



PINWOOD ELEMENTARY SCHOOL

FRAMEWORK FOR ENHANCING STUDENT LEARNING 2024-2025

Pinewood Elementary School respectfully honours and acknowledges that we live, work, and learn on the lands of the Ktunaxa and the chosen land of the Metis.

ABOUT PINWOOD



Pinewood Elementary School is the smallest elementary school in School District 5 (Southeast Kootenay). This year, with the addition of two grade three classes from Amy Woodland Elementary School, the school's enrolment increased from 110 students to 152 students. This is the largest school population in the past 15 years, and we have been creative and flexible with space. Pinewood has welcomed all students and staff from AWES with open arms, and our new students are adjusting well.

Staff Snapshot

- Principal
- 8 Classroom Teachers
- Music Teacher
- 3 Learning Services Teachers
- Part-time Librarian
- Part-time Counsellor
- Youth Care Worker
- 8 Educational Assistants
- Indigenous Support Worker
- Speak and Language Pathologist
- Speech and Language Assistant



OUR STUDENTS

The composition of every classroom at PES has a variety of academic, social, emotional, and behavioural needs. The student population consists of 39 students with Indigenous ancestry and 37 students with diverse abilities. The staff work tirelessly to help all our students be successful. In addition to daily classroom instruction, diverse school and community programs help support our learners. 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.



DARE



COOKING CLUB



GRANDPALS

School Programs

- Cooking Club
- Friendship Groups
- Extra-Curricular Sports
- Gymnastics/Swimming
- Lunch Club
- Intramurals
- Literacy Support
- Numeracy Support
- Kids In the Know
- Cougars Code

Community Programs

- Windy Ridge Behaviour & Consulting
- Boys and Girls Club
- CYMH - Peace Program
- Ktunaxa Kinbasket
- Grandpals
- Dare
- Rocky Mountain Martial Arts

SCHOOL GROWTH PLAN PRIORITIES 2024- 2025

Within the scope of the school's growth plan and the goals outlined below, it is critical that all students feel connected to the school and have a sense of belonging. Through authentic learning opportunities, we want all students to see themselves in the curriculum, and ensure it is relevant and meaningful. As we work towards our goals, we recognize the importance of the First Peoples Principles of Learning, particularly that learning takes patience and time.

Goal #1 - Literacy

School data continues to indicate that our students struggle with literacy. In the 2023-2024 school year, results suggest that we still have a significant gap between our students current ability and their grade level expectations. An examination of the most recent data indicates that sixty-four percent of the school population are not currently at grade level. 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.



Goal #2 - Social Emotional Learning

This year, Pinewood is making social emotional learning a priority. Over the past few years, the school has experienced a growing population of students who struggle to regulate their emotions. This is impeding not only the learning of individual students, but the learning of peers in the class.



Goal #1 - LITERACY

Educational Outcome:

All students will meet or exceed literacy outcomes for their grade level.

Objectives:

To improve reading fluency and comprehension in Grade 2 and 3 students focusing on students who are not reading at grade level.

To improve the ability to communicate in sentences and paragraphs, applying conventions of spelling, grammar, and punctuation at the intermediate level.

Targets:

Increase the number of students reaching grade level literacy expectations by 20% over the next 5 years.

Rationale:

- There are struggling students across grade levels who need to develop their reading and writing skills.
- Final ELA marks for 2023-2024 indicate that sixty-five percent of the student population are not at grade level.
- Teachers are seeking resources 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.
- With the addition of .8 learning services teachers for this year, we have more staff able to address students' literacy needs.
- With the Library being transformed into a Music room, our Librarian will be working with classes to provide a more targeted approach to literacy.

Strategies:

- Reading and writing assessments will be completed on all able students in grades 1-6.
- Targeted reading instruction for all primary students through UFLI.
- Targeted instruction for all intermediate students who are not reading and writing at grade level.
- Accessing SD5 District Literacy Teacher, Erin Jones, to work with staff to address the needs of struggling readers.
- Small group instruction.
- 1 to 1 reading and writing support.
- Continue SLP and SLA support.

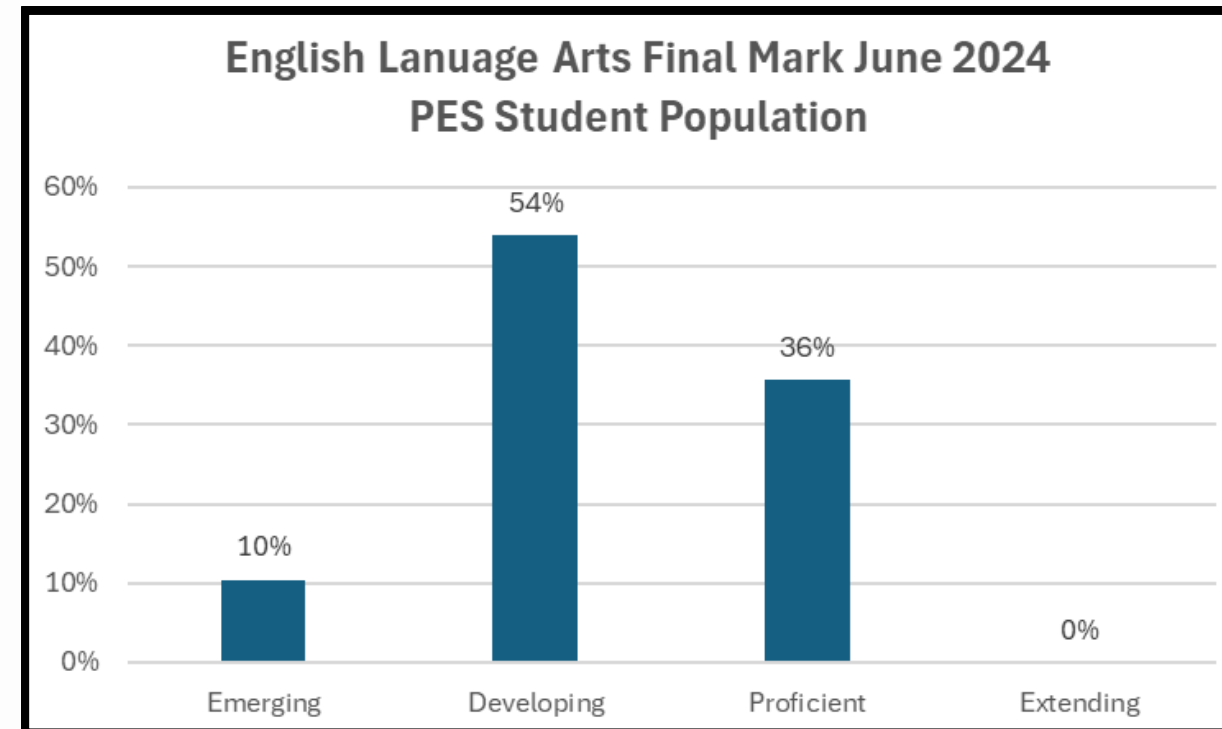
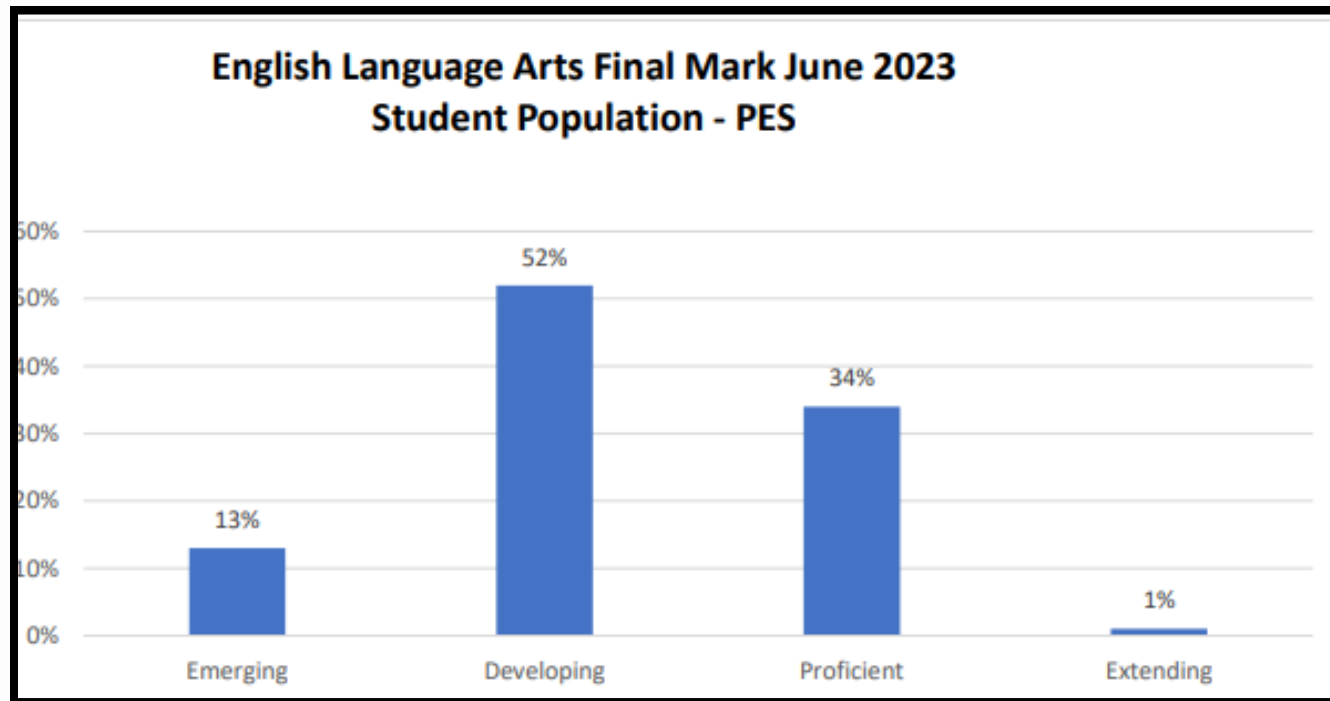


UFLI LESSON



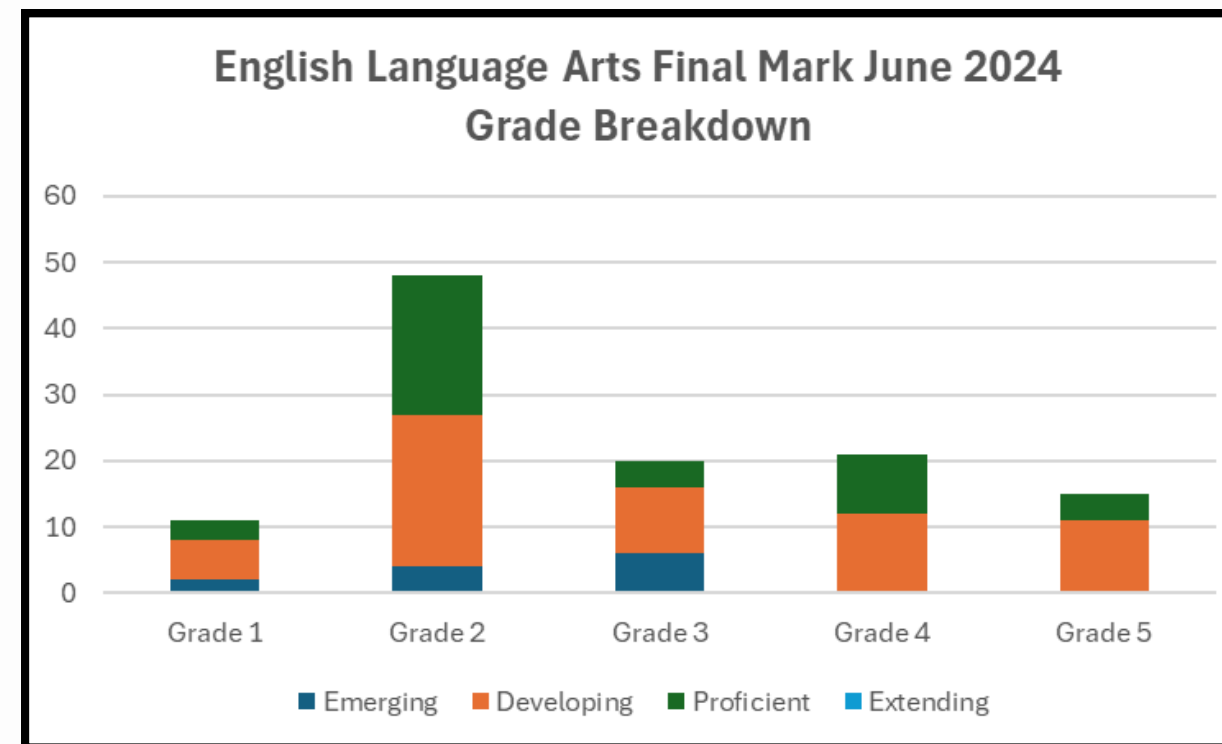
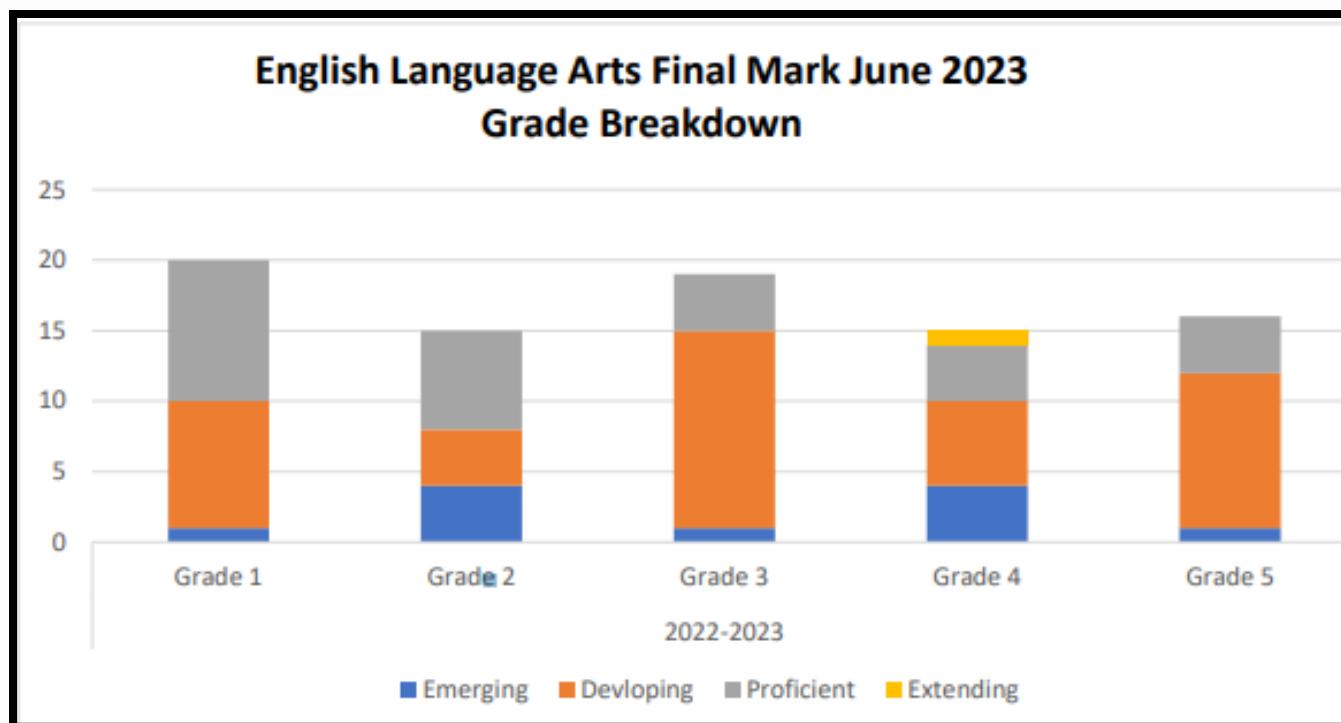
READING BUDDIES

SCHOOL LITERACY DATA



WHAT THE DATA TELLS US

Over the past two years, school literacy data shows that more than 60% of the student population have yet to meet grade level expectations. There have been incremental success and the interventions and strategies put in place last year yielded some positive results. By the end of the school year, a slightly larger percentage of students moved to the “developing” and “proficient” categories. A continued targeted approach will close the existing literacy gap and move students closer to meeting grade level benchmarks.



GOAL #2 - SOCIAL EMOTIONAL LEARNING

Educational Outcome:

Students will more consistently regulate their emotions and ease their worries, so they are able to stay on-task for learning.

Objective:

By using self and co-regulation strategies, students will be able to attend to learning tasks more consistently with fewer distractions to themselves and others.

Targets:

Students will increase their on-task time by using practiced strategies to reduce the stress response and help calm their bodies.

Strategies:

To be practiced in class, in small groups, and one-on-one:

- Reframing Behaviour Activities
- Mindful Breathing
- Go Noodle
- Calm App
- Size of the Problem
- Move-Work-Breath
- Movement Paths
- Rocketship Re-Set
- Sensory Swing
- Consultation with Kim Richards & Steeples regarding the Re-Set Process

