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 129 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 one. Our school is enrolled in the Fruits and Vegetables program and Milk program.

We provide a daily thirty minute, whole - school morning physical activity which includes all of our students and staff creating 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.

Apart from two classes (Kindergarten and Gr. 4), all of the classes are blended (combined).

21% of our student population is of Aboriginal Ancestry.

16% of our student population are identified as having special needs.

Close and constant communication with our Secretary, Teachers, Teacher-Librarian, Student Services Teacher, Youth Care Worker, Counsellor, Behaviour Resource Teacher, Aboriginal Educational Support, Speech Language Pathologist, Assistant Speech Language Pathologist and our Educational Assistants and external agencies helps to provide and sustain a strong support system for our students.



Our school library has undergone an impressive change which can now effectively address the need for flexibility of use, increased comfort and accessibility to all our students. The space is now aesthetically pleasing, functional and speaks to how our students can select reading materials as the books are organized strategically based on themes, collections and reading levels of our students. The collection of books are also placed low on the shelves for the primary readers and higher up for the intermediates, thus honoring universal design.

Our sensory room is seeing its successful completion this year. This area is accessible to all students who are in need of a body break which helps them to recalibrate and self - regulate under the guidance of a trained adult.

For those students needing intensive behavior intervention, strategies and specialized tools in order for them to be successful in their day to day learning and social interactions, we continue to delve into approaches that speak to these needs.

Our school continues to be a hub of learning, a place where our students feel safe and student engagement is evident.



Our focus questions that are driving our growth plan are:

How might we continue to increase engagement in the areas of literacy, so that success is had by all?

How might our student population experience a different behavior intervention model, which addresses behavior issues such that the dignity of our learners is maintained throughout the process and that such intervention strategies can span between school and home?

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

How might we continue to build a sense of community to both land and people beyond the walls of the school building so that a continued sense of pride of place may permeate beyond a fixed address?



Our Goals:

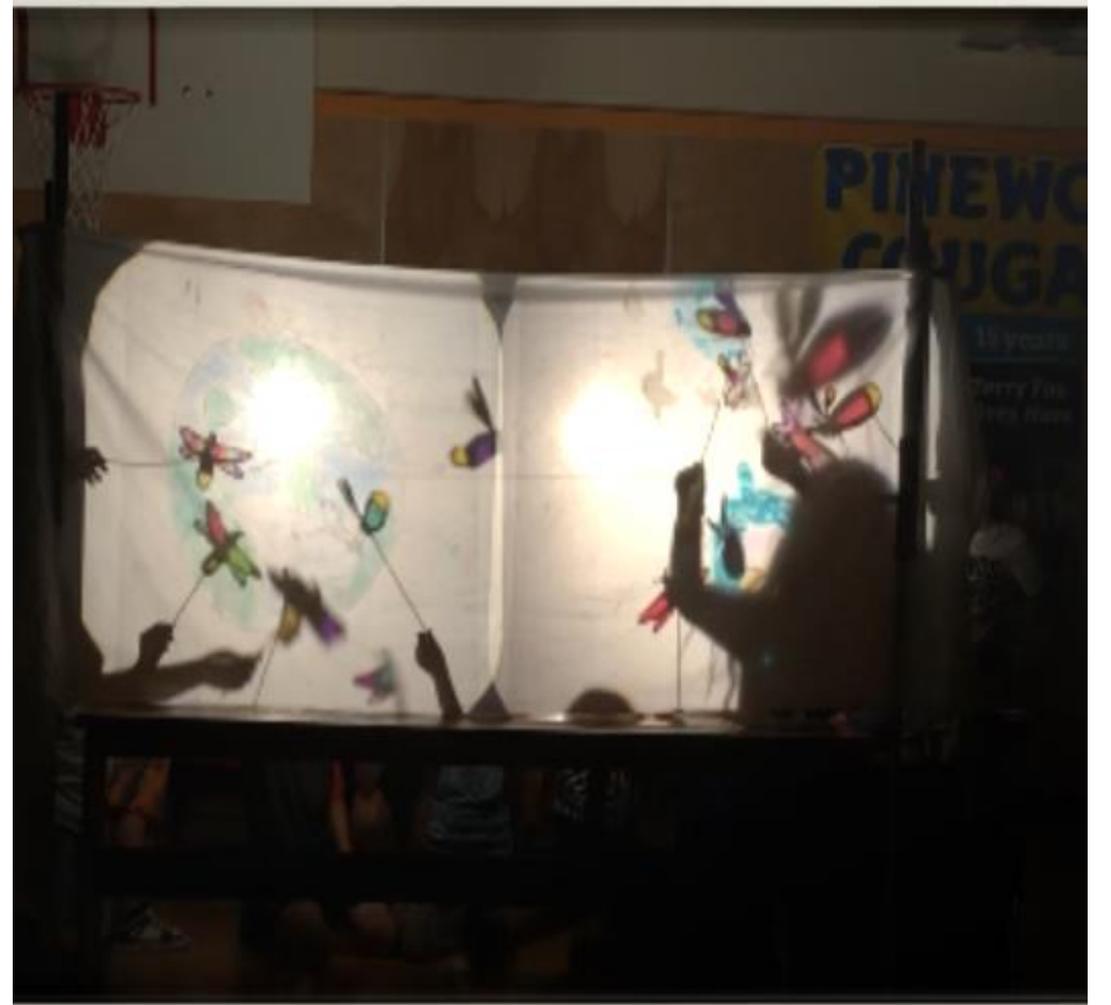
Continue with refining literacy best practices as it spans all curricular subjects.

Continue to explore and implement a research - based behaviour management model which will focus on proactive and collaborative problem solving so that all students achieve success.

Continue to examine data that helps to inform how to best address students' connections to school and staff

Explore and extend First Peoples' Principles into curriculum in such a way that there is ebb and flow to them and they are woven more deliberately and purposefully into subject areas.





Successes

Student opportunities for reading are increasing as the use of technology and online resources allows 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 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) continue to help strengthen our students' literacy skills



Challenges

Due to the small school size and combined grade levels, teachers are tasked 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 for our students that will help to bridge home and school 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

Four needs - based survey (Love, Power, Freedom, Survival) based on the work of Dr. William Glasser's Choice Theory, adapted by Diana Gossen with realrestitution.com

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

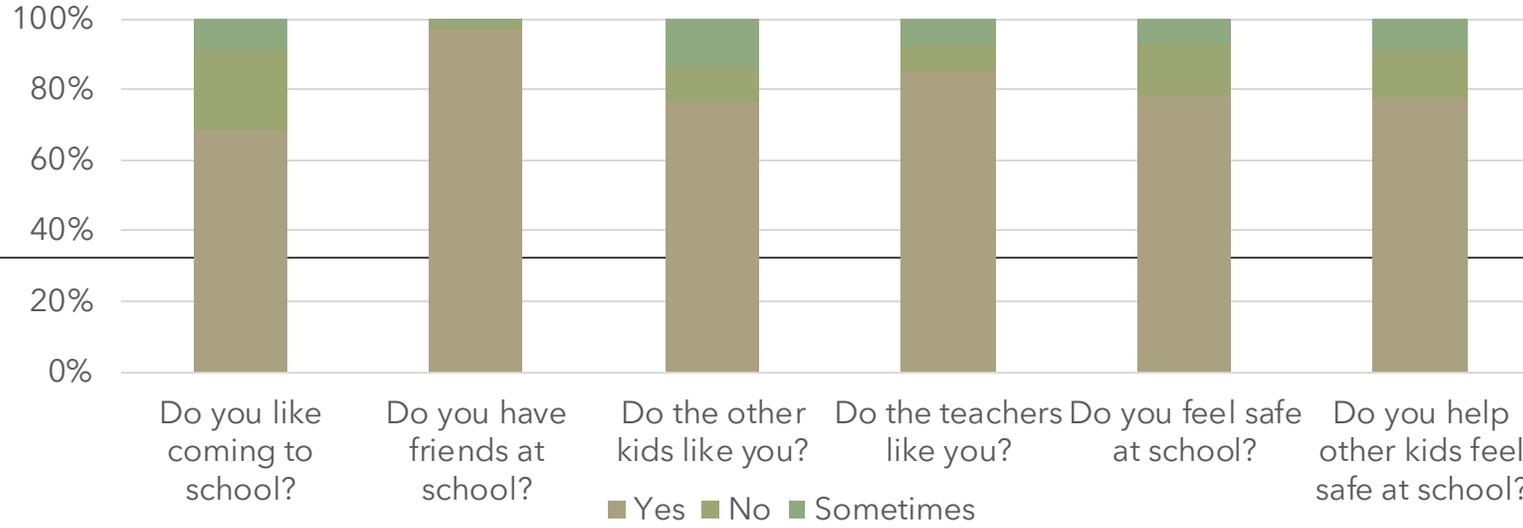
IEP goals

PM Benchmark - Reading Assessment Resource

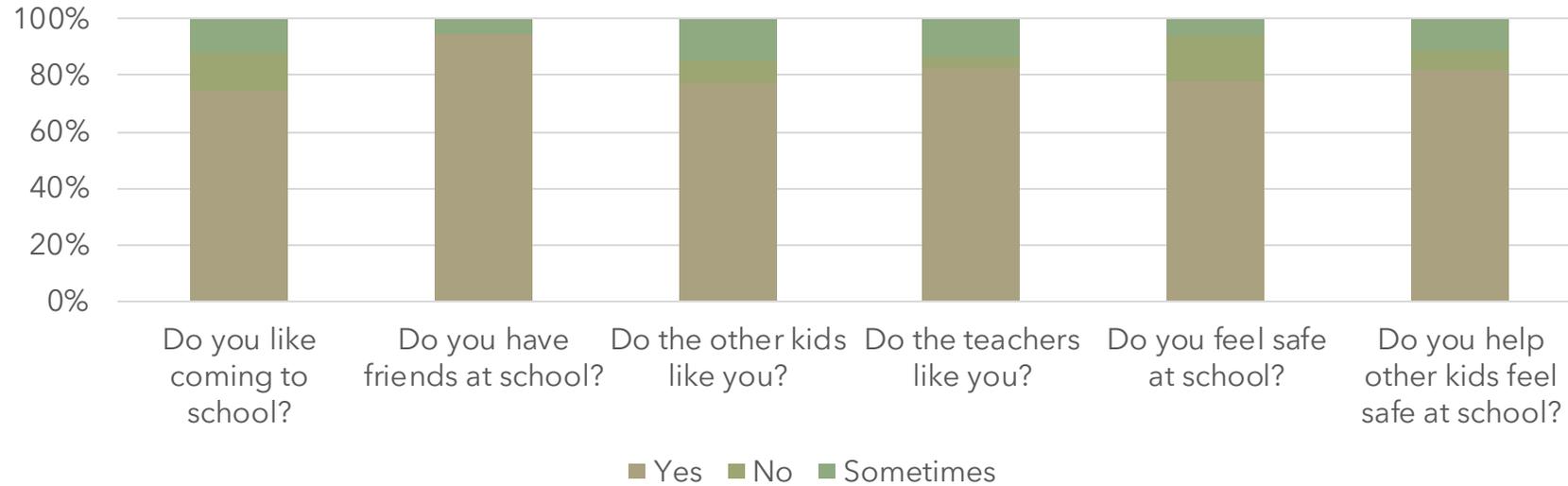
CHEQ survey data/ MDI survey

School - based satisfaction survey

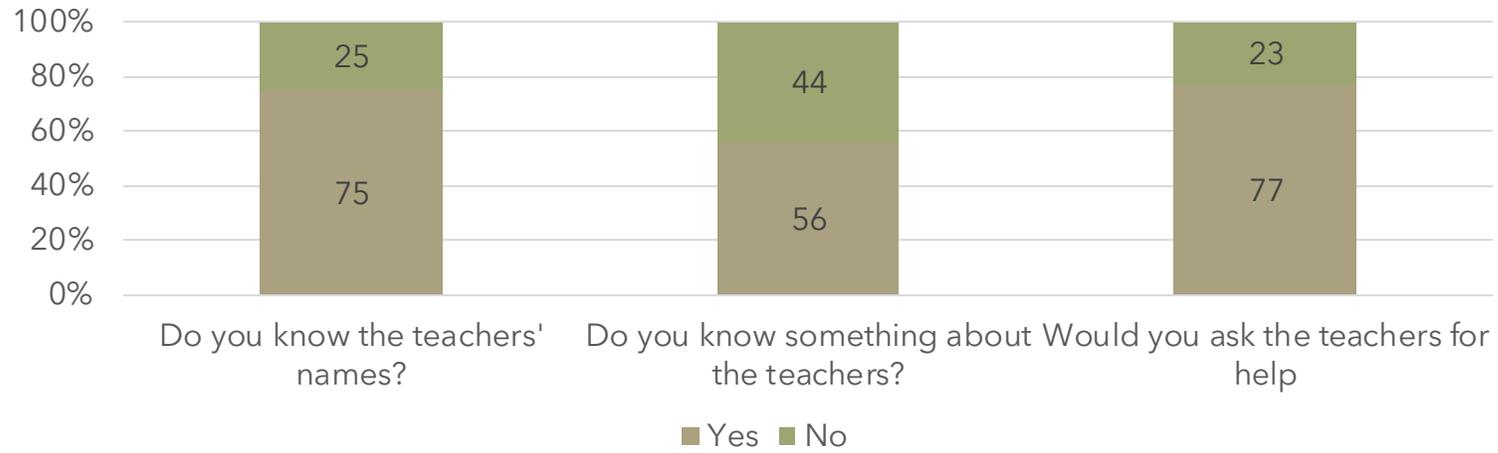
Fall



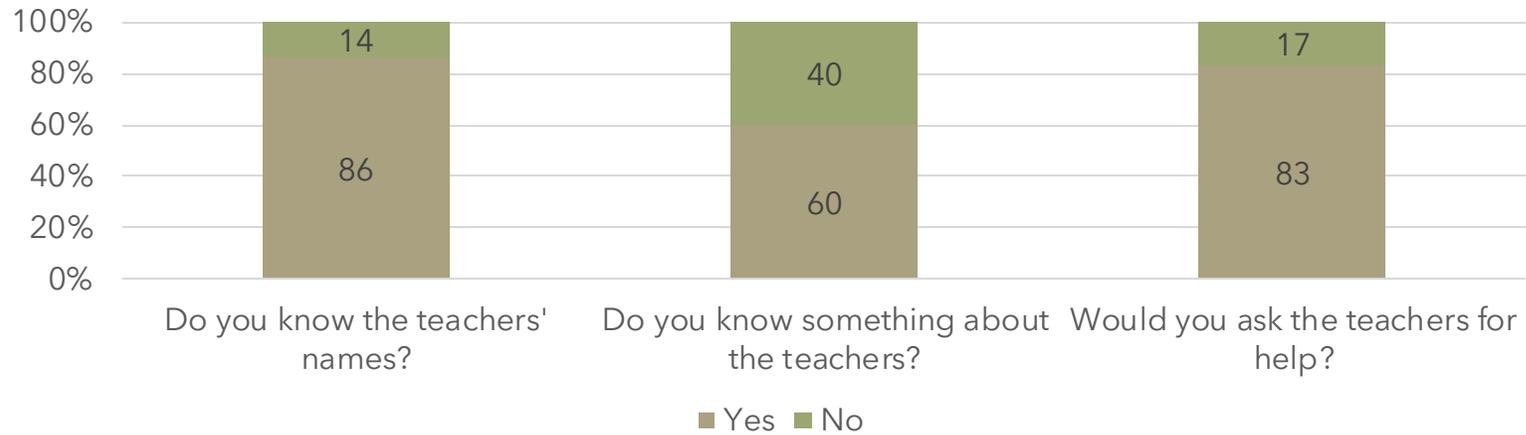
Spring



Fall



Spring



New Professional Learning

A cohort of four staff members will attend four Shelley Moore workshops throughout the year and share their experiences with the entire staff so as to build further knowledge with regards to inclusion.

We will continue to build 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.

We will continue to utilize and implement reading strategies and emerging materials researched by Adrienne Gear.

Taking Action

Narrowing our action plan to three main areas of literacy, social emotional learning and First People's Principles into all curricular areas 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 our 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.

Communicating Strategies

Continue to provide exemplars of 'Powerful' student writing in the School newsletter and in the building.

Continue to celebrate writing on our bulletin boards - publishing and sharing.

Continue to celebrate reading and writing of students 'in-house', classroom and office visits, providing recognition and acknowledgment in newsletters, personally to the parent/caregiver community and on the SD5 website or social media as appropriate.



Parent / Community Involvement

Extend book fair opportunities 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

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

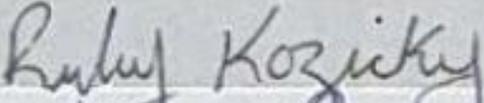
To foster the growth and development of literate, numerate and socially responsible students in all areas of their education.

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.

Connections to the First Peoples Principles of Learning

Our mindful and continued 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 Principles will allow us to be more mindful and reflective when addressing how they will be woven into our 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.



Signatures	Role
	Pinewood PAC President
	Pinewood Principal
	School Board Trustee