



SCHOOL GROWTH PLAN 2026-2027

PINEWOOD ELEMENTARY SCHOOL

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.

School Context



Pinewood Elementary School is the smallest elementary school in School District 5 (Southeast Kootenay) with 135 students. We call ourselves the “Small but Mighty School” because although Pinewood is the smallest school in Cranbrook, our students, staff, and community make a big impact. Our size helps us build strong relationships, support one another, and create a welcoming family atmosphere where every student matters.

The Pinewood School team consists of one principal, eight classroom teachers, one learning services teacher, and a part-time music teacher, librarian, and counsellor. In addition, we have seven educational assistants, a youth care worker, Indigenous Education Support Worker, a speech-language pathologist, and a speech-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 40 students with Indigenous ancestry and 24 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 which enhances learning opportunities for our students at school and within the community.



DARE



COOKING CLUB



GRANDPALS

School Programs

- Cooking Club
- Friendology
- 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
- Therapeutic Paws of Canada

SCHOOL GROWTH PLAN OVERVIEW

2026- 2027

Our growth plan is currently in its fourth year and has been shared with staff, our PAC group, and stakeholders. This is a living document and it may change upon reflection throughout the year.

Within the scope of the school's growth plan, 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.

**“Who I am when I walk through the door is met,
acknowledged and received, so I want to come back.”**

--Leslie Caye, Ktunaxa Leader



GOAL #1 LITERACY

Rational:

Achievement data continues to indicate that our students struggle with literacy. We have a significant gap between our students current ability and their grade level expectations. 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.

Letter Grade Breakdown
Grade EXT PRF DEV EMG

2025-2026 ENGLISH LANGUAGE ARTS FINAL MARK



FINAL MARK BY GRADE

GRADE 1



GRADE 2



GRADE 3



GRADE 4



GRADE 5



GRADE 6



GOAL #1 - LITERACY

Educational Outcome:

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

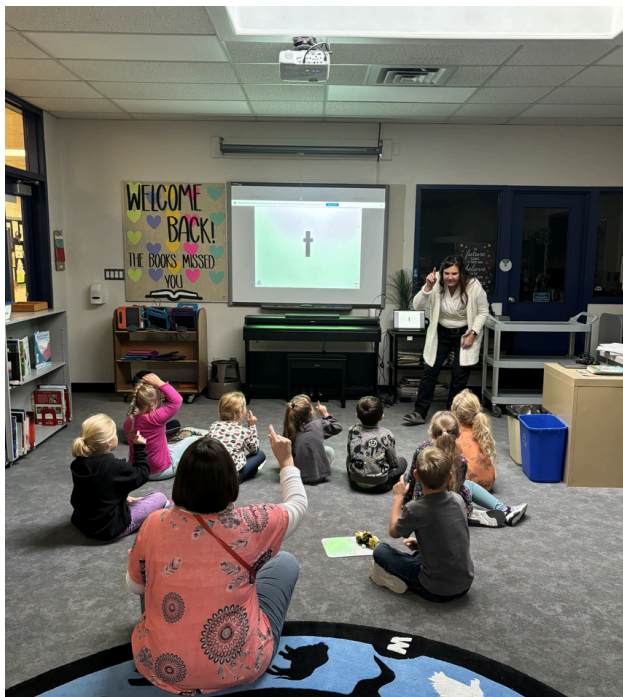
Objectives:

To improve reading fluency and comprehension in all grades, 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.



UFLI LESSON



READING BUDDIES

Rationale:

- There are struggling students across grade levels who need to develop their reading and writing skills.
- Final ELA marks for 2025-2026 indicate that more than half 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 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 Principal of Early Learning, Laura-Lee Phillips, 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.



GOAL #2 - SEL

SOCIAL EMOTIONAL LEARNING

Rational:

Pinewood continues to make 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 impedes not only the learning of individual students, but the learning of peers in the class. A student needs to be ready to learn, which means a calm body and mind.



TEACHING CO-REGULATION/SELF-REGULATION WILL REDUCE DISRUPTIVE BEHAVIOURS, DEMAND AVOIDANCE AND OFFICE REFERRALS AND WILL IMPROVE THE LEARNING CONDITIONS FOR ALL STUDENTS.

SOCIAL EMOTIONAL LEARNING HELPS FOSTER A SUPPORTIVE ENVIRONMENT THAT REDUCES ANXIETY AND IMPROVES MENTAL HEALTH, WHICH INCREASES CLASSROOM PARTICIPATION AND LEARNING CONDITIONS.

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 to 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
- Collaboration with Krysta Leiman (SEL District Teacher) & Aleata Harty (counselor) for targeted strategies and supports.

GET CALM FIRST

When you make a mistake, one of the most important things you can do is to get calm first. When you are calm, you can use the thoughtful part of your brain to think about what happened and make more helpful choices.

Some Ways to Feel Calm

WholeHearted School Counseling ©2021



Imagine Something
Calm or Happy



Take Slow,
Deep Breaths



Use a Fidget



Tighten Then Relax
Your Muscles



Exercise, Stretch
or Do Yoga



Focus on 3 Things You
See, Hear, and Feel