

# Framework for Enhancing Student Learning

## School Growth Plan 2023-2024



## School Snapshot

Pinewood Elementary School is the smallest elementary school in School District 5 (Southeast Kootenay) with 118 students. The staff is a tight-knit group who continually go above and beyond to maintain the “small but mighty” reputation of the school. There is a wealth of experience on staff and everyone is committed to working collaboratively towards continuous student-centred improvement. The staff consists of a principal, 7 classroom teachers, a music teacher, a student services teacher, a part-time teacher librarian, a part-time counsellor, a Youth Care Worker, a part-time Indigenous Education Support Worker, 6 Educational Assistants, a part-time Speech and Language Pathologist, a school secretary, and a custodian.

The student population consists of 30 students with Indigenous ancestry and 28 students with diverse abilities. The composition of every classroom has a variety of academic, social-emotional and behavioural supports/needs. With the additional CEF funding for the current school year, the average class size is 18, which teachers describe as a “game changer.”

PES offers students a variety of extra-curricular activities, including running club, school sports teams, and lunch club. An important part of the school culture at PES is the incorporation of

DPA “Daily Physical Activity” at the start of everyday. The entire school takes part in 30 minutes of physical activity. This could be walking/running laps around the field, or aerobics in the gym.

PES has a very supportive Parent Advisory Council that provides financial support for additional resources, equipment, and transportation enhancing learning opportunities for our students at school and within the community.

## School Growth Plan Priorities 2023-2024

### **Educational Priority #1 – Literacy**

Pinewood is in its third year of a three-year plan that focusses on improving students’ ability to be literate. School data continues to indicate that our students struggle with literacy. In the 2022-2023 school year, results show that we still have a significant gap between where our students currently are and where we’d like them to be which is reading at grade level. An examination of the most recent data indicates that sixty-five percent of the school population are not currently at grade level. This gap isn’t just a primary or an intermediate issue. The gap exists across all grade levels. As competent literacy skills form the basis of student success in all curricular areas, we will continue to be focusing our efforts on addressing and improving literacy skills across all grade levels.



### **Educational Priority #2 – Social and Human Development**

New for this year’s School Growth Plan is an additional goal focussing on creating a sense of belonging for all students. After the September Indigenous Professional Development Day, the staff made a commitment to further developing their understanding of local Indigenous culture in order to plan more authentic learning opportunities for our Indigenous and non-Indigenous students. As stated in the in the School District 5 Indigenous Education Enhancement Agreement, “Increased awareness and understanding of Indigenous cultures, histories and languages amongst the school district and its partners will enhance Indigenous learners’ sense of place, representation and belonging.”



## Goal #1 - Literacy

Goal:	Each student will meet or exceed literacy expectations in relation to their grade level or IEP.
Target:	To have 25 percent more students reading at grade level by year's end.

### Rationale

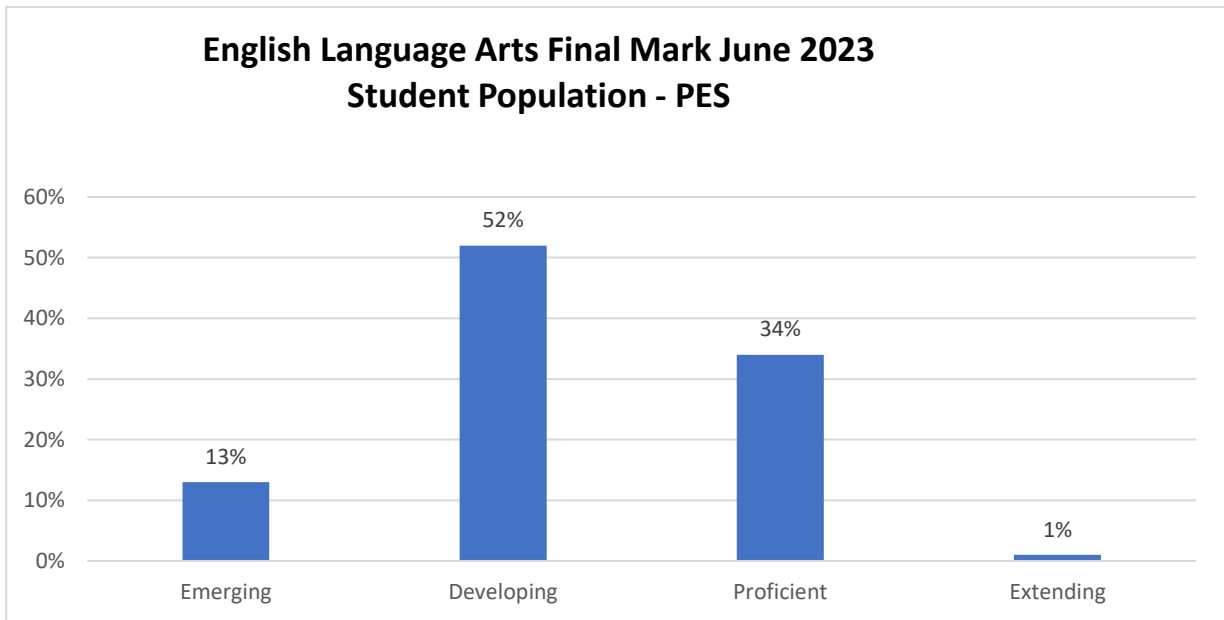
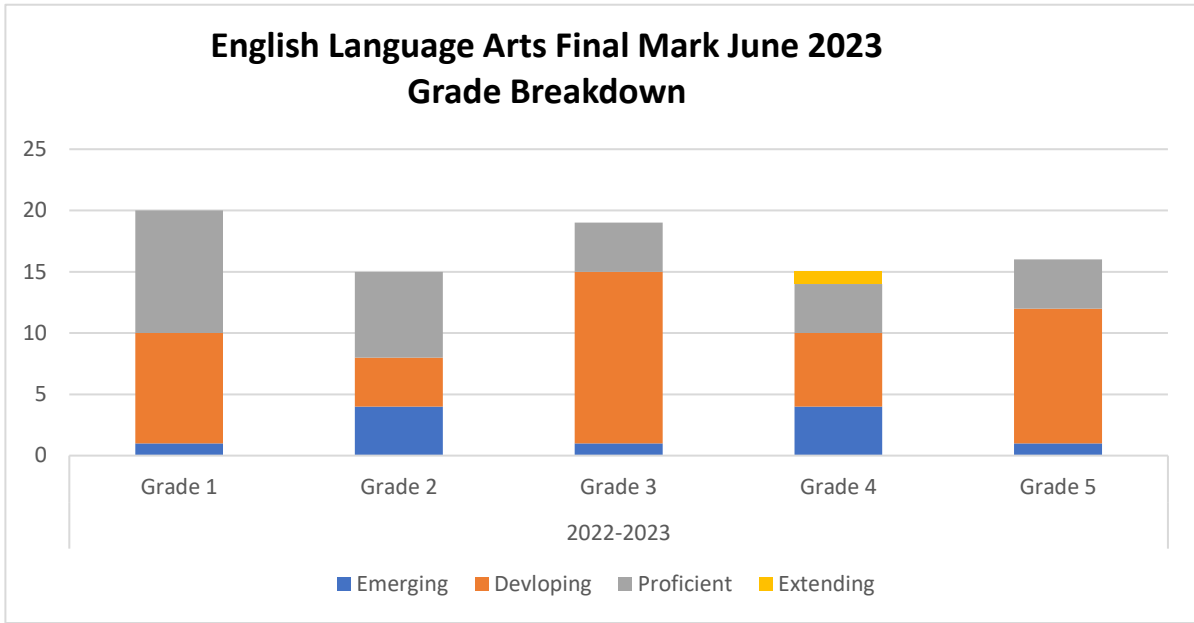
- There are struggling readers across all grade levels who need to develop their reading skills.
- Sixty-five percent of the student population are emerging or developing in English Language Arts.
- Teachers are still seeing the effects of the COVID gap in English Language Arts.
- Teachers are looking for supports and strategies to support their students.
- The primary staff is committed to using a standard assessment tool to identify the literacy needs of their students.

### Strategies

- Reading Assessments to be completed on all able students in grades 1-6.
- Targeted instruction for all primary students through a schoolwide UFLI Reading approach.
- Targeted instruction for all intermediate students who are not reading at grade level.
- Accessing SD5 District Literacy Teacher, Erin Jones, to work with staff address the needs of struggling readers.
- Host a Parent Literacy Night to help guide parents in supporting literacy at home.
- Continue SLP support.
- Small group instruction and 1 to 1 reading support.



# Pinewood Elementary School Data: Literacy

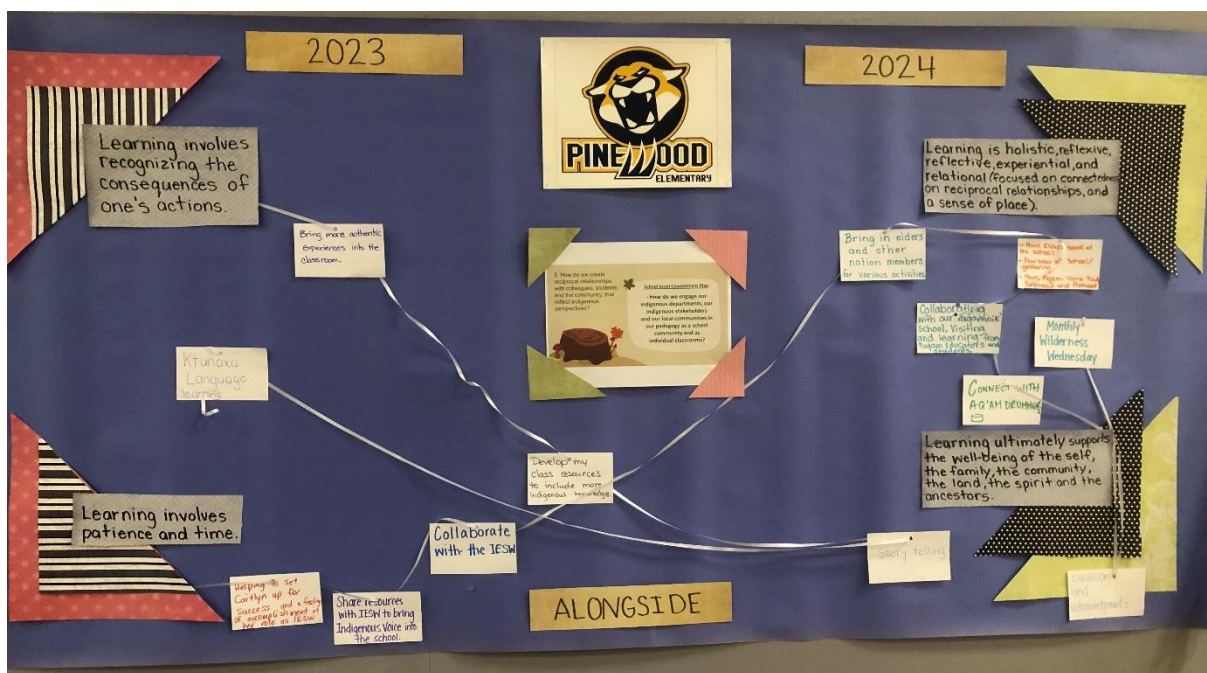


## Goal #2 - A Sense of Belonging for All

Goal:	Each student will feel connected to their school and community.
Target:	To improve staff and students understanding of our local Indigenous culture and offer more authentic learning opportunities. All students should see themselves in the curriculum.

### Rationale:

By deepening our understanding of our local Indigenous culture and providing more authentic learning opportunities, all students will see themselves in the curriculum increasing relevance, engagement, and overall belonging in the school community.



### Strategies:

- Embed First Peoples Principles of Learning in school culture to support and offer authentic learning opportunities and resources to enhance our understanding of Indigenous culture and history.
- Develop teacher class resources to include more Indigenous knowledge.
- Plan place-based Wilderness Wednesdays to connect to the land.

**Strategies Continued:**

- Share resources with IESW to bring an Indigenous voice into the school.
- Attend the MBSS Warriors Indigenous Fair at Highlands in November.
- Use the Sitting Stones in our school yard to promote the value of communication, connection and collaboration.
- Incorporate Ktunaxa Language Learning.
- Develop the role of Elders in our school to enhance our knowledge of our local language and culture and provide our Indigenous students with authentic cultural connections.
- Consistently express our land acknowledgement each day on the announcements.
- Collaborative school activities with Aqamnik School.