

**School District 5 Southeast Kootenay
Action Plan for Enhancing Student Learning
2021-2024**

**School: Pinewood/Himu ʔagan̓taʔin
Elementary School**



School Cycle:

We are in the second year of our three-year plan.

School Context:

Pinewood is home to 114 students, 9 professional staff and 11 support staff. Our students are supported by teachers and support staff who work collaboratively in a wraparound approach. We operate under the assumption it is imperative that we assess our students in order to offer the most effective programming and learning strategies. Our teachers have a wealth of experience and are committed to working collaboratively towards continuous improvement.



We enjoy a strong relationship with our PAC and parent group. Parents are actively engaged in their child's education. Pinewood is a thriving learning community; a safe a caring environment. The well-being of our students and staff is important to us and is the basis for all we do as a community of learners.

Our teachers are proponents of space and place based learning. We are involved in Character education through the use of the Virtues Program and we model and expect a high degree of kindness and personal responsibility.

School Growth Plan Priorities

Our data continues to show us our students struggle with Literacy. As competent literacy skills form the basis of student success in all curricular areas, we will be focusing our efforts on addressing and improving the literacy skills across all grade levels. In the 2021-2022 school year our results show we still have a ways to go in reaching our literacy goals. Please see appendix 1 for 2021-2022 data.

Our Goal:

Our goal is to concentrate our efforts on improving literacy skills for all students. Our target is to have 25 percent more students reading at grade level by year's end. This ties in directly with the District Outcome 1 from the Framework for Enhancing Student Learning:

“Students will meet or exceed literacy expectations for each grade level.”

How will we get there?

We will proceed as follows:

1. Staff engagement with District Literacy Specialist to increase capacity for literacy instruction in primary grades.
2. School wide assessment of reading levels/data analysis using PM Benchmarks.
3. Targeted strategies to improve literacy skills.
4. Reassessment of literacy skills and assessment of effectiveness of implemented strategies.
5. Targeted professional development for teachers in assessment.
6. Targeted Growth Plan funding to access resources and professional development.

Strategies

The following strategies will be implemented during the coming year:

1. PM Benchmark assessment for students
2. PM leveled reading groups delivered by classroom teacher, student services teacher and support staff
3. Whole class literacy focused activities that span the curriculum
4. Scholastic reading program for the intermediate grades
5. Implementation of Reading Eggs program for Primary students
6. In-service for teachers focusing on reading assessment and program implementation.

Successes

Although we did have a measure of success in bringing more students closer to grade level literacy skills we still have a work to do to insure all students have grade appropriate literacy skills. Our targeted focus at the grade 2 level met with limited success and we will be once again focusing on the challenges we face at this grade level. Our intermediate students exhibited improvement in literacy skills but we have work to do in these grades as well.



Communication Strategies:

We will share our results and ask for continual feedback with stakeholders through a variety of means including but not limited to:

- Pac Meetings
- Staff Meetings
- School Website
- Email
- Newsletter
- School Facebook Page

Parental/Community Involvement:

We have shared our working plan with our newly elected PAC at our September meeting. We have asked for input and we will send our plan out to parents via email to ask for feedback. We consider our Action Plan a fluid, living document that can and should be altered to reflect parent feedback and the need to change based on the ongoing collection of data.

Connection to the District Goals

Contained within the District's Framework for Enhancing Student Learning is the requirement for creating a school goal that meshes with the District goals. To this end:

School staff will work with their school community to choose an improvement goal of either literacy or numeracy dependent on their data and focus area. They will use both pre-data and post-data and will work on a continued cycle of improvement. School budgets should align with the school growth plans.

Existing Areas of Need:

Our data (appendix A) continues to show a continual need for focus on literacy across all grade levels. We will continue to make use of in house programs and strategies as outlined above. In addition we will be working closely with our District Literacy Lead to develop capacity around literacy program delivery and assessment practices. We will be focusing on consistent literacy programming at the primary level to ensure our students have a greater chance of success as they progress through the intermediate grades. Our growth plan is a living, fluid document that will be adjusted based on stakeholder input, staff data based assessment and student need.

Appendix A

Assessment Data (PM Benchmarks)

Grade Level Literacy Data

End of 2022

Assessment Tool: PM Benchmarks

Grade	% of students at grade level	% of students below grade level	Desired increase of students at or above grade level
1	N/A	N/A	25%
2	50	50	25%
3-4	45	55	25%
4-5	58	42	25%
6	53	47	25%



**Foundation Skills Assessment
00502030 - Pinewood Elementary - Writers Only**

Literacy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	16	81.3	3	23.1	10	76.9	0	0
	Female	7	100	1	14.3	6	85.7	0	0
	Male	9	66.7	2	33.3	4	66.7	0	0
	Indigenous	3	100	1	33.3	2	66.7	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	5	60	1	33.3	2	66.7	0	0

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	16	81.3	6	46.2	7	53.8	0	0
	Female	7	100	3	42.9	4	57.1	0	0
	Male	9	66.7	3	50	3	50	0	0
	Indigenous	3	100	2	66.7	1	33.3	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	5	60	3	100	0	0	0	0

Emerging

On Track

Extending

*Note: Diverse Needs includes all students identified in all 12 categories



PINEWOOD

ELEMENTARY

